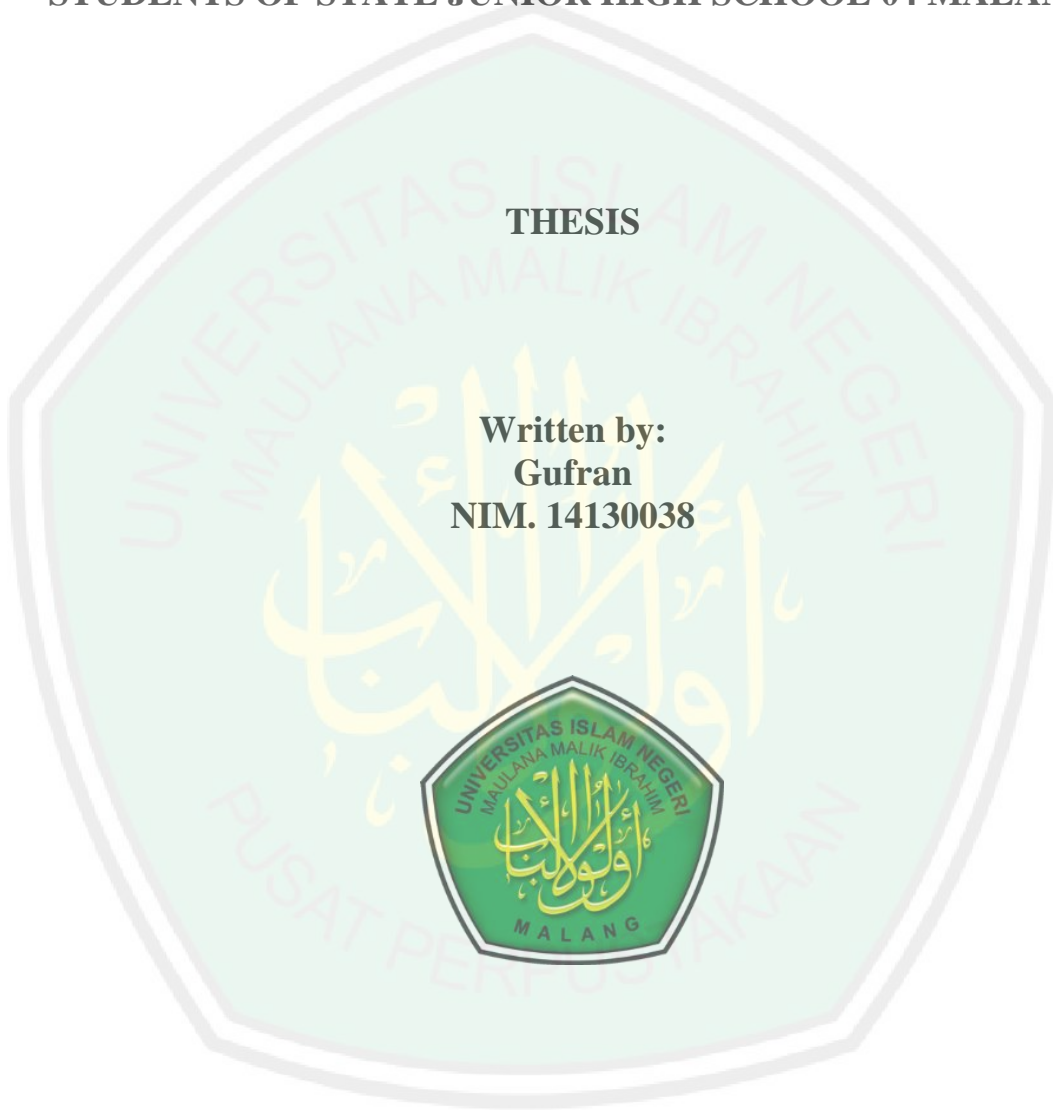


**THE IMPLEMENTATION OF CHARACTER EDUCATION IN
SHAPING THE STUDENTS' SOCIAL BEHAVIOR THROUGH
INTEGRATED SOCIAL SCIENCE LEARNING IN 8TH GRADE
STUDENTS OF STATE JUNIOR HIGH SCHOOL 04 MALANG**

THESIS

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

JANUARY, 2018

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SHAPING THE STUDENTS' SOCIAL BEHAVIOR THROUGH
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STUDENTS OF STATE JUNIOR HIGH SCHOOL 04 MALANG**

THESIS

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

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**SOCIAL SCIENCE EDUCATON DEPARTMENT
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JANUARY, 2018

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**THE IMPLEMENTATION OF CHARACTER EDUCATION IN SHAPING
THE STUDENTS' SOCIAL BEHAVIOR THROUGH INTEGRATED
SOCIAL SCIENCE LEARNING IN 8^{TE} GRADE STUDENTS OF SMPN 04
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THE STUDENTS' SOCIAL BEHAVIOR THROUGH INTEGRATED SOCIAL
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By reciting Bismillah and Alhamdulillah

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

I dedicate my work to:

Education in Indonesia

My beloved father and mother (Mr. A.Majid and Mrs. ST. ISAH) who always by my side and give me strength in all condition, I just wanna say “I LOVE YOU and thank you so much for all the best in the world” and also my beloved sisters (Misnah, Asmawati, and Sriyuli Yanti) who always help and support me and you are a part of my life and you are my everything

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

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

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

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

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Verily with every hardship comes ease (Al-Insyiroh: 6)¹

“Life Is Struggle and Struggle Need Sacrifice”

¹ *Al-Qur'an Hafalan* (Jakarta: Almahira, 2010), hlm. 596

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Wassalamu'alaikum Wr. Wb.

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Malang, 6th of Januari 2018

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PREFACE

Bismillahirrohmanirrohim

All praises be to Allah the Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah because of all blessing and guidance, so writer is able to finish this Thesis entitled “The Implementation of Character Education in Shaping The Students’ Social Behavior Through Integrated Social Science Learning in 8th Grade Students of SMPN 04 Malang”. As the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

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

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6. Ibnu Rusyd '78 dormitory, Ustadz. Agus Hendri Wahyudi, S.Si, Sam Ahmad Faroidy Syauqy, Sam Ahmad Alfin Khusaini, Sam Achmad Alfanul Hakim, Sam Imammuddin, Sam Zakki Mubarok, Sam Lovi Agus Setiawan, Sam Wishol, Sam Hasib, Sam Zhim, Sam Hasan, Sam Furqon, Sam Fuad, Sam Kautsar, and Sam Habib who gave support as well as accompanying me and waking me up in the midnight for writing this thesis.
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Malang, 6th of Januari 2018

GUFRAN

GUIDELINES OF ARAB LATIN transliteration

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

A. Alphabet

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	SY	ل	=	L
ث	=	TS	ص	=	SH	م	=	M
ج	=	J	ض	=	DL	ن	=	N
ح	=	<u>H</u>	ط	=	TH	و	=	W
خ	=	KH	ظ	=	ZH	ه	=	H
د	=	D	ع	=	'	ء	=	,
ذ	=	DZ	غ	=	GH	ي	=	Y
ر	=	R	ف	=	F			

B. Vocal Long

Vocal (a) long

Vocal (i) long

Vocal (u) long

C. Dipthongs Vocal

أَوْ = aw

أَيَّ = ay

أُو = û

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Abstract

Gufran, 2018, *The Implementation of Character Education in Shaping The Students' Social Behavior Through Integrated Social Science Learning in 8th Grade Students of State Junior High School 04 Malang*. Skripsi, Social Science Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. H. Nur Ali, M.Pd.

Key Word: Character Education, Social Behavior, Integrated IPS Learning

In the scope of education, in Indonesia, there are many moral crises that happening. Considering the existence of moral degradation, in this case, the government implement the character education that will serve as a solution to form and rebuild the behavior of students in order to have a noble character in accordance with the character of the nation.

The purpose of this research is to: (1) Knowing how the teachers plan to implement character education in shaping the students' social behavior through Integrated IPS learning in 8th grade student of State Junior High School 04 Malang, (2) Knowing how the process of implementation of character education in 8th grade student of State Junior High School 04 Malang, (3) Knowing what social behavior is formed or instilled in learning process, (4) Knowing how the form of assessment or evaluation of character education in shaping the students' social behavior through Integrated IPS learning in 8th grade student of State Junior High School 04 Malang.

The approach used in this research is a qualitative approach. Data collection techniques used in this research are observation, interviews, and documentation. Then the type of research used is case study. case study is part of qualitative methods that want to deepen a particular case in more depth by involving the collection of various sources of information.

The result of the research in 8th grade student of State Junior High School 04 Malang shows that, (1) Planning is conducted by teachers in implementing character education to shaping the students' social behavior through Integrated IPS learning in 8th grade student of State Junior High School 04 Malang is done by designing syllabus, Lesson Plan, and teaching materials in accordance with the theme or material that will be taught to students, (2) The process of implementing character education is conducted by instilling character values and integrating it with Integrated IPS learning, (3) The social behavior is formed in accordance with KI 2 that is, honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, and confident, (4) The form of assessment or evaluation conducted by the teacher is through four aspects: self-assessment sheets, peers, observations, and journals.

Abstrak

Gufran, 2018, *Implementasi Pendidikan Karakter Dalam Membangun Sikap Sosial Siswa Melalui Pembelajaran IPS Terpadu di Kelas 8 SMPN 04 Malang*. Skripsi, Social Science Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. H. Nur Ali, M.Pd.

Kata Kunci : Pendidikan Karakter, Sikap Sosial, Pembelajaran IPS Terpadu

Dalam dunia pendidikan, di Indonesia sering terjadi tindakan amoral yang dilakukan oleh peserta didik seperti mencontek, tawuran antar pelajar, membolos, hamil diluar nikah, mengonsumsi narkoba, melawan guru, dan tindakan lainnya yang mengindikasikan bahwa pendidikan formal kurang berhasil dalam membentuk karakter peserta didik. Mengingat akan adanya degradasi moral tersebut, pemerintah mengimpelementasikan pendidikan karakter yang akan dijadikan sebagai solusi untuk membentuk kembali sikap peserta didik agar memiliki karakter yang sesuai dengan karakter bangsa.

Tujuan penelitian ini adalah untuk: (1) Mengetahui bagaimana perencanaan guru dalam mengimplementasikan pendidikan karakter dalam membentuk sikap sosial peserta didik melalui pembelajaran IPS Terpadu di kelas 8 SMPN 04 Malang, (2) Mengetahui bagaimana proses pelaksanaan pendidikan karakter di kelas 8 SMPN 04 Malang, (3) Mengetahui apa saja sikap sosial yang dibentuk atau ditanamkan dalam proses pembelajaran, dan (4) Mengetahui bagaimana bentuk penilaian atau evaluasi pendidikan karakter dalam membangun sikap sosial siswa melalui pembelajaran IPS Terpadu di SMPN 04 Malang.

Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. selanjutnya jenis penelitian yang digunakan adalah studi kasus. Studi kasus adalah bagian dari metode kualitatif yang hendak mendalami suatu kasus tertentu secara lebih mendalam dengan melibatkan pengumpulan beraneka sumber informasi.

Hasil penelitian di kelas 8 SMPN 04 Malang menunjukkan bahwa: (1) Perencanaan yang dilakukan guru dalam mengimplementasikan pendidikan karakter dalam membentuk sikap sosial melalui pembelajaran IPS Terpadu di SMPN 04 Malang dilakukan dengan merancang Silabus, RPP, dan bahan ajar yang sesuai dengan tema atau materi yang akan diajarkan kepada siswa, (2) Proses pelaksanaan pendidikan karakter tersebut dilakukan dengan menanamkan nilai-nilai karakter dan mengintegrasikannya dengan pembelajaran IPS Terpadu, (3) Sikap sosial yang dibentuk sesuai dengan KI 2 yaitu jujur, tanggung jawab, peduli (toleransi dan gotong royong), santun, dan percaya diri, (4) Bentuk penilaian atau evaluasi yang dilakukan oleh guru adalah melalui empat aspek yaitu: lembar penilaian diri sendiri, teman sejawat, observasi, dan jurnal.

الملخص

غفران، 2018، تطبيق التربية الطبيعية في بناء المواقف الاجتماعية الطلاب بتعليم علم الاجتماعية المتكاملة في فصل 8 بمدرسة المتوسطة الحكومية 4، ملانج. بحث جامعي، قسم تعليم علم الاجتماعية، كلية علم التربية و التعليم، جامعة مولانا مالك إبراهيم ملانج الإسلامية، الحكومية. المشرف: الدكتور الحاج نور عالي، الماجستير.

الكلمات الرئيسية: التربية الطبيعية، المواقف الاجتماعية، تعلّم علم الاجتماعية المتكاملة.

يسلك الطلبة اندونيسيا غير أخلاقي في التربية مثل غش الإجابة و المشاجرة بين الطلاب و الغائب و حامل خارج الزواج و تستهلك المخدرات، سوء الأذاب على المعلم و المواقف الأخرى التي تدل على أن التربية الرسمية لا ينجح في بناء أخلاقهم. لأجل إنخراط الأخلاق هذا، فيطبق الحكومة تربية طبيعية و تجعل تحليلا لبناء مواقف الطلاب عودة كي يناسبون بطبيعة الأجيال.

الأهداف هذا البحث هو: (1) لمعرفة كيفية تخطيط المعلم في تطبيق التربية الطبيعية في بناء المواقف الاجتماعية لذا الطلبة بتعليم علم الاجتماعية المتكاملة في فصل 8 بمدرسة المتوسطة الحكومية 4 ملانج، (2) لمعرفة كيفية عملية تنفيذ التربية الطبيعية في فصل 8 بمدرسة المتوسطة الحكومية 4 ملانج، (3) لمعرفة المواقف الاجتماعية التي تُبنى في عملية التعليم، (4) لمعرفة كيفية شكل تقييم التربية الطبيعية في بناء المواقف الاجتماعية عند طلاب بتعليم علم الاجتماعية المتكاملة في فصل 8 بمدرسة المتوسطة الحكومية ملانج.

النهج المستخدم في هذا البحث هو النهج النوعي و التقنيات جمع البيانات المستخدمة في هذا البحث هي المراقبة و ال مقابلة و الوثائق و نوع من هذا البحث هي الدراسة الحالة. و هي بعض من أساليب النوعية لتعميق المشكلة عميقا بإشراك مجموعة من مصادر المعلومات المتنوعة.

أظهر نتائج البحث في الفصل 8 بمدرسة المتوسطة الحكومية 4 ملانج ما يلي: (1) أن التخطيط المعلم المستخدم في تطبيق التربية الطبيعية في بناء المواقف الاجتماعية بتعليم علم الاجتماعية المتكاملة في فصل 8 بمدرسة المتوسطة الحكومية ملانج يعمل بتصميم المنهج الدراسي و مشروع تنفيذ التعلم و مواد التعليم المناسب بالموضوع الذي يعلمه المعلم طلاب، (2) يطبق المعلم عملية تنفيذ التربية الطبيعية بغرس قيم الشخصيات و دمجها مع تعليم علوم الاجتماعية المتكاملة، (3) تناسب المواقف الاجتماعية المشكلة بالكفاءات الأساسية (KI) الثانية و هي الصدق و المسؤولية و الرعاية (التسامح و التعاون) و المذهب و ثقة النفس، (4) و يستخدم المعلم اربع شكل التقييم منها أوراق التقييم الذاتي و الأقران و الملاحظة و المجالات.

CHAPTER I

INTRODUCTION

A. Background of the Research

The Indonesian nation needs human resources in sufficient quantity and quality as a driving force for development. In terms of numbers, Indonesia's population of productive age has been sufficient, but the quality must be increased again. Quality resources on two things. First, it has capabilities in education that include (knowledge and skills). Secondly, it has strong Indonesian character for the knowledge and skill possessed for itself, society, nation, and religion.

Education is a process to change one's identity to learn more. Ki Hajar Dewantara said, "to educate is to demand all the forces of nature that exist in the children so that they as human beings and as members of society can achieve the greatest salvation and happiness".²

In this era of globalization, education is not only glued to the intellectual factors that a person possesses while studying but must also be integrated with other factors such as character. Therefore, education not only educates students to be intelligent human beings but also builds their personality to have a noble behavior.

² Zahra Idris, *Dasar-Dasar Kependidikan*, (Bandung: Angkasa, 1981), hlm. 11

The character is the most basic and very important and fundamental to be possessed by every human being. A person of character is a person who has self-esteem because the character itself is likened to a life that distinguishes human beings with animals. In Javanese philosophy, pride is priceless. Sri Sultan Hamengkubuwono X declared, “loss of property and wealth will not eliminate anything, death will only eliminate half of possessed, but the loss of self-esteem is the same as losing everything”.³ Thus, given the importance of character, the educational institution has responsibilities to instill it through the learning process.

In Islamic perspective, the character is the result of the process of sharia implementation based on solid foundation of *aqidah*. Like the building, character or morals is the perfection of the building after the foundation and building strong. Thus, the noble character may not be realized in a person if it does not have the correct *aqidah* and *shariah*. A Muslim will have the faith or belief that the truth would happen in the behaviors and daily behavior that is based on faith. Assessing and understanding the concept of morality is not the most important, but is a tool that can lead a person can behave nobly as ordered Prophet Muhammad saw. With a clear and correct understanding of the concept of morality because the Prophet was sent to perfect human morality.⁴ As Allah says in the Qur'an (Al-Ahzab: 21), as follows :

³ Barnawi dan M. Arifin, *Strategi dan Kebijakan Pembelajaran Pendidikan Karakter*, (Jogjakarta: Ar-Ruzz Media, 2012), hlm.11.

⁴ Agus Wibowo, *Pendidikan Karakter Strategi Membangun Karakter Bangsa berperadaban*, (Yogyakarta: Pustaka Pelajar, 2012), hlm. 27.

لقد كان لكم في رسول الله اسوة حسنة لمن كان يرجو الله واليوم الآخر ذكر الله كثيرا

“There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the last day and (who) remembers Allah often”.

From the explanation can be understood that the character is identical with morals, so that the character is the values of universal human behavior that includes all human activities, both in order to relate to God, with self, with fellow human beings, as well as with the environment, embodied in the mind, behavior, feelings, words, and deeds. From the concept of this character comes the concept of character education. Ahmad Amin said, “that the will or intention is the beginning of the morality or character in a person if the will is manifested in the form of habituation behavior”.⁵

Strengthening character education in the present context is very relevant to overcome the moral crisis or social phenomenon that is happening in our country today. Whether or not it is recognized there is a real and worrying crisis in society by involving our most precious possessions, the children. The crisis that is in the form of increased sexual promiscuity, increase the levels of violence children and adolescents, crimes against friends, theft teens, the habit of cheating, corruption, and abuse of drugs, pornography, rape, looting, and destruction of property of others has become social problems that until now cannot be solved completely. The behavior of adolescents today is also colored with cheating, school-breaking habits, and conflict. The consequences are also quite serious and can not be regarded as a

⁵ Ahmad Amin, *Etika (Ilmu Akhlak)*, (Jakarta: Bulan Bintang, 1995), hlm. 65.

simple matter because this action has led to criminal acts. Moral damage not only occurs in adolescents, but also occurs in adults such as happy with conflict and violence or brawl, rampant corruption behavior, and infidelity. This indicates that the character possessed by individuals is still very less even more inclined today do not have a character with the values and norms prevailing in society.

This condition of crisis and moral decadence indicates that all of the religious and moral knowledge it acquired in school did not affect the change of human behavior in Indonesia. Even the look is so much Indonesian population inconsistent, what is talked about is different from what it does. Many people think that the condition is supposedly started from what is produced by the world of education.⁶ The problem is indirectly expressed that such is the character of the current students although the problem cannot be equated that all students in the country on the ground like that his character. With the situation and condition of the character of the nation that is a concern. This prompted the government to take the initiative to prioritize the nation's character building. The development of national character becomes the mainstream of national development.

Character education is already contained in 1945 Constitution number 20, year 2003 on the national education system in paragraph 2 of article 3, "the national education functions to develop the capability, and is aimed at

⁶ Zubaedi, *Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2012), hlm. 2

developing students' potentials so that they become persons imbued with human values who are faithful and pious to one and only God, who possess morals and noble character, who are healthy, knowledgeable, competent, creative, independent, and as citizens, are democratic and responsible".⁷

The formulation of the national education objective reflects the general describe of the human figure of Indonesia which is expected and must be generated through the implementation of every educational program. Therefore, the formulation of the national education objectives become the basis for the development of cultural values of the nation's character in schools based on Pancasila, 1945 Constitution, and the culture of the Indonesian nation. Thus, studying the character cannot be separated from learning the value or behavior, norm, and moral.

One element in character is the behavior. That behavior is a reflection of an individual, a person's behavior will be seen by others and that behavior will make others judge how the person's character. One of the Competency Standards of State Junior High School or State Islamic Junior High School Graduates is the behavior aspect and have the standardization of the expected ability that has behavior that reflects the behavior of the faithful, noble,

⁷ Dharma Kesuma, dkk., *Pendidikan Karakter Teori dan Praktik di Sekolah*, (Bandung: Remaja Rosdakarya, 2011), hlm. 6

knowledgeable, confident, and responsible for interacting effectively with the social and natural environment in social and its existence.⁸

Every learning process that occurs in the class, of course, each subject has an important role in the continuity of life in society. One of them is IPS subjects. Social science learning (IPS) is a subject that studies social issues with elements of the study in the context of events, facts, concepts, and generalizations. The theme studied in the subjects of social studies is a phenomenon that occurs in society both past, present, and the tendency in the future. Through integrated IPS subjects, IPS learning is expected to form students to be active, have a good behavior, mutual respect and become good citizens in social life in society.

Integrated Social Sciences learning (IPS) has a noble duty and becomes an important foundation for the intellectual, emotional, cultural, and social development of students, which is able to cultivate a responsible way of thinking, behaving and behaving as individuals, citizens, and citizens of the world. In addition, IPS was in charge of developing the potential of students to be sensitive to the social problems that occur in the community, have a positive mental behavior to repair all inequality, and skillfully overcome any problems that happen every day both upon itself and in the society. These

⁸ Akhmad Sudrajat, *Permendikbud No. 54 Tahun 2013 Tentang Standar Kompetensi Kelulusan* (<http://www.google.com>, diakses 15 September 2017 jam 12.01 wib)

objectives can be achieved when social studies programs in schools are well organized.⁹

The number of character values that need to be instilled in students that should be integrated into every subject, then the character formation of students social studies are also focusing on the planting of character values to match and fit with the social studies as well as in accordance with the learning material to be taught. In addition, character education can also be integrated into the learning of each subject. Learning materials relating to the values and norms of each subject need to be developed and linked to the context of everyday life. Thus, character learning values not only on the cognitive level alone, but touch on the internalization, and real observations in the lives of the everyday students in society.

The values instilled into every subject including honesty, responsibility, respect for diversity, nationalist, hard work, entrepreneurial, critical now, creative, and innovative.¹⁰ Thus each subject focuses on the cultivation of certain key values close to the characteristics of the subject matter. With reference to the curriculum of 2013 where the competence of the behavior is divided into two parts, namely spiritual behavior and social behavior associated with the formation of students who have a noble character, independent, democratic, and responsible. Spiritual behavior as the

⁹ Zubaedi, *Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2011), hlm. 287.

¹⁰ Ibid., hlm. 207

embodiment of the vertical relationship between servant with God, while social behavior as the embodiment of horizontal relationships among human beings. Thus, in this research proposal only focus on seven characters of social behavior that is honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, and confident.

State Junior High School 04 Malang is located at Veteran No. 37, Sumber Sari, Kecamatan Lowokwaru. The school is one of the schools in the city of Malang that has implemented the curriculum 2013. Not only implement curriculum 2013 but also State Junior High School 04 Malang already implement character education in all of subjects. For example in the learn and learning process, character education is a unity in the curriculum of learning applied to the school, where the curriculum is the curriculum 2013. Therefore it is related to the implementation character education in schools, which is of course implemented by integrating subjects as learning takes place and is linked to the learning materials to be taught.

From the background exposure that has been described by the researcher then the researcher take the title **“The Implementation of Character Education in Shaping the Students’ Social Behavior Through Integrated Social Science Learning in 8th Grade Students of State Junior High School 04 Malang”**.

B. Focus of the Research

To limit the problem so that the study is not too extensive discussion, and to get a clear picture, then the focus of research in this discussion, as follows :

1. How does the teachers plan to implement character education in shaping the students social behavior through integrated social science learning in 8th grade student of State Junior High School 04 Malang ?
2. How is the process of character education in shaping the social behavior of students through integrated social science learning in 8th grade student of State Junior High School 04 Malang?
3. How social behavior is formed through integrated social science learning in 8th grade student of State Junior High School 04 Malang?
4. How is the assessment of character in shaping the social behavior of students through integrated social science learning in 8th grade student of State Junior High School 04 Malang?

