

DAFTAR PUSTAKA

- Ahmad, J., Hassan, A., & Abiddin, N.Z. (2008). Developing, validity, and reliability of a drug addiction module among drug addicts who are undergoing treatment at rehabilitation centers. *The Journal of International Social Research*, 1(5):47-57
- Ahmad, J., Amat, M.A.C., Yahay, S.N., Yusof, R., & Alias, S.R. (2011). The construction, validity, reliability, and effectiveness of drug rehabilitation module on self-concept of female addicts and motivation achievement of male addicts in Malaysia. *International Journal of Humanities and Social Science*, 1: 217-228.
- Aiken, L.R. (1985). Three coefficients for analyzing the reliability and validity of ratings. *Educational and Psychological Measurement*, 45: 131-142.
- Aryuni, M. (2013). Laporan Praktek Kerja Profesi Psikologi Pendidikan Kasus Kelompok di SDIT Alam Nurul Islam Yogyakarta. *Laporan PKPP*. Tidak Diterbitkan. Fakultas Psikologi Universitas Gadjah Mada: Yogyakarta
- Atlas, & Pepler, D. (1998). Observations of *bullying* in the classroom. *Journal of Educational Research*, 92, 1-86.
- Ayriza, Y. (2008). Penyusunan dan validasi modul "Social Life Skill" bagi pendidik anak-anak prasekolah. *Jurnal Penelitian dan Evaluasi Pendidikan*, No, 2 (12), 213-231.
- Azwar, S. (2015). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2016). *Penyusunan Skala Psikologi (edisi 2)*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2016). *Reliabilitas dan Validitas (edisi 4)*. Yogyakarta: Pustaka Pelajar.
- Beard, C., & Wilson, J.P. (2013). *Experiential Learning: A Handbook for Education, Training, and Coaching(Third Edition)*. United Kingdom: Kogan Page
- Berger, C., Batanova, M., & Cance, J.D. (2015). Aggressive and prosocial? Examining latent profiles of behavior, social status, Machiavellianism, and empathy. *Journal of Youth and Adolescence*, <http://doi:10.1007/s10964-015-0298-9>
- Burns, S., Cross, D., & Maycock, B. (2010). "That could be me squishing chips on someone's car." How friends can positively influence *bullying* behavior. *The Journal of Primary Prevention*, 31 (4), pp. 209-222, <http://doi/10.1007/s10935-010-0218-4>

- Cappadocia, M.C., Pepler, D., Cummings, J.G., & Craig, W. (2012). Individual motivations and characteristics associated with bystander intervention during *bullying* episodes among children and youth. *Canadian Journal of School Psychology, 27* (3), 201-216. <http://doi.org/10.1177/0829573512450567>.
- Cassidy, K.W., Werner, R.S., Rourke, M., & Zubernis, L.S. (2003). The relationship between psychological understanding and positive social behavior. *Social Development, 12*, 198-221. <http://doi.10.1111/1467-9507.00229>.
- Cioppa, V.D. (2014). Priming prosocial behavior to augment bystander interventions in *bullying* situations. *Thesis*. Faculty of Social Science, Brock University St. Catharines, Ontario.
- Choi, S., & Cho, Y. Il. (2013). Influence of psychological and social factors on bystanders' roles in school *bullying* among Korean-American students in the United States. *School Psychology International* , 34 (1), 67–81. <http://doi.org/10.1177/0143034311430406>
- Corrigan, M. (2004). *Bullying Prevention at the elementary level*. Retrieved from Portland State University, Counselor Education, School Counseling Specialization, *School Counseling in action, Intern Projects 2004*. Website: <http://www.ed.pdx.edu/coun/sca.html>.
- Couch, L.K. (2015). The *Bullying Literature Project: An Evaluation of a Class-Wide Bullying Intervention Program*. *Thesis*. Master of Arts in Education: University of California Riverside
- Dean, S. (2013). *Bullying and Middle Childhood Development*. *Thesis*. Master Educational Psychology: Ball State University
- DeVon, H.A., Block, M.E., Wright, P.M., Ernst, D.M., Hayden, S.J., Lazzara, D.J., Savoy, S.M., & Polston, E.K. (2007). Psychometric toolbox for texting validity and reliability. *Journal of Nursing Scholarship, 39* (2): 155-164
- Elliott, M. (2002). *Bullying: A practical guide to coping for school (3rd edition)*. Great Britain: Pearson Education.
- Eisenberg, N., & Mussen, P.H. (1989). *The Roots of Prosocial Behavior in Children*. New York: Cambridge University Press.
- Eisenberg, N. (2006). *Introduction: Handbook of Child Psychology: Volume 3 Social, Emotional, and Personality Development (Sixth Edition)*. New Jersey: John Wiley & Sons Inc
- Ekawati, D. (2012). Pelatihan "Sinergi I" untuk meningkatkan kemampuan prososial remaja usia 14-16 tahun. *Tesis*. Tidak Diterbitkan. Fakultas Psikologi Universitas Gadjah Mada: Yogyakarta

