

PUBERTY EDUCATION FROM THE SIDE OF SCIENCE AND RELIGION: URGENCY OF THE POST-MILENIAL ERA

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PUBERTY EDUCATION FROM THE SIDE OF SCIENCE AND RELIGION: URGENCY OF THE POST-MILENIAL ERA

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ABSTRACT

To develop an integrated puberty education design in terms of science and religion, this development research was carried out using the 4D method (Define, Design, Develop, Disseminate). The results of the design and development stages were implemented at MTs Muhammadiyah 1 Malang, East Java. These parameters include aspects of student self-awareness, student self-identity. The aspects of students' self-awareness and self-identity obtained a gain score with medium and low levels. This is a challenge for teachers and parents in facing the digital era and the post-millennial generation with such a large flow of information. The urgency of developing puberty education is discussed further in this article.

Key Words: hadith; puberty; religion; teenagers.

INTRODUCTION

Currently, sex education is viewed by the wider community as not a taboo subject. Sex education is important and urgent because of the increasing popularity and ease of pornographic content and porno-action to enter gadget devices owned by children and teenagers. This triggered their curiosity to find out on their own without parental assistance. This study focuses on puberty education which does not only look at the side of providing knowledge about reproductive or sexual organs. However, to meet the needs of teenagers at puberty, education is also needed to strengthen morals, habituation of dress behavior according to sharia, and more importantly to build openness between children and parents.

The issue of sex education through religious and scientific approaches has been widely researched in various countries to provide provisions for teenagers to understand and be able to

behave in accordance with religious norms and rules and avoid deviant behavior. Some of these studies include a comparison of sex education between women who have knowledge of religion and without knowledge of religion (Najmabadi & Sharifi, 2019), the influence of parents' readiness and knowledge to provide sex education to their children (Sudan, 2015), the influence of parental support for children with problems (Nasira et al., 2010) and the influence of parental education patterns on adolescent moral formation (Bte et al., 2017).

This research is a collaboration of two areas of expertise, namely the field of Islam and the field of biology education. This is an innovation that probably not many researchers have done. The results of the research literature study show that the implementation of sex education in schools in Indonesia has also not been integrated between religious knowledge and sexual education. Religious material

contains topics of rules and sharia in the reproductive organs, for example, how to do thaharah / purify, take a junub bath, recognize the characteristics of puberty and the law of committing adultery, etc. Meanwhile, on the scientific side or material on Reproductive Biology, for example, junior high school students in grade VIII were conveyed about the anatomy and function of the reproductive organs, the characteristics of puberty, and reproductive health.

Research result (Sudan, 2015) researching sexual education for Malaysian teenagers, mentioned the need for parental awareness to educate their children, especially in sex education as an effort to prepare morals, and to prevent sexual behavior outside of marriage which is increasingly occurring in teenagers aged 15-17 years. However, the current facts, according to data from the Internet Security Commission or (eSafety.gov.au, 2018) report that 4 years old children have used the internet, and in 12-16 years have been able to find and access pornographic content, 97% aged 15-17 years spent the longer time than any other age using the internet, and 38% of those ages were exposed to pornography, 37% interacted with strangers, and 34% experienced bullied online.

They feel curious about sexual, for example, it is triggered by the appearance of pornographic images or pornographic content accidentally while using the internet. The results of the report (eSafety.gov.au, 2018) in Australia that almost 80% of children and teenagers are able to find their own information about sexuality. The report also stated that 37% of teenagers stated that sex education in their schools was not enough to help them cope with pornography, they wanted more comprehensive sexual education. Of course this can be reflected on how critical it is if this happens in Indonesia.

Based on the preliminary analysis of the research through teacher interviews, it

was stated that the intensity of communication between students and parents was still lacking, as seen from the students who talked more with their teachers about personal and female problems. Either because parents are busy working or afraid because they will be scolded if they make mistakes, so they communicate more with the teacher. This is of course pragmatic if we, as educators, and parents only talk about rules theoretically, but have not discussed and established relationships with them, namely millennial teenagers today.

The relationship of close communication between parents and teenagers as well as teachers and adolescent students has been widely studied. Swabey et. al., (2018) conveyed that the aspects that most dominate teenagers are their social and emotional aspects, compared to their knowledge and physical aspects. The study stated that teachers who have close communication with their students are teachers who can have a positive emotional influence and accommodate the social needs of their teenage students.

