

CHAPTER III

DESIGN METHODOLOGY

3.1 Subject of Design

The subject of design is determined by data from literature review and relevant researches. The purpose of defining the subjects is to narrow and focus the process of design that will be done. Subject of design is described by the segmentation which includes demographic, geographic, and psychographic.

Table 3.1 Demographic of the design subject

Demographic	
Age	12-15 years old
Gender	Male and female
Education	Junior high school
Occupation	Student
Economy	SES B

The demographic of this design subject are 12-15 years old adolescents, female and male, and SES B. This group of demographics are in 7th-9th grade and are in the puberty process to adulthood. As they have the desire to attain adult status and maturity, they might be prompted to engage in adolescent sexual delinquency due to their lack of ability on sexual self-regulation (Muwaga et al., 2020, p. 78). In Laporan SDKI 2017, it was also recorded that most 15-19 years old women who had given birth and/or were pregnant are from low-middle economic class (Badan Pusat Statistik Indonesia, 2018). This design is meant to provide them an educational media as an act of adolescent sexual delinquency prevention.

Table 3.2 Geographic of the design subject

Geographic	
City/Regency	All city in West Java
Province	West Java
Area	Urban
Density	Dense

The geographic of this design subject are from all city in West Java with urban area and dense population. In Laporan SDKI 2017, West Java was recorded

to have the lowest median compared to other provinces in Java Island for participants' age during the first sexual intercourse for both men and women, which are 21,4 for men and 20,4 for women (Badan Pusat Statistik Indonesia, 2018).

Table 3.3 Psychographic of the design subject

Psychographic	
Attitude	Curious about the changing world to adulthood.
Lifestyle	Like to interact with same age peers at school.

As the design subject are adolescents who are in the process of adapting to adulthood, they are feeling intrigued by their changing body and the growing urges that came with (Hamidah & Rizal, 2022, p, 239). Therefore, the psychographic of this design subject are adolescents who are full of curiosity about puberty and like to interact with fellow students at school.

3.2 Method and Procedure of Design

In this design, the six steps path of creation as explained in McCloud's Understanding Comic will be used to create the comic. This is tied to the purpose, to decide what the author wants out of art (McCloud, 1994, pp. 169–170). Below is the model used for this design:



Figure 3.1 Six Steps Path of Creation

The model used in this design has a small modification from the model explained by McCloud. As the original model does not include market validation processes, the author adapted Test from Design Thinking as the last step. Below is the explanation and planning for each step of the method.

3.2.1 Idea/Purpose

. Idea/purpose step is also said to be the core of art. In this step, the creator forms the work's content by gathering the impulses, the ideas, the emotions, the philosophies, and the purposes of the work. If the creator chooses

this step as the goal, then the art becomes a tool with powers of the ideas within (McCloud, 1994, pp. 170, 179 183).

For this design, the main objective of this step is to gain information about adolescents' knowledge and experiences on puberty and sexual development using preferred research methods. Adolescent will be inquired about (1) knowledge of sexualities, (2) experienced sexual attraction and development, (3) current stage of puberty process, (4) experienced and observed sexual behavior, and (5) ability of sexual self-regulation. Additionally, target will be assessed by demography and be inquired about their preferred forms of media. The data will be used to define adolescents' level of understanding and experiences. Later, this will determine the purpose goal of this design.

3.2.2 Form

In this step, the form of art will be decided. The form of expression pushes the creator to be an explorer, to discover what the art form is capable of. When the ideas rule the work and determine its shape, the choice of form, or comic in this design, can help plant those ideas broadly (McCloud, 1994, pp. 170, 179, 184). For this design, analysis will be done to the research result from the previous step to determine and validate the choice of form.

3.2.3 Idiom

In this step, the vocabulary of styles or gestures or subject matter and the genre of the work. This step can also be interpreted as how creator develops innovative new technique to showcase their work in a new light. Idiom is important for creator in order to find their own unique way, to create an identity (McCloud, 1994, p. 170,176). For this design, the process to find the work's identity will be done through creating a mindmap, finding keyword and big idea, and creating a moodboard.

