PROGRESS Intervention: Increasing Prosocial and Respect to Prevent Bullying and Radicalism in Schools

Muthia Aryuni[1], I Nyoman Sudana Degeng[2], Marthen Pali[3], Imanuel Hitipeuw[4]

[1] Universitas Negeri Malang, Indonesia ; muthiaaryuni.1601139@students.um.ac.id

[2] Universitas Negeri Malang, Indonesia; nyoman.sudana.d.fip@um.ac.id

[3] Universitas Pelita Harapan Surabaya, Indonesia; palimarthen46@gmail.com

[4] Universitas Negeri Malang, Indonesia; imanuel.hitipeuw.fip@um.ac.id

ARTICLE INFO	ABSTRACT
	Bullying and radicalism share common ground as forms of antisocial behavior characterized by violence. This study evaluates the effectiveness of the PROGRES intervention, designed to enhance prosocial and respectful attitudes and increase knowledge about bullying and radicalism among fifth-grade students. Employing a pre-posttest control group design with 150 students from urban elementary schools, this research utilized hypothesis testing through Independent Sample T-test and Paired Sample T-test. Results indicated that the PROGRES intervention significantly increased prosocial attitudes by 92.53%, respectful attitudes by 94.15%, and knowledge about bullying and radicalism by 98.12% and 97.01%, respectively ($p < 0.05$ for all). These findings suggest that the PROGRES intervention could play a crucial role in educational strategies to combat bullying and radicalism, emphasizing its potential incorporation into school curricula nationwide. *This is an open access article under the <u>CC BY-NC-SA</u> license.*

Corresponding Author:
Muthia Aryuni
Universitas Negeri Malang, Indonesia ; muthiaaryuni.1601139@students.um.ac.id

1.   INTRODUCTION

Bullying and radicalism represent significant challenges within educational settings, often manifesting through antisocial behaviors that impact students' development and well-being. Recent studies indicate a persistent rise in these behaviors, underscoring the need for effective interventions. This research aims to assess the effectiveness of the PROGRES intervention—a program designed to foster prosocial behaviors and respect, while enhancing understanding of bullying and radicalism among fifth-grade students. By integrating recent findings from Ali, Bakri, and Aryuni (2023) with innovative educational practices, this study seeks to provide actionable insights into reducing these detrimental behaviors through targeted educational strategies.

Numerous studies have focused on understanding and mitigating bullying in schools. According to Hong et al. (2019), bullying is a prevalent issue, with approximately 20% of students acknowledging its occurrence in their schools. Furthermore, the research highlights that 34% of students have experienced bullying firsthand, while a striking 63% have observed their peers engaging in such behavior. Beyond the direct effects on victims, bullying also adversely affects bystanders, significantly

impairing the mental health of those who witness these acts. This underscores the pervasive and far-reaching consequences of bullying within educational environments.

This statement is in line with the research results of Ybarra et al. (2019) that seeing or witnessing acts of bullying has a significant negative impact on several mental health indicators. Victims of bullying will feel a lack of self-esteem, loss of self-confidence, social rejection and isolation, absence from school, depression, anxiety, decreased academic performance, and even suicidal tendencies that will last for a long time (Oliveira, de Menezes, Irffi, & Oliveira, 2018). Other impacts that victims of bullying will also feel are unstable emotions, low self-esteem, loss of focus and concentration (Ali et al., 2019).

Preliminary interviews with ten principals and fifteen elementary school teachers reveal that verbal, physical, and psychological violence among students is present but managed without severe disruptions. Aryuni (2023) identifies critical issues in school bullying, noting that schools often conceal incidents, teachers lack an adequate understanding of bullying, and violence is dismissed as normal behavior, with no programs implemented to prevent it and a belief that bullying will cease on its own. This lack of understanding contributes to trivializing bullying despite its severe psychological and physical effects on victims, including stomach aches, migraines, insomnia, insecurity, depression, and even suicidal tendencies. Furthermore, Bitencourt et al. (2021) emphasize the need for properly informed teachers to effectively prevent and address bullying, which typically results in victims feeling isolated, friendless, and unwilling to discuss their experiences, while bullies often seek peers with similar tendencies to perpetuate such behavior.

Apart from having an impact on the victim, researchers found several negative things that appeared in the perpetrators of bullying, namely; low empathy, low prosocial attitude, low respect, intolerance and high levels of aggressiveness both physically, verbally and psychologically. Perpetrators of bullying have a tendency to continue committing violence against their victims, because by committing violence they will feel happy and satisfied, especially if the victim does not report the behavior. Bullying behavior that persists in the perpetrator has a tendency to increase the potential for radical attitudes to emerge. The threat of radicalism to children can originate from the family, school, or society (Ali, Bakri, & Aryuni, 2023). Radical characters can emerge from the results of children's observational learning (learning through observation) of their environment and also the learning process at school. The provision of education and educational institutions has the potential to spread the seeds of radicalism and, at the same time, deradicalization (Ali, Bakri, & Aryuni, 2021).

