

The Effectiveness of Information Service in Improving Students' Self Control Against Sexual Harassment in Vocational School in Padang

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Abstract: Information service as one type of guidance and counseling services in schools has lost its function in helping students to control themselves from performing sexual harassment. This research aims to determine the effectiveness of information service in improving students' self-control against sexual harassment. This is a quantitative research with an experimental design. The research population is students of a Vocational School in Padang and the sampling technique is cluster random sampling. Data collection was performed through a questionnaire on self-control and data were analyzed using t test. The results of the test reveal that information service is effective in improving students' self-control against sexual harassment, with the help of Guidance and Counseling teachers/ the school's Counselor to prevent sexual harassment in schools.

Keywords: information service, self-control, sexual harassment

I. INTRODUCTION

Sexual crime in Indonesia has increased from year to year. The National Child Protection Commission (KPAI) (2014) found that 42-58% of violations in this country were sexual crimes. One of the sexual crimes that occurred was sexual harassment (Komnas Perempuan, 2015). Most victims of sexual abuse which is children and young women whose perpetrators were came from different backgrounds, both in terms of age, education, employment, socio-economic status and place of residence. Actors of sexual harassment do not recognize differences in status, rank, position and so on (Bahri & Fajriati, 2015).

Sexual harassment is any form of sexual behavior that is not desired by the victim who gets the treatment. Sexual harassment can be experienced by all women (Collier, 1992). Forms of sexual harassment, including: bullying women on the streets, telling dirty jokes that are degrading to indecent acts and rape.

The psychological impact of sexual abuse on victims, namely: (1) irritation, nervousness, anger, stress to breakdown, (2) fear, frustration, feeling helpless and withdrawn, (3) loss of self-confidence, (4) feeling guilty or feel themselves as causes, (5) generalized hatred to the same sex as the perpetrators (Kelly, 1998). Women who experience sexual abuse have physical consequences, such as indigestion, spinal pain, eating disorders, sleep disorders and irritability. While the psychological consequences are

felt, among others: feeling humiliated, threatened and helpless (Rumini & Sundari ,2004).

Sexual harassment in adolescents in high school students is related to the psychological development they are undergoing. Adolescence is a transition from children to adults which is characterized by biological, psychological and sociological changes. Environmental factors influence the formation of adolescent sexual behavior. Individuals who have low self-control have difficulty regulating and directing their behavior, so that they will behave pleasantly, including channeling their sexual desires in the form of dating or prostitution (Yuniar, Dika, & Anggela, 2013).

The impulses that arise in adolescents will shape sexual behavior with the values they have. Values are obtained through information from the environment, schools, friends, family and society (Kusmiran, 2011). Teenagers who do not have knowledge about sexual behavior will be one of the causes of sexual abuse (Fuadi, 2011).

Greenbeerg explained that 21% of teenagers get information about sex classified as obtained from home, 15% from school, 28% from mass media and film and 40% from peers. Adolescents from secondary schools were sexually abusing 27.37%. The highest number of sexual harassments by teenagers was 66.66% verbal sexual abuse, 62.69% visual and 44.83% physical (Firman & Syahniar, 2015).

Counselors / Counselors have a responsibility to prevent adolescents from sexual harassment, whether they are victims or perpetrators. One way to prevent sexual harassment is to provide understanding and knowledge about positive attitudes to sexuality through information services. Firman & Syahniar (2015) found information services needed by youth in schools formulated from planning, implementation, evaluation and follow-up. The topic of the discussion used involved: sexual harassment and its consequences, rules relating to sexual harassment along with the effects of violations, and tolerance between sexes in implementing rules relating to sexual harassment.

Information services aim to equip individuals with various kinds of knowledge about the environment needed to solve the problems they face. Starting from this description, through this paper, it is interesting to study further how to prevent sexual crime through information services to improve the self-control of adolescent Vocational students. Disclosure of these problems is useful for finding solutions to prevention of sexual crime among adolescent high school students.

