

VIOLENCE IN DATING IN ADOLESCENTS

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ABSTRACT

The aim of this research is to know the relationship between attitude, peer conformity, the ability to regulate angry emotions against aggressiveness in dating in vocational high school students. The sample consisted of 38 adolescents aged 15 to 17 years (12 boys and 26 girls) who were students at a vocational high school in Ciputat, South Tangerang. The sample was obtained using a probability technique, namely simple random sampling. The population used is secondary schools around the Ciputat area, South Tangerang. The instruments used in this study were The Conflict in Adolescent Dating Relationships Inventory (CADRI., Wolfe et. Al., 2001), the Attitude Scale for Dating Violence in Dating Violence Scale (Foshee et. Al., 1996), and the Acceptance scale. Positive Peer Norms, and the Anger Trait scale (TAS, Spielberger, Jacobs, Russell, & Crane, 1983). Test of this study using a measuring instrument are Confirmatory Factor Analysis (CFA) and analysis of hypothesis are using multiple regression analysis. The results of this study indicate that dating attitude does not have a significant relationship with the level of aggressiveness in dating. Meanwhile, peer group and the ability to regulate emotions have a significant relationship with the level of aggressiveness in dating.

Keywords: Violence, Anger, Adolescent, Norm, Aggression.

PRELIMINARY

Adolescence is the time when the individual's desire to have close contact with the opposite sex for the first time because one of the tasks of adolescent development is to build new, more mature relationships with friends of the same sex and with the opposite sex. When someone is a teenager there will be a sense of attraction to the opposite sex. This is due to the functioning of the reproductive organs and increased production of sexual hormones.

Dating is one way for teenagers to fulfil their developmental duties. Dating is the most important part of a teenager's life journey to find a potential life partner, dating is a means of getting to know the individual with the opposite sex to express affection for someone who is considered special.

Adolescence is a period of transition from childhood to adulthood. Where at this time adolescents do not want to be treated like children but also do not want to be given rights like adults. Adolescence is also a period of "storms and stresses", which is a time when there is emotional tension and results in violent behavior among adolescents due to fissic and glandular changes (Hurlock, 1980). This violence is known as aggressiveness.

Buss and Perry (1992) define aggressiveness as a tendency to engage in physical and verbal aggression, hostility and anger. So aggressive behavior does not only involve physical but also words that offend and hurt someone else's feelings.

Another aspect that affects adolescent aggressiveness is peer conformity. Conformity is an organization where there are unspoken rules for behavior (Baron and Byrne, 2005). Sloan, Berman, Hill, Bullock (2009) said that confirmation has a strong influence on aggressiveness. Conformity appears when individuals imitate the attitudes or behavior of others due to real or imagined pressures by them (SLOAN, DKK, 2009).

Adolescent emotions according to Hall (in Hullock, 1980) are described as heightened emotional tension as a result of physical and hormonal changes. Goelman (1996) states that all emotions are basically an urge to act. Emotions will prepare the body for a reaction, for example someone who is in an unpleasant state to cause the person to be angry, biologically, blood will flow to the hands, the heart rate increases, the hormone adrenaline will generate energy strong enough to act powerfully, so that with easy hands hit people which causes him to be angry (in Fauza, 2004).

Angry emotions that are negative and explosive are accompanied by external factors such as frustration and provocation, causing a process of channeling negative energy in the form of aggression that will affect their ability to reduce aggression and control their emotions, are good at reading other people's feelings, and can maintain good relationships with the environment. So, if the individual has good emotional maturity, the individual is able to control his aggressive behavior (Rahayu, 2008).

Emotional maturity is influenced by age and experience factors. Although age does not guarantee one's maturity, with increasing age it is expected that a person will become more mature (psychologically, physically, socio-emotional), so that individuals will be able to accept various things that may cause feelings of anger, fear, and so on. Increasing age also causes emotions to become more differentiated and emotional expression more controlled (Hurlck, 1980; Jersild, 1965).

Violence is very close to the term aggression, this action results in damage or injury to other parties, acts of aggression are more likely to damage or hurt other parties. Aggression is more on a person's attitude, whereas violence is more on the action or behavior of someone who all have external and internal trigger factors (Khisbiyah; Wahab, 2006; Rahayu, 2008).