3.2.4 Structure

In this step, the creator compiles everything together such as what to include, what to leave out, how to arrange, and how to compose the work. This step sees through the beneath of draftsmanship and scripting, to understand pacing, drama, composition, thematic development, and many more. In creating comic, this step helps creator to understand comic storytelling better by working out principles of comic composition and storytelling (McCloud, 1994, pp. 170, 175–176). For this design of educational comic, this step includes arranging table of contents, deciding on material sources, creating book katern including thumbnail sketch and grid, choosing typography style, choosing color palette, and choosing illustration style.

3.2.5 Craft

In this step, the creator constructs the work, using skills, practical knowledge, invention, and problem-solving. In creating comic, craft covers the process of drawing techniques such as anatomy and perspective (McCloud, 1994, pp. 171, 173). For this design, this step consists of creating the comic including designing character and environment, sketching panels and layout, digitalization, and finalization.

3.2.6 Surface

Surface refers to production values that create the superficial exposure to the work. Surface is the most easily appreciated part of an art. Surface of an art can be the reason why people can be interested in the art itself (McCloud, 1994, p. 171). For this design, this step includes designing secondary media that supports the comic.

3.2.7 Test

Testing is an important part of a design process. The aim of testing is to gain new insights. This can be done by implementing small prototypes and sharing them with others (Lewrick et al., 2020, pp. 157–159). Product development testing can be carried in 3 steps which are alpha testing, beta testing, and final product validation. Alpha testing involves experts in the same

industry or related professions. Beta testing involves user or design subject. Final product validation is done to determine product effectiveness and user response (Hastuti et al., 2022, p. 379). In this design, alpha testing will be done through specialist counseling with an expert in comic design and beta testing will be done through interview with design subject.

3.3 Design Technique and Procedure

Qualitative research is based on a going exploring concept that includes in-depth and case-oriented study or several cases or a single case. It uses natural backgrounds to decipher a phenomenon with various methods available. This method seeks to find and narratively describe a happening event and the impact of the action to their lives. The goal of qualitative research can be seen from describing objects, exploration of the meaning behind the phenomena, and explaining object (Fadli, 2021, pp. 35–36). The advantages of qualitative research include: (1) obtaining most fundamental data as it is based on facts, event and existing reality. (2) the result of research allows in-depth discussion as it was deeply sought. (3) its open nature and numerous viewpoints from information provided by participants. (4) the realistic character of this method suits the dynamic and process of ever evolving human and nature (Fadli, 2021, p. 49).

Research instrument is an important tool in research to measure the achievement of researched variables. A proper measure will produce good data that will be processed to produce information related to the objective of research. Research instrument has to fulfill validation and reliability tests. Validation test determines whether the instrument is able to measure the desired then measured matter and reliability test refers to the constancy level of the instrument in measuring research variables. Variable achievement has to be focused on construct theory that will develop into operational variable achievement. In this design, qualitative research methods will be used to collect data from existing media, referenced media, primary design subject, secondary design subject, and experts using research instruments including observation, questionnaire, and interview.

3.3.1 Observation

Observation is a systematic notation about the researched causes. This method can be used to collect data if it suits the research objectives, is being planned and noted systemically, and has controllable reliability and validation (Hardani et al., 2020, p. 123). Observation can be divided into three stages which are descriptive observation, focused observation, and selected observation. Descriptive observation is still general and comprehensive, accounting everything that can be seen, heard, or felt by the researcher (Rita Fiantika et al., 2022, pp. 59–60). In this design, descriptive observation will be used to analysis existing designs with relevancy tso the topic of this design. Using descriptive observation, there will be two types of studies, existing study and reference study.

Existing study is defined as a secondary data analysis of existing design with the same topic and media output. Existing study will be done to the comic book, *Puber Tanpa Baper (2024)* by Nurul Chomaria and *Hamil di Luar Nikah (2018)* by Pendidikan.id. *Puber Tanpa Baper* is chosen because of its lighthearted and unintimidating storytelling in introducing and educating children about puberty and the two-sided stories in the point of view of female and male adolescents respectively. *Hamil di Luar Nikah* is chosen because of its close depiction of the feeling an adolescent who was blinded by love and ended up rebelling against her own moral and parents then ended up getting unwed pregnancy.

