

# Attachment To Parents And Emotional Regulation With Bullying Behavior In Students At School

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## ABSTRACT

Bullying behavior often occurs in the school environment. Bullying behavior is influenced by external factors, namely attachment to people and internal factors, namely emotional regulation. The purpose of this study was to determine the relationship between attachment to parents and emotional regulation on the tendency of bullying behavior in students at school. This research is a research with a correlational quantitative approach. The sampling technique used random sampling method with a total sample of 250 respondents from SMK Rajasa Surabaya. Data analysis technique using multiple regression analysis. The results showed that the attachment variable had an effect on bullying behavior. This is evidenced by the significance value of the attachment variable which is  $-0.101 < 0.05$ , which means it is significant and  $H_0$  is rejected, which means  $H_a$  is accepted. Likewise, the emotion regulation variable gets a significance value of  $-0.255 < 0.05$ , which means it is significant and  $H_0$  is rejected, which means  $H_a$  is accepted. And simultaneously the two independent variables have a significant effect on bullying behavior.

**Keywords:** Attachment To Parent ; Bullying Behavior ; Emotional Regulation

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## INTRODUCTION

Teenagers are individuals who are going through a transitional phase from children to adults. That's when teenagers have energy that tends to be excessive. This excessive energy will cause teenagers to do things that tend to be negative. During this transition period, adolescents tend to do things to find identity and have a desire to be recognized by their parents and the surrounding environment. It is possible that teenagers will do things that violate ethics. Bullying behavior is one that often occurs in schools. The phenomenon of bullying is a picture of human life which is full of ridicule, humiliation, exclusion, injustice and violence as a result of a culture that prioritizes power and uses power for personal pleasure as a daily picture that occurs in almost everyone who lives in groups (Bees & Prasetya, 2017).

Recently, the Federation of Indonesian Teachers' Union (FSGI) has expressed concern about the increasing incidents of violence or bullying in educational institutions. According to FSGI data, during the first two months of 2023, there were six cases of bullying or physical violence in educational settings (Astungkoro, 2023). On February 13, 2023, the Indonesian Child Protection Commission (KPAI) recorded a drastic increase in cases of violence from physical to psychological as many as 1,138 cases (DS, 2023). Indonesia is ranked fifth highest out of 78 countries in terms of the number of cases of violence experienced by students. Research results from the 2018 Program for International Students Assessment (PISA) revealed that 41.1% of students in Indonesia claimed to have experienced similar cases (DS, 2023). This information shows a serious level of concern regarding the problem of violence experienced by students in Indonesia. This phenomenon is very worrying and invites deep concern.

Olweus in (Krahe, 2005) means that bullying is repeated intimidating behavior by abusing power and strength to be able to threaten victims which makes victims unable to fight or defend themselves.

Bullying behavior exists in various forms, it can be in the form of direct bullying or indirect bullying which causes victims to become intimidated. Direct bullying can be in the form of hitting, grabbing, and others. Meanwhile, indirect bullying such as spreading news that is not necessarily true, threatening, and so on. Bullying behavior that often occurs in the school environment can be carried out by all students, both junior and senior can potentially become perpetrators of bullying behavior. Forms of bullying behavior at school such as making fun of friends, embarrassing friends in public, and can even physically bully victims. Physical bullying can take the form of slapping, hitting, and other physical treatment.

Bullying behavior is caused by many factors. However, the factor of bullying among school students is more due to the attachment factor of parents and the way students regulate their emotions (Nugroho, Handoyo, & Hendriani, 2020). The parental attachment factor will be safe if the relationship between adolescents and parents is harmonious. However, attachment to parents will be insecure, if the relationship is not harmonious (Arif & Wahyuni, 2017). In addition to parental attachment factors, there are also internal factors, namely emotional regulation. Teenagers who are less able to regulate their emotions, then these teenagers will tend to take aggressive actions, one of which is the tendency of bullying behavior (Arif & Wahyuni, 2017).

