



THE EFFECTS OF TEACHER PEDAGOGY, CLASSROOM MANAGEMENT, AND PARENTAL INVOLVEMENT ON BULLYING CASES IN ELEMENTARY SCHOOLS

Setyawan Ning Hutama¹, Widya Kusumaningsih², Harjito³

Universitas PGRI Semarang

setyawanninghutama@gmail.com

ABSTRACT

Bullying remains a significant problem at the elementary school level, often occurring due to its negative impact on students' academic, social, and psychological development. This study aims to analyze the influence of teachers' pedagogical competence, classroom management, and parental involvement on bullying cases at the elementary school level. The research method employs a quantitative approach with a causal-associative design. The study population consisted of teachers and parents of students; data were collected using a questionnaire designed based on the research variables' indicators. The data were analyzed using multiple linear regression to determine the partial and simultaneous effects of the independent variables on bullying incidents. The results of this study indicate that teachers' pedagogical competence, classroom management, and parental involvement have a highly significant effect on the occurrence of bullying; these three variables account for 61.3% of the variation in bullying cases, while the remaining 38.7% can be attributed to external factors. These findings suggest that preventing bullying requires collaboration among teachers, schools, and parents to create a conducive learning environment that supports students' character development. This study implies that enhancing teachers' pedagogical competence, strengthening classroom management, and fostering active parental involvement can serve as effective strategies to reduce bullying in elementary school education.

Keywords: Teachers' pedagogical competencies, classroom management, parental collaboration

INTRODUCTION

Bullying remains one of the most common problems in elementary school settings. Bullying is not limited to physical acts such as hitting or pushing peers; it also takes verbal, social, and psychological forms (Nirwana et al., 2024). These effects typically stem from small things, such as excluding peers or intimidating them. On average, bullying behavior at the elementary school level requires serious attention because it can hinder students' emotional and academic development. Students who are victims of bullying tend to experience a decline in self-confidence, anxiety, and difficulty learning; they may even be reluctant to participate in school activities (Ririn Nurlafika D F, 2023). Therefore, efforts to prevent and address bullying cases require the involvement of various parties, such as teachers and parents.

Previous research has shown that the school environment also plays a significant role in influencing the emergence of bullying behavior, necessitating teachers' competencies to create a safe learning environment for students (Febrianti et al., 2024). Teachers with pedagogical competencies can understand students' characteristics and manage the learning process effectively; they can also provide guidance tailored to students' needs. Understanding student development contributes to the creation of a conducive learning environment, which minimizes conflicts. Furthermore, pedagogical competence enables



teachers to detect instances of bullying behavior among students (Nismeta et al., 2025). Classroom management is crucial in preventing bullying; effective classroom management can create a highly conducive learning atmosphere that supports interactions among students and their peers (Mudarris, 2024). Teachers can also establish classroom rules to provide supervision and enforce discipline and fairness, which tends to reduce the likelihood of aggressive behavior among students. Several recent studies have shown a relationship between the quality of classroom management and the level of bullying behavior among students; this relationship varies depending on school characteristics, ranging from interactions to differences in school culture (Aqilla, 2025).

Parents play a crucial role in addressing and preventing bullying among peers. Parental involvement in education can involve collaborating with teachers to monitor academic progress and providing character education within the family environment, thereby fostering empathy and a sense of responsibility (Ulfa Ainul Madriyah, 2025). In the field of child developmental psychology, starting from the elementary school level, it is evident that parental involvement is crucial. This is correlated with lower levels of aggressive behavior and bullying among students; however, differing opinions regarding research findings suggest that a significant portion of these outcomes may be influenced by parental participation, whereas school environmental factors tend to emphasize bullying cases (Julfiati et al., 2025).

