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The Impact of group guidance in alleviating parental anxiety amidst the Menace of child abduction

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Abstract

Purpose - This research was conducted to see how the effectiveness of group guidance services in helping reduce the anxiety experienced by parents of SDN 41 Karang Tengah students regarding the issue of child kidnapping that is spread in the midst of society.

Method - The type of research used is descriptive qualitative, the researchers involved 5 mothers of SDN 41 Karang Tengah students as group guidance participants with the aim of alleviating the anxiety experienced with the current issue of child abduction.

Result - This topic at least generates several important points for parents, including: first, parents realize that advances in technology and social media make it easy for various issues to develop in the midst of society, second, parents find new knowledge and wise ways to deal with developing issues, third, parents understand that excessive anxiety will only lead to various forms of illness and weaken health conditions, fourth, parents understand how to properly supervise children, fifth, parents feel relieved and happy to be able to convey all aspirations and anxiety related to the growing issue of child abduction.

Implication - Parents of students at SDN 41 Karang Tengah West Sumatra who were involved in group guidance activities discussed the topic of the task which was directly determined by the group leader with the topic "the issue of child abduction and the role of parents in dealing with it".

Originality - Amidst the tension and concern over the threat of child abduction, an interesting thematic novelty is the emergence of new approaches to address parental anxiety. Group guidance emerged as a promising solution, providing a platform for sharing experiences and strategies, which in turn can reduce anxiety levels.

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Abstrak

Tujuan - Penelitian ini dilakukan untuk melihat bagaimana efektivitas layanan bimbingan kelompok dalam membantu mengurangi kecemasan yang dialami oleh orang tua siswa SDN 41 Karang Tengah terhadap isu penculikan anak yang tersebar di tengah-tengah masyarakat.

Metode - Jenis penelitian yang digunakan adalah deskriptif kualitatif, peneliti melibatkan 5 orang ibu dari siswa SDN 41 Karang Tengah sebagai peserta bimbingan kelompok dengan tujuan untuk mengurangi kecemasan yang dialami dengan adanya isu penculikan anak yang sedang marak saat ini.

Hasil - Topik ini setidaknya menghasilkan beberapa poin penting bagi orang tua, antara lain: pertama, orang tua menyadari bahwa kemajuan teknologi dan media sosial memudahkan berbagai isu berkembang di tengah-tengah masyarakat, kedua, orang tua menemukan pengetahuan baru dan cara-cara yang bijak dalam menyikapi isu-isu yang berkembang, ketiga, orang tua memahami bahwa rasa cemas yang berlebihan hanya akan menimbulkan berbagai macam penyakit dan melemahkan kondisi kesehatan, keempat, orang tua memahami bagaimana cara pengawasan yang tepat terhadap anak, kelima, orang tua merasa lega dan senang dapat menyampaikan semua aspirasi dan kegelisahannya terkait isu penculikan anak yang berkembang.

Implikasi - Orang tua siswa SDN 41 Karang Tengah Sumatera Barat yang terlibat dalam kegiatan bimbingan kelompok membahas topik tugas yang langsung ditentukan oleh pemimpin kelompok dengan topik "isu penculikan anak dan peran orang tua dalam menghadapinya".

Orisinalitas - Di tengah ketegangan dan kekhawatiran akan ancaman penculikan anak, kebaruan tematik yang menarik adalah munculnya pendekatan baru untuk mengatasi kecemasan orang tua. Bimbingan kelompok muncul sebagai solusi yang menjanjikan, menyediakan platform untuk berbagi pengalaman dan strategi, yang pada akhirnya dapat mengurangi tingkat kecemasan.

Introduction

At the beginning of 2023, the community was shocked by the issue of child kidnapping. Even this news is increasingly spreading, both through social media and word of mouth. Even though the issue of child abduction is not a new matter anymore, the impact of this issue is a serious problem that cannot be underestimated. This indicates that the types and forms of crime always develop from time to time along with the social dynamics that exist in society (Monika Margaret dan Rizky Ihsan, 2022).

