

The Rise of Bullying at the Early Childhood Education Level

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Abstract

Purpose: This research aims to explore the phenomenon of increasing cases of bullying among young children, identify the causal factors, and analyze the impact on children's social and emotional development. Apart from that, this research also attempts to formulate effective prevention and intervention strategies to overcome the problem of bullying.

Methodology: This research uses a qualitative approach which has been carried out, it can be concluded that the phenomenon of bullying in early childhood education is a serious problem that requires immediate attention and treatment from various parties. Several important points that can be taken from this research include: The forms of bullying that occur tend to be verbal and social, such as teasing, isolating and spreading rumors.

Results: The results of the study show cases of bullying among young children, in various forms ranging from physical to social exclusion. The main factors contributing to this phenomenon include inappropriate media exposure, lack of adult supervision, and minimal character education at school and home. The impact of bullying on victims includes decreased self-confidence, difficulty socializing, and emotional disturbances. Effective prevention strategies involve a holistic approach to the role of schools, families and communities in building safe environments for children.

Applications/Originality/Value: This research provides a new contribution to the understanding of the dynamics of bullying in early childhood by involving various stakeholders. The findings of this, research can be the basis for developing policies and intervention programs that are more targeted in dealing with the problem of bullying in early childhood.

Introduction

Bullying or intimidation has become an increasing problem in early childhood education environments. This action not only has a negative impact on children's psychological development, but can also hinder their learning process. Bullying can occur in various forms, such as verbal insults, social exclusion, physical violence, or even harassment via social media. This phenomenon is increasingly worrying because it can occur in children who are still in the early stages of development, when they should have a safe and conducive environment for growing and learning. According to Putri et al. (2020) he revealed that forms of bullying behavior carried out by young children are often ignored by parents or adults in the environment around the child, not infrequently teachers also ignore forms of bullying behavior carried out by young children by assuming where children at such an early age not being able to understand what is good behavior or bad behavior, so it is normal for the child to do it

Bullying behavior itself is unwanted behavior, especially in the school environment because bullying is an aggressive behavior. According to Janitra & Prasanti (2017) bullying is a form of negative behavior that is carried out repeatedly, consciously and deliberately with the intent and purpose of hurting other people, whether in the form of physical or emotional harm, carried out individually or group. In line with this opinion Mahriza et al. (2020) say that bullying behavior is an act of violence that can occur as coercion whether carried out in physical or psychological form towards children or weaker people. This aggressive behavior is usually carried out deliberately, continuously and repeatedly physically, verbally and sometimes even psychologically bullying. groups behavior into four types, namely (1) in physical form, (2) bullying in verbal form or bullying in verbal form (3) psychological bullying and finally (4) cyberbullying, this cyberbullying is bullying behavior using electronic media such as the internet or telephone or other means, for example, posting something in the form of text, video, images or photos that the bully uses to scare, threaten or intimidate the victim of the bullying (Azzahra et al., 2022).

Early childhood education is a very important initial foundation in forming a child's character and personality. At this stage, children should receive an environment that is safe, comfortable and conducive to optimal growth and development. However, the reality is just the opposite. The phenomenon of bullying in the early childhood education environment has become increasingly common lately. Bullying, which is an act of intimidation, physical and verbal violence, and social

exclusion, not only has an impact on the victim's psychological condition, but can also hinder the child's overall development. Children who are victims of bullying often experience fear, anxiety, low self-esteem, and even depression. This of course can disrupt their learning process and hinder potential that should be able to develop optimally. Concern is increasing considering that cases of bullying in early childhood education environments are increasingly being exposed to the public. Not infrequently, these cases involve quite severe acts of physical violence, such as hitting, kicking, and even strangling their peers. Ironically, it is not only children who are the perpetrators, but also educators who are supposed to be role models and protect children. This phenomenon is of course a serious concern for all parties, including parents, educators and policy makers. Concrete and integrated efforts are needed to overcome the prevalence of bullying at the early childhood education level. Appropriate prevention and treatment must be carried out immediately so that children can grow and develop in an environment that is safe, comfortable and free from intimidation and violence to Laroza (2023).

