HOLISTIC PARENTING: THE CONTRIBUTION OF ISLAMIC PARENTING IN PREVENTING SCHOOL BULLYING IN JAKARTA, INDONESIA

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ABSTRACT

Indonesia has many traditions, culture and customs. Parenting practices in Indonesian communities cannot be separated from the religious perspective. It shows the uniqueness of the Indonesian people, especially the particular relationship between parents and their children. This research aims to explore the application of religious parenting technique derived from Islamic literature, based on Al Qur'an and Al Hadith. The parenting technique includes: integrated role model (qudwah hasanah), habituation (al aaddah), effective advice (al mauidzah), fairness in care and control (al mulahadzah) and proportional consequences (uqubah wa ujarah). We call this technique holistic parenting. We aim to examine the application of holistic parenting and its impact towards adolescent school bullying. Seven hundred and twenty-three students from senior high school level in Jakarta, Indonesia, were sampled in this study using cluster random sampling technique. Holistic parenting scale and bullying scale adapted from my life in school checklist were used as measuring tools to see the contribution of holistic parenting to prevent school bullying. We found a significant negative correlation between holistic parenting to school bullying (r = -0.207, p <= 0.01). Each technique of holistic parenting also had significant negative correlation to school bullying. Finally, rregression analysis states that the role of holistic parenting contributes 4.2% towards preventing school bullying. We conclude that holistic parenting has a significant role to prevent school bullying.

Keywords: Islamic parenting, religious perspective, holistic parenting, school bullying; Jakarta, Indonesia

Introduction

Parenting as a process is as old as humanity (Hoghughi, 2004). Family and parents play a central role in children's development (Krause & Dailey, 2009), in which the role of parenting in the family becomes the main focus. The role of parenting based on affection, attachment between parents and children, will foster a positive attitude in children (Mikulinear, Shaver, Gillath, Nitzberg, 2005; Rahmawati, 2015). It will also make children avoid negative actions, such as cheating, aggressive behavior and bullying.

Parenting principles generally follow the universal rules of community. However, with increasing interest in exploring local wisdom and studies in the field of indigenous psychology (Sarwono, 2012), research that takes into account tradition, culture, habits, values and customs of local people has been getting more attention. In Indonesia, where the society is known as religious and has traditions, cultures and customs that are maintained for years, parenting practices cannot be separated from religious perspective. My motivation in this study is to explore the religious perspective on parenting practices in Indonesian families. I assumed this perspective influences parents' attitude toward parenting (Rahmawati, 2015). Some researchers said, children who grow up in a religious environment will have a positive attitude towards religious rules (Beint-Hallahmi & Arhule, 1997).

Islam has specific parenting principles (Ulwan, 2014). These principles are derived from sources of Islam: Al Qur'an and Al Hadith. The purpose of this study is to explore parenting practices based on Islamic values. In this study, Islamic concept of parenting will be examined to see its effect on school bullying.

Bullying is a form of aggression with specific characteristics. Terminology of bullying behavior is often associated with aggression. Some researchers argue that bullying has something in common with the behavior of aggression; several others state that bullying is part of aggression behavior (Sullivan, 2000; Hoffman, 2010; Muth 2012). The word 'bullying' has entered the vocabulary in Indonesia since around 2004 because of the events which happened in schools. Bullying was known for a certain reason. A non-profit civic organization in Indonesia called Semai Jiwa Amini (Sejiwa), which has a special attention to the problem of bullying, reported many cases of bullying occurring in Indonesian schools, but there was still low treatment (Rahmawati, Iskandar, Setiono and Abidin, 2014). My hypothesis is that there is a negative significant correlation between holistic parenting on school bullying. I assume that holistic parenting and each of its technique will prevent school bullying.

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Theoretical Review

The dynamic of child rearing problems have driven the parenting theory to grow fast. Parenting pattern has a wide variety of styles. Baumrind introduced the parenting styles in 1966 (Hale, 2008). There are three parenting styles: authoritarian style, permissive style and authoritative style. Further studies on parenting have developed to be more specific. For example, Barber, Stolz, Olsen, 2005 (Muth, 2012) focused on support, psychological control, and behavioral control dimensions. Mount (2002) added guiding, neutrality, prohibiting and supporting variables to complement the style of parenting that was developed previously by Baumrind.

