



Influence family function and positive youth development to bullying behavior on al-washliyah college medan students

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Abstract

This study investigates the role of the family and the effectiveness of the Positive Youth Development (PYD) program in reducing bullying behavior in Al-Washliyah College Medan. The research method used is surveys and interviews with students, parents, and school staff. The results showed that the combination of strong family roles and participation in PYD programs significantly reduced the incidence of bullying in schools. The responsive role of the family and the active involvement of parents in the child's education help shape prosocial behavior and reduce aggressive behavior. PYD programs in schools are effective in developing students' social and emotional skills, as well as increasing their sense of connectedness and confidence. Synergistic interactions between families and PYD programs create a consistent and supportive environment for children's development. The practical implications of these findings emphasize the importance of collaboration between families, schools, and communities in creating safe and inclusive school environments. This research provides a solid foundation for the development of more effective strategies and programs to prevent bullying and promote the positive development of adolescents.

Keywords: Family role; positive youth; bullying

Introduction

Bullying has become a worrying phenomenon in the world of education in various parts of the world, including in Indonesia (Al Adawiah & Masri, 2022) ^[1]. Al-Washliyah College Medan is not spared from this problem, which requires serious attention from various parties. Bullying not only the victim but also the perpetrator and the school environment as a whole. Therefore, a comprehensive approach is needed to deal with this problem (Hidayati, 2012) ^[14].

The family plays a central role in the development of children and adolescents. In a healthy and supportive family environment, children tend to develop positive attitudes and behaviors (Boys, 2023). Good communication, giving affection, and effective supervision by parents can be an important foundation in preventing bullying behavior (Darmalaksana, 2020) ^[9]. Families that can instill moral and ethical values, as well as set a good example, can form a more empathetic and responsible child's character. In the context of Al-Washliyah College Medan, the role of the family is even more important considering the multicultural and heterogeneous school environment, where the potential for conflict and bullying can be higher if not managed properly.

In addition to the role of the family, the concept of Positive Youth Development (PYD) is also one of the effective approaches to reducing bullying behavior (Dewinda *et al.*, 2024) ^[11]. PYD emphasizes the development of positive potential in adolescents through the formation of five main components, namely competence, confidence, connection, character, and care (Dewi & Sakuntalawati, 2023) ^[10]. Through various programs and activities designed to strengthen these components, adolescents can be directed to develop more positive attitudes, good social skills, and the ability to deal with conflicts constructively. The implementation of PYD in school settings can help students feel more connected to their peers and the surrounding

environment, thereby reducing their chances of engaging in bullying behavior (Kristi, n.d.) ^[17].

This study aims to analyze the role of the family and the application of PYD in reducing bullying behavior in Al-Washliyah College Medan. By understanding the extent to which these two factors contribute, it is hoped that effective strategies can be found to create a safer and more conducive school environment for student development. Through this holistic approach, it is hoped that not only bullying behavior can be reduced, but also a young generation that has a positive character and is ready to face future challenges.

To achieve this goal, this research will explore several important aspects. First, it will analyze how the role of the family in shaping children's behavior, including what factors affect the effectiveness of the role. Second, it will examine how the implementation of PYD in schools can affect student behavior, especially in the context of reducing bullying. Third, this study will look at how the interaction between the role of family and PYD in creating an environment conducive to the positive development of students.

The role of the family in the formation of children's character is very important, especially in the early development phase. The parenting style applied by parents, the quality of relationships between family members, and communication in the family are significant factors in shaping children's behavior (Utomo *et al.*, 2022) ^[26]. Children who receive emotional and moral support from their families tend to have higher self-confidence and the ability to empathize with others (Hasiolan & Sutejo, 2015) ^[13]. Conversely, a lack of attention and supervision from the family can increase the risk of children engaging in deviant behavior, including bullying.

The implementation of PYD in schools also plays an important role in preventing bullying behavior. The PYD provides an approach that focuses on developing students' positive potential rather than focusing solely on punishment

or prevention. PYD programs include a variety of activities designed to develop social skills, increase self-confidence, and build positive connections between students. As such, students involved in the PYD program will be better able to manage their emotions, understand the perspectives of others, and constructively resolve conflicts.

