



Achievement of Adolescent Development, Self Identity and Knowledge about the Dangers of Drug Abuse and Free Sex Through Health Education and Therapeutic Group Therapy

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Abstrak

Pencapaian identitas diri yang rendah bisa menghasilkan penyimpangan perilaku pada remaja, seperti seks bebas, prostitusi, minuman keras, narkoba, dan perjudian, yang berdampak pada meningkatnya kehamilan dan persalinan dini serta kriminalitas. Sedangkan remaja yang identitas dirinya telah tercapai cenderung lebih otonom dan kreatif, mereka juga menunjukkan kapasitas yang lebih besar untuk menjalin keakraban. Apabila proses pencapaian identitas diri ini mengalami hambatan, maka dapat menimbulkan kebingungan identitas, mereka juga dapat mengalami berbagai permasalahan dan memiliki perilaku berisiko seperti penyalahgunaan narkoba dan seks bebas. Tujuan penelitian ini untuk meningkatkan kemampuan remaja dalam mencapai perkembangan identitas dirinya dan meningkatkan pengetahuan remaja tentang bahaya penyalahgunaan narkoba dan seks bebas. Metode penelitian ini menggunakan quasi experimental dengan pretest-posttest pada satu kelompok intervensi dengan menggunakan teknik purposive sampling pada 21 remaja SMP 49 Kramat Jati Jakarta Timur. Tidak ada grup control yang dilibatkan dalam penelitian ini. Hasil penelitian terhadap tingkat pengetahuan sebelum dan setelah dilakukan intervensi didapatkan ($6,76 \pm 1,51 - 8,62 \pm 1,59$), kemampuan perkembangan diri remaja sebelum dan setelah dilakukan intervensi ($42,57 \pm 10,3 - 42,71 \pm 2,95$) dengan tingkat kemaknaan 0,94 (t-test), Identitas diri remaja sebelum dan setelah dilakukan intervensi ($79,14 \pm 13,41 - 86,43 \pm 10,35$) dengan tingkat kemaknaan 0,01 (t-test). Berdasarkan hasil penelitian disimpulkan bahwa tidak ada hubungan antara TKT Remaja dengan kemampuan perkembangan diri remaja, dan ada hubungan antara TKT Remaja dan Pendidikan kesehatan terhadap Identitas Diri dan pengetahuan remaja tentang bahaya penyalahgunaan narkoba dan seks bebas.

Kata Kunci: remaja, terapi kelompok terapeutik, pendidikan kesehatan

Abstract

Low self-identity on adolescence can result in deviant behavior, such as free sex, prostitution, alcoholism, drugs, and gambling, which has an impact on increasing crime, early pregnancy, and childbirth rate. On the other hand, adolescents whose identities have been reached tend to be more autonomous and creative, they also show a greater capacity to establish the intimacy between families or friends. If the process of achieving self-identity is experiencing obstacles, it can cause identity confusion. They can also experience various problems and have risky behaviors such as drug abuse and free sex. The purpose of this study is to improve the ability of adolescents to achieve their development, identity, and to increase adolescent knowledge about the dangers of drug abuse and free sex. The method used was quasi-experimental with one group pretest-posttest, using a purposive sampling technique on 21 teenagers at 49 Junior High School,

Kramat Jati, East Jakarta. There was no control group involved in this experiment. Results of the study are: (1) level of knowledge before and after the intervention is obtained (6.76 ± 1.51 to 8.62 ± 1.59); (2) adolescent development before and after the intervention (42.57 ± 10.3 to $42, 71 \pm 2.95$) with a significance level of 0.94 (t-test); (3) adolescent identity before and after the intervention (79.14 ± 13.41 - 86.43 ± 10.35) with a significance level of 0.01 (t-test). Based on the results of the study, it was concluded that there is no relationship between adolescent Therapeutic Group Therapy (TGT) with adolescent development, and there is a relationship between adolescent TGT and health education on identity and knowledge about the dangers of drug abuse and free sex.

