



THE ROLE OF SEXUAL PSYCHOEDUCATION IN FOSTERING SEXUAL AWARENESS AND SELF-DEFENSE SKILLS IN MADRASAH TSANAWIYAH STUDENTS

Mierrina, Ummy Chairiyah & Nur Romdlon Maslahul Adi

Universitas Islam Negeri Sunan Ampel Surabaya-Indonesia

Email: mierrina@uinsa.ac.id

Email: ummy.chairiyah@uinsa.ac.id

Email: nur.romdlon.maslahul.adi@uinsa.ac.id

Abstract:

This research aims to determine the level of sexual knowledge and sexual awareness among students and assess the impact of the sexual awareness and self-defense program on madrasah tsanawiyah students. The researcher implemented a sexual awareness and self-defense program through sexual psychoeducation for madrasah tsanawiyah students. This research employs an experimental design known as the One Group Pre-test – Post-test Design. Data were collected through data collection instruments or scales measuring sexual knowledge and awareness. The research findings the average scores of sexual knowledge and sexual awareness abilities showed an increase from pre-test to post-test. In the pre-test, the average score for these abilities was 13.33. In contrast, in the post-test, the skills of students who had undergone the psychoeducational program on sexual awareness and self-defense improved to an average of 23.05. There is a noticeable mean difference that indicates improvement following the implementation of the sexual awareness and self-defense program. The Wilcoxon Signed Ranks Test conducted on the results yielded a z-value of 7.540 with a probability/significance level of 0.000 ($p\text{-value} \leq 0.05$).

Keywords: Sexual Knowledge, Sexual Awareness, Self-Defense, Early Adolescent, Madrasah Tsanawiyah

Abstrak:

Penelitian ini bertujuan untuk menentukan tingkat pengetahuan seksual dan kesadaran seksual di antara siswa, dan menilai dampak dari program kesadaran seksual dan pertahanan diri terhadap siswa madrasah tsanawiyah. Peneliti menerapkan program kesadaran

seksual dan pertahanan diri melalui psikoedukasi seksual bagi siswa madrasah tsanawiyah. Penelitian ini menggunakan desain eksperimental yang dikenal sebagai Desain Pre-test - Post-test Kelompok Tunggal. Data dikumpulkan melalui instrumen pengumpulan data atau skala yang mengukur pengetahuan seksual dan kesadaran seksual. Temuan penelitian menunjukkan bahwa rata-rata skor kemampuan pengetahuan seksual dan kesadaran seksual meningkat dari pre-test ke post-test. Pada pre-test, skor rata-rata untuk kemampuan tersebut adalah 13,33, sedangkan pada post-test, kemampuan siswa yang telah menjalani program psikoedukasi tentang kesadaran seksual dan pertahanan diri meningkat menjadi rata-rata 23,05. Terdapat perbedaan mean yang signifikan yang menunjukkan peningkatan setelah implementasi program kesadaran seksual dan pertahanan diri. Uji Wilcoxon Signed Ranks yang dilakukan terhadap hasil menghasilkan nilai z sebesar 7,540 dengan tingkat probabilitas/signifikansi sebesar 0,000 (nilai $p \leq 0,05$).

Kata Kunci: Pengetahuan Seksual, Kesadaran Seksual, Pertahanan Diri, Remaja Awal, Madrasah Tsanawiyah

A. Introduction

Sexual education is a crucial aspect of adolescent development, particularly in educational environments such as Madrasah Tsanawiyah. Providing appropriate sexual education through sexual awareness psychoeducation programs can help students understand various aspects of sexuality, including the physical and emotional changes that occur during puberty. By comprehending sexuality correctly, students can develop a healthy sexual awareness and be equipped with practical self-defense skills. Knowledge about personal boundaries and individual rights can prevent the occurrence of sexual harassment and violence. Through this program, students learn how to recognize risky situations and respond appropriately and safely, aiding their growth into individuals who are aware and capable of protecting themselves in various situations.

This is based on several current empirical facts. BKKBN East Java reported that throughout 2022, 15,212 people applied for marriage dispensation, with 80 percent of these applications due to premarital pregnancy and the remaining 20 percent due to other reasons. According to the marriage certificates issued by the Ponorogo Religious Court, 125 applicants were granted marriage certificates on the grounds of pregnancy and childbirth. In addition, the religious court also granted permission to 51 children who applied for marriage dispensation on the grounds of being in a romantic relationship. In total, 176 early marriage dispensation applications were approved. Adolescents will seek information independently related to sexuality, which may lead them to acquire incorrect information, inevitably impacting their sexual behavior.

