



Efforts to Prevent Bullying in Muslimat NU 1 Ngebruk Kindergarten Through Parenting Programs

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Abstract

Bullying in early childhood remains a serious problem. Data from the Indonesian Child Protection Commission (KPAI) in 2023 recorded that 23.8% of the 2,355 cases of violence against children occurred in educational settings, including early childhood education (PAUD). This study aims to analyze the effectiveness of parenting programs in preventing bullying behavior at Muslimat NU 1 Ngebruk Kindergarten. The study used a descriptive qualitative approach, with data collection techniques including observation, semi-structured interviews, and documentation. Data validity was maintained through triangulation of techniques and sources, and the research was conducted with adherence to ethical principles such as informed consent and protecting children's confidentiality. The results showed that the bullying behaviors included physical bullying (hitting, pinching), verbal bullying (teasing, shouting), and non-verbal bullying (exclusion, aggressive expressions). The parenting program was implemented through seminars, focus group discussions, and home care support. This practice has been proven to improve parents' knowledge and skills in implementing positive parenting and strengthen the synergy between teachers and parents. The conclusion indicates that the parenting program is able to reduce the intensity of bullying behavior and increase parental participation in children's character education. The practical implication of this finding is the importance of continuously integrating parenting programs into the parenting curriculum in early childhood education units to create a safe, empathetic, and child-friendly learning environment.

Keywords: Child Bullying, Parenting, Positive Parenting

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INTRODUCTION

Early childhood is a crucial phase in human development, where children begin to learn and interact with their surroundings. At this age, children are highly vulnerable to negative experiences, including bullying. Therefore, effective bullying prevention efforts are crucial to protect children from these negative impacts. Cases of bullying in early childhood have become a national concern. Indonesian Child Protection Commission (KPAI) data from 2023 recorded 2,355 complaints of violence against children, with 23.8% of these occurring in educational settings, including early childhood education (PAUD). Locally, this phenomenon also occurred at the Muslimat NU 1 Kindergarten in Ngebruk, where behaviors such as teasing, hitting, pinching, and social exclusion were observed. This fact highlights the urgent need for systematic preventive interventions from an early age through synergy between schools and parents. One strategy is through parenting programs

designed to increase parental understanding and involvement in anti-violence-based parenting. This high rate indicates weak social oversight in early childhood education settings. This also indicates that early childhood education units do not yet have a bullying prevention system integrated with parental involvement. This contrasts with the OECD (2021) recommendation, which emphasizes the importance of family involvement in early character-building programs.

Olweus (1993), a Norwegian pioneer in bullying research, defined bullying as aggressive behavior carried out intentionally and repeatedly by an individual or group against a weaker individual. This action can be physical, verbal, or relational. Olweus emphasized the importance of power imbalances in bullying behavior and designed the Olweus Bullying Prevention Program as a form of systematic intervention. Ken Rigby (2002) states that bullying is an aggressive act carried out repeatedly by an individual or group against a weaker victim. The goal of this behavior is to hurt, intimidate, or humiliate the victim. Rigby also emphasized that bullying is a form of abuse of power. Teacher strategies in preventing bullying from an early age include: teachers provide stimulation and knowledge about bullying, teachers create firm and consistent policies against bullying behavior, teachers provide good support to perpetrators and victims of bullying, teachers train children to be more assertive, teachers supervise children while they are at school, teachers provide anti-bullying materials by inserting character education through storytelling and role-playing methods, teachers hold parenting activities for parents (Arumsari & Setyawan, 2018; Pratiwi & Sugito, 2022; Puspita & Herdiana, 2020). According to Hastuti (2015: 55), parenting is the process of growing and educating children from birth until the child enters adulthood. This task is generally carried out by the mother and father (the child's biological parents). However, if the biological parents are unable to provide care, close relatives including older siblings, grandparents, adoptive parents, or institutions such as orphanages generally take on this task.