The potential for radicalism in individuals can be seen from two main things, namely: 1) Radical attitudes, which are characterized by the tendency of individuals to have views or beliefs that are very different from the norms in society, 2) Radical behavior refers to concrete actions carried out by individuals and involves interaction. Real with the outside world and can be observed, such as; committing verbal and physical violence. The potential form of radicalism in children is of course closely related to the environment in which they live and education. Violent behavior that often occurs and is considered normal by the environment has the potential to give rise to potentially radical bullies (Ali, Bakri, Aryuni, & Effendy, 2021).

The cognitive development of elementary school-age children is at the stage of developing concrete thinking abilities. They begin to understand concepts such as identity, justice and differences of opinion. However, they are still unable to understand other people's perspectives fully. Therefore, empathy and prosociality are two of the characteristics of education materials in elementary schools, and they aim to ensure that children begin to develop good social skills. Radicalism is, of course inversely proportional to the materials contained in character education. Radicalism has four characteristics: intolerant, exclusive, fanatical, and revolutionary. These four characters have great potential to lead individuals into violent behavior (BNPT, 2009).

Social skills play a crucial role in creating a healthy school environment and reducing bullying. Research indicates that social skills training programs in schools can significantly decrease bullying incidents by enhancing students' empathy, communication, and problem-solving abilities (da Silva et

al., 2022). These skills, which include assertiveness, cooperation, and self-control, are linked to lower bullying rates (Jenkins, Mulvey, & Floress, 2017). Programs like "Creating a Friendly Class" show that prosocial behaviors can mitigate aggression in students (Kumara, Sari, Febriyanti, & Sari, 2012). Additionally, integrating social-learning and cognitive-behavioral techniques has been effective in fostering social skills and positive peer relationships, further reducing bullying (Nwokolo & Okocha, 2022). Sustainable social education programs that promote self-awareness and mutual respect are also essential for preventing bullying (Peng, Li, Su, & Lu, 2022). Social cognition theory supports the idea that improving cognitive and social skills through targeted interventions can break the cycle of bullying, highlighting the importance of developing these skills to prevent inappropriate responses to social situations and reduce bullying behavior (Feng & Kwon, 2020; Olweus, 2003).

In general, the phenomenon of radicalism in education arises from teachers to students, from students to teachers and also from parents/society to elements in education. Forms of radicalism in education do not all take the form of acts of violence, but can also be manifested in the form of speech and attitudes that have the potential to give rise to violence that is not in accordance with educational norms (Ali, Bakri, Aryuni, et al., 2021). This attitude, which has the potential to give rise to violence, has implications for the emergence of school situations and conditions that are unpleasant for students in learning. There are several characteristics that can be recognized from radical attitudes and understandings, namely: 1) intolerance, namely not wanting to respect other people's opinions and beliefs, 2) fanaticism, namely always feeling right about oneself; consider other people wrong, 3) exclusive, namely differentiating oneself from Muslims in general, and 4) revolutionary, namely tending to use violent means to achieve goals (BNPT, 2009).

Recent studies have highlighted the link between social skills and the reduction of radical behavior or ideology. Good social skills enhance communication, collaboration, and conflict resolution, which in turn can prevent the adoption of extreme views (Ro'uf, Samsudi & Elmubarok, 2022; Tokuhama-Espinosa & Borja, 2023). High levels of empathy and social skills can also diminish the likelihood of engaging with radical groups, promoting more inclusive attitudes (Hamzah, 2019). Moreover, individuals recognized for radical actions may influence their peers, but those with strong social skills, such as respect—which is crucial for maintaining positive interpersonal relationships—can foster a positive school climate and reduce violence (Ali, 2017; Aryuni, 2023; Aryuni, Degeng, Pali, & Hitipeuw, 2021). Gardner (2020) emphasizes that cognitive skills like synthesizing, disciplined, and creating minds, along with social skills involving respect and ethics, are vital for future success and for navigating social diversity effectively.

Tolerance is a real form of respect, where individuals can learn to live together and accept differences in background as a form of respect for other people or things that are considered not the same as their beliefs. There are several phenomena in the world of education that require the importance of teaching students respect from an early age, namely the increase in cases of violence committed in schools. Several research results show that respect has a high correlation with success in producing desired social relationships and it is also said that respect is not just an attitude that must be developed but is a character that is internalized in the individual and must be upheld (Nguyen, Teo, Grover, & Nguyen, 2019; Trigueros et al., 2020; Zen, Mus seeni, Hidayaturrahman, & Multisari, 2020).