It is unavoidable that adolescents in early adolescence today belong to Generation Z, born between 1996 and 2012, often called the post-millennial generation, with the youngest currently 11 years old. They are in the process of seeking meaning and truth in their identities. This generation is highly inclusive and eager to engage in various communities, utilizing technology to amplify the benefits they can provide. They enjoy independence in learning and information seeking, wanting control over their decisions. Gen Z is recognized as a creative and innovative generation, with 63% interested in daily creative activities. They are active in communities and social media, closely connected to digital technology as they have grown up with the advancements in smartphones and computers.¹ Surveys indicate that Gen Z, particularly in Indonesia, spends over 6 hours daily using their phones and utilizes social media more frequently than previous generations.²

The results of a survey on adolescent sexual knowledge, conducted by researchers as a preliminary study, involved 125 teenage respondents, with 55% falling within the age range of 13-15 years. This survey, undertaken by the researchers, serves as a foundational assessment before community engagement, revealing the following: (1) 24% of sexual knowledge sources are obtained from social media, 22.4% from the internet, and 18.4% from friends; (2) 51.2% believe that males produce eggs; (3) 21.6% still hold the misconception that pregnancy cannot occur after only one instance of sexual intercourse; (4) 28.8% still believe that refusing to hold hands, kiss, etc., impedes social interaction within friendships; (5) 28% still believe that holding hands, kissing, etc., are permissible activities while dating; (6) 26.4% still perceive dating as an outlet for intense desires, seeking pleasurable feelings, ultimately leading to sexual relations.³

Studying empirical facts and research survey results on adolescent sexual knowledge reveals the necessity for direct interventions or actions to provide adolescents with an accurate understanding of sexuality and enable them to protect themselves regarding their sexuality. This includes addressing and minimizing the emergence of issues related to premarital sexual behavior that lead to unplanned pregnancies. Providing education and understanding regarding sexuality is not a taboo matter; Islam regulates an individual's sexuality, starting from reproductive organs, clothing, gaze, sexual relations, and even desires⁴. Researchers focus on improving understanding and awareness of sexual behavior and self-protection about risky sexual behaviors within a psychoeducational program related to sexual awareness and self-defense. According to the researchers, this program is urgently needed, primarily to provide

¹ Galih Sakitri, "Selamat Datang Gen Z, Sang Penggerak Inovasi," *Forum Manajemen Prasetiya Muha* 35, no. 2 (2021): 1–10.

² Kim Aimee et al., "What Makes Asia-Pacific's Generation Z Different?," *McKinsey & Company*, no. June (2020): 10, <https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/what-makes-asia-pacifics-generation-z-different>.

³ Mierrina and N Hamidah, "Understanding of Early Adolescence Sexuality in the Digital Era," *International Conference on Sustainable ...*, no. August (2023): 30–31, <https://proceedings.uinsby.ac.id/index.php/ICOSHPRO/article/view/1400>.

⁴ Siti Rohmaniah, "Pendidikan Seks Bagi Remaja (Perspektif Abdullah Nashih Ulwan Dan Ali Akbar)," *Jurnal Dewantara* 10, no. 02 (2021): 200–219, <http://ejournal.iqrometro.co.id/index.php/pendidikan/article/view/151>.

an understanding of reproductive health self-protection from risky sexual behaviors and to reduce the likelihood of engaging in risky sexual behaviors, especially among early adolescents. The aim is to prevent adolescents from having misconceptions about these sexual issues, as seen in their searches through digital platforms. Researchers implement the psychoeducational program on sexual awareness and self-defense among students at the Madrasah Tsanawiyah.

Surabaya, as a metropolis with a dynamic society, including its youth facing various complex issues, may potentially encounter a range of problematic behaviors related to risky sexual behavior among teenagers. Therefore, researchers are inclined to conduct a study by developing a psychoeducational program on sexuality targeting early adolescents at the level of madrasah tsanawiyah education.

Sexual Awareness and Self-defense

Sexuality is a universal phenomenon and plays a vital role throughout our lifespan. Among all stages, adolescence is a crucial period where sexual education is highly significant, particularly concerning sexual health. Sexual health is defined as an approach to sexuality based on accurate knowledge, personal awareness, and self-acceptance, wherein one's behaviors, values, and emotions are aligned and integrated within a more comprehensive structure of personality and self-definition⁵.

