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Identifying Gay Behavior Through Guidance and Counseling Module For Senior High School Students

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ABSTRACT

Homosexuality is defined as romantic attraction, sexual attraction, or sexual behavior between the same sex or gender. Gay is one of the sexual disorders where man is attracted to other straight or gay man. Mostly, teenagers are unaware of this current emerging phenomenon. So, some may get involved or even dragged into this crisis which will lead them to miserable mental state. Their lack of knowledge about the concept and detrimental effect of gay behavior is also the main concern. Hence, a preventive approach should be taken to hinder teenagers, especially male students, from the negative outcome of gay behavior through guidance and counselling program. The paper followed the procedure in descriptive research design. The research population was all public high school students in Padang and there were 100 respondents which was chosen through purposive sampling. Based on the research findings, 15 students (15%) responded in the highest scale, extremely concerned. 23 students (23%) were moderately concerned. 58 students (58%) seemed in uncertainty. 4 students (4%) were at loss or slightly concerned facing this crisis. In brief, most students had low awareness of this crisis. Thus, their understanding in gay behavior must be enhanced. The aid offered to help them protect themselves is providing information about the concept of gay behavior, gay characteristics, the causes of gay behavior, the impact of being a homosexual man and how they find a sexual partner through guidance and counseling program.



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Introduction

People believe that positive changes in human behavior will prepare their future generation to live in a better and joyful life. However, a rapid technology development does not only bring positive influences. The negative impact can be observed through their new lifestyle, e.g. fulfilling primary and secondary needs while neglecting moral and religious values. There is no binding rule that control them in socializing. Students are involved in free sex, brawl, road raid, even sexual disorder or widely known as LGBT (Lesbian, Gay, Bisexual and Transgender). Sinyo (2014) suggested that LGBT (Lesbian, Gay, Bisexual and Transgender) has distinctive interpretation. First, lesbian is a woman sexual orientation disorder where she desires otherwoman as sex-partner. Similarly, gay is the same-sex gender disorder for men. On the other hand, bisexual is a sexual orientation where a man or a woman likes both genders. Lastly, transgender is a sexual orientation where a man changes his physical and mental appearances into a woman or vice versa. Thus, LGBT is a serious sexual disorder which exists as a contrast belief against Indonesia society, religion and local custom.

This research is mainly focused on men same-sex sexual orientation, gay. Gay is a common term that related to any homosexuality traits. Noviandy (2012) explained that gay is a man sexual orientation who desire straight or mutual gay man. It is obviously a sexual disorder. The gay community promotes their belief implicitly into society. Students, who have low self-awareness, will find themselves involved in this crisis. It is already known that gay community exists in Padang. Based on the survey conducted by West Sumatera Development Planning Agency in 2017, Padang had the highest registered gay community in West Sumatera and scored as the first rank in the whole nation.

Based on the given survey, a counter-measure movement should be taken to prevent gay behavior. The best solution is by providing students with information, related knowledge, sex-education and the danger of sexual disorder. Wardhani (2013) stated that a teenager, who has proper knowledge of sex education, will be more responsible and engage themselves in positive activity. School also play a vital role in preventing gay behavior on male students. The parents are expected to explain to those teenagers what is sex education, and any related knowledge. Then, school and social community will support them by giving more detailed information needed. Several solution offered are guidance and counseling program and an integrated sex education in school subjects. Sulaeman's (2016) research findings showed that guidance and counseling teacher have prevented sexual disorder (gay) through interpersonal communication. Yet, it failed to obtain satisfying results since it took so much time to consult the whole students and the lack of teachers cooperation. To assist the whole students, a guidance and counseling teacher can conduct a classical service such as: providing information. A classical information service is able to improve students' understanding on teens puberty and preventing gay behavior.

Guidance and counseling services play a role in preventing and overcoming Gay behavior. Hikmawati (2012) stated that schools' guidance and counseling services have preventive measure on students' characters development. In brief, guidance and counseling program is responsible in anticipating students' problem and unwanted behavior. The teacher provides guidance and counseling for the clients/students to divert them from any harmful action. Prayitno (2015) discussed three major reasons why providing the necessary information is essential. First, to provide an individual with various knowledge, so they are able to face and solve their problem. Second, to determine his or her life long-term goal, and to make decision based on their individual personality. Hence, informational service is a vital aid for students in getting new knowledge to aim for potent life.

