



The Role of Parents in Responding to Bullying Actions at the Elementary School Level

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Abstract: This study aims to determine the role of parents in Agam Regency in preventing *bullying* against children in elementary schools. Juridically, the state regulates that parents are obliged to maintain, educate, and instill good ethical values to children. On that basis, each parent is obliged to carry out their respective roles to develop children's potential so that children avoid *bullying* in elementary schools. This research departs from field research with descriptive research type. The subjects of this study were parents of elementary school students in Agam Regency as many as 79 respondents consisting of 60 women (mothers) and 19 men (fathers). The research instrument is a valid questionnaire on the role of parents in responding to *bullying*. The data obtained were analyzed using the percentage technique. The results of this study reveal that fathers and mothers have played a good role in encouraging the development of children's potential positively. Likewise with the item of equipping children with self-concept strengthening. Meanwhile, the item about parents' actions to provide time with children has not produced good percentage criteria. The wrong perspective of parents in carrying out their roles has implications for the non-optimal guidance, education, and guidance to children in terms of preventing *bullying* in elementary schools.

Abstrak: Penelitian ini bertujuan untuk mengetahui peran orang tua di Kabupaten Agam dalam mencegah terjadinya *bullying* terhadap anak di Sekolah Dasar. Secara yuridis, negara mengatur bahwa orang tua berkewajiban untuk memelihara, mendidik serta menanamkan nilai budi pekerti yang baik kepada anak. Atas dasar itu, setiap orang tua berkewajiban untuk melaksanakan perannya masing-masing untuk mengembangkan potensi anak agar anak terhindar dari tindakan *bullying* di Sekolah Dasar. Penelitian ini berangkat dari penelitian lapangan dengan jenis penelitian deskriptif. Subyek dari penelitian ini adalah orang tua siswa Sekolah Dasar di Kabupaten Agam sebanyak 79 respondens yang terdiri dari 60 perempuan (ibu) dan 19 laki-laki (ayah). Instrumen penelitian berupa angket peran orang tua dalam menyikapi tindakan *bullying* yang sudah valid. Data

yang diperoleh dianalisis dengan menggunakan teknik persentase. Hasil penelitian ini mengungkapkan bahwa ayah dan ibu telah berperan baik untuk mendorong pengembangan potensi anak secara positif. Begitu juga dengan item membekali anak dengan penguatan konsep diri. Sedangkan pada item tentang tindakan orang tua untuk memberikan waktu bersama anak belum menghasilkan kriteria persentase baik. Perspektif orang tua yang keliru dalam menjalankan peran berimplikasi terhadap tidak optimalnya bimbingan, pendidikan dan pembinaan kepada anak dalam hal mencegah terjadinya bullying di Sekolah Dasar.

Keywords: *Bullying, Elementary School, Responding, Parents*

INTRODUCTION

Bullying is known to be rampant in the educational environment. Based on the 2023 Education Year-End Note (Catahu), the number of bullying cases in Indonesia is reported to have increased. In line with that, the Federation of Indonesian Teachers'

Unions *Federasi Serikat Guru Indonesia* noted that bullying cases in education units reached 30 cases. In the distribution, 80% of cases occurred in the educational environment under the authority of the Ministry of Education and Culture and 20% of cases under the Ministry of Religious Affairs. Of the 30 cases, 50% occurred at the junior high school/ equivalent level, 30% occurred at the elementary/ equivalent level and 10% occurred at the high school/ equivalent level, and 10% occurred at the vocational/ equivalent level. (*Catatan Federasi Serikat Guru Indonesia, 2023*)

Media reports found in some newspaper headlines also corroborate that bullying is prevalent in schools. The first news appeared from kaltengpos.jawapos.com on March 22, 2023 which narrated the act of bullying straightforwardly, namely, "Bullying Case at Favorite Elementary School, victim Experiences Trauma after being physically beaten" (Latif, 2023). News from Kompas.com on October 3, 2023 reported the consequences of bullying with the narrative

"During January-September 2023, 23 students experienced bullying and 2 died" (Ihsan, 2023). The news from bisnis.com on November 01, 2023 described that the bullying received by a grade VI elementary school student in Bekasi, West Java, resulted in amputation, "Police Disclose Chronology of Elementary School Child Bullying to Amputation" (Sukma, 2023). Although there has been a lot of news about bullying that has occurred in elementary schools, the fact is that the role and concern of parents in providing education to children so that children avoid bullying treatment at school is still not fully implemented.

