

Prevention of Sexual Harassment of Students Through Sex Education Information Services Using Video Media

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Abstract

This study aims to examine the effectiveness of sex education information services using video media to prevent sexual harassment of students. The research method used is quantitative research. This type of research is a Quasi Experiment Design with a Pretest Posttest Group Design. The population in this study were 284 students. The research sample was 30 students for the experimental group and 30 students for the control group. Sampling used Cluster Sampling. The research instrument used a Likert Scale model, the data were analyzed using the Wilcoxon Signed Ranks Test and the Kolmogorov-Smirnov with the help of SPSS version 24.00. The results of the study show that; (1) there is a significant difference in students' understanding of sex education to prevent sexual harassment in the experimental group before and after participating in information services using video media, the probability number is below alpha 0.05 ($0.003 < 0.05$), (2) there are differences in understanding sex education of students to prevent sexual harassment in the control group before and after participating in information services without using video media obtained a probability number below alpha 0.05 ($0.003 < 0.05$), (3) there are differences in students' understanding of sex education to prevent sexual harassment in the experimental group given information services using video media with a control group provided information services without using video media obtained by 0.002, or probability below 0.05 ($0.002 < 0.05$). The difference can be seen from the posttest results of the experimental group which are higher than the posttest results of the control group. The findings of this study can be concluded that sex education information services using video media are more effective in preventing acts of sexual harassment on students.

Keywords: Sex Education Information Services, Video Media and Sexual Harassment.



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Introduction

Nowadays, many students have actions that are not in accordance with their duties as a student, which is indicated by rampant sexual crimes. Sexual harassment is a problem that often arises among students both verbally and visually. Ulfaningrum, Fitryasari, & Mar'ah (2021) stated that 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 the target and can

cause negative reactions such as shame, anger, hatred and offended. Sexual harassment occurs because students are in the category of teenagers who experience sexual development that encourages high curiosity. High curiosity causes students to start liking the opposite sex and enjoy being the center of attention because they have common reasons for dating such as entertainment, socialization, status, and courtship (Hurlock, 2002).

Conditions around the victim such as peers, family and living environment are factors that cause this to happen. Rahmadani & Tianingrum (2019) explained that sexual harassment is closely related to students, the International Business Times (IBTimes) stated that 1 in 20 students at school (4.8%) had experienced sexual harassment and the perpetrators of the sexual harassment were people they knew such as friends. his age.

Based on data from the FRA-EU Agency for Fundamental Rights (Shaharane & Jamil, 2014) reports that 83 - 102 million women (45% - 55%) in 28 EU member states have experienced sexual harassment since the age of 15 years. Komnas Perempuan (2021) stated that sexual violence against women during the Covid-19 pandemic increased by 21% (1,731 cases), the most prominent cases were harassment cases which consisted of 229 cases of rape, 166 cases of sexual abuse, 181 cases of sexual harassment and 962 cases of sexual violence. The Ministry of Women's Empowerment and Child Protection (PPPA) has 13,615 cases of violence, one of which is 5,488 cases of sexual violence in Indonesia.

A survey conducted by Sintas Lentera Indonesia, the Change-org Ring Petition Forum and Media Perempuan in June 2016 recorded that from 25,213 respondents from all regions in Indonesia, sexual harassment cases were the most common type of sexual violence. As many as 58% had experienced sexual harassment in the form of verbal, 25% experienced physical abuse and 6% experienced rape (Sari & Firman, 2021). Sources of data from the Satreskrim Polresta Padang in 2008 cases of sexual harassment directed at perpetrators showed that the most perpetrators of sexual harassment were 28% aged between 21-30 years, then the second most 24% were ages 11-20 years. This means that the perpetrators of sexual harassment tend to be in the group of teenagers and even relatively many are still children (Fatmariza, Suryanef, Rafni & Indrawadi, 2008).

