

TEACHERS' COMPETENCY IN IMPLEMENTING THE ANTI BULLYING AND TEASING PROGRAMS FOR PRESCHOOL CLASSROOM: COMMUNITY THEME

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Abstract

The research was conducted to determine the effect of the Anti-Bullying and Teasing Program for Preschool Classroom Community Theme training to enhance teachers' competency in implementing program. All Teachers in one kindergarten in Sleman will be involved in this study. Teachers who will be involved must agreed to implement a whole series of programs, and agreed to not apply other similar programs in their classrooms. This study used one-group pretest-posttest design. Teachers' competency in implementing the program will be compared before and after training in aspects of knowledge and performance. Knowledge of the program was measured using the scale, while the performance is measured with behavior observation. Teachers' performance in implementing the activity procedures will also be seen in the monitoring process with an adherence scale. Results showed teachers' competence in implementing program change at the time before and after training.

Keywords: *The Anti-Bullying Program And Teasing, teacher program-implementing competency, kindergarten*

Preliminary surveys found that only 10 teachers from 123 kindergarten teachers or 8.13% who reported already know about bullying. Meanwhile, as much as 91.87% teachers do not know about bullying and how to handling it. The small number of teachers who have attended on bullying training shows that there are few teacher who has enough competence in addressing problems of bullying. Lack of teacher competence in dealing with bullying behavior in the classroom is not something surprising. Atlas and Pepler (1998) and Bauman and Del Rio (2005) has found that teachers often not respond effectively bullying incident, and often the teacher respond improperly. Besag (1989), Olweus (1991), Smith (1991), until Ziegler & Pepler (1993) have concluded that knowledge about bullying among teachers is still not enough so the teacher does not have the needed skills in dealing with bullying (Besag, 1989; Olweus, 1991; Smith, 1991; Ziegler & Pepler, 1993). One study reported that there were twenty-five percent of teachers who said that not doing anything is

a good strategy to deal with bullying (Batsche, 1997). These findings reinforce the opinion that, in general, teachers did not have the understanding and adequate skills handling the issue of bullying.

The findings that teachers do not yet have the understanding and adequate skills' handling bullying is quite ironic findings. Hirschstein, Edstrom, Frey, Snell, and MacKenzie (2007) found that teacher is precisely the figure that has an important role in addressing bullying in the class. Swearer and Espelage (2004) add that teachers have the most extensive coverage for interventions. Teachers interact intensely with the whole child, and can make contact with parents and most importantly have a major role in creating safe schools. Teachers can deal with bullying in the classroom setting by implementing programs or strategies of behavior settings (Crothers & Kolbert, 2008). As a figure of authority in the classroom, teachers give a direct influence on behaviors which are prohibited and which are reinforced (Chang, 2003).

Barboza, Schiamberg, Oehmke, Korzeniewski, Post, and Heraux (2009) found that the emergence of disruptive behaviors can be influenced by environmental factors. Thus, if the teacher does not have sufficient competence and does not respond bullying behavior effectively, it is not surprising that many bullying behaviors appear in class.

In fact, bullying behavior is commonly found appear in class. A preliminary study has been done to find as much as 48.78% of the 123 kindergarten teachers in one district in Yogyakarta. It reported the existence of a particular student in his class who often become victims of aggressive behavior of his friends. The presences of certain students who are often the victims are one indication of bullying behavior. Bullying is a subset of aggressive behavior that has two extra characteristics, namely (1) an imbalance of power, that is aggressive behavior committed by the stronger party to the weaker party, and (2) the repetition of behavior (Olweus, 1993; Perren, 2000). Thus, nearly one of every two teachers who become the subject of the survey has a student who was suspected to be victims of bullying. Research conducted by Perren (2000) also showed that bullying behavior appears every day in the neighborhood preschool and influences not only to children who are involved bullying but also the entire group of children.

