

The Role of Early Childhood Education in Preventing Violence Against Children from a Legal and Educational Perspective

Habibi¹, Sri Sofiana Amni², I Gusti Ayu Agung Andriani³, Ni Made Ria Taurisia Armayani⁴
Sabial Haque⁵

^{1,2,3,4}Jurusan dharma sastra, Institut Agama Hindu Negeri Gde Pudja Mataram, Jl. Pramuka,
Mataram Barat

⁵Korea University, Daejeon, south korea

¹dharmasastra2009@gmail.com, ²sofianaamni@gmail.com, ³andrianiagung1972@gmail.com,

⁴harya.hinda@gmail.com ⁵sabialhaque@gmail.com

Article Info

Dates:

Accepted: 3-08-2025

Revised: 8-09-2025

Published: 21-5-2026

Keywords: Early Childhood Education, violence against children, legal protection, character education, prevention

Abstract

In the context of early childhood education and child protection, repressive law encompasses various mechanisms for the prosecution of perpetrators of violence and reparation for victims. This study aims to describe the role of Early Childhood Education (PAUD) institutions in Mataram City in preventing violence against children from legal and educational perspectives, as well as to analyze the obstacles encountered in implementing violence prevention programs. This research employs a qualitative approach using interviews, observations, and documentation conducted at several PAUD institutions, namely Saraswati Kindergarten, RA Babussalam, PAUD Pelangi, and RA Perwanida. The novelty of this study lies in its integrative analysis of child violence prevention by combining legal protection theory and educational approaches within the PAUD setting. Unlike previous studies that mainly focus on educational practices or legal protection separately, this research demonstrates how PAUD institutions function simultaneously as educational agents and preventive legal protection actors in safeguarding children's rights. The findings reveal that PAUD plays a crucial role in instilling compassion, empathy, and non-violent behavior through humanistic and child-friendly learning practices. Prevention efforts are implemented through parenting programs, character education, and supervision of children's learning environments. However, several challenges remain, including the lack of explicit integration of violence prevention education into the curriculum, insufficient teacher training, and the absence of written policies and standardized institutional mechanisms. The study recommends strengthening child protection policies, integrating violence prevention into the PAUD curriculum, and enhancing collaboration among educational institutions, families, and child protection agencies.

I. Introduction

The urgency of protecting children is to ensure they can grow and develop into healthy and productive individuals. Therefore, protecting children is a shared responsibility across families, communities, and the state. Childhood is a period of growth and development, laying the foundation for subsequent stages of development. In numerous cases, children are often victims of violence, both perpetrated by other children and by adults, occurring within the family, school, and community. Violence against children is a serious problem that can hinder their optimal growth and development. This form of violence includes physical, psychological, economic, and sexual exploitation, and can occur within the family, school, and community. Data from the Central Statistics Agency (BPS) released in 2022 shows that approximately 11.21% of Indonesia's population is aged 0-6 years. Therefore, it is crucial to implement child protection from violence from an early age.

From a legal perspective, the state has provided legal protection for children to prevent them from violence through various regulations, such as the Child Protection Law. However, the implementation of this legal product often faces challenges at the grassroots level, especially in early childhood education settings. Therefore, optimization and synergy between education and the law are needed to provide safe and conducive protection in educational environments.

One approach that can be used to optimize and enhance the role of law in improving child protection in education is the Preventive and Repressive Legal Theory. In this approach, law has two main functions: preventive and repressive. Early Childhood Education (PAUD) can play a role in the preventive legal aspect, where children are taught to recognize signs of violence and understand how to report if they experience violence. PAUD teachers can also become preventive legal agents by educating parents about child protection. Meanwhile, repressive law focuses more on law enforcement actions after a violation occurs. In the context of PAUD and child protection, repressive law includes various mechanisms for action against perpetrators of violence and reparation for victims of violence. For example, sanctions for perpetrators of violence. If a case of violence against children occurs in the PAUD environment, whether by educators, school staff, or parents, legal sanctions can be imposed in accordance with the Child Protection Law. For example, Article 80 of Law No. 35 of 2014 states that anyone who commits violence against a child can be punished with imprisonment of up to five years or a fine of Rp 100 million.

