THE EFFECTIVENESS OF CINEMATHERAPY TECHNIQUE GROUP GUIDANCE IN PREVENTING STUDENT SEXUAL HARASSMENT

[*1]Suryati, [2]Emi Puspita Dewi, [3]Agnesia Ramadhayanti
[*1,2,3]Universitas Islam Negeri Raden Fatah Palembang
Email: [*1]suryati_uin@radenfatah.ac.id, [2]emipuspitadewi_uin@radenfatah.ac.id,
[3]agnesiaaa29@gmail.com

Abstract
The purpose of this study was to determine the effectiveness of the cinematherapy technique group guidance in preventing sexual harassment of students at Madrasah Aliyah Ar Rahman Palembang. The design used in this study was quasi-experimental. The sample of this study was 20 students who were divided into 2 groups. The results of the study showed a significant difference between the experimental group and the control group. The posttest results of the experimental group were 49.2, while the posttest of the control group was 45.3. The results of the t-test in the pretest and posttest experimental groups showed that the significance was not reached. 0.000 < 0.05, which means Ha is accepted. It can be concluded that the provision of cinematherapy technique group guidance services is effective in preventing sexual harassment among students of MA Ar Rahman Palembang.
Keywords: Group Guidance, Cinematherapy Techniques, Sexual Harassment Prevention

Abstrak
Tujuan dari penelitian ini untuk mengetahui efektivitas bimbingan kelompok teknik cinematherapy dalam pencegahan pelecehan seksual siswa di Madrasah Aliyah Ar Rahman Palembang. Desain yang digunakan pada penelitian ini adalah quasi eksperimen. Sampel penelitian ini berjumlah 20 siswa yang dibagi menjadi 2 kelompok. Hasil penelitian terdapat perbedaan yang signifikan antara kelompok eksperimen dan kelompok kontrol. Hasil posttest kelompok eksperimen yaitu 49,2 sedangkan posttest kelompok kontrol yaitu 45,3 dan hasil uji t-test pada kelompok eksperimen pretest dan postest menunjukkan bahwa nilai sig. 0,000 < 0,05 yang berarti Ha diterima. Maka dapat disimpulkan bahwa pemberian layanan bimbingan kelompok teknik cinematherapy efektif dalam mencegah pelecehan seksual pada siswa MA Ar Rahman Palembang.
Kata kunci: Bimbingan Kelompok, Teknik Cinematherapy, Pencegahan Pelecehan Seksual

INTRODUCTION

Sexual harassment is a social issue that has long been a public concern in Indonesia, especially in the realm of education. This phenomenon can occur regardless of time and place, including in schools, which actually function as educational institutions and places for the formation of moral values. The facts show that schools are actually one of the locations with a high incidence of sexual harassment. This condition requires schools to

play an active role in preventing students from becoming victims of sexual harassment. Forms of sexual harassment often take place without the victims or perpetrators realizing it, such as catcalling, which is a form of verbal sexual harassment that is often seen as normal behavior, even though it harms the victim. The term sexual harassment is not unfamiliar in Indonesia, as these cases almost always appear every year. Based on data from the Ministry of Women's Empowerment and Child Protection (Kemen PPPA), throughout 2023, there were 29,883 reported cases of violence, of which the highest category was sexual harassment with 13,156 cases. Furthermore, data from the Ministry of PPPA as of September 2024 recorded 8,617 cases of sexual harassment, with the highest number of victims coming from SMA/MA students with 5,875 cases (Kemen PPPA, 2024). The data confirms that sexual harassment cases not only affect adults but are also rampant among children and adolescents.

Previous research shows that adolescents who are victims of sexual harassment have a high risk of experiencing psychological distress, depression, self-injurious behavior, and even suicidal tendencies (Francesca & Praveetha, 2020). Sexual harassment can be understood as behavior that is sexual in nature and carried out unilaterally without the consent of the victim. This behavior causes negative reactions in victims, such as feelings of shame, anger, offense, hatred, and prolonged trauma. In the context of education, counseling guidance services are one of the important instruments to prevent and deal with the problem of sexual harassment among students. According to Prayitno (2013), group guidance allows members to discuss certain topics through group dynamics, which are useful in developing self-understanding, social skills, decision-making abilities, and improving the quality of interactions in everyday life. Group guidance has various techniques that can be applied, one of which is cinematherapy.

