

The Effectiveness of Classroom Guidance with Problem-based Learning and Jigsaw Techniques to Improve Negative Attitudes towards Premarital Sexual Behavior

Tati Yusra^{1✉}, Edy Purwanto² & Awalya³

¹ Universitas Ahmad Dahlan, Yogyakarta, Indonesia

² Psychology, Universitas Negeri Semarang, Indonesia

³ Professional Counselor Education, Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
September 2019
Accepted:
October 2019
Published:
January 2021

Keywords:

classroom guidance,
problem-based learning,
jigsaw,
negative attitudes towards
premarital sexual behavior

DOI

<https://doi.org/10.15294/jubk.v10i1.34629>

Abstract

This study aimed to analyze classroom guidance with PBL and jigsaw techniques to improve negative attitudes towards premarital sexual behavior in students. The study used pretest-posttest control group design by involving 54 students of SMK Walisongo Semarang. For more, purposive sampling technique was employed to select 54 students as the experimental subjects who were grouped into two. Each contained 27 students. The results of wilcoxon analysis showed that the experimental group treated using PBL technique experienced improvement on the negative attitudes toward premarital sexual behavior ($Z = -4.54$; $p < 0.05$), while Jigsaw technique gained ($Z = -4.54$; $p < 0.05$). Furthermore, the kruskal wallis test results showed that the PBL technique gained ($Z_{(18)} = 14.872$; $p > 0.05$) and the jigsaw technique gained ($Z_{(18)} = 14.872$; $p > 0.05$). These findings provide understanding for counselors that conducting classroom guidance with PBL and jigsaw techniques can improve negative attitudes toward premarital sexual behavior in students.

© 2021 Universitas Negeri Semarang

✉ Correspondence address:

Kapas No.9, Semaki, Umbulharjo, Yogyakarta, 55166
E-mail: tatiyusra@students.unnes.ac.id

[p-ISSN 2252-6889](#)

[e-ISSN 2502-4450](#)

INTRODUCTION

Premarital sexual behavior is a problem as well as social phenomenon that is increasingly found in society. The shift the norms of good, bad, right, wrong, particularly in the context of sexuality is progressively apparent in adolescents group. It is even considered normative, and not a taboo behavior as before. One of the most permissive premarital sexual behavior is sexual intercourse. Some studies found that the first practiced sexual intercourse is mostly done by adolescents whose ages are around high school (Rahardjo & Salve, 2015).

Based on the Survey of Adolescents Reproductive Health (SKRRI), it was found that there were several worrying dating behaviors. There were 29.5% male and 6.2% female happened to grope his or her partner, 48.1 male and 29.3% female adolescents happened to kiss his or her partner's lips, 79.6% female adolescents happened to hold her dating partner's hands. What is more concerning is that, the survey revealed that adolescents who did such behaviors were in the age of 15-17 with the portion of 45.3% male and 47% female adolescents. Of all ages being surveyed (10-14 people), there were only 14.8% claimed to have never dated at all (Ministry of Health, Republic of Indonesia, 2017).

Besides, the data from the Center for Youth Information and Services (PILAR) in the Indonesian Family Planning Association (PKBI) of Central Java in 2017, in 2012 recorded 2,967 adolescents had consultations with PILAR. In details, 821 adolescents consulted about reproductive health issues and it was found there were 79 cases about unintended pregnancy (KTD). Meanwhile in 2014, there were 63 cases of KTD with youngest suspect of 12 year olds. For more, in 2016 there were 64 cases of KTD, and 26 of them occurred in Semarang City.

In relation to premarital sexual behavior, Reiss (2011) is known as the first figure who talks about it in 1964. He (in Crawford & Popp, 2003) states that individual permissiveness in premarital sexual behavior depends on his attitude in seeing the premarital sexual behavior

itself. One interesting Reiss' theory regarding this issue is that basically individuals who practice premarital sexual behavior can be categorized into two groups, namely (1) permissiveness with affection which believes that premarital sexual behavior is justified on the basis of love, and (2) permissiveness without affection which states that premarital sexual behavior.

