

Original Research Article

The correlation of teacher's role, peers, and mass media with the incidence of dating violence in adolescents at SMK Piri 1 Yogyakarta

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Received: 05 March 2019

Revised: 14 April 2019

Accepted: 15 April 2019

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ABSTRACT

Background: Dating violence has long-lasting and also short effects that are serious and have negative impacts severity toward physical forms of violence, psychic, economic and sexual. This study aims to know the relationship between the teachers' role, their peers and the mass media and dating violence in adolescents at SMK PIRI 1 Yogyakarta.

Methods: The design of the study is analytical survey with cross-sectional design. The sample was students of class XI of SMK Piri 1 Yogyakarta with a total of 147 respondents. A questionnaire was used to determine the relationship between the role of the teacher, peers and mass media with dating violence. Univariate and bivariate analyzes were performed with chi square test.

Results: There were two variables that show there was a relationship between peers ($p=0.009$), mass media ($p=0.019$) with dating violence and there was no relationship between teacher roles and dating violence ($p=1.00$), peer prevalence ratio values indicate (RP=0.682), mass media (RP=1.432) and the teacher's role (RP=0.977) and confidence interval 95% confidence level, that there are peers (CI=0.528-0.888), mass media (CI = 1.067-1.922) and the teacher's role (CI=0.745-1.228).

Conclusions: There is a relationship between peers and mass media with dating violence, and there is no relationship between teachers' role and dating violence in SMK 1 Piri Yogyakarta.

Keywords: Dating violence, Mass media, Peers, Role of teachers

INTRODUCTION

Adolescence has some characteristics which marks it as an important period, transition period, period of change, problematic age, a period of searching for identity, age that raises fear, a period that is not realistic and the threshold of adulthood.¹ Changes that occur in adolescence are not only physical changes, but also psychological changes. The process of psychological change takes place more slowly than physical changes, in which in adolescence there is a change in emotions such as sensitive, aggressive and easy to create an influential external stimulation, so that for example, they are

emotional and often lead to fighting.² Dating is an initial recognition process between men and women based on pleasure, love, attention by involving feelings for a purpose, which is to have intimate intimate friends.³

Dating violence is a common problem that has serious long-term and short-term effects. There are 21% of female high school students who have boyfriends and 10% of male students who have girlfriends experiencing dating violence in the form of physical violence and / or sexual violence, as many as 22% of women who experience rape and physical violence and 15% of experienced men come from couples aged 11-17 years.

Dating violence has negative effects on health such as depression and anxiety, deviating like smoking and alcohol, even trying to commit suicide.⁴

Dating violence amount to 1.873 cases (19%). The high number of violence towards girls is shown that being a girl in the house is no longer a safe thing, because the highest violent behavior in the private / personal area consist of 1.528 people.⁵ Dating violence data for 2012-2015 in 2012 National Commission data show that 60 and Annual Note 1.085, 2013 National Commission 157 and Annual Notes 2.507, 2014 National Commission 93 and Annual Notes 1.784 and 2015 National Commission 105 and Annual Notes 2.735.⁶

Data collected by Rifka Annisa in 2016 show that there were at least 32 cases of dating violence. Most occur at the age of late adolescents, namely ages 18-25 years amount to 14 cases, early adulthood 26-35 years of 8 cases.⁷ In 2009-2016 there were 2.481 cases of violence against women, and 238 cases of violence in dating.⁸ PKBI released data explaining that from 125 teenage respondents, from 75 women and 50 men, 84% had experienced violence. The survey conducted by PKBI in 2017 proved that the majority of teens in DIY had experienced violence. The forms of violence experienced were psychological violence 64%, sexual violence 43.2%, and physical violence 33.6%, the average teenager experienced two to three types of violence at the same time. 12% of respondents experienced psychological, sexual and physical violence. While 34.4% experienced two types of violence from their partners namely sexual and physical, as much as 4% physical and psychological violence as much as 11.2% and sexual and psychological violence as much as 19.3%.⁹

Yogyakarta, it was found that in December 2017, there had been cases of violence committed by students of SMK Piri 1 Yogyakarta, one is a XII student and one is a XI grader, it was because of fighting for a boyfriend and it leads to a trial. As for the other cases, the Yogyakarta 1 Piri 1 vocational school students were known to be together with their boyfriend in a boarding room so that residents conducted raids and residents reported it to the police. Based on these cases, the researchers were interested in conducting research on dating violence in Piri 1 Vocational School Yogyakarta. Based on the background described above, it attracted the attention of researchers to examine the relationship between the role of teachers, peers and mass media with the occurrence of violence in dating in adolescents at Piri 1 vocational school Yogyakarta.

