

THE EFFECTIVENESS OF INFORMATION SERVICES USING A FEMINIST THERAPY APPROACH TO IMPROVE STUDENTS' UNDERSTANDING OF GENDER ROLES AT MAN 1 TAKENGON

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Abstract: This study aims to determine the effectiveness of information services using a *feminist therapy* approach to improve students' understanding of gender roles at MAN 1 Takengon. This research uses quantitative research *quasi experiment*. The population of this research consisted of 208 students and the research sample consisted of 70 students determined by *cluster random sampling* technique. Data collection instruments used observation and questionnaires. Data analysis techniques used normality test, homogeneity test and hypothesis testing in the form of *paired sample T-Test test*. The results of this study indicate that there is a significant difference between the *pre-test* and *post-test* scores, with a significance value (*2-tailed*) $P = 0.000 < 0.05$. This means that information services are effective for increasing students' understanding of *gender* roles.

Keywords: Information; Feminist Therapy; Gender; Services.

INTRODUCTION

The National Education System Law Number 20 of 2003 Article 3 states that National Education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable,

creative, and independent. So the school as an institution that organizes formal education has an important role in the effort to mature children and make them useful members of society. To realize this, a service is needed from a teacher, namely the Counseling Guidance teacher in an effort to provide assistance to students who have problems.

Guidance counseling is one of the important components in the educational process as a system (Koerniantono, 2019). Guidance is assistance to individuals in dealing with problems that can arise in their lives (Daulay, M. (2018). With counseling guidance, students can overcome adolescence. To realize this, students can be given information services that aim to provide some information regarding gender roles so that students become aware of their gender.

Schools are not only a place for the transformation of knowledge and culture, but also a place to develop the character and personality of students. However, this process does not always go as it should. Sometimes they face various obstacles, so they are unable to develop, especially those related to the basic needs that are being experienced. Some of these problems are negative self-perception, inability to adjust, fighting, disappointment, regret and grief, physical

and sexual abuse, feelings of alienation and loneliness, cultural conflicts, violation of school rules, pressure and attraction, excessive expression of emotions both at home and at school, truancy, the impact of divorce, and others.

Adolescence is defined as a transitional developmental period between childhood and adulthood that includes biological, cognitive, and social-emotional changes (Prasanti, D., 2018). Adolescents begin to think about their own desires and others comparing them with others, and want to think about how to solve problems and test problem solving systematically, the social-emotional processes that are formed include changes in individual relationships with other individuals in emotions, aggressive attacks on peers, assertive attitudes, adolescent happiness at certain events, and gender role orientation in society reflect the role of social-emotional processes in adolescent development.

According to Sarlito (2010), gender roles are part of social roles as well. Just as a child must learn his role as a child to his parents or as a student to his teacher, so he must also learn his role as a child of a certain sex to the opposite sex.

According to Santrock (2004) (in Fahmi, M. Y., 2018), female gender roles help the development of helping behaviors in the form of caregivers and caring, male gender roles state helping behavior as a chivalrous act.

In connection with the various gender roles above, the perception of self-understanding is very important. Adolescents need to have an understanding that is in accordance with their level of ability as a basis for every action and

decision to develop with their developmental tasks.

The developmental tasks of adolescence demand major changes in children's attitudes and behavior patterns. As a result, few boys and girls can be expected to master these tasks during early adolescence, let alone those who mature late. Much of the expectation placed on this is that young adolescents will lay the foundations for the formation of attitudes and behavior patterns (Abubakar, & Ngilimun, 2019).

Lack of understanding of gender roles creates many problems in society. This is in line with the journal researched by Boediarsih, et al (2016) which explains that perceptions of gender roles and gender sexuality are normative beliefs about how a woman or man should play a role, be responsible in daily life, and how they look, act in the area of sexuality.

