

Sextion: Sex Education for Civic Disposition (Sex Education as an Effort to Prevent Free Sex for College Students)

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Abstract

The rapid development of technology and information can affect adolescent behavior patterns, especially sexual behavior. The influence of social media is one of the causes of free sex behavior, easy access to videos with pornographic content and no supervision. Sex education should be obtained from the family, school and community. Sex education instills religion, character and norms in it so that children are always in accordance with religious teachings, norms and character demands as Indonesian citizens. With this understanding, they can be more careful in associating and dealing with the opposite sex. Sex education in civic education can be directed based on the social and moral components.

Keywords: Sex Education, Citizenship Education, Civic Disposition



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INTRODUCTION

Adolescence is a transition from childhood to adulthood which is experiencing development from all aspects or functions to enter adulthood (Saputro, 2018). Adolescence is a time when a person is in search of his identity, by doing things he wants to know, especially related to sex. The rapid development of technology and information can affect adolescent behavior patterns, especially sexual behavior, with the availability of facilities around it making it easier for them to access sites that have violent and sexual elements on the internet to fulfill their curiosity. Therefore, the role of parents and family is very much needed in keeping teenagers from being involved in promiscuous activities (Wiradimadja, 2020). However, in reality parents still feel it is taboo to discuss sexual matters with their children and the relationship between parents and children becomes distant when discussing this, so that children turn to other inaccurate sources, especially friends. (Sarwono, 2006).

The problems faced due to the lack of sex education from an early age have led to widespread premarital sex behavior by teenagers. The influence of social media is one of the causes of free sex behavior, easy access to videos with pornographic content and no parental supervision. Without education from school or parents, it makes teenagers curious to try it in real life (Sarwono, 2006). Therefore, the lack of knowledge obtained from parents and schools about sexuality makes adolescents find out for themselves from their friends or their playing environment, where this knowledge is not necessarily true.

Based on a survey on the reproductive health of adolescents aged 15-19 years by the Central Bureau of Statistics, around 72% of adolescents admit that they have dated and 10.2% admit that they have had sex (Irmayanti & Zuroida, 2019). This shows that there is a decrease in adolescent morality and a lack of efforts to strengthen character education so that they experience a character crisis, one of which is sexual behavior and pregnancy out of wedlock. Therefore, it is very necessary to have proper sex education for adolescents so that they do not fall prey to free sex behavior.

Sex education in Indonesia is often considered taboo, even though in Indonesia the sexual behavior of adolescents is currently quite concerning. The purpose of sexual education is not to arouse curiosity and want to try sexual relations between adolescents, but to prepare adolescents to know about sexuality and its consequences if it is carried out without complying with the rules of law, religion and customs as well as one's mental and material readiness (Datu, Nugrahadi, & Nelwan, 2022).

It can be said that sex education for adolescents can be a solution in dealing with the problems experienced by adolescents, especially current students. However, so far the sex education that has been carried out in several schools, in fact, rarely includes elements of character values in addressing sexual relations in it. This sexual education is associated with character education that can instill character, behavior, and actions.

This demand for character education is in line with Republic of Indonesia Law Number 20 of 2003 concerning the National Education System regarding the determination of the function of national education in the form of developing capabilities and forming dignified national character and civilization in the context of educating the nation's life. The aim of national education is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state. The goal of national education is a formulation regarding the quality of Indonesian human beings that must be developed by each educational unit. Therefore, the formulation of national education is the basis for developing character-laden education in the learning process.

In addition, school programs are important to support this process. Especially Citizenship Education which has an important role in shaping student character (civic disposition). Therefore, it is hoped that the role of Civics teachers in schools can direct students in forming character in each learning material. The urgency of having sex education in character education is to anticipate deviations that might occur in the future. Sex education in civic education can be directed based on the social and moral components.

Therefore, through this research we want to look deeper into the role of sex education as an effort to prevent free sex behavior among adolescents, especially university students. Furthermore, we also want to know how the perspectives and experiences of adolescents regarding sex education they receive at school, because a little or a lot of sex education is provided by schools, will have an influence on changes in students' insights and attitudes towards efforts to maintain the health of the reproductive organs and avoid other forms of sexual abuse. form of sexual deviance. It is the hope of the researchers that there will be a change in the community's paradigm that sexuality education is not a taboo subject to be taught to adolescents and even early childhood.

