THE INFLUENCE OF SELF-CONCEPT AND PARENTING PATTERNS ON BULLYING BEHAVIOR AT SMA X

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Abstract
This research aims to determine the influence of self-concept and parenting patterns on bullying behavior at SMA The sampling technique used was purposive sampling technique. Data collection was carried out using a Likert scale with three scales, namely the bullying behavior scale, self-concept scale and parenting style scale. Based on the results of product moment correlation analysis calculations, it can be seen that: (1) there is a significant negative relationship between self-concept and bullying behavior as determined by the coefficient R = -0.392 (2) there is a significant negative relationship between parenting style and bullying behavior as determined by coefficient R = -0.834 (3) there is a significant negative relationship between self-concept and parenting patterns on bullying behavior at SMA X as shown by R-Square = 0.741 with a contribution of 74.1%. From the results of the research conductedthen it can be concluded that the proposed hypothesis is accepted.

Keywords: Self Concept, Parenting Patterns, BehaviorBullying

INTRODUCTION

Adolescence is a time of identity crisis or search for self-identity. During this period, teenagers are expected to be able to complete their developmental tasks well, so that teenagers are able to make choices for their future and can overcome the problems that exist within themselves and teenagers can behave according to the values and rules that apply around them. The search for identity during adolescence can lead to positive and negative behavior (Carima, 2017). One of the negative behaviors carried out by teenagers is behavior*bullying*, this behavior is widespread in the school environment. The existence of bullying seems to be underestimated, so perhaps only a few are aware of the dangers of bullying.

Bullying(in Indonesian it is known as "oppression") is any form of oppression or violence carried out intentionally by one person or group of people who is stronger or more powerful against another person with the aim of hurting and is carried out continuously). Bullying behavior is a form of juvenile delinquency that often occurs during adolescence. Aggressive behavior or bullying can cause various physical, mental and psychological consequences, the impact being trauma, feelings of fear, insecurity, and the emergence of feelings of revenge as well as decreased enthusiasm for learning, concentration and creativity of students can also result in loss of initiative, decreased mental endurance, and low students' self-confidence, along with increased mental load. (Saniya, 2019)

Carima (2017) said that bullying is one of the problems encountered by teenagers, parents, teachers and school principals. In the last three decades, it has been found that bullying has become a serious threat to children's development and a potential cause of violence in schools. Bullying is a problem that is of global concern. Joking to unwind is a natural thing, but there is a certain level of reasonableness. Excessive joking can make individuals feel offended or even humiliated, resulting in undesirable impacts such as bullying behavior. Bullying behavior can be fostered by jokes that go beyond limits or other factors. Bullying behavior makes people feel afraid or insecure in living their lives. If it is linked to human rights, bullying behavior is categorized as a violation. This is because in

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Dita Hairia[1], Risydah Fadilah[2], Siti Aisyah[3]

bullying, the perpetrator does not think about the rights or even the safety of the victim, instead the perpetrator tortures and carries out oppression that should not be done. The bullying phenomenon in Indonesia has reached an alarming level. 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 being victims and 131 children being perpetrators. This data is not much different from the Ministry of Social Affairs, as of June 2017 the Ministry of Social Affairs had received reports of 967 cases, 117 of which were cases of bullying. Based on UNICEF data in 2016, as many as 41 to 50% of teenagers in Indonesia aged 14 to 16 years have experienced cyber bullying. According to KPAI, the number of education cases in 2018 was 161 cases. There were 23 children victims of brawls (14.3%). There were 31 cases of child perpetrators of brawls (19.3%). There were 36 cases of children who were victims of bullying violence (22.4%). Children were the perpetrators of bullying violence in 41 cases (25.5%) (Unicef, 2016).

Bullying seems to have become part of students' lives. Cases of bullying in the mildest form, such as words to physical violence, are easy to find in the school environment. NFN recently experienced a bullying incident, a female vocational school student in Cihanjuang Village, Parongpong District, West Bandung Regency, who was bullied to the point of experiencing depression which affected her physical and mental health and ultimately, NFN finally died on May 30 2024. Based on the results of observations and interviews with students and teachers who explained that he often handled bullying behavior that occurred at SMA X. There were two types of bullying behavior that he often handled, namely physical and verbal bullying behavior. Physical bullying behavior that often occurs at SMA Meanwhile, the verbal bullying behavior that occurred was when he came home from school, he called his friend by the name of that friend's parent. Automatically, children who are called their parents' names are offended and immediately respond with their parents' nicknames too. Then the students were called to the guidance and counseling room to be given group counseling to resolve this problem.

Seeing this phenomenon, if bullying is allowed to continue it will have negative impacts. Schools, which are supposed to be a place of growth and development, a place to gain knowledge and a place for the formation of good personal character, turn out to be a place of bullying behavior that makes individuals uncomfortable carrying out their daily activities, namely school. There are three external factors that can influence bullying, namely family, school and peers. It is not only external factors that influence someone to carry out bullying behavior, but internal factors also influence this behavior. Each individual's factors or internal factors are one of the factors that can differentiate the perpetrator of bullying from other individuals who are in the same environment or external factors. Various factors can cause bullying behavior to occur in the educational environment, one of which is the self-concept factor. According to Coloroso (2007 in Fitria, 2014), someone who bullies has a dominating nature, likes to use other people to get personal desires, has difficultysees situations from other people's points of view, only cares about one's own desires and pleasures, and is hungry for attention.

