

THE RELATIONSHIP OF ECE TEACHERS' KNOWLEDGE OF CHILDREN'S
RIGHTS TO PROTECTION WITH PREVENTION OF VERBAL VIOLENCE

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Abstract

Implementation of children's rights to protection, especially in schools can be realized, if there is a role from teachers. One of the most important and fundamental roles of teachers is the knowledge of teachers about the rights of child protection. Child Protection Law number 35 of 2014 states that the protection of children in schools is conducted one of them by the teacher. This study aims to find out the knowledge of PAUD teachers of children's rights to protection and their relationship with the prevention of verbal violence in TK ABA Temanggung District.

The research method used is quantitative correlational, and data collection techniques using a questionnaire. The population is 76 teachers in TK ABA Temanggung District. The sampling is done by Simple Random Sampling (randomly) totalling 30 teachers. The data analysis in this study uses product-moment correlation analysis.

The results show that teachers' knowledge of children's rights to protection at the low level is 10 teachers (33.3%), the moderate level is 17 teachers (56.7%), and at the high level only 3 teachers (10.0%). The results of the product-moment correlation analysis obtain a significance value of 0,000. The significance value < 0.05 means that the PAUD teacher's knowledge variable about children's rights to protection by preventing verbal violence in TK ABA in Temanggung District correlates. While the Pearson correlation value of 0.838, when viewed in the guidelines table to provide an interpretation of the correlation coefficient Pearson correlation values are in the coefficient interval of 0.80-1,000. It can be concluded that most of the teacher's knowledge about child protection rights is at the mid-level. There is a positive and very strong relationship between PAUD teachers' knowledge about children's protection rights and the prevention of verbal violence in TK ABA Temanggung District.

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INTRODUCTION

The teacher is a surrogate parent in the school, starting from the elementary level to the upper secondary level, the implementation of the task is not in an environment without rules, but the teacher is part of the national education system. This is what makes teachers bound by the rules that have been set bound by regulations that must be implemented (Idawati, 2014), both around the school environment and when teaching and learning activities take place. Based on this, it can be said that the teaching profession is a noble profession that is in the midst of society, which is as a figure that is innocent and imitated. Being an innocent and imitated figure, knowledge is needed through both formal and informal processes, so that the abilities of the teacher can be transmitted to students. According to Mulyasa (2009: 37), what is meant by teachers is, educators who become leaders, role models, identification for students and their environment. Child Protection Law number 35 of 2014 (article 1) explains that children have rights, including the right to be treated well and protected so that they can live, grow and develop optimally and participate, in accordance with human dignity and dignity, and receive protection from violence and discrimination.

Arsih (2010) argues that verbal violence is verbal actions or behaviors that cause adverse emotional consequences. In contrast to Handayani & Sari (2016) which revealed that an example of verbal violence is calling a child by a name that implies negative characters such as "fat", "black". According to Fitriana, Pratiwi & Sutanto (2015) that forms of verbal violence include being cold (eg not friendly to children), intimidation (threatening), embarrassing children and looking down on children (for example, comparing one child with another child), ignoring the child. Impact verbal acts of violence are not physically visible but, affect the child's psychic.

Gunarsa in (Zuhruudin, 2017) describes that there are several impacts of verbal violence including loss of self-confidence in children, because children are often scolded, feelings emerge where children feel they are unable to do

anything so they give up easily, children's performance continues to decline because children are rarely praised, weakness of children's creativity, anxiety in a child, because they are often compared to other children and get yelled at, and get the wrong warning, children have difficulty dealing with peers because of loss of self-confidence, become depressed, insecure and uncomfortable, acts of violence will not always make a child successful. It actually makes obedient when supervised the implementation of children's rights to protection, especially in schools, can be realized if there is a role from the teacher. One of the most important and basic roles of the teacher is the knowledge of the teacher about the right of child protection. Child Protection Law number 35 of 2014 article 54 paragraph (2), states that one of the protections of children in schools is done by teachers. The teacher's knowledge of child protection rights is one of the competencies that a PAUD teacher must possess. Cristianti (2012) explains that professional competence is related to the ability to provide educational stimuli, childcare, child protection and build cooperation with parents both in terms of education, care, and child protection. Teachers will understand how efforts that is needed to be made to prevent verbal violence, with the knowledge that teachers have about the right to protect children,.

