

Respect Training turnitine

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Respect Training Instructional Design Development for Teachers to Prevent Bullying in Elementary Schools

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1 Abstract

The purpose of this research is to develop the instructional design and *respect* training modules to prevent *bullying* in elementary school. Instructional design is used as a model for teachers and school principal's training. They are expected to developing the conducive school culture to seeding the non-violence values as an appropriate strategy for the prevention of bullying in school. This research is a development research that uses a model of instructional design development with Thiagarajan's *Four-D model*. This model includes four stages: *Define, Design, Develop, and Disseminate*. This research limited on the 3rd stage of the model. The subjects of this research are elementary school teachers and school principals in Sleman district. The results on the *define* stage showed that there had been various forms of violence happen in schools. In teachers' perception, violence is an act which is less commendable, but they also argued that in certain circumstances, violence is sometimes necessary or should be brought against a recalcitrant student. At the *design* stage, the instructional designs of training as outlined in the standards of competence and basic competencies that are expected mastered by teachers and school principals, has been developed. The training implementation design includes all aspects of ability; those are cognitive, affective, and psychomotor in comprehensively. At the *development* stage, the *expert appraisal / judgment* and trial training involving teachers and school principals as a trainee were conducted. The training program evaluation results with Kirk Patrick's model finds that the respect training not only *transfer of knowledge* that develops the cognitive aspect, but also the *transfer of values* regarding the *respect* value as affective aspects, as well as developing the skills of participants in applying the respect attitude into practice in school life.

Keywords: Training, *respect*, teachers, *bullying*, elementary school

A. Introduction

The development of national education does not meet the expected goals yet. The facts show that Indonesia cannot separate from the problems of moral decadence as commitment declining to the ethical life of nation and state. Another phenomenon is the impolite behavior, abuse of human rights, violence, abuse of power, and declining respect for self and the other. In various levels of people's live, conflict and violence are also still ongoing.

Related to this issue, education is much criticized as the producer of people with quick-tempered, lack of respect with others, and embraces a culture of violence. Various forms of value and norm violation 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 context, school is said to be unable to produce the human with character and culture, which has the identity or nationality. Beside the educational factors, the rapid flow of information which has no boundaries through the media often blamed as the cause of the shift

of value orientations in society. Understanding and appreciating moral values and humanity which is derived in national culture are not fully touching the intuition of children and adolescents, which is used to be the filters of foreign culture.

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, initiative, critical attitude, 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 becomes ignored.

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

In its practice, numerous acts of violence happen in elementary schools are often regarded as a normal behavior and are justified both by the school school principals, teachers and students. Though 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 insight and new awareness for the citizens, especially school teachers and school principals about the violence and efforts to prevent the schools to not build a violence culture. This study is aimed to develop 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, respect training model developed to prevent violence in elementary schools. To support the implementation of respect training programs, the module and tool-kit training has been developed and validated by the material and media experts. Training model tested through respect training for the elementary school's teacher in Sleman District, and has been evaluated by the Kirk Patrick's evaluation model. For the next 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.

B. Literature Reviews

1. Bullying

Bullying terminology refers to the use of power or strength to hurt someone or a group, so that the victim feel depressed, traumatized, and helpless (<http://www.detiknews.com/read>). Bullying is verbal or physical attitude intended to disrupt other weaker. 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 specific benefit or satisfaction. Usually, bullying happens repeatedly. Some even carried out systematically. While child abuse according to 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. Bullying occurs because of misunderstandings (prejudice) among the parties interact. 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, more powerful or even feel more honored to oppress the other party to gain certain advantages.

According 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), has a particular accent / stuttering, the students with a good / bad economics condition. If it is associated with a parents' attitude, the child who becomes a victim of bullying are children who has overprotective parent and always worrying about the child.

Why do children become performer of bullying? Childhood is a period in which the process of modeling (imitating) holds the dominant portion. The children used to imitate the behavior of the adults around them such as parents and teachers. Educating children with violence at home and at school has accidentally taught kids to do the same into his friends. Punishing children in ways that negative and uneducated will imitate by the child to their peer as well as the power to justify acts of violence to weaker child. Performer of bullying are

usually children of parents who tend to be authoritarian, violent behavior, rejecting the presence of children, or too permissive toward aggressive behavior of children. Performer of bullying have the potential and likely will be the performer of juvenile delinquency, and performer of violence and may be lead into a criminal action.

