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**The Role of Teachers on the Sexual Violence Prevention to Early Adolescents**

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**ABSTRACT**

Sexual violence in Indonesia has become a phenomenon that is rampant in society. Currently, the number of reported cases of victims of sexual violence in Indonesia recorded through the Online Information System for the Protection of Women and Children has reached 23,993 cases. Teachers have a critical role in teaching adolescents about sex education so that they can avoid sexual deviance. The purpose of this study is to find out the role of teachers as educators in providing sexual violence prevention education to early adolescents. This study uses a quantitative descriptive research design with a population of 48 teachers selected using the total sampling technique. Data was collected through a Google form questionnaire and analyzed using the Guttman scale. The conclusion of the test results carried out is valid and reliable. Data collection was carried out in January - February 2024 at MTsN 8 Blitar. The results showed that the most said parameter was the role of teachers as educators to provide sexual violence prevention education to early adolescents, namely explaining the maturity of attitudes to students, reaching 93.33%. There are differences of opinion among teachers regarding sexual education, due to taboos and stigmas, and lack of adequate training and skills in providing sexual education. With this, it is hoped that teachers will improve their skills and competencies by participating in existing training.

Keywords: the role of teachers; adolescent; sexual education

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**INTRODUCTION**

Sexual violence is a crime that imposes the will without considering others, which causes physical and mental damage to children (1). In Indonesia itself, it is now a phenomenon that is rampant in the community. Much news about sexual violence against children is widespread on social media. This shows that children often lack adequate knowledge about sexual education, which they should have received. Therefore, families, communities, and schools have a very important role in preventing sexual violence against children, which can interfere with their lives in the future (2).

From data obtained through the Online Information System for the Protection of Women and Children (Simfoni-PPA), there are 23,993 cases of sexual violence reported in Indonesia. The majority of victims, 81%, were women, while the remaining 19% were men. In terms of age, most victims of sexual violence are in the age group of 13-17 years, reaching 34.90%. Furthermore, the age group of

25-44 years is the next most victimized group, followed by the age group of 6-12 years, 18-24 years, 0-5 years, 45-59 years, and 60 years and above (3).

Sexual education must be adjusted to the age of the child. For early childhood (0-5 years), the goal is to introduce the intimate organs, explain their functions, and teach them how to protect them. For school-age children (6-10 years old), the focus is on understanding gender differences, explaining human reproduction, and the importance of genital hygiene to prevent disease. Sexual education for pre-adolescent children aims to explain puberty, developing physical characteristics, and changes in body shape that occur (4).

Sex education is an effort to teach and learn about various aspects including thoughts, feelings, bodies, social interactions, and sexual relationships. The goal is to provide children with an understanding of the importance of maintaining health, well-being, and self-esteem when it comes to building positive social and sexual relationships, protecting against behavior that is inconsistent with religious values, and preventing inappropriate sexual relations (5). Sexual education is important to be given to children, with the provision of sexual education, children and adolescents can be guided towards a healthy understanding of emotions related to sexuality, as well as help them develop a mature, healthy, and responsible attitude, and can prevent them from getting misinformation or misusing this knowledge (6). The role of teachers has great significance in providing sexual education to students in schools, not only limited to imparting knowledge, but also involves monitoring the development of students as a whole, including physical, motor, social, emotional, moral, religious, and artistic development. As well as building the character of students to be better (7).

Based on the results of an interview with the head of Madrasah MTsN 8 Blitar on January 11, 2024, regarding the issue of violence at school, there were incidents of bullying committed by students, but all of these incidents were resolved quickly and not protracted, and did not have a significant impact. The madrasah routinely provides information, direction, and education to students during flag ceremonies and other activities to encourage the maintenance of harmony and harmony in the school environment, as well as emphasize to teachers that there are no empty spaces that can trigger children to joke excessively because this can trigger the emergence of violent behavior.

From the results of the interview above, it can be seen that providing education, direction, and learning to students about sexual violence is very important in reducing and preventing violence against adolescents. Therefore, the author is interested in researching the role of teachers as educators in providing sexual violence prevention education to early adolescents.

## METODE

This study uses a quantitative method with a quantitative descriptive design, this is because the researcher wants to describe the role of teachers as educators to provide sexual violence prevention education to early adolescents. This research was carried out at MTsN 8 Blitar in January – February 2024 which is located in Jambewangi Hamlet RT 003/RW 001 Selopuro District, Blitar Regency with a total of 48 teachers. Sampling used the total sampling technique because the number of people was less than 100, so the entire population was used as a research sample, namely 48 respondents, with the inclusion criterion of being willing to be a respondent and the exclusion criterion being respondents who were not willing to fill out the questionnaire, 8 respondents showed disapproval to fill out the questionnaire.

The researcher used a Teacher Role questionnaire adapted from (8) The Role of Teachers in Teaching Reproductive Education, with the test results being valid and reliable. After all the data was collected, the analysis of the research data included grouping and tabulation of variables collected from questionnaires answered by the respondents. The correct answer will be given a score of 1 (one), while the wrong answer will be given a value of 0 (zero).

