



EDUCATORS' STRATEGIES IN INSTILLING ANTI-VIOLENCE VALUES: A CASE STUDY IN EARLY CHILDHOOD

Wulan Ariyanti¹, Siti Sulistiawati², Annisa Mustikhatul Hidayah³, Dini Wulandari⁴, Siti Khotijah⁵, Febry Maghfirah⁶, Tri Wahyuningsih⁷
^{1,2,3,4,5,6,7}Early Childhood Education Teacher Education, Mulawarman University
e-mail: wulan200309@gmail.com¹, s77458295@gmail.com²,
annisamustikhatul@gmail.com³, dini79956@gmail.com⁴,
sitikhotijah.unmul@gmail.com⁵, febrymaghfirah@fkip.unmul.ac.id⁶,
tri.wahyuningsih@gmail.com⁷

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Abstract

Instilling anti-violence values is important to be done from an early age. This study aims to analyze educators' strategies in instilling anti-violence values in early childhood in Al-Kautsar Kindergarten, Samarinda. This research uses a qualitative method of case study research, through observation, interviews, and documentation. This research involved 2 educators and 10 students. The results of the study showed that educators applied three main strategies: audio-visual media in the form of educational videos, storytelling methods using picture storybooks, and positive habituation that was applied repeatedly. These three strategies are effective in building children's character to avoid violent behavior, both verbal and physical. Educators act as facilitators, guides, and role models who create a conducive learning environment and provide examples of positive behavior. These strategies not only increase children's awareness of anti-violence values but also form sustainable positive habits in daily life. Educators' strategies are important in instilling anti-violence values in children and it is hoped that this research can be a reference in instilling anti-violence values in early childhood.

Keywords: Educator strategy; Anti-Violence Values; Early Childhood

INTRODUCTION

Violent behavior is a serious issue and often occurs in early childhood environments, this will certainly affect various aspects of development in children. Instilling anti-violent behavior needs to be done as early as possible, because children are valuable assets for every country to create quality human resources (Khairiyah & Dewinda, 2022). Early age or known as the golden age is a time when children really need help and stimulation from those around them (Felicia, 2021) and is the most appropriate time to instill anti-violent behavior in children, because children are good at imitating various things they see and hear. This is in line with the Bobo Doll Theory experiment conducted by Albert Bandura where he gave an example of hitting a doll in front of a child, then the child treated the



doll more than what had been exemplified previously (Wahyuni & Fitriani, 2022).

The formation of violent behavior can have a direct influence on the perpetrator, this will affect the child's life in the future. The influence or impact that someone will receive as a result of not instilling anti-violence values is that children become dishonest, selfish, have difficulty controlling emotions, behave more aggressively, do not respect others, and children become difficult to accept by people in their environment, even people who are older than them, this is what children do if their wishes are not fulfilled (Syafri, 2020) and can result in victims experiencing injuries, fear, trauma, and even death due to the violent behavior that has been carried out (Hermawan & Aerin, 2019).

Anti-violent behavior is a person's action to avoid various things that can hurt themselves or others around them. Anti-violent behavior refers to a person's attitude, actions, and efforts to prevent, reduce, or eliminate violence in various forms (Agustina & Simatupang, 2022). Instilling anti-violent behavior is carried out to increase children's awareness of the rights of each individual (Yulianingsih, 2021) and can also teach children to prioritize positive values even in dangerous situations (Shinta, 2023). Anti-violence refers to a child's attitude in preventing or even eliminating acts of violence, both physical and verbal. Instilling anti-violent behavior in early childhood aims to reduce conflict in the future, so that a peaceful environment is created (Cuga et al., 2022), safe and harmonious (Rosmita et al., 2022).

Violence is not normal, especially if it is done by early childhood, therefore the role of the surrounding environment can help children develop anti-violence behavior. There are many benefits that will be obtained from instilling anti-violence behavior in children, including making children have a patient attitude, respect for others, self-confidence, children avoid attitudes or words that hurt others both physically and psychologically, and make it easy to be accepted in the circle of friends (Putra, 2022), and children have a sense of sensitivity to the people around them (Rosmita et al., 2022).

