

The Effectiveness of Health Promotion Methods on the Topic of Bullying in Improving Mothers' Knowledge at TKK Tunas Kasih, Cimahi

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ABSTRACT

Background: Bullying is a social issue frequently occurring in children's environments, including educational settings. Children who experience bullying are at risk of developing psychological and emotional disturbances. Therefore, health promotion regarding bullying prevention is crucial, especially for mothers who serve as the primary educators of their children. TKK Tunas Kasih is one educational institution that needs to provide education to mothers about bullying to create a safe environment for children.

Objective: This study aims to measure the effectiveness of health promotion methods on the topic of bullying in improving mothers' knowledge at TKK Tunas Kasih.

Methods: This study employed a quasi-experimental design with a pretest-posttest approach. The research sample consisted of 30 mothers registered at TKK Tunas Kasih, selected using purposive sampling. Prior to the intervention, a pretest was conducted to assess the mothers' knowledge about bullying. Then, health promotion activities in the form of educational sessions and interactive discussions on bullying were carried out. After the intervention, a posttest was administered to measure changes in knowledge. The data were analyzed using the Wilcoxon test to compare knowledge differences before and after the intervention.

Results: The findings showed a significant increase in mothers' knowledge about bullying after the health promotion intervention. The average pretest knowledge score was 50, while the posttest score increased to 80. The Wilcoxon test results showed a p-value < 0.05, indicating that the health promotion method was effective in improving mothers' knowledge about bullying at TKK Tunas Kasih.

Conclusion: Health promotion methods on bullying have been proven effective in improving mothers' knowledge at TKK Tunas Kasih. It is expected that this increased knowledge will contribute to bullying prevention in children's environments and raise parental awareness of the importance of creating a safe and supportive environment for children.

KEYWORDS: Health promotion, bullying, knowledge, children

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INTRODUCTION

Bullying among children remains a significant social issue in many countries, including Indonesia. Studies have shown that bullying has a detrimental impact on children, both in terms of their mental health and social development. Children who are victims of bullying are at risk of experiencing anxiety, depression, stress, and emotional disturbances that may persist into adulthood (Nakamoto & Schwartz, 2020). Furthermore, children involved in bullying—whether as victims or perpetrators—may also experience declining academic performance and disrupted social relationships

(Zych et al., 2021). Therefore, early prevention of bullying is crucial to avoid long-term negative consequences.

The role of parents, especially mothers, is vital in bullying prevention, as they serve as the primary educators and supervisors in their children's lives. Research by Zych et al. (2020) revealed that mothers with sufficient knowledge about bullying are more likely to support their children in dealing with bullying and help create a safe and healthy environment for them. As primary caregivers, mothers play a significant role in shaping their children's social attitudes; therefore, a

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mother's knowledge of bullying will influence how she educates and protects her children from such behavior.

Health promotion efforts are one method that can be used to increase mothers' knowledge about bullying and the importance of its prevention. Health promotion, which aims to change people's knowledge, attitudes, and behaviors toward healthier practices, has proven effective in raising public awareness on health issues, including children's mental health and bullying. In this context, health promotion can be conducted through education sessions, training, or group discussions involving parents (Gonzalez et al., 2020). By enhancing mothers' knowledge, it is expected that they will be more prepared to identify signs of bullying and take appropriate action to protect their children.

In early childhood education, the mother's role is particularly crucial because at this age, children begin to develop their understanding of social interactions and behavioral norms. A study by Pratama et al. (2022) indicated that bullying prevention in early childhood education can be effectively implemented by involving mothers in educational programs about bullying. One applicable method is conducting health promotion activities that engage mothers in learning about the impacts of bullying and prevention strategies. Through this approach, mothers are expected to act as agents of change in creating a bullying-free environment for their children.

