

“Lentera Sahabat” Program for Peer Facilitators to Prevent Bullying

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Abstract

After the study conducted by Olweus (1991) more than two decades ago, interest in bullying topic significantly increases and provides sturdy evidence that Bullying consists among children and adolescents. The result of the introductory survey found that 54% out of 739 high school students in Yogyakarta reported that bullying occurs in their school at last one year and 13% reported that they have been bullied. This current study develops a program called "Lentera Sahabat". This program aims to increase high school student knowledge about bullying and their skills to guide role-play sessions with bullying themes. An untreated Control Group Design with a Dependent Pre-test and Posttest Sample was used as the design. Quantitative data analysis was conducted through mixed design ANOVA statistical test. The results of this study are the increase of student knowledge about bullying and also their skills to guide role-play sessions with bullying themes.

Keywords: Bullying knowledge, skills to guide role play.

Abstrak: Sejak studi yang dilakukan Olweus (1991) lebih dari dua dekade yang lalu, perhatian pada bullying semakin meningkat tajam dan menghasilkan bukti-bukti kuat, bahwa bullying banyak terjadi pada anak dan remaja. Studi pendahuluan penelitian pada 739 siswa dari 10 SMAN Kota Yogyakarta menunjukkan bahwa 54% siswa pernah melihat perilaku bullying di lingkungan sekolah dalam kurun waktu satu tahun terakhir dan 13% siswa mengaku telah menjadi korban bullying. Penelitian ini mengembangkan Program "Lentera Sahabat" yang bertujuan untuk memberikan pengetahuan tentang bullying dan mengajarkan keterampilan memandu sesi bermain peran dengan tema bullying kepada siswa SMA. Desain yang digunakan adalah Untreated Control Group Design with Dependent Pre-test and Posttest Sample. Analisis data kuantitatif dilakukan melalui uji statistik mixed design ANOVA. Hasil penelitian ini adalah meningkatnya pengetahuan tentang bullying serta keterampilan siswa untuk memandu sesi bermain perandengan tema bullying.

Kata kunci: Pengetahun Bullying, Keterampilan untuk memandu sesi bermain peran

INTRODUCTION

Since the study conducted by Olweus over two decades ago, the world's concern on bullying has increased sharply and produced strong evidence, that bullying is more common to children and adolescents (Boulton & Underwood, 1992; Nansel et al., 2001). The result of a preliminary study to 739 students from SMAN 10Yogyakarta shows that 13 % of students admitted that

they have ever been bullied, and then 54 % of students claimed to have seen bullying in the past year.

Preliminary studies reveal that the negative impact of bullying that seen in the victims is in accordance with the negative impact of bullying on teens tested scientifically such as: stress and trauma (Newman, Holden & Delville, 2004); depression, loneliness and social anxiety (Hawker & Boulton, 2000); behavioral and self-esteem problems (Dukes, Judith & Zane, 2009) as well as mental health and academic achievement (Rothon, Head, Klineberg & Stansfeld, 2011).

Olweus (1993) describes bullying as a condition when a student is exposed, repeatedly over a long time with negative actions committed by one person or more. These negative actions can be words, physical contact and social exclusion, furthermore it is explained that the negative actions are done intentionally to hurt.

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The result of a survey conducted by @sadarbully in 2013 to 110 high school students in Yogyakarta shows that 87 respondents make a mistake in defining bullying. Most respondents interpret bullying as physical violence which male students usually do. Misconceptions about bullying have led to the emergence of bullying, therefore intervention is needed to provide correct information about bullying for high school students.

Bullying should be prevented, Olweus (1993) states that the prevention of bullying needs to be done so that it can help the victims early as well as creating a conducive school environment. Farrell, Meyer & White (2001) explain that preventive efforts for bullying behavior is done by changing the school climate, giving psychoeducation about bullying to students and involving parents in the monitoring process.

