Fostering School-Age Teenagers: An Effort to Repress Child Marriage in The Perspective of Talcott Parsons

Research Article

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Abstract. This research has examined the influence of Fostering School-Age Teenagers Program (BRUS) in repressing child marriage rates in Sleman Yogyakarta, which is analyzed based on Talcott Parsons' functional structural theory through four stages, namely AGIL (Adaptation, Goal attainment, Integration, and Latency) against the BRUS program implementation guidelines contained in the Decree of the Director General of Islamic Public Guidance Number 1012 of 2022. The method used by the author in this research is a quantitative method, with a sociological approach, using the Respondent Achievement Level (RAL) formula with the help of the SPSS version 29 program and Microsoft Excel which is adjusted to the efforts aligned with the 4 stages in the AGIL concept. Respondents in this study were students who had participated in Fostering School-Age Teenagers Program in several Senior High Schools / Equivalents in Sleman Regency with a sample size of 487 students who had an age range of 15-19 years. The results of this study found that in general, the Adaptation, Goal attainment, and Integration stages were only realized in 11.9% of high schools in Sleman. In addition, only 4% of high schools have reached the Latency stage. Then the effect of this Fostering School-Age Teenage Program in repressing the desire for child marriage in teenagers is on average 77.58% with a good enough category for 16 SMA / equivalent in Sleman. However, in the aspect of decision-making in teenagers such as decisions in lectures, marriage, and careers is still as evidenced by 40% of teenagers who have participated in BRUS still have difficulty making decisions. BRUS still experience difficulties in making decisions.

Introduction

Indonesia is one of the most populous countries, ranking fourth in the world. As early as 2024, Indonesia had a population of 278.82 million (Annur, 2024). This, when compared to the previous few years, always shows an increase. Data from the Central Bureau of Statistics, in 2021 the population of Indonesia reached 272.68 million people. This figure shows an increase from 2020 with a population of 270.20 million. Similarly, in 2022 the population of Indonesia increased from the previous year to 275.77 million (Central Bureau of Statistics, 2023).

In Yogyakarta Province, Sleman Regency has the largest population, which is 1,300,361 in 2023 and 1,318,086 in 2024. In the last 10 years, Sleman Regency has remained at the top in terms of population and is projected to increase further in 2025 (Central Bureau of Statistics, 2023). The increase in population must certainly be

accompanied by an increase in the quality of the nation by building and developing superior human resources.

In addition to the problem of increasing population, the world community is currently facing a new problem, child marriage. Child marriage is a marriage in which one or both partners (male and female) are under 18 years of age (UNICEF, 2014; UNFPA, 2012; Yarrow, 2015). As of 2018, there are 650 million girls worldwide who married before their 18th birthday (Efevbera et al., 2020). In developing countries, one in three girls is married before age 18 and one in five girls is married before age 15 (UNICEF, 2018). There are many factors behind child marriage, such as low education, poverty, promiscuity, culture, and even self-will (Sardi, 2016; Widyawati et al., 2017; Pohan, 2017; Judiasih et al., 2018; Kohno et al., 2020; Angraini et al., 2021; Huda, 2023; Ansori, 2024). These factors are interrelated and influence each other so that comprehensive efforts are needed in developing strategic steps and concrete actions whose results can be felt by the community. The World Health Organization (WHO) states that teenagers are the population aged 10 to 19 years, while according to the Population and Family Planning Agency (BKKBN), teenagers are the population aged 10 to 24 years and have not yet married (Badan Pusat Statistik, 2020).

In Indonesia, the rate of child marriage is high, but the number of (regular) marriages continues to decline. The United Nations Children's Fund (UNICEF) states that Indonesia ranks 4th in global child marriage with a total of 25.53 million women married under the age of 18 in 2023. Whereas, in 2022 UNICEF said that Indonesia was ranked 8th in the world and 2nd in ASEAN, with a total of nearly 1.5 million cases (UNICEF, 2023). One of those increases occurred in Sleman Regency which has the highest number of child marriage cases in Yogyakarta Province in the last three years so that various efforts are needed to reduce the number of child marriages. The following is concrete data related to child marriage in Yogyakarta province.