Meanwhile, reference study is defined as a secondary data analysis of existing design of the same media but different topic. Reference study will be done to the comic, *Habitat (2013)* by Diah and Hazmi Aufar. *Habitat* is chosen because of its ability to showcase dimensions of emotions using emphasis in figure and color and the easy-to-follow but not boring reading direction flows.

In analyzing these, the author used four criteria to evaluate the media. The criteria are artwork, content, language, and uniqueness. Artwork

refers to description of the structure of the art itself, content refers to the key concepts used to understand the topic, language refers to the speaking style and dictions used to build characteristic, and uniqueness refers to the differentiation factors with other similar media (Lelyani & Erman, 2021, p. 140).

3.3.2 Interview

Interview is a process to gain information for research purposes through direct verbal question and answer dialogue between two people or more, or dialogue with certain purposes. There are two parties in the dialogue, interviewer who asks questions and interviewee who gives answers to the questions. The purposes of interview may include gaining primary data, complementing other research techniques, and testing the result from other research techniques (Hardani et al., 2020, pp. 138–139). Collecting data through interview has advantages such as gaining more complex information, not tied to age and education, able to discover personal information of a person, and will not be a hinderance to illiterate as it is a verbal communication (Hardani et al., 2020, p. 142). For this design, interview will be done to an adolescent psychologist.

Interview with adolescent psychologist is meant to give perspectives on how experts view sexual self-regulation in adolescent. The aims of this interview are to gain understanding of a psychologist's, who often is in close proximity with adolescents, views and opinions on the emotional changes during puberty, junior high school students' reactions during their sexual development, reasons behind sexual behavior done by junior high school students, how to introduce and apply the concept of sexual self-regulation to junior high school students. In order to adjust to the subject design, the interview will be done in Indonesian Language to a local psychologist.

This interview will be done with Fiona Valentina Damanik, M.Psi., Psikolog, an adolescent psychologist. She currently practices in Universitas Multimedia Nusantara and focuses on educational psychology. The interview will be done in person. The following list is the interview questions.

Table 3.4 Interview questions for adolescent psychologist

	Questions
1.	<i>Apa itu pubertas? Apa saja yang termasuk dalam pubertas?</i>
2.	<i>Apa itu seksualitas? Apa saja yang termasuk dalam seksualitas?</i>
3.	<i>Kapan dan dari mana biasanya remaja mulai mengenal seksualitas?</i>
4.	<i>Pada umur berapa dan dari mana idealnya remaja mengenal konsep seksualitas?</i>
5.	<i>Bagaimana perkembangan seksual anak SMP pada masa pubertas tengah?</i>
6.	<i>Bagaimana cara anak SMP dapat mengidentifikasi perasaan seksual yang dialami?</i>
7.	<i>Apakah ada perbedaan antara anak laki-laki dan perempuan dalam menanggapi perasaan seksual?</i>
8.	<i>Sebaiknya bagaimana anak SMP merespon perasaan seksual tersebut? Apakah lebih baik diproses atau dianggap tidak ada?</i>
9.	<i>Bagaimana dan apa motivasi dalam perilaku seksual anak SMP?</i>
10.	<i>Apakah ada perilaku seksual yang “wajar” jika dilakukan oleh anak SMP? Apakah perilaku tersebut boleh didukung/dianggap hal positif?</i>
11.	<i>Sebaliknya, apa saja perilaku seksual yang sebaiknya tidak dilakukan oleh anak SMP? Mengapa dan mulai pada umur berapa mereka dianggap boleh melakukan perilaku seksual tersebut?</i>
12.	<i>Apa itu sexual self-regulation?</i>
13.	<i>Faktor apa saja yang mempengaruhi sexual self-regulation?</i>
14.	<i>Bagaimana cara menerapkan sexual self-regulation? Apa bentuk praktikal dari sexual self-regulation?</i>
15.	<i>Apa saja hal yang harus diperhatikan ketika melakukan sexual self-regulation?</i>
16.	<i>Bagaimana cara memperkenalkan dan menerapkan konsep sexual self-regulation bagi anak SMP?</i>
17.	<i>Media apa yang cocok untuk mengajarkan anak SMP? Mengapa?</i>

