

Suppress Students' Bullying Through Collaborative Guidance And Counseling Services With Democratic Parenting

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Abstract: The role of teachers as educators and must also be able to change and improve the character of their students from negative behaviors to positive behaviors. There are still negative behaviors that occur in schools, one of which is bullying behavior. It is important for guidance and counseling teachers to minimize bullying behavior in schools. Therefore, this study aims to find out: 1) The effect of guidance and counseling services on bullying behavior, 2) The effect of democratic parenting levels on bullying behavior, 3) The contribution of each variable of counseling guidance services and democratic parenting levels on bullying behavior, 4) Contributions together of counseling guidance services and democratic parenting levels on bullying behavior. This research was conducted at SMP Muhammadiyah 1 Mlati, There were 504 populations with 77 subjects selected using the snow-ball technique. This research is quantitative research which means that all information or data obtained is realized in the form of numbers, starting from data collection and results. Data analysis using multiple regression analysis test. The results of this study show: 1) The normality test is $0.721 > 0.05$ so that it can be concluded that the residual value of this study has been normally distributed. 2) In the Anova Test, it is known that the value of F count = 4.018 with a significance level of $0.04 < 0.05$, so the regression model can be used to identify participation variables. Influence test results. 3) There is an influence between the level of democratic parenting and bullying behavior. 4) The variable effective contribution of counseling guidance services to bullying behavior was 5.1%, while the variable effective contribution of democratic parenting to bullying behavior was 1.5%. 5) Effective contribution together of counseling guidance services and democratic parenting levels to bullying behavior by 7.9%. The implication of this study is that in reducing student bullying behavior is carried out by improving teacher counseling guidance services in schools and democratic parenting at home.

Keywords: Bullying; Democratic Parenting; Guidance Counseling

Introduction

Education can determine, guide the future and direction of one's life, because education can also be called an effort to develop and train knowledge, skills, and abilities of oneself (Aziz et al., 2021). Education Vision that the national education system must be able to ensure equal distribution of educational opportunities, quality improvement as well as the relevance and efficiency of education management to face challenges in accordance with the changing demands of local, national, and global life so that education reform needs to be carried out in a planned, directed, and sustainable manner (Kurniawan, 2021). The purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Siddik, 2022).

The expectation of 21st Century competence in learners is to become superior and productive human beings who can participate in global development. It should be noted that the nation's challenges in the 21st century are more directed towards learning that prepares students to face the industrial revolution in the 21st century (Pristiwanti, 2022). Pancasila as a reality will always exist if the Indonesian nation exists. Through the implementation of the Pancasila student profile, it is hoped that students, especially in elementary schools, will be able to develop their character values so that good behavior is formed and attached to students. There are six competencies in the key dimensions, namely faith, devotion to God Almighty

and noble character, mutual cooperation, independent critical and creative reasoning (Rachmawati et al., 2022).

In improving the quality of students, teachers are required to take the initiative in providing material and examples for students. In addition, teachers are able to show moral character in everyday life, this is because the role of an educator is very influential on students (Arif, 2018). The role of teachers as educators and must also be able to change and improve the character of their students from negative behaviors to positive behaviors. So that it can change something negative that exists in students, the teacher's task is to take an approach by strengthening positive relationships with students (Ellya et al., 2021).

The expected character of students there are still negative behaviors that occur at school. One of them is bullying behavior. The literature on bullying shows that bullying and peer harassment are common problems within school settings. Research shows that one in ten school children is bullied every week (Norton & Duke, 2021). Indonesia itself is currently experiencing a crisis of bullying behavior. Based on data owned by the Indonesian Child Protection Commission (KPAI), the development of bullying cases in the education environment from 2016 to 2020 there were 480 children victims of bullying in schools (KPAI, 2021). According to data from CNN Indonesia online news in 2019, there are 41% of students in Indonesia who have experienced bullying several times in one month. The percentage of bullying in Indonesia is above the average number of OECD (the Organisation for Economic Cooperation and Development) countries (Hikmah, 2020) of 23% (Indonesia, 2019).

Recently, there have been acts of bullying among students at school, KPAI told tribun news that there were students who had to have their fingers amputated and there were also students who died because they were kicked by their fellow students in February 2020. This is an illustration of how extreme bullying is today (KPAI, 2020). In 2022, reported by online news iNewsSulut.id there was an MTs student who died due to bullying committed by nine underage friends (Viral Student Bullying Action in Kotamobagu, Bintang Allegedly Died at the Hands of 9 School Friends, 2022).

