THE ROLE OF EDUCATORS IN PREVENTING PSYCHOLOGICAL VIOLENCE IN GRADE 1 CHILDREN

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Abstract

The problem that occurs at this time is that the role of education is still not realized as its function optimally in overcoming violence prevention in the learning environment for elementary school children. The purpose of this study was to determine the role of educators in preventing psychological violence in elementary school children. The research methodology uses qualitative data collection methods using observation and relevant documentation. The research subjects were conducted on 25 elementary school teachers by providing debriefing and training and assisted by two master's students. Data analysis techniques use the approach from Miles and Huberman. The results show that the role of educators should be optimal in facilitating learning assistance for children. Schools as educational institutions can submit procedural SOPs made in the form of written rules as a solution to minimize the occurrence of ongoing child psychological distress. The role of the teacher during the learning process can provide direction through positive instructions to children. As well as collaboration between school principals, teachers and parents it is important to do that can be used as an internal monitoring system, so that children can feel that they are being watched, protected and given attention.

Keywords: the role of education; violence prevention; child psychology; elementary school

Abstrak

Masalah yang terjadi saat ini adalah peran pendidikan masih belum disadari sebagai fungsinya secara optimal dalam mengatasi pencegahan kekerasan di lingkungan pembelajaran bagi anak sekolah dasar. Tujuan penelitian ini adalah untuk mengetahui peran pendidik dalam mencegah kekerasan psikologis pada anak sekolah dasar. Metodologi penelitian menggunakan metode pengumpulan data kualitatif dengan menggunakan observasi dan dokumentasi yang relevan. Subjek penelitian dilakukan pada 25 guru sekolah dasar dengan memberikan debriefing dan pelatihan serta dibantu oleh dua mahasiswa magister. Teknik analisis data menggunakan pendekatan dari Miles dan Huberman. Hasil penelitian menunjukkan bahwa peran pendidik seharusnya optimal dalam memberikan bantuan pembelajaran bagi anak. Sekolah sebagai lembaga pendidikan dapat mengajukan SOPs prosedural yang dibuat dalam bentuk aturan tertulis sebagai solusi untuk meminimalisir terjadinya gangguan psikologis anak yang berlangsung. Peran guru selama proses pembelajaran dapat memberikan arahan melalui instruksi positif kepada anak. Serta kolaborasi antara kepala sekolah, guru dan orang tua penting untuk dilakukan yang dapat digunakan sebagai sistem monitoring internal, sehingga anak dapat merasa bahwa mereka sedang diawasi, dilindungi dan diberi perhatian.

Kata kunci: peran pendidikan; pencegahan kekerasan; psikologi anak; sekolah dasar

Introduction

Significantly, the problem of violence in schools must be faced and solved in a cooperative manner. Several parties can be involved in this matter, namely teachers, parents, and the surrounding community, this can be done to maintain school security stability as a preventive measure and punishment that can be more effective (Olinda, 2021). Basically violence is a complex phenomenon, besides that, violence also varies depending on how violence can be defined and measured (Justicia, 2016). Violence between students in education is a problem that often disrupts the course of the learning process at school. Therefore, it takes the role of all parties to resolve the issue (Probilla et al., 2021). This problem often arises because students who are experiencing a period of growth and development both physically and psychologically, of course experience many changes in attitude and behavior which generally experience turmoil to do something new, as a form of curiosity or just trying, because This period is known as the search for identity (Setiawan, 2021).

At the beginning of 2020 (January to June) the number of violence against children reached 3,087 cases, based on SIMPONI PPA data from the number of cases, 1,848 were cases of sexual violence, followed by physical violence with 852 cases and psychological violence reaching 768 cases (Husnulwati et al., 2019). Children have become objects of violence, especially sexual violence, children have become objects to meet family needs so they have to work, children are objects of sexual exploitation by pedophiles (Anggraini & Maulidya, 2020). Other reports also show that from data cited by CNN Indonesia, violence against children has increased during the pandemic. Deputy Child Protection Officer of the Ministry of Women and Child Protection (KemenPPPA) says violence against children has 6,000 reports of violence against children during the pandemic. According to KemenPPPA data, the number of violence against children in 2019 was 11,057, including 3,401 physical, 2,527 psychological, 6,454 sexual harassment, 106 exploitation and 111. There were 850 cases of trafficking in persons (TPPO). Cases of neglect and other violence 1,065. Then in 2020 the number of violence against children increased to 11,278, including 2,900 physical violence, 2,737 psychological violence, 6,980 sexual violence, 133 exploitation, and TIP. , neglect of 864 cases, 1,121 cases. from other violence. According to the latest data from January to September 2021, there were 9,428 cases of violence against children. Consists of 2,274 physical violence, 2,332 psychological violence, 5,628 sexual violence, 165 child exploitation, 256 tips, 652 neglect, and 1,270 other violence (Hasanah & Raharjo, 2016).

