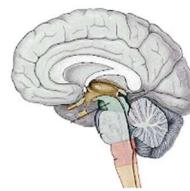


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Jurnal Kesehatan MesencephalonJournal homepage:
<https://ejournal.stikeskepanjen-pemkabmalang.ac.id/index.php/mesencephalon>**The Relationship Between Parenting Styles And Bullying Behavior In Teenagers At MTS Al-Ma'arif Bocek Karangploso Malang****Annisa Fitri¹, Achmad Dafir Firdaus², Sismala Harningtyas³**^{1,2,3}Bachelor Program of Nursing, STIKes Maharani MalangE-mail : safitriannisa629@gmail.com¹**ARTICLE INFO****Keywords:***Parenting, Teenagers, Bullying***Correspondence:**

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ABSTRACT

Cases of bullying that often occur in the world of education in Indonesia are increasingly concerning, schools that should be a place to learn to acquire knowledge and form a positive personal character, turn out to be a place for the growth of bullying practices, the role of the family is very important, especially in the application of parenting. Parenting itself is an attitude or description of the behavior of parents in communicating and interacting with their children during the parenting period. This study aims to see whether there is a significant relationship between parenting styles and bullying behavior in teenagers. This study used Correlational research design with a quantitative approach. The sample in this study was 63 teenage students with a purposive sampling technique. The instrument in this study was a questionnaire on parenting and bullying behavior. Analysis of the data used is the Spearman rank test, these results indicate that there is no significant relationship between parenting styles and bullying behavior with a significant value ($p = 0.378$), which means that it is greater than (>0.05). Increasing empathy for fellow friends, being able to hold back, and managing emotions well can reduce the incidence of bullying in Indonesia.

INTRODUCTION

The rise in several cases of violence that occur among school-age children, especially teenagers, is currently very worrying. Schools, which are places for learning to acquire new knowledge and also to form positive personal character, have become places where bullying practices grow, thus giving fear to children who are about to enter school or become new students at school. Bullying is also referred to as an act of intimidation that is deliberately carried out by a stronger party against a weaker party. This act of bullying can hurt a person or group, causing the victim to feel depressed, traumatized, or helpless (Wiyani, 2020). Cases of bullying that often occur in the world of education in Indonesia are increasingly worrying. The Child Protection Commission noted that victims of violence against children increased in 2020 to 249 in the category of victims of physical violence, 119 in the category of psychological violence, and 46 in the category of cyberbullying, but in fact, not many individuals admitted to committing these acts (KPAI, 2020).

Based on UNICEF in 2016, as many as 41–50% of teenagers in Indonesia in the age range of around 13–15 years experienced bullying. According to him, there are several factors in a study that identified bullying incidents, namely individual factors (temperament and biology), family factors,

community factors, school factors, media factors, ethnic factors, and finally peer group factors (Dhea Manto, Brett Nito, & Wulandari, 2020). According to information from UNESCO's Global Education Digest 2017, violence and bullying in schools occurs throughout the world and affects most children, especially those in their teens. It has been estimated that as many as 246 million children, especially teenagers, experience bullying every year at school. Estimates of the proportion of children and teenagers affected by bullying vary by country and in studies, results show $\leq 10\%$ to 65%, out of 100,000 young people in 18 countries, report that they have been victims of bullying, but only 2/3 of those who are reluctant to report the incident (UNESCO, 2017). Meanwhile, according to data from the Indonesian Child Protection Commission (KPAI) in 2018, it was explained that some students who experienced bullying, around 72% of them were students with cases of physical bullying, 51.2% of students with cases of verbal bullying, and 9% for bullying. psychological, 4% for sexual bullying, and 52% for cyberbullying. (KPAI, 2018) Based on research results from Ramadia & Putri (2019) parents have their parenting styles in educating and guiding their children, the way parents parent their children is different from one parent to another, the parenting style itself is an attitude or description of parents' behavior in establishing good communication and interaction with their children during the parenting period. In the activity of providing care, parents will adjust the selection of the right parenting style based on the character of their child, with this parents can form a good personality for their children, but the inaccuracy in choosing the parenting style itself causes growth and development. children become less good so that children will be at risk of tending to express their emotions to their friends at school because they feel they are getting pressure or even nothing at all from their parents, this is caused by some parents who cannot choose appropriate parenting styles that suit their needs. their children's characters (Ramadia & Putri, 2019). Parenting style is referred to as an interaction between parents and their children, where parents will encourage children by changing behavior, knowledge, values, and norms that are considered appropriate so that children can become independent, growing children. well, and develop healthily and optimally (Surahman 2021).

