

The Effect of Sex Education in Group Guidance on Students' Perception of Pornography at Muhammadiyah 1 Middle School Lubuklinggau

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Abstract: This study investigates the effect of sex education through group counseling on students' perceptions of pornography, given adolescents' easy access to such content. This quantitative quasi-experimental study used a pretest-posttest design with 20 seventh and eighth-grade students, divided into an experimental (group counseling) and a control group. Data from a Likert-scale questionnaire were analyzed using SPSS 25.0 with Shapiro-Wilk, One-Sample t-Test, and Wilcoxon Signed-Rank tests. The results revealed a significant impact, with the experimental group showing an average score increase of 11.8 ($t=21.308$, $p < 0.001$). The Wilcoxon test also confirmed a significant improvement in this group ($p = 0.007$). While the control group also improved ($Z = -2.877$; $p = 0.004$), the effect was substantially less than the experimental group. It is concluded that sex education delivered through group counseling is highly effective in shaping students' positive perceptions regarding pornograph.

Kata kunci: Sex Education, Group Counseling, Student Perception, Pornography

Abstrak: Studi ini menyelidiki dampak pendidikan seks melalui konseling kelompok terhadap persepsi siswa terhadap pornografi, mengingat kemudahan akses remaja terhadap konten tersebut. Studi kuasi-eksperimental kuantitatif ini menggunakan desain pretes-postes dengan 20 siswa kelas tujuh dan delapan, dibagi menjadi kelompok eksperimen (konseling kelompok) dan kelompok kontrol. Data dari kuesioner skala Likert dianalisis menggunakan SPSS 25.0 dengan uji Shapiro-Wilk, Uji-t Satu Sampel, dan Wilcoxon Signed-Rank. Hasilnya mengungkapkan dampak yang signifikan, dengan kelompok eksperimen menunjukkan peningkatan skor rata-rata sebesar 11,8 ($t=21,308$, $p < 0,001$). Uji Wilcoxon juga mengonfirmasi peningkatan yang signifikan pada kelompok ini ($p = 0,007$). Sementara kelompok kontrol juga mengalami peningkatan ($Z = -2,877$; $p = 0,004$), dampaknya jauh lebih kecil daripada kelompok eksperimen. Disimpulkan bahwa pendidikan seks yang disampaikan melalui konseling kelompok sangat efektif dalam membentuk persepsi positif siswa terhadap pornografi..

Kata kunci: Pendidikan Seks, Konseling Kelompok, Persepsi Siswa, Pornografi

INTRODUCTION

The development of digital technology has made it easier for teenagers to access pornographic content, a condition that is considered a real threat to the younger generation by the Ministry of Women's Empowerment and Child Protection in 2024. The level of vulnerability of teenagers in Indonesia is very high, as evidenced by National Police data that 17.13% of victims of pornography cases are children under 17 years old and Indonesia's position is fourth in the world and second in ASEAN in cases of child pornography.¹

Teenagers as an age group who are experiencing psychosocial development and searching for identity are very vulnerable to the negative influence of pornographic content.² This not only impacts their perceptions of sexuality but can also form deviant behavioral patterns if not addressed appropriately. Phenomena such as the use of vulgar language, indecent behavior, and the normalization of inappropriate sexual acts have been found in student interactions within the school environment, including at Muhammadiyah 1 Junior High School in Lubuklinggau.

According to Hall, adolescence is a complex and emotionally unstable transitional period, where thoughts and feelings swing between extremes such as moral impulses and temptations. This characteristic psychological instability makes adolescents highly vulnerable to environmental influences, including exposure to negative content such as pornography.³

The increasingly rapid development of information technology has had a significant impact on information access patterns among adolescents. While this progress facilitates the acquisition of constructive knowledge, it also opens up

¹ kementerian Pemberdayaan Perempuan, 'Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak', in *Kemenpppa.Go.Id*, preprint, 2022.

² Muhammad Saufi Ramdhani and Nur Amin Barokah Asfari, 'Pornografi Pada Remaja: Faktor Penyebab Dan Dampaknya', *Flourishing Journal* 2, no. 8 (2022): 553-58, <https://doi.org/10.17977/um070v2i82022p553-558>.

