

PARENT-CHILD INTERACTION RELATIONSHIP WITH PARTICIPATION BEHAVIOR OF BULLYING IN ADOLESCENTS

Husnul Aliffa Zulkarnaen, Maya Oktaviani, Mulyati

¹²³Family Welfare Education Study Program, Faculty of Engineering, Universitas Negeri Jakarta, husnulaliffahaz@gmail.com, maya.oktaviani@unj.ac.id, imoelmulyati@gmail.com

Abstract

This study aims to determine the relationship between parent-child interaction and bullying participation behavior in adolescents. This research is a quantitative study using survey methods, with a correlational approach. Collecting data in this study using a questionnaire. Data collection used a simple random sampling technique with 137 students representing SMP Negeri 287 Jakarta. Research data collection starts from October 2022 to February 2023. The prerequisite test data analysis technique uses the Kolmogorov-Smirnov normality test and the correlation test uses the Pearson Product Moment Correlation, as well as the correlation significance test. The results of this study were that there was no relationship between parent-child interaction and bullying participation behavior in adolescents -0.107 with sig. 0.213 . That is, there is a negative relationship between parent-child interaction variables and bullying participation behavior in adolescents but the results are not significant between parent-child interaction and bullying participation behavior.

Keywords: *bullying participation behavior, parent-child interaction, teenager*

Introduction

The National Commission for Child Protection (KPAI) noted that in a period of nine years, from 2011 to 2019, there were around 37,381 complaints of cases of violence against children. Based on KPAI data, there has been an increase in reports of cases of violence against adolescents reaching 2,473 cases, cases of violence that occur in the form of bullying in education, as well as social media (KPAI, 2019). One form of moral crisis that occurs among adolescents is in the form of brawls between schools and bullying participation behavior that occurs between students. This shows that the moral formation of the nation's children alone is not enough. Bullying is an act of violence, in which the perpetrator embarrasses and intimidates other people or victims so they cannot fight back, bullies seek pleasure that cannot be obtained and get it out by making other people suffer. Bullying can cause children to feel insecure and uncomfortable, which will make them less likely to actualize themselves. Bullying also makes victims feel afraid and intimidated, low self-esteem, and worthless. It may be difficult to concentrate on studying, and they may not be able to socialize with their environment (Sejiwa, 2008).

The occurrence of interaction and communication in the family will influence each other and provide stimulus and response to each other. With the interaction between children and parents, certain images will be formed on each side as a result of communication. Children will have a certain image of their parents. With the existence of certain images as a result of their perception through communication, certain attitudes will also be formed from each party, especially children who are teenagers. According to research conducted by Bibou-Nakou et al (2013) negative family interactions and parent-child interactions are factors of vulnerability to engage in bullying practices. In his research, he also explained that a bad parental environment can also lead to deviant behavior patterns or juvenile delinquency, one of which is bullying.

The case study in this study was taken from a bullying case that occurred at SMPN 287 East Jakarta, it was explained in an article that the bullying case was committed against 2 students (students with special needs and general students) and the bullying case was reported to be traumatic for these students, especially general students. Based on this background, the authors are interested in researching and knowing the interaction of parents with bullying participation behavior in adolescents and took the thesis title "Relationship between Parent-Child Interaction and Bullying Participation Behavior in Adolescents"

Method

The research method is basically a scientific way to obtain data with specific goals and uses (Sugiyono, 2017). This research is a quantitative research with a correlational approach. Quantitative research with a correlational approach aims to determine the relationship between two or more variables and is causal (Sugiyono, 2017). The method used is a survey with a correlational approach. Data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data (Sugiyono, 2017). The data collection method used by using a questionnaire (questionnaire) is a data collection technique that is carried out by giving a set of written statements to respondents to answer (Sugiyono, 2017). Data analysis used in this research is descriptive data analysis, inferential data analysis, analysis prerequisite test and correlation test. Using a score of 1-4 on a Likert scale using instruments from Lange (2002) and MK Demaray (2016)

