

The Influence Of Peer Group Education On Young Female Students' Knowledge Of Juvenile Delinquency Prevention At SMK Kartika IV-1 Malang City

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ABSTRACT

Adolescence is a significant phase of individual development characterized by increased social and emotional drives, thus encouraging risky behavior (juvenile delinquency), including free sex, illegal abortion, and substance abuse. Therefore, health education is needed as an effort to prevent juvenile delinquency. One of the health education that can be applied is peer group education. Peer group education is an educational method that involves peers as facilitators to increase knowledge and shape positive behavior. This study aims to determine the effect of peer group education on increasing knowledge of adolescent girls about preventing juvenile delinquency at SMK Kartika IV-1 Malang City. This study used a quasi-experimental design with a pretest-posttest approach without a control group. The sample in this study were all 30 female students of grade X of the Beauty Department of SMK Kartika IV-1 Malang City. The instrument used was a multiple-choice questionnaire to measure the level of knowledge about preventing juvenile delinquency before and after the peer group education method was implemented. The data were analyzed using the Wilcoxon test and obtained a p-value of 0.000, so it can be concluded that the p-value is smaller than α , namely ($0.000 < \alpha$), so it can be concluded that there is a significant effect of peer group education on increasing the knowledge of adolescent girls regarding the prevention of juvenile delinquency. Thus, this method can be recommended as an effective preventive education strategy among school adolescents.

Keywords: Juvenile Delinquency, Health Education, Peer Group Education, Adolescent Knowledge.

INTRODUCTION

Adolescence is a transitional period from childhood to adulthood, marked by physical, psychological, and social changes. In late adolescence (16–19 years), individuals tend to be highly curious, willing to take risks, and begin to develop a sense of identity. Hormonal changes that affect reproductive organ maturity, coupled with unstable emotional development, can increase adolescents' tendency to engage in risky behavior if not balanced with adequate knowledge and self-control (Isroani, 2023).

One form of risky behavior in adolescents is juvenile delinquency, which is behavior that deviates from social and legal norms. Forms of juvenile delinquency related to reproductive health include premarital sexual relations, unwanted pregnancies, unsafe abortions, and drug abuse (Kartono & Kartini, 2014). The impact of this behavior not only affects physical health but also psychological health, education, and social life of adolescents.

Juvenile delinquency remains a significant issue in Indonesia. Data from the National Population and Family Planning Agency (BKKBN) in 2023 showed a high incidence of premarital sexual relations among adolescents aged 16–19, contributing to unwanted pregnancies and unsafe abortion practices. Furthermore, the Central Statistics Agency (BPS) reported that the proportion of child marriages in Indonesia in 2023 remained at 6.92%. In Malang City, the Health Office also reported that cases of unwanted pregnancies and early marriage, linked to risky sexual behavior among adolescents, persist.

One preventative measure that can be implemented is through effective reproductive health education. According to Law Number 4 of 2019 concerning Midwifery, midwives have a role in providing reproductive health promotion and education to adolescents to prevent risky behaviors. One educational method considered effective is peer group education, a learning method that utilizes peers as educators. This approach makes it easier for adolescents to absorb information because communication takes place in a comfortable, open atmosphere, and is tailored to their developmental characteristics.

A preliminary study at SMK Kartika IV-1 Malang City showed that reproductive health education implementation was suboptimal. Interviews with female students revealed that health education was only conducted approximately once a year, despite Ministry of Health guidelines recommending regular health education. Furthermore, some female students live in boarding houses without parental supervision, potentially making them more vulnerable to environmental influences and risky behaviors.

Based on these conditions, effective educational efforts are needed to increase adolescents' knowledge regarding juvenile delinquency prevention. Therefore, this study aims to analyze the influence of peer group education on female adolescents' knowledge about juvenile delinquency prevention among students at SMK Kartika IV-1 Malang City.

