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The Relationship of Teachers' Personal Competencies and Parents' Permissive Patterns with Adolescent Cyberbullying Behavior

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Abstract: This study was conducted to determine the relationship between teacher personality competencies and permissive parenting patterns with cyberbullying behavior in early adolescents. The subjects of this study were 139 young people at the beginning of junior high school in Mojokerto. The cyberbullying behavior scale consists of 30 authentic items with = 0.958, the teacher's personal competence scale consists of 22 authentic items with = 0.890 and the permissive parenting style scale consists of 26 authentic items with = 0.901. The results showed that the teacher's personality competence and the permissive parenting of parents together had a very significant relationship with the tendency of cyberbullying behavior. The results of the analysis of this study also show that there is a negative relationship between the teacher's personality competence and the tendency of cyberbullying behavior. This means that the higher the teacher's personality competence, the lower the cyberbullying behavior of early adolescents. The correlation between permissive parenting and cyberbullying behavior shows a positive correlation. This means that the more permissive the parenting pattern, the higher the cyberbullying behavior of early adolescents.

Keywords: teachers' personal competencies, parents' permissive patterns, cyberbullying behavior.

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Introduction

The need for comfort, pleasure, expression and achievement for children in the family and school environment is very important (Lian, 2020). Because both in the family and school environment, children can interact with parents, peers, teachers and the community. In a family environment, children learn to respect and obey their parents. Children can have a figure to be proud of. While at school, children become early teens who can learn science, nationality, empathy, socialization, communication, and learn to realize what they want (Lauricella, 2020). What happens when the family and school environment should be able to provide a platform and support to achieve the above objectives, it turns out that bullying (violence, ridicule, intimidation, and threats) is still happening by parents, between students, as well as by teachers and students (Kintonova, 2021).

According to psychologist Andrew Mellor (Setyawan, 2020), bullying is an experience that occurs when a person feels abused by the actions of others and he is afraid that the bad behavior will happen again while the victim feels powerless to prevent it. Bullying cannot be separated from the power gap between the victim and the perpetrator and is followed by a pattern of repetition (repetition of behavior). Furthermore, Andrew Mellor explained that there are several types of bullying, namely: (1) physical bullying, which is a type of bullying that involves physical contact between the perpetrator and the victim. Behaviors that include, among others: hitting, kicking, spitting, pushing, strangling, injuring using objects, forcing the victim to do certain physical activities, grabbing, destroying objects belonging to the victim, and others. Physical bullying is the most visible and easier to identify than other types of bullying; (2) verbal bullying involves verbal language that aims to hurt someone's heart. Behavior that includes, among others: mocking, giving inappropriate nicknames, slandering, harassing sexual statements, terrorizing, and so on (Shariff, 2016).

Cases of verbal bullying include types of bullying that often occur in daily life but are often not realized; (3) social relation bullying is a type of bullying aimed at refusing and breaking the victim's social relations with others, including the systematic weakening of the victim's self-esteem through neglect, exclusion or avoidance. Examples of social bullying include: spreading rumors, humiliating someone in public, inciting to stay away from someone, laughing, destroying someone's reputation, using demeaning body language, ending relationships for no reason, and so on; (4) electronic bullying (cyberbullying) is a form of bullying behavior that is carried out through electronic media such as computers, cellphones, internet, websites, chat rooms, e-mail, SMS, and others (Yuyarti, 2018).

According to a global survey conducted by Latitude News, Indonesia is the country with the second highest bullying case in the world after Japan. The case of bullying in Indonesia actually beats the case of bullying in the United States which occupies the third position (La Hadisia, 2019). Ironically, bullying cases in Indonesia are mostly done on social networks. As the country with the fourth largest population in the world, Indonesia has the third largest number of Facebook users in the world. In addition, Indonesia also accounts for 15 percent of daily tweets for Twitter (Carley,2015). By using social media, Indonesian children tend to experience cyberbullying or bullying in cyberspace (Wahanisa, 2021).