METHODS

This research is quantitative using analytical survey methods that employ a cross-sectional design. It was conducted at Yogyakarta Piri 1 vocational school in which the research was conducted to see the relationship

between the role of teachers, peers and mass media with the incidence of dating violence in adolescents. This research was conducted from July to August 2018. The population in this study consist of class XI students who fulfilled the specified inclusion and exclusion requirements. The inclusion criteria in this study were all students of class XI aged 16-17 years, adolescents who were willing to be respondents and adolescents who had or had had a boyfriend or close friend. The exclusion criteria in this study were adolescents who filled out incomplete questionnaires and adolescents who were not present.

The instruments in this study were in the form of several questionnaires. The variables used in this study are the independent variables, namely the role of the teacher, peers and mass media, the dependent variable namely dating violence and the confounding variables in this study namely knowledge and family.

Data analysis using univariate analysis is to describe the frequency distribution of respondent characteristics and frequency distribution of each independent variable and the dependent variable. Bivariate data analysis was carried out on each variable, namely the role of teachers with dating violence, peers with dating violence, mass media with dating violence. The presence or absence of relationships and significance statistically or biologically was tested by the chi square test.

RESULTS

Describe the distribution of characteristics of respondents based on age, gender and the last level of education of the respondent's parents. The age of the most respondents was 16 years old, 79 people (53.7%) from the total sample. Based on gender distribution, the number of male respondents is more than women, amounting to 138 people (93.9%), while the highest level of education of the respondent's parents is High School with a total of 90 people (61.2%), while the lowest frequency of parent's education level is Elementary School with a total of 8 people (5.4%) (Table 1).

The results of the univariate analysis of the role of teachers are categorized into two, which are good and do not play a role. Respondents who received a good role from the teacher were 87 people (59.2%), while respondents who said there were no teacher roles were 60 people (40.8%). Peers can be categorized into two, namely peers who play bad roles and peers who do not play a role in violence in dating. Respondents who stated that peers played a role amount to 54 people (36.7%), while those who stated their peers did not play a role amount to 93 people (63.3%). The mass media is categorized into two, namely high and low in accessing mass media. Low, that is, respondents who had seen acts of violence through mass media less than 6 mass media were 82 people (55.8%), while the high respondents who had seen acts of violence from amount to 7-13 media

were 65 people (44.2%). Dating violence is categorized into two, namely dating violence and not dating violence. It is known from the results of univariate analysis that respondents had committed dating violence consist of 87 people (59.2%) and respondents who had never committed violence in dating were 60 people (40.8%) (Table 2).

Table 1: Distribution of characteristics of respondents by age, gender and last education of respondents' parents.

No	Characteristics of respondents	Frequency (n)	%
1	Age (years)		
	16	79	53.7
	17	68	46.3
2	Gender		
	Male	138	93.9
	Female	9	6.1
3	Parent's last education		
	Unknown	12	8.2
	Primary school	8	5.4
	Junior high school	18	12.2
	Senior high school	90	61.2
	College	19	12.9
Total		147	100

The results of the analysis of the relationship between the role of the teacher and the occurrence of dating violence were obtained that of 87 respondents who had committed violence in dating and the teacher did not play a role in preventing the occurrence of violence as many as 36 people (24.5%) while the teacher had a better role high for violence in dating as many as 51 people (34.7%). To find out the relationship between the role of the teacher and the occurrence of violence in dating, the role of the

teacher is categorized into two categories, namely acting (good role) and not acting (not caring).

Table 2: Distribution of univariate analysis result the role of teachers, peers and mass media.

No	Variable	Frequency (n)	%
1	Teacher's role		
	No role	60	40.8
	Good role	87	59.2
2	Friends of the same age (peers)		
	Bad role	54	36.7
	No role	93	63.3
3	Mass media		
	High	65	44.2
	Low	82	55.8
4	Dating violence		
	Do	87	59.2
	Not do	60	40.8
Total		147	100

The results, Chi Square analysis, a p-value of 1,000 ($p > 0.05$) was obtained, meaning that there is no relationship between the role of the teacher and the incidence of violence in dating in adolescents, thus it is declared as not statistically significant. Based on the biological significance known value of Confidence Interval (CI) shows the number 0.745-1.282 and the Ratio Prevalence (RP) of 0.977, which means that the value of RP is less than 1 and the CI value includes number 1, it can be concluded that the factors studied have not really is a risk factor or protective factor, so the prevalence of violence in dating that teachers who do not play has an opportunity of 0.977 times more teachers do not play a role compared to teachers who play a role (Table 3).