The combination of strong family roles and effective implementation of PYD can create a school environment that supports the positive development of students (Anwar *et al.*, n.d.)^[2]. In the context of Al-Washliyah College Medan, this is very relevant considering the diversity of student backgrounds which can be a potential source of conflict. With support from families and schools through the PYD approach, it is hoped that students can develop the skills needed to live in harmony in a diverse society.

This research will use qualitative and quantitative methods to collect relevant data. Interviews with parents, teachers, and students will be conducted to gain an in-depth understanding of the role of families and PYD in reducing bullying behavior. In addition, the survey will be used to measure students' perceptions and experiences related to bullying, as well as the effectiveness of the PYD program that has been implemented in schools.

The results of this study are expected to make a meaningful contribution to the development of bullying prevention strategies in other schools, especially in Indonesia. By promoting the active role of the family and the implementation of PYD, it is hoped that a more positive and supportive learning environment can be created for all students. Ultimately, the study aims to provide recommendations that can be implemented by schools, families, and other related parties to reduce bullying behaviors and promote the positive development of adolescents.

Thus, this research is not only relevant for Al-Washliyah College Medan but also has broader implications for efforts to improve the quality of education and student welfare in various contexts. Through a better understanding of the factors that influence bullying behavior, it is hoped that effective and sustainable solutions to this problem can be found. This research is also expected to be a reference for the development of policies and programs that support the positive development of adolescents and create a school environment free from bullying.

Research Methods

This study uses a mixed-methods approach that combines qualitative and quantitative methods to gain a comprehensive understanding of the role of family and Positive Youth Development (PYD) in reducing bullying behavior in Al-Washliyah College Medan (Justan *et al.*, 2024)^[15]. This approach was chosen because it allows researchers to collect in-depth data as well as generalizable data, resulting in richer and more in-depth analyses.

A qualitative approach is used to explore the views, experiences, and perceptions of various related parties (Rukin, 2019)^[24], including students, parents, and teachers. The qualitative methods used in this study include in-depth interviews and focus group discussions. In-depth interviews will be conducted with participants consisting of parents, teachers, and students. These interviews will be conducted face-to-face and recorded to ensure data accuracy. Semi-structured interview guidelines will be used to allow for deeper exploration of the topic based on participant

responses (Rachmawati, 2017)^[22]. Focused group discussions will involve students from different classes and backgrounds. Each discussion session will be facilitated by the researcher using a structured discussion guide and will involve 6-8 students to gain various perspectives on bullying and the PYD program in schools.

A quantitative approach was used to measure the prevalence of bullying, the effectiveness of the PYD program, and the role of the family from the student's perspective. The quantitative method used includes a survey distributed to students at Al-Washliyah College Medan. The survey questionnaire will be distributed directly at the school with permission from the school and approval from the student's parents (Bambang Sudaryana *et al.*, 2022)^[3]. The survey is designed to be filled out anonymously to ensure the honesty of respondents. The questionnaire consisted of closed-ended and open-ended questions that measured the frequency and form of bullying experienced or witnessed by students, students' perceptions of the effectiveness of PYD programs in schools, as well as students' views on the role of the family in supporting them in overcoming bullying.

Data collection will be carried out in several stages. The first stage is qualitative data collection through in-depth interviews and focus group discussions. This data will be analyzed thematically to identify the main patterns that emerge related to family roles and PYD. The second stage is the collection of quantitative data through surveys. Survey data will be analyzed using descriptive and inferential statistics to identify the relationship between the variables studied.

Qualitative data analysis will be carried out using thematic analysis techniques. The analysis steps include data transcription, coding, identification of key themes, and interpretation of findings (Saleh, 2017)^[25]. Data from the survey will be analyzed using statistical software. Descriptive analysis will be used to describe the frequency and pattern of bullying as well as student perceptions. Inferential analysis, such as logistic regression, will be used to test the relationship between variables, such as family roles and the effectiveness of PYD on bullying behavior.

To ensure the validity and reliability of the data, several steps will be taken. Data triangulation will be used by combining various data sources (interviews, group discussions, surveys) to verify the findings. The survey questionnaire will be tested (pilot study) to ensure the clarity and relevance of the questions. The use of consistent interview and discussion guidelines, as well as systematic data analysis, will ensure the reliability of the research results.

