

Efforts to Facilitate the Development of Adolescent Sexuality through Training for Counseling Teachers

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Abstract

Today, sex education for teenagers has become increasingly important. Adolescents experience a sexual crisis with various sexual problems they experience, such as pornography, pornoaction, masturbation, confusion of sexual orientation, free sex behavior, sexual violence, and sexual harassment. This phenomenon has attracted the attention of teachers, especially counseling teachers at SMP BPK Penabur Jakarta to assist students in developing healthy sexual development. When teachers can understand adolescent sexuality and have the skills to provide appropriate psychoeducation about sex education to students, they will be more competent to apply it to prevent and intervene in student problems, especially in sexual matters. By using the survey method and descriptive analysis, the evaluation results showed a positive response from the counseling guidance teachers to be able to carry out the training. In addition, the evaluation results show that teachers acquire knowledge and skills about psychoeducation to facilitate healthy sexual development among students. This psychoeducation can be developed for a wider context.

Keywords: *adolescence, psychoeducation, sexuality, teacher*

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Introduction

Education is an important part of human life. According to the Law of the Republic of Indonesia, legislation number 12 of 2012, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that needed by himself, society, nation, and state. Formally, education in Indonesia is divided into basic, secondary, and higher education. Basic education is the level of education that underlies the secondary education level (Law of the Republic of Indonesia, legislation number 20 of 2003). One form of basic education is Sekolah Menengah Pertama (SMP) or Junior High School. Education aims to develop students' self, not only cognitively, but also psychosocial development.

Junior high school students are usually around 12 to 15 years old. This range of age is called early adolescence (Papalia, 2020). Early adolescence is marked by the development of sexual characteristics, socio-sexual maturity, and the emergence of sexual interest and behavior (Bogin, 2011). This is indicated by the desire of junior high school students to date the opposite sex they like, to explore certain sexual behaviors such as masturbating or kissing and to behave according to their sexual identity. Santrock (2018) also suggests that at this time adolescents are faced with the problem of identity formation based on Erikson's stage of psychosocial development. They need to explore and discover who they are and how they live their life, including developing their sexual identity and carrying out their roles as teenage boys or girls.

Currently, discussions about sex education are still considered taboo in Indonesian society. Whereas sexual understanding in early teens is important to prevent them from engaging in unhealthy sexual behavior. An example of a case from a study conducted by Salirawati (2014) was that junior high school students in Yogyakarta had an inadequate sexual understanding. Most junior high school students obtain information on sexual topics such as reproductive health and healthy sexual behavior from printed and electronic media. In fact, the information they get by searching for themselves without discussing it with adults will lead to a misunderstanding about sexual development (Salirawati, et al, 2014).

In Indonesia, sexual misconduct, such as sexual violence, is experienced by many young girls

and boys. The survey was conducted on a sample of 9,844 adolescents in Indonesia aged 12-24 years. 5% – 7% of adolescent boys in rural or urban areas have experienced sexual violence in the form of physical contact during their lifetime and 3% – 6% of them have experienced such an incident in the last 12 months. Meanwhile, 9% – 10% of adolescent girls in rural or urban areas have experienced sexual violence in the form of physical contact during their lifetime and 5 – 6% of them have experienced this incident in the last 12 months. The perpetrators of sexual violence in the form of contact or non-physical contact are mostly their peers and their girlfriend or boyfriend (Ministry of Women's Empowerment and Child Protection, 2018). One way to prevent sexual violence is through sexual education.

Related to sexual development in early adolescence, it is necessary to have proper sexual education for adolescents so that they can develop healthily. Ideally, teachers do not only teach academic subjects, but also pay attention to the psychosocial development of their students.

The development of sexual identity is closely related to gender roles that are constructed by culture. Culture is a life context that is important to take into account, as stated by Bronfenbrenner with his ecological theory, that adolescent changes are influenced by the microsystem environment (family, friends, school), and the macrosystem environment (global world) (Santrock, 2011). In this era, there are so many challenges that have the potential to disrupt or hinder the process of developing healthy sexuality in junior high school students. Setyoningsih (2018) suggests that technological advances and globalization have also influenced the sexual lifestyle of teenagers, such as the phenomenon of free sex and LGBT among Indonesian people showing an increasingly worrying trend. Wijaya (2013) in his book describes the high level of deviant sexual behavior that occurs among young people and its negative impact on the physical, psychological, social, and spiritual aspects of individuals. Likewise, with the many cases of sexual harassment and violence, and pornography, it is increasingly challenging for teachers to make real efforts to help teenagers live their youth successfully.

