

Article

Community Empowerment as an Effort to Prevent Child Marriage

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SUBMISSION TRACK

Received: 10 November 2019

Final Revision: 20 November 2019

Available Online: 30 Desember 2019

KEYWORDS

Empowerment, Community, Child Marriage

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A B S T R A C T

Background: Indonesia is one of the ten countries in the world with the highest absolute number of child marriage. It is estimated that one in five girls in Indonesia gets married under 18 years old. Lack of knowledge about reproductive health and strong religious beliefs about marriage law are the reasons for child marriage.

Objective: to formulate a model of community empowerment as an effort to prevent child marriage

Method: This study used qualitative research with descriptive approach. The study was conducted in August-September 2019 in seven Junior High Schools in Semin Sub-District, Gunung Kidul. There were seven homeroom teachers as the main informants, seven principals of Junior High School as the key informants, and seven students' parents as the supporting informants. The informants were selected by using *purposive sampling*. The data were collected through in-depth interviews and *Focus Group Discussion*. The data were analyzed using the interactive model of *Miles and Huberman*.

Results: the formulation of the model consisted of the input, processing and output stages. Input Stage: (1) family and community (2) related institutions (3) schools (4) teachers. Processing Stage: (1) school activities, (2) the role of the homeroom teachers, (3) *tigo matur setunggal mabrur* task force. Output stage: (1) good attitude, (2) independence, (3) decision making. Outcome Stage: preventing child marriage.

Conclusion: the formulation of the homeroom teacher empowerment model as an effort to prevent child marriage consisted of theoretical, findings, and expectation aspects.

I. INTRODUCTION

Teenage pregnancy is a major problem in the world. The United States is a developed country that has the highest rate of teenage pregnancy^[1]. The Council of Foreign Relations (2015) states that Indonesia is one of the ten countries in the world with the highest absolute number of child marriage and the second highest in ASEAN after Cambodia, and women are the most vulnerable victims of child marriage^[2]. It is estimated that one in five girls in Indonesia gets married under 18 years old. Girls are the most vulnerable victims of child marriage, with the prevalence as follow: (1) living in rural areas with the vulnerability two times higher for child marriage than those in urban areas, (2) come from poor families, (3) those who are less educated and dropped out of school are generally more vulnerable to have child marriage than those who attend school. The 2012 SDKI data states that child marriage practices contribute to the high maternal mortality rate (MMR) in Indonesia by 359/100,000 live births and 48/1,000 live births for the birth rate at the age of 15-19 years^[2].

The ideal marriage age for women, biologically and psychologically, is 21-25 years, but the marriage law allows the minimum marriage age for women is 16 years and the minimum child protection law allows marriage at 18 years old. Based on National Socio-Economic Survey data, the majority of married women who got married after reaching 10 years old of age and older have their first marriage at the age of 19-24 years. The proportion reached 54.2 percent and was followed by the age group of > 25 years old by 24.2 percent. However, the proportion of women who married at the age of 16 and under in Yogyakarta was still quite high, with a percentage of 7.3 percent. Some of them live in Gunungkidul with a proportion of 13.6 percent and Kulon Progo 8.3 percent ^[3].

II. METHODS

This study used a qualitative descriptive approach in order to get a real illustration and in-depth information about the empowerment of homeroom teachers in efforts to prevent child marriage. The data were collected from August 23, 2019–September 6, 2019, in seven junior high schools in the Semin Sub-District, Gunungkidul. There were seven homeroom teachers as the main informants, seven principals of Junior High School as the key informants, and seven students' parents as the supporting informants. The informants were selected by conducting purposive sampling. The research instruments used were recording device and interview guidelines. The data were collected through in-depth interviews with informants and Focus Group Discussion. The data were analyzed using the interactive model of Miles and Huberman.

III. RESULT

3.1 Characteristics of Informants

Table 1. Characteristics of Informants

No	Characteristics	N	%
1	Gender:		
	a. Male	13	61,91
	b. Female	8	38,09
	Total	21	100%
2	Age:		
	a. 17 – 25 years old	1	4,76
	b. 26 – 35 years old	4	19,05
	c. 36 – 45 years old	5	23,80
	d. 46 – 55 years old	7	33,34
	e. 56 – 65 years old	4	19,05
	Total	21	100%

3	Education :		
a.	Primary	0	0
b.	Secondary/High School	2	9,52
c.	Higher Education/University	19	90,48
Total		21	100%

Source: Primary Data 2019

Based on the table above, the majority of informants were male with a total of 13 informants (61.91%). Most of the informants, 7 informants (33.34%), were aged in the range of 46 – 55 years old, and there was only 1 informant (4.76%) was aged in the range of 17 – 25 years. Most of the informants, 19 informants (90.48%), have higher education/university background, and 2 informants (9.52%) have high school education background.

