



Building Understanding of Puberty Through Family Development Workshops in RW 10 Wangisagara Village

Yusuf Nashrullo¹, Nenden Maryati^{2*}, Yuniar Rahmawati³, Firma Safitri Damayanti⁴, Tini Martini⁵, Nur Huda Jamil⁶, Teguh Arif Salam⁷

STAI Bhakti Persada Majalaya Bandung

Corresponding Author: Nenden Maryati; nendenmaryati07@gmail.com

ARTICLE INFO

Keywords: Puberty, Adolescents, Family, Family Development Workshop, Participatory Education, Family Communication

Received : 5 June

Revised : 23 July

Accepted: 23 August

©2025 Nashrullo, Maryati, Rahmawati, Damayanti, Martini, Jamil, Salam: This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0

International. 

ABSTRACT

The puberty period is an important phase in adolescent development characterized by physical, psychological, and social changes. A lack of understanding about puberty can lead to anxiety, low self-esteem, and risky behavior. This study aims to evaluate the effectiveness of the Family Guidance Workshop in improving adolescents' understanding and strengthening family communication in RW 10 Wangisagara Village. The method used is a family-based participatory workshop, involving adolescents aged 11-16, parents, and community leaders. This activity combines interactive lectures, discussions, simulations, and educational games. Results from the pre-test and post-test evaluations showed a significant increase in adolescents' understanding of puberty and parents' communication skills. This activity also strengthened emotional bonds within the family and reduced the potential for risky behavior in adolescents. The Family Guidance Workshop has proven to be effective as a family-based education strategy for puberty

INTRODUCTION

Puberty is an important phase in the development of adolescents characterized by physical, psychological, and social changes. During this phase, adolescents often face confusion regarding their identity and the biological changes they are experiencing. Without proper understanding, adolescents are vulnerable to issues such as anxiety, feelings of inferiority, and risky behaviors. The lack of communication between parents and children often exacerbates this situation. Therefore, a platform is needed to bridge the understanding between families and adolescents. Family Development Workshops are one effective strategy to strengthen that communication. This activity not only provides education about puberty but also increases parental involvement in supporting their children. Thus, workshops can create harmonious families and adolescents better prepared to face puberty (Hurlock, 2012). Teenagers who are not equipped with an understanding of puberty tend to seek information from unreliable sources. This can lead to misunderstandings or deviant behaviors. For example, many teenagers obtain knowledge from social media without proper filters. This condition can create negative stigma regarding normal bodily and psychological changes. The Family Development Workshop serves as an educational platform that provides scientific and accurate information. This activity also raises awareness that the family is the first and main environment for a child's growth and development. Through direct interaction, parents can gain a deeper understanding of teenage issues. Additionally, teenagers feel valued because they are listened to and given space to ask questions (Santrock, 2018).

The local context in RW 10 Wangisagara Village indicates an urgent need to enhance families' understanding of puberty. This village has a significant number of adolescents, yet their access to reproductive health education remains limited. Moreover, the role of families is often hindered by parents' lack of knowledge on the topic. This results in a lack of open discussions at home about puberty and adolescent health. Family Development workshops are designed to address these issues through a participatory approach. Through group discussions, simulations, and interactive materials, participants are encouraged to actively engage in learning. This approach is expected to be more effective than conventional lecture methods. Therefore, the program is relevant to the local community conditions (BKKBN, 2020). This program also supports the achievement of national development goals in the fields of family health and education. The Indonesian government has emphasized the importance of family nurturing as a primary foundation in shaping a healthy and character-based generation. Workshops on puberty align with this vision, as they provide skills for parents to appropriately support adolescents. Additionally, this activity helps adolescents understand their changes so that they do not feel alienated by the natural processes they are experiencing. With a good understanding, adolescents are better able to avoid risky behaviors, such as promiscuity or substance abuse. This activity also encourages collaboration between the community, village government, and higher education institutions. This synergy will strengthen the sustainability of the program going forward. Therefore, this activity is not only

relevant but also strategic for community development (Ministry of Health of the Republic of Indonesia, 2021).

With this background, the implementation of the Family Development Workshop in RW 10 Wangisagara Village is expected to be an effective solution in enhancing the understanding of puberty. This activity is anticipated to strengthen the role of families as the primary agents of youth education. Furthermore, this program can serve as a model for community service that can be replicated in other regions with similar conditions. Active participation from the community in this activity will determine the success of the established goals. It is hoped that adolescents in Wangisagara Village will be better prepared to face puberty with a positive attitude. Parents will also feel more confident in accompanying their children. Collaboration among students, the community, and the village government will further strengthen social ties. Ultimately, this program is expected to have a long-term impact on the health and harmony of families (UNICEF, 2019).