The phenomenon of bullying in preschool class is quite worried because it possible to bring negative effects on child development. On victims side, some negative implications that have been scientifically identified include symptom-emotional symptoms as depressed, crying, and seemed quite happy (Malti, Perren, & Buchmann, 2010), and less able to adapt themselves (Coplan, Arbeau & Armer, 2007). Implications are also seen in the emergence of anti-social behavior such as withdrawal, do not have many friends, less hang out and play alone, less assertive, and less able to lead (Perren, 2000). In terms of actors, the negative implications that have

been identified include the risk of behavioral disorders diagnoses (Edmond, Ormel, Veenstra, & Oldehinkel, 2007) and the risk of involvement in acts of criminality in the future (Sourander, Jensen, Rönning, Elonheimo, Niemelä, Helenius, Kumpulainen, Piha, Tamminen, Moilanen, and Almqvist, 2007). Apart from the implications of the foregoing, also found that some of the victims of bullying can go into perpetrators of bullying (Schwartz, Ketchum, Dodge, Pettit, & Bates, 1999; Perren, 2000; Perren & Alsaker, 2006). Bullying also has negative academically effects, which can affects academic achievement of children in the class (Zitmann, 2000).

Number of negative impact of bullying in preschool classes, both for victims and for perpetrators, shows how important it is for a kindergarten teacher to have adequate competence in responding to the problem of bullying. Therefore, training to improve teacher competency in creating a free of bullying class became an important thing to do.

Competencies are the specific skills needed to obtain the desired results in a particular job field. Simonton (2003) defines competence as a skill or knowledge of anything that becomes an important component in improving performance or achievement in a particular field. Mayer (2003) defines competence as the knowledge gained special someone and support cognitive performance. Researchers concluded that competence is the knowledge and skills needed to achieve the performance of a particular performance.

Cooper (1973) mentions three kinds of teacher competence that is knowledge, performance, and consequences. Competence is a consequence of certain student behaviors that are used as evidence of the effectiveness of the process of teaching teachers. This is in line with Elam (1971), who mentions three types of criteria that can be used in determining the competency of teachers, namely (1) criteria for knowledge used to look at understanding

cognition, (2) performance criteria (behavior), to see teachers' teaching behaviors, and (3) criteria of product (product) that used to see the ability of teachers to teach to evaluate the achievement of students who are taught.

Three criteria exist within the competence of teachers, shows that the level of teacher competence is very influential on the environment, especially in achievement and student behavior in class. Role of teachers in creating a positive environment, that is environment-friendly, full of acceptance and mutual support can be explained through bio-ecology approach. Bio-ecology approach states that every human being is strongly influenced by environmental factors (Bronfenbrenner & Evans, 2000). The environment is divided into microsystem, mesosystem, ecosystem, and macrosystem (Bronfenbrenner, 1979). Barboza, et al (2009) identify that activity, elements of interpersonal, and interpersonal relationships of children which is also the environmental elements microsystem child has a significant influence on bullying behavior. The findings are not surprising because the strong influence of environmental factors on human behavior have been found for a long time (Bronfenbrenner, 1979; Bronfenbrenner and Evans, 2000).

Based on bioecology theoretical viewpoint, environmental improvement can be done by modifying microsystem element, namely the activities, the role of teacher and parents, and interpersonal relationships in schools or classes that encourage a positive climate. Modifying role of teacher is very important because it directly related to the child's teacher so the teacher also has a great influence in their students everyday lives, includes recognizing and responding to bullying incidents (Mishna, Scarcello, Pepler and Wiener, 2005). The role of teacher is related to teacher competence in dealing with bullying issues. Lefrancois (1995) states that the competence is the capacity to do something, which is produced from the

learning process. Thus, teachers can improve their competence through learning process, whether through training, seminars or formal academic.

