



Optimization of Blue Line Film as a Sex Education Media to Form Honest Adolescent Characters

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bagaimana film Dua Garis Biru dapat dioptimalkan sebagai media pendidikan seks untuk membentuk karakter jujur pada remaja. Kurangnya pengetahuan tentang seksualitas membuat remaja rentan terhadap perilaku berisiko seperti hubungan seksual pranikah dan pernikahan dini. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan mata pelajaran siswa SMA Negeri 1 Singaraja. Data dikumpulkan melalui observasi, wawancara, dan studi literatur. Hasil penelitian menunjukkan bahwa film Dua Garis Biru mampu menarik minat mahasiswa, memberikan pemahaman baru tentang risiko perilaku seksual, dan menanamkan nilai kejujuran melalui konflik cerita yang dekat dengan kehidupan mereka. Diskusi setelah pemutaran mendorong siswa untuk memiliki keberanian untuk mengungkapkan pikiran mereka dan memahami pentingnya kejujuran. Dengan demikian, optimalisasi media film dapat menjadi alternatif strategi pembelajaran yang menarik, kontekstual, dan mendukung pendidikan karakter dan pendidikan seks di sekolah.

Kata kunci: Film Dua Garis Biru, pendidikan seks, kejujuran, karakter remaja

Abstract

This study aims to describe how the film *Two Blue Lines* can be optimized as a sex education medium to form honest characters in adolescents. Lack of knowledge about sexuality makes adolescents vulnerable to risky behaviors such as premarital sexual relations and early marriage. The study uses a qualitative descriptive approach with the subjects of SMA Negeri 1 Singaraja students. Data were collected through observation, interviews, and literature studies. The results show that the film *Two Blue Lines* is able to attract students' interest, provide a new understanding of the risks of sexual behavior, and instill the value of honesty through story conflicts that are close to their lives. The discussion after the screening encourages students to have the courage to speak their minds and understand the importance of honesty. Thus, the optimization of film media can be an alternative learning strategy that is interesting, contextual, and supports character education and sex education in schools.

Keywords: The movie *Two Blue Lines*, sex education, honesty, teen characters.

1. INTRODUCTION

The changing times and the rapid flow of globalization demand a comprehensive transformation in various areas of life, including the education sector (Kusuma et al., 2025). An education system is needed that is not only of high quality, but also relevant to the dynamics of the times (Widiana et al., 2022). In this context, education is not enough to only transfer knowledge, but also to form individuals who are able to develop their potential optimally to face the increasingly complex challenges of life (Febriyandy & Landrawan, 2021). As a system that has an overall structure and function, education also affects various areas of human life. These aspects include physical, mental, social, emotional, and spiritual dimensions. Education has an important role in guiding students towards a complete and balanced growth process. Through education, a person not only acquires technical skills, but is also directed to be able to adapt, make decisions, and form personal identity and integrity (Darmin et al., 2022).

History:

Received : 25 Juli 2025

Revised : 10 Agustus 2025

Accepted : 23 September 2025

Published : 25 Oktober 2025

Publisher: Undiksha Press

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Formal institutions such as schools function as strategic spaces in realizing these educational goals. There, students are directed to develop their potential actively and creatively, with the ultimate goal of creating individuals with the ability to think critically, be ethical, and responsible for their social environment. However, formal education alone is not enough. In the midst of the complexity of today's adolescent life, the need for non-formal education is also increasingly urgent. One example is sex education, which is important to be given early to prevent deviant behavior that often occurs due to a lack of understanding and proper information. The phenomenon of promiscuity among teenagers is clear evidence that education about sexuality is still a gap in our education system (Lestari & Iskandar, 2021).

