

THE TEENAGER CARE METHOD TO ENHANCE TEACHER SUPPORT IN THE PREVENTION OF EARLY MARRIAGE BASED ON GENDER JUSTICE

Putu Sudewi Arsini^{1*}, Agus Adi Putrawan²

Brawijaya University, Politeknik Negeri Bali

sudewiarsini@student.ub.ac.i , putrawanagusadi@pnb.ac.id

Abstract

Purpose: This study aimed to analyze the effect of the Teenager Care intervention method on enhancing teacher support for the prevention of early marriage in schools based on gender justice principles.

Methodology: This study employed a quasi-experimental design with a one-group pretest–post-test approach. This study was conducted at Singosari Public Junior High School. The respondents were 44 teachers selected from a total population of 50 who met the inclusion and exclusion criteria of this study. Data were collected using the Teacher Support Questionnaire. This study utilized IBM SPSS Statistics 26 software with a 95% confidence level. Data analysis was performed using the Wilcoxon Signed-Rank Test.

Results: The findings revealed a significant increase in teacher support for engagement in preventing early marriage through gender-based education after the implementation of the Teenager Care intervention method ($p < 0.001$). **Limitation:** This study was conducted in a single area and did not examine the long-term effects of the intervention. **Contribution:** This study contributes to strengthening teacher support as gender-based change agents in the prevention of early marriage. **Novelty:** The application of the Teenager Care intervention method to enhance teacher support in preventing early marriage has not been tested previously.

Keywords: *Early Marriage, Gender Equality, Teacher Support, Early Marriage Prevention*

1. Introduction

Every child has human rights and must be protected from abuse. The United Nations (UN) Convention on the Rights of the Child states that every child is not merely a recipient of decisions but also has rights of their own. (UNICEF, 2020). However, violations of children's human rights, including early marriage, persist (Pettoello-Mantovani, 2024). The United Nations Children's Fund (UNICEF) defines early marriage as the formal or informal marriage of a child under 18 years of age with an adult or another child under 18 years of age (UNICEF, 2021). This condition is a global issue found in almost every corner of the world (Sieverding et al., 2022).

Globally, 12 million girls are married under the age of 18 each year, and this number is estimated to rise to 100 million (UNICEF 2020). The number of teenage marriages in Indonesia increased by 70% between 2015 and 2020. According to Indonesian Statistics data, 1.7 million early marriages were recorded in 2022 (Fitria et al., 2024). In Indonesia, the United Nations Department of Economic and Social Affairs (UNDESA) has a high prevalence of early marriage, reaching 34% of women before the age of 18 years. This makes Indonesia the second-highest country in ASEAN with the highest rate of early marriage (Agustin et al., 2025). When viewed in absolute numbers, the highest incidence of child marriage is found on the island of Javan. East Java is one of the three provinces in Java with a high rate of early marriage (BAPPENAS, 2020).

The international community has stated that the higher incidence of early marriage among girls than boys is a form of gender discrimination (Arthur et al., 2018). This is further confirmed by research conducted in Indonesia, which identified the root causes of early marriage as gender inequality, socioeconomic factors, the desire to prevent promiscuity, and local customs and culture (Nabila et al. 2022). It was also found that once a child is considered baligh (adult), they are ready to marry (Bawono and Suryanto, 2019). Meanwhile, girls perceive early marriage as a way to help improve their families' and their personal finances (Schaffnit et al., 2019).

The United Nations (UN) defines early marriage as a form of gender inequality that negatively impacts the well-being, health, and human rights of millions of girls (Malhotra & Elnakib, 2021)..There is still a societal belief that when women are ready to manage the household and men are ready to work, they are considered ready to start a family (Gaib Hakiki et al., 2020). Some cultures believe that women who

have started menstruating are ready to marry (Murdijana, 2019). A focus on gender-related culture shows that it is difficult for someone to decide when their child should marry (Margaret et al., 2019). Some communities believe that women in their 20s are considered too late to marry and are labelled spinsters. Even informal marriages are common as long as the children do not commit acts that violate ethics and morals (adultery) (Suyanto et al., 2023).

This problem negatively impacts children's social and emotional development, as they are forced into adult roles prematurely (Pettoello-Mantovani, 2024). Mothers who become pregnant and give birth before the age of 20 years are at a high risk of complications during pregnancy and childbirth, which can lead to maternal mortality (Kabir et al., 2019). Research in Turkey has also found increased depression, anxiety, and somatic symptoms (Sezgin & Punamäki, 2020). The status of young wives makes them more likely to be socially isolated, vulnerable to physical, sexual, and emotional violence, and have little control over their lives (Margaret E et al., 2019). These experiences lead to regrets and a longing for childhood due to the dissatisfaction and injustice experienced as a result of early marriages (Yoosefi Lebni et al., 2023).