Based on the Results of Putri Research (2019), guidance and counseling can contribute to responding to bullying behavior in schools. Activities carried out include providing information services related to bullying behavior and collaborating with school administrators and students. In addition, counseling guidance applies rules for the prevention of bullying behavior in schools. Information services provided to students are then also conveyed to teachers and parents to create a conducive environment for children so as not to trigger the formation of bullying behavior in children.

Research conducted by Arisandy (2019) in her research states that democratic parenting applied by parents makes children become people who are willing to accept criticism and respect others, have high self-confidence and are able to be responsible for their social life. Based on the above background, the author is interested in researching the Effect of Counseling Guidance Services and Democratic Parenting Levels on Bullying Behavior together. This is a novelty of the research conducted. The explanation of the understanding of each variable of this study is as follows:

Bullying Behavior

(Rigiby, 2003) Defines bullying as repeated bullying, both physically and psychologically, carried out by individuals/groups who have higher power against individuals/groups who have lower power. Bullying is repeated aggressive behavior targeting one or more people, where the target cannot avoid, stop or protect himself from the influence of the behavior (Dixon and Smith, 2011). Monks & Coyne (2011) divide bullying into two

forms, namely; social and relational bullying which is indicated by specific behaviors to hurt or cause harm to targets related to their peers. And indirect bullying is bullying that occurs without the victim knowing, namely by spreading gossip about the victim (Monks & Coyne, 2011).

The typology of aggression and bullying according to Dixon and Smith (2011) explains the traditional types of bullying that usually appear include: 1) Physical bullying includes hitting, kicking, punching, picking or damaging things, locking the victim in a room; 2) Verbal bullying includes teasing, mocking, threatening, hurting, insulting, hurtful calls and calls with hurtful words with themes of sexual orientation, ethnic group, culture, learning difficulties and so on; 3) Social exclusion, which is the systematic treatment of expelling someone from their social group (you can't play with us) or being intimidated from their group, this can happen directly by removing the victim from the group or indirectly by influencing other group members to participate in ostracizing the victim.

School bullying behavior is an aggressive act carried out by a person or group of people against other individuals who are considered weak or different. Bullying can take the form of insults, intimidation, physical violence, and others (Hong et al., 2016). Bullying can happen anywhere, but schools are often the most frequent places of bullying. Bullying behavior in schools can have a serious impact on the mental and physical health of victims (Aziz et al., 2023). Victims of bullying can experience stress, anxiety, depression, and even trauma. In some cases, victims of bullying may also experience eating disorders, sleep disturbances, and even suicidal thoughts. In addition, bullying behavior can also affect the victim's academic performance and affect his social relationships at school (Smith, 2017).

Bullying behavior at school can be carried out by anyone, both students and teachers (Setiawan & Zuraya, 2019). Some factors that can influence bullying behavior at school are the social environment, such as peers, unclear school policies, and lack of supervision from the school (Suryati & Salehudin, 2021). Prevention of bullying behavior in schools requires efforts from various parties, such as students, teachers, and the school. Students can help prevent bullying behavior by not taking part in bullying acts and providing support to victims (Supriyanto et al., 2018). Teachers can help prevent bullying behavior by creating policies and programs that support a safe and bullying-free school environment, as well as providing education about the dangers and effects of bullying and conducting appropriate supervision and strict sanctions on bullies.

Guidance and Counseling

Guidance and Counseling Service (BK) is one of the educational services that aims to help students develop their potential (Supriyanto et al., 2020). BK services also aim to assist students in overcoming personal, social, emotional, and academic problems they may experience during the school period (Mutia, 2020). BK services are carried out by a counselor who has a background in psychology education and certification as a counselor. BK counselors are responsible for assisting students in evaluating their needs, developing goals, and determining actions to be taken to achieve those goals (Sukatin et al., 2022).

BK services can be done individually or in groups. In individualized services, BK counselors will work with students directly to help them cope with any personal, social, emotional, or academic issues they are experiencing. While in group services, BK counselors will work with groups of students who have the same problems or needs (Manik, 2020). BK services can also be carried out in various forms, such as counseling, testing, consultation, and self-development programs. Counseling is done to assist students in overcoming personal,

social, emotional, or academic problems they are experiencing. Testing is carried out to evaluate students' academic ability or potential (Hidayat, 2016). Consultations are conducted to assist students in choosing the right career or study program. Self-development programs are conducted to assist students in developing the social, emotional, or academic skills they need.

