

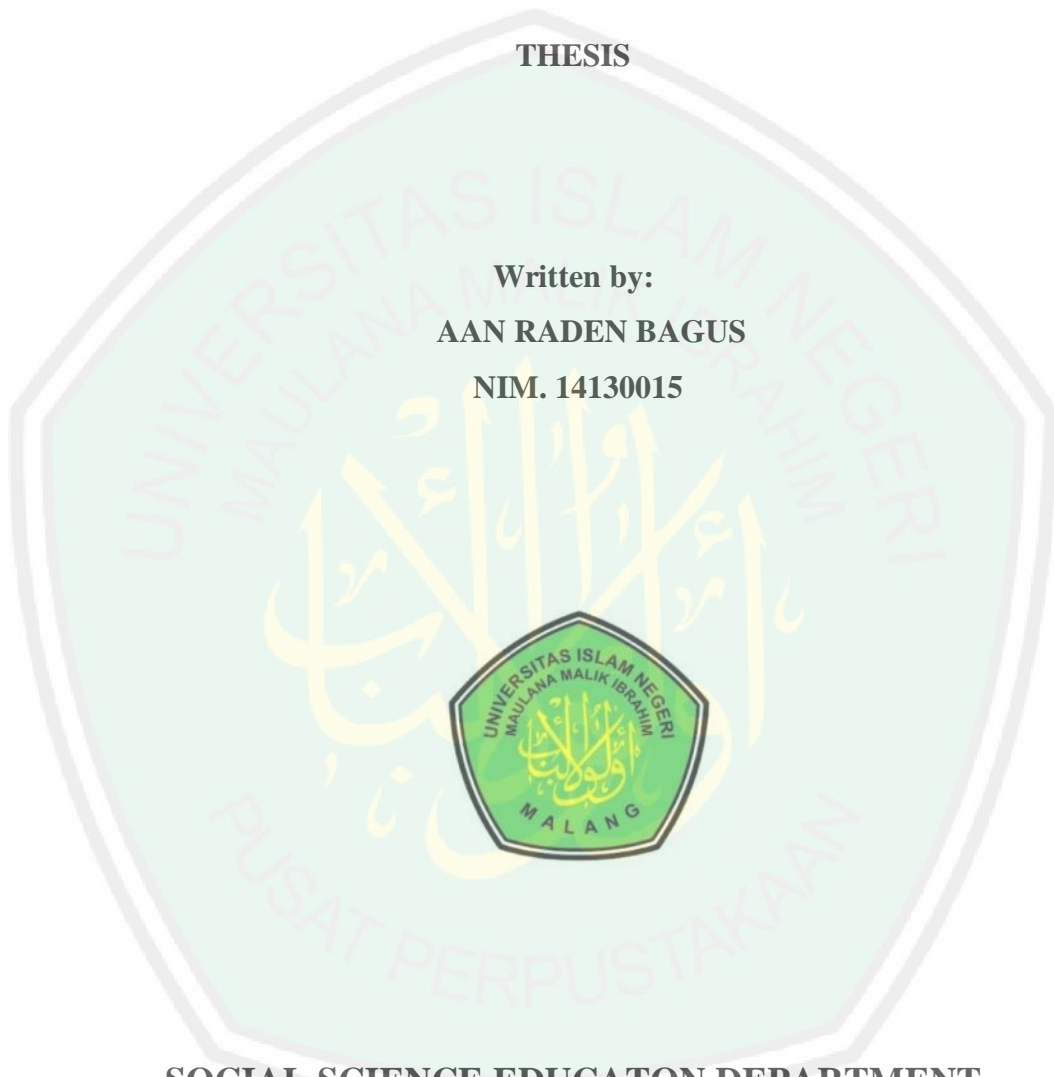
**THE ROLE OF SOCIAL TEACHER TO DEVELOP STUDENTS' SOCIAL
ATTITUDE IN 7TH GRADE OF JUNIOR HIGH SCHOOL 13 MALANG**

THESIS

Written by:

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

APRIL, 2018

**THE ROLE OF SOCIAL TEACHER TO DEVELOP STUDENTS' SOCIAL
ATTITUDE IN 7TH GRADE OF JUNIOR HIGH SCHOOL 13 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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TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG
APRIL, 2018**

