Respect training of instructional design development for teachers to prevent bullying in elementary schools

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Abstract: *The purpose of this study was to develop an instructional design and respect training modules for teachers and school principals to create conducive school cultures, seed non-violence values, and prevent bullying in the elementary school. The study was development research using Thiagarajan's Four-D model consisting of the four stages of define, design, develop, and disseminate. This present study was limited on the first three stages of the model. The subjects of the study were elementary school teachers and principals in Sleman District. The results of the define stage showed that there had been various forms of violences that happened in schools. At the design stage, the instructional design of training was developed based on the competence standards and basic competencies that were expected to be mastered by school teachers and principals. The design included all ability aspects of cognitive, affective, and psychomotor. At the development stage, expert appraisals/judgments and trial training were conducted. The Kirk Patrick's model of training program evaluation showed that the respect training not only transferred knowledge of cognitive aspects, but also the transferred values as affective aspects, as well as developing the skills of participants in applying the respect attitudes into practice in school life.*

Keywords: *respect, school cultures, bullying, non-violence values*

1. Introduction

The development of national education does not meet the expected goals yet. The facts show that Indonesia cannot be separated from the problems of moral decadence as commitments decline from the ethical life of the nation and state. Another phenomenon is indicated by the frequent occurrence of impolite behaviors, abuse of human rights, violence, abuses of power, and declining respects for selves and others. In various levels of people's live, conflicts and violence are also much on-going. Education has often been criticized as the producer of people with quick-temper, lack of respect for others, and a culture of violence. Various forms of value and norm violations show that recently life is increasingly divorced from civilization and culture. The visible crisis is the marginalization of character building, morals, and manners. In schooling contexts, the school is said to be unable to produce human beings with character and culture, who have the identity or nationality of Indonesian people.

Aside from the educational factors, the rapid flow of information which has no boundaries through the media is another cause of the shift of value orientations in the society. Understanding and appreciating moral values and humanity which is derived

from the national cultures, which are used to be the filters of foreign culture, are not fully touching the intuition of children and adolescents, Educational centers such as families, communities, schools or universities have experienced much loss, among others (Suyata, 2000): sense of identity, sense of humanity, sense of community, and sense of culture (values). Further it is revealed that recent education reflects the existence of life and curricular fragmentation, individual competition, the growth of materialism, indifference to others, impaired creativity, initiatives, critical attitudes, innovation, and courage in taking risks. Individual freedom as limited by the purpose of education which tends to be intellectualism (cognitive centric), as a result the development of affective aspects such as moral and manner has been ignored.

An important agenda to overcome signals of nation collapse is expected through the development of a sense of humanity and of respect through embedding values and mutual respect among others. In this way, it is believed that education will give a real and significant contribution in support to violence prevention strategies. The elementary school period is a perfect time to lay the foundation of values, norms, and embedding the attitude and shape the behaviors of honor, respect, love as the core of building students' characters. An effort is required to build community life in elementary schools through the implementation of the respect values.

In practice, numerous acts of violence happening in elementary schools are often regarded as a normal behavior and are justified both by the school, school principals, teachers, and students. It is often forgotten that these actions are actually the beginning for the emergence of wider violence and gradually form the behaviors that are far from the attitudes of respect and appreciation. Therefore, it is important to provide insights and new awareness for the citizens,

especially school teachers and school principals, about violence and efforts to prevent the schools not to build a violence culture. This study is aimed at developing an instructional model design of respect training to prevent bullying in elementary schools.

This study represents the first stage of multi-year development research. In the first year, a respect training model to prevent violence in elementary schools is developed. To support the implementation of respect training programs, the module and training tool-kit have been developed and validated by material and media experts. The training model is tested through respect training for the elementary school teachers in Sleman District, and has been evaluated by the Kirk Patrick's evaluation model. In the following years, the dissemination of the respect training will be done into a wider audience so that the values and attitudes of respect can be understood by more teachers to prevent violence in elementary schools.