3.2 The results of interview on main and additional duties of teachers

Table 2. The results of interview on main and additional duties of teachers

No	Main and additional duties of teachers	Source
1	Main duty: teaching <i>"....the main duty of the teachers is teaching, both in terms of educating and conducting teaching-learning process, as well as preparing all necessary equipment to conduct the high-quality teaching and learning activities"</i>	"N", a teacher in SMP N 1 Semin August 27, 2019
	Additional duty: being a homeroom teacher <i>"....teachers have an additional duty of being a homeroom teacher to accommodate all problems in the class and solve them, as well as giving guidance, which is non-technical in nature, consulting and so on"</i>	
2	Main duties: teaching and educating <i>"....there are 2 main duties of teachers, the first one is teaching and the second one is educating"</i>	"J", a staff of student affairs in SMP N 2 August 27, 2019
	Additional duty: being a homeroom teacher <i>"....In conducting my additional duty as a homeroom teacher I managed and supervised the class and solved the problems within, as well as being a connector for any problems regarding the needs between the class and the superiors"</i>	
3	Main duties: teaching and educating <i>"....the main duties are teaching and educating, besides delivering knowledge in accordance with their respective fields, and also building the characters of the students"</i>	"G", a teacher in SMP N 3 August 26, 2019
	Additional duty: being a homeroom teacher <i>"...being a homeroom teacher is an additional duty"</i>	
4	Main duties: teaching and educating <i>"...the main duty of a teacher is only to educate the students, conduct a learning process".</i>	"Sur", a teacher in SMP N 4 August 26, 2019
	Additional duties: one of them is being a homeroom teacher <i>"....the additional duties are such as being a vice principal, curriculum affairs staff, public relation staff, student affairs staff, head of library, head of laboratory, etc. Being the head of laboratory should be in charge for 12 teaching hours. If a teacher has already 24 teaching hours, he/she will have 36 teaching hours, added by hours of being the head of laboratory. The duty as homeroom teacher will be determined outside of the teaching hours"</i>	
5	Main duties: teaching and educating	"Sod", a teacher in

	<p><i>"...In my opinion as well as of other teachers here, it should be teaching and educating as well as delivering knowledge and shaping the attitude of students"</i></p>	SMP Bopkri August 23, 2019
	<p>Additional duty: being a homeroom teacher</p> <p><i>"...Being a homeroom teacher means having another responsibility to the class to avoid negative things happen, so that anything happened to the student in the class should be informed immediately to the related homeroom teacher as well as to other teachers in conjunction with the school"</i></p>	
6	<p>Main duty: teaching</p> <p><i>"...the main duty of teachers is only teaching, in terms of educating and performing administrative duties, such as making lesson plan"</i></p>	"Sud" a teacher in SMP Muhammadiyah August 28, 2019
	<p>Additional duties: one of them is being a homeroom teacher</p> <p><i>"...Additional duties of teachers are being homeroom teacher, on-duty teacher, counseling teacher, and performing school-related duties, such as being a committee member, performing final year assessment, being a student admission assessor, and performing other incidental tasks that have been scheduled including tasks in short-term boarding school"</i></p>	
7	<p>Main duty:</p> <p><i>"...their main duty is studying."</i></p>	"F", a teacher in SMP Pembangunan August 23, 2019
	<p>Additional duties: one of them is being a homeroom teacher</p> <p><i>"...it is different for tasks related to files, being a homeroom teacher, counseling teacher, and other administrations, in which we will discuss who is appropriate, competent and capable to manage the class"</i></p>	

Source: Primary Data 2019

3.3 The results of interviews with teachers/homeroom teachers on prevention efforts of child marriage

Table 3. The results of interviews with teachers/homeroom teachers on prevention efforts of child marriage

No	Action/Activity	Source
1	<p>Monthly teacher briefing to solve problems, if any, with students</p> <p><i>"...this school has a monthly teacher briefing agenda at the beginning of each month. That is scheduled on a periodic basis, sometimes it is also spontaneous because there are some unpredictable things, so that there must be a meeting conducted immediately",</i></p>	"S", a homeroom teacher in SMP N 1 August 26, 2019
	<p>Communication with students' parents</p> <p><i>"...I usually have time to share with the parents of the students in my class at the report card distribution day, once in each semester".</i></p>	
	<p>Caring about students</p> <p><i>"...every time I went into the class, especially for my teaching hours, I give a little counseling to them, asking whether there is a problem or something that needs to be resolved, so that in any case, the students are always close to me".</i></p> <p>In women affairs activities</p> <p><i>"....Since I do not teach biology, I teach Indonesian, I give the materials related to women affairs, either sexual problems or male-</i></p>	

	<i>female relationship, or even genitalia, I always give it to them.</i>	
	Mobile Phone Inspection <i>"...In the past, we were still unable to carry mobile phones to school, at that time, we put them in deposit counter in the Counseling Room. When we inspected the mobile phones, we found those contents".</i>	
	Accompany students at the time of counseling from the Community Health Center <i>"...there is always a counseling from the Community Health Center and the Police Officers in every new academic year in this school.</i>	
2	Communication with students' parents by phone <i>"...I have my own system by which I give my phone number to all parents for ease, as I'm happy to communicate with them".</i>	"P", a homeroom teacher in SMP N 2 August 27, 2019
	Discussion at the time of distributing report card <i>"...this school has its own model in which we please the parents to discuss with us before getting the report card, to give any suggestions or reports, if any"</i>	
3	Communication with students' parents or relatives and home visit <i>"...if we cannot call the phone number given, either changing number or anything else, we will call students' relatives, for example, their grandmother/grandfather, to discuss with us at school. If it does not work, we will entrust the call to their neighbors to deliver it to the students' parents or relatives"</i>	"D", a homeroom teacher in SMP N 3 August 26, 2019
	Collaborate with the Counseling Teacher/Staff <i>"...unfortunately, we only have 1 counseling hours in class. We collaborate with the counseling teacher(s) to deliver the message regarding the impact"</i>	
4	Communication with students' parents <i>"...the face-to-face communication is only on the meeting, occasionally, for example, at the discussion in parents' meeting, or at the end of the semester at the time of report card distribution".</i>	"A", a homeroom teacher in SMP N 4 August 26, 2019
	Assistance to students <i>"...I have education background in Islamic Education, so I give them materials regarding good moral values, even when I teach Bahasa Jawa, I also give them materials regarding good behavior. Besides, as a homeroom teacher, sometimes I invite any students who have problems to the office for getting some talk."</i>	
5	Communication with students' parents <i>"...the communication with the parents can be done by phone when there is any problem with the students, while the communication with homeroom teacher can be done in Whatsapp group chat."</i>	"T", a teacher in SMP Bopkri August 23, 2019
	Assistance to students <i>"...the assistance is often done through communication with the parents and is much more intense, and the teachers here often communicate with the parents, even make a home visit, because there are many less fortunate students and even students with broken home family."</i>	
6	Communication with students' parents <i>"...I build the communication with the parents group."</i>	"Ta", a homeroom teacher in Muhammadiyah August 23, 2019
	Quarterly meetings, during memorization test <i>"...the students' problems will be discussed in the meeting, for example, the memorization target that is not reached in 3 months."</i>	
	Materials regarding reproductive health in women affairs <i>"...female students are included in women affairs activities. Sometimes I give materials regarding women affairs, discussing any women</i>	

