

Designing Health Education Model Overcoming Dating Violence for High School Students

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ABSTRACT

Background: The Women's Empowerment and Child Protection Service reported that there were 227 cases of Violence Against Women and Children in Semarang City in 2023, with the most victims being women at 216 people. The highest number of cases of violence occurred at the high school level, with 83 victims. The high number of cases of violence in dating requires prevention efforts. This study aims to design a health education model to address dating violence among high school students in Semarang City.

Method: The type of research used is research and development. The P-Process theory is used as material for developing health promotion media. Qualitative and quantitative data sources were obtained in the research and development process. The stages of the research are situation analysis, which is conducted by quantitative research on 118 high school students in Semarang City, and purposive sampling techniques. Quantitative research with focus group discussion was conducted on 10 male and 10 female high school students, and in-depth interviews were conducted with 3 counseling teachers. Quantitative data analysis with the chi-square test, qualitative analysis with thematic content analysis.

Result: The average age of respondents was 16 years, with the majority being female. The violence experienced by men was physical violence, while for women, it was psychological and sexual violence. There was a significant relationship between efficacy and self-efficacy responses to overcome violence in dating. For media development, most respondents preferred audiovisual media in the form of films with facilitators being peer educators; the maximum education time was 30 minutes, with materials covering adolescent development, how to overcome violence in dating, healthy dating, and the flow of complaints of violence in dating.

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INTRODUCTION

The world's adolescent population increased in 2022 compared to the previous year, which was 1.2 billion people, equivalent to 16% of the world's population, now reaching 1.3 billion people. (1) During adolescence, their curiosity is high for new things, causing them to be driven to engage in sexual behavior. In some cases, dating relationships result in violence, both verbal and non-verbal, as a form of liking and love, to the point where it is like an outlet for the perpetrators of violence. (2) Violent acts in dating in adolescents are based on several factors, such as the influence of peers, exposure to social media, and family. (2)

The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia reported data in 2021 that the number of victims of violence against children by province and age group with an age range of 13 to 17 years in Central Java was the highest, reaching 730 cases. Cases of violence against children in Central Java Province reached 313 cases, where the relationship between the perpetrator and the victim was a

boyfriend, girlfriend, or friend. (3) The National Commission on Violence Against Women's Annual Report noted that throughout 2022, sexual violence was the dominant form of violence experienced by women (2,228 cases/38.21%), followed by psychological violence (2,083 cases/35.72 %). Dating Violence (DV) was the case in the personal realm, with the third highest number of complaints to the National Commission on Violence Against Women with 422 cases. Of the total 9,806 cases handled by the Service Institution, DV was the most frequent case of violence against women, recorded at 3,528 cases. (4) The Women's Empowerment and Child Protection Service or DP3A reported on Data on Violence Against Women and Children in the City of Semarang during the 2023 reporting period. They recorded 227 cases, with the most victims being women, 216 people. The most significant number of cases of violence occurred at the high school level, with 83 victims. (5)

Violence in dating will continue to occur and will rotate like a cycle if the victim does not dare to

decide to end the relationship immediately. In the end, the victim will experience trauma and pain caused by the violence committed by the boyfriend/perpetrator, so it takes time, energy, and a complex process and requires handling from other people to restore the victim's condition, especially their psychology which is the impact of the violence or separation experienced. (6)

Based on these problems, it is necessary to develop appropriate and innovative communication media according to the needs of students of SMA X in Semarang City to overcome violence in dating by providing education to students. The development of media to overcome these problems is adjusted to the results of the analysis of the needs of students. Several studies have also proved the importance of several media for health promotion to overcome violence in dating. Another research states that the film *Penyalin Cahaya* has a significant influence on the level of awareness of sexual violence, not only on biological factors but also on sociocultural factors and power relations factors. (7) Education with video media effectively increases adolescent awareness in efforts to prevent violence in dating. This is evidenced by an increase in knowledge scores between the *pretest* and *posttest* related to adolescent awareness of violence in dating. (8) Researchers developed an education model for SMA X students in Semarang City based on the above.

METHOD

Study Design

The type of research used is research and development. This research was conducted from November 2023 to June 2024. The P-Process theory is used as material for developing health promotion media. Qualitative and quantitative data sources were obtained in the research and development process. The stages of this research are as follows.