School-based programs for assisting school in prevent bullying, violence, and aggressive behavior has been developed. In a systematic review, at least it has recorded about 65 studies that tested the effectiveness of these programs (Hahn, Whitley, Wethington, Lowy, Crosby, Fullilove, Johnson, Liverman, Moscicki, Price, Snyder, Tuma, Cory, Stone, Mukhopadhaya, Chattopadhyay, and Dahlberg, 2007). Unfortunately, only 6 of 65 research programs targeting children kindergarten, much smaller than 34 studies for elementary school children. Even in other studies that evaluated 42 similar programs with meta-analysis method, there is no single program that is intended for children Kindergarten (Ferguson, Miguel, Kilburn, and Sanchez, 2007). Indonesia have not found any studies that tested the effectiveness of the implementation of programs of anti-bullying in kindergarten. In fact, bullying is a problem that should have been taken seriously since kindergarten (Perren, 2000) because of aggressive behavior that appears at the early age of children is a predictor of behavior problems in later age (Hahn et al, 2007), and bullying behavior that appears in childhood can also indicate the emergence of behavioral Aggressive Conduct Disorder (Edmond et al, 2007).

One program that has been available to help schools deal with the issue of bullying in kindergarten is The Anti-Bullying and Teasing Program for Preschool Classroom by Barbara Sprung, Merle Froschl, & Blythe Hinitz (2005). The Anti-Bullying and Teasing Program for Preschool Classroom is the theme of bullying prevention program that is universal because it can be applied in general in school, not just imposed on some preschool children only. The Anti-Bullying and Teasing Program for Preschool Classroom not only prepare children ready

to face an early age to a wider audience, but also can provide strength for teachers to be more confident and believe that they are able to create an environment of mutual respect, full of kindness and cooperation, and bound in curriculum development in a proactive in preventing the emergence of disruptive behavior (bullying) and teasing (teasing). In one study, Blythe found that implementation of this program is to reduce incidents of bullying to 35%, increase staff intervention to respond to incidents of bullying to 130%, and increase verbal response on the physical responses of children especially in boys.

In general, the Anti-Bullying and Teasing Program for Preschool Classroom is divided into four themes, namely (1) community theme, (2) the theme of feelings, (3) the theme of friendship, and (4) the theme of teasing and bullying. This research will adapt the first theme of the book *The Anti-Bullying and Teasing Program for Preschool Classroom* is the theme of the Community. Community theme which is the first theme of the four series of theme programs, designed to prevent and inhibit the emergence of aggressive behaviors of children by creating a friendly environment, full of acceptance and mutual respect through classroom activities as follows: (1) introduce the concept of children "family" in the classroom so that children realize that their class is their family apart from their families at home, (2) develop a respect for differences that can help children become members of "family" that full acceptance and understanding of the differences that exist in the community their school, and (3) to help children explore the concept of "equality and difference" through stories and discussion about the physical characteristics of human beings, family structure, and the favorite food of each, so that children have an understanding of their similarities and appreciate differences human beings. 10 activities in community programs will help children to develop an attitude of helping each other, act according to the rules, full acceptance, sharing, to work

together. With the creation of an environment-friendly, full of acceptance and mutual support, the children no longer need to express themselves through behaviors that are negative.

The Anti-Bullying Program and Teasing Program for Preschool Classroom, will equip teachers with knowledge about how to create an environment that is free of bullying. There are at least three big things that need to be known by teachers in implementing the Anti-Bullying and Teasing Program for Preschool Classroom Community Theme, namely (1) sundries about bullying, including the terms in it and the factors that influence bullying behavior, (2) classroom strategies that can help teachers to manage classes well, and (3) procedures for activities that may foster the attitude of helping each other, act according to the rules, full acceptance, sharing, through co-operation in children. It is expected to create an environment of mutual respect where every child can feel safe, comfortable and accepted. By creating a friendly environment, full acceptance, and mutual respect, children will learn to develop empathy, to treat others well and fairly, regardless of each other, work together, do not tempt and do not interfere with one another, and defend yourself and friends-theme with a fine and safe. Creating a classroom environment of mutual care is considered to reduce the need for children to express themselves through negative behavior such as annoying (bullying) and teasing (teasing).

