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Original Article

The Influence of Toxic Parenting on Bullying Behavior

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Abstract. The aim of this research is to find out whether there is an influence of toxic parenting on bullying behavior and aims to see a picture of toxic parenting on bullying behavior. The method used in this research uses a quantitative approach. The population and sample in this research were 185 students at SMAN 93 Jakarta. Data were analyzed using SPSS version 27 software with linear regression techniques. The findings in this research are that there is a significant influence of toxic parenting (X) on bullying behavior (Y), seen from the contribution given by toxic parenting of 20.1% to bullying behavior. In addition, the regression coefficient is positive, so it can be stated that the increase in toxic parenting causes an increase in bullying behavior.

Keywords: Toxic Parenting, Bullying, Positive

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Introduction

Education is the foundation of a nation. A great nation starts development from its education (Kusumaningrum et al., 2018). Education as an effort to eradicate ignorance is stated in article 5 paragraph 4 of Law no. 20 of 2003, concerning the National Education System, that all citizens have potential and intelligence, therefore they have the right to receive special education (Sunarsih et al., 2023). In an effort to implement education in schools, various supporting factors are needed. One of these factors is classroom and school conditions that are conducive for students, namely physically conducive and non-physical conditions that are not conducive are caused by bullying behavior (Maylitha et al., 2023). Recently, cases resulting from bullying in schools have become more frequent, both through information in print media and on television screens (Yunika et al., 2013). Apart from brawls between students, there are indeed forms of bullying behavior that have long existed in schools but have received little attention and are not even taken seriously (Nasir, 2018). For example, forms of bullying from friends or bullying, isolating oneself from friends which is usually called bullying behavior, so that children become lazy about going to school because they feel threatened and afraid (Adena Nurashiah Siregar, 2022).

Bullying behavior is an action that aims to hurt someone, make someone suffer and disturb someone's peace (Zickuhr, 2016). The results of research conducted by the National Association of School Psychologists show that more than 160,000 teenagers in the United States miss school every day because they are afraid of bullying (Syukri, 2020). Other data states that the number of bullying cases in Indonesia in 2023 will reach 95.4% (Wicaksono, 2023). The Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI), bullying cases are still a terror for children in the school environment. From this data it is known that 226 bullying cases were recorded in 2022. Then in 2021 there were 53

cases, in 2020 there were 119 cases, in 2023 there were 87 cases (Restu, 2023). Data from the 2018 Program for International Students Assessment (PISA) research shows that 41.1% of students admitted to having experienced bullying in Indonesia. Apart from that, Indonesia is in the fifth highest position out of 78 countries as the country where the most students experience bullying (Dwi Handayani Jayani, 2019).

According to Olweus, bullying behavior is an action carried out to hurt other people, this action takes the form of saying hurtful things, making fun of, or calling names with hurtful nicknames, ignoring or excommunicating from the game group, hitting, kicking, pushing (Irawati et al., 2021). Bullying behavior is a negative action carried out repeatedly by a person or group of people that is offensive because of an imbalance of power between the parties involved (Irawati et al., 2021). Bullying behavior needs special attention (Tarishah Kusumawardani, 2021). According to Smith and Thompson, bullying is defined as "a set of behaviors that are carried out intentionally and cause physical and psychological injury to those who receive them. Bullying behavior in question includes actions that are mocking, social exclusion, and hitting (Sulisrudatin, 2014). Bullying behavior tends to be ignored or given little attention in everyday life. Many people still think that bullying is not dangerous, even though bullying can actually have a bad impact on the victim (Wulandari, 2017). The impact that bullying behavior can have on individual life, academic life, and social life (Irawati et al., 2021).

Factors that cause bullying are family factors, peer factors, and mass media factors (Lestari, 2016). Family factors play a big role in causing bullying behavior, because the family (especially the perpetrator's family) does not provide full love and attention (Usman, 2013). This excessive intensity of communication between peers is what allows the desire to oppress or bully or incite their friends to emerge (Chris, 2016). The mass media factor (television, radio and newspapers) as a cause of bullying does not have too big a role because it is the spectacle or program that is most frequently watched (richard oliver & Zeithml., 2021).

