



The Effect of Sexual Ethics Education on Adolescents at SMP Negeri 1 Pematang Bandar

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Abstract: This study aimed to determine the effect of sexual ethics education on adolescents at Pematang Bandar Middle School for the 2020/2021 academic year. The sample in this study was all 40 grade VIII students of SMP Negeri 1 Pematang Bandar. The technique used to analyze research data is quantitative data analysis. The data obtained in quantitative form is converted into qualitative data concerning the Likert scale. Data were analyzed using descriptive and inferential statistical techniques. From the study results, it can be concluded that there is a significant influence on sexual ethics education on the treatment of adolescents at SMP Negeri 1 Pematang Bandar for the 2020/2021 academic year. The conclusions from the research were given to every teacher there to pay more attention to every act of behavior shown by each student in their development into adulthood.

Abstrak: Tujuan dari penelitian ini dilakukan untuk mengetahui pengaruh pendidikan etika seksual pada remaja di SMP Pematang Bandar tahun pelajaran 2020/2021. Sampel dalam penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 1 Pematang Bandar yang berjumlah 40 orang. Teknik yang digunakan untuk menganalisis data penelitian adalah analisis data kuantitatif. Data yang diperoleh dalam bentuk kuantitatif diubah menjadi data kualitatif dengan mengacu pada skala likert. Data dianalisis dengan menggunakan teknik statistik deskriptif dan inferensial. Dari hasil penelitian dapat disimpulkan bahwa terdapat pengaruh yang signifikan pendidikan etika seksual terhadap perlakuan remaja di SMP Negeri 1 Pematang Bandar tahun ajaran 2020/2021. Kesimpulan dari penelitian tersebut diberikan kepada setiap guru di sana untuk lebih memperhatikan setiap tindakan perilaku yang ditunjukkan oleh setiap siswa dalam perkembangannya hingga dewasa.

A. Introduction

Adolescence is a time of transition in life when a person's physical capacity for reproduction develops due to rapid physical growth and development and sexual maturation. Adolescents are "young persons between the ages of 10 and 19 years," according to the WHO definition. Since adolescents and young adults are in the growth period, their interactions with their environment, their friends and peers, their parents and family members, individuals in society, policies and social rules, and other people can have a favorable or unfavorable impact on their health. Adolescents undergo fundamental changes as they mature sexually and encounter questions and uncertainties. If they do not get the appropriate answers, they turn to their peers or media like satellite TV, the Internet, and cyberspace. By doing this, they frequently need help finding the right solutions and may even get erroneous ones, which may cause issues later. As a result, educating teenagers about sex and sexual ethics is a necessity that cannot be ignored. It is not just the responsibility of parents and society to do so, but it is also a fundamental right of adolescents (Drozdowicz et al., 2020; Roden et al., 2020).

Sexual harassment is a characteristic behavior sex and behavior. Of course, this is just treatment that does not want and not the desired result traumatized mind and disturbing daily life for the abused victim (Purwati et al., 2022; Kurniawan et al., 2023). Abuse of sex in the era of globalization is rampant among teenagers, pleasing Men and women (Amos et al., 2020). Sex education faces various difficulties because of its distinctive features, and special ethical considerations are connected to it in all nations and cultures. Although sex education has advanced and various facets have been addressed, little has been said about the underlying ethical concerns or the evolution of moral norms. The topic of puberty and sexual education in Iran has been the subject of numerous research. However, these studies have focused more on the necessity of sex education than the difficulties. Of course, the matter is very unsettling to many people and makes people warier and warier, and increasingly make, lots of people limit themselves to exploring more in themselves consequences of many very incidents worrying (Islam et al., 2022). Experienced victims of sexual abuse are very diverse, from children to parents. No Rarely do victims experience abuse sexually This gendered men (Leung et al., 2019; Rangga & Putrawan, 2022). Action against sexual abuse. This of course, is a very influential act in demand from the victim (Ngabaza & Shefer, 2019). traumatized mind and loss teak themselves, making the victims experience Lots of pressure and no reluctantly. To end himself, he must accept each pressure and shame incident (Zulu et al., 2019). That matter significantly compared backward with the person who was the perpetrator in the incident (Gruskin et al., 2019).