Mataram City is one of the regions that is serious about preventing violence against children. This is evidenced by the establishment of a Task Force (Satgas) for the Prevention and Handling of Violence in Educational Units. This Task Force is

responsible for fostering, assisting, and supervising the Violence Prevention and Handling Team (TPPK) in educational units at the Early Childhood and Elementary Education levels in Mataram City. This Task Force is tasked with ensuring the fulfillment of educational rights for students involved in cases of violence. This includes guaranteeing educational services, coordinating the provision of access to educational services, and facilitating the fulfillment of educational rights for children in conflict with the law. In addition, Mataram City has data on 294 early childhood education units (PAUD) spread across six districts, the majority of which are managed by the private sector and only a few are state-owned. This large number of PAUDs has a very strategic role in efforts to prevent violence against children in Mataram City.

Data from 2023 shows that the number of cases of violence against children in Mataram City was 45. One of the cases that occurred in Mataram City in October, which was reported in the news (Detik.com: 2024), where the victims were young children in October 2024, namely an elderly man with the initials DR, committed indecent acts against four girls who were still in kindergarten (TK). His despicable actions were carried out by luring a sum of money to his victims.

Previous studies have extensively discussed child protection, character education, and violence prevention in educational settings. Several studies have highlighted the importance of character education in fostering empathy, respect, and prosocial behavior among young children. Other studies have focused on legal protection mechanisms for children and the implementation of child protection policies in schools. However, these studies tend to examine educational and legal perspectives separately.

Furthermore, research on violence prevention in Early Childhood Education (PAUD) has predominantly emphasized pedagogical approaches, parenting programs, and character development without adequately examining the role of PAUD institutions as part of the child protection system. Limited attention has been given to how PAUD can simultaneously function as an educational institution and as an actor of preventive legal protection in safeguarding children's rights. Therefore, there remains a gap in the literature regarding the integration of legal and educational perspectives in analyzing the role of PAUD in preventing violence against children. This study seeks to fill that gap by examining how PAUD institutions in Mataram City contribute to violence prevention through educational practices, legal protection mechanisms, and collaboration with families and child protection stakeholders. By integrating these two perspectives, this research provides a more comprehensive understanding of PAUD's role in creating safe, child-friendly, and violence-free

educational environments.

Based on the description above, the author is interested in analyzing the role of PAUD in Mataram City in preventing violence against children from a legal and educational perspective, in addition we will also identify the obstacles faced, and provide recommendations to increase the effectiveness of the program to prevent violence against children with the research title The Role of PAUD in Preventing Violence Against Children in a Legal and Educational Perspective. From the description of the problem above, the formulation of the problem that will be the focus of this research is arranged as follows: (1) What is the role of Early Childhood Education (PAUD) in Mataram City in preventing violence against children from a legal and educational perspective? And (2) What are the obstacles faced by PAUD in Mataram City in implementing the program to prevent violence against children?

2. Research Method

Empirical legal research type , namely using a secondary data approach first, and continued with primary data collection in the field (Sumadi, 1998:6), where the results are in the form of facts that are analyzed qualitatively. In this study, a sociological approach and a statutory approach (statute approach) are used. The sociological approach is an approach that is seen from the legal aspect in society, which focuses on the study of the application of law in a particular society, as a concrete form of primary data. Meanwhile, the statutory approach or statute approach has the aim of answering the reality, to what extent statutory regulations are harmonious vertically and horizontally, this approach is the level of vertical and horizontal synchronization (Soekanto and Mamudji, 1985:74).

The participants were selected using purposive sampling techniques, consisting of principals, teachers, and parents from four PAUD institutions in Mataram City. Data were collected through semi-structured interviews, direct observations, and documentation studies. The data were analyzed using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. To ensure the credibility and trustworthiness of the findings, source triangulation and method triangulation were applied by comparing information obtained from different informants and data collection techniques. Member checking was also conducted to validate the accuracy of the findings.