LITERATURE RIVIEW

Puberty

Puberty is one of the important phases in the human development cycle marked by physical, biological, and hormonal changes. According to Hurlock (2012), these changes generally occur at ages 10–14 for girls and 12–16 for boys. The most prominent changes are rapid body growth, enlargement of reproductive organs, and the emergence of secondary sexual characteristics. These physical changes often cause feelings of awkwardness or discomfort for adolescents. Many teenagers struggle to accept these changes due to a lack of early understanding. Therefore, education about puberty becomes very important to minimize anxiety and confusion. Accurate information can help teenagers understand that puberty is a natural process that every individual must go through. With an understanding, teenagers will be more confident in facing this transition period.

In addition to physical changes, puberty also brings significant impacts on the psychological aspects of adolescents. Santrock (2018) emphasizes that puberty is a period where adolescents begin to search for their identity and experience drastic emotional changes. They become more sensitive to the judgments of others and start to develop a need for independence. Emotional instability during this time often leads to conflicts both in the school environment and at home. If not guided, adolescents are at risk of experiencing issues such as stress, anxiety, or deviant behavior. This indicates that puberty cannot be viewed solely from a biological perspective, but also from a psychosocial one. Therefore, the role of parents and the surrounding environment is crucial in guiding adolescent development. Emotional support and good communication will help adolescents navigate this period more healthily. In today's digital era, the challenges of puberty are becoming more complex due to the vast flow of information. Adolescents often access information about puberty from the internet or social media, which may not be credible. UNICEF (2019) reported that many adolescents in developing countries obtain reproductive information from

invalid sources, leading to misunderstandings. Incorrect information can result in risky behaviors, including promiscuity and poor reproductive health. Therefore, it is important for adolescents to access reliable sources of information, both from schools and families. Parents need to be actively involved in filtering the information their children consume. With good communication, families can become a primary reference for adolescents when facing confusion. This also strengthens the relationship between parents and children during the transitional phase of puberty. From the perspective of social development, puberty also affects the interaction patterns of adolescents with their environment. They tend to form peer groups that have a significant influence on behavior formation. According to Bronfenbrenner (1979), social environments such as family, school, and peers play important roles in individual development. If the influence of peer groups is positive, adolescents will be encouraged to develop healthily. Conversely, if their environment is negative, adolescents may fall into deviant behavior. Therefore, parental guidance is necessary to help adolescents choose a healthy social environment. With a proper understanding of puberty, adolescents are better prepared to face complex social dynamics. This will help them get through the puberty phase more effectively and be ready to transition into adulthood.

Build A Family

The family is the first and foremost institution in shaping a child's character, including accompanying them through puberty. The National Population and Family Planning Board (BKKBN) (2020) emphasizes that the family's function is not only to meet physical needs but also to shape the child's attitudes, values, and behaviors. In facing puberty, the family has a strategic role in providing correct information and emotional support. However, in practice, many parents still feel awkward or consider it taboo to discuss puberty issues with their children. This leads to children seeking information outside the home that may not be accurate. The Family Development Program is available as a solution to address this communication gap. Through an educational approach, parents are equipped with skills to support their children through puberty. Thus, families can optimally fulfill their role in supporting adolescent development.

The Family Development Program for Adolescents initiated by the BKKBN aims to strengthen family functions through training, education, and communication activities. According to the Indonesian Ministry of Health (2021), this program provides materials related to reproductive health, puberty, and relevant life skills for adolescents. The workshops conducted in a participatory manner allow for active interaction between parents and children. This makes adolescents feel valued while also providing space for parents to understand their children's perspectives. This activity also helps reduce the emotional distance that often arises during puberty. Thus, the Family Development workshops not only provide information but also build stronger emotional bonds. As a result, communication within the family can be more effective and open. The Family Development Program for Adolescents, initiated by the BKKBN, aims to enhance family functions through training, education, and communication activities. According to the Indonesian Ministry of Health (2021),

this program offers materials related to reproductive health, puberty, and essential life skills for adolescents. The workshops, which are conducted in a participatory manner, facilitate active interaction between parents and children. This approach makes adolescents feel appreciated while giving parents the opportunity to understand their children's viewpoints. Additionally, this activity helps to lessen the emotional distance that often occurs during puberty. Therefore, the Family Development workshops not only disseminate information but also strengthen emotional connections. As a result, communication within the family can become more effective and transparent.

