

# THE RELATIONSHIP OF PARENT'S SOCIAL SUPPORT AND SELF CONTROL THE TENDENCY OF PREMARITAL SEXUAL BEHAVIOR IN TEENS

Fadilah Amini<sup>1</sup>, Hudaturahmah<sup>2</sup> & Fiqhunnisa Ulumuddin<sup>3</sup>

email : dilaamini94@gmail.com<sup>1</sup>, hudaturahmahpsi@gmail.com<sup>2</sup> & fiqihnisha@gmail.com<sup>3</sup>

Faculty of Psychology

Program Study Masters of Psychology Profession

Persada Indonesia University Y.A.I. Street Jakarta INDONESIA

## ABSTACT

This research is for knowing the relationship of parents' social support and self-control that tendency of premarital sexual behavior in teens. The method of the research is quantitative method. The instruments to collect the data are parent's social support scale, self-control scale, and premarital sexual behavior scale. The technique for collecting the sample of data is cluster random sampling. The subjects of this research are 68 students of SMA X Yogyakarta. The technique of analyzing the data is double regression analysis with SPSS 16.00 for Windows. The results of the research are presented as follows. First, relationship parents' social support and self-control, there are very significant with tendency of premarital sexual behavior in teens  $R= 0,491$ ,  $p= 0,010$  ( $p<0,01$ ). Second, parents' social support do not has significant relationship with tendency of premarital sexual behavior in teens  $r= -0,054$   $p= 0,574$  ( $p>0,05$ ). The last, self-control has negative significant relationship with tendency of premarital sexual behavior in teens  $r= -0,444$   $p= 0,001$  ( $p<0,01$ ). The contribution of parents' social-support and self-control that tendency of premarital sexual behavior in teens are 24,1% ( $R=0,241$ ) and there are 75, 9% from another factor. The conclusions of the research there are very significant relationship between parents' social support and self-control tendency of premarital sexual behavior in teens, there are no relationship parents' socialist support with tendency of premarital sexual behavior in teens, and there are negative significant relationship between self-control and with tendency of premarital sexual behavior in teens.

**Keyword:** Social Support, Self-Control, Tendency of Premarital Sexual Behavior.

## INTRODUCTION

Adolescents are individuals who are in a transition period from childhood to adulthood which contains major physical, cognitive and psychosocial changes (Papalia, Old & Feldman, 2008). In general, during this period, teenagers are often faced with several problems, one of which is sexuality. Teenagers have endless curiosity about sex. They will continue to seek answers to their curiosity in various ways such as: masturbating or manipulating sexual organs for the purpose of carrying out heterosexual experiments, namely with the opposite sex, the usual patterns of sexual behavior in dating and dating are part of adolescent socialization.

The results of research by the BKKBN (2010), obtained data on premarital sex carried out by teenagers in Surabaya which was recorded at 54%, Bandung 47%, and 52% Medan. Meanwhile, in Yogyakarta, which is known as the "City of Students", around 37% of the 1,160 students admitted to experiencing pregnancy out of wedlock. Data obtained from BKKBN (National Population and Family Planning Agency) in 2014 stated that around 40% of unmarried teenagers aged 15-19 years had had sexual relations ([www.bkkbn.go.id](http://www.bkkbn.go.id), 2016). This is reinforced by a statement from the chairman of the Indonesian Planning Association (PKBI)

Central Java, who stated that Indonesia is estimated to have 2.5 million cases of abortion every year. This means that it is estimated that 6,944-7,000 women practice abortion every day (www.bkkbn.go.id, 2016).

The results of Wardani's (2013) research on the relationship between knowledge about premarital sex and attitudes towards premarital sex with premarital sexual behavior among teenagers at SMA Negeri 1 Godong (a sample of 79 respondents), obtained that the majority of students' knowledge about premarital sex was in the good category (96.2 %) and the sufficient category (3.8%) and the insufficient category (0%). Most students' attitudes about premarital sex were negative, namely (54.4%) and positive attitudes were (45.6). Most of the students' premarital sexual behavior was in the poor category, namely (48.1%) and the good category (51.9%).

Based on the results of interviews conducted by researchers with BK students and teachers, it is known that SMA Sexuality problems among teenagers today have had a very serious impact on teenagers, especially behavior that leads to premarital sexual relations. Simkins (Sarwono, 2010) states that the impact of premarital sexual relations is feelings of guilt, depression, anger, for example in women who are forced to abort their pregnancies. The psychosocial consequences are mental tension and confusion regarding changing social roles if a woman suddenly becomes pregnant and there will also be ridicule and rejection from the surrounding community. Another consequence is health problems and a high risk of pregnancy and infant mortality. Another impact is that it will be easy to contract sexually transmitted diseases (STDs), STIs and HIV/AIDS.

