

**ANALYSIS OF SEX EDUCATION IN THE FILM OF “DUA GARIS BIRU”
AND ITS URGENCY ON MORAL INTERNALIZATION FOR
ADOLESCENTS**



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training State Institute of Islamic
Studies Purwokerto as a Partial Fulfillment of the Requirements for Achieving
the Degree of *Sarjana Pendidikan* (S.Pd.) in Islamic Education**

BY:

HUZDAENI RAHMAWATI

SN. 1617402011

**ISLAMIC EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
PURWOKERTO**

2020

CHAPTER I

INTRODUCTION

A. Background of the Research

Adolescents are always growing in amazing ways. Even their characteristics are always different from when their parents grew up. The influence of the development of technology, industry, globalization, and the era of disruption makes the development of millennial children more quickly mature. But not a few adolescents who experienced irregularities. One deviation that occurs is a misperception about how to foster relationships between men and women. At present in our society there is a “*bucin*” phenomenon (a.k.a. Slave of Love). It’s not taboo when they are dating at young age. Not infrequently they also have the courage to join hands, call mommy/daddy, even kissing. This is tough to be due to the negative impact of the ease of accessing unlimited information. Nearly 60% of children are good at using gadgets, and some of them are addicted to them. And it’s caused emotional and behavioral disorder.¹ If not really taken seriously, this will become a silent killer for the nation’s future.

Slaves love or “*bucin*” is a term for those who are in a drunken romance, and seem willing to make any sacrifice. Of course, this is often misinterpreted by teenagers as something that gives each other pleasure. Though in essence this matter is about responsibility and mutual respect. In almost all schools there are cases of pregnancy before marriage, due to free sex. Many cases end in early

¹ Ahmad Ramadhan Asif and Farid Agung Rahmadi, *Hubungan Tingkat Kecanduan Gadget Dengan Gangguan Emosi Dan Perilaku Remaja Usia 11-12 Tahun*, Jurnal Kedokteran Diponegoro, Vol., 6.2, (2017), p., 10.

marriage or abortion to the fetus.² Apart from the graphic data statistics related to this case, the existence of this case should be enough reason for us to fight for sex education. This is an effort to liberate young people against a bleak future. Many parents do not know about the importance of sex education itself, so they submit this task to the school. In some schools, sex education efforts have been carried out through counseling and modeling from educators. But this is still less effective, if seen in reality many of the teens who are still dating secretly or also referred to as dating on back street. Some of the teenagers after being interviewed claimed that this was able to meet their needs to get love and attention. Of the 13 teenagers in the study group, there were 11 teenagers who claimed to be dating. Whereas 2 other teenagers claimed if they felt disgust towards dating, while the other claimed they were strictly forbidden to their parents.³ This is where the evidence is revealed that the actual role of sex education should be greater in parents.

This problem becomes more complex because many of us are confused about how to teach sex education. This is because adolescents are still developing subjects with all their biological and psychological aspects. Naturally, in adolescents there is a change in body shape due to puberty and the turmoil of attraction towards the opposite sex. There must be special treatment for adolescents tailored to each unique condition.⁴ The material provided must also be of a medium so as not to encourage overflowing turmoil, and not too

² Fina Itriyani and Deshinta Dwi Asriani, Agensi dan Negosiasi Remaja Hamil dalam Menghadapi Stigma dan Hambatan-hambatan dalam Kehidupannya di Kota Yogyakarta, *Jurnal Studi Pemuda*, Vol., 3.2, (September, 2014), p., 74.

³ Wiwit Indrayani, Dating Behavior In Adolescents In Batu Belah Village Kampar District Kampar Regency, *JOMFISIP*, Vol., 3.1 (2016), p., 15.

⁴ Ruth Formanek and Anita Gurian, *Why? : Children's Questions : What They Mean and How to Answer Them*, (Boston : Houghton Mifflin, 1980), p., 28.
<<http://archive.org/details/whychildrensques00form>> [accessed 11 April 2020].

minimal information to adequately satisfy his curiosity. Many of us are still struggling about sex education because we are confused about how to teach it. Whereas in some yellow books such as the *Qurratul 'uyun, Uqutudh Dillijain, Risalatul Mahid*, etc., have taught the importance of sex education itself. This indicates that Islam itself highly upholds sex education as a learning. But over the times, such literacy is largely abandoned and rarely preserved. Many obstacles are at the root of the problem including a decrease in the level of interest in reading, a reduction in people who are proficient in Arabic, and a monotonous way of teaching.⁵

Re-claiming this actually happened because of the era of disruption, where there were many fundamental changes to the social fabric. For example, learning is no longer convergent centered on educators, but divergent which spreads to all students. Speed of access to information also makes us reluctant to bother studying it now. Many of us who prefer the visualization of information in the form of color images rather than just a row of monochrome sentences.⁶ It must be admitted if this is the characteristic of almost all humans today. This is what we must mark as a step towards a renewal that must be done.

The main obstacle to sex education is the lack of educational literacy that addresses it. Very little about books, journals, soap operas, blogs, and even advertisements that make sex education as the main topic. Some heroic actions from some young people of the nation are the ones who spearheaded the sex education conscious movement through educative videos on YouTube, blog

⁵ Sayyid Abu Bakar, *Faktor-faktor Penyebab Rendahnya Minat Baca Masyarakat di Taman Baca Masyarakat: Studi Kasus di Taman Baca Masyarakat Cinta Baca, Kelurahan Lempuing, Kecamatan Ratu Agung, Kota Bengkulu*, (Thesis Universitas Bengkulu), p., 18.

