

**THE ANALYSIS OF SEX EDUCATION IN THREE
COUNTRIES (FINLAND, UNITED STATES AND INDONESIA)
AND ITS RELATION TO SEXUAL BEHAVIOR
AMONG ADOLESCENTS**



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Assalamu 'alaikum wr. wb.

Setelah melakukan bimbingan, arahan, dan koreksi terhadap penulisan tesis yang berjudul :

**The Analysis of Sex Education in Three Countries (Finland, United States, and Indonesia)
and Its Relation to Sexual Behavior Among Adolescents**

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MOTTO

“...Indeed, Allah will not change the condition of a people until they change what is in themselves...” (Ar-Ra’d verse 11)

Let’s not regret!

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Untuk Almamater tercinta

Program Magister – Pendidikan Islam

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ABSTRACT

The sexual revolution of the past half-century is arguably the dominant cultural revolution of modern times. Sex without commitment has dramatically increased the number of unwed births, abortion, and STIs among adolescents. Sex education hold an important role to prevent all those negative effects of hypersexualized society these days. Sex education has always been a controversial aspect of education. In some countries, talking about sex in public is taboo. There are pro and contra over sex education. “What should be taught”, “since when it should be taught”, “is it appropriate to teach it in the class”, are the frequently asked questions in all over the world. In western country, sex education aims to prevent unwanted pregnancy and sexual transmitted infections (STIs). In eastern country which is still hold a strong culture, norms, and religious values, sex is a sensitive topic so that it caused debates over it.

This is a descriptive qualitative research that aims to describe sex education in three countries, describe the appropriate degree of teaching sex education, and also to describe the relation of sex education to sexual behavior among adolescent. Data collected by documentation enriched with interview. The analysis data technique chosen in this research is interactive analysis by Miles Huberman which involves the following step: (1) data reduction, (2) data display, and (3) conclusion. These three steps occur at the same time, concurrent streams or activities so that it called interactive.

Research shows that sex education in Finland has been a mandatory course in schools since 1970. Sex education in Finland has become a compulsory subject integrated into other subjects such as biology/geography and as a stand-alone subject in health education. Sex education in the United States has two common approaches, which are abstinence-only education and comprehensive sex education. Both of approaches teach abstinence until marriage, but in comprehensive sex education students also provided with contraception. CSE realized that not all students can abstain. Sex education in Indonesia is still lacking. It is simply integrated into other subject and mostly talk about human reproduction system. Sex education in Indonesia has not been able to show its effectiveness to reduce teen pregnancy rates. Sex education is appropriate to be taught if it based on age-appropriate and need of students. Indonesian government and education figure with religious leaders and health figure should gather to discuss about comprehensive sex education to provide the right information about sexuality health based on age-appropriate and student need. Comprehensive sex education collaborating with religion values, Indonesian norms and culture assumed will be a good approach to teach sex education in Indonesia.

Keyword: sex education, sexual behavior, adolescent.

FOREWORD



Assalamu'alaikum Wr. Wb

Firstly, I would like to show my gratitude to Allah SWT for His mercy and guidance that my thesis entitled *The Analysis of Sex Education in Three Countries (Finland, United States, and Indonesia) and its Relation to Sexual Behavior among Adolescents* has been finished without obstacles.

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Yogyakarta, July 19, 2017

Researcher



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ABBREVIATIONS

AIDS	Acquired Immune deficiency Syndrome
ARH	Adolescent Reproductive Health
CSE	Comprehensive Sex Education
HIV	Human Immunodeficiency Virus
SIECUS	Sexuality Information and Education Council of the United States
STI	Sexually Transmitted Infections
STD	Sexually Transmitted Diseases
UNDP	United Nations Development Program
UNICEF	United Nations Children Education Fund
UNFPA	United Nations Fund for Population Assistance
WHO	World Health Organization

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CHAPTER I

INTRODUCTION

A. Background

The sexual revolution of the past half-century is arguably the dominant cultural revolution of modern times. In the hypersexualized societies of today's world, sex is everywhere.¹ Sex without commitment has dramatically increased the number of unwed births and greatly reduced a child's chances of growing up with two parents in a stable and loving family.² Because sex has profound consequences for self, others, and society, sex education is an important part of education.

Sex education has always been a controversial aspect of education and has endured numerous changes due to the dispute surrounding it. Thomas Lickona stated that: "...in all of values education, no topic stirs as much debate as sex education. Under that heading come the sensitive subjects...".³ And this is still happening until now. There are pro and contra over sex education. "What should be taught", "since when it should be taught", "is it appropriate to teach it in the class", are the frequently asked questions in all over the world.

There are strong arguments for investing in and implementing comprehensive sexuality education programs and for scaling these programs up. According to the 2011 UN Millennium Development Goals Report (UN,

¹ Thomas Lickona, "The Personal and Societal Consequences of the Sexual Revolution: The Elephant in Character Education's Living Room", Presented in *Jubilee Centre Conference*, Oriel College, January 7-9, 2016.

² Thomas Lickona, "Battling Pornography: The Power of Media Literacy and Character Development", Presented in *Character Education and Digital Lifestyle Conference*, Interaxion Group, Rome, Italy, October 20, 2016.

³ Thomas Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, (New York: Bantam Books, 1991), p. 348.

2011), nearly 23 percent of people living with HIV globally are under the age of 25. Young people aged 15 to 24 year olds for 41 percent of new infections among those aged 15 and older. Women represented a slight majority (about 51 per cent) of people living with HIV in 2009.⁴

In Finland, sex education has its own story. They have different fundamental views on sex education. Finland also other Europe countries consider the sexuality arises and development in adolescent as an important part of life. So that, they including the sex education as a compulsory subject in schools.

Each year, U.S. teens experience as many as 850,000 pregnancies, and youth under age 25 experience about 9.1 million sexually transmitted infections (STIs).⁵ Sex education is still on debates. Parents in the United States are more worry about the high rates of teen pregnancy, abortions, and the HIV and other sexual transmitted diseases (STDs). The increase of modern and persistent STDs caused health concern to resurface as an additional reason for teaching sexual restraint to America's youth.

In Indonesia, sex education also still on its limit. The debates over the appropriate or inappropriate if it is taught in public schools are the biggest reason. Religious views also thought that sex education do not need to teach. Indonesian students only receive a few information about sexuality, mostly is just about human reproduction system. In the area of sexuality, young Indonesians face a conflicting situation. On the one hand, their knowledge of sexuality is limited

⁴ UNESCO, *Comprehensive Sexuality Education: The Challenges and Opportunities of Scaling-Up*, (Place de Fontenoy, Paris: United Nations Educational, Scientific and Cultural Organization 7, 2014), p. 4.

