

Modelling Technique: Increasing posyandu cadres' knowledge regarding violence against toddlers

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Abstract: Previous research has revealed that child abuse is mostly perpetrated by mothers with the most common reason being to discipline children and most of them have not received proper education on child abuse and how to care for children in a positive way. Posyandu cadres are community agents who are an extension of government programs and have access to educate parents about child abuse. One of the strategies in improving knowledge is psychoeducation that can be applied directly, namely through modeling techniques. The purpose of this study was to determine the increase in knowledge of Posyandu cadres about violence against children and their emotional regulation. This research is a service-based research with a one group pretest and posttest design with a sample size of 35 Posyandu cadres. The data analysis technique used paired sample t-test to determine the difference in scores before and after treatment. The results showed that there was an increase in Posyandu cadres' knowledge about violence against toddlers and there was an increase in emotional regulation. These results indicate that the application of behavior can improve the knowledge and attitudes of participants.

Keywords: Modelling techniques; Psychoeducation; Violence

Introduction

According to Law of the Republic of Indonesia Number 35 of 2014 concerning Child Protection Article 1 Paragraph 15a, child abuse is any act against a child that results in physical, psychological, sexual, and/or neglect, including threats to commit acts, coercion, or deprivation of liberty. In 2018, the National Commission on Child Protection (KPAI) received complaints of cases of violence with children as victims. The details are 72% were physical violence, 9% psychological violence, 4% financial violence or extortion, and 2% sexual violence. The perpetrators of child abuse were mostly biological mothers at 44%, mothers and stepfathers at 22%, biological fathers at 18%, and caregivers at 8% (KPAI, 2018)

During the Covid-19 pandemic where children do more activities at home with their families, violence against children continues to occur. In 2020 KPAI conducted a survey of 25,164 child respondents and 14,169 parents in 34 provinces. The survey results showed that 23% of children admitted to having been pinched by their parents with 63% of those who did it were mothers (Shanti, 2021)

Quoting on the Kompas online page, data from the online information system of the ministry of women's empowerment and child protection (PPPA) recorded that there were 11,592 cases of violence against children throughout 2021. The PPPA Minister said that the most common violence experienced by children was sexual violence with 7,004 cases or 58.6% (Ramadhan, 2022)

According to the Lampung Damar Child Advocacy Institute, Lampung Province itself is number five nationally in terms of violence against women and children, with 177 cases recorded during the Covid-19 pandemic until June 2021 (Afrianti, 2021). Based on

data from the Lampung Province Women's Empowerment and Child Protection (PPPA) Office, of the 177 cases, most occurred in Bandar Lampung City with a total of 40 cases; followed by South Lampung 21 cases; East Lampung 16 cases; Tulangbawang, Pringsewu, and West Tulangbawang 14 cases; Way Kanan and Central Lampung 10 cases; Pesawaran 8 cases; North Lampung and Tanggamus 7 cases; Metro and West Coast 5 cases, West Lampung 4 cases, and Mesuji 2 cases (Khoiriah, 2021)

KPAI Commissioner for Trafficking and Exploitation revealed that the violence occurred due to the dual roles that mothers have to perform during the pandemic, namely as housewives, workers, and teachers for children. This violent behavior also occurs due to parents' lack of knowledge about positive parenting where 66% of parents admit that they have never received training or information on this matter (Shanti, 2021). There are several reasons why parents abuse their children with the most common reason being to discipline.

Research conducted by amelia(2017) revealed that Posyandu cadres received many complaints from mothers who were members of the Posyandu in their place. These mothers feel confused in taking care of their children aged three to five years, namely in terms of asking children to eat, bathe, nap, sleep at night, and others. When the child does not obey what the mother wants, the mothers use violence such as yelling, threatening, pinching, and hitting. This treatment is carried out by mothers because they think that by using violence, children will obey their orders (Fariani & Paramasti, 2015).

Similar to the results of research conducted by Wati and Puspitasari (2018) A survey of 330 parents with children aged 4-6 years showed that 200 parents abused their children to discipline their children's behavior. Other reasons are because the child is misbehaving, as a form of punishment given to the child, stress due to work, and economic problems. The results of research by Utama et al., (2020) also revealed that economic problems are the main cause of parents committing violence against children. Violence received by children is not only in physical form but also in verbal form, such as yelling, expressing impolite words, angry expressions, and so on (Lestari, 2016).

