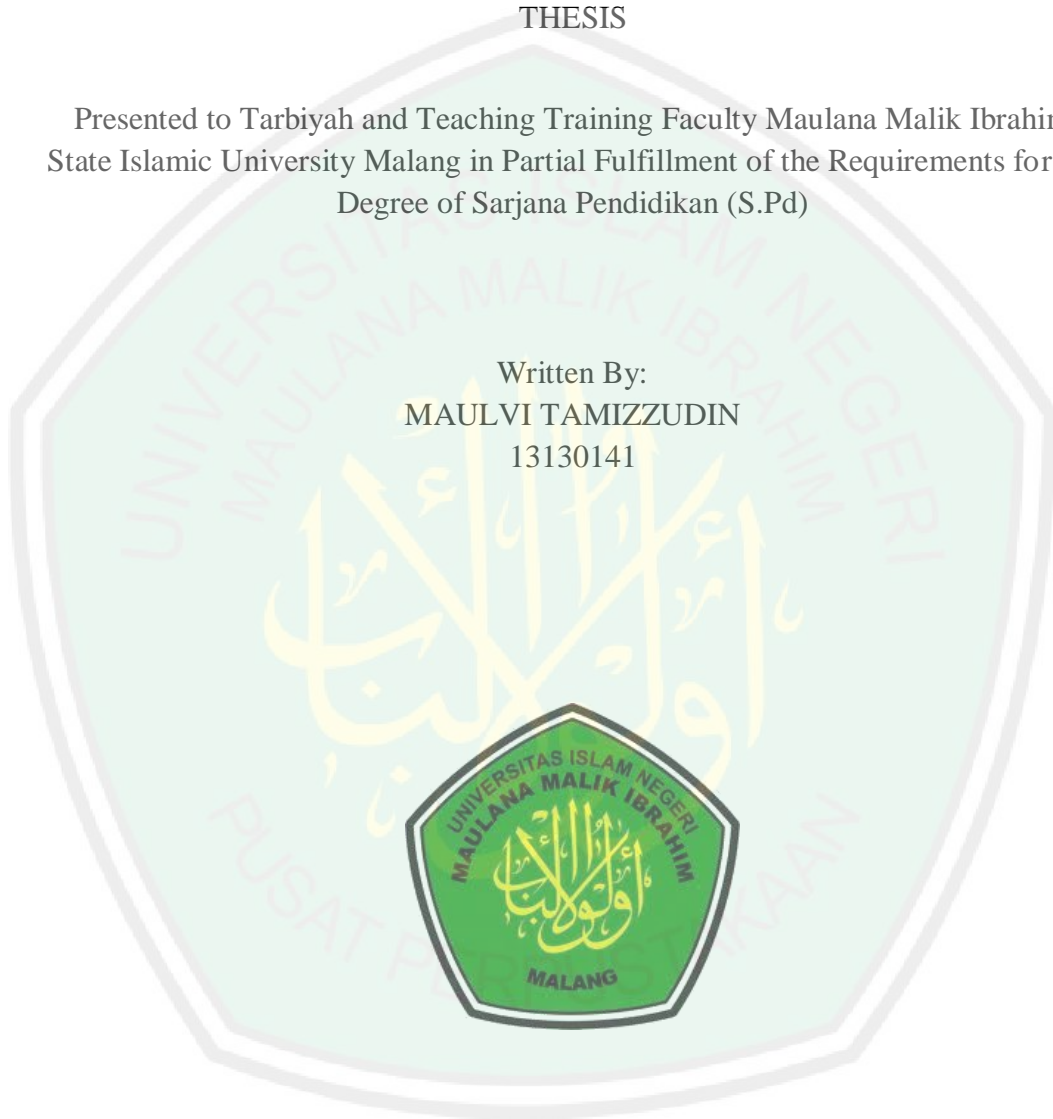


**THE IMPLEMENTATION OF SOCIAL VALUE  
AT ISLAMIC JUNIOR HIGH SCHOOL OF SABILURROSYAD  
GASEK MALANG  
THESIS**

Presented to Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim  
State Islamic University Malang in Partial Fulfillment of the Requirements for the  
Degree of Sarjana Pendidikan (S.Pd)

Written By:  
MAULVI TAMIZZUDIN  
13130141



**SOCIAL SCIENCE EDUCATION PROGRAM  
TARBIYAH AND TEACHING TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG  
2017**

APPROVAL SHEET

THE IMPLEMENTATION OF SOCIAL VALUE  
AT ISLAMIC JUNIOR HIGH SCHOOL OF SABILURROSYAD  
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## DEDICATION

By reciting Bismillah and Alhamdulillah,

Praise to God Almighty for giving everything in my live. This thesis is a great effort in the realization of my aspiration. Shalawat and Salam always bless to our Prophet Muhammad SAW because of him we get the brilliant religion.

This thesis work is dedicated to my parents, **Alm. Mr Mukhtarom and Mrs.**

**Nur Azizah**, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve. I

also dedicate this thesis to my young brother, **Muhajir Azhary, Maulana**

**Imtiyaz In'am** and my big family, who has been encouragement in my life.

Intended for friend and nearby person, big family of International Class Program Social Science Studies 2013 my family in PMKP to many experience of life for me and HMI UIN Maliki Malang, and my friends who already help, support, pray, and give motivation.

## Motto



---

<sup>1</sup> Terjemahan Al-Qur'an Al-Karim, (Bandung: Sygma Examedia Arkanleema, 2014) pg. 596

### DECLARATION OF AUTHORSHIP

I declare that this thesis is originally written to fulfill the requirement for Bachelor degree of Sarjana Pendidikan (S.Pd) entitled "The Influence of Adversity Quotient And Entrepreneurship Education Toward Entrepreneurial Intention of Students' Social Science Department In Maulana Malik Ibrahim State Islamic University Malang" is truly my original work. This research does not incorporate any material previously written or published by another party except those which are mentioned in the footnes, quotation and bibliography. Therefore, i will totally responsible for the thesis if there is any objection or claim from others.



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Attachment : 4 (four) Exemplares

To Whom It May Concern,  
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*Wassalamu 'alaikum Wr. Wb.*

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## PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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 “The Influence of Adversity Quotient And Entrepreneurship Education Toward Entrepreneurial Intention of Students’ Social Science Department In Maulana Malik Ibrahim State Islamic University Malang.” as the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

Shalawat 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. Wahidmurni M.Pd ak 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 expres my sincerely thanks to:

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2. My beloved parents, who endless love me, support and pray for me, so I can finish my study in first degree (S1) at Maulana Malik Ibrahim State Islamic University of Malang
3. Prof. Dr. H. Abdul Haris, M.Si 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.
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5. Dr. Alfiana Yuli Efiyanti, MA as the Head of Social Science Department who always support the students.
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8. All the big family of ICP P.IPS 2013 who always support me to writing this thesis.
9. Head of Social Science Education Department, who give me permission to do the research.
10. Students in Social Science Education Department Malang who help me during this research.
11. All the big family PMKP (Persatuan Mahasiswa Karesidenan Pekalongan)
12. All the big family HMI UIN Malang

Finally the researcher hopes that this thesis will be useful for her and for the readers. This constructive criticism and also the suggestion are expected from the readers.

Malang, September 28<sup>th</sup> 2017

Maulvi Tamizzudin

## Translation Guidelines of Arab Latin

Translation of arab latin in this skripsi utilize the translation guidelines based on the agreement and decision together between Ministry of Religion and Ministry of Education and Culture of Republic of Indonesia No. 158, 1987 and No. 0543b/U/1987. That is could explained as follow:

### A. Letter

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. Long Vowels

Vowel length (a) = â

Vowel length (i) = î

Vowel length (u) = û

### C. Vokal Diphthongs

أُ = Aw

أَيُّ = Ay

أُو = Ū

إِي = Î

## TABLE OF CONTENT

<b>APPROVAL SHEET</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>DECLARATION OF AUTHORSHIP</b> .....	<b>v</b>
<b>ADVISOR OFFICIAL NOTE</b> .....	<b>vi</b>
<b>PREFACE</b> .....	<b>vii</b>
<b>TRANSLITERATION GUIDELINES OF ARAB LATIN</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>x</b>
<b>LIST OF TABLE</b> .....	<b>xiii</b>
<b>TABLE OF CHART</b> .....	<b>xiv</b>
<b>LIST OF APPENDIX</b> .....	<b>xv</b>
<b>LIST OF PICTURE</b> .....	<b>xvi</b>
<b>ABSTRACT</b> .....	<b>xvii</b>
<b>CHAPTER 1 BACKGROUND</b>	
A. Background of The Research.....	1
B. Focus of The Research.....	4
C. Objectives of The Research .....	4
D. Significance of The Research .....	5
E. Delimitation of The Research .....	5
F. Previous Research .....	6
G. Definition of Key Term .....	10
H. Composition of The Research.....	11
<b>CHAPTER II REVIEW OF LITERATURE</b>	
A. Review of Related Literature.....	14
1. Social value .....	14
2. Purpose of Social Value .....	15
3. Kind of Social Value .....	19
B. Social Value Education .....	24

1. Definition of Social Value Education.....	24
2. The values of Social Value Education.....	26
C. Implementation of Social Value Education` .....	26
1. Concept Social Value Education.....	26
2. Benefits of Concept.....	29
3. Applied.....	30
4. Impact of Applied.....	30
5. Social Value Education in Curriculum Integrated Social Studies. ...	31

### CHAPTER III RESERACH METHOD

A. Approach and Research Design.....	35
B. Attendance of The Research.....	35
C. Setting of The Research.....	36
D. Data and Data Source.....	37
E. Data Collection Technique .....	39
F. Data Analysis .....	40
G. Checking the Ability of Data .....	43
H. Procedure of The Research.....	43

### CHAPTER IV EXPOSURE DATA AND RESEARCH FINDING

A. Overview of SMP Islam Sabilurrosyad Gasek Malang.....	44
1. Profile School.....	44
2. School Identity .....	56
B. Exposure of Data .....	47
1. Result Interview .....	47
C. Research Finding.....	69
1. Process Development of Social Values Education Program in Islamic junior Sabilurrosyad Gasek Malang .....	69
2. The Effort of IPS Teacher to Implement the Social Value Education in Islamic Junior High School Sabilurrosyad Gasek Malang .....	69

3. The results obtained from the implementation of Social Values Education in Islamic Junior High School Sabilurrosyad Gasek Malang .....	70
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#### CHAPTER V DISCUSSIONS

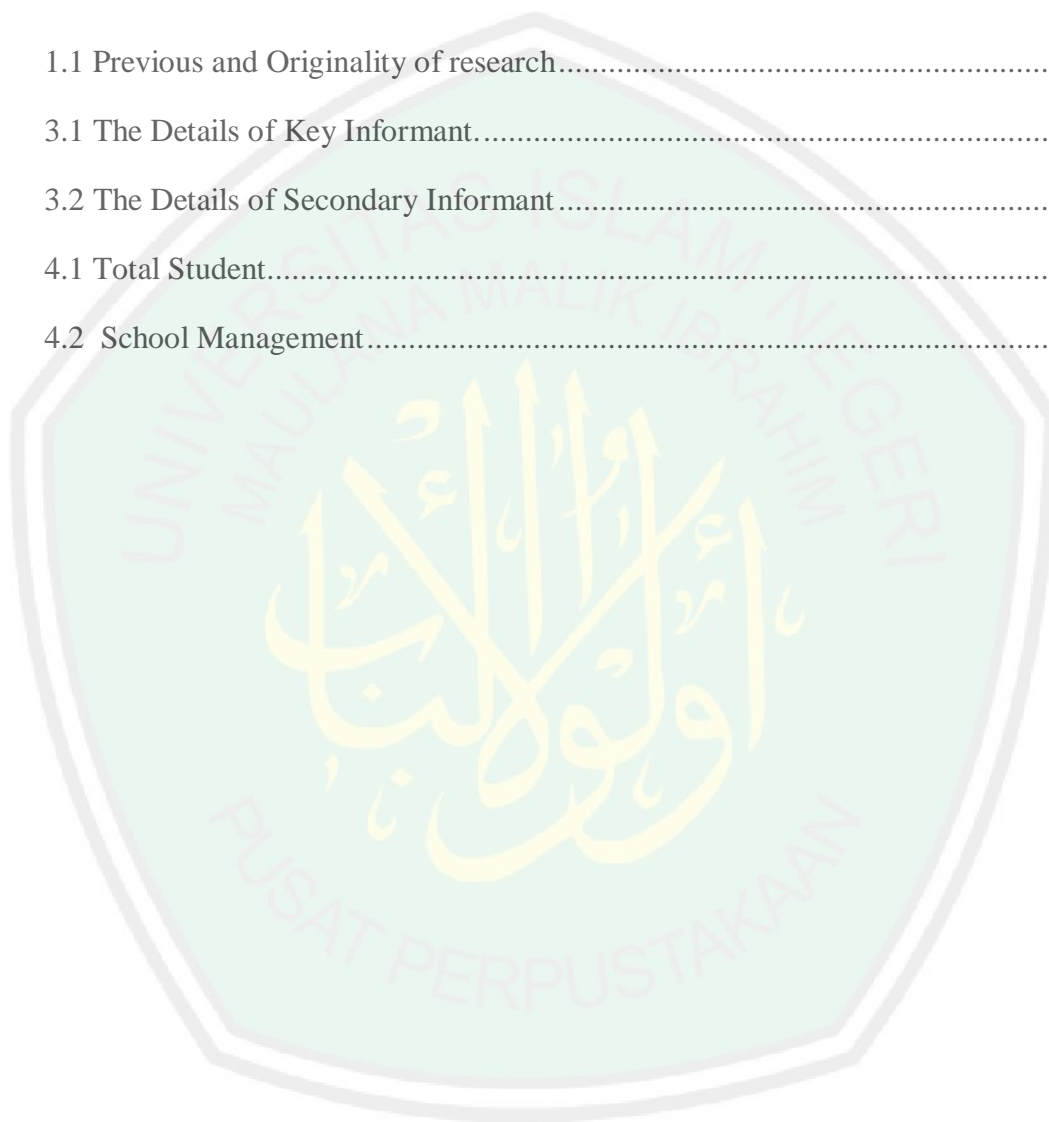
A. Process Development of Social Values Education Program in Islamic junior Sabilurrosyad Gasek Malang.....	71
B. The Effort of IPS Teacher to Implement the Social Value Education in Islamic Junior High School Sabilurrosyad Gasek Malang .....	77
C. The results obtained from the implementation of social values education in Islamic Junior High School Sabilurrosyad Gasek Malang .....	81

#### CHAPTER VI

A. Conclusions .....	83
B. Suggestions .....	83
Bibliography .....	85
Appendix .....	87
Student Biodata.....	139

**TABLE LIST**

1.1 Previous and Originality of research.....	8
3.1 The Details of Key Informant.....	38
3.2 The Details of Secondary Informant.....	38
4.1 Total Student.....	47
4.2 School Management.....	47



## TABLE OF CHART

5.1 Management Plan Roadmap .....	74
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**TABLE OF APPENDIX**

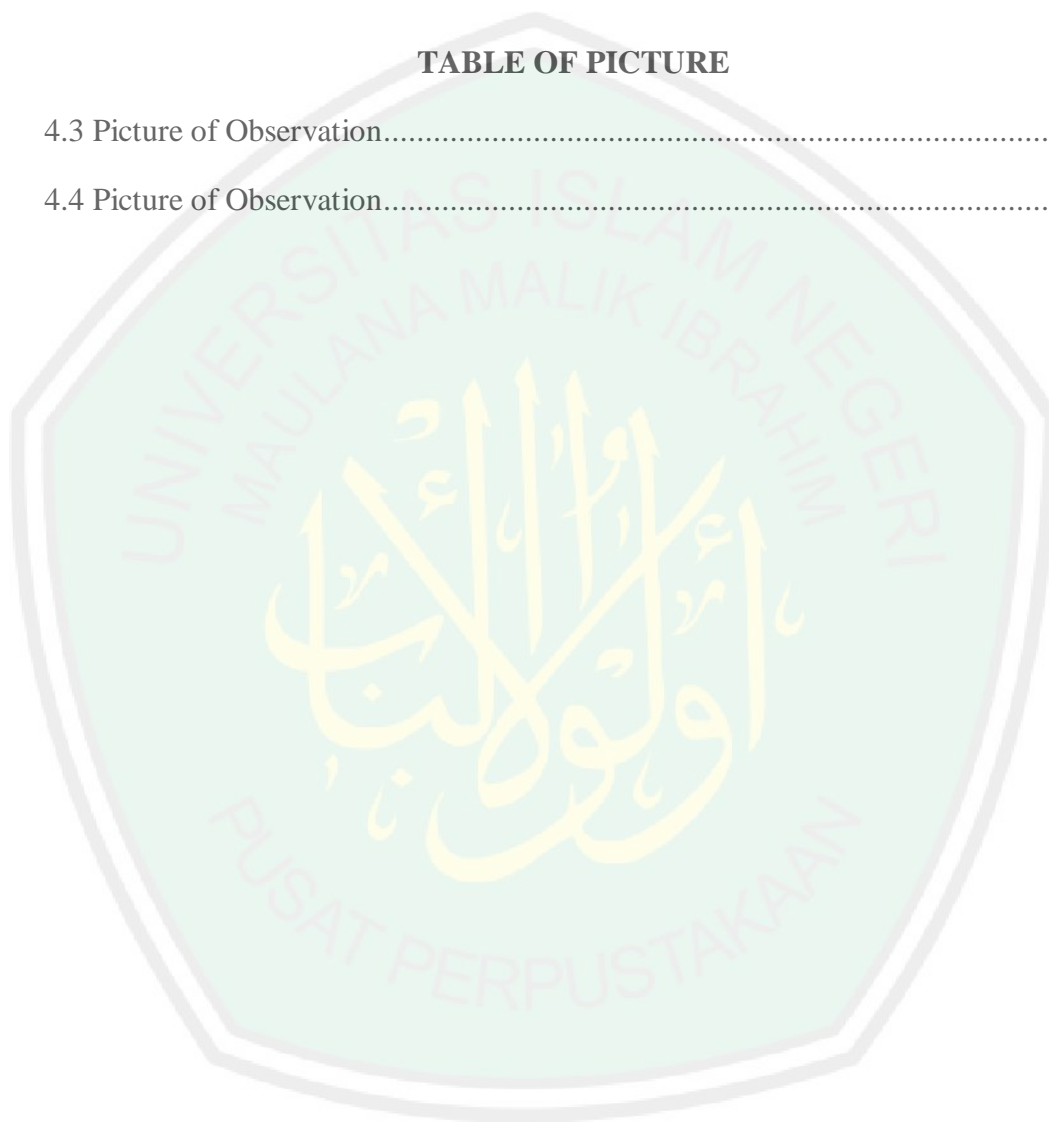
Appendix I	Documentation tatatertib.....	88
Appendix II	Documentation Observation (picture).....	95
Appendix III	Character Building Program.....	97
Appendix IV	Observation Guideline.....	103
Appendix V	Interview Guidline.....	105
Appendix VI	Research permit.....	114





**TABLE OF PICTURE**

4.3 Picture of Observation.....	73
4.4 Picture of Observation.....	80



### Abstract

Tamizzudin, Maulvi.2017. *Implementation of Social Value Education at SMP Sabilurrosyad Gasek Malang*. Thesis, Social Science Education Department, Faculty of Education and Teaching Training, Maulana Malik Ibrahim Malang State Islamic University, Malang. Advisor: Dr. Wahid Murni, M.Pd

**Keywords:** *Implementation, educational value, social value.*

Implementation of social values education is the process of implementation of social values in the school environment. Social value education is given to learners as knowledge about social values and applied in everyday learners (action). The era of globalization becomes a challenge for Indonesian people, the growing number of incoming cultures will lead to the decline of Indonesian culture itself.

