

## Analysis of the Relationship between Student Mental Health in Family Conflict and Bullying Among Students

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**Abstract:** This study aims to analyze the relationship between students' mental health in family conflict and bullying behavior among students, especially among male students in middle school. The research method used was quantitative with research subjects totaling 76 students who had bullying tendencies from a population of 450 people. Data collection was carried out through a questionnaire instrument to measure the stages of bullying behavior and investigation of family conflict violence with a Likert scale of 1-5. Descriptive and inferential statistical data analysis techniques (Pearson correlation test) were used to analyze the data. As a result, it was found that the level of bullying among male students tends to be low (2.52) and there is a significant relationship between family conflict and stages of bullying. Conflict between parents and students is the most frequent conflict, while conflict between siblings tends to be minimal. Family conflict factors need serious attention in designing intervention programs to prevent students' mental disorders through the phenomenon of bullying at school. Conclusion: This research emphasizes the importance of paying attention to family dynamics in understanding and overcoming bullying behavior in the educational environment. Identifying the relationship between family conflict and bullying tendencies can provide a basis for the development of appropriate interventions to create safe and supportive school environments for all students.

**Keywords:** student treatment, exit conflict, student bullying tendencies, mental health.

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### ■ INTRODUCTION

Educational Philosophy explains that education aims to ensure that all students achieve balanced physical, emotional, spiritual, intellectual, and social development in the family and school environment (Miseliunaite et al., 2022; Zhao et al., 2022; Li et al., 2022). This statement means that schools need to create an atmosphere and environment that is safe and can stimulate student development explains that safety is threatened when individuals feel afraid and worry about being harassed or hurt by the violent behavior of other students (Schoville & Aebersold, 2020). The

concept of violence in schools is very broad and one of its meanings is bullying. Bullying is an aggressive act carried out repeatedly either physically, psychologically, or verbally by a person or group against another individual (Chung & Lee, 2020). States that bullying is a psychological act and is also a form of physical violence that is repeatedly carried out by powerful groups against groups of people who are weaker than them (Estévez et al., 2020). Stated that bullying behavior not only impacts the victims but also impacts school performance, social skills, and the psychological level of the perpetrators and victims

of bullying (Urano et al., 2020). The bullying phenomenon that occurs in schools has become a national issue and has sparked heated discussions among policymakers. Like other countries, in Malaysia, there are often cases of bullying among students at school. Cases of bullying among students in Malaysia are increasing (Islam et al., 2020). Bullying cases that occur in this country are considered more serious if they result in fatalities. Even though several steps have been taken by the Malaysian Ministry of Education, this phenomenon is still difficult to stem.

Bullying is a serious problem because it will hurt the lives of many students. This is because students who are victims of bullying usually experience fear, humiliation, and disappointment which results in low self-esteem. They also often isolate themselves from their peer group, skip school, change their personality, change their emotions, experience depression and some also take shortcuts by committing suicide (Kircaburun, Harris, Calado, & Griffiths, 2021). Indirectly, this has hampered the continuity of students' education and this must be addressed immediately. Previous research found that several factors are related to bullying behavior among school students. External influences brought by students trigger bullying incidents that occur at school. Parental and family factors are influences brought from outside by students into the school environment. One of the family-related factors identified as having a negative influence on adolescents' self-adjustment and external behavior is family conflict (Lee et al., 2019; M. Y. Lee et al., 2020). Students who are exposed to family conflict appear to have a strong relationship with negative behavior such as aggressive behavior (Kýzýltepe et al., 2020; Kýzýltepe et al., 2020b; Zhang et al., 2020). This explains that the observations and experiences of family conflict experienced by students influence them to carry out bullying behavior while at school. However, no research has been

conducted in the country to examine the relationship between family conflict and bullying behavior among students at school. This creates a research gap regarding bullying behavior in this country.