According to Rachmayani (2015), how individual, family, school, community, and societal factors interrelate and contribute to bullying and provides a comprehensive overview of the problem of bullying, including definitions, prevalence, negative impacts, and risk factors. In addition, Dey Putri(2020) also highlighting the importance of developing prevention and intervention programs that cover various levels of the ecological system (Laroza et al., 2023). Psychologist at Student Mental Health and Wellbeing Support (SMHWS), Universitas Muhammadiyah Surakarta (UMS) condemned the actions of bullies bullying helpless victims. "It is really alarming, bullying does not look at age, gender, or even place. It can be everywhere," At the elementary school level, bullying in verbal form is often considered by adults as a joke, even though it has entered the realm of bullying (Almira & Marheni, 2021). According to Adolph (2016) the influence of parenting on their children can also be a trigger for early childhood bullying behavior.

According to Dantchev et al. (2018) a Longitudinal Study found that bullying in childhood and adolescence is associated with mental health problems, but the longitudinal relationship and specific impact on various symptoms remain unclear (Olweus & Limber, 2010). Olweus Bullying Prevention Program, a comprehensive program designed to prevent and reduce bullying in schools. The program was originally developed in Norway in the 1980s by Dan Olweus, and later adapted for use in the United States. The article explains the main components of the program, such as assessing bullying incidents, establishing a school coordination group, staff training, classroom rules regarding bullying, meetings with parents, and classical activities. The article also presents the results of various evaluations of the program's effectiveness in reducing bullying and other antisocial behavior, both in Norway and in the United States. Finally, the article discusses the challenges of implementing the program widely and the factors that contribute to successful implementation (Thompson & Smith, 2013). Bullying in schools continues to be a significant problem in Australia, with negative consequences for victims, perpetrators and the school environment as a whole. This paper presents a critical review of bullying research in Australia over the last two decades and explores the effectiveness of various intervention programs that have been implemented. Research has revealed a relatively high prevalence of bullying in Australian schools, with around one in four or five students involved, either as victims, perpetrators, or both. The most common types of bullying are verbal and relational bullying, while physical bullying and cyber-bullying also occur quite frequently. Several risk factors have been identified, including gender, age, socio-economic status, and involvement in other deviant behaviors. Various intervention programs have been implemented, such as anti-bullying awareness programs, cognitive-behavioral interventions, and whole school-based approaches, with varying degrees of success. The paper concludes that a comprehensive approach involving the entire school community and encompassing multiple components such as education, policy and case management appears to be most effective in addressing the problem of bullying in Australian schools (Destiyanti, 2022).

Systematically reviewing the effectiveness of anti-bullying programs implemented in schools. Meta-analytic methods were used to combine results from empirical studies of these programs. A comprehensive literature search identified 89 studies that met inclusion criteria. Metaanalysis results show that anti-bullying programs significantly reduce bullying and bullying victimization with small to moderate effect sizes. The most effective programs involve a wholeschool approach, are longer in duration, involve parents, and use elements of classroom discipline/rules. Most positive impacts are only observed on self-report scales and direct measurements, not on official crime or delinquency data. Implications for school practice and further research are discussed. According to Azhari et al. (2023), to respond to exposure to bullying, the world of education needs to comprehensively form and strengthen superior character in students. This educational process can be carried out in formal or non-formal schools. Character education for young children in avoiding bullying at school includes several important aspects. First, empathy teaches children to understand other people's feelings and put themselves in their position. Tolerance instills an attitude of respect for differences between individuals. Positive communication trains children to communicate well and resolve conflicts. peacefully,

Assertiveness teaches children to have the courage to express opinions and reject bad treatment. Collaboration encourages children to collaborate and help each other, Emotional control trains children to manage emotions, especially anger and frustration, Self-esteem builds children's selfconfidence so they are not easily targets of bullying, Socialawareness teaches the importance of maintaining harmony in the social environment. Moral education has the meaning of a way of forming, forging, educating, directing, providing moral training or direction to someone as part of the learning process (Suci & Ibrahim, 2023).