Supratiknya (2011) wrote about several personal-social life skills that need to be developed by junior high school students. These life skills include being able to understand, accept and be reasonable in their physical and emotional changes, be reasonable in relationships with the opposite sex, and be responsible for facilities (including gadgets and computers) and

opportunities provided by others.

Counseling teachers in schools have an important role in preventing and dealing with adolescent sexuality problems. The BPK Penabur as a partner of the community service is aware of the importance of adequate knowledge about the development of adolescent sexuality as a basis for guidance and counseling teachers in educating students. Subject matters given to counseling teachers encompass sexual crises that threaten students life, adolescence sexual development, and treatment to sexuality problems among adolescence. In addition, it is also necessary to develop skills for counseling teachers to carry out psychoeducation in this area, starting from analyzing psychoeducational needs related to sexuality issues to how to deliver and make psychoeducational evaluations that have rarely been carried out by counseling teachers.

To be able to conduct psychoeducation in this particular area, counseling teachers need to receive training. Therefore, the role of university lecturers in the context of community service as training facilitators is important. Community service in the form of training for counseling teachers has the following objectives: (1) Counseling teachers of SMP BPK Penabur Jakarta to understand the development of adolescent sexuality. (2) Counseling teachers of SMP BPK Penabur Jakarta can convey sexuality education materials to students appropriately. (3) Counseling teachers of SMP BPK Penabur Jakarta can apply knowledge about the development of adolescent sexuality in dealing with student problems. These goals were derived to more specific goals in the three training sessions given to counseling teachers.

Methods

This community service activity is part of the counseling teacher training at SMP BPK Penabur Jakarta with the theme of "Development of Youth Sexuality" which was initiated by the partner. This training was carried out on February 14-15, 2022. Because it was still in the Covid-19 pandemic, this activity was carried out online via internet using the Zoom application.

In the event, the resource persons presented the material in the form of PowerPoint slides. Slide files were given to participants prior to the training so that at the time of training,

participants would have material to read. In sessions 2 and 3, the resource person who is also the head of the community service team coordinated with the lecturers of community service members and two psychology master students for task arrangements in connection with the distribution of breakout rooms (BOR) for group activities. The team observed and helped to answer questions or to provide directions to the participants in the BOR (There were 10 BORs).

The event was opened by one of the counseling teachers as MC, leading the opening prayer and then handing over the event to the training moderator. The moderator read the CV of the resource persons and provided the opportunity for the resource persons to deliver the training materials. The number of counseling teachers who participated in this training was 40 teachers from 19 BPK Penabur schools in Jakarta and surrounding areas (Depok and Bekasi). The trainees are counseling teachers from the SMP BPK Penabur schools in Jakarta. The participants were also enthusiastic about asking questions to the resource persons.

At the beginning of the first session, the resource persons presented introductory material about adolescent sexual development. The material presented and discussed covered the sexuality crisis that hit the world including high school students, the challenges of sexuality faced by this generation, and the need for sex education for students. The discussion of the material continued with the understanding of terms around sexuality and gender for equalizing perceptions, the importance of the role of teachers in sexuality education, cases faced by counseling teachers in schools, adolescents and their sexual development, challenges faced by teachers and adolescents, gender identity, and prevention of sexual violence towards adolescents. In this session, various topics related to sexual development and education were also presented that could inspire counseling teachers to determine the topic of their psychoeducational training.

In the second session, the resource persons presented psychoeducational approaches for preventive and curative approaches related to adolescent sexuality issues, followed by directions for participants to design psychoeducation in small groups. This small group was divided by the committee from the school and the group worked on exercises to design and deliver psychoeducation based on the topics agreed upon by the group. Before dividing the group, the resource person gave the opportunity for each participant to think about one

psychoeducational topic in the area of adolescent sexuality, so that when participants entered the group, they could immediately discuss which topic would be chosen as an exercise.

In the third session, participants presented psychoeducational designs and modules, then received feedback from resource persons and facilitators. Due to time constraints, only 3 groups of participants were selected who delivered psychoeducational practices based on previously designed materials. In addition to delivering material, the resource persons also provided material on how to evaluate psychoeducation carried out so that the psychoeducators get feedback for self-improvement. Questions and answers and discussions were also conducted in the third session, the same as in the first and second sessions.