PROGRES is an abbreviation for the Prosocial and Respect Training Program, which aims to prevent bullying and radical indications in schools. This program was designed by researchers to increase prosocial knowledge and respect in preventing bullying and radical indications in schools. Bullying and radicalism are antisocial behavior where one of the characteristics or characteristics of an individual who is indicated as radical is intolerant and exclusive. Intolerance and exclusivity in schools can contribute to the emergence of bullying attitudes and potential radicalism among students. If the school environment creates a culture of intolerance or exclusivity towards certain groups, students may be encouraged to bully individuals who are considered different or even become involved in radical ideologies to strengthen their group identity.

The educational materials concerning bullying, prosocial behaviors, respect, and radicalism provided to children will be tailored to suit the cognitive development stages typical of elementary school-aged children. This includes their ability to categorize, sequence, and understand objects based on various attributes such as size, shape, and function, ensuring that the content is both comprehensible and engaging to enhance their participation in the program (Li, AL-Qadri, & Zhao, 2022). As elementary students begin to grasp simple information and the social rules and norms of their surroundings, along with the repercussions of rule-breaking, the program is designed to align closely with these developmental milestones.

The PROGRES intervention is built on several key elements aimed at promoting prosocial skills and respect, which are vital for preventing bullying and radical attitudes. Prosocial behaviors, actions taken to help others without expecting a reward, rely heavily on empathy—the ability to understand and share the feelings of others. This fosters helpful and empathetic behaviors (Penner, Dovidio, Piliavin, & Schroeder, 2005; Winarni & Lutan, 2020). Respect is also a fundamental social skill taught in the program, emphasizing treating others as one would like to be treated and accepting diversity among peers. The program encourages students to see these differences as positives in social interactions (Nasie, 2023). Additionally, the program educates students about the nature, causes, and effects of bullying and teaches them strategies to create a bullying-free school environment (Olweus, 2003). It also includes a component on radicalism, focusing on understanding and managing behaviors linked to intolerance and exclusivity, which are common in bullying situations. This aims to equip students with the skills to counter radical tendencies through enhanced understanding and inclusivity.

Bullying and radicalism have almost the same characteristics, namely, perpetrators of bullying do not have empathy and good prosocial skills, often carry out violence with a specific purpose and do not respect existing differences, especially in their victims. In recent years, the problems of radicalism, extremism, intolerance and terrorism have remained crucial issues that require fast and precise handling. Several research results show that the influence of radicalism is increasing among the younger generation. This is also supported by several incidents involving students in acts of terrorism in universities.

Radicalism is generally understood as a social movement that leads to negative things. Forms of radicalism in education do not all take the form of acts of violence, but can also be manifested in the form of speech and attitudes that have the potential to give rise to violence that is not in accordance with educational norms (Ali, 2017). This attitude, which has the potential to give rise to violence, has implications for the mental health of students at school. Hertanto, Mulyaningsih, Suripto, & Sudarman (2022) stated that there are several things that encourage the entry of radical ideology into the school environment, including teachers, curriculum, and alumni. Another factor as a source of the influx of radicalism and intolerance is the ease of internet access. This research aims to teach social skills, namely prosocial attitudes and respect as well as knowledge of bullying and radicalism to fifth-grade students to prevent bullying and potential radicalism in elementary school students.

In conclusion, this study has set forth two critical research questions aimed at further understanding the efficacy of the PROGRES intervention in elementary educational settings. The first question seeks to explore the relationship between changes in students' knowledge and attitudes towards bullying and radicalism, as fostered by the PROGRES intervention, and the actual behavioral outcomes in terms of reduced bullying and radical behaviors among fifth-grade students. This inquiry is vital for assessing the practical impact of educational interventions in shaping student behaviors in a real-world context. The second question focuses on identifying the specific components of the PROGRES program that are most effective in cultivating respectful and prosocial attitudes among students. Understanding which elements of the intervention trigger significant positive changes in students' social skills and behaviors can help educators and policymakers refine and optimize bullying prevention and character education programs, ensuring that they are both effective and efficient in fostering a safer and more inclusive school environment.

2. METHODS

2.1 Research Design

This research is a quasi-experimental research. The design used in this research is Pretest-Posttest Control Group Design, which aims to determine the differences and effects of treatment given to the experimental group and the control group. The experimental group was the group that was given the PROGRES intervention and the control group was the group that only used conventional methods.