Feminist therapy emphasizes that social expectations of gender roles strongly influence a person's identity from birth and become deeply embedded in the adult personality (Saguni, F., 2018). Feminists believe that it is important to recognize that women and men are socialized differently and that gender role expectations begin to influence human development (Rosyidah, & Nurwati, 2019). So the existence of feminist therapy is very helpful for students in understanding their gender roles.

Based on the results of initial observations made by researchers to the counseling teacher at MAN Takengon, there are several students who do not behave in accordance with their gender. Some male students behave like women, they speak and behave gently and socialize more with many girls and move like

women. Some of these students are also coquettish and spoiled with others. Problems due to a lack of understanding of gender roles are also experienced by female students. Some female students behave like boys, for example, tomboyish, socializing or making friends with boys, behaving rudely towards friends. This is certainly inappropriate for women who should have a gentle and patient nature.

Counseling services are an effort to help a person or group in order to obtain a life that suits their needs and can develop all their abilities and potential as the nature of human life itself to be more effective (Susanto, A., 2018).

One form of activity or service that is the obligation of guidance and counseling teachers is to carry out information services, namely providing information that is important and needed by students according to their level of education, age and circumstances they are facing, especially facing demands in the learning process. (Safitri, 2017: 2)

Information services provided by guidance and counseling teachers should contain content that can develop students' insights, knowledge, skills, values and attitudes (WPKNS). This is important so that students are able to obtain an effective life in everyday life. In addition, guidance and counseling teachers must strive so that students are not disturbed in their lives.

Based on the background description described above, the problem of this study is how the effectiveness of information services using a *feminist therapy* approach to improve students' understanding of gender roles at MAN 1 Takengon.

METHODOLOGY

This study aims to determine the effectiveness of information services using a feminist therapy approach to improve students' understanding of student gender roles at MAN 1 Takengon. The population in this study were 208 students. The research sample consisted of 70 students from 2 classes. The experimental class, namely class XI IPA-1 consists of 35 students and the control class, namely class XI IPA-2 consists of 35 students. The sampling technique was carried out using the Cluster Random Sampling method. Cluster Random Sampling is doing randomization to groups, not to subjects individually. Random is also a retrieval technique by randomizing the existing population and not distinguishing between one subject and another (Arikunto, 2006: 134). In clusters that have the same opportunity to become samples, not individuals, but students as a group (Suryabrata, 2005: 36). Data collection instruments used observation and questionnaires. Data analysis techniques used normality test, homogeneity test and hypothesis testing in the form of Paired Sample T-Test test and processed with SPSS version 20 for Windows.

RESULTS

1. Research Instrument Test Results

The instrument test has been completed and the results are known by the previous researcher, start the initial data collection (*pre-test*) with 35 students. The results of filling out the questionnaire can determine which students will belong to the experimental class or control class. Students who have low self-adjustment results are included in the experimental class and students who have an

understanding of moderate gender roles will be included in the control class.

The following table illustrates the frequency distribution of experimental class *pre-test* scores:

Table. Frequency Distribution of Experimental Class *Pre-Test*

No.	Interval Value	Frequency	Percentage (%)	Category
1.	< 25	4	11,4 %	Low
2.	26 - 33	28	80 %	Medium
3.	> 37	3	8,6 %	High
Total		35	100 %	

Data source: SPSS Version 20 for Windows

Based on the table, it is explained that there are 4 students who have an understanding of gender roles in the low category, there are 28 students who have an understanding of gender roles in the

medium category, and there are 3 students who have an understanding of gender roles in the high category.

The following table illustrates the frequency distribution of control class *pre-test* scores:

Table. Frequency Distribution of Control Class *Pre-Test*

No.	Interval Value	Frequency	Percentage (%)	Category
1.	< 30	2	5,7 %	Low
2.	31 - 38	28	80 %	Medium
3.	> 42	5	14,3 %	High
Total		35	100 %	

Data source: SPSS Version 20 for Windows

Based on the table, it is explained that there are 2 students who have an understanding of gender roles in the low category, there are 28 students who have an understanding of gender roles in the medium category, and there are 5 students who have an understanding of gender roles in the high category.

