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2Bs Program: 'I'm a Buddy, not a Bully'

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Foreword

Since its establishment in 2000, the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) has served as a regional centre mandated to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region.

As educators are faced constantly with great challenges in the fast-shifting world of global interconnectedness, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past in order to learn to live together. In this regard, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences, practical integration of holistic EIU pedagogies and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of unique cases over the past seven years. This year, five new cases are introduced with series number 31 to 35.

The Malaysian public, including the Malaysian Ministry of Education, was increasingly alarmed by the rising number and the worsening gravity of bullying

cases in the country. In response to demands to swiftly address the school-based problems urgently before they go out of control, a group of researchers led by Dr. Jamalsafri Saibon of the School of Educational Studies, Universiti Sains Malaysia, came up with the “2Bs Program: I’m a Buddy, not a Bully.” Utilizing a variety of creative and fun pedagogical approaches, the programme aims to raise awareness of students and teachers about the realities of bullying and to provide them with opportunities to critically reflect on their potential roles in addressing them. Although still in its initial stages, the programme has significant potential to be duplicated and adopted in various school contexts, enhancing the viability of schools as crucial channels in fostering a Culture of Peace throughout the Asia-Pacific region.

I believe that through this programme, various good practices can be widely shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region. In doing so, I sincerely wish that the EIU Best Practices cases continue to spread inspiration to create further openness, equality and diversity in the Asia-Pacific region and beyond.

I would like to extend my heartfelt appreciation to the Malaysian National Commission for UNESCO and the Universiti Sains Malaysia for their kind cooperation in sharing their experiences.

December 2013



CHUNG Utak
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a culture of peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms

and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.

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Lastly, we wish to thank APCEIU for giving us the opportunity to spread the program by publishing this monograph. We are hoping for a world without bully but instead full of buddy.

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2Bs Program: 'I'm a Buddy, not a Bully'

1. Introduction

Schools, whether boarding schools or daily schools, play the role to facilitate and accommodate students' learning, playing and socializing among them. However, in order for these roles to be carried out, an important element that should be keenly preserved in school is safety. Not only that schools should be safe for students and teachers alike but should also be viewed as safe by them. Unfortunately, increasing reports from the mass media on cases of bullying create speculations of safety in schools. In the worst case scenario, there are reports of students who died as the result of being bullied by their peers in schools.

What is bullying?

Bullying is defined in numerous and various ways in academic circles. The definitions laid out in the following sentences and paragraphs will prove useful in understanding the program in the succeeding pages.

Roland (1998) defines bullying as "long-standing violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend himself in actual situation."

According to Rigby (2008), bullying behavior is a negative behavior either in the form of physical, verbal, psychological, boycott and extortion. Bullying is usually done by one person or a group of students directly or indirectly, to the victims of bullying. Bullying behavior occurs physically, verbally, power or influence is more prevalent than bullying victim with intent to injure, creates a feeling of fear or pressure the victim.

Meanwhile, Ferore (1999) defines bullying as “when another student, or group of students, says or does nasty and unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she does not like.”

However, as opposed to the definition of bullying itself, what is actually the act of bullying? Do we really know what we exactly mean by bully behavior? Olweus (1993) defines: “We say someone is bullying when he or she hits, kicks, grabs, or shoves you on purpose. It is also bullying when a student threatens or teases you in a hurtful way. Moreover, it is also bullying when a student tries to keep others from being your friend or from letting you join in what they are doing. It is not bullying when two students of about the same strength argue or fight.”

If we are to talk about the types of bullying which have been identified as bully behavior (Donahue, 2004), here are a few examples:

- Direct Bullying: behavior such as teasing, taunting, threatening, hitting, and stealing.
- Verbal Bullying: taunting, teasing, name calling, spreading rumors.
- Physical Bullying: hitting, kicking, destroying property, recruiting a friend to assault someone for you.
- Verbal (passive) Bullying: obscene gesturing, excluding others from a group, manipulating friendship.
- Cyber Bullying: sending threatening email or instant messaging, assault by using unknown identification, insulting people in social networking sites (e.g. Facebook, twitter, etc.).
- Sexual Harassment: a form of bullying in which the intent is to demean, embarrass, humiliate or control another person on the basis of gender or sexual orientation.

