



DEVELOPMENT OF SOCIAL PERSPECTIVE TAKING TRAINING PROGRAM TO
PREVENT VIOLENCE IN EDUCATION

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Abstract

This article aims to explain conceptual ideas about psychological intervention approaches to prevent acts of violence and brawl based on the theory of social perspective-taking. This study uses qualitative research methods with types of literacy research. The results of this study indicate that the low ability to take the perspective of others in solving problems is seen as the main factor in the occurrence of various forms of violence in education. The developmental approach is believed to be an alternative approach that can be used to design effective programs to prevent acts of violence in education. The ability to take the perspective of another person is not innate but can be learned through systematic learning. Taking a training program on the ability to take the perspective of others can be used as an alternative treatment for violent actors. This program is important to improve the quality of education and should be implemented in every educational institution and should become part of the school curriculum.

Keywords Social perspective-taking, Violence, Education

I. INTRODUCTION

The rise of incidents of violence between students in various cities in Indonesia, especially those carried out by students at the junior high school and senior high school level is a phenomenon that often appears to make headlines in various mass media. Although the brawl between students is not a new thing in the history of the development of education, in the past few years, many parties considered that they had exceeded the boundaries and had the potential to threaten the security of the environment and national unity. It was stated by the National Commission on Child Protection (Komnas-PA) in its annual record uploaded in December 2011, that cases of violence and brawl between students became a social phenomenon that received much public attention and attention. Therefore it is needed more effective concrete efforts to deal with and prevent them.



The description of student brawl data can be followed by news on various mass media, one of which is considered the most recent and reliable is the data released by Komnas PA. As stated in the final year notes uploaded in December 2011, in 2011 there were 339 cases of fights between students which caused 82 students to die and the rest to be seriously injured. This number experienced a significant increase from the previous year which only reached 128 cases. According to Komnas PA records, most of the fighters are junior and senior high school students. In a further release, Komnas PA also presented data on brawls between students in the first six months of 2017, namely from January to June. Between January and June 2017 the National Commission on AIDS recorded 139 cases of brawls in the Jakarta area which left 12 students dead. If the data is calculated until the month of December from all cities in Indonesia, the numbers will certainly double. Likewise, if we look at the trend, even though there are no definite data, cases of violence and brawl between students in 2013 will certainly increase, at least if we observe the number of acts of violence and brawl between students reported in the mass media and the ineffective efforts.

There is no denying that cases of violence and brawl between students become problems that need to be solved because they are classified as deviating from various norms (community norms, legal norms, and development norms), harming not only victims but also perpetrators, threatening environmental security, threatening unity and national preservation, and harm family and state through the costs that must be incurred to deal with various adverse consequences of brawls. Fighting also has the potential to threaten the academic performance and success of the life of the students involved. Involvement in various acts of violence and brawls makes students inefficiently use their energy for activities that have to do with learning. In other words, they do not orient themselves toward academic activities and in turn, predict their academic performance tends to below. This low academic achievement is certainly the root of various problems that will arise later such as continued failures, conflicts with teachers and parents, and reduced career opportunities in the future.

Educating the younger generation, maintaining a sense of security in the environment, and maintaining national unity can be the responsibility of all parties, but school education institutions have a very important role. In other words, various cases of violence and brawl between students have direct implications for school education institutions to find and develop more effective handling and prevention programs. The increasing incidence of violence and brawl between students is an indicator that the intervention programs that have been carried out have proven to be ineffective. Even religious subjects do not seem to have a significant influence.

This paper will present a conceptual idea about an approach that is deemed potential to prevent acts of violence and brawl between students, namely an intervention approach designed based on a developmental approach. By its conception, the developmental approach directs its intervention, not in its symptoms but in a way modify the factors that cause the symptoms (Lerner & Hultsch, 1982; Papalia & Olds, 1995). So, the intervention is indirect. These factors can be obstacles in the development of physical, cognitive, and social aspects. This paper will not



describe the relationship between acts of violence and brawl with obstacles to all aspects of development, but it will only limit the barriers to the development of cognitive aspects. Cognitive barriers are related to barriers to the ability to think and perform tasks of understanding and reasoning. About the social context or the relationship between individuals and others - interpersonal relationships or social interactions - cognitive abilities that play an important role in influencing the quality of relationships or aggressive actions are the ability to take the perspective of others. In the foreign language edition of English psychology literature, this ability is popularly known as perspective-taking.

