

Original Article

Behavioral service solutional steps in the context of sexual harassment issues in higher education

Intan Dewi Maulida^{*)}

Universitas Islam Negeri Sunan Kalijaga

^{*)} Correspondence regarding this article should be addressed to: Jl. Laksda Adisucipto, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281, Indonesia; E-mail: intandmaulida@gmail.com

Article History:

Received: 28/09/2017;
Revised: 13/10/2017;
Accepted: 27/10/2017;
Published: 06/11/2017.

How to cite (APA 6th):

Maulida, I.D. (2017). Behavioral service solutional steps in the context of sexual harassment issues in higher education. *Teraputik: Jurnal Bimbingan dan Konseling*, 2(1), 97–104. DOI: 10.26539/teraputik.32141



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. © Maulida, I.D. (2017).

Abstract: This paper is an exploratory study of the polemic of sexual abuse in college. Academic community as an important factor in the context of homo-social, has the potential to grow in *al-ghadabiyah* and *al-syahwaniyah*. If a person is not able to control himself in a good direction, then lust will lead to negative direction and trigger mental illness conditions such as sexual harassment behavior, and vice versa. Behavioral service as a catalyst requires specifically earthing to overcome sexual harassment behavior by adaptation into the college curriculum. Behavioral conceptualization service there are two types of preventive and curative that the system works differently, but in practice has the same goal that is, to lead the students to actualize themselves in accordance with the ability and the scientific basics. The key to success behavioral service lies in the synergy of the relationship between counselor and counselee who gave birth to three principles namely, awareness, openness, and confidentiality.

Key words: Behavioral service, sexual harassment, higher education.

Abstrak: Tulisan ini merupakan kajian eksploratif terhadap polemik pelecehan seksual di perguruan tinggi. Sivitas akademika sebagai aktor penting dalam konteks homo-sosial, berpotensi tumbuh pada *al-ghadabiyah* dan *al-syahwaniyah*. Jika seseorang tidak mampu mengontrol diri ke arah yang baik, maka nafsu akan menggiringnya ke arah negatif dan memicu kondisi mental illness seperti perilaku pelecehan seksual, begitu juga sebaliknya. Behavioral service sebagai katalisator menuntut pembumian secara khusus untuk mengatasi perilaku pelecehan seksual dengan mengadaptasikan ke dalam kurikulum di perguruan tinggi. Konseptualisasi behavioral service terdapat dua jenis yaitu preventif dan kuratif yang sistem kerjanya berbeda-beda, namun pada praktiknya memiliki satu tujuan yang sama yaitu, menggiring mahasiswa agar dapat mengaktualisasikan dirinya sesuai dengan kemampuan serta basik keilmuannya. Kunci keberhasilan behavioral service terletak pada sinergisitas relasi antara konselor dan konseli yang melahirkan tiga asas yaitu, awareness, openness, dan confidentiality.

Kata Kunci: Behavioral service, pelecehan seksual, perguruan tinggi.

Introductions

In principle, lust has two types of powers namely, *al-ghadabiyah* and *al-syahwaniyah*. *Al-ghadab* is the potential power to avoid the self from all that is dangerous and *Al-shahwaniyah* is the potential power to induce yourself from all the fun. Both of these principles are oriented towards the things that are delicious, so the appeal to the ugliness is more quickly responded by the stimulus. The implications of many human behaviors become contemptible, inhuman, and uncontrollable.

The reality of human life in the context of homo-social is never separated from the help of others in living a harmonious, safe, roomy, and prosperous life. Positions like these signal individuals in directing their passions to develop positively, eventually requiring guidance and counseling.

Sexual harassment is a teenagers problem based on the lusts work cycle. Inability to control lust leads to behaviors directed at sexual pleasure. Generally this happens in adolescents who are so complex

and less parental supervision, so the skills to control the behavior is important for every student in interacting with the wider environment.