- Evans, C.B.R., & Smokowski, P.R. (2015). Prosocial bystander behavior in *bullying* dynamics: Assesig the impact of social capital. *Journal Youth Adolescence*, 44, 2289-2307, <http://doi/10/007/s10964-015-0338-5>
- Fachrosi, E. (2015). Kasus Kelompok di Sekolah Dasar Islam Terpadu Nurul Islam Yogyakarta. *Laporan PKPP*. Tidak Diterbitkan. Fakultas Psikologi Universitas Gadjah Mada: Yogyakarta.
- Fadhlia, T.N. (2010) Kepedulian terhadap Sahabat untuk meningkatkan perilaku bertanggung jawab pada saksi *bullying*. *Tesis*. Tidak Diterbitkan. Fakultas Psikologi Unversitas Gadjah Mada: Yogyakarta.
- Fischer, P., Krueger, J. I., Greitemeyer, T., Vogrincic, C., Kastenmüller, A., Frey, D., & Kainbacher, M. (2011). The bystander-effect: a meta-analytic review on bystander intervention in dangerous and non-dangerous emergencies. *Psychological Bulletin*, 137(4), 517–537. <http://doi.org/10.1037/a0023304>
- Frey, K. S., Hirschstein, M. K., Snell, J. L., Edstrom, L. V. S., MacKenzie, E. P., & Broderick, C. J. (2005). Reducing playground *bullying* and supporting beliefs: an experimental trial of the steps to respect program. *Developmental Psychology*, 41(3), 479–490. <http://doi.org/10.1037/0012-1649.41.3.479>
- Gini, G. (2006). Social cognition and moral cognition in *bullying*: What’s wrong? *Aggressive Behavior*, 32(6), 528–539. <http://doi.org/10.1002/ab.20153>
- Gini, G., Pozzoli, T., & Bussey, K. (2015). The role of individual and collectivemoral disengagement in peer aggression and bystanding: A multilevel analysis. *Journal of Abnormal Child Psychology*, 42(3), 1-12, <http://doi.10.1007/s10802-014-99207>
- Hart, D., Burock, D., London, B., & Atkins, R. (2003). Prosocial tendencies, antisocial behavior, and moral development. In A. Slater & G. Bremmer (Eds.), *An Introduction to development psychology* (pp.334-35). Malden, Ma:Blackwell.
- Hay, D.F. (1994). Prosocial development. *Journal for Child Psychology and Psychiatry*, 35, 29-71.
- Hoffmann, C. (2012). Bystanders in *bullying* situations: differences between participant roles and their reactions to manipulation. *Thesis*. Departement Psychology of Conflict Risk and Safety. University of Twente.
- Hoffman, M.L. (2000). *Empathy and Moral Development: Implications For Caring and Justice*. New York: Cambridge University Press.
- Howard, A.M., Landau, S., & Pryor, J.B. (2013). Peer bystanders to *bullying*: Who wants to play with the victim?. *Journal Abnormal Child Psychology*, 42 (2),pp 1-12, <http://doi/10.1007/s10802-013-9770-8>