II. THEORETICAL FRAMEWORK

Violence and Brawl in the Perspective of Psychological Theory

In the Big Indonesian Dictionary, the term brawl is used to describe a fight that is carried out in a crowd. Whereas violence is an action aimed at attacking, injuring, and endangering others. This understanding does not seem to be different from what is used by the media which tells of fights between several people in terms of the brawl. In everyday life, when we hear or call brawls, what comes to mind is a fight between groups or involving several people. If examined in the psychology literature, based on the characteristics inherent in acts of violence and brawl, acts of violence and brawl is a form of aggression (Steinberg, 2002).

Many psychologists classify behavioral disorders in two directions, internally inward disorder and externalized / outward disorder; and aggression is a form of behavior disorder manifested outside. From some definitions of aggression behavior studied, for example, the definition of Hetherington (1993), Berkowitz (1995), and Baron (2002) all emphasize that aggression is an action that aims to attack, injure or hurt, and threaten or endanger others. As also confirmed by Nicolson and Ayers (2004) that the concept of aggression is a form of manifestation out of hostility towards others and the desire to endanger others. Aggression that occurs in the teenage period is also often referred to as behavioral disorders (conduct disorder).

According to Nicolson and Ayers (2004), even from facts that we can observe, adolescents can take aggressive actions in the context of family, school, and society. Teenagers like that like to break the rules, take risks, fight authority, destructive, fraudulent, and cruel. They are easily angry, impulsive, and often in conflict with their groups, parents and teachers, stealing, skipping school, leaving (running away) from homes, damaging the environment, and often dealing with law and security. According to Nicolson and Ayers (2004) and some research results reported by Steinberg (2002) states that aggression is more common in male adolescents than in adolescents and often associated with emotional disorders such as feelings of anxiety and depression. Aggression can be defensive (the act of aggression aims to defend itself from people's attacks, instrumental aggression (to possess or master an object or region), and emotional (aiming at threatening, endangering, attacking others). Aggression behavior can be expressed verbally or physically.



Many experts agree that aggression behaviors are more common in the teenage period compared to other periods (child or adult period). Aggression behavior carried out by adolescents is one form of misbehavior. However, this does not mean that aggression in the teenage period is not a normative phenomenon. That is, the act of aggression is not a direct consequence of changes that occur in the teenage period. Teenagers who carry out aggression are classified as deviant. Even the act of delinquency itself is not a part of development. If delinquency - including acts of aggression - is part of development, of course, all adolescents from various population groups and cultures will act delinquently. Not all adolescents are involved in acts of delinquency and can go through adolescence without taking actions that harm themselves or their environment. So William Stern's theory - the theory of excess hormones (the hormone ragging) - which states that it is natural for adolescents to commit various acts of delinquency (breaking the law) because they are over-energized because the abundance of hormone production and misbehavior are part of the distribution of energy- which was initially popular now it's not acceptable.

Then, what causes many teenagers to carry out acts of aggression? To obtain scientific answers to this question, two models of reasoning can be used, namely inductive and deductive. Through inductive reasoning, we need to gather evidence in the field then draw conclusions and build theories. Through deductive reasoning, we can make an explanation of a phenomenon by using existing theories. This theory we use as a frame of mind or as a paradigm (way of looking at) something (Kuhn, 2005), for example looking at the symptoms of aggression. In the field of psychological intervention, the use of theories or paradigms in deductive reasoning is not only useful for obtaining an explanation of symptoms but also for designing intervention programs to change these symptoms. Here are some examples of theories that explain the behavior of aggression.

According to the theory of psychodynamics (Nicolson and Ayers, 2004), all forms of behavior are controlled by subconscious impulses (unconscious). When born, human beings have two subconscious impulses, namely life instincts and death instincts. Every push counts to be satisfied and if you experience obstacles people will experience tension, and everyone tends to avoid tensions that are perceived as an unpleasant situation. Aggression behavior is controlled by dead instincts. In the process of development, humans form self-control (ego) and moral or conscience (superego). All three are referred to as three aspects of personality structure. Ego functions to control impulses, including directing the drive of aggression on the channels (activities) that are more socially acceptable (according to moral standards in the superego).

Experience of rejection, avoidance, violence or pressure experienced by individuals during childhood can provide a negative influence on self-control and adaptation to social norms. Adolescents who act aggressively may be an effort to protect themselves from psychological distress that arises from unconscious conflicts. They acting aggressively as a way or strategy to deal with negative feelings. This aggressive behavior, in turn, arouses or triggers a negative response that further exacerbates unpleasant feelings experienced. They then rationalize their behavior, ensuring that their actions make sense and do not deviate from social norms.



Aggression can also be seen as a result of insecure relationships/ties, and as a result, adolescents do not develop into adults with a model of trustworthy relationships.

