



The Effectiveness of Bullying and Violence Prevention: The Readiness of Universitas Terbuka Student Teachers for Safe Schools

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Abstract

This study aims to evaluate the readiness of prospective teachers at Universitas Terbuka in preventing bullying and violence in schools. The background of this research is driven by the high incidence of bullying in schools, which negatively affects student development. This research employs a mixed-method approach, collecting quantitative data through questionnaires and qualitative data through in-depth interviews. Participants consisted of 75 students in the quantitative survey and 25 students in the in-depth interviews. The results indicate that students have a good understanding of bullying and feel responsible for preventing it. There were no significant differences based on gender or semester, but there was a positive correlation between understanding of bullying and responsibility to prevent it. Participants also showed good skills in recognizing and handling bullying and felt supported by their schools. The main recommendations from this study are the need for more intensive training and stricter policies in bullying prevention. The implications of these findings suggest that ongoing support and effective policies are crucial for creating a safe and supportive school environment for all students

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INTRODUCTION

In order to prevent bullying and violence in schools, aspiring teachers must be well prepared and competent to deal with these kinds of situations. To provide them with classroom management, effective communication, and pedagogical abilities, extensive and ongoing training is necessary (Puspita et al., 2022). The main objective of initiatives to stop bullying is to create a physically and psychologically secure school environment (Rizkyanti et al., 2020). In order to establish a secure and welcoming learning environment, aspiring teachers must be prepared to meet the demands of the profession

(Noya & Kiriwenno, 2024). Every student should be able to learn in a safe and supportive atmosphere, free from bullying, through clear policies and suitable training programs (Ima Fitri Sholichah & Laily, 2022).

School violence can make students feel fearful due to the pressure they face, which can lower their academic performance and possibly result in their expulsion from the school (Paulina, 2023). In addition to physical violence, psychological violence in schools can also take the form of threats, intimidation, teasing, and insults, all of which can traumatize the victims (Nurochim & Ngaisah, 2020). The rising number of child abuse incidents in families, communities,

and schools in recent years has made this problem worse (Nafilatul Ain et al., 2022).

Child abuse will persist in various forms over time, often associated with the socioeconomic status of middle-class and lower-class families, as well as internal discord (Ahmad et al., 2021). One in nineteen women (aged 15 to 64) reported having suffered sexual violence other than from their relationship, according to a survey done by the Ministry of Women's Empowerment and Child Protection, the Central Statistics Agency, and the Demographic Institute of the University of Indonesia (Hudat et al., 2022). To stop violence in schools, it is critical to recognize and put into practice interventions and measures meant to stop or lessen bullying (Yulianingrum et al., 2023). A growing number of children are at danger of becoming victims of sexual abuse due to the rise in child violence cases between 2021 and 2022, which includes bullying and discrimination instances (Azizah et al., 2024).

A number of factors affect potential elementary school teachers' preparedness to become educators. Studies have shown that understanding of Education for Sustainable Development (ESD) (Erlina, 2021), literacy in digital economics moderated by gender (Rio Aditya & Fiky Prakoso, 2023), technological pedagogical content knowledge (TPACK) (Perdani & Andayani, 2022), and readiness for implementing national assessments (Kusumaningrum & Abduh, 2022) are some of the most important factors in determining how ready future teachers are to become teachers. Furthermore, Samitra & Hadiwinarto (2022) have carried out assessments of student teachers' preparation for teaching biology, using their pedagogical content knowledge (PCK) as a basis for evaluation. All of these studies highlight how crucial it is to have pedagogical expertise, subject-matter knowledge, and the capacity to foster a safe and encouraging learning environment in order to protect kids' welfare and stop problems like bullying and violence in schools.

This research aims to increase awareness about the importance of equipping potential teachers with comprehensive and enduring preparation to effectively address bullying and violence. Prospective teachers might receive the essential direction and assistance in fulfilling their jobs from well-defined policies and efficient training programs. As a result, our research helps to ensure that kids may learn and grow in a safe setting free from pressure and fear, as well as to improve the quality of education overall. This study also highlights how, with the right training, aspiring educators can play a big role in bringing

about changes that will make schools safer and more welcoming to all children.

