

Positive_youth_development_...

by Andhika Alexander Repi

FILE	POSITIVE_YOUTH_DEVELOPMENT_...PDF (576.2K)	WORD COUNT	5785
TIME SUBMITTED	10-APR-2018 04:22PM (UTC+0700)	CHARACTER COUNT	32352
SUBMISSION ID	944226541		

ISSN 2252-7702



Vol. 1, Nomor 1 September 2012

JURNAL PSIKOLOGI



EXPERIENTIA
JURNAL PSIKOLOGI INDONESIA

POSITIVE YOUTH DEVELOPMENT PROGRAM, STIMULATOR TO INCREASE COMPETENCES FOR SEXUAL EDUCATOR: A DOCUMENTATION STUDY

Andhika Alexander Repi

Faculty of Psychology Widya Mandala Catholic University Surabaya

Abstract

Sexual harassment; teenager premarital sexual activities; and sexually transmitted infections (STIs) among teenager are remain alarmingly high for Indonesian youth. Actually, these three phenomena can be overcome by conduct sex education training. Researchers found that sex education training is still an effective way to prevent youth from those phenomenons and enhance the well being of them. The ideal sex educators are parents and teacher as a closest side to the youth. But, In Indonesia, sex educator still threat by many constraints such as belief of discussion about sex is taboo, lack of knowledge, and lack of confidence to conduct the training. This gap could overcome by developing program called Positive Youth Development Program. Design of this program consist of two topic, the sex education training for the youth, and training of trainer for sex educator. This paper focused on how to preparing sex educators in case of conduct the Positive Youth Development Program. The discussion on this paper come out with two topics: (1) What is Positive Youth Development Program: concept and training topic and (2) how to be a good sex educator: how to design the program, and how to deliver the positive youth development program.

Keywords: *positive youth development program, sex education, sex educator, youth sexuality, training program*

Indonesia is a very big country. Based on data from the Central Bureau of Statistics, the estimated population of Indonesia in 2016 reached 258,704,986 people. However, issued about sexual problems such as sexual harassment, unintended pregnancy, and sexually transmitted infections (STIs) such as HIV/AIDS in the Indonesia remain alarmingly high. The victims and patients are dominated from children until teenager.

Sexual Harassment Cases

In 2014, Indonesian National Committee of Child Protection or Komisi Nasional Perlindungan Anak Indonesia (KPAI) released data about sexual exploitation and harassment in Indonesia. In 2011, there were 329 cases and increased at 2012 as 746 cases, and 525 cases on 2013. Report from End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes or ECPAT which written on the KPAI report in 2014 also showed an increase of 450% of online sexual criminal acts in 4 years with recorded more than 18,000 cases. In 2013, KPAI receives more than 100 complaints about sexual violence, such as rape, immorality, obscenity and sodomy. From the year 2013 to 2014, KPAI reported that up to 100%

increase in cases of violence and sexual harassment. In 2014, based on Indonesian complaints, there were 15% of commercial sex exploitation cases, 40% of online child prostitution, and 23% of trafficking cases, and 22% of economic and child labor exploitation (source: <https://web.kominfo.go.id>; Soeparyono, 2014; Setyawan, 2015; Hendrian, 2016)

Child protection organizations, or Komnas Perlindungan Anak, also released data on 2015 which are in 2010 there were 2,400 sexual cases with 1152 of whom were sexual violence. In 2011, there were 2508 cases of violence in children with 1075 cases of sexual violence. The number is increasing in 2012 with 2637 cases of violence in children where 1700 cases of sexual violence. Finally, in 2013, there were 1032 cases of violence in children ranging from January to June with 52% or 535 cases of sexual violence with case details, sodomy (52 cases), rape (280 cases), obscenity (182 cases), and incest (21 cases) (Erlinda, 2014).

The data released by KPAI further reinforces Indonesia's emergency sexual violence statement. In 2015, 1726 cases of sexual harassment still occur, and 58% of victims are experienced by children and teenager. Similarly, the National Commission on Violence Against Women (Komnas Perempuan) issued its Annual Record (Catahu) in 2016, where there were 321,752 cases of violence against women, 2399 cases of rape, 601 cases of abuse, and 166 cases of sexual harassment (BBC.com).