According to behavioral theory (Dayakisni & Hudaniah, 2009; Myers, 2010; Nicolson and Ayers, 2004) - often called learning theory - adolescents carry out acts of aggression because they have been taught to do so. This learning takes place through a mechanism of habituation and modeling. There are two habituation mechanisms, namely classical habituation that is based on Pavlov's theory and operant habituation rooted in Skinner's theory. In Pavlov habituation, adolescents carry out acts of aggression as a form of response to a stimulus. This stimulus can be an object, event, or anything that has the potential to trigger acts of aggression. For example, a teenager might act aggressively because he was scolded, hurt, frustrated, or saw something that made his emotions rise and he could not control it. Whereas according to Skinner's operant conditioning theory, adolescents act aggression because they never or rarely get the right consequences of acts of aggression carried out previously. This consequence is an environmental event that occurs following an act of aggression that can be reinforcement or punishment. Children who carry out acts of aggression and can get what they want or do not get punishment from the environment will tend to maintain his aggressive behavior when he becomes a teenager even as an adult. Aggression behavior will be used as a tool to satisfy needs or obtain what is desired.

Violence or aggression can also be learned through models. In Bandura's social learning theory (Corey, 2004; Myers, 2010; Nicolson and Ayers, 2004), it is said that individuals can study behavior by observing the behavior of others. So, teenagers can act aggressively if they often see or are exposed to models of aggressive behavior. This model of aggressive behavior can be direct (children see parents, friends, or other people who act aggressively and get what they want even power), symbolic (children see examples of aggression through movies, TV, books, and magazines), or imagery (by imagining). So, according to behavioral theory, adolescents can form aggressive behavioral patterns in the following ways: (1) acting aggressively in response to stimuli that provoke acts of aggression (being ridiculed, attacked, hurt, disappointed, threatened); (2) attributing his aggressive actions to the mistakes of others, or claiming that other people deserve aggressive actions; (3) acting aggressively and not accepting punishment or vice versa instead receiving rewards or reminding of his aggressive behavior; (4) accept punishment but see the punishment as a tool to control other people or obtain something from others; (5) observing aggressive models, such as parents, friends, or other people both directly and indirectly (symbolically), for example through pictures or shows on TV; (6) imitating other people who get something they want or a gift from their aggressive behavior.

From cognitive (Myers, 2010; Nicolson and Ayers, 2004), an explanation is obtained that the behavior of aggression is influenced by the way children and adolescents perceive and understand their behavior and therefore aggressive actions depend on cognitive development, specifically cognitive assessment. Adolescents who act aggressively often fail to detect positive or negative behavioral patterns and they often make biased judgments and place mistakes on others for their acts of aggression. Aggression is also related to low skills or social competence



(Nicolson and Ayers, 2004). Social skills are important aspects to build positive social behavior or effective interpersonal interactions. Many experts have mentioned, even so, many research results have provided empirical evidence, that low social performance can be a crucial source that triggers acts of violence. Social skills have therapeutic value to prevent violence and vice versa, encourage peace. School psychologists who are members of the national association of school psychologists in America (2002), have recognized that social skills are one of the individual factors that affect the success of life because they can function to help individuals understand and adapt to various social environments, knowing what to said, how to make good decisions, and how to act appropriately in various situations (Steedly, et al., 2008). Students who have high social skills will be better able to make better social choices, improve their interpersonal relationships, remind their involvement in extracurricular activities, and facilitate their success in school.

III. METHOD

This research includes literature study research by looking for theoretical references relevant to the case or problem found. A literature study is a written summary of articles from journals, books and other documents describing the past and current theories and information, organizing libraries into the topics and documents needed. Documents are notes or materials that describe an event that has passed (Ulfatin, 2015: 224). In education research, researchers usually emphasize literature studies taken from articles in journals. However, researchers also need other information taken from conference papers, books and government documents (Cresswell, 2003).

IV. RESULTS

Perspective Taking Capability Development Training as an Effort to Prevent Violence in Education

Various acts of violence and brawl (anti-social aggression) can be explained by using various theories, as stated earlier, this paper will only present a solution to the developmental approach. The developmental approach proposes clinical formulations that to encourage development (addressing listening behavior), the intervention program needs to be directed at efforts to modify the factors that inhibit development (affecting deviant behavior). Behavior disorder can occur because of obstacles in the development of physical, cognitive, and social aspects. In this context, there will be more emphasis on cognitive barriers.

Many opinions state and the results of research that prove that various forms of behavioral disorders -including violence- sourced from low cognitive abilities. This ability relates to the ways individuals perceive or understand others in a relationship situation or social-interpersonal interaction. If an individual can understand others - in the sense of his feelings, thoughts, and actions - then he will be more able to control his emotions and can act in ways that do not harm others. Violence and brawl occur because each party sees or understands an object or event differently. This difference in understanding an object or event occurs because people use different perspectives or perspectives. This difference in perspective or perception is



caused by people having different values, experiences, and information. Now if everyone can recognize and accept that everyone can have a different perspective on something similar, then acts of violence and brawl can be avoided, otherwise positive social behavior will develop.

