
Online-based sex education module to increase knowledge of LGBT sexual deviant behavior and sexual harassment among teenagers

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Abstract

The research employed a quasi-experimental method by administering treatment to one group. The treatment of one of the groups was used to compare the results of the experiments. In this case, the control class is a class that is treated with expository learning, while the experimental class itself is treated with a sex education approach. The research results indicate that the provision of sex education modules is both excellent and effective, serving as a crucial first step in enhancing students' understanding of sex education, as evidenced by an increase in their knowledge. Schools, in particular, can accept the implemented modules. There is a significant difference in the average use of sex education modules for the pre-test of the experimental group (implementation of the sex education module) and the post-test of the experimental group (implementation of the sex education module). However, the significance value is greater than 0.05.

Keywords

Sex education, sexual deviance, sexual harassment, teenagers

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Introduction

Papua has the highest number of HIV/AIDS cases in the community. Anton Tony Mote, the chairman of the Papua Province AIDS Control Commission, stated in an interview with journalists that HIV/AIDS resembles an iceberg phenomenon; only a small portion is visible above the surface. However, the big chunks inside are invisible, which has become a global threat. The government has been making efforts for a long time, and as a result, HIV/AIDS has now become a national problem. Today, vaccination has proven to be effective in decreasing the COVID-19 virus, but HIV vaccination remains nonexistent. Maintaining behavior and refraining from free sex is a crucial effort (Haberer et al., 2021).

SMA Negeri 1 Sentani, one of the high schools in Jayapura Regency, has three specializations: MIA, IIS, and Language. Based on initial data collection at SMA Negeri 1 Sentani in February 2020, it is known that the number of students classified as teenagers is 1,145 people, consisting of 35 classes (Baaka et al., 2021). Based on cases that have occurred and are widely discussed by school residents, it is often the case that several children become victims of harassment under the pretext of joking; several people have been interviewed, and the answers obtained have similarities. The answer that follows is one of the representative answers from the interviews conducted: "There was a time when one of the teachers that kids often tell stories about liked to hit girls on their buttocks" (Y, interview, February 28, 2022). However, while laughing, "Ahh... that teacher is like that; he is just playing around, but once the teacher asked the student to have adult photos." (O, interview, February 28, 2022). For the perpetrator, sexual harassment that involves touching with a specific purpose is often treated as a joke.

Why does such violence occur? This is due to a flawed perception of women. The position of women in custom is lower than that of men, because women play a domestic role (Sangganafa & Hidayana, 2020). In addition, obedience is one of a woman's values; women are constructed to be under men's power (Widjojo, 2012).

With the development of the times, it should be easier for adults to teach something to children, but the problem is time and the limited use of media by adults. Media is a scourge for those belonging to this generation, the boomer and Generation Y; this is not without reason. Some of the teenage parents counted to date are those born at the end of the generation of baby boomers and the Generation Y era. Technology is not just about gadgets, not about mobile, because basically, technology is the media itself; it is just the media used by parents who were born at that time, baby boomers, or Generation Y, which is different.

According to Santyasa (2021), learning media can channel messages (learning materials) to stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve learning goals. Based on the problems above, the researchers want to develop an online-based sex education module. The work is done to increase awareness of the possibility that a person has a sexual orientation and awareness of the existence of sexual harassment that occurs in society.

Literature Review

Sex education

Karas and Elliot noticed that for years, people have been talking about sex education, but, surprisingly enough, the same questions are still being debated. Is it necessary to teach children about sex? When should instruction begin? Could you please clarify what should be explained and who would be the most suitable person to explain it? (Santayasa, 2021). The first thing to remember when adults try to talk to children about sex is that it is not something negative. Sex cannot only be understood as a biological aspect because sexuality is an integral part of humanity, and humanity lives, moves, and finds its essence in divinity (Borrong, 2006). Borrong (2006) also argued that sex is not just about biology. Sex was created to build a physiological, reproductive, psychological, social, and spiritual partnership between men and women. This approach means that sexuality can be seen narrowly as a biological relationship and reflects total human relationships (Borrong, 2006).

