



The Influence of Authoritarian Parenting on Bullying Behavior in Adolescence

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ARTICLE INFO	ABSTRACT
<p>Article History: Submitted/Received March 01, 2025 First Revised April 06, 2025 Accepted May 21, 2025 First Available online June 06, 2025 Publication Date June 11, 2025</p> <p>Keyword: Authoritarian Parenting, Bullying Behavior, Late Adolescence, Relational Aggression, Verbal Aggression.</p>	<p><i>Bullying behavior is a complex phenomenon often associated with adolescents' proximal environment, particularly parental parenting styles. This study aims to analyze adolescents' perceptions regarding the influence of authoritarian parenting on aggressive behavior and to map the trends in bullying behavior in the late adolescent population. This study used a quantitative approach with a descriptive survey method. Data were collected from 102 respondents aged 15–20 years (83.3% female) using an online questionnaire measuring perceived causality, parenting experiences, and the intensity of bullying behavior. The results indicate a strong perception among respondents that restrictive parenting contributes to aggression (75.5% agree/strongly agree). However, empirically, the level of physical bullying behavior was found to be very low (67.6% never), in line with the low reported experience of extreme authoritarian parenting. An interesting finding is that although physical aggression was minimal, indications of verbal and relational bullying (social exclusion) were detected at moderate intensity. This indicates that in a female-dominated demographic, the impact of parenting or social pressure tends to manifest in the form of manipulation of interpersonal relationships rather than physical violence.</i></p> <p>© 2025</p>

1. INTRODUCTION

Adolescence is a crucial phase in individual development. Adolescents are individuals in transition from childhood to adulthood and are characterized by rapid physical, psychological, and social development (Prayitno, 2006). Adolescents are individuals between the ages of 13 and 21 (Hurlock, 1980). Adolescence is characterized by diverse interactions with peers, but this process often leads to less adaptive dynamics, including bullying.

Bullying is the use of violence that harms an individual or group verbally, physically, or psychologically, in such a way that the victim feels oppressed, frightened, and helpless (Sari

et al., 2024). Meanwhile, Coloroso argues that bullying is a threatening behavior by a perceived stronger party toward a perceived weaker party, repeated repeatedly. Therefore, the perpetrator has a goal and plans to attack the weaker party, both mentally and physically (Sari, 2021). Authoritarian parenting is a parenting style in which parents try to shape, restrain, supervise, and control children to always conform to their wishes. This is accompanied by very strict punishments and rules, which make children constrained and unable to make their own decisions (Karennina et al., 2024) authoritarian. According to Ormrod (2009), authoritarian parenting causes children to become dissatisfied, dependent on others, act rudely, are less able to socialize and even show prosocial behavior, use coercive communication techniques when talking to others, and become rebellious. With this definition, the author hypothesizes that authoritarian parenting, namely a parenting style that forces the will of a child, makes children engage in modeling activities or imitate their parents' parenting style towards their peers.

According to the World Health Organization (2020), 42% of adolescents, or approximately 504 million adolescents worldwide, have experienced bullying (Agisyaputri et al., 2023). The Indonesian Child Protection Commission (KPAI) and the Federation of Indonesian Teachers' Unions (FSGI) have collected data and found 226 instances of bullying in 2022. From January 2021 to October 2022, the Indonesian Child Protection Commission (KPAI) recorded 53 incidents of bullying in school settings in Surabaya, Gresik, Tulungagung, Lumajang, Malang, Blitar, and Kediri (Herlidanara et al., 2023).

Table 1. Distribution of Violence Cases by Education Level (FSGI 2024)

Educational level	Percentage of Cases	Risk Analysis
Elementary School	36%	Highest Risk. Early adolescence is a transitional phase where emotional instability and peer pressure peak.
Junior High School	33,3%	Highest Risk. Early adolescence transition phase, emotional instability, and peer pressure peak.
Senior High School	22 - 28%	Moderate risk, but often involves more organized violence
Vocational School	14%	Specific risks related to the culture of masculinity in some engineering majors.

This study tries to find the roots of the emergence of bullying behavior among adolescents, namely by looking for a relationship between parenting patterns in childhood, namely authoritarian parenting patterns, and aggressive behavior in adolescence, namely bullying.

Research Questions

- How can parenting styles influence children's future behavior?

- Are there specific parenting styles that can lead to increased aggressive behavior in children later in life?
- Is there a link between authoritarian parenting styles and increased bullying behavior in adolescence?

2. METHODS

2.1 Research Design and Objectives

This study used a quantitative approach with a descriptive survey method. This approach was chosen to provide an objective picture of parenting patterns and bullying tendencies in adolescents, as well as respondents' perceptions of the relationship between these two variables.

