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Conference Paper

The Role of Teacher Educational Training Programs in Reducing the Risk of Bullying in the Integrated Islamic Elementary School in Bengkulu

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Abstract

There is, according to the Indonesia Child Protection Commission, a problem with bullying in the top level of public schools. Bullying is an act of violence which is done intentionally or unintentionally by a person or group of people who have the power or desire to commit violence to others. This study seeks to determine the effect of education training for teachers on reducing the risk of bullying in an integrated Islamic elementary school in Bengkulu city. It was a quasi-experimental pre-post test with the control group. The sample was 50 teachers (intervention and control groups), using a consecutive sampling technique, with data collected via a questionnaire to measure each teacher's knowledge and skill. Data were analyzed using Wilcoxon and Man Whitney test for group teachers. The Wilcoxon statistical test of ρ value = 0.010 (ρ <0.05). Mann Whitney test of knowledge and skills with a value of ρ = 0.0001 (ρ <0.05). There were differences in teachers' knowledge and skill before and after training. There were differences in knowledge and skill between the intervention and the control groups of teachers. However, this study could identify no significant difference in the risk of student bullying score after the teachers implemented their new knowledge for at least two weeks.

Keywords: training, bullying, elementary school

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1. Introduction

Bullying is an act of violence which is done intentionally or unintentionally by a person or group of people who have the power or desire to commit violence to others. The forms of bullying include physical bullying, non-physical bullying, and mental/ psychological bullying. Bullying can occur anywhere, especially in the school environment. Bullying has a negative impact on students if not addressed, so students find it difficult to achieve self-actualization [1].

The act of bullying ranks first on the list of things that impact fear at school [2]. The prevalence of bullying is estimated to be 8 to 50% in several Asian, American and European countries [3]. Data from the United States Department of Education found that more than 13,000,000 students received bullying every year, so that nearly 160,000 students do not attend school every day to avoid it [4]. According to the Child Protection Commission, bullying in schools at the top level of the public complaints to the child protection commission. They received complaints of 26 Thousand Bully cases during 2011-2017.

Almost every school in Indonesia has bullying in the form of verbal bullying or psychological bullying. Based on the description of the complex bullying case, Indonesia is already in the category of "bullying emergency in schools" [5]. School bullying is the unpleasant treatment experienced by students at school. Perpetrators of school bullying are generally peers, older students, or even teachers. The location of the incident started from the classroom, the toilet, the canteen, the yard, the gate, even outside the school fence. Bullying among students not only interferes with academic achievement but also causes mental health problems and physical trauma. As many as 14,000 students aged from seven years and over experience this problem [6].

Training for teachers on respect is given to increase the "sense of respect" which is reflected in every teacher's behavior both outside the classroom and inside the classroom. With children, teachers can train and accustom themselves to have a "sense of respect" towards friends and the environment so that they will become a generation capable of turning violence into peace. By doing respect from an early age, it is hoped that any form of violent behavior can be prevented, although new results will be seen one, two or three generations after that [7].

According to the Education Centre for Women and Child foundation, in 2016 in the city of Bengkulu, the number of violences in the community sphere reached 3,092 cases or 22%. Sexual violence was in the first rank as many as 2,290 cases or 74%, followed by physical violence with 490 cases or 16% and other violence below 10%, namely psychological violence in 83 cases or 3%. Based on the results of the study, it is known that the factors that cause bullying to elementary school students in Bengkulu are child-bearing factors, family factors, peer environmental factors and the media. To overcome this, preventive and regressive measures are used. Preventive efforts are carried out by planting moral and religious education, providing classroom discipline, supervising and providing guidance to students, and providing socialization about bullying. Repressive efforts are carried out by means of approaches such as calling parents and giving

educational punishments to students who bully. Suspensions and the return of students to parents are carried out as a last resort if students really cannot be advised [8].