The physical impacts of someone who experiences bullying are headaches, bruises, physical chest pain, physical complaints, sleep disturbances, loss of appetite, etc (Matraisa Bara Asie Tumon, 2014). The social impacts of people who experience bullying experience fear and lack of self-confidence, feel uncomfortable and unhappy, close themselves off from relating to other people (Obet Nego & Hulu, 2020). Bullying is a behavior that can be influenced by many factors, one of which is parental parenting, namely Toxic Parenting (Maria & Novianti, 2017). "Toxic parents are those who demonstrate life and interaction styles that damage children's ability to form healthy connections with family members, friends, and partners." This sentence means that parents can be categorized as toxic, namely parents who adopt a lifestyle and interactions that can damage children's ability to build healthy relationships between families, as well as with friends and partners (Pratiwi et al., 2020). Toxic parents are parents who do not respect and treat their children poorly as individuals. They carry out various forms of violence against their children and even disrupt their psychological condition or mental health (Ganda Putri, 2022).

Toxic parents prefer not to bargain, take responsibility, or apologize to their children (Khairunnisa, 2021). Toxic Parenting is bad parenting procedures that parents do to their children which is taken from their parents' treatment when caring for them and so on (Indrawati et al., 2014). Toxic parent is a popular term used to describe a dysfunctional family. He defines it as a family that does not function properly or is unhealthy (Iela latifa, 2023). Based on statistics conducted by John Bradshaw, 96% of all families are dysfunctional/toxic families. A family is said to be toxic when there is a lot of conflict, neglect of children, physical/psychological violence, which is carried out regularly by one family member against another family member (Sara Alisha Louhenapessy, 2020). Survey results from the Indonesia National Adolescent Mental Health Survey (I-NAMHS) This number is equivalent to 15.5 million teenagers in the country. So Toxic Parenting needs to be a special concern in Indonesian society (Chairunnisa Chaisa, 2023).

Dunham and Dermer explained that there are 3 types of toxic parents, namely "Pageant parents, dismissive parents, and contemptuous parents who are insulting." These types are as follows: (Pratiwi et al., 2020). Pageant parents are parents who try hard to shape their children according to their wishes. Dismissive Parents are parents who often underestimate their children. These parents may be at home every day but they are not involved in the child's life (Fitri Ramadani, 2022). Contemptuous Parents are parents who often insult their children. These parents have desires and dreams that depend on their children (Khairunnisa, 2021). The characteristics of Toxic Parenting pressure children emotionally and psychologically, bribing children with money or rewards to comply with parents' wishes, making children involved in parents' problems so that children also feel guilty if they want something, giving excessive physical punishment to children for reasons discipline (Rifani et al., 2018).

Method

This research is a quantitative descriptive research on students at SMAN 93 Jakarta. The sample in this study consisted of 185 students (male = 41.7%; female = 58.3%), the students in the research sample were aged 16-18 years. Sampling used random sampling technique. Data was collected through two questionnaires, among other toxic parenting instruments that I adopted (Khairunnisa, 2021) developed from theory Dunham (2012) which totals 16 items and bullying behavior instruments that I adopted from (Nadhifa, 2018) developed from theory Olweus (2013) totaling 23 items. The questionnaire uses 4 points with a Likert scale model including answer choices: always, often, rarely, and never. And strongly agree, agree, disagree, strongly disagree. The instrument has been tested for validity using SPSS version 27 software. The results of SPSS analysis on the toxic parenting instrument show that item reliability is 0.960 from 16 valid items, so the items on the instrument that have been tested are declared reliable because they meet the prerequisite criteria for the reliability test, namely $> 0,60$ with the relationship level being in the strong category, meaning that the instrument has good quality for measuring toxic parenting and the items on the instrument are representative for measuring toxic parenting.

Meanwhile, the results of the SPSS version 27 analysis on the bullying behavior instrument showed that item reliability was 0.870 from 23 valid items, so the items on the instrument that had been tested were declared reliable because they met the prerequisite criteria for the reliability test, namely $> 0,60$ with the level of relationship being at strong category, meaning that the instrument has good quality for measuring bullying behavior and the items in the instrument are representative for measuring bullying behavior. Furthermore, this research data was analyzed using SPSS software with linear regression techniques.

Participants

Population is a group of subjects to whom the researcher wants to generalize the results of his study (J. Jama, 2019). The population referred to by the researcher is all 11th grade students at SMAN 93 Jakarta for the 2023/2024 academic year, totaling 185 students.

