

Classical Guidance With a Problem Based Learning Approach to Improve High Shool Students Understanding of Sex Grooming^{1*}M. Fatchurahman^{Sc} ^{ib} ^{or}., ²Rafli Gustommy Pratama., ²Asep Solikin^{Sc} ^{ib}.,³Suniati ^{ib} ^{or}¹Departement of Teacher Professional Education, Universitas Muhammadiyah Palangka Raya, Indonesia.²Department of Guidance and counseling, Universitas Muhammadiyah Palangka Raya, Indonesia.³Departement of Primary Teacher Education, Universitas Muhammadiyah Palangka Raya, Indonesia.**Research Article****Citation Information:**

Fatchurrahman, M., Pratama, R. G., Solikin, A. ., & Suniati, S. (2026). Classical Guidance With a Problem Based Learning Approach to Improve High Shool Students Understanding of Sex Grooming. *International Journal of Universal Education*, 4(1), 20–24. <https://doi.org/10.33084/ijue.v4i1.13669>

Received: May 2026

Revised: May 2025

Accepted: June 2025

Published: June 2026

ABSTRACT

Background: Sexual grooming is a form of non-physical abuse that can occur in subtle and manipulative ways, and is often unrecognised by the victims, particularly schoolchildren who lack the understanding and experience to recognise and understand these covert forms of abuse. **Aim:** This study aims to determine the effect of classical guidance using a Problem-Based Learning (PBL) approach on improving high school students' understanding of sex grooming. **Method:** The study used a quantitative approach with a pre-experimental method and a one-group pretest-posttest design. The research subjects comprised the entire population of 11th-grade students at Muhammadiyah High School in Palangka Raya (N = 50), selected using saturated sampling (total sampling). The research instrument was a sex grooming understanding scale that had undergone validity and reliability testing. Data analysis techniques used the Wilcoxon Signed Ranks Test nonparametric statistical test. **Result and Discussions:** Based on the results of the Wilcoxon analysis, the Asymp. Sig. (2-tailed) value is 0.238, which is greater than the significance level of 0.05. Based on these results, it can be concluded that there is no statistically significant difference between the pretest and posttest scores. Thus, the null hypothesis (H0) is accepted, while the alternative hypothesis (Ha) cannot be accepted. These findings indicate that classical guidance services with a problem-based learning approach have not shown statistically significant changes in understanding in the context and conditions of this study. **Conclusion:** However, descriptively, there is a tendency for changes in scores in some students, which indicates a learning process and internalization of material during the service.

Keywords: Classical Guidance, Problem-Based Learning, Sex Grooming.

© 2026 M. Fatchurahman, Rafli Gustommy Pratama, Asep Solikin, Suniati. Published by Research and Community Services Universitas Muhammadiyah Palangkaraya. This is (article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).

Corresponding Author:

M. Fatchurahman

Teacher Professional Education

[Universitas Muhammadiyah Palangka Raya, Indonesia.](https://doi.org/10.33084/ijue.v4i1.13669)

Milono RTA Road, Palangka Raya City, Central Kalimantan Province, Postal Code: 73111, Indonesia.

Email: mfatchurahman789@gmail.com**INTRODUCTION**

In general, education plays a role not only in developing intellectual intelligence, but also in building character, morals, and social awareness of students. One issue that is now attracting increasing attention in the world of education is the protection of children from sexual violence. This issue is increasingly receiving widespread attention along with the increase in cases of sexual violence against children. Data from the WHO 2016 states that sexual violence during childhood/adolescence in the past year occurred in 1 in 5 women, and 1 in 13 men, and children worldwide experienced sexual violence as much as 12%. (Pusdatin Kemenkes RI, 2018) Based on the annual records (CATAHU) of the National Commission on Violence Against Women (Komnas Perempuan) in 2020 reported cases of Violence against Girls (KTAP) which jumped to 2,341 cases, an increase of 65%. (Komnas Perempuan, 2019). Based on data from the Online Information System for the Protection of Women and Children (Simfoni PPA), it was recorded that from January to June 2024, there were 7,842 cases of violence against children with 5,552 female victims and 1,930 male victims, where sexual violence cases ranked first in terms of the highest number of victims from 2019 to 2024. (KemenPPPA. 2024).

