

The Relationship between Family Affective Functioning and Bullying Behavior in School-Age Children

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ABSTRACT

Bullying is a global phenomenon. One of the factors of bullying is family affective function. This study analyzes the relationship between family affective function and bullying behavior in school-age children at SDK Sang Timur Malang. This study used a cross-sectional approach. The measurement tools used were the bullying behavior questionnaire (Sejiwa) and the family affective function questionnaire (Family Assessment Device / FAD). The number of samples in this study was 44 students. Characteristics of respondents aged 10-12 years. The family affective function is in the moderate category, and most of the components respect each other. Bullying behavior is in the low category and most of the verbal bullying. Bivariate analysis shows a relationship between family affective function and bullying behavior in school-age children at SDK Sang Timur Malang (Spearman Rank test, $p=0.002$). The suggestion for this research is that it can be used as a group counseling therapy for families. This therapy, which involves structured sessions led by a trained counselor, aims to provide the concept of good family affective function so that it can reduce the incidence of bullying behavior. This therapy can be applied when conducting school interventions when students practice mental nursing in the community by providing solutions regarding bullying behavior and in the family community by providing counseling on family affective functions to families.

Keywords: bullying behavior; family affective function; school-age children

INTRODUCTION

Bullying is a situation that occurs due to a person's or group's use of power (Sejiwa, 2008). A different opinion states that bullying is aggressive behavior that can negatively affect academic, social, emotional, and psychological development (Eskisu, 2014).

Bullying is not a localized problem, but a global phenomenon. The prevalence of bullying in the United States in 2009 was 20.8% physical, 53.6% verbal, 51.4% social, and 13.6% electronic bullying (Marela et al., 2017). In South Africa, the percentage of bullying victims is 34.4%. Developed countries such as Australia report a 69% incidence, with the highest occurrence in the Republic of South Korea at 80% (Nurrullah & Sekartini, 2016). These statistics underscore the global prevalence of bullying, making it an urgent and significant issue.

The incidence of bullying among elementary school children in Indonesia is alarmingly high. It is estimated that 10%-16% of primary school students in grades IV-VI experience bullying at least one time per week. Bullying in children is most common in schools, yet few teachers in Indonesia consider it a serious problem. Surveys from around the world suggest that bullying is most prevalent at seven years (grade II), then decreases until age 15. Other studies reveal that the prevalence of bullying is highest at seven years and 10-12 years. Boys are more often involved in bullying than girls (Soedjatmiko, 2016). These statistics should raise concern about the widespread nature of bullying among young children.

Bullying can negatively impact the victims of bullying. High school absenteeism rates, low academic achievement, and various emerging mental health problems are examples of negative impacts (Salmon et al., 2018). In 2018, a case of bullying occurred among Pakunden State Elementary School students in Kediri City. The form of bullying experienced is physical bullying. This student allegedly suffered a brain infection and pain in his will after being mistreated. The doctor suspected that the victim had an infection due to a virus attack in addition to the violence he experienced, but the doctor wanted to confirm the cause of the pain first. The perpetrators beat the victim in a gang, and even some of the victim's will was kicked and trampled (Nasional Tempo, 2018). This case is one example of bullying from several bullying cases that exist in Indonesia, highlighting the severe physical and psychological consequences of bullying.

Family is a significant factor in bullying. Children who come from families with poor relationships, poor attachment between parents and their children, and abuse in the family result in family dysfunction. The family is a small social system consisting of an association of mutual influence and dependence. The family has an essential function. Family functions consist of 5 functions: affective, socialization, reproduction, economic, and health care (Friedman, 2010).

The 'affective function' of a family plays an important role in handling bullying. This function is to fulfill psychosocial needs. The components that need to be fulfilled by the family in fulfilling affective functions are mutual nurturing, mutual respect, and bonding between families, which begin when the family is formed (Friedman, 2010). The incidence of adequate family affective function is 66 and inadequate affective function is 105. This affective function is associated with delinquent behavior (Mursafitri, 2015). Where this delinquency is related to bullying behavior and a very influential environment, namely the school environment. According to Hironimus Sugini from Plan International concluded, the incidence of violence in children ranks second after violence in children in the family. If students become victims of violence, then they will have a violent personality in the future (Pelangi & Tafal, 2014). This research relates to emotional intelligence. Where emotional intelligence is closely related to bullying behavior, someone who is easily provoked by their emotions will commit violence against others, such as bullying or hitting others (Afrianti & Fithria, 2017). In some studies that connect with affective functions and state that affective functions play an important role for children. Based on the explanation of the problem above, the researcher was encouraged to conduct a study entitled 'The Relationship between Family Affective Function and Bullying Behavior in School-Age Children at SDK Sang Timur Malang.'