The purpose of this study are to: (1) describe the process of developing social value educational programs in SMP Islam Sabilurrosyad Gasek Malang, (2) describe the efforts of Social Studies teachers in implementing social value education in SMP Islam Sabilurrosyad Gasek Malang, (3) describe the results in getting to the Implementation of Social Value Education. In conducting this study, researchers used qualitative methods, and the type of approach is case study.

Data were analyzed by reducing irrelevant data, exposing data, and drawing conclusions. Checking the validity of data using triangulation as a test of data credibility.

Result of this study indicate that: (1) the development of social value educational programs is: a) vision and mission of the school become the goal of shape social value educational programs, b) Conducting needs analysis in the manufacturing program in accordance also conducting the synergy of the school environment, c) Conducting prior environmental analysis to making social values education program, d) Conducting communication and cooperation with schools and parents; (2) The effort of Social Studies teacher in implementing the Social Values Education in SMP Islam Sabilurrosyad Gasek Malang: a) Conducting an enforcement order which has been integrated with social values, b) Conducting an interactive learning with students to be more active in class, c) Implementing the learning methods such as the provision of social phenomena surrounding problems and analyze the causes and solutions that could be applied; (3) The result which get from the implementing social value education in SMP Islam Sabilurrosyad Gasek Malang are the attitude of students towards older people and their friends is good,

## مستخلص البحث

تميزالدين، مألّف. 2017. تنفيذ تعليم القيمة الإجتماعية في المدرسة الثانوية سبيل الرّشاد مالانق .  
 بحث الجامعي ، قسم تعليم الإجتماعي، كلية العلوم والتربية ، جامعة الإسلامية الحكومية مولانا مالك  
 إبراهيم مالانق . المشرف : الدكتور واحد مورني الماجستير

الكلمات الأساسية: تنفيذ، تعليم القيمة، القيمة الإجتماعية

تنفيذ تعليم القيمة الإجتماعية هو عملية من تطبيق القيم الإجتماعي في بيئة المدرسة . ويعطيه على  
 الطلاب كالمعرفة عن القيم الإجتماعي ويستطيع أن يطبق في حياتهم (عملي). يكون في الحاضر تحادا  
 على المجتمع . ويعلمّ تعليم القيمة الإجتماعية أهمية الأخلاق أن يناسب بالقيمة الإجتماعية في بيئة  
 المجتمع .

بناء على ذلك، قام الباحث أهداف البحث هو: (1) ليصف عملية من تنمية تعليم القيمة الإجتماعية  
 في المدرسة الثانوية سبيل الرّشاد بمالانق، (2) ليصف جهود المدرس في تنفيذ تعليم القيمة الإجتماعية  
 في المدرسة الثانوية سبيل الرّشاد بمالانق، (3) ليصف النتائج الذي يتواجد في تنفيذ تعليم القيمة  
 الإجتماعية في المدرسة الثانوية سبيل الرّشاد بمالانق.

ويستخدم الباحث البحث النوعي بمدخل الواقعي. وأداة جمع البيانات (1) الملاحظة (2) المقابلة  
 (3) الوثائق. وطريقة تحليل البيانات يعني يقللّ البيانات غير وثيق، ويصفّ البيانات، ويستنتج الخلاصة.

ويستخدم الباحث أن يكفل الكفالة بالتخطيط كتجريب المصادقية البيانات. ونتائج هذا البحث هو:  
 (1) عملية من تنمية تعليم القيمة الإجتماعية، هي : (أ) رؤية ومأمورية المدرسة يكون الأهداف من  
 تشكل البرنامج تعليم القيمة الإجتماعية، (ب) يحلّل الإحتياج في تخطيط البرنامج مناسبا برؤية  
 ومأمورية، ويكيف على بيئة المدرسة، (ج) يحلّل البيئة قبل تخطيط البرنامج تعليم القيمة الإجتماعية،  
 (د) يتصل ويتعامل بيئة المدرسة والوالدين. (2) جهود المدرس لتنفيذ تعليم القيمة الإجتماعية في

المدرسة الثانوية سبيل الرّشاد بمالانق، هي : (أ) يشيّد التأديب الذي يتّحد مع القيم الإجماعية، (ب) يكون التعلم الفعّالي مع الطلاب لكي أنشط في الفصل، (ج) يطبّق طريقة التعلم مثل المناقشة وعمل الفرقة والمحاضرة وجواب الجواب والإشتراك والإستجابة. (3) النتائج الذي يتواجد في تنفيذ تعليم القيمة الإجماعية في المدرسة الثانوية سبيل الرّشاد بمالانق، هي: تحمّل الطلاب على أكبر منهم والآخر حسنا، يغيّر تعاملهم مهلا ومناسبا بالقيمة الإجماعية، مثلها التسامح والرؤف بالآخر والعون المتبادل قد ظهر في يومهم.



## Abstrak

Tamizzudin, Maulvi. 2017. *Implementasi Pendidikan Nilai Sosial di SMP Sabilurrosyad Gasek Malang*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Dr. WahidMurni, M.Pd

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**Kata Kunci:** *implementasi, pendidikan nilai, nilai social.*

Implementasi pendidikan nilai social merupakan proses penerapan nilai-nilai social di lingkungan sekolah. Pendidikan nilai social diberikan kepada peserta didik sebagai pengetahuan tentang nilai-nilai social dan di terapkan dalam keseharian peserta didik (action). Era globalisasi menjadi tantangan tersendiri bagi masyarakat Indonesia, semakin banyaknya budaya yang masuk akan menyebabkan lunturnya budaya Indonesia sendiri. Pendidikan nilai social akan mengajarkan pentingnya berperilaku dan bersikap sesuai dengan nilai social yang ada di dalam masyarakat.

Tujuan penelitian ini adalah untuk : (1) mendeskripsikan proses pengembangan program pendidikan nilai social di Smp Islam Sabilurrosyad Gasek Malang, (2) mendeskripsikan upaya guru ips dalam mengimplementasikan pendidikan nilai social di Smp Islam Sabilurrosyad Gasek Malang, (3) mendeskripsikan hasil yang di dapatkan dalam Implementasi Pendidikan Nilai Sosial. Dalam melakukan penelitian ini peneliti menggunakan metode kualitatif, dan jenis pendekatan studi kasus.

Data dianalisis dengan cara mereduksi data yang tidak relevan, memaparkan data, dan menarik kesimpulan. Pengecekan keabsahan data menggunakan triangulasi sebagai pengujian kredibilitas data.

Hasil dari penelitian ini menunjukkan bahwa: (1) proses pengembangan program pendidikan nilai sosial adalah: a) visi dan misi sekolah menjadi tujuan dari bentuknya program pendidikan nilai social, b) melakukan analisis kebutuhan dalam pembuatan program sesuai dengan visi dan misi, dan juga melakukan sinergitas terhadap lingkungan sekolah, c) melakukan analisis lingkungan sebelum pembuatan program pendidikan nilai social, d) melakukan komunikasi dan kerjasama dengan lingkungan sekolah dan orangtua; (2) upaya Guru IPS Megimplementasikan Pendidikan Nilai Sosial di SMP Islam Sabilurrosyad Gasek Malang adalah: a) melakukan penegakan tata tertib yang sudah diintegrasikan dengan nilai-nilai social, b) melakukan pembelajaran interaktif dengan peserta didik menjadi lebih aktif dikelas, c) menerapkan metode pembelajaran pemberian masalah fenomena social disekitar dan melakukan analisis penyebab dan solusi yang bisa diterapkan; (3) hasil yang di dapatkan sikap peserta didik terhadap orang yang lebih tua dan terhadap temannya sudah baik, interaksi yang dilakukan peserta didik sudah sedikit demi sedikit berubah dan sesuai dengan nilai social.

## CHAPTER I

### INTRODUCTION

#### A. Background Of The Research

Social value education in children is an obligation that must be taught since childhood, the first interaction experienced by children is the interaction of parents. Fathers and mothers as parents in the family have the responsibility as supervisors and teachers, in this case the family becomes an important factor in the provision of social values education that will affect the morale and quality of children in interaction in the future. The imperfect process of social values education will affect the growth of children, children will grow and develop according to what is received from childhood becomes a habit when adult.

The challenge in education is the development and progress of the times, it is marked by the rapid technological change. Rapid change of time, requires people always adjust to the situation. Various conveniences will be perceived as the benefits of the development of the world of technology, it shows with the present era which is called the information age. Humans from any region will easily get the information they want, the disappearance of boundaries makes the world even more distance. The ease of this is very beneficial to all human beings without exception those who are able to adjust

to change and able to survive. Not always a change will produce goodness, goodness will be felt when able to use in a positive. With technological advances now a lot of negative things are generated, every time ready to plunge children, if not based on good ethics and morals and supervision and coaching from both parents. The easier the information in getting someone, the more easily the information is misused.

Education is the medium of intellectual life of the nation and bring this nation in the era of aufklarung (enlightenment). Education to build a nation order that includes the values of intelligence, sensitivity, and concern for the life of nation and state. Education is presented to bring this nation into a civilized and cultured nation. Education is born to repair any damage to attitudes that have entered into the life of the community.<sup>2</sup> while jean piaget defines education as a two-sided liaison. On the one hand, the growing individual and on the other, the social, intellectual, and moral values that education is responsible for encouraging the individual. Individuals continue to develop from birth and continue to grow.<sup>3</sup>

Moral education and good manners are so wide that it is impossible that a moral moment is only the responsibility of the teacher, hence the idea of the importance of a hidden curriculum, in moral education. Education begins in the family of infant (infant) who has not been independent, then expanded

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<sup>2</sup> Moh. Yamin, *Menggugat Pendidikan Indonesia* (Yogyakarta:Ar-ruzz Media,2009), hlm. 21

<sup>3</sup> *Ibid*, hlm.16

to neighbors or surrounding community (millieu), preschool institutions, formal schooling and others where children ranging from small groups to large relative groups (macro scope) with education starting from teacher group / class that educate micro and become substitute of parent.<sup>4</sup>

The important role of education is not only as a means of educating the nation but also as the formation of character with the aim of building a civilization. In other words, when education is used as the ultimate tool of changing the nation, it will inevitably change that nation.<sup>5</sup> The above opinion that has been described demands the existence of all elements starting from school, family and society must participate in implementing educational goals, that the responsibility of successful education is not only limited to schools as educational institutions.

Based on the essence of educational value is very important as a means of educating and shaping the character of the nation which covers various aspects, researchers are interested in the problem of character building in children that includes social value. With so researchers interested in researching with the title "implementation of social value education in Islamic Junior High School Sabilurrosyad". The reason why researchers chose Islam Sabilurrosyad Junior High School as a place of study due to the location of

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<sup>4</sup> Sukoharjo, *Landasan Pendidikan Konsep dan Aplikasinya* (Jakarta: PT Raja Grafindo Persada, 2009), hlm. 9

<sup>5</sup> *Ibid*, hlm 11



schools adjacent to Pondok Pesantren Sabilurrosyad, the existence of educational institutions based on Islam.

## **B. Research Focus**

From the above background exposure, can be formulated research focus as follows:

1. How is the process of developing social value education program in Islamic Junior High School Sabilurrosyad Gasek Malang?
2. How is the effort of IPS teachers in implementing social values education in Islamic Junior High School Sabilurrosyad Gasek Malang?
3. How are the results obtained in the Implementation of social value education?

## **C. Purposes research**

From the research focus can be formulated aimed like:

1. Describe the process of social value education program development in Islamic Junior High School Sabilurrosyad Gasek Malang.
2. Describe the efforts of social studies teachers in implementing social values education in Islamic Junior High School Sabilurrosyad Gasek Malang.
3. Describe the results obtained in Implementation of social value education.

#### **D. Research benefits**

Benefits that can be obtained from this research are:

##### **1. Practical Benefits**

The practical benefits of this research are:

- a. The results of this study are expected to increase the understanding of social value education.
- b. As reference material in developing social value education in elementary school.

##### **2. Theoretical benefits**

- a. The results of this study can contribute thoughts or enrich the scientific treasures of social value education.

#### **E. Limitation research**

In this study researchers have a focus on social value education that is applied to Islamic Junior High School Sabilurrosyad Gasek. Therefore this research is only on how Islamic Junior High School Sabilurrosyad Gasek social values education to students. The social value in this research is focused on the value of tolerance and mutual cooperation.

#### **F. Originality research**

Research on the implementation of social value of education in Islamic Junior Sabilurrosyad has been done by many previous researchers:

First, Rika Mawar Hastuti, Pancasila and Citizenship Education Program, Faculty of Teacher Training and Education, Muhammadiyah

University of Surakarta. With the aim to describe the implementation of social values of moral values through Extracurricular Activities Red Cross Youth (PMR) In Smp State 6 Surakarta Year 2012/2013.

This study uses qualitative methods, data collection techniques used are observation, interviews, and documentation. Test the validity of the data used is through triangulation of data collection techniques and triangulation of data sources. Data analysis used is interactive analysis technique. The result of the research shows that the implementation of social moral values through the extracurricular activities of Youth Red Cross (PMR) in SMP Negeri 6 Surakarta has been done both during classroom and practice. Classroom learning is given in the form of material delivery using interesting teaching by giving a real example through the use of visual and audiovisual media. Practical learning involves assignment activities such as first-aid delivery in the school environment, especially during flag ceremonies, caring for sick friends in the School Health Unit (UKS), and helping school doctors every Wednesday.<sup>6</sup>

Secondly, Galing Faizar Rahman, Department of Pre-School Education and Elementary School, Faculty of Education, Yogyakarta State University. The purpose of this study is to know and describe the process of

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<sup>6</sup> Rika Mawar Hastuti, Implementasi Penanaman Nilai-Nilai Moral Sosial Melalui Kegiatan Ekstrakurikuler Palang Merah Remaja (Pmr) Di Smp Negeri 6 Surakarta Tahun Ajaran 2012/2013

education of social caring values that teachers do to high school students in Muarareja 2 Elementary School Tegal City.

This research uses qualitative approach qualitative descriptive type with subject of teacher and student of class IV, V, VI, and principal. Data collection is done through observation, interview, and documentation. Data analysis techniques used are data reduction, data display, and conclusion. Researchers use triangulation techniques to obtain the validity of data. Based on the result of the research, it can be concluded that the teacher has instilled social care in SD N Muarareja 2 Kota Tegal. The planting includes; (1) the verbal way through motivation, counsel, story, reproof, punishment, praise, and non verbal way through habituation of behavior, example; (2) exemplary strategy, spontaneous reprimand activities, environmental conditioning, and routine activities have not been implemented properly and maximally; (3) teachers use the combined model by integrating the value of learning through lessons and outside lessons.<sup>7</sup>

Third, Zakiyah Kholidah, 2009, Prodi of Islamic Education, Department of Islamic Education, State Islamic University Sunan Kalijaga. The purpose of this research is to know and describe the Education of Social Values for children of Muslim families (case study at RT 09 Dukuh Papringan single chess depok sleman Yogyakarta).

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<sup>7</sup> Galing Faizar Rahman, Pendidikan Nilai Kepedulian Sosial pada Siswa Kelas Tinggi di Sekolah Dasar Negeri Muarareja 2 Kota Tegal Tahun Ajaran 2013/2014

This research uses qualitative methods, field research by taking the object of research that is Social Values Education for Children in Muslim Family Data collection is done by observation, interview, and documentation. The results showed that (1) Social values implanted in children in the Muslim family RT 09 Papringan is first, the value of compassion consists of; Devotion, help, kinship, and caring. Second, the value of responsibility in the form of discipline. And third, The value of life compatibility consists of tolerance and cooperation. (2) Parents instill in children about social values by accustoming children to serve God, helping parents, discipline in carrying out daily activities, tolerating others, establishing silaturahmi, caring for everyone, and gotong rotong to establish the nature of togetherness. (3) factors that influence the implementation of social values education that is first, supporting factors; Quran education park, formal education, playmates, and positive environment. And second, inhibiting factors; children too much time to play, and lack of manners.<sup>8</sup>

No	Title	Similarities	Differences	Originality of Research
1.	Thesis by Rika Mawar Hastuti, Education Program of Pancasila and Citizenship, Faculty of	<ul style="list-style-type: none"> <li>Examining the values.</li> <li>Using a qualitative approach.</li> </ul>	<ul style="list-style-type: none"> <li>Researchers focused on extracurricular Youth Red Cross (PMR)</li> </ul>	<ul style="list-style-type: none"> <li>This research uses qualitative approach and case study method.</li> </ul>

<sup>8</sup> Zakiyah Kholidah, Pendidikan Nilai-nilai sosial bagi anak keluarga muslim (studi kasus di RT 09 Dukuh Papringan catur tunggal depok sleman yogyakarta

	<p>Teacher Training and Education, Muhammadiyah University of Surakarta, 2013. Implementation of Social Moral Values Planting Through Extracurricular Activities of Youth Red Cross (PMR) at Smp Negeri 6 Surakarta Year 2012 / 2013</p>			<p>Checking the validity of data with triangulation technique</p>
2.	<p>Thesis by Galing Faizar Rahman, Department of Pre-School Education and Elementary School, Faculty of Education, Yogyakarta State University 2014, Social Values Education Value on High School Students at Muarareja Elementary School 2 Tegal City Teachers Year 2013/2014.</p>	<ul style="list-style-type: none"> <li>• Research value education.</li> <li>• Qualitative approach</li> <li>• Descriptive type</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher's focus on social concerns.</li> </ul>	
3.	<p>Thesis by Zakiyah Kholidah, Department of Islamic Education Department of Islamic Education, State</p>	<ul style="list-style-type: none"> <li>• Examining social values</li> <li>• Using a Qualitative Approach</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of this study is to find out how the social value education</li> </ul>	

Islamic University Sunan Kalijaga, 2009. Education Social values for children of Muslim families (case study in RT 09 Hamlet Papringan single chess depok sleman		of children of Muslim families	
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Table 1.1 originality research

## G. Definition of Key Terms

### 1. Social Value

The social value in this discussion is the values applied in the Islamic Junior High School Sabilurrosyad Gasek, siswa within the Islamic Junior High School Sabilurrosyad Gasek must follow the values as social control and must follow it. The value context in this study is an assumption about something about good, bad, right, wrong, inappropriate, or inappropriate that is implanted to the child. The social value in this research is focused on the values of tolerance, mutual cooperation, honesty, and responsibility.

### 2. Social value education

Social value education programs and activities in Islamic Junior High School Sabilurrosyad Gasek include the involvement of students in every program that is the implementation of social values education, such as orderliness, monitoring, and quick qwin.

### 3. Implementation of social value education

Implementation of social value education in this discussion is intended as the application of social values that have been taught. Social value education program that has been taught to be practiced in everyday life. Students who have behaviors or attitudes that are contrary to social values will be reprimanded by Master, the warning is a warning. Students are required to make corrections in attitude and behavior. Decision of enforcement applied to the Student aims to prevent the Student from making mistakes again. activities of learners every day in the school environment.

### H. Composition of Research

To make easier of explanation and discussion of the problems, then researcher arrange the systematic as follows:

1. The frontage part, this part contain the cover page, title page, preface and table of contents.
2. The contents part, this part included:

Chapter I this chapter contain introduction, in this chapter discusses globally: background, the focus of the research, research objectives, the benefits of research, originality of the research, the definition of the term, and systematic discussion.



Chapter II this chapter is the chapter that contains review of related literature that are discusses social of education value, 1) which includes: definition of social value, purposes of social value, kind of social value. 2) social value education includes an understanding of social of education value, the values of social value education. 3) implementation of social value education include: concept social value education, benefits of concept, applicated, impact of applicated.

Chapter III this chapter described about research methods, which include: approaches and types of research, the research attendance, the location of research, data and data sources, data collection techniques, data analysis techniques and procedures of research.

Chapter IV this chapter discusses the exposure data and research results.