⁵ Brigid McKeon, "Effective Sex Education", *Advocates for Youth*, 2006), p. 1.

because sex education is not formally given at school, communication between parents and children on the nature of sex is rare because of cultural, psychological, and communication problems and also because parents never had the experience of receiving this information from their own parents. Thus, most parents feel embarrassed to talk about sex with their children. Talking about sex in public is still taboo; at the state level, there is a strong belief that sex should be treated as a private matter and not a public concern.

Last year, sexual violence against students became a big issue in Indonesia. The case of Yuyun, who was allegedly gang-raped by 14 men while on her way back from school, has even led to calls for laws left languishing in parliament to be revived. But the case was not widely reported by local media until activists spoke out and her story became a social media cause.”⁶ And the more shockingly all the 14 defendants are still in around Yuyun’s age.

The next month, Eno 18 years old worker found raped and murdered sadistically in her dorm while the defendant is still 15 years old boy. These two examples should be our reminder, that “...*Sexual violence is an emergency issue in Indonesia, but most people don't care about it. We need to be together. If not, we won't find the way out,*” Kartika Jahja said.⁷

Many women and children are victims of violence. In 2014, the National Commission on Eradicating Violence Against Women reported 293.220 cases of violence against women. One obstacle that stands in the way to deal with these

⁶Christine Franciska, “*How a rape that was ignored angered Indonesia's women*”, in <http://www.bbc.co.uk/news/world-asia-36200441>, accessed June 10, 2016.

⁷ *Ibid.*

issues is the taboo to discuss matters pertaining to sexuality and violence in a direct way making many people reluctant to seek access to health services.

Teen pregnancy rates in Indonesian also high. Noted from suara.com website, the chief of BKKBN Surya Chandra Surapaty said that teen pregnancy rate in Indonesia is high, 48 per 1000 girls,⁸ Surya continued that:

*Angka ini masih jauh dari target Rencana Pembangunan Jangka Menengah Nasional (RPJM) 2015, dalam rangka menekan angka pernikahan usia dini yakni sebesar 38 per 1000 remaja. Bahkan yang tertinggi di Kalimantan Barat, 108 dari 1000 remaja dilaporkan telah hamil. Ini menjadi evaluasi kami dalam menjalankan program demi menekan angka pernikahan dini dan seks di luar nikah," ujar Surya pada temu media di Jakarta, Senin (4/4/2016).*⁹

High pregnancy rates directly proportional with high abortion and early marriage rates. An unwanted pregnancy caused by the –free-dating-style among youth and the limitless of sex education. Even though there was not valid data about abortions, as mentioned by SDKI (Survei Demografi dan Kesehatan Indonesia) in 2008, women who decided to get abortions in the big city are the teens between 15 through 19 years old.¹⁰

Indonesia included as the state with high early marriage in the world, takes the 37th place in the world, and the second highest position after Cambodia in Southeast Asia. Johns and Gubhaju in *Trends in Age at Marriage in Provinces of*

⁸ Esti Utami dan Firsta Nodia, “Angka Kehamilan di Kalangan Remaja Tinggi, BKKBN Ubah Strategi”, dalam <http://m.suara.com/lifestyle/2016/04/05/164816/angka-kehamilan-di-kalangan-remaja-tinggi-bkkbn-ubah-strategi>, Accessed October 10, 2016

⁹ *Ibid.*,

¹⁰ Utami Diah Kusumawi, “Tercatat Angka Aborsi Meningkat di Perkotaan”, dalam <http://cnindonesia.com/nasional/20141029111311-12-8642/tercatat-angka-aborsi-meningkat-di-perkotaan/>, Accessed October 10, 2016

Indonesia mentioned that early marriage frequently reflecting arranged marriage by family and unwanted pregnancy.¹¹

A massive determination of the media became one of the strongest factor that influenced adolescents behavior, in this case is sexual behavior context. Television, films, the internet, even songs often promoting about sexuality. The ads when accessing social media and messenger application such *blackberry messenger, instagram*, sometimes directing the user to another website which has a vulgar content. This research found that many “strip-comic” accounts in *instagram* clearly said that their accounts providing and exposing sexuality as their main theme, and the public could easily access those content, include “under-age” user. Unfortunately most of them seems act to ignorant about the *followers-age* they gain.

The Indonesian government had to facilitate sex education because parents did not have a comprehensive understanding of the topic so they could not inform their children adequately. Indonesian Child Protection Commission (KPAI) had proposed the inclusion of sex education in the school curriculum since 1999.¹² In 2015, the Constitutional Court of Indonesia (Mahkamah Konstitusi) rejected the request of including sex education into national curriculum.¹³ They stated that teaching about sex education will not stop teen pregnancy, sexual violence, etc.

¹¹ *Ibid.*,

¹² Liza Yosephine, “Sex Education Must be Taught in Schools: Child Protection Commission” in <http://thejakartapost.co./news/2016/05/26/sex-education-must-be-taught-in-schools-child-protection-commission.htm>, accessed July 16, 2017

¹³ Sri Lestari, “Pelajaran Kesehatan Reproduksi ditolak MK”, in http://bbc.com/indonesia/berita_indonesia/1015/15/121102_indonesia_pendidikanseks, accessed July 15, 2017

because those unwanted incidents can be also caused by the environment influences. Many of Indonesian people still have simply perception that teaching sex education is same that teaching children how to have sex. This incorrect mindset was not only prevalent among the public, but also within government branches.

These three countries seems facing the almost same problem in sex education. Adolescents are the next generation of every country, so that giving a proper education is the best way to prepare the best next generation. Preparing children and young people for the transition to adulthood has always been one of humanity's great challenges, with human sexuality and relationships at its core. In many societies attitudes and laws stifle public discussion of sexuality and sexual behavior – for example in relation to contraception, abortion, and sexual diversity.¹⁴

During adolescence, sexual feelings change and intensify. Those sexual feelings can add a vital dimension to the lives of adolescents, a dimension that has many positive elements. There can be those wonderful and intense feelings of being attracted to someone else, there can be great caring and great pleasure, and there can be the opportunity for growth that comes from an intimate relationship with another person. These positive elements should not be forgotten or ignored. Unfortunately, there can also be many negative consequences of adolescent sexual behavior. Some of them, such as feelings of exploitation, dissatisfaction, and guilt are not easily quantified. Sexual behavior among adolescents is a crucial issue to

¹⁴ UNESCO, "International Technical Guidance on Sexuality Education: An evidence-informed approach for schools, teachers and health educators", (France: UNESCO, 2009), p. iii.

prevent the failure of education. Many young people receive conflicting and confusing messages about sexuality and gender. So that researcher considers it is important to make a research about sex education, the degree of appropriate in sex education, and sexual behavior among adolescents in three countries include Indonesia.

B. Problem Formulation

Based on the background above, problem formulation on this thesis can be described as follows:

1. How is the overview of sex education in three countries?
2. How is the “appropriate degree” of sex education which provided in three countries?
3. What is the relation of sex education and adolescent sexual behavior in three countries?

