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## **Understanding the role of counselors on teenagers promiscuity with outbound techniques through natural and historical tourism (Case study at SMA Negeri 30 Banda Naira, Central Maluku)**

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**Abstract**--This paper aims to understand the role of Guidance and Counseling teachers (counselors) in overcoming promiscuity among school adolescents. This paper based on the results of qualitative research, using a phenomenological perspective, especially on the narratives of everyday life with the subjects of counselors and students of SMA Negeri 30, Banda Naira, Central Maluku. Data collection techniques using interviews, descriptive-qualitative analysis observation. The results showed that there are two causes of this promiscuity – internal and external causes. Internal causes are originate from the individual itself, such as lack of understanding of religion and adolescents who have weak mental (rationality and

emotionality). The external causes are originate from outside - the environment that is not conducive such as lack of parental attention, family conditions that are less harmonious (broken home), the influence of the local social environment, and the influence of social media. The counselor's effort in overcoming the promiscuity of adolescents at SMA Negeri 30 Maluku Tengah was through natural and historical tourism outbound techniques, which is another form of outbound technique in the group counseling model. The technique has proven to be effective for improving; (1) cognitive abilities, (2) ability to socialize and cooperate, (3) ability to construct self-meaning. This article recommends group counseling services through natural and historical tourism to counselors in overcoming problems among adolescents.

**Keywords**---Role of Counselors, Promiscuity, Outbound Techniques, Natural and Historical Tourism.

## **Introduction**

Guidance and counseling service in school is an effort to help students develop their personal life, social life, study activities and career development. As Sari et al (2020) state that a behavioral service can change the mindset or treatment of students towards subjects which will then be followed by changes in behavior (Sari, 2020: 93). that is to say, guidance and counseling services facilitate the development of students individually, in groups and or classically, according to their needs, potentials, talents, interests, developments, conditions and opportunities. This service also helps overcome weaknesses and obstacles as well as problems faced by students.

In practice, counseling services often encounter challenges from the pathological behaviors of adolescent students or mentoring participants, which raises two big questions; First, what is the role of the guidance and counseling teacher (counselor or counselor) in the school? and second, how to improve the quality of service guidance and counseling in schools? One of the pathological behaviors referred to is "promiscuity". According to the Merriam-Webster online dictionary, promiscuity is included in it, namely; indiscriminative, haphazard, careless, wild, offhand, in the context of legal action, sexual orientation and behavior, and treatment of ethnicity (<https://www.merriam-webster.com/dictionary/promiscuous>, accessed on Wednesday 19 May 2021).

According to Harmani and Novitriani (2019) in Makaria et al., (2020), the association of teenagers today is becoming a polemic, especially supported by the rapid advancement of technology and the characteristics of the teenagers themselves who are very fluent in the field of information technology. Great curiosity about sexuality causes adolescents to seek sources of information about sexuality (Harmaini & Novitriani, 2019: 42). Desmita (2015) confirms the high "curiosity" factor of adolescents that makes the phenomenon of promiscuity develop rapidly. Coupled with changes that are very prominent in adolescents, namely increased interest and motivation towards sexuality (Desmita, 2015).

However, according to Silfiana (2019), the phenomenon of teenage promiscuity is not only in the form of sex, but also pornography, homosexuality, early marriage, and cybersex. The complexity of the problem of promiscuity, of course, has causes that are equally complex. For this reason, a more creative solution is needed to overcome promiscuity among adolescents. This is where the role of guidance and counseling teachers (counselors) is expected to improve the mathematics.

The counselor has a very big role, a very big one is coordinating supervision and counseling in addition to administrative and curriculum (academic) activities. As Rahma (2010) states, counselors are teachers who have full duties, responsibilities, responsibilities and rights in guidance and counseling activities for a number of students, including physically blind students who have limitations (Rahma, 2010: 65)

Some experts say that the counselor plays a more role as a client partner in solving his problems, that is, providing more opportunities for clients to express all their problems, feelings, and perceptions, and the counselor reflects on everything that is expressed by the client (Robert L. Gibson, Marianne H. Mitchell, 2011). However, some other experts actually mentioned that the process of internalizing behavioral values is manifested jointly between the participants and the counselor. This positive relationship between the teacher (counselor) and students (counselee) actually accelerates the success of the desired positive behavior (Carlo, White, Stress, Knight, & Zeiders, 2018). This last opinion positions the counselor's important role in creating positive forms of behavior for group members in expressing feelings, respecting each other, showing concern, sharing experiences, increasing self-confidence (Astuti, 2012; I Chitra & Noor, 2019).