Based on the results of global research Ipsos, placing cases of bullying as a serious problem. As many as 74% of respondents from Indonesia pointed to Facebook as a medium where cyberbullying occurs. Victims of cyberbullying are generally school-age children. In the Ipsos global survey, which was also conducted on 18,687 parents from 24 countries, including Indonesia, it was found that 12% of parents stated that their child had experienced cyberbullying with details of 'once or twice' (6%), 'sometimes' (3%)), and 'regularly' (3%). As many as 24% stated that they are aware that children in their community have experienced cyberbullying, 60% of them stated that these children experienced cyberbullying on social networks such as Facebook. Based on this Ipsos survey, in Indonesia, 14% of parents who were respondents in this survey stated that their children had experienced cyberbullying, and 53% stated that they knew that children in their community had experienced cyberbullying (Leonardi & Emilia, 2013).

A relevant study was also conducted by Patchin and Hinduja (2013), stating that the estimated number of adolescents who experience cyberbullying varies, ranging from 10% to 40% or more, depending on the age of the participants and the definition of cyberbullying used. For example, research conducted in 2004 by Ybarra and Mitchell (in Patchin and Hinduja, 2013) found that 19% of adolescents between the ages of 10-17 years had experienced cyberbullying, both as perpetrators and victims. While a study conducted in 2009 in Valencia, Spain, on 2,101 adolescents aged 11-17 years, showed that 24.6% of adolescents experienced cases of bullying via cell phones, while 29% experienced it on the internet (Patchin & Hinduja, 2020) .

Rahayu (2012) conducted a study of middle and high school age adolescents in the cities of Magelang, Yogyakarta and Semarang, showing that adolescents who experienced cyberbullying were 28% of the 363 students. In addition to finding out whether students have ever been victims of cyberbullying, it was also asked whether students have also been perpetrators of cyberbullying. As a result, 32% of students said they had done cyberbullying and the most popular means of doing so was using social networking sites (Rahayu, 2012).

The development of the threat of cyberbullying is very fast along with the rapid development and enthusiasts of using the internet in daily life for children and adolescents. Through the internet, various

sources of information are easily obtained by children seeking knowledge to find the information they need. According to the Ministry of Communication and Informatics (Kemkominfo) data on internet users in Indonesia in 2014, it has reached 82 million people. With this achievement, Indonesia is ranked 8th in the world. The number of internet users, 80 percent of whom are teenagers aged 15-19 years. For Facebook users, Indonesia is ranked 4th in the world (kemkominfo, 2020).

Research on cyberbullying is mostly done through studies, such as psychology and education. Some of these early references to cyberbullying show that these negative behaviors and habits often occur in educational institutions, including how to deal with cyberbullying for teachers, parents, students, as well as involving the surrounding community (Balakrishnan, 2020).

A recent study (Sulaiman, 2020), said that one of the reasons for cyberbullying is that current teachers are less aware of technology than their students. YouGov, a British internet research institute, released its latest research which says the dangers of cyberbullying are increasingly prevalent among school children. In fact, 73 percent or two-thirds of the 701 teachers who participated admitted that they had encountered cases of cyberbullying in their schools. One of the reasons is that 42% of teachers do not provide lessons or warnings about guidelines for healthy internet use and the dangers that the internet can cause. Meanwhile, another 30% admitted that it was difficult to give lessons about healthy internet because it was not part of their qualifications. Another result shows that 43% of teachers do not understand what applications their students run and play at school. As many as 42% of secondary school teachers said they had seen their students do sexting.

According to the National Youth Violence Prevention Resource Center (2002), one of the causes of bullying is an unfavorable school climate. Lack of supervision by adults or teachers during recess, indifference of teachers and students to bullying behavior, and inconsistent application of anti-bullying regulations are conditions that support bullying in schools. School background also affects the occurrence of bullying. Conceptually, bullying tends to occur in schools that lack supervision, are lax in applying the rules and those in authority do not have a firm attitude and view on bullying (Elliot, 2008).

Supervision in schools cannot be separated from the role of the teacher. A teacher is not only a teacher, an officer who delivers teaching materials, but also as an educator, which is to set an example of good things through his behavior. His role is then not only responsible for the skills of students in mastering science, but also responsible for the morals and character of the students (Rojai & Romadon, 2013).

