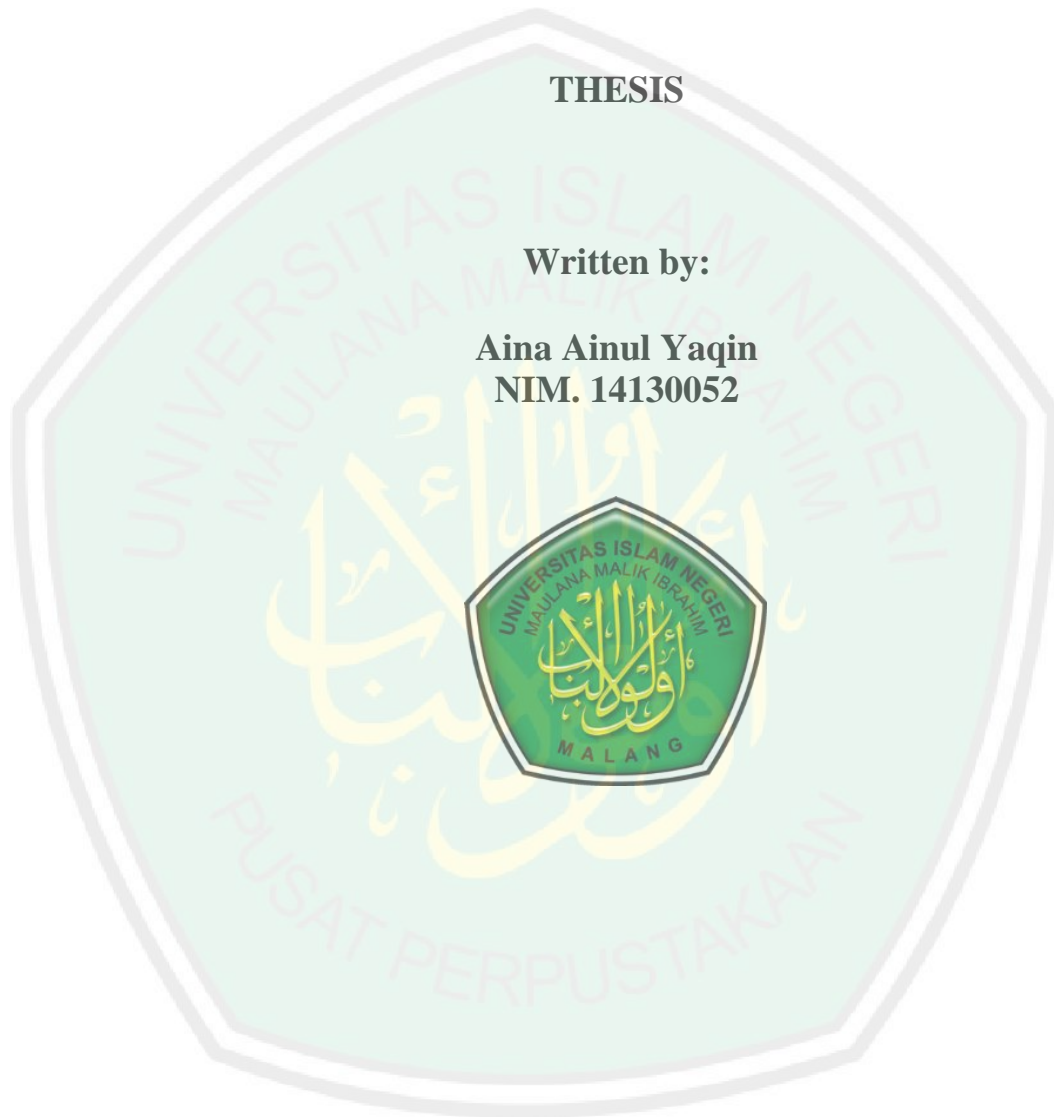


**STRATEGY OF SOCIAL SCIENCES TEACHER
IN INTERNALIZING CHARACTER EDUCATION VALUES
FOR PREVENTING BULLYING TO 8TH GRADE STUDENTS
OF MTsN 1 KOTA KEDIRI**

THESIS

Written by:

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**SOCIAL SCIENCE EDUCATON DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG
JULY, 2018**

**STRATEGY OF SOCIAL SCIENCES TEACHER
IN INTERNALIZING CHARACTER EDUCATION VALUES
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STUDENTS OF MTsN 1 KOTA KEDIRI**

THESIS

Presented to Tarbiyah and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment of the Requirements for
The Degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd)

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**SOCIAL SCIENCE EDUCATON DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
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JULY, 2018**

APPROVAL SHEET

**STRATEGY OF SOCIAL SCIENCES TEACHER
IN INTERNALIZING CHARACTER EDUCATION VALUES
FOR PREVENTING BULLYING TO 8TH GRADE STUDENTS
OF MTsN 1 KOTA KEDIRI**

THESIS

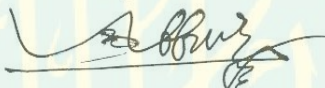
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**STRATEGY OF SOCIAL SCIENCES TEACHER
IN INTERNALIZING CHARACTER EDUCATION VALUES
FOR PREVENTING BULLYING TO 8TH GRADE STUDENTS
OF MTsN 1 KOTA KEDIRI**

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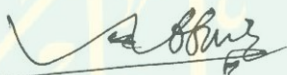
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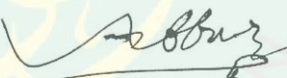
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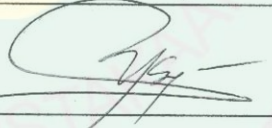
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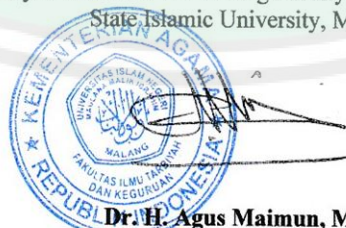
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DEDICATION

By reciting Bismillah and Alhamdulillah

Thanks to Allah SWT, the Lord who makes me possible to finish my thesis with all His miracle that make everything valuable for me. Shalawat and salam also always be given to our Prophet Muhammad SAW as the best paragon who deliver us from jahilliyah period to lightness

I dedicate my work to:

Education in Indonesia

My beloved father and mother (Abdul Hadi and Puningah) who always by my side and give me strength in all condition, I just wanna say “I LOVE YOU and thank you so much for all the best in the world” and also my beloved brothers and sister (Imam Yahya, Mukinul Faridoh, Saiku A’la) who always help and support me and you are a part of my life and you are my everything

To all my teachers and my lectures who always teach me sincerely and guiding me with their knowledge and experiences

To all my family and my beloved friends who can’t be mentioned one by one which always support me, give their smile and beautiful day for me

My classmate in ICP-P.IPS E 2014 who always fight together, I just wanna say “I will miss all the moment with you and thank you for the wonderful experience that we through together”

May Allah SWT gives all of you happiness. *Aamiin*

MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا لَا يَسْخَرُونَ قَوْمًا مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ
 وَلَا نِسَاءً مِّن نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوا أَنفُسَكُمْ وَلَا
 تَنَابَزُوا بِاللَّغَبِ بِئْسَ الْإِسْمُ الْفُسُوقِ بَعْدَ الْإِيمَانِ وَمَن لَّمْ يَتُبْ فَأُولَٰئِكَ
 هُمُ الظَّالِمُونَ ﴿١١﴾

“Hai orang-orang yang beriman, janganlah sekumpulan orang laki-laki merendahkan kumpulan yang lain, boleh jadi yang ditertawakan itu lebih baik dari mereka. Dan jangan pula sekumpulan perempuan merendahkan kumpulan lainnya, boleh jadi yang direndahkan itu lebih baik. Dan janganlah suka mencela dirimu sendiri dan jangan memanggil dengan gelaran yang mengandung ejekan. Seburuk-buruk panggilan adalah (panggilan) yang buruk sesudah iman dan barangsiapa yang tidak bertaubat, maka mereka itulah orang-orang yang zalim”

“Believers, let not a group (of men) scoff at another group, it may well be that the latter (at whom they scoff) are better than they, nor let a group of women scoff at another group, it may well be that the latter are better than they. And do not taunt one another by nicknames. It is an evil thing to gain notoriety for ungodliness after belief. Those who do not repent are indeed the wrong-doers ”

(Al Hujurat : 11)

Dr. H. Abdul Bashith, M. Si
Lecturer Faculty of Tarbiyah and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

OFFICE MEMO OF ADVISOR

Subject : Thesis of Aina Ainul Yaqin

Attachment: 4 (Four) Exemplares

Malang, 6 of June 2018

To Whom it May Concern,
Dean of Tarbiyah and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University, Malang
in
Malang

Assalamu'alaikum Wr. Wb.

This office memo declares that skripsi originally owned by:

Name : Aina Ainul Yaqin
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Title of Skripsi : Strategy of Social Sciences Teacher in Internalizing
Character Education Values for Preventing Bullying to
8th Grade Students Of MTsN 1 Kota Kediri

Is considered **acceptable** to be defended after being intensively read and
regularly consulted in the area of research content, language, and writing
composition.

Wassalamu'alaikum Wr. Wb.

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CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by Aina Ainul Yaqin, student of Social Science Education Department (P.IPS) as the requirement for degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, 24th of May 2018

Author,



Aina Ainul Yaqin
NIM. 14130052

PREFACE

Bismillahirrohmanirrohim

All praises be to Allah the Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah because of all blessing and guidance, so writer is able to finish this Thesis entitled “Strategy of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students Of MTsN 1 Kota Kediri”. As the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

Sholawat and *salam* always be presented to our beloved Prophet Muhammad SAW who has guidance us from the darkness to the lightness in this world and who can give the blessing in the hereafter. This thesis is written to submitted as a part of the requirement for obtaining Bachelor Degree in Social Science Education Department, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang would not have been completed without the contributions and supports from many people.

Thus, I want to express my deepest gratitude to my advisor, Dr. H. Abdul Bashith, M. Si who has given me his valuable guidance, inspiration, and patience. Which finally lead me to finish the process of thesis writing. Furthermore, I also want to express my sincerely thanks to:

1. Prof. Dr. Abdul Haris, M.Ag as the rector of Maulana Malik Ibrahim State Islamic University of Malang, who has given me the hidden spirit

- and motivation to develop academical competences well as Islamic studies.
2. Dr. H. Agus Maimun, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who always support the students to study hard and develop science.
 3. Dr. Alfiana Yuli Efianti, M.A as the Head of Social Science Eeducation Department who always support the students.
 4. Dr. H. Abdul Bashith, M. Si as the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report.
 5. All my lecturer in Social Science Education Department and also all of the lecture in the State Islamic University of Malang who have give the valuable knowledge and experience.
 6. MLC dormitory, Ustad Mokhammad Yahya, Ustadzah Anis Wardatuz Zahro, Yuni Maratus Sholihah, Binti Sahlatun Muyassaroh, Fitriyatus Sholihah, Mariyam, Mela and Meli, and childs squad (Una, Athira, Olla, Chiba, Ojad) who gave support as well as accompanying me and waking me up in the midnight for writing this thesis.
 7. Friends of PKL Fadhli Bahtiyar Hakim, A'izzatul Islami, Elvi Luthfiana Zahroin, Lailatul Romadhina who always support me and help me in finishing this thesis.

8. All the big family of ICP P.IPS E 2014 who always support me to writing this thesis.
9. Headmaster of MTsN 1 Kediri, who give me permission to do research.



10. Teacher and students in Grade 8th of MTs N 1 Kediri especially Mr. Yulianto S. Pd who help me during this research.

11. Puput Hersa Senji, Mardiah, and other friends of one supervisor, friends of struggling, waiting, and hope.

12. Syera Kartika Setiani, Mardiah, Alfu Alfin Najah, Tita Saadut D, Lina Fakhriani, Aan Raden Bagus, my unforgettable cluster for the trust, insightful discussion, valuable advices, supports, and humorous moments.

Finally, I do appreciate the whole assistance from any hands in accomplishing this thesis. I do hope the God will grant you all the best rewards.

Malang, 24 of May 2018



Aina Ainul Yaqin

GUIDELINES OF ARAB LATIN transliteration

The writing of Arabic - Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No. 158 of 1987 and No. 0543 b/U/1987 which can be broadly describe, as follows:

A. Alphabet

ا = A	ز = Z	ق = Q
ب = B	س = S	ك = K
ت = T	ش = SY	ل = L
ث = TS	ص = SH	م = M
ج = J	ض = DL	ن = N
ح = <u>H</u>	ط = TH	و = W
خ = KH	ظ = ZH	ه = H
د = D	ع = ‘	ء = ‘
ذ = DZ	غ = GH	ي = Y
ر = R	ف = F	

B. Vocal Long

Vocal (a) long	= â
Vocal (i) long	= î
Vocal (u) long	= û

C. Dipthongs Vocal

أُو	= Aw
أَي	= Ay
أُو	= Ū
إِي	= Î

TABLE LIST

Table 1 : Originality of Research

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PICTURE LIST

Picture 1 : Internalization character Values at Social Science



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3. Letter have done research in school
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5. Interview Result
6. Picture Documentation
7. Plagiarism Checker



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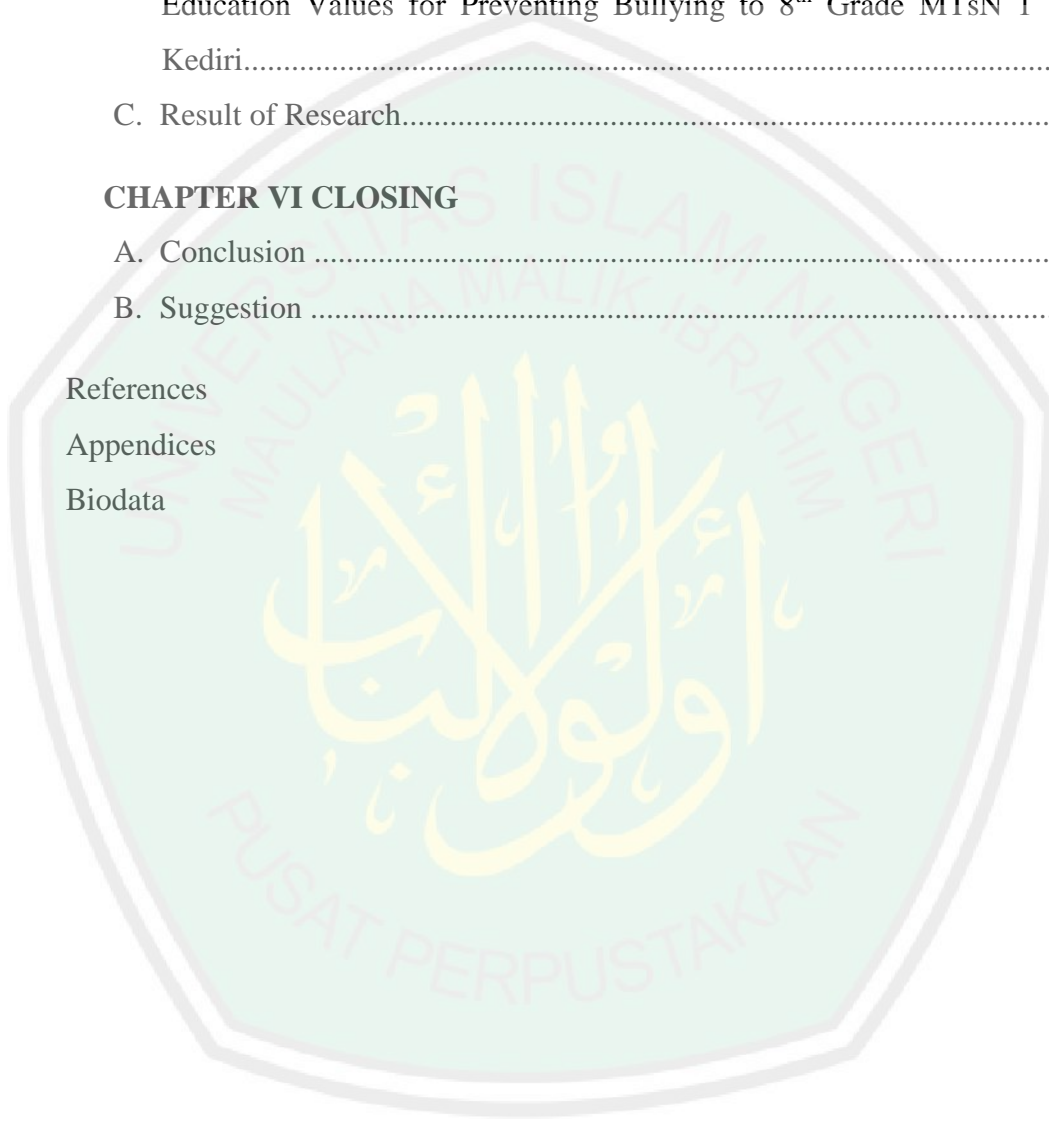
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ABSTRAK

Yaqin, Aina Ainul. 2018. *Strategi Guru IPS Dalam Internalisasi Nilai-Nilai Pendidikan Karakter Untuk Mencegah Bullying Pada Kelas VIII Di MTsN 1 Kediri*. Skripsi. Jurusan Pendidikan Ilmu Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Abdul Basith, M. Si.

Fenomena turunnya nilai-nilai moral banyak menyebabkan banyaknya tindakan bullying yang dilakukan oleh pelajar tingkat SMP/MTs. Hal tersebut menunjukkan bahwa peserta didik belum mampu menginternalisasi nilai-nilai karakter agar tertanam dan berfungsi sebagai muatan hati nurani sehingga peserta didik mampu menghayati dan menerapkan nilai-nilai karakter. Tindakan preventif untuk mencegah tindakan bullying juga masih sangat terbatas. Maka dari itu perlu adanya strategi internalisasi nilai-nilai pendidikan karakter untuk mencegah bullying pada pelajar SMP/MTs yang dilakukan oleh guru Ilmu Pengetahuan Sosial, yang mana memiliki tanggung jawab untuk mengembangkan sikap sosial sosial peserta didik. Penelitian ini dilakukan di MTs N 1 Kediri, dimana meski banyak peserta didik yang memiliki perbedaan namun tidak ditemukan tindakan bullying secara fisik yang dilakukan oleh peserta didik.

Tujuan penelitian ini adalah untuk : (1) menguraikan formulasi strategi yang dilakukan guru IPS dalam internalisasi nilai-nilai pendidikan karakter untuk mencegah tindakan bullying pada kelas VIII di MTsN 1 Kediri, (2) menguraikan implementasi strategi yang dilakukan guru IPS dalam internalisasi nilai-nilai pendidikan karakter untuk mencegah tindakan bullying pada kelas VIII di MTsN 1 Kediri, (3) menguraikan evaluasi strategi yang dilakukan guru IPS dalam internalisasi nilai-nilai pendidikan karakter untuk mencegah tindakan bullying pada kelas VIII di MTsN 1 Kediri.

Untuk mencapai tujuan di atas, digunakan pendekatan penelitian kualitatif dengan jenis deskriptif. Instrumen kunci adalah peneliti sendiri, dengan teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Data dianalisis dengan cara mereduksi data yang tidak relevan, penyajian data, verifikasi data, dan penarikan kesimpulan. Pengecekan keabsahan data dilakukan dengan pengecekan keikutsertaan, meningkatkan ketekunan dan keajegan pengamatan, serta triangulasi.

Hasil penelitian menunjukkan bahwa, (1) formulasi strategi guru IPS dalam internalisasi nilai-nilai karakter untuk mencegah tindakan bullying dilakukan dengan menyusun RPP dengan apersepsi berupa motivasi, kegiatan inti dilakukan secara berkelompok, serta guru IPS memberikan contoh yang baik kepada peserta didik (2) implementasi strategi guru IPS dalam internalisasi nilai-nilai pendidikan karakter untuk mencegah bullying dilakukan dengan tiga tahap, yang pertama tahap transformasi nilai dilakukan guru IPS dengan memberikan motivasi atau petuah sebelum pembelajaran di mulai, tahap kedua yaitu transaksi nilai dilakukan guru IPS dengan melakukan pembelajaran secara berkelompok, tahap ketiga yaitu transinternalisasi nilai dimana guru IPS memberikan tauladan yang baik dicontoh oleh peserta didik untuk mencegah bullying pada kelas VIII di MTsN 1 Kediri (3) evaluasi strategi guru IPS dalam internalisasi nilai-nilai pendidikan karakter untuk mencegah bullying dilakukan dengan metode evaluasi observasi, hasilnya adalah tidak ditemukan bullying secara fisik, namun masih ada beberapa dari peserta didik melakukan bullying secara verbal.

Kata Kunci : Strategi, Guru IPS, Internalisasi Nilai-Nilai, Pendidikan Karakter, Mencegah Bullying

ABSTRACT

Yaqin, Aina Ainul. 2018. *Strategy of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri*. Thesis. Social Science Education, Faculty of Tarbiya and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. H. Abdul Basith, M. Si.

The phenomenon of moral degradation often leads many junior high school students to bully others. It shows that they are still not able to internalize character values and implement them in their daily life. The action to prevent bullying is still limited. Therefore, social science teacher who is responsible for students' social behavior development needs character building value internalization strategy to prevent bullying among junior high school students. The research was conducted in MTs N 1 Kediri. Even though the students of the school are varied, they do not physically bully others.

The research aims to: (1) describe a strategy formula implemented by social science teacher in internalizing the value of character education to prevent bullying in VIII grade of MTs N 1 Kediri, (2) describe the strategy implementation done by social science teacher in internalizing character education to prevent bullying on VIII graders of MTs N 1 Kediri, (3) to describe the strategy evaluation implemented by social education teacher in internalizing character education values to prevent bullying on VIII graders of MTs N 1 Kediri.

To achieve the objectives, the researcher employs a descriptive qualitative approach. The key instrument is the researcher herself. The data collection technique includes observation, interview, and documentation. The data is analyzed by reducing irrelevant data, presenting data, verifying data and drawing conclusion. To check the data validity, the researcher employs participant checking, observation persistence and consistency improvement and triangulation.

The result of the study shows that (1) Social science teacher's strategy in internalizing character values to prevent bullying is formulated by making lesson plan with motivation in apperception, using core activity in group, and social sciences teacher become role model for students (2) its implementation consists of three stages, namely value transformation done by social science teacher by giving motivation or advice before the learning process, value transaction done by social science teacher by conducting learning in group, value trans-internalization done by social science teacher by acting as a role model for the students to prevent bullying in VIII grade of MTsN 1 Kediri (3) the evaluation is done by observation evaluation method. The result shows no physical bullying. However, some students still bully others verbally.

Keywords: Strategy, Social Science Teacher, Value Internalization, Character Building, Prevent Bullying

Translator, Rizka Yanuarti NIPT 201209012263	Date 8-6- 2018	The Director of Language Center Dr. H.M. Abdul Hamid, MA. NIP 19730201 1998031007
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مستخلص البحث

عينُ عبْدُ اليقين، ٢٠١٨. استراتيجيّة معلّم العلوم الاجتماعيّة في تكوين قيم التّعليم الشخصي لدفع التحقير في الصف الثّامن بالمدرسة المتوسّطة الدّينية الحكوميّة الأولى قاديري. البحث الجامعي. قسم تعليم العلوم الاجتماعيّة، كُليّة علوم التّربيّة والتّعليم بجامعة مولانا مالك إبراهيم الإسلاميّة الحكوميّة مالانج. المشريف : د. الحاج عبد البسيط الماجستير.


الكلمات الرئيسية: استراتيجيّة، معلّم العلوم الاجتماعيّة، تكوين القيم، التّعليم الشخصي، دفع التحقير.

أدت ظاهرة انخفاض القيم الأخلاقية على التحقير الذي قام به الطلبة في المستوى المتوسط. فهذا يدلّ على أنّهم لم يستطيعوا تمكين القيم الأخلاقية في أنفسهم حتى يشعروها ويطبقوها. والخطوة الوقائيّة لدفع التحقير محدودة. لذلك، يحتاج معلّم العلوم الاجتماعيّة إلى استراتيجيّة لدفع هذا الحال لطلبتهم في المدرسة المتوسّطة الدّينية وغيرها، وله مسؤوليّة لتطوير السلوك الاجتماعيّ لدى الطلبة. وأجري هذا البحث في المدرسة المتوسّطة الدّينية الحكوميّة الأولى قاديري، رغم أنّهم مختلفون ولكن لم نجد التحقير الجسدي بين بعضهم بعضاً.

الأهداف من هذا البحث هي : (١) تحليل صيغة الإستراتيجيّة التي قام بها معلّم العلوم الاجتماعيّة في تكوين التّعليم الشخصي لدفع التحقير في الصف الثّامن بالمدرسة المتوسّطة الدّينية الحكوميّة الأولى قاديري، (٢) تحليل تطبيق الإستراتيجيّة التي قام بها معلّم العلوم الاجتماعيّة في تكوين قيم التّعليم الشخصي لدفع التحقير في الصف الثّامن بالمدرسة المتوسّطة الدّينية الحكوميّة الأولى قاديري، (٣) تحليل تقييم الإستراتيجيّة التي قام بها معلّم العلوم الاجتماعيّة في تكوين قيم التّعليم الشخصي لدفع التحقير في الصف الثّامن بالمدرسة المتوسّطة الدّينية الحكوميّة الأولى قاديري.