Factors that influence teenagers to engage in premarital sexual behavior. Sexual behavior is influenced by several factors, namely internal factors and external factors, internal factors include an increase in sexual hormones, differences in the maturity of sexual organs, personality and personal expressions of love. Meanwhile, external factors include knowledge of reproductive health, the flow of globalization and the spread of pornographic information, the influence of peers, the quality of parental communication, sexual experiences, understanding of social and values (Pratiwi, 2004).

According to Azwar (2000), another factor that encourages individuals to engage in adolescent sexual relations is weak self-control. Individuals with weak control are more influenced by other people and their environment. In other words, self-control is one of the factors that can influence sexual behavior in adolescents.

Parental social support plays a very important role in raising children. Parents must ensure that teenagers have feelings of wanting to be loved, cherished and appreciated so that teenagers will feel comfortable and safe. When teenagers get affection, love and attention from their parents, teenagers will not easily indulge in gossip, seek attention and affection from irresponsible members of the opposite sex so that this will not lead to undesirable behavior such as premarital sexual behavior.

Self-control also has an important role for teenagers. Adolescents who have good self-control will consider the pros and cons of their behavior so that it will have positive consequences. Meanwhile, teenagers have low self-control, so teenagers will be easily influenced by peers who ask them to do something that violates religious and social norms, such as premarital sexual behavior.

Propensity (Rusman, 2013) is the high or low probability of someone taking action. Tendency can also be interpreted as a person's possibility of taking action. According to Sarwono (2010), sexual behavior is all behavior that is driven by sexual desire, both with the opposite sex and with the same sex, starting from feelings of attraction to dating behavior, making out and having sexual intercourse. Ghiffari (2003) explains that premarital sex is defined as an intimate relationship between a man and a woman who are not legally married. According to Kinsey (Sauri, 2014) sexual behavior is divided into 4 forms, namely touching, kissing, petting and sexual intercourse.

According to Pratiwi (2004), sexual behavior is influenced by internal and external factors, internal factors include an increase in sexual hormones, differences in sexual organ maturity, personality and personal expressions of love. Meanwhile, external factors include knowledge of reproductive health, globalization and the spread of pornographic information, peer influence, quality of parental communication, sexual experience, understanding of social and values. According to Azwar (2000), another factor that encourages individuals to engage in adolescent sexual relations is weak self-control, individuals with weak control are more influenced by other people and their environment.

According to Sarafino (2012), what is meant by social support is assistance received by individuals from other people or groups around them which makes the recipient feel comfortable, cared for, loved and appreciated. According to Sarafino (2011), there are four forms of social support, namely emotional support, appreciation support, instrumental support and information support.

Emotional support includes expressions of empathy, care and concern for the person concerned so as to make the individual feel comfortable, at ease, cared for. Appreciation support occurs through positive expressions of appreciation for the individual, encouragement or agreement with ideas or feelings so that the individual feels valuable, capable and appreciated. Instrumental support includes direct assistance which can be in the form of services, time, or goods. Information support includes providing advice, instructions, suggestions, information or feedback. This support helps individuals overcome problems by broadening the individual's insight and understanding of the problems they face (Sarafino, 2011).

Goldfried & Marbaum (Lazarus, 1976) defines self-control as the ability to organize, guide, regulate and direct forms of behavior that can lead to positive consequences. According to Averill (Sarafino, 2011), self-control is called personal control, divided into three aspects, namely behavioral control, cognitive control and decision control.

Behavioral control is the ability to modify an unpleasant situation. Cognitive control is an individual's ability to process unwanted information by interpreting, assessing or combining an event in a cognitive framework as a psychological adaptation or to reduce stress. Decision Control is an individual's ability to choose an outcome or an action based on something he believes or agrees with (Sarafino, 2011).

The aim of this research is to determine the relationship between parental social support and self-control with the tendency for premarital sexual behavior in adolescents.

### **PRE-MARITAL SEXUAL BEHAVIOR TENDENCIES**

Propensity (Rusman, 2013) is the high or low probability of someone taking action. Tendency can also be interpreted as a person's possibility of taking action. The term tendency contains

the meaning of the direction of action that a person will carry out regarding an object. This direction can be towards or away from an object (person, thing, idea, environment, etc.), characterized by the individual's feelings of assessment of these objects (Djaali, 2008).

