Family Communication and School Environment as a Cause of Bullying Behavior in Adolescents

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Abstract

Communication between adolescents and parents is an important part of the period of self-discovery. Bullying behavior that occurs in adolescents develops from an ongoing process of interaction in the family, school, and peer environment. Teens are especially vulnerable to engaging in bullying behavior. The communication environment of adolescents with parents, schools, and peers is an important factor in the occurrence of bullying behavior. Adolescents will imitate based on the results of observations encountered in family, school, and peers. Communication between adolescents and parents is important in minimizing bullying behavior. This research uses qualitative methods. Research location in Bogor. Data collection was conducted through observation, in-depth interviews, and documentation studies. The study involved five informants consisting of two bullies and three victims of bullying. The research informants selected were young men and women in Bogor, aged 17-18 years, high school students, and equivalent school who had been victims and/or perpetrators of bullying. In the initial stage, researchers distributed an open-ended questionnaire according to the above criteria. This open questionnaire aims to reveal aspects of the adolescent communication environment in the family, school environment, and peers. The results showed that the communication environment in the family, school, and peers of adolescents plays an important role in the occurrence of bullying behavior. Bullying behavior in adolescents begins as a victim and then as a perpetrator or perpetrator becomes a victim. Bullying carried out by adolescent girls at school is verbal and social, while bullying carried out by adolescent boys at school is verbal and physical.

Keywords: family communication, neighborhood, peers, school

Abstrak

Komunikasi remaja dengan orangtua merupakan bagian penting pada masa pencarian jati diri. Perilaku perundungan yang terjadi pada remaja berkembang dari proses interaksi yang berkelanjutan di lingkungan keluarga, sekolah dan teman sebaya. Remaja sangat rentan terlibat dalam perilaku perundungan. Lingkungan komunikasi remaja dengan orangtua, sekolah serta teman sebaya menjadi faktor penting pada terjadinya perilaku perundungan. Remaja akan meniru berdasarkan hasil pengamatan yang dihadapi dalam keluarga, sekolah dan teman sebaya. Komunikasi remaja dengan orangtua menjadi hal penting dalam meminimalisir perilaku perundungan. Penelitian ini menggunakan metode kualitatif. Lokasi penelitian di Bogor. Pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan studi dokumentasi. Penelitian ini melibatkan lima informan yang terdiri dari dua pelaku pelaku perundungan dan tiga

korban perundungan. Informan penelitian yang dipilih adalah remaja putra dan putri di Bogor, berusia 17-18 tahun, siswa Sekolah Menengah Atas (SMA) dan sekolah yang sederajat yang pernah menjadi korban dan/atau pelaku bullying. Pada tahap awal, peneliti menyebarkan kuesioner terbuka sesuai kriteria di atas. Kuesioner terbuka ini bertujuan untuk mengungkapkan aspek-aspek lingkungan komunikasi remaja dalam keluarga, lingkungan sekolah dan teman sebaya. Hasil penelitian menunjukkan bahwa lingkungan komunikasi dalam keluarga, sekolah dan teman sebaya remaja berperan penting pada terjadinya perilakuperundungan. Perilaku perundungan pada remaja diawali sebagai korban lalu sebagai pelaku ataupun pelaku menjadi korban. Perundungan yang dilakukan remaja perempuan di sekolah berbentuk verbal dan sosial sedangkan perundungan yang dilakukan remaja laki-laki di sekolah berbentuk verbal dan fisik.

Kata kunci: komunikasi keluarga, lingkungan, sekolah, teman sebaya

Introduction

Bullying is increasingly rife in Indonesia. If previously the perpetrators and victims were at the high school level, now the education level of perpetrators and victims of bullying has been at the junior high school and elementary school levels. Many teenage victims of bullying commit suicide. KPAI data from 2011-2019 recorded that 574 boys were victims of bullying, 425 girls were victims of bullying at school, and 440 boys and 326 girls were bullies at school. Data released by KPAI on February 13, 2023, stated that the increase in the number of bullying cases was 1,138 cases of physical and psychological violence. In 2018, Indonesia ranked 5th out of 78 countries with the most bullying cases. This condition is urgent to address, considering that in 2045, Indonesia will be in the Golden Indonesia period, a living condition of society dominated by productive groups. The availability of superior human resources will bring Indonesia to the level of a developed country. Superior human resources have comprehensive intelligence (productive and innovative), peace in their social interactions, strong character, health in natural interactions, and superior civilization. Excellent human resources can be realized through the formation of mental health; in this case, quality human resources are not perpetrators or victims of bullying.