Sex education is generally divided into two. First, sex education is considered the same as information about the anatomy and physiology of human sex, about the dangers of venereal disease, and so on. Sex education is like *sex pay*; it only needs to be given to adults. Sarwono (2001) also saw sex education as the same as other education (religious education or Pancasila moral education), which contains values from the educator to the student subject. This means that sex education is not "barely" given; it is about social norms, what is common, and how to do it without breaking the rules (Sarwono, 2001). Kilmann (1981) wrote about the topic of sex education, but it caused quite a lot of controversy and emotion. As empirical evidence suggests that sex education is harmful or encourages sexual acts, radical conservative groups, religious fundamentalists, and uninformed parents have offered anti-sex education opinions. Those who think sex education should be a key part of schooling are not on the other side of the issue. In his writings, Hoyman revealed that family life and sex education are a cooperative effort by the home, school, church, and community to provide selected learning experiences and guidance for young people in school and outside about the needs, interests, problems, and goals that arise in life. Psychosexual development, especially as it relates to love, marriage, parenthood, and family life. It aims to help young people develop attitudes, values, goals, and practices based on sound knowledge that will enable them to express their sexual urges as a more constructive and less destructive force in modern democratic life (Hoyman, 1970).

Adults should see sex education not just as something taught in school to keep students out of trouble but as part of their preparation for a life of enjoyment. Adults need to move toward a more ecological-ethical approach to sex education. This will involve a greater consideration of the ecology of human sexuality as shaped by hereditary, environmental, and personal factors and forces. Another point of focus, which must be closely integrated with human sexuality, is behavioral ecology and sexual behavior. Hoyman (1970) also believed that another thing that needs to be focused on is the influence of feelings, attitudes, beliefs, situational factors, ethical and spiritual values and standards, and lifestyle on sexual morality. To do this, thorough teacher preparation is essential. Moreover, personal counseling services should be available to complement classroom discussions on sexual morality.

Sexual education module

Module B-3: Sex, sexuality, and sender

This learning module reviews sex, sexuality, and gender, which includes the meaning of these three terms (sex, sexuality, and gender). Often, people think that sex and sexuality are the same, but in this learning module, there is a section that explains the difference between sex and sexuality. Sexuality includes something bigger than just the genitals or what is often called sex. Sexuality includes components of human sexuality, aspects that influence human sexuality, and human development from children to adults, who are influenced by sexual development and discussions of sexuality. Like its contents, this module also talks about gender, which includes the differences between sex and gender, gender identity, and the roles of gender itself. Sometimes, people experience bias regarding gender, and they also face discrimination as a result. The subject matter cannot be separated from the conditions that influence the wrong application of gender and issues surrounding sexuality, which are influenced by gender issues in society.

Sexual perversion

Witnessing what is happening today would be unthinkable. Human sexuality, which was meant to be enjoyed, has suffered severe damage. The absurdity of human sexuality (Ojo, 2017) is visible in following areas:

- Homosexuality – Lesbian "Homosexuality—Lesbian refers to relationships between men or between women who experience an exclusive or dominant sexual attraction to people of the same gender. Homosexuality—lesbians have taken various forms over the centuries and in different cultures. Its psychological origins remain largely unexplained."
- Bisexuality—this is a situation where women and men are attracted to both genders. Such people are always referred to as ambisexual. These individuals are not concerned with gender and engage in sexual relationships with both men and women.
- Incest—this is any sexually arousing contact between family members. This may take the form of prolonged kissing, fondling of the breasts or genitals, mutual masturbation, or oral/vaginal/anal sex. There are widespread reports of incest between fathers and daughters; there are also sister incest cases, where several cases are reported. The term includes every family relationship imaginable, including stepparents. It is said to be a crime and punishable by imprisonment (Ojo, 2017).
- Bestiality—having sex with animals other than humans. The merging of nature and humanity is a common theme in myth. Reports indicate that approximately 8% of the men interviewed experienced orgasm, while about 3% of the women reported having erotic experiences during bodily contact with animals (Ojo, 2017).
- Fetishism – sexual arousal from an object detached from the human person. Fetishism is a reference to being erotically aroused by objects, such as worn articles of clothing, when they are separated from their owner's body. Partialism is a part of the body that has fetishistic qualities. For instance, the presence of feet in shoes can arouse a shoe fetishist.

