

Observational Analysis of Violence On Children and the Implications for Parenting Program Development

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Abstract

This study was aimed at analyzing the typical violence on children, the causes and effects on early childhood development and their implications for parenting program development. This research applied case study methods. This research took place in three ECE (Early Childhood Education institutions) in Bandung Regency, West Bandung Regency and Bandung City. The participants were seven parents from ECE who sent their children to the ECE institutions. Data were collected through observation, interviews with teachers and managers of early childhood education units. The results showed that the behavior of violence perpetrated by parents to children generally fell into two categories, namely acts of physical violence and verbal violence. In several cases another form of violence happened in the form of neglect. The factors underlying such violence to occur were: parental low economic factors, single parent status, lack of knowledge and comprehension about child growth, unstable emotions, and misunderstanding the manner of strict and act of violence. To are the the implement at device solution, some recommendations on parenting program were proposed. The program should take into consideration parental need to understand their children need. Several stages should be conducted and they involve: identifying needs, preparing relevant material and implementing the program by involving various stakeholders who are competent in the relevant fields.

Keywords: early childhood education, parenting, violence on children.

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Introduction

The rise of violence on children in Indonesia illustrates that this archipelagic country is in a state of emergency in terms of providing safe haven for children. The incidence of violence shows an upward trend and is increasing every year. This can be seen from the data reported by KPAI/ Komisi Perlindungan Anak Indonesia (Indonesian Child Protection Commission). The commission found the fact that from 2010 to 2014 there were 21,869,797 cases of violations of children's rights, spread in 34 provinces, and 179 districts and cities. As many as 42-58% of violations of the child's rights were sexual crimes against children. The rest were cases of physical violence, or neglect of children. Incidence of the number of sexual crimes against children have increase every year. In 2010, there were 2,046 cases, of which 42% were sexual crimes. In 2011 there were 2,426 cases (58% being sexual crimes), and 2012 there were 2,637 cases (62% being sexual crimes). In 2013, there was a significant increase to 3,339 cases, with sexual crimes being 62% of the total. Whereas in 2014 (January-April), there were 600 cases and a victim of 137 cases was a child (Agustin, Saripah, & Gustiana, 2016).

When traced back to previous years, various studies reporting child abuse that occurred in Indonesia found it accoring at a high level. In 2006, a study conducted by American bullying intervention expert Amy Huneck revealed that 10-16% of Indonesian students reported getting ridiculed, being excluded, suffering beating, being kicked or being pushed, at least once a week. In line with this, a report on child rights violations in Indonesia was released by the Data and Information Center (Pusdatin) of the National Commission for Child Protection during January-April 2007. The report revealed that there were 417 cases of violence against children and that almost half of them, 226 cases occurred in schools (Agustin, Saripah, & Gustiana, 2016).

The reports of violence on children especially bullying among children was also reported by a number of reports received by the National Commission for Child Protection. The commission received submitted case reports in November 2009 which fell into several categories namely 98 cases of physical violence, 108 sexual violence, and 176 psychological violence in children occurring in a school environment (Agustin, et. al., 2018). Responding to this, Agustin, et. al., (2018) revealed that bullying has become one of

the causes leading to stressed children and the so-called school-phobia among children. Given this situation, schools have been increasingly perceived as insecure places for children. This contradicts the function of the school as one of the institutions that nurture children to build national character. Explicitly, Article 54 of Law Number 23 of 2002 on Child Protection even emphasizes that the school environment must be a non-violent zone for teachers, managers and students.

Violence on children happens worldwide. Cases of violence against children are cases that occur internationally and this crime knows no borders of nationality. Hyman & Snook (1999) stated that more than 50% of children experienced mistreatment both physically and emotionally. The mistreatment was in the form of discipline, physical, striking, verbal attacking, and punishments that to some extent they were identical to violence. All of these acts of violence damage children emotionally and physically, in their development. Violence on children is punishable in the legal system. Based on the law, the perpetrators of acts of violence on children will receive fairly severe sentences. Law No. 35 of 2014 as an amendment to Law 23/2002 concerning Child Protection, clearly states that the perpetrator of sexual violence is subject to a maximum sentence of 15 years. The sanction is 5 years longer if the perpetrator belongs to the child's family or close relation to the child. Severe sanction regulated in the law has stopped the perpetrators of violence on children. Perpetrators have not refrained from committing the crime. Based on data from various sources, there is an increase in the number of perpetrators of violence on children. Responding to this rise of the number of perpetrators of violence on children, the President issued Government Rules Number 1/2016 as the second amendment to Law No. 23/2002 concerning Child Protection. The goal is to increase severe sanctions for many forms of the crime in order to have a deterrent effect on perpetrators of sexual crimes in children. Perpetrators will face additional sanctions in many forms, including having their identity disclosed to the public, or receiving chemical castration, or being subject to installation of electronic detection devices.

