



Design and Implementation of Parenting Management Training for Bullying Prevention Education at SMKN 8 Merangin

Sofyan Sofyan¹, Robi Hendra², Akhmad Habibi³, Amirul Mukminin⁴, Robin Pratama⁵
^{1,2,3,4,5}Universitas Jambi, Jambi, Indonesia

Corresponding author email: sofyanzaibaski@unja.ac.id

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Abstract

Bullying remains a significant issue in school environments, affecting students' psychological well-being and social development. This study aims to design and implement a parenting management training program as an educational approach to bullying prevention at SMKN 8 Merangin. Grounded in the recognition of the critical role of parents in shaping children's behavior, the program was developed as a community-based initiative that integrates parental involvement with school efforts. This study employed a descriptive qualitative design with an implementation-oriented approach to capture both the training process and its conceptual development. The program involved parents and students and was conducted through a blended learning approach, combining face-to-face workshops and online sessions. Training activities included interactive presentations, group discussions, role-playing, and question-and-answer sessions to enhance participant engagement and experiential learning. The results indicate that the program was successfully implemented, with participants actively involved in the learning process and demonstrating increased awareness of bullying and parenting strategies. A key outcome of this study is the development of a conceptual model of parenting management training, which consists of six components: input, training design, implementation strategy, learning process, output, and outcome, supported by participatory learning, technology integration, and school-family collaboration. This model provides a structured and adaptable framework for strengthening parental roles in bullying prevention. The study concludes that parenting management training can serve as a strategic approach to supporting bullying prevention efforts and offers both practical and conceptual contributions for similar educational contexts.

Keywords: Blended Learning; Bullying Prevention; Parenting Management; School-family Collaboration; Training Model

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INTRODUCTION

Bullying remains a persistent and complex challenge in contemporary educational environments, significantly affecting students' psychological well-being, academic engagement, and social development (Dailey & Roche, 2025; Agatha et al., 2025). It is commonly defined as repeated aggressive behavior characterized by a power imbalance, manifesting in various forms such as physical, verbal, relational, and cyberbullying (Dailey & Roche, 2025; Gabrielli et al., 2021). In secondary education settings, particularly in vocational schools, students are often exposed to diverse social pressures that may increase the likelihood of bullying behaviors (Ceballos et al., 2025). These conditions highlight the urgency of implementing preventive efforts that extend beyond school-based interventions into the broader social ecosystem surrounding students (Dailey & Roche, 2025; Gabrielli et al., 2021; Ranjith et al., 2024).

Recent advancements in digital technology and social media have further intensified the dynamics of bullying, giving rise to cyberbullying that transcends physical boundaries (Dailey & Roche, 2025; Waller et al., 2018; Suelves et al., 2023). Students are increasingly engaged in online interactions that can amplify harmful behaviors, making prevention strategies more complex and multidimensional (Al-Sulami, 2023; Rejeb et al., 2025; Cohen-Almagor, 2018). Consequently, traditional disciplinary approaches are no longer sufficient to address the evolving nature of bullying (Dailey & Roche, 2025; Suelves et al., 2023). A more comprehensive preventive framework is therefore required one that integrates educational, familial, and technological dimensions to effectively mitigate risks and foster safe learning environments (Dailey & Roche, 2025; Gabrielli et al., 2021; Ranjith et al., 2024).

Within this context, the role of parents becomes critically significant (Dailey & Roche, 2025; Doty et al., 2018; Buçaj & Haziri, 2024). Parenting practices play a fundamental role in shaping children's behavioral patterns, emotional regulation, and social interactions (Waller et al., 2018; Saso et al., 2023; Agustiniingsih & Fahrany, 2022). Empirical evidence consistently shows that positive parenting characterized by open communication, adequate supervision, and emotional support can reduce the likelihood of children engaging in or becoming victims of bullying (Doty et al., 2018; Buçaj & Haziri, 2024; Saso et al., 2023; Akdeniz & Doğan, 2024). Conversely, limited parental involvement and ineffective parenting strategies may increase children's vulnerability to maladaptive behaviors (Waller et al., 2018; Agustiniingsih & Fahrany, 2022; Jankowiak et al., 2024). Therefore, strengthening parenting capacity represents a strategic pathway in bullying prevention efforts (Dailey & Roche, 2025; Doty et al., 2018; Ranjith et al., 2024).