Quoting the understanding of bullying from various sources, bullying is any form of bullying or violence, which is carried out intentionally by one person or a stronger group that aims to hurt others and is carried out repeatedly or continuously. According to Olweus (Olweus, 1995) bullying is a physical, verbal or psychological attack or intimidation that causes fear, stress or harm to the victim. The form of bullying received by children as victims will differ from one child to another. Therefore, emotional support would be very helpful in reducing the burden that the victim receives mentally. Victims who experience bullying in elementary schools are very vulnerable to experiencing some disorders such as physical pain, psychological problems, self-confidence, psychosomatics,

sleeplessness, anxiety, sleeplessness, and others (Ulum, Sumarwiyah, & Pratiwi, 2019).

Following up on the issue of bullying that occurs in elementary schools, constitutionally Indonesia has regulated that the State guarantees the welfare of every Indonesian citizen, including the protection of children's rights which are part of human rights. The existence of Law No. 23 of 2022 in conjunction with Law No. 35 of 2014 on child protection is a representation and form of the State's presence in protecting children's rights. Likewise, *Permendikbudristek* Number 46 of 2023 concerning Prevention and Handling of Violence in Education Units (PPKSP) is a derivative regulation that strengthens the previous regulation that students, educators, education personnel, and other education unit residents are entitled to protection from violence that occurs in the education unit environment. To optimize the goals of child protection in the school environment, the role of parents at home is also an indicator of the success of these goals.

Referring to previous research conducted by Novia Aristiani (Aristiani, Kanzunnudin, & Fajrie, 2021). When compared to bullying that occurred at the high school level and junior high school level, the elementary level was revealed as the level of education where the most bullying was found. To prevent the occurrence of bullying, in addition to installing placards about the prohibition of bullying in schools and conducting intensive guidance by PPKN teachers by instilling Pancasila values (Rahmah & Aprilla, 2018), the school also collaborates with the *Babinkamtibmas* and the Social Service to overcome the bullying that occurs. So, the commitment to prevent bullying in elementary schools does not only come from the school, involving parents is also considered important. The goal is that parents can always play a role in monitoring children's behavior at home and school (Firmansyah, 2022). From all the efforts and actions above, it is evident that preventing

bullying in elementary schools is not enough if it is carried out separately or is not integrated between one party and another. Delegating this responsibility to the school entirely is considered unwise. If this happens, it is believed that the school will have many limitations and difficulties in implementation. Therefore, involving parents is believed to be the right decision in order to prevent bullying or break the chain of violence that occurs in the school environment.

For children who have a conflicting family background or what is known as a broken home, extra efforts must be followed up by the school, including counseling (Yulisa, Masril, & David, 2023). A counseling approach combined with a religious approach is considered more effective in directing children's behavior and controlling children's emotions better. The fulfillment of good religious understanding and knowledge will encourage the formation of children's noble character (Zulfikar, Muhammad, Al-fairusy, & Ikhwan, 2023). This means that instilling good character-based education values to children from an early age, including religious values, is believed to affect the formation of children's self-concept, so that when children experience conflict at school, children already have social capital and knowledge as a result of parenting taught by their parents at home, both in avoiding and responding to problems.

Departing from the description above, the participation of parents to equip children's knowledge to avoid conflict at school or bullying is the obligation of both parents at home. Therefore, this study intends to determine the role of parents of elementary school students in Agam Regency in preventing bullying at school. This research is important to bridge the obligations of parents regulated in the Marriage Law Article 45 and the Child Protection Law Article 26, both of which regulate the obligations and responsibilities of parents in the family. This research is important so that bullying can be

minimized by strengthening the role of parents as the main and first educators for children.

