

THE INFLUENCE OF PARENTING STYLE AND EMPATHY ON TEENAGER'S BULLYING BEHAVIOUR IN ISLAMIC BOARDING SCHOOL

Imas Nurjanah, Alfiasari^{*)}, Nur Islamiah

Department of Family and Consumer Sciences, Faculty of Human Ecology,
Bogor Agricultural Institute, Bogor, 16880, Bogor, Indonesia

^{*)Email: alfiasari@apps.ipb.ac.id}

Abstract

Children's lives in islamic boarding schools (pesantren) that are separated from their parents and live with their guardians and friends provide their own challenges for the lives of teenagers. This study aims to analyze the effect of parenting style and empathy on adolescent bullying behavior in islamic boarding schools. The study was located in one Islamic boarding school in Sukabumi Regency which was determined purposively. The study involved 90 students who were selected using proportional random sampling. The results showed that there were significant differences between male and female students in bullying behavior as perpetrators and victims. The results of the relationship test found that the dimensions of father and mother's rejection had a significant positive relationship with bullying behavior as perpetrators, while the mother's support dimension had a significant negative relationship with bullying behavior as perpetrators. The results of the relationship test also found that the parenting styles of fathers, mothers, and caregivers in islamic boarding schools had a significant positive relationship with student empathy. The results of the influence test found that father's parenting style, mother's parenting style, and empathy had a significant negative effect on bullying behavior as perpetrators. In addition, the length of stay in the islamic boarding school has a significant negative effect on bullying behavior as a victim.

Keywords: adolescents, bullying behavior, empathy, islamic boarding school, parenting style

PENGARUH GAYA PENGASUHAN DAN EMPATI TERHADAP PERILAKU BULLYING REMAJA DI PESANTREN

Abstrak

Kehidupan anak di pesantren (*islamic boarding schools*) yang terpisah dari orang tua dan hidup bersama wali pengasuh dan teman memberikan tantangan tersendiri bagi kehidupan remaja. Penelitian ini bertujuan untuk menganalisis pengaruh gaya pengasuhan dan empati terhadap perilaku *bullying* remaja di pesantren. Penelitian berlokasi di satu pesantren di Kabupaten Sukabumi yang ditentukan secara *purposive*. Penelitian melibatkan 90 santri yang dipilih menggunakan *proportional random sampling*. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan antara santri laki-laki dan santri perempuan dalam perilaku *bullying* sebagai pelaku dan korban. Hasil uji hubungan menemukan bahwa dimensi penolakan ayah dan ibu memiliki hubungan positif signifikan dengan perilaku *bullying* sebagai pelaku, sementara dimensi dukungan ibu memiliki hubungan negatif signifikan dengan perilaku *bullying* sebagai pelaku. Hasil uji hubungan juga menemukan gaya pengasuhan ayah, ibu, dan pengasuh di pesantren memiliki hubungan positif signifikan dengan empati santri. Hasil uji pengaruh menemukan gaya pengasuhan ayah, gaya pengasuhan ibu, dan empati memiliki pengaruh negatif signifikan terhadap perilaku *bullying* sebagai pelaku. Selain itu, lama tinggal di pesantren memiliki pengaruh negatif signifikan terhadap perilaku *bullying* sebagai korban.

Kata kunci: empati, gaya pengasuhan, perilaku bullying, pesantren, remaja

INTRODUCTION

Bullying behavior has become a serious problem in the world of education and shows a tendency to continue to increase. The Indonesian Child Protection Commission (KPAI) stated that there were 73 cases of children as bullies in 2017, then increased to 112 cases in 2018 from 37,381 complaints of violence against

children (KPAI, 2019). In addition, cases of children who became victims of bullying in 2018 also increased (KPAI, 2010). Furthermore, KPAI recorded 2,473 complaints related to bullying problems from 2011 to 2019 (KPAI, 2020). In the early stages of adolescence, adolescent transitions in an increasingly broad and rapidly changing social environment cause adolescence to be more prone to deviant behavior than previous stages of development (Sarwono & Sarlito, 2012). This insecurity not only highlights adolescents as victims, but also the vulnerability of adolescents to bullying.

Bullying behavior can be influenced by internal factors, one of which is empathy. Kokkinos and Kipritsi say that students who bully are not able to understand the emotions of others (Kokkinos & Kipritsi, 2012). The results of research by Karina, Hastuti and Alfiasari show that empathy has a significant negative relationship with the role of adolescents as bully (direct perpetrators) and assisting the bully (accompanying their friends to bully) (Karina, Hastuti, & Alfiasari, 2013). This illustrates that the higher the empathy, the lower the tendency of adolescents as bullies. In addition, children who care about the feelings of others and also feel sad, hurt, and suffering are unlikely to become bullies (Muñoz, Qualter, & Padgett, 2011).

Furthermore, the family is an external factor that plays an important role in adolescent bullying behavior. This is related to the parenting style that parents apply to children. According to Georgiou and Stavrinides, the insecurity of relationships at home characterized by increasingly high parent-child conflicts can make children vent to other things such as carrying out bullying behaviors at school (Georgiou & Stavrinides, 2013). In addition, abusive parenting practices, such as corporal punishment and psychological aggression, increase the vulnerability of adolescents to the tendency to be perpetrators or victims of bullying (Gómez-Ortiz, Romera, & Ortega-Ruiz, 2016). In addition, parents who apply parenting such as being indifferent, hostile and rejecting tend to make the child a perpetrator or victim of bullying (Kokkinos, 2013).

