CONSILIUM

The Role of Symbolic Modeling Technique in Group Guidance to Improve Students' Understanding of Sexual Education

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Article Information	Abstract
	Research Objectives: The purpose of this study was to increase the understanding of Islamic guidance and counseling students about the importance of sexual education as a preventive measure for sexual violence in the community through group guidance services using symbolic modeling techniques. **Research Methods:** This research uses the type of Guidance and Counseling Action Research (PTBK) conducted on 10 students of the Islamic Guidance and Counseling (BKI) study program. The data analysis processed is qualitative data analysis Miles, Huberman, and Saldana, namely condensing data, then presenting data, and drawing conclusions. In addition, researchers also used quantitative data analysis to obtain comparative data for cycle 1 and cycle 2. The analysis used a percentage formula by looking at the comparison of the results from cycle 1 and cycle 2 to see an increase in students' understanding of sexual education. **Research Results:** The lack of sexual education to students causes a lack of knowledge and awareness of cases of sexual violence that occur in the surrounding environment. Increased understanding of sexual education can be a preventive solution in reducing cases of sexual violence and creating a pioneer model for preventing sexual violence in the community. **Conclusion:** Increasing understanding of sexual education by providing group guidance services using symbolic modeling techniques that aim to prevent sexual violence also provides positive benefits for the development of student potential. So that Islamic guidance and counseling students can become good models and examples for the community. **Implications:** This article is expected to provide additional insight to guidance and counseling practitioners regarding group guidance services using symbolic modeling techniques in increasing understanding of sexual education in the community. This article is also expected to be a reference for socialization programs to prevent cases of sexual violence.

PENDAHULUAN

Community stereotypes, especially in Indonesia, regarding sexual education in general are still considered taboo subjects to talk about. Sexual education or sexual education according to Sarwono in (Rahayu & Susilaningsih, 2018, p. 38) is a method of reducing or preventing sex abuse that has negative impacts such as sexually transmitted diseases, depression, unplanned pregnancies and so on. The education is not only explaining the dangers of the negative impacts of sex abuse, but also how to take care of reproductive health, pregnancy prevention, contraceptive information and understanding the meaning of self-preservation.

People still think that conversations about sex are embarrassing and inappropriate to talk about, especially to children who are still in school. The lack of public awareness and understanding of the importance of sexual education makes opportunities for cases of sexual violence and sexual harassment in the community. Sexual violence is an act of degrading, insulting, attacking, and / or other acts against the body, a person's sexual desires, and / or reproductive function, by force, against a person's will which causes that person to be unable to give consent in a free state due to inequality in power relations and / or gender relations which results in or can result in suffering or physical, psychological, sexual, economic, social, cultural, and / or political losses (Sagala, 2020, p. 193). Sexual harassment is a sexualized act conveyed through physical or non-physical contact that targets the sexual body or sexuality of a person resulting in discomfort, degrading one's dignity, and possibly causing health problems and threatening health

(Komalasari et al., 2017, p. 11). The impact of sexual violence received can cause psychological effects such as trauma, depression, excessive anxiety, unstable emotions, low self-esteem, and even suicidal thoughts (Anisa et al., 2023, p. 69). This not only attacks the victim but the family also feels the negative impact.

Cases of sexual violence based on data from the Ministry of Women's Empowerment and Child Protection (Kemen-PPPA), in the period January 1 to September 27, 2023 there were 19,593 cases of violence recorded throughout Indonesia. The data was collected through the *Online* Information System for the Protection of Women and Children (Simfoni PPA) by Databoks (Muhamad, 2023). Based on all these cases of violence, 17,347 victims were female and 3,987 victims were male. As for age, victims of violence in Indonesia are dominated by the age group 13-17 years with 7,451 victims or around 38% of the total victims of violence in this period. The next most victims were from the 25-44 age group, followed by the 6-12 age group, 18-24 age group, and 0-5 age group. Kemen-PPPA also found that the most common type of violence experienced by victims was sexual violence, which amounted to 8,585 cases, followed by physical violence 6,621 cases, and psychological violence 6,068 cases.