Bullying and the Role of Parents

Aggressive behavior exhibited in bullying is a form of juvenile delinquency that is commonly found today, especially in educational settings. Bullying relationships commonly occur between someone who has a superior predicate, power, and personally dominant towards others who are seen as physically, mentally, and/or socially weaker (Saptono, 2022). The domination exercised by someone who is then referred to as a bully towards the victim is a serious problem because the action has an element of violence. The violence in question is all forms of acts committed against children that result in physical, psychological, and sexual misery including social neglect. If this happens, then indirectly actions that are harmful or injurious are contrary to the guarantee of the welfare of children's lives as regulated in Article 23 of Law Number 23 of 2002 in conjunction with Law 35 of 2014 concerning Child Protection.

In this context, children are vulnerable subjects who experience acts of violence through bullying. Meanwhile, children have limitations in maximizing cognitive abilities (Darimis et al., 2022). The imperfect cognitive, psychomotor, and maturity aspects of children to manage knowledge and future resolutions tend to lead children into new problems or old problems that are increasingly tapering, even causing children who are victims of bullying to find it difficult to avoid and take rational action. In this phase, children will have the opportunity to receive attacks or disturbances simultaneously in physical, psychological, and social forms (Kurniati, Purnamasari, & Rahmawati, 2023).

Concerning bullying in schools, the tendency of bullying actions that occur repeatedly to the same victims not only has an impact on physical, psychological, and social disorders but also educational disorders

(Kustanti, 2020). The educational disruption in question is all forms of unpleasant actions received by children at school that cause children to be afraid to go to school, always feel anxious in the school environment and even some of the children wish to be transferred to other schools that are considered more comfortable to continue their education. This disorder also includes learning disorders in children (Silalahi, Pujiono, & Gustianingsih, 2023).

Regarding the causes of bullying in elementary schools, Teofilu Ardian Hopeman (Hopeman, Suarni, & Lasmawan, 2020) revealed that the occurrence of bullying in elementary schools is caused by three things, including a lack of parental attention regarding children's learning activities at school, children have received violent treatment or watched shows that have elements of bullying or violence at home and then continue to practice it at school and copying behavior that children duplicate from the habits of parents, siblings or other families at home that have elements of violence (Arifinda & Hastuti, 2016). Of the three causes of bullying in elementary schools above, the first cause is mentioned as a more common finding than the other two. According to several informants from Teofilus Ardian Hopeman's research, before the research was conducted, parents did not know that their children had been victims of bullying at school. All this time, parents were of the view that their children did not have any problems or obstacles related to communication, learning, or socialization at elementary school. This means that the parents were unaware of their child's problems at elementary school (Ramdani, Artayasa, & Jamaluddin, 2021).

It should be noted that the involvement of parents in maximizing their role in the safety and comfort of children to study at elementary school is very important. Article 45 of Law Number 1 of 1974 in conjunction with Law Number 16 of 2019 concerning marriage stipulates that maintaining and educating

children as well as possible is the obligation of both parents. This is absolute (Asman, 2020). This obligation applies to both parents without distinguishing between one another. To emphasize this, Islam has regulated the obligations of parents towards children, namely the obligation regarding nasab, the obligation to provide good care, the obligation to provide good food and nutrition, and the obligation to provide education (Fahimah, 2019). To maximize these obligations and responsibilities, Article 26 of the Child Protection Law also regulates that providing character education and instilling ethical values to children is a necessity.

Ideally, every parent can always take the time to communicate directly with their children (Pramono, 2020). Parents can persuasively involve their children to interact directly to discuss and evaluate many things about their children's activities in elementary school such as children's socialization, learning process, mastery of material, and so on. For the involvement and role of parents to be optimal, the role of male parents as fathers and female parents as mothers must be realized in a balanced and sustainable manner. Not making excuses such as being busy outside the home, long working hours, or other activities that reduce the quality/time with children as an excuse to engage in parenting functions and roles, is an ideal way to fulfill parental obligations and accommodate children's rights (Arifki Budia Warman, Elimartati, Dodon Alfiander, Ashabul Fadhli, & Wardatun Nabilah, 2023).