In adolescence around the age of 12-20 years, individuals experience various changes, both biologically, emotionally, and cognitively. This phase, also known as the period of exploration, adolescents begin to find their identity and tend to try new things, including risky behaviors such as sexual activity (Zubaidah et al., 2023). Therefore, appropriate assistance, both through formal and non-formal education, is needed so that adolescents are able to go through this transition period wisely and responsibly. Education about sexuality is now starting to become an important spotlight in the world of education, and has even been considered necessary to be introduced from an early age, including in preschool-age children (Crowley et al., 2022). Adolescence, in particular, is a crucial phase in receiving and understanding sexuality education as a whole. Unfortunately, in Indonesia, this topic is still often considered taboo and has not fully earned a proper space in the formal education system. The lack of integration of sex education materials into the curriculum causes many adolescents to grow up without adequate information about issues related to sexuality. As a result, they are more vulnerable to falling into risky behaviors such as unprotected sexual intercourse, premarital pregnancy, sexually transmitted diseases that are dangerous and can be contagious, to the phenomenon of early marriage that is increasingly prevalent (Cook & Wynn, 2021).

Through the provision of proper sexual education, students will not only gain knowledge, but can also increase confidence in making decisions and building healthy relationships. This education also helps them understand the limits of the body, the importance of consent, as well as the consequences of irresponsible sexual behavior. Therefore, comprehensive sex education is very important to be taught systematically in schools, as part of a comprehensive preventive effort against various adolescent problems. One of the tangible evidence of the impact of the lack of sexual education is the increase in the rate of child marriage in various regions. In Bali Province, for example, the Regional Child Protection Commission (KPAD) noted that in 2023 there were 335 cases of early childhood marriage where the age of 18 and under was married (Krisnawati, 2025). This figure will increase in 2024 to 368 cases, so that in total in the last two years, 703 cases of early marriage were recorded. This number is very significant when compared to the adolescent population in Bali which reaches around 1.3 million people. This fact illustrates that many adolescents are not yet emotionally or psychologically prepared, but are forced to enter the role of adult life early (Isroani et al., 2023).

During this period, there are various important changes, both biologically, cognitively, socially, and emotionally. According to the WHO's view, the definition of adolescents includes three main aspects: biological, psychological, and socio-economic. Thus, adolescence can be understood as the period when a person begins to experience changes from signs of sexual maturity to the achievement of social maturity. Biological changes that are the main characteristics of puberty, such as menstruation and breast growth in women, as well as wet dreams and voice changes in men, are the starting point for the emergence of sexual drive. At this point, adolescents do not necessarily have sufficient capacity to understand and control those impulses. Unpreparedness in managing these hormonal changes can lead to a premature interest in sexual intercourse, which in some cases leads to the decision to marry young. In fact, physical readiness is not necessarily in line with mental, emotional, or financial readiness.

This can have long-term impacts, such as school dropouts, economic burdens, and social pressures, all of which can be avoided through a more progressive and open educational approach to sexuality issues among adolescents (Pratama & Puspita Sari, 2021).

In 2024, the number of applications for early marriage dispensation in Bali will be recorded to increase, from 335 cases in the previous year to 368. The Chairman of the Bali Provincial KPAD, Ni Luh Gede Yasti, revealed that this surge was influenced by various factors, such as parents' concerns about children's associations, lack of family awareness, economic problems, and low access to education, especially sexual education (Kumparannews, 2025). When teens don't have an adequate understanding of relationships and the responsibilities that come with them, they tend to make wrong decisions, including getting married at a young age. Therefore, it is important to provide massive socialization of sex education, especially in the school environment.

In fact, sex education has a close relationship with character education. In forming individuals who are able to think logically, have high morality, and are responsible in various aspects of life, including in social and sexual relations, these two forms of education complement each other. Through character education, noble values are instilled in students in the hope that they can grow into good individuals (Sujana et al., 2021). The main goal of the implementation of character education is for students not only to recognize these values, but also to live and apply them in their daily lives. Unfortunately, in practice, the delivery of character education and sex education materials in schools still often uses a traditional approach, which actually tends to make students feel bored and less interested in being actively involved. The delivery of material that is only lectures makes students less actively involved and difficult to understand the essence of the values taught (Mattiroti et al., 2022). Therefore, more attractive learning media is needed to increase student participation. One potential form of media is film (Katresna et al., 2024). As a visual and audio communication tool, film is able to present educational messages in a real and touching way, making it an effective tool in transforming character values to students.