Guidance and counseling in the context of higher education demands an earthing implementation specifically to address changes in better behavior and away from sexual harassment. The fundamental reason that both victims and perpetrators need help to restore their mental condition and behaviors to be healthier, and to preserve the campus environment healthy and free from sexual harassment.

Discussions

Sexual harassment in higher education

Sexual harassment is a significant problem that can hinder education mobility in college, so many observers focus on the problem. Experts in the Reproductive Health Tech Counseling Book view the issue as an act of sexual nuance applied through physical or non-physical contact. This leads to a body part of one's sexuality that causes a sense of humiliation, humiliation, to threaten health and safety issues. Another book explains that sexual harassment is an undesirable act in the form of invitations to sexual acts, oral, physical, and sexual gestures, and behaviors or actions that are offensive, degrading, and intimidated (kementerian tenaga kerja dan transmigrasi, 2011).

Anomious in Bahri and Fajriani (2015) explains that sexual harassment can be classified in three forms namely, verbal, signaling, and physical abuse. Verbal chatter includes sexually connoted comments, porn humor, sexual solicitation; Sexual chatter in the form of sign language includes flirting, naughty whistling, sexual gestures; And physical abuse involves pinching, pinching, clapping or touching certain body parts. This form of sexual harassment is so vast that it is thin to be distinguished in perforations. In essence, the act is unacceptable to the victim, so the category of sexual harassment behavior form is a subjective act of the recipient's perspective (Bahri and Fajriani, 2015).

The occurrence of sexual harassment can not be separated by the principle of "quid pro quo harassment" (Sutherland, 1991), is individuals who have a position of power and then abuse it to invite or persuade action that leads to sexuality. If reflected to sexual harassment inside the campus, then the position of power in the form of the perpetrator feels himself senior and has a lot of experience then utilize the field of academics either formally or nonformally by persuading sexual activities. The implications of these actions lead to changes in learning environments, performance, and learning processes that are unpleasant and insecure.

In a social environment, this behavior becomes parasitic for other teenage children. Teenagers will tend to imitate behaviors that are considered "good" according to their perceptions to be accepted in friendship. This form is described by Santrock (2003) as a picture of the conformity of friendship that tends to grow in a negative direction. It is important to note that the process of adolescent interaction has influenced and influenced relationships. Related to the above cycle, Bandura (Zimmerman, 1989) explains that behavior, environment, and personality are always interacting with each other. The environment can affect a person and can act to change the environment. Thus, the behavior of sexual harassment that is not immediately corrected will have consequences for the development of other students. Departing from this then the containers to provide oriented services to help improve the behavior of learners in the sense of importance in college.

Behavioral service a means to improve student behavior

As with the above problematization, high sexual harassment is a form of behavior that causes discomfort based on sexual preferences occurring within the campus environment. This has an impact on the stability and comfort of learning process of learners. Therefore, universities are expected to provide a container that helps the academic community in helping to overcome the problems both in terms of psychic, behavior, and social. Through behavioral service is provided for all students to improve their behavior.

In general, behavioral service can not be separated from the context of guidance and counseling, because the procedure has a meaning that matches the concept of guidance and counseling that is helping overcome the problems faced by learners (counselee) provided by the counselor (counselor) to deliver counsees on optimal development (Prayitno, 2013). However, behavioral services typically improve behavior that is problematic, especially in sexual harassment.

Conceptualization of service behavioral service is divided into two types: prevention (preventive) and healing (curative). Both of these concepts have a different working system, but has a purpose that is, lead students to be able to actualize themselves in accordance with the capabilities possessed in specification of the field of scholarship. Here is the conceptual framework of service behavioral service.

