



Sex Education Using Problem-Based Learning Approach: An Effort to Raise Adolescent Awareness of the Dangers of Promiscuity

Yanuar Safitri¹, Sri Nurhayati^{2*}

safitriyanuar110@gmail.com¹, srinurhayati@ikipsiliwangi.ac.id^{2*}

^{1,2}Pendidikan Masyarakat

^{1,2}Institut Keguruan dan Ilmu Pendidikan Siliwangi

Received: 23 02 2023. Revised: 04 03 2023. Accepted: 08 04 2023.

Abstract : The purpose of this study is to explain the implementation of sex education for teenagers using a problem-based learning method in Cibereum Village, Cimahi City, to raise awareness of the dangers of promiscuity. This study used a qualitative method and employs a case study design. Observation, in-depth conversations, and documentation studies are all methods for gathering data. As study resource people, two community leaders, ten sex education participants, and three sex education program organizers were used. Techniques for data analysis include data condensation, data presentation, deriving conclusions, and verification. The research finds that: (1) Sex education for adolescents using a problem-based learning strategy is carried out in stages, beginning with program planning by the village government in collaboration with RT administrators, RWs, community leaders, and parents with teenagers. 2) sex education program organizers collaborate with competent resource people when conducting the program. In addition, material on the dangers of promiscuity for adolescents is presented using problem-based learning, in which resource people present material based on real issues encountered by adolescents as a result of promiscuity. 3) the majority of participants' insights and understanding of the dangers of promiscuity had grown, especially the material presented using a problem-based learning approach.

Keywords : Sex education, Adolescence, Problem-based learning, Promiscuity risks

INTRODUCTION

Faced with the challenges posed by globalization and the advancement of science and technology, high-quality human resources are required. Youth are an integral component of the nation's human capital and its future (Halawa, Nurhayati, and Rochana, 2019; Hidayat and Syahid, 2019; Nurhayati, 2020; Nurhayati, Hidayat, Awan, and Noviatul, 2023; Nurhayati and Musa, 2020). Adolescents, as the nation's next generation, will play a significant role in continuing the nation's development and determining its fate (Hasan and Nurhayati, 2012; Nurhayati, 2021b). High moral standards and a sense of duty are expected of adolescents. If properly developed, the large number of adolescents represents an extremely valuable resource

pool (Jannah, 2016; Maharani, Lubis, and Putri, 2022). In contrast, if this tremendous potential is not developed properly, it will result in a variety of significant problems as they exist today. These problems include drug abuse, juvenile delinquency, and issues related to sexual activity, such as sexual harassment and violence, premarital sexual relations, unwanted pregnancy, abortion, marriage at a young age, and sexually transmitted diseases, including HIV (Heni Trisnowati, 2021; Jabar and Nurhayati, 2021; Jabar, Nurhayati, and Rukanda, 2021; Widiastuti and Kartika, 2020).

To address those issues one main effort conducted by the Cibereum Village Cimahi City was Sex Education Program for Adolescent in the area to increase the awareness of Promiscuity Risks and Dangers. This program was initiated by the citizens and government of Cibereum Village in Cimahi City in 2023. The main purpose of this research is to describe the implementation of the Sex Education Program and its result in increasing youth's awareness of the promiscuity risks and dangers.

Sex education is the process of equipping a person with knowledge about sex. The objective is to educate a person about sex so that he or she can view sex in a positive and accurate light and abandon false and negative beliefs about sex (PUTRA, 2018). Another objective of sex education is to guide individuals toward positive behavior and away from sexual assault. Sex education aims to fulfill a person's informational requirements regarding sex in a clear and accurate manner so that they can view sex in the proper light. Sex education is a necessity for adolescents and a component of their life requirements; therefore, it is a positive thing. The provision of sex education that enables adolescents to gain knowledge and comprehension of sex can provide numerous benefits for them. Consequently, adolescents view sex education favorably. One of the reasons why adolescents require sex education is to prevent them from engaging in sexual promiscuity and avoiding negative aspects of sexual activity abuse (Nadirah, 2017).