Based bioecology standpoint, this program many aspects of microsystem modify the classroom environment, the classroom activities, the role of teacher in the classroom, and student interaction patterns. Classroom activities recommended in the program intended to stimulate the emergence of prosocial behaviors such as helping each other, act according to the rules, full acceptance, sharing, through co-operation in children. Role of teachers in the classroom to address bullying behavior shown by the six

recommendations of the strategy, which allows teachers to resolve conflicts that occur between students, dealing with children who are emotionally, teach values, discipline play areas, and provoke discussion. Finally, an example of the Master to perform four alternative solutions, such as attention and help others recommended as examples of healthy behavior patterns to imitate the child. Thus, the Anti-Bullying and Teasing Program for Preschool Themes Classroom Community of Teachers will be trained as agents of change in schools.

This research is part of an umbrella research aimed to evaluate the influence of The Anti-Bullying and Teasing Program for Preschool Classroom Community Themes in improving the quality of classroom climate, quality of teacher competence, and quality of student behavior, and also a preliminary study to develop the Anti-Bullying and Teasing Program for Preschool Classroom in Indonesia. This study alone will see the influence of The Anti-Bullying and Teasing Program for Preschool Classroom Teachers Community Theme of competence in mengimpelentasikan program in knowledge and performance criteria. Teacher competency in product criteria will be obtained by sharing data with other research associate.

The purpose of this study was to examine the influence of their own training of the Anti-Bullying and Teasing Program for Preschool Classroom Teachers Community Theme of competence in implementing the program. The hypothesis of this research is estimated that there are changes in the competence of teachers in implementing the program at the time before (pre) and after (post) training. The frame of mind researchers are as follows:

Research Design

Quasi-experimental research design used in this study was quasi experimental design with one experimental group without using a control group (Cook & Campbell, 1979;

Shaadish, Cook, & Campbell, 2002) or commonly called a one-group pretest-posttest design (O1 X O2) in which there is no control group for comparison and groups involved in the study were measured twice, in the time before and after the training. Such designs are used in research that evaluates a program in which the condition before the intervention and after intervention compared (Shaadish, Cook, & Campbell, 2002). In this study, the competence of teachers in implementing the program will be compared between before and after the training.

Research Subjects

The subjects were all teachers (six classes) who teaches at a kindergarten in Sleman district. Criteria for inclusion teacher who became the subject of this study were (1) have at least 3 years experience teaching at the kindergarten, (2) have never received training about bullying, and (3) in writing has indicated its willingness to engage in the program and not implementing similar programs during the study.

Research Variables

The independent variable is the training of "The Anti-Bullying and Teasing Program for Preschool Classroom Community Theme". Training was conducted on the criteria of knowledge, performance and products which are divided into three sessions over two days of meetings. Measured variable in this study is teachers' competency in implementing program. The aspects of competence in this study are as defined as follows:

1. Knowing and understanding the miscellaneous programs and procedures regarding its implementation. This aspect will be measured using the Knowledge and Understanding Program Scale.
2. Ability to implement classroom strategies that can help teachers to manage classes well. This aspect was measured using behavioral observation by time sampling

method.

3. Ability to implement activities procedures in accordance with the procedures recommended. This aspect was measured using Adherence Scale.

Manipulation of independent variables

Training "The Anti-Bullying and Teasing Program for Preschool Classroom Community Theme" was held over two days with an allocation approximately @ 5 hours. Training consists of three sessions covering three basic points in the implementation of the program. Three basic things Teacher need to know in implementing the Anti-Bullying and Teasing Program for Preschool Classroom Community Theme are (1) sundries about bullying, including the terms in it and the factors that influence bullying behavior, (2) classroom-strategies that can help teachers to manage classes well, and (3) activities procedures that can foster helping each other attitudes, act according to the rules, full acceptance, sharing, through co-operation in children. The first session was delivered by lecturing method, while the second and third sessions delivered in a method of discussion.