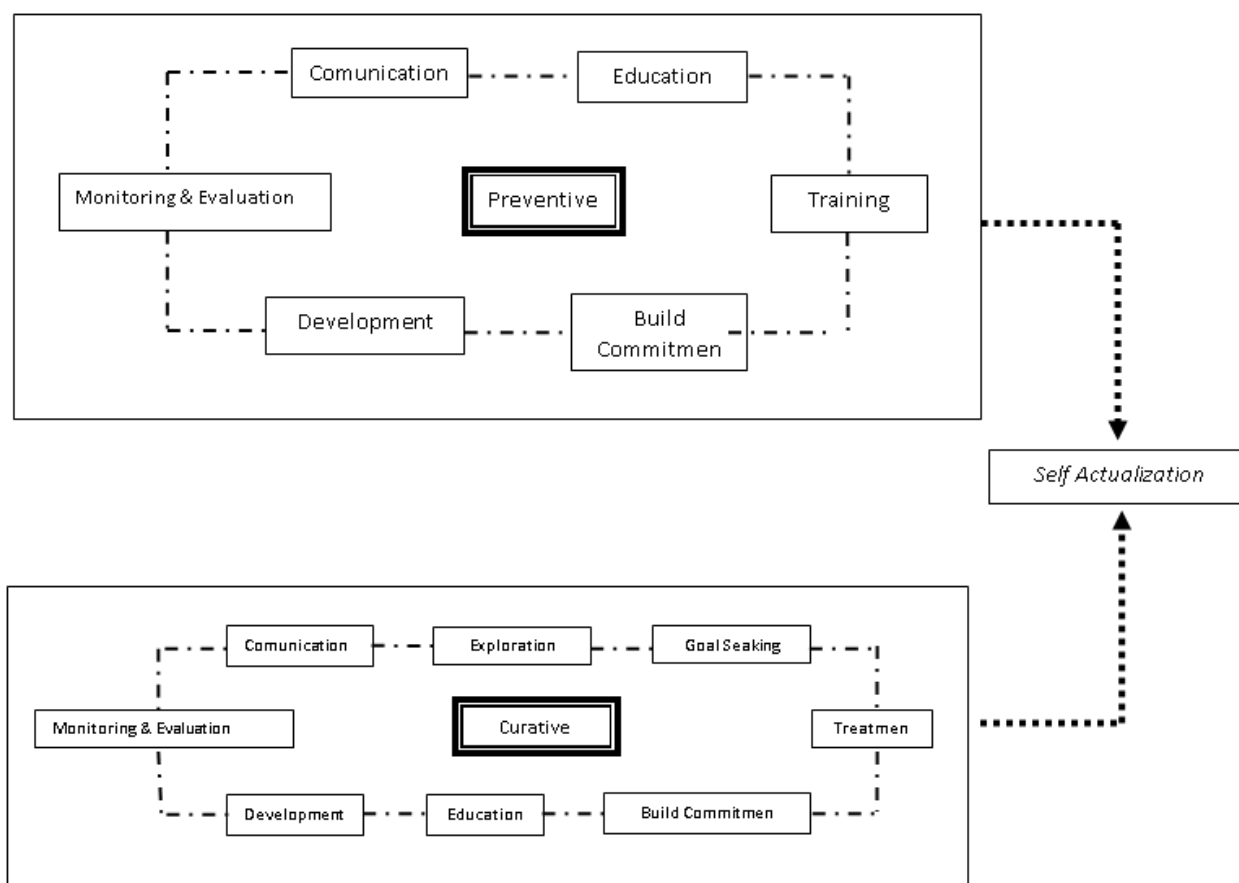


Figure 1 Behavior service of concept

Visualization above to consider the work system service behavioral service for preventive is communication, education, training, build commitment, development, monitoring and evaluation. First good communication between counselor and counselee must be established, this is to build a friendly and intimate relationship, so that the counselee feel well received by the counselor and of course the counselee does not feel reluctant or hesitate to express the problems being faced; Both education, socialize to all learners about sexual harassment and this can be done on the orientation program and introduction when beginning to enter college; Third training, this training is intended to identify issues of sexual harassment, prevention, and coping skills. The existence of this training is a manifestation to instill a sense of caring to create a productive and sexually productive campus environment from sexual harassment; Fourthly build commitment, having good skills in addressing sexual assault problems and addressing them, learners are directed to build a commitment in life that will not fall into the behavior of sexual harassment. This is a manifestation of an effort to establish a principle in which the counselee is not affected to sexually abuse wherever he may be; Fifth development, learners after having the skills to analyze, prevent, overcome sexual harassment and have a commitment will not try to do sexual arousal needs to be developed. This