Additionally, reported cases of bullying in the country often involve male students. This situation is in line with the findings of bullying studies that have been conducted at home and abroad (Karatuna, Jönsson, & Muhonen, 2020). Male students were found to be more involved in bullying than female students. The perception of male students is that they must win in every fight to show their masculine qualities (Waddell et al., 2020). This is a factor that causes more male students to be involved as perpetrators of bullying. Therefore, studies on bullying behavior that focus on male students need to be carried out to explain the relationship between family conflict and bullying behavior in male students. Therefore, this research needs to examine the relationship between family conflict and bullying behavior among male students at school. Therefore, this study was designed to identify the level and type of bullying behavior and family conflict among male students who tend to bully at school. Apart from that, this research also identified the relationship between family conflict and bullying behavior in male students who tend to bully at school.

Bullying' refers to a situation when a person is exposed to negative actions repeatedly by one or more other students also states that bullying is carried out directly or indirectly by a dominant student or group of students (Kisfalusi et al., 2020). This bullying behavior aims to hurt other people and make them feel depressed (Baiden & Tadeo, 2020). This bullying usually shows "asymmetrical power relationships" (Kerr & Kerr, 2020), or "a system of abuse of power". Bullying occurs over a certain period. Students who are involved in bullying usually have different levels of awareness of what the victim feels as a

result of the bullying (Estévez et al., 2020). Most bullies realize that their behavior is wrong (Mishna, Sanders, McNeil, Fearing, & Kalenteridis, 2020). bullying behavior is an act of physical and psychological aggression that is carried out repeatedly against the victim. Not only that, according to the United States Department of Health and Human Services, bullying behavior refers to repeated aggressive behavior that also involves an imbalance of power, whether explicit or implied (Estévez et al., 2020).

In understanding the meaning of bullying, it is very important to know the types of bullying that occur. The definition of bullying behavior used in this research refers to negative behavior carried out either directly or indirectly. Direct bullying refers to negative actions that occur openly against the victim in the form of physical contact (such as hitting, kicking, slapping, pushing, damaging, or stealing property, showing disrespectful symbols, and forcing them to do something (Kiconco & Nthakomwa, 2018). Indirect bullying refers to negative actions that occur in the form of psychological (social exclusion and exclusion of a person from a group verbal (taunting, threatening, insulting, and cyber carried out by people others (Bi & Marsden, 2020; Paez, 2020). Dominant students against weak students. Bullying behavior is classified into six types of bullying, namely physical bullying, verbal bullying, signal bullying, threatening bullying, boycott bullying, and cyberbullying. Physical bullying includes hitting, kicking, tripping, pinching, and pushing or damaging property. Physical bullying has short-term and long-term impacts on its victims. The results showed that male students were more aggressive and were often directly involved in physical bullying. Therefore, male students have a higher tendency to become victims of physical bullying than female students (Chung & Lee, 2020). Regardless of age group, ethnicity, social class, culture, or nationality, male students also appear to be more likely to be involved in

physical bullying than female students (Xu, Macrynika, Waseem, & Miranda, 2020). Verbal bullying refers to when someone uses verbal language to humiliate, mock, or insult another person. In contrast to physical bullying, where the impact is visible, verbal bullying is more difficult to detect and stop. Verbal bullying includes name-calling, insults, name-calling, intimidation, homophobic or racist statements, or verbal harassment (López et al., 2020). Although verbal bullying may not seem harmful at first, it can escalate to a more serious level towards the target.

Bullying exclusion is also known as relationship victimization, where the bully manipulates a relationship or friendship to cause emotional suffering to another student. For example, a group of friends who act against someone in a way that ignores them. This oppression is also called social oppression, it is difficult to identify and is carried out indirectly on the person being oppressed. It is designed to damage a person's social reputation and cause humiliation for victims of bullying. Victims usually have very low self-esteem, feel not good enough, or are even depressed when experiencing ostracism (Urano et al., 2020). Signal bullying is a type of bullying behavior where the bully does not do it physically or verbally but instead shows negative signals to scare or make the victim feel depressed (McNamara, Lakman, Spadafora, Lodewyk, & Walker, 2018). This is done by staring, showing clenched fists, showing obscene gestures, staring, and so on. Meanwhile, threatening bullying is a type of bullying where the bully threatens to hurt the victim if he doesn't do what he says. Therefore, the victim may be forced to give money, property, or food to the bully. The victim may even be forced to do something by force. The Australian Cyberbullying Research Center defines cyberbullying as intentional and repeated negative behavior using computers, telephones, and other electronic

