



Teacher's intervention in providing understanding of association limits to girls (Cases in children who have stepfathers)

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ABSTRACT

Self-protection of children needs to be introduced from an early age in order to prevent unwanted things from happening. Thus it needs adult's intervention in this case. The adults in question are teachers when they are at school and parents when they are at home. One form of protection and understanding of concepts that teachers need to introduce is boundaries in association. Association is not only limited to friendships that occur between boys and girls but also the interactions that occur between children who have stepfathers. The stepfather as a foreign individual around the child because he does not have direct blood ties. Therefore they should not interact too intensely with the child. But that doesn't stop the stepfather from being close to his stepdaughter either. This study discusses the teacher's intervention in providing an understanding of the limits of association in girls with their stepfather. The type of research used is qualitative with a case study approach. Data collection techniques used in-depth interview techniques and unstructured questions which were carried out together with teachers at the school. The sample in this study was 1, 5-year-old girl with the initials FA. The results of the research show that there are several efforts by teachers to provide an understanding to children about the boundaries of interacting with stepfathers, namely introducing the concept of stepfathers first to children, then the teacher invites children to have direct interactions in class such as telling stories which are then interspersed with several questions.

Keywords: Teacher intervention; the concept of association limits; stepfather.

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Received: August 3, 2023; Accepted: September 17, 2023; Published: September 30, 2023

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DOI: <http://dx.doi.org/10.22373/equality.v9i2.19445>

ABSTRAK

Perlindungan diri terhadap anak perlu dikenalkan sejak usia dini guna untuk mencegah berbagai hal yang tidak diinginkan terjadi. Maka perlu intervensi orang dewasa dalam hal ini. Orang dewasa yang dimaksudkan adalah guru ketika berada di sekolah dan orang tua ketika di rumah. Salah satu bentuk perlindungan dan pemahaman konsep yang perlu dikenalkan guru adalah batasan dalam pergaulan. Pergaulan tidak hanya terbatas pada pertemanan yang terjadi antara anak laki-laki dan perempuan tetapi juga interaksi yang terjalin antara anak yang memiliki ayah tiri. Ayah tiri sebagai individu asing di sekitar anak karena tidak memiliki ikatan darah secara langsung tidak boleh terlalu intens menjalin interaksi dengan anak. Namun tidak juga melarang ayah tiri untuk dekat dengan anak tirinya. Penelitian ini membahas tentang intervensi guru dalam memberikan pemahaman mengenai batasan pergaulan pada anak perempuan hubungan dengan ayah tirinya. Jenis penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data menggunakan teknik wawancara mendalam dan pertanyaan tidak terstruktur yang dilakukan bersama dengan guru yang ada di sekolah. Adapun sampel dalam penelitian ini adalah 1 orang anak perempuan berusia 5 tahun berinisial FA. Hasil penelitian menunjukkan bahwa ada beberapa upaya guru dalam memberikan pemahaman kepada anak tentang batasan dalam bergaul dengan ayah tiri yaitu memperkenalkan konsep ayah tiri terlebih dahulu kepada anak, selanjutnya guru mengajak anak melakukan interaksi langsung di kelas seperti bercerita yang kemudian diselingin dengan beberapa pertanyaan.

Kata Kunci: Intervensi guru; konsep batasan pergaulan; ayah tiri.

1. INTRODUCTION

Teachers as adults who are continuously around children while they are at school have a significant contribution in providing education. More broadly the role and duties of the teacher are not only seen in the process of stimulating the development of all aspects. Teachers also have a big influence on understanding and instilling values and role models in students. Children make every teacher in their school a role model. This means that every child will listen and accept the advice given by the teacher in class.

At the preschool level, it is necessary to provide a strong foundation in order to build a strong structure of children's understanding from the learning aspect to their potential (Maryatun, 2016). School as a place to cultivate children's potential so that they can develop rapidly requires children to be able to establish closeness with adults. The environment directly impacts the moral development of children. Children who grow up in a negative environment will slowly form the child's character in a negative direction as well (Anam, Sopiah, & Latifah, 2019). So the teacher is also required to be able to provide a play environment for children that is safe from a sense of danger which allows later changes in behavior in children. A good environment should exist in the school environment.

