



The Roles of Parents in Preventing Bullying Behavior in Children at Aged 5-6 Years Old

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ABSTRACT

Keywords:

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Early childhood is often referred to as the golden age. This age is a very important period for a child. Education in this age range will determine the next stage of child development. This research aims to determine the roles of parents in preventing bullying behavior in children aged 5-6 years old at Early Childhood. This research is a qualitative research. Data collection techniques were using by observation and interview techniques. The data analysis technique were using by reduction, data presentation and conclusion drawing. The results showed that parents play an important role in preventing bullying behavior. Parents apply appropriate parenting styles for children because parenting applied by parents will have an influence on children's behavior. Parenting patterns applied by parents include applying discipline, advising, reprimanding, scolding, directing activities, monitoring activities, and setting an example for children. Parents must build good communication with children and schools related to child development so that there is a continuity of children's attitudes at home and at school.



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A. INTRODUCTION

The age range between four to six years is a stage known as preschool age. Preschoolers begin to have friends to play with, and have regular activities outside the home environment. In line with the characteristics of this period as a time of play, almost all activities at preschool age need to involve an element of play. Through play activities, children learn to develop their emotional and social abilities, so it is hoped that the right emotions and behavior will emerge in accordance with the context faced and accepted by their social norms. Awareness that there is another world around them, begins to make children adjust their emotions and behavior so that they can participate in the association of their peers (Gustian, 2012). In fact, not all children at this age show behavior in accordance with the expected developmental expectations. One of the behaviors that children often do when playing is aggressive behavior. Aggressive behavior of children who do not get attention from an early age is feared to become more complex and result in harmful actions such as bullying (Moleong, 2012).

Similarly, several kindergartens in Ngada Regency, from initial observations and reports from teachers, found aggressive behavior that indicated bullying, such as disturbing friends, mocking, to physically hurting. In fact, one of the kindergartens once took a child out because the child often acted aggressively which caused the other child to be rushed to the nearest hospital due to shortness of breath and bruises on his back. This shows that bullying has occurred in kindergarten. This is also in line with a study entitled *Bullying in Early Educational Settings*, which revealed that bullying occurs in children under school age. Interviews show that bullying behavior among preschoolers appears to be somewhat similar to a phenomenon that occurs among schoolchildren. According to this study, 12.6% of children (ages 3-6 years) in daycare were involved in bullying in some way. The most common form of bullying is exclusion from peer relationships (Kirves & Sajaniemi, 2012).

Bullying behavior in early childhood is often ignored by parents and even teachers, with the assumption that early childhood does not really understand what is good and what is bad, so it is natural for early childhood to do. This is in line with the research entitled *Bullying in Early Childhood and the Construction of Young Children as Premoral Agents: Implications for Practice*, revealing in the experiences of practitioners and parents when talking about examples of bullying in the early years, they stated that young children 'don't understand' and are unable to decide right and wrong behavior (Sims-Schouten, 2015). However, there is also research that proves that early childhood has been able to understand bullying behavior, namely a study entitled *Children's Strategies in Addressing Bullying Situations in Day Care and preschool* which reveals that bullying is a common phenomenon in early childhood education. It is also difficult to remove from classroom activities and may have long-lasting effects on children. In this study, bullying was studied from the perspective of the child being bullied. Children aged three to seven answered the question 'another kid is coming to mock you, what are you doing?'. Children's strategies were classified as accommodative, participatory, dominant, interesting or uncertain. Participatory strategies for dealing with bullying increase with age. The different strategies described in the interviews were linked to observing the children's actions. These tendencies result in the different types of learning discussed. Both the victim and the bully should practice a variety of strategies for participation to find more positive strategies for interaction (Reunamo, Jyrki, 2015).

We must realize that this behavior has a huge impact on both the victim and the perpetrator. Children who are victims of bullying can be shy, low self-esteem, and do not want to open up to their environment and peers, or become closed individuals. Meanwhile, children who become bullies if left unchecked will become rude, selfish, and arbitrary to other friends (Dey Putri, Yetti, & Hartati, 2020). This is not impossible to carry over until they are adults. Though to be expected at age at an early age, children are able to behave positively in accordance with their developmental tasks. Herein lies the importance of parental involvement and children's self-regulation of the behavior that will be displayed by early childhood.