Meanwhile, according to Kagan in Hidayati (2010: 11), parenting is a series of decisions regarding a child's socialization, where parents or caregivers must take various actions to ensure the child is responsible and able to contribute as a member of society, including when the child cries, gets angry, lies, and fails to fulfill his or her obligations properly. In the context of education, a parenting program is a systematic effort undertaken by schools to actively involve parents in supporting a child's emotional, social, and cognitive development (Darling & Steinberg, 1993). Santrock (2011) states that at an early age, children lack mature emotional control and social skills. Therefore, children are very easily involved in conflict if not provided with appropriate guidance. In this context, preventing bullying behavior in early childhood requires an educational approach, not a punitive one, primarily through intensive family involvement.

A study conducted by Wiwid Widyastuti (2023), entitled "Analysis of Bullying Cases in Children," used a literature review method. The results explain that bullying is essentially any form of violence perpetrated intentionally and consciously by a person or group of people who are more powerful and powerful than others. There are various types of bullying, which teachers, parents, and even the surrounding community should be aware of so that bullying can be prevented and its occurrence minimized. At Muslimat NU 1 Ngebruk Kindergarten, children's behaviors that lead to bullying are still found, such as calling friends inappropriate names, teasing by sticking out their tongues, refusing to play with certain friends, and even destroying their friends' toys. Although seemingly trivial, these behaviors can have serious impacts on a child's social and emotional development if not addressed promptly. This situation highlights the need for preventive measures involving the active role of parents. Therefore, this study aims to explore bullying prevention strategies through parenting programs. Unlike previous research that focused more on classifying bullying types (Misfala et al., 2023; Widyastuti, 2023), this article offers a

structured school-based intervention approach, with direct parental involvement, to shape children's behavioral changes and foster more positive parenting patterns.

It is hoped that through this parenting approach, parents will be more caring, involved, and able to instill positive values in their children from an early age, thereby suppressing bullying behavior and creating a safe and comfortable learning environment for all children at Muslimat NU 1 Ngebruk Kindergarten.

METHOD

This study employed a qualitative approach with a descriptive approach. It was conducted at Muslimat NU 1 Kindergarten in Ngebruk, Sumberpucung District. The subjects were students at the school. The study was conducted over a 30-day period. The qualitative data consisted of statements about bullying behavior among children aged 5-6 years at Muslimat NU 1 Kindergarten. The primary source of data was group B students, while the class teacher and parents served as supplementary data sources. The sampling technique employed involved the entire population, considering the limited number of students studied was 15. This study adhered to ethical research principles by obtaining written permission from the school and parents, ensuring the confidentiality of children's identities, and explaining the purpose of the study to all participants.

The data collection techniques employed included observation, interviews, and documentation (Yuliani, 2023). Data analysis included data reduction, data presentation, and data verification. This study also employed data triangulation by applying technical triangulation through observation, interviews, and documentation, as well as source triangulation involving students, teachers, and parents as informants. Observations were conducted with students in group B, while interviews were directed to teachers and parents. Time triangulation was applied, with data collection conducted from morning to midday.

With this approach, researchers aim to obtain in-depth information about the various forms of bullying behavior that emerge and preventative measures through parenting programs. The collected data were analyzed qualitatively to provide a clear picture of the situation on the ground. By involving various techniques and data sources, it is hoped that the validation of the findings can be maintained objectively. The findings of this study not only provide insight into the current conditions at Muslimat NU 1 Ngebruk Kindergarten but also serve as a basis for designing appropriate bullying prevention strategies that can be implemented in educational environments for early childhood.

RESULTS AND DISCUSSION

Identified Forms of Bullying Behavior

Observations conducted during the learning process and social interactions of children at Muslimat NU 1 Ngebruk Kindergarten revealed several patterns of bullying behavior among young children. The bullying behaviors observed can be characterized by differences in attitudes between dominant and weaker children. Dominant children tend to bully their peers both physically and verbally.

