Socialization of the Program Activities of the Centre for Information and Counseling of High School Adolescents of the City of Palangka Raya

Desi Erawati

IAIN Palangka Raya, Indonesia

*Corresponding Email Author: desi-erawati@iain-palangkaraya.ac.id

Keywords

Socialization; PIK-R; High School Adolescents

Abstract

This research aims to explore the effectiveness and role of the Youth Information and Counseling Center (PIK-R) program in addressing complex issues faced by adolescents in the city of Palangka Raya. The research methodology employed a phenomenological approach, allowing the researcher to gain a deep understanding of the experiences and perceptions of adolescents related to the PIK-R program. The results of the research indicate that the PIK-R program has a significant positive impact in assisting adolescents to overcome various issues, including student conflicts, drug abuse, bullying, and cases of free sex. Active participation of students in this program through various activities such as counseling, seminars, and group discussions aims to enhance their understanding of reproductive health, healthy interpersonal relationships, and the prevention of risky behaviors. Moreover, the PIK-R program provides a space for adolescents to share experiences and receive support from their peers. Preventive measures implemented through this program include the provision of accurate and reliable information, the development of positive social and communication skills, as well as the cultivation of good moral values and ethics. Thus, the PIK-R program in secondary schools in Palangka Raya plays a crucial role in shaping the character and positive behavior of adolescents. With the existence of this program, it is expected that adolescents will become more aware of the importance of reproductive health, respect for the rights of others, and avoidance of risky behaviors that may harm themselves or others. This research contributes significantly to strengthening prevention and intervention efforts for the social issues faced by the current younger generation.

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INTRODUCTION

Information about reproductive health in the world of education is often discussed in some subjects such as Natural Sciences or Biology and others, it can be said that schools are one of the institutions loaded with the system of rules and norms that apply (Iyer & Aggleton, 2013). As an asset of the young generation, it becomes the hope of a nation. Looking at the various phenomena, especially the very complex adolescents facing him, such as the challenges and trials of friendship, free marriage, drug abuse and addiction to gadgets. All the phenomena faced are of course shared responsibilities such as government, schools, social and family environments (Lestary & Sugiharti, 2011). Social facts about teenage problems like student bidding, teacher beating, bullying and many other cases. Plus the marks of free marriage that affect cases of abortion at a young age. In addition, the influence of social media increases the dependency of adolescents especially on social media and leaves the real world so that it generates individualist attitudes, indifference, nor social insensitivity. Teenagers now feel safer and more comfortable with their neighbors than with their parents, and such social phenomena are common in the country (Suwarni, 2009).

The impact of free cohabitation that occurs in adolescents raises the birth rate at a young age and is not fully responsible, so the government provides policies related to the development of population and family development, as in the regulation of the legislative regulations number: 52 year 2009 section 48, where the substance of the article is to improve the quality of both children and adolescents by providing an insight in various matters such as in terms of academic, counseling and services about the phenomenon of household life (Perkembangan Kependudukan dan Pembangunan Keluarga, n.d.). It is also said by the head of the Women’s Empowerment Body, the cause of the high rate of early marriages among teenagers among others free mate, so there is pregnancy outside of marriage. The wrong factor in support is the marks free mate lack of parental supervision, so when they are pregnant and are still 16 to 18 years old, because the teenagers are still trying and curious about sex issues so they do not think about the risks. According to the survey conducted by the Women’s Empowerment Agency, marriages in the age of 18 have reached 33 per cent, 17 years of age 21 percent, 16 years 18 percent, 19 years 14 percent, 12-15 years 10 percent, and over 20 years 3 percent. As for the districts whose citizens have a lot of early marriages are Lamandau district with 55.67 percent, North Barito 52.49 percent, and Kapuas 51.69 percent. Early marriage is also influenced by the customs or customs of parents (Surabaya, 2016). In addition to this problem, according to the governor of Central Kalimantan, the high marriages of early age are also affected by the economy (Febriyana, n.d.).

With the increasing number of early age marriages in some areas in Central Kalimantan in particular, the need to carry out support or counseling, in this case dealt with by the National Population and Family Planning Agency (BKKBN) regulated in the presidential regulation of the Republic of Indonesia No. 62 of 2010, on BKKBN article 20, the substance of the Deputy Family Welfare and Family Empowerment as an implementing element and functions of providing access to information, counselling, training, guidance and services in the creation of quality family and family sustainability (P. RI, n.d.).