Findings and Discussions

Humans as individuals begin to recognize a wider environment than the family. This makes changes in adolescent social skills increasing. If the values instilled by both parents are well absorbed, then the social skills possessed by these individuals can be better. Conversely, if the socialization or interaction between parents and children is lacking, then their behavioral and psychosocial development can be hampered. As a result, adolescents begin to show pathological symptoms such as delinquency and other risky behaviors, one of which is bullying participation behavior (Zakiyah, 2017). The results showed that there was a negative ($r = -0.107$) but not significant ($p = 0.213$) relationship between parent-child interaction and bullying participation behavior in adolescents. In the interaction between parents and children, there were 67 respondents (48.9%), namely in the medium category. Meanwhile, in the bullying participation behavior, there were 133 respondents (97.1%) in the low category. This means that there is a relationship between parent-child interaction and bullying participation behavior in adolescents but the results are not significant. In the tabulation test results, the relationship between parent-child interaction and bullying behavior is in the moderate category for the dimensions of bullying and moderate. Interaction. In the tabulation test results the relationship between parent-child interaction and bullying behavior is in the medium category for the dimensions of bullying and parent-child interaction in the moderate category with the chi square test result of 0.340, the results from the crosstab test assistant are in the medium category with parent-child interaction children in the medium category with the results of the chi-square test of 0.550, the results of the crosstab victim test are in the medium category with the interaction of parents of children in the medium category with the results of the chi-square test of 0.217, the results of the crosstab defender test are in the medium category with children interacting with people parents-children in the medium category with a chi-square test result of 0.542, and on the outsider dimension in the medium category with moderate parent-child interaction and a chi-square test result of 0.372.

Conclusion

Based on the results of research conducted by researchers, it can be concluded that the results of the distribution of the frequency of interaction of parents of children with bullying participation behavior in adolescents have a negative relationship, but the results are not significant. This means that the relationship between parent-child interaction and bullying participation behavior is stated to have a relationship, but this relationship is in the low category and it can be concluded that bullying participation behavior in adolescents at SMPN 287 Jakarta is in the low category.

References

- Bibou-Nakou, I., Tsiantis, J., Assimopoulos, H., & Chatzilambou, P. (2013). Bullying/victimization from a family perspective: A qualitative study of secondary school students' views. *European Journal of Psychology of Education*, 28(1), 53–71.
- Demaray, M. K., Summers, K. H., Jenkins, L. N., & Becker, L. D. (2016). *Bullying Participant Behaviors Questionnaire (BPBQ): Establishing a Reliable and Valid Measure*. 8220(March). <https://doi.org/10.1080/15388220.2014.964801>
- Diane N.S Siswojo, D. (2022). Hubungan Kejadian Bullying Dengan Kemampuan Interaksi Sosial Pada Remaja Di Kelurahan Kleak Lingkungan 1 Kota Manado. Diane N.S Siswojo. *Keperawatan, Jurnal*, 10(1), 8–15.
- Kadir. (2019a). *Statistika Terapan: Konsep, Contoh, dan Analisis Data dengan Program SPSS/Lisrel dalam Penelitian* (3rd ed.). Rajawali Pers.
- Kadir, D. (2019b). *Statistika Terapan (Konsep, Contoh dan Analisis Data dengan Program SPSS/Lisrel dalam Penelitian)*.
- KPAI. (2019). *KPAI Sebut Pelanggaran Hak Anak Terus Meningkat*. Publikasi Utama. <https://www.kpai.go.id/publikasi/kpai-sebut-pelanggaran-hak-anak-terus-meningkat>
- Lange, A., & Evers, A. (2002). *PACH 1 Q- R: The Parent-Child Interaction Questionnaire-Revised*. 41(4), 709–722.
- Sejiwa. (2008). *Bullying: Mengatasi Kekerasan di Sekolah dan Lingkungan Sekitar Anak*. Grasindo.
- Sugiyono, P. D. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*.
- Zakiah, S. et al. (2017). FAKTOR YANG MEMPENGARUHI REMAJA DALAM MELAKUKAN BULLYING. *Penelitian&PPM*, 4(2), 324–330.

Sample Figure Chracteristic Respondent

Data on the distribution of respondents was measured by gender, which were classified as male and female. Based on Figure 4.1 it can be seen that male respondents are the most respondents in this study