Table 1. Data on child marriage in DIY province.

No	City	2021		2022		2023		Total
		Male	Female	Male	Female	Male	Female	
1	Sleman	52	73	77	138	62	119	521
2	Gunung Kidul	17	75	42	120	41	136	431
3	Bantul	22	59	60	97	42	82	362
4	Kulon Progo	12	29	13	28	23	44	149
5	Kota Yogyakarta	12	28	24	33	21	29	147

Source: Kementerian Agama of DIY, 2024.

In response to this situation, the government through the Law sets the minimum age of marriage applicable to men and women at 19 years old (Law of the Republic of Indonesia No. 16 on Marriage, 2019). In addition, the Supreme Court also issued a regulation that provides guidelines in adjudicating marriage dispensation cases (Law of the Supreme Court of Indonesia No. 5, 2019). Of course, these regulations are closely related to the level of maturity of a person before marriage. Besides that, the government together with related institutions (agencies) and ministries have

designed a program that can repress child marriage cases by involving various elements of society, namely BRUS (Fostering School-Age Teenagers Program).

This program aims to educate teenage students about the negative impact of underage marriage and make them teenagers who know themselves, their strengths, and their weaknesses. There are two important topics in the Fostering School-Age Teenagers program, namely healthy teenagers and self-management. These two topics are developed into eight stages of mutual influence and determination, namely (Ministry of Religious Affairs of the Republic of Indonesia, 2022): (a). Self-recognition. According to Noesjirwan Koentjoro (1989), Knowing oneself is a person's ability to see one's strengths and weaknesses so that one can respond appropriately to the demands that arise both from within and from outside. Self-recognition is the basis for behavior in everyday life based on awareness and understanding of oneself so that it reflects the principles of life and life. (b). Teenage challenges. The increasingly complex challenges of teenagers affect their current and future lives. Various problems of teenagers today include premarital sex and sexual behavior that is not in accordance with moral/religious values, unwanted pregnancy, child marriage, drugs, bullying, and other negative social circles. This is certainly very influential on teenager development which includes physical, emotional-psychological, and social dimensions. (c). Emotion management. According to Mangoenprasodjo (2005), and Santoso (2008), Emotion management is a form of effort to overcome situations with rational and proportional responses to lead to positive and useful energy so that it can be accepted by the environment. (d). Self-protection. Teenagers with high self-protection can change circumstances and become the main agents in directing and regulating behavior to cause positive consequences (Bukhori, 2012). To realize this, of course, the role of parents as the person responsible for protecting children is very necessary. (e). Communication skills. Communication skills are skills in expressing knowledge, ideas, new information, or thoughts both orally and in writing (Redhana, 2019). These communication skills need to be learned and practiced as often as possible so that communication can be more effective. (f). Building social relationships. According to Michener and Delamater, social relations are the result of systematic reciprocal interactions between two or more people who influence each other (Hidayati, 2014). Social relationships include relationships with family, relatives, friends, neighbors, or communities that include everything regardless of race, ethnicity, beliefs, and religion. (g). Decision making. According to John, teenager is a time of increasing decision-making about life choices. This is seen in decisions about the future, which friends to choose, university decisions, careers and others (Santrock, 2012). In teenager, of course, parental support has a broad impact on children's decision-making. And (h). Qur'anic teenager. Cultivating the exemplary character of the Prophets, namely wise, religious, moderate, kind and improving, responsible and enthusiastic in developing themselves.