للحصول على تلك الأهداف، استخدمت الباحثة منهج البحث الكيفي بنوع الدراسة الوصفية. والأدوات الأساسيّة هي الباحثة التّفسيّة، وتستخدم الملاحظة، المقابلة، والوثائق لجمع البيانات. تحلّل البيانات بطريقة تحديد البيانات التي ليست لها الصّلة، وعرضها، وتحقيقها والاستنتاج منها. وتمّ التحقق من صحة البيانات من خلال تحليل المشاركة، ترقية الجهد، واستمرارية الملاحظة، والتّليث.

وأما نتائج هذا البحث فتدلّ على أنّ : (١) كانت صيغة الإستراتيجيّة التي قام بها معلّم العلوم الاجتماعيّة في تكوين قيم التّعليم الشخصي لدفع التحقير مناسبة بالمنهج الدّراسي عام ٢٠١٣، اشترك الطلبة في الممارسة التي طبقتها المدرسة كصلاة الصّحّي جماعة، إعداد خطة التدريس بأنشطتها الأساسيّة التي قام بها الطلبة جماعة، (٢) اشتمل تطبيق الإستراتيجيّة التي قام بها معلّم العلوم الاجتماعيّة في تكوين قيم التّعليم الشخصي لدفع التحقير ثلاثة المراحل، الأولى هي مرحلة النقل؛ قام معلّم العلوم الاجتماعيّة بإعطاء الدّوافع قبل ابتداء التّعليم، والثّانية هي مرحلة التبادل؛ قام معلّم العلوم الاجتماعيّة بتعليم جماعي، والثّالثة هي مرحلة التمكن؛ قام المعلم بإعطاء القدوة الحسنّة التي يتبعها طلبته لدفع التحقير في الصف الثامن بالمدرسة المتوسّطة الدّينية الحكوميّة الأولى قاديري. (٣) تكون تقييم الإستراتيجيّة التي قام بها معلّم العلوم الاجتماعيّة في تكوين قيم التّعليم الشخصي لدفع التحقير من طريقة تقييم الملاحظة، ونتيجتها هي لا يوجد أي التحقير الجسدي ولكن مازال هناك التحقير الشفهي.

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CHAPTER I

INTRODUCTION

A. Background of Research

Prior learning in the classroom, a teacher must have a strategy of learning so that the expected learning goals will achieve. Kemp argued that learning strategies is an activity of learning to do teachers and students so that learning goals can be accomplish effectively and efficiently¹. A teacher should have a plan or steps taken so that the learning process is done can achieve maximum results. Students become the focus of attention of the teacher in the learning strategy. Where students can study comfortably is one of learning objectives in General. Students will feel comfortable, if teacher teach with empathy, strategies to convey the importance of the heart, bring the matter to a future life for the students, and understand the forms of subject matter that it conveys. With this understanding, the teacher can determine a suitable strategy to suit the shape of the material; it might just be evidence, facts, concepts, or formulas.

In a global perspective, a social science teacher gets a bigger challenge again i.e. present and instills the values of universal and global thought provoking to students. In order to purposes of teaching, the social science is reached, i.e. educates in order to become democratic citizens who are able to take an important role in economic and social life of global politics, could be achieved. In addition to social science teacher also has an obligation to give instilled moral values to

¹ Wina Senjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media, 2008)

students. Social science teacher is a professional Educator with the main task of educating, teaching, guiding, directing, train, assess and evaluate students in early childhood education as well as a line of formal education, primary education, and pen secondary education in the field of study or the study of society. Teachers are has a purpose on subjects of social science so that students have the knowledge and sensitivity to the surrounding neighborhoods. Therefore, after getting the Social Science study students can keep each other mutually, acting affectionate with one another, always holding the unity and not each other hurt each other. For the sake of achieving the learning teacher, Social Science should have the right strategy, appropriate, effective, and appropriate to the circumstances and condition of the student.

In UUD No. 20, years of 2003 about the system of national education formulated the function and purpose of national education have to used in developing educational efforts in Indonesia. Article 3 of the Undang-Undang Sistem Pendidikan Nasional mentions " Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggungjawab"². The national education goals are a formula about Indonesia's human qualities that to be developed by each unit of education.

² Depdiknas. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, (Jakarta: Depdiknas 2003)

Therefore, the purpose of the formulation of national education is the basis in the development of character education.

The purpose of education was to the formation of characters that are manifest in the essential unity of the subject with the behavior and attitude of life. Characters have to, because the identity that transcends the experience of a contingent that is always changing. From the maturity of character, the quality of a person is measured. The character development of students that related to the existence of Social Science subjects very closely. Through learning social science can enter values character education with integrating the learning material in the social sciences. Character education and character values that need to be implanted in the SMP/MTs level students. Among others, kind-hearted, hardworking, diligent and tenacious, dynamic, and productive, impatient as well as a loyal customer, accustomed to good ethical conduct every day, accustomed to critical thinking, simple, sportsmanship, and responsible, accustomed to behaving qanaah, tolerant, caring for the environment and culture and not arrogant, not undermine, not nifak good and ethical environment³.

When are reviewed from the characteristics of social science that has been outlined, it turns out that these subjects have a greater role. This is concerning the personal and social ability in mastering the characteristic values as a person and as a citizen of the community as well as the ability to live in society. Through social science education, students are nurtured and developed mental abilities-intellectual who has become a citizen and has a corporate social

³ Abdul Majid, Dian Andayani, Pendidikan Karakter Perspektif Islam, (Bandung: PT Remaja Rosdakarya, 2012), Hlm. 169-170.

responsibility and responsible in accordance with the values contained therein. Social science lessons should also always remind participants of his protégé to follow the norms of the religion adhered, like each other please help in goodness,⁴ because social science lesson is lesson so that learners being a creature of social dignity and empathy.

Based on the above reasoning, to form good character in Social Science subjects, then the supposed character education not simply introduces the values to students. But also should be able to internalize the values of the character with Gar is embedded as a payload of conscience that is able to evoke thought deeply about values, and even up to their application in everyday life. Values that have become the charge of conscience, which would later serve as a filter when the meeting took place between the values that, collided. Therefore, those learners can give priority to peace instead of violence⁵ to keep the unity of the country.

Social Science teacher also has an important role in shaping the character of learners in the future, because Social science lessons is one of the important subjects that help students to live in the community in the future. Thus Social Science Teachers need to internalize character also respect the right of others⁶, because learners need to understand that there are many differences in the community. If we can't respect that differences will arise then splits in society.

⁴ QS Al Maidah 2 dikutip oleh Abd. Rachman Assegaf, *Pendidikan Tanpa Kekerasan Tipologi Kondisi, Kasus dan Konsep*, (Yogyakarta: Tiara Wacana Yogya, 2004), hlm 6

⁵ QS Al Baqarah 220 dikutip oleh Abd. Rachman Assegaf, *Pendidikan Tanpa Kekerasan Tipologi Kondisi, Kasus dan Konsep*, (Yogyakarta: Tiara Wacana Yogya, 2004), hlm 6

⁶ QS Al Hajj 40 dikutip oleh Abd. Rachman Assegaf, *Pendidikan Tanpa Kekerasan Tipologi Kondisi, Kasus dan Konsep*, (Yogyakarta: Tiara Wacana Yogya, 2004), hlm 6

For it in achieving the goals of national education Indonesia needed a conducive conditions away from violence. So that in future there is no war, the split between the community, and always keep a unity of State. But the number of violent phenomena in education or the phenomenon of bullying committed students to other students, can cause learning objectives not achieved its full potential. The phenomenon of bullying has become part of the dynamics of the school due to lack of character education provided by the school. Generally people are more familiar with terms such as "penggencetan", "pemalakan:," exclusion ", intimidation and others. The term bullying itself has a broader meaning, encompassing various forms of use of power or the power to hurt others, so victims feel depressed, traumatized and helpless⁷. Yayasan Sejiwa research shows that none of the schools in Indonesia which are free from acts of violence. Bullying behavior has serious impact. Physically, this violence can lead to injuries and damage the body among other bruises, cuts, Burns, incision wounds organ part in like bleeding brain, gastric, colon rupture of the heart, to the condition of coma. Psychologically, bullying resulted in low self-esteem to depression and on the long run, bullying can cause trauma. Islam also prohibits the bullying behavior of hardware as described in the Quran surah Al-Hujurat verse 11:

⁷ Yayasan Semai Jiwani dalam Damantari Destiana, "Perilaku Bullying pada Remaja di Sekolah Ditinjau dari Jenis Kelamin", *Skripsi*, Fakultas Psikologi, 2011, hlm. 2

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا لَا يَسْخَرُونَ قَوْمًا مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ
 وَلَا نِسَاءً مِّن نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوا أَنفُسَكُمْ وَلَا
 تَنَابَزُوا بِاللَّغَبِ بِئْسَ الْأَسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ وَمَن لَّمْ يَتُبْ فَأُولَٰئِكَ
 هُمُ الظَّالِمُونَ ﴿١١﴾

Artinya:

“Believers, let not a group (of men) scoff at another group, it may well be that the latter (at whom they scoff) are better than they, nor let a group of women scoff at another group, it may well be that the latter are better than they. And do not taunt one another by nicknames. It is an evil thing to gain notoriety for ungodliness after belief. Those who do not repent are indeed the wrong-doers”⁸

Research conducted Kumpulainen⁹ and his friends revealed that bullying behavior is quite high prevalence on early adolescence is the period in the first level of secondary school grade 7, 8, and 9. According to bullying behavior Nansel most often occur on the 6th grade pupils up to grade 8¹⁰. Chairman of KPAI Asrorun Niam suggests that numbers of violence against children in 2015 declined, but cases of children who become perpetrators of bullying in school increases¹¹. One example is school bullying in action as it happens on 20 July 2017 that occur in the SMP 4 Nganjuk where the Children in need special bully by his friend, because the drawback is considered disruptive. Here the perpetrator will not feel guilty that his actions, so he makes such

⁸ Al Qur'an dan Terjemahnya Al Jumanataul 'Ali (Bandung: J-Art, 2004), hlm 516

⁹ Damantari Destiana, “Perilaku Bullying pada Remaja di Sekolah Ditinjau dari Jenis Kelamin”, *Skripsi*, Fakultas Psikologi, 2011, hlm. 5

¹⁰ Ibid page 5

¹¹ Davit Setyawan, “Mengejutkan! Bullying di Sekolah Meningkat, Jadi Perhatian Serious Jokowi dan KPAI, (www.kpai.go.id, diakses 29 September 2017 jam 19.30 WIB)

action as a story on Instagram¹². The phenomenon of the moral decadence that led to the large number of acts of bullying shown by the students of Junior High School as a student of late suggests that students haven't been able to internalize the values of the characters in order for embedded and functioning as the charge conscience so that is able to evoke a deep thought about the character values. However, such preventive action in order to reduce bullying is still very limited. In preventing bullying is expected in any learning provided by social science teacher always instilled the values of religious norms (Islam), to make the learners practise behaviours of affection toward each other¹³.

One of the schools that have more attention towards the threat of bullying in schools is MTsN 1 Kediri. Students who study in MTsN 1 Kediri come from residents of towns and villages, due to its strategic location the school was reach by students who come from villages or towns. Regional differences of the village and the city could trigger the Act of bullying. However, according to guidance counseling teacher in MTsN 1 Kediri, Siti Sunariyah action report bullying done by students from grade 7 to grade 9 only a little and almost non-existent. Because MTs Negeri 1 Kediri is one of the secondary schools of Islam that existed in Kediri, where in the process the lesson always instilled values character education that comply with Islamic jurisprudence and unity to each their students.

¹² Adi Nugroho, "Setelah Video Bullying ABK SMPN 4 Nganjuk Viral, (<https://www.jawapos.com/radarkediri/read/2017/07/24/3307/setelah-video-bullying-abk-smpn-4-nganjuk-viral>), diakses 09 Januari 2018 jam 05.00 WIB)

¹³ QS Al Fath ayat 29 dikutip oleh Abd. Rachman Assegaf, *Pendidikan Tanpa Kekerasan Tipologi Kondisi, Kasus dan Konsep*, (Yogyakarta: Tiara Wacana Yogya, 2004), hlm 6

Therefore, any teacher in MTsN 1 Kediri always gives values character education on their students, neither the teachers of Social Science Subjects.

Based on the background which has been described, then this research needs to be done with the title "Strategy of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8 Grade Students of MTsN 1 Kota Kediri".

B. Focus of Research

Based on the background of the problem above, the outline of this research focus is "How the Strategy of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri?". As for the focus of the research was elaborated in subs focus as follows:

1. What are the strategies formulated and conducted by social sciences teacher in the internalization of the values character education to prevent the bullying behavior at grade 8 MTsN1 Kota Kediri?
2. How is the implementation those strategies social sciences teachers conducted in internalization of values character education to prevent the bullying behavior at grade 8 MTsN1 Kota Kediri?
3. How is the evaluation of the strategies oversight conducted teacher IPS in the internalization of the values character education to prevent the bullying behavior at grade 8 MTsN1 Kota Kediri?

C. Purpose of Research

Based on the focus above, the general objective of this research is to describe the Strategy of Social Sciences Teacher to Internalize Character Education Values for Prevent Bullying to 8th Grade Students of MTsN 1 Kota Kediri. As for the purpose specifically is:

1. Describe a strategy formula implemented by social science teacher in internalizing the value of character education to prevent bullying in VIII grade of MTsN 1 Kota Kediri.
2. Describe the strategy implementation done by social science teacher in internalizing character education to prevent bullying on VIII graders of MTsN 1 Kota Kediri.
3. Describe the strategy evaluation implemented by social education teacher in internalizing character education values to prevent bullying on VIII graders of MTs N 1 Kota Kediri.

D. Benefits of Research

1. Theoretical Benefits
 - a. To increase vocabulary knowledge especially in the field of science education.
 - b. To contribute information as a reference for further research.
2. Practical uses
 - a. For Institutions

As gives information on strategies in learning that teachers do IPS, as well as consideration for the institution to provide policies to the teacher in the process of delivering social science material.

b. For teachers

That teachers easier in drawing up the strategy effectively and efficiently in instilling the values of character education in students and prevent the growing acts of bullying in schools.

c. For students

Students to more easily accept values character education teacher submitted, as well as not doing the bullying.

d. For Researchers

This research can add to the knowledge of the researchers in the strategy conducted in the IPS teachers instill values character education to prevent bullying.

E. Originality of Research

Previous research was written by Uswatun Chasanah Jurusan Pendidikan IPS Fakultas Tarbiyah dan Keguruan UIN Malang with her tittle of skripsi “*A Study of Personal and Environmental Factors Influencing Bullying in Secondary Schools in the City of Malang*”. This research is a qualitative research that focuses on the cause of bullying in SMP / MTs in Malang whether comes from child's personal self or coming from the environment. According the result most students believed the existence of victim and bully in their school. School environment and school connectedness can be determining factors in a young person's educational experience. First school, at SMK PGRI 3 Tlogomas Malang they create safer and disciplines environments by implementing a variety of preventive strategies and programs. The implementation of discipline in all aspect of schools

are start from the enrolment, orientation time, teaching, and learning process, curriculum, etc. and its work to reduce bullying behavior even though 90% of his students male. The second school (SMAN 10 Malang), the competition both inside and outside the classroom is fierce and exposed. In that, volatile mixture of individual and different groups it is very easy to feel ignored or picked on, insecure or arrogant.

Further research of Eko Prastyo Utomo, entitled " *Internalisasi Nilai-Nilai Karakter Dalam Pembelajaran Ips Pada Siswa Smp Negeri Model Terpadu Bojonegoro* ". In this study the process of internalizing the values of the characters in the social science learning through example of teachers and hands-on learning experience through the model of learning, learning methods, learning materials, and evaluation of learning. So the behaviour of the characters that can be actualized by SMP Negeri Model Bojonegoro in everyday life in the learning of social science in the classroom that is disciplined, honest, fond of reading, caring environment, tolerance, caring, friendly/social communicative, responsibility.

Further research from Moh. Miftahul Arifin Program Studi Ilmu Pendidikan Dasar Islam Program Pascasarjana Institut Agama Islam Negeri Tulungagung with title of thesis *Strategi Guru untuk Menanamkan Nilai-Nilai Pendidikan Karakter pada Peserta Didik (Studi Multi Kasus di The Naff Elementary School Kediri dan MI Manba'ul Afkar Sendang Banyakan Kediri*. This study discusses the strategy of teachers to instill the values of character education in learners at The Naff Elementary School Kediri and MI Manbaul Afkar Medium Banyakan Kediri.

Tabel 1
Originality of Research

No	The name of the researcher, titles, form (Skripsi, Thesis, Journals, etc.), Publisher, and year of Publication	Equation	Different	Originality Of Research
1.	Uswatun Chasanah, A <i>Study of Personal and Environmental Factors Influencing Bullying in Secondary Schools in the City of Malang</i> , (skripsi, 2014)	Both focus on the phenomenon of bullying in schools, The methods used are equally Descriptive qualitative methods	Previous research outlines the causes of bullying in middle school in the city of Malang, whereas more researchers look for how Social Science teacher strategies to prevent Bullying and behavior focuses on MTsN 1 Kota Kediri	Strategy teacher urgently needed for preventing Bullying behavior because most acts of bullying happens at school
2.	Eko Prastyo Utomo,	Equally discusses how	More research to how to	Strategies teachers

	<i>Internalisasi Nilai-Nilai Karakter Dalam Pembelajaran Ips Pada Siswa Smp Negeri Model Terpadu Bojonegoro</i> (journal,2016)	teachers in internalize the values of character through lessons Integrated IPS, metpde used the same qualitative descriptive method	internalize the values of character through integrated Social Science lessons, while researchers emphasize strategy guru within the internalization of the values of the character can prevent bullying behavior	urgently needed in order to internalize the values of character through study of the social sciences can be reached and can prevent bullying behaviors in schools
3.	Moh. Miftahul Arifin, <i>Strategi Guru untuk Menanamkan Nilai-Nilai Pendidikan Karakter pada Peserta Didik</i> (Studi Multi Kasus di The Naff Elementary School Kediri dan MI Manba'ul Afkar Sendang Banyakan Kediri	Same discusses strategies teachers in instilling the values of character education	Previous research discusses strategies teachers in instilling the values of character education in General, while in this study researchers focus more to social science teacher	Apparently the teacher is the first step in order for later learning that is done can be received by students. Internalization of values character education is one of the educational

	(thesis,2015)		strategies in the internalization of the values for character education preventing bullying	objectives are expected with the internalization of the values character education by IPS teacher can reduce the action of bullying on school students of secondary level
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Previous research focused on the behavior of bullying, internalization of the values of the character through lessons, IPS, and also strategies teachers in instilling the values of character, while the more researchers study how IPS teacher strategies in internalize the values of the characters become Indonesia educational objectives in preventing Bullying behavior especially in grade 8 in MTsN 1 Kediri.

F. Definition of Term

1. Strategy of Social Science Teacher

The word strategy comes from the Latin *strategia*, which is defined as the art of the use of the plan to achieve the goal. Strategies according to

the meaning of the word is a way that is to achieve the desired goals. Social science teacher strategies is the plans drawn up by a teacher of Social Science for the sake of achieving the learning objectives social science.

2. Internalization Character Education Values

Internalization refers to the process of planting a value into one's soul so that these values are reflected in the attitudes and behaviour that showed in daily life (with the person). Internalization of values character education is a process of cultivation of the values of the characters come from outside yourself (the environment) in order to enter into the child's behavior and attitude to children through learning that is being the purpose of education Indonesia.

3. Prevent Bullying

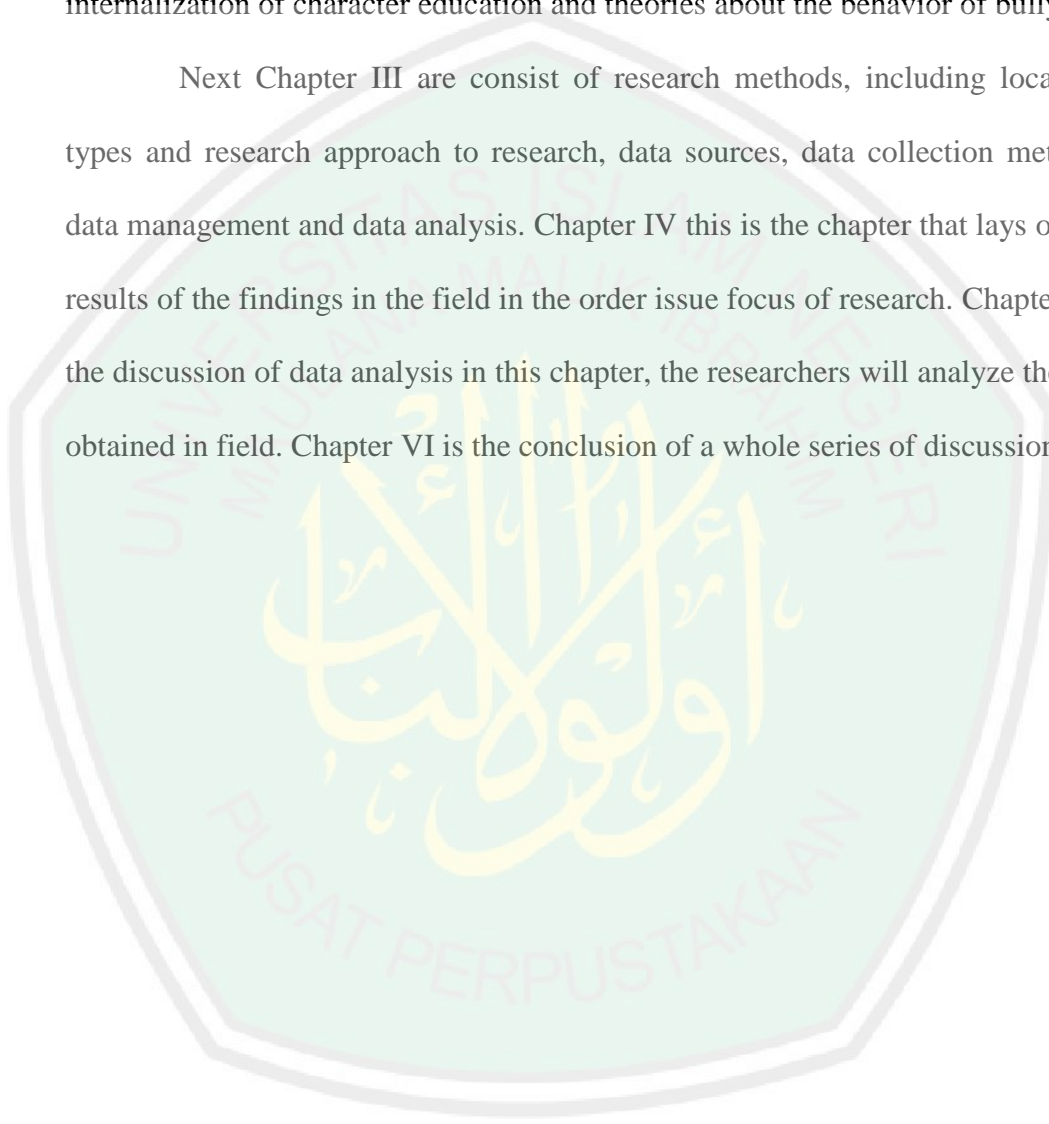
Bullying means behaviour or activities performed by the individual or group that can hurt psychologically as well as physically done to individuals or other groups. Prevention of bullying behavior is an action that needs to be done so that the behavior of bullying is not done by the children.

G. Systematic Discussion

Systematic discussion of the thesis is as follows, the front of the early this section are contains the cover or the front cover, title page, and the page endorsement. Secondly, Section Contents are consists of six chapters that include Chapter I, Chapter II, Chapter III, Chapter IV, Chapter V, and Chapter VI. Chapter I is consist of Introduction which include; background issues, the focus of the research, research objectives, the benefits of research, previous research, and

systematic discussion. Then Chapter II are consist review of the literature concerning the theories in question in the study, namely the discussion about understanding the strategies of teachers according to some experts, the theory of internalization of character education and theories about the behavior of bullying.

Next Chapter III are consist of research methods, including locations, types and research approach to research, data sources, data collection methods, data management and data analysis. Chapter IV this is the chapter that lays out the results of the findings in the field in the order issue focus of research. Chapter V is the discussion of data analysis in this chapter, the researchers will analyze the data obtained in field. Chapter VI is the conclusion of a whole series of discussion





CHAPTER II

REVIEW OF THE LITERATURE

A. The Foundation of Theory

1. Strategy of Social Sciences Teacher in Internalizing Character Education

In General a basic understanding have strategies and guidelines for action in an attempt to reach the targets that invitation was determined. While the term strategy in the great dictionary of the language of Indonesia has the meaning of Ilmu dan seni menggunakan semua sumber daya bangsa-bangsa untuk melaksanakan kebijaksanaan tertentu dalam perang dan damai; Ilmu dan seni memimpin bala tentara untuk menghadapi musuh dalam perang, kondisi yang menguntungkan. Rencana khusus tempat yang baik menurut siasat perang.¹⁴

Associated with teaching and learning strategies could be interpreted as a manifestation of teaching and learning activities to achieve the objectives that have been outlined¹⁵. In the context of teaching, according to Gagne in the Iskandarwassid and the Sunendar Steamer, strategy is the ability of an internal person to think, solve problems, and make decisions. This means that the learning process will cause the learners

¹⁴ Tim Penyusun Kamus Besar Bahasa Indonesia (Jakarta: Pusat Bahasa, 2008), hlm 1377

¹⁵ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta : Rineka Cipta, 2002), hlm. 5.

thinking uniquely to be able to analyse, solve problems in taking decisions¹⁶.