The educational methods in the Family Development program are designed to be more engaging and easier for the community to understand. According to Notoatmodjo (2012), participatory health education is more effective than conventional lecture methods. In workshops, participants are invited to discuss, perform simulations, and role-play to understand the material. This approach enables participants not only to receive information but also to practice real skills. Parents can practice appropriate communication methods, while teenagers learn to express their feelings. In addition, this approach also strengthens solidarity among families in the community. Thus, the program impacts not only individuals but also society as a whole. This makes Family Development a contextual and sustainable educational strategy.

Previous Research

The research conducted by Rahmawati (2017) discusses the impact of reproductive health education on puberty understanding among junior high school students in Yogyakarta. The results of the study indicate a significant increase in the level of knowledge among adolescents after being provided with counseling using interactive lecture methods. Adolescents who previously had low understanding, especially regarding biological changes, began to show improvement in self-awareness. This proves that simple interventions can have a positive impact if implemented correctly. However, this study only focused on counseling in schools without involving the role of families. This limitation indicates the need for a more comprehensive approach. Therefore, programs that involve parents, such as Family Development, could be an extension of this research. Suryani (2019) conducted a study on the effectiveness of family communication in supporting teenagers facing puberty in the city of Bandung. This study found that open communication between parents and children is positively related to teenagers' self-esteem. Teenagers who receive emotional support from their families tend to be more prepared to accept the changes that occur. Suryani emphasizes that the main barriers to family communication are taboos and the lack of knowledge among parents. With the existence of family workshops, these barriers can be minimized as parents are given the space to learn together. This research reinforces the importance of family as a protective factor in adolescent development. These findings are relevant to the goals of community service projects that promote family-based workshop approaches. Thus, Suryani's research can serve as a foundation for strengthening the arguments for implementing programs in Wangisagara Village.

Another research was conducted by Prasetyo (2020) regarding the Bina Keluarga Remaja (BKR) program in Sleman Regency. The results showed that BKR was able to improve parents' communication skills in discussing topics of puberty and reproductive health. Through group discussion and simulation methods, parents felt more confident in conveying information to their children. Prasetyo emphasized that the success of the program is influenced by the active participation of participants and support from the surrounding environment. Nevertheless, this study also found that the sustainability of the program remains a challenge, especially when there is no assistance from external parties. Therefore, the involvement of higher education institutions in the form of community service can help strengthen the sustainability of the program. These findings support the idea that multi-party collaboration is important for the success of family-based puberty education. Recent research by Lestari (2021) discusses the role of interactive workshops in improving puberty understanding among adolescents in rural areas. In her study, Lestari employed a participatory approach involving parents, adolescents, and community leaders. The results showed a significant increase in knowledge for both adolescents and parents after attending the workshop. Furthermore, family communication also improved due to the existence of open discussion forums. Lestari emphasized that participatory methods are more effective compared to conventional counseling. This research also highlights the importance of a contextual approach that aligns with local culture. These findings are highly relevant to the implementation of community service programs in Wangisagara Village, which also utilizes a family workshop approach. Thus, Lestari's research can serve as an important foundation in supporting the success of the proposed program.

This PKM journal has advantages compared to the research by Rahmawati (2017), Suryani (2019), Prasetyo (2020), and Lestari (2021) because it integrates puberty education with active family involvement through participatory Family Development workshops. While Rahmawati's study only focused on lectures in schools, this journal adds the family dimension as the main companion for adolescents. Unlike Suryani, who emphasizes family communication conceptually, this program applies it practically through workshop interventions. From a sustainability perspective, this PKM complements Prasetyo's findings by presenting higher education support to ensure the program continues. Meanwhile, although Lestari's research emphasizes interactive workshops, this journal strengthens that approach by placing families at the center of activities. The methods used not only provide knowledge but also build communication skills and solidarity among family members. Thus, this journal is more comprehensive and relevant in addressing the issues of puberty in rural communities.

METHODOLOGY

This PKM activity is carried out in RW 10 of Wangisagara village, Majalaya sub-district, Bandung regency, considering that this area has a considerable number of adolescents but access to information about puberty is still limited. The activity lasts for three months, starting from the preparation stage to the final evaluation. The timing of the activity is arranged to fit the

availability of the community, especially on weekends, so that participation can be more optimal. The location of the activity is centered in the RW hall, which is easily accessible for participants and has adequate facilities. The choice of Wangisagara village also considers the support from village officials and the involvement of local community leaders. With this supportive environment, it is hoped that the activities can run smoothly. In addition, the village atmosphere, which is rich in family values, serves as a social capital that supports the success of the program.

