

Sex Education in Christian Religious Education Using an Instructional Approach and Desire Theology

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Abstract

Sex education is still considered taboo for adolescence to discuss for some groups. Sex education is also one way to reduce or prevent sexual behavior problems. The purpose of this study is to gain an understanding that sex education can be provided holistically through the learning of Christian Religious Education, to find an increase in the understanding of students of Mentari Intercultural School Bintaro about sex education, and to show that the learning of Christian Religious Education can touch various aspects such as, biological, sociological, psychological, and theological. The research method that can be used this time is the Classroom Action Research method or commonly known as Classroom Action Research. The results showed that Christian Religious Education Learning using an Instructional Approach and Theology of Desire for Students of SMP Mentari Intercultural School Bintaro has succeeded in providing benefits in sex education.

Keywords: Sex Education, Christian Religious Education, Instructional Approach



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INTRODUCTION

The understanding of the word sex is generally only associated with sexual relations and is considered taboo by some circles to be discussed. This is still often found in various circles of society, especially in Indonesia. Indeed, in the Big Indonesian Dictionary, the word sex has the meaning of gender and is closely related to biological understanding. Thus, discussions about sex education are usually limited to the genitals and their functions. This then has an impact on the lack of understanding about sex in various age groups. Not infrequently, this understanding limits a certain age to get sex education. The reason, of course, is because age is considered insufficient because the notion of sex is only about the function of the genitals which develop according to a certain age. Adolescents, for example, are an age group that is still considered inappropriate for receiving sex education, because they are seen as not mature enough and too early to know about sexuality. In fact, adolescence is the right moment for humans to get to know themselves more broadly. Especially when the sex education that is taught to him is not only about the function of the genitals or biological matters, but touches on gender, sociology, psychology, and even theology.

Adolescence is a stage of time when humans prepare themselves for life as adults. The same goes for the sexual aspect. Attention and assistance are needed at that time, especially from parents, teachers, the church, and the youth's circle of life. However, when you hear the word "sex", you think that it is associated with sexual relations and is considered a taboo subject. Taboo in this case leads to the assumption that sexual matters should only be discussed by adults. Those who are teenagers are forbidden to discuss sex. Even though the discussion about sex has a holistic scope, meaning that it is not only about sexual relations. This is because sexual intercourse or activity is only one part of the broad spectrum of sex terms. What is discussed is not just a biological explanation, but sociological, psychological, even theological. The discussion about sex will then be referred to as sex education.

Sex education is still considered taboo to be discussed by teenagers for some groups. Whereas in general sex education can be interpreted as education on good behavior, upholding social values and helping a person deal with life's problems that are centered on the instinct of sex that arises in a certain form and is a natural human experience. In other words, sex education can be something that is interesting and has positive value. In addition, for adolescents, sex education, which is considered taboo, can actually be useful by helping direct their sexual behavior so that it does not deviate from the norms and laws that apply in Indonesia.

Through the previous explanation, it can be found that sex education is one of the needs of adolescents. In the stages of sex development according to Sigmund Freud, adolescents aged 12-18 years are in the genital phase. This means that the sexual organs develop and physical and psychological changes occur. Likewise with Mentari Intercultural School students who are teenagers. The need for sex education has not been fulfilled through learning topics in class. Even if there is, this is usually related to just one subject, such as biology or citizenship. There is not yet one special subject that does provide sex education in it.

The subject of Christian Religious Education (hereinafter referred to as PAK) can be one of the subjects involved in providing sex education. This is because Mentari Intercultural School Bintaro students need proper and contextual sex education teaching. This school uses several curricula in its teaching, such as the national curriculum, Cambridge Curriculum, Cambridge IGCSE, and IBDP. The various curricula used are in order to support learning as a whole. Therefore, every student experiences cross-curricular learning. Most of the students at the Mentari Intercultural School Bintaro are Indonesian nationals, who are currently and will be preparing to go to various top universities outside and inside the country.

While receiving education at Mentari Intercultural School Bintaro, students are guided to be able to apply academic and social matters in accordance with the context and even their needs. Therefore, sex education is one of the needs that needs to be fulfilled in order to balance academic life and students' daily life, as sexual beings. Based on theoretical needs, sex education can be developed based on the concept of contextual teaching and learning (contextual learning). In this case, PAK can be the first media for teaching sex education for students because every topic discussed in PAK has relevance that answers needs, especially for teenagers.