Stage 1 Situation Analysis

The situation analysis aims to find out how big the problem of dating violence is experienced by teenagers as well as school programs or policies related to the issue of dating violence. Data will be collected with the questionnaire, qualitative data will be collected with FGD to the student, and in-depth interviews will be conducted with the counseling teacher.

Stage 2 Design Strategic

In the second stage, researchers explore information about communication objectives, determine messages, methods, and media that will be used in the implementation of education, and begin to prepare an implementation plan. Data collection carried out at the strategic design stage is through in-depth interviews with 3 counseling teachers and conducting *Focus Group Discussions* (FGD) with 10 male students who participated. The second FGD had 10 female students participating.

Media Development Stage

Researchers conduct media selection to be produced first based on the results of *in-depth interviews* and FGDs. At this stage, researchers have determined the concept, material, and message and the tools and materials needed in the media production.

Final Stage

At this stage, the educational model has been determined and is ready to be produced and then implemented to the target. However, this research was not conducted to test the model's effectiveness on the target.

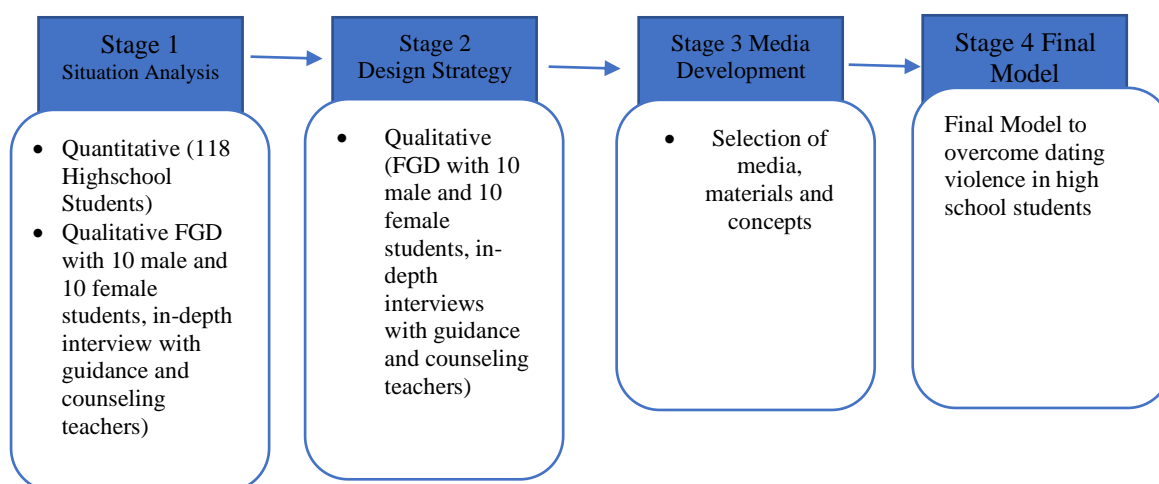


Figure 1. The step of research

Sample Size and Technique Sample

The population of the study was 1,188 students of High School X Semarang. The sampling technique was purposive sampling with inclusion criteria of being willing to be respondents, being over 17 years old, and having dated. A total of 170 respondents filled out the questionnaire, but only 118 respondents met the inclusion criteria.

Qualitative research method with case study design on grade XII Public Highschool X Semarang City students. Qualitative research aims to analyze the problems related to dating violence in high school and develop a health promotion education model needed by high school students. The sampling technique for *focus group discussions* used *nonprobability sampling with a purposive sampling* technique. The researcher considered the selection of the selected sample to be male and female students with heterogeneous characteristics, such as students who are active and inactive in school activities, students who have dated and those who have not, intelligent and not-so-smart students, and those aged over 17 years. Hence, the researcher asked for help from the counseling Teacher to select the research sample. Triangulation informants were three guidance and counseling teachers at the high school

Data Collection

For quantitative data collection by providing informed consent, researchers distributed questionnaires directly by sending questionnaires through class WhatsApp groups. Qualitative data collection on students with Focus group discussion (FGD). FGD was carried out twice, namely the first FGD, in which 10 male students participated. The second FGD had 10 female students participating. Data collection with the counseling teacher was an in-depth interview.