means that this commitment will falter if not developed through forms of activities such as participating in social activities; Sixth monitoring and evaluation, learners can not be removed without counselor supervision just because it already has the abilities and skills as above, it is necessary to monitor whether the learners are really safe, healthy, and free from sexual harassment behavior. In addition, this evaluation is a form to evaluate whether the efforts or programs undertaken by the counselor have been successful or there is a part of the method that needs to be improved; self-actualization, the totality of the five stages above is to lead learners can actualize themselves through the sciences and skills that have been owned.

While the service system of behavioral service curative service there are eight steps, namely communication, eksplorasi, goal seaking, treatment, build commitment, training, development, and monitoring, this whole is aimed at ability of student to can actualize themselves. In turn, curative service can be given to counselee who experienced sexual harassment either victim or perpetrator, so the system work is two in one. Because in it orientate to the improvement of behavior through structuring psychological conditions.

As for the first stage, communication is considered important to build relationships for victims and perpetrators of sexual harassment, so that the counselee feel free to tell the related problems especially sexual harassment experience. Once the atmosphere starts to melt; Second, explore the problems experienced by the counselee. Explorers of this problem is the determinant of the success of the service behavioral path because the more the counselee is open to the problem the easier the counselor will analyze and determine the help techniques to be provided. Once the problem is found and structured; Third goal seaking, to avoid bias between counselor with counselee then this stage of goal formulation should be desired by the counselee, so that the counselor helps the counselee achieve that goal. In addition, the determination of this goal can trigger the motivation of counselee in conducting every session of service behavioral service activity; Fourth treatment, to change the individual behavior required treatment in which there are various techniques, such as, systematic desensitization, assertive training, implosing or flooding, aversion, operant conditioning, positive reinforcement, response formation, deletion, sampling, economi tokens, and other techniques; Fifth building commitment, after getting change through doing some treatments, then the counselee needs to be invited to build commitment. This commitment aims to raise itself to become a competent individu in achieving its goals; Sixth training, it is important to cultivate skills and increase the counselee's ability to distract from sexual harassment behavior into more meaningful behaviors, such as exercises that can channel the hobby and talent of the counselee; The seven developments, when the counselee has shown changes in behavior and beliefs about himself, it needs to be grown develop so that commitments and skills possessed can be embedded in him to form a solid principle. The totality of these activities becomes provision:

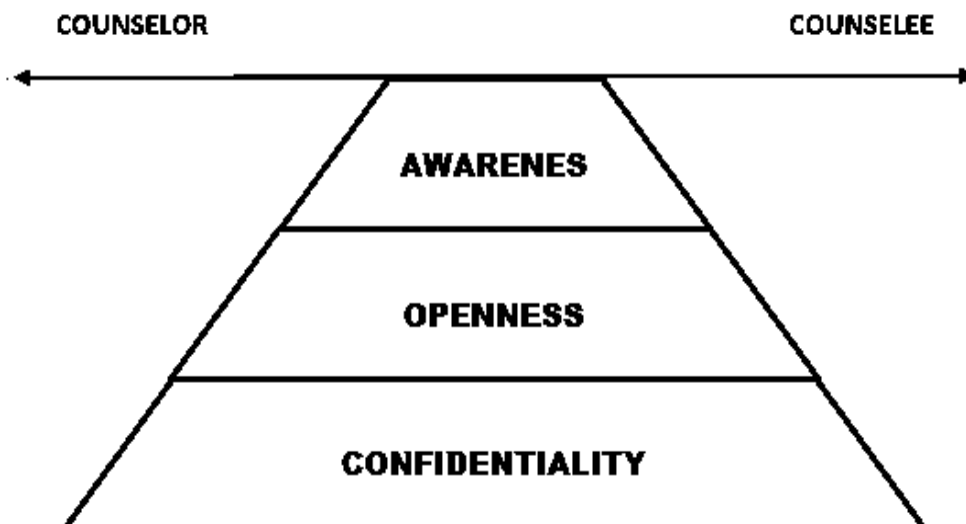


Figure 2 The role of behavioral service principle in the relation between counselor and counselee

The illustration in Figure 2 shows the principle of awareness, meaning that the counselor should care about the counselee's problem and have an obligation to help solve the problem. When there is no caring, the counselor give help only a formality and the results will not be maximized. The principle of openness, meaning that the counselee should be open to all the problems and nothing is covered up so that counselors in formulating the problem counselees can be structured and more easily to determine win-win solution to be offered. The confidentiality, meaning that the counselor can guarantee the confidentiality that counselee story about sexual harassment. Counselors are expected to be able to maintain well, except on certain matters and get counselee consent. This principle as a balancer relationship between counselor and counselee, so that can synergize to achieve maximum results.

Implementation of behavioral service in higher education

Behavioral service services in higher educations are not merely institutional structural and administrative activities but also as part of the awareness of student development that is structured in the program of activities and implies the ongoing interaction between students, the community, and the contribution of teaching and learning activities.

Behavioral service service activities that appear to be a relationship between counselor/service personnel and counselee to help overcome the problem of counselee especially to change maladaptive behavior by orientate ability of intrapersonal and interpersonal soft-skill to counsel to become more independent both in overcoming problem and prevent from problem of sexual harassment , So this service will create harmonization among learners and create a safe, comfortable, and conducive campus environment.

Reflecting on the situation above, the author synchronized in a book entitled urgency guidance and counseling in the college that one of the problems that trigger the importance of guidance and counseling in the education process in college that is the problem of adjustment and behavioral abnormalities (Fathurrohman, 2014). The problem of self-adjusted (meladjusted) failure causes an unnatural behavior that appears to be an aggressive behavior, recalcitrant nature, disruption, self-awareness, attention-grabbing, and other perverted behavior. Generally learners show symptoms of behavioral disorders and tendency to fail in the process of education. In order to overcome these guidance and counseling play a significant role.

Sexual harassment behavior is a very fatal behavior, because it interferes with the concentration and motivation to learn, even will hamper the future of the students. Casmore and Shackel (2013), assert that child sexual abuse affects mental health, physical, social influences, and educational outcomes. Worse, such cases often have tremendous negative impacts on learners, even after years of events gone by (Fathiyah, 2010).

In addressing the above issues, in the literature explains (Bulletin of the American Association of University Professors, 2013) that sexual harassment is a serious problem, as it can paralyze the educational and performance processes within the institution, so within the university there should be policies and procedures for dealing with responsive complaints. Then Guneri (2006) conducted a survey at Turkish universities on the basis that the lecture was a difficult period for the developmental transition, let alone the complexity of the modern world has increased and along with the violence, dysfunctional families, drugs, alcohol, sexual and sexual behavior, and challenges Others. The results of this survey show that most universities in Turkey provide counseling services and administratively there are health services, culture, and sports centers. While counseling service personnel are mostly psychologists, counselors, psychiatrists and other official workers.