	Questions
18.	<i>Bagaimana gaya bicara yang cocok untuk mengajarkan anak SMP? Mengapa?</i>
19.	<i>Apa hal yang harus diperhatikan ketika memberikan edukasi kepada anak SMP?</i>
20.	<i>Apa saja yang harus tercantum dalam media edukasi mengenai sexual self-regulation bagi anak SMP?</i>

Before the interview, interviewee will sign an NDA to ensure that the interviewee consented that the information gained during interview will be used in this design. As the interview is planned to be done in person, it will be documented through voice recording of the interview and a picture of both interviewer with interviewee.

3.3.3 Questionnaire

Questionnaire is a non-direct data collection technique consists of several questions or statements that need to be answered or responded by respondents. The goal of distributing questionnaire is to search complete information about a problem from respondents. Questionnaire is suited for collection data from respondents that are big in number and spread across various regions (Rohmad & Sarah, 2021, p. 16).

By the type of respondents, questionnaire is divided into two types which are direct questionnaire where respondents were asked regarding themselves and indirect questionnaire where respondents were asked regarding someone around them. By the type of answering, questionnaire is divided into open questionnaire and closed questionnaire. Open questionnaire allows respondents to answer freely with no detailed direction on how to answer. This type aims for more variations of answers instead of assumed answers by researchers with a simple form. Closed questionnaire has already structured questions and answers that can be chosen by respondents depending on their characteristic. This type does not allow respondents to answer outside of the existing alternative answers (Rohmad & Sarah, 2021, pp. 16–18).

In measuring the result of questionnaire, Likert Scale, a research grading scale, is designed to measure the attitude, opinion, and perception of a person or a group about an event or social phenomenon. Using this scale, variables that will be measured will be explained into dimension, dimension into sub-variable, then sub-variable into measurable indicators. This indicator then becomes the foundation for creating instrument items such as question and statement. The needed answers will be displayed using words like “very high, high, high enough, low, very low” and similar variations. In composing instrument for specific variable, questions should be in positive, neutral, or negative statement so respondent can answer consistently. The answer can be in checklist or multiple choices. (Rohmad & Sarah, 2021, pp. 23–24).

For this design, an online questionnaire made using Google Forms will be spread to 7th-9th grade junior high school students in West Java. The questions revolve around feeling of emotional and physical attraction, relationship, puberty, and preferred media. Due to the broad topics, the questionnaire will be divided into 10 sections and each part has different objectives. There are three types of questions based on the allowed answer which are multiple choice with only one answer allowed, multiple choice with multiple answers allowed, and Likert Scale. Questions with Likert Scale will have even number of choices. As the questionnaire will be spread to adolescents in Indonesia, the questions are written in Indonesian Language and are worded appropriately for subject design.

The first section of the questionnaire is to collect respondent's demographic data, including their gender, age, school grade, domicile, type of residence, and consent to the use of answers in research process. After this section, respondent will be directed into gender-specific section.

Table 3.5 Questionnaire questions: Respondent's data

Respondent's Data	
Questions	Answers
Jenis kelamin	• <i>Laki-laki</i> • <i>Perempuan</i>
Usia	• 9 • 10 • 11 • 12 • 13
Kelas	• 4 • 5 • 6
Domisili	• Bandung • Bogor • Bekasi • Cimahi • Cirebon • Depok • Garut • Other...
Tempat tinggal	• <i>Perumahan komplek/Perkotaan</i> • <i>Pedesaan/Kampung/Gang</i>
Informasi yang dikumpulkan dari kuesioner ini bersifat rahasia, tidak akan disebarluaskan secara publik, dan hanya akan digunakan untuk keperluan pengerjaan Tugas Akhir.	• <i>Saya paham.</i>

The second section is aimed to female respondents based on the answer in the first section. This section aims to collect information about respondents' stage of puberty at the time, including the physical and emotional changes. For the female section, respondents were especially asked about body hair growth, chest growth, and menstruation.

