Education Game for Treatment of Bullying Behaviour in Early Childhood

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Abstract
Games that aim for learning activities are referred to as educational games or educational games. The role of games in learning can be seen from the definition of games as a means or tool to: (1) increase awareness and increase motivation; (2) train skills; (3) develop knowledge; (4) communication and collaboration; and (5) integrate learning experiences. Educational games are designed to convey learning material or reinforce understanding of learning concepts. Educational games are very interesting to develop, and there are several advantages of educational games compared to conventional educational methods; one of the main advantages of educational games is the visualization of real problems. The purpose of this research is to apply power point-based educational games as a medium for preventing bullying behaviour in early childhood. This research method is both quantitative and qualitative. Quantitative data is data obtained by counting the number of correct answers chosen by students in the game, while qualitative data is obtained from observations, interviews and comments and suggestions from teachers. The results of the research resulted in Educational Game products in the form of Microsoft PowerPoint learning media which contain material, quizzes, practice questions, and games that can increase student motivation to prevent bullying at school, home, or in PAUD units

Key words: Learning Media, Education Games, Bullying, Anti Bullying, PAUD

Introduction
President Joko Widodo’s mission is to create an advanced Indonesia that is sovereign, independent and has personality through the creation of the Pancasila Student Profile. In this case, the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) seeks to create students who have a Pancasila Student Profile. One of them is the support of a school ecosystem that is conducive and mutually supportive. But to realize this mission is not an easy matter. Facts on the ground, currently the problems of students in the school environment still occur. Starting from cases of bullying, physical violence, drug abuse, fights between schools or brawls or sexual violence that occurred between students and involved teachers. The Directorate General of Early Childhood Education, Basic Education and Secondary Education of the Ministry of Education and Culture, Research and Technology stated that there are three grave sins in the world of education, namely intolerance, sexual violence and bullying.

Bullying is the abuse of power and aggressive behaviour that aims to hurt other people that is carried out by colleagues or peers repeatedly and involves an imbalance of power, either actually or according to the assumption
between the perpetrator and the victim (Olweus, 2013). Meanwhile, the American Psychological Association (APA) defines bullying as a form of aggressive behaviour that is carried out repeatedly and intentionally to cause discomfort or injury to the victim.

From these two definitions, it can be concluded that bullying is an aggressive behaviour that is carried out by a person or group of people intentionally and repeatedly with the aim of making other people feel uncomfortable or causing other adverse effects such as psychological, physical and social injury. In practice, this bullying phenomenon involves three parties, namely perpetrators, victims and bystanders. Bystanders to bullying behaviour refer to individuals who see bullying occurring physically, verbally, socially or cyberbullying, where bullying can be in the form of friends, colleagues, teachers, superiors, trainers, parents and many more (Assistant Secretary for Public Affairs (ASPA), 2019).

Based on data from the Indonesian Child Protection Commission (KPAI), in a period of 9 years, from 2011 to 2019, there were 37,381 complaints of violence against children. For cases of bullying or bullying both in the realm of education and social media, the figure reached 2,473 reports and continues to increase. Along with the times and the current era of globalization, various phenomena and problems are enveloping the world of education, including early childhood education. One of them is the problem of bullying. When we type the word “Bullying In School” in the Google search field, we will find as many as 83.2 million websites related to bullying. Bullying cases are so rampant that this behaviour has become a very concerning phenomenon in any part of the world, including Indonesia.

Bullying phenomena can occur in early childhood environments such as daycares, playgroups and kindergartens (Saracho, 2017b). Some behaviours that involve the child being taken out of the playgroup, being given nicknames who still bully in various shapes. There is no relationship between bullying behaviour and gender, but there is still a weak relationship that boys are more likely to do physical bullying. In addition, the child’s age aspect also has a significant impact that will be experienced by the victims and perpetrators of bullying themselves. For victims, of course it would be traumatic to come to school, school would become an unpleasant place, children would become depressed and afraid. Bullying perpetrators will get negative labeling for the child himself and if this is experienced by early childhood, it will have a negative impact on further development.

