



The Role of the Community and Parents in Preventing and Protecting Children from Physical and Verbal Bullying in the School Environment for a Better Future

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Abstract. This study aims to analyze the importance of community and parental involvement in the prevention and protection of children from all forms of bullying, both physical and verbal, which can impact the children's growth and development. This research uses a descriptive qualitative method with a literature review, providing an output based on existing data and as description of a research studies. This approach can serve as an example for research studies in formulating or creating a clear discussion of the issues being investigated. In this study, the data collection method uses interview with community members and parents of students, a review of legal regulations, literature, journals, empirical evidence, and other relevant materials. The research sources were obtained through interviews with elementary school teachers, parents, and the community. The result of this research indicates that the community and parents play a significant role in preventing and protecting children from various forms of physical and verbal bullying. The community and parents serve as the first line of defense in protecting children from bullying, whether as victims or perpetrators. The higher level of awareness and understanding among the community and parents regarding the importance of preventing bullying will impact to the lower of bullying incident in their environment. This has a positive impact on the children's optimal growth and development for their good mental health and the readiness to learn in a better future.

Keyword: Community & Parents, Verbal Bullying, School Environment

1 Introduction

Bullying or *bullying* is one of the things that receives attention in an effort to grow every child born into the world to become a healthy child both physically and mentally. According to Olweus in the book Helen C. & Dawn J states that *bullying* is an aggressive behavior in which the perpetrator of the crime uses himself or an object to cause serious injury and make others uncomfortable. Given the magnitude of the danger of bullying, the government is very concentrated on preventing and taking preventive measures to minimize the impact that will arise [1]

In accordance with the Convention on the Rights of the Child which was carried out on January 26, 1990 which was then followed up by Presidential Decree Number 36 of 1990 on September 25, 1990, Indonesia took a strategic step to implement the 1989

Convention by amending the second Constitution of 1945 by inserting Article 28B Paragraph (2) on August 18, 2000 which reads: "Every child has the right to survival, growth, and development and the right to, protection from violence and discrimination". Awareness of child protection against violence is also contained in Law No. 35 of 2014 which is an amendment to Law No. 23 of 2002 concerning Child Protection Article 76 C which states "Everyone is prohibited from placed, allow, committed, ordered to commit, or participate in committing violence against children", Article 9 Paragraph (1a) which states: "Every child has the right to be protected in the educational unit from sexual crimes and violence that carried out by educators, educators, fellow students, and/or other parties", as well as Permendikbud No. 82 of 2015 concerning the Prevention and Countermeasures of Violence in the Education Unit Environment, and the Decree of the Secretary General of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Number 49/M/2023 concerning Technical Instructions for the Implementation of Procedures for the Prevention and Handling of Violence in the Education Unit Environment. The various regulations above have clearly illustrated the importance of protecting children from bullying both physically and verbally [2], [3].

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2 METHOD

This study uses a descriptive qualitative research method with literature review which is carried out by providing output to existing data, as well as the elaboration of a discovery so that it can be used as an example for research studies in compiling or making a clear discussion of the content of the problem to be researched [4], [5], [6], [7]. The description in this review literature is directed to compile a clear framework of thinking about problem solving that has been described in the previous formulation of the problem. The source of the research was also carried out through interviews with elementary school teachers, parents and the community. The author looks for data or

literature materials from journals or articles and also references from books so that it can be used as a strong foundation in content or discussion.

3 Results And Discussion

The literature review in this study is based on the following 5 journals:

Table 1. The result of the literature review

No	Researchers	Title	Result
1	Sterzing et al.(2020) [8]	Exploring bullying and victimization among adolescent girls in the child welfare system: Bully-only, victim-only, bully-victim, and noninvolved roles.	The results showed that the identification of significantly higher rates of bullying victims had important practical implications, suggesting child well-being and school systems adopted trauma-informed care systems
2	Fanzhu Kong, Lily Zhao, Xiaojun Tao and Guosong Wu [3]	The effect of workplace bullying on knowledge sharing of the employees in scientific and technological enterprises a moderated mediationmodel	The results of the study show that bullying caused by bullying has a negative impact wherepatience tends to decrease, affecting motivation and performance. This will have an impact on the motivation and performance of the victim
3	Tri Sakti Widyaningsih, Rizki Amalia, Tamrin Tamrin [9]	Bullying Behavior and Social Interaction Abilityof School-age Children in Tambangan Public Elementary School 02 Mijen Semarang	The results showed that the identification of significantly higher rates of bullying victims had important practical implications, suggesting child well-being and school systems adopted trauma-informed care systems
4	Krisnana, I., Rachmawati, P.	Adolescent characteristics and	The results of the study show that the