APPROVAL SHEET

**THE ROLE OF SOCIAL TEACHER TO DEVELOP STUDENTS' SOCIAL
ATTITUDE IN 7TH GRADE OF JUNIOR HIGH SCHOOL 13 MALANG**

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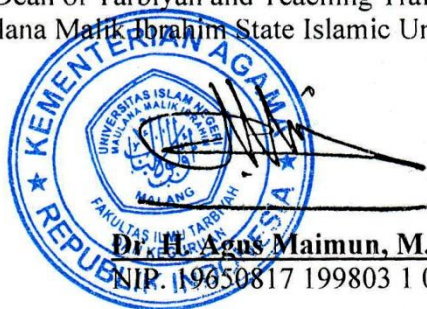
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DEDICATION

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 would like to dedicate this thesis for special people who I respect and obey, they are my beloved parents, Mr. Alfadawa and Mrs. Zunaiti and all my beloved sisters who give me support all along this journey from the very beginning until finish up this thesis. They who not only supporting in physical but also in financial supporting.

Dr. Alfiana Yuli Elfiyanti, M.A., my esteemed advisor, my cordial thanks for your great encouragement, thoughtful guidance, critical comments, and correction of the research proposal.

Tanks a lot for all of my teacher and lecture in Tarbiyah Teaching Training Faculty who given me great lesson from the first time I start learning until now.

Tanks to all the member of English International Class Program of Social Science Education Department and Mr. Dian who give me a lots experience during my journey in this loving university.

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

MOTTO


 وَمِنْ قَوْمِ مُوسَىٰ أُمَّةٍ يَهْدُونَ بِالْحَقِّ وَبِهِ يَعْدِلُونَ

“and among the people of Moses there is a people who guide (with men)
 with (the foundation) of righteousness and with it they also exercise justice”
 (Al-A’raaf).¹



¹ Al-Qur’an Terjemah, Al-Fattah 2 Muka Terjemah Tematik, (Bandung: Mikhraj Khazanah Ilmu, 2011), hlm 89.

Dr. Alfiana Yuli Efianti, M.A
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Malang, 30Th of April 2018

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in
Malang

Assalamu'alaikum Wr. Wb.

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Name : AAN RADEN BAGUS
NIM : 14130015
Study Program : Social Science Education Department (P.IPS)
Title of Skripsi : The Role of Social Teacher to Develop Students' Social
Attitude in 7th Grade of Junior High School 13 Malang

Is considered **acceptable** to be defended after being intensively read and
regularly consulted in the area of research content, language, and writing
composition.

Wassalamu'alaikum Wr. Wb.

Advisor,



Dr. Alfiana Yuli Efianti, M.A
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CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by AAN RADEN BAGUS, student of Social Science Education Department (P.IPS) as the requirement for degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, 30th of April 2018

Author,



AAN RADEN BAGUS
NIM. 14130015

PREFACE

Bismillahirrohmanirrohim

All praises be to Allah the Most Gracious and the Most Merciful, the only one lord in this universe. Tanks to Allah because of all blessing and guidance, so writer is able to finish this Thesis entitled “The Role of Social Teacher to Develop Students’ Social Attitude in 7th Grade of Junior High School 13 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 submit as a part of the requirement for obtaining Bachelor Degree in Social Science Education Faculty of Tarbiyah and Teacher Training Maulana Malik Ibrahim Stat Islamic University of Malang would not have been completed without the contributions and supports from many people.

Thus, I want to express my deepest gratitude to my advisor, Dr. Alfiana Yuli Efiyanti, M.A who has given me his valuable guidance, inspiration, and patience. Which finally lead me to finish the process of thesis writing. Furthermore, I also want to express my sincerely thanks to:

1. Allah SWT who always give me mercies and blessings so I can finish my thesis.

2. My beloved parents, who endless love me, support and pray for me, so I can finish my study in first degree (SI) at Maulana Malik Ibrahim State Islamic University of Malang.
3. Prof. Dr. Abdul Haris, M.Ag as the rector of Maulana Malik Ibrahim State Islamic University of Malang, who has given me the hidden spirit and motivation to develop academics competence well as Islamic studies.
4. Dr. H. Agus Maimun, M. Pd as the Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who can support the students to study hard and develop science.
5. Dr. Alfiana Yuli Elfiyanti, M.A as the Head of Social Science Education Department who always support the students.
6. Dr. Alfiana Yuli Elfiyanti as the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report.
7. All my lecturer in Social Science Education Department and also all of the lecture in the state Islamic University of Malang who have give the valuable knowledge and experience.
8. All the big family of ICP P.IPS E 2014 who always support me to writing this thesis.
9. Headmaster of SMPN 13 Malang, who give me permission to do research.
10. Teacher and students in Grade 7th in SMPN 13 Malang who help me during this research.
11. Bang Achmad Dian Irwansyah who always support me and help me to translate writing this thesis.

