BULLYING AGAINST PARENTS WHO COMMUNICATE IN INDONESIAN IN A REGIONAL LANGUAGE ENVIRONMENT: ANALYSIS OF SOLUTIONS BASED ON CONFLICT MANAGEMENT AND MAQASHID SHARIA

Arif Sugitanata

Abstract: This research discusses the issue of bullying towards parents who use Indonesian as the primary communication medium with their children in a regional language environment. This complex phenomenon involves social, cultural, educational and child development aspects. This research method uses a mixed study between field research and literature to identify patterns of bullying behaviour experienced by parents. Data analysis was carried out descriptively and analytically, focusing on conflicts in Indonesian families who communicate in Indonesian in a regional language environment. Conflict management theory and *Maqashid Sharia* are used as relevant analytical tools. The research results show that bullying against parents can be triggered by social norms, community views, and cultural pressures related to preserving regional languages. The impact is personal and social and can threaten the preservation of regional languages. Complex solutions include the development of practical communication skills, education about bullying, active involvement in school and community activities, and professional help. Analysis using conflict management theory emphasises integrative bargaining, adaptation, conflict education, and third-party intervention as essential steps in responding to the impact of bullying. The *Maqashid Sharia*-based approach highlights ethical and moral values in maintaining religion, soul, mind, lineage and property. Therefore, this research provides an in-depth understanding of the impact of bullying on parents who communicate in Indonesian in a regional language environment. The proposed solutions focus on the individual and maintaining social, cultural and religious values in the broader society. These steps are hoped to create an inclusive and supportive environment for all parents, regardless of their parenting choices.

Keywords: bullying; parent; Indonesian; local language; conflict management, *maqashid sharia*

Abstrak: Penelitian ini membahas isu *bullying* terhadap orang tua yang menggunakan bahasa Indonesia sebagai medium komunikasi utama dengan anak-anaknya di lingkungan berbahasa daerah. Fenomena ini kompleks, melibatkan aspek sosial, budaya, pendidikan, dan perkembangan anak. Metode penelitian ini menggunakan studi campuran, antara penelitian lapangan dan kepustakaan untuk mengidentifikasi pola perilaku *bullying* yang dialami oleh orang tua. Analisis data dilakukan secara deskriptif-analitik dengan fokus pada konflik dalam keluarga Indonesia yang berkomunikasi dalam bahasa Indonesia di lingkungan berbahasa daerah. Teori manajemen konflik dan *Maqashid Syariah* digunakan sebagai alat analisis yang relevan. Hasil penelitian menunjukkan bahwa *bullying* terhadap orang tua dapat dipicu oleh norma sosial, pandangan masyarakat, dan tekanan budaya terkait pelestarian bahasa daerah. Dampaknya tidak hanya bersifat pribadi, tetapi juga sosial dan dapat mengancam pelestarian bahasa daerah. Solusi kompleks termasuk pengembangan keterampilan berkomunikasi efektif, edukasi tentang bullying, keterlibatan aktif dalam kegiatan sekolah dan komunitas, dan bantuan profesional. Analisis menggunakan Teori Manajemen Konflik menekankan *integrative bargaining, adaptation, conflict education,* dan *third-party intervention* sebagai langkah-langkah penting dalam menanggapi dampak *bullying*. Pendekatan berbasis *Maqashid Syariah* menyoroti nilai-nilai etika dan moral dalam memelihara agama, jiwa, akal, keturunan, dan harta. Oleh karena itu, penelitian ini memberikan pemahaman mendalam tentang dampak *bullying* terhadap orang tua yang berkomunikasi dalam bahasa Indonesia di lingkungan berbahasa daerah. Solusi-solusi yang diusulkan tidak hanya berfokus pada individu, tetapi juga pada pemeliharaan nilai-nilai sosial, kebudayaan, dan agama dalam masyarakat yang lebih luas. Langkah-langkah ini diharapkan dapat menciptakan lingkungan inklusif dan mendukung bagi semua orang tua, tanpa memandang pilihan pengasuhan mereka.

Kata kunci: *bullying*; orang tua; bahasa Indonesia; bahasa daerah; menajemen konflik, *maqashid syariah*

Introduction

The issue of bullying towards parents who use Indonesian as the primary medium of communication with their children in an environment where regional languages are dominant is an important and sensitive topic. This phenomenon can be seen from several points of view, in social and cultural aspects. In communities where regional languages are dominant, the use of Indonesian by parents for their children is often seen as a nonconformity or even a rejection of local culture. Then, from the perspective of education and child development. Children who grow up in a multilingual environment have advantages in terms of language abilities and communication skills (Budiman et al., 2024). However, bullying or teasing occurs due to language differences and can affect their self-confidence and emotional development (Ananda et al., 2023). Apart from that, there are implications for social integration and diversity (Alsabarni & Sahrin, 2022). Bullying of parents who use Indonesian in regional language environments shows the tension between the desire to preserve local culture and the need to integrate into broader society.

