

Research Article

Understanding Sexuality: A Quick Survey of Teenagers in Kupang and Its Environs

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Abstract.

This study aims to determine teenagers' understanding of sexuality in Kupang and its environs. The discussion about sexuality in Eastern culture is considered taboo and impolite, however, with the advancement in technology comes several interesting contents including sexuality. Although there have been studies discussing sex education, little is known about the topic in the context of Kupang and East Nusa Tenggara. A quick survey was conducted to show a considerable deficiency in literacy and understanding of sexuality among teenagers in Kupang to counter the open fast-growing information access world. A sample of 153 students from the junior secondary (SMP) and senior secondary schools provided their feedback through an online questionnaire. The results show that (1) respondents did not fully comprehend the meaning of the term sex; (2) social media was the main source of the knowledge respondents had regarding sex; (3) majority of the respondents did not ask their parents about sexuality and prefer to find it on their own; (4) parents gave negative responses when asked about sex/sexuality because of lack of knowledge; (5) most of the respondents accessed pornography to see body parts and sexual activities; and (6) more than half of the respondents reported rejection emotions toward sex, such as ignorant, disapproval, and sexual desire arousal. To conclude, parents should educate their children on sexuality in a clear and easy-to-understand language without trying to cover up sexuality talks. It is essential to provide a solution to increase teenagers' understanding of sexuality by encouraging comprehensive sex education based on their development stages, Eastern culture, and religious values conducted by parents, the media, and schools.

Keywords: quick survey, sexuality, teenagers, understanding

1. INTRODUCTION

Adolescence is known as a transitional phase from middle childhood development to adulthood development marked by significant changes both from psychological and biological dimensions [1]. Psychologically, the changes can be seen in unstable and inconsistent behavior, feeling, desire, and emotions, as well as the ability for abstract thinking and criticality. Biological or physical changes are seen from the primary development of sex-related to sexual organs, for example, the first period (menstruation) for girls and the wet dream (nocturnal emission) for boys. Moreover, for boys, secondary sex development can be seen from the deepening of the voice, the growth of the

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Adam's apple, the enlargement of testicles and penis, erections and ejaculations, muscle growth, and growth of pubic hair and other body hair. Girls' signs of puberty are seen in the development of breasts and pelvis, as well as pubic hair and other body hair [2].

In this transitional phase, teenagers' curiosity increases so they show interest to explore new things including their sexual desires. The Indonesian Health Demography Survey in 2017 reported that 80% of teenagers start dating at the age of 15, with some dating behaviors such as holding hands, hugging, kissing, touching, and being touched. Moreover, 8% of adolescent boys were reported to have experienced pre-marital sexual relationships, compared to adolescent girls, as many as 2%. It is interesting to see the reported reasons behind the sexual conduct of teenagers. Although 47% of teenagers have done intercourse because of love, there are more than 50% of the sexual conduct of teenagers was based on a lack of knowledge (curiosity (30%), accidentally happened (16%), and peer pressure (6%)). Pre-marital sexual relationships have caused unplanned pregnancy (12%) which leads to abortion (19%) (BKKBN, 2017) [3]. To add, the survey of Global School Health shows 4.3% of teenagers were infected with HIV, and 3.3% of young people between the ages of 15 to 19 were diagnosed with AIDS [1].

More current research reports on the sexual conduct of teenagers in Ambon [4]. They found more than half of the respondents (62.1%) have ever watched porn videos, while 42.7% of teenagers think that hugging is usual. Interestingly, one-tenth of them admitted having experienced pre-marital sexual intercourse. The result of this study mentioned that adolescent boys (61.4%) were predicted to have sexual conduct, compared to girls (26.4%). In 2020, the Indonesian Child Protection Commission (KPAI) recorded 526 complaints concerning child pornography and cybercrime, which increased by 94 cases the previous year. From this data, 66% of the cases were related to sexual cybercrime [5]. The data confirms the findings of APJII in 2021 that Indonesia has been a country with very high internet penetration (77.02 %), which is dominated by young people between ages 13 to 18 (99.16%) [5]. Information from digital media, ranging from useful knowledge to sexuality, can be accessed easily by all age groups. Therefore, teenagers are vulnerable groups that can prefer to access false information about sexuality on the internet, compared to asking their parents.

