VIOLENCE IN EARLY CHILDHOOD EDUCATION

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Abstract. This study aims to determine the types, causes, impacts, and solutions of violence in early childhood education. This type of research is qualitative with a literature study approach. The data source used is a text data source. Data collection was carried out by searching online sources regarding violence in early childhood education. And selected according to the research theme. Then analyzed with the opinion of Miles and Huberman. The results of this study indicate that violence in early childhood education is sometimes not realized by the perpetrators of violence. This is because violence is considered reasonable as a tool to educate and overcome committed problems by children. Violence can be caused by children or educators. This causes adverse effects in the long term. Therefore we need a solution and prevention of violence in early childhood. The solution can be started from the policies of educational institutions and collaboration with people around early childhood. And there is a need for anti-violence education in educational institutions at this time.

Keywords: Violence, Early Childhood Education.

INTRODUCTION

Violence can be committed by anyone and anywhere. One of them is in the world of Education. Although in the world of education there is already a ban on using violence for any reason (Sa'diyah, 2021). Likewise violence in early childhood education. As happened in early childhood education schools or early childhood education in Sidomulyo Village, Samarinda Ilir. Where one of his students who was still 4 years old became a victim of his own teacher's violence. Then in one of the Kindergartens or Kindergartens in Malaysia, a teacher threw and scolded his students. One of the students in Kindergarten or Kindergarten in Vietnam also experienced violence from the teacher, namely by kicking and biting the hands of students because they were crying.

Violence experienced by early childhood can be in the form of physical violence, namely pinching, jewer, punches and kicks. And verbal violence, namely being scolded with harsh words and scorn (Alif et al., 2020). Violence in early childhood cannot be justified because it can harm the child physically and mentally (Fatrica, 2020). In early childhood education it is important to carry out anti-violence education. This is because at an early age, children experience rapid development and growth and tend to be sensitive to the things around them. So if from an early age children are accustomed to violence it will have a bad impact on their growth (Setiani, 2016).

This writing was carried out with the aim of knowing the types of violence in early childhood education, the causes of violence in early childhood education, the impact of

violence in early childhood education, and solutions to violence in early childhood education. This writing is based on several phenomena that occur in early childhood that are spread on social media. Then raises questions that will be answered in this paper. And based on the argument that in education especially early childhood education it is very unfortunate if it is carried out with acts of violence from a teacher.

RESEARCH METHOD

This research is a type of qualitative research and uses a literature study approach. The data source used is a text data source because it uses literature study research. The data source was selected by looking at the same research theme, namely violence in early childhood education. Data collection techniques by conducting a search regarding violence in early childhood education. Then choose journals and articles that match the research theme. After that, it is continued by reading, studying and analyzing the journals and articles that have been obtained before writing them down in this paper. The data analysis technique used is the opinion of Miles and Huberman, namely analyzing important points in the journals and articles that have been obtained. Followed by the second step, namely hurting these important points. And proceed with the last step which is to give a conclusion.

RESULTS AND ANALYSIS

1.1 Types of Violence in Early Childhood Education

There are several types or forms of violence in early childhood, namely physical, psychological, and verbal. Physically it consists of pinching, kicking, pushing (Alif et al., 2020), being too rough when holding hands (Mubiar, 2018). Psychologically it consists of isolating, not deliberately speaking (Nur et al., 2022), looking with a sharp gaze (Alif et al., 2020). Whereas verbally it consists of speaking in a loud voice, insulting, ridiculing, making fun of, (Mubiar et al., 2018) being compared to others, getting angry, and speaking harshly (Alif et al., 2020).

According to the Permendikbud, types of violence in educational settings include harassment such as sexual abuse and rape; bullying and extortion; persecution, fighting and hazing (Kemendikbud, 2022). Meanwhile, according to the Child Protection Act there are 5 types of violence, namely violence in the form of physical, psychological, sexual, neglect and exploitation (Direktorat Sekolah Dasar Direktorat Jenderal Pendidikan Anak Usia Dini, 2022). Violence is divided into interpersonal violence, namely violence committed between individuals. Included in this violence are family violence and violence between partners. The next is community violence. The World Report on Violence and Health states that there are four forms of violence. Physical, sexual, psychological violence and neglect (Alit, 2019).