The role of parents to always be involved in building communication and providing education to children is very important (Wulandari & Amanda, 2023). Building effective communication between parents and children can be done by taking the time to provide interpersonal communication space with children face-to-face (Ramadhana, Karsidi, Utari, & Kartono, 2019). Parents can maximize it by talking about children's

activities at school, the teaching and learning process at school, the child's social environment to the problems that the child is facing. In conditions where children say that there has been a conflict with their peers or seniors at school, the role of parents above can be increased at the stage of providing education to children regarding the needs of children in solving their problems (Ayuningbudi & Hanami, 2023). It should also be emphasized that by providing a good religious understanding, the education provided by parents about strengthening self-concept will be considered more relevant (Fono, Dhiu, Dominic, Meo, & Ndange, 2022). This is because self-concept plays an important role in producing behavior and shaping one's social behavior (Aristiani et al., 2021).

Self-concept is understood as a representation of opinions, feelings, or images of oneself in the form of physical or psychological. The formation of a complete self-concept in children in the form of body image, self-identity, self-ideal, self-role, and self-esteem can be an indicator of whether or not children are accepted by their social environment. Body image relates to a person's perception of themselves regarding body shape, face, hair, and so on. Self-identity relates to one's perception of oneself regarding status as a biological or adopted child, religion, descent, kinship relations, and including friendships. Ideal self relates to one's perception of oneself regarding one's desires, hopes, comfort, and so on. The role of self relates to one's perception of oneself regarding self-existence, self-achievement, and role in the social environment. Self-esteem relates to a person's perception of themselves regarding satisfaction and self-esteem (Agustin, Iqomh, & Prasetya, 2019).

Therefore, someone who has a negative self-concept will tend to show pessimistic behavior in interacting, running away and problems, having difficulty making decisions,

and avoiding opportunities in their social environment. As a result, it is difficult for children to distinguish which actions lead to efforts to resolve conflicts and actions that turn away or run away from conflicts. Weak self-concept in children makes children tend to have the nature of giving up, blaming themselves or blaming others negatively, and even close themselves because they are trapped in the assumption of a lack of appreciation for their abilities (Hadiarni, Jumiarti, Ardimen, Asmita, & Khairiah, 2023). Conversely, children who are equipped by parents with positive self-concept reinforcement will be more adaptive in responding to any problems both from within themselves and from outside themselves or conflicts in their social environment (Setyaningsih, Khodijah, & Munir, 2021).

METHOD

This type of research is descriptive research. The subjects in this study were parents of elementary school students in Agam Regency. The research was carried out by distributing questionnaires from November 27 2023 to December 24 2023. The instrument used in this study is a questionnaire on the role of parents in responding to constructively valid bullying actions. The number of respondents in this study was 79 respondents consisting of 60 women (mothers) and 19 men (fathers). Of the 79 respondents, it is known that 32 respondents come from the status of husband and wife who both work, 44 respondents come from the status of husband working and wife as a housewife and 3 respondents come from husbands who do not work. The data obtained were analyzed using the percentage technique. The data analysis technique used is the percentage technique. Quantitative data takes the form of numbers in the form of percentages and qualitative data is described in words regarding the role of parents in responding to bullying actions at the elementary school level.

RESULTS AND DISCUSSION

Exposure to Questionnaire Results on the Role of Parents

The role of parents in responding to bullying in elementary school students is very necessary. This can be seen from the results of data processing questionnaires of parents who choose alternative answers always (S) sometimes (KK) rarely (J) and never (TP) on the research instrument. Instrument The role of parents in responding to bullying actions has 3 items for indicators, namely; (1) Encouraging the development of children's potential positively so that children know themselves and can adapt well; (2) Equipping children with self-concept strengthening so that children recognize their physical self, self-identity, ideal self, self-role and self-esteem are the main things that I always convey to children; (3) When I find out that my child has received unpleasant treatment from his friend in elementary school, I am used to listening and talking to my child at home, and 2 items with alternative answer choices with indicators

(1) What efforts have you made to prevent your child from bullying in elementary school. (2) What actions will you take when you know that your child is a victim of bullying in elementary school. The results of the respondents can be seen in Table 1.

