

TRENDS IN THE USE OF RESEARCH METHODS TO UNCOVER THE PHENOMENON OF BULLYING IN EARLY CHILDHOOD EDUCATION IN INDONESIA

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Abstract

This study aims to explore trends in research methods used in the study of bullying in early childhood education settings. Using content analysis of 40 articles published between 2014-2024. The findings show there is an increasing trend of research on the theme of bullying in early childhood education settings. Descriptive qualitative research is the most widely used method. The results revealed that bullying is influenced by individual factors such as aggressiveness and lack of empathy, families with authoritarian parenting and domestic violence, and schools that lack supervision and have a permissive culture. The impact includes physical, mental, social, and emotional disorders, including depression, low self-esteem, and difficulty interacting. Lack of intervention in schools, as well as the normalization of violence in mass media and digital content, further exacerbates bullying behavior by increasing children's aggressiveness. Therefore, the role of teachers, parents, and communities is crucial in creating a safe environment through anti-bullying policies, social emotional skills training, and interventions for victims and perpetrators.

Keywords: Bullying, Early Childhood, Emotion Regulation, Research Methods, Teachers, Indonesia

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi tren metode penelitian yang digunakan dalam studi bullying di lingkungan pendidikan anak usia dini. Dengan menggunakan analisis isi terhadap 40 artikel yang diterbitkan antara tahun 2014-2024. Temuan menunjukkan ada peningkatan tren penelitian dengan tema bullying di lingkungan pendidikan anak usia dini. Penelitian kualitatif deskriptif adalah metode yang paling banyak digunakan. Hasil penelitian mengungkapkan bahwa bullying dipengaruhi oleh faktor individu seperti agresivitas dan kurangnya empati, keluarga dengan pola asuh otoriter dan kekerasan dalam rumah tangga, serta sekolah yang minim pengawasan dan memiliki budaya permisif. Dampaknya mencakup gangguan fisik, mental, sosial, dan emosional, termasuk depresi, harga diri rendah, serta kesulitan berinteraksi. Kurangnya intervensi di sekolah serta normalisasi kekerasan dalam media massa dan konten digital, semakin memperburuk perilaku bullying dengan meningkatkan agresivitas anak. Oleh karena itu, peran guru, orang tua, dan komunitas sangat penting dalam menciptakan lingkungan yang aman melalui kebijakan anti-bullying, pelatihan keterampilan sosial emosional, serta intervensi bagi korban dan pelaku.

Kata kunci: *Bullying, Anak Usia Dini, Regulasi Emosi, Metode Penelitian, Guru, Indonesia*

INTRODUCTION

Bullying behavior is still a problem faced at every school level. Bullying behavior is the perpetrator's desire to hurt the victim repeatedly (Armitage, 2021). Behavior to hurt is carried out not only nonverbally but also verbally, such as cursing, mocking, or insulting the victim (Solina et al., 2024). The target or victim usually has psychosocial difficulties and is perceived differently by his peers (Swearer & Hymel, 2015). Bullying behavior is a social problem because it is carried out collectively and consciously to hurt victims, which can be done by children until adulthood (Sutton & Smith, 1999; Swearer & Hymel, 2015). *Bullying* is a global problem not only in Indonesia but even in developed countries such as the United States, Japan, and Europe (Armitage, 2021).

The consequences caused by *bullying* are in the form of negative effects for both the perpetrator and the victim. The consequences are felt by all parties (bullying perpetrators, victims, and *victims of bullying*) (Armitage, 2021). The impact of *bullying* that occurs in childhood will continue into adulthood, starting in the educational and mental health environment (Armitage, 2021; Camodeca & Nava, 2022). The impact on the perpetrator is that they often get involved in fights, and if left unchecked, it can become negative behavior that violates the law when they are adults (Amnda et al., 2020; Priyatna, 2010). Meanwhile, for victims in the form of truancy behavior, having feelings of not being accepted in the group or feeling not part of the group, feeling anxious, to the point of wanting to quit school (Adriany, 2019; Armitage, 2021; Gredler, 2003). Thus, *bullying* behavior not only impacts a child's life today, but also on his or her quality of life in the future.

Bullying doesn't just happen. Several factors cause *bullying*, ranging from physical appearance, age differences, disabilities, race, nationality, skin color, religion, and socioeconomic status. Children who are considered different in any way have a greater risk of becoming victims. Physical appearance is the most common trigger for childhood bullying (Armitage, 2021). Meanwhile, from the perpetrator's side, the factor is that having beliefs by committing acts of bullying can increase self-esteem and avoid negative images (Sutton & Smith, 1999). In addition to individual factors, the school and group environment can strengthen the occurrence of bullying (Adriany, 2019).

Bullying is often encountered and starts at school. This even happens in early childhood education (Aisyah et al., 2023; Mais, 2022). During this period, the aggressive behavior of children begins to develop, which is part of the socio-emotional development of children. Aggressive behavior is a behavior that wants to hurt others (Hanurawan, 2019a; Kwartie et al., 2024). The problem is that some parents often consider aggressiveness to be normal and tend to be left alone or only use ordinary teaching for children (Handini et al., 2022; Kwartie et al., 2024). The assumption of parents is "the name is also children" (Sims-Schouten, 2015). This view tends to ignore the impact of such behavior on the

social-emotional development of children. Research shows that normalization of aggressive behavior can create repetitive patterns of behavior that have the potential to become *bullying* (Sutton & Smith, 1999).