Considering one of the roles of BKKBN is to provide service, building well in the community environment, family and school. The availability of subjects in schools related to
reproductive health has existed in subjects such as IPA education and Biology, only whether socialization or accompanying or merely knowledge information. Based on the 2010 Basic Health Research (Riskesdas) showed that the five provinces in Indonesia with the highest child marriage rates for the age range of 15-18 years are Central Kalimantan (52.1%), West Java (50.2%), South Calimantan (48.4%), Bangka Belitung (48.9%), and Central Sulawesi (46.3%). In addition, 40.9 percent of the age of first marriage was in 15-19 age group and 4.8 percent in the 10-14 age group were married. This study shows that the provinces with the highest percentage of child marriages (under 15 years of age) in Indonesia are South Kalimantan (9.8%), West Java (7.5%), and Banten (6.5%) (Pusat Studi Kajian Gender Sekolah Kajian Strategis dan Global, 2016). If you look at the number of teenagers in the city of Palangka Raya based on statistical data viewed by age, the total number of adolescents between the ages of 10 – 19 years is about 46,148 or about 18.31%. Then with these data, there are some problems facing today such as the marking of free behavior among teenagers, if not coupled with education and support of teenager, as expressed by the director of the PKBI of the city, as follows:

“...perilaku bebas di kalangan remaja di kota Palangka Raya berdasarkan hasil penelitian data BKKBN provinsi dan PKBI kota Palangka Raya tentang pergaulan bebas remaja, survei menunjukkan bahwa remaja dengan prilaku seksual “resiko rendah” sebesar (30,37%), level “resiko sedang” (38,15%), dan level “resiko tinggi” (31,48%) (MR, personal communication, February 28, 2018).

From the results of initial observations and field interviews with the Chief of BKKBN Kalimantan Tengah KS, among adolescents, especially among students and students most vulnerable to drug use, 51,983%, then used illicit drugs, also as its users among teenagers even reached 45%, while AIDS users reached 45.9%. Not to mention pregnancy problems in adolescents who give birth at a young age the highest percentage, approximately 77 per 1000 adolescents. According to these observations, teenagers tend to be reproductively irresponsible, just as teenagers do free sex only on the basis of curiosity, whereas women are more capable of appeal from their partners and will usually be justified because it just happens (KS, 2013). Some programmes are carried out by BKKBN through school or some colleges with PIK-R programmes. As for PIK-R that are actively implemented in schools or colleges as follows: PIK R Barigas IAIN Palangka Raya, PIKR Tingang Tabela SMAN 2, Simpei SMAN 1, Melati Sacci MAN, Barendeng UPR, Baktu Usada Poltekkes, Hapakat STIMIK, Akbid Betang Asi, Tabela Harati SMKN 1, Setia Karsa SMK Karsa Mulya, Laksamana Praja SMKn 1, Hapala SMAN 4, Fasko UMP, Smaga Jaya SMAN 3 (R. RZ, personal communication, April 1, 2019). Looking at the data, it is necessary to observe in person how the PIK-R program in schools as an attempt to reduce or suppress the number of pre-marital sexual behaviour among teenagers, and whether there is a preventive effort by the school or related agencies as implementers of the program.

METHODS

This research uses a qualitative approach, as described by Bogdan and Taylor (1975), where this method produces descriptive data in the form of written or oral words of people and observable behavior, this approach is directed at the background and the individual holistically. (utuh). Since what is being studied is the PIK-R program, in order to better
understand how the program is implemented and whether there is any benefit, then in this research also use phenomenological view, with the reason that to look more in detail of course all the data obtained in accordance with what is submitted by the informant (emik perspective).

The location of this research is some high school/SMK and MA that has a PIK-R program in particular in the city of Palangka Raya. As for these schools include SMAN 1, SMAN 2, SMK Karsa Mulya, SMKN 1 and MAN Model City Palangka Raya.

As for the subject of this study, there are some students who follow the PIK-R (as a manager) program, with the age range of 14 -18 years, with a wide range of both men and women, to see further how the program can be implemented. The object of the research is a secondary school, representative of some high school/SMK/MA or equivalent that exists in the city of Palangka Raya, which has a PIK-R program, also the coordinator of the program (guru Bimbingan dan Konseling). While supporting informants are the stakeholders in this case BKKBN cities and provinces, and some of the activists of the Planned Generation (Genre) of the students of IAIN Palangka Raya.

