

ANALYSIS OF THE FORM AND IMPACT OF VIOLENCE ON EARLY CHILDHOOD: A QUALITATIVE STUDY IN PEKALONGAN CITY AND REGENCY

Dini khasanati¹, Widia Ningsih², Ningsih Fadhilah³

UIN K.H. Abdurrahman Wahid Pekalongan

E-mail: dinikhasanati42@gmail.com, wn648862@gmail.com, ningsih.fadhilah@uingusdur.ac.id

ABSTRAK

Penelitian ini bertujuan untuk menganalisis bentuk-bentuk kekerasan dalam interaksi sosial anak usia dini di wilayah Pekalongan, mengidentifikasi faktor-faktor penyebabnya, dan mengkaji dampaknya terhadap perkembangan sosial dan emosional anak. Metode yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara mendalam dan observasi terhadap anak korban, keluarga, serta lingkungan sekitar. Data yang diperoleh dianalisis secara deskriptif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, serta diperkuat dengan teknik triangulasi untuk memastikan validitas dan kredibilitas temuan penelitian. Hasil penelitian menunjukkan bahwa kekerasan terhadap anak masih sering terjadi dalam berbagai bentuk, seperti kekerasan verbal, fisik, emosional, dan psikologis, yang dalam banyak kasus masih dianggap sebagai bagian dari proses pendisiplinan oleh orang tua dan lingkungan sekitar. Penyebab utama kekerasan meliputi tekanan ekonomi keluarga, stres emosional orang tua, konflik domestik, pola asuh yang tidak tepat, dan rendahnya pemahaman tentang *parenting* (pola pengasuhan). Dampak yang ditimbulkan cukup serius, antara lain penurunan rasa percaya diri, munculnya perilaku agresif, kecemasan, trauma, serta kesulitan anak dalam berinteraksi sosial dan mengelola emosi secara sehat. Kontribusi penelitian ini terletak pada kombinasi studi teoritis dan temuan empiris dari kasus-kasus nyata di Pekalongan, sehingga memberikan gambaran yang lebih komprehensif mengenai fenomena kekerasan pada anak usia dini. Selain itu, penelitian ini menegaskan pentingnya peran lembaga pendidikan anak usia dini sebagai ruang intervensi preventif dan rehabilitatif melalui pendekatan edukatif berbasis pembelajaran positif, guna mendukung pemulihan sosial-emosional anak serta mencegah kekerasan di lingkungan keluarga dan masyarakat.

Kata Kunci: Kekerasan, pencegahan, perkembangan

ABSTRACT

This study aims to analyze forms of violence in early childhood social interaction in the Pekalongan area, identify the causative factors, and examine its impact on children's social and emotional development. The method used is a qualitative approach with data collection techniques through in-depth interviews and observations of the victim's children, families, and the surrounding environment. The data obtained were

analyzed descriptively through the stages of data reduction, data presentation, and conclusion drawn, and strengthened with triangulation techniques to ensure the validity and credibility of the research findings. The results of the study show that violence against children still often occurs in various forms, such as verbal, physical, emotional, and psychological violence which in many cases is still considered part of the disciplinary process by parents and the surrounding environment. The main causes of violence include family economic pressure, parental emotional stress, domestic conflicts, inappropriate parenting, and low understanding of parenting. The impact caused is quite serious, including decreased self-confidence, the emergence of aggressive behavior, anxiety, trauma, and children's difficulties in social interaction and managing emotions in a healthy manner. The contribution of this research lies in the combination of theoretical studies and empirical findings from real cases in Pekalongan, so as to provide a more comprehensive picture of the phenomenon of violence in early childhood. In addition, this study emphasizes the importance of the role of early childhood education institutions as a space for preventive and rehabilitative intervention through positive learning-based educational approaches, in order to support children's social-emotional recovery and prevent violence in the family and community environment.

Keywords: *Violence, prevention, development*

INTRODUCTION

The phenomenon of violence against children in Indonesia in recent years has shown an alarming trend, both in physical, verbal, emotional, and sexual violence. Violence that occurs in children's social relationships, such as at home, school, and community environments, often goes undetected because it is still considered a reasonable form of discipline. This misperception leads to many cases going unreported, so children continue to be in risky situations that damage their social and emotional development.