Bullying behavior does not only occur in schools in general but can also be experienced by adolescents with religious education backgrounds such as Islamic boarding schools. Many Indonesians believe that delinquency committed by children is related to lack of faith so that parents tend to choose to send children to religious schools such as Islamic boarding schools (Sarlito & Sarwono, 2012). Pesantren (Islamic Boarding School) is an educational institution that is recognized in the national education system and in it there is a dormitory or cottage as a place for students to live (Arif, 2013). While in the Islamic boarding school environment, students are under the supervision of a guidance teacher or caregiver, but it is still possible that bad behavior from the students appears (Syafei, 2017). KPAI reported that a 13-year-old student was killed after being abused by his friends (KPAI, 2016). In addition, students were found who were victims of bullying from their seniors in Islamic boarding schools (Winarni, Alfiasari, & Lestari, 2016). Nashiruddin (2019) also found that there were students who carried out bullying behaviors including verbal bullying and physical bullying of other students. This fact illustrates that even though it is faith-based, the opportunity for bullying behavior to occur still exists in the pesantren environment.

Research on the influence of parental parenting styles and empathy on bullying behavior has been widely carried out by other researchers. Previous research in Pesantren (Islamic Boarding School) has been carried out by Rahmaniah, Alfiasari and Sulastri (2016) which focuses on the analysis of parental care and alternative caregivers in forming empathy and preventing parents and alternative caregivers in forming empathy and preventing bullying in adolescents in pesantren. Meanwhile, in Indonesia, research on bullying behavior targeting adolescents in Islamic boarding schools is still little related to empathy and parenting styles. Therefore, based on what has been described, it is important to examine the influence of parenting styles and empathy on adolescent bullying behavior in Islamic boarding schools. In particular, this study aims to 1) identify adolescent characteristics, family characteristics, caregiver characteristics, parenting styles, empathy, and bullying behaviors of adolescents in Islamic boarding schools, 2) analyze the relationship of adolescent characteristics, family characteristics, caregiver characteristics, parenting styles, and empathy with bullying behaviors adolescents in islamic boarding schools, 3) analyze the influence of adolescent characteristics, family characteristics of parenting styles, and empathy for adolescent bullying behavior in islamic boarding schools.

METHODS

This study used a cross-sectional study design conducted at the Darul Amal Integrated Islamic Boarding School, Bojonggenteng Village, Jampangkulon District, Sukabumi Regency, West Java Province. The location of this study was determined purposively, based on the consideration that the Islamic boarding school is located in Sukabumi regency which is far from the city with students coming from different areas so it is interesting to study. The population of this study was male and female students of the Darul Amal Integrated Islamic Boarding School aged 12-15 years. The characteristics of the research example are students who live in pesantren for a maximum of three years and live with their parents completely before entering

the pesantren. The sampling in this study used the proportional random sampling method. The study population of 269 students was then taken 100 examples with a proportion of 52 male students and 48 female students at random. The process of collecting data in the field has experienced obstacles due to the emergence of outbreaks. The number of examples taken in the data collection was 90 out of 100 examples with a proportion of 45 adolescent boys and 45 adolescent girls. Based on the Slovin formula, the number of examples that can be taken is 73 so that the sampling remains qualified.

Primary data were obtained directly from the results of filling out questionnaires by respondents through the self-administered method carried out by respondents. Primary data consist of adolescent characteristics (age, gender, and length of stay in islamic boarding schools), family characteristics (parental age, parental education level, family income, and family size), caregiver characteristics (caregiver and student ratio, caregiver age, and caregiver education level), parenting style, empathy, and bullying behavior.

Measurement of parental parenting styles using the Parent as Social Context Questionnaire (PASCQ-final version) questionnaire developed by Skinner, Johnson and Snyder (2005) consisting of three positive and three negative dimensions. The positive dimensions of warmth, order (structure), and support (autonomy support) are paired with positive dimensions, namely rejection, disorder, and coercion. The questionnaire totaled 24 statements with each dimension consisting of 4 statements. Parenting styles are measured using the Likert scale with 4 grading scales, i.e, very undeterred (score 1), slightly describe (score 2), describe (score 3), and strongly describe (score 4). The questionnaire had a Cronbach's alpha score of 0,851 for the father's parenting style, 0,841 for the mother's parenting style, and 0,863 for the parenting style of the caregiver in the boarding school.

The measurement of empathy using the Basic Empathy Scale (BES) questionnaire that has been developed by Jolliffe and Farrington and modified by Albiero, Matricardi, Speltri, and Toso (2009), consists of the dimensions of cognitive empathy (9 statements) and affective empathy (11 statements). Researchers eliminated the neutral scale, because it could cause bias so that the questionnaire used a 4-point Likert scale, namely strongly disagreeing (score 1), disagreeing (score 2), agreeing (score 3), and strongly agreeing (score 4) with a Cronbach's alpha value of 0,639.