Perpetrators usually tend great and feel normal just with treatment, which harms these people (Goldfarb & Lieberman, 2021). However, p also exists concern that he continued with weak law in Indonesia and the view of the beholder that abuse of sexual intercourse by men tend to be understandable, whereas abuse victim sexual the Woman No can accept, so they are pressured and humiliated (Kemigisha et al., 2019; Ajayi & Ezegbe, 2020). Sexual harassment victims can be prevented with the help of sex education for kids

(Permatasari & Adi, 2017). As a measure to prevent and address child sexual abuse, early sexual education should be taught (Lestari & Herliana, 2020; Prasetya et al., 2022). It is crucial to incorporate sexual education into early childhood education to stop sexual harassment. Because parents serve as the primary role models for their children, early sexual education that begins at home and involves the involvement of parents is crucial and must be implemented. Parents can play an essential part in sexual education by educating their children about healthy sexual activity through lectures, talks, and pamphlets (Helmi & Paramastri, 2015). How practical is the direct parental knowledge of sex education a child receives. The importance of sexual education in fostering teenage psychological resilience, namely in 1) satisfying adolescents' sexual curiosity by providing accurate knowledge; and 2) fostering attitudes about engaging in early and pre-marital sexual behavior. Parents' comprehension of sexual education for children has improved thanks to diverse material in print and online.

This is what is needed to teach ethics education. Sexual intercourse must start early and be sustainable to adolescents at class VIII SMP Negeri 1 Pematang Bandar. Class VIII is unstable for children because they will leave and become teenagers (Kusheta et al., 2019; Jones et al., 2019). Of course, they need instruction to do something for them. No, get lost and follow things. No unexpected one becomes a perpetrator of abuse (Moreno-Ruiz et al., 2019; Ryan et al., 2020). Ethics education sexual This will very Lots affect the child's actions matter the caused planting etiquette well and also the brain to doc tr in profit value woman make they No brave touch One end hair even hair Woman with No dear (Thongmixay et al., 2019; Zulaiha, 2019). This education will also be reminded us to avoid smelly things like pornography that can damage the child's mind and change his behavior (Rodriguez-Castro et al., 2021; Rohmaniah, 2021). Ethics and values must also be delivered effectively by integrating character education. Pancasila moral and religious education (Ochen et al., 2019; Agianto et al., 2020). Relevant to the process of character education as an effort to implement character values for future candidates. Educational ethics is based on an actual study that humans must take action (Pandey et al., 2019; Pangestuti et al., 2021). Ethics education This, of course, must be emphasized and implanted in the minds of children in class VIII SMP Negeri 1 Pematang Bandar so that they are also taught and given instruction with good at school by the teacher.

B. Method

This research method is descriptive research deliberately designed to analyze and interpret data and determine the relationship or influence of the independent variables on the dependent variable, then conclude the data collected and analyzed. The reason for choosing the descriptive method in research is because the descriptive method aims to interpret the current situation, analyze and interpret the current conditions and determine the relationship between variables in the phenomenon being studied. The sample in this study was 40 grade VIII students of SMP Negeri 1 Pematang Bandar. The measuring tool used in this study was a questionnaire about teacher skills in students' behavior and actions.

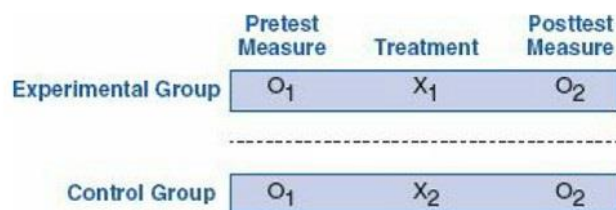


Figure 1. Research Study Design

Data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis that describes the data as it is. Inferential analysis, namely, to conclude the statistical analysis. Furthermore, a data normality test is carried out to analyze the data to test whether the hypothesis is accepted (Gaol & Stevanus, 2019). If the data is average, then do the correlation and hypothesis tests. To test the functional relationship between the two variables, namely variable (X) and variable (Y), they were analyzed using a coefficient formula called correlation with "Pearson Product Moment Correlation", with the formula:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