Table 1. The role of parents in responding to bullying actions

No	The role of parents in responding to <i>bullying</i> actions	Item	F	%
1.	The role of parents in encouraging the development of children's potential positively so that children know themselves and can adapt well.	20	69	87,34
2.	The role of parents so that children avoid <i>bullying</i> in elementary school	21	-	-

	a) Equipping children with self-concept strengthening so that children recognize their physical self, self-identity, self-ideal, self-role and self-esteem.		59	74,68
	b) Directing children to adapt well to elementary school.		15	18,98
	c) Forbidding the child to do something that the mother thinks is good		2	2,53
	d) Restricting children's socialization 1		1	1,27
	e) Other (please specify) = Equipping with upbringing that makes sense to children of the same age.		1	1,27
	f) If you are hit, you have to hit back because if you don't hit back, the person will think you are weak and will often hit you. If you hit back, it means he will think you have resistance and will be difficult to intimidate.		1	1,27
3.	Equipping children with self-concept strengthening so that children recognize their physical self, self-identity, self-ideal, self-role, and self-esteem is the main thing that I always convey to children.	22	68	86,08
4.	The role of parents when knowing that their children receive unpleasant treatment from their friends in elementary school, I am used to listening and talking with my children at home.	23	68	86,08
5.	What actions will you take when you know that your child is a victim of <i>bullying</i> at elementary	24		

	school			
	a) Father and mother together strengthen the child's self-concept, personal and psychosocial so that the child gets up and can avoid/be strong in facing problems		50	63,29
	b) As a mom, I have more time with my children. I maximize this opportunity to talk more with my children. I believe that my attitude already represents the role of Father.		15	18,98
	c) As a father, I will always pay attention to the child's development and needs, while the mother of the child already chats and asks about the child's problems.		12	15,19
	d) I don't have much time to talk directly to my children when I'm working. Usually, I'll chat with my children when all the work has been done		2	2,53
	e) Mr. and Mrs. have their own jobs/busy schedules. Communication with children can be done with any media such as telephone, video call or others		0	0

From Table 1 it can be seen that for the questionnaire the role of parents in addressing bullying actions with indicators (1) parents play a role in encouraging the development of children's potential positively so that children know themselves and can adapt well obtained from 79 respondents as many as 69

respondents or 87.34% of parents do or play a role in encouraging the development of children's potential positively.

Indicators of the role of parents in responding to bullying in responding to things that are done so that children avoid bullying are the highest response as many as 59 respondents or 74.68% do equip children with self-concept strengthening so that children recognize their physical self, self-identity, ideal self, self-role and self-esteem. Other things that parents do such as limiting children's socialization, equipping children with an upbringing that is appropriate for children of their age, and if they are hit, they must hit back have the least effort made by parents with only 1 response or 1.27% by the respondents.

Equipping children with self-concept strengthening so that children recognize their physical self, self-identity, self-idol, self-role, and self-esteem is the main thing that is always done to children and the role of parents when they know their children receive unpleasant treatment from their friends in elementary school, namely by parents accustomed to listening and talking with children at home well. It can be seen that as many as 68 respondents or 86.08% of respondents play an active role in children as a form of addressing bullying.

The actions taken by parents when they find out that their children are victims of bullying as many as 50 respondents or 63.29% play a role by jointly strengthening the child's self-concept, personal and psychosocial so that they rise and can avoid and be strong in facing problems. There are no parents who have jobs or are busy working so they choose to communicate with their children via telephone, video call, or other media. In the context with the lowest volume level, the role of parents to chat with their children when they know that their children are victims of bullying is only done by 2 respondents or 2.53%.

The Role of Parents in Responding to Bullying in Elementary Schools

Departing from the 3 indicators described above, it can be seen that the role of parents in Agam Regency has a different role between one item and another. The first item about the indicator that parents play a role in encouraging the development of children's potential positively so that children know themselves and can adapt well is considered very good. Of the total 79 respondents involved in this study, 69 respondents or 87.34% always do that. Meanwhile, 10 other respondents chose to answer sometimes. None of the respondents chose the answer rarely or never.