Based on data sources regarding the number of cases of sexual harassment that have been described, it shows that sexual harassment has occurred and is carried out by students. Forms of sexual harassment can be seen from student activities at school such as studying, taking breaks, joking with jokes that contain sexual content, obscene innuendo, insults and obscene calls. Coller (1998) states that forms of sexual harassment include verbal, visual, and non-verbal such as verbal sexual harassment such as insulting words, sexual remarks, calling words or giving names such as mentioning women with the word "girl", "affection", or "love", sexual seduction and teasing. Forms of visual sexual harassment include obscene glances by looking someone up and down, indecent glances and obscene looks at body parts. Forms of non-verbal sexual harassment such as sexual activity carried out without the consent of the victim such as touching, touching, patting, rubbing, catching, pinching and many others.

Students do not realize that what is done such as telling jokes containing sexual content, obscene comments, and seduction of obscene calls and excessive obscene views with passion can make the person who is the victim offended, angry, disapproved, embarrassed and insecure. The problem of sexual harassment in the form of verbal and visual, of course, should not be left unchecked for fear of a greater sexual harassment, namely physical harassment. Sexual harassment, whether verbal, visual and physical or non-verbal, is both not a good thing

to do which has an impact on both the victim and the perpetrator. Impacts for victims such as causing feelings of anxiety, low self-esteem, and loss of honor (Karyanti & Setiawan, 2019). Perpetrators of sexual harassment also have no less risk if they commit acts of sexual harassment such as getting legal sanctions for violating religious, moral norms and many others.

Efforts that can be made to prevent sexual harassment are to provide information services using video media by increasing knowledge about sex education to prevent sexual harassment from occurring physically in particular. The school's actions in implementing information services at SMA Negeri 15 Padang have been implemented but are still limited and have not implemented sex education information services using video media to prevent acts of sexual harassment. Information services provided in schools are more in the fields of learning, social, and career although

Personal development has also been carried out, but it is limited to self-development, not about providing sex education information services to prevent sexual harassment. Sex education is needed to prevent sexual harassment of students by providing knowledge and understanding about how to fortify themselves from behaviors that should not be done at their age. The provision of sex education is provided by educators, both families, teachers at schools and other educators. The information provided is more directed to students. Sex education is given to students in schools with the aim of providing understanding and equipping themselves to avoid acts of sexual harassment. Prevention of sexual harassment is done by involving the role of education. Education that can develop character in increasing understanding of sexuality through sex education. Sex education provided can prevent and overcome acts of sexual harassment (Karyanti & Setiawan, 2019).

Basically, information services provided through video media with a video selection system as a medium for disseminating innovation by combining visual and audio can also be packaged in various interesting forms using text, audio and music according to the topic of the services provided. Winkel & Hastuti (2006) stated that the implementation of providing sex education information services in order to run properly can be provided through relevant information materials where the forms and sources of information materials can be used through four types, namely oral, written, computer program diskettes and audio visuals. such as video cassettes, video compact discs, slides, and films as software.

The use of video media in information services aims to make it easier for service participants to clearly understand the content and service objectives of the shows they watch. The combination of visual and audio makes the purpose of the service more clearly understood, making it easier for BK teachers to carry out information services. Video media has a function as a learning medium, namely the attention function, affective function, cognitive function and compensatory function (Nurwahidah, Zaharah, & Sina, 2021). Video media with all its functions can make success in its use where information will be easier to understand. It is hoped that the information services provided can provide an understanding for students to know things that need to be done and not done as a student as an effort to prevent acts of sexual harassment.

Method

The research method used is quantitative research. This type of research is a Quasi Experiment Design with a pretest posttest control group design. The population in this study

was 284 students, and 60 students were taken which were divided into 30 students for the experimental group and 30 students for the control group. Sampling used cluster sampling. The research instrument used was a Likert Scale model.

Results and Discussion

The results of the research conducted at SMA Negeri 15 Padang were divided into an experimental group and a control group. In particular, this study was to determine the effectiveness of sex education information services using video media in preventing sexual harassment of students. The data obtained are the results of the pretest and posttest related to sex education. Descriptive data was carried out in each research group (experimental group and control group). In the following, the researcher describes the results of research on the effectiveness of information services regarding sex education using video media to prevent acts of sexual harassment on students.

