



Equilibrium: Jurnal Pendidikan
Vol. XIV. Issu 2. Mei-September 2026



Transformation of Understanding of Sexuality in High School Sociology Textbooks in Indonesia

¹Sofia, ²Amika Wardana, ³Supriadi Torro, ⁴Nurazizah Rahmi R

¹Sociology Education, Makassar State University, Indonesia

E-mail: sofia@unm.ac.id

²Sociology Education, Yogyakarta State University, Indonesia

E-mail: a.wardana@uny.ac.id

³Sociology Education, Makassar State University, Indonesia

E-mail: supriaditorro@unm.ac.id

⁴Special Education, Makassar State University, Indonesia

E-mail: nurazizah.rahmi@unm.ac.id

Article History ; Submitted: 14-03-2026; Accepted: 18-4-2026; Published: 20-05-2026

Abstract. *The increasing cases of sexual violence, harassment, and gender-based bullying among adolescents raise questions about the extent to which sexuality education has been integrated into the formal education system. As one of the primary learning resources, textbooks play an important role in shaping students' understanding of sexuality and social relations. However, the representation of sexuality in school textbooks remains relatively underexplored. This study aims to analyze the representation and transformation of sexuality discourse in Indonesian senior high school sociology textbooks across two curriculum periods: the 2013 Curriculum and the Merdeka Curriculum. This research employs a qualitative approach using content analysis of 10 senior high school sociology textbooks have been evaluated and officially approved by the Ministry of Education and Culture to identify how sexuality is represented within the contexts of sexual violence, gender relations, and social deviance. The findings indicate that discussions of sexuality in textbooks remain limited and are generally positioned as a minor part of the topic of social deviance. Sexual violence is mostly presented in a descriptive manner without comprehensive discussion of its psychosocial impacts or preventive strategies. This study contributes by demonstrating how textbook discourse reproduces a limited understanding of sexuality and highlights the importance of integrating more comprehensive sexuality education into sociology learning materials.*

Keywords: *Sexuality; Sociology Textbooks; Sexuality Education; Sexual Violence; Curriculum*

ABSTRAK. *Meningkatnya kasus kekerasan seksual, pelecehan, dan perundungan berbasis gender di kalangan remaja menimbulkan pertanyaan mengenai sejauh mana pendidikan seksualitas telah diintegrasikan dalam sistem pendidikan formal. Buku teks sebagai salah satu sumber belajar utama memiliki peran penting dalam membentuk pemahaman siswa mengenai seksualitas dan relasi sosial. Namun, representasi seksualitas dalam buku teks sekolah masih relatif jarang dikaji secara mendalam. Penelitian ini bertujuan untuk menganalisis representasi dan transformasi diskursus seksualitas dalam buku teks sosiologi SMA di Indonesia pada dua periode kurikulum, yaitu Kurikulum 2013 dan Kurikulum Merdeka. Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis konten terhadap 10 buku teks sosiologi SMA telah dinilai dan ditetapkan Kementerian Pendidikan dan Kebudayaan untuk mengidentifikasi bagaimana seksualitas direpresentasikan dalam konteks kekerasan seksual, relasi gender, dan penyimpangan sosial. Hasil penelitian menunjukkan bahwa pembahasan seksualitas dalam buku teks masih terbatas dan umumnya ditempatkan sebagai bagian dari materi penyimpangan sosial. Kekerasan seksual lebih banyak disajikan secara deskriptif tanpa pembahasan komprehensif mengenai dampak psikososial dan upaya pencegahan. Penelitian ini memberikan kontribusi dengan menunjukkan bagaimana diskursus buku teks mereproduksi pemahaman yang terbatas mengenai seksualitas serta menegaskan pentingnya integrasi pendidikan seksualitas yang lebih komprehensif dalam materi pembelajaran sosiologi.*

Kata kunci: *Seksualitas; Buku Teks Sosiologi; Pendidikan Seksualitas; Kekerasan Seksual; Kurikulum*

INTRODUCTION

The phenomenon of sexual violence and bullying among adolescents has transformed into a systemic crisis that threatens the integrity of global and national education. The continuing emergence of cases indicates that the immediate social environment is not yet fully capable of being the primary protector of children's psychosocial development. Various cross-national studies confirm that adolescents are in a paradoxical position, where they are the most vulnerable group to becoming both victims and perpetrators of gender-based violence due to the fragile boundaries of privacy in the digital era (Ruwaيدا, 2019; Sundaram, 2019). This shift in lifestyle and communication interactions makes young people increasingly exposed to misinformation about reproductive health and the boundaries of interpersonal relationships. Without adaptive educational interventions, adolescents tend to seek references from often biased digital spaces, resulting in an escalation of the risk of exploitation and the normalization of toxic relationships (Albury, 2015; Rumble et al., 2020). As a result, they are highly likely to become trapped in deviant behavioral patterns that are detrimental to their own future.

