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## Sexual Education Improves Students' Knowledge About Early Marriage Risks



<sup>CA</sup>Laily Prima Monica , Maria Ulfa , Ika Agustina , Wahyu Wibisono

STIKes Patria Husada Blitar, Indonesia

<sup>CA</sup>Corresponding Author

### Article Information

### Abstract

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Early marriage is not an easy thing, especially if it is done at the wrong age. According to the Central Statistics Agency (BPS), in 2020 the prevalence of early marriage aged 15 - 17 years was 15.40 percent in Blitar Regency, while in Blitar City it was 8.00 percent. Providing sexual education is one way to prevent early marriage. The aim of this research was to determine the effect of sexual education on students' knowledge regarding the impact of early marriage at Public Vocational High School 1 of Kademangan. The design of this research was pre-experiment with One Group Pretest-Post-test approach. The samples in this research was 48 respondents taken by total sampling technique. The research instrument used a pretest-Post-test questionnaire. The method of delivering sexual education was by lecturing session with power points. The data analysis used the Wilcoxon Test. The statistical test results showed that the p-value was 0.000 or <0.05, meant there was an effect of sexual education on students' knowledge regarding the impact of early marriage at Public Vocational High School 1 of Kademangan. It is hoped that the results of this research can be used as evaluation material and information to support increased knowledge of the impact of early marriage on teenagers which can be conveyed by institutions.

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✉ Correspondence Address:

STIKes Patria Husada Blitar – East Java, Indonesia

Email: [lailyprima06@gmail.com](mailto:lailyprima06@gmail.com)

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## INTRODUCTION

The majority of early marriage cases occur in underdeveloped nations like Southeast Asia and Africa. An estimated 42% of teenagers in Africa get married before turning 19. In the meantime, almost 10 million teenagers under the age of 19 are married in Southeast Asia. Many nations, such as Nigeria (79%), Kango (74%), Afghanistan (54%), and Bangladesh (51%), have high rates of early marriage. The rate of early marriage in Indonesia has decreased slightly over the past ten years, from 14.67 percent to 11.21 percent, or 3.5 percent. This indicates that around one in nine women between the ages of 19 and 23 still get married for the first time before turning 18. Law No. 16 of 2019, an amendment to Law No. 1 of 1974 concerning marriage, was issued by the Indonesian government in October 2019. In 2018, 11.21 percent of women between the ages of 20 and 24 got married before turning 18. The three provinces with the greatest rates of early marriage are West Java, East Java, and Central Java. (2020, Central Statistics Agency). Based on data from *BPS (Badan Pusat Statistik)*; the Central Statistics Agency of East Java Province, Blitar Regency shows that the prevalence of marriage at the age of 15-17 years is 15.40 percent in Blitar Regency, while in Blitar City the figure is 8.00 percent ([Badan Pusat Statistik, 2020](#)).

The current reproductive health education provided has not been optimal. It is not included in the school curriculum, as recommended by the WHO, due to the conflict between traditional Indonesian values and Western globalization, which is believed to have emerged with the introduction of reproductive health education. This has led to the emergence of the cases related to early marriage, as evidenced by the high number of out-of-wedlock pregnancies occurring between the ages of 15 and 18 ([Puspita et al., 2021](#)).

Early marriage remains a significant public health and social issue, particularly among adolescents. Based on the survey conducted in the working area of the Kademangan Community Health Center on November 10, 2023, it was revealed that approximately 10 minors had submitted applications for marriage dispensation,

with premarital pregnancy cited as one of the primary reasons. This discovery highlights the ongoing susceptibility of adolescents to risky sexual behaviours due to inadequate knowledge and education. Public Vocational High School 1 of Kademangan was selected as the research location because the majority of its students live within the Kademangan area. Moreover, the school is recognized as a Center of Excellence and is the only Public Service Agency of vocational school in Blitar. This institution plays a crucial role in influencing teenage behaviour through education, producing an average of 600 graduates per year who go on to work in different regions.

Regarding this phenomenon, offering sexual education is seen as a preventative measure to lessen the prevalence of early marriage. In order to raise students' awareness of the dangers of getting married young, the researcher is interested in putting educational interventions into place, especially through a structured approach to sexual education. The formulation of the problem discussed in this research was "Is sexual education affected the students' knowledge regarding the impact of early marriage at Public Vocational High School 1 of Kademangan.

