



## Altering Students' Online Information Seeking Behaviour Through Non-Formal Education Activity

Syauqy Lukman<sup>1</sup>, Susanne Dida<sup>2</sup>, Priyo Subekti<sup>3</sup>, Agus Rahmat<sup>4</sup>, Rosnandar Romli<sup>5</sup>

### Abstract

*Sex education or “reproductive health” in Indonesia is somewhat controversial due to the eastern cultural background that considers it as a taboo, particularly for teenage and/or adolescence students. Culturally, Indonesians believe that sex would come ‘naturally’ after marital institution. As the largest population of Islam country, there is also a cultural barrier from the society about sex education from the Islamic perspective.*

*BKKBN (State Ministry for Population and Family Planning) is responsible for providing information related to reproductive health towards Indonesian youth. Collaborating with BKKBN, as part of a community service of Universitas Padjadjaran, our team decided to held a small workshop on online sex education in a local high-school in Bandung, the capital of West Java. 45 students participated in this non-formal activity, in which students were given basic information related to seeking online information on reproductive health through a class talk, sharing session with peer educators, and playing thematic games with reproductive health messages.*

*Before the activity, students were asked to fill a pre-activity questionnaire and after the activity, they were given a post-activity questionnaire related to their online information seeking behavior and media preferences. This paper provides a description of the workshop while also providing descriptive data that illustrates the condition of the participants, based on the questionnaires.*

*Keywords: Reproductive Health, Indonesia, Online Information Seeking*

## 1. Introduction

### 1.1 Sex education in Indonesia

Unlike western education system that includes sex education as part of the formal/compulsory program, sex education or “reproductive health” (euphemism) in Indonesia is somewhat controversial due to the eastern cultural background that considers sex education as taboo, specifically for adolescence students [1]. Culturally, Indonesians believe sex would come ‘naturally’ after marital institution. As the largest country of Islam population, there is also a cultural barrier from the society about sex education from Islamic perspective [2].

Only few education establishments allow sex education by allocating their resources to conduct the process formally. The policy from the Ministry of Education of Indonesia is to allow sex education to be explained in classes through relevant subjects (e.g. Biology, Religious Studies, Sociology). Teacher are given freedom of the delivery process, provided with an abstract guideline on the topic [3].

The Youth, resort to self-teaching. It is a problem, since their references are pornographic matters, rather than resorting to more reliable/educative sources [4][5]. Most of the references related to sexual and reproductive health are obtained through online materials that includes porn sites [6]. Students believe they are currently not being provided with adequate information/education [7]; teachers are also somewhat varied in delivering sex education in classes [8].

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<sup>1</sup> Public Relations Program, Faculty of Communication Sciences, Universitas Padjadjaran, Indonesia

<sup>2</sup> Public Relations Program, Faculty of Communication Sciences, Universitas Padjadjaran, Indonesia

<sup>3</sup> Public Relations Program, Faculty of Communication Sciences, Universitas Padjadjaran, Indonesia

<sup>4</sup> Public Relations Program, Faculty of Communication Sciences, Universitas Padjadjaran, Indonesia

<sup>5</sup> Public Relations Program, Faculty of Communication Sciences, Universitas Padjadjaran, Indonesia



BKKBN (State Ministry for Population and Family Planning) is the government institution responsible for providing information on reproductive health towards Indonesian youth as it is stated as one of the main objectives of BKKBN [9]. Due to limited resources, BKKBN currently unable to provide adequate education/information on reproductive health for Indonesian Youth. [10]

The complexity of how teenagers interact with online media related to sexual matters has already been addressed, where various online platforms provide unique interactions with teenagers in respect to how they share and gain information [11]. Challenges of sex education on global perspective has also been discussed [12]. Problems found in Indonesia, currently also exist in other countries, where the urgency of sex-education in schools for adolescent is always up for debate [13] [14] and whether the content should be focused on the value related to reproductive health has also been discussed be addressed [15]. To have sexual-literacy is critical for everyone, including in Indonesia, sexual-literacy can be associated with better comprehension and behaviour [16]. BKKBN needs to address this matter, answering the demand of sex education for youth in Indonesia.

## 1.2 Problem Statement

Establishing a solid method in sex education always pose a challenge for educators. By practicing an informal class activity through discussion and games, this study attempts to offer an alternative method of sex education for high school students.

## 2. Methods

### 2.1 Action Research

Action research is the study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding. Action research in communicating and/or advocating health communication is considered to be an effective way to create change from the participants [17]. Collaborating with BKKBN, as a community service of Universitas Padjadjaran, our team held a small activity on online sex education in a local high-school in Bandung, West Java. 45 students participated in this non-formal event, in which students were given basic information related to seeking online information on reproductive health issues through sharing session from peer group educators discussing about online behaviour of teenagers. Participants were also asked to play thematic interactive games and role plays, with reproductive health messages.

### 2.2 Questionnaire for Pre-testing and Post testing

In order to gain insights related to participants' condition prior to and after the activity, two questionnaires were administered to provide an illustration on the participants' knowledge, attitudes, and behaviour related their online activities in respect to information related to sex-theme and reproductive health. It is quite common to use questionnaire to support action research in measuring change from the participant [18].

### 2.3 The Non-Formal Activity; Discussion and Interactive Games

This study employs techniques on sex-education that optimizes discussion with peer members and also playing interactive games such as role playing. The method is an adaptation from Card and Benner [19] in which they introduced several activities for conducting sexual health education for adolescents.