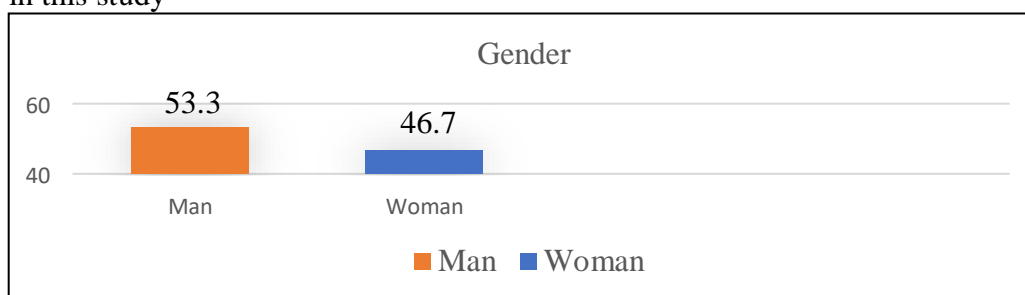
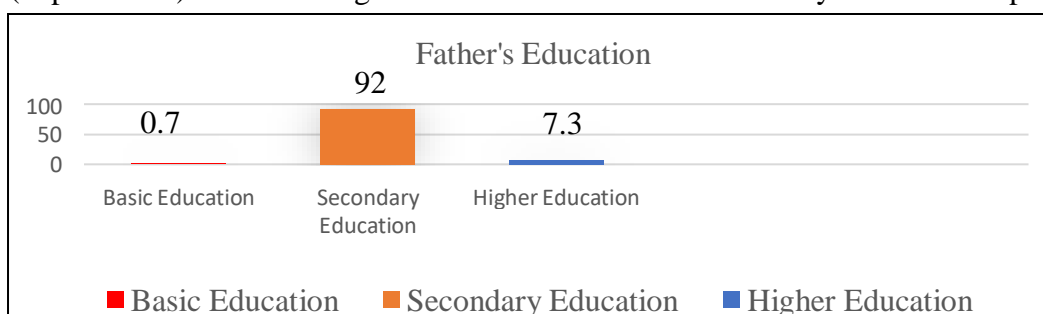


Figure 4.1 Distribution of Respondent Data by Gender

Respondents education data was measured based on education level which was grouped into three, namely basic education (SD), secondary education (SMP-SMA), and higher education (Diploma-S3). Based on Figure 4.3 it can be seen that secondary education respondents (SMP-



SMA) are the most respondents in this study.

Figure 4.2 Distribution of Respondents' Data Based on Father's Education

Respondents' education data was measured based on education level which was grouped into three, namely basic education (SD), secondary education (SMP-SMA), and higher education (Diploma-S3). Based on Figure 4.3 it can be seen that secondary education respondents (SMP-SMA) are the most respondents in this study.

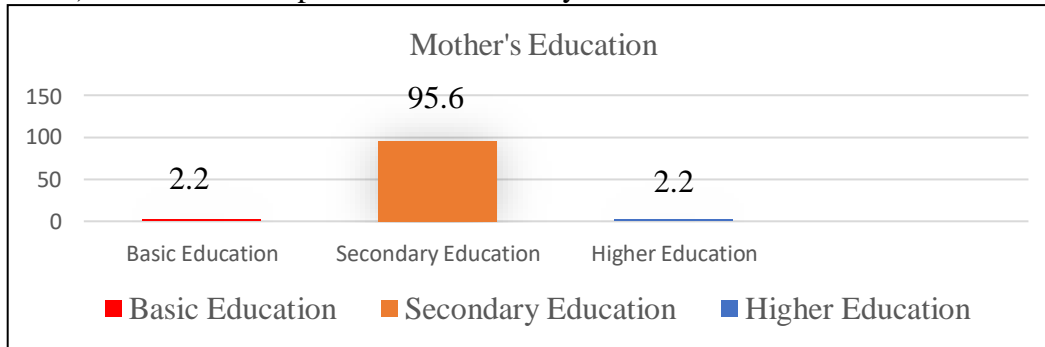


Figure 4.3 Distribution of Respondents' Data Based on Mother's Education

The last data about family characteristics in this study is the income of the respondent's parents. Data on the income of respondents' parents is measured by income levels which are classified into three, namely low income levels ($\leq 500,000-1,999,999$), moderate income levels ($2,000,000-4,999,999$), and high income levels ($5,000,000-20,000,000$). Based on Figure 4.4 it can be seen that respondents with parents' income level 4.2% 37.6% 58.2% Basic Education Secondary Education Higher Education Education Data of Respondent's Mother Based on Education Level 2.4% 38.8% 58.8% Basic Education Secondary Education Higher Education Education Data of Respondent's Fathers Based on Education Level 52 Higher education is the largest group of low and medium income levels.