Conditions also occurred in Pekalongan. In recent times, the rise of cases of violence against children, both in city and district areas, shows that the community is in a state of violent emergency. The emergency condition of violence that has been exposed again in the people of Pekalongan through cases of violence against social interaction in children. There are still various forms of violence in children's social interactions, both at home, school and in the community. Forms of violence against children include physical, verbal, and emotional violence that is often considered discipline even though it can lower self-confidence, inhibit social-

emotional development, and foster aggressive behavior.(Lailiyah, 2023)(Muhammad Fadhil, 2025)

The forms of violence that emerge are diverse, ranging from persecution, torture, verbal violence, to sexual harassment. Even more concerning, most of the perpetrators actually come from the child's closest people, such as parents, siblings or neighbors. Children who are victims often do not receive adequate psychosocial support, thus bearing long-term traumatic impacts. (Wiraagni, 2025)(Hasanah, 2016)

Violence against children can occur in various places, be it at home, at school, on the street, or in the neighborhood of peers. Many of the violent incidents mentioned above go unidentified, and often violence against children is considered commonplace because it is socially seen as a method of disciplining children. The increase in violence shows that acts of violence against children are still understood in a limited way, not comprehensively. Children who experience violence are strongly related to the background of life in the family and social environment. A child is defined as an individual who is under the age of 18. The existence of children is inseparable from the family parenting system that forms individual behavior patterns that create common habits and norms that characterize most societies, known as customs.(Fitriani, 2015)(JDSC, 2022)(Hikmawati, 2016)

Violence against children has very serious consequences and can significantly affect the psychological and social state of children. Children who experience violence tend to show signs such as feeling sad, withdrawing from socials, losing confidence, and even in more extreme cases, can experience mental health problems. In this case, the role of the family, especially parents, is crucial to support the optimal development of children. The development and education of children need to be adjusted to the stages of development they experience. However, there are often errors in teaching methods that are not age-appropriate, which can lead to psychological disorders and adversely affect their future. (Ariani, 2022)(Hanifah, (2023).)

A number of studies show that violence against children is strongly related to parenting patterns, economic conditions, parents' childhood experiences, as well as an uncondusive social environment, supported by research conducted by that

psychological violence in children aged 4-6 years in the family is caused by internal and external factors such as parental knowledge, parents' childhood experiences, and family economic conditions. Children who live in conflict-filled environments tend to be self-confident, low-key, socially withdrawn, and display aggressive behavior. (Sary, 2023)

This study shows that about 30% of children who experience violence tend to be parents who also commit violence against their children. In the midst of this increasingly worrying situation, a quick and effective response is needed from various parties, including the government, non-governmental organizations (NGOs), educational institutions, and the community in general. The protection of children from violence is not only a moral responsibility, but also a legal obligation that must be fulfilled by every individual and institution in society. (Nahrisah, 2025)

The main trigger for acts of violence against children is often related to violence within the family. Incompatibility between married couples can have a detrimental effect on their children. Often, after a dispute in the home, attention to the children becomes less. Instead of getting attention and affection, children become targets of violence, both physical and emotional. This situation is often caused by a misunderstanding of parents who see children as private property that can be treated as they please. This ignorance makes children victims of emotional venting due to disputes between parents. Irregularities in the family trigger violence against children, where fathers who are supposed to be role models actually show negative behavior, and mothers who should give affection instead behave violently. (Khairunnisa, 2023) (Nasoha, 2024)

The initial argument of this study is that violence in early childhood social interaction in Pekalongan has a negative effect on children's social and emotional development, where children who frequently experience or witness violence tend to have low self-confidence, aggressive behavior, and difficulty socializing with their environment.