The high number of sexual violence cases above shows a lack of understanding and public awareness of the importance of sexual education. Looking at the number of victims of sexual violence above, namely the most victims starting from adolescence and followed by early adulthood, this of course can affect the developmental tasks of adolescents in Indonesia who are the successors of the nation. The tasks of adolescent development according to Hurlock (2016: 10) are: a. being able to make new, healthier relationships with peers, both male and female, b. showing appropriate social roles for men and women, c. accepting physical changes and using his body appropriately, d. being able to show his responsibilities in the social environment, e. being able to manage emotions when dealing with parents, peers and others, f. preparing for a career, g. preparing for marriage and others. The completion of the achievement of all aspects of these developmental tasks needs to be assisted by support, guidance, and participation from parents and counselors (Fazny, 2021, p. 3). If these developmental tasks are not fulfilled due to a lack of understanding about sexual education, students and Indonesian society will have a high potential for sexual violence.

Seeing the urgency and importance of sexual education, it is necessary to prevent cases of sexual violence through socialization to students. Therefore, researchers are trying to take preventive steps by providing group guidance services using *symbolic modeling* techniques using poster media in increasing awareness of the importance of sexual education. Group guidance is an activity carried out by a group of people by utilizing group dynamics, namely the interaction of expressing opinions, providing responses, suggestions, and so on, where the group leader provides useful information in order to help individuals achieve optimal development (Narti, 2019, p. 332). This service is in line with the research objectives because group guidance is preventive and provides information and discussion in groups so that it can improve social skills and increase knowledge.

Albert Bandura's *social learning* theory conveys that humans are individual creatures and social creatures who often learn from observing and then imitating models (Akhir, 2022, p. 42).Modeling is a process of how individuals learn from observing others (Rahmi, 2021, p. 159). One type of modeling in Albert's theory is *symbolic modeling. Symbolic model* ing is illustrating target behavior through symbolic media such as films, video recordings, photos, picture books and so on (Setiawan, 2018, p. 50). The media that researchers use in applying this *symbolic modeling* technique is poster media. Posters are visual media in the form of images on a large piece of paper that can be hung or pasted on walls or other surfaces that function to convey certain information that can influence and motivate the behavior of other people who see it (Wulandari, 2017: 375).

The application of *symbolic modeling* techniques with group guidance has been used by Harivmah, Anas and Thalib in their efforts to increase student confidence at SMA Negeri 8 Gowa with the result that *symbolic modeling* techniques in group guidance can increase student confidence (2023: 6). Then Sadewi's research (2019: 219) also shows that the *modeling symbolic* technique with group counseling services can increase self-efficacy in making career decisions. Finally, Pratiwi's research (2017, p. 63) in increasing the achievement motivation of SMP Negeri 2 Minasatene students shows the results that the *symbolic modeling* technique is effectively used in research. Therefore, researchers are interested in conducting group guidance

research using *symbolic modeling* techniques on poster media to increase knowledge about understanding sexual violence.

METODE

Research Design

The type of research applied in this study uses Guidance and Counseling Action Research (PTBK). Guidance and counseling action research is a type of interactive research but with the inclusion of non-experimental problem-solving actions. PTBK is categorized ascollaborative action research that collaborates qualitative types with the provision of action in the form of one of the BK services (Jarkawi, 2015: 28). The implementation of BK services in this study is through group guidance services in collaboration with symbolic modeling techniques in the form of poster media. The purpose of PTBK research according to Hidayat and Badrujaman in (Habibah et al., 2021, p. 40) is to find the right form of action in overcoming a problem. In line with this, the application of PTBK in this study is implemented through group guidance services supported by providing symbolic modeling techniques in the form of posters. Through these services, students are expected to be able to increase their understanding of sexual education as a preventive measure for sexual violence. Through group guidance services, students can discuss and expand their understanding. In addition, through poster media students can get a more detailed picture of the discussion.