According to (Bowlby J. , 1958) attachment is a relationship that can last for a long time and begins with an emotional bond between parents and adolescents to fulfill a sense of security. The sense of security itself arises from the attachment that occurs in adolescents and parents. Every teenager needs attention and support given by his parents. Teenagers who have friendly parents will certainly be good teenagers when adapting to the outside environment. Mothers who have responsive behavior and have a motherly soul will form attachments with children who will be safe. Vice versa, if the mother is unresponsive and does not have a motherly soul, then the attachment that is formed will not be safe. In addition to the important role of the mother in the growth of adolescents, the role of the father also has a position that is no less important. The role of the father in the household will be emulated by the youth in his leadership.

Every teenager always needs support and attention from parents in order to help fulfill developmental tasks. Parents who provide positive parenting will be able to make teenagers able to adapt to the surrounding environment, even in situations that tend to be full of pressure. Attachment between parents and adolescents will determine the quality of the relationship between them. Adolescents who feel safe with their parents will tend to be more independent and confident in facing the outside world. Conversely, adolescents who do not get attached will tend to experience problems in their development which results in poor social skills.

Another contributing factor to bullying behavior is the child's ability to regulate emotions effectively, which will make teenagers able to solve problems quickly. Conversely, the lack of ability to regulate emotions in adolescents will result in adolescents not being able to control their emotions. The process that regulates emotions can be referred to as emotion regulation. This process can be done consciously or unconsciously, and will have an impact on one or more processes that produce emotions (Thompson & Meyer, 2007). The ability to regulate emotions properly will enable a person to reduce negative emotions when facing a pressure which shows that being able to handle the problem properly tends not to experience ongoing stress (Ningrum, Matulesy, & Rini, 2019).

According to (Gross & Thompson, 2007) argues that emotion regulation includes a distinct set of behaviors and is used to regulate emotions. The process of emotion regulation can be controlled, recognized, and can affect the generation of emotions. Emotion is a process that can use many components to work all the time. The ability to regulate good emotions can minimize the emergence of negative emotions.

Bullying behavior often occurs in adolescents, because adolescents are less able to regulate their emotions. For teenagers who can regulate their emotions when under pressure will be more focused,



they can manage their emotions when they are feeling annoyed so they can restrain themselves from disruptive behavior. Vice versa, if adolescents cannot regulate their emotions when under pressure, then when they are upset they have a high probability of engaging in behavior that hurts other people or is referred to as bullying behavior.

The factors above are factors that encourage teenagers to be able to behave badly, namely bullying. Both emotional regulation and attachment to parents can influence the way adolescents behave in later life. Therefore, parents are required to set an example of good behavior, so that it can be emulated by teenagers. Because, teenagers will imitate what they see in their families. Not only that, teenagers will feel natural to do these actions, because teenagers imitate what they see.

Bullying behavior does not only affect victims of bullying, but bullying behavior will also have an impact on bullies as well. Bullies have minimal empathy in interacting with their friends. Perpetrators tend to be self-confident, so that it will result in having a strong character, unable to empathize and having emotions that are difficult to control. The perpetrator feels that he has power so that he can dominate everything he wants. If the perpetrators are not given a warning and punishment, then the perpetrators will feel that the actions they are taking are reasonable. Not only that, the impact on the perpetrators included declining academic achievement, committing anarchic acts, skipping school, and even opposing parents and teachers.

Bullying behavior is closely related to attachment to parents and emotional regulation, adolescents who do not get attention from parents and cannot regulate their emotions will tend to be at risk of bullying behavior. When teenagers do not get attention from their parents, the attachment will be insecure which causes teenagers to seek attention outside the home by engaging in bullying behavior. Not only that, when teenagers have difficulty regulating their emotions, they tend to be unable to control their emotions and this will result in teenagers committing bullying behavior to friends who feel weak and do not have the ability to fight back.

## METHOD

### Research Design

This research uses correlational quantitative research. Research known as the correlational model involves collecting data to determine the existence of a correlation or level of correlation between two or more variables (Sukardi, 2005). This correlational research aims to find out how much variation there is in the relevant factors. Based on the theory above, this study aims to look at the relationship between parental attachment and emotional regulation of the behavioral tendencies of bullies at school. There are three variables in this research, namely the dependent variable (Y) bullying behavior, independent variable (X1) attachment to parents, independent variable (X2) emotional regulation.

