

## Sexual Harassment Prevention Through Information Service to Improve Religiosity of The Students in Vocational School in Padang

Herman Nirwana<sup>a</sup>, Firman<sup>a</sup>

<sup>a</sup>*Faculty of Education, Universitas Negeri Padang, Padang, Indonesia*

E-mail: [firman@konselor.org](mailto:firman@konselor.org)

**Abstract:** Sexual harassment is on the rise at schools and information service in the practice of guidance and counseling has yet to improve the religiosity of the students as a form of sexual harassment prevention. The objective of this research is to determine the effectiveness of information service in improving the students' religiosity to prevent sexual harassment in schools. 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 religiosity and data were analyzed using Wilcoxon Signed Ranks Test. The results show that the information service is effective to improve the students' religiosity as a form of sexual harassment prevention.

**Keywords:** Information service, religiosity, sexual harassment

### INTRODUCTION

Adolescence is one period in the range of human life. In this period individuals experience the transition from childhood to adulthood. Individuals who are undergoing adolescence study new behaviors in order to deal with various events adaptively. adolescents have cognitive maturity, in reality they have not been able to process the information received correctly (Mukhtar, Yusuf, & Budi Amin, 2016). Teenage curiosity is very large to try to influence adolescents in behaving.

In adapting to new life, teenagers have the potential to encounter various problems at school, home and their peers. New challenges pose a variety of risks and are trapped in illegal actions. One of the sexual crimes that often occurs in middle school adolescents, namely sexual abuse (Bahri, 2015). Most victims of sexual abuse, namely children and young women whose perpetrators come from different backgrounds, both in terms of age, education, employment, socio-economic status and place of residence. Perpetrators of sexual harassment do not recognize differences in status, rank, position and so on (Bahri, 2015). Teenagers from secondary school students sexually abused 27.37%. The most sexual harassment was carried out by adolescents namely 66.66% verbal sexual abuse, 62.69% visual and 44.83% physical (Firman & Syahniar, 2015).

Sex education in an effort to prevent sexual harassment is considered taboo to be conveyed. This condition causes the knowledge of young high school students about sexuality to be still low. Although the government has tried to provide sex education in schools, it is only related to biological issues that do not include other social or psychological impacts (Creagh, 2004; Pakasi & Kartikawati, 2013).

Sexual harassment is any form of sexual act that is not desirable by the victim who gets the treatment. Sexual harassment can be experienced by all women. Forms of sexual harassment, including: bullying women on the streets, telling dirty jokes that degrading them to indecent acts and rape (Firman & Syahniar, 2015). Women who experience sexual abuse have physical consequences, such as stomach problems, spinal pain and eating disorders. While the psychological consequences that are felt include, namely feeling humiliated, irritable, threatened and helpless (Rumini & Sundari, 2004).

Awareness of sexual harassment among high school students is still limited (Firman, 2018). Most sexual harassers have a close relationship with their victims, 60% of the other closest people (friends, family members, caregivers), 30% family members (brothers, fathers, uncles and cousins), 10% foreigners (Firman, 2018).

Teenage sexual behavior is caused by several factors, including understanding and appreciation of religious values (religiosity). Teenagers who have good religiosity tend to display sexual behavior that is in

harmony with the values they believe in. Religiosity is the appreciation and experience of religious values in daily life (Nasikhah & Prihastuti, 2013). If someone's religiosity is high then sexual harassment behavior tends to be low and does not commit sexual harassment behavior (Aalsma et al., 2013).

Counselors have the responsibility of sexually harassing victims or perpetrators. One way to prevent sexual harassment is to provide understanding and knowledge about positive attitudes to sexuality through information services. Information services needed by teenagers in schools formulated from planning, implementation, evaluation and follow-up (Firman, 2015). 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.

The implementation of information services in schools aims to equip young high school students with various kinds of knowledge about the environment needed to solve the problems they face. Based on this interesting description discussed through this paper, how is the effectiveness of information services to improve the adolescent religiosity of vocational students in the prevention of sexual abuse. Disclosure of sexual harassment issues and increased religiosity is useful in finding alternatives to prevention of sexual abuse among adolescents.