The identified *acts of bullying* were carried out by children aged 4-6 years in Indonesian schools, namely the act of hitting, pinching, punching, pushing, damaging goods, plagiarism, spitting, threatening, and an invitation to alienate the victim (Hartati et al., 2020). However, this behavior is often considered not part of bullying behavior, but is understood as children's behavior. If left unchecked, aggressive behavior can develop into *bullying* behavior that has more serious consequences for both victims and perpetrators (Theodora et al., 2023). This suggests that handling *bullying* in early childhood is not only important to prevent immediate impacts, but also to build a healthy socio-emotional foundation. The task of preventing and dealing with *bullying behavior* in schools is that of teachers.

Teachers in dealing with problems in schools are recommended to find and study strategies to address them through the results of existing research, both in the field of education and other relevant fields. Therefore, the implementation of research in the field of education is very important to uncover the latest phenomena that occur. The research was conducted using a variety of methods with a variety of different objectives. Each research method has benefits that are per the needs or problems that exist in the community (Slavin, 2018). Research on *bullying* has been conducted at various levels of education and age. The trend of research on bullying, especially in Indonesia, began but is still limited to case studies that expose learning practices, program development, identification of types of *bullying* behaviors, behavioral conditioning, and preparation and implementation of anti-bullying policies in kindergartens (Priyandita & Agustin, 2021). Through the analysis of research trends, areas that have not been explored much can be identified, such as the influence of intervention, management in schools, and program implementation, or the implementation of recommendations from previous and local cultures on *bullying* behavior. This opens up opportunities for further research that can enrich the understanding and handling of bullying in more specific contexts.

The purpose of using research methods in education, especially in *bullying*, is important to improve the quality of learning, teaching, and education management (Santrock, 2002). Each research method has a specific goal in answering bullying issues. In addition to research methods in studying *bullying*, it is necessary to identify data collection techniques, because the availability of data can be considered in making decisions. Based on this background, this study aims to identify trends in research methods that have been used to uncover the phenomenon of *bullying* in early childhood. The results of the study are expected to make a significant contribution to developing a more inclusive education strategy, supporting child protection policies, and enriching the literature on *bullying* in early childhood.

METHOD

This study adopts the *Systematic Literature Review* (SLR) method combined with the principle of *content analysis* to examine the issue of bullying in early childhood in Indonesia. SLR is used to systematically compile and evaluate the literature to identify trends and relevant research findings in the period 2014–2024. The literature search process is carried out through three main databases, namely Google Scholar and Scopus, using the Publish or Perish application, as well as the SINTA platform for national journals. Search keywords include "bullying," "early childhood," and "Indonesia" for Google Scholar; "early childhood bullying in Indonesia" for Scopus; and "early childhood," "preschool," "golden age," and "bullying" for searches in the SINTA journal.

From the search results, 2 articles were found indexed by Scopus, 18 articles from Google Scholar, and 21 articles from 45 early childhood education journals indexed by SINTA, bringing the total number of articles analyzed to 40. Content analysis is carried out by recording the data of each article into a spreadsheet that includes information such as year, volume, author, type of research, subject, location, type of bullying, treatment, instrument, data analysis technique, and findings. The instrument used is a content analysis guideline developed by Susetyarini and Fauzi (2020), with five main aspects: (1) type of research; (2) subject; (3) instruments; (4) data analysis; and (5) research findings. The analysis begins by reading the abstract and clarifying the content of the article in case of ambiguity. This procedure allows the identification of patterns and trends related to the form of bullying, the subject who is the victim or perpetrator, as well as the intervention approach used in the study in Indonesia. This systematic approach provides a complete picture of the development of the study of bullying in early childhood nationally.

Table 1. Aspects observed

ASPECTS	CATEGORY	
RESEARCH TYPE (2A)	A.1-Qualitative research	A.3-RnD
	A.2-Quantitative research	
TYPES OF QUALITATIVE RESEARCH (2B)	B.1-Case study	B.3 Descriptive
	B.2 Phenomenology	B.4-Ethnography
		B. 5-Studie literature
DATA COLLECTION INSTRUMENTS	C.1-Questionnaire	C.4-Documentation
	C.2-Interview	C.5-Field notes
	C.3-Observethus	C.6-Kuesioner
		C.7- <i>In-depth interview</i>
RESEARCH SUBJECT	D.1-Teacher	D.3-Children aged 4-6 years
	D.2-Parents	D.4-Kindergarten
		D.5-Curriculum Expert
DATA ANALYSIS METHODS	E.1-Descriptive qualitative	E.12-Descriptive statistics for hypothesis making
	E.2-Constructivist grounded theory approach, in which the researcher uses data analysis based on the interaction between the researcher and the data collected from observations and interviews	E.13-Inferential statistics using normality test with the Lilliefors formula and homogeneity test with the Bartlett formula