C. Objectives of the Research

From the focus of the research, it can be known the purpose of this research, as follows :

1. To know the teachers plan to implement character education in shaping the students social behavior through integrated social science learning in 8th grade student of State Junior High School 04 Malang

2. To know the process of character education in shaping the social behavior of students through integrated social science learning in 8th grade student of State Junior High School 04 Malang.
3. To know how social behavior is formed through integrated social science learning in 8th grade student of State Junior High School 04 Malang.
4. To know the assessment of character in shaping the social behavior of students through integrated social science learning in 8th grade student of State Junior High School 04 Malang.

D. Significances of the Research

1. Theoretical benefits
 - a. The results of this research are expected to provide benefits to the world of education.
 - b. The results of this research are expected to be one of the references or guidelines in the next research, especially related to the issue of the implementation of character education in integrated social science learning.
2. Practical Benefits
 - a. For Researchers
 - 1) As one way to apply the learning that has been obtained at Social Science Education Department, Maulana Malik Ibrahim State Islamic University of Malang.
 - 2) As a means to add knowledge, insight, and experience that can be a process of self-improvement in the future.

- 3) As a way to get a first degree undergraduate degree from a social science education department

b. For Institution

- 1) For Education and Teaching Training Faculty

The results of this research can be used as a collection of materials in the library as a reference source, as well as one of the relevant research for the next source.

- 2) For School

The results of this research can be a benchmark of successful implementation of character education at State Junior High School 04 Malang.

c. For the Development of Science

The results of this research are expected to help provide a positive contribution to the development of character education in Indonesia in the future and can add insight to the knowledge that can be used as a reference for the next research.

E. Previous Research

In research, the originality of research is considered so important to avoid plagiarism or repetition of the research of the same things. By describing previous studies that have been done by previous researchers, it will be known the similarities and differences between one research with other research. The following is a similar study that has been done by previous researchers, as follows :

1. The thesis is written by Wahyu Muataqim, a student of Engineering Faculty, the State University of Yogyakarta entitled “The Influence of Application of Character Education in School to Academic Behavior of Class XI Students Computer Network Engineering at SMK Piri 1 Yogyakarta”. Shows that the implementation of character education that is based on quantitative and qualitative data quite well. The results obtained based on quantitative data showed the greatest value was in the interval 101-130 with a good category that is as many as 23 students or 60% of the total students. Based on qualitative data is known that the application of character education has an influence on the development of academic behavior of students. The influence that occurs is a positive influence so that students’ academic behavior becomes more character. This is evident from the many indicators achieved from the application of education. Based on the influence that occurs, the results of the application of character education in SMK Piri 1 Yogyakarta is quite good.¹¹
2. The thesis is written by Maidah Musthofiyah, a student of Education and Teaching Training Faculty and Maulana Malik Ibrahim State Islamic University of Malang, with the title “The Application of Character Values on Integrated IPS Learning in MTsN Model Babat”. Indicates that the process of applying character values on Integrated IPS learning in MTsN

¹¹ Wahyu Muataqim, “*Pengaruh Penerapan Pendidikan Karakter di Sekolah Terhadap Perilaku Akademik Siswa Kelas XI Teknik Komputer Jaringan Di SMK Piri 1 Yogyakarta*” Skripsi, Universitas Negeri Yogyakarta, 2013.

Model Babat is through planning or preparation of learning including learning tools of Lesson Plan and syllabus. While in the implementation of integrated IPS learning by motivating, doing learning according to Lesson Plan, and using varied learning methods, so that in the application of character values on IPS learning is not saturated. The results of student evaluation of learning by applying the values of characters are seen began to develop in students, including the value of discipline, curiosity, reading, responsibility, environmental care and so forth. This is evident in the list of grades of character education evaluations that have been made and observed by integrated IPS teachers, through observation when students discuss, question and answer, and student's everyday behavior. From there the teacher can conclude that the values of these characters bring a positive response for students. Implications of the application of character values on integrated IPS learning in MTsN Model Babat ie students of MTsN Model Babat shows that the values of the characters really applied the values of the characters applied began to develop in the students.¹²

3. The thesis is written by Herry Nugroho, is a Magister at IAIN Walisongo, entitled "The Implementation of Character Education in Islamic Religious Education in SMAN 3 Semarang". It shows that character education planning in PAI in SMAN 3 Semarang is done during the preparation of learning plan. Preparation of learning plans in the form

¹² Maidah Musthofiyah, "*Penerapan Nilai-nilai Karakter Pada Pembelajaran IPS Terpadu MTsN Model Babat*" *Skripsi*, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2012.

of making a syllabus and learning implementation plan. Implementation of character education on PAI subjects in SMAN 3 Semarang uses two ways, that is intrakurikuler and extracurricular activities. In the implementation, character education in PAI is not different from before character education exist. The difference in Lesson Planning is coupled with character education columns. Character education policy in PAI in SMAN 3 Semarang through three ways, namely subjects, self-development, and school culture. Evaluation of the implementation of character education in PAI include input, process, output, and outcomes. Input implementation (students and teachers) including good. In the process of implementation, in the PAI learning incorporate eighteen character values. The result students have the knowledge and habits of character values. The impact of the implementation of character education in PAI subjects for students is to provide motivation to always do honest at all times, not lie to anyone, more respect for the elder, grateful for what has been received, not hurt the feelings of others, further increase the worship, because there will be the life of the hereafter, respect for the work of others, change the behavior of the less the better, know to be a strong future leader, trained to create creative tasks in making tasks, students are trained to think independently, environmentally care to see friends who need help.¹³

¹³ Hery Nugroho, *"Implementasi Pendidikan Karakter Dalam Pendidikan Agama Islam di SMA Negeri 3 Semarang"* Tesis, Institut Agama Islam Negeri (IAIN) Walisongo, 2012.

Table 1.1 : Previous Research

No	Name of the researcher, Title, Type (Thesis/ Thesis/Journal/ etc), Publication, and Year	Similarity	Difference	Previous Research
1	Wahyu Muataqim, <i>The Influence of Application of Character Education in School to Academic Behavior of Class XI Students Computer Network Engineering at SMK Piri 1</i> Yogyakarta, Thesis, Engineering Faculty, State University of Yogyakarta, 2013.	Same research on the implementation of character education	Previous research more emphasized on the influence of character education on students' academic behavior	This research focused on character education process in shaping the social behavior of students through integrated social science learning in 8 th grade student of State Junior High School 04 Malang then knowing the process it will find out the form of social behavior formed in the class and also know how the assessment used to students.
2	Maida Musthofa, <i>The Application of Character Values on Integrated IPS Learning in MTsN Model Babat</i> , Thesis, Education and Teaching	Same research on the implementation of character education	This research is more focused on the application of all values of characters in MTsN Model	Focused on the implementation of character education process in shaping the social behavior of students through integrated social science learning in 8 th grade student of State

	Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, 2012.		Babat	Junior High School 04 Malang then knowing the process it will find out the form of social behavior formed in the class and also know how the assessment used to students.
3	Herry Nugroho, <i>The Implementation of Character Education in Islamic Religious Education in SMAN 3 Semarang</i> , Thesis, IAIN Walisongo, 2012.	Have similarities in the implementat ion of character education	This research focuses on the implementat ion of all character education in the classroom	This research focused on character education process in shaping the social behavior of students through integrated social science learning in 8 th grade student of State Junior High School 04 Malang then knowing the process it will find out the form of social behavior formed in the class and also know how the assessment used to students.

F. Definition Of Key Terms

1. Social Science Learning

Social science learning is the scientific structure of history, economics, geography, sociology, law and politics that is packed in such a way as to be a subject or topic (theme) particular.

2. Character

The character is ways of thinking and behaving that characterize each individual to live and work well in the sphere of family, society, nation, and country.

3. Character Education

Character education is interpreted as an effort to cultivate intelligence in thinking, appreciation in the form of behavior, and experience in the form of behavior in accordance with the noble values that become his identity, manifested in the interaction with God, self, between others, and the environment.

4. Social Behavior

Social Behavior is an awareness in the individual towards the surrounding social environment.

G. Composition of Research Findings

The systematic discussion is a systematic and structured discussion of the subjects studied by the researcher. The systematic discussion gives the first description of what stages will be discussed by researcher from the beginning of research to the end of the presentation of research results.

Generally, researcher describe the systematic discussion in this thesis proposal research as follows :

Chapter I Introduction

This chapter includes the background of the research, focus of the research, objectives of the research, significances of the research, previous research, definition of key terms, and composition of research findings.

Chapter II Review of Related Research

This chapter describes the theoretical basis of the research and the frame of mind in the form of a scheme or chart that explains the thinking of the researcher.

Chapter III Method of the Research

Research methodology includes the stage and way researcher in conducting research to obtain data from valid data sources and reliable. Research methodology includes approach and research design, attendance of the researcher, setting of the research, data and data sources, data collection, data analysis, and research procedure.

Chapter IV Research Findings

This chapter presents the results of data obtained by researcher in the location and the object of research that already determined, so that obtained valid data associated with the title research studied.

Chapter V Discussion

This chapter presents about the researcher's thinking about the theory that the researcher understands with the results of data obtained in the field so

that the differences and gaps between the theory and the reality that occur in the field.

Chapter VI Closing

This chapter presents the conclusions derived from the research and some suggestions for research objects for the improvement of activities that need to be developed.



CHAPTER II

REVIEW OF RELATED RESEARCH

A. Concept Implementation of Character Education

1. Definition of Implementation

According to Nurdin Usman in his book entitled the context of curriculum-based implementation said, “Implementation is geared to the activity, action, or the existence of a system mechanism. Implementation is not just an activity, but a planned activity and to achieve the purpose of the activity”.¹⁴

Definition of the proposed implementation, it can be said that the implementation is not just an activity, but a planned and undertaken actively pursuant to the reference of certain norms to achieve the purpose of the activity. Therefore the implementation does not stand alone but is influenced by the next object.

According to Guntur Setiawan in his book entitled Implementation of the development bureaucracy said, “implementation is the expansion of activities mutually adjust the process of interaction between objectives

¹⁴ Nurdin Usman, *Konteks Implementasi Berbasis Kurikulum*, (Jakarta: PT. Raja Grafindo Persada, 2002), hlm. 70.

and actions to achieve and requires a network executive, effective bureaucracy.”¹⁵

From the definition can be said that the implementation is a process to implement ideas, processes or a new set of activities in the hope that others can receive and make adjustments in the body of bureaucracy for the creation of a goal that can be achieved with a trusted network executor.

Based on the opinion of the experts on the implementation can be concluded that the implementation of a process, an activity and the implementation used to transfer ideas or programs, or expectations are poured in the form of planning that has been arranged and planned and done seriously based on certain norms to achieve the purpose of the activity.

2. Definition of Character

Characters in language are derived from the Latin *kharakter*, *kharassaein* and *kharax*, in the Greek *character* of the word *charassein*, which means to make sharp and deep. In English *characters* and in Indonesian is used with *character* terms.¹⁶

While in the Dictionary of Complete Popular Script the word character is defined as the character, character, nature, and habits that distinguish one person from another.¹⁷ So the character is like a moral,

¹⁵ Guntur Setiawa, *Implementasi Dalam Birokrasi Pembangunan*, (Bandung: Remaja Posdakarya, 2004), hlm. 39.

¹⁶ Heri Gunawan, *Pendidikan Karakter dan Implementasi*, (Bandung: Alfabeta, 2012), hlm. 1.

¹⁷ Pius Abdillah P, *Kamus Ilmiah Populer Lengkap*, (Surabaya: Arkola, 2014), hlm. 257.

has the characteristics of psychology, and character that distinguishes a person with others.

Herman Kertajaya said, “character is a characteristic possessed by an object or individual. That characteristic is genuine and entrenched in the personality of that object or individual, and is the engine that drives how one acts, acts, says, and responds to something.” So this characteristic is remembered by others about the person, and determine their likes or dislikes of an individual.¹⁸

Simon Philips said, “character is a collection of values that lead to a system, that is based on thoughts, behaviors, and behaviors are displayed”.¹⁹ Then the character is a characteristic that belongs to someone that happens continuously so that the identity itself.

Imam Gozali interprets, “character is closer to morality that is human spontaneity in behaving or doing deeds that have been united in human beings so that when it appears no need to think again”.²⁰ So the character here has the meaning of the nature that has been integrated into the self and has become a habit that when it appears to be a common thing because it is used.

Based on some of the above definition can be concluded that the character is the values embedded in a person who became characteristic of

¹⁸ M. Furqon Hidayatulloh, *Pendidikan Karakter Pembangunan Peradaban Bangsa*, (Surakarta: Yuma Pustaka, 2010), hlm. 13.

¹⁹ Fatchul Mi'in, *Pendidikan Karakter Konstruksi Teoritik dan Praktik*, (Yogyakarta: Ar-ruzz Media, 2011), hlm. 160.

²⁰ Heri Gunawan, *op.cit.*, hlm. 3.

the foundation of thinking behavior and behavior. A well-characterized individual is one who tries to do the best for his God, his self, his neighbor, the environment, and the nation, in general by optimizing his own potential (knowledge) and is accompanied by his consciousness, emotions, and motivation (his feelings).

3. Definition of Character Education

According to the Ministry of National Education, “character education is education that develops the values of the nation's character in the students themselves, so that they have values and character as their character, apply those values in their life, as members of society, and religious, nationalist citizens, productive and creative”.²¹ Thus character education is an education that emphasizes the formation of good character in students and the character is expected to be applied in the life of the citizens or in everyday life so as to avoid the deviant behavior.

Ratna Megawangi stated, “Character education is an effort to educate children to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment”.²² So character education is meant to teach students to behave and make decisions well so that positive impact when in the society.

Character education according to Thomas Lickona is education to form the personality of a person through character education, the results were seen in a person's actual actions of good behavior, honest,

²¹ Agus Wibowo, *op.cit.*, hlm. 35.

²² Dharma Kesuma, *dkk.*, *op.cit.*, hlm.5

responsible, respect for the rights of others, hard work and so forth.²³

From this, it can be interpreted that education a means to change and shape a person's behavior to be better in behaving and becoming a habit.

In a simple sense, character education is a positive thing what is done by the teacher and affect the character of the students he teaches. This includes examples of how the teacher behaves, the way the teacher talks or conveys the material, how the teacher is tolerant, and other related matters.²⁴ Character education has become an educational movement that supports emotional development, and development by both schools and governments to help students develop core points of ethical values and performance values, such as caring, honesty, crafts, tenacity and fortitude, responsibility, self-respect myself and others.²⁵

Thus, character education is a process of giving guidance to students to be fully human character in the dimensions of heart, mind, body, taste and desire. Character education can be interpreted as value education, character education, moral education, character education, which aims to develop the ability of students to give good and bad decisions, maintain what is good, and realize that goodness in everyday life with a vengeance. Character education is also interpreted as a teacher's efforts in instilling values to form a good personality to be applied throughout all aspects of the student's life and have a positive impact on the environment. Thus, in

²³ Heri Gunawan, *op.cit.*, hlm. 23.

²⁴ Zubaedi, *op.cit.*, hlm. 19.

²⁵ Muchlas Samani dan Hariyanto, *Pendidikan Karakter : Konsep dan Model*, (Bandung: Remaja Rosdakarya, 2012), hlm. 43-44.

principle character education is an effort to foster sensitivity and social responsibility, build emotional intelligence, and realize students who have high ethics.²⁶

4. Significances and Objectives of Character Education

Society sees education as a cultural heritage or cultural values, whether of skill, the skills of the older generation to the younger generation so that the community can maintain their life or maintain their personality. In terms of individual views, education means the potential development efforts of individuals who are still buried so as to actualize concretely, so that the results can be enjoyed by individuals and communities.

As quoted from his book Zubaedi that the character education function is divided into three main functions,²⁷ as follows :

a. Function of Establishment and Development of Potential

Character education functions to form and develop the potential of students to be good-minded, good-hearted, and behave well in accordance with the philosophy of life Pancasila.

b. Function of Improvement and Strengthening

Character education serves to improve and strengthen the role of families, educational units, communities, and governments to participate and responsible in developing the potential of

²⁶ Barnawi dan M. Arifin, *op.cit.*, hlm. 22.

²⁷ Zubaedi, *op.cit.*, hlm. 18.

citizens and the development of the nation towards a developed, independent, and prosperous.

c. Filter Functions

Character education functions to sort out the culture of the nation itself and filter out other cultures that are not in accordance with cultural values and dignified cultural character.

The purpose of character education collateral with the 1945 Constitution, paragraph 3, Section (3), “The Government seeks and implement a national education system, which enhances faith and devotion and noble character in order to educate the life of the nation, which is regulated by Constitution”.

in 1945 Constitution number 20, year 2003 on the national education system in paragraph 2 of article 3, “the national education functions to develop the capability, and is aimed at developing students’ potentials so that they become persons imbued with human values who are faithful and pious to one and only God, who possess morals and noble character, who are healthy, knowledgeable, competent, creative, independent, and as citizens, are democratic and responsible”.²⁸

Based on the explanation is formulated character education goals, in general, is to build and develop students' characteristic in each type and level of education in order to live and practice noble values according to

²⁸ Barnawi dan M. Arifin, *op.cit.*, hlm. 45

religious teachings and noble values of each point of Pancasila. Specifically aims to develop the potential of students to be good hearted, good minded, well behaved, have a confident behavior, proud of the nation and state and mutual respect or increase a sense of solidarity high among humanity.

5. Values of Character Education

The values that need to be developed in education to shape and strengthen the nation's character are identified from the sources²⁹, as follows :

a. Religion

Indonesian society is a religious society. Therefore the lives of individuals, societies, and nations are always based on the teachings of religion and belief. Politically, state life is based on values that come from religion. On the basis of that consideration, then the values of character education should be based on the values and rules derived from religion.

b. Pancasila

The Unitary State of the Republic of Indonesia is upheld on the principles of national and state life called Pancasila. Pancasila is present at the opening of the 1945 Constitution and further elaborated in the articles contained in the 1945 Constitution. That

²⁹ Sofan Amri, *Pengembangan dan Model Pembelajaran Kurikulum*, (Jakarta: Prestasi Pustaka, 2013), hlm. 18.

is, the values contained in Pancasila become the values that govern the political, legal, economic, social, cultural, and art life that is regulated in the articles of the 1945 Constitution. Character education aims to prepare students to become citizens of a better , that is citizens who have the ability, willingness, and apply the values of Pancasila in his life as a citizen.

c. Culture

Culture is a truth that no human being lives in a society that is not acknowledged by the recognized cultural values of that society. Cultural values are used as a basis in giving meaning to a concept and meaning in communication between members of the community. Such an important cultural position in the life of society requires that culture be the source of values of character education.

d. National Education Goals

The goals of national education reflect the qualities that every Indonesian citizen must have, developed by various educational units at various levels. In the purpose of national education there are various human values that must be owned by an Indonesian citizen. Therefore, the purpose of national education is the most operational source in the development of character education in the field.

Based on the four sources of value, then identified quantity of values for character education,³⁰ as follows :

- 1) Religious : behaviors that are full in implementing the teachings of religion that believe, the teloran against the implementation of other religious services. Religious is the process of binding back or can be said with the tradition, the system that regulates the faith and worship to God and the rules relating to human interaction with humans and the environment.
- 2) Honest : behaviors based on an attempt to establish himself as a person who is always trustworthy in words, actions, and work.
- 3) Tolerance : Behavior and actions that respect the different religions, ethnics, opinions, behavior, and actions of others different from themselves.
- 4) Discipline : actions that show orderly conduct and abide by various rules and regulations.
- 5) Hard Work : behaviors that demonstrate genuine efforts to overcome barriers to learning and tasks, and accomplish the tasks as well as possible.
- 6) Creative : think and do something to produce new ways or results from something you already have.

³⁰ Ngainun Naim, *Character Building Optimalisasi Peran Pendidikan dalam Pengembangan Ilmu dan Pembentukan Karakter Bangsa*, (Jogjakarta: Ar-Ruzz Media, 2012), hlm. 123.

- 7) Independent : behavior that is not easy to depend on others in completing tasks.
- 8) Democratic : the way of thinking, acting, and acting that judges equally the rights and obligations of himself and others.
- 9) Want to Know : behaviors and actions that always strive to know more deeply and extend from something he learned.
- 10) Spirit of Nationality : way of thinking, acting and insight that put the interest of nation and state above self and group interests.
- 11) Love the Fatherland : way of thinking, acting, and doing that shows loyalty, awareness, and high appreciation for the language, the physical, social, cultural, economic, and political environments of the nation.
- 12) Appreciate Achievement : behaviors and actions that drive itself to produce something useful for society and recognize and respect the success of others.
- 13) Friendly or communicative : actions that show the pleasure of talking, socializing and working with others.
- 14) Love of Peace: behavior, words, and actions that cause others to feel happy and secure for their presence. Self, society, environment (nature, social, and culture) and country.
- 15) Fond of Reading : The habit of providing time to read the various readings that give good to him.

- 16) Care for the Environment : behaviors and actions that always seek to prevent damage to the surrounding natural environment, and develop efforts to repair the already existing natural damage.
- 17) Social Care : behaviors and actions that always want to provide assistance to others and communities in need.
- 18) Responsibility : the behavior and actions of a person to perform his duties and obligations, which he should do to himself and others and the environment.

6. Principles of Character Education

Character education in schools will be done successfully, if the teacher in the implementation of attention to some principles of character education. According to T. Lickona, E. Schaps, and Lewis, character education should be based on eleven principles,³¹ as follows :

- a. Promoting the basic ethical values as the basis of character;
- b. Identify character comprehensively to include thoughts, feelings, and behaviors;
- c. Use a sharp, proactive, and effective approach to character building;
- d. Creating a caring school community;
- e. Give students the opportunity to show good behavior;
- f. Have a scope for a meaningful and challenging curriculum that values all students, builds their character and helps them succeed;

³¹ Zubaedi, *op.cit.*, hlm. 112.

- g. Ensuring the growth of self-motivation in students;
- h. Functioning all school staff as a moral community
- i. share responsibility for character education and at the same basic value.
- j. The existence of moral leadership division and broad support in building character education initiative;
- k. Functioning families and community members as partners in building character;
- l. Evaluate the character of the school, the functioning of the school staff as character teachers, and the manifestation of positive characters in student life.

While Dasyim Budimasyah said that character education programs in schools need to be developed based on the principles,³² as follows :

- 1) Character education in schools should be sustainable. This implies that the process of developing character values is a long process, from the beginning of the student entering the school until they graduate school in an educational unit.
- 2) Character education should be developed through all subjects. Through the self-development and culture of an educational unit. Character building of the nation is done by integrating into all subjects, in learning activities, so that all subjects directed to the development of character values can also be done through self-

³² Heri Gunawan, *op.cit.*, hlm. 36.

development, either through counseling or extracurricular activities.

- 3) Actually that values are not taught (in the form of knowledge), if they are integrated into subjects unless they are in the form of religious subjects (which contains the teachings) then they are taught by process, knowledge, doing, and finally getting habituating.
- 4) Educational process is done by students with active learning and enjoy full learning. This process shows that the character education process is done by students not by the teacher.

7. Integration of Character Education in Learning

Integrating character values into learning aims to introduce the values of character education to students so that they will be aware of the importance of these values and internalize them into the behaviors and behaviors of everyday students whether in school, family environment or society environment.³³

In implementing the learning process, teachers use a scientific approach. The approach of scientific learning is one form of learning approach that emphasizes the importance of using scientific thinking process in accordance with the level of student development. Students are encouraged to find out from various sources of information, not just to be notified. Therefore, they are involved in the learning process through

³³ Rabiatul Adwiah, *Integrasi Pendidikan Karakter Melalui Pembelajaran. Jurnal VIDYA KARYA*, FKIP UNLAM. No. 7, Oktober 2015

observation, asking, trying, reasoning, and communicating the so called 5M. In learning a teacher directs students to observe first, ask, try (gather information), reason, and communicate (convey). In group discussion activities each child is trained to work together to do the task. After discussion, the students are expected to be able to communicate the work of the group, and here the students have required responsibility in order to have a presentation. In the group, students are also directed to help each other and work together.

Integrating character education in learning is a demand for curriculum 2013. Integrating character education in learning is done by applying it to the initial activities, core activities as well as in the final activities. In accordance with the curriculum used, assessments made by teachers refer to core competencies (KI-1, KI-2, KI-3, and KI-4). In implementing the learning process, at least teachers can develop the value of the character of responsibility, discipline, cooperation, thoroughness, honesty, and politeness.

According to Kesumah, “character education in a school setting is a learning that leads to the strengthening and development of a child's behavior as a whole based on a certain value referred to by the school”.³⁴

This implies :

- a. Character education is an integrated education with learning that occurs in all subjects.

³⁴ Dharma Kesuma, dkk., *loc. Cit.*

- b. Character education is directed at developing a child's behavior as a whole. Assuming the child is a human organism that has the potential to be strengthened and developed.
- c. Strengthening and development of behavior in character education is based on the value that school refers.