devices. Cyberbullying can occur overtly or covertly using digital technology, including hardware such as computers and smartphones, as well as software such as social media, instant messaging, text, websites, and other online platforms (Dennehy et al., 2020). Cyberbullying is also found to be carried out at any time in public or private and is sometimes known only to the victim and the bully.

Family conflict refers to the frequency of conflict that occurs verbally, physically, and psychologically. However, this study did not include sexual conflict. Family conflict measured in this study includes conflict between mother and father, conflict between parents and students, and conflict between siblings and students (Chi, Hong, & Chen, 2020). A literature review found that family conflict factors were seen to have a large impact and influence on students' aggressive behavior. Children who are exposed to family conflict and physical violence have low levels of emotional development, anger control, and feelings of hostility (Zhu et al., 2020). Stated that in England, the relationship between parents and children is a central feature of family policy (O'Brien et al., 2020). Found that students who have attitudes and thoughts that favor violence have a low level of empathy towards other people and this is related to bullying behavior (Huang et al., 2020). Explained that students who are often exposed to family conflict appear to have a close relationship with the formation of aggressive behavior (Kýzyltepe et al., 2020). They tend to have wrong perceptions, including believing that aggressive behavior is a correct and legitimate response as an act of provocation, increases self-confidence, helps prevent negative self-image, and does not cause them suffering (Hestermann, Le Yaouanq, & Treich, 2020). In addition, these students face the risk of underdevelopment of social problem-solving skills and will distort their beliefs about the validity and normality of aggressive attitudes (Gatti, Palumbo, Di

Domenico, & Mammarella, 2022). Stated that family conflict has an impact on the efficiency of children's social skills in relating to society, peers, and teachers (Garcia-Carrion et al., 2019; Cáceres et al., 2021). This influences how they solve social problems and beliefs about aggressive behavior. Lastly, how a child receives, understands, and remembers observed conflict and aggressive interactions will influence his response to conflicts that occur both within the family and outside the family in the future and this shows that the more frequent Family conflicts experienced can cause high levels of bullying behavior among students (Baiden et al., 2020). Not only that, it can also cause children to internalize symptoms feel depressed, and have difficulty controlling their emotions (Wu & Lee, 2020).

The relationship between family conflict and bullying behavior can be explained through the Social Learning Theory presented by (Arias-Rivera & García, 2020). This theory focuses on the learning process that occurs in a social context. The assumption is that humans learn things through other people. This learning process includes several concepts, namely observation, learning, imitation, and modeling. According to Bandura, humans are driven by the influences in their environment. However, he does not deny that there are also biological factors that influence it. Learning through observation (modeling) is very important for someone to acquire aggressive behavior. A person acquires a behavior by seeing and copying or imitating that behavior. Stated that individuals imitate because what they do causes satisfaction or reward which is called reinforcement. This strengthening is carried out in three ways, namely direct, independent, and vicarious (Xiang, 2020). Through direct reinforcement, individuals receive rewards such as praise for imitating observed behavior. Self-affirmation, individuals imitate not because they want to be praised but to achieve their needs and

satisfaction. Vicarious reinforcement refers to individuals gaining satisfaction indirectly by imitating. Individuals who see other people getting satisfaction or rewards from imitating the model's behavior also do so because they want to get the same reinforcement. Using this theory can clearly explain the relationship between family conflict and bullying behavior in male students who tend to bully at school. Apart from that, most of the previous studies related to bullying at home and abroad have also used Social Learning Theory.

