

# Parenting Style and Bullying Behavior of School Age Children at a State Elementary School

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## Abstract

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**Background:** Parenting styles are ways of attitude or behavior of parents when interacting with children, including how to apply rules, teach values/norms, give attention and affection, and show good attitudes and behaviors so that they are used as role models for their children. Therefore, the habits and behaviors that parents carry out will be applied by children to their friends even though it is bad, which may have an impact on children to bully others because it is considered right.

**Objective:** This study aimed to determine the relationship between parenting style and bullying behavior in school age children.

**Methods:** This study used quantitative design with cross-sectional approach. Total sampling technique was used to select sample, which resulted in a total of 30 respondents.

**Results:** Majority of respondents were 10 years old, accounting for 16 (53.3%) respondents and male accounting for 16 (53.3%) respondents. Most parenting style implemented by parents were authoritarian style, amounting 15 (50%) respondents and majority of respondents did not do bullying, accounting for 18 (60%) respondents. The Chi-square test obtained a p-value of 0.012 ( $p < 0.05$ ), indicating that there was a relationship between parenting style and bullying behavior in school age children at one of state elementary schools in Maluku.

**Conclusion:** There is a correlation between parenting style and bullying behaviour of school age children. It is expected that parents educate their children well and apply good parenting so that bullying behavior does not occur at school.

**Keywords:** Bullying behavior; children; parenting style

## Introduction

School-age children (6-12 years) are a period when there are various changes in the growth and development of children that will affect the formation of children's character and personality. Children experience a transition period of social interaction, from just interaction in the family environment to wider interaction. In this case, children are taught more how to interact socially well and have basic skills in the school environment (Potter and Perry, 2005). The school environment in addition to expanding the child's world can also be a place for the development of stressors that can interfere with child development, one of which is violence between students or commonly called bullying.

Bullying is a repeated negative act carried out consciously and intentionally that intends to cause displeasure or hurt others (Saifullah, 2017). Bullying is characterized as an aggressive perpetrator who is destructive in nature that is carried out intentionally and repeatedly with the aim of harming the victim and can be accompanied by differences or imbalances in power between perpetrators and victims (Latifah, 2012). Bullying occurs everywhere at all ages and genders, the victims are generally weak, shy, quiet and disabled children, who can be the subject of ridicule (Astuti, 2017).

The United National Children's Emergency Fund (UNICEF) in 2016 released, placing Indonesia in the first rank for violence against children. According to data from the Indonesian Child Protection Commission (KPAI), from 2011 to 2016 there were around 253 cases of

bullying, consisting of 122 children becoming victims and 131 children being perpetrators. This data is not much different from the data obtained by the Ministry of Social Affairs, until June 2017 which reported 967 cases, where 117 were bullying cases.

One of the factors that influence the occurrence of bullying is due to environmental background and parenting style of parents or family, then also the surrounding environment. There is a correlation between improper parenting patterns and the formation of aggressive behavior in children. The use of corporal punishment, inconsistent punishment, and excessive indulgence is associated with aggressive behavior of children. In other words, children who often receive corporal punishment from parents and are spoiled excessively can increase children's aggressive behavior, triggering bullying behavior. Children are the best imitators, so how parents educate and nurture children will affect the mental development and behavior of children in the future (Elvigro, 2014).

Parenting is a way of attitude or behavior of parents when interacting with children, including how to apply rules, teach values / norms, give attention and affection and show good attitudes and behaviors so that they are used as role models for their children (Yoga, 2016). Negative parenting is the treatment of parents who can be recognized through their words and actions that have a negative impact on the development of the child's personality or independence seen in parenting styles such as overly critical, overly protective, inconsistent, argumentative, uninvolved, super organized, and emotionally needy (Sunarty, 2016). A study shows that that the role of parents who always spoil children causes children to be less socially mature, less independent and less confident (Fakhrudin, 2011).

Based on preliminary study at the research setting, it was found that 30 students from grades IV and V who were bullying. Usually, the student bullied during recess and also when the teacher was not in class. According to interview with the teachers, most of these bullies had broken home family backgrounds and those who had busy parents at work. Many students seeked attention by bullying because of the lack of attention given by family at home. Therefore, according to this issue, the researchers were interested in investigating the relationship between parenting styles and children's bullying behavior in school age children at one of state elementary schools in Maluku.