Keywords: *adolescent, therapeutic group therapy, health education.*

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INTRODUCTION

Today, the crime rate among adolescence is increasing. In Jakarta alone, the capital of Indonesia, most crimes are committed by youngsters. Robbery and murder can be executed by teenagers as young as 15-years-old. Recently, there was a case that brings shock to Indonesia society, a teenage murdered a 6-year-old kid. This phenomenon leaves people wondering why did such a terrible incident occur? Adolescent development and self-identity could become a cause. The adolescence period is a transitional period between childhood and adulthood, which begins at the time of the occurrence of sexual maturity which is between 11 or 12 to 20 years of age, which is towards young adulthood (1).

In its development towards maturity, adolescents gradually experience changes that require both abilities, namely *freedom* and *dependency* together (1). During this period there were a variety of complex and relatively rapid changes. These changes include biological, psychosexual, cognitive, psychosocial, moral, spiritual, emotional, language, talent and creativity changes (2). Youth stage is an opportunity for individuals to experience physical,

cognitive, and psychosocial growth, but also risks to health development. Patterns of risky behavior, such as drinking alcoholic beverages, drug abuse, sexual activity, gangs, and the use of firearms tend to increase during adolescence (3).

Adolescent development has the main task of achieving a measure of freedom or independence from parents and forming an identity for self-integration and personal maturity (1). Rifany (4) mentions that the development of identity provides the basis for adulthood and a central aspect for a healthy personality, which reflects self-awareness, and personal belief systems. Adolescents whose identities have been achieved have a high seriousness, higher academic adjustment, and tend to use healthy and adaptive self-defense mechanisms (5). Contrarily, if the process of achieving identity is experiencing obstacles, then it can cause identity confusion. They can also experience various problems such as the presence of a feeling of emptiness, resistance, and challenge to parents, disagreements in themselves, anxious about things that are desired but unable to fulfill them.

Low identity can result in deviant behavior in adolescents. Types of behavior deviations

in adolescents include free sex, prostitution, liquor, drugs, and gambling (6). Also, drug abuse and high alcohol consumption are found in adolescents with low identity status (*diffusion and moratorium*) (5). According to WHO, the main issues regarding major health problems in adolescents are early pregnancy and childbirth, alcohol and drug abuse, as well as smoking.

Suwarni & Selviana (7) mentioned the predictors of free sex initiation in adolescents are the age of partner, *parental monitoring*, peer sex behavior, pornography exposure, subjective norms, sexual attitudes, and intensity of free sex behavior. Of all the 300 junior and senior high school adolescents in Pontianak who were included in the study, 14.7% had experienced *intercourse*, and 3.3% had an unwanted pregnancy. Pawestri, Wardani, & Sonna (8) stated that high school students' attitudes about free sex are negative (54.4%), and the free sex behavior of students is not good (48.1%). Muktingrum & Budiarti (9) found that students at one of the public junior high schools in East Jakarta showed 44.7% of them had active sexual drive, 44.5% had frequent exposure to pornography, 50.6% had poor knowledge, 57.1% had a negative attitude, and 12.4% had high-risk sexual behavior.

Free sex in adolescents can be influenced by exposure to alcoholic drinks and drug abuse. Ananti & Ernawati (10) stated that the number of adolescents who consumed alcoholic drinks and had high-risk sex has a greater percentage (69.6%) compared to adolescents who did not consume alcohol and had high-risk sex (30.3%). Adolescents who are exposed to alcohol and drugs before the age of 15 show an increased risk of drug abuse disorders (11) and risky sexual behavior (3).

Drug users in Indonesia reached a number of 5.1 million people, and 40% of them are students; the causes are individual factors (personality), social environment (peers), family (broken home), and neighborhood (12).

The adolescent has great potential to develop into successful individuals. This is supported by the existence of the Republic of Indonesia Health Act Number 36 the year 2009 Article 136 paragraph 1 (13) which states that efforts to maintain adolescent health must be aimed at preparing to become healthy and productive adults, both socially and economically. In addition, the Mental Health Act number 18 the year 2014 (14) states that mental health efforts are every activity to realize optimal mental health degrees for each individual, family, and community with promotive, preventive, curative, and rehabilitative approach held in a comprehensive, integrated and sustainable manner by the government, regional government and/or the community.

To support government programs in the mental revolution, nursing as a professional and an integral part of health services has a great opportunity to make a real contribution in promotive and preventive efforts in the field of health, especially the mental health of adolescents so that adolescents can develop positively and optimally. These efforts can be done with an approach either individually, family, group, or community. One of the mental health efforts that can be done in adolescents is to provide Health Education and Therapeutic Group Therapy (TGT).