Abubakar (2018) states that there are still many people who think that in early childhood the attitudes and behaviour of children can be controlled so they think that bullying behaviour is normal in everyday life. However, bullying behaviour is a disorder experienced by children in the form of learned behaviours. In fact, bullying is behaviour that is not good, unhealthy, and socially unacceptable, because humans are not born to bully and bully weak people.

Bullying or bullying of students at school is a social problem that is widespread in schools and requires a comprehensive solution. The impact of bullying/bullying does not only affect students who experience bullying but also students who bully others and witness bullying (Ford et al., 2017; Mofe & Editor, 2012). Students may assume different roles in ongoing acts of bullying and have overlapping effects on the psychological functioning of the children participating. Students can also experience physical injury due to bullying behaviour. Bullying is considered a public health threat that affects individuals both mentally and physically (Blake et al., 2014).

Case study research conducted by Wahyu & Pransiska (2019) regarding bullying behaviour in children aged 5–6 years at Aisyiyah 29 Padang Kindergarten showed the result that the behaviour of children at Aisyiyah 29 Padang Kindergarten was identified as carrying out bullying behaviour (Bullying) and there are three types of bullying behaviour that are carried out, namely physical bullying behaviour (pushing, kicking, hitting, pinching, breaking things/toys), verbal bullying such as taunting, making fun of, yelling at, scolding, threatening/intimidating, and psychological bullying (mocking, isolating, being alone, looking gloomy, crying because they were laughed at, crying because they were scared). These behaviours occur almost every day and based on research results the perpetrators are always the same children, and the victims are also weak and the same children every day. In a journal entitled "Bullying Behaviour in Early Childhood", Hartati et al., (2020) describes the description of bullying behaviour of students aged 4–6 years in East Jakarta early childhood education institutions, DKI Jakarta Province, which is 35% who still bully in various shapes. There is no relationship between bullying behaviour and gender, but there is still a relationship that boys are more likely to do physical bullying. In addition, the child’s age aspect also has a significant correlation with bullying behaviour, namely students aged 6 years and over often show bullying behaviour (bullying) compared to students of other ages.
In bullying cases, the roles of bullying such as victims (victims), perpetrators (bullies), and bystanders are all influential (Doğruer & Yaratan, 2014). When discussing bullying, it is also important to draw attention to these dimensions, including:

a. Bully

The bullying dimension relates to the behaviour of intentionally hurting others verbally such as calling names sometimes accompanied by shouting, spreading rumors, making up stories as jokes, and mockingly imitating the way someone speaks, laughing behaviour, telling lies to make the victim look miserable, pointing, treating badly because of the characteristics of the victim, staring cynically, isolating the victim, rejecting the victim, sending inappropriate images, abusive messages, maliciously threatening via e-mail, instant messaging, or cell phone, and disturbing others using the victim's personal account but without permission. This form of bullying behaviour includes verbal, emotional, and cyberbullying.

b. Victim

The victim dimension is related to the behaviour received by victims of bullying from bullies, which includes being verbally abused by others such as being called names, sometimes accompanied by shouting, gossiped about, and ridiculed by imitating speech, laughed at, mistreated, stared cynically to be isolated, denied presence. or sent inappropriate images, abusive, malicious messages, threatened via e-mail, instant messages, or cell phones, and harassed by others using the victim's personal account but without permission. The forms of bullying behaviour experienced by victims include verbal, emotional, and cyberbullying.

c. Bystanders

The bystander dimension is related to the behaviour of those who see or witness bullying behaviour and the victim's suffering. Seeing others hurt verbally such as calling names sometimes accompanied by shouting, gossiping, mocking in public and ridiculing by imitating the victim's way of speaking as a joke, seeing other people tell lies so the victim looks miserable, and being laughed at, ridiculed to make the victim upset, seeing the treatment other people are not good because of the special characteristics of the victim, stare sarcastically at the victim to be isolated and rejected by others, see the victim sent inappropriate pictures, abusive messages, malicious threats via e-mail, instant message, or cell phone, and see the victim being disturbed by people others by using the victim’s personal account but without permission. The forms of bullying behaviour seen include verbal, emotional, and cyberbullying.