According to Notoatmojo (2010), behavior is a person's response or reaction to stimulus (external stimulation). It is further explained that there are two responses, namely a) respondent response or reflexive, namely the response caused by certain stimuli and the response is relatively fixed and b) operant response or instrumental response, namely the response that arises and develops and is then followed by another stimulus or stimulus that functions strengthen the response.

According to Sarwono (2010), sexual behavior is all behavior that is driven by sexual desire, both with the opposite sex and with the same sex, starting from feelings of attraction to dating behavior, making out and having sexual intercourse. Sexual behavior is behavior that involves physical touching of body parts between men and women who have reached the stage of intimate relations which is usually carried out by married couples (Taufik & Anganthi, 2005).

Sexual behavior arises from the inability to contain and control sexual impulses. Santrock (2007) revealed that in children up to adolescence, sexual urges begin to emerge. The result of all this is the urge to try to have sexual relations. The desire to try and engage in sexual activities causes sexual behavior in adolescents to become uncontrollable, so that sexual life patterns become something that is of interest to adolescents.

The definition of marriage according to law no. 1/1997 is a relationship between a man and a woman as a husband and wife couple that has been legalized according to religion and law with the aim of fostering a happy household based on belief in the Almighty God. Researchers define marriage as a relationship between a man and a woman that has been legalized according to law and religion to form a happy household, *sakinah* and *mawadah*.

Pre-marriage is a relationship between a man and a woman who are not legally married. Ghiffari (2003) explains that premarital sex is defined as an intimate relationship between a man and a woman who are not legally married. According to Taufik (2005), premarital sexual behavior is sexual behavior carried out without going through an official marriage process according to law or the religion and beliefs of each individual.

According to several opinions above, it can be concluded that the tendency for premarital sexual behavior is the high or low probability of someone carrying out actions driven by sexual desire both with the opposite sex and carried out by someone who is not yet married.

### **1. Forms of Sexual Behavior**

According to Stenberg (2002), forms of sexual behavior that are often found among teenagers are divided into two groups, namely :

a. Autoerotic sexual behavior

Sexual behavior carried out by oneself to achieve satisfaction. For example, by carrying out sexual fantasies through films or pictures and masturbating.

b. Sociosexual behavior

Sexual behavior involving other people. Sociosexual behavior may or may not involve intimacy. Forms of social sexual behavior can include kissing, necking, petting, genital contact, sexual intercourse and oral sex.

Forms of sexual behavior according to Duval and Miller (Conrad & Sarwono, 2010) are as follows :

- a. Touching  
In general, activities in the form of contact are holding hands or hugging.
- b. Kissing  
This activity ranges from short kisses and only at certain times to longer and more intimate kisses (deep kissing).
- c. Making out (petting)  
This activity consists of touching or stimulating sensitive areas of our partner's body. This flirting ranges from light fondling to fondling in the genital area which is usually called heavy petting.
- d. Sexual intercourse  
According to Byer, Shainberg, and Galliano (1999) sexual intercourse is the activity of inserting a man's genitals (penis) into a woman's genitals (vagina).

According to Sarwono (2012) the forms of sexual behavior carried out by teenagers have stages, namely :

- a. Not having had any physical contact at all usually happens when a couple is just getting to know each other.
- b. Holding or linking hands.
- c. Hug.
- d. Kiss on the cheek or forehead.
- e. A kiss on the lips is done when the two partners are close enough and is usually accompanied by touching.
- f. Touching each other's bodies, especially breasts and genitals, is done when both partners are still fully clothed.
- g. Putting your genitals together. Also done when both partners are still fully clothed.
- h. Touching each other's bodies (especially breasts and genitals), which is done when both partners are unclothed or still clothed but their hands are under their clothes. Behavior that includes masturbating to one's partner.
- i. Putting your genitals together and doing this without wearing clothes.
- j. Having sexual relations.

According to Kinsey (Sauri, 2014) sexual behavior is divided into 4 forms. These forms include :

- a. Touching, from holding hands to hugging.
- b. Kissing, ranging from short kisses to kissing on the lips by playing with your partner's tongue (deep kissing).
- c. Making out (petting), touching the most sensitive part of the partner's body and leads to arousal of sexual desire.
- d. Having sex (sexual intercourse), penetrating the penis into the vagina.

