GENDER-BASED ANTI-VIOLENCE LEARNING PATTERN IN EARLY CHILDHOOD EDUCATION

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Abstract. Early childhood education (PAUD) has an important role to support building human character. For this reason, the pattern of learning must be appropriate, so that in the future they will grow into human beings who are compassionate, patient, polite and respectful of others and anti-violence, especially towards women and children. In reality, there are still many cases of violence, especially those that occur in the household (domestic violence), which are mostly perpetrated by husbands/men. Some of them even ended in divorce. In large numbers, the phenomenon of domestic violence and divorce will not only have a negative impact on the family (especially the child), but also the local community and even the government. For this reason, this study aims to examine the extent to which learning patterns at the PAUD level have included gender-based anti-violence learning materials. The research approach is descriptive qualitative in the form of literature study by analyzing research results contained in Google Scholar for 2020-2023. The keywords used to find these references are "Gender-based anti-violence learning patterns and character education at the PAUD". The data obtained was then analyzed using an interactive model.

Keywords: early childhood education (PAUD), anti-violence education, gender based violence

INTRODUCTION

Early childhood education is a coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimulus to help development, growth both physically and spiritually so that children have further readiness (Yamin, 2013). PAUD is a very fundamental educational vehicle in providing a basic framework for the formation and development of basic knowledge, attitudes and skills in children. The success of the educational process at this early age is the basis for further educational processes (Abdulhak, 2002).

Early age is a golden period which becomes a decisive momentum in laying the foundation of character education. The character foundation that is embedded in early childhood will determine the success of the character cultivation process in the following years. If early childhood has built a healthy soul, it will affect the appreciation and practice of character throughout his life (Megawangi, 2012).

Ibnul Qayyim in the Ahkamul Maulud Book says that something that children really need is great attention to their behavior. Because, a person grows according to the habits instilled by his mentor in childhood, such as being angry, angry, stubborn, sensitive, hasty, provoked, cranky, irritable and greedy. If these disgraceful traits are left unchecked, when he grows up it will be difficult for him to get rid of them and will become a strong character and behavior (Suwaid & Sayyid, 2009).

According to Megawangi (2009), there are at least 9 (nine) character pillars that need to be taught to students namely: (1) love of God and the universe and its contents, (2) independence, discipline and responsibility, (3) honest, trustworthy and speak wisely, (4) respectful, polite and a good listener, (5) generous, likes to help and cooperate, (6) confident, creative and never give up, 7) a

good and fair leader, (8) kind and humble heart, and (9) tolerance, love peace and unity. It is hoped that these nine characters (especially the 9th character) will produce adult humans who behave in a non-violent manner, especially towards women and children.

In fact, until now there are still many cases of violence against women and children, most of which occur in the household, which is called domestic violence (KDRT). According to the 2021 National Women's Life Experience Survey (SPHPN), 26.1 percent or 1 out of 4 women aged 15-64 years have experienced physical and/or sexual violence during their lives by partners and non-partners (Ministry of PPPA, 28 December 2021). The 2023 Online Information System (Simponi) data states that in 2023, there were 9,172 cases of violence of which 79.92 percent (8,199 cases) were experienced by women. Most of the cases (6,054 cases) occurred in households (Ministry of PPPA, 2023).

Meanwhile, the PPPA Ministry stated that in 2019 there were 11,057 cases of violence against children whose number continued to increase to 11,278 cases (2020), 14,517 cases (2021) and 16,106 cases (2022). Most of the cases involve sexual violence. As for the location of the incident, most of it (around 53 percent) occurred in the household environment which, among other things (21 percent) was carried out by the parents (Astungkoro & Suryarandika, 2023). Most of this violence (especially against women) is caused by unequal power relations, where the perpetrator has more power than the victim. This type of violence is usually referred to as gender-based violence which can take the form of physical, sexual, mental violence, coercion, threats or restrictions on freedom. One of the forms of "domestic domestic violence" is the habit of committing violence since childhood, including at school which is known as bullying. Bullying is intentional and repetitive behavior carried out by a person or group who feels they have more power, causing an imbalance of power and negative impacts directly or indirectly (Douvlos, 2019; Mahriza et al., 2020; Reunamo et al., 2015; Storey & Slaby, 2013).

Considering that the PAUD level is the "second door" for the socialization of life values to children (after the family), this level plays a role in the formation of children's character. In this regard, this study aims to examine: (1) violent behavior of children at the PAUD level, (2) teacher learning patterns in violence prevention, and (3) implementation of Child Friendly school policies.