Psychoeducation is usually done by psychologists, counselors, therapists or experts who have been trained (Supratiknya, 2011). For adolescents, psychoeducation can be performed by trained peers. Preventive education on adolescents through peer has been performed at a wide variety of fields and it brings positive results, such as: healthy nutrition education (Ehlert, 2012; Escamila et al., 2008); HIV AIDS (Borgia et al., 2005); reproductive health (Hull, Hasmi & Widyantoro, 2004); drug use (Dhand, 2006); smoking behavior (Audrey, Holliday & Campbell, 2006); healthy sexual behavior (Agha & Rossem, 2004) and an increase in prosocial behavior (McLoughlin, 2009)

A peer can be a trigger for bullying or it can also be a solution to overcome bullying as well. This potency is proven by research conducted by Frisen, Hasselband and Holmqvist (2012) on a former victim of bullying which states that one of the causes of action to stop bullying is the support from peers. The other research conducted by Farrell, Meyer & White (2001) states that for adolescents, the use of peer media as a means of intervention will change the attitude toward bullying which will then affect the overall dynamics of the emergence of bullying. According to research by Smith & Thompson (2011), peer support can also increase the knowledge, skills and experiences of students in designing a structured program as an effort to prevent and reduce bullying.

The importance of preventive interventions and the positive results of the empowerment of peers in bullying preventive intervention programs in adolescents becomes a frame of mind in developing the "Lentera Sahabat" program. This program aims to provide knowledge about bullying for high school students and to teach them the skill to lead a

role-playing session on the theme of bullying. Knowledge about bullying which is taught in the "Lentera Sahabat" program refers to bully buster program, which was initiated by Dan Olweus (Newman, et., Al, 2004). Skill to guide role play session on the theme of bullying in the "Lentera Sahabat" program refers to the explanation of Shaftel & Shaftel (1982) about the operational definition and step of the implementation of role-play method (warming up, selecting participants, exploring the situation, performing role play, discussing and evaluating).

Related to the theme of bullying, the use of role play method as a means of intervention has its own advantages. Olweus (1993) explains that intervention which is designed to prevent bullying would be more effective if the negative behavior is clearly communicated and the alternative replacement behavior is demonstrated. The method uses a scenario which is arranged based on the principle of conformity with reality/real life (Shaftel & Shaftel, 1982).

The positive results of the use of role play as a method of intervention on the topic of bullying are: 1) developing a sense of empathy for the victims of bullying; actor who is intervened with the role play method feels the sadness when he is called by an appropriate nickname (Robertson & Oberlander, 2002; Hall, Wood & Hall, 2009), 2) increasing understanding from the perspectives of others; thus it can change the way of thinking, feeling and behaving (Pohjola, 2004; Enz et al., 2008; Enz et al., 2011). Salmivalli (2010) explains that increasing individual awareness of intervention in the process of the emergence of bullying can increase empathy and understanding of the negative impact on the victims, which can indirectly reduce bullying.

The "Lentera Sahabat" program uses the principle of observational learning (Bandura, 1986) to teach students the skill of holding a role playing session on the theme of bullying. The effectiveness of learning new behaviors through observation of a model has been scientifically proven to improve some behaviors, such as: creativity (Groenendijk et al., 2013), writing skill (Braaksma et al., 2004), social skill (Bandura, 1986), exercise capacity (Law & Hall, 2008).

Bandura (1986) explains that the process of observing the behavior of others is not always a learning process, because learning through observation requires some factors or preconditions, such as : attention processes, retention processes, production processes and motivational processes. Here is an explanation of those four processes presented in Figure 1.

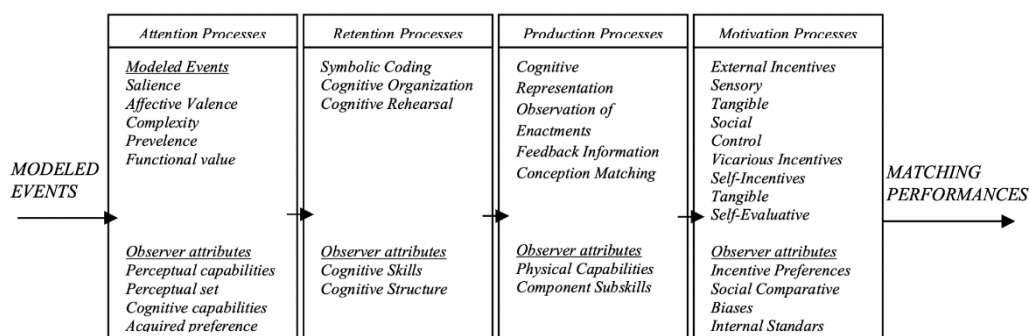


Figure 1. Subprocess governing observational learning

In figure 1 can be seen that the modeling process goes through four processes. Attention is a process in which an individual pays attention to the model. Bandura (1986)

