



## The Effect of Comprehensive Sexual Models on Self-Efficacy of Prevention of Sexual Violence in Adolescents at SMAN X Suwawa

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### ABSTRACT

Adolescents are an age group that is vulnerable to sexual violence due to limited knowledge and ability to protect themselves. Self-efficacy plays an important role in shaping adolescents' confidence to carry out prevention. The comprehensive sexual education model is one of the educational approaches that can increase adolescents' self-efficacy through providing information and strengthening prevention skills. This study aims to determine the effect of the comprehensive sexual education model on the self-efficacy of sexual violence prevention in adolescents at SMAN X Suwawa. The study used a quantitative approach with a pre-experimental one-group pretest-posttest design and involved 61 respondents selected through cluster random sampling technique. The research instrument is in the form of a questionnaire in the form of a dichotomy question. The results showed that most adolescents experienced excellent self-efficacy (91.8%), while the rate of self-efficacy was good (8.2%) after being given intervention. The results of the Wilcoxon signed rank test showed a p-value = 0.006 (< 0.05), which indicates that there is a significant influence of the comprehensive sexual education model on the self-efficacy of preventing sexual violence in adolescents at SMAN X Suwawa. Schools are advised to integrate comprehensive sexuality education in learning activities and counseling guidance services.

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## INTRODUCTION

Sexual violence is a form of human rights violation that harms victims physically, psychologically, and socially. World Health Organization (2013) argues that sexual violence can be defined as any form of action or effort related to sexual activity, including invitations, comments, or trade that are sexual and unwanted and carried out with elements of coercion. This definition is in line with article 1 of Permendikbud Number 30 of 2021 which states that sexual violence includes any act that degrades, insults, harasses, and/or attacks a person's body, and/or reproductive function, due to inequality in power and/or gender relations, which can have an impact in the form of psychological and/or physical suffering, reproductive health disorders, and loss of opportunities to pursue higher education safely and optimally (Ministry of Education and Culture, 2021).

The phenomenon of sexual violence against children and adolescents is now a global problem that is increasingly occurring in various countries. Based on the results of a study by Cagney et al. (2025) which estimated the prevalence of sexual violence against children (SVAC) in 204 countries during the period 1990–2023, it shows that in 2023 the prevalence of sexual violence will reach 18.9% in women and 14.8% in men, with the majority of cases occurring before the age of 18 (67.3% women and 71.9% men). The data also confirm that the first experience of sexual violence often occurs at a younger age, even before the age of 12–16.

Regionally, South Asia has the highest prevalence of sexual violence against women (26%), with most victims experiencing violence for the first time before the age of 16. In Southeast and East Asia, the prevalence reaches 17.2% in females and 12–13% in males, with 40–60% of first cases occurring before the

age of 16. Meanwhile, Latin America and the Caribbean recorded a prevalence of 22–28% in women, with many victims experiencing it before the age of 12. In Sub-Saharan Africa, the prevalence in males reaches 18.6%, most of which occur before the age of 16, and some even before the age of 12. In Central Europe, Eastern Europe, and Central Asia, the prevalence of sexual violence is in the range of 12–16% in women and 12.3% in men, with the first experience generally occurring at the age of 12–18 years (Cagney et al., 2025).

In Indonesia, sexual violence is also dominated by child and adolescent victims. Data from the Ministry of PPA recorded a trend of significant increase in cases of violence on a continuous basis with the total number of cases jumping from 27,593 (2022), to 29,883 (2023), and reaching a peak of 31,947 (2024). This increase was driven by the prevalence of sexual violence as the highest form of violence (rising from 11,682 cases in 2022 to 14,459 in 2024), with the 13–17 age group being the most vulnerable (increasing from 9,962 to 12,168 victims in the same period). This high prevalence makes sexual violence a serious threat to children and adolescents in all regions, including Gorontalo Province (SIMFONI-PPA).

