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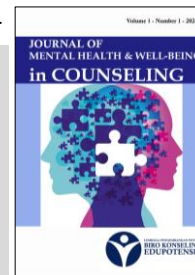
Prevalence of Victims and Perpetrators of Dating Violence Among Adolescents

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Article Info	ABSTRACT
	This study aims to identify and analyze the prevalence of dating violence among 11th-grade high school students in Banjar City. Utilizing a quantitative method with a descriptive design, the study involved a sample of 489 students. The instrument employed was the Conflict in Adolescent Dating Relationships Inventory (CADRI) based on Wolfe's concept, which measures various dimensions of violence, including physical violence, threatening behavior, sexual violence, relational aggression, and emotional and verbal abuse. Results indicated that 91% of students fall into the low category as perpetrators, while 85.89% of victims also experience low levels of violence, characterized by milder forms of abuse. Further analysis revealed significant differences between male and female students in the emotional and verbal violence dimension, with female students exhibiting higher levels than male students. The study concludes that dating violence among high school students in Banjar City is generally low; however, attention through counseling services and education on healthy relationships remains necessary to prevent further escalation of violence.

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Introduction

Adolescents who engage in healthy relationships tend to receive acknowledgment and acceptance from others. This is marked by understanding, support, and appreciation between the adolescents and the people around them, such as family and friends. Healthy relationships make adolescents feel heard, valued, and accepted by others. They become comfortable being themselves and expressing their thoughts without fear of negative judgment (Wolfe et al., 1996). Receiving acknowledgment from others is also crucial for adolescent development, as they feel recognized when they receive emotional support and encouragement for personal growth. Such recognition can come in the form of praise, appreciation, or acknowledgment of their achievements. This strengthens self-confidence, enhances self-esteem, and provides motivation to keep striving (Oktaviani, 2019).

It is well known that healthy relationships are formed through building connections with others, which plays an essential role in adolescents' social and emotional development. The first social relationship experienced by adolescents is typically with their family. Interaction with family provides emotional support, guidance, and a sense of security (Mahdi & Masudi, 2019). Second, relationships with peers help adolescents enhance social

skills, learn social interactions, and manage conflicts. Third, relationships with teachers contribute to developing interpersonal skills and expanding social networks. Fourth, romantic relationships with a partner (boyfriend/girlfriend) allow adolescents to learn about communication, mutual respect, trust-building, and managing emotions in a romantic context (Martin & Collie, 2019). Lastly, relationships with community members help adolescents learn cooperation, tolerance, and broaden their understanding of the world around them. Building relationships with others can yield positive outcomes for adolescents, fostering healthy connections. However, building relationships requires interaction from both parties, including within the context of romantic relationships (Towner et al., 2015).

It is also important to recognize that romantic relationships may encounter conflict. In other words, relationships with the opposite sex can have negative impacts, which may involve conflict with friends, siblings, parents, or romantic partners. These conflicts arise from differing values or misunderstandings in relationship dynamics (Furman & Rose, 2015). Thus, acknowledging the potential negative effects in healthy relationships is essential, along with efforts to mitigate conflict and manage disagreements constructively. In line with this, violence in adolescent romantic relationships has become a phenomenon that cannot be overlooked in the context of social relationships within society. This violence poses serious challenges that can affect individual and societal well-being. Conflicts between individuals in romantic relationships may include ineffective communication, jealousy, power imbalances, rejection or threats of separation, and emotional mismanagement, which are common triggers for violence (Anjani & Lestari, 2018). Past experiences can also influence the dynamics of violence in romantic relationships. Individuals who have experienced violence or trauma during childhood or in previous relationships are more likely to display violent behavior in their current relationships. Cultural norms also play a significant role in shaping these dynamics. Some cultures may impose specific expectations regarding gender roles, power, and control in relationships, influencing how individuals respond to conflict (Wishesa, 2014). Control and power are key factors, as violent behavior often arises from a desire to dominate a partner as a way to cope with feelings of losing control in other areas of life. Ineffective communication, low self-esteem, stress, and external pressures also increase the risk of conflict and violence in relationships. Additionally, family and community environments influence how individuals behave in romantic relationships (Prameswari & Nurcahyati, 2021).

