

AIDA Model PC Extension (Attention, Interest, Desire, Action, Based Projectcitizen) to Address the Practice of Bullying among Students in the Regency of Pangandaran

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Abstract—These activities are backed by the necessity of devotion at the science based community adjusted in clumps in science (Research and development in the Fields of coaching/PPKBBK) specifically to address the practice of bullying among students in The Regency of Pangandaran that was implemented through the application of model guidance AIDA (Attention, Interest, Desire, and Action). The purpose of the extension was held to provide knowledge, understanding, experience, and awareness about tackling bullying practices specifically for HIGH SCHOOL students with approach counseling laws directly and indirectly legal counselling. Outreach was conducted at secondary school (HIGH SCHOOL) recently it Purwakarta. Participants who attend counselling as many as six schools which consists of two private schools and four public schools. Results achieved in the activities of this extension are: a) an understanding of the dangers of bullying amongst students Regency of Pangandaran; b) Understanding the regulation on offences acts of bullying amongst students Regency of Pangandaran; c) ability of the learners as a pioneer against the Act of bullying amongst students Regency of Pangandaran. Factor endowments: there is good collaboration between team devotion UPI with MGMP PPKn HIGH SCHOOL District Pangandaran and law enforcement agencies. While the factors constraints include: a) the limitations of time and inadequate schedule accuracy; 2) space extension less conducive; b) facilities and infrastructure extension inadequate awareness movement to practise law, and c) endorsement of the school is very less. This extension needs to be followed up with subsequent service activities, namely: the Mentoring Implementation Model of learning law in the PKN, the integration-based Law School Program, and the Program of the visit Guest Professors/Jurists.

Keywords—AIDA; project citizen; bullying; student

I. INTRODUCTION

Schools as institutions of formal education has a role and responsibility in imparting values to shape the character and personality of the child. According to law No. 20 of 2003 Sisdiknas, confirmed that article 3: National Education serves to develop the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation, aimed at for the development of potential learners in

order to become a man of faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, and become citizens of a democratic and accountable.

The formulation of national education goals above mandates that every school is not just a place for the child to being studied are usually only emphasized on the realm of children's cognitive affective aspects alone but as well as psychomotor should also developed. Now, any children provided with a variety of skills so that later it can be applied in their lives. Through the school, the foundations of education is embedded with the correct and balanced with the redirection to the child.

The influence of the environment against the child's behavior that runs from time to time on an ongoing basis will certainly shape the personality of the child. Environmental education can be said to be successful if the education environment is able to change the behavior of children both in terms of cognitive, affective, and psychomotor children towards a better [1].

According to Ki Hajar Dewantara [2], there are three educational environments have a major role against the child's personality and behavior, known as "Tripusat education". Tripusat education includes: 1) education in the family environment, 2) education in the school environment, and 3) education in neighborhoods. The school is the second environment where children interact with the citizens of the school (principal, teachers, employees of the school, and other students) and develops his ability. Please note that the interactions that are performed by children in schools contain grades charge as well as the aspects of socio-moral. In the process of the interaction not only with regard to the education of children's cognition but rather with regard to the development of other personal aspects.

The school also aims to facilitate everything to do with the process of development of students to become in line with the norms in force in the Community. Through the school, students are prepared to be a person who has a good personality. Students not only be educated to become citizens of a good

school but also be good citizens as well. Basically students later will plunge and blending into the environment her life i.e. life of the community where students will customize the behavior to be able to live in harmony within the community.

In terms of form, violent behavior in education according to Frances Chapul Waksler can be distinguished into three groups [3]. First, the level of violence, namely in the form of potential violence (violence U.S. potential). At this level of violence is happening generally in the form of violence covered (covert), defensive violence, protests, harassment of dignity, and the Suppression of psychic. Second, the level of violence being, in the form of violent behavior in education itself (violence in education). This level of violence indicators include open (overt) violence, related to physical, violation of the rules of the school, as well as carry the symbol and the name of the school. While the third level is a heavy level of violence, namely the criminal offence (criminal action). At this level of violence shaped the violent offensive, handled by party officials, is through the law, and are beyond the authority of the school.