Promiscuity is a type of deviant behavior, where "free" denotes violating religious norms (Nadirah, 2017). The problem of sexual promiscuity in both the environment and the media was frequently presented. Adolescents are emotionally unstable and susceptible to a lack of self-control. Family issues, disappointment, a lack of knowledge, and the invitations of peers who freely associate diminish the religious and national advancement potential of Indonesia's youth (Cholifah, Nurhayati, and Fitriana, 2023; Nurhayati, 2021a; Nurhayati, Fasa, Panjaitan, Indriyani, and Fadlyansyah, 2020). Humans are social creatures who, in their daily existence, require the company of others, and human relationships are fostered through association.

(interpersonal relationship). Association is also a human right, and it must be liberated so that no human being can be prevented from associating, particularly through discrimination, which is a violation of human rights. Therefore, association between individuals should be permitted, while still adhering to legal, religious, cultural, and social norms. Therefore, if medically, regular or limited promiscuity in accordance with the rules and norms of human existence will not result in excesses comparable to those of the present. Deviation from the norm will have negative consequences for health, the psyche, and society, among others (Nadirah, 2017).

The problem-based learning model includes asking questions or solving problems, concentrating on interdisciplinary connections, authentic inquiry, collaboration, and the production of work and demonstrations. Problem-based learning is not intended to assist teachers or learning facilitators in providing as much information as feasible to learners (Yulianti and Gunawan, 2019). Problem-based learning seeks to help learners develop their critical thinking and problem-solving abilities. In problem-based learning, the acquisition of procedural knowledge is not the only focus (Saputra, 2021). Consequently, assessment is not limited to exams. In accordance with the problem-based learning model, assessment and evaluation consist of assessing the work produced by learners as a consequence of their work and discussing the results of the work together.

The work of a learner can be evaluated using process assessment. The purpose of process assessment is to provide instructors with insight into how learners plan to solve problems and demonstrate their knowledge and skills. Performance evaluations enable the learners to demonstrate their abilities in real-world situations. In addition to curriculum development, it is also necessary to develop learning models that are aligned with curriculum objectives and allow the learners to actively develop a problem-solving mindset and learning ability (Saputra, 2021; Yulianti and Gunawan, 2019). With these skills, it is expected that learners will readily adapt to new situations

RESEARCH METHODS

This investigation used a qualitative-descriptive methodology. In the form of research reports, descriptive research investigates circumstances, conditions, or other objects. Generally, qualitative research is organized in accordance with the issues being investigated (Sugiyono, 2018). The purpose of this study's qualitative descriptive research is to investigate the situation, describe, explain, and provide specific answers to the research question by examining as many reports of the event as feasible. Ten participants in the Sex Education Program for Adolescents,

two community leaders from the Cibereum village, and two resource persons for the Sex Education Program comprised the study's subjects. Observation, in-depth interviews, and documentation studies are included in the data collection process. Triangulation is the method of data analysis employed.

RESULTS AND DISCUSSIONS

Planning a Sex Education Program with a Problem-Based Learning Approach. Before implementing the sex education programme with a problem-based learning approach, the programme organizers must provide a number of things, including: (1) coordination with the Cibereum village government to adjust the schedule, place, participants, learning equipment, and materials needed based on the profile of sex education participants; (2) selection of the sex education participants; and (3) selection of the sex education instructors. For this reason, resource persons and programme organizers also provide an assessment instrument and interview guidelines in order to determine the degree to which adolescent promiscuity awareness increases.

Implementation of Sex Education Programs Using a Problem-Based Learning Approach. The stages of implementing a sex education program using the problem-based learning approach broadly consist of five main stages, starting with the resource person introducing the program participants to the problem situation and ending with the presentation and analysis of the work of the participants in the sex education program for adolescents. The five steps for implementing sex education programs using the problem-based learning approach are as follows: First, the orientation of sex education program participants for adolescents to authentic problems that occur in many adolescents in the Cibereum village area related to promiscuity; sex education program resource persons for adolescents who explain the objectives of the program and the logistics needed; and who motivate participants of sex education programs for adolescents to be involved in problem-solving activities. Second, organize participants of sex education programs to learn; sex education program resource persons assist program participants in defining and organizing learning tasks related to the problem. Third, by guiding individual and group investigations, sex education program resource persons encourage learners to collect appropriate information, carry out exposure to obtain explanations, and solve problems related to the dangers of promiscuity. Fourth, in developing and presenting works, sex education program resource persons for adolescents assist sex education program participants in planning and preparing appropriate works such as

reports or presentations and help them to share tasks with their friends. Fifth, by analyzing and evaluating the problem-solving process, sex education program resource persons help participants of sex education programs for adolescents to reflect on or evaluate their investigations and the processes they use.