In Gorontalo Province, the Women's Empowerment and Child Protection Office recorded sexual violence as the highest case against women and children aged <18 years. Combined data for 2023–2024 shows 257 cases. The most cases were found in Pohuwato Regency (74 cases), followed by Gorontalo Regency (54 cases) and Bone Bolango Regency (47 cases). In 2024, 83 cases with the highest distribution will still be recorded in the three districts. This condition shows that sexual violence against children and adolescents remains a serious problem in Gorontalo Province, especially in areas with a high trend of cases such as Bone Bolango Regency (DP3A Gorontalo Province).

Based on data from the Social Affairs Office-P3APPKB Bone Bolango Regency, there were 27 cases in 2020, increasing to 32 cases in 2021, and again rising to 40 cases in 2022. In 2023 the number decreased to 32 cases, then dropped again to 24 cases in 2024, the majority of which consisted of sexual violence and persecution. Despite the decrease in the number of cases in the last 2 years, sexual violence against children, including adolescents, still occupies the position as the most common form of violence (Dinsos-P3APPKB, 2024 : Lapasau, 2023).

Looking at these facts, it is clear that the high number not only reflects the magnitude of the problem, but also shows that the most vulnerable age group is a victim. From the various cases that exist, it can be seen that sexual violence is most often experienced by adolescents, both men and women. This violence can occur in any environment and is carried out by anyone, including parents, girlfriends, siblings, friends, close relatives, teachers, and even strangers (Rueda et al., 2021). Adolescents' vulnerability to sexual violence certainly does not stop at the number of incidents alone, but also brings serious consequences that affect their lives as a whole.

Sexual violence, such as sexual harassment, rape, or sexual exploitation, has a detrimental impact on the victim, both physically, emotionally, and psychologically, which can pose a serious threat to the fulfillment of basic rights and the future of adolescents (Sriyantil et al., 2024). Emotionally and psychologically, adolescents who are victims of sexual violence can experience various disorders such as stress, depression, psychological trauma, suicidal thoughts, guilt, shame, and fear of interacting with others. They may also experience flashbacks of traumatic events, nightmares, insomnia, confidence disorders, and excessive anxiety about certain objects, smells, places, or situations that remind them of the violence. Physically, victims can experience loss of appetite, sleep disturbances, headaches, discomfort in the sexual or genital area, unwanted pregnancy and increased risk of contracting sexually transmitted infections (Putri et al., 2024).

Adolescents are vulnerable to sexual violence because they are in a dynamic developmental phase, where they are searching for their identity and often face identity crises. In this condition, adolescents often experience confusion in placing themselves and choosing a social environment, which can ultimately make them trapped in risky situations and potentially become victims of sexual violence. In addition, the lack of knowledge and in-depth understanding of sexual violence also increases their vulnerability to these risks (Yudono et al., 2024). This lack of knowledge can make adolescents unable to afford and do not know how to protect themselves from the threat of sexual violence, both verbal and non-verbal (Rahman et al., 2021).

This vulnerability is further exacerbated by the limitations of education received at school. This happens because education in schools generally emphasizes more on material that is tailored to certain subjects. Although the material is important, the knowledge provided does not present a comprehensive and targeted understanding for the purpose of sexual violence prevention. Various efforts have actually been made by the government and related institutions, both through counseling and sexual education campaigns. However, reality shows that cases of sexual violence in adolescents continue to increase year by year. This is supported by research Deviyanti et al., (2024) who said that sexual violence in the adolescent environment is increasing from year to year. This condition indicates that the current education approach is not fully effective. Therefore, a sexual education concept is needed that is able to cover aspects comprehensively, one of which is through comprehensive sexual education.