A pro-violence attitude is not created instantly in a person, of course there are factors that influence it, this can be based on the influence of the school environment, society, friendships, and even from the family environment. According to Gelles (Septiani, 2021) the factors that underlie someone committing acts of violence are that the perpetrator imitates the behavior of those around him, the perpetrator has previously been a victim of violence, or even the perpetrator does this because of pressure from his social environment. In addition to the influence of the social environment, the rapid development of technology can also influence children's behavior, such as the use of television, cellphones, or computers without setting limits on their use (Lismanda et al., 2021).

Seeing the various negative possibilities that children experience as a result of violent behavior, people in the surrounding environment should be more sensitive to children's lives, especially in educational environments. Educators have an important role in children's development where educators act as facilitators who facilitate all children's needs, become role models or models whose behavior will be imitated by children, mentors who provide direction or guidance for children, and motivators who motivate children to be active in learning. Educators act as mentors, role models, and motivators. Educators must create good relationships with children and provide stimulation and guide children so that they can behave well (Dea & Setiawan, 2019). This is in line with the opinion of (Siregar, 2020) that the role of educators is very much needed in designing

strategies to prevent children from negative behavior, learning strategies made by educators are a design in choosing the right method or media in the learning process that can be applied in children's daily lives and aims to achieve good learning outcomes in accordance with learning objectives (Siregar, 2020).

Research conducted by (Saraswati et al., 2020) shows that the use of fairy tale media in learning is effective in increasing the religious and moral values of early childhood. Another study conducted by (Khadafi & Albina, 2025) developed anti-violence values in an Islamic educational environment, by emphasizing the role of Islamic educational institutions in forming a culture of peace and instilling values of tolerance, admitting mistakes, and social responsibility. (Kristianto, 2024) stated that in dealing with the culture of violence that occurs, educators can use a peace education approach as an alternative solution based on religion, so as to form children's awareness of a culture of peace and how to deal with conflict in a more constructive way. Research conducted by (Kawurian et al., 2025) examined the implementation of anti-bullying education in early childhood through movement and song learning methods. This approach aims to introduce the concept of anti-violence in a way that is fun and easy for children to understand, so that they can internalize positive values through singing and moving activities. Meanwhile, research conducted by (Putri & Hibana, 2024) focuses more on strategies for creating a safe and comfortable learning environment in PAUD, by emphasizing aspects of educational policy, physical security, and community involvement in maintaining children's welfare in the school environment.

Despite having similar goals in creating an educational environment free from violence, the approaches used are different, where the first researcher focuses on fairy tales as a learning medium, then the second study focuses on regulations and policies based on Islamic values, the third study focuses on a peace approach as an alternative solution based on religion, the fourth study emphasizes activity-based learning methods to shape children's character, while the last study examines educational policies and infrastructure as an effort to create a safe environment for early childhood.

Based on the research above, this study aims to analyze in more depth the strategies used by educators in instilling anti-violence values among early childhood at Al-Kautsar Kindergarten Samarinda. Based on the results of interviews, Al-Kautsar Kindergarten educators implemented several learning methods to instill anti-violence values in early childhood, namely through watching educational videos (Lismanda et al., 2021), reading story books about role models (Praditama et al., 2023), and carrying out positive habits repeatedly until they become good habits (Hidayati, 2024), so that all children in the institution do not commit acts of violence in their daily lives.

METHODOLOGY

This study uses a qualitative approach with a case study research type. This approach was chosen in order to obtain in-depth information about the strategies used by educators in instilling anti-violence values, by focusing on the methods and media applied. The subjects of this study were 2 educators and 10 students, while the object of the study was the strategies of educators in instilling anti-violence values in early childhood. The location of this research was carried out at TK Al-Kautsar Samarinda. The researcher chose this school because this school is accredited A, besides this school applies an Islamic-based educational approach that emphasizes morals and positive behavioral habits. This is in line with the focus of the research which wants to examine how these

values can shape children's character in preventing acts of violence. TK Al-Kausar also provides quite good access for researchers to conduct observations and interviews with educators. Data collection using participatory observation methods where researchers play an active role in the activity process, semi-structured interviews are in-depth interviews that are carried out much more freely and aim to obtain ideas and views on the problems being studied openly so that researchers need to listen carefully and record the information conveyed, and documentation in the form of photos and videos of activities (Alaslan, 2019), in addition to using theories obtained through scientific works in the form of articles and journals. Data analysis techniques and data validity tests use the Miles and Huberman model which has 4 stages, namely data collection, data reduction, data presentation and drawing conclusions (Zulfirman, 2022).