Results of the Sex Education Program Using Problem Based Learning Approach. From the results of the implementation of the sex education program for adolescents using a problem-based learning approach to increase awareness of the dangers of promiscuity in Cibeureum Village, it can be concluded that the program has been implemented well. From the results of interviews and observations, participants of the sex education program stated that after participating in the program, they became more enthusiastic to understand and practice sex education materials and the dangers of promiscuity, which were previously considered taboo and unimportant. Program participants also stated that their awareness of the importance of sex education was able to minimize the occurrence of promiscuity as well as its negative impacts on their lives. With the problem-based learning approach implemented in the sex education program, participants become more aware, more able to internalize sex education material, and also more able to imagine the dangers and consequences of promiscuity. In addition to increasing insight and knowledge about promiscuity, the material delivered using a problem-based learning approach makes them able to reflect on the new understanding they get, especially from authentic cases or problems that have occurred in the Cibeureum Village area caused by the promiscuity of adolescents, so that they can have more boundaries when associating.

From the research findings it is found that the program can change adolescents behaviour especially when it comes to the promiscuity. This is in line with previous research that formal sexual education can change behavior, either delaying or reducing early sexual behavior in adolescents (Pradikto, 2019). Teenagers who have not had sex, if they get sexual education, tend to delay their first sex. In addition, adolescents who do not consent to extramarital sexual relations will have strong protection from unwanted pregnancy, STDs, and HIV/AIDS (Nadirah, 2017).

Sex education using a problem-based learning approach is very helpful for helping participants understand the sex education material provided. Problem-based learning (PBL) is a learning model based on many problems that require authentic investigation, namely investigations that require real solutions (Saputra, 2021). In this learning approach, the learning facilitators guide the learners to break down the problem-solving plan into stages of activities,

such as the learning facilitators giving examples of the use of skills and strategies needed so that these tasks can be completed. The learning facilitators also create a flexible and investigation-oriented classroom environment for the learner. Problem-based learning is an educational approach where the problem is the starting point of the learning process (Saputra, 2021; Yulianti and Gunawan, 2019). Typically, problems are based on real-life problems that have been selected and edited to meet educational goals and criteria. The problem-based learning model refers to a learning approach that focuses on the problem-solving process by acquiring the necessary knowledge. This model has the advantage of making learners learn with inspiration, teaching group thinking, and using related information to try to solve problems both real and hypothetical; besides, learners are trained to synthesize knowledge and skills before they apply them to problems, so that the material provided is easy for learners to remember.

CONCLUSION

Based on the studies that have been conducted as mentioned above, it can be concluded that the problem-based learning approach is very suitable to be implemented in sex education programs for adolescents, especially to increase awareness of the dangers of promiscuity. Because problem-based learning has significant benefits in improving learners' ability to understand sex education material and, at the same time, be able to solve authentic problems that occur related to the dangers of promiscuity among adolescents. There are five stages of the problem-based learning model in order to encourage learners to solve problems, namely: 1) orienting learners to problems; 2) organizing student learning; 3) helping learners solve problems; 4) assisting learners in developing and presenting problem-solving results; and 5) analyzing and evaluating the problem-solving process.

REFERENCES

- Cholifah, R. N., Nurhayati, S., and Fitriana, W. (2023). PENDAMPINGAN MENTAL BERBASIS PENDEKATAN SPIRITUAL BAGI ANAK DAN REMAJA. *COMM-EDU*, 6(1), 52–62.
- Halawa, O., Nurhayati, S., and Rochana, S. (2019). Pemberdayaan Untuk Meningkatkan Taraf Hidup Di Kampung Adat Cireundeu Cimahi. *Comm-Edu (Community Education Journal)*, 2(3), 210. <https://doi.org/10.22460/comm-edu.v2i3.2509>
- Hasan, E. S., and Nurhayati, S. (2012). Pendidikan Luar Sekolah Dan Pembangunan Manusia Indonesia. *Empowerment*, 1(1), 1–12.