Bullying

Bullying terminology refers to the use of powers or strengths to hurt a person or a group of persons so that the victims of the act feel depressed, traumatized, and helpless (http://www. detiknews.com/read). Bullying is a verbal or physical attitude intended to disrupt other weakers. Bullying can be divided into verbal bullying and physical bullying (in Suwarjo Santrock, 2009). Bullying is a form of child abuse conducted by the peer into someone (a child) 'low' or weaker for the specific benefit or satisfaction. Usually, bullying happens repeatedly. Some are even carried out systematically. Meanwhile, child abuses, according to the World Health Organization (WHO), are all forms of mistreatment, whether physical, emotional and/or sexual abuse, neglect or negligent treatment or exploitation of children. http://ompundaru.wordpress.com/2009/02/17/bullying-di-sekolah-kita/.

Violence (bullying) can take place anywhere. It occurs because of misunder-standings (prejudice) among the interacting parties. Bullying is not an act that happens accidentally, but rather is influenced by various factors such as social, cultural, and economic. Usually it is conducted by parties who feel stronger and more powerful, or who even feel more honored to oppress the other party to gain certain advantages.

According to Santrock (Suwarjo, 2009), victims of bullies have certain individual characteristics such as: difficult to associate/ awkward, lack of confidence, intelligent/less intelligent, beautiful/handsome or otherwise, students who are stingy or unwilling to provide a cheat sheet, students who look different (nerd), who have a particular accent/stuttering, students with a good/bad economics condition, and so on. If it is associated with parents' attitudes, the children who become victims of bullying are those who have overprotective parents who are always worried about their children.

Questions are often asked as to why children can become performers of bullying. Childhood is a period in which the process of modeling (imitating) holds a dominant portion. The children are used to imitating the behavior of the adults around them such as parents and teachers. Educating children with violence at home and at school has accidentally taught children to do the same onto their peers. Punishing children in ways that are negative and uneducated will be imitated by the children to their peers as well as forcing the power to justify acts of violence to weaker children. Performers of bullying are usually children of parents who tend to be authoritarian, having violent behavior, rejecting the presence of children, or too permissive toward the aggressive behaviors of children. Performers of bullying have the potential and are likely to be the performers of juvenile delinquency and violence. This may be lead to criminal actions.

Violence (bullying) has serious impacts. For example, violence that is conducted by teachers against students has an impact of the loss of motivation and difficulty on the part of the students in classes, generally leading to low learning achievement. Violence against students may cause the students to hate and be afraid of the teacher (Farida Hanum, 2006). Bullying has a physical and psychological impact. Physical impacts can be in the forms of headaches, chest pains, bruises, scratches of sharp objects, and other physical pains. In some cases, physical impacts can lead to death. The psychological impacts of bullying include decreased the psychological welfare; exacerbation of social adjustment; and experiencing negative emo-tions such as anger, resentment, upsets, depression, scaredness, shame, sadness, dis-comforts, threats, and anxiety. The victims feel powerless to deal with these. Violence at school also impacts on student emigration or discharges from school and often absence from school. It also results in feelings of low self-esteem and impaired academic achieve-ment.

Respect

According to Lickona (1991:53), moral values that are inculcated include respect and responsibility attitudes; cooperation, helpful-ness; strengths of heart, commitment, concern and empathy; a sense of justice, humility and helpfulness; honesty, integrity, courage, hard work, independence, patience, confidence, resourcefulness, innovation, sense of pride, perseverance, tolerance, and concern. To respect means to appreciate. Appreciation is related to broad and open values. Respecting own selves and others are a value that can unite people with a diversity of beliefs, cultures, gender, and political approaches. The values of appreciation are against all forms of exploitation in personal relationships, between men and women and between parents and children. Every person

has the right to live free from fear of violence and discrimination against age, race, sex, gender, ability, and religion.

Creating a safe environment that provides a safe atmosphere and equality of life is a pre-requisite of a program success. When the law seeks to provide punishment to reduce violence, then along with it, education can provide early preventive actions. The training of children to have appreciating attitudes begins from the family and the early formal education institutions. Teachers can teach the children to be accustomed to learn: (1) to respect the rights and obligations of others; (2) at listening to others as a form of appreciation; (3) to appreciate differences; (4) about power: who has the power, why has the power, what is the advantage of power, whether it is normal, abusive, or violent, and so on; and (5) from the violence that has occurred in an environment to look at the exact role as a child, as a friend, as a victim, as a brother/sister, as a member of the community and try to turn a life of violence into one of peace.