Within the educational ecosystem, schools hold strategic authority to deconstruct myths and shape students' paradigms through formal curricula. Schools are not simply places to transfer knowledge, but also safe spaces to guide students in recognizing their rights and authority over their own bodies. In line with this, various international institutions have strongly advocated the importance of Comprehensive Sexuality Education (CSE) as a preventative tool to protect the body and build relationships based on consent) and breaking the chain of abuse (Haberland & Rogow, 2015; UNESCO, 2018; WHO, 2015). This kind of holistic education is designed to equip the younger generation with more mature and responsible decision-making skills. However, the implementation of this policy often encounters cultural and political resistance that still considers sexuality a taboo area, resulting in schools often failing to facilitate critical discourse (Allen, 2011; Lamb & Robinson, 2017; Wahyuni & Setiawan, 2018). These structural barriers make character education in many schools seem to be stagnant and reluctant to address the deep roots of sociological problems.

Understanding sexuality in society cannot be separated from the process of knowledge production and the power relations that shape it. Michel Foucault in his work *The History of Sexuality* explains that sexuality is not just a biological phenomenon, but is a social construction formed through various social institutions such as family, religion, state, and education (Foucault, 1978).

Foucault introduced the concept power–knowledge, namely the relationship between power and the production of knowledge. According to Foucault, knowledge is not neutral but rather produced through power relations that determine what can be discussed and what must be restricted in society. In the context of education, textbooks can be understood as a medium to produce knowledge that represents certain values and norms regarding sexuality.

One of the vital instruments in the reproduction of knowledge in the classroom is the textbook. This teaching tool has a powerful influence in determining what narratives are deemed appropriate or deviant for students to consume. More than just sources of technical information, textbooks act as agents of socialization, carrying values, ideologies, and power legitimized by state institutions (Apple, 2019; DeCesare, 2015; Schissler, 2017). In the discipline of Sociology in particular, learning materials should be directed towards objectively dissecting complex phenomena such as gender identity and social dynamics. Unfortunately, operational realities in the field demonstrate the existence of a "hidden curriculum" (*hidden curriculum*) which systematically tends to silence the emotional aspects and human rights in discussing sexuality (Jackson & Scott, 2010; Pascoe, 2011; Susanti, 2020). This structural silencing ultimately limits students' critical reasoning skills in observing the reality of social inequality that occurs around them.

In educational institutions, textbooks serve as one mechanism for reproducing discourses about sexuality. Learning materials not only convey information but also shape students' perspectives on social issues such as gender relations, sexual deviance, and sexual violence. Ironically, various critical reviews reveal that the understanding of sexuality in sociology textbooks is

often severely oversimplified. Students are rarely invited to engage in dialogue about the complexity and diversity of human relationships but are instead immediately confronted with rigid labels. Sexuality tends to be reduced solely to social pathology or deviant behavior (*social deviance*), without considering discussions about agency, autonomy, and positive reproductive health (Plummer, 2015; Priyatna, 2018; Weeks, 2017). This morality-centered approach blocks opportunities for adolescents to learn to recognize their own boundaries and appreciate individual diversity. The dominance of one-sided perspectives creates a sharp gap between the empirical reality faced by adolescents and the textual representations in schools, ultimately perpetuating a very dangerous ignorance (Carmody, 2015; Fine & McClelland, 2016).

Although numerous studies have been conducted on sexuality in education, most previous studies have tended to focus on biological (biomedical) health perspectives or simply on the administrative effectiveness of curriculum policies (Humbert et al., 2020; Rohman, 2018). A weakness of these previous studies is the lack of attention to how sociological texts specifically construct sociological "truths," which often perpetuate stigma rather than provide emancipatory understandings. Studies examining high school sociology textbooks in Indonesia as arenas for power contestation are still very limited, leaving a literature gap in understanding how educational institutions respond to the transformation of understandings of sexuality amidst the currents of modernity.

