

**School and Parent Collaboration through the *SOBAT* Program
in Tackling Student Bullying**

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Submitted: 19-07-2025

Accepted: 28-07-2025

Published: 12-08-2025

Abstract

Bullying, a persistent form of violence in schools that harms students' mental health and character development, requires collaborative efforts between parents and schools, especially within Indonesia's current educational focus on strengthening supportive learning ecosystems. This study aims to analyze the effectiveness of the Great School Parents Program (*Sekolah Orang Tua Hebat Program/SOBAT*) in building partnerships between schools and parents to reduce bullying cases at Junior High School (*Sekolah Menengah Pertama/SMP*) Negeri 1 Singojuruh Banyuwangi. Using a qualitative approach with a case study design, data were collected through in-depth interviews, participatory observation, and documentation, then analysed using data reduction, data presentation, and conclusion-drawing techniques. The results of the study indicated that the *SOBAT* Program successfully created synergy between schools and parents in shaping students' character, improving early detection of bullying behavior, and strengthening the role of families in positive parenting. The activities implemented included parenting classes, family discussion forums, counseling services, and digital communication. The impact was evident in the decrease in bullying cases and the increase in students' openness and parents' concern for their children's psychosocial conditions. However, time constraints and parents' lack of understanding regarding the urgency of their role remain major challenges. In conclusion, this study emphasizes that parental involvement is not merely a supporting element but a strategic key in character education transformation. This program holds significant potential for contextual replication across various educational institutions as a collaborative model in building sustainable child-friendly schools.

Keywords: collaboration, *SOBAT* program, bullying, school-based intervention, parental involvement

INTRODUCTION

Bullying that has been happening lately has become a troubling social problem in society, especially among children, teenagers, and of course parents. This phenomenon is not just ordinary mischief, but a form of violence that has a serious and long-term impact on the individuals involved, both victims, perpetrators, and witnesses. According to UNICEF, *bullying* can be identified through three characteristics, namely, being done intentionally (to hurt), occurring repeatedly, and there is a difference in power. A bully intends to hurt their victim, either physically or psychologically.

Data shows that bullying cases in Indonesia in 2024, showed an increasing trend compared to previous years (Zuhriyah, 2024). This data was collected by the Indonesian Education Monitoring Network (JPPI) through various reports received, both through social media and JPPI's official website. JPPI noted that there were 573 reported cases of violence in educational environments, including schools, *madrasah*, and *pesantren*. In comparison, in 2020 there were 91 cases of violence received. The number then increased to 142 cases in 2021, 194 cases in 2022, and 285 cases in 2023. This increase shows that the problem of bullying is increasingly troubling and requires serious attention from various parties. These numbers not only represent the number of incidents, but also indicate an iceberg of unreported cases, given that many victims are reluctant to speak out due to fear or shame. This situation underscores the urgency of more comprehensive and sustainable interventions.

Bullying, is a deliberate and repeated aggressive act by an individual or group against another individual who is considered weaker, to hurt either physically, verbally, psychologically, or socially. Tolan (2023) explains that bullying is persistent harmful behavior towards someone who is unable to defend themselves. Types of bullying include insults, beatings, threats, and social exclusion. Sabramani et al. (2021) added that bullying is behavior to hurt or dominate others in an unfair way, often characterized by an imbalance of physical power or social status. Moreover, Nurfitriyanti et al. (2024) state that bullying is a form of moral distortion in the form of violence that often occurs in schools. Bullying does not only occur in the school environment, but also extends to cyberspace through social media and messaging applications, known as cyberbullying. In conclusion, bullying is a type of violence that is repeatedly and intentionally committed by the perpetrator to victims who are considered weaker, whether in physical, verbal, social, or digital aspects. This issue must be addressed with a comprehensive approach because it affects various aspects of child development. Comprehensive handling means involving various parties, from the family, school, to the community, and considering the various dimensions of the impact caused by bullying.

