



## Development of Islamic-Based Sex Education Module for Students

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### Abstract

Article entitled *Development of Islamic-Based Sex Education Module for Students at SMP IT Madani Payakumbuh*, by Yuliana NIM 20122014. The researcher is interested in taking this title because parents, children and teachers are currently facing serious challenges due to the rampant free sexual behavior and sexual violence against children. Children are not only victims, but also perpetrators of these conditions. The lack of knowledge of children about sex and low awareness of correct sexual behavior is caused by the absence of information from families and schools. This study aims to develop an Islamic-based sex education module so that children can recognize and protect themselves to avoid free sex behavior and sexual violence. The research conducted is an educational design research (EDR) with the Plomp development model. The test instrument was validated by 3 validators and 2 validators for practicality. Field tests were conducted on 50 students of SMP IT Madani Payakumbuh. The construct validity data analysis technique uses Aiken V. The results obtained from construct validity are 0.92 for the content aspect with very high validity, 0.72 for the media aspect with high validity, 0.89 for the language aspect with very high validity. The results obtained for practicality are 93.33 with a very practical value. The results of the field trial are 86.00 with a very effective category. Based on the data obtained, the developed module has been valid, practical and effective to use.

## Introduction

Children are a gift from God to their parents and must be educated and cared for so that they grow into good human beings (Al-Hasan, ND). One way parents can ensure that they receive the best education is through school. Children's education in Islam is an effort to prepare and shape children into useful and pious members of society (Risnawaty, 2023; Hasanah et al., 2022; Ubaidillah et al., 2024; Afiyah et al., 2024). This condition is in accordance with the general objectives of national education so that children have spiritual and religious abilities, good character, self-control, intelligence, and noble morals as well as the abilities needed for themselves, society, and the state (Law No. 20 of 2003).

Currently, children, parents, and teachers are going through many obstacles due to rampant sexual acts against children. They are not only victims but also perpetrators of this deviant disease. Rapid technological developments and the ease of the internet increase the risk of being targeted by pornography (Sharpe & Mead, 2021).

In Indonesia, 1 in 11 girls and 1 in 17 boys are victims of sexual violence (SNPHAR, 2018). Between 2011 and 2016, there were 1,465 children who committed sexual crimes and 1,965 children as victims (KPAI, 2016).

Islamic education seeks to prepare and shape children into useful members of society and pious human beings (Maidugu & Isah, 2024; Palinge et al., 2022; Moslimany et al., 2024). This

condition is in line with the goals of national education, namely that children have religious strength, self-care and self-control, personality, intellectual, emotional, moral, and skills needed by themselves, society, nation, and state (Simbolon, 2024; Maulyda et al., 2024; Barus & Rahayu, 2024).

Parents, children, and teachers go through many obstacles because of rampant sexual crime behavior. Children are not only victims, but also perpetrators of these conditions (Muhdar et al., 2025). Rapid technological developments, and easy information and internet access, increase pornographic objects (Ministry of PPPA, 2019). 1 in 11 girls and 1 in 17 boys in Indonesia are recorded as victims of sexual crimes (SNPHAR, 2018). In 2011-2016 there were 1,465 children committing sexual crimes, while as many as 1,965 children were victims (KPAI, 2016).

Education in Islam is an effort to prepare and shape children into useful individuals and pious human beings (Anwar et al., 2024; Komariah & Nihayah, 2023; Rodiyah et al., 2023). This condition is in accordance with the goal that children must have spiritual strength, self-control, religiousness, personality, intelligence, noble morals, and the competencies needed by themselves, society, nation, and state.

Nowadays, parents, children and teachers are going through many obstacles due to the rampant free sex and sexual violence against children. Children are not only victims, but also perpetrators of these conditions. The rapid development of technology and easy access to the internet increase the vulnerability to becoming objects of pornography (Owens et al., 2012; Coopersmith, 1998).

1 in 11 Indonesian girls and 1 in 17 Indonesian boys are victims of sexual crimes (SNPHAR, 2018). In 2011-2016, 1,465 children committed acts of sexual violence, while as many as 1,965 children became victims (KPAI, 2016). Sexual crimes against children via the internet and social media are a fairly high category of cases. As many as 365 children became victims of online prostitution and 833 cases of children were victims of pornography from social media (KPAI, 2016).

Based on preliminary research conducted at SMP IT Madani Payakumbuh, 8.14% of students have negative behavior that is contrary to Islamic teachings. The most negative behavior carried out by students is going out with the opposite sex 64.29% and holding hands with a boyfriend / girlfriend 35.71%. Furthermore, it was found that 2 students (1.16%) had been victims of sexual harassment such as: being hugged and kissed by people who were not their mahram. And 2 students (1.16%) had been perpetrators of sexual harassment such as: holding, hugging, or kissing the opposite sex.