Based on these gaps, this study aims to answer several key questions: (1) How is the construction of understanding of sexuality represented in high school sociology textbooks in Indonesia? (2) To what extent have the narratives in these textbooks undergone transformation or stagnated in responding to issues of violence and sexual identity? and (3) How do relations of power and knowledge (power-knowledge) work in producing discourses of sexuality that are considered "normal" for students?

Drawing on Foucault's (1978) framework of power relations and regimes of truth, this study attempts to uncover how discourses on sexuality are produced, distributed, and controlled through formal learning instruments. The primary focus of this research is to explain the mechanisms by which educational institutions construct absolute knowledge about the body and desire, which directly influences how adolescents shape their social identities.

METHODS

This research uses a qualitative approach with a qualitative content analysis method (*qualitative content analysis*) by Philipp Mayring to examine the representation of sexuality in high school sociology textbooks (Krippendorff, 2018; Neuendorf, 2017). A qualitative approach was chosen because this study aims to understand the meaning, patterns, and construction of knowledge about sexuality represented in learning texts, going beyond simply measuring the frequency of occurrence of certain words or concepts. Content analysis is positioned as a research technique to make valid and replicable inferences from texts to the social context of their use (Krippendorff, 2004). Through this approach, researchers identify how issues of sexuality, particularly sexual violence, are represented and how this knowledge construction is shaped through the educational curriculum.

The sampling technique used in this study is purposive sampling (*purposive sampling*) with model *criterion-based selection*. This technique was used to select data sources based on specific criteria relevant to the research objectives, namely textbooks that have been assessed and determined by the Ministry of Education and Culture and have a broad influence on curriculum implementation in schools. The sample selection includes representation from two curriculum periods, namely the 2013 Curriculum and the Merdeka Curriculum, to examine the continuity and changes in sexuality discourse in national education policy.

The data sources for this research consist of 10 high school sociology textbooks categorized based on class level and curriculum as follows:

- a. Class X: Mediatama Published (2016) by Lia Candra Rufikasari; Srikandi Empat (2016 Revised Edition) by Slamet Triyono and Hermanto; and Cempaka Putih (2016 Revised Edition) by Suranto, Diatmika Wijayanti, and Widyabakti Hesti Kawedhar.
- b. Grade XI: Mediatama (2016) published by Lia Candra Rufikasari; Grafindo (2016) by Janu Murdiyatomoko, Citra Handayani, and Hariyadi; and the Merdeka Curriculum book published by the Ministry of Education and Culture (2021) by Joan Hesti Gita Purwasih and Seli Septiana Pratiwi.
- c. Grade XII: Mediatama Publications (2016) by Lia Candra Rufikasari and Slamet Subiyantoro; Yrama Widya (2016) by Muhamad Taupan and Ine Ariyani Suwita; and Cempaka Putih (2016) by Poerwanti Hadi Praliwi and Joan Hesti Gita Purwasih.

This research utilizes a qualitative-categorical content analysis approach (Schreier, 2012; Neuendorf, 2017). The units of analysis include sentences, paragraphs, illustrations, and case examples related to sexuality, gender relations, and sexual violence. The analysis process is carried out systematically through the following stages: (1) identification of text units, (2) coding process (*coding*), (3) data categorization, (4) analysis of the distribution of concept emergence, and (5) interpretation of the analysis results. The final interpretation stage uses Michel Foucault's sexuality discourse perspective to dissect how power relations and knowledge construct sexuality in sociology learning materials.