Bullying has many forms that can be recognized in the following categories according to Niejenhuis et al. (2020): (1) Physical Bullying: Involves actual acts of violence such as hitting, kicking, pushing, pinching and damaging the victim's belongings. This form is the easiest to recognize due to its physically visible impact; (2) Verbal Bullying: Includes verbal abuse, teasing, insults, demeaning names, and threats. Although it does not leave physical marks, verbal bullying can cause deep emotional wounds and damage the victim's self-esteem; (3) Social Bullying: Is the exclusion from the group, spreading of rumors, manipulation in friendships, and making the victim feel unwelcome. This form is often harder to detect due to its subtle nature, but its impact on the victim's social isolation can be devastating; (4) Cyberbullying: Utilizing digital platforms such as social media, texting, or apps to intimidate, humiliate, or spread

negative information about the victim. Cyberbullying has a wide reach and can happen at any time, making it difficult for victims to escape the attack.

Siron et al., (2021) state there are several factors that encourage someone to engage in *bullying*, including: (1) A family that is not harmonious, filled with conflict or violence. A dysfunctional family environment can be a place where children learn aggressive behavior or develop emotional problems which are then expressed in the form of bullying; (2) Overly strict or overly lax parenting, which does not set clear boundaries for children's behavior. Extreme parenting, whether authoritarian or permissive, can inhibit the development of empathy and self-regulation in children; (3) Lack of attention from parents and teachers to children's social interactions. When children feel unnoticed or their social interactions are unsupervised, they may seek attention or validation through bullying behavior; (4) Lack of character education from an early age. A strong foundation of character, including empathy, respect, and responsibility, is essential in preventing bullying behavior.

Suci et al., (2022) also state that bullying can arise due to a school environment that does not support positive social values and a lack of good role models around them. Bullying is the result of a combination of internal (such as personality and emotions) and external (such as unsupportive family, social, and school environments) factors. Efforts to prevent bullying require a systematic approach that involves many aspects of a child's education. This approach should be multi-level, targeting individuals, families, schools and communities as a whole.

Bullying can have a wide range of negative impacts, both for the victim, the perpetrator, and the school environment as a whole (Putri et al., 2020). (1) Decreased self-confidence. Victims of bullying often feel worthless and lose confidence in their own abilities; (2) Psychological problems such as anxiety, depression, or even prolonged trauma. These emotional impacts can be severe and require professional intervention; (3) Decreased academic performance. The victim's learning focus is disrupted by fear and anxiety, leading to a decrease in performance at school; (4) Avoidance of social interaction. Victims tend to withdraw from socializing and avoid social situations that could potentially trigger bullying; (5) In severe cases, the victim may be at risk of experiencing the urge to self-harm. This is the most extreme impact and requires immediate medical attention; (6) Develops a mindset that sees violence as a solution. Perpetrators may feel that violence is an effective way to get what they want or to control others; (7) Difficulty in building healthy social relationships. Although perpetrators often have groups, their relationships are often based on dominance and fear, not mutual trust; (8) There is a possibility to act worse with violence in the future. Bullying behavior that is not addressed may develop into antisocial or criminal behavior later in life; (9) Increased tension between students. The school environment becomes uncondusive and fearful; (10) Decreased motivation and participation in learning activities. Students may be reluctant to come to school or participate in activities because they feel unsafe; (11) Poor school image in the eyes of the community. Bullying cases that are not handled well can damage the school's reputation.