2.2 Participants

The subjects in this study were 102 respondents selected using accidental sampling, a technique for determining samples based on chance. Anyone who happens to meet the researcher and is considered to be a suitable data source can be used as a sample without any specific planning. The sample search was stopped when the desired number of students was reached (Sugiyono, 2013). This number was determined based on the population of 242 new psychology students from the 2025 intake at UPI. The number of adolescents in the study area (N) was 242, with a tolerance level of error (e) of 10% (0.10). This 10% error level means the study has a 90% confidence level and is a commonly used tolerance limit in social research. The minimum sample size calculation was based on the Slovin Formula:

$$n = \frac{N}{1 + N \cdot e^2}$$

- n: Required sample size
- N: Population size (assumed = 242)
- e: Error tolerance level (0,10)

Using these assumptions, the sample size calculation is as follows:

$$n = \frac{242}{1 + 242 \cdot (0.10)^2}$$

$$n = \frac{242}{1 + 242 \cdot (0.01)}$$

$$n = \frac{242}{1 + 2.42} = \frac{242}{3.42} \approx 70.76$$

With 102 respondents successfully collected, this number exceeded the minimum sample size determined by the Slovin Formula (71 respondents).

The inclusion criteria for participants were individuals in the adolescent age range (15–20 years). Based on demographic data, the majority of participants (87.3%) were in their late

teens (18–20 years), while the remaining 12.7% were aged 15–17. In terms of gender, participants were predominantly female (83.3%) and male (16.7%).

2.3 Data Collection Instruments

Data collection was conducted using an online questionnaire (Google Form) consisting of a Likert scale ranging from 1 (Strongly Disagree or Never) to 5 (Strongly Agree or Often). This instrument measures three main aspects: (1) Perception of the causal relationship between parenting styles and aggression, (2) Experience of authoritarian parenting styles (control and demands), and (3) Intensity of bullying behavior (physical, verbal, and relational).

Questionnaire Variable/Section	Description	Number of Questions	Measurement Scale
Causal Relationship	Measuring respondents' perceptions of the correlation between harsh/high-control parenting and aggressive behavior or bullying.	3 Items	Likert Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)
Authoritarian Parenting Style (High Demands and Control)	Measuring respondents' perceptions of the high level of control and demands imposed by their parents.	3 Items	Likert Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)
Bullying Behavior	Measuring respondents' tendency to engage in bullying behavior (verbal, social, or physical) in school or social settings.	5 Items	Likert Scale: 1 (Strongly Disagree) to 5 (Strongly Agree)

Measurement Scale: All items use a Likert scale with 5 answer options:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

2.4 Data Analysis Techniques

The collected data was analyzed using descriptive statistics to calculate frequency distributions and percentages. This analysis aimed to map the trends in respondents' responses to each variable indicator.

3. RESULTS AND DISCUSSION

This discussion focuses on analyzing the findings based on three main variables: respondents' perceptions of cause-and-effect relationships, reported experiences of authoritarian parenting, and levels of acknowledged bullying behavior.

3.1 Respondents' Awareness of the Correlation Between Parenting Styles and Bullying

Table 2: Respondents' Perceptions of the Relationship between Authoritarian Parenting Style and Aggression

Response	Strongly Disagree (STS) or Disagree (TS)	Neutral (N)	Agree (S) or Strongly Agree (SS)
There is a link between harsh parenting and bullying	10,8% (11 respondents)	14,7% (15 respondents)	74,5% (76 respondents)
High levels of parental control contribute to aggressive behavior	2,9% (3 respondents)	19,6% (20 respondents)	77,4% (79 respondents)
Lack of opportunities to express opinions leads to asserting power with peers	9,8% (10 respondents)	14,7% (15 respondents)	75,5% (77 respondents)

The results of this study show that respondents have a very strong awareness and perception regarding the relationship or positive correlation between harsh or authoritarian parenting styles and the emergence of aggressive behavior, namely bullying.

- The majority of respondents (74.5%) agreed that there is a strong relationship between authoritarian parenting styles and the emergence of bullying behavior in adolescents.
- As many as 77.4% of respondents agreed that high levels of parental control contribute to aggressive behavior.
- In addition, 75.5% of respondents believe that the lack of opportunity to express opinions at home can cause someone to vent their power on their peers.
- These findings indicate that the study subjects, most of whom were adolescents (87.3% aged 18-20), conceptually understood the psychological risks of oppressive and restrictive parenting practices. They recognized that an authoritarian home

environment can be a source of frustration that can then be expressed as aggression in social settings or at school.

3.2 Level of Experience of Authoritarian Parenting Style

Table 3: Reported Experiences of Authoritarian Parenting

Response	Strongly Disagree (STS) or Disagree (TS)	Neutral (N)	Agree (S) or Strongly Agree (SS)
Parents restrict almost all decisions or activities	70,6% (72 respondents)	20,6% (21 respondents)	8,8% (9 respondents)
Parents demand unquestioning obedience to all rules	63,7% (65 respondents)	24,5% (25 respondents)	11,8% (12 respondents)
Parents set very high academic and non-academic standards.	65,7% (67 respondents)	25,5% (26 respondents)	8,8% (9 respondents)

In contrast to the high awareness of the risks of authoritarian parenting, the majority of respondents did not report experiencing high levels of authoritarian parenting from their parents.