From the initial data, it was found that 131 students of SMP IT Madani (76.16%) had insufficient knowledge. There were two questions that were often answered incorrectly by students, namely: there is no limit to the aurat between women and women (45.93%) and children are allowed to see their parents' aurat (50.00%). The aurat in question is a part of the body that cannot and should not be shown to others, including parents or children and the same sex (data processed by the researcher himself: 1/20/2024).

There are several things that cause sexual crime behavior in children, including low knowledge about sex, lack of supervision and parental role, children's curiosity, non-educational shows, and bad company. The use of online communication media also influences sexual crime behavior in children (Adhi, 2020).

Lack of knowledge and understanding of children about sexuality and lack of information provided by families and schools about correct sexual behavior (Hasiah, 2016). High sense of

will makes children investigate independently, resulting in misinterpretation of knowledge about sex (Suminar et al., 2012).

In Indonesia, sex education is still not perfect in providing complete sex education material to children. One of the obstacles to achieving this goal is the reluctance to talk about sex with children explicitly because society considers it taboo to talk about it (Hasiah, 2016). Other obstacles include the lack of preparedness of human resources, intellectual influence and policies. Teachers still need training and guidance to convey knowledge about reproductive health, sexuality, and HIV (BKKBN, 2012).

According to Abdullah Nashih Ulwan Sex education aims to introduce permissible behavior and behavior that must be avoided when children want to channel their natural desires and lusts. Sexual education for children is not teaching a child how to have sexual intercourse. Instead, it helps children recognize their gender, respect themselves, and behave according to their gender (Chomaria, 2012).

*Future of Sex Education* in partnership with three leading national sex education organizations, Advocates for Youth, Answer, and SIECUS, released the National Sexuality Education Standards (NSES) in 2012, which were updated in 2020. The goal of the NSES is to provide clear, consistent, and straightforward guidance on the content required for age-appropriate sex education for students (Moore et al., 2024; Padro, 2024).

The guide consists of the following seven topic areas: consent and healthy relationships, anatomy and physiology, puberty & adolescent sexual development, gender identity and expression, sexual orientation and identity, sexual health, and interpersonal violence. Since its initial publication, the NSES has become the standard for developing and implementing sex education in the US, and recent data indicate that over 40% of districts in the US have adopted the NSES.

Next, the module developed by the Ministry of Education and Culture together with Rutgers WPF Indonesia is entitled "Teacher Module: Reproductive Health and Sexuality Education for Adolescents with Intellectual Disabilities. The material provided in the module consists of comprehensive sexuality and reproductive health education for children with intellectual disabilities. This teaching module is distributed to teachers and national trainers (IN) by the National Supervisory Team for Reproductive and Sexual Health Education for Adolescents with Intellectual Disabilities (Hermawan, 2020).

We can conclude that currently there have been various sex education guides and modules used in the world of education. However, there is no guide that specifically discusses Islamic-based sex education for teenagers, especially in Indonesia.

Based on preliminary research conducted at SMP IT Madani, it can be seen that the lack of student knowledge about sex education causes some students to behave negatively that is contrary to Islamic teachings and some students become perpetrators and victims of sexual harassment. The lack of student knowledge is caused by the absence of specific guidelines for teachers to provide Islamic-based sex education to children.

For that reason, the researcher is interested in developing a module as a reference in providing Islamic-based sex education in schools, especially junior high school level. The preparation of this module will be based on Islamic perspective. This aims to make it easier for educators to deliver sex education material with the module. For that reason, the author tries to write a thesis entitled: "Development of Islamic-Based Sex Education Module for Students at SMP IT Madani Payakumbuh".

To make this research more focused, the research questions are limited to: 1) Testing the validity of Islamic-based sex education learning modules; 2) Testing the practicality of Islamic-based sex education learning modules; 3) Testing the effectiveness of Islamic-based sex education learning modules.

## Methods

The type of research used RnD development research. The research and development model is a research method used in producing a particular product and testing the effectiveness of the product (Sugiyono, 2012). In this study, the researcher will develop a product in the form of an Islamic-based sex education teaching module for children. The Plomp development model proposed by Tjreed Plomp, which consists of three steps, namely preliminary research, prototype making, and evaluation (Plomp, 2007). The target of this research and development experiment is students of SMP IT Madani Payakumbuh.

## Results and Discussion

### Preliminary Research Stage

Based on the needs analysis that has been carried out on grade VIII students at SMP IT Madani regarding student behavior and knowledge about Sex Education. The results obtained were several negative student behaviors and there were perpetrators and victims of sexual harassment. From the questionnaire, the cause of this was the lack of student knowledge about sex education, as well as the absence of comprehensive material provided to students. This is due to the lack of clear guidelines on what children are allowed and what they should not do to protect themselves and those around them. The lack of student knowledge is due to the absence of specific guidelines for teachers to provide Islamic-based sex education to children.

For this reason, a clear guide is needed for students to better understand and comprehend themselves, regarding what is allowed or not allowed to be done according to Islamic teachings.