The opinions of Duval and Miller (Conrad & Sarwono, 2010), Kinsey (Sauri, 2014), and Sarwono (2012) have similarities in mentioning forms of sexual behavior including touching, kissing, petting, and having sex (sexual intercourse). Meanwhile, Stenberg's (2002) opinion has two forms of sexual behavior including autoerotic sexual behavior and sociosexual behavior. According to several opinions above, it can be concluded that forms of premarital sexual intercourse behavior tendencies include touching, kissing, petting, sexual intercourse, autoerotic sexual behavior and sociosexual behavior.



## 2. Factors that Influence Sexual Behavior

According to Pratiwi (2004), sexual behavior is influenced by internal and external factors, internal factors include an increase in sexual hormones, differences in sexual organ maturity, personality and personal expressions of love. Meanwhile, external factors include knowledge of reproductive health, globalization and the spread of pornographic information, peer influence, quality of parental communication, sexual experience, understanding of social and values.

According to Sarwono (2012) there are several factors that influence sexual behavior, including :

- a. Increase sexual libido.
- b. Postponement of marriage age.
- c. Taboo-Prohibition.
- d. Lack of Information about Sex.
- e. More free association.

Meanwhile, according to Azwar (2000), another factor that encourages individuals to have adolescent sexual relations is weak self-control, individuals with weak control are more influenced by other people and their environment. In other words, self-control is one of the factors that can influence sexual behavior in adolescents.

According to the opinion above, it can be concluded that sexual behavior in adolescents can be influenced by internal factors, namely the biological perspective (increased sexual hormones and differences in sexual organ maturity), personality and personal expression of love, and self-control. Other factors are external factors in the form of factors outside the individual such as knowledge of reproductive health, the flow of globalization and the spread of pornographic information, parental influence (parental social support), peer influence, sexual experience and understanding of social and values.

### Parental Social Support

According to Sarafino (2012), what is meant by social support is assistance received by individuals from other people or groups around them which makes the recipient feel comfortable, cared for, loved and appreciated. Baron and Byrne (2005) stated that social support is a form of providing feelings of comfort both physically and psychologically by the surrounding environment and family to deal with stress. This was also conveyed by Taylor (2003), that:

"Social support has been defined as information from other that one is loved and cared for, valued and valued, and part of a network of communication and mutual obligations from parents, a spouse or lover, other relatives, friends, social and community contacts (such as churches or clubs), or even a dedicated pet".

Social support is a form of providing information and feeling loved and cared for, respected and appreciated, and is part of the communication network and reciprocal obligations of parents, lovers/relatives, friends, social networks and within the community. Social support is the existence, willingness, care of people who can be relied on, appreciate and love (Sarafino, 2001).

Uchino (Sarafino & Smith, 2012) states that social support is comfort, care, trust, or the availability of help for someone from other people or groups. Social support can be obtained from various sources such as a partner or lover, family, friends, or community within the

organization. Social support can also be defined as concrete actions taken for other people or support received.

According to Canavan, Dolan & Pinkerton (2000), social support can be applied to the family environment, such as parents. So parental social support is the support given by parents to their children, whether emotional, appreciative, instrumental, informational or group.

According to Lee & Detels (2007), parental social support can be divided into two things, namely positive support and negative support. Positive support is positive behavior shown by parents, and negative support is behavior that is considered negative which can lead to negative behavior in children.

Based on the description above, it can be concluded that parental social support is assistance that individuals receive from their parents which makes the recipient feel comfortable, cared for, loved and appreciated.

### **1. Forms of Parental Social Support**

According to Sarafino (2011), revealing forms of social support, namely :

#### **a. Emotional Support**

Emotional support includes expressions of empathy, concern and concern for the person concerned. Emotional support is an expression of affection, trust, attention and feeling heard. Willingness to listen to someone's complaints will have a positive impact as a means of releasing emotions, reducing anxiety, making the individual feel comfortable, at ease, cared for. Individuals feel loved by the people around them, for example their partner, family and environment, and are loved when facing various pressures in their parents' lives.

#### **b. Esteem Support**

Appreciation support occurs through positive expressions of appreciation for the individual, encouragement or agreement with the individual's ideas or feelings and comparison with parents who are less capable or worse off. Things like this can increase self-esteem. Individuals, through interactions with other people, will be able to evaluate and confirm their beliefs by comparing the opinions, attitudes, beliefs and behavior of other people. This type of support helps individuals feel worthy, capable, and appreciated.

