

THE IMPACT OF BULLYING ON THE SOCIO-EMOTIONAL DEVELOPMENT OF EARLY CHILDHOOD IN TIRTANADI VILLAGE, EAST LOMBOK

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ABSTRACTS	ARTICLE INFO
<p>This research was motivated by a deep curiosity about bullying in children aged 4-6 years in Tirpas Tirtanadi Hamlet. Many parents are still unaware of the parenting styles they provide that can lead to children becoming victims of bullying. The purpose of this study was to determine (1) the factors that cause bullying behavior in early childhood in Tirtanadi Village, East Lombok; and (2) the impact of bullying on the social-emotional development of early childhood in Tirtanadi Village, East Lombok. The author used a qualitative research method with a descriptive approach, with children aged 4-6 years in Tirpas Tirtanadi Hamlet as the subjects. The data collection techniques used by the researchers included unstructured interviews, observation, and documentation. The data analysis employed Miles and Huberman's data reduction, data presentation, and conclusion drawing techniques. The results of the study indicate that (1) the factors contributing to bullying behavior in early childhood in Tirtanadi Village, East Lombok are: (a) family factors; (b) peer factors; (c) individual factors. (2) The impact of bullying on the social and emotional development of early childhood in Tirtanadi Village, East Lombok, is: (a) aggressive behavior; (b) emotional instability; (c) low self-confidence; and (d) lack of social skills.</p>	<p>Article History:</p> <p>Received: October 17th 2025</p> <p>Revised: October 27th 2025</p> <p>Published: October 2025</p> <p>Keywords:</p> <p>Impact, Bullying, Social and Emotional, Children Aged 4-6 Years</p>

INTRODUCTION

The high number of cases of child abuse in East Lombok Regency has drawn the attention of all parties, especially the East Lombok Child Protection Agency (LPA). The high number of cases of child abuse in East Lombok is due to weak parental control and supervision. The underlying cause of this weak parental control is the large number of Indonesian migrant workers (PMI) in the community and their parents. Ahmad, Head of the Women's Empowerment, Child Protection, and Family Planning Agency (DP3AKB) in East Lombok, acknowledged that cases of violence against children in East Lombok are increasing daily. The violence is dominated by violence against children, with 118 cases in 2020 and 209 in 2021. Increasingly sophisticated technology appears to increase children's

vulnerability to violence, often leading innocent children to become victims, both within the family and in the community.

The issue of bullying was first raised in 1988 by renowned psychologist Professor Dan Olweus. According to Olweus, bullying is repeated negative behavior intended to cause displeasure or harm by one or more individuals, directly targeting an individual who is unable to resist. Bullies, or what are commonly called "bullies," can be individuals or groups. They perceive themselves as powerful enough to inflict any harm on their victims, while victims also perceive themselves as weak and helpless.

Bullying experienced by children can have long-term effects and become a nightmare that never fades from the victim's memory. Bullying can happen to anyone, regardless of age. This behavior is repeated with the desire to harm for personal gain. In Islam, recommended educational methods for children include storytelling, heartfelt sentences, habituation, role modeling, and exemplary behavior. The nature of education, according to the Quran, is divine. In surah Al-Hujurat verse 11 which means:

O you who believe, do not make fun of other people because it may be that those who are made fun of are better than those who make fun of you, and do not let women make fun of other women because it may be that the woman you are making fun of is better than the woman who is making fun of you, and do not criticize yourselves, and do not call them bad names. The worst call is a call that is bad after faith, and whoever does not repent, then they are the wrongdoers.

Based on the translation of the verse above, it can be explained that bullying is reprehensible behavior that should not be carried out by anyone because it can harm themselves and others. Someone with high self-awareness will not see shortcomings or belittle others, because no human being is perfect and certainly has both strengths and weaknesses.