On the other hand, child protection policies that have been implemented by the government, such as the Child-Friendly City program and child protection service units, have not fully reached the family and community level. confirms the gap between formal policy and practice on the ground. Socialization and case

reporting often do not run optimally, so many incidents are not handled appropriately. This condition shows that the response to violence has not been comprehensive, especially in the context of early childhood social interaction. This creates a gap between formal policies and children's real experiences in the field. (Winurini, 2024)

Based on various previous findings, research on violence against children has indeed been carried out a lot. However, studies that specifically analyze forms of violence in early childhood social interaction in Pekalongan and how family, economic, parenting, and parental experiences contribute to each other are still very limited. In fact, the socio-cultural characteristics of Pekalongan, including parenting norms and local traditions, have a strong influence on the way people interpret violence.

This study aims to analyze the forms of violence that occur in early childhood social interaction in Pekalongan City and Regency, both in the family, school, and community environment. In addition, this study focuses on identifying the factors that cause violence, such as parents' childhood knowledge and experience, economic conditions, parenting, and social environment and also explains the impact of violence on children's social and emotional development, including its influence on self-confidence, aggressive behavior, and social skills. The results of the research are expected to provide recommendations for educational institutions, families, and local governments in preventing and overcoming violence, in order to create a safe and child-friendly environment in Pekalongan.

METHODS

The research method used in this study is a qualitative descriptive method through interviews and observations. The purpose of this research is to describe, reflect, or paint in a systematic, factual and accurate manner the facts, properties and ties between the phenomena being studied. The sources of information in this research are primary information and secondary information. Primary information comes from in-depth interviews, direct observations in which researchers participate. On the other hand, secondary information comes from information

sources obtained by reading, pursuing, and mastering through other media sourced from literature. (Sugiyono, 2014)

The method of managing the information obtained data is then simplified into a form that is easy to read, understand and implement. In the process of presenting information so that it is more meaningful and easy to understand, the steps of information analysis that can be used in this research use interactive analysis which is a model from Milles Matthew BA and Hubberman. The analysis in this model is divided into 4 stages, namely information collection, information reduction, information presentation, and conclusion drawn. Then it is analyzed descriptively through the process of data reduction, data presentation, and conclusion drawn.

In addition, the validity of the data is strengthened by triangulating sources and techniques so that the research results are credible and trustworthy. Data reduction is defined as the process of selecting the focus on simplification, abstraction, and transformation of "rough" data that arises from written records in the field. Data presentation. This sub-process is a form of "presentation" which is defined as a set of structured information that provides the possibility of drawing conclusions and taking action. Drawing conclusions or diversifying. In this sub-process, the researcher begins to carry out interpretive actions, namely giving meaning to the data or information that has been presented. (Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 2014)

DISCUSSION

The results of this study show that violence against early childhood in the city and district areas of Pekalongan is still a phenomenon that is quite concerning. Based on findings through interviews and observations in several areas A, B, C, D, and E are forms of violence experienced by children including physical, verbal, emotional, and psychological violence. These findings are in line with studies that state that violence against children often occurs in various forms that are interrelated and have a complex impact on child development (*Global Status Report on Preventing Violence against Children 2020*, 2020)

One of the important findings in this study is the low awareness of parents towards forms of violence in parenting. Many parents consider yelling, scolding,

pinching, or hitting as part of an effort to discipline their children. In fact, it is included in the category of violence that can have a negative impact on child development. In research (Manik et al., 2025) stating that verbal physical punishment is ineffective in the long term and has the potential to cause emotional behavior problems in children.

In one of the first cases in city A, the absence of a father who works outside the city causes the mother to have to carry out a dual role, both as a breadwinner and the main caregiver, causing a child with the initials R to experience physical violence due to this condition, which then leads to emotional trauma and tension in the family. In fact, extreme impacts such as the death of family members (grandmothers) due to shock show that domestic violence has an impact not only on children, but also on the family environment at large. This reinforces that violence has a systemic effect that undermines the structure of family relationships. A high economic and emotional burden triggers stress that has an impact on the emergence of aggressive behavior towards children.

These findings corroborate the research (Fitriani et al., 2021) which confirms that economic pressure, maternal dual role, and lack of social support are the main factors in the occurrence of domestic violence. In addition, (Ilmiah et al., 2025) It also explains that economic pressure in the family can increase family conflicts in reducing the quality of parenting, thereby increasing the risk of violence against children.