II. METHOD

The study used a quantitative method with an experimental approach. The research population of SMK students in Padang City and sampling using cluster random sampling. The data was collected through the self-control queries and sexual abuse quizzes. Validity and reliability of the questionnaires were tested with RASCH models. Based on the testing found an instrument of self-control and sexual abuse is valid and reliable.

The study was conducted at the Padang City Vocational School (SMK), with a research population of 11,709, consisting of public and private school students. Samples were taken using cluster random sampling and data were analyzed by percentage and "t" test to see the differences in self-control of adolescent junior high school students after participating in information services.

III. RESULTS

Self-Control of Adolescent Vocational Students Experimental Groups in Following Information Services. After being given information services to the experimental group, it was found that teenagers' self-control of vocational students was as follows (Figure 1).

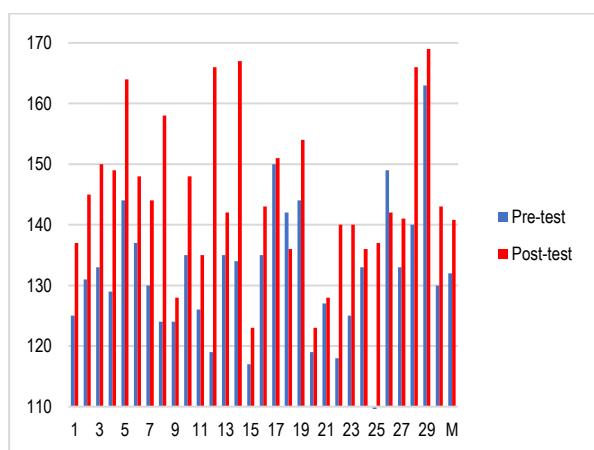


Figure 1

Self-Control of Adolescent Vocational Students Experimental Groups Following Information Services

Based on the figure above, it was found that the self-control of adolescents of vocational students in the experimental group had increased after participating in information services. Before participating in the information service, the average pretest score was 132 and was in a fairly good category. Furthermore, after participating in the information service the average posttest score increased to 140.83 and was in the good category. The differences in the frequency of self-control of the experimental group students after the pretest compared to the posttest showed the following (Figure 2).

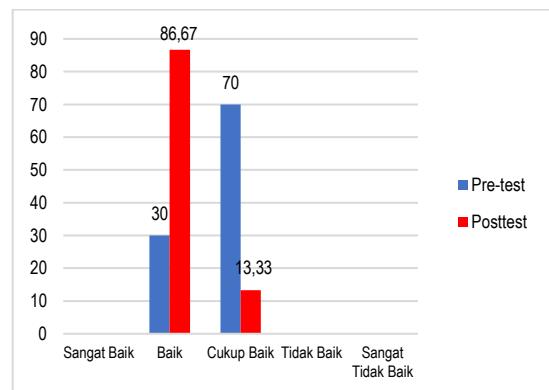


Figure 2
Youth Self Control of Vocational Students Experiment Group Conducts Sexual Harassment Before and After Following Information Services

Based on the above table, it was found that there were differences in self-control of Vocational students' sexual harassment in the experimental group before and after participating in information services. After the pretest was conducted there were 9 people in the good category with a percentage of 30% and 21 students in the fairly good category with percentage of 70%. After participating in information services, posttest changes were made, 26 students were in good categories with a percentage of 86.67%, and 4 students were in a fairly good category with a percentage of 13.33%.

After testing the hypothesis, the calculation results were found Sig. (2-tailed) smaller than the 0.05 level of significance ($0.000 < 0.05$). This shows that there are significant differences in adolescent self-control of vocational students to sexually abuse experimental groups before and after participating in information services.

Self-Control of Control Group Students Before and After Following Information Services with Conventional Activities in Prevention of Sexual Harassment. Based on the results of research on the control group that follows conventional information services, it is found as follows (Figure 3).