	<i>things, such as vaginal discharge, or anything related to reproduction, as well as daily life, and so on. So, it's all about women affairs materials."</i>	
	Mobile phone inspection <i>"....sometimes, there is a mobile phone inspection conducted"</i> .	
7	Communication with students' parents <i>"....it is usually once in 2 semester or after the final examination the students' parents are invited, either to take the report card or attend a meeting"</i>	"E" SMP Pembangunan August 23, 2019
	Accompanying students for yasin recitation activity (extracurricular activity department) <i>"....the night extracurricular activities are usually yasin or quran recitation collectively and sharing session to the expert on religion"</i>	

Source: Primary Data 2019

3.4 The results of interviews with the teachers on the supporting and inhibiting factors in performing duties as a teacher

Table 4. The results of interviews with the teachers on the supporting and inhibiting factors in performing duties as a teacher

No	Supporting/Inhibiting Factor	Source
1	Inhibiting Factors a. Relatively Far Distance between home and office <i>"....I think that it is about the distance from my house to school, that is about 20 km"</i> b. Zoning System <i>"...It is getting harder now due to certain factor. Years ago, we was able to choose any school, but now, we can only choose certain schools available..."</i>	"Su", a homeroom teacher in SMP N 1 Semin August 27, 2019
	Supporting Factor Internal Motivation <i>"....yes, we live it with sincerity, because it's our job, so whatever we get, we have to do it, especially for nowadays, in the zoning system applied that makes us unable to choose, because the teacher's duty is to educate, maybe the character is not so good, so that our duty is to improve it"</i>	
2	Inhibiting Factor, students are difficult to educate <i>"....the obstacle is indeed in the students. Sometimes, even they live far from the urban areas, they are still getting influenced from their relatives living in Jakarta, moreover, it is now harder to educate, direct them."</i>	"P", a homeroom teacher in SMP N 2 August 27, 2019
	Supporting Factor (internal motivation) <i>"...honestly, I'm an easy-going person, I don't take it seriously"</i> .	
3	Inhibiting Factor, parents cannot be invited to communicate well <i>"....Sometimes, parents don't want to be invited to work together on their child's problems, because sometimes students have different characteristics at school and at home."</i>	"D", a homeroom teacher in SMP N 3 August 26, 2019

	Supporting factor “...due to emotional intimacy”	
4	Inhibiting Factor, multi-functioning <i>“...What makes it difficult for me is that I don't have competence in Bahasa Jawa, but I do it the best I can, even being a public relation staff, homeroom teacher, and others. So, as a homeroom teacher, I try to have a close relationship with the parents, to be able to communicate.”</i>	“A”, a homeroom teacher in SMP 4 August 26, 2019
	Supporting Factor (internal motivation) <i>“...supporting factors first, everything returned to our personality. We have been being a teacher from the beginning as we dedicate ourselves to be a teacher, yes we do our best”.</i>	
5	Inhibiting factors, students are difficult to advise <i>“...Here, there are many students live with their grandmothers, not their parents, so that it also gives some effect to us when giving materials, as it must be different when they are studying at home.”</i>	“Ta”, a homeroom teacher in SMP Bopkri August 28, 2019
	Supporting factor, peer support <i>“...teachers are certainly supporting each other, so do the homeroom teachers.”</i>	
6	Inhibiting factor, many students live with their grandmothers <i>“...Here, there are many students live with their grandmothers, not their parents, so that it also gives some effect to us when giving materials, as it must be different when they are studying at home.”</i>	“S”, a homeroom teacher in SMP Muhammadiyah August 28, 2019
	Supporting factor <i>“...It is maybe mother's spirit, responsibility ...”</i>	
7	Inhibiting factor, communication with students' parents <i>“...from outside the school that we face today, for example, is the environment and communication with students' parents.”</i>	“E”, a homeroom teacher in SMP Pembangunan August 23, 2019
	Supporting factor, internal motivation <i>“...I really like teaching, fun working environment and friends, and I love children.”</i>	

Source: Primary Data 2019

3.5 The process of prevention efforts of child marriage that have been carried out by the community

The actions of the community and schools in efforts to prevent child marriages include: the principals of junior high schools to prevent child marriage; tigo matur setunggal mabrur.

3.5.1 Actions or efforts taken by the school principal to prevent child marriage

“.....The junior high school graduates are generally aged 14-15 years old, however, sometimes we found some 7 grade students resign from school, it turns out they get married”.

