



The 3rd
International Seminar On
EDUCATION and TECHNOLOGY - ISET
 Collaborative Graduate Schools Conference

Training And Development Program Of School-based Anti Bullying Learning Designed For Early Childhood Education Teachers

Ririn Ambarini, M.Hum¹, Eva Ardiana Indrariansi, M.Hum.², and dr. Dian Ayu Zahraini, M.Gizi³

¹Universitas PGRI Semarang, Indonesia

²Universitas PGRI Semarang, Indonesia

²Universitas PGRI Semarang, Indonesia

ririnambarini@upgris.ac.id

Abstract

Implementation of Community Service is done in the form of training activities, workshops and field assistance which is divided into four stages in a systematic and sustainable way. The materials given in phase I to the early childhood education teachers that include: (1) the level, seriousness, and dynamics of bullying, (2) how to recognize and respond to early and effectively possible behavior that can cause bullying, (3) new and effective strategies about how to prevent bullying; (4) how to prepare children to effectively recognize and respond to the initial behavior of bullying; (5) teaching young children how to help, prevent and stop bullying; (6) creation of an environment where bullying behavior is unacceptable, destructive, but preventable, (7) self-empowerment (early childhood education teachers and staffs) and children actively providing interventions to prevent and stop bullying, (8) anticipate and intervene in bullying that impacts children's health, (9) lesson plan preparation techniques about bullying using poster, materials, role-play puppet, story times, and classroom rules. Phase II is the training of preparing lesson plan about bullying. Phase III is Practice Peer Teaching and Phase IV is the implementation of Classroom Practice. The last is phase V that is Discussion and Self-reflection stage).

The main purpose of this Service is that early childhood education teachers and staffs can implement and anti-bullying programs as prevention and also anticipation in their respective schools so that teachers and staff can assist young children to develop social skills so they can interact positively and develop business which can effectively help, prevent and stop the emergence of intimidation in early childhood life.

The methods used in the implementation of this program include training, lectures, frequently asked questions, and discussions, teaching practices and worksheets that are the participants' outputs from this training.

Keywords: Learning, Lesson Plan, Anti bullying, School Based.

1. Introduction

Bullying can appear in childhood or early childhood. Even children at the age of 3 years old can participate in bullying. Early childhood education teachers often do not pay attention to bullying for several reasons. Many teachers think that children are too naive and too clean to bully and they are considered incapable of taking actions that can harm or disturb other children. Teachers are unaware that the cause of bullying itself is due to a lack of supervision or even it occurs when adults do not see the incident. Another cause is the failure of early childhood education teachers to understand that early or pre-bullying behaviors may turn into bullying (Ahmed & Braithwaite, 2006).

If bullying at an early age is considered one-sided or unstoppable, children who commit bullying will continue to bully until they grow up, and the children who are victims will continue to suffer sustainably. Basically, bullying behaviors will become more widespread when other children also see opportunities to engage in bullying behavior. If allowed to continue, the bullying patterns and the effects that the victims of bullying will carry over their adolescence and even adulthood, and the result is a relationship between rough teenagers and insulting elements, to the end of domestic violence or even criminal acts (Bollmer, Harris, & Milich, 2006).

Many legislation can be used to support the anti-bullying program, such as articles in the Criminal Law as well as UUPA (Child Protection Act). According to Article 77:

- Any person who deliberately takes action:
- A. Discrimination against children resulting in the loss of children, both material and morally inhibiting its social function; or
 - B. Neglect of a child causing a child to be sick or suffering, whether physical, mental, or social, shall be subject to imprisonment of a maximum of 5 (five) years and / or a fine of not more than Rp 100,000,000.00 (one



The 3rd
International Seminar On
EDUCATION and TECHNOLOGY - ISET
Collaborative Graduate Schools Conference

hundred million rupiah).

Meanwhile, according to Article 54 of Law no. Law No. 23 Year 2002 on Child Protection affirms: "Children within and within the school environment shall be protected from acts of violence committed by teachers, school administrators or friends within the school concerned or other educational institutions. The results of consultations by the National Commission for the Protection of Children with Children in 18 Provinces in Indonesia in 2007 showed that schools could also be a dangerous place for children, if the violence was not anticipated (MG Endang Sumiarni, 2009). Cases of child abuse at school were ranked second only to violence in children in the family. In fact, if students often become victims of violence, they can have the character of violence in the future. This collectively will have a negative impact on the life of the nation (Jolliffe & Farrington, 2006).