Furthermore, PAK includes several aspects in its teaching, namely to show that there is a relationality and relevance between faith life and everyday life. By realizing the importance of these two things, PAK teaching can play a role in providing sex education for students. In addition, PAK is also supported by the role of the theology section which is one of the foundations of learning. Especially for sex education through PAK, the theology of desire can be the basis for learning. This is because the theology of desire can direct the learning of sex education through PAK which is more holistic by looking at the context of the student's age and development. Such as discussions about cultivating relationships and intimacy with oneself as students who are also sexual beings. In this context, sexual beings are interpreted because humans are created with gender, which turns out to have a huge impact on all human life and even with others. Therefore, the theology of desire as teaching material is important.

Sex education is also a way to reduce or prevent sexual behavior problems, such as unplanned pregnancies, sexually transmitted diseases, depression and feelings of guilt. In the PAK function, sex education can help students integrate appropriate theological and normative understandings of sex itself. Besides that, it can have a positive impact on spirituality and help students get through their psychosocial crisis as best as possible. This can be done in PAK learning by using the right approach. On this matter, the instructional approach has a

perspective that can build a comfortable atmosphere so that there is trust that naturally arises for dialogue in sex education. By using an instructional approach, learning is delivered not only in a formal setting which tends to be stiff and difficult for students to understand. But more than that, because there are intimate and warm informal relations. Therefore, using an instructional approach and theology of desire will create sex education in contextual PAK learning.

Based on the problems described in the background, the problem identification consists of: The assumption that sex education is a taboo subject to discuss; The PAK learning process implemented for Mentari Intercultural School Bintaro students does not include discussions of sex education; and The instructional approach and theology of desire are considered to be able to be used in providing sex education in adolescents that is more holistic, touching on the sociological, psychological, and even theological domains. From the identification of the problems above, the focus of this research is the efforts made to find the right strategy in providing comprehensive sex education for Mentari Intercultural School Bintaro students using an instructional approach and theology of desires in learning PAK. The formulation of the problem in this research is: How to create sex education through PAK learning? How has the student's understanding of sex education changed? How to increase students' understanding of sex education through an instructional approach and theology of desire in PAK?

The aims of this study were: To gain an understanding that sex education can be provided holistically through PAK learning; To find an increase in students' understanding of Mentari Intercultural School Bintaro about sex education; and To show that PAK learning can touch various aspects such as biological, sociological, psychological, and theological. The benefits of this research are: For the Indonesian Christian University (UKI), especially for the Christian Religious Education Masters Study Program: the results of the research are expected to contribute to the learning process, especially in various existing courses, for example curriculum development and curriculum design. More specifically in the contextual academic discussion of PAK. Through this research, there will be a new and more critical perspective on the need for holistic sex education. For Mentari Intercultural School Bintaro: the results of this research are scientific writing and references that can become a new alternative for school principals, teachers and students, as well as parents of students. New alternatives that can provide thoughts or theories that raise awareness about contextual sex education. The PAK learning process is not only limited to doctrine, but can touch aspects of biological, sociological, psychological, and of course theological life. For Christian religious educators, namely: pastors, elders, parents, youth assistants. It is hoped that the results of this study can be used to support catechism learning for adolescents or youth in the context of teaching sex education. This research can be a companion material that increases understanding of sex education. In addition, it becomes a critique that builds the perspectives of many parties so that sex education can become an important part in the journey and development of human faith.

RESEARCH METHODS

Seeing the title in this paper, of course the research method that can be used this time is the Classroom Action Research method or commonly known as Classroom Action Research (CAR). This research is one of the many alternative solutions to problems that teachers can do by conducting research related to learning both inside and outside the classroom. Classroom action research strongly supports learning in schools whose goal is to improve the quality of education. The three meanings of classroom action research or PTK are first, research that designates an activity of examining objects using a particular methodology. This is in order to obtain useful information in improving the quality of researchers. Second, is an action that

shows an activity with a specific purpose. Third, of course about the class, which is a group of students at the same time. In this case receive PAK lessons from the same teacher.