Teenager Premarital Sexual Activities

Based on the research of Australian National University and Health Research Center University of Indonesia in 2010 in Jakarta, Tangerang, and Bekasi with sample of 3,006 respondents aged less 17 to 24 years, there were 20.9% of teenager got pregnant and gave birth before marriage, 38.7% of teenager got pregnant and gave birth after marriage. The survey results of the National Family Planning Coordinating Board or Badan Kependudukan dan Keluarga Berencana Nasional (BKKBN) found that 51% of female students in Jabodetabek have had premarital sex. In Surabaya, single female adolescents whose confirmed lost their virginity before marriage reached reached 54%, in Medan 52%, Bandung 47%, and Yogyakarta 37% (Sari & Muis, 2014). Reproductive Health Study Group of Medical Faculty of Airlangga University (FSKR FK Unair) found the 16% (87 people out of 533) of male respondents had had sexual intercourse, 14.3% did oral sex activities, 51% did anal sex intercourse, and 22% did petting. For the female respondents, they founded, 43% ever had kissing, 6.5% ever had intercourse sex, 5.5% had oral sex activities, 2.5% had anal sex intercourse, and 9.7% ever done petting (Mentari in Sari & Muis, 2014).

According to the Head of National Population and Family Planning Coordinating Board or Badan Kependudukan dan Keluarga Berencana Nasional (BKKBN) (2010), 51% teenagers in Jakarta, Bogor, Tangerang, and Bekasi or (JABOTABEK) have premarital sex. From other cities in Indonesia, data from 100 teenagers (100%) who have had premarital sex were recorded at 54% in Surabaya, 47% in Bandung and 52% in Medan. In 2012, 19.1% of male teenager and 2.5% female teenager in range 15-24 years have did the pre-marital sex

(Center of Data and Information, Indonesia Ministry of Health, 2015). Maryatun's research (in Siregar, 2014) found that 71.4% (91 respondents) of teenager with range age 14-17 years old just did premarital sex. The phenomenon of premarital sex among teenager in Indonesia predicts increase by couple years later. Based on United Nations Development Economic and Social Affairs (UNDESA, 2010), Indonesia was the 37th country with a high percentage of young marriages and is the second highest in ASEAN after Cambodia. Will Indonesia become the first country for the highest score in young marriages?

Teenager and sexually transmitted infections (STIs)

Based on data from the Director General of the P2P Ministry of Health, the number of new AIDS cases from 2014 to 2016 increased to reach 7491 per January 31, 2017 (Report of Health Profile, 2016). The Report of Health Profile 2015 from Indonesia Minister of Health is also described that the majority of AIDS cases are in the age group 20-29 years with 31.8%; 30-39 years with 29.9%, and 40-49 years with 12.1%. It means, the patients are in their productive age. Unfortunately, the Case Fatality Rate (CFR) up to 1.62% of all cases. The number of AIDS cumulative cases from 1987 to 2016 reached 86,780 cases. Similarly, new cases of HIV also experienced a significant increase, from 2015 to 2016, from 30,935 cases to 41,250 new cases.

The question is, how these three phenomenon's could happen at Indonesia? Is Indonesia known as a taboo country in sexuality? Is the religiosity of the citizen are high and can prevent these issues?

The simple answer is sex education training still not an effective method to prevent all sexual issues phenomenon at Indonesia. Why? Is it true that the sex education training is not an effective method? Many researcher found, sex education training is still an effective program for acknowledge teenager about sexual issues. It's important to aware that sex education training is not only talking about human reproduction process and genital organ. Sexuality issues are multidimensional phenomenon that consists of many aspects, such as biology, psychology, social, moral, and even cultural (Marters, Johnson, & Kolodny, 1992; Tretsakis, 2003). Even in some country such as Indonesia, discussion about sexual issues can't be separated from aspect of religiosity, and values of Indonesian (Djiwandono, in Siregar, 2014).

