Enhancement Design of Emotional Regulation of Students in Prevention of Pornographic Trends Through Information Services

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Abstract: When this study was conducted, students were exposed to access to information via the internet, which negatively impacted pornography behavior. One example of media that counselors can do to improve student emotional regulation is designing guidelines for implementing attractive information services. This study aims to increase the regulation of student emotions in preventing pornographic tendencies through information services. This research uses research and development (R & D). The research model uses a 4-D development model. The type of data collected in this study is the type of data validity and suitability according to students' needs. The instrument of data collection in this study used a Likert scale questionnaire and group discussion. The study population was students of SMK Negeri 1 Padang. The study sample was a class XI student of SMK Negeri 1 Padang. The study results found that providing information service guidelines to improve student emotion regulation in preventing the tendency of pornography was effective in increasing the regulation of students' emotions in preventing pornographic tendencies.

Keywords: Emotional Regulation, Pornographic Trends, Information Services

INTRODUCTION

National education listed in Law Number 20 of 2003 concerning Article 3 of the National Education System which explains the purpose of education is as a means of developing potential for students so that they become faithful and fearful towards God Almighty, noble, healthy, knowledgeable, capable, creative, independent and can be a democratic and responsible citizen.

Achievement of these educational objectives requires roles and functions of implementing guidance and counseling services to develop students' potential at school. It is in accordance with Law Number 20 of 2003 concerning National Education System article 1 paragraph 6 explaining that the implementation of guidance and counseling services in schools conducted by Counselors as education staff has an important role in developing and improving the potential and quality of students. Implementation of guidance and counseling services through school services is expected to support students' success in carrying out their development tasks correctly and adequately.

Muro and Kottman (1995) explain guidance and counseling is a guidance program based on several principles that are needed for all students in the development process, focusing on how students learn and in the process of encouraging student development, counselors and subject teachers help students to learn actively in the learning process.

Prayitno (2013) suggests one form of service in schools that aims to help students optimize their development, namely guidance and counseling services. Through services in counseling and counseling in schools, it can help counselors develop and improve students' potential and quality. In addition, one service that effectively provides information regarding student self-development and about the prevention of negative behavior is information service.

Today, students face a complex problem, a lack of information in schools that can make students feel difficulties controlling their emotions, which in turn causes students to deviate. Shintami (2012) mentions that one form of deviant behavior that is rife among students is a tendency towards pornography. Globalization and the development of science and technology, especially information technology and communication, have contributed to the increasing creation, dissemination, and use of pornography, which negatively influences the nation's moral and noble personality. Kompas (2017) reported that the Indonesian Child Protection Commission (KPAI) was recently confronted with a pornography case, while the number of victims, in this case, was four people who were students at Penabur Kelapa Gading Middle School, North Jakarta. At the same time, the suspects are their teachers (initials AJ). Because parents of students reported the suspect because they had done "porn chat" against the four students.

Based on the Constitution No. 44 of 2008 article 1 paragraph 1 concerning pornography explains pornography is an image, sketch, illustration, writing, sound, sound, moving image, animation, gesture, or any other form of message that is displayed through various media/communication devices in public, which contains elements of obscenity and sexual exploitation that deviate from the norms of decency in the society. At the same time, pornographic media is any pornographic media or service provided by a person or group of people through live shows, TV, radio, telephone, internet and other electronic communications, newspapers, magazines, and other printed matter.

Suyatno (2011) mentions that one of the negative impacts for students today from technological advances in the internet is the ease of accessing pornography and porno-action. The search for information about students' sexual behavior is currently strongly supported by the development and progress of information technology in the form of the internet in demand and favored by students. The internet includes *gadgets* and *smartphones* that students in their social interactions widely use. Technological progress is like two blades. On the one hand, it is very profitable. On the other hand, it can be dangerous.

Based on the results of interviews with counselors at SMK Negeri 1 Padang, it was explained that the implementation of information services in schools regarding the prevention of pornographic tendencies was still not implemented. The tendency of pornography has not been reviewed from the regulation of emotions as discussed in this study. Student pornography trends are still seen in general. Therefore, increased regulation of emotion in preventing the tendency of pornography through information services has not been carried out by counselors at school.

Meichati (1969) explained that students' deviant behavior of pornographic tendencies was not released due to students' weak control of emotions. A person's behavior is based on his emotions and sexual behavior based on sex drive. Sarwono (2013) suggests that if students fail in overcoming a critical situation and follow emotional turmoil, then it is likely that they will get caught up in the wrong way. If the student's emotional condition is good, he also tends to behave well and according to existing norms. However, also vice versa, if the emotional condition of students is not good, then the behavior reflected by these students tends to lead to deviant behavior. An emotional state's general adjustment is a complex reaction to a high level of activity and changes in depth, accompanied by strong feelings or accompanied by effective circumstances.