C. Objective and Benefit

1. Objective

This research aims:

- a. To describe the overview of sex education in three countries
- b. To describe the “appropriate degree” of sex education which provided in three countries
- c. To describe the relation of sex education and adolescent sexual behavior in three countries

2. Benefit

The benefits of this research are:

a. Theoretically

- 1) Give contribution in the development of Education in Indonesian, especially related to sex education
- 2) Can be consideration in fixing and improving current educational conditions that are fundamental and actual.

b. Practically

- 1) This research is expected to increase the researcher's capacity in education, especially elated to sex education
- 2) The results of this research are expected to increase the scholarly reference of Postgraduate program, especially for the Islamic Education study program of Faculty of Tarbiya and Teaching, State Islamic University UIN Sunan Kalijaga Yogyakarta.

D. Research Scope

Research scopes on this research are:

1. This research is limited to education which provided in public schools
2. Sexual behavior in this context is shown by teen pregnancy rates and abortion
3. Adolescent in this research is youth who are in aged 10-19 year olds.

E. Literature Review

1. Mahfudz. 2010. *Thesis*. Islamic Education study program concentration Islamic Education, Postgraduate program of State Islamic University UIN Sunan Kalijaga Yogyakarta entitled "Pendidikan Seks dalam Kurikulum

PAI SMA”. This research focused on sex education as an effort to giving knowledge about physically, psychologically, and psychosocial changes as the effect of human developmental stages. This was a library research with theoretical framework the curriculum development with content analysis method. The results of this research that sex education could be taught in integrated subject such as Islamic Education which aimed the national curriculum goals.¹⁵

2. Pujiyarta. 2007. Undergraduate *thesis*. Kependidikan Islam study program, Faculty of Tarbiya and Teaching, State Islamic University UIN Sunan Kalijaga Yogyakarta entitled Method of Sex Education in puberty child in Islam (Studi of Dr. Abdullah Nasikh Ulwan Thought). This was a qualitative research with literature studies or library research. It focused on sex education according Abdullah Nasikh Ulwan, especially about phase and methods used to teach sex education to puberty child. This research concluded that sex education phase as mentioned Abdullah Nasikh consist four phases which are: (1) 7-10 year olds phase, (2) 10-14 year olds phase, (3) 14-16 year olds phase, and (4) above 16 year olds phase. Methods that used are with awareness, reminder, and fastening method.¹⁶

¹⁵ Mahfudz. Pendidikan Seks dalam Kurikulum PAI SMA, *Tesis*, (Program studi Pendidikan Islam konsentrasi Pendidikan Agama Islam Program Pascasarjana UIN Sunan Kalijaga Yogyakarta, 2010).

¹⁶ Pujiyarta, Metode Pendidikan Seks pada Anak Masa Pubertas dalam Islam (Telaah Pemikiran Dr. Abdullah Nasikh Ulwan), *Skripsi*, (Program studi Kependidikan Islam Fakultas Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta, 2007).

Different with those previous researches, this research will try to explain deeper about sex education and sexual behavior among adolescents in three countries which are Finland, United States, and Indonesia.

F. Research Methods

1. Research Design

This is a qualitative research with qualitative descriptive design. Qualitative research defined by Shank as a form of systematic empirical inquiry into meaning.¹⁷ Meanwhile Lincoln claimed that qualitative involves an interpretative and naturalistic approach: this means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret phenomena in terms of the meanings people bring to them.¹⁸

Qualitative research should begin with an idea (usually as a hypothesis), which then through numerical data, generates data and by deduction allows a conclusion to be drawn.¹⁹ A common feature of qualitative projects is that they aim to create understanding from data as the analysis proceeds. This means that the research design of a qualitative study differs from that of study that starts with an understanding to be tested, where

¹⁷ Sonia Ospina, *Qualitative Research*, (London, Thousand Oaks CA: SAGE Publications, 2004), p. 1.

¹⁸ *Ibid.*

¹⁹ Trisha Greenhalgh and Rod Taylor, "How to read a paper: Papers that go beyond (qualitative research)", *Education and Debate*, September 20, 1997, p. 1.

often the hypothesis literally dictates the form, quantity, and scope of required data.²⁰

Sandelowski stated that in qualitative descriptive research, researcher tends not to penetrate their data in any interpretative depth. Qualitative descriptive designs tend to eclectic methodologically and are based on the general premises of constructivist inquiry.²¹ Qualitative research aims to produce rounded and contextual understanding on the basis of rich, nuanced and detailed data.²²

2. Approach

In this research will use educational psychology approach. Educational psychology is defined as that branch of psychology that is concerned with the study of the mental processes and behaviors associated with human learning and instruction. Educational psychology study the nature of learners and learning, the characteristics of effective teaching, and how the nature of classrooms affects learning.²³

3. Research subject

- a. Primary source

²⁰ SAGE Publications “Qualitative Research Design”, in http://sagepub.com/sites/default/files/upm-binaries/13172_Chapter4.pdf, p. 73.

²¹ Qualitative Descriptive Studies, in <http://downloads.lww.com>, accessed July 18, 2017

²² Jennifer Mason, *Qualitative Research*, (London, Thousand Oaks CA, New Delhi : SAGE Publications, 2002), p. 3.

²³ Thomas Fetsco and John McClure, *Educational Psychology: an Integrated Approach to Classroom Decisions*, (Boston: Pearson, 2005), p. 2.

- 1) Federal Centre for Health Education (BZgA), World Health Organization, and UNFPA, “Sexuality Education: Policy No. 1”, (Germany: BZgA, 2015)
- 2) Karolina Beaumont and Marcia Maguire, “Policy Department C - Citizens' Rights and Constitutional Affairs”, (Brussels: European Parliament, 2013)
- 3) Dan Apter, “Recent Development and Consequences of Sexuality Education in Finland”, in BZgA, Forum Sexuality Education and Family Planning: A Series of Publication from the Federal Center for Health Education, (Frankfurt: BZgA Department Sexuality Education, 2011)
- 4) Osmo Kontula, “The Evolution of Sex Education and Students’ Sexual Knowledge in Finland in the 2000s”, Sex Education Journal Vol. 10, No. 4, November 2010
- 5) Raili Välimaa et. all, “Finland: innovative health education curriculum and other investments for promoting mental health and social cohesion among children and young people”, (Finland: University of Jyväskylä, 2007)
- 6) Kathrin F. Stranger-Hall and David W. Hall, “Abstinence Only Education and Teen Pregnancy Rates: Why We Need Comprehensive Sex Education in the U.S.”, PLoS ONE Journal, Volume 6 Issue 10, October 2011
- 7) Chris Collins, Priya Alagiri, and Todd Summers, “Abstinence Only Vs. Comprehensive Sex Education: What are the Arguments? What is the Evidence?”, (University of California: San Francisco, 2002)

