

The Relationship Between Teacher's Personal Competence And Parents' Permissive Pattern With Early Adolescent Cyberbullying Behavior Trends

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Abstract: This study was conducted to determine the relationship between teacher personality competencies and permissive parenting patterns with cyberbullying behavior in early adolescents. The subjects of this study were 139 young people at the beginning of junior high school in Mojokerto. The cyberbullying behavior scale consists of 30 authentic items with $\alpha = 0.958$, the teacher's personal competence scale consists of 22 authentic items with $\alpha = 0.890$ and the permissive parenting style scale consists of 26 authentic items with $\alpha = 0.901$. The results showed that the teacher's personality competence and the permissive parenting of parents together had a very significant relationship with the tendency of cyberbullying behavior. The results of the analysis of this study also show that there is a negative relationship between the teacher's personality competence and the tendency of cyberbullying behavior. This means that the higher the teacher's personality competence, the lower the cyberbullying behavior of early adolescents. The correlation between permissive parenting and cyberbullying behavior shows a positive correlation. This means that the more permissive the parenting pattern, the higher the cyberbullying behavior of early adolescents.

Keywords: cyberbullying, personality competence, permissive parenting.



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Introduction

The need for comfort, pleasure, expression and achievement for children in the family and school environment is very important. Because both in the family and school environment, children can interact with parents, peers, teachers and the community. In a family environment, children learn to respect and obey their parents. Children can have a figure to be proud of. While at school, children become early teens who can learn science, nationality, empathy, socialization, communication, and learn to realize what they want. What happens when the family and school environment should be able to provide a platform and support to achieve the above objectives, it turns out that bullying (violence, ridicule, intimidation, and threats) is still happening by parents, between students, as well as by teachers and students.