Table 1. Coding Analisis Seksualitas

No	Main Category	Subcategory	Analysis Indicators	Examples of Keywords in Text	Unit of Analysis
1	Sexual Violence	Sexual harassment	An act that degrades or sexually assaults someone's body without consent	sexual harassment, inappropriate touching, sexual comments	Sentence / paragraph
2	Sexual Violence	Sexual coercion	The act of forcing someone to engage in sexual activity	sexual coercion, rape, sexual pressure	Sentence / paragraph
3	Sexual Violence	Sexual violence against children	Sexual acts against minors	pedophilia, child exploitation, child abuse	Sentence / paragraph
4	Sexual Violence	Sexual exploitation	The use of someone's body for economic or power interests	human trafficking, prostitution, sexual exploitation	Sentence / paragraph
5	Gender Relations	Gender inequality	Power relations between men and women	male domination, patriarchy, gender discrimination	Sentence / paragraph
6	Anti-Violence Education	Prevention of sexual violence	Explanation regarding efforts to prevent or protect victims	victim protection, sexual education, law	Sentence / paragraph

The coding process was carried out by identifying text units containing sexuality issues in high school sociology textbooks. Each text unit was then categorized into several analytical categories, such as sexual harassment, sexual coercion, child sexual abuse, and sexual exploitation. This coding scheme was used to ensure the analysis was conducted systematically and consistently.

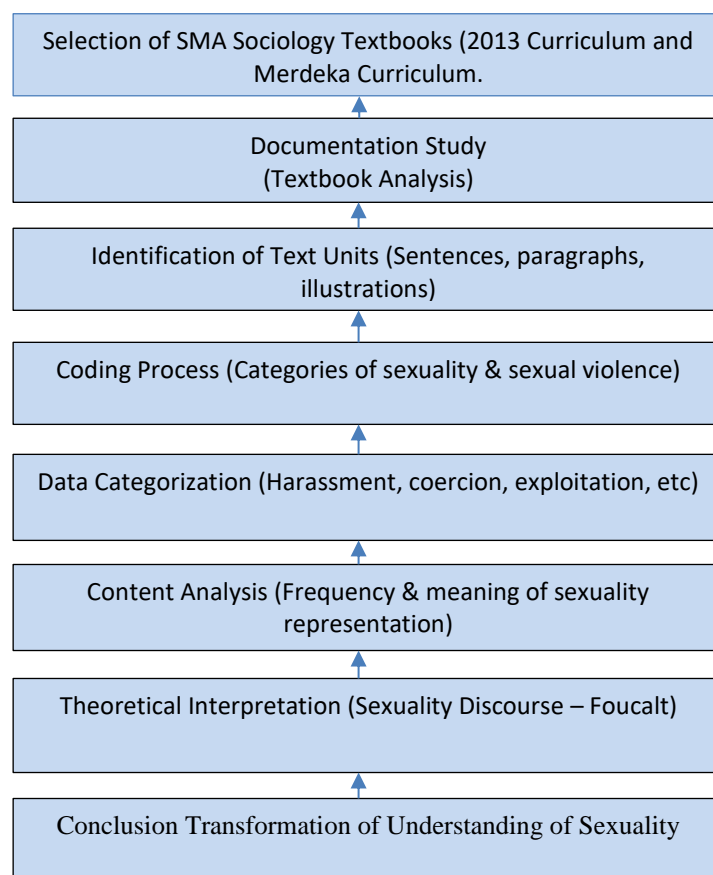


Figure 1. Content Analysis Flow of High School Sociology Textbooks

RESULTS AND DISCUSSION

Result

Based on the results of a content analysis of nine high school sociology textbooks that served as data sources, variations in the distribution of material representing issues of sexuality, gender relations, and sexual violence were found. Although this study used a qualitative-categorical approach, presenting the frequency distribution of concept occurrences serves as a preliminary step in mapping the extent to which these issues are included in the educational curriculum, both in the 2013 Curriculum and the Merdeka Curriculum.

This frequency data serves as an empirical basis for examining the material trends emphasized by textbook authors and publishers before conducting in-depth interpretations using Michel Foucault's discourse perspective. The distribution of the occurrences of units of analysis (sentences, paragraphs, illustrations, and case examples) in each textbook is presented in detail in the following table:

Table 2. Frequency Distribution of Sexuality Material Representation

Indicator	Class			Amount	Percentage (%)
	X	XI	XII		
Sexuality (Sexual Violence)					
Sexual harassment	2	1		3	1.26%
(sexual) coercion	2	1		3	1.26%
Sexual violence against children	2	5		7	2.94%

Slavery, Sexual Exploitation	1	1	2	0.84%
Frequency of Sexuality Material				6.30%
Physical Violence				48.74%
Psychological Violence				44.96%

Study of sexuality material content in sociology textbook class X Suranto, et.al (2016) published by Cempaka Putih chapter 3-page 141 paragraph 3 "In society there are various sexual deviations such as transvestites, homosexuals/lesbians, bisexuals, and pedophiles". chapter 3-page 142 paragraph 2 "pedophilia is a psychosexual disorder that causes abnormal attraction to children. Pedophilia comes from Latin, namely pedo meaning 'children', while philia means 'maniac/lover'. Thus, pedophilia can be interpreted as liking small children. Pedophilia perpetrators are indeed dominated by men, but there are also female perpetrators. This behavior can be done to underage children who are male or female".