Bullying is defined as aggressive behavior carried out by someone intentionally in physical, verbal, and psychological forms and carried out repeatedly to have a negative impact on the victim (Suparwi, 2014). The problem of bullying does not stand alone. Bullying behavior is formed based on the experience and education a person gets in his life, and other factors affect him. Several studies have found a link between family communication and bullying behavior. The family is the environment in which a person is born and develops and plays an important role in preventing bullying behavior. Communication within the family can determine how family members relate to other individuals outside the family. Research by Rohner et al. in America shows that a mother who treats children harshly, both physically and verbally, will produce a child who tends to be abusive after adulthood (Rohner, 1986). Harmonious communication between parents and adolescents is believed to lead to good interpersonal relationships and social exchanges. Communication between adolescents and families can occur reciprocally and one after another, from parent to child or child to parent (Firdanianty et al., 2016).

This study explores adolescent communication patterns by combining three scientific fields: communication science, family science (adolescents with family and peers), and education. In the early days of adolescent transitions in an increasingly broad and rapidly changing social environment, adolescents are more prone to deviant behavior,

such as bullying, than in previous stages of development. Lestari Research (2016) states that family factors, peer factors, and mass media factors are the causes of bullying behavior among students at school. Bullying behavior is prevalent in schools and peer circles. In adolescence, peer recognition becomes very important. Acts of violence committed by students are a serious problem both carried out individually and in groups (Latifah, 2012). Deviant bullying behavior is influenced by association with peers of the same age or peers (Karina et al., 2013).

Based on the problems that have been raised, the problems that will be raised in this study are how the relationship between family communication, peer environment, and bullying behavior in adolescents. The purpose of this study is to find out how adolescents imitate communication made by parents in the family and peer environment that influences the occurrence of bullying behavior. According to Le Poire, family communication is the process of intentionally conveying messages between parties who have biological relationships or are legally bound through relationships with commitments such as marriage (Bahfiarti, 2016). Family is a significant predictor of all forms of adolescent bullying. Parents have a role in minimizing bullying behavior by establishing positive communication with children (Charalampous et al., 2018). The poor quality of communication between parents and children can be a factor in deviating adolescent behavior (Malihah & Alfiasari, 2018); lack of warmth and physical and rude discipline by parents also affect bullying behavior. This study also found the influence of parental communication on adolescent behavior patterns by 27 percent, meaning that adolescent behavior is influenced by the way their parents communicate. This research aims to determine the role of adolescent communication with parents in the family environment as a cause of bullying behavior. Bullying behavior involves both the perpetrator and the victim. The characteristics of victims and bullies have peculiarities. Certain characteristics peculiar to bullying victims are their different appearances or different daily behavior habits. Some victims were "chosen" because of their different sizes. They are considered physically smaller than most children, taller than most children, or overweight. Victims of bullying have submissive and permissive personalities, unable to defend themselves and their rights despite not being the target of bullying.

The National School Safety Center (NSSC) USA explains bullies are usually excessively aggressive, and destructive and enjoy their dominance over other children (Carney & Merrell, 2001; NSSC, 1995, in Smokowski and Kopasz, 2005). They also tend to be irritable, explosive, and have a low tolerance for frustration (Olweus, 1993, in Smokowski and Kopasz, 2005). Bullies have a peculiarity: many parents do not provide enough guidance or guidance regarding positive behavior. Parenting that is too permissive, too harsh, or inconsistent has consequences when children break the rules. Coloroso divides bullying behavior into four types *first*, verbal bullying, physical bullying, relational bullying, and electronic bullying, commonly referred to as *cyberbullying*. Verbal bullying is the easiest to do and is the beginning of other bullying behaviors and can be the first step towards further violence. Regarding perpetrators of gender-based bullying, (Priyatna, 2010) concluded that boys tend to bully in the form of physical aggression, girls tend to bully other girls indirectly, for example, by spreading issues, gossip, or slander, girls tend to experience bullying in the form of sexual harassment. For example, receiving sexual comments because of their physical

appearance and being teased excessively. Children who experience bullying tend to feel embarrassed to tell their problems to their parents and the school. This is what sometimes makes bullying more intense and harder to stop. This research aims to analyze adolescent communication problems with parents and factors that influence bullying behavior in adolescents in Bogor.