Table 2. Previous Research

No	Author	Tittle	Method	Results
1	Moh. Taufik Hidayat, A. Fauzi Aziz (2024)	Implementation of School-Age Teenage Guidance (BRUS) in an Effort to Prevent Early Marriage	Interview and documentation (qualitative)	The mechanism of premarital marriage guidance for school-age teenagers at the ministry of religious affairs in jombang shows discrepancies with kepdirjen bimas number 1012 of 2022, especially in the division of sessions, and the number of participants.
2	Laras Lestari (2024)	Guidance for School-Age Teenagers (BRUS) as an effort to prevent underage marriage at the KUA of Banyuresmi District, Garut Regency	Interview, juridical-empirical (qualitative)	The school age youth guidance (brus) program at the kua of banyuresmi garut district has not shown satisfactory results in the sense that it is not effective in preventing underage marriage. This is evidenced by some students who have participated in brus still marrying, and the level of satisfaction among program participants also tends to be low.
3	All Muharrom (2023)	The Effectiveness of the Role of Bimas Islam in Pre-Marital Guidance for School-Age Teenagers on the Reduction of Early Marriage (Case Study at the Ministry of Religion of Kediri City)	Interview, observation and documentation (qualitative)	The effectiveness of the role of bimas isiam in pre-marriage guidance for school-age Teenagers on reducing early marriage is still not effective due to the lack of facilities in the form of personnel as facilitators who have technical guidance on pre-marriage guidance, and the implementation of pre-marriage guidance is relatively short.
4	Taqia Khairul Aliyah (2023)	Premarital guidance services for school-age Teenagers as an effort to minimize early marriage:	Interview and documentation (qualitative)	Premarital guidance for school-age Teenagers is very beneficial to the participants, judging from the enthusiasm of the participants during the question and answer session, and felt a lot of

No				
		Research at KUA Cisaat, Sukabumi		new knowledge about the impact of early marriage and self-skills.
5	Nur Arinda (2022)	Premarital Guidance of Pahandut Religious Affairs Office (Kua) in Palangka Raya City School	Interview and documentation (qualitative)	The implementation of premarital guidance at the pahandut religious affairs office is carried out based on a decree from the ministry of religious affairs of palangka raya city, the committee prepares a place, participants and guidance facilitators, prepares guidance materials according to the specified module. Methods in premarital guidance are lecture method, discussion method and question and answer. The obstacles faced in the premarital guidance of kua pahandut in schools are: selection of participants, activity funds, and activity time.
6	Srifinora (2023)	The Effectiveness of the Role of Islamic Religious Counselors in Reducing Early Marriage Rates at the Office of Religious Affairs (Kua) Bangkinang Kota District, Kampar Regency From 2019-2022	Interview, observation and documentation (qualitative)	Counseling activities carried out by religious extension workers of the Bangkinang Religious Affairs Office as an organization an organizational activity has carried out the rules set by the The Ministry of Religious Affairs effectively uses the methods of lectures, presentations, socialization, seminars in high schools, majelis taklim and places of prayer. High schools, taklim assemblies and places of prayer.
7	Annisa, Desi Erawati, Arini Safitri, Muhammad Ansori (2023)	Premarital Guidance For School-Age Teenagers With An Approach Al-Hikmah	Interview and documentation (qualitative)	Implementation of marriage guidance for school teenagers School youth marriage guidance in pahandut subdistrict is in accordance with the al hikmah

	approach but is constrained by time constraints.
	Time constraints, the lack of certified facilitators who have participated in technical
	Technical guidance, and the fact that they can only reach a few schools.

Based on previous research, there is novelty in this research, namely in the form of testing and analyzing the effect of Fostering School Age Teenagers Program in repressing child marriage cases in Sleman Regency based on Talcott Parsons' functional structural theory through 4 stages of the AGIL imperative concept. (a). Adaptation. The process of adapting healthy teenage values from various aspects accompanied by self-management as a teenager. This can be started from all members of the school system in designing and modeling good rules in an effort to organize the lives of teenage, such as the positive role of teachers, especially Counseling Guidance Teachers (BK) and Islamic Religious Education Teachers (PAI) who are very influential on the attitudes of school-age teenager. (b). Goal Attainment. The process of setting BRUS goals by the Ministry of Religious Affairs which is then used as a reference in developing and implementing BRUS by all KUAs according to the situation and conditions of each region so that they can make the right decisions based on these goals. (c). Integration. The process of harmonizing/unifying all members of the school system in order to accelerate the impact of the Fostering School-Age Teenagers program (BRUS) on teenager. (d). Latency. The process of creating a continuous and sustainable good culture for teenager in preparing themselves before making big and important decisions in life (Turama, 2018).