Prevention of the tendency of pornography of students can be done through improvement in the world of education, especially in schools to provide good and correct information according to the needs of students' developmental tasks. So in this study, a guide to regulating student emotions in preventing the tendency of pornography through information services was designed. Through this information service, it is expected that the counselors' efforts can provide information that follows the needs of the student's developmental tasks. Therefore, information services regarding their relevance to increasing regulation of student emotions are expected to prevent students from pornographic predisposing behavior.

METHOD

This research uses research *and development* (R & D) research, also known as research and development. Research and development is a strategy or research method powerful enough to improve practice, with a series of processes or steps to develop a new product or improve existing products to be accountable. This research model uses a 4-D (development model *Define, Design, Development, and Disseminate*) as suggested by Thiagarajan, Semmel, and Semmel or adapted into a 4-P model, defining, designing, developing, and developing distributing (Trianto, 2012).

The type of data collected in this study is the type of data validity and suitability according to the needs of students. The instrument of data collection in this study used a Likert scale questionnaire and group discussion. The study population was students of SMK Negeri 1 Padang. The study sample was a class XI student of SMK Negeri 1 Padang. The design of the product guide was first tested for material feasibility/content and display of guidelines by experts and tested its suitability by counselors at SMK Negeri 1 Padang.

FINDINGS AND DISCUSSIONS

Findings

Presentation of data development presented in this study based on the pattern of development of the 4D model, namely: (1) Phase definition *(define),*(2) The design phase *(design),*(3) The development phase *(development),* and (4) phase of deployment *(disseminate).*

The upgrade guide students in preventing emotion regulation pornography tendency developed following the needs analysis*(need assessment)* in a class XI student of SMK Negeri 1 Padang. In this stage, an assessment of student problems is carried out by distributing emotion regulation questionnaires to prevent pornographic tendencies. The results of the emotion regulation questionnaire show that there are still some students who have emotional regulation in preventing the tendency of pornography to be in the very high category of 13.043% (12 people),

Table 1. The Result of Student Emotion Regulation in Prevention of Pornographic Trends

Assessment Criteria	RangeScore	F	%
Very High	≥ 104	12	13,043
Height	84 - 103	11	11,957
Moderate	64 - 83	36	39,130
Low	44 - 63	28	30,435
Very Low	≤ 43	5	5,435
Overall Total		92	100

Table 2. The Result of Product Effectiveness

Category	Range of Scores	Before		After	
		F	%	F	%
Very High	≥ 104	0	0	26	90
	High-84-103	0	0	3	10
Medium	64-83	0	0	0	0
Low	44-63	24	83	0	0
Very Low	≤ 43	5	17	0	0
Overall Total		29	100	29	100

in the high category as many as 11.957% (11 people), in the moderate category as much as 39.130% (36 people), in the low category as many as 30.435% (28 people) and the deficient category there were 5.435% (5 people). From the information above, it can be concluded that many students are still in the category of moderate, low, and very low, which is as much as 75% (69 people). Therefore, 69 of these students still need counseling services about increasing emotion regulation in preventing pornographic tendencies. Then a unique strategy needs to be carried out to increase emotional regulation in the prevention of pornographic tendencies, one of which is through the provision of guidebooks.

Based on the analysis of needs *(need assessment)* which has been discussed with the supervisor, the obtained topics guide materials implementation of information services to improve emotion regulation of students in the prevention of the tendency of pornography, namely: (1) efforts to Control emotions in Preventing trend pornography, (2) Control Lust in Preventing Pornographic Trends and (3) Self-Control in Preventing Pornographic Trends.

Based on the feasibility test instrument given to experts, it can be concluded that from the overall assessment of experts in each aspect of the guidance material entered in the feasible category with a percentage of 69%, and needs to be revised again. Furthermore, based on the calculation of table 1, the obtained value *chi-square* was calculated at 11.051, and the value *chi-square* table at 9.47. Thus the chi-square value is calculated greater than the chi-square table, meaning that there are differences in the judgments given by experts on the material/content of information service implementation guidelines to increase the regulation of student emotions in the prevention of pornographic tendencies. Therefore, it can be concluded that there is no balanced assessment between the three experts on the guidelines for implementing information services to improve the regulation of student emotions in the prevention of pornographic tendencies.

Furthermore, based on the overall assessment of the experts on each aspect of the guideline display included in the very feasible category with 82% and need to be revised again from the results of data processing of the obtained value *chi-square* calculated at 18.526 and value *chi-square* table at 14.07. Thus the chi-square value is calculated to be greater than the chi-square table, meaning that there are differences in the ratings given by experts on the display of information service implementation guidelines to improve students' emotions in preventing pornographic tendencies. Therefore, it can be concluded that there is no alignment of assessment between the three experts on the display of information service implementation guidelines to improve the regulation of student emotions in the prevention of pornographic tendencies.