Physical bullying at Muslimat NU 1 Ngebruk Kindergarten included hitting, slapping, pinching, pulling hands, pushing, and shoving. These incidents were easily observed because they involved direct physical contact. This behavior aligns with the findings of Amalia et al. (2024) and Antoni & Gusti (2020), which stated that physical intimidation is common among young children.

Verbal bullying included teasing, shouting, and the use of abusive language or expressions. "I always tell my children not to hurt their friends, either with their hands or with their words. I teach them to share and apologize when they do something wrong" (Interview, Mrs. A, 2025). This indicates that some parents understand the importance of reinforcing social values to prevent verbal bullying.

Non-verbal bullying was identified in the form of exclusion, sarcastic expressions, and teasingly sticking out the tongue. In an interview, one respondent stated, "My child once told me that a friend often took his lunch and wouldn't return it. I've also seen a child push a friend until he fell" (Interview, Mrs. B, 2025). This indicates that non-verbal and physical bullying can occur simultaneously and reinforce each other's impact.

Parenting as an Effort to Overcome Bullying

Parenting as a solution to address bullying is a crucial approach in the context of early childhood education. Bullying is currently a serious problem that can negatively impact the growth and development of children, both as perpetrators and victims. Efforts to stop bullying must be undertaken by all parties, including teachers, parents, the community, and the government. The most severe impact of bullying is long-term and hereditary, leading to a lack of empathy and compassion.

Parents are the first and foremost line of defense in minimizing bullying behavior in children. However, many parents don't fully understand the dangers and impacts of bullying. According to an interview, one respondent stated, "I always tell my children not to hurt their friends, either with their hands or with their words. I teach them to share and apologize when they do something wrong." (Interview, Mrs. C, 2025). This opinion demonstrates the importance of a basic understanding of bullying behavior.

In another interview, a parent stated, "I try to always be patient and not yell at my child. If my child makes a mistake, I talk to him quietly... I believe that children will imitate what they see from their parents." (Interview, Mrs. D, 2025). This indicates that some parents are beginning to understand and implement positive parenting practices.

Parenting activities also open up communication between parents and the school. In another interview, a parent stated, "I often chat with the teacher to ask about my child's progress. The teacher also diligently gives reports on my child's behavior at school." (Interview, Mrs. E, 2025). This demonstrates the synergy between home and school in preventing bullying.

Overall, the implementation of the parenting program at Muslimat NU 1 Ngebruk Kindergarten has shown positive results. Parents feel more confident in supporting their children and are more responsive to signs of bullying. However, challenges remain, as one informant noted, "The difficulty is maintaining consistency every day, especially if the child is influenced by their environment, such as a rude cousin." (Interview, Ms. F, 2025).

Thus, the sustainability and strengthening of parenting programs need to be part of a long-term educational strategy to create a safe learning environment that supports child growth and development.

CONCLUSION

Parenting programs have proven to be an effective solution in preventing and addressing bullying behavior in early childhood. Through active parental involvement in counseling, communication with teachers, and educational activities, parents' understanding of the forms and impacts of bullying increases. This enables parents to instill positive values from an early age, detect signs of bullying early, and support constructive character development in children. Parental participation in school-organized programs not only strengthens home-school collaboration but also creates a safe, comfortable, and healthy learning environment. Therefore, parenting programs need to be systematically developed and integrated into early childhood education strategies as part of preventive efforts against bullying.

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PERILAKU BULLYING DI SEKOLAH MENENGAH PERTAMA SE-KECAMATAN PRAJURIT KULON KOTA MOJOKERTO SERTA PENANGANAN OLEH GURU BK THE STUDY OF BULLYING BEHAVIOR IN JUNIOR HIGH SCHOOL AT PRAJURIT KULON DISTRICTS MOJOKERTO CITY AND HANDLING BY COUNSELOR.

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