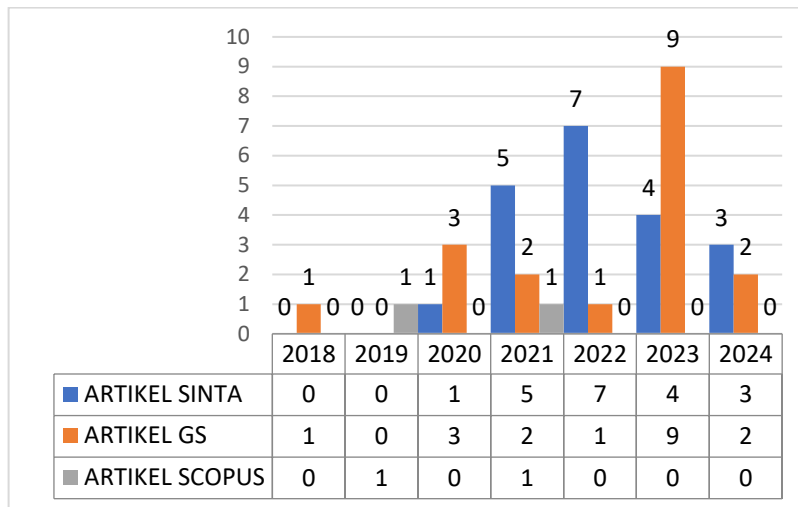
	E.3-Field notes E.4-Miles and Huberman's interactive analysis model E.5-Literature research techniques E.6-Interactive data analysis, including collection, reduction, presentation, verification, and conclusion drawing E.7-Quantitative Descriptive E.9-Bibliometric analysis E.10-Simple linear regression E.11-Mann-Whitney nonparametric comparison test	E.14-Bidirectional Variance Analysis (ANOVA) E.15-Other unknown Tukey tests E.16-Microsoft Excel with t-Test formula: Paired Two Sample for Means and statistical analysis E.17-Homogeneity test E.18-Thematic analysis E.19-Descriptive statistics (mean, median, mode, frequency distribution, percentage) E.20-Product trial analysis
FINDINGS	F.1-Bullying can negatively impact children physically, mentally, socially, emotionally, and psychologically. F.2-Bullying in early childhood can be caused by suboptimal language and socio-emotional development factors. F.3-It is important to improve children's social-emotional skills and allow them to express themselves freely, develop positive social behaviors, and recognize and manage their emotions.	F.4-Self-regulation of emotions F.5- The impact of <i>bullying</i> on mental health F.6-The role of parental involvement in children's emotions F.7-Teachers' knowledge of bullying and children's emotions F.8- Media for <i>bullying prevention</i>

This study refers to the procedure of triangulating data for validation. Triangulation is done by comparing data from various sources to ensure the consistency of findings. In research on bullying in early childhood, triangulation can help ensure that the results obtained truly reflect the phenomenon being studied and not just the subjective results of a single method or data source. (Flick, 2018).

RESULTS AND DISCUSSION

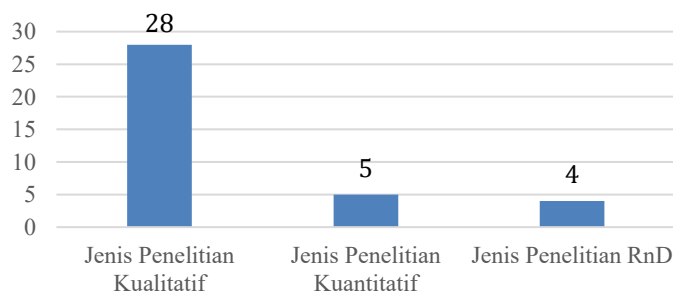
The results of the content analysis conducted by the author consist of the number of published articles from SINTA, *Google Scholar*, and *Scopus*. The findings produced by published articles are still many that are indexed by *Google Scholar*, and those indexed by *Scopus* are still fewer than 10 articles. The distribution of the data can be seen in Figure 1.

Figure 1. Number of published articles



Based on the research trends shown in diagram 1, the topic of *bullying* continues to experience an increase in popularity over time. For 2024, the data shown in the table was taken in the middle of the year, namely July 2024, so the research figures listed do not reflect the entire year. Thus, there is still a possibility that the number of studies will increase over time. This increase in the number of studies can be interpreted as an indication that more and more parties are beginning to realize that *bullying* can occur from an early age, for example, in children at the preschool or elementary school level. The findings of this study can be used as a basis for developing awareness campaigns about *bullying* in the school, family, and community environment (Adriany, 2019; Priyatna, 2010). This increasing trend also affects the type of research conducted. In research in the field of education, especially related to bullying, a research design that follows the purpose of the study is needed. Research methods are used to uncover and achieve research objectives (Creswell, 2012; Hanurawan, 2019b; Sugiyono, 2016). Each type of research has different benefits and goals, including descriptive, correlational, and experimental research (Slavin, 2018). A further explanation of the type of research used can be seen in the following figure:

Figure 2. Types of research



Based on the results of the analysis, the most frequently used research method is the type of qualitative research, with a total of 28 articles (75%). The type of quantitative research

is 5 articles (12.5%), and the type of R&D research is 4 articles (10%). 5 articles were found, while development research recorded 4 articles. For articles classified as review literature research, six articles are excluded because review literature can be applied to qualitative, quantitative, and independent research types.