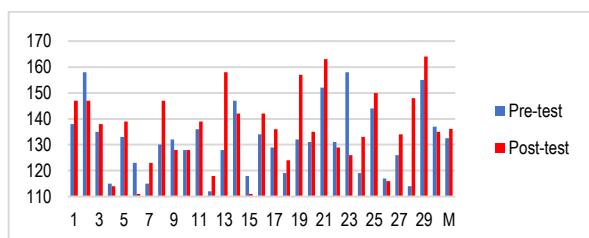


Figure 3

Self-Control of Teenagers in Vocational School Control Groups After Conventional Information Services

Based on the table above, it was found that the self-control of adolescent Vocational School students in the control group after following conventional information services had increased even though in the same category. Before participating in information services, it was found that the average pretest score was 132.5 and was in a fairly good category. After following conventional information services, the average posttest score increased to 136.06 and was in a fairly good category. Frequency Differences Self-control of adolescent Vocational School students in the control group after the pretest compared to posttest was seen as follows (Figure 4).

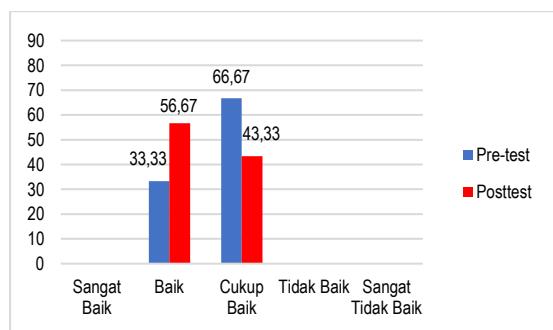


Figure 4

Frequency of Self-Control of Adolescent Vocational Students Before and After Conventional Information Services

Based on the table above, it was found that differences in self-control of adolescents of vocational students in the control group sexually harassed before and after participating in information services. After the pretest found self-control 10 students sexually abused were in the good category with a percentage of 33.33% and 20 students in the fairly good category with a percentage of 66.67%. After participating in the information service found changes that were shown based on the posttest results, as many as 17 students were in the good category with a percentage of 56.67%, and 13 students were in the fairly good category with a percentage of 43.33%. (tailed) greater than the 0.05 significance level ($0.213 > 0.05$). This shows that there are significant differences in the self-control of adolescent Vocational School students to sexually abuse control groups after conventional information services.

The differences in self-control of adolescent Vocational students sexually assaulting the experimental group compared to the control group after information service activities were found as Figure 5.

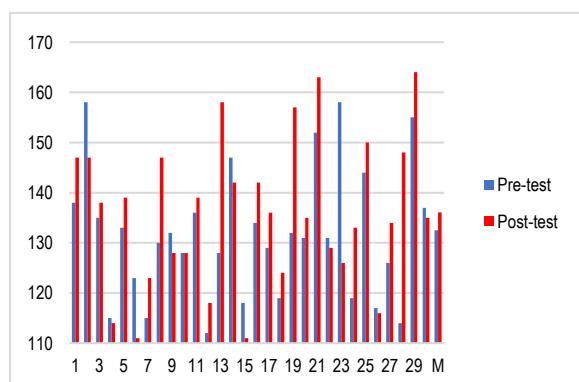


Figure 5

Self Control of Adolescent Vocational School Students on Sexual Harassment Experiments and Control Groups

Based on the figure 5. it was found that the self-control of the experimental group was shown by 26 students in the good category, as many as 4 people had fairly good self-control. The average posttest score of self-control of the experimental group students was 140.83 which was in the good category. Furthermore, the control group had self-control of a good category of 17 people and self-control of students in the fairly good category amounted to 13 people. The average posttest score of self-control of students in the control group was 136.06 which was in the fairly good category. Sig (2-tailed) was smaller than the 0.05 significance level ($0.014 < 0.05$). This shows that there are differences in self-sexual harassment control in the experimental group compared to the control group after participating in information services.