Why does bullying happen?

A number of research studies have explored the several causes of bullying. Though the results are not totally consistent, some significant variables can be identified. These can be categorized as individual factors, family dysfunction factors, socio-cultural factors, group influence factors, and school factors (Lam & Liu, 2007).

Another important factor that causes bullying as proposed by Jamalsafri (2009) is the lack of knowledge and awareness among students on the behavior of

bullying. According to him, having little knowledge on bullying causes students to have incorrect perceptions about bullying. Students might perform certain acts which are actually classified as bullying behavior without them realizing it. He also claimed that there is a significant negative correlation between the knowledge levels of bullying with the level of bullying among the students. It is clear that students with high knowledge levels of bullying tend to have low level of bullying behavior whereas students with low level knowledge on bully tend to have high level of bullying behavior. It is based on these research findings that the founding of the 2Bs Program: ‘I’m a Buddy, not a Bully’ has been initiated.

2. Description of the Program

What is 2Bs Program?

The 2Bs represent the two words that start with letter B, namely bully and buddy. The program is based on the assumption that a buddy relationship between two or more students may possibly reduce bully behavior to zero. Thus in 2010, the 2Bs Program: ‘I’m a Buddy, not a Bully’ was created and designed to create awareness about bullying among school students using creative pedagogical approaches.

Who initiated the program?

The program was conducted by a group of researchers from the School of Educational Studies, Universiti Sains Malaysia (USM) who are currently senior lecturers. Dr. Jamalsafri Saibon is the head of the researchers with the help of three senior lecturers, Dr. Abdul Jalil Ali, Dr. Syed Mohamad Syed Abdullah and Dr. Rabiatul-Adawiah Ahmad Rashid.

What resources made the program possible?

The program is funded by the Division of Industry and Community Network, USM under its Division of Industry and Community Network Grant. The School of Educational Studies USM extended their support throughout this program. The State Educational Department, the schools and the respondents of the survey also gave their unwavering support.

2.1 Goals and Objectives

Bullying cases are reportedly increasing which signify that the problem is embedded in the culture among the students. Several local and overseas studies found that factors such as peer influence, social status, family and school have a significant relationship with bullying behavior among students in school. However, based on interviews conducted, researchers have discovered that students and teachers have less knowledge and awareness about bullying. This resulted in having wrong perception about bullying. Sometimes students do not realize that an ordinary act they committed against a friend is actually bullying behavior.

Thus, the main objective of the 2Bs Program is to enhance knowledge and create awareness for both students and teachers regarding bullying behavior that occurs in school. It also aims to educate and train students to become bullying conflict-solvers and to be proactive bystanders to help the victims of bullying. The program hopes to help the management and administrators in schools in dealing with bullying problems by establishing a bully prevention operating room. Hence, 2Bs' Club at school can be established in order to positively change the attitude of the students with bullying behavior. By achieving these aims, schools are able to maintain the students' proper attitude toward the bully, contributing to their holistic development in a safe and an environment conducive for learning.

2.2 Main Targets of the Program

The program is conducted especially for students and teachers in boarding schools because of their comparatively high rate of bullying cases. Recently, the issue of bullying in schools does not only lead to injury but has resulted in loss of lives. For instance, in April 2004, Malaysians were shocked by the death of a Form 4 student from one of the boarding school in Malaysia, after being bullied by a group of high school seniors. In June 2010, people were jolted again with another death of a 16-year old student who was kicked by his seniors and was believed to have died after his head was banged to the floor. Both of these cases happened in boarding schools in Malaysia.

Based on the report by the Malaysian Ministry of Education, the number of bullying cases has increased from year 2000 to 2005. Preventive actions and

measures should be implemented to decrease and eventually stop the number of bullying cases in school.

