

## Bullying Management Strategies for Indonesia's Early Childhood Education Environment: A Bibliometric Study

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### Abstract:

Bullying is a behavior that is seen as very detrimental to the development of education, especially in early childhood education. This study aims to find the needs needed in the management of bullying in the early childhood learning process in Indonesia. Through the bibliometric analysis method from research results published on Google Scholar, literacy data was analyzed using Publish or Perish 8 and VOSviewer to find out the description of publications, and citations, as well as items of terms that appeared and were clustered. The results of this study show that from 980 papers published from 1799 to 2023, it was found that there were 5 clusters with 77 items of the emergence of the same term related to the development and need for bullying management in early childhood education. Further recommendations from the results of this study suggest that there is an immediate development of bullying management strategies for early childhood education that can work together in schools, homes, and communities, especially in Indonesia.

**Keywords:** *early childhood; education; bullying; strategies*

## INTRODUCTION

The growth and development of early childhood in the golden period of life is certainly a major concern for adults around children. Although not all children could receive the same attention and affection from the people around them, at least there are many early childhood children in the world who have received care and education since the beginning of their child's life. This is indicated by the number of parents who try to meet the needs of their children in the form of attention and fulfillment of affection from conception or prenatal to post-birth physically, mentally, and spiritually (Moreno-Ruiz et al., 2019; SL Friedman, 2008). This situation makes almost all parents in the world have hope in every child born later they can grow and develop healthy, smart, and become a happy person and have

a good future from the various life experiences they go through.

In fact, early childhood learns and develops through the process of life with various processes that are not easy (CH Zeanah, 2003; SL Friedman, 2008). The process of child growth and development is closely related to how the environment forges and accepts various social and academic changes that occur in the environment around children (Haslip et al., 2019). Along with the times, the center of world attention on various phenomena of early childhood education is shown by various innovative works in the form of; education, health services, as well as visual devices as well as materials for various special needs of children which are currently mushrooming and growing. All these innovative works for children aim to meet the needs and goodness for children's growth and development in accordance with the times that are useful for children to achieve their goals in the future.

However, early childhood in going through the process of self-maturity is never separated from the influence of social life and adaptation to life outside the home (Pianta et al., 1995; Shields et al., 2001). Children's readiness to adapt to the people around them is faced with conditions that sometimes do not match the teachings they receive at home. Children sometimes experience social discomfort due to differences in attitudes and social treatment around them, so that without realizing it, early childhood is very vulnerable to being victims or perpetrators of bullying in social activities around them. This makes children who are attached to bad behavior in their daily lives and tend to imitate or justify the negative behavior they receive (Savina, 2020). This makes a child when he returns to his family environment it is considered a reproach and something must be corrected immediately without an explanation that can be accepted by the child.

The results of various studies in the world show that early childhood prefers to be silent and not fight when they are hurt physically or verbally (Kim et al., 2021; Mitchell, 2019). Early childhood is more often the object of anger from the adults around him, without knowing the cause (Rose et al., 2016; Tanrikulu, 2020). Children tend to be master observers who only try to imitate the bullying behavior they experience and see. So that due to deviations in social behavior in the form of bullying, many children end up experiencing stress and severe depression (Cross et al., 2015; Redmond, 2011; Swearer & Hymel, 2015). And even worse, some young children who are victims of bullying at school become desperate and don't want to go to school because they are afraid and traumatized by their social environment at school. Relational, verbal, and physical bullying makes young children at school feel afraid and no longer enthusiastic about going to school (Redmond, 2011; Rose et al., 2016). When children make fun of their friends, are said to be unable to complete tasks, or are ostracized while playing with their groups, it turns out to be a very painful emotional management disorder and difficult for children to accept. Social discrimination from children's play groups with the appearance of dirty words or negative labeling on them creates its own trauma for children.

However, until now the phenomenon of bullying that occurs especially in bullying that afflicts early childhood continues to grow, with various types of behavior that are increasingly complex. Children's rights to grow and develop are neglected and require the world's attention to respond quickly

and appropriately to the formation of the child's personality. This is a big homework for all elements of observers on the growth and development of children's education related to actions in the form of behavioral treatment as perpetrators and victims as well as spectators of bullying. The condition of the development of bullying behavior that cannot be prevented, must be a concern for educators to participate in thinking about preventive measures to overcome it. Policy makers, educators, and parents must have the same vision and goals in educating and shaping children's personalities who are good and tough in their lives.