³ Amita Diananda, 'Psikologi Remaja Dan Permasalahannya', *Journal ISTIGHNA* 1, no. 1 (2019): 116-33, <https://doi.org/10.33853/istighna.v1i1.20>.

significant opportunities for exposure to destructive information. One of the most concerning negative impacts is the proliferation of pornographic content, which is widely distributed and instantly accessible through various social media sites and applications, even without active searching.⁴

Pornographic behavior has been manifested among students at Muhammadiyah 1 Junior High School in Lubuklinggau in the form of pornosuara (vulgar speech), pornoaksi (inappropriate actions), and direct consumption of content. Real-life examples within the school environment include inappropriate behavior during worship, open discussions about genitals, questions to teachers about masturbation, and students intentionally kissing students of the same sex or coming to school with hickeys on their necks.

Sex education is a strategic preventative measure to combat exposure to pornography among adolescents. However, cultural taboos in Indonesia often create an information gap that encourages adolescents to seek answers from unverified sources, leading to misconceptions. To address this, structured sex education based on religious and moral values is needed to foster a healthy and responsible understanding.⁵

According to Bandura's Social Cognitive Theory, behavior is shaped by observing and imitating the environment. In this context, students who are repeatedly exposed to pornographic content may internalize inappropriate behavior and perceive it as normal. Therefore, appropriate sex education is necessary to help students understand information correctly and develop healthy attitudes toward pornography.⁶

Referring to the Kominfo website, there were 1,142,010 pornographic content spread in Indonesia in 2022. It is also known that the Ministry of Women's

⁴ Masfi Sya'fiatul Ummah, 'PENGUKURAN MODALSOSIAL', *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14.

⁵ Rismawan M Pole et al., 'Upaya Pencegahan Kekerasan Seksual Di Lingkungan Pendidikan Universitas Negeri Gorontalo', *Manbud: Jurnal Politik, Sosial, Hukum Dan Humaniora* 1, no. 3 (2023): 133–47.

⁶ Elga Yanuardianto, 'Teori Kognitif Sosial Albert Bandura (Studi Kritis Dalam Menjawab Problem Pembelajaran Di Mi)', *Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 2 (2019): 94–111, <https://doi.org/10.36835/au.v1i2.235>.

Empowerment and Child Protection (Kemen PPPA) reported that in 2021, 66.6% of boys and 62.3% of girls in Indonesia had watched pornographic content via the internet.⁷

Usman Kansong, Director General of Public Information and Communication (IKP) at the Ministry of Communication and Informatics, stated that the ministry discovered 5 million pieces of pornographic content, including content about children, online. The content appeared in online media and also in online games, which are easily accessible to children today.⁸

Exposure to pornography has a serious impact on students' moral and emotional development, leading them to develop distorted perceptions of sexual and interpersonal relationships. According to Lawrence Kohlberg, adolescents at the conventional stage of moral development are highly susceptible to environmental influences. Without proper guidance, this exposure can disrupt the internalization of moral values and trigger a permissive attitude toward deviant sexual behavior.⁹

Ongoing guidance and counseling in schools, which is expert support for the development of individual potential, can increase adolescents' knowledge about sexual behavior through individual and collective approaches.¹⁰

Guidance and counseling teachers can utilize group guidance services for sex education. Discussions within these services are effective in increasing understanding, supporting development, and assisting students in making informed decisions.¹¹

⁷ Gerakan Indonesia Beradab, 'Bahaya Keterpaparan Konten Pornografi Terhadap Remaja Saat Masa Pubertas - Gerakan Indonesia Beradab', preprint, 2023.(diakses tanggal 20/02/2025)

⁸ Pusiknas Bareskrim Polri, 'Fenomena Gunung Es Kasus Pornografi Di Indonesia _ Pusiknas Bareskrim Polri', preprint, 2024.(diakses tanggal 21/02/2025)

⁹ Wardatul Asfiah, 'Perkembangan Moral Kohlberg Menurut Perspektif Islam', *Bouseik: Jurnal Pendidikan Islam Anak Usia Dini* 1, no. 2 (2023): 113–29, <https://doi.org/10.37092/bouseik.v1i2.618>.

¹⁰ Rina Afrina and Agus Purnama, *Pengaruh Bimbingan Kelompok Dengan Peer Group Education Terhadap Tingkat Pengetahuan Tentang Perilaku Seksual Pranikah Remaja Di SMK Bina Informatika Kota Bogor Tahun 2024*, no. 6 (2024): 20–30.

¹¹ A Luthfiah, S., Hilaluddin, M. N., Olivia, Y. M., Muslimah, & Zamakhsyary, 'Pengaruh Layanan Bimbingan Kelompok Terhadap Peningkatan Pemahaman Edukasi Seks', *Jurnal Inovasi Dan Tren* 2 (2024): 852–54, <https://doi.org/10.35870/ljit.v2i2b.2903>.

