

Use of Film and PowerPoint Media for Awareness of Sexual Violence in Adolescents Through Group Guidance

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Abstract: The rapid growth and change in the world has encouraged the use of technology in various fields, including education and learning. Guidance and counseling in schools as part of the education system in Indonesia, uses technology to improve the quality of its services to students. This study aims to measure the effectiveness of using PowerPoint films and media in increasing students' awareness about sexual harassment through group guidance. Action research methods with one group pre-test and post-test and descriptive analysis were used to support the analysis of the results in this study. A total of fifteen students participated in this study. The results showed that the use of films and PowerPoint was effectively applied in group counseling services to increase students' awareness of sexual harassment.

Keywords: Group Guidance and Counseling; Movie; PowerPoint; Sexual harassment

Introduction

The existence of communication and information technology in guidance and counselling has an important role that is regulated as a system support for the overall services provided. Adaptation of guidance and counselling into the digital era is a necessity. Including the transfer of generations with all the distinctive characteristics it has. Today's students are Generation Z who are very literate and proficient in using communication and information technology devices. Utilization of communication and information technology in the context of education in schools in the form of attractive, effective, and efficient learning media to be applied in various conditions, such as during the current pandemic.

According to Briggs in a book entitled *Instructional design*, educational technology in 1977, learning media are physical means to convey learning content or materials such as: books, movies, videos, etc. Learning media in general are teaching and learning aids. In addition, learning media are everything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of the learner so that it can encourage the learning process. The definition is quite broad and in-depth including the understanding of sources, environment, humans, and methods used for learning or training purposes (Ekayani, 2017).

Previous studies found the effectiveness and efficacy of using movies media and PowerPoint in improving learning outcomes (Herlina, 2020); (Nouthaphone & Purbani, 2020); (Nursyaida & Hardiyanti, 2020); (Rahmawati et al., 2020), to increase learning motivation (Salsabila et al., 2020); (Rahmani & Abduh, 2022), to increase interaction and learning dynamics (Razak et al., 2021), in triggering students' critical attitudes (Icen & Tuncel, 2019); (Jannah & Atmojo, 2022), to increasing intelligence (Gómez & García, 2020), and as a means of character education (Kim, 2015).

A survey conducted in 2021, initiated by the International Survey on Sexual Harassment in Public Spaces (IPSOS) Indonesia, revealed that 82% of respondents admitted to having experienced sexual harassment, such as cat calling, unwanted sexual looks or gestures and unwanted sexual teasing, jokes, or questions (Pranita, n.d.). This result is in accordance with data compiled by the Ministry of Women's Empowerment and Child Protection, which noted that in 2020, there were 7,191 cases of sexual harassment reported. The facts are concerning, seeing a significant increased case every year.

Systematic research has examined 802 published articles, found that the prevalence of sexual violence was experienced by one of four female students, with a severe impact on the

victim (Bondestam & Lundqvist, 2020). Sexual harassment is not only experienced by women, but also men. In a national survey in the United States in 2018, showed 43% of men and 81% of women, admitted to having experienced sexual violence, with verbal forms the most dominating (Kearl, 2018).

Based on data quoted from the official website of the National Commission on Violence Against Women, from 2001-2012, there were 4,336 cases of sexual violence. A total of 2,920 cases occurred in the public sphere with most cases of violence in the form of obscenity and harassment. This number increased rapidly in 2013, rising to 5,629 cases, which means there are two cases of violence against women every three hours. The average age of victims who experienced sexual violence was in the age group of 13-18 years and 25-40 years (Paradias & Soponyono, 2022). Another research found that 49.61% of high school students had a tendency to commit acts of sexual harassment, ranging from moderate, high and very high intensity (Syahniar et al., 2019). Data indicates that sexual harassment vulnerable to be experienced by adolescents.