Each stage in Parsons' theory is aligned with the process of fostering school-age teenagers. Starting from adaptation as an effort to quickly deal with changes in the situation in order to adjust to the situation based on the goals to be attained which are then integrated with supporting efforts to accelerate the internalization process and end with a commitment to maintain and continue the program according to cultural demands.

Method

This research uses quantitative methods through data processing from mathematical calculations and analytical descriptive data from interviews with the Islamic Public Guidance Section of the Ministry of Religious Affairs of Sleman Regency and the District Religious Affairs Office to explore information about the implementation of Fostering School-Age Teenagers Program in Sleman Regency. Respondents in this study were students who had participated in Fostering School-Age Teenagers Program in several Senior High Schools in Sleman Regency with a total of 487 students and had a vulnerable age of 15-19 years.

Data analysis using Respondent Achievement Level (RAL) formula with the help of the Microsoft Excel program which is associated with 4 stages (AGIL) in the Talcott Parsons theory to determine the effect of Fostering School-Age Teenagers Program in repressing Child Marriage.

Analysis with Respondent Achievement Level (RAL) using the following formula:

$$RAL = \frac{R_s}{4} \times 100$$

Table 3. RAL classification

No	Scale Range	Category
1	0% - 55%	Not Good
2	55% - 65%	Less Good
3	65% - 80%	Good Enough
4	80% - 90%	Good
5	90% - 100%	Very Good

Source: Arikunto (2006)

The data collection method used is a Likert Scale with four-indicator, namely scale 4 - Very Suitable (SS), scale 3 - Suitable (S), scale 2 - Less Suitable (KS), and scale 1 - Not Suitable (TS). The questionnaire will be presented in 4 stages according to the AGIL concept with 30 random statements consisting of favorable (positive) statements and unfavorable (negative) statements using 15 item which was developed into 30 statements (table 4). Section A was about self-recognition and teenage challenges. While Section B, was about emotion management and self-protection. Section C was about communication skills and building social relationships and the last, Section D was about decision-making and qur'anic teenager. To measure how much influence the Fostering School-Age Teenagers program has to repressing child marriage cases from a parson's perspective, the four stages in parsons' theory will be linked to the eight stages in the Fostering School-Age Teenagers program implementation guidelines.

Table 4. Instrument framework

Stage of Parsons	Stage of Fostering School-Age Teenagers	Item
Adaptation	1. Self-recognition 2. Teenage challenges	1. Recognize your own strengths and weaknesses 2. Recognize current feelings and behaviors 3. Accept and acknowledge mistakes and shortcomings 4. Know teenage problems and their impact 5. Understand the solutions to teenage problems
Goal Attainment	3. Emotion management 4. Self-protection	6. Express emotions appropriately 7. Determine the effect of emotions on performance or self-motivation 8. Fortify yourself from bad habits 9. Create a conducive environment
Integration	5. Communication skills	10. Expresses ideas and thoughts well 11. Responds well to the opinions of others

	6. Building social relationships	12. Opening up conversations with others
Latency	7. Decision-making 8. Qur'anic Teenager	13. Understand the problem and its solution rationally and appropriately 14. Carry out their obligations as Islamic teenagers and prepare for marriage well 15. Consistently doing good things according to the teachings of the Qur'an

Results and Discussion
Results

Data collection in this study was obtained through research questionnaires and interviews. Initial data collection was conducted by interviewing the Islamic Guidance Section of the Ministry of Religious Affairs and several Heads of Sub-district KUAs. Based on the results of the pre-survey that the author has conducted, the implementation of The Fostering School-Age Teenagers Program (BRUS) in each District KUA in Sleman Regency still focuses on teenagers who are studying at the equivalent of Senior High School, especially Madrasah Aliyah, both public and private. In its implementation, not all schools in Sleman Regency have received this program. In addition, this program has not yet reached school-age teenagers who have dropped out of school. In terms of technical facilitators and implementers of this program, there are already in each Sub-District KUA, but in its implementation there are several obstacles such as scheduling with schools, conducting socialization, collecting teenage students, and compacting the material that should have been given for 2 days into 1 day. (Sri Hermayanti, Islamic Guidance Counselor at the Kementerian Agama of Sleman, Interview, May 6, 2024).

