

The Family Parenting Influenced Adolescent Brawls Behavior

Heni Nurhaeni¹, Dinarti², Dwi Priharti¹

¹Department of Nursing, Ministry of Health Polytechnic Jakarta I, Indonesia

²Department of Dental Nursing, Ministry of Health Polytechnic Jakarta I, Indonesia

Article Info

Article history:

Received May 9, 2016

Revised May 23, 2016

Accepted May 30, 2016

Keyword:

Adolescent behavior

Brawls

Family

Parenting

ABSTRACT

There are four types of parenting: democratic, authoritarian, permissive, and ignored, which would affect the character of the child. However family upbringing itself influenced education, norms/cultural, environmental, social, economic and belongs to the family members. Quasi-experimental study through questionnaires, observation, deep interview, and interventions to high school students, peers, counseling teachers (BK), and their parents/family have been conducted through a random sampling of 108 respondents in four high school set. The result met the test paired T test statistical significance level 0 and T test result of 0.05 shows that the two variables p-value of $p = 0.00000$. Correlation tests showed that there is a relationship between two variables at -0.616 . This sign (-) means that the test results are negative correlation. Can be seen if the correlation between the two variables is quite high between 0.50 to 1.0 can be concluded that the direction of the relationship between the two variables is negative. These results can be displayed from "if the family provides a strict upbringing will influence behavior in high school brawls in adolescents will tend to be low and vice versa". Supported qualitative results which stated that the expectations of parents review their child to be given hope, and activities that support positive.

Copyright © 2016 Institute of Advanced Engineering and Science.
All rights reserved.

Corresponding Author:

Heni Nurhaeni,
Department of Nursing,
Department of Nursing, Ministry of Health Polytechnic Jakarta I,
Wijaya Kusuma Raya No. 47 Cilandak-South Jakarta 12430, Indonesia.
Email: hnurhaeni@yahoo.com.sg

1. INTRODUCTION

Adolescents are one of the largest components in Indonesia. Data in 2007 showed that the number of adolescents aged 10-24 years to reach 64 million or 28.6% of the total population of 222 million Indonesia. In years of 2013 the research of basic health, met at age 12 -18 years (adult) increased by an average 4.23% with percentage in the range of 16.295% -23.598% of the population [1].

Behaviors can be said adolescents' reflection of parenting who is a role model results as well the formation of character with the ability to adopt children's her defense mechanism. According to Baumrind, [2], there is a pattern of parenting, namely democratic, authoritarian, permissif and neglected that will affect the formation of the character of a child even though parenting itself strongly influenced by education, norms/cultural, environmental, social the economy and the number of family members owned.

This issue raised in this study is whether the family impacted influencing in adolescents brawls behavior? Through this study, researchers wanted to know what factors could encourage adolescent brawls, parenting influence could effect to adolescent brawls, and behavior change in parenting after the health promotion parenting.

2. RESEARCH METHOD

Design is a quasi-experimental study with a mix of research (quantitative and qualitative research as an amplifier). The population in this study were 1st, 2nd, and 3rd grade students; Total sample was taken by random sampling amounted 108 people. This study was conducted over eight months. Activities after obtaining permission from the Ministry of Education and Culture in Jakarta and Depok will take two senior high schools (SMA) allowed in the Jakarta area (as the intervention group) and Depok, West Java (as the non-intervention group). As Dr. Maxwell Maltz, this study used the measurement with the questionnaire and the behavior is observed for 21 days to two months [3].

From the beginning, the research team contracts with four high schools to explain the activities and in the intervention group of high school (SMAN "A") and in high school (SMK "X"). Suharsimi (1998: 117) is partially or representative of the population studied.