⁶ Mick Healey, Eric Pawson, and Michael Solem, *Active Learning and Student Engagement: International Perspectives and Practices in Geography in Higher Education* (Routledge, 2013), p., 50.

posts, and even feature films. However, this is still inferior when compared to the massive movements of several soap operas and FTv that display a variety of less educative content. This can be seen from several scenes of courtship, jealousy, and even fighting to attract the audience's interest.⁷

From all the explanations above it can be concluded the end of the problem lies in the lack of learning resources and what methods are suitable for sex education for adolescents. This will be answered by the author to examine a story "Dua Garis Biru". This story was born due to answer the anxiety about freedom of sex that often occurs in adolescents. Two teenagers, Dara and Bima, were involved in an early marital relationship due to pregnancy out of wedlock. Here illustrates how the dilemma of these two teenagers made a decision that made his life unusual and show how important the role of the family.

Uniquely, besides inviting a lot of praise, this film also invites cons from several groups. Many of them denounce this as a moral setback. It is very contradictory to the goals of Gita, the creator of the story. He intended this film to be present as an education on sex for teenagers. This indicates there are some miss interpretations of their meaning so a deeper analysis is needed related to moral internalization. Therefore, the authors are very interested in examining it in a structured manner with the title "Analysis of Sex Education in The Film of "Dua Garis Biru" and Its Urgency on Moral Internalization for Adolescents"

⁷ Charmia Diahloka, Pengaruh Sinetron Televisi dan Film Terhadap Perkembangan Moral Remaja, *Jurnal Reformasi*, Vol., 2.1., p., 28-29.

B. Conceptual Definition

1. Sex Education

Sex education is a term that is very difficult to define. But according to David Campos, sex education can be defined as finding out about sex from parents, family, friends, teachers, adults in general, or mass media. So, it is arranged into some means: Learning factual information on all aspects of sex, learning about sex itself, learning about the sexual behavior of others, learning that sex is a part of life. So, we can conclude that sex education must be formed as curriculum that is used to teach youth about any of these aspects.⁸

Meanwhile according to Wendy Stock, sexuality education ideally would encompass sexual knowledge, beliefs, attitudes, values, and behaviors. Included would be anatomy, physiology, and biochemistry of sexual response system, gender roles, identity and personality, and thoughts, feelings, behaviors, and relationship. In addition, moral and ethical concern, group and cultural diversity, and social change would be addressed.⁹

Maurice A. Bigelow said that sex-education in its largest sense includes all scientific, ethical, social, and religious instruction and influence which directly and indirectly may help young people prepare to solve for themselves the problems of sex that inevitably come in some form into the life of every normal human individual. Note the carefully guarded phrase *"help young people prepare to solve for themselves the problems of*

⁸ David Campos, *Sex, Youth, and Sex Education : A Reference Handbook* (Santa Barbara, Calif. : ABC-CLIO, 2002), p. 4
<<http://archive.org/details/sexyouthsexeduca0000camp>> [accessed 12 April 2020].

⁹ Diana Ariswanti Triningtyas, *SEX EDUCATION*, (Cv. Ae Media Grafika), p. 7.

sex", for, like education in general, special sex-education cannot possibly do more than help the individual prepare to face the problems of life.¹⁰

After listening to some western expert opinions, there is an understanding of sex education which is connected with several verses in the Qur'an. As mentioned by Raqib in his journal which defines sex education as an effort to follow up on human instinctual tendencies. Men with basic instincts of healthy instincts will love women, and if they "love other than women" (*min duni al-nisa'*) then they belong to groups that have sexual deviations such as the Lut (homo) who are condemned by God (QS al- A'raf / 7: 80, al-Naml / 22: 55). This education seeks to recognize human creation from the types of men and women. Know each other towards piety to God (al-Hujarat / 49: 13). Through education will develop a sense of love because there is knowledge, recognition, and a good understanding of other types. The love of men who have been "able", ideally immediately followed up with marriage so as to create a life that is full of peace and love (*sakinah, mawaddah, rahmah*) in accordance with his human instincts (al-Rum / 30: 21). Because he has understood, the husband will treat his wife with *ma'ruf*, and engage in sexual relations (*jima'*) politely and comfortably to enjoy pleasure together with which techniques and directions he likes, *fa'tu hartsakum anna syi'tum* (QS al- Baqarah / 2: 223).¹¹

¹⁰ Maurice A. Bigelow, *SEX-EDUCATION: A Series of Lectures Concerning Knowledge of Sex in its Relation to Human Life*, (New York: The Macmillan Company, 1916), p., 5.

¹¹ Mohammad Roqib, Pendidikan Seks pada Anak Usia Dini, *Jurnal Insania*, Vol., 3.2, (Purwokerto: STAIN Press, 2008), p. 4-5.

2. Film “Dua Garis Biru”

This film tells the story of the figure of Bima, a teenager who sits on a high school bench and has many friends. He lives in a peaceful and supportive family environment. However, on their way, Bima and his girlfriend Dara were too far. Dara is pregnant. They are haunted by fear and intend to abort the womb. During gym class Dara accidentally slipped and mentioned that she had a baby in her stomach. This makes students and teachers surprised. The school also called the parents of Bima and Dara to school. The parents of Bima and Dara did not know what to do but be disappointed with what they were doing. And Bima must be responsible for everything that has been done. Over time, the parents of Bima and Dara began to accept the situation even though they still felt very disappointed. Until finally Bima and Dara decided to get married at a young age. Bima works at Dara's father's place to increase labor costs. But in reality Bima was busy playing games on his cellphone like teenagers in general. Whereas Dara is sensitive to Bima's behavior. There was a small fight that made them have to separate the house for a while. Bima and Dara last until the baby in the womb is born. However, sadness still surrounds Dara when Dara's uterus has to be removed because there is a problem in her vagina and makes Dara's parents feel sadness for the umpteenth time.