Based on the survey results in several elementary schools in Bengkulu City, it was found that there was no programmed education given to teachers to prevent the risk of bullying and there were no guidelines for overcoming the problem of bullying in children. In addition, each school only has one Counseling Guidance teacher. There are even schools that do not have Counseling Guidance teachers. According to the Counseling Guidance teacher, there are many cases of bullying in schools but not fully reported, the handling has not led to harassment problems. The most common cases of bullying are psychological bullying such as mocking, insulting, making fun of with unnatural words.

2. Methods and Equipment

2.1. Methods

This research is a quasi experiment with pre and post test with the control group. This research was conducted in two integrated Islamic elementary school in Bengkulu city starting from July-November 2019 are Al Hasanah Integrated Islamic School and Iqro' Islamic school. The intervention group is Al Hasanah Integarted Islamic School. The population in this study were teachers who taught at grade fourth, fifth and sixth, totaling 25 people in the intervention group and 25 in the control group. Samples were taken using a consecutive technique.. Education training for teachers was held on different dates, namely 3, 4, 15 October 2019 (intervention group) and 7,8,19 and 21 October 2019 (control group)

2.2. Equipment

The knowledge questionnaire consists of 15 closed questions with five answer choices. The bullying risk questionnaire used children's adolescent bullying scala (CABS) pshycometric evaluation of a new measure [9]. Cronbach alpha coefficient for the CABS scale scores was 0.97. Corrected item-total correlations (item discrimination) ranged from 0.61–0.87. Sensitivity was 84%, specificity was 65%, and the AUROC curve was 0.74 (95% CI: 0.69–0.80). This instrument consists of 20 closed statement items with five answer options, namely strongly agree (five), agree (four), doubtful (three), disagree

(two), strongly disagree (one). The total score is between 20 and 100. A high score indicates exposure to bullying.

This research was conducted at two integrated Islamic elementary schools. The first step is to obtain a permit from the Bengkulu provincial government integrated licensing service office and a permit from the Bengkulu City Integrated Licensing and Investment Agency as well as a permit from the Bengkulu City National Education Office.

The training materials were provided in two separate places. Providing material for the intervention group using the methods of lecturing, discussion, question and answer, and role playing. Meanwhile, the control group only received self-studied modules about bullying and the way of prevent risk bullying. Before training, a test was conducted to measure teacher knowledge. Furthermore, the teacher applies the results of the training to students for two weeks. Post-test data on teacher's knowledge, skill and risk of bullying was carried out at two weeks after training. During the research implementation, all respondents were able to participate in the final evaluation.

Figure 1, explain the research flow.

The data collected is processed through stages and then analyzed using a computer program. Data processing used the Wilcoxon non-parametric test for one group and the Mann Whitney test for two groups.

3. Result

3.1. Description of teacher characteristics.

The mean age of the respondents in the intervention group was 32.80 years (95% CI: 30,03-35,57) with a standard deviation of 6,702. The youngest was 23 years old and the oldest was 49 years old. More than half of 16 (64%) are female, more than half of 16 (64%) have worked over 5 years and most of 19 people (76%) earn above the Provincial Minimum Wage.