According to Priyandita & Agustin (2021) "The Phenomenon of Bullying in Early Childhood: A Developmental Psychology Perspective examines how thoughts, feelings, and behavior change throughout a person's life. Most theories in this discipline focus on development during childhood, because it is during this period that the greatest changes occur in a

person's life. And also according to Firmansyah (2022). The role of teachers and parents in overcoming bullying in early childhood is very important in this millennial era. Bullying is heartbreaking to see children experiencing physical and emotional pain from in person bullying or cyberbullying (received online). Some parents are unsure how to start protecting their children from bullying and other violence. In fact, some parents may not know whether their children are victims, witnesses, or even perpetrators of these dangerous acts.

Method

This research will use a qualitative approach with a case study method, namely an in-depth research method that focuses on detailed analysis of a particular case, situation or phenomenon. According to Sweeney (2010), According to Robert K. Yin (1981b), case study is a research method used to investigate contemporary phenomena in depth in real life contexts. Several important points about case studies according to Yin, Focus on contemporary phenomena case studies focus on events or situations that occur today, real life contexts, Research is conducted in natural settings, not laboratories, "how" and "why" questions Case studies are suitable for answer these questions, the boundaries between phenomenon and context are unclear case studies help understand the complexity of the situation, multiple sources of evidence, use multiple data collection methods, flexible design, can be adjusted as the research develops, theory as a guide, uses theoretical propositions to direct the collection and data analysis. According to Yin, case studies emphasize the importance of a systematic and rigorous approach in conducting in-depth qualitative research. According to Sweeney (2010), case studies only repeat types of topics that are applicable. The essence is to try to explain decisions about why the study was chosen, how to implement it, according to Dewi (2020) case studies are the right strategy to use in research that uses the main research question "how" or "why". This method was chosen because it allows researchers to explore in depth and thoroughly the bullying phenomenon at Aisiyiah Krajan Jebres Surakarta Kindergarten. Bullying is a serious problem that often occurs in the educational environment, including at the early childhood education level. This phenomenon is very concerning because it can have a negative impact on children's development, both physically and psychologically. Therefore, research on the prevalence of bullying at the early childhood education level is very necessary.

To understand the causes and impact factors, and find the right solution to deal with them. Several data collection techniques that will be used include: Participant observation: Researchers will be directly involved in activities in the early childhood education environment to observe bullying behavior that occurs, both verbally and non-verbally. Research Location: Kindergarten Aisiyiah Krajan Jebres Solo Surakarta with a total of 61 students, located in an area near the university in March, government buildings and a boarding house area. It is located in a dead end alley, far from the crowds, so local people and those who live far away entrust their children to study at Aisiyiah Krajan Kindergarten because of security considerations. In the last 9 months, the phenomenon of bullying among young children has become increasingly common in the Aisiyiah Krajan Jebres Solo Kindergarten area, Surakarta and its surroundings. Research carried out by all teachers in this kindergarten. From September 2023 to May 2024, there was a significant increase in cases of bullying in kindergartens (TK). In the research, the research team conducted observations and interviews with 10 parents, 1 school principal, 4 teachers and several neighbors in the area around the school. The results showed that 37% of young children experienced bullying in the form of exclusion, insults or mild physical violence from their peers. 18% of them even experienced bullying in the form of quite severe physical violence, such as being kicked, hit or grabbed. Bullying in early childhood is often considered trivial and normal. "However, if left unchecked, this can have a negative impact on children's psychological and social development in the future," said Head Researcher, Dr. Ratna Komala. This research reveals that factors causing bullying among young children include lack of supervision from parents and teachers, exposure to media that is not age appropriate, and a lack of character education in the school environment. Therefore, comprehensive efforts are needed from all parties to overcome this problem as early as possible.