Instruments and Variable

The research questionnaire has been tested for validity and reliability, with valid and reliable results. The research variables at this stage are violence in dating, namely physical, psychological, and sexual violence. Perception of vulnerability, perception of seriousness, efficacy response, self-efficacy, and intention to overcome violence in dating. The qualitative situation analysis for the counseling teacher used an interview guide with open questions that included questions about characteristics (age, gender, years of service) and the needs assessment for the situation of dating violence in school and the

education model (methods, materials, presenters, educational media, and duration). The focus group discussions with students used an interview guide with open-ended questions. The questions explore the experience with dating violence and the desired need for a health education model

Data Analysis

Quantitative data from the needs assessment were analyzed descriptively, and bivariate data was analyzed with a chi-square test. Qualitative data were recorded, transcribed, and made into transcripts. Data reduction was performed by selecting, focusing, simplifying, discarding unnecessary information, abstracting, and managing the data in such a way as to reach a verified conclusion. Validation techniques were carried out through source triangulation and data collection method triangulation. This study used source triangulation by asking counseling teachers. Data collection method triangulation was done through in-depth interviews. These techniques also served as reliability measures to assess data credibility, consistency of responses, and the alignment of informants' experiences with the findings

Ethics

The research was approved by Dian Nuswantoro University's ethics committee, with an Ethical Clearance Letter number 000529/UNIVERSITAS DIAN NUSWANTORO/2023.

RESULT AND DISCUSSION

Situation Analysis Stage

The situation analysis aims to find out how big the problem of dating violence is experienced by teenagers as well as school programs or policies related to the issue of dating violence.

At this stage, the research respondents were 118 high school students in Semarang City who had met the inclusion criteria, namely, having dated. Based on Table 1, most respondents are female, 54.2 %, with an average age of 16 years. The age of first dating is mostly 10-14 years and 15-17 years, which is 48.3 %. As many as 38.1 % of respondents currently have a boyfriend/girlfriend with an average length of dating of less than 1 year, which is 84.6%. Based on Table 2, it is known that all guidance and counseling teachers are male and have worked for 2 - 3 years

Table 1. Quantitative characteristics respondents

Variables	n	f
Gender		
Man	54	45.8
Woman	64	54.2
Age (years)		
Average	16	
Minimum	15	
Maximum	19	
Age of first date (years)		
8 – 9	1	0.8
10 – 14	57	48.3
15 – 17	57	48.3
Do not remember	3	1.8
Now have a girlfriend		
No	73	61.9
Yes	45	38.1
Length of dating (years)		
< 1	38	84.6
1 – 2	4	8.8
2 – 3	3	6.6

Types of violence in dating experienced by respondents are shown in Table 3. It is known that the majority of male respondents experienced physical violence, such as being hit, pulled, and bitten as much as 9.3%. Meanwhile, women experienced psychological violence, such as being blamed as much as 27.1 %, slandered as much as 14.4%, and mocked as much as 13.6%. Sexual violence was mostly found in female respondents, namely being forced to hug as much as 6.8%, kissed as much as 2.5%, and forced to have intercourse as much as 0.8%.

Furthermore, the results of the counseling teacher's report showed that they had received reports regarding cases of dating violence experienced by students, namely physical and sexual violence.

"... the ones that have been reported to us are dating to the point where they fight and get hit, then they come to their house and then get angry at their house like that, that exists and happens, but in the school environment, that doesn't happen ." (I. 1, BK Teacher, 27 years old)

" Yes, the most common form of violence is dating violence, getting pregnant, getting reported... Like being intimidated whether you want to or not..." (I. 3, BK Teacher, 28 years old)

Related to the efficacy and self-efficacy responses, based on the information from the guidance and counseling teacher, students will not report directly to the

teacher if they experience problems related to violence in their dating. However, the guidance and counseling teacher will call students who appear to be experiencing differences, such as looking sadder and more gloomy.