Methods

Participant

This study uses qualitative methods with a phenomenological approach where researchers try to describe how adolescents imitate parents in communicating. Qualitative methods are one of the appropriate methods used to reveal the dynamics that occur and to explore and obtain more in-depth data (Creswell & Poth, 2018). Phenomenology is used when researchers want to obtain actual data related to certain phenomena through a direct approach to participants. The informants, or whom we can call participants in this study, were teenagers, totaling five people. This research was conducted from March to August 2023 di Bogor.

The research informants selected were adolescent boys and girls in Bogor, based on the following considerations: 1) aged 17-18 years, 2) high school students or equivalent, 3) had been victims and/or perpetrators of bullying. Researchers distributed an open questionnaire to 12 adolescents in the initial stage according to the above criteria. This open questionnaire aims to reveal aspects contained in social learning theory based on the triadic reciprocal formulation (reciprocal interaction between personality-environment-behavior)" (Bandura,2006).

Measurement

The data collection methods used in this study were documentation methods, interview methods, and questionnaires. Each method has a role in data collection. The purpose of this documentation is to obtain an original point of view of real events. Official documents are seen as capable of providing a picture of the activities and involvement of individuals in a particular community in a social setting. This documentation method is used to answer the existence of verbal bullying and verbal deviation forms of bullying in terms of the principle of language politeness. In this study, researchers chose an unstructured interview method. An unstructured interview provides freedom for the interviewer to dig up the necessary information. However, in this case, the researcher used one fishing question to reveal a wider range of things. In addition, this study used a questionnaire method to collect data by asking questions or written statements to several individuals as material for consideration and development.

Analysis

The interview was conducted face-to-face. Each interview lasts for approximately 60-90 minutes. In general, interview guides refer to the theory used. The qualitative data analysis process includes several steps: narration of raw data from interviews and questionnaires, preparation of keyword codes, data reduction, grouping of similar themes, validity testing, and preparation of reports (Mulyatiningsih, 2011).

Findings

The research results and findings obtained in the field are presented in the tables, as well as information and analysis of characteristics, roles in bullying behavior, time of bullying, and communication that occurs within the family and peer's environment.

Characteristic of Adolescent Bullying Behavior

Participants in the study ranged in age from 17 to 18. Two people have been bullied. One informant became the perpetrator and victim of bullying. Three other informants were victims of bullying. Four participants came from families with middle to upper economic strata, and one person from families with lower economic strata. One person has divorced parents and lives with his biological mother. The other four live with their parents. One informant had a father as a soldier. Three informants had fathers as private employees. Another informant worked as a laundry laborer. The mothers of all participants were housewives. Two informants were bullied more than five times. Three informants were bullied more than three times. Internal factors in the form of personality and behavior are seen as dynamic reaction factors in the development of bullying behavior. The adolescent bullies and/or victims are shown in Table 1.

Table 1. Characteristics of adolescent bullies and/or victims of bullying

Informer Code	Gender	When bullying behavior occurs	Role in bullying behavior	Have/don't have peers
W, 17 years old, vocational student	Male	Events occur at home and at school, from elementary to junior high school	As a victim at home and at school	The frequency of communication with father, mother, brother, is rare.
S, Female, 18 years old, vocational student	Female	Bullying incidents are experienced from elementary school to junior high school.	As a victim. When elementary school was bullied for wearing thick glasses. When eight people were bullied in junior high school, they were often told to.	Communication with parents is frequent. However, do not talk and discuss the problem at hand. This is because parents argue that what friends do at school should be solved by them.
D1.17 years old, high school student	Male	The incident occurred while in high school.	As a bully in junior high school and a victim of bullying in high school semesters 1-4, bullied by upperclassmen. His big body became ridiculed every day. His study equipment is often hidden. In semester 4, D fought back by physically retaliating and damaging property in the school. After he resisted, the upperclassmen no longer graced him.	Communication with the father is very rare. Father gave orders more often than listened. Fathers often physically and verbally abuse their children.

