

Analysis Of Learning Models As Anti Bullying In Kindergarten

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ABSTRACT

Early childhood education (PAUD) is education that is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of aspects of the child's personality. Bullying is a serious problem that often occurs in schools. The occurrence of this problem has factors that influence children to become bullies. In the family because of the lack of parental warmth and involvement, very harsh upbringing or it could even be because of very permissive parents, or circumstances where siblings become bullies first. Bullying can result in psychological disorders for victims in the form of stress in the form of physical or psychological disorders, or both, for example difficulty eating, physical pain, fear, low self-esteem, depression, anxiety. Examples of cases of fighting over toys, choosing playmates, calling friends with ridiculous names and others are the beginning of cases that lead to bullying. Cases like the above often occur with our partners this time, where many children are found crying because friends tease them, are not invited to play, disturb their friends, force them and finally complain to their teachers at school. The environment influences activities, behavior and interactions at school. That is, a sense of security and respect is the basis for academic achievement at school. The perpetrator who dared to carry out this bullying action was also supported by his friends and also in terms of

his large body so that the perpetrator dared to bully someone who was weaker than himself.

Keywords: Learning Model, Bullying, Kindergarten.

INTRODUCTION

Early childhood is a golden age that has an investment in the future for the family and the nation. PAUD is a process to determine the conditions for development and success in the future and functions to develop children's potential optimally according to their abilities. Behavior carried out by early childhood has the potential to be aggressive, if the behavior is carried out repeatedly with the aim of scaring a person or group that the child is committing an act of bullying (Dey P, Yetti & Hartati, 2020). Early childhood education aims to develop a child's potential to become a complete human being and is seen as an individual who is new to the world, does not yet know manners, rules, ethics and behavior. Children are guided to be able to understand about life and the skills needed (Suyanto, in Idris, 2014: 7).

The early childhood learning model is carried out in groups with learning strategies that involve the participation of students in a small group to interact with each other. Group learning will allow teachers to manage classes more effectively and the process of interaction is communication between teachers and students and students and teachers (Rusman, 2013). Meanwhile, Yusuf (2018) explains that there are several learning models including: (a) Life practice; (b) Sensory awareness education; (c) Language arts; (d) Mathematics and geometric shapes; (e) Culture. As explained by Gladden, Vivolo, et al (2014) that there are two models of bullying including aggressive behavior occurring in front of the target student, aggressive behavior in the absence of direct communication to students and physical, verbal, relational behavior.

Bullying is repeated aggressive and negative behavior by a person or group to abuse an imbalance of power with the aim of hurting (the victim) mentally or physically. Aggressive behavior is behavior that only wants to hurt, while in reality it is bullying and violence at school (Roland & Idsoe, 2001; Smith, 2002). This is in line with Perren's research that 37% of kindergarten children are actively involved in bullying (Putri, Yetti & Hartati, 2020). Then the results of research by Purnama, Herman & Syamsuardi (2018) found cases of bullying in early

childhood in Kindergarten in the form of physical and verbal bullying. Physical abuse such as hitting, kicking, stealing, pushing, damaging, throwing and threatening. Victims of physical abuse are generally more male and victims of verbal abuse are generally more female.

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Nasution, Yus & Simeremare (2018) found that families cause bullying at an early age, namely families with broken homes and not paying attention to children. Then, Nasution (2017) states that apart from family, individual factors, peers, the environment and social media are also factors that cause bullying to occur. one of the causes of bullying. Ayu (2020) states that the family plays a role in the development of children's morals and personality. It is said that it is important to teach children to know good and bad, avoid behavior that leads to bullying.

Research by Vitri Wahyuni, (2019) that children in Aisyiyah 29 Padang Kindergarten state that there are three types of bullying behavior, including physical bullying (pushing, kicking, hitting, pinching, breaking other people's items or toys), verbal bullying (mocking, ministering, scolding, threatening) and psychological bullying (mocking, isolating, isolating, crying because they are laughed at and scared). Then, the results of research in Japan (Koo, 2005) that bullying in schools provides a punishment policy to illustrate that teachers ignore students and order group members not to be able to talk to anyone. In line with Hendry (1996) that teachers in Japan encourage children to exclude other children by referring to them as odd and helping to create conformity norms.