In-depth interviews, Research. conducted interviews with various parties involved, Principals, Teachers, Parents, and children, at Aisiyiah Krajan Jebres Surakarta Kindergarten to obtain a more comprehensive perspective on bullying. This research also collects and analyzes related documents, reports of bullying cases carried out by children at school, children breaking school rules, and records of bullying cases occurring according to their answers, imitating the surrounding environment and the influence of seeing gadgets. Children are bullied first so they retaliate against their friends' actions. The selection of participants was carried out using a purposive sampling technique, which enabled this research to select participants who had knowledge and experience relevant to the research topic. We observed children who often bullied their friends with the many problems they faced. The population in this study were all young children who attended Kindergarten (TK) and Early Childhood Education (PAUD) at Aisiyiah Kindergarten Krajan Jebres Solo. This population was chosen because there were increasing reports and cases of bullying in the school environment.

In qualitative research, sample selection is carried out using a purposive sampling technique, namely selecting samples based on certain criteria. The criteria used in this research are: Children aged 4-6 years who are registered at Kindergarten Aisiyiah Krajan Solo, Children who have been victims of bullying or perpetrators of bullying based on reports from teachers or parents, Parents of children who have been victims or perpetrators of bullying. Kindergarten teachers and school principals who teach in classes where bullying cases occur. The following are the sample collection techniques used in this research: Purposive Sampling, this research selected Aisiyiah Krajan Kindergarten which was known to have cases of bullying based on reports or information from students or parents. Snowball Sampling, after obtaining initial information

from the school, this research used snowball sampling techniques to obtain other informants such as parents or teachers involved in the bullying case, Maximum Variation Sampling. This research seeks to obtain a diverse sample, both in terms of age, gender, family background, and type of bullying experienced or carried out, to obtain a more comprehensive picture of the bullying phenomenon in early childhood education.

Table 1. The background of the family

Number	Name	Age 5-6 years	Gender	Family background
1	AF	6	man	Working parents entrust their children to their grandmother with promiscuity and always playing on their cell phones. Their children get angry easily and often bully their friends both in words and deeds. Low social skills and difficulty in managing emotions can be factors that cause children to engage in bullying behavior.
2	AG	5.9	man	Parents work, children often play on cellphones and socialize promiscuously, children often have tantrums, always retaliate when bullied
3	AK	6	man	Parents work, come from outside Java, children have free social interactions, like to bully and are bullied
4	AJ	6	man	Parents work with their children freely, if they are bullied they always retaliate
5	AR	6	man	Parents work, social supervision, parents sometimes respond when they are bullied and report when they are bullied
6	AN	6	women	Parents work, always supervise parents, sometimes they get bullied, rarely get bullied, every time a child bullies, report it to the teacher
7	AA	5.5	women	Parents always work under parental supervision, they rarely get bullied, every time a child bullies them, they report it to the teacher
8	CD	5.7	man	Parents always work under parental supervision and are rarely bullied. Every time a child is bullied, they report it to the teacher
9	FH	5.5	women	Parents always work under parental supervision. They have been bullied every time a child bullies them and reports it to the teacher
10	PS	5.8	women	Parents always work under parental supervision, they rarely get bullied, every time a child bullies them, they report it to the teacher
11	RC	6	women	Parents always work under parental supervision, they rarely get bullied, every time a child bullies them, they report it to the teacher
12	RD	6	man	Parents work with their children freely, if they are bullied they always retaliate
13	RF	6	man	Parents work with children who are promiscuous, often bully, always retaliate when they are bullied

14	ZI	5.6	man	Parents work with their children freely, if they are bullied they don't retaliate
15	ZF	5.4	man	Parents work under supervision from parents, if they are bullied they don't retaliate