2. Prerequisite Test Analysis

1) Normality Test

The normality test determines whether all variables are normally distributed or not. The *pre-test* results in the experimental and control groups are as follows:

One-Sample Kolmogorov-Smirnov Test

	Pretest_Experiment	Pretest_Control
N	35	35
Normal Parameters ^{a,b}	Mean	28.66
	Std. Deviation	4.338
	Absolute	.156
Most Extreme Differences	Positive	.095
	Negative	-.156
Kolmogorov-Smirnov Z	.922	1.009
Asymp. Sig. (2-tailed)	.363	.260

a. Test distribution is Normal.

b. Calculated from data.

To determine whether or not a data is normal is if the *sig.*> 0.05 value, then

the data is normal and if the *sig.*< 0.05 value, then the data can be said to be

abnormal. Based on the table above, the *pre-test* data on students' understanding of gender roles in the experimental class has a *sig* value. $0,363 > 0,05$. This means that the data is normal. And the *pre-test* data on students' understanding of the gender role of the control class has a *sig* value. $0,260 > 0,05$. This shows that the information is normal. It can be concluded that the data

from the experimental and control class *pre-test* results are normal.

2) Homogeneity Test

The level of normality of the data is known, then the homogeneity test is carried out. The following table shows the homogeneity results.

Test of Homogeneity of Variances

Pretest Results of Students' Understanding of Gender Roles			
Levene Statistic	df1	df2	Sig.
1.936	1	68	.169

The homogeneity test is used to determine the degree of similarity of variance between two groups and to accept or reject the hypothesis seen from the *Sig.* value on *Levene's statistic* with 0.05 ($Sig. > 0.05$). Based on the table above, it can be seen that the *pre-test* data on students' understanding of gender roles in experimental and control classes has a *sig* value. $0,169 > 0,05$. This means that the data is homogeneous.

counseling services and the control class that did not receive treatment. Because the data comes from two groups that are interconnected, the hypothesis test used in this study is a *parametric statistical test* called the *Paired Sample T-test*.

The purpose of this experiment is to see if there is a difference between the *pre-test* and *post-test* results of students in the experimental and control groups. This can be explained in the following way:

3) Hypothesis Test

The purpose of this hypothesis test is to determine the difference in students' understanding of gender roles between the experimental class that received group

a. Paired Sample T-Test Test of Pre-test and Post-Test of Experimental Class and Control Class

Paired Samples Test

		Paired Differences			T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pretest_Experiment - Posttest_Experiment	-10.771	5.047	.853	-12.625	34	.000
Pair 2	Pretest_Control - Posttest_Control	.314	4.904	.829	.379	34	.707

The purpose of this test is to see if the scores have increased. If the *Sig. (2-tailed)* < 0.05 , the research conclusion is

considered significant. The results of the paired *sample t-test* show that there is a significant difference between the *pre-test*

and *post-test* scores, with a significance value (2-tailed) $P = 0.000 < 0.05$. H_0 is rejected and H_a is accepted. This means that information services are effective for increasing students' understanding of gender roles and there is a significant difference between the two tests, there is a difference in the average understanding of students and after being given *treatment* in the form of information services with different topics.

The paired *T-Test* results show that the difference in *pre-test* and *post-test* scores in the control class is not significant, with a significance value of (2-

tailed) $P = 0.707 > 0.05$, there is no difference in the average increase in students' understanding of gender roles before and after being given *treatment*. Because in the control class the researcher did not provide *treatment* (*treatment*) to students with the aim of making it easier to find out the differences in students who were given treatment in the experimental class compared to students in the control class who were not given treatment.

b. Independent Sample T-Test Test Post-Test of experimental class and control class

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post test results of students' understanding of gender roles	Experiment Class	35	39.43	1.703	.288
	Control Class	35	34.14	4.278	.723

The purpose of the *Independent Sample T-Test post-test* analysis in the experimental and control classes is to see if there is a significant difference between the *post-test* results of the experimental and control classes. If $t_{count} > t_{table}$ at the 5% significance level and the P value < 0.05 , then the research results are considered significant.