In this study, samples were taken using a random sample with a lottery system given by the teacher BK with the intention that each class has an equal opportunity to be sampled in this study. Therefore this research was collaboration with counseling teachers (BK) to select potential respondents with the same criteria. We have given a questionnaire and carried coaching relationship of "trust" is continued in the intervention group (health counseling, watch videos about the motivation of adolescence, BK and their parents and ended with post-test while home visits for parents and teens, the group of non-intervention, in order to anticipate Hawthorne effects [4], the effects caused by the control group studied when the intervention in the intervention group, the researchers implemented a basic health education intervention by showing the video in the non-intervention group of senior high school (SMAN "B") and visited home in high school (SMK "Y").

3. RESULTS AND ANALYSIS


Data general conditions for group intervention SMAN "A" by the number of students in 1080 has a counseling teachers (BK) as many as 8 people, SMKN "X" Jakarta with students 984 people have Teacher BK 3 People d's Group Non Intervention SMAN "B" with 432 having students by the teacher BK 2 People and SMK "Y" with a number of 112 students and teachers BK

3.1. Parenting of Family

3.1.1. Quantitative

Table 1 shows that it is known of total of 108 respondents found 76 people (70.37%) are boy and 32 (29.63%) are girl. Of the four locations are known to the respondents found the proportion of respondents in the study were highest at age 15 - <17 years of being in SMKN "X" Jakarta as the intervention group of 15 males (55.56%), the lowest at age 15 - <17 years and those aged > 20 years in SMK "Y" Depok and SMAN "B" respectively Depok is a boy (0.09%) as the non-intervention group

Table 1. Distribution of the number of respondents by sex in SMAN "A" Jakarta and SMKN "X" Jakarta and SMAN "B" Depok and SMK "Y" Depok, October 2015

N	Man		Female		
	(f)	%	(f)	%	
SMAN "A" JAKARTA					
15 - <17 th	4	17.4	0	0	4
17-20 th	19	82.6	0	0	19
Total	23	100	0	0	23
SMKN "X" JAKARTA					
15 - <17 th	15	60.0	0	0	15
17-20 th	10	40.0	0	0	10
Total	25	100	0	0	25
SMK "Y" DEPOK					
15 - <17 th	1	2.77	5	13.89	6
17-20 th	15	41.67	15	41.67	30
Total	16	44.44	20	55.56	36
SMAN "B" DEPOK					
15 - <17 years	10	41.68	12	50	22
17-20 years	1	4.16	0	0	1
> 20 years	1	4.16	0	0	1
Total	12	50	12	50	24
The final number	76	70.37	32	29.63	108

3.1.2. Qualitative

Table 2 are the results of the interview and or families on role of family/parent to support the adolescent be successful.

Table 2. Function of parents to the success of adult have found;

<i>Item</i>	<i>Known</i>
<i>Jakarta</i>	<i>.... Provide the facilities needed "</i> <i>.... monitor every day "</i> <i>.... educating towards the good and true "</i> <i>.... educate, protect from harm "</i> <i>.... happy for controlling children "</i> <i>.... happy and very proud "</i> <i>.... very happy to view his works "</i> <i>.... as a supporter, savior "</i> <i>.... very proud and supportive"</i> <i>.... supports the wishes of children, prohibiting negative things "</i> <i>.... support and support them "</i> <i>.... pride and support the "</i> <i>.... support while it is good "</i> <i>.... Happy Situation in home"</i> <i>.... succeeded once better than none"</i> <i>.... very good every he give them report"</i>
<i>Depok</i>	<i>....They must be care"</i> <i>.... I enrolled into private les "</i> <i>.... always pray for her "</i> <i>.... very good and very supportive "</i> <i>.... very good "encourages us to be better"</i> <i>.... Felt proud "</i> <i>.... Proud if successful"</i> <i>.... proud of our success "</i> <i>.... Happy if see his son succeed"</i> <i>.... happy and proud "</i> <i>.... Learn to study diligently"</i> <i>.... giving the view that we succeed "</i> <i>.... motivating her son "</i> <i>.... strictly in the study"</i> <i>.... motivated in any case "</i> <i>.... Always struggling to pay for school"</i> <i>.... Always motivate "</i> <i>.... happy, roud"</i>

3.2. Adolescent and Friends

3.2.1. Quatitative

The predisposition brawl in teenagers, can be studied from a history of fights and or differences in perception, the originator of the brawl, or even as a teenager wants to prevent the brawls itself. Below is an overview the behavior of adolescents and perception towards predisposing young people themselves.