Violence (bullying) has a serious impact. Violence that conducted by the teachers against students have an impact on the loss of motivation and difficulty in understanding the lesson, so generally they are also have low learning achievement. Violence against the student may lead the students to hate and afraid of the teacher (Farida Hanum, 2006). Bullying has a physical and psychological impact. Physical effect such as headaches, chest pains, bruises, scratches sharp objects, and other physical pain. In some cases, the physical impact can lead to death. While the psychological impact of bullying include: decreased the psychological welfare, exacerbation of social adjustment, experiencing negative emotions such as anger, resentment, upset, depressed, scared, ashamed, sad, uncomfortable, threatened, and anxiety. But the victim feels powerless to deal with it. The violence at school also impacts on student emigration or discharge from school and often absent from school. It is also resulted in feelings of low self-esteem, and impaired academic achievement.

2. Respect

According to Lickona (1991:53), generally the moral values that are inculcated include: *respect* and *responsibility* attitude; cooperation, helpfulness; strength of heart, commitment, concern and empathy, a sense of justice, humility and helpful; honesty, integrity, courage, hard work, independent, patient, confident, resourceful, innovation, sense of pride, perseverance, tolerance, concern. Respect means appreciate. The appreciation is very broad and open values. Respecting owns self and others are a value that can unite people with a diversity of belief, culture, sexual, 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, discrimination regardless of age, race, sex, gender, ability and religion.

Creating a safe environment that provides the safe atmosphere and equality is prerequisite of the successful of this program. When the law seeks to provide *punishment* to reduce the violence, then along with it, education can provide early preventive action. Train and disseminate children to have appreciating attitude begins from the family and the formal education institution at early age. Teachers can accustom our children to: 1. Learn to respect

the rights and obligations of others; 2. Learn at listening to others as a form of appreciation; 3. Learn to appreciate differences; 4. Learn about the power, who has the power and why have the power and what is the advantage of power, whether it normal, abuse, or violence; 5. Learn from the violence that has occurred in an environment to have the exact role as a child, as a friend, as a victim, as a brother/sister and as a member of the community and trying to turn a life of violence into 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 the generation that can change violence into peace. By embedding *respect* earlier on the 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 urgent to do. The purpose of this research 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 school develops a conducive school culture for seeding anti-violence values and developing appropriate strategies in dealing with issues of violence that occurred in elementary school. Elementary School is an effective educational institution since it can provide education that appreciates (*respect*) and anti-violence through the early value education.

C. Research Methods

This research is the development research to develop the *respect* training design and module for teachers. This development research model using instructional development approach with *Four-D model* (Thiagarajan, 1974: 5), which includes four stages: *Define, Design, Develop and Disseminate*. Remembering on the various limitations, the research was limited on the *develop* stage to build up an instructional design model and *respect* training modules for the teacher. The final result is a *prototype* of an instructional design and *respect* training modules for the teacher.

The subjects in this study are teachers and school principals from nine elementary schools in Sleman. The purposive sampling technique was employed by classifying research subjects into State Elementary Schools/Madrasah Ibtidaiyah Negeri (MIN) and Private Elementary Schools. The Private Elementary School based on Islam and Catholic religions. As a result the samples are 4 State Elementary Schools, 3 Muhammadiyah Elementary Schools, 1

Madrasah Ibtidaiyah Negeri, and 1 Kanisius Elementary Schools. With this sampling variability, the schools could be represented. The data collected by observation, taking notes, and recording research activities.

Analysis conducted by researchers with the consideration of information, attitudes, opinions, and decisions from the group of teachers/school principals through the process of understanding inter subjective meaning. Data are analyzed qualitatively by stages: selecting, simplifying, classifying, focusing, and organizing (linking symptoms) systematically and logical, and makes abstraction of the meaning of the results of the analysis conclusions.