Efforts to prevent child abuse are through prevention programs aimed at the community and society (Al-Adawiah, 2015; Wurtele & Kenny, 2010). One community in society that can be a promotional agent for preventing child abuse is the posyandu cadre (Iswarawanti, 2010; Wurtele & Kenny, 2010) Researchers chose posyandu cadres as a form of supporting government programs which later the posyandu cadres can identify, provide information and education, and assist community advocacy related to child abuse.

The form of training that will be given to posyandu cadres in this study is through psychoeducation modeling techniques (Ardila et al., 2017; Lukens & McFarlane, 2004). In psychoeducation activities, posyandu cadres will receive training on physical and verbal violence committed by parents to children, the impact of violence on children, and positive parenting that parents can apply to their children (Supratiknya, 2011; Walsh, 2010) One of the factors that influence the success of the modeling process is if the observer perceives the person (model) performing to be similar to himself. Observers are also more able to mimic the behavior of an amateur model than a model who is skilled in demonstrating the skill (Corey, 2013)

The role modeling technique carried out by professionals to participants, in this case the Posyandu cadres, is expected to better understand and demonstrate the desired behavior (Bhattacharjee et al., 2011; Erford, 2015). In addition, Bandura's social learning theory (1986) says that a person's behavior will be easily shaped through observation and modeling that he sees through the behavior of others (Feist & Feist, 2010). Therefore, in addition to receiving knowledge through psychoeducation, posyandu cadres also received modeling on

the prevention of child abuse through videos, films, and behavioral demonstrations from researchers.

Methods

The research conducted is research-based service-based research with the design used is an experiment with one group pretest and post-test. One group pretest and post-test is a design that involves one treatment group using a pretest to determine the initial ability of participants and a posttest to determine changes in ability after being given psychoeducation modeling techniques.

Psychoeducation on modeling techniques will be given to one treatment group. The effectiveness of psychoeducation will be measured using a knowledge test on violence against toddlers and an emotion regulation scale given to participants before and after treatment to determine changes in participants' knowledge about violence against toddlers. The number of Posyandu cadres under the assistance of UPT Puskesmas Kalianda is 180 people from 36 Posyandu. In this study, there were 35 Posyandu cadres who were willing to take part in the training from the beginning to the end using the convenience sampling technique.

The knowledge test consisted of 17 questions related to the participants' knowledge of violence against toddlers consisting of the legal basis of violence against children, physical violence, verbal violence, emotional violence, and factors that influence violence. The test was answered with four answer options, A, B, C, and D with a score of 1 for correct answers and 0 for incorrect answers. The results of the correlation analysis of each question with the total score showed a value of more than 0.25, which ranged from 0.373 - 0.889, so it can be said that the knowledge questions are valid in measuring knowledge about violence against toddlers. The emotion regulation scale used in this study was developed based on the theory of emotion regulation Gratz dan Roemer (2003) with a total of 24 items. The aspects measured in this study are awareness and understanding of emotions (6 items), acceptance of emotions (6 items), ability to control behavior (6 items), and ability to use situational emotion regulation strategies (6 items). The validity test results show that the validity value of each item ranges from 0.278 - 0.680 with a reliability value of 0.92. The data analysis technique in this study will use the Wilcoxon sign test and paired sample t-test analysis techniques.

Results and Discussion

Description of pretest and posttest knowledge test data is described in detail in table 4.8 below.

Table 1. Description of Knowledge Test Data

| | <i>M</i> | <i>SD</i> | <i>Score Minimum</i> | <i>Score Maximum</i> |
|----------|----------|-----------|----------------------|----------------------|
| Pretest | 14.26 | 2.726 | 4 | 17 |
| Posttest | 15.03 | 1.248 | 13 | 17 |

Based on table 1. above, the average score of the knowledge test pretest is $M = 14.26$, $SD = 2.726$. The average score of the knowledge test posttest was $M = 15.03$, $SD = 1.248$.

After obtaining data on the results of the pretest and posttest knowledge tests, researchers categorized the data based on the empirical values obtained.

Table 2. Categorization of Knowledge Test Pretest Data

| Category | Range Score | Frequency | Percentage |
|----------|--------------|-----------|------------|
| Low | $X < 11$ | 2 | 5.7% |
| Medium | $11 \leq 16$ | 22 | 62.9% |
| High | $X \geq 16$ | 11 | 31.4% |
| Total | | 35 | 100% |

Categorization of pretest data showed that before getting psychoeducation, the majority of participants' knowledge was in the medium category with a percentage of 62.9% ($N = 22$). High category with a percentage of 31.4% ($N = 11$) and low category with a percentage of 5.7% ($N = 2$).