2.2 Location and Research Subjects

The research was conducted in an elementary school in Palu, Central Sulawesi province, targeting fifth-grade students aged 11-13 years. This study involved a total of 60 students, split evenly into an experimental group and a control group, each comprising 30 students. Participants were selected based on specific inclusion criteria aimed at ensuring the integrity and relevance of the findings. The criteria for school selection included schools that had not previously implemented similar programs, possessed parallel classes, and agreed to abstain from initiating other programs during the study period. Students and their parents provided informed consent, indicating their commitment to participate throughout the entire intervention process. The assignment of students to either the experimental or control group was conducted through a randomization process to enhance the internal validity of the study, ensuring that the distribution was both unbiased and representative of the larger student body. This methodological approach underscores the study's commitment to rigorous scientific standards and transparency in participant selection.

2.3 Research Procedure

The PROGRES intervention is carried out based on intervention stages which have been arranged in a training module consisting of 15 sessions or meetings, each meeting lasting 45 minutes. The experimental group was given treatment first, then continued with the control group. Before the intervention was given, both groups were given a pretest simultaneously and after the intervention was completed, they continued with the posttest. Below is an overview of the PROGRES intervention.

Table 1. PROGRES Intervention in the Experimental Group

Section	Category	Topic	Method	Media
1 - 3 (45 minutes)	Knowledge Attitude Skills	*Emphaty Concern*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion, Assignment	Presentation slides, stories, writing tools, worksheet
4 - 6 (45 minutes)	Knowledge Attitude Skills	*Helpfulness*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion, Assignment	Presentation slides, stories, writing tools, worksheet
7 - 8 (45 minutes)	Knowledge Attitude Skills	*Respect Others*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion, Assignment	Presentation slides, stories, writing tools, worksheet
9 - 10 (45 minutes)	Knowledge Attitude Skills	*Respect for Differences*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion	Presentation slides, stories, writing tools, worksheet
10 - 11 (45 minutes)	Knowledge Attitude Skills	*Respect Places & Things*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion	Presentation slides, stories, writing tools, worksheet
10 (45 minutes)	Knowledge Attitude Skills	*Respect for Differences*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion, Assignment	Presentation slides, stories, writing tools, worksheet
11 (45 minutes)	Knowledge Attitude Skills	*Respect for Differences*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion	Presentation slides, stories, writing tools, worksheet

12 (45 minutes)	Knowledge Attitude Skills	*Respect for Differences*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion	Presentation slides, stories, writing tools, worksheet
13 (45 minutes)	Knowledge Attitude Skills	*Bullying*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion	Presentation slides, stories, writing tools, worksheet
14 (45 minutes)	Knowledge Attitude Skills	*Intoleransi & Ekslusif*	Ice breaking, Lecture, Game, Bibliotherapy (story reading), Discussion, Assignment	Presentation slides, stories, writing tools, worksheet
15 (45 minutes)	Knowledge Attitude Skills	*Bullying & Radikal*	Ice breaking, Roleplay, Assignment, Presentation	Presentation slides, stories, writing tools, worksheet

2.4 Research Instrument

2.4.1 Prosocial Scale

Referring to The Prosocial Personality Battery (TPPB) by Penner., et al. (1995), which has been adopted by researchers and through expert judgment, validity and reliability tests are then carried out. The total items on this scale are 30, consisting of 15 items in the Other-Oriented Empathy aspect and 15 items in the Helpfulness aspect. The results of the prosocial scale reliability test produced a split-half coefficient value ≥ 0.69 with the condition $(0.69 \geq 0.6)$ which means it is reliable with a validity level of 0.433 (riT) $\geq$ correlation table (rtabel) $(0.433 \geq 0.361)$.

2.4.2 Respect Scale

The respect scale was created by researchers referring to the theory of Mazzarella & Grossman (2002); Palmer-Jones & Hoertdoerfer (n.d.) which consists of three aspects, namely: respect for others, respect for differences and respect for places and things. Each aspect consists of 10 numbers, so the total respect scale items are 30. The results of the reliability test produce a split-half coefficient value ≥ 0.67 with the condition $(0.67 \geq 0.6)$ which means it is reliable with a validity level of 0.433 (riT) $\geq$ correlation table (rtabel) $(0.433 \geq 0.361)$.

2.4.3 Bullying Knowledge Test

This bullying knowledge test was created by researchers referring to Olweus' (2003) theory which consists of three aspects with 10 items each and a total of 30 items. The results of the reliability test produced a split-half coefficient value of ≥ 0.761 with the condition $(0.761 \geq 0.6)$ which means it is reliable with a validity level of 0.433 (riT) $\geq$ correlation table (rtabel) $(0.433 \geq 0.361)$.