A teacher or educator in an educational institution is expected to be able to understand students who have risk factors and show attitudes that must be evaluated. Its characteristics are showing excessive anger and disappointment, acting without thinking too much about the risks, being easily irritated, not easily giving in and losing (Direktorat Sekolah Dasar Direktorat Jenderal Pendidikan Anak Usia Dini, 2022). This identifies that violence in the educational environment is very dangerous and can have a very bad impact on its victims. Especially when it comes to early childhood. Where they have not been able to put up a fight against the perpetrators of violence.

1.2 Causes of Violence in Early Childhood Education

The thing that is very often asked when looking at cases of violence against children is the cause of the violence. There are several causes of violence occurring, namely violence as a tool for disciplining children, child delinquency, as a punishment for a child's naughty attitude (Alif et al., 2020), the desire to make students not crybaby and become strong children when they grow up so that they do the hard and assertive, educators consider students' problems can be resolved by violence, the state of educators who are tired after teaching, and a lack of knowledge about the psychology of student development (Mubiar et al., 2018). According to Assegaf there are 4 causes of violence in the educational environment, namely first, school rules are violated and corporal punishment is given. and violence occurs when the punishment exceeds the limit. Second, bad government policies due to lack of humanization. Third, environmental influences, television shows, and social media. Fourth, the rapid development of life and resulting in an attitude of instant solution (Setiani, 2016).

The three factors that cause violence in education are first, the educational procedures that apply are very bad which as a result can have an effect on educational capacity. Education that does not have the capacity will certainly result in unwanted things happening. Like violence. Second, the surrounding environment and technological developments can influence violence. Third, poor socio-economic conditions tend to commit violence compared to people who have good socio-economic conditions (Sa'diyah, 2021).

1.3 The Impact of Violence in Early Childhood Education

The impact of violence depends on the type of violence perpetrated. But usually children will cry if they get violence. And included in the psychological impact. Verbal violence causes difficulty adjusting to surroundings, easily blames oneself, and has unstable emotional control. Because the child considers the words in verbal violence to be the truth so that makes the child low self-esteem (Alif et al., 2020). Violence against early childhood in schools is more common in the form of physical and psychological violence (Sa'diyah, 2021). This will have a negative impact on the child. Violence can cause trauma that can last for a long time. Depending on how bad the violence experienced. In addition to the trauma experienced by children, violence can also cause children to become unstable and inconsistent in life. Children can also experience mental pressure which can lead to attempts to end their own life. With an uncertain mental condition can cause children to commit acts of violence (Alit, 2019).

Psychologically, the impact of violence causes children to always feel anxious, easily shaken, and unable to control their own emotions. Emotions that are difficult to control cause children to be sad or cry and get angry. And being a child who is rude, easily angry, and can hurt people who disturb him. Children will find it difficult to adjust to their environment and distance themselves from association so that their social life becomes worse (Alit, 2019). Attitudes that will be shown by children as a result of the violence they experience are divided into four. First, the child will become a quiet person, difficult to get along with, and distance himself from the environment. This will cause children when they grow up to be difficult to have a relationship. Second, children become easily afraid and traumatized by something that causes violence and easily experience anxiety. Third, children who experience violence will become children who behave badly as a manifestation that they are strong children. Children have no self-confidence and are unable to control their emotions. Fourth, children feel hopeless about the violence they experience because they don't know what to do, finally they want to hurt themselves and even try to end their own life (Alit, 2019).

Schools where violence occurs can be seen from the following characteristics, namely first, the feeling of insecurity felt by students when at school. Second, the school community

does not have a good relationship. Third, students do not trust each other. Fourth, students choose groups as a place to commit violence or avoid violence. Fifth, students and parents of students take legal action against the school. Sixth, the reputation of the school has decreased. Seventh, the morale of the school staff is declining. Eighth, deteriorating school conditions (Mubiar et al., 2018).

1.4 Solutions to Violence in Early Childhood Education

The impact of violence that has already happened to children cannot be allowed to be felt by children. Solutions are needed to stop and eliminate the impact of violence experienced by children. The impact of violence on a child's psyche is more difficult to heal than the impact of violence on a child's physique. For this reason, psychological treatment is needed when the trauma and mental pressure experienced by children is very dangerous. People around the child must be more sensitive to detect that the child has been subjected to acts of violence that can be noticed from the child's changing personality so that the child can get help and protection from those around him (Alit, 2019). Educators who commit violence against children must also be given training on how to provide psychological support during learning. Then educators need learning about how to be able to control emotions properly during learning so that if children experience mistakes or behave unpleasantly such as crying, educators can control their emotions well and not get angry easily. This learning is also referred to as emotional management (Alit, 2019).