One of the developmental tasks in the student independence competency standard (SKKPD), which is related to the topic of sexual harassment is gender awareness, by achieving a good relationship pattern with peers, in their roles as men or women (Operational Guidelines for the Implementation of Guidance and Counselling). This is in line with the developmental task proposed by Havighurst, to achieving more mature relationships with peers and the opposite sex. The main purpose is to grow into dignified adult women and men, who can learn from each other and work together to achieve common goals. Relationships are built based on ethics, norms and rules that apply in society. The success of this task is very important because it will lead adolescents into good social adjustments in the future (Setyowati, 2018).

Therefore, it is reminding us that very important to involve schools and educational institutions to overcome and break the chain of sexual harassment problems at students. A sharp criticism was put forward by Gillander Gådin & Stein, (2019) who stated that schools had become a place to normalize sexual harassment behaviour, by allowing and assuming it was normal and nothing big deals. Guidance and counselling as part of the education system in Indonesia, has a strategic role in looking at issues of sexual harassment, especially those experienced by the age group of students, both as victims and perpetrators. This is in line with the guidance and counselling paradigm that is oriented towards the introduction of potential, identification, and fulfilment of needs, as well as measuring developmental tasks to achieve mastery.

The new paradigm of guidance and counselling has oriented towards the prevention and development of students. This means guidance and counselling should taking role to solve sexual harassment in adolescent in systemic, and effective services. One of the most appropriate methods in our opinion is the group guidance method. The consideration in selecting group guidance is its preventive orientation, to increase students' awareness and knowledge (Rasimin & Hamdi, 2021). Group guidance is a service that allows several students to jointly express opinions and discuss important topics. Group guidance refers to activities that focus on providing information or experience through a planned and organized group activity (Hallen, 2005). Prayitno, (1995) said group guidance refers to the term discussion group proposed by Jacobs in 1987.

The Group guidance has some benefit than other methods. Group guidance is more efficient than being given individually, because its characteristics of the services provided to several students (10-15 people), and more effective than being given classically. In group guidance there is a dynamic interaction between the students involved, this drive learning process is more interactive and fun (Gibson & Mitchell, 2005). Exploration of the benefits of group guidance raise the elaboration of communication between group members, where when a person speaks, a memory recall process occurs, and when someone listens, an active storage process occurs, by scanning for errors or discrepancies that may occur. Another important

thing, there is an exploration of the conversation that aims to answer the problem being discussed. This process trains a person to explore various ideas that arise, express them to other group members, as well as the ability to speak and convey arguments or opinions (van Blankenstein et al., 2011). Aim of this study is to measure the efficacy of using movie and PowerPoint to increase students' awareness of sexual harassment through group guidance.

Method

This study uses an action research method, to determine the effects that arise after the intervention is given to the sample group. Intervention using films, and PowerPoint through group guidance. The film used in this research is titled *Please Be Quiet* by William Adiguna, produced in 2021. The duration is 20 minutes, starring Sheryl Sheinafia, Verdi Solaiman and Canti Tachril. This film tells about the sexual harassment experienced by female employees at work, by their superiors. Victims of abuse are silent and reluctant to confront the abuse they receive. There were witnesses who witnessed the persecution. His efforts to open cases of sexual harassment by meeting the perpetrators directly encountered various obstacles. In the end, the witness kept silent about the persecution he saw.

PowerPoint is consisting of 20 slides with the following content: Title (slide 1), definitions and concepts of sexual violence (slides 2-5), Types of sexual violence (slides 6-7), Data on cases of sexual violence (slides 8-9), Effects of sexual violence (slides 10-17), Help for victims of sexual violence (slides 18-19), references (slides 20).