AIDA model during this much used in extension programs in agriculture, health and industry, then developed in the operational program of PR (public relations) essentially as a process that begins with the extension phase awareness (awareness), i.e. how the efforts of a legal extension officers (communicators) evokes the disuluh awareness on the problems they face, then followed by the effort caught the attention of (interest) to evoke a craving or desire (desire) the disuluh. A disuluh has raised awareness, attention, and last in the form of the action (action).

Extension activities done in Pangandaran that was intended for high school students. Based on the data on population and the civil registry office of the Regency of Pangandaran, until August of 2016 there are six recorded cases of violence against children, there was an increase from the year 2015 that only three cases. Through public law and human rights is expected to related parties who have the knowledge, understanding, and awareness of children's rights and implement child protection efforts from the Act of bullying.

II. REVIEW OF THE LITERATURE

A. Overview of the Guidance Law

1) *The notion and extension form*: The extension can be categorized as a communication process. There is not much different in the sense of communication itself which is a process by which an individual (the Communicator) to convey specific symbols, usually verbal shape to influence the behaviour of communicant. In the end, extension shall be devoted to activities affecting others. But an institution, group or individual can not be granted with a very brief introduction as well as easily can do public awareness. A lot of things and factors that need to be taken care of and that's very important.

Department of Justice-RI 1998 States that the extension of the law is an activity to increase awareness of the laws of the community in the form of submission and explanation of the rule of law to the public in an informal atmosphere so that each

Member of the public knows and understands what the rights, obligations and authority, so it created the legal attitudes and behaviour which is in addition to sentient knowing, understanding, living up to at once comply with/obey the law.

The form of the extension of the law may be made in the form of the extension of the law directly and indirectly. Direct legal counselling namely legal counselling activities that are done directly viz. extension officers of the law dealing with the disuluh community, can be continued dialogue and taste such as lectures, discussions, gatherings, speech meeting, demonstration, simulation, and others. Legal counselling is not direct legal counselling activity is done indirectly, i.e. extension officers of the law are not dealing with a disuluh, but through the media or through intermediaries, such as radio, television, tapes, videos, reading material, movies, and more.

The purpose of holding of the extension was to give changes to the behavior of the target. This is a manifestation of the collaboration between knowledge, awareness, attitudes, and skills that can be observed directly or indirectly with human senses. Thus, the extension can be defined as the process of behavior change (knowledge, awareness, attitudes, and skills) among the public to let them know, willing, able to implement changes in order to achieve an increase in production, revenue/profit and improved the welfare of the family/community to be achieved.

2) *The AIDA model*: AIDA concept first introduced by e. St. Elmo Lewis in 1898. Lewis created the four stages of mental explanations in the marketing industry for person-to-person assurance the soul of America. Later in the year 1927, AIDA is the basis of the ad creation, AIDA is known as a model of hierarchy of effects to influence consumers before making a purchase. AIDA directly have an impact on someone because it is done through the stages of effective communication. Messages that are effective according to Kotler should contain the ideal message [4]: "Ideally, the message should gain attention, hold interest, arouse desire, and elicit action (AIDA) model". This means that the ideal message should get attention, grasping fascination, evoking the desire, and action through AIDA.

According to Belch and Belch there are four important models that can be used to maximize the effect of the communication, namely [5]: (1) Model of AIDA, (2) Model effects, (3) the adoption of a Model of innovation and (4) information processing Models. All four of these models all developed to see how a communication message conveyed can be right on target and as expected.

Based on the views of Belch and Belch a Communicator policy will affect its beliefs on communicant, opinions, attitudes and behaviour through a process of internalization [5]. This process is defined as a process that occurs where the communicant adopt what delivered communicators. Confidence posed by the communicant affect attitudes and behaviour as the product desired by a Communicator.

AIDA has four stages of effective communication. As for the stages of the AIDA can be specified as follows.

a) *Attention*: In this attention a marketer must be able to create a media information in order to contain the attractiveness for consumers. Make a statement that reveals people's attention, creating a powerful word or image that can attract attention until people stop and take notice of the content of the next message.