The provision of group guidance services using symbolic modeling techniques using poster media was carried out in two cycles. Each cycle goes through four stages, namely the planning stage, the implementation stage, the observation stage and the reflection stage. The following is the description.

Cycle I in this study includes several important stages. First, at the planning stage (Planning), researchers plan the time and place of research, determine research observers, and prepare the completeness of research supporting administration so that the research runs smoothly and in accordance with the objectives. Second, the implementation stage (Action) consists of several stages of group guidance, namely the pre-counseling stage, the initial stage, the transition stage, the work stage, the final stage, and the post-counseling stage. In the pre-counseling stage, the meeting begins with an introduction from the counselor who explains the purpose and objectives of the activity. Furthermore, at the initial stage, the group leader greets, introduces himself, and explains the meaning, purpose, function, components, principles, and stages of group guidance. In the transitional stage, the group leader ensures students' readiness to proceed to the next stage. The working stage is the core of the activity where the group leader opens a discussion session on the topic of sexual education. In the final stage, the group leader asks the students to summarize the activity, says thank you, and distributes questionnaires and reflections. The post-counseling stage involves filling out reflection journals by students for evaluation of the first cycle activities and preparation for the second cycle. The next stage is observation, which is carried out simultaneously with the implementation of group guidance services. From the results of the questionnaire observation, it can be seen that students still do not understand sexual education well. Finally, the reflection stage is carried out to evaluate the results of the activities, including the successes, obstacles, and solutions found. This reflection serves as feedback for planning the next cycle. Evaluation at this stage helps researchers improve the quality of services in the second cycle as well as knowing the results achieved in the first cycle.

Cycle II in this study includes planning, implementation, observation, and reflection stages. In the planning stage, researchers determine the time and place of research, select observers, and prepare supporting administration. The implementation of group guidance consists of pre-counseling, initial, transition, work, final, and post-counseling stages, starting with the counselor's introduction, introductions, prayers, and discussions about sexual education. In the final stage, students concluded the activity and filled out a questionnaire, followed by filling out a reflection journal as an evaluation. Observations showed an increase in understanding of sexual education after group guidance using the symbolic modeling technique of poster media. Reflection evaluates the success, obstacles, and solutions for planning the next cycle.

Paricipant

The subjects of this study involved 10 students of the BKI study program at IAIN Pontianak who formed one guidance group. The sample used *purposive sampling* technique, namely sampling data sources with certain considerations that support research objectives (Sugiyono, 2016: 218). These students will be

given group guidance services by counselors, namely researchers who double as group leaders and 10 students as counselees or group members.

Materials and Equipment

This research was conducted with several sources, primary data is 10 students of BKI IAIN Pontianak. Secondary data sources were also used with literature materials such as books, journal articles and several other relevant sources. In addition, considering the primary data in this study which has a small ratio, suggestions from researchers in future studies to be able to increase the number of samples in order to expand research data and develop new findings.

Research Procedure

Data collection in this study is based on the results of questionnaires and student reflections in increasing understanding of sexual education given in two cycles. Each cycle is divided into four stages, namely *planning*, implementation, *observation*, and *reflection*. Then secondary data from books, journal articles, and so on are taken based on the researcher's literature review to obtain data that is accurate and relevant to the research study being carried out.

Data Analysis Technique

The data analysis technique that researchers use uses Miles, Huberman and Saldana's qualitative (Wanto, 2018: 41). There are three activities in data analysis according to Miles, Huberman and Saldana, namely *data condensation*, *data* presentation, and *conclusions drawing*. Data condensation is the process of selecting and simplifying the results of data obtained from data sources, this is to focus the data as needed and in accordance with the research objectives. Data presentation is presenting data that has been previously selected and simplified to make it easier for researchers to understand the results of the data. Drawing conclusions is the stage of concluding from the beginning of the research to the end of the research and drawing an outline of the results of the research to achieve the research objectives or not. As for processing the results of the questionnaire, the researcher used quantitative data analysis techniques, namely using the percentage formula (Hidayat and Badrujaman, 2020: 45), namely by calculating the comparison of questionnaire scores in cycle 1 and cycle 2 so as to get a percentage comparison before and after being given the questionnaire. so as to get a percentage comparison before and after being given group guidance services on understanding of sexual education. This is done to see how students' understanding increases when given group guidance services with *symbolic modeling* techniques using poster media.