Therefore, the problem above underlines the importance of a solution to prevent the impact of bullying on parents who use Indonesian as the primary medium of communication with their children in an environment where regional languages are dominant. Where overall, bullying of parents who use Indonesian in a regional language environment towards their children is a complex issue that requires attention and joint efforts from various parties in society to handle it.

Regarding research on bullying behaviour that occurs between parents and children at a broad level, namely society, efforts have been made to prevent bullying through character education and parental involvement. This activity is carried out as an outreach activity to students, parents, teachers and the general public (Lu'luin et al., 2023). It was done considering the significant impact on the social attitudes of children or students due to bullying behaviour (Diannita et al., 2023; Nasution & Setiawati, 2023; Risyda et al., 2023). Therefore, there is an urgency regarding Anti-Bullying education, which must be implemented as a prevention (Maysarah & Bengkel, 2023).

This research opens the door to a deeper understanding regarding the impact of bullying that occurs not only in the school environment but also in the family realm, especially in the context of the relationship between parents and children. This research explores new dimensions of this phenomenon by focusing on parents who use Indonesian as the primary medium of communication with their children in a regional language-dominant environment. In most previous studies, the primary attention focused on the impact and solutions of bullying among children or students at school. However, by shifting the focus to parents, this research highlights the importance of understanding the role of communication in the family environment and how bullying can impact those relationships. In addition, language as the primary communication medium adds complexity because interactions between parents and children can be influenced by language and cultural differences. Not only that, but this research is a breakthrough because it considers concrete solutions to overcome bullying that occurs between parents and their children.

Thus, this research provides an in-depth understanding of the problem and makes a valuable contribution to developing new strategies and approaches to tackle bullying in the family environment. Along with the shift in research focus, the results of this research can provide a more holistic and applicable view of responding to and preventing bullying. Therefore, this research is considered a significant step forward in understanding and addressing bullying in the family context, especially in Indonesia's unique culture and language.

Method

This research focuses on a pretty unique aspect, namely the impact and solutions of bullying on parents who use Indonesian as the primary medium of communication with their children in an environment where regional languages are dominant. To support this research, researchers explored primary data sources from observations and findings of researchers in the Lombok field and related scientific research, providing a solid basis for further analysis. Using a mixture of field-based and literature research, researchers can identify patterns of bullying behaviour experienced by parents in this context. Researchers used field research to identify issues regarding

bullying towards parents who use Indonesian as the primary medium of communication with their children in regional language environments. By analysing data descriptively and analytically, researchers can provide an in-depth picture of the complexity of the impact of bullying on parents in regional language environments. The results of this analysis will provide richer insight into the challenges parents face in communicating with their children and, at the same time, open up space to identify solutions that can be implemented effectively.

The choice of conflict management theory is a relevant analytical tool, helping to explain how parents deal with conflicts resulting from bullying, both directly and indirectly. In addition, integrating the *Maqashid Sharia* Theory provides an ethical and moral dimension to this research. By assembling research findings within the *Maqashid Sharia* framework, researchers can explore a holistic view of the solutions needed.

In this way, this research not only contributes to the academic understanding of bullying but also provides a specific insight into its impact on parents who communicate in Indonesian in a regional language environment. This holistic and up-to-date analysis can provide a basis for developing better interventions and policies in dealing with the issue of bullying in this environment.

Results and Discussion

Impacts and Challenges of Parents' Use of Indonesian in Child Care

Bullying of parents who use Indonesian as the primary medium of communication with their children in an environment where regional languages are dominant can occur due to various factors. It is often related to social norms and community views about the importance of preserving regional languages. There is pressure from society and the expectation that every community member must follow existing cultural rules, including the use of language. Regional languages often symbolise local identity and pride (Purwaningtyas & Junining, 2009). When parents choose to communicate in Indonesian with their children, this action can be seen as rejecting local culture or pride in cultural heritage. It can result in them being the target of criticism or ridicule from other members of society who feel that they are not

following social rules. This situation can give rise to generational conflict. Parents who communicate with their children in Indonesian have various reasons, such as the desire to prepare their children to face an increasingly global world where Indonesian language skills are essential (Alamsyah et al., 2016). However, the older generation sees this as a loss of culture. They worry that by not passing on local languages, the younger generation will lose their cultural roots and become alienated from the history and values of the community (Pandaleke et al., 2020).