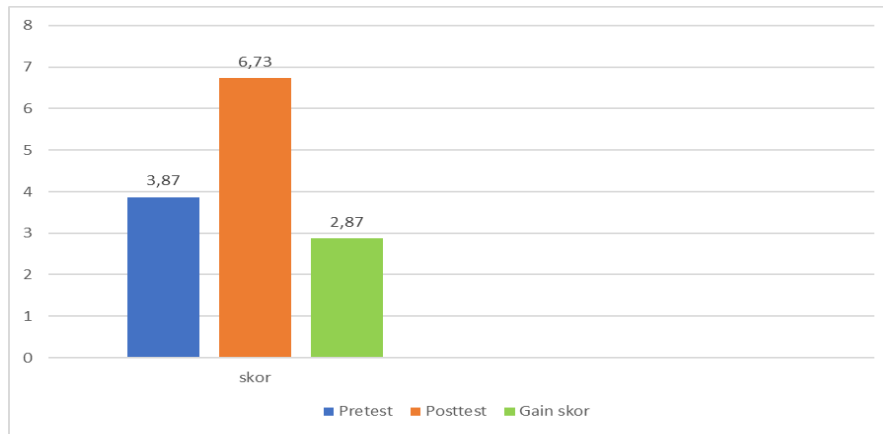
The technique used is one group pre-test and post-test design, without a control group. This method was chosen because of the limitations of the researchers in determining the sample and implementation time. Participants came from extracurricular SMAN 02 South Tangerang, recruited by purposive sampling technique. Participants consisted of 14 girls and 1 boy from across classes. The selection of materials and samples was based on recommendations from the guidance and counseling coordinator at the school, after conducting a pre-pandemic assessment of students regarding material needs. Using related information by extracurricular unit managers that some students said they had experiences related to sexual harassment. The results were analyzed using descriptive analysis by comparing the students' pre-test and post-test scores.

Data collection was distributed using online platforms, such as Google Meet, and Google Forms. The study carried out on February 26, 2022. Pre-test and post-test consist of two open questions with long answer type. Score from 0 to 10, based on answer criteria. We also put gain score, with comparing pre-test and post-test scores. Self-evaluation form to evaluate effect of intervention (movie, PowerPoint, group guidance) and the topic itself in line with aim of this study.

Result and Discussion

Our research found significant increase in score after intervention to the participants. Based on pre-test and post-test scores, mean-score of pre-tests is 3.87; mean-score of post-tests is 6.73. There is a gap between mean-score of the pre-test and post-test (gain score) 2.87. This means that the intervention using movies and PowerPoint through group guidance is effective in increasing students' awareness of sexual harassment.

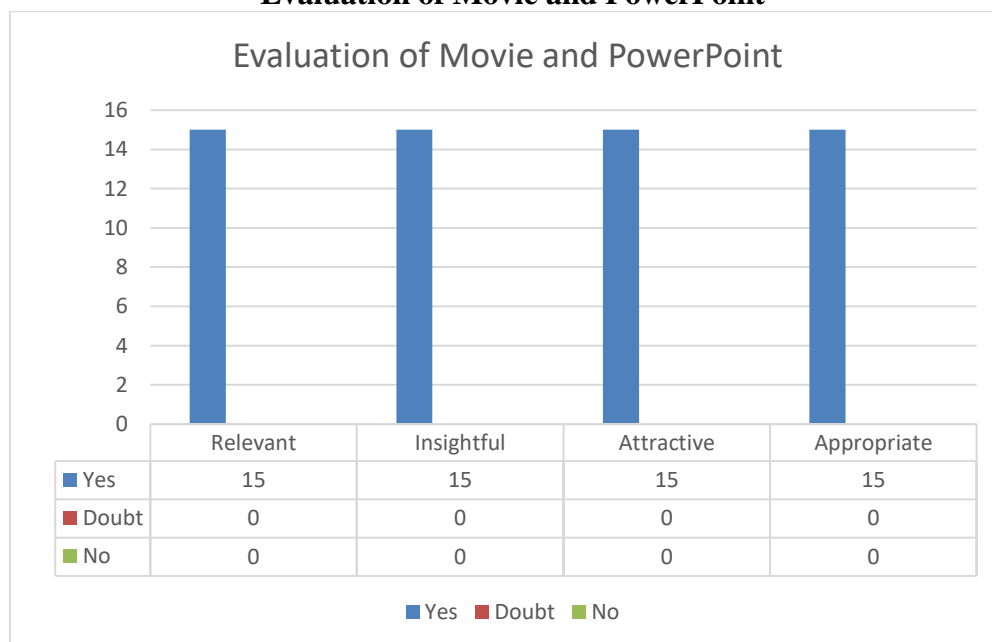
Figure 1 Result of *Pre-test*, *Post-test*, and *Gain Score*



