
LEARNING RESOURCES OF SEXUAL AND REPRODUCTIVE HEALTH EDUCATION BASED ON STUDENT PERCEPTION

¹MT Hidayat, ²HU Kaltsum, ³W Astuti

^{1,2,3}Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

¹PKBI Kota Semarang, Semarang, Indonesia

¹mt.hidayat@ums.ac.id

ABSTRACT

Sexual and Reproductive Health Education (SRHE) at school is important because students feel uncomfortable talking about sexual and reproductive health issues with their families. Increasing of uncontrolled sexual behavior in middle school students is caused by positive perceptions of sexual behavior. This article attempts to present how the development of perception-based of SRHE learning resources for adolescents. This article is a literature study with descriptive qualitative method. The data was used in this article was secondary data. The data and information were obtained were analyzed by using descriptive qualitative approach. In the development of SRHE learning resources, the authors conducted an analysis of several aspects including curriculum, characteristics of the target, learning environment and the results of previous research. SRHE learning resources is designed based on curriculum, characteristics of learning resources target, learning environment and research results. Learning resources which is obtained is learning resources by design, type of message, in booklet format with characteristics of teen magazines. This SRHE learning resource is designed to change the perception (behavioral beliefs and normative beliefs) of middle school students on sexual behavior.

Keywords: Sexual and Reproductive Health Education, Learning Resources, Adolescent

INTRODUCTION

Free sexual behavior in middle school students in Indonesia is should be concern of science teachers of middle school. Science teacher of middle school have a role as SRHE implementer. SRHE at school is important because the view that sex is taboo makes students feel uncomfortable talking about it with their families (Evlyn and Suza 2007:48; Amaliyasari and Puspitasari 2008:56; Nisa 2007:2). Students most question about anything related to reproductive health and sexuality during Science and Biology lessons (Nisa 2007:3). Moreover, education in school is the most influential factor on healthy life behavior of middle school students (Ilona, Valimaa and Kannas 2014:6). Science teachers have a strategic role in providing SRHE materials for middle school students. SRHE content can be given by science teachers through the integration of science material, especially "Human Reproduction System". SRHE content could prevent the free sexual behavior in middle school students.

Unfortunately, science learning in Indonesia is more focused on intellectual development. Other aspects such as moral aspect get less attention (Matsuri 2011:2). According to Sudarisman in Setyaningrum and Husamah (2011:71), moral values declining of student in relation with Biology (science) is caused by teacher's misunderstanding of the science itself. Science so far has been taught only as a product (content). Some of the impacts

of this gap can be seen from Annisa Foundation research in 2006 involving middle and high school students in Cianjur (West Java). That research revealing 42.3% of students had first sex in school (Abrori, 2014:26). The survey of the Indonesian National Commission for Child Protection (KPAI) in 33 provinces in 2008 concluded that 62.7% of middle and high school students were no longer virgins, 93% of middle and high school students had kisses, and 97% of middle and high school students had watched the pornographic video (Yulianto 2010:46).

Student behavior is influenced by many factors, one of the most important factors is perception (Muis and Wahyu 2013:2; Isthofiyani, Prasetyo and Sukaesih 2014:86; Amaliyasari and Puspitasari 2008:56). In line with that statement, the prevalence of uncontrolled sexual behavior in middle school students is caused by a positive perception of sexual behavior. Perception can be a stimulus, so it would reflect behavior.

Science teachers are required to be more strategic in implementing SRHE. One of the strategy is in the selection of learning resources. Appropriate and high quality learning resources would greatly help students in absorbing information as well as change their perception. If the positive perceptions of sexual behavior can be neutralized, it could automatically prevent the uncontrolled sexual behavior of middle students. This article tries to

show how the development of appropriate SRHE learning resources for adolescent and how to use it.

METHODS

This article is a literature study with descriptive qualitative method. The type of data used in this article is secondary data from literatures such as books, proceedings and scientific journals. The data and information obtained were analyzed by using descriptive qualitative approach. The process of compiling the article by identified the problem, analyzed the needs, analyzed of options, then determined the problem solving by comparative study. The final stage of this writing is the conclusion of the discussion.

RESULT AND DISCUSSION

Perception

According to Indonesian Dictionary (KBBI), perceptions are: (1) Responses (direct acceptance) of something (2) Person's process knows some things through his or her senses (Pusat Bahasa Departemen Pendidikan Nasional 2008). Nurhidayat (2012:8) defines perception as a process of analyzing, interpreting or assessing the stimuli received by the senses that produce a view. Meanwhile, according to Ardi and Aryani (2011: 157) perception is the result of interaction between the outside world of individuals (the environment) with the experience of individuals who have been internalized with sensory system of sensory devices as a liaison, and interpreted by the nervous system in the brain.