Sexuality material content in the sociology textbook for class XI Purwasih & Pratiwi (2021) chapter 3-page 103 activity "Sexual violence is a forced sexual act that includes words, sight, or touch against the victim. Examples of sexual violence include harassment, forced marriage, and rape." chapter 3-page 103 infographic activity "34.4% sexual violence".

Based on textual and structural data analysis of high school sociology textbooks, the findings of this study are classified into three main focuses that highlight how sexuality is constructed, ignored, and should be integrated into learning materials.

a. Representation of Sexuality in High School Sociology Textbooks

Based on the quantitative data in this study, there is a very striking finding: sexual content or sexual violence has almost no percentage (approaching 0%) when compared to other categories of violence. The category "Sexual Violence" (such as harassment, sexual coercion, exploitation) does not appear as a significant independent percentage entity in the main codification table.

The analysis consistently shows that the discussion of sexuality in high school sociology textbooks remains very limited and marginalized. Representations of sexuality never find space within the discourse of healthy social relations, but are instead confined exclusively to pathological contexts, specifically within the context of social deviance and violence. Sexuality is positioned as a problematic and norm-violating phenomenon within the structure of the learning materials.

Based on data analysis, when textbooks address the issue of sexual violence, the material refers to four main categories: sexual harassment, sexual coercion, child sexual abuse, and sexual exploitation. However, the presentation of these four categories is presented in a highly reductionist manner.

This superficiality becomes a clear anomaly when referring to the findings of the psychological violence data. The data shows that textbook authors are indeed highly sensitive to invisible forms of violence, as evidenced by the high frequency of discussions of demeaning behavior, discrimination, and racism (34 occurrences) and intimidation/bullying (22 occurrences). However, dozens of sociological concepts related to discrimination and intimidation are deliberately omitted and never linked to analyses of gender inequality or sexual violence.

Textbooks generally provide only brief, superficial definitions without comprehensive explanations. They fail to contextualize forms of sexual violence, completely neglect to explain the traumatic impacts experienced by victims, and lack crucial information regarding legal protection mechanisms for victims of sexual manipulation. The absence of these elements demonstrates that textbooks still marginalize sexuality, despite the reality of the phenomenon's high level of urgency and relevance to the social lives of today's adolescents.

b. Curriculum Changes and Stagnation in Understanding Sexuality

This study critically examines how the transformation of the Indonesian curriculum (from the KTSP (School-Based Curriculum), the 2013 Curriculum, to the Merdeka Curriculum) has influenced

the presentation of social issues in textbooks. The structural analysis revealed a significant pedagogical anomaly. The latest curriculum has indeed demonstrated a commitment to reform by accommodating contemporary social issues relevant to the realities of Generation Z, such as the addition of material on cyberbullying (*cyberbullying*), intolerance, and social discrimination. However, this modernization of the curriculum has been lopsided because it has not been accompanied by a transformation in understanding of sexuality. The issue of sexuality has consistently been left stagnant and isolated from the narrative of educational progress.

This stagnation is most evident in how textbooks maintain *status unmaterial* placement. Discussions of sexuality and sexual violence remain confined exclusively to minor sub-chapters within the "Social Deviance" or "Social Pathology" sections. This structural placement is not accidental, but rather an epistemological trap. By confining sexuality to the framework of deviance, the curriculum indirectly instills a single understanding that discussing desire, the body, and sexuality is synonymous with discussing crime, sin, or social ills. As a result, textbooks fail to provide a space for discussions about sexuality that are healthy, affirmative, and based on normal human relations.