#### **c. Instrumental Support**

Instrumental support includes direct assistance which can be in the form of services, time, or goods. Individuals become better prepared to face problems and this support helps individuals in carrying out their activities.

#### **d. Information Support**

Information support includes providing advice, instructions, suggestions, information or feedback. This support helps individuals overcome problems by broadening the individual's insight and understanding of the problems they face. This information is needed to make decisions and solve practical problems. This informative support also helps individuals make decisions because it includes mechanisms for providing information, giving advice and guidance.

House & Kahn distinguishes four types or dimensions of social support (Risma and Retnaningsih, 2008) as follows :

- a. Emotional support takes the form of expressing empathy, protection, attention and trust towards individuals, as well as openness in solving one's problems. This support makes individuals feel comfortable, peaceful and loved.

- b. Instrumental support is support in the form of providing facilities that can facilitate the goals to be achieved in material form, it can also be in the form of services, or providing opportunities for parents in the form of time and opportunity.
- c. Informational support is a form of support that includes providing advice, direction, considerations about how parents should act to achieve problem solving.
- d. Assessment support is giving appreciation for the efforts that parents have made, providing feedback regarding the results taken in the form of praise.

According to the opinions of several experts above, it can be concluded that there are four forms of parental social support, namely emotional support, appreciation support or assessment support, instrumental support and information support.

## 2. Benefits of Social Support

According to King (2010), there are three types of benefits of social support which include the following :

- a. Real help  
Family and friends provide various support and real assistance such as attention, love, affection, care, food and the necessities needed by the elderly.
- b. Information  
Individuals can provide support to friends or co-workers, to manage time more efficiently or delegate tasks more effectively.
- c. Social support  
Friends or family can calm someone who has experienced stress by providing attention, affection, and loved ones who can overcome stress.

## SELF-CONTROL

According to Berk (Gunarsa, 2009), self-control is an individual's ability to resist momentary desires or urges that conflict with behavior that is not in accordance with social norms. Meanwhile, Messina & Messina (Gunarsa, 2009) state that self-control is a set of behaviors that focus on success in changing oneself, success in preventing self-destructiveness, feeling capable of oneself, feeling independent or free. from the influence of other people, freedom to determine goals, and a set of behavior that focuses on personal responsibility.

Goldfried & Marbaum (Lazarus, 1976) defines self-control as the ability to organize, guide, regulate and direct forms of behavior that can lead to positive consequences. According to Gillion et. al., (Gunarsa, 2009), self-control is an individual's ability which consists of three aspects, namely the ability to control or restrain behavior that is harmful or detrimental to other people, the ability to cooperate with other people and the ability to following applicable regulations, as well as the ability to express desires or feelings to other people, without hurting or offending the other person's feelings.

Based on this description, it can be concluded that self-control is the ability to organize, guide, regulate and direct forms of behavior that can lead to positive consequences.

## 1. Aspects of Self-Control

According to Averill (Sarafino, 2011), referring to self-control as personal control, it is divided into three aspects, namely :

- a. Behavior control (Behavioral control)  
The ability to modify an unpleasant situation. This aspect is broken down into 2 components, namely :



- 1) The ability to regulate implementation (regulated administration) is an individual's ability to determine who controls a situation or circumstances. Is it oneself or the rules of behavior by using one's abilities and if one is not able the individual will use external sources.
  - 2) The ability to modify stimuli (stimulus modifiability) is the ability to deal with unwanted stimuli. There are several methods that can be used, namely preventing or staying away from the ongoing stimulus, placing a time period between the ongoing stimulus series, stopping the stimulus before it ends and limiting the intensity of the stimulus.
- b. Cognitive Control
- An individual's ability to process unwanted information by interpreting, assessing or combining an event in a cognitive framework as a psychological adaptation or to reduce stress.
- This aspect is broken down into 2 components, namely :
- 1) The ability to process information (information gain) is that the information an individual has regarding a situation will enable the individual to anticipate the situation through various objective considerations.
  - 2) The ability to carry out an assessment is an assessment carried out by an individual which is an attempt to assess and interpret a situation by paying attention to positive aspects subjectively.
- c. Decision Control
- An individual's ability to choose an outcome or an action based on something he believes or agrees with. The ability to control oneself in making choices or decisions will function well if there is an opportunity, freedom or possibility for the individual to choose various possible actions.

