

The Role of Parents in Supervising Children to Reduce Cases of Bullying in the World of Education

Shafa Farel Azka¹, Cholid Afidrus Wijayanto², Fakhri Naabil Prasetyo³, Rayhandika⁴

shafafarel11@gmail.com¹, cholidafidrusw@gmail.com², fahrinabil107@gmail.com³, rayhandhika111@gmail.com⁴.

Telkom University Purwokerto^{1,2,3,4}

Abstract: Bullying is a serious social issue as it can have fatal impacts on individuals who become its victims. In the context of early childhood education, bullying can affect children's behavior and influence their development in subsequent stages. The purpose of this study is to understand the importance of parental supervision in preventing and reducing bullying cases within educational settings. This research uses a literature study method, aiming to review data from various reference books and previous relevant studies to establish a theoretical foundation for the problem being investigated. The findings of this study indicate that active parental involvement in monitoring children—whether through routine interactions or supportive and directed parenting styles—has a significant impact on reducing bullying incidents in schools. Children whose parents are directly involved in their daily lives tend to have a lower risk of involvement in bullying, either as victims or perpetrators.

Keywords : Bullying, Child Development, Supervision, Anti-Bullying Program

Abstrak: Bullying adalah masalah sosial yang serius karena dapat berdampak fatal bagi individu yang menjadi korbannya. Dalam konteks pendidikan anak usia dini, tindakan bullying dapat mempengaruhi tingkah laku anak dan juga berdampak terhadap perkembangan mereka di tahap-tahap selanjutnya. Tujuan penelitian ini bertujuan untuk memahami seberapa penting peran pengawasan orang tua dalam mencegah dan mengurangi kasus bullying di lingkungan pendidikan. Dalam Penelitian ini, Metode yang digunakan adalah *studi literatur*. Metode ini bertujuan mengkaji data dari berbagai buku referensi serta hasil penelitian sebelumnya yang relevan dengan penelitian untuk mendapatkan landasan teori dari masalah yang di akan di teliti. Hasil Penelitian ini dapat kita peroleh yaitu menunjukkan bahwa keterlibatan aktif orang tua dalam pengawasan anak, baik melalui interaksi rutin maupun melalui pola asuh yang mendukung dan terarah, memiliki dampak signifikan dalam mengurangi insiden bullying di sekolah. Anak-anak yang orang tuanya terlibat secara langsung dalam kehidupan sehari-harinya, cenderung memiliki risiko lebih rendah terlibat dalam bullying, baik sebagai korban maupun pelaku.

Kata kunci: Bullying, Child Development, Supervision, Anti-Bullying Program

Introduction

Bullying is a serious social issue because it can have fatal consequences for the individuals who become its victims. In the context of early childhood education, bullying can affect children's behavior and have long-term impacts on their development in subsequent stages (Sugiyono, 2010: 12-15). The role of parents in supervision is crucial in preventing bullying. The review and interaction between parents and children are essential for understanding the children's needs and fostering positive communication (The Role of Teachers and Parents in Preventing Bullying in Early Childhood Education, 2023: 1-2).

Research has shown that a lack of supervision by teachers and parents increases the risk of bullying. On the other hand, good supervision from parents, such as regularly eating together, monitoring children's activities during free time, and checking homework, can reduce the likelihood of children becoming victims or perpetrators of bullying (Association between parental supervision and bullying victimization and perpetration in Brazilian adolescents, 2023: 3-4). Additionally, anti-bullying programs that involve parental involvement have been proven effective in reducing the incidence of bullying in schools (A Meta-analytic Review of School-Based Anti-bullying Programs with a Parent Component, 2023: 5-6).

This study is significant because it highlights the crucial role of parents in supervising their children to reduce bullying in educational settings. The research aims to explore how parental supervision can help prevent bullying and offer alternative solutions that can be implemented by both parents and schools. Therefore, this study is expected to make a meaningful contribution to preventing bullying by strengthening the active role of parents in child supervision.

This research will also explore various approaches that parents can take to prevent bullying, such as effective communication and participation in school programs. The results of the study are expected to provide practical recommendations for parents and schools in developing more effective bullying prevention strategies (Parenting behavior and the risk of becoming a victim and a bully/victim: a meta-analysis study, 2023: 7-8). Thus, this study not only focuses on identifying the problem but also on developing practical solutions that can be implemented to reduce bullying in educational environments.

Research Methods

In this study, the method used is a literature review. This method aims to examine data from various reference books and previous research relevant to the study to establish a theoretical foundation for the problem to be investigated (Sarwono, 2006).

Results and Discussion

This study aims to understand the role of parental supervision in efforts to prevent and reduce bullying incidents in educational settings. Based on research findings, active parental involvement in children's daily routines, such as eating together and monitoring school assignments, plays a significant role in lowering the risk of children becoming victims or perpetrators of bullying. For instance, a study in Brazil found that children who frequently interact with their parents in everyday activities are less likely to become involved in bullying, either as victims or perpetrators (Figueira et al., 2022).

Additionally, bullying prevention programs that involve parental participation have been shown to be effective in reducing the incidence of bullying in schools. The Friendly Schools Friendly Families program in the UK, which engages parents in anti-bullying activities, successfully increased the frequency of communication between parents and children about bullying issues. Through this program, parents felt more capable of influencing and guiding their children's responses to bullying situations. This program demonstrates that parental involvement in bullying prevention efforts not only strengthens their role in children's lives but also enhances their positive influence in preventing aggressive behaviors such as bullying (Lester et al., 2017).