### Participants

In this research, a sample selection technique was used in the form of random sampling. This selection technique is used to determine the sample according to the criteria used as the basis of the research. The population in this research is temporarily known to be 450 people. Therefore, determining the number of samples in the research can be calculated using the slovin formula. The slovin formula can be used in populations where the exact number is known (Neolaka, 2014). Based on the results of the slovin formula which uses an error tolerance limit of 5%, the results are 211 students, which are then rounded up to 250 students at Vocational High School Rajasa Surabaya.

## Instrument

According to (Arikunto, 2002) data collection instruments are tools that are selected and used by researchers to collect data systematically and to facilitate work. This research consists of a scale of bullying behavior, parental attachment, and emotional regulation. The instruments used in this research are as follows:

1. The bullying behavior scale is measured using a scale based on the aspects proposed by Olweus with a total of 44 items. The results of the item discrimination power analysis showed that 1 item was dropped out of 44 items that had been tested with a total correlation coefficient on items that did not fail in this research moving from 0.286 to 0.655. The reliability coefficient of the bullying scale obtained was 0.942.
2. The scale of attachment to people is measured using a scale compiled based on the aspects put forward by Bowlby with a total of 22 items. The results of the validity test on the items showed that 11 items were dropped out of a total of 22 items with a total correlation coefficient on the items that were not dropped in the research moving from 0.049 to 0.617. The results of the reliability test of the attachment scale on parents showed a number of 0.707.
3. The emotional regulation scale is measured based on the aspects put forward by Gross with a total of 20 items. The results of the validity test on this scale show that all items are valid with a total correlation coefficient that moves from 0.213 to 0.546. The results of the reliability test on the emotion regulation scale show a number of 0.822.

## Research Procedure

The scale model used in this study is the Likert scale. In this Likert scale model, the variables to be measured are first translated into variable indicators. These indicators are then used as a reference for compiling instrument items in the form of statements.

Answer	Score	
	Favourable	Unfavourable
Strongly Agree (SA)	4	1
Agree (A)	3	2
Don't Agree (DA)	2	3
Very Disagree (VD)	1	4

*Scoring*

## Data Analysis Techniques

### A. Classical Assumption Test Results

#### 1. Normality Test

In this research the normality test that will be used is the Kolmogorov Smirnov. Researchers use the help of the IBM SPSS Statistics 25 application to make it easier to process data. The basis for making a decision in the normality test is if sig. (significant) < 0.05, then the data is not normally distributed. Conversely, if sig. (significant) > 0.05, then the data is normally distributed. The results of the normality test in the data on Bullying, Attachment to Parents and Emotion Regulation are as follows.



Variable	Kolmogorov-Smirnov			
	Statistic	df	Sig.	Information
Bullying	0.48	250	0.200	Normal

*Normality Test Result*

## 2. Linearity Test

Based on the results of the linearity test using Compare Means with the help of the IBM SPSS Statistics 25 program between bullying and attachment variables obtained a Deviation from Linearity value of  $F = 0.941 > 0.05$ , while between bullying and emotional regulation variables obtained a Deviation from Linearity value of  $F = 1.077 > 0.05$ , so these variables have a linear relationship.

Variable	F	Sig.	Information
Bullying – Attachment	0.941	0.554	Linear
Bullying – Emotion Regulation	1.077	0.361	Linear

*Linearity Tes Result*

## 3. Multicollinearity Test

Based on the results of the multicollinearity test, the Variance Inflation Factor (VIF) value was obtained with a value of  $1.019 < 10.00$  and a tolerance value with a value of  $0.982 > 0.10$ , so there was no multicollinearity between the Attachment variable and the Emotion Regulation variable.

Variable	Tolerance	VIF	Information
Attachment – Emotion Regulation	0.982	1.019	There is no multicollinearity

*Multicollinearity Test Result*

## 4. Heterocedasticity Test

Based on the results of the heteroscedasticity test, a significance value was obtained for the attachment variable of 0.599 and for the emotion regulation variable of 0.334, which means that heteroscedasticity did not occur in this variable.