Aggressive behavior is intentional physical or verbal behavior, the aim of which is to hurt or harm others (Myres in Sarwono, 2001). The results of the study prove that adolescence is the period most prone to violence and can be said to be the peak of someone's involvement with aggressive behavior (Moffit & Wolfgang in Soffat, 1998).

The problem of aggressive behavior is indeed complex and to overcome it not only individually, but the environment must also be created so that aggressive behavior does not develop so that it is out of control. Aggressive behavior almost always has a negative connotation because its effects are often detrimental and frightening. Therefore, it is not surprising that people in Indonesia still think that expressing aggressive behavior is taboo and prohibited. However, the fact is that violence or aggressive behavior every day is still displayed either directly or indirectly, even though the impact is little by little reinforcement that it (aggressiveness) is a fun thing or something that is usually done (Daviddof, 1991 in Sarwono, 2009).

Previous studies have found that each year, about 20% - 50% of adolescents experience some form of psychological, physical, or sexual abuse in their current or previous relationships

(Bergman, 1992; Foshee et al, 1996; Jezl, Molidor, & Wright, 1996; Makepeace, 1981; O'Keeffe, Brockopp, & Chew, 1986). Llin-Vézina, Hébert, Manseau, Blais and Fernet (2006) found victim rates of psychological abuse as high as 80%. Coker and colleagues (2000) found that approximately 8% of adolescents reported self-perpetration of severe physical violence (defined as being hit, kicked, beaten, or assaulted with a gun).

The effects of dating violence on adolescents are serious and can last a long time. Previous research assessing the effects of physical and psychological dating perpetration has been connected to many negative physical and mental health outcomes that include drug and alcohol use, unhealthy weight problems, sexual risk behavior, low quality of life beliefs, and even suicide (Coker et. al., 2000; Howard, Wang & Yan, 2007; Silverman, Raj, Mucci & Hathaway, 2001).

ADOLESCENT

According to Piaget (in Hurlock 1980), adolescence is the age where individuals integrate with adult society, the age at which children no longer feel below the level of older people but are on the same level, at least in matters of rights, deep integration society (adults) has many effective aspects, more or less related to puberty, including significant intellectual changes.

This distinctive intellectual transformation of the way of thinking of adolescents allows him to achieve integration in terms of adult social relations, which is, in fact, a common characteristic of this period of development. Meanwhile, according to Santrock (2003), adolescence is a period of transitional development from childhood to adulthood which includes biological, cognitive and social changes. In most cultures, adolescence begins at about 10-12 years of age and ends at 18-22 years of age.

Dating

In Indonesian, dating is defined as a friend of the opposite sex who continues to have a relationship based on love, while dating is love or compassion (large Indonesian dictionary 2005). Dating according to Peterson (1989) is an agreement between male and female adolescents to meet each other and aims to enjoy fun activities or to be involved in a social activity together.

Conger (1991) explains that dating is a form of heterosexual relationship between individuals that are initially still simple, less open to each other and there is competition in relationships between sexes, but over time dating allows trust, love, attention, a sense of warmth, spontaneity, and meaningful interaction between male and female adolescents. So, through peer groups, young men and women interact with each other, then through dating there is a more serious contact or relationship between them. According to Grinder (1978) is one of the social activities of adolescents who usually begin with dating for a long time before they seriously think about marriage.

From some of the definitions above, it can be concluded that dating is a relationship between a man and a woman that begins with an introduction, continues with a meeting, expresses a sense of love and a sense of belonging, so that finally there is a feeling that everything they do is based on love. This relationship takes place outside of marriage and requires commitment from both parties, and aims to get to know each other better and enjoy social activities together.

Dating Motives

Papalia and Olds (in Hermawan, 2004) reveal several types of love, one of which is infatuation. Infatuation is love that arises because of physical attraction and sexual urges. This kind of love is often experienced by adolescents, the cause of the growth of love like this is usually physical attraction. According to O'Sullivan and O'Leary (in Hermawan, 2004) love is an important aspect of life and is the cause of various interpersonal relationships, with the reason of love that many men and women have relationships that lead them to marriage.

In research Roscoe, Diana, and Brooks (in Rodriguez, 1993) found that adolescents at different levels of development have different reasons for dating. In early teens, dating is more egocentric and direct pleasure oriented, they date with the aim of getting pleasure, intimacy, and status.