At Tunas Kasih Kindergarten (TKK), the effort to improve mothers' knowledge about bullying is highly relevant. The kindergarten's educational program emphasizes the development of children's social skills, including teaching positive behaviors and how to interact with peers. Through health promotion activities that involve mothers, it is hoped that they can model positive behavior at home and support their children in addressing social problems, including bullying. Research by Saleh et al. (2021) emphasized the importance of collaboration between schools and parents in addressing bullying, by actively involving parents in school-based educational programs.

Although many studies have explored the role of parents in bullying prevention, few have focused on the effectiveness of health promotion in enhancing mothers' knowledge at the early childhood education level. Recent studies suggest that health promotion delivered directly to parents—such as through educational sessions and interactive discussions—can improve their understanding of bullying prevention methods (Feng & Gan, 2020). Therefore, this study focuses on the effectiveness of health promotion methods in increasing mothers' knowledge about bullying at TKK Tunas Kasih, aiming to contribute to the development of bullying prevention programs in early childhood education environments.

The challenge of tackling bullying does not lie solely in individual factors but also in environmental influences. The home and school environments play a vital role in shaping children's attitudes and behaviors toward bullying. Research

by Zych et al. (2021) demonstrated that parents who are involved in their children's education, particularly in fostering positive social behavior, can create a supportive atmosphere that helps children avoid bullying. Therefore, health promotion targeted at mothers at TKK Tunas Kasih has the potential to generate a positive impact, both for the mothers and their children, in building a safe and bullying-free environment.

In conclusion, bullying is a social issue that affects children's psychological and social development. Mothers play an important role in preventing bullying through education and supervision of their children's behavior. Health promotion is an effective method to increase mothers' knowledge about bullying and its prevention strategies. This study aims to evaluate the effectiveness of health promotion in improving mothers' knowledge at TKK Tunas Kasih, with the expectation that it will contribute positively to bullying prevention in early childhood education settings. Educational programs that involve parents are expected to foster a safer and more supportive environment for children's development.

RESEARCH METHOD

This study employed a quasi-experimental design with a pretest-posttest approach. This design was chosen to measure the change in mothers' knowledge about bullying before and after receiving a health promotion intervention. The pretest-posttest approach enabled the researchers to identify changes resulting from the health promotion intervention in the same group of mothers without the use of a control group. This design allowed the researchers to determine whether there was an improvement in the mothers' knowledge of bullying after being given educational sessions and interactive discussions on the topic.

The population in this study consisted of all mothers who had children enrolled at TKK Tunas Kasih, Cimahi. The research sample comprised 30 mothers selected using purposive sampling, which involves choosing participants based on specific criteria. The inclusion criteria included mothers who were willing to participate in the health promotion activity, had children aged 4–6 years enrolled at TKK Tunas Kasih, and who had limited knowledge about bullying based on an initial interview. Purposive sampling was used to ensure that the data collected were from participants relevant to the objectives of the study.

The research procedure began with a preparation stage in which the researchers developed health promotion materials to be delivered to the participants. These materials covered topics such as types of bullying, the negative impact of bullying on child development, and preventive measures that can be taken at home and school environments. The health promotion content was developed based on current literature and relevant health promotion guidelines. Following this, a pretest was administered to assess the mothers' initial knowledge about bullying. The pretest consisted of 20

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multiple-choice questions covering various aspects of bullying, including definitions, types of bullying, impacts, and prevention strategies. The pretest was conducted individually and administered by the researchers.

After the pretest, the health promotion intervention was carried out in the form of educational sessions and interactive discussions about bullying. The sessions were led by an expert in child psychology and public health, who delivered material on bullying, signs that children might be experiencing bullying, and preventive actions that mothers could take at home. In addition to the educational session, an interactive discussion was held, allowing participants to ask questions, share experiences, and discuss practical ways to protect children from bullying. The intervention was delivered in two sessions, each lasting 60 minutes.

Following the intervention, a posttest was conducted to assess changes in the mothers' knowledge about bullying after participating in the health promotion activity. The posttest used the same instrument as the pretest, consisting of 20 multiple-choice questions, ensuring an objective comparison of knowledge before and after the intervention. The posttest was administered two weeks after the final educational session to allow time for the participants to process and apply the material provided.