3. Results and Discussion 12 Pt Bold

A. The Role of Early Childhood Education (PAUD) in Mataram City in Preventing Violence Against Children from a Legal and Educational Perspective

1. *The Role of Early Childhood Education in Legal Perspective*

In addition to their educational role, early childhood education institutions (PAUD) also fulfill social and legal functions in providing protection to children. Research shows that most PAUD institutions in Mataram City have internal child protection mechanisms in place. Examples include implementing regulations that only parents or legal guardians can pick up children, strict supervision during play and rest periods, and educating parents about the dangers of violence. These measures reflect the preventive function of law, which aims to prevent violations of children's rights. The preventive function emphasizes educational aspects, guidance, and supervision before an act of violence occurs. In the PAUD context, these preventive measures are implemented through internal regulations, fostering positive behavior, and teacher supervision of children's social interactions.

Meanwhile, when violations or cases of violence against children occur, whether committed by parents, educators, or other parties, PAUD institutions also have a repressive role, namely providing reports, mediating, and coordinating with authorities such as the Department of Education or the Department of Women's Empowerment and Child Protection (DP3A). This is in accordance with the principle of repressive legal protection according to Hadjon, namely resolving after a legal violation occurs through law enforcement mechanisms and the imposition of sanctions. When viewed from Lawrence M. Friedman's legal system theory as stated by Marzuki (2017), the existence of PAUD is included in the elements of the social legal structure that plays a role in supporting the effectiveness of the law through norms, values, and educational culture. Friedman divides the legal system into three important elements: structure, substance, and legal culture. In the context of this research, PAUD plays a role as part of the structure that carries out legal functions socially; its substance is the child protection policy formulated in the law; while its legal culture is realized through educational values that shape legal awareness from an early age.

However, field findings indicate that most regulations in early childhood education (PAUD) remain informal and have not been explicitly stipulated in child protection policy documents at the institutional level. This situation results in legal protection for children lacking adequate administrative and legal force. However, the existence of written policies, such as Child Protection Standard Operating Procedures (SOPs), would provide legal certainty for institutions, teachers, and parents in

carrying out their respective roles. Therefore, early childhood education (PAUD) in Mataram City needs to strengthen its regulatory and institutional aspects to function optimally as implementers of preventive law and enforcers of social law.

2. The Role of Early Childhood Education in Legal Perspective

The role of PAUD as the first and primary educational institution for early childhood is not only limited to the development of cognitive, affective, and psychomotor aspects, but also includes the formation of character, moral values, and social awareness of children. Based on the results of research on four PAUD institutions in Mataram City (TK Saraswati, RA Babussalam, PAUD Pelangi, RA Perwanida and TK Putra 1 Mataram), it is clear that violence prevention has been integrated into the learning process and daily education management. Some real practices carried out in the field include:

1. Instilling Character Values through Teaching the " Four Magic Words " ***" (Please, Sorry, Thank You, and Excuse Me)***

This simple habit actually holds profound meaning in character education. According to Asmuni et al. (2022), character education not only teaches right from wrong but also instills the habit of doing what is right in the educational environment. By accustoming children to apply these four principles, early childhood education plays a role in instilling the values of empathy, politeness, and respect for others, which are core values of universal moral character.

Furthermore, from the perspective of child development psychology, the early childhood stage (0–6 years) is a golden age when children easily imitate the behavior of their environment. Therefore, instilling positive values through concrete examples and repetition will become deeply ingrained behavioral patterns in children. Teachers play a crucial role as role models, which children imitate in their daily lives.

Sociologically, cultivating these four magic words also contributes to creating a harmonious social climate in the school environment. Children who are accustomed to communicating politely and respecting others will be able to resolve conflicts peacefully, rather than through violence. This aligns with the theory of Setiawati et al. (2025), which states that early childhood education must emphasize the socio-emotional aspect by cultivating positive attitudes so that children can interact with their environment in a healthy and peaceful manner.