- As many as 70.6% of respondents disagreed that their parents restricted almost all of their decisions and activities.
- The majority of respondents (63.7%) also disagreed that their parents demanded obedience to all rules without question.
- In addition, as many as 65.7% of respondents disagreed that their parents set academic or non-academic standards that were very high and difficult to achieve.
- The low score for experiences of authoritarian parenting indicates that most respondents come from family environments that tend to be more adaptive or balanced, or they do not interpret their parents' actions as excessively controlling and restrictive.

3.3 Level of Tendency to Bullying Behavior

Table 4: Level of Tendency to Bullying Behavior

Response	Strongly Disagree (STS) or Disagree (TS)	Neutral (N)	Agree (S) or Strongly Agree (SS)
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Threatening/attempting to harm someone (Physical or Threats)	90,2%	(92 respondents)	7,8%	(8 respondents)	2,0%	(2 respondents)
Feeling powerful or superior to the person being bullied	91,2%	(93 respondents)	6,9%	(7 respondents)	2,0%	(2 respondents)
Testing or calling someone names (Verbal)	70,6%	(72 respondents)	19,6%	(20 respondents)	9,8%	(10 respondents)
Excluding or ignoring someone from a group (Relational)	44,1%	(45 respondents)	30,4%	(31 respondents)	25,5%	(26 respondents)
Laughing or watching without trying to stop them	82,3%	(84 respondents)	13,7%	(14 respondents)	3,9%	(4 respondents)

The results of measuring bullying behavior in the school or social environment in general show a low level of tendency towards bullying behavior in this sample.

- Particularly for the most serious bullying behaviors (physical or threats) and internalized feelings of power, respondents' denial was very high. 90.2% of respondents disagreed with ever threatening or trying to harm someone, and 91.2% disagreed with feeling powerful or superior to the person being bullied.
- However, it should be noted that many respondents admitted to having engaged in more covert forms of bullying, namely that 25.5% of respondents had excluded or ignored someone from a social or friendship group and 9.8% of respondents had mocked or called someone else by bad or insulting names.
- The high recognition of social and verbal bullying compared to physical bullying is consistent with trends in aggressive behavior among adolescents, particularly in the female-dominated sample. Meanwhile, 82.4% of respondents disagreed with the fact that they laughed or watched others being bullied without trying to stop it, indicating that the majority of respondents did not adopt the role of passive bystanders.

3.4 Comprehensive Analysis

These results reveal an interesting contradiction. Respondents were well aware that authoritarian parenting can lead to bullying, but they did not report experiencing this parenting style predominantly, nor did they report engaging in severe bullying behavior.

- Correlation Hypothesis: Although the general correlation between authoritarian parenting and bullying was conceptually acknowledged by respondents, the relationship may not appear significant in this sample due to the low variability in both variables (both authoritarian parenting and bullying behavior).

- Validity of Answers: There is a possibility that respondents gave answers that were considered "socially desirable", especially on sensitive questions about bullying behavior and the quality of relationships with parents, even though the questions were asked anonymously.
- Prevention Focus: Prevention efforts need to focus on verbal and social bullying, as this form of aggression was recognized by one-third of respondents and often goes unnoticed compared to physical aggression.

4. CONCLUSION

Based on data obtained from 102 teenage respondents (the majority aged 18-20 years and female), there were contrasting findings between respondents' beliefs about the correlation between cause and effect and their personal experiences.

- Strong Acknowledgement of a Causal Relationship: The majority of respondents (over 74.5%) strongly agreed or agreed that there is a strong relationship between harsh or authoritarian parenting and the emergence of aggressive behavior in adolescents. This belief indicates a high level of collective awareness among respondents regarding the negative impacts of authoritarian parenting practices.
- Relatively Low Incidence of Authoritarian Parenting and Bullying: Despite high awareness of the causal correlation, the majority of respondents consistently did not report extreme experiences related to high parental demands (over 59.8% answered never/very never). Several factors can influence parenting behavior, such as environmental factors and awareness of the negative impacts of authoritarian parenting. Therefore, many parents do not apply authoritarian parenting to their children.
- The data revealed a discrepancy between respondents' theoretical beliefs about authoritarian parenting and their actual experiences. Respondents believed that contemporary parents are increasingly aware of the detrimental effects of authoritarian parenting. Consequently, the majority of respondents did not experience authoritarian parenting practices in their own upbringing.

5. ACKNOWLEDGMENT

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article.

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