Kotler & Armstrong suggests that the appeal of the (attention) shall have three properties [6]: (1) must be meaningful (meaningful), shows the benefits that make the product more desirable or more attractive to consumers, (2) the message should reliable (believable), consumers believe that the product will provide benefits as promised in the message, and (3) are Distinctive, that advertising message better than any brand advertising competitors.

b) *Interest*: Interest is the step after a marketer is able to create a media information in order to contain the attraction for the consumer, a marketer must be thinking about a media information in order to contain the growing interest for prospective customers or its customers.

A good way is to describe the features and benefits. Don't just give the facts and features, and feel the reader will think himself benefit that will be able to explain it in detail, but the benefit to boost interest. Assael description of Interest i.e. the emergence of consumer buying interest gravitated towards an object that was introduced by a marketer [7].

c) *Desire*: The next step is to be done by a marketer is trying to invoke or have, which in this step must be observant or smarter marketers read the target or the consumer in this step. This step is to prove that a marketer is able to provide the right solution in a decision for the consumer. In this stage, audiences have had the motivation to have a product. Up at this stage, it has managed to create a marketer needs of prospective buyers. A number of prospective buyers have started shaky and his emotions start untouched. However, the resistance has occurred in the form of prospective buyers doubt, is it true that the relevant product or service give something as promised his ads.

d) *Action*: In this action the action one last effort to persuade prospective buyers so that as soon as possible undertake purchases or part of a process that too by choosing the right words so that the prospective buyer or target do the appropriate response with the expected is a very difficult job. To use the Word command so that the prospective buyer is moving.

B. Overview of Legal Consciousness

1) *The sense of awareness*: Can humans live in the middle of the lives of the people? The fact of having a solidarity limited to the society and the life became a member of a country that is subject to the provisions of the provisions concerning \neg with rights and obligations are regulated by the State is a form of public behavior. Therefore in every human relationship of her life are required to always act, behave and behave in accordance with the provisions or prevailing norms in a society where these norms have been made as a the guidelines right or wrong action man in the life of the society

are commonly referred to as human beings who have the moral or the person who has had the moral consciousness, if the person is in the lives of its people can be and acting in accordance with the norms in force in the community.

Related to the above statement, the American Encyclopedia contains about awareness (Consciousness) with the statement that "the term consciousness has been used in several meanings". Two more technical application is to include:

- Someone aware during the process of mental illness and was not aware of when there are ideas, thoughts, feelings, desire and pleasure are not met.
- Awareness also means her mental process a person will awareness. With introspection, she can comply with what is felt and thought as well as lived or absorb.

Thus it can be concluded that overall it is a great feeling of awareness and experience in natural by individuals during her mental processes take place, meaning that with the introspection of an individual can know what is perceived and as well as lived thought or absorb. This would not be apart from the attitude of individuals within behave, although the existence and consciousness that varies and is also stratified. In line with that expressed by N.Y. Bull who proposed levels-levels of consciousness with a grouping based on nature. The awareness levels include [8]:

- Consciousness is consciousness, or compliance anonymous unclear basis and reason or orientation. This is certainly the most low and very stable.
- Awareness that is heteronomous, awareness or compliance variegated or alternated, is less steady cause volatile by the atmosphere and the circumstance.
- Awareness that is socionomous, consciousness-oriented to public participation or because of the audience.
- Consciousness is autonomous, awareness is best because it is based on concepts or awareness that exists in a person.

2) *The Meaning of bullying*: Bullying is a recurring negative behavior that is intended to cause discomfort or painful by others, whether one or more people directly to someone who can't afford to fight it [9]. According to the American Psychiatric Association (APA), bullying is aggressive behavior that is characterized with three conditions, namely (a) the negative behaviors that aim to destroy or harm (b) repeated conduct during period of time (c) the existence of an imbalance of power or authority of the parties involved.

Based on the above description, it can be concluded that bullying behavior is a negative behavior that is done repeatedly, is done knowingly and intentionally aiming to hurt people physically and emotionally, do by a child or group of children and there is an imbalance of power or authority of the parties involved.

3) *The signs of bullying*: Olweus formulate the existence of three basic elements of bullying, that is the nature of the attack and negative, done repeatedly, and the existence of an

imbalance of power between the parties involved [9]. Coloroso also said that bullying will always contain three elements, namely: the unbalanced force, aiming to hurt, and the existence of a threat of aggression was going to do [10]. Therefore, a person is considered to be a victim of bullying when it is exposed to the negative actions of a person or more, done over and over again and it happens from time to time.

