

The Role of Communication and Family Parenting Patterns in Preventing Bullying Behavior

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ABSTRACT

Background: Bullying is a significant issue in Indonesia, affecting both children and adolescents, with its prevalence increasing in recent years. Various factors contribute to bullying behavior, including the personality of introverted individuals, lack of family communication, and poor family parenting patterns, all of which can lead to negative behavior in children. Preventing bullying behavior can be achieved if families establish good communication with their children and implement appropriate parenting strategies that align with the children's developmental stages.

Objective: This study aimed to examine the relationship between communication and family parenting patterns in bullying prevention behavior among students at SMKN 1 Martapura.

Methods: This research is a quantitative correlational study using a cross-sectional approach. The sample consisted of 86 respondents, selected using a simple random sampling technique. The research instrument was a questionnaire that assessed respondent characteristics, family communication, and family parenting patterns. Univariate and bivariate data analyses were conducted using the Spearman Rank test.

Results: The results of the Spearman Rank analysis yielded a p-value of 0.01 (<0.05) and a correlation coefficient (r) of 0.378, indicating a significant relationship between communication, family parenting patterns, and bullying prevention behavior among students at SMKN 1 Martapura.

Conclusion: It is recommended that students strengthen communication with their parents so that any problems occurring within the family or externally can be openly discussed to find the best solutions. Effective family communication can support children in addressing and overcoming challenges.

Keywords: communication; parenting styles; bullying behavior, bullying prevention

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INTRODUCTION

Bullying is a hostile act carried out deliberately and intentionally with the aim of causing harm, such as intimidating through threats of aggression and instilling fear (Olweus et al., 2019; Stavrinides et al., 2018). Bullying behavior is a negative action involving the abuse of power or authority, carried out repeatedly by one or more students in an aggressive manner due to the imbalance of power between the parties involved. In cases of bullying, the stronger party is not only dominant physically but also mentally (Birchall et al., 2024; Tiliouine, 2015). If

left unchecked, bullying can have a negative impact on a child's development and lead to other problems in the child's life, affecting both the perpetrator and the victim. Bullying at school can result in various impacts on the victim, including anxiety, shame, isolation, stress, depression, suicidal tendencies, hatred toward their social environment, fear of socializing, low self-esteem, decreased academic performance due to disruptions in the learning process, resentment toward the perpetrator, and obstacles in the learning process (Biswas et al., 2020; Fono et al., 2022; Moore et al., 2017).

The Organization for Economic Co-operation and Development (OECD) reported that in 2021, there were 42,540 confirmed cases of bullying globally, with 2,790 cases occurring in Asia. A total of 40 countries reported bullying cases, including Indonesia, which ranked first in the ASEAN region with 84% of cases. Indonesia is one of the countries with a high prevalence of bullying behavior toward minors, with 41.1% of students having experienced such incidents. This percentage places Indonesia in 5th place worldwide for bullying incidents (Andini & Kurniasari, 2021). According to data released by the South Kalimantan Women's Empowerment and Child Protection Service (P3A) in 2023, there were 50 cases of psychological violence. The South Kalimantan P3A Service recorded a total of 118 cases of violence, including 50 cases of psychological violence, 29 cases of physical violence, and 45 cases of sexual violence. The area with the highest number of violence cases in South Kalimantan was Banjarmasin City, which reported a total of 24 cases (Alpiani et al., 2024).

The family as the smallest unit in society, plays a crucial role in shaping children's behavior, both in preventing and addressing bullying issues. One of the primary tasks of the family is to raise children as individuals, maintain healthy relationships and communication with their peers, educate them on various problems, and provide the necessary support. A child raised in an unhealthy family environment may struggle to cope with or find solutions to the challenges they face. The development of a child's personality, self-esteem, and social interactions with peers is significantly influenced by the parenting patterns provided by their parents. The personality traits of parents, as well as their attitudes toward each other and their children, also shape how children interact and handle social problems in their environment. Children raised in families with loving, caring, and disciplined parenting styles tend to develop good self-esteem and the ability to manage emotions and conflicts constructively. In contrast, children raised in families with negative or permissive parental attitudes are more likely to exhibit similar behavior in their social relationships, putting them at risk of becoming either perpetrators or victims of bullying (Sener, 2021; Shaw et al., 2021). In addition to the biological functions of the family, another important function is that family members respond to each other's emotional needs (Demirtas-zorbaz, 2016). Situations where emotional needs are unmet can lead to physical and emotional problems, which in turn can contribute to the emergence of bullying behavior in children (He et al., 2023).