The BRUS Program is one of the programs that will be revived by the Revitalized KUA. There are several Revitalized KUAs in Sleman Regency, namely: KUA Kapanewon Gamping, KUA Kapanewon Mlati, KUA Kapanewon Prambanan, KUA Kapanewon Turi, KUA Kapanewon Pakem, KUA Kapanewon Kalasan and KUA Kapanewon Depok. Most of the schools in the KUA area have continued this program independently. This can be realized due to the training and technical guidance for teachers, especially religious teachers, and counseling teachers for the sustainability of the program implementation. In 2024, there are obstacles in terms of program budgeting, the hope is that this program can continue to run seeing the good response from the community and the urgency of this program against child marriage. (Sri Hermayanti, Islamic Guidance Counselor at the Kementerian Agama of Sleman, Interview, May 6, 2024).

Table 5. Schools that have implemented The BRUS Program.

No	Name of School
1	MA Raden Fatah
2	SMAN 1 Gamping
3	SMAN 1 Prambanan
4	MAN 1 Sleman
5	MAN 2 Sleman
6	MAN 3 Sleman

7	MAN 4 Sleman
8	MAN 5 Sleman
9	SMAN 1 Mlati
10	SMAN 1 Turi
11	SMA Muhammadiyah Turi
12	SMK Insan Cendikia Yogyakarta
13	SMAN 1 Kalasan
14	SMKN 1 Kalasan
15	SMA Islam Sleman
16	SMA 1 Pakem

Source: Sri Hermayanti, Islamic Guidance Counselor at the Kementerian Agama of Sleman, Interview, May 6, 2024

In Sleman, there are 50 senior high schools, 53 vocational schools, 31 senior high schools, making a total of 134 schools. However, only 16 schools are implementing The BRUS Program. This is equivalent to 11.9% of the total schools in the district. This number is still relatively small so a strategic plan is needed to implement this program. In addition, it is also necessary to collect data on school-age teenagers who are out of school or do not have the opportunity to study at school. Teenagers who drop out of school have a higher vulnerability to enter into child marriage to reduce their economic burden. This has a huge impact on their socio-economic, health, and psychological conditions, especially on teenager girls. This is also expressed in several studies (Chimombo, 2000; Gondwe, 2016; Chikhungu et al., 2020; Sari, 2020; Puspasari, 2020; Ningrum, 2021; Sari, 2022; Putra, 2024).

Further data collection by taking a questionnaire to students who have participated in The Fostering School-Age Teenagers Program (BRUS). The following is the frequency distribution of respondents. In Table 6, data regarding the frequency of respondents according to gender will be displayed.

Table 6. Frequency Distribution of Respondents by Gender

No	Gender	Frequency	Percentage
1	Male	180	37%
2	Female	307	63%

Through this table, we can know that most respondents are teenage students with female gender, namely a total of 307 students while students with male gender are only 180 students. Furthermore, Table 7 shows data on the frequency of respondents according to age (range 15-19 years).

Table 7. Frequency Distribution of Respondents by Age

No	Age	Frequency	Percentage
1	15 years	28	5,70%
2	16 years	137	28,10%
3	17 years	235	48,30%
4	18 years	71	14,60%
5	19 years	16	3,30%

The table shows that the respondents are dominated by teenage students aged 17 years with 235 students. After knowing the frequency distribution of respondents, the results of the Respondent Achievement Level (RAL) formula show that:

Table 8. Respondent Achievement Level (RAL) Adaptation Stage

State-ment	SS		S		KS		TS		Ave-rage	RAL (%)
	f	%	f	%	f	%	f	%		
1	417	85.7	66	13.5	1	0.2	3	0.6	3.84	96.04
2	206	42.3	266	54.7	14	2.8	1	0.2	3.39	84.75
3	150	30.8	310	63.6	22	4.6	5	1.0	3.24	81.05
4	355	72.9	127	26.1	3	0.6	2	0.4	3.71	92.86
5	336	68.9	138	28.5	9	1.8	4	0.8	3.65	91.37
6	183	37.6	265	54.4	35	7.2	4	0.8	3.28	82.18
7	374	76.8	95	19.5	12	2.5	6	1.2	3.71	92.96
8	227	46.6	253	52.0	7	1.4	0	0	3.45	86.29
9	330	67.8	130	26.7	7	1.4	20	4.1	3.58	89.52
10	357	73.3	117	24.0	11	2.3	2	0.4	3.70	92.55
Average									3.55	88.96
Category									Good	

From table 8, through the RAL formula on the Adaptation stage, the results show that the effect of Fostering School-Age Teenagers Program in repressing Child Marriage was an average of 88.96% with good category.