" They complained to the counseling teacher unexpectedly... we called them, and then we dug deeper for information, and it turned out that it was related to that ..." (I. 1, BK Teacher, 27 years old) Furthermore, the results of counseling with teachers stated that students' self-efficacy was high if they could end a relationship with a violent boyfriend.

" Sure, they are sure they can get away. But, when is the time when their daily routine is, maybe it can't be executed right away, because I still need you, because I still need him..." (I. 1, BK Teacher, 27 years old)

Counseling teacher explained that his students had the intention to overcome violence in dating, especially for female students, immediately.

" The intention is there, but the action is not yet for men, but for women, they want to quickly resolve the problem ." (I. 3, BK Teacher, 28 years old)

The results of the FGD showed that male students admitted to experiencing psychological violence, such as jealousy from their partners. In contrast, female students admitted to experiencing more violence in the form of restrictions on physical activity.

"... my jealousy is not that excessive, Ma'am." (I.9. male)

"... he seems to often forbid me, right sis... If I had a male friend, he would be angry if I didn't inform him, he would also be angry." (I.9.Female)

The efficacy responses given by students when experiencing violence in dating vary. Some will immediately end the relationship or invite them to discuss it with their partner.

"If it's too much, just break up with him because he's toxic ." (I.9.male)

"...I will try to discuss it together first, to make things better" (I.4. male)

"If it's not normal, it's better to just end it." (I.2.Female)

"...maybe it's also good to talk about what's wrong with it ..." (I.6.Female)

Table 2. Characteristics of in-depth interview informants counseling teachers

Informant Code	Age (Years)	Gender	Working period (Year)
I.1 (IS)	27	Man	3
I.2 (MP)	56	Man	2
I.3 (OA)	28	Man	2

Table 3. Types of dating violence experienced by respondents

Types of Violence	Man		Woman	
	n	f	n	f
Physical Violence				
Beaten	11	9.3	3	2.5
Slapped	9	7.6	5	4.2
Kicked	6	5.1	1	0.8
Gripped	5	4.2	1	0.8
Driven	11	9.3	7	5.9
Pulled by the hair	11	9.3	1	0.8
Slammed	2	1.7	0	0
Strangled	0	0	1	0.8
Scratched	6	5.1	0	0
Bitten	11	9.3	5	4.2
Psychological Violence				
Shouted at	11	9.3	15	12.7
Shouted at	8	6.8	7	5.9
Insulted	9	7.6	6	5.1
Blamed	29	24.6	32	27.1
Threatened	4	3.4	7	5.9
Mocked	17	14.4	16	13.6
Slandered	13	11	17	14.4
Sexual Violence (committed by force)				
Hugged	4	3.4	8	6.8
Touched	1	0.8	2	1.7
Kissed	1	0.8	3	2.5
Attaching genitals	1	0.8	2	1.7
Oral sex	1	0.8	1	0.8
<i>Intercourse</i>	1	0.8	1	0.8
Sex video call	1	0.8	2	1.7
Phone Sex	0	0	0	0
Receiving sexual photos or videos from your boyfriend without consent	1	0.8	0	0

Furthermore, the informant stated that they never involved a guidance counselor if they experienced violence in dating. Respondents tended to be more comfortable talking to friends.

“No, I never share my feelings, sis. I’m afraid of being cepu (spreading information) sis.” (I. 9, Female)

“ No, usually I go to the BK for family issues, not dating issues. Because it’s my problem, Ma’am. If it’s like that, I usually tell it to my close friends, grandma, or when I’m hanging out .” (I. 9, Male)

Self-efficacy between male and female informants is different. Men tend to have self-efficacy that they are confident in ending a relationship if there is violence in dating, while female informants have doubts if they feel they love their partner too much.

“Sure. I’m sure I can let go because life has to move on, sis.” (I.7.Male)

“Maybe it’s possible, but it’s difficult sis... for example, if we’re already in a toxic relationship, if we’re not comfortable, we’re already really crazy about our partner...” (I.7 Female)

The informant stated that she did not intend to report the violence in the dating incident because it was better to resolve it by discussing it with her partner first so that the violence would not recur. Then, the female informant stated that she did not intend to report the violence case to the complaint service because she did not know the information about her complaint.