Measurement of adolescent bullying behavior using the Adolescent Peer Relations Instrument (APRI) questionnaire developed by Parada and modified by Parada, Marsh and Craven (2005). This questionnaire measures bullying behavior from the tendency of students to bully and become victims of bullying. Each role consists of 18 statements grouped into three dimensions namely, physical bullying, verbal bullying, and social bullying with each dimension consisting of 6 statements. The APRI instrument uses the Likert scale with 6 scoring scales namely, never (score 1), sometimes (score 2), one to three times a month (score 3), once a week (score 4), more than once a week (score 5), and every day (score 6). This questionnaire had a value of Cronbach's alpha of 0,855 for bullying behavior as a perpetrator (bully) and 0,922 for bullying behavior as a victim (target).

The data obtained are processed and analyzed descriptively and inferentially. Data processing and analysis was carried out using Microsoft Office Excel and the Statistical Package for Social Science (SPSS). Descriptive analysis is used to identify characteristics of adolescents, families, caregivers, parenting styles, empathy and bullying behavior of adolescents. The empathy index score will be grouped into three categories, namely low, medium and high. The categorization of empathy class is based on the cut off of categorization by Sunarti, Atat, Noorhaisma, and Lembayung (2005), namely <60 low category, 60-79 medium category, ≥ 80 high category. The inference analysis used is a difference test, a spearman correlation test, a pearson correlation test, and a multiple linear regression test. Different tests were conducted to see differences in empathy and bullying behavior based on gender. The spearman correlation test was used to analyze the relationship between adolescent characteristics, family characteristics, caregiver characteristics, parenting styles, and empathy with adolescent bullying behavior in boarding schools. Pearson's correlation test is used to analyze the relationship of parenting and empathy styles to bullying behavior. Multiple linear regression tests are used to analyze the factors influencing bullying behavior.

RESULTS

Characteristics of Student in Islamic Boarding School (Santri)

The results showed that the age of students in this study ranged from 12 to 15 years with the average age of students being 13,67 years. The largest proportion of male students are at the age of 13 years (15,6%) and female students are at the age of 15 years (16,7%). Meanwhile, the smallest proportion of male students are 12 years old (5,6%) and female students are 14 years old (7,8%). The results showed that almost half of students (46,6%) lived in Islamic boarding schools for less than one year with the proportion of female

students (24,4%) more than male students (22,2%).

Characteristics of Families and Caregivers

The results showed that most fathers (64,4%) were in the middle adult category, while most mothers (61,1%) and all caregivers (100%) belonged to early adulthood. The results of the study found that most fathers (31,2%) and most mothers (36,7%) had a high school education level. Meanwhile, all caregivers (100%) have a high school education level. Based on the results of the study, most of the students in this study (38,9%) had a family income of Rp>3.000.000. The results showed that half of the students (50%) belonged to the category of small families. The results also showed that most male students (22,2%) had a caregiver ratio and students of 1:52. Meanwhile, most female students (24,4%) have a caregiver ratio and students of 1:45.

Parenting Style

Compositely, the results showed that the average value of the maternal parenting style was higher than the father's parenting style even though the average score did not differ much, namely 62,39 and 60,72. The parenting style of caregivers in islamic boarding schools has the lowest average score among the three, which is 41,40. Father and mother parenting styles had the largest average values on the support sub-dimensions of 68,24 and 68,89, respectively. The Sub-Dimension of support for caregiver parenting styles in islamic boarding schools also had the largest average of 48,61. Meanwhile, the parenting style of fathers and mothers had the smallest average value on the warmth sub-dimension with average values of 55,85 and 53,39. The Sub-Dimension of warmth of the caregiver's parenting style in pesantren also has the smallest average value compared to other dimensions of 32,45.

In the negative dimension, the greatest average value of the parenting style of fathers, mothers, and caregivers in islamic boarding schools is found in the dimension of coercion. Meanwhile, the parenting style of fathers and mothers in the positive dimension has the highest average value in the dimension of warmth, while the parenting style of caregivers in pesantren is on average the dimension of regularity. Maternal parenting styles have a higher average value on each positive dimension and negative dimension. The parenting style of caregivers in islamic boarding schools has the lowest average value in each positive and negative dimension compared to the parenting style of fathers and mothers.

Empathy

Based on the results of the study, it can be seen that the highest percentage of empathy for male students (75,6%) and female students (48,9%) is in the low category. The average value of empathy for male students is 55,04 and female students are 58,93. The results of the study found that there was no significant difference between the empathy of male students and female students ($p>0,05$). The results showed that in the cognitive empathy dimension, the largest proportion of male students and female students were in the low category (51,1% and 57,8%, respectively)." In addition, in the dimension of affective empathy, the largest proportion of male students (77,8%) and female students (53,3%) also belong to the low category. The results of the study found that there was no significant difference between the cognitive empathy of male students and female students ($p>0,05$). Meanwhile, in affective empathy there is a significant difference between the affective empathy of male students and female students ($p<0,05$), where the average affective empathy of female students (58,05) is higher than that of male students (51,18).