Furthermore, this study found that this stagnation in understanding cuts off the preventive function of sociology education in the digital era. For example, although the new curriculum textbooks have discussed *cyberbullying*, the material is not at all linked to the vulnerability of Online Gender Based Violence (OGBV) such as digital sexual exploitation, *grooming*, or the distribution of non-consensual intimate content that is currently rampant among teenagers. This separation of issues shows that curriculum makers are still avoiding the real root of the problem. Textbooks are proven to be absent in presenting the main pillars of comprehensive sexuality education. In fact, if the curriculum is truly to transform, this material is essential to equip students with four fundamental skills: (1) recognizing the authority and limits of bodily privacy (*bodily autonomy*), (2) understand and practice the principle of consent (*consent*) in every social interaction, (3) identifying power relations that lead to hidden sexual violence, and (4) knowing the rights of protection and recovery for victims without a culture of blaming the victim (*victim-blaming*).

The absence of narrative transformation in these textbooks has fatal sociological implications. Without adequate exposure to these fundamental aspects, the current curriculum structure not only fails to protect students but also actively perpetuates erroneous, biased, and misogynistic understandings of gender relations. Educational institutions ultimately leave students to seek out sexual references in unfiltered digital spaces, while in formal classrooms, their understanding of sexuality is left stunted, frozen, and trapped within a paradigm of conservative morality that is cornering them.

c. The Need for Integration of Sociologically Based Sexuality Education

Gap (*gap*) found in the textbook representations highlight the importance of a more holistic integration of sexuality education. The analysis of material needs indicates that sexuality education in sociology classrooms should not be reduced to only anatomical and biological aspects, but should be drawn into an analysis of social, psychological, and cultural dimensions.

In the context of high school sociology learning, sexuality education is truly very relevant and can be integrated organically into the five main concepts of sociology, including: (1) analysis of equality in gender relations, (2) negotiation and formation of social norms, (3) critical analysis of power structures and domination in social interactions, (4) deconstruction of the meaning of social deviation, and (5) fulfillment of human rights.

Through the integration of these concepts, sexuality material in textbooks is no longer merely a rote study of deviance but can be transformed into a pillar of anti-violence education. This approach aims to build students' structural awareness of the urgency of respecting bodily authority, human dignity, and the rights of others. Therefore, this analysis recommends that sociology textbooks be restored to their original purpose, functioning not merely as passive means of information transfer but as active pedagogical instruments in shaping students' values, character, and social attitudes that are far safer, more just, and more inclusive.

Discussion

The limited coverage, marginalization of narratives, and reduction of the meaning of sexuality found in high school sociology textbooks cannot be seen as mere pedagogical inadvertence. From the perspective of Michel Foucault's discourse theory, this phenomenon is a concrete manifestation of the operation of power relations in the production of knowledge (power-knowledge). This finding is in line with Apple's (2014) study which asserted that textbooks are "official knowledge" (official knowledge) which represents a compromise between the tension between state authority and dominant values in society. Educational institutions function as ideological apparatuses where the selection of material becomes an instrument for dictating what is worthy of being recognized as "truth."

By placing narratives of sexuality exclusively within the framework of social deviance, textbooks actively reproduce problematic discourses. This pattern is not unique to Indonesia; an international study by Macgill & Sellar (2016) in Australia also shows how curricula often limit sexuality to biological risks and dangers, thereby obscuring the dimensions of individual agency and rights. Sexuality in Indonesia is constructed solely as taboo and a threat to morality, requiring strict oversight.

The practice of confining meaning in social pathology is a manifestation of the silencing mechanism (silencing). Foucault emphasized that power works discursively through control over the discourse that is allowed to circulate. The absence of the concept consent (consent) and body authority in Sociology textbooks in Indonesia reflect what Fine (1988) calls "Missing Discourse of Desire", where adolescents' voices about their own bodies are erased from the educational narrative. This silencing leads to the normalization of students' ignorance, which destructively places them in a vulnerable position without the vocabulary to identify sexual violence in the real world.

When compared with the curriculum transformation in Scandinavian countries which integrate sexuality education holistically (Comprehensive Sexuality Education), the curriculum in Indonesia shows an anomaly. The ability of the curriculum to adapt to contemporary issues such as cyberbullying. However, the stagnation in sexuality issues demonstrates that the body is still seen as a site for the struggle for influence of conservative morality. Previous research in the Southeast Asian context, such as that by Thomas & Jackson (2013), also noted a similar tendency in which countries with strong conservative bases often use education to subordinate discourse on sexuality to the control of traditional family structures.