Comprehensive sexual education is an important solution in efforts to prevent sexual violence. According to Sexuality Information and Education Council of the United States (2004) and United Nations Population Fund (2014) in the book Burhanuddin Basri et al (2022) Defining comprehensive sexual education

is sexual education that provides information from self-concepts related to sexuality, anatomy, sexual physiology, reproduction, pregnancy, childbirth; sexually transmitted infections and HIV/AIDS; family life and interpersonal relationships; culture and sexuality; empowerment of human rights, non-discrimination, equality and gender roles; sexual behavior and sexual diversity; and sexual harassment, gender-based violence and harmful practices. Comprehensive sexuality education looks at sexuality and sexual behavior holistically, not solely focused on the prevention of pregnancy and sexually transmitted infections (STIs). Moreover, it is not solely based on the discourse of prohibition (Discourse of prohibition), which has been the basis of sexual education in schools.

Various previous studies have proven the importance of comprehensive sexuality education as a preventive measure. Based on research conducted by Badriah et al. (2023), it was found that comprehensive sexual education has a significant effect on improving adolescents' knowledge, attitudes, and skills in preventing premarital sexual behavior. This study shows that comprehensive sexual education can be an effective intervention to encourage healthy and responsible sexual behavior in adolescents (Badriah et al., 2023). Similarly, the results of Fridha's research (2020) show that comprehensive sexual education can be an effort to prevent sexual violence in SMP 8 Surabaya students. The results of the study prove that there are differences in students' knowledge levels before and after being given sexual education materials. This shows that education helps students understand what actions need to be taken to avoid sexual violence, while also being aware of the risks of sexual intercourse (Fridha & Haryanti, 2020).

The application of comprehensive sexual education is expected to make adolescents not only have adequate knowledge, but also develop self-efficacy in preventing sexual violence. Self-efficacy in the context of sexual violence prevention means the ability of adolescents to feel confident that they are capable of acting appropriately when faced with risky situations. This includes the ability to say "no" to unwanted sexual behavior, guard yourself from peer or peer pressure, report cases of harassment, and seek support from the authorities (Sipahutar, 2020).

Adolescents who have high self-efficacy tend to be more able to protect themselves from sexual violence than adolescents who have low self-efficacy. Based on research conducted by Edison et al., (2024), it was found that adolescents with low self-efficacy to resist sexual prompts were more at risk of engaging in risky sexual behaviors and becoming victims of dating violence. The study of 4,620 adolescents in 44 schools in the United States showed that victims of physical violence in dating experienced a decrease in self-efficacy to refuse sex, which in turn increased the likelihood of having unprotected sex and having more sexual partners. These findings confirm that self-efficacy is an important protective factor in preventing involvement or victimization of sexual violence. Therefore, comprehensive sexual education can be an effective means to build and strengthen adolescents' self-efficacy so that they are better prepared to face the threat of sexual violence independently.

However, there is still a gap in the implementation of sexual education in schools, including at SMAN X Suwawa. Initial observations made at SMAN X Suwawa show that most students do not clearly understand what sexual violence is and how to report it. From the results of interviews with 15 students, it is known that they have experienced sexual violence in verbal forms such as catcalling, whistling, uncomfortable looks, to sexually explicit comments about their bodies and clothes. However, they do not know that the behavior falls under the category of sexual violence and do not understand how to report it. In addition, there were also cases of a student who was harassed and threatened by his own girlfriend, and some were even forced to drop out of school due to out-of-wedlock pregnancies due to risky sexual behavior. Even more concerning, there were reports that a student was sexually assaulted repeatedly by one of the teachers, but did not have the ability to refuse, protect themselves, or seek help.

This condition illustrates that sexual education at SMAN X Suwawa is still very limited, so they do not have an adequate understanding in preventing sexual violence. This fact further emphasizes the importance of implementing comprehensive sexual education in schools, because only with comprehensive understanding and skills, adolescents can have confidence and real ability to protect themselves from the threat of sexual violence. Therefore, the researcher felt it was important to conduct a study on "The Effect of the Comprehensive Sexual Education Model on the Self-Efficacy of Sexual Violence Prevention in Adolescents at SMAN X Suwawa".