Activity evaluation questionnaires using Google Forms were given to participants at the end of each session. The Google Form link was created by master students and shared via chat rooms on the Zoom application. The research method used in this study is quantitative. According to Sugiyono (2014), the quantitative method is a method that emphasizes the aspect of objectively measuring social phenomena. While the data collection technique used is using survey technique. Activity evaluation questionnaires were given to participants toward the end of the activity. The Google Form link was shared via a chat room on the Zoom application. All counseling teachers who participated in this training filled out evaluations so that a comprehensive picture of the participants' reactions and learning outcomes could be obtained through the three-session training. The data is processed using descriptive statistical calculations in the form of the percentage of respondents' answers which are presented in the form of a bar chart.

After the community service activity ended, an activity report was made. Reports were also submitted to the LPPM (research and community service bureau at the university) as accountability for the activities that had been carried out.

Figures and Tables

Table 1. Session 1 Reaction Level Evaluation Results

No	Things to evaluate	Disagree %	Slightly disagree %	Agree %	Strongly Agree %
SESSION 1					
1	Useful material	0	0	55	45
2	Material can be applied in work	0	0	50	50
3	The resource person	0	2,5	50	47,5

	conveys the material clearly				
4	Resource person can manage the training class well	0	2,5	55	42,5
5	Sufficient time for discussion / question and answer	0	2,5	62,5	35

Table 2. Session 2 Reaction Level Evaluation Results

No	Things to evaluate	Disagree %	Slightly disagree %	Agree %	Strongly Agree %
SESSION 2					
1	Useful material	0	0	48,6	51,4
2	Material can be applied in work	0	0	48,6	51,4
3	The resource person conveys the material clearly	0	0	51,4	48,6
4	Resource person can manage the training class well	0	2,9	54,3	42,9
5	Sufficient time for discussion / question and answer	0	0	62,9	37,1

Table 3. Session 2 Reaction Level Evaluation Results

No	Things to evaluate	Disagree %	Slightly disagree %	Agree %	Strongly Agree %
SESSION 3					
1	Useful material	0	0	46,2	53,8
2	Material can be applied in work	0	0	46,2	53,8
3	The resource person conveys the material clearly	0	0	46,2	53,8
4	Resource person can manage the training class well	0	0	48,7	51,3
5	Sufficient time for discussion / question and answer	0	2,6	51,3	46,2

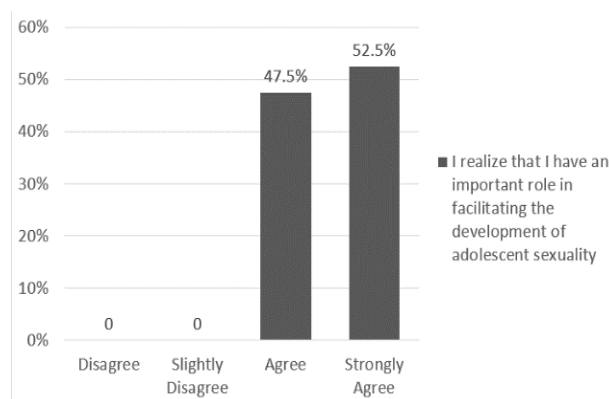


Fig. 1. Awareness of the teacher's role in facilitating adolescent sexual development