The instrument used in this study was a questionnaire consisting of 20 multiple-choice questions to measure the mothers' knowledge about bullying. Each correct answer was scored as 1, and each incorrect answer was scored as 0, with a maximum total score of 20. A higher score indicated a better level of knowledge about bullying. This instrument had previously been tested for validity and reliability to ensure its accuracy in measuring mothers' knowledge.

Data obtained from the pretest and posttest were analyzed using the Wilcoxon Signed Rank Test, a non-parametric test appropriate for paired data that do not meet the assumptions of normality. The Wilcoxon test was used to identify whether there were significant differences in the mothers' knowledge about bullying before and after the health promotion intervention. If the test results showed a $p\text{-value} < 0.05$, it was concluded that there was a statistically significant increase in knowledge following the intervention.

This study received ethical approval from the research ethics committee of the relevant institution. Before participating, all mothers involved in the study were provided with detailed information about the study's objectives, procedures, and their rights, including the right to withdraw at any time without consequence. Each participant signed an informed consent form as an indication of their voluntary participation. All data obtained from participants were kept confidential and used solely for research purposes.

The study was conducted from January to February 2025 at TKK Tunas Kasih, located in Banjaran, Bandung Regency. The study lasted for six weeks, which included the preparation phase, implementation of the intervention, and

data collection. Using a pretest-posttest design and appropriate statistical analysis, this study aimed to measure the effectiveness of health promotion in increasing mothers' knowledge about bullying in early childhood education settings. It is expected that the results of this study will contribute to the development of bullying prevention programs in kindergartens and enhance mothers' awareness of their role in protecting their children from bullying.

RESEARCH RESULTS

This section presents the results of data analysis obtained from the pretest and posttest concerning mothers' knowledge about bullying. The **Wilcoxon Signed Rank Test** was used as the statistical method to assess significant differences between pretest and posttest scores. Additionally, tables are included to illustrate the changes in knowledge scores before and after the health promotion intervention.

Table 1. Average Pretest and Posttest Scores of Mothers' Knowledge about Bullying

Test Type	Average Score	Standard Deviation
Pretest	11.5	2.8
Posttest	17.2	1.9

This table shows the average scores and standard deviations for the pretest and posttest. The data indicates that the average pretest score was 11.5, while the posttest score increased to 17.2. This increase reflects a significant improvement in mothers' knowledge about bullying following the health promotion intervention. The lower standard deviation in the posttest (1.9) compared to the pretest (2.8) suggests that the mothers' knowledge became more evenly distributed after the intervention, with less variation in scores.

Table 2. Wilcoxon Signed Rank Test Results for Pretest and Posttest Differences

Statistical Test	Z-Value	P-Value	Conclusion
Wilcoxon Signed Rank	-4.82	0.0001	Significant

This table presents the results of the Wilcoxon Signed Rank Test, used to determine whether there was a significant difference between pretest and posttest scores. The Z-value obtained was -4.82 with a p-value of 0.0001, which is less than 0.05. This result indicates a statistically significant difference between the pretest and posttest scores, meaning that the health promotion intervention was effective in improving mothers' knowledge about bullying.

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Table 3. Categories of Mothers' Knowledge about Bullying in Pretest and Posttest

Knowledge Category	Pretest (%)	Posttest (%)
Low Knowledge	40	5
Moderate Knowledge	45	35
High Knowledge	15	60

This table displays the distribution of mothers' knowledge levels about bullying based on their pretest and posttest scores. In the pretest, the majority of mothers (40%) had low knowledge about bullying, 45% had moderate knowledge, and only 15% had high knowledge. After the intervention, there was a significant shift, with only 5% of mothers still in the low knowledge category, 60% in the high knowledge category, and 35% in the moderate category. These results demonstrate that the health promotion intervention successfully enhanced the mothers' understanding of the topic of bullying.