Besides the counselor's factor plays a big role in solving teenage problems, there are also significant environmental factors. In fact, changes that occur in the environment can affect the attitudes and behavior of individuals (teenagers). Many adolescents suffer and are unable to achieve the happiness of their lives because of their inability to adjust to their environment (Fatimah, 2010: 193). This can lead to stress and life problems. Stress and problems in life are normal, but the effects of stress can be serious if they turn into a psychological crisis.

Some research states that the influence of a bad environment can be an example for the development of the negative character of adolescents. Because teenagers tend to imitate the models shown to them over and over again. So, someone will become an altruist because the environment provides real examples that are seen directly by individuals (Sari et al, 2020: 96). This is where the importance of role models for adolescents helps guide the development of positive characters for adolescents (Keumala, Nurihsan & Budiamin, 2018).

Li Wen-Qiao et al (2019) in the Asian Journal of Social Psychology, stated that a lot of human behavior is formed through the process of imitating (Li Wen-Qiao, Li Liman Man Wai & Li Ming, 2019). However, Futamura (2018) actually positions prosocial behavior in general, which is also supported by a greater interest in prosocial behavior. This is evident from the results of the control group that the

increase in prosocial behavior, namely the increasing factor is more influenced because they are interested in carrying out prosocial behavior on themselves (Futamura, 2018: 1-15).

Students of SMA Negeri 30 Banda Naira Maluku Tengah are teenagers with an average of 16 to 18 years. The age of 16 years according to Krori (2011) in Herlina (2013) is included in the category of Intermediate adolescence (16-18 years), a period where self-transition often occurs, periods of change, periods of problematic age, periods in which individuals seek self-identity, creepy ages (dreaded), a period of unrealism, and a threshold to maturity. This has the potential to cause problems in him including low adjustment problems, including problems with adjustment with teachers, friends, subjects and the environment. As a result, children don't want to go to school, don't want to study, like to play truant, dare to fight against teachers and in the end their learning achievement decreases.

Addressing adolescent problems is actually not easy, even something that is difficult to realize. This is because the facts on the ground often have their own challenges, such as; The large number of students in schools is not proportional to the presence of available counselors. Various difficulties in the teaching and learning process are often faced by students in several schools so that it has an impact on various forms of juvenile delinquency that arise, one of which is promisquity.

The counselor is required to provide understanding and strengthening to students so that they can get the right solution in solving their problems. Some counselors resolve or handle delinquency in their students by means of a psychological approach by conducting individual or group counseling. In fact, group guidance is often carried out in schools but its implementation is still focused on students with problems. This causes the implementation of group guidance to contribute less to increase changes in these students / adolescents. Therefore, this paper will try to develop a more varied model of group guidance, group guidance with outbound techniques to solve juvenile delinquency problems.

Outbound is an activity that is both fun and challenging. The form of activity is in the form of life simulation through creative, recreational, and educational games, both individually and in groups with the aim of personal development or group or team development (Muhammad 2009: 26). The games in the outbound can be used as therapy for adolescents with problems, as stated by Lesniak (2003). "The play therapist recognizes the child's wants, needs, and feelings, which are expressed through play. Each toy selected by the child is a representation of what he / she is trying to communicate" (Lesniak, 2003: 36). Some experts prove that the use of outbound methods can even increase resistance to the temptation to use drugs (Ancok, 2007: 3).

This article is an analysis of "The Role of Counselors in Preventing Promisquity Through Group Guidance with Outbound Techniques among Youth Students of SMA Negeri 30 Banda Naira, Central Maluku". The purpose of writing is to get an understanding of the efforts of guidance and counseling teachers in dealing with

the problem of adolescent promiscuity through outbound techniques, as a preventive solution to juvenile delinquency problems in Banda Naira.

## **Method**

This paper is compiled based on the results of qualitative research using a phenomenological perspective, adopting key Alfred Shutz concepts such as meaning, the world of life, knowledge, typification, recipes for action, and others as a framework for study. Phenomenology, apart from being a philosophy as well as an approach that has a big influence on the type of qualitative research (Farid, 2018; 2020: 138). As a method, phenomenology has been embraced by researchers from various disciplines and social sciences who take advantage of its philosophical analysis (Daymon & Holloway, 2011: 180).

Primary data sources were taken from interviews and observations of 2 counselors and 5 adolescent students who were scattered in class X, XI, and XII of SMA Negeri 30 Banda Naira, Central Maluku. The subjects in this study were those who had been involved in promiscuity with various cases. Differences in gender, ethnicity, or socioeconomic status are not limited in this study, because they are naturalistic empiricism by building closeness to research subjects with a variety of phenomena that researchers encounter in the field. Primary data collection was carried out by using purposive sampling technique (Denzin, 2011). Where several research subjects have been taken based on the provisions related to the problems being studied, especially the actors who have been involved in it (Moleong, 2007: 4). The secondary data obtained from journals, books, documentation studies, and online references.