Guidance and counseling teachers can blatantly conduct a direct information service through various and flexible media or techniques. They may choose to do classical or group service that depend on the type of information and students' characteristics. To optimize the guidance and counseling service, especially in gay behavior, teacher should own an adequate guidebook, module and broad knowledge in related topic. So, the students will acquire sufficient information to protect themselves. According to the phenomena and facts explained above, the writer wanted to develop a guidance and counseling module to assist peer school teachers and help students' in understanding or preventing gay behavior. Students are expected to develop their potentials independently, prevent themselves from any incoming threat, and utilize the module. This approach reflects the goal of guidance and counseling program where assisting and guiding students as the main goals. Prayitno (2009) defined that "counseling service aims for independent, successful individual and potent life style." Thus, the writer was interested to inspect students' perspective on gay behavior.

Method

Quantitative research with descriptive research design was implemented. Quantitative research emphasizes on number, numerical data, that are processed through statistical method. There are 16 senior high schools in Padang which was included in research population. To have better control of this wide number of populations, a sampling was conducted. The cluster random sampling was conducted based on the school's credibility.

There are 5 stages for the application of cluster sampling: (1) formulate population characteristics, (2) determine the cluster, (3) determine the sample size of each cluster, (4) choose randomly from each cluster, (5) make a list of chosen samples. After following those procedures, several schools were chosen as representative. SMA Negeri 2 Padang and SMA Negeri 9 Padang were the representative of A accreditation. While for B accreditation, SMA Negeri 13 Padang and SMA Negeri 15 Padang was selected. Later, 100 students were drawn as the sample which consisted of 25 students from each selected school. The research population and sample are listed in Table 1 below.

Table. 1 Research Population and Sample

No	Population		Sample		Respondent
	School	Accreditation	School	Accreditation	
1	SMAN 1 Padang	A	SMAN 2 Padang	A	25 Students
2	SMAN 2 Padang	A			
3	SMAN 3 Padang	A			
4	SMAN 4 Padang	A			
5	SMAN 5 Padang	A			
6	SMAN 6 Padang	A			
7	SMAN 7 Padang	A			
8	SMAN 8 Padang	B			
9	SMAN 9 Padang	A	SMAN 9 Padang	A	25 Students
10	SMAN 10 Padang	A			
11	SMAN 11 Padang	B			
12	SMAN 12 Padang	B			
13	SMAN 13 Padang	B	SMAN 13 Padang	B	25 Students
14	SMAN 14 Padang	B			
15	SMAN 15 Padang	B	SMAN 15 Padang	B	25 Students
16	SMAN 16 Padang	B			
Total					100 students

This research used close ended question in its questionnaire and adapted Likert Scale to measure students' level of understanding toward the concept of gay behavior, characteristics of homosexual men, the causes of gay behavior, the impact of being a gay, and homosexual men preferences for sexual partner. 100 high school students studying in Padang were chosen through purposive sampling. The research used five scale: Extremely concerned, moderately concerned, somewhat concerned, slightly concerned, and not at all concerned.

Results and Discussions

The research discussion, an analysis of students' understanding toward gay behavior, is presented in this following table.

Table 2. Students' Understanding toward Gay Behavior at SMAN 15 Padang (n=100)

No.	Category	F	%
1	Extremely Concerned	15	15
2	Moderately Concerned	23	23
3	Somewhat Concerned	58	58
4	Slightly Concerned	4	4
5	Not at all Concerned	0	0

The table showed that 15 students were extremely concerned, 58 students were somewhat concerned and no answer detected in not at all concerned scale. It can be concluded that students of SMAN 15 Padang were unconcerned about gay behavior. It meant that they have not fully understand what this disorder was. This ignorance may lead the students getting involved in gay behavior later. To measure the second indicator, the concept of gay behavior, table 3 presented the result.