Continue from Table 1

Informer Code	Gender	When bullying behavior occurs	Role in bullying behavior	Have/don't have peers
D2, 17 years old, high school student.	Female	Bullying occurs at school because they often get sick while at school.	As a victim, bullying is done by staying away and refusing to sit close to each other, and some friends are throwing away their belongings.	Communication with parents is very limited, parents do not like if children often complain about problems at school, making D unable to tell their problems.
D3, 18 years old, MAN student.	Female	D3 bullied at school, first alone, then with a few friends.	As a perpetrator in junior high school.	Mrs. D is the second wife. D only occasionally meets. When meeting the father, new communication can be made. Communication with mom is relatively smooth. However, the mother is not the decision-maker if there is a problem.

Communication Adolescent Engage in Bullying with Parents

Adolescents' relationships with positive parents are characterized by low conflict, high levels of support, and open communication. Teens who reported having a good relationship with at least one parent had better physical and mental health. Conversely, adolescents who experience frequent conflicts with parents, plus low parental support, are more likely to engage in risky behaviors, such as bullying Children learn from their environment so that it is then produced in personal and behavioral dynamics. Family communication, known to participants from birth, exemplifies various things in it as a familiar environment. This theory looks at the internal and external elements of the child in balance. Humans imitate the behavior they see. This imitation process occurs in two ways, namely imitation and identification. Imitation is the replication or imitation that humans do directly after observing the behavior of others around them. At the same time, identification is imitation that is done after making observations but not literally, doing the same behavior as what he sees.

Individual behavior and environmental factors interact and influence each other in responding to the situation. Internal factors in personality and behavior are seen as dynamic reaction factors in the development of bullying behavior. In addition, environmental factors in the form of the existence of significant others that he observed and saw were indirectly digested and reproduced their behavior as modeling dynamics in the behavioral learning process. Family is one of the environmental factors that can affect human thought processes and actions. One of the results of a person's communication process is the result of observations in imitation and self-identification of how the communication process in his family takes place. This theory explains that from the internal side, bullying behavior arises because of the child's belief that he can control their

self-functioning and environmental events as well as the ability to explore, manipulate, and influence the environment for the desired results. Bandura is used to denote the triadic interaction of such factors. These are three reciprocal factors that need not be equally strong or equivalent. However, all three vary relatively depending on the person and situation. Bandura's social learning theory briefly states that children learn from their environment so that they are then produced in personal and behavioral dynamics. This theory looks at the internal and external elements of the child in balance. Internal factors in the form of personality and behavior are seen as dynamic reaction factors in the development of bullying behavior. In addition, environmental factors in the form of the existence of significant others that he observed, and saw were indirectly digested and the reproduction of his behavior as a modeling dynamic in the behavioral learning process.

Based on interviews with W, S, D1 and D2, their communication with parents was more pleasant, such as "Have you eaten or not" questions. D2 explained that since childhood, his communication with his parents was more one-way. Parents dominate the communication process that takes place by giving messages and advice that are repeated at different times. "My communication with parents is more parental advice, never asked, how my friends or other questions show parents' attention to children ."One of the results of a person's communication process is the result of observation in the form of imitation and self-identification of how the communication process in his family takes place. This is also related to the results of the family communication process. The better the quality of family communication, the better the communication process of an individual outside the environment.

Adolescent and Peer Environments

The environment with peers is an important space for adolescents. The peers referred to in this study are adolescents who have approximately the same age or level of maturity as the informants. D1, when he was in junior high school (SMP) had peers who tended to support him, especially when bullying. The recognition that D1 got from his peers at school made him more confident. "When I used to bully, friends sometimes joined in. They are waiting for a command from me (D1). Happy is also considered a leader, even for bullying. I understand, too, bullying is not true. But the support of my friends makes me pede (percaya diri/confidence)".