Based on various studies on bullying, family parenting patterns are the most influential factor in determining an individual's involvement in bullying behavior (Al-Ketbi et al., 2024). Parenting styles have a significant influence on children's

developmental trajectories, subtly shaping their attitudes, behaviors, and interactions with peers. These styles can foster resilience and positive social interactions or create an environment that supports bullying behavior (Zhao, 2023). Parenting patterns also determine how parents interact with their children, including how they apply rules, teach values and norms, and demonstrate positive attitudes and behaviors that serve as role models. Family parenting factors can significantly influence how children behave, communicate, and interact with others (Durac, 2024; Ying et al., 2015; Zhao, 2023). When children receive inadequate parenting and less attention from both parents, it can lead to negative behaviors.

In addition to parenting, communication plays a crucial role within the family. In this context, communication can be defined as the ability of family members to share their needs, feelings, and desires with one another, while also addressing changes in family members' needs in a positive manner (Boddy et al., 2024; Offrey & Rinaldi, 2017; Ying et al., 2015). Effective and empathetic communication within the family helps build a sense of security in children and provides them with the confidence to navigate social problems. Children who maintain open communication with their parents are more likely to feel supported and are better able to report bullying incidents. Positive communication makes children feel valued and heard, which reduces the likelihood of them becoming victims or perpetrators of bullying. On the other hand, poor communication within the family such as neglect or authoritarian communication can exacerbate aggressive behavior in children and increase their risk of engaging in bullying behavior (Estlein, 2021). Although communication and family parenting play a significant role in preventing bullying, social and environmental factors are equally important. A harmonious and supportive environment, both within and outside the family, helps shape a child's character, making them less susceptible to negative behaviors in their surroundings. The family serves as the first line of defense, protecting children from harmful influences outside the home.

This study offers novelty by thoroughly examining the relationship between family communication, parenting patterns, and bullying prevention, particularly within the context of more complex family dynamics. While previous studies have addressed the influence of parenting patterns on children's behavior, this study integrates two key factors: open communication within the family and positive parenting patterns, as central elements in bullying prevention. The novelty of this study lies in its approach, which emphasizes the importance of direct communication between parents and children in raising children's awareness of the impact of bullying—an aspect that has not been specifically explored in previous research.

METHODS

This study uses a quantitative approach with a correlational research design and a cross-sectional approach. The population of this study consisted of 570 students from Class X at SMKN 1 Martapura. A sample of 86 students was selected using the Simple Random Sampling technique. The independent variables in this study were communication and family parenting patterns, while the dependent variable focused on bullying prevention behavior. The instruments used in this study included three questionnaires: one on communication, one on family parenting patterns, and one on bullying prevention behavior. The questionnaire used has been

tested for validity and reliability. The reliability test results showed an alpha value of 0.802 for the communication questionnaire, 0.746 for the parenting questionnaire, and 0.935 for the bullying prevention questionnaire. Data analysis was conducted univariately for each variable to determine percentages using a frequency distribution table. Meanwhile, bivariate analysis was performed using the Spearman Rank test to examine the relationships between the variables. The Intan Martapura College of Health Sciences ethics committee declared this research to have passed ethics with number 017/KE/YBIP/V/2024.

RESULTS

Demographic data or characteristics of respondents in the study are as follows:

Table 1: Frequency Distribution of Respondent Characteristics (n=86)

Characteristic	Frequency (f)	Percentage (%)
Age (years)		
15 years	30	35.0
16 years	43	50.0
17 years	13	15.0
Gender		
Male	56	61.0
Female	30	39.0
Education		
Government Employees	19	22.0
Private Sector Employee	25	29.0
Businessman	25	29.0
Farmer	17	20.0

Based on Table 1, the majority of respondents are 16 years old, with 43 respondents (50.0%). The majority of respondents are female, with 56

respondents (61.0%). The majority of respondents' parents are employed in the private sector or are entrepreneurs, with 25 respondents (29.0%).

