

The Development of Guidance and Counseling Services in 4.0 Era: Lesbian Behavior

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Abstract: Lesbian behavior affects adolescents. It happens because, physically, adolescent have experienced growth of maturity in sexual function that is why the sexual drive is getting stronger. Several factors that influence the tendency of lesbians mostly happen in early adulthood. This research was development research with the ADDIE model. The total participants of this study were 183 junior high school students chosen by using purposive sampling. In the analysis phase, the researchers identified the tendency of adolescents to behave in lesbians in some ways, such as used self-identification instruments, determined e-module material (design), developed instruments to determine eligibility by experts and the use of e-modules by counselors (development), conducted limited trials to 30 students in the school (implementation), and assessed the overall aspects of product usage by the counselor at school (evaluation). Based on the development of this e-module, it can be concluded that the product was workable in content and appearance because it has been empirically tested and ready to be used for adolescent in school.

Keywords: E-Module, Adolescent, Lesbians.

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Introduction

Lesbian behavior has begun to develop and become an important problem that must be prevented and overcome. Lesbian is a distorted distribution of one's sexuality. Lesbians are defined as women who enjoy or enjoy same-sex, gays are interested in being attracted to people and the same sex as men, bisexuals are people who are attracted to the male sex. Because there is no satisfying match between physical form and

gender with psychiatric, or satisfaction is not satisfied with their genitals (Sugono, 2008). Lesbian behavior is a sexy deviant activity because it is not following the objectives or interesting directions.

A research finding conducted by the Chairperson of the Association of Voluntary Counselors and Testing Acquiring Immunodeficiency Syndrome of West Sumatra, Indonesia, discovered examples of LGBT involving 14,469 people with testing assistance who are looking for those 15-25 years (HIV) (Nursalikah, 2018). Lesbian behavior has developed a lot in Indonesia with the target starting from adolescence.

The Lesbian phenomenon in adolescents can be proven through several studies such as the results of research (Harmaini & Juita, 2017) revealed that several boarding school adolescents positively engaged in lesbians because of the closeness of the subject to lesbian friends. Furthermore, there were several cases of sexual deviations in the form of homosexual behavior in almost every boarding school in Kudus Regency (Rohmah, 2011). The emergence of the subject's attention and comfort towards peers reinforces the urge to become a lesbian and also forms of sexual behavior that the subject has ever done.

The lesbian phenomenon has entered into adolescents. This happens because adolescence physically has experienced the growth of sexual function so that the development of sexual drive is also getting stronger. Psychologically, in the adolescent phase, there are two important aspects: adolescents are expected to have found their sexual orientation or direction of sexual attraction, and adolescents are expected to accept and develop sexual roles and abilities according to their sex (Wardhani, 2012).

Sexual orientation becomes an important issue in adolescence, whether it is consistently romantic, sexual and affectionate to others of different sex/heterosexual, same-sex/homosexual or to both / bisexual (Papalia, DE, Olds, SW, & Feldman, 2011). Many cases of lesbian behavior occur in adolescence, but only some is revealed because some of them hide their sexual orientation to protect themselves (Goh, Kort, Thurston, Benson, & Kaiser, 2019). Research related to Lesbian in adolescence, namely homosexual behavior and same-sex attraction, are often found since the age of 15 years. Meanwhile, the decision to become homosexual mostly occurs in early adulthood which is influenced by factors in themselves and the environment around them (Nugroho, Siswati, & Hastaning Sakti, 2010). There is no age limit for self-disclosure, because every adolescent varies (Evans, Derouin, Fuller, Heighway, & Schapiro, 2019). Adolescent should already know the differences in sex and learn the social role related to how boys behave as men and girls behave as women. For this reason, the importance of prevention from an early age, including those who are vulnerable to being targeted by Lesbian people, especially lesbians such as adolescents, to avoid the risk of deviant sexual behavior.