Based on the above facts, bullying seems to have become an integral part of the lives of children in this age of competition. It is necessary to think about the risks faced by children, and then can be found a way out to break the chain of violence that mutually exists without inexhaustible. Of course, the various parties are responsible for the survival of children, because children also have rights that must be met by the state, parents, teachers, and society. Collective commitment and concrete steps to prevent bullying in schools are really needed or required (Efianingrum, 2009).

Early childhood education teachers can help the child to develop social skills to interact positively and develop efforts against bullying. To effectively, help prevent and stop the emergence of intimidation in early childhood life, there are certain things that educators need to understand and are prepared to do. The anti bullying program is designed to help educators in early childhood to understand bullying, learn what can be done to prevent bullying, develop activities that can build children's social skills, and develop action plans for interventions (Nansel, Overpeck, Pilla, Ruan, Simons- Morton, & Scheidt, 2001) There are five important things to keep in mind in anti-bullying programs. First, bullying among young children will look different from bullying among older children. Secondly, the initial behavior of painful bullying acts leads to actual bullying when bullying is repeated

2. Methods

Devotion to Ibm society will be done in the form of training, workshop and field assistance which is divided into 5 (five) stages systematically and continuously. Each stage will be followed by teachers of TK Mekar Jaya Semarang and PAUD Doa Ibu Semarang with the number of participants 16 teachers and staffs. Stages of activities will take place as follows:

1. Phase I (Material Submission Stage)

At this stage will be submitted material that includes:

- a. The level, seriousness, and dynamics of bullying.
- b. How to recognize and respond early and effectively the possible behavior that can cause bullying.
- c. New and effective strategies on how to prevent bullying.
- d. How to prepare children to recognize and respond effectively to the initial behavior of bullying.
- e. Teaching children how everyone (bully actor, bullying victim, bully witnesses, and supportive adults) can help prevent and stop bullying.
- f. Creation of an environment where everyone can understand that bullying behaviors are unacceptable, destructive, but also preventable.
- g. Self-empowerment (early childhood education teachers and staff) and children to actively intervene, prevent and stop bullying.
- h. Anticipation and intervention of bullying impact in terms of child health.
- i. Lesson plan preparation techniques about bullying that can be applied during the learning process for approximately 30 minutes, at least once a week using poster material, role-play puppet, story times, and classroom rules.

The material is delivered in the form of lectures, questions and answers, training, and ending with the assignment of lesson plan preparation of bullying and peer teaching as a simulation and simultaneously as the implementation of lesson plan about bullying that has been compiled. This activity will be held at the campus of TK Mekar Jaya Semarang and also PAUD Doa Ibu Semarang.

2. Phase II (Training Stage)

At this stage, the participants practice preparing lesson plan on bullying as a follow-up of the first phase. It is expected that in this training, teachers can generate lesson plan about bullying which then for the implementation of lesson plan about bullying can be applied in peer teaching practice.

3. Phase III (Peer Teaching Practice Stage)

Every teacher at this stage engages in bullying learning practices with their peers in the form of peer teaching. Mentoring and mentoring techniques are conducted to determine the level of understanding of teachers on how



The 3rd
International Seminar On
EDUCATION and TECHNOLOGY - ISET
 Collaborative Graduate Schools Conference

the application of lesson plan about bullying is applied in the form of learning about bullying that is integrated in the process of teaching in the classroom through peer teaching.

4. Stage IV (Classroom Practice Practice Stage)

Each teacher at this stage is a continuation of the previous stage where the teacher practices bullying learning with their own colleagues in their own class. Counseling and mentoring techniques are conducted to determine the level of teacher understanding of how the application of lesson plan on bullying is applied in the form of learning about bullying that is integrated in the process of teaching in their own schools, namely in the form of:

- A) Implementing team of community service to monitoring and evaluation to schools where the teachers will practice how to apply learning about bullying,
- B) Guiding and mentoring outside the school such as by phone and e-mail,
- C) Teachers may consult with the implementing team (instructor) on the campus of Universitas PGRI Semarang if required,

5. Stage V (Discussion & Self-Reflection Stage)

At this stage, it is the stage of discussion and self-reflection as well as sharing of each teacher about the advantages and also the lack of learning bullying as part of the training and development of anti-bullying lessons applied in their schools. Guidance and mentoring at this stage is done at the campus of TK Mekar Jaya Semarang and also the campus of PAUD Doa Ibu Semarang.