Qualitative Research

Qualitative research is often used in the social sciences. The goal is to describe phenomena that occur without providing treatment or changing the research environment (Creswell, 2012; Hanurawan, 2019b; Mappiare-AT, 2013). The type of research that is often carried out to address the phenomenon of *bullying* in PAUD is qualitative research with a descriptive model. Descriptive research aims to observe and record behavior. Descriptive research alone cannot prove the cause of a symptom, but descriptive research can reveal important information about human behavior (J. Santrock, 2002; J. W. Santrock, 2011; Slavin, 2018). Although according to Mappiare, the use of qualitative research types with descriptive methods is still considered too common in describing the results obtained (Mappiare-AT, 2013). The results of the descriptive research carried out by the researchers focused on the disclosure of parental perspectives, parental roles, forms of bullying, preventive measures, handling strategies by teachers, the role of teachers, definitions, case studies, factors that cause *bullying* and anti-bullying policies that are still limited (Bili & Sugito, 2020; Pratiwi & Sugito, 2022; Yunita et al., 2022).

The findings of the study with a phenomenological model showed that there was a difference in the intensity and frequency of verbal, social, and physical bullying behaviors in children aged 4-6 years when playing *mobile learning games* at home compared to in social environments. Bullying behavior is unconsciously formed from an early age through the use of games, and children do not understand that their attitudes, words, and actions are classified as bullying (Aisyah et al., 2021). Another study with the theme of *bullying*, also using phenomenological methods, was conducted by the same researcher. The study aims to analyze the emergence of words with bullying nuances, as well as the role of facilitation and motivation provided by PAUD educators in the children's education environment (Aisyah et al., 2023). The phenomenological method itself aims to reveal the meaning of a phenomenon experienced by participants or research subjects (Hanurawan, 2019b; Mappiare-AT, 2013). Based on in-depth reading, the results of the two studies show that the subject's experience describes how the environment, both social and digital, deeply shapes children's mindsets, emotions, and behaviors. Although qualitative research generally does not use numbers, some of the phenomenological research described here involves the use of numbers, frequency tables, and diagrams. Although this is still a matter of debate, some experts allow the use of simple numbers, such as age, as long as it does not lead to complex statistics (Hanurawan, 2019b; Mappiare-AT, 2013).

The findings of the case study illustrate the differences in the perspectives of parents and teachers towards *bullying*, efforts in dealing with *bullying*, the influence of bullying from

outside the school environment, the impact of *bullying* such as anxiety, and fear, *bullying* factors such as being weaker, not beautiful or handsome, fat and unattractive, the role of parents and teachers and the type of *bullying* identified in PAUD are physical, verbal and psychological (Maghfiroh & Sugito, 2021; Tursina et al., 2022).

Quantitative Research

Quantitative research that is often used in the social sciences aims to analyze the relationships between variables systematically. The goal is to measure the phenomena that occur using numerical data and statistical methods (Creswell, 2012; Qomari, 2015; Sugiyono, 2016). Based on a literature study conducted on the theme of bullying in early childhood, qualitative research focuses on the relationship between variables (correlational), causal effects (causal-comparative), and influence testing (experimental) (Susetyarini & Fauzi, 2020). Quantitative research at the early childhood level, especially on bullying, is less common than the use of qualitative research. The following research designs that are often used in quantitative studies include a variety of models that are relevant to achieving the research objectives.

Table 2. Types of quantitative research

<i>Ex post facto</i> with treatment by level 2x2
A quasi-experiment with the posttest-only control-group design.
Quantitative descriptive with a survey approach
Simple linear regression
Pre-experimental with One Group Pretest-Posttest Design
Quasi-experiment with pretest-posttest control group design

The quantitative research used in researching bullying includes a variety of methods. Research by method *ex post facto*. It is included in the type of non-experimental quantitative research. Quantitative research with the *ex post facto* successfully uncovers the relationship between parental involvement, self-regulation, and bullying behavior. The results showed that children with high regulation tended to have lower levels of *bullying*. In addition, parental involvement also affects the behavior *bullying* child. Children who have high parental involvement tend to show lower average bullying behavior than children with low parental involvement (Dey Putri et al., 2020).