Benson (2019) explained that cinematherapy techniques in group guidance are useful for helping individuals deal with interpersonal problems, designing career specialization, adjusting personally and socially, and improving orientation in school. Through film media, students can learn to recognize behavior that is classified as sexual harassment, understand its impact, and realize the importance of protecting themselves and reporting incidents of harassment experienced. Based on initial observations at Madrasah Aliyah Ar Rahman, it was found that some students have a basic understanding of the concept of sexual harassment, but have not been able to identify its various forms, both physical and non-physical. Some students consider sexual harassment to be limited to physical behavior such as touching, embracing, or holding, while verbal and symbolic forms are not widely understood. In addition, there is no special material that deeply discusses sexual harassment in madrasah. This has an impact on the low awareness of students to report if they experience sexual harassment, so they tend to choose to remain silent. This silence has the potential to have a negative impact, namely that the perpetrator feels free to repeat similar actions without any consequences.

METHOD

This study used a quantitative approach with a quasi-experimental method. The research design applied was a *nonequivalent control group design*, which allows researchers to compare experimental groups and control groups without going through a full randomization process. The population in this study was all students of Madrasah Aliyah (MA) Ar Rahman Palembang, totaling 197 students. The sampling technique was carried out by purposive sampling, which is the selection of samples based on certain criteria that are relevant to the research objectives. In this case, the samples selected were students who had inadequate understanding and attitudes related to the issue of sexual harassment. Based on these criteria, 20 students were selected, who were then divided into two groups, namely 10 experimental group students and 10 control group students.

The consideration of the sample size refers to Pandang's view (in the context of guidance and counseling research), that in experimental research, the sample size must pay attention to the *sample* size (minimum sample size and *group size* maximum group size). Roscoe (1975) also provides guidelines that statistical analysis with a sample size of less than 10 is not recommended. However, in simple experimental research with strict control, the use of small samples between 10 and 20 people is still acceptable. The data collection method was carried out with a questionnaire that was prepared to measure students' understanding and attitudes regarding sexual harassment. The validity test of the instrument was carried out using the Pearson Product-Moment technique, while the reliability test used the Cronbach's Alpha coefficient. The data analysis technique used is quantitative descriptive analysis to describe the condition of the data, as well as a t-test to determine the significant difference between the experimental group and the control group after being given treatment.

RESULTS AND DISCUSSION

Based on the results of the pretest using a questionnaire, it was known that the initial condition of 10 students in the experimental group before being given treatment with the guidance of the cinematherapy technique group, obtained an average pretest of 35.5 where as many as 2 students were included in the low category, 7 students were included in the medium category, and 1 student was included in the high category. In the control group, the average achievement was obtained of 40.2, where 1 student was included in the low category, 8 students in the medium category, and 1 student in the high category.

In Table 1, it is known that students' attitudes and understanding have improved after participating in the cinematherapy technique group guidance service. The average pretest result of the experimental group before being given treatment was 35.5, while after being given the guidance service of the cinematherapy technique group experienced a significant increase, with an average posttest result of 49.2. Table 1 can be seen below:

Table 1. Differences in pretest and posttest scores of experimental groups

No	Name	Pretest	%	Category	Postest	%	Category

No	Name	Pretest	%	Category	Posttest	%	Category
1	TM	35	10%	Keep	48	10%	Keep
2	ADM	37	10%	Keep	50	10%	Keep
3	NOW	40	11%	Tall	55	11%	Tall
4	MONKEY	34	10%	Keep	42	9%	Low
5	FRI	37	10%	Keep	49	10%	Keep
6	PTP	30	8%	Low	47	10%	Keep
7	YUM	32	9%	Low	49	10%	Keep
8	F	38	11%	Keep	53	11%	Tall
9	BP	37	10%	Keep	52	11%	Keep
10	S	35	10%	Keep	47	10%	Keep
Sum		355			492		
M		35,5(36)			49,2(49)		
SD		2,84			3,46		

Based on Table 1, it is known that in the control group, the average pretest result was 40.2, and the average posttest result of the control group was 45.3. The control group experienced an increase, but not as much as the experimental group, where the treatment was given cinematherapy technique group guidance services. Table 2 can be seen below:

Table 2. Differences in pretest and posttest scores of the control group

No	Name	Pretest	%	Category	Postest	%	Category
1	H	45	1 %	Tall	52	11%	Tall
2	HERSELF	41	10 %	Keep	49	11%	Keep
3	Ra	40	10 %	Keep	45	10%	Keep
4	AS	40	10 %	Keep	41	9%	Keep
5	AW	37	9 %	Low	41	9%	Keep
6	Ro	38	9 %	Keep	43	9%	Keep

7	M	42	10 %	Keep	45	10%	Keep
8	F	38	9 %	Keep	47	10%	Keep
9	I	40	10 %	Keep	40	9%	Low
10	A	41	10 %	Keep	50	11%	Tall
Sum		402			453		
M		40,2(40)			45,3(45)		
SD		2,19			3,93		