RESULT

The provision of group guidance services with *symbolic modeling* techniques in poster media was carried out in two cycles. Each cycle is divided into four stages, namely *planning*(*planning*), implementation (*action*), *observation (observation*), and reflection (*reflection*). The following are the results of service delivery on students' understanding of sexual education.

Based on this graph, it can be seen that students' understanding of sexual education in the first cycle has an average value of 6 then increased in the second cycle to an average value of 9. It can be concluded that there is an increase in students' understanding of sexual education after being given group guidance services *symbolic modeling* techniques with poster media. These results can be seen from the following chart. To see the percentage increase of each participant, it can refer to the graph below.
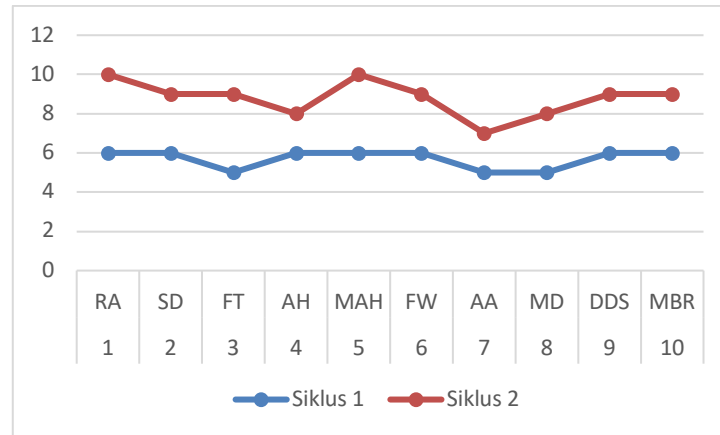
Graph 1. Results of Increased Understanding of Sexual Education After Providing Group Guidance Services Using Symbolic Modeling Techniques
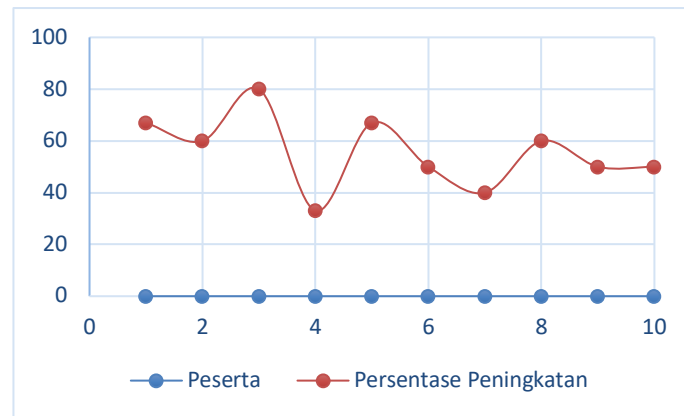
Graph 2. Percentage of Increased Understanding of Sexual Education After Providing Group Guidance Services Using Symbolic Modeling Techniques

Data interpretation shows that all students experienced an increase in grades from Cycle 1 to Cycle 2. The largest increase occurred for student TM with an increase of 1.00 or 100%, which means TM's score doubled. In contrast, the smallest increase occurred for student JP with an increase of 0.29 or 29%. The percentage of score improvement varied from 0.29 (29%) to 1.00 (100%), with an average score improvement for all students around 0.61 (61%).

The effectiveness of the symbolic modeling technique of poster media was proven in improving students' understanding of the material taught. The consistent improvement across all students suggests that this method can be widely applied to achieve similar results. This indicates that this technique is effective and reliable to be used in the learning process in various contexts and subjects.