Variable	p-value	Information	Result
Attachment	0.599	$> 0.05$	There is no heteroscedasticity
Emotion Regulation	0.334	$> 0.05$	There is no heteroscedasticity

*Heterocedasticity Test Result*

In this quantitative research, multiple regression analysis was used to analyze the data. After data from all respondents were collected, data analysis was carried out. This data analysis includes grouping, tabulating, displaying, and performing calculations to test hypotheses. The data analysis that the researcher will use is Multiple Regression Analysis, because the results of the normality test obtain scores  $> 0.200$ . The linearity test results obtained a significance of 0.554

> 0.05 for the attachment variable and 0.361 for the emotion regulation variable. Multicollinearity test results with a Variance Inflation Factor (VIF) value of 1.019 < 10.00 and a tolerance value of 0.982 > 0.10. The results of the heteroscedasticity test got a significance value of 0.599 for the attachment variable and for the emotion regulation variable got a value of 0.334 so that it meets the requirements to be able to use data tests with parametric statistics.

## B. Results of Effective Donations

The following table presents an overview of the research which contains the minimum scores, maximum scores, mean and standard deviation which become empirical scores and hypothetical scores.

Variable	SD Empirik	Mean Empirik	SD Hipotetik	Mean Hipotetik	Status
<i>Bullying</i>	16,51	71,52	66	110	Low
Attachment	4,91	55,66	11	55	High
Emotion Regulation	7,89	56,38	10	50	High

### *Result of Effective Donations*

After getting the results of the effective contribution, scores can be categorized. The categorization obtained for bullying variables, attachment variables to parents, and emotion regulation variables are as follows:

Interval	Score	Kategori	F	Persent.
$X > M + 1,5 SD$	$\geq 65$	Very High	50	20%
$M + 0,5 SD < X < M + 1,5 SD$	55 - 64	High	80	32%
$M - 0,5 SD < X < M + 0,5 SD$	45 - 54	Medium	58	23,2%
$M - 1,5 SD < X < M - 0,5 SD$	35 - 44	Low	52	20,8%
$X < M - 1,5 SD$	$\leq 34$	Very Low	10	4%

### *Bullying Scale Categorization*

Based on this categorization, it can be seen that there were 50 subjects or about 20% being bullies at a very high level, 80 people or about 32% being bullies at a high level, 58 people or about 23.2% being bullies bullying at a moderate level, 52 people or 20.8% became bullies at a low level, and the remaining 10 people 4% became bullies at a very low level.

Interval	Score	Kategori	F	Persent.
$X > M + 1,5 SD$	$\geq 65$	Very High	0	0%
$M + 0,5 SD < X < M + 1,5 SD$	55 - 64	High	10	4%
$M - 0,5 SD < X < M + 0,5 SD$	45 - 54	Medium	76	30,4%
$M - 1,5 SD < X < M - 0,5 SD$	35 - 44	Low	150	60%
$X < M - 1,5 SD$	$\leq 34$	Very Low	14	5,6%

### *Attachment Scale Categorization*

Based on this categorization, it can be seen that 1 person or 0.4% has high attachment to parents, 59 people or 23.6% has attachment to parents at a moderate level, 185 people or 74% have attachment to parents at a low level, and the remaining 5 people or 2% have attachment to parents at a very low level.

Interval	Skor	Kategori	F	Persent.
$X > M + 1,5 SD$	$\geq 65$	Very High	0	0%



$M + 0,5 SD < X < M + 1,5 SD$	55 – 64	High	10	4%
$M - 0,5 SD < X < M + 0,5 SD$	45 – 54	Medium	76	30,4%
$M - 1,5 SD < X < M - 0,5 SD$	35 – 44	Low	150	60%
$X < M - 1,5 SD$	$\leq 34$	Very Low	14	5,6%

*Emotion Regulation Scale Categorization*

Based on the results of this categorization, it can be seen that 10 people or 4% are able to regulate their emotions at a high level, 76 people or 30.4% are able to regulate their emotions at a moderate level, 150 people or 60% are able to regulate their emotions at a low level. which is low, and 14 people or 5.6% are able to regulate their emotions at a very low level.