describes the process of attention depends not only on the specific characteristics of the model but also on the observer factors (cognitive ability, level of encouragement and

expectation) since it also plays an important role. "Lentera Sahabat" program begins with psycho education about bullying so that the subjects' knowledge and awareness of bullying increase and it triggers them to learn the skill to perform a role playing session on the theme of bullying.

Skill to lead a role playing session is demonstrated attractively by the trainer to the participants. Watching skill demonstrated directly by the model live will allow the observer to learn the skill (Bandura, 1986; Cumming et al., 2005). Bandura (1986) describes that a good model should be attractive and close (characteristically) to the observer.

Retention is a process of analyzing (organizing and saving) information about skill that has been observed.

Mental rehearse is very helpful in the process of storing information in the memory (Williams & Cumming, 2012). "Lentera Sahabat" program uses imagery as a mental exercise for participants.

The next process is the production, translating the information in memory into the observable behavior. Adequate practice time along with guidance from a competent coach will help individual in the process of production (Fagundes, Chen, & Laguna, 2013). "Lentera Sahabat" program gives the subject an opportunity to perform the simulation skill with guidance from trainer and co trainer.

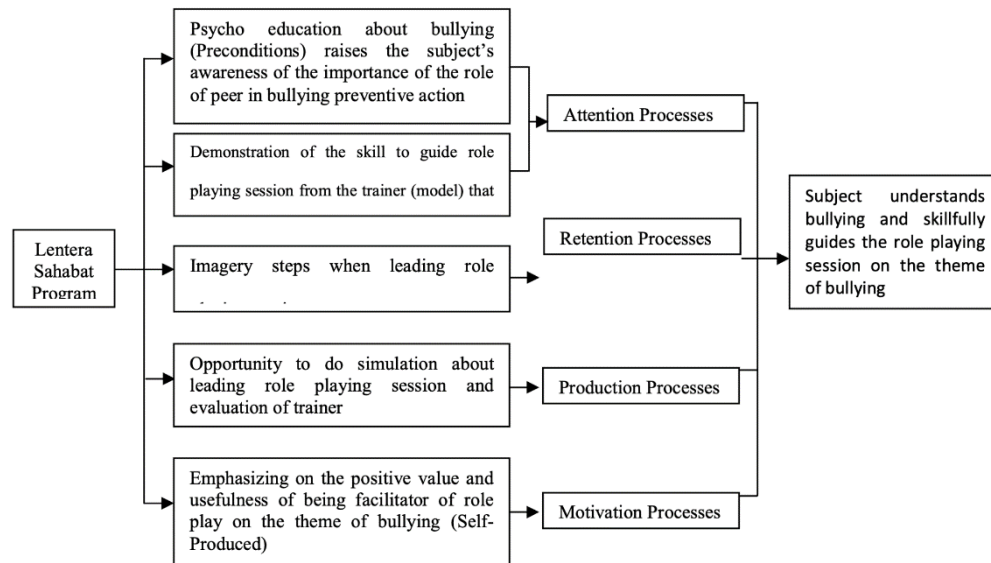


Figure 2. Analytical construct

The last and most important process is that the individual must be motivated to remember and practice to be able to display the skill accurately. According to Bandura (1986), observer motivation to showcase the skill that has been observed is influenced by three incentive sources, which are: direct, vicarious and self produce. "Lentera Sahabat" program creates incentives from the subjects (self produce) by referring the subjects to discuss the positive value and usefulness to others if the subject is able to lead the role playing session on the theme of bullying. The flow of thought of "Lentera Sahabat" program is presented in Figure 2

The purpose of this study is to test the effectiveness of the "Lentera Sahabat" program in improving the knowledge about bullying and the skill of students to lead role playing session on the theme of bullying. The hypothesis of this study were: (1) "Lentera Sahabat" program can improve bullying awareness in the experimental group than in the control group, (2) "Lentera Sahabat" program can improve skill to guide a role play on the theme of bullying in the experimental group than in the control group.