Table 9. Respondent Achievement Level (RAL) Goal Attainment Stage

State-ment	SS		S		KS		TS		Ave-rage	RAL (%)
	f	%	f	%	f	%	f	%		
11	309	63.5	150	30.9	14	2.8	14	2.8	3.54	88.70
12	196	40.3	258	53.0	30	6.1	3	0.6	3.32	83.21
13	167	34.3	228	46.8	83	17.1	9	1.8	3.13	78.38
14	380	78.0	88	18.1	15	3.1	4	0.8	3.73	93.32
15	158	32.5	265	54.4	59	12.1	5	1.0	3.18	79.56
16	189	38.8	277	56.9	19	3.9	2	0.4	3.34	83.52
17	128	26.2	335	68.9	22	4.5	2	0.4	3.20	80.23
18	135	27,7	260	53.4	82	16.8	10	2.1	3.06	76.69
Average									3.31	82.91
Category									Good	

From table 9, through the RAL formula on the Goal Attainment stage, the results show that the effect of Fostering School-Age Teenagers Program in repressing Child Marriage was an average of 82.91% with good category.

Table 10. Respondent Achievement Level (RAL) Integration Stage

State-ment	SS		S		KS		TS		Ave-rage	RAL (%)
	f	%	f	%	f	%	f	%		
19	258	53.0	212	43.6	14	2.8	3	0.6	3.48	87.21
20	104	21.4	361	74.1	19	3.9	3	0.6	3.16	79.05
21	278	57.1	203	41.7	3	0.6	3	0.6	3.55	88.80
22	146	30.0	224	46.0	102	20.9	15	3.1	3.02	75.71
23	169	34.7	213	43.7	74	15.2	31	6.4	3.06	76.69
24	68	14.0	152	31.2	224	46.0	43	8.8	2.50	62.57
Average									3.12	78.33
Category									Good Enough	

From table 10, through the RAL formula on the Integration stage, the results show that the effect of Fostering School-Age Teenagers Program in repressing Child Marriage was an average of 78.33% with good enough category.

Table 11. Respondent Achievement Level (RAL) Latency Stage

State-ment	SS		S		KS		TS		Ave-rage	RAL (%)
	f	%	f	%	f	%	f	%		
25	42	8.6	127	26.1	246	50.5	72	14.8	2.28	57.13
26	91	18.7	195	40.0	162	33.3	39	8.0	2.69	67.35
27	42	8.6	241	49.5	167	34.3	37	7.6	2.59	64.78
28	37	7.6	163	33.5	249	51.1	38	7.8	2.40	60.21
29	21	4.3	122	25.1	253	51.9	91	18.7	2.14	53.74
30	40	8.2	150	30.8	215	44.2	82	16.8	2.30	57.59
Average									2.40	60.13
Category									Less Good	

From table 11, through the RAL formula on the Latency stage, the results show that the effect of Fostering School-Age Teenagers Program in repressing Child Marriage was an average of 60.13% with less good category.

Discussion

In Sleman Regency, the Fostering School-Age Teenagers Program began to be implemented in 2020. There are two systems for implementing this program, namely through the budget and through cooperation with related schools. If through the budget, the Ministry of Religious Affairs of the Republic of Indonesia provides a quota to the District Ministry of Religious Affairs to implement the Fostering School-Age Teenagers Program in schools, both public and private schools. Meanwhile, if through cooperation with schools, there is no need to wait for the quota provided by the Ministry of Religious Affairs of the Republic of Indonesia, generally it is not budgeted, the important condition is that there are facilitators who have conducted technical guidance. To become a facilitator in the Fostering School-Age Teenagers Program, you must go through a technical guidance process. Now, not only KUA extension workers, but teachers in several schools have also attended technical guidance to become Fostering School-Age Teenagers program facilitators. Each sub-district in Sleman Regency already has facilitators who have attended technical guidance. The number of facilitators in each sub-district religious affairs office varies depending on population density, activities and number of cases. In realization, all sub-districts have implemented the Fostering School-Age Teenagers Program, but not all schools have received the Fostering School-Age Teenagers Program.