Based on the above description it can be concluded that a person is said to be the victims of bullying judging by the frequency of bullying, that is at least two to three times a month. A victim of bullying may experience one or more of the forms of bullying. When only one form of bullying experienced by someone, but the frequency was at least two to three times a month, it also included being the victim of bullying.

4) *The parties who engaged in bullying behavior:* As for the parties who engaged in bullying behavior can be divided into four, namely:

- Bullies (bullying) that pupils who are physically and/or emotionally injured another student repeatedly [11]. Teen identified as perpetrators of bullying often exposes the psychosocial function is worse than the victims of bullying and pupils who are not involved in bullying behavior [12]. Bullying also tend to reveal a symptom of depression is higher than pupils who were not involved in bullying behavior and symptom depression lower than the victim or the victim [12].
- Victim (victims of bullying) that students often become the target of aggressive behavior, actions that are painful and shows only a little defense against attackers [11]. According to Byrne compared with peers who are not victimized, bullied tend to withdraw, depression, anxiety and fear of new situations [12]. Pupils who become victims of bullying reported more aloof and less happy at school and have fewer close friends than other pupils [12].
- Bully-victim that is involved in aggressive behavior, but also became a victim of aggressive behavior [11]. Craig argues for the bully-victim indicates the level of verbal and physical aggressiveness was higher compared to the other children [12]. Bully victim also reportedly experienced increased symptom depression, feel lonely, and tend to feel sad and moody than another student [12]. Schwartz describes the bully-victim has also been characterized by reactivity, emotion regulation, difficulties in academic and rejection from peers and learning difficulties [11].
- Neutral i.e. the party not engaged in aggressive behavior or bullying.

Based on the above description it can be inferred that the parties who engaged in bullying behavior can be divided into four, namely the perpetrator (bullies), victim (victim), the perpetrators while the victims (bully-victim) and a party that is not involved (neutral).

5) *Other forms of bullying:* There are three forms of bullying, according to Coloroso [10], namely:

a) *Verbal bullying:* The words can be used as a tool that can discourage a child who receives it. Verbal abuse is the most common form of bullying that used either boys or girls. This can occur in adults and peers without being detected. Verbal bullying can be a raucous cry was heard. This goes quickly and painlessly on bullying and can be very painful at the target.

b) *Physical bullying:* Forms of bullying that is the most visible and most easy to be identified is physically bullying. These forms include slapping, spanking, smothering, poke, punching, kicking, biting, scraping, twist, spitting, damaging clothing or belongings of the victims.

c) *Relational bullying:* This form is the most difficult to detect, relational bullying is the reduction of feeling "" sense person who systematically through the waiver, insulation, expenditure, avoidance. Avoidance behaviour, as an omission, done together rumor is a most powerful way of doing the bullying. Relational bullying occurs most often in those years, with the onset of adolescence is accompanied by changes in the physical, mental, emotional, and sexual abuse. At the time, the teenagers often describe who they are and try to fit in with peers.

Based on the above description it can be concluded that bullying consists of three forms: physical, verbal and relational.

6) *Impact of bullying:* Bullying will cause a very adverse impact, not only for the victim but also for the culprit [13]. According to Coloroso bullying gets caught in a role as a bullying, they could not develop a relationship that is healthy, less capable of looking at things from another perspective, do not have empathy, and assume that her powerful and favored until the social relationship patterns can influence in the future [14].

According to Peterson, bullying will affect the self-esteem of victims and it is the influence of the long-term influence [15]. Similarly, Olweus stated that bullying has a great influence to the life of the victim until adulthood [15]. During the school will cause depression and feeling unhappy school adhering to, as haunted by feelings of anxiety and fear.

Victims of bullying are likely to feel fearful, anxious, and have lower self-esteem than children who do not become victims of bullying [9]. Duncan also States when compared with children who did not become a victim of bullying, the bullying will have low self-esteem, low self-confidence, self-assessment, high rates of depression, anxiety, incompetence, hypersensitivity, feel insecure, panic and nervousness in schools, disrupted concentration, rejection by peers or friends, avoiding social interaction, more closed, had few friends, isolated, and feel lonely [16].