Another emerging issue is the increased exposure to gender-based domestic violence. Nearly 50% of girls who marry before the age of 15 experience violence perpetrated by their partners. This condition causes physical problems and long-term psychological trauma (Agustin et al., 2025). The Ministry of Women's Empowerment and Child Protection (KPPPA) stated that by 2023, there would be more than 9,000 cases of sexual violence against children and women in Indonesia (Santika & Basuki, 2025). The involvement of various parties is needed, one of which is through sexuality education integrated into the school curriculum (J. M. Zulu et al., 2019). Providing sexual and reproductive health education in schools is an effective method for ensuring that children understand the impact of early marriage (Akbari Kamrani & Yahya, 2016). However, research on teachers' roles in preventing early marriage remains limited. This is despite comprehensive sexuality education (CSE), developed by UNICEF, being planned for use worldwide and included in the school curriculum. This material is intended to involve teachers and school officials and impart knowledge, values, and skills to help them protect themselves and defend their rights. This will help students feel safe and protected from potentially risky situations (Celik, 2023).

Teachers are considered educators, role models, and providers of positive support to students, encouraging their positive development (Gutiérrez et al., 2017)(Li et al., 2018). Teachers' learning paradigms, commitment, and professional support positively impact themselves and others (Pithouse-Morgan, 2022). Masruroh found a positive relationship between teacher support and a reduction in the incidence of early marriage (Masruroh and Anantanyu, 2021). Providing sexuality education materials through the school curriculum by teachers is effective in helping students understand body boundaries, the risks of unsafe and deviant sexual behavior, and how to protect themselves from sexual harassment (Santika & Basuki, 2025).

However, in reality, most schools in Indonesia do not have a well-integrated curriculum, so sexuality education tends to be neglected (Santika & Basuki, 2025). The majority of teachers find it difficult to find teaching materials and learning resources to prevent early marriages. This has led most teachers to advise students against engaging in casual sex outside marriage (Masruroh & Sapja Anantanyu, 2021). Furthermore, teachers' skills regarding understanding and knowledge of sexual education and early marriage prevention remain underdeveloped (Budi Rahardjo et al., 2022). Most education is delivered through lectures and does not encourage critical thinking among adolescents (Wexler, 2017). Therefore, teachers must be prepared to educate students about preventing early marriage. This is expected to enable teachers to contribute to the prevention of early marriage among adolescents (Klon et al., 2023).

The Teenager Care method was developed to increase teacher support for preventing gender-based early marriage. This method uses a holistic approach to encourage teacher participation in the prevention of early marriage. Using easy-to-understand explanations, this method can be integrated into the curriculum, both in and out of the classroom. Teachers are encouraged to fulfill their role as educators by fostering education and open discussions among students and groups on the prevention of early marriage (Pap et al., 2021).

Upholding the principle of gender equality, this method encourages teachers to empathize and reflect on gender justice values. This method also provides teachers with the opportunity to develop materials tailored to the specific circumstances and needs of the teaching and learning processes. This will help teachers provide education tailored to adolescents' emotional and social needs, enabling them to set appropriate goals for their futures. (Curran & Wexler, 2017).). Based on this background, this study was conducted to determine the effect of the Teenager Care Method on teacher support in preventing early marriages.

2. Literature Review and Hypothesis

2.1 Literature Review

Child marriage under the age of 18 is a violation of international human rights and a discriminatory global practice that deprives hundreds of millions of girls of their opportunities to develop their rights, freedom, and well-being (Aditya and Waddington, 2021). Studies indicate that girls who marry early experience higher rates of physical, sexual, and emotional violence than those who marry later. They are also expected to perform household duties and assume family responsibilities, leading to school dropouts (Arthur et al., 2018).

One way to reduce the incidence of child marriage is to instill sexuality education by empowering educators, particularly teachers. Education is considered a means for teachers to impart knowledge and information to students, which can be used to improve their standard of living (Hadiningrum et al., 2021). The lack of teacher-based research on teachers as agents of change in preventing early marriage prompted the authors to explore this role further. The presence of a teacher as an educator is crucial in increasing students' knowledge about sexuality education and preventing early marriage (Budi Rahardjo et al., 2022).

Another problem is the lack of understanding of sexuality education in society, which leads adolescents to obtain information from unreliable sources. Furthermore, most Indonesian schools, especially in rural areas, lack a well-integrated curriculum sexuality education curriculum in neglect of sexuality educathetika & subject025). The lack of structured education on sexuality and the prevention of early marriage indicates a significant educational gap (Agustin et al., 2025). This lack of information about reproductive health often leads adolescents to make poor decisions regarding sex and marriage (Cameron et al., 2021). In Africa, the lack of reproductive health education received by children and adolescents impacts their age at first sexual intercourse, which is before the age of 15, and most do not use protection during sexual intercourse. This is what causes the high rate of pregnancy and early marriage in the area (I. Z. Zulu et al., 2022).