The issue of child abduction raises anxiety for various elements of society, both people who live in cities and those who live and live in villages. Thus, the issue of child abduction becomes a serious scourge that needs to be anticipated together. The various impacts of the issue of child abduction are truly diverse, including: first, there are parents who are worried that their children are away from home playing, so that their children are always watched wherever they go, second, parents of students are worried that their children will walk home alone from school, so parents willing to pick up their children to school every day, third, parents start trying to build communication such as giving advice and understanding to children to be careful wherever and wherever they go.

The problems experienced by these parents are of course natural, considering that this is not a problem that can be said to be light or easy to anticipate. One of the people who is experiencing anxiety from the issue of child kidnapping is the parents of Elementary School 41 Karang Tengah students, West Sumatra. This elementary school is located in Kenagarian Lakitan Selatan, Lengayang District, Pesisir Selatan District. Even though this school is located in a village, the issue of child abduction is enough to make the parents of students uneasy and worried if this happens to their children. As conveyed by one student's parent by saying that:

“Right now we are worried and afraid of the issue of child abduction, so our minds are not calm when we just let a child out of the house. Sometimes it becomes a thought for me when I'm at work, so I can't focus and keep reminding myself of child safety” (M, 2023).

The anxiety experienced by the parents of these students must certainly find a way out, meaning that efforts need to be made so that parents can be calm and not panic with the issues that are currently developing. So with that, one of the efforts made to reduce the anxiety of parents of students regarding the issue of child abduction, a discussion forum was held by utilizing one of the services in counseling guidance, namely group guidance services, by involving parents of students as participants in the discussion. What is expected from this effort is to provide understanding to parents so they are able to control anxiety so they are wise in dealing with the issue of child abduction that is currently developing.

Basically, the aim of this research is to provide awareness to the general public, especially parents everywhere, to always look after and supervise their children. This needs to be done so that you don't become a victim of irresponsible individuals, which in the end becomes a case that places a particular burden on parents' mental and psychological well-being.

This research also aims to raise our collective awareness to care and be sensitive to what is happening in the field, so that there are no more victims of child kidnapping cases which are currently rampant. Therefore, it is clear that the author's basis and reason for conducting this research is as a form of concern and concern to help relieve the anxiety of parents who are currently feeling anxiety due to cases of child kidnapping.

In addition, this research indicates that the existing models and services in guidance and counseling science, one of which is group guidance, shows that it is capable of providing assistance and solutions to problems that are being experienced by a person, group, community, and others. So, it becomes a forum that can provide benefits to many people, including the subjects in this research.

Research Methods

This research examines the use of group guidance services in reducing parents' anxiety from the issue of child kidnapping that is rife. So the approach that the author uses is the action research approach. The sample of this study were 5 parents of Elementary School 41 Karang Tengah students who were worried about

the issue of child kidnapping. The results of the study were analyzed descriptively, namely making descriptions of situations or events (Suryabrata Sumardi, 2010).

Arikunto explained that descriptive qualitative research is research that produces descriptive data in the form of written or spoken words from people and observed behavior (Suharsimi Arikunto, 1998). One thing that is interesting about qualitative research, where this research utilizes field notes, interview results and is supported by existing documents while in the field (Pawito, 2007). According to Suyanto, qualitative research has special characteristics, which are inductive in nature, prioritize process rather than final results, and emphasize data validity (Bagong Suyanto, 2005).

While the data obtained through observation and interviews. Observation is a research carried out systematically and deliberately carried out with use the senses, especially the eyes for events that can be captured during the incident it takes place (Bimo Walgito, 2010).

Results and Discussion

Overview of the Issue of Child Abduction

Kidnapping is a form of crime that is classified as a crime against a person's freedom in the Criminal Code. Kidnapping can also be interpreted as an act of taking someone away without rights with the aim that the victim is controlled by the kidnapper (perpetrator) (Muhammad Yudhistira Suseno, 2022). Based on KBBI, kidnapping is an act of kidnapping, kidnapping, stealing or running away from other people. Whatever it's called, what's clear is that this action is really very unfortunate that it could happen and it certainly does have a specific motive and purpose (Prasdianingrum Ayuningtias, 2013).