Table 3. Categorization of Knowledge Test Posttest Data

| Kategori | Rentang Skor | Frekuensi | Persentase |
|----------|--------------|-----------|------------|
| Low | $X < 14$ | 2 | 5.7% |
| Medium | $14 \leq 16$ | 15 | 42.9% |
| High | $X \geq 16$ | 18 | 51.4% |
| Total | | 35 | 100% |

Categorization of posttest data shows that after receiving psychoeducation, the majority of participants' knowledge is in the high category, increasing with a percentage of 51.4% ($N = 18$). Medium category with a percentage of 42.9% ($N = 15$) and low category with a percentage of 5.7% ($N = 2$).

Table 4. Description of Emotion Regulation Scale Data

| | <i>M</i> | <i>SD</i> | <i>Score Minimum</i> | <i>Score Maximum</i> |
|----------|----------|-----------|----------------------|----------------------|
| Pretest | 73.06 | 6.721 | 60 | 89 |
| Posttest | 75.06 | 7.765 | 61 | 90 |

Based on table 4 above, the average score of the emotion regulation scale pretest is $M = 73.06$, $SD = 6.721$. The average posttest score of the emotion regulation scale obtained the results $M = 75.06$, $SD = 7.765$.

After obtaining the data from the pretest and posttest results of the emotional regulation scale, the researcher categorizes the data based on the empirical values obtained. The purpose of this categorization is to determine the level of emotion regulation score of each participant.

Tables 5 and 6 will explain the categorization of pretest and posttest data on the emotion regulation scale.

Table 5. Emotion Regulation Scale Pretest Data Categorization

| Category | Range Score | Frequency | Percentage |
|----------|------------------|-----------|------------|
| Low | $X < 66,3$ | 5 | 14.3% |
| Medium | $66,3 \leq 79,8$ | 22 | 62.9% |
| High | $X \geq 79,8$ | 8 | 22.9% |
| Total | | 35 | 100% |

Categorization of pretest data shows that before getting psychoeducation, the majority of participants' emotional regulation is in the moderate category with a percentage of 62.9% (N = 22). The high category with a percentage of 22.9% (N = 8) and the low category with a percentage of 14.3% (N = 5).

Table 6. Categorization of Emotion Regulation Scale Posttest Data

| Category | Range Score | Frequency | Percentage |
|----------|------------------|-----------|------------|
| Low | $X < 67,3$ | 5 | 14.3% |
| Medium | $67,3 \leq 82,8$ | 24 | 68.6% |
| High | $X \geq 82,8$ | 6 | 17.1% |
| Total | | 35 | 100% |

Categorization of posttest data shows that after receiving psychoeducation, the majority of participants' emotional regulation is in the medium category, increasing with a percentage of 68.6% (N = 24). The high category with a percentage of 17.1% (N = 6) and the low category with a percentage of 14.3% (N = 5).

Hypothesis testing to determine the difference in participants' knowledge test scores before and after getting psychoeducation about violence against toddlers. Hypothesis testing uses the Wilcoxon sign test analysis technique because the knowledge test data is not normally distributed.

Table 7. Wilcoxon Sign Test Results

| | Z | Sig |
|----------------------|--------|-------|
| Pretest- Posttest | -4.359 | 0.000 |

The results of the Wilcoxon sign test showed a significance value of 0.000 which is less than 0.05. Therefore, it can be concluded that there is a difference in scores between the pretest and posttest, namely the research hypothesis which states that there is a difference in knowledge about violence against toddlers before and after getting psychoeducation is accepted..

Table 8. Comparison of Mean Values of Pretest and Posttest Knowledge Tests

| | Mean | Std. Deviation |
|--|------|----------------|
|--|------|----------------|

| | | |
|-----------------|-------|-------|
| <i>Pretest</i> | 14.26 | 2.736 |
| <i>Posttest</i> | 16.03 | 1.248 |

Descriptive results regarding the mean scores of pretest and posttest scores show that the pretest scores obtained by participants averaged 14.26. Furthermore, the posttest score obtained by participants averaged 16.03.