The crucial role of Guidance and Counseling in schools is to help teenagers face challenges such as exposure to pornography in order to achieve ideal development in various aspects, including personal, social, academic, and emotional.¹²

Guidance and Counseling services, particularly through group guidance, aim to help students understand the negative impacts of pornography and develop a healthy understanding of sexuality by learning collaboratively from resource persons such as guidance teachers.¹³

In depth group discussions about sexuality not only support students' understanding but also their personal and social development and ability to make responsible decisions. Therefore, students need intensive guidance to understand the boundaries of healthy and unhealthy behavior. This aligns with Erikson's Psychosocial Theory, which states that adolescents in the identity-searching stage (identity vs. role confusion) will develop a false self concept regarding sexuality and pornography if they do not receive proper guidance.

Research by Eko Nugroho Windhiarto revealed that humor in films often normalizes pornography in the eyes of teenagers, making it considered commonplace and harmless. A similar phenomenon occurs in schools, where deviant behavior and vulgar language are commonplace. This situation emphasizes the need for intervention through sex education in group guidance so that students can understand the negative impacts of pornography, develop healthy mindsets, and behave more responsibly.¹⁴

Adi's study found that sex education supports the moral development of elementary school students, but has not examined perceptions of pornography at the junior high school level.¹⁵

¹² Randi Saputra et al., *Buku Ajar Dasar-Dasar Bimbingan Dan Konseling* (2024).h.5

¹³ Saputra et al., *Buku Ajar Dasar-Dasar Bimbingan Dan Konseling*.h.62

¹⁴ Eko Nugroho, *Persepsi Remaja Terhadap Aspek Pornografi Pada Film Bertema Komedi Seks (Studi Deskriptif Kualitatif Persepsi Remaja Desa Blambangan)*, 2011.

¹⁵ Mochamad Tri mario Adi Bagus, *Pembentukan Moral Peserta Didik Melalui Pendidikan Seks: Studi Multi Situs Di SDN Sambibulu Sidoarjo Dan SDI Darut Taqwa Surabaya*, 2019.

A study by Anik Supriyati found that group guidance using sociodrama techniques was effective in increasing students' understanding of sex education and their courage to tell stories, but did not specifically address changing perceptions of pornography.¹⁶

A study by Rosdiana showed that peer-group education-based group counseling was effective in increasing adolescents' knowledge of premarital sexual behavior, but the study focused more on preventing premarital sex, rather than on perceptions of pornography. Research by Octa Ria Anjani found that the homeroom technique in group counseling can improve junior high school students' sexual knowledge, but did not examine their perceptions of pornography.¹⁷

A study by Rabin Rahim showed that solution-focused brief group counseling was effective in reducing addictive behaviors related to pornography. However, this study focused more on treating the addiction itself and did not examine changes in students' perceptions after receiving sex education.¹⁸

Among these studies, the main difference of this study is its focus on the effectiveness of sex education in group guidance at Muhammadiyah 1 Junior High School, Lubuklinggau, with the aim of understanding how this education can change students' perceptions of pornography.

This study fills an existing gap by providing an in-depth analysis of the influence of sex education in the school environment. Previous research has not specifically examined the effect of sex education in group guidance on students' perceptions of

¹⁶ Anik Supriyati, 'Sex Education Melalui Bimbingan Kelompok Dengan Teknik Sociodrama', *EDUCATIONAL: Jurnal Inovasi Pendidikan & Pengajaran* 2, no. 2 (2022): 148-56, <https://doi.org/10.51878/educational.v2i2.1257>.

¹⁷ Octa Ria Anjani et al., 'Keefektifan Layanan Bimbingan Kelompok Teknik Home Room Untuk Mengembangkan Pengetahuan Pendidikan Seks Siswa Kelas VII SMPN 15 Malang', *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan* 3, no. 3 (2023): 243-51, <https://doi.org/10.17977/um065v3i32023p243-251>.

¹⁸ Rabin Rahim, *Efektivitas Solution Focused Brief Group Counseling Terhadap Tingkat Perilaku Adiksi Narkolema Siswa Kelas VIII SMP Negeri 9 Banjarbaru*, 12, no. 2 (n.d.): 25-32.

pornography. Most studies have focused on increasing knowledge or preventing risky sexual behavior, rather than changing perceptions of pornography.