Partialism works in much the same way, as there are men who are strongly aroused by women with large breasts but who are capable of sexual relations with women with small breasts (Ojo, 2017).

- Transvestites and Transsexualism – There are some people whose genetics or hormones do not match their anatomy. They may have a history of transvestism or cross-dressing (boys dressing as girls), and they may accept a feminine image of themselves. The conflict of transgender identity is deeper in the sense that the anatomical discontinuity of their identity results in the belief on the part of men that they are women trapped in men's bodies and on the part of women that they are men trapped in women's bodies (Ojo, 2017).

LGBT

The term "LGBT" is usually used as an abbreviation for the gay, bisexual, and transgender lesbian community. Transgender (or transsexual) is a term related to gender identity, or a person's sense of being male or female, male or female. The term gay usually refers to men who are romantically and emotionally attracted to other men. Lesbian (or gay woman) refers to women who are romantically and emotionally attracted to other women. Bisexual refers to someone who is romantically and emotionally attracted to both men and women (Farhan & Shakir, 2014).

LGBT people are subject to institutionalized prejudice, social pressure, social ostracism (even within the family), and anti-homosexual hatred and violence, and often internalize shame about their sexuality (King et al., 2003). The research of the mental health of lesbian, gay, and bisexual populations has been complicated by debates over the classification of homosexuality as a mental disorder during the 1960s and early 1970s (Bayer, 1987). "Homosexuality itself implies no impairment in judgment, stability, reliability, or general social and vocational abilities. Ultimately, LGBT people are as diverse as anyone else and in every community (Bancroft, 2004).

Methodology

The research method used in this research is a quasi-experiment. This quasi-experimental research was carried out by providing treatment to a group. Treatment of one of the groups was used to compare the results of the experiments. In this case, the control class is treated with expository learning, while the experimental class is treated with a sex education learning approach. The thing that the researchers want to compare in this experiment is the increase in knowledge about sex education among students who are in the teenage age group. Researchers also try to use quantitative data in planned research. The data referred to is expressed as amounts or figures that can be calculated statistically.

There are three variables in this research, namely sex education, sexual deviant behavior, and sexual harassment behavior. This type takes the form of numbers and percentages of several research indicators, such as

- a. Forms of information on the topic of sex education.
- b. The percentage of teenagers who receive sexual education at school.

This research was conducted at SMA Negeri 1 Sentani, namely, grade 10 students. This research was carried out for one month, namely June-July.

Result

Sexual deviant behavior

From the data the researchers received, it was found that four people answered "ever" involved in same-sex relationships, and three people answered that they had friends who were involved in same-sex relationships. Four people were found who were directly involved in same-sex relationships. In the process of research and direct communication via telephone, researchers found two people were bisexual, one person was homosexual, and one other person was a lesbian. In interviews conducted by researchers together with respondents, they were:

Respondents 1 and 2 are two female students who have had same-sex relationships. Respondents 1 and 2 are a lesbian couple, and these two female students were a couple about 7/8 months ago. In a confession, they said, "I previously had a boyfriend, but we broke up, and at that time, I was distraught, and (E.K.) was my friend. I have heard that he (E.K.) likes women, too, but I did not know he liked me." He is good; when he broke up with my girlfriend, he comforted me, and he was with me and also listened to my problems, whether they were related to my ex or the condition of my family." This statement is a confession made by Respondent 2 towards Respondent 1. Like respondent 2, respondent 1 also initially had a boyfriend (of the opposite sex), but as he grew up, he was abused by his mother's husband (stepfather). He was also treated like that. He received that from his ex; because of that kind of treatment, he ended up having hatred towards the opposite sex.

Respondent 3 is a student who exhibits personality traits or habits typically associated with women. I. D. F. often received discriminatory treatment even when he was in elementary school; this was because he did not look like men in general according to society's assessment, in this case, his habits. In a personal interview, I. D. F. admitted that he was more attracted to men. It is unclear, but in his confession, he said, "In the past, Mom and Dad wanted girls. I am the youngest of 4 siblings, and we are all boys, so my mom said they hoped I would be born a girl, but it is like this." Therefore, from the beginning, my mother often told me to go to the market, cook, iron, and clean the house. I did all the work they call women's work."