¹⁶ Iskandarwassid dan Dadang Sunandar, *Standar Pembelajaran Bahasa*, (Bandung: PT Rosda Karya, 2008), hlm. 2.

The strategy is the general pattern of the sequence of activities that must be done to achieve a particular goal. It because the pattern is said to be a strategy not yet in fact leads to things that are practical, a strategy was a plan or an idea. Whereas in order to achieve the objectives, the strategy is indeed conceived for a specific purpose. There is not a strategy in the absence of the objective to be achieved.¹⁷

Strategies according to the meaning of the word is a way that is to achieve the desired goals. In the learning process in schools the main elements must be addressed by a teacher who is profesional learning strategies that can stimulate learning interest of students in studying a particular subject. This is in accordance with the opinion of the Sanjaya suggests the strategy is a planning to accomplish a goal. While according to Pangewa suggested that the strategy is "a term used in many contexts with a meaning that is not always the same." Thus, the concept of strategy can be understood as characteristics of a abstarak deed of teachers and students in the process of learning and teaching and interaction in the classroom. Abstract characteristics it i.e. rationality that distinguishes one strategy from the other strategy fundamentally¹⁸.

From the sense of the above it can be concluded that all decisions of the drafting of the strategy is the creation of goals. Therefore, before determining the strategies need to be formulated clear goals that can be

¹⁷ Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*, (Jakarta: Kencana Prenada Media Group, 2005), hlm . 99.

¹⁸ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta : Rineka Cipta, 2002), hlm. 5.

measured its success because the goal is the basis in the implementation of a strategy.

a. Components of Strategy

As for the components that are owned by a strategy including¹⁹:

- The goals, especially in the field of education, either in the form of instructional effect (the result immediately achieved) as well as nature effects (long-term effects).
- Student/participants learning activities composed of participants of the exercise that is being prepared to become professionals
- Subject matter sourced from the science/field of study that invitation was design by GBPP and society.
- Logistics, in accordance with the needs of the field of teaching, including time, cost, tool, the ability of teacher/coach, and other which are relevant to the achievement of the objectives of education efforts.

Social Science or IPS is one of the subjects given starting SD/MI/SMP/MTs until SDLB/SMPLB. Permendiknas No.26 tahun 2007 about Standar isi, Mata pelajaran IPS pada jenjang SMP/ MTs mengkaji seperangkat peristiwa, fakta, konsep, dan generalisasi yang berkaitan dengan isu sosial sehingga siswa diharapkan dapat menjadi warga negara Indonesia yang demokratis dan bertanggung jawab serta

¹⁹ Oemar Hamalik, *Pengembangan Kurikulum dan Pembelajaran*, (Bandung: PT. Trigenda Karya, 1993), hlm 79-80

warga dunia yang cinta damai.²⁰ Social Science subjects at Secondary/MTs has its own distinct characteristics with other subjects, i.e. is a mix of social science disciplines namely Sociology, geography, history, and economics. So the scope of the review on these subjects is very broad because each discipline has different dimensions as a study object studied, but from the four disciplines of yesteryear there are relationships, relevance, and fung the significant between each other.

According to the Damayanti Zuchdi that by studying Social Science students at secondary/MTs are expected to:²¹

- Has a high awareness, able to mengklatifikasi values niali and possess a solid identity.
- Have an understanding of phenomena in the past, his characters and his role in carving out a life in the present.
- Understand and can work together with people have values and different lifestyles.
- Understand living systems related geographic areas, economic, governmental and cultural specific.
- Able to independently conduct investigations against a problem, and give solutions critical. Provide awareness of the possibilities and the role of what can be donated.

²⁰ Eko Prasetyo Utomo, *Integrasi Nilai-Nilai Karakter dalam Pembelajaran IPS pada Siswa SMP Negeri Model Terpadu Bojonegoro*, jurnal Metafora Volume 2 Nomor 2 April 2016, hlm 94

²¹ Hasni, *Strategi Guru IPS dalam Internalisasi Penanaman Nilai-Nilai Moral di Era Globalisasi*, (Fakultas Ilmu Sosial, Universitas Negeri Makasar, 2016), hlm 3

- To appreciate the efforts of others in order to prosperity together.
- Understand the decision-making procedure involving the community and able to do it
- Able to use cooperative or competitive approach to achieving the objectives
- Realize the potential that exists on him and those associated with him
- Respect for cultural heritage and indigenous institutions, as well as having the insight to preserve.as well as having the insight to preserve.

To internalize those character values into teaching and learning activity the first step to do is to analyze the standard competency and basic competency of the lesson. By doing so, the teachers will be able to decide what character values that can be integrated into the activity of lesson. Then, the character values that they want to develop and integrate to the lesson can be stated in the syllabus and lesson plan into the classroom activity. In the step, some problems may arise, such as teacher are only good at planning of the teaching programs but not at the implementation. It might happen because they consider that it is only a formality in order to fulfill their administration that is obligated by the

school. As the result, what have been planned in the syllabus and lesson plan are often different to the application in the classroom.²²

One of the models of internalization of character education that is by using a model of Value Clarification Technic. Value Clarification model as a model of learning is used first by Louis Rath's in 1950's when teaching at New York University. Model learning teaching techniques is VCT to assist students in finding and specify a value which is considered good in the face of an issue through the process of analyzing value was already ingrained in students²³. This approach will help students to understand and discover the ultimate value learning.

VCT is one of learning techniques that can fulfill the purpose the achievement of values education. Djahiri suggested that the Value Clarification Technique is a way how to embed and dig or reveal certain values of self-learners. Therefore, in the process the first functional VCT to measure students' level of awareness or knowing about a value. The second function is to foster the awareness of students about the values that he has either a positive or a negative for later built towards the improvement. The third function is to impart value

²² Milad Islami. Character Values and Their Internalization in Teaching and Learning English at Madrasah. *Journal Dinamika Ilmu* vol 16 no 2. 2016. Page 281

²³Wina sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, dikutip oleh Ghanis Putra, dkk, *Pengembangan Model Internalisasi Nilai Karakter Dalam Ips (Ilmu Pengetahuan Sosial) Melalui Vct (Value Clarification Technique) Di Smp (Sekolah Menengah Pertama) Se Solo Raya* (Solo: Jurnal Teknologi Pendidikan dan Pembelajaran Vol.1, No 3, 2013) hal 389

to students through a rational way and received his personal property of students.

VCT (Value Clarification Technique) gives hands-on experience to students in determining the attitude toward a question of value that faced and put into practice in daily life repeatedly, allowing the formation of a habit. It was very important for foormation of historical understanding, because according Zakiah Drajad experiences undertaken since childhood, even in the womb, are the elements that will be apart of her personality in later today²⁴.

2. Internalization Character Education Values

Internalization refers to a merger or unification of standards of behaviour, attitudes, opinions, and so on within the personality²⁵. According to Ihsan, internalization as efforts are being made to incorporate values into the soul to be hers.²⁶

Value is important in determining the character of the Foundation of a society and a nation. The value doesn't grow by itself but through a process of dissemination and awareness, one of which is education in schools. There are four steps that should be taken so that the educational value of the Sepik according to Notonagoro is as follows²⁷:

²⁴ Kunaryo Hadi Kusumo. *Pengantar Pendidikan* (Semarang:IKIP Semarang Press, 1996)

²⁵ J.P. Chaplin, *Kamus Lengkap Psikologi*, (Jakarta: Raja Grafindo Persada, 2005), page 256

²⁶ Fuad Ihsan, *Dasar-Dasar Kependidikan*, (Jakarta: Rineka Cipta, 1997), page 155

²⁷ Sutarjo Adisusilo, *Pembelajaran Nilai Karakter, Kontruksivismedan VCT sebagai Inovasi Pendekatan Pembelajaran Afektif*, dikutip oleh Hasni, *Strategi Guru IPS dalam Internalisai Penanaman Nilai-nilai Moral di Era Globalisasi*, makalah disajikan dalam Seminar Nasional “Pendidikan Ilmu-Ilmu Sosial Membentuk Karakter Bangsa dalam Rangka Daya Saing Global kerjasama Fakultas Ilmu Sosial Universitas Negeri Makasar

- a. Educators should know clearly with budinya, memahamidengan his heart what values will be taught educators (either values that are hidden behind each fields of study).
- b. Educators transforming values to the learners with a touch of heart and feelings, through concrete examples and exemplary as far as possible the educators so that learners can see with my own eyes step good as it is.
- c. Helps learners to internalize these values not only in the budinya sense but in hearts the learners so that the values that exposes itself to be part of his entire life.
- d. Learners who already have properties and live up to the values are encouraged and assisted to manifest or express in everyday life and behaviour.

Fostering values character education as an effort to give you and drive to achieve the desired specific objectives towards the better. According to Kirschenbaum in the cultivation of the values that have characterized as follows:²⁸

- a. Communicates confidence accompanied the underlying reason.
- b. Treat others equitably
- c. Appreciate the views of others

dengan Himpunan Sarjana Pendidikan Ilmu-Ilmu Sosial Indonesia, Makasar, 29 Oktober 2016

²⁸ Darmiyati Zuchdi, *Pendidikan Karakter dalam Perspektif Teori dan Praktik*, dikutip oleh Hasni, *Strategi Guru IPS dalam Internalisasi Penanaman Nilai-nilai Moral di Era Globalisasi*, makalah disajikan dalam Seminar Nasional “Pendidikan Ilmu-Ilmu Sosial Membentuk Karakter Bangsa dalam Rangka Daya Saing Global kerjasama Fakultas Ilmu Sosial Universitas Negeri Makasar dengan Himpunan Sarjana Pendidikan Ilmu-Ilmu Sosial Indonesia, Makasar, 29 Oktober 2016

- d. Expressed doubt or disbelief accompanied by reasons, and with respect
- e. Do not completely control the environment to increase the chances of deviation of the desired values, and prevent the possibility of storing values that are not desired
- f. Provides freedom for the existence of different behavior when it comes to unacceptable levels, geared to provide the possibility of change.

The role of education is indispensable in the cultivation of the values character education on students because teachers play an important role in the cultivation of the values after the family. Although it can not be resized in quantity but the teacher can give you knowledge of do not know right know, be became true. Offences or irregularities are common in schools is a problem that is very complicated solution. Therefore, teachers are required to have to play an active role to resolve the issue because this is where teachers as tutors for students to go to the good stuff. In his role as the mechanism guide, the teacher directs students in the future to organize, equip them, provide guidance counseling referrals against students who face problems helping solve them.

Internalization refers to the process of planting a value into one's soul so that these values are reflect in the attitudes and behavior that showed in daily life (with the person). Internalizations are values and characters through the three stages in the social science learning. That represents processes or stages of the occurrence of internalization that is the stage of

the transformation of the value, the transaction value of the stage, and the last stage of transinternalization.²⁹

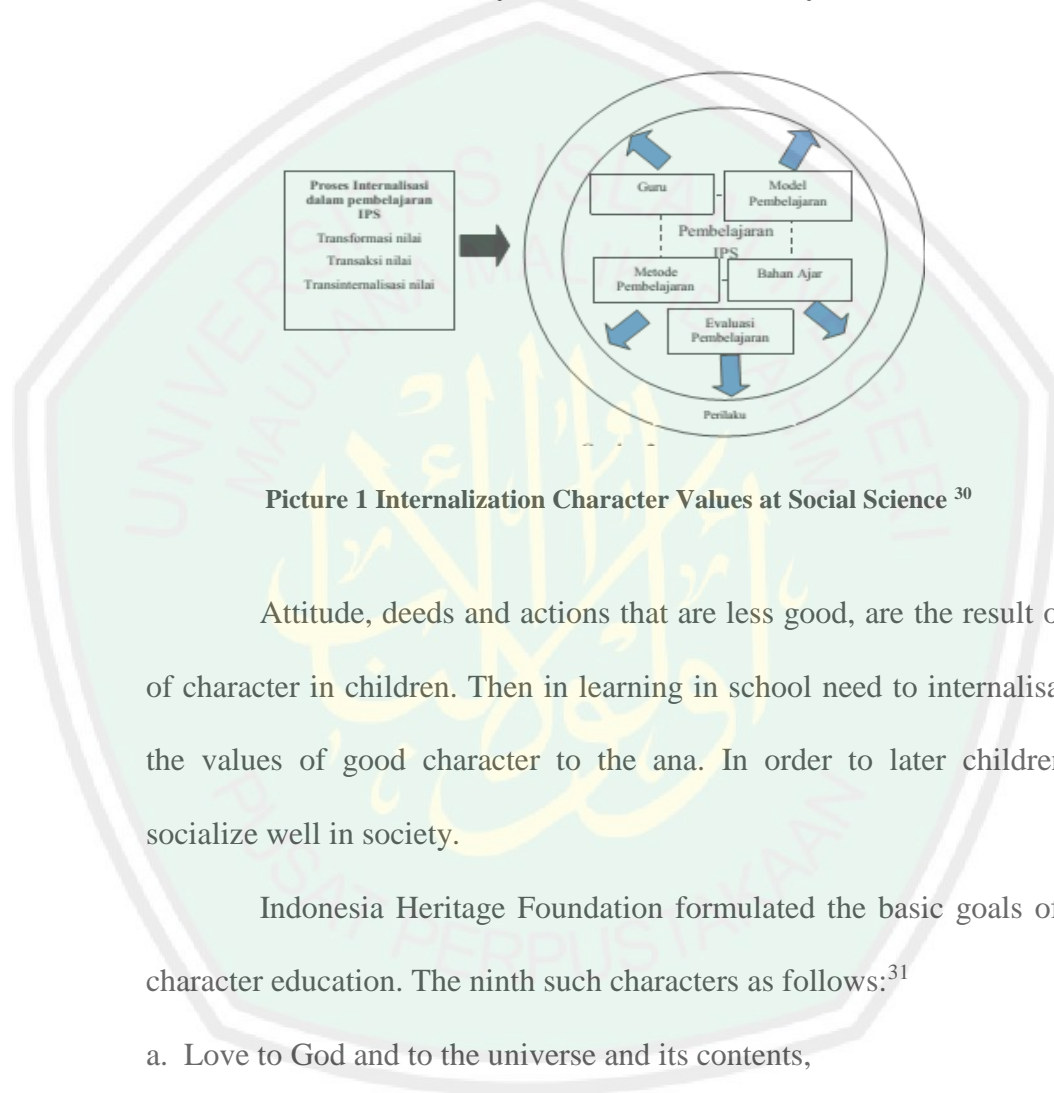
The process of internalization, starting from the stage of transformasi value retrieved students when they heard their teacher directly inform the goodness of character values and ugliness when don't have the character values. The character values are often relayed by their teachers the values of discipline, honest, fond of reading, caring environment, tolerance, friendly/communicative, social, care and responsibility.

The next stage after the transformation of the value that is the stage of the transaction value. In this stage occur two-way communication or communication between learners with educators who are reciprocal interaction. internalisasi character values through IPS directly through practice learning in acquiring learning experience through the model of learning, learning methods, learning materials, and evaluation of learning.

The last stage of the process of internalizing the values of the character that is the stage of the transinternalisasi. This stage is not just done with verbal communication but also with the mental attitude and personality. Communication is manifested in personality see directly the personality of teachers in implementing the values of the character consistently. The communication process is performed with personality see directly the personality of the teacher and hear advice in the form of the character values of goodness and badness if no/lacking the character values

²⁹ Eko Prasetyo Utomo. *Internalisasi Nilai-Nilai Karakter dalam Pembelajaran IPS pada Siswa SMP Negeri Model Terpadu Bojonegoro*, (Metafora Volume 2, nomor 2, 2016), hlm. 95

appear awareness within siswa about the goodness of character values. Next of self-awareness, formed by the students munculah attempt to internalize the values of the character into themselves to be part in themselves which ultimately actualized in their daily lives.



Picture 1 Internalization Character Values at Social Science ³⁰

Attitude, deeds and actions that are less good, are the result of loss of character in children. Then in learning in school need to internalisasikan the values of good character to the ana. In order to later children can socialize well in society.

Indonesia Heritage Foundation formulated the basic goals of nine character education. The ninth such characters as follows:³¹

- a. Love to God and to the universe and its contents,
- b. Responsibility, discipline, and self help
- c. Honest,

³⁰ Eko Prasetyo Utomo. *Internalisasi Nilai-Nilai Karakter dalam Pembelajaran IPS pada Siswa SMP Negeri Model Terpadu Bojonegoro*, (Metafora Volume 2, nomor 2, 2016), hlm. 95

³¹ Abdul Majid, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT Remaja Rosdakarya, 2012), hlm 42-43

- d. Respect and manners
- e. Care, compassion and cooperation
- f. Confident, creative, work hard, and never give up,
- g. Justice and leadership,
- h. Kind and humble,
- i. Tolerance, peace, love and unity.

There are humble and love peace characters that can prevent bullying that need to internalizing to students at the social science learning. Everyone will relate to others. Models do vary. There are related because of the occupational interests, economic interests, the interests of religion, politics, and so on. In interpersonal relationships in the frame by a certain practical interest, the goal being the principal point of the relationship. Once the goal are achieved, the relationship is usually completed. While the relationship that is built up due to the absence of purpose or goal of humanity is more dominant, usually more durable. The pattern of this kind of relationship is usually friendship. The purpose of friendship is a personal encounter between the two. When met, there is a sense of happiness among them.³² In the development of character, this sort of thing (friendship) should receive serious attention. Do not let our children grow up into a man arrogant, pretentious, and no other respect. Humans need the presence of other people. Indeed, it is not possible all the relationships built on sincerity,

³² Ngainun Nain, *character building*, (Jogjakarta: Ar Ruzz Media, 2012), pp 181

but in this life, a relationship based on sincerity to be a part that should not be overlooked.³³

Student fight is no longer a strange phenomenon. What do the students even not limited to delinquency, but many in the form of criminal. The fight that has been transformed into a routine. Not only in big cities, small cities or towns in student brawls become a regular phenomenon. People are not surprised if there are students who brawl.³⁴ See the emergence of a brawl among students today is clear evidence that education produces crackdown. They no longer have the experience to solve the conflict in a creative and peaceful. Therefore, the culture of peace that must be done continuously grown in various aspects of life. Violence in its various forms is now increasingly prevalent. There must be a willingness from all parties to systematically build a culture of peace rooted in life.

Character education can be integrated in learning in each subject. Learning material associated with norms or values on any subjects need to be developed, associated with the context of everyday life. Thus, learning the values of character not only on the order of a cognitive, but touched on the internalization, and real practice in the daily life of learners in the community.³⁵

Internalization of the values of the character is basically the process of cultivation of the character values into one's self so that those values into

³³ Ibid, p 183

³⁴ Ibid, 187

³⁵ Masnur Muslich, *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*, (Jakarta: Bumi Aksara, 2011), hlm 86

the inside of herself, infuses the mindset, attitude, and behavior patterns as well as building awareness themselves to applying these values.

In describing the internalization process of character education, as education as a process of internalization itself (process) while in the process it into the processes outlined as follows.

a. Planning

Planning is the process of preparing something that will be implemented to achieve a predetermined goal. Implementation of these plans can be structured based on the need for a certain period in accordance with the desire of making plans, but more important is the additional planning must be carried out easily and targeted so quality of learning can doing, so it can produce optimal learning³⁶.

In conducting the learning plan should be in accordance with the education targets. Teachers as a subject in making a variety of teaching programs in accordance with the approaches, strategies, methods, used in this case not only in regards to the achievement of educational purposes only, but also the result of learning.

In this planning process as for the organized and planned are instruments related to such learning syllabus, the learning device that include lesson plans and instructional media that are relevant in the learning process and orientation on the existing curriculum, which in this plan is associated with indicators the character value to be achieved.

³⁶ Abdul Majid dan Dian Andayani, *Pendidikan Agama Islam Berbasis Kompetensi* (Jakarta: Remaja Rosakarya, 2004), hlm 91

b. Implementation

In the implementation process of internalization there are three ways that are relevant to use, according to the stages described in the above discussion, while ways are:

1. Through Lectures

Master gave a description or explanation to a number of students at a particular time (time limited) and a certain place anyway. Executed with oral language to provide an understanding of a problem, because it is the way it is often also referred to the lecture method, because there are similarities teachers teach with a teacher giving a lecture to his students.

In this method lecture pupils sit, look and listen, and believe that what is true the explain of teachers, students cite an overview lecture itself as best pupil and memorize without any further investigation by the teacher concerned.³⁷ In a method and this way students are introduced or internalized character values through learning or lectures, where the order to each stage of the method described above is only a verbal instruction delivered only through learning delivered by the teacher.

2. Through Habituation

Etymologically habituation origin he is "normal" in the Indonesian big dictionary, " biasa " is 1)lazim atau umum, 2) seperti

³⁷ Zakiyah Drajat, *Metodik khusus Pengajaran Agama Islam*, (Jakarta: Bumi Aksara, 1995), p 280

sedia kala, 3) sudah merupakan hal yang tidak terpisahkan dari kehidupan sehari-hari. With the prefix "pe" and the suffix "an" denoting the process. So habituation can be defined by the process of making something / someone become accustomed.³⁸

Therefore, as early in the educational process of habituation is still an effective way to instill values ingrained in him is then manifested in his life since he stepped adolescents and adults. Every educator should be aware that in a child's personal development is indispensable habituation-conditioning and exercises appropriate for the development of his soul. Because of the conditioning and the exercise will form a certain attitude in children, which gradually will attitude and strong, eventually no longer, as it has entered into a part of him.³⁹

In the process of habituation these students are invited directly into practice the values that internalization after the teacher gives an understanding of the values through lectures or teaching verbally, in this case the students are encouraged and directed to practice these values that become habits that will take place in constant in his life.

3. Through Example of Teacher

The perfect of education curriculum has been created with a clear plan for human development through the systematization of talent, psychological, emotional, mental, and human potential. However, it

³⁸ Armai Arif, *Pengantar Ilmu dan Metodologi Pendidikan Islam*, (Jakarta: Ciputat Press 2002), hlm 10

³⁹ Zakiyah Drajat, *Ilmu Jiwa Agama*, (Jakarta: PT Bulan Bintang, 2005), pp 77

cannot be denied if you have problems that the curriculum as it still requires a realistic educational pattern exemplified by an educator through behavioral and educational methods were shown to their students while still adhering to the foundation, methods and objectives of the educational curriculum.⁴⁰

In playing the role of teacher preparedness internalization process in giving concrete examples of the application of a value that can be followed and believed to be true may be used as guidelines by learners in the act. This is in line with the exposure phase of the trans-internalization of values where the effect of the application act of learners affected by the things that he saw not only something that is audible only, but the real picture is adapted as a form of concrete applications of educators.

c. Character Education Evaluation

Birrent defines attitude as a result of the evaluation concerning collection of objects, people, or specific issues. Attitude determines how a person's personality is expressed. Birrent explains that personality traits can be defined as a pattern or way of reacting to something. Attitude is more of a "stereotype" of a person. Therefore, through the attitude of someone, we can know who that person really is.⁴¹

⁴⁰ Abdurrahman An Nawawi, *Pendidikan Islam di Rumah, Sekolah dan Masyarakat*, (Jakarta: Gema Insani Press, 1995), p 260

⁴¹ Kusaeri dan Suprpto, *Pengukuran dan Penilaian Pendidikan*, (Jogjakarta: Graha Ilmu, 2012), p188

Based on the definition of the attitude above it can be concluded that the attitude is a form of readiness for action to reverse current of an object with certain ways and also as a form of evaluation or feeling reaction. Readiness is a potential tendency to react a certain way when a person is exposed to a stimulus which calls for the process.

Humans have an innate trait, such as intelligence, temperament, and so on. These factors influenced the attitude formation. In addition, humans also have an attitude of inheritance, which is formed with a strong family. For example sentiments of religious groups and so on. But in general, experts in social psychology found human attitudes formed through a learning process and experience.

Furthermore, it is understood that the evaluation process of education is character through posture assessment, as has been described above that the gesture is a collection of evaluation concerning an object, wherein the object of understanding in this regard is the result of the act.

Attitude measurement can be done in several ways. These ways include; observation behavior, direct questions, and self-report. The description of each way stated as follows.

1) Behavioral Observation

The behavior of a person's in general tended to someone in some way. For example, people who drink coffee may be understood as a tendency to happy to coffee. Therefore, teachers can make students

concerning on cultivated. The results of observation can be used as feedback in coaching.

2) Direct Questions

Can also ask directly about a person's attitude with regard to a matter. For example, how the students about the new policy put in place in schools on "improvement order".

3) Personal report

Use of this technique in the school, for example, students can be asked to make a review that contains a view or a comment about an issue, situation, or thing which is the object attitude.⁴²

4) Class-based assessment

The also in carrying out the evaluation of the assessment process is usually done in the learning also is a class-based assessment (CPB). Class-based assessment a process of reporting the collection and use of information about student learning output by applying the principles of assessment, sustainable implementation, it evidence is authentic, accurate and consistent as public accountability. This assessment is carried out in an integrated manner with learning activities, hence the class-based assessment. Class-based assessment is done by collecting student work (portfolio), works (products), assignments (projects), performance (the performance), and written tests. Teachers assess competence and learning outcomes based on the level of achievement of students.

