

THE LEVEL OF UNDERSTANDING OF SEX EDUCATION IN ADOLESCENTS IN RURAL AREAS "RESEARCH ON YOUTH IN DUSUN BAKALAN SIWURAN GARUNG WONOSOBO"

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Abstract - Knowledge about sex education from an early age needs to be instilled so that children can determine their future sexual decisions based on credible information and values held in society. The main target in the socialization of sex education carried out by the 151 KKN Group of UIN Sunan Kalijaga Yogyakarta is the adolescent age. The reason for making adolescents the main target is because at the age of adolescence there is physiological, emotional, and thought development. Adolescence is a golden age because children can receive a lot of information and process it themselves so that it becomes output in their actions. The ability to receive good information at a young age can backfire if it is not directed and given good guidance, the reason is that at this age emotional abilities are still in the development stage so that adolescents do not have control over the information they get. Discussions about sex are still often considered taboo by most people, generally, adults will forbid children or teenagers to discuss sex because what is in the minds of most people, sex is still only in terms of husband-wife relationships. Taboo thoughts like that are both an obstacle and a challenge in the socialization of Sex Education. In contrast to teenagers, sex education for children that is appropriate and acceptable to children in elementary school is in the form of basic information. - which parts may and may not be touched by others. This study aims to see the extent to which adolescents understand sex education in rural areas and describe various efforts to increase understanding of sex education.

Keywords: socialization, understanding youth sex education, rural areas

1. PRELIMINARY

People in rural areas still often consider the topic of sex education as a taboo topic because it contains material about husband-wife relationships. In fact, the scope of material in sex education is very broad and not only about intimate relationships between partners. Such taboo thoughts are caused by the assumption that if you often talk about sex, it will actually plunge children into sexual perversions such as homosexuals, lesbians and so on. Thinking like that which ultimately raises the pros and cons in society regarding the importance of sex education. Sex education has an important role in adolescent development in order to prevent various types of sexual deviations.

Adolescence is a period of sexual maturity (sexual function) which is the phase of the emergence of sexual urges so that there is a desire to obtain sexual satisfaction through sexual behavior. The development of technology is also a big factor for teenagers to carry out various sexual behaviors. Through technology, today's youth can access pornography and various lifestyles/trends that are not exemplary. Teenagers often do not have a good filter on exposure to existing technology. In addition to the influence of technology, the influence of peers is also a dominant factor in one's sexual behavior.

In addition to what has been described above, deviant treatment such as sexual violence needs special attention. During the 2020 pandemic, among other types of cases of children in conflict with the law (ABH), the number of sexual violence against children dominates and becomes the most cases followed by physical violence against children. Based on data from the Indonesian Child Protection Commission (KPAI) in 2020, there were 419 cases of children in conflict with the law (ABH) for being victims of sexual violence. (databoks.katadata.co.id.). In addition to sexual violence, there were also cases of sodomy/pedophilia with a total of 20 cases. (BKKBN Central Java). The number of cases of sexual violence is strongly influenced by the lack of sex education from an early age.

This research can be said to be in line with previous research that discusses sex education but with a different object or subject. But of course discussing sexual education for children or adolescents. The journal written by Agustina et al entitled Sex Education The Dangers of Free Sex in Adolescents "We Are Millennials Generation, Say No to Free Sex" at SMPN 21 Makassar aims to increase understanding related to sexuality, especially for junior high school students. The method used is socialization and pre-test and post-test are applied to determine the understanding of sexuality. The results showed that there was an increase in knowledge related to sexuality after socialization[1].

Maya's research on sex education is entitled Integrative Sex Education for Children. The purpose of this study was to find out how parents provide an understanding of sexuality to their children. The research used various methods such as literature study, interviews, observation, FGD (Focus Group Discussion), and questionnaires. The results of this study indicate that the education level of parents affects sexuality education in children. In addition, sexual education will be

maximized if it is given directly by parents in accordance with the child's development (BKKBN, 2000). From some of these studies, the authors are interested in examining how the understanding of sex education for the youth of Bakalan Hamlet is made and the efforts made to improve the understanding of the sex education of Bakalan youths.