Table 3: Distribution of chi square test results between the role of teachers and dating violence events (DVE) in adolescents.

Teacher's role	Dating violence				Total		RP (CI 95%)	P value
	Do		Not do		N	%		
	N	%	N	%				
No role	36	24.5	24	16.3	60	40.8	0,977 (0,745-1,282)	1,000
Good role	51	34.7	36	24.5	87	59.2		
Total	87	59.2	60	40.8	147	100		

Table 4: Distribution of Chi Square test results between the role of peer friends with dating violence (DVE) in adolescents.

Friends of the same age	Dating violence				Total		RP (CI 95%)	P value
	Do		Not do		N	%		
	N	%	N	%				
Play a role	40	27.2	14	9.5	54	36.7	0.682 (0.52-0.881)	0.009
Not a bad role	47	32.0	46	31.3	93	63.3		
Total	87	59.2	60	40.8	147	100		

Table 5: Distribution of Chi Square test results between mass media and dating violence (DVE) in adolescents.

Mass media	Dating violence				Total		RP (CI 95%)	P value
	Do		Not do		N	%		
	N	%	N	%				
High	31	21.1	34	23.1	65	44.2	1.432 (1.067-1.922)	0.019
Low	56	38.1	26	17.7	82	55.8		
Total	87	59.2	60	40.8	147	100		

The results of the analysis of the relationship between peers with the occurrence of dating violence obtained that of 87 respondents who had committed dating and peers who played a role in dating violence were 40 people (27.2%), while peers those who did not play a higher role in dating violence were 47 people (32%). To find out the relationship between the role of peers and the occurrence of violence in dating, in this case peers are categorized into two namely the role to influence or engage in violence in dating and does not play a role in committing violence in dating.

The results of the Chi Square test showed that a p value of 0.009 ($p < 0.05$) was obtained, There was a relationship between the role of peers and the incidence of violence in dating in adolescents. Based on the biological significance it is known that CI ranges from 0.528 to 0.881 and the RP of 0.682 which means that CI values and RP less than 1 means the role of peers who act as protective factors in dating violence. CI value does not include number 1, the factors studied are protective factors, so the prevalence of peer dating courage which has an opportunity has a chance of 0.682 times greater for peers who play a role than peers who do not play a role (Table 4).

The results, the relationship between mass media and the occurrence of violence in dating explained that 87 respondents who experienced dating violence by accessing high mass media were 31 people (21.1%), while those who accessed mass media were low but did more dating violence was 56 people (38.1%). The relationship between mass media and the incidence of violence in dating, the mass media are categorized into two categories, namely high (7-13 types of mass media) and low (0-6 types of mass media).

Based on the results, Chi Square test analysis that has been done obtained, it showed that p value is 0.019 ($p < 0.05$). There is a relationship between mass media and the incidence of violence in dating in adolescents. Based on the biological significance, it is known that the range of CI, which shows angka 1.067-1.922 and the RP obtained at 1.432, which means that the value of RP is more than 1 and CI does not cover number 1, it can be concluded that the variables studied are risk factors for violence in dating, so the prevalence of dating violence that accesses high mass media has an opportunity of

1.432 times greater for accessing high mass media (Table 5).

DISCUSSION

Relationship between the role of teachers and events of violence in dating in adolescents

Based on the results, it is known that p value = 1.000 which means ($p > 0.05$), there is no significant relationship between the role of the teacher and the incidence of violence in dating in adolescents. This means that teachers who play a good role and teachers who do not play a good role for adolescents in school do not affect the occurrence of violence in dating, violence in dating still occurs. The role of the teacher has not been able to be concluded truly as a risk factor or protective factor because it includes number 1, this result is known from the value of CI showing the number 0.745-1.282 and the value of RP is less than 1 which is 0.977, means prevalence the incidence of violence in dating in adolescents with the role of teachers who do not play a role in conducting violence in dating is 0.977 times greater than the prevalence of the occurrence of violence in dating to teachers who play a role.