“ No. In my case, ma'am, there are 2 people in the relationship, so it's handled by 2 people.” (I. 7, Male)

“ There is no intention. I don’t know how to report the information, and I don’t want to, sis .” (I. 9, Female)

Violence in dating is a person's behavior or actions as an act of violence in dating if one party feels forced, offended, and hurt by the behavior of their partner. (9) The results of this study indicate that respondents who experienced physical violence were mostly male, some of whom had experienced being hit, pulled, slapped, kicked, and thrown. (10) Respondents who experienced psychological violence were mostly female, some of whom had experienced being blamed, insulted, mocked, slandered, and shouted at. The respondents who experienced economic violence were mainly women, some

of whom had experienced their boyfriends asking for money, boyfriends borrowing money without paying, and boyfriends ordering them to pay their bills. (11) The respondents who experienced violence in the form of activity restrictions were mostly women, some of whom had experienced their boyfriends being too controlling, boyfriends being too suspicious, and boyfriends being too restrictive of friendships. The respondents who experienced sexual violence were primarily women, some of whom had experienced being groped by force, kissed by force, forced to perform oral sex, and forced to have sexual intercourse. (12)

In many cases, the perpetrators of dating violence are men, and the victims are women. This is influenced by socio-cultural aspects that instill differences in roles based on gender. The assumption that the majority of perpetrators of violence are men is wrong because women can also be perpetrators. Domination by one partner is a cause of dating violence. The results of previous studies state that the cause of violence against adolescent girls is women who are physically and psychologically weak due to feelings of love and fear of loss. (13) Theory of social control, where control is always present in every relationship between a person and another person. The stronger the bond of social power with another person, the stronger the urge to control the person, but conversely, if social control is weak, the greater the urge to break the law. (14) Based on this theory, it is known that if adolescents exercise control over their partners, the greater the likelihood of committing acts of violence. If women feel too dependent on their partners, it will be easier for the partners to control, control, and do whatever they want. This is done because women consider the benefits of dating the perpetrator. (9)

Based on table 4. It is known that there is a significant relationship between efficacy and self-efficacy responses to prevent violence in dating, with p-values of 0.013 and 0.007. Someone who has a low efficacy response has a low intention to prevent violence in dating, which is 32.6%. People who have low efficacy have a low intention to overcome violence in dating which is 32%. Regarding the response that male and female students will take if they experience violence in dating, most informants choose to break up with their boyfriends if they experience violence, especially in response to female students, most of whom will immediately break up with their boyfriends. Female students (55.9%) have an attitude to reject or avoid violence in dating (15) . The informant's intention to overcome violence in dating is very good because they feel it is necessary. Another research shows that 81% of respondents had a solid intention to overcome violence in dating. (16)

Table 4. Bivariate analysis of the relationship between perception of seriousness, vulnerability, response efficacy, and self-efficacy with the intention to overcome dating violence

Variables	Intention				P-value
	Low		High		
	n	f	n	f	
Perception of seriousness					
Low	15	25.9	43	74.1	0.138
High	8	13.3	52	86.7	
Perception of vulnerability					
Low	9	25.7	26	74.3	0.393
High	14	16.9	69	83.1	
Efficacy response					
Low	14	32.6	29	67.4	0.013
High	9	12	66	88	
Self-efficacy					
Low	16	32	34	68	0.007
High	7	10.3	61	89.7	

Strategic Design Stage

Table 1 Results of developed media selection

Media	Student	Student	Total
Audiovisual	10 children	10 children	20 children
PowerPoint	3 children	9 children	12 children
Podcast	4 children	1 child	5 children
Poster	5 children	-	5 children

The media that will be developed are audio-visual media and Power Point. Table 5 shows the results of the media that students liked and chose when implementing focus group discussions. All the main informants of the study chose audiovisual media as their preferred media. In second place after audio-visual, PowerPoint is also a popular medium, especially for female students. According to the informants, audio-visual media is interesting and can be visualized through images and sound. By showing videos, students can capture the material by not only hearing or seeing but also seeing and hearing.