There are a number of things considered having relations to the practice of premarital sexual behavior. The first is attitude. Lapierre in Saifudin Azwar argues that "attitude is realized as a pattern of behavior, tendency or anticipative readiness, predisposition to adjust himself in a social situation or simply as a response to the conditioned social stimuli" Azwar (2016). Besides, Secord & Backman define attitude as "regularity in terms of feelings (affection), thoughts (cognition), and the predisposition of actions (conation) by someone on an aspect of the environment surrounding Azwar (2016).

In addition, affective components consist of emotion and one's emotion on a stimuli, especially positive or negative evaluations, behavioral components are ways someone acts in responding stimulus, cognitive components include one's thoughts regarding particular objects, such as facts, knowledge, and beliefs. The main object is related to several cognition. Plus and minus signs are affective components of the whole attitude toward cognition which are associated with the objects. Positive sign (+) means feeling supportive or like, negative sign (-) is a feeling of dislike (Taylor, 2009).

Humans in the environment and social situation will surely interact one another in social interaction. At this time, humans will feel neutral in reacting to like or dislike feelings. This situation will trigger their mental to simultaneously evaluate, form point of views, and feel. Through these steps, humans' behavioral pattern is created or in other words, this is what is called as attitude phenomenon. The opinions mentioned earlier show that attitude has significant role in decision making and behavior action. It is because attitude contributes to occurrences of decisions, and actions. Therefore, behavior is caused by a particular attitude.

Further, t positive attitude is manifested when there is a feeling of support or like, while negative sign means dislike.

Thompson (2011) says that a counselor should be able to provide services for adolescents and the risks for premarital sexual behavior in young age. Consequently, it is important for a counselor to gain knowledge about adolescents who start to experiment sexual behavior caused by the influence of mass media (the internet, television, movies, billboards, and posters), peers, and the absence of parents' supervision. They do so because they have chances, lack of supervision, influence of peer pressures, and media to do what they desire.

One of guidance and counseling services is classroom guidance. It can be used to assist students prevent premarital sexual behavior. This guidance can be done using many techniques, such as problem-based learning and jigsaw. The implementation of classroom guidance with problem-based learning (PBL) to examine knowledge and adolescents' attitudes toward premarital sex was done by Dicky (2016). He reveals that prior to the provision of PBL, the highest presentation was 80% with low category. After the treatment of Problem-based Learning model about HIV/AIDS was provided, the variables of knowledge and attitude of the majority of the subjects changed to good category with 80% percentage.

Pratiwi's study (2015) found that the implementation of cooperative learning model in form of jigsaw on the class X-1 students of SMAN 1 Pedes Karawang is effective to educate the students regarding the negative impacts of premarital sexual behavior and HIV/AIDS. It was proved by the comparison of pretest and posttest scores showing improvement before and after the provision of the treatment. The provision of classroom guidance with Problem-based learning and jigsaw techniques toward negative attitudes on premarital sexual behavior was realized as an effort to guide students by providing premarital sex knowledge at school. In this way, it was expected that the service could

help students comprehend more about the risks of premarital sex so that they can prevent it.

By referring to the above description, the study aimed at examining the effectiveness of classroom guidance with problem-based learning and jigsaw techniques to improve negative attitudes towards premarital sexual behavior of students. In this way, the researchers hoped that this study could have implications as new findings in the implementation of classroom guidance.

METHODS

This study used pretest-posttest control group design, and involved 54 students of SMK Walisongo Semarang. Purposive sampling technique was used to select 54 students from class X TSM-1, and TSM-2 to involve as the experimental subjects, and be placed into two groups. The researchers were forced to use the existing groups. Each contained 27 students who had the characteristics being investigated, namely negative attitudes toward premarital sexual behavior.

The instrument used in this study was the instrument of negative attitudes towards premarital sexual behavior made by the researchers themselves. It has attitude aspects covering cognitive, affective, and conative in Azwar (2016) amounted to 45 items with the reliability level of combach alpha of 0.743.

RESULTS AND DISCUSSION

This study was begun by giving pretest to the experimental groups in form of negative attitudes towards premarital sexual behavior instrument as a tool to measure the initial condition of the subjects. The pretest was given prior to the intervention. Meanwhile, the implementation of experiment was done in 4x45 minutes. The treatment given to TSM-1 group was problem-based learning technique, while TSM-2 group was jigsaw. After that, posttest was given to those groups.