KPAI (2018) in Monika Margaret and Rizky Ihsan explained that there are modes and motives for kidnapping children, including, first, the mode of inviting to play. In this case, sometimes the kidnapper approaches the child while playing and even the kidnapper plays directly with the child. Second, the mode of giving food and drink to children. This method aims to make the child want to communicate

with the kidnapper so that it makes it easier for the kidnapper to take the child. Third, kidnappers trap via cyber (Monika Margaret dan Rizky Ihsan, 2022).

Related to the above, literature states that kidnapping of children has several reasons, including: first, some are kidnapped and then adopted illegally, second, kidnapping for reasons of revenge and certain problems, third, kidnapping to be employed as beggars, fourth, used as a commercial sex worker (Ardi Putra Dewa Agung, I Made Sepud, A. A. Sagung Laksmi Dewi, 2020).

Other findings also explain that there are several factors that cause cases of child abduction to occur, including the attitude and personality of children who are still innocent so they cannot protect themselves, the lack of parental supervision of children outside the home, for example at school, limited supervision by teachers. and school for their students outside of school. So there are loopholes or opportunities that can be exploited by certain individuals to commit crimes such as kidnapping (Zulfikar Sembiring dan Rizki Muliono, 2019).

From the explanation above, it can be understood that child abduction is a serious problem that is a worrying specter for all parties, especially for parents who tend to be weak from the point of view of supervision, both in cities and in villages. Thus, such a situation becomes a loophole that allows someone to have the bad intention of committing a kidnapping.

Group Guidance and Its Role in Problem Solving

Group guidance services are one type of service in the implementation of the counseling program. This service allows a number of clients together through group dynamics to obtain various materials through group discussions. Through this service, clients involved in group activities can be invited to jointly discuss important topics that provide useful insights and insights for themselves and for the future (Suhertina, 2014).

Regarding group guidance, group guidance can take the form of conveying information or a group activity discussing educational, work, personal and social issues. Group guidance is carried out in three groups, namely small groups (2-6

people), medium groups (13-20 people), and class groups (20-40 people) (Kadek Suhardita, 2011).

Prayitno in Ayu Putu Suarning added that group guidance is an activity carried out by enlivening group dynamics, so that the course of the discussion looks lively and interesting to live (Ayu Putu Suarning, 2021). elated to the stages, in group guidance, there are four stages that must be carried out by an educator, namely the stages of formation, transition, activity and termination (Prayitno, 1995).

Tohirin in Merry Andani et al also explained regarding group guidance, he said that group guidance is an activity that is participated in by several participants by sitting in groups and equally animating group dynamics led directly by one person as the group leader. The purpose of enlivening the group dynamics is none other than to build independence in the participants so that they become individuals who are able to develop their potential (Merry Andani, 2018).

Group guidance services also become a forum for forming changes in participants so that they are able to increase their potential, and obtain information related to daily life. In addition, the participants will be trained on how to discuss, solve problems and build ways of communicating with various participants' diverse characters (Tejo Asmara, 2021).

Febria (2011) in Taufik Agung Pranowo, and Amalia Prihastanti also explained regarding group guidance, she said that group guidance is a service that contributes to students getting a variety of useful information so that students are equipped with important things in carrying out their daily lives (Taufik Agung Pranowo, dan Amalia Prihastanti, 2020).

Gibson and Mitchell (2011) in Muya Barida and Dian Ari Widyastuti also provide an explanation that group guidance services need to be carried out consciously and planned, so that they really provide the right information, and are beneficial to students (Muya Barida dan Dian Ari Widyastuti, 2020). What is equally important in the implementation of this service is how to build cohesiveness, independence and directed communication between students, so that the activities are truly maximal, effective and as expected (Mirawati, 2018).

Meanwhile, according to Juliawati (2014) in Yola Ulandari and Dosi Juliawati explains that behind the implementation of group guidance services, there is an important goal that must be achieved and achieved by each student, where the goal is how students really turn on the dynamics groups and maintain it as a step to liven up the process of the discussion (Yola Ulandari dan Dosi Juliawati, 2019). Tohirin (2011) in Mulia Sartika and Hengki Yandri by explaining that group guidance services can lead students to practice how to solve a problem, build comfortable conditions for discussion and learn how to find a solution to a topic being discussed (Mulia Sartika dan Hengki Yandri, 2019).