Respect training for teachers is an effective way to improve the "sense of respect" that is reflected in the attitudes and behaviors of teachers in the classroom. Teachers who have a "sense of respect" can train and disseminate the children's behaviors to respect themselves and others so that they become a generation that can change violence into peace. By embedding respect earlier on attitudes and behaviors, any forms of violence can be prevented, although the results will be seen after one, two, or three generations.

Therefore, a study to develop a respect training model (training design) and respect modules for the teacher training to prevent violence in schools is urgently needed. The purpose of the present study is to develop an instructional design and respect training modules. With the training provided by teachers and school principals to develop a culture, it is expected that the school will develop a conducive school culture for seeding anti-violence values and developing appropriate strategies in dealing with incidences of violence that occur in the elementary school. The elementary school is an effective educational institution for such a purpose since it can provide education that appreciates (respects) and promotes anti-violence through the early value education.

2. Method

This study is development research to develop a respect training design and modules for teachers. This development research model uses the instructional development approach with the Four-D model (Thiagarajan, 1974: 5), which includes the four stages of define, design, develop and disseminate. Considering the various limitations of the research, the present study is limited on the develop stage of the model. The final result is a prototype of an instructional design and respect training modules for teachers.

The subjects in this study were teachers and school principals from nine elementary schools in Sleman District. A purposive sampling technique was employed by classifying research subjects into state elementary schools/Madrasah Ibtidaiyah Negeri (MIN) and private elementary schools. The private elementary schools are based on Islam and Catholic religions. As the result, the sample consisted of four state elementary schools, three Muhammadiyah elementary schools, one Madrasah Ibtidaiyah Negeri, and one Kanisius elementary school. With this sampling variability, all the schools in the district were represented. Data were collected by way of observation, note taking, and recording activities.

Data analyses were conducted by considering the information, attitudes, opinions, and decisions from the group of teachers/school principals through the process of understanding inter subjective meaning. Data were analyzed qualitatively

through the stages of selecting, simplifying, classifying, focusing, and organizing (symptom linking) information systematically and logically, and then making abstraction of the meaning of the results of the analyses of findings.

3. Findings and Discussions

This study includes three of the four stages of instructional development stages proposed by Thiagarajan. The results in each stage are as follows:

The Define Stage

A focus group discussion (FGD) was held on June 7th, 2009 attended by 27 teachers and school principals from the nine elementary schools included in the study. The results show that violence took the forms of physical violence, psychological violence (violence that negatively impacts children's psychology), verbal, academic (denouncing the students as stupid children), and sexual harassment. Incidences of physical violence occurred in the following forms: students slammed friends (imitating the smack down scene) nudge one another resulting in fights; a teacher kicked students in front of other students at the school ceremony; a teacher hit students; a teacher slapped students. Incidences of psychological violence occurred in the following forms: students called their friends by parent names; students mocked at the physical states of friends, calling them "the fatso", "the black skin", etc.; teachers said "stupid" to students during class activities. In addition, even some parents threatened teachers or terrorized the school. Violence in schools also occurred among the teachers, the senior against junior teachers or the violence conducted by the school principals against the teachers verbally and psychologically.

In the teachers' perception, violence is an act which is less commendable, but teachers argued that in certain situations, violence is needed to be done against an undisciplined student. There are some teachers' perceptions that violence is only categorized as physical violence. Meanwhile, verbal violence is not considered as violent since these teachers are mostly not familiar with the two types of violence of verbal and psychological violence. Both types of violence are still common in school but teachers do not understand that they actually commit violence against others. Various efforts have been made in preventing school violence, especially physical violence. These are, among others, giving advice and suggestions to students, and always reminding students of rules and regulations, giving examples through stories and pictures, telling students about related cases, providing moral education/character education, conducting class discussion; establishing communication with parents, and conducting a special meeting with troubled students.