Table 3 be concludes that the behavior brawl adolescents in the intervention group had the highest risk, which has a history of brawls highest encountered 91.3%, supported by the positive perception of the brawls 9-18 people (36 to 78.3%) balance with a negative perception of fights that 16-17 people (64 to 73.9%). This condition is supported by peers as the top risk triggering brawls as many as 11-16 people (44 to 69.6%) and how to prevent clashes in the young respondents ranged from 2-17 people (8 to 73.9%). While the non-intervention group had lower than intervention group at highest risk, which has a history of brawls 6-12 (25 to 33.3%) met the highest, supported by the positive perception of the brawls 7-31 people (29.2 to 86, 1%) that is not balanced by a negative perception of fights that 22-30 people (from 83.3 to 91.7%). This condition is supported by peers as the top risk triggering brawls as many as 14-16 people (from 44.4 to 58.3%) and how to prevent clashes in the young respondents ranged from 15-21 people (from 58.3 to 62.5%).

Table 3. Adolescent Behavior brawls overview of the respondents in SMAN "A" Jakarta and SMKN "X" Jakarta and SMAN "B" Depok and SMK "Y" Depok, October 2015

N	Risk lowest		Risk highest		Σ
	F	%	f	%	
Intervention group					
SMAN "A" Jakarta					
• Fighting history	2	8.7	21	91.3	23
• Perceptions of positive brawls	5	21.7	18	78.3	
• Negative perceptions about brawls	6	26.1	17	3.9	
• Trigger brawls	7	30.4	16	69.6	
• How to prevent brawls	6	26.1	17	73.9	
SMKN "X" Jakarta					
• Fighting history	7	28	18	72	25
• Perceptions of positive brawls	16	64	9	36	
• Negative perceptions about brawls	9	36	16	64	
• Trigger brawls	14	56	11	44	
• How to prevent brawls	23	92	2	8	
Non-intervention group					
SMAN "B" Depok					
• Fighting history	18	75	6	25	24
• Perceptions of positive brawls	17	70.8	7	29.2	
• Negative perceptions about brawls	2	8.3	22	91.7	
• Trigger brawls	10	41.7	14	58.3	
• How to prevent brawls	9	37.5	15	62.5	
SMK "Y"					
• Fighting history	24	66.7	12	33.3	36
• Perceptions of positive brawls	5	13.9	31	86.1	
• Negative perceptions about brawls	6	16.7	30	83.3	
• Trigger brawls	20	55.6	16	44.4	
• How to prevent brawls	15	41.7	21	58.3	
Total	109	40.8	319	59.2	108

Adolescent behavior to brawls can be influenced by both internal and external teenagers. The following description informs of the biggest influence on teen behavior. From Table 4, it can be seen that the perception of adolescents to the highest parenting that influence adolescent brawls that is the highest in 4-6 people (from 16 to 26.1%), Adolescents think about peer influence brawls in the highest range of 7-21 people (30.4 to 84%).

Table 4. The biggest influence on behavior of adolescents in SMAN "A" Jakarta and SMKN "X" Jakarta and SMAN "B" Depok and SMK "Y" Depok, October 2015

	Top		Lowest		Σ
	F	%	f	%	
Intervention group					
SMAN "A" Jakarta					
● Parenting	6	26.1	17	73.9	23
● Peer adolescent	7	30.4	16	69.6	
SMKN "X" Jakarta					
● Parenting	4	16	21	84	25
● Peer adolescent	21	84	4	16	
Non-intervention group					
SMAN "B" Depok					
● Parenting	24	100	0	0	24
● Peer adolescent	23	95.8	1	4.2	
SMK "Y" Depok					
● Parenting	29	80.6	7	19.4	36
● Peer adolescent	17	47.2	19	52.8	
Total	131	60	88	40	108

While in the non-intervention group met to reflect the perceptions of adolescents to the highest parenting that influence adolescent brawls that is highest in the 24-29 (80.6 to 100%), Adolescents think about peer influence brawls in the highest range of 17-23 people (47.2 to 95.8%).

