

Puberty and Character Education Model in Primary School

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Abstrak

Pendidikan diupayakan untuk mengasah karakter peserta didik, melibatkan guru, orang tua, dan masyarakat. Guru dan orang tua masih kesulitan menyampaikan informasi terkait kesehatan reproduksi dan seksualitas. Penelitian ini bertujuan untuk memberikan model hipotesis pubertas dan pendidikan karakter untuk diimplementasikan di sekolah dasar di Indonesia. Metode yang digunakan dalam penelitian ini adalah survei online untuk guru dan pendekatan kualitatif untuk mengembangkan model hipotesis berdasarkan Health Belief Model. Pengumpulan data berupa kuesioner, wawancara dan/atau diskusi untuk memperdalam pernyataan responden. Analisis data menggunakan analisis deskriptif variabel dalam model. Hasil penelitian menunjukkan bahwa persepsi guru terhadap pengetahuan dan perilaku siswa sangat bervariasi. Akibat yang mungkin terjadi juga cukup serius. Manfaat yang dirasakan sebagian besar ditujukan kepada siswa. Hambatan yang dirasakan dan sebaliknya, termasuk sudut pandang guru dan fasilitas, meskipun karakteristik siswa yang sulit dikenali dan dikendalikan juga dianggap sebagai faktor yang dominan. Pendidikan pubertas yang dilakukan juga sangat sejalan dengan penguatan pendidikan karakter. Pendidikan pubertas sangat dianjurkan diterapkan di sekolah dasar di Indonesia.

Kata kunci: Karakter, Pendidikan Pubertas, Sekolah Dasar

Abstract

Education is sought to sharpen the character of students, involving teachers, parents, and the community. Teachers and parents are still difficult to convey information regarding reproductive health and sexuality. The study aims to provide a hypothetical model of puberty and character education to be implemented in a primary school in Indonesia. Methods used in the study were an online survey for teachers and a qualitative approach to develop a hypothetical model based on the Health Belief Model. Data collections are questionnaire, interviews and/or discussions to deepen the respondents' statements. The data analysis is use descriptive analysis of variables in the model. The result shows that teachers perceived the knowledge and behavior of students vary widely. The consequences that may occur are also quite serious. Perceived benefits are mostly pointed at students. Perceived barriers and vice versa, include the point of view of teachers and facilities, although the characteristics of students that are difficult to recognize and control are perceived as the dominant factor as well. The puberty education that is carried out is also very much in line with the strengthening of character education. It is highly recommended that puberty education be applied in primary schools in Indonesia.

Keywords: Character, Puberty Education, Primary School

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1. INTRODUCTION

Indonesia is currently experiencing a demographic bonus. The peak is estimated to be in the year 2030, but it needs to be anticipated so that the situation will become a demographic burden/disaster. The fulfillment of reproductive and sexual rights (especially the latest information according to the development of science) is needed by all levels of society at all stages of age, so it requires broad and far-reaching agreement and views in determining the limits and needs of a comprehensive program (Biccard, 2018; Nurfadhilah, 2019). Teachers should be good models for the students, in particular for students with special needs, the topic of puberty needs special attention. All of these research findings are important to be considered as topics discussed in the teachers' workgroups with the involvement of parents (Nurfadhilah, Utomo, Neolaka, et al., 2021; Rahmawati et al., 2018).

However puberty education is useful for increasing self-confidence because students will feel comfortable in themselves if they already know every part of their body and the

functions of these parts. Furthermore, the students will know what to do and what not to do. Eventually, the students will begin to learn to take responsibility for themselves (Krumm et al., 2016; Rocha et al., 2022). They also understand their gender roles, so that no one feels uncomfortable with what they have. The students will then accept every physical change experienced naturally and as it is. Especially when they begin the process of puberty, where physical and psychological changes experience the fastest stages compared to the period before and after (Gryczkowski et al., 2018; Krumm et al., 2016). Children will understand how to respond to these changes, so they will not feel strange, shocked, confused, and afraid when facing them. Moreover it can built children character.