Educational methods use lecture and discussion methods. The results of the Focus Group Discussion (FGD) regarding the educational methods preferred by informants are presented in Table 6 below. Table 6 shows that most informants prefer if education is carried out with direct exposure (face to face) with a discussion session

during the implementation of education. In educating the target, based on the results of the FGD, as many as six male informants preferred the discussion method with lectures, and seven female informants chose direct explanation media as a good method to use when conducting education. Both male and female informants disagreed on whether education was carried out via the WhatsApp group via the mentoring method.

In addition to determining the right media and methods in the media development process, the message or material needs to be determined so that the communicant can easily grasp the intent of the discussion delivered by the communicator. In addition, determining the material or message is done so that the purpose of education is achieved, namely to increase students' intention to overcome violence in dating. The following is a table of contents for educational materials/messages.

Table 2 Results of educational method selection

Method	Student	Student	Total
Direct exposure	1 child	7 children	8 children
Practice	1 child	3 children	4 children
Discussion	6 children	-	6 children
Game	5 children	-	5 children

Table 7. List of content educational materials/ messages

According to Theory	According to the Results	Quotation	Conclusion
<p>Based on humanistic theory, Maslow divides a hierarchy or <i>hierarchy of needs</i> (need theory) when designing a theory. In this theory, humans have various needs or hierarchies, so five basic needs are formed according to Maslow. The five levels are as follows:</p> <ol style="list-style-type: none"> 1. The first level of physical needs 2. The second level is the need for security. 3. The third level is the need for thought and love. 4. The fourth level is the need to be appreciated 5. The fifth and highest level is the need for self-actualization after all basic needs are met (17). 	Material related to puberty in adolescents	<i>"Puberty material needs to be delivered." (I. 3, Student)</i>	<p>Some materials that need to be developed according to the needs of students are materials related to adolescent development and puberty, dating, violence in dating, and reporting of dating violence cases.</p>
	Dating material, such as healthy dating tips	<i>"... there needs to be tips for healthy dating." (I. 1, Student)</i> <i>"...how to have a healthy relationship..." (I. 2, Student)</i> <i>"...what is a good relationship like .." (I. 9, Student)</i>	
	Related material on how to deal with dating violence	<i>"...how to deal with it if you are trapped in a toxic relationship so that you dare to make decisions, the courage to report..." (I. 9, Student)</i>	
	dating violence forms material	<i>"...forms of violence in dating" (I. 9, Student)</i> <i>Some students do not know the form of dating violence</i>	
	dating violence case reporting	<i>"A place to report cases of violence is also needed..." (I. 3, Student)</i> <i>"...don't know the complaint information..." (I. 9, Student)</i>	

Media development stages

Figure 2 explains the stages in providing educational material to students. The flowchart was prepared based on the results of the FGD with students regarding what material they need to overcome violence in

dating. It is based on topics that are generally needed by students, such as adolescent development and how to report violence in a relationship. The educational provision ended with material about tips and tricks for healthy dating.