“..... around 6 - 7 students, happened from 2008 – 2019”

(Eka Setyawati, a Homeroom Teacher in SMP Pembangunan)

Child marriage does not only occur in female, but also in male students, as expressed by Dian Apriliana Dewi, a homeroom teacher in SMP N 3 semin

“...it wasn't due to pregnancy, but he was found doing improper actions by the people, so he got embarrassed and resigned from school”.

(Dian Apriliana Dewi, a Homeroom Teacher in SMP N 3 semin)

The results of interviews with school principals on activities in an effort to prevent child marriages

Table 5. The results of interviews with the principals on activities in an effort to prevent child marriages

No	Actions/Activities	Source
1	Spiritual Activities <i>“...For the first 10 minutes, we have spiritual activities. For Muslims, there is a Quran recitation activity for 15 minutes. The teaching-learning process is then started at 07.45 a.m. for 9 teaching hours (45 minutes for 1 teaching hour)”</i>	“N”, SMP N 1 Semin August 27, 2019
	Extracurricular Activities <i>“....Scouting is obligatory for all students until the first semester of the 9th grade. There will also be an examination. For those who are not selected as the Scout team, they can join either football, volley ball, Quran study club, Choir, or Student Red Cross extracurricular (not optimal yet, so that sometimes we have to invite them one by one)”</i>	
	Cross-sectoral collaboration and mobile phone monitoring <i>“...Collaboration with the Community Health Center related to reproductive health and mobile phone monitoring by conducting inspection”</i>	
2	High load of subject materials <i>“...if the teaching-learning process starts from 7.00 a.m. to 2.20 p.m., it is expected that everything goes well”</i> <i>“...recently, related to finance in School Operational Assistance, there are certain fields that can be funded and those that cannot be funded. One that can be funded is Scouting in every Thursday and it runs well”</i>	“J”, Staff of Student Affairs Department of SMP N 2 August 27, 2019
	Collaborate with Community Health Center for counseling <i>“...one of our student programs is to collaborate with a Puskesmas 1 Semin. In every beginning of the academic year, after the formation of the student council in September, the program from the Puskesmas (Community Health Center) is counseling on reproduction, regarding child marriage,”</i>	
	Guidance and counseling <i>“....especially for these activities in the Counseling department, it was more detailed about such problems”</i>	
	Prohibition to bring mobile phone <i>“....SMP 2 Semin has a regulation that prohibits students to bring their mobile phones”</i>	
	Included in other subjects <i>“...with regard to the respective subject, teachers who are related to reproductive health, they have to include materials regarding child marriage, such as sociology”</i>	
	Cross-sectoral collaboration <i>“....we have an MOU with Religious Affairs Office and the Police”</i>	
	Cross-sectoral collaboration <i>“....It's been more than 3 years. From the Police, they came here</i>	
3	Cross-sectoral collaboration <i>“....It's been more than 3 years. From the Police, they came here</i>	“G”, SMP N 3

	<i>yesterday to solve our students' problems"</i>	
	High Load on Subjects <i>"...in accordance with the regulation of our government, it starts at 7:00 a.m., preceded by singing Indonesia Raya, followed by Iman and Taqwa materials, Quran recitation and Islamic Study for 10 minutes, and then followed by literacy. It ends at 3.00 p.m., and at 3.30 p.m. on Friday"</i>	August 26, 2019
	Extracurricular activities <i>"...the main extracurricular activity is Scouting, regularly once a week. Another extracurricular activity that now becomes additional and our focus is the scientific research,"</i>	
	Through the homeroom or general teachers <i>"...there are some homeroom teachers who are also teachers for other subjects that should have been delivering the general materials to the students"</i>	
	Collaboration with the Police and the Village Head <i>"...That's why we say to the Regional Police Chief and the village head that we have to guide the students to keep away from those things together, so that there will not be such cases occurred"</i>	
	Women affairs activities <i>"...female students participating in women affairs activities on Friday, while the male students conducting Friday Prayer. Female teachers are guiding the activities at that time, including giving materials regarding Religion and morality, as well as reproductive health"</i>	
4	High load on subjects <i>"....Actually, the teaching and learning process is running until 1.40 p.m., but it is then followed by character development or extracurricular activities, and other activities."</i>	"Sur", SMP N 4 August 26, 2019
	Friday religious study and collaboration with other institutions <i>"....We deliver the materials on Friday religious study, also in collaboration with other institutions."</i>	
	Motivation from every teacher <i>"...children who are highly educated tend to postpone their marriage."</i>	
	Cross-sectoral collaboration <i>"...there has been a cross-sectoral collaboration with Religious Affairs Office, Community Health Center, Sub-District Government, the Police and Military District Command Sector"</i>	
5	Extracurricular activities <i>"...there are music course and scouting, however, the scouting is recently obstructed"</i>	"Sod", SMP Bopkri
	Cross-sectoral collaboration with Community Health Center <i>"...we collaborate with the Community Health Center once a year, in which there will be some personnel from the Community Health Center make a visit"</i>	August 23, 2019
	Through all the teachers and especially for the Counseling teachers <i>"...Counseling is provided in certain subjects and teaching hours regarding the disadvantages in terms of health and material aspects of child marriage"</i>	
6	Additional activities other than subjects <i>"...there is a Tahfiz program after school."</i>	"Sud", SMP Muhammadiyah
	Through religious studies, sciences or biology <i>"...In religious studies, sciences or biology, the pattern of socialization and awareness to students related to it through these two channels is formally in the school"</i>	August 28, 2019
	Cross-sectoral collaboration	