- 8) John Santelli, et all., “Abstinence and Abstinence-Only Education: A Review of U.S. Policies and Programs”, *Journal of Adolescent Health* 38 2006
 - 9) Thomas Lickona, “Educating for Character in the Sexual Domain”, *Peabody Journal of Education*, 2013.
 - 10) Iwu Dwisetyani Utomo, *Adolescent Health Reproductive in Indonesia: Status, Policies, Programs, and Issues*. POLICY Project, 2003
 - 11) Annual Report, Rutgers WPF Indonesia, 2014
- b. Secondary source
- 1.) Thomas and Judy Lickona with William Bordeau, *Sex, Love, and Sex, Love, and You: Making the Right Decision*, (Notre Dame, Indiana: Ave Maria Press, 2003)
 - 2.) Thomas Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, (New York: Bantam Books, 1991)

4. Collecting data method

Collecting data methods on this research is documentation. Documentation is acknowledging sources that we have used in our research. Documentation begins as soon as researcher starts researching, and it continues throughout the writing process such as drafting, revising, and editing. Therefore, researcher need to maintains a careful record of sources that used and the exact material which taken.

5. Data Analysis

In this research, took Miles Huberman – interactive analysis to analyze the data. Interactive analysis has three steps: (1) data reduction, (2) data display, and (3) conclusion. These three steps occur at the same time, concurrent streams or activities so that it is called *interactive*.²⁴ Components of data analysis interactive model, shown in this figure below:

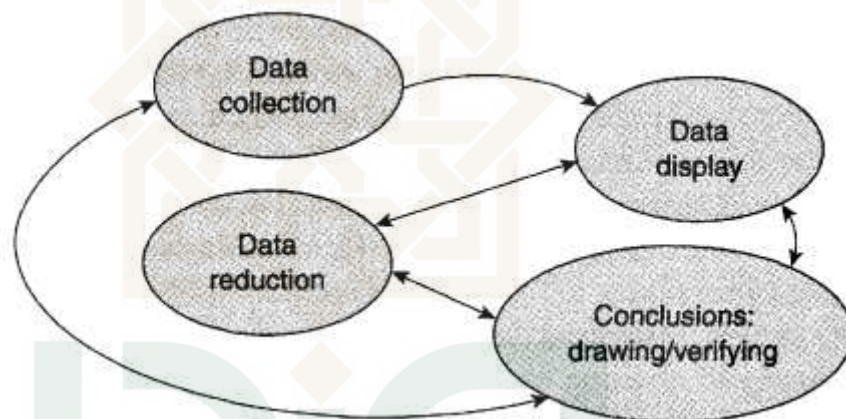


Figure 1. Miles & Huberman Interactive Analysis

1) Data reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the ‘raw’ data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project.²⁵ In the early stages, it happens through editing, segmenting, and summarizing the data. In the middle stages, it happens through coding and memoing,

²⁴ Sri Sumarni, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Fakultas Tarbiyah dan Keguruan UIN Sunan Kalijaga, 2010), p. 144.

²⁵ Miles, M. B. & Huberman, A. M. *Qualitative Data Analysis: A Sourcebook of New Methods*. (California; SAGE publications Inc., 1984), p. 21.

and associated activities such as finding themes, clusters and patterns, in the later stages, it happens through conceptualizing and explaining, since the developing abstract concepts is also a way reducing the data. In the need to reduce data, qualitative analysis is not different from quantitative analysis.

2) *Data display*

The second major flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text.²⁶ Data displays organize, compress and assemble information. Because qualitative data are typically voluminous, bulky, and dispersed. Displays help at all stages in the analysis, since they enable data to be organized and summarized, they show what stage the analysis has reached and they are the basis for further analysis.

3) *Drawing and verifying conclusion*

The third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over. Conclusion drawing is only half of the procedure. Conclusions

²⁶ *Ibid.*

are also verified as the analyst proceeds. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their 'confirmability' (validity). Otherwise, we are left with interesting stories of unknown truth and utility.

G. Systematic Discussion

Systematic discussion in this thesis divided into five chapters. Each chapter consists sub-discussion which explaining the main on its chapter.

In chapter I, describing the general overview which separated into background research, problem formulation, aims and purposes of the research, literature review, research method, and systematic discussion.

In the Chapter II, would be discussed about theoretical base. This is one of important part on this research. Theoretical base mostly talks about theories which play as a basic tool before analyzing all the data.

In the third chapter of this thesis, general overview about three countries (Finland, United States, and Indonesia) would be discussed briefly. Include the system of education they have.

The fourth chapter or the main and the most important part of this thesis, contains result and discussion. Results and discussions would be written deeply and widely. The last part of thesis, chapter V would be written the conclusions. Conclusions are the final answers of the problem formulation.

In the end of this thesis would be written about the references which are used, some of important attachment also would be presented as well.

CHAPTER V

CLOSING

A. CONCLUSIONS

Primary goals of sex education is to help young people build a foundation to mature into sexually healthy adults by assisting them in understanding a positive view of sexuality, providing them with information and skills for taking care of their sexual health, and promoting youth to make sound decisions now and in the future. Based on the explanation and analysis of research result which is proposed in the previous chapters, it is drawn a conclusion as follows:

1. It is assumed that sexual behavior of adolescents in these three countries, Finland, United States, and Indonesia is the results of existing education.
2. “Appropriate-degree” each country different depends on age, religion, norms and culture. Age-appropriate sexuality education can increase knowledge and contribute to more responsible sexual behavior
3. The sexual behavior of adolescents in these three countries, Finland, United States, and Indonesia is not merely the outcome of formal education, but it is highly realized by researcher that there are other factors that influencing the normative sexual behavior in each country.
4. Need further research of the factors that affect the normative sexual behavior of adolescents and vice versa.

B. SUGGESTIONS

1. In Indonesian context, Indonesian government and education figure with religious leaders and health figure should gather to discuss about comprehensive sex education to provide the right information about sexuality health based on age-appropriate and student need. Comprehensive sex education collaborating with religion values, Indonesian norms and culture assumed will be a good approach to teach sex education in Indonesia.
2. Islamic teaching through the Qur'an and Hadits provide much information that relate to sex education, so that Islamic educators have to use it as an advantage to teach a more comprehensive sex education that can prevent adolescents to do the bad.