The film "Two Blue Lines" by Gina S. Noer is an example of media that is able to convey the message of sex education as well as character education very strongly. The film tells the story of two teenagers who are trapped in premarital sex to lead to unwanted pregnancies, and depicts the consequences they have to face. Through an interesting and meaningful narrative and visualization, this film succeeds in conveying a moral message about the importance of honesty in every action taken (Tanga & Namang, 2025). Previous research has shown that this film contains twelve character education values that can be an inspiration in forming an honest student personality (Hardianti et al., 2023).

As a form of educational media, "Two Blue Lines" not only touches the emotional side of the audience, but also opens up a space for reflection on the social realities faced by teenagers. Through its scenes that are close to the lives of students, this film has a proximity value that makes it relevant and easily accepted by teenagers. As a result, students not only gain knowledge about sexuality, but also understand the importance of considering the consequences of actions taken, as well as fostering awareness of the importance of the value of honesty.

In Buleleng Regency, as the area with the highest rate of early marriage dispensation in Bali, the lack of knowledge about sex education is the main cause of the high number of cases. SMA Negeri 1 Singaraja was chosen as the research subject because of the high social interaction between students which often involves the dynamics of adolescent relationships, including a non-committal romance known as monkey love. In this context, the film "Two Blue Lines" is believed to be an effective means of conveying sex education and forming honest characters among teenagers (Muliantari, 2025).

Through this research, the author is interested in exploring the role of the film "Two Blue Lines" as a sex education medium that is able to shape students' understanding of the value of honest character. This film is considered to have many meaningful messages that are able to inspire the audience. The complex storyline, realistic conflicts, and strong moral messages make this film a reflective vehicle that is relevant in the context of education. Thus, this study is titled: "Optimization of Blue Line Film as a Sex Education Media to Form Honest Adolescent Characters."

2. METHOD

This study uses a descriptive type of research with a qualitative approach. This approach was chosen because it was able to provide a deep and comprehensive picture of how the film Two Blue Lines can be optimized as a sex education medium that aims to form honest characters in adolescents. This research focuses on an in-depth understanding of students' perceptions, responses, and experiences after watching a movie, especially in relation to the value of honesty conveyed through storylines (Sugiyono, 2015).

The subjects of this study were students of SMA Negeri 1 Singaraja who were selected using the purposive sampling technique, namely by considering the representation of adolescent age and the relevance of film material to their condition. By choosing the subject purposively, it is hoped that the data obtained is really in accordance with the research objectives.

Data collection techniques are carried out in several ways, namely observation, interviews, and literature studies. Observations were made to observe the course of the film screening activities, how the students were involved in the activities, and how their initial response to the screening. The interviews were conducted in depth to explore students' responses, understanding, and reflections regarding the values of honesty that appear in the film. In addition, a literature study was conducted to support findings in the field with relevant theories regarding sex education, character formation, and the effectiveness of the use of film media in learning.

3. RESULTS AND DISCUSSION

3.1 Students' Interest and Enthusiasm for Film

Based on the results of observations made during the screening of the film Two Blue Lines in the classroom, it can be seen that most of the students showed great interest and enthusiasm in following the course of the story. This is shown through the full attention given by the students during the screening, as well as the interaction in the form of verbal responses and emotional expressions when important scenes appear. This film is able to attract the attention of students because the theme raised is very close to the reality of today's teenage life. Issues of promiscuity, premarital sexual relations, social pressures, and family dynamics are realistically packaged through relevant conflicts.

The storyline is arranged against the background of teenage life makes students feel emotionally close to the characters in the film. This fact shows that the choice of media that is appropriate for the world of adolescents can affect the effectiveness of receiving moral messages. Students' interest in storylines is an entrance for teachers to instill positive values, especially about honesty in facing the various consequences of every decision taken.