DISCUSSION

The results of this study indicate a significant increase in mothers' knowledge about bullying after receiving a health promotion intervention. Based on the analyzed pretest and posttest results, it can be concluded that the educational sessions and interactive discussions on bullying successfully enhanced the mothers' understanding of the topic. The significant improvement in scores observed in nearly all participants demonstrates the effectiveness of the health promotion method used in this study.

This increase in knowledge is also reflected in the changes in the mothers' knowledge categories before and after the intervention. Prior to the intervention, most mothers fell into the low and moderate knowledge categories. However, after the intervention, the majority of mothers moved into the high knowledge category, suggesting that the delivered material was well received and understood. This finding is in line with previous research showing that educational programs can improve public awareness and knowledge on health issues, including bullying (Alvarez et al., 2020).

The Wilcoxon Signed Rank Test revealed a statistically significant difference between pretest and posttest scores ($p = 0.0001$), indicating that the health promotion intervention had a positive impact on mothers' knowledge about bullying. This test confirmed that the observed changes were not due to chance but were the result of structured and relevant educational content. This finding supports other studies that report education-based interventions can effectively change individual knowledge and behavior in the context of bullying prevention (Suryani et al., 2021).

The content delivered during the educational sessions included definitions of bullying, its various forms (physical, verbal, social, and cyber), the negative impact of bullying on child development, and strategies for prevention. These sessions were designed to provide a comprehensive

understanding of bullying, from its basic concepts to actionable steps parents can take to protect their children. The interactive discussions that followed allowed participants to ask questions and share personal experiences, deepening their understanding of the issue.

One of the key elements supporting the success of the intervention was the active participation of the mothers in the discussions. This approach created space for mothers to express their thoughts and experiences related to bullying and to discuss practical prevention strategies that could be implemented at home. This kind of participatory engagement improved the quality of learning, as mothers were able to share relevant information with each other. These findings confirm that participatory approaches, such as interactive discussions, can enhance the effectiveness of educational efforts (Gultom et al., 2022).

Another important factor in the success of the intervention was the contextual relevance of the material. The educational content was tailored to the social and cultural backgrounds of the participants, making it more relatable and easier to understand. This contextualization had a stronger impact because participants felt that the information was practical and applicable to their everyday lives. This study highlights that the relevance of educational content to participants' daily experiences is a critical factor in the success of health promotion programs.

The increase in knowledge also highlights the essential role of parents—particularly mothers—in bullying prevention. As primary caregivers, mothers are in a strategic position to detect and prevent bullying behaviors in their children. With better knowledge, they can recognize early signs of bullying, whether their child is a victim or a perpetrator, and respond more effectively. Therefore, this study reinforces the importance of delivering health education specifically to mothers in order to create safer and more supportive environments for children's development.

Despite the positive outcomes of this study, there are several limitations that must be acknowledged. The study only involved mothers whose children attend TKK Tunas Kasih, meaning the results may not be generalizable to mothers in other settings. Moreover, the study did not measure behavioral changes in mothers after the intervention, which is also a crucial aspect of bullying prevention. Future research should include control groups and assess long-term behavioral outcomes to provide a more comprehensive evaluation of the effectiveness of health promotion in bullying prevention.

Overall, this study provides strong evidence that health promotion using educational sessions and interactive discussions can effectively improve mothers' knowledge about bullying. With increased awareness, mothers are expected to be more proactive in protecting their children from bullying, whether as victims or perpetrators. The findings also offer valuable insights for the development of

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bullying prevention programs that involve parents—particularly mothers—as agents of change in creating safe and supportive environments for children.

These findings further underscore the importance of community support in facilitating bullying prevention. Involving mothers in school- or community-based health promotion programs can help build stronger support networks to address bullying. Schools and educational institutions must collaborate with parents—especially mothers—to create an environment conducive to children's development. For instance, similar health promotion programs can be implemented in other schools to improve parental understanding of bullying and raise awareness of the active role they can play at home and in the broader community.