Thus, a learning strategy that is needed is no longer only providing knowledge through one-way communication but requires efforts to build two-way communication with teenage students and teenagers. Meanwhile, an effective learning pattern for religious learning, for example Fiqh, is a scientific approach or an inquiry approach (Sapiudin, 2019) Parents' awareness of the importance of assisting their children's sexual education from the age of children to the age of puberty is very much needed. The results showed that habituation of covering one's genitals, guarding speech and views would be more successful if it was done from a family environment (Sudan, 2015).

Puberty learning given in this study uses scientific or scientific learning strategies with the stages of observing,

asking (questioning), reasoning (associating), trying (experimenting) and forming networks (networking) as also done by research. (Sapiudin, 2019). The integration of learning materials on fiqh, qur'an hadith and science / reproductive biology is an option in this study. The MTs Muhammadiyah 1 teacher stated that there was anxiety that the religious material for grade VIII students was less contextual to their needs, namely knowledge of puberty. Meanwhile, the religious material taught in class VIII is Domsday material. Thus, efforts have emerged to integrate religious and science materials for puberty education. This is also supported by research (Yousefzadeh et al., 2017) that providing religious knowledge on adult female sexual education has a significant effect compared to control treatment or without religious integration.

Of course, through this research, religion as the foundation of a people in acting and behaving is no longer separated from material / worldly knowledge. In fact, today in developed countries, where religion was not taught in public schools, religious learning is now a subject taught in public schools and is a consideration in the formation of individual identities, character building, and strengthening of conscience. (Wittmer & Waldhoff, 2019) The integrated puberty learning design in this study contains knowledge of reproductive organs (Natural Science material or reproductive biology), knowledge of human formation processes (embryogenesis and organogenesis), nutrition material for puberty students and reducing dysmenorrhea (pain during menstruation). This learning is integrated with verses in the Qur'an and hadiths about the creation of men and women, the privilege of women in the Qur'an, guidance on closing aurat and guidance on purification.

The purpose of this study is to describe the threat of millennial teenagers

with the increasing prevalence of pornography and other challenges and to analyze the challenges of puberty education as the responsibility of parents, teachers, and their social environment. The limitation of this research is that it has not had the opportunity to interact with the parents directly, either through interviews or through questionnaires. However, student interaction with their parents has been carried out in working on student worksheets. Interaction between students and parents is to find out how there is communication interaction between students and their parents and it is known by student interview questionnaires. The role of parents is not only to provide material or birth support for the family. However, nowadays many teenage students feel emotionally distant from their parents.

RESEARCH METHODS

The method in this research is development research with the 4D method (Thiagararan, 1974) (*Define, Design, Develop, Disseminate*). The disseminate stage or large-scale dissemination was not carried out in this study, and will be continued on the next larger research subject. Limitations in this study are the limited number of research samples, and have not performed data collection of students' parents. The parameters of this research are the aspects of students' knowledge about reproductive organs, students' self-awareness abilities, self-identity recognition of students (self-personality), and communication ties with parents. The research instruments used were pre-test and post-test student knowledge questionnaires, student self-evaluation questionnaires (self-awareness and self-identification), interview questions for teachers, interview questions for students. The research was conducted at MTs Muhammadiyah 1 Malang City with the subject of the experimental class

VIII grade female students (32 students), 2 science teachers and 2 religion teachers.

The define stage is carried out by analyzing the needs of students and teachers, analyzing the religious and science curriculum, and analyzing puberty learning strategies. This stage uses literature studies, classroom observations, and interviews with science teachers, religion teachers and students. The design stage (the design stage) is to compile puberty learning through a religion and science / science approach with an inquiry learning strategy. This stage produces learning materials, learning stages, and student learning activity sheets.

The develop stage (development stage) is the validation stage, which is to test the quality of the learning tools that have been produced to the experts and to the test students. The develop stage was given to female students of class VIII (32 students). Learning is carried out outside class hours or using the co-curricular hours of the Keputrian every Friday. The learning time is 2x 40 minutes per week for 4 meetings. Parameter measurement is done at the beginning of the meeting (pretest) and at the end of the meeting (posttest). In this study, there was no control class because the number of subjects (purposive sampling) was very limited, namely there were only 32 students of class VIII. Selection of student subjects due to research results (Najmabadi & Sharifi, 2019) that female students get more meaning in learning reproduction than male students. The objective of separate learning is that there are only female students and no boys in the class, namely to form a more comfortable learning atmosphere for students because if there are male students, female students will be less open.