Table 1. The Results of Wilcoxon Test

Techniques	Pre-test		Post-test		Z	p
	M	SD	M	SD		
Problem Based Learning	111.69	20.6	172.47	6.98	-4.54	< 0.05
Jigsaw	110.1	23.29	169.05	6.25	-4.54	< 0.05

The above table 1 presents the results of wilcoxon test in both groups. It showed that there was an improvement in the negative attitudes towards premarital sexual behavior in the problem-based learning group (Pre-test: M = 111.69; SD = 20.6; Post-test; M = 172.47; SD = 6.98; Z = -4.541; p < 0.05) and jigsaw experimental group (Pre-test M = 110.1; SD = 23.29; Post-test; M = 169.05; SD = 6.29; Z = -4, 541; p < 0.05).

Table 2. Kruskal Wallis Test

Techniques	N	M	Z	p
Problem Based Learning	27	31.65	14.872	0.18
Jigsaw	27	36.41	14.872	0.18

Furthermore, the results of kruskal wallis test showed that there was no difference in the level of the effectiveness of classroom guidance with problem-based learning and jigsaw (Z = 14.872, p > 0.05).

The findings of this study affirmed that the provision of classroom guidance with PBL, jigsaw, and the combination of these techniques was effective to improve negative attitudes towards students' premarital sexual behavior. These are supported by Jung-Hee's study (2014) that the implementation of classroom guidance with problem-based learning technique towards sexual health of Korean students can change the behaviors and provide more knowledge about sexual health compared to the condition before the treatment was given.

Problem-based learning could also be an effective technique to improve negative attitudes towards premarital sexual behavior because its implementation is in form of group discussion which can be carried out independently without facilitator, especially when it is related to sensitive issue such as sexuality. Adolescents who feel close to their groups will tend to participate actively feeling hesitant and understand each other more in group discussions that discuss

premarital sex problems in adolescents (EL-Shaer.A & Gaber. H, 2014).

Similar results also happened in jigsaw technique. This technique was also effective to be used in classroom guidance regarding the understanding of premarital sexual behavior and HIV/ AIDS. It was proved by the improvement in posttest results when compared to the pretest results. It can be said that the provision of classroom guidance with problem-based learning and jigsaw techniques regarding negative attitudes towards premarital sexual behavior can be done as an effort to guide students by providing knowledge about premarital sex at school (Janu, 2015).

Arends (2008) states that jigsaw is a cooperative learning technique which involves some members in a group in which the members are responsible for mastering materials, and being able to teach the materials to the other members. Therefore, jigsaw is a learning model that can be implemented for the sake of providing information about the risks of sexual behaviors. It is because during jigsaw implementation emphasizes peers' responsibility. In this study, the students discussed the materials in an expert group, and were responsible for explaining the materials to the other members, so students are free to express opinions and ask questions about materials that are not understood (Wartono, 2014).

Gerald & Gerald (2016) mentions that one of the risks faced by adolescents beside the influence of peers, gangs, smoking, alcohol, drugs, anti-social behavior is sexual behavior. Adolescents want to know sexual behavior without the experience to prevent it. They do is without a full understanding of the social, psychological, physical consequences of the behavior, such as pregnancy and illness. Interestingly, Tubman in Kathryn Geldard say that the behavior tends to be done continuously

because they enjoy sexual behavior as a sign of maturity and adolescence.

The implementation of classroom guidance in this study was done using problem-based learning, namely a learning which uses problems as the basis, and cooperative learning with jigsaw technique. By using these techniques, the students were more creative, innovative, and could think critically in solving a problem regarding premarital sexual behavior. They could also learn and understand materials about it. During the service, the students could freely deliver arguments about premarital sex, encourage new desires and interests, motivate and carry certain psychological influences. Thus, the students could know and understand the various effects caused by premarital sexual behavior and could sort and choose which friends are good associates and filter various kinds of information about sexuality correctly and healthily. In addition, these techniques could increase students' understanding and interest in attending classroom guidance services.

This classroom guidance service was carried out in an atmosphere of discussion with full interactive educational between the discussion members. It was a guidance that also contained fun and meaningful learning creativity with the aim of making the participants be the center of the guidance process activities. As a results, negative attitudes toward premarital sexual behavior improved and students were prevented from premarital sexual behavior.