Based on several previous studies, it is evident that most research has focused only on certain factors influencing bullying, such as teacher competence, school climate, and parental involvement (Mutia Azizah N, 2024). The simultaneous influence of teachers' pedagogical competence and classroom management, along with parental involvement, on bullying cases at the elementary school level remains relatively limited. Furthermore, previous researchers have also indicated that findings vary regarding the most dominant factors influencing the occurrence of bullying behavior (Rojak et al., 2025). This situation highlights a research gap that requires further investigation, particularly within the context of elementary schools. Most elementary school students possess diverse characteristics ranging from social, economic, and cultural backgrounds which often lead to the emergence of bullying behaviors that teachers must prevent (Afkar et al., 2025). Therefore, this study is necessary to identify the influence of teachers' pedagogical competencies, classroom management, and parental involvement in monitoring students to anticipate the emergence of bullying behaviors among peers (Hasriyanti et al., 2024).

Based on the above description, there are still many cases of bullying at the elementary school level. It is important to clearly understand the extent to which teachers' pedagogical competencies, classroom management, and parental involvement can influence this phenomenon. This study aims to analyze the influence of teachers' pedagogical competencies, classroom management, and parental involvement on the occurrence of bullying among elementary school students. This study was conducted at an elementary school by analyzing teachers and parents regarding their involvement in the educational process.

RESEARCH METHOD

This study employed a quantitative approach with an associative research design to analyze the influence of teachers' pedagogical competencies, classroom management, and



parental participation on the occurrence of bullying among elementary school students (Ainy et al., 2023). A qualitative approach was chosen to allow researchers to obtain in-depth data, including numerical data that can be objectively analyzed to test the relationships and influences among the research variables (Aditya et al., 2026). A quantitative approach is used to test theories by examining the relationships between variables from statistical analysis to generating findings that can be measured and generalized (Budiman Rakasidih S, 2025).

By using an associative design, researchers can explain the cause-and-effect relationship between independent variables and dependent variables. The independent variables in this study include teachers' pedagogical competence (X1), classroom management (X2), and parental involvement (X3), while the dependent variable is bullying among elementary school students (Y). Using this research design, it is possible to determine the magnitude of the influence on the independent variables as well as the simultaneous influence on the dependent variable (Hutabarat et al., 2026).

This study was conducted at the elementary school level, with a study population consisting of teachers and parents of students, who are part of both the educational and family environments (Fahria Syamsudin, 2025). The research sample was determined using probability sampling to ensure that every member of the population had an equal chance of being selected as a respondent; the sample size was adjusted based on the characteristics of the population and the analytical needs of the researcher (Mardiyah, 2025).

Data for this study were collected using a questionnaire instrument designed based on indicators for each research variable. The pedagogical competence instrument was developed based on indicators of ability to understand student characteristics, design learning activities, implement them, and conduct evaluations (Nurasrifha & Yohamintin, 2025). The classroom management instrument covers the management of the learning environment, enforcement of classroom rules, creation of a conducive learning atmosphere, and control of student behavior; the parent participation instrument covers involvement in school activities and academic support at home provided by parents. The instrument for bullying cases was developed based on indicators of bullying behavior including physical, verbal, and psychological forms that occur at the elementary school level within the school environment (Raga Sukmawati, 2025).

Through a validation process, the consistency of the statement items which are measured in accordance with the learning objectives was ensured. Subsequently, validity and reliability tests were conducted to ensure that the instruments could produce accurate and consistent data. The data obtained were then analyzed using the SPSS statistical software (Nurlaela et al., 2023). The analysis stages included descriptive analysis to characterize the data, tests of analytical assumptions comprising normality, multicollinearity, and heteroscedasticity tests followed by multiple linear regression to examine the effects of pedagogical competence, classroom management, and parental involvement on the emergence of bullying-related attitudes among elementary school students (Anggraini & Sadtyadi, 2024). Hypotheses were tested using the t-test to determine the partial effects of the variables, the F-test to determine simultaneous effects, and the coefficient of determination R^2 to assess the magnitude of the independent variables' contribution to the dependent variable (Iskanto et al., 2024).