Sarafino (1998) explains that self-control used by individuals includes :

- a. Behavior control  
Ability to take concrete action to reduce the effects of stressors. This action can be an effort to reduce the intensity of the incident.
- b. Mind control  
The ability to use thought processes or strategies to modify the effects of stressors.
- c. Decision Control  
Ability to choose alternative actions to be taken.
- d. Information control  
The ability to gain knowledge and insight into stressful events or incidents and their consequences. Knowledge can reduce stress and increase the ability to predict, prepare for action, reduce fear of events that have not yet happened.

According to Hurlock's theory (1991) there are three aspects of self-control, namely :

- a. Self-control in thinking/cognition  
Self-control in thinking is an effort to direct attention to something or a certain goal and fight unwanted thoughts. For example, a teenager who wants to use illegal drugs then diverts his mind by exercising.
- b. Self-control in feelings (emotions)  
Self-control in feelings is an effort to be in a certain emotional situation or get out of an emotional situation that has arisen.
- c. Self-control in behavior  
Self-control in behavior is maintaining one's efforts continuously (perseverance) even though there are many obstacles and controlling things that can interfere with achieving goals.

Based on the description above, it can be concluded that the aspects of self-control are behavioral control, cognitive control, decisional control, information control and emotional control.

## 2. Self-Control Function

Messina and Messina (Gunarsa, 2009), state that self-control has several functions :

- a. Limiting individual attention to others.  
With self-control, individuals will pay attention to their personal needs, not just focus on the needs, interests or desires of other people in their environment. Too much attention to the needs, interests, or desires of other people will cause individuals to ignore or even forget their personal needs.
- b. Limiting the individual's desire to control other people in their environment. With self-control, individuals will limit the space for their own aspirations and provide space for the aspirations of others to be accommodated together.
- c. Limiting individuals from behaving negatively  
Individuals who have self-control will avoid various negative behaviors. Self-control is defined as an individual's ability to resist the urge or desire to behave in a negative way that is not in accordance with social norms.
- d. Helping individuals to meet life's needs in a balanced way.  
Individuals who have good self-control will try to fulfill their life needs in a measure that suits the needs they want to achieve. In this case, self-control helps individuals to balance meeting life's needs.

### **The Relationship between Parental Social Support and Self-Control with Premarital Sexual Behavior Tendencies in Adolescents**

Parental social support is the help that teenagers receive from their parents which makes teenagers feel comfortable, cared for, loved and appreciated. The forms of parental social support are, emotional support, appreciation support, instrumental support and information support. High levels of parental social support make teenagers more likely to have high self-confidence, self-concept, religiosity and achievement motivation. This is because teenagers who receive high levels of parental social support will perceive themselves as having parents who pay attention to and love teenagers, so that teenagers have confidence to reject bad influences from other people.

High parental social support means that teenagers will have high self-confidence and self-concept. According to Harter (Santrock, 1996), parental social support has an important relationship and influence on teenagers' self-confidence. Ernawati, Rasni & Hardiani (2012) stated that children who have high self-confidence are caused by high family support. Self-concept is also a mirror image of a child's trust in the people in his life, so that good relationships and atmosphere in the family can create a self-concept that is beneficial for the child (Saam & Wahyuni, 2012). The results of other research show that the better the parents' social support, the better the adolescent's self-concept or it leads to a positive self-concept (Durado, Tololiu, & Pengemanan, 2013).

High parental social support will also make teenagers have high religiosity and achievement motivation. Teenagers who have high religiosity towards their religious teachings will have a benchmark for what they can or cannot do. Teenagers will tend to avoid things or situations that can give rise to strong sexual urges. Teenagers will easily refuse to carry out behaviors that are prohibited by their religion. Likewise, high achievement motivation will make teenagers focus on achieving success in their studies by directing all activities that are their

duties and responsibilities as students, so that they can suppress the tendency for premarital sexual behavior.

Parents are the basis of social relations for children who provide a sense of security, love and protection. When teenagers have high self-confidence, positive self-concept, high religiosity and high achievement motivation, teenagers have the courage to reject bad influences from other people who can make teenagers violate religious and social norms so that teenagers can prevent the emergence of premarital sexual behavior.

Self-control is the ability to organize, guide, regulate and direct forms of behavior that can lead to positive consequences in order to make decisions and take effective actions to produce desired consequences and avoid undesirable consequences without hurting or offending other people's feelings. A person is said to have high self-control if he has the ability to assess, direct and regulate his behavior, thoughts and decisions so that he is able to consider the pros and cons of the behavior he will carry out. According to incentive theory, people act to increase profits and minimize losses or act based on losses obtained from behavior (Sears, Freedman, & Peplau 1994).