One form of sexual violence that often goes unnoticed is *sexual grooming*, a form of non-physical violence that can occur in subtle and manipulative ways, often going unnoticed by victims, particularly schoolchildren who lack the understanding and experience to recognize and understand hidden forms of abuse. The grooming process occurs through systematic stages, starting with victim selection, seeking access, building trust, desensitization to sexual content, and post-violence manipulation (Winters & Jeglic, 2022). Holivia & Suratman (2021) explain that *child cyber grooming* is a crime committed by adults who exploit

friendships with minors through social media. The perpetrators also manipulate their real identities to encourage the victim to befriend them.

According to Holivia and Suratman (2021), this phenomenon is rampant due to the psychological approach carried out by perpetrators who have successfully manipulated victims. *Grooming perpetrators* tend to be shy in the real world so they will be easier and more aggressive in deceiving their victims through social media, this phenomenon is called *cyber grooming*. Moreover, in the era of rapidly increasing technological development, social media is a flexible platform and can be accessed by anyone, so that the free thinking of doing anything on social media with a fake identity arises, and the lack of sex education is still considered taboo and children's ignorance about the concept of consensual relationships.

Given the increasingly concerning number of domestic problems related to sexual harassment, education observers, including guidance and counseling teachers, should take concrete steps to prevent and address this issue. Guidance and counseling play a crucial role in this regard. Therefore, researchers use classical guidance services, where classical guidance can facilitate student development by reaching many students with similar needs and characteristics. This means that this guidance is aimed at all students, regardless of whether they have sexual problems or not. Classical guidance is called a basic service because it constitutes the largest portion of guidance and counseling services in schools. Classical guidance is more preventative in nature and oriented towards students' personal development, encompassing learning, social, and career areas. The provision of classical guidance services focuses on prevention and student mastery of their developmental tasks (Mahaly, 2021).

Problem-based learning method is a method based on problems, to find solutions, think critically and analytically, be able to determine and use appropriate learning resources, and can encourage students to learn and work together in groups. The implementation of PBL also helps students hone their critical thinking skills when dealing with manipulation in cyberspace. Critical thinking skills are crucial for students to assess the information they receive, distinguish between fact and opinion, and identify manipulative communication patterns often used by predators. Through activities such as discussions, case studies, and real-life problem-solving conducted in class guidance, students not only gain conceptual knowledge about sexual *grooming* but also develop practical skills to refuse advances, cope with emotional distress, and make informed decisions.

The use of classical guidance services with *problem based learning methods* is also supported by several studies, according to Rahayu & Susilaningasih (2018) concluded that the level of student knowledge about sex after being given classical guidance services increased by 57.6%. In addition, research conducted by Handayani, Rakhmawati & Ismah (2025) concluded that the results of the hypothesis test obtained $t_{count} = 11.977$. Furthermore, it was consulted with the t table of significance level of 5% (0.05) which is 2.032. This shows that $t_{count} 11.977 > t_{table} 2.032$. Based on these calculations, the alternative hypothesis (H_a) which reads "there is a significant influence of classical guidance services with problem based learning methods on the understanding of the dangers of *cyber grooming* in class X students majoring in software development and games at SMK Negeri 2 Semarang" is accepted as true with a significance level of 5%.

However, research specifically examining the effectiveness of PBL-based classroom guidance in improving high school students' understanding of *sex grooming* is limited. Therefore, this study aims to analyze the effectiveness of PBL-based classroom guidance services in improving students' understanding of *sex grooming*.

METHOD

This study used a pre-experimental method with a One Group Pretest–Posttest design. This design involves one group being given a pretest before treatment and a posttest after treatment, allowing for direct observation of changes in understanding. The study was conducted at Muhammadiyah High School in Palangka Raya, Central Kalimantan. The population in this study consisted of all eleventh-grade students at the school, comprising two classes, XI-1 and XI-2, with a total of 50 students.

Because the population was relatively small, the sampling technique used was saturated sampling (total sampling), in which the entire population was made the research sample rather than drawing a subset from it (Sugiyono, 2023; Hutami, 2023). This technique was chosen for three main reasons. First, Sugiyono (2023) notes that when a population consists of fewer than 100 subjects, it is generally recommended that the entire population be used as the sample, since a census of this size remains practically manageable while eliminating the sampling error that would otherwise be introduced by drawing a smaller subset. Second, because the two classes may differ somewhat in composition (e.g., prior exposure to sex education and gender balance), including every student rather than a partial sample removes the risk that a randomly drawn subset would over- or under-represent either class, thereby strengthening the representativeness and internal validity of the pretest–posttest comparison. Third, sexual grooming is a sensitive topic on which individual students' baseline understanding tends to vary widely; the relatively wide standard deviations observed in both the pretest and posttest scores in this study (see Results and Discussion) confirm this variation. Surveying the full population, rather than an estimated sample, allowed this variation to be captured directly rather than inferred, which is particularly important for a preventive guidance programme intended to benefit

every student regardless of their initial level of understanding. For these reasons, saturated sampling was judged more appropriate than probability sampling techniques, such as simple random sampling, for this study.