In addition, psychological and verbal violence has also been proven to have a significant impact on children's emotional development. In the case of FJ in area B, the involvement of children in parental conflicts causes the emergence of anxiety disorders, sleep difficulties, and behavioral changes at school. This condition shows that early childhood is very vulnerable to interpersonal conflicts in the family. According to (Azizah et al., 2025) Exposure to intense conflict can cause a decrease in confidence, anxiety, and depression in children. This also has an impact on children's ability to build healthy social relationships.

In the case of child H region C, the verbal violence committed by parents when the child expresses his creativity through pictures on the wall has an impact on decreased confidence and fear of expression. Research by (Nurhasanah et al.,

2023) It shows that verbal violence can interfere with children's brain development, especially in aspects of visual memory and cognitive function. This repressive parenting practice actually inhibits the potential of children's creativity.

Verbal violence in public spaces is also an important finding in this study. Children with the initials F in area D are subjected to public humiliation by their parents, which leads to deep shame and withdrawal from the social environment. In his research (Noble, 2021) Explain that negative labels given by parents, such as "naughty", can form a negative self-concept in children. Children tend to internalize these labels and believe them as self-identity. This has the potential to hinder children's social and emotional development in the long run.

The most severe case of violence in this study was experienced by a child with the initials RE in area E who experienced repeated physical violence from his father. The impact is not only in the form of psychological trauma, but also serious disruption of social functioning. The child becomes introverted, cries easily, and shows excessive fear. (Alit Kurniasari, n.d.) stated that children who are victims of violence tend to experience obstacles in carrying out their social functions, including difficulties in interacting and utilizing their potential. However, interventions from teachers and child protection institutions have proven to be able to help the child's recovery process. This shows the importance of the role of educational and social institutions in handling cases of violence.

In addition to family factors, economic conditions are also a significant trigger for violence. In the case of child A in area F, the economic pressure experienced by the family causes parents to be easily angry and vent their emotions to the child. (Nia Triswanti, n.d.) asserts that economic instability can increase parental stress levels, which in turn impacts unhealthy parenting patterns. This is exacerbated by the lack of social intervention from the surrounding environment, so that violence continues to recur without adequate handling.

Overall, this study confirms that violence against early childhood in Pekalongan is triggered by economic factors, parental emotional stress, lack of parenting literacy, and weak social supervision. The impact includes emotional and social disorders, such as children withdrawn, easily feared, and loss of interest in

learning. Collaboration between families, schools, and communities is needed to prevent and deal with violence from an early age.

Violence is the use of physical force and power, threats or actions against oneself, a person or a group of people that results or is likely to result in bruising or trauma, death, psychological damage, developmental disorders, or deprivation of rights (Wiraadi et al., 2022). In the context of daily life, violence often occurs in various forms such as domestic violence, violence in schools, violence in the community.

But what is most concerning is that such violence is experienced by early childhood, because they are individuals who are still in the developmental stage and are very vulnerable to the negative effects of mistreatment. Early childhood is an individual who is at a vulnerable birth age of 0-6 years, where children experience a very rapid growth and development process in various aspects, both physical, cognitive, social, emotional, moral, and language. At this stage, children are known as the golden age, which is an important period to provide educational stimulation, affection, and the formation of basic characters that will affect children's lives in the future (Amini, n.d.). In this study, we discuss violence against children that occurs in the Pekalongan area.

Child violence is any act that causes physical, psychological, sexual, or neglect to children, including threats or coercion that endanger the health, dignity, and development of children. In Indonesia, cases of violence against children are still concerning and tend to increase, with cases of sexual violence being the most frequent (Praditama, Nurhadi, n.d.). Child abuse/violence against children can be defined as any form of treatment carried out against a child either physically, emotionally, sexually, or in the form of neglect that results in or has the potential to result in injury, suffering, developmental disorders, or loss of children's rights (Sommaliagustina & Sari, 2018).

