

Student Knowledge about Sexual Harassment Prevention in Vocational High Schools

Putri Salsabila¹, Yeni Karneli¹

¹Universitas Negeri Padang

*Corresponding author, e-mail: yenikarneli@fip.unp.ac.id

Abstract

This research is motivated by the rampant cases of sexual harassment in adolescents, including in the school environment. Because adolescents are a vulnerable group and are still vulnerable to sexual things due to various factors, including a lack of knowledge about how to protect themselves. The study aims to describe the knowledge of vocational school students about sexual harassment prevention, using a quantitative method with a descriptive approach in 299 students of SMKN 2 Pariaman, who were randomly selected. Data were collected through a questionnaire that had been tested for validity with the Pearson correlation formula (0.312) and reliability test with the Cronbach alpha formula (0.878). The results showed that 68.76% of students had moderate knowledge in prevention in the primary prevention aspect, 70.71% in the prevention of sexual harassment in the secondary aspect, and 69.89% in the prevention of sexual harassment in the tertiary prevention aspect. This means that students have sufficient knowledge about preventing and dealing with sexual harassment before, during, and after the incident. This study recommends the role of counselors as an important educational resource in increasing students' knowledge about sexual harassment.

Keywords: Sexual Harassment, Counseling, Student, Adolescents

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Introduction

In today's era of globalization, where information is easily accessible can make it easier for anyone to absorb information. Especially information about sexual harassment. Ideally, with the ease of information that can be accessed, adolescents, especially students, know about sexual harassment prevention and increase their knowledge about sexual harassment prevention. Sexual abuse can be carried out by people who are known either by children such as family members or by unknown people. Sexual harassment can make victims get negative stigma from their families and society, be ostracized, expelled from school, and become offended (Bahri, 2015). The impact that parents get from a psychological perspective

such as embarrassment, sadness, anxiety, stress, depression. The social aspect can get a bad stigma in society and be ostracized. The economic impact is such as bearing the costs incurred, including when pregnancy occurs to the maintenance of babies and children. From a physical point of view, it can affect health, and become more sick (Verelst et al., 2020).

There are many phenomena of negative behavior in adolescents in daily life, news that is rampant in print and electronic media mentions cases in adolescents such as physical, verbal, mental violence and even violence and sexual abuse in children (Nurbaya & Asrina, 2019). What often happens to adolescents includes physical abuse, psychological abuse, neglect, bullying and sexual harassment (Hartono, 2015). The phenomenon of sexual harassment in the school environment is increasingly frequent and increasing (Tan et al., 2022). Cases of sexual abuse can occur in children who are still in Early Childhood Education (PAUD) institutions, up to adolescents who are in high school (SMA) or vocational high school (SMK) educational institutions. According to Ulfaningrum, the prevalence of sexual harassment in Indonesia has reached 520 cases. Meanwhile, according to a national survey in the public space in 2018, the incidence of sexual harassment in Indonesia in women was 64 percent, men 11 percent, and transsexuals as much as 69 percent (Ulfaningrum et al., 2021). The phenomenon of sexual harassment is increasing and has become a serious problem in various countries. Sexual harassment can be experienced by both women and men, regardless of age, and can occur in schools, communities, and public spaces (Karneli, 2024).

Sexual harassment is a form of behavior that leads to sexual things that are done unilaterally and behavior that is not expected by the person who is targeted and causes negative reactions such as shame, anger, hatred, offense and so on. Sexual abuse in adolescents in the world has the same characteristics and can be classified into visual sexual abuse (e.g. lustful gaze, threatening gaze of the victim, sexual gestures), verbal sexual abuse (e.g. whistling, gossip, sexual pranks and threatening statements) and physical sexual abuse (e.g. intentional touching, pinching, patting, nudge, squeeze and get closer without being wanted) (Karneli, 2024). The concept of sexual harassment refers to sexual behavior committed by one or a group of people who are perceived to be detrimental to the victim. In this case, detrimental means that the action is not intended by the victim. Sexual harassment is one of the various forms of sexual violence such as: sexual coercion, excessive sexual attention and gender-related harassment (Fauziah, Karneli, & Netrawati, 2024).