Bullying Behavior

The results showed that there was a significant difference between male students and female students in the tendency of students to become perpetrators ($p<0,01$), where the average bullying behavior of male students (16,39) was higher than that of female students (10,05). The results of the study also showed that there were significant differences between male students and female students in the tendency of students to become victims ($p<0,01$), where the average score of bullying behavior of male students (27,88) was higher than the average score of bullying behavior of female students (14,22). Furthermore, based on the results of the study, it was found that students who tended to be victims of bullying had a higher average score (21,05) than the average score of students who tended to bully (13,22).

The results showed that the dimensions of physical bullying and verbal bullying of male students and female students had significant differences in the tendency of students to become perpetrators. The average score of the dimensions of physical bullying and verbal bullying of male students (14,81 and 23,93, respectively) was higher than that of female students (4,59 and 18,07, respectively). In addition, the average dimension of social bullying of male students (10,44) was also higher than that of female students (7,48) although there were no significant differences. The results of the study found that the dimensions of physical bullying and verbal bullying of male students and female students in the tendency to become victims also had significant differences ($p<0,01$). The average score of the dimensions of physical bullying and verbal bullying of male

students (24,00 and 38,59, respectively) was higher than the average score of female students (6,37 and 18,96). Meanwhile, the average dimension of social bullying of male students (21,04) was higher than that of female students (17,33) although there were no significant differences. The average value of the verbal bullying dimension is higher than the average value of other dimensions on the tendency to bullying behavior of both the perpetrator and the victim.

Relationships Between Variables

Based on the results of the correlation test, it was found that the age of the caregiver was significantly positively related to the parenting style of the caregiver in pesantren ($r= 0,259$; $p<0,01$). The results of the study also found that the ratio of caregivers and students had a significant negative relationship with the parenting style of caregivers in islamic boarding schools ($r=-0,310$; $p<0,01$). In line with this, Nashiruddin (2019) said that the number of caregivers in Islamic boarding schools that are not proportional to the number of students makes caregivers unable to provide exclusive care. Furthermore, the level of maternal education also has a significant positive effect on maternal parenting styles ($r=0,217$; $p<0,05$).

Meanwhile, based on gender, the tendency to bullying behavior of male students is higher than that of female students, both perpetrators ($r=-0,316$; $p<0,01$) and victims ($r=-0,340$; $p<0,01$). Length of stay in pesantren has a significant negative relationship with the tendency to become a victim ($r=-0,331$; $p<0,01$). Adolescent sex was also significantly positively associated with empathy ($r=0,234$; $p<0,05$). This shows that the empathy of female students is higher than that of male students.

Furthermore, the study found paternal parenting styles had a significant positive relationship with maternal parenting styles ($r=0,810$; $p<0,01$). In addition, the entire dimension of the father's parenting style also has a significant relationship with the mother's parenting style. Paternal parenting styles also have a significant relationship with caregiver parenting styles in boarding schools ($r=0,472$; $p<0,01$). The high correlation of the relationship between paternal and maternal parenting styles is what causes the regression test to be separated between the variables of the parenting style of the father and mother.

The results of the correlation test showed that the father's parenting style ($r=0,208$; $p<0,05$), maternal parenting style ($r=0,269$; $p<0,05$), and caregivers in pesantren ($r=0,350$; $p<0,01$) dimensions of regularity had a significant positive relationship with empathy. This is in line with the research of Mitsopoulou and Giovazolias (2013) which says that children who consider that their mothers are less concerned that refers to the dimensions of regularity have a lower empathy response both affective and cognitive empathy. The maternal parenting style of the warmth dimension has a significant positive relationship with empathy ($r=0,301$; $p<0,01$).

Meanwhile, the father's parenting style ($r=0,265$; $p<0,05$) and maternal parenting style ($r=0,321$; $p<0,05$) of the rejection dimension have a significant positive relationship with the tendency of students to become perpetrators. The maternal parenting style of the support dimension has a significant negative relationship with the tendency of students to become perpetrators ($r=-0,269$; $p<0,05$).

Factors Influencing Bullying Behavior

The regression model in this study was divided into four models with two regression models against the tendency of bullying behavior of the perpetrator and two models against the tendency of bullying behavior of victims. Model 1 which includes paternal characteristics and paternal parenting styles towards the tendency of students to become perpetrators has been significant with a significance value of 0,016 ($<0,05$). The results of the model 1 regression test have an Adjusted R^2 value of 0,138. This means that the tendency of students to become bullies is influenced by 13.8 percent by the variables studied in model 1, the remaining 86,2 percent are influenced by other variables that were not studied in this study. Meanwhile, model 2 which includes maternal characteristics and maternal parenting styles has been significant with a significance value of 0,006 ($<0,01$). The results of the study in Table 2 showed that model 2 had an Adjusted R^2 of 2 of 0,168. This means that the variables in model 2 have an effect of 16,8 percent on the tendency of students to become bullies.