In Kupang, the survey of the Indonesian Family Planning Association (Perkumpulan Keluarga Berencana Indonesia or PKBI) in 2017 reported 548 teenage pregnancy cases, with Sikumana hitting the highest number of cases (6.6% or 90 adolescent girls). Another study [6] also reported that 87.7% of unmarried teenage girls between the ages 16 to 19 were pregnant and 93.3% or 137 girls were pregnant because of free sex. Discussing sex

is still considered taboo, unclean, and unsuitable in the culture of the people of NTT. This is due to an incorrect concept of sex. Adults believe sex to be their consumption, and children should not be exposed to it, thus it is always concealed. This is why teenagers seek knowledge on their own. As a result, the information gained is incorrect and leads to inappropriate conduct in teens, one of which is free sex, which leads to pregnancy out of wedlock. Based on the information presented above, the researcher decided to do research on the understanding of teenage sexuality in the city of Kupang.

1.1. Defining Sex and Sexuality

According to Kamus Besar Bahasa Indonesia (KBBI), sex and sexuality have diverse meanings, with sex being sex and things associated to the genitals such as intercourse and lust [7]. Meanwhile, according to Chaplin, sex is the process of reproduction or breeding, as well as the stimulation of the genitals for pleasure [5]

Meanwhile, the KBBI defines sexuality as a characteristic, character, sex role, sex desire, and sex life [7]. [8] describe sexuality as the emotional, physical, social, and intellectual components of sexual beings that build and deepen positive relationships of love, personality, and community. Sexuality, according to Stenzel and Krigiss, is a bodily reaction between men and women based on commitment, trust, and dependency [9];[2]. Sexuality contains a driving force and psychic energy that can encourage someone to do anything reproductive or nonreproductive since sex is a pleasurable experience [10].

Sexuality is linked to three fundamental features of human beings, namely: first, biological aspects relating to the anatomy of the human reproductive system, the superiority of the sex organs, and the neurological system in the sex organs. Second, there is the psychological side, which is defined by an awareness of one's own identity and experiencing sexual pictures through a new paradigm. Finally, there is the socio-cultural side, in which this feature interacts with cultural assessments, attitudes, and beliefs about sexual desires and conduct in society [10].

1.2. Parents' Sex Education Resources

Sex education should ideally begin at home, with parents serving as the primary source of understanding and sex education. Why is this the case? Parents are the figures who love, pay attention to, and are aware of their child's situation. Parents spend more time with their children and have more opportunities to communicate with them every day.

As a result, parents play a crucial influence in their children's growth [11]. Furthermore, because children are parents' most valued asset, parents will give the best for their children and will not mislead their children [12]. Meanwhile, Abineno explained that the ones best suited to provide counsel on sex education are parents. This is because attitude is the most powerful example to teenagers.

Regarding the above, André et al. mentioned that parents are the primary sex educators or sources of sex education. Parents have a significant influence on their children that they are unaware of. Many elements, including the loving relationship between parents and children, will have an impact on their experience with children [13]. The proximity of parents to their children is highly important in providing sex education to children. This is because discussing sex is a personal matter [14]. Communication is a vital method by which parents impart ideas, attitudes, beliefs, hopes, information, and knowledge to their children. This is why parents' roles in shaping and directing children to reach the adolescent phase and become adults are so important [15]. Parents must develop effective communication skills with their children, discuss sex in a calm setting, and avoid appearing to talk to their children. Communication about sexuality between parents and children has a favorable impact on children's sexual understanding.

Parents must recognize the significance of this role, with the awareness that sex education is a commandment from God that parents must carry out. Parents who are unaware of their children's correct sex knowledge cause them to exhibit incorrect behavior and reactions during the course of their sexual development [16].

1.3. Teachers' Role

In terms of sex education, parents require the assistance of other parties who are knowledgeable about sexuality, notably school teachers. Teachers are the second most likely source of sex education for youngsters [13]. According to [17] schools, namely teachers, are second in teaching sex education. In imparting information regarding sex education, the teacher is a strategic core agent [18]

Sex education is a process of education that takes place both at home and in school. Parents and schools work together to deliver comprehensive sex education to children [19]. The school is a third party that can assist parents in carrying out their duties.