The introduction of a good environment to children does not only happen at school. When children are at home, parents are responsible for providing a good environment. Therefore, there is a need for incentive communication from teachers at school to parents at home as a means of providing the expected educational services. In line with this, as stated in Article 20 of the Child Protection Law, it states that the state, local government, community, family, and parents or guardians are obliged and responsible for implementing child protection (Cunduk Wasiati, 2020). In a broad sense, it is not only parents who have a stake in protecting children's rights but also teachers in schools. The protection given by parents to children is the provision of complex needs from parents (Willson, Rogers, Gingrich, Shearer, & Hryniuk, 2021).

A good environment will create a generation of intelligent students. Provision of a good environment needs to be done gradually to children. Because not all children will be able to accept everything that is given to them directly. Every child has different potentials and talents that he was born with. So the teacher needs to find the right method to stimulate it. The right association that children get will make children grow into superior generations with positive morals. There are many methods of providing education and protection services that can be carried out by teachers such as storytelling, question and answer methods, methods with metaphors, legal methods and gifts (Siswanto, Zaelansyah, Eli Susanti, 2019). However, in the introduction of limits regarding association, teachers cannot provide punishment and reward methods. Because usually this method is done when children make mistakes at school.

The process of providing understanding to children about what can be done in front of strangers or family members who do not have direct blood relations is a form of prevention so that various forms of abnormal actions do not occur. There are many types of abnormal activities that children will receive, one of which is sexual harassment. Cases of sexual harassment have become the main focus of various parts of the world. A study explains that the highest level of sexual abuse is committed by strangers to children such as stepfathers, uncles, even babysitters and it is also possible that it is also carried out by biological fathers (Hartley & Bartels, 2022). This introduction will have a good impact on children when children reach their teenage years. Children with strong childhood experiences towards various things will grow up with positive prosocial attitudes (McCauley & McCullough, 2022).

At school, in providing an understanding of the boundaries of good association when playing with peers in gender differences, such as the association of boys and girls, the punishment and reward method is felt to be less effective when applied. It is better for teachers to establish more attachments to individual children. The method that can be used can be habituation. In terms of habituation the emphasis that the teacher can give is in the form of verbal advice or habituation. The habituation method in Preschool is not only about habituation in the formation of behavior but also habituation through speech and also through understanding or understanding something explained by the teacher in detail (Machfiroh, Desyanty, & Rahmah, 2019). In addition to the habituation method, another method that can

be used is the question and answer method. The question and answer method is the provision of understanding and presentation of everything related to learning in the form of questions that must be answered by the child which can be in the form of questions posed by the teacher to the child or vice versa. However, in this case the question and answer context does not contain an element of compulsion for the child to answer the questions given by the teacher (Safira, Bahrin, & Fauzia, 2021).

Based on the explanation above, the researcher is interested in conducting research on the extent to which children understand social boundaries, but what researchers will do is children who have stepfathers. Researchers want to see teacher intervention in giving children an understanding of the boundaries of a daughter's association with her stepfather. Previous research discussing the understanding of the concept of stepfathers and daughters has been carried out by Oktaviani et al. (2023). They discussed the patterns of interaction with stepfathers and daughters. In the research she has conducted, it is known that interaction between daughters and stepfathers are more intimate than with biological fathers. This is due to a lack of attention from biological fathers thus that most children raised in remarried families receive education and attention from stepfather (Oktaviani, et. all, 2023). This statement is also reinforced by research conducted by (Noveinia, 2020) explained that the decision to remarry is one form of obtaining the right to love for children in cases of divorced families. With the hope that through the mother's remarriage, the child will receive love and attention from the father even though she is not biological father. Other research that is contrary to previous research has also been carried out by Muhtar (2018) which explains that quite a few stepfathers also commit against their stepchildren. Including physical, verbal and sexual violence. Muhtar explained that this is the reason why a child will feel too worry of her stepfather and thus refuse to accept the presence of a new person in her life.