In performing BK services, counselors must pay attention to applicable counseling ethics and principles. Counselors must ensure the confidentiality of student information, respect student rights, and pay attention to student interests in every action taken (Fadilah, 2019). Therefore, BK services can be concluded as educational services that aim to assist students in developing their potential and overcoming problems they may experience during the school period (Mutia, 2020). BK services are carried out by counselors who have a background in psychology education and certification as counselors. BK services can be carried out individually or in groups, and in various forms such as counseling, testing, consultation, and self-development programs (Sukatin et al., 2022).

Democratic Parenting

Parenting is one of the important tasks for parents in shaping the character and personality of children (Rahmatullah, 2021). Parenting patterns applied to children can affect the physical, mental, and social development of children. One effective parenting pattern is democratic parenting (Bening & Diana, 2022). Democratic parenting gives children the freedom to make decisions and gain experience in overcoming problems. Democratic parenting is that children are given autonomy in making decisions related to themselves, but still get support and guidance from parents or other caregivers (Dhiu Constantine Dua & Fono Yasinta Maria, 2022).

Democratic parenting is a form of parenting in which parents or other caregivers provide opportunities for children to participate in decision-making and gain positive experiences in overcoming problems (Salsabila, 2022). In democratic parenting, children are given the freedom to express their opinions and ideas, and are given the opportunity to discuss with parents or other caregivers in making decisions related to themselves (Ismaniar, 2022). Democratic parenting also involves giving children autonomy in making decisions related to themselves, such as choosing the type of extracurricular activities or choosing playmates. Parents or other caregivers provide support and guidance to children in making these decisions, but still give children the freedom to choose (Bening & Diana, 2022).

Democratic parenting has several characteristics that distinguish it from other parenting patterns: it gives children the freedom to express their opinions and ideas; Involve children in decision making related to themselves; Provide autonomy to children in making decisions related to themselves; Provide support and guidance to children in making these decisions; Encourage children to gain experience in overcoming problems; Benefits of Democratic Parenting. Democratic parenting has many benefits for child development. Here are some of the benefits of democratic parenting in children (Tabi'in, 2020).

Based on the results of the background explanation and literature review above, the researcher formulates a frame of mind and hypothesis as follows:

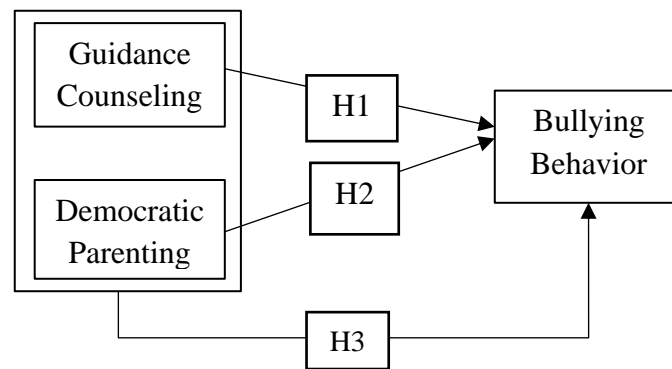


Figure 1. Thinking Framework

Information:

1. How does Guidance Counseling affect Bullying Behavior directly?
2. How does Democratic Parenting affect Bullying Behavior directly?
3. How do Guidance Counseling and Democratic Parenting together affect Bullying Behavior?

Hypothesis:

- H1: There is a positive and significant influence of Guidance Counseling variables on students' bullying behavior at school.
- H2: There is a positive and significant influence of Democratic Parenting variables on students' bullying behavior in schools.
- H3: There is a positive and significant influence of Democratic Counseling and Parenting Guidance variables on student bullying behavior in schools.

Method

1. Type, location, and sample of research

This type of research is a field study with a quantitative approach model korelasional. The research location is at SMP Muhammadiyah 1 Mlati, Sleman, Yogyakarta. The study population was 504 with the subjects of the study were selected using a snow-ball sampling technique of 77 students from grades 7, 8, and 9.