⁴² Kusaeri dan Suprpto, *Pengukuran dan Penilaian Pendidikan*, (Jogjakarta: Graha Ilmu, 2012), pp 192

In a class-based assessment to distinguish between assessment and evaluation. Assessment is an activity to obtain information about students' attainment and progress, and make effective use of information to achieve educational goals. Evaluation is an activity that is designed to measure the effectiveness of the education system as a whole, including the curriculum, assessment, implementation, and management.⁴³

In this assessment process based assessment class to become a reference for the repair or report which are continuous, meaning is based assessment of this class is useful to benchmark and track record of success of the learner, it is useful to make the proper handling of the learners in the learning progress in the next phase so that the learning process can work well done and the right, where that will be measured in the evaluation process against an educational system as a whole

3. Bullying

According to the Nusantara of bullying is a situation where the occurrence of abuse of power committed by someone or clusters of people. Olweus defines bullying as an aggressive behavior are European to do evil or to make individuals feel distress, occurs repeatedly over time and takes place in a relationship there is no balance of power or strength in it. Hergert defines bullying with aggression freely or behavior of injure in full to others that is done repeatedly over time.⁴⁴

⁴³ Sutarto Adisusilo, *Pembelajaran nilai Karakter*, (Jakarta: Raja Grafindo Persada, 2012), p 239

⁴⁴ Flynt dan Morton, *Bullying Prevention and Students with Diasabilities*, cited by Maghfiroh dan Rahmawati, *Hubungan Iklim Sekolah dengan Kecenderungan Perilaku Bullying*

Storey, and his comrade defines bullying as a form of emotional or physical abuse that has 3 characteristics, namely: deliberate, that the offender is likely to hurt someone; repeated, that is often the target of bullying is the same person; and power imbalance, in this case the perpetrators chose victims who he deems vulnerable⁴⁵. Riauskina et al defines bullying in schools as the aggressive behavior that bullying are done by a person/group of students repeatedly that have power, against students/other weaker students, with the intention of hurting people. According to Coloroso bullying will always involve the existence of an imbalance of power, intent to injure, the threat of further aggression and terror.⁴⁶

Nusantara identify the type and form of bullying in General can be grouped into 3 categories⁴⁷, namely Physical Bullying, including the Act of slapping, foot stomping, menimpuk, menjegal, spit on, memalak, throws things, punish with ran round the field and punishes by means of push ups. Verbal bullying, bullying is detected because it was caught by the sense of hearing, such as cursing, insulting, dub, yelling, embarrassing in public,

(Yogyakarta:Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia, 2009), hlm 5

⁴⁵ Siswati, *Fenomena Bullying di Sekolah Dasar Negeri di Semarang Sebuah Studi Deeskriptif*, sebagaimana dikutip oleh Fitri Yuniartiningtyas, *Hubungan Antara Pola Asuh Orang Tua dan Tipe Kepribadian dengan Perilaku Bullying di Sekolah pada Siswa SMP* (Malang: Universitas Negeri Malang), hlm 7

⁴⁶ Siswati, *Fenomena Bullying di Sekolah Dasar Negeri di Semarang Sebuah Studi Deeskriptif*, sebagaimana dikutip oleh Fitri Yuniartiningtyas, *Hubungan Antara Pola Asuh Orang Tua dan Tipe Kepribadian dengan Perilaku Bullying di Sekolah pada Siswa SMP* (Malang: Universitas Negeri Malang), hlm 7

⁴⁷ Fitri Yuniartiningtyas, *Hubungan Antara Pola Asuh Orang Tua dan Tipe Kepribadian dengan Perilaku Bullying di Sekolah pada Siswa SMP* (Malang: Universitas Negeri Malang), hlm 7

accusing, cheer, spreading gossip, slander. Mental or psychological bullying, bullying is bullying is the most dangerous because it is not caught the eye. This practice happened secretly and outside monitoring of the victim. For example: looked at cynically, looking full of threats, silence, isolate, terrorizing via sms messages, look at that condescending, glaring at and pout.

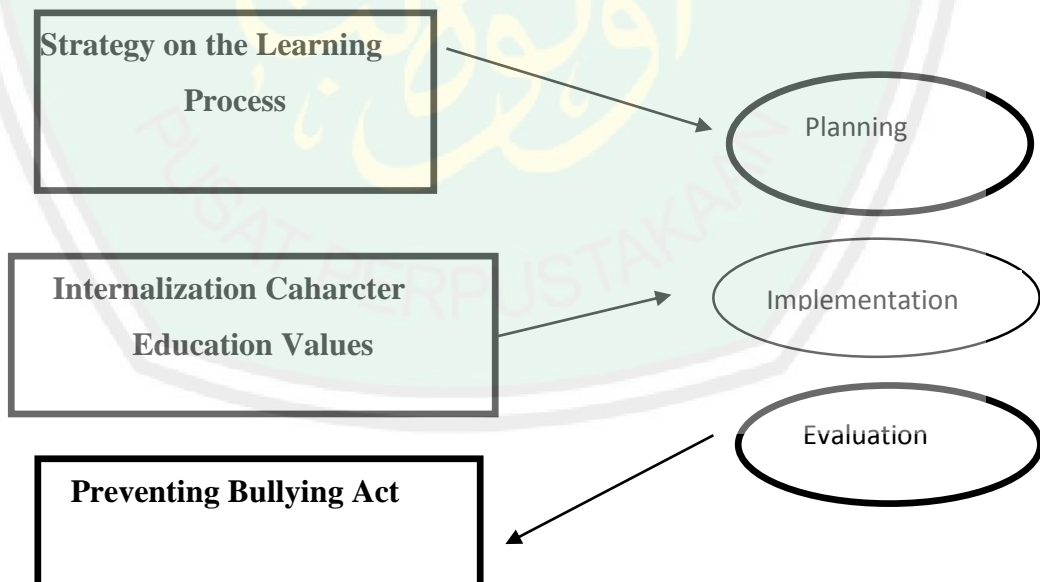
Factors that influence bullying i.e. difference grade (seniority), economics, religion, gender, ethnicity or racism, that is, essentially, the difference (especially if the difference is extreme) individual with a group where he join, if it can not be addressed properly by the Member of the group, can be a factor in the causes of bullying⁴⁸. The tradition of seniority seniority i.e. wrong translated and made into an opportunity or an excuse for junior membully sometimes does not stop in a period only. It is not uncommon to be an unwritten rule that was inherited hereditary to the next level. No pillars namely the complexity of family issues such as the absence of fathers, mothers suffer from depression, a lack of communication between parents and children, a divorce or the disharmony of the elderly and the inability of the social economy is the cause of significant acts of aggression.

⁴⁸ Astuti, *Meredam Bullying 3 Cara Efektif Meredam KPA (Kekerasan Pada Anak)*, dikutip oleh Maghfiroh dan Rahmawati, *Hubungan Iklim Sekolah dengan Kecenderungan Perilaku Bullying* (Yogyakarta:Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia, 2009), hlm 6

Parents, school staff, and other caring adults have a role to play in preventing bullying. They can:⁴⁹

- a. Help kids understand bullying. Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.
- b. Keep the lines of communication open. Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.
- c. Encourage kids to do what they love. Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.
- d. Model how to treat others with kindness and respect.

B. Thingking Framework



⁴⁹ *How to Prevent Bullying*. Stopbullying.gov, accessed in July, 4 2018 at 6.41 WIB

CHAPTER III

Method of Research

A. Approach and Type of Research

Based on the title of the author, and then taken in this study the author uses this type of qualitative research. With qualitative descriptive research approach, where the research has a characteristic lies in its purpose, i.e. describe about everything to do social science teacher strategies in internalize values character education to prevent the bullying behavior at grade 8 in 1 MTsN Kediri. Therefore, this research aims to understand the phenomenon that occurs in a holistic and descriptive manner in the form of words and language.

Kirk and Miller defining⁵⁰ :

Qualitative research is that certain traditions in the social sciences that are fundamental secraa relies on good human observation in the region as well as in the term

Whereas Bogdan and Taylor defines:

Methods of qualitative research procedures that produce as data in the form of descriptive words written or spoken of people and behavior is observed.

According to Denzin and Lincoln⁵¹ stated that qualitative research is research that uses natural background for the purpose of interpreting the phenomena that happen and clearly involves a variety of methods. Methods of

⁵⁰ Lexy J. Moloeng. *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2007), hlm. 4

⁵¹ Ibid, hal 7

qualitative research is a research method which is based on the philosophy of postpositivisme.



Used to examine the conditions of natural objects⁵². This research aims to get an overview of the data or the image of an objective, factual, accurate, and systematically about issues that will be studied researchers.

Nana Syaodih Sukmadinata explains in his book that, qualitative research is a research aimed to describe and analyzing the phenomenon, an event called, social activity, attitudes, beliefs, perceptions, as well as the thought of men individually and group. Some of the descriptions used to define principles and an explanation that leads to the conclusion.⁵³

Qualitative research is used because of some considerations, (1) adjust the qualitative methods more easily when faced with reality, (2) this method directly, the nature of the relationship between researchers and respondents, (3) the method is more sensitive and more can fit in with a lot of shared influence and clarity against the against the patterns of values encountered⁵⁴. Reason for taking this approach because this research in the form of descriptive data, such as the statement of the speaker so that with this data cannot and it is not possible to use the quantitative approach. Research is observed out that generates descriptive data in the form of words of writings or oral of people and behavior.

The type of research used in this research is a case study, in this case the Nana Syaodih Sukmadinata explain that case study is a research done against a

⁵² Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2010), hlm. 15

⁵³ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: PT Remaja Rosdakarya, 2007), hlm 60

⁵⁴ Lexy J. Moloeng. *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2007), hlm. 5

unified system. Unity is a program of activities, events, or a group of individuals related by place, time or a particular bond.⁵⁵

Robert k. Yin explained that the case study was one method of approach in the research of Social Sciences where in general the approach is more appropriate if the subject matter of the research a question with regard to the "how" or "why". The following explanation:

"In General, the case study is a strategy that is more suitable when the subject matter of a question of research deals with how or why, when researchers have little opportunity to control the events that will be investigated, and if the focus his research lies in the contemporary phenomena (present) in real life."⁵⁶

In this study, researchers conducting research on a case that occurred in class VIII 1 MTsN Kediri social science teachers about how to internalize values in character education to prevent the Bullying behavior at grade 8 in MTsn 1 Kediri. The existence of this case study research dharapkan researchers can collect the data retrieved, and then analyse it, so the researchers get deep knowledge about strategies social science teachers internalize values character education for preventing Bullying behavior.

B. The Presence of the Researcher

In qualitative research, the presence of researchers is indispensable because that becomes a research tool or instrument is researchers themselves⁵⁷.

The presence of researchers is the characteristic of qualitative research, the role of research that determines the overall scenario. Researchers in charge to plan,

⁵⁵ Ibid, hlm 27

⁵⁶ Robert K. Yin, *Studi Kasus: Desain & Metode* (Jakarta: Raja Grafindo Persada, 2002) hlm.

⁵⁷ Sugiono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Jakarta: Alfabeta, 2010), hlm 222

implement, and collect data to interpret the data ultimately researchers also became a pioneer of the research results. It aims to be able to better understand the background and context of the research study.

The participation of researchers in this research aims to know us how strategy social science teacher in internalize values character education to prevent the Bullying behavior in class VIII in MTsN 1 Kediri.

C. The Location of Research

As for the location of the qualitative research carried out in class VIII 1 MTsN Kediri addressed JL. Raung No. 87, Bandar Kidul, Mojoroto, Kediri. Writer chose this location as the place of research because it is viewed as Islamic school and has attention to minimize bullying action undertaken by students.

D. Data Sources

The data is very important and is the core to reveal a problem, and the data needed to answer the research problem or fill already formulated hypotheses. In doing this the necessary data is obtained from two sources:

1. Primary Data

The data is retrieved from the source directly, observed and recorded directly, such as interviews, observation, and documentation with the parties concerned, especially the principal itself as well as some other information such as head curriculum, teachers and students of class VIII IPS MTsN 1 Kediri.

2. Secondary Data

Data obtained from existing data and has a relationship problem is examined documentation videos and photo documentation.

E. Data Collection

Data collection is something very important in scientific research. Data collection is a systematic and standardized procedures to obtain the necessary data. In this method used in data collection is as follows:

1. Observation Method

The method of observation method of data collection by observation and recording of systematically against the facts investigated. Observation as a means of collecting data that can be done spontaneously can also with a list of fields which had been prepared in advance.⁵⁸

In this study, conducted by researchers of the field observation by way of looking directly into the location has been selected by researchers at MTsN 1 Kediri. The goal of observation is to obtain a clear picture of the object of research both physically, geographically and socially. Direct observation is the right method in data collection because the researchers can see in real reality on site research. The collection of data on the method at the time of the researchers doing observations about IPS teacher activities in the process of learning the social sciences and daily activity at school.

2. Interview Method

⁵⁸ Joko Subagyo, *Metode Penelitian dalam Teori dan Praktek*, (Jakarta: PT. Rineka Cipta, 2004), hlm 63

The interview is often also referred to as oral interview or questionnaire, is a dialogue conducted by the interviewer to obtain information from interviewees.⁵⁹

In this study researchers conduct interviews with social science in MTsN 1 Kediri about how social science teachers in internalize values character education to prevent bullying in the class VIII in MTsN 1 Kediri. Researchers also conduct interviews with students about the process of learning done by IPS teacher in internalize values character education as well as how big is its influence in preventing bullying after doing IPS learning done by IPS teacher.

Researchers use structured interviews and semi structured interviews with the following considerations:

- a. With structured can be prepared in such a way with the questions that you need to just focus in reviewing issues that are examined.
- b. With semi structured is expected to be created an atmosphere more intimate and dialog open so expect the data obtained is valid and insightful.

This method is used to obtain data about: how strategy guru IPS in internalize values character education to prevent bullying in the class VIII in MTsN 1 Kediri. Which in practice are aimed at:

- a. IPS subjects Teachers in class VIII 1 MTsN Kediri
- b. student/students of class VIII 1 MTsN Kediri

⁵⁹ Suharsimi Ariskunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta,2006), hlm. 155

Table 2
Interview Themes at Informants

Interviewees	Purpose
Teacher	About the strategies used IPS teachers in instilling the values of character that can prevent Bullying at school
Learners	About their experiences of bullying, have them do or become victims of bullying, as well as the impact of IPS with learning, instilling the values of character against bullying behavior.

3. Documenter Method

Namely, finding data about things or variable in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting, meetings, agendas, lenger and so on. Documentation method in this research is a method of data collected by examining the documents officially or unofficially, such as syllabus and Learning implementation plan (RPP) Social Science teacher.

Method documentation is used to obtain data on the profile of the school, the students, the school's mission and vision, the organizational structure of schools, teachers and non personal data of teachers at MTsN 1 Kota Kediri. Investigators took documents related to strategies of teachers or learning devices in internalize values character education to prevent the bullying behavior. In addition, for other documents such as the process of learning about photo researchers can pick it up directly at the time of the research underway.

F. Data Analysis

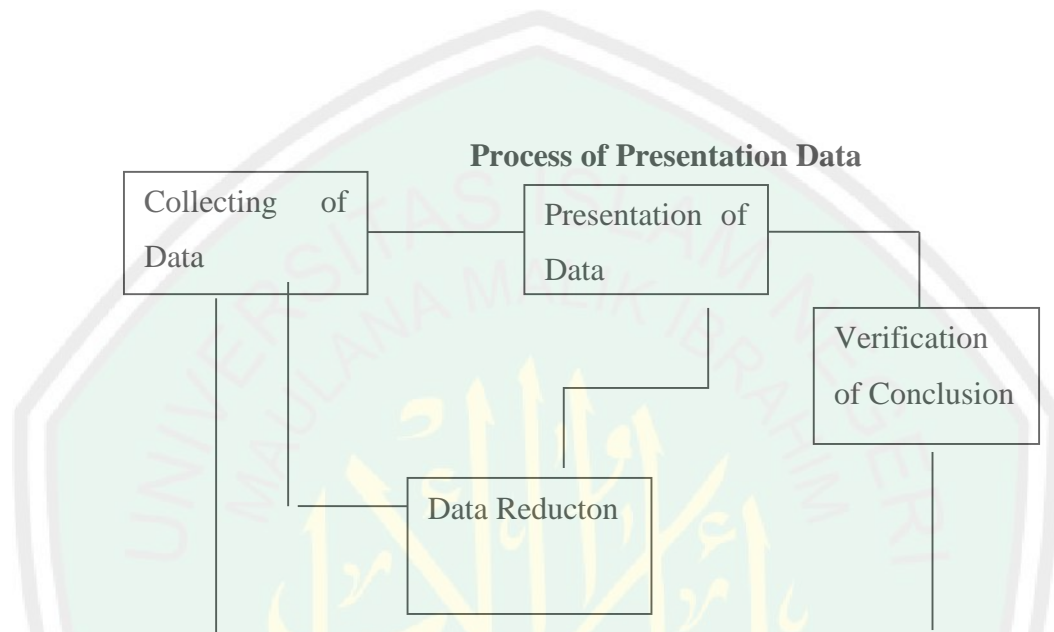
In qualitative research data that is retrieved from various sources, by using techniques of data collection are diverse, and performed continuously until the data is collected and it would be sure. With the continuous observations resulting in high data variations, so having a hard time doing analysis. Data analysis is essentially an effort selecting, sorting, scrapping and classify data to answer two basic:⁶⁰

1. What the theme that you can find on the data you have collected?
2. How far such data can support the research theme?

Data analysis in this research directly coincided with the process of data collection. Among them is through three stages, namely the reduction of the data,

⁶⁰ Mansur Muslickh, *Melaksanakan PTK (Penelitian Tindakan Kelas) itu Mudah*, (Jakarta: Bumi Aksara, 2009), hlm

the presentation of data, and verification. However the third stages take place simultaneously.⁶¹



1. Data Reduction

Reduction Data is the process of selecting, specifying, focus, simplify, summarize, and change the form of the "raw" data that exist in the Notes field. In this process do refinements, sorting, focusing, allowance data less meaningful, and final conclusions can be drawn and verified.⁶²

2. Presentation of data

The presentation of the data a way that can be understood clearly.

Some of the data may take the form of narration which is followed by a matrix, graphics, and or diagrams. Pembeberan systematic data, interactive,

⁶¹ Buthan Bungin (Ed), *Metodologi Penelitian Kualitatif*, (Jakarta: PT Raja Grafindo Persada), hlm. 144-145

⁶² Manshur Mislich, *Op.cit*, hlm 92

and inventive will facilitate the understanding of what has happened to ease the withdrawal of conclusion or decide what to do next.

3. Verification of data

Data verification is done by triangulation of data i.e. compare data obtained from observations with the results of the interview, then compared yet result of question form or compared with other data sources. His goal was to check whether the information of the data collected is accurate.⁶³

4. Withdraw of Conclusion

The conclusion is an effort withdrawl give judgement or interpretation based on exposure data that has already been done. As happened in the qualitative research, data analysis is done throughout the process of action research.

G. Checking Validity of Data

Implementation of test validity of data or testing the credibility of the data in this study, the authors carry out the extension of participation, increased diligence or stable in research, observation and triangulation.⁶⁴

1. Checking the Participation

The extension means a researcher to participation in field research until saturation in the process of data collection.

2. Increasing persistence and steady observation

⁶³ Daryanto, *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah*, (Yogyakarta:Gava Media,2011), page 84

⁶⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), hlm. 370

In improving the persistence, the researcher tells us do more careful observation and continuous improvement. By the way, the certainty of data and sequence of events will be recorded in definite and systematic.

As researchers prepare to increase persistence that is by way of reading various reference books nor hasil research on internalization of character education values in the IPS, as well as learning about the prevention of Bullying behavior in the school.

3. Triangulation

Triangulation of data i.e. check the validity (validation) of data by confirming the same data from different sources to ensure the validity of (degrees of belief). To check and compare the data obtained, the researchers do things as follows.

- a. Comparing data results of interview subjects teachers IPS with the observations of the researchers (implementation of the learning process, IPS) concerning the internalization of the character education values in preventing bullying in the class VIII at MTsN 1 Kota Kediri.
- b. Compares the results of the data subjects interview of teachers IPS class VIII MTSN 1 Kota Kediri with data results interview students about the social science learning process in preventing bullying behavior.

H. Research Procedure

Stages in this study consists of three phases, namely:

1. Pre-trial Stage field

This stage researchers ask titles to professors trustee for approval. Once in the ACC by the lecturer trustee then submitted to Department of P. IPS to get a lecturer thesis, proposal supervisor then do guidance at least five times as a condition of registration exam skripsi, if the proposal is deemed eligible to be tested and already in the ACC by the supervising professors then follow the test proposal.

2. Field activities Stage

In this study, originally as a researcher submits a letter of permission to the school or institution that needs research place. Then wait for the ACC schools, after the ACC do observasi to the environment of the school. Then after that, the researchers collect data, conduct interviews with informants, and noted the important things what is research related.

3. Data Analysis Phase

Data that have been collected during the field still is raw data, therefore, needs to be analyzed so that data can be read and systematic. In this stage the researcher performs grouping, and organizing the data into a pattern so as to produce a clear, detailed descriptions, and systematic.

CHAPTER IV

EXPOSURE DATA AND RESEARCH RESULT

A. Exposure Data

Based on the documentation at the time of doing research, then the data obtained is described as follows.

1. Description of Research Objects

a. Location Description

The location of this research is in the southwest of Kediri precisely on Jl. Raung no 87 Bandarkidul, Mojoroto Kota Kediri, MTsN 1 Kota Kediri. Geographically the location of MTsN 1 Kota Kediri is quite strategic with the community environment which heterogan good economic, religious, and science or education level.

b. School Profile

Name of Madrasah	: MTs Negeri 1 Bandar Kidul Kota Kediri
Address	:
Street	: Jl. Raung No 87
Village	: Bandarkidul
District	: Mojoroto
City	: Kediri
Province	: East Java
Postal Code	: 641118

Phone	: (0354) 773360
E-mail	: massansa@gmail.com
NPSN	: 20583788
Level of Accreditation	: A
Year Established	: 1970
Name head of madrasah	: Drs. Muh Nizar, M. Pd

2. History of Establishment

In its history MTsN 1 Kota Kediri originated from private MTs under the auspices of Pondok Pesantren Al-Islah, with a rationale to facilitate the santri in obtaining general knowledge. It was officially promoted to government school on 02 March 1970 based on Decree of the Minister of Religious Affairs No. 16 of 1970, with the order from center number 40, so the MTsN 1 Kota Kediri code became MTs.m.40.

Since its establishment until now MTsN 1 Kota Kediri experienced significant development to gain the trust and support from the community of Kediri. Proven by the number of people entrust their sons and daughters to obtain education in MTsN 1 Kota Kediri. This is supported by the condition of the majority Muslim community and the number of boarding schools in Kediri.

3. Vision, Mission, and Purpose

The motto of MTsN 1 Kota Kediri is "Tertib, Disiplin, Berprestasi, disamping Cepat, Tepat, dan Beriman". While his vision is "Terwujudnya siswa yang unggul dalam prestasi, Cerdas, Terampil, Kreatif, Inovatif,

Bermoral, Berakhlakul Karimah, dan Berbudaya Lingkungan”. As for the indicators of vision are:

- a. Excellence in akhlakul karimah insightful environmental sustainability
- b. Superior in environmentally sound school management
- c. Excellence in academic and non academic achievements that are environmentally sound
- d. Implementation of madrasah-based high school management and environmentally sound
- e. The implementation of curriculum and learning tools quality and environmentally sound.

The mission is “Terlaksananya pembelajaran yang cerdas, aktif, kreatif, inovatif, efektif, dan menyenangkan dengan rintisan pembelajaran sistem bilingual yang berbasis IT dan berakhlakul karimah serta berwawasan lingkungan”. As for the indicator of the mission are:

- a. Enhance the personality of students who are Islamic through learning in accordance with the conditions and development of students.
- b. Develop and implement the process of education and training through learning to create life skills that always show the cultural roots of the nation still follow the development of science and technology based on faith and taqwa.
- c. Increase the student's extracurricular education according to the development and needs of the work world.

The objectives are:

- a. Has graduates who are smart, skilled, creative, innovative, Akhlakul Karimah and cultured environment
- b. The realization of optimal learning to develop competence of learners supported by adequate facilities and infrastructure and cultured environment.
- c. Fulfillment of professional educators and educational staff.

4. Mandate and Excellent Value of MTs N 1 Kota Kediri

a. Mandate of MTsN 1 Kota Kediri

As an Islamic educational institution under the head of the ministry of religion of Madrasah Tsanawiyah Negeri 1 Kota Kediri got the mandate:

- 1) Carry out the mandate of a public school characteristic of Islam
- 2) Serving the mandate as a Super Class and Regular Madrasah
- 3) Serving mandate as a madrasah that develops academic ability and non-academic ability, character, akhlakul karimah.

b. Excellent Value of MTsN 1 Kota Kediri

In carrying out its activities Madrasah Tsanawiyah Negeri 1 Kediri City must uphold and apply the values as follows.