Despite the acknowledged importance of parental involvement, many parents still encounter challenges in understanding and addressing bullying-related issues (Suelves et al., 2023; Su et al., 2021). These challenges include limited awareness of bullying indicators, insufficient communication skills, and difficulties in monitoring children's activities, particularly within digital environments (Al-Sulami, 2023; Suelves et al., 2023; Buçaj & Haziri, 2024). In many cases, parents are not adequately equipped with the knowledge and practical strategies required to guide their children effectively (Dailey & Roche, 2025; Ranjith et al., 2024; Su et al., 2021). This gap underscores the need for structured educational interventions aimed at enhancing parental competencies in managing and preventing bullying behaviors (Dailey & Roche, 2025; Al-Sulami, 2023; Ranjith et al., 2024).

Educational interventions in the form of parenting training programs offer a promising solution to these challenges (Dailey & Roche, 2025; Cohen-Almagor, 2018; Williams et al., 2023). Such programs equip parents with both theoretical understanding and practical skills to support their children's development, while simultaneously strengthening collaboration between schools and families (Dailey & Roche, 2025; Ranjith et al., 2024; Buçaj & Haziri, 2024; Su et al., 2021). Training methods such as workshops, group discussions, role-playing, and interactive sessions facilitate experiential learning and encourage active parental engagement (Cohen-Almagor, 2018; Williams et al., 2023; Marzano, 2018). Furthermore, the integration of technology-based platforms enhances accessibility and flexibility, enabling parents to participate in learning activities despite time and geographical constraints (Gabrielli et al., 2021; Williams et al., 2023).

Despite the growing body of research on bullying prevention and the recognized importance of parental involvement, several critical gaps remain. Existing studies tend to emphasize school-based interventions or focus on students as primary agents, while structured and context-specific parenting interventions particularly in vocational school settings remain underexplored. Moreover, many parenting programs are still general in nature and have not been specifically designed to address bullying prevention through an integrated management approach that combines behavioral guidance, digital supervision, and school–family collaboration. In addition, there is limited empirical evidence on how parenting training can be systematically designed, implemented, and evaluated within the Indonesian educational context, especially in addressing both conventional bullying and cyberbullying simultaneously.

In response to these needs, this community-based initiative was conducted at SMKN 8 Merangin, a vocational high school where concerns related to student interactions and bullying have become increasingly relevant. The program focuses on designing and implementing a structured parenting management training aimed at educating parents and students about bullying prevention. By combining face-to-face and online learning approaches, the program seeks to create an inclusive and adaptive learning environment that accommodates diverse participant needs while promoting active engagement.

Based on this background, the present study aims to describe the design and implementation of a parenting management training program in the context of bullying prevention education at SMKN 8 Merangin. Specifically, this study seeks to (1) outline the conceptual design and key components of the training program, (2) explain the implementation process and participant involvement, and (3) discuss the potential contributions of the program in strengthening parental roles in preventing bullying. Through this approach, the study is expected to provide practical insights and a conceptual framework that can inform similar initiatives in other educational settings.

RESEARCH METHODS

This study was conducted as a community-based educational initiative aimed at designing and implementing a parenting management training program for bullying prevention at SMKN 8 Merangin. The methodological approach was structured to capture both the development of the training design and its implementation in a real educational context. Emphasis was placed on describing the processes, participant engagement, and learning activities involved in the training program. The approach does not focus on measuring causal impact but rather on documenting the implementation and conceptual development of the training model.

Research Design

This study employed a descriptive qualitative design with an implementation-oriented approach. The design was chosen to systematically describe the development and execution of a parenting management training program within a community service framework. It focuses on two main aspects: (1) the design of the training model, including its objectives, materials, and instructional strategies, and (2) the implementation process, including participant engagement and training dynamics. This approach enables a comprehensive understanding of how parenting education can be structured and delivered to support bullying prevention, while also allowing for the development of a conceptual training model grounded in practical experience.

Research Subject

The subjects of this study consisted of parents and students of SMKN 8 Merangin who participated in the parenting management training program. Parents were selected as the primary participants due to their central role in guiding children's behavior and social interactions, while students were included to ensure alignment between parental guidance and student experiences. Participants were selected based on their willingness to engage in the training activities and their interest in understanding bullying prevention. The inclusion criteria for parents included: (1) having motivation to learn about bullying issues and parenting roles, and (2) willingness to actively

participate in training sessions and apply the learned strategies. Meanwhile, student participants were expected to: (1) demonstrate awareness of the importance of bullying prevention, and (2) be willing to share experiences and participate in discussions.