2. METHOD

The type of research we conducted used a qualitative-quantitative method where we combined both methods by providing counseling directly to adolescents and distributing questionnaires to socialization participants. The reason for combining the two approaches is to obtain more credible results on people's understanding of sex education. We use qualitative methods to obtain systematic, subjective data that describes meaningful life experiences. In addition, we also use a library approach. Literature study has other names, namely literature review, literature review, theoretical study, theoretical basis, literature review, and theoretical review. library research is research conducted based on existing and related papers in the object of research, namely research that has been or has not been published. While the use of a quantitative approach to produce measurable research by using questionnaires.



Figure 1. Documentation of Program (Source: Personal documents)

The socialization of sex education was held in the middle of the 150th KKN period for Group 151 UIN Sunan Kalijaga Yogyakarta on August 6, 2021. For two weeks before the socialization, we collected information about the number of teenagers in Bakalan Hamlet. The program that we held can be said to be smooth, without any significant obstacles. We communicated plans for a sex education socialization program with local organizations. There are two organizations that become a forum for the youth of Bakalan Hamlet, the organizations are Karang Taruna and IPNU-IPPNU. After collecting information, we found out that the number of teenagers in Bakalan Hamlet in the age range of 13-18 years reached 14 people. In addition, we also observed and found several cases that indicated the lack of understanding of the Bakalan youth regarding sex education. Furthermore, based

on the information we have obtained, we see that sex education materials can be delivered according to the target audience in the program we are planning, which is targeting the age range of teenagers. After that, we carried out further implementation planning related to determining the location, resource persons, timing and technical implementation.

The following is the process of implementing sex education socialization for teenagers that we do: *First*, we prepare all the necessities for the event at 13.00 WIB. Various needs such as projectors, laptops, mics and sound using our group tools and most of them are obtained by borrowing from members of the youth organization. We also cleaned the place and opened the space so that the space we used was enough for all participants. In addition, in order to comply with health protocols in the midst of the COVID-19 pandemic, we have also provided masks for participants and hand sanitizers as a substitute for washing hands. Second, at 14.00 according to the schedule we started the socialization event. Socialization participants from IPNU and IPPNU members came first, besides that almost all members of the 151 KKN Group of UIN Sunan Kalijaga participated. The event was opened by Febri Ilham Saputra as the head of KKN as well as the moderator of the event. The first speaker, Alivanreza Ramadhan Putra (KKN Member) explained what sex education was and the various materials contained in it. In addition, he also added general knowledge relevant to sex education, namely the importance of consent and cat caling. The second speaker was Atiya Mumtaza (KKN Member) who explained about the menstrual cycle and how to nurse the genitals, especially for women.

The socialization was communicative and there was an interactive dialogue between the presenters and the participants. Various questions related to the material that had been submitted were asked by many participants. We see from the socialization, it seems that there are still many who are not aware of the importance of sex education. In addition, in schools that are conducted online, materials on sex education have not been obtained and there is not even a chapter in any subject that specifically discusses sex education. The socialization of sex education ended at 16.00 according to the predetermined rundown.



Figure 2. Documentation of Program (Source: Personal documents)

The research through socialization is carried out using a qualitative approach, namely a subjective, systematic approach that describes a meaningful life experience. The reason we use this method is to obtain reliable, credible, and meaningful data. We consider this approach more suitable with sex education material because we want to obtain more detailed data so that participants/respondents can respond directly to various questions and experiences. Creswell, J. W stated that qualitative research studies each individual problem by placing it in a natural situation. (Creswell, 2009).

This study uses data collection with in-depth interviews to obtain an open statement. Through this socialization, we participants can express their opinion openly. We also accommodate personal questions related to sex education if participants are embarrassed to say it when presenting the material. In addition, the use of a questionnaire is a form of implementing a quantitative approach. (Mustaqim, 2016).

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3. RESULT AND DISCUSSION

A. Teen sex education

Generally, youth in rural areas only get sex education when they attend classes. In learning sex education material is discussed in the subject of biology in the chapter on reproductive organs. The reproduction chapter in biology lessons discusses the parts of the genitals, how they work, how to treat them, and sexually transmitted diseases (STDs). Unfortunately, sex education has a wider scope. In biology lessons in high school, we only discuss sex education in science but not in its social scope.

Sex education is carried out to reduce and prevent sexual abuse among adolescents. The effects of sex abuse such as unwanted pregnancy, depression, and infectious diseases need to be prevented by sex education. In sex education for adolescents, the provision of material contains information about adolescent reproductive health so that adolescents have the knowledge and positive attitude if they experience things related to sex one day.