2. Research Instruments

In the instrument used in this study used a questionnaire of the results of the output of the Learning Evaluation and Research Instruments course at the Master of Islamic Studies FY 2021/2022. The instrumen for research variations are explained as follows:

- Bullying behavior variables that have 6 dimensions are: Degrading People [MO]; Physical Injury [MF]; Verbal Injury [MV]; Mental Injury [MM]; aggressive behavior [PA];

Intimidation [I]. Each indicator has 3-4 questions, so there are a total of 21 assessment indicators on bullying behavior variables.

- The counseling guidance variable has 7 dimensions, namely: Counselor Assistance [BK]; Face to face [TM]; Additional Knowledge [PT]; Difficulty [K]; Reciprocal Relationship [HTB]; Viewing [MMS] issues; Troubleshoot [MS]. Each indicator has 3 questions, so there are a total of 21 assessment indicators on the counseling guidance variable.

- The variables of democratic parenting have 9 dimensions, including: Child Personality [KA]; Child Priority [PSA]; Sikap Rational [SR]; Child Independence [KMA]; Action Limit [BT]; Recognizing the child's abilities [MKA]; Provide guidance [MB]; Equal Rights and Obligations [KHK]; Training Responsibility [MT]. Each indicator has 2-3 questions, so there are a total of 21 assessment indicators on the variables of democratic reform.

3. Constructs of Validity and Reliability

The validity test of the instrument was carried out by distributing questionnaires to 77 participants. The number of questions in the questionnaire amounted to 63 question items. The data validity test on each question item must have a calculated r value (correlation coefficient) $> r$ table (critical value) with a significance level of 5% (0.227) (Ghozali & Latan, 2015). The test results of 66 question items, in the counseling guidance service variable there are 6 invalid items, the democratic parenting variable has 4 invalid items, and the bullying behavior variable has 3 invalid variables. So that there are a total of 13 invalid items and 53 items are declared **valid**. Invalid question items will be removed from the data analysis so as not to affect the scores in future tests to be used as a measurement tool for the effect of democratic counseling and parenting guidance services on student bullying behavior in the school environment.

The reliability test is considered reliable if the value of Cronbach's alpha > 0.6 (Sugiyono, 2017). The test results show that the results of the measurement scale of the Counseling Guidance Service have been tested for reliability of research instrument items with a *Cronbach's Alpha* coefficient value of 0.783. The next measurement tool is the Democratic Parenting Level measurement scale using a measurement scale with a *Cronbach's Alpha* coefficient value of 0.763 in its reliability test. The latter measuring instrument uses the Bullying Behavior measurement scale and has a *Cronbach's Alpha* coefficient value of 0.731 in its reliability test. Based on the results of the reliability test, all variables have a Cronbach's Alpha value of > 0.6 , so it can be said that the research data has met the reliability test.

4. Data Collection and Data Analysis

The data collection technique uses Likert scale research questionnaires with 4 alternative answers. Data analysis is available with two tests, namely descriptive analysis and analysis carried out with the SPSS version 20 application with simple regression tests and multiple regression to determine the effect of counseling guidance services and democratic parenting directly or simultaneously on bullying behavior in students.

Results and Discussion

1. Descriptive Analysis

a. Bullying Behavior

Based on the assessment conducted on the variables of Bullying Behavior, the following results were obtained:

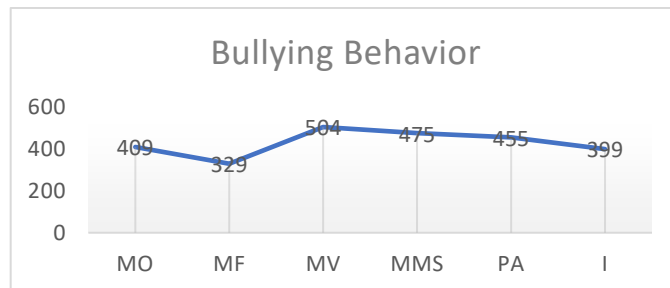


Figure 2. Results of the number of scores of the Bullying Behavior indicator

Based on the data of figure 2 above, it is known that of the six indicators on the bullying behavior variable, the verbal injury indicator [MV] has the highest number of scores of 504, it shows that students at SMP Muhammadiyah 1 Mlati most often bully in verbal form. While the indicator of physical injury [MF] has the lowest number of scores of 329 which means that students at SMP Muhammadiyah 1 Mlati in physically bullying are not too high.