The analysis was carried out by looking at the description of various cases using a phenomenological perspective (Denzin, 2011; 117). The analysis technique carried out by not only describing the facts, but also providing sufficient understanding and explanation. This means that this research intends to reveal cases of behavior by analyzing the motives of the perpetrators (Moleong, 2007: 4).

## **Findings and Discussion**

From the results of the study conducted, this research concluded 2 main causes of promiscuity by students / adolescents, namely; internal causes and external causes. Internal causes are originate from the individual himself, such as a lack of understanding of religion and weak mental (rational and emotional) problems. The external causes are those originate from an unsupportive environment, such as; lack of parental love, weak family ties or lack of harmony (broken home), the influence of local teenagers who are accustomed to drinking, and also the influence of social media.

Based on observations of various efforts to overcome the problems above, it was found that several actions had been taken by the counselor in overcoming adolescent promiscuity at SMA Negeri 30 Banda Nair-Maluku Tengah, namely providing a number of individual guidance as well as group guidance.

## 1. Individual Guidance and Counseling

In relation to the form of efforts of the supervising teacher in overcoming promiscuity in schools, it can refer to counseling guidance services:

### a. *Private-Religious Guidance*

In this private-religious guidance, the counselor service of SMA Negeri 30 helps students find and develop a person who believes and is devoted to Allah SWT, is steady and independent, and is physically and mentally healthy.

### b. *Social Guidance*

In this case, the BK service of SMA Negeri 30 helps students to get to know and relate to their social environment which is based on noble character. Social responsibility will be more effective than the personal guidance will be given at the middle level as a channel through group guidance and partly through individual guidance.

### c. *Tutoring*

In this case, BK services at SMA Negeri 30, help students develop themselves, attitudes and good study habits, to master knowledge and skills and prepare students to continue their education at a higher level. Services in tutoring include: the development of understanding in relation to ideals, development of communication skills, development of attitudes and discipline in learning techniques for mastery of learning material.

### d. *Career Guidance*

In the field of career guidance, BK services at SMA Negeri 30 help students plan and develop their future careers.

## 2. Group Guidance & Counseling

Group guidance is an effort to guide individuals through groups. The group guidance carried out by the counselor in overcoming adolescent promiscuity at SMA Negeri 30 Banda Naira-Central Maluku:

### a. *Religious Education Services in the Study Council / Tahfiz Majlis*

Religious education and true belief in Allah are the basic needs of the soul, which can provide assistance for the teenager to release him from the intense turmoil of the soul and help him in dealing with negative urges. And one way to overcome the promiscuity of teenagers to include them in the recitation assembly or tahfiz (Qur'an memorization program) in Banda Naira. When adolescents "schooled" based on Islam, they had extra religious education which obtained from the family environment or education in other public schools. Thus, these adolescents who usually do such as obligatory prayers, sunnah prayers, obligatory fasting, sunnah fasting, tadarrus, so that they forge their mentality to be stronger and not easily swayed by bad things.

### b. *Engage in social group activities*

One of the ways the counselor encourages students / adolescents to act positively by involving them in useful social activities such as social activities to help disaster victims or being involved in community service clean beaches. These activities relatively useful compared to their previous activities.

Especially for the group guidance program, based on information students/adolescents, we understood that the implementation of group guidance still incidental, it only adapts to the needs of students, it has not been programmed with regular schedule. Another fact that the group guidance made students feel relatively able to communicate with others, such as expressing their opinions, and learning to respect and respect others. But personally, they were still constrained by normative rules and obligations, sometimes they still confusing, which be seen in facial expressions that tend to not free themselves express themselves more naturally.

This research provides another form of group mentoring program through outbound centered in the open environment or in the 17th century historical and cultural sites in Banda Naira. In this outbound activity, 5 sites were selected as the core zone for guidance activities, namely; Belgica fortress, Nassau fortress, Volcano, Oertatang Forest and Concordia Fortress. The sites were chosen because they met several criterias, namely; a free open zone, and has unspoiled trees. The criterias are important for the psychological relaxation of students / adolescents in the healing process (trauma healing) of the problems they previously faced.

These steps aim to make the outbound training run well and in accordance with the desired goals, refers to the effective learning process proposed by Boyett and Boyett (in Ancok, 2007: 6), namely: (1) the formation of experiences (experience); (2) contemplation of experience (reflect); (3) the formation of the concept (form concept); (4) testing concept (test concept).

The significant difference between group guidance through outbound techniques and the usual group guidance model lies in the presence of special reinforcement at the activity stage. In the third activity stage, experience and form concept elements added, here students / adolescents invited to learn directly from an outbound game, then their members asked to seek and find meaning from the intellectual and emotional experiences obtained in these activities. The experiences and meanings of the games they construct, then used as provisions for their personal life and in dealing with other people.

