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The Role of Parents in Preventing Bullying in Early Childhood

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Abstract

Bullying is a form of aggressive activity who hurts psychologically and physically those who are "weaker" than him. However Bullying yet handled in a way maximum to child early age . Therefore _ That this research intends For understand the role of parents in preventing bullying in early childhood. This research uses the method qualitative with approach review literature study namely by collecting data obtained from articles and journals related to the topic discussed. The findings show that parents can do several things in educating young children to avoid bullying behavior, namely parents must take a more intensive role in order to Prevent bullying behavior in children. Parents must provide a good parenting style well so that no deviant behavior occurs in children, one of which is by playing the right role as a parent who is the first party in building children's character. This role can of course be taken if there is knowledge Parents regarding bullying behavior are also good at carrying out effective communication, being good role models, instilling a sense of self-confidence and responsibility, and monitoring more of what their children do. outside and outside. house or inside the house.

Keyword: bullying; early childhood; role of parents

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Introduction

Bullying behavior that occurs in children age preschool or kindergarten, often wrong interpret by parents as mischief child Because no understanding child to his actions the including in bullying groups and parents think that child Not yet understand deed that . So that perspective or corner look beginning to appear from parents _ is just mischief normal caused child Still in range age early . This thing in line with opinion (Dey Putri et al., 2020) says that children's bullying behavior preschool often ignored or wrong parents understand _ with presumption child Not yet understand what is right and what is bad.Children is one _ generation nation that has potency big as successor ambition struggle nation in the future . Along with development era , child own role strategic as well as own characteristics and characteristics special between child explains bullying cases in children are the most common. Of the 161 child cases in 2018, 41 case (25.4%) of which were cases of bullying of children in the school environment. Results data Program for International Students Assessment (PISA) research in 2018 too shows that Indonesia is in the fifth highest position out of 78 countries students experienced the most bullying, with a percentage reaching 41.1%. More It is worrying that bullying has now become a part of what is considered 'natural' for people children who live in settlements far from cities (Rachmah et al., 2022).

Based on these data, it can be seen that cases of *bullying* in schools are considered very important to be prevented immediately. Various factors can influence someone to *carry out bullying*, namely seniority, imitation and past experience. The perpetrator of *bullying* generally has the experience of being a victim of *bullying* in the past, so the perpetrator wants revenge. (Nugroho et al., 2020). Based on past experiences and revenge, *the chain of oppression must be prevented and stopped immediately*. This prevention should be carried out as early as possible from the smallest sphere of the social environment, namely the family. One of the factors that causes someone to *bully* is the parenting style of parents. The influence of parental parenting patterns includes, for example, how parents commit acts of violence against children and how children observe parents committing acts of violence or aggression against other people (Setiowati & Dwiningrum, 2020). Children who are used to these experiences tend to imitate them and take them for granted. Therefore, prevention of *bullying behavior* needs to be implemented in early childhood, because this is the right time for the formation of children's character.

Classified as early childhood when aged between 0-6 years, this period is often called the *golden age*. All information about the good and bad words or behavior of people around you will be completely absorbed and will become the basis for forming character, personality and cognitive abilities. (Pacific Cross in Azizjah & Adawiyah, 2020). At this age, children tend to learn more quickly and gain knowledge from the people around them. So it is important to instill prevention of *bullying* starting from the family environment in early childhood, so that children get used to avoiding *bullying behavior*. Based on this explanation, research was conducted which aimed to determine the role of parents in preventing *bullying* in early childhood. (add implications for Internal Education family)

Methodology

Method used in study This is review literature systematic with PRISMA (*Preferred Reporting Items For Systematic Reviews and Meta- analysis*). Study This use method data collection from source related reading with discussion study that is role parents , bullying, and children age early. In case This done search literature based on an indexed article database. Keywords used in study this is very specific that is role parent in prevent bullying in children age early . so that 13 articles were found material analysis results and discussion article this. Figure 1 is description stages review PRISMA model systematics.