The mean age of the control group respondents was 32.2 years (95% CI: 29.53-34.72) with a standard deviation of 6.15. The youngest age was 21 years and the oldest was 51 years. More than half of 16 (64%) are female, more than half of 15 (60%) have worked over 5 years and some 23 (52%) earn above the Provincial Minimum Wage. The explanation is shown in Table 1.
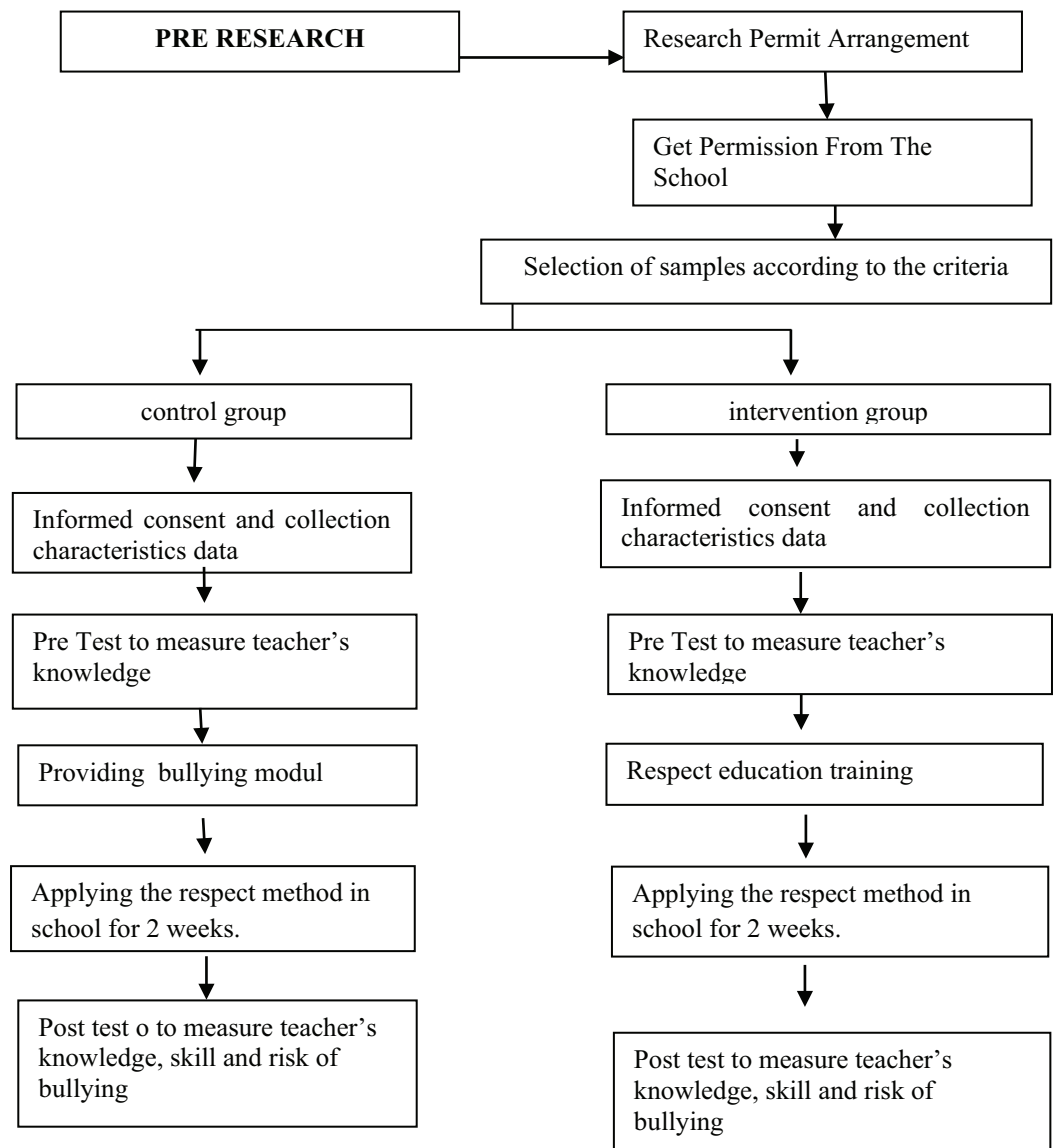
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control group	intervention group
Informed consent and collection characteristics data	Informed consent and collection characteristics data
Pre Test to measure teacher's knowledge	Pre Test to measure teacher's knowledge
Providing bullying modul	Respect education training
Applying the respect method in school for 2 weeks.	Applying the respect method in school for 2 weeks.
Post test o to measure teacher's knowledge, skill and risk of bullying	Post test to measure teacher's knowledge, skill and risk of bullying

Figure 1: Flow and Procedure of Research Implementation.