According to Mulyasa, "the integration of character education in schooling is now one of the most widely applied models. This model is pursued by the paradigm that all teachers are character educators. All subjects are assumed to have a mission in shaping the noble character of the students. The integration of character education in the learning process at school starts from the planning, implementation, and evaluation phase of learning in all subjects".³⁵ Fathurrohman explained that in principle character development is not included as the subject, but integrated in the subjects, self-development, and culture of educational unit.³⁶

Planning of learning in the form of syllabus, Lesson Plan, and learning unit or teaching materials. At this stage Syllabus, Lesson Plan, and teaching materials are designed so that the content and learning activities are characterized by character education.³⁷ E. Mulyasa states, "Lesson Planning includes at least three activities, as follows: identification of

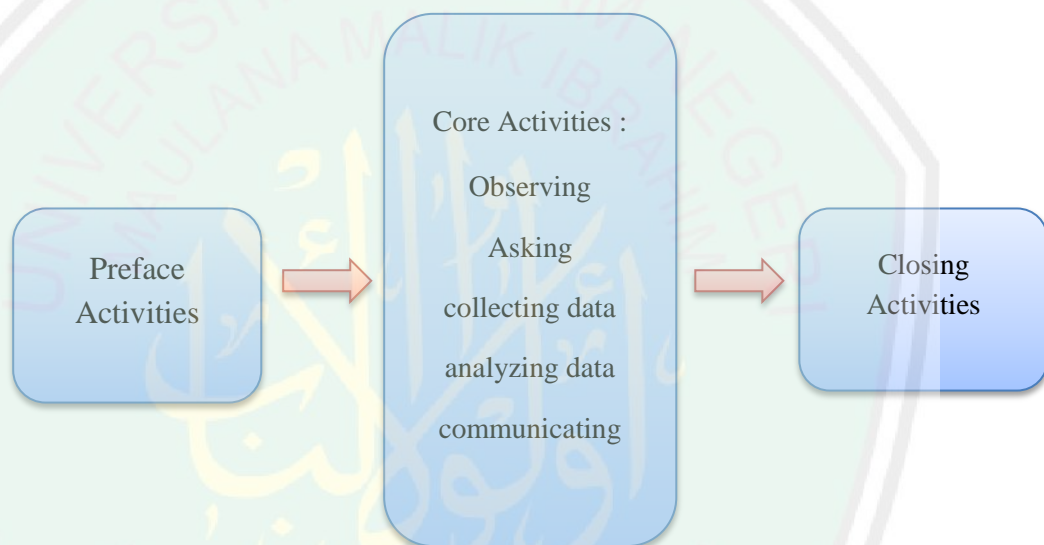
³⁵ Mulyasa, *Manajemen Pendidikan Karakter*, (Jakarta: Bumi Aksara, 2011), hlm. 9.

³⁶ Pupuh Fathurrohman, dkk., *Pengembangan Pendidikan Karakter*, (Bandung: PT Refika Aditama, 2013), hlm. 93.

³⁷ Siti Julaiha, *Implementasi Pendidikan Karakter Dalam Pembelajaran*. Jurnal DINAMIKA ILMU, STAIN Samarinda. No. 2 Desember 2014.

needs, identification of competencies, and the preparation of learning programs”.³⁸

AA Suryana explain and describe the integration of characters through the planning stage of learning through the preparation of Lesson Plan, as follows³⁹:



Picture 2.1 : Character Education Implementation Planning in the Lesson Plan

At the Lesson Plan stage character values are seen in the core competence (KI). The core competencies are designed in four interrelated groups with respect to the behavior of religion (KI-1), social behavior (KI-2), knowledge (KI-3), and application of knowledge (K-4). The four groups become the acts of basic competence and should be developed in each integrative learning event. Competencies related to religious behavior

³⁸ E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: Remaja Posdakarya, 2007), hlm. 100.

³⁹ AA Suryana, dkk., *Pengembangan Pendidikan Karakter*, (Bandung: PT Refika Aditama, 2013), hlm. 68

and social behavior are developed indirectly when students learn about knowledge and application of knowledge.

8. Stages of Implementing Character Education in Learning

There are five stages that can be done for character education. *First*, design and formulate the characters that students want to learn. *Second*, to prepare resources and environments that can support character education programs through subject integration with character indicators that will be learned, management of classroom moods, and setting up school environments that are appropriate to the character they wish to learn in school. *Third*, ask for commitment together (Headmaster, teachers, employees, and guardians) to jointly implement the character education program and watch over it. *Fourth*, to carry out character education continuously and consistently. *Fifth*, to evaluate the program that has been and is running. If in the process known to exist irregularities and violations of norms and ethics, the school and parents may hold the responsibility based on initial commitments agreed together.⁴⁰

B. Concept of Integrated Social Science Learning (IPS)

1. Definition of Learning

Learning is a process of interaction between students with the environment so that there is a change in behavior towards the better.⁴¹

⁴⁰ Agus Zaenul Fitri, *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*, (Jogjakarta: Ar-Ruzz Media, 2012), hlm. 52

⁴¹ Kusnandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses Dalam Sertifikasi Guru*, (Jakarta: Rajawali Press, 2009), hlm. 287.

In his book Abdul Majid proposed understanding of learning according to experts,⁴² as follows :

- a. Learning according to UU SPN 2003 is the process of interaction of students with educators and learning resources in a learning environment.
- b. Learning according to Oemar Malik is a combination that consists of human elements, materials, facilities, equipment, procedures, which influence each other in achieving learning objectives.
- c. Learning by Gagne and Brigga is a series of events that affect learning so that learning can take place easily.

From some understanding of learning proposed by some experts can be concluded that learning is the interaction of educators with students to obtain a change that includes human elements, materials, facilities, equipment procedures, which influence each other in achieving the learning objectives so that learning can take place easily.

2. Definition of Integrated Social Science Learning (IPS)

Basically, Social Science Learning is about human and social relations or society. Man as a social being, a being who can not live without the interference of others. In general, social science learning subjects in school are designed on the basis of phenomena, problems, and social realities involving various branches of the social sciences and humanities such as

⁴² Abdul Majid, *Strategi Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2013), hlm. 4.

civics, history, geography, economics, sociology, anthropology, and education.⁴³ Therefore, social science learning can be said to be a study of the combination of the sciences in the social sciences category and also the humanities to give birth to social actors who can participate in solving social and national problems.

According to National Council for Social Studies (NCSS) 1994, “social science learning is the integrated study of the social science and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural science.”⁴⁴

Based on the above understanding, social science learning is an integrated learning of the social sciences and humanities to improve the competence of citizenship. In the school program, social studies provide a coordinated and systematic study that illustrates disciplines such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology and content appropriate to the humanities, mathematics, and the natural sciences.

⁴³ Zubaedi, *op.cit.*, hlm. 288.

⁴⁴ Sapriya, *Pendidikan IPS Konsep dan Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), hlm. 10.

From some understanding of social science learning mentioned above, it can be concluded that social science learning is the integration of various branches of social sciences, such as sociology, history, geography, economics, politics, law and culture. Social science learning is formulated on the basis of reality and social phenomena that embody an interdisciplinary approach from aspect and branches of social sciences (sociology, history, geography, economics, politics, law, and culture).

3. Objectives of Integrated Social Science Learning (IPS)

The aims of social science learning are to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental behavior towards the improvement of all inequities that occur, and skillfully overcome every problem that occurs in everyday life, whether that befalls himself or herself override society lives.⁴⁵ This goal can be achieved if social science learning programs at school are well organized. From the formulation of the objectives can be detailed, as follows :

- a. Having a sense of awareness of the community or the environment through an understanding of the historical and cultural values of the community.

⁴⁵ Bambang Waristo, *Konsep Dasar Ilmu Pengetahuan Sosial*, (Malang: Surya Pena Gemilang, 2009), hlm. 15.

- b. Know and understand basic concepts and be able to use adapted methods from the social sciences that can then be used to solve social problems.
- c. Able to use models and thinking processes and make decisions to resolve issues and problems that develop in society.
- d. Pay attention to issues and social problems as well as being able to make a critical analysis. Next, be able to take appropriate action.
- e. Able to develop various potentials so as to build themselves in order to survive which is responsible for building society.
- f. Know the concepts related to the life of society and its environment.
- g. Have commitment and awareness to social values and humanity.

4. Significances of Integrated Social Science Learning (IPS)

The function of social science learning as an education is to equip students with useful social knowledge for their future, social and intellectual skills in fostering the attention and social awareness as a responsible human resource in realizing the goals of national education.

Social science learning is one of the subjects given in schools that examine various events, facts, concepts, and generalizations related to social issues. Through IPS subjects, students are expected to become

democratic Indonesian citizens, responsible, and peace-loving citizens of the world.⁴⁶

5. Procedure of Integrated Social Science Learning (IPS)

Social science learning as a lesson given at the level of schooling, that is elementary, secondary, and high school. In SD, SMP, and SMA are given in an integrated manner, but in the standard content still looks the existence of separate materials and at the level of high school as social science is very fragmented, although the umbrella in the curriculum remains IPS.

Social sciences learning is a subject in schools designed on the basis of phenomena, problems and social realities with an interdisciplinary approach involving various branches of social sciences and humanities such as citizenship, history, geography, economics, sociology, anthropology, and education. The study material is about events, a set of facts, concepts, and generalizations related to actual issues, symptoms, and social issues or realities as well as regional potentials. Social science learning subjects are considered to be quite comprehensive in responding and solving socio-national problems in Indonesia, in accordance with the level of ability and development level of students. The nature of social studies subjects should be more educative than academic. In this context,

⁴⁶ Iif Khoiru Ahmadi dan Sofan Amri, *Mengembangkan Pembelajaran IPS Terpadu*, (Jakarta: Prestasi Pustakarya, 2011), hlm. 9-10

the formulation of social science learning objectives meets the targeted aspects of an educational and learning process.⁴⁷

The purpose of the social science learning includes four things. *First*, develop a basic knowledge of sociology, geography, economics, history, and citizenship (or concepts related to the life of society and the environment). *Second*, developing critical thinking skills, inquiry skills, problem-solving, and social skills. *Third*, building commitment and awareness of human values (and developing noble values of the nation's culture). *Fourth*, having the ability to communicate, compete, and work together in a pluralistic society, whether local, national or international.

According to Wayan Lasmawan, “there are three competencies in social science learning that is personal competence, social competence, and intellectual ability. Personal competence is the basic ability associated with the formation and development of the student’s personality as an individual being whose personal rights and responsibilities are. The social competence is the basic ability related to the development of consciousness as social beings and cultured beings. While intellectual competence is the ability to think based on the existence of the awareness or the belief something good it is physical, social, psychological, which has to mean for himself and others. This basic intellectual ability is concerned with the development of the students' identity in building their

⁴⁷ Zubaedi, *op.cit.*, hlm. 289.

knowledge, values, and behaviors and actions in their social and economic life”.⁴⁸

C. Concept of Social Behavior

1. Definition of Behavior

behavior variously defined by various experts. Gagne (1977) defines behavior by stating, “we define as an internal state that influences (moderates) the choices of personal action made by the individual. Behaviors are generally considered to have affective (emotional) components, cognitive aspects, and behavioral consequences.”⁴⁹

Thus, in Gagne's view, the behavior is understood as the inner state of a person which can influence a person in making choices in acting. self-behavior is generally related to the cognitive domain and affective domain and brings consequences to one's behavior.

The phenomenon of behavior that arises is not only determined by the state of the object being faced but also by its relation to past experiences by the present situation and expectations for the future.

Psychologists Katz and Scotland view behavior as a combination of, *First*, cognitive reactions or responses (perceptual responses and statements about what is believed). *Second*, affective responses (emotional feelings of emotional responses). *Third*, the conative response (response in the form of certain behavioral tendencies according to impulse). The three

⁴⁸ Zubaedi, *op.cit.*, hlm. 291.

⁴⁹ M. Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya, 2011), hlm. 141.

components simultaneously organize individual behaviors. Behavior is an evaluative response. The response only occurs when the individual is exposed to a stimulus that requires individual reactions. The evaluative response is a form of reaction expressed as a reaction expressed as a behavior by a person for his evaluation of the stimulus in the form of good and bad values, positive or negative, pleasant or unpleasant, which then crystallizes as potential reactions to behavioral objects.⁵⁰

From some understanding according to these experts, it can be concluded that behavior is the consciousness of the individual who determines the real action in social activities.

2. Definition of Social Behavior

Social behavior is the consciousness of the individual who determines the real, repetitive action of the social object. This happens open to other people in society.⁵¹

The object is the social object (many people in the group) and repeatedly stated. For example, people's behavior towards the national flag, they always respect it by repeatedly on national days in the country of Indonesia. Another example is the mourning behavior of all members of the group because of the death of a patriot.⁵²

It can be concluded that social behaviors are the consciousness of the individual who determines the real action to behave in a certain way

⁵⁰ Sutarjo Adisusilo, *Pembelajaran Nilai-Karakter*, (Jakarta: Raja Grafindo Persada, 2012), hlm. 68

⁵¹ Abu Ahmadi, *Psikologi Sosial Edisi Revisi*, (Jakarta: Rineka Cipta, 2007), hlm. 149.

⁵² Ibid., hlm. 152

toward others and attaches to the social goals rather than personal goals in the life of society. The indicators used in this research are showing open behavior toward friends, forming opinions clearly, doing something with cooperation, showing caring behavior to friends, feeling what friends feel, building a communicative atmosphere, carrying out responsibilities, listening to friends opinion, respecting people others, and show a help each other.

3. Procedure For the Formation of Social Behavior in Students

Behaviors arise because of the stimulus. The formation of an behavior is much influenced by the social and cultural stimuli such as family, school, norms, religious groups, and customs. Behaviors grow and flourish in certain social bases such as the economy, politics, religion and so on. In its development behavior is much influenced by environment, norms or group. This will lead to differences in behaviors between individuals with each other because of differences in influence or environment received. Behaviors will not be formed without human interaction, against a particular object or an object.⁵³

In social science learning, for example, when studying the material of ethnic and cultural diversity, the students' unintended social behaviors will be formed because of the influence and interaction between students and students, teachers and students. So students will be more appreciative of

⁵³ Abu Ahmadi, *Psikologi Sosial Edisi Revisi*, (Jakarta: Rineka Cipta, 2007), hlm. 156-157.

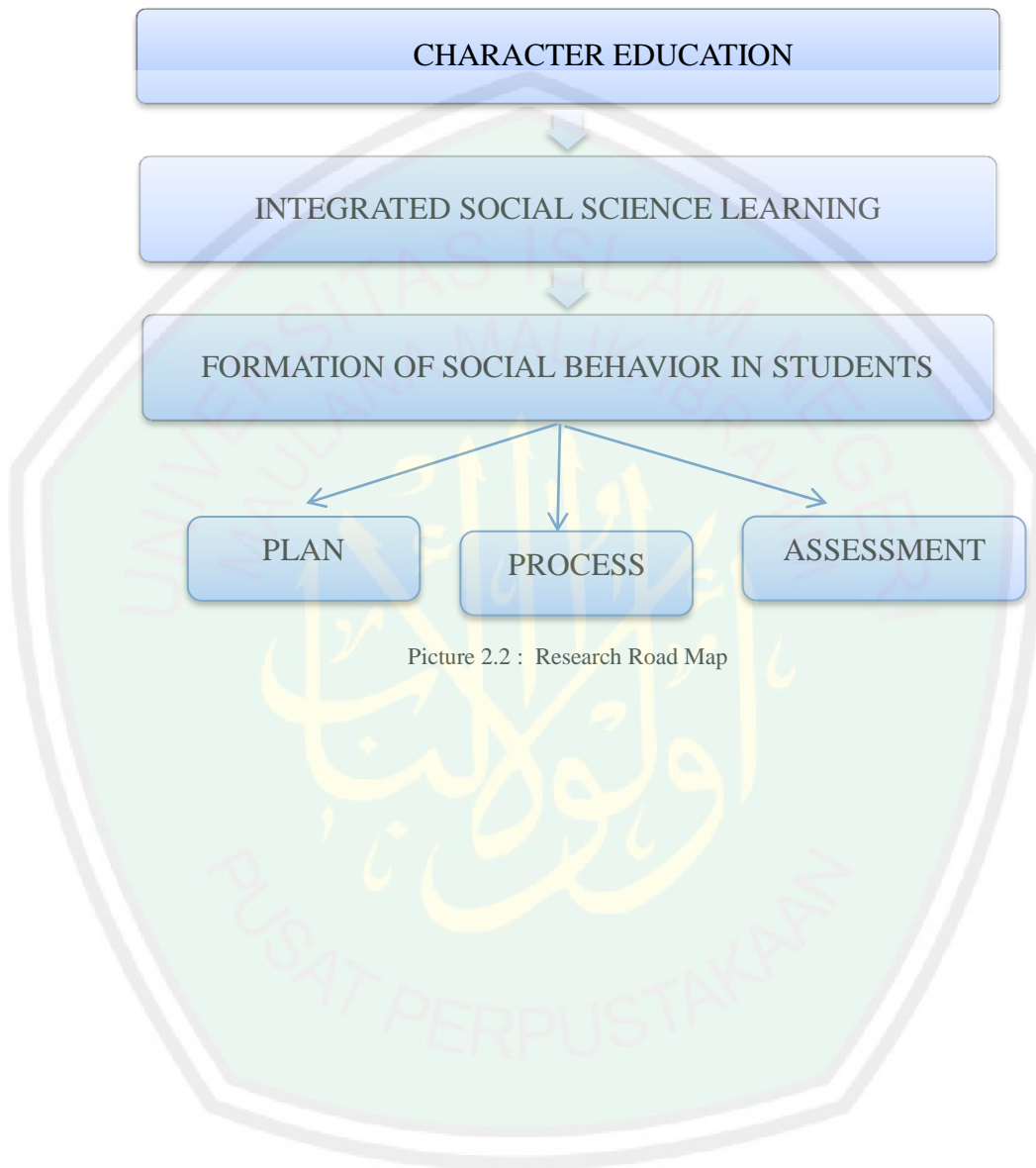
the diversity that exists in Indonesia or in their neighborhoods. Thus, there are factors that influence social behaviors,⁵⁴ as follows :

- a. Internal factors is a factor that contained within the human self itself. This factor is the selectivity of a person to receive and process influences that come from outside. The choice of external influences is usually adapted to the motives and behaviors of the human being, especially those of interest.
- b. External Factors is a factor that exists outside the human person. This factor is social interaction outside the group. For example the interaction between human beings with the results of a human culture that reached him through the means of communication such as, newspapers, radio, television, magazines, and so on.

The formation and change of behavior do not happen by itself. Behaviors are formed in relation to an object, person, group, institution, value, through interpersonal relationships, relationships within groups, newspaper communications, books, posters, radio, television and so on, there are many possibilities that influence behavior. The environment closest to everyday life has many roles such as school environment.

⁵⁴ Abu Ahmadi, *Psikologi Sosial Edisi Revisi*, (Jakarta: Rineka Cipta, 2007), hlm. 156-157.

D. Research Roadmap



Picture 2.2 : Research Road Map

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Research Design

In this research, the approach used is the qualitative approach. Where will researcher describe how the process of application and implementation of character education in shaping the social behaviors of students through integrated social science learning in 8th grade students. This approach aims to collect facts and describe them completely and thoroughly in accordance with the issues to be solved. So the focus of this research is the process of implementation of character education in shaping the social behavior of students through integrated social science learning 8th grade students, finding out what social behaviors can later be established in the application of character education, and how character assessment in that regard.

Qualitative research is a research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, and others. Holistically, and by way of descriptions in the form of words and languages, in a particular context that is natural and by utilizing various scientific methods.⁵⁵ Bodgan and Taylor define a qualitative methodology is a research procedure that produces descriptive data in the form of written or oral words of people and observable

⁵⁵ Lexy J. Moleong, *Metose Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2013), hlm. 6.

behavior.⁵⁶

The type of research used is a case study, case study is part of qualitative methods that want to deepen a particular case in more depth by involving the collection of various sources of information. In accordance with this research where researcher want to explore how the process of implementation of character education in shaping the social behavior of students through integrated social science learning in 8th grade students of State Junior High School 04 Malang. Creswell defines the case study as an exploration of related systems or cases. This type of research is specifically used to understand specific individuals, groups, institutions, and settings to address in depth.⁵⁷

B. Attendance of the Researcher

Researcher in doing this research act as instruments and data collectors. In qualitative research, the researcher acts as a human instrument acting to set the focus of research, selecting informants as data sources, collecting data, assessing data quality, interpreting data, and make conclusions on research findings. So the presence of researcher in the field is absolute.

In this research, the researcher was present at the location of the research, the researcher collected the data through the interview activity with

⁵⁶ Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, (Jakarta: Bumi Aksara, 2007), hlm. 92.

⁵⁷ Basrowi dan Suwandi, *Memahami Penelitian Kualitatif*, (Jakarta: Rineka Cipta, 2009), hlm. 21

the research subjects integrated social science learning teachers and 8th grade student of State Junior High School 04 Malang.

C. Setting of the Research

The location of the research is the object of research where the research activities conducted. Determining the location of the research is very important because the relationship with the data that must be searched in accordance with the focus of the specified location of the study also determines whether the data can be taken and meet the requirements both volume and character data required in research. Geographical considerations as well as practical side such as time, cost, power will determine the location of the study.

This research was conducted in 8th grade student of State Junior High School 04 Malang which is located its own school in Veteran Street No. 37, Sumbersari, Lowokwaru.

D. Data and Data Sources

The data in this research is taken from data obtained directly from related parties in the form of school data and various relevant literature related to this research. In this case, one of the data that can be taken can be the implementation of character education in integrated social science learning conducted in 8th grade student of State Junior High School 04 Malang.

According to Lotland and Moeloeng that the main data source in qualitative research is the words and actions and the additional data such as document and others.⁵⁸

Thus the data sources of qualitaive research in this research, as follows:

1. The primary data sources

Is the sources of the data obtained directly from the informers in the field that is through in depth interview and observation participation. Related to the in depth interviews conducted to the Headmaster, Director of Curriculum, Teacher of Integrated IPS learning, and Students in Grade 8th of State Junior High School 04 Malang.

2. The Secondary data sources

Is the source of the data obtained indirectly from informers in the field as the document and so on. The document can be in the form of books and other literatures related to the problem. Secondary data use that researcher use in this research is the school documents of State Junior High School 04 Malang.

⁵⁸ Lexy J. Moleong, *op.cit.*, hlm. 157.

E. Data Collection

Data collection techniques are the most important step in the research because the main purpose of the research is to obtain data. Without knowing the techniques of data collection, the researcher will not get data that meets the established data standards.

Furthermore, when viewed in terms of ways or techniques of collection, the technique of data collection can be done by observation, interview, and documentation.⁵⁹ The explanation as follows :

1. Observation

Observation is a method or method of analyzing and holding a systematic record of behavior by seeing or observing individuals or groups directly. This method is used to directly observe and observe the conditions in the field so that researcher get a broader picture of the problems researched.⁶⁰

In this observation method, the researcher will observe directly the implementation of character education of integrated social science learning subjects that took place in 8th grade student of State Junior High School 04 Malang. But before the observation, the researcher first performs the pre-observation stage

⁵⁹ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2012), hlm. 308.

⁶⁰ Basrowi dan Suwandi, *op.cit.*, hlm. 93.

in which the researcher first consult with the side of the school and integrated social science learning teachers 8th grade student.

2. Interview

Interviews are conversations with a specific purpose by two parties, that is the interviewer as the advocate or the questioner and who is interviewed as the answer to the question. So, here the researcher will collect the data by interviewing directly with the relevant parties in this study as well as teachers of subjects of integrated social learning 8th grade student of State Junior High School 04 Malang.

Table 3.1 : Interview Themes at Informants

No	Informants	Interview Themes
1	Headmaster	<ol style="list-style-type: none"> 1. Implementation of character education in schools 2. Social behavior that every student should have in school 3. Assessment and evaluation of character education in schools
2	Director of Curriculum	<ol style="list-style-type: none"> 1. Implementation of character education in every lesson 2. Integration of character education in every lesson 3. The cultivation of social behavior of students through character education 4. Assessment of character education in each subject
3	Teacher of Integrated IPS Teachers	<ol style="list-style-type: none"> 1. Implementation of character education in the classroom 2. Integration of character education on integrated social science learning subjects 3. Social behavior formed during Integrated social science learning subjects

		<ol style="list-style-type: none"> 4. The cultivation of social behaviors of students through character education in Integrated social science learning subjects 5. Assessment of character education
4	8 th Grade Students	<ol style="list-style-type: none"> 1. Implementation of character education in the classroom 2. Social behavior cultivated to students by teachers 3. Assess social behaviors with peer

Interviews are used as data collection techniques if the researcher wants to do a preliminary study to find the problem to be researched, but if the researcher wants to know the things of the more in-depth respondents.⁶¹

In the interview method the researcher uses semi-structured interview techniques, semi-structured interviews are described as follows⁶² :

- a. Open questions, but there are limits to themes and the flow of conversation. Questions posed in semi-structured interviews are open-ended questions which mean that the answers given by the resource persons are not limited, so the subject can be more flexible and free

⁶¹ Sugiyono, *op.cit.*, hlm. 317.