According to Wolfe & Temple (2018), dating violence is defined as intimate partner violence (IPV) that occurs within the context of romantic relationships. This violence can take the form of sexual, emotional, and physical abuse. Physical abuse in dating relationships includes actions such as punching, slapping, or attacking one's partner, often accompanied by mockery or humiliating remarks. Emotional violence can involve manipulation, defamation, insults, and other forms of verbal mistreatment. Meanwhile, Wolfe et al. (2001) describe dating violence as consisting of physical violence, threatening behavior, sexual abuse, relational aggression, and emotional and verbal abuse. Based on data from the Ministry of Women's Empowerment and Child Protection (KemenPPPA) in 2023, victims of dating violence were aged between 13 and 17 years. The types of violence reported included approximately 4,260 cases of sexual abuse, 3,131 cases of physical abuse, and 3,035 cases of psychological abuse (Oktaviani, 2019). This data aligns with statistics from the Central Statistics Agency (BPS) in 2017, which stated that physical or sexual violence tends to be more prevalent among women with higher education levels (high school to university). Around 39.4% of women have experienced physical or sexual violence in their lifetime, and approximately 10.5% have experienced such violence within the past 12 months in Indonesia (Badan Pusat Statistik, 2017).

Wolfe & Temple (2018) identified five factors influencing dating violence: low family education levels, substance abuse, aggressive personality traits, justification of violence in relationships, and living in single-parent households. Dating violence has severe negative impacts on female victims, including high levels of trauma, fear of interacting with the opposite sex, and serious physical injuries (Crowford, 2006). Social consequences can also arise, such as difficulty concentrating on activities, insomnia, challenges in forming new relationships, and low self-esteem (Adrian et al., 2019). Dating violence often occurs when one partner seeks control over the other. Controlling behaviors may involve prohibiting the partner from socializing with friends, demanding constant updates on their whereabouts, or dictating what clothes they can or cannot wear (Utami, 2016). The American Psychological Association notes that these behaviors aim to gain control, power, and dominance over the partner. The perpetrator engages in such acts to ensure the partner complies with their demands, resorting to violence if their expectations are not met (Adrian et al., 2019).

A preliminary study through a survey at SMA Negeri 1 Banjar found that 29 students had experienced dating violence. About 75.9% reported being publicly humiliated, verbally abused, or shouted at with harsh words. Approximately 20.7% disclosed experiencing physical abuse, such as being hit, slapped, or having their hair pulled. Additionally, 3.4% of students reported experiencing sexual abuse, including being forced to kiss, touched in sensitive areas, or coerced into sexual intercourse. Jealousy and dissatisfaction in the relationship

were cited as the primary causes of these abusive behaviors, leading to anger and violence toward their partners. These findings indicate that dating violence can occur among high school students. Therefore, conflicts in relationships are an unavoidable part of interpersonal dynamics. Misunderstandings, differing values, or unmet expectations often trigger conflicts, which can escalate into violence. Such violence is no longer a mere personal issue but poses broader implications for societal well-being (Rihandita, 2018). It is crucial to recognize that dating violence is not just a private matter but a social issue requiring serious attention. Preventive and intervention efforts at this stage can be implemented through counseling and guidance services. According to Azzahra et al. (2017), school counselors can provide classroom-based guidance to help students resolve conflicts and prevent future violence. Effective conflict management in dating relationships not only protects individuals involved but also has a positive impact on the social environment, especially among students. Through classroom guidance, students can gain insights into maintaining healthy relationships without resorting to violence. They may develop a better understanding of their partners, fostering mutual respect and empathy. Thus, this research aims to provide an overview of the prevalence of dating violence among high school students in public schools across the city of Banjar and help students address their issues to cultivate healthier relationships.