In psychology, concepts related to the ability to accept and appreciate the perspective of others are called the ability to take the perspective of others (social perspective-taking, abbreviated SPT). This concept is rooted in Robert S. Selman's theory, called perspective-taking theory, also known as interpersonal understanding theory. This theory was developed by Selman for the first time in 1980 based on Jean Piaget's cognitive development theory and the theory of moral development from Lawrence Kohlberg. This theory is grouped into developmental in nature theories or developmental approaches. According to this theory, violence is caused by low interpersonal understanding. Interpersonal understanding is defined as an ability to understand social situations in the sense of plural perspectives of the individuals involved. So interpersonal understanding is determined by the individual's ability to take the perspective of others in a social situation (Karcher & Lewis, 2002). The ability of SPT will affect an individual's awareness of the social impact of his actions. In this theory, it is explained that behavioral disorders occur because of deficits in cognitive development, and this cognitive development affects interpersonal understanding and SPT. Individuals with high SPT abilities tend to be less likely to be involved in various acts of delinquency, aggression, and violence (Karcher & Lewis, 2002). Adolescents who experience emotional disturbances, engage in various acts of aggression and withdraw themselves often show a wide gap between SPT abilities and negotiation strategies in solving conflicts or interpersonal problems (Beardslee, Schultz, & Selman, 1987; Leadbeater, et al. 1989; in Karcher, 2002).

Noting that SPT ability influences success (and failure) in social interaction, some experts recognize this ability as a form of social competence. For example Steedly, et al. (2008) emphasize that SPT ability is one of the social skills that has gained much attention from experts because of its potential to prevent conflict and encourage empathy and prosocial behavior. The relationship between PT and social competence can be observed from the following statements. For example, Pronin, Puccio, & Ross (2002) reiterated by Epley, Morewedge, and Keysar (2004: 760) provide the following statement, "Successful social interaction often requires an understanding that others may not interpret the world exactly we as we do. Different motivations, expectations, knowledge, or even visual perspective can lead people to interpret the same event very differently, and a failure to recognize these differences can lead to miscommunications".

Other authors, Galinsky, Ku, & Wang (2005) provide a more adequate explanation by stating the following, "What behaviors, social strategies, and cognitive processes are available to aid in the pursuit of the social bond? We propose that one simple yet vital strategy for smoothing the cogs of social interaction and building social bonds is perspective-taking. ...cognitive consequences of perspective taking are a critical mechanism behind its ability to facilitate social coordination and foster social bonds (p.110). "Perspective-taking, having long been recognized as critical to proper social functioning, is a key ingredient in the reduction of interpersonal



conflict and the construction, maintenance, and preservation of social bonds. From cognitive functioning (Piaget, 1932) to moral reasoning (Kohlberg, 1976), the ability to entertain different perspectives is a crucial mechanism of successful development and is oftentimes considered the foundation of human social capacity (p.111)."

Galinsky, Ku, & Wang also presented the research findings of Davis (1983) which proved that PT was positively correlated with social competence. In his research Davis also concluded that PT would facilitate the fulfillment of the need to have and to form social bonds with other people while increasing a sense of psychological closeness.

Several countries have developed social skills training programs to prevent or stop acts of violence involving teenagers. This program is based on the results of previous studies that prove that violence is often negatively related to social skills (Clayton, Vill, & Hunsaker, 2001). This implies that programs to prevent or stop acts of violence can be carried out by developing social skills. Teenagers with high social skills tend to be less involved in violence and vice versa. Although many social skills training programs have been implemented, the effectiveness of these programs varies depending on the way the program is designed or developed. Clayton, Vill, & Hunsaker (2001) reviewed hundreds or even thousands of research articles on social skills training programs to prevent acts of violence and found 30 programs that had been shown evidence of empirical effectiveness. From the 30 programs then grouped into three broad categories, namely: anti-violence program (antiviolence), problem-solving (conflict resolution), and peace creation (creating peace). The anti-violence program refers to efforts to create a climate of a conducive environment that does not trigger (provoke) acts of aggression and violence. This program is generally carried out by developing behavioral norms (such as group rules or social norms) and teaching certain cognitive skills or forms of behavior (eg anger management) to form an environment that can hinder the emergence of aggressive behavior and violence. This program is effective in reducing violence but has not yet had an impact on environmental peace.