No	Researchers	Title	Result
	D.,Arief, Y. S., Kurnia,I. D., Nastiti, A. A., Safitri, I. F. N., & Putri, A. T. K. (2019) [10].	parenting style as the determinant factors of bullying in Indonesia: a cross-sectional study. International journal of adolescent medicine and health.	characteristics of adolescents, namely age and place of residence, are related to bullying behavior. Permissive and authoritarian parenting is positively correlated with being a bully, while only permissive parenting is positively correlated with being a victim of bullying
5	Halimatus Sa'diyah,Sri Nurhayati [11]	Analysis of Child- Friendly School Strategies to Prevent Bullying at Elementary Schools	The results of the study show that the implementation of child-friendly schools in elementary schools in the form of learning strategies based on life skills, activities by developing students' potential, as well as cooperation with parents and the community, is certainly needed to control student activities at home. Such as a conducive school environmentthat makes students feel comfortable and calm studying at school. In the formation of student character at home, it is proven that it will reduce the occurrence of bullying and minimize the adverse impact of bullying.
6	Zequinão, M. A., Medeiros, P. D., Silva, J. L. D., Pereira, B. O., & Cardoso, F. L	Sociometric status of participants involved in school bullying.	This study aimed to analyze the sociometric status and its relationships with sex, age and profiles of

No	Researchers	Title	Result
	[12]		bullying participation in children and adolescents in situations of social vulnerability

Child-friendly School and School Safety Climate

The 2005-2025 National Education Development Plan (RPPNJP) states that Indonesia's vision in 2025 is to produce Smart and Competitive Indonesian People. The meaning of intelligent Indonesian people is that they are comprehensively intelligent, namely spiritually intelligent, emotionally intelligent, socially intelligent, intellectually intelligent, and kinesthetically intelligent. Indonesian smart people will be formed if access to education is obtained easily. A good education should be accessible to all children, without geographical, economic and social restrictions, nor physical or mental barriers. Of course, it is not an easy thing to prepare smart Indonesians in various fields in the midst of the onslaught of negativity around children. One of the negative onslaughts is the rampant bullying/*Bullying*. In order to be able to properly accommodate the need for the importance of protection for children, the government issued a Child-Friendly School (SRA) policy to be able to fulfill, guarantee and protect children's rights, as well as ensure that educational units are able to develop children's interests, talents and abilities and prepare children to be responsible for a tolerant life, mutual respect, and cooperation for progress and the spirit of peace. The educational unit is expected not only to give birth to an intellectually intelligent generation, but also to give birth to an emotionally and spiritually intelligent generation [5], [6], [7].

The concept of Child-Friendly Schools is a program to create safe, clean, healthy, caring, and cultured environmental conditions, which are able to ensure the fulfillment of children's rights and protection from violence, discrimination, and another mistreatment. As long as the child is in the education unit, as well as supporting children's participation, especially in planning, policy, learning and supervision. Child-Friendly Schools are not building new schools, but conditioning a school to be comfortable for children, as well as ensuring that the school fulfills children's rights and protects them, because schools become a second home for children, after their own homes [10], [13], [14].

The Child-Friendly Education Unit or abbreviated as SRA is a formal, non-formal and informal education unit that is able to provide the fulfillment of special rights and protection for children, including the existence of a complaint mechanism in handling cases in the education unit. SRA was developed with the hope of fulfilling rights and protecting one-third of a child's life (8 hours in a day) while they are in the education unit. SRA is a paradigm shift to make adults in the education unit become parents and friends of students in their daily interactions in the education unit, so that the

commitment for the education unit to become an SRA is a very important commitment in saving children's lives [15], [16].

The government through various related regulations is very concentrated on creating a child-friendly conducive climate and atmosphere that is expected to be able to protect children from various crimes and violence in various tempts. However, reality shows that there are still many conditions that show that children have a big threat around them. Therefore, there needs to be cooperation and synergistic relationships between all education residents not only from the school environment but also from the home environment and the surrounding community [9], [12].