3.2 New Knowledge Gained by Students

Through in-depth interviews conducted after the screening, it was revealed that students gained new knowledge that was previously rarely or even never talked about openly, especially

regarding the importance of maintaining parental trust, self-respect, and daring to be honest. Some students revealed that the movie *Two Blue Lines* opened up a new perspective on how seemingly trivial actions can have a big impact on their future and those around them.

This film depicts the real consequences of premarital sexual behavior, ranging from unplanned pregnancies, social pressures, to the moral burden that teenagers must bear. From the results of the interview, it is also known that some students feel that they understand more that openness and honesty to parents are very important in overcoming adolescent problems. The value of honesty is an important point that they capture as a life lesson from the conflict experienced by the main character in the film. Thus, the knowledge gained by students through film media is not only informative, but also forms a critical mindset in responding to problems.

3.3 Mindset Change through Discussion

In addition to the interviews, group discussions conducted after the screening of the film showed that there was a change in mindset that began to grow among students. In these discussions, students are encouraged to express opinions, share understandings, and discuss the values of honesty that appear in film stories. This discussion facilitated by teachers is a safe space for students to express their opinions without fear of being judged. The atmosphere of open and interactive discussions gave students the courage to admit that honesty often requires great courage, especially in difficult situations. Some students revealed that through this film they realized that being honest from the beginning, even if it is hard, is better than having to lie and endure more complicated problems later on.

The discussion process also showed how students supported each other in building an open attitude and reminded each other of the importance of being honest in daily interactions. This is proof that discussion-based learning is able to strengthen character formation through a process of joint reflection.

3.4 The Role of Film as a Means of Learning Sex and Honesty Education

The results of these findings prove that film media has great potential as a means of learning, especially in delivering sensitive material such as sex education. The film *Two Blue Lines* not only provides knowledge about the risks of premarital sexual relations, but also implicitly instills the values of honesty that are relevant to adolescent life. The use of film media as a support for learning materials allows teachers to convey issues that are often considered taboo in a more subtle, contextual, and easily accepted way for students.

In addition, the visual and emotional approach in the film makes the moral message more imprinted in the minds of students than the conventional lecture method. With this film, students are encouraged to be more open to parents, teachers, and peers. They are encouraged to communicate the issues at hand honestly, while also understanding that honesty is a fundamental value in building trust and healthy social relationships.

3.5 Implications and Recommendations

The findings of this study provide implications that the optimization of film media as a learning tool is very feasible to be integrated into the school curriculum, especially in character education and sex education materials. Teachers have an important role in directing discussions, affirming moral messages, and ensuring that the value of honesty is truly understood and appreciated by students. In addition, parental involvement is also needed so that the learning of the value of honesty does not only stop in the classroom, but is continued in the family environment.

Parents are expected to be a safe example and place for children to tell stories, so that teenagers do not feel afraid or reluctant to be honest. As a recommendation, schools can hold regular programs such as educational film screenings followed by in-depth discussions, so that the learning of moral values such as honesty can be instilled in a sustainable and contextual manner. Thus, film media can function optimally not only as entertainment, but also as a vehicle for cultivating honest and responsible adolescent

4. CONCLUSION

Based on the results of research conducted through observations, interviews, and discussions on the screening of the film *Two Blue Lines* at SMA Negeri 1 Singaraja, it can be concluded that film media has proven to be effective as a means of sex education that is relevant to the world of teenagers. This film is not only able to attract students' interest and enthusiasm, but also provides new knowledge regarding the risks of premarital sexual behavior and the importance of maintaining parental trust. Furthermore, this film plays a role in instilling the values of honesty through conflicts and storylines that are close to the real lives of students. The discussion facilitated after the screening of the film successfully encouraged students to be open, dare to express their opinions, and reflect on the importance of honesty in facing problems.

Teachers have an important role as discussion facilitators to affirm the moral message that is to be conveyed through film. The results of this study also underline that film media optimization can be integrated into learning as a strategy to build adolescents' honest characters that are more contextual, fun, and meaningful. Thus, the use of the *Dua Garis Biru* film media can be one of the innovative alternatives in sex education in schools while supporting efforts to form a young generation who have honesty, moral responsibility, and the ability to make wise decisions.

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