The teacher fulfills the job of an educator by teaching children not just about sex, but also by influencing their moral and spiritual growth with the accurate idea that

sex is a noble gift from God to people. In this situation, the opposite sex, sex is God's gift to people in their connections with others [17]. The teacher also serves as a teacher, assisting students in understanding that sex was made by God and is not dirty, disgusting, or pornographic. Teachers can promote a feeling of responsibility in children through sex education by explaining the tasks and functions of the organs, how to clean the organs, distinctions in the child's sex, and the anatomy of the body.

The majority of sex education studies have discovered that teachers, friends, and siblings outperform parents as providers of information about sex issues and sexuality [20].

1.4. Peer Factor

Peers or close friends, like family, are crucial socialization agents for adolescents. Given that adolescence is a time when people focus on the social community, the involvement of peers or close friends is crucial, prominent, and influential. This is due to the fact that many adolescents spend a lot of time together and participate in numerous social activities with their friends rather than with their parents, which allows for plenty of interaction and debate about a variety of topics [21]. This means that teenagers feel more understood, accepted, and involved with their peers.

Teenagers are more open and comfortable discussing sexual issues with their classmates because their behavior and beliefs are comparable [18]. Teenagers communicate with their peers more than with their parents. Conversations with peers differ from those with parents, which appear formal and uninteresting [21]. The experience of discussing sex with peers has an impact on future married life. Peer knowledge considerably influences new acting/thinking conceptions. Furthermore, peer awareness helps a teenager to participate in inappropriate sexual activity from a young age [18].

1.5. Media

Parents, schools, friends, and the church are not the only places where teenagers can get information about sex. Teenagers nowadays have easy access to a variety of information, including sex information. Teens are strongly influenced by their exposure to print and non-print media material [22]. They frequently find the media their primary source of information regarding sex [23][24].

Teenagers used to get sexual material from radio, television, newspapers, books, magazines, songs, and films [18]. 83% of popular teen television programs contain sexual themes [12]. Television, for example, is regarded as a powerful socialization agent, with the consequence of assisting youngsters in learning through imitation [25]. Teenagers learn by observation and imitation of what they see in the media [26]; [10].

In today's world, the internet and social media are so prevalent that sex education, both informal and formal, is packaged and transmitted through many digital platforms such as Facebook, YouTube, Instagram, Twitter, Snapchat, and Tik Tok [27]. That is, the media has a bigger influence on other people's views and behaviors than other sources [10].

1.6. Sexuality in Christian Religious Education

In Genesis 1:27, the Bible clearly states that "he was created male and female." According to Chapter 2:25, "They were both naked and their wives, but they were not ashamed." This implies that God made sex to be good and holy for humans. God created sex as a gift—the most sacred, beautiful, and pleasurable gift for humanity. However, following the fall of man into sin, sex became a dirty and impure thing in the eyes of God [17]. Furthermore, in Genesis 4:1, the first Biblical account of sex is portrayed clinically: "Then the man had intercourse with his wife Eve, and she became pregnant..." The idea implies that sex is a normal, divinely ordained act, not something to be ashamed of. Sex is also the most intimate, deepest level of human relations, and the fruit of this intimate relationship is pregnancy, which results in the birth of a child [28]

In reality, sex is no longer regarded as holy and beautiful, but rather as filthy and serving solely human desires. Sex is not viewed as a divine gift that is beneficial to humanity. Sex is such a negative thing that when it is discussed, it is no longer regarded good but rather nasty, disgusting, and inappropriate [29]. Nonetheless, according to the Bible, sex is an exceedingly valuable and wonderful gift from God for those who have the right to enjoy it. It should be noted that any sexual activity before a holy marriage, whether with a legal spouse or not, is adultery, which God despises and is self-defeating.

In the article, we discuss three biblical aspects of sex [29]:

The Recreation Dimension, essentially the sexual relationship between a husband and wife, which includes four stages: desire, excitement, orgasm, and resolution. If each

phase is completed, the husband and wife who perform it will be satisfied and will be in a peaceful state.