In Indonesia, the number of cases of sexual harassment against women is very high. Based on data collected by Komnas Perempuan in 2019, 406,178 cases of sexual harassment occurred against women. This case increased from the previous year, namely in 2018 which recorded 34,466 cases. Most cases often occur in private or personal places. In addition, acts of harassment also occur in public spaces or public places, such as office areas and public transportation, where most of the perpetrators are work relatives to unknown people (Azizah et al., 2024). The act of sexual harassment is included in one of the forms of crime that is often experienced by teenagers. Sexual harassment is not only related to physical touch or verbal through obscene speech, whistling or winking is also included in the category of sexual harassment (Lewoleba & Fahrozi, 2020).

In West Sumatra, the number of cases of sexual violence is quite high. In 2022, there were 893 cases of sexual violence, the number of cases of sexual violence where the victims were teenagers was 592 cases. In 2023, there are 1,059 cases of sexual violence and are in the 10th

position out of all provinces in Indonesia, the number of cases of sexual violence where the victims are teenagers is 783 cases (SIMFONI PPA, 2024).

From a brief question and answer conducted by the researcher with one of the BK teachers at SMKN 02 Pariaman on May 7, 2024, it was found that in this one semester there was one case of sexual violence that occurred. More precisely, online-based sexual violence that befell one of the female students at the school. The case is the dissemination of vulgar photos and videos of a student by one of the ex-girlfriends of the student. The ex-boyfriend of the female student who was the perpetrator of the dissemination of vulgar photos and videos has been expelled from the school. Meanwhile, the student who was a victim of the spread of the syur video was ostracized in the school environment and became the subject of gossip. The school has taken steps to punish students who still keep the disgraceful photos.

Sexual harassment that occurs in adolescents occurs because adolescence is a transition period from children to adults, but adolescents can also be categorized as children and at that time individuals do not fully know the outside world so that they easily trust the people around them or are easily deceived, causing the number of abuse against adolescents to increase (Ayuningtyas, 2023). The rapid development of technology is also a factor in the occurrence of sexual harassment among adolescents. Teenagers easily access sexual things that are widely circulated on the internet, this leads to imitation of sexual behavior (Syahri, 2022). Other factors can be seen from the family background, such as teenagers whose parents have divorced, so that parental control at the time of adolescence is lacking, which results in the individual becoming free without any direction (Setiani et al., 2017). Most sexual predators choose adolescents because they are a vulnerable group and are still vulnerable to sexually transmitted matters due to a variety of factors, including a lack of knowledge about how to protect themselves, complex social dynamics, and an unsafe school environment.

Prevention can be understood as a way to reduce potential harm and to encourage positive interactions and contexts. Regarding the prevention of sexual harassment, prevention means creating healthy and safe conditions and behaviors, so that sexual crimes can be prevented before they occur (Zollner et al., 2014). Preventing sexual harassment can be influenced by various factors such as knowledge, perception, sexual education, teacher involvement in school, and parenting (Mohd Hanim et al., 2014). So, it can be concluded that prevention is all actions or efforts made to eliminate various factors that cause acts of sexual harassment and the recurrence of acts of sexual harassment (Astuti et al., 2023).

According to Kinnear in preventing sexual harassment, there are several aspects that can be done to prevent it, namely primary prevention, secondary prevention, and tertiary prevention. Primary prevention is a strategy to reduce the onset of behavioral problems by affecting individuals before they have a chance to act. In the context of sexual harassment, primary prevention efforts are focused on efforts to prevent perpetrators from committing acts of harassment, as well as changing societal norms to reduce attitudes that justify violence against women. Secondary prevention is aimed at individuals or groups who are proven to be perpetrators or victims of sexual violence. The main goal of secondary prevention is to provide protection and handling of sexual violence for victims, as well as the handling of perpetrators. In secondary prevention, it is very important that not only the law works, but also the medical and social services work together. Tertiary prevention, focused

on responding after sexual violence, such as providing support to victims and preventing recurrence. It requires providing supportive responses to disclosure that a child has been sexually abused, minimizing the impact of the interview and treatment process, ensuring that the child is not to blame, and offering counseling services to adults who have experienced sexual abuse as a child (Kinnear, 2007).