Table 1. Results of Pretest and Posttest Sex Education of Students in Experiment Group and Control Group

Category	Interval	Experimental Group				Control Group			
		Pretest		Posttest		Pretest		Posttest	
		f	%	f	%	F	%	f	%
Sangat Tinggi (ST)	169-200	2	6,7	2	6,7	1	3,3	2	6,7
Tinggi (T)	137-168	1	3,3	20	66,7	3	10,0	15	50,0
Sedang (S)	105-136	4	13,3	5	16,7	6	20,0	12	40,0
Rendah (R)	73-104	17	56,7	3	10,0	13	43,3	1	3,3
Sangat Rendah (SR)	40-72	6	20,0	0	0,0	7	23,3	0	0,0
Total		30	100,0	30	100,0	30	100,0	30	100,0

Based on table 1 above, it is known that before being given sex education information services using video media, in the experimental group there were 6 students in the low category of 20.0%, in the low category there were 17 students with a percentage of 56.7%, in the medium category there were 4 students with a percentage of 13.3%, in the high category there is 1 student with a percentage of 3.3% and in the very high category there are 2 students with a percentage of 6.7%.

Furthermore, in the control group, before being given sex education information services without using video media, it was known that in the very low category there were 7 students with a percentage of 23.3%, in the low category there were 13 students with a percentage score of 43.3%, in the medium category there were 6 students with a score of 20.0%, high category 3 with a score of 10.0% and very high category 1 of 3.3%. So it can be concluded that the average understanding of sex education before being given services to the experimental group is in the low category while the control group is also in the low category on average.

Furthermore, it is known that after being given sex education information services using video media in the experimental group, there were 3 students in the low category of 10.0%, in

the medium category there were 5 students with a percentage of 16.7%, in the high category there were 20 students of 66.7%. , very high category as much as 2 percentages of 6.7%. While in the control group there is 1 student in the low category with a percentage of 3.3%, in the medium category there are 12 students with a percentage of 40.0%, in the high category there are 15 students with a percentage of 50.0%, there are 2 students in the very high category with a percentage of 6.7%. Thus, information services regarding sex education using video media are effective in preventing sexual harassment of students.

Table 2. Analysis Results of Kolmogorov Smirnov 2 Independent Samples of Sex Education of Experimental and Control Group Students

Test Statistics ^a		
		<i>Posttest Sex Education</i>
Most Extreme Differences	Absolute	,400
	Positive	,033
	Negative	-,400
Kolmogorov-Smirnov Z		1,549
Asymp. Sig. (2-tailed)		,002

a. *Grouping Variable*: Kelas Post Eks dan Post Kontrol

Based on the table above, the Z value for the two-tailed test is 1.549 with a probability number of Sig. (2-tailed) the resilience of the experimental group and control group students was 0.002 or the probability was below 0.05 ($0.002 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the third hypothesis tested in this study can be accepted, namely "there is a significant difference in sex education of experimental group students who participate in information services using video media with the control group who are provided with information services without using video media".

In the data description section, it can be seen that the average of the experimental group is higher than that of the control group. This difference occurred because the experimental group was given treatment in the form of information services using video media, while the control group was given without using video media about students' sex education without using video media. So it can be concluded that information services regarding sex education using video media are effective in preventing acts of sexual harassment on students.

Conclusion

Based on statistical analysis and hypothesis testing of this study, the following conclusions were obtained.

1. There is a significant difference in students' understanding of sex education to prevent acts of sexual harassment in the experimental group before and after participating in information services using video media.
2. There is a significant difference in students' understanding of sex education to prevent sexual harassment in the control group before and after participating in information services without using video media.

3. There is a significant difference in students' understanding of sex education to prevent sexual harassment in the experimental group for information services using video media with the control group being provided with information services without using video media.

Based on this, it can be concluded that sex education information services using video media to prevent sexual harassment are effective in increasing students' understanding of sex education compared to the control group by providing sex education information services without using video media.

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