2. LITERATURE REVIEW

2.1. Stepfather Concept in Child Life

Divorce cases in Indonesia according to the results of the Indonesian statistical report in 2023 reached 516,334 which occurred in 2022. This continues to increase when compared to the previous year, which was as much as 15%. Divorce is divided into two types, namely divorce between the parents who have agreed to live separately and divorce separated by death. Divorce cases cannot be taken lightly, especially in families that have children as a result of the marriage. Even though the impact of divorce is not direct on children, of course this will have a long-term impact. The form of long-term impact that will be felt by the child for the rest of his life is a feeling of trauma and difficulty accepting other new people in his life (Owen, 2020). Although it is impossible to heal the trauma suffered by children, it takes a long time for everything to return to normal. So it needs handling from media experts in this case (Wilkinson-Stokes, Kellermeier, & Whitfield, 2023). Not only that, another effect that is felt by the child is the emptiness of the figure that leaves him. If a divorce occurs and the child is raised by the mother, then the figure of a father will be lost by the child. Things

become different if the mother decides to remarry. The child will get back a father figure in his life.

It is known that a father has an important role in various aspects of early childhood development. There has even been research showing that positive involvement between a father and his child will have a significant impact on the social, emotional, cognitive, behavioral and spiritual development of the child. The case described is the stepfather's role in establishing closeness with the child. Stepfather as a new person in a child's life, of course, needs to make adjustments gradually. There are some children who easily even accept new people in their life but not a few children who can accept easily. This form of adjustment is made bearing in mind that the stepfather has not lived with the child since he was born so that there will be various awkwardness and discomfort in interacting and communicating (Sari & Andriani, 2018). So it is necessary to have early intervention from the party closest to the child to provide understanding to the child about the relationship that occurs so as not to cause misunderstandings and discomfort. So the problem of the child's closeness to the stepfather continues to be experienced by the child even until the child grows up. The child needs to understand that the stepfather is not the biological father who was with him when he was born. An understanding of concepts like this needs to be instilled in children from an early age. So when giving education about social boundaries to his stepfather the child slowly begins to understand. Parents and teachers need to work together on this.

2.2. Social Interaction That Can Establish Proximity of Children and Stepfathers

Even though the stepfather is a new person in the child's world, that does not make various activities limited to the child. All forms of activity and interaction with the stepfather really need to be carried out by the child, but this cannot be separated from the supervision of the child's mother. Mother continues to monitor the behavior that is generated so that unwanted things don't happen. There are several forms of interaction that children and stepfathers can make as a form of establishing emotional attachment, namely: (a) having dinner together. Having dinner together is an activity that is usually carried out by families who have not experienced divorce. So that joint dinner activities are not only reserved for families where there is no stepfather in it. On the other hand, this activity should still be carried out in both normal families and broken home families. It is known that through dinner activities with stepfathers and children can establish social interactions such as joking and so on; (b) accompanying children in learning, another form of closeness that can be fostered by stepfathers and children is accompanying children when learning. The interaction that occurs is when the child asks his stepfather to help him with homework; (c) watching TV together, watching TV together is the most common type of activity in a family. One family will usually gather in one room to see and communicate in that room; (d) dropping off and picking up children to school. Picking up children from school in the case of a stepfather is no longer difficult to find. In fact, on several occasions it was seen that the child no longer felt uncomfortable when being escorted by his stepfather. However, in practice, the mother also

accompanied and picked up the child at school with her stepfather; (e) recreation. Doing recreation together can bring children and stepfathers close too. Simple recreation that can be done such as an evening walk or a picnic on the weekends; and (f) visit each other's family (Rahmaini, 2021).

3. METHOD

The research was conducted using type of research with a case study approach. Case study research is research that explores a number of phenomena or certain cases at a time and activities and collects detailed and in-depth information using various data collection procedures over a certain period (Wahyuningsih, 2013). In this study, the sample was children aged 5-6 years with the initials FA. In this study the interviews used were in-depth interviews with the open-ended type. This was done to get a broader answer to something that was being studied. Interviews are not of the most widely used techniques in research to obtain some information. In case study research the questions that arise in an interview activity do not only focus on the questions “what, who, where, and when: but must use more complex questions such as “how and why”. Interviews are included in one of the data collection techniques in case studies in addition to documentation, archival recordings, and observations. The interviews were conducted not only in the form of in-depth interviews but also using open-ended interviews (Ridlo, 2023).