RESEARCH METHOD

This research is a qualitative approach with data collection techniques using document or documentation study instruments (Wirawan, 2016). This document or documentation study instrument is also referred to as literature study, namely "a series of activities related to methods of collecting library data, reading, recording and process research materials" (Zed, 2018). Data was obtained from Google Scholar with the keywords "gender-based non-violence learning patterns at the early childhood education level" and other key words that have similar and related meanings such as child-friendly schools and character education. Research results that meet these criteria are then analyzed using the Miles and Huberman model (in Sugiyono, 2015) with the following stages: (1) Data reduction; (2) Data presentation; (3) Conclusion or verification. To sharpen the analysis, a gender perspective is used.

RESULT AND ANALYSIS

1.1 Gender Based Anti-violence Education

Anti-violence education as part of character education is education that prioritizes love and compassion and at the same time respects and upholds human rights and human dignity in the educational process. Anti-violence education always distances itself from actions and words that lead to violence that hurt children both physically and psychologically (Setiani, 2016). According to Permendikbud No 82 of 2014, the implementation of anti-violence education in schools must include at least two things, namely prevention efforts and mitigation efforts. Prevention efforts that can be carried out include: (1) creating an education unit environment that is free from acts of violence, (2) building an education unit environment that is safe, comfortable and pleasant, and away from acts of violence, among others by carrying out activities in the context of preventing acts of violence; (3) schools are required to guarantee security, safety and comfort for students in carrying out activities/learning at school and activities outside of school; (4) must immediately

report to parents or guardians including seeking initial information if there are suspicions/symptoms of impending violence, (5) must develop and implement standard operating procedures for preventing acts of violence by referring to guidelines set by the ministry, and; (6) establishing cooperation, among others, with psychological institutions, religious organizations, and educational experts in the context of prevention (Setiani, 2016).

Meanwhile, the United Nations High Commissioner for Refugees (UNHCR) defines Gender-Based Violence (KBG) as direct violence against someone based on sex or gender. This form of behavior includes physical, sexual, mental violence, coercion, threats, or actions that limit a person's freedom with regard to their gender. From the various forms of gender-based violence behavior, it can be further described the forms of crimes that may occur. For example sexual violence which can give birth to crimes in the form of harassment or even sexual exploitation. Or another example is mental violence which can lead to the crime of spreading hoax news and tarnishing one's good name that has a gender biased motive or assumption (Nadia, 2022). In this case, the house is one of the locations where gender-based violence occurs, which is known as domestic violence (KDRT). According to the Law on the Elimination of Domestic Violence (PKDRT) Number 23 of 2004, domestic violence is any act against a person, especially women, which results in physical, sexual, psychological misery or suffering, and/or neglect of the household including threats to commit acts of coercion, or unlawful deprivation of liberty within the household sphere (https://www.dpr.go.id/dokjdih/document/uu/24.pdf.).

One form of "domestic domestic violence" is a child who likes to commit violence, including at school which is known as bullying. Bullying is a form of negative behavior that is carried out repeatedly, consciously and deliberately with the intent and purpose of being able to hurt others either in the form of hurting physically or emotionally, which is carried out individually or in groups (Janitra & Prasanti, 2017). If bullying occurs and is allowed, it can have a negative impact on the social, mental and physical development of children. This impact is not only felt by victims, but also by actors and bystanders (Kirves & Sajaniemi, 2012; Karatas & Ozturk, 2011; Humphrey, 2013; Storey & Slaby, 2013; Saracho, 2016).

One of the government's programs to suppress cases of violence in schools is through the Child Friendly School Program. Child-friendly schools are essentially safe and comfortable schools for children. Child-friendly schools are a vehicle or means to realize national education goals, namely human beings who have personality, have noble character, have spiritual strength, are intelligent, skilled, are useful for national resources and development (Hajroh, 2017). Child-friendly schools are also designed to provide a sense of security, cleanliness and health, care for the environment and culture, are able to guarantee, fulfill and respect children's rights and protect them from violence, discrimination and other abuses, also support children's participation, especially in policy planning, learning, supervision, and complaint mechanisms related to fulfilling the rights and protection of children in education (Arifin, 2019).

1.2 Violent Behavior of Children at the PAUD Level

There are five study results that provide an overview of the behavior of child violence at the PAUD level. Maghfiroh's study (2021) at RA Al-Islam Muaro Jambi, for example, shows that there are three types of bullying behavior that occur in the kindergarten, both physical (hitting, kicking, pushing and breaking friends' toys), bullying behavior that is carried out verbally (making fun of -joke, mock and shout) and psychological (don't want to be friends, scare and incite). Widyaningtyas & Sugito (2022) who studied at IPPA Nurul Haq Kindergarten in Kulon Progo showed that forms of bullying that occurred included punching in the stomach, hitting, tripping, taking and seizing food, mocking physically, mocking character, mocking work, mocking abilities, mocking names. , excommunication, and sedition. Likewise Agustin et. Al. (2018) in several PAUDs in Bandung Regency & West Bandung Regency found that the forms of violence included hitting, tweaking, insulting, and ignoring. What is concerning is that the perpetrators of this violence are not only the students, but also the teachers.