When researchers revealed bullying as violence which occurs because one party owns the power and authority, teachers responded that this is new to them. The teachers do not realize that they have committed bullying whether to students or to associates. The school policy in dealing with violence is directed merely at physical violence such as child fighting or the teacher hitting or hurting students. However, verbal and psychological bullying is still understood as a common thing, not having a negative impact.
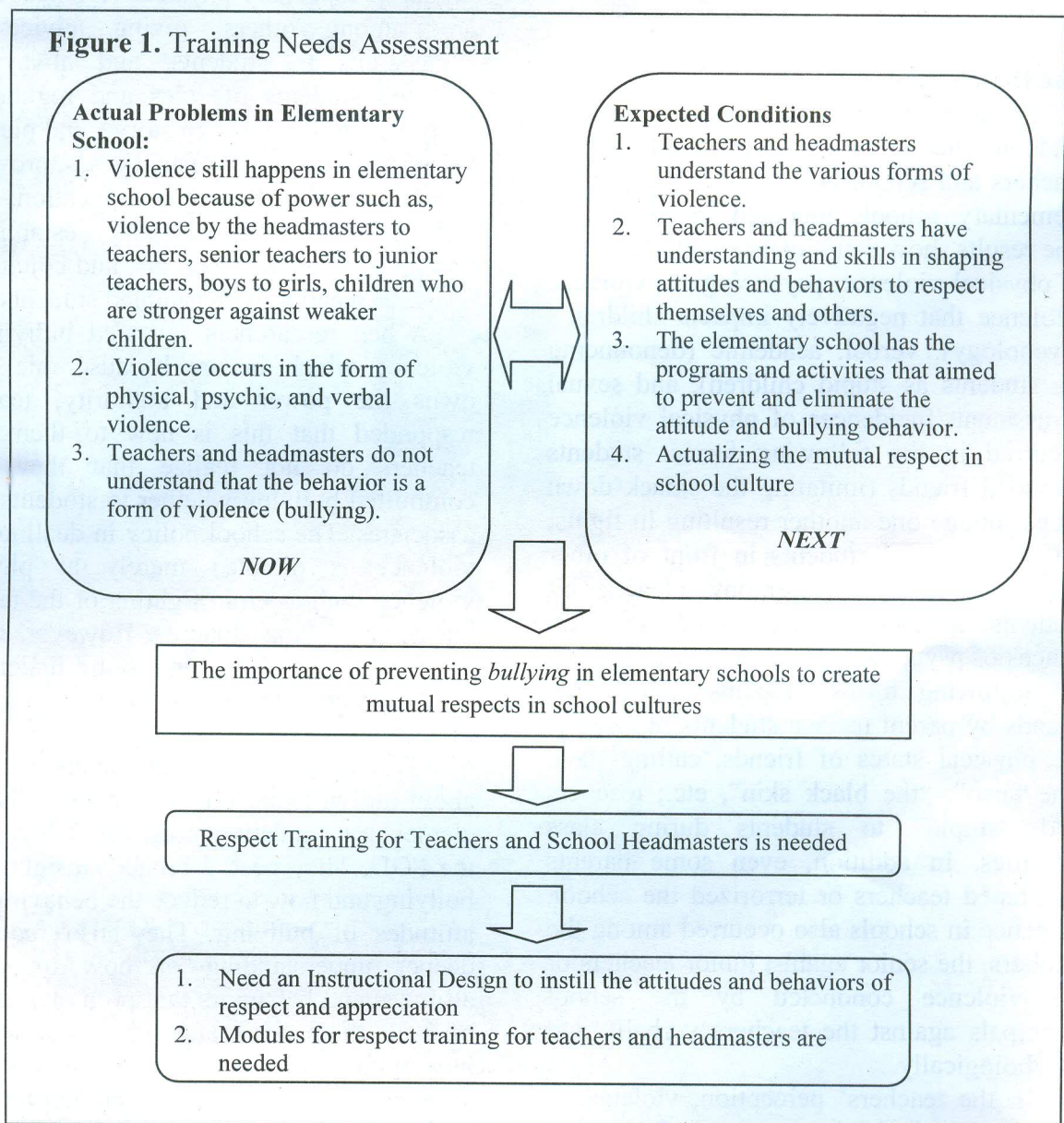
Teachers and school principals' curiosity about bullying and efforts to reduce them in elementary education practices has risen in the FGD. They need a broader insight about bullying and how to reduce the behaviors and attitudes of bullying. They also require a deeper understanding of how to embed attitudes and behaviors that promote respects of both themselves and others, as well as how to cope with cases of bullying in school. The FGD arouses shared commitment to prevent and eliminate bullying in their schools. But they also need the knowledge, insights, and skills to create school

educational environments that put more emphasis on respect attitudes and behaviors.