Chapter V this chapter contains about research discussion results that answered the problem of research.

Chapter VI this chapter is the last part of the thesis contain conclusions and suggestions.

The last part, this part included: bibliography, attachment and life history.

## CHAPTER II

### REVIEW OF LITERATUR

#### A. Social Value

##### 1. Social Value

Social values are values held by a society, about what is considered good and what is considered bad by society.<sup>9</sup> For example, people consider that helping has good value, being worth stealing is bad. Suparto revealed that social values have a common function in society. Among these values can contribute a set of tools to direct the community in thinking and behaving. In addition, social value also serves as the final determinant of human beings in fulfilling social roles. Social value can motivate a person to realize expectations according to his / her role. Social value also serves as a tool of solidarity among members of community groups. Social value also serves as a tool of controlling human behavior with certain compressive power and binding power so that people behave according to their values.<sup>10</sup> The highest value contained this value is affection between people. Hence this level of value moves in the range between individualistic and altruistic life. Unjudgmental attitude toward others, sociability, friendliness and

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<sup>9</sup>Nilai sosial ([http://id.wikipedia.org/wiki/Nilai\\_sosial](http://id.wikipedia.org/wiki/Nilai_sosial). accessed 27 November 2016at 13.47 AM)

<sup>10</sup>ibid

feelings of sympathy and empathy are behaviors that are key to success in achieving social value. In social psychology, the most ideal social value can be achieved in the context of interpersonal relationships. Social Studies, ie when one with another understands each other. Conversely, if the human does not have feelings of affection and understanding towards each other, then mentally he is unhealthy. Social values much used as a grip of life for people who like to mingle, love charity, and love fellow human or known as a philanthropic figure.<sup>11</sup>

There are notions of social values according to some experts. Here is the definition of social value in the opinion of experts.<sup>12</sup> Alvin L. Bertand mention that the value is an awareness that a relatively long with the loss of emotion toward an object, idea, or person. While the social value according to Robin Williams is a matter of mutual welfare through an effective consensus among them, so that social values are highly respected by many people. Young also revealed social values are abstract and often unconscious assumptions about what is right and what is important. In his book 'Culture and Behavior', Kluckhohn states that what is meant by value is not desire, but what is desired. It means value is not only expected, but it is cultivated as something that is proper and

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<sup>11</sup>Dedi Supriadi, *Mengartikulasikan Pendidikan Nilai*, (Bandung: Alfabeta, 2004), Page. 35

<sup>12</sup>Achmad Alfin, *Media Belajar Sosiologi* (<http://alfinitihardjo.ohlog.com/nilai-sosial.oh112673.html>. Accessed 27 November 2016 at 14.00 AM)

true for oneself and others. Woods explains that Social value is a long-standing general clue, which directs behavior and satisfaction in everyday life. Koentjaraningrat argues that a cultural value system usually serves as the ultimate guide to human behavior.

Therefore, social values are often the guidance of life by the wider community in determining attitudes in everyday life, also become the value of human life in interacting with other human beings. Social values are not simply obtained when they are born, but with a value system taught by parents to their children with adjustments here and there.<sup>13</sup> Each individual as an adult in need of some sort of system to regulate or referrals to act in order to develop a good personality in the mix and interact with the community.

Character created not only finished in the discussion of national educational goals, but in the religion of Islam also discussed the important role of the social value of education is commonly called the Education Akhlaq. Akhlaq education is divided into two, namely akhlaq personal education that is akhlaq to parents and social akhlaq is akhlaq against humans. Social akhlaq education is also written in the QS.

Luqman: 19

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<sup>13</sup>Elizabeth K. Nottingham, *Agama dan Masyarakat*, (Jakarta: PT Raja Grafindo Persada, 1994), page.45

وَأَقْصِدْ فِي مَشْيِكَ وَاعْضُضْ مِنْ صَوْتِكَ إِنَّ أَنْكَرَ الْأَصْوَاتِ َ الْحَمِيرُ لَصَوْتُ

*And be moderate in your pace and lower your voice; indeed, the most disagreeable of sounds is the voice of donkeys. "(QS.Luqman: 19)<sup>14</sup>*

Hadith describe about voice

عَنْ عَائِشَةَ رَضِيَ اللَّهُ عَنْهَا قَالَتْ كَانَ كَلَامُ رَسُولِ اللَّهِ -صَلَّى اللَّهُ عَلَيْهِ

وَسَلَّمَ- كَلَامًا فَصْلًا يَفْهَمُهُ

كُلُّ مَنْ سَمِعَهُ

From Aisha rahimahallaahu, he said: "That the words of the Prophet of Allaah (peace and blessings of Allaah be upon him) are clear sayings so as to be understood by all who hear." (H.R. Abu Dawud)<sup>15</sup>

Doctrine about simply walk in that paragraph has a sense of inferiority, when walking looked down the street, hastened to walk, do not rush into walking, and not overbearing in the walk. In speaking, the Qur'an commanded to be soft in a voice. Namely lowered the voice and avoid voice like khimar. Because khimars in that paragraph are described having the worst noise and loud.

That description describes the social value education that is taught in Islamic religion, the command is told in the QS. Al-Luqman

<sup>14</sup> quran.com, application quran noble, version 2, accessed 05 December 2017 at 12.10 PM

<sup>15</sup> Ridwan Hamidi, *Adab Berbicara* (<https://ustadzridwan.com/adab-berbicara/>), accessed 05 December 2017 at 12.44 AM

who has the value of the history of education Luqman taught to his son. This education aims to create human plenary (insane kamil) with basic competence on personal piety and social piety. Personal piety starts with a foundation of a strong faith that gave birth to the totality of devotion to Allah. The high worship totality is meaningless if it ignores morality towards parents. Therefore the duty devoting to the parent is equal to the obligation to worship to Allah.

It is not enough qualities of personal piety, if not balanced by social piety. Social piety as a reflection of personal piety comes in the form of sensitivity to create a civilized society. For this purpose, done by doing da'wa and patience in preaching. Social interaction is also shown by high culture in the association, walking, and speaking.<sup>16</sup>

## 2. Purpose of Social Value

Social value that basically attaches to each individual in his status as a human being, has its own meaning while living a social life. Individual circumstances that always interact with other individuals and other groups with different characters, different tribes, different areas, and different cultures make humans and every individu in the required able to understand the prevailing social values in the environment. Social value is manifested because of the interaction of

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<sup>16</sup>Miftahul Huda dan Muhamad Idris, *Nalar Pendidikan Anak* (Jogjakarta: Ar-Ruzz Media, 2008),page 73

social relationshSocial Studies with interpersonal personal, In social psychology, ie when someone with others understand each other. ie when someone with others understand each other. Conversely, if man does not have feelings of affection and understanding towards each other, then he is mentally unhealthy. Many of social values hold onto life for people who love to hang out, like charity, and love of man or known as a filantropical.<sup>17</sup>

### 3. Kind of Social Value.

Social values consist of several sub values,<sup>18</sup>, among others:

a. Loves (Compassion) consisting of:

1) Devotion

Choosing between two alternatives is to reflect Allah's attributes that lead to the Servant-other-party (Ar-Rahman & Ar-Rahim) or Self-Servant. Serving others, does not mean there is no attention at all to yourself, so for example not eating at all that means suicide. But always try to love others like love yourself. His attention is equally great both to himself and to others. What should not be treated against him should not be treated against others. Always give with unconditional love and reciprocate the

<sup>17</sup>Dedi Supriadi, *Mengartikulasikan Pendidikan Nilai*, (Bandung: Alfabeta, 2004), page. 35

<sup>18</sup>Zubaedi, *Pendidikan Berbasis Masyarakat*, (Yogyakarta: Pustaka Pelajar, 2006), hal. 13

good of others with better just because of love. Always do the expressions in the Al-Fatihah commentary.

## 2) Mutual help

The Word of Allah SWT in QS Al-Maidah verse 2, as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تُحِلُّوا شَعَائِرَ اللَّهِ وَلَا الشَّهْرَ الْحَرَامَ وَلَا الْهَدْيَ وَلَا  
الْقَلَائِدَ وَلَا أَمِينَ الْبَيْتِ الْحَرَامِ يَبْتَغُونَ فَضْلًا مِّن رَّبِّهِمْ وَرِضْوَانًا ۚ وَإِذَا  
حَلَلْتُمْ فَاصْطَادُوا ۚ وَلَا يَجْرِمَنَّكُمْ شَنَاٰنُ قَوْمٍ أَن صَدُّوكُمْ عَنِ الْمَسْجِدِ  
الْحَرَامِ أَن تَعْتَدُوا ۚ وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۚ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ  
وَالْعُدْوَانِ ۚ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ شَدِيدُ  
الْعِقَابِ-

O you who have believed, do not violate the rites of Allah or [the sanctity of] the sacred month or [neglect the marking of] the sacrificial animals and garlanding [them] or [violate the safety of] those coming to the Sacred House seeking bounty from their Lord and [His] approval. But when you come out of ihram, then [you may] hunt. And do not let the hatred of a people for having obstructed you from al-Masjid al-Haram lead you to transgress. And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah ; indeed, Allah is severe in penalty. (Q.S. Al-Maidaah)<sup>19</sup>

Hadith describe about mutual help

انصُرْ أَخَاكَ ظَالِمًا أَوْ مَظْلُومًا قَالُوا يَا رَسُولَ اللَّهِ هَذَا نَنْصُرُ هُ  
مَظْلُومًا

<sup>19</sup> quran.com, application quran noble, version 2, accesed 05 December 2017 at 12.13 AM



فَكَيْفَ نَنْصُرُهُ ظَالِمًا قَالَ تَأْخُذُ فَوْقَ

يَدَيْهِ

"O prophet, we will help those who are persecuted. How to help people who are doing zhalim? "He replied:" By preventing him from doing injustice. That's your form of help to him. "[HR. al-Bukhâri]<sup>20</sup>

This verse as a clear proposition will be obliged to help in goodness and piety and forbidden to help in sin and transgression. In this verse Allah Ta'ala commands all mankind to please help in doing good and piety ie some of us help some others in doing.

### 3) Kinship

Kinship if within the family itself is indeed easy to get and feel. But when it is beyond the scope of the family itself it will be a bit difficult to get it. Actually, to define kinship with words it is very difficult to answer. We feel it and can not express it. We can sense whether the family was already there or not, but we can not explain how the familial form desired by our own. Kinship is needed for every individual. With the kinship we will feel the peace and happiness.

<sup>20</sup> Abu Minhal, *Perintah Untuk Saling Menolong Dalam Mewujudkan Kebaikan dan Ketaqwaan*, (<https://almanhaj.or.id/2800-perintah-untuk-saling-menolong-dalam-mewujudkan-kebaikan-dan-ketakwaan.html>). Accessed 05 December 2017 at 12.48 AM

## 4) Loyalty

Word of Allah SWT:

162 قُلْ إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ

163 لَا شَرِيكَ لَهُ ۚ وَبِذَلِكَ أُمِرْتُ وَأَنَا أَوَّلُ الْمُسْلِمِينَ

Say, "Indeed, my prayer, my rites of sacrifice, my living and my dying are for Allah, Lord of the worlds (162) No partner has He. And this I have been commanded, and I am the first [among you] of the Muslims.(163) v(QS. Al- An'am: 162-163).<sup>21</sup>

Hadith describe loyalty

الْمُؤْمِنُ لِلْمُؤْمِنِ كَالْبُنْيَانِ يَشُدُّ بَعْضُهُ بَعْضًا وَشَبَّكَ بَيْنَ أَصَابِعِهِ

"The believer of the other believers is like a building partly supporting some of the others." (Bukhari and Muslim)<sup>22</sup>

The series of that words often say directly to Allah in each of our prayers. As proof of our allegiance and our complete surrender to Allah SWT. Faithful and willing only

<sup>21</sup> quran.com, application quran noble, version 2, accesed 05 December 2017 at 12.16 PM

<sup>22</sup> Samin Barkah, *Loyalitas dalam Islam*, (<https://www.dakwatuna.com/2009/02/10/1932/bagaimana-loyalitas-dalam-islam-bag-2/#ixzz50MFbhE64>). Accesed December 5, 2017 at 12 20 AM

Allah is our Lord. That way we have declared obedience everything to Allah, prayer, worship, life, even death just for Allah. How faithful we are every time it is pronounced in prayer. Loyalty as well as the manifestation of submission to Allah. Only Allah is the one who has the right to govern us, only Allah has the right and the obligation to be worshiped and obeyed all His commandments and prohibitions. As a Muslim who strives to be obedient and devoted, we are constantly required to do what is right and good in life. Do not let the words of our loyalty and surrender to Allah in every prayer is merely Islamic stick or just Islamic Studies decorator only. While our hearts and our deeds in everyday life are contrary to what we say in the prayer.

#### 5) Concern

Social awareness in Islam is in the field of faith and belief, clearly stated in the shari'ah and be a benchmark in the morality of a believer. The concept of social concern in Islam is quite clear and resolute. When observed closely, it is very easy to find and the problem of social awareness in Islam is in the field of faith and faith, clearly stated in the shari'ah and be a benchmark in the morality of a believer.

#### b. Responsibility which consists of:

### 1) Value of Ownership

Value of education make children grow up to be polite, have taste, and be able to respect themselves and others, be respectful to the virtues of human dignity, have a moral and spiritual sense.

### 2) Discipline

The discipline here is meant the way we teach children about moral behavior that the group can accept. The main purpose is to inform and instill in children a sense of what behaviors are good and which are bad, and to encourage them to behave in accordance with these standards. In discipline, there are three important elements, namely laws or regulations that serve as guidelines for judgment, sanctions or penalties for breaches of the rules, and rewards for good behavior or business.

### 3) Empathy

Empathy is our ability to explore the feelings of others without having to drown in them. Empathy is our ability to listen to the feelings of others without having to dissolve. Empathy is our ability to respond to others' unspoken desires. This ability is seen as a key to raising the intensity and depth of our relationship with others.

### c. Life Harmony (Aptitude of life) consisting of :

### 1) Tolerance

Tolerance means self-restraint, patience, letting people think differently, and be careful about people with different opinions.

Tolerance does not mean to justify the views left, but to recognize freedom and human rights.

The core and keys of the door of tolerance are among them, angry when Allah's fragrance is broken. Allah Ta'ala said.

“And those who turn away from great sins and evil deeds, and when they are angry, they give forgive and (to) those who accept (obey) the call of their Lord and establish the prayer, their affairs (decided) by deliberation between them and they forgive some rizki which We give them. And to those who, when they are treated with dholim, they defend self.

### 2) Cooperation

This spirit of cooperation should be taught on an ongoing basis. Do not do those activities encourage the spirit of competition. But using forms of activities and games that are mutually helpful. Show that the efforts of every individual 'fit' in this life. But keep in mind that we do not need to preach against the competition

### 3) Democracy

Democracy is a community of people who breathe the air of freedom and egalitarian, a society in which the individual person is very appreciated and recognized and a people who are not limited by differences in ancestry, wealth, or even a high dominance. One important feature of true democracy is the guarantee of the right to vote and the freedom to make choices.

## **B.Social Value Education**

### **1. Definition of social value education**

Value education is formulated from the basic notion contained in educational terms and value terms. When the two terms are united, the meaning of the two is united in value education. But the meaning of education and the meaning of values can be interpreted differently, the definition of value education can vary, depending on the pressure and formulation given to both terms.

As proposed by Sastrapratedja, the meaning of value education is the cultivation and development of values in a person. In a similar sense, Mardiatmaja defines that value education as an aid to learners to realize and experience values and to place them integrally throughout their lives. Two of the values education experts have the same view that education is not hany a value is specific program which is taught through a number of subjects, but also includes the entire educational process.

Meanwhile in a report by the *National Resource Center For Value Education*, Educational Values in Indian Country is defined as an attempt to guide the learners in understanding, experience, practice the values of science, citizenship and social that are not specifically focused on the views of a particular religion (NRCVE, 2003) . In a more operational sense, David Aspin defines value education as an aid to developing and articulating the ability of value judgments or moral decisions that can institutionalize the framework of human action.

From the above definition can be drawn a definition of values education, which includes the aspects as teaching or guidance to learners in order to realize the values of truth, goodness, and beauty, through the process of consideration of the proper value and habituation to act consistently. Definition of this education value needs to be distinguished from the meaning of situational and functional meaning.

## **2. The values of Social Value Education**

Education is not only a means of educating the students or the nation, in accordance with Law No.20 of 2003 on National Education System, Article 3 which states that:

National education functions in developing the ability and form the dignity and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of the educator to become a man who believes and piety to Allah Almighty, noble, healthy,

knowledgeable, skilled, creative and become citizens of a democratic and responsible country.<sup>23</sup>

Observing the written function of education, if education can not form the character of students, it can be said that education is not working properly. A well-functioning education not only produces students who are smart, but also proficient, creative, and valuable.

### **C. Implementation of Social Value Education**

#### **1. Concept Social Value Education**

Social value education has an educational concept that is no different from other educational concepts. Initially every teacher understands the meaning of education, but the understanding is only limited in transferring knowledge to learners. Therefore the concept of social values education requires teachers to deepen and truly understand the meaning of education. Many elements are related in education, so it is not surprising that in the process of education in general, and learning in particular, causing various problems. Such problems may arise from the errors of education actors themselves or perhaps because of the rapid development of the times.

Almost everyone has experienced education, but not everyone understands the meaning of the word education, educator, and educate.

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<sup>23</sup>*Undang-Undang Republic Indonesia No.20 Tahun 2003 tentang System Pendidikan Nasional* (Jakarta: PT Amas Duta Jaya,2003), page. 10



To understand education, there are two terms that can be directed towards understanding the nature of education, which are words *pedagogic* and *pedagogical*. *Pedagogic* meaningful education, while *pedagogical* means science education. In the world of modern education, *pedagogic* is divided into three areas. This is consistent with what Bloom's Taxonomy says, according to the taxonomy of teaching bloom is divided into: first, the cognitive field, which deals with mental activity, such as memory comprehension, application, analysis, evaluation, and creation. *Both* affective field, namely regarding the attitude and the *third* is the secret self and psychomotor fields related to physical activity, such as life skills and carpentry.

All three areas seem to have different properties, but in learning situations all become one. For example, if a teacher wants to teach a student writing, he or she needs to teach students how to hold a pencil (psychomotor field); the shape of the letter and its meaning (cognitive field); and must also cultivate an interest in learning to write (affective fields). Thus, the essence of education is "*handayani*" as proposed by Ki Muhammad Said R. which means "member influence". Educational aggregation of all processes that enable a person to develop all the potential (potential) he has, attitudes and forms of behavior that is positive in the community where the individual is located.

Education begins in infant families that are not self-sufficient, then expanded in neighboring neighborhoods (milieu), pre-school institutions, formal schooling and others where children ranging from small groups to relatively large groups (micro scope ) with education starting classroom teachers / classes that educate micro and become a substitute for parents.<sup>24</sup>

Education thus requires greater responsibility than teaching. To educate is to guide the child's growth, body and spirit deliberately, not only for the sake of teaching now but primarily for future life in the future. Value in social value education is the process of planting values that are integrated in a learning process in educating social values. The success of social values applied can work well because of the active role of all elements of the school.

Value education is the integration of values in school life in a process. Because the value has the same meaning with the character of the value of education can be interpreted also with the value of education that guides the students to realize the importance of value, then manifested in everyday life and behavior. There are four ways of delivery mentioned character education in school are: (1) As a separate subject: this approach model is regarded as a subject alone that has the same position and is

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<sup>24</sup>Moh. Yamin, *Mengugat Pendidikan Indonesia* (Yogyakarta:Ar-ruzz Media,2009), page. 184

treated the same as any other subject or course of study. (2) Integrated in all areas of study: this approach in its attainment in an integrated manner in each subject, selected character education in accordance with the theme or subject area of study. (3) Outside of teaching: strengthening values with this model prioritizes processing and planting value through an activity that has character values. This model does not have a structured educational framework and school teaching. (4) Combined model: using a combination of integrated models and out-of-school models. Establishment of integrated formal learning values together with out-of-school activities.