As a complete solution, Islam has a comprehensive repertoire about parenting that can be applied in daily activities. I call this concept holistic parenting, which includes five dimensions: *qudwah hasanah* (integrated role model), *al aaddah* (habituation), *al mauidzah* (effective advice), *al mulahadzah* (fairness in care and control), and *uqubah wa ujaroh* (proportional consequences). The holistic parenting concept integrates psychological atmosphere and practical parenting techniques. This concept also includes religious elements in shaping a child's behavior.

Figure 1. Holistic Parenting Techniques (Rahmawati, 2015)
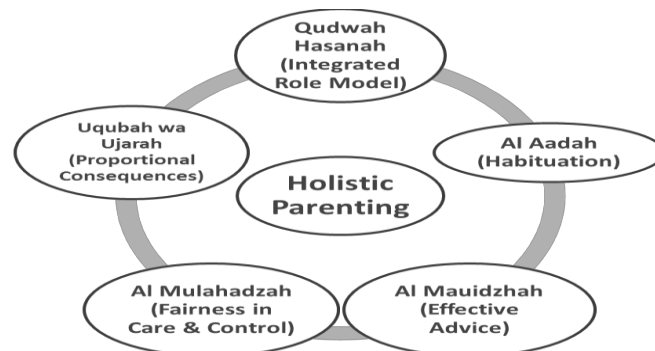
In this study, Islamic concept of parenting will be examined to see its effect on school bullying. Some treatments has been given to solve school bullying, such as character education given to students; training for teachers; and socialization of school goal and norms. However, these treatments are still not enough. We need to consider other preventive mechanism. This can be done by reenacting the parenting in family. Holistic parenting requires parents for being the first role model to positive behavior; the establishment of effective advice; applied in care and control of the chlid's behavior. These principles are believed to make children internalized by positive behavior, and otherwise avoid negative behavior such as bullying.

Methods

The population of this research was senior high school (SMA) students in Jakarta. Using cluster random sampling techniques, I tried to take a sample representative of the population and got 723 student from five SMA in Jakarta. Samples from this study were expected to describe the condition in general high school in Jakarta, Indonesia.

I used holistic parenting scale, which values were taken from the Qur'an and the Hadith; and the bullying scale, adapted from *my life in school checklist* (Arora, 2004). Holistic parenting scale is designed using an ordinal scale and choice of answers ranging from 1 (strongly disagree) to 6 (strongly agree), and consisted of five components, namely: *al qudwah, al aaddah, al mauidzah, al mulahazhah,* and *al uqubah wa ujarah*. Bullying scale consisted of 12 items, with six choices of answes, ranging from 1 (never) to 6 (always). Example statement of holistic parenting scale was: "Parents treat me fairly"; and for bullying scale was: "I kicked my friend at school".

Parenting scale and bullying scale had gone through the validity and reliability process. Face validity and content validity were used in this research. After the process was completed, I examined the reliability test and got $\alpha=0.917$ for holistic parenting scale, and $\alpha=0.861$ for bullying scale. Each components of holistic parenting also had a good cronbach alpha result. There were $\alpha=0.776$ for *al qudwah*, $\alpha=0.723$ for *al aaddah*, $\alpha=0.786$ for *al mauidzah*, $\alpha=0.816$ for *al mulahadzah* and $\alpha=0.812$ for *al uqubah wa ujaroh*. Guilford (1978) states that a test is reliable if it has a reliability coefficient at 0.70 to 0.80. This means the instrument's items had a consistency to measure the same construct because it had a low content-sampling error and low heterogeneity-sampling error.

Data testing in this study used correlation and regression analysis techniques. Correlation analysis was conducted to see the connection between variables in the study; while regression analysis was conducted to see how the variables influence each other. Data was processed statistically using SPSS version 23.

Result and Analysis

Table 1 shows the result of main data analysis of this research:

Table 1. N, Means, SD, Ranges, Correlations (holistic parenting to bullying)

Variable	N	M	SD	Range	R	p
Holistic parenting	723	152.087	22.234	76-204	-0.207**	p<0.01
Al Qudwah	723	40.434	5.971	12-54	-0.195**	p<0.01
Al Aaddah	723	32.920	6.562	11-48	-0.87*	p<0.05
Al Mauidzah	723	28.942	6.127	9-42	-0.186**	p<0.01
Al Mulahadzah	723	27.141	5.368	6-36	-0.179**	p<0.01
Al Uqubah wa ujarah	723	22.650	4.792	5-30	-0.163**	p<0.01