The important role of education can be a fortress that protects children with their rights. Basically the role of education itself is an activity of interaction between educators and students to achieve goals in a good way in a positive context (Prayoga & Muryanti, 2021). Educators have their own role, namely the teacher has part of the responsibility of parents to provide education when children are delegated to teachers at school. Teachers are parents of students at school (Mulyadi, 2019). As parents at school, teachers should be responsible for the development of their students both in

terms of cognitive, affective and psychomotor. Teachers carry out various duties and responsibilities in educating the lives of students with the various potentials and ways they have to help them avoid all acts of crime and violence (Kirom, 2017). The phenomenon of violence in the school environment has recently received sharp attention from the community. Violence that occurs among students in the school environment has become a hot topic of coverage in the media (Anggraeni, G. N., & Nurabadi, 2016).

The role of teachers has changed and expanded over the past few decades (Wahidah & Maemonah, 2020). White (2016) considered that risk factors that increase violence in schools can be categorized into four groups, that is, social (such as poverty), familial (such as negative parental model), school-related (such as low student participation, lack of social activities, unfair practices and teacher attitudes) and individual (such as developmental difficulties, antisocial behaviors, academic failure, not adapting to school) (Shaw, 2014; White, 2016). Other researchers include as risk factor related to school some teacher characteristics, such as lack of subject knowledge and communication skills, aggressive (Olofsson et al., 2015). Teachers become models for their students when they use their social and emotional competencies. They ensure that their students develop positive attitudes towards school when they are tolerant, accepting and concerned or when they have a supportive leadership style (Agbaria, 2020). There are studies that showed some teachers have negative attitudes towards students who are violent, and most of them felt responsible for preventing violence and bullying in their classrooms, but they lack the confidence in their own abilities to cope with these issues (Melesse & Belay, 2022).

School is one of the places for forming the personality and intellectual development of students. School is not only a place where the learning process takes place, but also the educational process in general (Roemintoyo & Budiarto, 2021). In the learning process, interactions occur, namely teachers with students and students with students. In the school environment, this interaction occurs even more broadly, namely: teachers with students, students with students, teachers with school principals, teachers with staff, students with principals, and students with school staff (Miftakhul Jannah, 2020). In essence, school is a comfortable and conducive place for students to develop their intellectual and creative thinking (Maqbulah, 2021).

Therefore, psychological violence on students is interesting to study more deeply. Due to sensitive information, this study is very limited. This research was reviewed at one of the Kartika elementary schools which is geographically located in the Pesanggrahan subdistrict, Pesanggrahan District, South Jakarta. Its position is at 6.2570543 South Latitude and 105o55'18.2" Longitude. Pesanggrahan is the name of a village in the Pesanggrahan sub-district in South Jakarata City, DKI Jakarta Province, Indonesia. In the Pesanggrahan Village there are 2 Military Dormitories, within the military complex there is an SD KARTIKA X-2 school. The institution was founded in 1976, led by Mr. Achmad Sjaefudin Prior to its current location SD Kartika is located at

Jalan Anggrek No 1. It has a land area of 4098.9 m. There are 12 classrooms, 1 teacher's room, 1 library room, 1 computer lab, 1 UKS room, 1 TU room, 1 principal's room, canteen and gazebo at this school, as well as a garden, play ground field, and parking lot. The number of educational staff and educators at SD KARTIKA X-2 consists of 1 principal and 17 teachers and staff 6. The number of students is approximately 283 students, consisting of 51 second graders 51 second graders 42 third graders 44 fourth graders 39 fourth graders six 71 students.