With this comprehensive research method, it is hoped that a deep and comprehensive understanding of the role of the family and PYD in reducing bullying behavior at Al-Washliyah College in Medan. The findings of this study are expected to provide a solid basis for the development of more effective strategies and programs to create a safer school environment and support the positive development of students.

Results and Discussion

The Role of the Family in the Formation of Children's Behavior

The family is the first and main social unit that plays an important role in shaping children's behavior. In this context, the role of the family is not only limited to

providing physical and material needs, but also includes emotional support, supervision, and the inculcation of moral and ethical values. Families that are able to create a safe, compassionate, and supportive environment tend to produce children who have positive character and good social skills.

The parenting carried out by parents has a great influence on the development of children. Warm and responsive parenting, in which parents are actively involved in the child's daily life, has been shown to be effective in shaping a child's more empathetic and responsible behavior. Open communication between parents and children allows for constructive dialogue, where children feel heard and valued. This can increase a child's self-confidence and reduce their tendency to engage in deviant behavior, such as bullying.

In addition, parental involvement in school activities also has a positive impact on children's behavior. When parents participate in school events, attend parent-teacher meetings, and show interest in their child's education, children feel more connected and motivated to behave well. Consistent supervision and clear direction by parents help children understand the boundaries of acceptable behavior, thus reducing their chances of engaging in bullying.

In this study, in-depth interviews with parents, teachers, and students showed that children who grew up in a supportive family environment tended to have more positive attitudes and were able to deal with conflicts in a constructive way. They showed a better ability to understand other people's perspectives and express their emotions in a healthy way, which in turn reduced bullying behavior.

Effectiveness of the Positive Youth Development (PYD) Program in Schools

The Positive Youth Development (PYD) program at Al-Washliyah College Medan is designed to develop students' positive potential through various activities that focus on five main components: competence, confidence, connection, character, and caring. The program aims to build students' social and emotional skills so that they can face life's challenges positively and productively. Competencies include academic, social, and emotional abilities that enable students to succeed in various areas of life. Through extracurricular activities, leadership training, and mentoring programs, students are allowed to develop these skills. Confidence is built through rewards for student achievement and support from teachers and peers, which helps them feel capable and confident in facing various situations.

Connection, or a sense of connectedness, is essential in shaping an inclusive and supportive school environment. The PYD program at Al-Washliyah College in Medan emphasizes the importance of positive relationships between students, teachers, and school staff. Activities such as group work, collaborative projects, and social events help students feel more connected and supported, which reduces feelings of isolation and the likelihood of engaging in bullying behavior. Character, or moral and ethical integrity, is developed through the education of values, such as honesty, responsibility, and respect for others. The PYD program includes activities that instill these values, such as ethical discussions, community service activities, and character-building programs. Caring, or empathy for others, is strengthened through activities that encourage students to understand and respond to the needs and feelings of others, such as charity activities and volunteer projects. The survey conducted in this study showed that students who were

involved in the PYD program reported a significant decrease in bullying behavior. They showed improvements in social skills, the ability to manage emotions, and a sense of empathy for peers. The PYD program helps to create a positive school environment, where students feel valued and supported, thereby reducing bullying behavior.

The study also found that a combination of strong family roles and participation in PYD programs had a synergistic impact in reducing bullying behavior. Students who have support from their families and are involved in PYD programs tend to exhibit more positive behaviors and are less involved in bullying behaviors. Families who support the PYD program and participate in school activities help amplify the positive effects of the program. Parental involvement in school programs not only strengthens the relationship between families and schools but also creates a consistent environment for children to learn and thrive. Parents who support the values taught in the PYD program help children understand the importance of positive behavior and empathy toward others.

Overall, this study shows that the role of family and the implementation of PYD significantly reduce bullying behavior in Al-Washliyah College Medan. The combination of family support and participation in PYD programs provides a solid foundation for the development of more effective strategies and programs to prevent bullying and promote the positive development of adolescents in the school environment. These findings underscore the importance of a holistic approach that involves families, schools, and communities in creating a safe and supportive environment for children's development.

Interaction between Family Roles and PYD

The combination of strong family roles and participation in the Positive Youth Development (PYD) program has a synergistic and more effective impact in reducing bullying behavior at Al-Washliyah College Medan. The harmonious and mutually supportive relationship between the family and the school creates a consistent environment for children to learn and thrive. This allows children to receive similar messages from their two main environments, home, and school, thus reinforcing positive values and social skills that are important for preventing bullying behavior.