Research conducted by Riauskina et al., also found that many victims feel negative emotions (anger, revenge, upset, depressed, afraid, embarrassed, sad, uncomfortable, threatened) when subjected to bullying, however powerless facing the bullying incident befalls them [17]. In the long run emotions-emotions can culminate in the emergence of feelings of low self-esteem and feel that he is worthless.

III. APPROACH THE EXTENSION

The activities of the community is conducted in the form of a public that is indirect legal counselling and guidance law directly. The extension of the law indirectly legal counselling activity is done indirectly, i.e. extension officers do not deal with the disuluh, but through the media or an intermediary, in this case the media references in the form of banners, leaflets, and posters. The extension of the law indirectly implemented via the Division of environmental awareness stickers to participants of the extension and leaflets as well as installation of banners in several strategic places.

In addition, the extension of the law indirectly is done at three South Cimahi sub-district, Northern and Central Canberra, each of which has a village school coordinator. The implementation of the extension of the law this is done indirectly by some citizens of HIGH SCHOOL level schools scattered in three sub districts to provide various media of dissemination such as stickers, posters, leaflets, banners and concerning the with the awareness of the law traffic in a motor vehicle. But before the students in the city of Greencare's was given an understanding of the legal awareness of traffic so they were made legal awareness and pioneers included to perform the action socialization. In addition, the process of socialization is not just done by the research team but law enforcers and community leaders as well as any contributed to dissemination of awareness of law traffic.

The second method is to use the extension method in direct legal meaning is public awareness of the law is done directly viz. extension officers dealing with a society that disuluh, be continued dialogue and taste like through lectures, interactive dialogue, demonstration/simulation, film screenings, quizzes, and spontaneous entertainment interlude door prize of participants and/or the Committee. Execution of counseling this law do not forget to involve students in the subjects of Sociology of law on Citizenship Education FPIPS UPI 2015/2016 Odd Semester.

IV. RESULTS AND DISCUSSION

Phase of the programme outreach model AIDA (Attention, Interest, Desire, Action) based Project Citizen to address the practice of bullying among students in the Regency of Pangandaran implemented include the preparation, implementation, evaluation and the follow-up that will be described below.

A. The preparation of the program of devotion

1) *Determine needs/priorities*: After knowing the problem, the environment, and all the regulations can be made as basic theme underlying the determination of extension. A person's ability to learn something different, so too are the stage of mental development, the State of the environment and his determination is needed so that different priorities to become a reference for explanation.

2) *Determine the goal*: The purpose of the extension was organized within the short term to the long term, including:

- Short term: expected creation of understanding, understanding, attitudes, and norms.

- Medium term: behavior of environmental awareness of citizens
- Long term: policy against behavior of environmental awareness

3) *Determine the target audience*

4) *Determine the contents*

5) *Determining method*

B. The Procedure of the Implementation/Stages of Devotion

Extension of model-based AIDA Project Citizen (PC) to prevent Delinquency Act of bullying was held with a wide range of procedures/the following stages.

1) *Diagnosis of the problem (problem diagnoses)*: The diagnosis of the problem, a campaign or program socialization should begin with an investigation into the matter. This was intended to what extension officers were not in vain. Therefore, this phase may also be called stage diagnosis to know what problems are faced by our clients, thus granting a solution later can be synchronized.

2) *Analysis of the audience (audience analysis)*: Analysis of audience, this stage try to analyze the characteristics segment of the target communities we face in terms of sociodemographic (education, age, gender, ethnicity, language, belief, occupation) and also in terms of psychographic breakdown (aspirations, pleasure and customs). This is intended so that extension officers can customize program socialization, both in terms of the messages delivered as well as the media who would like to be used.

3) *Formulation of objectives (statement of objectives)*: The formulation of goals, this stage to determine what you want to accomplish with the program socialization that we do, is simply just for recognition (awareness), a change in attitude or behavior changes we want clients to what we socialized.

4) *Election media (media selection)*: The selection of media, select the media to channel messages in the program socialization requires an attitude of prudence, as the medium of communication in addition to having a number of advantages, the media also has weaknesses that impact audiences. Details of the media that will be used as far as possible be accessed/owned by the client, because however great the message was widely propagated if audiences don't have the media, then the results will be worth it.

