

**PENINGKATAN PENGETAHUAN GURU TENTANG KEKERASAN
DALAM RUMAH TANGGA PADA ANAK MELALUI KEMAMPUAN
MANAJEMEN PENGETAHUAN KEPALA SEKOLAH (Studi Kasus Di Taman
Kanak-Kanak Kecamatan Balongbendo Kabupaten Sidoarjo)**

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CHILD ABUSE ; MANAGEMENT CAPABILITIES

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SUMMARY

**INCREASING KNOWLEDGE OF TEACHERS ABOUT DOMESTIC VIOLENCE
ON CHILDREN THROUGH KNOWLEDGE MANAGEMENT CAPABILITIES
OF THE PRINCIPLE (A Case Study In Kindergarten District
Balongbendo,Sidoarjo)**

Violence is an act committed against another person and causing injury, or physical damage. Data from the National Commission for Child Protection records, in 2007 the number of violations of children's rights are observed as much 40.399.625 cases. Violence as a early childhood at about 2-5 years will be remembered by a child as a trauma. Their those ages are the golden ages, a time when the basic structure in their life laid. Therefore, of domestic violence on children (prevention is needed) to reduce cases. It can be done through schools as the institutions where knowledge for children and parents is given. Through the role of principals and teachers, as a source of information for parents, it is expected to provide knowledge and understanding of violence, to reduce cases of child abuse. At school it is the principals whose role is the most important one as well as being the manager. It is expected that they can mobilize teachers to provide information about child abuse to parents. Knowledge management is a strategy that can be applied in organizations to manage, maintain, analyze, organize, improve knowledge of members of the organization for performance improvement and bring innovation in organizations. This study uses pre-experimental design using a one group pre test-post test, and no control group. Location of research conducted in the district of Sidoarjo, Balongbendo regency with samples of seven kindergarten schools having seven principals and 22 teachers. In this study, the training was given to the former about knowledge management. After getting the knowledge management training, they provide information to teachers about domestic violence on children using the management process. Principals are expected to deliver information about domestic violence on children to teachers within their stage of knowledge management so that teachers' knowledge of violence escalated and teachers can continue such information to parents. It is expected domestic violence cases on children can be reduced. The research objective was to increase the knowledge of kindergarten teachers about domestic violence on children through the principal's capabilities in managing knowledge in district Balongbendo Sidoarjo. The results can be seen that between before and after training,

there was an increased knowledge of the principles. The principle's knowledge of knowledge management was ($p=0,0005$) meaning that there was an increase before and after training. Such increase was not followed by the principal knowledge management capabilities. This was because the training process was not conducted in accordance with the schedule. There was a change due to execution and time limitations. The knowledge to school principals about domestic violence on children in the obtained p -value = 0.137, meaning that there was no increase before and after training. It could be due to aging, memory, ability to absorb the material. Teacher's knowledge about domestic violence on children before and after the process of knowledge management got obtained a significant value (p) 0.000. It means there was an increase in knowledge before and after the process of delivering information using the knowledge management process undertaken by the principal. Although knowledge management increased but knowledge management capabilities remains low, that was tied to someone's apron string of organization culture and condition. But increased due to the teacher's prior knowledge about domestic violence on children that come from various sources, such as the teacher's experience and his or her relatively younger age. It can be concluded that from the result of training. There was increased knowledge management of principals, but not necessarily an increase in ability knowledge management in implementing knowledge management process to the teacher. Knowledge management was influenced by several factors, including organizational conditions, social conditions and technology organization. Implementation of knowledge management is also related to the culture conditions within the organization. Increased teacher knowledge is influenced by predisposition factors including prior knowledge, experience, age, teacher education, the ability to absorb the material, and retention of teachers.

ABSTRACT

INCREASING KNOWLEDGE OF TEACHERS ABOUT DOMESTIC VIOLENCE IN CHILDREN THROUGH KNOWLEDGE MANAGEMENT CAPABILITIES OF THE PRINCIPALS (A Case Study In Kindergarten District Balongbendo Sidoarjo)

Violence cases often occur in children and the culprit is 68% known to children, including 34% by the biological parents, and 90% is in the form of physical violence. To overcome this the school's involvement is needed since school as a source of information for parents. But schools are unable to carry out their function as a source of information about domestic violence on children. Therefore, schools need to have knowledge management capabilities. The purpose of this study was to increase the kindergarten teachers' knowledge about domestic violence on children through the principal's knowledge management capabilities. The research was conducted in the district of Balongbendo, Sidoarjo by using pre-experimental design with one group pre test-post test. The number of kindergarten schools being sampled were as many as seven schools with seven principals and 22 teachers. School principals were trained in knowledge management and domestic violence on children and then were measured in knowledge of

before and after training. After training the principals did the process of delivering information about domestic violence on children to the school's teachers using the process of knowledge management. In addition, knowledge of teachers were measured before and after the process of knowledge management was carried out by the principal. The results retrieved that principal value of knowledge about domestic violence on children was ($p = 0.137$) and knowledge management was ($p 0.0005$). While teachers' knowledge about domestic violence on children before and after the process of knowledge management by the principal values obtained was ($p = 0.000$).

Keywords: child abuse, knowledge management, kindergarten school