Based on the "group statistic" output table above, it is known that the amount of data on students' understanding

of gender roles in the experimental class and control class is 35 students. The average value of students' understanding of gender roles in the experimental class is 39.42, while the control group is 34.14. From the descriptive statistics, it can be seen that there are differences in students' understanding of gender roles in the experimental and control classes. Furthermore, to show whether the change is substantial (significant) or not, we need to interpret the following "Independent Sample Test" output:

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Sig. (2-tailed)	Std. Error Difference
Post test results of students' understanding of gender roles	Equal variances assumed	3.026	.086	6.791	.000	.778
	Equal variances not assumed			6.791	.000	.778

Based on the "*Independent Samples Test*" output table in the "*Equal variances assumed*" section, it is known that the *Sig* value. (*2-tailed*) of 0.000 <0.05, then as the basis for decision making on the *Independent Samples Test* test it can be concluded that H_0 is rejected and H_a is accepted. This means that information services can increase students' understanding of gender roles more effectively. It can be concluded that the experimental class *post-test* and control class *post-test* are significantly different.

DISCUSSION

Adolescence is a transition period from children to adults who will experience biological, cognitive, and social-emotional changes. (Chandra & Wae, 2019). From this transition period, there will be many changes that occur in adolescents, especially regarding gender. Adolescents should get education and understand about gender roles to have an understanding that is in accordance with their level of ability as a basis for every action and decision to develop with their developmental tasks.

To improve students' understanding of gender roles is to modify counseling guidance services (Hermawan & Putra, 2017). There is one service in guidance and counseling that can be used as an effort to increase students' understanding of gender roles. The service in question is information services. Information services are one of the services in BK where the BK teacher or counselor provides understanding to individuals about various personal, social, learning services, careers or positions, and further education information to determine the direction of a desired goal or plan (Afiah, et al., 2021).

The benefit of this information service for gender roles based on the results of previous research is that it shows that there is an effect of sex education information services on students' knowledge about sex has a solid foundation because it is consistent with expert opinion and research results (Citrawati, et al., 2017).

One form of information service is to provide information services using *feminist therapy* techniques to improve students' understanding of gender roles.

Feminist therapy is part of a group of therapies with a *systems perspective*. The systems perspective emphasizes personal understanding and its influence on social systems so that the design of the counseling model is different from individual counseling (Susilowati, 2018).

The feminist therapy counseling approach is a view that focuses on how an individual can have equality and be able to work towards achieving equality itself (Asmita, W., 2022).

Feminist counseling fundamentally represents a conceptual view to organize assumptions about counseling and psychotherapy. One of the most important foundations for *feminist counseling* is an understanding of the concept of feminism (Sanyata, 2017). Gender awareness is built through a commitment to ending domination, *oppression* and *privilege* related to gender issues and gender bias, including issues of racism, class systems, colonialism, heterosexism, ethnocentrism, white supremacy and ageism (Nurzaman, 2017).

Feminist counseling uses an Integral Analysis of Stress. Gender is highly influential in generating perspectives for clients' lives, and therapists have perspectives based on their gender.

Therefore, therapists must understand that all forms of pressure on gender (both male and female) must be understood (Susilowati, 2018).

In general, gender roles are a set of behavior patterns that become social expectations to be displayed differently by men and women according to gender (Ramli&Basri, 2021). According to Sarlito (2010), gender roles are part of social roles as well. Just as a child must learn his role as a child to his parents or as a student to his teacher, so he must also learn his role as a child of a certain sex to the opposite sex. Santrock (2003) (in Chandra & Wae, 2019) in every teenager it is a must to know the new definition of gender roles. This aims to make them understand the social roles of women and men in society.