	<i>"...We collaborate with the Community Health Center. Even we participate in religious studies in the mosque, if there is any Community Service Activity"</i>	
	Homeroom teacher makes student mapping <i>"...Each class has its own characteristics, and each class must recognize the students' characters, so we come to a communication and pay attention to the vulnerability".</i>	
	Home visit <i>"...I am indeed obliged to capture the economic conditions and parenting at their home, as well as economic ability"</i>	
	Establish communication with students' parents <i>"....If there is anything happened, the communication should be done with the homeroom teacher, for any kinds of complaints related to the problems, even things related to possible learning difficulties, as well as to economic conditions"</i>	
7	Cross-sectoral collaboration <i>"....it is a program from the Community Health Center because usually it also has a round-trip program to educational institutions"</i>	"F", SMP Pembanguna n
	Providing Local Content Subject <i>"...while the local content subjects leads to it. The first thing is that the basis of the foundation, crafts, computer, including reproductive health".</i>	August 23, 2019
	Extracurricular Activities <i>"....Like scouts, they will go home after school then return to the school to participate in extracurricular activities, since the students generally live near the school. Besides scouting, there is also hadroh activities, but due to the lack of hadroh teacher, it doesn't run sustainably"</i>	
	Through each subject <i>"....It's been delivered through each subject in an unscheduled way"</i>	
	Establish communication with students' parents <i>"....the homeroom teacher has done the best measures for students, so they don't go take any measure by themselves. We have to communicate it because it is a burden on students and also on the school"</i>	
	Plans included in the curriculum <i>"....from our internal management, we use it as material to make the curriculum that we put in, so that it becomes a program once in a or two years in the form of local content subject or general stadium, to provide students with knowledge about reproductive health."</i>	

Source: Primary Data 2019

3.5.2 Tigo matur setunggal matur commitment

"..... Tigo matur setunggal mabrur was proposed in 2016 by Mr. Yosep Muniri, on the basis that there is no one wants to fail in their marriage, in fact, there are three disturbing cases, namely high divorce rates, divorce and child marriage....."

(Harsono, Head of Religious Affairs of Semin Sub-District, September 6, 2019)

".....We announced the tigo matur setunggal mabrur program few years ago in Semin in order to decrease the suicide rate, divorce rate, child marriage rate, and to realize a clean environment. It was a collaboration between various institutions to carry out these 3 programs. In connection with that, we also have one, with all existing institutions, especially for those associated with the schools, by inviting some speakers concerning child marriage prevention materials. Now, each of these schools sends their representatives."

(Surti Alfiah, Principal of SMP N 4, August 26, 2019).

3.5.3 The results of triangulation conducted to the parents of Junior High School students on the role of homeroom teachers in Semin Sub-District

Table 6. The results of triangulation conducted to the parents of Junior High School students on the role of homeroom teachers in Semin Sub-District

No	Action/Activity	Source
1	<p>Communication with the homeroom teacher with a contact book <i>"...we are used to having a contact book. Anything happened to my students, there is a contact book available to call their parents.."</i></p> <p>Communication via Whatsapp <i>"...Any information will be shared via Whatsapp chat group. For example, meeting invitation will be shared via Whatsapp chat group besides the formal written invitation letter"</i></p>	"J", SMP N 1
	<p>Meeting with the homeroom teacher <i>"...it is usually planned once a month, however, the evaluation showed that it doesn't work for some reason. At the student admission period, there was a committee meeting held, a meeting between the parents and school staff to discuss school programs"</i></p>	
	<p>Assistance from homeroom teacher <i>"...in my opinion it is very strategic, means that anything complained by the students, the homeroom teachers must know what is actually needed in the class. Usually, the homeroom teachers collaborate with the Counseling teachers in which any problems that can't be resolved by the teachers will be referred to the Counseling teachers"</i></p>	
	<p>Involving students' parents in making curriculum <i>"...sometimes, the parents are involved within, like me, as a parent and also a teacher, I am often involved within",</i></p>	
	<p>Women affairs activities <i>"...muslim male students go to the mosque to conduct Friday prayers, while the female students are directed to participate in women affairs activities"</i>.</p>	
2	<p>The homeroom teacher has not been assigned yet <i>"...so far, since I haven't known who is assigned as the homeroom teacher when I first entered the class, I have not asked who the homeroom teacher is"</i></p>	"E", SMP N 2
	<p>Preventing child marriage by giving reminder and avoiding teacher absence in class <i>"...in my opinion, giving reminder about what should not be done and avoiding teacher absence in class"</i></p>	
	<p>Never get invitation to a discussion about teaching-learning activities <i>"...I have not been invited yet, since it is too early for the parent of a 7th grade student"</i></p>	

