

Effect of Premarital Sex Education with Peer Education Method to Improving Youth Knowledge and Attitude about Premarital Sexual Behavior at Vocational School "XY" in Padang City

Erda Mutiara Halida¹, Feni Andriani², Dian Septiriani³

¹ Bachelor of Midwifery Program, Faculty of Medicine, Universitas Andalas, Padang, Indonesia

² Bachelor of Midwifery Program, Faculty of Medicine, Universitas Andalas, Padang, Indonesia

³ Bachelor of Midwifery Program, Faculty of Medicine, Universitas Andalas, Padang, Indonesia

erdamutiarahalida@med.unand.ac.id¹

Abstract

Adolescence has so many problems one premarital sexual behavior. This is because changes in physical, psychological and intellectual encourage teenagers in risky behavior. The purpose of this study was to observe the effect of premarital sex education with peer education methods to increase knowledge and attitudes about premarital sexual behavior in SMK "XY" Padang.

The type of this research is *Pre-Experiment with One Group Pretest-Posttest design*. Data collection was collected in May to July 2019. The population in this study was tenth grade Vocational school students in Padang area on 2018/2019 academic year. It's about 531 people. The amount sample of this research was 60 subjects. The sample was taken by *simple random sampling* technique. Data processing was carried out by *Wilcoxon Test* ($p < 0.05$) using SPSS 17 software.

The results showed that there was an improve in the knowledge and attitudes of adolescents about premarital sexual behavior after given education by the peer education method. The results of the Wilcoxon test analysis obtained p value of the effect of premarital sex education with the peer education method on increasing adolescent knowledge about premarital sex behavior ($p = 0,000$).

There is the influence of premarital sex education with peer education methods to improve the knowledge and attitudes of adolescents about premarital sexual behavior in Vocational School "XY" Padang in 2019

Keywords : *Peer education*, Premarital sexual behavior, Adolescence

INTRODUCTION

According to WHO (2018), adolescence is the population in the age range 10-19 years, according to Permenkes No. 25 of 2014, teens are resident in the age range of 10-18 years and by entities Population and Family Planning (BKKBN) on teens are 10-24 years old and unmarried. The different definitions show that there is no universal agreement about the limits this age group. However, adolescence was associated with the transition from children to adulthood (Kemenkes, 2012).

Of the many risk behavior committed by adolescents, premarital sex is still a major problem. Sexual behavior can result in Unwanted pregnancy (KTD), unsafe abortion, change of sexual couples and other behaviors that are at risk for transmission of diseases caused by sexually transmitted infections including Human Immunodeficiency Virus (HIV) (Kemenkes, 2014).

Based on data from (CDE & P) (2017), 41% of adolescents in the United States ever had sexual intercourse and about 230,000 babies were born from adolescents aged 15-19 years. Plan International Australia found that teenage pregnancy rate in the 15-19 age in poor and developing countries of Asia-Pacific region has increased in the last 10 years, from 18 to 23 per 1000 live births (Plan International, 2018).

Data from SDKI (2017), young men who had sexual intercourse was higher than female adolescents. KPA in coordination with the Kemenkes conducted a survey in various major cities in Indonesia declares a sign that 62.7% of adolescents in Indonesia for having sex outside of marriage, it is appropriate to say Indonesia entered a period of free sex emergency (Kompasiana, 2018).

From interviews with one of the staff Civil Service Police Unit (Satpol PP) Padang, for the last 5 years is an increase in cases of premarital sex among adolescents and of the data obtained in April 2018, caught a pair of students from one of the SMK Padang was sleeping alone misconstrued one dorm room Padang.

If viewed from the factors influencing adolescent premarital sexual behavior in general is influenced by various factors such as family, upbringing, personality, changing times, neighborhood, gender, level of knowledge, socio-cultural aspects, to peers. Peers is one of the dominant factors for the more mature person so the influence of peer group or peer will also be more powerful because someone is going to spend more time with friends (Desmarnita et al., 2014 in Ningrum, 2017).

Peers who have a great influence for youth-based education makes peer group (peers) can be more effective. Nowadays education by peer group began to become one of the strategies that popular in various regions, countries and groups of health program development (Jannah, 2014 in Andini, 2017).

Research by Suparmi and Isfandari (2016) about the role of peers toward premarital sexual behavior in adolescent boys and girls in Indonesia also show peers have a role in premarital sexual behavior both in young men and women, the influence of peers on adolescent boys higher than among girls. In the dale's cone of experience stated that education in which there is a discussion of activities such as education using peer education methods provide memory to someone as much as 50% compared to read or hear.