The pseudo-experiment method chosen by Novianti et al researched the use of parenting-based smart parenting applications to increase parents' knowledge about *bullying* (Novianti et al., 2022). Another study by Syajuananda discussed the level of teachers' knowledge about *bullying* at the kindergarten level. This study shows that teachers' knowledge of *bullying*, including definitions of *bullying*, forms of *bullying*, Characteristics of *bullying*, characteristics of the perpetrator *bullying victim*, where it occurs *bullying* impact *bullying impact*, the time of occurrence of *bullying*, as well as prevention and handling of *bullying*, is in the high category. However, there are deficiencies in aspects, such as knowledge of witness *bullying (bystander)*, which is still in the medium category. This means that some teachers do not understand the concept of

witnesses *bullying* well. In addition, on the dimension of the scene of the incident *bullying*, teachers' knowledge is also moderate, which shows that teachers do not sufficiently understand bullying-prone areas in the school environment, such as classrooms, toilets, playgrounds, canteens, locker rooms, and lockers (Syajuananda & Tirtayani, 2022).

Another quantitative study was conducted by Feliyati et al, who examined the influence of *bullying* on mental health. The results of the study show that there is a significant influence of *bullying* on mental health, such as anxiety disorders, post-traumatic stress, and mood disorders. (Felayati et al., 2023) . However, in the research article, it was found that there is a potential ambiguity in the meaning of the word positive (significant), which has the potential to be interpreted as a good thing in improving mental health, even though if you look more thoroughly at the word positive means that *bullying* has a significant impact on mental health, namely anxiety disorders, post-traumatic stress, and disorders *Mood*. Errors in the writing of statements, especially in the sentence "*So bullying has a positive impact on mental health*". This statement may be intended to answer the accepted research hypothesis, namely *bullying* affects mental health, but the influence is negative, not positive. Errors that often occur in research are the use of wrong diction, which causes ambiguous sentences. (Ramaniyar, 2017) .

Correlation research differs from descriptive research because it not only describes symptoms but also provides information that can help us in predicting how someone will act. Meanwhile, experimental research is used to study causality with a carefully regulated procedure, in which researchers manipulate one or more factors believed to influence behavior, while the other factors are kept constant. The experimental research conducted in bullying research by Apriyani used a pre-experimental design *with a one-group pretest-posttest design*. The treatment given is the Bul-bul Games game, which is a learning medium in the form of *a flashcard* that contains information about the types of *bullying*, where bullying occurs, and where to report bullying. The result of the study is that awareness of bullying behavior in children after early childhood increased. (Apriyani et al., 2024) .

R&D Research

R&D research found four articles. The purpose of development research in education is to develop products that support the optimization of students' abilities. The development carried out in the four articles is the development of illustrated media for education about *bullying*, the development of an anti-bullying guidebook, *the Child Friendly Classroom Management Handbook*, the development of picture storybook media to facilitate anti-violence bullying education in early childhood, and the development of sexual education (Agustin Ningrum & Mahendra R. K. Wardhani, 2021; Arifin et al., 2024; Month & Fridani, 2021), *games* (Furi et al., 2023). Research by Wulan and Fridani (2021) found that *bullying*, both verbal and physical, still occurs frequently in PAUD institutions. Using Rowntree's developmental research model, this study implements *Child-Friendly*

Classroom Management as an approach to prevent *bullying* behavior. This approach emphasizes learning that builds a safe, positive, empathetic, and open communication classroom environment. The results of the analysis show that this strategy can reduce bullying rates, but this study is still limited to the needs analysis and initial development stage without long-term evaluation, so its impact on a broader scale cannot be confirmed. Furthermore, research by Agustin Ningrum and Mahendra R.K. Wardhani (2021) focused on the development of a guidebook for anti-bullying learning activities for children aged 5-6 years. This book aims to assist teachers in introducing the concept of anti-bullying by instilling spiritual values, care, and tolerance. Expert validation shows that this book is very feasible to use, with a material feasibility score of 80.5% and media validation of 87.5%. However, this study does not include large-scale trials, so its effectiveness in various PAUD contexts still needs to be studied further.

Meanwhile, research by Arifin et al. (2024) examined the effectiveness of picture storybooks in introducing anti-violence education to children aged 5-6 years. This book was developed to improve the social-emotional aspects of children, such as care, cooperation, and empathy. The trial was conducted in small and large groups, with validation results showing a feasibility rate between 75% to 89.23%. However, this research has not been tested in a wider learning environment, so the consistency of the results in various schools cannot be ascertained. In addition to a book-based approach, Furi et al.'s (2023) research developed an Android-based sex education game that aims to improve children's understanding of what parts of the body are and are not allowed to be touched. The app is designed to provide an interactive learning experience for children. The validation results showed its effectiveness in improving children's understanding of self-protection. However, even though it has reached the stage of a large trial, there is a discrepancy between the title and the focus of the research, which places more emphasis on *bullying* prevention than sexual education. This raises questions about the extent to which these *games* can provide a comprehensive understanding of *bullying* to children.

Studi Literature

Literature review is not directly included in the category of quantitative or qualitative approaches. Literature studies are a flexible method and can be used in both approaches, depending on the purpose and context of the research. The results of the research using the literature study method revealed several important findings. Sinaga's (2022) research examines various types of *bullying* that are often encountered in daily life, such as verbal violence (mocking, insulting, judging), social exclusion, spreading rumors, threats, harassment over the phone, and physical violence. In addition, other forms such as active encouragement to isolate victims, destruction of goods, intimidation, and coercion are also included in the categories of *bullying* discussed in this study. This article emphasizes the importance of multicultural education and social-emotional stimulation from an early age to prevent and reduce *bullying* behavior. By creating an environment that is compassionate, tolerant, and respectful of differences, children can grow up to be empathetic, responsible, and able to build positive relationships with others.