In general, the purpose of sexual education training is to create a healthy emotional attitude toward sexual problems and guide children and adolescents toward a healthy, responsible adult life. There's a lot of benefit for giving sex education training for youth. Sarwono (2004) states that sexual education could prevent and reduce sexual abuse, preventing deviant sexual behavior such as premarital sex which can result the unwanted pregnancies, sexually transmitted diseases, and also to avoid violence and / or sexual harassment. Sexual education training teaches youth how to being thankful for their body by taking care of it (Jatmikowati, Angin & Ernawati, 2015). Sexual education training also could change a person's behavior

so that it becomes one of the alternatives to prevent sexual deviant behavior in children and adolescents (Safita, 2013; & Umah & Saputro, 2016).

Youth on their development ages will always find their self-identity and confuse with it. A sexual issue is one of the things that make them confuse. Youth are tending to get misinformation about sex. If don't get proper sex education training, youth could have miss understanding about sexual issues. Actually, the youth are not having lack of knowledge about sexual issues. But, Youth, as their task of stages development, are curious about many things. They want to get much information, learning and know about everything. They are curious with their life including sexual issues (Hurlock, 1999). Fortunately, the technologies to provide the information about sexual issues are open-widely. Internet is an easy tool to "open the world" especially acknowledge about sexual issues.

However, the number of person-in-charge to filtering this wave of information is still low. Most of Indonesian still have an "local paradigm" that having discussion about sexual issues is taboo and even moral-abuse (Martin, in Helmi & Paramastri, 1998). Research by Siregar (2014) even found that: many school at Indonesia still believed sex education and scientific discussion about sexuality issues are prohibited. But, on the other hand, information about sex should be obtained directly from parents who have special attention to their children (Safita, 2013). Meilani, Shaluhyah & Suryoputro (2014) did some research about the role of parents especially for mother to giving the sex education training. Mother must being open-minded to share and have discussion with youth about sexual issues. Not only for parents, sexual education training for youth must also given by their school. Andika (2010) states that sex education or education on reproductive health is important through the family as well as the school curriculum. Parents and Teacher is known as the closest side with the youth. Parents and teacher has important part to give sex education for the youth (Astuti, 2007). But, unfortunately, they refuse to conduct this training because feeling of un-competent, and lack of sexual issues knowledge (Siregar, 2014). Nugraha's research on 2002 found that, if parents or teacher have enough knowledge to conduct sex education training, they are confidence to delivering the topic. But, if they don't, the self-confidence from parents and teacher are going low, and intent to be "I don't care".

The explanation above shows a gap between a need for sexual education training and competence of parents and teacher to conduct it. Noe (2005) stated that, the lack of competence could be overcome by training. So, this paper will discuss about how to make training of trainer or TOT Program, especially how parents and teacher could being sex educator for youth. This TOT Program is a part of Positive Youth Development Program.

Positive Youth Development Program

Positive Youth Development Program aims specifically empowering the youth to take control of their sexuality activities, starts by making sure they know how their bodies work and how to keep them safe. Simplify called as comprehensive sex education training. This training

program provides teenager with factual information about sexual issues such as sexual activities (intercourse, masturbation, abortion), sexual orientation; healthy relationship; communication skills among teenager; and bodily autonomy. By this program, youth as the participant receive good quality sex and relationships education, they will have an knowledge about appropriate sexual and reproductive health behavior, and they are able to access confidential advice from professionals, also develop resilience among youth whenever they face some sexual issues.

1 Actually, positive youth development program is an effective program. This program has been proven time to time to lower rates of unprotected sex, unintended pregnancy, and sexual transmitted infections (STIs). According to research conducted by the Journal of Adolescent Health written on Feministcampus.org, teens that receive comprehensive sex education are 50% less likely to experience pregnancy than those who receive other types of sex education. Comprehensive sex education called Positive Youth Development Program leads to a healthier youth population.

The problem is, are the sex educator at Indonesia ready to conduct, develop, and sustain this program?

Facilitator called sexual educator will deliver Positive Youth Development Program. Sexual educator are consists of parents, teacher, trainer, counselor, psychologist, or whoever want to join this positive campaign to empowering youth. But the question is, how to be a good sexual educator?

The Topic of Training in Positive Youth Development Program

The fear and low self-confidence of parents and teacher to conduct the sexual education training must be stop! In 2010, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), an organization incorporated in the United Nations organization, worked with other organizations such as the United Nation Population Fund (UNFPA), the United Nations Children's Fund (UNICEF), And the World Health Organization (WHO) issued a guideline for sexual education for all ages and subjects entitled "International Technical Guidance on Sexuality Education". This guide is specifically issued as a basis for the production of sexual education materials for teachers in schools, educators and teachers, or for anyone wishing to participate in sexual education.