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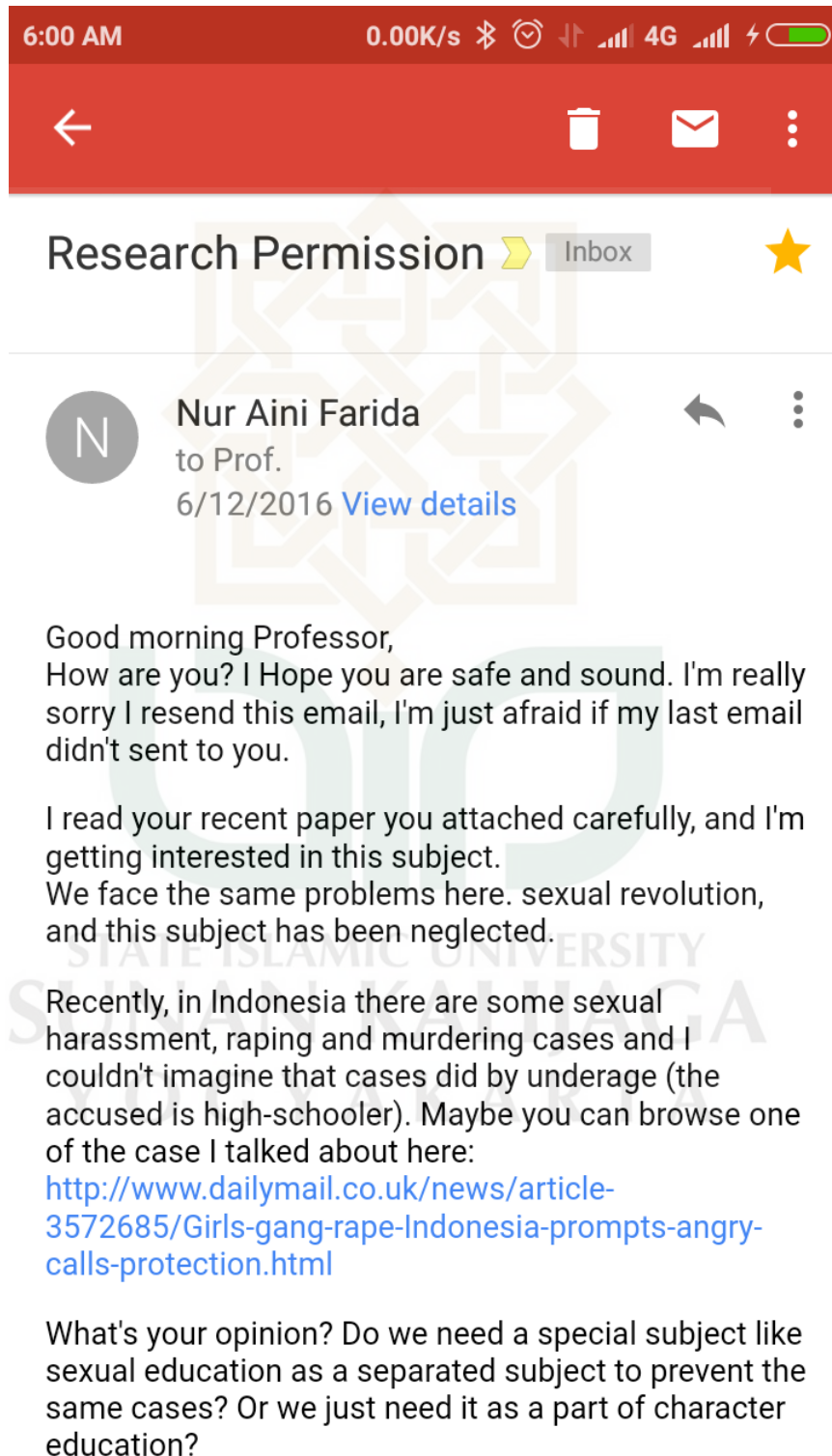
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ATTACHMENTS

Interview with Thomas Lickona



6:00 AM 0.00K/s 4G

Research Permission Inbox ★

 Nur Aini Farida
to Prof.
6/12/2016 [View details](#)

Good morning Professor,
How are you? I Hope you are safe and sound. I'm really sorry I resend this email, I'm just afraid if my last email didn't sent to you.

I read your recent paper you attached carefully, and I'm getting interested in this subject.
We face the same problems here. sexual revolution, and this subject has been neglected.

Recently, in Indonesia there are some sexual harassment, raping and murdering cases and I couldn't imagine that cases did by underage (the accused is high-schooler). Maybe you can browse one of the case I talked about here:
<http://www.dailymail.co.uk/news/article-3572685/Girls-gang-rape-Indonesia-prompts-angry-calls-protection.html>

What's your opinion? Do we need a special subject like sexual education as a separated subject to prevent the same cases? Or we just need it as a part of character education?



I want to know more about Center for the 4th and 5th Rs. If you give me your permission, I want to write a thesis about it. The details of research planning, I will send to you soon.
Thank you for your kindness Professor :)

Regards
Aini – Indonesian Student



Thomas Lickona

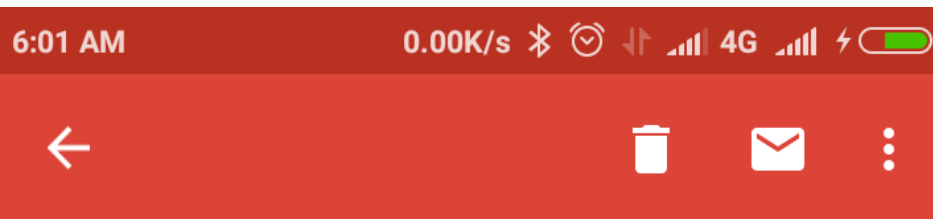
to me

6/15/2016 [View details](#)

Marthe, When you're in the office, would you kindly email Aini the 1-page Center history, which is under "My docs" in my office computer? Thanks!

Thank you for resending your email, Aini. Our family was away for a short vacation.

I read with great sorrow about the 14-year-old Indonesian girl who was gang-raped and murdered. God rest her soul and comfort her family. It's



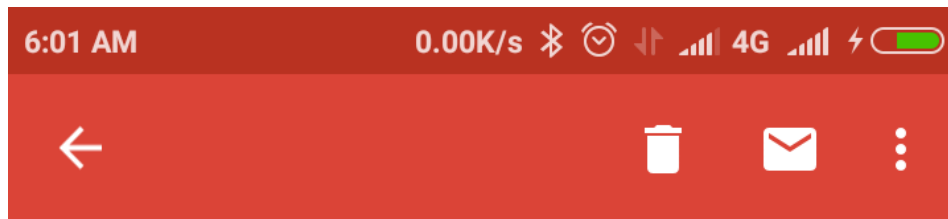
heartening to know that a great many people have protested this outrage. I hope that schools took the opportunity to discuss this with students and form their consciences. Tragically, as I'm sure you know, this kind of horrible sexual assault happens in many countries.

In response to your question, I do think character-based sex education has to be taught as its own course, but the issues of social justice and respect for persons should be discussed by all faculty as part of character education. Students need to know that all their teachers care about these matters.