3.2.2. Qualitative

During the process of interaction between adolescents with peers, several factors influence the behavior of adolescents. This forms the originator of the brawl. Table 5 is the result of in-depth interview about how, precipitating and the amplifier brawl.

Table 5. How to adolescents to interact about brawls with friends

Item	Known
Total of 108 respondents found 76 Men (70.37%) and 32 Women (29.63%), In the intervention group met all respondents want to use of daily language met.... In Intervention group : as well as the influence of peers in the range of 76-100% Majority :	Adolescents Individuals : <i>Have the perception of the influence of role of Peer</i> " ... <i>more easier for communication each other and except others... ha aa aa</i> " In the group of Non-Intervention encountered from 80.6 to 87% and the influence of peers in the range of 62.5 to 86.1%.
People which triggers brawl	Supported with each other of Adolescents after the process of building <i>trust</i> met all of respondents <i>Brother classes</i> " <i>the influence of others</i> " <i>playmate</i> " <i>children home</i> " <i>there is also a class</i> " <i>there are school children there is also a god a big already,</i> " <i>the one we know</i> " <i>anyone can</i> " <i>other schools</i> " <i>gangs who wants to say "champion", ... feel hostility must fight</i> " <i>people who like to complain</i> " <i>the closest</i> " <i>just one of the gang</i> "
Predisposition of brawl	<i>Intervention groups:</i> <i>Commencement</i> " <i>hmm ... hangout ... environment</i> " <i>prevent possible but ... kongkow/hangout</i> " <i>opposed after school other schools began...</i> " <i>disagreement, let cool</i> " <i>reveange between schools</i> "
Met matching 16 respondents answered, among others:	<i>Intervention groups:</i> <i>virility contest</i> " <i>Non Intervention groups:</i> <i>hanging out</i> " <i>little angry because ridiculed seniors</i> " <i>teasing and do not accept</i> " <i>power and taunted each other</i> " <i>disagreement, let cool</i> " <i>teasing and false association</i> " <i>start from past... before become to the word</i> " <i>quarrels, offended ... surroundings</i> " <i>opponents from other schools</i> " <i>to protect the name of school/gang , don't you?"</i> <i>"... yes ...we could ... inshallah"</i>
Promote other Adolescents become friends so positive and health behavior. Total of the 24 respondents only 1 (4.2%) of people who said it could not be a promoter of healthy behavior, while 23 (25.8%) said How become to promote other Adolescents become friends so positive and health behavior?	<i>Respondents were 1, 3, 7, 8, 10,12,17, 24</i> <i>Become to a good rolemodel</i> " <i>Advice and set a good example "of"</i> <i>tell to others that healthy behavior</i> " <i>referral / positive feedback</i> " <i>tell not to do negative things</i> " <i>invite friends doing something positive</i> "

Some brawls events often occur after school; therefore the role of the teacher is very strongly influence the pattern of psychological defense in the teens decided brawls. Here is an overview of

assessment results of interviews on several counselling guide (*Bimbingan Konseling*, BK) teachers to function to prevent the brawl, as Table 6.