Deputy of the Indonesian Child Protection Commission for the period 2014-2017, Maria Advianti revealed that she had received a report that one of the playgroup children had received violent behavior from her friend. After being investigated by his parents, it turned out that this had something to do with his parents being angry for no reason at home. Maria said, for children who have imitative traits, when it is not explained which attitude to them is wrong, the child can only set

an example and bring the impact to school. Maria also gave an example, there was once a report to the KPAI that there was a Kindergarten child who liked to incite other friends when he deemed it unsuitable. Maria added, maybe the case of bullying in Indonesia is not as extreme as abroad because of the strong culture. But still, providing understanding to children about acts of violence needs to be addressed. How, for example, by supervising children while watching television or communicating with teachers at school (Fono, Fridani, & Meilani, 2019). Parents play a very important role, because parents are the foundation of all knowledge and skills of children. This is in line with the research conducted by Von Otter entitled *Family Resources and Mid-Life Level of Education: A Longitudinal Study of the Mediating Influence of Childhood Parental Involvement*, which revealed that parents' educational aspirations are an important mediator between family resources in achieving educational levels. , while other forms of engagement are related to academic achievement. This study also found that parental involvement is greater in families with many resources, which will lead children to always remember developments which shifts children's responsibilities at school beyond their parents. In this context, family sensitivity is very important as a family resource for children's educational outcomes (Otter, 2014).

Furthermore, there are several studies related to parental involvement, including a study entitled *How Parental Involvement Affects Childhood Behavioral Outcomes*, showing that parental involvement leads to better child behavioral outcomes in secondary school (Neymotin, 2013) . This shows that parental involvement must start early, so that it has an impact on children's positive behavior at the next level of education. The quality and intensity of parenting parents vary in influencing attitudes and directing children's behavior (Dhiu & Fono, 2022).

The study, entitled *The Causal Relationship between Parental Involvement and Children's Behavioral Adjustment to KG-1 Schooling*, revealed that parental involvement significantly contributes to the reduction of unwanted aspects related to externalizing, internalizing and hyperactive behavior. The highest effect was observed to reduce 'arguing with others, acting sad or depressed and easily distracted'. The most significant driver of parental involvement is that parents talk to teachers regularly (Badri, 2014). This shows that the active role of parents in the relationship with the school through intensive parent-teacher interaction is able to suppress negative behaviors that are not expected to occur in children. From the studies that have been described, phenomena in the field and several other references, research that looks at the the roles of parents in preventing bullying behavior in children at aged 5-6 years old.

B. METHODS

Research is a method to find the truth which is also critical thinking (Syofian Siregar, 2013). This research is a field research in which the researcher is directly involved in going down to the research site to get the data needed and relevant to the indicators in the research objectives. This research is a field research with a descriptive approach. The respondents in this study were parents of children, teachers and principals of St Teresa Radamasa's Early Childhood Education. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Data collection techniques used are observation and interview techniques. The observation and interview indicators are shown in Table 1.

Table 1. Observation and Interview Indicators

No	Observed and review aspects	Observation and review indicators
1	Location and circumstances the school	a. The Neighborhood around School b. The community around the school
2	The understanding of Bullying	The defenition of bullying
3	The forms of bullying	a. the actor Characteristics b. the Victim Characteristics c. the Forms of bullying
4	Interaction between citizens school	a. Activities Teaching and Learning Activities and outside class b. Interaction of students with teachersas well as school principals as well other school members
5	The efforts to deal with bullying in schools	a. Steps to deal with bullying carried out by the teacher b. Steps to deal with bullying carried out by the teacher

C. RESULT AND DISCUSSION

1. Result

The results showed that the role of parents in preventing bullying behavior in children has been carried out by parenting, good communication with children, personal closeness, and communication with schools. The role of parents is also influenced by several factors including family problems, knowledge about bullying, and sources of information. In addition, the results of the study also show that there is bullying behavior carried out by children at school including physical bullying, verbal bullying, and relational bullying. This is influenced by several factors including the influence of friends, environmental influences, use of electronic media, history of bullying, character of the perpetrator of bullying, and the character of the target of bullying. Children who are involved in bullying behavior will respond including fighting, quiet, timid, like to avoid, and children don't care. In addition, bullying behavior will also have an impact on victims and perpetrators of bullying. The results of this study are as follows:

a. The Role of Parents

The first role of parents is parenting applied by parents. The results of the interview show that the parenting applied by parents includes advising children, reprimanding children, scolding children, applying discipline, giving for example, directing children's activities, and monitoring children's activities. The application of discipline carried out by parents is to instill religious teachings and introduce ethics that apply in society. In addition, parents also often advise and reprimand children when there is a child's behavior that is not in accordance with the rules. Parents also help children in choosing positive activities to support their children's hobbies, such as enrolling their children in extracurricular football at school. Parents mentioned that they often monitor children's activities, such as monitoring children with their friends, monitoring children's activities as the results of interviews with parents follow: The first informant is (LI) is the parent of (GF), based on the results of interviews researchers did that parents apply discipline to their children (GF) as a