In contrast to the indicator in item 2 which asks about the role of parents so that children avoid bullying in elementary schools, it is generally known that each parent has their own views and ways to avoid bullying. If in item 1 parents' understanding tends to look uniform, but in item 2, parents' understanding departs from different approaches, including the additional answers given by respondents in the other answer choice column. Although 59 or 74.68% of respondents have chosen to equip children with self-concept strengthening, some others argue that forbidding children to do something that the mother thinks is good and limiting children's socialization in elementary school is seen as the right choice. Apart from that, 1 or 1.27% of respondents thought that equipping children with education that makes sense to children their age was more appropriate. Likewise, another 1 or 1.27% of respondents stated that hitting back if it is the right step to instill in children so that children are difficult to intimidate. However, when asked about the importance of providing children with self-concept reinforcement so that children recognize their physical self, self-identity, self-ideal, self-role, and self-esteem, only 11 or 13.92% of respondents thought it was not important. Thus, all of these answer choices prove that overall, the respondents'

opinions lead to equipping children with self-concept strengthening is something that must be given by parents so that children avoid bullying in elementary schools.

Furthermore, the role of parents to act when they know that their child is a victim of bullying in elementary school is also fairly diverse. Most respondents agreed that the involvement of both parents to strengthen the child's self-concept, personal and psychosocial so that the child gets up and can avoid/strongly face problems is important. Each parent realizes that parenting activities are not only played by the mother but also by the father. However, by another 15 or 18.98% of respondents, maximizing the mother's role without the father's involvement is considered a form of representation of the father's role. The assumption is that the mother's role can be referred to as a representation of the father's role. Indeed, the mother's thought that the absence of the father's role will be maximized by the mother's role also applies equally to the father's thought. This proves that maximizing each other's roles and building communication between both parents is important (Aminah, Lubis, Hastuti, & Muljono, 2023).

The assumption of the role of the mother who thinks to be able to "replace" the role of the father above, is presumably due to the factor of the husband working. The reason that the father works outside the home while the mother spends more time at home with the child, is assumed to be allowed by the mother to fulfill the father's role to listen and talk with the child at home. Of the total 79 respondents, 32 or 32% of the respondents came from husbands and wives who both worked, 44 or 55.69% of the respondents came from husbands working and wives as housewives and 3 or 3.79% of the respondents came from husbands not working. For husbands who work, the most common occupations for each husband are as farmers 32 or 40.5 respondents and entrepreneurs 21 or 26.5% of respondents. Others are civil servants 8 or 10.1% of

respondents, private civil servants 8 or 10.1 respondents, traders 6 or 7.59% of respondents, not working 3 or 3.79% of respondents and retired 1 or 1.26% of respondents. As for the working wives, the most common occupations of each wife are as housewives 44 or 55.69% of respondents and civil servants 17 or 21.51% of respondents. Meanwhile, others worked as private employees 8 respondents, self-employed 4 or 5.06% of respondents, farmers 3 or 3.79% of respondents, traders 2 or 2.53% of respondents, and online businesses 1 or 1.26% of respondents.

The time spent working outside the home by the husband is also a reason why parents are not present with their children to strengthen the child's self-concept, personal and psychosocial so that the child gets up and can avoid/ strongly face problems. Although there were 52 or 65.82% of respondents who were willing to take the time to be present with their children, including 2 or 2.53% of respondents who chose that they as parents would only listen and talk with their children when all the work was done, 27 or 34.17% of other respondents preferred to be replaced by their mothers. This means that compared to mothers, more fathers are known to have their role replaced by mothers. When looking at the length of time fathers spend working, 40 or 50.63% of respondents spend working for 8-12 hours, 25 respondents 4-7 hours, 4 respondents >12 hours, 3 respondents 1-3 hours, and 4 or 5.06% of other respondents do not work including 1 retired person. Therefore, it can be concluded that the type of work fathers do and the time fathers spend working outside the home can have an impact on the quality of time given to listen and talk with children when children face problems. Although it does not apply absolutely to all personal fathers, the reason for working can be a dominant factor in reducing the role and responsibility of fathers to children (Sari, 2023).

