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## Football Fan Aggression: The Role of Democratic Parenting and Emotion Regulation

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### ABSTRACT

*This study aims to empirically examine the relationship between democratic parenting and emotion regulation with the aggressiveness of soccer fans. The research subjects were students of class XI SMA Negeri 1 Sleman, totalling 71 students. The Likert model scale is the main instrument to obtain data on aggressiveness, democratic parenting, and emotion regulation. The data was then analyzed using multiple regression with the SPSS V26 program. The analysis results show that simultaneously there is a very significant relationship between democratic parenting and emotion regulation with aggressiveness ( $R = 0.604$  with a sig. 0.000). While partially, democratic parenting with aggressiveness and emotion regulation with aggressiveness proved to have a very significant negative relationship (partial =  $-0.460$  with sig. 0.000 level and partial =  $-0.315$  with sig. 0.008). The contribution of democratic parenting to aggressiveness is more dominant (24%) than the contribution of emotion regulation to aggressiveness (12.4%). In conclusion, democratic parenting as an external factor from the family environment plays a vital role in controlling children's behaviour in adolescence (aggressiveness) than factors originating from within the child (emotion regulation).*

**Keywords:** Aggressiveness, democratic parenting, emotion regulation, fanatical football fans

### ABSTRAK

*Penelitian ini bertujuan untuk menguji secara empiris hubungan antara pola asuh demokratis dan regulasi emosi dengan agresivitas suporter sepak bola. Subjek penelitian adalah siswa kelas XI SMA Negeri 1 Sleman yang berjumlah 71 siswa. Skala model Likert merupakan instrumen utama untuk memperoleh data tentang agresivitas, pola asuh demokratis, dan regulasi emosi. Data tersebut kemudian dianalisis menggunakan regresi berganda dengan program SPSS V26. Hasil analisis menunjukkan bahwa secara simultan terdapat hubungan yang sangat signifikan antara pola asuh demokratis dan regulasi emosi dengan agresivitas ( $R = 0,604$  dengan sig. 0,000). Sedangkan secara parsial, pola asuh demokratis dengan agresivitas dan regulasi emosi dengan agresivitas terbukti memiliki hubungan negatif yang sangat signifikan (parsial =  $-0,460$  dengan sig. 0,000 dan parsial =  $-0,315$  dengan sig. 0,008). Kontribusi pola asuh demokratis terhadap agresivitas lebih dominan (24%) dibandingkan kontribusi regulasi emosi terhadap agresivitas (12,4%). Kesimpulannya, pola asuh*

*demokratis sebagai faktor eksternal dari lingkungan keluarga lebih berperan penting dalam mengontrol perilaku anak pada masa remaja (agresivitas) dibandingkan faktor yang berasal dari dalam diri anak (regulasi emosi).*

**Keyword:** Agresivitas, pola asuh demokratis, regulasi emosi, suporter sepak bola fanatik

## INTRODUCTION

Adolescence is a period of rebellion characterized by increasing adolescent conflicts with parents, reckless behaviour, and emotional instability (Papalia & Martorell, 2021). Emotional instability in some adolescents usually appears through the problematic behaviour they display, such as fighting or committing acts of violence that can harm themselves and others (Siddiqah, 2010). These problems can be categorized into aggressiveness. According to Lewis et al. (2001), aggressiveness is not a disease; however, behaviour that is caused and has a range of intensity starting from arguing, opposing, demanding, making verbal threats, physical contact, brutal or brawl to murder, can also appear in the form of destructive behaviour, hurtful comments, and insulting humour.

Aggressiveness can arise when individuals are in a community with a high fanaticism, such as an association of football fans. Differences of opinion about which soccer team is more extraordinary, the desire of the beloved soccer team to be recognized and efforts to maintain the dignity of a proud soccer team often trigger conflicts that can cause casualties (Budi & Widyaningsih, 2021). From 1995 to 2018, 76 people died due to clashes between football fans. These data show that the average age of soccer fans who often do brawls is the age of high school students and the equivalent (Wirajati, 2018). One example of a football fan brawl case is the case that occurred on January 18 2019, in Cilincing, North Jakarta. There was a fight between NJ Mania supporters, North Jakarta Persitara soccer club supporters and The Jakmania Persija Jakarta soccer club supporters. According to Iwan as an eyewitness, he had seen hundreds of people attacking each other and throwing stones. Not a few were also seen carrying sharp weapons during the incident (Nicko, 2019).