RESULTS AND DISCUSSION

First, the research results present the objective conditions of the study. This section presents the research data, which can 888888 This study aims to analyze the influence of teachers' pedagogical competence, classroom management, and parental participation on the occurrence of bullying cases at the elementary school level. Before hypothesis testing was conducted, all research instruments met the necessary requirements and criteria, including validity and reliability, making them suitable for data collection (Maudy et al., 2025). The results of the assumption tests indicate that the data are normally distributed, exhibit a linear relationship, are free from multicollinearity, and do not exhibit heteroscedasticity; thus, the data meet the requirements for analysis using multiple linear regression (Nurul Najmi & Najib Habiby, 2026).

Table 1 Results of Research Variables

No.	Variable	Correlation Coefficient	Sig
1.	Teachers' Pedagogical Competence	-0.736	<0.001
2.	Classroom Management	-0.768	<0.001
3.	Parental Participation	-0.692	<0.001

Based on the results in Table 1, the independent variables show a negative and significant relationship with bullying cases. The class management variable also has a relationship with bullying cases of -0.768, followed by teachers' pedagogical competence at -0.736 and parental involvement at -0.692. These results indicate that the better the teachers' pedagogical competence, classroom management, and parental involvement, the more likely it is that bullying among students will decrease. Through collaboration between teachers and parents that leverages pedagogical competence, the occurrence of bullying toward children can be reduced (Gea et al., 2024).

Table 2 Results of the Simultaneous Effects Test

No.	Variable	F	Sig
1.	X1, X2, X3, and Y	14.790	<0.001

Based on the results in Table 2, teachers' pedagogical competencies in classroom management and parental involvement are clearly demonstrated to have a significant influence on bullying cases at the elementary school level. This indicates that the higher the teachers' pedagogical competencies and the greater the parental involvement in building children's character, the less likely bullying is to occur at school, and the more likely it is to minimize behaviors among students that involve picking on their peers in the classroom. The R^2 coefficient value of 0.613 indicates that these three variables can explain 61.3% of the variation in bullying cases occurring at the elementary school level. Some bullying cases—influenced by the quality of pedagogical competence, classroom management, and parental involvement—account for 38.7%, while the remainder is influenced by individual characteristics and peer influence (Nurlela et al., 2024). These results suggest that efforts to



prevent bullying cannot be left solely to teachers but require collaboration between teachers and parents; this is a crucial element in creating a supportive learning environment that fosters students' character development (Sholikhah et al., 2025).

Bullying at the elementary school level is a structural-systemic problem that cannot be resolved through a reductionist approach; however, teachers' pedagogical competencies, effective classroom management, and collaboration with parents can help minimize the development of bullying behaviors among students. Parents who collaborate with teachers to actively engage in addressing bullying cases play a significant role; the higher the level of parental involvement, the lower the tendency for students to exhibit bullying behaviors. Parental involvement also allows them to monitor their children's development and maintain communication with teachers and the school, which can provide emotional guidance a factor proven to contribute positively to the formation of students' behavior (Nur et al., 2026). Parents who model positive behavior for their children tend to foster empathy and tolerance toward peers with diverse backgrounds. Conversely, low parental involvement increases the risk of aggressive behavior and may even lead to the development of a student's character to the point of harming peers (Devi Ayu Kurniawati et al., n.d.). By fostering parental involvement in their child's education, aggressive behavior and bullying can be reduced. Interaction patterns involving collaboration between teachers and parents can create a learning community that influences the development of children's behavior (Istiqomah et al., 2024).

Teachers' pedagogical competencies, classroom management, and parental participation have been shown to be significant factors in bullying cases at the elementary school level; the coefficient of determination is 61.3%. This indicates that these three variables together account for the majority of the variation in bullying cases among students at the elementary school level (Mudarris, 2024). Bullying is a phenomenon influenced by several interrelated factors; efforts to prevent bullying cannot be achieved solely through improving teachers' competencies but also require collaboration with parents to foster students' character (Mudarris, 2024). The development of children's behavior stems partly from interactions between the school environment, the family, and the broader social context. Within the context of pedagogy, teachers also play a role in fostering humanistic learning, effective classroom management, and the creation of a conducive learning environment. Meanwhile, parental participation in strengthening students' character through the collaboration of these factors also results in a more effective protective system against the emergence of bullying behavior among students (Mudarris, 2024).