RESULTS AND DISCUSSION

Based on the results of interviews conducted with Al-Kautsar Kindergarten educators, he explained that his role as an educator in introducing this anti-violence attitude is as a facilitator for students by providing a good example, in addition, educators also facilitate media or methods as materials in delivering learning materials, This statement is in line with the role of teachers quoted in the journal Saumi et al., (2021) which states that educators as facilitators are educators who play a role in providing the facilities needed by students in carrying out learning activities, so that the learning process runs well, educators provide services to students such as comfortable classes, interesting learning resources, varied learning media, and facilitating the time given to students, in addition, educators also facilitate thoughts and energy to support children's learning activities. Educators act as models who provide examples of good and positive behavior so that children can imitate the behavior carried out by educators (Nurma & Purnama, 2022).

Educators at Al-Kutsar Kindergarten also serve as guides and protectors for children who commit acts of violence, for example by teaching and getting children used to saying sorry to both parties who commit acts of violence such as fighting. According to Mulyasa (Rizqina & Suratman, 2020), educators act as guides and caregivers and can provide protection to children at school. Meanwhile, according to Farnisa (Kasingku & Sasarari, 2022), guidance is a process of providing assistance to students to achieve understanding and self-direction to make maximum adjustments both in the school, family and community environments. The role of educators in developing this anti-violence attitude is as guides, role models, and motivators (providing stimulation), educators must create good relationships with children (Dea & Setiawan, 2019)..

Educators have a great responsibility in guiding and teaching children to have good character, there are many appropriate and easy ways for educators to use in introducing and developing anti-violence values, Educators at Al-Kutsar Kindergarten explain that the different characteristics of children make educators prepare various strategies in introducing anti-violence values to their students, namely by using educational video media, storytelling methods, and habituation methods. Educators have an understanding and ability to convey learning using various methods and media, in this technological era educators can use the latest technology media in introducing learning materials educators are expected to be able to attract children's attention so that they are enthusiastic about participating in learning (Khaerunnisa & Muqowin, 2020). The following is an explanation of the strategies used by Al-Kautsar Kindergarten educators to introduce or develop anti-violence values.

1. Media Audio Visual

Based on the results of interviews conducted by researchers regarding the role of educators in introducing anti-violence attitudes to Al-Kautsar Kindergarten students, namely by using audio-visual media in the form of YouTube videos broadcast on television provided by the institution. Al-Kautsar Kindergarten educators explained that introducing anti-violence values to children is not always in the form of explanations alone, but also in the form of activities, methods, and learning media including the use of audio-visual media so that children can see, hear and experience the material presented directly. The introduction of anti-violence values provided by educators varies so that children do not get bored and are interested in learning, Al-Kautsar Kindergarten educators argue that through the videos shown, anti-violence attitudes can emerge in children because students can imitate and learn through video shows provided by educators, with an example of a video showing the exemplary behavior of the Prophet Muhammad who preached but one of the tribes in the time of the Prophet Muhammad did not like the presence of the Prophet Muhammad so they committed verbal and physical violence against the Prophet Muhammad such as cursing, throwing dirt, slandering, and planning to kill.

Through this educational video media, educators can provide moral messages to children. The role of Al-Kautsar Kindergarten educators in the educational video is to convey again about bad violent behavior and provide direction to children so that they do not imitate the behavior of one of these tribes. This is in line with the opinion of Lismanda et al., (2021) that educational shows are audio-visual media used by educators to introduce anti-violence values and have a positive impact on early childhood, this is able to educate children's behavior in their daily lives, but with the provision of limits and supervision to children. Audio-visual media such as educational videos are effective media used to help the learning process, both individual and group learning (Simaibang et al., 2021). Providing good educational video media during learning also has a good impact on students' attitudes, especially on anti-violence attitudes, because it has a positive impact on children such as being caring, helping fellow friends, behaving honestly, and respecting each other (Mudianti, 2023).