According to Mulyasa, the teacher should be an example and role model for students and people who consider them as teachers. Being a role model is the nature of learning activities, and when a teacher does not want to accept or use it constructively it reduces the effectiveness of learning (Mulyasa, 2015). This is in accordance with one of the prerequisites for becoming a teacher as stated in the Law on Teachers and Lecturers no. 14 of 2005, which states that a teacher must have personality competence. Teachers with personality competencies are teachers who have steady abilities, have noble character, are wise, and authoritative, and are role models for students.

If in the school environment a teacher is expected to have good personality competencies, then the environment at home should also support and provide a good feel as well (Archambault, 2022). The dominant role of parents in creating a harmonious family environment (Jabbarov, 2020). Do not let because of the demand for academic values, children are required to master something that is not their true ability. Sometimes parents intentionally or unintentionally become bullies for their children (Gibson, 2019). Bullying, which is usually in the form of threats, intimidation and even violence, parents do to control children to follow their wishes (Parenting, 2020).

In terms of technology use, parents have an important influence in reducing adolescent risk behavior with social networking sites (Hogan, 2018). In one study found that cyberspace can not only be a risky environment, but can also be an extension of children's school yards (Choi, 2019). For example, a child who is being bullied at school may also be bullied at home, while in front of a computer connected to the internet. Most teenagers who experience cyberbullying usually know who the perpetrators like to attack them online (Chen, 2019). Scientists found that 90% of children usually don't tell their parents about their experiences around cyberbullying. The reason is, they are afraid that their access to the virtual world will be totally revoked by their parents (Priyatna, 2012).

In a study involving 64 second-grade high school students, three-night home interviews were randomly assigned over a three-week period. The teenagers were asked to tell about events that happened the day before, including the conflicts their parents experienced. As a result, one of the parents and the teenager got angry with the other, there was an argument, one of them even hit the other. During 192 weeks, out of 64 teenagers, an average of 68 arguments occurred with their parents. This means that the average teenager argues with parents 0.35 times per day or about 1 time in 3 days. This argument lasted for 11 minutes. Most conflicts occur with mothers and most of them occur between mothers and daughters (Santrock, 2007).

In this case, parents need to understand the managerial parenting. So that conflicts between parents and adolescents can be minimized. The managerial role of parenting is to supervise children effectively (Adams, 2019). In particular, this activity is an important thing to do when children enter adolescence. This supervision can be done by monitoring the adolescent's choices of social situations, their activities, and their friends. Lack of adequate supervision from parents is an aspect of parenting that is most often associated with juvenile delinquency (Santrock, 2007).

This parenting is actually related to the low social competence of adolescents, especially in self-control (Santrock, 2007). In the absence of supervision, limited control and attention from parents who apply permissive parenting systems, it is possible for their teenagers to develop their aggressive behavior and carry out bullying actions, especially those that occur in the cyber world.

Thus, based on the data sources, facts and various literatures above, it can be studied empirically the relationship between the teacher's personality competence and parenting permissive parents with the tendency of cyberbullying behavior in early adolescents.

Therefore, it is necessary to conduct research to determine the relationship between the teacher's personality competence and parenting permissive parenting with the tendency of cyberbullying behavior.

Method

Research Design

This study uses a quantitative approach. The steps used in research are formulating problems, reviewing theories, formulating hypotheses, collecting data, analyzing data, discussing and drawing conclusions (Sugiyono, 2008).The population of this study were early teens totaling 139 respondents, consisting of 62 male students and 77 female students aged 12-14 years. Sampling was carried out in a cluster sample, where the sample taken was a group of units in each level or level (Azwar, 2012). Filling in the research instrument is done through the Google form, and subject assumed have used gadgets to communicate on social media. Analysis of the data used in this study using statistical data analysis. The data analysis technique used is regression analysis. Before performing the regression analysis, the assumption test or prerequisite test was carried out in the form of a distribution normality test and a relationship linearity test.

