

# *Social Studies Learning Based On Problem Based Learning In Preventing Bullying Behavior At Junior High School 25 Tumijajar*

Arista Wati, Risma Margaretha Sinaga, Sugeng Widodo, Dedi Miswar  
University Lampung. Indonesia



**Abstract** – This research aims to determine the implementation and achievements of social studies learning based on PBL in preventing bullying behavior at Junior High School 25 Tumijajar. The type of research used is case study research. Data collection techniques use interviews, observation and documentation. Data analysis uses the Miles and Huberman model. The informants in this research consisted of a Social Sciences Teacher, Principal, Deputy Head of Student Affairs, Guidance Counseling Teacher, Class Teacher, two student informants, two student victims and one student who was the perpetrator of bullying. The results of the research show that the core implementation of social studies learning based on PBL in preventing bullying behavior at Junior High School 25 Tumijajar begins with teacher activities orienting students to authentic problems in the form of bullying behavior that occurs around students, after that the teacher organizes students to study in groups, then the teacher guides Students in the process of solving problems and looking for alternative solutions are continued by guiding them in presenting the results of group discussions and evaluating the results of problem solving that have been taken. The achievement of social studies learning based on PBL in preventing bullying behavior at Junior High School 25 Tumijajar reached the very good at the third and fourth meetings which can be seen from students' behavior during the lesson and afterward. and outside the classroom who no longer show bullying behavior, whether verbal, relational or physical.

**Keywords** – Social Studies Learning, Problem Based learning, Bullying.

## I. INTRODUCTION

A form of juvenile delinquency that is currently emerging and being hotly discussed in the world of education is the problem of bullying behavior. Bullying itself is a loan word from English which, when interpreted in Indonesian, is bullying behavior (Oktavia and Dewi, 2021). According to Schoot, bullying behavior is an aggressive act, both physical and verbal, carried out by an individual repeatedly and there is a difference in power between the perpetrator and the victim. The difference in strength in this case refers to a perception of physical and mental capacity (Darmayanti, 2019).

One of the reasons students carry out bullying is students' low self-control. Individuals with low self-control have a tendency to be impulsive, enjoy carrying out risky actions and are narrow-minded. Apart from these internal factors, there are external factors that can also cause students to bully, namely the school atmosphere or supportive school climate, such as harsh actions from teachers towards students, unpleasant teaching and learning processes, inconsistent regulations, lack of teacher attention to the child's condition socio-economic, student behavior inside and outside the classroom in socializing and interacting with friends (Marsitah and Minauli, 2012).

Students who think that school is a safe, comfortable and fun place to study, make friends with many students, has now become a scary and painful school for students who are victims of bullying. It is not uncommon for many students to experience prolonged trauma due to bullying. This is similar to previous research conducted by Amalia (2019) which stated that bullying behavior must be addressed immediately because it has quite serious impacts on victims, including learning, mental and physical

disorders and even contributes greatly to the number of suicides among teenagers.

The statement above is in accordance with what was experienced by several students at Junior High School 25 Tumijajar. Based on information from the Counseling Guidance (BK) teacher at Junior High School 25 Tumijajar, he stated that out of the total number of students, namely 237 students, there was 1 student who was the perpetrator and 2 students who were victims of bullying at Junior High School 25 Tumijajar with different forms of bullying and different factors. The students who are perpetrators and victims of bullying are presented in the following table:

Table 1. Data on Bullying Perpetrators at Junior High School 25 Tumijajar

NO.	NAME	CLASS	POSITION	FACTOR
1.	RMF	VIIIC	head of the class	Seniority

Table 2. Data on Bullying Victims at Junior High School 25 Tumijajar

NO.	STUDENT'S NAME	CLASS	SHAPING BULLYING	BULLYING FACTORS
1.	PO	VIIIC	Verbal	Physique
2.	AS	VIIIC	Verbal and Physical	Cognitive & Hyperactive

*Source: Interviews and School Documents*

The role of teachers is very much needed in preventing bullying behavior in the school environment because in reality teachers are people whose job is not only to provide lessons in the form of knowledge and skills to students but also to train, guide and direct students to have noble character and think intelligently (Akib, 2021). This is in accordance with the mandate of UUD No. 14 of 2005 Chapter I Article I Paragraph I relates to the main role or duties of teachers which include educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education (Suharmoko , 2019). So that during learning, the teacher must strive to achieve optimal learning goals in various aspects, including knowledge, skills and attitudes, as in social studies learning.