Educational institutions have safety procedures for students. so that educational institutions must be ensured to be safe and able to provide safety for students. An understanding is needed on how to prevent violence against students in educational institutions. Cooperation between school principals, educators, parents and students is the main key to avoiding violence in educational institutions. In addition, the level of early childhood education or PAUD is the basic foundation in the process of preventing violence in educational institutions. First, students must be sheltered because students are still sensitive because they are still in the process of growth and development of the body that requires adults. Second, each student has different abilities. And education is aimed at developing these abilities. Third, educators must be able to think positively about changes in students that can be carried out with guidance without requiring violence and the need for repeated guidance because changes in attitude require more than one opportunity but more than that. Fourth, educators and students must have a good relationship and overcome problems without violence. Fifth, holding educational activities and mentoring (Direktorat Sekolah Dasar Direktorat Jenderal Pendidikan Anak Usia Dini, 2022). Sixth, holding guidance activities, training, or seminars so that educational institutions such as schools can dispel and overcome the problem of violence against students (Mubiar et al., 2018). Educators must be able to think positively about changes in students. This can be done with guidance without the need for violence and the need for repeated guidance because a change in attitude requires more than one opportunity but more than that. Fourth, educators and students must have a good relationship and overcome problems without violence. Fifth, holding educational activities and mentoring (Direktorat Sekolah Dasar Direktorat Jenderal Pendidikan Anak Usia Dini, 2022). Sixth, holding guidance activities, training, or seminars so that educational institutions such as schools can dispel and overcome the problem of violence against students (Mubiar et al., 2018). Educators must be able to think positively about changes in students. This can be done with guidance without the need for violence and the need for repeated guidance because a change in attitude requires more than one opportunity but more than that. Fourth, educators and students must have a good relationship and overcome problems without violence. Fifth, holding educational activities and mentoring (Direktorat Sekolah Dasar Direktorat Jenderal Pendidikan Anak Usia Dini, 2022).

Based on the three factors that led to the occurrence of violence in education that have been disclosed previously, the solutions to overcome these three factors are first, educational procedures that apply very badly can be overcome by improving corrective procedures so that the violence that occurs can be overcome. Second, the surrounding environment and technological developments can be overcome by government policies to regulate bad content so that it is not shown on social media or television. Third, poor socio-economic conditions can be overcome by government policies in improving the socio-economic conditions of its people (Sa'diyah, 2021).

Another solution that can be done to overcome violence in education is to develop an educational design that adapts to mental needs and religious values. Because sometimes educational design only adapts to physical needs and chooses to ignore other needs. Meanwhile, according to Maslow, humans have five levels of needs. One of the five levels is mental need. Mental needs consist of feeling protected, peaceful and prosperous. This is ignored because educators feel that achieving learning objectives is more important than others. As a result, education feels empty and meaningless (Sa'diyah, 2021).

Education is also one of the solutions to address violence in early childhood education, namely anti-violence education. Anti-violence education needs to be prepared by all parties who contribute to the implementation of early childhood education such as National Commission for Children, school principals, educators, parents and the community. If anti-violence education is successful, it can make students who have personal and social abilities that are free from violence and dynamic so that they become good students (Fatrica, 2020). Anti-violence education can be carried out using methods and approaches that respond to emotional development at an early age. As educators, it is hoped that they can provide anti-violence education using teaching approaches, grouping values, role models, and good attitudes. The above approach can be carried out based on appropriate conditions and as a whole. So that educators can understand the personality of students. in providing anti-violence education to early age students can be done by telling stories or fairy tales. Or you can go through a game, for example using a musical instrument (Fatrica, 2020).

CONCLUSION

Violence in early childhood education is sometimes not realized by the perpetrators of violence. This is because violence is considered reasonable as a tool to educate children and overcome problems committed by children. Such as psychological and verbal violence. Violence against early childhood can be caused by the child's personality because early childhood is clearly still at an age that has not been able to control itself and is still at an unstable age so that it can trigger educators to commit violence. Or from the educators themselves who are triggered by the lack of knowledge of educators and the condition of educators when violence against children occurs. This clearly has a negative impact on children in the short term and even the long term according to the type of violence perpetrated. Because the impact of violence on children varies depending on the form of violence committed. Therefore we need a solution and prevention of violence in early childhood. Moreover, early childhood is an important period in child development. The solution can be started from the policies of educational institutions and collaboration with people around early childhood. And there is a need for anti-violence education in educational institutions at this time.

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