Table 6. Function of Schools to prevent the brawls, found

Item	Known
Intervention group	<p>.... providing motivation to learn "</p> <p>.... sometimes do not like... this student... I want...iii "</p> <p>.... Some do not like our success "(laughs)</p> <p>.... I monitor the student's until with teacher pupil moving"</p> <p>.... brought the police "</p> <p>.... in counseling from the police, given the sanctions "</p> <p>.... tightening sanctions for the perpetrators brawl "</p> <p>.... prohibit promiscuity "</p>
Non Intervention group	<p>.... So my means to achieve goals as a motivator, as a good role model "</p> <p>.... so better sorely lacking"</p> <p>.... provide activities and achievements "</p> <p>.... can guide smart is very important that"</p> <p>.... increase knowledge and want to have a big role friend "</p> <p>.... open the extracurricular activities"</p> <p>.... be the best from other schools there is one student to be a spy"</p> <p>.... be best be pious ... do not always looking for trouble "</p> <p>.... make a successful and so fasilitator..can do counseling, seminars"</p> <p>.... got something useful "</p> <p>.... how to be? At less, schools often fights "</p> <p>.... increase knowledge, know the situation outside, neither organize extra study"</p>

3.3. T test result

The results of **paired sample T test the correlation** between the test results with the behavior parenting to adult of brawl showed that both variables p-value of $p = .00000$. Based on the basis of decision making correlation test it can be concluded that there is a relationship between these two variables at -0.616 , meaning sign (-) means that the test results are negative correlation. Can be seen if the correlation between the two variables is quite high among 0.50 to 1.0 [5], it can be concluded that the direction of the relationship between the two variables is negative. From the analysis of the data is meaningless if influence parenting brawl higher then the behavior will tend to be lower in high school and vice versa.

From the results of post test through home visits to some of the homes of the respondents encountered: What are the expectations from parents to their children if known participate brawl or other mischief?

Majority family said (answer):

"... I do not agree with children brawl, smoking and hanging out on the street .. That's must be go home "... Reducing the time a child's play course" ... Exemplifying exemplary behavior "... Giving confidence in children to sosialitation with friends but watching the child and provide rules that have been agreed between the children and parents: ... Assisting the preparation of children for exams and graduationIncreasing of supervision, either with friends or with the norms of religion "... I will be a lot of talking with children" ... Looking for positive activities "... .Looking for counter let positive and a challenge child "

4. DISCUSSION

From table 1 a total of 108 respondents found 76 boy (70.37%) and 32 girl (29.63%). From 4 to note the location of the respondents found the proportion of respondents in the study were highest in the age 15 to < 17 years of being in SMKN "X" Jakarta as the intervention group of 15 males (55.56%), the lowest at age 15 to < 17 years and age > 20 years at SMK "Y" Depok and SMAN "B" Depok respectively 1 male (0.09%) as the non-intervention group.

From table 1st and 2nd data as a supporter of democracy found that the pattern of the family or parents who democracies have an impact. Some studies show that, indeed, there is strong evidence that distinguish aggressive behavior between men and women, both in terms of intensity, direction, and other forms of aggression raised. It is also in line with the cases of student brawls that occurred almost entirely done by adult.

There are some things that need to be underlined from the above results, namely: "understanding" of how a Adolescent is experiencing when searching for identity, tend to be very easily unstable. And this is what finally instability brawls between adolescent occurs. There are several factors that cause fights between group or a brawls, and factors are divided into internal and external factors [6].

One teacher BK of the intervention group said that the adult always make their parents and teacher have headache. The adult always curious and they want deeper. This is same as job and description of normal of adult development. Therefore look at the results of table 3, the average in the intervention group was 73.46% -77.33% indicates a high influence of peers on adult which have in common the desire the use of daily language in force in the teens and type of the same magazine. But contrary to the non-intervention group met the average of 22.37 to 34.23% indicates lower than the intervention group of peer influence.