The knowledge gained by a teenager about the prevention of sexual abuse in adolescents can have an impact on the teenager himself. So that this knowledge can determine what is good and wrong according to him in preventing harassment. This is in line with the level of knowledge conveyed by Notoatmodjo, after individuals know about a message or information obtained, the next level is *comprehension* of the information. If teenagers already know and understand information, it is likely to be applied so that the message they get will be more meaningful (Notoatmodjo, 2010).

Based on the phenomena that have been described, this study was conducted to describe students' knowledge about sexual harassment prevention. This research is important because it can be useful as a reference source to support future research. So that it can be used as the development of guidance and counseling science.

Method

This study uses a quantitative method with a descriptive approach. Descriptive method, this method is carried out to describe systematically, factual and accurately the facts and characteristics of certain populations, or try to describe phenomena in detail and determine the relationships between the variables (Rukajat, 2018). The population in this study is students at SMKN 2 Pariaman who are registered in the 2024/2025 school year, as many as 1177 students. The sample in this study is 299 students who were selected using a simple random sampling technique. The data obtained by providing a research questionnaire in the form of an instrument to determine the prevention of sexual harassment to students who have been tested for validity with the Pearson correlation formula (0.312) and a reliability test with the Cronbach's alpha formula (0.878) to students and then processed using a descriptive statistical method.

Results and Discussion

Hasil obtained from the administration, collection, and processing of instrument data to describe students' knowledge about sexual harassment prevention, the results of the research can be described as follows:

Table 1. Frequency Distribution of Students' Knowledge on Sexual Harassment Prevention

Category	Interval Score	F	%
High	≥ 25	114	38.13
Medium	13-24	183	61.2
Low	≤ 12	2	0.669
Total		299	100

Based on the table above, it can be seen that 114 students of SMKN 02 Pariaman with a percentage of 38.13% have high knowledge about sexual harassment prevention and as many as 183 students with a percentage of 61.20% are in the moderate category of knowledge about sexual harassment prevention. However, there were 2 students with a percentage of 0.66% who were in the low category in knowledge of sexual harassment prevention.

Based on the results of the study, the average scoring of respondents' answers related to students' knowledge about sexual harassment prevention was obtained a score of **24.06 (68.76%)**. Therefore, it can be concluded that the knowledge of students about the prevention of sexual harassment is in the **medium category**.

Table 2. Knowledge on Students on Prevention of Sexual Harassment from Primary Prevention Aspects by Frequency and Category (n=299)

Primary Prevention			
Category	Interval Score	F	%
High	≥ 13	142	47.49
Medium	7-12	155	51.84
Low	≤ 6	2	0.669
Total		299	100

Based on the table above, it can be seen that 142 students of SMKN 02 Pariaman with a percentage of 47.49% have knowledge in the high category about the prevention of sexual harassment reviewed from the aspect of primary prevention and as many as 155 students with a percentage of 51.84% have knowledge in the medium category about the prevention of sexual harassment reviewed from the aspect of primary prevention. Although most of the students had knowledge in the medium category, as many as 2 students with a percentage of 0.669% were in the low category for knowledge about sexual harassment prevention in terms of primary prevention.

The average score of the respondents' answers related to students' knowledge about the prevention of sexual harassment reviewed from the aspect of primary prevention was obtained with a score of 12.80 and a percentage of 67.41%. The results of the average score show that students' knowledge about sexual harassment prevention in the primary prevention aspect is in **the medium category**.

Table 3. Knowledge in Students on Prevention of Sexual Harassment from Secondary Prevention Aspects by Frequency and Category (n=299)

Secondary Prevention			
Category	Interval Score	F	%
High	≥ 7	131	43.8
Medium	4-6	166	55.5
Low	≤ 3	2	0.67
Total		299	100

Based on the table above, it can be seen that 131 students with a percentage of 43.8% have knowledge in the high category of sexual harassment prevention reviewed from the aspect of secondary prevention. A total of 166 students with a percentage of 55.5% had knowledge in the moderate category about sexual harassment prevention reviewed from the aspect of secondary prevention. However, as many as 2 students with a percentage of 0.67% had knowledge in the low category about sexual harassment prevention reviewed from the aspect of secondary prevention.