Other facts about violence on children are coming to public knowledge. Several studies reported that violence on children was committed by persons who are close to child, be it a parent or another member of their families. The Asian Parent report revealed that 80% of pedophile victims in the United States experienced physical, verbal and sexual abuse during

their childhood; and the culprit was their closest caretaker (Agustin, Saripah, & Gustiana, 2016). It is a shocking fact. Persons who are supposed to take care of children may turn into perpetrators. Situation gets worse for children if they live with a perpetrator who is their parent or families. Parents are the closest people who are supposed to provide a sense of security and comfort to their children. Yet studies reported that parents are often the ones who commit acts of violence on their children (Hartati, 2017).

The study related to violence in this child has been examined by experts from London, Sweden, USA, Canada, UK, Hongkong, Switzerland, Italy, Israel and South Africa which explains that the most common perpetrators of physical and emotional violence for boys and girls of all ages are household members, with the prevalence of often exceeding 50%, followed by peers. Children are reported to experience more emotions than physical violence from household members and students. The most common perpetrators of sexual violence against 15-19-year-old daughters are intimate couples; However, little data about the perpetrators of sexual violence against other children is systematically collected at the international level. Some data specific age and gender are available in acts of violence by school teachers; However, the data present indicates a high prevalence of physical violence from teachers to students. Data from other authority figures, foreigners, siblings and other adults are limited, as well as data on the neglect of children.

In the next year's research these researchers tried to apply the EmpaTeach intervention would represent one of the few proven interventions to reduce the violence from teachers to students (Devries, et.al., 2018, 2019). The same is explained by Teles (2019) that the health and Community Research Group (HSRG) in the Department of Sociology, Eduardo Mondlane University, conducted interviews and held focus group discussions with children and professionals in two cities to reflect the violence against children in Mozambique. The hypothesis of the study is that lack of social ownership carries a sort of social behaviour within itself, which in general, does not reproach a large number of violent cases, especially those against children. This reinforces such actions, allowing them to become normal. In line with the research conducted by Carter and Gordard (2019) on the observation of the educational needs of children's victims of violence and resources available for its handling. The identification of the related form of violence on children in twenty-two countries is done by Mathews (2020). This study demonstrates an urgent need to conduct a more

stringent study of prevalence, especially those by measuring all relevant types of persecution, to produce a more accurate understanding of the degree of persecution, and to enable advancement in reducing child abuse.

Violence on children has been a major concern in Indonesia. More studies should be conducted to report on this issue. There is a need to offer solutions to solve this problem. This study attempts to contribute to this body of knowledge. It investigated the scope of violence on children, the impact of violence on children, and the implications for parenting program development.

Method

The method used in this study was case study to investigate phenomenon in its circumstance or the way they are, without deliberate action or control in order to get that causal meaning. This study observed the characteristics of the individuals under investigation (Alwasilah, 2015). In this study, the focus was on to the dynamics of acts of violence committed by parents. The parents sent their children to ECE institutions with determinant factors in their consideration to develop parenting program activities. This research used a qualitative approach. This research aims to understand and analyze the typical violence in children, the causal factor and its impact on early childhood and its implications on the development of parenting programs, especially in early childhood education in Indonesia. By using a qualitative approach then the expected data will be rolled deeper.

Participants and Research Site

This research took place in three ECE (Early Childhood Education institutions) in Bandung Regency, West Bandung Regency and Bandung City. The participants were 7 parents from ECE who sent their children to the ECE institutions. Two participants from the school in Bandung regency, two participants from the West Bandung Regency and one from the school located in Bandung City. The children in the institution were 4-5 years old.

Participants were recruited randomly based on the school's input. Participants are taken based on easy access to information and education level.

Research Instrument

To develop our instrument, this study developed and construct questions with the purpose of mapping of the area of violence acts. To examine this, the framework of violent behavior committed by parent to their children was applied. The development of this research instrument is done by the validation of instruments to 2 experts, namely psychology experts and community education experts. The Validator is given a statement then provides an assessment of each of these statements. Assessment of the validator that is a reference to the level of validity of the research instrument to be used. The framework of description can be seen in the following.

Variable: Acts of Violence.