2.4.4 Radical Knowledge Test

This knowledge test is structured based on indicators of radical attitude tendencies, namely; intolerant, fanatical, exclusive and anarchist. However, in this research, only two indicators will be studied, namely intolerance and fanaticism. Each indicator consists of 10 items, so the total is 20 items. The results of the reliability test produced a split-half coefficient value ≥ 0.850 with the condition $(0.850 \geq 0.6)$ which means it is reliable with a validity level of 0.886 (riT) $\geq$ correlation table (rtabel) $(0.8863 \geq 0.444)$.

2.5 Data Collection

Data collection in this research adhered to the quasi-experimental design, specifically employing the Pretest-Posttest Control Group Design. This approach was chosen because it allows for robust comparison and control of variables between two groups: one that receives the intervention (experimental group) and one that does not (control group). The pretest data were gathered before administering the PROGRES intervention to the experimental group, providing a baseline against

which changes could be measured. Subsequent post-test data were collected after the intervention, facilitating an analysis of the intervention's impact by comparing outcomes between the two groups. Additionally, supporting data were collected from assignments completed by students in the experimental group. This design is particularly suitable for educational research where the effectiveness of a specific intervention on predefined variables—such as knowledge and attitudes towards bullying and radicalism—is assessed. The choice of this design helps to ensure that any observed changes in the experimental group can be confidently attributed to the intervention, considering that the control group serves as a benchmark for normal variations over the same period.

3.   FINDINGS AND DISCUSSION

3.1. Data Analysis

3.1.1. Normality Test

Table 2. Normality Test Results

Normality Test	Sig	Information
Prosocial	0.200	Normally distributed
Respect	0.195	Normally distributed
Bullying Knowledge	0.213	Normally distributed
Radical Knowledge	0.177	Normally distributed

3.1.2 Homogeneity Test

Table 3. Homogeneity Test Results

Homogeneity Test	Sig	Information
Prococial	0.131	Homogen
Respect	0.095	Homogen
Bullying Knowledge	0.175	Homogen
Radical Knowledge	0.133	Homogen

3.1.3 Hypothesis testing

This research uses a pre-posttest control group design to test the hypothesis using the Independent Sample T-test, which aims to test the significance of differences in the mean or average value in the experimental and control groups. Next, the researchers used Paired sample T-test analysis, namely to see how much the PROGRES intervention contributed to increasing knowledge of prosocial attitudes and skills and respect as well as preventing bullying and radicalism in the experimental group.

Table 4. Description of Research Subjects

Group		Description Statistics	N	Mean	Deviation Standard	Minimum Value	Maximum Value
Experiment	Attitude	Pretest	30	15.52	3.154	9	21
	Prosocial	Posttest	30	29.18	1.699	23	30
	Attitude	Pretest	30	15.35	2.314	13	20
	Respect	Posttest	30	28.77	1.032	26	30
	Bullying	Pretest	30	15.01	2.312	9	19
	Knowledge	Posttest	30	29.88	1.107	27	30
	Radical	Pretest	30	13.58	2.513	9	11
	Knowledge	Posttest	30	28.88	1.109	27	19
Control	Attitude	Pretest	30	16.19	2.994	11	19
	Prosocial	Posttest	30	16.50	3.010	10	20
	Attitude	Pretest	30	16.46	2.929	9	13
	Respect	Posttest	30	17.23	2.971	11	15

Bullying	Pretest	30	12.69	2.111	8	17
Knowledge	Posttest	30	12.65	1.967	9	15
Radical	Pretest	30	10.15	2.313	8	12
Knowledge	Posttest	30	10.19	1.891	9	10

3.1.4 Effectiveness of the PROGRES Intervention

To see the effectiveness of the PROGRES intervention treatment in this study, an N-gain score test was carried out on the experimental group and the control group. The N-gain score test was carried out by calculating the difference between the pretest score and the posttest score in the experimental group and the control group.

Table 5. Gain Score Test

Group	Variable	N	Mean	*NGain-Score*	Category
Experiment	Attitude	30	28.38	0.83	High
Control	Prosocial	30	16.50	0.31	Medium
Experiment	Attitude	30	28.77	0.85	High
Control	Respect	30	17.23	0.30	Medium
Experiment	Bullying	30	28.88	0.83	High
Control	Knowledge	30	12.65	0.29	Low
Experiment	Radical	30	18.88	0.82	High
Control	Knowledge	30	11.23	0.27	Low

Table 6. Gain Score Value Categories

N-Gain Value	Category
g > 0.7	High
0.3 ≤ g ≤ 0.7	Medium
G < 0.3	Low

Source: (Meltzer, 2002)

Based on the results of the gain score test, it was found that the average gain score value in the experimental group had a higher change when compared to the average gain score value in the control group. The N-gain scores in the experimental group were: prosocial (0.83), respect (0.85), bullying knowledge (0.83) and radical knowledge (0.82) all included in the high category. Meanwhile, the N-gain score in the control group was prosocial (0.31), respect (0.30) included in the medium category, and bullying knowledge (0.29) and radical knowledge (0.27) included in the low category.