Based on the Explanation above, researchers interested in conducting research with the title "Effect of Premarital Sex Education with Peer Education Method to Improving Youth Knowledge and Attitude about Premarital Sexual Behavior at Vocational School "XY" in Padang City".

METHOD

This type of research is pre experiment with design one group pretest-posttest. Data collection was conducted in May and July 2019. The population in this study were students of class X Vocational School "XY" Padang 2018/2019 school year as many as 531 people. Large sample taken is as much as 58 subjects. Sampling is done by simple random sampling technique. Data processing was performed with the Wilcoxon test ($p < 0.05$) using SPSS 17 software.

RESULTS

This research was conducted on the learner class X SMK "XY" of the city of Padang. Characteristics of respondents were involved in this study included age, gender, source of information. The frequency distribution characteristics of the respondents are presented in Table 5.1

Table 5.1 Frequency Distribution Characteristics of Respondents

No.	characteristics of Respondents	N	%
1	Age		
	Middle adolescents (14-16 years)	42	72.4
	Late adolescents (17-20 years)	16	27.6
2	Gender		
	Male	29	50.0
	Female	29	50.0
3	Resources		
	Electronic media	34	58.6
	Print media	24	41.4
Total		58	100

Based on Table 5.1 Age characteristics 72.4% of respondents are in the middle teens categories, namely at the age of 14-16 years. Based on the characteristics of sex, the number of respondents male and female respectively of 29 people (50%). While the characteristics of knowledge resources, 58.6% of respondents chose the electronic media.

Univariate Analysis Results

Table 5.2 Distribution of Knowledge of Students on Premarital Sexual Behavior Before and After premarital sex education given by the method of Peer Education.

Knowledge of Premarital Sexual Behavior	Respondents group			
	<i>Pretest</i>		<i>posttest</i>	
	N	%	N	%
Less	6	10.3	0	0
Enough	35	60.3	7	12.1
Well	17	29.3	51	87.9
Total	58	100	58	100

Based on Table 5.2 above can be seen that before being given premarital sex education with peer education method were 17 (29.3%) of respondents have good knowledge, 35 people (60.3%) of respondents have sufficient knowledge and 6 (10, 3%) have less knowledge about premarital sexual behavior. Meanwhile, after being given premarital sex education with peer education method 51 (87.9%) of respondents have a good knowledge and 7 (12.1%) of respondents have enough knowledge about premarital sexual behavior.

Table 5.3 Distribution of Attitude of Students about Premarital Sexual Behavior Before and After premarital sex education given by the method of Peer Education.

Attitudes About Premarital Sexual Behavior	Respondents group			
	<i>pretest</i>		<i>posttest</i>	
	N	%	N	%
Negative	7	12.1	0	0
Positive	51	87.9	58	100
Total	58	100	58	100

Based on Table 5.3 it can be seen that before being given premarital sex education with peer education method were 51 people (87.9%) of respondents have a positive attitude, and as many as 7 people (21.1%) of respondents have a negative attitude. Meanwhile, after being given premarital sex education with peer education method 58 (100%) of respondents have a positive attitude about premarital sexual behavior.

Bivariate Analysis Results

Of normality test results showed that for the knowledge pretest value of $p = 0.001$ ($p < 0.05$), knowledge posttest value of $p = 0.001$ ($p < 0.05$), attitude pretest value of $p = 0.167$ ($p > 0.05$), attitude posttest value of $p = 0.001$ ($p < 0.05$). Hypothesis test used for data knowledge and attitude is the Wilcoxon test.

Table 5.4 Effect of Premarital Sex Education with the method of Peer Education on Knowledge Improvement in vocational "XY" Padang

Table 5.4 shows that the average score given respondents' knowledge before intervention becomes 7.121 and 8.707 after receiving the intervention, so that it can be seen the average difference before and after the intervention, namely 1,586. No one research results of respondents who experienced a decrease in the score of knowledge, 46 respondents experienced an increase in knowledge scores, and 12 respondents has constant score in knowledge. Statistical test results obtained value of $p = 0.000$ ($p < 0.05$), the H_a received that has an influence on adolescent knowledge before and after the intervention. Means there is an average difference of knowledge about premarital sexual behavior in adolescents before and after intervention.