Table 3. Students' Understanding on the Concept of Gay Behavior.

No	Statement	Likert Scale					Total
		Extremely Concerned	Moderately Concerned	Somewhat Concerned	Slightly Concerned	Not at all Concerned	
1	1	19	24	55	2	0	100
	Total	19	24	55	2	0	100
	Average		24	55	2	0	100

In summary, out of 100 students, 19% were extremely aware of the gay behavior concept. 24 students answered very aware, 55 % were uncertain and 2% were slightly aware. It means that almost half of them did not understand the concept of gay behavior.

Table 4. Students' Understanding on the Characteristics of Gay Men

No	Statements	Likert Scale					Total
		Extremely Concerned	Moderately Concerned	Somewhat Concerned	Slightly Concerned	Not at all Concerned	
2	2	19	24	55	2	0	100
	3	13	28	57	2	0	100
	4	15	25	57	3	0	100
	5	17	26	54	3	0	100
	6	13	30	55	2	0	100
	7	12	29	57	2	0	100
	8	13	25	58	4	0	100
	9	13	27	56	4	0	100
	10	17	25	54	4	0	100
	Total	132	239	503	26	0	900
Average		14,66	26,55	55,89	2,9	0	

Table 4 presented that 14,66% was extremely aware of gay characteristics, 26,55% was very aware, 55,89% was uncertain and 2,9% was slightly aware. In short, most students did not understand the characteristics of gay men.

Table 5. Students' Understanding on the Causes of Gay Behavior

No	Statements	Likert Scale					Total
		Extremely Concerned	Moderately Concerned	Somewhat Concerned	Slightly Concerned	Not at all Concerned	
3	11	10	12	58	16	4	100
	12	14	22	59	5	0	100
	13	12	21	61	6	0	100
	14	13	21	61	5	0	100
	15	16	20	61	3	0	100
	16	16	23	58	3	0	100
	17	17	22	62	3	0	100
	Total	98	141	420	41	0	700
Average		14	20,14	60	5,86	0	100

Data recorded in table 5 as follows: 14% is extremely aware of gay behavior, 20.14% was very aware, 60% was uncertain, 5.86% was slightly aware and there was none in unaware choice. It meant that most of the students were lack of information what caused gay behavior.

Table 6. Students' Understanding on the Impact of Gay Behavior

No	Statements	Likert Scale					Total
		Extremely Concerned	Moderately Concerned	Somewhat Concerned	Slightly Concerned	Not at all Concerned	
4	18	15	23	59	3	0	100
	19	17	23	57	3	0	100
	20	16	23	56	5	0	100
	21	14	19	64	3	0	100
	22	15	20	62	3	0	100
	23	11	24	62	3	0	100
	24	13	22	60	5	0	100
	25	17	22	58	3	0	100
	26	16	24	58	2	0	100
	27	18	24	56	2	0	100
	28	16	24	57	3	0	100
	Total	168	248	649	35	0	1100
Average		15,27	22,55	59	3,18	0	100

This is the result on the impact of gay behavior test. 15.27% was extremely aware, 22.55% was very aware, 59% was uncertain, while 3.18% was slightly aware. In conclusion, these students did not understand the impact of gay behavior.

Table 7. Students' Understanding on Gay Men Preference for Sexual Partner.

No	Statements	Likert Scale					Total
		Extremely Concerned	Moderately Concerned	Somewhat Concerned	Slightly Concerned	Not at all Concerned	
5	29	9	15	66	10	0	100
	30	17	22	59	2	0	100
	31	17	22	58	3	0	100
	32	14	25	58	3	0	100
	33	17	22	58	3	0	100
	34	18	23	57	2	0	100
	35	17	19	62	2	0	100
Total		109	148	418	25	0	700
Average		15.57	21.14	59.71	3.57	0	100

Table 6 showed discussed about gay men preferences on sexual partner. 15.57% was extremely aware, 21.14% was very aware, 59.71% was uncertain and 3.57% was slightly aware. In short, they do not understand this topic. Based on the instrument obtained, writer compiled discussion topics for preventing gay behavior on high school students.