## RESULT

Table 1. Respondent Characteristic Data in MTsN 8 Blitar

Characteristics of Respondents		Frequency	Percentage
Age (Year)	24-30	5	12
	31-40	4	10
	41-50	10	25
	51-60	21	53
Last Education	Bachelor	34	85
	Magister	6	15
Gender	Male	14	35
	Female	26	65
Teaching Duration	< 1	2	5
	1-10	5	12
	11-20	14	35
	21-30	16	40
	31-40	3	8
Training activities that have been participated in	- Sexual violence prevention education training	23	57
	- Substance training	14	35
	- Others	3	8

Based on the data in Table 1. it can be concluded that the majority of respondents have age characteristics in the range of 51-60 years, reaching 53% of the total respondents totaling 21 people.

Most of them, about 85% or 34 respondents, had their last education at the S1 level. Meanwhile, the majority of respondents were women, reaching 65% or 26 people of the total. As many as 40% or 16 respondents have a teaching experience of 21-30 years. More than half of the respondents, 57% or 23 people, have participated in training activities related to sexual education.

Table 2. Frequency distribution based on questionnaire answers about the role of teachers as educators in providing sexual violence prevention education to early adolescents

<b>Question Type</b>	<b>Percentage</b>	<b>Category</b>
Provide sexual violence prevention education	50,83	Less
Designing a learning model	48,75	Less
Processing learning activities	79,17	Good
Describe parts of a limb	79,17	Good
Explain attitude maturity	93,33	Good
Explaining the parts	67,97	Enough

Based on the data in Table 2. shows that the role of teachers as educators to provide sexual violence prevention education in MTsN 8 Blitar is measured using a questionnaire categorized into 6 types of questions. The type of question with the highest score explains the maturity of the attitude which is mostly in the good category as much as 93.33% and the type of question with the lowest score is designing a learning model where less than half of them are included in the poor category as much as 48.75%.

Table 3. Frequency distribution based on the category of teachers' roles as educators to provide sexual violence prevention education to early adolescents

<b>Categories Teacher Role</b>	<b>Frequency</b>	<b>Percentage</b>
Good	17	42
Enough	11	28
Less	12	30

Based on Table 3. showing the role of teachers as educators in providing sexual violence prevention education in MTsN 8 Blitar from 40 respondents, it can be seen that less than half of them 42% (17 respondents) are included in the good category.

## **DISCUSSION**

Based on the results of the research, the type of question that is most said to be the role is the type of question explaining the maturity of the attitude. This shows that the role of teachers as educators is considered very important in efforts to prevent sexual violence in early adolescents, and is considered a positive action. This is in line with research (Fatmawaty, 2017) that explaining attitude maturity in adolescents in the school environment is important. It helps them understand the transitions that are taking place within them and form positive attitudes related to identity, social interaction, and well-being, including an understanding of the physical, emotional, and social changes experienced during puberty. With increased self-awareness, they can better handle those changes and make more mature

and responsible decisions. The role of attitude maturity in the school environment also plays a role in shaping them into independent, empathetic, and responsible individuals, and helps them understand more deeply the values and principles that are important in their lives (10).

Researchers argue that explaining the maturity of attitudes in adolescents at school is very important as a provision for the future, especially dealing with deviant sexual behavior is a sensitive and complex approach. Attitude maturity refers to the ability of adolescents to manage emotions, resolve conflicts well, and interact positively with others. Deviant sexual behavior also informed learners about the importance of protecting themselves from sexual harassment and how to deal with unsafe or harmful situations.

The results of the next study, the type of questions that are not said to be roles, namely the type of questions that design the learning model, show that less than half of the role of teachers as educators in efforts to prevent sexual violence in adolescents is considered less than optimal. This is in line with research (Hakim et.al, 2022), which is the cause of the lack of learning model design in sexual education can involve several factors, including lack of teacher training, lack of support from schools and the government, lack of preparation in learning design, and doubts in the provision of education. From research (Kadariah et.al, 2020), the lack of teacher preparation in designing learning models is caused by the lack of teacher training, limited education policies, stigma and community resistance, and teacher discomfort.

Researchers argue that the causes of the lack of teachers in designing sexual learning models are feeling insecure due to lack of training or experience in this regard, not having adequate access to the subject matter, teaching materials, or support needed to design an effective sexual learning model, as well as stigma and uncomfortable feelings related to sexuality topics. There is also the idea that it is not necessary to provide sexual education in all subjects, but only in certain subjects. This is what causes the lack of preparation in designing the learning model.

In this case, there are activities in madrasas that can support sexual education, namely the Youth Information and Counseling Center (PIK-R), which is held periodically to provide an understanding of adolescent health, and this activity is usually carried out with peer tutors among students. In addition, teachers also provide information to students during flag ceremonies or other activities indirectly to help them guard themselves from danger and to promote harmony and harmony in the madrasah. The teacher also minimizes the existence of empty spaces that trigger the child to be able to do activities without supervision or joking excessively. Because this can trigger violence.

## CONCLUSION

Based on the results of the study, it can be concluded that the role of teachers as educators in efforts to provide sexual violence prevention education to early adolescents in MTsN 8 Blitar shows a varied role. Most teachers have an effective role in explaining the concept of attitude maturity to students with a percentage of 93.33%. However, less than half had an adequate role in designing the learning

model, which accounted for 48.75% of the respondents. Some of the teaching given to students helps shape a safer madrasah culture, reduces the risk of sexual violence, and provides important support to their students. The author emphasizes the importance of sexual education and faces that all teachers can play an important role in sexual education in early adolescents, by improving teachers' skills and competencies through participation in existing training.

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