In this case, it turns out that sex education is directly proportional to a person's level of education. For example, when we conducted training on free sex to young village youths, it turned out that participants with higher school education were more aware of the material presented. According to Sumiati (2009), sex education can provide knowledge about sexual mistakes and deviations to protect themselves and fight exploitation that can interfere with their physical and mental health. Besides that, individuals can also form attitudes and understand sex in all its

various manifestations. The theory presented by Sumiati is reinforced by research conducted by Boediono (2010) that after being given sex health education, influencing someone shows a significant value P value $0.000 < 0.05$. This study also has similarities with Surya and Indrawati's (2001) research, which stated that there was a significant difference in adolescent knowledge about reproductive health before and after counseling (p-value 0.000).

From the description above, it can be concluded that sex education influences adolescents that sex is a natural and natural thing to happen to everyone. In addition, adolescents can already process the information obtained to accept various risky sexual behaviors so that they can be avoided (Widyastuti, 2009).

B. Sex education in rural areas

Various factors influence sex education in rural areas. The major influencing factors include parents, social environment, and school education. In the external aspect, technological developments are included in the influence of the social environment and have a very large impact.

Table 1. The major influencing factors of Sex Education

Factor	Influence Description	Things to do
Parents	As the closest circle in educating children.	Provide knowledge, remind, and encourage children about what should not be done.
Lingkungan	Peers and the environment at home	Broader social control and appeals from various parties are needed
Tingkat Pendidikan	Based on research from various literature reviews, education is directly proportional to a person's sex education quality.	Adolescents should receive the highest education.

In the sexual behavior of adolescents in rural areas, the contribution of parents to children can be said to be good. Although the appeals and words of parents are sometimes not realized directly, they contain sex education. The advice given by the parents was based on a questionnaire that had been distributed regarding 'have your parents ever provided sex education?' and 12 people answered yes, and two people answered no. This means that as many as 87% of the youth of Bakalan Hamlet receive sex education indirectly.

Furthermore, the youth of Bakalan Hamlet are also familiar with technology in the form of gadgets and the internet. The breadth and freedom of access significantly affect adolescent sex views. However, we found that youth in Bakalan Hamlet had less susceptibility to sexual deviance than adolescents in urban areas. Teenagers' dependence on gadgets in rural areas is minimal because many positive activities are carried out in the village, both helping families in the fields and the activities of local organizations, namely Karang Taruna and IPNU-IPPNU.

The environment forms a person's sexual behavior that a person grows. The environment in question is how a person is raised, educated, and the community's social conditions. As the closest circle, the family is the primary milestone in children's growth up to their teens. The relationship between parents and children dramatically influences their positive development. On the other hand, a negative relationship between parents and children can lead to children experiencing various problems, both academic achievement, negative social relationships, and delinquency, including delinquency in the form of sexual deviations.

Parents have a significant role in educating their children. If education about sex has been instilled from an early age, sex problems can be faced by the child wisely. Parents can introduce to their children at an early age which parts are allowed and not allowed to be touched. While for adolescent girls, parents can also tell about the menstrual cycle (in girls) and wet dreams (in boys) or other developments that are common to teenagers.

The following are the results of the questionnaire that we have done:

1) Pre Test

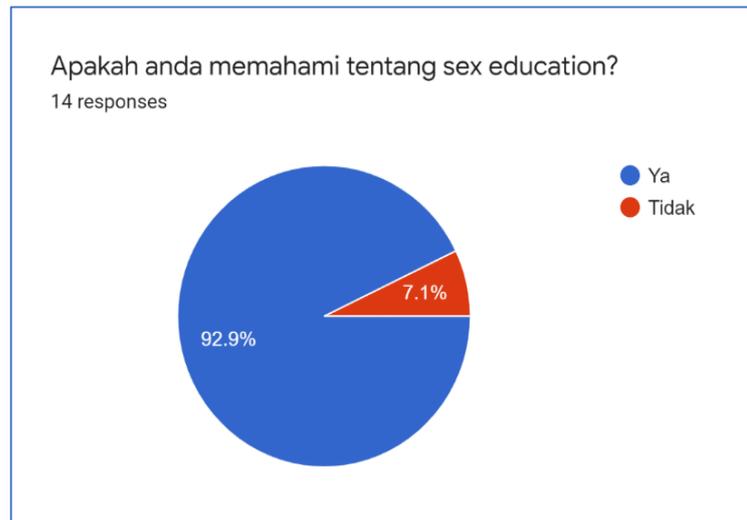


Figure 3. Pre Test result (1)