Adolescents require accurate sexual knowledge from reliable sources. Sexual knowledge comprises a collection of information referring to an individual's understanding and awareness of sex and sexuality, encompassing physiological aspects, reproduction, performance, and sexual behaviors. Sexual knowledge among adolescents shapes their sexual attitudes and behaviors. Sexual attitude refers to how accepting individuals are of sexual activities for themselves or others. Sexual attitude pertains to an individual's stance toward sexuality or sexual behavior, which can be either liberal or conservative. Sexual behavior is primarily interpersonal. Adolescent sexual behaviors and intrapersonal experiences emerge as a result of the social influences they receive⁶. Furthermore, adolescent sexual behavior depends on their knowledge of sex, attitudes, and sources of influence⁷. Therefore, sexual knowledge, which includes awareness of teenage sexuality, becomes crucial to be disseminated to teenagers.

⁵ Binesh C. J. and Sivakami N., "The Sexual Health of Adolescence: An Inquiry into the Sexual Awareness, Attitude, and Behaviour of Institutionalized Male Adolescents.," *Journal of Positive School Psychology* 6, no. 6 (2022): 398–411, <https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=157761166&camp%0Alang=es&site=eds-live&scope=site>.

⁶ Kate Drury et al., "Victimization and Gender Identity in Single-Sex and Mixed-Sex Schools: Examining Contextual Variations in Pressure to Conform to Gender Norms," *Sex Roles* 69, no. 7–8 (2013): 442–54, <https://doi.org/10.1007/s11199-012-0118-6>.

⁷ M. Dutt, S. and Manjula, "Sexual Knowledge, Attitude, Behaviors and Sources of Influences in Urban College Youth: A Study from India," *Indian Journal of Social Psychiatry* 33 (2017): 319–26, <https://doi.org/https://doi.org/10.4103/0971-9962.218602>.

Self-awareness, or self-awareness, refers to a person's ability to understand their thoughts, feelings, and self-assessments. This enables individuals to identify strengths, weaknesses, motivations, and values that influence themselves and others. Someone with good self-awareness can read social situations, understand others, and know the expectations others have of them. Thus, they can self-reflect, observe, and learn from experiences, including managing and controlling emotions.⁸

There are three aspects contained within self-awareness:

- a) Proficiency in identifying emotions and understanding their impacts. Individuals with this skill can interpret the meaning of their emotions and why they arise. They recognize the relationship between the emotions they experience and their thoughts, acknowledge the influence of emotions on performance, and possess the awareness to guide personal values and goals.
- b) Accurate self-recognition involves understanding one's internal resources, abilities, and limitations. Individuals with this capability know their strengths and weaknesses, take time for introspection, learn from experiences, accept feedback and new perspectives, and are willing to continue learning and growing. Additionally, they demonstrate a sense of humor and readiness to view themselves from various perspectives.
- c) Self-trust involves confidence and a strong awareness of self-worth and personal abilities. Individuals with this skill dare to express their beliefs as a form of existential expression or self-existence, dare to voice different or uncommon views, are willing to sacrifice for truth, and can make the right decisions even in uncertain situations.

Psychoeducation

Psychoeducation refers to the process of providing education and information to individuals seeking or receiving mental health services, including those who have been diagnosed with mental health conditions (or serious/terminal illnesses) and their families. Although this term has existed since much of the 20th century, it only gained serious attention when movements aimed at addressing the stigma of mental health issues and increasing mental health awareness began to be earnestly pursued.⁹

The psychoeducational approach involves understanding an individual's condition and self-knowledge regarding personal strengths, family resources, and coping skills. This approach aims to make individuals more relaxed and prepared to face their problems, ultimately

⁸ Muchlisin Riadi, "Kesadaran Diri (Self Awareness) - Pengertian, Aspek, Indikator Dan Pembentukan," 2020, <https://www.kajianpustaka.com/2020/12/kesadaran-diri-self-awareness.html>.

⁹ <https://www.goodtherapy.org/blog/psychpedia/psychoeducation>

contributing to their emotional well-being. By enhancing understanding of the root causes and impacts of issues, psychoeducation can broaden an individual's perception and interpretation of problems. This additional insight positively influences emotions and behavior, creating a more positive environment. More positive emotions and behavior enable an increase in self-efficacy¹⁰. When individuals feel more capable and confident, they are more likely to take proactive steps in solving problems, establishing a solid foundation for personal growth and resilience.