Table 3.6 Questionnaire questions: Female section

Female Section	
Questions	Answers
<i>Ciri-ciri pubertas mana saja yang sudah kamu alami?</i>	• <i>Tumbuh jerawat di wajah.</i> • <i>Tumbuh rambut di sekitar badan.</i> • <i>Bagian dada membesar.</i> • <i>Sudah mulai menstruasi.</i> • <i>Tidak ada.</i>
<i>Hal-hal apa saja yang sudah/sedang kamu rasakan?</i>	• <i>Mulai ingin menjadi mandiri.</i> • <i>Mulai sering bercermin.</i> • <i>Emosi cepat berubah-ubah.</i> • <i>Merasa ingin jadi diri sendiri.</i> • <i>Merasa penasaran dengan diri sendiri.</i> • <i>Tidak ada.</i>

The third section is aimed to male respondents based on the answer in the first section. Similarly, this section also aims to collect information about respondents' stage of puberty at the time, including the physical and emotional changes. For the male section, respondents were especially asked on facial and body hair growth, voice change, genitals growth, and wet dream.

Table 3.7 Questionnaire questions: Male section

Male Section	
Questions	Answers
<i>Ciri-ciri pubertas mana saja yang sudah kamu alami?</i>	• <i>Tumbuh jerawat di wajah.</i> • <i>Tumbuh rambut di sekitar wajah dan badan.</i> • <i>Suara mulai berubah (suara jadi pecah).</i> • <i>Alat kelamin membesar.</i> • <i>Pernah mengalami mimpi basah.</i> • <i>Tidak ada.</i>
<i>Hal-hal apa saja yang sudah/sedang kamu rasakan?</i>	• <i>Mulai ingin menjadi mandiri.</i> • <i>Mulai sering bercermin.</i> • <i>Emosi cepat berubah-ubah.</i> • <i>Merasa ingin jadi diri sendiri.</i> • <i>Merasa penasaran dengan diri sendiri.</i> • <i>Tidak ada.</i>

The fourth section aims to understand respondent's experiences and behaviors towards attraction. This section asks respondents about how the feeling of attraction affects them. This includes the effect it has on their relationship with other people.

Table 3.8 Questionnaire questions: Behavior towards Attraction (Part 1)

Behavior towards Attraction (Part 1)	
Questions	Answers
<i>Apa kamu pernah merasa tertarik dengan seseorang?</i>	• Ya • Tidak
<i>Jika "Ya", biasanya mengapa kamu tertarik dengan orang itu?</i>	• Sifat • Wajah • Bentuk tubuh • Kemampuannya dalam sesuatu (jago bermain basket, pintar belajar, dan lain-lain)
<i>Jika "Ya", ketika kamu tertarik dengan seseorang, apa yang kamu rasakan?</i>	• Kagum • Malu • Ingin selalu melihat/bersama dengan orang itu. • Bersemangat • Senang
<i>Jika "Tidak", mengapa?</i>	• Menganggap semua orang itu biasa saja. • Tidak mengerti artinya perasaan tertarik. • Tidak pernah kepikiran.
<i>Apakah perasaan tertarik itu mempengaruhi diri kamu sendiri?</i>	(Likert Scale) 1. Sangat tidak mempengaruhi 6. Sangat mempengaruhi
<i>Apakah perasaan tertarik itu mempengaruhi hubungan kamu dengan orang lain?</i>	(Likert Scale) 1. Sangat tidak mempengaruhi 6. Sangat mempengaruhi
<i>Menurut kamu, perasaan tertarik itu hal yang apa?</i>	(Likert Scale) 1. Hal yang tidak baik 6. Hal yang baik

The fifth section dives more into respondent's opinions and experiences/behaviors or lack thereof on romantic relationship. The objective of this section is to know how adolescents view romantic relationship. Lastly, the respondent is asked about their opinion on dating age.