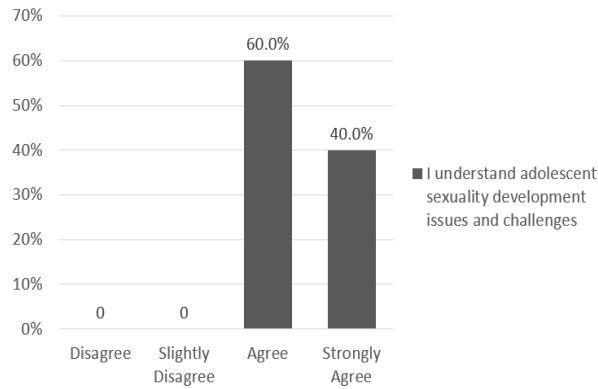


Fig. 2. Understanding of sexuality issues and challenges

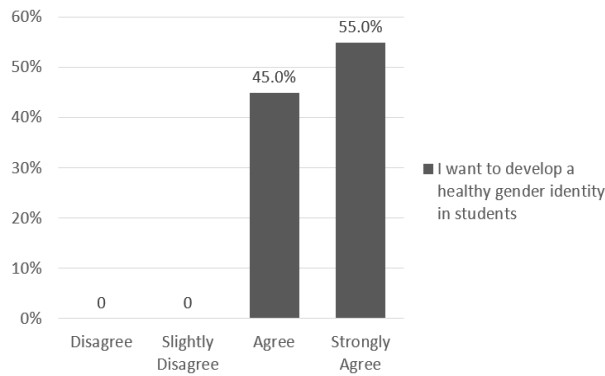


Fig. 3. Desire to develop a healthy gender identity

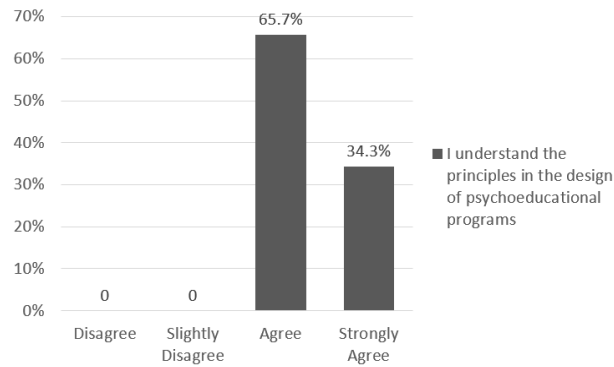


Fig. 4. Understanding in designing psychoeducational programs

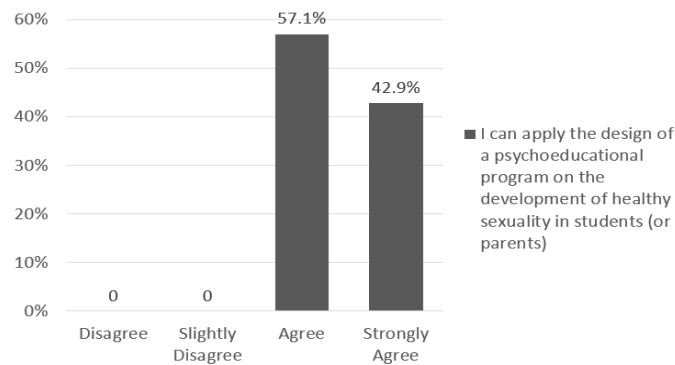


Fig. 5. Ability to apply psychoeducational program design

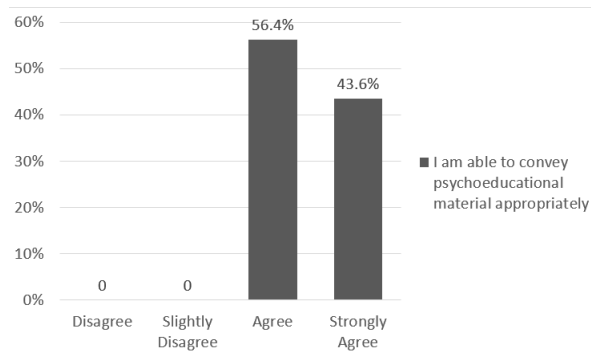


Fig. 6. Ability to deliver psychoeducational material

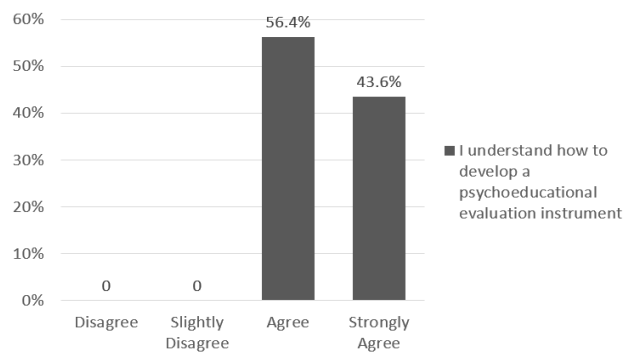


Fig. 7. Understanding of the preparation of evaluation instruments

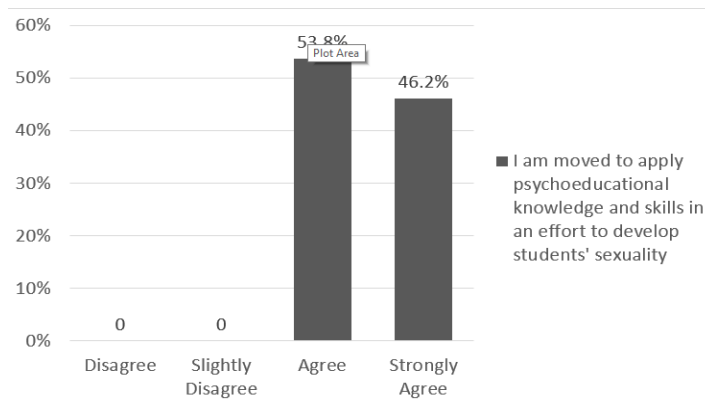


Fig. 8. Desire to apply knowledge and skills



Fig. 9. Activity Overview 1

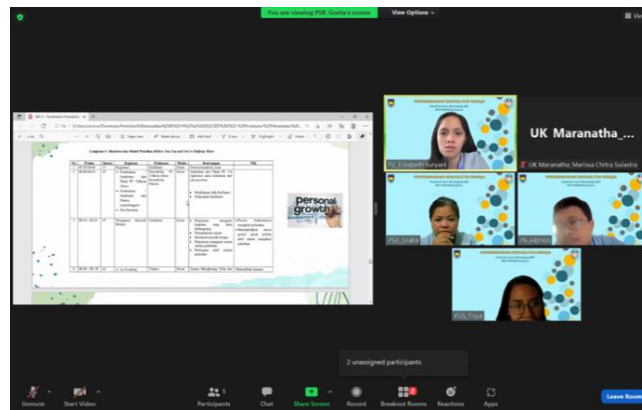


Fig. 10. Activity Overview 2



Fig. 11. Activity Overview 3

Results and Discussions

The following is a recapitulation of the evaluation of activities carried out on 40 junior high school counseling teachers under the BPK Penabur Foundation (Jakarta and surrounding areas). In the second and third sessions, it was found that a teacher did not complete the activity evaluation. The backgrounds of the counseling teachers are varied and the following is a description of the training participants. Participants came from 20 BPK Penabur schools in Jakarta and its surroundings. Most of the participants (72.5%) were 20-40 years old, while 27.5% of the participants were 41-60 years old. There are more female teachers (67.5%) than male teachers (32.5%). Almost all teachers have an undergraduate education background (90%) and a small proportion (10%) have a master's degree. Based on the length of time as a counseling teacher, most (47.5%) had been a counseling teacher for 5-10 years and the rest varied from less than 5 years, 11-15 years, 16-20 years, and over 20 years.

To determine the success or achievement of this community service goal, a psychoeducation evaluation has been carried out. The evaluation carried out refers to the theory of Kirkpatrick & Kirkpatrick (2006) which suggests that there are 4 levels of evaluation that can be selected according to psychoeducational objectives. By considering the psychoeducation goal of “Adolescent Sexuality Development” in a limited time, this psychoeducation would only be evaluated based on two levels, namely the reaction level and the learning level evaluation. Through the evaluation of the reaction level, it can be seen the reaction of the counseling teacher to the provision of material. While the evaluation of the learning level was carried out to see the extent to which the learning process occurs within the counseling teacher on the materials presented and discussed.