The final result of the FGD is important for the researchers to develop the instructional design to embed the respect attitudes and behaviors for teachers and school principals to prevent bullying in schools. The commitment provided by teachers supports further research in the trial of the instructional design developed by the researchers. The analysis result can be seen in Figure 1 below. From these results the researchers analyzed the situations and needs of teachers and school principals related to the issues of bullying prevention and elimination. The results show the importance of how the instructional design is developed to instill respect attitudes and behaviors on teachers and school principals so that they can prevent bullying in schools.

Figure 1. Training Needs Assessment

Actual Problems in Elementary School:
1. Violence still happens in elementary school because of power such as, violence by the headmasters to teachers, senior teachers to junior teachers, boys to girls, children who are stronger against weaker children.
2. Violence occurs in the form of physical, psychic, and verbal violence.
3. Teachers and headmasters do not understand that the behavior is a form of violence (bullying).

NOW

Expected Conditions
1. Teachers and headmasters understand the various forms of violence.
2. Teachers and headmasters have understanding and skills in shaping attitudes and behaviors to respect themselves and others.
3. The elementary school has the programs and activities that aimed to prevent and eliminate the attitude and bullying behavior.
4. Actualizing the mutual respect in school culture

NEXT

The importance of preventing *bullying* in elementary schools to create mutual respects in school cultures

Respect Training for Teachers and School Headmasters is needed

1. Need an Instructional Design to instill the attitudes and behaviors of respect and appreciation
2. Modules for respect training for teachers and headmasters are needed

The Design Stage

This stage is dedicated to the development of a prototype of the instructional design for embedding the respect attitudes and behaviors for teachers and school principals to prevent and eliminate bullying in school. The steps are as follows.

1. Identifying entry behaviors

Identification of entry behaviors of the trainees is done before the trainees enter the training program. The basic ability of the participants who will hold the respect training must have the experience as elementary school teacher so that they will understand the situations, conditions, and interactions in school.

2. Formulating objectives, competences, and indicators

Objectives, standards of competence, basic competences, and training indicators are formulated to provide specific guidelines for the research processes. These are shows as follows.

Objective of the Research:

Embed the respect attitudes and behaviors on teachers and school principals in the purpose of eliminating bullying in schools.

Standard Competence:

Participants have the respect attitudes and behaviors as well as abilities to eliminate the occurrence of violence in schools.

Basic Competences:
a. Develop a conducive training atmosphere
b. Have a shared commitment to achieving successful training
c. Realize the diversity of issues
d. Show the self concepts of males and females
e. Analyze the meaning of power relations in authority
f. Identify violence in the relationship
g. Understand the concept and respect praxis
h. Show a respect attitude
i. Provide assistance and support to people who are affected by violence
j. Make changes towards violence prevention
k. Develop action plans for school

3. Developing the performance test

The training program evaluation is using the Kirkpatrick model. This model includes four levels of reaction, learning, behavior and result. In this study, the evaluation is conducted into Stage 3, considering that the evaluation in Stage-4 (results and impacts) cannot be done immediately just after the training has finished. The three stages are:

a. Reaction: The evaluation focuses on participants' reaction on the training objectives, as well as the overall implementation process (materials, instructors, facilities, and administration). The instrument used at this stage is an attitude measuring questionnaire to determine the reaction of participants to the objectives and overall training process.

b. Learning: Assessing the extent to which the participants have mastered the information, concepts, and the principles of the skills and knowledge that have been given during the training. At this stage, the administering of the pre-test and post test can depict changes in participants' knowledge, attitudes, and skills before and after training.

c. Behavior: Measuring the participants' changes in attitudes and behaviors in doing the job and duty as a result of the training implementation. Evaluation in this stage is conducted by giving the task of developing an action plan at the end of the training. Action plans illustrate the actions taken by the participants as part of the process of changing attitudes and behavior.