Table 3.9 Questionnaire questions: Behavior towards Attraction (Part 2)

Behavior towards Attraction (Part 2)	
Questions	Answers
<i>Apakah kamu tertarik untuk berpacaran?</i>	(Likert Scale) 1. Sangat tidak tertarik 6. Sangat tertarik
<i>Apakah kamu tertarik dengan hal-hal tentang berpacaran?</i>	(Likert Scale) 1. Sangat tidak tertarik 6. Sangat tertarik
<i>Apakah kamu pernah memiliki pacar/berpacaran?</i>	• Ya • Tidak

Behavior towards Attraction (Part 2)	
Questions	Answers
<i>Jika "Ya", berapa kali kamu pernah berpacaran?</i>	• Hanya sekali • 2-3 kali • 4-5 kali • 5-6 kali • Lebih dari 6 kali
<i>Jika "Ya", mengapa kamu berpacaran?</i>	☐ Suka dengan seseorang lalu menyatakan perasaan dan diterima. ☐ Suka dengan seseorang lalu diajak untuk berpacaran oleh orang tersebut. ☐ Penasaran dengan rasanya punya pacar. ☐ Menerima ajakan untuk berpacaran. ☐ Hanya iseng/main-main. ☐ Tidak tahu.
<i>Jika "Tidak", mengapa?</i>	☐ Tidak merasa perlu punya pacar. ☐ Tidak mengerti tujuan berpacaran. ☐ Tidak ada orang yang disukai. ☐ Ingin, tapi tidak tahu bagaimana caranya. ☐ Ingin, tapi orang yang disukai tidak suka dengan aku. ☐ Dilarang pacaran oleh orang tua atau orang dewasa lainnya. ☐ Tidak ingin berpacaran sampai sudah lebih dewasa.
<i>Menurut kamu, apakah anak SMP sudah boleh pacaran?</i>	(Likert Scale) 1. Sangat tidak boleh 6. Sangat boleh
<i>Menurut kamu, kapan sih boleh mulai berpacaran?</i>	• SD • SMP • SMA • Kuliah • Setelah kuliah

The sixth section aims to understand the level of adolescents' experiences on physical or sexual attraction. This includes attracted body types and parts, personal experiences on physical touch and sexual behaviors. Respondents are also asked on their personal observation on peers' physical touch and sexual behaviors.

Table 3.10 Questionnaire questions: Sexual Behavior (Part 1)

Sexual Behavior (Part 1)	
Questions	Answers
<i>Kamu merasa tertarik dengan bentuk tubuh siapa?</i>	• <i>Laki-laki</i> • <i>Perempuan</i> • <i>Tertarik ke dua-duanya.</i> • <i>Tidak tertarik ke dua-duanya.</i>
<i>Bagian tubuh mana yang menarik perhatian kamu?</i>	☐ <i>Rambut</i> ☐ <i>Bagian wajah</i> ☐ <i>Sekitar dada</i> ☐ <i>Tangan dan telapak tangan</i> ☐ <i>Sekitar pinggang dan panggul</i> ☐ <i>Kaki</i> ☐ <i>Tidak ada</i>
<i>Ketika kamu tertarik dengan seseorang, apa yang ingin kamu lakukan dengan orang itu?</i>	☐ <i>Berpegangan tangan</i> ☐ <i>Berpelukan</i> ☐ <i>Menyentuh rambut</i> ☐ <i>Mencium pipi</i> ☐ <i>Mencium bibir</i> ☐ <i>Menyentuh bagian tubuh tertentu</i> ☐ <i>Lebih dari sekedar menyentuh tubuh</i> ☐ <i>Tidak ada</i>
<i>Ketika kamu tertarik dengan seseorang, apa yang pernah kamu lakukan dengan orang itu?</i>	☐ <i>Berpegangan tangan</i> ☐ <i>Berpelukan</i> ☐ <i>Menyentuh rambut</i> ☐ <i>Mencium pipi</i> ☐ <i>Mencium bibir</i> ☐ <i>Menyentuh bagian tubuh tertentu</i> ☐ <i>Lebih dari sekedar menyentuh tubuh</i> ☐ <i>Tidak pernah</i>
<i>Dari perilaku-perilaku di bawah ini, mana yang pernah kamu lihat/tahu teman kamu lakukan dengan orang lain?</i>	☐ <i>Berpegangan tangan</i> ☐ <i>Berpelukan</i> ☐ <i>Menyentuh rambut</i> ☐ <i>Mencium pipi</i> ☐ <i>Mencium bibir</i> ☐ <i>Menyentuh bagian tubuh tertentu</i> ☐ <i>Lebih dari sekedar menyentuh tubuh</i> ☐ <i>Tidak pernah</i>