This research is motivated by the increasing exposure to pornography among junior high school students and their lack of understanding of its impact. As an Islamic institution, Muhammadiyah 1 Junior High School Lubuklinggau is obliged to provide an accurate understanding of sex education, but the use of group counseling for this purpose is still limited and its effectiveness has not been widely studied. Therefore, this study aims to measure the effect of sex education through group counseling on changes in students' perceptions at the school by comparing conditions before and after the intervention.

RESEARCH METHODS

This study used a quantitative method with a quasi-experimental design with a one-group pretest-posttest model. From a population of 68 seventh and eighth grade students of SMP Muhammadiyah 1 Lubuklinggau, a sample of 20 students was selected through simple random sampling and then divided into an experimental group and a control group. Data were collected primarily using a Likert scale questionnaire that had been tested for validity (16 of 18 items were valid) and reliability (with a very high Cronbach's Alpha value of 0.909), and supported by interviews and observations. All data were analyzed using SPSS 25.0, which included descriptive analysis, the Shapiro-Wilk normality test, and hypothesis testing using the Paired Sample t-Test and the Wilcoxon Signed-Rank Test according to the data distribution of each group.

DISCUSSION

Based on the results of the Pretest and Posttest Data Normality Test in the Experimental Group and the Control Group (Shapiro-Wilk Test), it was obtained that because the posttest data were normally distributed, a parametric test was used, namely the One Sample t-Test in the experimental group the t-value was obtained at

21.308 with a significance value of $p < 0.001$. Because the significance value is smaller than 0.05, it can be concluded that there is a significant difference between the pretest and posttest scores. The average difference (mean difference) is 11.8, with a 95% confidence interval range between 10.5473 to 13.0527. This shows that providing sex education through group guidance services has a positive influence on students' understanding of the material provided.

Table 1. One-Sample Pretest Results for the
Experimental Group (n = 10)

One-Sample Test							
Test Value = 0							
	t	df	Significance		Mean Difference	95% Confidence Interval of the Difference	
			One-Sided p	Two-Sided p		Lower	Upper
PretestEks	21.308	9	<.001	<.001	11.80000	10.5473	13.0527

To determine whether there was a significant difference between the pretest and posttest scores in the experimental group after treatment, the Wilcoxon Signed Ranks Test was used. This test compares the Null Hypothesis (H_0), which states there is no significant difference, with the Alternative Hypothesis (H_1), which states there is a significant difference. The test results yielded a significance value of 0.007, which is less than the significance threshold of $\alpha = 0.05$. Therefore, H_0 is rejected and H_1 is accepted, confirming a significant difference between the scores before and after treatment.

There was a significant difference between the pretest and posttest scores in the experimental group. Since 9 out of 10 participants showed an increase in scores (positive ranks), it can be concluded that the treatment or intervention provided had a positive impact on improving participants' learning outcomes.

Table 2. Results of the Wilcoxon Signed Ranks Test Post test on the Group Experimental Group (n = 10).

Ranks		N	Mean Rank	Sum of Ranks
PosttestEks - PretestEks	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	9 ^b	5.00	45.00
	Ties	1 ^c		
	Total	10		

a. PosttestEks < PretestEks

b. PosttestEks > PretestEks

c. PosttestEks = PretestEks

Test Statistics^a

	PosttestEks - PretestEks
Z	-2.687 ^b
Asymp. Sig. (2-tailed)	.007

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 3. Wilcoxon Signed Ranks Test Pretest and Posttest Control Group (n=10)

Ranks		N	Mean Rank	Sum of Ranks
PosttestKontrol - PretestKontrol	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	10 ^b	5.50	55.00
	Ties	0 ^c		
	Total	10		

a. PosttestKontrol < PretestKontrol
b. PosttestKontrol > PretestKontrol
c. PosttestKontrol = PretestKontrol

Test Statistics ^a	
	PosttestKontrol - PretestKontrol
Z	-2.877 ^b
Asymp. Sig. (2-tailed)	.004

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The results of the Wilcoxon Signed Ranks Test on the control group, which was only given service information without sex education treatment in group guidance, showed a Z value of -2.877 and a significance value (Asymp. Sig. 2-tailed) of 0.004. Because the significance value is smaller than 0.05 ($p < 0.05$), it can be concluded that there is a significant difference between the pretest and posttest results of students' perceptions of pornography after receiving service information. The alternative hypothesis (H_a) is accepted, namely there is a significant difference in students' perceptions before and after being given service information.