1. **Shapiro-Wilk's normality test**

The following explains the results of the normality test using the Shapiro-Wilk test in the experimental group and the control group can be seen in Table 3 below:

Table 3. Normality Test Results

Tests of Normality							
Group	Kolmogorov-Smirnova			Shapiro-Wilk			
	Statistic	Df	Itself.	Statistic	df	Itself.	
Pretest Eksperimen	.194	10	.200[*]	.960	10	.783	
Control	.165	10	.200[*]	.935	10	.499	
Postest Eksperimen	.173	10	.200[*]	.966	10	.853	
Control	.151	10	.200[*]	.942	10	.581	
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the results of the normality test, it was known that in the experimental group, the significance value for the pretest was $0.783 > 0.05$ and the significance value for the posttest was $0.853 > 0.05$. In the control group, the significance value for the pretest was $0.449 > 0.05$, and the significance value for the posttest was $0.581 > 0.05$. So it can be

concluded that the results of the pretest and posttest of the experimental group and the control group > 0.05, then the data is said to be normally distributed.

2. Homogeneity Test

The Homogeneity Test is used to test for similarity and determine whether the variance of the two groups that are being compared is equal or equivalent. The results of the homogeneity test can be seen in Table 4 below:

Table 4. Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Itself.
Result	Based on Mean	.512	1	18	.483
	Based on Median	.448	1	18	.512
	Based on Median and with adjusted df	.448	1	17.927	.512
	Based on the trimmed mean	.467	1	18	.503

Based on Table 4, it can be concluded that the value of sig. Is 0.483. Because the value of sig. From the results of the post-experimental and control group > 0.05, it can be concluded that the results of the experimental and control groups are the same or homogeneous.

3. Uji Hypothesis

In tables 5 and 6, the hypothesis test is explained, namely, using the t-test. *An independent sample t-test* was conducted with the aim of comparing the post-test results of the experimental group and the control group. Meanwhile, the Paired sample t-test was carried out to see whether or not there was an increase in scores before and after being given treatment to the experimental group.

Table 5. Independent Sample T test results

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	.512	.483	2.236	18	.038	3.900	1.744	.236	7.564
	Equal variances not assumed			2.236	17.718	.038	3.900	1.744	.232	7.568

Based on Table 5 in the *equal variances assumed section,* it is known that the sig value. (2-tailed) of 0.038 < 0.05, so it can be said that there is a significant (real) difference between the post-test value in the experimental group and the control group.

Table 6. Paired Sample T test results

| | | | Paired Differences | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Pretest - Postest	-13.700	2.710	.857	-15.639	-11.761	-15.986	9	.000

Based on Table 6, it can be seen that the results of the paired sample t-test are 0.000 < 0.05, which means that Ha is accepted and H0 is rejected, that is, there is a significant difference between before and after the cinematherapy technique group guidance services. Therefore, it can be concluded that the guidance of the cinematherapy technique group is effective in preventing student sexual harassment at MA Ar Rahman Palembang. The research using *cinematherapy* techniques in the prevention of student sexual harassment was carried out in four meetings. In this study, the application of group guidance was carried out to several students, consisting of 10 people.

CONCLUSION

The guidance of the cinema technique group carried out on 10 students showed that 1 student was in the high category with a percentage of 10%, 7 students were in the medium category with a percentage of 70%, and 2 students were in the low category with a percentage of 20%. This can be seen from the results of the experimental group's pretest. From the results of the pretest, it was found that the score was 355 with an average score of 35.5. After receiving treatment from *the cinematherapy technique group*, students experienced an increase in posttest results with a score of 492, with an average of 49.2. In the control group, the pretest score was 402 with an average of 40.2. And after being given group guidance, the control group experienced an increase in posttest results with a score of 453, with an average of 45.3. The difference in post-test results in the experimental and control groups was 0.038 < 0.05, where there was a significant difference between the experimental group and the control group.

The effectiveness of the cinematherapy *technique group guidance* in preventing student sexual harassment in madarasah aliyah Ar Rahman Palembang, the group guidance process was carried out 4 times. The results of data analysis in the experimental group with the t-test resulted in a tcount = 15,986, greater than the t_{table} of 2,228, with a sig. Value of 0.000. Because the value of sig. 0.000 < 0.05, it can be concluded that Ha is accepted and H0 is rejected, meaning that there is an effectiveness of the *cinematherapy* technique group guidance in preventing student sexual harassment at Madrasah Aliyah Ar Rahman Palembang.

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