MATERIALS AND METHODS

The independent variable in this study is the "Lentera Sahabat" program. The dependent variable in this study is bullying awareness and skill to lead a role playing session

on the theme of bullying. This study used a quasi-experimental design with model of untreated control group design with dependent pretest and posttest samples. (Shadish, Cook & Campbell, 2002). It involves the experimental and control groups, with measurements before and after the training.

This study used three parameters, which are: 1) test of knowledge about bullying, 2) skill observation guide and 3) test of knowledge about role play method as a manipulation check. Measurement of the dependent variable was done twice (pretest-posttest). Data were analyzed using a mixed design ANOVA (Field, 2005) with two sub-analyzes which are within subject test to examine the score differences within the group and between subject test to examine the score differences in between groups.

Subject

The subject was selected by non-random technique. The subject consisted of 20 high school students, selected by non-random technique. 10 students of SMAN X Yogyakarta (experimental group) and 10 students of SMAN Y Yogyakarta (control group). SMAN X and Y are equal in term of school accreditation, assessment from the education observers and level cases of bullying in the past year (the result of the preliminary study).

Characteristics of the subject were students of class XI who joined the organization, either in school or outside of school. Experimental group subject were selected through

the stages of recruitment, selection and signing the inform consent.

Intervention

The "Lentera Sahabat" program is a training using the principle of observational learning to teach knowledge about bullying and skill to guide role-playing session on the theme of bullying. The method used to convey the material is lecture, demonstration and discussion.

The psychoeducation module about bullying awareness is compiled based on the aspects of bullying awareness on the bully buster program module, which is a bullying preventive psychoeducation program for teachers initiated by Dan Olweus (Newman, et., Al, 2004). Such information includes an understanding of the definition of bullying and its negative impacts, identification of the characteristics of victims and perpetrators, the steps to do when seeing bullying and the steps that can be done to help the victims. Content information of bullying is tailored to the result of the preliminary research.

Implementation procedure of role-play method refers to the implementation of role-playing method described by Shaftel & Shaftel (1982), namely: a) recounting the scenario, b) selecting the proper role for the subject, c) assisting the subject to explore the role to be played, d) motivating the subject to perform the result of role exploration, e) guiding the discussion process and f) relating the result of role-playing to the theme.

RESULTS AND DISCUSSION

Bullying Awareness

There is a significant difference in the score change from pretest to posttest of bullying awareness in both groups (control-experiment) with a value of $F = 56.431$ (table $f = 5.32$) and $p = .000$ ($p < .05$).

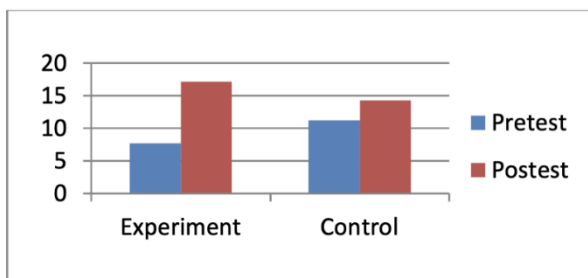


Figure 3. Mean Score Change of Bullying Awareness

The increase of bullying awareness score in the experimental and the control group is significant, both groups get the value of $p = .000$ ($p < .05$), however there is a difference in MD. The experimental group has an MD score of -9.400 and the control group has an MD score of -3100 , thus it can be concluded that "Lentera Sahabat" program can raise bullying awareness in the experimental group and the level of bullying awareness in the experimental group is higher than the control group.

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Skill to Guide a Role-Playing Session on the theme of Bullying

There is a significant difference in score change from pretest to posttest of skill to guide a role-playing session on the theme of bullying in both groups (control- experiment) with a value of $F = 37.078$ (table $f = 5.32$) and $p = .000$ ($p < .05$).