For know influence or magnitude contribution X (Skill Educate Teacher) to Y (Action and Behavior student) so used or determined by the determination of the coefficients that are squaring results coefficient - correlation (r^2). The results are obtained using the formula: $100r^2\%$ (Wajdi & Arif, 2021). The formula is used to find out the equation of the regression form in simple linear regression analysis: $Y = a + bX$. For now, prices "a" and "b" are calculated with the used formula:

$$a = \frac{(\sum Y) \cdot (\sum X^2) - (\sum X) \cdot (\sum XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{n \cdot (\sum XY) - (\sum X^2) \cdot (\sum Y)}{n \sum X^2 - (\sum X)^2}$$

For now, is the hypothesis about the accepted linear regression model or rejected? So linear regression test was carried out, namely with the used formula:

$$F = \frac{S^2(TC)}{S^2(E)}$$

C. Result and Discussion

Study This was conducted at SMP Negeri 1 Pemantang Bandar, still in the Covid-19 pandemic situation, so questionnaire data collection was carried out online on May 2021 to the respondent as many as 40 students. Before test data collection, previous data instruments were piloted to students outside the sample for know validity and reliability instrument. Trial results instrument Skills educating for all items declared valid and reliable with criteria testing $t_{\text{arithmetic}} > t_{\text{table}}$. Whereas performance Study student class VIII for all items are declared valid and reliable with the test criteria being $t_{\text{count}} > t_{\text{table}}$. Based on the results

calculation correlation variable X and variable Y. Then reliability test results questionnaire Skills educate obtained $r_{xy} = 1.80$ or stated reliable, where $r_{count} = 1.80 > r_{table} = 0.444$. From the results calculation obtained count value = 11.89 meanwhile from table distribution for $\alpha = 0.05$ and $dk = 20 + 20 - 2 = 38$ obtained $t_{0.975: 38} = 2.04$. Thus t_{count} bigger from the t_{table} ($11.89 > 2.04$). So we can conclude that there is a real difference between score group tall and score group low, so the test influence Skills education used in the study is valid. In line with the results, reliability test calculations test Skills educate obtained a coefficient correlation count of 1.80; meanwhile, the coefficient from table price critics moment product $\alpha = 5\%$ and $n = 20$ obtained $r_{table} = 0.444$, whereas coefficient r_{count} is bigger from coefficient correlation r_{table} ($1.80 > 0.444$), this means Skills educate reliable. For actions and behavior, the student obtained results calculation obtained mark $t_{count} = 11.44$ from table distribution for $\alpha = 0.05$ and $dk = 20 + 20 - 2 = 38$ obtained $t_{0.975: 38} = 2.04$. Therefore, the t_{count} is bigger than the t_{table} ($11.44 > 2.04$). So we can conclude that there is a real difference between the score group tall and with score group low, so the test of actions and behavior students used in the study is valid. From the results of reliability test calculations test of actions and behavior student obtained a coefficient correlation count of 1.73; meanwhile coefficient from table price critics moment product $\alpha = 5\%$ and $n = 20$ is obtained table = 0.444, whereas the coefficient r_{count} bigger from coefficient correlation r_{table} ($1.73 > 0.444$). This means that test of the actions and behavior of students is reliable. For now, there are skills educate on actions and behavior which are obtained from students, searched with use formula as following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{X_1^2}{n_1} + \frac{X_2^2}{n_2} - 2\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$\sum X_1^2$ and $\sum X_2^2$ = Amount square sample
 n_1 and n_2 = Amount member sample