Aggressiveness

Aggressiveness comes from the word aggressive which is the adjective of aggression. Chaplin (1999) in a comprehensive dictionary of psychology defines aggressiveness as: a) a habitual tendency (accustomed) to exhibit hostility, b) assertive self-assertion, c) social domination. David O, Sears (1985), argues that aggressive behavior is any behavior that aims to hurt others, it can also be aimed at feelings of wanting to hurt others in a person.

Aggressive according to Baron & Richardson (in Krahe, 2005) is behavior that is directed towards the purpose of hurting other living things who want to avoid such treatment. The simplest definition of aggressive is expressed by Geen (1988), aggression is any action that hurts or injures another person. This definition ignores the intentions of the person performing the action. This approach is supported by behaviorist or learning theory (Taylor; Shelley E et al, 2009).

From the various descriptions above, it can be concluded that the aggressiveness in question is individual behavior that is intentionally carried out to injure others directly or indirectly, physically or verbally with a variety of specific purposes (Anggraini, 2013: 12).

Forms of Aggression

Buss and Perry (1992) classify these forms of aggression into four forms of aggression, namely: physical aggression, verbal aggression, aggression in the form of anger (anger) and aggression in the form of hostility.

These four forms of aggressiveness represent components of human behavior, namely:

1. Physical aggression, is a component of motor behavior such as injuring and hurting others physically, for example by attacking and hitting.
2. Verbal aggression, is a motor component such as hurting and hurting others, it's just that through verbalization, for example arguing, showing dislike for others, sometimes it is often done by spreading gossip.
3. Hostility, is representative of cognitive components such as feelings of hatred and suspicion of others, feeling that life is experienced is unfair and jealous.
4. Anger, is an emotional or effective, such as awakening and psychological readiness to be aggressive, for example: irritability, loss of patience, and unable to control anger.

Peer Conformity

Baron, et. al., (2008) explained that conformity is a type of social influence where individuals change their attitudes and behavior to suit existing social norms. Meanwhile, according to Myers (2005) conformity is a change in behavior or belief to suit other people. Franzoi (2003)

states that conformity is an attempt to be accepted by another person or group by following their behavior and beliefs. Wiggins, et al (1994) explain conformity as behavior that arises as a result of norms from others. According to Walker and Heyns conformity is a change in a behavior or attitude that occurs as a result of real pressure or group pressure (in Sanaria, 2004). Santrock (2005) states that conformity is a change in individual attitudes or behavior due to imitation of others due to real pressure or pressure in their image.

1. Definition of Peer Group Conformity

Peers are children or adolescents with the same age level or maturity level (Santrock, 2005), peer conformity is a change in behavior to suit other people who have the same age due to real group pressure or pressure imagined by oneself themselves.

Previous research has found that aggression is highest among peers during adolescence (Coie & Dodge, 1998). In addition, it is not only adolescents who are vulnerable to peer pressure, but at this age are at risk for many dangerous behaviors and tend to engage in risky and delinquent behavior (Arnett, 1992; Brown, 1990; Wekerle, 1999). Early adolescents can become socially immature and exhibit impulsive behavior, which can lead to escalation of abuse or violence (Close, 2005). On the other hand, studies also report that early adolescent girls are at less risk of experiencing dating violence than late adolescent girls (Silverman, Raj, & Clements, 2004).

2. Types of Conformity in Peers

According to Nail (1986), Levine and Russo (1987) conformity is divided into:

a. Compliance

Compliance conformity is a direct request to obtain something by changing behavior in a specific form (Baron, Branscombe & Byrne, 2008). Meanwhile, according to Wiggins, et al (1994) conformity compliance tends to occur in specific situations, when other people are present. This conformity occurs where the individual behaves in accordance with the pressure exerted by the group while personally he does not approve of the behavior. This is because of the normative social influence that is based on the desire of the individual to be accepted or liked by others.

b. Internalisation

This conformity is inversely proportional to compliance conformity, that is, it does not occur because it is situational (when other people are present), but this type of conformity occurs based on what is considered right or intends to do and is weak against self-assessment.

3. The Effect of Peer Conformity on Aggressiveness

Based on the National Youth Violence Prevention (2002), in this study there are many factors that increase aggressiveness in individuals, one of which is peer relationships, where high aggressiveness is due to relationships with peers who have antisocial properties and this is a predictor of adolescent aggressiveness.