## RESEARCH METHODS

This research has been carried out at SMAN X Suwawa on November 28, 2025. The type of quantitative research uses a pre-experimental one-group pretest-posttest research design. The sampling technique in this study uses probability sampling using the cluster random sampling method, a sample of 61 respondents was obtained which will then be taken proportionally in each class, namely class X as many as 17 people, class XI as many as 22 people and class XII as many as 22 people and the selection of the number of samples representing each class was selected randomly using the Spin The Wheel application. This research instrument uses a questionnaire in the form of a dichotomy question which contains three dimensions of self-efficacy, namely magnitude, generality, and strength, with a total of 20 statement items.

## RESEARCH RESULTS

### Univariate Analysis

#### Respondent Characteristics

Table 1. Frequency distribution of respondents by gender

Yes	Gender	Frequency (n)	Percentage
1.	Male	16	26,2
2.	Women	45	73,8
<b>Total</b>		<b>61</b>	<b>100</b>

Source : Primary Data 2025

Based on the table above, it shows that of the 61 respondents studied, most of the respondents were female, namely 45 respondents (73.8%). The minority of respondents were male as many as 16 respondents (26.2%).

Table 2. Distribution of respondent frequencies by age

Yes	Age	Frequency (n)	Percentage
1.	15 Years	12	19,7
2.	16 Years	21	34,4
3.	17 Years	18	29,5
4.	18 Years	10	16,4
<b>Total</b>		<b>61</b>	<b>100</b>

Source : Primary Data 2025

Based on the table above, it shows that of the 61 respondents studied, most of the respondents were 16 years old as many as 21 respondents (34.4%), and the minority were 18 years old as many as 10 respondents (16.4%).

Table 3. Characteristics of respondents by class

Yes	Classes	Frequency (n)	Percentage
1.	Class X	17	27,9
2.	Class XI	22	36,1
3.	Class XII	22	36,1
<b>Total</b>		<b>61</b>	<b>100</b>

Source : Primary Data 2025

Based on the table above, it shows that of the 61 respondents studied, most of the respondents, namely classes XI and XII as many as 22 respondents (36.1%). The small part is class X with a total of 17 respondents (27.9%).

Table 4. Self-Efficacy of Adolescent Sexual Violence Prevention before being given a Comprehensive Sexual Education Model

Yes	Self-efficacy level of student sexual violence prevention	rior to the provision of a comprehensive sexual education model	
		<i>Pre-test</i>	
		N	%
1.	Very Bad	0	0
2.	Not Good	1	1,6
3.	Good	8	13,1
4.	Excellent	52	85,2
<b>Total</b>		<b>61</b>	<b>100</b>

Source : Primary Data, 2025

Based on the table above, it shows that from the 61 respondents studied, data on the level of self-efficacy of preventing sexual violence in adolescents at SMAN X Suwawa before being given a comprehensive sexual education model was mostly in the very good category as many as 52 respondents with a percentage of 85.2% and a small part were in the bad category as many as 1 respondent with a percentage of 1.6% and there were no respondents with a very bad category

Table 5. Self-Efficacy of Adolescent Sexual Violence Prevention after Being Given a Comprehensive Sexual Education Model

Yes	Self-efficacy level of student sexual violence prevention	After the provision of a comprehensive sexual education model	
		<i>Post-test</i>	
		N	%
1.	Very Bad	0	0
2.	Not Good	0	0
3.	Good	5	8,2
4.	Excellent	56	91,8
Total		61	100

Source : Primary Data, 2025

Based on the table above, it shows that from the 61 respondents studied, data was obtained on the level of self-efficacy of preventing sexual violence in adolescents at SMAN X Suwawa after being given a comprehensive sexual education model, most of them were in the very good category as many as 56 respondents with a percentage of 91.8% and a small part were in the good category as many as 5 respondents with a percentage of 8.2% and there were no respondents in the category of bad and very bad categories.