According to Hapsari and Wibowo (2015), competition for football fans has now become an arena of hostility; this can be seen from the behaviour of the supporters who convey hate speech in their chants and songs and acts of violence that threaten lives. The hostility started from an argument with a tone of ridicule to the creation of violence. Based on the problems above, the researcher is interested in investigating the factors that can predict the aggressiveness of soccer fans students.

A longitudinal study shows that one can look at risk factors to understand how aggressiveness emerges in adolescents. These risk factors include individual, social, and environmental elements whose presence can increase the likelihood of aggressiveness (Enzmann et al., 2018; Farrington et al., 2017; Jolliffe et al., 2017). Democratic parenting is a parenting style that gives love to children by giving freedom to children, but there are still rules that apply and must be obeyed (Schofield & Weaver, 2016). Democratic parenting patterns will direct parents to guide their children in making decisions; parents also involve teenagers in making decisions (Pinjai & Damrongpanit, 2020). Adolescents are considered to have a role in the decision process, instilling the values of responsibility for their speech and behaviour (Oryan & Gastil, 2013). Democratic parenting will produce the characteristics of independent, self-controlled adolescents who have good relationships with friends and can deal with conflicts between peers (Miklikowska & Hurme, 2011).

Meanwhile, emotion regulation is an action taken by adolescents to control the emotions they want to experience, how and when these emotions arise, and how to express these emotions or how others see them (Gross, 2015). Emotion regulation also plays a role in regulating the

expression of positive and negative emotions in interacting with others according to social rules (Smeijers, Benbouriche & Garofalo, 2020). Garofalo, Velotti and Zavattini, (2018) state that adolescents who can regulate emotions show lower aggressiveness when interacting with peers and fewer behavioural problems in their social environment. The inability to regulate emotions is a significant risk factor in the formation of aggressiveness in adolescence.

## RESEARCH METHOD

This study uses a quantitative approach to the type of survey; The reason is to test the research hypothesis: "there is a relationship between democratic parenting and emotion regulation with aggressiveness".

The population in this study were all students of class XI SMA Negeri 1 Sleman, amounting to 250 students. The researcher took a sample of 71 students based on the random sampling technique. The steps are: 1) The researcher determines the number of samples from the entire population using the Slovin formula with an error rate of 10%. 2) From the data obtained, the researcher only selected 71 students to be the research sample; this amount is the result of the calculation of the Slovin formula.

The researcher used a Likert model scale with four alternative answers (strongly agree, agree, disagree, and strongly disagree) as the main instrument for obtaining empirical data on aggressiveness, democratic parenting and emotional regulation. The three scales are the result of their preparation by the researcher. Each item is divided into two types of statements: favourable statements and unfavourable statements. The score on the favourable statement for the answer "strongly agree" was given a score of 4; the answer "agree" was given a score of 3; the answer "disagree" was given a score of 2; the answer "strongly disagree" was given a score of 1. In contrast, the score on the unfavourable statement for the answer "strongly agree" was given a score of 1; the answer "agree" was given a score of 2; the answer "disagree" was given a score of 3; the answer "strongly disagree" was given a score of 4. The explanation of each scale is as follows.

The preparation of the aggressiveness scale refers to the types of aggressiveness according to Buss and Perry (1992), which consist of physical aggression, verbal aggression, anger and hostility. This scale initially consisted of 24 items; After the reliability test was carried out on 72 students, 12 items were obtained, ready to be used for research. The resulting Cronbach Alpha reliability coefficient is 0.842, with a discriminatory index from 0.309 to 0.696.

The scale of democratic parenting refers to aspects of democratic parenting from Baumrind (1975), which include: warm but firm standards that are appropriate to the child's developmental stage, instilling the value of independence, inculcating the value of rationalization, building positive interactions and providing opportunities for children to lead. This scale initially consisted of 36 items; After the reliability test was carried out on 72 students, 24 items were obtained, ready to be used for research. The resulting Cronbach Alpha reliability coefficient is 0.888, with a discrepancy index from 0.324 to 0.669.