- Huitsing, G., Snijders, T. a B., Van Duijn, M. a J., & Veenstra, R. (2014). Victims, bullies, and their defenders: A longitudinal study of the coevolution of positive and negative networks. *Development and Psychopathology*, 1–15. <http://doi.org/10.1017/S0954579414000297>
- Jackson, M., & Tisak, M.S. (2001). Is prosocial behavior a good thing? Developmental changes in children's evaluations of helping, sharing, cooperating, and comforting. *British Journal of Developmental Psychology*, 19, 349-367.
- Jamaludin, A., Sulaiman, T., Abdullah, S.K., & Shamsuddin, J. (2009). Building a customized module for the treatment of drug addiction under the remedial program to be implemented on inmates at the drug rehabilitation centers in Malaysia, US, and China. *Education Review*, 6 (11), 57-64
- Johnson, D.W., & Johnson, R.T. (2007). Preventing *bullying*: Developing and maintaining positive relationships among schoolmates. *National Coalition Against Bullying Conference*, Melbourne University, Australia
- Karniol, R. (1995). Developmental and individual differences in predicting others' thoughts and feelings: applying the transformation rule model. In N. Eisenberg (Ed.), *Review of personality and social psychology: Vol 15, Social Development* (pp. 27-48). Thousand Oaks, CA: Sage.
- Kim, S. Y. (2014). A Social Cognitive Model of Bystander Behavior and the Mediating Role of Self-Efficacy on *Bullying* Victimization. *Dissertation*. Department of Counseling and Psychological Services: Georgia State University
- Kolb, D.A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall. <http://www.learningfromexperience.com/image/uploads/process-of-experiential-learning.pdf> (31.05.2006).
- Kolb, A.Y., & Kolb, D.A. (2008). Experiential Learning Theory: A Dynamic, Holistic Approach to Management Learning, Education, and Development. In Armstrong, S.J., & Fukami, C. (Eds). *Handbook of Management Learning Education and Development*. London: Sage Publication.
- Kompas. (2008). Kekerasan di Sekolah, Yogya Paling Tinggi. Retrieved from: <http://nasional.kompas.com/read/2008/05/17/14491761/kekerasan.di.sekolah.yogya.paling.tinggi>.
- Kowalski, R.M. Limber, S.P., & Agatson, P.W. (2008). *Cyberbullying*. United Kingdom: Blackwell Publishing.
- Levine, L.E., & Munsch, J. (2011). *Child Development: An Active Learning Approach*. Canada: Sage.

- Liputan6. (2015). Survei ICRW: 84% Anak Indonesia Alami Kekerasan di Sekolah. Retrieved from: <http://news.liputan6.com/read/2191106/survei-icrw-84-anak-indonesia-alami-kekerasan-di-sekolah>.
- Low, S., Ryzin, M.J. V., Brown, E.C., Smith, B.H., & Haggerty, K.P. (2013). Engagement matters: Lessons from assessing classroom implementation of Steps to Respect: A *bullying* prevention program over a one-year period. *Prevention Science*, 15(2), 1-12, <http://doi/10.1007/s11121-012-0359-1>
- Lynn, M.R. (1985). Determination and quantification of content validity. *Nursing Research*. 382-386.
- Mariani, M., Webb, L., Villares, E., & Brigman, G. (2015). Effect of Participation in Student Success Skills on Prosocial and *Bullying* Behavior. *The Professional Counselor*, 5(3), 341–353. <http://doi.org/http://dx.doi.org/10.15241/mm.5.3.341>
- Mestry, R. (2006). Bystander behaviour of school children observing *bullying*. *SA-eDUC JOURNAL*, 3(2), 46–59.
- Morrow, M. T., Hooker, S. D., & Cate, R. L. (2015). Consultation in *bullying* prevention: an elementary school case study. *School Community Journal*, 25(2), 85–111, <http://www.schoolcommunitynetwork.org/SCJ.aspx>
- Obsuth, I., Eisner, M.P., Malti, T., & Ribeaud, D. (2015). The developmental relation between aggressive behavior and prosocial behavior: A 5-year longitudinal study. *BMC Psychology*, 3(16), 1-15, <http://doi.10.1186/s40359-015-0073-4>
- O’Connell, P., Pepler, D., & Craig, W. (1999). Peer involvement in *bullying*: insights and challenges for intervention. *Journal of Adolescence*, 22, 437–452. <http://doi.org/10.1006/jado.1999.0238>
- Olson, H., M., & Hergenhahn, B.R. (2009). *An Introduction to Theories of Learning (Eighth Edition)*. New Jersey: Pearson Prentice Hall
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Oxford: Blackwell.
- Padgett, M. S., & Notar, C. E. (2013). Bystanders are the Key to Stopping *Bullying*. *Universal Journal of Educational Research*, 1(2), 33–41. <http://doi.org/10.13189/ujer.2013.010201>
- Papalia, D.E., Olds, S.W., & Feldman, R.D. (2007). *Human Development (Tenth Edition)*. Boston: McGraw-Hills.
- Penner, L.A., Fritzsche, B.A., Craiger, J.P., & Freifeld, T.R. (1995). Measuring the prosocial personality. In J. Butcher & C.D. Spielberger (Eds.) *Advances in personality assessment*. (Vol 10). Hillsdale, NJ: LEA