The Relational Dimension, namely the narrative in Genesis 4:1, argues that sexual encounters are a process of getting to know each other or creating a highly personal relationship. A harmonious relationship between couples who have been married in a holy marriage will create peace, security, and prosperity.

The Reflection Dimension suggests that God created mankind in His image and likeness (Genesis 1:27), allowing humans to have close relationships with Him. Marriage's close relationship becomes a metaphor for the covenant bond and delights in God's relationship with His people. (see Ephesians 5:31-32, John 17:21-23), Christ's special relationship with His church.

The main writing format used consists of right and left alignment on A4 sized paper. The top, bottom, right and left margins are 3 cm. Articles are written using Microsoft Word with 1 space, Cambria font size 11pt, with a minimum number of 6 pages and a maximum of 10 pages.

The rules and procedures for setting and citing the bibliography used are the rules of the APA Style (American Psychological Association) Literature written in references is only used in the research being conducted. We recommend writing references using software such as Mendeley, EndNote, Reference Manager or Zotero. The percentage of reference material used is 80% from journal articles, conference proceedings or research results from the last (7) years. Writing references using the system model of the APA (American Psychological Association), 6th edition.). Authors must follow the procedure for dividing chapters as follows: Introduction – Research Methods – Results and Discussion – Conclusions

2. METHODS

This study applied a quick survey method to measure the baseline knowledge of sexuality. A quick survey (rapid survey method) is a type of survey method that was developed for the first time in the health sector to gain an evaluation of health-related programs rapidly and efficiently [30]. The advantages of the quick survey approach over traditional survey techniques include the speed with which information is obtained from data sources and the use of simple statistical procedures for data processing while complying to the necessary statistical criteria. The rapid survey approach uses a cluster

sample design and a small number of respondents, as well as limited goal setting, cost, personal, and even in-depth analysis, to produce results quickly [31].

The sampling technique employed in this study was quota sampling, with quotas determined based on specific criteria such as gender, age, education, and religion. [32] online questionnaire with open-ended questions to be answered by respondents (a volunteer sample) was used to collect data. An online questionnaire requesting students from Kupang and surrounding areas to provide feedback on their understanding and knowledge about sexuality. This study's participants were all junior and senior high school students, including boys and girls. The information gathered from respondents included their comprehension of sex vocabulary, sources of information about sexuality, talks about sexuality, and responses to the issue of sexuality.

Descriptive statistical analysis techniques were used to analyze the data. Because the information in this study was gathered through open-ended questions, it must be coded before it can be examined [33]. The initial tabulation procedure involves grouping comparable responses into separate categories so that the varied data can be translated into nominal data types for statistical analysis. To assess the trend, the data for the frequency distribution were observed, and the percentage value was determined. In the data analysis procedure, the author employs MS Excel and SPSS 25 software.

3. RESULTS AND DISCUSSION

This quick poll gathered 153 responses from teenagers aged 12 to 21 in the city of Kupang and its surrounding areas. There were 65 male (42.5%) and 88 female (57.5%) respondents. This study addressed teenagers in the junior secondary (SMP) and senior secondary (SMA) levels of education and gathered nearly balanced data from both levels of education, with the majority of the junior secondary level coming from grade 8, with 37 respondents (24.2%). While those on the upper secondary education level were largely in grade 11, with 35 respondents (22.9%). The interviewees' religious backgrounds were dominated by Christianity (90.8%), followed by Catholicism (7.2%) and Islam (2%). The demographic data (Table 1) demonstrates that the quota criteria for this survey sample were met. The survey findings will then be examined based on the order of questions asked of the respondents.

According to the study results, respondents do not fully comprehend the meaning of the term sex. Respondents' opinions on open-ended questions yielded a variety of

TABLE 1: Demography of the Respondents.