Table 1 Regression coefficients of model 1 on bullying behavior as a perpetrator

Variable	Non-standardized coefficients	Standardized coefficients	Sig.
	B	Beta	
Constant	-0,795		0,761
Gender of students	-0,476	-2,788	0,007**
Length of stay in pesantren	-0,147	-0,170	0,369

Table 1 Regression coefficients of model 1 on bullying behavior as a perpetrator (continue)

Variable	Non-standardized coefficients	Standardized coefficients	Sig.
	B	Beta	
Age of students	0,109	0,152	0,438
Father's age	-0,001	-0,009	0,934
Father's level of education	0,086	0,170	0,174
Family income	0,007	0,009	0,937
Large family	-0,017	-0,183	0,135
Paternal parenting style	-0,294	-0,212	0,047*
Parenting style of caregivers	-0,003	-0,037	0,756
Empathy	-0,880	-0,226	0,044*
R ²		0,239	
Adjusted R ²		0,138	
F		2,382	
Sig.		0,016*	

Note: *significant at $p < 0,05$, **significant at $p < 0,01$

Based on the results of regression tests in model 1 and model 2, the gender of students has a significant negative effect on the tendency of bullying behavior of the perpetrator ($p = < 0,01$). This shows that male students tend to have a higher score as perpetrators than female students.

Based on the results of the model 1 regression test, the father's parenting style had a significant negative effect on the tendency of students to become perpetrators ($B = -0,294$; $p < 0,05$). This means that every increase in one unit of father's parenting style will reduce the tendency of students to bully by 0,295 points. Meanwhile, the results of the model 2 regression test showed that the mother's parenting style also had a significant negative effect on the tendency of students to behave as perpetrators ($B = -0,298$; $p < 0,05$). This means that every increase in one unit of maternal parenting style will reduce the tendency of students to bully by 0,298 points. The results of the regression test of model 1 and model 2 showed that the empathy of students had a significant negative effect on the tendency of students to become perpetrators. This shows that every increase in one unit of empathy will reduce the tendency of students to bully.

Table 2 Regression coefficient of model 2 against bullying behavior as a victim

Variable	Non-standardized coefficients	Standardized coefficients	Sig.
	B	Beta	
Constant	-0,768		0,757
Gender of students	-0,459	-0,293	0,009**
Length of stay in pesantren	-0,074	-0,085	0,651
Age of students	0,060	0,083	0,650
Mother's age	-0,004	-0,029	0,781
Maternal level of education	0,110	0,220	0,052
Family income	-0,014	-0,018	0,869
Large family	-0,017	-0,221	0,103
Maternal parenting style	-0,298	-0,217	0,046*
Parenting style of caregivers	-0,003	-0,035	0,773
Empathy	-1,025	-0,264	0,021*
R ²		0,265	
Adjusted R ²		0,168	
F		2,734	
Sig.		0,006**	

Note: *significant at $p < 0,05$, **significant at $p < 0,01$

The model 3 regression test that included the characteristics of the father and the parenting style of the father against the tendency of students to become victims has been significant with a significance value of 0,006 ($< 0,01$). The results of the study in Table 2 show that model 3 has an Adjusted R² of 2 of 0,171. This means that the variables in model 3 have an effect of 17,1 percent on the tendency of students to become victims of bullying and the remaining 82,9 percent are influenced by other variables that were not studied in this study.

Meanwhile, model 4 which includes maternal characteristics and maternal parenting styles has been significant with a significance value of 0,005 ($<0,01$). The results of the study found that model 4 had an Adjusted R² of 2 of 0,177. This means that the variables in model 4 have a 17,7 percent effect on the tendency of students to become victims of bullying.

Table 3 Regression coefficient of model 3 against bullying behavior as a victim

Variable	Non-standardized coefficients	Standardized coefficients	Sig.
	B	Beta	
Constant	2,315		0,412
Gender of students	-0,583	-0,334	0,003**
Length of stay in pesantren	-0,374	-0,388	0,036*
Age of students	0,038	0,047	0,803
Father's age	-0,010	-0,083	0,417
Father's level of education	0,062	0,110	0,370
Family income	0,019	0,023	0,843
Big Family	0,002	0,022	0,860
Paternal parenting style	-0,067	-0,043	0,677
Parenting style of caregivers	0,005	0,049	0,679
Empathy	0,170	0,040	0,718
R ²		0,267	
Adjusted R ²		0,171	
F		2774	
Sig.		0,006**	

Note: *significant at $p<0,05$, **significant at $p<0,01$

Based on the results of regression tests in model 3 and model 4, the sex of students had a significant negative effect on the tendency of students to become victims ($p = <0,01$). This shows that male students tend to have a higher score as victims than female students. The results of the regression test of model 3 and model 4 also showed that the length of stay in pesantren had a significant negative effect on the tendency of students to become victims ($B=-0,374$ and $B =-0,382$). This means that every increase in one unit of length of stay in pesantren will reduce students to become victims of bullying by 0,374 points and 0,382 points.

Table 4 Regression coefficients of model 4 against bullying behavior as a victim

Variable	Non-standardized coefficients	Standardized coefficients	Sig.
	B	Beta	
Constant	2,650		0,333
Gender of students	-0,637	-0,365	0,001**
Length of stay in pesantren	-0,382	-0,396	0,033*
Age of students	0,021	0,025	0,888
Mother's age	-0,015	-0,108	0,295
Maternal level of education	0,034	0,061	0,590
Family income	0,045	0,055	0,624
Large family	-0,071	-0,046	0,654
Maternal parenting style	0,010	0,122	0,365
Parenting style of caregivers	0,001	0,006	0,961
Empathy	0,130	0,030	0,788
R ²		0,273	
Adjusted R ²		0,177	
F		2,852	
Sig.		0,005**	

Note: *significant at $p<0,05$, **significant at $p<0,01$

DISCUSSION

The results of the influence test show that gender can affect the tendency to become a perpetrator. Male students are proven to have a higher level of bullying than female students. This finding is in line with research conducted by You, Lee, Lee, and Kim (2015) that adolescent boys tend to be more bullies.