Students' Perceptions Before Being Given Sex Education through Group Guidance

Based on the research results, responses from both service providers indicate that their perceptions of pornography remain less critical. This is indicated by respondents' poor ability to distinguish between educational content and pornographic content, as well as a lack of in-depth awareness of pornography's negative impact on adolescent psychological and moral development.

Prior to the treatment, pretest data indicated that students lacked a critical understanding of pornography, including its definition, consequences, and how to respond to negative exposure. Most students still viewed the topic as taboo or unimportant. This reflects the limited sexual literacy provided by schools and families.

Furthermore, class background and learning experiences also influence this, as reflected in the data that most respondents from one group were in seventh grade, while the other group was in eighth grade. These differences contribute to variations in levels of maturity in thinking and the ability to absorb information related to sexuality.

The book "Sexuality in Adolescence" emphasizes that adolescents are strongly influenced by social media and digital culture, which do not always filter pornographic content with moral values and educational contexts.¹⁹

Teenagers often get sexual education from social media, which is not necessarily accurate or reflects healthy educational values.²⁰ The lack of sex education rooms in schools results in low sexual literacy among students, making their perceptions prone to error.²¹

Thus, students' initial perceptions indicate that they are still at the stage of understanding the basic conception of pornography without an educational context, which requires educational intervention to form a healthier and more responsible understanding.

Implementation of Group Guidance

The implementation of sex education services follows the following stages of group guidance: group formation, transition, main discussion, and closing. The initial stage emphasizes establishing a safe and open atmosphere through introductions and

¹⁹ Meredith Temple-Smith et al., 'Sexuality in Adolescence: The Digital Generation', in *Sexuality in Adolescence: The Digital Generation*, preprint, 2015, <https://doi.org/10.4324/9781315849348>.(diakses 01/08/2025,Pkl 23.36)

²⁰ Naurah Fi Sabilah et al., 'Persepsi Remaja Tentang Edukasi Seksual Melalui Media Sosial', *SNiIS: Seminar Nasional Universitas Negeri Surabaya* 3 (2024): 797–13.

²¹ Cut Kumala Sari, 'Urgensi Pendidikan Seks Di Sekolah Dalam Upaya Mencegah Bukan Mengajarkan', *Jurnal Riset Sosial Humaniora Dan Pendidikan* 3, no. 3 (2025): 236–42.

explaining principles such as confidentiality and openness, ensuring students feel comfortable sharing personal experiences.

The results of this study demonstrate different dynamics in changes in students' perceptions of pornography after being treated using two different approaches: group guidance in the experimental group and information services in the control group. The group guidance process was implemented in a structured manner, starting from the group formation phase to the main discussion.

The material was presented interactively: students discussed the definition of pornography, its impacts, and strategies for protecting themselves from exposure to negative content. The group guidance approach showed a positive trend in increasing students' awareness of the dangers of pornography, particularly in affective and attitudinal aspects.

Systematic reviews indicate that many sex education interventions utilize Social Cognitive Theory (Bandura) and the Theory of Planned Behavior from the outset to shape healthy attitudes. Without learning models and reflection, students lack a critical thinking framework to guide their perceptions.²²

Group guidance, a participatory approach, opens up dialogue among members, allows for shared reflection, and builds a more meaningful collective awareness. Through discussion, group dynamics, and the exchange of experiences, students can understand that pornography is not only a moral issue, but also concerns its impact on psychological, social, and academic development.

The implementation of sex education through group guidance at Muhammadiyah 1 Junior High School, Lubuklinggau, was systematic and participatory. This intervention successfully created a safe space for students to learn and reflect on issues of sexuality, pornography, and moral values relevant to adolescent identity. With

²² Betzabé Torres-Cortés et al., 'Shared Components of Worldwide Successful Sexuality Education Interventions for Adolescents: A Systematic Review of Randomized Trials', in *International Journal of Environmental Research and Public Health*, vol. 20, no. 5, preprint, 2023, <https://doi.org/10.3390/ijerph20054170>.(diakses,03/07/2025,pkl 00.00)

a dynamic, discussion-based approach, students were able to broaden their understanding, develop healthy perceptions, and improve their self-control over negative digital influences.