Thus, cultivating the four magic words not only teaches verbal politeness but also serves as a preventative strategy against aggressive and violent behavior in the school environment. Children who are accustomed to respect, apologizing, and being

grateful tend to have better emotional control, a heightened sense of empathy, and the ability to build healthy social relationships. These values form the foundation for developing a non-violent character from an early age.

2. Teaching Character and Moral Education at the Beginning of Learning Activities

In addition to instilling character values through communication, teachers at the Early Childhood Education Center (PAUD) also implement character education and moral education at the beginning of learning activities. Based on observations and interviews, every morning before the main activities begin, teachers invite children to pray together, sing moral songs, and engage in light discussions about good behavior, such as helping friends, sharing food, maintaining cleanliness, and respecting teachers and parents.

In Ki Hadjar Dewantara's theory of values education, moral education must be implemented with the principle of "ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani " —meaning teachers set an example from the front, build enthusiasm from the middle, and provide encouragement from behind (A'yun & Zuhro, 2024). This principle is evident in learning practices in early childhood education (PAUD), where teachers not only convey values verbally but also demonstrate gentleness, patience, and respect for their children in every interaction.

From an anti-violence education perspective, early character education serves as a form of primary prevention. Children are taught to recognize emotions, understand the consequences of violent acts, and develop empathy for others. In the long term, this fosters a personality that is more resilient to conflict and able to resolve problems without violence.

Based on UNICEF's theory of Child-Friendly Schools (CFS), a learning process based on compassion and respect for children's rights is the first step in building a safe and violence-free school culture (Lukitoaji et al., 2025). Teachers who consistently teach good character are implementing the principles of education-based child protection.

Thus, teaching good character in early childhood education (PAUD) is not merely a routine activity, but a concrete manifestation of the application of moral education that is preventive against violence. This activity helps children understand the value of goodness contextually and fosters a strong moral awareness from an early age.

3. Parenting Socialization to Parents as External Education

The results of the study show that all PAUD institutions that were the objects of

the study routinely carry out parenting socialization or parent meetings aimed at providing an understanding of positive and violence-free parenting patterns.

Through parenting activities, schools educate parents about the importance of warm communication, the use of positive discipline, and the avoidance of physical punishment in raising children. In some institutions, such as RA Babussalam and PAUD Pelangi, parenting activities are held monthly and feature speakers from the Education Office, child psychologists, or local religious leaders

According to ecological systems theory, child development is influenced by various interacting environmental systems, particularly the microsystem (family and school). This means that if the family and school environments are not aligned, the educational values instilled in early childhood education (PAUD) can be disrupted (Hikmah et al., 2024). Therefore, synergy between schools and parents is crucial to ensure consistent educational and child protection messages are received by children in both environments.

Furthermore, from the perspective of legal awareness education, parenting outreach also serves as a means of building family legal awareness of children's rights. When parents understand that physical, verbal, and emotional violence constitute violations of children's rights, the potential for violence in the home can be reduced.

Parenting activities also reflect the implementation of the preventive function of law, as explained by Miarsa & Siswanto, 2024, which provides protection before violations occur by increasing public knowledge. In this context, outreach to parents is part of a community-based child protection system, in which educational institutions act as mediators between families and legal institutions.

Thus, parenting outreach not only strengthens the relationship between schools and parents but also builds collective awareness of the importance of nonviolent parenting. This effort serves as a crucial pillar in establishing a sustainable culture of child protection, both at home and at school.

In line with this, UNICEF, in its report " The Role of Early Childhood Education in Preventing Violence Against Children, " explains that early childhood education is the most effective means of fostering a culture of anti-violence from an early age. In this context, early childhood education (PAUD) in Mataram City has implemented humanistic educational values, where learning is not only academically oriented but also prioritizes affective aspects such as compassion, empathy, and respect for others (Susarno et al., 2025).

Thus, from an educational perspective, early childhood education institutions function as preventative agents, instilling awareness and moral values to prevent children from growing up in a violent environment. This effort also emphasizes that

early childhood education is the primary foundation for developing a culture of peace and civility in society.