Mitsopoulou and Giovazolias (2013) also found that boys are more often involved in bullying behavior. The results of the influence test show that empathy also affects the tendency of students to become bullies. This finding is in line with the research conducted by Karina *et al.* (2013) that empathy has a negative relationship with the role of adolescents as bullies (direct perpetrators). According to Rachmah (2016), bullying perpetrators commit these actions because they have low empathy. Kokkinos and Kipritsi (2012) also say that students who are bullies are not able to understand the emotions of others. Munoz *et al.* (2011) says that children who care about the feelings of others and also feel sad, hurt, and suffering are unlikely to become bullies.

The results of the influence test showed that the father's parenting style had an effect on the tendency of students to become perpetrators. This is in line with the research of Gomez-Ortiz *et al.* (2016) which says that fathers who apply aggression parenting such as providing corporal punishment can increase a child's risk of bullying behavior. Based on the results of the influence test, the mother's parenting style also has a significant effect on the tendency of students to become perpetrators. This is in line with research conducted by Azizah and Hastuti (2019) which found that the higher the aggression and rejection care applied by the mother, the higher the bullying behavior. Rahmaniah *et al.* (2021) found that maternal parenting styles have a direct influence on bullying behavior as a perpetrator. In addition, Kokkinos (2013) also said that the parenting style adopted by parents can influence bullying behavior.

The results of the test of the correlation of parenting styles with bullying behavior showed that the parenting styles of fathers and mothers of negative dimensions of rejection had a significant positive relationship with the tendency to be perpetrators. This is in line with research by Kokkinos (2013) which shows that children who receive high rejection are more likely to show bullying behavior. Another study also found that the higher the rejection care applied by the mother, the higher the adolescent commits bullying behavior (Azizah & Hastuti, 2019). The results of the correlation test also showed that the positive maternal parenting style of support had a significant negative relationship with the tendency to be a perpetrator. Gomez-Ortiz *et al.* (2016) says that the lack of autonomy support from mothers can increase the tendency of children to become bullies.

The results of the test of the correlation of parenting styles with empathy showed that the parenting styles of fathers, mothers, and caregivers in pesantren positive dimensions of regularity were significantly positively related to adolescent empathy. This is in line with the research of Mitsopoulou and Giovazolias (2013) which says that children who consider their mothers less caring which refers to the dimension of regularity have a lower empathy response both affective and cognitive empathy. Arzeen, Hassan, and Riaz (2012) also say parents who are responsive to their children can improve their children's empathy skills. The results of the correlation test also showed that the positive maternal parenting style of warmth was significantly positively related to adolescent empathy. This is in accordance with the research of Arzeen *et al.* (2012) which found that loving parenting would increase adolescent empathy. Furthermore, the parenting style of mothers and caregivers in pesantren positive dimensions of support is significantly positively related to empathy. This is in line with Van der Graaff, Branje, De Wied, and meeus (2012) who say that parental support will increase children's empathy.

The results of the correlation test on family characteristics found that the mother's level of education had a significant positive relationship with the mother's parenting style. This finding is in line with Azizah and Hastuti's research (2019) that the longer the mother's education, the higher the affection care applied to the child. The results of the correlation test on the characteristics of caregivers in islamic boarding schools showed that the age of caregivers was significantly positively related to the parenting style of caregivers in islamic boarding schools. Krisnana *et al.* (2016) says that the age of caregivers can influence caregivers in implementing care in lieu of temporary parents. The study also found that the ratio of caregivers and students was significantly negatively related to caregiver parenting styles. Nashiruddin (2019) said that the number of caregivers in islamic boarding schools that are not proportional to the number of students makes caregivers unable to provide exclusive care.

The results of the correlation test on adolescent characteristics found that the length of stay in pesantren had a significant negative relationship with the victim's bullying behavior. This means that students who are new to pesantren have a higher tendency to become victims of bullying. The results of the study are in line with the research of Winarni *et al.* (2016) which found that many junior students were victims of bullying from seniors or students who stayed longer in islamic boarding schools. Meanwhile, the research conducted by Rahmaniah *et al.* (2021) has a different finding, namely that the longer teenagers stay in islamic boarding schools, the higher the tendency to become bullies.

This research shows that in Islamic boarding schools there is a lower risk of bullying behavior even though it is lower than adolescents in public schools. These results are in line with the research of Rahmaniah *et al.*

(2021) which found that the risk of bullying behavior of adolescents in Islamic boarding schools with adolescent boys showed an average bullying score that was higher than adolescent girls, both perpetrators and victims. The results showed that the most common type of bullying behavior is verbal bullying of both the perpetrator and the victim. This is in line with the research of Karina *et al.* (2013) which shows that the most common bullying behavior is verbal bullying. Verbal bullying behaviors are more common because teenagers feel that their words are just jokes without realizing it can hurt the feelings of others.