## METHOD

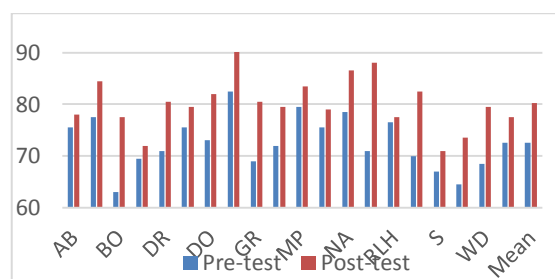
This research uses quantitative methods with experimental approaches, which are carried out through the non equivalent control group. The population of the study is the vocational students of Padang city totaling 11,709 and sampling using cluster random sampling. Data collection uses a religiosity and questionnaire sessioner of sexual abuse that has been tested for validity and reliability using a rasch model. Research location at the Padang City Vocational School (Sekolah Menengah Kejuruan). After the data collected was analyzed by percentage and Wilcoxon Signed Ranks Test to test the differences in adolescent religiosity of vocational students after participating in information services through the implementation of guidance and counseling services.

## RESULT AND DISCUSSION

### Result

Figure 1. Presenting data on the religiosity of adolescent vocational students before and after participating in information services in the prevention of sexual harassment, as Figure 1:

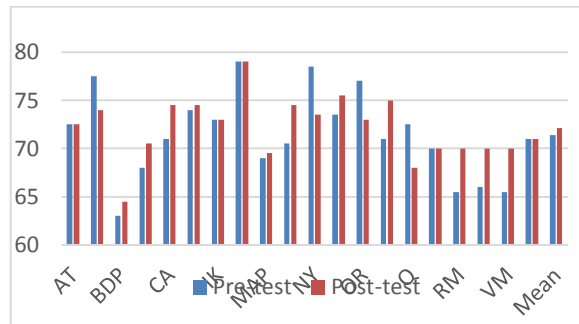
Figure 1. Adolescent Religiosity of Experimental Group Students Before and After Following Information Services in Prevention of Sexual Harassment



Based on Figure 1, the information on the average score of adolescent religiosity of vocational students before participating in information services in the prevention of sexual harassment was 145 with a percentage of 72.6% in the medium category. After following the information service, it was found that the average score of adolescent religiosity of vocational students was 160 with a percentage of 80.18% in the good category. In this regard, it can be concluded that there has been an increase in the adolescent religiosity of vocational students in preventing sexual harassment before and after participating in information services. After testing statistically with the help of the SPSS version 20 program, the Asymp number was found. Sig. (2-tailed) adolescent religiosity of Vocational students in the experimental group was 0,000 or probabilities below or equal to alpha 0.05, with  $z = -3.922b$ . The condition explained that there was a significant difference in the religiosity of adolescents of vocational students in the experimental group before and after participating in information services in the prevention of sexual harassment.

The Difference of Adolescent Religiosity of Control Group Vocational Students After and Before Following Conventional Information Services. After conducting research on a group of adolescent vocational students before and after following conventional information services, students found religiosity as Figure 2:

Figure 2. Adolescent Religiosity of Control Group Vocational Students Before and After Conventional Information Services



Based on Figure 2, information obtained from the religiosity of the control group students before joining conventional information services, with an average score of 142.8 with a percentage of 71.4% in the medium category. After adolescents of Vocational students took conventional information services, a religiosity score of 144.25 with a percentage of 72.125% was found in the medium category. In connection with this, it can be concluded that there was no increase in the religiosity of adolescent vocational students before and after conventional information services. After testing statistically with the help of the SPSS version 20 program, the probability number Asymp. Sig. (2-tailed) adolescent religiosity of vocational students in the control group after following the information service is 0.362 or the probability above alpha is 0.05 or equal to alpha 0.05, with  $z = -.912b$ . The condition explained that there was no significant difference in the religiosity of adolescents of vocational students in the control group before and after following conventional information services.

## Discussion

Based on the results of the study it was found that there were differences in the adolescent religiosity of vocational students before and after participating in information services in preventing sexual harassment. The religiosity of adolescents of vocational students in the experimental group before and after participating in information services in preventing sexual harassment has increased. Furthermore, it was found that the religiosity of adolescent Vocational School students in the control group after participating in the information service found no difference.

Information service is an effort to prevent harassment (Handayani, 2017). Service activities provide information about the location and chronology of violence experienced by someone. Participants as subjects can express feelings of anger in connection with cases that occur Understanding of adolescents obtained through information services can be used as a reference material to enhance positive activities in carrying out daily life in making the right decisions (Falentina & Yulianti, 2012; Lipursari, 2013).

Providing information services requires creativity The counselor develops guidance and counseling services to overcome the problems of sexual abuse faced by students (Kusmanto, 2016). The creativity of Counselors through the implementation of information services, starting from planning, implementation and evaluation is useful in increasing adolescent religiosity. The tendency of sexual behavior is related to religiosity, the lower the religiosity, the higher the level of tendency for sexual behavior (Nuandri & Widayat, 2014). Glock & Stark religiosity is the whole of individual soul functions, including beliefs, feelings, and behaviors that are directed consciously and sincerely to the teachings of religion (Handayani, 2017).