RESEARCH METHODS

This type of research is using a quantitative descriptive method. With the data collection method via google form. The research population was 100 respondents from the social science education faculty at the Indonesian University of Education. This research was carried out using a descriptive technique, namely taking samples from total sampling (Febrika et al., 2021).

The research variable is a single variable in the form of questions about knowledge about sex which has the aim of facilitating research in formulating research cores that only focus on one research object, namely in the form of an operational definition of knowledge about sex education for students. The data instrument consisted of 11 questions regarding sex education in college students and its relationship with civic disposition.

RESEARCH RESULTS AND DISCUSSION

Table 1. Frequency Distribution of Teenagers' Responses to Sex Education

Sex Education is Still Regarded as a Taboo Thing	Frequency	Percentage
considered taboo	8	8%
Likely To Be Taboo and Likely Not	12	12%
Not considered taboo	80	80%
Total	100	100%

Table 1 shows that 8 (8%) respondents considered sex education to be taboo, 12 (12%) allowed sex education to be taboo and at the same time allowed things that were not taboo and 80 (80%) considered sex education to be not taboo. These results indicate that there are still teenagers who have the perspective that sex education is taboo, there are also teenagers who are confused about the sex education taboo and the majority of teenagers already have the perspective that sex education is not a taboo thing. The difference in perspectives regarding the taboo of sex education in essence shows how these teenagers define sex education itself. Adolescents who have the perspective that sex education is not a taboo subject mean that they understand sex positively, meaning that it does not mean that they only want or know how to have sex, but have a perspective on how to have an understanding and positive attitude towards sex that is inherent in adolescents. If seen from the table above, the majority of teenagers are aware that sex education can be used as an introduction to prevent sexual abuse, because for them sex education can answer their curiosity and curiosity.

This is supported by (Bruess & Greenberg, 1994) sexual education not only prevents the occurrence of sexual behavior at an early age, but as a form of fulfilling the need for correct and extensive information regarding reproduction and human sexuality as an important part of the whole human personality. Sex education should be obtained from the family, school and community. These three elements have a very important role in providing reproductive sex education to children. Starting from the family, especially parents as the closest people who have a very big responsibility for the safety of their children in going through the stages of the child's physical development, child emotional, child sexual, child social, and so on. Parents also of course have great hopes that their children can develop well, not to try to do something that can damage them. Schools can provide sex education about HIV AIDS, menstruation, venereal diseases, the effects or risks of having free sex, the process of reproduction or sexual relations and healthy courtship styles openly without hesitation in explaining. The community can also help families, as well as schools in providing sex education such as providing socialization regarding the impact of having sexual intercourse by teenagers outside of marriage and always supervising teenagers in their environment so that no one has free sex.

As a result of the lack of sex education by families, schools and society, teenagers tend to get information about sex from mass media such as magazines and the internet. The reason they use the mass media as a source of sex education is because it is easily accessible in containing information about sex education needed by adolescents, information on the internet is considered very open and can answer adolescents' curiosity and curiosity regarding sex, but adolescents also perceive that sources from the mass media in particular sometimes the truth of the internet is still questionable, they are not satisfied with what is on the internet, so it is not uncommon for many to engage in free sex due to curiosity and lack of direction or education from those closest to them such as family, school and community.

This is supported by (Putra, 2018) The source of sex education used by adolescents is the mass media, both print media such as newspapers, magazines and books as well as electronic media such as television and the internet as well as peer groups or peer groups. Adolescents

get a lot of information and knowledge about sex from the mass media and peers because these educational sources can provide information and knowledge openly and transparently to them. Most families, schools, and society still think that talking about everything related to sex is taboo, that is the reason they underlie for not giving sex education to their children from an early age. The taboo attitude of talking about sex that is embraced by some of our society makes matters concerning sex difficult to understand. Not infrequently parents tend to cover up when their children ask questions about sex. This is due to the limitations and lack of broad knowledge of society about sex so that our society interprets the word sex only narrowly to sexual intercourse.

This ultimately makes people judge sex as inappropriate or normal to be discussed in the public sphere. Talking about sex should only be done for those who are married or married couples. They are of the view that sex is something negative and taboo when it is discussed publicly and openly. It is this kind of thing that gives rise to a cultural taboo on sex. In fact, sex education is not just explaining sexual behavior openly, but instilling religion, character and norms in it so that children are always in accordance with religious teachings, norms and character demands as Indonesian citizens. This is supported (Sarwono, 2006) Sex education, like other education in general (for example, Religious Education or Pancasila Moral Education), contains the transfer of values from educators to student subjects. In this way, information about sex is not given naked but given contextually, namely in relation to the norms that apply in society, things that are forbidden, things that are common and how to do it without violating the rules.