At the junior high school level and equivalent, social studies learning is integrated which aims not only to train students to have a set of knowledge, but also to have a set of values, skills and attitudes which will later be useful in solving problems, making the right decisions and participate in community activities (Sapriya, 2017). This is reinforced by the explanation given by Siska (2016) that during social studies learning students are not only required to master the learning material but also develop various skills, attitudes and knowledge that the students have. So that social studies learning objectives can be achieved as fully as stated by the social scientist James A. Branks in his book entitled Teaching Strategies for the Social Studies, namely to help students develop the knowledge, skills, values and attitudes needed in national life (Suhada, 2017).

Apart from that, at junior high school and equivalent levels, social studies learning organizes learning modules that are adapted to the environment, characteristics and needs of students (Hermawan, 2022). So that during learning, it is hoped that students and teachers will apply social studies values in a safe and comfortable learning process without any problems that hinder the achievement of social studies learning objectives both in the cognitive, affective and psychomotor aspects of students, such as the problem of bullying behavior (Alifah and Sumarna, 2017). Through the development of knowledge, skills, values and anti-bullying attitudes, social studies learning objectives can be fully achieved as explained by Susanto (2014), namely becoming a good citizen by prioritizing anti-bullying attitudes in the school environment which are also expected to be implemented in the community.

To achieve the social studies learning objectives above, namely preventing bullying behavior, of course it must be adapted to the learning model that will be applied because basically the learning model is a certain step in learning that is applied with learning competencies which are expected to achieve effective and efficient goals (Arifin et al., 2021). There are five learning models that are often used in the teaching and learning process, namely contextual models, direct learning, concept learning, cooperative learning and problem-based learning (Afandi, et al., 2013). The learning model that is considered most appropriate to

be applied in social studies learning to prevent bullying behavior at Junior High School 25 Tumijajar is the problem based learning model.

This is because based on the explanation of the Social Sciences Teacher at Junior High School 25 Tumijajar that the problem based learning model is in accordance with the characteristics of students at Junior High School 25 Tumijajar who prefer to study in groups (cooperative). Apart from that, this learning model is also in accordance with the characteristics of social studies subjects, where in terms of social studies learning materials it explains more about social problems (Siska, 2016). Then, in terms of the development of social studies learning, it is also characterized by several characteristics, namely that learning materials pay more attention to children's needs and interests, learning materials pay more attention to social problems, learning materials pay more attention to skills, especially inquiry or investigating skills. So the learning model that is considered most suitable to be applied in developing social studies learning in preventing bullying behavior in this research is the problem based learning model.

The problem based learning model is a learning model that uses real world problems as a context for students to learn critical thinking and problem solving skills, as well as to gain essential knowledge and concepts from the subject matter. This learning model uses a student-centered learning approach, the teacher only acts as a facilitator and uses real life situations as the focus of learning. Students will work together in groups to solve real and complex problems so that they can develop problem solving skills, reasoning, communication and self-evaluation skills (Maryati, 2018). The steps for learning using the problem based learning model as explained by Fathurrohman (2015) are starting from problem orientation activities, organizing students to learn, guiding students in collecting information, presenting work results and evaluating problem solving.

Through the problem based learning model in social studies learning in this research, students are stimulated to study the problems around them or even self-evaluate the problems they are facing, namely problems related to bullying behavior which are then solved cooperatively in groups based on new knowledge and experience gained in the classroom in Group. By presenting this authentic problem, namely in the form of bullying behavior, it can make it easier for students to understand the meaning and forms of bullying behavior, the impact of bullying behavior, as well as preventing bullying behavior based on the results of their thinking in the process of solving problems in groups so that learning is more meaningful and it is hoped that students can put it into practice in efforts to prevent bullying behavior in the school environment.

