

The Role of Teachers and Parents in Preventing Bullying in Early Childhood Education

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Abstract: Bullying is a serious social problem that can be fatal to someone. Bullying in early childhood education will be able to influence the behavior of children and will have an impact on the next stage of child development. Parental supervision is the most important thing that parents of early childhood should do. Attention is the most important thing because with the attention of parents will understand what is the child's needs. Warm communication is needed to build positive communication between parents and children. The teacher has an important role in dealing with bullying in schools where the teacher can provide information about bullying. In this study, researchers used a qualitative approach using data collection techniques of observation, interviews and documentation. In this study interviews were conducted with parents and kindergarten teachers in Gunungkidul, Yogyakarta.

Keywords: *the role of the teacher, the role of parents, bullying, early childhood education*

Introduction

Early Childhood Education (ECE) is a very important education for a child. There are various kinds of abilities developed, namely cognitive abilities, religious and moral values, social emotional, physical motor and arts. One of the development of children's abilities is the development of children's social abilities. In developing social abilities, children are invited to play and interact with friends and the environment. Sometimes in the process of social development of children there are social problems faced by children as often happens violence between children when playing. Physical violence that often occurs when children interact with friends is like pinching, kicking, pulling hair and hitting body parts (stomach and chest). Not only physical violence, but there is also violence that can damage a child's mental state such as making fun, spitting, shouting, etc. Basically, children have the right to feel security, peace and happiness. Violence that occurs in these children is called bullying or bullying.

Bullying or oppression is a deliberate act where a person commits negative actions both physically, verbally and psychologically repeatedly to others. Olweus (1993) revealed that someone who is being bullied and carried out repeatedly from time to time, for negative actions on the part of one or more other students is a form of bullying. There are still many people who regard bullying as a common problem but bullying will be a continuing social problem if not handled properly. Bullying perpetrators and victims will experience the effects of bullying, such as perpetrators who will be socially rejected later on and for victims themselves will experience feelings of inferiority, anxiety, and even self-destruct (Saracho, 2017). Elmahera (2018) also said that victims of bullying have a great chance of becoming perpetrators of bullying in the next four years. Kochenderfer and Ladd (1997) revealed that many young victims were only a short time and not a long time. Arseneault (2006), Kirves and Sajaniemi (2012) revealed that children aged 5-7 years who are victims of bullying will find it difficult to adjust in the early years of school.

Olweus, et.al (1999) has established three criteria for labeling bullying behavior including: (1) intentional aggressive behavior (2) behavior that is carried out repeatedly or over time (3) imbalance or power in interpersonal relationships. The United Nation International Children 's

Emergency Fund (UNICEF) in 2016 ranked Indonesia as the first place regarding violence against children. The role of parents and teachers is very necessary for the prevention of bullying in early childhood education. Parents are the early educators of children who are the basis for determining the child's behavior. In this case parents have a very big responsibility to strengthen the mentality of children and also build positive relationships with children so that children openly tell their parents about the problems they face while at school. This will help the teacher to know the child's behavior when at home and minimize bullying to the child. In addition, the role of the teacher is also needed. The teacher is the child's guide when at school, most teachers certainly have more knowledge compared to parents at home so it is expected that the teacher can identify and handle bullying in children when at school. Teachers have an important role in dealing with bullying in schools where teachers can provide information about bullying itself with stories and short film screenings, as well as making a policy regarding bullying and enforcing policies firmly.

Method

The research used in this study uses a qualitative approach. The subjects in this study were parents, teachers and principals kindergarten in the Gunungkidul area, Yogyakarta. Data collection techniques used in this study are observation, interviews, and documentation. Interviews were conducted with 21 children's parents and 14 early childhood education teachers in Gunungkidul Regency. When the interview was conducted in August 2019 until September 2019. Observations were conducted in 7 kindergartens in Gunungkidul, Yogyakarta. Retrieval of documentation carried out during observation and interviews. The type of observation used is participatory observation where the researcher enters into the classroom but is not involved in the activity. In this study using interviews conducted with subjects, principals and teacher assistants in several schools and parents. While the documentation in this study took the form of photos of learning activities, media used and school documents. The validity test of the instrument in this study used data triangulation. Data triangulation is the use of more than one data collection method in one single case. Triangulation is defined as checking data from various sources in various ways, and at various times. Data analysis techniques in this study use the model of Miles and Huberman (Sugiyono, 2013) which states that the activities in the analysis of this model there are three steps namely, data reduction, data presentation, and conclusion drawing / verification (conclusion / verification).