## 3. Results

### 3.1 Pre-Test

In the pre-test, the participating students were administered questionnaire that helps this study to identify their current knowledge, attitude, and particularly their online information seeking behaviour related to sex-related (reproductive health) matters. Table 1 provides insights on demographical data and general internet-related behaviour, while Table 2 provides insights on their online behaviour, particularly related to information seeking on sex-related topics.

Participants of this event were 10<sup>th</sup> and 11<sup>th</sup> grader at the 20 Senior High School Bandung. There were 22 male and 23 female students with an age range of 14 to 17 years old. Questions related to their general online behaviour corresponding to sex-related matters were provided in Q3, Q4, Q5, and Q8. Additionally, Q6 and Q7 provided an illustration on the students' current experience related to their sexual activity. Interestingly, 20 students admitted to have sexual experience, yet 21 students

responded on the type of sexual activity. It is quite logical for the students not being truthful in this kind of questionnaire. Although the questionnaires guarantee anonymity, students weren't quite assured in answering these types of questions.

Demography and Internet Behaviour (Number of people in Parentheses)					
1. Age	14 (3)	15 (21)	16 (20)	17 (1)	18 (0)
2. Sex	Male (22)	Female (23)			
3. Access Porn Sites	Yes (23)	No (22)			
4. Download Pornographic photos	Yes (10)	Never (35)			
5. Download Pornographic Videos	Yes (5)	Never (40)			
6. Experience in any Sexually Activities	Yes (20)	Never (25)			
7. Types of sexual activities	Kissing (4)	Necking (2)			
8. Frequency in Accessing Porn	Once a week (14)	Twice a week (5)	3-4 times a week (1)	5-6 times a week 3	6< per week

**Table 1 Demographics and General Internet-related behaviour**

On Table 2, we can see the students' online behaviour related to sex-related content. Questions Q9, Q10, and Q11 were given to provide a proper picture on the students' attitude towards online pornographic materials related to the sex education in school. Q12, Q13, Q14, Q15 attempts to illustrate the students' online behaviour particularly in the social media. Q16 provides an open-ended question that identifies their selections of online media for gathering information related to reproductive health.

Questions (n=45)	Strongly Agree	Agree	Slightly Disagree	Disagree	Strongly Disagree
9. Online Pornography affects sexual activities	12	17	3	3	10
10. Accessing online pornographic material due to the lack of Sex Education in class	11	5	14	6	9
11. Sex Education in class materials is adequately explained	2	9	14	17	2
12. Posting personal sexual content via social media	1	14	6	17	7
13. Allows sexual content of peers in social media	1	16	15	3	10
14. Likes sexual content of peers in social media	2	10	14	11	6
15. Have enough reproductive health information without accessing pornographic material	6	28	6	2	2
16. Websites for reproductive health information	Don't know (30), Google (13), Youtube (4), Bing (2), Brainly (5), Yahoo! (2), Wikipedia (3)				

**Table 2 Online Information Seeking Behaviour before activity**

### 3.2 Post-Test

After taking part in the 2-hour discussion and games that provide information on reproductive health, the participating students were administered a post-test questionnaire with some similar questions related to their online information seeking behaviour and some additional items. The result can be found in Table 3 below. There is a quite significant change based on the response of Q17, 18,19 indicating participants' behaviour after taking part in the activity related to online reproductive health information. This study also takes extra note on the additional question item Q21 with the responses indicating the respondents' willingness to discover more information related to reproductive health, without accessing online pornographic materials. In an overall sense, the participants also believe that the activity provides adequate information (Q.20), and BKKBN website, which was relatively unknown in Table 2, has become a reference for information on reproductive health (Q.22).

Questions (n=45)	Strongly Agree	Agree	Slightly Disagree	Disagree	Strongly Disagree
17. Posting personal sexual content via social media	1	2	16	16	10
18. Allows sexual content of peers in social media	1	6	15	13	10
19. Likes sexual content of peers in social media	1	0	13	15	20
20. The activity today provides adequate reproductive health information without accessing pornographic material	2	20	9	0	4
21. Will try to discover more on reproductive health without accessing pornographic material	6	31	5	1	2
22. Websites for reproductive health information	Don't know (20), Google (12), Youtube (4), Bing (2), Brainly (5), Yahoo! (2), BKKBN (11), Wikipedia (3)				

**Table 3 Online Information Seeking Behaviour after activity**

#### 4. Discussion

In this study, we argue that online behaviour related to reproductive (sexual-related topics) can be altered by this activity, which includes a discussion by peers and taking part in interactive games. Basically, high school students need sex education in some respects. The result of this study shows that the non-formal education method utilized by educating students' is somewhat effective in altering their attitudes and behaviour.

Participants of this activity can not represent the characteristics of Indonesian students, and the amount of time dedicated is far from ideal when compared to usual action research that allows a lengthy period involving participant for a change. Therefore, generalization should be taken in a careful and strict manner. As sex education is a sensitive topic, we cannot guarantee about the honest answers as it covered the sensitive issue i.e., recall bias. Participants may agree with statements as presented to them, especially when in doubt i.e., acquiescence bias and also social desirability bias.

#### 5. Conclusion and Recommendation

Sex Education must be introduced in the school. Students decided to gain information themselves using online media, unfortunately most of them resorted to pornographic materials. In a way, this is an indication that Indonesian youth are not being provided with adequate information on the matter. Non formal activity of having a discussion on sex matters with their peers and having the participants take part in interactive games have shown a positive change on the students' attitudes, preferences, and behaviours related to their online activities. By performing more tests and perfecting the method, we believe that this design can serve as an alternative for non-formal education activity that could answer the demand for sex education.

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