METHOD

This research was conducted at SDK Sang Timur Malang in August 2019 using two instruments, namely bullying behavior (Sejiwa) and the family affective function questionnaire (Family Assessment Device / FAD). This research is a non-experimental quantitative research. This study uses a research design with a cross-sectional approach to determine the relationship or correlation of family affective function with bullying behavior in school-age children at SDK Sang Timur Malang. The population and sample in this study are 5th-grade children who attend SDK Sang Timur Malang, with a total population and sample of 44 students. This study uses the Spearman Rank test with the help of SPSS software. Data will be processed and analyzed through several stages, namely editing, coding, scoring, tabulating, and entry..

RESULTS

Table 1.
Frequency Distribution of Students' Age (n=44)

Age	f	%
10 years	10	22.7%
11 years	28	63.6%
12 years	6	13.6%

Table 1 shows that the majority of respondents were 11 years old, 63.6%.

Table 2.
Frequency Distribution of Students' Gender (n=44)

Sex	f	%
Male	23	52.3%
Female	21	47.7%

Table 2 shows that the majority of respondents were male, 52.3%.

Table 3.
Frequency Distribution of Students' Gender (n=44)

Characteristics	f	%
Profession		
Employee	4	9.1%
Teacher/lecture	2	4.5%
Soldier	1	2.3%
Factory employees	2	4.5%
Government employees	4	9.1%
Housewife	4	9.1%
Merchant	2	4.5%
Private employees	12	27.3%
Businessman	2	4.5%
Etc.	11	25%
Marital status of parents		
Married	35	79.6%
Divorced	9	20.4%
Parenting		
Authoritarian	9	20.5%
Permissive	2	4.5%
Democratic	26	59%
Situational	7	16%

Table 3 shows that most of the parents' occupations are private employees, 12 parents (27.3%). Most of the students' parents' status is not divorced, 35 students' parents (79.5%). Most of the students' parents' parenting patterns are democratic with 26 parents (59%).

Table 4.
Frequency Distribution of Family Active Function (n=44)

Characteristics	f	%
Family affective function		
Poor	2	4.5%
Moderate	41	93.2%
Good	1	2.3%
Components		
Mutual care	318	30%
Mutual respect	415	39.2%
Family ties	326	30.8%

Table 4 shows that most of the affective functions of the family are in the moderate category with 41 students (93.2%). Most of the components of the family's affective function provided by the family to children are mutual respect totaling 415 points (39.2%).

Table 5.
Frequency Distribution of Cognitive Ability Level (n=44)

Characteristics	f	%
Bullying behavior		
Low	39	88.6%
Medium	3	6.8%
High	2	4.6%
Type of bullying		
Physical	432	19.3%
Verbal	1048	46.9%
Relational	757	33.8%

Table 5 shows that most bullying behaviors are in the low category with 39 students (88.6%). Most types of bullying behavior committed by children at school are verbal bullying with a total of 1048 points (46.9%).

Table 6.
Frequency Distribution of Cognitive Ability Level (n=44)

Variable	Coefficient Correlation	pv
Family affective function		
Bullying behavior	-,454	,002

Table 6 shows that the relationship between the independent variable, namely family affective function and the dependent variable, namely bullying behavior, has a moderate correlation. The relationship between family affective function variables and bullying behavior has a significant attachment because it has a p-value (0.02) <0.05.

DISCUSSION

Family Affective Function

The results showed that most of the family's affective functions were moderate. The most critical component of this study is mutual respect. This research aligns with Susanti's (2018) research, namely the highest percentage of family affective functions in the moderate category at 65.2%. Mutual care is love, attention, mutual love, mutual help between family members, getting love and help from other members so that the power to share love will increase, and, in the end, a warm bond and mutual aid are realized. Close bonds within the family are a great asset in providing bonds with others outside the family or community. Family relationships begin when a couple agrees to start a new life. Family member relationships are developed through identification and adaptation to the various dimensions of family member life. A very dominant component in previous research is mutual respect. The affective function will be realized if family members respect each other, accept each member's existence and rights, and maintain a constructive atmosphere.

