

Research Article

Psychoeducation About Sexual Life Literacy in Adolescents

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Abstract.

Sexual education is still considered taboo by society, which results in adolescents having less knowledge about sexual education and searching for it from sources that cannot be accounted for. Education related to reproductive health and sexual life is needed so that adolescents can face their lives healthily and support adolescents in developing aspects of life skills and positive attitudes toward themselves. This study aims to see the effect of psychoeducation on literacy and sexuality in adolescents. Psychoeducation was conducted for one day at SMPN 3 Cipatat using an experiential learning model. The adolescents (N = 40) participated in a focus group discussion and completed pre and post questionnaire on their sexual life problems. The data obtained were compared using t-test analysis. The results of this psychoeducation for adolescent students of SMPN 3 Cipatat are a healthier perception of sexual life and more positive behavior toward their sexuality life after being given literacy, so adolescent students of SMPN 3 Cipatat experience more mentally healthy growth and development.

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Published: 9 August 2024

Publishing services provided by Knowledge E

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Selection and Peer-review under the responsibility of the 6th SoRes Conference Committee.

Keywords: adolescents, mental health, sexuality life

1. INTRODUCTION

One of the developmental phases that become a challenge in parenting is the adolescent phase, where adolescents will experience physical, psychological, social and behavioral changes. Adolescence is the transition from childhood to adulthood. Steinberg [1] Stated adolescence is divided into three stages, including: Early adolescence, that is, adolescents who are about 11-14 years old and cover most pubertal changes, Middle adolescence namely teenagers aged around 15-18 years, and late adolescent which includes ages 18-21 years [2]. In fulfilling the task of achieving the roles of men and women and preparing for marriage and family, an understanding of sexuality is needed. Sexual education of children or adolescents is still considered to be quite taboo in Indonesia. In fact, in a transitional age filled with a great sense of curiosity about everything, adolescents need to understand the process of physical and hormonal changes in themselves well so as not to fall into pre-marital sex and all its consequences.

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In this case, parents and the environment, especially the school, must contribute to providing adequate assistance, so that adolescents can live their adolescence properly and healthily [3] .

Data compiled by the Central Bureau of Statistics in 2019 shows that 1 in 9 women of child age is married. Meanwhile, women aged 20-24 years who married before the age of 18 in 2019 are estimated to reach around 1,220,900. This number places Indonesia in the top 10 countries with the highest absolute rate of child marriage in the world. West Java, East Java, and Central Java are the three provinces with the highest rates of child marriage in Indonesia [4]. Promiscuity and premarital pregnancy contribute as factors causing child marriage.

The Community Service activity carried out at SMP Negeri 3 Cipatat was motivated by the finding of problems with the number of teenagers who carried out early marriages and applied for marriage dispensation to the Religious Court during the 2022-2023 period. In 2022, cases of early marriage in KBB reached 197 cases, while throughout 2023 until May, 23 cases have been recorded [5]. One of the factors of early marriage is parents' concern about their children's associations, especially in dating activities that are feared to cause premarital sexual behavior. Although the teenage couples who applied for marriage dispensation were on average 16 to 18 years old, dating behavior was a common behavior found in junior high school teenagers. The emergence of cases related to adolescent life in West Bandung Regency, including unhealthy dating behavior and cases of sexual violence, is increasingly found so that this condition needs to be treated immediately so as not to affect mental health in adolescents. Field findings at SMP Negeri 3 Cipatat show that adolescents (1) generally understand the characteristics of sexual development that occur in both men and women; (2) generally students engage in dating but do not have adequate knowledge about healthy and unhealthy dating behavior; (3) Students need to get a form of preventive treatment, which aims to increase students' knowledge about healthy sexual behavior so that students become insight into their social activities, especially with the opposite sex.

Based on the problems described above, it is important for schools to have programs that can increase students' understanding of sexual behavior literacy as a preventive measure for unhealthy sexual behavior. Adequate knowledge and appropriate attitudes in the face of sexual development are required by students in order to adapt in fulfilling their developmental tasks. Therefore, psychoeducation programs are needed to achieve this goal, hopefully it can have implications for reducing cases of unhealthy sexual behavior and cases of sexual violence in adolescents. Psychoeducation for

adolescents is in accordance with the objectives to be achieved from the programs implemented by the Ministry of Health, namely the Healthy Indonesia Program, and also the West Bandung Regency RPJMD program [6]. The purpose of this study was to see the effect of psychoeducation on literacy sexuality life in adolescents.

2. METHOD

The design of psychoeducational programs is prepared using models *Experiential Learning*, which is a learning model that begins with gaining experience followed by thinking, discussion, analysis and self-evaluation of experience. From this process, adolescents will gain new insights that will affect their behavior in their sexuality life [7]

Psychoeducation lasts for one day. The methods used are the provision of information (lectures), discussions, analysis of personal experiences and watching videos. In this study, the subjects of the study were students of SMPN 3 Cipatat, and the samples studied were students who experienced problems with understanding their sexuality life. This research is causality research, which looks at the effect of giving quantitative variables. The variables to be measured in this study are psychoeducational variables on the understanding of sexuality life in adolescents. The statistical analysis technique used is the t-test by comparing the results of the pre-test and post-test obtained [8]

3. RESULTS AND DISCUSSION

Based on the results of pre-test and post-test measurements, as many as 75% of students experienced an increase in knowledge after psychoeducation. While the remaining 5% decreased from pre-test to post-test, and as many as 20% indicated that psychoeducational interventions provided did not provide a change in knowledge. Thus, most students show increased knowledge after the provision of psychoeducational interventions.