METHOD

Research Design

In order to fully comprehend the preparedness of UT student teachers to confront and prevent bullying and violence in schools, this study uses a mixed-methods methodology. This approach improves the validity and reliability of the research by fusing quantitative data from surveys with qualitative insights from in-depth interviews (Hands, 2022). The study attempts to offer a more comprehensive knowledge of the topic under examination by combining both quantitative and qualitative data. This methodology allows for adaptability in tackling intricate research inquiries and may result in more resilient outcomes (Hands, 2022). Joint displays that combine these techniques can make comparisons easier and improve the study as a whole.

Participants

Potential instructors enrolled in the UT education program participate in the study. Researchers used purposive sampling to select participants, enabling them to select individuals who are most pertinent and capable of providing in-depth knowledge on the subject under investigation. One hundred students in all took part in this study: twenty-five took part in in-depth interviews, and seventy-five took part in the quantitative survey. Participants were selected because they had completed at least one semester of the education program and had either an internship or actual teaching experience in a school.

Tools for Gathering Data

Questionnaires for quantitative data collection and interview guides for qualitative data collection make up the data collection tools utilized in this study. We created the surveys based on markers of prospective teachers' preparedness to deal with bullying and violence in schools. This tool measures knowledge, attitudes, and skills related to bullying prevention through closed-ended questions on a 5-point Likert scale. The interview guides were intended to provide more insight into how potential teachers perceived, dealt with, and handled bullying and violent events in schools.

Procedures for Data Collection and Analysis

The research gave online questionnaires to 75 people for this study, and based on their

responses, we selected 25 participants. We then conducted in-depth interviews with these participants. Thematic analysis of interview data and statistical analysis of questionnaire answers. Triangulation is a data gathering strategy that combines several data collection techniques (Donkoh, 2023). We utilized it to incorporate the findings from both data sources, thereby improving the validity and dependability of the research. The study employs triangulation and a mixed-methods approach to provide a thorough understanding of UT student teachers' preparedness to address bullying and violence in schools, along with actionable suggestions for improving their readiness ((Hands, 2022).

RESULTS AND DISCUSSIONS

Results

This study aims to assess UT student teachers' readiness to address and prevent bullying and violence in schools. Using a mixed methods approach, the study gathered both quantitative and qualitative data to gain a comprehensive understanding. From the analysis of participant data, which consisted of 75 students, the gender distribution was 48% male and 52% female. Age data showed that the majority of participants were in the 20-25 year age group (60%). No data was missing, ensuring the validity of the results.

Quantitative results showed that the majority of participants had a fairly adequate knowledge of bullying and its negative impacts, with average scores of 3.40 and 3.11 on a 5-point Likert scale. Attitudes towards bullying prevention were also positive, with an average score of 2.84. However, skills and readiness in recognizing signs of bullying and taking preventive actions showed greater variation, with average scores of 3.00 and 3.05. ANOVA analysis showed no significant differences in knowledge about bullying based on age groups, while linear regression results indicated that attitudes towards bullying prevention had a significant positive effect on readiness for bullying avoidance.

Based on Table 1, the analysis of variables influencing students' readiness for bullying prevention reveals diverse levels of knowledge, attitudes, experiences, and skills. Knowledge of bullying and violence in schools has a mean score of 3.40, with a standard deviation of 1.35 and a variance of 1.811, indicating a wide range of understanding from very low (1.00) to very high (5.00).

Table 1. Descriptive Statistics

| | N | Minim | Max | Mean | | Std. | Varian |
|----|----------|----------|----------|-----------|-------|-----------|----------|
| | Statisti | um | Statisti | Statistic | Std. | Deviation | ce |
| | c | Statisti | c | | Error | Statistic | Statisti |
| | c | c | c | | | | c |
| X1 | 75 | 1.00 | 5.00 | 3.4000 | .1553 | 1.34566 | 1.811 |
| X2 | 75 | 1.00 | 5.00 | 2.8400 | .1483 | 1.28442 | 1.650 |
| X3 | 75 | 1.00 | 5.00 | 3.2667 | .1510 | 1.30832 | 1.712 |
| X4 | 75 | 1.00 | 5.00 | 3.1067 | .1617 | 1.40051 | 1.961 |
| X5 | 75 | 1.00 | 5.00 | 2.9467 | .1575 | 1.36454 | 1.862 |
| X6 | 75 | 1.00 | 5.00 | 3.1867 | .1538 | 1.33248 | 1.775 |
| X7 | 75 | 1.00 | 5.00 | 2.7467 | .1655 | 1.43408 | 2.057 |
| Y | 75 | 8.00 | 22.00 | 15.1600 | .3631 | 3.14531 | 9.893 |