- Heni Trisnowati. (2021). Pemberdayaan Remaja Dalam Program Pencegahan Dan Pengendalian Perilaku Merokok Di Daerah Perdesaan Bantul Daerah Istimewa Yogyakarta. *UGM*.
- Hidayat, D., and Syahid, A. (2019). Local Potential Development (Local Genius) in Community Empowerment. *Journal of Nonformal Education*, 5(1), 1–14. <https://doi.org/10.15294/jne.v5i1.18343>
- Jabar, R., and Nurhayati, S. (2021). The Effect of Drug Hazard Counselling in Improving Public Knowledge Level of Hazardous Drugs. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 9(4), 455. <https://doi.org/10.24036/spektrumpls.v9i4.114106>
- Jabar, R., Nurhayati, S., and Rukanda, N. (2021). Peningkatan Pemahaman Tentang Bahaya Narkoba Untuk Mewujudkandesa Bersih Narkoba. *JMM (Jurnal Masyarakat Mandiri)*, 5(6), 3557–3566.
- Jannah, M. (2016). REMAJA DAN TUGAS-TUGAS PERKEMBANGANNYA DALAM ISLAM. In *Jurnal Psikoislamedia* (Vol. 1).
- Maharani, P. S., Lubis, H., and Putri, E. T. (2022). Orientasi Masa Depan dan Perencanaan Karir Pada Remaja Content Creator di Samarinda. *Psikoborneo: Jurnal Ilmiah Psikologi*, 10(2), 353. <https://doi.org/10.30872/psikoborneo.v10i2.7698>
- Nadirah, S. (2017). Peranan Pendidikan Dalam Menghindari Pergaulan Bebas Anak Usia Remaja. *Musawa: Journal for Gender Studies*, 9(2), 309–351. <https://doi.org/10.24239/msw.v9i2.254>
- Nurhayati, S. (2020). Improving teachers' entrepreneurship skills in the Industry 4.0 through online business workshops. In *Teacher Education and Professional Development in Industry 4.0*. London: Taylor & Francis.
- Nurhayati, S. (2021a). Parental Involvement in Early Childhood Education for Family Empowerment in The Digital Age. *Jurnal Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 10(1), 54–62.
- Nurhayati, S. (2021b). *Pendidikan Masyarakat Menghadapi Digitalisasi*. Kota Bengkulu: El-Markazi.
- Nurhayati, S., Fasa, M. I., Panjaitan, R., Indriyani, D., and Fadlyansyah, R. M. (2020). Digital Marketing Literacy for Marginalized Society To Improve Society'S Economic Empowerment. *Conference.Loupiasconference.Org*, 505–516.
- Nurhayati, S., Hidayat, A. W., Awan, I. S., and Noviatul, D. (2023). The Effectiveness of Virtual Classroom Learning in Islamic Early Childhood Education. *2nd Paris Van Java*

International Seminar on Health, Economics, Social Science and Humanities (PVJ-ISHESSH 2021), 2023, 428–437. <https://doi.org/10.18502/kss.v8i4.12927>

Nurhayati, S., and Musa, S. (2020). Analysis of Learners' Internet Utilization to Improve Public Information Literacy in the Industrial Revolution Era 4.0. *Society*, 8(2), 557–566. <https://doi.org/10.33019/society.v8i2.231>

Pradikto, B. (2019). *Sex Education in Family: Study on Children Living Far Apart with The Family*. 5(2), 36–41. <https://doi.org/10.15294/jne.v5i2.20786>

PUTRA, A. M. (2018). Remaja dan Pendidikan Seks. *RISTEKDIK : Jurnal Bimbingan Dan Konseling*, 3(2), 61. <https://doi.org/10.31604/ristekdik.2018.v3i2.61-68>

Saputra, H. (2021). Pembelajaran Berbasis Masalah. *Jurnal Pendidikan Inovatif*, 5(3), 262.

Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

Widiastuti, N., and Kartika, P. (2020). Upaya Preventif Perilaku Menyimpang seksual Di kalangan remaja melalui Model JARAK. *Abdimas Siliwangi*, 03(01), 49–59.

Yulianti, E., and Gunawan, I. (2019). Model Pembelajaran Problem Based Learning (PBL): Efeknya Terhadap Pemahaman Konsep dan Berpikir Kritis. *Indonesian Journal of Science and Mathematics Education*, 2(3), 399–408. <https://doi.org/10.24042/ij sme.v2i3.4366>