3.2. Description of bullying in students.

Most students have experienced bullying at school A 19(73,1) and at school I 14(51,9%). The mean score of student's risk of bullying before teacher intervention was 76,15 (CI 95 %: 70,70 – 81,61) for school A and the mean score of student's risk of bullying 79,19 (CI 95 %: 72,02 – 86,35) for school I. The mean score of student's risk of bullying After teacher intervention was 76,04 (CI 95 %: 69,75 - 82,32) for school A and the mean score of student's risk of bullying 80,74 (CI 95 %: 75,21 - 86,27) for school I. Paired T test was found at school A with ρ value = 0.962 (p <0.05), it can be concluded that there was no significant difference in the risk of student bullying before and after the respect education training was conducted to teacher. It was found at school B the ρ

TABLE 1: Frequency distribution of teacher characteristics and equivalence tests.

Variable	Group		ρ value
	Intervention (n=25)	Control (n=25)	
Age;			
mean(SD)	32,80(6,702)	32,2 (6,15)	
Median	33	31	0,6948*
Min-max	23-49	21-51	
CI 95 %	30,03-35,57	29,53-34,72	
Gender			
Male	9 (36 %)	9 (36%)	0,616*
Female	16 (64 %)	16 (64%)	
Length of work.			
≤ 5 years	9 (36 %)	10 (40%)	0,500*
>5 years	16 (64 %)	15(60%)	
Income			
≤ Provincial Minimum Wage.	6 (24 %)	12 (48%)	
> Provincial Minimum Wage	19 (76 %)	13 (52%)	0,070*

statistic sign, t independent, homogenity level, p value > 0.05

value = 0.685 (p <0.05), it can be concluded that there is no significant difference in the risk of student bullying before and after the respect education training for teachers. Independent T test obtained ρ value = 0.671 (p <0.05), it can be concluded that there is no significant difference in the risk of student bullying at school A and school B after the respect education training for teachers. The explanation is shown in Table 2.

3.3. Description of the mean knowledge and skill of the teacher

The mean score of knowledge of the intervention group teacher before the intervention was 74.88 (95% CI: 65.59_84.17) with a standard deviation of 22.52. The lowest score was 0 and the highest was 100. The mean score of the teacher after the intervention was 86.52 (95% CI: 82.05_90.99) with a standard deviation of 10.82. The lowest score is 60 and the highest is 100. Whereas in the control group, the mean score of teacher's knowledge before the intervention was 73.80 (95% CI: 67.94_79.66) with a standard deviation of 14.20. The lowest score was 40 and the highest was 93. The mean score of teacher's knowledge after the intervention was 35, 52 (95% CI: 25.63_44.77) with a standard deviation of 32.10. The lowest score was 0 and the highest was 60. The mean score of teacher's skill after the intervention was 83,80 (95% CI: 77,13 - 90,47) with a standard deviation of 16,15 for intervention group. Whereas in the control group, the

Table 2: Description of bullying in students.

Variable	School A	School B
Student bullying experience		
Never	7 (26,9)	13(48,1%)
Ever	19(73,1)	14(51,9%)
The risk of student bullying		
Pre_intervention		
mean (SD)	76,15(13,54)	79,19(18,11)
Median	79,50	83
Min-maks	42 – 95	23 – 100
CI 95 %	70,70 – 81,61	72,02 – 86,35
The risk of student bullying		
Post_intervention		
mean (SD)	76,04(15,56)	80,74 (13,97)
Median	79	81
Min-maks	44 – 100	48 – 100
CI 95 %	69,75 - 82,32	75,21 - 86,27

mean score of teacher's skill after the interventiom was 41,96(95% CI: 28,34 - 55,58) with a standard deviation of 32,10.

Before the intervention in the intervention group, from 15 question items, for question number 12 about the initial indication that children experienced bullying at school, only 5 people could answer. After the intervention, it increased to 10 people who answered correctly. In the control group, for question number four about the type of bully, only 10 people answered correctly, question number 12 only 12 people answered correctly. After the intervention for question number four, only 9 people answered correctly and question number 12 only five people answered correctly. Here it can be seen that the teacher does not focus on studying the module so that he does not understand the material in the module. The explanation is shown in Table 3.