The second program is conflict resolution. This program refers to efforts to deal with interpersonal conflicts so that emotions of anger and misunderstanding do not increase into acts of aggression and violence. This program teaches steps in solving problems or conflicts in an effective way (not triggering violence). In other words, this program views problem-solving skills like social skills that must be taught and practiced. This program is better than the first program (non-violence program).

The third program is peace creation. This program can involve two other program variants, but it is more likely to focus on developing self-esteem and relationships with others. The development of self-image and relationships with others not only prevents violence and reduces conflict, but also guarantees peaceful interactions. In this concept, peace is not just the absence of conflict or violence, but it includes deep recognition of the need to respect oneself and others, accompanied by values, emotions, and goals directed at proactively establishing peaceful behavior. So, the purpose of this program is to teach/shape altruistic behavior and



self-sacrifice based on references (references) to self and others and accompanied by feelings of love. Another feature of this program is its proactive nature and teaches individuals about how to peacefully relate to all others and respond to conflicts in creative, non-violent ways.

The third program is recognized as the most effective compared to the other two programs. That's because the third program not only stopped the violence but also created peace. Clayton, Vill, & Hunsaker (2001) stated that various behavioral qualities mentioned in the third program are related to a psychological construct called perspective-taking. This fact reinforces the idea that the development of SPT capabilities can be used as a method to prevent and/or stop violence while at the same time promoting peace in the younger generation. A number of research results have also shown that SPT ability increases awareness of empathy (O'Brien, Konrath, and Gruhn, 2010), decreases negative stereotypes (Weyant, 2007), bridging the relationship between social rejection and altruism (Zheng Li, 2011), increasing motivation help (Maner, et al., 2002), address motivational obstacles (Trotchell et al., 2011), improve friendship skills, interpersonal relationships, and positive behavior among adolescents aggressive and withdrawn (Harton, 2008), develop social ties and social coordination (Galinsky, Ku, & Wang, 2005). Galinsky, Ku, & Wang themselves stated that SPT can function as a strategy to build social attachments and function as an adhesive in social interaction. This is based on an idea that every human being has a need to be accepted, valued, respected by and joined with others, and SPT can fulfill that need. They also said that PT can improve self-stereotyping behavior and reduce the stereotypical behavior of others. There are still many other studies that provide evidence about the positive influence of SPT ability on improving the quality of social-interpersonal relationships. If summarized, all of them state that the degree of ability of the PT can be a factor that can prevent and stop cognition and motivation to commit acts of violence.

Conceptually, the potential of SPT in influencing the quality of social behavior can be seen from the definition of SPT itself. Galinsky, Ku, & Wang (2005: 110) define SPT as "... a process of imagining the world from another vantage point or imagining oneself in another's shoes." So SPT as a process of imagining the world from another person's point of view or imagining ourselves in someone else's shoes (maybe they mean trying to be someone else cognitively and emotionally). Selman (1980), an expert who proposed the SPT construct, defined SPT as a fundamental human ability to understand the thoughts, needs, beliefs of others; an ability to stand in another shoes, and implies the existence of interpersonal understanding that can be used by individuals to guide their behavior (in Karcher, 2002: 123). A definition rather specific given by Caruso (2008) and Epley, Caruso, & Baseman (2006). Both define SPT as the ability to understand and accept differences of opinion/thoughts, feelings, and actions of others in seeing, interpreting, and responding to the same situation or object. So, essentially the SPT is an ability to understand that other people can have different views of the same object, and the ability to form behaviors (responses) that contain appreciation and acceptance of those differences. So, PT can eliminate conflicts and disputes; on the contrary, he can encourage positive attitudes towards others, prosocial behavior, and altruistic actions. In turn, peace is created between individuals.



Epley, Caruso, & Baseman (2006) also define SPT affective and cognitive. Affective, it refers to the ability to assess (to assess) the emotions and feelings of oneself and others; while cognitively it refers to the ability to assess thoughts, beliefs, knowledge, and goals of oneself and others. But many other experts claim that SPT is an effective component of empathy. In this case, empathy is seen as a psychological construct that has cognitive and affective components. For example, Egan (2007) suggests two components of empathy, namely: emotionally empathetic, namely the ability to be influenced emotionally by the condition of others. For example, I became sad when I saw other people being so sad or suffering. Cognitive component, Egan calls it empathy role-taking - role-taking is another term for perspective-taking - is the ability to understand other people in terms of conditions, terms of reference, or point of view. So empathy is communication skills ability, namely the ability to communicate feelings and understanding originating from the SPT. Egan (2007) emphasizes that empathy is a skill that can be learned and learned.