Someone behaves and acts with full awareness, according to the prevailing norms and religious teachings, so someone does not harm themselves and other people, such as sexual harassment. Someone who has high religiosity will have higher life satisfaction and personal happiness. Individuals who have religiosity and do less negative things in life than people who are not religious. Increased knowledge of values and norms will increase the awareness of adolescents related to sexuality in decision making to realize prosperity (Rostosky, Wilcox, Wright, & Randall, 2004).

## CONCLUSION

Based on the results of the study, it is generally found that there are differences in the religiosity of adolescent Vocational students after participating in information services in the prevention of sexual harassment. Specifically the results of the study can be concluded as follows:

There are differences in the religiosity of adolescent Vocational School students in the experimental group before and after participating in information services in preventing sexual harassment. There is no

difference in the religiosity of adolescent Vocational School students in the control group before and after participating in information services in the prevention of sexual harassment.

## REFERENCES

- Aalsma, M. C., Woodrome, S. E., Downs, S. M., Hensel, D. J., Zimet, G. D., Orr, D. P., & Fortenberry, J. D. (2013). Developmental trajectories of religiosity, sexual conservatism and sexual behavior among female adolescents. *Journal of Adolescence*, 36(6), 1193–1204.
- Bahri, S. (2015). Suatu kajian awal terhadap tingkat pelecehan seksual di aceh. *Jurnal Pencerahan*, 9(1).
- Creagh, S. (2004). Pendidikan seks di SMA DI Yogyakarta. *Laporan Hasil Penelitian*, 55–66.
- Falentina, F. O., & Yulianti, A. (2012). Asertivitas terhadap pengungkapan emosi marah pada remaja. *Jurnal Psikologi*, 8(1), 9–14.
- Firman, F. (2015). Efektivitas Layanan Informasi dengan Metode Problem Solving Terhadap Peningkatan Kontrol Diri Siswa.
- Firman, F. (2018). Development of Guidelines for Bibliotherapy in Counseling on Increase Religiosity in Preventing Sexual Harassment of Students.
- Firman, F., & Syahniar, S. (2015). Pencegahan Pelecehan Seksual Remaja Melalui Layanan Informasi Menggunakan Pendekatan Contextual Teaching and Learning di Sekolah Menengah Atas (SMA). *Researchgate.net*, (Pencegahan Pelecehan Seksual Remaja Melalui Layanan Informasi Menggunakan Pendekatan Contextual Teaching and Learning di Sekolah Menengah Atas (SMA)).
- Handayani, M. (2017). Pencegahan Kasus Kekerasan Seksual pada Anak Melalui Komunikasi Antarpribadi Orang Tua dan Anak. *JIV*, 12(1), 67–80.
- Kusmanto, A. S. (2016). Penggunaan Media dalam Pelayanan Bimbingan dan Konseling. In *Teaching, linguistics, culture, and education conference* (Vol. 1). Badan Penerbit UMK.
- Lipursari, A. (2013). Peran Sistem Informasi Manajemen (Sim) Dalam Pengambilan Keputusan. *Jurnal STIE Semarang*, 5(1), 26–37.
- Mukhtar, M., Yusuf, S., & Budiamin, A. (2016). Program Layanan Bimbingan Klasikal untuk Meningkatkan Self-Control Siswa. *PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling*, 5(1), 1–16.
- Nasikhah, D., & Prihastuti, S. U. (2013). Hubungan antara Tingkat Religiusitas dengan Perilaku Kenakalan Remaja pada Masa Remaja Awal. *Jurnal Psikologi Pendidikan Dan Perkembangan*, 2(1).
- Nuandri, V. T., & Widayat, I. W. (2014). Hubungan antara sikap terhadap religiusitas dengan sikap terhadap kecenderungan perilaku seks pranikah pada remaja akhir yang sedang berpacaran di universitas Airlangga Surabaya. *Jurnal Psikologi Kepribadian Dan Sosial*, 3(2), 60–69.
- Pakasi, D. T., & Kartikawati, R. (2013). Antara kebutuhan dan tabu: pendidikan seksualitas dan kesehatan reproduksi bagi remaja di SMA. *Jurnal Makara Seri Kesehatan*, 2(17), 79–81.
- Rostosky, S. S., Wilcox, B. L., Wright, M. L. C., & Randall, B. A. (2004). The impact of religiosity on adolescent sexual behavior: A review of the evidence. *Journal of Adolescent Research*, 19(6), 677–697.
- Rumini, S., & Sundari, S. (2004). Perkembangan anak dan remaja. *Jakarta: Rineka Cipta*.