3. *The Integration of Law and Education in Preventing Child Violence*

Early Childhood Education (PAUD) cannot rely solely on educational or legal approaches; rather, it must integrate both. Education provides an affective, value-based, and awareness-based approach, while law provides a normative foundation and binding protection instruments. The research findings indicate that efforts to prevent violence against children in Mataram City are inseparable from the synergy between education as a vehicle for character development and law as a protection system that guarantees certainty and enforces children's rights. These two aspects complement each other: education builds awareness and moral values, while law ensures that such protection is implemented structurally and normatively. In the context of Early Childhood Education (PAUD) institutions, the integration of law and education is manifested in various real-world practices, which can be categorized into three main forms:

1. *Parenting Program and Child Protection Socialization*

Parenting programs and child protection outreach programs are concrete examples of collaboration between early childhood education institutions (PAUD) and external parties, such as the Women's Empowerment and Child Protection Agency (DP3A), the Education Agency, and community organizations. Research findings indicate that nearly all PAUDs in Mataram City regularly conduct parenting activities, both monthly and semesterly, with the goal of educating parents about child-friendly and violence-free parenting practices.

This parenting activity not only addresses the psychological aspects of children but also introduces the legal basis for child protection as stipulated in Law Number 35 of 2014 concerning Child Protection. Teachers and institutions explain to parents that children have the right to live, grow, and develop naturally without experiencing physical or verbal violence. On several occasions, the PAUD institution also presents speakers from the Mataram City DP3A to provide legal knowledge and sanctions for perpetrators of violence against children.

This outreach activity reflects the preventive function of law (Hadjon, 2020), namely providing protection by increasing public legal awareness before violations occur. Through parenting-based legal education, early childhood education institutions act as a bridge between the educational world and the legal system, building collective awareness among parents about the importance of positive parenting.

Furthermore, from a character education perspective, parenting activities

strengthen value consistency between home and school. When parents understand and apply the same educational values as those in early childhood education, children grow up in a harmonious and violence-free environment (Khasanah & Amalya, 2025). Thus, parenting programs serve as a concrete example of the integration of values education and legal protection within families and communities.

2. *Teacher Training on Children's Rights and Violence Prevention*

The integration of education and law is also evident in the training and capacity building of early childhood education (PAUD) teachers on child protection, children's rights, and violence prevention mechanisms. Interviews revealed that most early childhood education institutions in Mataram City had participated in training conducted by the Education Office, the Child Protection and Empowerment Agency (DP3A), or non-governmental organizations working in the field of child protection.

This training covers several important topics, such as: an introduction to forms of violence against children, non-violent communication techniques, preparing case reports, and the role of teachers as early detectors of potential violence in schools and homes. By participating in this training, teachers not only understand the pedagogical aspects of educating children but also gain basic knowledge of the legal aspects of child protection.

From the perspective of Lawrence M. Friedman's legal system theory (in Marzuki, 2017), teacher training activities can be categorized as a component of legal culture, namely efforts to build public awareness and behavior to support the upholding of the law. Teachers, as educational actors, become agents of legal culture formation from an early age. Through a learning process based on compassion, justice, and respect for children's rights, teachers indirectly instill legal values in students.

Furthermore, this type of training also contributes to the professionalism of educators. Teachers who understand children's rights and the legal consequences of acts of violence will be more careful in their behavior and teaching. They become not only educators but also protectors and guardians of children's rights in the school environment. Thus, teacher training serves as a means of integrating pedagogical knowledge and legal understanding relevant to their professional duties.

3. *Institutional Supervision and Cross-Sectoral Cooperation*

The third form of integration is evident in institutional oversight and cross-sectoral collaboration between PAUD, the Child Protection Task Force (DP3A), the Child Protection Task Force, and other relevant agencies. Research shows that several PAUD institutions in Mataram City have established formal and informal partnerships with government agencies and social institutions to strengthen the child protection system. For example, the DP3A provides monitoring and evaluation

programs for the implementation of child protection activities in schools, as well as legal assistance in cases of violence.