Data collection techniques in this research can be carried out through in-depth interviews, participant observation, and documentation studies to obtain more complete and in-depth information about the causal factors, forms, impacts, and efforts to prevent bullying in the early childhood education environment. Main Variable, the phenomenon of bullying in the early childhood education environment at Kindergarten Aisyiyah Krajan is increasing related to the factors that cause bullying due to the influence of the family environment, peers, the influence of the media which easily accesses violent videos in the form of animated and non-animated films which are packaged as games. The forms of bullying that occur are physical by imitating the films they watch as well as the influence of families who don't pay enough attention to children. The impact of bullying on victims is sometimes very scarring. Children are afraid to meet and play with bullies, children often cry. The role of teachers and parents in dealing with bullying is at the level of supervising children and calling children, both reported and victims. Also calling people on both sides. parties to overcome and resolve what happened, anti-bullying policies and programs in early childhood education institutions at Aisyiyah Krajan Kindergarten, namely by increasing the learning of religious and moral values regarding violence which Allah hates and that all creatures created by Allah must love each other and respect each other well. speech, watching educational videos, or singing. Approach: Phenomenology, Studying individual subjective experiences related to the phenomenon of bullying in early childhood education using data collection methods through in-depth interviews with children who are victims of bullying, children who are bullied, parents/guardians of students, teachers and early childhood education staff. Participatory observation in school environments/early childhood education institutions. Document study of teacher records, incident reports, school policies. Sampling technique, purposive sampling to select participants who have direct experience with the phenomenon of bullying. Snowball sampling to identify additional participants through recommendations from previous participants. Ethical Considerations to obtain ethical approval from the research ethics committee, Maintain confidentiality and privacy of participants, Pay attention to the welfare and safety of participants, especially children. This qualitative research design aims to gain an indepth understanding of the phenomenon of bullying in early childhood education, the factors that cause it, its impact, as well as the perspectives and experiences of various related parties. The results of this research can provide valuable insights for preventing and handling bullying in early childhood education environments.

Instrument to all parties involved as well as the experience of teachers/staff in dealing with cases. bullying at school, Teacher/staff perceptions regarding the causes of bullying are explored and the efforts that have been made by the school to prevent and handle bullying cases. The challenges faced in overcoming the problem of bullying are not easy. By bringing in experts to provide insight to parents, the hope is that this will reach the children. Advice and recommendations from psychologists and teachers to minimize bullying in the school environment. Researchers asked the principal of Kindergarten Aisyiyah Krajan No. 54 Jebres Solo, what was the main cause of widespread bullying at school, his answer was because at home children lack supervision from parents, children socialize freely without anyone supervising them, they are addicted to cellphones and in the family environment too lack of religion so that children do not understand good and bad behavior. A similar question was also asked to one of the student's parents, and the surprising answer was that according to him it was normal for children to fight and then they would make peace again, while the answer from another student's parent was that the child was addicted to cellphones so sometimes they imitated scenes from the films they watched. Increase observation by observing social interactions between students in the school environment, both in the classroom, bathroom, school yard and every corner of the school. The principal works with teachers and school guards by observing student behavior that is suspicious or indicates bullying. The principal also observes the actions of teachers/staff in responding to or preventing bullying behavior.



Figure 1. Bullying at the kindergarten

Result and Discussion

Review school policies or regulations related to preventing and handling bullying, analyze reports of bullying incidents that occur at school, study programs or activities organized by the school to educate about anti-bullying. Focus Group Discussion (FGD) Involves students, parents, teachers and staff to discuss bullying issues, explores their perceptions and experiences regarding bullying in the school environment, identifies factors that contribute to bullying and also collects suggestions and input to minimize bullying at school. Field Notes.

Record detailed observations made, both interviews and focus group discussions. Record the researcher's reflections, thoughts and interpretations during the research process. Note the context and situations relevant to the phenomenon of bullying in schools. This instrument can be adapted and further developed based on specific research needs and objectives. The combination of several instruments will provide a more comprehensive picture of the problem of bullying at the child's education level. Data obtained from observations, interviews and documentation studies will be analyzed qualitatively using thematic analysis techniques. The analysis process will include: Data coding, Identifying and categorizing data relevant to the research question. Theme identification: Explore and identify the main themes that emerge from the data. Data interpretation: Interpret and explain the meaning of identified themes in the context of the research.