Currently, a sex education module has been developed that is a reference for sex education in the world. One of them is The National Sexuality Education Standards: Core Content and Skills, K–12 (NSES) is a guide published by Future of Sex Education in partnership with three leading national sex education organizations, Advocat for Youth, Answer, and SIECUS. The purpose of NSES is to provide clear, consistent and straightforward guidance on the content needed for age-appropriate sex education for students (Future of Sex Education Initiative, 2020).

Next, the module developed by the Ministry of Education and Culture together with Rutgers WPF Indonesia is entitled "Teacher Module: Reproductive Health and Sexuality Education for Adolescents with Intellectual Disabilities. The material provided in this module consists of comprehensive reproductive health and sexuality education (PKRS) for adolescents with psychological disabilities. This module is intended for teachers and national trainers (IN) appointed in the National Supervisory Team for Reproductive Health and Sexuality Education for Adolescents with Intellectual Disabilities (Hermawan, 2020).

Based on several sex education modules that have been developed. However, Islamic principles have not been found in the module. The development of an Islamic-based sex education module for students is used as a solution to overcome this. Where this module combines general sex education with Islamic principles.

The author used several references in creating this module, including the book Child Education in Islam by Abdullah Nasih Ulwan in the book Child Development Psychology by Elizabeth Hurlock and journals related to sex education.

## Prototype Stage (Development or Prototyping)

### *Design*

This step is the initial stage in product development, namely the development of an Islamic-based sex education module. The purpose of this stage is to prepare a product design for an Islamic-based sex education module. The researcher designed 4 main discussions in the module, namely adolescence according to psychology, adolescent development, Islamic-based sex education and sexual problems.

Next, the design of the material is carried out from the sources mentioned by combining the material of General Sex Education and Islamic Sex Education. Next, in creating the module design, the author uses the Canva application with an interesting theme.

### *Formative evaluation*

After the module is completed and printed, a formative evaluation is carried out based on the first and second research problem formulations, namely the validation test and the module practicality test.

Sugiyono explained that validity testing is the similarity between data provided by researchers and data obtained from research subjects. Validity testing is to find out and measure whether a survey is valid. A survey is said to be valid if the statements in the survey provide information about the matters measured in the survey.

*Expert reviewan* assessment of the module developed by 3 lecturers of Islamic Religious Education at UIN Sjech M. Djamil Djambek and 2 teachers was carried out to test the practicality of the module that had been created.

Table 1. List of Validator Names

No	Name	Profession	Validation
1	Dr. Charles, S.Ag, M.PdI	Lecturer at UIN Sjech M.Djamil Djambek	Contents
2	Dr. Arifmiboy, S.Ag, M.Pd	Lecturer at UIN Sjech M.Djamil Djambek	Media
3	Eka Rizal, M.PdI	Lecturer at UIN Sjech M.Djamil Djambek	Language
4	Muhammad Rido	Islamic Religious Education Teacher at Madani IT Middle School	Practicality
5	Bunga Rindiyani S	Islamic Religious Education Teacher at Madani IT Middle School	Practicality

The presentation of test validity consisting of the material field, media field, and language field is analyzed in construct validity. Construct validity is analyzed using the index proposed by Aiken.

The results obtained from construct validity are 0.92 for the content aspect with very high validity, 0.72 for the media aspect with high validity, 0.89 for the language aspect with very high validity. Based on these data, the developed module has been valid in every aspect assessed.

Table 2. Content Validation Results

Rated aspect	Score	Category
Contents	0.92	Very high
Media	0.72	Tall

Language	0.89	Very high
<b>Average</b>	<b>0.84</b>	<b>Valid</b>

Practicality test of the module for the practicality of the module was obtained from the teacher response questionnaire. A practicality test was conducted on 2 PAI teachers at SMP IT Madani Payakumbuh. The results obtained for practicality were 93.33 with a very practical value. Based on these data, the developed module is very practical in every aspect assessed.

Table 3. Practical Results

No	Teacher Name	Items being rated		
		1	2	3
1	Muhammad Rido	4	5	5
2	The Flower of Rindiyani	5	4	5
	x	4.5	4.5	5
	y	5	5	5
	V	90	90	100
	<b>Overall average</b>			<b>93.33</b>

### Assessment Phase (Assessment Phase)

The effectiveness of teaching materials was conducted in a field test on 50 students of class VIII at SMP IT Madani Payakumbuh. The indicator of the module effectiveness trial was seen in students' knowledge and understanding. The results of the field test were 86.00 with a very effective category.

### Conclusion

The Islamic-based sex education module has been validated. The results obtained from construct validity are 0.92 for the content aspect with very high validity, 0.72 for the media aspect with high validity, 0.89 for the language aspect with very high validity. The results obtained for practicality are 93.33 with a very practical value. The module was tested on 50 students in class VIII. The results of the field trial were 86.00 with a very effective category.

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