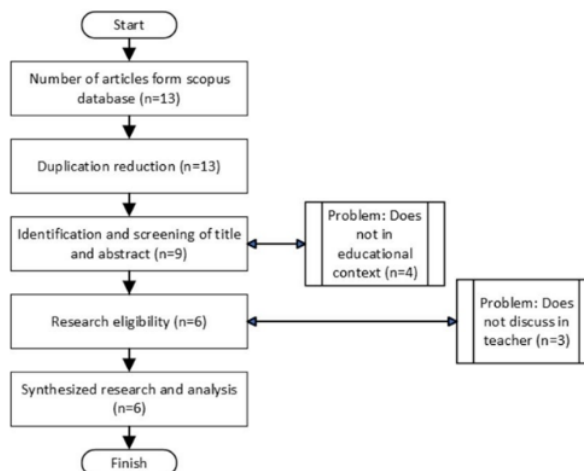


Figure 1. Description Stages Review PRISMA Model Systematics

Result and Discussion

The following are the results of data obtained through various articles and journals. Several things that will be explained include the concept of bullying, the definition of early childhood, the role of parents in preventing bullying in early childhood.

Bullying

Bullying comes from the word *Bully* which in English means to oppress. Bullying is a form of violence that causes physical and psychological harm to a person or group of people, "weakens" another person or group of people and the perpetrator expresses his feelings to abuse the victim (Widiyanto, 2023). Meanwhile, according to Rowland (Nugroho et al., 2020), *bullying* is defined as long-term violence, both physical and psychological, carried out by individuals or groups and directed at individuals who are unable to defend themselves. Based on these definitions, it can be seen that *bullying* is a form of activity carried out by a person or group of people to carry out violence that physically and psychologically hurts people who are "weaker" than them. *Bullying* can be verbal or nonverbal.

There are various factors that can cause someone to engage in *bullying* (Nugroho et al., 2020), including: 1) Individual factors, namely the physical strength and aggressive behavior of the bully towards the victim. 2) Family factors include permissive parenting, lack of warm involvement, harsh discipline, and experiences of violence. 3) Mass media, this is because the media often displays violence so that audiences (especially children) often model this behavior. 4) Peer factors, namely poor relationships with peers. 5) School environment.

Based on research conducted by Patras and Sidiq (Patras & Sidiq, 2020), *bullying* has an impact on the social interactions of the victims. *Bullying* victims do not dare to interact either at school or at home. This can certainly hinder children from developing their potential. As for impact from bullying behavior in the park child psychological effect like anxiety, or trauma, exists rejection Friend peer, no feel comfortable at school, improvement fear, price self low and impact for physique child (injured bruises, physical trauma) (Swearer et al, 2010). This too, no close possibility for another child inside watched happen bullying behavior in the park child can perceive that behavior the can carried out (Muthmainna et al., 2014).

From sharing the impact caused from children's bullying behavior displays that risk big to behavior the will have a big impact on development child in range age school. Imagine if, a child with age early do bullying and what not get intervention from parents or ignored naturally behavior the will develop and occur over and over again. Research (Kirves & Sajaniemi, 2012), found 5-7 years old Children who are victims of bullying tend to be resentful experience error when adapt during years beginning school them. Opinion above emphasize that child with range age Those who are still victims of bullying experience disturbance psychology so that need adjustment self in a way slowly. Additionally, level Parental education and perspective they related Bullying behavior plays a big role help prevention from danger behavior the for child.

Early childhood

According to the National Education System Law Number 20 of 2003 Article 28 paragraph 1, the age range for early childhood is 0-6 years (Sisdiknas, 2003). Then according to the Directorate of Early Childhood Education (PAUD), early childhood are children in the age range 0-6 years, both those who are served and those who have not been served in early childhood education institutions (Tatminingsih & Cintasih, 2016). This period is a period that determines a person's intelligence and character in the future (Uce, 2017), or what is usually called the golden age. This period is the right time to shape children's character for their future.

All information about the good and bad words or behavior of people around you will be completely absorbed and will become the basis for forming character, personality and cognitive abilities. (Pacific Cross in Azizjah & Adawiyah, 2020). At this age, children tend to learn more quickly and gain knowledge from the people around them. So it is considered

important to instill prevention of bullying starting from the family environment in early childhood, so that children get used to avoiding bullying behavior.

According to Hartati (Tirmidziani et al., 2018) early childhood has distinctive characteristics, namely: 1) Children have an egocentric nature, 2) Children have quite a great curiosity, 3) Children are social creatures, 4) Children are unique, 5) Children have imagination and fantasy, 6) Children have short concentration power, 7) Children with the most potential to learn.