3. Moral Internalization

Moral comes from the word “*mores*” in Latin which means the same as ethos in Greek, namely customs, behavior, habits. Moral as values or norms that become a guideline for a person or group in regulating his behavior, namely those involving human activities that are seen as good/bad, right/wrong, or concerning the way a person behaves in relation

to others.¹² Morality is a metaphysical quality by the help of which our practical actions are justified and which in most constitutes restraint. Morality is science and some says morality is an art. There are some argumentations about morality such as, the principle of *bourgeois* morality is to preserve the unity of the community without any consideration for the liberty of individual; The principle of *aristocratic* morality is to preserve for the glory of its escutcheon all the splendor it deems requisite.

Being one of the manifestations of human action, morality is necessarily subject to the law of living according to such and such an epoch. It has to adapt itself to change. Every individual bears the moral sense within his self, but also remember that the sanction of moral judgment is the one of the most important factors of civilization and progress, and cannot be dissociated to day from the scientific element.¹³ According to language internalization is quoted from the *Kamus Besar Bahasa Indonesia* (KBBI) as appreciation, deepening, mastery that takes place through coaching, guidance, and so on.¹⁴ Whereas in terms described by Hakam as an effort to present something that originally existed in the external world, it belonged to the internal either for oneself or the institution. The importance of internalization is due to the external values being so great and noble that they are expected to reduce and rebuild the true side of humanity.¹⁵

¹² Rahmat Mulyana, *Mengartikulasikan Pendidikan Nilai*, (Bandung: Alfabeta, 2006), p., 34.

¹³ Infanta of Spain Eulalia, *The Thread of Life*, 2018, p., 43–44
<<https://www.gutenberg.org/ebooks/57768>> [accessed 14 April 2020].

¹⁴ *Kamus Besar Bahasa Indonesia*, Pusat Pembinaan dan Pengembangan Bahasa Departement Pendidikan dan Kebudayaan, (Jakarta: Balai Pustaka, 1989), p., 336.

¹⁵ Tatang Muchtar, dkk., *Internalisasi Nilai-nilai Kesalehan*, (Bandung: UPI Sumedang Press, 2018), p., 9-10.

Whereas Ihsan interpreted internalization as an effort done to enter the values into the soul so that it becomes his owner.¹⁶ Internalization is also interpreted as a deep process to live the religious values that are integrated with the values of education as a whole that the target is integrated in the personality of the students, so that it becomes one of the characters or character of the students. In a psychological sense, internalization means the union of attitudes or incorporation, standards of behavior, opinions, in personality.¹⁷

Related to the process of obtaining new information (stimulus) is clarified through three stages as follows: *Value Transformation Phase*, this stage is a process carried out by educators in informing good and bad values. At this stage there is only verbal communication between educators and students or foster children, *Value Transaction Stage*, a stage of value education by way of two-way communication, or interactions between students and educators that are reciprocal interactions, *Trans internalization Phase*, this stage is far more profound than the transaction stage. At this stage not only is done by verbal communication but also mental attitude and personality. So, at this stage personality communication plays an active role.¹⁸ From this we can do an analogy that moral internalization is like an oven that processes people based on morals as a measure.

¹⁶ Ihsan Fuad, *Dasar-dasar Kependidikan*, (Jakarta: Rineka Cipta, 1997), p., 155.

¹⁷ James Caplin, *Kamus Lengkap Psikologi*, (Jakarta: Bulan Bintang, 1992), p., 260.

¹⁸ Zakiyah Darajat, *Dasar-dasar Agama Islam* (Jakarta: Bulan Bintang, 1992), p., 260.

4. Adolescents

Now is a better time for the development of adolescents as well as threatening them. There are many facilities that support teenagers to grow, but many also lurk their weaknesses to be attacked. At present we are no longer worried about malnourished teenagers, but there are many efforts to eradicate morals for them. Examples such as fragments of sex violence that are now rife aired in the mass media so that settled in their minds. Every community should ideally carry on the noble or moral values from one generation to another. This is how human civilization continues.

Nowadays teenagers have enough, even more, to be supported materially. Abundance of food, information, even circle of friends to support them. The irony is that they actually face a reality that their lack is their lack. Lack of quality time, authority and boundaries, privacy, even emotional commitment. Therefore, they are identical with unstable little rebels. But adolescence is not a time of rioting, because the fact is that this country was formed by the intervention of adolescents as well. Adolescence is a transition period in the span of human life that connects childhood and adulthood. Understanding adolescence is important because they are part of the future of society.¹⁹

Who can be called teenagers? this was first answered by Aristoteles who had made the span of human life. According to him, it can be said of adolescents if they are aged between 7-21 years by calling it the stage of identity and career selection. Then the concept of development of adolescents was developed again by J.J. Rousseau into

¹⁹ John W. Santrock, *Adolescence 6th edition*, (Jakarta: Erlangga, 2003), p., 6.

- a. Phase three (12-15 years), reason and self-awareness develop at this stage, together with an abundance of physical energy. Curiosity must be developed in the education of children aged 12 to 15 years by providing various exploratory activities.
- b. Stage four (15-20 years), individuals begin to mature emotionally during this time. His selfishness starts to erode with interest in others. Values and morals also appear at this time of development.²⁰

Based on the explanation above, in this study there will be restrictions on who the teenager will be his object. Youth referred to in this study are those who are developing at stage four or in other sources said to be the final stage of adolescence. This is because the age between 15-20 years is the right time to internalize any moral values in sex education.

