Communication Patterns of Counseling Guidance Teachers and Female Students in Preventing Online Gender-Based Violence

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Abstract .Today's teenagers, no except for high school girls who are very familiar with social media. Social media is very useful for creating networks, but on the other hand it can also be a place for online gender-based violence (KBGO). KBGO is violence that is specifically directed at certain people based on gender and/or gender. KBGO cases are now increasing. LBH APIK data shows that as of December 2020 the number of cases reached 659. KBGO victims generally suffer psychologically and economically. KBGO cases vary, including cyber stalking, cyber harassment, sexual e-mail messages, and sexually degrading hate. This research examines the communication patterns of guidance and counseling teachers and female Muhammadiyah high school students in Jakarta in preventing KBGO. Data collection was carried out by observation, in-depth interviews and literature study. School selection was carried out by selecting the South Jakarta and South Tangerang areas. Data analysis technique using the Miles and Huberman model. The method chosen was ethnoscience initiated by Spradley. Through this method researchers seek to understand certain knowledge systems or subcultures. In this way, researchers mostly use the point of view of research subjects or people in the ethnicity being studied. The subject of this research is the Muhammadiyah High School Guidance Teacher. In this way, researchers mostly use the point of view of research subjects or people in the ethnicity being studied. The subject of this research is the Muhammadiyah High School Guidance Teacher. In this way, researchers mostly use the point of view of research subjects or people in the ethnicity being studied. The subject of this research is the Muhammadiyah High School Guidance Teacher.

Keywords : BK teacher, KBGO, high school student

1 Introduction

Internet change many things in our lives. The most significant change is the way we communicate. Since then, our social world has turned digital Before there was the Internet, communication was carried out directly or through mass media, such as newspapers, radio and television (TV). Since the digital era gave birth to social media, such as Facebook, Twitter, Instagram, and YouTube, as well as smartphones, people communicate via social media. Anytime and from anywhere. People all over the world who previously did not know each other, can now connect through social media. Access to social media is a primary need for everyone[1]

Social media is a medium on the Internet that allows users to represent themselves or interact, collaborate, share and communicate with other users, as well as form virtual social bonds [1] Several characteristics of social media, including facilitating networking between

users, containing information, archiving, social simulation, and user interactivity can create messages (content). The internet as a link in social media functions as more than just a tool. The internet contributes to the formation of social bonds on social media, values in virtual society, and online social structures. With these characteristics, social media facilitates the formation of networks between users. The interactions in it at least make it possible for friends to like each other,

Even though social media brings a breath of fresh air to human communication, it can also have negative impacts. The presence of social media facilitated by the Internet turns out to be a vulnerable area for women. The more women who use social media, the more likely they are to experience KBGO [2] The reason is that there is still gender inequality in society. This inequality means that women are considered second-class creatures who are weak and men can treat them however they want. Men's treatment of women in the real world then migrates to the virtual world. Violence through social media is referred to as online gender-based violence (KBGO).

KBGO is any form of action that makes someone unsafe or feels insecure, attacks someone's gender or sexuality, and is facilitated by the Internet and technology. KBGO is a violation of privacy, because the perpetrator acts without the victim's consent[3]

Many KBGO cases have occurred in Indonesia. The Indonesian Women's Association for Justice Legal Aid Institute (LBH APIK) noted that during the pandemic the number of cases reached 659 cases (Kompas, 14 December 2020). This number has increased drastically compared to previous years. If in 2017 only 16 cases were recorded, in 2018 there were 97 cases, and in 2019 there were 281 cases. These cases mostly occur on social media, such as Facebook (FB), Twitter, Instagram (IG), and Whattsapp (WA).

In contrast to cases of violence in general where the perpetrators are more easily identified, KBGO perpetrators are difficult to identify, while digital traces of victims that have already spread on the internet are difficult to erase. This is a problem in itself for KBGO victims

On social media, people can create second accounts, or even more, with different identities. He can also put up fake photos to make them more charming. This is a vulnerable point for less careful social media users. Interest in photos on social media often encourages people, including young women, to be interested in accepting friendship invitations from members of the opposite sex who may have evil intentions.

LBH APIK noted that the victims got to know the perpetrators through social media. This online interaction brings them closer to the level of dating. This familiarity makes young women want to send their photos in seductive poses, such as wearing minimal or top-less clothing. One day, this virtual boyfriend, who apparently had evil intentions, started to act by asking for some money. If refused, he threatened to spread the victim's exciting photos on social media and even on pornographic content sites.

Most victims, especially those who are teenagers, do not dare to report the case to their parents or Guidance and Counseling (BK) teacher at their school. Shame, fear of being scolded, and fear of the perpetrator's threats make them remain silent. In fact, by opening up to the people closest to them, such as parents and guidance and counseling teachers, victims can release their inner stress. Apart from that, he will get the right solution. In every school there is usually a Guidance Counseling (BK) teacher whose function, apart from guiding, also provides counseling.