The research of Praditama et al. (2023) complements this perspective by highlighting the role of character values in reducing *bullying* behavior. The study, which focuses on eight Sanggau fairy tales, identified values such as tolerance, friendliness/communicativeness, peacemaking, and social care as effective strategies in shaping children's positive attitudes. Through fairy tales, children can learn to appreciate differences, communicate well, instill affection for others, and have social care without feeling forced. Thus, this character value-based approach is one of the methods that can complement multicultural education in preventing *bullying behavior*.

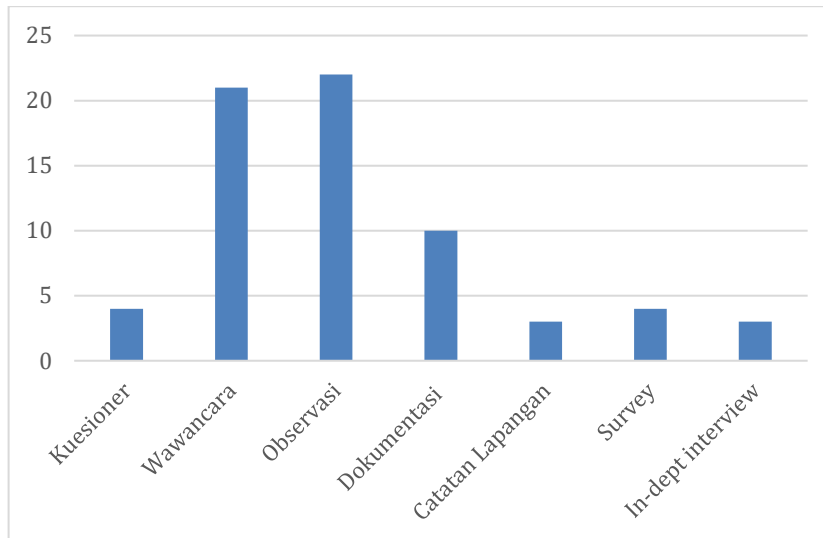
In addition to a character value-based approach, Wahyuningsih et al.'s (2023) research highlights the role of teachers in dealing *with bullying* in early childhood education. Teachers are expected to be able to guide, advise, and not corner the perpetrators of *bullying* so that children understand the negative impact of this behavior on the victim and the surrounding environment. The study also emphasizes that *bullying* can occur in various forms, both verbal and non-verbal, and is influenced by factors such as family, school environment, peers, and mass media. Therefore, the role of teachers as facilitators in instilling positive values is essential to create a safe and comfortable learning environment for children. Another approach to dealing *with bullying* is offered by the research of Priyandita and Agustin (2021), which emphasizes the importance of freedom of speech as a child's right through a decolonization approach. Proposed efforts include improving children's social-emotional skills, open communication between teachers, parents, and children, and encouragement for children to express themselves. With this approach, children are expected to be more empowered to face various challenges in the school environment, including *bullying*. This shows that building confidence and good communication skills is also an integral part of bullying prevention strategies.

Meanwhile, the research of Aisyah et al. (2023) reviewed bullying management strategies in early childhood education in Indonesia through bibliometric, content, and network analysis. The study found that research on *bullying* is still limited to case studies that focus on identifying behaviors, the role of parents, and anti-bullying policies in kindergarten. Therefore, this study emphasizes the importance of developing a child-friendly and support system-based educational environment as the main strategy in managing and preventing *bullying* behavior. With a strong support system, both from schools, families, and policies that favor children, it is hoped that bullying cases can be significantly minimized. From a spiritual perspective, Suardin Zai and R. Marampa's (2023) research examines *bullying* education by integrating Christian values such as love, forgiveness, peacemaking, patience, and self-control. The suggested strategies include consolidation between parents and educators, increased socialization related to *bullying*, strengthening counseling guidance activities, and the use of *pop-up book* media to help children understand the consequences of *bullying* behavior. The integration of religious values in education shows that moral and ethical approaches also have an important role in shaping children's social behavior.

Data Collection Instruments

Diagram 4 shows the number of data collection instruments used in the article.