Area : Physical

Description: This type includes Pinching, tweaking, touching or holding (with the intention of sexual abuse), beating, strangling, elbowing, punching, kicking, biting, scratching, and spitting on children who are oppressed, urging to positions that are painful, destructing or seizing the belongings of the oppressed child.

Area: Verbal

Description: This type includes nicknaming, reproaching, slandering, expressing cruel criticism, humiliating (child personal, group, and racial), expressing statements of sexual harassment, terrorizing through letters, e-mails or intimidating SMS, accusing that are not true, expressing vile and erroneous rumors, gossiping and others.

Area: Emotional

Description: This type covers alienating or rejecting a friend, or even destroying a friendship relationship, weakening victim's self-esteem systematically through neglect, exclusion, exclusion or avoidance. This behavior can include hidden attitudes such as

aggressive glaring, eye glancing, eyebrow movements, nodding the head up, sighing of breath, shuddering shoulders, sneering, mocking laughter and displaying rough body language.

Area: Determinant Factor

Description: School factors (classrooms, school climate, regulations, number of students, location), personal social (self condition, self-perspective, others and environment), social environment (school location, socio-cultural conditions of the community).

Data Collection and Data Analysis

This study collected data using interview, observation and documentation guidelines. Structured interviews using instrument that had been developed by researchers were applied to collect data. The stages included preparing activities, observing the research site and conducting interviews with teachers and administrators of ECE institutions. The interview was twice as long as about 20 minutes per participant. The interviews were conducted at their respective schools during school hours. Having collected data, this study analyzed data through reading, categorizing, coding to form a pattern or category that were used for analysis and interpretation in methodological guide as proposed by Kalehear & Gliksman (Yunita, 2016).

The results want to measure from this data analysis are typical of violence that parents often do and how their impact on children. The initial step that researchers have done is coding by organizing and preparing the data of interviews with participants. This is done by creating a field note, creating catalogs of all visual materials and sorting and organizing data into different types tailored to the source of information. Researchers organize the data of interviews ' text into categories based on the information source and based on the data needed. In this research, researchers categorize the data obtained from interviews with participants, parents of early childhood education with the data of teachers ' observations. Field notes adapted to coding results. Furthermore, researchers perform field record analysis using Model Miles and Huberman through data reduction steps, data display, conclusion and verification.

Results

Data Description of Violent Behavioral Forms

Interview

This study was aimed at investigating violent acts on children committed by parents and the implications, for parenting program development. This study found data concerning violent acts on children committed by their parents. Based on interviews, this study found acts of violence committed by parents to children in several forms. They committed acts of violence generally in the form of physical, verbal and emotional. Physical acts of violence were the dominant type. The rest of acts fell into a category of verbal and emotional acts of violence on children. Physical acts of violence included pushing, pinching, tweaking and etc. Verbal and emotional acts of violence took forms such as screaming loudly, mocking, expressing anger, glaring, and grumbling. To get a bigger picture of acts of violence, this study provides complete description on data taken from participants of the study. And this often happens when the parent's emotional unstable condition.

The first participant was a mother with initials EK and she was 52 years old. She has small store. She was widow when her husband passed away 10 years ago. She has three children, namely US, a high school student, KT, a student in junior high school, and AF, a kindergarten student. This study conducted an interview with her as follows:

Q: Does AF often make you upset, mom?

A: Sometimes.

Q: Have you ever tweaked AF / pinched him because you feel so annoyed?

A: No, never. I usually scold him.

Q: Do you often admonish or ignore AF?

A: I often rebuke him.

Participant two was AN. She was 44 years old and she was married. Her husband was a goat seller and had unstable income. She had four children, namely PN a student of senior high school, DN Junior high school student, AD an elementary school student and AZ a kindergarten student. The interview was conducted with her. The transcript is as follows:

Q : Does AZ often make you upset?

R : Yes, sometimes he does

Q : Have you ever tweaked AZ because you fell annoyed ?

R : No, never. I usually ignore him when he calls me.

Q : Why do you ignore him?

R : Because I find it better than to express my emotion and hit him. That's why I ignore him first. Then I usually advise him.

Q : So you frequently ignore him when you feel upset?

R : Yes.

Participant three was YN. She was 46 years old and she had a small store. She was widow. She had four children. They are PN, a senior high schools student, DN, a junior high school student, AD, an elementary school student. The interview was conducted with her as follows:

Q : Does AD usually make you upset?

R : Yes sometimes.

Q : Have ever tweaked her because you fell upset?