The participants of the activity consist of adolescents aged 11-16 years who are entering puberty, along with their parents as primary companions. Additionally, the involvement of community leaders and PKK (Family Welfare Program) cadres is also important to strengthen community support. The target number of participants is around 30 people, with a balanced composition of adolescents and parents. The direct involvement of families is expected to build more open communication between parents and children. Thus, the knowledge gained will not only stop with the adolescents but will also be transferred and practiced within the family scope. This approach also aims for puberty education to be continuous, rather than interrupted, in daily life. The presence of community leaders strengthens the legitimacy of the program, making it more readily accepted by the residents. The method used for the activities is a family-based participatory workshop. This workshop combines interactive lectures, group discussions, simulations, and educational games, allowing participants to be actively involved in the learning process. Adolescents are given the opportunity to ask questions, share experiences, and express their feelings regarding puberty. Meanwhile, parents are provided with communication skills training to become more confident in discussing topics that are often considered taboo. This participatory method is designed to avoid boredom while fostering emotional engagement among participants. As a result, the activities not only increase knowledge but also train practical skills. The relaxed atmosphere makes participants feel comfortable to engage in dialogue. This is key in building a mutual understanding between parents and adolescents. The stages of the activity begin with preparation in the form of coordination with village officials and community leaders, the preparation of modules, and participant recruitment. Next, a core workshop is held that includes the delivery of material on puberty, reproductive health, and the importance of family communication. During the workshop, simulations of conversations between parents and teenagers are conducted to practice openness, as well as educational games to reinforce understanding. After the workshop is completed, it is followed by support in the form of monitoring through field visits and online communication to ensure that the material is applied at home. In the final stage, an evaluation is conducted using pre-tests and post-tests to measure participants' understanding improvement. The evaluation also includes short interviews about participants' experiences and impressions of the activities. With these stages, it is hoped that the program not only provides momentary information but truly brings about behavioral change.

RESULT AND DISCUSSION

Based on the results of the Family Development Workshop held in RW 10 Wangisagara Village, several important findings related to increasing adolescents' understanding of puberty and the role of family in accompanying this developmental process can be observed.

Increased Understanding of Adolescents about Puberty

The results of the pre-test and post-test evaluation indicate an increase in adolescents' understanding of the physical, psychological, and social changes during puberty. Before the workshop, many adolescents expressed confusion regarding the biological changes they were experiencing and had limited knowledge about reproductive health. However, after participating in the interactive activities, adolescents were better able to recognize the characteristics of puberty, understand the hormonal processes, and realize that the changes occurring are normal. These findings are consistent with the research by Rahmawati (2017) and Lestari (2021), which shows that interactive education enhances adolescents' awareness of puberty.

The Role of Family in Accompanying Puberty

This workshop emphasizes parental involvement as the main agents of children's education. Parents are trained to communicate openly and support their children's emotions during the transition of puberty. Observational results show an increase in parents' confidence in conveying information related to reproductive health, discussing physical changes, and listening to the complaints and questions of teenagers. These findings reinforce the research of Suryani (2019) and Prasetyo (2020) that effective family communication is directly related to adolescents' readiness to face puberty. With direct interaction, the emotional distance between parents and children decreases, creating a harmonious and supportive family environment.

Effectiveness of Participatory Methods

The participatory workshop approach has proven effective in creating an active learning atmosphere. Simulations, educational games, and group discussions make teenagers more comfortable expressing their feelings, while also providing space for parents to practice communication skills. This method is different from conventional lectures that tend to be passive. The results of the activities show that teenagers find it easier to understand the material because they are directly involved in the learning experience, in accordance with Notoatmodjo's (2012) theory on the effectiveness of participatory education.

The Role of the Environment and Community Support

The involvement of community leaders, PKK cadres, and village officials provides strong social support for the success of the program. The village environment, rich in familial values, becomes a social capital that supports active participation. This indicates that the success of the program relies not only on teenagers and families but also on the support of the community as a whole. This finding aligns with Bronfenbrenner's (1979) perspective that the interaction between family, school, and community influences individual development.

Impact on Teen Behavior and Attitudes

After attending the workshop, teenagers showed an increase in self-awareness and the ability to manage emotions. They are more open in expressing

complaints or questions, as well as more critical of the information obtained from social media. Parents are also more confident in providing guidance and direction. This reduces the potential for risky behaviors such as promiscuity or consuming misinformation. In other words, this activity not only increases knowledge but also shapes the social and emotional skills of teenagers.