3	<p>Communication with the homeroom teacher</p> <p><i>“...personally, as a father, we should build a communication with the homeroom teacher, but it is almost never, maybe when my wife coming to take the report card or participating in any activity, just it, or maybe for special invitation”</i></p>	“S”, SMP N 3
	<p>Assistance from homeroom teacher</p> <p><i>“...in general, we do not know exactly how to provide assistance according to the procedures”.</i></p>	
	<p>School efforts to prevent child marriage</p> <p><i>“...from junior high schools, we know that there have been socialization provided from the Community Health Center, and regarding juvenile delinquency from the Police 2 months ago. It should be other information given directly to the students”.</i></p>	
4	<p>Communication with the homeroom teacher on the report card distribution day</p> <p><i>“...just taking the report card and checking the scores of daily, mid-term, and semester tests”.</i></p>	“H”, SMP N 4
	<p>Efforts done by the school to prevent child marriage</p> <p><i>“...just providing counseling to the students, included in the subjects, such as religious or social science subjects”.</i></p>	
5	<p>Communication with the homeroom teacher</p> <p><i>“...I have tell them my phone number but there is no call at all” and... “...on the report card distribution day, I discuss the report with them”</i></p>	“L”, SMP Bopkri
6	<p>Communication with students' parents</p> <p><i>“...I often make a communication, usually when there is a problem with their child, they will be notified... In this modern era, the communication can be made by phone with still sending them letter to keep it formal, an official letter from school”</i></p>	“T”, SMP Muhammadiyah
	<p>Assistance from homeroom teacher</p> <p><i>“...in my opinion, assistance have been provided maximally, even though there is still some obstacle when there is any parent who live abroad. So that, most of the recipients are students' relatives, such as their grandmothers, uncles, aunts, and others”.</i></p>	
	<p>High Load of Teaching-Learning Activities</p> <p><i>“...it starts from 7.00 a.m., to 3.00 p.m”.</i></p>	
	<p>Involving students' parents in school programs</p> <p><i>“...there is always a chance for the parents to give some suggestions, such as regarding learning, and other concerns, since the school is still developing, so that, any information from them will be welcomed”.</i></p>	

7	Communication with the homeroom teacher <i>"...personally, I meet the homeroom teacher and the school principal to provide input, so that the school will respond quickly"</i>	"W", SMP Pambangunan
	High Load of Teaching-Learning Activities <i>"...in my opinion, the load is already high, besides the teaching-learning activities, there are also extracurricular activities, dhuha prayer for the development, Quran study, and we also have cooperation with a boarding school in zarotan, and a teacher here operates a is opening an Islamic Study Club at home, so the students can participate after reaching home"</i> .	
	Prevention of child marriage in collaboration with the Community Health Center <i>"...like I said, the personnel of the Community Health Center came to school to deliver the materials to students"</i> .	

Source: Primary Data 2019.

3.6 The collection of FGD data, and provision of input on the formulation

Table 7. Results of FGD on September 6, 2019 in SMP N 1 of Semin Sub-District

No	Action/Activity	Source
1	Participating in activities propagated by schools in relation to the reduction of child marriage together with other institutions, for example, Religious Affairs Office and Community Health Center	FGD with the principals of Junior High Schools in Semin Sub-District
2	Accompanying students to participate in activities, both inside or outside the school	
3	Providing information about actual problems in Gunungkidul or other areas related to child marriage cases	
4	Creating Whatsapp chat groups for students' parents and for the students itself, to ease the communication when there is something happened to the students	FGD with the Homeroom Teachers of Junior High Schools in Semin Sub-District
5	Participating in the Islamic Study / institutional study once a month to support the character building	
6	Collaborating with Community Health Center to give materials regarding health to students	
7	Having a cross-sectoral Collaboration (MOU)	FGD with the parents of Junior High School Students in Semin Sub-District
8	Conducting routine socialization and Active role in the socialization campaign	
9	Conducting regular meetings with students' parents	
10	Creating a youth group	
11	Collaborating with third parties (business and garage training/workshop)	
12	Creating a Whatsapp chat groups with parents and monitoring the use of mobile phones	