According to Hasibuan & Rizana (2023) in a study on bullying, states that victims of bullying often suffer from psychological problems such as excessive fear, low self-esteem, depression, anxiety, and even the desire to end their lives. Children who are attacked often feel uncomfortable at school and lose interest in learning. On the other hand, bullies also have the potential to face behavioral problems, including aggressive tendencies that can continue into adulthood, difficulties in building good social

relationships, and the possibility of being involved in criminal acts in the future. In addition, Syifa et al. (2023) explain that the impact of bullying is not only felt by the perpetrators and victims, but also by observers or witnesses. Victims show increased symptoms of stress, fear, and decreased academic achievement. Perpetrators show low levels of empathy and self-control. In addition, other students who witness bullying also feel emotional distress because they feel insecure and worried that they will be the next target. From the above statement, it can be concluded that the impact of bullying is very broad, covering psychological, social, and academic aspects. Victims experience severe mental and emotional distress, perpetrators develop antisocial behavior, and the school atmosphere becomes unsupportive for the learning process. Therefore, *bullying* prevention efforts are essential not only to protect victims, but also to create a safe and positive learning environment for all learners

Expressing their attitudes is crucial as parents and teachers need to be aligned in order to provide clear anti-bullying norms (Sheridan et al., 2004; Nijenhuis et al., 2020). It is important for children's social development in general and for the prevention of bullying behavior in particular that schools and parents convey the same messages to children (Ostrander et al., 2018; Sheridan et al., 2004; Nijenhuis et al., 2020). Schools and parents should try to prevent bullying by speaking out unanimously against it and by agreeing on how bullying should be dealt with. In addition, it is important for parents and schools to exchange information about bullying to prevent (further) negative consequences of bullying.

One of the relevant steps in this regard is the implementation of the *Sekolah Orang Tua Hebat Program* (SOBAT). It is an initiative program of the Dinas Pendidikan *Banyuwangi* that has been implemented in 2024 and was motivated by the many cases of *bullying* in *Banyuwangi* schools so that the Dinas Pendidikan made an innovative program, namely providing knowledge, attitudes and skills between educational units and parents, so that the education, assistance and care obtained by children at home are in harmony, mutually supportive, mutually reinforcing with those obtained in educational units and vice versa. This program is designed to bridge the gap between education at school and care at home, creating an integrated ecosystem in supporting child development. Siron et al., (2021) in their theory of child development ecology emphasize that the family is the closest environment that greatly influences children's social and emotional progress.

Real-life experiences are an important means of instilling moral understanding in children, especially during early moral development. In line with this theory, the SOBAT program provides a forum for parents to reflect on moral values and how to convey them to their children in a more contextual manner (Puspita et al., 2024). The program encourages parents to create meaningful experiences, such as accompanying their children when they face social conflicts or discussing the consequences of certain behaviors, thereby strengthening the internalization of moral values.

The SOBAT Program approach can be conceptually linked to Albert Bandura's Social Learning Theory, which concludes that humans take information and decide what behavior to adopt based on their environment and the behavior of others around them (Wahyuni & Fitriani, 2022). In this context, the active involvement of parents as positive role models in the SOBAT program is an important strategy in shaping children's character and preventing bullying behavior in the long term. However, the effectiveness of such collaborative programs has not been extensively studied, particularly in the context of bullying prevention in elementary and secondary schools. Therefore, this study

aims to critically analyze the effectiveness of collaboration between schools and parents through the SOBAT Program in addressing student bullying in *Banyuwangi*, and identify supporting and inhibiting factors. Thus, this study contributes theoretically to the development of school-family partnership models and provides practical recommendations that can be replicated in other educational contexts.

METHOD

This study employs a qualitative approach using the case study method, as its focus is on gaining an in-depth understanding of the dynamics of the implementation of the Great Parents School Program (SOBAT) in schools that have already implemented it. The research location is SMP Negeri 1 *Singojuruh, Banyuwangi*, one of the schools implementing the SOBAT Program in 2025. The research was conducted from May to July 2025. The primary informants consisted of five individuals: the headmaster, one teacher, and three parents of program participants. Data was collected using three primary techniques: in-depth interviews, participatory observation, and document analysis. Data sources included primary and secondary data. Primary data was obtained from the statements and behaviors of informants observed or interviewed, recorded through audio recordings, photos, and field notes. Secondary data consists of official documents, images, and archives related to the program's implementation. Data was analyzed using qualitative descriptive analysis techniques. The analysis process involved data reduction, coding, theme identification, and interpretation of meaning.