The use of audio-visual media in the form of educational videos has the advantage of being able to attract children's attention with its visual and interactive nature. Children not only see and hear, but also imitate the behavior shown in the video, so that the concept of anti-violence can be understood more concretely. This media makes it easier for educators to convey moral messages and helps shape children's character because the material shown can be repeated to strengthen understanding. This is in line with the opinion of (Setiawan, 2021) that audio-visual media attracts children's attention through a combination of interesting images and sounds, facilitates understanding with visualizations that are more concrete and easy for children to understand, and the material can be conveyed repeatedly so that children can understand the message conveyed. Can save time, can foster children's interest and motivation to learn, and can develop children's imagination (Mamba'usa'adah & Syafwandi, 2023). Provides real experiences (Siswanto & Susanto, 2022).

However, there are some drawbacks in its use. Among them are the risk of children becoming passive because they only watch without being actively involved in discussions or follow-up activities, and differences in children's abilities in understanding video content are a challenge in themselves. This is in accordance with (Khadijah et al., 2021) that audio-visual media is one-way so that children are less actively participating in

learning, differences in learning styles make it difficult for children to understand the messages in learning videos. The mismatch between images and sound makes children feel hesitant in understanding the material given (Siswanto & Susanto, 2022). Fitria (Hasibuan et al., 2021) stated that audio-visual media is difficult to repair, besides it requires special skills in its manufacture.

2. Storytelling methods

In addition to the video method, Al-Kautsar Kindergarten educators also use the storytelling method through picture story books to attract children's attention in introducing moral religious values consisting of honesty, maintaining modesty, introducing anti-violence attitudes, and tolerance. The reason Al-Kautsar Kindergarten educators use this method is because children cannot receive learning materials with just one command, because it can make it difficult for children to understand it. Using the storytelling method can provide benefits to educators and students such as increasing the role and active attitude of Al-Kautsar Kindergarten students because children ask more questions about things they want to know so that they can improve children's language development, educators can also improve children's critical thinking skills through the given trigger sentences, in addition, educators' literacy skills can increase, this can be seen from Al-Kautsar Kindergarten educators who are able to create poems which are then made into a book.

An example of a story book delivered by an educator regarding anti-violence contains physical and verbal violence, the educator provides an example in the story book about children fighting over a glass or item that ends in verbal and physical violence. So the role of educators at Al-Kautsar Kindergarten responds to this treatment by providing a moral message to children from the story book delivered, in addition, the educator conveys that behavior such as teasing, hitting, fighting should not be done because it can have negative consequences or impacts on oneself and others. This is in line with the theory according to Via Rahiem (Praditama et al., 2023) the storytelling method is an effective and good strategy to use in instilling anti-violence values in children because it contains positive meanings and values. Storytelling is very effective in providing exemplary values, has the potential and opportunity to contribute significantly to the moral education of early childhood and adults (Saraswati et al., 2020). The storytelling method can use folk tales or short stories that can foster and instill character values of anti-violence, tolerance, responsibility, honesty and so on. This storytelling method can also develop children's language aspects (Nurdin & Muqowim, 2023).

The storytelling method through picture story books has the advantage of increasing children's imagination and creativity. This approach allows children to understand moral values contextually, so that anti-violence messages can be conveyed in the form of easily digestible stories. The interaction between educators and children during the storytelling process can also increase emotional closeness, as well as trigger language development and critical thinking skills. This is in line with the opinion of Mayar et al (2022) who stated that the storytelling method can increase children's imagination when listening to stories so that children are able to visualize with their thinking power based on what they feel which makes children understand the message in the story. Setiawati et al (2023) stated that the storytelling method can enrich children's language skills, increase children's vocabulary and increase experience and entertain children. According to Rohayati (Khotimah et al., 2021) the storytelling method can build social emotional

closeness with peers and adults and increase children's critical thinking skills and imagination.