3.4. The difference in the mean knowledge in the intervention and control groups before and after the Respect education training for teachers.

The results of non-parametric statistical tests with Wilcoxon found that in the intervention group 16 respondents experienced an increase in value after the intervention and obtained a value of $\rho = 0.010$ ($p < 0.05$), it can be concluded that there was a difference in knowledge before and after the intervention. In the control group, it was found that there were no respondents who experienced an increase in value after the intervention

TABLE 3: Distribution of the mean frequency of teacher's knowledge and skill.

Variable	Intervention n=25	Control n=25
Knowledge Pre_ intervention		
mean (SD)	74,88(22,52)	73,80(14,20)
Median	80	73
Min-max	0 – 100	40 – 93
CI 95 %	65,59 – 84,17	67,94 – 79,66
Knowledge Post_ intervention		
mean (SD)	86,52(10,82)	35,52 (23,18)
Median	93	44
Min-max	60 – 100	0 – 60
CI 95 %	82,05 - 90,99	25,63 – 44,77
Skill Post_ intervention		
mean (SD)	83,80(16,15)	41,96 (32,10)
Median	90	42
Min-maks	45 – 100	0 – 95
CI 95 %	77,13 - 90,47	28,34 - 55,58

and the value of ρ = 0.0001 (p <0.05) was obtained, it can be concluded that there were differences in knowledge before and after the intervention.

TABLE 4: Distribution of mean knowledge in the intervention and control groups before and after the respect education training for teachers.

Bullying Risk	Intervention (n=26)	Control (n=27)
Post test-Pre test		
negative rank	6	24
Positive rank	16	0
Ties	3	1
ρ value	0,010*	0,0001*

statistic sign p value ≤ 0.05, wilcoxon test

3.5. The difference in the mean knowledge and skill between the intervention and the control group for the Respect education training for teachers.

The non-parametric test results with Mann Whitney obtained knowledge with a value of ρ = 0.0001 (p <0.05), it can be concluded that there is a difference in knowledge between the intervention and control groups in other words, there was an effect of respect education training on increasing teacher knowledge, to skills obtained ρ value = 0.0001 (p <0.05), it can be concluded that there was a difference in skills between the

intervention and control groups in other words there is an effect of respect education training on improving teacher skills.

TABLE 5: The mean distribution of knowledge and skill of teachers between the intervention group and the control group for the Respect Education training of teachers.

Variable	ρ value
Knowledge	0,0001*
Skill	0,0001*

* Significant t mann U whitney test, p value $\leq$0.05

4. Discussion

The results showed that most students in the intervention group and half in the control group had experienced bullying. Children aged 6-12 years are one of the factors that influence bullying because during that time children have begun to be directed to inter-act with the social environment [10]. The largest percentage of bullying incidents is in the elementary school and junior high school environment [11]. Bullying behavior occurs in the kindergarten age, and the peak of the problem is in high school [12]. In fact, recently bullying has become a trend and was starting to be imitated by younger children, such as junior high school, elementary school and kindergarten. In its prevalence, bullying behavior most often appears in grades 6 to 8 (including in junior high school [13]

The results showed that the average risk of bullying in both the intervention group and the control group was in the medium range. A high score indicates that students are exposed to bullying. The 20 question items on the child adolescent bullying scale (CABS) instrument cover the condition of children who experience bullying. The CABS instrument is an effective instrument to measure the experience of bullying in children where the reliability test results obtained a Cronhbach alpha coefficient score of 0.97. This instrument is the first instrument developed to respond to bullying in children.

Schools that are easy to find cases of bullying in general, namely schools in which there is discriminatory behavior both from teachers and students, lack of supervision and ethical guidance from teachers, there is a large gap between rich and poor students, very rigid or too weak discipline, regulations inconsistencies in addition to family factors are also a cause, such as parents punishing excessive children, stressful home situations, aggression and hostility [14]. In addition to family, there are other characteristics related to bullying, such as tendencies to be hyperactive, impulsive, overactive, difficult temper-ament, attention to concentration, being easily provoked and having more physicality

than friends. There are several factors in individuals for bullying, namely: gender and age, aggressiveness, school achievement, personality and impulsivity, low empathy.