Below is the brief explanation about the topic of sexual education training based on the ages of children:

2 *Infancy (0-2 years):* all babies explore their bodies and learn that touching the sex organs feels good. As a sexual educator, you have make sure that they get the correct names for sexual body parts, such as penis, vulva, and breasts. Don't use any language in your "tongue terms language". For example, at Indonesia, penis called as a "bird", or vagina called as a "hole".

2 *Early until middle childhood (3-8 years):* on this range of ages, children are begin curious with their bodies – their own and others'. Many children on this age assume their sex

organs for comfort or pleasure things. They also start to explore the masculine and feminine aspects of gender identity. They also start to common question “where did I come from” or “how are babies made?”. Sex educator must answer the question with simple and brief description scientifically. For example, “babies grow in a special place inside mom, called the womb or uterus.” On this age, children are starting to masturbate. Sex educator must reassure them it’s normal to masturbate while gently teaching them to do so in private, but not make it as a habit. The topic of sex education training that can be delivered for this range of ages are: how to take care our body; good touch and bad touch topic; and how to prevent ourselves from the foreigner.

Late childhood (9-12 years): The puberty periods just started on this range of ages. Preteens really need valid and reliable information about puberty, such as body changes, menstruations and wet dreams. Sex educator must know that every child are different on their level of puberty. On this range of ages, sex educator can start to conduct and delivering the sex education training with topic about sexual decision-making, a danger of unwanted pregnancy and early marriages, STI’s, and all sexual issues. The preteen are often interested in these topics. In order of fast changed of the world, sex educator has to know that the preteen will get sexual knowledge or sexual issues from many channels. Internet is the common channel to get the sexual issues. Don’t get behind from this teenager. The sex educator must always updating about the changed of technology among the teenager.

Adolescence (13-18 years): on this range of age, teenager will start to explore their next stage of development level. They start to explore about dating, intimacy, and relationship. Teens are need information and support, not only from their parents and teacher, but also from their peers. On this age, teens are closer with their peers rather then their parents. They don’t like be told by adult and want to take action by themselves. Sex educator must know “how to act like teen” in order to conduct sex education training for adolescence. When you delivered your training topic, use creative method and simple language. You must know about popular issues around them, or what is the trending topic to discuss in teenager.

The Competencies for Being a Good Sex Educator

However, there’s also some criteria how to be a good sex educator. First, sex educator must have competencies in designing and delivering Positive Youth Development Program. Second, sex educator must having and also developing soft skills in facilitating such as having an openness behavior, desire to learning new things, empathy, creative, and good communication.

Designing Positive Youth Development Program

Positive Youth Development Program as a training must have an effective design program. An effective training program design refers to a systematic approach that consists of step for developing training program. Sex educator must mastery this step in order to create

an effective positive development-training program for youth. Here's the step to conduct and designing an effective positive youth development as a training program (Noe: 2005).

Step 1 - Conduct a need assessment.

On this step, sex educator must identify if training needed or not, make sure that the topic is appropriate with the trainee (youth), and also ensuring the youth readiness for training. Need analysis result shown gap between what ideal and what the fact.

For instance, ideally, youth have to know about contraception and what the function of it. In fact, they thought that contraception is a "magic tools" that could help prevention of pregnancy in premarital sexual activities. So, the gap is youth having misunderstanding about concept of contraception. Based on this gap, sexual educator will create and designing the training about contraception' function.

Step 2 – Design of instructional objectives or behavioral objectives

Designing the instructional objectives is a step which sex educator must specify what the aims of the training session. In this step also consist of what the expected behavior as an outcome of this training. Instructional objective is also known as behavioral objectives. A behavioral objective is always consisting of key performance indicator or KPI. KPI is molecular behavior, overt and tangible behavior, and un-multi-interpretative. KPI are consisting three indicators: knowledge, skill and attitude or KSA. Every time sex educator want to design positive youth development program, they must decide what the target of KSA. Is the training just acknowledging the knowledge of trainee? Is the training will equip the youth with specific skill? Or even, is the training will enhance the trainee with some attitudes? Always using result of need assessment to identify what KPI' indicator you want to use for. The functions of this KPI is for designing the evaluation program and determine the effectiveness of training program

For instance, from the step 1, as a result of needs analysis, the youth need knowledge about what is contraception. So, from this step 2, sex educator must design behavior objectives based on the need. In this case, the behavioral objective is focusing to enlighten the knowledge of the youth about contraception. So, the instructional objectives are are: "(1) youth will be able to explain what the definition about contraception; (2) youth will be able to explain the function of contraception.