## Methods

### Study Design

This study was quantitative research with a cross-sectional approach. This approach was intended to see the relationship between parenting style and bullying behaviour behavior in school age children.

### Samples/Participants

The population in this study was 30 students in grade IV and V of a state elementary school. The sampling technique in this study used the total sampling technique, which is a sampling technique if all members of the population are used as samples.

### Instruments

Parenting style questionnaire and bullying behaviour questionnaire was used to examine parenting style and bullying behaviour of respondents, which had been tested for validation and reliability. The Cronbach alpha of parenting style questionnaire was 0.757 and bullying behaviour questionnaire was 0,749, which indicated that those questionnaires were reliable.

### Data Collection

This study was conducted in 2021 at a state elementary school in central Maluku regency. Data were obtained directly by researchers. Furthermore, researchers provided informed consent to respondents as a sign of consent to participation and provided questionnaires to respondents.

### Data Analysis

All data were analyzed using the SPSS statistical program. Descriptive statistics were used to analyze the participants' characteristics. Univariate data analyzed in this study were numerical scale data and categorical scale data. Numerical scale data included maternal age and child

age which were expressed as mean and SD (standard deviation). Categorical scale data included education level, employment status, child gender, parenting style, and bullying behavior which were expressed as frequency and percentage. Bivariate analysis was used to measure the relationship between the research variable, namely the independent variable (parenting) and the dependent variable (bullying behavior). This study utilized the Chi-square test to evaluate the relationship between parenting style and bullying behaviour.

## Results

Table 1 shows that majority of respondents were 10 years old, accounting for 16 (53.3%) respondents and male accounting for 16 (53.3%) respondents. Most parenting style implemented by parents were authoritarian style, amounting 15 (50%) respondents and majority of respondents did not do bullying, accounting for 18 (60%) respondents.

Table 1. Characteristics of respondents

Characteristics	n	%
<b>Age (years)</b>		
9	9	30.0
10	16	53.3
11	5	16.7
<b>Gender</b>		
Male	16	53.3
Female	14	46.7
<b>Parenting Style</b>		
Permissive	9	30
Authoritarian	15	50
Democracy	6	20
<b>Bullying</b>		
No Bullying	18	60
Do Bullying	12	40
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 2 depicts that of 9 respondents implementing permissive parenting style with the presence of bullying perpetrators as many as 6 (20.0%) respondents and no bullying behavior as many as 3 (10.0%), while from 15 respondents implementing an authoritarian parenting style with the presence of bullying perpetrators as many as 2 (6.7%) respondents and no bullying behavior as many as 13 (43.3%) respondents. About 6 respondents implementing democratic parenting style with the presence of bullying perpetrators as many as 4 people (13.3%) and no bullying behavior as many as 2 (6.7%) respondents. According to the Chi-square analysis, the p-value was 0.012 ( $> 0.05$ ), indicating that there was a relationship between parenting style and bullying behaviour of school age children.

Table 2. The relationship between parenting style and bullying behavior

Parenting	Bullying Behaviour				Total		p-value
	No Bullying		Do Bullying		N	%	
	n	%	n	%			
Permissive	3	10,0	6	20,0	9	30	0.012
Authoritarian	13	43,3	2	6,7	15	50	
Democracy	2	6,7	4	13,3	6	20	
<b>Total</b>	<b>18</b>	<b>60,0%</b>	<b>12</b>	<b>40,0%</b>	<b>30</b>	<b>100%</b>	

## Discussion

### Parenting Style

This study showed that authoritarian style was the most parenting style implemented by respondents. Parenting patterns that often occur in respondents based on the results of interviews with children that parents regulate children's learning hours, limit all children's activities, and always make house rules without telling children, parents also do not pay attention to the duties or roles as parents.

Negative parenting in students can be seen through words and actions when communicating, transacting, or interacting with children, always criticizing, protecting excessively, inconsistently, always arguing, all organizing, and parents always want to be served (Sunarty 2016). Children are required to obey their words or rules. They will punish any behavior that goes against the standards that have been created. Children's involvement in decision making is very little and the communication established in this parenting style is one-way communication (Wong et al, 2009). The results of this study are in line with research conducted by Yoga (2016), on 30 grade IV and V children stating that parenting is more dominant in the authoritarian category (50.0%).