b. Guidance and Counseling

Based on the assessment carried out on the variables of Counseling Guidance Services, the following results were obtained:

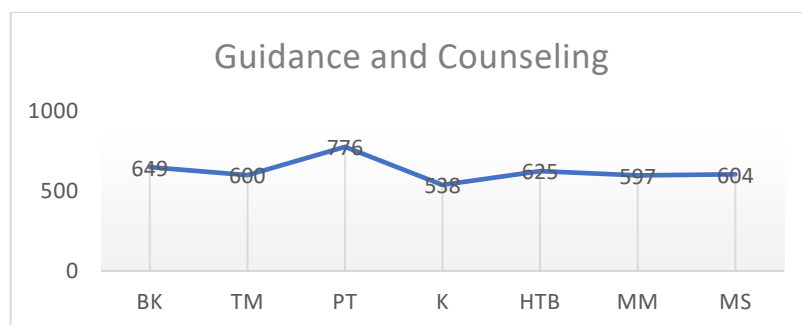


Figure 3. Results of the number of indicators of Guidance Counseling Services

Based on the data of figure 3 above, it is known that of the seven indicators in the Counseling Guidance Service variable, the Additional Knowledge [PT] indicator has the highest number of scores of 776, it shows that students at SMP Muhammadiyah 1 Mlati get additional knowledge from the Counseling Guidance Teacher (Guru BK). In this case, additional knowledge is given by BK Teachers to students to develop students' insights outside the subject matter. While the Difficulty indicator [K] has the lowest number of 538 or means inversely proportional to the Additional Knowledge indicator, meaning that students do not experience difficulties due to counseling guidance services.

c. Democratic Parenting

Based on the assessment carried out on the variable Level of Democratic Parenting, the following results were obtained:

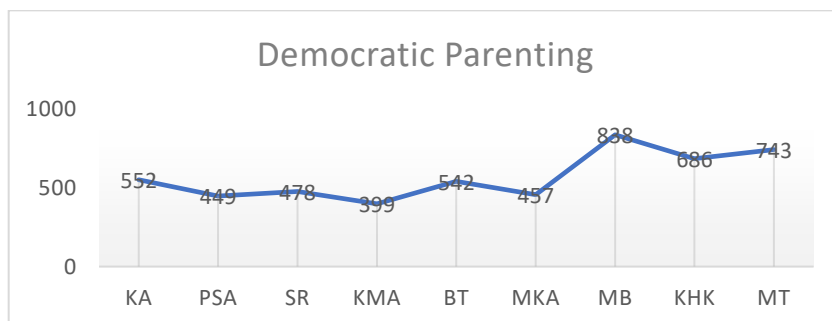


Figure 4. Results of the sum of the scores of the Democratic Parenting Rate indicator

Based on the data of figure 4 above, it is known that of the nine indicators in the variable Level of Democratic Parenting, the Providing Guidance [MB] indicator has the highest number score of 838, this shows that parents at SMP Muhammadiyah 1 Mlati provide good guidance for their children. Meanwhile, the Encouraging Independent Children [KMA] indicator has the lowest number of scores of 399. This shows that parents are still not fully independent of children.

2. Data Analysis

a. Data Normality Test

Data normality testing can be known from the Kolmogorov Smirnov value which is part of the KLASIK statistical test. The normality test is used to determine whether the residual value is normal or not. A good regression model is if the research data has residual values that are normally distributed. The basis for making normality test decisions if the significance value > 0.05 (Sugiyono, 2006), then the residual value is normally distributed, and vice versa. The results of the research data normality test test are as follows:

Table 1. Kolmogorov Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test

Asymp. Sig. (2 tailed)	.721
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(Source: Premier Data, 2022)

Based on the results of Kolmogorov Smirnov's normalization test data in table 1 above, it is known that the significance value is $0.721 > 0.05$, so it can be concluded that the residual value of this study has been normally distributed and can be carried out for further tests.

b. Test the Effect of Counseling Guidance Variables on Bullying Behavior

Based on the data processing of the variable measurement scale of the Counseling Guidance Service, the following results were obtained:

Table 2. Anova Calculation Counseling Guidance Services

ANOVA^a

Model	F	Sig.
Regression	4.018	.049 ^b

(Source: Premier Data, 2022)