The above explanation is reinforced by the results of research by Susiloningsih (2023) which states that problem-based learning is very effective in changing the behavior of students who bully for the better and increases the perpetrator's knowledge regarding the negative impact of bullying behavior for both the victim and the perpetrator alone. Then the results of research carried out by Solikhah (2021) stated that classical guidance through the problem based learning model was optimal in dealing with student bullying behavior at school which was carried out through several cycles. Furthermore, research conducted by Putri (2022) stated that in handling bullying cases in schools, schools must be proactive in creating social skills teaching programs that are trained through problem-based learning, conflict management and character education.

Through this research, we will thoroughly describe how social studies learning based on problem based learning is implemented in preventing bullying behavior at Junior High School 25 Tumijajar and its achievements based on the results of interviews supported by observation and documentation activities carried out in this research. The urgency of this research is that the results of the research are expected to be able to contribute ideas and information in the world of education regarding the implementation of social studies learning based on problem based learning in preventing behavior in schools. Meanwhile, if you look at the title, if it is related to the social studies learning tradition, the position of this research is as reflective inquiry and citizenship transmission.

## **II. RESEARCH METHODOLOGY**

Research methods are rules regarding steps or methods for collecting, analyzing and processing data in a systematic and directed manner so that in its implementation it can achieve the goals the researcher wants to achieve, which ultimately becomes a guide for the researcher himself (Pabundu Tika, 2005). The research method used in this research is a qualitative descriptive method with a case study type of research. According to Arikunto, case study research as quoted by Janah (2023) is a type of research that studies and examines further cases that occur in certain individuals or groups. In case study research, the problem or case being studied cannot be equated with problems that occur in other individuals or groups even though the outline of the problem is the same. This means that the generalization of information in case studies has limited use (Noor, 2016).

The research was carried out in the odd semester of 2023/2024 at Junior High School 25 Tumijajar. The subject of this research is the social studies teacher at Junior High School 25 Tumijajar, while the object of this research is the social situation that we want to know in the form of the implementation and achievements of social studies learning based on problem based learning in preventing bullying behavior at Junior High School 25 Tumijajar. The informants in this research consisted of a social studies teacher, school principal, deputy head of student affairs, guidance and counseling teacher, two student informants, two student victims and one student who was the perpetrator of bullying. The data source in this research uses primary data sources, namely from the social studies teacher at Junior High School 25 Tumijajar and secondary data sources, namely from the Principal, Deputy Head of Student Affairs, Counseling Teacher, Class Teacher, 5 students at Junior High School 25 Tumijajar and literature analysis. Collection techniques use interview, observation and documentation techniques. Data analysis uses the Miles and Huberman model which consists of data collection activities, data reduction, data presentation and drawing conclusions. To ensure the validity of the data, triangulation techniques are used which consist of technical, source and time triangulation.

### **III. RESULTS AND DISCUSSION**

#### **Implementation of Social Studies Learning Based on Problem Based Learning in Preventing Bullying Behavior at SMPN 25 Tumijajar**

Implementation of social studies learning based on problem based learning in preventing bullying behavior at Junior High School 25 Tumijajar based on research results in accordance with the syntax of the problem based learning model in general which consists of activities to orient students to problems, organize students to study in groups, guide students in the problem solving process, presenting work results and evaluating problem solving (Fathurrahman, 2015). At the problem orientation stage, the problem raised in social studies learning at Junior High School 25 Tumijajar is an authentic problem that occurs around students in the form of bullying behavior.

When students have begun to understand bullying behavior or bullying that occurs around them, the teacher asks students to form study groups consisting of 4-5 students who are heterogeneous in nature. The aim of forming this study group, as explained by the relevant teacher, is to develop problem solving, reasoning, communication and self-evaluation skills. Apart from that, the social studies teacher at Junior High School 25 Tumijajar also stated that through group learning students can brainstorm ideas within the group so that they can exchange experiences and knowledge and can establish good relationships between students because each group is heterogeneous in nature, of course there are student victims or perpetrators of bullying in one group.