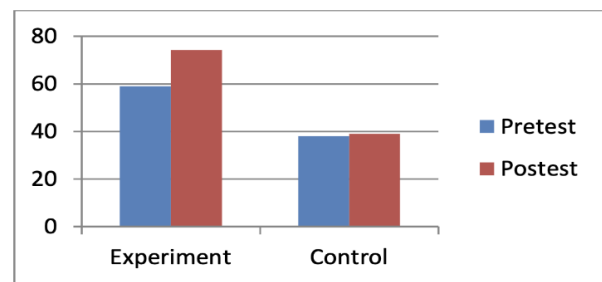


Figure 4. Changes in the mean score of skill to guide a role playing session on the theme of bullying

The increase of score of skill to guide a role-playing session on the theme of bullying in the experimental group is significant, with a score of $MD = -15.275$ and $p = .000$ ($p < .05$). The control group does not change significantly, with a score of $MD = -.904$ and $p = .595$ ($p < .05$). The result indicates that "Lentera Sahabat" program can improve students' skill to guide a role-playing session on the theme of bullying.

DISCUSSIONS OF FINDINGS

This study aims to improve bullying awareness and skill to guide a role playing session on the theme of bullying in the experimental group. The result of score analysis of pre-test and post-test shows that both variables of experimental group increase significantly.

Bullying awareness in the experimental group experiences a sizeable increase with mean difference of pretest and posttest of -9400 . The achievement is supported by data obtained from the preliminary studies used to compile a program module that approaches the characteristics of bullying that occurs in the school environment. Olweus (1993) explains that intervention designed to prevent bullying will be more effective if prepared in accordance with the characteristic of bullying which is familiar to the students.

The significant increase of bullying awareness of the experimental subject is not only seen from the test score, but also the subject's ability to answer their friends' questions related to bullying material which is presented in a role playing session. The most-frequently-asked question is the clarity of the definition of bullying, especially the difference between bullying and aggression. Each subject

gives answer with varied elaboration but still uses the keyword definition of bullying delivered by the trainer, namely: negative action, aimed to hurt and be repeated in a longer period of time.

Subject is able to arrange a role play scenario with the content of bullying awareness used in the posttest. The scenario corrected by the trainer and researcher, related to the content of bullying awareness. Subject creates a scenario based on the incidence of bullying that happened in the class.

Bullying awareness in the control group also increases significantly ($p=0.000$) with a mean difference of -3100. The interview result reveals that without being planned, there has been a discussion on the theme of bullying between counseling teacher and the subject after the pretest. The process of discussion raises the curiosity of the control group subject on the topic of bullying, as it happens to the subject 2, 3, 4, 6 and 9 who learn about bullying from the internet because they feel that there is a friend who is currently a victim of bullying in their class.

The discussion process between counseling teacher and the control subject is the internal validity threat for history research type, because it can affect the bullying awareness of the subject. Shadish, Cook & Campbell (2002) describes the threat of history refers to the incident/event occurred in the period between the pretest and posttest, in which such event can produce result like treatment received by the experimental group.

Improving students' skill to lead a role playing session is seen at mean difference of pretest and posttest of -15.275. This increase proves the effectiveness of the implementation of observational learning as a means to learn new skill (Bandura, 1986; Braaksma et al., 2004; Law & Hall, 2008; Groenendijk et al., 2013; Laura, 2014).

The success of the attention process is the interaction of the model and the observer (Bandura, 1986). Psycho education about bullying in the beginning of the program succeeds in increasing the interest of the participants to learn the role playing skill on the theme of bullying. The interest of observer toward the form of skill which will be observed is an important thing (Bandura, 1986). The teaching style of the trainer tailored to the style of adolescent makes the subject feel more interested to pay attention to the demonstration process of leading a role playing session on the theme of bullying. This is in line with the result of the study conducted by Bunaciu et al (2014) who explains that the observer's interest to imitate (modeling) behavior increases more if there is a feeling of comfort and the observer gets the attention of the model.

Imagery exercise brings positive result, for the subject is invited to watch the recording of the trainer's demonstration while imagining the steps to be taken if they lead a role playing sessions. Subject is then asked to complete a test of knowledge about role play as a stimulus to the subject in order the subject recalls the steps of leading the role playing session. As the result, the whole subject gets a high score. Benefit of imagery technique to organize information on skill to guide a role playing session on the theme of bullying, in line with the positive result of the research: an increase in anticipatory behavior (Smeeton et al., 2013), an increase in creative problem solving skill (Cybulski et al., 2013) and enhancement of skill in the field of sport (Williams & Cumming, 2012)

The entire subject is able to perform a simulation of guiding a role-playing session, although not the entire subject does so accurately. Bandura (1986) explains that the accuracy of the behavior produced by the observer is not an absolute, fitness to the purpose is more preferred. The

trainer and co-trainer provide feedback about the appropriateness of behavior with the program's purpose, then discuss tips (do & don't) in guiding a role-playing session on the theme of bullying.