Teachers' skills and creativity are essential in providing education on sexuality and the prevention of early marriage, ensuring that the material is conveyed effectively and correctly to students (Kusuma Lindarsih et al., 2023). A study conducted in Indonesia found a positive impact on increasing adolescents' knowledge and readiness for marriage after receiving health education involving community participation (Agustin et al., 2025). Other research also indicates that the level of knowledge about sexuality education provided to children is influenced by teachers' attitudes and thinking (Tsuda et al., 2017). However, in practice, teachers' lack of skills and understanding of sexuality education and the prevention of early marriage remains a challenge, with the implementation of these skills still lacking in the field. Consequently, education on sexuality and the prevention of early marriage tends to be rigid and monotonous, making students less interested in learning more about the material (Budi Rahardjo et al. 2022).

Research indicates gender differences in teachers' sexuality education delivery. Female teachers provided more sexuality education content than male teachers. This situation is caused by a difference in awareness that childcare is the responsibility of women (Tsuda et al. 2017). Ideally, both male and female teachers should have equal roles as communicators and motivators for their students, enabling them to convey material, provide support and motivation, and foster student interest in understanding the importance of sexuality education (Budi Rahardjo et al., 2022). Previous research has found

increased effectiveness in disseminating knowledge to students when all teachers are actively involved in the process (Curran & Wexler, 2017).

In practice, gaps exist in teachers' knowledge and experience in providing sexuality education (Celik, 2023). Teachers' limited knowledge and experience regarding sexuality education and the prevention of early marriage hinder the delivery of information to students (Budi Rahardjo et al., 2022). Teachers have identified factors that inhibit their role in providing sexuality education and preventing early marriage (Masruroh & Bernadeta Verawati, 2019). Previous research has found that teachers lack learning resources and teaching aids to provide knowledge about sexual education (Klon et al., 2023). However, it is crucial to increase teachers' knowledge and explore their ideas and concepts regarding sexuality education and the prevention of early marriage, as this will enable them to identify areas and detect problems that need to be addressed for their students (Celik, 2023).

The Teenager Care method was developed to address the lack of knowledge, references, and teaching materials available to teachers in providing knowledge and education about sexuality and the prevention of early marriage. This method can be integrated into the school curriculum and assist teachers in the early detection of deviations in their students. The method is written in a language that is easy to understand and implement in teachers' daily lives. It is hoped that, with teacher support, students will develop a desire and interest in preventing early marriage (Curran and Wexler, 2017). The Teenager Care method combines gender literacy, interpersonal communication, and risk identification to prevent early marriage. A gender-based approach is expected to improve teachers' capacity to build safe, gender-responsive schools. Teachers can engage with various networks to help prevent early marriages among their students (Lazarová et al., 2019).

2.2 Hypothesis

"There is a significant effect of the Teenager Care method on increasing teacher support for preventing early marriage based on gender equity."

3. Methodology

This study employed a quasi-experimental design with a one-group pre-test and post-test. A purposive sampling technique was used to select 50 teachers, with the inclusion criteria being willingness to participate in the entire intervention series and current teacher status. The exclusion criteria were teachers without psychological problems. This study employed a design that measured teachers' level of support for preventing early marriage before the intervention. The teachers were then given the intervention using the Teenager Care method. This was followed by measuring the level of teacher support for preventing early marriages after the intervention. Teacher support was measured using a support questionnaire containing 16 questions on teacher involvement, structure, and support for teacher autonomy in preventing early marriage, each of which was categorized as good, sufficient, or poor.

The Teenager Care method was administered to the sample through lectures, interactive dialogues and role-playing. The intervention began by providing teachers with information about reproductive health, early marriage prevention, and the actions and counseling they could provide if they encountered children with reproductive health issues who planned to marry early. Teachers were engaged in an open dialogue to encourage them to be open-minded about early marriage prevention and role-play the prepared learning materials with students, both individually and in groups. Teachers were encouraged to develop individual and collaborative prevention strategies to reduce the number of early marriages.

After all data were collected, a descriptive analysis was conducted to analyze the characteristics of the respondents, including teacher age and gender. Data are presented in a frequency distribution table as percentages. Bivariate analysis was then conducted to determine the difference in pre- and post-test scores of teacher support in early marriage prevention before and after the Teenager Care intervention using the Wilcoxon Signed-Rank Test. If $p < 0.05$, H_0 was rejected, indicating a significant difference in teacher support for early marriage prevention between the pretest and post-test. This study was approved by the Ethics Committee of the Faculty of Medicine, Barwijaya University (approval number 481/EC/KEPK-S2/12/2024), on December 17, 2024.

4. Results and Discussion

4.1 Results

Based on the field research results, only 44 of the 50 respondents met the inclusion and exclusion criteria. The analysis of the respondents' characteristics is presented in Table 1.

Table 1: Frequency Distribution of Respondent Characteristics

Respondent Characteristics		n	%
Age	30-40 years	6	13,6
	40-50 years	7	15,9
	50-60 years	31	70,5
Gender	Female	35	79,5
	Male	9	20,5
Total		44	100

Source: Data processing with SPSS

Based on the analysis of teacher characteristics, the data show that, based on age category, respondents were predominantly aged 50-60 years (70.5%) (31 people), and based on gender, female teachers were the most numerous (79.5%) (35 people). Meanwhile, by age category, fewer respondents were aged 30-40 years (13.6%) (six people), and by gender, male teachers were the least numerous (20.5%) (nine people) (Table 1).