Derlega and Grzelak [4]have suggested five possible functions of self-disclosure, namely: self-expression, release of pent-up feelings; self-clarification, speaking about one's beliefs and opinions to clarify one's position; social validation, obtaining feedback from others, or validating one's self-concept; relationship development, acting as a vehicle for developing close relationships and finding out about recipients; social control, operating as a tool to control and

even control others. Although indirect evidence exists to support this five-category system, no research has directly investigated its usefulness in classifying self-disclosure functions.

In Jakarta, apart from State High Schools (SMA), there are also 14 Islamic-based Muhammadiyah High Schools. These schools are spread across five cities, Central, North, South, East and West Jakarta. Muhammadiyah High School students, like other high school students, are also active on social media. Therefore, they also have the opportunity to experience KBGO.

In every high school there is generally a guidance and counseling teacher. Guidance and Guidance Teachers function to help individual students adapt to themselves and their environment, develop their abilities and potential Therefore, if any of the female students experience problems, so they are disturbed in receiving lessons, it is the guidance and counseling teacher who must guide [5] them. One of the many problems faced by female students is KBGO.

There are various forms of KBGO, including online sexual harassment with verbal violence, online grooming (convincing the victim via social media to do obscene things ordered by the perpetrator), threats to distribute immoral photos/videos [5]. KBGO does not target the victim physically, but the victim feels the impact psychologically. The victim's self-confidence collapses, they are stressed, anxious and traumatized, and feel guilty. Sometimes the victim also experiences economic losses, because there are times when the perpetrator carries out this violence to blackmail the victim.

Putri [6] found types of KBGO among students, namely including sexting, impersonation, cyber recruitment, cyber harassment/stalking, and revenge porn. The driving factors, internally, are the perpetrator's sexual desire, revenge, and the perpetrator's jealousy towards the victim, as well as the perpetrator's financial needs. Patriarchal culture which produces gender stereotypes and considers women as weak is the cause of external factors. Law enforcement needs to be carried out in all cases of sexual violence in general and online gender-based violence in particular. Another factor is the low level of awareness of the law and ease of accessing social media.

Even though there has already been research on KBGO, this research is still important considering that KBGO cases in Indonesia continue to increase. Apart from that, previous research on KBGO focused more on the types of KBGO and their impacts, as well as forms of campaigns to overcome them. This research is different, because it wants to understand the communication patterns of guidance and counseling teachers and Muhammadiyah high school students in Jakarta in preventing KBGO. It is hoped that close communication between guidance and counseling teachers and female students can prevent female students from becoming victims of KBGO.

From the explanation above, the researcher formulated this research problem as follows: "Communication Patterns of Guidance and Guidance Teachers and Muhammadiyah High School Students in Jakarta in Preventing Online Gender-Based Violence (KBGO)

The manuscript is typed in Cambria font format, font size 12, 1.5 spacing (abstract and reference list use single spacing). Margins use normal size (all sides 2.54 cm). The total number of words in the manuscript consists of 3,500-8,000 words.

2 Literature Review

Several previous studies regarding teachers' communication patterns with high school

students include research[7]about the Interpersonal Communication Process of Guidance Teachers in Overcoming Students Who Have Problems in the Learning Process. Researchers used a qualitative research approach and descriptive research type. Data collection was carried out by observation, in-depth interviews and literature study. The research participants consisted of the Principal, Deputy Principal for Student Affairs, guidance and counseling teachers, and parents of SMAN 13 Medan students. Research findings show that interpersonal communication between guidance and counseling teachers and students is carried out using verbal and nonverbal communication. Factors that hinder interpersonal communication between guidance and counseling teachers and students are that students are less open, they also communicate less with their parents. To build interpersonal communication between BK teachers and students, this is done face to face and via the Whattsapp (WA) group.

Other research was conducted [8] regarding Communication Patterns between Teachers and Students and Between Students in the Dance Extracurricular Group at SMP 1 Delanggu. This research uses a qualitative approach and descriptive type. Data collection techniques using observation, in-depth interviews and documentation studies. The results of the research found: 1) the communication pattern between teachers and students is equal but polite communication: (a) teachers position themselves as students' friends, (b) students feel comfortable towards teachers, and (c) students still behave politely towards teachers who have power provide value, because the teacher or extracurricular dance instructor is a friendly facilitator and becomes a friend in learning. In this way, students feel comfortable because they consider the teacher as a friend. On the other hand, students still respect teachers; 2) the communication pattern between students in the dance extracurricular group is symmetrical communication: a) they have the same strengths, b) communication takes place comfortably, and c) there is solidarity in learning dance, so that dance extracurricular activities are more fun and create a friendly atmosphere.

The two studies above both studied communication between teachers and students. The difference with this research is in terms of research focus. The first research examines the interpersonal communication process of guidance counselors and students with problems. This research is about the communication patterns of guidance and counseling teachers with female students who are victims of KBGO. Even though in both studies the communicators were guidance and counseling teachers, teachers who have a special role as counselors, the communication was different. One communication was a student with problems, while in this study the communication was a female student who was vulnerable to becoming a victim of KBGO. In the first research, the guidance and counseling teacher acted as a counselor to solve problems. In the second study, the guidance and counseling teacher acted as a counselor to prevent female students from becoming victims of KBGO. The theories used are also different. Previous research used interpersonal communication theory, while this research uses the concept of communication patterns. Another difference is that the researcher chose the ethnoscience method to understand communication patterns between guidance and counseling teachers and their female students. With this method, researchers attempt to understand a particular knowledge system or subculture. In this way, researchers mostly use the point of view of research subjects or people in the ethnicity being studied.