Meanwhile, Purnama et.al. (2018), found that in the Aisyiyah Bustanu Athfah I Kindergarten in Makassar City, which they studied, bullying occurred in verbal and physical forms. Verbal bullying is in the form of: calling with other names and mocking. Physical bullying mostly takes the form of hitting, kicking, seizing, pushing, damaging, and twisting the arms. Verbal bullying is experienced more by girls, while throwing and threatening acts are more experienced by boys.

Meanwhile. the perpetrator (for both bullying) is generally carried out by boys. This finding reinforces the notion that society is still gender biased where boys are often considered naughty, while girls are synonymous with obedience, following rules, tidiness and order (Putri, 2019).

Unfortunately, there are still many parents who do not understand the phenomenon of bullying in depth. This can be seen from Widyaningtyas' study (2020) of parents of students at Nurul Haq IPPA Kindergarten in Kulon Progo and Bili and Sugito's (2020) study of several parents of students in Yogyakarta. This is inseparable from their level of education where those with low education consider this behavior to be just ordinary child delinquency, while those with higher education perceive it as something dangerous.

1.3 Teacher Learning Patterns in Prevention of Violence

Learning in early childhood is essentially the development of a concrete curriculum in the form of a set of plans containing a number of learning experiences through play given to early childhood based on their potential and developmental tasks that must be mastered in order to achieve the competencies possessed by children (Sujiono, 2011). Thus, learning at the early childhood education level that is oriented towards preventing violence is a set of plans that contain learning experiences that are applied to students in an effort to prevent violent behavior, which among other things is manifested in the form of character education. Found several studies that discuss this. Sinaga's study (2018) at the Bina Kasih Kindergarten in Rumah Sumbul Village, Sibolangit, for example, found that the characters taught in the kindergarten are responsibility, discipline, community, independence, trustworthiness, cooperation, love of God, respect/respect , empathy, self-confidence, clean and healthy living, and skills. Nurjanah (2022) who studied RA Al-Manshuro Ambon found that the inculcation of ethical values taught included religion, discipline, honesty, order, democracy, caring, openness/transparency, a clean lifestyle, courtesy, love for the environment and cooperation. . These values are developed through exemplary methods.

One of the implementation methods is through field trips, as researched by Putri & Kurniawan (2018). By associating the everyday life they experience, the child will get used to good character traits as well. Character values that can be instilled include: religious values, creativity, honesty, cooperation, discipline, independence, environmental and social care, and an attitude of responsibility. This finding is supported by Yati's research (2016) which added information that the purpose of the field trip could be directed to orphanages, zoos, vegetable gardens, libraries, airports and other places. The values that can be conveyed are in the form of: love for God Almighty, honesty, discipline, tolerance and peace-loving, self-confident, independent, mutual help, cooperation, and mutual cooperation, respect and courtesy, responsibility, hard work, leadership and justice, creative, humble, caring for the environment, and love for the nation and the motherland.

More specifically, several studies have discussed character education which is more directed at preventing bullying. Nurul's study (2023) at Aulia Rahma PAUD in Way Kanan District found that in order to prevent bullying cases, teachers apply character education in the form of: (1) providing understanding and advice and not discriminating between friends, (2) being positive, (3) developing empathy, and (4) communicating with parents, so that children get guidance not only at school but also at home. Communication and cooperation with parents to prevent this action is indeed important. As studied by Widyaningtyas and Sugito (2022), teachers and parents at their research location have made various efforts to prevent and deal with bullying. Likewise the findings of Sakti & Widyastuti (2020) in Yogyakarta. In addition to collaboration with parents, this research also found other efforts in the form of forming a supervisory board. However, there are still obstacles in the form of: not all parents understand the material presented, the lack of media that contains anti-bullying programs in schools; and there is no specific reference book for program implementation.

Another medium that can be used to internalize character values for students is through songs (Purwanto, 2021). Included in this are children's songs that can be played at any time and place. The meaning of children's dolanan songs contains nine pillars of character, including respectful and polite, kind and humble characters as well as tolerance, peace and unity (Hartiningsih, 2015).

1.4 Implementation of Child Friendly School Policies

The concept of Child-Friendly Schools is a program to create conditions that are safe, clean, healthy, caring and cultured in an environment that is able to guarantee the fulfillment of children's rights and protect children from violence, discrimination and other mistreatment, as long as the child is in an education unit, and supports participation especially in planning, policy, learning and supervision. Child Friendly Schools are not building new schools, but conditioning a school to be comfortable for children, and ensuring schools fulfill children's rights and protect them, because schools are the second home for children, after their own house (Ministry of PPPA, 2015).