The seventh section aims to gain information on respondent's sexual desire and sexual behavior. This includes experienced sexual desire and experienced sexual behavior. Respondents are also asked about consent during experienced sexual behavior.

Table 3.11 Questionnaire questions: Sexual Behavior (Part 2)

Sexual Behavior (Part 2)	
Questions	Answers
Apakah kamu pernah memiliki hasrat seksual terhadap orang lain?	• Ya • Tidak
Jika "Ya", berapa tingkat intensitas perasaan itu?	(Likert Scale) 1. Sangat tidak intens 6. Sangat intens
Perilaku seksual apa yang pernah kamu lakukan?	☐ Tidak pernah ☐ Masturbasi ☐ Berciuman bibir ☐ Mengecup dan berpelukan ☐ Menyentuh bagian tubuh sensitif ☐ Masturbasi dengan bantuan pasangan ☐ Seks oral (stimulasi seksual yang menggunakan daerah mulut, lidah, gigi, atau tenggorokan) ☐ Hubungan seksual (sexual intercourse) ☐ Phone sex/sexting
Jika pernah melakukan tindakan seksual, mengapa?	☐ Tidak pernah ☐ Penasaran dengan diri sendiri ☐ Penasaran dengan orang lain ☐ Merasa terangsang ☐ Ingin melepaskan stress ☐ Ingin memperat hubungan ☐ Diajak oleh orang lain ☐ Tidak tahu/Tidak ada alasan khusus
Jika pernah melakukan tindakan seksual dengan orang lain, apakah ada unsur pemaksaan dari pihak yang terlibat?	• Tidak ada, semua pihak setuju. • Mungkin ada, saya kurang mengerti. • Ada, saya merasa dipaksa. • Ada, saya yang memaksa.

The eight section aims to gain information on respondent's knowledge and ability on sexual self-regulation, opinion on sexual self-regulation, and the desire to improve their sexual self-regulation. The section starts with question about general self-regulation practiced by the respondents. The general examples used academic or school setting.

Table 3.12 Questionnaire questions: Sexual Self-Regulation

Sexual Self-Regulation	
Questions	Answers
Apakah kamu dapat mengerjakan suatu tugas dengan fokus walaupun ada godaan/keinginan lain?	(Likert Scale) 1. Sangat tidak bisa 6. Sangat bisa
Apakah kamu memiliki komitmen yang tinggi dalam meraih keinginan kamu?	(Likert Scale) 1. Sangat tinggi 6. Sangat rendah
Apakah kamu dapat menahan hasrat seksual yang muncul?	(Likert Scale) 1. Sangat tidak bisa 6. Sangat bisa
Apakah kamu dapat membedakan perilaku seksual apa saja yang boleh dan tidak dilakukan pada masa remaja?	(Likert Scale) 1. Sangat tidak bisa 6. Sangat bisa
Apakah kamu dapat menolak ajakan untuk melakukan perilaku seksual?	(Likert Scale) 1. Sangat tidak bisa 6. Sangat bisa
Apakah kamu tahu arti dari sexual self-regulation?	• Ya • Tidak
Setelah membaca penjelasan singkat di atas, menurut kamu, seberapa paham kamu mengenai sexual self-regulation?	(Likert Scale) 1. Sangat tidak paham 6. Sangat paham
Menurut kamu, apakah kemampuan sexual self-regulation penting dimiliki oleh remaja?	(Likert Scale) 1. Sangat tidak penting 6. Sangat penting
Menurut kamu, bagaimana kemampuan sexual self-regulation kamu?	(Likert Scale) 1. Sangat lemah 6. Sangat kuat
Apakah kamu ingin meningkatkan kemampuan sexual self-regulation kamu?	(Likert Scale) 1. Sangat tidak ingin 6. Sangat ingin