Table 2: Frequency Distribution of Pretest and post-test Teacher Support in Preventing Early Marriage

Indikator	Pretest		Post-test	
	f	%	f	%
Good	1	2,3	32	72,7
Enough	42	95,5	12	27,3
Less	1	2,3	0	0
Total	44	100	44	100

The analysis results showed an increase in teacher support for preventing early marriage following the introduction of the Teenager Care Method. The highest increase was in the "good support" category, which rose from one person (2.3%) to 32 (72.7%). The "poor support" category increased from 1 person (2.3%) to 0, indicating that no respondents had "poor support" (Table 2).

Table 3: Analysis of Changes in Teacher Support Before and After the Teenager Care Method

Support		
	Z Score	P-value
Pretest	-4.037	0.000
Posttest		

The Wilcoxon test was chosen to assess the difference before and after the implementation of the Teenager Care Method. The test results showed a Z-value of -4.037 and a p-value of 0.000 (Table 3). This indicates a significant difference in teacher support before and after the implementation of the Teenager Care Method. This indicates that the Teenager Care Method significantly influenced teacher support in preventing early marriage.

4.2 Discussion

The National Commission on Violence Against Women's study on Culture-Based Violence states that child marriage is a form of coercion against children's human rights (Gaib Hakiki et al., 2020). Early marriage impacts children's physical, social, and emotional development, forcing them into premature adulthood. The impact is not only visible now, but it is feared that this problem will become ingrained and continue to spread to future generations (Sinclair et al. 2020). Even in communities where patriarchal gender norms dominate and girls' virginity is highly valued, families and communities strongly support child marriage. Early marriage is often used as a justification for protecting families and their daughters from threats of dishonor, such as pregnancies outside marriage (Psaki et al., 2021).

Sexuality education and early marriage prevention, when integrated into the school curriculum, can prevent early marriage (J. M. Zulu et al., 2019). Providing sexuality education and preventing early marriage will help individuals make rational decisions before marriage, considering the long-term impacts. Furthermore, providing sexuality education and preventing early marriage will help women gain access to the knowledge and skills to confidently choose and make decisions that are best for them (Fitria et al., 2024).

Educators are expected to understand the importance of providing support to students to prevent early marriages (Loeng, 2020). Teachers are expected to guide students toward positive actions and avoid harmful and detrimental behaviors. As the frontline in education, teachers are expected to motivate and support students to understand the importance of maintaining reproductive health and preventing early marriage. Therefore, teachers are expected to deliver material and engage in interpersonal approaches with all their students (Budi Rahardjo et al., 2022). A teacher's ability to communicate with students, both inside and outside the classroom, influences their openness (Hafizh Dano Ali & Arsyadi, 2024).

Teacher support can encourage students to exhibit positive behavior and deter deviant behavior. Teachers not only teach and provide academic support to students but are also viewed as "natural mentors," "front-line career counselors," and play the role of "caring individuals" (An et al., 2022). The ecological-transactional theory states that support for child development is provided by considering all elements that influence the child (Cicchetti & Doyle, 2016). Studies have found that support provided by teachers, both during the teaching and learning process and in extracurricular activities, helps reduce the rate of child marriage (Masruroh & Sapja Anantanyu, 2021). This support contributes to improving and strengthening student well-being, building a sense of security, and maintaining mental health. This will help students live their lives in a positive direction and achieve their goals (Lazarová et al., 2019).

Based on the analysis of teacher age, the majority of respondents were aged 50-60. This leads to a tendency for senior teachers to employ less varied and monotonous learning methods (Aini & Cahyo, 2023). This is due to teachers' unpreparedness for the teaching and learning process due to a lack of facilities and infrastructure (Akbari Kamrani & Yahya, 2016). Dina et al. (2016) found variations in teacher support for students across teacher age groups. Younger teachers tended to seek self-development, while senior teachers preferred to have their abilities recognized and appreciated. This contributed to senior teachers' tendency to feel that self-development was no longer necessary because they were satisfied with their current abilities (Guglielmi et al., 2016).

Regarding respondents' gender, the majority were female. Female teachers tend to exhibit greater empathy and support for their students (Nurzannah 2022). However, female teachers often feel uncomfortable discussing reproductive organs, especially with male students in the class. A similar finding was reported by Pinar et al. (2022), who found that teachers and parents preferred teachers of the same gender. This situation contributes to the uneven dissemination of information owing to gender issues (Celik 2023). This finding is similar to the analysis of teacher support conducted before the Teenager Care method was implemented, which found that 95.5% of teachers reported providing adequate support for early marriage prevention. This means that teachers can provide support, but not optimally so.

