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AN ANALYSIS OF THE IMPLEMENTATION OF COMPREHENSIVE SEXUALITY EDUCATION IN SCHOOLS JUNIOR AND SENIOR HIGH SCHOOL

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ABSTRACT

Introduction: Through that conditions for the implementation of CSE in the world, we aimed to analyze the implementation of CSE in secondary school and provide recommendations to improve implementation of CSE. **Methods:** The method used in the research was a literature study using nine articles that had been selected based on inclusion and exclusion criteria which were then analyzed through assessment and critical evaluation. **Result:** The result of the literature review of 9 articles is that there us a significant relationship between comprehensive sexuality education with knowledge, attitude, self- efficacy, risk sexual behavior, condom use, and decision making in students in secondary school. In addition, there are also inhibiting factors in providing comprehensive sexual education, namely the lack of communication between parents and adolescent about sexual problems due to cultural taboo and shame. **Conclusions:** Comprehensive Sexuality Education is one effective strategy that can be done to prevent the negative impact of risky behaviors that are usually vulnerable to be experienced by adolescents. However, in the application of Comprehensive Sexuality Education, there are several factors that are quite important, namely communication, knowledge and perception, unsafe sexual behavior and STI. Therefore it is recommended to the government to make Comprehensive Sexuality Education into a curriculum in secondary schools. So that in everyday life the application of comprehensive sexuality education can be easily understood by the adolescent who are students in secondary school.

Keywords: *Comprehensive Sexuality Education (CSE), Secondary School*

INTRODUCTION

Adolescents are vulnerable to messages of conflict, provocative pornography, and information about sex, sexuality and relationships (Boonmongkon et al., 2019). The nature of teenagers who always want to try new things makes them vulnerable to falling into negative things. In addition, adolescence is a time when the development of the reproductive organs

begins. If adolescents have a low level of knowledge about reproductive health, it will cause various kinds of problems, both physically, psychosocially and socially.

The most of the sexuality education in secondary school only focuses on education about reproductive organs and explanations regarding the gender roles of men and women. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) advocated

comprehensive sexuality Education (CSE) to help young people make responsible choices in relation to appropriate sexual behaviour by acquiring the right scientific knowledge and skills according to their age and culture (UNESCO, 2021). The implementation of CSE is essential to enhance adolescent health because of increased sexual and reproductive health issues globally. They need the knowledge and skills to make informed decisions, especially in today's world of sexual ignorance, compulsion, violence, HIV, and unwanted pregnancy (Boonmongkon et al., 2019)(Mofokeng et al., n.d.).