Physical and Verbal Bullying in Elementary School Students

An excerpt from the decree of the Secretary General of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Number 49/M/2023 states that; "Bullying can be in the form of physical violence or psychological violence. Bullying is physical violence committed by the perpetrator to the victim in the form of physical contact, either with or without aids and/or psychological violence in the form of non-physical acts committed with the aim of degrading, insulting, frightening, or making uncomfortable feelings which are carried out repeatedly and are carried out due to inequality in power relations. The factors that distinguish forms of bullying violence from other forms of violence are the elements of repetition and unequal power relations. If the act of violence is committed only once and there is no power relationship, then it cannot be categorized as bullying, and can be included in other types of violence" [13], [14], [17].

The school climate certainly also provides a major contribution to bullying. Research on school climate and intimidation typically focuses on perceptions of safety, social relations between teachers and students, or between students and school environment (Gage et al., 2014). Schools have a big role in efforts to prevent the influence of bullying/Bullying which is bad in order to create an ideal condition where all school residents have a conducive climate for learning. But in reality, schools are often the most strategic factor in the emergence of bullying and all the bad effects in it.

There are many types of bullying/Bullying that occurred in the school environment. In general, boys use *Bullying* Physically and girls use relational or emotional bullying a lot, but both use verbal bullying. This difference is more related to the socialization pattern that occurs between boys and girls. No matter if it is done by boys or girls, bullying will become a recurring circle that is difficult to break. According to cross-border research conducted by Craig et al, it is stated that "Children who are victims of bullying tend to be involved in the bullying of other children. This means an endless circle when the victim turns into the perpetrator. Thus, the practice of violence becomes a culture among children. According to a cross-country study conducted by Craig et al. which states that "Children who are victims of bullying tend to be involved in the bullying of other children. This means an endless circle when the victim turns into the perpetrator. Thus, the practice of violence became a culture among children [8], [11], [18].

There are many forms of bullying/*Bullying* which often haunts elementary school students. Bullying/*Bullying* are generally in physical form and verbal form. Physical bullying is more than just violence such as hitting and kicking, physical bullying also includes stealing the victim's belongings, or damaging the victim's property (Lee, 2004). Forms of physical bullying among elementary school students often occur even though they start with a joke. Another type of bullying is verbal where this is considered normal among elementary school students even though it has consequences that are also harmful to students' mentality.

Bullying/*Bullying* verbally, it is more difficult to identify, and *Bullying* verbal is carried out by both women and men. Verbal bullying is understood in the form of ridicule, name-calling, teasing, insulting, and threatening (Olweus, 1993). Words and sentences alone have the power to hurt, and if a person experiences verbal abuse for a long time, their self-image and self-esteem will also be affected and have bad consequences such as depression, anxiety, and other problems. In extreme cases, several cases of suicide from teenagers in Agisyaputri, Nadhirah, & Saripah | 22 schools were caused because they were related to prolonged verbal violence obtained from their peers at school.

Bullying has negative impacts not only on the victim but also on those who witness the bullying incident (Taylor, 2017). This statement is certainly a note for teachers, parents and the community to be more proactive in handling bullying/*Bullying* around children.

The Adverse Impact of Physical and Verbal Bullying on Elementary School Students

Research results *Programme for International Student Assessment* (PISA) in 2023 shows the number of students in Indonesia who experience bullying /*Bullying* as much as 41.1%. This figure is far above the average of OECD member countries which is only in the range of 22.7%. Thus, making Indonesia fifth out of 78 countries as the country with the most cases of bullying. In addition to bullying, as many as 15% of students in Indonesia admitted to being bullied, 19% were ostracized, 22% were insulted and their goods were stolen. Furthermore, as many as 14% of students in Indonesia admitted to being threatened, 18% were encouraged by their friends, and 20% had students whose bad news was spread.

In the last 30 years, researchers have found that bullying/*Bullying* is a serious threat to the child's development and is a potential cause of violence in schools.