Source: Primary Data 2019

3.7 Community efforts to prevent early marriage

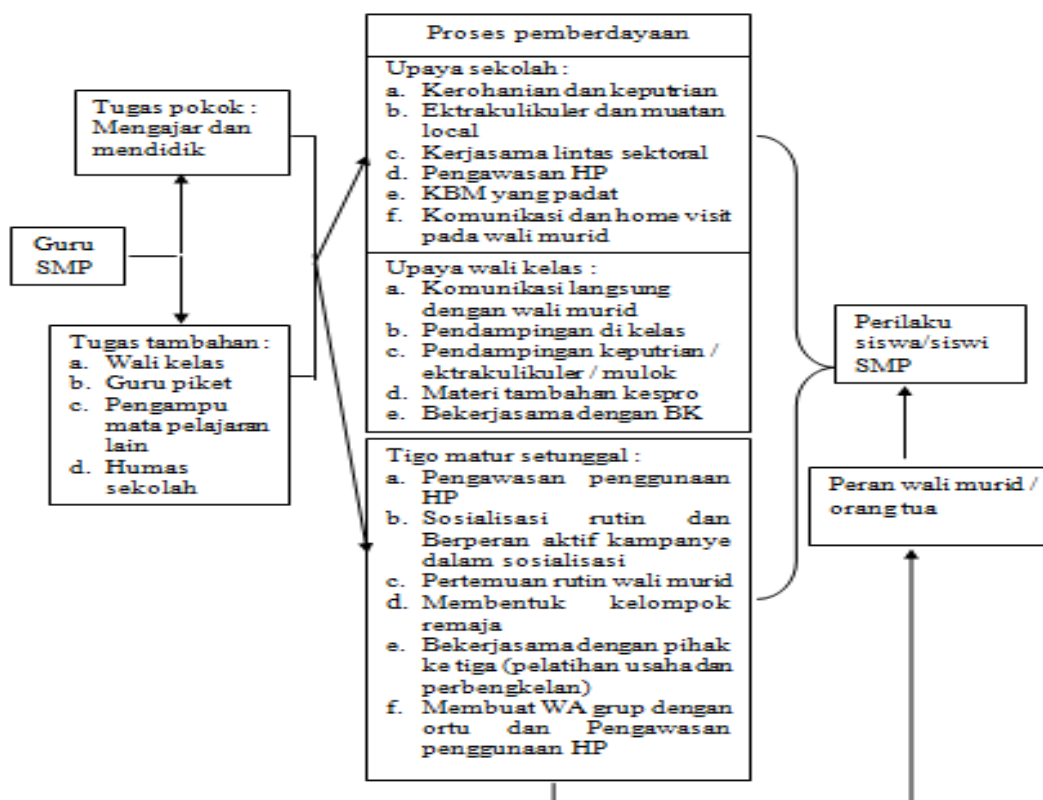


Figure 1. Prevention efforts of child marriage by the school teachers

IV. DISCUSSION

Child marriage is defined as a marriage of a girl or boy before the age of 18 and categorized as a violation of human rights that has an adverse educational and economic impact[4]. Efforts are needed to prevent child marriage. The Local Government of Gunungkidul Regency, through a Regent Regulation No 36 of 2015 Chapter III Article 3, states that the targets in the regulations on prevention of child marriage are aimed at children, parents, families, communities and all stakeholders[5].

4.1. The main duties and functions of teachers

The results of this study showed that the main duties and functions of teachers are to educate and teach. All Junior High Schools in Semin sub-district, both public and private, carry out their daily duties in accordance with the provisions that apply both the internal regulations and the applicable law. Previous study states that teachers, especially for homeroom teachers can establish better discipline characteristics for their students by obeying the rules in school[6]. Other study also found that it can be realized through the openness of teachers to their students, especially for sexual problems faced by their students[7].

4.2. The process of empowerment of the prevention of child marriage

According to Djohani in Anwas (2014) empowerment is a process to provide *power* to the *powerless, disempowered* people to those who are too *powerful*, to reach a balance[8]. The empowerment process that can be done is the attitude and role of the teachers at school[9]. With the empowerment of teachers to students, it can prevent child marriage. Dropping out of school with child marriage is closely related. Research conducted by Sekine (2017) states that knowledge and education are needed in order to reduce the risk of dropping out of school[10].

4.3. Prevention efforts of child marriage

4.3.1. Character building for students through women affairs and spiritual activities

The activities carried out in schools to build students' character are women affairs and other spiritual activities as a means to increase scientific knowledge in the religious field for female students, especially for those in public schools. This women affairs activity also discusses all the problems that occur in female students, from the general nature such as improving achievement to sexuality and to avoid the causes of child marriage. Spiritual and women affairs activities are one of the right ways to prevent child marriage at school. In these activities it can also increase provisions so that young women in particular are better equipped to carry out their duties and roles in the family and community.

4.3.2. Extracurricular activities, local content and high load of subjects at school

Extracurricular activities and local content are aimed to foster complete human beings so as to form the personality of students who are devoted to God Almighty, virtuous character, skillful, physically and spiritually healthy, steady and independent, and having a sense of responsibility in society^[11].

The high load of subjects at school and the presence of on-duty teachers to replace or substitute the absent teachers greatly helps students to discipline in time and do not have the opportunity to do negative things. The role of the teacher is very important in the learning process, whether getting realized or not, the facts in the findings of this study showed that if the on-duty teachers do not substitute the absent teachers or give some tasks to students, the students will carry out activities that are less useful, for example, hanging out in the cafeteria or doing other things not related to the academic process.

4.3.3. Monitoring on the use of gadgets at school

Gadgets are very important in communicating and accessing important information about knowledge. So that it is a necessity and no longer a luxury thing for certain circles. The results of previous studies said that besides the positive impact, there is also negative impact that is inhibiting the process of interaction with others, so that students can ignore the surrounding environment they focus on their gadgets^[12]. The use of technology, such as gadgets, in school-aged children is reported to affect child marriage. Kenny et al., (2019) states that teenage girls and boys contribute to an increase in child marriage because of the use of technology that is not monitored by families and school teachers^[13].

4.3.4. Role of Homeroom Teachers

Homeroom is an additional duty of a teacher, in addition to having the main duties as an educator, that must be done in everyday life. The homeroom teacher plays an important role in preventing child marriage, because the homeroom teacher is the teacher closest to students. They also have a mapping of the characters and conditions of each student, so that it will make it easier to solve students' problems because they deal directly with the parents of students. In everyday mentoring, the homeroom teacher can be an example or role model for the students. The learning process takes place according to Bandura's theory in three elements namely the behavior of the model (example), the influence of the behavior of the model and the student's internal process^[14]. Assistance from the homeroom teacher is expected to be able to provide awareness, mentoring daily behavior at school, so as to prevent child marriages that can cause dropout^[15].

4.3.5. Establishing School Institution Development Agency

The prevention of child marriage in schools is also carried out by cross-sectoral cooperation, among others, Community Health Center, Religious Affairs Office and the Police. Guidance carried out by related parties to prevent child marriage is only done in certain periods. In fact, it tends to be non-routine, because they only follow the schedules that have been determined from outside the school, for example, socialization about health and drugs is only done at the beginning of the school orientation period. This

cooperation should be built properly and the periodic programs should be aimed at students as well as at the teachers/homeroom teachers. The role of healthcare workers who collaborate with cross-sectoral reproduction and sex education programs can be done periodically, so that with increasing knowledge is expected to reduce school dropouts due to child marriage [16].

Tennyso in Wibisono (2007) stated that partnership is an agreement between sectors where individuals, groups or organizations agree to work together to conduct an obligation or carry out certain activities, collectively bear the risk or benefit, and periodically review the cooperation relationship[17]. So that, the parties gathered in the cooperation work together, not just waiting for one of the parties to realize a common goal. The collaboration program carried out by the school is not only limited to counseling, but can also extend to the delivery of existing programs in each of the agencies that work together, for example, in Community Health Center, Young Health Programme (PKPR). The main purpose of PKPR is to optimize the teenage healthcare services[18].