Method

Participants

This study employed a quantitative method with a descriptive design, involving a sample of approximately 489 students from three public high schools. The research was conducted in three high schools in Banjar City: SMA Negeri 1 Banjar, SMA Negeri 2 Banjar, and SMA Negeri 3 Banjar. The sampling method used was Purposive Sampling, which is applied for specific purposes, focusing not only on strata, randomness, or geographic regions but rather on predetermined research objectives (Wanel, 2021). This technique was chosen to gain a general overview of dating violence from both the perspective of the perpetrators and the victims.

Measure

In this study, the instrument used was the Conflict in Adolescent Dating Relationships Inventory (CADRI) which was developed based on Wolfe's concept (2001). CADRI was designed to measure various types of conflicts that may occur in adolescent dating relationships. The aspects in this instrument, according to Wolfe (2001), are Physical Violence, Threatening Behavior, Sexual Violence, Relational Aggression, Emotional and Verbal Violence, Conflict Resolution. This instrument consists of 35 items with answer categories, namely never, rarely, sometimes, and often. The scale of violence in dating for victims has a reliability score of $\alpha = 0.57$, which indicates a sufficient level of reliability.

Procedure

The dating violence instrument was administered to students in public high schools across Banjar City following specific criteria. The respondents were 11th-grade students aged 15-17 years who had been in a dating relationship for a minimum of one month and a maximum of four years. This range was chosen to ensure the respondents had sufficient experience to potentially encounter dating violence within their relationships.

Results

According to graph 1, which presents demographic data on students currently in relationships, most students had only been dating for a short period, typically between 1 to 5 months. However, a few students reported being in relationships lasting between 3 to 4 years. Regarding the frequency of meetings, students had varying schedules, but most of them met frequently at school since they shared the same environment. Their typical activities included sharing stories about their daily lives, struggles, and concerns. Not all relationships brought happiness, as conflicts or arguments occasionally occurred. Most students reported arguing over trivial matters, with conflicts happening about 1-2 times per week, or in some cases, even daily. In terms of the perceived importance of their relationships, the majority around 114 students expressed that their relationships were important, possibly reflecting the value they placed on these experiences.

In relationships, conflicts with partners are common, whether initiated by the students themselves or their partners. Therefore, the findings of this study are divided into two categories: the depiction of dating violence from the perpetrators' perspective and the depiction from the victims' perspective. The data is presented as follows:

Table 1
Demographic Data of Students Dating Violence
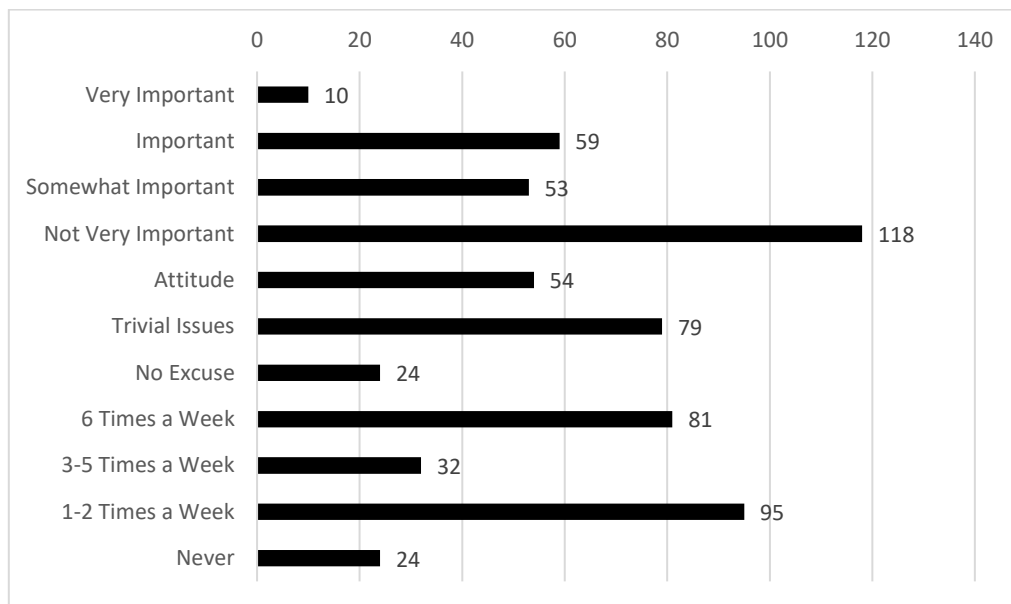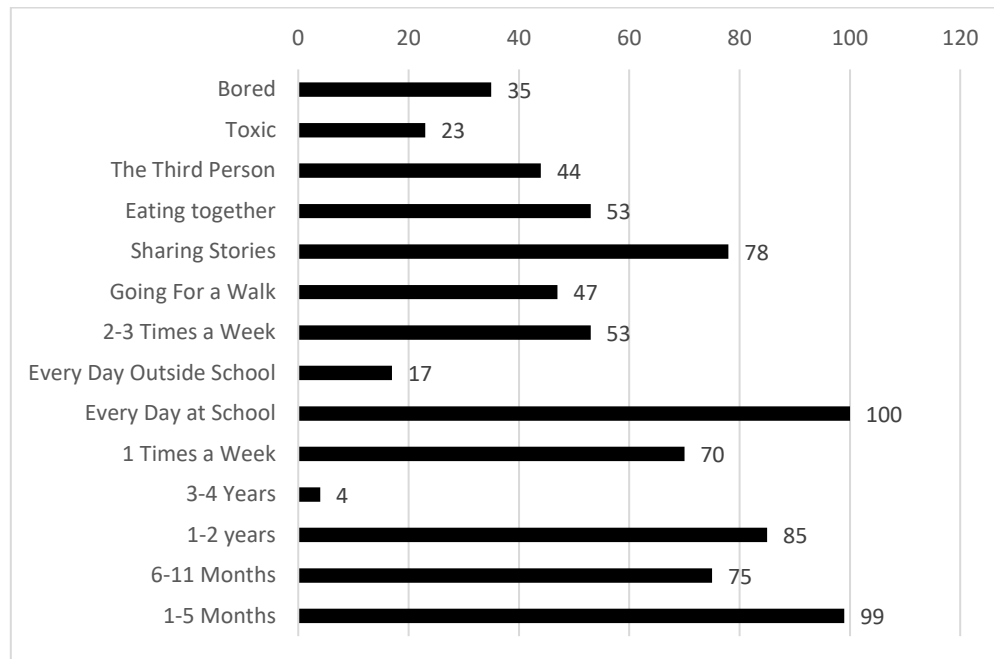
Overview of Dating Violence Perpetrators among Adolescent

Based on the general overview of dating violence perpetrators among 11th-grade students in public high schools across the city of Banjar, the study's findings indicate the following: Out of the 489 students involved in the research, 0% of students fall into the high category. This indicates that none of the students exhibit high levels of dating violence. In other words, they do not engage in repeated physical, emotional, or psychological harm toward their partners. The majority of students, accounting for 91%, are in the low category. This means that most students experience low levels of conflict within their relationships and do not engage in harmful or aggressive behaviors. Meanwhile, 9% of students fall into the moderate category. Students in this category display signs of dating violence, although not severe enough to be classified as high-level violence. They may experience recurring conflicts or arguments with their partners, such as intense verbal disputes, minor physical confrontations, or emotionally harmful behavior. These behaviors require attention and intervention to prevent

escalation to more severe levels. Thus, it can be concluded that the majority of perpetrators of dating violence fall into the low category, with some also in the moderate category. The detailed data supporting these findings are provided in Table 2 below.