### Bivariate Analysis

Table 6. The Effect of the Comprehensive Sexual Education Model on the Self-Efficacy of Prevention of Sexual Violence in Adolescents at SMAN X Suwawa

Variable	Categories	N	Mean Rank	Number of Ranks	Z	p Value
Self-Efficacy of Prevention of Sexual Violence	<i>Pre-test</i>	61	20,45	245,50		
	<i>Post-test</i>	61	31,28	1345,00	-2,765	0,006

Source : Primary Data, 2025

Based on the table above, the results were obtained that from 61 respondents, the mean rank value of self-efficacy prevention of sexual violence in adolescents before being given a comprehensive sexual education model (pre-test) was 20.45, while the mean rank value of self-efficacy after being given intervention (post-test) was 31.28. These results show that there is an increase in the self-efficacy of the respondents after being given a comprehensive sexual education model. In addition, the number of ranks in the post-test (1345.00) was greater than the number of ranks in the pre-test (245.50), indicating that most respondents experienced an increase in self-efficacy scores after the intervention. The results of statistical analysis using the Wilcoxon Signed Rank Test showed a Z value of -2.765 with Asymp. Sig. (2-tailed) by 0.006. Because the p value < 0.05, it can be interpreted that there is a significant difference between self-efficacy before and after being given a comprehensive sexual education model. Thus, it can be concluded that the hypothesis is accepted, which means that there is an influence of the comprehensive sexual education model on the self-efficacy of sexual violence prevention in adolescents at SMAN X Suwawa.

## DISCUSSION

### Self-efficacy of prevention of sexual violence in adolescents before being given a comprehensive sexual education model at SMAN X Suwawa

The results of the study showed that the self-efficacy of preventing sexual violence in adolescents at SMAN X Suwawa before being given a comprehensive sexual education model with lecture methods, animated videos, and role plays was still mostly in the suboptimal category. Based on the results of filling out the pre-test questionnaire, there were 1 respondent (1.6%) with low self-efficacy (not good) and 8 respondents (13.1%) were in the medium (good) category. These findings show that some respondents do not have strong confidence in their ability to recognize, avoid, and deal with situations that have the potential to lead to sexual violence. Low self-efficacy is reflected in respondents' hesitation in setting personal boundaries, inability to express rejection firmly, and tendency to remain silent or passive when faced with inappropriate treatment.

This is in line with Bandura's (1997) theory, which states that self-efficacy is an individual's belief in his ability to regulate and carry out the necessary actions to deal with certain situations. Individuals with low self-efficacy tend to feel helpless, doubt their abilities, and choose to respond passively or avoid action when in stressful or risky situations. This condition shows that low self-efficacy can affect an individual's ability to make decisions and act decisively to protect himself.

Low self-efficacy before intervention is inseparable from adolescents' limited knowledge of sexual violence. Most respondents do not understand that sexual violence is not only limited to physical acts, but also includes verbal, psychological, and unwanted sexual behavior. This lack of understanding causes adolescents

to have difficulty in identifying risky situations and are not aware of their right to refuse such treatment.

The above theory is continuous with research conducted by Sipahutar (2020), which showed that before being given sexual education, most of the respondents had low self-efficacy in the prevention of sexual violence, namely being in the bad category as many as 25 people (35.7%) and the very bad category as many as 8 people (11.4%). This condition is caused by the lack of adequate sexual education, so that respondents do not have enough knowledge, beliefs, and skills to express rejection, protect themselves, and take appropriate actions when facing risky situations.

In addition, when viewed by age, the highest self-efficacy of sexual violence prevention before being given a comprehensive sexual education model was dominated by 17-year-old respondents, followed by 18-year-olds. These findings are in line with the concept of adolescent development put forward by Atiqah et al., (2024), which states that adolescents in the middle to late adolescence phase have more mature cognitive ability development, such as the ability to think logically and abstractly, imagine situations without having to experience them directly, and solve problems by considering consequences. The development of social thinking at this stage also allows adolescents to better understand interpersonal relationships and social situations.

Such cognitive development contributes to the formation of self-efficacy, as explained in Bandura's theory (1997) which states that an individual's belief in acting is influenced by cognitive processes and previous experiences in dealing with certain situations. With more mature thinking skills and experience that increases with age, older adolescents tend to have better self-efficacy in dealing with risky situations, including in the prevention of sexual violence.