The preparation of the emotional regulation scale refers to the aspects of emotion regulation from Butler, Lee and Gross (2007), which consist of emotional regulation, conscious emotional control, and emotional control of stress. This scale initially consisted of 18 items; After the reliability test was carried out on 72 students, 09 items were obtained that were ready to be used for research. The resulting Cronbach Alpha reliability coefficient is 0.808, with a discrepancy index from 0.320 to 0.635.

The researcher used multiple linear regression analysis with the help of the SPSS V26 program to test the classical assumptions and research hypotheses.

## RESULT AND DISCUSSION

### Result

The assumption test is a requirement that must be met in performing parametric statistical analysis; in multiple regression parametric analysis, several assumptions that must be met include the normality test, linearity test, and multicollinearity test. The normality test aims to determine whether the sample used in the study is normally distributed (representative). The researcher used the Kolmogorov-Smirnov Test (KS-Z) technique to test normality, with the data criteria being expected if  $p > 0.05$ . From the normality test results, the Kolmogorov-Smirnov Z scores on aggressiveness, democratic parenting, and emotional regulation were 0.87, 0.68, 0.75, with a significance level of 0.441, 0.742, and 0.630 ( $p > 0.05$ ).

**Table 1** Normality Test

Variable	KS-Z	Sig.	Interpretation
Aggressiveness	0.87	0.441	Normal
Democratic parenting	0.68	0.742	Normal
Emotion regulation	0.75	0.630	Normal

The linearity test aims to see if there is a linear line connecting the values of the independent variable with the values of the dependent variable. The researcher uses the F Linearity rule in linearity testing; in this rule, the data is said to be linear if  $p < 0.05$ . From the results of the linearity test between democratic parenting and aggressiveness (F Linearity 27.10) and emotional regulation with aggressiveness (F Linearity 17.70), the significance level obtained for all variables was 0.000 ( $p < 0.05$ ).

**Table 2** Linearity Test

Variable	F Linearity	Sig.	Interpretation
Democratic parenting with aggressiveness	27.10	0.000	Linear
Emotional regulation with aggressiveness	17.70	0.000	Linear

The multicollinearity test aims to determine whether there is a similarity in function between one independent variable and another; to determine the existence of multicollinearity, we can see the value of Tolerance and VIF with the Tolerance rule  $> 0.1$  and  $VIF < 10$ . From the results of the multicollinearity test on democratic parenting and emotion regulation, the tolerance value for each variable is 0.87, while the VIF value is 1.15.

**Table 3** Multicollinearity Test

Variable	Tolerance	VIF	Interpretation
Democratic parenting	0.87	1.15	There is no multicollinearity
Emotion regulation	0.87	1.15	There is no multicollinearity

Based on the results of multiple regression analysis, the R-value for democratic parenting and emotional regulation with aggressiveness was 0.60 with a significance level of 0.000 ( $p < 0.01$ ). The contribution (R Square) of the two independent variables to the dependent variable is 36.4%.

**Table 4** Multiple Regression Analysis

Variable	R	R Square	Sig.	Interpretation
Kontrol (K)	0.60	0.364	0.000	Very significant

Based on the results of multiple regression analysis between democratic parenting with aggressiveness and emotional regulation with aggressiveness, Partial values obtained were -0.46 and -0.32 with a significance level of 0.000 and 0.008 ( $p < 0.01$ ).

**Table 5** Partial Correlation Analysis

Variable	Partial	Sig.	Interpretation
Democratic parenting with aggressiveness	-0.46	0,000	Very significant
Emotional regulation with aggressiveness	-0.32	0,000	Very significant

The formula used to determine the effective contribution of each independent variable to aggressiveness is  $SE = \text{Standardized Coefficients Beta} * \text{Zero Order} * 100\%$ . Based on this formula, the effective contribution (SE) of democratic parenting to aggressiveness is 24%, and the effective contribution of emotional regulation to aggressiveness is 12.4%.