## RESULT

This research aims to determine the relationship between attachment to parents and emotional regulation with bullying behavior in students at school. Because bullying behavior is very common in schools which has a negative impact on bullies. The subjects in this research were students of class X and class XI at Vocational High School Rajasa Surabaya. This research uses quantitative correlation to determine how close the relationship between the relevant factors is. The data collection tool used was a Likert scale which was distributed in the form of a questionnaire and in the form of a Google form.

### 1. Multiple Regression Analysis

The results of multiple regression calculations using the SPSS program in this study obtained the following results:

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	120.555	14.583		8.267
	Attachment	-.341	.209	-.101	-1.631
	Emotion Regulation	-.533	.130	-.255	-4.116

*Multiple Regression Analysis Result*

- a. The constant value ( $\alpha$ ) gets a value of 120.555 with a positive sign which means that if the variables of attachment and emotion regulation are considered constants, then the value of Y is 120.555.
- b. The regression coefficient of the attachment variable is -0.341 with a negative sign which means that if the level of the variable increases one level assuming the other independent variables are constant, bullying behavior will decrease by 0.341.
- c. The regression coefficient of the emotion regulation variable is -0.533 with a negative sign which means that if the variable level increases one level assuming the other independent variables are constant, bullying behavior will decrease by 0.533.

### 2. Coefficient of Determination (R Square)

The coefficient of determination (R Square) is used in the regression research model to determine the percentage of the independent variable's influence on the dependent variable in percent. The results of the test for the coefficient of determination in this study are as follows:

R

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.261 <sup>a</sup>	.068	.061	16.000	1.820

a. Predictors: (Constant), Emotion Regulation, Attachment

b. Dependent Variable: Bullying

*Square Result*

Based on the results of the coefficient of determination above, it is known that the value of the coefficient of determination or R Square is 0.068 or equal to 6.8%. This figure means that the attachment variable (X1) and the emotion regulation variable (X2) simultaneously or jointly affect the bullying behavior variable (Y) by 6.8%, which means it is strong in influencing the bullying behavior variable (Y).

**3. T Test**

Based on the results of the T-test that was carried out using the IBM SPSS Statistics 25 program, the following results were obtained.

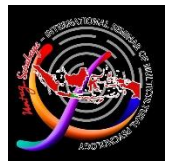
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	120.555	14.583		8.267	.000
	Attachment	-.341	.209	-.101	-1.631	.104
	Emotion Regulation	-.533	.130	-.255	-4.116	.000

*T Test Result*

Based on the table above, the effect of each independent variable on the dependent variable is as follows:

1. Attachment Test (X1) to Bullying Behavior (Y) The first hypothesis in this study is that greed (X1) has a relationship with bullying behavior (Y). Based on the SPSS "Coefficients" output table above, it is known that the significance value (Sig.) of the Attachment variable is -0.101. Because the value of Sig. equal to -0.101 < 0.05, it means significant and Ho is rejected, which means Ha is accepted.
2. Emotional Regulation Test (X2) on Bullying Behavior (Y) The second hypothesis in this study is that Emotion Regulation (X2) has a relationship with Bullying Behavior (Y). Based on the SPSS "Coefficients" output table above, it is known that the significance value (Sig.) of the Emotion Regulation variable is -0.255. Because the value of Sig. equal to -0.255 < 0.05, it means significant and it can be concluded that Ho is rejected and Ha is accepted. This means that there is a significant influence between Emotion Regulation (X2) on Bullying Behavior (Y).





#### 4. F Test

Based on the table above, the effect of each independent variable on the dependent variable is as follows:

<i>F Test</i>	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4637.694	2	2318.847	9.058	.000 <sup>b</sup>
	Residual	63234.662	247	256.011		
	Total	67872.356	249			

a. Dependent Variable: Bullying

b. Predictors: (Constant), *Regulasi\_Emosi*, *Kelekatan*

#### *Result*

Based on the results of the "Anova" output above, it is known to have a significance value (Sig.) of  $0.000 < 0.05$ , it can be concluded that the hypothesis is accepted or it can be said that Attachment (X1), and Emotion Regulation (X2) simultaneously have a significant effect on Bullying Behavior (Y).

