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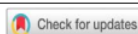
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## Freedom of Speech on Children's Right Setting Toward Prevention of Bullying in Early Childhood Education: A Literature Review of Decolonization Approach

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### ABSTRACT

The discourse on freedom of speech, in particular when expressing an opinion on the provisions of the Rights of the Child, is often ignored by a trend of change in education that is too concentrated on the authoritarian educational process that prioritizes the success of academic learning rather than the socio-emotional success of children. It is important to communicate the experiences and feelings experienced by children, particularly bullying that occurs early in childhood. This research would examine the importance of free expression in children's rights to the prevention of bullying in early childhood through a decolonization approach. This study employed a literature review approach with a transformative paradigm which take a look at critical thoughts about children's rights, particularly freedom of speech that aims at preventing the bullying that occurs in early childhood. This study argued that the process of preventing bullying and even other negative behavior is effective when parents and teacher properly enforce the rights of children, especially freedom of speech. These results further illuminate the complexities faced by teachers in the application of free expression in early childhood education in daily life.

### INTRODUCTION

In a country, the most significant part is the constitutional guarantee of an individual's right, particularly the right to have an opinion. Likewise, the right to freedom of opinion in early childhood is sometimes often overlooked in early childhood. This is based on the fact that there is still no clear thinking power in early childhood to talk and choose the best choices. In line with Douvlos's (2019) view, which describes the assumption that early childhood has cognitive and verbal weaknesses, whereas early childhood, when provided through proper comprehension, is actually able to comprehend explanations from others. Children are always given the option of choosing anything, but parents react to that choice. This is taken into account because there are cognitive deficits in early childhood, making it difficult to make the best choice for themselves.

Moreover, teachers are often more concerned with academic learning than with the child's preferences. This is focused on environmental criteria such that children can better understand academic content and prioritize the cognitive development of children over other factors. This is in line with the opinion of Solehuddin & Andriany (2017), which explains that because of the demands of the environment, including parents, school is increasingly too concentrated on cognitive development. This would undoubtedly have an effect on the limitations of children in communicating their views

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