Program Sustainability and Local Relevance

The implementation of the workshop in Wangisagara Village shows that a family-based approach is relevant to the local community conditions, where access to information about puberty is still limited. Support from tertiary institutions, the community, and the village government helps maintain the sustainability of the program. The Family Development Workshop can serve as a model program that can be replicated in other regions with similar conditions, thus contributing positively to the development of the younger generation at the community level. The results of the activity indicate that the Family Development Workshop is effective in improving adolescents' understanding of puberty and strengthening the role of families in supporting them. Participatory methods, community support, and direct parental involvement are key to the success of the program. These findings emphasize the importance of integrating puberty education with a family approach, so that adolescents can face puberty with a positive attitude and families are better prepared to assume support roles. This program is not only beneficial on an individual level but also provides a broader social impact for the community.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the Family Development Workshop in RW 10 Wangisagara Village demonstrates that a family-based approach is very effective in enhancing adolescents' understanding of puberty. Adolescents who previously had confusion regarding physical, psychological, and social changes became more aware of the puberty process as a natural and normal occurrence after participating in the workshop. Parental involvement in this activity has proven to strengthen family communication, boost adolescents' self-confidence, and reduce the risk of negative behaviors due to misleading information from external sources. The participatory methods used, such as discussions, simulations, and educational games, actively involve participants in learning and make them feel comfortable expressing feelings and asking about issues that are often considered taboo. Support from community leaders, village officials, and higher education institutions is a crucial factor in ensuring the success and sustainability of the program. Thus, the Family Development Workshop not only enhances knowledge and communication skills but also builds stronger emotional bonds within families. This program serves as a relevant and strategic model for family-based puberty education, which can be replicated in other regions with similar conditions, as well as contributing to the formation of healthy, confident adolescents who are ready to face puberty with a positive attitude.

FURTHER STUDY

This research still has limitations, so it is necessary to conduct further research related to the topic of Building Understanding of Puberty Through Family Development Workshops in RW 10 Wangisagara Village in order to perfect this research and increase insight for readers.

REFERENCES

- BKKBN. (2020). Modul Bina Keluarga Remaja. Jakarta: Badan Kependudukan dan Keluarga Berencana Nasional.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge: Harvard University Press. *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge: Harvard University Press.
- Hurlock, E. B. (2012). *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta: Erlangga.
- Kementerian Kesehatan Republik Indonesia (Kemenkes RI). (2021). *Pedoman pengembangan keluarga dan remaja sehat*. Jakarta: Kemenkes RI.
- Kementerian Kesehatan RI. (2021). *Pedoman Pelaksanaan Program Kesehatan Reproduksi Remaja*. Jakarta: Kemenkes RI.
- Lestari, F. (2021). *Workshop Interaktif untuk Meningkatkan Pemahaman Pubertas di Pedesaan*. Jakarta: Universitas Indonesia.
- Lestari, P. (2021). Peran workshop interaktif dalam meningkatkan pemahaman pubertas pada remaja pedesaan. *Jurnal Pendidikan Kesehatan Masyarakat*, 12(1), 55–66.
- Notoatmodjo, S. (2012). *Promosi Kesehatan dan Ilmu Perilaku*. Jakarta: Rineka Cipta.
- Prasetyo, A. (2020). Efektivitas program Bina Keluarga Remaja di Kabupaten Sleman. *Jurnal Ilmiah Pendidikan Kesehatan*, 15(2), 45–56.
- Prasetyo, D. (2020). *Implementasi Program Bina Keluarga Remaja di Kabupaten Sleman*. Yogyakarta: Universitas Gadjah Mada.
- Rahmawati, A. (2017). *Pengaruh Edukasi Kesehatan Reproduksi terhadap Pemahaman Pubertas Remaja SMP di Yogyakarta*. Yogyakarta: Universitas Negeri Yogyakarta.
- Rahmawati, D. (2017). Pengaruh edukasi kesehatan reproduksi terhadap pemahaman pubertas pada remaja SMP di Yogyakarta. *Jurnal Pendidikan dan Kesehatan Remaja*, 10(1), 23–34
- Santrock, J. W. (2018). *Adolescence (17th ed.)*. New York: McGraw-Hill Education. *Adolescence*. New York: McGraw-Hill Education.
- Suryani, N. (2019). Efektivitas komunikasi keluarga dalam mendampingi remaja menghadapi pubertas di Kota Bandung. *Jurnal Psikologi Pendidikan*, 8(3), 112–124.
- Suryani, T. (2019). *Efektivitas Komunikasi Keluarga dalam Mendampingi Remaja Menghadapi Pubertas di Kota Bandung*. Bandung: Universitas Pendidikan Indonesia.
- UNICEF. (2019). *Adolescent development and health education: Global perspectives*. New York: UNICEF. *Adolescent Development and Participation*. New York: United Nations Children’s Fund.