

## **Level of Knowledge About Premarital Sexual Behavior Through Educational Videos Among Adolescents at MTS Raudlatul Jannah Mayang, Jember**

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### **ABSTRACT**

**Introduction:** In Indonesia, the level of knowledge about premarital sexual behavior remains low among adolescents aged 15–24 years. Approximately 40–50% of adolescents have moderate to good knowledge; however, more than 30% still believe in myths or inaccurate information. A lack of knowledge about reproductive health is one of the main factors contributing to risky sexual behaviors. Objective: This study aims to determine the difference in the level of knowledge regarding premarital sexual behavior before and after the provision of educational video among ninth-grade female students at MTS Raudlatul Jannah Mayang.

**Method:** This research used a pre-experimental method with a one-group pre-test and post-test design. The study involved 47 respondents selected through random sampling. A questionnaire was used as an instrument to measure the differences in knowledge levels before and after the intervention. Data were analyzed using the Spearman test.

**Result:** The results showed a difference in knowledge levels before and after the educational video was given. The Spearman statistical test showed a p-value of 0.000 ( $p < 0.05$ ), indicating a significant difference between pre- and post-intervention knowledge levels

**Conclusion:** The educational video significantly improved the knowledge of female adolescents regarding premarital sexual behavior. This medium can be effectively used as a health promotion tool, particularly in school settings, to raise awareness and prevent risky sexual behavior among adolescents.

**Keywords:** *Educational Video; Knowledge; Premarital Sexual Behavior; Adolescent Girls*

### **Introduction**

Premarital sex refers to sexual relations similar to those between a husband and wife, but conducted without a valid or official marital bond. This definition includes premarital intercourse when one or both partners are unmarried and extramarital intercourse when one or both partners are still bound by a valid marriage.

The behavior of today's youth is cause for concern; for example, many middle or high school students are already engaging in promiscuous behavior, and out-of-wedlock pregnancies are not uncommon. Adolescence is a crucial stage in human life, as it marks the initial maturation of the reproductive organs a process known as puberty. The term "puberty" derives from the Latin word "pubescere," meaning "to become mature," while "adolescence" comes from the Latin "adolescere," meaning "to grow up." Adolescence is a transitional phase from childhood to adulthood, not only in a psychological sense but also physically. In fact, the physical changes that occur are the primary indicators of adolescent growth (Sarlito;Irma Dwi Larasati, 2017).

Knowledge of sex education can guide individuals toward rational and responsible sexual behavior (Nurafriani, Mahmud, & Anggeraeni, 2022). Premarital sexual behavior among adolescents occurs in various stages, including holding hands, dry kissing, wet kissing, hugging, touching or groping sensitive areas, petting, oral sex, and sexual intercourse (penetration). Risks of premarital sexual behavior include the risk of contracting sexually transmitted infections, such as HIV/AIDS, and abortion in adolescents (Sastria & Roesmono, 2019).

The Global Review of Comprehensive Sexuality Education (CSE) states that only 34% of adolescents in developing countries possess comprehensive knowledge about sexual and reproductive health. A smaller proportion of adolescent girls compared to boys have a thorough understanding. Many adolescents do not understand the risks of pregnancy and sexually transmitted infections (STIs) even though there are already sexually active (UNESCO, 2021). Among more than 10,000 respondents aged 13–24, 52% did not know that pregnancy can occur the first time they have sex, >60% did not know that sexually transmitted infections can be asymptomatic, and 45% did not know how to use a condom correctly (UNESCO, 2021). Based on data from the Indonesia Demographic and Health Survey (IDHS/SDKI, 2017), many adolescents do not understand that a single instance of sexual intercourse can lead to pregnancy. Knowledge about the risks of premarital sex remains low among adolescents aged 15–24. As many as 40–50% of adolescents have adequate to good knowledge about premarital sex, including its impacts and risks. However, more than 30% still believe in

myths or misinformation, such as: “The first time having sex won’t result in pregnancy” (BKKBN, 2022).

Levels of knowledge in East Java can be seen through several studies that have been conducted. In Surabaya, a study by Esti Dwi Nastiti of 63 adolescents aged 15–19 at SMKN 5 Surabaya found that 58.7% of respondents had a low level of knowledge regarding premarital sex; the remainder had moderate/high knowledge (Esti Dwi Nastiti, 2022). Malang – SMA Kristen Setia Budi: 94.8% of students possess general knowledge about sex, though this is not specifically limited to premarital sex, and 58.6% demonstrated healthy sexual behavior (Eka Dwi N, 2023).