Attitudes toward bullying prevention show a mean of 2.84 (SD = 1.28; variance = 1.650), reflecting a fairly positive overall attitude, with responses ranging from strongly disagree to strongly agree. Bullying experiences during practicum have a mean score of 3.27 (SD = 1.31; variance = 1.712), suggesting that many students report moderate to high levels of experience. School support in addressing bullying has a mean score of 3.11 (SD = 1.40; variance = 1.961), demonstrating considerable variation, with most students perceiving adequate support. Readiness for bullying prevention shows a mean of 2.95 (SD = 1.36; variance = 1.862), highlighting significant differences in preparedness among students. The ability to recognize signs of bullying has a mean score of 3.19 (SD = 1.33; variance = 1.775), suggesting that most students feel moderately capable of identifying bullying. Actions to prevent bullying have a mean of 2.75 (SD = 1.43; variance = 2.057), reflecting substantial variation, with some students feeling very prepared while others are less ready to act. Finally, the overall readiness score for bullying prevention has a mean of 15.16 (SD = 3.15; variance = 9.893), indicating that most students exhibit fairly high readiness, with scores ranging from 8.00 to 22.00.

The data reveals significant variation in knowledge, attitudes, experiences, support, readiness, ability to recognize signs of bullying, and actions to prevent bullying among students. Overall, students demonstrate a good level of knowledge and readiness in addressing and preventing bullying; however, certain aspects require further improvement. School support

shows varied results, indicating a potential need for additional intervention to ensure consistent and effective assistance for all students. Qualitative results from in-depth interviews highlight several key themes related to the readiness of prospective teachers for bullying prevention. Participants reported direct experiences with bullying during their teaching practice and identified it as a serious issue that necessitates immediate attention. Most participants felt capable of recognizing signs of bullying and expressed confidence in taking preventive actions, although they acknowledged the need for further training. The prevention strategies employed by participants included anti-bullying programs, counseling, and approaches grounded in local wisdom.

Discussion

The findings of this study reveal that UT student teachers have a fairly adequate knowledge of bullying and its impacts, but there are variations in their skills and readiness to take preventive actions. Positive attitudes towards bullying prevention significantly affect prospective teachers' readiness, indicating that self-efficacy and emotional intelligence play important roles in their career readiness as teachers. Negative school support for bullying prevention readiness indicates that there may be counterproductive factors within that support, requiring further investigation to understand the reasons behind these findings.

Government policies and educational institutions' support in the implementation of anti-bullying programs are critical. Practical training and experience are key in enhancing the readiness of prospective teachers. Participants who felt they lacked practical training indicated a need for improved training programs that focus more on real-life situations in the field. Implementing firm policies and providing effective mentor support can help prospective teachers better address bullying.

This study's limitations include its limited sample size to a single university and its failure to cover all variables potentially influencing the readiness of prospective teachers. Further research with larger and more diverse samples, as well as a more in-depth analysis of school support factors, can provide a more comprehensive understanding. These findings provide a basis for the development of more effective policies and training programs for prospective teachers in Indonesia.

CONCLUSION

This study reveals that UT student teachers possess knowledge and positive attitudes towards bullying prevention, yet practical skills and support from schools still need improvement. Positive attitudes significantly enhance readiness in bullying prevention, while perceived ineffective school support indicates a need for evaluation and enhancement. Practical suggestions include improving practical training and implementing firm anti-bullying policies. Therefore, integrated efforts are required to ensure that prospective teachers are prepared to create a safe and bullying-free school environment.

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