Bullying cases trigger insecurity in terms of physical, social and emotional development among students while studying in schools. The current situation contradicts the National Child Policy which focuses on the rights of survival, protection, development and participation of the children so that they can enjoy the opportunity to achieve a holistic development in an environment conducive to learning.

Penang was selected as the location for the program since this kind of program has never been conducted in this place unlike other states in Malaysia.

However, this program was only implemented within the three schools in Penang. These schools were selected because of the different orientations type of schools; sport-based, religious-based and academic-based. Bullying cases trigger insecurity in terms of physical, social and emotional development among students while studying in schools. The current situation contradicts the National Child Policy which focuses on the rights of survival, protection, development and participation of the children so that they can enjoy the opportunity to achieve a holistic development in an environment conducive to learning.

The program was carried out in three different orientations of boarding schools in Penang. The program was implemented in SMKA Al-Irshad; religious-based (02/11/2011), SMK Seri NIBUNG; academic-based (11/03/2011) and SMK Mutiara Impian; sport-based (17/11/2011) with the participation of nearly 200 students. It is important that school orientations be adapted to the school-specific contexts since there are various kinds of students. They are made up of students who are identified as bullies, victims, bystanders, Peer Mentor Club members (PRS) and regular students. Bullies and victims are chosen as the main targets because they are the most affected in bullying cases. This can be proven by the Noran study (2004) which found out that students who are the victims of bullying tend to skip school, have low self-esteem, high anxiety, depression and eventually commit suicide. Some studies argued that the bully is also affected by psychological disorders. Therefore another aim of the programme is to train school prefects and members of the PRS to solve bullying conflicts wisely. Other students who normally would be the bystanders will be taught with positive values to proactively help victims of bullying.

2.3 Pedagogy/Teaching Methods

The 2Bs Program was implemented in three major phases. The first phase aims to enhance knowledge and create awareness of bullying problems on the students through creative and fun pedagogy approaches, as well as the execution of the 'I'm a Buddy, Not a Bully' campaign. The second phase focuses on the rehabilitation to prevent bullying behavior whereas the third phase is mainly about a program on how to develop student potential to fully diminish bullying behavior. Since the last two phases are still in progress, the succeeding paragraphs will be devoted to describing the general outline of the first phase.

The concepts underlying the first phase involve the extensive use of creative and fun pedagogical approach, which was introduced by Dr. Andrei Aleinikov. The first phase uses a system of four stations that has its own specific theme related to bullying. This approach will equip the target groups with the knowledge, awareness and actions to be taken when dealing with bullying situations. The creative and fun pedagogical approach includes utilizing the elements of art such as music, sculpting, poetry, acting, dancing, paper collaging, and puppetry under the theme of bullying. This was presented and guided by facilitators, counsellors and teachers who had undergone training.

By using creative and fun pedagogical approach the program was able to draw active support from the participants. This kind of approach helps the students understand and prepare them to handle unpleasant bullying situation. Different from the classroom teaching style, which only gives a theoretically based situation, the approach combines both class lectures and practical application.

The schedule of Phase 1 of the “2Bs Program: I’m a Buddy, Not a Bully” begins early in the morning and ends in the late evening. It starts with the opening ceremony, followed by a series of lectures aimed to enhance knowledge and create awareness about bullying.

The lectures were carried out based on the assumption that increasing the students’ knowledge and awareness of bullying problems in schools will lead to changing students’ perceptions toward bullying behavior. The topics discussed include the definition of bullying, types of bullying, the characteristics of a bully, victim and bystander, the effects of bullying, actions that should be taken when dealing with bullying cases and bullying in the school regulations. After the

lectures, the students were divided into four groups. Each group was assigned to any of the four stations for the next activity.

The next activity involves four stations that ran simultaneously and end with the closing ceremony. The four stations highlighted the character of the bully which is the main objective of this activity.

The first station entitled ‘My Best Friend’ introduced the concept of buddies as the solution to the bullying problem. The creative and fun pedagogical approaches that were utilized include a sculpture performance, storytelling, and rhyme and dance in the form of 'diamond.' The first station ended with a summary by the facilitators on teaching the students to appreciate the meaning of friendship by increasing their respect for each other.