C. Research Question

Based on the background of the research above, then the problem can be formulated as following: What are the values of sex education in the story of “Dua Garis Biru” and its urgency on moral internalization for adolescents?

D. Objectives and Significances of the Research

Based on the formulation of the existing problems, the goal to be achieved in this study is to figure out in detail about the values of sex education through story “Dua Garis Biru” and its urgencies in effort to instill morale for adolescence.

The result of the research is expected to be used theoretically and practically:

²⁰ John W. Santrock, *Adolescence*,..., p., 9.

1. Theoretical Benefits

Theoretically, this research can add to the repertoire and knowledge, especially in the field sex education for adolescent and can be used as a comparison for future research.

2. Practical Benefits

With this research it is hoped that later it will be beneficial for:

a. Researcher

For researchers, hopefully they can increase their knowledge and improve their skills in the field of sex education for adolescents. So that they can convey this knowledge to their students later. In addition, the existence of this research can train researchers to think systematically and scientifically.

b. Educational Institution

For educational institutions, it is expected to be able to add a little knowledge as well as solutions to support improvements in sex education for adolescents in order to in order to achieve the learning objectives to be achieved namely a good understanding of sex education according to age and is useful as a basis for being moral.

c. Public

For the community, it can be used as information material so that the community can also choose their favorite film, but by prioritizing moral values that pay attention to social behavior of a student.

E. Literature Review

Researchers realize that this research is not the first and only one. For this reason, the researchers listed several studies related to this research, including:

First, the study entitled “*Survey terhadap Pemahaman Pendidikan Seks serta Kebiasaan Perilaku Remaja di Daerah Yogyakarta*” was written by Dias

Salirawati²¹ report that understanding of sex education and sexual attitudes / behavior of junior and senior high school students in DIY shows that the magnitude of students' understanding of sex education includes 3 main aspects, namely knowledge, perceptions of the myths about sex, and sexual attitudes / behavior varies . The results of the analysis of the data of the first main aspect (knowledge) consisting of four aspects based on the origin of the research district (Bantul) Sleman, Kulon Progo, and Gunung Kidul), gender (male and female), and school level (junior and senior high) can be presented in Tables 1, 2, and 3. The highest understanding of aspects of reproductive organs and puberty Kulon Progo, followed by Sleman Regency, Kota, Gunung Kidul, and finally Bantul. In the aspect of understanding about fertilization and pregnancy, Kulon Progo returned to dominate, followed by Kota, Sleman, Bantul, and Gunung Kidul. Thus also for two other aspects, namely contraception and abortion and abnormalities and STDs, Kulon Progo Regency has the highest average and the lowest Gunung Kidul Regency. This data shows that although Kulon Progo is not a City, it turns out that student's understanding of sex education is higher than other districts. As for Gunung Kidul Regency, which is far away, it has a low average.

Second, the research with the big title "*The Concept Of Sexual Education For Adolescents (Study in the perspective of Islamic Education)*" was written by Erin Febriyana.²² Sexual education is better if delivered integratively, along with related religious study or material with it so that it does not require special time as in form seminars, training, and others such as sexual education

²¹ Dias Salirawati, "*Survey terhadap Pemahaman Pendidikan Seks serta Kebiasaan Perilaku Remaja di Daerah Yogyakarta*" (Skripsi Universitas Negeri Yogyakarta, 2018).

²² Erin Febriyana, "*Konsep Pendidikan Seks pada Remaja: Studi berdasarkan Perspektif Islam*", (Skripsi UIN Walisongo, 2019).

courses for candidates bride and groom. Sexual education can be part of the healing process stress for adolescents who are depressed because of a wave of lust unbearable. The material can be the beginning of understanding for adolescent identity at the same time functioning recreational with moral content and spiritual quality. For teens who are still far from marriage be patient because new sexual education is theoretical, not material that must be put into practice immediately. In adolescents, certain delusions can arise which can dissolve and become fettered in life fantasy and detrimental to the real world full of challenges. For him the feeling of emptiness has a big influence for deviate and lead to things that are not good. By hence, adolescents need to look for busy time with leisure various positive activities right.

Third, the study entitled “*Representation of Adolescent Girl Perpetrators of Premarital Sex in Teenage Drama Films (Semiotic Analysis of "Dara" in the Dua Garis Biri Film)*” This research is about how adolescent girl perpetrators of premarital sex are represented in teenage drama films with the purpose of describing the representation of adolescent girls to the Dara character in the Dua Garis Biru film. The method used is media text analysis using observational data research methods and literature studies. The processed data was analysed using Roland Barthes's semiotics and interpreted using Representation Theory. This study uses 4 aspects to test data quality including authenticity, credibility, transferability, and dependability. The results show that Dara as a premarital sex described as a smart, hardworking and has the privileges

F. Research Method

1. Types of Research

This type of research used is qualitative research, namely research that uses a naturalistic approach to find and understand a

phenomenon in a specific context.²³ The approach used is framing analysis. This method was developed based on social construction theory. According to this theory, humans and society are seen as continuous dialectical, dynamic, and plural products. In this view, humans as individual beings have an influence on society which is a social organization. Vice versa, society gives social identity to humans as its members. Peter L. Berger calls it a moment that is divided into 3 events. *First*, externalization, namely the process of outpouring or expressing the human self into the world, both in mental and physical activities. *Second*, objectivation, namely the results that have been achieved both mentally and physically in previous externalization activities. These results are objective realities that can be experienced by everyone. *Third*, internalization is the re-absorption of the objective world into consciousness in such a way that individual subjective is influenced by the structure of the social world. According to Berger, reality is formed and constructed so that it has a plural meaning. This means that the truth revealed in this study will produce various meanings on the same problem by taking into account the cultural and individual backgrounds of each.²⁴

²³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2018), p., 19.

