



ANALYSIS OF LITERARY LEARNING AS A MEDIA FOR CULTIVATING ANTI-BULLYING IN EARLY CHILDHOOD EDUCATION TEACHERS

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ABSTRACT

Bullying in early childhood has become a serious concern that requires preventive actions through character education. Literature can be an effective medium to instill anti-bullying values by fostering empathy and social awareness in children. This study aims to analyze the effectiveness of using literature as a teaching medium for anti-bullying values among Early Childhood Education (PAUD) teachers in Kelurahan Bahagia, Bekasi Regency. This research employed a descriptive qualitative approach involving 21 PAUD teachers through participatory training and mentoring. Data were collected through observation, questionnaires, and documentation. The results show that 80% of participants successfully implemented literature-based anti-bullying learning in the classroom. Teachers improved their ability to select relevant literary works, apply interactive storytelling techniques, and integrate moral messages into daily learning. The findings highlight literature's potential to strengthen character education in early childhood.

Keywords: literature learning, anti-bullying, early childhood teachers, character education

INTRODUCTION

Bullying is an act that causes physical, verbal, or psychological harm. Although often associated with elementary or middle school-aged children, bullying behavior is also beginning to appear in children in Early Childhood Education (PAUD). This is a serious concern because early childhood is a crucial period for character formation (Pangabebean et al., 2023).

Observations in Bahagia Village, Babelan District, Bekasi Regency, revealed several key issues in the character education process for early childhood. First, early childhood education (PAUD) teachers still focus more on basic skills such as reading, writing, and arithmetic (calistung). Character education, particularly anti-bullying values, has not been prioritized in teaching and learning activities. Second, the use of children's literature as a medium for character education is still very limited. Teachers are not yet skilled at selecting stories that align with anti-bullying themes or linking the story content to children's daily experiences. Third, there are cases of mild bullying between children in the PAUD environment, such as teasing, hitting, or taking a friend's belongings without permission. Ironically, many parents consider this behavior normal and therefore provide little support at home. Fourth, the minimal involvement of parents and the community in

supporting children's character education results in the positive values taught in schools not being properly internalized in everyday life.

Based on these issues, children's literature offers a potential alternative learning medium. Children's stories, fairy tales, and poems can convey moral messages in an engaging way, build empathy, and encourage children to understand social values such as tolerance and cooperation (Mahdavikia et al., 2024). Therefore, training is needed for early childhood education teachers to integrate literature into their lessons as a medium for instilling anti-bullying values.

METHOD

This study used a qualitative descriptive approach. This approach was chosen because it allows for an in-depth description of the process and outcomes of teacher training in integrating literature as a medium for instilling anti-bullying values. The subjects were 21 early childhood education (PAUD) teachers in Bahagia Village, Babelan District, Bekasi Regency. Data were obtained through observation, questionnaires, interviews, and documentation during the training.

The research phase began with a preliminary study to identify teachers' needs regarding literature-based character education. Next, the team developed a training module covering basic bullying concepts, bibliotherapy techniques, and literature learning strategies. The core activity consisted of participatory training combined with literature learning simulations. Following the training, direct classroom mentoring was conducted to ensure teachers were able to implement the acquired skills. Evaluation was conducted through questionnaires and reflections with participants to assess the effectiveness of the activity.

The data collection instruments consisted of observation guidelines, closed-ended questionnaires, and semi-structured interview guides. Observations were used to assess teacher engagement during training and teaching practices. Questionnaires were used to measure participants' perceptions of the relevance of the material, the quality of delivery, and the benefits gained. In-depth interviews were conducted with selected teachers to obtain more detailed information regarding the challenges and experiences in implementing anti-bullying-based literature learning. Documentation in the form of photographs and activity notes served as supporting data.

RESULTS AND DISCUSSION

The training demonstrated that the majority of teachers actively participated in each session and reflected on their experiences in discussions. A questionnaire survey revealed that 80% of participants stated that the material was easy to understand and relevant to classroom learning needs. The evaluation table shows that most respondents felt they had acquired new skills, particularly in selecting literary works relevant to anti-bullying themes. Furthermore, 90% of participants expressed satisfaction with the program and expressed willingness to participate in similar programs in the future.

Table of participant questionnaire evaluation results:



No.	Statement	Strongly agree	Agree	Neutral
1	Material is easy to understand	16	3	2
2	Material relevant to needs	13	6	-
3	The resource person delivered the material clearly	16	4	1
4	Improving knowledge about literacy and literature	18	3	-
5	Get new skills	17	4	-
6	Appropriate implementation time	17	4	-
7	Adequate facilities and infrastructure	14	7	-
8	Actively involved in activities	17	4	-
9	Feel satisfied participating in activities	19	2	-
10	Willing to participate in similar activities	16	5	-

Interpretation of the table indicates that the training activities successfully improved teachers' understanding and skills. The majority of participants assessed the material provided as not only relevant but also applicable to everyday learning. Teachers felt more confident in selecting stories, fairy tales, or poems that could instill empathy and respect for peers. This aligns with research by Gregory and Vessey (2004), which found that bibliotherapy effectively fosters prosocial behavior through reading materials.

Furthermore, the success of this training reinforces the findings of Praditama et al. (2023) that storytelling can function as a medium for developing anti-bullying character in early childhood. Teachers who previously had limited knowledge of children's literature are now able to develop more creative lesson plans. Some teachers even involve parents in storytelling activities, creating continuity between learning at school and at home. Thus, literary learning is not only a means of entertainment but also a strategic instrument in character education.

CONCLUSION

This study concluded that anti-bullying literature-based learning training effectively improved the skills of early childhood education (PAUD) teachers. Evaluation results showed that most teachers understood the material, were satisfied, and were able to implement the new skills in the classroom. Through this activity, teachers gained not only conceptual understanding but also practical skills in selecting and using literary works as a medium for character education.

Thus, literary learning can be used as a preventative strategy to suppress bullying behavior from an early age. Going forward, similar programs involving parents and the community are needed to further instill anti-bullying values. Furthermore, further research can be conducted to measure the long-term impact of literary learning on children's social-emotional development.

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