

The Effectiveness of Islamic Values Based Sex Education Training In Teens

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Abstract – Teens need to understand the dimensions and implications of their sexual development. Such understanding will foster adolescent awareness and ability to show healthy and responsible sexual behavior. But not all adolescents have sufficient knowledge of sexuality and reproductive health. Adolescents do not understand that the aspect of sexuality not only has physical dimensions but also psychic, social, and religious morals. Adolescents also do not yet have an awareness of the importance of maintaining reproductive health and showing sexual behavior in accordance with religious values adopted. This study aims to examine the effectiveness of value-based Islamic sex education training provided to adolescents in improving knowledge about sexuality and reproductive health. This research used experimental method with control group pretest posttest design. The study used 1 treatment group and 1 control group. Measurements were made before and after treatment to find out the increased knowledge of adolescents on sexuality and reproductive health based on Islamic values. The number of subjects as many as 35 people aged 13-15 years (experimental group = 20 people and 15 people control group). The results showed that there were differences of knowledge of adolescents before and after training of sex education based on Islamic values in experimental group ($t = 2,904$; $p < 0,01$) and vice versa there was no difference in control group ($t = 1,0486$; $p > 0,05$). This suggests that adolescent knowledge about reproductive health and healthy sexual behavior can be enhanced through sex education that integrates the physical, emotional, social, and spiritual aspects of Islam in adolescents and involves the process of providing information, discussion, practice, reflection, and expression.

Key words: Sex Education, Training, Youth, Islamic Values Attachment.

INTRODUCTION

Adolescence is a period of development that is characterized by active sexual hormones that cause changes in the physical, cognitive, emotional, and sexual behavior. The importance of studying adolescent sexual behavior is due to individual sexual behavior as adults will be determined by their sexual behavior when adolescents (Epstein, Bailey, Manhart, Hill, & Hawkins, 2014). The sooner the teens show sexual behavior the greater the tendency of sexual behavior at risk (Santrock, 2010). Healthy sexual behavior is a safe sexual activity and does not pose a risk of pregnancy outside of marriage and contracting venereal disease (Steinberg, 2002). Sexual behavior shown by adolescents will be largely determined by the knowledge it has on sexuality and the consequences of sexual activity (Trisnawati, Anasari, & Eka, 2010).

Knowledge of sexuality includes the functions of the body and reproductive organs, puberty, and how to care for reproductive health (Marpaung & Setiawan, 2012), various sexual behaviors and their effects, sexually transmitted diseases, and social ethics (Lestari, 2016) self protection from sexual violence is important information that must be understood by adolescents. This knowledge will make teens cautious in expressing sexual urges and establishing responsible interactions with the opposite sex. Such an attitude, will keep teenagers from sexual behavior that could pose a risk of self-harm and future (Primary, Biological, & Supriatin, 2014) such as premarital sex.

Adequate education received by adolescents on sexuality will shape the readiness of adolescents to

make correct decisions about their sexual behavior (Santrock, 2010).

Knowledge of sexuality today can be obtained by teenagers with more flexibility when compared to several decades ago. Rapid technological developments make teenagers can access all information through various media related to the internet including information about sexuality. This makes the information available at any time unlimited by space and time. But the ease of access that is without limit is not always accompanied by the quality of information that can be trusted. Some of the information contained misleading pornographic shows, jeopardizing health and making teenagers misunderstand about sexuality, thus creating behavioral problems for teenagers who witnessed it (Fera & Pratami, 2011).

Knowledge of sexuality requires not only a complete and adequate quantity of information but also an accurate, reliable and prioritized quality of educational information so as to guide youth to show healthy and responsible sexual behavior (Sujarwati, Yugistyowati, & Haryani, 2014). In addition to media, peers are also a source of information that is often used by adolescents to gain knowledge about sex. Teenagers who have sexually permissive and sexually active friends will tend to engage in risky sexual behavior (James, Montgomery, Leslie, & Zhang, 2009). This is understandable considering the age of adolescence is the period of individuals releasing dependence with parents and begin to develop social interaction. Attitudes and sexual behaviors shown by peers will greatly affect the sexual behavior of teenagers especially if parents are

less involved in supervision (Sriasihi, Ariyani, Mauliku, & Riris, 2013). Bad communication with parents will accelerate the first sexual intercourse in children. Conversely, close, supportive, and linked parent-child relationships correlate with delays in sexual intercourse first by adolescents (Brooks-Gunn & Furstenberg, 1990)