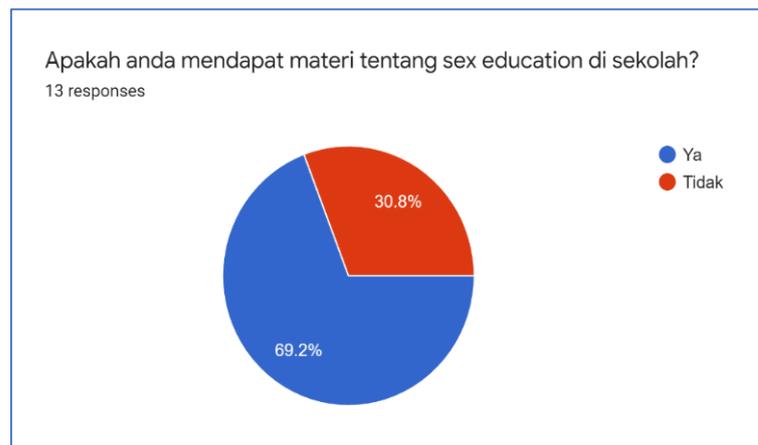


Figure 4. Pre Test result (2)



Figure 5. Pre Test result (3)

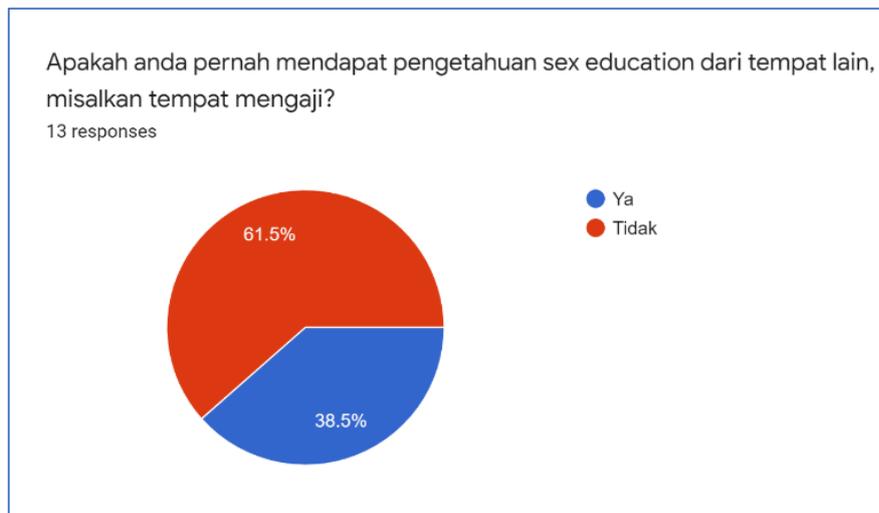


Figure 6. Pre Test result (4)

2) Post Test



Figure 7. Post Test result (1)

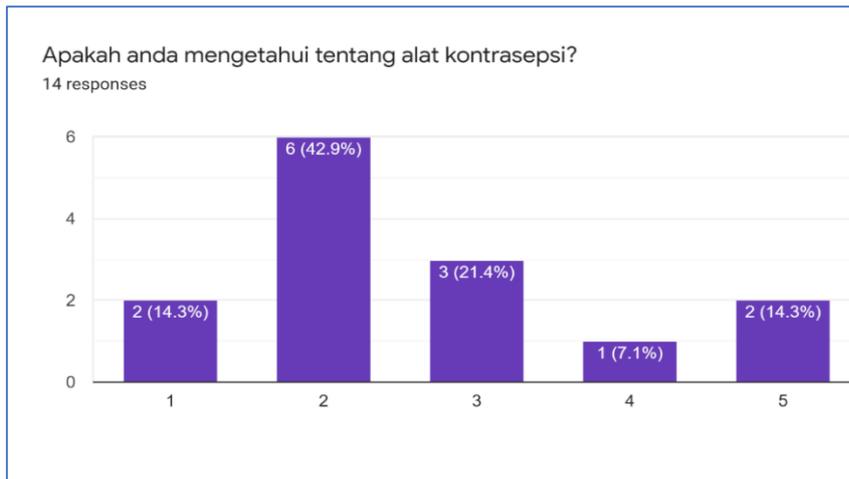


Figure 8. Post Test result (2)