⁶² Haris Herdiansyah, *Metodologi Penelitian Kualitatif Untuk Ilmu-Ilmu Sosial*, (Jakarta: Salemba Humanika, 2010), hlm. 123.

to express any answer as long as it does not come out of the context of the conversation.

- b. Interview speed can be predicted, although there is freedom in answering interview questions, the speed and timing of the interview are still predictable. Control time and speed of interview are on the skills of resource persons in managing the flow and theme of the conversation so as not to widen in an unnecessary direction.
- c. Flexible, but controlled (in terms of questions or answers). Questions posed are flexible, depending on the situation and conditions and the flow of the conversation.
- d. There is standard interview guiding groove, sequences, and the use of the word. Interview guidelines are required in semi-structured interviews that are used as a benchmark or control in terms of the flow of talks and for interview predictions. Guidelines for semi-structured interviews, written content on interview guidelines are only talking topics that refer to a central theme that has been established and adapted to the purpose of the interview.

- e. The purpose of the interview is to understand a phenomenon.

3. Documentation

This method is a way of collecting data that produces important records related to the problem under study, so that will be obtained complete data, valid and not based on mind. This method only retrieves existing data such as achievement index, a total of student, income, and others. This method is used to collect data already available in document records. The data can be obtained from the documentation of State Junior High School 04 Malang.

F. Data Analysis

Data analysis in qualitative research conducted since before entering the field, during field, and after finished in the field. In this case, Nasution dakam Sugiyono stated, “the analysis has started since formulating and explaining the problem, before plunging into the field, and lasting until the writing of research result”.⁶³

Thus data analysis here is a process of searching and systematically compiling data obtained from interviews, field notes, and documentation, by organizing, data into categories, translating into units, synthesizing,

⁶³ Basrowi dan Suwandi, *op.cit.*, hlm. 158.

compiling into patterns, choosing which are important and which will be learned, and make conclusions so easily understood by yourself and others.⁶⁴

Data analysis is done at the time of data collection and after completion of data collection in the certain period. At the time of the interview, the researcher has done data analysis on the answer interviewed. If the answer interviewed after the analysis feels unsatisfactory, then the researcher will continue the question again, to some extent. The process of data analysis conducted by researcher is through the stages, as follows :

1. Data Reduction

The data obtained from the field amount is quite a lot, for that it should be noted carefully and detailed. Reducing data means summarizing, selecting the key points, focusing on the things that matter, looking for themes and patterns and removing unnecessary ones. Thus the reduced data will provide a clearer picture, and make it easier for researcher to collect the next data, and find the necessary.

2. Presentation of Data

Presentation of data can be done in the form of brief descriptions, charts, relationships between categories, and the like. By presenting the data, it will make it easier to understand what is happening, plan the next work based on what has been understood.

⁶⁴ Sugiyono, *op.cit.*, hlm. 335.

3. Conclusion and verification

In drawing or collecting the initial conclusions is still temporary, and will change again if found strong and supportive evidence in the next stage of data collection. But if the conclusions raised in the initial stages are then supported by valid and consistent evidence when researcher return to the field to collect data, then the conclusion put forward is a credible conclusion.

G. Research Procedure

The stages of the research generally consist of the pre-field stage, the working phase, the data analysis phase, and the report writing phase.

1. Pre-field stage

In this pre-field stage, seven activities must be done qualitative researcher, which in this stage coupled with a consideration that needs to be understood, namely field research ethics. While the activities and considerations can be described as follows: preparing the research design, selecting the research location, taking care of the research permit, exploring and assessing the location of the research, selecting and utilizing the informants, preparing the research equipment and ethical research issues.

2. Phase of field work

This stage is divided into three parts, that is conducting a direct observation, entering the field, preparing a research report based on the results obtained data.

3. Stage of data analysis

In this stage, the researcher analyzed the data that have been collected by using qualitative data analysis method that is descriptive data analysis as described above.

To check the validity of the data in this study, researcher used the technique of triangulation, according to Sugiyono triangulation is a data collection technique that combines data from various data collection techniques and data sources that already exist.

According to Sugiyono triangulation technique means researcher use different data collection techniques to get data from the same data source. The triangulation technique can be reached through the steps, as follows :

- a) Credibility is whether the process of the research results can be accepted or trusted. To be accepted or trusted then use triangulation of sources, techniques, and theories.
- b) Dependability is whether the research results refers to the consistency of researcher in collecting data, forming, and using concepts when making interpretations to take the conclusions.
- c) Confirmability is whether the results of research can be proved true where the results of research in accordance with the data collected and included in the financial statements.

- d) Transferability is whether the results of this study can be applied to other situations.



CHAPTER IV

RESEARCH FINDINGS

A. Profile of State Junior High School 04 Malang

1. Location Description

The location of this research is located at Veteran No. 37, Summersari, Kecamatan Lowokwaru precisely at State Junior High School 04 Malang. Geographically, State Junior High School 04 Malang is located in the center of Malang city which is very strategic with predominant environment or majority of students from various units of education around with society form coming from various level of social or economic status, religion, or science or education level.

2. History of State Junior High School 04 Malang

The establishment of State Junior High School 04 Malang begins with the establishment of SD Laboratory IKIP Malang which was founded by the Rector IKIP Malang, Dr. Samsuri. Based on the decision of the Minister of Education and Culture at that time elected and appointed as the first Headmaster in the school of the laboratory he is Prof. Dr. Supartina Pakasih, he is a Doctor in Elementary School in the United States.⁶⁵

Since 1973 SD Laboratory IKIP Malang was changed to PSDP which is Pioneer of Elementary School Development. Since becoming a PSDP, Prof. Dr. Ny.Supartina Pakasih resigned for not agree with the

⁶⁵ Document of State Junior High School 04 Malang, 2014-2015

idea of being made Pioneer Elementary School, which is an education system from SD to Pioneer of Elementary School Development (PSDP). Then for 2 years from 1973 to 1975, the Headmaster held by Drs. Samsul Arifin.

The history of State Junior High School 04 Malang cannot be separated from the big name PPSP (Proyek Perintis Sekolah Pembangunan) IKIP Malang. In fact, many people are more familiar with the name ARVEGATU (Armada Veteran Tiga Tujuh) than the State Junior High School 04 Malang itself. State Junior High School 04 Malang is built on a land area of $\pm 6297 \text{ M}^2$, building area $\pm 3825 \text{ M}^2$, yard area $\pm 456 \text{ M}^2$, sports field $\pm 992 \text{ M}^2$, garden $\pm 514 \text{ M}^2$, and the rest 510 M^2 .

In 1986 by the decision of the Minister of Education and Culture (Menteri Pendidikan dan Kebudayaan) No. 0708/0/1986 about making public junior high school, PPSP management conducted by Kanwil Depdikbud which originally purely managed by IKIP Negeri Malang. To improve the capacity of the State Junior High School in accordance with the needs it is deemed necessary to determine the position, duties, and functions of the organization structure and working procedures of the State Junior High School shall be regulated in accordance with the provisions. Based on the approval of the Meneg of PAN in his letter No. B.483/1/MENPAN/1986 18th September 1986, that SMP PPSP IKIP

Malang became State Junior High School 17 Malang with the Headmaster of Drs. Sidik Watjana.

The name of State Junior High School 17 Malang only lasted 3 years that is 1986-1989. Based on Ministry of Education and Culture decision No. 0507/0/1989 24th August 1989 State Junior High School 17 Malang has changed into State Junior High School 04 Malang with the Headmaster of school that is Drs. Sidik Watjana until December 1993. Then in 1994 the Headmaster was replaced by Mrs. Liliek Rochani until March 1997.

In 1997 based on the decision of the Minister of Education and Culture of Republic of Indonesia No. 034/0/1997 on the change of nomenclature of SMP to SLTP and organization and working procedures, then on 7 March 1997 State Junior High School 04 Malang was changed to SLTPN 04 Malang with Headmaster Mr. R. Mudjiono Soediono, BA until 2001. In 2001-2005 State Junior High School 04 Malang led by Mr. Drs. Hadi Hariyanto, M.Pd. In 2005-2008 the headmaster changed again and Mrs. Asmiaty until 2009. Until now State Junior High School 04 Malang is located at Veteran Malang is led by Mr. Drs. Bambang Widarsono, M. Pd who previously served as Headmaster of State Junior High School 17 Malang, then continued by Mr. Hari Subagiyo, M.Si until 2017. Then continued by the new Headmaster in 2018. He is Mr. Drs. Hari Subagiyo, M.Pd. However, now the headmaster of State Junior High School 04 Malang.

3. Facilities and infrastructure

The condition of facilities and infrastructure of State Junior High School 04 Malang is very good in learn and learning the process, both intracurricular and extracurricular activities. The spacious shady central courtyard also the field to do sport, a playground, a study, and is also used for learning activities. Classrooms equipped with whiteboard and OP. For subject space equipped with PC Desktop and LCD Projector. 24 study rooms are complete with multimedia rooms, language laboratories, biological laboratories, Chemistry laboratories, Physical Laboratories, football field, basketball field, badminton field, volleyball field, and so on.

Information technology learning is supported by computer labs connected to the internet network and wireless area. Students and teachers can access the internet in State Junior High School 04 Malang using their existing Wireless Wi-Fi facility. In general, actually State Junior High School 04 Malang, for Junior High School level in Malang including school class which have facilities and infrastructure and quality of building and school environment ideal for education.⁶⁶

Although educational facilities at State Junior High School 04 Malang are sufficient but there are some facilities that need maintenance and upgrades, such as PC computers, props, laboratory apparatus, LCD Project, as well as other learning tools. The lack or not fulfillment of such

⁶⁶ Document of State Junior High School 04 Malang about profile State Junior High School 04 Malang, 2014/2015

facilities can be overcome so as not to be a constraint to realize the best service delivery in the implementation of learning and education process in school.

4. Teacher and Employee Data

Professional teachers are needed to help students in the implementation of the learning process in the classroom. If teachers have a history of education that is not in accordance with what is taught, whether the learning will take place properly and obtain satisfactory results. Of course, students need mentors learning, a source of information science and also have a history of education in accordance with that required by students. In addition to teachers, schools also need employees who will take care of the affairs outside of the learning process. For example, administrative employees whose job is to take care of school archives, student data collection, help provide learning facilitation.

Teachers in State Junior High School 04 Malang there are 38 teachers that are graduates of S1 education programs and there is 1 teacher graduate S2 and baccalaureate there are still about 3 teachers. Not only that, there are also non-permanent teachers as much as 7 graduate and 1 graduate baccalaureate teachers.⁶⁷

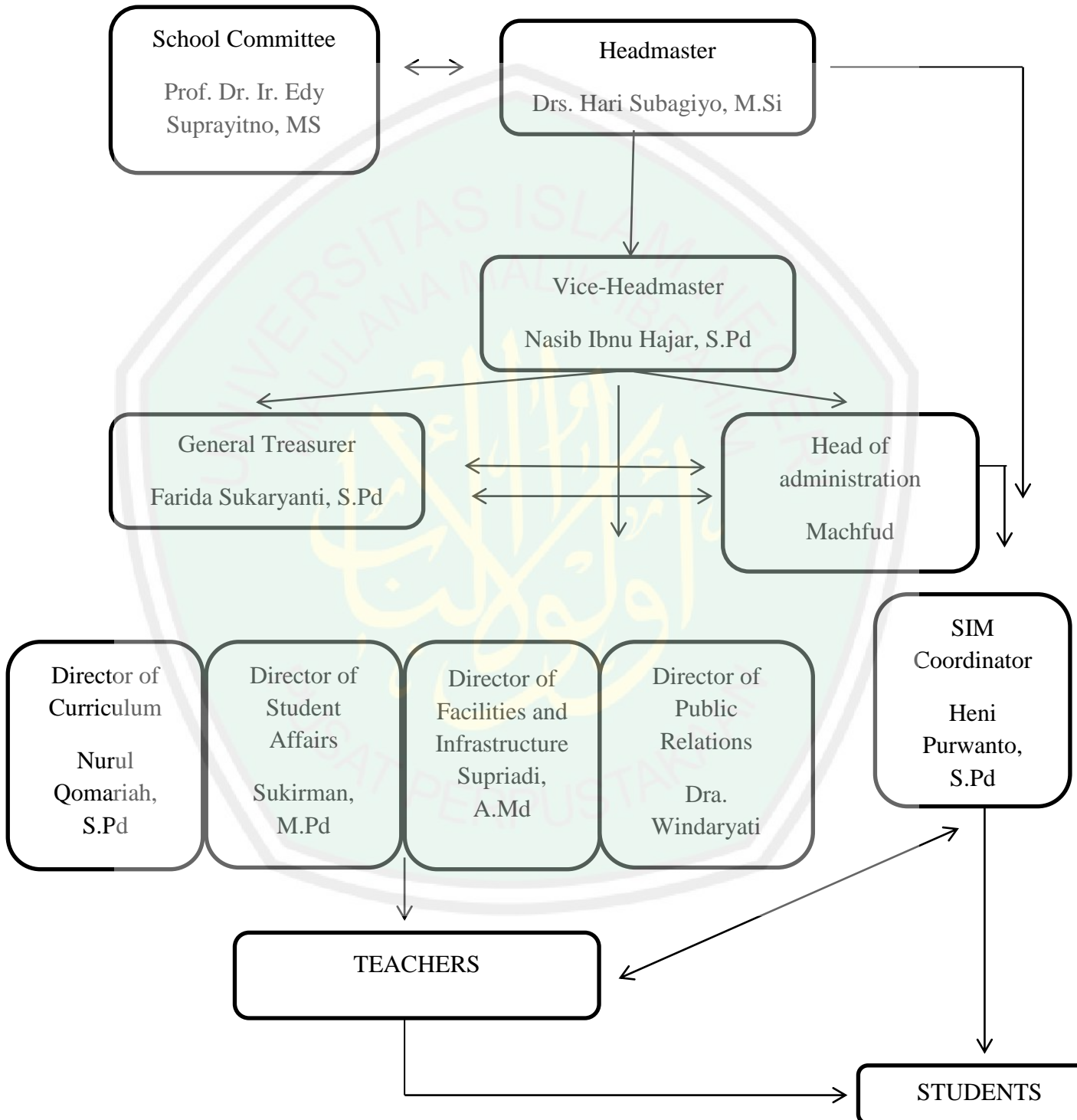
⁶⁷ Document of State Junior High School 04 Malang, 2014-2015

5. Student Data

Provider of junior secondary education in the scope of the Ministry of National Education, State Junior High School 04 Malang have an important role in creating the character of the young generation is good, reliable, and productive. Not infrequently this school scent good name in Malang. Currently, the condition of students at State Junior High School 04 Malang who are studying at State Junior High School 04 Malang amounted to 799 people.⁶⁸

⁶⁸ Document of State Junior High School 04 Malang, 2014-2015

6. Organizational Structure



Picture 4.1 : Organizational Structure of State Junior High School 04 Malang

7. Vision, Mission, and Objectives of State Junior High School 04 Malang

a. School Vision and Mission

In globalization era and the development of the world of education, State Junior High School 04 Malang faced many challenges in carrying out its duties and responsibilities in educating the next generation of the nation mandated in this school, so there are some vision and mission State Junior High School 04 Malang in order to face the challenges. The vision, mission, and objectives, as follows:

Vision of State Junior High School 04 Malang as taken from Strategic Plan (Renstra) of State Junior High School 04 Malang :

“Make a Generation of noble character, have a conception of environment, Excellence in IPTEK based on IMTAQ”.

To measure the success of this vision, it is necessary to establish indicators as a measure of its success. These indicators, as follows:

- 1) The implementation of professional education, fair and equitable in the school environment;
- 2) The realization of quality education output and result in academic and non academic achievement;
- 3) The realization of independent behavior of students, discipline, and responsible, achieving the best achievement and noble character is based on faith and piety;

- 4) Realization of educational management system is participatory, transparent, effective and accountable.⁶⁹

The importance of this vision in order to be a reference for schools and used for direction in formulating school missions. To realize the vision that has been formulated then the mission that must be implemented by State Junior High School 04 Malang, as follows:

- a) Creating a pleasant learning environment;
- b) Implement computer-based learning and the internet to support information and technology;
- c) Organizing a bilingual based class;
- d) To preserve and develop cultural arts;
- e) Membudayakan nilai-nilai keagamaan dan kegiatan ibadah keagamaan;
- f) Achieve discipline of school members in applying student discipline;
- g) Implement self-development coaching according to student's potential and choice;
- h) Habituating a culture of 5M between the members of the school;
- i) Cultivate a clean environment;
- j) Cultivate a healthy life physically and spiritually.

⁶⁹ Document of State Junior High School 04 Malang, 2014-2015

The meanings contained in the mission of State Junior High School 04 Malang those are State Junior High School 04 Malang try as much as possible in providing education services to their students to become knowledgeable, have leadership, independent, mutual appreciation or solidarity each others, and tolerance.

b. Objectives School

Based on the vision and mission of the school it can be concluded into several kinds of objectives, as follows:

- 1) To fulfill the provision of professional education and equity of school environmental education;
- 2) To fulfill the professional qualifications of teachers, school staff, employees in performing their tasks and functions to strengthen effective school management;
- 3) To fulfill the educational output with graduates who achieve both academic and non-academic and have a competitive advantage;
- 4) to fulfill the students' behavior are have noble character is based on faith and piety;
- 5) To fulfill the educational management system that is transparent, responsive, participatory, and accountable to stakeholders;
- 6) To Fulfill governance in school management to optimize excellent education services to the community.

B. Result of the Research

1. The teachers plan to implement character education in shaping the students social behavior through integrated social science learning in 8th grade student of State Junior High School 04 Malang.

Planning for the implementation of character education in every subject is one of the obligations of a teacher. This is will be do by the teacher because it is related to the development and shaping the character for students and can help students to be able to interact in the school environment, family, community, and even to shape the character of the nation.

In a school, character education is implemented in two parts, those are intracurricular and extracurricular activities, wherein the intracurricular activities of character education implementation included in the learning process, whereas in extracurricular activities are applied when the students are in the school environment besides than in the learning process. As stated by Director of Curriculum State Junior High School 04 Malang, as follows:

*“Jadi mas, pengimplementasian pendidikan karakter ini dilakukan dengan melalui kebijakan yang telah dikeluarkan kepala sekolah, selanjutnya melalui kegiatan intrakurikuler yaitu implementasi pendidikan karakter dengan cara diintegrasikan kedalam mata pelajaran, serta melalui kegiatan ektrakurikuler seperti : melalui kegiatan pramuka, melalui kesenian, dan olahraga”.*⁷⁰

In State Junior High School 04 Malang also has implemented character education every day, such as on Monday school apply national character, Tuesday that is integration, Wednesday that is independent,

⁷⁰ Interview with Mrs. Nurul Qomariah, as Director of Curriculum of State Junior High School 04 Malang, on 5th December 2017

Thursday that is mutual cooperation, and Friday is Religious activity. This is was expressed by Mrs. Loh Wirajoe one of the teachers who teach subjects IPS class VIII in State Junior High School 04 Malang, on 12th Desember 2017, at 10:00 am, as follows:

*“Untuk mengaplikasikan pendidikan karakter di State Junior High School 04 Malang ini dilakukan didalam proses pembelajaran dan juga diluar proses pembelajaran, dimana didalam pembelajaran itu disesuaikan dengan topik atau tema pembelajaran yang akan diajarkan dikelas, seperti yang akan dipelajari pada pertemuan berikutnya yaitu tentang konflik dan integritas, maka karakter yang akan dikembangkan dalam tema tersebut adalah karakter toleransi dimana hasilnya nanti adalah bagaimana kita bisa memberikan karakter toleransi terhadap perbedaan yang ada baik itu perbedaan bahasa, suku, pemahaman atau kepercayaan, dan lain-lainnya”.*⁷¹

Based on data obtained from interviews with Director of Curriculum and teacher of IPS State Junior High School 04 Malang. From the data obtained by the researcher, researcher get a description of how the teacher plans the implementation of character education on IPS subjects in shaping students' social behavior. The things that should be done by the teacher is can be seen in preparing and designing syllabus and Lesson Plan subject of IPS in State Junior High School 04 Malang.

However, teachers also in planning the implementation of character education that is integrated with the subject of Integrated IPS should still refer to K-13 applied in State Junior High School 04 Malang. The applied character education is obtained from reviewing KI/KD. From KI/KD will be studied and analyzed what characters can be applied to students. The

⁷¹ Interview with Mrs. Loh Wirajoe, teacher of Integrated Social Science Learning in 8th Grade Student of State Junior High School 04 Malang, on 12th December 2017

character will be inserted into the Lesson Plan. This is like the result of an interview with the teacher of Integrated IPS subjects class VIII State Junior High School 04 Malang, 12th December 2017, at 10:00 am, as follows :

*“dalam menentukan karakter apa saja yang akan diaplikasikan atau diimplentasikan dalam pembelajaran itu tergantung dari gurunya itu sendiri, karena biasanya guru akan melihat dan mengamati dari tema yang akan disampaikan pada saat guru mengajar didalam kelas”.*⁷²



Picture 4.2 : Sequence of Character Education Implementation Plan

In Lesson Plan Curriculum 2013 is applied in class 8th State Junior High School 04 Malang itself in KI 1 already contained the value of character education for example in KI 1 there is respect and appreciate the teachings of religion which he embrace, including the value of religious character. KI 2 which contains the behavior of appreciating and living honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, confident, in interacting effectively with the social and natural environment within the reach of social and its existence.

⁷² Interview with Mrs. Loh Wirajoe, teacher of Integrated Social Science Learning in 8th Grade Student of State Junior High School 04 Malang, on 12th December 2017

KI 3 which contains the value of the character of curiosity, understand the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomenon and the occurrence of the eye. KI 4 which contains try, process, and serve in the concrete realm (using, parsing, stringing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other sources same in theoretical point of view.⁷³

2. Process of character education in shaping the social behavior of students through integrated social science learning in 8th grade student of State Junior High School 04 Malang

In the implementation of character education not far from the 1945 Constitution of paragraph 3 article (3) and the purpose of national education, “The Government seeks and implement a national education system, which enhances faith and devotion and noble character in order to educate the life of the nation, which is regulated by Constitution”.

in 1945 Constitution number 20, year 2003 on the national education system in paragraph 2 of article 3, “the national education functions to develop the capability, and is aimed at developing students’ potentials so that they become persons imbued with human values who are faithful and pious to one and only God, who possess morals and noble character, who are healthy, knowledgeable, competent, creative, independent, and as citizens, are democratic and responsible”.⁷⁴

⁷³ Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), hlm. 1.

⁷⁴ Barnawi dan M. Arifin, *loc. cit.*

The process of implementation of character education in schools takes place during the learning process. This is done in order the students will understand the values of character in depth, automatically students will have a good behavior in the school environment and society or in everyday life. As expressed by Mrs. Nurul Qomariah as Director of Curriculum State Junior High School 04 Malang, as follows:

“ya proses implementasi pendidikan karakter di State Junior High School 04 Malang ini pastinya dilakukan di dalam kelas misalnya dengan mengintegrasikan pendidikan karakter dalam setiap mata pelajaran dan tidak hanya itu sekolah juga menerapkan beberapa karakter juga untuk setiap harinya dari hari Senin sampai dengan hari Jum'at”.⁷⁵

Implementation of character education in the learning process can be done with the introduction of values, integration of values into the behavior of everyday students through learning process both in and outside the classroom on all subjects. Thus, learning activities in addition to making students recognize, realize or care, and integrate the values and make it behavior.

Generally, the process of implementing character education can be seen from three stages of preface activities, content or core activities, and closing activities. This is done in order the students can practice the values of the targeted characters. As was expressed by Mr. Ngateman one of the teachers of Integrated IPS grade 7th and 8th, on 7th December in the teachers' room, as follows:

⁷⁵ Interview with Mrs. Nurul Qomariah, as Director of Curriculum of State Junior High School 04 Malang, on 5th December 2017

*“dalam tahapan Rencana Pelaksanaan Pembelajaran (RPP) saya juga selalu memunculkan nilai-nilai karakter yang tanpa disadari oleh kita karakter tersebut secara tidak langsung dapat dicontohi oleh peserta didik. Contohnya datang tepat waktu ketika mengajar nah itu kita telah menerapkan dan mengajarkan karakter disiplin kepada peserta didik”.*⁷⁶

Teacher behavior during the learning process will also be a model

in the formation of values for students. In Lesson Plan, there are three stages in the learning process, as follows:

a. Preface Activities

Based on the process, preface activities in learning process, as follows :

- 1) Teacher and students say greetings;
- 2) The teacher reviews the concepts that students have learned and also describe about the material to be learned;
- 3) Teachers convey the information about the topics and learning objectives to be learned.

b. Core Activities

The core activities of learning are divided into five stages : observing, asking, collecting data or information, analyzing data, and communicating.

