



RISK MANAGEMENT EDUCATION FOR ADOLESCENTS: RECOGNIZING AND AVOIDING THE DANGERS OF PROMISCUITY

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Abstract

Risk Management is all actions to minimize anything that is not desired. So, things are done to prevent these negative impacts. In relation to this, in adolescent education it is very important to include character values in educational goals. One of them is about Adolescent Socialization. In this case, the PKM TEAM held a community service at SMP and SMK Ibnu Sina Kabil, Batam with the theme: Risk Management Education for Adolescents: Recognizing and Avoiding the Dangers of Free Association. This activity aims to teach students how to understand Education in recognizing and avoiding risks that may arise as a result of the dangers of free association. The problems that are currently rampant among adolescents related to Free Association require handling and the PKM TEAM contributes to providing Risk Management Education in this regard. The participants were around 200 students at SMP and SMK Ibnu Sina Kabil, Batam. Which was held for two days, namely November 20-21, 2024.

Keywords: keyword 1; risk management, Word 2; Character Education, Word 3: Free Association

INTRODUCTION

Risk management is a systematic process for identifying, analyzing, evaluating and controlling risks in an organization or project. The main goal of risk management is to reduce or minimize the negative impact of risks and maximize existing opportunities. The following are general steps in risk management: 1). Risk Identification. Identify potential risks that may affect the achievement of organizational or project objectives. Risks can come from various sources, such as the external environment, operations, finance, technology, or human factors. 2). Risk Analysis. Analyze risks in depth, including the probability of risk occurrence and its impact. In risk analysis, risk matrices are often used to visually depict the level of probability and impact of risks. 3). Risk Evaluation. Assess the level of risk by considering probability and impact. Risks can be assessed as high, medium, or low risk, and priorities can be assigned based on the most significant risks. 4). Development of Risk Management Strategy. Plan actions and strategies to reduce, avoid, transfer, or accept risks. Risk management strategies must be tailored to the goals and needs of the organization or project. 5). Implementation and Execution. Implement planned risk management actions, including implementing controls, changing policies or procedures, procuring insurance, or other risk mitigation. 6). Monitoring and Review. Continuously supervise and monitor risks, as well as carry out regular reviews of the effectiveness of risk management strategies. If there are changes in the environment or business conditions, adjustments and updates in risk management need to be made.

In the world of Education, One application of Risk Management is in Recognizing and Avoiding the Dangers of Promiscuity. This activity aims to teach students how to understand

education in realizing and avoiding risks that may arise as a result of the dangers of promiscuity (Zahra, et.al., (2023).

Promiscuity is a term used to describe social behavior in which individuals, especially teenagers or young people, engage in activities or relationships that involve sexual freedom, alcohol, drugs, or behavior that is considered contrary to applicable social or moral norms (Suhaida, 2018). Promiscuity often includes sexual behavior that is not tied to marriage or a committed relationship. This can mean sexual intercourse without a strong emotional bond or without the use of safe contraceptive methods, which can increase the risk of unplanned pregnancy or transmission of sexually transmitted diseases. This promiscuity can also be caused by many factors such as internal factors and environmental factors (Anwar et al, 2019).

The emergence of advanced communications technologies, such as smartphones and social media, has given teens the ability to access and interact with more information. While this has considerable positive potential, it also allows for promiscuity and risky behavior without physical restrictions. The impact of this technology on adolescent behavior needs to be analyzed in more detail from a legal perspective to understand the related legal implications (Salsabilla, et.al., 2025) (Munawarahet.al., 2023). The role of the family then becomes important in overcoming juvenile crime and promiscuity. Family is the most important socialization factor in teenagers' lives and plays an important role in shaping their values and behavior (Setyawan et al., 2019). Promiscuity is a behavior that deviates from religious teachings and applicable norms (Allyka Alderajat Mudayanah, 2023), (Berhanu, & Yohannes, 2020)

In the implementation of PKM which was held by the Master of Management Study Program, Ibnu Sina University, Batam, from 20 to 21 November at Ibnu Sina Middle School and Vocational School, Kabil, Batam, it was part of the lecturers' duties to make a positive contribution and participate in providing solutions for partners. So the aim is for middle and high school students to be aware of and be able to avoid promiscuity.

