

Interpersonal Communication between Parents and Children with Bullying Behavior in Students

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Abstract

This Study Was Conducted To Examine The Role Of Interpersonal Communication Between Parents And Children On Bullying Behavior In Students. The Research Method Used In This Study Is A Quantitative Approach. The Object Of Research Focuses On A Sample Of 51 Students And Uses Saturation Sampling Techniques. This Research Instrument Uses An Adaptation Scale With A Likert Model On Interpersonal Communication Between Parents And Children, Bullying Behavior. The Interpersonal Communication Scale Was Obtained From Issom & Damayanti With Cronbach's Alpha Reliability Of 0.964. The Bullying Behavior Scale Was Obtained From Putra With Cronbach's Alpha Reliability Of 0.891. Next, Data Analysis In This Research Uses Pearson's Product Moment Correlation. Research Results Conclude That There Is A Negative Relationship Between Interpersonal Communication Of Parents And Children With Bullying Behavior At Sm Muhammadiyah 4 Porong With A Value Of $R = -0.395$ With A Significance Value Of 0.004 ($P < 0.05$). Interpersonal Communication Between Parents And Children Contributes 15.6% To Bullying Behavior. So It Can Be Concluded That Interpersonal Communication Between Parents And Children Makes A Considerable Contribution In Influencing Bullying Behavior.

Keywords

Interpersonal Communication, Bullying Behavior

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INTRODUCTION

Education is a process used by each individual to gain knowledge, insight and develop attitudes and skills. Education affects the behavior patterns of a student (Muslich, 2022). However, it is unfortunate that in the world of education today there are many phenomena of violence in schools committed by students at various levels of education, one of which is bullying behavior. This behavior is increasingly being discussed and is increasingly

common both through print and electronic media. One of the cases is the violence that occurred at 2 Adventist junior high school students who were mistreated by their seniors. (Detik, 2022).

Bullying behavior is a negative action carried out repeatedly by some students or a group of students that aims to attack or hurt because of an imbalance of power between the parties involved (Wahyuni & Asra, 2014). Bullying behavior has several aspects including verbal, physical and indirect (Putra, 2021).

Then it will have a bad impact on the student. Bullying can have a serious impact on victims in both the short and long term. In the short term, it can cause feelings of insecurity, fear of going to school, feeling isolated, feelings of low self-esteem, depression or stress that can end in suicide, and the long-term impact can suffer from emotional and behavioral disorders (Harahap & Saputri, 2019). As for the perpetrator, the impact is often involved in fights, the risk of getting injured due to fights, and the worst is to become a criminal (Seppy, 2018).

Bullying behavior is currently very widespread in various parts of the world such as Australia, Hong Kong, Japan, Indonesia, New Zealand, Korea, the Philippines, and many other countries whose populations experience bullying. Previous research conducted by Lai, Ye and Chang said that in 10 countries in Asia-Pacific on 54,383 students consisting of Australian students (4,614 subjects), Hong Kong (4,935 subjects), Indonesia (5,542 subjects), Japan (4,835 subjects), Korea (5,287 subjects), Malaysia (5,287 subjects), New Zealand (3,652 subjects), Philippines (6,840 subjects), Singapore (6,008 subjects), and Taiwan (5,373 subjects) [3]. Furthermore, Kowalski & Limber who conducted research on 903 students in grades 6-12 in two schools in Pennsylvania also found that as many as 156 (17.3%) became perpetrators, 173 (19.2%) became both perpetrators and victims of bullying in the last two months, and the remaining 132 students (14.6%) had been at least once a victim (Kowalski & Limber, 2013).

Indonesian data, bullying cases in schools top the list of public complaints to the Indonesian Child Protection Commission (KPAI) in the education sector. From 2011 to 2019, KPAI recorded 37,381 complaints of violence against children. For bullying both in education and social media, the Indonesian Child Protection Commission (KPAI) recorded 2,473 reports and continues to increase. Bullying, which KPAI calls a form of violence in schools, beats student brawls, educational discrimination, or complaints of illegal levies (KPAI, 2020).