This study uses a qualitative methodology, which has the goal of producing findings that cannot be achieved using statistical procedures with other quantification methods. In this study the role of the teacher as an educator in minimizing violence against students, with the research object of the principal, teacher and students. so the purpose of this study was to analyze the role of education in preventing psychological violence at SD Kartika X-2.

Method

This research methodology uses descriptive qualitative which aims to describe a phenomenon in a learning environment (Pulis, 2018). Methods of data collection using observation and relevant documentation from reliable sources. The subject of this study was reviewed from three people who were considered experts in exploring the phenomenon of violence in children. The participation of 25 teachers in following the process of debriefing the learning concept, in addition to the participation of two students as resource persons who provide debriefing on psychological violence and its prevention efforts.

This research was conducted at Kartika X-2 Elementary School, Pesanggrahan Village, Pesanggrahan District, South Jakarta, DKI Jakarta, from March to April 2023. The data analysis technique used the approach from Miles and Huberman which included the stages of the process of data collection, data reduction, data presentation, and conclusion. Data validation was carried out through member-checking where the data obtained from informants was confirmed again. This shows that the data obtained has acceptable feasibility.

The purpose of this research is directed at various perceptions regarding the important role of educational institutions in dealing with child psychological violence, the role of teachers and parents as facilitators in assisting children, and solutions or prevention to minimize the occurrence of psychological violence that cannot be controlled.

Results and Discussion

Submission of material on the definition of psychological violence in accordance with local conditions explains how teachers understand psychological violence in the classroom by using a method that is appropriate to the conditions that exist in educational institutions. This is in accordance with the results of the initial identification that there is a need for understanding regarding the notion of psychological violence.

1.1. The Role of Education in the Prevention of Child Psychological Violence

A good and conducive school ecosystem can encourage students to develop their best potential. Therefore, schools are expected to be a comfortable and safe place for students to gain knowledge. But in reality there are still problems of bullying in schools, both in the form of physical and psychological violence. There were even cases of sexual violence that occurred in the school environment. One that often happens is at the elementary school level (SD). Data from the Indonesian Child Protection Commission (KPAI) revealed that most cases of bullying against children were experienced by elementary school students (Lon & Widyawati, 2017). Based on this, the Ministry of Education and Culture through the Directorate of Elementary Schools considers it necessary to provide education to teachers, parents, and stakeholders about forms of violence in schools, and how to handle them (Zahirah et al., 2019). This activity was carried out through a webinar delivered by Ms. Dra. Sri Wahyuningsih, M.Pd. , Director of Elementary Schools when opening a webinar entitled "Schools Free from Violence: Recognizing Forms of Violence in Schools and Handling It" which was held on Friday, May 27, 2022.

The information obtained from the results is a reminder that every school, especially the elementary school level, ensures that teaching and learning activities run in a conducive situation. The education unit environment is well preserved from fears of violence and bullying (Irfan Nazwa, 2017) which is part of the 3 very troubling sins. The Minister of Education and Culture has emphasized that there are 3 sins in education that must be dealt with seriously and responsibly, namely: bullying, sexual violence, and intolerance. Violence that occurs in schools does not have to be covered up, but we must end it. And all of this can happen if a conducive atmosphere is built in the education unit.

Good collaboration between school principals, teachers, educators, parents, and students is the main key in preventing violence in the school environment (Natari & Suryana, 2022). In the Merdeka Learning era, students become central in teaching and learning activities. Therefore there should be no tolerance for acts of violence in educational units. PAUD and SD levels are the basic foundations of education that we must be literate as early as possible regarding the prevention of violence in schools. Moreover, our children have learned face to face 100%.

Submission from Prima Dea Pangestu from the Ministry of Women's

Empowerment and Child Protection explained that based on survey results, cases of violence against children decreased in 2021. The survey noted that 3 out of 10 boys and 4 out of 10 girls in Indonesia aged 13-17 years have experienced one or more types of violence in their lifetime. Then, based on the results of this survey, the type of violence most often experienced by children aged 13-17 years, both boys and girls, in urban and rural areas, is emotional violence or psychological violence (Hasanah & Raharjo, 2016; Zahirah et al., 2019). The provinces with the highest number of victims of violence in Indonesia are East Java, Central Java and West Java. For the education unit, based on PPA Symphony data, in 2021 there were 594 cases of reporting violence against children (Utami, 2018). The violence occurred in schools with a total of 717 victims, consisting of 334 boys and 383 girls. 34.74% of the acts of violence were committed by teachers and 27.39% by friends or girlfriends. This is violence that occurs in the school environment so that the perpetrators concentrate directly on who is in the education unit. It should be noted that sexual violence is the most common type of violence that occurs in schools, reaching 36.39% (Olinda, 2021).