form of prevention and response to bullying behavior. Another thing was revealed by the family of the second informant (RK) parents of (PA), to prevent and overcome bullying behavior of children the family (PA) applied the method of giving examples to children as parental teaching to children, the third informant was (BG) parents of (FDF), family (BG) apply the method of advice as a form of prevention and handling of bullying that occurs in children While the fourth informant is (PE) parents (RF), (RF) is a child who often bully his friends either at school and with their playmates, (RF) physically is bigger than their peers and (RF) hangs out a lot with children who are older than (RF), while the results of interviews with parents (RF) are known to be forms of prevention. What parents (RF) do by advising, scolding and punishing (RF). While the fifth informant was (HE) parents (KA) explained with play an active role by monitoring children in games and behaving daily as a form of preventing bullying. The second role of parents is to approach children. The results of the interview show that parents carry out activities together with children to maintain closeness with children so that parents can provide knowledge and good and bad values in children. Activities carried out together with children are usually carried out on holidays and days when parents can gather with children. Parents will take their children to go to tourist attractions such as beaches, malls, eat out with children, etc. Parents also often invite their children to do simple activities such as playing together, watching television together, or eating together. In addition, there are parents who say that they rarely spend time with their children because their parents are busy working. The third role of parents is communication with children. Fourth is communication with the teacher. Communication with teachers carried out by parents includes actively participating in school activities, contacting the teacher or school regarding problems with children, asking about children's progress at school. Research informants say that communication with schools helps parents to monitor children's behavior. Consultation with teachers also helps parents to find out the problems experienced by children at school. In addition, teachers also often hold meetings with parents to discuss children's development at school. Interviews with parents were also reinforced by the results of an interview with one of the teachers explaining that teachers try to establish cooperation and communication with parents in terms of educating children at St Teresa Radamasa's Early Childhood Education, in addition to formally we also establish non-formal communication, if formally it is between schools already there are special programs from schools such as student liaison books that describe children's development, but apart from that we as teachers and parents also always monitor outside the program.

b. Factors Affecting Bullying Behavior

Factors that can influence bullying behavior in children include the character of the perpetrator of bullying, the character of the target of bullying, the influence of friends, the influence of the environment, a history of bullying, and the use of electronic media, based on the results of interviews by researchers with both parents of children. Who are victims of bullying or children as perpetrators of bullying, the results of the interviews are known as follows: The first factor influencing parents in preventing bullying behavior is family problems. Based on the results of interviews with researchers (LI) parents of (GF), is to overcome the nature of bullying in children is what our family conditions used to be,

children of the same age (GF) their daily behavior is a reflection of what is in our home and the environment in which they play, children can be perpetrators or victims, and children can also be victims as well as perpetrators of bullying, for example if at home we often fight, children are usually vulnerable to being bullies because they see adult behavior all day at home. Interview with St Teresa Radamasa Early Childhood teacher informant, May 28, 2021, quarrels or violence that occur at home, because children will imitate behavior at home, at least children will like to yell and say rude things. The second factor that affects child bullying is the level of knowledge about bullying itself, because there are still many parents who consider violence to be part of their child's education and discipline, thus making it easy for parents to commit violence against them and some are prone to violence considers acts of physical violence that are not allowed for verbal violence are still commonplace for people to do to children, as the results of the interview with the following research informants, according to (RK) the parents of (PA) provided information that (RK) would carry out physical punishment to their children if there is a child's behavior that is considered not in accordance with the expectations of their parents. The same thing was conveyed by a parent informant (PE) from (RF) who also often manipulates children when children do not follow what their parents want. Based on the results of the researchers' observations on the family of St. Teresa Radamasa's Early Childhood Education. Interview with LI informants parents of St Teresa Radamasa Early Childhood students, May 28, 2021. Interview with RK informants parents of St Teresa Radamasa Early Childhood students on 28 May 28, 2021. Nature, researchers can also conclude several things about Lack of knowledge of children's parents about bullying based on observations there are two basic things that parents do not know about bullying: (1) Parents or the environment perceive that fighting or in the form of mocking children in games is a form of bullying, for society it is considered normal only for juvenile delinquency; and (2) There is still a lack of knowledge about various kinds of bullying, this is based on the observations of researchers in the field because there are still many parents who verbally issue harsh words, bad nicknames to children. The third factor is the influence of the child's environment, the environment referred to in the study is the school environment, the community environment around the child and the environment in the family, based on the results of research and interviews that researchers conducted with informants as follows: According to informants (BG) parents of (FDH), their families always try to establish communication with children by trying to speak softly at home, not speaking harshly in front of children, and they always try to give children positive activities in the family environment, so that a positive environment has a positive impact on children's behavior.