METHODS

This study used a pre-experimental design with a one-group pretest-posttest design. The study was conducted at SMK Kartika IV-1 Malang City on May 9–23, 2025. The study population was all 30 female students of grade X of the Beauty Department, and the entire population was sampled using a total sampling technique. The intervention provided was peer group education on juvenile delinquency prevention. The level of respondents' knowledge was measured before (pretest) and after (posttest) the intervention using a multiple-choice questionnaire consisting of 25 questions regarding the definition, causal factors, impacts, and efforts to prevent juvenile delinquency. Each correct answer was given a score of 1 and an incorrect answer was given a score of 0, then categorized into good knowledge (76–100%), sufficient (56–75%), and poor (<56%).

The data used are primary data obtained directly from respondents through questionnaires before and after the implementation of peer group education. Data analysis was conducted univariately to describe the characteristics of respondents and their level of knowledge in the form of frequency distribution and percentage, while bivariate analysis used the Wilcoxon Signed Rank Test with a significance level of $\alpha = 0.05$ to determine the effect of peer group education on adolescent girls' knowledge about preventing juvenile delinquency.

RESULTS

a. General Data

Table 1 Frequency Distribution of Respondent Characteristics Based on Age

Age (years)	Frequency (f)	Percentage (%)
16 years	22	73.3
17 years	8	26.7
18 years	0	0
Total	30	100

Based on table 1, it can be seen that the age characteristics of the respondents were mostly 16 years old with a percentage (73.3%) of 22 teenage girls.

Table 2 Frequency Distribution of Respondents' Experience Characteristics

Gender	Frequency (f)	Percentage (%)
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Once	5	16.7
Never	25	83.3
Total	30	100

Based on table 2, it can be seen that the characteristics of the respondents' experiences are that most of them have never received reproductive health education with a percentage (83.3%) of 25 young women.

a. Special Data

Table 3 Frequency Distribution of Knowledge of Young Women before the Peer Group Education method was implemented.

Category	Frequency (f)	Percentage (%)
Good	5	16.7
Enough	9	30.0
Not enough	16	53.3
Total	30	100

Based on table 3, it can be seen that before the Peer Group Education learning method was implemented, the majority of the knowledge levels of the young women were lacking, with a percentage of (53.3%) of 16 young women.

Table 4 Frequency Distribution of Knowledge of Young Women after the Peer Group Education method was implemented.

Category	Frequency (f)	Percentage (%)
Good	26	86.7
Enough	4	13.3
Not enough	0	0
Total	30	100

Based on table 4, it can be seen that after the Peer Group Education learning method was carried out, the majority of female adolescents were included in the good knowledge category with a percentage (86.7%) of 26 female adolescents.

Table 5 Frequency Distribution of Knowledge of Young Women before and after Peer Group Education.

Treatment	Category						Total	
	Good		Enough		Not enough			
	f	%	f	%	f	%	F	%
Before	5	16.7	9	30	16	53.3	30	100
After	26	86.7	4	13.3	0	0	30	100

Based on Table 5, there is an increase in knowledge before and after being given health education on preventing Juvenile Delinquency. The knowledge of respondents in the good category increased from 16.7% to 86.7%, and respondents in the poor category increased from 53.3% to 0%.

Table 6 Hypothesis Testing with Wilcoxon Sign Rank Test

Knowledge of adolescent girls about preventing juvenile delinquency	N	Mean	P value
Before	30	56.93	0,000
After	30	85.60	

It can be seen in table 6 the results of the analysis of the Influence of Peer Group Education on the Knowledge of Young Women about the Prevention of Juvenile Delinquency in female students of SMK Kartika IV-1 Malang City using the Wilcoxon Signed Rank Test, with a significance level of $\alpha = 5\%$, the results of the probability value (p-value) = 0.000 $< \alpha = 0.05$ so that H_0 is rejected, which means there is a significant (meaningful) influence between Peer Group Education on the Knowledge of Young Women about the Prevention of Juvenile Delinquency in female students of SMK Kartika IV-1 Malang City.

