

THE DEVELOPMENT OF PARENTING MODEL AS A LEARNING RESOURCE TO AVOID CHILDREN ABUSE

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Abstract – This research is aimed at knowing the acts of parenting, knowing the acts of violence in children and knowing the source of learning that can be developed as a model of parenting to avoid children abuse. The method used in this research was qualitative description and data were collected through observation and interview in the form of discussion. The results of this research found that parenting consists of authoritarian, democratic, authoritative, and neglected. There is no violent action in children in the parenting patterns of authoritative and democratic. Violence occurs in children in the form of physical, psychological and economic violence in parents with authoritarian parenting and psychological and economic abuse in parents with neglected parenting. This is due to heredity and socioeconomic status of parents.

Keywords: parenting model, learning resources, children abuse

I. INTRODUCTION

Nowadays, various mass media in society report the happened of several children abuse. Countries ^[1] describes the level of child abuse are common in Indonesia, which in 2015 recorded that 21,689,987 cases in 33 provinces in Indonesia. Data obtained from the Center for Data and Information (Pudatin or Pusat Data dan Informasi) National Commission for Child Protection (Komnas PA or Komisi Nasional Perlindungan Anak)^[2], from January to December 2016, data entered as many as 3739 cases of child rights violations.

Similarly, Komnas PA has received public complaints of approximately 100-200 cases of violations of child rights violations every month. This form of violation of the child rights is not solely on an increasing number of quantity, but the more complex and diverse modes of infringement appear. Rahmayanti^[3] explains that the cause of domestic violence, especially violence against children is very complex, including economic factors, education, family social, culture and factors of the child itself. The most dominant factor is the poor family scope.

Violence in children needs to be handled carefully. Parenting patterns, teachers or people in the child's environment plays an important role in optimizing the potential of children, whether physical, cognitive, spiritual, and emotional. Parents, teachers or people in the child's environment should continue to learn from various learning resources to avoid violence in children. Learning resources are all good sources of data, people and certain forms that can be used in learning, both separately and combined to facilitate in achieving learning objectives.^[4]

Regarding to the above problems, this study was developing parenting model to avoid acts of violence in children through various sources of learning. Specifically,

this study was focused on knowing the acts of parenting, the acts of violence in children and the sources of learning that can be developed as a model of parenting to avoid acts of children abuse.

II. THE NOTION OF PARENTING

Parenting can be interpreted as a total interaction process between parents and children covering the process of maintenance (feeding, cleaning, and sheltering) and the process of socialization (teaching the common behavior and in accordance with the rules in society). This process involves also how caregivers (parents) communicate affection, values, interests, behaviors and beliefs to their children^[5]. Parenting is a consistent parent effort and persistent system in guarding and guiding the child from birth to adulthood^[6]. Parenting type consists of: 1. authoritarian parenting style; 2. permissive parenting; 3. democracy parenting^[7]. Some types of parenting, namely: 1. Uninvolved parenting; 2. Indulgent parenting; 3. Authoritative; and 4. Authoritarian.^[5]

Based on the above opinion, it can be seen that parenting consists of: 1. Democratic parenting, the parenting pattern that prioritizes the interests of children, and not hesitate to control the child. 2. Authoritarian parenting, that is, tend to set the standard that must be obedient child, it is usually accompanied by threats. 3. Authoritative parenting patterns, i.e. parents tend to show a high degree of control and warmth to the child. 4. Parenting patterns of abandonment are the type of parental parenting that provides very loose supervision, giving the child an opportunity to do something without supervision from him, giving the time and the very minimal cost to his children, when they are widely used for personal use.