4.3.6. Declaration of *tigo matur setunggal mabrur*

Starting with the concern of the community in Semin sub-district regarding the increase of child marriage, high divorce rates and increasing suicide rates, the community made a joint commitment to reduce or prevent these cases. The declaration of *tigo matur setunggal mabrur* states that: (a) we always maintain, nurture, exemplify a friendly, peaceful, and harmonious life both in family and society, (b) we continue to foster cooperation, endeavor maximum control to reduce cases of divorce, child marriage, and suicide, with the hope that our region is free from these cases, (c) we are ready to guide and encourage the community to raise the awareness/culture of having clean and healthy lifestyle[19].

Some activities that have been realized in accordance with the results of the FGD on September 6, 2019 at SMP N 1 Semin were: Monitoring on the use of mobile phones, Routine socialization and Active role in campaigns in socialization, Regular meeting of students' parents, Forming youth groups, Working together with third parties (training and workshop), Creating a Whatsapp group chat with parents and monitoring on the use of mobile phones.

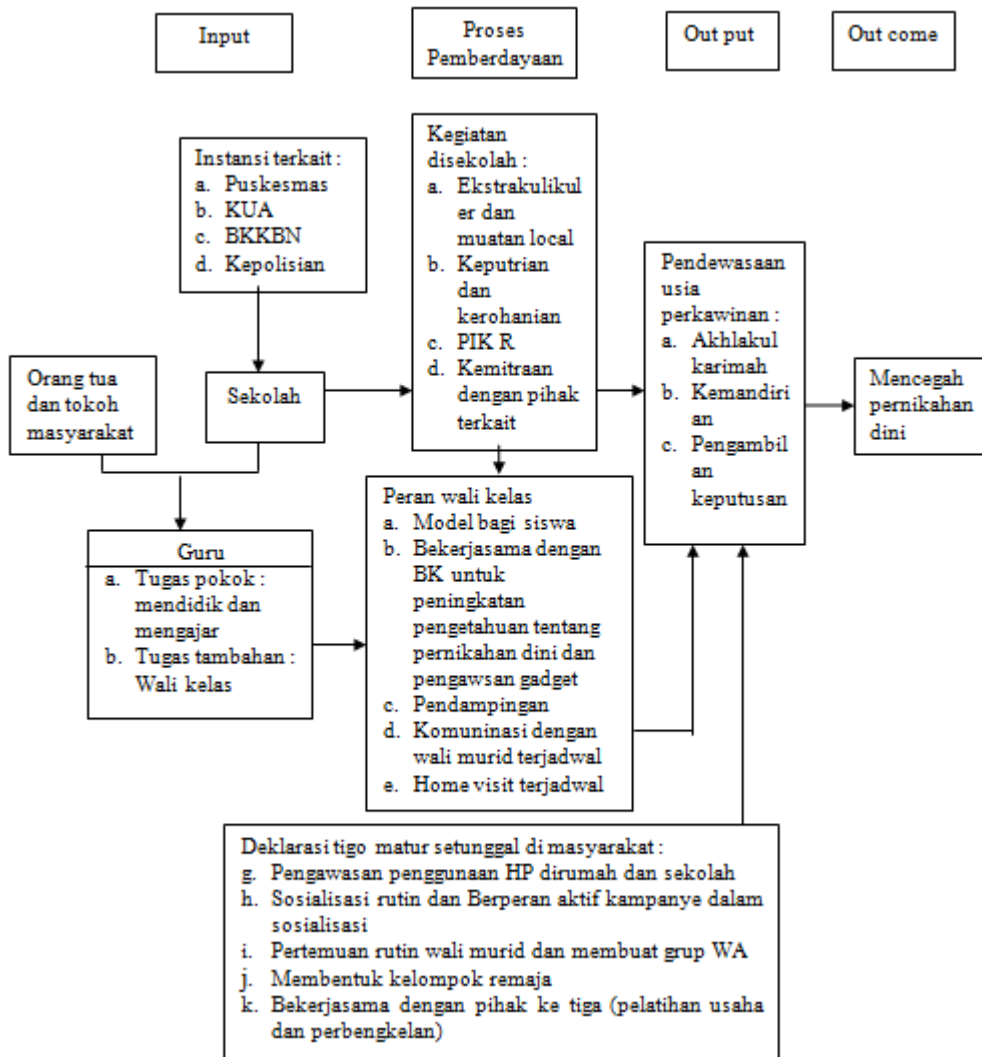


Figure 2. The formulation of the model of teacher/homeroom teacher empowerment in Junior High Schools in Semin Sub-District, Gunungkidul

Figure 2 shows a scheme for the formulation of the model of empowerment of teacher/homeroom teacher in the efforts to prevent early marriage in Semin Sub-District. There are four stages that are expected to prevent child marriage, they are; input, process, output and outcome stages.

V. CONCLUSION

The formulation of the model consisted of the input, processing and output stages. Input Stage: (1) family and community (2) related institutions (3) schools (4) teachers. Processing Stage: (1) school activities, (2) the role of the homeroom teachers, (3) *tigo matur setunggal mabrur* task force. Output stage: (1) good attitude, (2) independence, (3) decision making. Outcome Stage: preventing child marriage. The formulation of the homeroom teacher empowerment model as an effort to prevent child marriage consisted of theoretical, findings, and expectation aspects. It is expected that all teachers in schools to provide sex education, and monitor attitudes and behaviors as the efforts to prevent child marriage, because one of the factors causing school dropouts is child marriage.

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