- 1) Faith and devotion
- 2) Truth
- 3) Kindness
- 4) Intelligence
- 5) Togetherness

6) Splendor

B. Findings of Research

In this study researchers used data collection techniques using observation, interviews, and documentation that has been described in the previous chapter. Observation is done to observe directly the learning process of Social Science in the classroom, how the teacher apply the character values in teaching and learning process and the condition of the learners at the time of the learning take place.

While the interview is based on the background of the problem. Interview conducted first, to the teacher of Social Sciences class VIII related strategy used, teaching learning process and learning material of Social Sciences class VIII. Second, 6 students of class VIII to find out how the strategy of teachers in the planting of character values to prevent Bullying in class VIII as well as the achievement of learning objectives.

Documentation, researchers collect data of physical condition of school, location of school, facility and infrastructure, state of teacher, state of student, RPP of teacher and circumstance of learning of Social Sciences. After obtained from the results of observation, interviews, and documentation, the results obtained as follows.

- 1. Strategy Formulation of Social Science Teacher in Internalizing Character Education Values for Preventing Bullying to 8 grade MTs N 1 Kota Kediri**

In the internalization of character values cannot be separated from a process that must be done and requires planning, in accordance with the allocation of time, contain at least one basic competency with learning steps using the strategy, the learning method in accordance with the material, presenting a model of appropriate evaluation in achieve the planting of character values in school.

The character values that needs to be invested to prevent bullying behavior that is rampant in today's youth are peace-loving character and also friends. Learners are expected to have an attitude, words and actions that because others to feel happy and secure on the presence of himself. As well as a friendly character where learners are expected to appreciate the presence of others. With these characters learners are expected to prevent the bullying that occurs in class VIII.

On 4 November 2017, the researchers conducted observations to the school 1 Kediri which is based on an Islamic school in every teaching must be in accordance with the values of the Islamic character and berakhlakul karimah⁶⁵. The learning environment is very conducive Kediri MTsN 1, and the family atmosphere was very evident⁶⁶. All learners and teachers also

⁶⁵ Observation of the researchers (Observations made when researchers look at the school atmosphere and see banner vision, mission, and purpose MTsN 1 Kediri) Saturday, November 4, 2017, at 09.00

⁶⁶ Observation of the researcher (the researchers looked from outside the window of learning activities around class VIII H, I, J) Saturday, November 4, 2017, at 09:15

respect each other, respect, and love, they greeted one another and smile when passing⁶⁷.

On the morning when the researchers came to the MTs N 1 Kediri at 06:45, researchers looked learners together into the hall MTsN 1 Kediri, to implement habituation Dhuha prayer together that will be in the priestly by principals MTsN 1 Kota Kediri, Drs. M Nizar, M. Pd⁶⁸. One of the activities that the school applied as a form of internalization of character values to prevent bullying, namely the implementation of Dhuha prayer. Dhuha prayer together should be followed by all learners, teachers and employees in MTsN 1 Kota Kediri. Duha prayer in the activities undertaken all learners and teachers to blend into one, there was no significant difference seen, they all humility 'praying Duha together⁶⁹. With the activities carried out jointly this is love, mutual understanding, mutual respect, friendship, and love of peace among learners grows, so as to prevent bullying among students.

After praying Dhuha, learners towards their respective classes. During the learners in the classroom, researchers around to see the atmosphere of learning in the classroom, to tell whether or not bullying the teachers and students when learning is done. Researchers did not find any physical bullying

⁶⁷ Observation of the researchers (observers observing the activities of teachers and learners when the break took place round on the teacher office and in front of class VIII A, B, C) Saturday, 4 November 2017, at 09.30

⁶⁸ Observation of the researcher (observation is done when the bell goes and learners together to the Hall MTsN 1 Kediri), Saturday 4 November 2017, at 06:45

⁶⁹ Observations of researchers (researchers observed dhuha prayer activities with teachers and learners in the Hall MTsN 1 Kediri), Saturday, November 4, 2017, at 07.00

during school hours at MTs N 1 Kota Kediri by teachers and students⁷⁰. However, inadvertently researchers found bullying verbally committed learners to his friend, calling her name that does not match the name on the uniforms worn badge learners. But with nicknames that do not fit, did not induce the expression of hurt on learners on the call does not match the name.⁷¹ In a further observation that Saturday 4 November 2017 researchers found no more bullying verbally or physically.

Low bullying in MTsN 1 Kota Kediri also evidenced by interviews by investigators with one of the teachers BK in MTsN 1 Kota Kediri namely Siti Sunariyah and produce data that reports of bullying from grade 7 to 9 only a few and almost non-existent⁷².

“Kalo dari data BK ya mbak, kalo bullying dengan kekuatan fisik itu hanya sedikit malah hampir tidak ada mbak. Paling mereka olok-olokan nama ayah tapi tidak dilaporkan BK, karena ya anak-anak mbak udah biasa guyon kayak gitu”.

It is strengthened by the results of interviews to Labib Mukharam Saputra learners VIII class A that he did not accept the bullying of her grade 7, 8, or 9⁷³.

“Saya tidak pernah menjadi korban bullying. Mungkin kalo diolok-olok ya biasa lah saya gak ngambil hati karena saya biasanya juga begitu. Anak sini gak pernah lebay kak, kuat mentalnya kalo cuman diolok-olok aja. Dan disini juga gak ada yg main fisik”.

Just as with the results of interviews with Michelle Salma VIII I class that their mutual love between friends, so that such bullying behavior mocks

⁷⁰ Observations of researchers (researchers around the school to see the existence of bullying or not in learning activities in MTs N 1 Kediri), Saturday, November 4, 2017, at 0 8:00

⁷¹ Observer observation (observation data found when 2 learners from one class VIII outside the classroom when permission to go to toilet), Saturday, November 4, 2017, at 08.30

⁷² Siti Sunariyah Interviews on November 4, 2017

⁷³ Interview with Labib Mukharram VIII A on November 10, 2017

are not included in the liver. A gesture of affection that can prevent the use of physical bullying.

“Saya sayang mbak sama temen-temen, jadi mereka juga sayang sama aku. Kalau pun mereka mengolok-olok ya saya anggap aja itu sebagai tanda kasih sayang dari mereka”.⁷⁴

Researcher also supported by the statement of Mr. Yulianto as a social studies teacher in class VIII which states that⁷⁵.

“Kalo anak-anak sini ya mbak (MTsN 1 Kota Kediri) jarang yang melakukan bullying kekerasan pakek fisik gitu. Paling juga cuman olok-mengolok nama bapaknya, dan itu gak menimbulkan perilaku bullying secara fisik”.

This situation is the result of strategies teachers internalize the values of characters in each subject. IPS teachers also have a responsibility to provide learning character to achieve the vision, mission and objectives of the school. As disclosed by Mr. Yulianto as a social studies teacher in class VIII.⁷⁶

“Yang melatarbelakangi MTs N 1 Kediri menanamkan nilai-nilai pendidikan karakter karena MTs merupakan salah satu satuan pendidikan yang memiliki visi, misi, dan tujuan untuk memberikan output yang berakhlakul karimah serta berpengetahuan dan berketrampilan kepada peserta didiknya”.

In shaping the character of the students who love peace and friends is not easy. Therefore every teacher has a lesson plan for the purpose of such a character as well as friends of peace can be achieved. Researchers came to one eighth grade social studies teacher at MTsN 1 Kota Kediri in the teacher's office is Yulianto, S. Pd, to determine the plan that will be made a social

⁷⁴ Michelle Salma Interviews on November 10, 2017

⁷⁵ Interview with IPS teacher Mr. Yulianto on November 4, 2017

⁷⁶ Yulianto, Ibid

studies teacher. In observation of the researcher before entering into the classroom social studies teacher looking back lesson plan that has created a social studies teacher in the new school year 2017/2018⁷⁷. So that it can be seen by the researchers that before implementing learning to internalization character values that do social studies teacher to first write lesson plans⁷⁸.

In the planning stage is based on data obtained by researchers in the form of data documentation, which was first carried out by a social studies teacher is to create a lesson plan. IPS teacher lesson plans prepared in accordance with the national curriculum and the school curriculum itself⁷⁹. In a prepared lesson plan social studies teachers are the learning objectives which learners should be able to be social⁸⁰. Social attitudes must exist in learners who will live in the community, and also the students who cannot live alone without the help of others. Recap by providing motivation and life experience of teachers is also a lesson plan drawn up to prevent bullying social studies teacher in eighth grade⁸¹. One of the core activities planned by social studies teachers to internalize the values of character education to prevent bullying are learning in groups. Learning in groups conducted with the aim to make the

⁷⁷ Observation of the researchers (observations made when IPS teacher Yulianto will teach class VIII A), Saturday, November 4, 2017, at 11:00

⁷⁸ Observer observation (observation done when IPS teacher Yulianto shows RPP document that has been made for class VIII), Saturday, November 4, 2017, at 11:15

⁷⁹ Documentation Result (attached RPP)

⁸⁰ Documentation Result (attached RPP)

⁸¹ Documentation results (attached RPP)

students better appreciate other people's opinion, it can indirectly prevent bullying behavior⁸².

It can be concluded that the formulation of strategy of social studies teachers in the internalization of the values of character education to prevent bullying in class VIII, with social sciences teacher make lesson plan which apperception with motivation for students, core activities learning with cooperative learning or learning group, and social sciences teacher became role model for students.

2. Strategy Implementation of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri

Researchers came to the MTsN 1 Kota Kediri on November 6, 2017, it is second observation researchers will conduct observations on the implementation of the lesson plans have been made by previous social studies teacher. During the implementation phase to apply social studies teacher has been written in the lesson plan⁸³. In the lesson plan after going to class, before starting learning social studies, teachers give advice or motivation with stories of teacher experience⁸⁴. Observations at the meeting this time the material is in the form of social conflict, it is associated with the prevention of bullying

⁸² Documentation results (attached RPP)

⁸³ Observation of the researcher (observation was done when IPS teacher went to class VIII I) Monday, November 6, 2017, at 09.00

⁸⁴ Observer observation (observation done when teacher of IPS enter of class VIII I before explaining about material) Saturday, 6 November 2017, at 09.10

should be done by a social studies teacher. Recap the teacher at this meeting is to give advices to the students to reduce the conflict⁸⁵.

She also gave the story of his experiences in reducing conflict. Teachers teach for learners to control anger, so as to prevent any conflicts. Teachers also teach students that we can compete, but compete in goodness, and competition with sportsmanship. In addition, teachers also give aphorisms that Java language is "Ojo dumeh, adigang, adigung, adiguna," which means that learners should not be arrogant, must have manners, and is useful for anyone⁸⁶. Learners listen carefully, apperception given for the provision of teacher motivation, stories, and advice it⁸⁷. The apperception activity is one of the strategies the teachers in the internalization of the values of character education to prevent bullying is done by a social studies teacher at class VIII in MTsN 1 Kota Kediri.

The following interview data to prove the importance apersepsi the teachers in shaping the character of the students. That before the learning begins IPS teachers provide guidance and advice to instill the values that the school is one family and one entity should love each other. Here's the interview with the Yulianto.

“Peserta didik di MTs N 1 Kediri tidak cenderung melakukan bullying karena nilai-nilai karater telah di tanamkan dalam semua mata pelajaran, biasanya bapak ibu guru semua mata pelajaran selama mengajar memberikan petunjuk dan petuah untuk menanamkan nilai

⁸⁵ Observer observation (observation done when IPS teacher entered class VIII I before explaining about material) Saturday, November 6, 2017, at 09:20

⁸⁶ Observation (observation made when IPS teacher entered class VIII I before explaining about the material) Saturday, November 6, 2017, at 09:23

⁸⁷ Observer observation (observation done when IPS teacher delivered motivation in class VIII I), Monday, November 6, 2017, at 09:25

nilai pendidikan karakter, ditanamkan bahwa kita semua merupakan satu keluarga dan juga satu kesatuan yang harus saling menyayangi. Melakukan pencegahan dengan pembiasaan setiap pagi sebelum dimulai pelajaran diberikan pengarahan motivasi bagaimana menjadi peserta didik yang baik. Karena tujuan untuk menuntut ilmu untuk kegiatan yang kurang bermanfaat di pending dulu”.⁸⁸

The motivation provided by the teacher can help learners in attitude.

Here are the results of an interview with Reva Salsabila Wijayanti VIII class A.

“Sebelum pelajaran di mulai ya kak, pak Yuli selalu ngasih petuah-petuah gitu, kalo di sekolah gimana, kalo di rumah gimana, kalo di masyarakat gimana. Menurutku sedikit banyak itu berpengaruh juga buat kehidupanku sehari-hari kak. Kan aku sudah dikasih tahu mana yang baik dan mana yang enggak. Kalo mau berbuat yang gak baik aku yo mikir maneh kak, aku sekolah di MTs mosok kelakuane elek, kan yo isin kak”.⁸⁹

Internalization of character education to prevent bullying were adopted by a social studies teacher at providing motivation before starting this study, a social studies teacher began to instill values of peace to the learners, with stories relating to social conflict ever experienced teachers. Following feedback from Reyhan Almadea VIII class I after getting motivation from a social studies teacher.

“Setelah mendapatkan motivasi dari pak Yuli sebelum pelajaran dimulai, saya jadi tau mbak, kalo berantem gak ada gunanya. Jadi kalo ada anak yang memancing amarah saya, atau mengolok-ngolok saya gitu ya saya biarkan. Saya maafkan aja, wong ya temen sendiri, setiap hari ketemu, saling memaafkan saja lah mbak”.⁹⁰

On December 12, 2017, researchers returned to make observations on social studies lesson in class VIII A. At the meeting, a social studies teacher to submit items Social Mobility material. Observation is done to see

⁸⁸ Yulianto interviews on November, 4 ,2017

⁸⁹ Interview with Reva Salsabila Wijayanti on November 4, 2017

⁹⁰ Interview with Reyhan Almadea on December 12, 2017

implementation of IPS teachers develop strategies for learning with core activities like group discussions in the classroom. Before starting the discussion group, the teacher provides instruction on how implementation of good discussion⁹¹.

At this time learning social studies teachers will perform with the group learning method of discussion. In the eighth grade I, amounting to 36 learners, divided in groups consisting of 3-4 students⁹². Each group was asked to discuss the case which has been made by the teacher to look for questions and solutions in accordance with the case that has been given by the teacher. Before the discussion began, the recess bell rang so the discussion continued after the hour reentry. Researchers re-observe the presence or bullying committed learners at the break. After the observation, the researchers found no physical bullying, but returned to find students who call his name does not match the existing name on the uniform badge⁹³.

At 10:00 bell rang, the students of class VIII A back into the classroom to get back up and continue learning social studies discussion activities. When learners discuss the case of the teacher, in some groups among members of the group gave their opinion on the case, but there are several groups whose members there are passive and only one or two

⁹¹ Observer observations (observations made in the classroom before group learning begins), Monday, December 12, 2017 at 09:10

⁹² Observer observations (observations made when the IPS teacher in the class divided the discussion group), Monday, December 12, 2017 at 09.20

⁹³ Observation of the researcher (observation done during break time outside the classroom), Monday, December 12, 2017, at 09:40

members are active in working on the case of the teacher⁹⁴. But in general they have carried out a good discussion guide that has been submitted by teachers⁹⁵. In observation of researchers in conducting group discussions learners express their opinions politely, and other participants respond with no break roughly opinion of other friends or with hurtful words⁹⁶. After the discussion finished, the students presented the results of their group discussions together in front of the class. In observation of the researchers, when one of the groups to come forward to the presentation, the other group listened attentively, and valuing the group at the presentation to the class⁹⁷. It can be seen that there is no bullying activities such as alienating other groups or other groups broke the opinion with harsh words that hurt, who do learners when learning groups are implemented in the classroom.

Discussions were held without a riot, learners respect his opinion, and also performed with a relaxed discussion. With this group discussions can be active learners in the classroom, and also more personal recognize his friends⁹⁸. In the discussion, the students more aware of the attitudes and behavior of fellow friends. Discussion activity that can help learners more friendly with her, affection and understanding the attitudes of other people

⁹⁴ Observer observations (observations made when learners discuss with their groups in the classroom), Monday, December 12, 2017, at 10.10

⁹⁵ Observation of the researcher (observations made when the students discuss with their group in the classroom), Monday, December 12, 2017, at 10.15

⁹⁶ Observer observations (observations made when learners convey their opinions within the group), Monday, December 12, 2017, at 10.20

⁹⁷ Observer observations (observations made when one of the groups in the advanced class presenting the results of the group discussion), Monday, December 12, 2017, at 11:00

⁹⁸ Observation of the researcher (a statement can be made when learners are discussing in groups), Monday, December 12, 2017, at 10:50

began to grow with the accident, but can continue to apply in his daily life in the classroom, at school, and in society.

Learning in groups conducted with the aim to make the students better appreciate other people's opinion, it can indirectly prevent bullying behavior. The documentation data were confirmed by interviews in a social studies teacher.

“Strategi yang saya gunakan dengan diskusi kelompok, mereka satu sama lain akan mencoba saling memahami satu sama lain, dan mereka akan menyesuaikan proses pembelajaran mereka dengan temannya, mereka juga bisa menghargai pendapat orang lain, dengan begitu mereka akan saling mengenal dan saling menyayangi satu sama lain”.⁹⁹

According Alifa Keisha A. Class VIII A, with discussion groups of learners can better understand others.

“Kalo menurut saya ya, saya lebih suka dengan model pembelajaran kelompok begini. Jadi kita bisa sharing apa yang kita tau, terus jadi lebih ngerti sifat temen-temen tuh kayak apa. Ada yang ikut ngerjain dan diskusi, ada yang cuek, ada yang memaksakan kehendak. Ya gitu-gitu kak, jadi kalo kayak gitu ya dibuat maklum aja anak-anak itu gimana, kan orang beda-beda”.¹⁰⁰

Researchers returned to make observations on December 19, 2017, this time researchers tried to explore data about social studies teachers in their daily actions when internalize the character values among students of class VIII to prevent bullying. In addition to providing motivation and learning in groups, a social studies teacher to internalize the values by providing a good role model to students¹⁰¹. Learners will follow the behavior exemplified

⁹⁹ Yulianto interviews on December, 12, 2017

¹⁰⁰ Keisha Alfia interviews on December, 12, 2017

¹⁰¹ Observation of the researcher (researcher observation when IPS teacher activity in school), Monday, December 19, 2017

teachers. Eighth grade social studies teacher at MTs N 1 Kediri, Yulianto, provide good models for learners in internalizing the values of character education in the form of a peace-loving and friendly. It can be seen from a social studies teacher action in everyday teaching and teacher behavior in schools. Yulianto give an example to students by not calling someone's name does not match the name¹⁰².

Appreciate someone can be done by calling the person's name matches the name that has been given his parents. By doing so the school community will feel happy and comfortable when hanging out with Yulianto, as a social studies teacher. In addition Yulianto also provide an example for learners to appreciate anyone who spoke to him, respecting each differentness that of the people he met¹⁰³. It can be known as a social studies teacher walked out of class VIII H head teacher's office, when passed by the students smiled and when he met with the office boy school social studies teacher strike up a conversation and appreciate it¹⁰⁴. When talking with students, Yulianto respect the opinion of the students, to show disapproval Yulianto refute it with a kind word and not abusive. When talking with fellow teachers, Yulianto while

¹⁰²Observations of researchers (data obtained when researchers follow IPS teachers walking toward the office of teachers of class VIII H) Monday, December 19, 2017 at 10:30

¹⁰³ Observation of the researcher (the researcher sees the teacher walking and smiling to the past by people like learners, fellow teachers, and school staff, and office boy) Monday, December 19, 2017 at 10:33

¹⁰⁴ Observer observation (observation done when IPS teacher talked with school boy office) Monday, December 19, 2017 at 10:35

respecting fellow teachers even though the younger teachers. When talking with the school staff, Yulianto not underestimate and be polite¹⁰⁵.

Yulianto respect and appreciate those around him, because it considers that a teacher is a role model for students. If the behavior of a good teacher, it will be replicated and implemented by the students, so that students would be better anyway actions. Here's the interview with Yulianto concerned with the conduct he applied daily in the school environment.

“ya saya kan jadi guru digugu dan ditiru mbak. Makanya saya itu kalo bersikap di sekolah itu hati-hati banget. Takut ditiru sama anak-anak mbak. Sedangkan anak-anak pada masa ini mudah meniru apa yang tidak baiknya. Ya saya berlaku aja saling menghargai, saling menghormati siapapun mbak, biar hidup itu nyaman, aman, tentram”.¹⁰⁶

Social Sciences teacher behavior with fellow citizens of the school, can be an example for students. Here's the interview with Michelle Salma Khotim Aji which in acting according to the behavior modeled by teachers in the school.

“saya ya mbak kadang liat apa yang dilakukan guru juga kalo mau melakukan sesuatu. Misalnya kalo gurunya murah senyum ke muridnya, aku juga murah senyum ke gurunya. Kalo Pak Yuli gak pernah kata-katanya keras terus kasar kalo marah, nah aku biasanya juga ga ngomong kasar kalo marah mbak. Masak gurunya aja bisa muridnya gak bisa”.¹⁰⁷

Eighth grade social studies teacher at MTsN 1 Kota Kediri is an example for their students in terms of respect and respect for others who are

¹⁰⁵ Observer observations (observations made when IPS teachers chat with colleagues and school staff) Monday, December 19, 2017 at 10:40

¹⁰⁶ Interview with Yulianto on December 19, 2017

¹⁰⁷ Interview with Michelle Salma Khotim Aji class VIII I on December 27, 2017

different. This is in accordance with the results of interviews with Muhammad Riyan Fath.

“kalo pak Yuli itu orangnya mudah bergaul dengan siapapun mbak. Sama staff gitu ngobrol juga biasa, sama murid juga biasa. Pokoknya bisa lah mbak menempatkan diri dengan siapa beliau berbicara. Kalo sama murid-muridnya gini juga gak kaku, kadang guyon-guyon juga. Gak pernah meremehkan, jadi bisa menjadi contoh murid-muridnya”¹⁰⁸

It can be concluded that the implementation of the strategy has been a social studies teacher in the internalization of values of the characters to prevent bullying in class VIII in MTsN 1 Kota Kediri by giving apperception form of motivation or stories that match those of Social Conflict. In addition it also provides a social studies teacher with the group's core activities to help learners understand and respect the opinions of others. And to internalize the values of the characters to the learners, teachers IPS also provides a good role model to students in socializing with the school community with respect and appreciate the school community. So as to create peaceful and friendly behavior in a social studies teacher and learners. It has proven effective in instilling the values of characters in the form of peace and friendship, in which the character can prevent bullying in schools.

C. Strategy Evaluation of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8 Grade Students of MTsN 1 Kota Kediri

¹⁰⁸ Interview with Muhammad Riyan Fathul class VIII A on December 27, 2017

In social studies learning is very important to instill character values that aims to prevent bullying, such as peace-loving and friendly. Social learning is learning that aims to make students able to live to socialize with people, the peace-loving and friendly character, it is expected that learners can socialize well with people, able to appreciate and respect others. After observation of the students of class VIII after getting a social studies lesson inside and outside the classroom they tend to be friendly with her friends. They understand each other and respect each other¹⁰⁹. On December 27, 2017, researchers conducted observations to determine the evaluation of internalization embedded during social studies teacher in relation to preventing bullying committed by class VIII. It can be seen that after a social studies teacher strategizing, and executing strategies that have been made, learners tend to not perform physical bullying¹¹⁰. However learners tend to perform verbal bullying by calling his name that does not match the name given by his parents, because they regarded it as a joke and did not intend to hurt each other¹¹¹.

This is reinforced by the results of interviews with Muhammad Riyan Fath VIII class A.

“ya setelah mendapat pembelajaran IPS saya jadi lebih ngerti sama teman-teman. Jadi kalo anak-anak guyon itu saya maklum aja, gak

¹⁰⁹ Observation of the researcher (observation was done during the rest and the participants sit down to be one in the school canteen) Wednesday, December 27, 2017 at 11:45

¹¹⁰ Observation of the researchers (observation of data obtained during the observation of researchers in MTsN 1 Kediri)

¹¹¹ Observer Observations (observation of data obtained during the researchers made observations in MTsN 1 Kediri)

ngambil ati, gak emosi. Orang kita juga satu sekolah masak ya mau musuh-musuhan sampek berantem gitu, kita di sekolah ini kayaknya gak asyik pake model gitu-gitu mbak. Guyon ya guyon”

Internalizing values friendly and peace-loving character has been successful in class VIII MTs N 1 Kediri. Proven by the discovery of physical bullying. Because if learners are doing the bullying will get built and guidance of BK, it is able to prevent bullying committed learners. Yulianto as disclosed below.

“Selama ini tidak ditemui anak-anak yang melakukan bullying, karena jika kita sampai tahu, maka kita akan mengambil tindakan pendisiplinan bagi mereka. Anak-anak yang melakukan pelanggaran akan dibina dan dibimbing oleh BK, nah dengan peraturan dan tindakan dari BK tersebut dapat mencegah terjadinya bullying di sekolah”¹¹²

They're going to forgive each other when there are friends who teased him with the intention of joking, forgiveness is very effective to prevent bullying in class VIII A¹¹³, gesture of affection, mutual respect, mutual respect, mutual understanding applied by students of class VIII not only with classmates, but also other classmates in the class or classes VII and IX¹¹⁴. The following narrative Yulianto on the results of evaluation conducted social studies lesson in preventing bullying.