A. Reaction Level Evaluation Results

Table 1 shows that in general, training participants gave a positive evaluation of the implementation of session 1 activities, namely the challenges faced by students and teachers in the real world and the virtual world. Almost all participants stated that the material presented was useful for them. All participants stated that the material presented was useful for them and could be applied in their work as guidance counselors. Almost all participants stated that the resource persons had delivered the material clearly and could manage the class well. In terms of material delivery and classroom management, it can be seen that only 2.5% (1 teacher) have a different view. The allocated discussion time is considered sufficient.

The results of the evaluation of participants' reactions to the second training session showed that almost all participants gave positive reactions (Table 2). Participants stated that the material on psychoeducational approaches and the principles of designing psychoeducation, on the delivery of materials and classroom management by resource persons, and the discussion time given were well understood. There is 1 participant (2.9%) who perceives conveying material by resource persons was not clear.

In the third session, all participants gave positive reactions to all evaluation indicators for reaction levels (Table 3). Participants agreed and strongly agreed that the materials and practices for delivering psychoeducation were useful materials and could be applied in their work. In addition, participants felt that resource persons could convey material clearly and manage the class well, and the discussion time provided was sufficient.

Thus, based on the results of the evaluation, the participants' reactions to the implementation of these three training sessions were generally good. The design of the training module is appropriate so that this will support the participants' learning process for the next training content.