The results of the distribution normality test that have been carried out show the Kolmogorov-Smirnov Z coefficient = 1.198 at p = 0.113 for the cyberbullying behavior variable, the Kolmogorov-Smirnov Z coefficient = 1.844 at p = 0.002 for the teacher personality competency variable, and the Kolmogorov-Smirnov Z coefficient = 1.624 at p = 0.010 for the variable parenting permissive parents. Of the three variables, the cyberbullying behavior variable shows a price of p > 0.05, so it can be stated that the cyberbullying behavior variable has a normal score distribution. While the variables of teacher personality competence and parenting style showed p < 0.05, it can be stated that the two variables had an abnormal distribution.

The results of the linearity test showed that the relationship between the cyberbullying behavior variable and the teacher's personality competence variable had a linear relationship based on the price F = 65.266 with p = 0.000 (p < 0.05). Meanwhile, a linear relationship also occurs in the variables of cyberbullying behavior and parental permissive parenting. This is evidenced by the value of F = 73.4533 with p = 0.000 (p < 0.05).

Results and Discussion

The output results of the regression coefficient analysis show the price of F = 59.376 with p = 0.000 (p < 0.01), which means that there is a very significant positive correlation jointly between the teacher's personality competence and the permissive parenting pattern of parents with cyberbullying behavior. Based on these results, the research hypothesis which states that there is a relationship between teacher personality competence and parental permissive parenting with cyberbullying behavior is proven or accepted.

The results of the partial regression analysis showed the price of t regression = -4.687 and partial r = -0.426 with p = 0.000 (p <0.01). This means that there is a very significant negative correlation between the teacher's personality competence and the tendency of cyberbullying behavior, the teacher's personality competence can be a predictor of the emergence of cyberbullying behavior tendencies. The research hypothesis which states that there is a negative relationship between the teacher's personality competence and the tendency of cyberbullying behavior is proven or accepted.

The results of the partial regression analysis showed the price of t regression = 5.233 and partial r = 0.518 with p = 0.000 (p < 0.01). This means that there is a very significant positive correlation between permissive parenting and cyberbullying behavior. Parental permissive parenting can be a predictor of the emergence of cyberbullying behavior tendencies. The assumption that the higher the permissive parenting of the parents, the higher the cyberbullying behavior, is true and the research hypothesis which states that there is a relationship between permissive parenting and cyberbullying behavior, is proven or accepted.

The effective contribution of the independent variables (X) together with the dependent variable (Y), is indicated by the price of R^2 (R Square) = 0.646 or 64.6%. This shows that the percentage of the contribution of the independent variable (X) namely the teacher's personality competence and the permissive parenting pattern of parents to the dependent variable (Y) of cyberbullying behavior is 64.6%. While 35.4% is explained by other variables or factors.

The contribution of each independent variable (X) to the dependent variable (Y) shows that the variable parenting permissive parenting gives a greater contribution to cyberbullying behavior, which is 34.6%. Meanwhile, the teacher's personality competence contributed 30.03% to the dependent variable, namely cyberbullying behavior (Y).

The results of data analysis show that the first hypothesis which states there is a relationship between teacher personality competence and parental permissive parenting with a tendency to cyberbullying behavior in early adolescents is accepted, meaning that there is a correlation between teacher personality competence and parental permissive parenting with a tendency for cyberbullying behavior in early adolescents. The results of the research that have been carried out show that the higher the teacher's personality competence, the lower the tendency for cyberbullying behavior. The more permissive the parenting pattern, the higher the tendency for cyberbullying behavior. Taken together, the teacher's personality competence and parental permissive parenting can be predictors of cyberbullying behavior in early teens. The intervention of teachers and parents is needed to create a productive school climate. At school, teachers should have good personalities, exemplary personalities, social skills and sensitivity to early adolescent problems, care and be responsible for all early adolescent activities, including communication control on social media. Teachers not only have the ability to teach, but also have personality competencies. Teachers also establish communication with parents, because parents also play a role in early adolescent behavior. At home, parents participate in controlling learning tasks, establishing effective communication, setting an example on how to control emotions, deal with conflict, solve problems and develop other life skills. If early adolescents receive treatment based on the competence of the teacher's personality and good parenting patterns, then early adolescents will dare to communicate openly to teachers and parents about the problems they are experiencing, be able to communicate well with anyone, either directly or indirectly (through the media). social), but if the teacher lacks personality competence, the early teens will do whatever they want without control at school. Like wise when the lack of parental supervision and lack of understanding of parents in educating, make children less controlled or disobedient so that children are very difficult to manage. If this condition continues, it will have a negative impact on early adolescents, so that it can lead to a tendency for early adolescents to engage in cyberbullying behavior.