1) Observing

In this activity, students observe the phenomenon in the form (pictures, photos, slides, and video) about an

⁷⁶ Interview with Mr. Ngateman, teacher of Integrated Social Science Learning in 7th and 8th Grade Student of State Junior High School 04 Malang, on 7th December 2017

event associated with the incident in one place. Based on the results of the observation, students are asked to discuss in groups about things that want to be known from the observations, then asked to be written in the notebook, and one of the delegations of the group is asked to write on the board the things you want to know from the observation. The value shaping in this activity is cooperation, mutual respect, environmental care, confident, and students can interact effectively with other friends.

2) Asking

In this activity, students are asked to formulate questions of things to be known from the observations and one of the students are asked to write the questions that have been formulated on the board. And in this activity, the value of the character formed is confident and independent.

3) Collecting Data or Information

in this stage, the steps that will be done by the teacher is habituate the students with reading and writing through some meaningful tasks, then the values shaping is creative and logical even love of science. Furthermore, teachers facilitate students through the

giving of tasks, discussions, and others to create new ideas both orally and writing, then the value is instilled (creative, confident, critical, respect and polite).

Giving an opportunity to think, analyze, solve problems, and act without fear, then the value that instilled (creative, confident, and critical). Facilitate students in cooperative and collaborative learning, then the value that instilled (cooperation, mutual respect, and responsibility). Facilitate students in a healthy competition to improve student achievement, then the value that instilled (honest, discipline, hard work, respect). Furthermore, to facilitate students make good exploration report made orally or writing, individually or in groups, then the value that instilled (honest, responsible, confident, respectful, independent, and cooperation). By facilitating students to present the work of individual and group, then the value that instilled (confidence, mutual respect, independence, and cooperation).

4) Analyzing Data

Students are asked to analyze the data or information to answer questions and make a conclusion from answers to questions. Steps were taken by the

teacher which gives an opportunity to the students to think, analyze, solve problems, and act without fear, then the value that instilled in this stage is confidence and responsibility.

5) Communicating

Students convey their conclusions orally or in writing, for example through group presentations, discussions, and answer questions. In this activity, the value that instilled is the character of mutual respect, confident, caring, and polite.

c. Closing Activities

For closing activities, the steps taken include teachers together with students and or themselves make a summary or conclusion of the lesson. In this stage, the value that instilled is an independent character, cooperative, critical, and logical. Then the teacher does an assessment and or give a reflection of the activities that have been carried out consistently and programmed, then the value that instilled is honest, know the advantages, and disadvantages.

Teachers provide feedback on the learning process and outcomes, so the value that instilled is mutual respect, confidence, polite, critical, and logical. Followed by teachers giving moral messages to students. The teacher will give

information to students about the material that will be discussed at the next meeting.

Implementation of character education that has been set in the curriculum 2013 has been set about the assessment of one of them is the dimension of behavior, where the dimensions of behavior itself have been divided into two those are religious behaviors and social behaviors. Spiritual behavior related to respect and appreciate the teachings of religion which he embrace, including the value of religious character, while social behavior related to how to shaping the students' honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, and confident.

The process of implementation of character education for the first time absolutely will be done in the classroom during learning process, as information that obtained by the researcher that is with integrates subjects including integrated IPS with character education. As was expressed by Mrs. Nurul Qomariah as Director of Curriculum, as follows :

*“Karena memang sekolah ini telah menerapkan K-13 maka semua guru wajib hukumnya untuk mengintegrasikan nilai-nilai karakter kedalam setiap mata pelajaran tanpa terkecual. Berbeda dengan dulu ketika menerapkan kurikulum KTSP dimana nilai-nilai karakter tidak diintegrasikan pada semua mata pelajaran dan hanya terintegrasi pada mata pelajaran Keagamaan (PAI) dan PPKN saja”.*⁷⁷

With provisions based on K-13, then all of teachers subjects is required to integrate character education into every learning process

⁷⁷ Interview with Mrs. Nurul Qomariah, as Director of Curriculum of State Junior High School 04 Malang, on 5th December 2017

especially in the subjects of integrated IPS. Then in integrating character education into the learning process of Integrated IPS is needed a process that can shape the social behavior of students. Thus the students are expected to have social behavior that can be applied when students are in a school environment or in society. As was expressed by Mrs. Loh Wirajoe the teacher of Integrated IPS learning grade 8th of State Junior High School 04 Malang about the process of integration between integrated IPS learning with character education, as follows :

*“Seperti yang termuat dalam RPP khususnya dalam kegiatan mengamati, jadi hal pertama kali yang dilakukan dalam kegiatan inti proses pembelajaran adalah peserta didik mengamati sebuah gambar atau video dan sejenisnya yang berkaitan dengan materi pelajaran kemudian peserta didik diberikan pertanyaan dari hasil pengamatan tersebut dan terkadang saya juga mengajak anak-anak untuk keluar kelas tiada lain untuk mengamati lingkungan disekitar sekolah yang sesuai dengan materi pembelajaran tersebut. Jadi, siswa tidak hanya menerawang dan membayangkan, kurang lebihnya seperti proses pengimplementasiannya”.*⁷⁸

In addition, the process of integrating character education in the learning process also depends on the subject theme that will be taught by the teacher to the students and also depending on each subject teacher, it is expressed by Mr. Hari Subagiyo as the Headmaster of State Junior High School 04 Malang, as follows :

“Kami dari pihak sekolah telah menyediakan media-media pembelajaran bagi siswa yang dapat dimanfaatkan dalam kegiatan belajar mengajar dimana dalam prosesnya peserta didik akan disuruh untuk mengamati media tersebut dan tugas seorang pendidik disini adalah memfasilitasi dan memancing peserta didik untuk membuka pikiran mengenai media yang digunakan tersebut

⁷⁸ Interview with Mrs. Loh Wirajoe, as teacher of Integrated Social Science Learning in 8th Grade Student of State Junior High School 04 Malang, on 12th December 2017

*sehingga siswa akan terdorong untuk terus mencari tahu dan mendiskusikan dengan sendirinya”.*⁷⁹

Mrs. Nurul Qomariah as Director of Curriculum also explain the same idea, as follows :

*“Dalam proses mengintegrasikan pendidikan karakter dengan mata pelajaran kami tidak terlalu menuntut untuk menerapkan semua karakter yang ada, akan tetapi tergantung dari tema mata pelajaran yang akan diajarkan kepada peserta didik”.*⁸⁰

From the explanation of the results of interviews that have been obtained by researcher can be described a conclusion that the process of implementation of character education in 8th Grade students of State Junior High School 04 Malang the most important is to integrate character education with subjects, especially subjects integrated IPS so that later teachers will be easier to integrate the values of these characters. Furthermore, the teacher will include the values of character education into the Lesson Plans so that it is expected that the learning process of integrated IPS can shape social behavior in 8th grade student of State Junior High School 04 Malang.

As a teacher of integrated IPS of the 8th grade student of State Junior High School 04 Malang Mrs. Loh Wirajoe was explained about the application of character education that integrates with the subject of Integrated IPS. In the process, students are expected to applicate good social behavior. This is evidenced by the results of interviews with Mrs. Loh Wirajoe, as follows:

⁷⁹ Interview with Mr. Hari Subagiyo, as Headmaster of State Junior High School 04 Malang, on 14th December 2017

⁸⁰ Interview with Mrs. Nurul Qomariah, as Director of Curriculum of State Junior High School 04 Malang, on 5th December 2017

*“Terkadang masih ada beberapa peserta didik yang masih takut untuk maju kedepan baik itu untuk mempresentasikan hasil diskusi, mengisi soal, dan bahkan juga masih ada peserta didik yang bersifat tertutup dalam artian masih kurang sosialisasi dan interaksi dengan peserta didik lainnya sehingga tugas kita sebagai guru agar membentuk sikap sosial peserta didik adalah dengan mensisipkan nilai-nilai karakter sosial dalam topik atau materi yang dipelajari sehingga peserta didik tersebut tidak pasif didalam kelas. Pada sekarang pendidikan benar-benar menuntut siswa agar lebih mengeksplor diri atau lebih aktif dalam proses pembelajaran dan pendidik hanya sebagai fasilitators saja. Langkah awal yang dilakukan oleh pendidik berdasarkan nilai karakter tersebut adalah menunjuk peserta didik tersebut untuk menyebutkan negara-negara ASEAN didepan kelas, dengan hal seperti ini akan membentuk sikap percaya diri terhadap peserta didik dan bahkan tidak akan malu lagi jika dilakukan terus kedepannya”.*⁸¹

Data collection conducted by researcher not only interviewed teachers of Integrated IPS of the 8th grade student of State Junior High School 04 Malang but also researcher asked for opinions or interviewed students about the implementation of character education applied by Mrs. Loh Wirajoe. The student that interviewed also explain the same idea. the student named Novian Arif Ramadhan grade 8th E of State Junior High School 04 Malang, as follows :

*“Ibu Luh Wirajoe sudah menerapkan pendidikan karakter di dalam kelas, karena sering sekali Ibu Loh Wirajoe menegur kami untuk tidak bicara sendiri ketika sedang ada yang berbicara di depan kelas baik itu guru atau sesama teman kelas dan terkadang juga menunjuk kami untuk maju menjelaskan atau sekedar menyampaikan pendapat sehingga membuat kami lebih percaya diri”.*⁸²

Explanation of student is strengthened by the observation results obtained by researcher, as follows:

⁸¹ Interview with Mrs. Loh Wirajoe, as teacher of Integrated Social Science Learning in 8th Grade Student of State Junior High School 04 Malang, on 12th December 2017

⁸² Interview with Novian Arif Ramadhan as student of Grade 8th E of State Junior High School 04 Malang, on 06th December 2017

*“Peneliti mengikuti proses pembelajaran IPS Terpadu pada tanggal 02 November 2017, peneliti mengikuti kegiatan pembelajaran IPS Terpadu dari pukul 10.15 – 11. 35 WIB, seperti biasanya guru membuka pelajaran dan sedikit menjelaskan mengenai interaksi antarnegara-negara ASEAN, kemudian guru menunjuk salah satu peserta didik untuk maju kedepan dari beberapa peserta didik yang mengangkat tangan untuk menyebutkan negara-negara ASEAN”.*⁸³

The data obtained by this researcher is supported by documentation about the process of implementation of character education in shaping the social behavior of students in grade 8th of State Junior High School 04 MALANG.⁸⁴



Picture 4.3 : Implementation of Character Education in Grade 8th

The explanation of the student is also supported by another student's statement named Aqilah Sakha Maharani grade 8th F of State Junior High School 04 Malang, as follows:

⁸³ Result of observation in 8th grade student of State Junior High School 04 Malang, on 2nd November 2017

⁸⁴ Result of documentation in 8th grade student of State Junior High School 04 Malang, on 2nd November 2017

*“Kami sangat senang sekali ketika kami belajar IPS Terpadu dengan Bu Luh karena dari pertama masuk kami dibiasakan berdo’a sebelum belajar dan kami selalu dinasehati untuk bertanggung jawab dalam mengerjakan tugas yang telah diberikan dan akan dihukum kalau tidak mengerjakan jadi itu kayak gitu kak cara Bu Luh menerapkan pendidikan karakter”.*⁸⁵

Observed from the explanation of Bu Luh and students also from some data obtained by researcher both interviews, observations and documentation, the implementation of character education in the subjects of Integrated IPS in 8th grade student of State Junior High School 04 Malang goes very well, it can be seen from the statement of students and teachers itself that has implemented character education in the learning process.

After the researcher describe the implementation process in the classroom, researcher will also explain the implementation of character education outside the classroom. Based on data obtained from the informant of character education in order to shape this social behavior starting from the process of habituation of the students themselves in daily life in school as described by researcher above for every day starting from Monday to Friday there are values of characters that values instilled by the school outside the classroom. This is justified by the Headmaster of State Junior High School 04 Malang, as follows:

“Jadi gini mas, pendidikan karakter selain diterapkan didalam kelas melalui integrasi dengan mata pelajaran kami juga berusaha menerapkan pendidikan karakter diluar kelas. Dimana dari hari Senin sampai Jum’at kami menerapkan nilai-nilai karakter contohnya pada hari Kamis nilai yang diaplikasikan adalah gotong

⁸⁵ Interview with Aqilah Sakha Maharani as student of Grade 8th F of State Junior High School 04 Malang, on 06th December 2017

*royong jadi 15 menit sebelum pelajaran dimulai setiap peserta didik wajib membersihkan lingkungan sekolah”.*⁸⁶

Mr. Hari Subagiyo's explanation as the headmaster was reinforced by Mrs. Nurul Qomariyah's statement as Director of Curriculum, as follows :

*“Iya jadi pada hari Kamis itu anak-anak harus mengikuti kegiatan bersih-bersih area sekolah yang merupakan implementasi dari nilai karakter gotong royong dan itu telah menjadi tanggung jawab setiap kelas. Jadi setiap kelas akan dibagi menjadi dua kelompok satu kelompok bersih area sekolah dan satu kelompok lagi didalam kelas dan itu dilaksanakan 15 menit sebelum KBM dimulai”.*⁸⁷



Picture 4.4 : The process of shaping Character outside class in State Junior High School 04 Malang

The process of implementation of character education in State Junior High School 04 Malang is running successfully this is also accordance with express by the Director of Curriculum, as follows :

⁸⁶ Interview with Mr. Hari Subagiyo, as Headmaster of State Junior High School 04 Malang, on 14th December 2017

⁸⁷ Interview with Mrs. Nurul Qomariah, as Director of Curriculum of State Junior High School 04 Malang, on 5th December 2017

*“Proses implementasi pendidikan karakter di State Junior High School 04 Malang sejauh ini tidak terlalu terkendala mas mungkin pas awal-awalnya saja tetapi setelah dilakukan sosialisasi kepada pihak sekolah akhirnya semua berjalan dengan mulus dan lancar dan bahkan juga proses implementasi pendidikan karakter ini sebelum pembelajaran saja sudah diterapkan. Contoh sebelum memulai proses pembelajaran siswa wajib untuk menyanyikan lagu nasional Indonesia Raya dan satu lagu wajib di depan kelas”.*⁸⁸

Amellia Rizka Rahmania as 8th B grade student of State Junior

High School 04 Malang explain the same idea, as follows:

*“iya kak jadi sebelum masuk ke kelas kami harus berbaris rapi di depan kelas dan menyanyikan lagu kebangsaan Indonesia Raya dengan instrument yang diputar oleh pihak sekolah dan menurut saya itu bisa membentuk karakter cinta tanah air (nasionalisme) kita sebagai anak bangsa”.*⁸⁹

Statement from Director of Curriculum and the student have in accordance with the results of observations conducted by researcher at grade 8th E on 2nd November 2017, as follows:

*“tepat pukul 07.15 peneliti akan mengikuti pembelajaran IPS Terpadu bersama Ibu Luh Wirajoe dan pada hari Kamis ibu Luh Wirajoe mengajar dari jam 07.15-08.35 WIB di kelas 8 E, jadi tanpa disuruh ketika bel telah berbunyi siswa langsung berbaris dengan sendirinya tanpa disuruh dengan dipimpin oleh salah satu siswa yang bertindak sebagai pemimpin barisan untuk menyanyikan lagu kebangsaan Indonesia Raya dan salah satu lagu wajib nasional”.*⁹⁰

⁸⁸ Interview with Mrs. Nurul Qomariah, as Director of Curriculum of State Junior High School 04 Malang, on 5th December 2017

⁸⁹ Interview with Amellia Rizka Rahmania as student of Grade 8th B of State Junior High School 04 Malang, on 06th December 2017

⁹⁰ Result of observation in Grade 8th E of State Junior High School 04 Malang, on 2nd November 2017

This observation is supported by the documentation data obtained by the researcher in grade 8th E on 2nd November 2017.⁹¹



Picture 4.5 : The process of formation of character in grade 8th E of State Junior High School 04 Malang

The process of implementation of character education in grade 8 State Junior High School 04 Malang is not only done in the class but also implemented outside the classroom. This is done so that the results of the character education process can be achieved with the maximum because of activities or habituation did every day will have good impact and shape the social behavior of students.

⁹¹ Result of documentation in Grade 8th E of State Junior High School 04 Malang, on 2nd November 2017

When conducting interviews with students they also recognize that with there is this character education, their social behavior began to shape although some characters still in the process shaping of social behavior. As expressed by Aisah Aminatuz Zahroh as a student of grade 8th A, as follows:

*“sudah ada yang diterapkan kak, contoh dikelas saya kak, anak-anaknya terdiri dari beberapa agama ada Islam, Kristen, Hindhu, dan Budha tapi kami tetap saling solidaritas atau saling menghormati satu sama lain dan kami juga tetap main bersama, tetapi bedanya ketika kami ada jam keagamaan, kami terpisah dan masing-masing agama punya guru tersendiri yang diajarkan dikelas terpisah. Selain itu, kami juga harus tanggung jawab untuk mengerjakan tugas yang diberikan dan tidak boleh nyontek ketika mengerjakan tugas”.*⁹²

From the statement of students, it can be understood that they have applied character education in their daily life, especially in the class even though they are not aware that it has shaped the social behavior.

Based on data obtained through observation, interviews, and documentation from the Headmaster of State Junior High School 04 Malang, Director of Curriculum, Teachers, and Students then the process of character education implementation in shaping the social behavior of students through Integrated IPS learning in grade 8th State Junior High School 04 Malang conducted inside and outside the classroom.

Activities conducted in the classroom that is by integrating character education with Integrated IPS learning that will be taught in every grade 8th that involves students in the learning process because the

⁹² Interview with Aisah Aminatuz Zahroh as student of Grade 8th A of State Junior High School 04 Malang, on 06th December 2017

main object is students itself. Meanwhile, outside of class is to habituate the behavior of mutual cooperation and sing the national anthem Indonesia Raya and one of the national anthems before the start of the learning activities.

The process of implementation of character education in Integrated IPS learning is to integrate it. Where teacher will adapt the theme of the lesson that will be taught with the character's values so that it becomes one unity. In integrating character education with Integrated IPS learning then the teacher must include the character values into the Lesson Plan. So, expected from the implementation of character education can shape the social behavior of students either in the school, family, and society.

3. Social behavior is formed through integrated social science learning in 8th grade student of State Junior High School 04 Malang.

If discussing the shaping of behavior we refers to the K-13, especially the behavior competence. In K-13 the competence of behavior is divided into two, those are spiritual behavior and social behavior. Spiritual behavior that is associated with the shaping of students who believe and appreciate the religion which his embrace. While social behavior related to the moral formation of students, democratic, independent, and responsible. Spiritual behavior is the implementation of the relationship between human and his God (vertical) and social behavior is a form of application of human relationships (horizontal).

In K-13, there are several core competencies and two of them are discussing of shaping behavior. KI 1 there is respect and appreciate the

teachings of religion which she or he embrace, including the value of religious character. KI 2 which contains the behavior of appreciating and living honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, confident, in interacting effectively with the social and natural environment within the reach of social and its existence.

In the process of Integrated IPS learning grade 8th of State Junior High School 04 Malang has shaped some social behavior. This is evidenced or supported by the results of observation when researcher are in grade 8th C, as follows:

“pada hari selasa tanggal 14 November 2017 pukul 12.25 peneliti mengikuti kegiatan pembelajaran IPS Terpadu di ruang kelas 8 C, guru setelah menerangkan selama beberapa menit mengenai materi yang akan diajarkan hari itu, guru memberikan tugas kepada peserta didik dimana peserta didik wajib mengerjakan tugas yang telah diberikan oleh guru tersebut. Dari observasi tersebut peneliti melihat bahwa soal tersebut dikerjakan oleh peserta didik dengan menggunakan buku paket siswa kelas 8 yang dikeluarkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2017 yang disusun sesuai kurikulum 2013 dan buku tersebut wajib dimiliki oleh setiap siswa”.⁹³

This is in accordance with what is described by Mrs. Luh Wirajoe describes as a teacher of Integrated IPS learning in grade 8th to the researcher, Mrs. Luh Wirajoe said:

“setiap guru memiliki lembaran pengamatan siswa mas jadi ada beberapa sikap yang dibentuk dalam proses pembelajaran IPS ini seperti dalam mengerjakan tugas ada beberapa sikap sosial yang dibentuk contohnya disiplin (dimana siswa mengumpulkan tugas tepat waktu), tanggung jawab (yaitu bertanggung jawab mengerjakan tugas yang diberikan oleh guru), dan juga disiplin (yaitu jujur dalam mengerjakan tugas yyang diberikan oleh guru).

⁹³ Result of observation in Grade 8th C of State Junior High School 04 Malang, on 14th November 2017

*Nah, dari satu kegiatan itu saja mas dapat membentuk sikap sosial peserta didik”.*⁹⁴

From the explanation of Bu Luh Wirajoe to the researcher, then in the process of Integrated IPS learning grade 8th of State Junior High School 04 Malang, there are some social behavior has been formed in a single activity that is in the form of assignment to the students where the behavior are indirectly will instilled in the students. Abdul Rojikin Anggara as a student of grade 8th C, explain the same idea, as follows:

*“ketika kami sedang mengerjakan tugas, Bu Luh selalu menasehati kami untuk tidak ribut, jujur mengerjakan tugas tersebut atau tidak boleh menyontek, juga diberikan waktu untuk mengumpulkan, dan apabila di kasih pekerjaan rumah kami harus benar-benar mengerjakannya dan diberi hukuman bagi yang tidak bertanggung jawab atas tugas tersebut”.*⁹⁵

There is a suitability the results of observations and interviews.

This is evidenced by the results of documentation in grade 8th C⁹⁶, as follows:

⁹⁴ Interview with Mrs. Loh Wirajoe, as teacher of Integrated Social Science Learning in 8th Grade Student of State Junior High School 04 Malang, on 12th December 2017

⁹⁵ Interview with Abdul Rojikin Anggara as student of Grade 8th C of State Junior High School 04 Malang, on 06th December 2017

⁹⁶ Result of documentation in Grade 8th C of State Junior High School 04 Malang, on 21th November 2017



Picture 4.6 : The Process of Shaping Character in Grade 8th C

Regarding the shaping of social behavior, Bu Nurul Qomariah as Director of Curriculum said:

*“jadi mas untuk sikap sosial itu sendiri kami berpedoman dari apa yang telah dicanangkan atau yang tertera dalam K-13 dan dalam kurikulum bahkan buku pegangan guru telah ada contoh lembar penilaian sikap untuk peserta didik baik itu perilaku jujur, disiplin, tanggung jawab, peduli (toleransi dan gotong royong), santun, dan percaya diri”.*⁹⁷

Besides, the shaping of social behavior in the learning process is also evidenced by the results of interviews with Aisah Aminatuz Zahroh as a student of grade 8th A, said:

*“Didalam proses pembelajaran sikap yang dibentuk yaitu jujur, gotong royong, bertanggung jawab terhadap tugas yang diberikan, lebih-lebih mengenai masalah toleransi. Karena saya berada dikelas yang campur antara beberapa agama jadi kami diajarkan untuk saling menghormati dan tidak saling mengejek dan memperhatikan apabila ada teman yang maju kedepan”.*⁹⁸

Related to the shaping of social behavior is also reinforced by other students who stated that:

⁹⁷ Interview with Mrs. Nurul Qomariah, as Director of Curriculum of State Junior High School 04 Malang, on 5th December 2017

⁹⁸ Interview with Aisah Aminatuz Zahroh as student of Grade 8th A of State Junior High School 04 Malang, on 06th December 2017

*“Setiap kali bu Luh menerangkan materi pembelajaran kami benar-benar diajarkan dan dituntut untuk duduk yang sopan dan mendengarkan apa yang disampaikan agar ilmunya nyampe dan bisa dipahami dan juga ketika ada teman kita yang maju kedepan untuk menyampaikan pendapat atau mengisi soal didepan kita juga harus benar-benar memperhatikan”.*⁹⁹

From several statements about the shaping of social behaviors above, the researcher also prove with the documentation results when the researcher made observations on 21st November 2017, in grade 8th of State Junior High School 04 Malang that teacher ask students to come forward to fill the answers to the questions of the material taught on that day and other students are obliged to pay attention.



Picture 4.7 : The formation of social behavior of students

⁹⁹ Interview with Novian Arief Ramadhan as student of Grade 8th E of State Junior High School 04 Malang, on 06th December 2017

4. Assessment of character in shaping the social behavior of students through integrated social science learning in 8th grade student of State Junior High School 04 Malang.

In the learning process of evaluation or assessment of the behavior of students. Basically, assessment or evaluation is an attempt to provide a price or value based on certain criteria.¹⁰⁰ Thus, evaluation is needed in order the mistakes that happened before will not happen again.

In K-13 has regulated the standard graduation of students, as regulated in Permendikbud Number 20 of 2016 on Junior High school or Islamic High School. In the regulation, there are three dimensions that are assessed are the dimensions of behavior, the dimension of knowledge, and dimensions of ability.