FINDINGS AND DISCUSSION

Findings

School and Parent Collaboration in the SOBAT Program

The collaboration between schools and parents in the SOBAT Program is realized through various structured and synergistic activities. This program facilitates 16 face-to-face meetings, such as parenting classes. In addition, digital communication through class WhatsApp groups is also optimized for incident reporting and rapid coordination. The primary objective of this collaboration is to facilitate active parental involvement in monitoring their children's behavioral development, both at school and at home. The SOBAT Program specifically provides a platform for parents to share feedback on classroom dynamics and students' psychological conditions, thereby strengthening their understanding of their role in preventing bullying. The findings indicate that this program has a significant positive impact on increasing parental awareness and involvement in education. There is a noticeable increase in enthusiasm and commitment toward children's development, both academically and socially. The SOBAT program has successfully created a reflective space that ultimately strengthens the emotional bond between parents and children.

Implementation of Parenting Classes and Communication Forum

Parenting classes in the SOBAT program are held regularly with facilitators consisting of trained teachers and experts. The material presented is highly structured, covering important topics such as positive parenting, effective communication, and an in-depth understanding of adolescent psychological development to equip parents with relevant skills. The communication forum, on the other hand, is designed as a more participatory and fluid platform for you as parents. This space serves as the main venue

for sharing real-life experiences, discussing daily parenting challenges, and collectively seeking practical solutions to issues faced by students. The primary focus is on peer support and collaboration among parents. These two activities complement each other strategically to create comprehensive support. Parenting classes provide a theoretical and scientific foundation, while communication forums serve as a venue for applying that knowledge in real-life contexts. This synergy ensures that the insights gained can be applied effectively and sustainably in each family's unique dynamics.

Family Counseling and Mentoring Program

The family counseling and mentoring program is a specialized service within the SOBAT initiative, designed to address students' issues on an individual and in-depth basis. These sessions involve meetings between teachers, school counselors, and parents. The goal is to formulate specific and coordinated action plans to help the students in question overcome the challenges they are facing. These sessions are initiated based on reports from teachers or direct requests from parents who observe significant changes in their children. The cases handled are generally complex, including students who are victims or perpetrators of bullying, experiencing a drastic decline in academic performance, or showing signs of withdrawal from their social environment. This approach ensures more focused handling. Data from counseling records show that this approach is highly effective in mediating conflicts between students and rebuilding victims' self-confidence. The program strengthens the student support system as parents feel more empowered and involved. In addition, a direct line of communication is established between home and school to monitor progress on an ongoing basis.

Interview with the Principal Regarding SOBAT Collaboration

Good relationships between teachers and parents can increase the effectiveness of interventions to address negative behaviors, such as bullying. Based on an interview with the Headmaster (H1 or with initial L.S.)

H1: "Collaboration between schools and parents in the SOBAT program is realized in the form of regular face-to-face activities, such as parenting classes, parent discussion forums, and student development evaluation meetings. In addition, collaboration also occurs through digital communication such as class WhatsApp groups that are actively used for incident reporting and quick coordination. The SOBAT program facilitates active parental involvement in monitoring their children's behavior, both at school and at home. The school provides space for parents to give feedback on classroom dynamics and students' psychological conditions. This collaboration is considered to strengthen parents' understanding of their role in preventing bullying."

According to interviews with the school principal, the SOBAT program's collaboration is realized through regular face-to-face activities and digital communication. These activities include parenting classes, parent discussion forums, and student progress evaluation meetings. Additionally, the active use of class WhatsApp groups is employed for incident reporting and quick coordination between school staff and parents. The principal also emphasized that the SOBAT program strategically facilitates active parental involvement in monitoring their children's behavior, both at school and at home. The school deliberately provides space for parents to give valuable input on classroom dynamics and students' psychological conditions, thereby strengthening their understanding of their role in preventing bullying. This collaboration is considered

successful in significantly strengthening the synergy between the formal educational environment and parenting at home. According to the principal, this partnership aims to create a solid and consistent support system for students. The main goal is for children to feel safe and more courageous to report if they experience or witness bullying incidents at school.