Adolescents who are able to consider the pros and cons will be able to take the best alternative rationally or choose the desired behavior so that adolescents will not easily be trapped or involved in deviant acts such as premarital sexual behavior tendencies. So it can be concluded that self-control has a negative relationship with sexual behavior, because the higher the self-control, the lower the sexual behavior (Lestari, 2010).

Based on the description above, it can be assumed that teenagers who have parental social support and high self-control will have a low tendency for premarital sexual behavior, conversely if teenagers have parental social support and low self-control, the tendency for premarital sexual behavior will be high.

## **HYPOTHESIS**

1. There is a negative relationship between parental social support and self-control and the tendency for premarital sexual behavior in adolescents.
2. There is a negative relationship between parental social support and the tendency for premarital sexual behavior in adolescents.
3. There is a negative relationship between self-control and the tendency for premarital sexual behavior in adolescents.

## **RESEARCH METHODS**

The research method used is a quantitative method. The data collection tools used in this research used the parental social support scale, self-control scale and premarital sexual behavior tendencies scale. The sampling technique in this research used cluster random sampling. The subjects who participated in this research were 68 SMA X Yogyakarta students. The analysis technique used is multiple regression analysis using SPSS 16.00 For Windows.

## **RESULTS AND DISCUSSION**

Based on the calculation results, the correlation coefficient between parental social support and self-control and the tendency for premarital sexual behavior is  $R = 0.491$  with a determinant coefficient of  $= 0.241$  and a significance level of  $p = 0.000$  ( $p < 0.01$ ). This figure means that there is a very significant relationship between parental social support and self-control and the tendency for premarital sexual behavior. The results above can be concluded that the

hypothesis proposed by the researcher is accepted, namely that there is a very significant relationship between parental social support and self-control and the tendency for premarital sexual behavior.

Yusuf (2001) explains that from a psychosociological perspective, the family plays a role as a provider of security, a source of fulfilling physical and psychological needs, a source of love and acceptance, a model of behavior patterns for children, guiding and developing socially appropriate behavior. Parental social support is the assistance or assistance that a person receives from his interactions with parents which makes the individual feel loved, cared for and part of the family group (Adam, 1996). Parents who are unable to provide positive support to their children will cause relationship conflict which can have an impact on adolescent sexual behavior. The family (parents) have the greatest power in teenagers' lives, including their sexual behavior (Ahyuni, 2012).

The results of the beta coefficient between parental social support and the tendency for premarital sexual behavior show a correlation of -0.054 with a significance level of  $p = 0.574$  ( $p > 0.05$ ). This means that there is no negative relationship between parental social support and the tendency for premarital sexual behavior. The results above can be concluded that the hypothesis proposed by the researchers was rejected, namely that there was no negative relationship between parental social support and self-control and the tendency for premarital sexual behavior.

Children who receive support and assistance from their parents will be able to learn to achieve better abilities compared to children who do not receive support and assistance (Katz, 1997). According to Steinberg (Santrock, 2007), early adolescence is a period when conflict with parents increases beyond childhood levels. This increase can be caused by several factors, namely biological changes at puberty, cognitive changes which include increased idealism and logical reasoning, social changes which focus on independence and identity. Adolescents who have independence can take the initiative, make decisions about what they want to do and learn to be responsible for all their actions so that high or low parental social support does not influence the tendency for premarital sexual behavior.

The results of the beta coefficient between self-control and premarital sexual behavior tendencies show a correlation of -0.444 with a significance level of  $p = 0.001$  ( $p < 0.01$ ). This means that there is a very significant negative relationship between self-control and the tendency for premarital sexual behavior. The results above can be concluded that the hypothesis proposed by the researcher is accepted, namely that there is a significant negative relationship between self-control and the tendency for premarital sexual behavior. The higher the self-control, the lower the tendency for premarital sexual behavior.