Characteristics	Frequency	Percentage (%)
Sex		
Girls	88	57,5
Boys	65	42,5
Age*		
12-15 years	86	56,2
15-18 years	63	41,2
18-21 years	4	2,7
Education/School		
Grade 7	22	14,4
Grade 8	37	24,2
Grade 9	16	10,5
Grade 10	29	19
Grade 11	35	22,9
Grade 12	29	9,2
Religion		
Christian	139	90,8
Catholic	11	7,2
Islam	3	2

*) Monk et. al. (2002)

understanding categories, including Sexual Intercourse, Sexual Harassment, Gender, Being Ignorant, Sinful Nature, Positive Emotions, Sex is for Adults and Marriage, a negative attitude, and Curiosity.

TABLE 2.

The real condition of the respondents in this quick survey is shown in Table 2 above. Only 11.1% of respondents who answered sex referred to gender. The majority of respondents, 33.3%, recognize sex as a relationship or contact involving the genitals. The intriguing thing is that 12% of respondents consider sex to be a type of sin, while 1.4% consider it to be sexual violence. Other respondents, 51.7%, provided answers that were not in line with the question and may be interpreted as avoiding or failing to understand what sex was. In general, the responses cast sex as a terrible thing that should not be discussed. Furthermore, this data demonstrates that the respondent's understanding is very inadequate and erroneous, indicating the possibility of future losses [34]. According to Zubaidah's research, early sexual education for children and adolescents will help them prevent numerous sexual aberrations and violence. From a Christian perspective, sex is God's gift to people, the most holy, beautiful, and joyful gift. However, following the fall of man into sin, sex became a dirty and impure thing in the eyes of God [17]. Furthermore, the narrative text of Genesis 1:28 plainly implies that God gave people the mandate to reproduce or multiply. In other words, carrying out this order requires God's blessing for humans to have sexual relations in marriage

TABLE 2: Frequency of the Understanding of Sex/Sexuality.

Understanding	Frequency	Percentage (%)
Sexual intercourse <i>relationship sexual intercourse intimate relationship to produces children</i>	51 7 25 13 6	33,3 4,6 16,3 8,5 3,9
Sinful nature <i>sin porn movies not appropriate negative forbidden relationship adultery not holy porn impolite dress</i>	18 3 1 3 4 2 1 1 1 2	12 2,0 0,7 2,0 2,6 1,3 0,7 0,7 0,7 1,3
Gender	17	11,1
Sexual harassment <i>sex abuse rape</i>	2 1 1	1,4 0,7 0,7
Sex is for adults and marriage <i>not for children intercourse adult activity education partner/spouse</i>	18 3 1 12 1 1	11,9 2,0 0,7 7,8 0,7 0,7
Negative attitude <i>avoid disgusting shocked afraid</i>	14 3 3 6 2	9,2 2,0 2,0 3,9 1,3
Positive emotions <i>admiration positive</i>	5 1 4	3,3 0,7 2,6
Curiosity	2	1,3
Being Ignorant <i>Not necessary I don't know</i>	26 5 2 1	17 3,3 13,7

[35]. As a result, respondents must explain their concept of what sex is in an attempt to avoid misunderstandings that could have negative effects on adolescents in the future.

TABLE 3: Frequency of Sexuality Information Resources.

Source	Frequency	Percentage (%)
Teachers	44	28,8
Friends	29	19,0
Parents	12	7,8
Media* <i>Facebook, Tik Tok, YouTube, Instagram, Telegram, WhatsApp</i>	68	44,4

*) respondents chose more than 1 media

Table 3 shows the source of the knowledge respondents had regarding sex, with 44.4% using social media to get the information they needed. Teachers came in second (28.8%), followed by friends (19%) in third, and parents (7.8%) in last. This study reaffirms digital media's dominance as the most approachable source of information among the general population, particularly youth. The media has a large influence on teenagers' learning through imitation [25]. According to Bahransyaf, sexual assault happens, and one of the causes is easy access to pornography via social media [36]. The media's

existence as a source of information can be beneficial, but it can also be destructive. Teenagers are able to access pornographic content if there are no filters or supervision from parents. With a very limited understanding of sexuality, the response is very likely to fall into numerous sexual perversions, including potentially dangerous sexual violence. Respondents used Facebook (24%), Tik Tok (22%), YouTube (18%), and then Instagram (16%), Telegram (12%), and WhatsApp (8%).