## **2. Benefits of concept**

Value education integrated into each basic competency. The process of learning in schools also plays a role in the formation of children's character, guided children into characters that are not only smart, but also proficient, and behave well. The benefits of the concept of social value education are teachers and schools as education providers able to provide value learning and practice or actualization in schools. As a character forming of children, education can not be done by trial and error. Building a civilization that becomes more morally is a shared responsibility and also one of the goals of social value education.

### 3. **Applicated**

Social values education will be easily understood when exemplified by all the citizens of the school, most students will feel and accustomed to the surrounding factors. With this the school became the first field of implementation in everyday life, as well as other school activities. As a support or small laboratory of community life, schools must be the first place of actualization of value education. When a student commits a violation or deviates from the values already taught, it will get sanction from the school, and the student will get reward if the student is able to apply the values well.

### 4. **Impact of aplicated**

The impact of social value education that has been taught in school lessons, as well as the values that are integrated with any lesson will feel the benefits when students really apply in their daily life. Social value education will not work properly, when social value education is only the responsibility of the school. Education of social value or character education has a very wide scope, therefore social values education will not run well when the environment and his family do not support. The development of the child will be affected by the surrounding environment and his family, this is in accordance with the theory of *convergence*.<sup>25</sup>

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<sup>25</sup>Miftahul Huda dan Muhamad Idris, *Nalar Pendidikan Anak* (Jogjakarta: Ar-Ruzz Media, 2008), page.74

## 5. Social Value Education in Curriculum Integrated Social Studies

Social Studies learning activities is one of the strategic subjects to instill moral values to learners. Kirschenbaum insisted that the ultimate goal of the Social Studies was directed towards the achievement of moral education objectives. John Dewey was also suggested that the process and the ultimate goal of social studies should lead to the realization of the moral in the development of human personality.

Social Studies education as part of education in general has an important role in improving the quality of education. In particular, Social Studies education has a role to play in producing qualified learners, that is human being able to think critically, creatively, logically, and take initiative in responding to the social symptoms and problems that developed in society caused by technological developments in global era. When viewed from the function and purpose of Social Studies curriculum it is clear that Social Studies education is very important for children in their life either as citizens, citizens, as well as individuals. Therefore, Social Studies learning should be able to develop various dimensions, whether involving knowledge, attitude, and skills. Social Studies works to develop basic knowledge, attitudes and skills to understand the social reality that students face in their daily lives and to develop basic skills that are useful to them. Studying Social Studies is basically developing students' knowledge, values, attitudes, and social skills to be able to study

social life faced daily with the aim that students are able to develop knowledge, values, and attitudes, and social skills that are useful to him. Social Studies education has a role to (a) socialize, ie to help students become useful and effective members of society; (b) decision-making, which helps students develop academic thinking skills and skills; (c) attitudes and values, which help students mark, develop and assess themselves in relation to the lives of the surrounding community; and (d) citizenship, which is to help students become good citizens.

Thus, Social Studies education can not avoid the task of moral and ethical development. In Social Studies, one of the important things to note is the method of learning. So far, Social Studies learning method that developed in school in general is functional method. The criteria of the functional method are: (1) having rigid objectivity standards, (2) referring to cognitive development, and (3) teachers are also pursuing target-oriented targets of final examinations so that students prefer to memorize the material rather than understand the essence of the science conveyed by the teacher in the classroom. Therefore, Kock argues that a good teacher is not teaching by just one method, he/she is able to use the most suitable way of teaching to achieve certain teaching goals.<sup>26</sup>

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<sup>26</sup> Hanang Ar Rasyid, *Implementasi Pendidikan Karakter dalam Pembelajaran IPS di Madrasah Aliyah* *Jurnal Ilmu-Ilmu Sosial*, ISSN 1829-5797 Vol. 15, No. 1 2016

## CHAPTER III

### RESEARCH METHOD

#### A. Approach and Type of Research

The aim of this research is to describe the phenomenon about implementation of the education of social value in Sabilurrosyad Islamic Junios High School, Gasek, Malang. To reach the aim, researcher describe the way the data is about the objective of the school in the way of build the social value up, such us mutual cooperation, responsible, fair, tolerance, and honest. So to get it well, researcher use qualitative approach.

Qualitative approach result descriptive data like written words, and researcher also use case study method which the result just be valid in a place. Its appropriate with Bogdan's argument which is said that the methodology of Qualitative research is a procedure result descriptive data like written words and spoken from subject and behavior being observed.<sup>27</sup>

Researcher describe the condition of research intact and appropriate with the real condition in the field. The scope of the research are human and non human who have a role in implementation of the education of social value in Sabilurrosyad Islamic Junios High School, Gasek, Malang. Its appropriate with Prof Dr. Sugiono's written in his book under the title Metode Penelitian

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<sup>27</sup> Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2007), hlm.3

Pendidikan which explain that the object of research are three elements that are place, subject, and the synergetic of activity.<sup>28</sup>

### **B. The Attandance Researcher**

Researcher mingling with the subject of research while collecting data process. The role of researcher as a key instrument in collecting data process realized by observe and discourse directly with the subject who has relevancy with topic of the research like headmaster, class guardian, teacher IPS, the staffs and students. The attendance of researcher in qualitative research suitable with Prof. Dr. Sugiyono's written that is in qualitative research there is no other choice than make researcher as a key instrument, after that researcher will be able to develop the other instrument.<sup>29</sup>

### **C. Research Location**

This research held on Sabilurrosyad Islamic Junios High School, Gasek, Malang. This school has students for about 153 students. Its decide to 3 classes, which is class 1 has 56 students, class 2 has 48 students, and class 3 has 49 students. The building of Sabilurrosyad Islamic Junios High School, Gasek, Malang situated in Sabilurrosyad cottage, Gasek Malang. Caretaker of this cottage is KH. Marzuki Mustamar. This condition make researcher

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<sup>28</sup> Prof. Dr. Sugiyono, *metode penelitian pendidikan* (Bandung, Alfabeta, 2009), Hal. 297

<sup>29</sup> Prof. Dr. Sugiyono, *metode penelitian pendidikan* (Bandung, Alfabeta, 2009), Hal. 307



interest to do the research about implementation of the education of social value.

#### **D. Data and Data Resource**

Data source in this research are primary and secondary data. Researcher collect the data which is relevance with the topic. The data which is used by researcher are:

##### **1. Primary Data**

Primary data is the data which is acquired directly from object of research. Its include a place and human. The data resource come from:

##### **a. Subject of Research**

subject of research in this research done by direct interview to headmaster, teacher IPS, class guardian, staffs and students. The reason to chose this informant that are the condition of teacher and all of element of the school who has a duty as a suitable factor in the process of implementation of the education of social value. Researcher hope this subject can give the information and any enough explanation which is appropriate with the topics.

##### **b. Informant**

key Informant in this research are the class guardian and teacher IPS. Each informants have a background of education and status. The reason why researcher chose this informant because the work experience

this informant is long enough and they have a good experience in teaching in the school. The details of key informant:

Name	Last education	Age	Position
Islahuddin, S S M.PdI	S2	39	Headmaster
Slamet Mudhofar S.Pd	S1	28	Class Guardian 3 / coordinator of orderliness
Ryan Sunandar S.Psi	S1	29	Teacher IPS

Table 3.1 the details of key informant.

Researcher also determine the seconder informant to get additional information about implementation of the education of social value in Sabilurrosyad Islamic Junios High School, Gasek, Malang. The secondary informant in this research is student. Its because they who receive school service, so that they know well how the service of the school to them as students there. So that researcher can describe detailedly the real situation and condition in school environment. The details of secondary instrument are:

Name	class	Age
Muhammad Afan Safani Adam	IX	15
Nailu Hurriyah	IX	15
Urfina Nazaya An Nabilah	IX	14
Nurusy Syahid Sirrul Muk'min	IX	15

Table 3.2 the details of secondary informant

## 2. Secondary Data

Secondary Data is a complementary or additional data of primary data.

In this research the data that being a secondary data come from literature

which has relevancy with implementation of the education of social value and the document of research need.<sup>30</sup>

### E. Data Collecting Technique

The technique used in this research are:

#### 1. Observation.

Thing which had observed is the phenomenon in the field. The observation is not just observe but its do based on the objective and focuss of the research. Researcher will plunge and mingling with the subject of the research. Researcher Participate in every activity in the location of research, but its not completely its follow the argument from Prof. Dr. Sugiyono about participation observation.<sup>31</sup>

Researcher follow the activities in the location for several days to get the data about implementation of the education of social value in Sabilurrosyad Islamic Junios High School, Gasek, Malang. Observation start based on the schedule of activity. To help observation, researcher use check list sheet, note take and photo camera.

#### 2. Interview

Researcher do an interview for some human as an informant to get and information.<sup>32</sup> Interview be intended to know how the process of

<sup>30</sup> Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2007), hlm.6

<sup>31</sup> Prof. Dr. Sugiyono, *metode penelitian pendidikan* (Bandung, Alfabeta, 2009), Hal. 310

<sup>32</sup> *Ibid*, Prof. Dr. Sugiyono, hal. 317

implementation of the education of social value in Sabilurrosyad Islamic Junios High School, Gasek, Malang. Interview held to key informant that are headmaster and class guardian 3 as a coordinator of orderliness which has a role as policy maker and executor. Interview held to secondary informant that is students as an object of implementation of education of social value.

The tools to collect the data is a hand phone as a recorder. Its getting the data from record informant's voice.

### 3. Documentation

Documentation in qualitative research is a complement from interview and observation method. The document are picture, written, policy, rules and so on.<sup>33</sup> The document use in this research are syllabus and Lesson Plan which teacher used and also the picture of learning process. The picture is private document of researcher which the taking use through hand phone camera. When researcher do observation in Sabilurrosyad Islamic Junios High School, Gasek, Malang.

### F. Analyze of Data

The analysis of the data used in this study is the analysis of qualitative data. The researcher describe the circumstances or the phenomenon then analyze it and to take a conclusion. There are two ways that can be done to analyze in qualitative research, namely, (1) analysis of field data, (2) data

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<sup>33</sup> *Ibid*, Prof. Dr. Sugiyono, hal. 329

analysis after data collection was complete. The first way is done at the time of data collection activities in the field. The way done over and over again and the results should be tested again, while the second way is done after the process of collecting data, in this research, researchers using the second way by the reason that the analysis will be more complete, thus does not need to be repeated. Data analysis in this study uses the Miles and the Huberman model explains that data analysis is done at the time of data collection takes place, and after the completion of collecting data in a certain period.<sup>34</sup> The stages are done in this research are:

1. The collection of data,

The collection of Data namely a process activity data collection through interviews and direct observation to get complete data. Data collection is carried out by means of a data search is performed against the various types of data, both written and data in the field. The written data is derived from official documents, books, and internet are and its have to relevant to the description implementation of the education of social value in Sabilurrosyad Islamic Junios High School, Gasek, Malang. While the data obtained in the field like Notes field obtained from interviews or observation in school environment.

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<sup>34</sup> *Ibid*, Prof. Dr. Sugiyono, hal. 337

## 2. Data Reduction

This analysis make researcher easier in classify, direct, dispose of unnecessary data and organizing the data, in this way then the finale conclusion can be verified. In this data reduction researchers utilize records of the field to simplify data which are required and the data must be discarded so that the final conclusion and can be arrange. Research carried out back when the data obtained concerning implementation of the education of social value in Sabilurrosyad Islamic Junios High School, Gasek, Malang. Unfortunate yet fulfill the needs of researchers.

## 3. Presentation of Data

After the data is reduced, the next step is held the presentation of the data. Data presented in accordance with the intent of the researchers examined what is restricted only on the values of tolerance, mutual cooperation, responsibility, fairness, and helping each other.

## 4. Conclusion Making

This stage, researcher using basic accuracy in using any data. Researcher revise the result of the field is it appropriate or not, then draw conclusions from each item. Based on explanation above, data collection, data presentation, data reduction and conclusion making or verification as an interrelated to each other and cannot be separated. Conclusion from the data above be used as materials to

provide feedback regarding the implementation of the education of social value in Sabilurrosyad Islamic Junios High School, Gasek, Malang.

### **G. Checking the validity of the Data**

This research use the technique of triangulation to check the validity of Data. The technique of triangulation is a technique to checks the validity of the data that utilizes something else out of that data to checking or comparison the data.<sup>35</sup> To obtain the degree of information trusty, researcher do some activity, below:

1. compare observations data with the results of the interview.
2. check data from one source to another resource.
3. compare the results of the interviews with the contents of the relevant documents.

### **H. Procedure of Research**

Research procedures in this study includes three (3) stages and added with last stages of research that is research report writing. The stages of the study are: pre stage field which includes the drafting of research, choosing the field research, administers licensing, assessing the condition of the field.

The next stage is the work of the courts, which include: understanding the background research and preparation research's self, entering the field and

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<sup>35</sup>ibid, Lexy Moleong, h. 175

participate while collecting data. The next step is analyze while and after collecting data, and the last stage is research report writing.





## CHAPTER IV

### EXPOSURE OF DATA AND RESEARCH FINDINGS

#### A. Overview of Islamic Senior High School Sabilurrosyad Gasek Malang

Based on the document of the results of research conducted by researchers at Islamic Junior High School Sabilurrosyad Gasek Malang, the general view obtained about Islamic Junior High School Sabilurrosyad Gasek Malang is as like:

##### 1. Profile school

##### a. Islamic Senior High School *Sabilurrosyad* Vission, Mission and Aim

##### 1) Vision

Great in spiritual, intellectual and skilled skills in *pesantren* values and glorious cultural nations.

##### 2) Mission

a) Establish students with an integrated faith, science and charity

b) Implement learning and guidance effectively so that each learner

c) Developing optimally, in accordance with its potential

d) Encourage and assist each learner to recognize his or her potential so that it can be developed optimally.

- e) To instill basic values of pesantren optimally in order to prepare students to become role models and leaders in the future
  - f) Establish a harmonious cooperation between foundations, schools, boarding schools madrasah diniyah, and parents
  - g) Implement the study of the Qur'an and guidance intensively and effectively so that learners have the advantage in reading, memorizing and understanding the Qur'an
  - h) Implement learning and guidance effectively so that each learner develops optimally, in accordance with the potential possessed.
  - i) Developing the potential of skills optimally in order to prepare students in the global era
  - j) Fostering the independence of learners through activities of habituation, entrepreneurship, and self-planned development and sustainable.
- 3) Purpose
- a) Develop a religious pesantren culture through the activities of kepesantrenan, strengthening character education, and the discipline
  - b) Develop various activities in the learning process in the classroom based on character education of the nation

- c) Implement the process of learning the Qur'an with a clear and measurable target
- d) Produce graduates who have academic ability in accordance with the predefined graduate competency standards
- e) Implementing the PAIKEM learning process on all subjects organizes a variety of extracurricular activities professionally

## 2. School Identity

### a. School name

- 1) School Name : SMP Islam Sabilurrosyad Malang
- 2) No. School Statistics : 204056105165
- 3) NPSN : 69849571
- 4) School Address : *Jln. Candi VI / C 303 (Kecamatan) Sukun (Malang city) (East Java Province)*
- 5) No. Phone / E-mail : [0341582244/smpi.sabros@gmail.com](mailto:0341582244/smpi.sabros@gmail.com)
- 6) Website : [smpisabrogasek.sch.id](http://smpisabrogasek.sch.id)
- 7) School Status : Private
- 8) School Accreditation Value: Not accredited yet

### b. Student Data

total students over the last 4 years

Periode	Registrant	Class 7	Class 8	Class 9	Class 7-8-9
		Total	Total	Total	Total
2014/2015	33	28	18	-	46
2015/2016	49	44	29	18	91
2016/2017	52	50	44	29	123
2017/2018	63	56	48	49	153

4.1 total student

### c. School management

No.	Position	Name	Gender		Age	Last education	Masa Kerja
			L	P			
1.	Kepala Sekolah	Islahuddin, S.S, M.PdI	L			S2	4
2.	Waka. Kurikulum	Hermi Ismawati, S.S, M.Pd.I	L			S2	4
3.	Waka kesiswaan	Slamet Mudofar, S.Pd		P		S1	3
4.	Waka. Sarpras	Nuruddin Syauqi, S.Si	L			S1	2
5	Waka Humas	Riyan Sunandar, S.Psi	L			S1	3
6	Kepala Tata Usaha	Wahdatun Hanifah	P			S1	4
7	Staf Tata Usaha	Zayyin Mukmila, M.PdI	p			S2	2

4.2 school management

## **B. Exposure of Data**

Based on the research that has been conducted by researchers at the Islamic Senior High School Sabilurrosyad Gasek Malang, the importance of the results of the study as follows:

### **1. Process Development of Social Values Education Program in Islamic junior Sabilurrosyad Gasek Malang.**

Education is a need to achieve the goals of a more civilized society, so education is not only around knowledge, but also education as a way to create more civil society.

According to Mr. Islahuddin, S S, M.Pd, he said as follows:

"Social values are the values shared by the surrounding community, which is the public's view of the good of the individual in social interaction. So students are required to know and get used to behave in accordance with the prevailing social values in society".<sup>36</sup>

In addition Muhammad afani safani adam as student IX:

Social value as rule in society social values are rules that exist in society to set the boundaries of social interaction.<sup>37</sup>

Islamic Senior High School Sabilurrosyad Gasek Malang prepare the students to be students who have the skills to stand on the values of the

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<sup>36</sup> Interview with Mr. Islahuddin, S S, M.Pd as Head Master at Islamic Senior High School Sabilurrosyad Gasek Malang, on July 29<sup>th</sup> 2017 at Head Master Office

<sup>37</sup> Interview With Muhammad Afan Safani Adam as student at IX SMP Islam Sabilurrosyad Gasek Malang on 08<sup>th</sup> August 2017 at SMP Islam Sabilurrosyad Gasek Malang

school and ancestral culture of the nation. As spoken Islahuddin, SS, M.

Pd:

The purpose of the Islamic Senior High School Sabilurrosyad Gasek Malang in accordance with the vision that has been made, namely u nggul in the spiritual, intellectual and skills grounded in the values of the school and ancestral culture of the nation.<sup>38</sup>

This is stated in the school vision. Of course this hope has some process to form learners have nobility character. The development of technology and information can not be avoided, a variety of modern culture can influence the formation of student characters. In accordance with the results of interviews to Mr. Ryan Sunandar, S. Psi namely:

"Social value must be understood by the learner and clicking implemented in everyday life as the identity of Indonesian people who have a noble character and behavior. A social value in the community rules governing the procedure for social interaction. ".<sup>39</sup>

Social value education has the purpose to form students into individuals who are easily accepted by the community, and understand the importance of how to conduct good socialization with the community.