Many opinions and research results have proven that empathy is an aspect of interpersonal communication that can influence the quality of interpersonal relationships or social interactions both in general and clinical settings. The high ability of empathy allows people not only to understand the beliefs, attitudes, perceptions, and views of others about events and emotions experienced following their beliefs or views, but also causes others to feel understood, accepted, and valued. Based on that understanding, people who have high empathy tend to be able to accept and respect other people and not take physical or verbal actions that can hurt or harm others. On the contrary, people who feel accepted and valued tend to build strong attachments with people who communicate empathy to themselves.

The potential of SPT in improving positive social behavior and reducing negative social behavior can also be assessed from the role of the SPT in the negotiation strategy. A negotiation strategy is a fig that is used by someone in dealing with conflicts in interpersonal relationships. Many experts argue that this strategy correlates with the development of SPT abilities. The higher the SPT ability, the more effective the strategy used. In this case, many experts have agreed that the ability of SPT - as well as the ability to empathize - is an ability that is not innate but abilities that can be learned and developed. This ability develops through five stages and the development begins when the child is three years old and reaches a mature level when the child reaches adolescence. The following table 1 illustrates the stages of development of the SPT as stated in Selman's theory.



Table 1 Stages of Perspective-Taking Capacity Development

Stages	Description
Level 0: (3-6 th): Children's views Egocentric	Children recognize that other people can have different thoughts and feelings from themselves in seeing things, but they often experience confusion with it.
Level 1 (6-8 th.): The perspective of one party	Children understand that the difference in perspective between themselves and others in seeing the same thing is caused because everyone has different sources of information
Level 2 (8-10 th.): Two-party perspective	Children can step into the minds of others ("step in another person shoes") and view their thoughts, feelings, and behavior from the perspective of others. They also acknowledge that other people can do the same.
Level 3 10-12 th.): Perspective third party	Children can step out of a two-person situation and imagine how they and others themselves are viewed from the perspective of a third party.
Level 4 (12-15 years old) upwards.): perspective-taking social (SPT)	Individuals understand that a third-party perspective can be influenced by one or more broader community value systems.

Selman's theory of the development model of the SPT was used as a reference by other writers in the field of SPT theory and research. Selman developed the model based on the theory of cognitive development from Jan Piaget and the theory of moral development from Lawrence Kohlberg coupled with the results of his research. To see the development of PT from stage to stage, Selman read a story to the subjects of each stage of the age group and then ask questions. The story is related to a child (Holly), as follows: "Holly is an eight-year-old girl who likes to climb trees, even she is best known as a tree climber in her neighborhood. One day his father saw Holly Jatu from the tree he had climbed. Even though Holly didn't have a significant injury, her father was very anxious and forced Holly to promise that he would not climb trees again, and Holly filled them."

One day, Holly met Togop who told him that Amir's pet kitten stuck in a tree could not go down. Someone wants to climb a tree to save the kitten, and Holly is the only child who can climb trees and save the kitten. But Holly hesitated to do so because she remembered her promise to her father. Children of different ages give different answers. But, the difference in answers is not based on age, but rather on the stages of cognitive development that occur following that age. In normal development, from the age of the child to adolescence, age aging will be followed by increased cognitive development. The following are answers obtained by Selman from children of different age groups.



Egocentric stage (stage 0): Holly would certainly save the kitten because she didn't want the kitten to be harmed, and Holly's father would certainly be happy with what Holly did because she would also like kittens.

One-party perspective (stage 1): When asked how Holly's reaction when she saw her child climbing a tree, the child gave the following answer: "if he doesn't know something about a kitten, he will be angry. But if Holly shows the kitten to his father, of course his father will change his mind and not be angry".

Two-party perspective: When asked if Holly thought she would be punished by her father, the child replied: "No. Holly knew her father would understand why he climbed trees. "This response was based on the assumption that Holly's point of view was influenced by her father's ability to take Holly's perspective and understand why Holly saved a kitten.

Third-party perspective: When asked if Holly should be punished if she climbs a tree, the child answers: "No, because Holly thinks that the kitten must be saved. So Holly thinks that she shouldn't be punished because she has a good reason (doing the good thing about saving a kitten). "

Social taking perspective (SPT): When, to the subject, they were asked whether Holly should be punished, they answered: "No. Human values that encourage the act of saving kittens who will consider Holly's actions. Appreciation of Holly's father for this humanitarian value will make him not punish Holly. "