Bullying is certainly undesirable. Early childhood is considered the golden age, and parents should see this as a golden path to realizing the ideals of national education. Early childhood is an investment in the future for families and the nation; children will eventually become the individuals who will build Indonesia into a developed nation that is on par with other nations. Children who are victims of bullying often feel ashamed, afraid, and uncomfortable. Parents or teachers must provide an understanding of bullying and equip children with a strong sense of self-confidence. Therefore, parents or teachers need to focus on their children's potential and strengths to increase their self-confidence. Bullying actually has a negative impact not only on the perpetrators and victims, but also on children who witness and hear bullying, even if they don't actively participate in it. According to Sullivan, bullying involves three elements: the perpetrator, the victim, and those who witness the bullying. The perpetrator is a person or group of people who share similar behavior and needs. The victim is a person or group of people who are frequently hurt by the behavior of others and lack the power, ability, or opportunity to retaliate or stop the behavior. Bystanders are those who witness the bullying. Bystanders often take action, but others do nothing to stop the bullying.

The school environment, playground, and family are among the factors influencing bullying in children. This means that parents and teachers play a key role in a child's

development, both at home and at school. The environment is an excellent educational resource for early childhood, providing a place for individuals to interact with one another. All parents want their children to be active and safe outside their environment. Sharing, loving, and caring are not about bullying.

The impact of bullying has a significant negative impact on children's social and emotional development. Social and emotional development is a process that occurs when children relate to and interact with others. Bullying can disrupt a child's social interactions. According to Mira Yanti Lubis, social and emotional development is the child's sensitivity to understanding the feelings of others during everyday interactions. By attending playgroups and kindergartens, preschoolers learn to develop more comprehensive social interactions, not only with other family members but also with teachers, peers, and their friends' families.

Children's social and emotional development is crucial because it is crucial for personal development within the family, culture, and nation. Changes in a child's behavior are highly dependent on their environment. A positive environmental stimulus will also positively influence their development. The environment, which can shape a child's development, naturally has both positive and negative influences, including bullying. The existence of bullying behavior in the child's environment, which can have a negative impact on the child's social emotional development, namely, bullying behavior can cause delays in social emotional development which is shown by children behaving like being alone, anxious, lacking self-confidence, showing dislike for new people, and being reluctant to socialize with people in their environment.

Based on the results of the researcher's initial observations in the field in Tirpas Hamlet, Tirtanadi Village, East Lombok, the researcher found 3 children aged 4-6 years who experienced physical, verbal and rational bullying which had an impact on their social emotional development. Bullying comes from anyone, as seen in the initial observation the first factor that influences children to behave in bullying is that it can be from the closest family, namely both parents because what they do will certainly be easy for children to imitate, especially children are excellent imitators. Parenting patterns that do not allow children to socialize with people around them, only giving cellphones so that children stay at home, because parents are anxious when their children play outside without supervision. As parents must think about all actions and words when interacting with children, not using violence or a loud tone when children make mistakes. As the results of observations, that parents do not hesitate to hit, pinch, even say harsh words to their children when crying or making mistakes with the excuse of making children afraid and not repeating their mistakes. Constantly experiencing violence and being banned from leaving the house, the child takes out his feelings on others, ignoring who they are, whether they are children his own age, adults, or even his parents. This is evident in the way the child interacts with his surroundings: uncontrolled emotions, stubbornness, selfishness, easily frightened, and a lack of confidence when meeting new people, as he is used to being alone at home. The second factor is peer pressure. In addition to imitating the behavior of parents, children also imitate the behavior of their friends. Pressured by peers to follow bullying behavior, the child innocently imitates their friends' behavior in an effort to be accepted by their circle of friends. However, this experience leaves the child with a lack of self-confidence, a constant reliance

on others. This is evident in the child's withdrawal and quiet behavior when alone, while actively participating in their peers' behavior.

Based on the above description, researchers sought to delve deeper into the social-emotional development of early childhood victims of bullying. Therefore, they conducted a study examining the impact of bullying on the social-emotional development of children aged 4-6 years in Tirtanadi Village, East Lombok.