As stated by Mr. Hari Subagiyo as Headmaster of State Junior High School 04 Malang, as follows :

*“Jadi penilaian akhir dari peserta didik itu dilihat dari tiga aspek ada aspek sikap, pengetahuan, dan kemampuan. Ketiga sikap tersebut menjadi satu kesatuan dimana sikap-sikap tersebutlah yang akan mempengaruhi peserta didik apakah bisa naik kelas atau tidak dan penilaian sikap tersebut tentunya bersumber dari K-13. Misalkan peserta didik mendapatkan nilai dibawah standar atau tidak lulus maka kami akan mengadakan rapat bersama para guru mengenai naik atau tidaknya peserta didik sebab penilaian sikap ini tidak hanya dilakukan oleh satu guru tapi semua guru mata pelajaran yang mengajar di kelas tersebut”.*¹⁰¹

Related to the problem of the graduation of students. This is also expressed by Director of Curriculum, as follows:

“Berbicara mengenai bentuk evaluasi atau penilaian peserta didik mas itu semua berdasarkan hasil dari penilaian beberapa guru tersebut contoh ada aspek sikap, pengetahuan, dan keterampilan.

¹⁰⁰ Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 2005), hlm. 111.

¹⁰¹ Interview with Mr. Hari Subagiyo, as Headmaster of State Junior High School 04 Malang, on 14th December 2017

*Berhubung sekarang yang ditekankan itu adalah pembentukan sikap peserta didik baru pengetahuan dan keterampilan walaupun peserta didik tinggi dalam penilaian pengetahuan dan keterampilan akan tetapi penilaian sikapnya jelek maka tetap dinyatakan tidak lulus”.*¹⁰²

Because this behavior assessment is the key to the assessment

aspect, Mrs. Luh Wirajoe gives the response about it, as follows:

*“Penilaian karakter sikap sosial peserta didik itu mas sudah ada dan dilakukan dengan cara melalui lembaran pengamatan misalnya penilaian antar teman yang dilakukan oleh teman kelasnya sendiri, penilaian diri sendiri, penilaian dalam jurnal yang dimiliki oleh masing-masing guru untuk mencatat sikap positif dan negatif siswanya, dan penilaian observasi yang dilakukan oleh guru dalam setiap semesternya”.*¹⁰³

Statements of Headmaster, Director of Curriculum, and Teacher of

Integrated IPS learning are reinforced by an observation made by the researcher when joining learning process of Integrated IPS in grade 8th C of State Junior High School 04 Malang, as follows:

*“Pada saat itu peneliti mengikuti proses pembelajaran IPS Terpadu dari pendahuluan sampai penutupan aktivitas belajar. Sebelum pembelajaran dimulai seperti biasanya diawali dengan do’a dan sebelum menerangkan pembelajaran guru memeriksa dan mengamati perlengkapan yang dibawa oleh siswa dan ditengah kegiatan pembelajaran guru meminta siswa yang bisa menjawab pertanyaan untuk maju kedepan dan menuliskan jawaban tersebut di papan tulis dan siswa yang bisa mengerjakan atau menjawab pertanyaan tersebut akan diberikan nilai pada jurnal sikap yang diiliki oleh guru”.*¹⁰⁴

The observation is supported by documentation taken when the

learning process takes place¹⁰⁵, as follows:

¹⁰² Interview with Mrs. Nurul Qomariah, as Director of Curriculum of State Junior High School 04 Malang, on 5th December 2017

¹⁰³ Interview with Mrs. Loh Wirajoe, as teacher of Integrated Social Science Learning in 8th Grade Student of State Junior High School 04 Malang, on 12th December 2017

¹⁰⁴ Result of observation in 8th grade student of State Junior High School 04 Malang, on 21st November 2017

¹⁰⁵ Result of documentation in 8th grade student of State Junior High School 04 Malang, on 21st November 2017



Picture 4.8 : The Teacher Assesses the Social Behavior of Students

From the interview with Director of Curriculum, Mrs. Nurul Qomariah explains the assessment done by the school about the assessment of character, as follows:

*“Cara penilaian sikap peserta didik itu mas dinilai dari empat cara yaitu ada penilaian diri sendiri, teman sebaya, observasi, dan jurnal yang dipegang oleh guru itu sendiri dan guru tidak langsung menentukan secara sepihak hasil penilaian tersebut jadi setiap guru mata pelajaran harus menyerahkannya kepada guru wali kelas dan guru BK untuk bermusyawarah serta memberikan kesimpulan dari nilai sikap yang didapatkan oleh peserta didik tersebut dari jumlah nilai tersebut akan dirata-ratakan dengan jumlah mata pelajaran sehingga akan menghasilkan nilai A, B, atau C. Sebab, berdasarkan ketentuan sekarang nilai C itu sudah dikategorikan tidak lulus, oleh karena demikian apabila peserta didik nilai pengetahuan dan keterampilannya bagus akan tetapi nilai sikapnya tidak bagus maka siswa tetap dinyatakan tidak lulus dan otomatis dinyatakan tidak naik kelas”.*¹⁰⁶

Thus, it can be concluded that in the K-13, behavior assessment so

important, In the implementation of social behavior can also influence

¹⁰⁶ Interview with Mrs. Nurul Qomariah, as Director of Curriculum of State Junior High School 04 Malang, on 5th December 2017

the increase of students, the value obtained by the teacher will indicate the behavior of the students like very good, good, enough, or less. The process of the assessment is after the students are assessed by the teacher then will be submitted to the homeroom teacher and then homeroom teacher will cooperate with BK. Both of them will determines the average value of social behavior of students.



CHAPTER V

DISCUSSION

1. The teachers plan to implement character education in shaping the students social behavior through integrated social science learning in 8th grade student of State Junior High School 04 Malang.

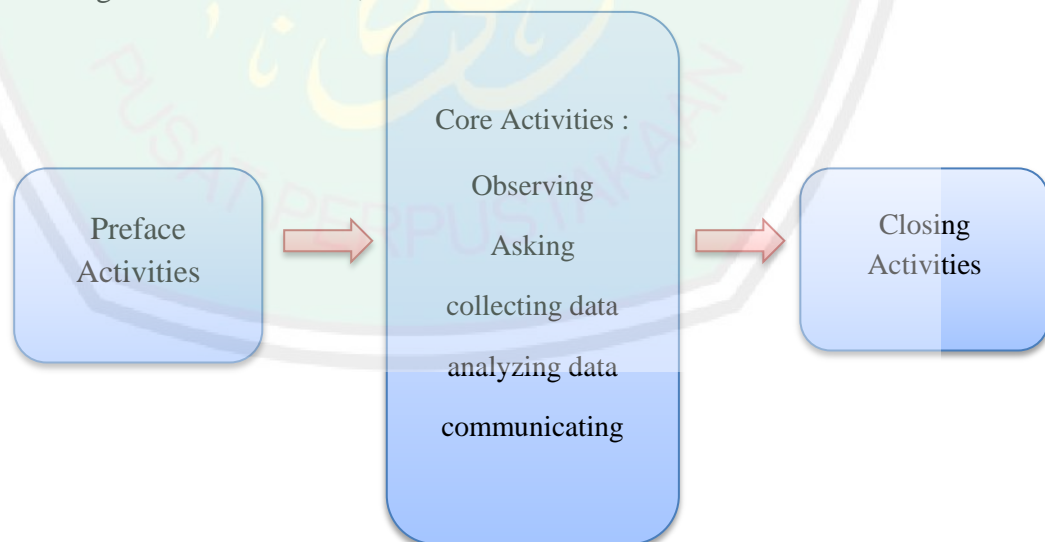
From the observations conducted by the researcher in grade 8th of State Junior High School 04 Malang about how the teacher plan in implementing character education to shape students' social behavior through Integrated IPS learning, there is a compatibility between theory and data obtained by the researcher.

Implementation of character education in K-13 in subjects in State Junior High School 04 Malang conducted by teachers through several stages including the planning. This planning is considered very important because with this plan will be used as a guide by teachers in instilling the values of the characters and also as a directive in the learning process. As explained by E. Mulyasa that the Lesson Planning includes at least three activities, as follows: identification of needs, identification of competencies, and the preparation of learning programs.¹⁰⁷ The course of learning program will direct to Lesson Plan, as a product of short-term learning program, which includes the components of learning activities and the program implementation process. The program components include basic competencies, materials, methods and techniques used in the learning process, media and learning resources, study time, and other carrying capacity. Planning of learning in the form of a syllabus, Lesson Plan, and teaching materials. At this stage, both syllabus,

¹⁰⁷ E. Mulyasa, *loc. cit.*

Lesson Plans, and teaching materials are designed so that the content and learning activities are educational characters.¹⁰⁸ Thus, the syllabus is developed based on the Graduate Competency Standards (Standar Kompetensi Lulusan) and Content Standards (Standar Isi) for the primary and secondary education units in accordance with the learning patterns in each particular academic year. The syllabus is used as a basic reference in the development of Lesson Plan. Lesson Plan is a plan of learning activities for one or more meetings and Lesson Plan is a result developed from the syllabus to direct the learning activities of students in an effort to achieve Basic Competence (KD).

Further explained by AA Suryana trying to explain and describe the integration or instill of characters through the planning stage of learning or the arrange of Lesson Plan¹⁰⁹, as follows:



Picture 5.1 : Character Education Implementation Planning in the Lesson Plan

¹⁰⁸ Siti Julaiha, *Implementasi Pendidikan Karakter Dalam Pembelajaran*. Jurnal DINAMIKA ILMU, STAIN Samarinda. No. 2 Desember 2014.

¹⁰⁹ AA Suryana, dkk., *loc. cit.*

The picture above describes that before conducted learning process, so the obligation of a teacher is to create Lesson Plan. Where in this Lesson Plan the teacher will plan what characters will be instilled in the students through the Lesson Plan is automatically the values that instilled not far from the topic or material that is taught. At this stage of planning, characters are instilled starting from preface activities, core activities, and closing activities. So during the learning process is filled with the values of characters that can build student behavior. As Pupuh Fathurrohman explains that character development is not included as the subject, but integrated into the subject, self-development, and culture of the educational unit.¹¹⁰ Therefore, educators and education units need to integrate the values developed in character education into the curriculum, syllabus, and Lesson Plan.

In the process of planning the implementation of character education in grade 8th of State Junior High School 04 Malang in accordance with the above theory where in the planning, the teacher will plan syllabus, Lesson Plan, and teaching materials. Where in the planning itself the most emphasized is the planning when the learning process takes place. The syllabus is lowered into Lesson Plan, Lesson Plan that contains the learning process and at this stage will be determined what characters want to be implanted in the students and the value of the character is still related to the material or theme that will be taught to the students and then the use of teaching materials will also be considered by teachers in implementing it.

¹¹⁰ Pupuh Fathurrohman, dkk., *loc. cit.*

Furthermore, in accordance with the implementation guidelines of character education issued by the Ministry of Education and Culture (Kementrian Pendidikan dan Kebudayaan), In this stage of Lesson Plan, Syllabus and Lesson Plan designed in order the content and learning activities have a conception of character education, at least need to be changes to the three components, as follows: *first*, modification of learning objectives so that learning not only helps students to achieve KD, but also develops the character, *second*, modification of learning activities that can develop the character of students, *third*, modification of indicators of achievement so that there are indicators related to student achievement in terms of character. At this stage of planning also must be prepared teaching materials. Therefore, in accordance with what has been designed on the syllabus and Lesson Plan with the values of character education, teaching materials need to be adapted that is by adding studying activities that can also develop the character, or by changing learning activities in the book or teaching materials used.¹¹¹ From this, it can be concluded that in planning the implementation of character education in State Junior High School 04 Malang implemented by teachers. By first designing syllabus, Lesson Plan, and teaching materials.

Thus, it can be concluded from the exposure of data and theory above that in the implementation of character education planning to build social behavior of students is in accordance with the above theory, where the teacher

¹¹¹ Heri Gunawan, *op.cit.*, hlm. 227.

will plan the syllabus, Lesson Plans, and teaching materials that will be taught to students.

2. Process of character education in shaping the social behavior of students through integrated social science learning in 8th grade student of State Junior High School 04 Malang.

From the research that has been done in the 8th grade of State Junior High School 04 Malang about the process of character education in shaping the social behavior of students through Integrated IPS learning there are some similarities between the theory and data obtained by the researcher.

In the process of learning, cognitive aspects, affective aspects, and psychomotor aspects are emphasized in the learning process. This is related to the K-13. Implementation of K-13 besides emphasizing on the psychomotor and cognitive aspects also emphasizes on the affective aspect or the instill of character values. School as an educational institution becomes a place to learn and shape students' thinking ability to science and technology as well as shaping the character of students with good values. The process of character education in schools aims to improve the quality and results of education in schools that directing to the achievement of the formation of good character as a whole, integrated and balanced in accordance with the standard of the pass. Character education can be applied in the learning process so that students can connect the subject matter with real life and students are expected to have skills that can be used in applying knowledge in everyday life. The use of this approach can make students better understand the knowledge that not only emphasizes on the cognitive and psychomotor aspect but also emphasizes the affective aspect.

From the explanations and things contained in the K-13, the education, especially in the learning process not only emphasizes the aspects of knowledge but also emphasizes on the aspects of character instilling in students. Therefore, every subject teacher has an obligation to integrate the values of the characters in the theme or topic of learning that will be taught in the learning activities.

As expressed by Dasyim Budimasyah that character education should be developed through all subjects. Through the self-development and culture of an educational unit. The guidance of the character of the nation is done by integrating in all subjects, in the learning activities, so that all subjects are directed to the development of character values can also be done through self-development, either through counseling or extracurricular activities and educational process conducted by students by active learning and enjoy full learning. This process shows that the character education process is done by students not by the teacher.¹¹² Furthermore, in his book Agus Zaenul Fitri explained that one of the strategies of character education is by integrating values and ethics in each subject.¹¹³ The explanation has described that in the implementation of character education that is implemented in the class, especially in every subject of Integrated Social Learning must be integrated.

In his book, Kesumah mentioned that character education contains meaning: *first*, character education is integrated education with the learning process in all subjects, *second*, character education is directed at the

¹¹² Heri Gunawan, *op.cit.*, hlm. 36.

¹¹³ Agus Zaenul Fitri, *op.cit.*, hlm. 45.

development of student behavior as a whole. The assumption students are human organisms that have the potential to be strengthened and developed, *third*, Strengthening and development of behavior in character education is based on the value that school refers.¹¹⁴ Furthermore, in his book Mulyasa also explained that the integration of character education in schooling is now one of the many applied models. This model is pursued by the paradigm that all teachers are character educators. All subjects are assumed to have a mission in shaping the noble character of the students.¹¹⁵ From the explanation of the theory, it is clear that in the process of character education implementation must be integrated into all subjects without exception.

Implementation of character education integrated with Integrated IPS learning aims to shape the social behavior of students. The shaping of the social behavior of students is very important in related to the Core Competence (KI 2) embedded in K-13 and also in accordance with the purpose of character education itself which aims to develop the potential of students to be good-hearted, good minded, well behaved, have a confident behavior, proud of the nation and state and mutual respect or improve a sense of solidarity each other. The most important is related to the objectives of national education that is for the development of the potential of students to become human beings of faith and piety to God Almighty, morality, healthy, knowledgeable, capable, creative, independent and become citizens of democratic and responsible.

¹¹⁴ D. Kesumah, dkk., *loc. cit.*

¹¹⁵ Mulyasa, *loc. cit.*

In the process of implementation of character education in shaping the social behavior of students that are implemented in the grade 8th of State Junior High School 04 Malang has been in accordance with the theories described above wherein the implementation has been integrated into all subjects including Integrated IPS learning. In the process of implementing character education in the grade 8th of State Junior High School 04 Malang is conducted by first adjusting or adapting the learning materials with the character values that want to be implemented.

Thus, the researcher concludes that in the process of implementing character education in shaping social behavior of students has been in accordance with the above theory, Integrated IPS learning teachers will adjust or adapt the theme or topic that is taught with the character value that will be implemented in the learning process so that students are not only emphasized on cognitive aspect but also emphasized affective aspect or emphasized in shaping the behavior of students, especially in terms of social behavior.

3. Social behavior is formed through integrated social science learning in 8th grade student of State Junior High School 04 Malang.

In the K-13 there is competency of behavior is divided into two parts, as follows:

Table 5.1 : Some Core Competencies in Curriculum 2013

CORE COMPETENCE
KI 1 : Spiritual Behavior, that is respect and appreciate the teachings of religion which he or she embrace.

KI 2 : Social Behavior, contains the behavior of appreciating and living honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, confident, in interacting effectively with the social and natural environment within the reach of social and its existence.

In the core competencies, especially in KI 2, the behavior that should be instilled to the students as follows: honest, discipline, responsibility, care (tolerance, mutual assistance), courteous, and confident. It is very appropriate with the implementation in the school State Junior High School 04 Malang, wherein the Integrated IPS learning grade 8th, teachers have instilled the values of social characters in the learning process. Social character is already formed in the students because the teacher is always trying to make it happen by way of instilling the values of these characters during the learning process takes place. The social character that is formed is in accordance with the 2nd Core Competence, as follows:

- a. Honest Behavior, a behavior based on an attempt to make himself a trustworthy person in words, actions, and work. This character has been widely formed in the 8th-grade students of State Junior High School 04 Malang. This is evidenced when researcher see the students are very honest in doing exams or exercises provided by the teacher without cheating the results of the work of other students.

- b. Discipline, an action that demonstrates orderly conduct and complies with various rules and regulations. This social behavior has also been formed in 8th-grade students of State Junior High School 04 Malang. Where students are very obedient to the school rules one of which came on time and not late to come to school.
- c. Responsibility is the behavior of a person to carry out duties and obligations, which he should do against himself and others and the environment. This attitude of responsibility has been deeply formed in the 8th-grade students of State Junior High School 04 Malang. This is evidenced by the behavior of students who always do the task given by the teacher. The teacher always instills this character in learning, such as when the student does not carry the Integrated Social Science Learning packet book or does not do the assigned task, the teacher will give punishment in the form of being removed from the class and will be re-entered to the class when the student performs the task until finish the task.
- d. Tolerance is an attitude and act that respects different religions, ethnicities, opinions, attitudes, and actions of others who are different from themselves. This attitude has also been established in the 8th-grade students of State Junior High School 04 Malang. This is evidenced by the attitude of mutual respect and respect each other. For example, in 8 A class, students are not only Muslim but also Christian, Hindu, and Buddhist. So, when the learning is taking

place students are encouraged to respect each other and students continue to interact as usual but the difference when there is a religious lesson, then State Junior High School 04 Malang provide their respective religious teachers.

- e. Mutual Cooperation, an act that expresses the pleasure of talking, socializing and cooperating with others. This character has also been instilling in the 8th-grade students of State Junior High School 04 Malang because the students are very happy when the teacher gives group assignment and cooperate with the team.
- f. Courteous is the attitude and actions that give priority to noble behavior in interacting with other people. This character has also been instilling in many lessons on 8th-grade students of State Junior High School 04 Malang. This is evidenced by the attitude of students who always pay attention to what is delivered by the teacher when the learning process takes place or pay attention to advanced classmates to explain the material or answers from the statement given by the teacher.
- g. Confidence is the ability of the individual to be able to understand and believe all the potential that can be used in the face of adjustment to the environment. This attitude has also been established in the 8th-grade students of State Junior High School 04 Malang, where students never refuse and feel embarrassed when instructed by the teacher to come forward to the class and answer

questions or express opinions of the material that has been submitted.

As explained by Heri Gunawan in his book that the development and shaping character of the nation faced with a variety of very complex problems. As a result of globalization and the advancement of science and technology, it impacts the culture of Indonesian citizen as Indonesian cultural heritage such as waning sense of togetherness, mutual cooperation, weak tolerance between religious believers, lack of solidarity with others, and finally impacts on the lack sense of nationalism as Indonesian citizens.¹¹⁶ From the explanation, it also describes the social behavior contained in the KI 2.

The formation and change of social behavior do not happen by itself. Social behavior is formed in relation to an object, person, group, institution, value, through relationships between individuals, relationships within groups, newspaper communications, books, television and so on, there are many possibilities that influence the incidence of social behavior. Environment closest to everyday life many have an important role in the formation of behavior, especially social behavior such as school environment.¹¹⁷ In State Junior High School 04 Malang, the first thing conducted by the school is to integrate character education with Integrated IPS learning, especially in grade 8th. The teachers implement character education with instill the values of

¹¹⁶ Heri Gunawan, *op.cit.*, hlm. 200.

¹¹⁷ Abu Ahmadi, *Op.cit.*, hlm. 156-157.

social characters in students, but teachers still adjusting the character value to the subject matter that will be taught.

Thus, the researcher can take the conclusion that there is a similarity between the theory with the data obtained by the researcher. Where in the Curriculum 2013 (K-13) that contains core competencies, especially in the field of social behavior competence. As described above and the results of the data obtained, the social behaviors are shaped in Integrated IPS learning are as follows: honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, and confident.

4. Assessment of character in shaping the social behavior of students through integrated social science learning in 8th grade student of State Junior High School 04 Malang.

The curriculum 2013 (K-13) has regulated the Graduate Competency Standards or SKL (Sandar Kelulusan Siswa) for students, as contained in the Regulation of the Minister of Education and Culture (Permendikbud) no. 20 of 2016 about the graduate Competency Standards of Primary and Secondary Education.

Table 5.2 : Behavior Dimension

SD/MI/SDLB/ Paket A	SMP/MTs/SMPLB/ Paket B	SMA/MA/SMALB/ Paket C
FORMULATION		
Have behaviors that reflect attitudes: 1. Have Faith and piety to the one of God Almighty, 2. Character, honest, and caring, 3. Responsible, 4. true lifelong learner 5. healthy of Physically and mentally In accordance with the development of children in the family environment, schools, society and the natural environment, nation and state.	Have behaviors that reflect attitudes: 1. Have Faith and piety to the one of God Almighty, 2. Character, honest, and caring, 3. Responsible, 4. true lifelong learner 5. healthy of Physically and mentally In accordance with the development of children in the family environment, schools, society and the natural environment, nation and state, and regional area.	Have behaviors that reflect attitudes: 1. Have Faith and piety to the one of God Almighty, 2. Character, honest, and caring, 3. Responsible, 4. true lifelong learner 5. healthy of Physically and mentally In accordance with the development of children in the family environment, schools, society and the natural environment, nation and state, and regional area, and international area.

The table describes the dimensions of behavior that become one of the criteria for graduation. One of them is the behavioral dimension of SMP/MTs/MPLB/Paket B. Viewed from the dimension particularly for dimensions at the SMP/ MTs/MPLB/Paket B there are some social attitudes that must be possessed by students. Therefore, the good behavior of the student will determine the graduation of the student. Actually, the basis for assessing character education can be conducted on the performance of educators and students. Furthermore, in the activities of students related with character education that can be seen from daily activities, duties, and even the results of

teacher observation.¹¹⁸ That's the attitude assessment conducted in 8th grade students of State Junior High School 04 Malang.

Character assessment is conducted by looking at the character of the student's behavior which will be recorded by the teacher in the student's observation sheet itself. In addition, teachers can also assess the student by looking at the behavior of students during the learning process in the classroom.

In conducting an assessment in grade 8th of State Junior High School 04 Malang, the school set four dimensions of assessment, as follows: self-assessment, assessments by friends of their own class (peers), observation, and journal. The results of the four dimensions of this assessment will be entered into the observation sheets that have by the teacher of Integrated IPS learning.

From the data obtained by researcher in grade 8th of State Junior High School 04 Malang, the researcher concluded that the assessment in shaping the social behavior of students through Integrated IPS learning in grade 8th of State Junior High School 04 Malang, is conducted by the teacher of Integrated IPS learning and then the results of the assessment will be submitted to the homeroom teacher and BK teacher to determine the average grade of the student, and it is from this average score that will determine whether the student can pass or continue to the next grade.

¹¹⁸ Agus Wibowo, *op.cit.*, hlm. 96.