Lesbian prevention efforts can be done by providing information and understanding of the dangers for sexual deviations to increase knowledge, shape attitudes and behavior. Prevention of lesbian behavior can be a variety of efforts, including having the provision of information/knowledge about sex. True sexual knowledge possessed by adolescents can direct their sexual behavior to things that are positive and responsible (Wardhani, 2012). There are several forms of activities that can be carried out by schools to prevent lesbian among adolescents, such as through counseling and counseling services, as well as integrating sex education into certain subjects.

Counselors can prevent lesbian behavior at school by providing classical services such as information services. This is supported by a research conducted by Yasin (2015). It was found that classical guidance and counseling services or information services can increase student learning independence by 65%. Information services have a preventive function on student development that is a function related to anticipating various problems that might occur or unexpected behavior (Hikmawati, 2011). This information service can be done to increase the understanding and prevention of lesbian behavior by providing information relating to adolescent sexuality.

Information Services can be provided directly and openly by counselors in schools using techniques and media that are varied and flexible, through classical and group formats depending on the type of information and characteristics of service participants. Learning experiences and learning media that involve many members of the body in the learning process make the competencies gained by students to increase, including cognitive, skills, and attitudes that need media development that have an attraction. One of the media that can be developed is an interactive learning module in the form of electronic modules (e-modules). The e-module is a digital version that can be opened by using electronic devices such as laptops, computers and so on, which include animated images of symbols, videos, music.

E-modules are kind of modules with high adaptability to the development of science and technology. The importance of being developed for teachers is in line with the opinion from Bentri (2017) revealing that the role of teachers in the digital era is updating four competencies, technology literacy, entering the world of students by adopting digital devices in learning such as multimedia, e-learning, online learning, blended learning, mobile learning, e-library, e-books, e-journal, and virtual laboratory.

E-modules can encourage teachers to develop new skills such as information and communication technology skills that have impact on classroom practice and enhance their professional development both personally and in practice (L. Pombo, M. Smith, M. Abelha, 2012). E-modules are effectively used in learning by bringing students to be more active in independent learning and can construct concepts and be able to apply these concepts in everyday life (Raharjo, Suryati, & Khery, 2013). The e-module can make it easier for guidance and counseling teachers to provide services to classical students. The e-module design is created for the service material to be provided.

Method

The research method conducted in this research was development research. The development of the research model used is the Analysis, Design, Development, Implementation, and Evaluation model (Molenda, 2003). In the analysis phase, identifying problems related to the knowledge and tendencies of adolescents to behave in lesbians by carrying out self-identification instruments, conducting a literature review by studying the concept of lesbian behavioral knowledge, followed by concepts about e-modules and reviewing the results of research related to e-modules, lesbian behavior, and prevention. In the design phase, the initial e-module design was compiled by determining the topics in the e-module discussion, namely adolescent growth, sex and gender, manner girls, the danger of lesbian behavior. After completing the preparation of the e-module design, the next step taken was to discuss with the supervisor that matters in the improvement of designing the e-module. The third stage was development activities with two types of activities, namely research product development and product revision. This implementation phase was testing the use of e-modules to students. Based on an assessment questionnaire filled out by 3 Counselors and 30 female students, the evaluation phase is the stage that aims to assess the overall aspects for the use of the product development with the intention that after revising the research product, it is then re-tested by the guidance and counseling teacher.

The scale for collecting data regarding the feasibility test is using a Likert Scale model with five answer choices, which are Very Eligible, Eligible, Fairly Eligible, Low Eligible and Ineligible. Meanwhile, alternative responses to measure the level of use of e-modules comprise five answer choices, namely: Very High, High, Fairly High, Low and Very Low. For the analysis using Non-Parametric Statistics, the statistical test used was the Kendall Concordance Coefficient Test. In the data processing process, researchers used Statistical Product and Service Solution (SPSS) version 20. Decision making in a statistical test analysis was done by the provisions by looking at the probability numbers.

Results and Discussion

Analysis Phase

The results of the questionnaire distribution showed that the students tended to behave in a lesbian manner. The presented trends in student behavior in was showed table 1.