Therefore, it is necessary to monitor the emotional development of children who are starting to grow into adolescents. Adolescents who have maladaptive social interaction skills have difficulty establishing friendships and prefer to be alone, like to be hostile, angry, alone, and tend not to have many friends

Another impact of bullying is that individuals become unconfident, withdrawn, have low self-esteem, feel isolated and do not want to continue school, and even further

impacts will lead to death. Bullying can have a negative impact on both the physical and psychological of the victim. If the victim experiences physical violence, the signs can be recognized through physical pain such as cuts, bruises and bruises. However, often bullying also leaves psychological pain that often goes undetected if the child does not open up. One of the impacts of bullying is the disruption of the mental health of the victim both now and in the future. According to a study conducted on 692 participants from the United Kingdom, Ireland, France and Germany, it was shown that chronic bullying causes a decrease in the brain volume of the Caudate and Putamen parts. This decrease in brain volume also results in mental health problems such as anxiety (*anxiety*) when the victim grew up. This condition can cause difficulty concentrating accompanied by a decrease in productivity and achievement of children. In addition, bullying also has the potential to have a negative impact on children in the future.

Seeing the magnitude of the impact caused, of course, it is a common concern so that bullying can become a habit that is no longer considered commonplace but requires proper handling. Cooperation with the whole is needed *Stakeholders* schools, especially parents and the community.

The Role of the Education Tricentric, Especially the Community and Parents and the Surrounding Environment for the Prévention of Physical and Verbal Bullying in Elementary School Students

The increase in incidents of bullying is often caused by a lack of understanding between various parties involved. Schools, parents, and the general public do not yet have a unified view on how serious this bullying problem is and how to address it. This difference in perception causes the handling of bullying to be less effective, so that bullying cases continue to emerge.

The role of parents and the community is very large in efforts to prevent bullying and reduce the negative effects of the dangers of bullying. Perpetrators and victims of bullying in general are individuals who have difficulty in interacting well. As expressed by Hurlock (2011) *"Person with the high social interaction ability is a person who can balance his or her attitude with the rules or guidance in the environment. However, not all individuals are able to have a good social interaction. High and low levels of individual interaction are totally affected by family and social life around them"*. From this explanation, it is clear that the role of parents is very large to implement proper parenting so that children can interact well in their environment

In the Technical Guidelines for Child-Friendly Schools, it is described that the duties of parents and the community in The establishment and development of Child-Friendly Schools is divided into 5 (five) stages, and 4 of them contain the duties and responsibilities of parents and the community to protect children from violence. These

duties and functions include: 1. Parents/guardians are asked to send their children to school close to their parents (home/office).

1. Parents/guardians are required to provide regular time of at least 20 (twenty) minutes a day to listen and
2. respond to children's complaints
3. Actively participating in coordination meetings for the implementation of SRA
4. Intense communication between parents and teachers (For example, through social media WhatsApp)
5. Parents/guardians provide time, thoughts, energy, and materials according to their abilities to ensure the growth and development of children's interests, talents, and abilities.
6. Parents give approval for every activity of students in the education unit as long as it is in accordance with the principles of SRA.
7. Parents/guardians e) Supervise the security, safety, and comfort of students including ensuring healthy internet use and child-friendly social media f) Be proactive to ensure that SRA is included in the preparation, implementation, and accountability of RKAS

Meanwhile, the tasks of the community are:

1. Community institutions facilitate activities related to the implementation of SRA
2. The business world in the form of Corporate Social Responsibility (CSR) programs facilitates activities related to the implementation of SRA.
3. Other stakeholders facilitate activities related to the implementation of non-binding SRAs
4. Community institutions supervise the security, safety, and comfort of students
5. Community institutions are proactive in supporting efforts to implement SRA principles
6. Other stakeholders are proactive in supporting efforts to ensure the safety, security, and comfort of children, including the negative influence of social media and mass media

In the Child-Friendly School (SRA) guidebook, it is stated that there is Annam groups of children who are vulnerable to bullying, namely:

1. A child whose parents are divorced,
2. Children who do not live with their parents,
3. A child who only lives with one of his parents,
4. The child whose parents are both working outside the city/full-time,
5. Children from marginalized groups, and
6. Children who do not have a birth certificate

Based on the above criteria, the role of parents is very large as a shield for children to avoid bullying. *Bullying* both as victims and perpetrators

4 Conclusion

Bullying/*Bullying* is a phenomenon that is currently rampant around children's lives. There are many forms of bullying/*Bullying* which often haunts and affects their physical and mental health. Bullying/*Bullying* It is generally done in physical form and verbal form. A serious step is needed to see the extent of bullying/ *Bullying* become a habit that is difficult to eliminate, and how to participate outside of school to be able to activate the trisentric of education for bullying prevention. The Trisenta in question is the role of parents and the community in the environment around students, to support bullying prevention programs so that every child has comfortable life that supports a bright future.

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