Furthermore, it is known that the overall assessment given by the Counselor / Counselor towards the test of the use of guidelines for the implementation of information services to increase emotion regulation in the prevention of pornographic tendencies falls into the outstanding category with a percentage of 93%. However, it later became clear that the values obtained *chi-square* count equal to 5.636 and the value of *chi-square* table at 5.99. Thus, the chi-square value is calculated greater than the chi-square table, meaning that there are differences in the counselor's assessment to test the use of information service implementation guidelines to increase the regulation of student emotions in the prevention of pornographic tendencies. Therefore, it can be concluded that there is no balanced assessment between the three counselors to test the use of information service guidelines to improve student emotion regulation in preventing pornographic tendencies.

Based on Table 2, the processed data on the effectiveness of the guide use effectiveness test, it is known that the description of students' emotional regulation in preventing pornographic tendencies before being given an information service guide 83% (24 people) is in a low category and 17% (5 people) in the deficient category. However, after being given an information service guide to increasing student emotion regulation in preventing pornographic tendencies, the description of students' emotional regulation in preventing the tendency of pornography has increased, namely 90% (26 people) in the very high category and 10% (3 people) in the high category. Therefore,

it can be concluded that the information service guide to improving the regulation of student emotions in preventing the tendency of pornography to be effective in increasing the regulation of student emotions in the prevention of pornographic tendencies.

DISCUSSION

Based on processed data on guide feasibility tests conducted by experts, it is known that the guidelines for implementing information services to improve student emotion regulation in preventing pornographic tendencies fall into the category of material/content with 69% percent and the category is very feasible in terms of appearance guide with a percentage of 82%.

The value of the due diligence provided by experts on the guidelines is based on objectivity which can be seen statistically using Kendall's Concordance Coefficient significance test. It is known that the level of alignment of the assessment given indicates a less intense relationship among experts, namely Kendall's value on the material/content of the guide is 0.921 and in the guideline display is 0.882.

Then the guideline materials that have been compiled will then be applied by the counselor to students in the Padang 1 State Vocational School. Based on the assessment given by the experts on the guidelines, it can be seen that the guidelines for implementing information services to improve student emotion regulation in preventing the tendency of pornography are feasible to be used by counselors at SMK Negeri 1 Padang.

Based on some research results using information services related to students' deviant behavior in school, provision of information services in using the contextual teaching and learning (CTL) approach effectively prevents pornographic behavior (Asmidaryani, Firman & Gustituati, 2018). Furthermore, information services using guidebooks on sex education effectively increase students' understanding of deviant sexual behavior (Fitriyah & Pratiwi, 2014) and self-confidence. Then student motivation in completing school assignments can be improved through information services (Desyafmi, Firman & Ifdil, 2014). Finally, the use of information services by using audio-visual media is effective in improving student attitudes towards school discipline (Natalia, Firman & Daharnis, 2015).

Mudjiran et al. (2012) on the "Impact of Pornography on Student Behavior and the Effort of Teacher Guidance in Overcoming It" explained that the impact of pornography on students was a high type of behavior deviation of students was in the high category. The efforts of supervising teachers in overcoming the effects of pornography are in the "low*"* category prevention before it occurs in the "high" category

when the occurrence is in the category of "high," and maintenance, after it occurs, is in the "low" category.

Yutifa (2015) on "The Relationship of Pornography Exposure through Electronics to Adolescent Sexual Behavior" revealed that the search for information about current teenage sexual behavior is strongly supported by the development and advancement of information technology in the form of the internet that is in demand and favored by teenagers such as gadgets and smartphones.

Lubis et al. (2014) on "The Role of Print Media in the Prevention of Pornography in the Legal Area of Pekanbaru City" explained that many of the mass media, especially daily print media and internet-based media, could potentially contain pornographic elements in articles, content advertisements and others in published editions of newspapers. Therefore, many students prefer to search for and explore sex information and knowledge based on print media and internet-based media.

CONCLUSION

Based on the feasibility tests carried out by these experts, the guidelines for implementing information services to improve students' emotional regulation in preventing pornographic tendencies are in the material/ content feasible category with a percentage of 69% and are in the very decent category with a percentage view of 82 %. Furthermore, based on the guidance on the use of guidelines conducted by the counselor of SMK Negeri 1 Padang, this guide is in the excellent category with 92%. Thus, these guidelines are valuable and helpful in increasing the regulation of student emotions in preventing pornographic tendencies. Thus it can be concluded that the guidelines for implementing information services to improve the regulation of student emotions in the prevention of appropriate pornographic tendencies are used by counselors to improve students' emotional regulation in preventing pornographic tendencies in Padang 1 State Vocational High School.

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