12. Dina, Aulia, Yaqub who always support me to writing this thesis.

Finally, I do appreciate the whole assistance from any hands in accomplishing this thesis. I do hope the God will grant you all the best rewards.

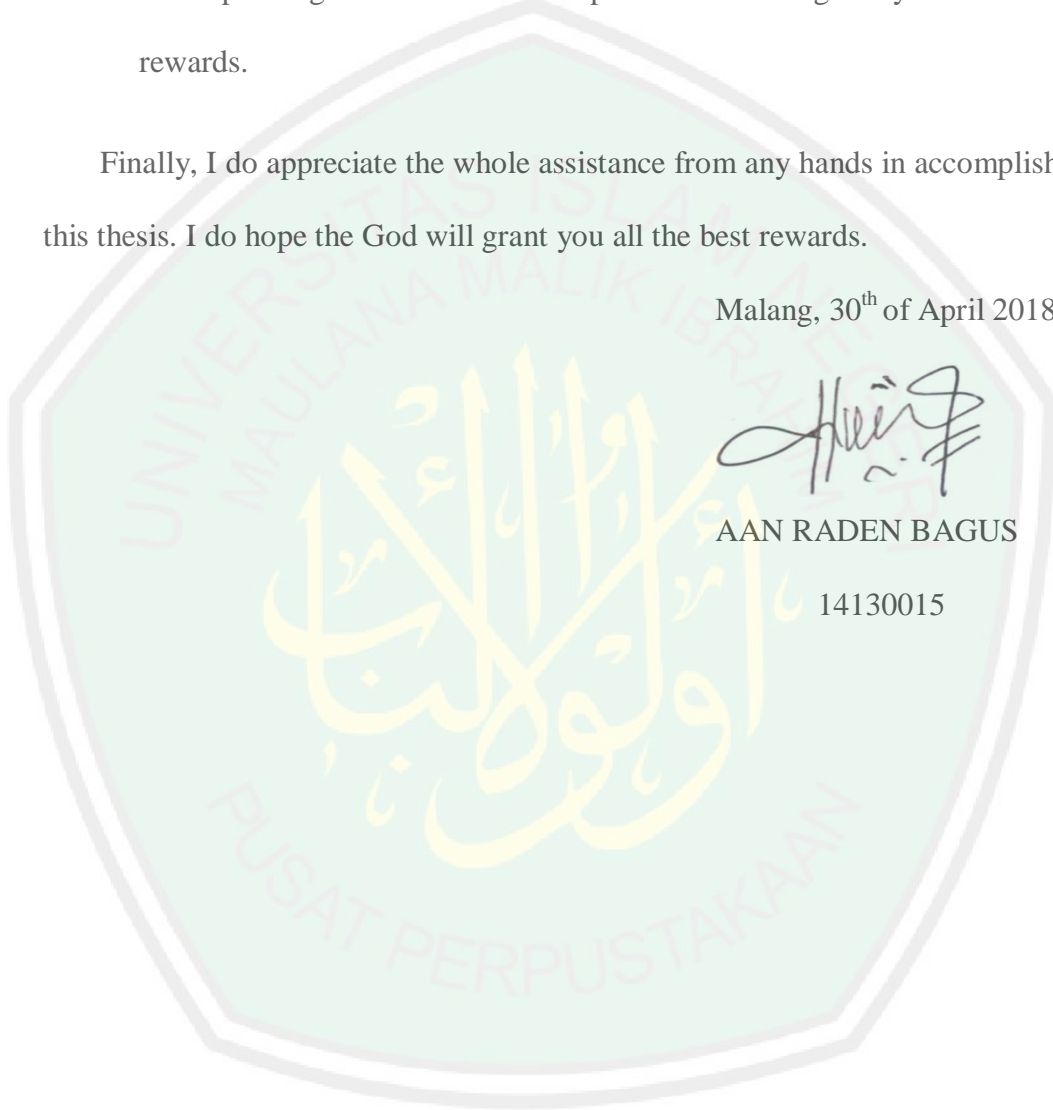
Finally, I do appreciate the whole assistance from any hands in accomplishing this thesis. I do hope the God will grant you all the best rewards.