Meanwhile, respondents who had very good self-efficacy before being given a comprehensive sexual education model were 52 respondents (85.2%). This condition shows that some respondents already have good self-confidence in efforts to prevent sexual violence before the intervention is given. This is allegedly related to the experience of respondents who have previously received information related to sexual violence, both through the school environment, the media, and other sources of information.

The findings are in line with research conducted by Sipahutar (2020), which showed that before being given sexual education, the self-efficacy of sexual violence prevention of respondents had been in the good category of 27 people (38.6%) and the very good category of 10 people (14.3%). In addition, these findings are also in line with research Amalia et al., (2025) which found that before being educated through an animated video on sexual violence prevention, most of the respondents still showed low self-efficacy, which was caused by the limited information that respondents had regarding sexual violence comprehensively.

In line with research Yudono et al., (2024) shows that adolescents who have not received adequate sexual information and education have limitations in understanding forms of sexual violence and how to respond to risky situations. The limited information has an impact on the low readiness of adolescents to take self-protection measures. These findings are conceptually in line with Bandura's (1997) theory of self-efficacy, which asserts that an individual's belief to act is influenced by cognitive processes and experiences of acquiring information. Thus, the condition of self-efficacy before intervention in this study emphasizes the importance of providing systematic and continuous sexual education.

Based on the description above, it is assumed that before the provision of a comprehensive sexual education model, some respondents were still in the category of self-efficacy that was not optimal in the prevention of sexual violence.

### **Self-efficacy of prevention of sexual violence in adolescents after being given a comprehensive sexual education model at SMAN X Suwawa**

After being given a comprehensive sexual education model, the results of the study were obtained, as many as 56 respondents (91.8%) were included in the category of very good self-efficacy and as many as 5 respondents (8.2%) in the category of good self-efficacy. It can be seen from the data that there has been an increase in the self-efficacy rate which is in the very good category. Where before being given a comprehensive sexual education model, respondents with very good self-efficacy were only 52 respondents. However, after being given a comprehensive sexual education model, there were 56 respondents with a very good self-efficacy category. According to the researchers' analysis, this increase reflects a positive change in adolescents' confidence in their ability to recognize, prevent, and respond to situations that have the potential to lead to sexual violence more effectively and confidently.

Improved self-efficacy after intervention showed that a comprehensive sexuality education model was able to address adolescents' needs for information and skills relevant to their lives. Before the intervention, adolescents tend to show doubts and passive attitudes in dealing with risky situations. However, after being provided with comprehensive sexual education through lectures, animated videos, and role plays, adolescents show better readiness to set personal boundaries, express rejection firmly, and seek help when faced with unsafe situations.

The results of this study are also in continuity with the research conducted by Sipahutar (2020), which shows that the provision of sexual education can improve adolescents' self-efficacy in the prevention of sexual

violence. After being educated, most of the respondents had self-efficacy in the very good category. Specifically, the results showed that out of a total of 70 samples, as many as 66 respondents (94.3%) achieved very good self-efficacy, and 4 respondents (5.7%) were in the good category.

This is also influenced by the implementation of a comprehensive sexual education model provided through the lecture method with the support of PPT media, animated videos, and role plays. In the lecture method, adolescents do not only act as passive recipients of information, but are actively involved through discussion, reflection, and problem-solving activities facilitated by PPT media and strengthened through role play practices. In addition, the educational process is also supported by the screening of animated videos designed by researchers, in which they discuss the occurrence of sexual violence. The visual media plays a role in attracting the attention of respondents, increasing focus during the education process, and helping adolescents understand comprehensive sexual education materials more easily and deeply.