The ninth aims to gain information on respondents' preferred types of media, that will determine the media outputs of this design. The most preferred printed media will be considered to be the primary media output. While the most preferred social media platforms and applications will be considered to be secondary media to promote the primary media. In the last

question, if the respondent did not want to participate on future possible interview or Focus Group Discussion, they will be directed to submit the form.

Table 3.13 Questionnaire questions: Preferred Types of Media

Preferred Types of Media	
Questions	Answers
Apakah kamu tertarik jika ada buku komik edukasi mengenai sexual self-regulation?	(Likert Scale) 1. Sangat tidak tertarik 6. Sangat tertarik
Jika ada komik edukasi tentang sexual self-regulation, format buku apa yang lebih kamu suka?	• Komik cetak (di-print) • Komik digital
Jika memilih "Cetak", mengapa?	☐ Ada fisiknya ☐ Bisa ditandai dengan coretan, stabilo, sticky note, dll. ☐ Ada privasi ketika membaca ☐ Merasa konten edukasi lebih cocok dalam format cetak.
Jika memilih "Digital", mengapa?	☐ Dapat diakses kapan saja ☐ Dapat di-screenshot dan/atau dibagikan ☐ Ada privasi ketika membaca ☐ Merasa konten edukasi lebih cocok dalam format digital.
Dari mana kamu mendapatkan informasi mengenai seksualitas?	☐ Tidak tahu ☐ Teman/Lingkungan ☐ Sekolah ☐ Orang tua ☐ Internet (Website, media sosial, buku digital, dll) ☐ Media cetak (Buku cetak, poster infografis, dll) ☐ Media massa (Koran, televisi, radio, dll)
Media cetak apa yang paling sering kamu lihat?	☐ Banner ☐ Booklet ☐ Brosur ☐ Koran ☐ Majalah ☐ Poster
Perangkat apa yang paling sering kamu gunakan?	☐ Handphone ☐ Smartphone ☐ Tablet ☐ Laptop ☐ Komputer ☐ Televisi ☐ Radio ☐ Tidak punya perangkat elektronik

Preferred Types of Media	
Questions	Answers
<i>Berapa lama kamu menggunakan perangkat elektronik setiap harinya?</i>	• <2 jam • 2-4 jam • 5-6 jam • 7-8 jam • >8 jam
<i>Media sosial apa yang paling sering kamu gunakan?</i>	☐ Instagram ☐ Threads ☐ Tiktok ☐ X (Twitter) ☐ Youtube ☐ Facebook ☐ Tidak menggunakan media sosial.
<i>Aplikasi apa yang paling sering kamu gunakan?</i>	☐ Canva ☐ Capcut ☐ Gojek ☐ Grab ☐ Shopee ☐ Spotify ☐ Tokopedia
<i>Apakah kamu bersedia menjadi narasumber wawancara/peserta Focus Group Discussion?</i>	• Ya • Tidak

The tenth and last section aims to collect the contact information of respondents who consented for possible individual interview source person or Focus Group Discussion participant. The respondent will be asked for their name and contact information, such as LINE ID or Whatsapp number. After this, the questionnaire is completed.

Table 3.14 Questionnaire questions: Source Person/Participant Candidate

Source Person/Participant Candidate	
Questions	Answers
<i>Nama</i>	(Short answer text)
<i>LINE/Whatsapp</i>	(Short answer text)

After the number of respondents is deemed enough, the questionnaire will be closed to prevent new submission. Future interview and Focus Group Discussion is determined by the need of them. In this design, the personal interview and FGD ended up not being conducted. The collected

answers from questionnaire will later be analyzed in the Form step as explained in 3.2.2.