For example, it is explained in the research (Islam & Introduction, n.d.) that: "All forms of physical or emotional pain, sexual abuse, neglect, commercial exploitation or other exploitation that results in real or potential injury or loss to the child's health, survival, child growth and development or the dignity of the child is carried out in the context of a relationship of responsibility, trust, or power".

Therefore, collaborative efforts are needed between families, schools, and communities in preventing and dealing with violence against children. Parents need to be educated about positive parenting and emotional management, while schools can act as early detectors through the observation of children's behavior. In addition, the community and social institutions also need to increase awareness and provide a support system for families experiencing economic and psychological stress.

CONCLUSION

Violence against early childhood in Pekalongan is still a serious problem with various forms such as physical, verbal, emotional, and psychological. The main causative factors include economic stress, parental stress, lack of parenting literacy, and family conflict. The impact is very detrimental to the social and emotional development of children. Research shows the need for an active role of families, schools, and child protection institutions in handling cases. Countermeasures must be carried out through prevention, rapid treatment, and recovery of trauma with the collaboration of all parties to create a safe environment for children.

REFERENCES

- Alit Kurniasari. (n.d.). *Dampak kekerasan pada kepribadian anak*. 200, 15–24.
- Amini, M. (n.d.). *Hakikat Anak Usia Dini*. 1–43.
- Azizah, M., Studi, P., Islam, P., Usia, A., Islam, U., Jurai, N., Lampung, S., Mental, K., & Dini, A. U. (2025). *Dampak konflik orang tua terhadap kesehatan mental anak usia dini*. 08(01), 43–55.
- Fitriani, Y., Gina, F., Perdana, T. S., Psikologi, F., & Bhayangkara, U. (2021). *Gambaran Parenting Stress Pada Ibu Ditinjau Dari Status Pekerjaan dan Ekonomi Serta Bantuan Pengasuhan*. *Psikostudia Jurnal Psikologi*, 10(2), 98–107. <https://doi.org/10.30872/psikostudia>
- Global status report on preventing violence against children 2020*. (2020).
- Ilmiah, A., Sriyani, S., Ushuluddin, F., Studi, D. A. N., Negeri, U. I., & Lampung, R. I. (2025). *PARENTAL BURNOUT PADA IBU BEKERJA YANG BERPERAN GANDA SEBAGAI SINGLE TIGA LAPIS KELELAHAN; POTRET PARENTAL BURNOUT PADA IBU BEKERJA*.

- Keislaman, J., & Pendahuluan, A. (n.d.). *Kekerasan terhadap anak*. 2(2), 178–194.
- Manik, W., Fauzi, A. A., Surya, A., Hanzhalah, M. H., Amin, A. K., Marlianda, O., Pendidikan, J., Islam, A., Tarbiyah, F., & As-, S. (2025). *Memukul Anak Dan Efeknya Dalam Pembelajaran*. 2.
- Mulia, G. (2021). *LOVING NOT LABELLING : DAMPAK NEGATIF LABELLING TERHADAP PERKEMBANGAN BAKAT DAN KREATIF*. XII(1), 24–40.
- Nia Triswanti. (n.d.). *UBUNGAN POLA ASUH ORANGTUA PADA TINGKAT EKONOMI RENDAH DENGAN KECERDASAN EMOSIONAL ANAK DI KELURAHAN MANGGARAI JAKARTA SELATAN*. 36–45.
- Nurhasanah, S., Adiwinata, A. H., & Nadhirah, N. A. (2023). *Perkembangan emosi anak disebabkan verbal yang dilakukan orang tua*. 16(1), 26–38.
- Praditama, Nurhadi, A. C. B. (n.d.). *KEKERASAN TERHADAP ANAK DALAM KELUARGA DALAM PERSPEKTIF FAKTA SOSIAL*. 3, 1–18.
- Sommaliagustina, D., & Sari, D. C. (2018). *HAK ASASI MANUSIA*. 1(2), 76–85.
- Wiraadi, N., Ariani, T., & Asih, K. S. (2022). *Dampak Kekerasan Pada Anak*. 6(1), 69–78.