Self-concept is an individual's picture of himself as formed through interaction with his environment. Self-concept is how "we" see ourselves and how "we" become the desired individuals. Self-concept is one aspect of students' psychological development. Self-concept is an important variable in determining the educational process. Several factors that influence a person's self-concept are changes both physical and psychological. Apart from changes within oneself, self-concept is also influenced by experiences from the surrounding environment. Apart from that, self-concept develops through experience and interaction with the environment and self-concept can change as a result of maturation and learning. A good and healthy self-concept from an early age is very necessary so that children are able to withstand the bad influences of their environment. Good parenting will produce good character in children. In this way, a good self-concept is created which will be accompanied

by a good personality and children will be able to actualize themselves according to their potential (Syofiyanti, 2016).

Parental parenting makes an important contribution because this is where children begin to learn to behave from interactions with their parents and siblings. There is a correlation between inappropriate parenting patterns and the formation of aggressive behavior in children. The use of physical punishment, inconsistent punishment, and excessive pampering can increase children's aggressive behavior, resulting in bullying behavior. Parenting patterns are interactions between children and parents (father and mother) during parenting activities. The parenting patterns used by parents towards children will influence their daily attitudes and behavior. The types of parenting patterns according to Baumrind (in Santrock, 2009) are authoritarian parenting, authoritative parenting, neglecting parenting, indulgent parenting. . Every parent has specifications in educating. Parents' patterns of education have an impact on children's personalities

METHOD

This type of research uses quantitative methods, identifying research variables consisting of vThe independent variables are Self Concept (X1) and Parenting Patterns (X2) while the dependent variable is Bullying Behavior (Y). Operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). In this study, a sample of 57 students was taken based on a purposive sampling technique according to the criteria. The data collection method is obtained through scale instruments. According to Azwar (2015) a psychological scale is a measuring tool that measures aspects or attributes of psychological samples through behavioral indicators which are translated into question items or statements. The data required in this research was obtained through three types of scale instruments, namely the Self Concept scale, the Parenting Pattern scale and the Bullying Behavior scale.

RESULTS AND DISCUSSION

The results of the simple regression analysis obtained show that there is a significant negative relationship between self-concept and bullying behavior-3.918 and Sig value. is 0.000, namely <0.05 significance level, then self-concept has a significant effect on bullying behavior. The higher the self-concept, the lower the bullying behavior and conversely the lower the self-concept, the higher the bullying behavior. There is a significant negative relationship between parenting style which is -5.561 and the Sig value. is 0.000, namely <0.05 significance level, then parenting has a significant effect on bullying behavior. The higher the parenting style, the lower the bullying behavior and conversely the lower the parenting style, the higher the bullying behavior.

Multiple Linear Regression Analysis
Coefficientsa

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	201,692	7,968		25,312	,000		
	Self Concept (X1)	-,392	,100	-,384	-3,918	,000	,499	2,002
	Parenting Style (X2)	-,834	,150	-,545	-5,561	,000	,499	2,002

a. Dependent Variable: Bullying Behavior (Y)

The results of descriptive analysis regarding self-concept categorization can be seen that 3.51% have low self-concept, 94.74% of students have medium self-concept, and 1.75%

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Dita Hairia[1], Risydah Fadilah[2], Siti Aisyah[3]

have high self-concept. The results of the descriptive analysis regarding the categorization of parenting styles can be seen that 5.26% have low parenting patterns, 92.98% of students have medium parenting patterns, and 1.75% have high parenting patterns. The results of descriptive analysis regarding the categorization of bullying behavior can be seen that 5.62% have low bullying behavior, 94.74% of students have moderate bullying behavior, and 1.75% have high bullying behavior.

Categorization based on Self-Concept

Self Concept (X1)	Frequency	Percentage
Low: X < 87.50	2	3.51
Medium: 87.50 <= X <= 110.07	54	94.74
Height: X > 110.07	1	1.75
Amount	57	100

Categorization based on parenting patterns

Parenting Style (X2)	Frequency	Percentage
Low: X < 64.06	3	5.26
Medium: 64.06 <= X <= 79.13	53	92.98
Height: X > 79.13	1	1.75
Amount	57	100

Categorization based on Bullying Behavior

Bullying Behavior (Y)	Frequency	Percentage
Low: X < 91.68	1	1.75
Medium: 91.68 <= X <= 114.74	55	96.49
Height: X > 114.74	1	1.75
Amount	57	100

CONCLUSION

Self-concept and parenting styles together or simultaneously have a significant effect on bullying behavior. Self-concept and parenting patternsable to influence bullying behavior by 74.1%, the remaining 100% - 74.1% = 25.9% is explained by other variables or factors. The regression coefficient value of the self-concept variable is -0.392, which is negative. This means that self-concept has a negative effect on bullying behavior. It is known that the calculated t or t statistic for self-concept is -3.918 and the Sig value. is 0.000, namely <0.05 significance level, then self-concept has a significant effect on bullying behavior. So it is concluded that self-concept has a negative and significant effect on bullying behavior. The regression coefficient value of the parenting variable is -0.834, which is negative. This means that parenting styles have a negative effect on bullying behavior. It is known that the calculated t or t statistic from parenting is -5.561 and the Sig value. is 0.000, namely <0.05 significance level, then parenting has a significant effect on bullying behavior. So it is concluded that parenting styles have a negative and significant effect on bullying behavior.

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