The condition results table 3 corroborated by the results of the peer group interview 16 respondents (69.57%) which states that *"begins with kongkow/hangout ... there's older sister ... words ... words of proving masculinity ..."* Thus the brawls is often done on a group of adolescents mainly by high school students, which lately is no longer a foreign news and talk again. Violence by way brawl has been regarded as a highly effective problem solvers committed by adolescents. It seems to be clear evidence that an educated person was free to do things that are anarchic, premanis, and rimbanis. Of course, bad behavior is not only detrimental to the people involved in a fight or brawls itself but also harm other people who are not directly involved. The role of peers, the same as those described in the journal of research on the effect of educational level of parents towards the brawls by Awik Hidayati, 2004, found that there is a positive correlation and significant correlation between parental education and parenting parents together with student achievement, this means that the higher the education level of parents and more good parenting is run by parents, the higher the student achievement. However, some sources note that the peer factor greatly affects the development of the maturity of a teenager in implementing activities and responds to themselves and their surroundings including a "call to brawls" in the framework of the actualization of the youth. [7]

Conflicts brawl that occurred in the capital city are especially caused by the learners experiencing conflict themselves. Conflict in self-learners is because adolescence is being labile stance. They become personally aggressive, like disturbing the peace of others, are not mutually respect among peers, especially when adolescents who want to search for identity has not had basic self personality which should be built in the family. Democratics is habit of parent by rule and give any chance of adult for explore their idea. Parenting which develop of habitual of adult make explored of adult to dependent and self confidence.

Parenting family shows real conditions in the intervention group were only around 16 to 26.1% stated that the high influence of family upbringing of the personality of adult. But on the contrary the intervention group found that young has a high impact on family upbringing encountered is between 80.6 to 100% of adolescents.

Qualitative results support the interpretation table 6, encountered 20 Adult (83.3%) stating that the family's role is very significant in particular parents stated: *"very supportive ... sometimes invited refreshing ... given les continues ... many ... wanted his son to succeed monitored .. not until fight again ... after school, They must go home"* This is shown that children with family parenting democratic (it has a pattern of open communication, deliberation between family members, upholds will togetherness, and create mutual trust for happiness within the family) to motivate their children to be independent and open to keep thinking positive so that it has the ability to remain behave positive [8]. This is similar to the condition of Anna IT. 2011, shows a significant influence of parenting against proskatinasi [9].

A system of revenge hereditary and preserved for the next generation in the school environment seen by young and his group, making them clash for the call of the soul and of solidarity with his friend who had been persecuted. Brawl occurred mainly caused by trivial things, which in fact it is not to be a big problem. Therefore, the absolute tolerance value for the need to be imparted to the students, especially those involved in the brawl. To parenting of adult, their parent should be can communication to their adult, either the fact, ideas, and not only knowledge. And also, Riyanto, T. 2002 said their parent can help support for increasing the development of adult. This is same as "Humanistik Theory", that it is focused to student for learning. Thus the higher the democratic parenting adapted to the stage of development of personality adolescents make more reliable and behave Positive for refusing solidarity with the brawls [10].

5. CONCLUSION

Variosity of parenting by parents predispose adolescents to brawl can be found specifically that the intervention group had the highest risk of 21.5% and the lowest was 78.95%. While the non-intervention group met the highest was 90.3% and the lowest was 9.7%. Thus referring to the T test is a test found a correlation between the behavior parenting to adult of brawls showed that if Influence Parenting higher then the behavior of the young men never involved brawl at SMU will tend to be low and vice versa.

The end result of this research note that the factors that encourage teens to fight the influence of peers. This condition can be anticipated by the families and counseling teachers as a positive support. During

the process of indepth interviews on home visits found that parents realize the importance of good family upbringing in democracy in order to influence adult characters.

ACKNOWLEDGEMENTS

The authors would like to thank to:

1. Chairman of Health PPSDM MoH RI, which has provided the opportunity and permit the implementation of RISBINAKES 2015 at the Polytechnic of the Ministry of Health.
2. The Director of the Ministry of Health Polytechnic Jakarta I, Ani Nuraeni, BSN., MPH. along with staff who have given permission and opportunity to carry out research advancement RISBINAKES MoH RI 2015.
3. The Chairman of the Department of nursing polytechnic MoH RI Jakarta I, Tarwoto, BSN., MN. along with colleagues who have deigned to motivate and facilitation so as to resolve this RISBINAKES report.
4. The Office of the Ministry of Education and Culture, study of secondary education and one stop services agency, the city government, which has given permission our research
5. Depok City Government Department of Education, which has given permission our research
6. Principals, teachers, students and their parents, including staff from the SMU 78 Jakarta, SMK 1 Jakarta, SMU and SMK Yapan 10 Depok, which has participated actively and play a role in a whole series of research
7. The support team that has been together complementary to completing this study.