According to Myres (2004) aggressiveness has a strong relationship or relationship with social situations or conformity. This is supported by an article which states that aggressiveness is also a social activity that is influenced by groups and aggressiveness is also facilitated by psychosocial and social processes.

For many adolescents, dating and "romances" and peers are central to the mechanisms that shape their identity (Erikson, 1968. Paul & White, 1990). Arriaga and Foshee (2004) found that peers had more influence in shaping adolescent norms and behavior than parents. Studies examining peer influence on adolescent behavior have examined whether adolescents adopt

the behaviors and attitudes of their peers versus whether they choose friends who share their own behaviors and attitudes (eg, Hoffman, Monge, Chou & Valente, 2007).

Foshee et al. (2001), using longitudinal research data, concluded that adolescent girls are affected by violent dating behavior by their peers, and that no peer selection occurs after engaging in dating violence. Although peers appear to have a strong influence on dating violence, most studies have focused on the negative influence of peers.

Emotional Maturity

Rice (2004, in Khairani, 2009) defines emotional maturity as a state to live life peacefully in situations that cannot be changed, but with the courage of the individual being able to change things that should be changed, as well as the existence of wisdom to respect differences.

According to Hurlock (1980) emotional maturity (emotional maturity) is a state or condition that reaches the maturity level of emotional development and therefore the person concerned no longer displays appropriate developmental patterns for children, but they are able to suppress or control it better, in particular, in the midst of social situations.

Smitson (in Katkovsky, 1976) emotional maturity is a process in which the personality continually strives to achieve a healthy emotional sense, both intrapsically and interspersally. Meanwhile, emotional maturity according to Jersield (1965) is where individuals can adjust to the stereotypes that apply in the culture where the individual lives. Walgito (2002) explains that individuals who have emotional maturity are individuals who can control their emotions so that individuals will think carefully and think objectively. People who have matured emotions will be able to control their emotions well, respond to stimuli with good thinking, are not easily frustrated and will face problems with understanding.

From the above definition, it can be concluded that emotional maturity is a condition in which individuals can control their emotions unlike in the past, both psychologically and in terms of their interactions with their environment so that individuals are able to achieve a healthy emotional level.

Characteristics of Emotional Maturity

According to Smitson (in Katkovsky, 1976) the characteristics of emotional maturity are as follows:

1. Independence (toward independence)
The experiences from infancy and childhood create a strong desire for the desired pleasures. Break away from dependence with parents, like never before. The ability to be able to determine and decide what it wants and be responsible for that decision.
2. Ability to accept reality
Can accept the reality of life with all its oddities, honesty and dishonesty, all its beauty and ugliness. Can address problems in various ways and ways he has. Can accept the fact that he is not always the same as other people, that he has opportunities, abilities and levels of intelligence that are different from other people.
3. Adaptability
This is one of the most important elements in emotional maturity. One of the things that distinguishes emotionally healthy people is the level of flexibility, where the emotionally unhealthy person will give a rigid response in interacting and in certain situations.
4. Readiness to respond appropriately (readiness to respond)

This includes self-awareness of the uniqueness that each person has, so that we can respond according to the uniqueness that individuals have. Thus it can be expected that individuals are able to respond appropriately to the uniqueness of each individual.

5. Capacity to balance

Emotionally mature people always see situations from various angles. Emotional maturity depends on developing a person's resistance to failure in each of his interactions. The individual with a high level of emotional maturity realizes that as a social being he is dependent on others, but he should not be afraid that his dependence will cause him to be manipulated by others.

In order to control his anger, one must be able to recognize the limits of his own sensitivity. By knowing what makes him angry, he can control his anger feelings.

CONCLUSION

1. There is no relationship between attitude in dating and aggressive behavior in dating.
2. There is a relationship between peer groups and aggressiveness in dating.
3. The individual's ability to regulate emotions is related to their aggressiveness in dating.
4. Attitude dating does not have a significant relationship with the level of aggressiveness in dating. Meanwhile, peer group and the ability to regulate emotions have a significant relationship with the level of aggressiveness in dating.

SUGGESTION

From this study, it is shown that aggressiveness in dating is more likely to have a relationship with peer groups and the ability to regulate emotions. Sex differences were not really observed in this study, looking at sex differences to measure the level of aggressiveness in dating might be used as a variable in future studies.

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