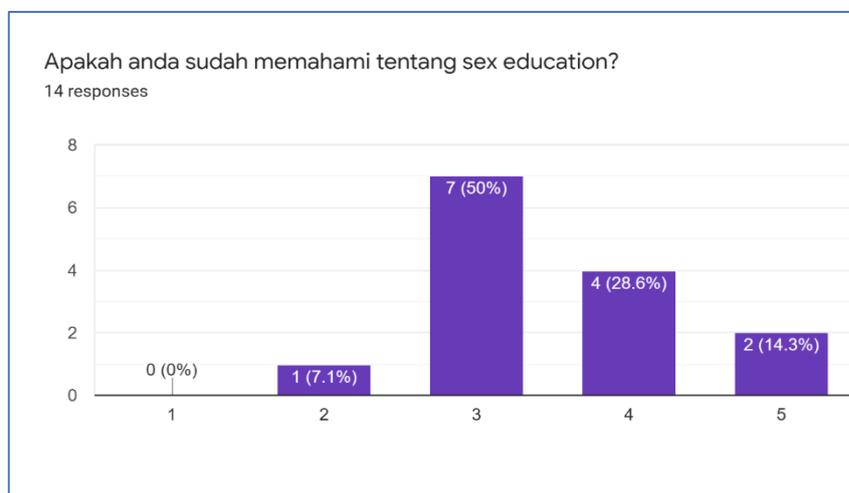


Figure 9. Post Test result (3)

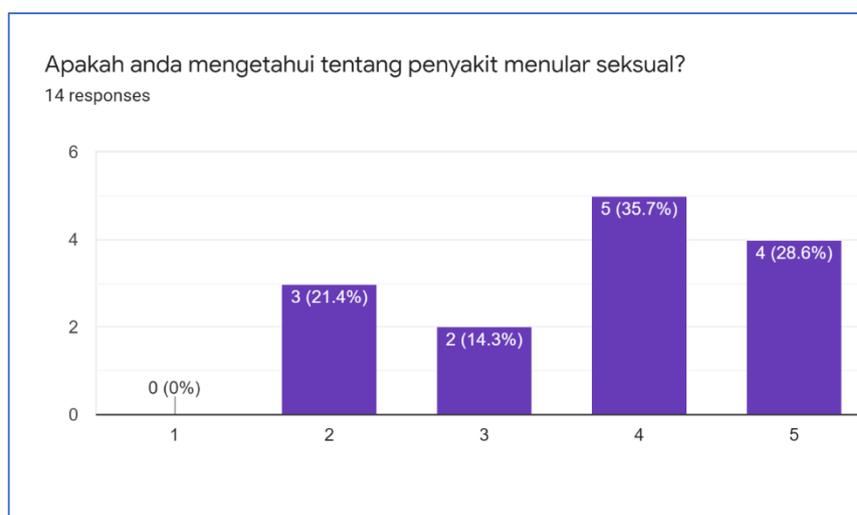


Figure 10. Post Test result (4)



Figure 11. Post Test result (5)

Based on the pre-test and post-test conducted, of the 30 respondents who filled out the questionnaire, 14 people participated in the socialization. However, we present the data as a reference regarding the understanding of Bakalan Hamlet youth regarding sex education before and after receiving socialization. From the data above, it can be outlined that the youth of Bakalan Hamlet experienced a deeper understanding of sex education after receiving information from the KKN 151 group at UIN Sunan Kalijaga Yogyakarta.

4. CONCLUSION

Based on the research above, it can be concluded that the understanding of sex education in Bakalan Hamlet is still quite worrying. To overcome these problems, KKN Mandiri UIN Sunan Kalijaga Yogyakarta group 151 carried out sex education socialization to increase understanding related to sex education. Expanding the knowledge of sex education through the socialization method can be effective because it shows an increase in knowledge of 100% in different levels of understanding. In addition, after gaining an understanding of sex education, the researcher hopes that the participants can apply this understanding well.

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