From the calculation above researcher calculated t with use formula as following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{X_1^2}{n_1} + \frac{X_2^2}{n_2} - 2\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{85,05 - 76,85}{\sqrt{\left(\frac{7233,50 + 5905,92}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{8,2}{\sqrt{(345,78)(0,0025)}}$$

$$t = \frac{8,2}{\sqrt{0,8644}}$$

$$t = \frac{8,2}{0,93}$$

$$t = 8,91$$

Based on price critics, the t distribution is dk 38 (0.05) = 2.02 and dk 38 (0.01) = 2.70. From the calculation of the results, it turns out t arithmetic \geq table t at the level $\alpha = 0.05$, i.e. (8.91 > 2.02) and (8.91 > 2.70) with thus H_0 is accepted, and H_1 is rejected. Calculations that have been done with count X and Y correlation on skills teach and count X and Y correlations have obtained a correlation of 1.80 and counting X and Y correlations on the attitudes and actions of SMP Negeri 1 Pematang Bandar students with count X and Y correlations have obtained a correlation of 1.73. So that matter. This shows a strong influence between lessons on ethics sexual with student attitudes and actions. After the results, the correlation was tested. The hypothesis was tested using the t-test, of results the calculations show that counted of 8.91, meanwhile t_{table} on level significant 0.01% with dk (40-2) = (2.70) and 0.05% with dk (40-2) = (2.02).

Discussion

This study was designed to examine: (1) a specialized educational resource on sexual health and its impact on learners' knowledge, skills, and attitudes; (2) the use of videotaped depictions of clinical interactions to complement the module's content; and (3) the deployment of educational content through a multisite initiative using synchronized videoconferencing. The results of our study support the utility of each of the three components. We created the education module keeping in mind the demands relevant to the specialty, especially the necessity to convey information in a way that is appropriate for children and adolescents of various ages and developmental needs, as well as with their parents or guardians as clinically required. We discovered significant disparities in the prior knowledge and training of clinicians in sexual health and inconsistencies in the available resources. We saw a significant gain in concrete knowledge of the availability of developmentally appropriate items after the training, including books, websites, training, and other materials like those we curated. This conclusion emphasizes the importance of incorporating readily available and current resources into the sexual health curriculum as much as is practical. This is especially important for CAPs because they frequently work with kids, teenagers, and adults ranging in age, linguistic proficiency, and developmental characteristics. No matter what diagnostic or (dis)ability a child or teenage patient may have, we highlighted how vital it is for them to treat their sexual health. However, we only went into greater detail on one illness due to time restrictions. Given the increased (and overdue) attention to the significance of sexual health among children and young people on the autism spectrum, we chose and incorporated autism-specific content.

Teenage Sexual Education in Early Stages

Currently, society is paying much attention to sex education. Many parents are cautious about child protection, especially sexual protection for young girls, due to the frequency of deviant behavior in teenagers and the sheer number of cases of sexual abuse. The affiliation of teenagers at this time has been found to have a concerning effect on parents, making it crucial to provide early sexual education for adolescents between the ages of 12 and 17. Additionally, sexual education includes teaching about reproductive health, namely Sexually Transmitted Diseases, and providing a general overview of the reproductive organs (STDs), chlamydia/candida, genital herpes, the Lion King, and HIV/AIDS. The information in sexual education is related to biology, physiology, psychology, society, and accepted standards. These factors are all connected. Teenagers must therefore receive an open introduction to sex education in all its forms. Teenagers can start receiving sexual education when they become 12 years old. Children can get secular sexual education that covers (a) sexual ethics in terms of religion and society, (b) an understanding of human anatomy, genital physiology, and reproductive processes, (c) the development of human contraception, and (d) healthy and inappropriate sexual behavior. The content of sexual education varies significantly from country to country, but these four areas can be used to teach adolescents about sex worldwide. Emphasis on emotional and physical development variations for teachable topics related to sexual relations is also crucial. Other parents who advocate for open communication with kids, particularly regarding sexuality, must stress the benefit of delaying sexual involvement until later in life. To prevent kids from feeling uncertain, fearful, reluctant, or furious when discussing their sexual experiences, refrain from using judgmental language (Oak et al., 2020).