Table 2
Overview of Dating Violence Perpetrators among High School Students in the City of Banjar

Score Range	Category	Frequency	Percentage
52 - 75	High	0	0%
25 - 51	Medium	44	9%
0 - 24	Low	445	91%
Total		489	100%

Table 3
Profile of Perpetrators of Dating Violence Based on Gender in the Dimension of Violence of High School Students in Banjar City

Dimensions	Male		Female		F	Sig.
	M	SD	M	SD		
Total Dating Violence	25.15	7.67	25.50	7.26	0.248	0.619
Physical Violence	0,43	1,287	0,74	1,803	3,842	0,051
Threatening Behavior	1,12	1,681	1,13	1,555	0,001	0,972
Sexual Violence	0,38	1,284	0,3	0,992	0,584	0,445
Relational Aggression	3,27	2,897	3,8	2,995	3,335	0,068
Emotional & Verbal Violence	5,15	2,313	5,76	2,458	6,796	0,009
Conflict Resolution	14,79	7,178	13,77	6,13	2,616	0,106

Table 3 presents the descriptive statistics related to the differences in dating violence profiles between male and female adolescents. The results show that there is no significant difference in overall dating violence actions ($F = 0.248$, $p = 0.619$) between males ($M = 25.15$, $SD = 7.67$) and females ($M = 25.50$, $SD = 7.26$). Statistical analysis using the F-test indicates that the only dimension where significant differences in dating violence actions were found is in the emotional and verbal violence dimension. The findings of the study show that adolescent females have significantly higher levels of violence in the emotional and verbal violence dimension compared to males ($F = 6.796$, $p = 0.009$). No significant differences were observed in other dimensions.

Overview of Dating Violence Victims in High School Students

In terms of the general overview of victims of dating violence among senior high school students in Banjar City, the majority of students, at a percentage of 85.89% (420 individuals), fall into the low category. In this category, victims experience lighter forms of violence, such as control, verbal, or emotional abuse. Although this violence is less severe, it can still have detrimental effects. Students who experience it may face stigma or feelings of guilt. They often feel ashamed to discuss their issues or seek help, leading to anxiety, stress, or mood disorders.

Table 4
Overview of Dating Violence Victims in High School Students in the City of Banjar

Score Range	Category	Frequency	Percentage
52 - 75	High	0	0%
25 - 51	Medium	69	14,11%
0 - 24	Low	420	85,89%
Total		489	100%

Furthermore, approximately 14.11% (69 individuals) of students fall into the moderate category. Those in this category experience higher levels of stigma and shame, as they realize they are in a more serious and harmful

situation. At this level, they also face greater physical and emotional impacts, which can include physical injuries, stress, or depression. Notably, there are no students categorized as experiencing high levels of violence in dating relationships. This indicates that within the sample, there are no individuals who have experienced dating violence of severe intensity. Thus, it can be concluded that the majority of victims of dating violence are in the low category. This is further supported by the data shown in Table 4.

Table 5
Profile of Victims of Violence Based on Gender in the Dimension of Violence of High School Students in Banjar City

Dimensions	Male		Female		F	Sig.
	M	SD	M	SD		
Total Dating Violence	27.45	7.52	26.44	7.73	1.838	0.176
Physical Abuse	0,59	1,593	0,56	1,517	0,055	0,814
Threatening Behavior	1,16	1,666	1,25	1,584	0,361	0,548
Sexual Abuse	0,5	1,328	0,4	1,184	0,61	0,435
Relational Aggression	3,87	3,374	4,03	3,157	0,264	0,608
Emotional & Verbal Abuse	5,84	2,673	5,81	2,417	0,019	0,89
Conflict Resolution	15,49	6,655	14,39	5,853	3,435	0,064

Table 5 shows the descriptive statistics related to the differences in the profiles of dating violence victims between male and female adolescents. The study results indicate no significant difference in dating violence actions (F = 1.838, p = 0.176) between males (M = 27.45, SD = 7.52) and females (M = 26.44, SD = 7.73). Statistical analysis using an F-test shows no significant differences in victims across all dimensions of dating violence.