This study of the impact of family conflict on the treatment of students who bully in middle school addresses a significant gap in the existing literature regarding the relationship between family dynamics and bullying behavior among male students. Bullying is a widespread problem in schools throughout the world, with detrimental impacts on both victims and perpetrators. Although previous research has highlighted various factors that contribute to bullying, such as individual characteristics and the school environment, the role of family conflict in shaping bullying tendencies has not been widely explored. Understanding the relationship between family conflict and bullying behavior is critical because of the prevalence and seriousness of bullying in educational settings. Bullying can have long-term consequences for the mental health, academic performance, and social relationships of the students involved. By investigating how family conflict influences the stages of bullying in male students, this study aims to provide valuable insights that can inform intervention and prevention strategies to create safer and more supportive school environments. The primary aim of this study was to examine the extent to which family conflict contributes to the development and perpetuation of bullying behavior among male students in middle school. By identifying specific dynamics within families that may influence bullying tendencies, this research seeks to fill an important gap in the literature and contribute to a more

comprehensive understanding of the factors underlying bullying.

## ■ **METHOD**

The method in this research uses a quantitative approach in the form of correlation to obtain the necessary information (Baas, Schotten, Plume, Côté, & Karimi, 2020). The survey method uses non-test instruments as instruments used to collect research data. The independent variable studied was the level of frequency of family conflict, while the dependent variable was bullying behavior among male students at school. The research participants were 76 students. The purposive sampling method was used to collect samples of several male students who tend to engage in bullying behavior. Of the 450 people selected, 76 male students with an average age of 16 years. By referring to the accumulated Bullying Behavior Level (TTLB) questionnaire scores obtained from previous research to measure bullying directly and indirectly.

Data collection techniques using instruments and pilot studies. Questionnaire (TTLB). The instruments in this research have been modified and developed based on the Bullying Behavior Scale (STLB) questionnaire used by (Craig et al., 2020), (TTLB) contains 25 question items to collect information on frequency of behavior, 12 items of direct bullying behavior, and 13 items of indirect bullying behavior. The average value obtained from the TTLB questionnaire uses the following criteria for classifying levels of bullying behavior: (a) low level, (b) medium-low, (c) medium-high, and (d) high, in determining the level of bullying behavior. Bullying behavior. Bullying behavior. Only students who obtained bullying scores from medium, low to high levels were selected as research samples. The reliability of the TTLB questionnaire items uses the Cronbach Alpha coefficient and obtains a value of 0.88 for 25 question items. Meanwhile, the Family Conflict

Frequency Questionnaire (KKK) is used to measure students' levels of family conflict. This questionnaire consists of 60 items, modified based on the Conflict Tactics Scale 2 (CTS2) questionnaire created (Nevins et al., 2020). The dimensions measured include physical, verbal, and psychological conflicts that occur between mothers and fathers, between parents and students as well as conflicts that occur between

siblings and students. This questionnaire uses a Likert scale by applying a scale of 1-5 to determine the level of family conflict in students. Meanwhile, item reliability using the Cronbach Alpha coefficient for the KKK questionnaire was 0.98 for 60 question items.

The validity of the two questionnaires was carried out with four experts in the fields of research, language, and psychometrics to obtain

**Table 1.** Research indicators

No	Indicator
1	Bullying behavior of students who tend to carry out bullying actions
2	Treatment of direct and indirect bullying
3	Frequency of family conflict in male students with bullying tendencies
4	Family conflict
5	Family conflict with levels of bullying behavior

views and suggestions. Changes and modifications were made based on expert advice, especially regarding the use of terms in the questionnaire. This modification was made to adapt the questionnaire to the research objectives and the culture of society in this country.

The data analysis technique used Statistics version 25.0 (SPSS) (Sesen & Ekemen, 2020). Descriptive statistical calculations were used to determine the percentage and classification of levels of bullying behavior and levels of family conflict descriptively. Inferential statistics are used by researchers to see the relationship between bullying behavior level variables and family conflict variables in male students who tend to bully. To test the relationship and strength of the relationship between these variables, the Pearson Correlation test was used. Permission from several parties was obtained before this research was conducted. First, permission was sought from the Division of Educational Policy Planning and Research, State Department of Education, followed by the selected school principal, and finally, permission was sought from parents.