This is in accordance with Mr. Slamet Mudhofah S.Pd as follows:

"Schools try to make efforts in the development of programs in social value education, this was done for the program

<sup>38</sup> Interview with Mr. Islahuddin, S S, M.Pd as Head Master at Islamic Senior High School Sabilurrosyad Gasek Malang, on July 29<sup>th</sup> 2017 at Head Master Office

<sup>39</sup> Interview with Mr. Ryan Sunandar, S. Psi as teacher subject at Islamic Senior High School Sabilurrosyad Gasek Malang, on July 29<sup>th</sup> 2017 at Mosque

always changes for the effort of character formation of students. Social value education not a distinct branch of science, but shards of character education ".<sup>40</sup>

The geographic location of the school and the culture of the community around the school also affect the personality of the learners. Social value education requires coordination from all parties and is not only the responsibility of the school as a formal educational institution. In accordance with what is statement by Mr. Islahuddinn, SS, M.Pd:

"The education process of social value can not be separated only done at the school, this is due to the existence of Islamic Senior High School Sabilurrosyad under the auspices of Pondok Pesantren Sabilurrosyad Gasek. Students who go to school are required to be Sabilurrosyad Boarding School. Social value education is an education that is not only the responsibility of the school, but a shared responsibility ".<sup>41</sup>

Based results observed researcher in Islamic Junior High School:

Pesantren culture is also felt in the school environment, this is because the location of schools that are under the foundation pesantren sabilurrosyad.<sup>42</sup>

The formation of characters in accordance with the social values of society is not only the responsibility of the school, but is a shared the responsibility. Achieving the vision of the school that has been established, requires several programs in achieving the vision include:

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<sup>40</sup> Interview with Mr. Slamet Mudhofah S.Pd as class teacher at Islamic Senior High School Sabilurrosyad Gasek Malang, on July 29<sup>th</sup> 2017 at Head Master Office

<sup>41</sup> Mr. Islahuddinn, S S, M.Pd, *op.cit.*

<sup>42</sup> Result by observed at environment school SMP Islam Sabilurrosyad Gasek Malang on 06<sup>th</sup> August 2017

"Schools make efforts to develop social value education programs such as by integrating in learning, order, character education, role model. Will also apply Quick Qwin program as an effort in the development of social value education program ".<sup>43</sup>

The development of social value education programs is also approved by teachers who are in the Islamic Junior High School Sabilurrosyad, with several efforts to provide a living grip on social values in society.

This is in accordance with interviews with IPS teachers:

"Islamic Senior High School Sabilurrosyad in particular has a more focus on social value education. This is done because it sees the phenomenon that occurred in the community in recent times. The lower the tolerance, the disappearance of the value of togetherness in solving problems with cooperation etc."<sup>44</sup>

Making social value education program is made based on the needs of learners as capital to meet with the community directly, and also as the character formation of learners. Thus the making of social value education is designed by going through several processes until it is finished like now.

As statement by Mr. Islahuddin, SS, M. Pd:

"Making social value education programs through several processes to become a program that suits the needs of learners and also as a capital in socializing with the community. Development of social value education program

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<sup>43</sup> Mr. Islahuddin, S S, M.Pd, *op.cit.*

<sup>44</sup> Mr. Ryan Sunandar, S.Psi, *op.cit*



originated from vision, school mission, environmental analysis and also needs analysis of learners " <sup>45</sup>

Social value education programs that have been implemented will always be evaluated and updated the program. Qwick qwin is a program that will be enacted in the next period, this is in accordance with the narrative of school as an effort to provide social values education that is:

Qwick Qwin will be implemented by applying themes that vary according to the state of the school environment. This program can be a periodic program, for example in the first week using the theme the mutual to maintain the cleanliness of the school environment. When students are accustomed and apply the value social of mutual to maintain cleanliness, then the school will change the theme in the next week. <sup>46</sup>

The description above of the development process of social value education in the school environment, programs that have been designed and become the school policy will not run smoothly without any synergy of the environment and learning in the classroom.

Classroom learning is provided with interactive methods such as the statement by IPS Teachers:

“Starting from the integration of social values in learning, either by using the methods of learning that terselip social values such as group work. The method of group work will teach students able to work together to complete the task given by the teacher, and students can do the division of tasks to other students. Or using a method of discussion that teaches students accustomed to able to express opinions in front of his friends and students are able to appreciate the

<sup>45</sup> Mr. Islahuddin, S S, M.Pd, *op.cit.*

<sup>46</sup> Mr. Islahuddin, S S, M.Pd, *op.cit.*

differences of opinion of other students. Disagreements can train students to appreciate the difference, and be able to exercise tolerance without blaming the opinions of the other students.<sup>47</sup>

Another aspect in the process of developing a social value education program is the presence of rules of conduct and character education. Habituation done as effort learners accustomed to behave according to school order which have been prepared by integrating social value. This is in accordance with the results of interviews to Slamet Mudhofah S. Pd as the person in charge of the discipline and also the guardian of class 3:

"the rules is made by the school so that students are able to comply with all rules set by the school. Schools try to train students to discipline in various aspects of everyday life, ranging from how to dress, behave to others as well as with the older, and also the rules to perform congregational prayer as a form of character building students who have spiritual values."<sup>48</sup>

The rules are based on school policies that focus on social value education. Results of the interview with Mr. Islahuddin, SS, M. Pd:

"The making of discipline which is also integrated with social values into the development of social value education program, the application of discipline in schools, students will be able to practice of discipline, responsible, respect for the existence of others and so on".<sup>49</sup>

Teachers have a duty to always provide role models to students, because the presence of teachers as role models that students will follow.

<sup>47</sup> Mr. Ryan Sunandar, S.Psi, *op.cit*

<sup>48</sup> Mr. Slamet Mudhofah S.Pd, *op.cit*

<sup>49</sup> Mr. Islahuddin, S S, M.Pd, *op.cit*.

The role of the teacher is not only a facilitator, but the teacher will be a model of the student's life in everyday life. This is in accordance with the statement by Mr. Ryan Sunandar, S.Psi:

"The teacher has a great responsibility, not only supervise and crack down on the offending students, but the teacher also provides good examples to follow."<sup>50</sup>

Teachers as *pe ndidik* have a reciprocal relationship closely with students, education, social values taught by teachers coupled with exclusive supervision. Teachers are required to act as supervisors and direct students to always behave in accordance with social values, according to the results of interviews to Mr. Islahuddin, SS, M.Pd:

"Efforts process of developing educational programs in applied social value in Islamic Senior High School Sabilurrosyadnot just stop as programming, but the school as a policy maker and teacher educators have a duty as well. Program policies that have been applied will always be monitored, and students as the object of the policy are always monitored and questioned if performing inappropriate behavior. Monitoring carried out exclusively would produce the desired output ".<sup>51</sup>

In accordance the result interview with Slamet Mudhofah S.Pd:

"Programs that made in any form, the school or the teacher have the responsibility to always supervise, and ask students who do not adhere to the policy before being given a reprimand in order not to repeat the mistake."<sup>52</sup>

<sup>50</sup> Mr. Ryan Sunandar, S.Psi *op.cit.*

<sup>51</sup> Mr. Islahuddin, S S, M.Pd, *op.cit.*

<sup>52</sup> Mr. Slamet Mudhofah S.Pd, *op.cit*

It is delivered also by students of class IX named Muhammad Afan

Safani Adam:

"We are always monitored, directed and rebuked if we behave or interact not in accordance with the social values that have been taught. Especially if you do not obey the school rules that have been established by the teacher."<sup>53</sup>

The development of the personality of learners will be formed not quickly, but the personality will be formed in a long process. Teachers are required to have extra patience in educating, the condition of junior high school students who still love to play can not be forced to behave according to social values:

"Instead of continuous teaching and understanding that will ultimately be remembered by learners. The interaction that is given specifically to the learner and the continuous approach will change the learners' behavior for the better. More approaches will be given to learners who behave more often than not behave in accordance with the values that have been taught."<sup>54</sup>

Social value education teaches learners to behave in accordance with social values, social values include about social interaction to others. Programs that have been created will always meet with learners who slightly not follow the program, it is necessary to do a slightly different approach. According to Mr. Islahuddin, SS, M. Pd:

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<sup>53</sup> Muhammad Afan Safani Adam, *op.cit.*

<sup>54</sup> Mr. Slamet Mudhofar S.Pd, *op.cit.*

"The teachers will take more approaches to learners who often behave inappropriately with the order. There is one learner often behave inappropriately, I try to approach him. Find out the hobby of students, and after knowing I tried to follow his hobby. Learners have a hobby of fishing fish, in the end I invite to go fishing. That's when I try to better understand the students and try to give more in-depth advice, at that moment also learners will be open to us. The deeper we know the character of the learner, the easier it is for us to interact with them."<sup>55</sup>

Mentoring is given by giving special time to the students and homeroom at every weekend. Monitoring exclusively with time allocation for 45 minutes every Saturday to be done well as an evaluation of the program and as an effort to develop a social value education program in a sustainable manner. Interviews with the school principal's:

"The school monitoring is done continuously, the school provides assistance every weekend. The time allocation is 45 minutes given on Saturday at the end of the meeting. The homeroom will accompany the learners, and the learner is also given a personality assessment sheet to be filled honestly. When the learner is filling the sheet, the homeroom keeps reminding the other students in order to rebuke their friend if they are filling it dishonestly. It aims to familiarize learners encourage their friends to goodness, and fellow learners who know the truth of the sheet. After the personality assessment sheet has been completed, the homeroom advises and provides stories or stories that have a message about the importance of social values to others and religious values".<sup>56</sup>

In accordance with the results of interviews with students of class IX, Nailu Hurriyah:

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<sup>55</sup> Mr. Islahuddin, S S, M.Pd, *op.cit.*

<sup>56</sup> Mr. Islahuddin, S S, M.Pd, *op.cit.*

"We are always told to fill in the list of student personality on every weekend, and summed at the end of the month. List of personality usually filled me and my friends at the time of mentoring. The list we fill in accordance with honesty, and we have been accustomed to be honest even though teachers already believe in learners."<sup>57</sup>

## **2. The Effort of IPS Teacher to Implement the Social Value Education in Islamic Junior High School Sabilurrosyad Gasek Malang**

Social value education has a close relationship to social studies, Social Sciences (IPS) into subjects that must be given to learners. In accordance with interviews with IPS teachers are:

"Education of IPS as part of general education has an important role in improving the quality of education. in particular, education IPS participating learners involved in producing quality, which is capable of being creative critical thinking, logical and initiative in responding to symptoms and social problems caused by the development of technology in the global era ".<sup>58</sup>

Iflooked by the functions and objectives of the curriculum of IPS clear that education of IPS is very important for children in his life both as citizens, communities and as individuals. therefore, IPS learning should be able to develop various dimensions, whether related to knowledge, attitude, and skills. As the results of interviews with IPS teachers:

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<sup>57</sup> Interview With Nailu Hurriyah as student at IX SMP Islam Sabilurrosyad Gasek Malang on 08<sup>th</sup> August 2017 at SMP Islam Sabilurrosyad Gasek Malang

<sup>58</sup> Mr. Ryan Sunandar, S.Psi *op.cit*

IPS works to develop basic knowledge, attitudes, and skills to understand the social reality that students face in their daily lives and to develop basic skills that are useful to them".<sup>59</sup>



#### 4.3 documentation observation

Situation learning process of social study, students more active ask, and describes tolerance by asking the teacher by approaching him, so as not to disturb other friends.<sup>60</sup>

In accordance with the words of Ryan Sunandar, S.Psi Islamic junior high social studies teacher Sabilurrosyad:

Trying, process and implemented in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources are equally d nature viewpoint /theory."<sup>61</sup>

I use that foundation in the effort of IPS Teachers to implement social value education in the classroom and outside the school. The teaching I give to learners in the classroom is not much different from the general

<sup>59</sup> Mr. Ryan Sunandar, S.Psi *op.cit*

<sup>60</sup> Result by observed at environment school SMP Islam Sabilurrosyad Gasek Malang on 06<sup>th</sup> August 2017

<sup>61</sup> Mr. Ryan Sunandar, S.Psi *op.cit*

teacher's learning. Here I use the 2013 curriculum, which requires students to be more active

Each teacher is required to use interactive methods, methods that integrate social values in learning. this is done as an effort to implement social values education in the classroom.<sup>62</sup>.

In addition according Head Master:

“In implementing social value education in the classroom I further process the learning methods that integrate social values in it. Usually I use lecture method, group method, discussion, problem solving etc.”<sup>63</sup>

In the classroom learners are required to be active in the learning process. this is according to interviews with student named Muhammad Afan Safani Adam:

"The Teachers when teaching is enjoy and not make boring, sometimes we are told to discuss, sometimes the story, sometimes we are also given problems that are being talked out. We are given the task of understanding the problem ".<sup>64</sup>

Learning in the classroom is quite interesting with the two-way interaction of teachers and also from the students. This is in accordance with the results of observations of researchers:

“Learners look active and like the method of learning applied by the teacher. Teachers are able to bring IPS learning themes relaxed and integrate social values.”<sup>65</sup>

<sup>62</sup> Mr. Islahuddin, S S, M.Pd, *op.cit*.

<sup>63</sup> Mr. Ryan Sunandar, S.Psi *op.cit*

<sup>64</sup> Muhammad Afan Safani Adam, *op. cit*

<sup>65</sup> Result by observed at environment school SMP Islam Sabilurrosyad Gasek Malang on 06<sup>th</sup> August 2017



Classroom learning can train the students in implementing social values in the classroom, either in the learning process or interaction with others. Classroom activities become important enough to affect the student's personality:

"Social value education that includes about how to interact with friends and with older. Social value is a long-standing rule in society ".<sup>66</sup>

Learning methods applied in the class mostly use methods that integrate social values in it. In relation to the implementation of social value education in the classroom, IPS teachers use methods:

"Learning methods such as discussions will train the learners in expressing opinions and appreciate the opinions of their different friends, this discussion will teach students to respect each other against the differences. Method lectures by giving stories about the principles that insert values on the story, and of course the story given still has to do with learning materials. Providing a problem in the community to learners for analysis and learners given the task to perceive and provide solutions to the problem. But most of the learners only respond to the problem, only some children are able to provide solutions."<sup>67</sup>

The statement of the interview result is confirmed by the students of class IX named Nailu Huriyah:

"The teacher usually gives a social phenomenon, and later at the end of the teaching the teacher explains the purpose of the

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<sup>66</sup> Mr. Ryan Sunandar, S.Psi *op.cit.*

<sup>67</sup> Mr. Ryan Sunandar, S.Psi *op.cit.*

phenomenon and gives the message so as not to happen again".<sup>68</sup>

Social studies in the classroom about social values, I emphasize on two aspects. As mentioned by Mr. Ryan Sunandar, S.Psi:

"There are two aspects that become the focus point in learning social values in class, the first aspect is the pro social aspects such as cooperation, accomodation, and assimilation. The second aspect is the anti-social aspects such as competition (competitive), controversy and conflict."<sup>69</sup>

Providing social value education in practice is also class, social values are integrated and adapted to the theme that will be taught on that day. In accordance with interviews with principals:

"Learning in the classroom is given by using fun learning methods according to the learning theme on that day. There are also many learning methods that train learners to apply the social value that exists in the method".<sup>70</sup>

The making of student personality begins as a child, and continues to be given the values prevailing within the community. Giving these values is given with the aim that learners are able to adapt to the community and the values prevailing in the community. Two aspects that become the focus point by IPS teachers such as the description above become full attention for IPS teachers and implemented in the process of learning in

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<sup>68</sup> Nailu Hurriyah, *op.cit.*

<sup>69</sup> Mr. Ryan Sunandar, S.Psi *op.cit.*

<sup>70</sup> Mr. Islahuddin, S S, M.Pd, *op.cit*

the classroom, such as the results of interviews with IPS teacher Mr. Ryan Sunandar, S.Psi:

"Aspects of cooperation that is intended that the behavior of learners in carrying out tasks and in daily life, for example when learning is given the task of the group, the process of division of tasks and responsibilities in completing the task. Aspects of accommodation is the motion of students' motor in interacting with other students. The aspect of assimilation is the process when learners are able to respect differences of opinion during learning and personal differences in learners. Anti-social aspects such as competition is the process of competition for each individual learners to achieve something objective of the learner, the controversy is the behavior of learners are different from his friend, and the last is a conflict like problems in every learner in interacting."<sup>71</sup>

### **3. The Results Obtained From the Implementation of Social Values**

#### **Education in Islamic Junior High School Sabilurrosyad Gasek Malang.**

Implementation of social value education must have positive results on learners. Good results in a short time or in a long time. In accordance with interviews with principals are:

Short-term results mean the results applied by learners in the school, and long-term outcomes are defined as results that can be seen when learners have graduated. The results that can be seen now that learners are accustomed to respect to others, or to the older.<sup>72</sup>

In terms of observations researchers have been able to see the activities of learners in schools and teacher activities as educators in the

<sup>71</sup> Mr. Ryan Sunandar, S.Psi *op.cit.*

<sup>72</sup> Mr. Islahuddin, S S, M.Pd, *op.cit*

school environment in accordance with those already spoken by respondents.

Researchers see teachers behave well and in accordance with educational programs of social value education applied by the school. This makes the teacher as the subject of social values as well as objects for students due to be an example or role model in accordance with the social values are taught.<sup>73</sup>

Personality of learners can be seen from how to look, behavior and attitude of learners when in the classroom or school environment. In accordance with the opinion of Mr. Islahuddin, SS, M.Pd:

"Students began to be obeying the order, dressed, too neat. Having the courtesy and respect for the elder, we cultivate shake hands with the picket teacher in the morning. And this is applied by students, in an attempt to respect to the older."<sup>74</sup>

"The results can be seen directly that is how learners interact with older are in accordance with social values. Basically the school should always give the role model to the learners, so that learners imitate the behavior of teachers. Learners who have started to discipline and follow school rules, this is because teachers as educators are always watching, reprimand and crack down on violating students. There are also some students who sometimes also make repeated mistakes, which requires teachers to approach more learners."<sup>75</sup>

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<sup>73</sup> Result by observed at environment school SMP Islam Sabilurrosyad Gasek Malang on 06<sup>th</sup> August 2017

<sup>74</sup> Mr. Islahuddin, S S, M.Pd, *op.cit*

<sup>75</sup> Mr. Slamet Mudhofar S.Pd, *op.cit*.