The main consideration of this review analysis research is because Indonesia as a large nation is very rich in cultural pluralism and traditions that are prone to disputes in social interactions. This cultural diversity and social friction are the forerunners of the emergence of bullying behavior that may be experienced by children from an early age. Data from the Indonesian National Commission for Child Protection shows that cases of bullying in children tend to increase every year. To provide a solution to these conditions, it is necessary to search data from research results related to the general description of early childhood education, the conditions of various types of bullying that develop in early childhood education, responses to and overcoming bullying that have been carried out in early childhood education, and various efforts. what schools have done in managing bullying from various analyzes of world research results so that it is found where the gaps must be for Indonesia to do to prevent the development of bullying in Indonesia. The results of this study are expected to later become a source of reference data for needs analysis in solving bullying management problems in early childhood education, especially Indonesia.

## **METHOD**

This study uses a systematic review analysis method from the search results of research publications carried out through Scholar which then identifies the validity of the data using Publish or Perish (PoP). The data from the PoP analysis is then analyzed for the terms contained in the title and abstract of the research through the counting binary method using the VOSviewer. Analysis using VOSviewer is based on identifying the occurrence of clustered items with field observations; Network visualization, Overlay Visualization and Density visualization. The analysis includes an overview of early childhood education, the conditions of various types of bullying that develop in early childhood education, responses to and overcoming bullying that have been carried out in early childhood education, and various efforts that have been made by schools in managing bullying from various analysis results. world research to find out what gaps Indonesia should do to prevent the development of bullying in Indonesia.

## **RESULT AND DISCUSSION**

The results of the search for papers related to bullying research based on the search for scholar publications based on the years 1799-2023 found there were 980 papers. Analysis of Citation Metrics Harzing's Publish or Perish (PoP) shows that the publication has 122.06 citations per year, each author's paper has an average citation of 2.34 with a total of 119620 total citations for the years 1799-2022. Papers from research on bullying in children's education have h- index 155 and g-index 338, with all published papers with ACC  $\geq$  1,2,5,10,20:629,528,378,243,114. In detail, Table 1 shows results from Citation Metrics: bullying early childhood education Google Scholar.

**Table 1. Citation Metrics: Bullying Early Childhood Education Google Scholar**

Aspects	Information
Publication years	1799-2023
Citation years	223 (1977-2022)
Papers	980
Citations	119620
Cites/year	122.06
Authors/ paper	2.34
h-index	155
g-index	338
hI,norm	109
hI,annual	0.49
hA-index	45
Paper with ACC $\geq$	1,2,5,10,20:629,528,378,243,114