Improving health status (*health promotion*) of a community is done through several activities, including health education; which is all activities to provide and improve knowledge, attitude, practices for individuals, groups, or communities in maintaining and improving their health (15). Whereas Group Therapy can help adolescents meet their needs positively and meaningfully towards peer groups and the formation of identity (16) or auditory verbal hallucinations, occur in healthy individuals as well as in individuals who need clinical care, but news media depict voice hearing

primarily as a symptom of mental illness, particularly schizophrenia. Aims: This article explores whether, and how, public perception of an exaggerated association between voice hearing and mental illness might influence individuals' need for clinical care. Method: A narrative literature review was conducted, using relevant peer-reviewed research published in the English language. Results: Stigma may prevent disclosure of voice hearing experiences. Non-disclosure can prevent access to sources of normalizing information and lead to isolation, loss of social support and distress. Internalization of stigma and concomitantly decreased self-esteem could potentially affect features of voices such as perceived voice power, controllability, negativity and frequency, as well as distress. Increased distress may result in a decrease in functioning and increased need for clinical care. Conclusion: The literature reviewed suggests that stigma has the potential to increase need for care through many interrelated pathways. However, the ability to draw definitive conclusions was constrained by the designs of the studies reviewed. Further research is needed to confirm the findings of this review. (PsycINFO Database Record (c.

Considering that an adolescent age group is a group that needs space between freedom and dependency, thus giving attention to this particular group is very important, especially related to increasing knowledge about adolescent growth and development and its problems. This research was conducted to increase the achievement of the development, identity, and knowledge about the dangers of drug abuse and free sex through collaboration with a school in the Kramat Jati region as an effort to improve mental health services in the community.

MATERIALS AND METHODS

This research used a quasi-experimental pretest-posttest one group intervention with a T-Test analysis. The method that is

used by this research is purposive sampling technique on 21 students of 49 Junior High School Kramat Jati, East Jakarta. The inclusion criteria are respondents who are able and cooperative to participate in the research, male or female in early adolescence (12 – 15-year-old), have never gotten TGT, not a sick or physically disabled or mental illness, and registered as a student at 49 Junior High School, East Jakarta. The research data were obtained using several instruments: identity questionnaire according to Serafini, Maitland, and Adam which was modified by Bahari (4) adolescent development questionnaire containing 10 aspects of development; and knowledge questionnaire about the dangers of drug abuse and free sex. The TGT intervention was carried out using the Adolescent TGT module containing 7 activity sessions developed by the Faculty of Nursing, University of Indonesia mental nursing team. Expert judgment was conducted by researchers with Professor Budi Anna Keliat using the interview method. This research was started on the 16th of July 2019 until the 30th of July 2019. The research was started with an explanation about the research procedures and if they were willing to become respondents, then they signed an informed consent sheet. Respondents would get a pretest regarding adolescent development and identity, and also knowledge regarding free sex and drugs in the first week. The research continued with TGT, where all respondents would get 3 sessions. After all, respondents received TGT, respondents were given health education about the dangers of drugs and free sex. In the 3rd week, all respondents did a posttest.

RESULTS AND DISCUSSION

The results of research on the effects of health education and Therapeutic Group Therapy on adolescent development, identity, and knowledge about the dangers of drug abuse and free sex are shown in this table.

Based on table 1, it can be seen from the results of *paired t-test* analysis that the *P-value* of adolescent development before and after the intervention (42.57 ± 10.3 to $42, 71 \pm 2.95$) is 0.947, which means there is no significant difference in adolescent development before and after the intervention. *P-Value* score on the variable of identity ($79.14 \pm 13.41 - 86.43 \pm 10.35$) shows the number 0.017 which means that there is a significant difference in students' identity before and after the intervention. *P-Value* score on the knowledge variable (6.76 ± 1.51 to 8.62 ± 1.59) shows 0,000 which means there is a significant difference in students' knowledge before and after the intervention.