R : Yes I have, if AD has turned me upset. If I don't tweak her, sometimes she doesn't obey me.

Participant four was DN. She was 25 years old. She was married and served as a housewife. She had one child named OL who was a kindergarten student. The interview was conducted with her as follows:

Q : Does OL often make you upset?

R : Sometimes.

Q : Have you ever tweaked him because you feel so upset?

R : No, never. I usually express my anger and advise him. He usually feels scared when I look anger at him.

Q : Do you frequently advise him or ignore him ?

R : I usually ignore him.

Based on interviews with other participants, this study classified their responses into a table. The table classify type of act of violence committed by parents to their children.

Participant five was mother of SF and she had three children. SF was the second child. He had an elder brother and younger brother who was a baby. His mother was busy to take care the first and third child. To get her attention, SF frequently made trouble to attract attention. The following interview results. Parent name: (AM), child name: (SF), children age: 5 years old.

Question 1: Type of physical violence which was committed.

Answer : Physical violence in form of physical contact with parts of the body. This includes tweaking, beating, kicking or taking child's toys with force were not committed. Throwing a toy to the child was once committed when SF did not obey the order.

Question 2: Type of verbal violence which was committed.

Answer : Verbal violence included talking with louder voice and higher pitch. Naming or calling the child something bad to SF was never committed.

Question 3: Type of emotional violence which was committed.

Answer : Emotional violence which was frequently committed was to ignore SF. This was done to make him realize that he did something wrong.

Participant six was EF. This mother had a single child. She named her child F. The child was 6 years old. He had full attention from his parent. He interacted and feel close more to his father than his mother. His mother usually asked his father to give advice to F. Based on the interview, type of act of violence can be classified in the following.

Question 1: Type of physical violence which was committed.

Answer : F was once tweaked because he did not obey his parent. His parent never did that again after that first experience. They never did physical violence like beating, kicking and grabbing his toy.

Question 2: Type of verbal violence which was committed.

Answer : Verbal violence was committed in form of talking with louder voice and pitch. This way was considered effective because F usually quitted doing something bad according to his mother. However, the mother never called or named F with bad

name with the purpose to humiliate him.

Question 3: Type of emotional violence which was committed.

Answer : Emotional violence was committed by looking at him in a rude manner.

Participant seven was UT. She had a child name S. The child was five years old. UT was a housewife with economic burden. Her husband worked as factory worker who went home at night. Sometimes UT felt she had responsibility to educate child on her own. Based on the interview, the act of violence can be classified as follows:

Question 1: Type of physical violence which was committed.

Answer : She often hit her child if he was naughty and difficult to manage.

Question 2: Type of verbal violence which was committed.

Answer : She often committed verbal violence by yelling or nagging a child with harsh words.

Question 3 : Type of emotional violence which was committed.

Answer : She committed emotional violence by glaring her eyes to her child.

Question 4: Type of Violence in the form of neglect

Answer : She often allowed her child to do whatever he wanted if she felt upset and the child was difficult to control.

Observation

Based on data observation related factors on the cause of child violence by parents There are various background causes of parental violence to children, among others: (1) economic factors, one of which because of the high cost of life causes the emotional condition of parents to be less likely to be unstable. (2) unstable emotional level so as to behave uncontrolled especially when facing children who are seen "naughty". (3) because a single parent who must take care of the child alone, to find his own money to pay for his child school. (4) want to educate the child firmly and loudly so as not to whiny, so that the size of life is better, strong in the situation to live in any circumstance but the wrong way so that intends firmness to violence. (5) there is a fundamental view that violent acts are a firmness and not violent act so that if acting, pinching or jerking is commonplace. (6) there is also incomprehension of the child's growth so that parents sometimes look at the behavior of the

child does not comply with the prevailing norm when the true is very different children's development duties with adults. This condition is often a trigger for a child's violent action.

Discussion

The above findings show the data on violence act on children. Based on the data gathered, this study found several reasons why acts of violence happened in the participants' experience. There were various backgrounds underlying parental acts of violence against children. One of the triggering factors was the economic factor. This had to do with high cost of living that the parents experienced. They tended to be emotionally unstable due to economic hardship. Unstable emotional levels influenced them to behave uncontrollably, especially when dealing with their children who were considered "naughty". Another reason of committing violence was a state of being a single parent. Single parenting puts a mother in a situation to take care of her own child alone. A more challenging task was experienced by a single parent since she had to make money to pay for school. In term of educating a child, she wanted to educate her child firmly and strictly. Her aim was to prepare her child to stay stronger in future life in dealing with life situations under any circumstances. Unfortunately, the way she educated her child was wrong and fell into violent acts against the child.