Character is a source of and is sufficient for happiness. The implementation of character development education in Indonesia is not only the duty of the education sector but also the responsibility of all parties (Baharun, 2017; Bryan & Babelay, 2009; Herawann & Sudarsana, 2017). Education is sought to sharpen the character of students, involving teachers, parents, and the community (Ramdan & Fauziah, 2019; Zurqoni et al., 2018). It is difficult for some teachers and parents to convey information regarding reproductive health and sexuality (Nurfadhilah et al., 2020; Rahmawati et al., 2018; Utomo et al., 2020). Health workers and psychologists are needed to provide such information and services in schools. The critical period occurs as a teenager, so interventions must be carried out from childhood to prevent adolescent sexual behavior. The collaboration of various parties with integrated and sustainable programs is needed to ensure that all information (and services) needed by youth can be accessed (Dawson, 2018; Nurfadhilah., 2017). The previous research stages found misconceptions between teachers and students in puberty education (Utomo et al., 2020). The 2013 curriculum, on the other hand, places teachers as learning instruments, so they must have high creativity and innovation as well as be able to communicate and be role models for students. Puberty education in Indonesia is aimed at facilitating students to develop their self-concept and to perform sexual abstinence during their adolescence (Sabilla & Nurfadhilah, 2020; Srimulyani, 2013).

The availability and use of media is also an obstacle to the transformation of knowledge for students including in puberty education. Moreover, the stage of development of students is still concrete operations, it needs visualization, audio, and maybe media that can be seen, direct touch, etc (Nurfadhilah, Utomo, & Neolaka, 2021; Ziapour et al., 2020). So, educators must be creative to innovate learning media for students, so that it becomes fun and meaningful learning. Hypermedia (hyper content book) is one of the alternatives for future educational media. Previous research shows the effectiveness of hyper-content books in learning in Indonesia (Amin et al., 2020; Siang et al., 2019). Hyper content books are more interesting because they contain various types of teaching materials, not just printed texts and pictures. This type of book can also be developed by the teacher himself or herself so that the teacher in this case acts as a liaison to learning resources (resource linker).

One of the efforts was made by developing and publishing two hyper content books for elementary school teachers entitled Ready to Face Puberty and Recognize and Avoid Viruses (Nurfadhilah, Utomo, & Neolaka, 2021; Nurfadhilah & Utomo, 2021). An intervention strategy at the root of the problem is needed to plan a high-quality generation, in this case with a focus on puberty education and strengthening character education. The study aims to provide a hypothetical model of puberty and character education to be implemented in a primary school in Indonesia.

2. METHODS

This research uses the Health Belief Model (HBM) as the theoretical foundation. Study was conducted by an online survey of 112 teachers and health educators in Jakarta and surrounding cities. The data was followed up by online interviews and/or discussions to

deepen the respondents' statements. The development of a hypothetical model is carried out with some aspect such as strengthening character education, and puberty education conducted in Indonesia and worldwide as well as analyzing the qualitative data.

This questionnaire consisted of three parts. The first part consisted of 3 questions on demographic and targeted students/audiences and the second part consisted of 7 questions on puberty education experiences. The third part consisted of 8 questions that relevance of puberty education to character education (according to 5 values in the national curriculum). The questions were designed as multiple choices and open-ended questions which allows the respondent to explain the answer.

The data analysis is use descriptive analysis of variables in the model. The variables in this study including modifying factors, action, perceived threats for students, perceived students behavior, perceived benefits and barriers of puberty education. The result of descriptive analysis is supported with online interviews of respondents' statements.