Table 2. Frequency Distribution of Responses to Free Sex Behavior Arise Due to Lack of Sex Education

Free Sex Behavior Arises Due to Lack of Sex Education	Frequency	Percentage
Strongly agree	65	65%
Agree	31	31%
Disagree	2	2%
Don't agree	2	2%
Total	100	100%

Table 2 shows that 65 (65%) respondents strongly agree and 32 (31%) respondents agree. Meanwhile, 2 (2%) respondents disagreed and 2 (2%) respondents disagreed. This shows that the majority of respondents strongly agree that the emergence of free sex behavior is the result of a lack of sex education. Ignorance of adolescents about the importance of maintaining the function of sexual organs, both in terms of health, hygiene, safety and safety makes those who are curious and curious about this even fall into free sex behavior due to sexual desire that is not matched by adequate knowledge. Increased sexual desire in adolescents requires a way or means to be channeled so that the distribution of sexual desire gives pleasure to individuals who do it, whether done with other people or with themselves. This results in adolescents who have not been equipped with knowledge about sex and will use any means to meet their sexual needs.

This is supported by the opinion of Purwanza et al., (2022) which states that in this case, the availability of facilities around adolescents that can fulfill this curiosity makes it easy for teenagers to do things they want to know, especially related to sex. According to Steinberg (in Santrock et al., 2002) in the process of entering adolescence which begins with the occurrence of sexual maturity, adolescents will be faced with circumstances that require adjustments to be able to accept the changes that occur. In the initial phase, the interest in adolescent sexuality is self-centered, that is, it focuses on the changes that occur in itself. Then, gradually they begin to be attracted to the opposite sex and the same sex. The forms of this sexual behavior vary, from

dating, making out, holding hands with the opposite sex, hugging, embracing, kissing to having sexual relations outside of marriage which will lead to the emergence of free sex behavior.

This free sex behavior can result in an increased vulnerability of adolescents to various diseases, especially those related to sexual and reproductive health, including the threat of exposure to HIV/AIDS (Suryoputro et al., 2006). Apart from having health consequences, another impact of free sex behavior is that it has an impact on the psychological side of adolescents, namely feelings of guilt for having sex outside of marriage and if she becomes pregnant, the teenager will experience difficulties in continuing formal education at school because most schools prohibit students who pregnant out of wedlock or married. Teenagers will also find it difficult to find work in the future because they have to take care of their children besides having to work.

Tafonao (2019: 54-57) argues that the rise of free sex can lead to various kinds of negative behavior or crime, such as triggering criminal acts, increasing the number of pregnancies outside of marriage, and triggering abortion and suicide by teenagers who have free sex. This, of course, not only creates social problems that can unsettle many parties but can also become a serious problem for the perpetrators. Therefore, sex education is very important to be taught to adolescents as a solution in dealing with the problems experienced by adolescents in dealing with their sexual development. Sex education teaches and gives understanding and explains issues regarding sex, instincts and marriage to children since their minds begin to grow and are ready to understand matters regarding sex and irresponsible behavior (Nurlaeli, 2020).

In addition, counseling guidance is very important to optimize in schools or other educational institutions as a forum for adolescent psychological development as assistance and socialization of sex education for adolescents so that they know and understand the impact that will occur if free sex is experienced by them so that they can be more careful. in associating and relating to the opposite sex. Through sex education, it is hoped that a healthy and responsible attitude towards adolescent sexuality will emerge in accordance with the norms of the local community. In addition, to prevent teenagers from acting or engaging in wrong sexual behavior such as free sex, premarital sex, pregnancies outside of marriage, venereal diseases, and so on (Gaol et al., 2019). If sex education is not taught as early as possible to adolescents, then the potential for promiscuity, free sex, rape, sodomy, pregnancy out of wedlock, abortion, living together out of wedlock, and behaviors that violate other moral values will be enormous.

Table 3. Frequency Distribution of Responses to the Provision of Sex Education Accompanied by Character Education in Citizenship Education Learning

Provision of Sex Education Accompanied by Character Education Through Citizenship Education Learning	Frequency	Percentage
Strongly agree	55	55%
Agree	40	40%
Disagree	4	4%
Don't agree	1	1%
Total	100	100%

It can be seen from the survey results from the table above that as many as 55 (55%) of respondents strongly agreed and as many as 40 (40%) agreed regarding the provision of sex education along with character education through Civics learning. While it can be seen that there were 4 (4%) who disagreed and 1 (1%) who did not agree. The provision of sex education through Citizenship Education can be instilled in the form of the values of the rights and obligations of a citizen so that they become citizens who can think sharply and think critically in living in society and as a state. Citizenship Education is learning which aims to create and realize the goals of the Indonesian nation namely the intellectual life of the nation.