Responses and Enthusiasm of Parents Participating in the SOBAT Program

The following are interviews with SOBAT participants, namely the parents of students 1, 2, and 3, after completing SOBAT Phase 2 in 2025:

Parent 1: "I am happy to participate in the SOBAT program, as it helps me make the most of my free time as a housewife. Although my child has never had any issues at school, this program has made me aware of the importance of parents' role in educating children."

Parent 2: "The materials presented were excellent. Sometimes I couldn't attend because of activities on Saturdays, but I still made an effort because I want my child to have a better future."

Parent 3: "My neighbor's experience participating in the SOBAT program in 2024 and graduating alongside other parents inspired me to join as well. At first, I was indifferent to my child's activities, but this program has allowed me to have more conversations with my child about school and their friends."

Based on interviews with three parents of participants in the second phase of the SOBAT program in 2025, it can be concluded that this program has had a positive impact on increasing parents' awareness and involvement in their children's education and upbringing. Regardless of their backgrounds and circumstances, the parents demonstrated enthusiasm, commitment, and a more responsive attitude toward their children's development, both academically and socially. The SOBAT program is not only an educational tool but also creates a reflective and emotional space that strengthens the bond between parents and children. This shows that collaboration between schools and parents through participatory programs such as SOBAT has significant potential in addressing social problems in schools, including bullying, through a more comprehensive and sustainable approach.

Verbal and Physical Bullying Dominate

From observations and interviews with teacher and as SOBAT facilitators at SMP Negeri 1 Singojuruh, (T1 or with initial Sc.)

T1: "it is known that the dominant forms of *bullying* are verbal and physical. They engage in verbal bullying such as mocking parents, insulting physical appearance, and humiliating the body. Meanwhile, physical bullying includes pushing, pinching, and dropping a friend's belongings. This bullying generally occurs outside of teacher supervision, such as during breaks or after school. Some students admit that they are reluctant to report incidents because they are afraid of being labeled as "tattletales."

This highlights the need for a safe reporting system and the important role of parents as supportive figures at home in building students' courage."

Research data reveals that the most dominant forms of bullying in schools are verbal and physical bullying. Meanwhile, physical bullying often includes pushing, pinching, and deliberately knocking over their friends' belongings. These bullying incidents generally occur in areas outside the direct supervision of teachers, such as during recess or after school. Many students who are victims are reluctant to report incidents. The main reason

behind this reluctance is the fear of being labeled a “tattletale” by their peers in the school environment. SOBAT’s observations indicate that verbal bullying occurs more frequently in the classroom when not supervised by teachers and extends to online chat groups. Some students reported being repeatedly called derogatory names. They were also threatened with exclusion from group activities if they did not comply with the wishes of certain groups.

Background of the Bullies

Research findings show a strong correlation between bullying behavior and the family background of the perpetrators. Many students who engage in bullying come from dysfunctional families, often marked by conflict, or even domestic violence. These conditions cause children to lack sufficient emotional support, leading them to vent their problems through aggressive behavior at school. Interview data with teachers in the SOBAT program consistently confirmed these findings. Teachers revealed that many perpetrators identified had a history of family problems or had experienced violence at home. This fact underscores the urgency of collaboration between schools and parents to break the cycle of these issues at their root.

Decrease in Bullying Cases after the SOBAT Program

Data collected after the implementation of the SOBAT program for one semester showed a significant decrease in the number of reported bullying cases. Guidance and Counseling (*Bimbingan Konseling/BK*) teachers at SMP Negeri 1 *Singojuruh* specifically noted a reduction in incidents reported to the counseling unit. You can see that these findings serve as an initial indicator of the program’s effectiveness in reducing aggressive behavior among students. The most significant decrease was observed in cases of verbal and physical bullying, which were previously the dominant forms of bullying in the school environment. Interventions through SOBAT parenting classes have equipped parents with more empathetic approaches. This indirectly reduces the triggers of conflict that originate at home and manifest as aggression at school. In addition to quantitative reductions, changes in problem-solving patterns can be observed. The involvement of parents, who are now better educated, has become key in mediating conflicts between students, often opening up dialogue outside the school institution.