The results of the study are in line with previous studies, that movies and PowerPoints are useful and effective in learning. According to our past searched, there only few studies in Indonesia using movies and PowerPoints to discuss about sexual harassment topic. Our research can be an alternative for guidance and counselling units in schools in providing services for students at school.

- Evaluation of Movie and PowerPoint
Based on self-evaluation by participant in using movies and PowerPoint as learning media, the maximum score was given by all participants. Participants comment that the movies and PowerPoint were relevant, interesting, insightful and agree to use both to get effective learning.

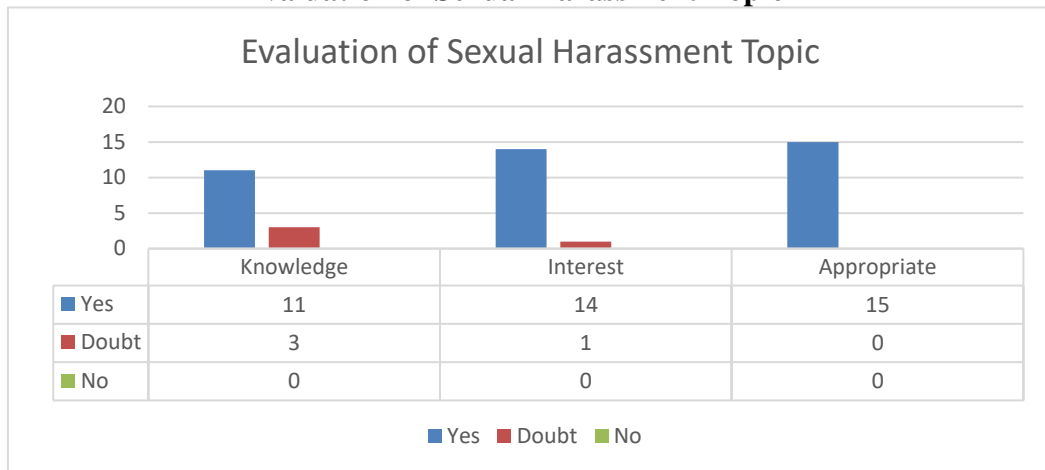
Figure 2
Evaluation of Movie and PowerPoint



- Evaluation of Sexual harassment topic

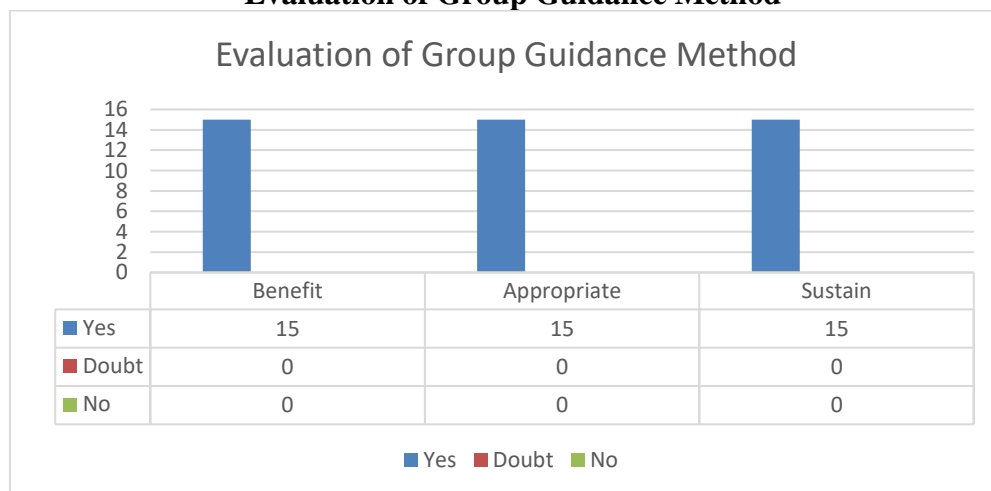
Based on self-evaluation, participants showed that topic as enrich knowledge (11 participants) expressed interest with topic of sexual violence (14 participants) and considered it appropriate to be the theme of group guidance services (all).