The difference with the second research is that, although they both use the concept of communication patterns, previous research looks more at the partnership relationship between teachers and students and students and students. In this research, communication patterns are used to prevent female students from avoiding KBGO.

Other researchers are Azeharie and Nurul Khotimah. Both of them researched interpersonal communication patterns between teachers and students at the "Melati" Bengkulu Child Care Social Home. Qualitative research approach and descriptive research type. Data

collection techniques using observation, interviews and literature study. This research found that communication patterns are primary communication which refers to the effectiveness of interpersonal communication between teachers and students obtained through openness, empathy, supportive attitudes, positive attitudes, and equality which emphasizes the closeness and equality factors that teachers build towards students. From this primary communication, students can more easily understand the teacher's message.

Although Azeharie and Khotimah's research both use teacher communication patternsand students, but the research participants are different from the research researchers. They studied communication between teachers and toddlers, while researchers studied communication patterns between high school guidance and counseling teachers and their female students. Guidance and Guidance Teachers have special duties that are different from teachers in other scientific fields. The BK teacher's function is to help students achieve their individual assignments well. For this reason, he must have good interpersonal communication competence, so that he is able to establish good relationships with female students. In this way, students are willing to carry out self-disclosure. Azeharie and Khotimah's research did not explore the concept of self-disclosure, because what they looked at was PAUD teachers' communication with their toddler students. The purpose of communication is more about how students understand the message conveyed by the teacher. By understanding the teacher's message, students can carry out the teacher's instructions. The research that researchers are planning to examine communication between guidance and counseling teachers and female students is not only limited to the students' understanding of the teacher's message, but more than that. Apart from understanding the message, it is also intended that female students are willing to carry out interpersonal communication with the teacher. With this closeness, female students are expected to be more open to the guidance and counseling teacher and willing to follow the guidance and counseling teacher's recommendations or advice, thereby avoiding the KBGO trap.

3 Research Methods

This research uses a qualitative approach. Qualitative research is research which aims to explain phenomena in as much depth as possible through as detailed data as possible.[9] Strauss and emphasize that qualitative research findings are not obtained through statistical procedures. Similar to Strauss, [10] explains that the qualitative research method is a social research method that collects and analyzes data in the form of words and human actions and this research is not intended to quantify the data. If the data collected is in-depth and able to explain the phenomenon being studied, then the researcher no longer needs to look for other informants. The researcher is an integral part of the data. He is actively involved in determining the type of data desired. The research results are casuistic and cannot be generalized.

4 Discussion

Online gender-based violence is violence that reflects existence unequal power relations between men and women and perpetuating the subordination of women as opposed to men. Within a patriarchal framework, this violence is a symbolic system that gives rise to a series of daily practices that deny women's rights and reproduce the imbalances and inequalities that exist between the two sexes [11]

Globally, violence towards women based on gender is still a problem. Each country has its own response strategy and is determined by the policies of each country. In Sweden, for example, preventing this violence has become government policy at the local and regional level. Although in practice they face many obstacles, such as understanding gender and violence in society, as well as a lack of bottom-up dialogue.

In Indonesia, awareness of the increasing violence during the pandemic and as a result of lock down policies in various regions has prompted the formation of a Guide to Protecting Women's Rights from Discrimination and Gender-Based Violence (KBG). This guide is a guide across ministries/agencies, regional government organizations, and organizers of programs and services for women (Kemen PPPA RI, 2020). In its development, violence against women not only occurs in real life, but also spreads to the online world. Therefore, violence here is referred to as Online Gender-Based Violence (KBGO).

Online gender-based violence still often occurs in schools, especially during the Covid-19 pandemic, as stated by Ahmad Musanif "*Yes, it cannot be denied that children cannot be separated from online media, especially since the recent pandemic, where teaching and learning activities are also via the internet. But we as teachers, always remind them that the cellphones and the internet they have have two different sides. On the one hand it can be good, on the other hand there are also many negative elements. We always remind you to use this media wisely. Don't do negative things.*"

There are many ways that can be done to prevent the occurrence of KBGO, including the method used at SMA Muhammadiyah 12, "to prevent KBGO, we try to remind students not to use social media excessively, we instill wise use of social media in students by holding training and education to students" Ahmad Musanif, March 3 2023

Not only at SMA Muhammadiyah 12, KBGO often occurs, but also at SMA Muhammadiyah 15 Setiabudi, where KBGO often occurs to students. "KBGO usually occurs with children who have physical disabilities. "I often meet many students who talk about experiencing KBGO because they have physical deficiencies, for example because their friends say so" Khomeini Malak, 9 March 2023

5 Conclusion

From the research conducted, online gender-based violence still often occurs among students at Muhammadiyah High School in Jakarta. From the research we conducted, violence often occurs to female students and also to children with physical disabilities.

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