After organizing students to study in groups, the teacher continues to guide students in the process of investigating and solving problems both individually and in groups. At this time, HOTS (Higher Order Thinking Skills) based learning occurs, namely high-level thinking learning where students critically and creatively look for alternative solutions to problems faced by them in groups. Apart from that, according to the teacher's explanation, problem-based learning can also improve students' inquiry (search) abilities so that students not only passively receive information but also actively search for information in order to hone students' thinking abilities. So, through problem-based learning, learning becomes more meaningful because students seek and discover their own knowledge which they hope can be implemented in real life.

In this third stage, the teacher guides students in the process of investigation and problem solving, which is also the core stage of social studies learning at Junior High School 25 Tumijajar in preventing bullying behavior, because at this stage students initially do not know and understand bullying behavior by solving problems in groups of students. become aware and even understand the nature of bullying behavior, its dangers and how to prevent it. So the achievement of social studies learning activities at Junior High School 25 Tumijajar in preventing bullying behavior is influenced by the level of implementation in this third stage.

Next, the teacher helps students in presenting their work, both in the form of reports from group discussions and the results of students' creativity in utilizing technology-based learning media, namely the Canva application in making posters related to the meaning of bullying, forms of bullying, the dangerous impact of bullying and steps to prevent bullying. After the work has been completed by the students based on the teacher's guidance, the next step is a presentation activity carried out by each group member through a representative spokesperson for each group. According to the explanation of the relevant social studies teacher, this presentation activity aims to hone aspects of students' skills which include the skill of explaining to friends, the skill of asking questions, the ability to accept friends' opinions, activeness in groups, the skill of completing assignments.

After the presentation is complete, the final step in the core activity of problem-based social studies learning is that the teacher and students evaluate the results of problem solving that students have carried out in groups. As for the level of implementation, it was assessed using scoring 1-4 (Sunarsih, 2020), at the first meeting a score was obtained in the good category (70%), the second meeting obtained a score in the good category (80%), the third meeting obtained a score in the very good category (90%) and the fourth meeting obtained a score in the very good category (90%).

The similarities between social studies learning based on problem based learning at Junior High School 25 Tumijajar and learning based on problem based learning in general include using a student-centred learning approach. This is as explained by Maryati (2018) who stated that the problem-based learning model uses a student-centered learning approach, the teacher only acts as a facilitator and uses real life situations as the focus of learning. Students will work together in groups to solve real and complex problems so as to develop problem solving skills, reasoning, communication, and self-evaluation skills.

Furthermore, the second equation is that learning is carried out in groups with the aim that students can brainstorm ideas in groups so that they can exchange experiences and knowledge and can establish good relationships between students because each group is heterogeneous in nature, of course there are students who are victims and perpetrators of bullying in one group. This is in accordance with the results of research carried out by Putri (2016) which states that study groups aim to train and shape a student's personality and establish togetherness between friends, because in this way students are the perpetrators of bullying in class and students who often receive bullying treatment In class, we form a study group so that we can exchange knowledge and establish good relationships between friends.

The third equation is HOTS (Higher Order Thinking Skills) based learning, which is high level thinking learning where students critically and creatively look for alternative solutions to problems faced by them in groups. This is as explained by Sumartini (2016) who stated that high-level thinking means that with problem-based learning, students' level of thinking becomes increasingly sharpened so that students can think critically and creatively in finding answers to the problems they are faced with.

Then the fourth equation is learning to develop students' inquiry abilities so that students not only passively receive information but also actively seek information in order to hone students' thinking abilities. This is as stated by Hidayat (2020) in his research which states that problem-based learning is a learning model in which students work on authentic problems with the aim of compiling their own knowledge, developing inquiry and higher level thinking skills.

The final similarity is in terms of learning objectives so that it becomes meaningful learning for students because students seek and find their own knowledge which they hope can be implemented in real life. This is as stated by Susanto (2014) who stated that problem-based learning can help students improve their ability to think rationally, analyze situations and apply the knowledge they have gained, differentiate between facts and opinions and develop their ability to make decisions objectively.