In the second station entitled ‘Be Part of the Solution, not Part of the Problem’, the characters of a bully, a victim and a bystander were discussed and performed through mannequin/puppet act, dialogue and acting spontaneously based on the situation, helping the students comprehend the situation of each character. Every student has the possibility to become any of the three characters. Hence, as a bully, a victim and a bystander, they can experience the unpleasant situation and at the same time be trained to solve the bully conflicts wisely.



The third station is entitled 'What is in My Mind?' The objective of this station is to show and understand the feelings of a bully, victim and bystander, as well as the necessary actions needed when dealing with bullying. Through watching videos, coloring, matching and making paper collage activities, the students were given the opportunity to discuss and reflect the meaning of bullying in actual situations.

The final station was 'Hati Buddy' which is about a game that gives the participants the opportunity to reflect on all the activities. This station uses the game mode approach wherein the effects of bullying behavior on the emotional, social and intellectual sides of the victim and the bully were discussed in positive ways.

The basis of this program is the counselling process strategy of fun and creative pedagogical approaches. This can establish a relationship between the counsellor and the students. The joint exploration of the counsellor and the student trying to identify and specify the problem may result in finding the solution in bullying situations. In the process of problem identification, various solutions and follow-up actions were discussed. Hence, this alternative approach of group counselling was able to attract the students' attention and interest to share their thoughts and ideas. While the students are having fun with the game, they learn and understand the bullying behavior without pressure.



The program has also successfully established 'I'm a Buddy, not a Bully' Club at the boarding school where all the students who participated in this 2Bs Program automatically become members. The club, which comprises most of the Form 4 students, will be the seniors at the hostel next year. These seniors will then act and behave not as a bully but instead as a buddy to the newcomers. With the aim to combat the bullying behavior in the school hostel, the club will run year-round activities such as campaigns and other activities with the counsellors and wardens monitoring to enhance the knowledge and create awareness of bullying behaviors. However, the operations of this club are allowed only within the hostel compound. For a club to be established at the school level, it has to comply with the strict procedures set forth by the Ministry of Education.

At the end of this program, the students made an agreement to change their bullying culture into that of the buddy culture by stamping their palms on the banner of the program that has "I'm a Buddy, not a Bully" written on it. They also wrote a few sentences about the anti-bullying phrases on the banners. The 2Bs Program has received enthusiastic commendations from counsellors, wardens and school administrators who believed that the program served as a significant and effective tool in attracting the participation and cooperation of the students.

Upon the completion of the program for the students, the next program was held on March 20, 2013 which emphasized the transfer of skills to the teachers, hostel wardens and counsellors. Compared to the program for students, this program was slightly adjusted by focusing more on searching for the solution to the bullying problem. Like the program for students, the program for teachers also involves four stations.

The first station entitled “The Ecology of Bullying” focused on discussing and searching on who should take the lead in solving the bullying problems among the students. The participants were assigned different characters such as parents, teachers, government, society, peers and students as contributors to solve the bullying problem. However, the discussion regarding this matter revealed that everybody has the role to play in solving the problem. Station two entitled “Be Part of the Solution, not Part of the Problem” created awareness on the teachers on how to deal with the bullying problems and situations. Teachers need to know bullying in real situations. They are usually not being informed in spite of the full awareness of the bullying situations occurring nowadays.

Station three focused on the procedure on how to deal with bullying situations. A game of crossword puzzle was introduced to make the teachers understand bullying in real situations. The last station, ‘Hati Buddy’ was about a game that gave the participants the opportunity to interpret and share the knowledge they gained throughout the activities.