## ■ RESULT AND DISCUSSION

One of the main results of this research was the identification of a significant relationship between family conflict and bullying tendencies among male students in secondary schools. These findings suggest that students who experience higher levels of family conflict are more likely to exhibit bullying behavior. This correlation underscores the importance of considering family dynamics as a factor that contributes to the development of bullying tendencies in adolescents. Furthermore, research reveals that the level of bullying among male students tends to be at a low level, with an average score of 2.52 on the Likert scale used to measure stages of bullying behavior. This shows that although bullying may not be widespread among the sample population, the presence of family conflict can still influence the manifestation of bullying behavior in certain individuals. Based on the type of family conflict observed in male students who have bullying tendencies, this research highlights that conflict between students and their siblings is the most frequent. These findings demonstrate

the importance of sibling relationships and dynamics within the family unit in shaping students' behavior, including their tendencies to bully. Age differences between siblings and power dynamics in sibling relationships were identified as potential triggers of conflict, highlighting the need to address these dynamics to prevent an increase in bullying behavior. In addition, this research found that conflicts between parents and students also often occur, although they occur less frequently than sibling conflicts. This shows that the quality of

parent-child relationships and communication patterns within the family play a role in influencing student behavior at school. Resolving conflict between parents and students and encouraging positive parent-child relationships has the potential to reduce the risk of bullying behavior among adolescents. The results of this study also demonstrate the need for interventions that prioritize positive parenting practices and the promotion of healthy family relationships. This data can be seen in Table 2

**Table 2.** Average bullying behavior of students who tend to bully

	<b>N</b>	<b>Minimum</b>	<b>Standard deviation</b>
Bullying behavior	76	2.52	.759
Valid N	76		

By cultivating respect, compassion, and effective communication within the family unit, parents can create a supportive environment that reduces the likelihood of their children engaging in bullying behaviour. These findings underscore the importance of family-centered approaches in addressing bullying and encouraging positive social behaviour among students. Additionally, this research highlights the importance of addressing family conflict as a preventive measure to curb the rise in bullying behaviour in schools. By recognizing the impact of family dynamics on student behaviour, educators and policymakers can implement targeted interventions that support students experiencing family conflict and provide resources to strengthen family relationships. Overall, the results of this study underscore the existence of a complex interaction between family conflict and bullying behaviour among male

students in middle school. By identifying the relationships between these factors and highlighting the importance of family dynamics in shaping student behaviour, this research contributes valuable insights to the field of bullying prevention and intervention. Moving forward, further research and interventions that address family conflict and promote positive family relationships are critical in creating safe and supportive school environments for all students. Results Levels and Types of Bullying Behavior in Students Who Tend to Bully. Based on the average value of bullying behavior obtained through a questionnaire, TTLB classifies students into five levels, referring to the bullying behavior level scale used in this research. The average of 76 male students who tend to bully at school is at a fairly low level (2.52).

**Table 3.** Average treatment of direct and indirect bullying

	<b>N</b>	<b>Minimum</b>	<b>Standard deviation</b>
Direct bullying	76	1.94	.32
Indirect bullying	76	2.86	.80

Meanwhile, the results of direct and indirect bullying show that the average score for direct bullying (1.94) is lower than the average score for indirect bullying (2.86) (Table 3). This situation shows that indirect bullying behavior (psychological, verbal, and cyber) is a type of bullying behavior that often occurs among male students at school compared to direct (physical) bullying behavior. Bullying behavior among male students with a tendency to carry out bullying acts. The research results found that the level of bullying behavior among male students who tend to bully is at a medium-low level. A meta-analytic study by (Ed & Ed, 2020), explains that there is a strong relationship between male students with bullying behavior and bullying victims at school. Even though the level of bullying among male students who tend to bully is at a medium-low level, this needs to receive serious attention because the impact of bullying behavior does not only affect the victims but according to bullying behavior also is a predictor of delinquent and criminal behavior later in life (Agyeman & Cheng, 2020). The research also shows that indirect bullying is a type of bullying that is more often carried out by male students compared to direct bullying. This is in line with bullying surveys conducted in the states of Kedah and Perlis, which found that 80% of secondary school students were involved in bullying (psychological) behavior, intimidation) (Liew et al., 2023). Explained that this happens because indirect bullying is difficult to detect (Brown, 2019). In this way, bullies will be braver to continue bullying behavior like this. Although direct bullying which is more physical is lower than indirect bullying, the impact received by the