Based on information from one of the teachers at ABA Kertosari, there are still teachers who shout at students who are busy in class with the excuse that children are obedient and disciplined. However, the discipline of children that is formed only lasts when with the class teacher while when replaced by other teachers to meanwhile; children are difficult to control unlike those who are calm and orderly. Comparing children is one form of verbal violence that needs to be avoided, because children who are compared will feel inferior and appear anxious and lose their self-confidence. The verbal acts of violence that researchers found during observations at ABA Mujahidin ie the teacher scolded one of the children who cried in class because they separated from their mother, then the teacher only left without calming down until

the child is exhausted crying and silent, not only when the teacher explained the task to be given suddenly there is one more child who cried. The teacher indirectly threatened the child to stop crying and said he would send home the end, if the explanation is unable to work. Crying is the teacher's child's right to only want the child not to cry because in order not to disturb the concentration of other students' learning, however, the method used is wrong because the teacher scolded the child. The child's confidence will disappear if the child is often scolded in addition to that the child will also easily give up because he feels what is done is always wrong in the eyes of his teacher.

Teachers who are cold when teaching is still seen at ABA Kowangan, even when there are children who greet the teacher but responded and answered with unfriendly expressions. While at ABA Puri Kencana the reason the researcher choose sABA is because when doing observations can also be seen that there are still teachers who tell them to force children to spend school lunches even though the children do not like the food then while feeding the teacher says they will let the children go home last if the food is not finished, but also when the boys play so the work does not finished and the lunch is a bit late the teacher do not let the boy to go home on time with his other friends and instead scolded him, even though play is a hallmark of early childhood activities as stated by Zulminiati (2012) that play is the hallmark of early chi Life activities, almost all of their activities involve playing and learning about many things. The wrong attitude if the teacher scolds just because the children are busy playing.

Every child has the right to receive protection in the education unit from sexual crimes and violence committed by educators, educational staff, fellow students, and/or other parties (Law number 35 of 2014 article 9). Tanjung (2018) states that the right children to get the protection that is children must be protected from various violence such as, in the household, violence in school, physical and social exploitation, and various other violence. So that there needs to be an environment full of love because it will greatly support the growth and

development of children Reality in the field, it can be seen that some teachers commit some verbal violence including shouting at children who are busy in class, forcing children to spend food, threatening children will not repatriate children if they do not pay attention and obey the teacher, responding to children with cold expressions.

Cold attitude, scolding, threatening that still occur in the four kindergartens are some of the attitudes included in verbal violence at school. Gadit (2011) argues that the definition of verbal violence is "the form of offensive language, usage of swear words, threats, critical comments with harsh tones, shouting, yelling and screaming and passing nasty remarks" (forms of offensive language, use of words swearing, threats, critical comments in a loud tone, shouting, screaming and screaming and making bad comments). This verbal abuse behavior needs to be prevented so that it does not occur in the school environment, especially for children, Adawiah (2015) states that what is meant by prevention is an action to be able to hinder, hinder or arrest something. If verbal abuse is not prevented as a result it will have psychological effects on children, children will feel less confident even until children grow up. The formulation of the problem raised in this study is firstly how is PAUD teacher's knowledge about children's rights to protection in ABA Kindergarten, Temanggung District? and how is the relationship between PAUD teacher's knowledge about the child's right to protection with the prevention of verbal violence in TK ABA Temanggung District?. The purpose of this study is to determine the knowledge of PAUD teachers about children's rights to protection in TK ABA in Temanggung District and to determine the relationship of PAUD teacher's knowledge about children's rights to protection with the prevention of verbal violence in TK ABA in Temanggung District.

Different from previous research, if the previous research discusses knowledge about children's rights in general and forms and factors of verbal violence in the environment outside of school targeting parents or adolescents, but in this study the focus is more on PAUD institutions with teachers as respondents, besides that also the

discussion of children's rights knowledge is emphasized more on the child's right to protection with the behavior of preventing verbal violence by PAUD teachers, to see the relationship between the two.