3. Relevance to EIU

Education for International Understanding (EIU) promotes peace, equality, respect and understanding for diversity. Such principles of equality and non-discrimination are vital to lay the foundation for an educational system that supports human rights and justice. EIU seeks to empower the learners and individuals by enhancing their critical thinking. It encourages education that combats prejudices and discrimination which often lead to conflict and violence.. It also helps educators and learners to develop their capacity to actively and creatively engage the community and educational settings, aligning them to a Culture of Peace advocated by UNESCO. Thus, 2Bs Program is in line with the mandate of EIU, promoting a Culture of Peace.

Among the various sub-themes of EIU, peace education and education for global and local justice are closely related to the 2Bs Program, which is also in line with the seven trust of Universiti Sains Malaysia (The Future, Uniqueness, Sustainability, Humanity, Universality, Change, and Sacrifice).

EIU, especially education for peace, calls for respect for all peoples and

their culture, awareness of the global interdependence among peoples and nations, fostering abilities to enter into constructive dialogue with others, and encouraging ways to participate in solving problems of the community. Like other conflicts, bullying in schools has been an issue for decades. If the issues of bullying in schools are neither solved nor alleviated, how much more when it comes to solving more complicated global problems? Accordingly, whenever micro-level social problems such as bullying arise, efforts should be made to construct new and creative learning processes to promote awareness in bullying, including preventive measures. Education for peace and conflict transformation are vital to this comprehensive learning process, aiming to mold young minds to adopt non-violent ways in addressing conflicts such as bullying.

In building a Culture of Peace, EIU clearly cannot overlook the fulfillment of the full spectrum of human rights (civil, political, economic, social, or cultural) as embodied in the Universal Declaration of Human Rights and elaborated in successive conventions (S.H. Toh). The related and key concept of ‘structural violence’ is clarified to show the need for a shift from ‘unequal development’ and globalization from above to global and local justice, ‘people-centered development’, ‘globalization from below’, and ‘globalization for the common good’. The inequality of treatment especially by teachers to students and the intentional ignorance of bullying cases are related to the abovementioned themes. For instance, teachers, due to their lack of knowledge and awareness of bullying behavior in school, might think that bullying is normal, unavoidable and relatively harmless. This mistreatment of students by the teachers may also happen as a result of their lack of knowledge on the situation. This situation is contradictory to fundamental human rights to be treated equally. It does not correspond to the aim of education for global and local justice in school. The 2Bs Program therefore complements this by educating and training teachers along with students to enhance their general knowledge and awareness regarding the bullying behavior.

This also corresponds to the ideas of Assistant Director-General, Qian Tang, who spoke at the Global Consultation on Education in the Post-2015 Development Agenda which was held on 18 March 2013, in Dakar, Senegal. The first principle states that the right to quality education is a fundamental human right enshrined in normative frameworks and built into the legislation of most countries. The second is that education is a public good. The state must be the custodian of the principles of education as a public good, paying particular attention to the

promotion of equality.

With the general heightened knowledge of bullying among the students and teachers, the safety of students in school, whether emotionally, physically and socially, will be secured. The program was able to upgrade the quality of life of those involved in bullying problems.

In terms of pedagogy, the 2Bs Program is using creative and participatory teaching methods, which is in line with the principles of EIU. Unlike the traditional way of teaching, creative and participatory pedagogy emphasizes letting students construct their own learning through a process of inquiry and critical thinking. Also, the 2Bs Program is using learner-centered approach, which enables students to participate in the series of activities and discussions which allowed them to identify and find solutions to the problems.

In sum, the objectives of 2B's Program are anchored in EIU, specifically peace, global/local justice, and sustainable future education.

4. Impact of the Program

Based on the result of survey conducted, the 2Bs Program earned positive feedback from most of the participating students. Some of the feedback stated that the program has given knowledge and created awareness about bullying behavior, particularly in facing the hostel life.

The students have been given two sets of questionnaire regarding the bullying behavior. A pre-test was conducted before the talk and the games. A post-test was given to the students, right after the games. The result of the tests showed a lot of differences in the awareness of students on bullying behavior. The increased in knowledge and awareness regarding the bullying behavior was clear and obvious.