Both male and female students have the risk of being involved in bullying behavior, either as perpetrators, victims or both (Arif & Wahyuni, 2017). The results of a study by bullying intervention experts, revealed that 10-60% of students in Indonesia reported having been teased, ridiculed, excluded, beaten, kicked, or pushed, at least once a week (Huneck, 2007). Previous research said that in Pati district, Central Java, 230 students (58.2%) experienced violence and 165 students (42.8%) never experienced violence. The experience of violence occurs both directly interacting with the real world and in cyberspace. Students who experience violence (230 students) are divided into several roles including as perpetrators and victims with a dominant percentage of 53.8%, followed by perpetrators as much as 25.2% and victims as much as 20.6% (Aini, 2016).

The phenomenon of bullying found by researchers at Muhammadiyah 4 Porong Junior High School, from the results of interviews with the Muhammadiyah 4 Porong Junior High School Counseling Guidance teacher, said that in the junior high school there were 49 students (90%) who were the perpetrators of bullying, and the remaining 5 students (10%) were victims. The conclusion is that almost all students become perpetrators of

bullying. According to the BK teacher's explanation, the results of the counseling process with several bullying perpetrators, said that they often saw their parents fighting in front of them. They feel upset about their family problems, so they imitate their parents' behavior and take it out on their peers. According to Usman, children who grow up in families that apply negative communication patterns such as sarcasm will tend to imitate these habits in their daily lives (Usman, 2013).

Based on the results of interviews with five students at SMP Muhammadiyah 4 Porong. They said that many of their friends were bullying. Bullying behavior that they usually often see in the form of verbal bullying, such as mocking parents' names, mocking their names and replacing them with animal names, making fun of physical shapes, and others. But there are also some who do non-verbal bullying / with actions such as hitting, pinching, throwing their friends' belongings, and others.

There are several factors that influence bullying behavior, namely internal factors such as the ability to empathize, self-control, attitudes towards violent behavior, and attitudes towards hostility (Nurida, 2018). External factors include interpersonal communication between adolescents and their parents, the role of peer groups, parenting patterns, attachment between children and parents, school climate, and the environment (Nurida, 2018).

Communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood, for example between parents and their children (Maimuna & Oktariani, 2022). Parent communication is the process of sending and receiving messages between parents and children that take place face-to-face and two-way (interpersonal) and are accompanied by intentions or intense from both parties, where both play the role of speaker and listener in turn so as to cause certain effects in the form of immediate response and feedback. According to Lestari, interpersonal communication is communication between two or more people face to face, which allows each participant to capture the reactions of others directly, either verbally or non-verbally (Lestari, 2010). According to Shalahuddin & Faijurahman revealed that the role of parents in communication with adolescents is limited to certain matters such as education, lessons, health or finance. As for social problems, teenagers tend to ask their friends more. Every teenager has their own personality (Shalahuddin & Faijurahman, 2018).

According to Thomberry found that adolescents who commit violent behavior come from families that often commit violence in the home and apply closed communication (Usman, 2013). Adolescents who grow up in families that apply negative communication patterns such as sarcasm will tend to imitate these habits in their daily lives. Verbal violence committed by parents to their children will become a model of behavior. This will be exacerbated by the lack of warmth of affection and the absence of support and direction towards adolescents, making adolescent students have the opportunity to become a bully (Usman, 2013).

Based on the phenomenon and previous research above, the researcher wants a more focused study between the variables of bullying behavior towards students and parents' interpersonal communication with their children with the theme The Relationship Between International Communication between Parents and Children with Bullying Behavior in Students.

METHOD

Design

Researchers used a research design with a quantitative approach to determine whether there was an influence between variables. This research design aims to find the effect of interpersonal communication between parents and children with bullying behavior. This study uses Pearson's product moment correlation analysis technique, which measures the relationship between the dependent variable and the independent variable.

Participants

This study used a population of 51 students of SMP Muhammadiyah 4 Porong. The sample in this study was 51 students consisting of 55% grade 7 students, 27% grade 8 students, and 18% grade 9 students who were female and male. The selection of subjects in this study used saturation sampling technique because the existing population was used as a research sample.

Instrument

The data collection technique in this study is a psychological scale, which is one type of measuring instrument that uses written requirements to obtain information from respondents. The Likert model scale is the scale used in this study in obtaining empirical data regarding interpersonal communication between parents and children, and bullying behavior. The scale of interpersonal communication between parents and children, and bullying behavior uses an adaptation scale that has been compiled by several previous researchers.