D. Results and Discussion

This study includes 3 instructional development stages of the four stages proposed by Thiagarajan. The results in each stage are as follows:

1. The *Define* Stage

A *Focus Group Discussion* (FGD) was held on June 7th, 2009 participated by 27 teachers and school principals from nine elementary schools in Sleman Regency. The results show that violence in forms of physical violence, psychological violence (violence that negatively impact children's psychology), verbal, academic (denounced the students as a stupid child), and sexual harassment. Physical violence occurred, i.e : student slam his/her friend (imitate a smack down scene), nudge one another which resulting in to a fight, teacher kick student in front of his/her friends at the ceremony, teacher hit the student, or teacher slap the students. Psychological violence e.g., students call his/her friends name with his/her parents, students mocking the physical body of his/her friends, calling "the fatso" or "the black skin". Some teachers say "stupid" to their students during the learning activities. Even some parents were threats the teachers or terrorize the school. Violence in schools also occurs among the teachers, the senior against junior teacher or the violence conduct by the school principals against the teachers in verbal and psychological.

In teachers' perception, violence is an act which is less commendable, but teachers argued that in certain situations, violence is needed to be done against a undiscipline student. There are some teachers' perceptions that the violence only categorizes as physical violence. Meanwhile, verbal violence is not considered as a

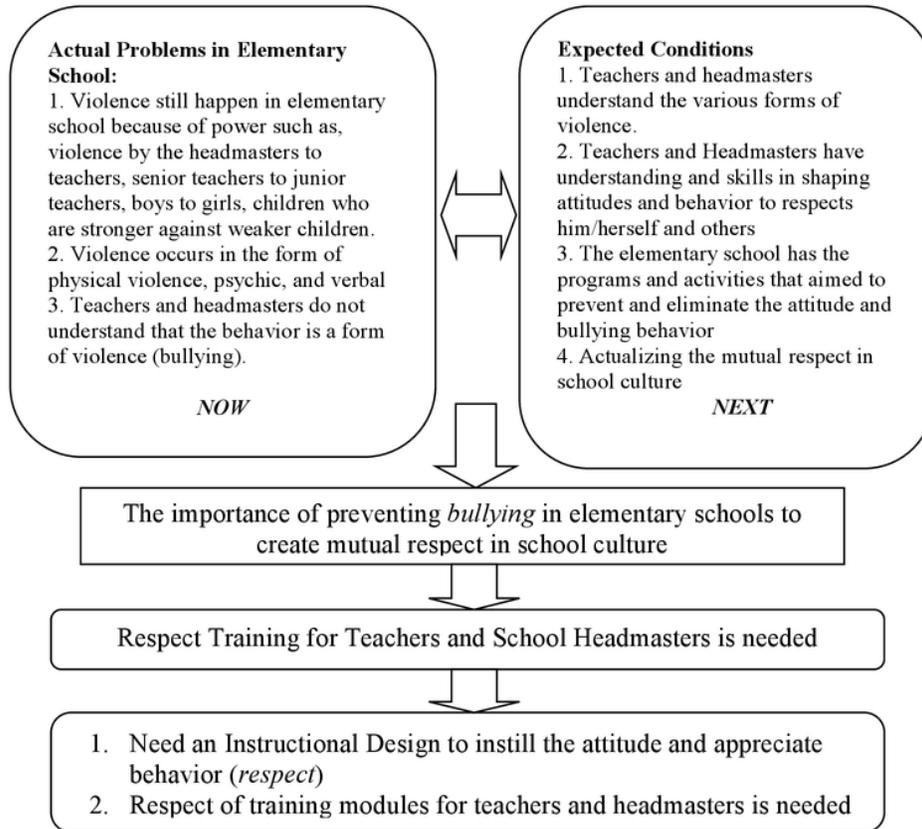
violent since they are mostly not familiar with the verbal and psychological violence. Both types of violence are still common in school but teachers do not understand that they actually commit violence against others. Various efforts have been made in preventing school violence, especially physical violence, among others ; giving advice and suggestions to the students, and always reminding students ; giving examples through stories and pictures; providing the cases note; providing moral education / character education; conducting class discussion; establishing communication with parents; and conducting a special meeting with the troubled students.

When researchers reveal *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 has committed *bullying* whether with the students or their associate. The school policy in dealing with violence is directed at a physical violence such as child fighting or the teacher hitting or hurting the student. Bullying in the form of verbal and psychology are still understood as a common thing and does not have a negative impact.