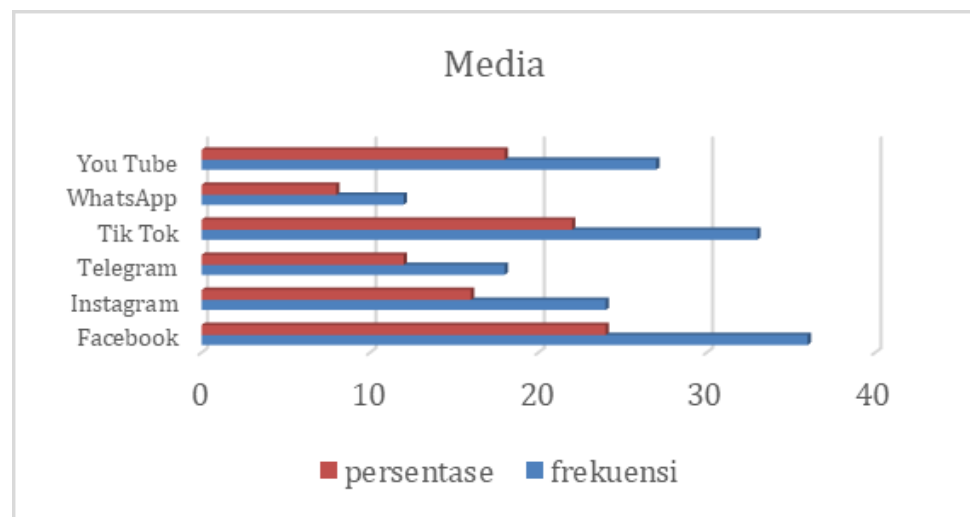


Figure 1: Histogram of media as sex information resources.

A noteworthy finding from the respondents' sources of sexual information is that parents are the respondents' last choice for obtaining sex information. This is consistent with the findings of Regnerus, M. D. (2005), who discovered that numerous research on sex education demonstrate that adolescents choose teachers and peers as sources of sex information rather than parents. This is unfortunate because even if the teacher acts as a trusted source of knowledge as an educator, its role is confined to a second party particularly compared to the role of parents. Parents should be the first to provide appropriate sexual information to teenager [11]. Parents, as the closest party to adolescents, should pay attention and be aware of this trend, especially given the number of cases of sexual harassment and violence perpetrated by instructors and classmates.

In the following section, the researcher limited the respondents' choices of knowledge sources to their parents, so 22.9% chose to ask their parents and 77.1% did not. When they asked their parents, 62.9% chose their mother as a source of information, 2.9% chose their father, and 34.2% asked both their father and mother.

Table 4 shows the reasons given by respondents who chose not to ask their parents (77.1%). The view that knowledge about sex was unimportant and that respondents

TABLE 4: Frequency of Reasons the Respondents Did Not Ask Their Parents.

Reasons	Frequency	Percentage (%)
Being Ignorant <i>Not important Unwilling</i>	46 11 35	39,9,3 29,7
Fear <i>fear hesitant to ask</i>	22 12 10	18,7 10,2 8,5
Learn at schools	3	2,5
Discussion for adults <i>Not mature Have no right to ask</i>	18 17 1	15,2 14,4 0,8
Find it myself <i>Find it myself Google</i>	10 8 2	8,5 6,8 1,7
Negative attitude <i>Avoid Ashamed Taboo Private inappropriate</i>	18 19 3 1 4	15,1 0,8 7,6 2,5 0,8 3,4
Ignorant parents	1	0,8

were unwilling to know dominated respondents' arguments (39%). Furthermore, 18.7% stated that they were hesitant to ask. There were also those who felt they had no right to ask questions (15.2%) and even thought it was bad behavior (15.1%). Other respondents (8.5%) claimed to be able to find sex-related knowledge on their own, while 2.5% reported receiving sex instruction in school. The fact that one of the respondents (0.8%) indicated that their parents did not understand the concept of sex is intriguing. This evidence is exactly corresponding to earlier findings indicating parents are not a place for teenagers to express sexuality questions. According to Hurlock, all children's curiosity about sex may intensify with age [37]. This statistic, however, indicates that the respondents thought it was unnecessary and did not need to be discussed. This is most likely due to taboo perspectives and inappropriate to be addressed, especially with minors. The irony is that parents teach this to their children [38]. Despite the fact that numerous studies have proven that sexual violence is frequently caused by adolescents' lack of comprehension of sex education, parents are still unaware [39]. Therefore, parents should be reminded of their responsibilities to provide appropriate sex education to teens.