Table 5.5 Effect of Premarital Sex Education with the method of Peer Education on vocational attitude "XY" Padang

Table 5.5 shows that the average score of the attitude of the respondent before the given intervention and became 35.121 31.414 after receiving the intervention, so that it can be seen the average difference before and after the intervention, namely 3,707. On the results of the study are one respondent that experienced a decrease in scores attitudes, 42 respondents experienced an increase in the score of attitude, and 15 respondents has a score that remained in its position. Statistical test results obtained value of $p = 0.001$ ($p < 0.05$), the H_a received that has an influence on the behavior of teenagers before and after intervention. Means there are differences in average attitudes about premarital sexual behavior in adolescents before and after intervention.

DISCUSSION

Knowledge Before and After granted Peer Education

The results showed that before being given premarital sex education with peer education method were 17 (29.3%) of respondents have good knowledge, 35 people (60.3%) of respondents have sufficient knowledge and 6 (10.3%) respondents who have less knowledge about premarital sexual behavior. Meanwhile, after being given premarital sex education with peer education method 51 (87.9%) of respondents have a good knowledge and 7 (12.1%) of respondents have enough knowledge about premarital sexual behavior.

Health education given by peers would be easy to remember and understand because teens will be more open and more easily communicate with each other than with their parents or other adults. Thus simplifying the process of delivering information to improve knowledge of adolescents about premarital sexual behavior.

This is in line with research conducted by Oktarina, et al in 2016 that there was an increase of reproductive health knowledge in grade 1 student who received reproductive health education by peer educators, an increase of as much as 60% less knowledge into better knowledge as much as 80%. Compared to the control group that did not have significant changes, namely 56% haveless knowledge become 40% sufficient knowledge.

Attitudes Before and After granted Peer Education

The results showed that before being given premarital sex education with peer education method were 51 people (87.9%) of respondents have a positive attitude, and as many as 7 people (21.1%) of respondents have a negative attitude. Meanwhile, after being given premarital sex education with peer education method 58 (100%) of respondents have a positive attitude about premarital sexual behavior.

This is in line with research conducted by Marlita in 2016 that the changes in sexual behavior (knowledge, attitudes, and actions) towards the better as it provides peer education intervention.

According Rofi'ah, et al (2017) with peers, teens will be more open and easier to communicate with than with parents and teachers. The information is sensitive and less comfortable if delivered by adults can be delivered by peers using age appropriate language. Thus, the information is more complete, easier to understand and ultimately achievable goal. This indicates that the change in attitude in the treatment group affected by the outcome of individual interactions with the environment obtained by the respondent through the process of learning in peer education.

Effect of Premarital Sex Education Method of Peer Education on Knowledge Improvement

The results showed that no one respondents who experienced decrease in knowledge score, 46 respondents experienced an increase in knowledge scores, and 12 respondents has a score that remained on his knowledge. Statistical test results obtained value of $p = 0.001$ ($p < 0.05$) that there is an influence on adolescent knowledge before and after the intervention.

No one respondent decrease in scores because most teenagers already have enough knowledge of the category regarding premarital sexual behavior before the given intervention. Knowledge of premarital sexual behavior is usually they get from the media as well as gather with their peers.

This is in line with research conducted by Suriani and Hermansyah in 2014 that the delivery of reproductive health education by peer group influence the improvement of adolescent knowledge. Research conducted by Kim and Free in 2008 that an increase in knowledge after being given sex education by peer education method.

According Notoatmodjo (2010) knowledge is the result of know somebody against its object through the senses. Knowledge can be obtained from the education, the experience of self and others, the mass media and the environment. For teenagers, peer is a place to share experiences and information, most of the time they have spent with friends than with parents, teachers and others. So many health education program that uses peer as a medium to share information in the promotion and preventive efforts.

Effect of Premarital Sex Education Method of Peer Education on Attitude

The results showed that there were one respondent experienced decrease in scores attitudes but the decline was categorized into a positive attitude, 42 respondents experienced an increase in the score of attitude, and 15 respondents has a score that remained in its position. Statistical test result p value = 0.001 ($p < 0.05$), there is an influence on adolescent attitudes before and after the intervention.

peer education is one form of health education interventions involving peers as an alternative to the provision of health information, including the dangers of premarital sexual behavior. For teenagers, friends are the people who can be trusted where it is supported by research conducted by Rofi'ah, et al in 2017 which showed that with peers, teens will be more open and easier to communicate with than with parents and teachers.

The information is sensitive and less comfortable if delivered by adults can be delivered by peers using age appropriate language. Thus, the information is more complete, easier to understand and ultimately achievable goal. This indicates that the change in attitude in the treatment group affected by the outcome of individual interactions with the environment obtained by the respondent through the process of learning in peer education.