Table 8. Choosing Topic for Preventing Gay behaviour on Male Students.

No.	Indicator	Statement	Topic	%
1.	Students' Understanding on The Concept of Gay Behavior	I know that homosexual man or gay only attracted to other men.	The origin of Homosexuality	55
2	Students' Understanding on the characteristics of gay men.	Gay men wear earrings	Visible Characteristics of Gay Men.	57
		Gay men dress in flashy outfits like a world-class celebrity.		59
		Gay men move like a girl.		60
		Gay men attracted to men rather than women		57
		Gay men's thought and ambition are focused on doing bad deeds because men are easily found around them.		57
		Gay men have no shame.		59
		Gay men tend to act as a frail figure in front of other men.		62
		Gay men tend to do bad deeds.		60
3	Students' Understanding on the causes of gay behavior.	Gay men are easily offended and sensitive.	The Causes of Gay Behavior.	58
		An incomplete chromosome is believed as the cause of gay behavior.		78
		Unbalanced hormone causes gay behavior.		64
		Absurd mindset causes gay behavior.		67
		Child Traumatic experience causes gay behavior.		66
		Free sex activity with the same gender causes gay behavior		64
		Child Sexual disorder problem causes gay behavior.		61
		Bad parenting during a child growth causes gay behavior.		63
4.	Students' Understanding on the impact of being a gay man.	Gay behavior causes transmitted or contagious diseases.	The impact of	66
		Gay behavior leads to HIV / AIDS		60
		Gay men are not welcomed in their own family.		61
		Gay men is isolated from society.		67
		Gay behavior is defined as sinful, disgusting act by society.		65
		Gay behavior opposes the local custom, and moral		65

No.	Indicator	Statement	Topic	%
		values in society	gay behavior.	
		Gay behavior will end up in miserable death.		65
		Gay behavior ruins family life.		61
		Gay men were left behind by their friends.		60
		Gay behavior leads to low learning motivation.		58
		Gay behavior affect future career.		60
5	Students' understanding on Gay Men's preferences in sexual partner.	Gay men interested in cute men.		80
		Gay men prefer men who come from broken family.		61
		Gay men prefer a man who have low religious knowledge.	Characteristics on Gay Couple.	61
		Gay men prefer slightly tall man		61
		Gay men love innocent man.		61
		Gay men prefer white-skinned man.		59
		Gay men prefer a man who have no control over his family		64

The topics chosen for discussion in conducting guidance and counseling program were recognizing the concept of homosexuality, the characteristics of gay men, the causes of gay behavior, the impact of gay behavior and gay men's preferences on sexual partner. Gay is a sexual orientation disorder in which men are attracted to straight or gay men. The objective was to let students identify this sexual disorder. So, they will grow up into a true healthy man.

The next topic is gay men characteristics. The goal was to build students' self-awareness in recognizing gay men characteristics in their daily life. Thus, they independently prevent themselves to do so. The third topic was the causes of gay behavior. It discussed internal and external conflict which causes normal man turned into gay man. So, the male students will be able to avoid gay behavior in the future.

The fourth topic was the impact of gay behavior. It suggested that gay behavior influenced gay man's health, family relationship, social relation, and learning motivation. The last topic was about gay men's preferences in looking for sexual partner. Male students must know these points, so they will be able to avoid any temptation from tricky gay men who try to seduce them.

Conclusions

Gay is a sexual disorder which goes against the nature of teenager sexual orientation. Hence, they won't develop as they should. One of the major causes is teenagers do not possess adequate knowledge of gay behavior. The research findings showed that 15 students (15%) responded in the highest scale, extremely concerned. 23 students (23%) were moderately concerned. 58 students (58%) were in uncertainty. 4 students (4%) were at loss or slightly concerned facing this crisis. In conclusion, most students had low concern of this crisis. Thus, teen must acquire more information about gay behavior.

One of the offered solutions to prevent gay behavior on students is providing information about the concept of gay behavior, gay characteristics, the causes of gay behavior, the impact of being a homosexual man and how gay man find a sexual partner through guidance and counseling program.

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