Good behavior of each teacher is very necessary, because teachers who will basically always be role models of learners. This is in accordance with the spoken by Urfina Nazaya An Nabilah class IX:

"We are all taught about the social values prevailing in the community, but sometimes also difficult to implement these social values. But we learn a lot by imitating the father / mother teacher in behaving in everyday life. " <sup>76</sup>

The condition of learners who are still experiencing the transition process in the form of emotional, thoughts, and transitions in other forms. Require teachers as educators to pay more attention, in accordance with the results of interviews are:

Need more patience when teaching social values to learners, because the condition of learners who are still sitting in junior high. Most learners at the junior high level still behave like children, and at this stage learners a little toward the change to get more mature. Character building at the time of junior high school should be more focused, this matter as foundation development in everyday behavior of learners. <sup>77</sup>

Observations are made directly by participating in interacting with objects and observing the attitudes of learners during which researchers interact with them when in the school environment:

When researchers are in the field, researchers see many of the social values that students use such as respectful attitudes that students have toward teachers, this is shown by learners who behave politely from the way of talking, how they shake

<sup>76</sup> Interview With Urvina Nazaya as student at IX SMP Islam Sabilurrosyad Gasek Malang on 08<sup>th</sup> August 2017 at SMP Islam Sabilurrosyad Gasek Malang

<sup>77</sup> Mr. Ryan Sunandar, S.Psi *op.cit.*

hands with teachers when meeting each other. Researchers also see the learner carrying the trash can with his friend, although the trash can is made of plastic and small size but the learner brings the trash bin at the same time. The phenomenon describes social values such as cooperation and responsibility.<sup>78</sup>

This is in accordance with the opinion of Mr. Ryan Sunandar, Psi (Master IPS):

The lesson that I apply in the classroom is learning by integrating social values in the learning method. Usually I use group method so that learners accustomed to cooperation, discussion etc.<sup>79</sup>

Results that will be seen can be coordinated with all elements of the school environment and outside the school environment. This is because of the geographical location of schools in the pesantren environment. requires communication. In accordance with the interview with the principal:

"The result of social values education is inseparable from the school alone, because the school cooperates with the boarding schools and parents. The development of social value education results is always monitored, evaluated and reported to the guardians at the end of each month. So parent of learners also know the development of personality of children and also parents of learners will always motivate their children to always behave in accordance with the rules and activities of school ".<sup>80</sup>

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<sup>78</sup> Result by observed at environment school SMP Islam Sabilurrosyad Gasek Malang on 08<sup>th</sup> August 2017

<sup>79</sup> Mr. Ryan Sunandar, S.Psi *op.cit.*

<sup>80</sup> Mr. Islahuddin, S S, M.Pd, *op.cit*

Based on observations and documentation when researchers were in



the school environment, researchers documented;

#### 4.4 documentation observation

When learners are about to carry out prayer duhur congregation, the activity at that time learners will by itself together and take turns to take ablution water. Learners who feel the clothes are not sacred, then learners will change clothes when going to do prayer.<sup>81</sup>

This is in accordance with interviews conducted with Mr. Islahuddin,

SS, M.Pd:

The school party holds a meeting between the parents, and the companion of the students at the pesantren at the end of each month. The purpose of this meeting is so that parents learners to know the development of their children in school and in the pesantren, this meeting also makes the school and boarding schools to evaluate the results on one month. The development of quality will always be balanced with improvements made continuously in producing the appropriate output.<sup>82</sup>

The timing of meetings is arranged by the school as an effort to know

the results obtained. In accordance with the interview of the head master:

<sup>81</sup> Result by observed at environment school SMP Islam Sabilurrosyad Gasek Malang on 08<sup>th</sup> August 2017

<sup>82</sup> Mr. Islahuddin, S S, M.Pd, *op.cit*

Meetings are held at the end of every month with parents of learners, social values education will run smoothly when all elements support each other. Not only the school as a form of student character, but parents and boarding schools also have an important role as well.<sup>83</sup>

Appropriate interview with class IX students, Muhammad Afan Safani

Adam and Naila Hurriyah:

Parents will come at every end of the month held by the school, if my parents can not come to be replaced by my other family. So I must always behave accordingly, if not appropriate will be get angry from parent when the meeting was completed.<sup>84</sup>

Programs undertaken by the school to form students always hold firm values pesantren and noble culture of the nation will be achieved with the provision of teachers by the teacher. Because learners will imitate the behavior of teachers as educators. The values of tolerance, social care and mutual care are strongly emphasized on the students. Familiarity among learners is well established if communication in everyday life does not disturb other students.<sup>85</sup>

In accordance with the results of interviews to students of class IX,

Naila Hurriyah and Nurusy Syahid SIRRUL MUK'MIN:

We are taught to always care and be loving towards others. Although sometimes friends have problems but the problem is not too long. Especially yesterday there is also halal bi halal held by the pesantren, there are other people of different religions who participated in the event. We are taught to always respect others, even though the person is different from religion.<sup>86</sup>

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<sup>83</sup> Mr. Islahuddin, S S, M.Pd, *op.cit*

<sup>84</sup> Muhammad Afan Safani Adam, *op.cit*

<sup>85</sup> Naila hurriyah, *op.cit*

<sup>86</sup> Naila hurriyah, *op.cit*



Yes sometimes also the teachers or teachers always remind us to always respect the differences, and most importantly always taught to always give affect to every other person. Just as others are told to do good, especially with their own friends. So we are taught to love each other and also always teach the importance of behaving in accordance with the habits that have been taught by schools and boarding schools.<sup>87</sup>

The school policy that makes the Social Value Education program will deliver satisfactory results when all elements are able to work together. The condition of learners who are still at the junior level requires special treatment, and can not be pressed to change in accordance with the wishes of the school quickly.

Results will be seen in small increments, when learners have been accustomed since childhood to apply the social value then the habit will imprint in the personality of learners. The transition period and the maturation period of child psychology are influenced by the environment of the learners, so when learners imitate the habits of teachers who apply the social value at school will be done also by learners.<sup>88</sup>

Output will be felt or can be enjoyed changes when learners have completed the study in Islamic Junior High School Sabilurrosyad, because students will really feel the life in the community. Rapid changes in society conditions due to the influence of changing times make learners able to keep applying social values in society and behave in accordance with the expectations of the school that is to hold the noble value of the nation.

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<sup>87</sup> Interview With Nurusy Syahid Sirrul Muk'min as student at IX SMP Islam Sabilurrosyad Gasek Malang on 08<sup>th</sup> August 2017 at SMP Islam Sabilurrosyad Gasek Malang

<sup>88</sup> Mr. Ryan Sunandar, S.Psi *op.cit.*

## **C. Research Finding**

### **1. Development Process of Social Values Education Program in Islamic Junior High School Sabilurrosyad Gasek Malang**

Implementation of social values education in Islamic Junior High School Sabilurrosyad done with the school policy that makes social values education programs. The process of developing social value education programs includes:

- a. School vision and mission become the goal of the form of social value education program.
- b. Conducting a needs analysis in the manufacturing program in accordance with the vision and mission, and also do a synergy of the school environment.
- c. Conduct environmental analysis prior to making social values education program.
- d. Conduct communication and cooperation with the school environment and parents.

## **2. Teacher attempts IPS to Implement Social Values Education in Islamic junior Sabilurrosyad Gasek Malang**

Efforts to implement a social studies teacher education social value among others:

- a. To enforce the rules that have been integrated with social values.
- b. Conducting interactive learning with students to be more active in class.
- c. Applying the methods of learning such as discussions, group work, lecture and question and answer, the provision of social phenomena surrounding problems and analyze the causes and solutions are workable.

## **3. The results get from the implementation of social values education in Islamic Junior High School Sabilurrosyad Gasek Malang**

The results of the implementation of the social value of education through educational programs can be seen from the social value:

- a. Short-term results to be noticeable to the activities of learners in schools and in schools, including the attitude of students towards older people and against his own good, the interaction of the students had gradually changed and in accordance with social value, social values such as cooperation and tolerance to sesam already seen with the methods of learning is done in the classroom. The existence of social values education program in schools results can be seen. With the

students understand the importance of the values of tolerance, compassion for others, mutual assistance etc.



## CHAPTER V

### DISCUSSION OF RESEARCH

#### A. Development Process of Social Values Education Program in Islamic Junior High School Sabilurrosyad Gasek Malang

Implementation of social values education is an effort to apply from PERMENDIKBUD No. 23 of 2015, programs that integrate social values are applied as efforts to implement social values education. Based on the results found by the researchers, the development of social values education program has several processes.<sup>89</sup> The process of creating social value of education development programs, among others :

1. Making the program based on the vision and mission of the school.

Social values education program originated from the vision and mission of the school who aspire to form learners in accordance with the values of the school and noble culture of the nation. In order to achieve this vision and mission, the school planning policy in shaping social values education program.

According Onsimus Amtu planning can be summed up as an aspiration which materialized through a decision to define what will be

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<sup>89</sup> PERMENDIKBUD Nomor 23 tahun 2015

implemented in the future to assist the organization in achieving its objectives. Planning is a development of ideas and ideas about the future of the organization on an ongoing basis. It is a form to translate the vision, mission, and goals of the organization in a variety of strategies, policies, programs and activities to achieve a predetermined goal. Educational planning is a rational application of a systematic analysis of the educational development process in order to make the education more effective and efficient and in accordance with the needs and goals of the learners and communities.<sup>90</sup>

## 2. Environmental analysis and Needs Analysis

Making the social values education program conducted by grounding the vision and mission of the school. Social values education program is given in hopes of shaping the personality of learners well. Environmental analysis and requirements analysis done for social values education program can be on target. Environmental analysis and requirements analysis into the planning stages in the making of the program.

According onsimus amtu planning is the relationship between the condition that occurs now with how it should be according to the needs, setting goals, priorities, programs and resource allocation. How is supposedly was referring to the future. Planning here stressed to attempt

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<sup>90</sup> Onisimus Amtu, *Manajemen Pendidikan di Era Otonomi Daerah Konsep, Strategi, dan Implementasi*, (Bandung: Alfabeta, 2011), hlm 46

to fill the gap between the present situation with the situation that will come adapted to what is aspired, is to eliminate the distance between the present state with the desired state.<sup>91</sup>

Look at the background of Malang as one of the cities of education, Malang city became the destination of the various communities that aim to study. Increasing number of immigrants with a variety of cultural backgrounds, made a poor town has a heterogeneous society with diverse cultures. Anticipating the increasing number of incoming culture and the ever-changing conditions of the times, Islamic Junior High School Sabilurrosyad trying to establish social values education program. In accordance with that described by mulyono in his Onisimus Amtu namely:

The planning process should be done, among others :

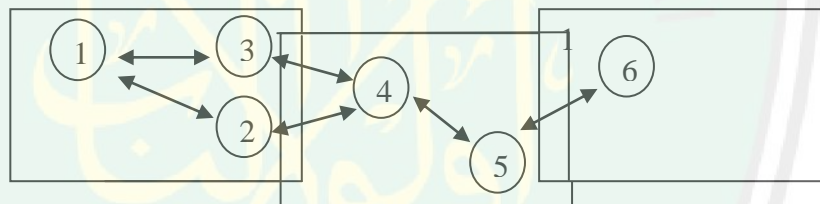
- a. Formulate clear objectives / operations
- b. Identify and analyze the data related to the problem.
- c. Finding and analyzing alternative solutions to problems.
- d. Compare ditemukan alternative, the alternative that is efficient, effective, and practical.
- e. Make decisions.
- f. Develop a plan of activities.<sup>92</sup>

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<sup>91</sup> Onisimus Amtu, *op.cit.* hlm.32

<sup>92</sup> Onisimus Amtu, *op.cit.* hlm.32

Islamic Junior High School Sabilurrosyad use planning making the program uses the theory of synoptic, in his book on Simons and called education management in the era of regional autonomy (concept, strategy and implementation to explain the theory of synoptic merupakan theory the most comprehensive, the object being planned viewed as a whole round. Object or this purpose and then broken down into sections by using model analysis system, so the system reveal its structure. by structuring until the components, then the job becomes easier planning. the planning process synoptic taking the following steps.



### 5.1 Management Planning

Seen in the picture, there are three parts, namely, first that include steps 1 until 3, the second which includes steps 4 and 5, and the third is to step 6. The first part is analysis system, which starts from the problems that made the needs and objectives, then described or analyzed into specific sections. In this analysis because the environment is always considered a problem is never separated from the environment. The second part is a description of the problem begins with researching the problem and their environment that will



lead to alternative-alternative solutions. Research for the environment is very important, because solving beregantung existing sources in the environment. This section by kaufman called analysis methods and tools. Afterward stepping on the third in the literature often called implementation, assessment and review.<sup>93</sup>

### 3. Cooperating with parents and schools

Condition Islamic junior high school located sabilurrosyad boarding school environment, require Islamic Junior High School Sabilurrosyad to always coordinate activities and to adjust to environmental conditions. In accordance with the opinion of Sutapa was quoted by Dr. Yosol Iriantara and Usep Syaripudin, M. Ed which is an overall environmental elements that affect most or all organizations that are outside the boundaries of the organization. Thus, the environment affects the organization's activities. Furthermore Sutapa added, the environment can be understood through the analysis of the parts (segments) of the environment that affect the behavior and performance of the organization as a whole. Covers environmental conditions, the state of the situation, events and influences that surround and influence the development of the organization. The organization committee of education, both of which are in formal

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<sup>93</sup> Onisimus Amtu, *op.cit.* hlm. 40

education and non-formal and informal, have an environment that affect and influence. Typically, these environments are categorized into internal environment and the external environment.<sup>94</sup>

Social Values Education Program will run properly when school cooperation and communication with external and internal environment of the school. In planning and running the program, the Islamic junior high school Sabilurrosyad relations and cooperation with schools and families. All students are required to settle dipasantren, every room of learners have a companion charge of guiding and challenge learners if wrongdoing. Schools have a meeting end of each month with parents and also co-learners when in boarding school in the same parents.

The meeting between the school, parents and schools aims to report on the development of learners both in the academic, behavior etc. This is done because educating children is a shared responsibility between schools and families, coordination and effective and intensive communication between schools and families is needed. School believes families are entitled to obtain clear information about the policies and programs of the school. Parents / guardians are also

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<sup>94</sup> Dr. yosal Iriantara & Usep Syaripudin, M.Ed. *Komunikasi pendidikan* (Bandung: Simbiosis Rekatama Media, 2013), hlm . 43

required involvement by the school to formulate and implement policies and programs.<sup>95</sup>

### **B. Efforts to Implement Education IPSTeacher in Islamic Junior High Schoolin Social Value Sabilurrosyad Gasek Malang**

The work done by a social studies teacher in doing a learning done by the synergy of the social value of education programs in schools. Learning adjustment expected to be able to support a program that has been created and is able to provide the expected output seseuai. Learning in the classroom is no different with school learning in general. Rather the emphasis on values education aimed at learning more about IPS. This is in accordance with the opinion of Isjoni that is specifically educational of IPS participated involved in producing learners who qualified, the man who is able to think critically, creatively, logically and take the initiative in responding to symptoms and social problems that developed in the community caused by the development of technology era global. Therefore, IPS learning should be able to develop a variety of dimensions, both concerning the knowledge, attitudes, and skills.<sup>96</sup> Efforts to implement a social studies teacher education social value among others:

1. Social Values education is implemented in IPS learning and implementing regulations.

<sup>95</sup> Dr. yosal Iriantara & Usep Syaripudin, M.Ed. *op.cit.* hal 94

<sup>96</sup> Isjoni, *cooperative learning*, (Bandung: Alfabeta, 2007), hlm.54

Implementation was done of habituation-conditioning in the classroom as it comes in a timely, open and close the lesson with prayer, familiarize students to interact with each other in accordance with social values, mutual respect and love her, respect differences both dissent and differences in beliefs. Daniel Goleman is famous for his book *Multiple Intelligences and Emotional Intelligence* (1999) states that a character education Educational Values, which includes nine grades foundation s fro-related, namely *first*, responsibility, the respect, the three fairness, courage fourth, fifth honesty, citizenship sixth, seventh self-discipline, caring eighth, and ninth perseverance. If the value of education successfully internalized the basic values in the ninth self-learners then in view of Daniel Goleman will form an individual character, individual character. Furthermore, he said that education must begin at home values, developed in educational institutions and applied real school in the community.<sup>97</sup>

## 2. Using interactive learning methods.

In a statement about the value of education Goleman, a social studies teacher education in an effort to implement them using the social value of learning that engage learners to be active in pembelajaran. Habituation implementation of social values in the classroom is expected

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<sup>97</sup> Sutarjo Adisusilo, J. R, *Pembelajaran Nilai-Karakter (Konstruktivisme dan VCT sebagai Inovasi Pendekatan Pembelajaran Afektif)*, (Depok: Rajawali Pers, 2012), hlm. 80

to mem learners in the form of characters behave and interact with their environment. Learning that is used in the classroom usually use lectures, discussions, group work, and the provision of social phenomena problem. Selection of teaching methods in an effort to make the implementation of the social value of education selected in accordance with the theme being taught. The learning process of values education integrated with strategy or method that makes the students actively involved and more courage to follow it. This is in accordance with the principles of the use of learning strategies in learning strategies written by Sutarjo value Adisusilo explained that the principle of the learning process that is required to Interkatif, inspirational, fun, challenging, and motivating.<sup>98</sup>

Habituation in applying social values do well in learning in class and outside of class. Integrating social values in learning such as discussion aims to teach learners are able to honor his dissent. So also with the group method aims to make students able to perform the division of tasks with other members of the group and that learners are able to cooperate in completing the tasks assigned by the teacher.

### 3. Giving an example by example

According to Hamalik, the teacher is a very important factor and influence on students, because teachers in the classroom to lead and direct

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<sup>98</sup> Sutarjo Adisusilo, *op.cit.* hal 85

the learning activities of students, teachers most in touch with the students, the teacher in front of the eyes of the student is one who has the authority enviable.<sup>99</sup>

Modeling of a teacher is the most important because it indirectly what is done by the teacher to be a reflection for students in the act. Students will hold a direct assessment of the behavior of both inside and outside the classroom, conduct himself as a teacher of the profession morality, moral teacher to the student, as well as to peers. Being a role model is a model or educators who are trying to show her value as a model or example of life according to certain values. Educators themselves become the example of the appreciation and experience of life who want added value to the learners. Learners are expected to be impressed by the way of life educator and seeks to imitate.<sup>100</sup>

4. Applying the methods of learning such as discussions, group work, lecture and question and answer, giving ma one social phenomenon around.

Implementation of educational value used in the classroom, including the clarification of value engineering approach (VCT). VCT is an educational approach in which the value of learners are trained to find, select, analyze, decide, take a stand alone values of life who want

<sup>99</sup> Oemar Hamalik, *Psikologi Belajar dan Mengajar*, (Bandung: Sinar Baru Algensindo, 1992), hlm. 28.

<sup>100</sup> Sutarjo Adisusilo, *op.cit.* hal 141

advocated. Learners helped clarify, clarify or clarify the values of life, through the values of problem solving, discussion, dialogue and presentation. For example, learners are helped to realize the value of life which should be prioritized and implemented, through the discussion of cases of conflict-ridden life or moral values.<sup>101</sup>

### **C. Results in Get Social Value of Education Implementation in SMP Islam Sabilurrosyad Gasek Malang.**

The results are something held (made, used, etc) by businesses.<sup>102</sup> In this case study has a social value that results can already be seen. The formation of the social value of education programs implemented in schools, can be seen and observed the behavior of learners within the school and the environment. Implementation of social values education to learners at junior levels still needed more attention in order to get the expected output.

Educational value is only reached on moral knowing is not enough, because it limited to know or understand the values only produces smart people. Step-important is their education to the moral value of the action. Moral action is how to make moral knowledge can be realized with real action. There is a strong linkage between moral understanding or value a person acts or actions to be performed not in doubt.<sup>103</sup>

<sup>101</sup> Sutarjo Adisusilo, *op.cit.* hal 141

<sup>102</sup> KBBI (<https://kbbi.web.id/hasil>, diakses pada tanggal 24 agustus 2017 pada jam 14.53 WIB)

<sup>103</sup> Sutarjo Adisusilo, *op.cit.* hal. 63

The existence of social values education program in schools results can be seen. With the students understand the importance of the values of tolerance, compassion for others, mutual assistance etc. Psychological condition of children who are still in the stage of change, like new things and search for identity resulted needed special attention. This is consistent with the theory that is issued by Erickson about affective development of children at the age of 12-18 years is the stage of identity. At this stage of physical and mental maturity perfect start, the dimensions of interpersonal and intrapersonal start to appear. But the cognitive and affective in a person does not automatically as age seseorang but so many external and internal factors that affect it. Education can be one that can help the development of affective learners, educators suppositions appropriately accompany learners. <sup>104</sup>

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<sup>104</sup> Sutarjo Adisusilo, *op.cit.* hal. 41



## CHAPTER VI

### CONCLUSION

#### A. Conclusion

Based research in SMP Sabilurrosyad Gasek Malang, the last section researcher will make conclusion:

1. Development process of social value education program in smp islam sabilurrosyad gasek malang through (a) school vision and mission become the goal of the form of social value education program (b) conducting needs analysis in program making in accordance with vision and mission, and also doing synergy to school environment. (c) conduct an environmental analysis prior to the creation of a social value education program (d) communicating and collaborating with school environment and parents
2. Teacher Efforts IPS Implementing Social Value Education in Islamic Junior High School Sabilurrosyad Gasek Malang (a) social Value Education is implemented in social studies and implement school rules (b) doing interactive learning with learners becomes more active in class (c) implementation learning methods such as discussion, group work, lectures and questioning, giving the problem of social phenomena around and doing

analysis of the causes and solutions that can be applied (d) giving examples through tauladan.