Research Procedure

The implementation of the parenting management training program followed several systematic stages:

a. Needs Identification

Initial identification of issues related to bullying and parenting practices was conducted through informal observations and discussions with school stakeholders. This stage aimed to understand the contextual challenges faced by students and parents.

b. Training Design Development

Based on the identified needs, a structured training program was developed. The training design included the formulation of learning objectives, preparation of training materials, and selection of appropriate instructional methods. The materials focused on bullying awareness, parenting strategies, communication skills, and the use of technology in monitoring children's activities.

c. Preparation Stage

This stage involved coordinating with the school, preparing training materials in both digital and printed formats, and organizing the schedule of activities. The preparation also included ensuring participants' readiness and access to learning platforms.

d. Implementation of Training

The training was implemented through a blended learning approach, combining face-to-face workshops and online sessions. The activities included:

- interactive presentations to introduce key concepts
- group discussions to facilitate experience sharing
- role-playing activities to simulate real-life situations
- question-and-answer sessions to address participants' concerns
- small group discussions to explore challenges and solutions
- socialization and awareness campaigns within the school community

Additionally, technology-based platforms such as webinars and online communication tools were used to support interaction and extend learning beyond physical sessions.

e. Follow-up and Evaluation

The training concluded with reflection and evaluation activities, including feedback sessions and informal consultations with participants. This stage aimed to identify participants' responses, challenges encountered, and potential improvements for future implementation.

Instruments and Data Collection Techniques

Data were collected using qualitative and descriptive techniques to capture both the implementation process and participant responses. The instruments and techniques included:

a. Observation

Observation was used to document participant engagement, interaction patterns, and the overall dynamics of the training sessions. This technique provided insights into how participants responded to different learning activities.

b. Interview (Informal and Semi-Structured)

Interviews were conducted with selected participants to explore their perceptions, experiences, and understanding of bullying prevention and parenting practices following the training.

c. Documentation

Documentation included training materials, attendance records, activity notes, and visual evidence such as photographs or screenshots of online sessions. These documents were used to support the descriptive analysis of the program implementation.

d. Participant Feedback

Participant feedback was collected through open-ended responses and discussion sessions. This feedback provided qualitative insights into the relevance, usefulness, and effectiveness of the training activities.

All collected data were analyzed descriptively by organizing, categorizing, and interpreting the information to provide a coherent account of the training design and its implementation.

RESULTS AND DISCUSSION

RESULTS

The results of this study present a comprehensive description of the community service activities, the implementation of the parenting management training program, and the conceptual design of the training model applied in bullying prevention education at SMKN 8 Merangin. The findings are organized into three main aspects: (1) descriptive overview of community service activities, (2) implementation of the parenting management training program, and (3) design of the parenting management training model.

Descriptive Overview of Community Service Activities

The parenting management training program was conducted as a structured educational initiative involving parents and students of SMKN 8 Merangin. The activities were designed to raise awareness and enhance understanding of bullying and the role of parenting in its prevention. The program combined face-to-face sessions with online learning to accommodate participants' availability and to maximize engagement.

The training activities included interactive workshops, group discussions, role-playing sessions, and question-and-answer forums. During the workshops, participants were introduced to fundamental concepts of bullying, including its types, causes, and impacts on students' psychological and social development. The sessions also emphasized the importance of effective communication between parents and children as a preventive strategy.

Participants demonstrated active engagement throughout the sessions, particularly during group discussions and role-playing activities. These interactive methods enabled participants to reflect on real-life situations and share personal experiences related to parenting and student interactions. The integration of online platforms further supported flexibility, allowing participants who were unable to attend in person to remain involved in the training process.

Implementation of the Parenting Management Training Program

The implementation of the training program followed a systematic sequence aligned with the previously designed procedures. The initial stage involved identifying key issues related to bullying and parenting practices through informal discussions with school stakeholders. These insights informed the development of relevant training materials and strategies. During the implementation stage, the training sessions were delivered using a participatory approach. Facilitators provided structured materials while encouraging open dialogue among participants. The use of role-playing techniques allowed participants to simulate real-life scenarios, such as how parents can respond to children experiencing bullying or how to guide children in managing peer conflicts.

The program also incorporated technology-based learning through online platforms and webinars. This approach expanded access and enabled continuous interaction beyond face-to-face sessions. Participants were able to revisit materials and engage in follow-up discussions, thereby reinforcing their understanding. Throughout the implementation, participants showed positive

responses, as reflected in their willingness to engage in discussions, ask questions, and share experiences. Parents, in particular, expressed increased awareness of the importance of monitoring children's social interactions, both offline and online. The collaborative atmosphere between parents, students, and facilitators contributed to a supportive learning environment.