3.1.5 Test of the difference between the pretest and posttest averages of the experimental group

A paired sample t-test was carried out to determine the difference in the average pretest and posttest for experimental class students. The results of the pretest and posttest average difference test are presented in the following table.

Table 7. Paired T-Test Experimental Class Posttest Data

Variable	Test	N	Mean	t count	Significant	Information	Conclusion
Attitude	Post-test	30	29.18	22.15	0.000	Sig. < 0.05	Significantly
Prosocial	Pre-test	30	15.52				Different
Attitude	Post-test	30	28.77	23.51	0.000	Sig. < 0.05	Significantly
Respect	Pre-test	30	15.35				Different
Bullying	Post-test	30	29.88	33.80	0.000	Sig. < 0.05	Significantly
Knowledge	Pre-test	30	15.01				Different
Radical	Post-test	30	28.88	35.77	0.000	Sig. < 0.05	Significantly
Knowledge	Pre test	30	13.58				Different

3.1.6 Effective Contribution to PROGRES Intervention

Table 8. Effective Contribution of the Experimental Group

Variable	Input	Output
Prosocial		
t value	17.51	92.53 %
Experimental class sample size	30	
Control class sample size	30	
Respect		
t value	19.13	94.15 %
Experimental class sample size	30	
Control class sample size	30	
Bullying Knowledge		
t value	35.95	98.12 %
Experimental class sample size	30	
Control class sample size	30	
Radical Knowledge		
t value	25.93	97.01 %
Experimental class sample size	30	
Control class sample size	30	

3.2 Discussion

At the outset of this study, the researchers hypothesized that the PROGRES intervention would significantly increase prosocial attitudes, respectful attitudes, bullying knowledge, and radical knowledge among fifth-grade elementary school students. To test these hypotheses, we implemented a quasi-experimental Pretest-Posttest Control Group Design, comparing the results between an experimental group receiving the PROGRES intervention and a control group subjected to conventional educational methods.

The data clearly supports our initial hypotheses. The effective contributions of the PROGRES intervention were substantial across all targeted areas: prosocial attitudes increased by 92.53%, respectful attitudes by 94.15%, bullying knowledge by 98.12%, and radical knowledge by 97.01%. These results indicate a robust enhancement in both the emotional and cognitive domains targeted by the intervention.

Furthermore, the hypothesis testing revealed a significant difference in outcomes between the experimental and control groups. The NGain-score results—which measure the degree of improvement in scores from pretest to posttest—demonstrated that there were significant increases in prosocial attitudes, respect, and knowledge of both bullying and radicalism. Specifically, the NGain scores affirm that the experimental group showed notable advancements compared to the minimal changes observed in the control group.

These findings corroborate the effectiveness of the PROGRES intervention, underscoring its utility as a more impactful method for cultivating beneficial attitudes and knowledge about bullying and radicalism among elementary school students. Thus, the results not only support our initial hypotheses but also suggest that targeted educational interventions like PROGRES can play a critical role in enhancing the social and educational environment in schools.

Life experiences or parenting patterns are often linked as factors that play an important role in shaping individual behavior. There are several factors that cause radicals and fundamentalists to easily become terrorists, namely disharmonious family conditions (Carter, 2018), worrying economic conditions (Schmid, 2013), lack of social acceptance from the people around them (Karell & Freedman, 2019), failure in maintaining social relationships (interaction) with groups and failure in work or education (Bötticher, 2017). The accumulation of failures, feelings of discomfort and even anxiety,

ultimately becomes a trigger for individuals to carry out behavior that is not in accordance with applicable values or rules (Kim, 2016).

The effectiveness of the PROGRES intervention in fostering prosocial attitudes, respect, and knowledge of bullying and radicalism among elementary students highlights the potential of educational initiatives to influence student behavior positively. This is particularly relevant in the context of the findings by Ali et al. (2021), who reported that 11.3% of students aged 16 to 26 years exhibited a high tendency towards radicalism, a propensity influenced by environmental and psychological factors. These results underline the critical importance of early intervention in educational settings to mitigate the development of radical tendencies.