DISCUSSION

Adolescent Girls' Knowledge Before Peer Group Education

The research results showed that before peer group education, the majority of respondents (53.3%) had a low level of knowledge. Most adolescents did not fully understand the forms, causes, impacts, and prevention of juvenile delinquency. This low level of knowledge is thought to be influenced by the suboptimal implementation of health education in schools and the lack of routine UKS, PMR, and KKR activities.

According to Notoatmodjo (2017), knowledge is the result of the sensory process that forms the basis for a person's attitudes and behavior. Low knowledge makes adolescents more vulnerable to risky behavior. This aligns with Lubis and Silalahi (2022), who stated that adolescent girls are more easily influenced by their environment and peers if they

lack adequate knowledge about the risks and prevention of deviant behavior. Therefore, educational methods appropriate to adolescent characteristics are needed to increase their understanding.

Knowledge of Adolescent Girls After Peer Group Education

After receiving peer group education, the majority of respondents (86.7%) had good knowledge. This improvement demonstrates the effectiveness of peer education methods in increasing understanding of the forms, impacts, and prevention of juvenile delinquency. This success was supported by the preparation of peer tutors through training in materials and communication, which made the information delivery more interactive and easier to understand.

These results align with Vygotsky's sociocultural learning theory, which explains that learning is more effective through social interaction. Research by Rahmawati and Widyaningsih (2023) also shows that peer education can improve adolescents' knowledge due to emotional closeness, open communication, and active engagement during the learning process. A comfortable discussion atmosphere encourages adolescents to ask questions, share experiences, and better understand the material.

The Influence of Peer Group Education on the Knowledge of Adolescent Girls

The Wilcoxon Signed Rank Test showed a p-value <0.05 , indicating a significant effect of peer group education on improving adolescent girls' knowledge about juvenile delinquency prevention. This increase in knowledge indicates that peer education is an effective strategy for conveying reproductive health information and preventing risky behavior.

These findings align with research by Rapikasarri et al. (2020), which reported that peer group education significantly improved adolescents' knowledge after the intervention. According to the researchers, the success of this method is influenced by close relationships among peers, which create a more open learning environment, allowing adolescents to be more active in discussions, ask questions, and understand the material. Therefore, peer group education can be an alternative health promotion strategy in schools to increase adolescents' knowledge about juvenile delinquency prevention.

CONCLUSION

The results of the study showed that before the peer group education intervention, the majority of female adolescents at SMK Kartika IV-1 Malang City had a low level of knowledge about juvenile delinquency prevention. This condition indicates that respondents' knowledge regarding the forms, impacts, and prevention efforts for juvenile delinquency is still suboptimal, requiring more effective health education tailored to adolescent characteristics.

After receiving peer group education intervention, the majority of respondents experienced an increase in knowledge, reaching a good level. This improvement demonstrates that peer-based education methods can enhance adolescents' understanding of juvenile delinquency prevention through a more interactive, communicative learning process that aligns with adolescent developmental characteristics.

The analysis using the Wilcoxon Signed Rank Test showed a p-value <0.05 , indicating a significant effect of peer group education on adolescent girls' knowledge about juvenile delinquency prevention. Furthermore, there was no decrease in knowledge scores from pretest to posttest. Therefore, peer group education can be used as an effective health education method to increase adolescent girls' knowledge about juvenile delinquency prevention in the school environment.

LIMITATION

This research has been carried out in accordance with procedures, it is realized that the researcher has limitations in carrying out the research such as:

- a. Researchers cannot confirm that the increase in adolescent knowledge is entirely due to the peer group education method, because there may be other external factors that influence these results.
- b. During the research, there was a constraint, namely that this research was conducted over a short period of time, so that it was not possible to see the long-term impact of the Peer Group Education intervention.

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