²⁴ Deddy Mulyana and Eriyanto, *ANALISIS FRAMING Konstruksi, Ideologi, dan Politik Media* (Lkis Pelangi Aksara, 2002), p., 5-18.

2. Source of Research Data

Sources of research data are everything in the form of people, places or goods or papers that can provide information or data needed in research.²⁵ In this study, researchers used two sources of data types:

a. Primary Data Sources, namely sources of materials or documents presented by the person or party concerned. Or data directly related to the object of research. The primary data source for this research is the film *Two Blue Lines* with a duration of 1:52:17 seconds. The data were collected using the *mise-en-scène*. Literally translated it means “to put on stage”. A useful definition might be the contents of the frame and the way that they are organized. *Mise-en-scène* encompasses both what audiences can see, and the way in which we are invited to see it.²⁶ Based on *mise-en-scène*, there are several elements that can be considered in film research, namely:

- 1) The setting can be in the form of a place and atmosphere that gives the story behind the story so that it has a big influence on understanding social construction.
- 2) Scene is a scene that is taken to prove an interaction or emotion between characters. In addition, the scene is also taken to determine the behavior figure so as to know the motivation underlying the action.

²⁵ Umi Zulfa, *Modul Teknik Kiat Penyusunan Proposal Skripsi*, (Cilacap: Ihya Media, 2019), p., 185.

²⁶ John Gibbs, *Mise-En-Scène: Film Style and Interpretation* (Columbia University Press, 2012), p., 5.

- 3) Dialogue is a conversation between characters that liven up the atmosphere. Through dialogue we can find out what the character is struggling with.
- b. Secondary Data Source, are data sources that complement primary data sources. Secondary data sources in this study are books, journals, previous researches, and other videos relevant to the research theme.
3. Research Focus

The focus of research is a special object in research in accordance with the predetermined problem formulation. Because the problem is too broad, the researcher will limit it to one or more variables. Limitation of problems in qualitative research contains the main problems that are still general. In this study the object is actually very broad because it covers all the problems of sex education. But the authors limit and focus it on sex education for adolescents in the "Dua Garis Biru" story and its urgencies for moral internalization.

4. Techniques of Data Collection

In this study, the method used by researchers used 3, namely:

- a. Observation, or observation is one of the most basic data collection techniques in research. Observation is a very effective way of knowing what people are doing in a particular context.²⁷ Researchers made non-participant observations. According to Spradley, there are 3 stages of observation:

²⁷ Johan Setiawan and Albi Anggito, *Metodologi penelitian kualitatif*, (CV Jejak (Jejak Publisher), 2018), p., 106.

- 1) Descriptive observation, the stage where the researcher has not brought the problem to be studied so that the researcher only explores in general and thoroughly.
- 2) Focused observation, the stage where the researcher begins to simplify observations to focus on certain aspects.
- 3) Selected observations, where at this stage the researcher describes the focus under study so that the data is more detailed.²⁸

The objects observed in data collection are: Space, the physical place; Actor, the people involve activity, a set of related acts people do; Object, the physical things that are present; Act, single actions people do; Event, a set of related activities that people carry out; Time, the sequencing that takes place over time; Goal, the things people are trying to accomplish; Feeling, the emotion felt and expressed.²⁹

- b. Documentation is a complementary technique for collecting data in qualitative research. This is done so that the research is more credible. This technique is done by obtaining information from various written sources or documents on the research subject. Documentation can be in the form of writing, pictures, or recordings.³⁰
- c. Literature study, which is carried out in this study, aims to collect literature data related to theories or concepts related to this research.

²⁸ Mardawani, *Praktis Penelitian Kualitatif Teori Dasar Dan Analisis Data Dalam Perspektif Kualitatif* (Deepublish, 2020), p., 57.

²⁹ Ismail Nurdin and Sri Hartati, *Metodologi Penelitian Sosial* (Media Sahabat Cendekia, 2019), p., 89.

³⁰ Mardawani, *Praktis Penelitian Kualitatif...*, p., 59.

The theory chosen in this study is the psychological and social theory which can provide an explanation of the character's behavior.

5. Technique of Analyzing Data

Efforts are being made to systematically search and organize records of observations, and others to improve researcher's understanding of the case under study.³¹ The analysis used in this research is framing analysis using a model developed by Robert N. Entman. He is one of the founders of framing research as a study of media content. The framing concept developed by Entman describes the selection process and accentuates certain aspects of reality by the media. Framing is an approach taken to find out the media perspective in describing reality. This relates to what facts are taken, what is highlighted, and what is the purpose of delivering the message. The framing concept according to Entman is divided into several structured steps as below,

- a) Define problem, is a master framing that emphasizes how events are understood. Different events will produce different understandings. And this frame causes a different reality.
- b) Diagnose causes, is a framing element to frame who is considered the actor or cause of an event. This cause can be what or who is considered the source of the problem.
- c) Make moral judgment, is the next step to determine what moral values are used to legitimize or delegitimize an action.