However, the effectiveness of the storytelling method is highly dependent on the educator's skills in conveying the story in an interesting way. Children with more active characters may be less interested if the story delivery is not accompanied by adequate interaction variations. In addition, the selection of story books that are relevant to the moral message to be conveyed is also an important factor for this method to be effective. Lack of educator skills in increasing children's interest in learning in determining the media and topics of the stories to be conveyed (Fitriyanti & Kulsum, 2024). Lack of children's concentration in learning so that children's attention is easily diverted to other objects makes it difficult for children to understand the contents of the story conveyed by the educator (Setiawati et al., 2023),



Figure 1. Al-Kautsar Kindergarten educator explains about storybooks

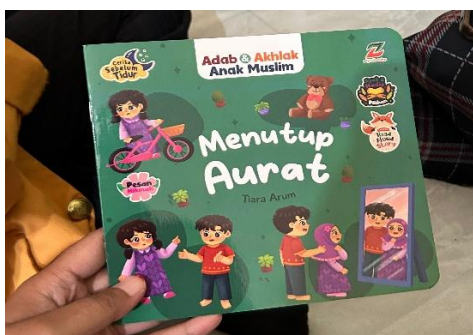


Figure 2. One example of a storybook used by educators

3. Habituation Method

Not only audio-visual media and storytelling methods are used by TK AL-Kautsar educators in introducing anti-violence attitudes to children, TK Al-Kautsar educators also use habituation methods. Based on the results of observations conducted at TK Al-Kautsar, researchers saw directly all children in the institution imitating and implementing the habits taught by educators every day, educators said negative behavior in children only appeared 2 times in 1 month, this is because when educators see deviant behavior such as fighting and being naughty to disturb classmates, the educators immediately break up, reprimand, remind and advise children continuously to always behave and behave well. Educators also said to always practice these habits concretely so that students can understand and are not burdened to do the habits themselves but educators are also required to do this.

Educators practice starting from small things such as when educators arrive late,

accidentally kick one of the students' belongings or accidentally step on the child's feet or hands while walking, then the educator immediately apologizes so that the child sees directly the positive behavior applied by the educator, Al-Kautsar Kindergarten educators apply habits by saying please, sorry, thank you, and excuse me, in addition, educators also say that the role of educators is also as a facilitator who facilitates all the needs of children during their development. The implementation of habits carried out by Al-Kautsar Kindergarten educators every day starts from the initial activities, namely when children come to school, educators get used to welcoming and children kiss their hands, entering class must say hello, read prayers to start learning, read prayers for eating, read the intention of ablution and sing Islamic songs. Core activities, the institution plays playdough, coloring, drawing, playing blocks, playing dolls, and the institution opens extracurricular tahfis for children with the aim of introducing moral religious values that should exist in Islam, and closing activities children read prayers before going home and doing recalling.

Based on the results of the study above, this is in line with the opinion of (Hidayati, 2024) which states that the habituation method is one way to see children's learning outcomes directly, because its application is carried out every day and repeatedly by educators by getting used to small things according to norms. Habituation can be applied to children, if children are used to doing good things, this will be believed to be permanent behavior. The advantages of the habituation method are saving and making time and costs more efficient, and instilling positive attitudes and characters for students (Lutfiyah, 2021).. According to Fadillah (Irwadi, 2024) explains that habituation is the instillation of skills in doing and saying something so that children can master the right ways, meaning that this habituation activity is a way that can be done to accustom students to acting and speaking according to Islamic teachings that minimize the occurrence of violence in early childhood.

Positive habituation methods that are consistently applied in daily activities show advantages in forming character and good habits in children. By involving anti-violence values in daily activities, children can immediately practice what has been taught, so that character formation takes place naturally. In addition, through the habituation method carried out, educators can build harmonious relationships with children. This is in line with research (Nashrullah, 2021) which states that the habituation method can save time in its application. The habituation method is easy to do because children will imitate the good habits of those around them (Akhyar & Sutrawati, 2021). Habituation is a practical approach that makes educators not only convey theory but also demonstrate its application through daily actions, so that children can observe and understand the behavior of educators as role models that need to be emulated (Zahra et al., 2024).