Despite these positive aspects, several challenges were identified during implementation. These included variations in participants' availability, differences in technological access, and initial hesitation among some participants to actively participate. However, these challenges were gradually addressed through flexible scheduling, blended learning approaches, and facilitation strategies that encouraged inclusivity.

Design of the Parenting Management Training Model

Based on the implementation process, a conceptual model of parenting management training for bullying prevention was formulated. The model integrates key components identified during the program and is structured into three main phases:

a. Preparation Phase

This phase involves identifying participant needs, analyzing bullying-related issues, and designing training materials. It includes coordination with school stakeholders and preparation of learning resources tailored to the participants' context.

b. Implementation Phase

The core phase consists of delivering the training through interactive and participatory methods. The main components include:

- Workshops and presentations to introduce core concepts of bullying and parenting strategies
- Group discussions to facilitate experience sharing and collaborative learning
- Role-playing activities to simulate real-life situations and enhance practical understanding
- Question-and-answer sessions to address participants' concerns and clarify concepts
- Technology integration through online platforms to support flexible and continuous learning

c. Reflection and Follow-up Phase

This phase focuses on evaluating the training process through participant feedback and reflective discussions. It aims to identify strengths, challenges, and areas for improvement while encouraging participants to apply the knowledge and strategies in their daily interactions. The model emphasizes the integration of educational content, participatory learning, and technological support as key elements in strengthening parenting roles. It also highlights the importance of collaboration between parents and schools in fostering a safe and supportive environment for students.

Based on the implementation findings, a conceptual model of parenting management training was developed to systematically represent the structure, processes, and key components of the training program. The model synthesizes practical experiences derived from the implementation phase into an integrated framework that links contextual inputs, instructional design, implementation strategies, and learning processes with expected outputs and potential outcomes. It also incorporates cross-cutting elements such as participatory learning, technology integration, and school-family collaboration, which support the effectiveness and adaptability of the program across different contexts. The overall structure of this model is illustrated in Figure 1, which provides a visual representation of the sequential and interconnected stages of the training framework.

The conceptual model presented in Figure 1 demonstrates the structured flow of the parenting management training program implemented at SMKN 8 Merangin. The model begins with the input stage, which includes parents, students, and the contextual challenges related to bullying. These elements serve as the foundation for designing a relevant and responsive training program. The next stage, training design, translates identified needs into structured instructional components, including learning objectives, materials, and methods. This stage ensures that the training content aligns with participants' real-life challenges, particularly in understanding bullying and strengthening parenting practices.

The implementation strategy combines face-to-face workshops and online learning platforms, reflecting a blended approach that enhances accessibility and flexibility. This strategy enables broader participation while maintaining interactive engagement throughout the training process. At the core of the model is the learning process, which emphasizes participatory activities such as group discussions, role-playing, and interactive communication. These activities facilitate experiential learning, allowing participants to reflect on their experiences and develop practical skills.