Based on table 2 above, it is known that the value of F count = 4.018 with a significance level of $0.04 < 0.05$, then the regression model can be used to identify participation variables or in other words there is an influence of Counseling Guidance Service variables on bullying behavior variables. Furthermore, to find out how much the value of the influence of Counseling Guidance Services on bullying behavior is described in the following table:

Table 3. Calculation of Model Summary of Counseling Guidance Services

Model Summary^b

Model	R	R Square
1	.225 ^a	.051

(Source: Premier Data, 2022)

Based on the calculation results of table 3, it is known that the magnitude of the correlation / relationship value (R) is 0.225. Furthermore, the result of the coefficient of determination (R Square) of 0.051 means that the influence of the Counseling Guidance Service variable on bullying behavior is 5.1%.

Table 4. Value of Coefficients Variable Guidance Counseling on Bullying Behavior

Coefficients^a

Model	t	sig
Constan	6.467	.000
Guidance Counseling	2.004	.049

(Source: Premier Data, 2022)

Based on the output coefficients in table 4 above, it is known that the value of Sig. is 0.049 (<0.05). So, it can be concluded that the variable of counseling guidance affects bullying behavior. In addition, in table 4 above, it is known that the t-count value is 6,467 $>$ t-table 2,390, so it can be concluded that the counseling guidance variable has a significant effect on bullying behavior.

c. Test the Effect of Democratic Parenting Level Service Variables on Bullying Behavior

Based on the data on the measurement scale of the Democratic Parenting Level variable, the following results were obtained:

Table 5. Anova Calculation of Democratic Parenting Rates

ANOVA^a

Model	F	Sig.
Regression	1.142	.028 ^b

(Source: Premier Data, 2022)

Based on table 5 above, it is known that the calculated F value is 1.142 with a significance level of $0.028 < 0.05$, then the regression model can be used to identify participation variables or in other words there is an influence of Democratic Parenting Level variables on *bullying* behavior variables. Furthermore, to find out how much the value of the influence of the Democratic Parenting Level on *bullying* behavior is described in the following table:

Table 6. Calculation of Model Summary Level of Democratic Parenting

Model Summary^b

Model	R	R Square
1	.122 ^a	.015

(Source: Premier Data, 2022)

Based on the calculation results of table 6, it is known that the magnitude of the correlation / relationship value (R) is 0.122. Furthermore, the result of the coefficient of determination (*R Square*) is 0.015 which means that the influence of the Democratic Parenting Level variable on *bullying* behavior is 1.5%.

Table 7. The Value of Democratic Parenting Variable Coefficients against Bullying Behavior Coefficients^a

Model	t	Sig.
Democratic Parenting	2.690	.000

(Source: Premier Data, 2022)

Based on the output coefficients in table 7 above, it is known that the value of Sig. is 0.000 (<0.05). So, it can be concluded that the variables of democratic parenting affect bullying behavior. In addition, in table 4 above, it is known that the t-count value is $2.690 > t\text{-table } 2,390$, so it can be concluded that the variable of democratic parenting has a significant effect on bullying behavior.

d. Test the Effect of Counseling Guidance Service Variables and Democratic Parenting Levels on Bullying Behavior

Based on the assessment conducted on the variables of Guidance and Counseling Services and the Level of Democratic Parenting, the following results were obtained:

Table 8. Anova Calculation of Counseling Guidance Services and Democratic Parenting Level

ANOVA^a

Model	F	Sig.
Regression	3.157	.048 ^b

(Source: Premier Data, 2022)

Based on table 8 above, it is known that the value of F count = 3.157 with a significance level of $0.04 < 0.05$, then the regression model can be used to identify participation variables or in other words there is an influence of the variables of Counseling Guidance Services and Democratic Parenting Level on *bullying* behavior variables. Furthermore, to find out how much the influence of Counseling Guidance Services and Democratic Parenting Levels on *bullying* behavior is described in the following table:

Table 9. Calculation of *Model Summary* of Counseling Guidance and Democratic Parenting Level

Model Summary^b

Model	R	R Square
1	.280a	.079

(Source: Premier Data, 2022)

Based on the calculation results of table 9, it is known that the magnitude of the correlation / relationship value (R) is 0.280. Furthermore, the result of the coefficient of determination (R Square) of 0.079 means that the influence of the variables Counseling Guidance Services and Democratic Parenting Level on Bullying Behavior is 7.9%.