Sampling Procedures

Sample selection is the process of selecting a number of individuals in such a way that they are representative of the larger group from which they were drawn (J. Jama, 2019). Simple Random Sampling Technique: Simple random sampling means that n samples are taken from

N population and each member of the population has the same chance of being taken. (Retnawati, 2015). The calculation results show that the sample in this study amounted to 185 students at SMAN 93 Jakarta.

Materials and Apparatus

This research collected data using a questionnaire. A questionnaire is a method used to collect data in the form of several written statements to obtain information from respondents regarding things they have experienced (Sandu Siyoto & Sodik, 2015). Each questionnaire contains statements with a different number of questions.

Procedures

The materials and equipment used by researchers in conducting research were using mobile phones, then distributing questionnaires via Google Form. The independent variable is bullying behavior and the dependent variable is toxic parenting. This research aims to see how toxic parenting influences bullying behavior. The researcher's role during the research was to provide instructions on how to fill out the Google Form regarding attitude statements with the options very suitable, suitable, not suitable, and very not suitable. Then what students do when filling out the Google Form is about themselves.

Design or Data Analysis

The method used in this research uses a quantitative approach with a correlational research type, so it uses a simple linear regression statistical method to see the influence between toxic parenting and bullying behavior.

Results and Discussions

An in-depth analysis of toxic parenting on bullying behavior. Based on the distribution of the toxic parenting questionnaire to 185 students at SMAN 93 Jakarta with 16 statement items, the lowest score was 16 and the highest score was 64. This score was then used as a basis for determining the categorization of data on toxic parenting which is presented in table 1.

Table 1. Categorization of Toxic Parenting Data

Interval Score	Category	F	Percent
$\geq 57 - 66$	Very High	88	65,2
47 – 56	Tall	46	34,1
37 – 46	Currently	1	0,7
27 – 36	Low	0	0
≤ 26	Very Low	0	0

Based on the results of the table above, it can be seen that of all the 185 respondents tested, it is known that the number of students who have Toxic Parenting parents is as follows: for very high levels of toxic parenting there are 88 or around 65.2%, for high levels there are 46

or around 34.1%, for the medium level there is 1 or around 0.7%, for the low and very low level there is 0 or around 0%. This score is then used as the basis for determining the categorization of bullying behavior data which is presented in table 2.

Table 2. Categorization of Bullying Behavior Data

Interval Score	Category	F	Percent
$\geq 57 - 66$	Very High	121	89,6
47 – 56	Tall	14	10,4
37 – 46	Currently	0	0
27 – 36	Low	0	0
≤ 26	Very Low	0	0

Based on the results of the description table above, it can be seen that of all 185 respondents tested, it is known that the number of students who had a very high level of bullying behavior was 121 or 89.6% and a high level of 14 or 10.4%. Using a valid instrument, a regression analysis was carried out which aimed to determine the influence of toxic parenting on bullying behavior among students at SMAN 93 Jakarta. Based on regression analysis using SPSS 27 software, the following results were obtained:

Table 3. Results of the Determination Coefficient (Modal Summary)

Variabel	R	R Square
XY	0,278 ^a	0,201

Based on the analysis of table 3 above, the R value is 0.278, so this value can be interpreted to mean that there is a relationship between toxic parenting and bullying behavior with an R Square value of 0.201, so it can be concluded that the variable (X) toxic parenting has an influence of 20.1%. on the variable (Y) bullying behavior, while the other 79.9% is influenced by other variables that cannot be explained in this study.

Table 4. Results of Anova Regression Analysis

Variabel	F	Sig
XY	11,098	,001 ^b

Based on the analysis of table 4 above, the calculated F result is 11.098 with a significance level of 0.001. Because the significance value is smaller than 0.05, it can be said that the hypothesis is accepted (H_0 rejected) or that the toxic parenting variable has an influence on bullying behavior. To further see the regression equation, see table 5 below:

Table 5. Results of Regression Equations (Coefficients)

Variabel	<i>Unstandardized Coefficients</i> B	T	Sig
Constant	70,044	14,650	,000
X	,277	3,331	,001

Based on the analysis of table 5 above, the constant value (a) is 70.044, while the bullying behavior value (b) is 0.277, the regression equation becomes: $\hat{Y} = 70.044 + 0.277X$. This regression formula shows that every one point increase in toxic parenting is accompanied by an increase of 0.277 in bullying behavior. The regression coefficient is positive, so it can be stated

that the influence of the toxic parenting variable (X) on bullying behavior (Y) is positive, which means that an increase in toxic parenting will cause an increase in bullying behavior.