Therefore, these findings underscore the sociological urgency of deconstructing the material architecture of Indonesian textbooks. Sexuality education must be reclaimed from the narrative of crime. Herein lies the novelty (*novelty*) this research: in contrast to previous research that focused more on the clinical aspects of reproductive health (e.g., medical-pedagogical studies), this research dismantles the curriculum structure through the lens of Foucault's power as a form of discursive prison. By recontextualizing the material into broader sociological dimensions—such as gender power relations and norm negotiation—textbooks can be transformed into empowering anti-violence educational tools, producing a generation that is empowered to maintain human dignity.

CONCLUSION

This study confirms that high school sociology textbooks in Indonesia do not function as safe spaces for bodily literacy, but rather operate as highly rigid apparatuses for discursive discipline. Quantitative and qualitative findings clearly demonstrate the operation of silencing practices (*silencing*) structural; discourse on sexuality is marginalized at almost zero percentage and is exclusively confined within the framework of pathology or social deviation. In Foucault's power-knowledge perspective, the neglect of the concept of consent (*consent*), bodily authority, and the perspectives of victims of sexual violence are not negligence, but rather systematic institutional instruments to perpetuate a moral regime that subjugates the discourse of the body. Consequently, instead of providing protection, textbooks normalize ignorance and leave adolescents vulnerable,

without the tools of sociological analysis to combat sexual manipulation in both digital and physical realities. Therefore, the stagnation of sexuality issues amidst claims of modern curriculum transformation is an emergency signal that demands a radical deconstruction of the material architecture. Sexuality education must be immediately reclaimed from merely a narrative of criminality and fully integrated into the pulse of sociology, such as analysis of gender equality, norm negotiation, and human rights. This transformation is not merely a matter of adding new chapters, but rather a paradigm shift: transforming textbooks from mere tools of moral reproductive control into instruments of empowerment and anti-violence education. Only through the courage to dismantle these discursive taboos can educational institutions break the chain of ignorance and simultaneously produce a generation that is inclusive, empathetic, and fully sovereign over its body and human relations.

REFERENCES

- Albury, K. (2015). Young people, media and sexual learning: The challenge of digital-era sexuality education. *Sex Education, 15*(6), 629–641. <https://doi.org/10.1080/14681811.2015.1054363>
- Allen, L. (2011). *Young people and sexuality education: Rethinking key debates*. Palgrave Macmillan. <https://doi.org/10.1057/9780230307043>
- Apple, M. W. (2014). *Official Knowledge: Democratic Education in a Conservative Age* (3rd ed.). Routledge. <https://doi.org/10.4324/9780203111222>
- Apple, M. W. (2019). *Ideology and curriculum* (4th ed.). Routledge. <https://doi.org/10.4324/9780429400030>
- Carmody, M. (2015). *Sex, ethics, and young people*. Palgrave Macmillan. <https://doi.org/10.1057/9781137452818>
- DeCesare, M. (2015). High school sociology and the challenge of curricular inclusion. *Teaching Sociology, 43*(4), 273–283. <https://doi.org/10.1177/0092055X15607387>
- Fine, M. (1988). Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire. *Harvard Educational Review, 58*(1), 29–54. <https://doi.org/10.17763/haer.58.1.u04611n14ht675n7>
- Fine, M., & McClelland, S. I. (2016). Sexuality education and desire: Still missing after all these years. *Harvard Educational Review, 76*(3), 297–338. <https://doi.org/10.17763/haer.76.3.v5036g3n1j246473>
- Foucault, M. (1978). *The history of sexuality: An introduction* (Vol. 1). Pantheon Books. <https://doi.org/10.1215/9780822393351-001>
- Haberland, N., & Rogow, D. (2015). Sexuality education: Emerging trends in evidence and practice. *Journal of Adolescent Health, 56*(1), S15–S21. <https://doi.org/10.1016/j.jadohealth.2014.08.013>
- Hall, S. (2017). Foucault: Power, knowledge and discourse. Dalam S. Wetherell, M. Taylor, & S. J. Yates (Eds.), *Discourse theory and practice: A reader* (hlm. 72–81). SAGE Publications. <https://doi.org/10.4324/9780203013825-7>
- Humbert, A. L., & Strid, S. (2020). Violence against women and gender equality. Dalam J. Hearn, E. Pringle, & U. Muller (Eds.), *Gender-Based Violence in Higher Education*. Routledge. DOI: 10.4324/9780429280108
- Jackson, S., & Scott, S. (2010). *Theorizing sexuality*. McGraw-Hill Education. <https://doi.org/10.1037/10519-000>
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). SAGE Publications. <https://doi.org/10.4135/9781071878781>
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications. <https://doi.org/10.4135/9781071878782>
- Lamb, S., & Robinson, M. A. (2017). Parallels and pushback: Sexuality education and the neoliberal state. *Journal of Sex Research, 54*(4–5), 452–463. <https://doi.org/10.1080/00224499.2016.1264388>