Table 10. The Value of Coefficients of Guidance Counseling and Democratic Parenting Variables on Bullying Behavior

Coefficients^a

Model	t	Sig.
(Constant)	4.809	.000
Guidance Counseling	2.090	.040
Democratic Parenting	-.806	.423

(Source: Premier Data, 2022)

Based on the output coefficients in table 10 above, it is known that the value of Sig. is 0.000 (<0.05). So, it can be concluded that the variable of guidance counseling and democratic parenting affects bullying behavior. In addition, in table 4 above it is known that the t-count value is 4.809 > t-table 2,390, so it can be concluded that the variables of counseling guidance and democratic.

DISCUSSION

H1: Influence on the variables of Guidance Counseling Services on student bullying behavior at school.

Based on the output coefficients in table 4 above, it is known that the value of Sig. is 0.049 (<0.05). So, it can be concluded that the variable of counseling guidance affects bullying behavior. In addition, in table 4 above, it is known that the t-count value is 6,467 > t-table 2,390, so it can be concluded that the counseling guidance variable has a significant effect on bullying behavior. Therefore, **H1 is accepted**. This shows that counseling guidance services

provided by counseling guidance teachers in schools have a positive impact on *bullying* behavior. This is in line with the results of Hartati and Balensky's research that there is an influence between individual counseling on bullying behavior (Hartati & Balensky, 2021). The results of another study conducted by Arinata also showed that there was a decrease in *bullying* behavior with group guidance conducted by BK teachers (Arinata et al., 2017). Group guidance and counseling are one of the types of services in counseling guidance (Mulyadi, 2019). Therefore, the stronger opinion that counseling guidance services have a positive influence in reducing bullying behavior. The H1 findings of this study corroborate the theory of (Ahiruddin et al., 2023; Hartati & Balensky, 2021; Puspita et al., 2023) which states that there is a positive impact of counseling services on bullying behavior in schools.

H2: Influence on the variables of Democratic Parenting on Student Bullying Behavior in schools.

Based on the output coefficients in table 7 above, it is known that the value of Sig. is 0.028 (<0.05). So, it can be concluded that the variables of democratic parenting affect bullying behavior. In addition, in table 4 above, it is known that the t-count value is 2,690 > t-table 2,390, so it can be concluded that the variable of democratic parenting has a significant effect on bullying behavior. Therefore, **H2 is accepted**. This means that democratic parenting levels have a greater contribution than guidance counseling services in suppressing *bullying* behavior. The results of this study on H2 corroborate previous research theories such as those conducted by Isrofin & Munawaroh (2021) showing that increasingly democratic parents will be internalized by children to control themselves in their behavior. In addition, theories from Putri (2018) and Saputra & Yani (2020) that mention the positive influence of democratic parenting on bullying behavior.

H3: The influence of the Guidance Counseling Service and Democratic Parenting evariables on student bullying behavior in schools.

Based on the output coefficients in table 10 above, it is known that the value of Sig. is 0.000 (<0.05). So, it can be concluded that the variable of guidance counseling and democratic parenting affects Bullying Behavior. In addition, in table 4 above it is known that the t-count value is 4.809 > t-table 2,390, so it can be concluded that the variables of counseling guidance and democratic parenting have a significant effect on bullying behavior. Therefore, **H3 is accepted**. This means that BK teachers who provide counseling guidance services and parents who take care of their children with democratic parenting can reduce bullying behavior in children. The findings of this research on H3 are new findings in reducing bullying behavior with collaboration between guidance counseling service and democratic parenting of parents.

Conclusions and Suggestions

Guidance Counseling Services and Democratic Parenting Levels can be a new approach to preventing bullying behavior. Based on the results of a simple linear regression test showed that the Counseling Guidance Service had an influence of 5.1% and the Democratic Parenting Rate had an influence of 1.5% on bullying behavior in schools. This suggests that parents with democratic levels of parenting exert greater influence in suppressing bullying behavior. Based

on the results of multiple linear regression analysis tests, it shows that the variables of Counseling Guidance Services and Democratic Parenting Level have an influence of 7.9% on Bullying Behavior. So, there is a significant influence on counseling guidance services and democratic parenting levels on bullying behavior. Therefore, the implication of this study is that in reducing bullying behavior of students is carried out by improving teacher counseling guidance services in schools and democratic parenting at home.

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