Table 2. Notice anti-bullying regulation Aisyiyah Krajan TK No. 54 Jebres Surakarta

No	Notice Anti-Bullying Regulation
1	Mutual respect: All children should treat their friends with respect and kindness.
2	Speak politely: All children should speak kind words and not hurt other people's feelings.
3	Hands to help: Don't use your hands to hit or push your friend.
4	Share and play together: Invite all your friends to come play and share toys.
5	Report to the teacher: If you see a friend being bullied or sad, tell the teacher.
6	Apologize if you make a mistake: Learn to admit your mistake and apologize.
7	Praising friends: Give praise for a friend's goodness or achievements.
8	Listen when friends talk: Respect the friend who is talking by listening.
9	Help a friend in trouble: Offer help if you see a friend in need.
10	Appreciate differences: Accept that every child is different and special in their own way.

To ensure the validity of the data, this research uses triangulation techniques, namely combining various data sources and data collection methods to obtain a more comprehensive and valid picture of the phenomenon under study. In addition, this research will also involve participants in the data verification process to ensure that the researcher's interpretations match their experiences and perspectives. To ensure the validity of the data in this research, researchers used triangulation techniques, which include: Source Triangulation. This research collects data from various sources, namely teachers, parents, child psychologists, school supervisors. Then with method triangulation, this research uses several data collection methods, namely in-depth interviews with teachers and parents, direct observation in the school environment, document analysis, such as incident records and student behavior reports. And with Time triangulation. Data collection was carried out in two different time stages, starting from September 2023 to May 2024. Observations at different times helped this research identify patterns and changes in bullying behavior throughout the school year. Through the application of this triangulation of sources, methods and time, researchers seek to increase the credibility and validity of research findings regarding the phenomenon of bullying at the early childhood education level. This research pays attention to ethical aspects such as maintaining the confidentiality of participants' identities, respecting participants' rights, and obtaining informed consent from the parties involved. Apart from that, researchers will also pay attention to the welfare and protection of children at the Aisyiyah Krajan Jebres Surakarta Kindergarten who were involved in this research. It is hoped that this

qualitative research using the case study method can provide an in-depth understanding of the phenomenon of bullying at the early childhood education level, especially at Aisyiyah Kindergarten Krajan Jebres Surakarta and also the factors that cause it, as well as its impact on children's development. It is hoped that the results of this research can become a basis for formulating appropriate strategies and interventions in dealing with bullying problems in early childhood education environments. This data reduction process is important in qualitative research because it helps this research focus on information that is essential and relevant to the research objectives, and makes further analysis easier. The forms that bullying occurs at the early childhood education level occur in verbal forms such as mocking, calling bad names, in physical forms such as pushing, hitting and in social forms such as isolating, not inviting to play.

From the data collected, several forms of bullying were identified that often occur in the PAUD environment, verbal bullying such as teasing, calling by nicknames, threatening, etc. This is in line with research by (Maghfiroh & Sugito, 2021) which states that words that resemble those of adults can be heard when children call their friends and threaten or intimidate their weak friends. This is included in verbal behavior. This is in accordance with the opinion of (Pratiwi et al., 2021) which states that verbal bullying is bullying that is carried out by threatening, calling someone in a bad tone, and spreading false or malicious rumors. Then physical bullying includes pushing, hitting, kicking and social bullying, namely isolating, not inviting people to play together. One of the teachers at Kindergarten Aisyiyah Krajan Jebres Solo said: "What I see most often is children making fun of each other or calling their friends with nicknames they don't like. Sometimes there are also those who push or hit their friends when fighting over toys. This is in accordance with the opinion expressed stated by (Oktaviany & Ramadan, 2023) who said that psychological bullying can have quite serious impacts, such as excessive anxiety, feeling afraid and can cause early depression in children. So it is hoped that the parties involved can work together to save children from this behavior bullying which will have a negative impact on everyday life, besides that it can also prevent the impact in the long term for the child's future life. According to (Prasetio & Fanreza, 2023). Bullying in Children: the need for analysis and alternative solutions so that bullying can be prevented at the early childhood level.

Causative factor

A less conducive school and family environment can be a driving factor in bullying among young children. There are differences in the patterns and forms of bullying that occur between boys and girls at the early childhood education level. There is a lack of strict implementation of discipline and rules in schools. can contribute to the rise in cases of bullying at the early childhood education level. Bullying among early childhood can have a negative impact on children's psychological, emotional and social development. Low social skills and difficulties in managing emotions can be factors causing children to engage in bullying behavior.