There are five forms of violence that must be known, namely: first is physical violence, then psychological (emotional) violence, third is sexual violence, fourth is violence in the form of neglect, and finally is exploitation (Probilla et al., 2021). When you hear the word violence it is synonymous with hitting, slapping, pinching, scratching or pinching. In fact, violence is not just physical violence. There are many other forms of violence that need to be known and it will cause suffering to children if this violence occurs to children (Zahirah et al., 2019).

dr. A. Kasandra Putranto, Clinical Psychologist and Kasandra Associates Forensic revealed data from the Indonesian Child Protection Commission (KPAI) that most cases of bullying against children were experienced by elementary school students. In addition, during the pandemic, the problem of bullying increasingly spread to the online realm. This means that students are more prone to experiencing bullying in person or online when they are more active using devices. In addition, the factors that increase the risk of violent behavior in children. These include aggressive behavior, a history of physical violence or sexual violence (Utami, 2018). This can be exposed both at home and in the community, such as being a victim of bullying, another factor is genetic factors.

The risk of violent behavior also needs to be calculated because it is very possible that in a psychological examination there is a combination of family socioeconomic factors, there is also brain damage due to head injury without realizing it. This is a warning sign as to the potential for violent behavior in children. Parents and educators must understand that children have several risk factors and display behaviors that must be carefully evaluated. Its characteristics include showing excessive anger or disappointment, often losing patience or having emotional explosions, being very irritable, extreme impulsiveness, easily frustrated, not wanting to give in or not wanting to be outdone by competitiveness. The emergence of violent

behavior among children is quite complex and troubling and requires careful understanding by parents and teachers.

1.2. Solutions to Prevent Violence in Education Units

Apart from having to understand the types of violence, the community also needs to understand and know how to prevent violence against children or students in education units, namely:

1) Learners have the right to argue and participate, not as mere recipient objects. Therefore respect and listen to his views.

2) Learners need to be protected because they are a vulnerable group that is still in a period of growth and development, and depend on adults. Parents or educators must be able to hold back the ego and must understand their needs according to the age development of students.

3) Understand that each learner has unique abilities, strengths and talents. So that every educational action aims to build the abilities and capacities of students.

4) Involve students in making decisions related to their learning needs. Provide guidance and warmth without demeaning him.

5) Educators must also be able to apply positive discipline, namely by starting to think positively that students can change by providing repeated warmth and guidance.

6) Having the mindset that students are able to understand how to behave appropriately, needs to be trained repeatedly so that children are able to control themselves.

7) Educators must treat students with warmth as they are human beings.

8) Helping students when facing problems, motivating students when experiencing difficulties, acknowledging and appreciating students' efforts and achievements, apologizing if they make mistakes, being humorous and listening to students' opinions and considering them seriously.

9) Provide guidance by building good communication, and understanding their guidance needs according to age development.

10) Students need to be protected because they are a vulnerable group that is still in its infancy and dependent on adults. Parents or educators must be able to hold back the ego and must understand their needs according to the age development of students.

11) Understand that each learner has unique abilities, strengths and talents. So that every educational action aims to build the abilities and capacities of students.

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14) Having the mindset that students are able to understand how to behave appropriately, needs to be trained repeatedly so that children are able to control themselves.

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16) Helping students when facing problems, motivating students when experiencing difficulties, acknowledging and appreciating students' efforts and achievements, apologizing if they make mistakes, being humorous and listening to students' opinions and considering them seriously.

17) Provide guidance by building good communication, and understanding their guidance needs according to age development.

Another discussion was giving some participants the opportunity to explore their experiences, as conveyed by participant Thesi Rismayanti, S.R., M.Pd., and the Head of Titim Fatimah Elementary School, Subang Regency, shared good practices on the role of education units in preparing students to achieve the Pancasila Student Profile and creating a conducive, safe and comfortable school environment without violence. There are several ways or strategies that can be done as follows:

1) First, his party is committed and written in the Decree of the Team for the Prevention and Management of Violence and Drugs.