Furthermore, the consequences of this language choice are personal and social. In many communities, using local languages is integral to social interaction and is often considered a sign of respect and familiarity (Setyawan, 2011). Those who choose to communicate in another language are considered disrespectful or do not fully participate in community life (Budiarto, 2020). It can result in social isolation or a reduced status within the group, where they are seen as 'outsiders' or less committed to communal values. Then, there are broader implications in terms of preserving language and culture. When more and more people in a community switch to using Indonesian, there is a risk that regional languages will become increasingly marginalised (Budhiono, 2009). It can have an impact on the preservation of the language in the long term. Languages that are no longer actively used in everyday life will experience a decline in the number of speakers and eventually become endangered. Losing a regional language means losing a means of communication and the knowledge and traditions contained in that language (Astawa, 2017).

Bullying can also arise from ignorance or prejudice. In a heterogeneous society, there are various approaches to educating children (Daniel, 2019), including the choice of language used in daily communication (Jazuly, 2016). However, some groups sometimes adopt a narrow view of what they consider 'normal' or 'correct' in parenting, including language choices. This narrow understanding often creates prejudice against parents who choose to educate their children in a way different from the existing norm. For example, some parents decide to teach Indonesian to other foreign languages , such as English, as preparation to face global challenges (Alamsyah et al., 2016). This choice is often criticised by those who believe that using Indonesian should

be a top priority in parenting. Such criticism is often not based on a deep understanding of the reasons behind the decision.

Ironically, in this increasingly global world, the ability to communicate in various languages has become very important (Mailani et al., 2022). Parents who teach Indonesian to their children often have a vision of the importance of being open and adaptive global citizens (Alamsyah et al., 2016). Unfortunately, this ignorance and prejudice is not only limited to language issues but also extends to other aspects of parenting, such as discipline methods, education, and extracurricular activities chosen for the child. Parents who do not follow existing 'norms' often face unfair criticism and judgment. This situation reflects the urgent need to increase awareness and tolerance in society towards diverse ways of parenting. The importance of education and open dialogue about the diversity of ways of parenting cannot be underestimated to create a more inclusive and supportive environment (Mindariati et al., 2023) where all parents feel valued and respected regardless of their parenting choices.

Finally, bullying often manifests insecurity, fear, or a desire to maintain social control (Karyanti & Aminudin, 2019). Parents who choose Indonesian as the language of communication with their children can be targeted because they deviate from existing norms or expectations. It points to a more significant societal challenge to respect diversity and freedom of individual choice while preserving and celebrating cultural heritage.

Overcoming the Impact of Bullying on Children in the Context of Indonesian Language Communication in a Regional Language Environment

The solution to the impact of bullying on children can be profound. As parents who use Indonesian as the primary medium of communication with their children in a regional language-dominant environment, the challenge is significant and requires a complex approach. Parents must develop practical communication skills with their children (Anggraini, 2021). It means learning to listen empathetically and provide supportive responses. Parents must adapt their communication to suit their children's emotional needs (Rahmat, 2018), regardless of language differences. Using Indonesian should not be a barrier to understanding children's feelings and experiences.

Parents can encourage their children to learn and understand the local language and culture (Widiastuti, 2012). It will help children feel more integrated in their environment and reduce the communication gap with their peers. Dual language skills will also help children develop a broader understanding of the world around them (Siregar & Herawati, 2023). The home must also be a safe and supportive place for children (Lilawati, 2020). Parents should show warmth, love, and support towards their children, especially when they face difficulties such as bullying. Children who feel supported at home will be more confident and able to face problems at school or in their environment (Ulya & Diana, 2021).

Education about bullying and its impact is essential for children (Mita et al., 2023). Parents can use the resources available in Indonesia to educate children about recognising and dealing with bullying and respecting differences. Parents must also try to be actively involved in school and community activities (Ramdan & Fauziah, 2019). They can build a support network with teachers, other parents, and community leaders through this involvement. It helps in creating a safer and more inclusive environment for their children.

If necessary, there is no harm in seeking help from professionals such as psychologists or counsellors (Listiana, 2017). These professionals can help children overcome the trauma caused by bullying and provide strategies for dealing with difficult situations. Teaching children tough and independent is very important (Manurung, 2022). It includes standing alone, speaking for oneself, and developing problem-solving skills. With a comprehensive and empathetic approach, parents can help their children overcome the effects of bullying while maintaining their cultural and linguistic identity.

Analysis of Conflict Management Theory and Shariah Objectives in efforts to overcome the Impact of Bullying on Children in the Context of Indonesian Language Communication in the District Language Environment

This analysis outlines a solution to bullying using conflict management theory in the context of Indonesian families who communicate in Indonesian in a regional language environment. Parents must develop practical communication skills with their children, including listening empathetically

and responding supportively (Anggraini, 2021). In conflict management theory, this approach follows the principles of 'integrative bargaining', where both parties (parents and children) try to understand each other's perspective and seek mutually beneficial solutions. In the context of bullying, this helps children feel heard and understood, which is essential for building self-confidence and emotional security.