Therapeutic Group Therapy and Health Education Effect on Adolescent Development

The results of the analysis using *paired t-test* on adolescent development showed a *p-value* of 0.947 ($p > 0.05$). Then it can be concluded that there is no significant effect between the provision of therapeutic group therapy and health education on students' development. Adolescent development can be affected by many factors and one of those factors is the environment. An environment is a place for adolescents to grow up. They see and adapt to anything that happens in their environment. Therefore, adolescents don't necessarily need group therapy to help them develop, because they already have learned about the changes

in every aspect of their-selves through the environment they live in, especially the social environment. Saraswatia (17) stated that parenting care, peer group, physical performance role, and self-esteem role have a significant effect on adolescent self-concept.

The results of this study are not equivalent to the research conducted by Maryatun (18) at Marsudi Putra Dharmapala Inderalaya Social Home which used a *quasi-experimental design pre-posttest with the control group*. The result obtained is the *p-value* of 0.010 which indicates a significant effect between therapeutic group therapy on adolescent development.

Basically, adolescents are social creatures who are in the stage of learning about social skills and tend to be more trusting and emotionally close to their peers compared to individual approaches. This is what underlies therapeutic group therapy to be the right choice for developing adolescent self-development abilities. Group therapy can help adolescents to meet their needs and developmental tasks positively. This activity creates opportunities for them to learn to work together in dealing with problems such as conflict, jealousy, aggression and to be able to compare behaviors and thoughts between adolescents. Maryatun (18) said that students' development could be increased because adolescents had trained to solve problems faced by adolescents, accustomed to interacting, discussing and cooperating with all group

Table 1. The Influence of Health Education and Therapeutic Group Therapy on the Adolescent Development, Identity, and Knowledge of the Dangers of Drug Abuse and Free Sex

Variable		Pretest		Posttest		Paired T-Test	Mean		Std. Deviation	
		N	%	N	%	P-value	Pretest	Posttest	Pretest	Posttest
Development	Quite optimal	3	14.3	0	0	0.947	42,57	42,71	10,308	2,952
	Optimal	18	85.7	21	100					
	Rather passive	1	4,8	0	0					
Personal identity	Quite Active	8	38.1	9	42.9	0.017	79,14	86,43	13,414	10,347
	Active	12	57.1	12	57.1					
Knowledge	Not good	10	47.6	2	9.5	0,000	6,76	8,62	1,513	1,596
	Good	11	52.4	19	90.5					

members both of the same sex and opposite sex. In addition, adolescents are also able to adapt to new environments, able to give attention, help other friends, be able to control themselves, and do not ask forcibly to fulfill their needs. However, adolescent development can be influenced by several factors. Based on Triningtyas' research, factors that influence adolescent development include the influence of family, nutritional status, emotional disturbances, socioeconomic status, health, and the influence of individual body shape. In addition, environmental influence also affects adolescent development. According to Dewi, the extent to which changes in adolescence will influence behavior is largely dependent on the ability and willingness of adolescents to express their concerns and anxieties to others so that they can gain a new, better outlook. Based on the above explanation, it can be concluded that the development can not only be improved through therapeutic group therapy. The development can also be influenced by family, nutritional status, emotional disturbances, socioeconomic status, health, and the influence of individual body shapes.

Therapeutic Group Therapy and Health Education Effect on Adolescent Identity

There is a significant influence of therapeutic group therapy and health education on students' identity, with results of the analysis using *paired t-test* showed a *p-value* of 0.017 ($p < 0.05$). The forming process of self-identity is a complex process where there is continuity from the past. TGT makes adolescents able to learn from each other according to their development. In the first stage of being adolescents, they are starting to show their self-identity to people around them and it would be a great way to stimulate adolescent identity by doing TGT and health education.