Teachers and school principals' curiosity about *bullying* and efforts to reduce them in elementary education practice has risen in the FGD. They need a broader insight about bullying on how to reduce the behavior and attitude of bullying. They also require a deeper understanding on how embedding the attitude and behavior that respect both themselves and others, as well as how to cope with the case of *bullying* in school. The FGD arouses shared commitment to prevent and eliminate *bullying* in their schools. But they also need the knowledge, insight and skill to create schools educational environments that put more emphasis on *respect* attitudes and behaviors.

The final result of the FGD is important for researchers to develop the instructional design to embed the *respect* attitudes and behaviors for teachers and school principals to prevent *bullying* in elementary schools. The commitment provided by teachers, support further research in the trial of instructional design developed by the researcher. The analysis result can be seen at chart 1 below. From these results the researchers analyzing the situation 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 designs are developed to instill respect attitude and behavior on teachers and school principals so that they can prevent the *bullying* in elementary school.

Chart 1: Training Needs Assessment



2. The Design Stage

This stage aims to develop a *prototype* of the instructional design for embed the respect attitudes and behaviors for teachers and school principals to prevent and eliminate *bullying* in elementary school. The steps are:

1. Identifying *entry behaviors* of the trainees before entering 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 a school.
2. Formulate the learning objective, standard of competence, basic competence and training indicator.

Objective of the Research:

Embed the *respect* attitudes and behaviors on teachers and school principals in purpose to eliminate bullying in schools.

Standard Competence:

Participants have the *respect* attitude and behavior as well as ability to eliminate the occurrence of violence in elementary school.

Basic Competences:

- a. Develop the conducive training atmosphere
 - b. Have a shared commitment to achieving successful training
 - c. Realize the diversity
 - d. Show the self concept as male and female
 - e. Analyze the meaning of power relations in authority
 - f. Identify the violence in the relationship
 - g. Understand the concept and respect praxis
 - h. Shows a respect attitude
 - i. Provide assistance and support to people who affected by violence
 - j. Make changes towards violence prevention
 - k. Develop *Action Plan* for school
3. Arrange the *performance test*.

The training program evaluation is using the Kirkpatrick model. This model includes four levels those are *reaction*, *learning*, *behavior* and *result*. In this research the evaluation is conducted into stage 3, considering that the evaluation in stage-4 *result* (impact) cannot be done immediately after the training has finished.

The three stages are:

- a. *Reaction*: The evaluation focuses on participants' reaction on 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 on the extent to which the participants have mastered the information, concepts, and the principles of the skills and knowledge that has been given during the training. At this stage, given the pre test and post test can depicts changes in participants' knowledge before and after training.
- c. *Behavior*: Measure the participants' changes in attitude and behavior in doing the job and duty as a result of the training implementation. Evaluations in this

stage by giving the task at the end of training by prepare an *action plan*. *Action plan* illustrates the actions taken by the participants as part of the process of changing attitudes and behavior.

The comprehensive assessment process committed when training takes place through observation with field notes made by observer training.

4. Determine the training activities (teaching materials, learning experiences, methods, media, tools, time allocation) that are relevant to achieve basic competency training. Activities of trainees are prepared for each principles competence that must be acquired by the participant.

From the *respect* training syllabus that had been prepared, the Training Implementation Plan also developed for each basic competence. From the eleven basic competencies then compiled into eleven Training Implementation Plans. Meanwhile, three facilitators who have experienced to facilitate training are selected.

3. The *Develop* Stage

The *Develop* stage aims to modify instructional materials *prototype*. The results agreed in the instructional materials versions that have been modified into an effective final version. In this stage, *feedbacks* are received through formative evaluation and appropriate revision of the material. Stage of development includes two steps:

- a. 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 training design and training module, produced several recommendations which become the foundation / basis for improvements / revisions to the draft design and training module.

1. Material Validation Expert / 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 successful 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 concern on the training effect for changes in the level / school organizational field, remembering the target / participant is a teacher on an individual basis.
- Researchers also need to specify the evidence, when the evaluation process or the training programs will be conducted.

2. Learning Media Expert Validation / Training (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 it will self-contained (the reader can learn independently by reading the module)
- The Power Point material need to be packaged refers to the ideal conditions, so that it is attractive for trainees
- The training method used is not only varied, but also must be in accordance with the competencies to be developed

Furthermore, the training modules draft revision based on the input of experts and tested in three days training at the Hotel Satria Kaliurang.

b. 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 toward the design that has been prepared. Experts validation conducted by 2 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 on 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 makes the participants have the opportunity to learn actively. Commitment build sessions makes the participants involved in an active and participatory build a shared commitment to disciplined and enthusiastic in participate all the training sessions. The training, according to most participants were very interesting, since the methods used are various and provide wide scope to develop

creativity. Collaborative learning methods enable participants to develop the values of cooperation and tolerance.