Table 2. Frequency Distribution Analysis of the Relationship Between Communication, Parenting Patterns, and Bullying Prevention Behavior Among Students at SMK Negeri 1 Martapura (n=86)

Variable	Frequency (f)	Percentage (%)
Communication		
Medium	23	26.7
Good	63	73.3
Parenting Pattern		
Democratic	40	44.4
Permissive	36	40.0
Authoritarian	14	15.6
Bullying Prevention Behavior		
Medium	1	1.2
Low	85	98.8

Communication-Parenting Pattern- Prevention of Bullying Behavior: p value = 0.001; r = 0.378

Based on Table 2, most respondents demonstrated good communication (63 people, 73.3%) and exhibited an authoritarian parenting pattern (67 people, 77.9%). Bullying prevention behavior was predominantly low, with 85 respondents (98.8%).

The Spearman Rank Test (n = 86, p-value $0.01 < 0.05$) confirms a significant relationship between communication, parenting patterns, and bullying behavior among students at SMKN 1 Martapura.

DISCUSSION

Based on the results of the research conducted, it shows that there is a relationship between family communication, parenting patterns, and bullying behavior in adolescents at SMK Negeri 1 Martapura. This study aligns with the research by (J. Stamatis & N. Nikolaou, 2016), which found that bullying incidents are influenced by a lack of parental cooperation in the parenting process, communication, and are further exacerbated by various factors such as violent electronic games, a less harmonious family environment, and social norms. Furthermore, these findings suggest that aggressive behavior is a result of social models that involve violence, and that the lack of cooperation between schools and families is a critical factor in the development of problematic behaviors.

The results of the study align with research conducted by Janitra (2017), which shows that communication and parenting are crucial in preventing bullying in children. It is important to apply effective communication within the family to prevent bullying behavior. Communication should begin with mutual respect and empathy, enabling individuals to understand the various situations and conditions others are facing. Empathy is not only about the ability to listen but also about understanding the feelings and needs of others. Good parents strive to understand the feelings and circumstances of their children or partners first, before expecting them to understand the desires or feelings of the parents. Open and transparent communication within the family fosters mutual understanding and reduces the potential for conflict. This plays a significant role in preventing bullying, as children who feel understood and appreciated are more likely to manage their emotions well and avoid engaging in behavior that harms others (Janitra & Prasanti, 2017). Parents who possess empathetic listening skills can create a strong emotional bond with their children, which serves as the foundation for open and trusting communication. This attitude greatly supports the child's emotional development, thereby reducing the risk of children becoming perpetrators or victims of bullying in their social environment. Attentive listening provides children with an opportunity to express their feelings, which is crucial in preventing bullying (Armitage, 2021; Lester et al., 2017).

Rindu's 2024 research also showed that there is a relationship between family communication and coping mechanisms in dealing with bullying in adolescents. A person's coping mechanism can be influenced by the communication patterns implemented by parents in the family. One of the main characteristics of a healthy family is clear communication and the ability to actively listen to each other. This demonstrates that in a healthy family, each family member is able to communicate openly

and effectively, and listen to each other attentively. Clear communication, along with the ability to actively listen, can strengthen the emotional bonds between family members and enable them to better understand and appreciate each other's feelings and perspectives (Rindu et al., 2024).

Parents who implement open communication, involve their children in every family activity, and apply discipline consistently can prevent children from engaging in bullying behavior at school. In the family, all forms of attention, rules, and ways of instilling important values are directly given to children. Children who grow up in a communicative and caring family environment tend to have a better understanding of how to interact with others in a healthy way. Children's social development is first shaped by parents through the rules, attitudes, and actions that children observe from their parents as role models. The quality of interpersonal relationships and communication between parents and children will greatly affect the child's social life in the future, including how they deal with social problems such as bullying (Khasanah N., N, Jannah G., M, 2024). The better the communication between parents and adolescents, the more likely adolescents are to avoid bullying behavior. Adolescents who feel heard and understood by their parents are more likely to talk openly about the problems they face, including peer pressure. With good communication, parents can provide proper guidance and direction to their children, helping them feel more confident in facing social challenges (Christiana, 2023; Offrey & Rinaldi, 2017; Sandhya, 2024). Open communication also encourages children to develop good social skills, such as empathy, which are key in preventing bullying behavior among teens.