This is in line with research Amalia et al., (2025) which shows that the use of animated videos is very effective in improving adolescents' understanding of sexual violence prevention. Animated videos are able to convey difficult material to be simpler and more interesting through a combination of images and sounds, so that the information is easier for respondents to remember and understand. These findings are also supported by research Rahim et al., (2025) which shows that a combination of educational methods uses visual presentation media, educational videos, and interventions Role play has a great influence on improving the practical abilities of respondents. Through Role play, adolescents are given the opportunity to simulate risky situations and practice assertive skills firsthand, which ultimately strengthens their self-confidence in the face of real threats. Overall, the integration of these various educational media plays a crucial role in enhancing adolescents' deep understanding, which linearly contributes to strengthening their self-efficacy in sexual violence prevention efforts.

In the category of good self-efficacy, as many as 5 respondents (8.2%) did not experience a change in the category between before and after being given a comprehensive sexual education model. This number decreased compared to the condition before the intervention, where the category of good self-efficacy was recorded as many as 8 respondents (13.1%). These findings show that not all respondents experienced optimal self-efficacy improvements after the intervention was given. This condition is allegedly related to the difference in the level of attention and involvement of respondents during the education process. Some respondents have not fully paid attention to the material presented and are not serious in answering the questionnaire, so the understanding obtained is not optimal.

This finding is in line with Bandura's (1997) theory of self-efficacy, which states that the formation of self-efficacy is influenced by individual cognitive processes in processing learning experiences. Increased self-efficacy is determined not only by exposure to information, but also by the active involvement of the individual in paying attention, understanding, and interpreting the experience. Individuals who are less cognitively involved in the learning process tend to have limited understanding, so their confidence in their ability to act has not developed optimally.

Increased self-efficacy after intervention suggests that adolescents no longer see themselves as weak or helpless, but as individuals who have control over their bodies and their safety. Adolescents become more aware that sexual violence is not the victim's fault, and understand the importance of seeking help from trusted parties when facing dangerous situations.

Thus, the self-efficacy of sexual violence prevention in adolescents at SMAN X Suwawa after being given a comprehensive sexual education model has undergone significant changes. This change confirms that comprehensive sexuality education is an effective intervention in building adolescents' confidence, courage, and readiness to protect themselves from sexual violence.

### **The effect of a comprehensive sexuality education model on the self-efficacy of prevention of sexual violence in adolescents**

The results of the study show that the comprehensive sexual education model has a significant effect on the self-efficacy of preventing sexual violence in adolescents at SMAN X Suwawa. This effect is evidenced by the difference in self-efficacy scores before and after the intervention, which statistically through bivariate analysis using the Wilcoxon sign rank test obtained the result of  $p$  value = 0.006 ( $p < 0.05$ ). These results confirm that the changes that occurred in respondents were not caused by chance, but were a direct impact of providing a comprehensive sexual education model.

Conceptually, comprehensive sexuality education is an educational approach that not only emphasizes the biological aspects of sexuality, but also includes cognitive, emotional, physical, and social aspects. This approach allows adolescents to understand their bodies, boundaries, and relationships as a whole, thus contributing to the formation of protective attitudes and behaviors against sexual violence. This comprehensive understanding plays a role in increasing adolescents' self-efficacy, which is confidence in their ability to act safely, firmly, and appropriately when facing risky situations.

The influence of the comprehensive sexual education model in this study can also be understood by considering the characteristics of the respondents. The majority of respondents were female, who were

statistically at a higher risk of sexual violence than men. This condition makes educational materials that emphasize understanding the right to the body, strengthening assertive attitudes, and self-protection skills relevant to the respondents' experiences and needs. These findings are in line with research by Cagney et al. (2025) which shows that women have a higher prevalence of the risk of sexual violence from adolescence, so it requires strengthening self-efficacy through proper education. Research by Lanus et al. (2024) also shows that comprehensive sexuality education plays a role in improving sexual self-control in adolescent girls, which reflects an increase in an individual's ability to manage urges as well as protect themselves from risky behaviors. The increase in self-control is closely related to the strengthening of self-efficacy, which is reflected in the increase in adolescents' confidence to be assertive and make safe decisions after participating in the intervention.