## METHOD

The purpose of this research was to determine the effect of sexual education on students' knowledge about the impacts of early marriage. The specific objectives were to identify students' knowledge about the impacts of early marriage before receiving sexual education, to identify students' knowledge about the impacts of early marriage after receiving sexual education, and to analyze the influence of students' knowledge about the impacts of early marriage after receiving sexual education. This was pre-experimental research with a cross-sectional approach which investigated the correlation between maternal employment and the incidence of stunting in children. The population was 48 students of Public Vocational High School 1 of Kademangan class XI Department Of Computer And Network Engineering 1 and Department Of Online Business And Marketing. The sample was

48 taken by total sampling technique, which were all students of class XI Department Of Computer And Network Engineering 1 and Department Of Online Business and Marketing. The instrument of the research was a questionnaire to measure students' knowledge about the impact of early marriage. The questionnaire consists of 10 questions.

The research was conducted at Public Vocational High School 1 of Kademangan, Blitar Regency, East Java 66161. The research was conducted on Monday, May 27, 2024. The researcher used bivariate analysis to examine the

effect of providing sexual education on the impact of early marriage on grade XI Department of Computer and Network Engineering 1 And Department of Online Business and Marketing 1 students of Public Vocational High School 1 of Kademangan in 2024 by observing differences in scores before and after providing sexual education. Before conducting the hypothesis test, the researcher conducted a normality test to determine the level of normality of data distribution. The data scale of the variable was ordinal. The statistical test used the Wilcoxon signed rank test.

## RESULT

**Table 1.** The Distribution of respondents based on age, gender, information, and living with the parents.

	Characteristics	Frequency	Percentage
1	Age		
	17	34	71%
	18	14	29%
	Total	48	100%
2	Gender		
	Female	31	65%
	Male	17	35%
	Total	48	100%
3	Information		
	Yes	27	56%
	No	21	44%
	Total	48	100%
4	Living with Parents		
	Yes	45	94%
	No	3	6%
	Total	48	100%

[Table 1](#) shows that 34 responders (71%) were 17 years old. 31 responses (65%) were female. Furthermore, 25 respondents (52%) had never received information, while 45 respondents (94%) lived with their parents.

**Table 2.** The Tabulation of Students' Knowledge Before and After the Sexual Education

No	Knowledge	Pretest		Posttest	
		f	%	f	%
1	Good	5	12%	45	94%
2	Sufficient	33	68%	3	6%
3	Insufficient	10	20%	0	0%
	Total	48	100%	48	100%

The data above, prior to receiving sex education, 10 respondents (20%) had insufficient knowledge, 33 respondents (68%) had sufficient information, and 5 respondents (12%) had good knowledge. The findings reveal that the vast majority of respondents had sufficient knowledge.

After receiving the treatment of sex education, the result shows a high change; 45 respondents (94%) had good knowledge, 3 respondents (6%) had sufficient knowledge, nobody gets insufficient knowledge. The data shows that almost all respondents had good knowledge.

**Table 3.** The Analysis of Students' Knowledge on the Risks of Early Marriage

	N	Mean	Std. Dev	Min	Max	Sig.(2-tailed)
Knowledge Before Intervention	48	68.23	8.842	45	85	.000
Knowledge After Intervention	48	88.65	5.991	75	100	

The average value prior to the intervention was 68.23, while the average value following the intervention was 88.65, as shown in [Table 3](#) above. Therefore, the average value before and after the intervention increased by 20.42. The standard deviation, or range, of the average values before and after the intervention was 8,842 and 5,991, respectively, demonstrating the disparity between the two periods. Furthermore, a two-tailed sig value of  $0.000 < 0.005$  was also found, indicating that sex education is effective both before and after the intervention.