Furthermore, there are 12 or 15.19% of respondents who think that there are differentiated domestic duties between fathers and mothers at home towards children. Fathers and mothers are assumed to have their own roles and duties in the household. It should be underlined that the ownership of these duties is not accompanied by the existence of joint roles and duties that cannot replace or replace each other. When the father feels that the task of paying attention to and meeting the needs of the child has been fulfilled, then the thought arises that the task or role is sufficient, even finished. As for the role of discussing children's problems in elementary school, it is no longer considered part of the father's role. This role has shifted to the mother's role. Fathers assume that the mother's efforts to chat with children when she is not present at home, then these efforts are considered sufficient as a substitute for her representation of the mother's role.

Bridging the role of parents in encouraging the development of children's potential, and equipping children with strengthening self-concept with the content of religious values and forms of communication between parents and children above is legally the obligation of every parent that must be fulfilled. Law Number 1 of 1974 in conjunction with Law Number 16 of 2019 concerning Marriage article 45 emphasizes that both parents are obliged to maintain and educate children as well as possible. Although the Marriage Law Article 31 paragraph (3) explicitly stipulates that the husband is the head of the family and the wife is the housewife, essentially the rights and position of husband and wife are equal (Fadhli & Kahfi, 2023). Therefore, the role of parents in building an ideal self-concept in children must present a complete figure, namely husband and wife or mother and father.

The balance of roles promoted by the Marriage Law regarding the role of parents above is also in line with the arguments built

on the role of the father narrated in the Qur'an Surah Al Baqarah (2):233. The father figure is not only considered as a breadwinner but also consecutively participates in building the child's personality and character.

بِالْمَعْرُوفِ وَكَسَوْتُهُنَّ رِزْقُهُنَّ لَهُ الْمَوْلُودِ وَعَلَى

Meaning: And it is the duty of the father to feed and clothe the mothers in a ma'ruf manner.

Furthermore, in the letter QS. Al Baqarah (2):132 as follows:

الَّذِينَ لَكُمْ أَصْطَفَىٰ اللَّهُ إِنَّ بَيْنِي وَيَعْقُوبَ بَنِيهِ إِبْرَاهِيمَ بِهَا وَوَصَّىٰ مُسْلِمُونَ وَأَنْتُمْ إِلَّا تَمُوتُونَ فَلَا

Meaning: O my children, Allah has chosen this religion for you, so do not die except in the embrace of Islam.

The popular verse talking about the role of the father in the family QS, Al Baqarah (2): 233 above, talks about the father's duty to provide a living by ensuring the fulfillment of his wife's needs both elementary and secondary. The duties and responsibilities that the father bears as the breadwinner in the household, encourage the assumption that the father's interaction will be more outside the home to meet these needs. In fact, as a father, there are still other roles that must be fulfilled, such as the role of guidance and education (Hasnah, Amelia, Gusmirawati, Satriadi, & Marhamah, 2022). Therefore, to perfect the understanding of the father's role, QS. Al Baqarah (2):132 emphasizes that the consistency of the father's role will have a significant influence on the development of the child and his offspring. Therefore, it is an obligation for fathers to foster and educate their families to produce children and offspring who are obedient and obedient to the commands of Allah SWT (Hasnah et al., 2022).

Every parent is also obliged to fulfill the basic rights of children in the form of the right to life and a decent livelihood, the right to education, the right to protection from all forms of abuse and violence, and the right of children to be involved and heard based on the principle of the best interests of the child (Fadhli, Khairiyah, & Dewinda, 2023). The idea is summarized in Law No. 23 of 2022 in conjunction with Law 35 of 2014 concerning Child Protection, which considers that children's rights are mandated by the 1945 Constitution of the Republic of Indonesia. This means that the State in principle has regulated how the rights and obligations between parents and children should be realized. Besides aiming to fulfill the basic rights of children as mentioned above, the fulfillment of parental obligations and responsibilities is also intended as a form of character education and cultivation of character in children (Ariyanti, Sutriyani, & Attalina, 2024). Parents can instill character education, including by instilling sensory, rational, partial, universal, psychological and belief values gradually according to the child's age level (Selamat, Adripen, & Jamaluddin, 2022). Indeed, all these goals can be found when parents can realize their role ideally by applying good and balanced parenting. The awareness of fathers and mothers is needed to consistently carry out their respective roles and responsibilities, without tolerating the possibility of changing roles.