The Teenager Care method, through andragogical learning, encourages teachers to think critically and reflect on their needs in the learning process regarding early marriage prevention (Lewis and Bryan, 2021). Adopting andragogical theory, the Teenager Care method encourages adult learning, encompassing all efforts to conduct continuous learning aimed at developing personality and

professionalism, as well as creating enrichment activities (Ngozwana, 2020).). This was evident after the intervention, with 72.7% of the post-test results showing positive support. This improvement demonstrates the effectiveness of the teenager care method in supporting teachers in preventing early marriage among students.

Senior teachers tend to understand and implement lessons learned more easily by connecting their existing knowledge and skills with new knowledge, resulting in better and more targeted implementations (Guglielmi et al., 2016). The analysis of teacher support yielded a p -value < 0.05 , indicating a significant difference between the pre- and post-test scores. When teachers demonstrate high enthusiasm for providing support to students, it positively impacts students' motivation (Lazarides et al., 2019).

The adolescent care method encourages teachers to provide guidance and foster close relationships with students, thereby reducing the risk of early marriages (Reni Dia Anggraini et al., 2020). Teachers become aware of their responsibility to guide and prepare students to become better individuals (Masrurroh & Bernadeta Verawati, 2019). After the intervention, no teachers were found to lack sufficient support. This demonstrates that the Teenager Care method successfully increases teacher support for preventing early marriage. This helps improve practical communication skills during and outside the teaching and learning process, thereby fostering closeness between teachers and students (Miranda & Wahyudin, 2023).

The Teenager Care method directly encourages teachers to play an active and ongoing role in providing support to their students, thereby developing character traits that can prevent early marriages (Pohan & Setiawan, 2024). Furthermore, teachers are encouraged to collaborate with relevant parties to improve the quality of education and provide positive benefits to students. This collaboration can be carried out by teachers, parents, and relevant agencies, such as health workers and policymakers, to create an environment that protects children from practices that lead to early marriage (Celik, 2023).

Providing strong support from teachers contributes to children's future abilities and development, allowing them to make positive choices that benefit themselves and others (Guo et al., 2023). A study showed the effectiveness of providing strong guidance and support from teachers in reducing the risk of early marriage (Anggraini et al., 2020). The relationship between students and teachers must be reciprocal, involving mutual acceptance and trust, so that the desired goals of the teaching and learning process can be achieved. Essentially, individuals reject information and guidance from adults they do not trust because they perceive them as rejecting them. A study showed the effectiveness of providing strong guidance and support from teachers in reducing the risk of early marriage (Anggraini et al., 2020).

5. Conclusion

5.1 Conclusion

Based on the analysis above, it can be concluded that the Teenager Care Method significantly increased teacher support for preventing early gender-based marriage. This significant increase in teacher support for preventing early marriage will strengthen teachers' analytical skills and interpersonal approaches with their students regarding sexual education and early marriage prevention. This will ultimately help create a more responsive and safe school environment that prioritizes gender equality in responding to students' needs. Collaborative skills with various stakeholders, including parents, will help create a conducive environment for students, both inside and outside school, to prevent early marriage. It is hoped that the Teenager Care Method can be an effective preventive strategy for preventing early marriages. Therefore, the involvement of all stakeholders, including parents, health workers, the community, and the government, is essential to prevent early marriage.

5.2 Limitations

In-depth studies of the Teenager Care Method are still needed, especially regarding improving the components of teacher support for preventing early marriages. The researchers acknowledge the limitations of this study, particularly the duration of the Teenager Care Method. Therefore, the long-term effects of the intervention on teachers' behavioral changes, long-term prevention of early marriage, and its direct impact on students have not been measured. Furthermore, the study subjects were limited to a single school; therefore, generalizations involving other schools and regions require further research.

5.3 Suggestion

Further research should involve more schools from various regions to increase the validity of the Teenager Care Method. The intervention can be developed into a long-term program to monitor the sustainability of teachers' behavior in preventing early marriage. Furthermore, the use of digital technology can monitor the sustainability of changes in teachers' behavior and reach teachers in all remote areas.

Acknowledgement

The author would like to express his deepest gratitude to the management of Singosari 2 Junior High School for providing administrative support and research permits, thereby ensuring a smooth research process from start to finish. The author would also like to thank the institutional supervisors who provided significant assistance in ensuring the smooth running of this research. The author would also like to thank all the teachers who volunteered as respondents for their participation, enthusiasm, and commitment throughout the research process. He welcomes any input from all parties to improve this study.