Quoting Biklen (1996), Andari and Fitria emphasized that this type of research method must be well designed and systematic. If you want to increase student understanding, this research method is the right thing to use. This is because, action class research is a research conducted scientifically with the aim of evaluating actions or actions. This method is also one of the action research that is widely used by education practitioners in Indonesia. The ultimate goal of implementing classroom action research is to produce improvements in the learning process.

Furthermore, Siti Khasinah explained that according to Allwright and Bailey, classroom action research is the center of research on classes, and efforts to investigate what actually happens in the classroom. It will also treat class interaction as the only object worthy of investigation. The first definition refers to the general understanding of action research and the second refers to teachers who act in the classroom. The last thing is showing actions and practices by teachers in their respective classes, on how to respond to or find problems, create interactions in class, and manage the feelings of teachers and students during lessons, and so on. Classroom Action Research can also be a reflective moment for teachers because it is a process when teachers examine themselves systematically and carefully using research techniques. This research was conducted in class 9 of Mentari Intercultural Middle School Bintaro, Jalan Perigi Baru no. 7A, Parigi Baru, Pondok Aren, South Tangerang. This research was conducted at the end of the 2021-2022 school year, Semester 2, April-May 2022. In this study, at least two cycles were carried out, with a minimum of two meetings in each cycle.

Data Collection Technique

Similar to qualitative research which collects data in a natural setting with the intention of interpreting the phenomenon that occurs when the researcher is the key instrument, in action class research, the researcher also interprets it by reflecting on learning through the actions taken. In collecting data, researchers design research questions, collect data throughout the year, analyze what has been learned, and write about the findings obtained. Observations, interviews, surveys, and journals are typical methods that researchers use to investigate their questions in classroom action research.

Even so, the data collection process in classroom action research consists of four major stages, namely: planning, implementing, observing, and reflecting. This means that classroom action research is not carried out in one go, but needs to be repeated so that behavioral stability is produced. Conducted through cycles and designed into four steps of data collection techniques, this method begins with planning an action. Followed by the implementation plan as an action in class and the action is then observed.

Reflection is done to analyze the data obtained during the action. Most models present action research as a cycle, beginning with questions and ending with more questions.

Quoting Strickland 1987, Siti Khasinah explains the sequence as follows: 1) identify the problem; 2) seeking knowledge; 3) planning an action; 4) carry out actions; 5) observe actions; 6) reflecting on observations; 7) revise the plan. This research can be started by identifying questions related to the class under study. Good questions might include, "Do my students understand the importance of sex education at their age?" or "What do they think about sex education?" Second, examining any research that applies to the question at the beginning, for example, the researcher can see that with this question, students do not have any understanding of sex education. The third is about choosing an effective teaching design in answering this research question.

The fourth thing is to collect the data needed to help answer research such as survey results or own notes about the class that is the object of research. In this case, it is ensured that the researcher records everything that is seen or heard, which is of course related to the researcher's question. Fifth, analyze the data owned and collected to arrive at a conclusion. Perhaps at this time a chart or table of test scores can be made by categorizing the various notes during the analysis process. Sixth, implementing a strategy based on the results found. If the researcher finds that the strategy has been very helpful, then the new strategy must support the research that has been done. However, it cannot be denied, if other more effective alternatives are found. Seventh is to share this research with colleagues or others who may be interested. This is so that the perspective obtained is wider.

Data Source and Analysis

The data source used in classroom action research is obtained from the initial questions given to students. This can be done with an initial test containing questions to find out how far students have an understanding of sexuality education. This is also supported by various sources of literature as a theoretical basis to increase student understanding. One of the data collected in this study came from when the students filled out the research instrument. This is in the form of observation sheets and behavior journals. This observation sheet is used to see students' understanding and the behavior journal is an instrument used to see students' way of thinking about holistic sex education through PAK learning.