- Penner, L. A. (2002). Dispositional and Organizational Influences on Sustained Volunteerism: An Interactionist Perspective. *Journal of Social Issues*, 58(3), 447–467. <http://doi.org/10.1111/1540-4560.00270>
- Peterson, L. (1983). Influence of age, task competence, and responsibility focus on children's altruisme. *Development Psychology*, 19,141-148.
- Plotner, M., Over, H., Carpenter, M., & Tomasello, M. (2015). Young Children Show the Bystander Effect in Helping Situations. *Psychological Science*, 26(4), 499–506. <http://doi.org/10.1177/0956797615569579>
- Poyhonen, V. (2013). *Defending Behavior in Bullying situations*. Annales Universitatis Turkuensis. ISBN: 978-951-29-5469-8
- Pozzoli, T., & Gini, G. (2012). Why Do Bystanders of Bullying Help or Not? A Multidimensional Model. *The Journal of Early Adolescence*, 33(3), 315–340. <http://doi.org/10.1177/0272431612440172>
- Pronk, J., Olthof, T., & Goossens, F. A. (2014). Factors Influencing Interventions on Behalf of Victims of Bullying A Counterfactual Approach to the Social Cognitions of Outsiders and Defenders. *The Journal of Early Adolescence*, 0272431614562836. <http://doi.org/10.1177/0272431614562836>
- Rand, D.G., Dreber, A., Ellingsen, T., Fudenberg, D., & Nowak, M.A. (2009). Positive interactions promote public cooperation. *Science*, 325, 1272-1275
- Republika. (2014). Aduan Bullying Tertinggi. Retrieved from: <http://www.republika.co.id/berita/koran/halaman-1/14/10/15/ndh4sp-aduan-bullying-tertinggi>.
- Rigby, K. (2007). *Bullying in school and what to do about it (revised and updated)*. Victoria: ACER Press.
- Russel, J.D., & Johanningsmeier, K.A. (1981). *Improving Competence Through Modular Instruction*. Iowa: Kendall/Hunt Publishing Company.
- Salmivalli, C. (2009). of Adolescents ' Participation in Bullying Situations. *October*, 1268–1278. <http://doi.org/10.1177/0146167299258008>
- Salmivalli, C. (2010). Bullying and the peer group: A review. *Aggression and Violent Behavior*, 15(2), 112–120. <http://doi.org/10.1016/j.avb.2009.08.007>
- Salmivalli, C., Voeten, M., & Poskiparta, E. (2011). Bystanders matter: associations between reinforcing, defending, and the frequency of bullying behavior in classrooms. *Journal of Clinical Child and Adolescent Psychology: The Official Journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53*, 40(5), 668–676. <http://doi.org/10.1080/15374416.2011.597090>
- Santrock, J.W. (2008). *Psikologi Pendidikan (edisi kedua)*. Jakarta: Kencana