Some of these characteristics are susceptible to external influences. If a good influence can also have a good impact on his behavior, and vice versa. Bullying behavior for kindergarten children who do not receive early intervention or is allowed to happen by teachers and parents is often the initial trigger factor for this behavior to occur repeatedly and have a negative impact.

3 The Role of Parents in Preventing Bullying

Family is the first education a child receives from birth. Positive communication provided by the family is the main factor in forming the character of early childhood. Even though it is not the only one, the family is the factor that most supports the success of early childhood character formation (Prasanti & Fitrianti, 2018). Character education does not only teach what is good and right, but also instills habits (*habituation*) so that children become aware (cognitive) which is right and wrong, can feel (affective) good values and get used to doing them (psychomotor) (Purnomo, 2013). So it can be concluded that children are not only provided with knowledge, but can also be used to carry out daily activities.

There is a lot of knowledge that can be taught from the family environment to early childhood, one of which is regarding bullying prevention. Children are educated to be more sensitive to the phenomenon of bullying. At the age of 0-6 years, children learn by learning and imitating the things around them. Parents play an important role in this matter. It is best for parents to show what is good to imitate and what not to do. The results of research conducted by Sigalingging and Gultom (Sigalingging & Gultom, 2023) show that the role of parents in overcoming bullying behavior in children is carried out through good communication with children, personal closeness and communication with the school. From an early age, children must be introduced to how to control themselves, understand the value of self-confidence, have creative attitudes and behavior, the ability to communicate, socialize, think critically and the ability to solve problems in their lives (Jatmikowati, 2018). In this case, communication between parents and children is very important, because young children tend to be closer and listen to what their parents say. The more effective the communication, the more developed the child's interpersonal skills will be. Apart from that, parents can be said to be models who have a primary attachment to children emotionally so that they can develop behavior that supports children's self-control in not carrying out bullying actions (Trisnani & Wardani, 2016). Children can become aggressive just by looking at the environment around them.

In this era, children's broadcasts also play an important role in the learning process at home. Today's young children often prefer playing with *gadgets* rather than watching TV. Of course, this requires extra supervision from parents because children still cannot differentiate between what they can see and what they cannot see. Often the reason parents let their children use *gadgets* is because children calm down more quickly and don't need more supervision than when children play outside the house. Apart from that, children who spend too much time playing with *gadgets* can reduce their social skills. Children who spend a lot of time with *gadgets* tend to not care about their environment, even worse, some do not know and understand ethical ways of socializing, so their selfish attitudes are more prominent (Sunita & Mayasari, 2018). The negative impact of using *gadgets* in early childhood is that they are closed off, disrupted eye health, reduced creativity, and so on. This situation can unknowingly trigger the growth of *bullying behavior*. Several things that parents can do to reduce the intensity of children playing with *gadgets* are (Novitasari, 2019): 1) choosing content

that is appropriate to the child's age; 2) be selective in choosing *games* on *your gadget* ; 3) accompanying children to play; 4) limit children's time playing *gadgets* ; and 5) invite children to do positive activities.

Parents can use various methods to prevent *bullying behavior* in young children, depending on how they are raised. Parents can give understanding and strengthening children in responding to bullying in a way motivate children not to be afraid and be confident, provide input for choices friends, even giving them the authority to defend themselves or even take revenge (Nurdiyah & Sari, 2023). In this case, it does not mean that parents have to be protective of their children's relationships, but rather that children are more selective in making friends. Children are also taught to be independent and dare to take responsibility for their actions. So that young children can not only defend themselves, they can also respond if a friend feels they are being *bullied* . With early habituation, children can develop into good individuals and avoid *bullying behavior*.

Conclusion

Bullying is a form of activity where a person or group of people commit violence that psychologically and physically injures people who are "weaker" than them. Bullying can be verbal or nonverbal. *Bullying* is certainly bad behavior and must be prevented as early as possible. By providing character education from parents, it is possible for young children to avoid *bullying behavior*. Some things parents can do in educating young children to avoid *bullying behavior* is to communicate effectively, be a *good role model* , instill a sense of self-confidence and courage to be responsible, and monitor what children do both outside the home and inside. House. House.

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