The instrument used was a five-choice Likert scale (STS–SS) of understanding sex grooming. The scale consisted of 28 valid items, based on the validity test results of the initial 40 items using item-total correlation ($r_{\text{table}} = 0.231$). Reliability was tested using Cronbach's Alpha and yielded a value of 0.840, indicating that the instrument was reliable for use in the study. Analysis used the Wilcoxon Signed Ranks Test, as the data were paired and not normally distributed. Decisions were made based on the significance value:

- $p < 0.05$ indicates a significant difference between the pretest and posttest scores.
- $p > 0.05$ indicates no significant difference.

RESULTS AND DISCUSSION

The results of the pre-test and post-test conducted on 50 pupils in classes XI-1 and XI-2 are shown in the following table.

Table I. Pretest and posttest results

Category	Pretest Results		Posttest Results	
	Frequency	Presentation	Frequency	Presentation
Low	1	2%	0	0%
Currently	9	18%	7	14%
High	24	48%	25	50%
Very High	16	32%	18	36%
Total	50	100%	50	100%

From this table, it can be seen that the results of the pre-test indicate that 1 pupil was in the low category, 9 pupils were in the moderate category, and 24 pupils were in the high category, and 16 pupils were classified as 'very high'. After two sessions of classroom tuition, the researcher conducted a post-test, the results of which showed that 7 pupils were classified as 'moderate', 25 pupils as 'high', and 18 pupils as 'very high'.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	50	70	132	107.44	13.932
Posttest	50	79	127	109.84	12.458
Valid N (listwise)	50				

Figure I. Results of the descriptive statistical analysis

Based on the results of the descriptive statistical analysis, the mean pretest score was 107.44 with a standard deviation of 13.932. This average score indicates that, prior to receiving the intervention, the pupils already possessed a reasonably good level of prior understanding, although there were still variations in understanding between pupils. The magnitude of the standard deviation indicates that students' levels of understanding are not uniform, with a fairly clear distinction between those with a high level of understanding and those with a relatively lower level of understanding. Following the provision of classroom tutoring using a problem-based learning approach, The results of the post-test descriptive statistics show a mean score of 109.84 with a standard deviation of 12.458. Descriptively, there was an increase in the average score for pupils' understanding compared with the pre-test results. This indicates a trend towards improved understanding among pupils following the programme.

Test Statistics^a

	Posttest - Pretest
Z	-1.180 ^b
Asymp. Sig. (2-tailed)	.238

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Figure II. Results of the Wilcoxon Signed-Ranks Test

The results of the Wilcoxon test show an Asymp. Sig. (2-tailed) value of 0.238, which is greater than the significance level of 0.05. Based on these results, it can be concluded that there is no statistically significant difference between the pre-test and post-test scores. Consequently, the null hypothesis (H_0) is accepted, whilst the alternative hypothesis (H_a) cannot yet be accepted.

The lack of significance in the results of this study may be influenced by the following factors:

1. Duration of the Intervention

Masrinah, Aripin and Gaffar (2019) state that the problem-based learning model takes relatively longer than conventional learning, and it is not uncommon for pupils to encounter difficulties in their learning because, in problem-based learning, they are required to search for data, analyse it, formulate hypotheses and solve problems. Furthermore, according to Winters and Jeglic (2022), the grooming process is manipulative and complex. Consequently, a comprehensive understanding of it requires repeated and contextualised learning.

2. Factors Relating to the Characteristics of the Research Variables

The issue of sexual grooming is a sensitive topic linked to social norms and cultural values. These factors may influence pupils' openness in responding to the research instrument, thereby increasing the likelihood of response bias. Salamor et al. (2020) state that socio-cultural contexts which still regard sex education for children as taboo leave children vulnerable to abuse sexual matters, as they regard it as taboo to discuss issues relating to reproduction and therefore have an inaccurate understanding of sex education. Furthermore, according to Rasyidin et al. (2024), sex education is often associated with pornography, obscenity, vulgarity and the like.