B. Learning Level Evaluation Results

The results of the learning level evaluation are the main feedback to be obtained by providing training to counseling teachers. Based on the evaluation results, it can be seen that counseling teachers are aware of their important role in facilitating adolescent sexual development (Figure 1). They understand the issues of sexuality and the challenges they and students face today (Figure 2). In Figure 3 it can be seen that participants have a desire to develop a healthy student gender identity.

The first session is an important foundation in terms of the theory and attitudes of counseling teachers to the challenges of the times that are experienced personally by each participant, so that awareness and understanding of sexual identity will encourage counseling teachers to help students develop healthy sexual identities. The behavior will appear because it is influenced by the cognitive and affective sides of humans. A person is unlikely to take an action if he does not have knowledge of the behavior and does not want to do it (Gruber, et al. 2021). So it is expected that when the counseling teacher has awareness, understanding, and desire to develop a healthy gender identity in students, it will encourage the counseling teacher to take real action.

The second session contains psychoeducational approaches to preventive and curative actions related to adolescent sexuality issues, followed by psychoeducational planning in small groups. Through the provision of this module, counseling teachers stated that 65.7% understood how to design psychoeducational programs and 34.3% understood this very well (Figure 4). These data indicate that cognitively, participants can understand the principles of psychoeducational design related to the topics discussed in this training. In this session, participants are allowed to put their knowledge into practice which is integrated with the experience of group discussions in designing a simple psychoeducational module.

This group activity would enrich the experience and learning process of the participants. Figure 5 shows that the counseling teachers agree (57.1%) and strongly agree (42.95) that

they are able to implement the psychoeducational program design in real terms. A direct practice method is a form of experiential learning. Experiential learning is a method of learning by experiencing directly and benefiting both from the learning process (Healey & Jenkins, 2002). There are various benefits of the experiential learning method, one of which is to strengthen the understanding of students and encourage them to be more creative in applying their understanding in everyday life (Austin & Rust, 2015). Likewise, the group discussion method which provides opportunities for group members to share knowledge and skills in a unique group dynamic, so that it will enrich the learning experience of fellow group members.

Almost all participants stated that the material was presented clearly by the resource persons. There are also photos of the counseling teacher training activities carried out online through the media zoom meeting (Figure 9 - 11). Some of the documentation photos presented here are during the delivery of material, activities in the break out room (BOR) in the form of preparation for psychoeducational activities designed by the group, and delivery of group psychoeducation to all participants for further feedback from the facilitator and responses from the other group.

Based on the evaluation of psychoeducation, both at the reaction level and at the learning level, it appears that this psychoeducation program has achieved the target as expected. The designed training program can meet the needs of participants who are counseling teachers at the SMP BPK Penabur in Jakarta and its surroundings. This training program consists of 3 psychoeducational modules, ranging from theoretical briefing, hands-on practice, and a simulation of delivering psychoeducational designs made by participants in groups. The opportunity for hands-on practice provides a more useful experiential learning experience for counseling teachers to improve their skills..

The results of the activity evaluation showed positive results, participants are able to apply the basic knowledge and skills gained through this training when carrying out their roles as counseling teachers in their respective schools. In particular, they can compile a psychoeducational evaluation sheet every time they organize an activity, so they can get feedback on the activities carried out. This will have a greater impact on the development of psychoeducation for students.

During the implementation of community service, the entire process ran smoothly. No problems encountered, including internet facilities, clear conversation, and PowerPoint slide shows also been displayed without any problems. The discussion process in the breakout room also went well.

Conclusion

Based on the results of the evaluation, it can be seen that the counseling teacher at BPK Penabur Jakarta Junior High School gave a positive reaction to the material, resource persons, and timing of the training. Similarly, in terms of the achievement of the training objectives in session 1, session 2, and session 3, it is seen that the objectives set in general have been achieved. Participants were not only able to understand the material, but also realized the challenges faced by junior high school students in developing a healthy identity, and were moved to apply this psychoeducational material "Development of Adolescent Sexuality" in their role as counseling teachers for junior high school students.

With good evaluation results, this activity can be recommended to be applied to counseling teachers in other schools, especially counseling teachers under BPK Penabur foundation as community service partner. The more counseling teachers who understand the topic of adolescent sexuality development and develop skills in designing, conducting, and evaluating psychoeducation, it will help adolescents to understand the development of self-sexuality and develop healthy sexual identity and behavior. This recommendation given as follow-up action from this psychoeducation, so it can give sustainable advantage for counseling teachers and students.

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