The Interpersonal Communication Between Parents and Children Scale

Researchers used an adopted scale developed by (Issom & Damayanti, 2020) to measure interpersonal communication between parents and children whose preparation refers to the existing aspects of interpersonal communication between parents and children, namely openness, empathy, supportive attitude, positive attitude, equality. An example of an item on the openness aspect is "my parents and I have a light discussion about children when we are relaxing". Examples of items on the empathy aspect are "when I tell a problem, my parents will try to understand my feelings by giving advice". An example of an item on supportiveness is "my parents openly accept my opinion when we discuss a problem". An example of an item on positiveness is "my parents reprimanded me with words that did not offend me when I made a mistake". An example of an item on the equality aspect is "my parents will involve me when we are discussing my future". Analysis of the results showed that of the 36 items, 34 items were valid and 2 items were invalid, with the reliability test showing a Cronbach's Alpha value of 0.964 with a validity value of 0.336 - 0.837.

Bullying Behavior Scale

Researchers used an adopted scale developed by (Putra, 2021) to measure bullying behavior, the preparation of which refers to the existing aspects of bullying behavior, namely verbal, indirect and physical. Examples of items on the verbal aspect are "I say harsh words to my friends at school". An example of an item on the indirect aspect is "I hit my friend who did not want to obey me". An example of an item on the physical aspect is "I made some of my friends become hostile to each other because of my actions". Analysis of the results showed that of the 18 items, 16 items were valid and 2 items were invalid,

with the reliability test showing a Cronbach's Alpha value of 0.891 with a validity value of 0.383 - 0.768.

Research procedure

Before filling out the psychological scale, respondents were informed about the purpose of this study and asked to fill it out honestly according to their feelings. In addition, the researcher also ensures the confidentiality of the information provided by the respondents and is required to completely fill in their identity.

Data analysis

The data analysis technique in this study used Pearson's product moment correlation with the help of SPSS 26.0 for windows. The purpose of pearson's product moment correlation analysis is to examine the role of interpersonal communication between parents and children with bullying behavior in Muhammadiyah 4 Porong Junior High School students to fulfill the assumption test before testing the hypothesis.

RESULT AND DISCUSSION

Based on the results of the normality test on the One-Sample Kolmogorov-Smirnov Test on the interpersonal communication variables of parents and children with bullying behavior, it states that the data is normally distributed. So, it can be interpreted that there are differences between the research sample and the population. The analysis of the normality test results on One-Sample Kolmogorov-Smirnov Test is shown in Table 1.

Table 1. Normality test analysis on One-Sample Kolmogorov-Smirnov Test

		One-Sample Kolmogorov-Smirnov Test	
		Interpersonal Orangtua dan Anak	Perilaku Bullying
N		51	51
Normal Parameters ^{a,b}	Mean	126.57	44.61
	Std. Deviation	16.546	5.727
Most Extreme Differences	Absolute	.121	.184
	Positive	.098	.124
	Negative	-.121	-.184
Kolmogorov-Smirnov Z		.861	1.316
Asymp. Sig. (2-tailed)		.449	.063

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of the linearity test In Table 2. it is known that the significance value of linearity of interpersonal communication between parents and children and bullying behavior is 0.007 which means that the linearity value is smaller than 0.05 ($0.007 < 0.05$) and the significance value of deviation from linearity is 0.808 which means that the value of deviation from linearity is greater than 0.05 ($0.808 > 0.05$). So it can be concluded that both data are linear see Table 2.

Tab 2. Linearity Test Anova

ANOVA Table						
			Sum of		Mean	
			Squares	df	Square	F Sig.
Komunikasi Interpersonal Orangtua dan Anak *	Between	(Combined)	4292.262	14	306.590	1.175 .335
		Linearity	2135.765	1	2135.765	8.183 .007
Perilaku Bullying	Within	Deviation from	2156.497	13	165.884	.636 .808
		Linearity				
Total			9396.248	36	261.007	
Total			13688.510	50		

The results of the analysis based on Table 3. It is known that the value of the correlation coefficient $r_{xy} = -0.395$ with a significance value of 0.000. So it can be interpreted that there is a negative relationship between interpersonal communication between parents and children and bullying behavior. So the higher or more intense the communication between parents and children can reduce bullying behavior carried out by students and vice versa the lower the communication between parents and children, the higher the bullying behavior carried out by students (Table 3.).