Figure 3.
Evaluation of Sexual Harassment Topic



- Evaluation of Group Guidance Method
Based on self-evaluation, all participants agree that group guidance method has advantage, appropriate and worth sustain in the future.

Figure 4
Evaluation of Group Guidance Method



Guidance and counselling need to utilize communication and information technology in providing their services, keeping up with the changes and developments existed, as well as the occurrence of generation transfer with various distinctive characteristics. Media technology such as movies and PowerPoint are part of advances in communication and information technology, have been proven to have efficacy and effectiveness in supporting learning in schools. Previous studies have shown that movies and PowerPoint media are useful in improving learning outcomes, increasing students' motivation and participation in class, triggering critical thinking skills, character education facilities to increasing academic and social intelligence. However, the selection of the concept of movies and the design of PowerPoint adjusts the goals and targets of the learning itself. Last sentence is guide for designing the media in this study. There are only few studies have written about sexual

harassment with guidance and counselling perspective. Previous studies concern on legal standing, clinical counselling, advocacy, and multi-culture perspective. This study may complete and offering difference solution for sexual harassment issues.

The implementation of guidance and counselling services needs to be packaged in an attractive, dynamic, adjusting to the development of an increasingly advanced era entering the 4.0 industrial revolution. The education system in the industrial revolution 4.0 era is characterized using digital technology in the learning process, known as a cyber system and can make the learning process run continuously without the boundaries of space and time. This is certainly a demand as well as a challenge for every educator to continue to hone their skills and competencies. Technology-based learning makes learning more practical and makes it easier for teachers to convey information to students (Mudaim et al., 2021).

Previous studies have revealed that movies and PowerPoint media have good benefits and effectiveness in supporting learning. Blasco et al., (2015) argue that movies are an audio-visual version of storytelling. Movies are capable of enhancing emotions and thus form the basis for conveying concepts. Movie experiences act like emotional memories to develop attitudes and keep them as reflective references in everyday activities and events. Other theories said that movies are an effective strategy to teach language, increase students' motivation and participation in class. However, it is necessary to pay attention to the suitability between the movies given and the class level, age, goals to be achieved, as well as activities before and after watching, so that they become meaningful learning (Kabooha, 2016). Breu & Ambrós describes movies as the key to teaching social values in a cross-curricular and interdisciplinary way. Watching movies will increase sensitivity to human values, as a reflection of learning about ourselves. Movies teach students to always think critically, understand various points of view through the characters that appear (Gómez & García, 2020).

Kabadayi, (2012) summarizes the various benefits obtained from media movies, such as (1) improving memorization and understanding; (2) increase the richness of expression; (3) develop creative thinking; (4) increasing focus on the topic being studied; (5) creating long-term memory because there is active participation in watching; (6) practice social skills by studying various interactions, relationships, and causes and effects which are the themes of the movies watched.

Meanwhile, Radanov said PowerPoint is a form of presentation software that allows presenters to display colors and sounds in a simple form in the material they deliver. In classroom teaching, power point helps teachers vary the ways of giving lessons and get out of boring routines. Meanwhile, for students, power point will increase motivation, participation and build a more interactive class. PowerPoint supports a variety of student learning styles, involving audio-visual and kinaesthetic displays involved (Akhlghi & Zareian, 2015).

Sexual harassment is a sexual approach that threatens and disturbs the perpetrator towards the victim. The sexual approach taken does not always have to be physical but can also be verbal (Mannika, 2018). Therefore, sexual harassment can take many forms, for example, touching and squeezing another person's body without consent (doctors, nurses, physiotherapists sometimes make body contact for the purpose of diagnosis and treatment), taunts or jokes that lead to sexuality, personal questions about sexual life, as well as making sexual gestures through hands or facial expressions.