Furthermore, the parenting style adopted by parents plays a crucial role in determining the likelihood of children being involved in bullying. Research by Georgiou (2008) shows that permissive parenting, where parents are responsive but fail to set clear boundaries, tends to increase the likelihood of children becoming bullying victims. Conversely, authoritative parenting, which combines support with discipline, is associated with a lower risk of children being involved in or experiencing bullying (Georgiou, 2008).

Additionally, a meta-analysis by Chen et al. (2020) indicates that parenting programs involving parental participation in school-based anti-bullying interventions significantly contribute to reducing bullying incidents. These programs focus on enhancing communication between parents and children, as well as strengthening parenting skills, which have been proven effective in reducing bullying behavior and improving children's ability to interact positively with their social environment. These findings support the whole-school approach, which emphasizes collaboration between families and schools in bullying prevention efforts (Chen et al., 2020).

The results of this research also show that negative parenting styles, such as neglect or abuse, are strongly associated with an increased risk of children becoming either bullying perpetrators or victims. In contrast, positive parenting styles—such as warm communication and emotional support from parents—provide significant protective effects. A meta-analysis by Leroya et al. (2013) found that children who receive full supervision and attention from their parents are at a lower risk of becoming either perpetrators or victims of bullying

in school. These findings strengthen the argument that positive parental supervision plays a crucial role in building children's social resilience in educational settings (Lereya et al., 2013).

Overall, the results and discussion indicate that parental supervision and active involvement are crucial in reducing the risk of bullying in schools. The role of parents includes not only direct supervision but also warm communication, emotional support, and the application of positive parenting skills. This research emphasizes the importance of bullying prevention programs that involve families and recommends that this approach be more widely adopted in schools as part of a comprehensive anti-bullying policy.

Conclusion

In conclusion, this study demonstrates that active parental involvement in supervising children, both through routine interactions and through supportive and directed parenting styles, has a significant impact on reducing incidents of bullying in schools. Children whose parents are directly involved in their daily lives, such as through shared meals, checking schoolwork, and overseeing social activities, tend to have a lower risk of engaging in bullying, either as victims or perpetrators. These findings align with social learning theory, which suggests that children mimic behaviors and values they observe in their immediate environment, including from their parents. Emotional support and positive communication patterns from parents strengthen moral values in children, making them more capable of avoiding aggressive behaviors such as bullying. Based on these findings, it is recommended that parents become more actively involved in monitoring and guiding their children's activities, particularly with regard to their social interactions both inside and outside of school. Schools are also advised to directly involve parents in bullying prevention programs, for example, through parenting skill training and effective communication sessions between parents and children. Furthermore, schools can collaborate with educational institutions to organize seminars and parenting programs focused on bullying prevention and enhancing parental involvement. These school-based programs could be implemented through a collaborative approach involving teachers, counselors, and parents, with the goal of creating a safe and supportive learning environment for students. These measures are expected not only to reduce bullying incidents but also to strengthen the relationship between schools and families, as well as enhance students' overall psychological well-being. The consistent implementation of these recommendations will contribute significantly to creating a safer and more harmonious educational climate, where students feel protected and supported by both their families and the school environment.

References

- Chen, Q., Zhu, Y., & Chui, W. (2020). A Meta-Analysis on Effects of Parenting Programs on Bullying Prevention. *Trauma, Violence, & Abuse*, 22, 1209 - 1220. <https://doi.org/10.1177/1524838020915619>.
- Christiana, E. (2023). The Role of Parents in Preventing Bullying in Early Childhood. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31004/obsesi.v7i5.5214>.
- Figueira, M., Okada, L., Leite, T., Azeredo, C., & Marques, E. (2022). Association between parental supervision and bullying victimization and perpetration in Brazilian adolescents, Brazilian National Survey of Student's Health 2015.. *Epidemiologia e servicos de saude : revista do Sistema Unico de Saude do Brasil*, 31 1, e2021778 . <https://doi.org/10.1590/S1679-49742022000100025>.
- Fono, Y., Dhiu, K., Dominic, M., Meo, V., & Ndange, S. (2022). The Roles of Parents in Preventing Bullying Behavior in Children at Aged 5-6 Years Old. *IJECA (International Journal of Education and Curriculum Application)*. <https://doi.org/10.31764/ijeca.v5i3.11211>.
- Georgiou, S. (2008). Parental style and child bullying and victimization experiences at school. *Social Psychology of Education*, 11, 213-227. <https://doi.org/10.1007/S11218-007-9048-5>.
- Huang, Y., Espelage, D., Polanin, J., & Hong, J. (2019). A Meta-analytic Review of School-Based Anti-bullying Programs with a Parent Component. *International Journal of Bullying Prevention*, 1, 32-44. <https://doi.org/10.1007/S42380-018-0002-1>.
- Lereya, S., Samara, M., & Wolke, D. (2013). Parenting behavior and the risk of becoming a victim and a bully/victim: a meta-analysis study.. *Child abuse & neglect*, 37 12, 1091-108 . <https://doi.org/10.1016/j.chiabu.2013.03.001>.
- Lester, L., Pearce, N., Waters, S., Barnes, A., Beatty, S., & Cross, D. (2017). Family Involvement in a Whole-School Bullying Intervention: Mothers' and Fathers' Communication and Influence with Children. *Journal of Child and Family Studies*, 26, 2716-2727. <https://doi.org/10.1007/S10826-017-0793-6>.
- Rahayu, P., Rasyid, H., Puspitasari, C., & Islamiyah, R. (2020). The Role of Teachers and Parents in Preventing Bullying in Early Childhood Education. *Proceedings of the 4th International Conference on Arts Language and Culture (ICALC 2019)*. <https://doi.org/10.2991/assehr.k.200323.043>.