Increased Openness among Students and Parental Support

One of the positive impacts observed is a significant increase in students’ openness to communicate. Students have become more courageous in expressing their feelings and problems, both to teachers and parents. This change is driven by a sense of security stemming from consistent support from their two primary environments: school and home. In line with this, there has been an improvement in the quality of support from parents. Parents now better understand the psychological dynamics of their children and are able to recognize early signs of stress or anxiety. The education received through the SOBAT program has equipped them with more empathetic and supportive strategies for addressing their children’s issues. The synergy between these two findings creates a positive cycle that reinforces each other. More educated and empathetic parental support creates a safe space for students to be more open. As a result, this openness allows parents to provide more targeted interventions, thereby strengthening relationships and trust within the family.

Barriers to School-Parent Collaboration

The main barrier that emerged was parents' limited time due to work commitments. Busy schedules often made it challenging for them to attend face-to-face meetings. This directly reduced the level of active participation in the program, thereby limiting its potential positive impact. In addition to time constraints, some parents are still not fully aware of the urgency of their involvement in their children's character education. They may still consider character building to be the sole responsibility of the school. As a result, the level of participation and initiative from this group of parents tends to be lower in every collaborative activity held. Another challenge comes from teachers who find it difficult to manage intensive communication with all parents. Coordinating dozens of parents on a personal level requires considerable resources and time. This has the potential to create information gaps and hinder the formation of truly synergistic and equitable partnerships.

Discussion

When parents and teachers consistently convey the same norms, children find it easier to internalize prosocial behavior. Your active involvement as a parent, as facilitated by this program, has been proven to strengthen the protective function of the family. Research by Putri et al. (2020) shows that educated parents are able to apply constructive discipline and build effective communication. This directly improves children's self-regulation, making them less likely to use aggression as a solution to their social problems. Modern theory also shifts the paradigm from mere involvement to strategic partnership, in line with the study by Arba'atun & Saniah, (2020). Parents are not just passive supporters but active partners with schools in creating a safe educational ecosystem. Such intensive collaboration creates a solid social safety net where bullying prevention interventions can be more effective.

The effectiveness of the SOBAT program is highly relevant to Bandura's Social Learning Theory, which emphasizes the importance of learning through observation (Wahyuni & Fitriani, 2022). This program strategically positions parents as primary role models. By attending parenting classes, parents display positive behaviors such as empathetic communication, which are then directly observed and imitated by their children. Additionally, this theory highlights the role of indirect reinforcement in shaping behavior. Through the SOBAT program, parents are equipped with ways to provide positive reinforcement for anti-bullying attitudes. When children see positive consequences from empathetic behavior and negative consequences from aggression, they are motivated to adopt better norms in their social interactions. The SOBAT program also plays a crucial role in enhancing parents' ability to educate their children. According to Bandura, belief in one's own abilities influences behavior. Parents who feel more competent after participating in the program are more consistent in applying positive parenting patterns, which ultimately shapes children's self-efficacy to resolve conflicts constructively. Compared to the latest intervention models, as reviewed by Tolan (2023), the SOBAT program shows specificity in parent partnerships. Many global programs adopt a whole-school approach but often place family involvement as a secondary element. The strength of SOBAT lies in positioning parents as the primary agents of change within the child's educational ecosystem. Unlike modern interventions that heavily rely on digital platforms, SOBAT opts for a more personalized participatory approach. This model prioritizes face-to-face dialogue and interpersonal relationships.

Although not as sophisticated as other programs, this approach has proven effective in the local context for building trust and commitment among parents.