The above description shows a new paradigm that behavioral service needs to be implemented in high-growth especially in Indonesia. The basic assumption of the service horizontally and vertically seeks curative and preventive steps. The preventive step is intended to create and provide guidance to students to prevent sexual harassment. The goal is to build the interaction between students (individuals), society, and the environment to avoid sexual harassment, so as to achieve optimal development. While the curative measures provide assistance to students who have experienced sexual harassment to be cured in a healthy

condition psychically and lead the students to empower themselves to have a good passion of spirituality in continuing his studies. While for the perpetrators provide assistance to change maladaptifnya behavior in accordance with the norms and values that exist. The goal is that students can solve the problem and can develop their potential, so as to achieve optimal development and competitiveness for the future. This situation is confirmed by Corey (2013) that behavioral therapy is directed to acquire new behaviors and eliminate maladaptive behavior. Finally it can strengthen the desired behavior. Furthermore, services that emphasize behavioral orientation have a great deal of influence in the area of education, particularly in dealing with children with behavioral problems.

Some important points to consider in the implementation of behavioral service can be illustrated in the following figure:

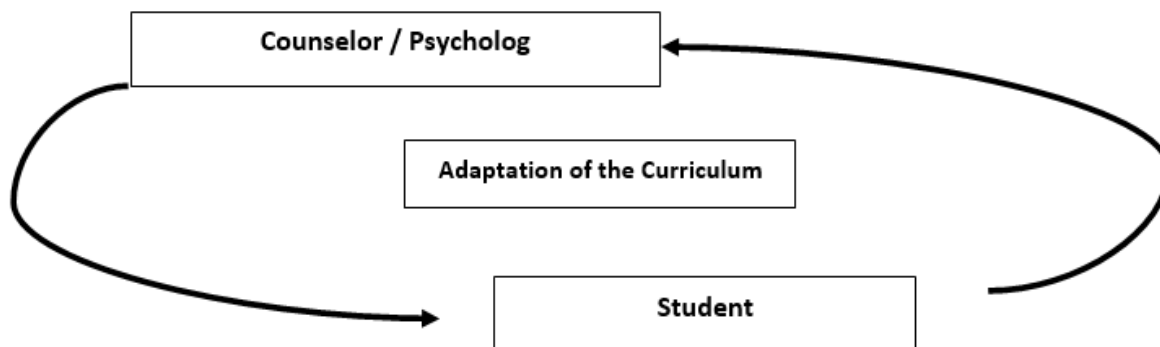


Figure 3 Implementation of behavioral service cycle in higher education

The above cycle shows the impelentasi behavioral service in the college requires experts such as counselors and psychologists. Psychologist is someone who has taken strata (S1) psychology and professional education. While the counselor is a person who has taken the stratum (S1) education guidance and counseling and professional education. The approach and work task of a counselor is like a psychologist, it's just that the focus of the counselor works on the problem counselee in the category of mental illness, meaning they have problems and challenges in his life, but not to experience mental disorders. While the task of psychology is to help overcome the problem of individuals both normal and abnormal. However, between psychologists and counselors alike have the provision of scientific dynamics of human development, analyze and perform psychotherapy, so that they both have the expertise to reflect, provide insights, open insights to help overcome the problems of the counselee. That way to deal with issues related to sexual harassment behavior requires cooperation between psychologists and counselors, in order to help solve student problems holistically. The existence of these experts is like a food chain where students need counselors and psychologists, while this force is intended for students. In addition, in order for this behavioral service to operate legally in college, it needs to be adapted in the college curriculum. Sukiman (2013) explained that the curriculum is a tool that dilakukan by schools (in this case college) to achieve its goals. Thus, to achieve the university vision of building quality mansuia and moral resources, the behavioral service needs to be adapted into the curriculum.

Conclusions

Portraits of college sexual abuse can occur in various forms such as sexual harassment with sign language, verbal, and verbal language. The complexity of this form of sexual harassment can not be separated from the principle of "pro quo harassment" is abuse of power with sexual rewards. This triggers teenagers to engage in sexual harassment and this environment becomes a role model to imitate among student groups. This situation has an impact on security, comfort, and learning environment. Public

elektabilitas towards universities as a vehicle to sharpen intelligence, character formation, and skills need to be maintained.