5) *Draft message (message design)*: The draft messages, in addition to the weight of the material must be considered in the design of the message, as well as the suitability of the message with the frame of a wider audience will be encountered, as well as the suitability of the media that will be used should be taken into account. Likewise the time (duration) of the message as far as possible avoid boredom audiences, whether presented through electronic media as well as through the media group.

6) *Production and distribution of media (media production and distribution)*: Production and distribution of media, production of media related to the packaging of the

message. Therefore the elements of art (aesthetics) is very determined to draw attention to the client, whether it be in the form of electronic media (TV, Radio, DVD, Website) and print media (brochures, leaflets, stickers, newspaper, magazine). Similarly with the dissemination/distribution of messages when possible selected time where not a lot of activity.

7) *Evaluation (evaluation)*: In this stage of evaluation, a look at how the program socialization can be run in accordance with its intended purpose. This relates to the human resources that move, funding and time available. As a process management – extension officers trying to control (control), directing (lead) and utilize (use) potentials are available, as well as trying to get rid of barriers (obstacles), such as bureaucratic obstacles, trust, as well as the attitude of the opposition of certain parties. Therefore the potential backers of public figures need to be raised.

C. Develop a Portfolio Class

To enter this phase of the research team should finish his research. In this stage, begin to develop a portfolio of class. The class will be divided into four groups. Each group will be responsible for developing a single part of the portfolio class.

The purpose of this stage is so that students can compose a portfolio class, good impressions as well as parts of the portfolio section documentation based on data and information obtained from research activities.

1) *Portfolio specification*: The work of the fourth cohort this will be shown in a portfolio class. The portfolio will be divided into two parts: the impressions and the documentation [18].

a) *Part of impressions*: In this section, the work of each of the four groups should be placed on a separate panel from the four other panel impressions. Part of these impressions should be made up of four sheets of poster board or foam board, or similar. Each of the panel size is no more than 90cm x 80 cm.

b) *The documentation part*: Each of the four groups had to choose ingredients that have been collected. The materials were the materials that documented the most good are also used as proof of the research that has been done. The materials included in this documentation section should represent the results of the most important studies ever undertaken.

2) *Task group portfolio*: The following are the tasks that must be done by each of the Group's portfolio. Each group should choose the materials collected by the research team mainly materials very helpful team of researchers in completing their tasks [19]. (More detailed instructions for each group listed in the descriptions of: some hints For Portfolio).

- Group Portfolio one: describe the problem. This group is responsible for explaining the choice of issues that have been examined.
- Group of Two Portfolios: Assessing Policy Alternatives suggested to solve the problem

- Group Three: develop a portfolio of public policy class. This group is responsible for developing and explaining precisely over a specific policy that was agreed upon and supported by the whole class to solve problems.
- Group Four Portfolios: develop an action plan so that the Government is willing to accept the policy class. This group is responsible for developing an action plan that shows how citizens can influence governments to accept policies that are supported by the class.

3) *Criteria assessment portfolio*: In the description below the later the students will find the portfolio Criteria Checklist that will help develop the best portfolio. Please use this checklist as a guide at the time of developing the portfolio class. In addition to some of the criteria listed in the Check list of criteria – portfolio, students can also estimate the effect or influence whether that may be incurred in looking at the overall portfolio class. They also want to be sure its portfolio demonstrates a creative problem solving and original. Be careful in presenting the information – the information obtained.

4) *Some instructions for the group portfolio*: Some pointers below contain the scope of the tasks of the group in greater detail. Although the each group already has his duties themselves, but to investigate the communication should still maintained to share ideas and information. Each group must always inform the progress of the activities of their portfolio to classmates. Cooperation between groups should also be made so that it can produce the best portfolio.

Each group should cooperate in deciding matters relating to any materials that will be included in the Documentation section of impressions and portfolio. In addition to this collaboration will avoid the occurrence of the serving of the same information more than once, it will also guarantee the accuracy of impressions and evidence research that has been done [18, 20].

