

ABSTRACT

This research was motivated by the concern over student's delinquency phenomenon, especially bullying that have been widespread in education. Like a vicious circle, if bullying was not stopped it's more likely being passed from one generation to others among the victims. Special handling needed in order to break the bullying chain. Based on preliminary observations in SMP Negeri 4 Bandung, some bullying behaviors were visibly done by the students of class VIII - E. Based on the data collected, bullying behavior by students of class VIII - E were quite high, therefore a learning strategy should be formulated in social studies to reduce bullying. The approach used in this study was class activity observation by adopted the values clarification technique (VCT) model of role playing in social science learning implementation. The instrument used was a student's bullying behavior observational sheet and student's social science learning activities field note. Data collection techniques being used were observation, documentation studies and interview, while for the data processing and analysis qualitative and quantitative technique were used. Based on the final research being done, first the implementation started by determined the competency standards and basic competencies in order to arrange the lesson plan being used, second VCT role-playing model was implemented in the social science learning process in the classroom, third the result of the research during the class activities shown that bullying behavior of the students in 1st cycle up to the 3rd cycle were decreased, fourth the obstacles from each cycle was reflected, fifth some efforts given to overcome the obstacles appeared from each cycle. Conclusion from the research was, the maximum result achieved in decreasing bullying behavior was in the 3rd cycle. Recommendation for the other researchers in the future that the research being done can be continued and method being used can be developed to get the maximum result.

Keyword : Bullying, Value Clarification Technique (VCT)

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ABSTRAK

Penelitian ini dilatarbelakangi oleh keprihatinan terhadap fenomena kenakalan remaja khususnya perilaku *bullying* siswa yang sudah meluas di dunia pendidikan. Seakan – akan seperti lingkaran setan, perilaku *bullying* ini jika tidak dihentikan akan cenderung menular atau ditularkan kepada korbanya, hal ini mengisyaratkan perlunya penanganan khusus untuk memutus mata rantai *bullying*. Berdasarkan observasi awal di SMP Negeri 4 Bandung, nampak perilaku *bullying* yang dilakukan oleh siswa kelas VIII – E. Berdasarkan perolehan data dari observasi awal tersebut, perilaku *bullying* yang dilakukan oleh siswa kelas VIII – E cukup tinggi. Maka perlu disusun strategi pembelajaran dalam mata pelajaran IPS untuk menekan perilaku *bullying*. Pendekatan penelitian yang digunakan adalah penelitian tindakan kelas dengan penerapan metode *value clarification technique* (VCT) model *role playing* dalam mata pelajaran IPS. Instrumen yang digunakan adalah lembar observasi perilaku *bullying* siswa dan catatan lapangan proses pembelajaran IPS. Untuk teknik pengumpulan data digunakan observasi, studi dokumentasi dan wawancara, sedangkan untuk pengolahan data dan analisis data menggunakan kualitatif dan kuantitatif. Berdasarkan hasil akhir penelitian yang dilakukan, *pertama* pembelajaran dimulai dengan perencanaan menentukan SK/KD dan penyusunan RPP, *kedua* penerapan VCT model *role playing* dalam pembelajaran IPS di kelas, *ketiga* menunjukkan ada penurunan perilaku *bullying* yang dilakukan oleh siswa pada siklus 1 sampai siklus 3, *keempat* merefleksikan kendala setiap siklus, *kelima* upaya menanggulangi kendala setiap siklus. Kesimpulan hasil penurunan perilaku *bullying* siswa paling tinggi terjadi pada siklus 3. Saran bagi peneliti selanjutnya peneliti berharap peneliti selanjutnya dapat meneruskan kembali penelitian ini dan dapat mengembangkan metode yang lebih baik, agar mencapai hasil yang lebih maksimal.

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