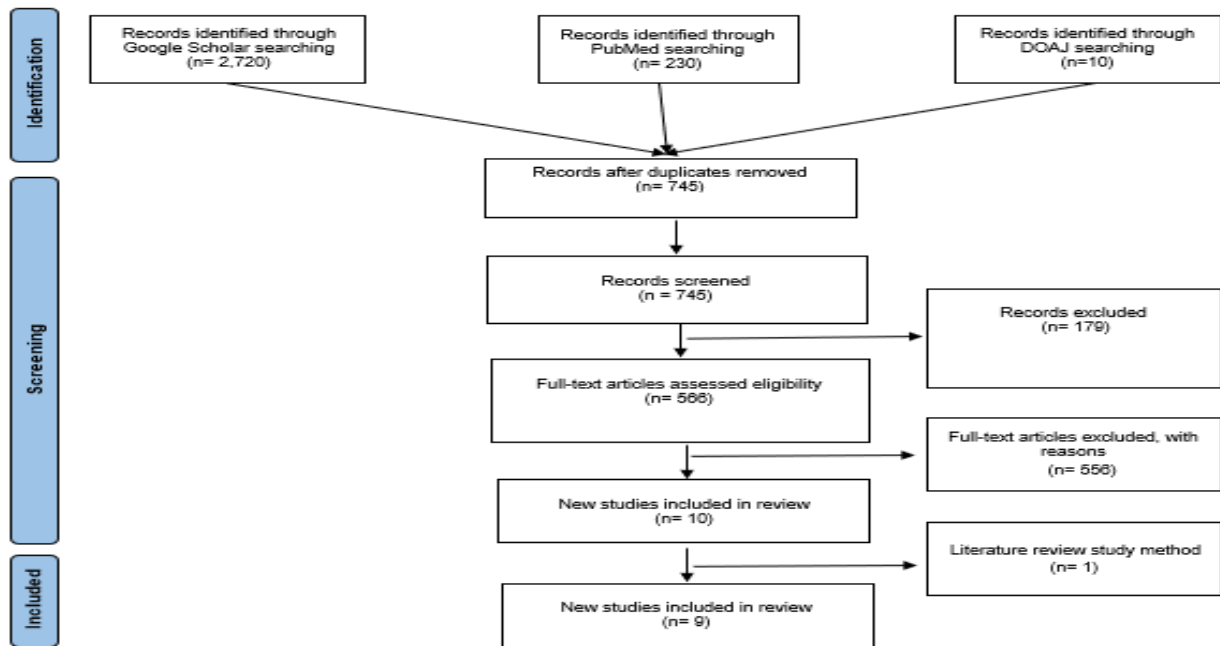
Based on the CSE status report in 2021, 85% of 155 countries indicated that they have some curriculum based on the policies or laws in each country. However, this report evaluated that curriculum were not enough to deliver sexual education. Approximately 28% adolescent taught they have obtaining sexuality education on their school. On the other hand, the report said that teachers were also provided with training, but many still did not feel confident to deliver sex education to students (UNESCO, 2021).

Through that condition, we can concluded that there is a difference between the real condition and the ideal condition that is hesitancy in talking about sex education among teachers due to the cultural and

religious context, non-integration of traditional sex education into comprehensive sexuality education, effectiveness facilitation among teachers, determining the appropriate age to start sex education and roles of stakeholders outside the school (Bonjour & Vlugt, 2018). This study aim to analyze the implementation of CSE in secondary school and provide recommendations to improve implementation of CSE.

METHODS

The method used in this article is a literature study, literature review is done by searching and screening references which then conduct analysis through assessment and critical evaluation of previous research on the analysis of the application of comprehensive sexuality education in secondary schools that published online. Literature search utilizes journal databases such as DOAJ, PubMed, and Google Scholar. Literature searches using the keywords: “comprehensive sexuality education”, “secondary school” and “comprehensive sexuality education in secondary schools”. Restrictions on the range of years are also carried out, namely literature published in the last ten years 2013-2023. After screening using inclusion criteria such as using English language, open access, and exclusion criteria such as Literature is not a literature review to obtain 9 literature that meet the criteria for analysis.



RESULTS & DISCUSSION

Author/ Year	Journal Title	Purpose of study	Target	Design Study	Results/findings
(Ayalew et al., 2014)	Adolescent-parent communication on sexual and reproductive health issues among high school students	This study aim to determine adolescent parent communication on sexual and reproductive health issues and associated factors among high school students in Dire Dawa, Eastern Ethiopia.	Adolescent in Ethiopia	Cross-Sectional quantitative and qualitative study	37% of students had ever discussed on at least two sexual and reproductive health topics with their parents. Of which, majority of student preferred to discuss with their peers than parent. Condom use during first intercourse was

					associated with having communication about sexual and reproductive health [AOR = 1.9, 95% CI: 1.0, 3.8]. Cultural taboo, shame and lack of communication skill were reasons that hinder communication between parent and adolescent about sexual matters.
(Miedema et al., 2020)	But is it Comprehensive? Unpacking the 'comprehensive' in comprehensive sexuality education	The aim of the review was to identify and understand core components and definitions of CSE.	Is a right based and gender focused approach to sexuality education	First step in the analysis consisted of consulting frequently cites guidelines and standards, such as those developed by UNESCO, UNFPA, IPPF and the sexuality information and education Council of the united states (SIECUS).	Four sets of core CSE components are identified, yet the analysis shows that the intended breadth of this type of sexuality education leaves considerable space for interpretation, with key concepts often remaining abstract. Furthermore, addressing the core elements of CSE and achieving its 'emancipatory