3. The results obtained from Implementation of Social Value Education in Islamic Junior High School Sabilurrosyad Gasek Malang through The existence of a social value education program at the school provides visible results. By understanding the students about the importance of the value of tolerance, compassion toward others, mutual cooperation. Value education that reaches mere moral knowing is not enough, because to the extent to know or understand the values only produce intelligent people. The most important step is the value of education to moral action

#### **B. Suggestion**

For the purposes of further development social education value program suggested the following:

1. Astablish communication across all elements of the school
2. Always follow the development of social phenomenon, as the process of development of social value education program
3. Doing intensive communication with other teachers, parents and pengasuh pondok pesantren.

**For teacher:**

1. Teachers are advised to be able to understand the psychological condition of learners when applying social value education.
2. Teachers are advised to be more able to approach more with learners, in order to be able to shape the personality of learners.

**For school:**

1. Schools are advised to renew facilities and infrastructure, in order to support planned programs.
2. Schools are advised to form more specific and more targeted programs in particular social value education.
3. Schools are advised to integrate social values education programs oriented to Islam.

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**Appendix I Tata Tertib**  
**SUSUNAN PENGURUS**  
**UNIT TATA TERTIB SISWA**  
**SMP ISLAM SABILURROSYAD MALANG**  
**TAHUN PELAJARAN 2017/2018**

Pelindung : Kepala SMP Islam Sabilurrosyad Malang  
Ketua Tim Tatib : Slamet Mudofar  
Sekretaris : Zayyin Mukmila M.Pd.I  
Penanggung Jawab Tatib Siswa kelas VII : Hermi Ismawati M.Pd.I  
Penanggung Jawab Tatib Siswa kelas VIII : Nuruddin Syauqi S.Si  
Penanggung Jawab Tatib Siswa kelas IX : Slamet Mudofar

JABARAN TUGAS  
TIM TATA TERTIB SISWA  
**SMP ISLAM SABILURROSYAD MALANG**  
TAHUN PELAJARAN 2017/2018

- 1. Pelindung**
  - a. Membimbing secara umum pelaksanaan Tata tertib Siswa
  - b. Bertanggung Jawab atas Pelaksanaan Tata Tertib Siswa
  - c. Memotivasi Kinerja Pelaksanaan Tata Tertib Siswa
  - d. Membimbing dan Menyetujui teknis Pelaksanaan Tata Tertib Siswa
- 2. Ketua Tim Tatib**
  - a. Mengkoordinasikan semua kegiatan Tata Tertib Siswa
  - b. Melaporkan Secara Tertulis Pelaksanaan TataTertib Siswa
- 3. Sekretaris**
  - a. Bertanggung jawab atas sarana dan prasarana yang dimiliki tim Tatib
  - b. Bertanggung jawab atas kegiatan surat menyurat (Surat Pemberitahuan atau panggilan orang tua)
  - c. Bertanggung jawab atas pengarsipan surat
  - d. Merekap data siswa yang melanggar tata tertibper minggu, per bulan dan per semester
- 4. Penanggung Jawab Tatib Kelas VII**
  - a. Bertanggung jawab atas perkembangan ketaatan siswa terhadap tata tertib kelas VII
  - b. Memberikan hukuman/pembinaan bagi siswa yang melanggar tata tertib kelas VII
  - c. Mencatat kejadian-kejadian penting terkait dengan pelanggaran tata tertib kelas VII (contoh: kronologis suatu kasus)
  - d. Mencatat siswa yang melakukan pelanggaran tata tertib dalam buku tata tertib
  - e. Mencatat pelanggaran siswa dalam buku tata tertib siswakelas VII
  - f. Membuta rekapan total point pelanggaran masing-masing siswakelas VII (per bulan)
- 5. Penanggung Jawab Tatib Kelas VIII**
  - a. Bertanggung jawab atas perkembangan ketaatan siswa terhadap tata tertib kelas VIII
  - b. Memberikan hukuman/pembinaan bagi siswa yang melanggar tata tertib kelas VIII
  - c. Mencatat kejadian-kejadian penting terkait dengan pelanggaran tata tertib kelas VIII (contoh: kronologis suatu kasus)

- d. Mencatat siswa yang melakukan pelanggaran tata tertib dalam buku tata tertib
- e. Mencatat pelanggaran siswa dalam buku tata tertib siswakelas VIII
- f. Membuat rekapan total point pelanggaran masing-masing siswakelas VIII (per bulan)

**6. Penanggung Jawab Tatib Kelas IX**

- a. Bertanggung jawab atas perkembangan ketaatan siswa terhadap tata tertib kelas IX
- b. Memberikan hukuman/pembinaan bagi siswa yang melanggar tata tertib kelas IX
- c. Mencatat kejadian-kejadian penting terkait dengan pelanggaran tata tertib kelas IX (contoh: kronologis suatu kasus)
- d. Mencatat siswa yang melakukan pelanggaran tata tertib dalam buku tata tertib
- e. Mencatat pelanggaran siswa dalam buku tata tertib siswakelas IX
- f. Membuat rekapan total point pelanggaran masing-masing siswakelas IX (per bulan)



## **PEMBINAAN DAN SANKSI**

### **PERIHAL KEWAJIBAN UMUM**

1. Mentaati peraturan sekolah dan ketentuan lain yang ditentukan untuknya.
2. Berperilaku sesuai dengan akhlak karimah dan senantiasa menjunjung tinggi ajaran sekolah.
3. Siswa dilarang berpenampilan dan berperilaku yang tidak sopan menurut etika maupun syari'ah
4. Menjaga nama baik sekolah..
5. Menjauhi pergaulan dan sikap yang bertentangan dengan ajaran Islam dan akhlak karimah.
6. Siswa harus tinggal di pesantren.
7. Siswa harus menjaga keindahan, kebersihan dan ketertiban kelas serta lingkungan madrasah.
8. Siswa dilarang Bertato
9. Siswa dilarang berpacaran atau menjalin hubungan yang mengarah pada pacaran
10. Siswa dilarang membantu dan atau memfasilitasi tindakan yang melanggar.
11. Siswa dilarang menghina, mengancam, dan atau melakukan tindak kekerasan kepada guru dan atau sesama siswa
12. Siswa tidak boleh tercatat sebagai siswa pada sekolah dan atau madrasah lain.
13. Siswa tidak boleh melakukan aksi corat-coret atau kegiatan lain yang merusak fasilitas sekolah.

### **PERIHAL KEGIATAN PEMBELAJARAN DI KELAS**

1. Siswa harus menghormati guru dan sesama siswa.
2. Siswa harus menjaga ketenangan dan kelancaran proses kegiatan belajar mengajar
3. Siswa harus masuk kelas selambat-lambatnya 5 (lima) menit sebelum tanda dimulainya kegiatan belajar mengajar.
4. Siswa dilarang meninggalkan kelas selama jam-jam kegiatan belajar mengajar kecuali dengan izin guru.
5. Siswa harus menjaga keindahan, kebersihan dan ketertiban kelas serta lingkungan madrasah.

### **PERIHAL TERLAMBAT MASUK SEKOLAH**

1. Terlambat lebih dari 2 kali tidak diijinkan masuk pada jam pertama
2. Terlambat 3 kali tidak diperkenankan mengikuti pelajaran sampai jam ke-3

**PERIHAL SERAGAM SEKOLAH**

1. Tidak memakai kopyah dan topi saat upacara bendera memakai topi bola
2. Tidak memakai dasi, memakai dasi rafia
3. Atribut tidak lengkap, kancing lepas dllmenjahit sendiri
4. Tidak memakai ikat pinggang/memakai tidak standard, memakai ikat pinggang rafia
5. Tidak memakaisepatu, memakai sepatu kresek di kelas
6. Tidak memakai alas kaki (nyeker), dikalungi permen
7. Memakai jaket, jaket disita selama 1 hari

**PERIHAL RAMBUT**

1. Rambut gondrong, model punk ataupun disemir, rambut dipotong

**PERIHAL AKSESORIS**

1. Memakai gelang, gelang disita (putra)
2. Memakai gelang lebih dari satu, gelang disita (putr)
3. Memakai perhiasan, cincin, gelang atau kalung

**PERIHAL HANDPHONE**

1. Membawa handphone sekali maka handphone disita selama 1 hari
2. Membawa handphone 2 kali maka handphone disita dan diambil oleh orang tua

**PERIHAL MEMBUANG SAMPAH SEMBARANGAN**

1. Membuang sampah sembarangan sekali mencari sampah satu kresek
2. Membuang sampah sembarangan dua kali mencari sampah dua kresek
3. Membuang sampah sembarangan tiga kali mencari sampah tiga kresek
4. Membuang sampah sembarangan empat kali mencari sampah empat kresek

**PERIHAL SISWA YANG MENCAPAI POINT 10**

1. Membersihkan kamar mandi

**PERIHAL SISWA YANG MENCAPAI POINT 15**

1. Membuat pernyataan yang ditandatangani wali kelas
2. Membersihkan Kaca jendela Masjid

**PERIHAL SISWA YANG MENCAPAI POINT 25**

1. Dibina petugas Tatib, wali kelas dan BP
2. Membuat surat pernyataan yang diketahui orang tua

3. Membersihkan lingkungan sekolah (Meliputi masjid, halaman, pada hari sabtu mulai jam 12.00 sd 13.00)

#### **PERIHAL SISWA YANG MENCAPAI POINT 30**

1. Dibina petugas tatib, kesiswaan, wali kelas, BP dan orang tua dipanggil ke sekolah
2. Membaca Al Quran satu juz di ruang Kepala Sekolah
3. Membersihkan Ruang Kepala Sekolah

#### **PERIHAL SISWA YANG MENCAPAI POINT 40**

1. Siswa disuruh belajar sendiri di rumah selama 1 hari dan boleh masuk kembali dengan diantar oleh orang tua dan membawa surat pernyataan I
2. Membaca Al Quran dua (2) juz di simak orang tua

#### **PERIHAL SISWA YANG MENCAPAI POINT 60**

1. Siswa disuruh belajar sendiri di rumah selama 2 hari dan boleh masuk kembali dengan diantar oleh orang tua untuk membuat surat pernyataan II
2. Membaca Al Quranempat (4) juz di simak orang tua

#### **PERIHAL SISWA YANG MENCAPAI POINT 70**

1. Siswa disuruh belajar sendiri di rumah selama 3 hari dan boleh masuk kembali dengan diantar oleh orang tua untuk membuat surat pernyataan III dihadapan kepala sekolah
2. Membaca Al Quran enam (6) juz di simak orang tua

#### **PERIHAL SISWA YANG MENCAPAI POINT 80**

1. Siswa disuruh belajar sendiri di rumah selama 6 hari dan boleh masuk kembali dengan diantar oleh orang tua untuk membuat surat pernyataan IV dihadapan kepala sekolah dan Pengasuh (kyai)
2. Membaca Al Quran delapan (8) juz di simak orang tua

#### **PERIHAL SISWA YANG MENCAPAI POINT 90**

1. Orang tua dipanggil untuk mencari sekolah lain, tidak naik kelas atau mengundurkan diri

#### **PERIHAL SISWA YANG MENCAPAI POINT 100**

1. Mencapai point 100 siswa dikembalikan kepada orang tua

**LEMBAR TATIB SMP ISLAM SABILURROSYAD**

**Nama** :

**Kelas** :

No	Hari/Tanggal	JenisPelanggaran	Point
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
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## Appendix II

### Documentation

#### Kegiatan ekstra pada hari sabtu



Suasana belajar saat ekstrakurikuler yang diadakan setiap hari sabtu, ekstrakurikuler di smp sabilurrosyad meliputi pelajaran matematika, catur, IPS, pramuka dll.

#### Kegiatan pembelajaran



Kegiatan pembelajaran menjadi salah satu dalam usaha implementasi pendidikan nilai social di dalam kelas.

### **Suasana saat adzan Dhuhur**



Ketika mendengar adzan dzuhur, peserta didik wajib mengikuti solat duhur berjamaah. Semua kegiatan pembelajaran dihentikan.

### Appendix III

## PROGRAM PENGUATAN PENDIDIKAN KARAKTER

SMP ISLAM SABILURROSYAD MALANG

TAHUN PELAJARAN 2017/2018

### A. LATAR BELAKANG

Pemerintah mengusahakan dan menyelenggarakan satu sistem pendidikan nasional yang meningkatkan keimanan dan ketakwaan serta akhlak mulia dalam rangka mencerdaskan kehidupan bangsa, yang diatur dengan undang-undang.

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk mengembangkan 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 bertanggung jawab.

Untuk mewujudkan cita-cita tersebut diatas dibutuhkan pendidikan karakter yaitu usaha menanamkan kebiasaan-kebiasaan yang baik (*habituation*) sehingga peserta didik mampu bersikap dan bertindak berdasarkan nilai-nilai yang telah menjadi kepribadiannya. Dengan kata lain, pendidikan karakter yang baik harus melibatkan pengetahuan yang baik, perasaan yang baik, dan perilaku yang baik sehingga terbentuk perwujudan kesatuan perilaku dan sikap hidup peserta didik.

### B. DASAR HUKUM

1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan sebagaimana telah diubah dengan Peraturan Pemerintah Nomor

- 32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
3. Peraturan Menteri Pendidikan Nasional Nomor 39 Tahun 2008 tentang Pembinaan Kesiswaan;
  4. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 61 Tahun 2014 tentang Kurikulum Tingkat Satuan Pendidikan pada Pendidikan Dasar dan Pendidikan Menengah;
  5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 23 Tahun 2015 tentang penumbuhan budi pekerti

### **C. TUJUAN**

1. Mengembangkan nilai-nilai yang membentuk karakter bangsa, yaitu Pancasila, meliputi
2. mengembangkan potensi peserta didik agar menjadi manusia berhati baik, berpikiran baik, dan berperilaku baik;
3. membangun bangsa yang berkarakter Pancasila;
4. mengembangkan potensi warganegara agar memiliki sikap percaya diri, bangga pada bangsa dan negaranya serta mencintai umat manusia.

### **D. PENANGGUNG JAWAB KEGIATAN**

Adapun penanggung jawab kegiatan Penguatan Pendidikan karakter adalah:

1. Penanggung Jawab kegiatan : Islahuddin, SS, M.Pd I
2. Koordinator Kegiatan : Slamet Mudofar, S.Pd
3. Penanggung Jawab PPK Kelas VII A : Wahdatun Hanifah
4. Penanggung Jawab PPK Kelas VII B : Ryan Sunandar, S.Psi
5. Penanggung Jawab PPK Kelas VIII A : Ronik luluk, S.Pd
6. Penanggung Jawab PPK Kelas VIII B : Misykat Sulthona Pora, S.Si, M.Ling
7. Penanggung Jawab PPK Kelas IX A : Afif Amrullah, S.HI
8. Penanggung Jawab PPK Kelas IX B : A. khukmi Ilmana, S.Pd



9. Penanggung Jawab PPK di Pondok : Tim Pendamping Asrama  
(Pondok)

#### **E. TEMPAT KEGIATAN DAN WAKTU**

Tempat kegiatan penguatan pendidikan karakter adalah di kelas, lingkungan sekolah dan pondok pesantren dan waktunya adalah setiap hari.

#### **F. SASARAN**

Adapun sasaran dari kegiatan ini adalah seluruh siswa-siswi SMP Islam Sabilurrosyad Malang

#### **G. MATERI KEGIATAN**

Materi kegiatan dan teknis pelaksanaan adalah sebagaimana terlampir

#### **H. TEKNIK PELAKSANAAN DAN PENILAIAN**

Teknis pelaksanaan dan penilaian kegiatan penguatan pendidikan karakter adalah sebagai berikut:

##### **a. TEKNIK PENGISIAN BUKU PANTAU KARAKTER**

1. Peserta didik mengisi kolom pada buku karakter dengan memberi tanda centang (√) pada kegiatan yang dilakukan dan memberikan tanda (-) pada kegiatan yang tidak dilakukan, dan memberikan tanda arsir pada kegiatan yang tidak mungkin dilakukan.
2. Wali kelas/pendamping mendampingi dan membimbing peserta didik dalam mengisi buku pantau karakter di sekolah
3. Pendamping pondok mendampingi dan membimbing peserta didik dalam mengisi buku pantau karakter di rumah
4. Wali kelas / pendamping menekankan "KEJUJURAN" dalam mengisi buku pantau karakter
5. Wali kelas/pendamping memberikan tanda tangan pada buku pantau karakter yang sudah diisi oleh siswa.

6. Peserta didik menghitung skor yang diperoleh setiap minggu sekali dan menuliskan predikatnya.
7. Peserta didik menuliskan skor yang diperoleh pada lembar skor pendidikan karakter bulanan yang disediakan.

### B. Teknik Pelaporan Penguatan Pendidikan Karakter

1. Wali kelas/ pendamping merekap skor pendidikan karakter siswa setiap minggu dan setiap bulan dan memberikan catatan aspek pendidikan karakter yang perlu ditingkatkan.
2. Wali Kelas/pendamping mencantumkan hasil penskoran pendidikan karakter pada laporan akuntabilitas setiap bulan.
3. Wali kelas/pendamping memberikan penguatan pemahaman dan motivasi aspek karakter yang perlu ditingkatkan pada saat perwalian.

### C. Pedoman Penskoran

$$\text{Skor akhir} = \frac{\text{skor yang diperoleh}}{\text{Skor maksimal}} \times 100$$

**Skor yang diperoleh** : setiap tanda centang dihitung skornya 1

**Skor maksimal** : skor ketika semua kegiatan (tanda yg diarsir tidak dihitung)

NO	Nilai	Predikat	Keterangan
1	<b>86-100</b>	A	Sangat Baik
2	<b>71-85</b>	B	Baik
3	<b>56-70</b>	C	Cukup
4	<b>41-55</b>	D	Kurang

## I. BIAYA

Biaya yang dibutuhkan untuk kegiatan penguatan pendidikan karakter adalah:

No	Uraian	Vol	Biaya	Total
1	Penggandaan instrument PPK	151	Rp. 10.000	Rp. 1.510.000

## I. PENUTUP

Demikian Panduan kegiatan ini kami susun sebagai acuan pelaksanaan kegiatan kitab agar bisa berjalan dengan maksimal sesuai hasil yang diharapkan

Malang, 1 Agustus 2017

Mengetahui,

Kepala SMP Islam Sabilurrosyad  
PPK

Koordinator program

Islahuddin, SS, M.Pd I  
S. Pd.

Slamet Mudofar,

PENDIDIKAN KARAKTER DI SEKOLAH

PEKAN 1 2 3 4 BULAN : .....

Aspek	Indikator	Sl	Sh	Kms	Jmk	Shk	Skor
Kelakuan	Salam dan salim ketika bertemu dengan guru						
	Rukun dengan teman						
	Patuh dan taat kepada guru						
	Berbicara dengan sopan						
Kerajinan	Berwudhu dan shalat berjama'ah dengan terbi						
	Bersikap tertib/sopan ketika berada di masjid						
	Makan, minum dengan adab Islami						
	Datang ke sekolah tepat waktu						
Kerapian	Masuk kelas tepat waktu						
	Melaksanakan shalat dhuha berjama'ah dengan terbi						
	Melaksanakan shalat dhuhur /Jum'at						
	Membaca dzikir/shalawat/Ai Qur'an (nunggu qamah)						
Kerapian	Berdzikir sesudah shalat						
	Mengerjakan shalat sunnah qabliyah						
	Mengerjakan shalat sunnah ba'diyah						
	Membuang sampah pada tempatnya						
Kerapian	Melaksanakan piket dengan tanggung jawab						
	Peralatan belajar lengkap						
	Berseragam lengkap dan rapi						
	Melakukan sepatu dengan rapi di tempatnya						
Parat Wali kelas							

CATATAN WALI KELAS:

--	--

PENDIDIKAN KARAKTER DI RUMAH/PONDOK

PEKAN 1 2 3 4 BULAN : .....