The steps taken to explore data sources in this research method can also be explained by the research design as follows:

1. Cycle 1, The steps taken in cycle 1 are as follows:
 - a. Action planning (planning):
 - Develop a learning program that will be given and observation guidelines
 - Develop learning media that can be in the form of interactive videos
 - Schedule the implementation of the action in accordance with the time allocation
 - Identify the problems encountered during learning
 - Conduct initial tests to see understanding of sex education for grade 9 students of Mentari Intercultural School Bintaro in 2022
 - b. Implementation of Action (act):
 - Doing learning in accordance with the program that has been prepared
 - Doing learning using the media that has been made
 - Conduct an analysis of learning outcomes using existing learning media
 - c. Observation. At this stage observations are made based on the learning that has been done.
 - d. Reflection (reflecting). The data that has been obtained from the results of observations are then analyzed. The aim is to find out the results of learning carried out in the first cycle. Furthermore, it becomes a reference for making improvements in the next cycle.
2. Cycle 2. The steps taken in cycle 2 include:
 - a. Improved Action Planning
 - Develop learning programs that apply learning media in the form of videos or interactive images
 - Schedule the implementation of actions in accordance with the time allocation
 - Identify the problems that arose in the first cycle, then fix them in this cycle
 - Conduct tests with existing instruments through weekly reflection assignments
 - b. Implementation of Action (act)
 - Doing learning in accordance with the program that has been prepared

- Record learning activities
 - Conducting an analysis of learning outcomes about understanding sex education using the Kahoot application or others.
- c. Observation. At this stage observations are made based on the learning that has been done. Followed by tests using certain instruments to obtain data.
- d. Reflection (reflecting). Data obtained from observations were analyzed with the aim of knowing the learning outcomes, namely student understanding, which was carried out in the first cycle. Then it becomes a reference to do in the next cycle. When there is a change or improvement and the research results are as expected, the research is stopped in this cycle.

RESEARCH RESULTS AND DISCUSSION

Sex and Adolescent Education

One of the developments in the world of education is the concept of Contextual Teaching and Learning or also known as contextual learning. This wants to show that there is relevance in trying to answer various problems or needs that are adapted to certain contexts. For example, in the realm of today's youth, the existence of sex education is one of the developments in the world of education. Sex education is something that cannot be separated from the lives of teenagers. However, before now, sexuality was still regarded as something taboo, which could only be discussed when someone had entered adulthood. In other words, sexuality and youth cannot be reconciled. Meanwhile, knowledge about sexuality has become a necessity even from a young age.

From a scientific point of view, it turns out that contextual teaching and learning can be seen through the field of PAK. In other words, PAK can continue to develop in a more contextual direction, adapted to needs. PAK as one of the subjects at school turns out to be a part of the lives of teenagers, who attend formal education at school. In addition, contextual teaching and learning can be seen through practical theological studies for youth sex education, which are at least linked to four tasks, as quoted by Jennifer P. Wowor from the writings of Richard Robert:

1. Descriptive-empirical task: mapping information or problems. Questions that can be raised at this stage are what are the important things that must be considered in adolescent sexual behavior?
2. Interpretive task: an interdisciplinary study to provide understanding and explanation of the problem to be discussed and answer the question, why did this problem arise?
3. Normative task: a theological study in looking at issues in a particular context and situation and answering the question, what are the theological studies that are relevant in approaching the issues raised?
4. Pragmatic task: efforts to find strategies and reflections on normative and theological studies and answer the question, what are the relevant strategies to contribute to the issues raised?

That way, sex education for adolescents through PAK in schools can answer the needs that are currently developing and in accordance with the context. Adolescent sexual behavior and various aspects of the problem are given attention so that contextual learning can bridge it. As some people know, adolescence is a time when a person is preparing to become an adult, which also applies in a sexual way. Therefore, the thing that needs attention is the sexual behavior of adolescents. By looking at the context of the need for sex education for adolescents, PAK, which has so far been far from the realm of sexuality, can slowly become a medium of learning.

Learning Christian Religious Education in Junior High Schools

As a form of realizing education in this country, rules regarding education continue to be developed so that the process continues to run well. Education is a process of educating, fostering, controlling, supervising, influencing, and transmitting knowledge to students. This is carried out by educators who are the duties and responsibilities to be carried out to students. Etymologically (linguistically) the word education comes from the basic word learn which means helping children to master various knowledge, skills, attitudes, and values that are inherited from family and society. According to Siswinarti, education is the backbone of the progress of a nation. Without good and correct education, it will be difficult for a country to progress and develop.