In this study, school-age children need support from their families and neighborhoods where there is mutual care, a term that refers to the reciprocal emotional and physical support between family members, love, and bonding. Adequate affective functioning may be due to a lack of parental control. At the age of 10-12 years, children are in pre-adolescence. During this period, children are very close to their peers in the school area. However, when in the home area, children need the warmth and harmony of parents and emotional support to avoid making relationship mistakes. Parental affection is also needed so that children do not feel disappointed because they do not get affection. This study rated the components of mutual

care and family bonding as lacking. These two components need to be improved, possibly due to parents who are rarely at home because parents work, parents who are separated, and only living with father/mother at home. When parents are busy working, they should still provide affection and support to children in all activities, for example, picking up children from school, helping them with their homework, and spending quality time with them. By doing these things, children will feel that their parents provide affection, and family ties become good so that the practical function of the family is achieved.

Bullying Behavior

The results showed that most bullying behavior was in the low category. In this study, the results of the types of bullying were verbal bullying at 46.9%, relational bullying at 33.8%, and physical bullying at 19.3%. The most common type of bullying behavior in this study is verbal bullying. Based on the kind of bullying, the most common aspects are: Physical bullying involves the question of being rude; Verbal bullying with the question aspect of mocking; Relational bullying with the question aspect of ostracizing.

This study aligns with Sari's (2017) research, where the highest % is bullying behavior at 40.3%. Based on the results of the research that has been carried out, it is obtained that the types of bullying are physical bullying with more aspects of the question of doing violence at 17.3%, verbal bullying with more aspects of the question of saying harsh words at 51.2%, and relational bullying with more aspects of the question of sneering at 31.9%. The results of this study indicate that childhood is when children spend more time at school and playing (Widiyanti, 2013). Children will play more with their peers both at school and in the area where they live. At this time, children tend to be more easily influenced by their peers, and this can cause children to engage in deviant behavior, such as bullying their friends. *Bullying behavior* is a negative action in which there is an abuse of strength or power by one or more students that is offensive in nature due to an imbalance of power between the parties involved (Astuti, 2008).

In this study, respondents were aged 10-12 years. According to Latifah (2012), most incidents of bullying in children aged 11 years were 20 students (75%). This study is also similar to Nauli (2017), who stated that most bullying incidents in children aged ten were 99 students (41.9%). Children are very close to peers at this age while in the school environment, so the influence of peers is enormous. In this study, the most common type of bullying was verbal bullying. Bullying in the low category may be due to students in the school reporting bullying incidents experienced by the teacher or homeroom teacher. When children get bullied, such as being teased or hit by their friends, one of the students will report it to the teacher. When there is an incident of bullying, the homeroom teacher will inform the parents so that when at home, the parents still control the child and provide understanding so that the child does not do bad things while at school. During breaks, some teachers will look after students so that no student commits violence like hitting, pushing, mocking, or ostracizing other students.

In this study, most of the respondents' gender were male. According to research by Damantari (2011), boys are more dominant in bullying behavior than girls. The tendency of boys to bully is because bullying behavior is perceived as a system of strengthening interactions with their peers, in contrast to women who think that bullying is a worrying act for others, so they tend to choose to stay away from this behavior (Silvia, 2013). Male children tend to experience bullying and commit acts of bullying, especially physically (Priyatna, 2010). Boys are generally more dominant in bullying because they show their strength; they have personal problems at home and school that make them tend to be depressed and angry. In addition, they seek attention from their peers so that they will feel that their existence is considered by their environment, especially their peers (Beran, 2008). A survey conducted by the Workplace

Bullying Institute (2014) shows that bullying behavior is dominant in men by 69% and the remaining 31% of bullying behavior in women. Based on the explanation above, it can be concluded that bullying behavior is more dominated by male students than female students.

The Relationship between Family Affective Function and Buying Behavior in School-Age Children

Based on the results of research conducted on 44 students at SDK Sang Timur Malang, the analysis using the Spearman Rank test obtained a significant value (p-value) of 0.002. Because the significance value <0.05 , it is stated that H_a is accepted, and H_0 is rejected. The results of these calculations indicate a significant relationship between the affective function of the family and buying behavior in school-age children at SDK Sang Timur Malang. The results of data processing also obtained a negative correlation value (0.454), which means that there is a relationship with a moderate correlation between the affective function of the family and buying behavior in school-age children at SDK Sang Timur Malang, where the direction of the relationship between the two variables is negative. So, the higher the affective function of the family, the lower the bullying behavior in school-age children.