According to Wade and Tauris, the factors that affect perceptions include: need, trust, emotion, expectation (Fitria, Daharnis and Sukma 2013: 203-204).

Adolescent

Haryanto and Suarayasa (2013:11-18) suggest that adolescence is a phase in which a person will experience a transition and a good stage change in terms of emotions, body, interests, behavior and also other problems. Meanwhile Arsyadani (2010:1) reveals that in adolescence occurs relatively rapid growth and development of the human body. At this time there is a biological, mental and social change so-called critical period (Htay et al 2010:1) and at risk (Robinson and Rogstad 2002:314). Generally adolescents feel themselves have grown up, that's why sometimes teenagers tend to be uncontrolled (Hanifah and Cahyo 2012: 117).

Sexual Behavior

Sexual behavior is all behavior that is driven by sexual desire, both with the opposite sex and same

sex (Rihardini and Yolanda 2012:6). Meanwhile, according Pawestri and Setyowati (2012:172), sexual behavior is a behavior that is based on sexual drive or activities to get the pleasure of sexual organs through various behaviors.

Some forms of sexual behavior, namely:(1) Awakening and exploration (2) Autosexuality: masturbation (3) Heterosexuality: kissing, necking (stimulating, but not directing to sensitive areas, only to the extent of her partner's neck), light petting (Body touching but still wearing clothes), heavy petting (swiping the genitals without clothes).

Reproductive and Sexual Health Education (SRHE)

SRHE is defined as a culturally relevant and age-relevant approach to teaching sex and relationships by providing scientific, accurate, sensible and non-judgmental information. SRHE provides an opportunity to explore the values and attitudes of each and to make decisions, communication, and risk reduction skills on various aspects of sexual (UNESCO 2009:2).

SRHE aims to reduce the negative risks of sexual behavior, such as unwanted pregnancies and STIs (Sexual Transmitted Infections) including Human Immunodeficiency Virus (HIV). SRHE also aims to contribute positively to adolescents for their sexuality experience, by improving the quality of their relationships and their ability to make decisions throughout their lives. SRHE should be more than just information about puberty and reproduction but should also help teens to be safe and enjoy their sexuality (Emmerson 2013).

Research shows that effective programs are able to: reduce misinformation, improve correct knowledge, clarify and reinforce positive values and attitudes, improve decision-making skills, develop peer perceptions and social norms, improve communication with parents or other adults (UNESCO 2009:3).

Learning Resources

Learning resources are references, objects and or materials used for learning activities, in the form of printed and electronic media, persons, physical, natural, social, and cultural environments. Determination of learning resources is based on competence standards and basic competencies as well as learning materials, learning activities, and indicators of achievement of competence (BSNP 2006:16).

Learning resources are categorized into six groups: messages, people, materials, tools, techniques, and backgrounds or environments. Based on the making and target, learning resources

are categorized into by design learning resources to achieve certain learning objectives and by utilization learning resources (Januszewski 2002:84).

Relationship between Perception And Behavior

The theory of reasoned behavior is expanded and modified by Ajzen and is called the Theory of Planned Behavior or TPB. The core of this theory includes three things: beliefs about possible outcomes and behavioral beliefs, beliefs about expected norms and normative beliefs, and beliefs about factors that can support or hinder behavior and awareness of the power of those factors (control beliefs). Behavioral beliefs produce likes or dislikes based on the individual's behavior. Normative beliefs generate awareness of the pressures of the social environment or subjective norms, while control beliefs create control over those behaviors. In combination, these three factors produce behavior intention (behavior intention). In general, when subjective attitudes and norms point to a positive and stronger control, it is more likely that a person will tend to engage in that behavior (Ajzen 2006).

SRHE Learning Resources

Needs Analysis

In the development of SRHE learning resources, the authors conducted an analysis of several aspects including the curriculum, the characteristics of the target, learning environment and research results. Based on the analysis of middle school of science subject curriculum (K13), SRHE can be integrated in the "Human Reproduction System" material (grade IX). Basic competence to be achieved is to describe the structure and function of the reproductive system in humans, abnormalities and diseases of the reproductive system, and the application of lifestyle that supports reproductive health. Learning is done is the aspect of communication by informing more about the human reproductive system and the application of lifestyle that support reproductive health. Assessment done in the form of tasks and portfolio.