Selman (1980, in Karcher, 2002) attributing each stage of the SPT skills will underlie the negotiation strategies used by children in dealing with interpersonal conflict. This strategy is called interpersonal negotiation strategy, abbreviated as SNI. SPT skills will encourage understanding interpersonal and interpersonal understanding determines an individual's awareness of the social impact of his actions. This awareness will be the basis for individuals to use SNI. SNI has two possible interpersonal directions or orientations, namely: self-transforming (ST) and others transforming (OT). For example, egocentric PTs will direct individuals to show immature interpersonal understanding, such as when they commit an act of delinquency and seem to ignore that the community generally values their impulsive actions. Children like this (impulsive) don't seem to care about the ramifications of their mischief. However, other children who have been able to coordinate two social perspectives simultaneously will realize that others have an internal psychological life that is invisible and cannot be concluded objectively. this awareness will direct them to look at social norms to predict a particular action and the impact of that action. It is also hypothesized that the negotiation strategies practiced on a PC will be transferred to other relationship situations and romantic relationships in the late adolescence and adult period. This relationship is illustrated in the following table 2



Table 2 Relationship between the development of SPT capabilities and the use of interpersonal negotiation strategies (SNI), and interpersonal orientation (OI): self-transforming (ST) and others transforming (OT)

SPT Development Stage	Interpersonal Negotiation Strategy (INS)	
	Self- Transforming (ST)	Others-Transforming (OT)
Third-party perspective: Collaborative	Two parties share. Emphasizing togetherness in meeting needs and solving problem problems can build our shared or perspective. Here every action is always assessed for its impact on relationships.	

Two-party perspective: mutual influence (reciprocal)	Asking, bartering, following the second party	Give arguments, persuade, follow the first party
One-party perspective: Unilateral	Obedient, give up, approve	Dictating, bullying, influencing
Egocentric perspective: impulsive	Whining, hiding, running away	Seize / take, hit, fight

From the table it can be read that at each stage of the development of the SPT capability is related to SNI. At the egocentric stage, individuals tend to use impulsive strategies which include in the form of whining, running, or hiding (ST), or fighting, seizing, or hitting (OT). Children who whine or cry to get approval, or children who run or hide because they have damaged other people's toys, or members of the House who leave the room (walkout) are examples of SNI-ST. Teenagers who damage public facilities, invite to fight or beat their friends to get approval or what he wants is an example of SNI-OT.

In stage 1, the one-party perspective, children use a unilateral strategy. To negotiate, they can use SNI by obeying, giving or succumbing (ST) or mastering, governing, hurting (OT). In the second stage, the two-party perspective, children use reciprocal strategies in negotiation, namely by asking for reasons, bartering, or following (ST) or by the opposite way, namely making arguments, influencing, or fusing (OT). In the third stage, children can collaborate and use collaborative strategies. In negotiating all parties involved in the interaction have been able to share interests, but common interests above individual interests, and build a shared



perspective (we perspective). All actions what will be taken is considered the impact on the relationship, and only actions that maintain the togetherness that will be chosen to be carried out.

From what was stated about the relationship between the ability of SPT and SNI, it was clear that the higher the ability of the individual SPT, the more effective it was to use SNI. This effectiveness is characterized by the existence of actions that suppress togetherness and avoid conflict.

Program Development Strategy

From the explanation of the ability of the SPT, it can be understood that the SPT's ability is not an innate ability but an ability that can be developed or learned. This implies that schools can develop intervention programs to prevent and deal with various acts of violence and/or fights among students. How the program is designed and implemented will certainly vary widely depending on the conditions and policies that exist in each school institution. Some strategies can be taken. The program of prevention and handling of violence can be a separate curriculum, covering part of the character education curriculum, integrated with subjects such as the current 2013 curriculum, or being part of a school counseling and guidance service program. Programs can be preventive (curative) or curative / remedial (countermeasures). However, if the program is intended as a preventive tool, it must be programmed regularly and structured. The following are aspects that need to be considered to obtain an effective PT development program.

First, Purpose of The program. The general purpose of the program is to stop potential acts of violence among students. While the goal is specifically to provide intervention psychological to stop potential acts of violence and student brawl by developing SPT skills.

Second, The nature of the program. Programs can be preventive or curative. However, the program to deal with violence against the younger generation should be given from the start, even if it is possible to give it from the age of elementary school. This is at least based on the following reasons. First, the formation of social-interpersonal skills begins to take place when the child is in elementary school. As stated by Dusenbery et., All (1997) in Clayton, Bllif-Spanvil, & Hansaker (2001) that prevention of violence and the formation of prosocial behavior need to be taught when these skills are at the developmental stage. Some certain social skills, one of which is PT skills, is illogical if taught to early childhood because they are included in immature groups both intellectually and emotionally (Duesenberry, at all., 1997). Second, violence generally has a developmental onset over time; Elementary school children who like to commit acts of violence tend to exhibit the same behavior when they become adolescents and adults (Grossman et al, 1997; in Clayton, Bllif-Spanvil, & Hunsaker, 2001). Interventions given at an early age are seen as a more appropriate method for stopping the violence. Third, the influence of parents/adults (in the form of education) to form PT and other social skills is less effective if given in adolescence (Howard et., Al. 1997, Thornton et al.2000). Children prefer to learn social interpersonal skills (PT) when they are children. This preventive nature can not only control



violence but also encourage academic performance. As stated by Ellickson (1997), social skills training for children and adolescents is an effective strategy to deal with school failure, addiction to smoking, marijuana, and sexual activity.