CHAPTER VI

CLOSING

A. CONCLUSION

There are several conclusions from the results of exposure and analysis of the data above, as follows:

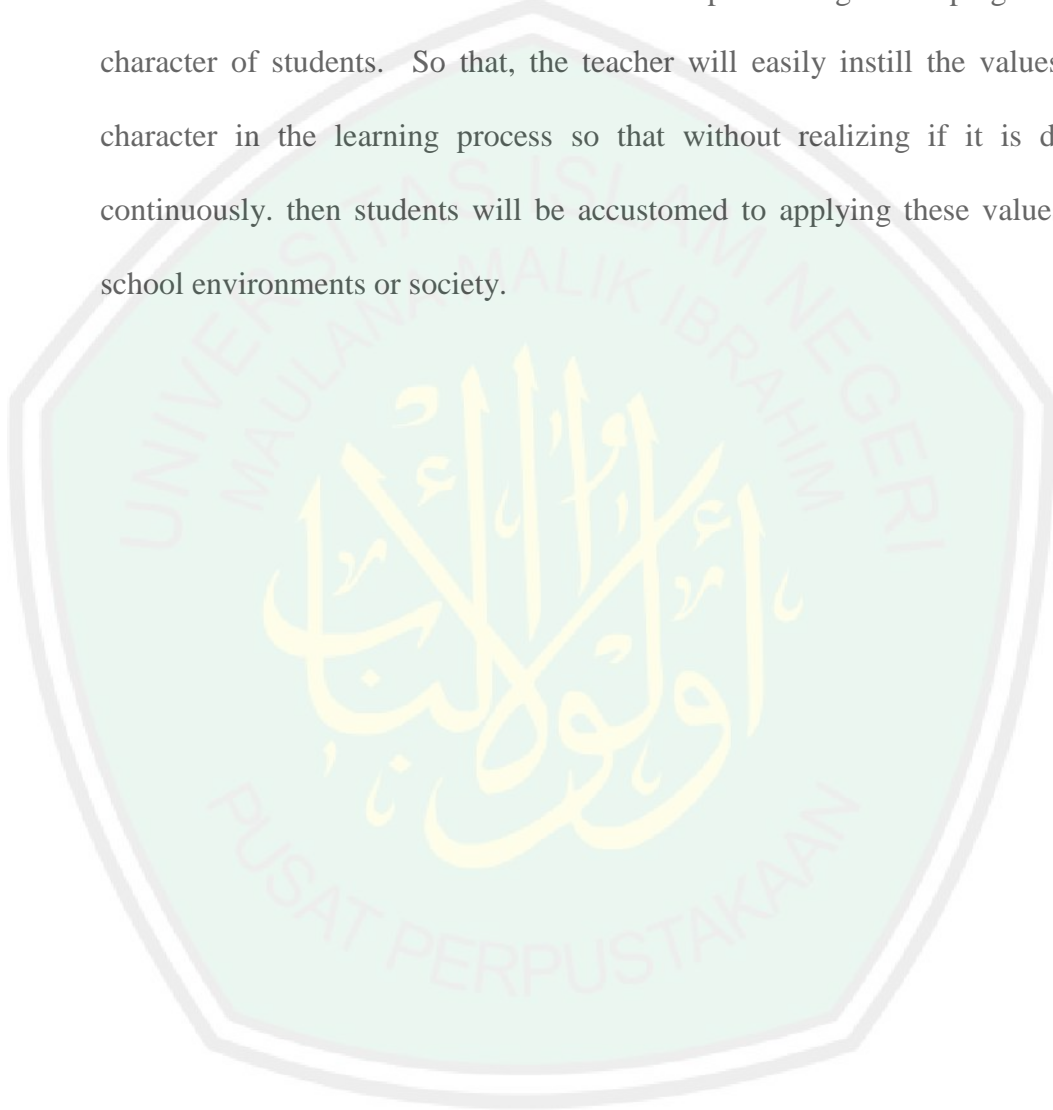
1. The planning of the implementation of character education in shaping the social behavior of the students in grade 8th of State Junior High School 04 Malang is conducted through the preparation of the program, which in the preparation of the program will refer to the preparation of syllabus, Lesson Plan, and teaching materials. At this stage, syllabus, Lesson Plans, and teaching materials are designed so that the content and learning activities are leads to character education. Thus, in the previous planning teachers will plan syllabus, Lesson Plans, and teaching materials.
2. The process of implementing character education in shaping the social behavior of students in grade 8th of State Junior High School 04 Malang is implemented by integrating character values or character education in the learning process. Thus, in the integrating, the character values are included into the Lesson Plan. However, not all character values can be included in the learning process but adapted to the material to be taught to the students.

3. The social behavior formed through the implementation of character education in the grade 8th of State Junior High School 04 Malang, is in accordance with the social behavior competence in the Curriculum of 2013 (K-13). Thus, the grade 8th of State Junior High School 04 Malang, has adjusted and implemented the social behavior in KI 2 in Integrated IPS learning, so that social behavior is formed as follows: honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), courteous, and confident.
4. In accordance with the Regulation of the Minister of Education and Culture (Peraturan Menteri Pendidikan dan Kebudayaan) No. 20 of 2016 on Graduate Competency Standards (Standar Kompetensi Lulusan) for students. There are several items to be used, as follows: self-assessment sheets, peer assessment sheets, observation sheets, and journals. So, the results of the four items will be included in the observation sheet of the students held by each subject teacher and then the subject teacher will submit the result of observation sheet to the homeroom teacher. The homeroom teacher will cooperate with the BK teacher to determine the average score of the student. From the average score will be known whether the students can pass and continue to the next grade level or not.

B. Suggestion

based on the conclusion that had been presented, then in this occasion the author convey suggestion that is the main task of the government is to

always control the implementation in the scope of education, then the task of the school as an educational institution is to give understanding to the members of the school about the how to implementing or shaping of the character of students. So that, the teacher will easily instill the values of character in the learning process so that without realizing if it is done continuously. then students will be accustomed to applying these values in school environments or society.



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APPENDICES





PEMERINTAH KOTA MALANG DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : <http://diknas.malangkota.go.id> | Email : disdik_mlg@yahoo.co.id
Kode POS : Malang 65145

REKOMENDASI

Nomor : 074 / 0826/ 35.73.301 / 2017

Menunjuk surat dari Kepala BAKESBANGPOL Kota Malang tanggal 9 Oktober 2017 Nomor 072/99.10.P/35.73.406/2017 Perihal: Permohonan Ijin Penelitian, maka dengan ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada:

1. Nama : Gufran
2. Nomor Identitas : 14130038
3. Jenjang : S1
4. Prodi. / Jurusan : Pendidikan Ilmu Pengetahuan Sosial
5. Tempat Pelaksanaan : SMP Negeri 4 Malang
6. Waktu Pelaksanaan : Oktober s.d Desember 2017
7. Judul : The Implementation of Character Education in Shaping the Student's Social Behavior Through Integrated Social Science Learning in 8th Grade Students of SMPN 04 Malang.

Dengan ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala SKPD / Sekolah;
2. Tidak Mengganggu proses belajar – mengajar;
3. Berlaku selama tidak menyimpang dari peraturan;
4. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk digunakan sebagaimana mestinya.

Malang, 18 Oktober 2017

An. KEPALA DINAS PENDIDIKAN
Sub Bag Umum



Tembusan :
Yth Sdr.

1. Kepala SMP Negeri 4 Malang
2. Dekan F k. Ilmu Tarbiyah & Keguruan UIN Maulana
Malik Ibrahim Malang
3. Yang bersangkutan

Appendix 1 Interview Guideline

Kepala Sekolah

1. Sejak kapan SMPN 04 Malang menerapkan Pendidikan Karakter ?
2. Menurut bapak, apa yang dimaksud dengan pendidikan karakter ?
3. Apa yang ingin dicapai sekolah dengan menerapkan nilai-nilai karakter ?
4. Sikap sosial apa saja yang dimiliki peserta didik setelah adanya pelaksanaan pendidikan karakter ?
5. Bagaimana keadaan sikap sosial peserta didik SMPN 04 Malang sebelum dan sesudah adanya pendidikan karakter ?
6. Menurut anda apakah peserta didik sudah mengimplementasikan atau menerapkan karakter sikap sosial di SMPN 04 Malang ?
7. Apa saja yang menjadi hambatan atau kendala dalam menerapkan nilai-nilai karakter di SMPN 04 Malang ?
8. Usaha apasaja yang dilakukan untuk mengatasi kesulitan dalam menerapkan nilai-nilai karakter di SMPN 04 Malang ?
9. Bagaimana evaluasi dan penilaian sekolah terhadap pelaksanaan pendidikan karakter di SMPN 04 Malang ?
10. Bagaimana harapan atau tanggapan mengenai pelaksanaan pendidikan karakter di SMPN 04 Malang ?

Waka. Kurikulum

1. Bagaimanakah proses pengimplementasian pendidikan karakter yang diintegrasikan dengan mata pelajaran di SMPN 04 Malang ?
2. Bagaimanakah cara mengintegrasikan pendidikan karakter dengan mata pelajaran yang ada di SMPN 04 Malang ?
3. Bagaimanakah upaya waka kurikulum dalam melaksanakan pendidikan karakter yang nantinya bisa membentuk sikap sosial peserta didik sehingga bisa berjalan dengan baik di SMPN 04 Malang ini ?
4. Apa strategi yang anda gunakan dalam membentuk sikap sosial melalui setiap pembelajaran di SMPN 04 Malang ?
5. Bagaimana keadaan sikap sosial peserta didik di SMPN 04 Malang sebelum dan sesudah adanya pendidikan karakter ?
6. Menurut anda apakah peserta didik sudah menerapkan karakter sikap sosial dilingkungan SMPN 04 Malang ?
7. Bagaimana cara menilai dan mengevaluasi pelaksanaan pendidikan karakter di SMPN 04 Malang ?
8. Bagaimana cara menilai sikap sosial peserta didik setelah proses pendidikan karakter yang telah diintegrasikan dengan setiap mata pelajaran ?

Guru IPS Terpadu

1. Menurut Ibu, apa yang dimaksud dengan pendidikan karakter ?
2. Perencanaan apa yang perlu disiapkan sebelum pembelajaran IPS Terpadu berlangsung ?
3. Bagaimanakah cara mengintegrasikan pendidikan karakter dengan mata pelajaran IPS Terpadu ?
4. Bagaimana cara menyusun Silabus dan RPP mata pelajaran IPS Terpadu yang berkaitan dengan pelaksanaan pendidikan karakter sehingga dapat membentuk sikap sosial peserta didik ?
5. Apakah metode yang digunakan dalam melaksanakan proses pembelajar IPS Terpadu di kelas VIII ? bagaimanakah proses pelaksanaan pendidikan karakternya ?
6. Bagaimanakah proses pelaksanaan pendidikan karakter di kelas VIII sehingga nantinya dapat membentuk sikap sosial peserta didik ?
7. Bagaimanakah startegi anda sebagai guru IPS Terpadu kelas VIII dalam melaksanakan pendidikan karakter sehingga dapat membentuk sikap sosial peserta didik ?
8. Bagaimana perencanaan yang anda lakukan dalam membentuk sikap sosial melalui pembelajaran IPS Terpadu ini ?
9. Siakp sosial apa saja yang dibentuk melalui pembelajaran IPS Terpadu dalam pendidikan karakter tersebut ?
10. Bagaimana keadaan sikap sosial peserta didik sebelum dan sesudah adanya pendidikan karakter ?
11. Menurut anda apakah peserta didik kelas VIII sudah menerapkan karakter sikap sosial dilingkungan kelas atau sekolah ?
12. Bagaimanakah penilaian terhadap karakter sikap sosial peserta didik kelas VIII dalam pembelajaran IPS Terpadu ?

Siswa Kelas VIII

1. Bagaimana cara guru mengajar di kelas ?
2. Apakah guru menjadi sosok teladan untuk adik dalam bersikap ?
3. Apakah adik sudah mengerti tentang pendidikan karakter itu seperti apa ?
4. Apakah dalam proses pembelajaran di kelas guru sudah menerapkan pendidikan karakter khususnya dalam mata pelajaran IPS Terpadu?
5. Bagaimanakah cara guru menerapkan pendidikan karakter dalam proses pembelajaran tersebut ?
6. Apakah terdapat perubahan sikap setelah memperoleh pendidikan karakter yang diberikan sekolah ? sikap sosial apa yang telah dimiliki setelah adanya pendidikan karakter tersebut ?
7. Apakah adik sudah menerapkan sikap sosial di lingkungan sekolah ? contohnya seperti apa ?
8. Bagaimana adik menilai sikap sosial teman-teman kelas adik ?
9. Apakah menurut adik sikap sosial adik sudah baik atau belum setelah adanya pendidikan karakter ?

Appendix 2 (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMPN 04 MALANG
Mata Pelajaran	:	Ilmu Pengetahuan Sosial (IPS)
Topik/Sub Topik	:	Kondisi Geografis Negara ASEAN
Materi Pokok	:	Letak astronomis, geografis, dan geologi ASEAN
Kelas/Semester	:	VIII/I (GASAL)
Pertemuan Ke	:	2 (2 x 40 menit)

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

B	KOMPETENSI DASAR DARI KI 3	KOMPETENSI DASAR DARI KI 4
	KD. 3.1 Memahami perubahan keruangan dan interaksi antarruang di Indonesia dan negara-negara ASEAN yang diakibatkan oleh faktor alam dan manusia (teknologi, ekonomi, pemanfaatan lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial, budaya, politik.	KD. 4.1 Menyajikan hasil telaah tentang perubahan keruangan dan interaksi antarruang di Indonesia dan negara-negara ASEAN yang diakibatkan oleh faktor alam dan manusia (teknologi, ekonomi, pemanfaatan lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial, budaya, politik.
	INDIKATOR PENCAPAIAN KOMPETENSI	INDIKATOR PENCAPAIAN KOMPETENSI
	3.1.1 Menentukan letak astronomis wilayah ASEAN	4.1.1 Menyajikan hasil diskusi tentang astronomis dan geografis ASEAN
	3.1.2 Menunjukkan batas wilayah ASEAN	4.1.2 Menyajikan hasil diskusi tentang lempeng Asia Tenggara dan korelasi antara peristiwa tektonis dan pergerakan lempeng Asia
	3.1.3 Mendeskripsikan keunggulan posisi geografis ASEAN	
	3.1.4 Mendefinisikan 2 lempeng benua di kawasan Asia Tenggara	
	3.1.5 Menemukan korelasi antara gempa bumi dengan kondisi geologis Asia Tenggara	

C. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini diharapkan siswa mampu:

1. Menentukan letak astronomis ASEAN
2. Menunjukkan batas wilayah ASEAN
3. Mendefinisikan keunggulan posisi geografis ASEAN
4. Mendefinisikan 3 lempeng benua yang terdapat di ASEAN
5. Menemukan korelasi antara frekwensi seringnya terjadi gejala tektonis di wilayah Asia Tenggara

FOKUS PENGUATAN KARAKTER :

SIKAP SPIRITUAL :

1. Bersyukur

SIKAP SOSIAL :

1. Tanggung Jawab
2. Percaya Diri

D. MATERI

1. Reguler :
 - a. Letak astronomi ASEAN
 - b. Letak geografis ASEAN
 - c. Keunggulan posisi ASEAN
 - d. Letak geologis ASEAN
 - e. Korelasi frekwensi peristiwa tektonis dan kondisi geologis ASEAN
2. Remedial :
 - a. Keunggulan posisi ASEAN
 - b. Letak geologis ASEAN
 - c. Korelasi frekwensi peristiwa tektonis dan kondisi geologis ASEAN
3. Pengayaan :
 - a. Asia Tenggara Akan Jadi Salah Satu Pusat Pertumbuhan Dunia

E. METODE PEMBELAJARAN

1. Pendekatan : *Siectific*

2. Metode : *Inquiry/Discovery*
3. Model : *Problem Based Learning*

F. MEDIA DAN ALAT PEMBELAJARAN

1. Peta Asia Tenggara
2. Video ASEAN
3. Power Point ASEAN
4. Komputer/Notebook dan LCD

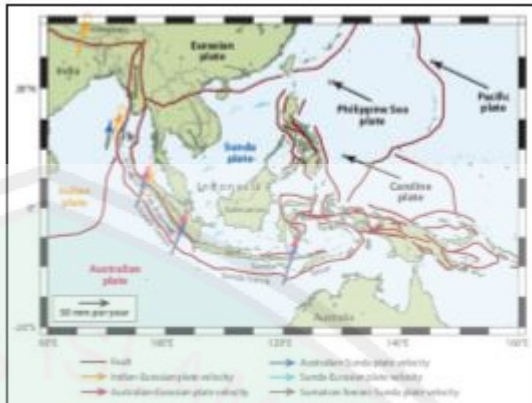
G. SUMBER PEMBELAJARAN

1. Buku IPS kelas VIII Semester 1, Penerbit : Kemendikbud RI tahun 2017
2. Buku IPS Geografi, Elangga, Ginting, Fathurahman, 1994
3. Video Pembelajaran
4. Atlas Indonesia dan Dunia

H. KEGIATAN PEMBELAJARAN

Pertemuan ke 2

Kegiatan	Langkah-langkah Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1) Guru memasuki ruangan kelas dan mengucapkan salam, menanyakan kondisi peserta didik, dan mengecek kehadiran siswa. 2) Guru mengajukan menenangkan kondisi ruangan kelas dan mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. 3) Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan memberikan pertanyaan: <ul style="list-style-type: none"> - Masih ingatkah tentang posisi geologis Indonesia 4) Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa. 5) Menyampaikan cakupan materi. 6) Menginformasikan teknik penilaian yang digunakan selama proses pembelajaran. 	10 Menit
Kegiatan Inti	<ol style="list-style-type: none"> 1) Mengamati (<i>Observing</i>) <ol style="list-style-type: none"> a) Guru menyampaikan tujuan pengamatan video tentang pergerakan lempeng Asia b) Guru menyampaikan tujuan tentang pengamatan peta ASEAN <p>PETA GEOLOGI ASIA</p>	60 Menit



- c) Guru meminta siswa untuk membuat prediksi apa yang akan dipelajari.
- d) Guru menayangkan video tentang pergerakan lempeng Asia
- e) Guru menayangkan peta geologi ASEAN.
- f) Siswa diminta mengidentifikasi informasi yang telah didapat.

2) Menanya (*Asking*)

- a) Guru meminta siswa untuk membuat pertanyaan tentang video tersebut.
- b) Siswa diberi motivasi untuk terlibat dalam pemecahan masalah yang dipilih.
- c) Guru akan membantu siswa untuk mendefinikan dan mengorganisasikan tujuan pembelajaran tentang : letak geologi ASEAN, Tiga lempeng benua di Asia Tenggara, dan Korelasi antara kondisi geologis dan frekwensi tektonis Asia Tenggara.

3) Mengumpulkan Data (*Data Collecting*)

Guru mendorong siswa untuk mengumpulkan informasi yang sesuai, untuk mendapatkan penjelasan daan pemecahan masalah tentang : letak geologi ASEAN, Tiga lempeng benua di Asia Tenggara, dan Korelasi antara kondisi geologis dan frekwensi tektonis Asia Tenggara.

4) Menganalisis Data (*Associate*)

Guru membanntu siswa dalam mengasosiasikan data serta mebantu siswa dalam merencanakan dan menyiapkan laporan untuk disajikan dalam bentuk presentasi yang sesuai dengan :

- a) letak geologi ASEAAAN dalam bentuk

	<p>gambar peta.</p> <p>b) Tiga lempeng benua di Asia Tenggara dalam bentuk gambar peta.</p> <p>c) Korelasi antara kondisi geologis dan frekwensi tektonis Asia Tenggara dalam bentuk power point.</p> <p>5) Mengkomunikasikan (<i>Communicating</i>) Siswa diminta untuk mempresentasikan dan setelah itu uru membantu siswa untuk melakukan refleksi atau eavluasi terhadap proses pemecahan masalah atau alur yang mereka tempuh.</p>	
Penutup	<p>1) Membimbing siswa membuat kesimpulan kegiatan pembelajaran.</p> <p>2) merefleksi terhadap kegiatan yang dilakukan.</p> <p>3) Guru memberikan umpan balik.</p> <p>4) Memberikan penugasan.</p> <p>5) Menyampaikan rencana pembelajaran pada pertemuan berikutnya.</p>	10 Menit

I. PENILAIAN

1. Teknik Penilaian
 - a. Sikap : Observasi melalui jurnal guru
 - b. Pengetahuan : Uraian
 - c. Keterampilan : Penilaian praktik kinerja
2. Instrumen Penilaian
 - a. Jurnal observasi terlampir
 - b. Instrumen penilaian terlampir
 - c. Instrumen penilaian keterampilan terlampir
3. Pembelajaran Remedial dan Pengayaan
 - a. Remedial : Pemanfaatan tutor sebaya bagi peserta didik yang belum mencapai ketuntasan belajar.
 - b. Pengayaan : Berdasarkan penilaian, peserta didik yang telah tuntas diberi pengayaan berupa tugas : “Keunggulan posisi ASEAN dalam peningkatan ekonomi negara-negara yang tergabung didalamnya”.

Malang, 17 Juli 2017

Mengetahui,
Kepala Sekolah SMPN 04 Malang

Guru Bidang Studi IPS 8

Drs. HARI SUBAGIYO, M.Pd
NIP. 19570624 1979031004

LOH WIRAJOE, S.Pd
NIP. 19610617 1983032013

JURNAL PENILAIAN SIKAP


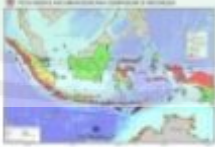
Nama Sekolah : SMP Negeri 4 Malang
Kelas/Semester : VIII/1
Tahun Pelajaran : 2017/2018
Mata Pelajaran : IPS

No	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Ket.
1					
2					
3					
4					
5					
6					
7					

PENILAIAN PENGETAHUAN

Nama Sekolah : SMP Negeri 4 Malang
 Kelas/Semester : VIII/1
 Tahun Pelajaran : 2017/2018
 Mata Pelajaran : IPS

Pertemuan ke 2

NO	INDIKATOR SOAL	BUTIR SOAL	KUNCI JAWABAN	SKOR PENILAIAN
1	Melalui pengamatan peta peserta didik dapat mendefinisikan 3 lempeng benua di kawasan Asia Tenggara	Amati peta Asia Tenggara berikut dan tentukan 3 lempeng benua yang terdapat diawasannya. 	1. Lempeng Eurasia 2. Lempeng Indo-Australia 3. Lempeng Filipina	4
2	Menemukan korelasi antara gempa bumi dengan kondisi geologis Asia Tenggara	Amati peta Asia Tenggara berikut dan kemukakan pendapat mu mengapa Asia Tenggara sering terjadi bencana gempa bumi. 	Asia Tenggara merupakan daerah pertemuan 3 lempeng benua yang masih aktif bergerak, sehingga sering terjadi peristiwa tektonis.	6

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

Predikat:

86 – 100 : Sangat Baik (A)
 71-85 : Baik (B)
 56-70 : Cukup (C)
 ≤55 : Kurang (D)

PENILAIAN KETERAMPILAN

Nama Sekolah : SMP Negeri 4 Malang

Kelas/Semester : VIII/1

Tahun Pelajaran : 2017/2018

Mata Pelajaran : IPS

No	Nama	Aspek Penilaian																Nilai Rata-
		Penampilan				Media yang				Penguasaan				Sistematika				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
1																		
2																		
3																		
4																		
5																		
6																		
7																		

Predikat:

86 – 100 : Sangat Baik (A)

71-85 : Baik (B)

56-70 : Cukup (C)

≤55 : Kurang (D)

Appendix 3

SILABUS ILMU PENGETAHUAN SOSIAL TAHUN AJARAN 2017-2018

Nama Sekolah	: SMP Negeri 4 Malang
Mata Pelajaran	: Ilmu Pengetahuan Sosial
Kelas/Semester	: VIII/I
Kompetensi Inti	:
KI 1	: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

TEMA : Kondisi Geografis Negara ASEAN

Subtema : Letak astronomis, geografis, dan geologi ASEAN

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian	Alokasi Waktu (Jam Pelajaran)	Sumber/ Media Belajar	Penilaian
3.1 Memahami perubahan keruangan dan interaksi antarruang di Indonesia dan negara-negara ASEAN yang diakibatkan oleh faktor alam dan manusia (teknologi, ekonomi, pemanfaatan lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial,	<ul style="list-style-type: none"> Letak astronomis, geografis, dan geologi ASEAN 	<ul style="list-style-type: none"> Mengamati (<i>Observing</i>) : Mengamati peta kondisi geografi di negara-negara ASEAN Menanya (<i>Asking</i>): Menanya tentang kondisi geografi di negara-negara ASEAN Mengumpulkan Informasi (<i>Data Collecting</i>): Mengumpulkan informasi tentang Menalar atau Mengasosiasi Data (<i>Associate</i>) : Menganalisis data 	<ol style="list-style-type: none"> Menentukan letak astronomis wilayah ASEAN Menunjukkan batas wilayah ASEAN Mendeskripsikan keunggulan posisi geografis ASEAN Mendefinisikan 2 lempeng benua di kawasan Asia Tenggara 	4 X JP	<ul style="list-style-type: none"> Buku Paket Siswa kelas VIII Edisi Revisi 2017 (Kemen dikbud RI 2017) Gambar 	<ul style="list-style-type: none"> Tugas Kelompok Tanya Jawab Mengerjakan soal yang ada pada buku paket

<p>budaya, politik.</p> <p>4.1 Menyajikan hasil telaah tentang perubahan keruangan dan interaksi antarruang di Indonesia dan negara-negara ASEAN yang diakibatkan oleh faktor alam dan manusia (teknologi, ekonomi, pemanfaatan lahan, politik) dan pengaruhnya terhadap keberlangsungan kehidupan ekonomi, sosial, budaya, politik.</p>		<p>tentang kondisi geografi di negara-negara ASEAN</p> <ul style="list-style-type: none"> • Mengkomunikasikan (Communicating) : Mepresentasikan hasil simpulan tentang kondisi geografi di negara-negara ASEAN 	<p>5. Menemukan korelasi antara gempa bumi dengan kondisi geologis Asia Tenggara</p> <p>6. Menyajikan hasil diskusi tentang astronomis dan geografis ASEAN</p> <p>7. Menyajikan hasil diskusi tentang lempeng Asia Tenggara dan korelasi antara peristiwa tektonis dan pergerakan lempeng Asia</p>			
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Appendix 4