The first session contains the introductory training, and sundry about bullying. The second session consists of classroom management strategies, which includes four teachers' model and six classroom strategies (sprung, Froschl, & Hinitz, 2005). The third session explains the procedures of ten classroom activities in the community theme of The Anti-Bullying and Teasing Program for Preschool Classroom. The ten recommended activities can foster the attitude of helping each other, act according to the rules, full acceptance, sharing, through working together in children (sprung, Froschl, & Hinitz, 2005). These activities will be integrated into classroom activities.

Procedure Research

This study was designed starting from the initial measurement, the provision

of manipulation, and measurement end coupled with monitoring the implementation program, and concludes with an evaluation of program implementation. This study takes four to five weeks. Manipulation of treatment is the training of "The Anti-Bullying and Teasing Program for Preschool Classroom Community Theme", which was conducted over two days with an allocation of time @ approximately 5 hours. Measurement is means to see the level of teacher competence in implementing program. Monitoring is the process of assisting teachers in implementing program. Monitoring process with an individual interview is intended to ensure that teachers implement the program properly, and to know the constraints experienced by teachers in implementing program. Evaluation is means to study the response and views of teachers toward the program and to learn about teacher action plans related to the program.

Measurement

1. Knowledge and Understanding Program Scale
Knowledge and Understanding Program Scale used to view the aspects of knowledge and understanding of sundries and procedures regarding program implementation. The scale is given at the time before (pre) and after (post) training. Measurements were taken with an open questionnaire to measure teachers' knowledge, comprehension, application, analysis, synthesis and evaluation.
2. Behavior Observations
Observations carried out to look the aspects of performance or the ability of teachers in implementing recommended classroom strategies. Observations will be done with time sampling method - observation at a specific time interval to observe a particular behavior (Irwin & Bushnell, 1980). Behavioral observation were performed a total of 60 minutes at a time before (pre) training

and the total 60 minutes during after (post) training. Behavior that would be observed is the ability of teachers in implementing the four models as an alternative solution in creating a positive classroom, and the ability of teachers in implementing classroom strategies as alternative solutions to handling bullying.

3. Adherence Scale

The ratio between the teachers decisions in implementing classroom activities in accordance with the recommendation and not in accordance with the recommendations will be conducted to determine how well the teacher implemented the recommendations when the program is applied. Measurement of treatment compliance is required in this study to determine whether a program can be delivered as expected and consistent on all agents, as well as time. Measuring compliance can also be used to determine the factors that could affect the extent to which teachers can implement the program and whether the variability in the use of interventions influence the outcome (Yeaton & Sechrest, 1981; Kazdin, 1986).

4. Selfreport

Self report is a form of diary program implementation by teachers. The diary is used as a qualitative data during program execution as well as a means of monitoring the process. Diary filled out by teachers every day. Diary revealed (1) conformity procedure adopted in carrying out 10 activities of the Anti-Bullying and Teasing Program for Preschool Classroom Community Theme with the recommended procedure, (2) interesting things during the implementation program, (3) constraints faced during the program implementation, (4) solution made to the obstacles that occur, and (5) whether the teacher perform the recommended four alternative solutions to the program.

RESULTS

Teacher Knowledge

Wilcoxon Signed-Rank test used to compare the mean pre-test and post-test. At the time of measurement before the training, the score ranges between 43.5 to 71.25 with a mean of 57.556 and standard deviation of 9.042. While on the average measurements obtained after training at 100.917 with a standard deviation of 15.669. Test results showed that an increase in knowledge and understanding of teachers between before and after training significantly with z values of -2666 and $p < 0.01$

Teacher Performance

1. Pre and Post Training Conditions

Initial measurement, obtained a mean of 1.375 teachers' model behavior in every 15 minutes. This means, that the teacher implement the recommended program of 1.375 times in every 15 minutes. Measurement after training, obtained a mean of 7.25 teachers' model behavior. This could mean that after the training, according teachers' model apply the recommended program as much as 7.25 times in every 15 minutes. Meanwhile, Teacher has not implemented three classroom strategies that are targeted both at the time before training and after training. It can be concluded that there is a change of behavior in applying the four teachers' model for students in the class as one of alternative solutions to create a caring environment.