B. Method

This study is a quantitative- research employing an experimental design. The quantitative research with an experimental design aims to examine the influence of sexual psychoeducation on the sexual awareness and self-defense of students at Madrasah Tsanawiyah. The type of research is a quasi-experimental design known as the One Group Pre-test – Post-test Design. The One Group Pre-test – Post-test Design is a research design conducted by performing a single measurement beforehand (pre-test) before the treatment and then conducting another measurement afterward (post-test).

The researcher did not use a control group in the study, considering the specific rationale that this design allows for the evaluation of changes occurring within a single group of participants before and after the intervention. By conducting pre-test measurements, the researcher can obtain baseline data regarding the student's knowledge, awareness, and self-defense skills before the intervention. Subsequently, post-test measurements after the intervention provide insights into the program's effectiveness in enhancing these aspects.

This study collected data using data collection instruments or scales of sexual knowledge and awareness. The measurement tools were developed based on the sexual knowledge indicators from Boyd and Bee, which include (1) knowledge about puberty, (2) knowledge about reproductive organs and functions, (3) knowledge about the risks of sexually transmitted diseases and pregnancy, and (4) knowledge about myths. The questionnaire was structured by providing two options for correct and incorrect answers. The instrument comprised 25 statement items.

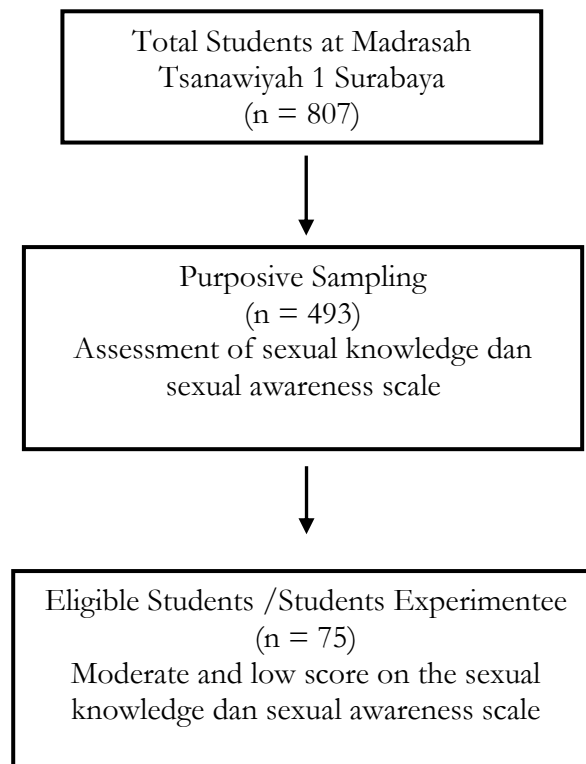
Using instruments as measurement tools in research requires prior validation, necessitating checks for validity and reliability. Validity testing uses Pearson's product-moment correlation with IBM SPSS Statistics 24. An item is considered valid if the calculated r-value exceeds the r-table value. The critical value (r-table) at a significance level of 0.05 is 0.256. The

¹⁰ <https://www.aipc.net.au/articles/psychoeducation-definition-goals-and-methods/>
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correlation of the calculated r-values for each item ranges from 0.297 to 0.790, indicating that all questionnaire items are valid.

Subsequently, after confirming validity, the reliability of the instruments is tested using Cronbach's alpha. An instrument is deemed reliable if the Cronbach's alpha value is more significant than 0.60. The Cronbach's alpha analysis results using IBM SPSS Statistics 24 show a Cronbach's alpha value of 0.913, more critical than 0.60, indicating that the developed instrument can gather broader responses.

Figure 1. Sampling Mechanism



Data collection begins by selecting subjects from 493 students of the 7th and 8th grades at Madrasah Tsanawiyah Negeri 1 Surabaya. Subject selection is preceded by a pre-test using scales of sexual knowledge and sexual awareness. From this initial mapping, it is then used to classify students' levels of expertise. The categorization of sexual knowledge and sexual awareness data is conducted using hypothetical statistics, grouped into three categories: high, moderate, and low. Participants with moderate and low abilities are considered to have below-average abilities, namely 71 students in the mild category and four students in the low category. A total of 75 students are given psychoeducational intervention and role-play in sexual awareness and self-defense. Among the 75 students who are the subjects of psychoeducational intervention in sexual awareness and self-defense, 38 students from Madrasah Tsanawiyah Negeri 1 Surabaya are male, and 37 are female. In this study, the students who received the

intervention were those who obtained information about sexuality from friends, the internet, and social media.