Gender roles are essentially part of social roles. Just as a child must learn his role towards parents, a student learns his role towards the teacher, so he also learns his role as a certain gender towards the opposite sex (Perwitasari & Khusumadewi, 2019).

From the results of the data analysis above, it shows that the results obtained in the *pre-test of the experimental class* there were 4 students who scored the interval < 25 in the low category, there were 28 students who scored the interval 26 - 33 in the medium category, and there were 3 students who scored > 37 in the high category. While in the control class there were 2 students who scored the interval < 30 in the low category, there were 28 students who scored the interval 31 - 38 in the medium category, and there were 5 students who scored > 42 in the high category.

In addition, the prerequisite test analysis on the normality test of the

experimental class and obtained a *sig* value. $0.363 > 0.05$ and the control class normality test obtained a *sig* value. $0,260 > 0,05$. So it can be concluded that the data from the *pre-test* results of the experimental class and control class are normal. In the homogeneity test, the experimental class and control class obtained a *sig* value. $0,169 > 0,05$. This means that the data is homogeneous. In the hypothesis test conducted using the *paired sample t-test test* shows that there is a significant difference between the *pre-test* and *post-test* scores, with a significance value (*2-tailed*) $P = 0.000 < 0.05$. H_0 is rejected and H_a is accepted. This means that information services are effective for increasing students' understanding of gender roles and there is a striking difference between the two tests, there is a difference in the average understanding of students and after being given *treatment in the form of information services with different topics*. The results of the *paired T-Test test show* that the difference in *pre-test* and *post-test* scores in the control class is not significant, with a significance value of (*2-tailed*) $P = 0.707 > 0.05$, there is no difference in the average increase in students' understanding of gender roles before and after being given *treatment*. Because in the control class, researchers did not provide *treatment (treatment)* to students with the aim of making it easier to find out the differences in students who were given treatment in the experimental class compared to students in the control class who were not given treatment. And finally, the *independent sample t-test test found the Sig* value. (*2-tailed*) of $0.000 < 0.05$, then as the basis for decision making in the *Independent Samples Test* test it can be concluded that H_0 is rejected

and H_a is accepted. This means that information services can increase students' understanding of gender roles more effectively. It can be concluded that the experimental class *post-test* and control class *post-test* are significantly different.

The above analysis has proven that information services using a feminist therapy approach are effective in improving students' understanding of gender roles at MAN 1 Takengon.

Research relevant to this study is research conducted by Novita Indarni (2012) which concluded that children can realize their understanding in behavior > 2.160 which means that there is a significant difference. So it can be said that picture stories in this study are effectively used to instill an understanding of gender roles in children in kindergarten.

This research is also in line with research conducted by Eka Fitri Rahayu (2018) which concluded that the results of the mean *pre-test* = 22.3 and mean *post-test* = 29.9 with an average score increase of 7.5 so, it can be concluded that there is an effect of content mastery services on understanding the gender roles of students in class X IPA 2 Negeri 01 Padang Jaya North Bengkulu Regency.

In addition, this research is also in line with research conducted by Aticha Ardhanita Sari (2022) concluded that there is a relationship between *pretest* and *posttest* results, besides that there is a difference between *pretest* and *posttest* results so it can be concluded that group guidance services with *role playing* techniques are effective in increasing understanding of gender roles in class VIII students of MTsN 3 Magetan.

CONCLUSIONS

The results of the paired *sample t-test* showed that there was a significant difference between the *pre-test* and *post-test* scores, with a significance value (*2-tailed*) $P = 0.000 < 0.05$. H_0 is rejected and H_a is accepted. This means that information services are effective for increasing students' understanding of gender roles. Based on the above research, the researcher provides suggestions for further researchers to provide development in the provision of group guidance services, especially in increasing understanding of gender roles in students.

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