victim can result in loss of life (Duan et al., 2020). Therefore, bullying monitoring and prevention programs in schools must also consider the types of bullying that occur indirectly because they will become more serious if they do not receive attention. Level of family conflict in male students with a tendency to bully. The research results found that the level of bullying among male students who tend to bully is at a low level, while conflicts that occur between students and siblings are the most common type of family conflict among male students who tend to bully. This finding may be due to the student's parents working. Parents have limited time compared to siblings to spend with students. Therefore, students have conflicts more often with their siblings than with their parents. Apart from that, the age difference between brothers and sisters can trigger frequent conflicts between them. This situation is caused by 'asymmetrical power relationships or 'power abuse systems where older or younger siblings try to show superiority in terms of physical, age, and power as the party that is more dominant than the younger sibling (Qin et al., 2020; Willan et al., 2020). This can be explained through Social Learning Theory that individuals form their behavior based on what is modeled (implicitly or explicitly) and how this behavior is rewarded and punished. Therefore, conflicts that occur at home between students and their brothers or sisters become an example for these students to do the same to other students at school. In dealing with this, positive parenting factors need to be prioritized. Parents should prioritize good relationships between siblings and instill values of respect and love in the family.

**Table 4.** Mean frequency of family conflict for male students with bullying tendencies

	<i>N</i>	Minimum	Standard deviation
Frequency Stage of Family Conflict (KKK)	76	1.33	.726
Valid N	76		



Levels and Types of Family Conflict in Students Who Tend to Bully. Based on the KKK questionnaire, it is known that the average frequency of family conflict for 74 students who were bullied was at a low level (1.33). In this study, researchers classified the level of family

conflict into five levels based on the average score of family conflict frequency. The levels are; (a) low level, (b) quite low level, (c) Medium level, (d) medium-high level, and (e) high level. The overall average level of family conflict can be seen in Table 4.

**Table 5.** Average differences between types of family conflict (N = 76)

<b>Types of family conflicts</b>	<b>Minimum</b>	<b>Standard deviation</b>
Conflict between mother and father	1.40	0.18
Conflict between parents and students	1.63	0.26
Conflict between students and siblings	1.71	0.22

By looking at Table 5, it is found that the type of conflict that occurs between students and siblings is the type of family conflict that occurs most often with an average frequency of (1.71). This value is higher than the average type of conflict between parents and students (1.63) and conflict between mothers and fathers (1.40). However, these three types of family conflict are

classified as low-level conflicts. Conflicts between students and siblings are the most frequent conflicts compared to conflicts between parents and students, followed by conflicts between mothers and fathers.

The relationship between the level of family conflict and the level of bullying behavior among male students at school. The results of the

**Table 6.** Correlation analysis of family conflict with levels of bullying behavior

	<b>Family conflict stage</b>		
	<b>Pearson Correlation</b>	<b>Sig. (2 ways)</b>	<b>N</b>
Bullying treatment stage	.451 (***)	.000	76

correlation coefficient test show that there is a significant positive relationship between the level of family conflict and the level of bullying in male students who tend to bully at school ( $r = 0.45$  (\*\*),  $df = 74$ ,  $p < 0.000$ ) (Table 6). This value means that there is a relationship at a moderate level of strength between family conflict and bullying behavior. This means that students who come from families with high levels of family conflict tend to have high levels of bullying behavior. The Relationship between the Level of Family Conflict and Bullying Behavior in Male Students with Bullying Tendencies. Based on the research results, researchers found a significant relationship between the level of family conflict