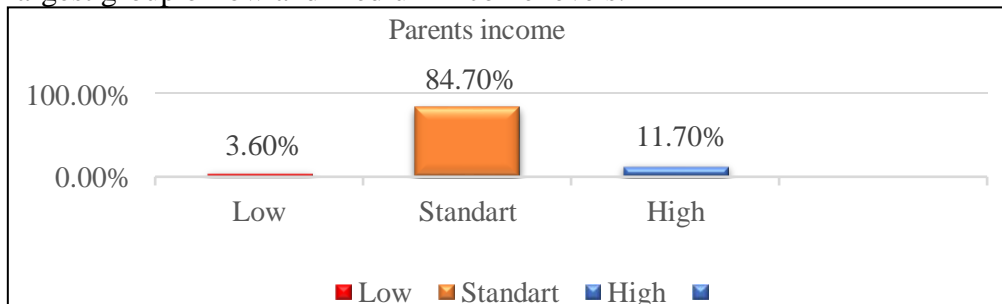


Figure 4.4 Distribution of Respondents' Data Based on Parents' Income

Sample Table

Table 4.1 Distribution of Respondents Based on Conflict Resolution Dimension Categories

No.	Conflict Resolution Dimension	Total	Persentase
1.	Low (>60)	14	10,2
2.	Medium (60-80)	69	50,4
3.	High (<80)	54	39,4
Total		137	100,0
Minimum			34
Maksimum			100
Average \pm Standart Deviasi			76 \pm 13,7

Conflict is essentially a necessity for humans. Because of this nature, humans are always faced with many conflicts, especially conflicts that occur in society, both vertical conflicts and

horizontal conflicts. It is in such conditions that an understanding of conflict resolution becomes very important to resolve the conflicts you face constructively

Table 4.2 Distribution of Respondents Based on Responses to Statements on the Dimension of Self-Acceptance

No.	Dimension of Self-Acceptance	Total	Persentase
1.	Low (>60)	9	6,6
2.	Medium (60-80)	32	23,3
3.	High (<80)	96	70,1
Total		137	100
Minimum			50
Maksimum			104
Average \pm Standart Deviasi			84 \pm 11,9

Self-acceptance is the extent to which a person knows his personal characteristics, both his strengths and weaknesses and can accept these characteristics in his life so as to form his personal integrity (Permatasari & Gamayanti, 2014)

Table 4.3 Respondent Distribution Based on Bullying Dimension Categories

No.	Bullying Dimension Categories	Total	Persentase
1.	Low (>60)	93	67,9
2.	Medium (60-80)	34	24,8
3.	High (<80)	10	7,3
Total		137	100
Minimum			25
Maksimum			100
Average \pm Standart Deviasi			55 \pm 15,3

Bully is someone who commits acts of violence against someone which can be in the form of physical violence or verbal violence with the aim of embarrassing someone.

Table 4.4 Distribution of Respondents Based on Assistant Dimension Categories

No.	Assistant Dimension Categories	Total	Persentase
1.	Low (>60)	129	94,2
2.	Medium (60-80)	7	5,1
3.	High (<80)	1	0,7
Total		100	100,0
Minimum			25
Maksimum			81
Average \pm Standart Deviasi			46 \pm 10,8

A bully's assistant is someone who helps the main perpetrator in bullying to defend the perpetrator and as someone who supports the behavior of the bully participates to bring down the victim.

Table 4.5 Distribution of Respondents Based on Victim Dimension Categories

No.	Victim Dimension Categories	Total	Persentase
1.	Low (>60)	128	93,4
2.	Medium (60-80)	9	6,6
3.	High (<80)	0	0

Total	137	100,0
Minimum		25
Maksimum		75
Average \pm Standar Deviasi		40,1 \pm 13,1

A victim or victim of bullying is someone who is humiliated or experiences acts of violence either in the form of verbal violence or physical violence.

Table 4.6 Distribution of Respondents Based on the Defender Dimension Categ

No.	Defender Dimension Category	Total	Persentase
1.	Low (>60)	106	77,4
2.	Medium (60-80)	24	17,5
3.	High (<80)	7	5,1
Total		137	100,0
Minimum			25
Maksimum			84
Average \pm Standart Deviasi			49 \pm 14,2

Defenders or advocates for victims of bullying are those who help victims fight bullying participation behavior, for example reporting bullying participation actions to someone who is more mature to stop bullying participation behavior.

Table 4.7 Distribution of Respondents According to Outsiders Dimension Category

No.	Outsiders Dimension Category	Total	Persentase
1.	Low (>60)	127	92,7
2.	Medium (60-80)	10	7,3
3.	High (<80)	0	0
Total		137	100,0
Minimum			25
Maksimum			73
Average \pm Standar Deviasi			41 \pm 11,6

An outsider or supporter of a bully is someone who does not participate in the bullying behavior but is not a party who helps the victim and only becomes a witness who cannot help the victim and does not report the perpetrator.