Table 3 Hypothesis Test Results

No.	Hypothesis	Test Results	Decision
1.	H1: Pedagogical competence has an effect on bullying cases	Sig = 0.367 > 0.05	Rejected
2.	H2: Classroom management strategies have an effect on bullying cases	Sig = 0.050 ≤ 0.05	Accepted
3.	H3: Parental involvement in bullying cases	Sig = 0.779 > 0.05	Rejected



No.	Hypothesis	Test Results	Decision
4.	H4: Teachers' Pedagogical Competence, Classroom Management Strategies, and Parental Participation Simultaneously Influence Bullying Incidents	Sig < 0.0001	Accepted

Based on the results of the data analysis using the research instrument for the variables of teachers' pedagogical competence (X1), classroom management strategies (X2), parental participation, and bullying cases among students (Y), the instrument can be declared valid and reliable. This is evidenced by Cronbach's Alpha values for the variables above 0.60, indicating that the instrument is suitable for data collection. The results indicate that the research data meet the assumptions of regression: the data are normally distributed with a highly significant value of 0.779 (> 0.05). The relationship between the independent and dependent variables is highly linear; there is no multicollinearity because the tolerance value is > 0.10 and the IF is < 10 . No signs of heteroscedasticity were found, as all p-values were significantly greater than 0.05. Thus, the data meet the requirements for conducting multiple linear regression analysis.

The results of the simple correlation test indicate that teachers' pedagogical competence, classroom management strategies, and parental involvement each have a significant negative relationship with bullying: the higher the teachers' pedagogical competence, the more effective the classroom management strategies, and the higher the level of parental involvement, the lower the incidence of bullying tends to be. A strong relationship was observed between classroom management strategies and bullying ($r = -0.768$), followed by teachers' pedagogical competence ($r = -0.736$) and parental involvement ($r = -0.692$). The results of the t-test indicate that the variable related to classroom management strategies has a highly significant effect on bullying incidents, with a significance level of 0.050. Teachers' pedagogical competence and parental involvement did not have a significant partial effect, as their respective significance values were 0.367 and 0.779 both greater than 0.05. This indicates that effective classroom management is the most dominant factor in reducing the incidence of bullying at school.

The results of the simultaneous test show that the combined effect of teachers' classroom management competencies and parental involvement is highly significant. This is evident among students, with a calculated F-value of 14.790 and a p-value < 0.001 . This indicates that preventing bullying cannot be achieved through a single factor alone but requires collaboration between parents and effective classroom management. The R-squared coefficient value of 0.613 indicates that 61.3% of the variation in bullying cases among students can be explained by teachers' pedagogical competence, classroom management strategies, and parental collaboration, while 38.7% is influenced by factors outside the scope of this study, such as peer influence, the environment, and student psychology.

Overall, this demonstrates that efforts to prevent bullying in schools will be more effective through collaboration ranging from teachers' classroom management skills and collaboration with parents to providing guidance and monitoring children's development.



Based on the research findings, efforts to strengthen bullying prevention models focus more on the school environment. These findings indicate that bullying prevention will be most effective when carried out through sustained collaboration between school teachers and parents; thus, this study can contribute to the conceptual strengthening of bullying prevention models based on a partnership between the Ministry of Education and families as a relevant approach within the context of elementary school education. These findings are also expected to serve as a foundation for the development of more comprehensive anti-bullying policies in schools within the elementary school educational environment.

CONCLUSION

Based on the research results regarding teachers' competencies in classroom management, parental participation was found to have a highly significant impact on bullying cases at the elementary school level; each variable demonstrated a contribution toward reducing the likelihood of bullying. These findings indicate that improving the quality of teachers' competencies creates a more conducive learning environment. Teachers who can manage their classrooms and collaborate with parents in addressing bullying cases contribute 61.3% to the reduction in bullying, while the remaining 38% is influenced by external factors. These results highlight the need for synergy between schools and families to strengthen pedagogical competencies and classroom management. This study also provides implications for managing education at the elementary school level by addressing bullying cases that involve both teachers and parents.

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