Tab 3. Analysis of Correlations

Correlations			
		Komunikasi Interpersonal Orangtua dan Anak	Perilaku Bullying
Interpersonal Orangtua dan Anak	Pearson Correlation	1	-.395**
	Sig. (2-tailed)		.004
Perilaku Bullying	N	51	51
	Pearson Correlation	-.395**	1
	Sig. (2-tailed)	.004	
	N	51	51

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of Table 4. It is known that the R Square value is $0.156 \times 100\%$, the result is 15.6%. So it is known that the effect of interpersonal communication between parents and children with bullying behavior is 15.6% while 84.4% is influenced by other variables see Table 4.

Tab 4. Interpersonal Communication Between Parents And Children Model Summary

Measures of Association				
	R	R Squared	Eta	Eta Squared
Komunikasi Interpersonal Orangtua dan Anak *	-.395	.156	.560	.314
Perilaku Bullying				

The data analysis technique above researchers used the help of SPSS with product moment correlation techniques. The correlation test shows that the hypothesis proposed by the researcher is accepted with a correlation coefficient of -0.395 with a smaller significance value of $0.004 < 0.05$. These results indicate a negative relationship between

interpersonal communication between parents and children and bullying behavior in students at SMP Muhammadiyah 4 Porong.

Interpersonal communication between parents and children is one of the factors that can influence bullying behavior (Herawati & Deharnita, 2019). This is in line with previous research by (Sulistiyorini, 2016) with the title "The relationship between parental interpersonal communication and bullying behavior in adolescents" which states that there is a negative relationship between parental interpersonal communication and bullying behavior in adolescents. The results of the study found that parental interpersonal communication had an influence of ($r = -0.667$, $p = 0.000 < 0.05$).

Good interpersonal communication between parents and children can help increase trust and intimacy in their relationship. Children will feel safer and more comfortable in expressing their feelings and thoughts. The behavior done helps prevent bullying behavior because these children feel valued and understood by their parents (Suryadinata, 2016). This is in accordance with research conducted by (Ernaningtyas et al., 2022) showing the results that the trust that arises in children can reduce bullying behavior that will be caused ($r = -0.405$, $p = 0.000 < 0.05$).

Interpersonal communication between parents and children has an influence of (15.6%) on bullying behavior in Muhammadiyah 4 Porong junior high school students. This shows that (84.4%) is influenced by other factors. Other research conducted by (Tawaa & Silaen, 2020) shows that emotional intelligence and empathy have a significant influence on bullying behavior ($r = -0.713$, $p = 0.000 < 0.05$ and $r = -0.063$, $p = 0.000 < 0.05$).

Good interpersonal communication between parents and children can also help parents in providing sufficient understanding of empathy to their children (Handayani, 2017). Parents who are able to show examples of how to feel empathy towards others can help their children understand the feelings of others and respect the feelings of others. This can prevent bullying behavior because the child will not feel the need to use force or violence to feel important or powerful.

Poor interpersonal communication between parents and children can have a negative impact on bullying behavior in children (Usman, 2013). Parents who are unable to provide sufficient emotional support to their children can cause the child to feel unappreciated and insecure, so they will look for other ways to feel important and powerful such as by bullying their friends (Maslihah, 2011). Previous research conducted by (Tidore, 2018) stated that parental emotional support has a significant influence on bullying behavior in adolescents ($r = -0.315$, $p = 0.001 < 0.05$).

Good interpersonal communication between parents and children can help prevent bullying behavior in children. Parents should pay attention to how they communicate with their children, especially in providing emotional support and showing examples of how to feel empathy for others. Thus, parents can help create a safe and supportive environment for their children.

CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that there is a negative relationship between interpersonal communication between parents and children with bullying behavior in students of SMK Muhammadiyah 4 Porong. The results of this study indicate that the correlation coefficient $r_{xy} = -0.395$ with a significance of $0.004 < 0.05$, which means that the hypothesis in this study can be accepted. The higher the interpersonal communication between parents and children, the lower the

bullying behavior that will be raised by Muhammadiyah 4 Porong Junior High School students and vice versa if the interpersonal communication between parents and children is low, bullying behavior will appear in these students. It is hoped that the school can increase knowledge to parents that interpersonal communication between parents and children can influence bullying behavior.

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