Partner Problems

There are three real problems faced by partners. 1). Application of Educational Sanctions that is not yet Maximum 2). The level of understanding of junior high school and vocational school students regarding the impact of promiscuity is still minimal, 3). There is still rarely any socialization related to the negative impact of promiscuity, so that awareness and understanding in avoiding promiscuity in school-age adolescents has not been created.

IMPLEMENTATION METHOD

This activity is carried out in order to provide solutions to the problems experienced by partners. The method used in realizing the implementation of this Community Service activity uses a socialization and training model through the stages below:



Figure 1. Implementation Model
Source: PKM Team

PKM TEAM Communication with Partners / Schools and Location Surveys

Before implementing PKM, the TIM communicates with partners or schools via telephone. After that, it was agreed to take the survey time to the field, namely the PKM target schools, namely Ibnu Sina Kabil Middle School and Vocational School, Batam.

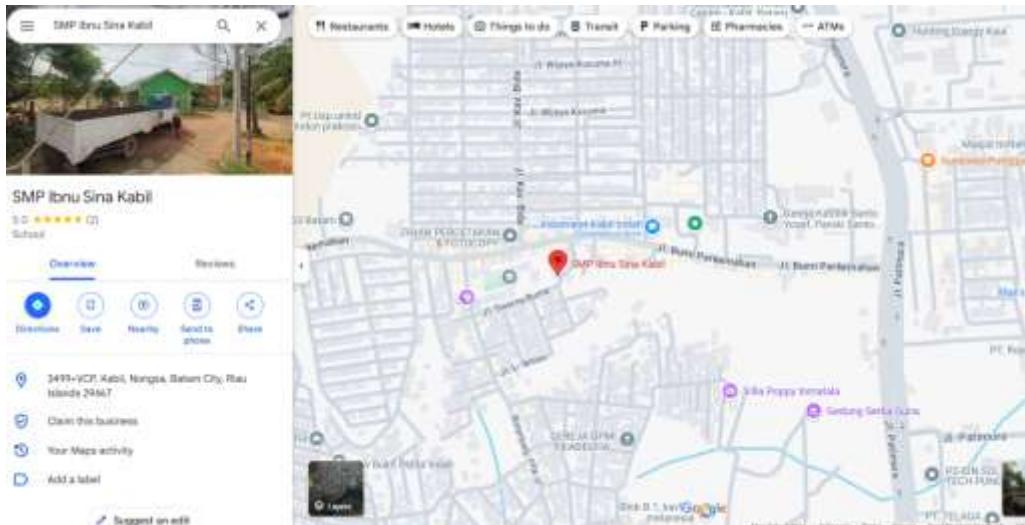


Figure 1. Location of Ibnu Sina Middle School and Vocational School, Kabil, Batam
Source:

https://www.google.com/maps/place/SMP+Ibnu+Sina+Kabil/@1.0697131,104.118588,17z/data=!3m1!4b1!4m6!3m5!1s0x31d985996993d72f:0x35fed0493a62e44!8m2!3d1.0697131!4d104.118588!16s%2Fg%2F1hb563s6p?entry=ttu&g_ep=EgoMDI0MTIxMS4wIKXMDSoASAFQAw%3D%3D

Technical Coordination of Implementation of PKM Activities

In this Technical Coordination, the PKM TEAM from campus makes a schedule agreement from both parties so that implementation is in accordance with the specified time. The schedule for implementation is below:

Table 1. Technical Schedule for Implementing PKM Activities

| No | Time | Activity | Executor | Information |
|----|---------------------|--|-----------------------|--------------|
| 1 | 15 November 2024 | Communication with Partners / schools | PKM TEAM and Partners | accomplished |
| 2 | 16 November 2024 | Location Survey to Partners/schools | PKM TEAM | accomplished |
| 3 | 17 November 2024 | Technical Coordination of PKM Implementation | PKM TEAM and Partners | accomplished |
| 4 | 20-21 November 2024 | Implementation of PKM | PKM TEAM and Partners | accomplished |
| 5 | 22 November 2024 | Evaluation of PKM Implementation Results | PKM TEAM and Partners | accomplished |
| 6 | 25 November 2024 | Reporting PKM Results | PKM TEAM | accomplished |

Implementation of PKM Activities

The PKM implementation activity was carried out for two days, namely 20 to 21 November 2024, at Ibnu Sina Kabil Middle School and Vocational School, Batam, with around 200 students participating. The PKM implementer consists of several lecturers and also involves 5 postgraduate students majoring in Masters of Management. Ibnu Sina University Batam.