However, when he was in high school, D1's friendship environment was with junior high school. His tall body is considered scary, so friends feel uncomfortable with D1. This condition makes D1 more often alone. This loneliness is what then triggers his upperclassmen to bully. D1 became a victim of bullying from the beginning of semester 1 to the end of semester 4. There are about 6 people who bully. One person who is the most rancid, smaller than me, is the one who bullies the most. If he bullies, then his friends will follow. I didn't dare to fight back during the 1st and 2nd grades because even though they were smaller, they were known to be like brawls; at school, they were afraid of them. The fear and insecurity I felt at that time, which was the reason they succeeded in bullying me. They are brash".

The same thing happened to D3 (Female). In junior high school, D3 was known to be bitchy (judes) and often talked scathing to his friends. Many friends were afraid of D3 at that time. When bullying, D3 is not alone, there are three close friends. However, when he was in high school, his friendship environment was different. His attitude is not liked, so no one wants to be his close friend. "There are only comfortable friends, just chat that needs to be. In high school, I was more often alone."

According to what was conveyed, conditions experienced in D1 and D3 informants, the peer environment can also lead to negative influences. For some teens, the experience of being rejected or ignored can make them feel lonely and hostile. Unpleasant experiences with peers are also associated with mental health problems and later crime. Peer culture can influence adolescents to underestimate parental values and control, such as committing violations.

The bullying carried out by D1 and D3 with some friends while in junior high school is related to the culture of peers in underestimating values (rules and regulations at school) and committing violations. The peer environment influences the occurrence of bullying behavior. When the peer environment is not supportive, bullying does not occur. Regarding bullies, Bandura, in his theory of social cognition, says that minutia explore, manipulate, and influence their environment. Human beings can self-regulate in the form of self-evaluation and efficacy and are able to produce experiences and determine the type of environment they want. This is what happens to D1 and D3 which found that adolescents have high attachment with their peers. The results of the study also showed that aggressive behavior and high juvenile delinquency were directly influenced by low communication between parents and adolescents, and high friend attachment. Bullies whom their peers do not support will become isolated and intertwined with the extinction of bullying behavior.

Discussion

Bullying behavior that occurs in adolescents begins in the family. A rigid, closed, and surrounded family environment with negative attitudes, physical and verbal violence, and low-quality meetings are triggering factors. Adolescents who are accustomed to seeing and experiencing violence in the family will commit the same violence to others outside the family environment. Bullying is one of the consequences of violence experienced in the family. This is in line with the results of research (Moral & Ovejero, 2021), which resulted in findings that a negative family environment triggers bullying behavior in adolescents. This study is different from research that has been done before by other researchers. In this study, researchers explored efforts to prevent bullying behavior in adolescents with family communication. Family communication has a big role in preventing bullying behavior in adolescents. Researchers also included peer environmental factors as an environment that can attract adolescents to bullying behavior or prevent adolescents from engaging in bullying. Family perceptions of violence also contribute to bullying behavior. Families who still apply violence in childcare respond to bullying behavior as a normal condition. Adolescents who experience violence in parenting as a way used by parents to apply discipline will perceive bullying as normal and normal behavior.

Bullying behavior arises as an active response of children in dealing with situations or environmental reactions. In general, Bandura's theory states that bullying behavior is caused by a behavioral model and repeated because of reinforcement of the behavior he has done (Jessen, 2012). Students in Senior High School bullied underclassmen in the form of threats, physical bullying such as poking the head, pushing the shoulder, or stamping with the leg so that the victim fell. The results of this study are in line with the findings (Azizah & Hastuti, 2019); type of bullying behavior that adolescents more often

carry out is verbal bullying such as laughing at a friend who is being ridiculed, ridiculing a friend using a parent's name, and giving a rude nickname to other students. Another study conducted by Tsaousis (2016) found that the type of bullying that adolescents most often carry out is verbal bullying, especially not-so-good name-calling and spreading rumors or gossip. Verbal bullying is most common because most teenagers feel that it is natural and sometimes adolescents do not realize that the words they say have hurt the feelings of others. Women are more vulnerable to being involved in this form of crime. Research shows that limited communication between adolescents and parents is one of the causes of bullying. In line, Ramadhanti et al. (2022) found that families with high communication patterns during the pandemic showed that family members were more open in expressing opinions. Interpersonal communication in the family is a family resource that can help adolescents develop identity and openly convey their problems (Ramadhana et al., 2019). The poor quality of communication between parents and adolescents can be a factor causing deviations in adolescent behavior (Gunawan, 2013). The research of A child or adolescent who is raised in a family social environment that is not good or family disharmony then the risk of children experiencing personality disorders, becoming an antisocial personality, and behaving defiantly is greater than in children raised in healthy or harmonious families (sakinah). A harmonious family can reduce juvenile delinquency behavior. This statement is supported by research conducted by Hariz (2013), who found that adolescents who have a positive perception of family harmony are less likely to commit juvenile delinquency than adolescents who have a negative perception of family harmony and vice versa. Less harmonious families related to tension in the family can make children or adolescents uncomfortable and affect the development of emotions and aggressive behavior.