Comprehensive assessment processes are done when training takes place through observation by field notes written out by training observers.

4. Determining the training activities (teaching materials, learning experiences, methods, media, tools, time allocation) that are relevant to achieve the training basic competencies. Activities of trainees are prepared for each principle competences that must be acquired by the participants.

From the respect training syllabus that has been prepared, the training implementation plan is also developed for each basic competence. From the eleven basic competencies, eleven training implementation plans are developed. Meanwhile, three facilitators who have experiences to facilitate training are selected.

The Develop Stage

In the Develop stage, the aim of the study is to modify the instructional materials prototype. The results are in the form of the instructional materials versions that have been modified into an effective final version. In this stage, feedbacks are captured through formative evaluation and appropriate revision of the material. Stages of development include two steps:

1. Expert appraisal

At this stage the validation test from the experts/reviewers of the material/content and media expert in learning/training are conducted. Based on consultation and review toward the training design and modules, several recommendations are given which become the foundation/basis for improvements/revisions to the draft design and training module.

a. Validation Expert for Material/Content (Sumarno, Ph.D.)

- In general, designing the training needs to be concerned on these aspects: the training design (syllabus), training materials, training methods, training media and tool kits, and the format/ training evaluation process instrument and overall evaluation program. Thus, indicators of training successfulness should be determined.
- In particular, there is some important material, which is associated with power and making change still not developed yet.
- Researchers need to be concerned with the training effect for changes in the level/school organizational field, re-membering that the targets/participants are teachers on an individual basis.
- Researchers also need to specify the evidence, when the evaluation process or the training programs will be conducted.

b. Expert Validation for Learning/Training Media (Dr. Ch. Ismaniati)

- Preparation of training modules need to consider several aspects, such as: the target audience, the purpose of training, the ideal format.
- Modules should be packaged so that they will be self-contained (the reader can learn independently by reading the module).
- The Power Point material needs to be packaged referring to the ideal conditions, so that it is attractive for trainees
- The training method used must not only be varied, but must also be in accordance with the competencies to be developed.

Furthermore, the training modules draft was revised based on the inputs of experts and tested in three days training at the Hotel Satriafi Kaliurang.

2. Conduct trials on a limited scope (development testing)

At this stage the expert assessment was conducted by consultative discussion and validation by experts on instructional matters toward the design that has been prepared. Experts' validation was given by two persons, who has the expertise in the materials (content of training), and instructional development, as well as expert on media field training (learning). Based on consultation and training review on learning instructional design and training modules, several recommendations for instructional design and training modules improvement are produced.

Respect training trials was conducted in three days, on Friday-Sunday August, 7-9 2009. The study's findings, as disclosed by the evaluation program participants showed the following results:

The respect training made the participants have the opportunity to learn actively. Commitment building sessions made the participants involved in an active and participation building a shared commitment to discipline and enthusiasm in participating in all the training sessions. The training, according to most participants, was very interesting, since the methods used were various and provided wide scopes to develop creativity. Collaborative learning methods enabled participants to develop the values of cooperation and tolerance.

Opportunity to express opinions was open widely, so that the interaction became dialogic and reciprocal. Participants were given a chance to express their opinions, pouring ideas, share experiences, and develop their creativities. They were also given the opportunity to examine and provide feedbacks on training activities, in relation to methods, media, schedule, and group tasks that needed to be resolved.

Most participants felt the benefit in this training, since the material presented was relevant and actual with the needs of the teachers, considering that violence in school was often encountered by the teachers in school. The teachers found that the training materials could be applied in schools, both inside or outside the classroom. With an understanding of the training materials, the teacher became a foundation of academic/ scientific or affective factors in preventing, handling, and overcoming the issues of violence in schools.

Related to the implementation of training activities, the teachers felt comfortable with the training conditions. The participants were satisfied with the services provided by the training facilitators, training associates, and researchers as observers. Students who assisted in the implementation of activities and conducive and adequate accommodation services, fully supported the achievement of the training objectives. At the end of the training, most of the participants recommended that the training should be followed up and disseminated into wider circles for the future, in order that violence can be prevented and minimized. The participants were also willing to participate in further training activities.