Aspek	Indikator	Sl	Sh	Sl	Sh	Kms	Jmk	Shk	Skor
Ibadah	Melaksanakan shalat Dhuhur berjama'ah dengan terbi								
	Melaksanakan shalat Ashar berjama'ah dengan terbi								
	Melaksanakan shalat Magrib berjama'ah dengan terbi								
	Melaksanakan shalat 'isya' berjama'ah dengan terbi								
Ahlak	Melaksanakan shalat Subuh berjama'ah dengan terbi								
	Melaksanakan shalat sunnah Tahajud								
	Melaksanakan shalat sunnah Tahajud								
	Berdzikir sesudah shalat								
Disiplin	Membaca Al Qur'an								
	Puasa Sunnah (senin-kamis)								
	Salam dan salim dengan pendamping /orang tua								
	Memahami nasihat dan perintah Pendamping/orang tua								
Disiplin	Menghormati orang yang lebih tua								
	Menyayangi kepada yang lebih muda								
	Bangun tidur tanpa dibangunkan								
	Merapikan tempat tidur								
Disiplin	Merapikan pakaian								
	Menyapkan buku dan peralatan sekolah sendiri								
	Belajar dengan penuh kesadaran								
	Parat Pendamping/Orang Tua								
Monitorin belajar									

Senin	Selasa	Rabu	Kamis	Jumat	Sabtu	Ahad	Skor

form penilaian pendidikan nilai sosial masuk kedalam aspek akhlaq

## Lampiran IV. Pedoman Penelitian

### A. Pedoman Wawancara

#### 1. Wawancara dengan Kepala Sekolah

- a. menurut bapak apakah nilai sosial itu?
- b. nilai sosial apa aja yang diajarkan disekolah?
- c. strategi apa yang digunakan guru dan program apa yang digunakan dalam implementaswi pendidikan nilai sosial pada siswa?
- d. apa dampak nilai sosial pada siswa?
- e. hamabatan apa saja yang dialami dan solusi apa yang ditempuh dalam pendidikan nilai sosial itu?

#### 2. Wawancara dengan Wali Kelas 3

- a. menurut bapak, apakah nilai-nilai sosial itu?
- b. bagaimanakah proses pembelajaran pendidikan nilai sosial di sekolah
- c. strategi apa yang digunakan guru dalam implementasi nilai-nilai sosial pada siswa?
- d. apa dampak pendidikan nilai sosial pada siswa?
- e. hambatan apa saja yang dialami dan solusi apa yang ditempuh dalam pendidikan nilai sosial?

#### 3. Wawancara dengan Guru IPS

- a. menurut bapak, apakah nilai-nilai sosial itu?
- b. apakah landasan dari nilai-nilai sosial itu?
- c. bagaimanakah proses pembelajaran pendidikan nilai sosial dikelas?
- d. strategi apa yang digunakan guru dalam implementasi nilai-nilai sosial pada siswa?
- e. apa dampak pendidikan nilai sosial pada siswa?
- f. hambatan apa saja yang dialami dan solusi apa yang ditempuh dalam pendidikan nilai sosial?

#### **4. Wawancara dengan Siswa**

- a. apakah siswa diajarkan tentang nilai-nilai sosial?
- b. nilai sosial apa saja yang diajarkan oleh sekolah?
- c. bagaimana tanggapanmu tentang nilai sosial yang diajarkan?
- d. apakah pendidikan nilai sosial sudah berjalan dengan lancar dikelas maupun lingkungan sekolah?
- e. bagaimana pembelajaran pendidikan nilai sosial yang diberikan?

#### **B. Pedoman Observasi**

1. Letak geografis Madrasah Tsanawiyah Sabilul Rosyad Gasek Karang besuki Malang.
2. Situasi dan kondisi Madrasah Tsanawiyah Sabilul Rosyad Gasek Karang besuki Malang.
3. Pelaksanaan kegiatan dan aktifitas Madrasah Tsanawiyah Sabilul Rosyad Gasek Karang besuki Malang.

#### **C. Pedoman Dokumentasi**

1. Dokumen Profil Madrasah Tsanawiyah Sabilul Rosyad Gasek Karang besuki Malang.
2. Jumlah Guru, Karyawan, dan Siswa Madrasah Tsanawiyah Sabilul Rosyad Gasek Karang besuki Malang.
3. RPP
4. Tata Tertib Madrasah Tsanawiyah Sabilul Rosyad Gasek Karang besuki Malang.

## Appendix V Interview Guidline

### A. Wawancara dengan Kepala Sekolah

Nama : Bapak Islahuddin, S S M.PdI

Waktu : 29 Juli 2017 (09.59-10.29 WIB)

Tempat : Kantor Kepala Sekolah SMP Islam Sabilurrosyad

1. Menurut Bapak, apakah nilai-nilai social itu?  
nilai social adalah nilai-nilai yang dianut oleh masyarakat sekitar, yang merupakan pandangan masyarakat tentang baik buruknya individu dalam melakukan interaksi social.
2. Nilai social apa saja yang diajarkan di sekolah?  
Mengacu kepada visi sekolah yang tertulis “Unggul Dalam Spiritual, Intelektual Dan Ketrampilan Yang Berpijak Pada Nilai-Nilai Pesantren Dan Budaya Luhur Bangsa”. Dengan begitu sekolah mengajarkan nilai-nilai yang memang pada dasarnya berlaku pada masyarakat sekitar maupun masyarakat pada umumnya. Seperti toleransi, tanggung jawab, jujur, dll.
3. Strategi apa yang digunakan guru dan program apa yang digunakan dalam implementasi nilai-nilai social pada siswa?  
Pada saat ini sekolah menggunakan strategi penguatan tata tertib, pendidikan karakter, pembelajaran yang mengintegrasikan nilai-nilai, perwalian pada setiap 1 minggu sekali selama 45 menit, dan akan diterapkan pula strategi quick qwin. Pihak sekolah menugaskan setiap guru untuk selalu mengawasi, bertanya kepada siswa ketika siswa berperilaku tidak sesuai dengan peraturan sekolah sebelum menegur siswa yang melanggar. Hal ini dilakukan agar siswa terbiasa dalam menaati tata tertib sekolah, yang memang mengintegrasikan nilai-nilai social.
4. Apa dampak pendidikan nilai social pada siswa?  
Dampak yang mudah dilihat adalah dari segi kerapihan siswa, dan perilaku siswa mulai tertib, dan setidaknya siswa sudah mampu membedakan antara baik dan buruk di dalam masyarakat.
5. Hambatan apa saja yang dialami dan solusi apa yang ditempuh dalam pendidikan nilai social?  
Setiap program yang sudah direncana pasti memiliki beberapa hambatan, hambatan pertama yaitu sarana dan prasana yang kurang memadai, minimnya waktu kordinasi antar guru, keberadaan siswa di pesantren membuat sekolah harus mampu mensikronkan dengan pesantren. Solusi yang dilakukan adalah dengan selalu mengkordinasikan seluruh program dengan seluruh guru dan kepada yayasan Sabilurrosyad.

### B. Wawancara dengan Wali Kelas 3

Nama : Slamet Mudofar S.Pd

Waktu : 29 Juli 2017 (10.29-11.29)

Tempat : Ruang Kepala Sekolah SMP Islam Sabilurrosyad

1. Menurut Bapak, apakah nilai-nilai social itu?  
Nilai social itu pandangan masyarakat atau aturan masyarakat umumnya yang dianggap baik maupun buruk.
2. Bagaimanakah proses pembelajaran pendidikan nilai social di sekolah?  
Menurut saya pendidikan nilai social itu bukan mata pelajaran tersendiri, melainkan menyatu dengan pendidikan karakter. Pendidikan karakter kan berjumlah 13 yang diantaranya merupakan nilai-nilai social. Proses pembelajaran pendidikan nilai social disekolah melalui pembelajaran di dalam kelas, dengan metode-metode yang mengintegrasikan nilai-nilai social. Semisal dalam pembelajaran menggunakan metode diskusi, kerja kelompok yang menyelipkan nilai gotongroyong untuk menyelesaikan tugas yang diberikan oleh guru dll. Selain pada pembelajaran di kelas, ada juga penegakan tata tertib sekolah, pendampingan atau perwalian setiap akhir pekan dengan menggunakan list berbentuk table yang harus diisi oleh siswa dan juga pemberian tauladan agar dicontoh oleh siswa.
3. Strategi apa yang digunakan guru dalam implementasi nilai-nilai social pada siswa?  
Selain pada pembelajaran di kelas, ada juga penegakan tata tertib sekolah, pendampingan atau perwalian setiap akhir pekan dengan menggunakan list berbentuk table yang harus diisi oleh siswa dan juga pemberian tauladan agar dicontoh oleh siswa.
4. Apa dampak pendidikan nilai social pada siswa?  
Pada awalnya dampak dari pendidikan nilai social memang tidak terlihat secara langsung, karena pendidikan nilai social memang membutuhkan waktu yang lama dan juga tidak bisa hanya di pertanggung jawabkan oleh sekolah. Namun akan terbiasa berinteraksi sesama dengan baik, tanpa mengganggu oranglain dan mampu membedakan yang baik maupun buruk ketika berbaur dengan masyarakat.
5. Hambatan apa saja yang dialami dan solusi apa yang ditempuh dalam pendidikan nilai social?  
Hambatan yang terasa kalau dibilang banyak juga banyak, tapi hambatan yang cukup jelas yaitu perlu kesabaran lebih. Sedikit-sedikit pemahaman diberikan tentang nilai-nilai social, dan diterapkan. Maklumlah pendidikan nilai social



atau pendidikan karakter adalah tanggung jawab seluruh elemen, tidak hanya disekolah.



### C. Wawancara dengan Guru IPS

Nama : Ryan Sunandar, S.Psi

Waktu : 08 Agustus 2017 (09.29-10.29)

Tempat : Masjid SMP Islam Sabilurrosyad

1. Menurut Bapak, apakah nilai-nilai social itu?  
Nilai social pemaknaan secara sederhananya itu interaksi dengan sesama ataupun dengan yang lebih tua.
2. Apakah landasan dari nilai-nilai social itu?  
Landasan pembelajaran nilai-nilai social bisa dilihat dalam KI No 4.1
3. Bagaimanakah proses pembelajaran pendidikan nilai social di kelas?  
Proses pembelajaran nilai social di kelas sebenarnya tidak jauh berbeda dengan pembelajaran pada umumnya, kita menggunakan metode-metode dan juga menggunakan kurikulum 2013. Nilai social yang saya ajarkan di dalam kelas biasanya dengan memberikan suatu permasalahan kondisi social di masyarakat, tentunya permasalahan yang saya ambil sesuai dengan materi yang akan saya sampaikan pada hari itu juga. Saya memberikan tugas kepada siswa untuk menelaah atau memahami suatu permasalahan yang saya sudah berikan dan peserta didik dipersilahkan member tanggapan dan solusi atas permasalahan tersebut. Tapi kebanyakan siswa hanya memberi tanggapan atas permasalahan, sedikit siswa yang memerikan solusi. Maklumlah masih tingkat SMP, memberi tanggapan saja itu sudah bagus,
4. Strategi apa yang digunakan guru dalam implementasi nilai-nilai social pada siswa?  
Berbicara tentang strategi dalam mengimplementasikan nilai social, strategi yang saya pakai yaitu dengan menggunakan metode-metode pembelajaran. Seperti diskusi, tugas kelompok, ceramah, dan metode yang membuat siswa lebih aktif di dalam kelas. Sebenarnya metode-metode pembelajaran tersebut mengintegrasikan nilai-nilai social. Diskusi itu melatih siswa untuk bisa menghargai pendapat temannya yang berbeda, disitu ada toleransi, pembuatan kelompok itu mengajarkan peserta didik agar mampu bekerjasama dalam penyelesaian tugas yang diberikan guru. Setiap akhir bulan juga pihak sekolah mengadakan pertemuan antara pendamping peserta didik di sekolah dan pendamping peserta didik sebagai santri di pesantren untuk membahas pertumbuhan dan perkembangan peserta didik selama satu bulan. Mengevaluasi setiap hasil pengisian lembar kepribadian siswa, dan merencanakan upaya yang harus dilakukan pihak sekolah dalam melakukan perbaikan.
5. Apa dampak pendidikan nilai social pada siswa?  
Dampak dari pendidikan nilai social bermacam-macam, pembahasan tentang nilai sulit diukur. Kondisi peserta didik yang masih SMP dengan rata-rata usia

13-16 tahun bisa dikategorikan tahap anak-anak. Hal ini tentunya tidak mewujudkan dampak yang terlihat, namun setidaknya peserta didik sudah diberikan pondasi nilai-nilai social dalam berperilaku.

6. Hambatan apa saja yang dialami dan solusi apa yang ditempuh dalam pendidikan nilai social?

Hambatan yang dirasakan itu pertama kurangnya sarana dan prasarana, maklumlah sekolah baru. Dan kondisi pesera didik yang pada umumnya masih merupakan tahap perkembangan dan masih tahap belajar dan bermain. Jadi harus membutuhkan kesabaran yang lebih.



#### **D. Wawancara dengan siswa**

Nama : Muhammad Afan Safani Adam (siswa kelas IX)

Waktu : 08 Agustus 2017 (10.30-11.30)

Tempat : Kantor Kepala Sekolah.

1. Apakah siswa diajarkan tentang nilai-nilai social?  
Iya mas, kita diajarkan nilai social.
2. Nilai social apa saja yang diajarkan oleh sekolah?  
Nilai social yang diajarin banyak mas, mulai dari cara bicara dengan pak guru, orang yang lebih tua, sopan santun dengan sesama, kebersihan dan kerapian, yang terpenting itu saling menyayangi sesama mas.
3. Bagaimana tanggapanmu tentang nilai social yang diajarkan?  
Nilai social yang diajarkan ya bagus-bagus aja mas, karena memang diluar kita tidak mendapatkan itu.
4. Apakah pendidikan nilai social sudah berjalan dengan lancar di kelas maupun lingkungan sekolah?  
Belum mas, namanya aja kita masih smp, banyak aturan kan juga males.
5. Bagaimana pembelajaran pendidikan nilai social yang diberikan?  
Biasanya pak guru lewat cerita sama cara-cara mengajar yang biasanya berkelompok. Nanti dibagi ada ketuanya.

Nama : Nailu Hurriyah (siswa kelas IX)

Waktu : 08 Agustus 2017 (10.30-11.30)

Tempat : Kantor Kepala Sekolah.

1. Apakah siswa diajarkan tentang nilai-nilai social?

Diajarkan mas,

2. Nilai social apa saja yang diajarkan oleh sekolah?

Nilai social yang diajarkan banyak mas, tapi terkadang juga saya ga terlalu paham sama yang diajarkan. Tapi saya ngikut aja peraturan sekolah, mulai dari cara berinteraksi, dan pendampingan diakhir pekan.

3. Bagaimana tanggapanmu tentang nilai social yang diajarkan?

Bagus mas, bisa menjadi pegangan dalam berinteraksi dengan teman atau yang lebih tua. Karena memang semua ada aturannya.

4. Apakah pendidikan nilai social sudah berjalan dengan lancar di kelas maupun lingkungan sekolah?

Pendidikan nilai social yang diajarkan oleh sekolah sudah berjalan dengan baik, paling suka kalo pas pendampingan. Disitu biasanya disuruh ngisi form penilaian selama sepekan tentang mulai dari ibadah, kerapian dll.

5. Bagaimana pembelajaran pendidikan nilai social yang diberikan?

Lebih banyaknya di tatatertib sekolah, sampai saya terkadang juga bingung. Tapi saya lebih banyak mencontoh pak guru dan yang lebih tua dari saya di sekolah maupun dipondok, pastinya nyontoh yang baik-baik.

Nama : Urfina Nazaya An Nabilah (siswa kelas IX)

Waktu : 08 Agustus 2017 (10.30-11.30)

Tempat : Kantor Kepala Sekolah.

1. Apakah siswa diajarkan tentang nilai-nilai social?

Diajarkan mas, diajarkan di sekolah dan juga dipesantren. Apalagi kita diwajibkan tinggal dipesantren, kalo ga sesuai sama nilai social yang berlaku, bisa-bisa kita dijauhin temen. Makanya sudah diajarkan mulai sekarang.

2. Nilai social apa saja yang diajarkan oleh sekolah?

Nilai social yang diajarkan banyak mas, mulai dari cara berbicara dengan orangtua, teman sebaya, menghormati perbedaan pendapat saat dikelas. Dan juga pastinya untuk selalu berhubungan baik dengan sesama.

3. Bagaimana tanggapanmu tentang nilai social yang diajarkan?

Baik mas, maksudnya karna sudah diajarkan sejak berada di SMP. Jadi saya bisa mengikuti sekeliling.

4. Apakah pendidikan nilai social sudah berjalan dengan lancar di kelas maupun lingkungan sekolah?

Baik mas, karena memang dari sekolah sudah ada pak guru yang mendampingi kita dan dipesantren juga ada yang mendampingi kita disetiap kamar. Dan tugasnya itu mengajarkan, memantau, dan meingatkan jika kita melakukan kesalahan.

5. Bagaimana pembelajaran pendidikan nilai social yang diberikan?

Kalo di sekolah ya itu lewat tata tertib, sama monitoring setiap sabtu. Kalo saat pelajaran ya pak guru biasa nya bercerita, terkadang juga dikasih permasalahan kejadian disekitar kita, dan kita disuruh menganalisa baik atau tidak kejadian tersebut

Nama : Nurusy Syahid SIRRUL MUK' MIN (siswa kelas IX)

Waktu : 08 Agustus 2017 (10.30-11.30)

Tempat : Kantor Kepala Sekolah

1. Apakah siswa diajarkan tentang nilai-nilai social?

Diajarkan mas,

2. Nilai social apa saja yang diajarkan oleh sekolah?

Nilai social yang diajarkan tentang hormat menghormati, toleransi, kasih sayang, peduli dengan sesama. Kita kan wajib tinggal di pesantren, kalo ada temen yang gak masuk pasti ditanya kema006Ea temannya kok gak masuk.

3. Bagaimana tanggapanmu tentang nilai social yang diajarkan?

Baik mas, tapi banyak diantara kita belum melaksanakan sesuai yang diajarkan. Makanya kita yang sudah kelas IX harus member contoh juga ke kelas bawah.

4. Apakah pendidikan nilai social sudah berjalan dengan lancar di kelas maupun lingkungan sekolah?

Lancar mas, apalagi kalo kita ga sesuai sama yang sudah diajarkan, bisa dilaporin ke orangtua. Kan pak guru selalu hubungin orangtua kalo kita sedikit nakal. Nanti kita yang kena marah sama orangtua.

5. Bagaimana pembelajaran pendidikan nilai social yang diberikan?

Kalo saya lebih menaati tata tertib aja mas, sama mencontoh pak guru dan bu guru. Kan memang yang gampang itu meniru, sudah ada contohnya juga.

## Appendix VI Research Permit



KEMENTERIAN AGAMA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
 http:// fitk.uin-malang.ac.id, email : fitk@uin\_malang.ac.id

Nomor : Un.3.1/TL.00.1/662/2017 02 Juni 2017  
 Sifat : Penting  
 Lampiran : -  
 Hal : Izin Penelitian

Kepada  
 Yth. Kepala SMP Islam Sabilul Rosyad Malang  
 di  
 Malang

*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:

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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.*

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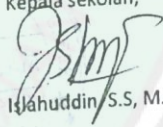
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Yang bersangkutan telah melakukan penelitian di SMP Islam Sabilurrosyad.

Demikian surat keterangan ini, agar dapat dipergunakan sebagaimana mestinya.

Malang, 2 Oktober 2017

Kepala sekolah,

  
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No.	Date	Consultation Material	Signature
1.	22/04/17	Proposal Research	[Signature]
2.	06/07/17	Chapter IV	[Signature]
3.	05/09/17	Chapter V	[Signature]
4.	26/08/17	Chapter VI	[Signature]
5.	3/11/17	Abstrak	[Signature]
6.	20/06/2017	Meo.	[Signature]
7.			

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