III. CHILDREN ABUSE

Children abuse or violence against children can be distinguished: (a). Physical violence, categorized as violence of this type are: slapping, kicking, punching, choking, pushing, biting, banging, threatening with sharp objects and so on; (b). Psychic violence. This kind of violence is not so easy to recognize. The concrete form of violence or violation of this type is: the use of harsh words, misuse of trust, treating people in front of others or in public, throwing threats with words and so on; (c). Sexual violence, included in this category are any actions that appear in the form of coercion or threaten to have sexual intercourse, torture or acts sadistically and leave a person including those classified as children after sexual intercourse; (d). Economic violence, by children, this type of

violence often occurs when parents force children to be able to contribute to the family economy, so the phenomenon of newspaper sellers, street singers, beggars, and others increasingly spread especially in urban areas.^[8]

IV. LEARNING RESOURCES

Learning resources as all sources that might be used by students to occur learning behavior^[9]. There are two types of learning resources: (a). Designed learning resources (learning resources by design); (b). Learning resources by utilization^[4]. Based on the type of learning resources, it is known that the types of learning resources that can be used in the learning process are:

A. Messages or materials, both formal and nonformal.

B. Persons, namely: (1). Groups of people who are specially designated as the main learning resources that are trained professionally to become teachers, such as teachers, counselors, instructors, and lecturer, principals, labors, librarians and others; (2). Group of people who have professions.

C Material and application program, is a format usually used as a support program in storing learning messages such as packet books, textbooks, handbooks, modules, video programs, audio, film, OHT (Over Head Transparency), slide programs, Props and so on. The program here is meant to be various software.

D. Tools. The tools referred to here are physical objects often referred to as hardware which serves as a means or tool to present the materials in point 3 above, for example, multimedia, projector, slide projector, OHP, Film, tape recorder, hardware, computer, radio, television, VCD/DVD, camera, whiteboard, generator, engine, car, motor, electric appliance and so on.

E. Method, is a way or steps used by teacher in delivering learning materials to achieve learning objectives.

F. Background, is the situation and environment of the learning environment both inside and outside the school, whether designed or designed not by design, but can be used by the teacher in learning (by utilization).

II. RESEARCH METHOD

The research was conducted at the State Elementary School 03 Mampang, Pancoran Mas, Depok. The respondents were parents and students of class IIIA/IIIB. The research period is April-June 2017. The research method used is qualitative descriptive. Qualitative research is aimed at understanding social phenomena from the point of view of participants. Data collection is done by natural setting (natural condition), from primary data source^[11]. Technique of collecting observation data of daily life of student in school, filling instrument and interview in form of group discussion.

Parents and students fill out the instruments and answer the interviews in the relaxed and intimate group discussion nuance combined with 2D/3D animated VCD playback on parenting and child abuse patterns originating

from various sources. Implementation of research for parents and students is done on different days, dates, and hours. The results from each parents and students are cross-checked to find out if the parent's answer corresponds to the student's answer and vice versa.

III. RESULTS AND DISCUSSIONS

Based on the results of the study, it is known that 18 out of 40 parents or 45% of parents are included in the category of democratic parenting. This is known from the respondent's answer, including: (a) parents prioritize the interests of children and do not hesitate to control the child; (b) parents are rational, always underlying their actions on the ratio; (c) parents are realistic about children's abilities, not expecting too much beyond the children's abilities^[4], in which parents give children the opportunity to be independent and develop internal controls; (d) parents recognize the person as a person and participate in decision making; (e) all children have the same opinions and rights; (f) the child can do various things according to his ability and all the consequences caused to be the responsibility of each child. Through these results, it showed that no child abuse was occurred.

In authoritarian parenting pattern, the results of the study showed that 4 of 40 parents or 10% of parents enter the category of authoritarian parenting. This is known from the respondent's answer, including (a) parents set an absolute standard that must be obedient child, in which the absolute standard is in accordance with the rules, norms or rules applicable; (b) The child must follow all the wishes of the parents; (c) children may participate in various extracurricular activities in accordance with the wishes of parents; (d) children should not learn and play with strange people. These results proved that there were physical, psychological, and economic abuses in children.

This study also showed that 16 of 40 parents or 40% of parents enter the students in the category of authoritative parenting. This is known from the respondent's answer, including (a) children are given the freedom to do various activities under the monitoring of parents; (b) children may participate in various extracurricular activities according to his or her wish and the consent of the parent; (c) children are free to learn and play with anyone who is known to parents. These results confirmed that there was no occurrence of child abuse.

Based on the results of the research, it could be seen that 2 of 40 parents or 5% of parents entered the category of parenting neglect. This is known from the respondents' answers, involving: (a) psychologically, parents are not close to the child; (b) parents never care about children's learning outcomes; (c) parents do not give children time to learn and play according to their age; (d) parents never know the child's problems and wants. These results lead to the conclusion that there was physical, psychological, and economic abuse in children.