Although there is no regulation requiring schools to have an anti-bullying program policy, there is child protection law number 23 of 2002 article 54 which states that: "Children in and in the school environment must be protected from acts of violence committed by teachers, managers of school or friends of the school concerned, or other educational institutions. Conceptually, bullying tends to occur in schools that lack supervision, are loose in enforcing discipline and rules.

The statistical test results showed that there was no significant difference in the risk of student bullying in the control group and the intervention group in respect of education teacher training. Most teachers have not responded to bullying events effectively and tend to ignore them [15]. This is because teachers feel that they do not have the skills to handle bullying [16]. The reasons that make teachers fail in dealing with bullying behavior are because teachers do not understand the overall meaning of bullying, do not have the confidence to respond to bullying behavior, and have a fear of making things worse for victims [17]. In addition, teachers do not get reports from students who know about bullying and feel afraid to be responsible in cases that involve violence [18]. The authorities do not have a firm attitude and viewpoint against bullying [2]. Besides that, too many students in one class can also trigger bullying among students [19]. Teacher commitment is a determining factor in reducing bullying cases [20].

The results of statistical tests obtained in the teacher intervention group found that 16 respondents experienced an increase in value after the intervention and the value of $\rho = 0.010$ ($\rho < 0.05$) was obtained. In line with the research results of Hajaroh et al, 2009 which was implemented for Muhammadiyah elementary school teachers throughout the province of Yogyakarta, there was a cognitive increase from an average score of 7.2 in the pre-test to 8.2 in the post-test. In the control group, it was found that there were no respondents who experienced an increase in value after the intervention, and the value of $\rho = 0.0001$ ($\rho < 0.05$) was obtained. The results of research by Hajaroh et al, 2009 also showed that respect education training carried out for Muhammadiyah elementary school teachers throughout Yogyakarta showed that teachers' understanding of various forms of bullying was still lacking. Some people gain knowledge through sight and hearing. The factors that affect knowledge are education, mass media and information sources, socio-culture, economics, environment, and experience [21]. This is in accordance with the results of the study that the intervention group experienced an increase in the number of well-informed respondents. This is reinforced by one of the factors that influence knowledge, namely mass media and information sources in

the form of training and providing videos about bullying. The control group has a source of information through leaflets.

The non-parametric test results with Mann Whitney between the intervention and the control groups obtained knowledge with a value of $\rho = 0.0001$. It can be concluded that there are differences in knowledge between the intervention and the control groups. In other words, there is an effect of respect education training on increasing teacher knowledge and skills. Teachers who have good knowledge and skills as well as positive thoughts can be categorized as teachers who are truly professional according to [10]. professional teachers respect their students and others equally, trying to build communication with students, peers, parents' superiors and the surrounding community so that quality education is created. There are several approaches to preventing bullying such as policies, curricula, overcoming the problem of gaps, training motivation and monitoring and monitoring students outside the classroom [19]. Training for teachers on respect is given to increase the "sense of respect" which is reflected in every teacher's behavior both outside the classroom and inside the classroom. Teachers can train and accustom children's behavior to have a "sense of respect" towards friends and the environment so that they will become a generation capable of turning violence into peace. One of the reasons for the lack of handling done by teachers is the teacher's low knowledge of bullying behavior [2]. Teachers' knowledge of bullying has an impact on the frequency of teachers dealing with bullying. The more teachers understand and have skills, the more intensive the handling will be [12].

5. Conclusion

There was no significant difference in the risk of student bullying before and after respect education training for teachers in the intervention and control groups, but there was an effect of respect education training on increasing teacher knowledge and skill in dealing with bullying in schools.

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Conflict of Interest

There was no conflict of interest in this study.

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