Malang, 30th of April 2018



AAN RADEN BAGUS

14130015



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	=	â
Vocal (i) long	=	î
Vocal (u) long	=	û

C. Dipthhongs Vocal

أو	=	Aw
أي	=	Ay
أو	=	Û
إي	=	Î

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Table 1.2 : Interview Themes at Informants

Table 1.3 : Approach Transcendental Realism

Table 1.4 : Organizational Structure



PICTURE LIST

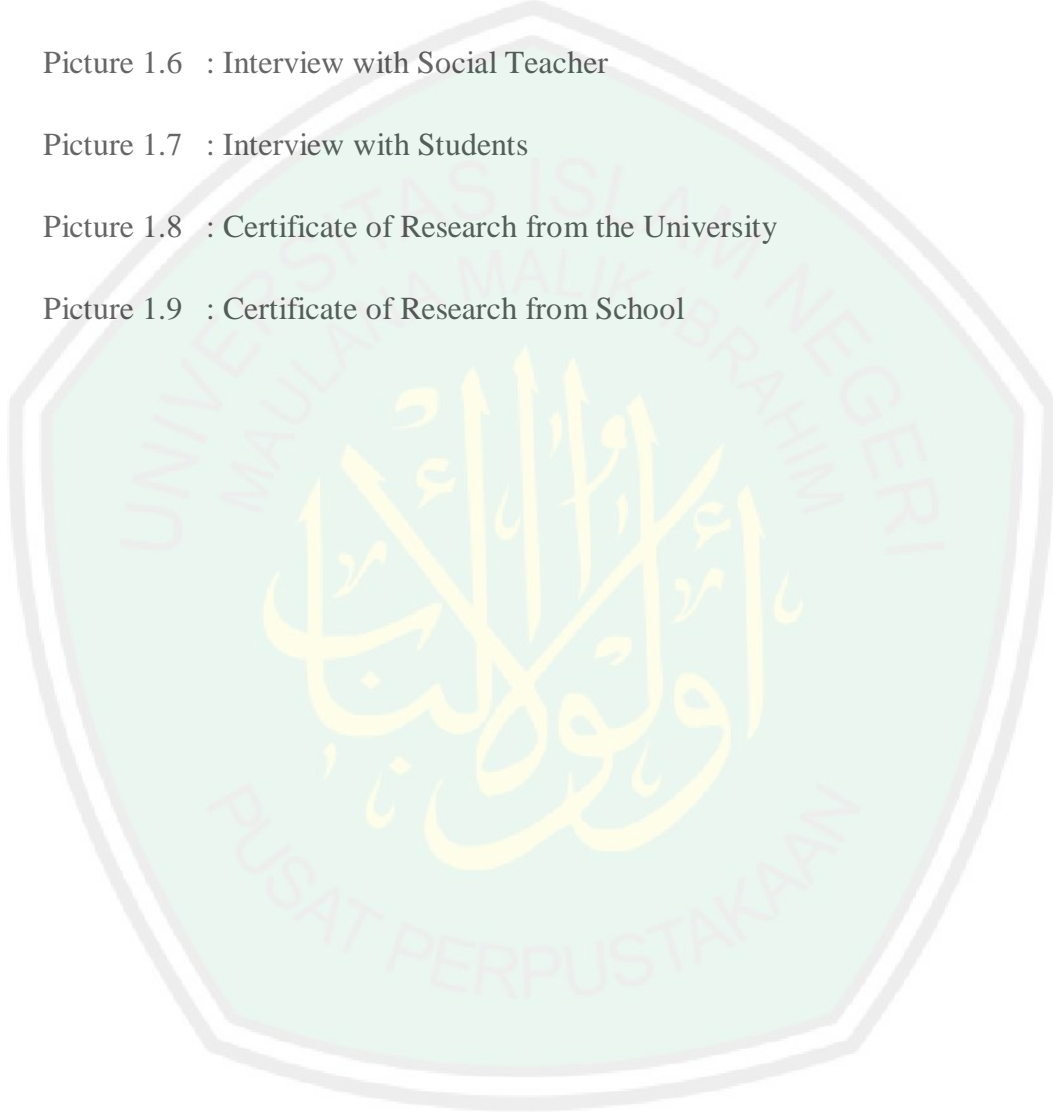
Picture 1.5 : Interview with teacher and students