2. Compliance Teacher in classroom activities to apply the procedure

Teachers apply all the procedures recommended in the Module of The Anti-Bullying and Teasing Program for Preschool Classroom Community Theme with a mean of 98.33%. The biggest percentage is equal to 100% of the class B1, B3, and B4, while the lowest was at 95.45% in class A2. Seen from the data, class A1 and class A2 does not apply the one stage in one activity, namely activity ninth. Stages are not

done is write a letter because the stages in class A, children still learn about the letter, yet the skills to write sentences.

3. Monitoring and Self report

The process of monitoring carried out on eleven teachers in six different classes. As for some of the things found, among other things: (1) Teachers take turns in presenting the activities in the classroom, while others simply act as a companion. (2) 4 of the 6 presenters have read back procedure the previous day activity, (3) Activities can be done with good teachers by teachers. (4) Teachers are able to do minor modifications in delivering activity to the students. (5) The teacher tried to apply some form of activity recommended by the program, such as working groups in other daily activities. Finally, (6) Teachers feel more confident in carrying out activities with a monitoring or mentoring by a team of trainers. Interesting things delivered Teacher at the commencement of the program, among others (1) Teachers feel children easier to manage so that the learning process becomes more fluent. This is because the rules are made together with children in both activities. (2) Children also begin to accustom themselves to help other children without being asked by the teacher. Constraints experienced by teachers in implementing more activities due to time factor. The teacher said that for some activities, Teachers have got some idea for modifications, but has not been done because the constrained time.

Evaluation

The teacher said that this program is very good to implemented in kindergarten and is very useful to help teachers in teaching and learning. Teacher states already can feel the benefits with the rules agreed by the children and written and be attached in one classroom wall. In fact, the school said that for the next plan, the activities in The Anti-Bullying and Teasing

Program for Preschool Classroom Community Theme will be held every two weeks, and integrated with activities in the classroom.

The constraints presented as follows: (1) matters relating to the interests of the school, such as the sudden call of duty, solid curriculum, and the solid school project, where all three are considered quite hamper the smooth implementation of the program because teachers do not feel the maximum in implement activities. (2) matter relating to human resources, where there are classes that have only one teacher so difficult for these teachers share a lot of attention to students. (3) Matters related to child characteristics, such as the existence of some students who have not learned to write, or the students who did not want to be helped. (4) Matters relating to the implementation tool of activities especially collage frame, which is considered too small to be stuck on the outside. (5) Matters relating to the technical implementation of such time in the day, and the execution sequence of activities every day.

DISCUSSION

The Anti-Bullying and Teasing Program for Preschool Classroom Community Theme training proven to affect the competence of teachers in implementing the program. Aspects of Teachers Knowledge and Understanding were increase from time to time before training after training. It is seen from the results of measurements prior to training tend to be low but increased after the training provided and the programs implemented in the classroom. Aspects of performance or Teachers ability in implementing the program also increased from time to time before training after training. This is evident from the results of behavior observation measure that says that there is a change of behavior frequency in applying the four Teachers' model by 5.875 points in every 15 minute.

The rising of teacher Knowledge

and understanding cannot be separated from the success of The Anti-Bullying and Teasing Program for Preschool Classroom Community Theme training. Teacher responses during training has been completed that training materials are very useful for them. Coaches also can deliver materials with very good and interesting. This is in line with the invention of Baron & Byrne (2003), which states that effective training is training that is able to deliver training materials properly. The factors that could affect message delivery is a communicator, characteristics of communicants, the message delivered and the feedback that appears (Rakhmat, 2001).

Compliance or conformity procedures carrying out 10 activities of the Anti-Bullying and Teasing Program for Preschool Classroom Community Theme reached an average 98.33%. This could mean that the teacher perform almost any procedure recommended by the program. Gresham (1989) and Lane et al (2004) states that compliance with Teacher of the procedure can be influenced by teacher perceptions about the effectiveness of the program. Teachers will tend to follow the procedures in the implementation of the program in their classroom if their belief system is closely aligned with the program conceptual framework. The high compliance is supported also by the results of monitoring or mentoring teachers in conducting activities. Teachers feel more prepared to run the program because of the monitoring activity or assistance from a team of researchers, especially following with the discussion to overcome obstacles that occur, as well as the provision of motivation by the research team.