According to Habibi MA Muazar (2018), various types of parenting styles are divided into 3, the first is a democratic parenting style, where parents will tend to consider the rights and obligations of children as equal to themselves, this parenting style can place a child as a pillar in completing various problems they experience, parents always support their children with full awareness, and here parents can establish good communication with their children, then the second is permissive parenting, namely parents tend to try to avoid conflict with their children, so they allow more what are the things their children do, then the last one is authoritarian, here parents tend to apply a dictatorial approach, children must be submissive and always obey the parents' decisions and wishes. Meanwhile, according to the Ministry of Health's writing team (2012), parents with an authoritarian parenting style will influence the development of the child's personality, for example, the child will tend to grow and develop into a fearful child, feel worthless, and even lack self-confidence. Permissive parenting will foster an attitude of dependency and children will experience difficulties in adapting to their environment, while democratic parenting has the advantage that parents give children freedom of opinion so that there will be a balance between parents and children. However, bullying can occur in children due to failure on the part of parents who cannot balance their children's character with the parenting style they choose.

METHODS

This research is a type of non-experimental research with a quantitative approach, using a correlative research design (correlative study) because it is research that aims to determine whether there is a relationship between various variables (Jenita, 2017). This research aims to determine the relationship between parenting styles (as the independent variable) with bullying behavior in teenagers (as the dependent variable). The population in this study were all students at MTS Al-Ma'arif Bocek Karangploso Malang, totaling 142 students. The samples obtained in this research were 63 students of MTS Al-Ma'arif Bocek Karangploso Malang who were teenagers aged 10-19 years. In this research, researchers used the Purposive Sampling technique. This technique is used by researchers by sorting to determine a sample based on criteria specifically determined by the researcher. The characteristics and criteria of the sample type have been determined before being taken by the researcher.

RESULT AND DISCUSSION

From the research results obtained, the following general data table is obtained below:

Table 1 Gender Frequency Distribution of Grade 7, 8, and 9 Students at MTS Al-Ma'arif Bocek Karangploso Malang

Gender	Frequency (F)	Percentage (%)
Male	28	44%
Female	35	56%
Total	63	100%

Based on Table 1, it can be concluded that of the 63 respondents, the number of female students at MTS Al-Ma'arif Bocek Karangploso Malang is a greater number with a percentage of 56% (35 children).

Table 2 Age Frequency Distribution of students in grades 7, 8, and 9 at MTS Al-Ma'arif Bocek Karangploso Malang

Age	Frequency (F)	Percentage (%)
Pra-teenagers (12-14 years old)	39	62%
Early teenagers (15-16 Years old)	24	38%
Total	63	100%

Based on Table 2, it can be concluded that of the 63 respondents aged 12-14 years, this is the age with the largest number with a percentage of 62% (39 children).

Table 3 Frequency Distribution of Education Level of Respondents' Parents at MTS Al-Ma'arif Bocek Karangploso Malang

Education Level	Frequency (F)	Percentage (%)
Primary School	29	46%
Junior High School	16	25%
Senior High School	17	27%
College	1	27,5%
Total	63	100%

Based on Table 3, it can be concluded that of the 63 parent respondents at MTS Al-Maarif Bocek Karangploso Malang, they have the highest level of education, which is a primary school with a percentage of 46% (29 parents).