See Chapter 5, Outcome 6 in our Smart & Good High Schools report (on our home page, www.cortland.edu/character) for the section on character-based sex education. I would encourage you to read the whole report when you can.

I've attached a long chapter here on the rival approaches to sex education. (I don't remember if I sent it to you before). Our Center promotes the "risk avoidance" or abstinence model. "Character-based sex ed" is another name for it.

See also the "Daughters in Danger" issue of our Center's excellence & ethics newsletter (under

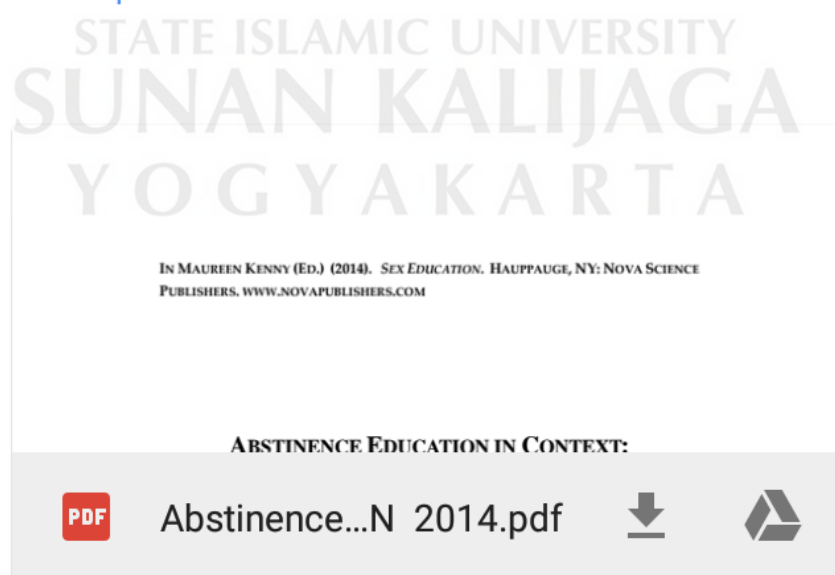


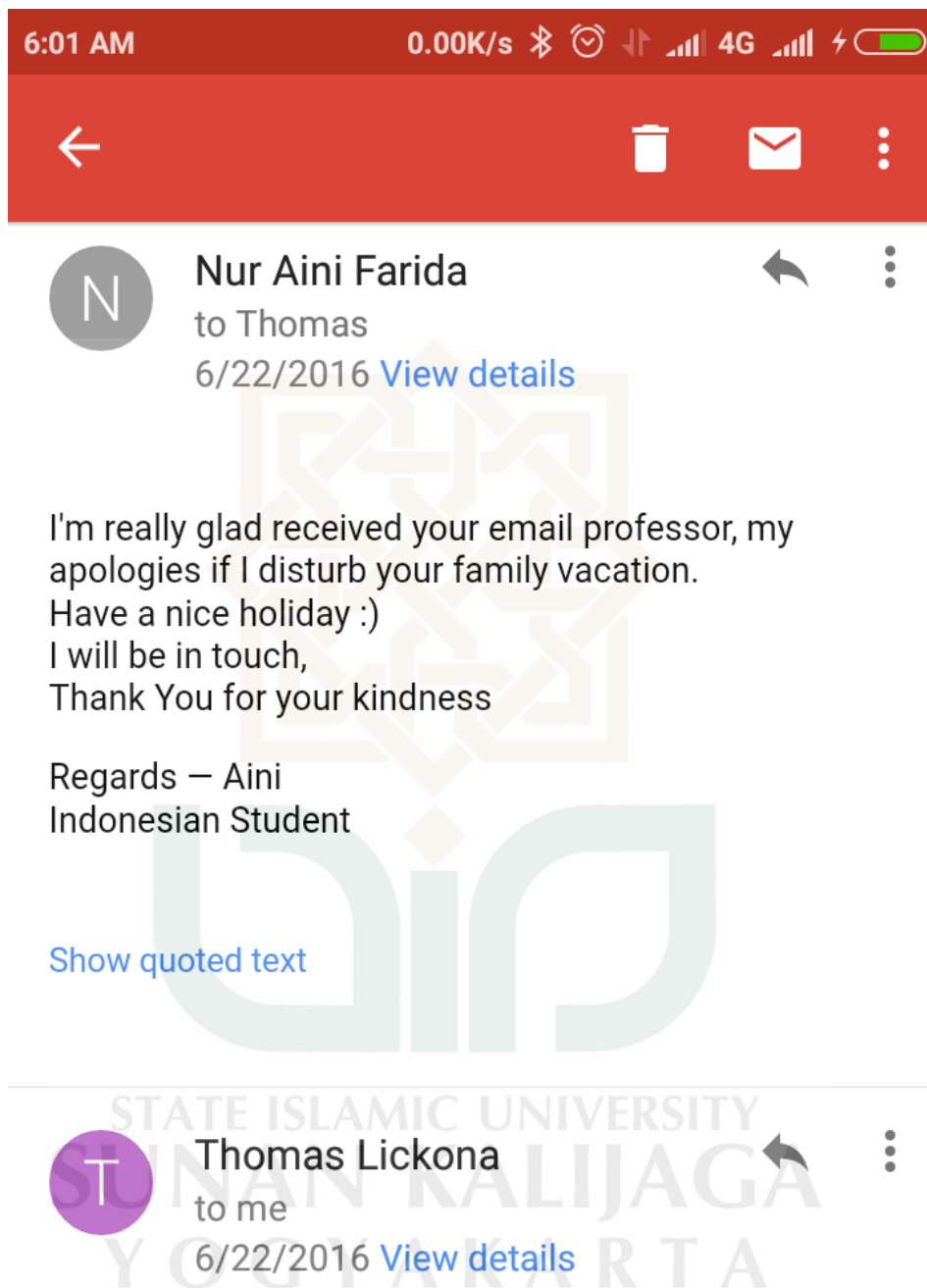
God bless you for your interest in character education in your country, Aini.

Dr. Lickona

From: Nur Aini Farida
[mailto:aini.aino27@gmail.com]
Sent: Sunday, June 12, 2016 9:06 AM
To: Thomas Lickona
Subject: Research Permission

[Show quoted text](#)





You are most welcome, Aini.

From: Nur Aini Farida
[mailto:aini.aino27@gmail.com]
Sent: Wednesday, June 22, 2016 9:19 AM



Research Permission

Add label



Nur Aini Farida

to Thomas

12/20/2016 [View details](#)



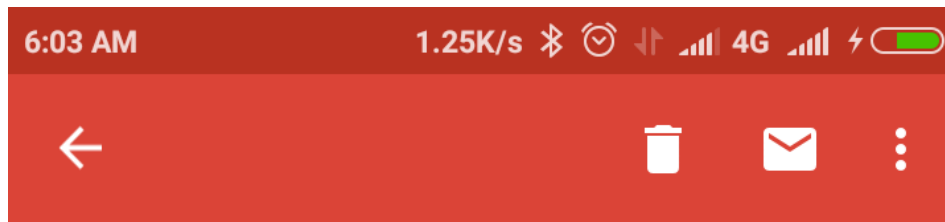
Hello professor, how are you?
I hope you are always healthy and happy
I'm sorry I resent my last email, because I'm worried if it hasn't sent to you.