The high average rate of compliance, was not followed by the application of the four examples and strategies for handling a class pretty good. Teachers still choose to use the old way to solve problems or conflicts between children by separating them with no further settlement rather than a strategy of "Let's Finish table." Teachers also prefer to live

closer to children who are experiencing emotional stress rather than implement the strategy of "Calm Down Corner ". Meanwhile, Circle Time only held in the morning and still limited to the explanation task of the child, not to share ideas, and discussions for solving problems in the classroom. This can be caused by the ability of teachers and lack of time. Limited Number of Teachers (2 teachers) with the number of children as much as 26-28 children, teachers rarely make these three things apply.

The Anti-Bullying Program and Teasing Program for Preschool Classroom Community Themes also can affect student behavior. Research conducted Dinardinata (in progress), mentions that the Anti-bullying and Teasing Program for Preschool Classroom unable to reduce bullying behaviors in kindergarten classes consistently, but consistent in reducing aggressive behavior and negative behavior in kindergarten class . The Anti-Bullying and Teasing Program for Preschool Classroom Community Themes are also influential in improving prosocial behavior in the Kindergarten class. Prosocial behavior in question, such as sharing, support, physical affection, shared object / experience, and cooperation (Dara, in progress).

Thus, it can be concluded that Teacher Competencies changes in implementing programs that arise as a result of training the Anti-Bullying and Teasing Program for Preschool Classroom namely Community Themes can be perceived implications on the behavior of kindergarten children, although not yet seen the implications on environmental factors. These findings indicate a hope that the training was effective in improving the competence of teachers in implementing the program, but also indicates a demand for improvements to be ready to be applied widely.

Limitation

The Anti-Bullying and Teasing Program for Preschool Classroom

Community Theme can improve teacher competence, but this training needs to develop more programs for teachers are able to do more independently. The focus of this module is to equip teachers with knowledge of bullying-related knowledge and treatment that have been outlined in the book *The Anti-Bullying and Teasing Book for Preschool Classroom*, but has not equips teachers with adequate skills to skillfully implement these strategies and activities in the program. This module is not equipped with a roleplay or simulation, so the inclusion of both the module is an important suggestion for future development programs, for teachers not only equipped with knowledge of the program but also the skills for fulfilling their program. However, a good indication that shown by the discovery of the effect of the program on teacher competence, although based on modules that have not been equipped with the skills of knowing at least indicates that the recommendations outlined in *The Anti-Bullying and Teasing Book for Preschool Classroom* effective enough to improve the competence of teachers in implementing the program, especially in kindergarten venue for research. In terms of benefits, the results of this research can be a starting point the development program of *The Anti-Bullying and Teasing Program for Preschool Classroom* in the future. This module is capable of changing teacher competence in implementing the program.

The results of this study cannot be generalized widely. This study involves only one kindergarten teacher with ten of the eleven classes in it. A larger sample is needed to strengthen the findings generalize. Limitations of the subject does have an impact on the weak generalization of findings, but the limitation of the number of subjects allows researchers to control the quality of implementation of the intervention. The number of subjects that allow researchers to do a little every day in control before and after the session in order to obtain assurance that the program dilaksanakan accordance with the provisions

that have been determined. Thus, the study put quality above results generalize the results of the study.

CONCLUSION AND SUGGESTION

Conclusion

The Anti-Bullying and Teasing Program for Preschool Classroom Community theme is effective to increase the teacher's competence in implementing program.

Suggestion

As for suggestions for program development and research, are as follows:

1. For further research, need to be tighter control in the process of implementation, such as variations in the implementation of activities
2. Debriefing module need to be complemented with role-play to enhance skills in fulfilling their program. It is expected that debriefing programs can be expected to give better results in improved teacher competence in implementing program.

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