This cross-sector collaboration illustrates the application of legal system theory, which emphasizes the importance of harmonizing legal structure, legal substance, and legal culture. In the context of early childhood education (PAUD), the legal structure is realized through educational institutions and authorized government agencies; the legal substance through child protection regulations and policies; and the legal culture through the application of anti-violence values in everyday educational practices.

Furthermore, cross-institutional oversight also serves as a repressive legal function, providing a mechanism for handling and resolving violations of children's rights. For example, if a case of violence is discovered within a student's family, the Early Childhood Education (PAUD) can report it to the Child Protection Task Force (DP3A) for psychological and legal assistance. This mechanism demonstrates a clear referral system between educational institutions and legal protection agencies. From a social perspective, cross-sector collaboration also strengthens inter-institutional social networks in building a safe and child-friendly educational environment. This collaboration not only prevents violence at the individual level but also changes society's perspective on children as legal subjects with the right to be protected and heard.

Thus, institutional integration between early childhood education (PAUD), local governments, and legal institutions represents a synergy that reflects the comprehensive implementation of child protection. This demonstrates that preventing violence against children cannot be done by one party alone but requires structured and sustainable multi-sectoral collaboration.

This approach aligns with Marzuki's (2017) view that the effectiveness of law depends on the harmony between legal structures (institutions), legal substance (rules), and legal culture (social values). Within this framework, PAUD serves as an institution with a dual function: first, as an educational institution that instills humanitarian values; second, as part of the social legal system that plays a role in protecting children's rights from violations.

Furthermore, the theory of legal protection also reinforces the fact that in modern society, law is not merely repressive but must also serve a preventative role through early legal education. The integration of law and education in early childhood education institutions provides a concrete example of how legal awareness can be fostered through the learning process of children, parents, and educators.

4. Obstacles Faced by Early Childhood Education Institutions in Mataram City in Implementing the Child Violence Prevention Program

The implementation of child violence prevention programs in early childhood education institutions in Mataram City faces various complex and interrelated obstacles. These obstacles can be broadly categorized into five main aspects: substantial, structural, cultural, coordinative, and resource and infrastructure constraints. Each obstacle reflects a gap between ideal child protection policies and the reality of implementation on the ground.

Substantially, the main problem lies in the lack of integration of violence prevention materials into the Early Childhood Education (PAUD) curriculum. All of the institutions studied—TK Saraswati, PAUD Pelangi, RA Babussalam, and RA Perwanida—do not have thematic guidelines or modules that explicitly address child protection. Character values such as courtesy, empathy, and gentle communication are taught, but they remain implicit and dependent on teacher initiative. This situation indicates that child protection aspects have not been positioned as a strategic part of learning planning, making its implementation unmeasurable and difficult to evaluate. Academically, the researchers assess that the lack of a specific curriculum structure has the potential to weaken the continuity of anti-violence values learning in PAUD units.

From a structural perspective, obstacles arise from the lack of written policies, institutional mechanisms, or standard operating procedures (SOPs) governing the prevention of violence in schools. Early childhood education (PAUD) programs in Mataram City tend to rely on informal agreements between teachers and principals to implement child protection principles. For example, strict pick-up rules or supervision in playgrounds are implemented verbally without any binding administrative basis. As a result, the sustainability of the program depends heavily on the principal or teacher's commitment to these issues. When leadership changes, policies can change or even disappear. From an educational governance perspective, the absence of written policies reflects the weakness of the institutional function that should underpin the sustainability of the child protection system in PAUD units.

Meanwhile, cultural barriers are the most dominant factor influencing the effectiveness of implementation in the field. Differences in parenting styles between families and schools mean that the anti-violence values taught in early childhood education (PAUD) are not always reinforced at home. Some parents still employ authoritarian parenting styles that consider mild violence a form of discipline, resulting in children often exhibiting aggressive behavior at school. This mismatch in values creates a moral dilemma for children and reduces the consistency of character development. Based on Bronfenbrenner's developmental ecology theory, this indicates a disharmony between the microenvironment (family) and the mesosystem

(school), which should work synergistically. Researchers believe that without family support, schools will struggle to sustainably instill a culture of anti-violence.