The purpose of teaching children about sex education early on, especially teenage girls between the ages of 12 and 17, is to prepare teenagers for understanding the risks of sexuality and the repercussions of not doing so, as well as to ensure that they are mentally prepared and have access to someone else's materials. Parents' preparation by providing. The trust that has been established between parents and children as a result of sexual education for children gives them more freedom to explore their social environment. The capacity of a child to manage the field of its association through many forms of education, including sexual education, will strengthen rapid technological advancements (Austrian et al., 2020).

The Impact of Early Sexual Education on Adolescents

Parents are the first window of knowledge owned by children. At the age of 1-3 years in their development, children tend to imitate the behavior of people around them, especially the behavior of parents. Hence, it is not wrong if it is said that parents are where children learn first and primarily. Likewise with sexual education, According to Singgih, D Gunarsa is ideally first introduced by parents. Unfortunately, in Indonesia, not all parents are pretty open-minded about talking about sex education to their children, so often, the children Teenagers find out for themselves in the wrong way without knowing the risks

involved they will face. The first barrier to the sustainability of sex education is the awakening of the idea that sex is identical to obscene and tacky (Joodaki et al., 2020). Thoughts about teaching youngsters about sex have received much attention, yet the lack of sex education is increasing the rates of marriage, pregnancy, and abortion. Parents should teach their children about sex responsibly so that they are prepared for the risks that may arise. Parents should also choose associations that will benefit their children. Giving sex education from the beginning encourages an informed and responsible attitude, especially in teenage girls when selecting their social milieu.

Additionally, sex education increases the level of trust that parents have for their kids. Thus, it does not impact the child's environment, social life, or psychological makeup. More trustworthy parents tend to raise adolescents with lofty goals, an open mind, a tendency to trust quickly, and lots of friends (Wu & Zeng, 2020). Because they are worried about the hazards associated with not giving their daughters the correct knowledge of sexuality, conservative parents tend to restrict their daughters' ability to explore their unique gifts in the social setting. Early sex education for teenagers is crucial since it reduces the likelihood of sexual promiscuity and increasingly quick technological advancements. The quick cultural interchange is a blessing since it ensures that technological advancement will not impact Indonesian youths' social and cultural practices. Particularly teenage girls are evolving into Teenagers who can be trusted more to choose their passions without being constrained by time or space to obtain a more comprehensive social sphere as they become more independent, creative, productive, and inspiring in many ways when they are still very young (Farahani et al., 2022).

Thereby can conclude the hypothesis study, i.e., There is a significant effect between Skills educate ethics sexual to student behavior and actions in lesson teaching ethics in class VIII SMP Negeri 1 Pematang Bandar Teaching 2020/2021 accepted, where influence powerful of 8.91. To obtain good performance study, every student should understand What meaning of Skills teaching given by the teacher in the time class in the learning process teaching and in the field school the teacher and vice versa must be capable of pouring anything just skills he has so that students the capable For control self For more concentrate on the moment accept lesson (Sulton, 2021). Skills teach a teacher when seen from calculations that belong to the category of good (influence) (Mahendradhani, 2020). In other words, skills teach the teacher must improve again because, from research, Skills teach teachers to influence a student in developing performance Study student (Waruwu et al., 2020).

D. Conclusion

Based on data analysis conducted by researchers exciting conclusion is that Skills teach a teacher in class learning in a manner, especially the eyes lesson very Christian ethics influential to attitudes and Actions of the student. This matter can be seen from the calculation of the results. It turns out $t_{\text{arithmetic}} \geq t_{\text{table}}$ at the level $\alpha = 0.05$, i.e. $(8.91 > 2.02)$ and $(8.91 > 2.70)$. Thereby matter This show that the hypothesis state There is an influence of

ethics education sexual to attitude and behavior student class VIII SMP Negeri 1 Pematang Bandar Teaching 2020/2021, accepted. As a suggestion for party schooling, especially ethics sexual order, more notice presence students, severe students, and compatibility group discussion study, pay attention frequent students to unplug and check task given student can give Skills teach that best so that can repair act the student's behavior.

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