Beane and Rigby (in Doğruer, 2015) emphasize dividing bullying into two main categories, namely direct and indirect. Direct bullying involves hitting, kicking or making insults, offensive and sarcastic comments, or threats which can be physical or verbal. Meanwhile, indirect bullying refers to destroying and manipulating one's reputation, destroying relationships or status within a group, humiliating, embarrassing, bullying, gossiping, spreading lies or malicious rumors that hurt and sometimes creates pieces of writing such as graffiti and anonymous notes. , negative gestures and facial expressions. Next is Jen

a. Physical Bullying

Sullivan et al. (2005) stated that physical bullying is the most obvious form of bullying and occurs when a person is physically harmed, such as being bitten, hit, kicked, punched, scratched, spit on, tripped, pulled his hair, or other physical forms, or attacked.

According to Beane et al (Doğruer, 2015) defines physical behaviour as direct bullying which includes actions such as hitting, elbowing, scratching, restraining, choking, punching, twisting limbs into painful positions, grabbing hair, clamping bras, pushing into lockers, stabbing, hitting, throwing objects, taking lunch or lunch money, giving black eyes or scornful looks, stabbing, and mimicking fights. Rigby et al (in Doğruer, 2015) further describes physical bullying as examples of direct physical bullying such as attacking, kicking, spitting, throwing objects, and examples of indirect physical bullying such as intentionally and unfairly to someone, and remove or hide items.

b. Verbal Bullying

Sullivan et al. (2005) stated that verbal bullying is an act of making threats, such as abusive phone calls, extorting money or property, general intimidation or threats of violence, name calling, racist comments or taunts, language with sexual or insulting nuances, spiteful teasing or making statements that ruthless, and spread false and evil rumors. Rigby in Doğruer & Yaratan (2014) further categorizes verbal bullying as direct and indirect. Direct verbal bullying with “derogatory language, name-calling, humorous, cruel teasing and mocking”; and Indirect verbal bullying by “enticing others to insult or abuse a person, spreading malicious gossip, anonymous phone calls, and offensive text messages and e-mails”.

c. Emotional (social) bullying

According to Fried (in Doğruer, 2015), one type of bullying that is important and painful is emotional, which means "a type of abuse where there is no physical contact and no words are exchanged". With a simpler definition,
Olweus (in Doğruer, 2015) states that emotional bullying is "making dirty faces or gestures, deliberately excluding someone from a group, or refusing to fulfill the wishes of others".

It was explained that this type of bullying includes threatening behaviour such as snapping, blackmail and spreading gossip. Emotional bullying is defined by McGrath (in Doğruer, 2015) as harming other people’s self-concept. Fried (in Doğruer, 2015) divides emotional bullying into two subcategories as nonverbal and psychological. Nonverbal emotional bullying is exemplified by pointing, staring, laughing, rolling eyes, making faces, sticking out tongues, writing notes, drawing pictures, snapping people, using a third finger or other signature that implies "loser," "crazy," or innuendo. polite and sexual. On the other hand, psychological-emotional bullying is exemplified by indirect abuse such as exclusion, isolation, rejection, rejecting someone when someone tries to talk to you, avoiding, isolating, and ignoring. This may be a subtle act, or it may be overt.

McGrath (in Doğruer, 2015) defines relational bullying as harming others through damage or threats to relationships or feelings of acceptance, friendship, or group inclusion. Relational bullying is perhaps the most hurtful and most damaging in the long run because targets don’t feel bullied by one person but they feel bullied by an entire group of peers. The main goal of relational bullying is social exclusion thereby systematically reducing the victim’s sense of self and this can be done by gossiping, ignoring, isolating, excluding or avoiding.

d. Cyberbullying According to Haber (Doğruer & Yaranat, 2014) Cyberbullying is a recent development and occurs when technologies such as e-mail, cell phones, text messages, personal websites and blogs, or instant messages are used intentionally and repeatedly to harm other people. Sending abusive or malicious messages via e-mail, instant messaging, or cell phones, repeatedly sending threatening messages, using someone else’s online identity to send inappropriate words and pictures to anger the victim, are all examples of cyberbullying. Therefore, it can be concluded that the indicators of bullying behaviour include bullies aiming to hurt the victim, vulnerable to bullying, children who have parents who are too restrictive are more likely to become victims of bullying.