Hypothesis testing was conducted to determine the difference in participants' emotional regulation scores before and after getting psychoeducation about violence against toddlers. Hypothesis testing uses paired sample t-test analysis techniques because the data is taken before and after treatment on the same sample.

Table 9: Results of Paired Sample T-tests

| | <i>T</i> | <i>df</i> | <i>Sig. (2-tailed)</i> |
|--------------------------|----------|-----------|------------------------|
| <i>Pretest- Posttest</i> | -2.698 | 34 | 0.011 |

The paired sample t-test results show a significance value of 0.011 which is less than 0.05. Therefore, it can be concluded that there are differences in participants' emotional regulation between before and after getting psychoeducation about violence against toddlers.

Table 10. Comparison of Mean Values of Pretest and Posttest of Emotion Regulation Scale

| | <i>Mean</i> | <i>Std. Deviation</i> |
|-----------------|-------------|-----------------------|
| <i>Pretest</i> | 73.06 | 6.721 |
| <i>Posttest</i> | 75.06 | 7.765 |

Descriptive results regarding the average score of pretest and posttest scores on the emotion regulation scale show that the pretest score obtained by participants averaged 73.06. Then, the posttest score obtained by participants averaged 75.06.

Descriptive statistics on pretest and posttest knowledge test data showed an increase in scores before and after psychoeducation. This can be seen from the increase in the percentage of high category scores by 20% in the posttest data. These results indicate that psychoeducation modeling techniques can increase the knowledge of Posyandu cadres about violence against toddlers.

On the emotion regulation scale, the descriptive test results showed that there was an increase in scores seen from the comparison of pretest and posttest scores. The descriptive test results indicate that psychoeducation modeling techniques can improve participants' emotional regulation.

Hypothesis testing of knowledge test data was carried out using the Wilcoxon sign test analysis technique. The results showed a significance value of $p = 0.000$, which means that the research hypothesis is accepted. The interpretation of these results is that there is a difference in knowledge test scores between before and after getting psychoeducation modeling techniques. This is reinforced by the descriptive results which show that the posttest mean value $M = 16.03$ is greater than the pretest mean value $M = 14.26$. This result is in accordance with research (Qaddura, 2021) who conducted research on psychoeducation on verbal violence in Posyandu cadres. The results showed that there was an increase in the knowledge score of verbal violence in Posyandu cadres of Puskesmas D Surabaya.

The training did not only use lecture techniques, but also used videos, discussions, and role-playing. The success of this study occurred because participants did not only get information through lectures but saw direct examples from videos and from facilitators. These activities strengthened the participants' understanding of violence against children under five, which is in accordance with Bandura's social learning theory that knowledge and skills can be better understood when there is a direct model that exemplifies them (Bandura, 1986).

Furthermore, researchers conducted a paired sample t-test hypothesis test on the data of 24 pretest and posttest emotion regulation scale items. The paired sample t-test test was chosen because the emotion regulation scale data were normally distributed and the data consisted of the same sample. The results showed a significance value of $p = 0.011$, which is less than 0.05 so that the research hypothesis is accepted. The interpretation of these results is that there is an increase in participants' emotional regulation scores before and after receiving psychoeducation on modeling techniques. These results indicate that by attending training on violence against toddlers, positive parenting, how to deal with unruly children can improve participants' emotional regulation. The results of this study are in accordance with research conducted by Amelia (2017) about parenting psychoeducation in the community of Posyandu member mothers. The results showed that the provision of psychoeducation for three sessions can increase the understanding of Posyandu member mothers about good parenting. In addition, other positive results were also obtained that Posyandu member mothers were committed to parenting that did not involve violence.

The results of the study are in accordance with the theory put forward by (Ford & Blaustein, 2013) which suggests that individuals learn to regulate thoughts, emotions, and behavior by observing and responding to role modeling from those around them. Zimmerman (2000) also revealed that social learning and environmental reinforcement as a support system can improve individual emotion regulation.

Conclusions and Suggestion

This study proves that psychoeducation with modeling techniques can increase the knowledge of posyandu cadres about violence against toddlers. In addition, psychoeducation modeling techniques can also improve emotional regulation owned by posyandu cadres. For further research, it is hoped that researchers can work with posyandu cadres who have the knowledge to provide psychological health socialization to see how much percentage in the prevention of violence that occurs in the family environment to toddlers. This needs to be a concern from various parties because in parenting not only confidence is needed but must be accompanied by a good understanding of the science of parenting and child development.

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