The role of teachers in schools has a considerable influence on the learning process such as speech, behavior and attitudes of the teacher both positive and negative. This process extends the existing mindset, thus further strengthening the influence on someone.¹⁰ The role of teachers in schools plays an important role in the education process, namely teachers as educators provide moral, social, legal and religious values to students. Teachers as instructors, namely providing knowledge to students, teachers as mentors can provide assistance guidance services to students so students can understand themselves or self concepts and students are able to solve problems faced.¹¹

However, reality shows that there is no relationship between the role of the teacher and the occurrence of violence in dating. The tendency of a person to commit violence in dating is because the assessment of him who is positive and negative is the impact of his childhood.¹² This result is in line with previous research which states that there is no relationship between the role of the teacher and the incidence of dating violence, $p = 0.136$, which means ($p > 0.05$).¹³

Relationship between peer friends with dating violence events in adolescents

Based on the results, it is known that $p=0.009$ which means ($p<0.05$), there is a relationship between peers with the incidence of violence in dating in adolescents. There is a relationship between peers who play a bad role in violence in dating. Peers are a protective factor against the incidence of violence in dating because the value of CI and the value of RP do not include the number 1, this result is known from the $CI=0.528-0.881$ and the value of $RP=0.628$, this result means that prevalence the incidence of violence in dating in adolescents who have peers who play a bad role in dating violence is 0.628 times greater than peers who do not play a role.

The role of peers is very helpful for adolescents to understand their identity so that adolescents are able to adjust to the outside environment. The teenager can be independent and think mature, but if peers have a bad influence, the teenager will become dependent on peers and not have mature emotions, so that they behave negatively.¹⁴

Friends are important after parents. Making friends is part of the first self-actualization in life because we ourselves will make choices without the influence of parents.¹⁰ The most important and hardest thing in peer groups in adolescents is self-adjustment. So that the strong influence of peers is because teenagers are more outside the house with peers.¹

Based on the facts in the field, teenagers can be affected by peers, maybe because students often gather with friends outside the class when there are no teachers and more activities outside of school such as during recess students gather with friends in front of the school gate to rest even many students who smoke. Structural violence, but formed in a social system and conflict is something that has been determined so that it is endemic to people's lives such as open violence, closed violence (hidden violence in the form of threats) and violence aggressive (violence done to get something).¹⁶

This result is in line with previous research, relationship between peers and the incidence of dating violence with a value of $p=0.000$ ($p<0.05$).¹⁷ The role of peers who have a role to experience the incidence of violence in dating is 48.5%. Previous research also supports that there is a relationship between peers and the incidence of violence in dating with a value of $p=0.000$, which means $p<0.005$.¹⁸ Previous studies also showed that there was a relationship between peers with the incidence of violence in dating, which was indicated by the value of $p=0.07$ ($p<0.05$).¹³

Relationship between mass media and violence in dating events in adolescents

Based on the results, it is known that $p=0.019$ which means ($p<0.05$), there is a relationship between mass

media and the incidence of violence in dating in adolescents. Mass media is a risk factor for the incidence of violence in dating, the value of CI and RP does not cover the number 1 or more than 1, namely the CI value= $1.067-1.922$ and the RP value= 1.432 . This result means the prevalence of violence in dating in adolescents who access high mass media on the incidence of violence in dating is 1.432 times greater than those who access low mass media.

Teenagers mostly have watched television for up to fifty hours long a week so that they will be easily affected by what they watch both positive and negative.¹⁰ One of the causes of violence in dating is mass media.¹⁵ Teenagers often enjoy programs that often lack education such as shows of violence and social life.¹⁹

Based on the facts in the field, teenagers already have their own smartphones, maybe parents facilitate their children with smartphones by reason of facilitating communication with their families without monitoring their use. Schools also do not seem to restrict their students from using smartphones in schools, many students are busy playing smartphones together with their friends, so students are free to use them so that teens are easier to share information and spectacles that are negative if they cannot control and absorb inappropriate information.

This result is almost in line with the research carried out previously stating that adolescents who do not access mass media will not experience violence in dating and the higher of the frequency of adolescents accessing mass media, the higher the occurrence of violence in dating.¹⁹ This research, previous research which states that there is a positive and significant relationship between the use of social media and the incidence of violence in dating in adolescents with a p value of 0.012 ($p<0.05$).¹⁸ The mass media more or less also contributes to the emergence of aggressive behavior towards their partners, such as violent shows that often appear on television broadcast programs and certain sexual scenes in films that can trigger acts of violence against couples in dating relationships.²⁰

CONCLUSION

There is a relationship between peers and mass media with dating violence, and there is no relationship between teachers' role and dating violence.

Funding: No funding sources

Conflict of interest: None declared

Ethical approval: The study was approved by the Institutional Ethics Committee of Ahmad Dahlan University, Yogyakarta

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Cite this article as: Ayu SM, Sofiana L, Jayanti FU. The correlation of teacher’s role, peers, and mass media with the incidence of dating violence in adolescents at SMK Piri 1 Yogyakarta. *Int J Community Med Public Health* 2019;6:2325-30.