2. Discussion

The role of parents in preventing bullying is through parenting, closeness with children, communication with children, and communication with schools.

a. Parenting

The results of this study indicate that parenting applied by parents will have an influence on children's behavior. Parenting patterns applied by parents include applying discipline,

advising, reprimanding, scolding, directing activities, monitoring activities, and setting an example for children. One of the disciplines applied by research informants is making rules for children at home. Parents can discuss with their children the rules that apply at home and the penalties for not complying with these rules. Parents can advise, reprimand, even scold children as a form of warning if the child does not obey the agreed rules. However, the form of warning or punishment given must be within reasonable limits and not cause trauma to the child. In addition, parents also need to introduce social ethics and instill religious knowledge in children. One of the roles of parents in shaping the character of their children is to introduce the ethics and culture that prevails in the area. In addition to applying discipline, research informants say that parents need to be an example which is good for children. Parents are the closest example for children. Children will always see the daily life of their parents and imitate the behavior that parents do every day at home. Therefore, in addition to instilling discipline, parents also need to provide examples of behaviors that support such discipline. Research informants explained that parental support for children's hobbies can be done by choosing activities that support these hobbies. Parents who support children's hobbies can help children to be more confident. Parents have a very big responsibility for child bullying behavior. When every child's life story will have a good and real ending (Oppliger & Davis, 2016).

b. Closeness to Children

Closeness to children is one of the roles that parents can play in preventing bullying behavior. Research informants said that inviting children to do activities together on holidays is an effort to maintain closeness with children. Proximity to children can foster children's trust in their parents so that it is easier for parents to monitor and direct their children. Proximity can also make children feel more comfortable and safe with their parents so that children want to tell all the problems they face to their parents (Research informants say that closeness to children can also be influenced by parental activities such as busy work. Parents who are busy working and rarely meet with children at home will make children feel neglected.

Subsequent research by Dove and colleagues suggested that routine and consistent family togetherness at home with children can enrich children's vocabulary. The togetherness of parents and children at home makes children more confident in speaking and improves literacy at home and at school. It can be concluded that parental involvement attracts more attention for the development of children's vocabulary mastery at school. Where, when parents can actively engage in dialogue with their children at home (Dove, M. K., Neuharth-Pritchett, S., Wright, D. W., & Wallinga, 2015). The relevance of this research with this research is that parental involvement plays a very important role in the development of children's abilities and behavior, including bullying behavior.

c. Communication with Children

The results showed that one of the roles of parents in preventing bullying behavior is communication with children. Research informants say that it is easier for parents to monitor their children if they want to be open to their parents. In addition, research informants also said that good communication can this is done by parents by giving a positive response when the child tells the problem. Parents' positive responses to children's

stories can give children a sense of trust so that children are not afraid to tell other problems in the future. Parents must be able to communicate in various ways, have the ability to build empathy, own a sense of belonging in children, and allow children to express their thoughts and feelings (Triwardhani, 2020).

d. **Communication with the School**

The results showed that communication with the school is one of the roles parents can play in preventing bullying behavior. Parents are the main providers of child care and their strategies, relationships and interactions will have an impact on aspects of child development (Fono, 2021). Research informants said that communication with schools needs to be done as a form of parental responsibility towards children at school. Parents have an important role in supporting bullying prevention programs in schools by attending activities that involve parents at school, reporting bullying actions, and monitoring children outside school hours. In addition, parents can also consult with the school regarding the prevention of bullying behavior in children. Teachers may monitor children's activities and behavior during extra activities at school but teachers still allow children to deal with their own situation by telling stories about how they feel and playing with their friends. With good participation between parents, teachers and children, they can make children aware of the impact of bullying behavior (Levine & Tamburrino, 2014).

D. CONCLUSION AND SUGGESTIONS

Based on the results of the study, it can be concluded that: The role of parents in preventing bullying in early childhood is through parenting, closeness with children, communication with children, and communication with schools. The role of the teacher in preventing bullying in early childhood, that is the teacher as an emonstrator where the teacher becomes a role model and example for students in attitude, speech and behavior in interacting in the environment, habituation of positive behavior, the teacher as a mediator and facilitator is the growth of positive relationships between perpetrators and victims, evaluators, the role of teachers as advisors include getting closer to students.

Based on the research data and research conclusions, as a form of recommendation, the researcher suggests the following parties: Schools as institutions should be able to provide more appropriate and more intensive programs in collaboration with parents and the environment in preventing bullying and in increasing students' self-confidence at school and outside of school. Should make innovations in learning, both in using models, strategies, methods and which can provide children's ability to prevent bullying and increase self-confidence in children.

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