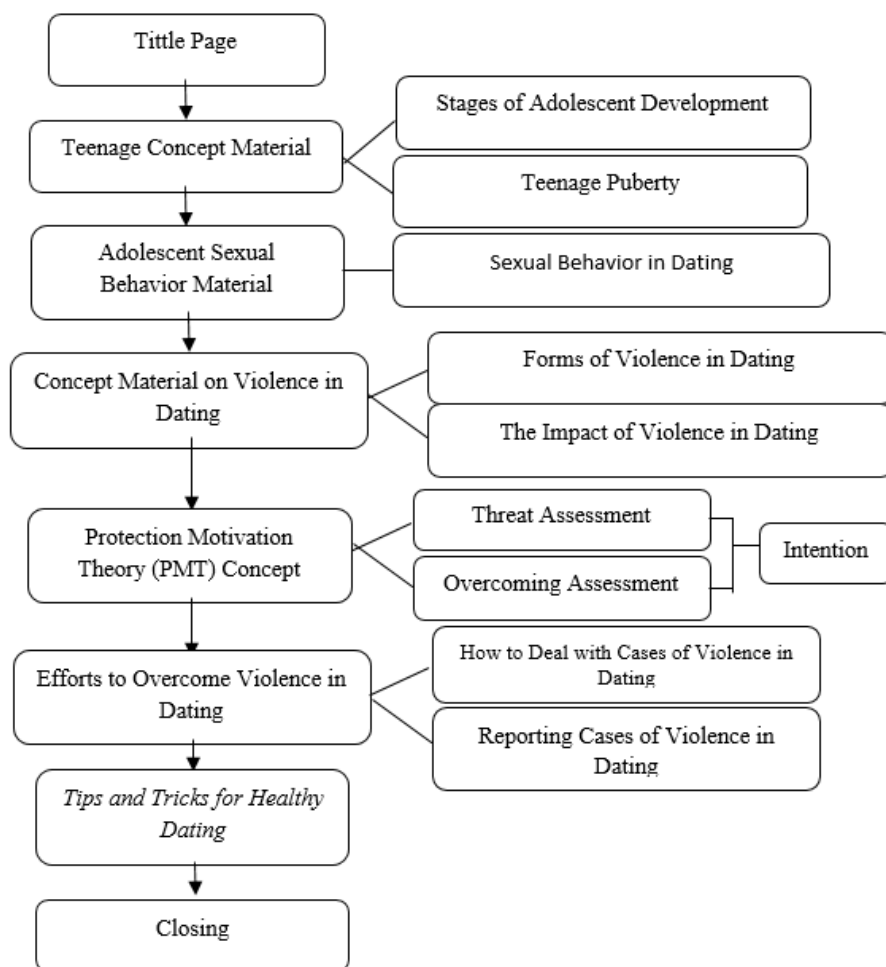


Figure 2. Stages of delivering material on overcoming dating violence to high school students

Health education model to address dating violence

The e-DaVi health education model, where e-DaVi is an acronym for the words *end* dating violence, means that this education model aims to end violence in dating. This study uses the protection motivation theory, a behavioral theory that aims to develop protection in individuals to prevent pain, such as violence in dating. (18,19)

Strategy design is done by conducting FGD with students, with the results being that the media preferred by high school students is audiovisual, the method of delivering messages with a direct presentation, face-to-face, and interactive discussions. Edgar Dale's learning theory can provide an initial picture of starting to develop educational media. It can be said that interactive learning media is needed to receive and process the information/message in the target's memory. (20) Estimates related to the acceptance of learning outcomes through the sense of sight of 75%, through the sense of hearing of 13%, and through other senses of 12%. (21)

The more senses used for receiving and processing information, the easier it is for the target to

understand, absorb, and remember the information. Several research results show that providing audio-visual stimuli can produce good learning outcomes, especially in remembering, recognizing, recalling, and connecting concepts. Learning that involves multiple senses (audio-visual) has advantages with the results of material/information absorption by the target. (21) Video media is considered adequate for educational media, which stated that after providing educational video media on sexual violence to respondents, there was an influence on the results of respondents' knowledge, most of which were in the excellent category. Another assumption from the researcher is that the attitude of respondents after providing education with video media has increased. This is because the respondents' emotions will react to the stimulus given, which causes this attitude to arise. (22)

PowerPoint media is developed and used for presentations. PowerPoint can contain text, images, audio, or video while making it, which can also be adjusted to the educational target. Learning materials presented in PowerPoint can stimulate targets to be more interactive by developing several existing features. They can arouse

target learning motivation because the material is presented as important points with visuals that are easy to understand. The use of interactive PowerPoint media affects improving student learning outcomes. (23) The desired message material is related to the concept of adolescence, adolescent sexual behavior, forms of violence in dating, the impact of violence in dating, the idea of preventing violence in dating, how to overcome violence in dating, and related to healthy dating. These materials are on the psychological development of middle adolescents, where they have understood the consequences of their actions but have not fully considered the impact of the behavior they have done. (24,25) Adolescents begin to have difficulty understanding themselves because more difficult cognitive processes occur, and problems arise due to psychomotor and physical development in adolescents. Adolescents have dared to express their sexual desires, so many cases arise as a result of risky behavior carried out by adolescents. (26,27)