Analysis of the data on the different aspects of the pre-test and post-test using a gain score. Analysis of the results of interviews and teacher and student questionnaires using analysis of

every aspect without reducing primary data. This normalized Gain Score formula is a suitable method for analyzing the results of the pretest and posttest. The formula for normalized Gain Score (Meltzer, 2002) is as follows.

$$g = \frac{(\% Sf - \% Si)}{100\% - \% Si}$$

Information:

g = Gain score is normalized

Sf = average posttest score

Si = average pretest score

Table 1. Category of N-Gain Score Acquisition

Percentage	Description
$g \geq 0.7$	High
$0.7 > g \geq 0.3$	Moderate
$g < 0.3$	Low

RESULTS AND DISCUSSION

1. Defining Results (Define)

The results of the defining stage by conducting a front end analysis consist of curriculum analysis, teacher needs analysis, student needs analysis and learning strategy analysis. This stage is carried out by document analysis, interviews, and observations at school. Analysis of the objectives of science learning on the topic of human reproductive organs, being in class VII semester II, this is a consideration for the teacher that this material needs to be given in the first semester, where most female students have aged since grade VII.

Analysis of religious material on the topic of provisioning for puberty age was not found in the material for SMP / MTs students in the 2016 curriculum. This is what made the team of teachers and researchers conduct further analysis, namely analyzing learning objectives in terms of attainment of moral and soft skills. The results of this initial assessment found that there was no written curriculum for puberty education in schools. Schools have counseling guidance teachers, but puberty education activities are not

provided in a structured manner to male and female students. Thus, this is a follow-up to the need for the formulation of a puberty learning design that is tailored to the condition of students, the school curriculum and learning objectives.

The results of curriculum analysis are that in science learning there is no religious content given, while in religious learning, there is only a small amount of

material related to science. Religion teachers and MTs science teachers expressed anxiety about puberty education which should be combined between religion and science but this is still not possible.

2. Results of the Design Stage

The results of the development of the learning design are presented in Table 2. The results of the design stage, namely that puberty learning is designed as a co-curricular decision for women on Fridays. This class is a special class for female students for female learning. Meanwhile, the sonship class has not been maximally implemented at the school. The stages of learning to observe (observing), ask (questioning), reason (associating), try (experiment) and form networks (networking) as described in Table 2.

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3. Results of the Development Stage (Develop)

The development stage is carried out by testing the material on religious curriculum experts, as well as

collaboration between teachers and researchers through lesson study. This activity designs detailed learning stages so that learning objectives are achieved. A summary of the lesson study activities consisting of the planning, implementation, and reflection stages of each meeting is presented in Table 3.

4. Results of Application of Learning Puberty (Disseminate)

The limitation of this research is that it is limited to face-to-face learning, which is doing 4 face-to-face lessons with students. The results of the pre-test and post-test analysis of class VIII students on the aspects of students' self-awareness include awareness of physical changes, awareness of the dangers of pornography, and self-awareness in relationships with family and social in the low category or not different from the initial meeting to the final meeting. In the aspect of awareness, self-control reaches the medium category with gain

Table 2. Stages of Learning Puberty Through the Scientific Approach of Religion and Science

Meeting to-	Learning objectives	Learning Stages	Teaching Media
1 (2x 40 ')	Find and identify life goals, success strategies, the virtues of women in Islam	1. Observe, ask and try from the game "Eggs and Straws" 2. Reason why women are prioritized in Islam 3. Networking with class discussions	Qur'anic and Hadith verses, egg and straw games, power point visuals, music, and student worksheets
2 (2x 40 ')	1. Recognizing and identifying the features of puberty and secondary changes 2. Recognizing and identifying the stages of fertilization, embryogenesis and female reproductive organs as a form of Allah's Power. Through	1. Watching the video animation of fertilization until an embryo is formed 2. Identifying and admiring each stage of embryogenesis is so perfect 3. Asking and reasoning why women are given priority and how young women work	<ul style="list-style-type: none"> • QS. An-Nahl [16]: 58 • QS. An Nisa [4]: 19 • QS. Al Ahzâb [33]: 59 • Embryogenesis animated video and power point visuals

kauniyah verses			
3 (2x 40')	Find and identify guidelines for covering aurot, thaharoh / purification, and their benefits for the health of the reproductive organs	<ol style="list-style-type: none"> Find out the meaning of the Qur'anic verse about the command to close the aurot when it is baligh, the hadith about closing the aurot Identify the stages of washing / bathing and its benefits Asking and reasoning about the benefits for the reproductive organs 	<ul style="list-style-type: none"> Demonstration with pictures Student worksheet QS. An Nur: 31
4 (2x 40')	<ol style="list-style-type: none"> Identify nutrition for puberty, as well as myths and facts about menstruation / menstruation Collaborate with parents / mothers to identify nutrition for puberty, as well as myths and facts about menstruation / menstruation 	<ol style="list-style-type: none"> Identify the nutritional needs of young women Identifying foods and drinks that are good for growth and development Students ask about myths and facts when menstruating 	<ul style="list-style-type: none"> Power point Student and parent worksheets Guidelines when menstruating according to Islamic teachings.