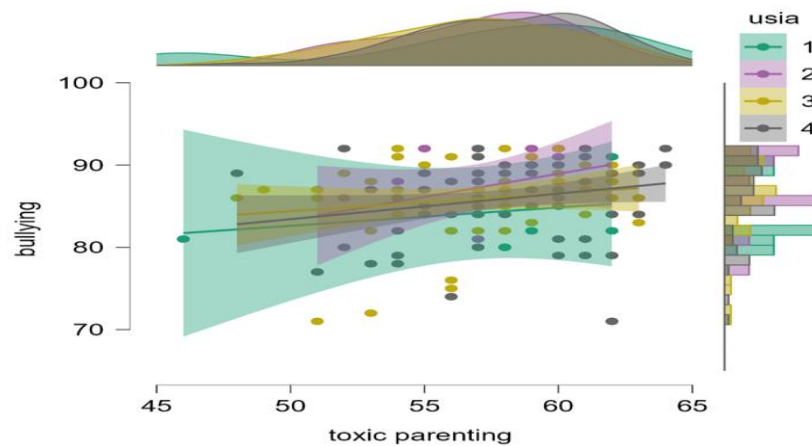


Figure 1. Distribution of data on toxic parenting and bullying behavior

Figure 1 clearly illustrates the data distribution pattern for toxic parenting and bullying behavior variables. In this image, it can be seen visually that the average toxic parenting score is at level 57, while the level of bullying behavior reaches 85. Image analysis provides an in-depth visual understanding of the distribution and comparison of the two variables, providing a basis for further interpretation of their relationship.

The results show that the researchers conducted research on students at SMAN 93 Jakarta, the subjects of this research were 185 respondents. This research aims to determine the influence of Toxic Parenting and bullying behavior on students at SMA Negeri 93 Jakarta. This is shown from the results of processing the simple linear regression equation analysis obtained, namely $\hat{Y} = 70.044 + 0.277X$. This regression formula shows that every one point increase in toxic parenting is accompanied by an increase of 0.277 in bullying behavior. The regression coefficient is positive, so it can be stated that the influence of the toxic parenting variable (X) on bullying behavior (Y) is positive, which means that an increase in toxic parenting will cause an increase in bullying behavior. The results of the analysis of the data that has been collected and studied show that students at this level usually pay attention to bullying behavior towards their friends. However, in the causes or background of this bullying behavior, sometimes there are problems that often occur and students must face them. These problems that arise, such as toxic parenting behavior carried out by their parents, are one of the reasons why students experience bullying behavior.

Repeating research results based on other research conducted by Siti Komala Sari (2021) The results of the hypothesis test are: (1) The level of bullying (bullying behavior) in class VIII students at MTs Esa Nusa Islamic School Tangerang for the 2019-2020 academic year is classified in the strong category with a percentage of 47.6%. (2) the results obtained are r calculated (0.690) > r table (0.281), so H_0 is rejected and H_a is accepted. This means that bullying behavior has an influence on students' self-confidence, meaning that the higher the intensity of bullying on students, the lower the students' self-confidence, and vice versa.

Research result Sherina Riza Chairunnisa (2021) also stated that the r table value was (-0.608 > 0.195) with a significance level of <0.05 and the KD value was obtained at 36.97%. This shows that H_a is accepted and H_0 is rejected, so it can be concluded that there is a relationship or a strong relationship between Toxic Parenting and the emotional behavior of early childhood.

The following are also the results contained in research by Serojaningtyas (2022) shows that there is a moderate relationship between toxic parents and the self-esteem of class IV

students at SD Muhammadiyah 12 Setiabudi Pamulang. The negative relationship between toxic parents and students' self-esteem, always blaming the child, parents of students having very strong expectations of what their children will achieve, parents who shape children according to their wishes, parents who are not involved with children, and people old people who like to make negative comments.

The following are also the results contained in research by Sartika (2017) shows that the level of bullying experienced by students who are victims of bullying is 56.73%, while the level of social relations of students who are victims of bullying is 69.75% and the influence of bullying on the social relations of class VIII students at SMP N 17 Jambi City is at a percentage of 0.371 or 37.1% with a fairly strong classification. Thus, even though it does not have a very high influence, bullying is one of the factors that influences students' social relations and the rest is influenced by other factors.