Based on the results of research by filling out a questionnaire on parenting styles and bullying behavior of teenage students at MTS Al-Maarif Bocek Karangploso Malang, the following picture was obtained:

Table 4 Frequency Distribution of Parenting Styles of Parents of MTs Al-Ma'arif Bocek Karangploso Malang Students

Parenting style	Frequency (F)	Percentage (%)
Authoritarian	29	46%
Democratic	28	44%
Permissive	6	107%
Total	63	100%

Based on table 4, shows that of the 63 MTS Al-Ma'arif students, parents with an authoritarian parenting style tend to apply it to their children with a percentage of 46%.

Table 5 Frequency Distribution of Bullying Behavior for MTs Al-Ma'arif Bocek Karangploso Malang students

Bullying Behavior	Frequency (F)	Percentage (%)
Low	28	31,4%
Moderate	35	28,4%
Total	63	100%

Based on Table 5, it can be concluded that of the 63 respondents the bullying behavior that occurred at MTS Al-Ma'arif Bocek Karangploso Malang was included in the medium category with a percentage of 56%. According to research results on the relationship between parenting styles and bullying behavior among teenagers at MTS Al-Ma'arif Bocek Karangploso Malang by filling in a questionnaire, the following results were obtained:

Table 6 Cross-tabulation of parenting styles with teenager bullying behavior

Parenting Style	Bullying Behavior				Total	
	Low		Moderate		F	%
	F	%	F	%		
Authoritarian	10	35,7	18	64,3	28	100
Democratic	16	55,2	13	44,8	29	100
Permissive	2	33,3	4	66,7	6	100
Total	28	44,4	35	55,6	63	100

Based on Table 6, it can be seen that there were 10 respondents (35.7%) who received a democratic parenting style with a low bullying behavior category and 18 respondents (64.3%) with a moderate category. Students who received an Authoritarian parenting style with a low bullying category as many as 16 respondents (55.2%) and moderate as many as 13 respondents (44.8%), and for students who received permissive parenting in the low bullying category there were 2 respondents (33.3%) and medium as many as 4 respondents (66.7%).

Table 7 Analysis of the Relationship Between Parenting Styles and Bullying Behavior in Teenagers at MTS Al-Ma'arif Bocek Karangploso Malang

Parenting Style	Bullying Behavior	
	Correlation coefficient	Sig.(2-tiled)
Parenting Style	1,000	0,378

Based on the results of testing 63 MTS Al-Ma'arif students using the Spearman rank test, it is known that the Sig. (2-tiled) a value between parenting styles and bullying behavior in teenage students at MTS Al-Ma'arif is 0.378, which means this value >0.05 H_0 is accepted and H_a is rejected, meaning that there is no significant relationship between parenting styles and bullying behavior in teenagers at MTS Al-Ma, Arif Bocek Karangploso

The Relationship between Parenting Styles and Bullying Behavior in Teenagers at MTS Al-Ma'arif Bocek Karangploso Malang

The Global Study has revealed that there is a close relationship between parental parenting styles and children's behavior regarding bullying among teenagers. Several countries have also stated that providing inappropriate parenting styles can influence children to commit acts of bullying.

Based on the research results in Table 3 from 63 respondents, it was found that as many as 29 parents of MTS Al-Ma'arif students tend to apply an authoritarian parenting style with a percentage of (46%). Supported by questionnaire data which states that parents still shout or scold when they don't agree with their child's behavior, parents always want their child to obey their wishes. This is not in line with research (Manalu, Patimah, & Haryanto, 2019) regarding the relationship between parenting styles and bullying behavior. It is known that the majority of respondents had a predominantly mixed type of parenting, 16 respondents (32%). However, in line with research from (Syukri, 2020) regarding the relationship between parenting styles and bullying behavior in teenagers at SMPN 19 Jambi, it is known that the majority of respondent parents apply authoritarian parenting styles, 37 people with a percentage of (37.8%).