CONCLUSION

Based on the findings of the research conducted by the researcher, entitled 'Classroom Guidance Using a Problem-Based Learning Approach to Improve Senior Secondary School Students' Understanding of Sexual Grooming', involving 50 student class XI at Muhammadiyah Senior Secondary School in Palangka Raya, the following conclusions can be drawn:

1. The research findings indicate that traditional guidance using a Problem-Based Learning approach has not had a statistically significant effect on improving high school students' understanding of sexual grooming. Although some students demonstrated an improvement in their understanding after participating in the programme, these changes did not show a statistically significant difference.
2. Based on the results of the descriptive analysis, pupils' understanding of sexual grooming prior to receiving classroom-based guidance varied. Some pupils already had a fairly good understanding, whilst others still demonstrated an uneven level of understanding. Following the provision of the guidance, pupils' understanding showed a tendency to improve, although this improvement was not uniform across all pupils.
3. Based on the results of the Wilcoxon analysis, classical guidance using a problem-based learning approach cannot yet be deemed statistically effective in improving high school students' understanding of sexual grooming. However, from a descriptive perspective, this programme provides an experience a learning approach that encourages pupils to think critically and understand the issue of sexual grooming in context. Therefore, this approach still has the potential to be developed further through more intensive planning and implementation.

REFERENCES

- Ahyun, F. Q., Solehati, S., & Prasetya, B. (2022). Faktor penyebab terjadinya pelecehan seksual serta dampak psikologis yang dialami korban. *Al-ATHFAL: Jurnal Pendidikan Anak*, 3(2), 92-97. <https://doi.org/10.46773/alathfal.v3i2.488>
- Arends, R. I. (2012). *Learning to Teach* (9th ed.). McGraw-Hill.
- Handayani, A. S., Rakhmawati, D., & Ismah. (2025). Layanan bimbingan klasikal dengan metode problem based learning terhadap pemahaman bahaya cyber grooming. *Empati: Jurnal Bimbingan dan Konseling*, 12(1). <https://doi.org/10.26877/empati.v12i1.15775>
- Hasmiati, H., Jumadi, O., & Rachmawaty, R. (2018). Penerapan model Problem Based Learning (PBL) dalam meningkatkan kemampuan berpikir kreatif dan hasil belajar siswa. *Prosiding Seminar Nasional Biologi dan Pembelajarannya: Jurnal Pendidikan Biologi*, 257-262.
- Holivia, A., & Suratman, T. (2021). Child Cyber Grooming Sebagai Bentuk Modus Baru Cyber Space Crimes. *Bhirawa Law Journal*, 2(1), 1-13.
- Hutami, W. F. (2023). *Populasi dan sampel dalam penelitian*. Universitas Mercu Buana.
- KemenPPPA. (2024). Resiliensi digital cegah anak menjadi korban kekerasan seksual online.