Data collection in the field using direct and unstructured interviews both to the program coordinator PIK-R (teacher BK), and students. Interviews are conducted unlimited time as long as the question is not addressed so more frequently conduct live interviews. The observations were conducted directly in the field, because the various activities of PIK-R are implemented twice a week or only one month and one semester of the implementation of the PIk-R. Researchers in this case conducted observations in some secondary schools to see directly how the program or material of PIC-R as one of the information related to reproductive health. As far as documentation is required are documents such as curricula or PIK-R material, data of each school such as the number of students, teachers and others. For crosscheck data informants of both age, gender and other aspects can be seen in graph 1, as follows:

**Figure 1.** Interview Results Viewed from the Age Aspect

![Graph showing interview results by age]

**RESULTS AND DISCUSSION**

Socialization of the PIK-R Program on Adolescent Reproductive Health in the City of Palangka Raya School
Several interviews and field observations show that the PIK-R program in the town of Palangka Raya has existed either in the middle school or even high school. Of some schools indicated the existence of PIK-R programmes, it turns out not all are running well. Others have financial constraints, also limited places to be served or secretariat PIK -R. Speaking of the PIK R program then not regardless of how a program can be implemented according to the desired expectations, one of which is with the presence of socialization. Without socialization and information of course PIKR program will not work properly. Knowing that socialization is a process used to help individuals adapt to their environment, how they live, interact and think, play a role according to their functions (Maunah, 2016), Berger defines socialization as "a process by which a child learns to be a participant member of society (Sunarto, 2004). One form of PIK-R information is socialization in various ways such as seminars, workshops, camps, sharing, and peer tutoring. We can see the kind of socialization that is being done in some schools as in Figure 2, which is much done by some of the existing PIK-Rs.

**Figure 2.** Types of Socialization Program PIK-R in Palangka Raya City School

From Figure 2, it is clear that the most common kind of socialization used is sharing using peer tutors, workshops and giving materials such as illustrations of a novel, film or real events from the stories of participants or PIK-R managers with some material such as teenagers, Napza, about smoking, early marriage, the impact of extra-marital pregnancy and HIV AIDS has always been a national as well as international topic. The socialization activity is carried out by certain people, such as: someone who has authority and power over the dissocialized individual, secondly; someone who is equal to the individual who is dissocialized (Suyanto, 2007, p. 79). Mead's theory of socialization, known as mind, self and society, describes the stages of human self development, then develops gradually through the process of interaction with other members of society. According to Mead, human self-development takes place gradually in the play stage, the game stage, and the generalized other stage (Sunarto, 2004, p. 22). At the mind stage, Mead says that mind involves a process of thinking that leads to problem solving. As for the self, Mead thinks it involves the concept of self. Essentially self is the ability to accept oneself as both objects and subjects. Mead clearly said that when individuals control their own behavior according to general roles that are impersonal, then they take the role of what is called the generalized other (Johnson, 1990, p. 22). As a new society of course learn the role that exists in the society called by taking on the role. Through mastery of this role one can interact with others. According to Mead, a person's self is formed through interaction with others (Atmadi & Widati, 2015).

The socialization of the PIK-R program where the perpetrators are the students in this case as managers of PIK -R of course has a very important role for the development of
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students' knowledge in particular on adolescent issues. School is one of the agents of socialization in society, loaded with values or rules that must be implemented. In the early stages, there needs to be a common perception of the importance of the program, which is continued with preliminary information on adolescent reproductive health through escort, workshop, camp or peer tutor, in the hope that the students understand and want to join the PIK-R program. The main actors of this socialization can be teachers or fellow students who have the ability and have adapted with their mind, then proceed to (self) where one can be an object or at the same time become a subject through social processes in society. Based on the observations and interviews of both stakeholders, teachers and students, some of the topics discussed showed that there were commonalities about the existence of the PIK-R program both positively and not despite the obstacles encountered. As one example if seen from the teacher's point of view, the positive impact of PIK-R adds experience, students are more confident, sharing knowledge. But it's a question of funding and facilities. This is seen in Figure 3, where there is a similarity of informants in responding to the PIK-R program in schools both its existence, its benefits and its constraints.