LEMBAR PENILAIAN SIKAP SOSIAL PESERTA DIDIK TAHUN PELAJARAN 2017/2018 SPMN 04 MALANG

WALI KELAS : Loh Wirajoe, S.Pd
KELAS : VIII A

SEMESTER : GASAL
MATA PELAJARAN : IPS TERPADU

NO	NIM	NAMA	SIKAP SOSIAL																																NILAI RATA-RATA			
			JUJUR				DISIPLIN				TANGGUNG				TOLERANSI				GOTONG				SANTUN				PERCAYA DIRI											
			DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL				
1	9089	AISAH AMINATUZ ZAHROH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
2	9101	AMANDA PRAMUSINTA AGUSTIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
3	9115	ARDHIAN NARA FIRMANSYAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
4	9118	AREMAWAN MARADIKA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
5	9119	ARIEL GEOVANI RAHARDIAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
6	9126	AULIA MARSSANDA CAESAR AGUSTIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
7	9327	AULIA PUTRI IRFANI YULIAN TI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
8	9127	AURELIA TREENITA VANSANSISCA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
9	9141	CANTIKA AMELIA VEGA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
10	9146	CLAY ALCANDER MARCHELIUS TEGUH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
11	9164	DINDA ARISTA FANI ANANTA PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
12	9150	DE ALFIRA DINI ARISTA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
13	9163	DIONISIUS EMERY MARCELLINO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
14	9376	ENJELICA CINDY FLORA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
15	9203	IQMAS CANTIKA CAHAYA KALBU	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
16	9204	IWAYAN IVAN ZENATMAJA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
17	9207	JENNES TASHA OKTAVIRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
18	9208	JESICA ANUGRAHNING DIO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
19	9223	M. RONALD ANDHIKA FACHYUDIEN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
20	9224	MADE AYU MELIANA VIRA PRADNYANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
21	9230	MATTHEW RAFAEL SATIA SAMOSIR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
22	9242	MOHAMMAD PAUNDRA TRI WINATA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
23	9245	MUHAMMAD RIZAL PRADANA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
24	9250	MUHAMMAD HIBBAN WALIUDDIN ZAIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
25	9256	NABIEL TARTA EDY FIRDAUS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
26	9268	NI KOMANG WIDI ASTINI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
27	9273	NUR LINA ERYANTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
28	9284	RAHMA JUANITA USMANIA ANAM	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
29	9305	RUBEN HEGGEL FABIO RENATO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
30	9323	SHIRA ROSELA DIMILADA BORU REGAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
31	9337	THEOPHILUS VALENT WARDOMOYO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
32	9338	TIMOTHEA AGNES CHRISANTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					
33	9351	WAFI ATHANUSA SAKTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3					

Keterangan :
DR : Penilaian Diri
TS : Penilaian Teman Kelas atau Teman Sejawat
OBS : Observasi
JNL : Jurnal

LEMBAR PENILAIAN SIKAP SOSIAL PESERTA DIDIK TAHUN PELAJARAN 2017/2018
SPMN 04 MALANG

WALI KELAS : SUBAHAN, S.Pd
KELAS : VIII B

SEMESTER : GASAL
MATA PELAJARAN : IPS TERPADU

NO	NIM	NAMA	SIKAP SOSIAL																								NILAI RATA-RATA							
			JUJUR				DISIPLIN				TANGGUNG				TOLERANSI				GOTONG				SANTUN								PERCAYA DIRI			
			DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL
1	9081	AGRINDA SALWA PUTRI LESTARI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
2	9081	AHMAD ADENATHA KIVA AYASSY	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
3	9085	AHMAD MAULIDY FIRMANSYAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
4	9102	AMELLIA RIZKA RAHMANIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
5	9104	ANDI MUHAMMAD YUDHISTIRA FINASTIKA HIDAYAT	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
6	9112	ANYA RAHMASARI KURNIAWAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
7	9113	APRILIA DEVINA ANANTYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
8	9120	ARJUAN FATHIR DEWANGGA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
9	9122	AROFA DINDA PARAMITA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
10	9124	ATMAJA EKA DHARMA JALADRI PARAMARTA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
11	9128	AYUNINGRAT LARASATI AMRAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
12	9129	AZARIA SAFIRA WULANDARI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
13	9130	AZIZ DAFFA PRAYOGA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
14	9136	BAIQ ASSHAELA HIRJANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
15	9160	DIMAS MAULANA PUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
16	9161	DINASTYARTA ELANG SAMUDRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
17	9168	E.EL DHIVA GIRALDIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
18	9170	FACHRINA MEIDINA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
19	9171	FA'IQOH CHORIDATUNNISA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
20	9175	FATHYA AZIZA MUSYARRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
21	9205	IZAZ FARREL ARYAPUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
22	9215	KEN ARYA FARIDA ANNISA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
23	9244	MUHAFIZH SYARIFUDIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
24	9252	MUHAMMAD JA'FAR YAZID	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
25	9062	MUHAMMAD MIRZA IMADUDDIN HAIDAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
26	9258	NADYA RAHMA PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
27	9281	RAAFI ATHAA RAMADHAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
28	9307	SAFIRANDA CLARINE DEWANTI PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
29	9333	SYARIFAH JAMILAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
30	9350	VITO DANENDRA DEWANTO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
31	9359	YULINDA AMELIA BAYU	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
32	9362	ZAINSIKIRAJ SULTHAN MAHENZ	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
33	9378	MARIO VICKY ERVAN PRATAMA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
34	9697	LUTHFANSYAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	

Keterangan :
 DR : Penilaian Diri
 TS : Penilaian Teman Kelas atau Teman Sejawat
 OBS : Observasi
 JNL : Jurnal

LEMBAR PENILAIAN SIKAP SOSIAL PESERTA DIDIK TAHUN PELAJARAN 2017/2018
SPMN 04 MALANG

WALI KELAS : Kamsiyah Rinawati, S.Pd
KELAS : VIII C

SEMESTER : GASAL
MATA PELAJARAN : IPS TERPADU

NO	NIM	NAMA	SIKAP SOSIAL																								NILAI RATA-RATA							
			JUJUR				DISIPLIN				TANGGUNG				TOLERANSI				GOTONG				SANTUN								PERCAYA DIRI			
			DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL
1	9071	ABDUL ROJIKIN ANGGARA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
2	9082	AGUNG DWI ATAYASYAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
3	9086	AHNAF FADHILLAH HARIS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
4	9087	AINAYYAH KURNIA RISTA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
5	9093	AISYAH SABRINA MAHARANI RACHMAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
6	9094	AKBAR BIMANTARA TRAHESTIAWAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
7	9095	ALANA FIRJATULLAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
8	9105	ANDINI RAHMA HANDAYANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
9	9109	ANNISA NURAINI APRILIA HARTANTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
10	9116	ARDHAN NUGROHO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
11	9131	AZKA FAZA WITANTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
12	9145	CHORINAH NADHIVA ISTIFADLAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
13	9148	DARU DARMAWANGSA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
14	9156	DIAN CAHYANING PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
15	9165	DITA AYU ANANDA PUTRI SUBROTO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
16	9166	DOANDA EGA RAMADHON	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
17	9167	DWIKY RAMADHAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
18	9369	FADIYAH SUKMA APRILINTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
19	9176	FATIMAH ALBATUL	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
20	9180	FEBY RAHMANIA PEMBAYUN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
21	9193	HILDA PRASETYA WIDYAWATI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
22	9199	ILHAM BINTANG GEYKA SANTOSO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
23	9229	MASAYU SHAFIRA FEBRIANTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
24	9233	MAYNEYL DZIKRA FIRMANSYAH PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
25	9243	MUCHAMMAD ARIEL KUSUMA ARDHANA BLIT	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
26	9253	MUHAMMAD NAJWIDIN KAULIA RAMADHAKA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
27	9266	NAUFAL LUQMAN WARDANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
28	9276	PANDE GUSTI DANENDRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
29	9316	SANDRINA RESWARA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
30	9319	SEPTIANING ABABELIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
31	9320	SEPTIARINDA AURELIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
32	9349	VIRLY DINDA AGILLIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
33	9358	YOGI PRATAMA NUSANTARA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
34	9381	FEBRIANI ANITA SARIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	

Keterangan :
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LEMBAR PENILAIAN SIKAP SOSIAL PESERTA DIDIK TAHUN PELAJARAN 2017/2018
SPMN 04 MALANG

WALI KELAS : Evi Retnaeni , S.Pd
KELAS : VIII D

SEMESTER : GASAL
MATA PELAJARAN : IPS TERPADU

NO	NIM	NAMA	SIKAP SOSIAL																								NILAI RATA-RATA					
			JUJUR				DISIPLIN				TANGGUNG				TOLERANSI				GOTONG				SANTUN								PERCAYA DIRI	
			DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS
1	9073	ABYAN RAKAN RAHMANTO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	9075	ACHMAD ZAKKY ZAMANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	9092	AISYAH GALUH AZIZAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	9096	ALANI MEILA PUTRI SATRIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5	9099	ALVIYA YAHYA AYU HARIYONO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6	9121	ARLYAN HAFIZH ZAKY	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	9139	CANAKYA GALERITA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	9142	CHALISTA YULIA HAZIZAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
9	9144	CHANDRA AHMAD ZAKARIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
10	9157	DIVANA SALSANABILA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
11	9159	DIMAS ALI PUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
12	9172	FAJAR MAULANA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
13	9177	FAUZAAN LAKSANA MUHAMMAD	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
14	9189	GUSTI FIRSTA AMYRA WIDYANING TYAS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
15	9190	HAFIDZ AULIA PUTRA AMANDA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
16	9191	HAFIZAH KHARISMA PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
17	9195	HIUMAY HARYA HANGGARA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
18	9209	JESSICA ANNISA AJI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
19	9213	KARYA MAZAYA PUTRI PRASETYO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
20	9231	MAULIA FATCAH HAFIEDZAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
21	9238	MOCHAMMDA RAFI KURNIAWAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
22	9246	MUHAMMAD ABDAN SYAKUR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
23	9263	NAJWA RAISYA PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
24	9269	NISA CAHYANI PURNAMA SARI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
25	9287	RANDIKA AKBAR FARIZ AFANDI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
26	9304	ROYHAN AMMAR SULTHON	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
27	9306	SABRINA FATIMAH AZ-ZAHRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
28	9317	SAVIRA GADING YUSTITIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
29	9334	SYIFA DWI PUTRI RAHMA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
30	9341	UTYFA QOLBY NABILA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
31	9345	VIA DWI RIA SAFITRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
32	9352	WAGINDRA WEKA WIRYAWAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
33	9356	WILDAN EGA SYAHPUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
34	9382	AHMAD ALIF RAHMATULLOH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Keterangan :
 DR : Penilaian Diri
 TS : Penilaian Teman Kelas atau Teman Sejawat
 OBS : Observasi
 JNL : Jurnal

LEMBAR PENILAIAN SIKAP SOSIAL PESERTA DIDIK TAHUN PELAJARAN 2017/2018
SPMN 04 MALANG

WALI KELAS : SP. Ari Respati, S.Pd
KELAS : VIII E

SEMESTER : GASAL
MATA PELAJARAN : IPS TERPADU

NO	NIM	NAMA	SIKAP SOSIAL																								NILAI RATA-RATA							
			JUJUR				DISIPLIN				TANGGUNG				TOLERANSI				GOTONG				SANTUN								PERCAYA DIRI			
			DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL
1	9074	ACHMAD DIAZ HIKMAL BAIHAQI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	9078	ADINDA YULIA SAFITRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	9090	AISHA NURSANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	9107	ANGGI AYU MAHARANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5	9125	AULDRY ALFIANA SYAHRANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6	9133	AZLYANA FADIYA FARADISA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	9147	DANDI MAULANA PRASETIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	9151	DEBIAN FAILASUF RIZKY	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
9	9153	DHAFFA ARIQ ZAKKI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
10	9169	ELORA HIKMIATI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
11	9173	FARAH SHIFA FAYYAZA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
12	9179	FEBRIANDANA AKBAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
13	9185	FITRA WIDYA PRASTYO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
14	9198	IKA PUTRI HERNINDA SARI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
15	9206	JENINDHA YUA NABIL	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
16	9211	KALAM AKSAN FARABI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
17	9218	KHALISA SHIVA CANTIKA BRAMANTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
18	9236	MIFZAL ATAULLAH AANKKU	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
19	9237	MOCHAMAD ARIEF SURYAJAYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
20	9259	NAFIISA SHAHLAH PARAMITA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
21	9270	NOVIAN ARIEF RAMADHAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
22	9274	NURIN RAMADHANI TITIAN FIRDAUSI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
23	9278	PRADYPTA NURZIYAH PRAMESWARI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
24	9282	RADELA ATHAYA HARDIMAS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
25	9296	RINALDY HIDAYAT	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
26	9309	SAKURA VIOLETTA HARUM KINASIH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
27	9318	SEPTIAN WAHYU RIZKI NURCAHYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
28	9322	SHINTA DWI HANDAYANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
29	9327	SOFIA QORRI AINI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
30	9329	SUGI ARJAYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
31	9336	TEGUH ARIMBI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
32	9339	TRI OKTAVIANDI SAPUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
33	9346	VIDYA RAHMATIANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
34	9284	FERRYLL RAHMADIAN HUSEIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

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 OBS : Observasi
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LEMBAR PENILAIAN SIKAP SOSIAL PESERTA DIDIK TAHUN PELAJARAN 2017/2018
SPMN 04 MALANG

WALI KELAS : Sulistyorini, S.Pd
KELAS : VIII F

SEMESTER : GASAL
MATA PELAJARAN : IPS TERPADU

NO	NIM	NAMA	SIKAP SOSIAL																NILAI RATA-RATA															
			JUJUR				DISIPLIN				TANGGUNG				TOLERANSI								GOTONG				SANTUN				PERCAYA DIRI			
			DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL
1	9080	ADRIAN MUTU HIDAYAT	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
2	9370	ALIF ABDI NEGORO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
3	9114	AQILAH SAKHA MAHARANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
4	9117	ARDHINA ZULFAH MASRUROH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
5	9123	ASMARADANA DHALLA SAMUDERA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
6	9134	BAGAS TRI APRIZAL	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
7	9368	CALLISTA SYADIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
8	9158	DIMAS AGUNG PRIHANGGARA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
9	9182	FERDIANA NAYA RAMADHAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
10	9184	FITRA OKTA PRADANA SRIEF	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
11	9186	FITRI NUR HAMIDAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
12	9187	GENTA RAMADHAN EKA PUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
13	9201	INAYAH NUR A'IDAH RAMADHANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
14	9216	KHADIJAH SYIFA' KAMILA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
15	9217	KHAIRUNNISA ALJIFATHUL SALSABILA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
16	9220	LANGLANG ICHLASUL FAUZ	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
17	9225	MAHARANI CINTYANINGSIH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
18	9228	MARSYADINA LAFASYA MAULANA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
19	9239	MOCHAMMAD SHEVA ROSSONERI REHADIAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
20	9249	MUHAMMAD HANIF FATUR RAHMAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
21	9272	NUR LAELY HAMZAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
22	9285	RAHMALIA RAMADHANI ANGGI SUSENO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
23	9289	RAYA SAKA KAUTSAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
24	9290	RENDY RACHMAN PUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
25	9297	RISKY MERYANTIKA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
26	9298	RISWARA HANNY THALIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
27	9299	RIZAL CAHYA PUTRA PRATAMA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
28	9301	RIZKY AJI SANTOSO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
29	9302	ROFI' ATUNNISA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
30	9311	SALSABILA PPUTRI AMANDA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
31	9313	SAALSABILA ZAHRA HERMAWATI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
32	9347	VINDI ANDRIYANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
33	9348	VIONA ADELLA LOVENYA HERINDA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
34	9698	MUHAMMAD AMIRUL FAJRI A	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	

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LEMBAR PENILAIAN SIKAP SOSIAL PESERTA DIDIK TAHUN PELAJARAN 2017/2018
SPMN 04 MALANG

WALI KELAS : Drs. Endang Sutisna
KELAS : VIII G

SEMESTER : GASAL
MATA PELAJARAN : IPS TERPADU

NO	NIM	NAMA	SIKAP SOSIAL																NILAI RATA-RATA			
			JUJUR				DISIPLIN				TANGGUNG				TOLERANSI				GOTONG			
			DR	TS	OBS	JNL	DR	TS	OBS	JNL	DR	TS	OBS	JNL	DR	TS	OBS	JNL	DR	TS	OBS	JNL
1	9097	ALANIS NADIYAH NABILA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	9367	ALIFA ERISKA MAHARIANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	9103	ANDHIKA GILANG JOHAN PLESSERS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	9106	ANGELINA DWI AZZAHRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5	9110	ANJELLI OKTAVIANA PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6	9111	ANUGRAH BUDI PRASETYO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	9132	AZLIA TSABITA ANJANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	9137	BECKAM SAFATULLAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
9	9174	FARISAH MAHBUBAH ALJAUHAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
10	9178	FAUZAN MAHESAA PRATAMA SUBEKTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
11	9194	HISYAM AZMI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
12	9202	INDRA KURNIAWAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
13	9212	KAYLA APHRODITA SHAFI KAMILA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
14	92199	KRISNA YUSUF OKI SYAPUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
15	9234	MAYRA AGRANDIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
16	9235	MELSA NUR IZZATI AZARINA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
17	9254	MUHAMMAD WILDAN A. A	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
18	9255	MUHAMMAD ZAKI RAIHAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
19	9257	NABILA YULIAN PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
20	9265	NASYA AYU CANDRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
21	9267	NAZARRU DJALU ULHAQI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
22	9293	RIBELSA OGRIS BHEA ARTHA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
23	9295	RIMAYSA AZANA ADITHIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
24	9300	RIZKI EKA SANTIANA PUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
25	9303	ROSI ANJELI PRADANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
26	9308	SAHASIKA PARISYA ANINDYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
27	9310	SALSABILA LARASATI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
28	9331	SYAFIEQ IBADURRAHMAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
29	9335	TEGAR AJI WIDIARTA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
30	9342	VANIA KHALISHAH PRAMIDITA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
31	9344	VERGIO TROY AGASKA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
32	9355	WIDHI ADITYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
33	9361	ZAHRA ASYIRA FAUZA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Keterangan :
 DR : Penilaian Diri
 TS : Penilaian Teman Kelas atau Teman Sejawat
 OBS : Observasi
 JNL : Jurnal

LEMBAR PENILAIAN SIKAP SOSIAL PESERTA DIDIK TAHUN PELAJARAN 2017/2018
SPMN 04 MALANG

WALI KELAS : Dra. Emmy Eko Setiyawati
KELAS : VIII H

SEMESTER : GASAL
MATA PELAJARAN : IPS TERPADU

NO	NIM	NAMA	SIKAP SOSIAL																								NILAI RATA-RATA							
			JUJUR				DISIPLIN				TANGGUNG				TOLERANSI				GOTONG				SANTUN								PERCAYA DIRI			
			DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL
1	9079	ADISTY FARELLYAN TIORY	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	9088	AINUR PUSPITA ANGGRAENI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	9091	AISYAH AULIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	9100	ALYA DIANOV PRAMESIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5	9138	BRYAN WIDIAMANTA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6	9140	CANTIKA AISYAH DHIYA'UL HAQ	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	9149	DARYLL IRSYAD HAFIDZ	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8	9152	DERISTO JUNIARA PERDANA ERWANTO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
9	9164	DITA AULIA AZ ZAHRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
10	9200	ILHAM RIZQO ARDIANSYAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
11	9210	JUAN ABIYU ARAYA PUTRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
12	9221	LAUDITTA DESTIA HADIYANTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
13	9222	LEANDRA ALVARO TADYA RISQULLAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
14	9226	MAHDANAA SALMA YAKTIANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
15	9247	MUHAMMAD FAKHRURROZI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
16	9248	MUHAMMAD FIKRI HAIDAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
17	9264	NANDA PRASETYATAMA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
18	9271	NUR AZIZAH ARBY	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
19	9275	OLIVIA FEBIANA PUTRI HERIYANTO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
20	9279	PRIMAESTI NUGRASTUTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
21	9283	RAHMA AURA AYUNINGTYAS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
22	9292	REYNA FAUZIAH DWI CAHYANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
23	9394	RIDHO EGA ARUNDAYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
24	9315	SAMIAJI PUTRA RAMADHAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
25	9321	SEVIRA WULANDARI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
26	9325	SINTA NUR AMELIA PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
27	9330	SULTHAN TEGAR EKINO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
28	9332	SYAFRIL NUR FAIZI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
29	9340	UTARI MAWARDANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
30	9354	WIBISONO ADHI PRATAMA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
31	9360	YUSLIFAR SALSA MAULINA EL SYA'BANA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
32	9371	ZAIDAN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
33	9363	ZAROTUL NAFISAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
34	9379	FITRIA RISKI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

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LEMBAR PENILAIAN SIKAP SOSIAL PESERTA DIDIK TAHUN PELAJARAN 2017/2018
SPMN 04 MALANG

WALI KELAS : Arjo Setyo Adi Winarno, S.Pd
KELAS : VIII I

SEMESTER : GASAL
MATA PELAJARAN : IPS TERPADU

NO	NIM	NAMA	SIKAP SOSIAL																								NILAI RATA-RATA							
			JUJUR				DISIPLIN				TANGGUNG				TOLERANSI				GOTONG				SANTUN								PERCAYA DIRI			
			DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL	DR	TS	OBV	JNL
1	9072	ABELITA KHORUNISA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
2	9076	ADAM DWI AHMAD DHANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
3	9077	ADELINA ZULFA SYAHRANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
4	9084	AHMAD DHANI ARDIANSYAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
5	9098	ALODIA JINAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
6	9108	ANINDIA ADINDA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
7	9135	BAGASKARA CHAIRUL ANWAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
8	9143	CHAMILLATUL LUQIANA AGUSTIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
9	9154	DHARA INNA YAH RAMADHANI PUTRI PURWANTO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
10	9155	DHEA PUSPA MAHARANI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
11	9373	FARRAS SHAFIA AMALYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
12	9181	FERDI PUTRA HARIONO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
13	9183	FIRDA RIZQIA AFIFYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
14	99192	HAVINANDA SUKMA WIDANINGGAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
15	9196	I'ZAZ MELODY RAKHMADANY	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
16	9197	ICHA MARSYA AMROE	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
17	9214	KEISYA MARSHANDA SETIANDINI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
18	9227	MARSHANDA AUDI IRWANTO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
19	9232	MAYANG YANAVANTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
20	9240	MOHAMMAD ZHEVA AYRTON SANBREVEN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
21	9260	NAFLA KAMILIA ULAYYA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
22	9261	NAIYA PRASASTI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
23	9262	NAJWA RAFA ZUHRIAH ILLAHI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
24	7374	NAMIRA ALLEGRA WIBISONO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
25	9277	PINKAN MEILENA PRANOTO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
26	9286	RAMZA SULISTYA ATMAJA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
27	9288	RATNAYU CHANDRA SEKAR	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
28	9291	REVA PRADIPTA AZARIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
29	9314	SALSABILA JOVA OKTAVIARIN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
30	9312	SALSABILA PUTRI ANUGERAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
31	9324	SILVIA TALIDAH ZIADATUL HUSNIA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
32	9326	SITI AISYAH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
33	9328	SOVIA SHABILA ISLAMI PUTRI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
34	9343	VEDA WIDYADDHANA AJI	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
35	9353	WAHYU BAGUUS SATRIO	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
36	9357	WULAN MAULIDYA PUTRI F	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	

Keterangan :
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 TS : Penilaian Teman Kelas atau Teman Sejawat
 OBS : Observasi
 JNL : Jurnal

Appendix 5 (Pictures)

Learning Process of Integrated IPS Learning



Learning Process of Integrated IPS Learning in 8th Grade Student of SMPN 04 Malang



Implement Character Education in Learning Process



The process of formation of character in grade 8th E of SMPN 04 Malang



Interview with the Headmaster



Interview with the Headmaster



After Interview with Vice-Headmaster



Interview with Director of Curriculum



Interview with Teacher of Integrated IPS Learning



Interview with Students of Grade 8th of SMPN 04 Malang



CURRICULUM VITAE OF STUDENT



Name : GUFRAN
 NIM : 14130038
 Date and Place of Birth : Bima, September 15th 1996
 Faculty : Education and Teacher Training
 Study Program : Social Science Education
 Entrance Year : 2014
 Address : Jl. Sultan Salahudin Desa Panda Kecamatan
 Palibelo Kabupaten Bima (Nusa Tenggara Barat)
 Contact : 085237133209
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Education Background

SDN INPRES OI NI'U	2002
MTSN 1 KOTA BIMA	2008
MAN 2 KOTA BIMA	2014
UIN MAULANA MALIK IBRAHIM MALANG	2018