It can be assumed that most parents in the research setting are very regulating children, limiting children's activities, tend to be harsher and demanding of children so that children feel there is no freedom, with the aim that children can be disciplined and obey the wishes of parents. So many children get authoritarian parenting from their parents.

### Bullying Behavior

This study elucidates that majority of respondents did not do bullying. There is bullying behavior caused by deliberate shoving by a friend, being hit or kicked, and physically threatening to hurt his friend (victim). Victims of bullying in school age children if they meet a friend who likes to bully them, they will avoid and will not meet their friend and they go to school must maintain an attitude so as not to be bullied by their friends, as for some children who change schools to avoid bullying classmates.

Bullying is also said to be an act that someone does to another person with the aim of hurting that person and is done repeatedly from time to time (Salmi, 2018). Bullying tendencies can occur due to misunderstandings (prejudice) between interacting parties. Bullying is not a trend that happens to occur, but is influenced by various factors such as social, cultural and economic factors. It is usually done by parties who feel stronger, more powerful, or even more honored to oppress others to obtain certain benefits. Bullying tendencies can occur anywhere, such as families, communities and schools that are educational centers (Hestina, 2017).

According to the researchers' assumptions, bullying behavior in school age children is still quite high, and can have a negative impact on others (victims) because they experience trauma and fear while at school.

### The relationship between parenting style and bullying behavior

This study suggests that here was a relationship between parenting style and bullying behaviour in school age children. This proves that respondents with permissive, authoritarian, and democratic parenting are mostly bullied. The results obtained from this study are that there is a relationship between parenting and bullying behavior, this is based on the results of statistical test data analysis using the Chi-square test obtained a value of 0.012 ( $< \alpha 0.05$ ), which means there is a meaningful relationship between parenting and bullying behavior. The results of this study are in line with research conducted by Rica (2019) concluding that there is a relationship between parenting and bullying behavior.

Some other factors that influence bullying behavior besides parenting factors may be other factors, namely the number of siblings, family harmony, experience, school environment, school policies and associations. A small number of siblings will provide a sense of harmony compared to children who have a large number of siblings because they will tend to show more advantages to each other so that bullying behavior occurs more which affects their association as an experience gained in the family. Adolescents who come from large families have more

experience in bullying between siblings so that children perceive bullying behavior as something normal and accepted (Wong et al, 2009).

The association of children at school will be more with their peers. Children in groups with the same age will be easily influenced by peers, especially behavior that violates rules or discipline, so they get recognition from the group. Parents are a source of influence related to bullying behavior in adolescents. Positive parental attitudes such as family warmth or support can protect teens from bullying involvement as both perpetrators and victims.

Bullying behavior is not behavior that is formed by itself, but from experiences that have been experienced both in family and school. Family and school are two very important systems in a child's life. When entering school children's cognitive skills will develop, in addition to emotional and social development of children will also be affected. Good school policies and schools have social support as a means of solving students' social problems so that aggressive behavior such as bullying can be suppressed and controlled.

Korua (2015) argues that parents who have improper parenting styles in guiding their children and pay less attention to children's attitudes and behaviors inside and outside school because they pay less attention to children as a result of which children carry out deviant behaviors such as bullying behavior. Parenting is a way of attitude or behavior of parents when interacting with children, including how to apply rules, teach values / norms, give attention and affection and show good attitudes and behaviors so that they are used as role models for their children (Yoga, 2016).

According to the assumption of researchers, from each parenting style there are bullies namely: Authoritarian, children with this parenting style are usually in the home or family environment more obedient, there is no freedom, so that when at school or the outside environment makes the child's nature more rebellious, revenge to friends. Democratic, children with this parenting style are usually influenced by the play environment, if the play environment has bullies then children with this parenting style can follow their friends as perpetrators. Permissive, this parenting style gives children the freedom to take aggressive actions on others, because parents do not punish their children when doing aggressive actions, so children with this parenting style tend to be higher bullies.

## Conclusion

The majority of respondents implement authoritarian parenting style and most respondents do not do bullying. There is a significant relationship between parenting style and bullying behavior in school age children at state elementary school.

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