Step 3 – Design of instructional design or lesson plan

From the example above, the youth having gap in understanding about function of contraception. Sex educator will give positive youth development training program about function of contraception. Thus, in this step, sex educator will design more specific activities about contraception training program called instructional design or lesson plan

Instructional design or lesson plan will consist of training material, time and duration of delivering training, training method, training tools which help for training process (such as,

LCD, Laptop, Speaker, etc) training evaluation, and person-in-charged. The outcome of this step is complete lesson plan document.

Step 4 – Implementation

After designing the instructional objectives and instructional design, it's time to implement the Youth Development Program. As a good sex educator, you must be confident, and having set of soft skills in delivering the topic (see below for further explanation). In this step, sex educator must always remember that there always be a possibility and differences between what you have design and what will be happen on the field. In condition the design is different with on the field, just always stick on the aims.

For instance, sex educator just prepared the design and topic about contraception. But, many trainee ask about abortion. Try to answer the question based on what do you know, scientifically. If you don't have any possible answer, tell the youth or trainee, *“Okay, for now, I don't know how to answer it. But, I'll find the answer and will give to you later. Just keep in touch, okay?”*

Step 5 – Evaluation

To evaluate a training program, it's necessary to identify how sex educator will determine if the program is effective. As mentioned earlier in the Step 2, this involves identifying training outcomes. Kirkpatrick & Kirkpatrick (2006) conducted a framework called Kirkpatrick's Four-Level Framework Training Evaluation.

First level, called as 'Reaction Evaluation', is focus on trainee satisfaction. Second level, called as 'Learning Evaluation', is focus on acquisition of knowledge, skills, and attitude behavior. This level is usually used for measuring the effectiveness-training program for knowledge dimension in KPI. The first and second level data are collected before trainees return to their life, and using questioner & pencil test as a data gathering method.

Third level, called as 'Behavior Evaluation', is focus on improvement of behavior on the youth life. This level is usually used for measuring the effectiveness-training program for skill dimension in KPI. The fourth level, called as 'Results Evaluation', is focus on the final results achieved by trainee on their life. This level is usually used for measuring the effectiveness-training program for change attitude dimension in KPI. Level three and level four criteria measure the degree to which trainees are using training content on their life. That's these two levels are used to determine transfer of training. These evaluations will conduct 3-6 months after the training programs.

Step 6 – Maintaining the Action Plan

Action plan is very important step. After finished the training session, youth will give some additional assignment called action plan. Action plan program will be a realization of training content. Action plan also could be a control program for sex educator to maintain the result of training.

For instance, after joined the Positive Youth Development Program in topic of 'Contraception', youth as a trainee will ask to design an action plan. For example, in three month after training program, youth will make a positive campaign through their peers about "What is Contraception". So, sex educator will meet with them after three month, then; follow up the progress of realization the positive campaign.

These six steps are cycling process. That's why Positive Youth Development is continues and sustainable program. It's better to still develop this study and create more comprehensive Positive Youth Development Program. The developing of program always adjusts with the condition of the youth, the needs, and the fast dynamic changing of the world.

Delivering Positive Youth Development Program

In order to delivering positive youth development program, sex educator must have these sets of soft skills. Actually, these soft skills are not easy to develop. Sex educator must have sustaining willing to learn and develop these sets of soft skills. Commitment and passion in developing youth's life must always "burn" in sex educator's heart. So, what's the set of soft skills for sex educator?

Based on my experienced and reflection to have sexual education training program, there are set of soft skills that every sex educator must have:

Openness behavior. Sexual issues, for some youth is a sensitive thing to discuss. Perhaps, they have high curiosity about those topics, but their parents prohibit them to discuss about it. It's make them fear or shy to come out with their question. As a good sex educator, you must have an openness behavior. Express your open-mindedness so that the youth will feel comfortable to come out with a lot question in their mind. Let youth know that it's okay to ask questions and bring up concerns throughout the class. They could ask everything they want, and the sex educator will always give an appropriate answer.