- Sari, S.L. (2015). Laporan Praktik Kerja Profesi Psikologi Kasus Individu pada SD Negeri Jetis 1 Yogyakarta. *Laporan PKPP*. Tidak diterbitkan Fakultas Psikologi Universitas Gadjah Mada: Yogyakarta
- Sawyer, K.S., Denham, S., DeMulder, E., Blair, K., Auerbach-Major, S., & Levitas, J. (2002). The contribution of older siblings' reactions to emotions preschoolers' emotional and social competence. *Marriage and Family Review, 34*, 183-212
- Schonert-Reichl, K.A., Smith, V., Zaidman-Zait, A., & Hertzman, C. (2012). Promoting children's prosocial behaviors in school: Impact of the "Roots of Empathy" program on the social and emotional competence of school-aged children. *School Mental Health, 4*(1) 1-21, <http://doi.10.1007/s12310-011-9064-7>
- Shadish, W.R., Cook, T.D., & Campbell, D.T. (2002). *Experimental and Quasi-Experimental Designs: for Generalized Casual Inference*. USA: Houghton Mifflin Company.
- Sheffield, E. M. (2001). *Assertiveness for children*. Retrieved July 02, 2009, from www.kidscape.org.uk/assets/downloads/assertivenessforchildren.pdf
- Silberman, M. (2007). *The Handbook of Experiential Learning*. United States of America: John Wiley & Sons Inc
- Somekha. (2013). School-wide *bullying* prevention in early elementary school. Retrieved from <http://scienceofpsych.com/2013/12/18/school-wide-bullying-prevention-in-early-elementary-school/>.
- Smith, B.H., & Low. S. (2013). The role of social-emotional learning in *bullying* prevention efforts. *Theory Into Practice, 52*(4), 280-287. <http://10.1080/00405841.2013.829731>
- Spivak, A.L., Lipsey, M.W., Farran, D.C., & Polanin, J.R. (2015). Protocol: Practices and program components for enhancing prosocial behavior in children and youth: A systematic review. *The Campbell Collaboration*. www.campbellcollaboration.org
- Sugiyono. (2016). *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Swearer, S. M., Wang, C., Berry, B., & Myers, Z. R. (2014). Reducing *bullying*: application of social cognitive theory. *Theory Into Practice, 53*(4), 271-277. <http://doi.org/10.1080/00405841.2014.947221>
- Thomas, A. (2010). The cognitive and social determinants of bystander intervention : techniques to increase helping behavior in *bullying* situations. *Thesis*. Haverford College

- Thornberg, R. (2007). A classmate in distress: schoolchildren as bystanders and their reasons for how they act. *Social Psychology of Education, 10*(1), pp 5-28, <http://doi.10.1007/s11281-006-909-4>
- Thornberg, R., & Jungert, T. (2013). Bystander behavior in *bullying* situations: Basic moral sensitivity, moral disengagement and defender self-efficacy. *Journal of Adolescence, 36*(3), 475–483. <http://doi.org/10.1016/j.adolescence.2013.02.003>
- Trach, J., Hymel, S., Waterhouse, T., & Neale, K. (2010). Bystander Responses to School *Bullying*: A Cross-Sectional Investigation of Grade and Sex Differences. *Canadian Journal of School Psychology, 25*(1), 114–130. <http://doi.org/10.1177/0829573509357553>
- Walter, G.A., & Marks, S.E. (1981). *Experiential Learning and Change: Theory Design and Practice*. New York: John Wiley & Sons.
- Wang, C., Couch, L., Rodriguez, G.R., & Lee, C. (2015). The *bullying* literature project: Using children's literature to promote prosocial behavior and social-emotional outcomes among elementary school students. *Contemporary School Psychology, 19*(4), 320-329, <http://doi/10.1007/s40688-015-0064-8>
- Weissberg, R.P., Durlak, J.A., Domitrovich, C.E., & Gullotta, T.P. (2015). *Handbook of Social and Emotional Learning: Research and Practice*. New York: Guilford Publications