This training provided knowledge about the violence and respect. The training was not just transfer of knowledge that developed the cognitive aspects. It was also concerned with transfer of values regarding the values of respect, which involved the affective aspect and psychomotor development so that participants had the skills in applying these respect values or attitudes in school life practice. The materials submission was not only focused on the cognitive, but also on the affective because the training was related to the values respects or attitudes.

The training materials were delivered by various methods, including the reflective

methods making the trainees realize that the behavior conducted when dealing with the students and other teachers at school can be categorized as acts of violence. Respect training not only developed the cognitive aspects in the sense of improved participants' knowledge about violence and respect, but was also able to touch the intuition and taste. Thus, whether in individually and collectively, participants have committed to develop the respect attitudes in daily interactions, especially in providing friendly service and affection to the students.

Based on the pre-test and post-tests conducted, there was an increase in the average value, from 73.4 to 81.6. This showed the changes in the cognitive aspects after training. The results of the evaluation of training programs by using the model of Kirk Patrick in three aspects (reaction, learning, and behavior) can be seen as follows.

Table 1.

Results of Training Evaluation by "Kirk Patrick Model" Evaluation Table

Year	Description	Reaction	Learning	Behavior
2009	Very Positive	64 %	77 %	73 %
	Positive	36 %	23 %	27 %
	Amount	100 %	100 %	100%

As for finding out the result/outcome as the impact of respect training, focus group discussions (FGD) were conducted. The FGD was held on Saturday, October 2, 2010 with 20 teachers and school principals from eight elementary schools in the district of Sleman as participants. FGD participants explored information about the action plans implementation several months after training.

In general, the sensitive and responsive behaviors/activities have been done by teachers who attended the Respect training. This shows that the concept of respect was not only to be understood (cognitive), but also to be internalized (affective) and implemented (psychomotor) in daily activities at school. The trainees were able to become a dissemination agent in every field of their respective schools. In some schools, the changes in the institutions level happened, thus there occurred the policies that were the responses to respect, such as: opening a complaints center for victims of bullying at school level through the implementation of the lesson plan integrated into the value of respect.

Based on the obtained data, the participants felt the benefit of extra knowledge from this training. The concept of bullying was new for them, though in fact, bullying was a common practice in school. By this training, teachers' views on violence against children were expected to change such as with the hope that the education in schools can be carried out without violence. With the respect training, the candidate can teach in classes and respect the children without violence. Participants learned new experiences from this training.

4. Conclusion

Bullying against children in schools is an iceberg phenomenon (tip of an iceberg), because many events happen, but not much is revealed. Respect training is one alternative that can be offered to answer the bullying problem that happens at school. The development of the instructional design for

respect training model is based on the teachers and school principals' needs who do not fully understand bullying and the efforts to prevent and eliminate it from the school.

The developed training model takes notice of the development of all aspects, covering cognitive, affective, and psycho-motor comprehensively. To evaluate the effectiveness of the training program, an evaluation instrument which was used to observe the changes in aspects of the reaction, learning, and behavior has been developed. The training module is packed by noticing the ideal criteria of a module, which contain the training design, flow of the train-ing sessions, step-by-step training, training materials, training methods used in each session, necessary training tool kit to support the achievement of training objectives, and evaluation. The attractiveness in the final packaging also considers the target in the training.

Generally, the respect training is conducted in order to test that the models and modules can be performing well, although there are some limitations. Related more specifically to the time limitation, in further research, the execution time will be extended, so that research activities are not instant, but are rather reflected deeply and continuously through a rigorous academic censorship involving a number of parties (researchers, experts/reviewers, and practi-tioners/teachers).

Considering that the research and development study is still unfinished, the next stage of research to disseminate this research into wider audiences would be needed to be followed up. The respect dissemination can be done with two forms of activities, namely:

1. Training of Trainers (ToT Respect)

ToT participants are teachers and school principals who have been involved in the respect training trials.

2. Respect Training for Teachers

The trainees are teachers and school principals from other elementary schools.

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