However, this approach also has limitations, such as the need for high consistency from educators and strong environmental support so that positive habits are truly ingrained. The habituation process takes a relatively long time, and challenges arise when faced with children with diverse backgrounds and characters. If family support is less than optimal, the effectiveness of this method can decrease in the long term. This is in line with the opinion of (Saleh et al., 2022) who stated that the ingrained bad attitudes in children make it difficult for educators to instill good attitudes in children so that more supervision and stimulation are needed from educators so that the habits carried out do not deviate. Lack of communication between educators and parents makes the learning that has been implemented in schools different from that taught at home (Hanum, 2024). Consistency

and role models from educators are needed so that children can see examples of good behavior such as not committing acts of violence (Hidayat & Oktaviani, 2023).

The strategies used by Al-Kautsar Kindergarten educators, namely audio-visual media, storytelling methods and habituation methods in introducing this anti-violence attitude are more focused on anti-violence attitudes in verbal and physical forms. Because according to the opinion of Al-Kautsar Kindergarten educators, the strategies used such as educational video media that are shown also contain physical and verbal violence, such as the explanation above regarding examples of videos in the time of the Prophet Muhammad as well as the storytelling method that is conveyed contains elements of physical and verbal violence in it. Physical violence is a physical attack such as body parts, physical violence can be done such as kicking, slapping, pinching, hitting, and pulling hair, besides physical violence can cause bruises on the body, scratches, broken bones, head injuries and stomach wounds (Gunawan et al., 2019). Violence against children can have a negative impact on children's mental health, growth and development, cause injury to children, and the potential for declining children's health (Margareta & Jaya, 2020) In addition to physical violence, there is also verbal violence experienced by children. Verbal violence is violence carried out with words that can interfere with children's self-confidence and mental health which can cause children to become depressed and stick with them until they grow up, because the treatment that occurred in the past will be remembered as a bad experience for children (Juliana, 2024) Verbal violence is words that are uttered such as shouting, insulting, mocking, screaming, slandering, and humiliating in front of many people (Erniwati & Fitriani, 2020). Physical violence and verbal violence can have a negative impact on children's emotional development because children will feel traumatized, depressed, frustrated, in addition children feel worthless and useless, feel hated by others, unwanted existence, nightmares and there are still many impacts that children get from acts of violence (Ariani & Asih, 2022). Violence can have negative impacts on victims such as loss of self-confidence, stress, anxiety, learning difficulties, social isolation, and decreased academic achievement (Reswita & Buulolo, 2023).

Overall, the combination of the three strategies—audio-visual media, storytelling methods, and positive habits—is a comprehensive approach to instilling anti-violence values in early childhood. Although each method has advantages that can optimize learning and character building, the existing shortcomings must be overcome through planning, educator training, and synergy between schools and families. Thus, instilling anti-violence values can be carried out effectively and sustainably, creating a safe and conducive educational environment for child development.

CONCLUSION

This study highlights the importance of educator strategies in instilling anti-violence values in early childhood through three main approaches: audio-visual media, storytelling methods, and habituation methods. These three strategies have proven effective in building children's character so that they are able to avoid violent behavior, both verbally and physically. Educators not only act as facilitators, but also as role models and mentors who create a conducive learning environment. From an education policy perspective, these findings emphasize the need to integrate anti-violence values into the early childhood education curriculum. Education policies can accommodate this strategy by:

1. Provision of Resources and Training

The government and educational institutions need to provide teaching materials that support the strengthening of anti-violence values, such as picture books and educational videos that are age-appropriate. In addition, training for educators is essential so that they are able to deliver the material effectively.

2. Character-Based Learning Policy

The PAUD curriculum can place more emphasis on methods of habituating positive values through daily activities, including building a school culture that is free from violence. Schools and the government need to encourage family involvement in instilling anti-violence values, for example through parenting education programs that strengthen the synergy between education at school and at home.

By implementing policies that better support this strategy, early childhood education can become a stronger foundation in forming a generation that upholds an anti-violence attitude.

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