					' goals can work to exclude particular perspectives and subjectivities.
(Bonjour & Vlugt, 2018)	Comprehensive Sexuality Education Knowledge	Sexuality education aims to support and protect children and young people in their sexual development, for them to benefit from global innovations while being critical towards untrue, misleading (online) information and capable of handling contradicting messages on sexuality and relationships.	Children and young people targeted by the programme	Design activities that are context-oriented and promote critical thinking. Beside of studies have examined the effects of the design in terms of dose and session frequency.	Impact of studies on CSE, mostly short term evaluations, show mostly an increase knowledge, changing attitude, social norms, skills, and sexual behavior, sexual satisfaction, gender sexuality and acting within an informed consent is much more difficult to measure. There is also a lack on data of the impact of CSE on the long term. There is a strong need to demonstrate the results, benefits and impact of CSE in an evidence-based way. More knowledge is also needed on the impact

					of digital CSE and ways of successful and effective online learning.
(Huaynoca et al., 2014)	Scaling up comprehensive sexuality education in Nigeria: From national policy to nationwide application	We examined how Nigeria's nationwide programme was design and excuted. Beside of a brief description of how Nigeria planned and executed its programme, and more importantly, the key features of the scale-up strategy because the lessons learned from this experience can be appliedwidely. 19. Huaynocaet al.	Young people in Nigeria	Compariso n of pre and post interventio n surveys.	<ul style="list-style-type: none"> ▪ Increase in knowledge about STI, HIV/AIDS and family planning methods ▪ Improve attitude towards use of contraceptives and pregnancy prevention practices ▪ Increased in perceived self-efficacy for safe sex ▪ Increased reported consistent use of condoms ▪ Reduced at risk sexual behaviours following in the intervention ▪ Positive and supportive attitude towards sexuality education.
(Ph, 2022)	Sexuality Knowledge and Behavior Implications	<ul style="list-style-type: none"> ▪ To determine what female secondary school in the 	Young people in Nigeria	Field based activity that involves	As a result of sexuality education and awareness

	on the Academic Performance of Female Secondary School Students in Port Harcourt Metropolis in Rivers State , Nigeria	<p>study area think about sexuality education</p> <ul style="list-style-type: none"> ▪ To ascertain how the knowledge of sexuality education affects the academic performance of female secondary school students in the study area ▪ To examine how the sexual behaviour the academic performance of secondary school students in the study area. 		gathering information from a captive audience in order to represent a larger total. In order to conduct the research it is important to collect quantitative data, which can only be accomplished via the use of a survey approach.	campaign it was discovered that increased use of contraceptive and among female secondary school students influence on their behaviour and decision making
(Panchaud et al., 2019)	Towards comprehensive sexuality education: a comparative analysis of the policy environment surrounding school-based sexuality education in Ghana, Peru, Kenya and Guatemala	Aim to improve youth knowledge about preventive health care and health them avoid early and “irresponsible” sexual activities and exposure to HIV/STIs	Adolescent and young people in Eastern and Southern Africa	Qualitative research (interviews) between April and October 2015	Benefit from a policy environment that, if properly built upon by government, could lead to stronger CSE implementation in schools
(Millanzi et al., 2022)	The effect of educational intervention on shaping safe sexual behavior based on problem-	To enhance safe sexual behaviours among adolescents in Tanzania	Adolescents between 12 and 19 years in Tanzania’s mainland	A parallel randomized controlled trial (RCT)with a longitudinal design	54.9% of adolescents in the LBP (Lecture Based Pedagogy) group demonstrated