3. RESULTS AND DISCUSSION

Results

Out of 112 responses collected from Google form, as many as 86.6% of respondents are female. The majority of respondents were <21 years old (76.8%) with the youngest at 19 years old and the oldest at 27 years old. Generally, respondents taught higher-grade students (70.5%) and the rest taught lower-grade students, certain subjects, or others. The latest data on the profile of teachers in Indonesia shows that female teachers in Indonesia are 61%, considering that there are 30-39 years old teachers in Indonesia (29%). It should be noted that puberty education can be carried out by all teachers, both those who teach certain classes and subjects. It also can be delivered by those who coach extracurricular activities and student organizations/activities. However, there are still teachers who consider puberty education to be taboo. So there are still misconceptions between teachers and students about puberty education. Result of desriptive analysis of variable is show in [Table 1](#).

Table 1. Descriptive Analysis of Variables in the Model

No	Variables	N	%
Modifying Factors			
1	Sex		
	Male	15	13.4
	Female	97	86.6
2	Age		
	< 21 year old	86	76.8
	>= 21 year old	26	23.2
3	Target Audience		
	higher-graders	79	70.5
	lower-graders and others	33	29.5
Action			
4	The Specific Topic of Puberty		
	definition and concept	30	26.8
	specific sign in girls and boys	56	50.0
	bio-psycho-socio problems	26	23.2
5	Methods used in Puberty Education		
	lecture	20	17.9
	interactive discussion	80	71.4
	case study, problem-solving, others	12	10.7

No	Variables	N	%
6	Media used in Puberty Education		
	book and worksheet	22	19.6
	picture, poster, leaflet, and booklet	15	13.4
	video and digital media	55	49.1
	others	20	17.9
Perceived Threats for Students			
7	Perceived Students' Level of Knowledge		
	meet the requirement	52	46.4
	threatened and seriously threatened	48	42.9
	unidentified	12	10.7
8	Perceived Students Behavior		
	safe and controllable	52	46.4
	threatened and seriously threatened	55	49.1
	unidentified	5	4.5
Perceived Benefits and Barriers of Puberty Education			
9	Perceived Benefits		
	improve the level of knowledge	37	33.0
	perform/strengthen students' self concept	15	13.4
	directing sexual abstinence	51	45.6
	others	9	8.0
10	Perceived Barriers		
	lack of competencies of the teachers	16	14.3
	irrelevant media available	23	20.5
	unidentified students' characteristic	56	50.0
	other	17	15.2
11	Perceived of Effect		
	improve curiosity and experimental behavior.	46	41.1
	able to perform sexual abstinence	45	40.2
	free to express sexual orientation	5	4.5
	other positive cognitive and affective effects	16	14.2

Modifying Factors

Modifying factors include socio-demographic characteristics (age, sex), socio-economic (work, income), and socio-psychological characteristics (personality, knowledge). These factors are also present in the process of civilizing and empowering character (character education); for example education, psychology, socio-cultural values, and experience, as well as legal and state foundations that determine noble values. The noble values are then intervened and habituated in the education, family, and community units with certain supporting devices.

Age and sex have a major influence on teachers' perception, especially regarding puberty education. While senior teachers tend to perceive it as taboo and vulgar to be delivered to primary school students, those who are younger mostly realize the urgent need for puberty education at earlier school age. Male teachers in some schools also have a higher concern about puberty education compared to female teachers. More than three-quarters of teachers provide puberty education to higher-grade students recently. The teacher was

relatively mindful of the earlier puberty phenomenon nowadays, some of their students (both female and male) got the first period (menarche) and wet dream in grade three or four.

Action

In this study, puberty and character education are specific behaviors that are part of an action group. The most common topics discussed were specific signs of puberty in girls and boys (50%), the rest also discussed the concepts and definitions of growth and development (26.8%), physical-biological and psycho-social problems at puberty, and life skills, communication skills, and development. The reaction of students when educators discuss or ask questions about puberty varies. Some respond naturally (normally), but some initially act negatively (confused, embarrassed, surprised). Many of them also gave positive responses (curious, interested, enthusiastic, comfortable, listening).