From a coordination perspective, it was found that collaboration between PAUD and external institutions such as the Department of Education, the Department of Women's Empowerment and Child Protection (DP3A), community health centers, and professional organizations such as IGRA and HIMPAUDI has not been optimal. Existing collaborations are largely limited to child health activities and have not addressed the issue of protection from violence. This situation indicates weak cross-sector synergy, even though child protection is a shared responsibility that requires a collaborative approach. Researchers observed that this lack of coordination often results in PAUD working alone without a clear referral mechanism when dealing with cases of violence. Weak cross-sector partnerships also impact the low level of training and outreach on positive discipline for teachers and parents.

The final obstacle relates to human resources and infrastructure. Most early childhood education (PAUD) teachers have never received formal training on violence prevention, child emotional management, or positive discipline approaches. This lack of competency leads teachers to rely on intuition or personal experience in managing children's behavior. Furthermore, limited physical facilities, such as inadequate play equipment, cramped playrooms, and a shortage of teaching staff, also reduce the effectiveness of supervision. Within the framework of quality-based education management, the imbalance between teacher capacity and facility availability is a strategic obstacle that can hinder the creation of a safe and child-friendly learning environment.

Overall, the results of this study indicate that the obstacles to implementing violence prevention programs in early childhood education (PAUD) in Mataram City are systemic and multidimensional. Substance, structure, culture, coordination, and resources all influence the effectiveness of program implementation. The researchers believe that resolving this issue cannot be done partially, but rather through a holistic approach involving curriculum revision, institutional policy development, improving parenting literacy for parents, strengthening cross-sectoral collaboration, and increasing teacher capacity and supporting facilities. With this synergy, PAUD institutions can function not only as places of learning but also as safe learning environments that foster empathetic, peaceful, and violence-free characters from an early age.

This research makes a significant contribution to child protection literacy in Indonesia by integrating legal and educational perspectives within the Early Childhood Education (PAUD) framework. Theoretically, this study strengthens

understanding of the implementation of the Child Protection Law at the grassroots level, particularly in Mataram City. Practically, this research documents the concrete role of PAUD institutions such as Saraswati Kindergarten and Babussalam Kindergarten in serving as the first line of defense through humanistic learning and the instilling of empathy.

The findings reveal that most PAUD institutions have not yet developed formal Child Protection Standard Operating Procedures (SOPs). This situation demonstrates a gap between the legal framework governing child protection and its practical implementation within educational institutions. Law Number 35 of 2014 on Child Protection guarantees every child's right to protection from all forms of violence. Therefore, the absence of formal child protection policies at the institutional level indicates that preventive legal protection mechanisms have not been fully institutionalized within PAUD settings.

This study recommends the need to integrate child protection values into the PAUD curriculum, increase teacher capacity, and strengthen institutional policies so that PAUD can function optimally as the vanguard in preventing violence against children. For early childhood education institutions, it is highly recommended to have a standardized written child protection policy (SOP) as an operational basis. For further research, a mixed-methods approach with broader coverage across various provinces in Indonesia is recommended to generate more comprehensive data for national policy development.

4. Conclusion

The role of PAUD in Mataram City in preventing violence against children from a legal and educational perspective. From an educational perspective, PAUD plays a role in shaping children's character through the instilling of positive values such as teaching the four magic words (please, sorry, thank you, and excuse me), instilling good character at the beginning of learning activities, and parenting activities for parents. Meanwhile, from a legal perspective, PAUD institutions function as implementers of preventive and repressive legal protection. The preventive function is realized through the implementation of child pick-up rules, supervision in play areas, and counseling about the dangers of violence. While the repressive function is seen in the institution's efforts to follow up on cases of violence through collaboration with related parties. In addition, based on the theory of the legal system, PAUD institutions also play a role as part of the social legal structure that supports the enforcement of child protection norms through the instilling of legal values and culture from an early age.