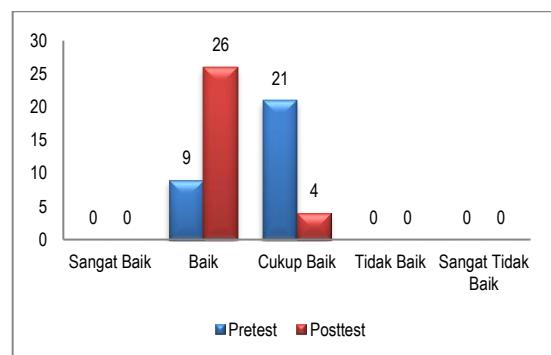


Figure 6

Posttest Results of Self-Control of Adolescent Junior High School Students Conducting Sexual Harassment Group Experiments and Groups Control

Based on the diagram above, it shows that there are differences in the increase in self-control of adolescent Vocational School students who sexually abuse the experimental group who have followed information services compared to the control group that follows conventional information services. The diagram above shows that information services are more effective in increasing self-control of students sexually abusing.

IV. DISCUSSION

Based on the results of the study it was found that there were differences in self-control of adolescent Vocational students' sexual harassment after participating in information services. Sexual harassment can be proven in three different ways, namely, verbal, physical and non-verbal. Sexual harassment is divided into two, directly related and not directly related to victims (Okoroafor, 2012; Firman & Syahniar, 2015). The perpetrators of sexual harassment are often the closest people to the victims. Like neighbors, siblings or classmates, girlfriends, and even siblings (Firman & Syahniar, 2015).

The difference in self-control of sexual harassment is caused by limited information obtained by adolescents of vocational students. This condition causes limited problem-solving skills compared to adults. The adolescent skills of vocational students to overcome sexual problems caused by sexuality education received are not in accordance with the reality of sexual behavior and the risks it will face. This condition is caused by the assumption that sexuality issues are considered taboo given in schools. Education has tended to emphasize danger and the risk of

premarital sex seen from morality and religion (Pakasi & Kartikawati, 2013).

School counselors / school counselors have been taking care of and assisting students who have problems with multi-disciplinary counseling activities (Creagh, 2004). After being given information services in the implementation of guidance and counseling in schools, there were significant differences in students' understanding of the effects of free sex before and after being given information services. This condition shows that information services can improve understanding of the impact of free sex behavior in schools (Nurhalimah, 2013).

Information services provided in the form of cognitive control, behavior and decision making can improve the self-control of adolescent vocational students. Information services use an effective Contextual Teaching and Learning approach in the prevention of adolescent sexual abuse in high school (Firman & Syahniar, 2015).

On the other hand, information services used by the CTL approach are tendencies. Counselor share is recommended to apply the CTL approach on reducing it. (Asmidaryani et al., 2018). The material discussed through information services plays a role in improving adolescent self-control. Reading materials used during the implementation of information services can strengthen the self-control of adolescent vocational students. The results show that the service implementation guide line is considered feasible and the level of dependability in the category is very high (Azwir, Firman, Herman, 2018)

Utilization of useful information services in improving self-control. Students who take part in information services found differences in their control before and after participating in information services with problem solving methods (Yana & Firman, 2015). Thus, the utilization of information services is useful in increasing self-control of adolescent high school student's sexual harassment.

V. CONCLUSION

Based on the results of the study, it can be concluded that information services are effective in increasing the self-control of adolescent Vocational students' sexual harassment. Specifically, the results of the study can be summarized as follows: (1) there are differences in self-control of sexual abuse of adolescent teenagers in vocational students in the experimental group before and after participating in information services; (2) there is a difference in self-control of adolescent vocational students in the control group to sexually abuse before after following information services; and (3) there are differences in self-control of adolescent vocational school students who sexually abuse the experimental group compared to the control group after participating in the information service.

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