Picture 1.6 : Interview with Social Teacher

Picture 1.7 : Interview with Students

Picture 1.8 : Certificate of Research from the University

Picture 1.9 : Certificate of Research from School



APPENDIC

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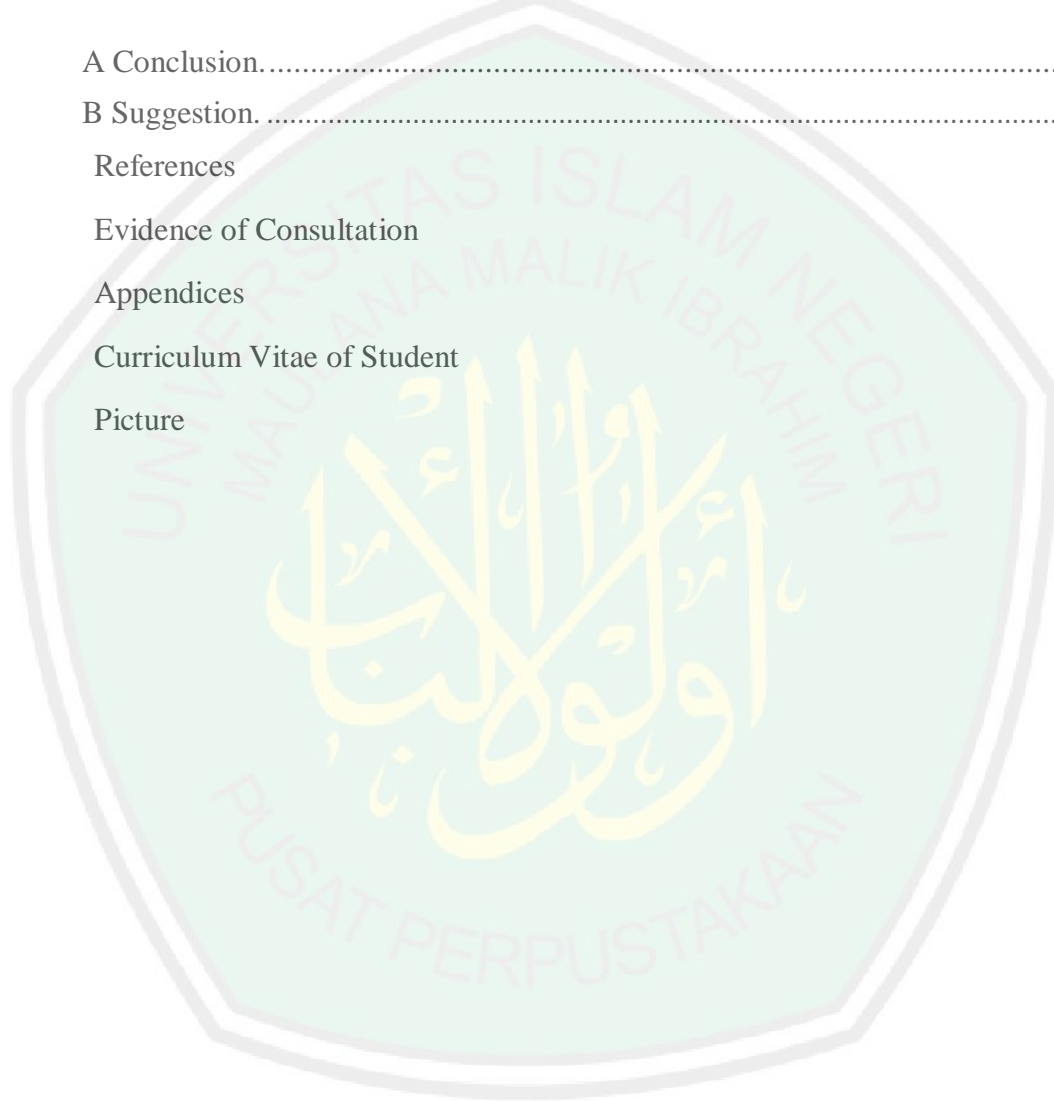
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Evidence of Consultation

Appendices

Curriculum Vitae of Student

Picture



Abstract

Bagus, Aan, Raden. 2018. The Role of Social Teacher to Develop Students' Social Attitude In 7th Grade of Junior High School 13 Malang. Thesis, Social Science Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Thesis Supervisor: Dr. Alfiana Yuli Elfianti, M.A.