Figure 3. About the Similarity of Informants in Responding to the PIK-R Programme in Schools

From the commonalities of the topics discussed, then the benefits and obstacles faced clearly implementation of the PIK-R program with types of socialization such as workshops, seminars, material delivery and sharing of tutors equal purpose finally give the awareness of the students as the Planned Generation (GenRe). One kind of socialization such as a peer tutor or a team of experts in the field of counseling is as a role-talking actor to convince other objects with the aim of solving or solving problems especially among teenagers. The role of a tutor is to help give thought or offer a solution to a problem, it's in line with the flow of pragmatism as the basis of Mead's thinking which means involving a process of thinking that leads to problem solving. Of the few cases that have been presented, the management team
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of PIK-R in its counseling pattern is also as interesting as a thematic study, meaning based on themes that were still trending at the time both critical of a film, novel even family problems that they experienced that ended up solving problems based on input and advice from all participants.

Hopefully when the students actively move on the program, ideally the students have enough insight into PIK-R so impacting on a high level of awareness by the way (Wulandari, 2015, p. 10,22), sex education turns out to be very helpful students as positive and accurate information (Meadows, 2018).

Self-awareness can arise as a result of socialization processes through social interactions such as school, playmate, family and community environment. It automatically forms a mindset that is born of self-perception to understand PIK-R information as insight or self-supply in particular to reproductive health and other concerns. This sense of self-care is part of personality, which, according to Mead and Cooley, assumes that personality is formed through social interaction with others. They both assume a fundamental harmony between themselves and society (Hunt, 1984, pp. 110–111).

**Benefits of PIK-R Program on Adolescent Reproductive Health**

Some explanations of the type of socialization developed such as workshops, seminars, hosts, camps, GenRe races, and peer tutors, where students participate actively in PIK-R activities gain important knowledge. Psychologically, according to Hurlock (1991), adolescents actually have mental, emotional, social and physical maturity, just as Piaget expressed it, who said psychologically, adolescence is an age in which a child does not feel that he is below the level of an older person but feels the same, or at least equal. Teenagers are between children and adults. It is often known as the self-seeking phase, where adolescents are not yet able to master and function to the maximum of their physical and psychological functions (Asrori, 2010, pp. 9–10). It can be concluded psychologically that fellow students have the same feelings as other teenagers at school. Students are more comfortable in socializing with the same kind of tutor, it is based on their same age, expectations, desires and ideals are not much different, the outcome of problem solving will also be in accordance with their psychological condition. Although in fact the role of BK teacher in addition to monitoring also provides reinforcements of understanding to the students. As a result, a consciousness of adolescents has emerged not to repeat acts that are misguided and harmful to them. Then in Figure 4, it is possible to classify the benefits of following the PIK-R program at school as a planned generation. In addition to the benefits obtained there are also some obstacles that are faced as they are on Figure 5.

**Figure 4. Benefits of following the PIK-R program at school**
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Figure 5. The obstacles encountered in the PIK-R program at school

The results of the mapping use the Nvivo 12 plus application to make it easier for researchers to analyze the data of interviews and observations that have been conducted. The research shows that the kind of socialization that often appears in some schools is workshops, sharing, joint seminars such as World AIDS Day, and material donations. As for the frequently displayed material about free marriage, drugs, HIV AIDS, smoking, and dating. PIK-R activities in schools also experience some obstacles such as funding constraints and the lack of facilities/places to conduct meetings on a large scale and counseling places that are of a personal nature, with variation these managers also require time to adapt to the program, this is sometimes the progress of these activities can run well or experience stagnation in several years as experienced by some upper high schools of the city of Palangka Raya. Nevertheless, the program continues to be proved with the spirit of the PIK-R managers and supported by the teacher BK as its motivator and BKKBN as its evaluator. BKKBN itself gives rewards to schools whose PIK-R activities are active and developing.

CONCLUSION

Socialization of PIK-R programmes in schools is carried out with several types such as workshops, peer tutors, submission of materials thematically delivered through a tutor who is partnered with several colleges or peer Tutors. School and peers are one of the most acceptable social processes among students, because they are based on shared desires psychologically. Socialization can be accepted by teenagers because there is a two-way interaction process that affects each other from both the mentor and the PIK-R builder, then there is perception processing through understanding and exchanging experiences with his neighbors only to learn to solve problems, this is the stage of socialization Mead starts from the play stage, the game stage and ends at generalized other.

Benefits of following the PIK-R program in schools include students gain experience, more confidence, know adolescent issues, share knowledge, more open and avoid free association.
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