The cause of bullying occurs by several factors, ranging from external and internal factors. According to Ariesto (in Masdin, 2013) external factors that cause bullying are family, mass media, peers, and the socio-cultural environment. In addition, according to Pearce in (Yusuf, 2012) school factors are also one of the main reasons for bullying.

a. Family Some research results show that, the overprotective attitude of parents towards their children makes them vulnerable to bullying, children who have parents who are too restrictive are more likely to become victims of physical and psychological bullying, or bullying, from their friends, and parents. who overprotect their children from unpleasant experiences will make them more vulnerable to bullying practices, and children who have strict parents are the children most likely to experience bullying.

The parents’ life pattern is messy; parents divorce occurs, parents’ feelings and thoughts are unstable, their will and behaviour, parents berate each other, insult, fight in front of their children, are hostile and never get along, trigger depression and stress for them. children (Masdin, 2013). This triggers depersonalization for children who eventually become split personalities and bully.

According to Rigby (in Doğruer & Yaranat, 2014) parenting style is also an important factor influencing the manifestation of bullying traits. According to Dieter Wolke (in Masdin, 2013), everyone thinks bullying behaviour often occurs at school, but recent research results show that bullying really starts at home. He hopes that children
raised by strict parents are most likely to fall prey to bullies. If children are able to deal with difficult issues, then they know how to handle conflict. If parents are always taking over, then the children don’t have coping strategies and are more likely to become targets of bullying.

b. Mass media

Television and print media form patterns of bullying behaviour in terms of the shows they show. According to Wilson (in Masdin, 2013) shows on TV, films and other reading materials can have negative behavioural effects such as; anti-social, low sensitivity to violence, increasing fear of being a victim of violence/bullying, and learning aggressive attitudes.

c. School

According to Perace & Thompson (in Yusuf, 2012) the environment, educational environmental practices and policies affect the activities, behaviour, and interactions of students or students in academic schools. Feeling safe and valued is the basis for high academic achievement in school. If this is not fulfilled, then students or students may act to control their environment by carrying out anti-social behaviour such as bullying other people. Management and supervision of discipline in a weak academic environment will result in bullying behaviour.

d. Friends of the same age

One of the big factors of bullying behaviour is caused by the presence of peers who have a negative influence by spreading the idea (both actively and passively) that bullying is not a big problem and is a natural thing to do (Masdin, 2013). According to Djuwita Ratna in Masdin (2013) during his time, adolescents had a desire to no longer depend on their families and to start looking for support and a sense of security from their peer group. Thus bullying occurs because of demands for conformity. Some children bully in an attempt to prove that they can fit into a certain group, even though they themselves feel uncomfortable with the behaviour. The presence of peers as bystanders indirectly helps bullies gain power, popularity and status. In many cases, bystanders or peers who see them generally take a silent stance and do not want to intervene (Yusuf, 2012).

e. Socio-Cultural Environment

According to Masdin (2013) social environmental conditions can be a cause of bullying behaviour. The cultural criminal factor is one of the causes of bullying behaviour. In addition, one of the social environmental factors that causes bullying is poverty. Those who live in poverty will do anything to make ends meet, therefore it is not surprising that bullying among their friends often occurs in the educational environment.

In addition to external factors, there are internal factors that cause bullying, which include emotional and cognitive factors.

a. Emotion

Emotional health is very important for proper social and emotional abilities. Individuals in various bullying roles tend to have different levels of emotional difficulty. One of the most frequently studied negative outcomes of bullying is emotional distress, such as anxiety, depressive symptoms, and school avoidance. In fact, one reason bullying is often studied is because of the negative social and emotional outcomes of bullies and their victims. Victims tend to show high levels of emotional difficulties, such as depression, anxiety, loneliness, and difficulties with self-esteem (Jenkins & Nickerson, 2017).

b. Cognitive Santrock (2003) explains that cognitive processes at a higher level such as making decisions, reasoning, thinking critically, thinking creatively and metacognition are often referred to as executive functions. Experts argue that the executive function becomes stronger in adolescence and above. Adolescence is a time when a person is increasingly faced with making decisions. Even though these individuals are able to make good decisions, it does not mean that they will actually be able to realize them in everyday life, where there are many experiences that play a role. Reasoning is logical thinking that uses induction and deduction to reach conclusions. When viewed from a moral disengagement (Larrañaga et al., 2018) it is explained as a cognitive process in which individuals tend to justify their aggressive behaviour or distort the potential impact on others.