2) Then his party compiled an SOP for implementing violence prevention at Titim Fatimah Elementary School, which contained the vision and mission of the Ministry of Education and Culture as stated in Ministerial Regulation Number 22 of 2020 concerning the Strategic Plan for the Ministry of Education, Culture, Research and Technology.

3) Regarding the implementation of a child-friendly learning process, SDN Titim Fatimah applies positive discipline, namely establishing relationships between educators and students.

4) Then there is effective communication between educators and students, positive emotional management, and problem solving without violence.

5) SDN Titim Fatimah also builds a commitment to a brilliant school, with its strategy of carrying out an independent evaluation movement with the theme "protect children from drugs" and bullying by providing participatory education and assistance.

1.3. Implementation of the Teacher's Role in the Prevention of Violence

After the teachers received debriefing, the next activity was the process of implementing the mentoring which was carried out on March 25 2023 which was the third meeting, and was directly accompanied by the school principal and SD Kartika X-2 teacher, and students had provided materials, and were directed by their supervisors namely the mother of Dr. Hamid Patilima, S. Cream. After giving the material or media to the children, the SD Kartika X-2 teacher was attended by the principal of the school, where he was given material and directions on how to prevent psychological violence.

Teaching and learning activities implemented at SD Kartika X-2, where the activities are structured and planned based on learning objectives that refer to the copy of the Minister of Education and Culture and Research and Technology Number 7 of 2022 concerning Content Standards in Early Childhood Education. The various activities that have been implemented are as follows:

1) Provide understanding to students and provide an understanding of what psychological violence is, its effects and how to prevent it. Learning that was originally planned was classically scheduled, so with the Research from the Panca Sakti University Masters it is hoped that there will be changes in providing learning services to students conducting discussions with students and providing understanding so that learning becomes more fun and children become more enthusiastic and enthusiastic to learn. attended SD Kartika X-2.

2) Good planning in the use of learning resources that are easy, but have a positive and fun impact and accommodate student learning activities is needed, one of which is feeling safe and comfortable in the school environment. Changes in mindset assume that psychic violence is commonplace, so this mindset can be changed with an understanding of psychic violence and its prevention which has been carried out during research through direct practice by giving directions to students.

3) The next stage is to collect materials and materials needed to provide fun and easy-to-understand material for students. Then arrange a pleasant learning place so that students can be more comfortable in the learning process.

4) Collaboration between PAUD Masters Students at Panca Sakti University with stakeholders and the Mutiara Bahari Play Group Teacher Team is expected to make a major contribution to change and open a new paradigm that early childhood learning if well designed will be more enjoyable so that it can improve the quality of education so more increases.

5) With collaborative mentoring and input from PAUD Masters Students at Panca Sakti University, it is hoped that the Mutiara Bahari Playgroup teachers can redevelop ideas in providing teaching materials to students by utilizing existing media in the surrounding environment, especially those in the marine area of the Mutiara Play Group Nautical. With this implementation activity it is hoped that Kartika X-2 Elementary School can make learning designs that are fun for children not only during mentoring and guidance but can then be applied in every learning meeting.

Conclusion

The information obtained is that there are several teachers who already understand about psychological violence but there are also some teachers who do not understand it. During the presentation of related material, teachers begin to know theoretically from discussions regarding the understanding of various types of violence, psychological violence, and efforts to prevent psychological violence. The

enthusiasm of the teachers was very interactive, this can be seen from the many questions asked by the teachers as debriefing participants regarding how to implement the prevention of psychological violence in accordance with the conditions of educational institutions.

The results of the discussion also show that there are several efforts that can be made as a prevention of psychological violence that must be carried out and can be remembered by teachers according to the conditions in these educational institutions. Among them; teachers can understand the characteristics and needs of children, apply character strengthening education in classroom learning activities, make the relationship between parents and teachers as partners, be able to increase the intensity of conversations with students and build multi-role relationships, form a team of guidance and counseling and student supervision, work together with school committees, conducting regular coaching for students, limiting and supervising the use of cellphones at school and at home, and teachers being good role models for students.

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