## DISCUSSION

### Students' Knowledge Before the Intervention of Sexual Education

Students' knowledge regarding sexuality education before the intervention was considered sufficient with 33 students (68%) rate. This was due to a lack of information received by 21 students (44%). The lack of information among the 44% of students, despite the overall group being rated as "sufficient" (68%), is a classic illustration of unequal access to reliable pre-existing knowledge prior to the research intervention. This deficit is most commonly rooted in socio-cultural barriers, such as parental discomfort, religious taboos, or community-wide stigma that prevent open and factual discussion of sexuality education. Additionally, the standard school curriculum may

have been inconsistent, delivered too late, or poorly executed by teachers who lacked training, creating significant educational gaps for this subgroup. This finding was in line with the previous research of Mahayani which stated that formal education and information influence a person's knowledge. Providing sexuality education can increase knowledge and change adolescent behaviour patterns to avoid early marriage or negative things ([Mahayani, 2021](#)). Research by Kantor and Levitz adds that sex education, which covers a wide range of topics, especially sex education, should be supported by parents. This sex education should also be included in school policy. Teachers should be able to implement parental trust in sex education for high school students, as it is important ([Kantor & Levitz, 2017](#)).

This was also clarified by other researchers which revealed that information, both through and without media, implementing early marriage prevention plays a significant role and has a positive influence on students' knowledge regarding sexuality education ([Fitriani et al., 2022](#)).

The result before the intervention revealed that 33 students (68%) had sufficient knowledge, this was because the demographic data showed that 21 students (44%) did not obtain enough information about the risks of early marriage. This was consistent with other studies which mentioned that information and formal education had an

impact on an individual's knowledge ([Mahayani, 2021](#)). Research by Vega indicates that better knowledge about the impact of early marriage, especially on adolescent girls, will certainly reduce the number of early marriages. This is because adolescent girls will think carefully before getting married, knowing the risks that may arise from marrying at an early age ([Vega et al., 2024](#)). This is further supported by research findings that one of the factors influencing adolescents' knowledge about the risks of early marriage is education ([Supriandi et al., 2022](#)). Teaching adolescents about sexuality might improve their understanding and alter their behaviour patterns to prevent early marriage or other undesirable outcomes. Research has also shed light on this ([Fitriani et al., 2022](#)), demonstrating that information about early marriage prevention—both through and outside of the media—plays a vital role and positively affects students' understanding of sexuality education. Based on the characteristics of the respondents, the majority were female and aged 17, falling into the late adolescent category. This is because late adolescence is characterized by the emergence of self-expression, selective peer relationships, the ability to express feelings of love, and the ability to think imaginatively ([Fitriani et al., 2022](#)). Given these characteristics, adolescents must be equipped with adequate knowledge to develop reasoning skills and facilitate the acceptance of information about preventing early marriage.

### **Students' Knowledge After the Intervention of Sexual Education**

[Table 2](#) shows that after receiving sex education, 45 students (94%) experienced a positive change in their knowledge, indicating an increase in their knowledge of sex education. This indicates that education significantly influences a person's knowledge. Knowledge is closely related to education, and it is expected that with a broader education, a person's knowledge will also expand. Therefore, it can be concluded that providing sex education to children from an early age can help prevent early marriage.

### **The Effect of Sexual Education to the Students' Knowledge on Early Marriage Risks**

It is obviously illustrated on [Table 3](#) that the average value prior to the intervention was 68.23 and 88.65 upon its completion of the intervention. This demonstrates a notable rise in the mean value of 20.42 before and after the intervention. This findings was in line with other research with the title “the Effect of Health Education on the Level of Knowledge of Adolescents About the Dangers of Early Marriage” which revealed there was a significant increase in respondents' average knowledge, as evidenced by the average Pre-test score of 41.51 and Post-test score of 76.51 as well as an increase in respondents' average knowledge ([Millenia et al., 2022](#)). Other researchers found that the paired t-test, with a value of 0.000 ( $P < 0.05$ ), showed a significant difference in students' knowledge levels before and after the intervention. This concluded that health education is effective in increasing adolescents' knowledge about premarital sexual behaviour ([Meylawati & Anggraeni, 2024](#)).