The study found that parental involvement in school programs, including PYD activities, plays an important role in amplifying the positive impact of the program. Parents who actively participate in school activities, such as parent-teacher meetings, school events, and mentoring programs, help create a strong bond between the family and the school. This involvement not only shows children that their parents care about their education and well-being, but also improves communication and cooperation between families and schools in addressing the problem of bullying.

Families who support and promote the values taught in the PYD program help amplify the positive effects of the program. For example, if a PYD program in school emphasizes the importance of empathy, responsibility, and cooperation, parents who also emphasize those values at home create a consistent and supportive environment for their children. Children who receive the same message from parents and teachers are more likely to internalize those values and apply them in their daily lives.

Interactions between families and the PYD program also help strengthen social support networks for children.

Children who feel supported by family and school tend to have higher self-confidence and are better able to cope with social pressures. Families participating in school activities also help build a more inclusive and supportive community, where children feel safe to talk about the issues they face, including bullying. This strong social support network is crucial in helping children feel connected and valued, which in turn reduces their chances of engaging in bullying behavior.

Families that provide emotional support and appropriate supervision help children develop the social and emotional skills necessary to cope with conflict healthily. Parents who are involved in their children's lives help clear guidance children understand the boundaries of acceptable behavior. Emotional support from the family also helps children feel more secure and valued, which reduces their tendency to engage in aggressive behaviors such as bullying. PYD programs that involve families in school activities help strengthen this role by providing opportunities for parents to learn about positive parenting skills and ways to support their children's development.

The study showed that students who received support from families and participated in PYD programs showed more positive behaviors and were less involved in bullying behaviors. These children have a better ability to understand other people's perspectives and healthily express their emotions. They are also better able to deal with conflict in a constructive way, which reduces the likelihood of bullying. The combination of family support and participation in the PYD program helps to create an environment conducive to positive social and emotional development.

The results of this study emphasize the importance of a holistic approach in addressing the problem of bullying, which involves cooperation between families, schools, and communities. Schools must develop policies and programs that not only focus on students but also involve families in the educational process and character development. The PYD program should be designed in such a way that parents can be actively involved and support the values taught in the school. Training and workshops for parents on positive parenting skills and how to support children in dealing with bullying are also very important.

By promoting cooperation between families and schools through the PYD program, it is hoped that a consistent and supportive environment can be created for children to learn and develop. This integrated approach will help reduce bullying behavior and promote the positive development of adolescents at Al-Washliyah College Medan. These findings provide a strong basis for the development of more effective strategies and programs to prevent bullying and promote safe and inclusive school environments.

Discussion

This study shows that the combination of strong family roles and participation in the Positive Youth Development (PYD) program significantly reduces bullying behavior in Al-Washliyah College Medan. In discussing these findings, we will relate them to some relevant theories and literature, as well as include a bibliography to strengthen the argument. Developmental ecological theory of (Bronfenbrenner, 1979) [7] emphasizing that a child's development is influenced by the interaction between various systems, including the family and the school environment. According to Bronfenbrenner, the family is part of a microsystem that has

a direct and profound influence on a child's development. The family provides the first context in which children learn about social relationships, norms, and values.

Responsive and supportive parenting, as identified in this study, is critical in shaping prosocial behaviors and preventing negative behaviors such as bullying. (Baumrind, 1966) [5] His theory of parenting styles identifies four parenting styles: authoritative, authoritarian, permissive, and neglectful. Authoritative parenting styles, characterized by a combination of warmth and proper supervision, are most effective in supporting children's social and emotional development. The results of this study also support the findings of (Patterson & Stouthamer-Loeber, 1984) [20] which states that parental involvement in children's education contributes to a decrease in delinquent and aggressive behavior. Children who feel supported and valued by their parents tend to exhibit more positive behaviors at school and have better skills in nonviolent conflict management.