Furthermore, the analysis of the target of learning resources is students of middle school (grade IX) in particular and middle school students in general. Middle school students are early adolescent who would like a typically teen magazines. Some typical teen magazines favored by teenagers are the use simple language, using teenage language (street language), using simple points, and the use of diverse and colorful illustrations.

The next analysis is the analysis of the learning environment. This learning resource would

basically be used by science teachers and middle school students at school. However, this learning resource can also be used by parents and adolescents at home. Therefore, the source of learning should combine the formal language and street language of teenagers. Formal language is used because the school is an educational institution that teaches also the formal language, while the street language is used to increase the attractiveness and readability of the reader.

Finally, the analysis is based on the results of the middle school student's perception of sexual behavior. From the result of Hidayat's research (2018), it can be concluded that middle school students get less information and guidance about puberty. They are ultimately unprepared for the new phase of their lives. Parents are less liked by middle school students to ask about their reproduction and sexuality. They keep silent or find themselves through other sources such as television, internet, and peers. In the process of seeking information about the changes and fluctuations they face, middle school students tend to get information and perceptions that are less precise or even misguided. If continues then they would be entangled with pornography. After that, pornography will lead them to masturbate, free sex even deviant sex behavior. Based on the results of the study, the information needs of middle school students is about puberty, pornography, masturbation, and free sex.

Selection of Learning Resources

Based on the results of needs analysis on all aspects, then the SRHE learning resources developed in terms of design in the form of learning resources by design. Based on the type, learning resources in the form of messages and based on the form of a booklet.

Development of SRHE Learning Resources

SRHE learning resources is designed based on the results of middle school student perceptions study of sexual behavior. Positive perceptions of free sexual behavior must be denied and straightened, while negative perceptions of free sexual behavior must be strengthened. The SRHE learning resources will contain a brief overview of puberty that may be unfamiliar among middle school students so they would not feel odd or confused about their changes.

After that, they will be given insight into the choice of consequences of puberty they experience, a positive and negative choices. On the positive choice (good and right), which is the choice of controlling sexual desire. Be exposed to reasonable and healthy restrictions on keeping their eyes, mind and behavior. Negative choices (bad and wrong), in which there

are sexual behavior that should be avoided in the form of pornography, masturbation and free sex. Furthermore, these sexual behavior is exposed to negative impacts that will change the behavioral beliefs of middle school students.

To strengthen behavioral beliefs changes, will also be presented various myths and facts, as well as religious theorems about sexual behavior. Normative beliefs try to change with the exposure of those who would oppose middle school students to behave in an unnatural manner. For middle school students who have committed watching pornography, masturbation and free sex are presented the ways to stop doing it.

How to Use SRHE Learning Resources

This booklet is prepared for middle school students (early teenagers) to help them get information about puberty and problems of pornography addiction, masturbation and free sex. This booklet is designed to provide an understanding of puberty, so readers do not feel fear or confusion in the face of their new life phase. In addition, this booklet also provides guidance on the readers to determine the correct choice in addressing their own puberty, which does not support pornography, masturbation and free sex.

This booklet is generally divided into five aspects. First, the introduction to the reader about puberty and how to respond. Second, the introduction to the reader about pornography, masturbation and free sex and various dangers. Third, tips on releasing pornography addiction, masturbation and free sex to readers who have been caught in those things. Fourth, the provision of other information about pornography, masturbation and free sex is a variety of myths and facts, as well as views of religions (six official religions of Indonesia). Lastly, the invitation to the reader to determine the choice of attitudes toward pornography, masturbation and free sex after reading this booklet.

This booklet could help readers who usually feel awkward in asking parents to get complete and correct information about puberty and the problem. This booklet will also contribute the correct perception of pornography, masturbation and free sex so it will encourage readers to behave appropriately.

Science teachers as one of SRHE implementer can utilize this SRHE booklet as a learning resource of SRHE as well as science learning resource especially on reproduction system material. Solid, simple and youthful content and language, would attract readers and make them capture the messages easily.

CONCLUSION

SRHE learning resources is designed based on curriculum, characteristics of target, learning environment and research results. This learning resources in the form of learning resources by design, type of message, as well as a booklet form with teen magazines characteristics. This SRHE learning resource is designed to change the perception (behavioral beliefs and normative beliefs) of middle school students toward sexual behavior.

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