“Evaluasinya melihat kebiasaan anak sudah nampak tidak ada anak yang sering bertengkar dan tidak ada anak yang saling menyakiti temannya”¹¹⁵

¹¹² Interview with Yulianto on December 14, 2017

¹¹³ Observations of researchers (data obtained when researchers see a child mutually forgiving after mocking his friend), Wednesday, December 27, 2017, at 11:30

¹¹⁴ Observer observation (observation done when learners follow extracurricular activities scout, gambus, and OSIS), Wednesday, December 27, 2017, at 14.30

¹¹⁵ Interview with Yulianto on December 14, 2017

Feelings of love with friends and consider a school friend of the family who should not hurt each other grow following an IPS learning and school atmosphere that familiarize mutual respect , mutual respect among fellow Muslims. The following narrative Nasa Moch W as the students of class VIII A never get physical bullying of his friends, despite getting derision in the form of verbal bullying, but with forgiveness physical bullying does not occur.

“ya kalo diolok-olok guyon sih dah biasa mbak, soalnya saya juga gitu, biar gak sepi di sekolah. Kalo kekerasan saya gak pernah dapet mbak, soalnya mikir juga ini sekolah bukan tempat buat tawuran, lagian kita juga udah diajarin bahwa kita semua adalah keluarga”.¹¹⁶

Similiarly, with the results of interviews conducted with Reyhan Almadea the students of VIII I.

“saya mah kalo ngolok-ngolok temen ya biasa mbak, orang emang anaknya gitu, tapi saya ga pernah sampek ngajak berantem, mukulin, atau menamparnya, ga berani saya mbak, anak orang”¹¹⁷

The result of interviews with Jessica Aurel VIII I revealed that they are used to do the banter, so does not cause reverse and lead to bullying.

“aku sih gak ngolok-ngolok ya mbak, tapi review penampilan temen-temen haha, kadang ada kan tuh yang kerudungnya mencleng, roknya, bajunya, jadi aku ya tak bilangin juju raja. Gak maksud buat bully atau masukin dia ke kamar mandi yang kayak di tv, sinetron banget kalo kayak gitu”¹¹⁸

It can be concluded that the evaluation of the strategy of social studies teachers in the internalization of character values to prevent bullying can be seen on the daily habits of students in school that there is no physical bullying committed learners in class VIII. Mutual taunting is not included in bullying

¹¹⁶ Interview with Moch Nasa W on December 14, 2017

¹¹⁷ Interview with Reyhan Almadea on December 14, 2017

¹¹⁸ Interviews with Jessica Aurel on December, 14, 2017

behavior, because the perpetrators and victims understand each other, the victim does not feel hurt. Learners are not likely to bully in schools for fear of guidance and counseling from school counseling so that it can prevent bullying.



CHAPTER V

DISCUSSION

In this chapter will be described on the research results include a description or summary of the research findings, interpretation of findings and theories in the field.

A. Strategy Formulation of Social Sciences Teacher in internalizing Character Education Values for Preventing Bullying to 8th grade Students of MTsN 1 Kota Kediri

Development of character education internalization can be integrated in all fields of study. The field of social studies is one of the areas of study that can integrate character education in learning. Social science is a field of study to learn about the people, so that the learning needs to be implemented character education so that learners can develop and have good character. So in planning learning social studies teacher should internalizing character values in each learning. Strategy social studies teachers in instilling the values of the characters can be started with a write lesson plans that will be implemented daily. Lesson plan developed by teachers is the development of the syllabus which have been prepared previously by the teacher IPS. In each lesson the teacher should draw up lesson plans complete and systematic so that learning takes place in an interactive, inspiring, fun, challenging, efficient, motivating the students to participate actively, and not give enough room for innovation, creativity and independence

according to their talents, interests, and physical and psychological development of learners.¹¹⁹

The results obtained by researcher documentation in the form of lesson plans prepared by social studies teachers in MTsN 1 Kota Kediri. Yulianto makes learning social studies lesson plan before implementing in accordance with the curriculum applied in MTsN 1 Kota Kediri. Lesson plans created by teachers containing apperception which contain motivational activities, as well as a core activity that includes not only the delivery of material but also implemented internalize the values of character, on a closing activity is strengthening-reinforcement of the material that was submitted earlier.

Strategy formulation of social sciences teachers in the internalization of the value of the character of communicate and love peace is by preparing the implementation plan of learning. The following strategies that will be implemented in by social science teachers to prevent bullying are:

1. Apperception that contains motivation therein.

Apperception is an interpretation of the mind, namely unite observations and experiences that have been owned¹²⁰. The function of apperception is to create the beginning of effective learning so that students are ready to follow the learning activities, in addition apperception implemented to generate motivation and attention of students in following the learning¹²¹. The design of apersepsi made by social sciences teacher contains the motivation for

¹¹⁹ Lampiran Permendikbud No. 65 Tahun 2013 tentang Standar Proses, hlm. 5.

¹²⁰ Ahmad Rohani. *Pengelolaan Pembelajaran*. (Jakarta: Rineka Cipta. 2010). Page 1

¹²¹ Mariska, dkk. *Efektivitas Pemberian Apersepsi dan Motivasi dalam Meningkatkan Pemahaman Konsep Siswa pada Pokok Bahasan Gaya SMP Negeri 13 Puworejo*. Journal Radiasi Vol 3 No. 2, page 161

learners to realize and do good deeds, tolerance, and affection to others. This motivation is one of the preventive measures before the learners commit a violation. It is expected that learners appreciate the motivation conveyed by the teacher, so that it can internalize into him, so that they are able to avoid violations or bullying that they will do.

2. Designing the core activities of learning group

Cooperative learning aims to achieve learning outcomes, acceptance of diversity and development of social skills¹²². In planning the core activities of the learning group social science teachers hope that learners can get the values communicate and love peace in the discussion. It is expected that learners can learn to understand the behavior and differences of others. By learning in groups students are expected to respect differences of opinion, respect for others, and love each other between friends. These attitudes can be indirectly internalized to learners, so that students are expected to prevent bullying actions that they will do.

3. Social science teachers provide a good example for learners

As a teacher must have 3 behavior modification skills that teach new behaviors with examples and habits, improve good behavior through reinforcement, reduce the teacher's behavior with punishment¹²³. The teacher is someone imitated in the words and deeds by the learners. So the teacher should get used to not discriminate in socializing, humble, respect for others, and love

¹²² Nur Asma. *Model pembelajaran kooperatif*. (Jakarta:Departemen Pendidikan Nasional. 2006). Page 12

¹²³ Mulyasa. *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. (Bandung: Rosdakarya. 2007), page 91-92

peace. It is expected that these attitudes can be good role models by learners, and can be internalized in the day-to-day life by learners, so that learners are also able to behave like the example of the teacher, and can prevent bullying actions that they will do.

So planning strategies for internalizing social sciences teacher character values to prevent bullying in class VIII MTsN 1 Kota Kediri by prepare lesson plans (Lesson Plan) in which every learning activity starting with give apperception with motivation for students to prevent doing infraction. Secondly, social science teacher arrange lesson plan on the core activity with learning group. Then, social sciences teacher became role model for students.

B. Strategy implementation of Social Sciences Teacher in internalizing Character Education Values for Preventing Bullying to 8th Grade MTsN 1 Kota Kediri

1. Motivation

Teacher of social science has an important role in efforts internalize the values of character education to students, especially the character to prevent bullying is a friendly and peaceful, because IPS learning in which there are materials that help learners to live socially. In this implementation phase of social studies teachers implement lesson plans that have been made. Upon entering the classroom and pray, before learning materials presented provide apperception social studies teacher and also the motivation to learners. Motivation can also be said to be a series of attempts to provide certain conditions, so that someone is

willing and wants to do something¹²⁴. Motivation before the lesson is needed to encourage students to do things that are good, and prevent unwanted actions.

Motivation is usually done by a social studies teacher with a brief lecture method using spoken language that is easily understood by learners, learners listen carefully and appreciate every problem presented by a social studies teacher and take the wisdom behind it. In this lecture the students sit, look and listen, and believe that what speech by teachers is true, students cite an overview lecture itself as best pupil and memorize without any further investigation by the teacher concerned¹²⁵. Motivation is one of the stages of a social studies teacher and internalize the values to learners.

With the motivation to always reduce the conflict, act of affection between the members, love of peace, and friends is one of the stages of social studies teachers to transform the values to learners. Stages of value transformation is a process carried out by educators in informing the values of good and less good¹²⁶. This stage is shown with only their verbal communication between teachers and learners IPS. As a social studies teacher is not only to convey the subject matter, but the behavior of learners after getting learning also an important aspect that must be considered. Bullying is inappropriate actions done by everyone, especially as learners, where they are still in the learning process. So to prevent bullying one of the ways that teachers in the social studies learning activities that provide motivation to keep the peace, reduce conflict, and always

¹²⁴ Sadirman, AM. *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: Rajagrafindo, 2011). Hlm 75

¹²⁵ Zakiyah Drajat, *Metodik khusus Pengajaran Agama Islam*, (Jakarta: Bumi Aksara, 1995), hlm 280

¹²⁶ Muhaimin, *Strategi belajar Mengajar*. (Surabaya: Citra Media, 1996), hlm 153

respect other people, which will lead to a friendly attitude to everyone. When they get the motivation and behavior apply peaceful and friendly to everyone then a social studies teacher has been successfully internalizing character values to prevent bullying. Motivation is one form of call goodness, as described in the Hadiths that those who call on the good will be rewarded as those who carry out the call without prejudice to the merits of the person.

مَنْ دَعَا إِلَى هُدًى كَانَ لَهُ مِنَ الْأَجْرِ مِثْلُ أُجُورِ مَنْ تَبِعَهُ لَا يَنْقُصُ ذَلِكَ مِنْ أُجُورِهِمْ شَيْئاً

"whoever gives guidance on the good then he will get the reward as those who follow his invitation without reducing their reward at all" Muslim, No. 2674¹²⁷

Likewise with Ali Imron verse 110, that the best people are fond invite to goodness and forbidding with faith in God, this is exactly what you want to apply by a social studies teacher in learning.

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ وَتُؤْمِنُونَ بِاللَّهِ ۗ وَلَوْ

ءَا مَنَ أَهْلَ الْكِتَابِ لَكَانَ خَيْرًا لَهُمْ مِمَّا مَوْءُؤُوا مِنُورَ وَ أَكْثَرُهُمْ أَفْسُقُونَ ﴿١١٠﴾

"You are the best people are born to men, sent to ma'ruf, and prevent from being evil, and faith in God. If only the Book believed, it would have been better for them, among them there are believers, and most of them are people who are wicked

In accordance with the verse and the hadith above, a social studies teacher in the strategy of internalization of the values of character, done by providing motivation IPS before the learning begins. Provision of this motivation can prevent bullying behavior in class VIII in MTsN 1 Kediri. In addition to providing motivation at the beginning of the learning, the core activities of the

¹²⁷ <http://Rumaysho.com> diakses pada tanggal 20 Mei 2018 pukul 13.55 WIB

implementation of learning social studies teachers use learning as a group (cooperative learning).

2. Learning Group or Cooperative Learning

Cooperative learning is a teaching model where the system of study and work in groups - small groups numbering 4-6 people collaboratively so it can be enthusiastic about working. As disclosed Slavin In cooperative learning methods, students work together in teams to master the four members Initially the material presented by the teacher.¹²⁸

According to Slavin, Abrani and Chambers found through cooperative learning can be explained from several perspectives, one of which is a social perspective. Seen from a social perspective, that through cooperative each student will help each other in learning because they want all group members achieve success¹²⁹. With cooperative learning learners are expected to work well together and mutual respect between people. The purpose of cooperative learning among which the acceptance of individual differences.

Cooperative learning is widespread acceptance of people of different race, culture, social class, ability and inability, so learners from different backgrounds and conditions can be mutual respect for each other. Besides the purpose of cooperative learning is to develop social skills. Cooperative learning teach students skills in cooperation and collaboration. Social skills help students

¹²⁸ Isjoni, *Cooperative Learning*, (Bandung: alfabeta, 2011), hlm 15

¹²⁹ Wina sanjaya, *strategi pembelajaran berorientasi standar proses pendidikan*, (Jakarta: Kencana, 2007), hlm 242-243

to live in a society very well¹³⁰. Learning cooperatively conducted social studies teachers to prevent bullying in class VIII MTs N 1 Kediri.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّالَهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ

بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢﴾

"Call unto the way of thy Lord with wisdom and fair exhortation, and reason with them and better way. Lo! Thy Lord is Best Aware of him who strayeth from His way, and He is Best Aware of those who go aright"

Islam teaches several methods that can help learners, one of which is discussion. In the discussion should be in accordance with Islamic law, namely, the expression is polite, well mannered, not overbearing, and denied suggestions of others in a good way. In learning social studies teachers use these methods, so that learners are able to respect the otherness. With the habituation friendly and peace-loving character can be internalized into the self-learners, thus preventing the occurrence of acts of bullying, because the students have been accustomed to respect the differences between themselves and others.

Cooperative learning is done by a discussion on the matter of social mobility and social conflict. Where in learning the students were asked to discuss with friends who have been by the teacher as a friend group. In accordance with the observations by researchers, a social studies teacher in class VIII MTs N 1 Kediri, implement cooperative learning model, which the participants were divided into 3-4 people in each group. Discuss with the group in accordance with instructions from a social studies teacher. Students were asked to discuss with the

¹³⁰ Novy Emildadiany, *Cooperative Learning- teknik Jigsaw*. [http: www.yahoo.com](http://www.yahoo.com), diakses 9 Mei 2018 pkl 16.45.

group in accordance with section has been provided by a social studies teacher. In the implementation of the research group discussions saw no learners are active and inactive, the students express their opinions politely, learner do not impose the will, although there are learners who are not yet members of the group do understand without berating. Mutual respect and respect among the other groups can also be seen clearly, in the absence of harsh words or physical violence occurs when another group presentations.

According to Yulianto, learning in groups will help learners to respect each other and respect each other so the growing sense of affection between students. Affection among fellow learners to foster a friendly and peace-loving attitude to the learners. Friendly way for learners to understand any differences that held her, then bullying verbal mocking his owned difference can be prevented by learning groups conducted by social studies teachers.

Learning group is a value in the transaction stage of internalization of values on learners. At this stage of the transaction value marked by a two-way communication or communication between learners and teachers that are reciprocal interactions¹³¹. Transaction value do teachers by learning directly using cooperative learning model, which is not only teachers who give lectures, but the students are also active in the search for values that are contained in the IPS study. Group learning method is used to instill the value of friends /communicative through cooperation, responsibility, and tolerance¹³².

¹³¹ Eko Prasetyo Utomo. *Internalisasi Nilai-Nilai Karakter dalam Pembelajaran IPS pada Siswa SMP Negeri Model Terpadu Bojonegoro*, (Metafora Volume 2, nomor 2, 2016), hlm. 95

¹³² Ibid, hlm 96

By learning group two-way communication occurs where a social studies teacher gives initial guidance to the students to do the learning group, after which the students discuss with the group of their friends as directed by the teacher, in which the discussions were conducted in a polite manner and respect the opinions of others. Once learners discussion, students were asked to present the results of their discussion to the front of the class, another group listened attentively. At the core activities of learning using this group, the transaction values friendly and peace-loving character in internalized to the learners. Learning in groups is one strategy social studies teacher in the internalization of character values to prevent bullying in class VIII MTs N 1 Kediri.

3. Social Sciences Teacher became Role Model for Students

After the transaction value, a social studies teacher did transinternalisasi stages to prevent bullying in class VIII MTs N 1 Kediri. In transinternalisasi stage not only verbal communication, but with the mental attitude and personality. In this phase, each of the respondents have in common in the process transinternalisasi personality is through communication involving social studies teachers as role models for students in subsequent internalization process. Communications personality embodied in the personality of the teacher see directly in implementing character values consistently.

The communication process is done with a personality who see firsthand the personality of the teacher and hear advice in the form of goodness of character values and vices if no / less have the character values greater awareness comes the learners about the goodness of the character values. Furthermore, of the sense of

self is formed on students, comes the attempt to internalize the values of the character into themselves to be part of themselves that ultimately actualized in their daily lives¹³³. In social studies teacher researcher observations provide a good role model to the students by implementing a gesture of affection to fellow teachers, pupils and all citizens of the school. With so learners can imitate the behavior of social studies teachers are friendly with all of the school community without discrimination.

Besides a social studies teacher also provide role models by calling the names of students according to its name. Students can imitate teacher's behavior by not doing the bullying verbal act call on the name does not match the name. Provide good models to learners is one strategy for teachers in the internalization of the values of character education to prevent bullying behavior in class VIII MTs N 1 Kediri.

C. Strategy Evaluation of Social Science Teacher in Internalizing Character Values Education for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri

Character is part of the affective domain. According to Anderson, there are two methods used to measure the affective is the method of observation and self-report method. Use of the method of observation based on the assumption that affective characteristics can be seen from the behavior or actions displayed a

¹³³Eko Prasetyo Utomo. *Internalisasi Nilai-Nilai Karakter dalam Pembelajaran IPS pada Siswa SMP Negeri Model Terpadu Bojonegoro*, (Metafora Volume 2, nomor 2, 2016), hlm. 96

psychological reaction, or both. Self-report method assumes that knowing one's affective state is himself. Self-report method demands honesty from the complainant, in this case the learners.¹³⁴

In social studies teacher evaluation strategy in the internalization of the values of character education to prevent bullying in class VIII MTs N 1 Kediri, a social studies teacher observation methods. Evaluation of internalizing the values of character education to prevent bullying is done by learners when viewing habits along with their friends tend not to hurt each other and loving each other. Affective attitude and peace-loving friends can be seen from the habits of learners, with a habit that reflects compassion for all people in schools, not hurt each other physically, forgiving one another, and also no reports of physical bullying among students.

Indicators of achievement of the characters are friends/communicative at school and in the classroom according to the Ministry of National Education, namely:¹³⁵

1. The atmosphere of the school which facilitates interaction between the school community
2. Communicating with the language of polite
3. Mutual respect and maintain the honor of
4. Association with love and willing to sacrifice
5. Not to distance and differentiate in communicating.

¹³⁴ Djemari Mardapi, *Penilaian Pendidikan Karakter*. Yogyakarta: Bahan Tulisan Pendidikan Karakter Universitas Negeri Yogyakarta. Hlm 4-5

¹³⁵ Kemendiknas. 2010:19

Based on the indicators above, there are following the achievement of MTs N 1 Kediri in internalizing value friendly character / love peace at school. MTsN 1 Kediri has created a school atmosphere that encourages interaction with the school community, can be seen from the location of the classes in the MTs N 1 Kediri, enables learners to interact with each other, and also by holding habituation as flag-raising ceremony every Monday and also pray Duha every Saturday facilitate learners to interact. In addition extracurricular activities or intra MTs N 1 Kediri can facilitate learners to interact with each other.

The second achievement indicators which interacts with a polite language. In observation of the researchers most learners speak politely when talking to the teacher. But when the students talk with friends using everyday language. The third indicator, namely mutual respect and maintain the honor, when researchers conducted observations majority of learner mutual respect for differences and also to preserve the honor. Although they have different urban and rural regions, but they respected each other and did not teasing. Although there are those who do such things as take it as a joke to dilute the atmosphere.

Indicators association with love and sacrifice, yet to be discovered by researchers because researchers cannot enter into a friendly environment learners. As for the indicators do not keep your distance and distinction in communicating, to fellow learners it is applied properly. But when the learner with the teacher will communicate with polite and courteous.

While indicators of achievement of the character of peace at school and in classes:

1. Creating an atmosphere of school or classroom a comfortable, peaceful, and harmonious,
2. Getting used to the behavior of school community anti-violence
3. Allowing the behavior of people in schools that are not gender biased
4. Behavior of the school community are compassionate.

Based on observations conducted by researchers, there are several indicators that have been achieved by a social studies teacher in the evaluation of the internalization of the values of a friendly and peaceful character to prevent bullying. In social studies lesson in class VIII MTs N 1 Kediri, a social studies teacher creates an atmosphere with group learning, so that it can be seen the result of the attitude of affective learner during learning groups, mutual respect other people's opinions, mannered in expression, does not discriminate between friend in one group. The classroom lessons are internalized by learners in everyday life at school and outside the school area. When in school learners VIII grade IX grade learners appreciate, cherish the students of class VII, as well as the respect of teachers and staff in schools. Among Learners men and women were equally associate with each other not discriminate, male learners do not consider female learners weaker. So that they understand each other.

Learner class VIII after getting IPS learning more can reduce the conflict, with not hurt her physically. Every learners feel that all that exists in the school environment is a family should they care about. Strategy social studies teacher in the internalization of character values to prevent bullying in class VIII MTs N 1 Kediri through motivation, learning groups, as well as the role model of highly

effective teachers to internalize the values and peace-loving friends to the learners. It can be seen from the habits of learners inside and outside the classroom. When in the classroom learners mutual love between members of the class, whereas when outside the classroom learners respect of all citizens of the school. It is some of the attitudes that can prevent bullying verbally or physically bullied at school MTs N 1 Kediri. Based on Yulianto the result of bullying prevention evaluation conducted is no bullying action done by learners. It is because if there are learners who do bullying, it will be guided by counseling teachers. With the existence of the rules the child will be afraid if do bullying.

Argenbriht and Edgell Described specifics four types of bullies. Often Physical bullies hit, kick, or shove others. Verbal bullies use words to harm others through name-calling, insulting, making racist comments, or harsh teasing. Often bullies Relational focus on excluding one person from their peer group and usually do so through verbal threats and spreading rumors. Finally, reactive bullies are individuals who are often both bully and victim¹³⁶. Based on the theory it is known there is no bullying done physically in MTsN 1 Kediri. But sometimes there are learners who mock each other as a joke. But it does not lead to physical bullying, because they will forgive and understand. While researchers have yet to find bullying by exclusion, because if researchers approach the learners so they do not show the real situation to the researchers.

D. Result of Research

¹³⁶ Beale and Scott. *“Bullybusters” : Using Drama to Empower Students to Take a Stand Againsts Bullying Behavior* cited by Amy Milsom, Laura L. Gallo, *Bullying in Middle Schools : Prevention and Intervention*. Middle School Journal, January 2016

The study findings were presented by the researchers based on the results of research or exposure to previous data were as follows:

1. Strategy Formulation of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri

Based on interviews and observations of researchers cannot be found bullying committed by students of class VIII in MTsN 1 Kota Kediri, although so MTsN 1 Kota Kediri have paid more attention to preventive measures to prevent the students doing the bullying. Strategy formulation social studies teacher in the internalization of the values of character education to prevent bullying in grade 8th in MTsN 1 Kot Kediri can be seen from the results of observations, interviews, and documentation of the results obtained from a social studies teacher.

In preparing the lesson plan social sciences teachers compile opening activities, core activities, and the activities in which the cover can indirectly help learners internalize character values to prevent bullying. At the opening on the activity lesson plan, a social studies teacher to plan their apperception form of motivation or life advice to the students, which is one of the preventive measures against acts of infringement to be performed learners. At the core activities of social studies teachers plan learning activities in groups, to help learners develop the cognitive and social abilities. While in the closing activities of a social studies teacher give reinforcement of learning have been implemented. Teacher became a role model for students, then teachers must have attitude that can preventing bullying to be emulated by students. So to know the implementation of the

strategy of social studies teachers in the internalization of character values to prevent bullying can be shown by the implementation of the lesson plan that was created by a social studies teacher.

2. Strategy Formulation of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri

Precautions against learners bullying can be seen from the implementation of lesson plans created by Social Sciences teachers. At the opening activities planned apperception social studies teachers with motivation related to the subject matter presented at the meeting. The motivation of the teachers contains stories from advice-advice or counsel with words of wisdom. Provision of this motivation is one of the strategies the teachers in the internalization of values of the characters, the story of the experience of teachers of learners expected to be able to take lessons and instill good values in him. Motivation as one of the preventive measures of a social studies teacher to prevent violations or mischief to be done learners, especially bullying. Motivation will contain a story-chert social studies teacher experience or advice that is instilling the values of peace-loving friends and to prevent bullying which did by learners. Motivation unbiased advice to lovely, cherish, and cultivating an attitude of familiarity to students. Motivation is one of the stages of internalization of values that is the stage of the transformation of indigo, where a social studies teacher to provide information to students where the values are good or less good, with such motivation in the form of advice and tips from a social studies teacher is one

strategy social studies teacher in the internalization of values -value characters to prevent bullying.

Created lesson plans of teachers on core activities of learning that is done with group learning. In the implementation of learners are trained to develop skills of discussion with friends. Learning in groups can train students in socializing with other people. Where in the learning group of learners are taught to respect the opinions of others and understand the differences without having to drop. Group learning will help students understand the advantages and disadvantages of his friends, so learners will not be easy to make fun of his shortcomings, and also will improve the attitude of affection between friends on the learner. Learning Strategist group is one social studies teacher in the internalization of the values of the character that is the stage of the transaction value. Because the study group is not only teachers who informs the values, but the students also participate actively in the search for values using the learning experience of the group. Strategy social studies teacher in the internalization of the values of character education to prevent bullying in grade 8 in MTsN 1 Kota Kediri done using the learning in groups.