	based pedagogy in the field of sex education and reproductive health: clinical trial among adolescents in Tanzania			incorporating a multicenter approach from September 2019 to September 2020.	a significant intention to unsafe sexual behaviors against 26.3% and 30.9% of adolescents in the pure PBP (Problem Based Pedagogy) and Hybrid PBP groups respectively
(Boonmongkon et al., 2019)	Comprehensive sexuality education in Thailand? A nationwide assessment of sexuality education implementation in Thai public secondary schools	To assess implementation of comprehensive sexuality education (CSE) in Thailand public secondary schools, with a view to reveal its strengths and weakness.	8837 students and 692 teachers at 398 public secondary schools	Mixed methods study using a cross-sectional and semi-structured indepth interviews	Topics covered were broad, but emphasis was primarily on biology and negative consequences of sex, in particular preventing adolescent pregnancy.
(American Public Health Association, 2014)	Sexuality Education as Part of a Comprehensive Health Education Program in K to 12 Schools	To implement effective sexuality education programs that are developmentally and culturally of health appropriate, foster equality and respect, support the elimination of health disparities, sexual assault and intimate partner violence and	Young people in the United States or young people are at persistent risk for HIV/Sexually Transmitted Infections (STIs) unwanted pregnancy and violence.	Cohort and a randomized controlled trial with young adolescent.	Consistent findings from these reviews point to the types of programs that are more likely to demonstrate significant, positive effects and the reviews show that both content and teaching approaches matter. Besides of for instance, the importance of

		are based on sound science and proven principles of instruction.			gender and power was highlighted in a meta-analysis focusing on HIV/STI behavioral interventions for African American women.
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Based on result 10 articles was the last 10 years and have been analyzed, comprehensive sexuality education implementation analyst in secondary school. Based on research conducted by Ayalew, Mengistie and Semahegn, (2014) aimed to determine adolescent parent communication on sexual and reproductive health issues and associated factors among high school students in Dire Dawa, Eastern Ethiopia. This research shows is thirty seven percent of students had ever discussed on at least two sexual and reproductive health topics with their parents. Of which, majority of student preferred to discuss with their peers than parent. Condom use during first intercourse was associated with having communication about sexual and reproductive health [AOR = 1.9, 95% CI: 1.0, 3.8]. Cultural taboo, shame and lack of communication skill were reasons that hinder communication between parent and adolescent about sexual matters. And then there is Miedema, Le Mat and Hague, (2020) aimed to the review was to

identify and understand core components and definitions of CSE. This research shows is four sets of core CSE components are identified, yet the analysis shows that the intended breadth of this type of sexuality education leaves considerable space for interpretation, with key concepts often remaining abstract. Furthermore, addressing the core elements of CSE and achieving its ‘emancipatory’ goals can work to exclude particular perspectives and subjectivities. And then Bonjour and Vlugt, (2018) aimed to support and protect children and young people in their sexual development, for them to benefit from global innovations while being critical towards untrue, misleading (online) information and capable of handling contradicting messages on sexuality and relationships. This research shows is Impact of studies on CSE, mostly short-term evaluations, show mostly an increase knowledge. Impact of changing attitude, social norms, skills, and sexual behaviour, sexual statisfication, gender sexuality and

acting within an informed consent is much more difficult to measure. There is also a lack on data of the impact of CSE on the long term. There is a strong need to demonstrate the results, benefits and impact of CSE in an evidence-based way. More knowledge is also needed on the impact of digital CSE and ways of successful and effective online learning. Then Huaynoca *et al.*, (2014) aimed to We examined how Nigeria's nationwide programme was design and excuted. Beside of a brief description of how Nigeria planned and executed its programme, and more importantly, the key features of the scale-up strategy because the lessons learned from this experience can be applied widely. This research shows is Increase in knowledge about STI, HIV/AIDS and family planning methods, improve attitude towards use of contraceptives and pregnancy prevention practices, increased in perceived self-efficacy for safe sex, increased reported consistent use of condoms, reduced at risk sexual behaviours following in the intervention, positive and supportive attitude towards sexuality education.