The results showed that fathers, mothers, and caregivers in Islamic boarding schools were more dominant in applying an autonomy support style. According to Santrock, teenagers who commit delinquency often come from families whose parents provide little support to their children (Kristiaji & Sumiharti, 2003). The study also found fathers, mothers, and caregivers in boarding schools were more dominant in adopting coercive parenting styles. This means that parents and caregivers tend to impose their will where the child is required to always obey. These results are in line with the research of Novianti and Alfiasari (2017) with the findings of coercion being the most dominant negative way fathers and mothers apply to adolescent children. The results of the study found that adolescents rated mothers as providing more warmth, regularity, and support than fathers and caregivers in Islamic boarding schools. This supports Patterson's statement in Sanjiwani and Budisetyani (2014) that adolescents feel closer to the mother and consider the mother to be more supportive and more responsive than the father.

Other findings show that the empathy of students in this study is in the low category. The empathy of female students is higher than that of male adolescent students. This is in line with you *et al.*'s research. (2015) which found that the empathy of adolescent girls is higher than that of adolescent boys. This study also found that there were significant differences in affective empathy between male students and female students. Female students are more able to feel other people's emotions such as when someone is happy, sad, angry and frightened than male students. These findings are in line with the research of Georgiou and Theofanous (2010) which says that adolescent girls have higher average scores than adolescent boys in affective empathy.

CONCLUSIONS AND SUGGESTIONS

The results showed that there were significant differences between men and women in bullying behavior. The average bullying behavior of male students is higher than that of female students, both victims and perpetrators. The average score of verbal bullying behavior is higher than the physical and social bullying of both the perpetrator and the victim. In addition, the average value of bullying behavior in the tendency to become a victim is higher than the average value of bullying behavior in the tendency to become a perpetrator. The results of the relationship test found that the dimension of rejection of fathers and mothers will increase the tendency of students to become bullies, while the dimension of maternal support will reduce the tendency of students to become bullies. Furthermore, the results of the study found that paternal parenting styles, maternal parenting styles, and empathy had a significant negative influence on bullying behavior as a perpetrator. In addition, the length of stay in pesantren has a significant negative influence on bullying behavior as a victim.

Based on the results of research, bullying behavior appears to occur in Islamic boarding schools and it is detected that more people are victims than perpetrators. In view of this, the Pesantren is advised to improve guidance and counseling services so that students can tell the problems experienced without having to feel afraid. In addition, the pesantren must always involve parents to prevent students from becoming perpetrators. Based on the results of the research, the empathy of students is in the low category. Empathy is a factor that influences the bullying behavior of students, so the pesantren is expected to be able to create programs that lead to empathy to prevent bullying behavior of students. The Education Office is advised to form educational activities or counseling to parents and students regarding the impact of bullying behavior on students in collaboration with the school.

REFERENCES

- Albiero, P., Matricardi, G., Speltri, D., & Toso, D. (2009). The assessment of empathy in adolescence: A contribution to the Italian validation of the "Basic Empathy Scale". *Journal of adolescence*, 32(2), 393-408. doi: 10.1016/j.adolescence.2008.01.001
- Arif, M. (2013). The Development of Pesantren in the Era of Technology. *Journal of Islamic Education*, 28(2), 307-322. doi: <https://doi.org/10.15575/jpi.v28i2.550>
- Arzeen, Hassan, S. B., & Riaz, M. N. (2012). Perception of parental acceptance and rejection in emotionally empathic and non-empathic adolescents. *Pakistan Journal of Social and Clinical Psychology*, 10(2), 60-69. <http://www.gcu.edu.pk/FullTextJour/PJSCS/2012July/10.pdf>