Discussions

Based on the data regarding perpetrators of dating violence, it can be concluded that senior high school students in Banjar City total 489 individuals, with an overall violence level categorized as low. This finding highlight that the majority of students are capable of managing conflicts in their relationships without resorting to physical violence, relational aggression, verbal abuse, or emotional violence. The ability to manage conflicts is influenced by several factors. First, students possess an awareness of the negative impacts of violence. A high level of awareness regarding the consequences of violent actions—whether physical, verbal, or emotional— reflects a deeper understanding among students of interpersonal conflict situations. In recognizing the negative impacts of violence, students do not only view it as a threat to interpersonal relationships but also consider its effects on physical and psychological health. They understand that violence can damage long-term relationships, potentially causing real physical harm and serious repercussions for mental well-being. This awareness is not merely informational but serves as a strong moral foundation that shapes students' perspectives on conflict resolution (Zahro & Yuliana, 2023).

Second, the presence of sex education and awareness of healthy relationships plays a crucial role. Effective sex education equips students with knowledge about essential aspects of relationships, such as effective communication, conflict resolution, and understanding boundaries within a relationship. With this knowledge, they are better able to express their feelings positively and recognize boundaries in their interpersonal relationships. Awareness of the negative impacts of violence can also be reinforced by motivating students to avoid actions that could harm their relationships (Yulia et al., 2021). Third, supportive parenting is a significant factor. A nurturing and caring parenting style that models positive behavior in handling conflicts can shape students' attitudes toward violence. Students who grow up in family environments that demonstrate healthy ways to manage conflicts and provide emotional support are more likely to carry these patterns into their relationships outside the family (Arifah, 2022). Lastly, being in a positive school culture is essential. A school culture that promotes tolerance, respect for differences, and open communication can create an environment where students feel comfortable and safe managing conflicts without resorting to violence (Ningsih, 2022).

Meanwhile, the data regarding victims of dating violence indicate that the overall level of violence is also categorized as low. Students classified in the low category tend to respond to conflicts in ways that do not involve violence. When managing conflicts, they employ healthier and more constructive approaches. This awareness and skill enable them to handle disagreements, differences of opinion, or interpersonal issues without resorting to physical violence, relational aggression, verbal abuse, or emotional violence. In this context, students are

capable of building respectful relationships and collaborating to overcome potential obstacles. They can utilize effective communication, collaborative conflict resolution, and an understanding of boundaries within relationships as tools to create a healthy relational environment (Astutik & Syafiq, 2019). From this explanation, it can be concluded that the majority of students both perpetrators and victims among the eleventh-grade students in senior high schools in Banjar City are in the low category. Although there are some who fall into the moderate category, they are significantly fewer in number compared to those in the low category.

The lack of significant differences in the total dating violence, both from the perspective of the perpetrator and the victim, can be explained by several factors underlying adolescent relationship dynamics, how they manage conflict, and the influence of their social environment (Dosil et al., 2020). One of the key factors that explain this outcome is the shared awareness between perpetrators and victims about the negative impacts of violence in their relationships. Adolescents are generally aware of the psychological consequences of physical, verbal, or emotional violence on their well-being, as well as its effects on interpersonal relationships (Mulford & Giordano, 2008). Many teenagers understand that violence not only damages their relationships but also impacts long-term mental health. This awareness encourages them to avoid violent behaviors, both as perpetrators and as victims, even though occasional tensions in relationships may lead to verbal or emotional conflicts. In this case, a deeper understanding of the consequences of violence acts as a strong deterrent against escalation. Zahro & Yuliana (2023) in their study revealed that understanding the impacts of violence is a critical moral foundation in shaping adolescents' views on conflict resolution, which in turn reduces the tendency to use violence in their relationships.

Moreover, adequate sex education and an understanding of healthy relationships also play a significant role in preventing dating violence. Effective sex education provides knowledge about healthy ways to communicate, understand boundaries, and resolve conflicts in relationships. With this knowledge, adolescents are better equipped to express their feelings constructively and respect boundaries within relationships. As a result, both perpetrators and victims of dating violence possess the skills and understanding to manage conflicts without resorting to violence. Yulia et al. (2021) also emphasized that sex education can strengthen awareness of the negative impacts of violence and encourage adolescents to avoid behaviors that could harm their relationships.