Table 1. Result of the General Questionnaire Processing Behavioral Trend Lesbian at Junior High School Padang Panjang Schoolgirls (n=183)

Number	Category	The Interval	F	%
1.	Very high	≥88	13	7,1
2.	High	78-87	48	26,2
3.	Moderate	68-77	87	47,5
4.	Low	58-67	33	18,0
5.	Very low	≤57	2	1,1

From the table above, it was presented that 47.5% (87 people) of students experienced a tendency to behave in a moderate lesbian category and 26.2% (48 people) of students tended to be high to behave in a lesbian. It can be seen that half of the students experienced a tendency to behave in a lesbian. Besides the analysis results are based on the tendency of lesbian behavior on students, the analysis is carried out based on literature review and study of problems in the field. A literature study was conducted to examine students' knowledge related to the classification of lesbian behavior based on theory (Agustine, 2005), namely Butch, Femme, andro. The phenomenon found at junior high school Padang Panjang was that students did not understand everything related to lesbian behavior.

Furthermore, based on the results of the previous analysis, the topics of the e-module guidance and counseling material are designed to prevent lesbian behavior. Based on the results of the analysis that has been done, the material needed by the students to prevent lesbian behavior have four topics namely adolescent growth and development, sex and gender, adolescent girls, and the danger of lesbian.

Design Phase

In the design phase, researchers conducted discussions with supervisors and counselors to determine e-module material from the instrument data/needs assessment made. The results of the discussion got several topics namely adolescent growth and development, discussing material regarding (1) understanding of adolescent growth and development, (2) adolescent growth and development, (3) pre-puberty daughter, (4) addressing the growth and development of adolescents. Sex and gender address material regarding (1) gender and gender identity, (2) factors that influence gender, (3) classification of gender roles, (4) adolescents attitude toward gender. On adolescent girls' etiquette, discussing material regarding (1) manner with peers, (2) the importance manners of a peer, (3) forms of adolescent manners girls with peers, (4) looking for strategies and friends. On socializing with the community, materials related to (1) the concept of lesbian, (2) classification of lesbians, (3) factors that cause lesbians, (4) danger of lesbians, (5) preventive efforts from lesbians. After completing the e-module design, the next step was to discuss with the supervisor about the matters that are considered in the improvement of designing the e-module.

Development Stage

In the third stage, an e-module was made with product development and revision activities, with the following data.

Table 2. Expert Validation Results Data on Module Material

Num ber	Aspect	Expert Score			Expert score	Average Expert Score
		A	B	C		
1.	Structure / Component E-Modules (4)	15	15	16	46	15,33
2.	General Guidelines for E- Modules (6)	22	21	24	67	22,33
3.	Module contents (8)	32	34	32	98	32,67
4.	The topic presented in E-Modules (4)	17	17	16	50	16,67
5.	Service Plan (3)	11	11	11	33	11
	Overall Total (25)	97	108	99	294	98
	Ideal Score	125	125	125	375	
	Percentage				78,4	

Based on Table 2, it can be seen that there was a whole assessment of the experts on the e-module material in the feasible category with an average score of 98. That is why, the experts gave a positive assessment of the material in the e-module that was designed.

Table 3. Data of Expert Validation Results on Display of E-Modules

Number	Aspect	Expert Score			Expert score	Average Expert Score
		A	B	C		
1.	Cover Design (4)	16	16	16	48	16
2.	Type and size letters on the material (3)	12	14	14	40	13,3
3.	Type and size letters on the material (3)	10	11	14	35	11,67
4.	Punctuation marks used on the material (4)	16	16	19	51	17
5.	Whose picture used on the material (3)	11	15	15	41	13,67
6.	Space or space empty on the material (4)	16	20	20	56	18,67
7.	Consistency (4)	16	17	20	53	17,67
8.	Module quality (2)	8	9	9	26	8,67
	Overall Total	105	118	127	350	116,67
	Ideal Score				405	
	Percentage				86,41	

Based on Table 3, it can be seen that the expert's assessment of the display modules in the category is very feasible. That is, experts provide a positive assessment of the appearance of e-modules that were designed. The researchers considered the various suggestions given as revisions to the e-modules that have been assessed.