- Komnas Perempuan. (2019a). Catatan Tahunan Kekerasan Terhadap Perempuan Tahun 2019: Kekerasan terhadap Perempuan Meningkatkan: Kebijakan Penghapusan Kekerasan Seksual Menciptakan Ruang Aman Bagi Perempuan dan Anak Perempuan.
- Masrinah, E. N., Aripin, I., & Gaffar, A. A. (2023). Problem Based Learning (Pbl) Untuk Meningkatkan Keterampilan Berpikir Kritis. *Jurnal Pendidikan dan Pembelajaran Biologi*, 1(01), 26-34.
- Muyana, S., & Widyastuti, D. A. (2021). Buku Bimbingan Klasikal 'Think-Pair-Share'. K-Media. ISBN 978-623-316-064-3
- Ratifah, N., Andini, M., Widiyanti, N. I., & Putri, R. M. (2024). Penerapan bimbingan klasikal dengan metode problem based learning untuk meningkatkan kepercayaan diri siswa kelas X.10 di SMA Plus Negeri 17 Palembang. *Jurnal Konseling Komprehensif*, 11(2), 149–157.
- Osburg, Thomas Christiane, L. (2017). *Sustainability in a Digital World New Opportunities Through New Technologies*. Springer.
- Pasaribu, B., Herawati, A., Utomo, K. W., & Aji, R. H. S. (2022). *Metodologi Penelitian untuk Ekonomi dan Bisnis*. UUP Academic Manajemen Perusahaan YKPN.
- Pusdatin Kemenkes RI. (2018). Infodatin Kekerasan Terhadap Anak Dan Remaja.
- Rahayu, D. S., & Susilaningih, C. Y. (2018). Efektivitas Layanan Bimbingan Klasikal Untuk Meningkatkan Pengetahuan Siswa Tentang Seks. *Lectura : Jurnal Pendidikan*, 9(2), 161–167. <https://doi.org/10.31849/lectura.v9i2.1606>
- Ratifah, N., Andini, M., Widiyanti, N. I., & Putri, R. M. (2024). Penerapan bimbingan klasikal dengan metode Problem Based Learning untuk meningkatkan kepercayaan diri siswa kelas X.10 di SMA Plus Negeri 17 Palembang. *Jurnal Konseling Komprehensif: Kajian Teori dan Praktik Bimbingan dan Konseling*, 11(2), 149–157.
- Rasyidin, A. D., Kurniawannafi, H. R., Syafira, L. M., Umi, N. F., Chalishah, S. N., Amanda, V., & Sulistyorini, A. (2024). Kacamata Tabu Orang Tua Sebagai Hambatan Pendidikan Seksual Anak Usia Dini. In *Prosiding Seminar Kesehatan Nasional Sexophone*.
- Salamor, A. M., Mahmud, A. N. F., Corputty, P., & Salamor, Y. B. (2020). Child Grooming Sebagai Bentuk Pelecehan Seksual Anak Melalui Aplikasi Permainan Daring. *Sasi*, 26(4), 490-499.
- Sawal Mahaly. (2021). “Pelaksanaan Asessmen Kebutuhan Peserta Didik Dalam Memberikan Layanan Bimbingan Klasikal Di SMA Ambon,” *Al-Ittizaan Jurnal Bimbingan Konseling Islam* Vol. 04, NO. 02, (2021): 41.
- Sriyono, H. (2021). *Bimbingan dan Konseling Belajar Bagi Siswa di Sekolah-Rajawali Pers*. PT. RajaGrafindo Persada.
- Sugiyono. (2023). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Edisi Kedua)*. Bandung: Alfabeta. ISBN 978-602-289-533-6.
- Suryanti, H. H. S., & Utami, F. P. (2021). *Layanan Bimbingan Klasikal Berbasis Nilai Karakter Untuk Mengembangkan Kemandirian Mahasiswa Dalam Pandemi Covid-19*. Unisri Press.
- Wahyuni, P., Irma, A., & Arifin, S. (Eds.). (2021). *Perempuan: Perempuan dan Media Volume 1*. Syiah Kuala University Press.
- Widodo, S., Ladyani, F., Asrianto, L. O., Rusdi, R., Khairunnisa, K., Lestari, S. M. P., Wijayanti, D. R., Devriany, A., Hidayat, A., Dalfian, D., Nurcahyati, S., Sjahriani, T., Armi, A., Widya, N., & Rogayah, R. (2023). *Buku ajar metode penelitian*. CV Science Techno Direct.
- Winters, G. M., & Jeglic, E. L. (2022). The Sexual Grooming Scale – Victim Version: The development and pilot testing of a measure to assess the nature and extent of child sexual grooming. *Victims & Offenders*, 17(6), 919–940.
- Winters, G. M., Johnson, B. N., Jeglic, E. L., & Chou, C. (2024). The prevalence of sexual grooming behaviors among survivors of childhood sexual abuse. *Child Abuse & Neglect*, 154, 106842.
- Wulandari, A. (2020). *Artificial Intelligence dalam Keamanan Cyber: Membangun Sistem Perlindungan terhadap Peretasan Situs Badan Publik Indonesia*. Universitas Bakrie. <http://repository.bakrie.ac.id/id/eprint/393>

Information about the authors:

M. Fatchurahman– Prof. Dr. M.Psi. M.Pd (Special Education) (Education), Professor, Universitas Muhammadiyah Palangka Raya; ORCID [0000-0002-5747-2290](https://orcid.org/0000-0002-5747-2290). Palangka Raya, Indonesia. E-mail: mfatchurahman789@gmail.com

Rafli Gustommy Pratama – Departement of Counseling guidance, Student, Universitas Muhammadiyah Palangka Raya, Indonesia. E-mail: rafli.gp06@gmail.com

Asep Solikin – Dr. M.A. (Religion), Universitas Muhammadiyah Palangka Raya; ORCID [0009-0002-2105-266](https://orcid.org/0009-0002-2105-266); Palangkaraya, Indonesia. E-mail: asepsolikin1978@gmail.com

Suniati – M.Pd. (Basic Education), Universitas Muhammadiyah Palangka Raya; ORCID [0000-0002-2544-6899](https://orcid.org/0000-0002-2544-6899); Palangkaraya, Indonesia. E-mail: suniatilecturer@gmail.com