Respondent 4 is a female student who stated in her questionnaire that she tended towards lesbian behavior. She joined a football club that had same-sex relationships. It is known from her interview that she has had a relationship with someone (not a student from the same school as her) since 2019. There is no reason why she has same-sex-like behavior; it is just that in her narrative, since she was in junior high school (SMP), she has had an interest in other women, and this is not her first girlfriend because she previously had a girlfriend at the same football club.

In interviews with the four respondents, respondent 2 stated that he does not want to be in a same-sex relationship again; however, he still feels attracted to someone with a "tomboy" appearance. Despite this attraction, he has decided to avoid associating with women who exhibit masculine behaviors or personalities. In the interview results, three respondents

did not make any decisions based on the considerations they mentioned; one of these respondents, respondent 3, stated that he had often experienced gender discrimination and harassment from the opposite sex. They did not promise anything, but after exposure to the material they received, they realized that sexual deviant behavior was a threat to them in society. They realize the behavior is wrong and cannot be justified, but with the considerations explained, they need time.

Sexual harassment behavior

From the results of the questionnaire distributed by researchers, it was found that five people were victims of sexual harassment, 2 of whom experienced harassment at school from one of the teaching staff and another from the victim's peer group. Three of them experienced sexual harassment from the family/home environment, and the perpetrators included uncles, cousins, and stepfathers. Apart from the five victims, the researchers also found two respondents who stated that they knew the perpetrator of sexual harassment; the perpetrator was their peer, but in this study, the researchers did not have the opportunity to interview the perpetrator because he was not included in the research respondents.

In interviews conducted by researchers, the researchers asked the same question to all the victims regarding whether the parents of each victim knew about the incident, and five of the respondents said that they never told their parents about it; they considered that the incident would embarrass the victim. Mainly, because the three perpetrators were relatives of the victims, the other victims did not realize that they had experienced harassment until they attended sexual education classes. They realized that they had become victims of sexual harassment.

Descriptive analysis describes research data, including sample size, maximum value, minimum value, average value, and standard deviation. The results of the descriptive analysis of the sex education module using SPSS version 25 are depicted in the table below:

Table 1. *Descriptive analysis of sex education modules using SPSS*

	N	Median	Mode	Minimu m	Maximu m	Mean	Std. Deviation
Pre-test Experiment	15	67.5000	50.00	35.00	82.50	64.8333	12.69374
Post-test Experiment	15	97.5000	97.50	95.00	100.00	97.8333	1.85806
Pre-test control	15	60.0000	60.00	50.00	625.00	98.8333	145.81013
Post-test Control	15	65.0000	55.00	55.00	92.50	68.8333	11.08678
Valid N (listwise)	15						

The following explanation presents the results of the descriptive analysis. In this study, the researchers included 15 participants in each group, encompassing the experimental and control

groups. The minimum score for the sex education module is 35.00 for the experimental group and 50.00 for the control group before the action is carried out. The minimum value after the action is 95.00 for the experimental group and 55.00 for the control group. Meanwhile, the maximum value of the sex education module is 82.50 for the experimental group and 625.00 for the control group, which is before the action is carried out. After the action was carried out, the maximum value was 100.00 for the experimental group and 92.50 for the control group.

Furthermore, the average value of the sex education module was 64.8333 for the experimental group and 98.8333 for the control group, which was before the action was carried out. Mark's *means* after the action was carried out were 97.8333 for the experimental group and 68.8333 for the control group. The higher the *standard deviation* value, the more accurate it is. The table above shows that the more varied the item's values, the less accurate it is with the meaning, while the smaller the standard deviation, the more similar the items' values, or the more accurate they are.

Normality test

The normality test is part of the classic assumption test, which determines whether the residual values are normally distributed. A favorable regression model has residual values that are normally distributed. The basis for making decisions regarding the normality test includes the following criteria:

- a. If the sig value is > 0.05 , the residual value is normally distributed.
- b. If the sig value is < 0.05 , the residual value is not normally distributed.