³¹ Noeng Muhadjir, *Metodologi Penelitian Kualitatif*, cet., VII, (Yogyakarta: PT. Bayu Indra Grafika, 1996), p., 104.

d) Solution Offer, suggestions for offering and assessing treatments for various problems and predicting similar effects.³²

G. Structure of Research

This thesis is presented in (5) chapters. Chapter I introduction, background, problem formulation, research objectives and benefits, literature review, research methodology and systematic discussion. The research method contains the focus of research, data collection, data analysis techniques and writing techniques. Next Chapter II the concept of sex education for adolescents. This data is the basic theory of research. The theory includes the understanding of sex education, the purpose of sex education, the value of sex education, the content of sex education, the sex education environment and sex education methods that are focused on education for adolescents. In chapter III we will explain how to summarize the "Dua Garis Biru" story in detail and present some of the scenes included in sex education for adolescents. Not only that, researchers will relate it to moral values for today's society by holding on to the story in order to understand how important sex education is to adolescents and how it is applied. Chapter IV contains research analysis. This chapter is entitled Analysis of the urgency of sex education, the application and role of families in sex education for adolescents, as well as methods for preventing sexual deviation in adolescents based on the values in the "Dua Garis Biru". Chapter V presents the conclusions of the research results and suggestions. Chapter V becomes the last chapter in this thesis. Because Chapter V is the end of the thesis discussion about the role of sex education. After that, the book contains the bibliography and curriculum vitae of the author.

³² Mulyana and Eriyanto, *Analisis Framing..*, p., 250-253.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

A learning process always requires interaction, communication, message sources, message recipients, and the message itself. These messages are usually in the form of a code, symbol, picture, sound, or word. Through books, radio, videos, or films the recipient captures the message through their five senses and then processes it according to their cognitive development so that the message can be understood by the recipient of the message. The sign whether the message is accepted or not can be seen from the feedback given. To channel this message, learning media is needed. In the context of learning media is an important component for building communication between educators and students. Communication would be effective if both experienced events in the same area of experience. Therefore, the media is needed to deliver both of them to the same experience. Learning media can be classified based on learning experiences from the most concrete to the abstract.

This is because the message implied in it is presented through the stories of other people being watched. This is because learning media is very closely related to techniques or learning systems, and is an inseparable part. Therefore, it is necessary to expand the meaning related to learning media so that instructors are more flexible in creating an effective learning environment. So, in this discussion, the meaning of the media taken is anything that can be used for learning. In other terms a film is also known as a moving picture. This is because a film is made of a series of images that slide quickly and are projected to give the impression of being alive and moving. The film is very impressive for anyone because it presents an audio, visual message. Even watching movies is currently a favorite activity for teenagers to spend time with their friends.

Other advantages of films include, namely, providing messages that can be received more evenly to students, very good for explaining processes, overcoming space and time limitations, being more realistic because they can be repeated and stopped as needed, giving a deep impression so that they can influence student attitudes.

However, films have other roles in the entertainment world which are closely related to the industry. This has an impact on the quality of films in Indonesia, which lack educational content. The culprit is only looking at the market of interest most people want. Therefore, it was not surprising that many scenes of romance, or fights were shown. The impact of the many films with minimal educational content has a major impact on the moral degradation of today's youth. At least the film can convey messages into the human soul more through the eyes and ears. Then it is able to make people remember the message as much as big even though it has only been watched once. So, it is only natural that people think what is conveyed through the film is a truth or an exemplary model. Most of the audience also did not filter the correct information because most of what was presented was the socio-cultural conditions that actually existed around them, but there was no resolution yet. Viewers will learn how the show will benefit them. Furthermore, if it is very impressive, it will affect the subconscious mind. People will have the same perception of the social environment that is on the spectacle. The social environment referred to here, includes film.

How did this happen? This begins in the attention process to form perceptions. The attention process is a phase where the audience finds a sense of interest in a scene in the film. There are at least three things that attract the most potential attention, namely violence, sexism, and mysticism. After the attention is obtained, the perception is formed on the interpretation process which is also influenced by the cultural values possessed by the audience. Meanwhile, the truth value contained in the film is based on retention or

repetition. The more often the film is repeated, the more likely it will influence the interpretation by confirming scenes in a film. Therefore, it is natural that violence, sexism, and myths are perceived as something that should be emulated, not something terrible anymore.

B. Suggestion

After conducting a study and analysis of the film "Dua Garis Biru", the researcher can submit some suggestions as follows,

1. For educators: in order to save the future of the current generation, they must be brave to be open to discussing the theme of "sex" as an effort to cultivate morals. It is necessary to open up that affective learning should be taught by touching the hearts of students, not only teaching about understanding related to other cognitive matters. Nevertheless, it is necessary to seek an authentication of sex education that is appropriate to the Eastern cultural background adopted by most people in this country. This can be done by teaching sex education through the film "Dua Garis Biru" in order to form morale in students. This film should be taught with a discussion method by applying student active learning so that all messages can be captured into a good impression.
2. For policy makers: researchers hope that sex education will become part of the educational curriculum. This needs to be done so that knowledge and learning media for sex education can be enriched even more. It needs a precise standard that can raise what sex education is appropriate to the cultural culture in this country. The goal is to form an integration between knowledge and real action of the nation's future generations. Then open up more research access and the realization of the concept of sex education is even better.

3. For readers: to support the implementation of sex education for adolescents today. All the ideas and studies that have been carried out will not be realized if there is no change in the mindset of our society.