RESEARCH METHODS

The approach used by the researcher in this study is a qualitative approach. Qualitative research is research that produces descriptive data in the form of written or spoken words from the people or sources being observed. According to Denzin and Lincoln, qualitative research is defined as a methodology that provides tools for understanding the in-depth meanings related to complex phenomena and their processes in everyday life. The researcher used a qualitative method because (1) it is easier to adapt to multidimensional realities, (2) it is easier to directly present the nature of the relationship between the researcher and the research subjects, and (3) it provides sensitivity and the ability to adapt to the many influences arising from the value patterns encountered.

RESEARCH RESULTS AND DISCUSSION

A. Factors Influencing Bullying in Early Childhood in Tirtanadi Village, East Lombok

1. Family Factors

Based on the interview and observation data above, researchers can conclude that bullying behavior can originate from anywhere, including parents. The factors that cause parents to commit violence against their children are parental experiences. Mistreatment experienced by parents during childhood becomes a lasting experience that encourages them to do the same. The actions a child experiences are recorded in their subconscious and carried into adulthood. Children who experience harsh treatment from their parents will later become aggressive parents and become cruel individuals as adults. Aggressive parents will produce aggressive children who will later become cruel and aggressive themselves.

Negative behaviors learned from parents can lead children to bully others. Overly harsh authoritarian parenting, whether intentionally or unintentionally, can habituate children to bullying behaviors that occur in their environment. Children who experience bullying at home, such as physical and verbal punishment in the form of harsh words, yelling, and insults, can become both victims and perpetrators of bullying. The influence of the home on a child's personality development is universally known and acknowledged. Psychologically, children absorb all experiences and transfer them into their personal lives without rigorous evaluation and selection. Everything is accepted as normal and without question, therefore, the role of parents as guides is crucial.

2. Peer Factors

Based on the interview and observation data above, the researcher can conclude that bullying behavior is not explicitly taught to children; rather, children

absorb the behavior and mannerisms of those around them, leading them to imitate them. This is an external factor influencing the development of bullying behavior in children. Given the potential for negative peer influence, parents' responsibility to monitor their children's behavior and activities must be strengthened to prevent negative potential. Living creatures cannot live alone, but that doesn't mean they have to befriend or interact with just anyone, because good behavior thrives in an environment of good people.

B. The Impact of Bullying on the Social and Emotional Development of Early Childhood Children in Tirtanadi Village, East Lombok

1. Aggressive Children

Based on the data above, researchers concluded that aggressive behavior emerges as a response to dislike of bullying behavior perpetrated by parents or peers. Furthermore, when aggressive behavior is seen in the behavior of parents and peers towards children, children will imitate this behavior and repeat it to others. Children who are rejected by their peers will experience adjustment problems and become aggressive.

2. Unstable Children's Emotions

Based on the data above, researchers can conclude that anxiety experienced by children over a long period of time can cause emotional instability. Because children's play environments do not provide a sense of comfort and safety, this can sometimes lead to confusion, excessive anxiety, and disrupt their emotional stability.

3. Low Self-Confidence in Children

Based on the data above, researchers can conclude that children's self-confidence can be seen from their behavior. Victims of bullying experience a variety of disorders, including discomfort, fear, low self-esteem, lack of self-confidence, and social withdrawal. When children lack self-confidence, they feel unsafe and threatened. Self-confidence is essential for every individual, as it allows children to achieve. Self-confidence is a key factor in individual success, demonstrating the importance of self-confidence.