The influence of the social and family environment cannot be overlooked. Adolescents who grow up in families that demonstrate healthy communication patterns and provide emotional support tend to carry these patterns into their relationships (Fosco & Lydon-Staley, 2020). Attentive parenting that provides positive role models in conflict management can shape adolescents' attitudes toward violence (Telzer et al., 2018). Those raised in families that model positive conflict resolution are more likely to handle relationship problems without resorting to violence (Dinallo, 2016). Arifah (2022) found that supportive parenting and a positive social environment play a major role in reducing the tendency toward violence in adolescent relationships, both as perpetrators and victims.

Another factor influencing these results is the gender difference in how adolescents manage conflict in their relationships (Ha et al., 2013). While there are differences in the types of violence often carried out by males and females—where females are more likely to engage in emotional and verbal violence—the overall differences are not large enough to result in significant differences in total dating violence (Shute & Charlton, 2006). Both male and female adolescents, although they may use different methods to handle conflicts, often engage in violence in ways that do not reach extreme levels (Arriaga & Aguiar, 2019). This may be due to the social roles each gender faces, which push them to try to maintain relationships in less confrontational and more controlled ways. Ybarra et al. (2016) in their research showed that while females more frequently report verbal and emotional violence, both genders tend to get involved in similar conflicts, but with different manifestations in how they communicate and manage their feelings.

Finally, the lower level of dating violence among adolescents can be explained by the fact that violence in adolescent relationships often does not reach extremely high levels (Zych et al., 2019). Even though there are tensions or conflicts in relationships, most adolescents do not engage in severe physical violence or serious emotional abuse (Whitton et al., 2019). As a result, both perpetrators and victims of violence tend to fall into the low or moderate categories on the violence scale, with lighter violence such as verbal arguments or emotional control. This suggests that adolescents are more likely to manage relationship tensions in more constructive ways rather than through violence involving more harmful behaviors. Astutik & Syafiq (2019) revealed that adolescents with healthy communication skills and an understanding of conflict resolution can avoid the escalation of violence, even when experiencing relationship tensions.

Overall, the lack of significant differences in total dating violence between perpetrators and victims can be understood as the result of high awareness among adolescents about the negative impacts of violence, the influence of education on healthy relationships, supportive parenting, and the tendency to manage conflicts non-

violently (Piolanti et al., 2023). This reflects that despite some differences in how violence manifests between genders, the level of dating violence remains low and can be managed with healthier and more constructive approaches (Shaver & Mikulincer, 2011). Females tend to engage more frequently in emotional and verbal violence in dating relationships compared to males due to several psychological and social factors typical of adolescent relationships. First, females are more likely to use verbal and emotional violence as a mechanism for managing emotions and conflict, especially due to a lack of healthy communication skills (Haes, 2017). They may feel frustrated or unable to express their feelings constructively, which can lead to aggressive or manipulative verbal behavior when dealing with emotionally intense situations in romantic relationships (Khaninah & Widjnarko, 2017).

Additionally, factors such as peer influence, differences in the development of social skills, and gender relationship dynamics also play a role (Rubin et al., 2013). Adolescent females with less experience in romantic relationships may use emotional or verbal violence to maintain control or as a response to situations they perceive as threatening their relationship (Wekerle et al., 2009). Research also indicates that the frequent occurrence of emotional and verbal violence in adolescent relationships can be influenced by the social environment that justifies such aggressive behaviors, particularly in social contexts involving peer pressure or the inability to resolve conflicts in a more mature and positive way (Ingram et al., 2020). Studies show that females report verbal violence more frequently than males, and they are also more vulnerable to using this violence as a form of defense or an attempt to maintain self-esteem in relationships (Ybarra et al., 2016). These factors highlight the importance of prevention and intervention strategies focused on developing communication and emotional management skills in adolescents of both genders to reduce violence in young dating relationships (Crooks et al., 2011).