Key Word: Role of IPS Teachers, social attitudes, and students

The role of IPS teachers in developing students' social attitudes is getting more excited, considering the social attitude of students from time to time have decreased. Students tend to be indifferent and disregard what is happening around them. This problem becomes the task of a teacher in improving students' social attitudes. One of them by entering social values in every learning process takes place because by including the social values in each subject matter, students are expected to apply it in the community.

This study purpose to determine 1). The role of social teachers to develop social attitudes of grade 7 students in Junior High School 13 Malang, 2). describe the supporting factors and obstacle of social teachers in developing social attitudes of students in Junior High School 13 Malang.

To achieve the above objectives, used descriptive qualitative research approach. The key instrument is the researcher himself and the data collection techniques used is observation, interview and documentation. The subjects of the study are IPS teachers, students and other teachers. Data were analyzed by reducing data, presenting data, and drawing conclusions.

The results of the study explain 1). The role of IPS teachers in developing students' social attitudes, a teacher not only as a teacher, but as a guide, intergenerational bridge, learner, counselor, creative stimulus, and an authorit, 2)The supporting and obstacle factors of Social teachers in developing students 'social attitudes are influenced by teachers' own factors, students and the environment

Abstrak

Bagus, Aan, Raden. 2018. Peran Guru IPS untuk Meningkatkan Sikap Sosial Siswa kelas 7 di SMP Negeri 13 Malang. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing Skripsi: Dr. Alfiana Yuli Elfiyanti, M.A.

Kata Kunci : Peran guru IPS, Sikap Sosial, dan Siswa.

Peran guru IPS dalam meningkatkan sikap sosial siswa semakin hari semangat berat, mengingat sikap sosial siswa dari masa ke masa mengalami penurunan. Siswa cenderung acuh dan tidak memperdulikan apa yang terjadi di sekitarnya. Permasalahan ini menjadi tugas seorang guru dalam meningkatkan sikap sosial siswa. Salah satunya dengan memasukan nilai-nilai sosial disetiap proses pembelajaran berlangsung, karena dengan memasukan nilai-nilai sosial tersebut di setiap materi pelajaran, siswa diharapkan untuk menerapkannya di masyarakat.

Penelitian ini bertujuan untuk 1) mengetahui peran guru IPS untuk meningkatkan sikap sosial siswa kelas 7 di SMP Negeri 13 Malang, 2) mendeskripsikan faktor pendukung dan penghambat guru IPS dalam meningkatkan sikap sosial siswa di SMP Negeri 13 Malang.

Untuk mencapai tujuan diatas, digunakan pendekatan penelitian kualitatif deskriptif. Instrumen kunci adalah peneliti sendiri dan teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Yang menjadi subjek penelitian adalah guru IPS, siswa dan guru lain. Data dianalisis dengan cara mereduksi data, menyajikan data, dan menarik kesimpulan.

Hasil penelitian menjelaskan tentang 1) Peran Guru IPS dalam meningkatkan sikap sosial siswa, seorang guru tidak hanya sebagai pengajar, tetapi sebagai pembimbing, jembatan antar generasi, pencari materi, konselor, stimulus kreatifitas, dan seorang otoritas, 2) Faktor pendukung dan penghambat guru IPS dalam meningkatkan sikap sosial siswa dipengaruhi oleh faktor guru, siswa dan lingkungan.

ملخص

باغوس، أن، رادين. 2018 م. دور المعلم لترقية السلوك الإجتماعية الطلاب الفصل السابع في مدرسة المتوسطة الحكومية 13 مالانج. البحث الجامعي. قسم تعليم العلوم الإجتماعي، كلية التربية والتعلم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: الدكتور الفيانا يولي الفينتي الماجسير.