METHODS

This research uses a quantitative approach (quantitative research). The population is all teachers in 8 ABA kindergartens in Temanggung District, totaling 76 teachers. The sample is 30 teachers from 4 schools, using simple random sampling technique. Data collection techniques using a questionnaire (questionnaire) in the form of written statements and then given to respondents. As for the instruments used in this study, there are 2 instruments to measure teacher knowledge about children's rights to protection and instruments to measure the prevention of verbal violence. The measurement scale used is Likert scale.

The data analysis technique in this research is the product-moment correlation. The analysis proposed is inferential data analysis, namely data analysis which is intended to draw conclusions by testing hypotheses (Azwar, 2011: 132). Correlation technique is used to look for relationships between variables and prove the fact of relationships between variables if the data forms of the two variables are intervals or ratios. Data analysis techniques in this study using SPSS version 16.0 for windows.

RESULT AND DISCUSSION

1. ECE Teachers' Knowledge of Children's Rights to Protection in ABA Kindergarten, Temanggung District

Determination of the criteria of teacher knowledge about children's rights to protection using descriptive statistical analysis techniques. Knowledge criteria are divided into 3 categories: low, medium, and high. The mean value for respondents on the PAUD teacher knowledge variable about child protection rights is 123, 20. The highest value (maximum) is 148 while the lowest value is 37. The results of the interval class analysis of the PAUD teacher's knowledge about

the child's right to protection are presented in the following table:

Table 1. Results of Classroom Analysis of Interval Knowledge of PAUD Teachers Concerning Children's Rights to Protection

Interval	Criteria	Frequency	Percentage
37 – 74	Low	10	33,3
75 – 112	Middle	17	56,7
113-150	High	3	10,0
Total		30	100

Based on the data above, the PAUD teacher's knowledge interval class about children's right to protection in the low class has a range of 37-74 with a frequency of 10 teachers or 33.3% of the total respondents. Then in the medium level which has a range of 75- 112 with a frequency of 17 teachers or 56.7% of the total respondents. Furthermore, the highest class has a range of 113-150 with a frequency of 3 teachers or 10% of the total respondents. The average value of PAUD teacher's knowledge about the right to child protection is 85.97. So based on these data, the average PAUD teacher's knowledge about child protection rights in TK ABA in Temanggung District is at a moderate level.

Teachers with knowledge of children's rights to protection tend to be more able to prevent verbal violence. The teacher will better understand how to behave in front of the child without saying words that hurt the child or excess emotions. The events that took place at 4 ABA kindergarten institutions in Temanggung District showed that there are still teachers who do not have the knowledge or do not understand child protection rights. Knowledge was very important especially for PAUD teachers, because PAUD teachers when they wanted to teach would not be able to teach things that had to known by the child if the teacher also does not have stock. Knowledge of children's rights to protection also needs to be owned by PAUD teachers in order to prevent violence in schools, especially verbal violence.

Racmah (in Junarto, 2014) reveals that violence in schools is unavoidable and is caused by several things such as the lack of knowledge of

teachers about children's rights, teachers are less professional, teachers are not creative so they always take methods of violence to discipline students. It is meaning that if the better the teacher's knowledge about children's rights, in this case, the right to protect children. Then, violence in schools including verbal violence can be avoided or prevented. When teachers have knowledge about children's rights, even in disciplining they do not need to use violence and with knowledge they can use other alternatives in disciplining children.

The teacher considers that what is done is to discipline the child so that the child is obedient and so as not to be spoiled. Teachers who commit verbal acts of violence tend to have low levels of knowledge. For example, when teachers are asked about the reasons why they shout and get angry in class, the teacher says that it is to discipline the child, if not yelled at or scolded the child will not understand and act accordingly child.