Stage of Adaptation of Fostering School-Age Teenagers Program to repress Child Marriage

For the discussion, table 8 clearly show that the effect of Fostering School-Age Teenagers Program in repressing Child Marriage was an average of 88.96% with good category on adaptation stage. Teenage is a period that is most influenced by the environment and peers. Teenagers are easily influenced not only to do positive things but are often influenced to do negative things such as taking drugs, bullying, promiscuity, and even getting pregnant outside of marriage (Rosenberg, 2011; Duell et al., 2020; Frank, 2021; Allen et al. 2024). Teenagers need an adaptive component

in order to adjust and respond appropriately according to changing conditions (Foulkes et al., 2018). Similarly, the right adaptation process will result in healthy habits in teenagers. Teenagers' adaptation to seeing their peers' marriage cases needs to be supported by parents, teachers and the surrounding community so that they are not influenced. Adaptation in teenagers can start from understanding their strengths and weaknesses, being able to accept themselves, to being able to respect themselves (Stem et al., 2021). Either way, According to Albert & Emmons (in Kumalasari & Ahyani, 2012), recognizing strengths and weaknesses, accepting oneself and appreciating oneself are included in aspects of self-adaptation. Through this stage, teenagers can recognize the challenges they may face so that they can fortify themselves early (Duell et al., 2020). Therefore, the adaptation stage is a very important and influential crew stage for teenagers to understand themselves and the environment in facing various challenges that exist, especially child marriage.

Stage of Goal Attainment of Fostering School-Age Teenagers Program to repress Child Marriage

After being able to adapt well, teenagers need to regulate emotions appropriately and understand their impact on performance and self-motivation. Based on table 9 on the results, the effect of Fostering School-Age Teenagers Program in repressing Child Marriage was an average of 82.91% with good category on goal attainment stage. In order to map themselves and focus on the goals to be achieved, emotions in teenagers need to be managed well through various healthy and positive things (Bllings et al., 2014). Similarly, emotion management significantly affects teenage behavior, especially impacting on the process of good social interaction, the formation of self-concept in achieving dreams, improving academic ability, and preventing destructive behavior. (Gonzalez et al., 2018; Furqani, 2020). Therefore, with the ability of teenagers to manage emotions, good behavior will be created so that teenagers can protect themselves from the influence of destructive behavior from the environment and be able to focus on the goals they want to achieve. Of course, the goal attainment stage also needs to involve the role of parents. In addition, the Ministry of Religious Affairs of the Republic of Indonesia in this stage of achieving this goal has established very clear and detailed guidelines related to preventing child marriage which are integrated with existing rules and activities in schools. It remains to be implemented according to the needs of each region so that it can make the right decisions based on the objectives that have been set.

Stage of Integration of Fostering School-Age Teenagers Program to repress Child Marriage

To facilitate the attainment of goals, communication skills are needed in building social relationships in teenagers, understanding the best attitudes and responses to certain situations and also understanding manners in society. Based on table 10 on the results, the effect of Fostering School-Age Teenagers Program in repressing Child Marriage was an average of 78.33% with good enough category on integration stage. In addition to self-motivation, teenagers also need social support and motivation in building relationships with the community. in this case the role of

parents, teachers and the community is needed in creating a comfortable atmosphere for teenagers. In realizing communication and socialization skills, it needs to be integrated with self-awareness and empathy in order to create effective communication and good social relationships (Bala, 2019). Either way, creating a learning environment for teenagers can promote socioemotional development, communication, collaboration, sociability, character, and social responsibility (Tahan, 2020; Leach, 2022).