References

- Aditya, R. I., & Waddington, L. (2021). The Legal Protection Against Child Marriage in Indonesia. *Bestuur*, 9(2), 126–134. <https://doi.org/10.20961/bestuur.v9i2.55144>
- Agustin, D. T., Hidayat, U. A., & Suptiani, L. P. (2025). Improving adolescent knowledge on early marriage through school-based education. *Jurnal Kesehatan Ibu Dan Anak*, 18(2), 146–156. <https://doi.org/10.29238/kia.v18i2.2747>
- Aini, N., & Cahyo, E. D. (2023). The Influence of Teachers' Productive Age on Children's Enthusiasm for Learning at Perintis Rejo Asri Kindergarten. *Jurnal Usia Dini*, 9(1), 52–66.
- Akbari Kamrani, M., & Yahya, S. S. (2016). Bringing X, Y, Z Generations Together to Facilitate School-Based Sexual and Reproductive Health Education. *Global Journal of Health Science*, 8(9), 132. <https://doi.org/10.5539/gjhs.v8n9p132>
- An, F., Yu, J., & Xi, L. (2022). Relationship between perceived teacher support and learning engagement among adolescents: Mediation role of technology acceptance and learning motivation. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.992464>
- Arthur, M., Earle, A., Raub, A., Vincent, I., Atabay, E., Latz, I., Kranz, G., Nandi, A., & Heymann, J. (2018). Child Marriage Laws around the World: Minimum Marriage Age, Legal Exceptions, and Gender Disparities. *Journal of Women, Politics and Policy*, 39(1), 51–74. <https://doi.org/10.1080/1554477X.2017.1375786>
- Auliya, A., Islami, S., & Fattah, A. (2019). Upaya Guru Bimbingan dan Konseling untuk Mengurangi Pernikahan Dini dan Dampaknya di SMK Islami Al Fattah. *Jurnal Inovasi BK*, 1(2), 82–86.
- BAPPENAS. (2020). *National Strategy on The Preventing of Child Marriage* (Uswatul Chabibah, Ed.; Vol. 1). BAPPENAS.

- Bawono, Y., & Suryanto, S. (2019). Does Early Marriage Make Women Happy?: A Phenomenological Finding from Madurese Women. *Journal of Educational, Health and Community Psychology*, 8(1). <https://doi.org/10.12928/jehcp.v8i1.12197>
- Budi Rahardjo, Nur Amalia Olby Anwar, Ayu Aprilia Pangestu Putri, & Fachrul Rozie. (2022). Teachers' Role as Communicator and Motivator in Facilitating Early Childhood Sex Education in Kindergarten. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(2), 283–290. <https://doi.org/10.23887/paud.v10i2.49962>
- Cameron, L., Contreras Suarez, D., & Wieczkiewicz, S. (2021). *Consequences of Child Marriage in Indonesia*.
- Celik, P. (2023). Teacher Perceptions of Sex Education and Its Efficiency In Preventing Sexual Abuse Among Studnets With Learning Difficulies. *Journal of Early Childhood Education (JECE)*, 4(2), 171–184. <https://doi.org/10.15408/jece.v4i2.29455>
- Cicchetti, D., & Doyle, C. (2016). Child maltreatment, attachment and psychopathology: Mediating relations. In *World Psychiatry* (Vol. 15, Issue 2). Blackwell Publishing Ltd. <https://doi.org/10.1002/wps.20337>
- Curran, T., & Wexler, L. (2017). School-Based Positive Youth Development: A Systematic Review of the Literature. *Journal of School Health*, 87(1), 71–80. <https://doi.org/10.1111/josh.12467>
- Fitria, M., Laksono, A. D., Syahri, I. M., Wulandari, R. D., Matahari, R., & Astuti, Y. (2024). Education role in early marriage prevention: evidence from Indonesia's rural areas. *BMC Public Health*, 24(1). <https://doi.org/10.1186/s12889-024-20775-4>
- Gaib Hakiki, Asnita Ulfah, Sugeng Supriyanto, Muhammad Basorudin, Widya Larasati, Dwi Prastiwi, Tanti Kosmiyati Kostaman, Nadira Irdiana, Putri K.Amanda, & Santi Kusumaningrum. (2020). *Prevention of Child Marriage Acceleration that cannot wait*.
- Guglielmi, D., Bruni, I., Simbula, S., Fraccaroli, F., & Depolo, M. (2016). What drives teacher engagement: a study of different age cohorts. *European Journal of Psychology of Education*, 31(3), 323–340. <https://doi.org/10.1007/s10212-015-0263-8>
- Guo, Q., Samsudin, S., Yang, X., Gao, J., Ramlan, M. A., Abdullah, B., & Farizan, N. H. (2023). Relationship between Perceived Teacher Support and Student Engagement in Physical Education: A Systematic Review. In *Sustainability (Switzerland)* (Vol. 15, Issue 7). MDPI. <https://doi.org/10.3390/su15076039>
- Gutiérrez, M., Tomás, J. M., Romero, I., & Barrica, J. M. (2017). Perceived Social Support, School Engagement and Satisfaction with School. *Revista de Psicodidactica*, 22(2), 111–117. <https://doi.org/10.1016/j.psicod.2017.01.001>
- Hadiningrum, L. P., Zuhroh, D., & Sabiq, F. (2021). Gemari and Redarkum's Mentoring Through the Dissemination of "Stop Early Marriage." *Jurnal Sosial Dan Humaniora*, 2(3), 125–132. <https://doi.org/10.47841/jsoshum.v2i3.148>
- Hafizh Dano Ali, S., & Arsyadi, L. A. (2024). Matinya Keaktifan Siswa Di Kelas Akibat Pengaruh Dari "Guru Killer." *Dinamika Pembelajaran : Jurnal Pendidikan Dan Bahasa*, 1(2), 224–247. <https://doi.org/10.62383/dilan.v1i2.305>
- Kabir, Md. R., Ghosh, S., & Shawly, A. (2019). Causes of Early Marriage and Its Effect on Reproductive Health of Young Mothers in Bangladesh. *American Journal of Applied Sciences*, 16(9), 289–297. <https://doi.org/10.3844/ajassp.2019.289.297>