Implementation Phase

At this stage, an e-module is used for the students. Usage test data were collected based on an assessment questionnaire filled out by 3 Counselors teachers and 30 female students. The results of the student's assessment of all aspects contained in the instrument were collected and used as a reference in making revisions to the products compiled so that an e-module formulation with a high level of usability was used by the students as adolescent in school.

Large group test subjects were applied to 30 students in schools to provide an assessment of the aspects for the use of the e-modules development and also asking for input from three Counselors for the product being developed. The following are the results of the counselor's usability test regarding the assessment of the guidance and counseling e-module to prevent teenage lesbian behavior.

Table 4. Data of Validation of Usability Test Results by Counselor

Number	Aspect	Expert Score			Expert score	Average Expert Score
		A	B	C		
1.	Planning (4)	19	17	20	56	18,6
2.	Implementation (7)	31	32	35	98	32,6
3.	Evaluation (4)	15	19	20	54	18
	Overall Total (25)	65	68	75	208	69,2
	Ideal Score	75	75	75	225	
	Percentage				92,4	

Based on Table 4, it can be seen that the assessment given by the Counselor for the use of e-modules is very good. It means counselors provide a good assessment of the guidance and counseling e-module to prevent teen lesbian behavior. Counselors can use e-modules well because in terms of planning, implementation, and evaluation which is in the category of very good usability. E-module usage can be seen in table 5.

Table 5. Data on the E-Module Usability Test results by Adolescent Girls

Number	Aspect	Σ Student Scores	Average Σ Student Scores
1.	Benefit (2)	277	9,07
2.	Use of language (2)	261	8,57
3.	Look and appeal (7)	949	31,73
4.	Module contents (5)	684	22,80
	Overall Total (25)	2171	72,17
	Ideal Score	2400	
	Percentage	90,45	

Based on Table 5, it can be seen that the assessment of teenage girls on the use of e-modules is in the Very Good category with a percentage of 72.17. These results mean that teenage girls give positive evaluations to e-modules as one of the strategies used in preventing lesbian behavior, viewed from the aspects of usefulness, language use, appearance, and attractiveness, as well as the contents of e-modules.

Evaluation Phase

In this stage, products that have passed the process to the experts and the usability test to the guidance and counseling teacher will be evaluated. The evaluation stage is the stage that aims to assess the overall aspects of the use of the product being developed. After revising the research product, it will be re-evaluated whether the product developed is by the development plan and needs analysis conducted at an early stage. Based on the results of evaluations conducted by researchers, the revision of the research product has met the various demands of development planning and needs analysis conducted on the product being developed, so the researchers conclude that the product has been tested empirically and ready to be used.

Conclusion

The results of this study prove that many problems faced by students are related to trends in lesbian behavior. The results showed a tendency for female students to be in a quite high category with a percentage of 47.5%. It shows the need for action taken to prevent the problems faced, one of them is by e-module. Based on the need analysis, e-module guidance and counseling design were made to prevent adolescent lesbian behavior. After making the product that is produced, the e-module is tested for eligibility by experts in terms of material with a decent category and the appearance of the e-module developed is in the very feasible category.

It means that the e-modules compiled have been suitable to be implemented or used by teenage girls to prevent lesbian behavior. After that, a limited trial was conducted to see the level of e-module use of guidance and counseling to prevent teenage lesbian behavior in the very good category, as well as the level of testing in teenage girls also in the very good category. It means that the e-module of guidance and counseling to prevent lesbian behavior can be used and useful by teenage girls and as a medium that can be used by counselors to help teenage girls to prevent lesbian behavior. Thus, it can be concluded that the e-module of guidance and counseling to prevent teenage lesbian behavior that is compiled can be utilized by teenage girls and counselors.

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