Gerald Corey (Amir Nasir, 2018), shows that the problem of bullying in schools is the responsibility of all parties in the school and parents of students. Activities carried out in schools can protect students from acts of violence and become character formation in children. It was stated in Syntia Agung's research, (2020) that the knowledge of PAUD/Kindergarten teachers regarding bullying and teachers' efforts to deal with cases of bullying at school from an early age has increased after being given psychoeducation (handling medical and psychiatric disorders, especially mental disorders related to lack of knowledge).

Factors that cause bullying are internal factors and external factors. Internal factors are factors from within such as being quiet and weak. External factors are factors that occur from outside the self that influence the occurrence of bullying such as family, peers and the environment. Meanwhile, internal factors are factors that play a role in child development, namely health, mental and emotional (Tumon, 2014). Examples of cases of bullying such as stealing toys, choosing playmates, calling friends with inappropriate names are the beginning of cases that lead to bullying (Tirmidziani, 2018).

Teachers must understand the learning model used in the learning process to master an interesting learning model for students, especially Kindergarten (TK). The teacher's way to easily transfer knowledge in the form of attitudes, knowledge and skills that aim to achieve a good learning process. The learning model that has so far emphasized learning process systems based on discovery learning is a way to find something meaningful in learning (Rusman, 2014). For early childhood learning models carried out by teachers according to age stages, including: ages 0-3 years children can participate in activities at school such as playing, children aged 5 years are given the opportunity to observe such as children drawing and coloring and children aged 6-12 years trained in the ability to tell stories (Siti, 2013).

Parents and teachers still view early childhood as children who do not understand right and wrong, so they regard bullying as a natural thing for children to do (Widaningtyas & Sugito, 2022). Young children's immaturity means that they are often seen as too innocent to have the capacity to intentionally harm others or recognize their power over others. In fact, many children who become victims of bullying in the school environment are caused by teachers who underestimate

aggressive behavior and children who report bullying behavior are ignored by education staff (Ahyani et al., 2018). This shows that teachers' understanding of aggressive behavior and bullying in early childhood is still limited. Teachers who are not very effective in dealing with cases of bullying at school, are unaware, do not stop bullying and do not take aggressive behavior seriously are teachers with a low level of knowledge (Rahman et al., 2017). Teachers who have a limited understanding of aggressive behavior tend to identify children only based on behavior that is often seen or dominant (Adiyono et al., 2022).

In explaining the learning model, Luhur's research (2016) explains that learning in the context of education in schools is the interaction of students with educators and learning resources in the environment. In line with the research results of Umay Kusmini (2019), that the learning model using short film media can reduce bullying behavior in students. Based on the results of observations, treatment was carried out in the form of a short film-based learning model with the number of victims of bullying decreasing to 2.7%. The results of interviews with teachers and parents indicated that the condition of the students would be calmer, they would love and respect one another after the short film-based learning process was carried out.

The principle put forward by Santrock, 2016; Rohayati, 2013; Gerde, 2013 (in Yusri, et al. 2021) that children will imitate people who are close to them, children like to imitate everything they see so that they want to try something new. This gives rise to learned aggressive behavior and not innate behavior. Alsaker & Valkanover (2012) that teachers need to understand risky bullying behavior in students, especially kindergarten teachers who have knowledge about bullying that occurs in early childhood and how to overcome it. Bullying in early childhood is still limited in the prevention process. The case that occurred in Kindergarten in Lampung Province was that the treatment that occurred traumatized students and words like "stupid" made students afraid to go to school. The occurrence of this phenomenon is that educators treat students roughly through negative words (Ali, 2017).

In the explanation above, that teachers need teaching materials to assist in delivering anti-bullying learning to students with existing guidelines. Anti-bullying prevention is carried out with context and efforts to attract the attention of

teachers, parents and the community in cases of bullying. In the school environment there should be good interaction between students and respect the different attitudes of other students. Students are able to manage the school environment in order to create a safe and comfortable atmosphere for the learning process. If this is implemented, it will reduce the risk of bullying incidents at school and good interaction between students. However, things that happened in the field were still found that in class students still carried out verbal behavior such as mocking other students.