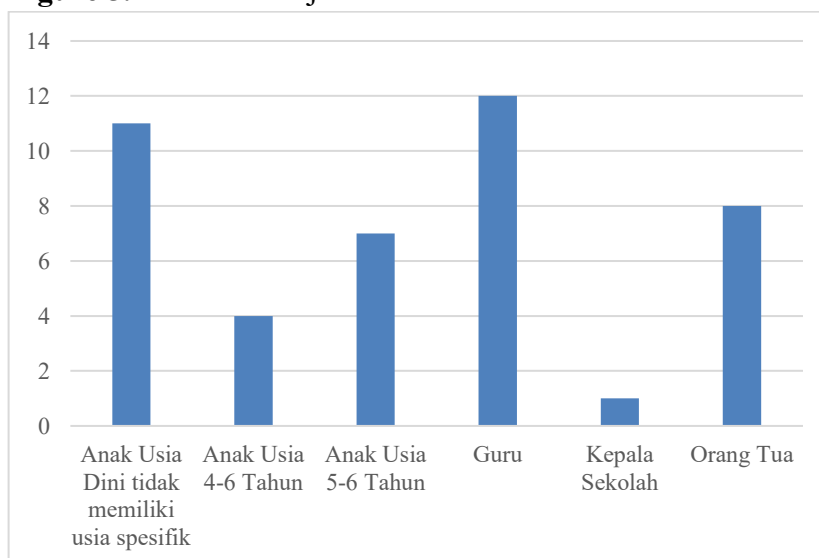
Figure 4. Data collection instruments



The most commonly used data collection instruments are interviews and observations, which follow the type of research that is often used is a qualitative research approach. What is rarely used is the in-depth interview. There is a difference between an interview and an *in-depth interview*. *In-depth interviews* use flexible guidelines and aim to understand the subjective meaning of individuals, while regular interviews are more structured and limited in exploration (Pramesthi, 2021; Muchtaridi, 2023). The data collection method is a crucial step in research that aims to obtain relevant and accurate information.

Research Subject

Figure 5. Research subjects



Based on diagram 5 above, the research subjects involved in the study with the theme of *bullying* are early childhood, 4-6 years old, early childhood whose age is not stated, teachers, school principals, and parents. The subject focuses on early childhood, as can be seen from the many studies that highlight early childhood as the main subject, and is often associated with the role of teachers or parents. The selection of research subjects is based on the type of research approach used. In quantitative research, subjects are selected through sampling techniques, while in qualitative research, researchers determine key informants that are considered relevant to the research objectives. Meanwhile, in literature research, research sources are categorized into primary and secondary sources, such as primary books and supporting references (Sugiyono in Nashrullah et al., 2023). In general, data sources can be divided into three categories known as 3Ps, namely: (1) Person, the individual who provides the information; (2) The place, location or environment where the data is collected; and (3) Paper, a written document containing numbers, letters, images, or other symbols.

Research Findings

The findings of the research, starting from the quantitative, qualitative, and RNDI approaches, when drawn and categorized, are in Table 3:

Table 3. Research findings

CATEGORY	SUBCATEGORIES	DESCRIPTION	EXAMPLES BASED ON RESEARCH FINDINGS
BULLYING FACTORS	Individual	Aggressive personality	Dominant boys tend to be more likely to bully more often.
		Lack of empathy	Students who do not understand the emotional impact on victims are more likely to engage in <i>bullying</i> .
	Family	Authoritarian parenting	Parents who are too strict often do not realize that their child is a <i>bully</i> .
		Domestic violence	Students who experience violence at home are more likely to engage in bullying at school.

IMPACT	School	Lack of teacher supervision	Bullying cases are more common in schools that do not have a strict policy on supervising students.
		Permissive school culture	If the school does not have clear sanctions, then <i>bullying</i> becomes a behavior that is considered normal.
	Social	Peer influence	A group of friends who often physically bully can influence other children to participate.
		Normalization of violence in the media	<i>Games</i> and shows that repeatedly show violence can encourage aggressive behavior in children
	Psychological	Depression	Victims of bullying experience excessive anxiety and lose motivation to go to school.
		Low self-esteem	Students who are often victims tend to withdraw and feel worthless.
		Sleep disorders	Victims of bullying often experience insomnia and nightmares due to mental stress.
	Social	Difficulties in establishing relationships	Victims of <i>bullying</i> often have difficulty interacting with peers and are more likely to be alone

INTERVENTION	Academic	Decreased performance		Students who are victims of <i>bullying</i> experience concentration disorders so that their academic grades decrease.
	Physical	The form is not specifically described		The physical impact is mentioned but the form is not specifically explained, for example, the victim does not suffer physical injuries such as bleeding, headache or bruises due to being pinched or pushed.
	Psychological	Counseling victims	for	The school holds counseling programs to help victims cope with the trauma of <i>bullying</i> .
		Behavioral therapy offenders	for	The perpetrator of <i>bullying</i> is given therapy to increase empathy for the victim.
	Family	Education parents	for	A training program for parents to recognize the signs of their child engaging in <i>bullying</i> .
	School	Program anti-bullying		Schools implement stricter rules and provide training to teachers in dealing with <i>bullying</i> .

	Social	Community awareness campaign	The public is encouraged to actively report bullying cases so that the environment is safer.
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Based on the findings of the bullying article, there are *bullying factors* that come from three categories, namely individuals, families, and schools. Individual factors play a role in encouraging *bullying*. Individuals who are aggressive and low in empathy are more prone to becoming offenders. Children with low self-control and difficulty understanding emotions tend to be intimidated (Syajuananda & Tirtayani, 2022). In addition, family factors also have an effect. Authoritarian parenting and domestic violence can exacerbate children's aggressiveness, making them more likely to commit bullying (Bili & Sugito, 2020). This is following previous research, but the results of this study prove that *bullying* from early childhood was identified, which was previously only identified starting from the age of 7 years (Sutton & Smith, 1999).