In reality, the implementation of policies aimed at overcoming bullying in schools has not gone as smoothly as planned, as has been found by several studies. The Talu & De Gomes study (2019) of one PAUD in Langke Rembong District found three things: first, PAUD units did not understand and think about the need to organize and manage PAUD units based on child-friendly school development. Second, 19 PAUD units in Langke District Rembong does not yet meet the criteria for a child-friendly school. Of the eight indicators for implementing child-friendly schools, only three indicators are implemented in schools, namely: having minimum PAUD service standards, having an anti-violence policy and instilling noble values and culture in learning. sometimes the school is less consistent in implementing it.

Rismiyani's study, et al. (2021) in Majauleng District, Wajo Regency, found that there are still kindergarten schools that have not implemented the principles of Child Friendly Schools. The reason is because there are no rules prohibiting the treatment of acts of violence, violence and other actions and there is no SOP for handling if there are complaints about wrong actions against students. Meanwhile, Nuraeni's (2019) study of 40 school principals in the Cimahi area found that the implementation of this program had an effect on early childhood character. This means that changes or increases that occur in the Child Friendly School Program variables can improve the character of early childhood.

DISCUSSION

From the description of the results of the study above, it can be underlined that there are several interesting findings. First, until now there are still many cases of violence at the PAUD level, both in the form of verbal violence and physical violence. In this case, several findings have not clearly focused their studies on what is the gender of the perpetrator and the victim (male or female). In other words, these studies are still "gender blind". In fact, the impact of violence can be different for women and men. Likewise, violence experienced by children (which according to the Child Protection Act is defined as those under the age of 18), actually also has a different impact on girls and boys. This happens both because of biological differences (natural differences) and gender differences (constructed/formed by society).

Referring to the study of Purnama et.al. (2018) which states that boys experience more physical bullying and at the same time can become bullies both physically and verbally, strengthening the stereotype in society that "boys are naughty", while girls are synonymous with obedience, following the rules , neat and orderly (Putri, 2019). In fact, bullying is not behavior that is "just naughty", but is part of aggressive behavior that will be detrimental, not only to the victim, but also to himself. For this reason, bullying behavior towards students at the PAUD level must be prevented immediately. If bullying behavior at an early age is not stopped, then the children who become perpetrators will continue to bully until they grow up to be teenagers. As for the children who are victims, they will continue to suffer on an ongoing basis. If allowed to continue, patterns of bullying and the effects suffered by victims of bullying will carry over into their teenage years and even into adulthood. The result is a relationship between adolescents who are violent and there are elements of humiliation, which in turn become the seeds of domestic violence (KDRT) or even criminal acts (Bollmer et al., 2006). In the end they can have a violent character in the future which will collectively have a negative impact on the life of the nation (Jolliffe & Farrington, 2006). Because children are "great imitators", then the negative behavior seen by children can be learned and internalized, so that it is considered as behavior that is approved by their environment, so that if children imitate it, this is not something that is prohibited (Humphrey, 2013). Thus, there will be a "regeneration of perpetrators of violence". For this reason, environmental factors need to be conditioned so that an environment with a "non-violence" perspective is formed.

Second, many schools at the PAUD level have implemented character education such as discipline, respect and courtesy, either through modeling methods, field trips or songs. The application of this method really needs parental support. In reality, not all teachers apply non-violence learning patterns. In addition, not many parents understand the material presented for several reasons. For this reason, cooperation with parents is needed in various forms. As mentioned by Nikolaou1 and Markogiannakis (2017) and Nanda Pratiwi and Sugito (2022), preventing bullying requires collaboration between schools and families and community services. Ttofi & Farrington (2011) emphasized that it is important for parents to be involved at home and at school in order to obtain various information about bullying behavior and build communication with the school. This can take the form of being involved in training or sharing together about the concept of bullying so that we can take joint steps to prevent and overcome it.

CONCLUSION

From the results of the research above, it can be concluded that: first, although there has been a Child Friendly School policy aimed at preventing violent and discriminatory behavior in schools, in reality cases of violence at the PAUD level (which is the lowest school level) are still encountered. Second, there are still many studies on this phenomenon that have not used a gender perspective, in the sense that they have not refined their observations and analysis by differentiating their gender. In fact, the impact of cases of violence can be different for men and women (both adults and children), so it requires different actions. For this reason, researchers need to be encouraged to use a gender perspective in their studies of the phenomenon of violence in schools, including the early childhood education level. Third, efforts to prevent violence at the PAUD level require the collaboration of various parties, namely between schools and parents, related agencies and community leaders. For this reason, it is recommended that PAUD schools increase communication and cooperation with these parties, both through prevention and handling outreach activities.

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