According Raditya in Laras (2017), suggests that adolescent sexuality education provided by the peer educators will be able to provide the knowledge that is expected to change its attitude. So from several studies have shown that health education with the methods of peer education or peer not only increase knowledge of adolescents about sex before marriage but also adolescent attitude in the face of premarital sexual behavior it supported research conducted Wandut, et al (2012) say that the influence of peer education on knowledge and attitudes of adolescents to sexuality.

CONCLUSION

Knowledge teens about premarital sexual behavior before being given premarital sex education with peer education method largely have enough knowledge categories. After being given the intervention, adolescent knowledge about premarital sexual behavior with the knowledge most have either category.

Adolescent attitude about premarital sexual behavior before and after premarital education given by the method of peer education mostly has a positive attitude about premarital sexual behavior, only a small proportion of teenagers who have a negative attitude. After being given intervention adolescent attitude about premarital sexual behavior as a whole showed a positive attitude.

There is the influence of premarital sex education with peer education methods to improve the knowledge and attitudes of adolescents about premarital sexual behavior in SMK "XY" of the city of Padang.

REFERENCES

- Arikunto, Suharsimi. 2016. *Dasar-Dasar Evaluasi Pendidikan Edisi 2*. Jakarta : Bumi Aksara
- Azwar, Saifuddin. 2012. *Penyusunan Skala Psikologi Edisi : 2*. Yogyakarta : Pustaka Belajar
- Badan Kependudukan dan Keluarga Berencana Nasional. 2018. *Survei Demografi dan Kesehatan Indonesia 2017: Kesehatan Reproduksi Remaja*. BKKBN. Jakarta
- _____. 2017. *Promosi dan Konseling Kesehatan Reproduksi bagi Kelompok Remaja (PIK-R)*. Jakarta : BKKBN
- CDC. 2017. *Sexual Risk Behaviour: HIV, STD, & Teen Pregnancy Prevention*. <https://www.cdc.gov/healthyouth/sexualbehaviors/>. Diakses tanggal 21 Maret 2019 (20.00)
- Dahlan, S. Muhamad. 2009. *Penelitian Diagnostik: Dasar-dasar Teoritis dan Aplikasi dengan Program SPSS dan Strata*. Jakarta : Salemba Medika
- DJ., Latisma. 2011. *Evaluasi Pendidikan*. Padang : UNP Press Padang
- Jaworsky, Denis, dkk. 2013. *Evaluating Youth Sexual Health Peer Education Programs : Challenges and Suggestions for Effectiveness Evaluating Practices*. Journal of Education and Training Studies. Vol. 1, No. 1
- Kasih, C. Laras. 2017. *Efektifitas Peer Education pada Pengetahuan dan Sikap Siswa SMA dalam Pencegahan HIV/AIDS*. Jurnal Ilmu Keperawatan. ISSN : 2338 – 6371
- Kementerian Kesehatan RI. 2012. InfoDATIN: Situasi Kesehatan Reproduksi Remaja. Pusat Data dan Informasi. Jakarta
- _____. 2014. InfoDATIN: Situasi Kesehatan Reproduksi Remaja. Pusat Data dan Informasi. Jakarta
- _____. 2015. InfoDATIN: Situasi Kesehatan Reproduksi Remaja. Pusat Data dan Informasi. Jakarta
- Kim CR, Free C. 2008. *Recent Evaluation of the peer-led approach in adolescent sexual health education: systematic review*. *Int Fam Plan Perspect*. 34(2):89-96. doi: 10.1363/3408908
- Kompasiana. 2018. *Darurat Seks Bebas Pada Generasi Muda*. <http://www.kompasiana.com/ariyantiyusnita8217/5b02794bbde5752fda0f56c3/darurat-seks-bebas-pada-generasi-muda?page=all>. Diakses tanggal 21 Maret 2018 (19.26)
- Lembaga Demografi FEB UI. 2017. *Brief Notes: Ringkasan Studi “Prioritaskan Kesehatan Reproduksi Remaja untuk Menikmati Bonus Demografi*. Depok : Lembaga Demografi FEB UI
- Marlita, Lora. 2016. *Pengaruh Peer Education terhadap Perilaku Seksual Remaja di SMAK ABDURRAB Kota Pekanbaru Provinsi Riau*. Tesis. Fakultas Keperawatan Universitas Andalas. Padang
- Mahmudah, dkk. 2016. Faktor-Faktor yang Berhubungan dengan Perilaku Seksual Remaja di Kota Padang. *Jurnal Kesehatan Andalas*
- Nigrum, Sri.A.W. 2017. *Perbandingan Peer Education dalam Pencegahan Perilaku Seksual Berisiko pada Remaja di Rural dan Urban Area*. Skripsi. Fakultas Kedokteran dan Ilmu Kesehatan Universitas Muhammadiyah Yogyakarta. Yogyakarta
- Notoatmodjo, Soekidjo. 2010. *Promosi Kesehatan Teori dan Aplikasi*. Jakarta : PT RINEKA CIPTA
- _____. 2010. *Pendidikan dan Perilaku Kesehatan*. Jakarta : PT RINEKA CIPTA
- Oktarina, Jenny, dkk. 2017. *Pengaruh Pendidikan Kesehatan Reproduksi Oleh Sebaya terhadap Pengetahuan dan Sikap dalam Pencegahan Seks Pranikah Di SMAN 1 Sukamara, Kabupaten Sukamara, Kalimantan Tengah*. Buletin Penelitian Sistem Kesehatan. Vol. 20 No.1 : 26–33