The results of this study also found that families with violence can also influence the tendency of aggressive behavior of adolescents. Some reports suggest that the frequency of physical, verbal, assault, and other types of violence that occur in the family can usually predict similar behavior in the future to others (Ryan, 2005). Bandura explained the behavioral mechanisms of aggression acquired from the social environment through observation and imitation of the aggressive behavior of others. In the classic study, children observed a film that showed film actors beating Bobo dolls with positive reinforcement, namely being given praise and left; it was found that children who saw the film tended to imitate the aggressive behavior, and vice versa. Bandura also developed vicarious learning of aggression and showed that children will usually imitate role models in their environment if there is an advantage, even if the child has not experienced the event.

In Bandura's cognitive social learning theory, behavioral, environmental, and personal/cognitive influence each other reciprocally. In a family environment where there is violence, adolescents can observe and imitate violent behavior either consciously or unconsciously. Santrock (2007) explains that through observational learning, adolescents can form ideas about the behavior of others and then adopt that behavior into adolescents. Zakiyah (2017) found that bullying can occur due to several factors, namely: 1) coming from a troubled family, where parents often show actions that can be emulated by children, such as punishing children excessively. In addition, the condition and atmosphere of the house make children stressed. 2) ignoring bullying. Pratiwi and Sutanto (2015) found that the role of parents, environment, and culture influences bullying. So

the role of parents is very important, as they provide a safe place for children's health (Pongatung et al., 2019).

The study's results found that bullying occurred when informants were at school, during recess, when there was a break in worship activities, going to the cafeteria, or when alone in class. A school environment with limited open space facilitates bullying behavior. Usually, bullying is done in a corner of a classroom or a closed or quiet place. In line with Petrie (2014), bullying cases that occur at schools have become one of the environments where bullying occurs. This is in line with the findings of Karina et al. (2013) who explained bullying occurs a lot in adolescents in the school environment. School climate is a very important factor in the understanding of students' attitudes and beliefs to violence and bullying. According to Cohen (2010), school climate is a pattern of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Both positive and negative school climates impact the frequency of bullying in schools. Many researchers believe that school climate directly impacts students' attitudes and behaviors, including the prevalence of bullying (Petrie, 2014). This research still needs to be continued by examining communication strategies that are appropriate for parents and adolescents, especially adolescents with complete parents and adolescents with divorced parents, in the prevention of bullying behavior.

Conclusion and Recommendation

Conclusion

Adolescents who are raised in a family environment that is accustomed to violence will imitate the violence experienced in the family. Communication between adolescents and parents in uns harmonious families makes adolescents not free to convey their problems, especially at school and in their peer environment. Messages of violence and rejection or coercive messages conveyed by parents to adolescents result in imitation by adolescents to peers and make adolescents victims of bullying. The peer environment influences the sustainability of bullying behavior. In bullying behavior, there is an opposite pattern: the victim can be the perpetrator, and the perpetrator can be the victim. Bullying by adolescent girls is done in verbal and social forms, while bullying by adolescent boys is done in verbal and physical forms.

Recommendation

These findings can be used by family science scholars to further investigate the function of the family in solving bullying behavior. Communication scientists can use the findings of this research to develop appropriate strategies to communicate within families to avoid and solve bullying behavior. Furthermore, the findings of this research can be used by relevant ministries to develop family-friendly policies. The recommendations of this research can be considered for related institutions of the Ministry of Women's Empowerment and Child Protection, the Indonesian Child Protection Commission, the Ministry of Education, and the Family Welfare Development Institute (PKK) in implementing bullying behavior prevention programs in adolescents.

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