Apart from similarities, there are several differences or characteristics of social studies learning based on problem based learning at Junior High School 25 Tumijajar, including the presence of authentic problems, namely in the form of bullying behavior experienced by students at Junior High School 25 Tumijajar. Then the use of technology-based learning media by students with the aim of making it easier for students to understand the meaning, forms, impacts and ways of preventing bullying. This is in line with the explanation given by Nurfadhillah (2021) who stated that learning media is a tool to make student learning easier. Apart from that, the form of assignments which are supported by the use of IT-based learning media in the form of Canva to present the meaning, forms, impacts and ways of preventing bullying by students can improve students' cognitive, affective and psychomotor aspects.

So, the comparison of problem-based learning in general with problem-based learning innovations in social studies learning to prevent bullying behavior at Junior High School 25 Tumijajar is presented in the following table:

Table 3. Comparison of PBL in General with PBL Innovation in Social Sciences Learning at Junior High School 25 Tumijajar

General PBL Model	PBL Model in Social Studies Learning at Junior High School 25 Tumijajar
The problem is general in nature	The authentic problem is bullying behavior
Utilization of IT-based learning media by teachers	Utilization of IT-based learning media by students
Improve cognitive aspects	Improve cognitive, affective and psychomotor aspects

Source: Observation Results

### Achievements of Social Studies Learning Based on Problem Based Learning in Preventing Bullying Behavior at SMPN 25 Tumijajar

The achievement of social studies learning based on problem based learning in preventing bullying behavior at Junior High School 25 Tumijajar based on the results of research at the first and second meetings showed that it was achieved in the quite good category, namely 66% and 85%, meaning that it had not been achieved well because bullying behavior was still carried out by perpetrators in the name of RMF with victims on behalf of AS and PO, both in verbal form in the form of nicknames, in relational form in the form of aggressive looks and rude body language that occurred during learning and also in physical form after learning took place inside and outside the classroom due to seniority factors. This is similar to School's explanation in Darmayanti (2019) which states that bullying is an aggressive act, both physical and verbal, carried out by an individual repeatedly and there is a difference in strength between the perpetrator and the victim in the form of physical and mental capacity. Also as explained by Zakiyah et al (2017) which states that forms of bullying behavior include physical bullying (hitting, choking, elbowing, punching, kicking, biting, holding, scratching and spitting), verbal bullying (saying names, criticizing, slandering, criticizing cruel, insulting and threatening) as well as relational bullying (ignoring, isolating, showing hidden attitudes, alienating and rejecting).

The form of handling carried out by the social studies teacher at Junior High School 25 Tumijajar is in the form of giving advice directly and using it as an example of bullying behavior that actually occurs around students so that this behavior is a deterrent and does not repeat it again. This is as explained by Putri (2016) in her research which stated that giving advice/advice to students who bully and other students who have the potential to become perpetrators of bullying is a strategy to prevent students from bullying behavior. This strategy is carried out to provide in-depth information about bullying. By providing understanding and advice to avoid bullying behavior, it is hoped that the intensity of bullying behavior will decrease.

Meanwhile, the third and fourth meetings showed that social studies learning based on problem based learning was achieved in the very good category, namely 100% in preventing bullying behavior in students at Junior High School 25 Tumijajar which can be seen from the increase in students' understanding of the meaning of bullying behavior, its forms, impacts and prevention. Then it can also be seen from the students' attitudes inside and outside the classroom during the lesson and afterwards that they no longer show bullying behavior, whether verbal, relational or physical.