The integration process can also be supported by schools, the role of teachers is needed in providing counseling guidance to teenagers, in Sleman Regency counseling guidance has indeed been implemented in every school, but the material provided is not optimal. This is because counseling guidance services are combined into lesson hours and only have a short duration so they are often missed by other subjects. This is in contrast to schools abroad that separate counseling services from class hours (Nurul Latifah, counseling teacher at MAN 2 Sleman, Interview, May 24, 2024). Research conducted by Kathryn Sharratt et al in 2022 stated that child marriage in Uganda was evaluated with a game intervention linked to counseling services scheduled after class at school. Similarly, research conducted by Anastasia J. Gage in Amhara Region, Ethiopia showed that diversifying information channels, reinforcing the perceived benefits of delayed marriage, and implementing social approaches such as counseling services in schools can reduce child marriage rates (Gage, 2013; Sharratt et al., 2023). Therefore, the integration stage is very important in supporting teenagers in preparing themselves in the future through various ways that are in line with the goals they set. This third stage has been able to accelerate the impact of the Fostering School-Age Teenagers program on teenagers. Although each school already has the best rules, policies, and programs for its students.

Stage of Latency of Fostering School-Age Teenagers Program to repress Child Marriage

The last process in this stage, the latency stage, is shown by the sustainability of the BRUS program. Based on the interview results, it is known that by 2023 only 6 high schools will be able to organize BRUS independently. This is because not all teachers in each school have attended technical guidance by the ministry of religion to become facilitators of this program. However, when viewed from the formula results shown in Table 11, it is known that the effect of Fostering School-Age Teenagers Program in repressing Child Marriage was an average of 60.13% with less good category on latency stage. In this stage, it can be said that around 40% of respondents have difficulty in making decisions, especially big life decisions such as marriage and career. If we look again, one of the causes is that there are obstacles at the integration stage, for example the lack of communication with parents and teachers. Forms of relationship and communication between parents and children include two dimensions, namely the dimensions of warmth and control. On the one hand, parents are expected to provide warmth to children so that children feel comfortable with the family and become a place to express everything that becomes feelings and thoughts. But on the other hand parents also carry out a control function over children's actions and thoughts, so that children will have the

right direction in living life (Segrin, 2005). Similarly, teenagers have a strong dependence on parents by building a good communication system so that teenagers do not seek means of communication with people outside the family without considering the consequences (Koerner, 2002; Ramadhan, 2019; Fauziah, 2023). Therefore, the latency stage in this program needs to be completed in order to really have a good influence on teenagers. of course, it is not only the responsibility of program implementers, but also supported by the strong role of every element of society, especially families by monitoring and evaluating the development of teenagers in every stage and every aspect of their lives.

Conclusion

In Sleman Regency, the implementation of the BRUS program began in 2020 and until 2024, the BRUS program has only been implemented in 16 schools out of a total of 134 high schools. In percentage terms, this only affects 11.9% of schools. However, the researcher deepened this study by proving how much influence this program had on the 11.9% of schools through Talcott Parsons' perspective based on the relationship pattern between the 4 stages in Parsons' theory (AGIL) and the 8 stages in the guidelines for implementing this program. From the results of the study, it can be seen that from stage to stage there is still a decrease but the difference is not so great, meaning that 11.9% of these schools are still in a gradual process of implementing this program as an effort to reduce child marriage cases. When averaged, the effect of Fostering School-Age Teenagers Program in repressing the desire of individual adolescents to marry at child age is 77.58% in 16 high schools in Sleman with a fairly good category. However, this program has a significant influence on the adaptation (1) and goal attainment (2) stages with a good category with a percentage above 80%. For the integration stage, this program only reached a good enough category with a percentage of 78.33%, while for the latency stage, this program could only reach a less good category with a percentage of only 60.13%. This less good category is influenced by the fact that many adolescents (40%) still experience difficulties in making decisions. From these results, it can be concluded that any change in conditions in society requires a gradual and slow process (evolution). This gradual process is supported by the existence of control (in this case from parents and teachers) so that they blend together in a balanced manner because changes that occur in one part will also bring changes to other parts.

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