I'm really sorry for not contacting you these months. I sent my latest email about asking for permission to write a thesis about your center. Especially about Character based sex education.

May I ask something before I begin my research?
I read the SnG report , I tried to understand all the strategies. My questions are,
1. how character based—sex education implemented in your center?
2. Do the center give students some "training" or special class about character based—sex education?
3. What about character based—sex education for Kids?

Thank you for your kindness,
May God always bless you Prof.

Regards



RE: Permission > Inbox



Thomas Lickona

to me

12/20/2016 [View details](#)



This email has an attachment that allows unverified scripts to run on your device when opened. Be careful.

Dear Aini,

Thanks for your reminder.

Our Center's work in the area of character-based sex education mostly takes the form of publications (some aimed at educators, some at parents and young people) such as the attached (scroll down to see them all) and the items below.

Some of them, such as "10 Emotional Dangers," have received wide use by teachers in schools.

Occasionally, I get to speak directly to teens and sometimes to parents and teens—usually



Occasionally, I get to speak directly to teens and sometimes to parents and teens—usually in schools, sometimes in a church setting.

Our message of saving sex for marriage does not depend on religious belief but is supported by that.

I hope this is helpful. Feel free to write with other Qs.

God bless,

Dr. L

Winter 2014: dating violence, the hookup culture, and girls at risk.



Articles:

- [Daughters in Danger](#) by Elayne Bennett
- [Sex Facts](#)
- [Sex Education: What Works?](#) An Interview with Stan Weed
- [Sex, Schools, and Social Suicide](#) by Kevin Ryan



Articles:

- [Daughters in Danger](#) by Elayne Bennett
- [Sex Facts](#)
- [Sex Education: What Works?](#) An Interview with Stan Weed
- [Sex, Schools, and Social Suicide](#) by Kevin Ryan
- [10 Tips](#)
- [Comebacks to Standard "Lines"](#)
- [Sense and Sexuality](#) by Miriam Grossman, M.D.
- [True Love Character Test](#) by Thomas Lickona



50 Shades of Grey promotes violence.

[What can we do about it.](#)

From: Nur Aini Farida

[mailto:aini.aino27@gmail.com]

Sent: Wednesday, December 07, 2016 9:52 PM

To: Thomas Lickona

Subject: Permission



Happy Birthday > Inbox



Nur Aini Farida

to Prof., Thomas

Apr 4 [View details](#)



Hello Professor, Happy Birthday to you!

I hope you are always doing great, a long life, always in a good health and everything you do will be successful.

I'm sorry I did not contact you recently, I was helping my lecturer doing her research in Thailand and Japan.

Thank you for your help all these times.

Maybe I will ask you some questions later about my research.

I will write a thesis about comparison of the sexual education in the US, Finland, and Indonesia. Although we have different cultures, I'm sure we can learn each other.

I really want to read your "sex, love, and you", sadly I haven't found any books yet in my country. I will try to find it on amazon and the other similar sites. One again, happy birthday and thank you Prof.

A warmth greeting from Indonesia

Aini —



Thomas Lickona

to me

Apr 5 [View details](#)

Thank you, Aini—how very thoughtful of you.

Glad to hear about your thesis plan.

Amazon does carry *Sex, Love, and You*. If you search by author, it's Tom and Judy Lickona.

Thanks again for your kindness.

God bless,

Tom

Thomas Lickona, Ph.D.
Director, Center for the 4th and 5th Rs
www.cortland.edu/character

Professor of Education, Emeritus

SUNY Cortland, NY 13045

From: Nur Aini Farida

[mailto:aini.aino27@gmail.com]

Sent: Tuesday, April 4, 2017, 12:10 PM



Thomas Lickona

to me

Apr 5 [View details](#)

Thank you!

Did I already send you the attached (a very important part of sex ed these days, alas)?

From: Nur Aini Farida

[mailto:aini.aino27@gmail.com]

Sent: Wednesday, April 05, 2017 12:51 AM

To: Thomas Lickona

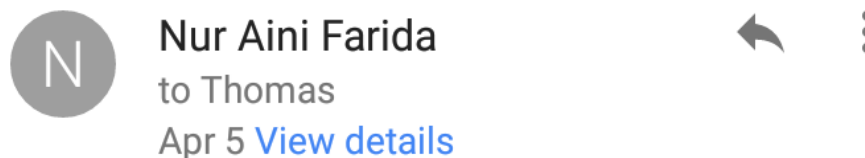
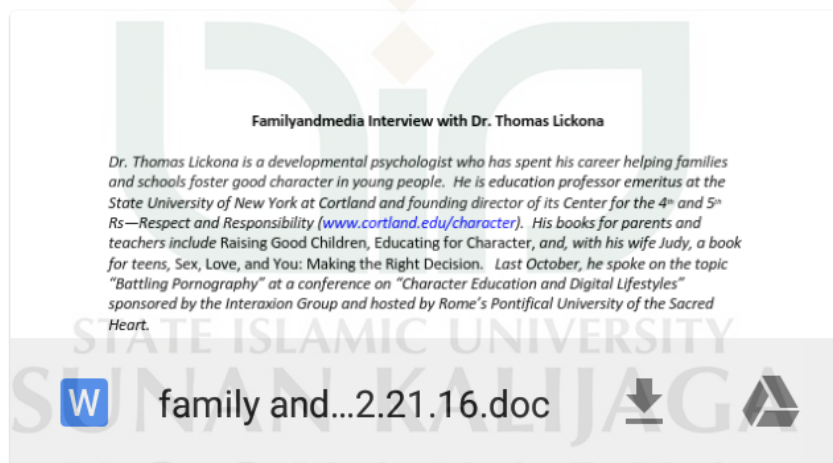
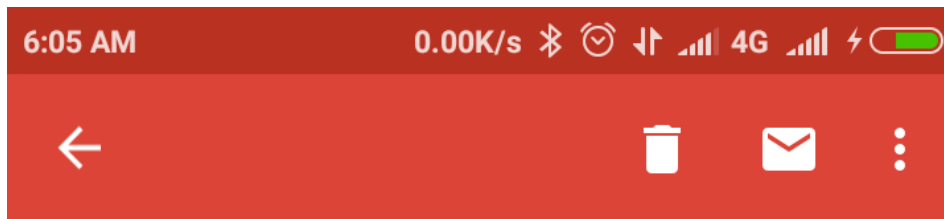
Subject: RE: Happy Birthday

Thankfully, I have just received an email from the bookstore which sells import books in Indonesia. They already have a stock of your book.