According to Friedman (2010), practical family functions are internal ones where the family provides protection and psychosocial support for its members. A good family affective function will fulfill the emotional needs of its family members, such as love and attention, so that the affective function of the family will be achieved. Caring, affection, and happy feelings will support individuals against specific problems by paying attention to their emotional balance, such as not spilling their emotions on others through bullying (Hurlock, 2000). Family affective function can affect a person's behavior if individuals with low family affective function can lead to negative behavior, one of which is bullying behavior. According to the CDC (2013), bullying is a form of violent behavior, whether physical, verbal, psychological, social, or educational. A person or group can carry out perpetrators against victims involving an imbalance of power that is seen and felt repeatedly. Research conducted by Utami (2009) explains that the onset of bullying behavior comes from an environment where parents who use discipline with violence to children and children will get less ability to solve problems such as hitting children. These characteristics are components that have a significant influence on the onset of bullying behavior in children.

The research conducted by this researcher is supported by Pratiwi's (2012) research on parental parenting; the results of the study prove that authoritarian parenting predicted that children will tend to become bullying perpetrators. Authoritarian parenting usually harshly educates children; if a child makes a mistake, then the parents punish him; lack of warmth between parents and children, a lack of closeness between children and parents, and many conflicts that can allow children to behave the same way towards their friends at school because they imitate what their parents do to them. The theory that mentions bullying behavior is the lack of care given by parents to children. In addition, there are emotions when disciplining children so that children behave like their parents (Olweus, 2003).

Aisyah's (2010) research shows that permissive parents are less assertive in applying existing rules, and children are given free opportunities to do and fulfill their desires. Permissive parenting policies can cause aggressive behavior for foster children. Permissive parenting also ignores the tendency of the child's behavior to become a murderer. However, the child's tendency to be an aggressive behaviorist is less important than the behavioral tendencies arising from authoritarian parenting (Pratiwi, 2012). According to Susanti's research (2018) on the relationship between family affective functions and emotional intelligence, most families have sufficient affective functions. With mutual care and affection from the family, manifested in affective functions, self-motivation can have a sufficient emotional impact

because children can motivate themselves to balance their emotions for children in the family. This case shows a sufficient relationship between the affective function of the family and emotional intelligence. Therefore, it cannot be denied that the role of family members impacts children's emotional intelligence for the better. Children who are easily controlled by negative emotions such as anger, envy, and resentment, where the inability of individuals to organize emotions that arise from within themselves causes children to easily commit bullying behavior even though the school has provided security related to bullying cases such as the teacher's schedule to supervise students during breaks. According to Astuti (2008), many causes of bullying occur in schools, one of which is a family that does not get along. A family that does not get along well can lead to bullying behavior in children. Children who lack warmth and affection from parents so that children will pour it out to friends or others. Children do this to get warmth and affection from their parents or siblings.

Children are more prone to bullying because their parents are divorced and one parent has died. The fact that children perceive that their parents are unwilling to provide them with help for the problems they face at school makes them feel uncomfortable, and their schoolmates become targets to take out their frustrations on their parents. Meanwhile, the absence of support from parents can also make children bully. Soft feelings and parental support make children behave well and feel comfortable with their parents because parents provide help for every problem children face (Kleio, 2011).

According to researchers on the relationship between family affective functions and bullying behavior, most of the family's affective functions are sufficient. A family that fulfills the components of the family's affective function will affect the child's emotional balance so that the child can control his emotions. This case shows a relationship between the family's affective function and bullying behavior in school-age children at SDK Sang Timur Malang. Therefore, it cannot be denied that the role of parents is very influential in improving children's behavior.

Implications for Nursing

Based on the study's results, several implications can be used to improve nursing, especially in health services. The following program of this research is to provide health education and counseling conducted by health workers, such as health education by the nearest health center, especially education about bullying behavior so that the incidence of bullying in school-age children decreases and counseling for families so that family affective functions can be achieved.

CONCLUSION

Family affective function in 5th-grade school-age children is sufficient; most of its components are mutual respect. Bullying behavior among 5th-grade school-age children is in the low category, and most types of bullying committed by children at school are verbal bullying. There is a relationship between family affective function and bullying behavior in school-age children at SDK Sang Timur Malang.

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