Berikut juga hasil yang terdapat pada penelitian oleh Wimarangga (2022) terhadap hipotesis dapat diketahui bahwa ada hubungan positif yang signifikan antara toxic parents dengan perilaku cyberbullying, yaitu dengan diketahui $r_{xy} = 0,585$ dengan signifikansi = 0,000 ($p < 0,01$). Hasil sumbangan efektif toxic parents terhadap cyberbullying adalah sebesar 34,3%. sedangkan sisanya 65.7% dijelaskan oleh faktor lainnya di Berdasarkan dari luar penelitian yang dapat mempengaruhi perilaku cyberbullying.

The following are also the results contained in research by Hendarti Suprobo (2023) shows that wrong parenting patterns will lead to toxic parents. A child who is a victim of toxic paren will unconsciously receive the poison so that it will have the effect of imitating the bad behavior of his parents and will apply it to his friends so that this child can be called a bully. The contribution for researchers is to find out toxic parenting habits on bullying behavior.

The results contained in research by Dewantara (2022) From the research results, it was found that toxic parenting can cause mental health problems in children and affect their growth and development process. Children with toxic parenting will have a low self-image, often feel stressed, anxious, haunted by guilt, lack self-confidence and depression. Toxic parenting will continue from generation to generation so it is difficult to stop. Therefore, parents must be wise in parenting and avoid doing toxic parenting to their children.

Apart from that, the results contained in the research by Jelita (2021) The results of the research show that the forms of bullying found in elementary school are verbal bullying in the form of teasing, insulting physical deficiencies, calling parents names. Non-verbal bullying consists of kicking, hitting, pulling headscarves and fighting. Relational bullying takes the form of exclusion and neglect. The impact of bullying behavior on self-confidence is that there are victims of bullying who experience a decrease in their level of self-confidence, but there are also victims of bullying who experience an increase in self-confidence because the bullying behavior becomes motivation.

Next there are the results of research by Sinica (2018) The research results show that there are differences in bullying behavior in terms of single sex school and coeducational school types after being controlled by empathy with a significance value of 0.001 ($p \leq 0.05 = 0.001 \leq 0.05$). The contribution of controlling empathy to bullying behavior is only 3.3%, the remainder is influenced by other factors not explained in the research.

Research results by Sesha Agistia Visty (2021) shows that research subjects often and always carry out bullying, but all research subjects have been involved in bullying behavior. The most common form of verbal bullying behavior. Family, peer and school factors shape bullying behavior in teenagers. Bullying also has an impact on the tendency to depression in teenagers, where depression results in thoughts of committing suicide and self-harm.

Based on the explanation above, it can be concluded that toxic parenting influences bullying behavior. This research was carried out using appropriate scientific procedures although there are still various shortcomings in this research. This shows that toxic parenting influences bullying behavior. Every bullying behavior carried out by students has a background

of causal factors, including the toxic parenting carried out by their parents which causes them to tend to carry out bullying behavior towards their friends at school.

However, the researcher hopes that this research can raise awareness among students at school about the emergence of new problems in the form of bullying and also give attention to parents that toxic parenting is a bad thing and must be avoided because it will impact the behavior of students who have the potential to carry out bullying behavior.

Conclusions

The findings of this research indicate that there is a significant influence between the toxic parenting variable on bullying behavior. The large contribution of 20.1% shows that some toxic parenting towards bullying behavior has a very big influence on students. However, the remaining 79.9% was influenced by other factors not examined in this study. Based on the results of the analysis and discussion in this research, the researcher can draw the conclusion that the hypothesis in this research is accepted, because the research results show the influence of toxic parenting behavior on bullying behavior among students at SMA Negeri 93 Jakarta. Toxic parenting behavior has a significant influence on bullying behavior in students. Students who receive toxic parenting from their parents cause students to potentially engage in bullying behavior. In this research, it was found that students who received Toxic Parenting had the habit of engaging in both verbal and non-verbal bullying behavior, such as mocking, kicking, pushing, and other hurtful actions. This causes them to have very bad attitudes or behavior and can cause negative impacts from bullying behavior. Therefore, more effective treatment efforts are needed to overcome bullying behavior so that it does not happen again at school or outside school.

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