Adolescence is a transition from childhood to adulthood. The teen period starts from the

beginning of puberty until it reaches maturity ranging from age 12 or 13 years and ended at the age of early twenties. The task of adolescent development is achieving identity versus role confusion. Adolescent developmental tasks aimed at achieving identity that will grow into adult individuals who have a *sense of self* that is appropriate and can play a good role in the environment. Identity is the integration of internal and external demands in understanding oneself and what will become. Identity is the realization of personal consistency. Someone with a clear sense of identity experiences a unity of personality and considers himself to be a unique person. Feelings of identity provide the direction and purpose of life (16) or auditory verbal hallucinations, occur in healthy individuals as well as in individuals who need clinical care, but news media depict voice hearing primarily as a symptom of mental illness, particularly schizophrenia. Aims: This article explores whether, and how, public perception of an exaggerated association between voice hearing and mental illness might influence individuals' need for clinical care. Method: A narrative literature review was conducted, using relevant peer-reviewed research published in the English language. Results: Stigma may prevent disclosure of voice hearing experiences. Non-disclosure can prevent access to sources of normalizing information and lead to isolation, loss of social support and distress. Internalization of stigma and concomitantly decreased self-esteem could potentially affect features of voices such as perceived voice power, controllability, negativity and frequency, as well as distress. Increased distress may result in a decrease in functioning and increased need for clinical care. Conclusion: The literature reviewed suggests that stigma has the potential to increase need for care through many interrelated pathways. However, the ability to draw definitive conclusions was constrained by the designs of the studies reviewed. Further

research is needed to confirm the findings of this review. (PsycINFO Database Record (c, in which their formation requires a long and complex process, the continuity of past, present, and future lives.

This study is relevant to research conducted by Hasanah (19) with a *quasi-experimental pre-post test without a control group approach*. The result was an increase in every aspect after the TGT and educational education. TGT is a therapy that focuses primarily on preventing disorders by teaching effective ways to deal with emotional stress in a developmental situation or crisis. TGT greatly assists adolescents in achieving developmental tasks and the process of forming an identity. The process of forming an identity is a complex process in which there is continuity from the past, present, and future that will come from the lives of adolescents (1).

From the discussion above, it can be concluded that giving TGT has a significant influence on the development of adolescents' identity because the focus is mainly to teach effective ways of dealing with emotional stress.

Therapeutic Group Therapy and Health Education Effects on Adolescent Knowledge about the Dangers of Drug Abuse and Free Sex

A significant influence was discovered between therapeutic group therapy and health education on student knowledge, with results analysis using *paired t-test* showed a *p-value* of 0,000 ($p < 0.05$). TGT and health education provide much information for adolescents regarding the dangers of drug abuse and free sex. An adolescent can also discuss some cases and find a solution to solve the problems together.

The result is relevant to the research conducted by Labada, et, al at SMAN 5 North Halmahera using the design of *one group pretest-posttest*. The result obtained was a *p-value* score of 0,000, which means there is

a significant increase in knowledge before and after the health education of drug abuse.

Teenagers are the next generation of the nation who have an important role in the future (20). Adolescence is a transition between childhood and adulthood when during this period adolescents are easily involved in alcohol use, psychotropic drug abuse, illegal drug abuse and other addictive substances (1). According to Lestary, the risky behavior of drug abuse in adolescents in Indonesia is significantly related to knowledge, attitude, age, gender, education, economic status, access to information and media, and communication with parents. It is supported by Haryani,dkk (21) that the lack of communication between parents and adolescents can affect knowledge and behavior. The communication must be given regularly. The essentials of communication that parents should give are about life values, how to prevent free sex and drug abuse, religion, selective in choosing friends, and also avoid the exposure of pornography. According to Chakravavarthy et al (22), to suppress modifiable risk factors and increase protective factors, family, school, and prevention counseling programs in the community must be conducted.

Health education is a combination of various activities and opportunities based on the principles of learning to achieve a situation where individuals, families, groups or communities as a whole want to live healthily, know-how and what can be done, individually or in groups by asking for assistance (23). Behavior change is influenced by various factors, such as level of knowledge, environmental attitude and many more. Health workers impede understanding this because, with this understanding, health workers can make appropriate health promotion and health education plans.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the study, it can be concluded that the development of adolescent

identity can be improved through Adolescent Therapeutic Group Therapy, and health education can increase adolescent knowledge about the dangers of drug abuse and free sex. Methods for promoting public mental health, especially for adolescents, can be done by applying Adolescent Therapeutic Group Therapy and health education.

As an effort to improve the achievement of adolescent identity, Adolescent Therapeutic Group Therapy and Health Education can be applied in educational institutions, especially at a junior high level, through collaboration with the student and counseling department (guidance and counseling). The counseling department can also involve the parents to support the interventions, so the goals can fully achieve.

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