Based on the findings of the article, *bullying* has an impact on children's emotions, both for the perpetrator and the victim. The psychological impact caused includes emotional stress that can cause depression, lower self-confidence, and trigger sleep disorders (Adriany, 2019). In addition, victims of *bullying* tend to withdraw from social interactions and have difficulty establishing long-term relationships. *Verbal* and physical bullying is the most discussed type of bullying, demonstrating the importance of intervention at an early age to prevent long-term negative impacts. Bullying prevention is crucial in achieving sustainable development goals, with a school-based cooperative learning approach that has the strongest evidence base for its success (Armitage, 2021). Based on the results of the study, bullying cases are more common in schools that do not have a strict policy in supervising students (Camodeca & Nava, 2022). Lack of teacher supervision allows aggressiveness to develop without consequences, and peers can also reinforce bullying behavior, especially in environments that are permissive to violence (Priyandita & Agustin, 2021). In addition, exposure to media that portrays aggression as normal or acceptable can also worsen a child's tendency to engage in bullying.

Discrimination or bullying creates serious emotional distress due to rejection by peers. This can cause children to lose motivation to go to school (Adriany, 2019). *Bullying* has an impact on various aspects, such as physical, mental, social, emotional, and psychological. This impact can interfere with children's development, including in the early stages of cognitive and verbal development. Mental stress due to bullying also affects a decrease in concentration and academic achievement, which has the potential to affect children's long-term future (Adriany, 2019). One of the factors that trigger bullying in early childhood is the development of language and social-emotional skills that are not optimal (Priyandita & Agustin, 2021). Therefore, training social-emotional skills in children is very important. Social skills training can be through guidance and counseling

service programs. Skills such as recognition and emotion management allow children to express themselves better, demonstrate positive social behaviors, and reduce involvement in (Anesty Mashudi et al., 2023; Roudlotun Ni'mah et al., 2022). This supports the creation of an inclusive environment (Priyandita & Agustin, 2021). In addition, the role of parents in the intervention is also very important. Education for parents can increase their awareness of the signs of bullying and support children's emotional development to prevent aggressive behavior from an early age (Bramantha & Yulianto, 2020).

Emotion regulation also plays an important role in preventing *bullying* behavior. Children who can regulate their emotions tend to engage in these behaviors less often. In addition, parental involvement has a significant impact. Children who receive attention and support from parents usually show positive social behavior and have a lower risk of becoming bullies (Drupadi, 2020; Hasmawati et al., 2023) (Purchase & Sugito, 2020; Bramantha & Yulianto, 2020; Dey Putri et al., 2020; Novianti et al., 2022). On the other hand, the role of teachers in understanding and dealing with *bullying* is no less important. Most teachers have understood the definition, form, characteristics, and characteristics of perpetrators and victims of *bullying*, as well as preventive measures. However, the understanding of the role of *bystanders* and the identification of bullying-prone locations, such as classrooms, playgrounds, and canteens, still needs to be improved. Therefore, additional training for teachers is an important step to create a safe and inclusive educational environment (Syajuananda & Tirtayani, 2022). In addition, anti-bullying policies must be implemented systematically. Strict rules, teacher training, and character education create a safer school environment (Durlak et al., 2011). In addition, the use of guidebooks and character-based learning models has been proven to be effective in reducing bullying behavior (Agustin Ningrum and Mahendra R.K. Wardhani, 2021). Various studies, both qualitative and quantitative, show that differences are often the main reason why a person becomes a victim of *bullying*. Uniquely, teachers unconsciously sometimes reinforce the occurrence of *bullying*, especially gender-based ones, by not immediately intervening in the bullying that occurs. This attitude can worsen the emotional impact experienced by children who are victims of bullying (Adriany, 2019). Therefore, it is necessary to develop a more systematic bullying intervention and prevention program in schools, including education for teachers, students, and parents, as well as the implementation of strict rules (Durlak et al., 2011; Lesmana & Chandra Marpaung, 2024)

CONCLUSION

This study identifies various methods used to describe the phenomenon of *bullying* in early childhood in Indonesia. Research shows that *bullying* negatively impacts children's physical, mental, social, and emotional development. The research method that is often used is a descriptive qualitative approach, with a focus on the role of teachers, parental involvement, and the development of children's socio-emotional skills as key factors in *bullying prevention*. Meanwhile, quantitative research revealed teachers' perceptions of *bullying* and the effect of *bullying* on mental health. Meanwhile, R&D research develops

more media for *bullying prevention*. A research recommendation that can be carried out is to provide treatment that aims to test the researcher's hypothesis or identify the significance of a particular condition on any parameter investigated in this case bullying in early childhood. The limitations and findings of this research are also several articles that do not mention the method used, only mention qualitative research and there are also typos in qualitative research in the abstract but in the method written qualitatively. The limitations of the researcher do not confirm the content of the research intention for the author.

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