The results of the Wilcoxon Signed Rank Test statistical test on the pretest and post-test obtained a p-value of 0.000 or  $<0.05$ , so  $H_0$  was rejected and  $H_a$  was accepted, which meant there was an effect of providing health education using PowerPoint on students' knowledge about preventing early marriage. This research was in line with other study which discovered that the pre-test and post-test scores obtained a significant value of 0.00 or a p-value  $<0.05$ , which meant there was a difference in adolescent knowledge and attitudes before and after being given education through the lecture method using PowerPoint ([Choirunissa et al., 2023](#)). Research by Zubaidah states that sex education can help teenagers understand the principles of maintaining their physical and reproductive health. It also helps them build healthier and more positive social relationships ([Zubaidah et al., 2023](#)). Other research suggests that SAFE (Sex Education for Teenagers) training has an impact on adolescents. Posttest results showed that the experimental group demonstrated increased cognitive knowledge compared to the control group. They understood the risks involved and how to

address them ([Popy Sesilia et al., 2023](#)). This is in line with Fitri's research, which concluded that education level plays a role in early marriage in rural Indonesia. The higher the education level, the lower the probability of early marriage. This study recommends that the government target girls from an early age by providing more attention from the start of their education ([Fitria et al., 2024](#)).

The researchers had shown that providing a PowerPoint presentation and Q&A session to teach sex education was an effective strategy to disseminate information about health issues. The combination of a PowerPoint (PPT) presentation and a Question and Answer (Q&A) session is highly effective for explaining sexual education because it successfully addresses both the informational and emotional needs of the audience, especially regarding a sensitive topic. The PPT provides a structured, visual, and non-confrontational way to deliver factual content, such as anatomy, reproductive health, and risk prevention. Following this structured delivery, the Q&A session creates a safe and interactive space for participants to seek clarification on complex or sensitive issues and address their personal concerns without the pressure of public discussion during the lecture. This approach encourages two-way communication by giving people chances to actively interact. Adolescents' understanding of casual sex was found to be enhanced by the lecture and Q&A format ([Fitriani et al., 2022](#)). A person's knowledge will increase due to several factors, one of which is providing information. This information can be provided in several forms, including sex education. Researchers believe that increased knowledge is influenced by the provision of sex education. After being provided with information, the information conveyed can improve a person's knowledge and attitudes ([Rosalina, 2019](#)).

This research employs the lecture teaching technique which has the following benefits such as it is simple to utilize, can sway ideas, encourage critical thinking, and can be integrated with the audience and educator. Because the slides are repeated several times, research media like PowerPoint are particularly successful at addressing

a certain topic. This helps the audience comprehend, recall, and overcome challenges. It is strongly supported by previous research in educational psychology and multimedia learning. Studies confirm that the lecture technique is valuable for the efficient, structured delivery of foundational content, and when integrated with technology, its effectiveness significantly increases. Research aligned with Mayer's Cognitive Theory of Multimedia Learning (CTML) indicates that presenting information through both visuals (PPT slides) and narration (the lecturer's voice) optimizes learning, adhering to the Dual Coding Theory. This dual-channel approach enhances comprehension and retention because the brain can process information simultaneously via the auditory and visual pathways. Furthermore, the deliberate repetition and visual organization provided by the PPT slides, as noted in the research, directly aids in reducing cognitive load and facilitating the crucial processes of encoding and retrieval from memory, enabling the audience to better comprehend, recall, and subsequently apply the information to overcome challenges. Overall, the results of this study demonstrate that Early Marriage Prevention Through Educational Counseling can contribute to tackling early marriage and strengthening students' understanding. This research can serve as an example or method for early marriage prevention in other schools ([Afrizal & Arafah, 2024](#)).

## CONCLUSION

This research concluded that based on the Wilcoxon test, the results obtained  $p = 0.000$  with  $\alpha \leq 0.05$  which meant there was an effect of providing sexual education on students' knowledge regarding the early marriage risks.

## SUGGESTION

Collaborative efforts and participation between students and schools are needed to increase knowledge about sex education, particularly regarding preventing the impacts of early marriage. Future researchers are also expected to expand the literature and continue this research using different methods and develop more engaging educational

media, thereby increasing students' knowledge about the impacts of early marriage.

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#### CONFLICTS OF INTEREST

The authors declare that there are no potential conflicts of interest, whether financial or non-financial, that could have influenced the conduct, outcomes, or interpretation of this research.

#### AUTHOR CONTRIBUTIONS

Laily Prima Monica, Maria Ulfa, and Ika Agustina were contributed in the research design, data collection, and manuscript drafting. Wahyu Wibisono was responsible in the translation and publication of the manuscript. All authors approved the final version of the manuscript.

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