Maghfirah (2018) states that a lack of knowledge can be a contributing factor to premarital sex. Knowledge levels can influence promiscuous behavior; therefore, knowledge about premarital sex is crucial to possess in order to prevent adverse effects on adolescents. Adolescents with relatively low knowledge are more likely to engage in premarital sexual behavior than those with relatively high knowledge (Maghfirah, 2018). Sexual risk-taking behavior remains a significant issue among adolescents. This is influenced by various factors, one of which is knowledge, which serves as a primary personal factor affecting sexual risk-taking behavior in adolescents (Cherry, Baltag, & Dillon, 2017).

Factors influencing knowledge include media/information, family support, and sociocultural factors that can enhance knowledge; thus, inaccurate or incorrect information may lead to inadequate knowledge, making it difficult for adolescents to respond appropriately and avoid engaging in deviant behaviors such as premarital sex. Efforts to improve knowledge can be made through educational outreach using media. One such method is educational video media, which is effective and engaging in conveying messages, thereby creating conditions that allow adolescents to gain clearer knowledge about premarital sex (Maghfirah, 2018).

Low knowledge regarding premarital sexual behavior can have negative consequences for adolescents and their families. Adolescents are undergoing cognitive, emotional, social, and sexual development during this period. This lack of knowledge is often caused by a scarcity of information from reliable sources (Sulastri & Astuti, 2020). This lack of knowledge about premarital sex can encourage adolescents to

engage in premarital sex, which has adverse effects, particularly for girls. The adverse effects of premarital sex include unwanted pregnancy, sexually transmitted infections, HIV/AIDS, sexual behavioral disorders, and psychological issues (Kurnia Sari, 2015).

This low level of knowledge about premarital sex can have adverse effects on adolescents, as those with limited knowledge tend not to understand the risks and consequences of sexual relations outside of marriage. Consequently, they are more likely to accept invitations to engage in sexual activity, less able to resist pressure from partners or peers, and unaware of moral, legal, and social boundaries. According to Putri et al. (2021), adolescents with low knowledge are nearly five times more likely to engage in premarital sex compared to those with adequate knowledge. Additionally, adolescents with low educational attainment are at high risk of experiencing unintended pregnancy (UP) due to a lack of understanding regarding fertile periods and how contraceptives work, leading them to be unaware that a single instance of sexual intercourse can result in pregnancy. In addition to the risks associated with unintended pregnancy, adolescents may experience psychological and emotional distress, school dropout and educational barriers, early marriage, and sexually transmitted infections. The WHO (2020) notes that adolescents lacking knowledge about STIs (IMS) are more vulnerable to contracting HIV, syphilis, and gonorrhea as a result of unsafe sexual intercourse.

Efforts to address adolescent reproductive health issues including adolescent sexual behavior began with the establishment of the Adolescent-Friendly Reproductive Health Services Program in 1994, coinciding with the International Conference on Population and Development (ICPD) in Cairo (Situmorang, 2016). In Indonesia, this program has been implemented since 2003 under the name Youth-Friendly Health Services (PKPR). In addition to this program, the National Family Planning Coordination Agency (BKKBN) has developed a program to prevent risky behaviors among adolescents, namely the Youth Student Information and Counseling Center (PIK R/M). This program provides training for adolescents to become peer educators (Ministry of Health, 2015).

Education about premarital sex is very important to introduce from childhood. This is especially true for appropriate values and attitudes toward sex, as childhood and

adolescence are critical periods in terms of decision-making and rapid physical changes (Kar, Choudhury, & Singh, 2015). Until now, education on reproductive health and sexuality is still considered taboo, even though it is important to discuss these topics. There is a concern that such discussions might actually spark curiosity among adolescents and encourage them to engage in premarital sexual behavior. The reality is that education regarding premarital sexual behavior has not yet reached all adolescents. Reproductive health education is primarily conducted within communities or religious and youth organizations. These limitations hinder the sustainability of reproductive health education programs. (Kamila, Handayani, & Nurhayati, 2021).