## DISCUSSION

According to the first hypothesis, "there is a relationship between attachment to parents and bullying behavior in students at school". The results of the research show that there is a significant relationship between attachment to parents and bullying behavior. The role of adolescents in bullying behavior depends on their relationship with parents, according to Gilham and Thompson in (Bees & Prasetya, 2017). The results of previous research conducted by (Latif & Kurniawan, 2022) found that there was a relationship between attachment to parents and self-concept with bullying behavior carried out by students of SMP Negeri 28 Semarang.

According to the research, there is a negative relationship between attachment and bullying behavior. According to Santrock in (Latif & Kurniawan, 2022) adolescents who grow up in a secure attachment tend to have high self-esteem and emotions. Secure parental attachment is based on parental care and affection for adolescents. Parents who will be a role model for teenagers and will influence the behavior of teenagers in the future. Thus, adolescents will seek outside attention by engaging in bullying behavior if adolescents do not receive sufficient attention and affection from their parents.

According to the second hypothesis, "there is a relationship between emotional regulation and bullying behavior in students at school". The results of the T test show that there is a significant relationship between emotion regulation and bullying behavior. In this study, it was found that the correlation coefficient between emotion regulation and bullying behavior was 0.261 and the coefficient of determination was 0.068 or 6.8%. Meanwhile, the coefficient value between emotion regulation and bullying behavior is -0.533 which indicates that the relationship between emotion regulation and bullying behavior is negative. Therefore, the higher the level of emotion regulation, the lower the level of bullying behavior. These results are comparable to research conducted by (Prasetyo, Daud, & Hamid, 2021) which examined the relationship between emotion regulation and bullying in class XII students at SMA Negeri 2 Makassar, which found a negative relationship between emotion regulation and bullying behavior.

According to Cowie and Jennifer (Prasetio, Daud, & Hamid, 2021) emotional regulation is one of the factors that can influence bullying behavior. Adolescents who can regulate emotions well will be better able to avoid bullying behavior. So, their ability is to regulate emotions to be able to stay away from bullying behavior.

By using the F test, the third hypothesis states that "there is a relationship between attachment to parents and emotional regulation with bullying behavior in students at school". This shows that the higher the attachment to parents and the higher the emotional regulation, the less bullying behavior. The results of the data analysis show that the results of the hypothesis test are significant. The T-test variable X1 shows the number  $-0.101 < 0.05$ , which means that it is significant that  $H_0$  is rejected and  $H_a$  is accepted. The T-test variable X2 shows the number  $-0.255 < 0.05$ , which means significant means  $H_0$  is rejected and  $H_a$  is accepted. F test gets a significant value of 0.000, which means the hypothesis is accepted.

The results of the effective contribution to the attachment variable have an effect of 0.68% on bullying behavior, which means that attachment has a small effect on bullying behavior. Emotional regulation has a 6.14% effect on bullying behavior, which means that emotional regulation has a greater influence than attachment to parents. Empirically, 20% of the subjects bullied at a very high level, 32% of the subjects bullied at a high level, 23.2% of the subjects bullied at a moderate level, 20.8% of the subjects bullied at a moderate level. which is low, and 4% of subjects become bullies at a very low level. This illustrates that half of the subjects became perpetrators of bullying at school.

Categorization on the attachment scale to parents found that 0.4% of subjects had attachment to parents at a high level, 23.6% of subjects had attachment to parents at a moderate level, 74% of subjects had attachment to parents at a low level. low, and 2% of the subjects had a very low level of attachment to their parents. This illustrates that 76% of the subjects lack attachment to their parents which results in a tendency for bullying behavior to occur. Categorization on the emotion regulation scale resulted in that 4% of the subjects were able to regulate their emotions at a high level, 30.4% of the subjects were able to regulate their emotions at a moderate level, 60% of the subjects were able to regulate their emotions at a low level, and 5.6 % of the subjects were able to regulate their emotions at a very low level. It can be concluded that more than half of the subjects lack the ability to regulate emotions which results in bullying behavior.

Bullying behavior is closely related to attachment to parents and emotional regulation. Teenagers who do not get love and attention from their parents will seek outside attention and have the potential to engage in bullying behavior and vice versa. Not only that, teenagers who have difficulty regulating their emotions will also have the potential to engage in bullying behavior. This happens because teenagers do not get an understanding from their parents that it is important to regulate emotions.

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