In practice, sex education has been delivered by schools although it is still limited to biology lessons that teach about the biological aspects of reproductive organs as well as religious lessons on rules in interacting with swamps. But the learning gained by adolescents is not yet fully able to cultivate attitudes and sexual behavior in accordance with the expectations of the community. As stated by (Santrock, 2010) that the failure of sex education programs in America is due to education that prioritizes the biological aspects rather than the emotional aspects of sex so as not to shape the ability of adolescents in making informed decisions about their sexual behavior. Appropriate methods will largely determine the success of the process of sexuality education provided as found in the study (Helmi & Pramastri, 1998). Teens want an educational method that allows them to share ideas and dialogue with others. Teenagers want their opinions to be heard and also get an adequate explanation of what is taught, why so, and the learning process is done in a pleasant and comforting atmosphere (Dame, Widyan, & Abdullah, 2012). This method of group-based education will enable the youth to learn from the experiences of his group's friends and reflect on his own experiences so as to achieve the awareness and attitude formation as expected.

Sex education is needed by teenagers not only education that provides some information related to physical, psychological, and social aspects but also education that contains religious moral values that can direct the adolescent to take a firm stance in addressing the social environment. The value of religion contains suggestions and prohibitions of behavior that are

sourced from God and will guide followers to behave in accordance with the will of God. In Islam there are a number of guidelines and limits on behaving personally, as well as in the social environment or in the presence of the opposite sex. In the context of education in adolescents, the delivery of Islamic teaching values needs to be tailored to their intellectual needs. In understanding the teachings of Islam, adolescents need rational arguments and empirical evidence that can reinforce their belief in the rules set by God. Islamic-based sex education delivered with appropriate methods will be able to shape appreciation and encourage the internalization of Islamic values into adolescents so that sexual behavior is demonstrated in accordance with the demands of the Qur'an (Widanarti & Nashori, 2015).

METHOD

This research used experimental method with control group pretest posttest design. Subjects were 35 adolescents aged 13-16 years consisting of experimental group (20 persons) and control group (15 people). The experimental group received treatment in the form of Islamic value-based sex education which was given for 8 hours with lecture, discussion, role play and games methods covering developmental aspects and problems of adolescent, self-knowledge, healthy behavior for adolescents, and sex behavior according to the guidance of Al Quran Hadith . Training materials are delivered by trainers who have received previous training. Both groups were given pre- and post-test tests to measure the subject's knowledge level of the given material. The results were analyzed using t test technique.

The following presents a draft of Islamic value-based sex education training module used in this study:

Table 1. Draft of Islamic value-based sex education training module.

NO	Subject	Objective	Activity	Time	Method	Equipment
1.	Training contract	To build an understanding of training objectives and processes, group dynamics	Pretest, tree of hope, training contract	0'	Test, Game	Prestest sheet, Tree, Spidol, worksheet, LCD, slides
2.	What is Puberty?	To know the changes experinced by teenagers	Listening development aspects and the issues	60'	Lecture, Discussion, Case study	LCD, worksheet, the case
3.	Who am I?	To understand advantages and disadvantages of self	Playing JoHari Window, type of personality	60' 30'	Games, Discussion, Test, Lecture	Worksheet, LCD, slides
4.	Health Sexual Behavior	To understand sexuality and health sexual behavior on teenagers	Listening to health sexual behavior, discussing cases of teens sexual behavior	45' 75'	Lecture Group Discussion, Presentation	Slides, the case, worksheet, LCD
5.	Teens Sexual Behavior according AlQuran and Hadits	To build sexual attitude and behavior according to Islamic Values	Listening slides of Al Quran and hadits saying about sexuality, Practicing self protecting behavior	45' 60'	Ceramah, Diskusi Role Play, Discussion	LCD, slide materi Manuscript
6.	Penutup	To wrap up, posttest, evaluation		45'	Discussion, test	Posstest sheet, evaluation sheet

RESULT

The following table 2 shows the description of the measurement results of the study subjects:

Table 2. Data Description of Research Results

Group	Pretest		Posttest		N
	Mean	SD	Mean	SD	
Experimental	6,25	1,517	7,10	1,071	20
Control	5,333	1,234	5,733	1,0327	15

From the analysis step done obtained the results as can be seen in table 3 below:

Table 3. T test results of treatment groups and control groups.