- Peraturan Menteri Kesehatan Republik Indonesia Nomor 28 Tahun 2017. *Izin dan Penyelenggaraan Praktek Bidan*. 12 Mei 2017
- Plan International. 2018. *27 March 2018: Asia-Pacific Only Region In The World Where Teen Pregnancy Is On The Rise*. <http://www.plan.org.au/media-release/teen-pregnancy-rates-in-the-asia-pacific-are-rising>. Diakses tanggal 21 Maret 2018 (08.00)
- Pradita, Irene. 2018. *Pengaruh Pendidikan Kesehatan Metode Peer Education terhadap Pengetahuan dan Sikap tentang Pemenuhan Nutrisi Sehat pada Remaja di MAN 1 Kota Padang*. Skripsi. Fakultas Keperawatan Universitas Andalas. Padang
- Rofi'ah, Siti, Widatiningsih, Sri, dan Vitaningrum, Dessy. 2017. *Efektivitas Pendidikan Kesehatan Metode Peer Group Terhadap Tingkat Pengetahuan dan Sikap Personal Hygiene Saat Menstruasi*. Jurnal Ilmiah Bidan, Vol.I, No.2: 31-36
- Santrock, W. John. 2009. *Remaja Jilid 1 Edisi 11*. Jakarta : Erlangga
- Sarwono, W. Sarlito. 2013. *Psikologi Remaja: Edisi Revisi*. Jakarta: PT. RajaGrfindo Persada
- Setiyaningrum, Erna. 2015. *Pelayanan Keluarga Berencana dan Kesehatan Reproduksi*. Jakarta: CV. Trans Info Media
- Sun, W. H., H.Y. H., Wond, C.K.H., Tucker, J.D., dan Wong, W.C. W. 2016. *Assesing Participation And Effectiveness Of Peer-Ied Approach in Youth Sexual Health Education: Systematic Review And Meta-Analysis In Developing Countries*. The Journal Of Sex Research. Advance Online Publication.doi: 10.1080/00224499.2016.1247779
- Suparmi dan Isfandari, Siti. 2016. *Peran Teman Sebaya terhadap Perilaku Seksual Pranikah pada Remaja Laki-Laki dan Perempuan di Indonesia*. Buletin Penelitian Kesehatan, Vol. 44, No. 2: 139 – 146
- Suriani dan Hermansyah. 2014. *Pengaruh Peer group terhadap Peningkatan Pengetahuan Kesehatan Reproduksi Remaja*. Jurnal Keperawatan. ISSN : 2338-6371
- Swarjana, I.K. 2016. *Statistik Kesehatan*. Andi : Yogyakarta
- Thompson, S.K. 2012. *Sampling. Third Edition*. John wiley and Sons, inc, Hoboken : New Jersey
- Tolli, M. 2012. *Effectiveness Of Peer Education Interventions For HIV Prevention, Adolescent Pregnancy Prevention, and Sexual Health Promotion For Young People: A Systematic Review Of European Studies*. Health Education Research, 27, 904-913
- Triningsih, W. R., dkk. 2015. *Faktor-Faktor yang Berpengaruh terhadap Praktik Seks Pranikah pada Remaja di SMA Dekat Lokalisasi di Wilayah Kabupaten Malang*. Jurnal Promosi Kesehatan Indonesia. Vol 10/No.2/
- Wandut, dkk. 2012. *Efektifitas Penggunaan Metode Peer Education terhadap Pengetahuan dan Sikap Seksualitas Siswa di SMA SETIA BAKTI RUTENG Tahun 2012*
- WHO. 2018. *Adolescent health*. http://www.who.int/topics/adolescent_health/en/. Diakses tanggal 18 Maret 2019 (09.00)