Parents must adapt their communication to suit their children's emotional needs (Rahmat, 2018), regardless of language differences. The 'adaptation' theory in conflict management emphasises the importance of adapting communication strategies to overcome cultural or language differences. Encouraging children to learn and understand local language and culture helps them feel more integrated in their environment, which can reduce the potential for conflict due to cultural or language differences (Widiastuti, 2012). Education about bullying and its impacts is important (Mita et al., 2023). It is in line with 'conflict education', a subset of conflict management, where knowledge about the nature and impact of conflict is provided to prevent and manage conflict. Children can recognise, confront, and avoid conflict situations by understanding bullying.

Parental involvement in school and community activities creates a support network (Ramdan & Fauziah, 2019), essential in 'conflict resolution'. This network helps create a safer and more inclusive environment, reducing isolation, and increasing understanding and empathy between parties. In situations where bullying has caused trauma, going to a professional such as a psychologist or counsellor is very important (Listiana, 2017). It is part of 'third-party intervention' in conflict management, where a neutral third party assists in resolving the conflict and restoring psychological well-being.

Teaching children tough and independent is very important (Manurung, 2022). It relates to 'empowerment' in conflict management, where individuals are empowered to deal with conflict constructively, building self-confidence and problem-solving skills. By adopting a comprehensive and empathetic approach while maintaining cultural and linguistic identity, parents can help their children overcome the impact of bullying and develop skills to manage future conflict.

Furthermore, analysis of solutions to bullying of children who communicate in Indonesian in regional language dominant environments in the context of *Maqashid Sharia* Theory can be carried out, where education about bullying and its impacts is essential to maintaining ethical and moral values. In Islam, teaching children the importance of appreciating differences and respecting others reflects the basic principles of justice and equality (Sholeh, 2023). It is in line with *Maqashid Sharia*, which emphasises the importance of maintaining religious and moral values in society, which is part of maintaining religion (*hifz al-din*).

Then, creating a safe and supportive environment at home and school is very important to maintain children's emotional and physical well-being (Rahmat, 2018). In this context, providing support to children who experience bullying is part of efforts to protect their lives and mental health through *Maqashid Sharia* principles, which are part of maintaining the soul (*hifz al-nafs*). In addition, developing practical communication skills and learning to listen with empathy helps children build understanding and critical thinking (Anggraini, 2021). It is in line with the aim of *Maqashid Shariah* to maintain reason and develop healthy thinking abilities, which are part of maintaining reason (*hifz al-'aql*).

Teaching children to be tough and independent (Manurung, 2022), as well as developing dual language skills (Siregar & Herawati, 2023), not only helps them face current challenges but also shapes their character and adaptability for their future. It is to the *Maqashid Sharia* principle of maintaining and ensuring the continuity of the next generation, which is part of caring for offspring (*hifz al-nasl*). Next, parental involvement in school and community activities can also be seen as an investment in children's education and welfare (Ramdan & Fauziah, 2019), which is a form of property maintenance in a broader context which is part of property maintenance (*hifz al- mall*).

From this analysis, solutions to bullying, especially in the context of linguistic and cultural diversity, are very relevant to the principles of *Maqashid Sharia*. These measures focus on protecting and developing individuals (children) and maintaining social, cultural, and religious values in broader society.

Conclusion

Parents' use of Indonesian in childcare in a local language environment can face impacts and challenges. Bullying against parents who use Indonesian can occur due to social norms, community views on the importance of preserving local languages, and cultural pressures. Parents who choose Indonesian do so to prepare children for a globalised world, but this can be perceived as a rejection of local culture, causing generational conflict. The impact is personal and social, including isolation and decreased status in the community. The use of Indonesian can also threaten the preservation of local languages and cultures. Bullying can arise from ignorance or prejudice towards different parenting choices. Amidst these complexities, parents must develop practical communication skills, support children in understanding local language and culture, and provide support to overcome bullying.

In responding to the impact of bullying, complex solutions involving practical communication approaches, education about bullying, active involvement in school and community activities, and professional help are needed. Conflict management theory analysis shows the importance of integrative bargaining, adaptation, conflict education, and third-party intervention. In addition, *Maqashid Sharia*-based theory highlights the Islamic ethical and moral values of preserving religion, soul, mind, offspring, and property. These measures involve protecting and developing individuals and maintaining social, cultural, and religious values in the broader society. These solutions can help create an inclusive and supportive environment for all parents, regardless of their parenting choices.

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Arif Sugitanata
Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia
Correspondence: arifsugitanata@gmail.com