Consistency in carrying out the role of parents is a reflection of parenting, which not only aims to prevent children from bullying at school but can also affect the success of children in undergoing the educational process. Parenting can be referred to as a manifestation of the role of parents in maintaining and educating children (Christiana, 2023). Good parenting is parenting that juxtaposes it with the provision of strengthening self-concept (Riski Juniarti, Margunayasa, & Kusmaryatni, 2020). Juniarti

assumes that self-concept is among the internal factors that not only affect children's academic achievement but also affect how children interact with others, and how children respond to problems, including in solving problems, especially when children are faced with problems with their peers at school. When children have a good understanding of self-concept, the individual behavior shown by children in their social environment will be reflected in the level of understanding they have (Saadah, Romadhon, Irfan, & Atin, 2023). Conversely, parenting in the form of permissiveness that gives freedom to children according to what children want without any control in the form of strengthening self-concept, will have a negative impact on the child's educational process. Children will find it difficult to achieve academic and non-academic achievements at school which impacts children's competence in their social environment. In a closer context, the role of permissive parents in the form of applying parenting patterns that do not lead to the development of children's potential, the lack of provision of self-concept strengthening, prohibiting children from something that is not clear or difficult for children to understand, will be able to provoke the interest of children's peers at school to commit acts of verbal, psychological and physical bullying (Chodijah, 2019).

Therefore, both parents together need to implement parenting patterns that are concerned with developing children's potential in the form of strengthening self-concept so that children avoid bullying at school. All forms of threats of unpleasant treatment in bullying relationships will be very detrimental to children's lives as individuals (Hopeman et al., 2020). It takes the role of parents who are oriented towards forming patterns of interaction between parents and children in the form of guidance, education, and coaching all the time as an indicator in the development of children's human resources (Amadela Andra

Dynalaida, Putri, Maharani, & Rachmat, 2022). Ideally, this form of interaction can be realized by the habit, openness, and spaciousness of parents to always listen and talk with children at home, regardless of whether they know the child is receiving unpleasant treatment or not. Indeed, the reasons for working for a living, the division of domestic labor, and busyness outside the home, which consequently reduces time with children, cannot be used as justification that the role of fathers can be replaced by mothers because mothers are considered to have more time with children.

Likewise, the awareness of both parents to always encourage the development of children's potential positively by always instilling religious values. Each parent is responsible for strengthening the child's self-concept, personal and psychosocial so that the child is spared and strong when facing problems. That way, each parent is charged with serious homework in maximizing their respective roles and responsibilities to be more selective in applying parenting patterns that are relevant to the time, environment, and needs of children without rubbing against the obligations of parents to earn a living outside the home.

CONCLUSION

Departing from the description above, this study concludes that the potential of parents in encouraging children's potential positively has a good percentage criterion (87.34%). In the second item about the role of parents in equipping children with strengthening self-concept is also classified as a good percentage criterion (74.68%). Meanwhile, the item about the actions taken by each parent when knowing that the child is a victim of bullying in elementary school is still relatively minimal (63.92%). This study assumes that the lack of parental role in the third item is due to the perspective built by parents on aspects of the division of domestic roles, busy working

outside the home and time spent working for a living is not sorted out based on obligations and responsibilities. The perspective built in the context of legislation and religion agrees that the husband (father) and wife (mother) have a balanced role in the household. In the aspect of unfulfilled father obligations, leaving obligations to the mother is still tolerated as a justification for parenting. Meanwhile, the mother bears double responsibility for the responsibilities that the father does not carry out. Thus, the role in the third item does not represent the parents' obligation to nurture, educate, and instill good ethical values in children so that children avoid bullying at school. This finding is a note that instilling self-concept strengthening in children to prevent bullying is not considered sufficient when the fulfillment of this role is only carried out by the father or mother. Ideally, both parents need to spend time with their children to talk more and listen to their children when they know that their children are victims of bullying in elementary schools.

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