Explanations related to the background of parents having violent acts have been presented experts based on the results of his research, including, Risma, Sofiah & Satria (2018) explains the significant relationship between the level of education of parents with the form of violence in children. Wati & Puspitasai (2018) explained that the cause of the parents to be violent to the child is the psychological condition of an immature parent in terms of self-emotional regulation. Based on Maryam (2017), in Indonesia there is a relationship between the parents and the level of violence. And Strous & Smith (2017) stated the same thing that low-income parents in American cities had a much higher level of violence.

This study found that participants had lack of knowledge on acts of violence on children. In their experience, some committed act of violence but they had no idea that their acts fell

into violent act category. They considered their acts as a normal acts of parents to their children in educating their children. On the part of parents, there was a lack of understanding about child's growth and development. On many occasions, they thought their children's behavior did not comply with applicable norms. In fact, the way their children behaved should be nurtured as a task for parent to guide child development. This conflicting situation often occurred and became a trigger for the onset of violence committed by parents on children.

The findings of this study showed that there were several types violent behavior carried out by parents to children. They can be classified generally in two categories, namely acts of physical violence such as hitting, or beating and verbal violence, such as speaking loudly and rudely. In addition acts of violence came in the form of neglect, such as allowing children to play unattended. There were several factors underlying the occurrence of acts of violence committed by parent to their children. This study found that dominant factors were economic status, single parent status, lack of understanding of child development, unstable emotions, and wrong perceptions about firmness with violence.

Parents may confuse to differentiate between to act strictly for discipline and to commit act of violence. Sasongko (2012) emphasized that many parents do not fully understand the needs of children, so that parents become easy to make acts of violence as a solution to "educate" children. Furthermore, their lack of understanding spiritually on the status of children an extraordinary gifts from God had contributed to their high prevalence to commit acts of violence against children.

Based on the results of the interview and observation can be explained that the perpetrator of violence against children including the child's ear, to scale the eyes when the child makes mistakes, snap the child with a high voice. It was found that economic factors, an emotional imbalance are the main reason why perpetrators do this. Act of violence might be viewed in its distinctive paradigm that is there are two actors namely the perpetrator and the victim. In the context of this violent behavior between parents and children, the paradigm of the position of the perpetrators and victims of acts of violence set in National Youth Violence Prevention (2002) can be a solid reference. It suggests that in general, the perpetrators have high self-esteem, they tend to be aggressive with their behavior that is pro-violent, they are irritable and impulsive, and they have low tolerance triggering

frustration.

The perpetrators of bullying have a strong need to dominate others and lack empathy for their targets. In the context of the act of violence between parents versus children, it is clear that parents feel that they are the dominant party. They see themselves as authorized persons who have the power to do anything to their child. On many occasions, their action has the least positive value of the benefit to their child's growth and development. This should be taken into consideration that violence is not a solution to overcome problems concerning children's behaviors. Bullying actors have several characteristics. In line with this, Coloroso (2006) stated that people will be trapped in the role of bullying actors featuring several indicators namely they are unable to develop healthy relationships, they are less capable of looking from other perspectives, they lack empathy, and they assumed that they are strong and they can influence patterns social relations in the future. By committing bullying, the perpetrator will assume that they have power over the situation. If they are allowed to commit bullying without intervention, this bullying behavior can lead to the formation of other behaviors in the form of violence against children and other criminal behavior.

Bullying actor needs to be treated to avoid worse conditions in terms of their behaviors. According to Espelage and Swearer (2004) in the long run, most bullies commit crimes in their adulthood and they commit this because they were likely to suffer as victims of childhood violence. Bullies aggressive responses continued to develop while they were in school and persisted or settled when they were adults. The crimes they committed included traffic violations, aggression against their spouse and children, punishing their children harder by using physical punishment and teaching aggressive actions to children like the way they did. In a school context, bullying actors should be taken into consideration for treatment. If they are left without proper treatment and continue to commit bullying, they will influence other students who are spectators or bystanders of this violence. Bystanders can assume that bullying is the behavior which is accepted at school. Furthermore, in this condition, some students might join the perpetrator for fear of being the next target or victim. Others might just be silent without doing anything and the worst they think that it is not necessary to stop it. This situation certainly strengthens and boosts the existence of violence committed by bullying actors and their power and authorities over the victims and

all spectators of the bullying event.