Desire learning new things or continuous learning. Sex educator must actively identifying new areas, and participates in appropriate learning activities that help fulfill learning needs. They must actively participates in a way that makes the most of the learning experience, also regularly creating and taking advantage of learning opportunities. Don't ever give up if many threats come to sex educators. Puts new knowledge, understanding, or skill and furthers learning through trial and error.

Being Empathy. Some of youth may have had sad, emotional, or even traumatic experiences related to some of the topics in your training topic. For this reason, don't ever impose them to share about their experienced if they don't want to. In case they want to share with you, always keep their story between you and they. Simplify, sex educator must always be respectful of youth privacy.

Being creative and have a good communication. Sex educator must clearly conveying information and ideas through a variety of media to individuals or groups in a manner that

engages the audience and helps them understand and retain the message. Always clarifies purposes and importance in every topic you deliver in training activities. Sex educator must always keeps the audience engaged through creative and fun learning, such as using humor, illustration, body language, and voice inflection. Youth have dynamic personality. They tend to like humor than serious activity, such as lecturing, or seminar, but, always aware with using appropriate humor. While the humor may relieve awkwardness to act silly or make light of certain topics, remember that sexual education training directly impacts the youth' live. In delivering the training, always using two-ways communication by seeks input from audience, and using some games as a training method. Be a good listener by let them speak and ask. Don't interrupted when they want to ask or explain something. Watch your pace, volume, diction, and language. Sometimes, sex educator can use "the slank language" or "youth language". But, you have to make sure that the topic of training correctly interprets messages and responds appropriately. Remember, before delivering the training, prepare the material, know it well, master in it, and walk into the training classroom confidently.

Conclusion

Positive Youth Development Program as a part of Sex Education Program is effective to prevent various sexual problems in teenager. This program was created in order to fulfill the needs in Indonesia society to overcome three main phenomenons in sexual issues for youth, which are sexual harassment; teenager premarital sexual activities; and sexually transmitted infections (STIs). The advantage of Positive Youth Program is not only for the youth, but also for the sex educator and whoever looking to engage and care about youth development.

For sex educator, this program becomes a media for learning, developing knowledge-skills-attitudes and module to conduct sustain positive youth development program. Sex educator will be taught how to conduct proper topic based on range of ages of trainee. They also will be taught how to be a good sex educator. There will be competences and set of soft skills that the sex educator must to be mastery. The competences to become a sex educator are (1) sex educator designs the Positive Youth Development Program; and (2) sex educator delivers the Positive Youth Development Program. Sex Educator must get the better of designing program and mastery each step. The steps to developing program consist of conduct needs assessment; design of instructional or behavioral objectives; design of instructional design or lesson plan; implementation; evaluation; and maintaining the action plan. In order to delivering the topic in Positive Youth Development Program, there will be set of soft skills that sex educator must be mastery. The set of soft skills are: continuous learning; being empathy; being creative; and have a good communication.

All the discussion on this paper would like to invite parents, teachers, counselors, psychologists, and all of us who want to develop the youth. We have to know that youth is very special for each nation. They are the future of the nation. Don't let misunderstanding of sexual issues influence their bright future. Sexual education training in Positive Youth Development

Program could be one of the methods to develop their knowledge and understanding about sexual issues. Knowledge and understanding of sexuality also be one effort to prevent the occurrence of various violations and abuse of sexuality and sexual behavior that deviates. In the end, children and adolescents can grow optimally, accomplish, prosper and happy.

Don't worry and always be confident to design and deliver the training in sexual issues topic. As long as we want to develop competences in design Positive Youth Program and apply how to deliver the program with sets of soft skills, we just begin to contribute in developing our youth and taking care with our nation future.