- Klon, W., Waszyńska, K., & Zachorska, M. F. (2023). Sex education in teachers opinion. *Journal of Sexual and Mental Health, 21*, 34–40. <https://doi.org/10.5603/jsmh.92932>
- Kusuma Lindarsih, N., Setya Wardani, D., Dewi Ratnaningrum, S., & Wayan Agung Indrawan, I. (2023). *ANALYSIS OF FACTORS ASSOCIATED WITH EARLY MARRIAGE AND IMPACT ON CHILDBIRTH COMPLICATIONS IN THE TULUNGAGUNG REGENCY, INDONESIA.*
- Lazarides, R., Gaspard, H., & Dicke, A. L. (2019). Dynamics of classroom motivation: Teacher enthusiasm and the development of math interest and teacher support. *Learning and Instruction, 60*, 126–137. <https://doi.org/10.1016/j.learninstruc.2018.01.012>
- Lazarová, B., Hlad'o, P., & Hloušková, L. (2019). Perception of Teacher Support by Students in Vocational Education and Its Associations with Career Adaptability and Other Variables. *Psychology in Russia: State of the Art, 12*(4), 47–64. <http://psychologyinrussia.com>
- Lewis, N., & Bryan, V. (2021). Andragogy and teaching techniques to enhance adult learners' experience. *Journal of Nursing Education and Practice, 11*(11), 31. <https://doi.org/10.5430/jnep.v11n11p31>
- Li, J., Han, X., Wang, W., Sun, G., & Cheng, Z. (2018). How social support influences university students' academic achievement and emotional exhaustion: The mediating role of self-esteem. *Learning and Individual Differences, 61*, 120–126. <https://doi.org/10.1016/j.lindif.2017.11.016>
- Loeng, S. (2020). Self-directed learning: A core concept in adult education. In *Education Research International* (Vol. 2020). Hindawi Limited. <https://doi.org/10.1155/2020/3816132>
- Malhotra, A., & Elnakib, S. (2021). 20 Years of the Evidence Base on What Works to Prevent Child Marriage: A Systematic Review. In *Journal of Adolescent Health* (Vol. 68, Issue 5, pp. 847–862). Elsevier Inc. <https://doi.org/10.1016/j.jadohealth.2020.11.017>
- Margaret E, Greenee, & Stiefvater, E. (2019). Social and gender norms and child marriage A reflection on issues, evidence and areas of inquiry in the field. In *Align : Advacing Learning and Innovation on Gender Norm.* <https://www.alignplatform.org/resources/2019/04/social->
- Masruroh, & Bernadeta Verawati. (2019). The Role of Schools in Low Down Early-Age Marriage. *Seminar Nasional UNRIYO*, 4–15.
- Masruroh, st, & Sapja Anantanyu, th. (2021). The Role of School Prevention Efforts in Early Marriage in the Ponjong District. *Proceddings of the International Conference on Health and Medical Sciences (AHMS 2020)*, 28–32.
- Miranda, J. A. M., & Wahyudin, A. Y. (2023). Pre-Service Teachers' Strategies in Improving Students' Speaking Skilss. In *Journal of English Language Teaching and Learning (JELTL)* (Vol. 4, Issue 1). <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Murdijana, Desti. (2019). *Risalah Kebijakan Perkawinan Anak.* Komisi Nasional Anti Kekerasan Terhadap Perempuan.
- Nabila, R., Roswiyani, R., & Satyadi, H. (2022). *A Literature Review of Factors Influencing Early Marriage Decisions in Indonesia.*
- Ngozwana, N. (2020). The Application of Adult Learning Theory (Andragogy) by Adult Educators and Adult Learners in The Context of Eswatini. *UJOE, 3*(1), 43–54.
- Nurzannah, S. (2022). The Role of Teachers in Learning. *ALACRITY : Journal Of Education, 2*(3), 26–34. <http://lppipublishing.com/index.php/alacrity>