Given the significant impact of the lack of education on premarital sexuality among adolescent girls and the prevalence of premarital sexual behavior, the researchers were interested in exploring and analyzing in greater depth the “Level of Knowledge About Premarital Sexual Behavior Through Educational Videos Among Adolescents at MTS Raudlatul Jannah Mayang, Jember”

## Method

This study is a quantitative study. The research design employed a one-group pre-test and post-test approach. The population consisted of 53 respondents. The sample comprised 47 respondents selected through random sampling. Data were processed using SPSS, and data analysis was conducted using Spearman’s correlation test.

## Results

### 1. General data

The general data discussed includes: age and prior education.

Table 1.1 Age Distribution of Ninth-Grade Female Students at MTS Raudlatul Jannah

Age	Number of Female Students	Percentage
14 Years Old	16	34,0%
15 Years Old	29	61,7%
16 Years Old	2	4,3%
<b>Total</b>	<b>47</b>	<b>100%</b>

Source: Primary Data on June 2025

Based on Table 1.1, the age distribution is as follows: 16 students (34.0%) are 14 years old, 29 students (61.7%) are 15 years old, and 2 students (4.3%) are 16 years old.

Table 1.2. Ninth-Grade Female Students Who Have Received Premarital Sex Education at MTS Raudlatul Jannah

Received Premarital Sex Education	Frequency (f)	Percentage (%)
Ever	42	89,4
Never	5	10,6
<b>Total</b>	47	100

Source: Primary Data on June 2025

According to Table 1.2, 42 students (89.4%) had received premarital sex education, while 5 students (10.6%) had never received such education.

## 2. Specific data

The specific data consists of data on the students' level of knowledge before and after they were given educational videos on premarital sex

Table 2.1. Categories of Female Students' Knowledge Before Given Pre-marital Sex Education Videos at MTS Raudlatul Jannah

Level of Knowledge	Frequency (f)	Percentage (%)
Good	26	55,3
Fair	21	44,7
<b>Total</b>	47	100

Source: Primary Data on June 2025

Based on Table 2.1, it can be concluded that, prior to receiving the educational video on premarital sexuality, 26 female students (55.3%) had good knowledge and 21 female students (44.7%) had fair knowledge.

Table 2.2. Categories of Female Students' Knowledge After Given Educational Videos on Premarital Sex, at MTS Raudlatul Janah

Level of Knowledge	Frequency (f)	Percentage (%)
Good	45	95,7
Fair	2	4,3
<b>Total</b>	47	100

Source: Primary Data on June 2025

Based on Table 3.4, it can be concluded that 45 female students (95.7%) had good knowledge of premarital sex after given educational videos on the topic, while 2 students (4.3%) had fair knowledge.

Table 2.3. Categories of Knowledge Among Female Students Before and After Receiving Educational Videos on Premarital Sex at MTS Raudlatul Jannah

Level of Knowledge	Before	Percentage (%)	After	Percentage (%)
Good	26	55,3	45	95,7
Fair	21	44,7	2	4,3
Poor	-	-	-	-
<b>Total</b>	47	100	47	100

Source: Primary Data on June 2025

From Table 2.3, it can be concluded that there is a difference between the results before and after the educational video was viewed. Before the video, 26 students (55.3%) demonstrated good knowledge, whereas after the video, 45 students (95.7%) did so.

## Discussion

The knowledge of ninth-grade female students at MTS Raudlatul Jannah prior to the educational video revealed that 26 students (55.3%) had a knowledge level in the “good” category, while 21 students (44.7%) were in the “fair” category. According to Notoatmodjo (2016), knowledge is the result of understanding, and this occurs after a person perceives a specific object. Knowledge, particularly cognitive knowledge, serves as the foundation for shaping an individual’s attitudes and behaviors. In this context, good knowledge about premarital sexuality is crucial as a foundation for fostering healthy and responsible behavior (Notoatmodjo, 2016, in “Health Promotion and Behavioral Science”). Wawan and Dewi (2015) add that good knowledge influences a person’s attitude toward a particular action. This means that the higher the level of knowledge among adolescents, the greater their chances of avoiding risky sexual behavior. Meanwhile, according to Erikson in Susanti (2015), adolescence (ages 12–18) is a stage of identity formation and role confusion. Adolescents begin to form their self-identity, including values regarding sexuality. They start seeking information about the

body, relationships, and gender roles. Sexual knowledge begins to develop as they age and gain social experience.