The results showed that, problem based learning technique and jigsaw technique were proved effective to improve negative attitudes towards premarital sexual behavior of the students of SMK Walisongo Semarang. The application of classroom guidance with problem based learning and jigsaw techniques in this study was done as an effort to provide assistance to students whose negative attitudes toward premarital sexual behavior were low. By doing so, the findings of this study could be a reference for providing treatment for students who have low negative attitudes towards premarital sexual behavior, and also contribute limited theory regarding the classroom guidance with PBL and

jigsaw techniques in guidance and counseling services in schools.

Implications for guidance and counseling teachers are the teachers need to realize the importance of helping students in improving negative attitudes towards premarital sexual behavior by providing classroom guidance service with problem based learning and jigsaw techniques. They also need to collaborate with students in the application of this service so that the implementation can be more optimal. Apart from the beneficial contribution, this study was limited to only one private vocational high school with a limited number of students.

CONCLUSION

Based on the findings of this study, it can be concluded that the group guidance with problem-based learning and jigsaw techniques is effective to improve negative attitudes towards premarital sexual behavior in students.

It is recommended for counselors to use classroom guidance with problem-based learning and jigsaw techniques to improve negative attitudes towards premarital sexual behavior in students. Whereas the future studies are recommended to measure up to follow-up because the use of this intervention was only measured through the results of the pretest and posttest.

REFERENCES

- Arends, R.I. (2008). *Learning to teach* (7th ed.). diterjemahkan oleh H.P. Soetjipto & S.M. Soetjipto. Yogyakarta. Pustaka Pelajar.
- Azwar. (2016). *Sikap manusia, teori dan pengukurannya*. Yogyakarta: Pustaka Pelajar.
- Dicky. (2016). The effect of model learning: Problem based learning towards knowledge and attitude. *Jurnal kesehatan*, 4(12). Retrieved from <https://jurnal.unej.ac.id/index.php/JPK/article/view/3202>
- EL-Shaer.A & Gaber. H. (2014). Impact of problem-based learning on students'critical thinking dispositions, knowledge acquisition and retention. *Jurnal of Education and Practice*, 5(14). Retrieved from

- <https://www.iiste.org/Journals/index.php/JEP/article/view/12992>
- Gerald. K & Gerald. D. (2016). *Counseling the approach for young people*. London. SAGE Publication.
- Jung-Hee and Jwa-Seop. (2014). Effects of an online problem-based learning program on sexual health care competencies among oncology nurses: A pilot study. *Jurnal Continuing Education in Nursing*.
- Ministry of Health, Republic of Indonesia (2017). *Situasi kesehatan reproduksi remaja*. Jakarta: Pusat Data dan Informasi.
- PILAR PKBI. (2017). *Data masalah remaja khususnya di bidang kesehatan reproduksi*. Semarang
- Pratiwi, Ris, Janu Dkk. (2015). Penerapan model cooperative learning teknik jigsaw dalam layanan bimbingan klasikal terhadap pemahaman HIV AIDS (pada siswa kelas X-1 SMAN 1 Pedes Karawang). *Jurnal Bimbingan dan Konseling*, 20(6).
- Rahardjo, W., & Salve, H.R. (2015). Hubungan orang tua –anak, kelekatan teman sebaya, dan usia melakukan hubungan seks pertama kali pada mahasiswa. Malang. Fakultas Psikologi Universitas Merdeka.
- Reiss, I.L. (2011). Premarital sexual permissiveness scale (Short Form). In T.D. Fisher, C.M. Davis, W.L. Yarber & S.L. Davis (Eds.), *Handbook of sexuality-related measures* (Third Edition). (pp.509-510). New York: Routledge.
- Taylor, S. (2009). *Psikologi sosial*. Translate by Tri Wibowo. Jakarta: Kencana.
- Thompson. (2011). Teens and risky sexual behavior: What school counselors need to know. *Jurnal Guidance and Counseling*. Retrieved from <http://www2.uwstout.edu/content/lib/thesis/2011/2011loew-thompsonb.pdf>
- Wartono. (2014). *AIDS Dikenal untuk dihindari*. Jakarta: LEPIN PT Setio Acness.