According to Prayitno in Henni Syafriana Nasution and Abdillah, group guidance is a service provided to clients collectively or in groups, so that they become strong, big and independent (Henni Syafriana Nasuton dan Abdillah, 2019). Halena added that the purpose of group guidance services is to develop joint steps to deal with problems discussed in the group, thereby fostering good relations between group members, the ability to communicate between individuals, understanding various situations and environmental conditions, can develop attitudes and concrete actions to achieve the desired things as in the group (A. Hellen, 2005).

Furthermore, there are also other opinions related to the purpose of group guidance services, including:

- a. Providing opportunities for clients to learn matters related to educational, work, personal and social issues.
- b. Providing healing services through group activities.
- c. Guidance in groups is considered more economical than through individual guidance activities (Tatiek Romlah, 2001).

Basically, the purpose of group guidance is to train and build ways of opinion, unify thoughts, and train to convey insights that are understood regarding a topic being discussed (Baiq Serikandi, 2020). that is, students are directed to equip themselves with positive habits and activities for themselves and the impact is also beneficial for the students themselves. Winkel and Sri Hastuti in their writing added that by participating in group guidance activities, students will learn how to build

character and personality that benefits them personally and for their surroundings (Winkel, W.S dan MM. Sri Hastuti, 2004).

In organizing group guidance, group leaders need to understand that there are two topics that serve as guidelines in organizing group guidance activities. The two topics are duty and free topics. Topic assignment is where the group leader directly determines the topic to be discussed, so students must accept the topic presented by the group leader. While the topic is free, where the group leader throws it at the students and is given the opportunity to submit suggestions related to the topic to be discussed (Prayitno, 2004).

In supporting the course of these activities, there are important elements that must exist in the implementation of group guidance activities, including that there must be a group leader, students and the dynamics of the group itself (Novi Andriati, dan Novi Wahyu Hidayati, 2020). These elements become important aspects so that group guidance activities are actually carried out as expected and in accordance with the existing stages (Ninil Elfira, 2013).

As for some of the advantages of group guidance services, they include: *first*, as a means of building ways of communicating, talking and turning on the habit of expressing opinions (discussing each other), *second*, building an attitude of mutual understanding between one another, so that a sense of mutual embrace and trust is born self, *third*, as a means of instilling self-confidence to have the courage to appreciate existing communication, so that mutual respect between one another, *fourth*, as a means of learning how to solve a problem and cases that are considered important to be resolved (Erwin Erlangga, 2018).

The explanation above can be understood that group guidance as a service that seeks to be a means of providing understanding to everyone in exploring a problem. That is, group guidance is present to help solve a problem that applies to all parties, so that at the end of the discussion carried out it really gives an understanding to all group guidance participants in dealing with cases or problems that occur, one of which is the anxiety experienced by parents of elementary school students 41 Karang Tengah, West Sumatra.

Format for Implementation of Group Guidance Services in Reducing Parental Anxiety

In carrying out discussion activities, the first thing is how the parents of students understand the mechanism of the flow of the discussion through group guidance. The steps are as follows:

1. **Formation Stage** (Greetings and thanks, Pray together, Definition of group guidance, The purpose of group guidance, Method of implementation, The principles of group guidance, Introductions and continued series of names).
2. **Transitional Stage** (Describe the activities to be carried out, Ask if members are ready, and Study the atmosphere that occurs in the group).
3. **Activity step** (In this case, the topic used is the topic of the assignment with the title "the issue of child abduction and how parents deal with it": Ask and answer questions that are not understood, Members discuss the problem thoroughly, and Interlude (in the form of games, songs, which can liven up the atmosphere).
4. **Commitment** (There were several commitments conveyed by parents after participating in group guidance activities, including: From today's activities I will pay more attention to where the children are playing and control more so that unwanted things don't happen, From this activity, I realized that it is necessary to teach children from an early age to be careful when meeting strangers, and From this activity, I am motivated to pay more attention to children and build proper communication with children).
5. **Termination Stage** (The group leader suggests that the activity will be ended: Leaders and members present the results of group guidance activities, Plan follow-up activities, Messages and expectations of group members, and Closing prayer).