The "Lentera Sahabat" program is closed with a discussion and an examination about the benefits and urgency of role-playing activity on the theme of bullying. This activity aims to increase the positive value of role-playing on the theme of bullying in the subject (self-produce), as a source of motivation for doing so in front of their classmates. The trainer's comprehension of bullying helps the students to believe that role-playing is important to be done. This is in line with the result of the study conducted by Dickens & Ogden (2014) that the observer does not only imitate the model's behavior but also the attitude and value of the model toward an object.

The discussion is continued on the subject's fear of guiding their classmates to do role playing. Subject is afraid of being ignored and underestimated by their friends because the subject is considered being wise. The trainer helps participants to overcome fear by discussing the perceived fear and reviewing the benefits and urgency of role playing activities on the theme of bullying.

Bandura (1986) describes the modeling is not just mimicking what is done by others but also involving the addition or subtraction of the observed behavior. This explanation is proven right in the performance of the subject in the posttest, the majority of subject shows such behavior performed by the trainer. Subject 7, 8, 9, 10 even use words exactly as exemplified by the trainer, but not all subjects replicate the behavior and teaching style of the trainer. Subject 3 and 4 adjust the delivery style with a class audience who are very noisy and unruly.

Posttest procedure was done by conducting role playing activity on the theme of bullying led by the subject in each class. Posttest process went smoothly and got a positive appreciation of the audience, but it was necessary to pay attention to the scenario sustainability or the character of role played in real life as the negative effects that may arise after the role playing activity on the theme of bullying.

The result of the interviews done to five persons related to the experience after the posttest shows that there are some mockery scenes from the process of the role play which are continued to play in real life. The mockery is done by students who watch the role-play and it lasts for approximately one week, the mockery stopped by itself. Although it is done with the purpose of joking but it will pose a serious effect on the student who plays role as the victim of bullying if it is continued in real life.

Anticipative steps can be done by using the principle of vicarious punishment of Bandura (1986), which is when the observer sees other people get the unpleasant result of his behavior, it will reduce the observer's tendency to behave in the same way or related to it. In practice, the process of role-playing is closed with a discussion related to the result of the role playing and to the relation to the theme of bullying. The discussion process should be optimized, so players and spectators get a value that bullying is a negative action.

CONCLUSIONS AND RECOMMENDATIONS

The result of the study shows that there is an increase in bullying awareness and skill to lead the role playing session on the theme of bullying in the experimental group. The data of the preliminary study is helpful to teach the bullying awareness. Subject easily understands bullying

when bullying awareness module is arranged resembling the situation of the subject in the school environment.

Bullying awareness in the control group is also increased significantly. This increase is due to the internal validity threat of history research type, there is a discussion process on the topic of bullying between counseling teacher and the subject prior to the posttest.

Observational learning theory is effectively used as a guide to teach the students the skill to lead a role playing session on the theme of bullying. Based on the result of the research, some important things to be aware of in the adaptation of observational learning theory are: 1) interest of the subject of the form of skill that will be practiced, 2) competence and suitability of the trainer's teaching style with the characteristic of the subject, 3) optimization of imagery technique in the retention process, 4) sufficient opportunity to perform simulation guided by the trainer, 5) Optimization of self produce motivation resource which is done by emphasizing the positive value of the skill that will be done.

Here are suggestions for researchers who will analyze the topic of bullying and use the same design:

1. Identify carefully the risk factors that may threaten the internal validity, such as counseling teacher's and school's intervention.
2. Add procedure of checking the understanding of the players and the audience toward the negative impact of bullying, as a precaution against the possibility of bullying inspired by the scenario in the real life.
3. Involve the counseling teacher in the monitoring process after the posttest, so that researcher can quickly overcome the problem when he finds the indication of bullying that occurs due to the role play on theme of bullying.

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