BIBLIOGRAPHY

- '13 Pemeran Film Dua Garis Biru yang Segera Tayang', *Phinemo*, 2019
<<https://phinemo.com/13-pemeran-film-dua-garis-biru-yang-segera-tayang/>>
[accessed 7 October 2020]
- '12663-ID-Konsep-Pendidikan-Ki-Hadjar-Dewantara-Dan-Tantangan-Tantangan-Implementasinya-Di.Pdf' <<https://media.neliti.com/media/publications/12663-ID-konsep-pendidikan-ki-hadjar-dewantara-dan-tantangan-tantangan-implementasinya-di.pdf>> [accessed 28 April 2020]
- Ahrens, Kym, 'Physical Growth and Development during Adolescence', 54
- Amin, Astuti Muh, 'Pengembangan Perangkat Pembelajaran Biologi Berbasis Konstruktivisme Berdasar Teori Sosial Vygotsky Di Sekolah Menengah Atas', *Sainsmat : Jurnal Ilmiah Ilmu Pengetahuan Alam*, 1.2 (2012), 109–24
<<https://doi.org/10.35580/sainsmat125522012>>
- 'Arti Kata Pornografi - Kamus Besar Bahasa Indonesia (KBBI) Online'
<<https://kbbi.web.id/pornografi>> [accessed 7 October 2020]
- Asif, Ahmad Ramadhan, and Farid Agung Rahmadi, 'Hubungan Tingkat Kecanduan Gadget dengan Gangguan Emosi dan Perilaku Remaja Usia 11-12 Tahun', 6.2 (2017), 10
- Batubara, Jose RL, 'Adolescent Development (Perkembangan Remaja)', *Sari Pediatri*, 12.1 (2016), 21–9
- Bordini, B., and R. L. Rosenfield, 'Normal Pubertal Development: Part I: The Endocrine Basis of Puberty', *Pediatrics in Review*, 32.6 (2011), 223–29
<<https://doi.org/10.1542/pir.32-6-223>>
- Campos, David, *Sex, Youth, and Sex Education : A Reference Handbook* (Santa Barbara, Calif. : ABC-CLIO, 2002)
<<http://archive.org/details/sexyouthsexeduca0000camp>> [accessed 12 April 2020]
- Diana Ariswanti Triningtyas, *Sex Education* (Cv. Ae Media Grafika)
- 'Dua Garis Biru: Kontroversi yang Perlu Dirayakan', *tirto.id* <<https://tirto.id/dua-garis-biru-kontroversi-yang-perlu-dirayakan-eeeV>> [accessed 7 October 2020]
- Eriyanto, *Analisis Isi: Pengantar Metodologi untuk Penelitian Ilmu Komunikasi dan Ilmu-ilmu Sosial Lainnya* (Prenada Media, 2015)

- Eulalia, Infanta of Spain, *The Thread of Life*, 2018
<<https://www.gutenberg.org/ebooks/57768>> [accessed 14 April 2020]
- Feida Noor Leila Isti'adah, *Teori-Teori Belajar dalam Pendidikan*
<https://books.google.com/books/about/TEORI_TEORI_BELAJAR_DALAM_PENDIDIKAN.html?hl=id&id=pInUDwAAQBAJ> [accessed 2 August 2020]
- Firmansyah, Mohammad Adi, 'Pengaruh Puasa Ramadhan Pada Beberapa Kondisi Kesehatan', *Cermin Dunia Kedokteran*, 42 (2015)
- Formanek, Ruth, and Anita Gurian, *Why? : Children's Questions : What They Mean and How to Answer Them* (Boston: Houghton Mifflin, 1980)
<<http://archive.org/details/whychildrensques00form>> [accessed 11 April 2020]
- Gibbs, John, *Mise-En-Scène: Film Style and Interpretation* (Columbia University Press, 2012)
- 'Gina S. Noer', *Tribunnewswiki.com* <<https://www.tribunnewswiki.com>>
- Gunarsa, Singgih D., *Dasar dan teori perkembangan anak* (BPK Gunung Mulia, 1982)
- Hardianto, Deni, 'Paradigma Teori Behavioristik dalam Pengembangan Multimedia Pembelajaran', *MAJALAH ILMIAH PEMBELAJARAN*, 0.0 (2012)
<<https://journal.uny.ac.id/index.php/mip/article/view/2807>> [accessed 1 August 2020]
- Hasanuddin, *Biopsikologi Pembelajaran : Teori dan Aplikasi* (Aceh: Syiah Kuala University Press, 2017)
- Healey, Mick, Eric Pawson, and Michael Solem, *Active Learning and Student Engagement: International Perspectives and Practices in Geography in Higher Education* (Routledge, 2013)
- Ibn Hajar al-Asqalani, *Bulughul Maram* (Bandung: Mizan, 1998)
<https://books.google.com/books/about/Bulughul_Maram.html?hl=id&id=1sCUAwAAQBAJ> [accessed 8 May 2020]
- Ida, Rachma, *Metode Penelitian: Studi Media dan Kajian Budaya* (Kencana)
- Indrayani, Wiwit, 'Dating Behavior In Adolescent In Batu Belah Village Kampar District Kampar Regency', 3.1 (2016), 15