The Influence of Sex Education through Group Guidance on Changes in Students' Perceptions

Sex education through group counseling services is a participatory approach that relies on the dynamics of interactions between individuals in small groups. This approach is believed to have advantages in raising personal and social awareness through reflective processes, open discussions, and the exchange of experiences.²³ In this study, group guidance is used as an educational medium to shape and change students' perceptions about pornography in a more in-depth way, not only limited to cognitive understanding, but also including affective and moral aspects.

Research findings revealed that after group counseling, the experimental group's post-test demonstrated a significant improvement in perception. Student scores consistently increased, indicating a stronger understanding of the dangers of pornography and the importance of self-control and moral values. This indicates a process of internalization of values occurring within the group. Students demonstrated engagement in discussions, began to demonstrate a critical attitude toward pornographic content, and were able to identify its negative impact on their psychosocial development. The dynamics created within the group enabled students to recognize that consuming pornographic content not only impacts personal aspects but also influences thinking, social relationships, and self-control.

Before receiving counseling, most students did not fully understand the concept of sex education. They tended to view discussions about sex as taboo, and some even believed that discussing pornography was normal due to its frequent encounters on

²³ Rahayu Sri Dwi and Yeni Susilaningsih Chaterina, 'Bimbingan Kelompok Untuk Meningkatkan Pengetahuan Pendidikan Seks', *Warta Abdimas* 1, no. 1 (2018): 37–44.

social media. This misperception demonstrates the need for a safe and educational space for students to properly understand these issues.

After participating in group counseling, students began to understand that sex education is a preventative and educational effort to protect themselves from negative influences, including exposure to pornographic content. They became more open in discussions, understood the boundaries of social interactions, and recognized the importance of maintaining self-respect in accordance with religious and social values. Group guidance not only increases understanding, but also helps students develop self-control and moral awareness, especially in dealing with the negative influences of the media.²⁴

This research also aligns with Yulianti's research, which showed that adolescents' perceptions of sex education improved significantly after participating in group counseling services. They concluded that group-based learning provides a more interactive and in-depth discussion space.²⁵

These results indicate that before receiving group guidance services, many students had misguided or limited perceptions about sex education and pornography. The observed changes in students' perceptions following the group counseling intervention can be analyzed in depth through Albert Bandura's Social Cognitive Theory. This theory provides a clear framework for explaining why this method is effective, emphasizing that attitudes are shaped by the reciprocal interaction between the individual, the environment, and behavior. Prior to the intervention, students' perceptions were heavily influenced by their social environment, which tended to view sex education as a taboo topic and unimportant to discuss. Therefore, the group counseling sessions were deliberately designed to create a new, supportive and open

²⁴ Nadira Septianingrum Putri et al., *Effect of Group Counseling Services on the Self-Control of Grade XI High School Students*, 16, no. 1 (2025): 50–56.

²⁵ Yulianti, Ega Ayuningtyas, Fariz Al Farisi, Rezika Pratiwi Khairunnisa, 'Persepsi Remaja Mengenai Pendidikan Seksual', *Jurnal Pendidikan Tambusa* 7, no. 1 (2023): 3777–81.

social environment, which became the main stage for the mechanisms of change to operate.

Within this new environment, the key mechanisms of Bandura's theory began to actively operate. Students learned through observation (modeling), where they saw not only the counselor as a knowledgeable role model but also peers who began to open up in discussions. This imitation process directly explains why students "became more open in discussions." Furthermore, the interactive dynamics within the group provided positive social reinforcement. When a student voiced a new understanding or critical attitude toward pornography, he or she received support from the group, which in turn fostered "motivation to maintain moral self-control" and behave more responsibly.

This combination of observing models and receiving social reinforcement ultimately facilitated the internalization of new values in students. They shifted from limited initial perceptions to a concrete understanding that "appropriate sex education is educational and preventative, not pornographic," and were able to recognize its negative impacts. Therefore, it can be concluded that the success of this intervention was not a coincidence, but rather the result of the systematic application of the principles of Social Cognitive Theory. This intervention effectively provided the models, environment, and reinforcement needed to shape healthier and more responsible perceptions among students.

CONCLUSION

Based on the research results and discussion, it can be concluded that students at Muhammadiyah 1 Junior High School in Lubuklinggau initially perceived pornography as limited, with a tendency to view sexuality as taboo. The implementation of sex education through group guidance was effective and participatory, creating a safe and open discussion space for students. There was a positive and significant impact of sex education through group guidance on changing students' perceptions of pornography. Students became more aware of the dangers, forms, and negative impacts of pornography after the intervention. The group guidance

approach was proven to be able to foster a more rational and responsible understanding.

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