Behavioral service is a container that is used to help students overcome maladaptive behavior problems, especially sexual harassment. In principle, behavioral service has two practices, namely for preventif and for curative which in totitas to lead students can actualize themselves in accordance with the specifications of scientists. The success of the behavioral service process does not escape the synergy between the counselor and the counselee, so through this relation gave birth to three principles of awareness, openness, and confidentiality.

Behavioral service as a new capital to maintain the existence of universities in the midst of menggusnya current challenges of globalization need to be optimized through personnel professional professionals such as counselors and psychologists. That way they already understand the dynamics of student development, so that between students with service providers can interconnect well. For the sake of the realization of it all, the Behavioral service needs to be adapted into the college curriculum, so it is more integrated in the vision and mission of universities to achieve idealized goals.

Acknowledgement

I would like to express my deepest appreciation to all those who provided me the possibility to complete this article. A special gratitude I give to all friends, parents, and my lecturer who contribution in stimulating suggestions and encouragement, helped me to coordinate my article especially in writing this article. Thank you.

References

- Bahri, Saiful dan Fajriani. (2015). *Suatu Awal Kajian terhadap Tingkat Pelecehan Seksual di Aceh, Jurnal Pencerahan, Vol. (9), No. 1, 50.*
- BKKBN. (2013) *Buku Suplemen Bimbingan Teknis Kesehatan Reproduksi Pelecehan Seksual.* Jakarta: BKKBN
- Campus *Sexual Assault: Suggested Policies and Procedures*, Bulletin of the American Association of University Professors, Vol. 99, 2013. 92.
- Corey, Gerald. (2013). *Teori dan Paktek Konseling & Psikoterapi*, Bandung: Refika Aditama.
- Fathiyah, Kartika Nur. (2010). *Peran Konselor sekolah untuk penanganan seksual pada anak*, Jurnal Paradigma, No. 09.77.
- Fathurrohman, Puhuh. (2014). *Urgensi Bimbingan dan Konseling di Perguruan Tinggi Merajut Asa Fungsi dan Dimensi Dosen sebagai Konselor.* Bandung: Refika Aditama.
- Guneri, Oya Yerin. (2006). *Counseling Services in Turkis*, International Journal of Mental Health, Vol. 35, No. 1.
- Kementerian Tenaga Kerja dan Transmigrasi. (2011). *Pedoman Pelecehan Seksual Di Tempat Kerja.* Jakarta:
- Prayitno dan Erman Amti. (2013). *Dasar-Dasar Bimbingan dan Konseling.* Jakarta: Rineka Cipta.
- Santrock, John W. (2003). *Perkembangan Remaja.* Edisi ke-Enam, [terj]. Shinto B. Adelar, Sherly Saragih. Jakarta: Erlangga.
- Santrock, John W. (2007). *Remaja*, terjemahan dari *Adolescence*, Benedictine Widyasinta. Edisi kesebelas, Jakarta: Erlangga.
- Shakel, R & Casmore, J. (2013). *The Long Term Effect of Child Sexual Abuse*, Australia: Australia Institute of family study.
- Sukiman. (2013), *Pengembangan Kurikulum: Teori dan Praktik pada Perguruan Tinggi.* Yogyakarta: Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Kalijaga.

Sutherland, Carla. 1991. *Sexual harassment: A Darker Side to Campus Life*, *Jurnal Agenda: Empowering Women for Gender Equity*, No. 11, *Sexual Politics*.

Zimmerman, Barry J. A. (1989). *Social Cognitive View of Self Regulation Academic Learning*, *Jurnal of Educational Psychology*, Vol. (81), No. 3. 330.

Article Information (Supplementary)

The Journal Section:

Current Issue

Conflict of Interest Disclosures: The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

Copyrights Holder: Maulida, I.D., (2017)

First Publication Right: TERAPUTIK: Jurnal Bimbingan dan Konseling

<https://doi.org/10.26539/1233>

Open Access Article | CC-BY Creative Commons Attribution 4.0 International License.

Word Count: 3775