- Macgill, B., & Sellar, S. (2016). The Sexual Health and Relationships Education (SHRE) curriculum: The discursive construction of risks and responsibilities. *Health Education*, 116(5), 456–472. <https://doi.org/10.1108/HE-02-2015-0010>
- Neuendorf, K. A. (2017). *The content analysis guidebook* (2nd ed.). SAGE Publications. <https://doi.org/10.4135/9781071802878>
- Pascoe, C. J. (2011). *Dude, you're a fag: Masculinity and sexuality in high school*. University of California Press. <https://doi.org/10.1525/9780520950580>
- Plummer, K. (2015). *Cosmopolitan sexualities: Hope and the humanist imagination*. Polity Press. <https://doi.org/10.1002/9781118683518>
- Priyatna, A. (2018). Representasi tubuh dan seksualitas dalam teks-teks sosiologis. *Jurnal Studi Gender*, 10(2), 145–160. <https://doi.org/10.21580/jsg.2018.10.2.2245>
- Rohman, A. (2018). *Kebijakan Kurikulum Pendidikan Seksual di Indonesia: Tantangan Ideologi dan Kultural*. Jurnal Pendidikan Ilmu Sosial. <http://digilib.uin-suka.ac.id/33708/>
- Rumble, L., Petroni, S., & Goulder, R. (2020). Childhood sexual violence in Indonesia: A systematic review. *Trauma, Violence, & Abuse*, 21(2), 284–299. <https://doi.org/10.1177/1524838018767932>
- Ruwaida, I. (2019). Kekerasan seksual pada remaja dan tantangan edukasi di era digital. *Jurnal Sosiologi Pendidikan Humanis*, 4(1), 55–70. <https://doi.org/10.17977/um021v4i1p55-70>
- Schissler, H. (2017). Navigating the hidden curriculum in textbook representations. *Journal of Educational Media, Memory, and Society*, 9(1), 32–48. <https://doi.org/10.3167/jemms.2017.090103>
- Schreier, M. (2012). *Qualitative content analysis in practice*. SAGE Publications. <https://doi.org/10.4135/9781446288718>
- Sundaram, V. (2019). *Preventing youth violence and gender-based violence in schools*. Routledge. <https://doi.org/10.4324/9781315174099>
- Susanti, E. (2020). Kurikulum tersembunyi dan pembungkaman diskursus seksualitas di SMA. *Jurnal Pendidikan Sosiologi*, 8(2), 112–128. <https://doi.org/10.21831/jps.v8i2.33405>
- Thomas, M., & Jackson, M. (2013). *Gender and Sexuality in Southeast Asia: Bridging the Divide*. Routledge. <https://doi.org/10.4324/9780203523216>
- UNESCO. (2018). *International technical guidance on sexuality education: An evidence-informed approach* (Revised ed.). United Nations Educational, Scientific and Cultural Organization. <https://doi.org/10.54676/JHKP3299>
- Wahyuni, S., & Setiawan, I. (2018). Tabu dan resistensi kultural dalam pendidikan seksualitas di sekolah. *Masyarakat: Jurnal Sosiologi*, 23(1), 45–66. <https://doi.org/10.7454/mjs.v23i1.8900>
- Weeks, J. (2017). *Sexuality* (4th ed.). Routledge. <https://doi.org/10.4324/9781315269726>
- WHO. (2015). *Sexual health, human rights and the law*. World Health Organization. <https://doi.org/10.1590/S0104-12902015000100021>