The next stage of internalizing the values of character education to prevent bullying is done by a social studies teacher is to give a good role model to students. IPS teachers provide role models with respect to all the residents of the existing school, do not distinguish rank, fond of all citizens of the school. In addition to preventing bullying behavior verbal social studies teachers set an example by calling the person's name as the name suggests. Giving good role of a

social studies teacher is the stage transinternalisasi character values, because the teacher is a role model for students, with a view of everyday teachers respect others and do not discriminate between the learners are expected to emulate the attitude of a social studies teacher, and internalized within everyday life. The strategy of social studies teachers in the internalization of character values to prevent bullying in grade 8 learners in MTsN 1 Kediri can be done by providing a good role model in the form of honor students and call the person's name as the name suggests.

3. Strategy Evaluation of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri

Method used in the evaluation of social studies teachers in the internalization strategy character values to prevent bullying in grade 8 in MTsN 1 Kota Kediri is the method of observation. Based on teacher observation IPS after executing the internalization of character values in teaching social studies found no physical bullying undertaken by learners. Based on observations of researchers in the evaluation of the internalization strategy character values to prevent bullying in 8th grade in MTsN 1 Kota Kediri not found bullying action physically, but still found a verbal bullying by calling a friend who does not comply with the name giving from the parents. the result of bullying prevention evaluation conducted is no bullying action done by learners. It is because if there are learners who do bullying, it will be guided by counseling teachers. With the existence of the rules the child will be afraid if do bullying.



CHAPTER VI

CLOSING

A. Conclusion

Based on the formulation of the problem of research titled "Strategy of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTs N 1 Kota Kediri" of the research findings and the results of the discussion, the researcher can draw the conclusion that the results of this study shows that:

1. Strategy Formulation of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri

Formulation strategy in doing a social studies teacher to internalize the values of character education to prevent bullying with planned final formulation IPS teachers to internalize the character values to prevent bullying is to draw up lesson plans where the core activities of learning in groups. The strategy of social sciences teacher in internalizing character education values for preventing bullying to 8th grade students of MTsN 1 Kota Kediri there are preparing lesson plan those give motivation in apperception, make core activities learning with cooperative learning, and social sciences teacher provide an example of a good attitude to learners.

2. Strategy Implementation of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri

There are three stages in the implementation of the strategy of social studies teachers in internalizing the values of characters to prevent bullying in classrooms VIII MTsN 1 Kediri. The first phase of the transformation of value do social studies teachers by providing the motivation before the learning begins. The second phase of the transaction value is done by IPS learning in groups. The third stage is transinternalisai value that teachers provide role models that can be emulated by students to prevent bullying in class VIII MTs N 1 Kediri

3. Strategy Evaluation of Social Sciences Teacher in Internalizing Character Education Values for Preventing Bullying to 8th Grade Students of MTsN 1 Kota Kediri

Methods evaluation used in the form of observation as it relates to the learners' affective attitude. Based on the observation of social studies teachers, bullying at MTs N 1 Kediri only a few and almost non-existent. But when the researchers conducted observations in the field, there are still some of the students doing the bullying is verbal, but not to the physical bullying, because prior to the actions of teachers, fellow learners have to forgive each other.

B. Suggestion

Based on the research, the researchers would like to donate some suggestions as follows:

1. For Students

Many factors underlying the bullying actions carried out in schools by learners both factors within and external factors. Should the students as the foundation of the future of a nation that has values and norms as national identity brought peace wherever he is. Learners should be mutual understanding, respect, and tolerance of differences that exist between them. Learners should be friendly to all the citizens of existing schools to not discriminate between friends, and do not make fun of your friends, and mutual love between friends.

2. For Teachers / Citizen

Teachers and the school community was instrumental in directing the behavior of learners. In regard to internalize the character values of peace and friendly towards students in both the learning social studies and other subjects in the entire school community to salng work together hand in hand to be able to build a peaceful and friendly character to prevent bullying. Should be in school are always built affection fellow school that bullying does not occur. Teachers and school older citizens should always give a good example to the students, by providing the appropriate call names, mutual respect, respect which are some actions you can take to prevent bullying in schools.

3. Parent / Community

Parents should always set an example by not violent in front of the children and to their children. Parents are expected to assist and cooperate with the school to achieve success instilling the values of peace and friendly character to prevent bullying at school or elsewhere.



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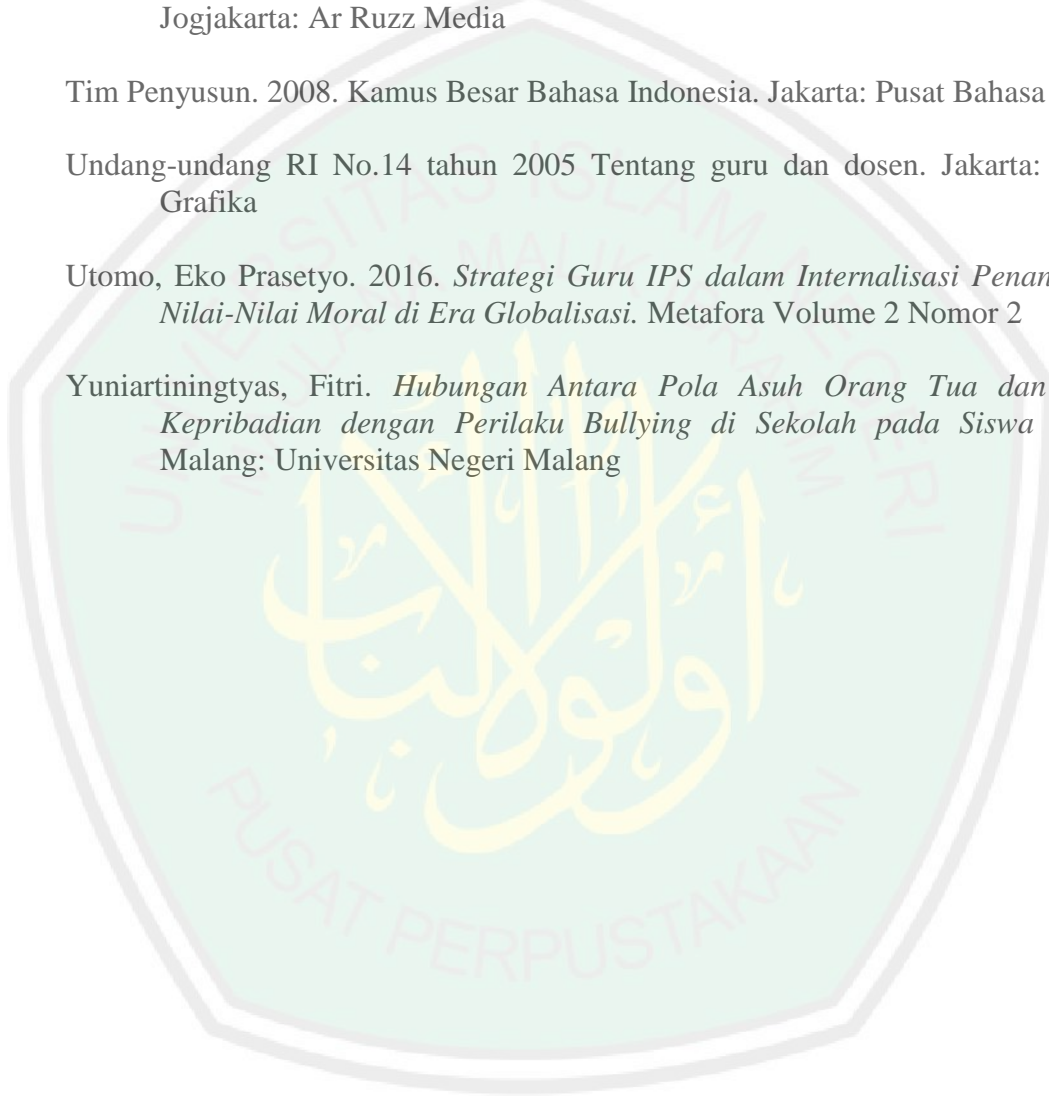
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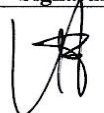



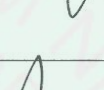

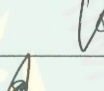

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Appendix I

Evidence Consulting

No	Date of Consultation	Consultation Material	Signature
1	April 20, 2018	-Konsistensi penulisan footnote -Sesuaikan data dengan metode penelitian	
2	May 2, 2018	Data ditambah Observasi 45% wawancara 35% Dokumentasi 20%	
3	May 18, 2018	-Pembahasan dipertajam dan dirapikan -Referensi	
4	May 22, 2018	-sesuaikan bab IV dan V berdasarkan hasil penelitian tanggal tersebut -revisi halaman yang dilipat	
5	May 25, 2018	Rapikan penulisan sesuai dengan pedoman penulisan Skripsi	
6	May 29, 2018	Apa temuan penelitian ini? Tambah research Findings	
7	June, 4 2018	Hasil dari taskhah PPBI (1x lagi fix)	
8	June, 6 2018	ACC	

Acknowledged by,
Head of Department,



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Appendix II

Research Permit



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Nomor : 860 /Un.03.1/TL.00.1/03/2018 29 Maret 2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MTsN 1 Kediri
di
Kediri

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Aina Ainul Yaqin
NIM : 14130052
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2017/2019
Judul Skripsi : **Strategy of Social Science Teacher to Internalizing Character Education Values for Preventing Bullying Act at 8 Grade MTs N 1 Kediri**
Lama Penelitian : **Maret 2018** sampai dengan **Mei 2018**
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dekan
Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip

Appendix III

Letter has been conducting research in schools



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA KEDIRI
MADRASAH TSANAWIYAH NEGERI I KOTA KEDIRI
NSM : 121135710001
JL. RAUNG No. 87 KOTA KEDIRI ☎ 0354 - 773360

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : B-303 /MTs.13.24.1/PP.00.5/05/2018

Yang bertanda tangan di bawah ini :

N a m a : Drs. MUH. NIZAR, M. Pd.
NIP : 196610051994031016
Pangkat/Gol. Ruang : Pembina/IV a
Jabatan : Kepala MTsN 1 Kota Kediri
Menerangkan bahwa :
N a m a : Aina Ainul Yaqin
N I M : 14130052
Jurusan/Progam Studi : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Perguruan Tinggi : UIN MAULANA MALIK IBRAHIM MALANG

mahasiswa tersebut di atas benar – benar telah mengadakan Penelitian di MTsN 1 Kota Kediri pada tanggal 02 November 2017 sd 02 Januari 2018 dengan judul skripsi "STRATEGY OF SOCIAL SCIENCE TEACHER TO INTERNALIZING CHARACTER EDUCATION VALUES FOR PREVENTING BULLYING ACT AT 8 GRADE MTsN 1 KEDIRI".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 08 Mei 2018



Appendix IV

**RENCANA PELAKSANAAN PEMBELAJARAN
IPS TERPADU
KELAS VIII
TAHUN PELAJARAN 2017/2018**



Disusun oleh:

Yuliyanto, S.Pd

NIP. 197008161999031001

**MTsN BANDARKIDUL KEDIRI I
KEMENTERIAN AGAMA KOTA KEDIRI
JAWA TIMUR
2017**

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MTsN 1 Kota Kediri
 Mata Pelajaran : Ilmu Pengetahuan Sosial (IPS)
 Kelas/Semester : VIII/1
 Tema : Pengaruh Interaksi Sosial Terhadap Kehidupan Sosial dan Kebangsaan
 Sub Tema : Mobilitas Sosial
 Sub-Sub Tema : Bentuk-bentuk Mobilitas Sosial
 Alokasi Waktu : 2 Jam Pelajaran

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Kompetensi Dasar	Indikator
3.2. Menganalisis pengaruh interaksi sosial dalam ruang yang berbeda terhadap kehidupan sosial budaya serta pengembangan kehidupan kebangsaan.	3.2.1 Membedakan mobilitas social vertical dan horizontal 3.2.2 Mengidentifikasi cara untuk mencapai mobilitas vertical ke atas 3.2.3 Mengidentifikasi upaya untuk mempertahankan mobilitas vertical ke atas agar tidak terjadi vertical ke bawah
4.2. Menyajikan hasil analisis tentang	4.2.1 Mempresentasikan hasil diskusi

pengaruh interaksi sosial dalam ruang yang berbeda terhadap kehidupan sosial dan budaya serta pengembangan kehidupan kebangsaan.	mengenai bentuk bentuk mobilitas social di depan kelas
--	--

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat mengembangkan kompetensi sikap spiritual, sikap social, pengetahuan, dan ketrampilan sebagai berikut:

1. Terbiasa mengucapkan salam, sapa dengan santun.
2. Terbiasa memanjatkan doa pada setiap awal kegiatan/aktivitas dengan baik.
3. Menjelaskan pengertian mobilitas sosial vertical dan horizontal.
4. Mengidentifikasi perbedaan mobilitas social vertical dan horizontal.
5. Trampil menyusun laporan hasil diskusi tentang bentuk-bentuk mobilitas social dengan baik.
6. Berani mempresentasikan hasil diskusi tentang bentuk-bentuk mobilitas social di depan kelas

D. Materi Pembelajaran

1. Pengertian mobilitas sosial
2. Bentuk-bentuk mobilitas sosial

E. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
mbukaan	<ol style="list-style-type: none"> 1. Guru dan peserta didik menyampaikan salam 2. Peserta didik melantunkan do'a. 3. Guru mengecek kehadiran siswa. 4. Guru menanyakan kabar siswa. 5. Guru menyampaikan tujuan pembelajaran dan rancangan penilaian. Tujuan pembelajaran adalah mendeskripsikan bentuk-bentuk mobilitas sosial. 6. Guru memberikan apersepsi dengan menampilkan gambar roda berputar sebagai penanda bahwa kehidupan manusia itu berputar tidak selamanya selalu di atas, tetapi kadang juga berada di bawah. 7. Guru memberikan motivasi kepada siswa berkaitan dengan pentingnya mempelajari materi bentuk-bentuk mobilitas sosial. Contoh: guru menyampaikan bahwa manfaat yang diperoleh setelah mengikuti pembelajaran ini adalah peserta didik sadar akan perlunya mempertahankan kesuksesan serta tidak putus asa apabila sedang dalam kegagalan. 	Menit

	<p>1. Mengamati</p> <p>a. Siswa dibagi ke dalam kelompok beranggota 3-4 orang.</p> <p>b. Setiap kelompok diminta mengamati gambar-gambar dan membaca bacaan kasus 1, 2, dan 3 yang sudah disiapkan oleh guru.</p> <div data-bbox="603 542 1353 1818"> </div> <p style="text-align: center;"><i>Kasus 1.</i></p> <p><i>Pak Raharjo adalah seorang guru IPS di salah satu sekolah di Kota Kediri. Sebagai seorang guru Pak</i></p>	<p>Mnit</p>
--	---	-------------

Raharjo menjalankan tugas dengan baik. Bukan hanya mengajar saja tetapi Pak Raharjo juga melaksanakan tugas-tugas administrasi dengan penuh tanggung jawab. Berbagai kegiatan sekolah yang menjadi tanggung jawabnya dilaksanakan dengan baik. Karena berbagai prestasinya, Pak Raharjo diangkat menjadi kepala sekolah.

Gerak sosial dari seorang guru kemudian menjadi kepala sekolah atau naik jabatan pada kasus Pak Raharjo merupakan salah satu bentuk mobilitas sosial vertikal

Kasus 2.

Pak Sasmita adalah seorang pengusaha yang memiliki usaha perkebunan teh di beberapa tempat di wilayah Jawa Barat. Pak Sasmita ingin mengembangkan usahanya dengan membuka usaha baru, yakni bisnis pertambangan.

Namun sayang usaha pertambangan yang dirintis Pak Sasmita tidak berhasil berkembang dan mengalami kerugian. Bahkan usaha perkebunan Pak Sasmita ikut mengalami penurunan hingga akhirnya Pak Sasmita mengalami kebangkrutan. Kini Pak Sasmita memulai usaha lagi sebagai pengusaha kecil, yakni agen penjualan teh.

Gerak sosial Pak Sasmita yang mengalami penurunan pada kasus ini juga merupakan contoh mobilitas sosial vertikal.

Kasus 3.

Pak Zuhri adalah seorang kepala Kantor Kementerian Agama di Pacitan Jawa Timur yang sudah menjabat selama 5 tahun. Kepala Kantor Wilayah Kementerian Agama Jawa Timur memindahkan Pak Zuhri ke Kantor Kementerian Agama di Kota Kediri Jawa Timur dan tetap menjabat sebagai kepala Kantor.

Gerak sosial yang dialami Pak Zuhri merupakan contoh bentuk mobilitas sosial horizontal.

	<p>2. Menanya</p> <ol style="list-style-type: none"> a. Peserta didik secara berkelompok merumuskan pertanyaan sesuai dengan topik yang akan didiskusikan. b. Rumusan pertanyaan misalnya bagaimana setiap individu dapat mencapai mobilitas vertikal ke atas, bagaimana agar individu yang telah mencapai kesuksesan tidak mengalami mobilitas sosial vertikal ke bawah. <p>3. Mengumpulkan Data/Informasi</p> <ol style="list-style-type: none"> a. Setiap peserta didik mengumpulkan data yang berkaitan dengan jawaban atas pertanyaan yang telah dirumuskan. Peserta didik dapat menggunakan buku siswa dan buku atau sumber belajar lain seperti internet. b. Peserta didik menuliskan atau menyampaikan informasi yang mereka temukan ke dalam kelompok mereka masing-masing. <p>4. Mengasosiasi/Menalar</p> <ol style="list-style-type: none"> a. Setiap kelompok menganalisis data ataupun informasi yang telah didapatkan. b. Setiap kelompok menganalisis data yang telah dikumpulkan untuk menjawab pertanyaan yang telah dirumuskan. c. Setiap kelompok menuangkan hasil kerja kelompok ke dalam lembar kerja yang telah disiapkan. <p>5. Mengomunikasikan</p> <ol style="list-style-type: none"> a. Setiap kelompok diminta untuk mempresentasikan hasil simpulan dari jawaban atas pertanyaan. b. Kelompok lain diminta memberi tanggapan atas hasil simpulan kelompok yang melakukan presentasi. c. Peserta didik bersama guru mengambil simpulan atas jawaban dari pertanyaan 	
<p>utup</p>	<ol style="list-style-type: none"> 1. Guru memberikan dan mengecek kembali penilaian selama proses pembelajaran. 2. Guru memberikan soal postest tentang mobilitas sosial. 3. Siswa diminta menyampaikan manfaat yang didapatkan dalam pembelajaran. 4. Guru menyampaikan garis besar materi yang akan disampaikan pada pertemuan berikutnya. 5. Guru menyampaikan kepada peserta didik agar belajar lebih giat serta dapat memperbaiki kesalahan yang terjadi. 	<p>Menit</p>

6. Guru menyampaikan salam penutup.

F. Penilaian

1. Penilaian Kompetensi Sikap Spiritual dan Sosial

- a. Teknik penilaian: Jurnal
- b. Bentuk instrumen: Lembar Jurnal
- c. Instrumen:

1). Instrumen: Observasi/pengamatan

No	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Berdoa sebelum dan sesudah melakukan pembelajaran				
2	Mengucapkan rasa syukur atas karunia Tuhan				
3	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentase				
4	Mengungkapkan kekaguman secara lisan maupun tulisan terhadap Tuhan saat mengenali adanya dampak positif dari kegiatan mobilitas sosial				
5	Merasakan kebesaran dan keberadaan Tuhan saat mempelajari materi mobilitas sosial				

2), Penilaian Sikap melalui Penilaian Diri

Petunjuk Instrumen

- 1. Bacalah pernyataan yang ada di dalam kolom dengan teliti
- 2. Berilah tanda cek (v) sesuai dengan kondisi dan keadaan kalian sehari-hari

Nama Peserta Didik :

Kelas :

Materi Pokok :

Tanggal :

No	Pernyataan	TP	KD	SR	SL
1.	Saya semakin yakin dengan keberadaan Tuhan setelah mempelajari mobilitas social				
2	Saya berdoa sebelum dan sesudah melakukan				

	kegiatan pembelajaran				
3	Saya mengucap rasa syukur atas segala karunia tuhan yang berbeda-beda				
4	Saya menghormati teman yang berbeda budaya				
5	Saya tersenyum, menyapa, memberi salam pada orang yang ada di sekitar walaupun berbeda budaya				

3). Penilaian Antar Peserta Didik

Nama peserta didik yang di nilai :			
.....			
No	Sikap yang diamati	Melakukan	
		Ya	Tidak
1	Masuk kelas tepat waktu		
2.	Mengumpulkan tugas tepat waktu		
3	Mengerjakan tugas yang diberikan		
4	Tertib dalam mengikuti pembelajaran		
5	Sopan dalam bertanya dan menjawab		

4). Penilaian Sikap melalui Jurnal

Instrumen: a. Identitas peserta didik yang diamati

- a. Tanggal Pengamatan
- b. Aspek yang diamati
- c. Ceritakan semua kejadian-kejadian yang dialami baik yang merupakan kekuatan maupun kelemahan dalam mempelajari perkembangan ekonomi.
- d. Setiap kejadian per anak ditulis pada kartu yang berbeda

Jurnal	
Nama Peserta Didik
Nomor Peserta Didik
Tanggal
Kejadian
Guru

2. Penilaian Kompetensi Pengetahuan
 - a. Teknik penilaian: Tes tulis
 - b. Bentuk instrumen: Soal Uraian

No.	Butir Soal
1.	Uraikan kesimpulan mobilitas vertical ke atas dan vertical ke bawah!
2.	Uraikan pengertian mobilitas horizontal, dan berikan contohnya!
3.	Uraikan apa perbedaan antara mobilitas social vertical dengan horizontal!
4.	Uraikan tindakan apa yang harus dilakukan oleh seseorang agar dapat mencapai mobilitas vertical ke atas?
5.	Uraikan upaya apa yang harus dilakukan oleh seseorang yang sudah dapat mencapai mobilitas vertical ke atas, tidak mengalami mobilitas vertical ke bawah?

No.	KUNCI JAWABAN
1.	<p><i>Mobilitas vertical ke atas adalah (Social climbing) adalah perpindahan atau peralihan status atau kelompok social ke status atau kelompok social lain yang lebih baik atau lebih tinggi dari status sebelumnya.</i></p> <p><i>Mobilitas vertikal ke bawah (Social sinking) adalah perpindahan atau peralihan status atau kelompok social ke status atau kelompok social lain yang lebih rendah</i></p>

	dari status sebelumnya.
2.	<p><i>mobilitas sosial horizontal merupakan peralihan individu atau kelompok sosial dari suatu kelompok sosial ke kelompok sosial lainnya yang sederajat.</i></p> <p><i>Contoh: Kepala MTsN 1 Kota Kediri dipindah tugaskan sebagai kepala di MTsN 2 Kota Kediri</i></p>
3.	<p>mobilitas social vertical: terjadi perubahan status atau kelompok sosialnya</p> <p>mobilitas social horizontal: tidak terjadi perubahan status atau kelompok sosialnya</p>
4.	<p>Caranya mencapai mobilitas vertical ke atas:</p> <ol style="list-style-type: none"> 1. <i>Komitmen yang Kuat untuk Selalu Maju</i> 2. <i>Menambah Ilmu dengan Membaca</i> 3. <i>Terbuka pada Ilmu dan Teknologi Terbaru</i> 4. <i>Selalu Belajar dari Pengalaman</i> 5. <i>Percaya diri</i> 6. <i>Berani mengambil resiko</i> 7. <i>Fokus pada tujuan yang diharapkan</i>
5.	<p>Caranya mempertahankan mobilitas vertical ke atas, agar tidak mengalami mobilitas vertical ke bawah:</p> <ol style="list-style-type: none"> 1. <i>Selalu bersyukur dan berdoa agar selalu diberi kesuksesan.</i> 2. <i>Terus menjaga hal-hal yang pernah dilakukan dalam mencapai kesuksesan</i> 3. <i>Tidak lupa diri terhadap kesuksesan</i> 4. <i>Meningkatkan upaya/usaha perbaikan</i> 5. <i>Selalu bersemangat, tidak putus asa</i> 6. <i>Belajar dari kesuksesan orang lain</i> 7. <i>Rajin Introspeksi Diri</i>

b. Pedoman Penskoran dan Penentuan Nilai:

Skor tiap nomor: 20

Nilai = Jumlah skor

3. Penilaian Kompetensi Keterampilan

a. Teknik penilaian

- 1) Penilaian produk
- 2) Penilaian kinerja

b. Bentuk instrumen

- 1) Rubrik penilaian produk (*Mind Mapping*)

No.	Nama	Kelayakan Bahasa (1-4)	Kelayakan Isi (1-4)	Kreativitas (1-4)	Jumlah Skor

1.					
2.					
3.					
4.					
5.					