5) *Portfolio criteria checklist*: The criteria for each section of the portfolio:

- Completeness
- Clarity
- Information
- Things That Support The
- Graphics
- Documentation
- The Constitutionality

6) *Overall portfolio criteria*

- Persuasive
- Usability
- Coordination
- Reflection

7) *Present a portfolio*: If the portfolio class is finished, the students can present the results of its work before the audience. The presentation was also known as the showcase can be done in the presence of two to three person jury representing the College and the community. With this activity the students will be provided with the experience of learning how to present ideas and thoughts to others, as well as how to assure them against steps that students take [19].

Each of these goals represent the four groups responsible for each section of the impressions and each Part portfolio class Documentation. During the presentation, each group will be responsible for achieving the objectives. Please use the guide below.

a) *Initial presentation*: Initial presentation will take place in the first four minutes. In the first four minutes of the Group's portfolio of classes will be presenting information-important information from each section of the portfolio.

b) *Forum faqs*: The next six minutes will be the forum FAQ where the jury will ask a few questions based on the presentation and display of the portfolio class. The possibility of the jury will be asked to:

c) *Preparation presentation*: Students may ask for expert help (resource person) who have experience in making presentations to the general public in order to train how to do group presentations. It would be very helpful if the students can ask for help from the local government officials such as Chairman of the RT/RW, members of civic organizations such as mothers PKK, and midshipman, Coral or other NGOs that have activities program citizenship.

d) *Guide*: Engage with all members of the group in order to participate to participate either at the time of initial presentation or at the time of the forum FAQ. This presentation should not be dominated by one or two students only, but rather must be showing the results of a study which has been carried out when preparing the portfolio class.

e) *Assessment criteria*: If the class is included in a competition where students are required to do a presentation, then that presentation will be judged by a jury. Supervising teacher will explain what criteria will be used in assessing the jury presentation portfolio class.

D. Reflection Learning Experience

1) *Purpose*: Reflect on the learning experience of everything is always a good thing. The reflection of this learning experience is one way to learn, to avoid so as not to do a mistake, and to improve the skills that students already possess.

To enter this stage, students must have already completed the portfolio class. As an additional section, students can enter a part of the Reflection or Evaluation of this in the folder section of the documentation. Part of this reflection should describe briefly about:

- What has been learned by a student and by her classmates? How do you do?

- Way what will students use if they would later develop a portfolio of others? Still the same way they use or will be different?

Reflection on this experience let is the result of cooperation between classmates just as cooperation among those who have done for making the portfolio class. In addition, students also have to reflect on their learning experience both as an individual and as a member of the class. Teachers and volunteers who have been helping the students develop a portfolio, will also help in reflecting on the experience of the students during the conduct of this portfolio. Would be even better if the reflection of this learning experience is made after the presentation of a portfolio in the presence of classmates, teachers, judges, government officials, and other community members.

2) *Conclusion*: Don't stop until here. Students must continue to develop skills in influencing the Government in making public policy. This skill is important because most likely the students will use it after adult. To keep in mind is that any policy will require revision, and each time will presidential new problems that exist in society which surely will need a new policy. Help make public policy and take the necessary measures is the responsibility of citizens for life in the reign of a sovereign.

V. CONCLUSION

Based on the results of the outreach activities of the community is conducted in the form of a public that is indirect legal counselling and guidance law directly. The audience is High School students counseling participant's representatives from schools in Pangandaran District which includes Pangandaran Sub district, district and Sub-district Langkaplancar Parigi. High schools in the District of Pangandaran is spread more or less 6 SMA/MA i.e. schools totaling 4 schools and private schools amounted to 2 schools. Phase of the programme outreach model AIDA (Attention, Interest, Desire, Action) that implemented include the preparation, implementation, evaluation and follow-up. Results achieved in the activities of this extension are: a) Understanding the impact of violent bullying law awareness among students; b) Understanding regulations or alternative policy impact of violent bullying among students; c) ability of the learners as a pioneer legal nonviolent bullying. Factor endowments: there is good collaboration between team devotion with UPI MGMP PPKn High School District Pangandaran and law enforcement agencies. While the factors constraints include: a) the limitations of time and inadequate schedule accuracy; 2) counseling space is less conducive; b) facilities and infrastructure extension inadequate awareness movement to practise law, and c) endorsement of the school is very less. This extension needs to be followed up with subsequent service activities, namely: the Mentoring Implementation Model of learning law in the PKN, the integration-based Law School Program, and the Program of the visit Guest Professors or Jurists.

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