score 0.38 (moderate). The results of the questionnaire showed that there were changes in students after participating in this lesson in the aspect of emotional self-control when there was a problem that they were not immediately angry, they could tell friends or teachers, and to parents.

The aspect of self-control is a very important aspect for students to have

during puberty. During this period students mostly need time to understand what happened to the changes in their bodies or the characteristics of secondary changes. Research in India shows that most students feel less happy at puberty due to their physical changes (Sinha et. Al, 2016). However, the aspects of student awareness in Table 3. obtained an average score of 70.25 or lower

Table 3. Summary of Planning and Implementation of Learning through Lesson Study

Meeting to-	Target during learning	Lesson plan	Reflection on learning
1 (Planned meetings 1 and 2)	Students who are still not disciplined during purification can be reminded to be more aware	<ol style="list-style-type: none"> Fun learning, for example, there is a game to open it The core activity emphasizes the discovery process by students in groups 	<ol style="list-style-type: none"> Students were very enthusiastic at this initial meeting. There are some students who have not followed the learning process, are less participative.
2 (Reflections on meetings 1 and 2, Plans for meetings 3 and 4)	All students need an understanding of purification and reproductive organs	<ol style="list-style-type: none"> Designing student seats that the model teacher can reach Using embryogenesis videos and strengthening the Qur'an and hadiths 	<ol style="list-style-type: none"> Students who were not active before can be reached The learning outcomes of 1-2 meetings are quite meaningful for students
3 (Reflection Meeting-3, 4 and final evaluation)	Students can collaborate with their parents, students can communicate better with parents.	<ol style="list-style-type: none"> Persuading students to be closer to parents Students reflect on whether they have carried out the obligations of a baligh such 	<ol style="list-style-type: none"> There are 2 students who have not done the collaborative worksheets due to reasons of forgetting and not having time. So it indicates that there is still

as praying, fasting, closing
 their aurot, etc.

low communication between
 students and parents about their
 child's personal problems

compared to the average score on the aspect of self-identity with a value of 83.3 from a maximum score of 100.

This shows that even though students as research subjects still cannot improve in the aspect of self-control. These students already have a very good aspect of self-identity as in Table 5. This limited meeting does not change this aspect to be significant except for the religious aspect as a way of life with moderate gain (gain score 0.625). The aspect of family integrity, namely family support for children is quite good with a score of 83, however, if it is seen in Table 2. the score of family and social relationships with a range before 75 and after 82 is still a question.

We confirmed this through student interviews after we investigated the reasons for this. Nearly 35% of students feel distant from their parents, 30% have casual relationships with their parents, while 35% of students

Table 4. Score Acquisition of Self-Awareness Aspects (Self awareness)

Aspects of Self Awareness (Self Awareness)	Prior Score (N = 32)	After Score (N = 32)	Gain score / Ket.
Physical changes to puberty	59	67	0.20 (low)
Concern about the dangers of pornography	68	72	0.13 (low)
Self-control	79	87	0.38 (moderate)
Family and social relationships	75	82	0.28 (low)
Aspect average score	70.25		

feel a good communication bond with their mother. If seen, teenage students prefer people who are willing to listen to their arguments and problems. Students in this study mostly communicated with close friends, the most trusted teachers, and older siblings than their parents. Parents play a greater role in supporting education, but to communicate about teenagers' personalities such as their personal problems, students feel afraid of being scolded. This is the exception for some students who already have good communication ties with their parents, especially their mothers.

Table 5. Scores for Acquisition of Self-Identity Aspects (Self-Identity)

Aspects of Self Identity (Self Identity)	Prior Score (N = 32)	After Score (N = 32)	Gain score / Ket.
Plan for the future	75	79	0.16 (low)
Religion as a way of life	92	97	0.625 (moderate)
Family integrity	83	84	0.06 (low)
Aspect average score	83.3		

5. Urgency and Challenges of Puberty Education and the Role of Parents and Teachers

Limitations in this study have not done data collection on students' parents. However, the data obtained in this study were students' interaction activities with their parents through worksheets and on the student interview questionnaire. The application of puberty learning in this study has not provided a large gain score on family integrity and social relationships. This is due to limited time (4

meetings) and more dominant in the learning process.