In the context of act of violence committed by a parent to their children, it is very clear that children are psychologically different from an adult. Children have their needs which are different from those of an adults. When their needs are not met, the problem occurs. On the part of a parent, if they are not able to understand child development and fail to recognize "signals" of understanding the position of children, they are likely to commit the act of violence. This situation is one of the dominant factors in the occurrence of acts of violence committed by parent.

The act of violence committed by a parent on children will directly produce new seeds of violence. Parents' act of violence will be transmitted to their victim children. This means that the victim children are very likely in the future to become perpetrators of violence in their schools. This is a threat and danger for the school environment. The act of violence among students can create an unsafe school climate. This bad situation will ultimately affect the reputation of the school itself as a place safe for learning. Also, bullying case that occurs can also jeopardize the education mission that the school wants to realize. Schools can be deemed to have the potential of bullying case if they meet the following criteria: (a) students feel unsafe at school; (b) there is an absence of relations between the school and school community; (c) distrust among students exists; (d) the establishment of formal and informal gangs occurs as a means of inciting bullying or protecting groups from bullying; (e) there are legal actions taken against the school carried out by victim students and parents of victim students; (f) there is an increasing decline in the reputation of the school in the community; (g) there is low working spirit and increased job stress among teachers and staff; and (h) and poor education climate increases (Whitney & Smith, 1993).

In dealing with violence and bullying, children need to be prepared and given a shield that can help them to deal with the dangers of violence from friends or their adult counterparts. The effort can take the form of assertive behavior training. Some studies show that assertive behavior training is quite significant in helping children to be more courageous and bold in giving "resistance" to the occurrence of acts of violence (Agustin, Saripah, & Gustiana, 2016). Andhini and Arifin (2019) explained that the child must obtain a violent shield, i.e. protection that has juridical nature is a protection covering all legal regulations that can govern the child's life. Meanwhile, protection with nonjuridical

properties include health, education and social fields. There are several things that can be done to reduce the parental violence to children including the development of educational media in the form of a Child protection series storybook (Risma, Solfiah, & Satria, 2020).

On the part of a parent, to avoid acts of violence at home, it is very necessary to formulate a parenting program to overcome or minimize acts of violence against children by parents. The program should begin by detecting the wrongdoing of paradigm from parents to children so that acts of violence can be avoided. Next, the program should identify relevant materials needed to improve parental understanding of child growth, needs, and problems. Then, the program ends with administering a well-regulated training or workshop to conduct a parenting program. This program should be easily applied in the field and can be tested. Moreover, to develop a parenting program, it should be appropriate and accommodate the development of children and should be holistic. This parenting Program can be implemented based on the thought of Ki Hadjar Dewantara to tear down the culture of power and violence in children in education and foster patterns. By applying the doctrine and fatwa, Pancadharma The Soul triwitness, Tri Nga, the Leadership trilogy and its patterns can make life children for the better (Hakim, 2016). Family, school, and community environments, in this case, all three important components should be able to be an agent in providing parenting and nonviolent education. Because impossibly violent culture will be misguided if it only runs on one of the centers alone.

Conclusion

From this research concluded that there is a variety of violent behavior made by parents to children generally are in two categories that are physical violence such as hitting, or punching and verbal violence such as loud and rude saying and some there is also in the form of abandonment such as letting children play unattended. Factors that are behind the action of violence of parents in children are economic factors, the status of single-parent, non-understanding of child growth, unstable emotions, and misperception of violent firmness. The parenting program that is programmed based on this research begins by detecting the wrong paradigm forms of parents to the child in the event of violent action.

Continued with the identification of relevant materials to improve the parents' understanding of the growth, needs, problems of children. Then end by conducting training activities or workshops that are well regulated to produce a proven program of parenting and can be easily applied in the field

Recommendation

Having discussed the findings above, this study recommends that there is a need to follow up research to identify the misconduct of parenting among parents. This future research is important because this study found that there was a paradigm of parents who viewed that children's education must be full of assertiveness. In fact, what they did can be categorized into the act of violence on children. Another effort involves all stakeholders to sit together in a discussion forum or workshop between academics and practitioners in formulating learning models or learning guidelines for parents that can reduce acts of violence on children.

For SEAMEO CECCEP and UPI in their joint effort to establish especially ECE study programs, the results of this study can be used as input to develop various training or workshops in assisting school or government institutions to prevent and overcome problems of acts of violence on children. This can be in the form of developing parenting programs, designing child-friendly learning curricula, and designing children's activities in ECE that might involve a parent.

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