During the intervention, students will receive psychoeducation about sexuality in the form of a pocketbook on sexual awareness and self-defense. The intervention conducted is a pocketbook consisting of a series of psychoeducational modules on sexual awareness and self-defense tailored to the development of adolescents aged 12-15 years. This pocketbook involves various knowledge about reproductive health, psychosexual development, and awareness related to risky sexual behaviors, aiming to provide students with an understanding of how to protect themselves from sexual-related problems.

The material in this pocketbook is divided into three main topics: (1) sexual knowledge (sex education), which will cover the reproductive organs, the reproductive process, and sexually transmitted diseases; (2) sexual awareness, which will cover changes during puberty and risky sexual behaviors; (3) sexual self-defense, which involves learning about modesty and self-protection in behavior according to Islamic religious law, ultimately enabling students to protect themselves from risky sexual behaviors. The presentation on the development of intervention modules is provided in Table 1.

Table 1. Syntax of Sexual Awareness and Self-Defense

Syntax	Operational Definition	Skills	Objectives
A. Sex Education	Understanding the functions of reproductive organs, the process of reproduction, and recognizing sexually transmitted diseases.	1. Reproductive Organs of Males and Females	Understanding the intricacies of both the male and female reproductive organs is essential for grasping the complexities of human reproduction and sexual health.
		2. The reproductive processes of Males and Females	Understanding the reproductive processes of the male and female reproductive organs
		3. Sexually Transmitted Infections	Understanding the various types of sexually transmitted infections and their risks

<i>B. Sexual Awareness</i>	Understanding Self-Changes During Puberty and Risky Sexual Behavior	4. Physical Changes During Puberty	Understanding physical changes during puberty
		5. Cognitive and Psychological Changes During Puberty	Understanding cognitive and psychological changes during puberty as influenced by physical changes
		6. The behavior of risky sexual behavior	Understanding risky sexual behavior as a consequence of pubertal development
<i>C. Sexual Self Defense</i>	Recognizing the dangers and limitations in social interactions and the ability to make decisions for self-protection are crucial aspects.	7. Understanding Aurat	Understanding and believing in the concept of aura for both men and women
		8. Understanding self-protection within the bounds of social interaction behavior	Understanding how to protect oneself and set personal boundaries in social interactions to avoid dangers related to sexual issues
		9. Decision making for self-defense	Able to make independent decisions to protect oneself from risky sexual behavior

The statistical analysis technique employed in this research is the t-test. The t-test is a paired test examining the difference in means between two groups or two repeated measurements. This study's statistical analysis measures the difference in students' attitudes towards bullying before and after being subjected to Islamic character reinforcement treatment.

C. Result and Discussion

Based on the initial survey results, it is evident that the school has already collaborated with the community health center (puskesmas) to conduct reproductive health socialization for students. This collaboration has positively impacted students' understanding of sexual education and the internalization of Islamic values among madrasah students, enabling them to differentiate between right and wrong morally. This is evidenced by a significant percentage,

with 85% of students at Madrasah Tsanawiyah Negeri 1 in Surabaya having a high level of sexual knowledge.

These data serve as the basis for researchers to determine the target of psychoeducational programs for 7th and 8th-grade students at Madrasah Tsanawiyah Negeri 1 in Surabaya. This initiative addresses educators' concerns regarding the prevalence of free mixing among adolescents, misleading internet information, and students' lack of awareness regarding the dangers of social interactions.

Considering the above, researchers deemed it necessary to provide students with psychoeducation containing comprehensive guidelines on sexuality tailored to their age characteristics in early adolescence. Consequently, researchers developed a psychoeducational instrument on sexual awareness and self-defense as a pocketbook, which served as the foundation for sexual education activities at Madrasah Tsanawiyah Negeri 1 in Surabaya. The psychoeducation was complemented by role-playing exercises related to self-protection from risky sexual behaviors by Islamic principles.

The effectiveness of the sexual awareness and self-defense program, facilitated through the pocketbook, was demonstrated through statistical analysis of pre-test and post-test scores at Madrasah Tsanawiyah Negeri 1 in Surabaya. The pre-test assessed students' initial abilities before the psychoeducational intervention, followed by providing psychoeducation to groups with moderate and low skills. The results were measured through post-tests administered to students who participated in the sexual awareness and self-defense psychoeducation. Descriptive statistical data are presented in Table 2.