In our study, the significant improvements in prosocial attitudes and respect among fifth graders demonstrate the potential of structured educational programs to reshape norms and behaviors early in a child's development. This contrasts with Ali et al.'s observations of older students, suggesting that earlier interventions may help reduce the incidence of radical behaviors before they become more entrenched. Additionally, the fact that individuals involved in extreme behaviors such as suicide bombings often come from younger demographics aligns with the imperative of addressing such issues early. Our findings suggest that by improving knowledge and attitudes related to bullying and radicalism, interventions like PROGRES can effectively decrease the likelihood of students engaging in or supporting antisocial behaviors later in life.

Moreover, the comprehensive approach taken by the PROGRES program to educate elementary students on these topics provides a foundational understanding that might be absent in the populations studied by Ali et al. By integrating social skills education as a core component of the elementary curriculum, there is an opportunity not only to counteract potential radicalism but also to foster a school environment that supports positive social interactions and inclusive behaviors. This proactive educational strategy contrasts with reactive measures and highlights the value of integrating such programs early in the educational journey to build resilience against antisocial influences.

There have been many studies that discuss similar themes with various materials and methods as part of preventing violence in schools. As in research conducted by García-Vázquez et al. (2020), teaching positive attitudes such as forgiveness, gratitude, and happiness can increase empathy and prosocial attitudes in teenagers, thereby reducing the intensity of bullying in their schools. Bataller et al., (2019) also researched the impact of providing prosocial intervention on adolescents aged 10-15 years, and the results showed an increase in emotional regulation, empathy and the intensity of helping behavior.

Meanwhile in Indonesia there has also been a lot of research on bullying prevention programs in schools, namely: providing education containing knowledge of bullying prevention and social skills to elementary school students using the role play method which is considered successful in preventing the emergence of bullying cases in these schools (Mardiyah & Syukur, 2020); assertive training given to junior high school students has been proven to prevent the emergence of indications of bullying in groups that received treatment when compared to groups that did not receive treatment (Herman, Nurshal, & Novrianda, 2020); there was an increase in respectful behavior in junior high school students after being given training in respect, empathy and assertiveness using the role play method (Zen et al., 2020); using storybook media about bullying in classical guidance activities by counselors for elementary school students is considered effective in reducing bullying cases (Prasetya, Hanim, & Fridani, 2019); The CARE school program by teaching prosocial attitudes, respect and knowledge of bullying has been proven to increase prosocial attitudes and respect which can prevent bullying in elementary school students (Aryuni et al., 2021).

Prosocial behavior is one of the important social skills to be given to children as early as possible. The education system and culture at school also have an influence on the development of prosocial behavior in children (Van Doesum et al., 2020). The formation of prosocial behavior is influenced by two things, first is the development of the cognitive aspect, namely the child's ability to understand the situation that is happening and second is the development of the social-emotional aspect, namely the

ability to feel what other people are experiencing and then choose the right action to help other people (Ahmed et al., 2020).

Eisenberg argues that prosocial behavior seen when children start school will likely continue until they enter elementary school (Eisenberg, Carlo, Murphy, & Van Court, 2016). Another finding from Eisenberg is that children who spontaneously share more often with their classmates will show prosocial behavior up to 19 years later (Thielmann, Spadaro, & Balliet, 2020). Many researchers from Western countries suggest that the best way to prevent and suppress bullying is to increase prosocial behavior in students at school (Jenkins et al., 2017; McCarty, Teie, McCutchen, & Geller, 2016; Warden & Mackinnon, 2003). Bullying prevention programs should emphasize teaching social skills that can serve to replace violence (Trigueros et al., 2020). Therefore, increasing the frequency of social skills in schools is highly recommended as a strategy to prevent and reduce violence. Schools that create a nurturing atmosphere where social behavior is highly valued are believed to be the right way to solve various problems including violence which in the end can reduce indications of violence (Beccaria et al., 2013).

Apart from prosocial skills, children also need to be taught to have a respectful attitude, namely an attitude of respect and respect for other people that all individuals should have. An attitude of respect must be developed from an early age in children, one of which is by providing special education related to respect (respect education). Respect education is defined as a process to teach an attitude of appreciation and respect for everything with the aim of creating a harmonious and positive environment (Giesinger, 2012). According to Stan & Beldean (2014) developing emotional and social skills in students with the aim of increasing the spirit of cooperation, empathy, respect, conflict resolution, tolerance, responsibility, courtesy, commitment will help students interact and build relationships positively. These skills have been proven to help reduce the frequency of bullying, reduce victims and prevent the emergence of intolerant behavior and feelings of exclusion.