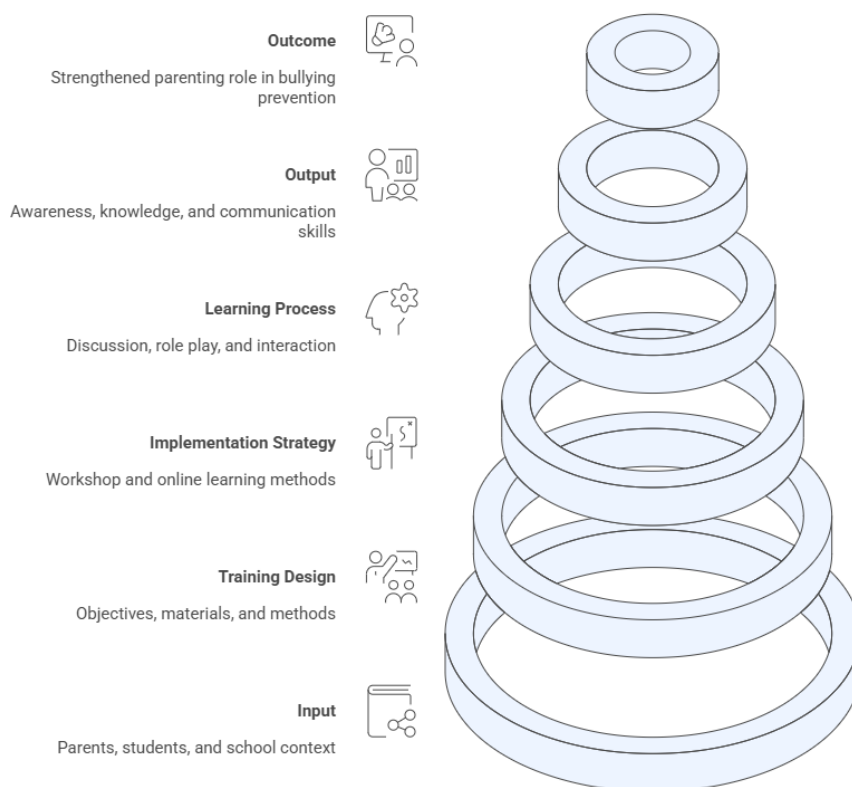


Figure 1. Conceptual Model of Parenting Management Training for Bullying Prevention at SMKN 8 Merangin

The immediate result of this process is reflected in the output stage, where participants demonstrate increased awareness of bullying, improved understanding of parenting strategies, and enhanced communication skills. These outputs contribute to the broader outcome, namely the strengthening of parental roles in supporting bullying prevention efforts. Additionally, the model is reinforced by three cross-cutting elements: participatory learning approach, technology integration, and school-family collaboration. These elements operate throughout all stages, ensuring that the training remains interactive, adaptive, and contextually relevant.

DISCUSSION

The conceptual model of parenting management training developed in this study can be theoretically situated within broader frameworks of bullying prevention and parenting practices. Bullying, as a multidimensional social behavior, is best understood through an ecological perspective that emphasizes interactions among individual, family, school, and societal factors (Divecha & Brackett, 2019; Patel & Quan-Haase, 2022; Dyke et al., 2023; Xu et al., 2020). Within this framework, the family particularly parenting practices plays a central role in shaping children's behavioral patterns, emotional regulation, and social interactions (Divecha & Brackett, 2019; Wu et al., 2019; Ulfah & Gustina, 2020). The findings of this study reinforce the view that strengthening parental capacity through structured educational interventions can significantly contribute to bullying

prevention efforts (Divecha & Brackett, 2019; Salimi et al., 2020; Rana et al., 2021; Dailey & Roche, 2025).

From a parenting perspective, the model aligns with the principles of positive parenting, which emphasize warmth, supervision, and open communication as key elements of healthy child development (Divecha & Brackett, 2019; Dailey & Roche, 2025). The training components such as communication strategies, monitoring of children's activities, and provision of emotional support reflect core dimensions of effective parenting practices (Divecha & Brackett, 2019; Wu et al., 2019). These elements are widely recognized as protective factors that reduce the likelihood of children engaging in aggressive behaviors or becoming victims of bullying (Divecha & Brackett, 2019; Wu et al., 2019; Rus et al., 2024; Dailey & Roche, 2025). Empirical studies further indicate that positive parenting practices, including warmth, structure, and autonomy support, are associated with reduced incidences of bullying and cyberbullying. Conversely, ineffective parenting approaches may contribute to aggression, school bullying, and victimization (Divecha & Brackett, 2019; Dailey & Roche, 2025). Thus, the emphasis on parenting management in this study is theoretically grounded in the premise that parenting quality significantly influences children's social competence and resilience (Divecha & Brackett, 2019; Wu et al., 2019).

The participatory nature of the training model is consistent with experiential learning theory, which posits that knowledge is constructed through active engagement and reflective processes (Wu et al., 2019; Bennouna et al., 2019). Training activities such as group discussions, role-playing, and interactive sessions enable participants to connect theoretical knowledge with real-life experiences. This approach not only enhances cognitive understanding but also strengthens practical skills, particularly in responding to bullying-related situations (Wu et al., 2019; Rana et al., 2021). By emphasizing active participation, the training model moves beyond passive knowledge transmission toward meaningful learning experiences, thereby increasing its overall effectiveness (Wu et al., 2019; Bennouna et al., 2019).

Furthermore, the integration of face-to-face and online learning modalities reflects the principles of blended learning, which prioritize flexibility, accessibility, and sustained interaction (Doty et al., 2024; Patel & Quan-Haase, 2022). In the context of parenting education, this approach is particularly relevant as it accommodates diverse schedules and varying levels of technological access among participants. The use of digital platforms also aligns with contemporary concerns regarding cyberbullying, where parental digital literacy and awareness play increasingly critical roles (Doty et al., 2024; Patel & Quan-Haase, 2022). By incorporating technology into the training process, the model effectively responds to the evolving nature of bullying in the digital era, where online interactions constitute a significant component of adolescents' social environments (Patel & Quan-Haase, 2022; Keith, et al., 2025).