- ‘Kronologi Heboh Kasus Fetish Gilang Bungkus Kain Jarik’, *Nasional*
 <<https://www.cnnindonesia.com/nasional/20200731084638-20-530908/kronologi-heboh-kasus-fetish-gilang-bungkus-kain-jarik>> [accessed 2 August 2020]
- ‘Kronologi Kasus Pelecehan Seksual Gilang “Bungkus-Membungkus” Pakai Jarik, Diduga Fetish - Tribunnewsmaker.Com’
 <<https://newsmaker.tribunnews.com/2020/07/31/kronologi-kasus-pelecehan-seksual-gilang-bungkus-membungkus-pakai-jarik-diduga-fetish>> [accessed 20 November 2020]
- Lancaster, Jane Beckman, Jeanne Altmann, Lonnie R. Sherrod, and Alice Rossi, *Parenting Across the Life Span: Biosocial Dimensions* (AldineTransaction, 2010)
- Liputan6.com, ‘Kontroversi Film Dua Garis Biru, Produser: Materi Film Saya Positif’, *liputan6.com*, 2019
 <<https://www.liputan6.com/showbiz/read/3955214/kontroversi-film-dua-garis-biru-produser-materi-film-saya-positif>> [accessed 7 October 2020]
- Mardawani, *Praktis Penelitian Kualitatif Teori Dasar Dan Analisis Data Dalam Perspektif Kualitatif* (Deepublish, 2020)
- Nessi Meilan, Maryanah, and Willa Follona, *Kesehatan Reproduksi Remaja: Implementasi PKPR dalam Teman Sebaya* (WINEKA MEDIA, 2019)
- Muhayati, Siti, ‘Pola Asuh Dialogis dan Metode Individual dalam Pendidikan Seks Islam pada Pendidikan Agama terhadap Sikap Anak Berbusana Sesuai dengan Jenis Kelaminnya’, *Counsellia: Jurnal Bimbingan Dan Konseling*, 2.1 (2016)
 <<https://doi.org/10.25273/counsellia.v2i1.201>>
- Mulyana, Deddy, and Eriyanto, *ANALISIS FRAMING Konstruksi, Ideologi, dan Politik Media* (Lkis Pelangi Aksara, 2002)
- Novita, Eryanti, ‘Faktor-Faktor Yang Mempengaruhi Kebiasaan Menonton Film Porno Pada Remaja’, *Anthropos: Jurnal Antropologi Sosial Dan Budaya (Journal of Social and Cultural Anthropology)*, 4.1 (2018), 31–44
- Nurdin, Ismail, and Sri Hartati, *Metodologi Penelitian Sosial* (Media Sahabat Cendekia, 2019)
- Nurhayati, Siti Rohmah, ‘Telaah Kritis terhadap Teori Perkembangan Moral Lawrence Kohlberg’, *Paradigma*, 1.02 (2006)

<<https://journal.uny.ac.id/index.php/paradigma/article/view/5948>> [accessed 28 July 2020]

Pasiska, and Takdir Alisyahbana, *Manusia Dalam Pandangan Psikologi* (Yogyakarta: Deepublish, 2020)

Rijal, Syamsu, and Suhaedir Bachtiar, 'Hubungan antara Sikap, Kemandirian Belajar, dan Gaya Belajar dengan Hasil Belajar Kognitif Siswa', *JURNAL BIOEDUKATIKA*, 3.2 (2015), 15
<<https://doi.org/10.26555/bioedukatika.v3i2.4149>>

Safrudin Aziz, *Pendidikan Seks Perspektif Terapi Sufistik Bagi LGBT* (Penerbit Ernest, 2017)

Sambo, Masriadi, *Media Relations Kontemporer: Teori dan Praktik* (Prenada Media, 2019)

Sanjaya, Wina, *Paradigma Baru Mengajar* (Kencana, 2017)

Santrock, John W., *Adolescence, an Introduction* (Dubuque, Iowa : W.C. Brown, 1981)
<<http://archive.org/details/adolescenceintro0000sant>> [accessed 28 April 2020]

Setiawan, Johan, and Albi Anggito, *Metodologi penelitian kualitatif* (CV Jejak (Jejak Publisher), 2018)

Seto Mulyadi, dkk., *Ketika Anak Bertanya Ttg Seks* (Jakarta: Grasindo, 2012)
<https://books.google.com/books/about/Ketika_Anak_Bertanya_Ttg_Seks.html?hl=id&id=Krd7QfA1FA4C> [accessed 30 April 2020]

Shonkoff, Jack P., and Samuel J. Meisels, *Handbook of Early Childhood Intervention* (Cambridge University Press, 2000)

Suwendra, I Wayan, *Metodologi Penelitian Kualitatif dalam Ilmu Sosial, Pendidikan, Kebudayaan dan Keagamaan*, I (Bandung: Nilacakra, 2018)

Tarsidi, Didi, 'Mengatasi Masalah-Masalah Psikososial Akibat Ketunanetraan pada Usia Dewasa', *Jurnal Pendidikan dan Kebudayaan*, 18.1 (2012), 85–97
<<https://doi.org/10.24832/jpnk.v18i1.71>>

Tim Pengembang Ilmu Pendidikan FIP-UPI, *ILMU & aplikasi pendidikan*, 2nd edn (Jakarta: Grasindo, 2007)

'TRIBUNWIKI: Ini Profil Gina S Noer, Sutradara Film Dua Garis Biru yang Tuai Kontroversi', *Tribun Timur*
<<https://makassar.tribunnews.com/2019/06/28/tribunwiki-ini-profil-gina-s-noer-sutradara-film-dua-garis-biru-yang-tuai-kontroversi>> [accessed 7 October 2020]

U.S. Department of Health and Human Services, 'Adolescent Development Explained', *U.S. Government Printing*, 2018, 36

Wijayanti, Fransiska Destika, 'Faktor-Faktor yang Mempengaruhi Perilaku Menonton Film Porno Pada Remaja' (unpublished PhD Thesis, PRODI PSIKOLOGI UNIKA SOEGIJAPRANATA, 2010)