4. FINDINGS AND DISCUSSION

Some children are starting to understand the concept of a stepfather. Even though children do not initially understand this concept, parents must still try to limit social interaction with children. There are many things that parents introduce to their children regarding form of behavior that should not be carried out in front of their stepfather. Including introducing sex education to children. In an in-depth interview that researcher conducted with FA's class teacher, it was discovered that FA had lived with his stepfather since she was three years old. Researchers have also provided several indicator questions regarding what teachers do to introduce boundaries in relationships with stepfathers to FAs. Based on in-depth interviews that researchers conducted in August 2022, it was found that teachers did not provided direct do FAs. However, the teacher invited FA to tell stories in class. Storytelling activities are not only carried out by FA but also involve other children. The following is a list of questions that researchers asked the FA class teacher.

Table 1.

List of questions from researchers to FA class teachers.

No	Question Type	Master's Answer
1	Does the child know the identity of the stepfather is not his biological father?	The child knows that his current father is not his biological father, but the child does not mind this
2	How does the child's response when telling stories with his stepfather?	The child looks normal, although sometimes he often hears other children talk about his biological father.

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| 3 | What activities do children and their stepfather do when they are at home? | The teacher revealed that he did not do many activities with his stepfather while he was at home. It is also known that his stepfather worked from morning to evening so that the time to gather and communicate only at night with other family members |
| 4 | Are any other parents in the house when the mother is away? | Apart from living with his stepfather and biological mother, the family also had a grandmother from the mother's side. So when Mrs. FA is traveling she will stay with her grandmother. Apart from that, sometimes FA is also often left at his aunt's house when the mother and grandmother are traveling. |
| 5 | Anyone who provides an understanding of the concept of stepfather to the FA at home apart from his mother? | Apart from mothers, grandmothers also play a role in introducing things about stepfathers to FA. Not only that, Aunt FA also sometimes gives advice to FA about things that can and cannot be done at home when her stepfather is around. |
| 6 | Does the FA include close to his stepfather? | It is known that FA is not very close to his stepfather. This can be seen from the answer given by the FA that he often spends time with his mother and grandmother. |
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In addition, the teacher also emphasized that FA is a child who easily understands and understands what other people convey to him. Not only that, the teacher explained that there were several social restrictions that could not be carried out intensely between boys and girls, including fathers, considering that the father was not his stepfather. The teacher also gave FA an understanding that girls are "special" when compared to boys. Sometimes teachers also explain to children that when all girls grow up, there is such a thing as menstruation. When giving an understanding of the concept of menstruation, the FA asked again about "what is menstruation?". Then the teacher replied that it was a change that occurs in every girl when she grows up where she is not allowed to pray and fast. Then the FA will again ask "why aren't boys like girls?" then the teacher replied that it was a gift from Allah SWT. Menstruation is a biological condition of a woman that differentiates her from men, which is a gift from Allah SWT (Inayatillah, 2022).

5. CONCLUSION

The role of parents and teachers in early childhood education has a very large effect. The impact may not be felt when the child is small but the long-term effect is that it is useful for the child to face the next stage of life. One of the roles of the teacher in the world of education that has caught the attention of many countries is the protection of children against cases of sexual abuse. The intervention that teachers can provide to prevent this is by

providing understanding to children. In a small context but very influential in introducing boundaries in socializing. Social boundaries at school are distinguished by friendship between boys and girls. But not only at school, social boundaries also need to be introduced, especially to children who have stepfathers. It is known that the stepfather was not the person who was with the child when he was born. In order to avoid undesirable things like the cases that have occurred, limits on getting along with the stepfather must also be introduced when the child is at school. So the role of the teacher is needed in this case. Teachers can provide input and suggestions to children with this condition that there are some things that can be done with a stepfather and some that cannot. This research is expected to provide knowledge to all levels of practitioners, not only to early childhood education teachers, but all those involved in the formation and stimulation of a child's growth and development.

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