According to Azwar (2000), another factor that encourages individuals to have adolescent sexual relations is weak self-control, individuals with weak control are more influenced by other people and their environment. According to Goldfried and Merbaum (Lazarus, 1976) self-control is the ability to organize, guide, regulate and direct forms of behavior that can lead to positive consequences. The ability to control oneself is related to how a person controls his emotions and impulses. Controlling emotions means approaching situations using a rational attitude to respond to the situation and preventing overreaction. According to Khairunnisa (2013), his research explains that there is a negative relationship between self-control and premarital sexual behavior. This is in line with research results where self-control has a negative relationship with the tendency for premarital sexual behavior.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it can be concluded that there is a very significant negative relationship between parental social support and self-control and the tendency for premarital sexual behavior in SMA X. The higher parental social support and self-control, the lower the tendency for premarital sexual behavior in SMA. On the other hand, the lower parental social support and self-control, the higher the tendency for premarital sexual behavior in SMA X.

There is no negative relationship between parental social support and the tendency for premarital sexual behavior in SMA X. High or low parental social support does not influence the tendency for premarital sexual behavior in SMA X.

There is a very significant negative relationship between self-control and the tendency for premarital sexual behavior in SMA X. The higher the self-control, the lower the tendency for premarital sexual behavior in SMA.

Adolescents should be able to control themselves to consider the pros and cons and be able to take the best alternative rationally or choose the desired behavior so that adolescents will not easily be trapped or involved in deviant acts such as premarital and parental sexual behavior tendencies, improving social support such as providing attention, direct and help children when they need them so that children can reduce deviant behavior such as premarital sexual behavior.

For further research, it is possible to research and develop other variables that can enrich the results of research regarding factors that can influence the tendency of premarital sexual behavior in adolescents and it is hoped that future researchers can research more and wider subjects so that they really get results. the maximum.

## REFERENCES

- Adam, G. A., King, L. A., & King, D. W. (1996). *Relationship of Job and Family Involvement, Family Social Support and Work-Family Conflict with Job and Life Satisfaction*. Journal of Applied Psychology. Vol.81, No.4: 411-420.
- Ahyuni. (2012). *Sexual Behavior Among Adolescents*. (<http://forexampe.blogspot.com> accessed on October 6 2015).
- Azwar, S., (2000). *Adolescent Reproductive Health in Indonesia*. Jakarta: National Epidemiology Network.
- BKKBN. (2010). *Preparing for Family Life for Teenagers*. <http://www.bkkbn.go.id>. Accessed on February 23, 2016.
- BKKBN. (2014). *2014 National Family Planning Program Report*. <http://www.bkkbn.go.id>. Accessed on February 23, 2016.
- Ghifari, A., (2003). *The Modern Wave of Teenage Sex Crimes*. Bandung: Mujahid Press.
- Khairunnisa, A., (2013). *The Relationship between Religiosity and Self-Control with Adolescents' Premarital Sexual Behavior at MAN 1 Samarinda*. Journal of Psychology. Vol.1. No. 2 :220-229.
- Katz, A., (1997). *Guiding Children to Learn to Read*. Surakarta: Arcan.
- Kinsey, A. C., (1953). *Sexual Behavior in the Human Male*. Philadelphia: W.B. Saunders & Co.
- Lazarus, R.S., (1976). *Patterns of Adjustment*. Tokyo: McGraw Hill, Kogakhusa.
- Papalia, D. E., Old, S. W., & Feldman, R. D., (2008). *Developmental Psychology*. Jakarta: Kencana Prenada Media Group.
- Pratiwi. (2004). *Sex Education for Teenagers*. Yogyakarta: Tugu Publisher.

- Rusman. (2013). *Learning Methods: Developing Teacher Professionalism*. Jakarta: Garafindo Persada.
- Santrock, J. W., (2007). *Educational Psychology (second ed.)*. (Translator. Tri Wibowo B.S). Jakarta: Kencana.
- Sarafino, E. P., (2011). *Health Psychology: Biopsychosocial Interactions Sixth Edition*. United states : John Willey & Sons, Inc.
- Sarafino, E. P., Timothy W., & Smith. (2012). *Health Psychology Biopsychosocial Interactions Seventh Edition*. United States of America.
- Sarwono, S.W., (2010). *Adolescent Psychology, Revised Edition*. Jakarta: PT Raja Grafindo.
- Sauri, A., (2014). *The Relationship between Parental Interpersonal Communication and Adolescent Sexual Behavior at SMK 1 Tenggara Kutai Kartanegara*. Journal of Communication Science. 2(1):349-362.
- Wardani, R.S., (2013). *Knowledge, Attitudes and Behavior of Adolescents Regarding Premarital Sex*. Journal of Maternity Nursing, 46-54.
- Yusuf, S., (2001). *Psychology of Child and Adolescent Development*. Bandung: PT. Rosdakarya Teenager.