The second hypothesis which states that there is a relationship between the teacher's personality competence and the tendency of cyberbullying behavior in early adolescents is accepted. There is a negative correlation between the teacher's personality competence and the tendency of cyberbullying behavior. The higher the teacher's personality competence, the lower the tendency of early adolescents to engage in cyberbullying behavior. The teacher as the main spearhead in the school, should have a personality that can be an example for early teens. Teachers not only have the ability to teach, but also have personality competencies. Teachers who have good personalities, will set an example, care and are responsible for all activities of early teens, including communication control on social media. If the teacher lacks personality competence, then early teens will do whatever they want freely without control at school, so that it can lead to a tendency for teenagers to do cyberbullying. The teacher's personality competence can be used as a predictor of the emergence of cyberbullying behavior tendencies in early adolescents.

In addition, there is a positive correlation between parental permissive parenting and the tendency of cyberbullying behavior. The more permissive the parenting style of parents, the higher the tendency of early adolescents to engage in cyberbullying behavior. This permissive parenting style gives the child the power to express opinions and activities of interest while parents do not demand much from the child and seem not involved in it. One of the reasons is the busyness of parents, the impact is that early adolescents who are educated with permissive parenting tend to be less mature and lack self-control so that early adolescents violate norms and lack ethics, the impact is that adolescents will form unstable behavior and self-character. As a result, early adolescents will act freely without parental control at home,

The results of this study strengthen the results of previous studies which explain that several factors are related to cyberbullying behavior.

Juniman and Pertiwi (2012) examined the relationship between parenting styles and bullying. The results obtained that permissive parenting ignores indicate a significant relationship with the type of open bullying and indirect bullying on the dimensions of the perpetrator ($\alpha < 0.05$), with a correlation value of 0.225 and 0.173, which means the more permissive and the parents don't care. against a child, the child tends to engage in bullying openly or indirectly. This finding is in line with the results of the previous integrative analysis, which found that permissive-ignoring parenting will lead to a behavioral tendency for children to become bullies (Pertiwi & Juneman, 2012).

Different results are shown by a survey of the Association of Teachers and Lectures (ATL) in England, Scotland and Northern Ireland, more than 70% of teachers and lecturers have fought against cyberbullying behavior. About two-thirds of them hear sexual harassment language in their daily life at school. Six out of ten teachers attest or witness the use of the language, mostly by teenagers with one another. That is, teachers in these countries are quite concerned about cyberbullying behavior (Katz, 2012).

Another finding related to parenting patterns with bullying behavior was carried out by Natalia, et al (2013) on high school students in Semarang district. The results of this study can be concluded that of students who feel the type of permissive parenting, the bullying behavior that is most often done is mild bullying than severe bullying, while for students who feel the type of authoritarian parenting, bullying behavior is mostly moderate bullying. than severe bullying (Natalia, Novotasari, & Nurhayati, 2013).

Conclusion

Based on research results and the discussion concluded that the teacher's personality competence and parents' permissive parenting were jointly very significantly correlated with cyberbullying behavior.

The results of the analysis of this study also show that there is a negative correlation between the teacher's personality competence and the tendency of cyberbullying behavior. It meansthe higher the teacher's personality competence, the lower the cyberbullying behavior of early adolescents. The correlation between permissive parenting and cyberbullying behavior shows a positive correlation. It means morepermissive parenting pattern, the higher the cyberbullying behavior of early teens.

The hypothesis which states that there is a correlation between competence personality teacher and pattern foster parental permissiveness with early adolescent cyberbullying behavior was accepted.

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Article Information (Supplementary)