Based on the calculation results, the average pre-test was 13.4 and the average post-test was 14.7. The pre-test standard deviation is 1.661, while the post-test is 1.471 so that the combined deviation of sgab is 1.569. Using the average pre-post test, a calculated t value of 3.706 was obtained. At the real level of 5% and the free degree $df = n_1 + n_2 - 2 = 78$, the t-value of the table is 1.991. When compared the value of t count = 3.706 greater t table = 1.991 which indicates a significant pre-post test. It can be concluded that there is a significant difference in the post-test average compared to the pre-test average.

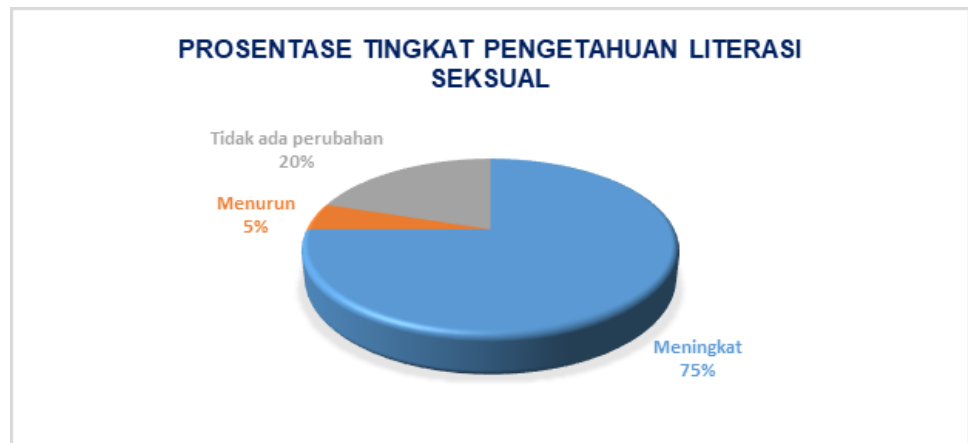


Figure 1: Percentage of Sexual Literacy Knowledge Level.

This finding is in line with research conducted by Sharif et al [9] about the effectiveness of psychoeducational intervention, especially about reproductive health for adolescent [10].

TABLE 1: Data Analysis Results.

	Pre-test	Post-test	
Mean	13,4	14,7	
s	1,661	1,471	
sgab	1,569		
t			3,706
t-table			1,991

While the evaluation conducted on the material, methods and implementation of psychoeducation showed that all 40 students (100%) stated that they gained new knowledge, 38 students (95%) gained new attitudes in behavior, 39 students (97.5%) stated that the material provided was able to provide experience in solving problems, and 37 people (92.5%) stated that they gained useful experience as a reference for personal self-development, and 3 people (7.5%) said they did not get anything from the psychoeducational intervention. Most students stated that the psychoeducational intervention provided was satisfactory, both in terms of material, facilities, and time.

This study sought to address the knowledge gap of adolescents regarding sexuality life. It is important to note that sexuality life literacy in adolescents is not just a matter of having knowledge, but the associated knowledge can benefit the mental health of other adolescents [7]. The measurement results also show that the psychoeducation module provided is effective in increasing information and education. The results showed that all adolescents understood about the characteristics of sexual development that occur

in both men and women; Understand healthy and unhealthy dating behavior, so that students become insight into their social activities, especially with the opposite sex.

The results of the evaluation of psychoeducational materials provided are in accordance with the needs of respondents or adolescents and increase their knowledge in a healthy sexual life. The results also showed that the method used was appropriate and able to liven up the atmosphere so as to help adolescents to understand the material easily.

4. CONCLUSION

Most students showed increased knowledge after administering psychoeducational interventions. The results also showed that there was a significant difference in the post-test average compared to the pre-test average, meaning that psychoeducational interventions were effective in increasing students' knowledge about sexual behavioral literacy. Regarding the material, most students stated that they gained new knowledge, gained new attitudes in behavior, considering that the material provided was able to give them experience in solving problems and gain useful experience to be a reference for personal self-development. The methods used are lectures and discussions and video shows help participants understand the material easily. Overall, participants showed that psychoeducational activities were satisfactory, both in terms of material, facilities, time, and student reactions to the activities carried out. This shows that psychoeducation is an acceptable and effective method to improve sexual life literacy in adolescents. In addition to being a method to increase knowledge about reproductive health and positive sexual life, the psychoeducation intervention method can also be integrated with the delivery of Islamic values in accordance with the characteristics of adolescents in Indonesia who are predominantly Muslim.

5. ACKNOWLEDMENT

This research was supported by the Institute for Research and Community Service of Bandung Islamic University.

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