As can be seen above, it appeared that correlation between holistic parenting and bullying was at r = -0.207, p <0.01. It means there was an opposite correlation between holistic parenting towards bullying, indicating that holistic parenting had a negative significant effect on bullying. Each of holistic parenting techniques also had negative correlation towards bullying. *Al qudwah* (integrated role model) as the first technique had a negative correlation (r = -0.195, p< 0.001) to bullying. The second technique was *al 'aaddah* (habituation) with r = -0.87 (p< 0.05), indicating that the technique had a negative significant effect on bullying. Meanwhile, *al mauidzah* (effective advice) had a negative correlation at r = -0.186 (p< 0.01) on bullying. The aspect of *al mulahadzah* which was the forth technique, appeared to have a negative significant effect on bullying (r = -0.179, p <0.01), as well as the fifth technique of holistic parenting, *al uqubah wa ujarah* (proportional consequences) at r = -0.163 , p <0.01).

Table 2. Model Summary

Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate
Holistic parenting	0.207	0.043	0.042	8.93183
Al Qudwah	0.195	0.083	0.037	8.95524
Al Aaddah	0.087	0.080	0.060	9.09587
Al Mauidzah	0.186	0.035	0.033	8.97088
Al Mulahadzah	0.179	0.032	0.031	8.98329
Al Uqubah wa ujarah	0.163	0.026	0.025	9.00879

Dependent Variable: Bullying

Table 2 shows the results of multiple regression calculation of holistic parenting to bullying. It indicates a contribution of independent variable to dependent variable. All variables: holistic parenting, *al qudwah*, *al 'aaddah*, *al mauidzah*, *al mulahadzah* and *al uqubah wa ujarah* had contributions to the dependent variable of this research: bullying. Holistic parenting contributed 4.2 percent to avoid bullying, *al qudwah* contributed 8.3 percent to avoid bullying, *al 'aaddah* contributed 8.0 percent, *al mauidzah* contributed 3.5 percent, *al mulahadzah* contributed 3.2 percent and *al uqubah wa ujarah* as the last variable gave 2.6 percent contribution to avoid bullying.

The statistical tests above showed hypothesis verification in this study, the influence of holistic parenting to school bullying. The stronger holistic parenting is perceived by students, the stronger it will significantly influence the negative level of school bullying. From all aspects measured in this study, there were is significant negative correlation between holistic parenting and bullying.

Discussion and Conclusion
Baumrind began the theories of parenting and it is still growing today (Hale, 2008). One thing that has not been widely explored is Islamic parenting, derived from the teachings of the Qur'an and Sunnah. Studies in conventional parenting theory still led to criticism from experts in developmental psychology itself. The criticism opened the gap to offer Islamic parenting as one solution.

The principles of child care in Indonesian communities cannot be separated from religious element (Daradjat, 1992). Since very young, children have been introduced to Allah as The Creator. In addition, the rules of what can be done and what should not be are almost entirely sourced on the rules listed in religion, apart from the social norms prevailing in society. This research examined the application of Islamic parenting principles based on five components, namely: *al qudwah* (ideal role model), *al 'aaddah* (habituation), *al mauidzah* (effective advice), *al mulahadzah* (fairness in care and control), as well as *al uqubah wa ujaroh* (proportional consequences). These components proved to have a negative significant correlation with school bullying. Children who grew up with an Islamic upbringing based on the principles of holistic parenting will respect others. This attitude will prevent children to hurt others, including bullying.

Parenting is believed to be a fundamental role in developing positive behavior (Bornstein, 2002). Good parenting will make children close to their parents, so that all kinds of problems can be communicated, and keep a good relationship with peers. It will give a child the ability to act in good behavior that matches the rules of religion and social norms. This finding is in line with other studies (Bilsky et al, 2013; Georgiou and Stavrinides, 2013). In the case of bullying, parenting is proven to prevent these kinds of behavior. Nowadays, awareness of religious-based parenting is growing rapidly, in line with the public awareness

to make religion a solution to solve problems. Researchers in the subject of parenting need to explore *tarbiyatul aulad* (children's education), as a comprehensive solution can be offered.

Holistic parenting techniques that are based on religious perspectives need to be controlled by the parents in educating their children. These techniques are in line with religious beliefs that are held by Indonesian society. Parents would not have a dilemma when encountering difficult choices in the process of parenting (Rahmawati, 2015). However, the concept of holistic parenting still needs to be explored further to obtain empirical evidence regarding the functions and benefits in various areas of development of children and adolescents. The concept needs to be constantly examined for correlation and contribution to other psychological functions. In addition, research on holistic parenting needs to be expanded to respondents with a variety of age, or stage of development, to enrich application of holistic parenting.

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