The virtue of this study has succeeded in improving aspects of religion as a way of life (gain score 0.625 (moderate) and student self-control (gain score 0.38 (moderate). Learning puberty has provided real reasons or in the form of reality with the scientific process with students understanding the creation of humans through the stages of organogenesis, which is the power of the creator. This is what convinced them that the verses of the Qur'an are the truth. This is a challenge and also an opportunity for teachers and parents to provide more facts to students and invite children's discussions their children.

Results of psychological research (Nasira et al., 2010) from Malaysia to Indonesian and Malaysian students showed different results. Indonesian students are less affected by the presence or absence of family functions than Malaysian students. This is because in Indonesia, families are not limited to just fathers and mothers, there are many other close family members who can still support the development of teenagers, for example older siblings. The tendency of teenage students to stay away from their parents was also reported by (Dhin, 2016), (Sujarwati et al., 2016), and (Aryani, 2015)

The challenges of teachers in schools to support puberty education also need to be considered. Currently there is no specific curriculum on puberty education. Based on the results of teacher interviews, puberty learning is inserted into related learning materials, for example akidah morals, fiqh and co-curricular women. Likewise, the learning strategies used have not used much scientific approaches in exploring students' awareness of themselves who are at puberty.

Learning of the reproductive organs is related to the process of human creation in fertilization video. As a result,

students can feel that they are the chosen individual created by Allah SWT from the competition that has occurred since its creation from sperm and egg cells. Through this delivery students become aware of the importance of taking care of themselves, maintaining self-esteem, and being careful about promiscuity. Thus, the puberty education design of this study can be adapted for similar learning.

In the aspect of concern for the dangers of pornography, the results obtained were still moderate with a post-treatment score of 72. This was confirmed through interviews with students which showed that there were some students who could search for the content. However, this is data that also occurs in several locations. Like the report results (eSafety.gov.au, 2018) students of this age can find pornographic content themselves. Of course this is sadness for parents and teachers alike. However, this is the challenge in today's world. With easy access to information, children and teenagers are also not overlooked by the dangers of pornography. However, from the results of the interview, most students could ignore the pornographic images that suddenly appeared on their devices.

The teacher's efforts in fortifying their students to face moral decline have not stopped. The results of the teacher's questionnaire stated that there was daily control regarding prayer discipline, women were obliged to cover their genitals, even the teacher patiently reminded female students not to delay purifying when they had finished menstruating. Social conditions become a challenge to either support or worsen. With the easier it is to upload and distribute bad videos, students are vulnerable to seeing inappropriate images, bullying, and even violence against children. Like research (Sujarwati et al., 2016); (Suryani, 2013) (Najmabadi & Sharifi, 2019) This is of course the focus

of puberty education strategy or other related fields.

The education strategy is also the main thing to consider. This study uses a scientific approach that integrates religious and scientific materials. This has succeeded in providing a small difference due to the limited research time. Like a research report (Faisal et al., 2012) methodology in religious learning is of course the same consideration as the content of religious material itself. Currently, religious learning is still mostly carried out using conventional methods. Facing advances in science and technology and modernization, according to Sidek Baba in (Faisal et al., 2012) suggests combining conventional and modern educational methods. Religious learning becomes a more holistic learning, namely by providing counter things to understand the true truth. The virtue of a holistic religious learning process by integrating the stages of thinking (mind), the process of understanding beliefs (hearts), and psychology (soul).

CONCLUSION

The conclusion of the results of this development research shows that through the application of the puberty learning design with a religion and science approach students have succeeded in improving aspects of self-control and aspects of self-identity, namely religion as a way of life. However, this application found that there were aspects of family integrity, awareness of the dangers of pornography, and low levels of family and social relationships. This is an urgency in the current post-millennial era, where teenagers feel that family and social relationships and family integrity that are felt are sufficient to support their development period. They need full support from parents for the process of emotional growth and development and maturation of the thought process.

Thus it is necessary to renew the way of thinking of parents and modern teachers to provide approaches or learning methods to their millennial children. This can use science, namely by integrating religion and science, where the scientific learning process and logic are learning that is suitable for teenagers in the post-millennial era. Suggestions for implementing further learning are that learning can be integrated with science subjects and religious subjects, and be more intensive in structured co-curricular decisions or have a planned puberty education curriculum, and involve the role of parents.

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GENERAL COMMENTS

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