- Azizah, S. A. N., & Hastuti, D. (2019). The influence of maternal acceptance-rejection and adolescents self esteem to bullying behavior junior high school students. *Journal of Family Sciences*, 4(1), 12-25. doi: <https://doi.org/10.29244/jfs.4.1.12-25>
- Georgiou, S. N., & Stavrinides, P. (2013). Parenting at home and bullying at school. *Social psychology of education*, 16(2), 165-179. doi: 10.1007/s11218-012-9209-z
- Gómez-Ortiz, O., Romera, E. M., & Ortega-Ruiz, R. (2016). Parenting styles and bullying. The mediating role of parental psychological aggression and physical punishment. *Child abuse & neglect*, 51, 132-143. doi: 10.1016/j.chiabu.2015.10.025
- Karina, K., Hastuti, D., & Alfiasari, A. (2013). Bullying behavior and adolescent character and its relation to family and peer group characteristics. *Journal of Family & Consumer Sciences*, 6(1), 20-29. doi: 10.24156/jikk.2013.6.1.20
- Kokkinos, C. M., & Kipritsi, E. (2012). The relationship between bullying, victimization, trait emotional intelligence, self-efficacy and empathy among preadolescents. *Social psychology of education*, 15(1), 41-58. doi: 10.1007/s11218-011-9168-9
- Kokkinos, C. M. (2013). Bullying and victimization in early adolescence: Associations with attachment style and perceived parenting. *Journal of school violence*, 12(2), 174-192. doi: 10.1080/15388220.2013.766134
- [KPAI] Indonesian Child Protection Commission. (2016). Violence against children is increasingly brutal, KPAI asks all parties to intervene [the internet]. [downloaded on 2019 Sept 10] available on <https://www.kpai.go.id/berita/kekerasanterhadap-anak-makin-brutal-kpai-minta-semua-pihak-turun-tangan>
- [KPAI] Indonesian Child Protection Commission. (2019). [internet]. KPAI said that violations of children's rights continue to increase [downloaded in 2022 March 8] available on <https://www.kpai.go.id/publikasi/kpai-sebut-pelanggaranhak-anak-terus-meningkat>
- [KPAI] Indonesian Child Protection Commission. (2020). A number of bullying cases have colored the record of child problems in early 2020, as the KPAI [internet] Commissioner said. [downloaded on 2022 March 8] is available on <https://www.kpai.go.id/publikasi/sejumlah-kasus-bullying-sudah-warnaicatatan-masalah-anak-di-awal-2020-begini-kata-komisioner-kpai>
- Krisnana, I., Rachmawati, P. D., & Sholihah, M. A. (2016). The role of hone (3A) caregivers with the language development of toddler-age children in daycare parks. *Ners Journal*, 11(2), 240-245. doi: <http://dx.doi.org/10.20473/jn.V11I22016.240-245>
- Kristiaji, W. C., Sumiharti, Y. (2003). *Adolescence of Adolescent Development*. 6th Ed. Jakarta (ID): Erlangga
- Mitsopoulou, E., & Giovazolias, T. (2013). The relationship between perceived parental bonding and bullying: The mediating role of empathy. *The European Journal of Counselling Psychology*, 2(1), 10. doi: 10.5964/ejcop.v2i1.2
- Muñoz, L. C., Qualter, P., & Padgett, G. (2011). Empathy and bullying: Exploring the influence of callous-unemotional traits. *Child Psychiatry & Human Development*, 42(2), 183-196. doi: 10.1007/s10578-010-0206-1
- Nashiruddin, A. (2019). The Phenomenon of Bullying at the Al-Hikmah Islamic Boarding School, Kajen Pati. *QUALITY*, 7(2), 81-99. doi: <http://dx.doi.org/10.21043/quality.v7i2.6295>
- Novianti, D. S., & Alfiasari. (2017). First-year student life satisfaction: its relation to student character and parenting style. *Journal of Family & Consumer Sciences*, 10(1), 13-23. doi: <https://doi.org/10.24156/jikk.2017.10.1.13>
- Parada, R. H., Marsh, H. W., & Craven, R. (2005). There and back again from bully to victim and victim to bully: A reciprocal effects model of bullying behaviours in schools. *In Australian Association for Research in Education 2005 conference papers*. <http://www.aare.edu.au/05pap/par05325.pdf>
- Rachmah, D. N. (2016). Empathy for the bully. *Ecopsy Journal*, 1(2), 51-58. doi: <http://dx.doi.org/10.20527/ecopsy.v1i2.487>
- Rahmaniah, B. I., Alfiasari, & Sulastri, S. (2021). Strengthening Parents and Alternative Care in Shaping Empathy and Preventing Bullying among Adolescents in Boarding School. *SEA-CECCEP*, 2(01), 3-20. <http://seameo-ccccep.org/journal/index.php/eccep/article/view/12>
- Sanjiwani, N. L. P. Y., Budisetyani, I. G. (2014). Maternal permissive parenting and smoking behavior in adolescent boys at SMA Negeri 1 Semarang. *Udayana Journal of Psychology*, 1(2), 344-352. doi: <https://doi.org/10.24843/JPU.2014.v01.i02.p13>
- Sarlito, W., & Sarwono. (2012). *Adolescent Psychology*, Jakarta: PT Raja Grafindo Persada, 255
- Skinner, E., Johnson, S., & Snyder, T. (2005). Six dimensions of parenting: A motivational model. *Parenting: Science and practice*, 5(2), 175-235. doi: 10.1207/s15327922par0502_3
- Sunarti, E., Atat, S. N., Noorhaisma, R., & Lembayung, D. P. (2005). The influence of family economic pressures, social support, marital quality, upbringing, and emotional intelligence of children on

- children's learning achievement. *Nutrition & Society Media*, 29(1), 37. <https://202.124.205.241/handle/123456789/5323>
- Syafe'i, I. (2017). Islamic boarding schools: Character building educational institutions. Al-Tadzkiyyah: *Journal of Islamic Education*, 8(1), 61-82. doi: <https://doi.org/10.24042/atjpi.v8i1.2097>
- Van der Graaff, J., Branje, S., De Wied, M., & Meeus, W. (2012). The moderating role of empathy in the association between parental support and adolescent aggressive and delinquent behavior. *Aggressive behavior*, 38(5), 368-377. doi: 10.1002/ab.21435
- Winarni, I., Alfiasari & Lestari, R. (2016). Exploration of the Phenomenon of Bullying Victims in Adolescent Mental Health in Islamic Boarding Schools. *Journal of Nursing Science: Journal of Nursing Science*, 4(2), 99-113. <https://jik.ub.ac.id/index.php/jik/article/view/98>
- You, S., Lee, J., Lee, Y., & Kim, A. Y. (2015). Bullying among Korean adolescents: The role of empathy and attachment. *Psychology in the Schools*, 52(6), 594-606. doi: 10.1002/pits.21842