The most popular method was the discussion (71.4%). Respondents explained that during the discussion, students were allowed to express their opinions, while teachers and other students had to listen with full attention. This is very good for training assertiveness (the ability to convey ideas and feelings) and communication skills. Video becomes a popular medium of choice when delivering puberty education (49.1%). This can be related to the characteristics of millennial educators so that they are quite open and mastering communication and information technology and the digital world. Videos are considered to be able to describe and provide more concrete explanations and increase the interest of students. Research had proven students' interest in audio-visual media in the learning process. Some respondents still use books provided by the school (textbooks), but some think that the books available are not suitable. This situation was dealt with by using the method of sharing experiences, and it was responded to well by students.

All of the respondents agreed that puberty education falls together with the five character values. The first character value (religiosity) is aligned with puberty education, starting from simple things such as how to dress, behaviors that must be avoided (touching the opposite sex), how to bathe (cleaning self after menstruation or wet dreams according to the Shari'a), habituation/enforcement of worship, tolerance between fellow religious followers. Furthermore, the verses contained in the holy book must be used as a basis for praiseworthy behavior (good moral or akhlak karimah) and implemented in daily life. The value of this religious character includes three dimensions of relationship at once, namely the relationship of individuals with God, individuals with others, and individuals with the universe (environment). The value of this religious character is shown in the behavior of loving and maintaining the integrity of creation and by continuing to get closer to the Creator, having faith and piety, the discipline of worship, love of peace, tolerance, respect for differences in religion and belief, firm stance, confidence, cooperation between religious followers, and trust, anti-bullying, and anti-violence, as well as friendship.

Secondly, nationalism is shown through appreciation of one's own culture, providing an understanding of puberty as well as providing understanding and mutual care/prevention of sexual harassment. Other respondents stated that proper puberty education makes students able to think and carry out positive and healthy activities, and to realize that students play an important role as the nation's people/generation. Third, the value of independence is consistent with and strengthened by puberty education because it makes students know and understand for themselves, what they need, and what they should protect, and avoid for their growth and development. Other respondents stated that independent students have their autonomy and are not dependent on others. The implementation is by training the students to get used to cleaning their clothes so that when it's time for puberty, they are used to caring for and cleaning themselves. The next respondent stated that with puberty education the child's mind would be broader and the child's emotionality would be better, and more controlled

than before going through puberty. Students will have attitudes and behaviors that are independent of others and use all their energy, thoughts, and time (all potentials they have) to realize hopes, dreams, and ideals.

Fourth, puberty education has a relationship with the value of cooperation, because puberty education it is also taught how social maturity begins to form, the implication is that students have a sense of empathy, help each other, like to work together, and instill the perception that they cannot live alone. Other respondents stated that puberty education is implemented so that all citizens play a role in preventing forbidden and unhealthy sexual behavior. The impact of puberty education on strengthening the values of other cooperation, namely students having respect for others, being able to work together, being inclusive, being able to commit to joint decisions, consensus building, helping out, having empathy, and a sense of solidarity, anti-discrimination, anti-violence, and volunteerism.

Finally, respondents stated that the character of integrity includes responsibility, respecting individual dignity, and being able to be a good role model. Integrity is a value that underlies behavior based on efforts to make himself a person who can always be trusted in words, actions, and work, and has commitment and loyalty to human and moral values (moral integrity). Students have developed self-confidence and honesty towards others and themselves.