The results of the analysis in Table 2 show that the majority of communication among the respondents falls into the 'good' category, with 63 people (73.3%). This study is also in line with (Rindu et al., 2024), which shows that communication in the 'good' category is prevalent. The family is the first environment where children learn. An effective communication attitude, built in the family through mutual respect, trust, empathy, openness, and a positive attitude, will be reflected in the child and help them avoid inappropriate behavior. Conversely, poor family dynamics, often influenced by ineffective communication, hinder the development of mutual respect between children and parents. Parents who are busy outside the home often pay less attention to their children's emotional development, focusing more on meeting their physical needs, such as school requirements, play, and others. However, children also seek deeper appreciation, which addresses their feelings and emotional needs (Aripin et al., 2024).

Based on the analysis in Table 3, it shows that the majority of family parenting patterns among

respondents fall under the authoritarian category, with 67 people (77.9%). This is in line with research conducted by (Rizki et al., 2017) on 188 respondents, which showed that the differences in values between authoritarian, democratic, and permissive parenting patterns are significant. The study found that the highest percentage of parenting patterns is in the authoritarian category, accounting for 32.45%. These results indicate that most parents tend to apply authoritarian parenting patterns, which can, of course, affect the development of children's behavior, including in terms of preventing bullying. Therefore, it is important for parents to understand the impact of the parenting styles they apply so they can create an environment that supports positive child development.

There are three types of parenting styles for children: democratic, permissive, and authoritarian. These parenting styles have distinct characteristics that influence the emotional and social development of children (Cerezo et al., 2018). Authoritarian parenting, which focuses on strict control and demands for absolute obedience from children, often involves harsh and critical attitudes toward those perceived as not meeting parental expectations. Children raised in this style tend to be obedient, but in a negative way being overly dependent on their parents, lacking creativity, withdrawing socially, and struggling to get along with peers. Authoritarian parenting can also hinder the development of children's self-confidence, as they often feel afraid or pressured to meet their parents' expectations (Olweus et al., 2019; Zhao, 2023). Democratic parenting is practiced by parents who treat children as individuals with rights and needs, fostering close and loving relationships. Parents who adopt this style tend to give children the space to express their opinions, while also listening to and paying attention to their children's feelings and needs. Applying democratic parenting helps children feel appreciated, develop high self-confidence, and learn to manage social relationships more healthily. This parenting style provides opportunities for children to learn about responsibility, discipline, and how to interact with others positively.

Meanwhile, permissive parenting, also known as indulgent parenting, is characterized by parents who always fulfill their child's wishes, often provide excessive protection (overprotection), and fail to set clear boundaries. Parents who adopt this style tend not to provide sufficient discipline to their children and often defend their children even when they make mistakes. Symptoms commonly seen include parents who consistently grant their children's requests without considering the consequences, and excessively pamper their children (Olweus et al., 2019; Vlazan & Pintea, 2021). Children raised with permissive parenting tend to be less disciplined, easily anxious, and less prepared to face challenges or social situations that do not align with their desires.

Research conducted by Nurkhofifa (2024) shows that parents who use authoritarian parenting styles expect their teenagers to have high power and follow their every word. As a result, teenagers who receive authoritarian parenting tend to exhibit negative behavior toward others due to the demands placed on them by parents. The study found that parents with authoritarian parenting styles tend to exercise high control over their children's behavior while offering low acceptance. These parents often use physical punishment, are strict with their children, and do not compromise, which negatively impacts children's behavior. While children may become obedient, they also experience negative consequences such as a lack of creativity, difficulty socializing, and high dependency (Nurkhofifa, 2024).

Based on the analysis of Table 4, it shows that the majority of bullying prevention behavior among respondents is in the low category, with 85 people (98.8%). The results of this study are in line with Fajrin (2023), WHO studied 8,342 high school students. It was found that from a total sample of 1,738, 20.83% reported having low prevention of bullying behavior. The forms of bullying include direct physical contact (hitting, pushing, biting, pinching, scratching), as well as blackmailing and damaging other people's belongings. Direct verbal contact involves threatening, humiliating, belittling, disturbing, calling names, criticizing, mocking, cursing, and spreading gossip (Ramadhan, 2022).

Non-verbal behavior includes actions such as sneering, sticking out the tongue, and displaying a threatening facial expression. Non-verbal behavior does not directly silence someone but can manipulate friendships, leading to their breakdown. Several factors influence the low prevention of bullying behavior. First, individual factors include anxiety, physical weakness, physical disabilities, low self-esteem, a weak self-concept, or susceptibility to influence, all of which make individuals more likely to become victims of bullying. Second, peer factors play a role. Acceptance of bullying actions and friends' tolerance for bullying incidents can contribute to the escalation of bullying behavior. Third, school factors, such as seniority, indecisive and inconsistent punishment for perpetrators, can contribute to an increase in bullying (Christiana, 2023; Nurdiah & Indah Sari, 2023).