Experimental methods were used to evaluate the effectiveness of the program. Findings from the pre-test questionnaires showed that the mean score of the students on knowledge and awareness of bullying is in the moderate level (Mean=49.66). After undergoing the 2Bs Program, the students' mean score of the post-test questionnaires increased to moderate high level (Mean=72.77). Analysis from paired samples correlations showed that there is a significant

correlation between the pre-test and the post-test ($p < .001$). These findings indicated that enhancement of knowledge and awareness on bullying involved all participants in the study. T-test statistical results showed a significant difference ($t = -22.106$, $df = 117$, $p > .01$). The test results showed that the 2Bs Program has influenced the performance of students in answering the questions related to knowledge and awareness of bullying. These findings indicate that the 2Bs Program has managed to increase the knowledge and awareness of bullying among students who participated.

Interviews were conducted with respondents from the counsellors and the hostel wardens across the Penang state of Malaysia. The respondents differ from experience and gender, ensuring that the responses obtained would be more diverse and comprehensive. Based on the feedback on the 2Bs Program, the majority of respondents stated that their knowledge increased after attending it. Knowledge here refers to bullying behavior among school students, the exposure to the definition, types, situations of bullying, and ways to overcome symptoms of bullying in schools.

The respondents in particular noted that the knowledge they obtained from the 2Bs Program is relatively new compared to other programs they attended. This means that the program offers something new that cannot be obtained elsewhere in Penang. Most respondents also acknowledged that the ideas of this program opened their minds. As evidence, a respondent who had three years of experience at the hostel said that the input from this program exactly described the terms of bullying. Other respondents were saying that this program has given new knowledge about effective methods to communicate with students about bullying behavior. Therefore, it is clear that this program is a new medium that can provide new information related to the issue of bullying at school.

Another respondent said that the applied knowledge was infused with effective pedagogical method. He also said that the pedagogical method is "creative & fun" that combined the element of fun and new teaching techniques to impart knowledge. This method was able to make the knowledge well received by the participants involved. Through this method, the process of delivering the knowledge became more interesting and not dull. It is also recognized by most of the respondents interviewed. Most of respondents commended the fun and creative knowledge sharing method.

Accordingly, this program that provides knowledge about bullying appears to be the first of its kind in Malaysia. The warm acceptance of the program by the wardens and students had proven the effectiveness of this program. In addition, the program can be easily applied to schools or dormitories.

With the implementation of the 2Bs Program, hopefully the school safety and security issues regarding the bullying problems can be prevented or at least minimized in order for the students to enjoy learning and achieve their full potential.

5. Conclusion

For the upcoming year, the initiators of the program plan to implement some changes. Firstly, improve the program into 3Bs which stands for bully, buddy and bystander. The program should not only focus on how to eliminate a bully and how to create a buddy but it should be extended on the people who witness the bullying scenario. The bystander can eventually be either a bully or a buddy. By tackling the role of the bystander, a better environment for the victims can be provided as the bystander can be the buddy that helps the victim and not associating with the bully.

Next, add new details on the contents and use ICT in the implementation of the program. With this approach, the games will be developed as a type of mobile game. The new approach is easier for people worldwide to share the knowledge and awareness of bullying behavior, making it easier for local and global distribution.

Furthermore, this program will be implemented throughout Malaysia with the participation of more schools. The involvement of schools from neighboring countries will also be highly anticipated. Next, produce at least one conference paper in the country and one overseas conference paper related to bullying behavior. Hence, further disseminating the knowledge and making it as a tool to promote peace in the country and the world.

Next, produce a module entitled “Module of Knowledge Enhancement and Awareness on School-based Bullying Problems: 2Bs Program.” Along with this module, a manual that contains guidelines and information will be provided on how to manage bullying problems in school. This module will be a great help

especially to the counsellors in handling bullying cases in school.

Eventually, students and teachers will initiate to carry out the program without the help from the researchers which will enable the teachers to really know their students and take preventive measures before the bullying act.

Last but not least, continue to promote this program worldwide to share the message and experience of 2Bs Program so that other countries, especially those with high rate of school bullying cases, can apply it in their own local context.

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