Research limitations

This study took data with Observation, Interview, and Documentation with subjects of parents, principals and teachers in kindergartens in Gunungkidul Regency, Yogyakarta.

Results and Discussion

Bullying is a negative behavior that occurs repeatedly usually done by a person or group. Johnson (2011) and He (2009) revealed that when bullying situations arise in the school setting, interventions can be offered to children to teach social and emotional skills so that they can help avoid bullying behavior and begin to foster solid social relationships. Children who are victims have difficulty setting boundaries that can effectively protect themselves. Based on the results of interviews the lack of attention and supervision of parents to children triggers bullying. Rigby (2003) small children who are victims of bullying will suffer from low self-esteem, depression, anxiety, and self-destructive. For this reason parental supervision is required. Parental

supervision is the most important thing that parents of early childhood have to do because, if supervision occurs then the child's negative behavior will not occur repeatedly. Through supervision, parents will find out who their children are friends and play with. In addition, lack of attention from parents to children also triggers bullying.

While observations indicate that the lack of a conducive school environment also triggers bullying. The lack of teacher supervision when children are active and also the lack of teacher knowledge about the signs of bullying also triggers bullying actions. Wong (2004) also explains that the lack of rules on children's activities is one of the factors that makes children involved in bullying at school. When one child does violence to another child while playing the teacher only gives advice to the child. Though not only the advice given to the perpetrators but also the teacher should provide treatment or therapy to victims of bullying if this causes the child not to go to school. Teachers need to provide emotional support to minimize child trauma. Such support is also needed so that children do not feel alone and are discriminated against by their peers (Muthmainah, 2014).

Bullying is a serious social problem that can be fatal to someone. Bullying in early childhood education will be able to influence the behavior of children and will have an impact on the next stage of development if bullying is to cause trauma to children (Arumsari, 2017). Lack of rules and supervision of children's activities is one of the factors that makes children involved in bullying and crime in school. There are several steps that teachers should take to prevent this bullying. The first is identification of children's behavior. There are several criteria for children experiencing bullying at school such as insomnia, bedwetting, headaches, stomachaches, difficulty eating, vomiting, fear of going to school, crying before or after school, often alone, constantly asking to go home when it arrives school, changes in attitudes, clothing and habits and there are also some injuries on the child's body (Santoso, 2018). If there are signs such as those already described then teachers and parents should be vigilant. If the child only does bullying once, then the teacher should give advice to the offender, but if bullying has occurred repeatedly and causes anxiety to the victim, the teacher needs to provide strict rules. School rules are made and agreed upon by all school members, for that if there is a violation of the rules, the teacher is obliged to give strict action. This is to protect the rest of the school community so they feel safe when living in the school environment.

The second step if bullying occurs at school repeatedly, the teacher needs to work with parents. Parenting can be one of the solutions for collaboration between teachers and parents. The collaboration of teachers and parents is used to find out the child's behavior when at home, this will greatly help the teacher when dealing with bullying. The third step is to tuck the anti-bullying program into learning. Anti-bullying programs can be carried out through a variety of learning through role playing and storytelling. An anti-bullying program can be conducted once a week for the recommended duration of time, 30 minutes. The steps in preventing bullying in early childhood are in line with the opinion of Olweus, et.al (2005) which states that there are four basic principles that can minimize bullying including: (1) adult warmth, positive interest, and participation; (2) strict parameters or rules that explain behavior that is not acceptable to the environment; (3) persistent concentration of non-physical restrictions on acceptable behavior, disturbance, or regulations; and (4) adults are seen as the authorities and models for positive roles.

Conclusion

Bullying is a social problem that exists within the social interaction model. Bullying can be fatal to someone and can affect the behavior of victims and those who commit bullying. Early childhood education should provide peace or calm to students so that they can play while learning and can develop some developments in the child. Bullying victims can suffer trauma and will feel ostracized in the community if this happens to children it will result in one or more of their development being disrupted. Parents and Teachers have a very important role during the interaction that exists in the environment of children. Parents and Teachers can be a shield or a prevention of bullying. The role of parents and teachers is very necessary in the anti-bullying program with them knowing the bullying actions in their kindergarten will protect the child's environment from bullying both verbally and non-verbally.

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