Opportunity to express opinions was open widely, so that the interaction becomes dialogic and reciprocal. Participants were given a chance to express their opinion, pouring ideas, share experiences, and develop their creativity. They were also given the opportunity to examine and provide feedback on training activities, either in relation to methods, media, schedule, and task groups that need to be resolved.

Most participants felt the benefit in this training, since the material presented is relevant and actual with the needs of teachers, since the violence in school is often encounter by the teachers in school. The teachers found that training materials can be implemented in schools, both inside or outside the classroom. With an understanding of training materials, the teacher became a foundation of academic/scientific or affective 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, either by the training facilitator, training associate, and researcher as an observer, the students who assist in the implementation of activities, and conducive and adequate accommodation services, fully support the achievement of training objectives. At the end of training, most of the participants recommended the training should be followed up and disseminated in to the wider circles for the future, in order that violence can be prevented and minimized. The participant also willing to continue further training activities.

This training provides knowledge about the violence and *respect*. The training is not just *transfer of knowledge* that develops the cognitive aspect, but also the *transfer of values* regarding the value of *respect*, which is the affective aspect and psychomotor development so that participants have the skills in applying these *respect* values or attitudes in school life practice. The materials submission not only scopes in to the cognitive, but also focuses on the affective, because the training was related to respect value or attitude.

Training materials are delivered by various methods, including the reflective methods make 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 develop the cognitive aspect in the sense of improve participants' knowledge about violence and respect, but also able touch the intuition and taste, thus

whether in individually and collectively, participants have committed to develop the respect attitude in daily interactions. Especially in provide friendly service and affectionate to the students.

Based on the pre-test and post-tests conducted, there is an increase in the average value, from 73.4 to 81.6. This shows the changes in the cognitive aspects after training. While the results of the evaluation of training programs by using the model of Kirk Patrick in 3 aspects (reaction, learning, and behavior) showed as:

“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 knowing 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 explore the information about the action plans implementation several months after training.

In general, the sensitive and responsive behavior / activity have been done by teachers who attend the *Respect* training. This shows that the concept of *Respect* not only to be understood (cognitive), but also internalized (affective) and implemented (psychomotor) in daily activities at school. The trainees are able to become a dissemination agent in every field of their respective schools. In some schools, the changes in the institutions level were happened, thus occurs the policies that are respond to the *Respect*, such as: opening the Complaints Center for victims of bullying at school level through the implementation of the lesson plan also integrated with value of *Respect*.

Based on the obtained data, the participants felt the benefit of extra knowledge from this training. The concept of *bullying* is a new concept for them, though in fact, bullying is common practice in school. By this training, teachers' views on violence against children are expected to be changed. Certainly, the education in schools can be carried out without violence. With the *respect* training, the candidate can teaches in class with respecting the children without violence. Participants also get a new experience with this training.

E. 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 instructional design for *respect* training model based on the teachers and school principals needs who do not fully understand bullying and the efforts to prevent and eliminate the bullying on the school.

The developed training model take notice to the development of all aspects, those are cognitive, affective, and psychomotor in comprehensively. To evaluate the effectiveness of training programs, an evaluation instrument which able to observe the changes in aspects of the reaction, learning, and behavior has been developed? Training module is packed by noticing the ideal criteria of a module, which are contain the training design, flow of the training 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 consider on the target in the training.

Generally, the *Respect* training is conducted in order to testing the models and modules can be performing well, although there are some limitations. Especially related to the time limitation, further research, the execution time will be extended, so that research activities are not instant, but rather reflected deeply and continuously through a rigorous academic censorship which is involve number of parties (researchers, experts / reviewers, and practitioners / teachers).

Remembering the research and development are still unfinished, the next stage of research to disseminate this research into wider audience would be needed to be followed up. The *respect* dissemination can be done with two forms of activities, those are:

1. Training of Trainers (ToT *Respect*)

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

2. *Respect* training for teachers

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

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