DISCUSSION

Sexual violence is a disgraceful and despicable act and an undesirable act to occur in society. However, sexual violence can occur anywhere including the public sphere such as shops, roads and public transportation. Even cases of sexual violence can also occur in places of activity such as offices, campuses, home environments, schools and so on (Suprihatin & A. Muhaiminul Azis, 2020, p. 415). The causes of sexual violence are due to the desire and ability to harass. In addition, opportunities and opportunities are the main factors in the occurrence of sexual violence cases (Novia et al., 2023, p. 2). Cases of sexual

harassment among students can also occur due to a lack of education and counseling about sexual activity (Kumari & Syarif, 2023, p. 16).

This urgency requires preventive measures that can be accepted and understood by students and communities who still consider sexual education a shameful thing to talk about. Therefore, a model is needed that can provide examples in learning and understanding the importance of sexual education. According to Bandura in (Lesilolo, 2018, p. 190), humans are quite flexible and able to learn behavioral skills. Although humans can and have learned a lot from direct experience, more is learned from observing the behavior of others.

Bandura's theory of social learning is based on three assumptions, namely: 1) individuals learn by imitating what is in their environment (model), 2) there is a close relationship between learning and the environment, and 3) the results of learning are in the form of visual and verbal behavior codes that are manifested in daily behavior (Laila, 2015, p. 25). Based on these assumptions, a model is needed that will be imitated by students and the community in learning sexual education. The use of *symbolic modeling has*advantages in its application, Komalasari in (Febrianti & Nawantara, 2022, p. 43) argues that *symbolic modeling* techniques are very efficient, practical and more interesting. In addition, it is supported by technological developments that make it easier for people to make symbolic modeling media in this technique. Media that can be used and applied to *symbolic modeling* techniques can be written media such as books, comics, videos, movies, pictures or posters. The selection of this delivery medium depends on where, with whom, and how the symbolic model will be used (Usman et al., 2017, p. 83). Posters as a medium for delivering sexual education information to students were chosen based on the function and efficiency of their use. Posters can be reproduced and pasted so that many people see them, the poster model must also look attractive so that students and the public want to read it. Posters that are pasted need more reinforcement, therefore researchers use group guidance services as a forum or facilitator in delivering sexual education posters. Group guidance services allow a number of people to jointly obtain various materials from certain sources (especially from counselors) which are useful for supporting the daily lives of both individuals and students, family and community members and for consideration in making decisions (Kamaruzzaman, 2016, p. 93). Group guidance services are a medium for self-development to be able to practice speaking, responding, giving and receiving other people's opinions, fostering normative attitudes and behaviors and other positive aspects which in turn individuals can develop their potential and can improve interpersonal behavior (Narti, 2019, p. 333). These benefits can also support students in optimizing their developmental tasks, as Saputra, Daharnis and Yarmis (2016, p. 27) also revealed that if developmental tasks can be fulfilled, it is hoped that students who are prospective counselors in the future can become adults, and the positive potential that exists in them develops optimally and becomes human beings who can be responsible for God, self, family, society, and the state. BKI students who are prospective counselors must prepare themselves so that when they go directly to the community they can become counselors and become good models for the community to follow.

CONCLUSIONS

Increasing understanding of sexual education by providing group guidance services using symbolic modeling techniques that aim to prevent sexual violence also provides positive benefits for the development of student potential. Sexual education is very important to reduce the number of sexual violence cases that have occurred recently. In addition, sexual education can also improve the quality of human resources who are good, responsible, and able to carry out their respective duties. Students of the Islamic Guidance and Counseling (BKI) study program are prospective counselors who will become models and examples for the community to imitate. Therefore, BKI students need provision through group guidance services using symbolic modeling techniques in increasing understanding of sexual education so that these students can develop their potential, become good examples for the community and be able to provide sexual education to the community. Then students and the community can prevent the potential and opportunities for sexual violence to occur in the surrounding environment.

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