A global study by Gaffney et al. (2019) demonstrated the effectiveness of multi-component programs, and in this regard, SOBAT offers a leaner but more in-depth model. The program focuses on one key component: the family. This specialization makes SOBAT a highly relevant and replicable intervention model, particularly for educational settings where families play a central role. The SOBAT program directly applies the Child Development Ecology Theory emphasized by Siron et al., (2021), which views the family as the primary microsystem. This intervention focuses on strengthening the child's immediate environment. By empowering parents, the program improves the quality of interactions within the family, which significantly influences children's social and emotional development. The subsequent implications lie in the reciprocal relationship between the family and school environments. The program actively builds a solid communication bridge between the two. This synergy ensures that children receive consistent anti-bullying values and norms, thereby strengthening their character foundations more effectively and comprehensively.

The findings of the SOBAT program align with a study by Putri et al., (2020), which highlights the crucial role of positive parenting. Active parental involvement in managing children's emotions and implementing constructive discipline has been proven to significantly reduce physical aggression. Such training equips parents with the skills to create a stable home environment. Through this approach, it is understood that children benefit from a stable and attentive home environment, avoiding authoritarian or permissive parenting styles. These two extreme parenting styles are often the primary causes of physical violence in schools. When children feel understood and valued at home, they are less likely to exhibit destructive emotions. In addition to habituation, the example set by the adults around them is also very important (Puspita et al., 2024). The SOBAT program effectively serves as a platform to instill these principles of positive parenting among participants. By equipping parents with effective communication and emotion management skills, this program directly targets one of the root causes of physical aggression. The result is the creation of a supportive home environment, which has a direct impact on reducing violent behavior among students.

A participatory approach, as revealed by Iswan & Royanto (2019) significantly contributes to reducing incidents of physical bullying. Parental involvement in school activities, such as discussions and training, can create synergy between the school and home environments. This synergy enhances supervision and guidance of children's behavior both at home and at school. The study further emphasizes that children of consistent and supportive parents tend to have better self-control. Participatory approaches, such as those in the SOBAT program, equip parents with consistent parenting strategies. This consistency forms the foundation for children to develop the ability to manage their emotions internally without aggression. As a result, children become better able to control their impulses and are less likely to express their emotions physically, such as pushing, hitting, or pinching their peers. The integration of participatory theory explains why the SOBAT program has been successful in reducing incidents of physical bullying. Strengthening self-control is the key mechanism that links parental involvement to changes in children's behavior. To overcome time constraints, contemporary studies emphasize the importance of flexibility and the use of technology. This allows busy parents to remain meaningfully involved without having to be physically present at school. Meanwhile, to alleviate teachers' workload, recent studies suggest empowering

homeroom teachers as primary liaisons through digital applications that enable efficient information sharing. This strategy reduces teachers' administrative tasks, allowing them to focus more on the quality of interactions and the substance of collaboration with parents.

CONCLUSION

This study concludes that collaboration between schools and parents through the SOBAT program at SMP Negeri 1 Singojuruh Banyuwangi contributes significantly to addressing student bullying, particularly in verbal and physical forms. The program creates a synergistic space through parenting classes, discussion forums, counseling sessions, and intensive digital communication, which increases parents' awareness of their role in educating and shaping their children's character. The impact of the program's implementation shows a decrease in reports of bullying cases to guidance and counseling teachers in one semester, as well as an increase in students' openness in expressing personal problems. These facts indicate that parental involvement is not merely a complementary element, but a key factor in home- and school-based bullying prevention efforts. However, parents' time constraints and low parenting literacy pose challenges to implementation. Therefore, strengthening technology-based communication strategies and developing flexible training modules are important recommendations for future program development. This study has limitations in terms of the number of participants and the single school context, so generalizations of the findings should be made with caution. Further studies are recommended to be conducted longitudinally across various regions, involving schools from different levels and socioeconomic conditions to strengthen the validity of the findings and develop more inclusive intervention policies.

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