The average score of the respondents' answers related to knowledge in students about the prevention of sexual harassment was reviewed from the aspect of secondary prevention, a score of **6.36 (70.71%)**. The results of the score show that students' knowledge of sexual harassment prevention in the secondary prevention aspect is in **the medium category**.

Table 4. Knowledge in Students on Prevention of Sexual Harassment from Secondary Prevention Aspects by Frequency and Category (n=299)

Tertiary Prevention			
Category	Interval Score	F	%
High	≥ 5	176	58.9
Medium	3-4	121	40.5
Low	≤ 2	2	0.67
Total		299	100

Based on the table above, it can be seen that 176 students of SMKN 02 Pariaman with a percentage of 58.9% have knowledge in the high category of sexual harassment prevention from the aspect of tertiary prevention. A total of 121 students with a percentage of 37.14% had knowledge in the medium category about sexual harassment prevention reviewed from the aspect of tertiary prevention. Although some students have knowledge in the high category of sexual harassment prevention from the perspective of tertiary prevention, however, there are 2 students with a percentage of 0.67% who have knowledge in the low category of sexual harassment prevention from the perspective of tertiary prevention.

The average score of students' answers related to the perception of sexual violence was reviewed from the conative aspect, which was **4.89 (69.89%)**. The results show that in this aspect, the knowledge of students about the prevention of sexual harassment is reviewed from the aspect of tertiary prevention is in the **high category**.

Implications in Guidance and Counseling Information Services

Guidance and counseling is a series of earnest efforts made by counselors to make clients independent, so that in the end they can help clients in carrying out their lives appropriately without experiencing problems so that effective daily life is achieved (Anugrahesa & Karneli, 2024). The purpose of providing guidance and counseling is to help students find their personalities, related to their strengths and weaknesses (Rahayu, Marsidin, Karneli, & Nofrizal, 2023). Based on the results of the research that the researcher has conducted, there are several services that can be provided by counselors, one of which is information services.

Information services are one of the assistance of guidance and counseling services that are carried out with scientific and professional procedures (Tanjung, Neviyarni, & Firman, 2018).

Information services aim to help students receive and understand various personal, social, academic, occupation/position, and continuing education information (Fitria, Neviyarni, Mudjiran, & Nirwana, 2022). Information is used by students for daily life needs in achieving effective daily life (KES) and their development and mastery of information can be used for problem solving, preventing problems from arising, to develop and maintain existing potentials and to open themselves up in actualizing their rights independently (Sasmita, Prayitno, & Karneli, 2020).

Based on research conducted by Susanti and Onan (2022) with the title *The Function of Information Services in Providing Understanding of Sexual Abuse to Children*, the results were obtained that information services are influential in increasing children's understanding of sexual harassment, this is evidenced by the realization of the understanding function in information services in the form of knowledge and information about sexual abuse to children, and produces an understanding including embarrassment about self, the environment, and society (Susanti & Onan, 2022).

In this research topic, guidance and counseling play a role as a relevant and appropriate source of knowledge to prevent sexual abuse behavior in adolescents. BK teachers or counselors can provide information service materials that can be provided to students regarding how important knowledge is about sexual harassment behavior, types or forms of sexual harassment, as well as the negative impact of sexual harassment behavior, and how to attitude towards sexual harassment incidents. So that through this information service, it is hoped that it can be used as an action to prevent sexual harassment behavior among students/adolescents.

Conclusion

Based on the results of research and data analysis conducted related to students' knowledge about sexual harassment prevention, it is generally in the category of sexual harassment. Reviewed from each aspect, which is as follows :

1. Students' knowledge about the prevention of sexual harassment is reviewed from the aspect of primary prevention is in the medium category.
2. Students' knowledge about the prevention of sexual harassment is reviewed from the aspect of secondary prevention is in the medium category.
3. Students' knowledge about the prevention of sexual harassment is reviewed from the aspect of tertiary prevention is in the high category.

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