Ph, (2022) aimed to determine what female secondary school in the study area think about sexuality education, to ascertain how the knowledge of sexuality education affects the academic performance of female secondary school students in the study area,

to examine how the sexual behaviour the academic performance of secondary school students in the study area. This shows the understanding of sexuality education aids in lowering the number of sexual partners among female secondary school students, as well as the rates of early, unwanted pregnancy which leads in the need for abortions. As a result of sexuality education and awareness campaign it was discovered that increased use of contraceptives. In the result it was discovered that the amount of sexuality awareness and education among female secondary school students in the study a substantial influence on their behaviour and decision making. Panchaud *et al.*, (2019) aimed to improve youth knowledge about preventive health care and health them avoid early and "irresponsible" sexual activities and exposure to HIV/STIs. This shows the lack of coordination between the education and health sector, that all four countries went through four periods in the evolution of their policy environment. Then, Millanzi, Osaki and Kibusi, (2022) aimed to enhance safe sexual behaviours among adolescents in Tanzania. This research shows is Adolescent sexually active where 44,8% of them initiated sexual intercourse by the age between 10 and 12 years. The end line findings showed that 54.9% of adolescent in the LBP group demonstrated a

significant intention to unsafe sexual behaviours.

Boonmongkon *et al.*, (2019) aimed to implement effective sexuality education programs that are developmentally and culturally of health appropriate, foster equality and respect, support the elimination of health disparities, sexual assault and intimate partner violence and are based on sound science and proven principles of instruction. This research shows is types of programs that are more likely to demonstrate significant, positive effects and the reviews show that both content and teaching approaches matter. Besides of for instance, the importance of gender and power was highlighted in a meta-analysis focusing on HIV/STI behavioral interventions for African American women.

Communication

Communication is one of the important factors in the application of sex education in adolescents. Communication between parents and children is part of the process of monitoring and supervision by parents of their children, especially if they are in the adolescent phase (Banowo & Maulana, 2021). Adolescents are individuals who are prone to being involved in risky sexual behaviour that will harm their health. Unwanted pregnancies and sexually transmitted infections are among the impact teenagers will face. Parents have the

potential to reduce risky behaviour and encourage adolescents to have healthy sexual development. This potential can be realized through communication regarding reproductive health and decision-making related to sexuality with adolescents (Ayalew *et al.*, 2014).

Comprehensive sexual education in schools often focuses only on delaying sexual intercourse, information about access to contraceptive services, and reproductive health. Therefore, a parent-based approach is considered an effective strategy for delaying sexual intercourse as well as reducing teenage pregnancy and the risk of sexually transmitted infections. Nonetheless, communication regarding sexuality between parents and children is still a controversial issue (Ayalew *et al.*, 2014). In Indonesia, communication regarding sexuality and reproductive health is considered a taboo subject to discuss, so it is very limited (Mekonen *et al.*, 2018). Most parents also feel uncomfortable talking about this topics with their children, so they prefer other, safer topics for discussion (Ayalew *et al.*, 2014).

Knowledge and Perception

Knowledge is important in improving Comprehensive sexuality education (CSE) in a country. CSE is defined as “a right based approach that seeks to equip young people with the knowledge, skills, attitudes and values they need to determine

and enjoy their sexuality, physically and emotionally, individually and in relationship". There is sound evidence about the benefits of CSE. It contributes to improved knowledge and attitudes about sexual and reproductive health. It can contribute to preventing early and unprotected sexual activity, rather than encouraging this, as feared by some. It can be delivered effectively even in resource constrained settings. One of the concerns raised by some people is that there are still many taboos. According to some people, talking about sexuality with their children is taboo. There was also a perception that providing sexuality education in schools could "give the wrong signal" to young people. (Huaynoca et al., 2014)