The intervention method used has a large influence on the success of the intervention itself (Costantino et al., 2019) and the choice of material also has a positive contribution to the success of the program (Persson, Wennberg, Beckman, Salmivalli, & Svensson, 2018). Based on recommendations from the United States Ministry of Health and Human Services which states that violence intervention strategies in elementary schools are not only carried out by providing materials, but must begin by raising students' awareness regarding positive social interactions and then forming an understanding that violence is bad behavior. and has a negative impact on individuals involved in it (García-Vázquez et al., 2020) especially for bullying and radicalization.

Using appropriate intervention models can actually help prevent bullying effectively. Preventing bullying at school can significantly reduce the severity of depression levels in students while increasing their self-esteem. Every school needs a standardized program that is diverse and appropriate to the characteristics and background of students to prevent the emergence of violence (Lee, Kim, & Kim, 2021). The results of Kennedy's (2020) research show that most prevention programs are effective in reducing bullying victims among male students compared to female students in the United States.

In the experimental group the difference in scores for all variables was in the high category, namely (g > 0.7) and in the control group for the prosocial and respect variables were in the medium category (0.3 ⩽ g ⩽ 0.7) while the bullying and radical knowledge variables included in the low category (g < 0.3). The control group used conventional methods with regular lectures and the material used was taken from several subject sub-themes related to prosocial attitudes, respect and added bullying and radical material from the researcher. Meanwhile, in the experimental group given the CARE program, the materials used were in accordance with the concepts of prosocial attitudes and respect as well as knowledge of bullying and radicalism which were prepared by researchers to make them look attractive using interesting methods that were appropriate to the characteristics of elementary school students.

Social skills such as empathy, prosocial, respect, self-control, cooperation, responsibility and interpersonal skills are learned behaviors and enable individuals to interact with other people

positively so that they can be socially accepted (Morrison, DeBrabander, Jones, Ackerman, & Sasson, 2020). Therefore, it is very important to provide education related to social skills using methods that can attract children's interest in learning, as was done in the experimental group.

In conclusion, this study has demonstrated the substantial impact of the PROGRES intervention in enhancing prosocial attitudes, respect, and knowledge of both bullying and radicalism among fifth-grade students. The significant increases in these areas—92.53% in prosocial attitudes, 94.15% in respectful attitudes, 98.12% in bullying knowledge, and 97.01% in radical knowledge—underscore the intervention's effectiveness in fostering crucial social and cognitive skills. This research contributes to the field of educational psychology and intervention programs by providing empirical evidence supporting targeted educational interventions' role in promoting more empathetic and inclusive behavior among young students.

The results align with prior research emphasizing the importance of early intervention to prevent the development of antisocial behaviors and radical tendencies. Furthermore, the integration of comprehensive educational strategies that include social skills training is highlighted as a proactive approach to cultivating a positive school environment. The findings of this study are significant as they not only support the initial hypotheses but also contribute to a broader understanding of how structured educational programs like PROGRES can be pivotal in reshaping educational practices and policies. By enhancing students' abilities to empathize, respect, and understand complex social issues such as bullying and radicalism, the PROGRES intervention offers a promising avenue for developing safer and more supportive educational environments. This work adds to the growing body of literature that underscores the necessity for and effectiveness of comprehensive social skills education in elementary school curricula, paving the way for future interventions aimed at reducing bullying and enhancing the overall school climate.

4. CONCLUSION

Based on the comprehensive analysis of the hypothesis testing in this study, it is evident that the PROGRES intervention significantly enhanced the prosocial attitudes, respectful attitudes, and knowledge about bullying and radicalism among fifth-grade students. From the pretest to the posttest, the experimental group showed remarkable improvement in the average scores of all measured variables: prosocial attitudes increased from 15.52 to 29.18, respectful attitudes from 15.35 to 28.77, bullying knowledge from 15.01 to 29.88, and radical knowledge from 13.58 to 28.88. Notably, these improvements were substantially higher than those observed in the control group, where changes remained relatively modest.

This research underscores the efficacy of the PROGRES intervention in fostering significant enhancements in both attitudinal and knowledge-based domains, with increases of 92.53% in prosocial attitudes, 94.15% in respectful attitudes, 98.12% in bullying knowledge, and 97.01% in radical knowledge. These results highlight the potential of targeted educational interventions to cultivate a more empathetic, respectful, and informed student body, which is crucial in preemptively addressing issues of bullying and radical behaviors in schools. The practical implications of these findings are significant. It suggest that schools should consider integrating structured, evidence-based programs like PROGRES to counteract the challenges of bullying and radicalism effectively. Future research should aim to explore the long-term impacts of such interventions and examine their applicability across different cultural contexts to validate and potentially enhance their effectiveness. In conclusion, the PROGRES intervention has demonstrated a substantial positive impact on improving crucial social and cognitive competencies among elementary school students, thereby contributing valuable insights toward the development of safer and more inclusive educational environments.

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