**Table 2. Result of Analysis of Occurrence of 77 Items (5 Clusters) Based on VOSviewer Bibliometric**

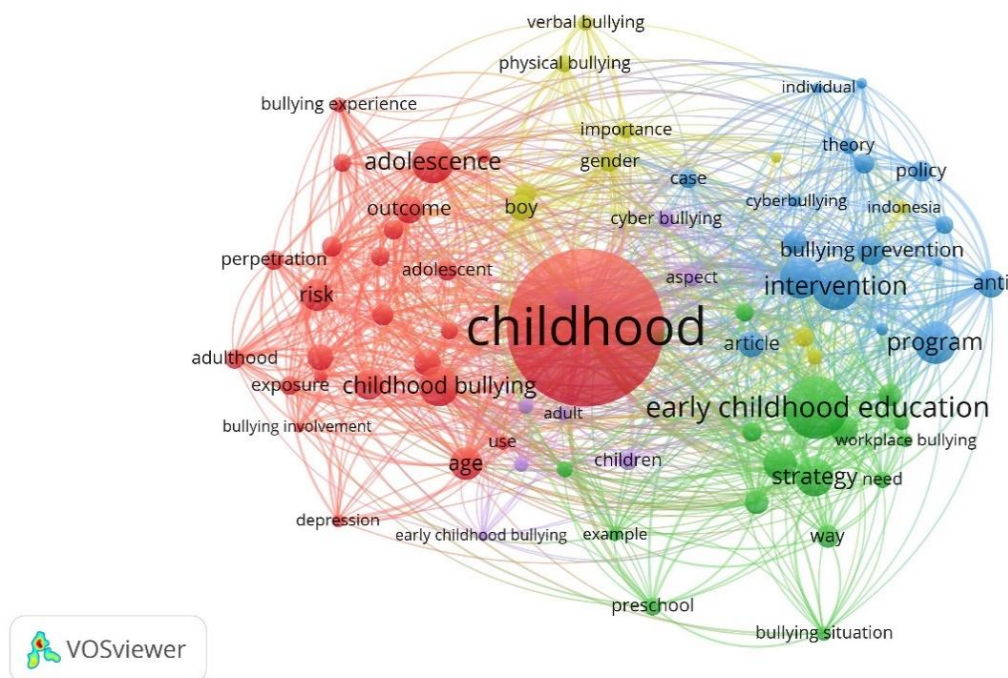
No	Cluster 1 (25 items)	Cluster 2 (17 items)	Cluster 3 (17 items)	Cluster 4 (10 items)	Cluster 5 (8 items)
1	Adolescence	Bullying situation	Anti	Behaviour	Adult
2	Adolescent	Definition	Article	Boy	Aspect
3	Adulthood	Early Childhood	Bullying	Bullying	Children
		Education	prevention	behaviour	
4	Age	Example	Bystander	Gender	Consequence
5	Aggression	Incident	Case	Girl	Cyber bullying
6	Association	Information	Chapter	Importance	Data
7	Bully victim	Kindergarten	Cyber bullying	Indonesia	Early childhood bullying
8	Bullying experience	Need	Individual	Physical bullying	Peer bullying
9	Bullying involvement	Paper	Intervention	Relational bullying	
10	Bullying victimization	Parent	Order	Verbal bullying	
11	Childhood	Perception	Perspective		
12	Childhood bullying	Preschool	Policy		
13	Depression	Response	Practice		
14	Exposure	Strategy	Program		
15	Health	Way	Schools		
16	Involvement	Workplace bullying	Systematic review		
17	Longitudinal study	Young child	Theory		
18	Middle childhood				
19	Outcome				
20	Perpetration				
21	Perpetrator				
22	Predictor				
23	Risk				
24	Use				
25	Youth				

Based on the VOSviewer analysis in Table 1, the 980 papers have the appearance of 5 clusters

of 77 items. Cluster 1 is the cluster with the most items found, namely 25 items, namely, adolescence, adolescent, adulthood, age, aggression, association, bully victim, bullying experience, bullying involvement, bullying victimization, childhood, childhood bullying, depression, exposure, health, involvement, longitudinal study, middle childhood, outcome, perpetration, perpetrator, predictor, risk, use, and youth. while the 5th cluster has at least 8 items; adult, aspect, children, consequence, cyber bullying, data, early childhood bullying, and peer bullying. In detail, Table 2 shows the result of analysis of occurrence of 77 items (5 clusters) based on VOSviewer Bibliometric table shows the results of the VOSviewer analysis for the occurrence of 77 items grouped into 5 clusters.

In the last 2 centuries the study of bullying behavior in children has a complex field of research results. Based on the network visualization VOSviewer in Figure 1, the results of the analysis of the phenomenon of bullying that occur in early childhood are obtained. In the data from network visualization viewers, it shows that the field of research studies on bullying in early childhood that have been produced, including how early children receive education in preschool, the role of educators and parents in overcoming bullying, types and varieties of bullying that develop in education early childhood, various preventive actions taken by the world to prevent bullying, as well as the role of gender in the development of bullying behavior.