In this research, the results also showed that 44% of students received a democratic parenting style, supported by questionnaire data which stated that most parents always have a harmonious relationship with their children and most of them tend to force their children to obey all their orders, meaning that in their parenting style In this democratic way, there is harmonious cooperation between parents and children. Based on the results of the following data, approximately 10% of parents of MTS Al-Ma'arif students apply a permissive parenting style. In this parenting style, parents allow their children to do whatever they like, so that children get an attitude of independence from their parents, there is no education and advice from parents, and even parental control and attention to children are very lacking. (Subagia N, 2021)

Based on the overall processing of the data, the results showed that the level of bullying behavior among students at MTS Al-Ma'arif Bocek Karangploso Malang was classified in the Medium category with a percentage of more than half, namely 56% (35 students). This is proven by questionnaire data which states that students tend to often argue with other friends at school using mutually hurtful words, but they also always report it to teachers/staff when they see friends fighting in the school environment. Seeing this incident should be of concern to the teacher council or staff at the school, and control

measures against students with bullying behavior must be taken immediately. This is in line with research conducted by (Waluyan, 2018) based on research results, it was found that students tended towards bullying behavior (55.67%) in the medium category. Previous research also conducted (Irawati, 2020) found that students at SMPN Pangkalan Kuras Sorek had a moderate level of bullying with a percentage of (72.3%).

The research results also showed that 28 students (44%) had a low level of bullying behavior and (0.0%) students were in the high category. This result is different from research obtained by (Riskiyana, 2019) in his research the bullying score was in The high category is greater with a percentage of almost (53%) and low (47%), meaning that MTS Al-Ma'arif students still carry out bullying actions against their fellow students, but they also still have the awareness that this behavior This is an act that is not good and needs appropriate handling. Things like this happen because considering the school is still under the auspices of religion, some negative behavior carried out by students can still be controlled.

However, based on the results of the Spearman rank test, show that the significance value (2-tailed) is 0.378, which means the value is greater than $\alpha > 0.05$ so H_a is rejected, meaning there is no relationship between parental parenting and bullying behavior among teenagers at MTS Al -Ma'arif Bocek Karangploso Malang. The results of this research are not in line with research conducted by (Irawati, 2020) based on the Spearman rank test which shows a significant value on sig. (2-tailed) with a value of 0.000 (<0.05) meaning that H_a is accepted and H_0 is rejected so that there is a relationship between the two.

According to research, some of these results are the reason for the lack of a relationship between the two variables. From the questionnaire data, the results show that the majority of parents recognize their children as individuals, and always support all their wishes and aspirations, also parents who force their children to always obey their orders and even shout at their children if they make a mistake, do not rule out the possibility that children will carry out acts of bullying against his friends, according to Subagia (2021). Several things influence parents' choice of parenting style, namely, especially the level of education of parents, education is needed by humans from the time they are in the womb until near the end of their lives. Because humans are essentially educated creatures. From the results obtained by researchers at MTS Al-Ma'arif, parents of students have a low level of education, namely elementary school with a percentage of 46% (29 parents) and only 1 out of 63 parents of students, both mother and father, have this level of education. S1, considering that MTS Al-Ma'arif is located in a remote village (plosok).

CONCLUSION AND RECOMMENDATION

Ideally, applying discipline to children must be done in a good and firm manner. Any parenting style does not rule out the possibility that children can commit acts of bullying. The most important thing is that parents must try to always give their best to their children in the hope that children can always develop. good personality, social skills, making the right decisions, skills in solving problems, being able to control oneself and emotions well, and having positive self-confidence.

Recommendation for educational institutions, It is hoped that schools can create a guidance and counseling service program for students and parents which will later be able to provide information regarding children's development while at school, or programs such as handling bullying by calling students who commit acts of bullying, interviewing students why they do it and motivating students. - To

prevent female students from doing it again, they can also impose sanctions on the perpetrators of bullying.

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