Discussion

The perceived threat is assessed by perceived vulnerability if a student's knowledge and behavior are poor. Besides, it is identified by the perceived severity of the effect of the low level of knowledge and behavior of the students as well. If these two things are perceived as high, then the threat is indicated as high, and vice versa. Many cases are reported through the media, one of which is the marriage of a female junior high school student (15 years) with her partner (17 years) in Central Lombok. This marriage cannot be registered at an official government institution because it violates the Marriage Law (Mukodi & Burhanuddin, 2015; Putranto, 2018). The reason for marriage is that during the Covid-19 pandemic the student was unable to carry out the learning process due to limited facilities. Economic conditions forced her to accept the marriage proposal, to reduce the burden on his grandmother who had been living together in deprived conditions (Andika, 2022; Rasyidin & Fitriani, 2021). Such cases have occurred in many regions in Indonesia. Moreover, in emergencies, especially natural disasters, the number of cases related to the adolescent reproductive health triad (sexuality, drug abuse, and sexually transmitted infections) increases significantly.

Respondents have varied experiences and perceptions about difficult situations related to puberty. Some felt that there was no difficulty when delivering the material, but not a few conveyed difficulties at various levels. This phenomenon may be related to the COVID-19 pandemic situation which requires learning to be carried out online and automatically all students must have internet access. A momentary view of this information is likely to be negative (vulnerable and severe) and therefore perceived as a threat. However, if seen from the positive side, this shows the trust of students in teachers because they dare to openly admit it, and this should be a golden opportunity to approach and educate students according to their needs of students. If this situation cannot be anticipated, it is very risky to the ability of students to maintain abstinence behavior, reinforced by previous research that proves this phenomenon (Abdulai et al., 2021; Nurfadhilah & Ariasih, 2019; Tindowen et al., 2017).

Nearly half of the respondents agreed that puberty education is beneficial in the formation of healthy and responsible behavior, namely abstinence. The benefits of puberty education were perceived by respondents as important to deal with adolescence (Amaliyah & Nuqul, 2017; Soesilo, 2021). Respondent stated that the psychological characteristics of the students showed the urge to seek who they were, but on the other hand, they were also

confused about their strengths and role. If the teachers continue to treat them as children, it may take a long time to identify (know) themselves. Puberty needs to be carried out optimally as an important moment that can be used as an awareness to change (Gustinah et al., 2020; Hidayati & Nurhafizah, 2022; Ramadhani & Syamsyudin, 2020). God will continue to provide that moment throughout life, depending on how we make it meaningful learning. Research has proven that adequate puberty education increases knowledge and behavior of abstinence (Kansiime et al., 2020; Ziapour et al., 2020).

The other obstacle to puberty education is the lack of competence of educators or the opinion that puberty education is only related to science subject teachers. Puberty education should be related to the inculcation of religious or social values in students, which should be the responsibility of all elements of educators, both teachers, and parents. Teachers and parents have an important role to play in puberty education (Robinson et al., 2017; Sukitman & Ridwan, 2016; Windiastuti & Syamsudin, 2019). The collaboration of various parties (including health professionals/educators) with an integrated and sustainable program is required to ensure that all information (and services) needed by youth can be accessed.

The implications of this study provide an overview related to aspects of puberty education needs to be applied in the learning process of primary schools in Indonesia. This study also introduces the hyper content teacher's handbook entitled, Puberty: Ready to Face and the development of a student book on puberty. Given the importance of puberty education, it is hoped that this research will be able to become a reference in the implementation of puberty education. This research is limited especially on process of data collection. Therefore, it is hoped that future research will be able to use more instrument and analysis in order to deepen and broaden the research.

4. CONCLUSION

The hypothetical model in this study describes the theoretical and practical basis of teachers' perceptions about the current situation of puberty and character education in primary schools. Age, gender, and various belief construct direct action in the form of education that is by the character values of the Indonesian nation as well as to prepare students to deal with puberty. Puberty education needs to be applied in the learning process of primary schools in Indonesia. Currently, there is also a hyper content teacher's handbook entitled Puberty: Ready to Face and the development of a student book on puberty. It is being implemented which will soon be implemented by the ministry of education and culture through the Center for Curriculum and Bookkeeping to ensure that puberty material is delivered at the elementary school level.

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