Based on the research results above, it can be understood that in order to prevent bullying behavior among students in the school environment, it is necessary to instill anti-bullying attitudes which can be included in the learning process in the classroom. This is similar to the results of previous research carried out by Rachma (2022) which states that preventing bullying in the school environment can be done by teachers by implementing an anti-bullying learning model by forming anti-bullying learning groups which can then be implemented by students in the school environment. However, the implementation of instilling anti-bullying attitudes included in the learning process cannot be done once with satisfactory results in preventing bullying. This is because it requires a process of instilling anti-bullying which is carried out repeatedly so that the habit of bullying behavior can be overcome or in the sense of instilling an anti-bullying attitude achieves maximum results in preventing bullying behavior which can be seen from the fact that bullying behavior no longer occurs in the school environment both within and outside the school outside class.

#### IV. CONCLUSIONS

Based on the results of the research that has been carried out, it can be concluded as follows:

1. Implementation of social studies learning based on problem based learning in preventing bullying behavior at Junior High School 25 Tumijajar based on the results of research observations in accordance with the syntax of the problem based learning model in general which starts from activities orienting students to problems authentic in the form of bullying behavior that occurs around students, then organizing students to study in groups, then guiding students during the process of investigation and problem solving, then guiding students in presenting the results of their work and finally evaluating problem solving. As for the results of scoring the implementation of social studies learning based on problem based learning at Junior High School 25 Tumijajar which is guided by PBL syntax in general with a score range of 1-4, at the first and second meetings scores were obtained in the good category of 70% and 80%, while at the third meeting and The fourth obtained a score in the very good category of 100%.
2. The achievement of social studies learning based on problem based learning in preventing bullying behavior at Junior High School 25 Tumijajar based on research results at the first and second meetings has not been achieved well of 66% and 85%, because verbal, relational and physical bullying behavior still occurs during learning and afterwards, namely inside and outside the classroom. Then at the third and fourth meetings it was achieved very well of 100%, which can be seen from an increase in students' understanding of the meaning of bullying behavior, its forms, impacts and ways of preventing it and can be seen from students' behavior inside and outside the classroom during the lesson and afterwards no longer exhibit bullying behavior whether verbal, relational or physical in nature.

#### V. ACKNOWLEDGMENT

Thank you to the University of Lampung, Junior High School 25 Tumijajar, and all parties who have helped a lot during this research.

#### REFERENCES

- [1]. Afandi, Muhamad., Chamalah, Evi., & Wardani, Oktarina Puspita. (2013). *Learning Models and Methods in Schools*. UNISSULA Press. Semarang.
- [2]. Akib, Muhammad. (2021). Some Views About Teachers as Educators. *Journal of Islamic Education*, 19(1), 75-98.
- [3]. Alifah, Nur., & Sumarna, Cecep. (2017). The Role of Social Sciences Education in Efforts to Prevent Student Bullying Behavior (Case Study at MTs Negeri 1 Cirebon City). *Eduksos Journal*, 6(2), 121-134.
- [4]. Amalia, Emmy. (2019). Bullying Prevention Screening and Education for Public High School Students in Mataram City. *Journal of Masters in Science Education*, 1(2), 30-35.
- [5]. Arifin, Mohammad Jauhari., Cahyanto, Ilham., & Ulfa'ngin, Nadia. (2021). Effectiveness of the Small Group Discussion Learning Model in Improving Students' Sharia Economic Literacy Capabilities (Study at the Ponorogo State Islamic Institute). *Journal of Islamic and Social Studies*, 2(1), 69-78.
- [6]. Darmayanti, Kusumasari Kartika Hima. (2019). Bullying at School: Definition, Impact, Distribution and How to Overcome It. *Pedagogia Journal of Educational Sciences*, 17(1), 55-66.
- [7]. Fathurrahman, Muhammad. (2015). *Innovative Learning Models: Fun Learning Design Alternatives*. Ar-Ruzz Media. Yogyakarta.
- [8]. Hermawan, Mochammad Riyan. (2022). *Cultivating Anti-Verbal Bullying Attitudes Through Social Studies Learning (Case Study of Grade 8 Social Sciences Students at Junior High School 3 Batu)*. (Thesis). UIN Maulana Malik Ibrahim. Malang.
- [9]. Hidayat, Ragmat. (2020). *Implementation of the Problem Based Learning Model in Improving Islamic Religious Education Learning Outcomes in Fiqh Material for Class X Students of Junior High School Muhammadiyah Cambawaja, South Bontonompo District, Gowa Regency*. (Thesis). Universitas Muhammadiyah Makassar.
- [10]. Janah, Indah Nor. (2023). *The Role of Social Science Teachers in Reducing Bullying Behavior in Class VIII Students at Junior High School 4 Blitar*. (Thesis). UIN Maulana Malik Ibrahim. Malang.