4. Lack of Social Skills

Based on the data above, researchers can conclude that children need good social interaction skills in social relationships. This social interaction will ultimately help them connect with their environment. However, from a child's perspective, bullying can make it difficult for them to successfully interact in social settings. The ability to interact directly and indirectly with others will help them adapt to their social environment, as humans are essentially living creatures. The impact of high levels of bullying behavior will be related to children's social interactions. Children who are frequently intimidated will be less likely to interact with others, as being frequently underestimated can lead to a lack of self-confidence. The results of the study on the impact of bullying on the social and emotional development of early childhood children aged 4-6 years in Tirtanadi Village, East Lombok are as follows:

1. Name: Anlin Risma Dwitami

Age: 4.5 Years

Parents: Mrs. Rusmini

NO	Type <i>Bullying</i>	Factor of <i>Bullying</i>	<i>Bullying Impact</i>
1.	<i>Bullying Verbal</i>	Peer factors <ul style="list-style-type: none"> • For pleasure 	<ol style="list-style-type: none"> 1. Aggressive behavior in children <ul style="list-style-type: none"> - When Alin wants something but doesn't know what to say, it makes her angry for no reason, leading to tears and being difficult to calm down. 2. Emotional instability <ul style="list-style-type: none"> - She screams and cries in the middle of the night for no reason. When asked, she refuses to answer, just shakes her head, screams, and continues crying. 3. Low self-confidence in children <ul style="list-style-type: none"> - She can't go anywhere or do anything on her own. She still needs help from her parents. If asked by anyone other than her parents, she runs and hides.

4. Nama: Ahtip Repat Sakir

Age: 5,5 years

Parent: Sahnia

NO	Type of <i>Bullying</i>	Factor of <i>Bullying</i>	<i>Bullying Impact</i>
1.	<i>Bullying Verbal</i>	Peer factors <ul style="list-style-type: none"> • For pleasure • Parental factors • Infidelity 	<ol style="list-style-type: none"> 1. Aggressive behavior in children <ul style="list-style-type: none"> - When angry, angry because their wishes are not met, they rebel and are unafraid to hit their parents with anything nearby, regardless of whether the person is an adult, a child, or an elderly person. 2. Emotional instability <ul style="list-style-type: none"> - Often vents their emotions on those around them, coming home from play with a red face, approaching their parents and immediately hitting them. 3. Low self-confidence in children <ul style="list-style-type: none"> - Can't go anywhere or do anything on their own, still needs help from their parents

			because they are too shy to answer when asked questions.
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4. Nama: Revilla Zakia Maeisha Rosiana

Age: 6 Years

Parent: Ibu Hayani

NO	Type of <i>Bullying</i>	Factor of <i>Bullying</i>	<i>Bullying</i> Impact
1.	<i>Bullying</i> Verbal	Parents factor <ul style="list-style-type: none"> ● Parents experience 	<ol style="list-style-type: none"> 1. Aggressive behavior in children <ul style="list-style-type: none"> - They often fight when forbidden to go out to play, even telling their parents to die quickly so they can go out and play and come home whenever they want. 2. Emotional instability <ul style="list-style-type: none"> - Because they are forbidden to leave the house, they always play on their cell phone. When they are not allowed to play on their cell phone, their emotions become uncontrollable, and they even refuse to eat. 3. Low self-confidence in children <ul style="list-style-type: none"> - Often hit when they make mistakes, children lack confidence in themselves to do things. 4. Low social skills <ul style="list-style-type: none"> - Rarely leaving the house, only spending time indoors, resulting in low social skills, as evidenced by their withdrawal when greeted or asked questions.

CONCLUSION

The researcher can draw conclusions: 1) Factors contributing to bullying behavior in children in Tirpas Hamlet, Tirtanadi Village, include: bullying can occur anytime and anywhere in social interactions. Negative experiences experienced by parents during childhood can leave lasting impressions that lead parents to commit violence against their children. Infidelity can also influence parents to commit violence against their children, as

they are upset and angry with their husbands and vent their anger on their children. Harsh parenting styles can trigger children to become victims of bullying within the family, which can unwittingly lead children to bully others to vent their feelings. Peer relationships are also a contributing factor to bullying in children. 2). The impact of bullying on the social and emotional development of early childhood is characterized by aggressive behavior, a manifestation of dislike and a response to bullying behavior from parents. Low self-esteem: Children who frequently experience harsh treatment at home, are restrained, and are constantly underestimated, leading to a lack of confidence in themselves and the need to try new things. The final impact of bullying is a lack of social skills among children.

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