Implications

Based on data indicating that the level of dating violence among high school students in Banjar City is categorized as low, school guidance and counseling services have a significant opportunity to support and enhance students' abilities to maintain healthy relationships. The majority of students in Banjar City already demonstrate awareness of the negative impact of violence and possess conflict management skills that avoid aggression. However, this awareness requires further reinforcement through more structured and systematic guidance and counseling programs.

First, guidance and counseling services can focus on developing students' social and emotional skills. This approach provides students with opportunities to strengthen their abilities to understand and manage emotions. It also includes effective communication training to help students express feelings and opinions constructively. These skills are essential for reinforcing self-awareness and self-control in dealing with conflicts, both in dating relationships and everyday social interactions. Through guidance sessions, students are trained not only to avoid violence but also to understand positive ways of resolving conflicts. Furthermore, classroom guidance can serve as an effective means to educate students about the concept of healthy relationships, especially in dating. By providing material related to boundaries, healthy communication, and the negative effects of physical and emotional violence, students gain an understanding of the foundations for building respectful and violence-free relationships. This guidance helps students become more sensitive to identifying behaviors that may lead to violence, both in themselves and others, giving them the moral and practical tools to make wise decisions in relationships.

A positive school culture also plays a crucial role in supporting students to avoid violence. By fostering an environment that promotes tolerance and respect for differences, students feel supported in resolving issues peacefully and respecting others' viewpoints. School counselors can collaborate with the entire school staff to create a school climate that encourages open dialogue, where students feel comfortable sharing their thoughts and feelings. In such an environment, students have the opportunity to practice healthy communication with peers, which can then be applied in their dating relationships.

Guidance and counseling services should also involve families in supporting students to build healthy relationships. Students who grow up in caring and positively modeled family environments tend to have more constructive attitudes toward conflict. School counselors can conduct family counseling programs that educate parents on the importance of modeling healthy conflict resolution. In this way, families not only serve as sources of emotional support but also become places for students to learn effective conflict management and violence prevention in interpersonal relationships. Additionally, through assertive communication and conflict resolution training, students can better express their needs and desires in a healthy manner without resorting to violence. This training helps students develop the ability to maintain their self-esteem without harming others. With these skills, students will be better prepared to navigate the dynamics of relationships, both in and out of school. They

will be able to handle conflict situations with a positive attitude, ultimately helping them build relationships that are respectful and free of violence.

The implementation of these various programs within guidance and counseling services will have a significant impact on preventing dating violence. Holistic support from counselors, families, and a positive school environment can help students grow with a better understanding of the importance of healthy communication and tolerance in relationships. Ultimately, through character-focused education, guidance and counseling can become a strong foundation that shapes students to engage in positive and sustainable relationships.

Conclusion

This study reveals that dating violence among 11th-grade students in public high schools in Banjar City is generally categorized as low, both in terms of perpetrators and victims. Based on the data, the majority of dating violence perpetrators, 91% of students, fall into the low category, meaning they are not involved in repeated physical, emotional, or psychological harm. Only 9% of students fall into the moderate category, indicating more significant conflicts or violence, though not severe enough to be classified as high-level violence. Similarly, the majority of victims of dating violence (85.89%) fall into the low category, experiencing lighter forms of violence such as verbal or emotional abuse. While this violence is less severe, it can still have negative effects on their mental health. A significant difference was found between male and female adolescents in the dimension of emotional and verbal violence, with female adolescents exhibiting higher levels of such violence compared to males. This may be related to differences in emotional management and communication styles in relationships. While there are minor differences in the intensity of violence, both perpetrators and victims are largely able to manage conflicts in non-violent ways, thanks to awareness of the negative impact of violence and education supporting healthy relationships. In conclusion, although there is a small proportion of students experiencing moderate levels of dating violence, the majority of students—both perpetrators and victims—fall into the low category. This suggests that there is potential for healthy conflict management among adolescents, and with support through education, self-awareness, and a supportive environment, further escalation of violence can be prevented.

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