- Pap, Z., Virgă, D., Lupşa, D., & Craşovan, M. (2021). Building more than knowledge: Teacher's support facilitates study-related well-being through intrinsic motivation. A longitudinal multi-group analysis. *Learning and Individual Differences*, 88. <https://doi.org/10.1016/j.lindif.2021.102010>
- Pettoello-Mantovani, C. (2024). Child bride and forced marriages: Legal aspects. *Global Pediatrics*, 9, 100208. <https://doi.org/10.1016/j.gped.2024.100208>
- Pithouse-Morgan, K. (2022). Self-study in Teaching and Teacher Education: Characteristics and contributions. In *Teaching and Teacher Education* (Vol. 119, pp. 1–12). Elsevier Ltd. <https://doi.org/10.1016/j.tate.2022.103880>
- Pohan, I., & Setiawan, H. R. (2024). *School Strategies in Addressing the Problem of Early Marriage through Islamic Religious Education*. <https://jurnaldidaktika.org>
- Psaki, S. R., Melnikas, A. J., Haque, E., Saul, G., Misunas, C., Patel, S. K., Ngo, T., & Amin, S. (2021). What Are the Drivers of Child Marriage? A Conceptual Framework to Guide Policies and Programs. *Journal of Adolescent Health*, 69(6), S13–S22. <https://doi.org/10.1016/j.jadohealth.2021.09.001>
- Reni Dia Angraini, Fitri Aulia, & M. Taqiyyudin. (2020). Classical Guidance to Improve Understanding of the Risks of Early Marriage for Teenagers. *Jurnal Konseling Pendidikan*, 4(2), 33–46.
- Santika, D., & Basuki, A. (2025). The Importance of Sex Education in Preventing Free Sex in the Modern Era: A Literature Review. *Jurnal Penelitian Pendidikan IPA*, 11(3), 23–29. <https://doi.org/10.29303/jppipa.v11i3.10539>
- Schaffnit, S. B., Urassa, M., & Lawson, D. W. (2019). “Child marriage” in context: exploring local attitudes towards early marriage in rural Tanzania. *Sexual and Reproductive Health Matters*, 27(1), 93–105. <https://doi.org/10.1080/09688080.2019.1571304>
- Sezgin, A. U., & Punamäki, R. L. (2020). Impacts of early marriage and adolescent pregnancy on mental and somatic health: the role of partner violence. *Archives of Women's Mental Health*, 23(2), 155–166. <https://doi.org/10.1007/s00737-019-00960-w>
- Sieverding, M., Bteddini, D., Mourtada, R., Al Ayoubi, L., Hassan, O., Ahmad, A., Dejong, J., Abdulrahim, S., & Findings, K. (2022). Design and Implementation of the Amenah Early Marriage Pilot Intervention Among Syrian Refugees in Lebanon. *Global Health : Science and Practice*, 10(1), 1–18. www.ghspjournal.org
- Sinclair, S., Southern Asia, V., Pandya, N., Richards, R., Khanna, T., Bopanna, K., & Gaynair, G. (2020). *Child Marriage in Southern Asia: Context, Evidence and Policy Options for Action*.
- Suyanto, B., Sugihartati, R., Hidayat, M. A., Egalita, N., & Mas'udah, S. (2023). The causes and impacts of early marriage: the ordeal of girls in East Java, Indonesia. *Sociologia, Problemas e Praticas*, 101, 71–94. <https://doi.org/10.7458/SPP202310126851>
- Tsuda, S., Hartini, S., Hapsari, E. D., & Takada, S. (2017). Sex Education in Children and Adolescents with Disabilities in Yogyakarta, Indonesia from a Teachers' Gender Perspective. In *Asia-Pacific Journal of Public Health* (Vol. 29, Issue 4, pp. 328–338). SAGE Publications Inc. <https://doi.org/10.1177/1010539517702716>
- UNICEF. (2020). *Prevention of Child Marriage Acceleration that cannot wait* (Nur Sahrizal, Piping Setyo Handayani, Amiek Chamami, Idha Sahara, & Bheta Andika Arsyad, Eds.; Vol. 1). BPS.

UNICEF. (2021). *Towards Ending Child Marriage*.

Widiantoro, D., Nugroho, S., & Arief, Y. (2019). Hubungan Antara Dukungan Sosial Dari Dosen Dengan Motivasi Menyelesaikan Skripsi Pada Mahasiswa. *Journal An-Nafs: Kajian Penelitian Psikologi*, 4(1), 1–14. <https://doi.org/10.33367/psi.v4i1.649>

Yoosefi Lebni, J., Solhi, M., Ebadi Fard Azar, F., Khalajabadi Farahani, F., & Irandoost, S. F. (2023). Exploring the Consequences of Early Marriage: A Conventional Content Analysis. *Inquiry (United States)*, 60. <https://doi.org/10.1177/00469580231159963>

Zulu, I. Z., Zulu, J. M., Svanemyr, J., Michelo, C., Mutale, W., & Sandøy, I. F. (2022). Application of community dialogue approach to prevent adolescent pregnancy, early marriage and school dropout in Zambia: a case study. *Reproductive Health*, 19(1). <https://doi.org/10.1186/s12978-022-01335-8>

Zulu, J. M., Blystad, A., Haaland, M. E. S., Michelo, C., Haukanes, H., & Moland, K. M. (2019). Why teach sexuality education in school? Teacher discretion in implementing comprehensive sexuality education in rural Zambia. *International Journal for Equity in Health*, 18(1). <https://doi.org/10.1186/s12939-019-1023-1>