Efforts to prevent bullying can be done in various places and in various ways. One of the effective ways to realize the commitment to prevent bullying from an early age is to present a bullying prevention program at the PAUD level. This program is a proactive effort in the framework of preventive action, which can be in the form of: 1) Equalizing understanding of bullying between school principals, teachers, education staff and parents, 2) Providing a guidebook for bullying prevention, 3) Developing Procedural Operational Standards (SOP) for bullying prevention, 4) Developing Education Unit Level Curriculum (KTSP) containing bullying prevention, 5) Developing lesson plans. 6) Provide learning media 7) Provide bullying prevention teaching materials 8) Provide infrastructure that supports bullying prevention and 9) Bully prevention publication media.

In this study, efforts to prevent bullying in PAUD units were carried out with learning media in the form of power point-based anti-bullying educational games. The educational game that will be developed in this research is an educational game based on role-playing. The child will be shown an image with a bullying-themed story that can be heard via audio. The child is then asked whether or not the character in the story is doing well or not. After the child answers the questions, there will be further explanation via audio about the answers given, an explanation
Method

The method used in this study uses a Research & Development (R&D) development research approach. Research and development methods are research methods used to produce certain products, and test the effectiveness of these products (Sugiyono, 2016). In this step, the aim is to find out the level of feasibility and how the results of the implementation of Educational Game–Based Learning Media Using Microsoft Power Point are used as anti-bullying education. That in this paper will be presented the results of research on product trial steps, product revisions, and the final product. Based on the R&D research method, the research systematics that will be used in this study are as follows:

The location of the research was carried out in several kindergartens in Bandung district, class B, aged 5–6 years, with 60 people. The data collection techniques were carried out by interviews, observation and documentation. While the analysis was carried out using mix methods, namely a mixture of quantitative and qualitative methods. The stages of product research and development in this research include; that in this paper will be presented the results of research on product trial steps, product revisions, and the final product. This data analysis uses quantitative data in the form of scores or answers obtained from students who play anti-bullying educational games and uses descriptive qualitative for the interview results.

Results and Discussion

The results of planning an anti-bullying educational game as a learning medium for preschoolers, produces learning media that contains 4 short stories with 2 to 3 characters in each story. The four stories are presented in 4 games and are differentiated based on the type of bullying, including stories about physical bullying, verbal bullying, social bullying, and cyberbullying. The display of the educational game contains pictures, audio for listening to the story, and menus of dos and don’ts to respond to the story. After the child chooses an answer by clicking on one of the two choices, an audio will appear containing an explanation of the effects of the bullying.

From the results of the application of games to early childhood students as many as 60 students, in the physical bullying session as many as 57 students answered correctly that what was done in the picture was something that should not be done. All students do not know that this is physical bullying. 25 students admitted that they had
In the game on the theme of verbal bullying, 58 students answered correctly that what was done in the picture was something that should not be done, all students did not know that this was verbal bullying, they only knew the term mocking, and 50 students admitted that they had experienced this.

In the third session, namely social bullying, 40 students answered correctly that they chose to play by not choosing friends, all students did not know that this was social bullying, 10 students admitted that they had experienced this kind of bullying. In this session, 56 students answered correctly that the actions of the characters in these games were not good and all students did not know that this was cyberbullying. For more details can be seen in Figure 3.

The results of interviews with teachers show that teachers are greatly helped by this educational game because apart from being an exciting medium, this educational game can also provide new knowledge for early childhood students about types of bullying, the dangers of bullying, and shape the character of early childhood students so they can report incidents of bullying if they experience it.

**Conclusion**

From the application of these educational games, students enjoy playing anti-bullying game activities. But they feel the games are too few. From the answers of Kindergarten students in Bandung Regency, it was found that the majority were still experiencing bullying at home, in their neighborhood or at school. They do not understand this as a form of bullying. The most common type of bullying experienced by students is verbal bullying. Kindergarten teachers feel helped by the introduction of educational games about bullying because there have never been games with an anti-bullying context before.
References