Several factors identified as causes of bullying behavior include, Influence of the family environment, Exposure to media that contains violence, Lack of supervision from teachers/parents, Low social-emotional skills of children, Not yet developed empathy in children. A child psychologist who was interviewed stated: "Children At an early age, they are still in the imitation stage. If at home they see scenes of violence or bullying, either directly or from the media, they tend to imitate it at school. From the results of observations and interviews, it was revealed that several impacts of bullying on children who are victims are reluctant to go to school due to decreased self-confidence, withdrawal from social interactions/difficulty socializing again, fear of going to school, decreased learning achievement, emotional disorders (anxiety, fear, trauma). One parent said: "My child often cries and doesn't want to go to school. He said he is afraid of being teased by his friends.

Some of the efforts that PAUD institutions have made in dealing with and preventing bullying include, to (Beno et al., 2022) teacher training on anti-bullying Providing training to teachers on how to recognize, prevent and handle bullying, stricter supervision of teachers and the school environment. Teachers and school staff must actively supervise interactions. children to detect signs of bullying (Aulia et al., 2024). Involving parents in efforts to prevent bullying through communication and education. Character development program for children, Instilling values such as empathy, tolerance and mutual respect from an early age. Implementing anti-bullying class rules, schools need to have clear rules and procedures for handling bullying cases and often watch antibullying videos together so that children gain an understanding of anti-bullying. Socioemotional skills development program, teaches social and emotional skills to children. Collaboration with parents in monitoring children's behavior, creating an inclusive environment that is child-friendly, by immediately handling small conflicts before they develop into bullying. The principal of Kindergarten Aisyiyah Krajan Jebres Solo explained: "We implement a zero tolerance policy towards bullying. We handle every incident immediately and we communicate with parents." Providing counseling services for victims and perpetrators of bullying and conducting regular evaluations of the effectiveness of anti-bullying programs. Bullying behavior in young children often stems from the environmental conditions around them, both family and media. The impact of bullying on young children can be very significant, affecting not only their social-emotional development, but also academic achievement. This shows the importance of prevention and early treatment efforts. A comprehensive approach involving various parties (teachers, parents, psychologists) is needed to overcome this problem (Fadhilah, 2024). Developing socioemotional skills in children as well as increasing supervision and guidance from adults are key in efforts to suppress bullying behavior in the PAUD environment.

Conclusion

Based on the results of qualitative research that has been conducted, it can be concluded that the phenomenon of bullying at the early childhood education level is a serious problem that requires immediate attention and treatment from various parties. Several important points that can be taken from this research include: Forms of bullying that occur in early childhood tend to be verbal and social, such as teasing, isolating and spreading rumors. Although physical bullying is rare, the psychological impact of this behavior remains significant. Factors that contribute to the emergence of bullying behavior among young children include lack of supervision, inappropriate parenting patterns, exposure to media that is not age appropriate, and an unsupportive social environment. The impact of bullying on early childhood can be short-term or long-term, including decreased self-confidence, difficulty socializing, emotional disorders, and even academic problems. The role of teachers and parents is very crucial in preventing and overcoming bullying. However, many of them still do not understand the importance of this problem and how to handle it appropriately and a holistic approach is needed that involves collaboration between schools, families and communities to create a safe and supportive environment for early childhood development. This research underlines the importance of increasing awareness and understanding of bullying among young children. Preventive efforts and early intervention are needed to prevent the long-term negative impacts of bullying behavior. Developing anti-bullying programs that suit the characteristics of early childhood, training for teachers and parents, as well as creating a positive school culture are steps that need to be implemented and also balanced with the existence of regulations in schools regarding anti-bullying which are read every day in starting kbm, to remind children about anti-bullying. Finally, further research is needed to explore effective strategies in addressing bullying at the early childhood education level, as well as to evaluate the effectiveness of existing intervention programs. With a deeper understanding and appropriate action, it is hoped that the phenomenon of bullying among young children can be minimized, thereby creating a learning environment that is safe, comfortable and supports the optimal development of each child.

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