In the democratic parenting pattern, there was no violence occurred. It showed by the situations where the

children feel valued by parents, good children learning outcomes; children are more independent, children can control themselves, have a good relationship with their friends and are able to deal with stress or problems; and children have an interest in things and cooperative spirit against others. Therefore, authoritarian parenting patterns of middle-upper parents' socioeconomic status showed that there was psychic violence among children. The parents scold and yell at the children with polite words so the child understands what they mean. For authoritarian parental parenting with a background of low socioeconomic status, the acts of child abuse covering psychic, physical, and economic. In addition to scolding, yelling at children with rude words, parents force children to help their work, such as selling. They make a rule that children after school should be able to help parents complete their work in selling, doing housework or keeping their younger siblings. Children in everyday life are just told and must be willing to follow the orders/wishes of parents. The childrens were lack of learning and playing opportunities. The negative effects of authoritarian parenting patterns resulted that in the characteristics of the child who will act and behave as expected as their parents; the child is often told by his friends, becoming fearful, silent, closed, uninitiative, uncaring and violate the norms, yet immediately afraid or choosing to be silent when the opponent speech argued.

In the authoritative parenting pattern, against a background of hereditary factors and good socioeconomic status, parents support all activities of the children, show great supervision and warmth to the child. In this parenting pattern, there was no child abuse occurs since interpersonal communication is established between parents, teachers and children. Authoritative parenting produces bright, fun, creative, intelligent, self-confident, open-minded parents, teachers and friends, so the children were not easily stressed, not easily depressed and perform well. Parenting patterns of neglected parents. Parents of neglect with hereditary factors, low socioeconomic and environmental status resulted a poor parenting. There was physical, psychological and economic violence. Parents like to yell and scold children with words that are not polite. To meet the needs of the school and the necessities of family life, parents send children to sell and be street singers. Parenting patterns of neglected parents produce a child with unstable behavior, sometimes more aggressive, sometimes impulsive, moody and lack of concentration on an activity, even can occur deviations of personality and anti-social behavior in children. In life at school, children tend to play alone, children are less social with their friends, achievement and learning outcomes of unstable children, even the value tends to equal the average grade.

Children feel separated in family life, children never get attention from parents, children find it difficult to answer homework while studying at home, children feel only occasionally can eat and fed their mother when hungry, children never hugged warm during sleep, never given a pocket money, never bought the needs of the school and the

necessities of life according to his age, during school holidays the child was never invited to walk by the parents.

Based on the results of the study, it can be seen that *first*, the source of learning used as a model of parental care in an effort to avoid violence in children is in the form of: 1. Messages or materials, both formal and nonformal. Formal messages are messages and information provided by the teacher in the learning process situation. The nonformal message is a message that can be used as a source or learning material, ie a poster message that can be attached to the classroom wall of the school. This poster contains informative and educative material about family life which is harmonious and in accordance with religious shari'a, *second*, in general, people as the primary learning source are professionally trained to become teachers, in this case are the principal and classroom teachers and teachers of Guidance and Counseling, *third*, the tools in question here are physical objects often referred to as hardware (hardware) that serves as a means or tool to present the material in items a and b above. In this case the researcher uses 2 dimension VCD Animation that contains parenting material and violence act on child.

IV. CONCLUSION

Based on the results of school observations, information from classroom teachers, as well as interviews and filling instruments that researchers do to parents and students, it could be concluded that (1) the acts of parenting consist of authoritarian, democratic, authoritative, and neglectful, (2) there is no violence in children on the parenting style of democratic and authoritative, but the violence in children in the form of physical, psychological, and economic violence occurs in parents with authoritarian parenting 10% or 4 people and 5% or 2 person neglect caregiving and (3) learning resources that can be used in developing parenting patterns to avoid violence against children are in the form of messages, people, and tools.

ACKNOWLEDGEMENT

This research can be carried out with the support of Directorate of Research and Community Service of Directorate General of Research and Technology Development of Higher Research, Technology and Education Ministry 0404/K3/KM/2017 dated May 24, 2017 and Institute of Research and Community Service, Universitas Muhammadiyah Jakarta.

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