3. Results

The problems faced by early childhood education teachers and staffs in Semarang are the lack of understanding about the level, seriousness, and dynamics of bullying. They need to learn more examples of what have happened if bullying is not recognised in school. Because of that, the team of community service from Universitas PGRI Semarang provides them with more information, more articles about the effects of bullying until the variety of bullying that may happen in school.

In this kind of training program, the early childhood education teachers and staffs will practise how to recognize and respond early and effectively possible behavior that can cause bullying. They will get some quizzes from the team and together we will discuss the matters one by one and open the discussion so that each teacher and staff will get the same opportunity to express their ideas about the possible solution that they may take if they see bullying in schools. Through the quizzes given they learn new and effective strategies on how to prevent bullying and there will be role –playing to make the process of training became more interesting and alive. Early childhood education teachers and staffs also practise how to prepare children to recognize and respond effectively to the initial behavior of bullying. There are some pictures and videos that are shown to the teachers so that they get the illustration what happen to the victiom of bullying, how can it happen, what will happen next and what possible solution can be taken.

The most important thing in this training is teaching the children how everyone (the bully, victim of bullying, and witnesses of bullying, and supportive adults) can help, prevent and stop bullying. The early childhood education teachers and staffs are required to give ideas how to train their students to face the bullying situation, what they should do if they witness bullying, what they should do if the become the victims of bullying. Teaching children social skills such as how to care others is one of the anticipation to avoid bullying happen in the school environment. The other things that can be done by the early childhood education teachers and staff is by showing or watching videos about how to face bullying together with children will help the to get the understanding how to improve their social skills.

The training program also give some examples of the successful schools that have some programs about anti bullying and successfully implemented. Teachers and staffs learn how to create an environment where everyone can understand that bullying behaviors are unacceptable, destructive, but also preventable. There will be some videos and quizzes that can enhance more ideas about preventable steps that can be taken and implemented in school. There are also some role-playing how to handle destructive students. Besides that, there are some illustration of the steps that can be taken to create safe environment in school that is free from bullying such as in the play ground, in the toilets, and other parts in the school.

Early childhood education teachers and staffs practice how to empower themselves and children to actively intervene, prevent and stop bullying. They will implement some materials in the training program, will give the activities to the students in the forms of game that are related to the topics of anti bullying program.

Bullying not only gives bad impact on the children’s performance academically, physically, but also it gives bad impact on students’ health. In order to anticipate and intervene the impact of bullying in terms of child health, the team of community service of Universitas PGRI Semarang, invites the expert of health, a doctor, who is also the member of the team to give consultation to the teachers and staff about the possible effects of



The 3rd
International Seminar On
EDUCATION and TECHNOLOGY - ISET
Collaborative Graduate Schools Conference

6. References

- [1] Ahmed, E., & Braithwaite, V. (2006). Forgiveness, reconciliation, and shame: Three key variables in reducing school bullying. *Journal of Social Issues*, 62(2), 347-370.
- [2] Bollmer, J. M., Harris, M. J., & Milich, R. (2006). Reactions to bullying and peer victimization: Narratives, physiological arousal, and personality. *Journal of Research in Personality*, 40, 803-828.
- [3] Efianingrum, Ariefa. 2009. Mengurai Akar Kekerasan (Bullying) di Sekolah. *Jurnal Dinamika* 2009.
- [4] Jolliffe, D., & Farrington, D. P. (2006). Examining the relationship between low empathy and bullying. *Aggressive Behavior*, 32, 540-550.
- [5] MG. Endang Sumiarni. 2009. Kekerasan di Sekolah dan Hak Anak dalam Perspektif Hukum. Makalah Seminar "Fenomena Kekerasan di Sekolah dan Strategi Pencegahannya", 2 Agustus 2009, FIP UNY.
- [6] Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Jama: Journal of the American Medical Association*, 285, 2094-2100.
- [7] Olweus, D., Limber, S., & Mihalic, S. (1999). The bullying prevention program: Blueprints for violence prevention. Boulder, CO: Center for the Study and Prevention of Violence. Retrieved October 24, 2014, from http://www.colorado.edu/cspv/safeschools/bullying/bullying_bppssummary.html
- [8] Orpinas, P., & Horne, A. M. (2005). *Bullying prevention: Creating a positive school climate and developing social competence*. Washington, DC: American Psychological Association.
- [9] Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 Tentang Perlindungan Anak.