and bullying behavior in male students who tend to bully at school. This is also in line with several studies that have been conducted at home and abroad which found that family conflict factors are seen to have a large relationship and influence on children's aggressive behavior (Pereda & Díaz-Faes, 2020). Found that children who are often exposed to family conflict appear to have a close relationship with the formation of negative behavior such as aggressive behavior (bullying) (Craig et al., 2020). Apart from that, the way parents manage anger and conflicts that occur may have a certain influence on children's socio-emotional development. Reported that there is a relationship between family conflict and the

quality of attachment between parents and children, while the quality of attachment has a relationship with delinquent teenagers, including those who engage in bullying behavior (Brophy et al., 2020; Kalu et al., 2020). Found a relationship between family conflict and children's mental representations which also leads to bullying behavior (Garner et al., 2020; Zeynel & Uzer, 2020; Karcher et al., 2020). The research findings also support who state that children who grow up in a family environment full of conflict and violence may consider this aggressive behavior as an appropriate way to ensure safety and self-protection in a competitive environment at school (Hu & Liu, 2020). Therefore, this research shows that students who have high levels of family conflict when at home tend to bully other students when at school. This is in line with Social Learning Theory which explains that one way a student acquires aggressive behavior is through the influence of family factors (Khoury-Kassabri et al., 2020; Q. Zhang et al., 2020; Espejo-Siles et al., 2020). Conflicts that occur in a family or parents who apply punishment as a way of educating their children, give their children an idea that aggressive actions are appropriate in solving problems in everyday life. Indirectly, this impression will be carried to school and applied in social relationships with peers. In addition, this theory explains that bullying behavior is acquired by students as a result of observing aggressive behavior carried out by adults, whether mothers, fathers, brothers, or sisters who are role models in their daily lives at home. The possibility of students becoming bullies will increase when they observe that aggressive behavior carried out by role models does not receive any punishment but rather gets something in the form of rewards. Indirectly confirming to each student that bullying is permissible. This research was conducted to determine the relationship between family conflict and bullying behavior in male students who tend to bully at school. Correlation analysis carried

out found that male students who tend to bully at school have a relationship with family conflicts that occur at home. These findings explain how important positive family factors are in a family to avoid family conflict. This is because family conflicts that occur at home will have an impact on children so they become perpetrators of bullying at school.

Research implications for the family and school environment. So far, parental conflict has often been the main concern in overcoming this problem. However, research findings show that conflicts between students and siblings also need to be taken into account. Therefore, reducing conflict between parents, conflict between parents and children, and conflict between siblings is very necessary to reduce cases of bullying that occur at school. Parents are encouraged to adopt friendly parenting patterns and frequently supervise their children so that they are not involved as perpetrators or victims of bullying. The weakness of this research is that it did not conduct interviews with students who were often bullied at school. This research has limitations in primary evidence and documentation which was not obtained from this research as a basis for providing input to schools in involving parents in dealing with students who often receive bullying and students who often carry out bullying. This research recommends that further research conduct qualitative research to obtain the main evidence and solutions expected by students.

## ■ CONCLUSION

Increasing positive communication with children so that they don't feel embarrassed to share problems is a good way for schools and parents to do this. Parents also need to be aware of their children's psychological conditions, especially those involved in bullying cases. If necessary, psychological services should be provided to address these problems. In prevention and intervention programs carried out by

perpetrators of bullying and victims of bullying in schools, there are different levels and forms of harassment experienced, so appropriate prevention and intervention programs must be carried out by school counselors by the characteristics shown by victims of bullying and must be carried out continuously. School counselors and parents should also not use the same interventions with bullies as interventions given to students who commit other behavioral violations (stealing, skipping school, fighting) while at school. Increasing knowledge and awareness about bullying behavior among students can help them deal with bullies wisely. This will strengthen self-confidence in dealing with bullying problems. Family skills training, psychological education, and cognitive behavioral therapy can also be used to improve parent and family relationships and encourage them to adopt more positive parenting styles. This will make a family harmonious and help prevent bullying problems from the family aspect. Cooperation between schools and parents must be increased so that the goal of making schools a zero-bullying zone becomes a reality.

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