Table 2. Descriptive Statistical Calculation Results

Statistik Deskriptive	MTs N 1 Surabaya	
	Pre Test	Post Test
Mean	13.33	23.05
Median	14.00	24.00
Variance	5.39	4.75
Std. Deviation	2.32	2.18
Minimum	7	16
Maximum	16	25
Range	9	9

Pre-test and post-test data from Madrasah Tsanawiyah Negeri 1 Surabaya were analyzed using IBM SPSS Statistics 24 descriptive statistics. The results indicated an increase in the average scores for both pre-test and post-test. In the pre-test, the average scores for sexual knowledge and sexual awareness abilities were 13.33. In contrast, in the post-test, the student's

abilities who had undergone the psychoeducational program on sexual awareness and self-defense increased to an average of 23.05.

Further analysis was conducted using the Wilcoxon Signed Ranks Test on the Madrasah Tsanawiyah Negeri 1 Surabaya results, showing a z-value of 7.540 at a probability/significance level of 0.000 ($p\text{-value} \leq 0.05$). Therefore, the null hypothesis (H_0) is rejected, indicating that the two-population means are not identical (a significant difference exists between the average pre-test and post-test scores), as shown in Table 2. This suggests that there is a difference in the average sexual awareness abilities of Madrasah Tsanawiyah Negeri 1 Surabaya students before and after the implementation of psychoeducational programs on sexual awareness and self-defense, including roleplay practices.

Table 3. Statistical Test Wilcoxon Signed Ranks at MTsN 1 Surabaya

	Post-Test - Pre-Test
Z	-7.540 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on hostile ranks.

The comprehension demonstrated by the students before and after the intervention of the psychoeducation program on sexual awareness and self-defense also showed changes. At the initial pretest stage, some students did not yet understand accurate sexual knowledge. For instance, some students did not comprehend that women can become pregnant once they reach puberty, and they mistakenly believed that men produce eggs. Similarly, regarding self-protection in social interactions, before the intervention, students lacked the awareness to refuse when invited by friends to secluded places or to avoid going alone with someone of the opposite sex.

Therefore, it can be concluded that the sexual awareness and self-defense program benefits the enhancement of sexual awareness and self-defense among madrasah students, enabling them to implement it for self-protection in their social interactions or friendships. Furthermore, it is hoped that madrasah counselors can continue the sexual awareness and self-defense program. The existence of teaching materials such as the sexual awareness and self-defense pocketbook will certainly assist counselors in providing structured understanding to students according to their level of comprehension within the early teenage age range.

D. Conclusion

The process of the sexual awareness and self-defense program for the students of Madrasah Tsanawiyah Negeri 1 Kota Surabaya can be positively responded to by all leaders, management, and students. Thus, the stages of the sexual awareness and self-defense program run smoothly, starting from mapping the students' level of understanding of sexual knowledge and sexual awareness, psychoeducation activities on sexual awareness and self-defense, followed by self-defense role-play and ending with monitoring through the measurement of sexual knowledge and sexual awareness after psychoeducation and role-play. The students enthusiastically follow all stages, with the support of the leaders and management of Madrasah Tsanawiyah Negeri 1 Surabaya.

The impact of the sexual awareness and self-defense program on students has been notably effective in enhancing their sexual awareness and self-defense skills. There is a discernible increase in average scores following the implementation of the sexual awareness and self-defense program for the students of Madrasah Tsanawiyah Negeri 1 Kota Surabaya. Additionally, significant changes were observed in students' understanding of sexual knowledge and their interactions with peers. This indicates that the sexual awareness and self-defense program has a positive impact and is beneficial in improving the sexual awareness and self-defense abilities of madrasah students, providing them with the necessary tools to implement self-protection in their social interactions and friendships.

Moreover, to effectively undertake preventive measures against risky sexual behaviors among adolescents, a synergistic approach involving the madrasah, students, and families is recommended. This collaborative effort is essential because fostering an understanding of sexual awareness and self-defense cannot be achieved in isolation; it must be accompanied by positive role models provided by parents at home. For example, it emphasizes the importance of open communication between adolescents and parents regarding sexual issues. From the school's perspective, incorporating topics related to sexuality and social behavior etiquette according to Islamic principles into the madrasah curriculum is also crucial.

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