TABLE 5: Frequency of Parents' Reactions When Being Asked About Sex/Sexuality.

Parents' reactions	Frequency	Percentage (%)
Being Ignorant <i>No question No response They don't know Act casually</i>	100 66 3 9 22	65,4 43,1 2,0 5,9 14,4
Tried to explain <i>Explain Provide short answer</i>	19 17 2	12,4 11,1 1,3
Negative responses <i>Shock Questioning back confused prohibit get angry</i>	34 21 2 3 2 6	22,2 13,7 1,3 2,0 1,3 3,9

Table 5 shows how parents reacted when questioned about sex, with 65% saying they didn't know since many respondents didn't ask questions, so they failed to identify their parents' reactions, and/or some acted casually, so the respondents couldn't confirm their parents' reactions. Other respondents, 22.2%, experienced negative reactions such as shock, surprise, prohibition, questioning back, and even wrath. Only 12.4% of respondents said their parents provided simple answers or explanations. However, this 12.4% figure is relatively low, and parents appear to be unable to satisfy the respondents' sex education curiosity. Sex education, in general, strives to give children an understanding of the function of the genitals and to guide teenagers in caring for and protecting their genitals [40]. Teenagers who have appropriate education are able to anticipate sexual deviations that may occur to them [41]. According to Amir et al. (2022), parents believe that sex education is not necessary for their children; sex education will be understood by themselves when they reach adolescence[42]. As a result, adolescents obtain sex knowledge on their own outside of the family environment, which has the potential to lead to a variety of sexual behavior abnormalities. As a result, parents should not react adversely or harshly, let alone avoid their teenagers' sexual curiosity, but rather teach, create awareness, and provide information about sexual difficulties so that adolescents have proper provisions in their growth and development to become independent individuals.

This study also asked respondents whether they talk about sex among their peers. According to Table 6, 59.5% of respondents avoid or do not discuss sex with their peers. As many as 25.5% of those polled discussed sexual activity with their friends. 9.8% of respondents discuss the pleasant aspects of sex, while others discuss sexual violence in the news (2.6%) or sex films that go viral on social media (2.6%). According to the research, half of the respondents are intrigued about sex and discuss it with their peers, with the topic of sexual activity dominating the conversation. Adolescents are more open and comfortable discussing sexual issues with their classmates because their behavior and beliefs are comparable (Helen-Zilfah, 2017). However, this state can be dangerous because kids and peers are both unqualified to debate the subject. If teenagers continue to obtain sex knowledge from unsuitable sources, they are very prone to succumb to sexual deviations that are harmful to them.

The final section of this survey is on the respondent's access to pornography. The findings revealed that 37.9% of respondents had accessed pornography, whereas the remaining 62.1% had never accessed pornography. Respondents found pornography on social media (39.7%), on their cellphones (34.5%), and in movies (15.5%), magazines

TABLE 6: Frequency of Discussion Topic with Peers.

Topic	Frequency	Percentage (%)
Sexual activities <i>sex intimate relationship making child sex position something between men and women kissing masturbation</i>	39 26 7 11 2 11	25,5 17,0 4,6 0,7 0,7 1,3 0,7 0,7
Positive attitude <i>lesson holy sex safe sex sexual health to avoid</i>	15 4 1 4 4 2	9,8 2,6 0,7 2,6 2,6 1,3
Viral News <i>Viral sex video Social media Porn video</i>	4 1 1 2	2,6 0,7 0,7 1,3
Sexual harassment <i>Teenage sexual abuse rape Teenager Abuse</i>	4 1 2 1	2,6 0,7 1,3 0,7
Avoidance	91	59,5

(5.2%), and comic books (5.2%). According to Table 7, respondents saw naked body parts (65.5%), various sexual behaviors (32.8%) ranging from simple acts like kissing to sexual intercourse and pornographic films, and sex memes (1.7%).