Obstacles faced by Early Childhood Education (PAUD) in Mataram City in implementing the program to prevent violence against children. Early Childhood Education (PAUD) in Mataram City still faces various interrelated obstacles, including substantive, structural, cultural, coordinative, and resource-related. In terms of substance, the lack of integration of violence prevention themes into the curriculum has resulted in the program running without a clear direction. Structurally, the absence of written regulations and institutional mechanisms causes implementation to rely on individual initiative. From a cultural perspective, differences between parenting styles at home and character values at school are a major obstacle in shaping consistent child behavior. Meanwhile, minimal collaboration between agencies such as the DP3A (Education and Child Protection Agency), the Education Office, and professional organizations has resulted in weak cross-sectoral support.

Based on the findings, several recommendations can be proposed. First, violence prevention and child protection education should be explicitly integrated into the PAUD curriculum through structured learning materials and character education programs. Second, regular teacher training programs should be conducted to strengthen teachers' competencies in child protection, positive discipline, and violence prevention. Third, every PAUD institution should establish written child protection policies and standard operating procedures (SOPs) to ensure consistent implementation of child protection measures. Furthermore, stronger collaboration among educational institutions, families, local governments, and child protection agencies is necessary to create a comprehensive child protection system. At the national level, the findings of this study suggest the need for policies that strengthen the role of PAUD as a strategic institution for violence prevention. The government should develop national guidelines on child protection in early childhood education, improve teacher capacity-building programs, and promote the integration of child protection values into the national PAUD curriculum.

References

- Amalya, R. N., & Khasanah, N. (2025). Keluarga sebagai pilar utama dalam pembentukan nilai sosial anak. *Jurnal Pendidikan Agama Islam*, 2(2)
- Astari, T., Purwanti, K. Y., Arditama, A. Y., Subhananto, A., Nuryanti, M. S., Nyihana, E., ... & Hikmah, A. N. (2024). *Ekologi Sosialisasi Anak: Perspektif Keluarga, Sekolah Dan Komunitas*. Cv. Edupedia Publisher.
- Dewi, P., Saputra, A., & Setiawati, N. (2025). Peran Guru Dalam Mengembangkan Aspek Sosial Pada Anak Usia Dini Di Taman Kanak-Kanak Islam Bakti 95 Pulau Mainan

- (Studi Kasus Taman Islam Bakti Pulau Mainan). *Integrative Perspectives of Social and Science Journal*, 2(03 Juli), 5063-5040.
- Dwiyanti, M. M., Firnanda, N. A., Aurellia, N. A., & Lukitoaji, B. D. (2025). Hak Anak Dan Pendidikan Ramah Anak. *Sindoro: Cendikia Pendidikan*, 18(3), 1-10.
- Fauziyah, C., Nursalim, M., & Susarno, L. H. (2025). Penerapan Filsafat Humanisme Dalam Pembelajaran Anak Usia Dini. *Learning: Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran*, 5(2), 646-654.
- Marzuki, M. (2017). *Penelitian hukum: Edisi revisi*. Prenada Media
- Philipus M.Hadjon. (2020). *Perlindungan Hukum Bagi rakyat Indonesia*. Surabaya edisi Revisi:Bina Ilmu
- Siswanto, Y. A., & Miarsa, F. R. D. (2024). Upaya preventif sebagai bentuk perlindungan hukum dari kejahatan kekerasan seksual pada anak. *Jurnal Kolaboratif Sains*, 7(5), 1651-1667.
- Soerjono, S., , Sri, M. (1985), *Penelitian Hukum Normatif*, Jakarta, PT. Raja Grafindo Persada.
- Sumadi, S. (1998), *Metodologi Penelitian*, Jakarta: PT. Raja Grafindo Persada
- Zuhri, S., Nazmudin, D., & Asmuni, A. (2022). Konsepsi Pendidikan Karakter Menurut Al-Zarnuji Dan Thomas Lickona. *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam*, 7(2), 56-78.
- Zuhro, I. H., & A'yun, D. Q. (2024). Menghidupkan nilai-nilai Ki Hajar Dewantara dalam pembelajaran deep learning. *Jurnal Media Akademik (JMA)*, 2(12).