Citizenship education is also character education in principle to foster social sensitivity and responsibility, build emotional intelligence and create students who have high ethics. Apart from that, parents certainly have the same role, because parents want the best for their children. Parents are the first madrasas to educate children and become role models for children. Parents since we were little have always instilled character in children regarding social, emotional and ethical education (Retnawati, 2015). Provision of sex education through character education in Civics learning is an effort to know the dangers of this case but in accordance with the scope of education, namely referring back to the age of the child, because basically, sex education is an issue that must be considered and it is important to introduce it to children.

Adults are the ones who have the responsibility to provide education about sex education. Sex education can be a provision and is one of the main assets so that children can protect themselves from various sexual deviations and violence that can occur in the child's immediate environment (Zubaedah, 2016). The existence of this education, especially by implementing it in teacher learning, can guide children to know the dangers of cases of sexual deviation that can happen to anyone regardless of age. It is undeniable that the perpetrators of sexual crimes may come from the people closest to the child, such as peers, relatives, neighbors and even the parents themselves. The adverse effects of sexual violence include; disturbed children's self-esteem, depression, excessive anxiety, deviations in sexual behavior and loss of social skills (Solehati et al., 2022). In fact, children at an early age are those who have a high probability of becoming victims of sexual violence (Yuniarni, 2021).

Early childhood is the most frequent target of victims of cases of sexual deviance because perpetrators can freely commit their crimes because of the victim's ignorance of sexual deviance. With various threats of persuasion, victims who are still at an early age will feel afraid and threatened and may even receive this deviant treatment because of the offer or seduction given. Early-aged children are a group that is in a golden age (Khosibah & Dimiyati, 2021). This is used as the main goal of why education about sex should be taught as early as possible. This phase is the most important period in a person's life span. Nevertheless, children are still people who are still in the process of developing and immature. Early childhood has needs that must be considered by people who are old enough, including; biological needs, affection, a sense of security and assurance and self-actualization. this is necessary to optimize its development properly (Muarifah et al., 2020).

At an early age where children still need to be given education through education, because at this stage children's education is being very well implemented and children's understanding of this case has begun to understand which later aims to provide understanding to children. Sex education given to children must be able to help them understand what is good and bad, and what can and cannot be done with respect to sex. In addition, with the introduction of gender, children become aware of behaviors related to sex crimes (Ratnasari & Alias, 2016). In this phase the child has not been able to deeply understand a matter including that related to sexual education. Early childhood still really needs guidance, direction and assistance as well as special attention so that children are not misguided in understanding sexual education and can develop properly. This is intended so that children's abilities develop in finding out the attitudes of sexual offenders (Vagni et al., 2015). So from that why is it very important that civics education is taught in schools as an effort to educate students' character, of course, as an effort to educate students about the gaps that occur in Indonesia, namely the gap in the case of sex.

CONCLUSION

Sex education should be obtained from the family, school and community. These three elements have a very important role in providing sex education to children, but teenagers tend

to get information from newspapers, magazines, books, television, the internet and peers. Most families, schools and society still consider it taboo to talk about anything related to sex. The taboo attitude of talking about sex that is embraced by some of our society makes matters concerning sex difficult to understand. Free sex behavior in today's adolescents is the result of a lack of sex education. As we know, an increase in sexual desire in adolescents requires a way or means to be channeled so that it gives pleasure to the individual who does it. This encourages teenagers who have not been equipped with knowledge about sex to use any means, including sex outside of marriage, to fulfill their sexual needs. Sex education teaches and gives understanding and explains issues regarding sex, instincts and marriage to children since their minds begin to grow and are ready to understand matters concerning sex and irresponsible behavior. By knowing and understanding the impact that will occur if sexual behavior outside of marriage, they can be more careful in associating and dealing with the opposite sex. Citizenship Education can contribute as a subject that can provide sex education to adolescents. Civics in schools can direct students in forming character in each learning material. The urgency of having sex education in character education is to anticipate deviations that might occur in the future. Sex education in civic education can be directed based on the social and moral components.

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