The model also underscores the importance of school–family collaboration as a fundamental component of comprehensive bullying prevention strategies (Divecha & Brackett, 2019; Patel & Quan-Haase, 2022; Karikari et al., 2020; Tozzo et al., 2022; Dyke et al., 2023). The interaction among parents, students, and school stakeholders fosters shared responsibility in addressing bullying issues. Research consistently shows that coordinated efforts between schools and families are more effective in creating safe and supportive learning environments (Divecha & Brackett, 2019; Karikari et al., 2020; Sahin-Ilkorkor & Brubaker, 2025; Yilmaz et al., 2024). In this study, stakeholder involvement contributed to a more comprehensive understanding of bullying and facilitated collective problem-solving. Meta-analytic evidence further indicates that effective anti-bullying programs typically combine school-wide approaches, targeted interventions, and active engagement of multiple stakeholders, including parents (Rana et al., 2021; Baraldsnes, 2022). This reinforces the argument that schools cannot address bullying in isolation; instead, broader ecological systems must be aligned to support children's development (Divecha & Brackett, 2019).

In terms of outcomes, the model conceptualizes changes primarily at the levels of awareness, knowledge, and communication skills (Wu et al., 2019; Bennouna et al., 2019). These outcomes can be interpreted as proximal indicators within behavioral change frameworks, where increased awareness and improved competencies are expected to influence future behaviors (Wu et al., 2019; Redmond et al., 2020; Lönnfjord & Hagquist, 2022). Proximal processes involve regular interactions

with significant individuals and environments, such as parent–child engagement and educational interventions, which play a crucial role in shaping developmental outcomes (Ng et al., 2020; Lönnfjord & Hagquist, 2022). Although this study does not directly measure long-term behavioral changes, the theoretical linkage between parenting practices and bullying prevention suggests that these proximal outcomes serve as essential precursors to broader social impact. The bioecological perspective further emphasizes the importance of sustained interactions within supportive, multi-layered environments over time for achieving meaningful developmental change (Divecha & Brackett, 2019; Wu et al., 2019; Lönnfjord & Hagquist, 2022).

Overall, the conceptual model developed in this study contributes to the growing body of knowledge on community-based interventions for bullying prevention (Divecha & Brackett, 2019; Patel & Quan-Haase, 2022; Rana et al., 2021). By integrating theories of positive parenting, experiential learning, blended learning, and ecological perspectives, the model offers a comprehensive framework that is both theoretically grounded and practically applicable. It demonstrates that systematically designed parenting training can serve as a strategic entry point for strengthening bullying prevention efforts in school contexts. Furthermore, the alignment with a socio-ecological approach incorporating school-wide policies, stakeholder engagement, and multi-level interventions supports its potential effectiveness in reducing bullying and victimization. Thus, this study provides both conceptual and practical contributions to the development of holistic and sustainable anti-bullying strategies in educational settings.

CONCLUSION

This study set out to address the need for strengthening parental involvement in bullying prevention through a structured educational intervention at SMKN 8 Merangin. Grounded in the recognition that bullying is influenced by both school and family environments, the study focused on designing and implementing a parenting management training program as a community-based initiative. The findings demonstrate that the training program was successfully implemented through a blended learning approach that combined face-to-face workshops and online activities. The use of participatory methods such as group discussions, role-playing, and interactive sessions enabled active engagement among parents and students. These activities facilitated experiential learning and encouraged participants to reflect on their roles in preventing bullying, particularly in fostering effective communication and monitoring children’s social interactions.

A key contribution of this study lies in the development of a conceptual model of parenting management training, which synthesizes the implementation experience into a structured and replicable framework. The model integrates six main components input, training design, implementation strategy, learning process, output, and outcome supported by cross-cutting elements including participatory learning, technology integration, and school–family collaboration. This framework highlights the importance of aligning training design with contextual needs while ensuring interactive and flexible delivery mechanisms. The study concludes that parenting management training can serve as a strategic approach to supporting bullying prevention efforts by enhancing parental awareness, knowledge, and communication skills. Although the study does not measure long-term behavioral changes, it provides a practical and conceptual foundation for future interventions that aim to strengthen collaboration between schools and families.

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