Third, Program Structure. Programs will be more effective and efficient if implemented in schools and not outside schools. Several studies have stated that violence prevention programs are more effective if supported by positive changes in the child's environment (Dusenbury et al., 1997; in Clayton, Bllif-Spanvil, & Hunsaker, 2001). The development of prosocial behavior needs to be supported (implemented) in a supportive environmental context. The school environment is more supportive than the living environment. Conversely, the environment outside of school even in many places exposes children to various models of violence. Similarly, schools can be a training ground for social skills as well as an arena for applying social skills. This intervention program should be part of the school curriculum. So this program becomes a kind of subject whose material is teaching social skills (perspective taking). The fact that we are observing today is that the traditional curriculum that integrates moral / character education with subjects is proven to be insufficient to prevent student violence. As an alternative, this program can be included in school counseling and guidance programs become material in the guidance curriculum.

Fourth, Technique. To be effective, the program is not only designed based on a relevant conceptual framework but also uses the right techniques to implement it. In this case, several intervention techniques have been available from various theoretical approaches and orientations that can be used both singly and combatively. Which technique will be chosen must consider several factors such as the relevance of the technique with the objectives and the results of the research that has been done to test the efficacy of the technique. For example, the study of LeBlanc, Coates, & Lancaster (2003) has proven the effectiveness of video modeling and reinforcement techniques both alone and combatively to teach SPT abilities in autistic subjects aged between 6-12 years. Several other studies have also supported the effectiveness of using modeling techniques to teach SPT abilities. Role-playing techniques also proved effective for increasing SPT. What needs to be remembered is that the effectiveness of an intervention method intended to develop or teach PT can vary because based on the results of research that has been carried out the ability of PT is influenced by a number of factors such as culture (Wu and Keysar, 2007), age (Epley & Morewedge, 2004), gender and ethnicity (O'Brien, Konrath, & Gruhn, 2010), self-esteem (Galinsky & Ku, 2004), cognitive abilities (Lamm, Batson, and Decety, 2009), intellectual intelligence or function (Gore, Barness - Holmes, & Murphy, 2010). Play counseling is also potential to be used as a technique for developing SPT capabilities especially for elementary school-aged children who are more enthusiastic in responding to playing methods. Some opinions have also stated the positive impact of playing on the development of children's cognitive abilities.



V. CONCLUSION

The phenomenon of violence and brawl between students which tends to increase both in quantity and quality in recent years has raised concerns from many parties and urges for more effective methods of handling. In particular, the phenomenon of acts of violence and brawl between students has direct implications for the development of intervention programs in schools. The current phenomenon of student violence and student brawls indicates that the intervention programs that have been carried out have proven to be ineffective and the school needs to find a more effective program. A developmental approach, a program that provides indirect intervention to stop a symptom of non-adaptive behavior, that is by modifying the factors that influence symptoms, can be an alternative intervention strategy that is theoretically more appropriate to be applied to students who are still in the development process.

The SPT capacity building training program was chosen as a prevention program that was considered effective for preventing and even dealing with acts of violence. This is based on theoretical facts and the results of previous studies. Theoretically, violence can be derived from the low ability of interpersonal understanding, and the ability of interpersonal understanding is influenced by the skills of everyone in taking the perspective of others. If everyone can take the perspective of others, namely being able to accept and appreciate that everyone can make in the sense of what they feel, think about, and do, and then make an anticipatory response according to that understanding, then violence will not occur. On this basis, programs to prevent and deal with violence among students can be carried out through SPT capacity building programs in schools. Conceptually the ability of SPT is not an innate ability but an ability that can be learned or learned. Thus training programs can be used as a form of learning. To be effective, the program must be designed based on certain strategies. This strategy includes the selection of conceptual approaches, techniques, and the nature of the program. Some previous studies have proven the effectiveness of several intervention techniques such as modeling and role-playing to train SPT capabilities both in their own and combinative use. Regarding the nature of the program, prevention programs are more emphasized than curative properties. This program should be carried out since the basic education level for several reasons. First, children who have learned to commit violence will do the same thing when they become teenagers and adults. Second, the age of the child is the right time to develop social skills. Another characteristic is that programs need to be part of the school curriculum or become part of the school's guidance and counseling curriculum.

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