According to the theory of school bullying, it is an aggressive behavior that is carried out repeatedly by a student or group who has power, against other students or pupils who are weaker, with the aim of hurting the person. This is often done by creating an unpleasant atmosphere for the victim, sometimes without reason, and with the intent to cause harm. Bullying is the most common form of aggression in schools and generally results in the victim feeling depressed. The causes of bullying behavior stem from differences in class (seniority), economy, religion, gender, ethnicity, or racism, as well as from

families that are not harmonious and school situations that are not conducive or discriminatory. Additionally, bullying may arise due to social status factors, where some students feel they are stronger, superior, or higher in the social hierarchy compared to others. This sense of superiority makes it easier for them to carry out bullying actions against victims, who are often less confident and more withdrawn in class (Nurdiyah & Indah Sari, 2023).

Researchers assume that effective communication in the family, characterized by openness, empathy, support, and positive feelings between parents and children, can reduce the risk of bullying behavior. Conversely, authoritarian parenting, which tends to be harsh and does not accept children's opinions, can increase the risk of bullying behavior. Children raised in an authoritarian environment often cannot express their opinions and may experience emotional stress. Poor communication within the family can also cause children to feel neglected and lack attention, ultimately encouraging them to seek attention in negative ways, including bullying. On the other hand, families that implement open and supportive communication patterns tend to produce children who are better able to adapt and interact positively with their environment.

Implications

The findings of this study emphasize the significant role of family communication and parenting patterns in preventing bullying behavior among students. Families are encouraged to foster open, empathetic, and supportive communication to build trust and provide a safe environment for children to discuss their challenges, including experiences with bullying. Additionally, parents should adopt positive parenting styles, such as democratic approaches, to help children develop self-confidence, emotional regulation, and healthy social interactions. Schools can play a critical role by designing workshops to educate parents on effective communication techniques and positive parenting practices, as well as strengthening school-family collaboration to address bullying comprehensively. Policymakers are urged to incorporate family-based interventions into anti-bullying policies and promote community awareness campaigns that highlight the importance of family dynamics in shaping children's behavior. Future research should consider longitudinal studies to better understand the causal relationships between parenting patterns, communication, and bullying. Furthermore, exploring broader contexts such as socio-economic, cultural, and digital factors would provide a more comprehensive understanding of these dynamics. Through these combined efforts, families, educators, and policymakers can work together to create supportive environments that mitigate bullying and foster healthy child development.

Limitations and Recommendations

This study has several limitations. These include a limited sample size, which may affect the generalizability of the findings to a broader population. Data obtained through self-reports may be subject to bias, such as the tendency to provide socially acceptable answers. Additionally, the cross-sectional study design limits the ability to understand the causal relationship between family communication, parenting patterns, and bullying behavior. External factors, such as peer influences or media exposure, may also not be fully accounted for.

Further research should adopt a longitudinal design to better understand the causal relationship between parenting patterns and bullying over time. A more diverse sample is also essential to determine whether these findings can be generalized across different populations. Additionally, it is recommended to develop intervention programs that focus on improving family communication and promoting positive parenting practices. A holistic approach that involves parents, schools, and communities will be more effective in preventing bullying. Given the increasing role of technology, research on digital interactions between parents and children is also necessary to understand its impact on bullying behavior.

CONCLUSIONS

There is a relationship between communication and family parenting patterns and bullying prevention behavior in male and female students at SMKN 1 Martapura. The importance of good communication in the family should be implemented, such as giving praise or appreciation to family members, being open with each other, and being able to compromise to reach an agreement when there are differences of opinion. Supportive parenting patterns in the family are also crucial to preventing bullying behavior in adolescents. These can include giving affection and attention, being consistent in providing praise and punishment, teaching children how to socialize well, and building healthy social relationships. Efforts to prevent bullying behavior must include educating parents about the importance of open and supportive communication and avoiding authoritarian parenting patterns that can cause emotional stress in children.

Declaration of Interest

The authors declared no conflict of interest.

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Authors' Contributions

All authors contributed substantially to the conceptualization, design, data curation, formal analysis, interpretation, writing, review, and editing of the paper. All authors approve the final version to be published.

Data Availability

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

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