**Table 6** Coefficient of Determination

Variable	Beta	Zero Order	%	Interpretation
Democratic parenting of aggressiveness	-0.442	0.543	100	24%
Emotional regulation of aggressiveness	-0.283	0.441	100	12,4%

## Discussion

The results of this study prove that the lack of democratic parenting can predict the emergence of aggressiveness in soccer fans, especially teenagers. According to Thompson (2014), to explain this relationship, it is necessary to understand that the family is the first environment in an individual's life where individuals learn to socialize and control themselves. The family provides the basis for behaviour, character, morals and education. The role of the family in the formation and development of personality is enormous, such as social-emotional development (aggressiveness).

Socio-emotional development is a critical developmental stage in showing others what the individual feels, regulating his behaviour and as a pivot in his social relationships (Feist & Feist, 2013). Even so, the ability of individuals to channel their emotions is very diverse; the most prominent thing is that individuals have difficulty regulating their emotions. Thompson, Bennett and Snow (2018), revealed that social and emotional development is based on social influences, such as parental guidance or parenting patterns. Democratic parenting is one type of parenting that is believed to be able to control aggressiveness, as shown in the results of this research. When referring to the results of this study, applying democratic parenting allows children to have low aggressiveness because children are directed to make decisions that do not harm or hurt other people besides that, parents also involve children in making decisions related to problems experienced by families to instil the habit of reasoning in children (Callear, Harvey & Bimler, 2017; R. A. Thompson, 2014).

Children who are teenagers (high school students) need to be involved in the decision-making process. The goal is to instil social values so that children can be responsible for every word and behaviour. Children will think before acting whether this behaviour will hurt others or not (Bakermans-Kranenburg & Van IJzendoorn, 2009). Thus, democratic parenting will produce characteristics of independent children who can control themselves, have good relationships with friends, and can deal with conflicts between peers without involving violence (Erdogdu, 2022).

Furthermore, the results of this study also prove that low emotional regulation can cause the formation of aggressiveness. Why can low emotion regulation predict the emergence of aggressiveness? According to Hurlock (2016), this is because emotion regulation is related to how individuals control their emotions and the impulses that exist within them. Emotional regulation plays a vital role in an individual's ability to manage their demands and conflicts when interacting with others (Denny et al., 2010; Rahman, 2018). Denham and Burton (2012) state that individuals with emotional regulation abilities show lower aggressiveness when interacting with peers and fewer behavioural problems in their social environment.

Correspondingly, longitudinal studies have shown that the inability to regulate emotions is a significant risk factor in the formation of aggressiveness (Röll, Koglin & Petermann, 2012).

From some of the data collected in online newspapers yearly, there will be coverage of violence and brawls between Indonesian football supporters (Hakim, 2022; Mayasari, 2022; Santoso, 2022); however, the research that has been done to date is very limited. From the results of a search on the Mendeley site, we have only found one study that discusses this phenomenon, namely the work of Hapsari and Wibowo (2015); This means that the phenomenon of aggressiveness among Indonesian football supporters has not yet been fully investigated. Thus, the study conducted by this research is expected to help the government and educational institutions provide solutions to minimize the emergence of aggressiveness of high school students among Indonesian football supporters.

In terms of novelty, what distinguishes the findings of this study from those of Hapsari and Wibowo (2015) is that our research seeks to offer solutions through the role of external and internal factors in suppressing the emergence of aggressiveness. The external factor that we propose is the democratic parenting style, while the internal factor is the ability to regulate emotions; In this study, the role produced by the democratic parenting style is more dominant than the role produced by emotional regulation; this shows that the role of parents in understanding the character of adolescents is very important in determining the behaviour that adolescents will raise. The democratic parenting style offered here seeks to understand the character of adolescents by giving freedom to adolescents to express their desires by giving responsibility through the provision of social roles, such as encouraging adolescents to be more involved in youth activities; this may not be found in other parenting styles that generally do not give teenagers the space to move and freedom in seeking self-identity because of the parent's fear of the impact of adolescent behaviour.

## CONCLUSION

This study concludes that, simultaneously and partially, there is a very significant relationship between democratic parenting and emotional regulation with aggressiveness in SMA Negeri 1 Sleman students who become football fans. Thus, the school needs to socialize about the benefits and importance of parents adopting a democratic parenting pattern; besides that, the school also needs to equip their students with emotional regulation so that when students are in an environment that allows the emergence of conflict, students can control their emotions.

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