2. The Relationship between PAUD Teachers' Knowledge of Children's Rights to Protection with the Prevention of Verbal Violence in ABA Kindergarten, Temanggung District

The Researcher performs product-moment correlation test calculations to determine whether there is a relationship between variables. If the significance value (2-tailed) < 0.05 , then there is a relationship between the variable X with the variable Y or H_0 is rejected and H_a is accepted, but if the significance value (2-tailed) > 0.05 then it is stated there is no relationship between the variable X with the variable Y or H_0 is accepted and H_a is rejected. The results of the correlation test analysis with the help of SPSS 16.0 for windows are as follows:

Table 1. Product Moment Correlation Test Result

Variable	Pearson Correlation	Sig. (2-tailed)	N (Number of Respondent)
The Relationship between PAUD Teachers' Knowledge of Children's Rights to Protection with the Prevention of Verbal Violence in ABA Kindergarten, Temanggung District	0,838	0,000	30

Based on the table above, the hypothesis test results show a significance value of 0,000. The significance value is smaller than the value of 0.05. It can be concluded that there is a relationship between the variables of PAUD teachers' knowledge about children's protection rights and the prevention of verbal violence (H_0 is rejected and H_a is accepted). Pearson correlation value generated in the hypothesis test that is equal to 0.838, thus between the PAUD teacher knowledge variables about child protection rights with the variable verbal violence prevention leads to a positive relationship because the Pearson correlation value is included in a positive number. This relates to what was stated by Ibnu Khaldun (in Sari & Maghfiroh, 2015) that in education the right to protection of children through two stages, this stage is the perspective of children that can be done first by knowing and understanding how the nature of children.

Knowledge of the nature of the child is only in the cognitive measure which can then be increased towards understanding, and understanding will increase towards the affective, then the second is how to treat children, when someone already knows and understands about the nature of the child then the child protection rights are increased to the direction of the psychomotor aspect is how to treat the child according to the nature and condition of the

child. This research has proven that there is a positive and significant relationship between PAUD teachers' knowledge about children's protection rights and the prevention of verbal violence in TK ABA, Temanggung District.

In 4 ABA kindergartens in Temanggung only some of the teachers when teaching using verbal violence, such as shouting, comparing one child to another, being cold towards certain children. The reason why teachers yell, scold, threaten the teacher argues that this is done because it is part of the process of educating children, to discipline children and so that children are not spoiled and can be independent. From the psycho-pedagogic side of discipline is very important and even a necessity for children's growth (Aristowati, 2014), discipline is also interpreted as structuring behavior (loyalty and obedience) of someone who is generally made in the order (Mufidah, 2012) but, the methods used also need to be considered so as not to hurt or hinder a child from growing and developing properly, so that children will be able to feel happy.

Permendikbud No. 137 of 2014 concerning National Standards for Early Childhood Education explains the competence of teacher personalities including that teachers must respect learners, behave in accordance with their religion, show honest, disciplined, assertive, responsible behavior, exhibit behaviors that pollute devotion, demonstrate behavior obtained by the example of early childhood and so forth. Verbal violence behavior when viewed from the teacher's personal competence that must be possessed as described in Permendikbud No. 137 of 2014 above. It is not behavior that shows the teacher's piety, and also behavior that can be emulated by early childhood, because early childhood has the right to be treated properly.

Verbal violence still occurs in TK ABA, Temanggung District, this is actually an action that is not in accordance with the Law on Child Protection, especially the child's right to protection, even though the child must be protected from all forms of violence as Tanjung (2018) which states that the right of children to get protection is children must be protected from

various violence such as, in the household, violence in school, physical and social exploitation, and various other violence, so there needs to be an environment full of love because it will be very supportive of child growth and development.

The product moment correlation test table shows that the Pearson correlation value of 0.838 when viewed in the guidance table to provide an interpretation of the correlation coefficient of Pearson correlation value is at an interval of 0.80-1000 coefficient so it can be concluded that there is a very strong relationship between the variables of PAUD teacher knowledge concerning the right to protect children by preventing verbal violence in TK ABA in Temanggung District. This relates to the study of the theory which reveals that the factors underlying the occurrence of verbal violence are experience, knowledge, and treatment of children (Wibowo & Parancika, 2018). The more a person has knowledge about the nature of children and verbal violence, the occurrence of verbal violence can be reduced and prevented

CONCLUSION

Based on the explanation above, it can be concluded that:

1. ECE teacher's knowledge of child protection rights in TK ABA Temanggung District shows at a moderate level (56.7%).
2. There is a positive and significant relationship between PAUD teacher's knowledge about the right to protect children with the prevention of verbal violence in TK ABA Temanggung district and the level of relationship is very strong, because the Pearson correlation value obtained is 0.838.

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