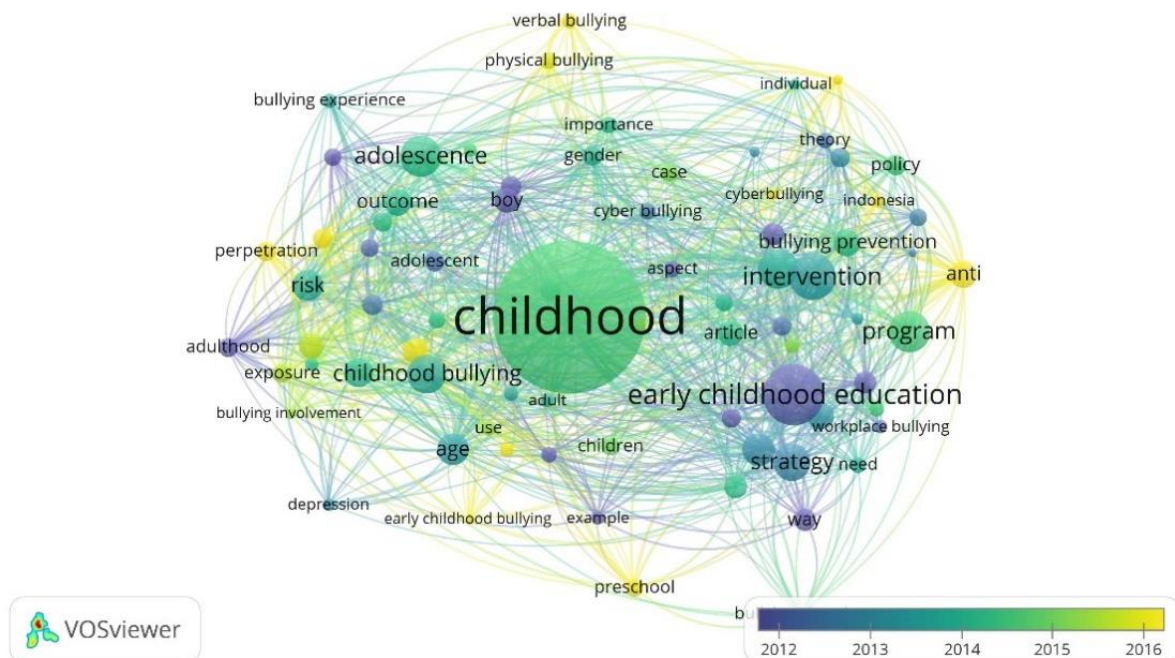
In 2012 the world's attention is being focused on early childhood education institutions which are the focus of the vulnerable places for the development of bullying behavior for both children after home. Until the gender grouping of children as perpetrators or victims of bullying becomes a concern in managing bullying behavior in early childhood education institutions.



**Figure 1. The analysis of the world phenomenon of bullying in early childhood based on network visualization VOSviewer**

In 2013-2014, especially early childhood as individuals who develop in their home environment and adults around them, they also became the focus of observation as a model for preventing and reducing bullying behavior and its impact on children. Among the impacts that arise from bullying behavior in children are in the form of stress and depression that affect victims of bullying. Until the end of 2015 until the end of 2016 world research is increasingly focused on actions specifically to anticipate the development of bullying behavior in early childhood, both verbally, socially, physically, and cyber. This is indicated by the results of the analysis of the development of research results on bullying behavior in early childhood education based on the VOSviewer visualization overlay in Figure 2.

Recently, the need for developing appropriate strategies to deal with bullying behavior and impact on early childhood has been further clarified in the results of the analysis shown in the density visualization VOSviewer (green color) in Figure 3. Although the development of anti-bully programs in the form of; Policies and socialization about the impact of bullying on children have been carried out, but specifically until now the strategy needed to manage bullying in early childhood education has become a hot issue that is still being discussed and raised in world research with various solutions according to the needs and treatment required. in children's learning. The following is an image of data from the analysis of the development of research in the last 5 years about the focus of bullying behavior in early childhood education based on density visualization VOSviewer.



**Figure 2. Analysis of the results of research developments on bullying behavior in early childhood education based on overlay visualization VOSviewer**









## CONCLUSION

The results of this systematic analysis of the Google scholar and PoP literature review papers on bullying show that research studies on bullying behavior continue to grow and become a hot issue that continues to roll. The condition of various types and the development of bullying behavior in early childhood education should be a special concern in the world. Awareness of the role of adults and the environment around children is a big capital for the continuation of the formation of good character for children who are far from bad values in their social environment. The world's success in conducting research on bullying must be a common reference for preventing the development of bullying behavior in early childhood education, especially in developing countries, namely Indonesia.

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