- [11]. Marsitah., & Minauli, Irna. (2012). The relationship between self-control and school climate and bullying behavior. *UMA Master of Psychology Journal*, 4(2), 69-77.
- [12]. Maryati, Iyam. (2018). Application of the Problem-Based Learning Model to Number Pattern Material in Class VII of Junior High School. *Musharafa Journal*, 7(1), 63-74.
- [13]. Noor, Juliansyah. (2016). *Research Methods: Theses, Theses, Dissertations and Scientific Work*. Prenada Media. Jakarta.
- [14]. Nurfadhillah, Septy., & Ningsih, Dwi Aulia. (2021). The Role of Learning Media in Increasing Students' Interest in Learning at Kohod III Public Elementary School. *Journal of Education and Social Sciences*, 3(2), 243-255.
- [15]. Oktavia, Ririn., & Dewi, Susi Fitria. (2021). Teachers' Efforts to Overcome Student Bullying Behavior at Senior High School 7 Padang. *Journal of Civic Education*, 4(1), 81-86.
- [16]. Putri, Elsa Derma. (2022). Bullying Cases in the School Environment: Impact and Treatment. *Journal of Research, Thought and Service*, 10(2), 24-30.
- [17]. Putri, Fellinda Arini. (2016). Teacher Strategies for Overcoming Bullying Behavior at Junior High School 1 Mojokerto. *Journal of Moral and Citizenship Studies*, 1(4), 62-76.
- [18]. Rachma, Ayu Widya. (2022). Efforts to Prevent Bullying in the School Environment. *Journal of Law and Economic Development*, 10(2), 241-257.
- [19]. Sapriya. (2017). *Social Sciences Education Concepts and Learning*. Remaja Rosdakarya. Bandung.
- [20]. Siska, Yulia. (2016). *Basic Social Science Concepts for Elementary Schools*. Garudhawaca. Yogyakarta.
- [21]. Solikhah, Amirotnun. (2021). Optimizing Classical Tutoring Services with a Problem Based Learning Model to Overcome Bullying Behavior of Middle School Students. *Journal of Innovation and Academic Research*, 2(7), 1151-1168.
- [22]. Suhada, Idad. (2017). *Basic Concepts of Social Sciences*. Remaja Rosdakarya. Bandung.
- [23]. Suharmoko. (2019). Some Views About Teachers as Educators. *Journal of Education*, 11(2), 311-323.
- [24]. Sumartini, Tina Sri. (2016). Increasing Students' Mathematical Problem Solving Abilities Through Problem Based Learning. *Journal of Mathematics Education*, 5(2), 148-158.
- [25]. Sunarsih, Wiwin. (2020). *Contextual Teach Learning*. Adanu Abimata. Indramayu Jawa Barat.
- [26]. Susanto, Ahmad. (2014). *Development of Social Studies Learning in Elementary Schools*. Prenadamedia Group. Jakarta.
- [27]. Susiloningsih, Prabawati. (2023). Application of the Problem Based Learning Approach to Changing Bullying Behavior. In <https://www.gurusiana.id/read/prabawatusiloningsih/article/penerapan-pendekatan-problem-based-learning-terhadap-perubahan-perilaku-bullying-pada-sisw-1238699>. Quoted on July 22, 2023.
- [28]. Tika, Pabundu. (2005). *Geography Research Methodology*. Bumi Aksara. Jakarta.
- [29]. Zakiyah, Ela Zain., Humaedi, Sahadi., & Santoso, Meilanny Budiarti. (2017). Factors that Influence Teenagers to Bully. *Journal of Research and PPM*, 4(2), 129-389