In addition, judging from the age aspect, most of the respondents are in the range of middle to late adolescents. In this developmental phase, adolescents have the ability to think abstractly, understand the cause-and-effect relationship, and reflect on the experiences gained. This is in line with research by Atiqah et al. (2024) who explain that cognitive maturity at this stage of development allows adolescents to receive, process, and interpret information more deeply. This condition supports the process of internalizing comprehensive sexual education materials, so that the interventions provided are able to influence the increase of respondents' self-efficacy.

Viewed from the education level, the respondents came from the high school level who were psychosocially in the phase of preparation for independence and decision-making. The educational environment at this level provides a more structured and contextual learning space in discussing reproductive health and self-protection issues. This is in line with research by Pinandari et al. (2023) which states that school-based comprehensive sexual education interventions are effective in improving the psychosocial aspects of adolescents because they are adjusted to the level of education and developmental stage of students.

Comprehensive Sexual Education Framework put forward by International Planned Parenthood Federation (IPPF) also supports the findings of this study. According to the IPPF, as described in the book Basri, Tambuala, & Badrishi (2022), states that comprehensive sexual education is not just about providing information about sexual violence, but is a holistic and integrated learning process consisting of seven main components, namely gender, reproductive health and HIV, sexual and human rights, satisfaction, violence, diversity, and human relations. The integration of these seven components in the learning process allows adolescents not only to obtain correct information related to sexuality, but also to train the ability to understand their rights to their bodies, recognize risky situations, set self-limits, and make safe and responsible decisions in social relationships. This learning process involving cognitive and emotional aspects encourages the formation of adolescents' confidence in their ability to deal with social pressure and the potential for sexual violence.

This is in line with research conducted by Fridha & Haryanti (2020) which examines the application of comprehensive sexual education in adolescents as an effort to prevent sexual violence. The results of the study show that the provision of comprehensive sexual education is able to improve adolescents' understanding of sexuality, forms of sexual violence, and how to behave and act to protect themselves from risky situations. This increase in understanding is not only related to the aspect of knowledge, but also contributes to the psychological readiness of adolescents in the face of the threat of sexual violence.

The findings show that comprehensive sexual education plays a role in shaping adolescents' self-awareness, risk perception, and confidence in their ability to determine the right attitude. Thus, despite research Fridha & Haryanti (2020) Instead of directly measuring self-efficacy as the main variable, the results of the study support the mechanism for the formation of self-efficacy through increasing adolescents' understanding and readiness to protect themselves. This strengthens the results of this study which shows that the comprehensive sexual education model has an effect on the self-efficacy of preventing sexual violence in adolescents.

## CONCLUSION

The self-efficacy of preventing sexual violence of students before being given a comprehensive sexual education model with lecture methods, animated videos, and role play was in the categories of not good (1.6%), good (13.1%) and very good (85.2%).

The self-efficacy of sexual violence prevention of students after being given a comprehensive sexual education model with lecture methods, animated videos, and role play was in the categories of good (8.2%) and excellent (91.8%)

There was an effect of the comprehensive sexual education model on the self-efficacy of sexual violence prevention in adolescents at SMAN X Suwawa with the results of a statistical test using the Wilcoxon sign rank test obtained a p value = 0.006 ( $p < 0.05$ )

**ADVICE**

The results of this study are expected to be considered for relevant institutions in policy formulation and development of comprehensive sexual education programs as an effort to prevent sexual violence in adolescents, especially through educational approaches oriented to strengthening self-efficacy.

The results of this research are expected to be an input for SMAN X Suwawa to develop school programs by integrating comprehensive sexual education into learning activities and counseling guidance services to improve adolescents' self-efficacy and create a safe and supportive school environment.

The results of this study are expected to encourage respondents to apply the knowledge and skills gained through comprehensive sexual education in their daily lives as an effort to increase self-efficacy and protect themselves from the risk of sexual violence.

The results of this study are expected to be a reference for future researchers who examine similar topics by using a research design involving a control group, expanding the number and characteristics of respondents, and assessing the long-term impact of comprehensive sexual education on adolescent self-efficacy in order to obtain more comprehensive results.

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