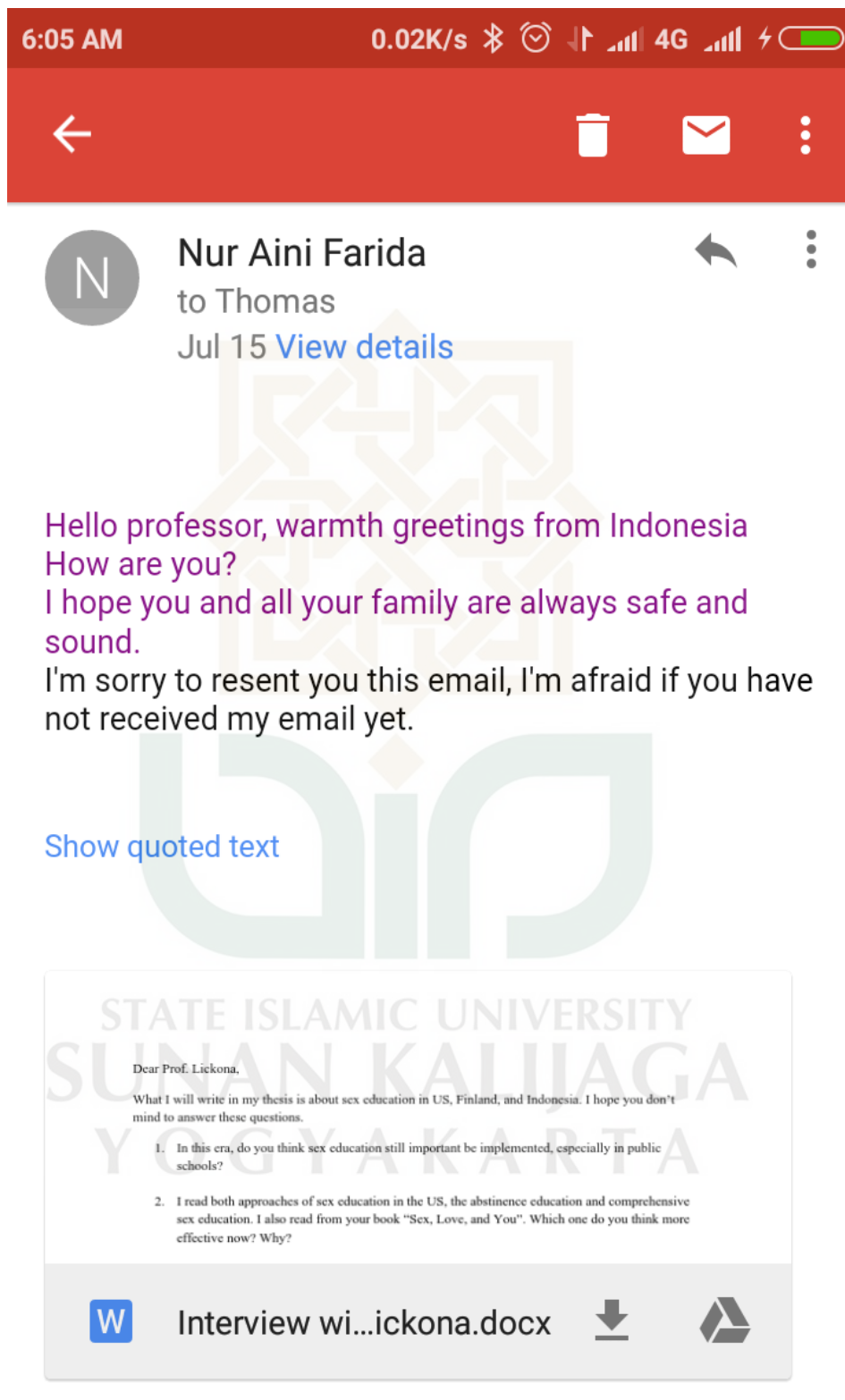
Can't wait to read another masterpiece of yours. :)

**Battling Pornography:
The Power of Media Literacy and Character Development**

Thomas Lickona, Ph.D.
Director, Center for the 4th and 5th Rs (Respect and Responsibility)
www.cortland.edu/character



No, you haven't sent it yet Prof. Thank you for your kindness. I'll read it carefully 😊😊



Thomas Lickona

Jul 15

Dear Aini, Thanks for resending. I did



Thomas Lickona

to me

Jul 15 [View details](#)

Dear Aini,

Thanks for resending. I did receive it, but, alas, I have prior commitments until about Aug. 20. Could you kindly resend it then?

Thanks much!

God bless,

Dr. L

Thomas Lickona, Ph.D.

Director, Center for the 4th and 5th Rs (Respect and Responsibility)

www.cortland.edu/character

Professor of Education Emeritus

State University of New York at Cortland



Nur Aini Farida

to Thomas

Jul 15 [View details](#)

Thank you Prof.
I will resend it.
Hope your prior goes smoothly

God Bless you
:)



Thomas Lickona

to me

Jul 15 [View details](#)

Thanks for understanding, Aini.

Thomas Lickona, Ph.D.

Director, Center for the 4th and 5th Rs (Respect and Responsibility)

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Professor of Education Emeritus

CURRICULUM VITAE

A. Identitas Diri

Nama : Nur Aini Farida
 Tempat, tanggal lahir : Klaten, 9 Maret 1992
 Alamat asal : Dk. Ngunut Rt.01/III, Ds. Pucangmiliran, Kec. Tulung, Kab. Klaten 57482
 Alamat sekarang : Asrama Putri Family, Janti Gang Pinus 4B, Kec. Depok, Kab. Sleman
 Nama Orang Tua :
 Ayah : Imam Muhtarom
 Ibu : Marliyah
 Motto : *"Let's not regret!"*
 Email : aini.aino27@gmail.com
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B. Pendidikan:

1. TK Aisyiyah Bustanul Athfal Pucang (1996-1998)
2. MI Muhammadiyah Pucang (1998-2004)
3. SMP N 1 Tulung (2004-2007)
4. SMA N 3 Boyolali (2007-2010)
5. UIN Sunan Kalijaga Fakultas Ilmu Tarbiyah dan Keguruan Jurusan PAI (2010-2014)
6. UIN Sunan Kalijaga Fakultas Ilmu Tarbiyah dan Keguruan Program Magister jurusan Pendidikan Islam Konsentrasi Pendidikan Agama Islam (2015-sekarang)

C. Pekerjaan:

1. Pengajar Al-Qur'an SD Budi Mulia Dua (2014-Sekarang)
2. *Owner sneakers shop @sinbalstore27*