The results shows a significant increase in the abilities of SMAN 30 teenagers from each class, starting from class X, XI, and XII, for categories (1) cognitive abilities, (2) ability to socialize and cooperate, (3) ability to construct self-meaning. In detail, it can be explained as follows;

### **Subject 1**

Is a male student in class XI. The cause of his deviant behavior was the result of his parents' divorce. So he decided to live more with his friends'. He chose a female friend who was still in junior high school grade IX and have a free sex life for 1 year. The two of them finally end their love relationship.

After participating in mentoring activities through natural and historical tourism techniques, he felt calmer and his interest and love for the natural environment slowly emerged. He then realized that even though he could not reunite his divorced parents, destroying himself and his girlfriend was not the way out the

problem. Currently, subject 1 is more focused on environment activities, such as enjoying activities initiated by NGO groups that are oriented towards protecting coastal areas from waste and marine damage.

### **Subject 2 & Subject 3**

Both are male student from class X and XII. The causes for their deviation similar, due to addiction to gadgets and social media. Subjects 2 and 3 even had time to tell a long story about their decision to steal other people's belongings, or to trick their friends just to buy data credits to be able to continue playing online games with their favorite gadgets. Until finally fell in a wild condition and did not care about the environment around. Living wild; drunk; even involved in rape cases.

The two of them then entered a guidance group located at Fort Hollandia in the village of Lonthoir. There they got sufficient insight the history of their country from a history expert lecturer at Banda Naira. When they know the history of their homeland which colonized for nearly 400 years, and the tragedy of the massacre in 1621, make them feel more caring and loving towards their village. They just realized that their homeland was full of heroic and historical stories. Pride and self-confidence slowly building up. After the guidance program, both of them were more confident in making works about their country. Subject 2 was fond of sketching, describing his hometown. Meanwhile, subject 3 prefer to write essays and poetry about his homeland.

### **Subject 4**

Is a female student from class XI. She became addicted to narcotics due to the influence of her friend. Subject 4 actually has relatively harmonious parents. Her father is a civil servant employee, while her mother is a shop entrepreneur. However, she spend more time outside the house with friends. Finally she became a drug addict with the type of marijuana which she usually put in cigarettes. Smoking marijuana was carried out with her male friends. She indeed, closer to male friends than female. In fact, she admitted that she had smoked marijuana in her mother's shop secretly. The mother did not realize because she did not know the smell of marijuana cigarettes and thought the smell came from the customer. Subject 4 has clearly acted against the laws of the State and could face imprisonment.

After participating in the nature tour and historical tourism program, subject 4 was able to gradually reduce old habits. Although until now has not been completely cured. However, she has been able to find self back more intimately with family at home.

### **Subject 5**

Is a boy in class X. He often bullies his friends in class. This is due to the lack of harmony in his parents' life. According to the story, his parents were too busy. His father is a fisherman, while his mother sells fish in the market in the morning, and works as an employee in a hotel from day to night. So that makes



him tend to hate anyone around. After participating in this mentoring program through nature and historical tourism tours, and participating in several teamwork training games with the group, make him more familiar and open with his friends. However, he still relatively nervous when meet a new people.

### **Conclusion**

The writer concluded two causes of promiscuity, namely internal causes and external causes. Internal causes are from the individual himself, such as a lack of understanding of religion and ability to think rationally and weak emotional abilities. The external causes come from an environment that is not conducive, broken home families, the influence of friends, and the social media.

The counselor's efforts in overcoming adolescent promiscuity in SMA Negeri 30 Banda Naira-Maluku Tengah, through individual guidance and group counseling. Individual guidance assisting individuals to solve the problems they face through attention and affection, providing good examples and instilling discipline. As for group guidance by providing religious education and encouraging youth to be active in positive social work.

However, the group guidance program that has been implemented still temporary and always changes, often only adapting to the needs of students. So, group guidance efforts were made with outbound techniques that were significantly different from the usual group guidance model. In the group guidance model through outbound techniques there are special reinforcement, that the elements of experience and form concept, here students / adolescents invited to learn directly from the games that given then they tried on their own to find meaning from intellectual experiences and emotional experiences obtained from these activities. The experience and meaning of the game obtained can be used as provisions for personal life and in dealing with other people.

This research found that there was a significant increase in the ability of the majority of SMA Negeri 30 students / adolescents in each class, starting from class X, XI, and XII, for categories (1) cognitive abilities, (2) ability to socialize and cooperate, (3) ) the ability to construct self-meaning. In general, the level of rationality and emotionality maturity of students / adolescents of SMA Negeri 30 is much higher than the results achieved from the previous group guidance program. Primarily, in the ability to adapt, to socialize and cooperate with others, and the ability to construct his own meaning for others more wisely.

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