According to article de Castro, et al., 2018 shows that there is a relationship between CSE components and increased knowledge about HKSAR, positive attitudes towards sex and self-efficacy in condom use and communication. Then, a recent meta-analysis evaluated the effects of CSE on knowledge, attitudes and sexual risk behaviours in low and middle income countries. Students with knowledge of CSE one example such as HIV. They have more self-efficacy and waited longer to start sexual intercourse. In addition condom use was significantly higher among students gets CSE. (de Castro et al., 2018) According to

article tropis (2023) shows that there are five causes of conflict in implementing CSE there is culture and religion, non-integration of comprehensive sex education, inadequate facilities, determining the right age to start sex education and stakeholders. (Tropis, 2023)

Unsafe Sexual Behaviour and STIs

In the process of intervention related to CSE in adolescents, Problem Based Pedagogy (PBP) becomes more effective than the Lecture Based Pedagogy (LBP) method, namely in increasing the intention of adolescents to practice safe sexual behaviour. This is the effect of learning that begins with reproductive material by facilitating biological material and accompanied by psychological material through a learning style of problem introductions and then the learning process. The process of independent and small group learning is catalyzed with these learning theories and models, resulting in active learning and inquiry that produces behaviour. The prototyping process will ensure adolescents get sexual and reproductive health (SRH) subject matter according to age, in appropriate doses, frequencies, and times to enhance the development of intentions for safe sexual behaviour (Millanzi et al., 2022). Nigeria is one of the countries with increasing CSE which has an impact on Increase in

knowledge about STI, HIV/AIDS and family planning methods, improve attitude towards use of contraceptives and pregnancy prevention practices, Increased reported consistent use of condoms, Reduced at risk sexual behaviours following in the intervention, Increased in perceived self-efficacy for safe sex, and Positive and supportive attitude towards sexuality education (Huaynoca et al., 2014). In line with this research, Samaria et al. (2020) explained the application of CSE by conveying the basic concepts of culture and the dangers of free sex at the beginning of the learning process, then a more in-depth explanation of one of the effects of free sex, namely HIV/AIDS infection makes students satisfied with learning methods, these activities are carried out interactively and fun so as to stimulate students' enthusiasm to argue without shame or taboo on the topic of sexuality adolescents, especially the culture of free sex and sexually transmitted infections and resulting in increased knowledge of adolescents.

Coordination of The Education and Health Sectors

One of the things that determines the implementation of CSE in a country is based on the policies made by the government. One of these policies relates to the implementation of CSE in the education and health sectors. In the research (Panchaud et

al., 2019) these two things are discussed based on policy development trends; the current policy and legal framework for sexuality education; international commitments that influence CSE policy; the various actors involved in it form the CSE; and partnerships and coalitions of actors influencing CSE policy. The results show that from a policy point of view, there have been some problems, however. These problems include the absence of more specific technical regulations in each region, educational curricula that are not comprehensive in discussing CSE and impractical, inadequate partnerships, coalition building mechanisms among actors, and low monitoring and evaluation of the implementation of the CSE program.

Other problems were also found in the coordination in the education and health sectors which often showed inequalities in the implementation of CSE. For example, the CSE policy is more comprehensive in the health sector, but the same thing is not found in the education sector. Apart from that, the scientific article also explains that on the other hand, with the openness of a country towards CSE, the support of parents and students for CSE, the active involvement of community organizations in making policies has a positive impact on the implementation of CSE in a country.

CONCLUSION

Comprehensive Sexuality Education is one effective strategy that can be done to prevent the negative impact of risky behaviors that are usually vulnerable to be experienced by adolescents. Deep knowledge about sexuality can be realized through the implementation of Comprehensive Sexuality Education in secondary schools. In the application of Comprehensive Sexuality Education, there are several factors that are quite important, namely communication, knowledge and perception, unsafe sexual behavior and STI. So it is recommended to the government to make Comprehensive Sexuality Education into a curriculum in secondary schools, then for further researchers to conduct research related to the implementation of Comprehensive Sexuality Education in elementary schools and its impact on when the sample becomes secondary school students, as well as for the general public to pay more attention to the importance and usefulness of Comprehensive Sexuality Education.

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