REFERENCES

- [1] Agency for Health Research and Development Ministry of Health RI, "Basic Health Research," vol. 12, 2013.
- [2] A. I. Yusron, "Effect of career guidance counseling and parenting Parents against student independence in choosing a career," *Published skripsi*, Yogyakarta State University, 2012.
- [3] Notoatmodjo, "Education and Health Behavior," *Pict*. Vol/issue: 2(1), 2003.
- [4] K. Cherry, "What Is the Hawthorne Effect?" 2015. Retrieved from http://psychology.about.com/od/hindex/g/def_hawthorn.htm.
- [5] Moore D. & McCabe G., "Introduction to the Practice of Statistics," Third Edition, Section 6, pp. 4, 2009.
- [6] K. Kartono, "Patologi Sosial 2," Raja Grafindo Persada, Jakarta, 2002.
- [7] H. Awik, "Effect of Education and Parenting Parents on Learning Achievement," *Published journal of education*, vol/issue: 13(3), 2004.
- [8] J. E. Ormrod, "Human learning," (5th ed.), Upper Saddle River, NJ: Merrill/Prentice Hall, 2008.
- [9] Nurul A. I. T., "Influence Parenting Parents to Self Regulated Learning to Procrastination," 2011.
- [10] T. Riyanto, "Personal Guidance As a learning process. In Pattern foster parents in guiding children's behavior," Oedzilla N., Jakarta, Gramedia Widiasarana Indonesia, 2011.

BIOGRAPHIES OF AUTHORS



Heni Nurhaeni, BSN, MPH. Heni is Lecturer in the Department of Nursing - Health Polytechnic of Jakarta since 2001. She has graduated from the Academy of Nursing in 1988, Bachelor of Nursing Faculty -UI in 1999, and Master of Public Health, University Professor HAMKA 2010. As the main researchers have conducted several studies, among others; The effect of deep breath on heart rate and coronary angiogram radial pain during International Nursing Conference (INC) complementary "Complementary Nursing Issues and Updates in 2015" ISBN 978-602-72856-0-6. Author of the book as a team in Indonesia Nursing Diploma Curriculum Publications by AIPDiKI. ISBN: 978-602-71949-0-8 and Community Mental Health Nursing (Basic and Intermediate Course CMHN), Publisher EGC, ISBN 978-979-044-063-0.
Email: hnurhaeni@yahoo.com.sg



Dinarti, BSN, MAP. Dinarti is Lecturer in the Department of Nursing - Health Polytechnic of Jakarta since 2001. She has graduated from the Academy of Nursing in 1984, Bachelor of Nursing Faculty -UI, and Master Administration Public of LAN. As the main researchers have conducted several studies, among others; Mix method research: Experience clients who have body image extremity fractures laying down with external fixators in Fatmawati Jakarta (Journal of Public Health Vol.8, No.6, January 2014) and Community Mental Health Nursing (Basic and Intermediate Course CMHN), Publisher EGC, ISBN 978-979-044-063-0.
Email : din_rh@yahoo.co.id



Drg. Dwi Priharti, MPH. Dwi is Lecturer in the Department of Dental Nursing-Health Polytechnic of Jakarta I. She has graduated from Faculty of Dentistry-UI in 1985 and Faculty of Public Health-UI, 2003. As the main researchers have conducted several studies, among others; Relationships between Brushing Behavior With Dental Caries Status in Sixth Grade Elementary Students in Region Lebak Bulus Cilandak, South Jakarta, Vol.2 No. 3. 2013.
Email: prihartid@yahoo.co.id