The facilitator expected from high school students is a peer educator, preferably not a guidance and counseling teacher who delivers educational materials. They feel more comfortable with communicative and interactive peers and have a relatively short educational duration of around 30 minutes. Peers play an important role in the formation of attitudes in adolescents. (28) Female adolescents discuss reproductive health with friends (60%), mothers (44%), and teachers (43%). Male adolescents discuss reproductive health issues with friends (59%) and teachers (39%). (29) Furthermore, peer groups are adolescents' primary reference sources regarding lifestyle perceptions and attitudes. The results of her research show that health education with the peer education method is more effective in increasing knowledge and attitudes in efforts to prevent HIV/AIDS in adolescents. (30)

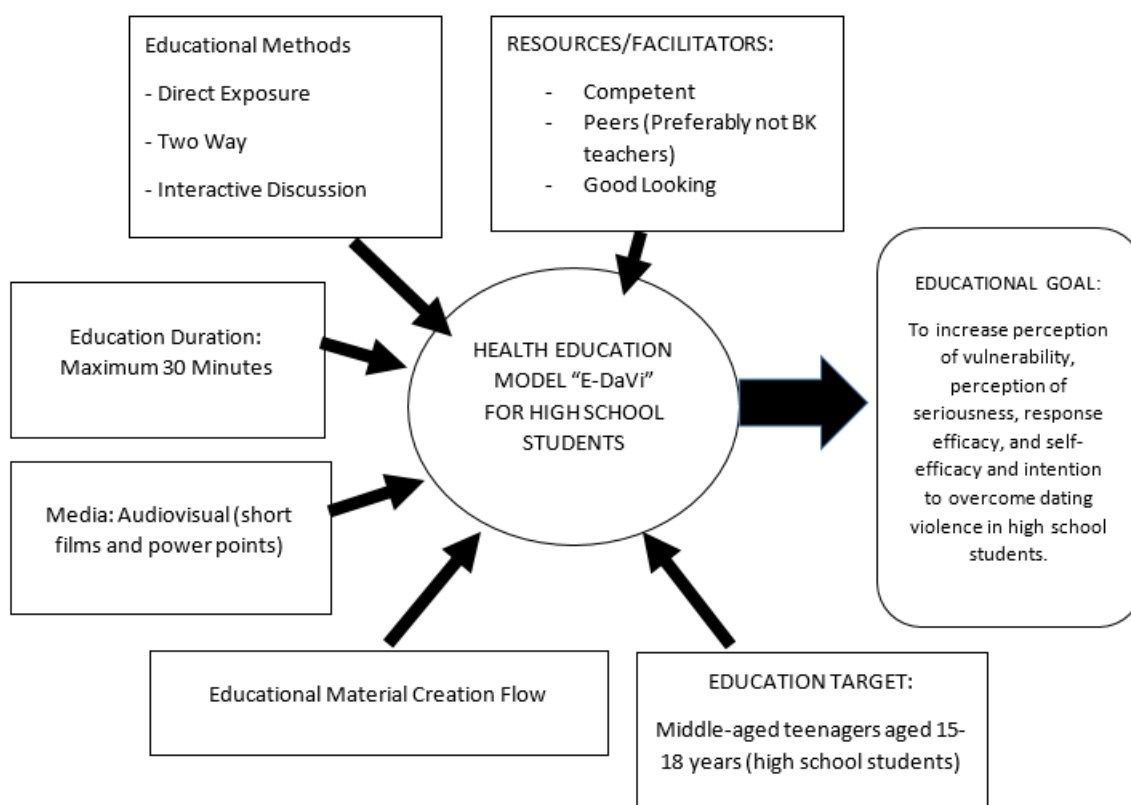


Figure 3. “e-DaVi” education model to address dating violence in high school students

CONCLUSION

The analysis of the respondent's situation is that the majority is 16 years old, with the type of violence experienced by men being physical violence. At the same time, in women, it is psychological and sexual violence. Based on the protection motivation theory, there is a significant relationship between efficacy and self-efficacy responses to overcome violence in dating. Median development focuses on material content, namely increasing efficacy and self-efficacy responses in high school students in Semarang City. The media used is audiovisual in short films, with a maximum duration of 30 minutes in one educational session and facilitators from peer educators. Educational methods with discussion techniques. This research has limitations in that it has not tested the effectiveness of the educational model that has been designed. Further research is needed to test the effectiveness of the end dating violence education model.

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Conflict of Interest

The authors declare no conflict of interest.

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