In most of sexual harassment cases, it is not only causing physical injury, but also mental injury and trauma to the victim. The mental scars from sexual harassment are not easy to remove, compared to physical wounds. Suryandi said It takes a long time for the victim to fully recover from the incident she or he experienced (Paradiaz & Sopyonyono, 2022). The causes of sexual violence are various such as dangerous workplace conditions, organizational hierarchies (power relations and dominance), proclamation of gender violence, toxic academic masculinity, a culture of silence and lack of active leadership (Bondestam & Lundqvist, 2020).

According to Romli Atmasasmita, there are two factors that influence a person to be vulnerable to sexual harassment: intrinsic factors (inside themselves) and extrinsic factors (outside themselves). Intrinsic factors consist of: (1) intelligence; individuals with low intelligence, will be easily persuaded and influenced by negative delinquents and powerless to resist it; (2) age; although sexual violence can occur at any age, children and adolescents are the group most vulnerable to sexual harassment, due to their physical, psychological and cognitive limitations; (3) gender; vulnerability ratio reaches one of four between men and women, which is women are more common victims of sexual harassment; (4) the position of the child in the family; only child tend to be vulnerable to sexual harassment, because they are become less independent (Simbolon, 2018).

Meanwhile, extrinsic factors consist of: (1) family; children came from broken homes, orphaned, and miscarried tend to be vulnerable to sexual violence; (2) education and schools; supervision and education by teachers and other educators is needed in developing positive insights and attitudes, to prevent sexual harassment. In addition, while at school there is interaction between children and their friends, so that they are vulnerable to mutual influence and imitation. Schools can be a source of psychological conflicts that develop into delinquents; (3) association; associating in a negative social environment can cause a person not only to become a victim of sexual harassment, but also the perpetrators of sexual harassment themselves. In the cases of adolescent's prostitution, motorcycle gangs and other social problems, one of the causes is because they are included in a problematic social environment; (4) the influence of mass media and social media. Adolescent in the transitional phase is very vulnerable to information circulating freely in the mass media and social media, so they fall into wrong perceptions and follow the wrong stream. Such as showing off on certain applications, making them vulnerable to verbal abuse (Simbolon, 2018).

The problematic situation required systematic, comprehensive, and holistic program solution. Grand design for development programs and services should oriented towards increasing awareness of sexual harassment in adolescents needs to be intensified through the guidance and counselling unit in schools. This is in line with the goals of guidance and counselling in optimizing the potentials of students, achieving completeness of developmental tasks, and assisting students in solving problems that interfere with their academic, physical, psychological, and social development.

Depth critics written by Larkin, (1994). She said even sexual harassment can occur anywhere, on the streets, in public places, and even in the home, but sexual harassment in schools sets a precedent for the same kind of behaviour that will be encountered elsewhere. When sexual harassment occurs school, then it's tolerated by teachers as educators and even considered common sense -nothing happens-, it will damage for victim. There will be a perception that sexual harassment and other forms of violence are logical products of society. Victims of sexual harassment, become helpless when humiliated, berated, and mistreated. If not controlled, this misogynistic attitude seeps into the school and gives birth to a new generation perpetrator, which continues beyond the school environment. In other words, educators contribute to the reproduction of a patriarchal society in which men often use violence to express sexual dominance over women.

Conclusions and Suggestions

Our study finding that movies and PowerPoint that deliver by group guidance method are an effective combination in increasing students' awareness about sexual harassment. Self-evaluation by participants shows the media (movie and PowerPoint), the topic (sexual harassment) and the method (group guidance) have advantage and appropriate to continuing as a program solution. Participants said they interested and need this information and skills, because it is very close to their daily experiences. Our limitation that the intervention was short, and only a male participants involved. This might be more interesting when the group have more balancing gender expression.

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