References

- Andika, Alya. (2010). *Bicara seks bersama anak*. Yogyakarta : PT Suka Buku.
- Astuti, S. (2007). Pendidikan seks anak dalam keluarga. *Media Informasi Penelitian Kesejahteraan Sosial*. 189 (31). Januari-Maret 2007. Yogyakarta: Balai Besar Penelitian dan Pengembangan Pelayanan Kesejahteraan Sosial
- BBC.com. *Kasus kekerasan seksual masih bermunculan*. Edisi 16 Mei 2016. Downloaded from: http://www.bbc.com/indonesia/berita_indonesia/2016/05/160516_indonesia_kekerasan_seksual
- Center of Data and Information, Indonesia Ministry of Health, (2015). Downloaded from: <http://www.depkes.go.id/resources/download/pusdatin/infodatin/infodatin%20reproduksi%20remaja-ed.pdf>
- Dewi, D. S. (2015). Meningkatkan pengetahuan pendidikan seks melalui layanan informasi pada siswa kelas VI Madrasah Ibtidaiyah Negeri Sumurrejo kota Semarang tahun ajaran 2015/2016. *Skripsi*. Fakultas Ilmu Pendidikan Universitas Negeri Semarang. Downloaded from <http://lib.unnes.ac.id/21177/1/1301411018-s.pdf>
- Erlinda. (2014). Upaya peningkatan anak dari bahaya kekerasan, pelecehan, dan eksploitasi. Komisi Perlindungan Anak Indonesia. Downloaded from: <https://web.kominfo.go.id/sites/default/files/users/12/SESI%20II%20-%20202.%20paparan-kementerian-2014-nov-bandung-erlinda-REV-fix.pdf>
- Hendrian, D. (2016). KPAI: Pelecehan seksual pada anak meningkat 100%. Downloaded from: <http://www.kpai.go.id/berita/kpai-pelecehan-seksual-pada-anak-meningkat-100/>
- Helmi, A.F & Paramastri, I. (1998). Efektivitas pendidikan seksual dini dalam meningkatkan pengetahuan dan perilaku seksual sehat. *Jurnal Psikologi*, 2, 25-34
- Hurlock, E.B. (1999). *Psikologi perkembangan suatu pendekatan sepanjang rentang kehidupan*. Edisi 5. (Alih Bahasa Istiwidayanti & Soedjarwo). Jakarta: Erlangga
- Jatmikowatai, T. E., Angin, R., & Ernawati. (2015). Model dan materi pendidikan seks anak usia dini perspektif gender untuk menghindarkan *sexual abuse*. *Cakrawala*

- Pendidikan*, 3, 434-448. Downloaded from : <http://download.portalgaruda.org/article.php?article=390032&val=445&title=MODEL%20DAN%20MATERI%20PENDIDIKAN%20SEKS%20ANAK%20USIA%20DINI%20PERSPEKTIF%20GENDER%20UNTUK%20MENGHINDARKAN%20SEXUAL%20ABUSE>
- Kementerian Kesehatan Republik Indonesia. (2015). *Profil kesehatan Indonesia tahun 2014*. Jakarta: Kementerian Kesehatan Republik Indonesia. Downloaded from: <http://www.depkes.go.id/resources/download/pusdatin/profil-kesehatan-indonesia/profil-kesehatan-indonesia-2014.pdf>
- Kementerian Kesehatan Republik Indonesia. (2016). *Profil kesehatan Indonesia tahun 2015*. Jakarta: Kementerian Kesehatan Republik Indonesia. Downloaded from: <http://www.depkes.go.id/resources/download/pusdatin/profil-kesehatan-indonesia/profil-kesehatan-Indonesia-2015.pdf>
- Kementerian Kesehatan Republik Indonesia. (2017). *Profil kesehatan Indonesia tahun 2016*. Jakarta: Kementerian Kesehatan Republik Indonesia. Downloaded from: <http://www.depkes.go.id/resources/download/pusdatin/profil-kesehatan-indonesia/profil-kesehatan-Indonesia-2016.pdf>
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs third edition the four levels*. San Fransisco: Berrett-Koehler Publishers, Inc.
- Komnas Perempuan. (2016). *Siaran pers komnas perempuan catatan tahunan (Catahu) 2016*. Edisi 9 Maret 2016. Downloaded from: <http://www.komnasperempuan.go.id/siaran-pers-komnas-perempuan-catatan-tahunan-catahu-2016-7-maret-2016/>
- Martens, W.H, Johnson, V.E, & Kolodny, R.C. (1992). *Human sexuality*. New York: Harper Collins Publisher
- Meilani, N., Shaluhiyah, Z., & Suryoputro, A. (2014). Perilaku ibu dalam memberikan pendidikan seksualitas pada remaja awal. *Jurnal Kesehatan Masyarakat Nasional*, 8, 411-417. Downloaded from: <http://download.portalgaruda.org/article.php?article=279922&val=7113&title=Perilaku%20Ibu%20dalam%20Memberikan%20Pendidikan%20Seksualitas%20pada%20Remaja%20Awal>
- Noe, A. (2005). *Employee training and development (2nd Edition)*. New Choose, London: Random House.
- Nugraha, D.B. (2002). *Apa yang ingin diketahui remaja tentang seks*. Jakarta: Bumi Aksara
- Safita, R. (2013). *Peranan orang tua dalam memberikan pendidikan seksual pada anak*. *Edu-Bio*, 4, 32-40. Downloaded from: <http://download.portalgaruda.org/article.php?article=252706&val=6813&title=Peranan%20Orang%20Tua%20dalam%20Memberikan%20Pendidikan%20Seksual%20pada%20Anak>