Figure 3. Implementation of PKM Activities

Evaluation of the Results of Implementation of PKM Activities

Ayat Rukajat (2018:2) states that evaluation is a process of making decisions about the quality of an object or activity by involving value considerations based on data and information that is collected, analyzed and interpreted systematically. This PKM activity was carried out according to plan.

RESULTS OF ACTIVITIES

The results of the implementation of PKM activities which have been carried out at Ibnu Sina Kabil Batam Middle School and Vocational School, show that the socialization and provision of solutions provided to partners went well according to plan.

Table 2. Implementation of PKM Activities

| No | Time | PKM activities | Executor | Information |
|----|--|--|--------------------------|------------------------------------|
| 1 | 20 November 2024 1. 08.00-08.05 WIB 2. 08.05-08.10 WIB 3. 08.10-08.20 WIB 4. 08.20-09.00 WIB 5. 09.00-10.00 WIB 6. 10.00-10.30 WIB 7. 10.30-11.00 WIB 8. 11.00-11.15 WIB 9. 11.15-11.30 WIB | Preparation Opening Prayer Presentation of Material Sharing experience Question and answer Games Documentation Cover | PKM TEAM and Partners | Done In accordance Timetable |
| 2 | 21 November 2024 1. 08.00-08.05 WIB 2. 08.05-08.10 WIB 3. 08.10-08.20 WIB 4. 08.20-09.00 WIB 5. 09.00-10.00 WIB 6. 10.00-10.30 WIB 7. 10.30-11.00 WIB 8. 11.00-11.15 WIB 9. 11.15-11.30 WIB | Preparation Opening Prayer Presentation of Material Sharing experience Question and answer Games Documentation Cover | PKM TEAM And Partners | Done In accordance timetable |

Solutions to Partner Problems:

1. Implementation of Educational Sanctions is not yet Maximum

From the PKM activities that have been carried out by the PKM TEAM, for the first problem, namely the implementation of educational sanctions that have not been optimal, the PKM TEAM provides a solution:

- a. Improved better coordination between the Student Affairs sector and the Ibnu Sina Middle School and Vocational School OSIS administrators
- b. Socialize the rules to middle school and vocational school students so that they know witnesses to violations, examples of disrespectful behavior or promiscuity.
- c. Monitor student interactions both at school and outside of school

- d. Applying witnesses or violation points for perpetrators of violations
- 2. The level of understanding of junior high school and vocational school students regarding the impact of promiscuity is still minimal. For the second problem, the PKM TEAM provided a solution:
 - a. Socialization is held more often about juvenile delinquency and promiscuity
 - b. Maximize the use of media for something positive
 - c. Programs are held in schools about the negative impacts of promiscuity
 - d. Maximizing the role of OSIS in socializing the negative impacts of promiscuity
 - e. It is hoped that schools will have more harmonious communication with parents
- 3. There is still rarely any socialization related to the negative impact of promiscuity, so that awareness and understanding in avoiding promiscuity in school-age adolescents has not been created. For the third problem, the PKM TEAM provided a solution:
 - a. Holding an MOU or Collaboration with related institutions, for example: Community Health Centers, Sector Police/Polres, Universities and others so as to increase students' insight into Juvenile Delinquency or Promiscuity
 - b. Positive collaboration between the OSIS and Student Affairs and the Curriculum to create a program that leads to assistance for problematic children
 - c. There is openness in communication between students, guardians, teachers and the parties involved.

CONCLUSIONS

Based on the results of the Community Service (PKM) activities carried out by the PKM Team at Ibnu Sina Junior High School and another Junior High School in Kabil, Batam, several issues still need to be addressed. First, students' understanding of the negative impacts of promiscuity is not yet optimal. This indicates the need for a more intensive and continuous educational approach to raise students' awareness of the risks of promiscuous behavior. Second, the low number of witnesses or reporters of student violations reflects a lack of courage and participation among students in maintaining a healthy and responsible social environment. Third, the lack of socialization activities related to juvenile delinquency or promiscuity is also a contributing factor to the students' weak understanding of its dangers. Therefore, the active role of schools, teachers, and parents is essential in enhancing education and supervision of students' social behavior in a comprehensive manner.

Suggestions for Partners/Schools are to communicate more frequently with students and the best approach for parents, as well as collaborating with institutions or agencies so that students' insight is broader.

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