Group	t	p	Result
Experimental	2,047	0,0048	P< 0,01
Control	1,0486	0,1057	p> 0,05

From table 3 above it can be concluded that there is a very significant difference between pretest posttest result in the experimental group, while in the control group showed the opposite result. Thus it can be said that the training of value-based Islamic sex education shows effective results in increasing adolescent knowledge about sexuality, reproductive health, and healthy sexual behavior.

CONCLUSION

The results showed that the training of Islamic-based sex education given to adolescents proved effective in increasing adolescent knowledge about healthy sexual behavior according to the guidance of Al Quran and Hadith. In general, the designed training method can be said to be the right method for sex education based on Islamic values for teenagers. First, the training uses varied methods such as lectures, discussions, games, role plays, case studies and presentations. Variations in delivery methods can maintain interest, motivation, and enable more learners' learning modalities in following the entire set of training so that learning outcomes can be optimized (Tapomoy, 2006). This can be seen from the behavior of participants during the training that looks enthusiastic, concentrated, active duty, cooperate, and relax. The use of varied methods can also complement each other so that the limitations of one method can be solved using other methods.

Second, the use of discussion methods in conveying information about sex within the framework of Islamic values is very appropriate for adolescents. With the development of cognitive, adolescents are able to think critically in receiving the information provided so that the law or rules are submitted not only doctrinal nature

that must be memorized. Including when discussing behavioral guidelines according to the Quran and Hadith is not felt dogmatic as they usually feel when in school (Firmania, Prasetya, & Imawati, 2012). A sense of comfort and full engagement will make it easier for participants to absorb the training materials optimally. By discussing, youth can convey their thoughts and get answers from scientific explanations and real examples (Helmi & Pramastri, 1998). Opinions conveyed by friends also helped the process of understanding participants.

Third, subjects have the opportunity to practice what is learned through role play and group presentation so as to increase participants' readiness to apply it in daily life. Learning from existing cases, making teens more sensitive to problems in adolescence and learning to anticipate (Blanchard & Thacker, 2004). Fourth, the lecture method accompanied by audio visual support materials on recent research on sexually transmitted diseases, sexual disorders, and pornography enables participants not only to be aware but also aware and intrigued to be aware of the dangers of sexual violence and the importance of self-preservation (Tapomoy , 2006). Fifth, the test methods and games arranged in the self-introduction session build the participant's sensitivity to the personality aspect and realize the advantages and disadvantages so that the adolescent is better able to manage themselves in their social environment. The more adolescents recognize the potential of themselves the more they will have confidence in their ability to cope with environmental and peer pressure (Steinberg, 2002).

This is in line with the results obtained from the control group where there is no increased knowledge of sexuality and healthy sexual behavior according to Islam on posttest. Teens who do not get sex education from a trusted source will tend to have an inappropriate understanding of sex (Andriani, Yasnani, & Pratiwi, 2015). Thus, it can be said that the training materials that include puberty, self-knowledge, healthy sexual behavior, and the claims of Al Quran and hadith on sexual behavior that has been given proven to increase the participants' knowledge than before the training. The Islamic value approach can offer a clear and decisive value system for adolescents to take precautions and provide solutions for the natural sex drive to efforts to control oneself and foster a sense of responsibility for actions to be taken (Nuryadin, 2016). The training method not only focuses on the knowledge and cognitive aspect but also touches the emotions and provides an opportunity to practice knowledge so that this method is effective in conveying the sex education curriculum for adolescents (Dame, Widyana, & Abdullah, 2012). A thorough and adequate knowledge of sex will shape the attitudes and behaviors of healthy and responsible adolescents.

The evaluation of this research is that the measurement is still limited to the improvement of participants' knowledge after training. It may be

advisable to make measurements of behavioral changes experienced by the participants at least after 3 months after the training is given so that reliable data can be obtained about the effectiveness of this value-based Islamic sex education training in shaping healthy teen sexual behavior. Furthermore, it is necessary to control the variables that influence adolescent sexual behavior such as parent role, peer role, personal characteristics such as self efficacy and permissive attitude, involvement of school, and other health risk behavior tendencies so that the effect of treatment can be believed as the cause of attitude change or behavior of the study subjects. Random selection of subjects can also be suggested for optimal homogeneity.

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