Based on the analysis conducted by the researchers, it can be concluded that, in general, adolescent girls' level of knowledge regarding premarital sex prior to the educational video was already quite good. More than half of the respondents demonstrated a good level of understanding, indicating that they already possessed a solid foundation of knowledge regarding premarital sex, derived from both formal and informal sources. Several factors may influence the high level of knowledge among adolescent girls prior to the intervention. Among these are formal education in school, particularly in subjects such as Physical Education, Sports, and Health (PJOK) or Islamic Religious Education, which may cover topics related to social etiquette and reproductive health. In this context, 42 respondents were students at the Raudlatul Jannah Islamic boarding school. Although they had not previously received education on premarital sexuality at school, they were taught related topics at the boarding school. Additionally, the role of parents or family, who serve as the primary agents of socialization in shaping adolescents' values and behavioral norms. Exposure to information from social media, the internet, and mass media, which currently frequently discuss issues surrounding reproductive health, boundaries in social interactions, and the risks of premarital sex. A total of 5 respondents were not students at the Raudlatul Jannah Islamic boarding school. 5 of the respondents had never received education on premarital sex. These 5 respondents were in the "fair" knowledge category.

In this study, the respondents were between the ages of 14 and 16, a time when they begin seeking information about the body, relationships, and gender roles. Sexual knowledge begins to develop as they grow older and gain social experience. Thus, age also influences the students' knowledge prior to receiving education.

Although the level of knowledge among adolescent girls before receiving the educational video was already in the fair to good category, it cannot yet be considered fully adequate. This is because the education they previously received was primarily normative prohibitions, rather than an explanation that comprehensively addressed the impacts and risks of premarital sex. Adolescents are highly active in seeking information that shapes their understanding and attitudes toward personal values,

including matters of sexuality. They need not only prohibitions but also a reasonable understanding of the reasons behind those prohibitions.

Knowledge that is at the “fair” level has the potential to pose risks if not accompanied by positive attitudes and behaviors. Adolescents with limited knowledge are more susceptible to peer pressure, have a poor understanding of the boundaries of healthy social interactions, and may not yet be able to make appropriate decisions when facing situations related to premarital sex.

This indicates a need to enhance knowledge through educational media that can effectively reach and be understood by adolescents. One form of intervention used in this study is educational videos, which are expected to convey information in a visual, engaging, and easily understandable manner for adolescents. The use of video media is also well-suited to the characteristics of today’s adolescent generation, who prefer audio-visual learning over lecture-based or text-based methods.

Thus, the respondents’ knowledge prior to being shown these educational videos indicates that although most adolescents had previously received education, they still required further knowledge. Meanwhile, the 5 female students who had never previously received education regarding premarital sex and were at a “sufficient” knowledge level clearly require better education. It is hoped that the educational video intervention will further improve the students’ knowledge while instilling a deeper understanding of the risks of premarital sex and the importance of maintaining appropriate boundaries in social interactions during adolescence. Knowledge Level of Ninth-Grade Female Students at MTS Raudlatul Jannah After being given the educational video, a significant increase was observed in the knowledge level of ninth-grade female students at MTS Raudlatul Jannah Mayang. Of the total 47 female students who participated in the survey, 45 (95.7%) fell into the “good” knowledge category, while 2 (4.3%) fell into the “fair” category. Not a single student was found to be in the “poor” knowledge category.

According to Mayer (2017), learning is more effective when using multimedia, which combines text, sound, images, and video. It is also explained that people find it easier to understand new information when it is conveyed through two brain channels simultaneously: visual and auditory. Today’s adolescents belong to the digital

generation, who tend to be more interested in and prefer visual and interactive learning. Azhar Arsyad (2015) notes that audiovisual media, such as videos, have distinct advantages in conveying messages because they can depict real-life situations, engage emotional aspects, and facilitate the internalization of information in the brain.

This increase in knowledge demonstrates the success of the educational method employed, namely through video media. This significant change also reflects the shift in understanding experienced by the adolescent girls. Based on the analysis of differences in knowledge before and after the educational video was shown, supported by the Wilcoxon statistical test, it can be concluded that the educational video increased adolescent girls' knowledge of premarital sexuality; no decline in knowledge occurred after the video was shown. Thus, educational videos can serve as an alternative learning or educational method in premarital sexuality education, both in school and out-of-school settings.

## Conclusion

The educational video significantly improved the knowledge of female adolescents regarding premarital sexual behavior. This medium can be effectively used as a health promotion tool, particularly in school settings, to raise awareness and prevent risky sexual behavior among adolescents.

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