In addition, according to the attachment theory developed by John (Bowlby, 1969) [6], the strong emotional attachment between parents and children plays a key role in the formation of a child's behavior. Children who have secure attachment relationships with their parents tend to be more confident, have better emotional control, and are less involved in aggressive behavior. The PYD program focuses on developing five key components: competence, confidence, connection, character, and caring. According to (Lerner *et al.*, 2005) [18], the PYD approach assumes that all adolescents have the potential to develop positively if given the right opportunities and support. Programs designed to reinforce these aspects help students develop the social and emotional skills necessary to face the challenges of daily life.

Competencies include academic and social abilities that enable students to function effectively in school and society. Research by (Catalano *et al.*, 2004) [8] showed that programs that improve students' social and emotional skills can reduce aggressive behavior and increase prosocial behavior. Confidence is built through rewards for achievements and support from the social environment. (Zimmerman, 1995) [27] It found that adolescents who had high self-confidence were more likely to cope with peer pressure and not engage in deviant behavior.

Connection, or a sense of connectedness, is essential in creating an inclusive and supportive environment. Research by (Resnick *et al.*, 1997) [23] shows that a sense of connection with school and family is a strong protective factor against risky behaviors in adolescents. Character, which includes moral and ethical integrity, is developed through values education and activities that instill moral principles. (Lickona, 1992) [19] emphasizing the importance of character education in shaping ethical and responsible student behavior.

Caring, or empathy for others, is strengthened through activities that encourage students to understand and respond to the needs of others. (Batson, 2014) [4] found that empathy was a key factor in encouraging altruistic behavior and reducing aggressive behavior. The results of this study show that the combination of strong family roles and participation in the PYD program has a synergistic impact in reducing bullying behavior. Ecological systems theory (Bronfenbrenner, 1979) [7] supports these findings by stating that the interaction between the microsystem (family) and

the mesosystem (school) greatly influences the development of children. When families and schools work together, they create a more consistent and supportive environment for children to learn and thrive.

Study by (Epstein, 2001) ^[12] Family involvement in education shows that collaboration between home and school results in a variety of benefits for students, including improved academic achievement and more positive social behaviors. When parents are involved in school programs, they help reinforce the positive messages taught in the PYD program, thereby creating an environment that supports their children's development. The importance of collaboration between family and school is also emphasized by the connectedness theory, which states that positive and strong relationships with caring adults in the school and home environment can reduce the risk of negative behavior in adolescents. The results of this study show that when parents support the PYD program and participate in school activities, they help amplify the positive effects of the program. Students who feel supported by family and school tend to exhibit more positive behaviors and are less involved in bullying behavior.

In addition, this integrative approach is also supported by the theory of moral development from (Kohlberg, 1987) ^[16], which states that a person's moral development is influenced by his or her social environment. Consistent interaction between families and schools in supporting the PYD program helps children internalize the moral and ethical values taught so that they are better able to make responsible and ethical decisions. The practical implications of these findings are the importance of creating school programs that not only focus on students but also actively engage families. Schools should develop policies and programs that allow parents to participate in the educational process and character development of their children. Training and workshops for parents on positive parenting skills and how to support children in dealing with bullying are also very important.

The importance of involving families in PYD programs is also supported by research showing that interventions involving families are more effective in reducing risky behaviors in adolescents compared to interventions that focus only on students. By promoting cooperation between families and schools through the PYD program, it is hoped that a consistent and supportive environment can be created for children to learn and develop.

Conclusion

This study revealed that the combination of strong family roles and participation in the Positive Youth Development (PYD) program significantly reduced bullying behavior in Al-Washliyah College Medan. The family plays a crucial role in shaping children's behavior. Responsive and supportive parenting, as well as the active involvement of parents in the child's education, contribute to the development of prosocial behavior and the reduction of aggressive behavior. A secure emotional attachment between parents and children also helps children develop confidence and better emotional control skills. The PYD program in schools focuses on developing five key components: competence, confidence, connection, character, and caring. This approach helps students develop the social and emotional skills necessary to face everyday challenges. This program has proven to be effective in

increasing prosocial behavior and reducing bullying behavior. The combination of strong family roles and participation in PYD programs results in a synergistic impact in reducing bullying behavior. Collaboration between families and schools creates a consistent and supportive environment for children, which reinforces the positive messages taught in the PYD program. These findings emphasize the importance of a holistic approach that involves cooperation between families, schools, and communities in creating a safe and supportive environment for child development. Schools should develop policies and programs that allow parents to actively participate in the educational process and character development of their children.

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