Furthermore, is education which is one way to improve the quality and investment of human resources. This is evidenced by the attitude of the government which continues to seek good things for the ongoing process of teaching and learning in education. Various regulations have been established, such as the 9-year compulsory education, the provision of facilities to support learning, the development of a curriculum that increasingly responds to the needs of students according to the context. One of the things the government has done to improve the quality of education is also to improve the curriculum so that it is more on target.

Government regulations regarding Christian Religious Education subjects also have a good purpose. They support schools by providing curricula that are continually being developed so that the student's context is considered. Middle school age is the age of adolescents who need attention in practice. The process of growth and development of students as human beings in their teens is something that can be given attention. The need for students as learning subjects is to balance teaching doctrine with faith and everyday life. Therefore, every theme in PAK learning for teenagers must be related to their lives. This can be done by selecting the right topics, using the right media, and discussions or dialogues must be built based on their needs as teenagers. That way, it feels right if the topic of sex education can also be given at this young age. The goal is that they receive education in its entirety and according to their needs.

Instructional Approach and Desire Theology in PAK

Providing sex education for adolescents is one way to prevent sexual behavior problems. This is also expected to prevent the negative impact of the lack of knowledge about sexuality in adolescence. In the realm of PAK, sex education can also be used to integrate theological and normative understanding that is appropriate and appropriate for adolescents. To be able to create PAK that is appropriate to the context, Elizabeth Caldwell emphasized that a homemaking teaching concept is needed as part of relevant religious teaching. In this contextual sex education, it is necessary to have trust from the students, as teenagers, towards the teacher. Trust can only be built when a sincere relationship and a comfortable situation are created. Thus, the teaching atmosphere that is built is full of warmth, comfortable to interact with, and there is no need to be afraid of making mistakes because everything is as it is. Creating situations like those mentioned above is part of the instructional approach.

From the perspective of the instructional approach in PAK, a comfortable atmosphere is needed so that there is naturally formed trust for dialogue about sex education. In the PAK learning process using an instructional approach, sex education is not delivered rigidly or only transmits information to students, but rather in informal relationships that tend to be more relaxed and intimate. Therefore, honesty is an important component in this learning process. Furthermore, part of sex education for adolescents is also about providing comprehensive sexuality information in education that will enable adolescents to use their reasoning abilities

in analyzing problems of sexual behavior that exist in their social environment. This is to support a balanced understanding of adolescents as students about sex education which can be accommodated in PAK learning in the classroom, of course by using an instructional approach to create a comfortable and safe dialogue. The instructional approach is present so that students can freely express, convey their opinions and understanding without any judgment to judge them.

Sex education that is given with an instructional approach is considered to be able to help every student in knowing Christian morality. As most of us know, Christian morality is not limited to talking about moral right or wrong with regard to moral conduct. However, he wants to show that as the whole of creation, students are also allowed to know themselves as sexual beings. For this reason, the instructional approach is expected to be in line with the theology of desire to help students receive sex education that is appropriate to their age.

Desire theology is used to embrace an authentic Christian way of thinking and living by engaging students to think more critically about their sexual life. This means that everything that is discussed in the learning process of Christian Religious Education will return to God. In other words, being able to discern truths that are more objective and broaden one's perspective about oneself. Using the theology of desire in the classroom can even help the students' and teachers' thought processes in promoting curiosity as a medium of learning while still leading to God. That way, providing sex education in Christian Religious Education learning in schools as an educational institution still has the main component of its duties, namely to foster students' love of learning. This is because every process will always be about the context of the student as a sexual being and the life of his youth, as well as God as the creator.

CONCLUSION

Christian Religious Education as one of the subjects at school turns out to be a part of the lives of teenagers, who attend formal education at school. Education is a process of educating, fostering, controlling, supervising, influencing, and transmitting knowledge to students. Desire theology is used to embrace an authentic Christian way of thinking and living by engaging students to think more critically about their sexual life. This means that everything that is discussed in the learning process of Christian Religious Education will return to God

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