METHODOLOGY

The research method used in this research is descriptive qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field. In addition, the theoretical basis is also useful for providing an overview of the research setting and as material for discussing research results. In qualitative research, the researcher starts from the data, utilizes existing theories as explanatory material and ends with a conclusion (Bogdan, 1982:52).

According to Sugiyono (2011) descriptive research is a study that aims to provide or describe a current situation or phenomenon by using scientific procedures to answer actual problems. Meanwhile, according to Sukmadinata (2006: 216) descriptive research method is a method that seeks to describe, interpret something such as existing conditions or relationships, developing opinions, ongoing processes, consequences or effects that occur or about ongoing trends. The research data was obtained using research instruments in the form of interviews, observation and documentation.

Data analysis is used to manage the data that has been collected and it is hoped that an accurate and concrete picture of the research subject will be obtained. According to Miles and Huberman, 1984 (in Sugiyono, 2016: 246), suggest that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. In this study, data analysis was carried out in three steps, namely: a) data reduction; b) Data presentation (data display); c) Drawing conclusions (concluding drawing).

RESULTS AND DISCUSSION

The learning model is applied by students to have educational missions or goals that become guidelines for teaching and learning activities. The learning model does not run effectively without the support of the curriculum and application for students. Educators must create a pleasant atmosphere so that students can be motivated to play an active role in the learning process and provide information about the environment around students. Implementing learning activities to describe the teaching methods carried out by the teacher. Joyce & Weil (in Rusman, 2013) that the learning model is a pattern used to shape the curriculum, design learning materials and guide learning in the classroom.

Learning activities are carried out by two people, namely teachers and students. Teacher behavior is teaching and student behavior is learning. Teaching behavior and learning behavior related to learning materials. Children are understood as a whole as individuals who interact with the environment and grow and develop through active participation in the environment. Qualitative child growth and development occurs historically, gradually in interacting with changing social situations (Nusa & Ninin, 2012).

The teacher is the most important factor, because of the expectations and beliefs of parents of students to optimize their children's abilities. The success of implementing the learning process cannot be separated from the model applied by educators. Learning in Kindergarten is carried out using various models. If it is known that the model applied is ineffective, then the learning process will have an impact on the child. For this reason, the learning process is developed by taking into account the characteristics of the child, the learning process uses methods and media that can motivate children and make the learning process fun (Anita Yus, 2011).

The results of this study according to Majcherova & Andrejkovic (2014) argue that schools should be a safe and comfortable place for students. If bullying is allowed to drag on, it can cause individuals to experience psychological or mental health disorders. The negative impacts that occur from bullying cases require special attention, so it is important to provide appropriate interventions to prevent bullying from occurring in schools. Siswati & Widayanti (2009) and Abubakar (2018) agree that it is very important for teachers to be equipped with knowledge about bullying and anti-bullying programs so that

teachers can identify and respond to bullying phenomena appropriately.

There are factors that influence a child to become a bully. In the family because of the lack of parental warmth and involvement, very harsh upbringing or it could even be because of very permissive parents, or circumstances where siblings become bullies first. The reasons for a toddler bullying can be various, ranging from imitating other people or to get attention (Swit, 2018). Bullying can result in psychological disturbances for victims in the form of stress in the form of physical or psychological disorders, or both, for example difficulty eating, physical pain, fear, low self-esteem, depression, anxiety (Smith, 2013). A victim of bullying also feels angry and upset about what happened to them. There are also feelings of anger, shame, and disappointment in themselves for letting this happen to them (Humphrey & Crisp, 2008). However, they are unable to resolve this matter, including not daring to report it for fear of being branded cowardly, complainers or even blamed.

CONCLUSION

The role of the teacher as an educator can develop children's potential well. Learning is essentially a process of interaction with situations that exist around children, learning activates children, the learning process is fun and meaningful for children. The learning model in Kindergarten has variations so that children can develop and be motivated. Development of learning models as a process that must be prepared and carried out by the teacher in learning activities.

Bullying occurs at school and a lot of student behavior is categorized as leading to bullying, there is still teacher bullying of students and victims of bullying can realize that they are victims of bullying. Bullying is aggressive behavior that is intentional to dominate, hurt, or get rid of, there is an imbalance of physical strength, cognitive abilities, skills, and social status, and is carried out repeatedly by one or several children.

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