- Sari, R. T., & Muis T. (2014). Perilaku seksual remaja siswa smk ketintang surabaya. *Jurnal BK*, 3, 4, 1-9. Downloaded from: ejournal.unesa.ac.id/article/12150/13/article.pdf
- Sarwono, S. W. (2004). *Psikologi remaja*. Jakarta: Raja Grafindo Persada
- Setyawan, D. (2015). *Pelaku kekerasan terhadap anak tiap tahun meningkat*. Downloaded from: <http://www.kpai.go.id/berita/kpai-pelaku-kekerasan-terhadap-anak-tiap-tahun-meningkat/>
- Soeparyono, A. (2014). *Data kasus pelecehan seksual di Indonesia hingga 2013*. Downloaded from: <http://cewekbanget.id/News-And-Entertainment/Data-Kasus-Pelecehan-Seksual-Di-Indonesia-Hingga-2013>
- Siregar, A. A. (2014). Pendidikan seks oleh orang tua pada remaja akhir. *Skripsi*. Program Studi Psikologi Universitas Islam Negeri Sunan Kalijaga. Downloaded from <https://journal.unigres.ac.id/index.php/JNC/article/viewFile/116/114>
- Umah, K., & Saputro, T. (2016). Pendidikan seks terhadap pencegahan perilaku penyimpangan seksual pada remaja. *Journals of Ners Community*, 1, 7, 71-76. Downloaded from <http://jkb.ub.ac.id/index.php/jkb/article/viewFile/239/231>
- UNESCO. (2010). *The international technical guidance on sexuality education (vols. 1 and 2)*. Downloaded from http://portal.unesco.org/en/ev.php-URL_ID=47268&URL_DO=DO_TOPIC&URL_SECTION=201.html

Positive_youth_development_...

ORIGINALITY REPORT

% **7**

SIMILARITY INDEX

% **5**

INTERNET SOURCES

% **2**

PUBLICATIONS

% **3**

STUDENT PAPERS

PRIMARY SOURCES

1	feministcampus.org Internet Source	% 1
2	www.frfp.ca Internet Source	% 1
3	www.findemployment.us Internet Source	% 1
4	www.childtrends.org Internet Source	% 1
5	Submitted to University of South Australia Student Paper	<% 1
6	Submitted to Kingston University Student Paper	<% 1
7	Submitted to North High School Student Paper	<% 1
8	M T Hidayat, A P B Prasetyo, M Anas, Lisdiana. "Argorejo 'red-light district' student perceptions on sexual behavior", Journal of Physics: Conference Series, 2018 Publication	<% 1

9 www.europarl.europa.eu <% 1
Internet Source

10 apps.who.int <% 1
Internet Source

11 susu-pekati-manis.blogspot.nl <% 1
Internet Source

12 [Quality of Life in Asia, 2013.](#) <% 1
Publication

13 www.unece.org <% 1
Internet Source

14 www.jhuccp.org <% 1
Internet Source

EXCLUDE QUOTES ON

EXCLUDE
BIBLIOGRAPHY ON

EXCLUDE MATCHES < 10
WORDS