The Group's Guidance Contribution Reduces Parental Anxiety Regarding Child Abduction Issues

The term anxiety in English is anxiety which comes from the Latin *angustus* which means stiff, and *ango*, *anci* which means to suffocate (Yuke Wahyu Widosari, 2010). Steven Schwartz, S stated that anxiety comes from the Latin word *anxius*,

which means narrowing or strangulation. Anxiety is similar to fear but with a less specific focus, whereas fear is usually a response to some immediate threat, whereas anxiety is characterized by worry about unexpected dangers that lie in the future. Anxiety is a negative emotional state characterized by foreboding and somatic tension, such as a racing heart, sweating, difficulty breathing (Steven Schwartz, S, 2000).

Syamsu Yusuf stated that anxiety is neurotic helplessness, insecurity, immaturity, and inability to deal with the demands of reality (environment), difficulties and pressures of everyday life (Syamsu Yusuf, 2009). Reinforced by Kartini Kartono that anxiety is a form of not being brave plus being worried about things that are not clear. In line with that, Sarlito Wirawan Sarwono explained that anxiety is fear for which the object is not clear and the reason is not clear (Sarlito Wirawan Sarwono, 2012).

Gail W. Stuart in Dona Fitria Annisa and Ildil said that there are several aspects of anxiety, namely anxiety in behavioral, cognitive and affective responses. The following is an explanation: first, behavior (restlessness, physical tension, tremors, startled reactions, fast speech, lack of coordination, prone to injury, withdrawing from interpersonal relationships, inhibition, running away from problems, avoidance, hyperventilation and hypervigilance). Second, cognitive (distracted attention, poor concentration, forgetfulness, wrong judgment, preoccupation, thought barriers, decreased perceptual field, decreased creativity, decreased productivity, confused, very alert, nightmares). Third, affective (easily distracted, impatient, restless, tense, nervous, fearful, horror alert, worry, anxiety, numbness, guilt and shame) (Dona Fitri Annisa dan Ildil, 2016).

The success of group guidance activities for parents of Elementary School 41 Karang Tengah students, West Sumatra, cannot be separated from the implementation of group dynamics and the roles that must be carried out by parents of students, which include:

- a. Parents are asked to foster a friendly atmosphere with fellow group members.

- b. Expressing feelings in carrying out group guidance activities and parents who are participants in the discussion are asked to really involve themselves maximally during the discussion.
- c. The discussions that took place actually yielded beneficial results for parents, so they didn't just talk.
- d. Parents are introduced to the existence of rules that must be obeyed while attending group guidance services.
- e. Parents are asked to be active and respond to the course of activities.
- f. Build a way of communicating with other members.
- g. Parents of students are asked to respect each other's feelings and opinions that arise.

The new knowledge gained by parents of students after participating in group guidance activities in dealing with the issue of child abduction, including:

- a. Parents of students are aware that anxiety can lead to uncontrolled panic.
- b. It is necessary to build communication with children, so that they both ward off something that will cause problems.
- c. Improvements in educational patterns and the right flow in fostering children need to be considered carefully.
- d. Parents realize that advances in technology and social media make it easy for various issues to develop in society.
- e. Parents find new knowledge and wise ways to deal with developing issues.
- f. Parents understand that excessive anxiety will only lead to various forms of illness and weaken health conditions.
- g. Parents understand how to properly supervise children.
- h. Parents feel relieved and happy to be able to convey all their aspirations and concerns regarding the anxiety they feel with the issue of child abduction which is currently developing.

From the explanation above, it can be understood that the parents of students who previously experienced anxiety about the issue of child abduction began to be able to control and reduce their anxiety after participating in discussion activities through group guidance services. This illustrates that group guidance is quite effective and helps solve problems that occur in the community.

Conclusion

The issue of child abduction raises anxiety for all parents everywhere, especially for parents of students at SDN 41 Karang Tengah in West Sumatra. Coupled with information circulating on social media and information from person to person, it adds to the panic and anxiety for parents. However, when researchers tried to use group guidance services as a vehicle for solving the anxiety experienced by parents, the results appeared to be quite satisfying because parents felt happy and relieved by their involvement in group guidance activities. This activity provides knowledge and understanding for parents in dealing with the issue of child abduction which is currently developing in society.

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