TABLE 7: Frequency of Sexual Material Seen.

Pornographic materials	Frequency	Percentage (%)
Body parts <i>Body parts Naked picture breast sexy dressed women</i>	38 12 22 1 3	65,5 20,7 37,9 1,7 5,2
Sexual activities <i>kissing porn film intimate relationship</i>	19 10 1 8	32,8 17,2 1,7 13,8
Jokes <i>sex meme</i>	1	1,7

Table 8 summarizes the responses indicated by respondents upon seeing pornography, including data indicating that 56.9% of respondents gave rejection emotions, which were dominated by sentiments of disgust, amusement, humiliation, fear, and nausea. Another 17.2% of respondents acknowledged having sexual desire when seeing pornography. Meanwhile, 9.9% of respondents avoided answering by declaring that they did not exist, did not know, or said nothing at all.

This data demonstrates that respondents are curious about sex, as evidenced by the pornographic material visited relating to naked body parts and various sexual behaviors. If the respondent states that viewing pornography is a source of learning, the method used will mislead him. Andriyani et al. (2021) demonstrated that exposure to pornography on social media causes erroneous behavior in adolescents [43]. The desire to watch and even imitate the behavior depicted in pornographic content is one of the most powerful impulses. Respondents in this study exhibited similar reactions,

TABLE 8: Frequency of Reaction Upon Seeing Pornography.

Reactions	Frequency	Percentage (%)
Ignorant <i>nothing don't know nothing special</i>	15 11 13	9,9 1,7 1,7 22,4
Disapproval <i>disgusting shock tickled ashamed avoid regret nausea fear trauma not comfortable</i>	33 11 7 3 13 12 3 11	56,9 19 12,1 5,2 1,7 5,2 1,7 3,4 5,2 1,7 1,7
Sexual <i>desires arousal amusement arouse sexual desire continue seeing inflame lust</i>	10 3 1 2 1 3	17,2 5,2 1,7 3,4 1,7 5,2

however, they were more dominated by rejection. According to Rohman et al.'s (2021) research, kids who deny or are not interested in trying unpleasant activities like this might nonetheless be impacted by this information. As a result, parents, schools, and society as a whole must realize the functions of educating, directing, leading, and protecting youth from the influence of pornography [44].

4. CONCLUSION

According to the findings of the quick survey, adolescents (respondents) did not have an adequate understanding of sex education. This is demonstrated by the responses, which view sex in an adverse manner that is not significant or even worth addressing. Social media is the primary source of respondents' sexual information, with parents coming in last. This is due to the parents' inefficient response to the respondent's sexuality questions. It is likely that parents and educators are still lacking information regarding sex education, causing them to be confused when giving it and eventually acting hard to avoid it. Furthermore, the results of the survey revealed that a quarter of the respondents claimed to have accessed pornography and reacted to the content. Adolescents' tendency to ignore sex education or to seek out pornographic content on the internet to fulfill their curiosity is a really poor decision.

From a Christian perspective, sex is God's creation that is good, noble, and holy; it is only permitted by God to be experienced inside the bounds of marriage that He alone blesses. Thus, God's grace must be guarded so that it remains pure until its time. As a result, amid the current bombard of technological breakthroughs, the provision of sex education for adolescents based on religious values and Eastern culture is critical. What needs to be done is to improve educators' and parents' awareness of sex education and to create sex education introduction programs, in this case, related

to techniques, methodologies, and media innovations, to make it easier to provide sex education to children and adolescents. Furthermore, integrating sex education within the school curriculum can be explored so that sex education is not done sporadically and spontaneously. Finally, it is the obligation of parents and educators to help adolescents understand sexuality in conformity with Christian beliefs.

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The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g”. Avoid the stilted expression “one of us (R. B. G.) thanks ...”. Instead, try “R. B. G. thanks...”. Put sponsor acknowledgments in the unnumbered footnote on the first page.

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