Keterangan Tabel:

- a. **Kelayakan bahasa** adalah kemampuan menyampaikan materi atau presentasi dengan menggunakan bahasa yang baik dan benar.
- b. **Kelayakan isi** berkaitan dengan kemampuan peserta didik dalam membuat *Mind Mapping* dan materinya sudah sesuai dengan inti materi tugas.
- c. **Kelayakan kreativitas** adalah kemampuan peserta didik dalam membuat *Mind Mapping* dengan kreativitas yang tinggi.

2) Rubrik penilaian kinerja (Keterampilan Berdiskusi)

No.	Nama peserta didik	Kemampuan presentasi (1-4)	Kemampuan bertanya (1-4)	Kemampuan menjawab (1-4)	Jumlah skor
1.					
2.					
3.					
4.					
5.					
t.					

Pedoman Penskoran dan Penentuan Nilai:

- 1) Skor terentang antara 1 – 4
1 = kurang 2 = Cukup
3 = Baik 4 = Amat Baik
- 2) Nilai = $\frac{\text{Jumlahskor}}{3}$

c. Pedoman Penskoran dan Penentuan Nilai

- 1). Rumus Penghitungan Skor Akhir
Nilai Akhir = $(\text{Skor akhir} : \text{Jumlah Skor Maksimal}) \times 4$
- 2). Kategori skor kompetensi keterampilan peserta didik didasarkan pada Permendikbud No 53 Tahun 2016

G. Pembelajaran remedial dan pengayaan

1. Pembelajaran remedial untuk kompetensi pengetahuan dapat dilakukan dengan cara mengulang kembali pembelajaran dari materi indikator yang belum dikuasai atau dengan penugasan. Remedial dapat juga dilakukan melalui pemberian bimbingan secara khusus dan perorangan bagi peserta didik yang belum mencapai KKM atau pemberian tes ulang dengan penyederhanaan. Dalam melakukan remedial guru perlu memperhatikan pedoman di bawah ini :

- Jika kurang dari 20% dari seluruh peserta didik belum mencapai KKM, remedial dilakukan dengan penugasan individual dan tes individual
- Jika 20% sampai 50% dari seluruh peserta didik belum mencapai KKM, maka tugas kelompok dan individual
- Jika lebih dari 50% dari seluruh peserta didik belum mencapai KKM, maka dilakukan pembelajaran ulang

CTT : Untuk Remidi bisa dilakukan dengan kegiatan sbb / kegiatan lain :

1. Pembelajaran ulang
2. Pemberian tes ulang /penyederhanaan
3. Bimbingan perorangan
4. Bimbingan kelompok
5. Pemanfaatan tutor sebaya
6. Penugasan individual/ kelompok
7. DII

Bagi peserta didik yang belum mencapai ketuntasan belajar sesuai hasil analisis penilaian

2. Program Pengayaan (ditambahkan materi yang spesifik) dapat dilakukan dengan alternative sebagai berikut :

- Pemberian penugasan bagi peserta didik yang telah mencapai ketuntasan dengan bahan pembelajaran berupa perluasan dan, atau pendalaman materi atau kompetensi berupa kliping .
- Pemberian kegiatan eksploratori yang bersifat umum yang dirancang untuk diberikan kepada peserta didik yang telah tuntas. Kegiatan yang di maksud berupa pendalaman terhadap materi yang secara regular tidak tercakup dalam kurikulum
- Pemberian penugasan kepada peserta didik yang memiliki kemampuan belajar lebih tinggi yang berupa pemecahan masalah nyata dengan menggunakan pendekatan pemecahan masalah atau pendekatan investigative (identifikasi masalah, penentuan focus masalah, menggunakan berbagai sumber, mengumpulkan informasi, menganalisis, dan menyimpulkan hasil investigasi)

CTT : Untuk Pengayaan bisa dilakukan dengan kegiatan sbb / kegiatan lain :

1. Tugas mengerjakan soal dengan tingkat kesulitan tinggi (Hot)
2. Meringkas buku-buku referensi
3. Mewawancarai Narasumber
4. Membuat Kliping
5. Mengembangkan 4C (Creticel Thinking, Creative, Colaborative, Comunicatif)
6. dll

CTT : untuk remidi dan pengayaan dilakukan setelah melakukan analisa hasil ulangan harian

Mengetahui,
Kepala MTsN 1 Kota Kediri

(Drs. Muh. Nizar, M.Pd)
NIP. 196610051994031016

Kediri, 18 Oktober 2017
Guru Mata Pelajaran

(Yuliyanto, S.Pd)
NIP. 197008161999031001

<p>POST TEST</p> <p>Subtema : Bentuk-bentuk Mobilitas Sosial</p> <p>Kelas VIII</p>	<p>ma :</p> <p>as :</p> <p>:</p>
---	----------------------------------

1. Buatlah kesimpulan mobilitas vertical ke atas dan vertical ke bawah
2. Coba simpulkan pengertian mobilitas horizontal, dan berikan contohnya!
3. Jelaskan perbedaan antara mobilitas social vertical dengan horizontal!

4. Identifikasi tindakan apa yang harus dilakukan oleh seseorang agar dapat mencapai mobilitas vertical ke atas?
5. Identifikasikan upaya apa yang harus dilakukan oleh seseorang yang sudah dapat mencapai mobilitas vertical ke atas, tidak mengalami mobilitas vertical ke bawah?

JAWAB

LEMBAR KERJA SISWA

PETUNJUK:

1. Amati dan cermati gambar serta kasus di bawah ini.
2. Diskusikan dengan kelompokmu mengenai hal-hal yang kamu amati.
3. Buatlah rumusan pertanyaan mengenai hal-hal yang ingin kamu ketahui.
4. Carilah jawaban dari pertanyaan yang telah anda rumuskan , bisa dari buku siswa, buku guru, LKS, maupun browsing di internet.



Kasus 1.

Pak Raharjo adalah seorang guru IPS di salah satu sekolah di Kota Kediri. Sebagai seorang guru Pak Raharjo menjalankan tugas dengan baik. Bukan hanya mengajar saja tetapi Pak Raharjo juga melaksanakan tugas-tugas administrasi dengan penuh tanggung jawab. Berbagai kegiatan sekolah yang menjadi tanggung jawabnya dilaksanakan dengan baik. Karena berbagai prestasinya, Pak Raharjo diangkat menjadi kepala sekolah. Gerak sosial dari seorang guru kemudian menjadi kepala sekolah atau naik jabatan pada kasus Pak Raharjo merupakan salah satu bentuk mobilitas sosial vertikal

Kasus 2.

Pak Sasmita adalah seorang pengusaha yang memiliki usaha perkebunan teh di beberapa tempat di wilayah Jawa Barat. Pak Sasmita ingin mengembangkan usahanya dengan membuka usaha baru, yakni bisnis pertambangan.

Namun sayang usaha pertambangan yang dirintis Pak Sasmita tidak berhasil berkembang dan mengalami kerugian. Bahkan usaha perkebunan Pak Sasmita ikut mengalami penurunan hingga akhirnya Pak Sasmita mengalami kebangkrutan. Kini Pak Sasmita memulai usaha lagi sebagai pengusaha kecil, yakni agen penjualan teh.

Gerak sosial Pak Sasmita yang mengalami penurunan pada kasus ini juga merupakan contoh mobilitas sosial vertikal.

Kasus 3.

Pak Zuhri adalah seorang kepala Kantor Kementerian Agama di Pacitan Jawa Timur yang sudah menjabat selama 5 tahun. Kepala Kantor Wilayah Kementerian Agama Jawa Timur memindahkan Pak Zuhri ke Kantor Kementerian Agama di Kota Kediri Jawa Timur dan tetap menjabat sebagai kepala Kantor.

Gerak sosial yang dialami Pak Zuhri merupakan contoh bentuk mobilitas sosial horizontal.

MA ANGGOTA KELOMPOK	
1.	
2.	
3.	
4.	
5.	

.....

Mengetahui,
Kepala MTsN 1 Kota Kediri

(Drs. Muh. Nizar, M.Pd)
NIP. 196610051994031016

Kediri, 18 Oktober 2017
Guru Mata Pelajaran

(Yuliyanto, S.Pd)
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Appendix V

Observation Sheet-I

Day /Date :November 4, 2017

Place : MTs N 1 Kediri

Methods :Observation

Exposure Observations

As a starting point the observation made by looking at how the school environment MTs N 1 Kediri. Researchers set out early to see the daily activities of the school community who do MTs N 1 Kediri to prevent bullying. When entered in an environment MTs N 1 Kediri, researchers at the friendliness between the students in MTs N 1 Kediri. By looking badge showing the class of learners, researchers looked different though learners class but most of them greeted each other and know each other. This can be seen when the learners between different classes still smiling when passing each other and greet each other well. Most of them greet each other even though different class because they know each other outside of the classroom through extracurricular organizations and that they follow outside the classroom.

Researchers came to the school to coincide with Saturday where the conditioning activity is carried on in Duha prayer MTs N 1 Kediri. All the students and teachers at MTs N 1 Kediri implement Habituation Duha prayer in humility 'in Hall MTs N 1 Kediri. All school members blend into

one regardless of age, rank, wealth, beauty, intelligence, and the class they occupy. Activities undertaken together without distinction of this is to foster fraternal in each school community in MTs N 1 Kediri.



Observation Sheet-II

Day /Date :November 6, 2017
Place : MTs N 1 Kediri, class VIII I
Method :Observation

Exposure Observation

At this time investigators observation to class VIII I in which there is learning the material IPS with social conflict. Before starting to provide material about social conflict social studies teacher gives motivation or advice or advices to the learners. Motivation in the form of stories, a social studies teacher experience in the subject matter of social conflict. The story told by a social studies teacher made fun so that students do not get bored with learning. Learners listen carefully to what the teacher told. Learners get a lot of advice-advice, one of which is in the form of advice in the Java language "oyo dumeh, adigang, Adiguna, adigung". Through the story of the experience provided by a social studies teacher, learners can take lessons to control conflicts, increasing patience, how to reduce conflict.

After providing motivation, social studies teacher to show slides to explain the theory of social conflict in the community. During the learning of students to listen carefully, although there are sleepy, but no one slept when learning takes place. That is because a social studies teacher gives a delightful

stories for learners, along with the joke, so that students do not get bored.



Observation Sheet- III

Day /Date :December 12, 2017
Place : MTs N 1 Kediri class VIII A
Method :Observation

Exposure Observation

Third Observation researchers returned to class to find out the implementation of the RPP made by the teacher. Researchers first go to class VIII A, at this meeting IPS teachers provide materials on Social Mobility. The motivation given by the teacher this time themed social mobility, that learners are prohibited despair when in failure and maintain history of success. In this observation, researchers focused on the implementation of the core activities carried out by IPS teachers in internalizing the values of characters to prevent bullying. Social studies teacher teaching methods in groups to prevent bullying.

Class VIII A consists of 28 learners, of the number of learners divided into groups, each group of 4 students. Each group was given the task to discuss cases that have been made by the teacher. Then each group was asked to settle the case in accordance with the material of social mobility. In gathering information there are learners who work actively and understand the duties of teachers and work, but also from members of the group who does not understand the duties of teachers, so it is not active in the discussions. Researchers looked at although there are not active, the other members

understand, so no harsh words that come out of the learners who hurt her friend. In any group of men and women, but it also does not lead to bullying because of gender differences. When the presentation the students show their compactness, with convey think ahead. Learners who are not active are also participating in the expression before, but there was no scolding from active learners, because they understand the differences. Because they consider themselves family of complementary, perhaps the social studies learning is not active, but in more active learning. At the time one of the advanced group presentation discussion result, other groups appreciate the efforts of the presenter group by listening carefully and responding from the group presentation. Learning in groups effectively to improve the compactness of learners, as well as providing opportunities for learners to know each other, creating a friendly and peace-loving character among learners.

Observation Sheet-IV

Day /Date :December 19, 2017

Place : MTs N 1 Kediri

Methods :Observation

Exposure Observations

Researchers on the observation that the fourth, observation of daily activities social studies teacher at the school in seeking internalization of character values to prevent bullying at learners. Researchers observe in social studies teacher provide a good example and role model to the learners in the act. In connection with the attitude that prevents bullying social studies teacher gives examples of the manner in which being to the entire school community. When the joint principals, fellow teachers, staff, and employees of the school social studies teachers to be respect. When together learners be loving without distinction as to where learners are smart-dumb, beautiful-ugly, handsome-ugly, rich, poor. Indirectly it teach students that we should not discriminate against others, we need to be friendly and affectionate to others, and considers the school community is a family should always cherished.

The most important role model is given a social studies teacher in preventing bullying committed learners is by not calling learners and colleagues with a call that does not match the name. This can prevent bullying behavior verbal learner. With attitudes exemplified the social studies teacher

learners can imitate the teacher in attitude and bullying each other.



Observation Sheet-V

Day /Date :December 27, 2017

Place : MTs N 1 Kediri

Methods :Observation

Exposure Observation

Observations fifth is the observation by researchers to study the behavior of learners after getting habituation of the school, as well as their learning activities in groups, and also a manifestation of the teacher. After getting the internalization of the character that teachers IPS can be clearly seen that rare and almost no bullying by the individual or the group of which involves physical, so it needs to be reprimanded by the teacher. However, researchers still found a verbal bullying by calling her names that do not match his name, and also calling the name of his parents. Verbal bullying bullying does not cause even greater, due to inter learners understand each other, understand and forgive each other.

Overall internalization of the values of character education of teachers to prevent bullying, as most of the students are friends with each other, though not one class, because they were brought together within the organization. Most of the students in class VIII MTs N 1 Kediri has had a peace-loving character to not cause a riot or brawl in the school.

Appendix –VI

RESULTS OF INTERVIEW

Source :Siti Sunariyah, S. Pd (as teacher BK)

Day /Date :Saturday, November 4, 2017

Method :Interviews

No	Pertanyaan	Jawaban
1.	Seberapa besar laporan dari peserta didik tentang tindakan bullying yang mereka tahu atau tindakan bullying yang mereka alami di MTsN 1 Kediri??	Kalo dari data BK ya mbak, kalo bullying dengan kekuatan fisik itu hanya sedikit malah hampir tidak ada mbak. Paling mereka olok-olokan nama ayah tapi tidak dilaporkan BK, karena ya anak-anak mbak udah biasa guyon kayak gitu

Data source:Yulianto, S. Pd (as a social studies teacher)

Day /Date :Saturday, November 4, 2017

Method :Interviews

No	Pertanyaan	Jawaban
1.	Bagaimana karakter peserta didik kelas 8 di MTsN 1 Kediri ?	Kalo dari karakter bisa dilihat ya mbak, kalo di sekolah ini kan ada kelas reguler dan unggulan. Kalo anak kelas unggulan karakternya lebih disiplin, tapi kalo reguler masuknya kadang terlambat. Tapi

		<p>masalah akidah mereka antar reguler dan unggulan sepertinya sama karena kebanyakan dari mereka berlatarbelakang pondok.</p>
2.	<p>Apakah peserta didik cenderung melakukan bullying di sekolah?</p>	<p>Tidak, karena di sekolah telah ditanamkan nilai-nilai akhlakul karimah yang ditanamkan di semua mata pelajaran. Biasanya bapak ibu guru di sela mengajar memberi kan petunjuk dan petunjuk bagi anak-anak. Dan menanamkan kepada mereka bahwa mereka adalah satu keluarga yang harus menyayangi dan menghargai.</p>
3.	<p>Apa yang melatarbelakangi guru IPS internalisasikan nilai-nilai karakter untuk mencegah bullying pada peserta didik?</p>	<p>Yang melatarbelakangi MTs N 1 Kediri menanamkan nilai-nilai pendidikan karakter karena MTs merupakan salah satu satuan pendidikan yang memiliki visi, misi, dan tujuan sekolah untuk memberikan output yang berakhlakul karimah serta berpengetahuan dan berketrampilan kepada peserta didiknya</p>
4.	<p>Apakah selama ini telah dilakukan pencegahan terhadap tindakan bullying yang akan dilakukan peserta didik kelas VIII di MTsN 1 Kediri?</p>	<p>Kita melakukan pencegahan yang disebut preventif dengan melakukan kegiatan pembiasaan setiap pagi sebelum KBM di</p>

		<p>mulai, harapannya untuk membiasakan anak-anak bertindak yang baik. Biasanya dengan mengaji.</p>
5.	<p>Untuk mencegah bullying pada kelas VIII melalui pembelajaran IPS, apakah strategi atau rencana yang bapak biasa lakukan dalam pembelajaran IPS?</p>	<p>Biasanya sebelum masuk dalam materi saya biasanya memberikan pengarahan atau motivasi bagaimana untuk menjadi siswa yang baik. Karena tujuan mereka kesini adalah menuntut ilmu, jadi kalo ada hal-hal yang diluar pendidikan sekiranya dapat di pending dulu</p>
6.	<p>Bagaimana internalisasi nilai-nilai pendidikan karakter, seperti cinta damai dan bersahabat untuk mencegah bullying pada pembelajaran IPS?</p>	<p>Ini kan setiap anak yang mau masuk sini kan ada pendidikan yang memperkenalkan lingkungan sekolah yang akan bermuara pada tindakan akhlakul karimah. Kegiatan bullying kalau disini alhamdulillah tidak pernah ada, mungkin ada kejadian satu itu bukan kategori bullying tapi masuk dalam kategori gurauan namun tidak mengarah pada bullying kepada rekan-rekan mereka.</p> <p>Selama ini tidak ditemui anak-anak yang melakukan bullying, karena jika kita sampai tahu, maka kita akan mengambil</p>

		tindakan pendisiplinan bagi mereka. Anak-anak yang melakukan pelanggaran akan dibina dan dibimbing oleh BK, nah dengan peraturan dan tindakan dari BK tersebut dapat mencegah terjadinya bullying di sekolah.
7.	Media dan model pembelajaran apa yang sering digunakan untuk mempermudah bapak dalam menginternalisasikan nilai-nilai karakter untuk mencegah bullying pada pembelajaran IPS?	Diskusi, kerja kelompok, dan presentasi. Dengan adanya kerja kelompok mereka akan mencoba untuk saling memahami kepribadian masing-masing satu sama lain. Dan mereka akan mencoba strategi yang mereka pilih untuk diskusi agar tiap-tiap kelompok dapat bekerja dengan baik
8.	Bagaimana bapak memberikan tauladan kepada siswa dalam internalisasi nilai-nilai karakter untuk mencegah bullying?	ya saya kan jadi guru digugu dan ditiru mbak. Makanya saya itu kalo bersikap di sekolah itu hati-hati banget. Takut ditiru sama anak-anak mbak. Sedangkan anak-anak pada masa ini mudah meniru apa yang tidak baiknya. Ya saya berlaku aja saling menghargai, saling menghormati siapapun mbak, biar hidup itu nyaman, aman, tentram
9.	Bagaimana bapak mengevaluasi	Evaluasi secara eksplisit tidak

	<p>strategi yang telah bapak gunakan dalam internalisasi nilai-nilai pendidikan karakter untuk mencegah tindakan bullying pada pembelajaran IPS di kelas VIII?</p>	<p>ada. Namun secara implisit untuk kegiatan pencegahan bullying telah masuk ke dalam seluruh mata pelajaran, terutama mapel agama. Sementara untuk pelajaran umum kita berfokus pada ketrampilan. Sedangkan dalam pelajaran IPS kita menanamkan rasa sosialisasi kepada anak-anak dengan sikap saling menghormati, saling menghargai, dan membina kerukunan dengan sesama, sehingga kita saling membantu dan bekerjasama.</p>
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Data Source: Labib Mukharram (kelas 8 A)

Day / Date : Friday, November 10, 2017

Method : Interviews

No	Pertanyaan	Jawaban
1.	Apakah kamu pernah menjadi korban dan pelaku bullying? Bukan hanya secara fisik, tapi seperti ejekan yang menyakiti hati kamu?	Saya tidak pernah menjadi korban bullying. Mungkin kalo diolok-olok ya biasa lah saya gak ngambil hati karena saya biasanya juga begitu. Anak sini gak pernah lebay kak, kuat mentalnya kalo cuman diolok-olok aja. Dan disini juga gak ada yg main fisik

Data Source: Michelle Salma (8 I)

Day/ Date : Friday, November 10, 2017

Method : Interviews

No	Pertanyaan	Jawaban
1.	Apakah kamu pernah menjadi korban dan pelaku bullying? Bukan hanya secara fisik, tapi seperti ejekan yang menyakiti hati kamu?	Saya sayang mbak sama temen-temen, jadi mereka juga sayang sama aku. Kalau pun mereka mengolok-olok ya saya anggap aja itu sebagai tanda kasih sayang dari mereka
2.	Apakah guru IPS telah memberi contoh yang baik kepada kalian, misalnya saling menghargai, menghormati, dan tidak membedakan?	saya ya mbak kadang liat apa yang dilakukan guru juga kalo mau melakukan sesuatu. Misalnya kalo gurunya murah senyum ke muridnya, aku juga murah senyum ke gurunya. Kalo Pak Yuli gak pernah kata-katanya keras terus kasar kalo marah, nah aku biasanya juga ga ngomong kasar kalo marah mbak. Masak gurunya aja bisa muridnya gak bias

Data Source: Reva Salsabila Wijayanti (8 A)

Day/ Date : Friday, November 10, 2017

Method : Interviews

No	Pertanyaan	Jawaban
1.	Menurut kamu kapan guru IPS melakukan pencegahan terhadap perilaku bullying di sekolah?	Sebelum pelajaran di mulai ya kak, pak Yuli selalu ngasih petuah-petuah gitu, kalo di

		<p>sekolah gimana, kalo di rumah gimana, kalo di masyarakat gimana. Menurutku sedikit banyak itu berpengaruh juga buat kehidupanku sehari-hari kak. Kan aku sudah dikasih tahu mana yang baik dan mana yang enggak. Kalo mau berbuat yang gak baik aku yo mikir maneh kak, aku sekolah di MTs mosok kelakuane elek, kan yo isin kak</p>
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Data Source: Reyhan Almadea (VIII I)

Day/ Date : Friday, November 10, 2017

Methode : Interviews

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat kamu setelah mendapatkan motivasi dari pak Yulianto?	Setelah mendapatkan motivasi dari pak Yuli sebelum pelajaran dimulai, saya jadi tau mbak, kalo berantem gak ada gunanya. Jadi kalo ada anak yang memancing amarah saya, atau mengolok-ngolok saya gitu ya saya biarkan. Saya maafkan aja, wong ya temen sendiri, setiap hari ketemu, saling memaafkan saja lah mbak

Data Source: Keysha Alifa A (8 A)

Day/ Date : Friday, November 10, 2017

Methode : Interviews

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat kamu terhadap metode pembelajaran guru IPS yang dilakukan secara berkelompok terhadap menanamkan sikap cinta damai dan bersahabat?	Kalo menurut saya ya, saya lebih suka dengan model pembelajaran kelompok begini. Jadi kita bisa sharing apa yang kita tau, terus jadi lebih ngerti sifat temen-temen tuh kayak apa. Ada yang ikut ngerjain dan diskusi, ada yang cuek, ada yang memaksakan kehendak. Ya gitu-gitu kak, jadi kalo kayak gitu ya dibuat maklum aja anak-anak itu gimana, kan orang beda-beda”

Data Source : Muhammad Riyan Fathul (kelas 8 A)

Day/ Date : Friday, November 10, 2017

Method : Interviews

No	Pertanyaan	Jawaban
1.	Apakah kamu lebih bersahabat dengan temanmu setelah mendapatkan pembelajaran IPS ?	ya setelah mendapat pembelajaran IPS saya jadi lebih ngerti sama teman-teman. Jadi kalo anak-anak guyon itu saya maklum aja, gak ngambil ati, gak emosi. Orang kita juga satu sekolah masak ya mau musuh-musuhan sampek berantem gitu, kita di sekolah ini kayaknya gak asyik pake model gitu-gitu mbak.

		Guyon ya guyon
2.	Apakah guru IPS telah memberi contoh yang baik kepada kalian, misalnya saling menghargai, menghormati, dan tidak membedakan?	kalo pak Yuli itu orangnya mudah bergaul dengan siapapun mbak. Sama staff gitu ngobrol juga biasa, sama murid juga biasa. Pokoknya bisa lah mbak menempatkan diri dengan siapa beliau berbicara. Kalo sama murid-muridnya gini juga gak kaku, kadang guyon-guyon juga. Gak pernah meremehkan, jadi bisa menjadi contoh murid-muridnya

Data Source : Moch Nasa W (kelas 8 A)

Day/ Date : Friday, November 10, 2017

Methode : Interviews

No	Pertanyaan	Jawaban
1.	Apakah kamu pernah menjadi korban dan pelaku bullying? Bukan hanya secara fisik, tapi seperti ejekan yang menyakiti hati kamu?	ya kalo diolok-olok guyon sih dah biasa mbak, soalnya saya juga gitu, biar gak sepi di sekolah. Kalo kekerasan saya gak pernah dapet mbak, soalnya mikir juga ini sekolah bukan tempat buat tawuran, lagian kita juga udah diajarin bahwa kita semua adalah keluarga



Appendix- VII

Photo Documentation



Interview with BK teacher (Siti Sunariyah, S. Pd)



Interview with Social Science Teacher (Yulianto, S. Pd)



Interview with Labib Maulana Mukharram VIII A



Group discussion learning Activity at VIII A Class



Motivated by Social Science Teacher to Class VIII I

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Biodata



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