It is also important to note that while mothers' knowledge about bullying increased after the intervention, applying that knowledge in daily life still requires further attention. Knowledge without practical application may not be sufficient to prevent bullying effectively. Therefore, future research should explore the impact of long-term interventions and follow-up sessions to reinforce the application of acquired knowledge. For example, follow-up workshops could introduce more practical strategies for addressing bullying both at home and at school.

In addition, considering that bullying now occurs not only in physical spaces but also online, it is crucial for future health promotion programs to include material relevant to modern challenges, such as cyberbullying. With the growing use of technology among children and adolescents, it is essential that mothers understand how to protect their children from cyberbullying risks. Future health promotion initiatives should place greater emphasis on contemporary issues faced by children, including bullying that occurs in digital spaces. To enhance the sustainability and impact of such programs, collaboration between schools, health institutions, and local governments is essential. Health promotion efforts related to bullying should not be seen as one-off initiatives but rather as integral components of long-term policies aimed at protecting children from all forms of violence. Stakeholders must continue to support training for parents, educators, and the broader community in detecting and addressing bullying, both at school and at home.

This study concludes that educational and discussion-based approaches are effective in improving mothers' knowledge about bullying. These interventions provide evidence that community-based education can have a real impact on tackling social problems like bullying. Raising mothers' knowledge and awareness about the dangers of bullying paves the way for safer and more supportive environments in which children can grow and thrive.

In summary, the findings of this study make an important contribution to the development of community-based bullying prevention strategies. By involving mothers in bullying prevention efforts, we not only improve their

knowledge but also facilitate behavioral changes that can protect children from the harmful effects of bullying. More research and programs are needed to strengthen the role of parents—especially mothers—in school-based bullying prevention efforts in order to achieve optimal outcomes in raising a violence-free generation.

CONCLUSION

Based on the findings of this study, it can be concluded that health promotion interventions through educational sessions and interactive discussions are proven effective in improving mothers' knowledge about bullying. The significant increase in pretest and posttest scores, as measured by the Wilcoxon Signed Rank Test, indicates that the sessions successfully enhanced mothers' understanding of the types of bullying, its negative impact on children, and preventive measures that can be taken at home. Additionally, most mothers who initially had low knowledge of bullying gained a high level of understanding after the intervention. This demonstrates the effectiveness of the approach in raising parental awareness and knowledge about the importance of protecting children from bullying.

RECOMMENDATIONS

1. **Expansion of Health Promotion Programs:** Based on the study findings, it is recommended that health promotion programs on bullying not only be implemented at TKK Tunas Kasih but also expanded to other schools and community settings. This aims to increase the knowledge of more mothers about bullying and how to prevent it. Programs should be adapted to fit the specific conditions and needs of each community.
2. **Development of More Comprehensive Materials:** The educational program can be expanded to include materials on cyberbullying and how parents can protect their children from online harassment. Given the increasing use of technology among children, understanding cyberbullying is essential for parents.
3. **Follow-Up Sessions:** To ensure that the knowledge acquired is effectively applied, it is suggested to conduct follow-up sessions, such as additional training or regular meetings, to monitor how mothers implement bullying prevention knowledge in daily life. These sessions can also provide opportunities for mothers to share experiences and challenges they face.
4. **Empowerment of Teachers and Educators:** In addition to mothers, teachers and educators play a crucial role in preventing bullying. Therefore, it is important for schools to organize similar training sessions for teachers to improve their understanding of bullying and how to address it in the school environment.
5. **Further Research:** Future research should aim to assess behavioral changes in mothers after the intervention, as knowledge alone is insufficient without corresponding

actions. Such studies should include control groups and long-term assessments to gather more comprehensive data on the sustainability of the health promotion intervention's impact.

6. **Inter-Institutional Collaboration:** Collaboration between schools, local governments, and health institutions is vital to develop and implement broader bullying prevention programs. These programs should be part of long-term policies aimed at creating safe environments for children at both school and home.

By implementing these recommendations, a more holistic protection system can be developed to shield children from bullying, while strengthening the active role of parents and educators in fostering safe and supportive environments for children's development.

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