Output interpretation

Table 2. *One-sample Kolmogorov-Smirnov test*

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		15
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.84926688
Most Extreme Differences	Absolute	.193
	Positive	.193
	Negative	-.183
Test Statistic		.193
Asymp. Sig. (2-tailed)		.138 ^c

- a. Test distribution is Normal
- b. Calculated from data
- c. Lilliefors Significance

Based on the normality test results, it is known that the Sig. $0.138 > 0.05$, so it can be concluded that the residual value is normally distributed. Because the research data is normally distributed, researchers can use *statistical parameters (the paired sample t-test and the independent sample*

t-test) to analyze research data. Based on the results of the data analysis carried out above, the researchers obtained several points to explain the data.

Sex education knowledge

Before the research was carried out, which meant that the module was used, the level of student knowledge regarding sex education, including deviant behavior and sexual harassment, could be described as a whole, with 30 respondents being at a low to medium level. If one or two individuals make up a significant portion of the 30 respondents, they demonstrate a high level of knowledge. However, from the data above, to measure differences, it turns out that the level of knowledge of respondents regarding sex education is from low to medium. In the data analysis by researchers, providing modules has significant value in increasing students' knowledge. It can be concluded that the use of sex education modules increases students' learning knowledge because it can be seen from the results that have been tested that there is a significant difference in the average use of sex education modules for students. Researchers pre-test the experimental group before and after implementing the sex education module.

Delivery of actions (usage of modules)

Sex education is a new subject for students and schools. Some of the lessons have themes that explain at least some things about "sex education," but this is something new when it comes to explaining the whole topic. The researchers did not put the results of the material questionnaire in this section. The material questionnaire was given to students to see whether they got new information and understood each material provided. The material questionnaire is made on a scale called the Guttman scale.

Method: pretest and post-test

It looks normal for that post-test, but for the experimental group, students feel unprepared when given a pre-test. Pre-tests and post-tests can help educators see whether the material provided is well-received. As explained in the previous chapter, there are tests and non-tests. Researchers prepare non-tests as evaluation material for students to see whether they can understand the material provided. Non-testing does not affect the results of the pre-test and post-test.

Conclusion

According to the results of research and discussion regarding the implementation of online-based sex education modules to increase knowledge of LGBT sexual deviant behavior and sexual harassment among adolescents at SMA Negeri 1 Sentani, Jayapura Regency, Papua, it can be concluded as follows:

First, providing sex education modules is very useful and practical and can be the first step in providing an understanding of sex education. The pre-test and post-test demonstrate the students' increased knowledge. The modules that have been implemented can be accepted

by schools, especially students. In the paired sample t-test, the results indicated that the modules had a significant impact on enhancing students' knowledge.

If the sig value is < 0.05 , it indicates there is a significant difference between the initial variable and the final variable. This significantly influences the treatment given to each variable. Based on the group that received treatment, a sig value was obtained. (2-tailed) Since $0.000 < 0.05$, it can be concluded that the use of the sex education module increases students' learning knowledge because of the results that have been tested. There is a significant difference in the average use of sex education modules for the pre-test experimental group (implementation of sex education module) and the post-test experimental group (implementation of sex education module). However, if the sig value is greater than 0.05, it indicates no significant difference between the initial and final variable; this indicates no significant influence on the differences in treatment given to each variable. Meanwhile, significant value was obtained for the group that did not receive treatment. The (2-tailed) significance value of 0.428, greater than 0.05, indicates no significant difference between the *pre-test* and *post-test* control group.

There are several suggestions from researchers: First, researchers see that it is best to provide face-to-face material, considering the existing considerations. The use of online media can still be effective, but it is hindered by obstacles such as network issues and electricity outages. Therefore, providing material offline at the meeting is recommended. However, advice for educators: teaching using digital media requires much consideration, both in terms of time, class, media, and perhaps also the students themselves; however, in the current era, educators must master digital media. Many obstacles will be experienced, but with continuous improvement and learning to develop, digital is the solution in this era.

Second, schools must start to be open to sex education. It is possible that in every school, there has been sexual harassment, both from educators towards students and between students. Sometimes victims do not dare to report the incident to the school because they have never heard whether it is open to these problems.

Third, for future researchers, if they want to develop this writing and research, the shortcomings of the researchers can be seen because one aspect that was not fulfilled in this research is psychomotor. If there are researchers who want to develop this research, the domain of skills is one of the suggestions from the researchers.

Disclosure statement

The authors declared no potential conflicts of interest.

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