الكلمات الأساسية: دور المعلم العلوم الإجتماعية، السلوك الإجتماعي، والطلاب. دور معلم العلوم الإجتماعية في ترقية المواقف الإجتماعية من الطلاب كل اليوم ثقيلة على نحو متزايد. بالنظر إلى أن المواقف الإجتماعية للطلاب من وقت لآخر قد انخفضت. يميل الطلاب الى أن يكونوا غير مباليين ويتجاهلون ما يدور حولهم. وهذه المشكلة مهمة للمعلمين في ترقية المواقف الإجتماعية الطلاب. واحد منهم يادخال قيمة القيم الإجتماعي في كل عملية التعلم، لأنه يادخال قيمة القيم الإجتماعية في كل موضوع التعلم، يتوقع من الطلاب تطبيقه في المجتمع.

أهدف من هذا البحث ليعرف دور المعلم العلوم الإجتماعية لترقية مواقف الإجتماعية الطلاب فصل السابع (7) في المدرسة الثانوية الحكومية 13 مالانج ويصف عوامل دعم وتثبيط المعلم العلوم الإجتماعية في ترقية المواقف الإجتماعية في المدرسة الثانوية الحكومية 13 مالانج.

لتحقيق الأهداف المذكورة أعلاه، تستخدم منهجية الحث وصفية نوعية. الأداة الرئيسية هي الباحثة بنفسية وتقنية جمع البيانات المستخدمة يعني معلم علوم الإجتماعية والطلاب ومعلم آخر. يتم تحليل البيانات عن طريق بتقليل البيانات وبقدم البيانات ويستنتج البيانات.

ونتايج هذا البحث يبين عن دور المعلم العلوم الإجتماعية في ترقية المواقف الإجتماعية الطلاب، المعلم ليس مدرس فقط، بل كمربي والجسور بين الأجيال وتحديد المواقف موضوعية ومستشار ودافع ابتكار وشخص ثقة. عوامل دعم و تثبيط المعلم العلوم الإجتماعية في ترقية المواقف الإجتماعية الطلاب متأثر من قبل العوامل المعلم نفسه والطلاب والبيئة

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a learning process either formal or informal activities. This objective is individual development in understanding as cognitive, affective and psychomotor aspects. Educational activities are not only done and facilitated by teacher but also by parents, families and environment.

Education today, improve learning quality both material understanding and learning methods. One of the teacher's efforts in improving learning quality is preparing in designing of class activity. In teaching learning process, teachers and students should interact one each others. Teacher is a person who leads students to be success, a hero who fights the ignorance termed for a success teacher in leading the students.

Social learning is an education in which students are taught having knowledge and sensitivity to the community surrounded, such as the relationship between man and his society. The goal of social learning in schools is to cultivate social attitudes, citizenship, morals, ideology and religion.²

Social attitude is an individual consciousness that determine real actions to behave in a certain way toward others and emphasize social rather than personal

² Soemantri, *Mengagas Pembaharuan Pendidikan IPS*, (Bandung:PT Remaja Rosdakarya,2001), hlm, 43

goals in society.³ Social attitude are significant because it grows from the interaction of society and environment around. In addition, by the existence of a good social attitude, a person can be accepted in the community caused by a good attitude socially. Therefore social attitudes should be grown and taught early because it is significant of child's survival.⁴

The attitude can grow as long as human's lived. Throughout his life, human learning is never dropped. The accommodation process, knowledge assimilation, and experience, happen throughout human life. The values grow humans' attitudes toward subjects or objects. "The growth critical period of a person's occurs at the age 12 to 30 years. Besides, if Sear's argumentation is a adopted, then the most appropriate attitude growth in Junior High School to College, after that, the attitude will grow through personal learning and experience. It is important to be understood, that in life learn more determined by the self rather than in school. However, it is incumbent for schools in fostering attitudes basically that are beneficial to the life of learners. Outside the school, attitudes will be developed by the person concerned themselves"

According to Saifuddin Anwar, "*Sikap sosial terbentuk dari adanya interaksi sosial yang dialami oleh individu*". Social attitudes have more meaning than just social contact and relationships between individuals as members of

³ Siska Difki Rufaida, *Pengembangan Sikap Sosial Siswa Menggunakan Pendekatan Pakem Pada Pembelajaran Ips Kelas V sd Negerimangiran, Kecamatan Srandakan, Kabupaten Bantul*, skripsi Program Studi Pendidikan Guru Sekolah Dasar Jurusan Pendidikan Pra Sekolah Dan Sekolah Dasar Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta Juli 2013. hlm, 13

⁴ Alam_peluang, Pengertian-sikap-sosial, <http://a-ridwank.blogspot.co.id/2011/12/sikap-sosial.html>, terakhir diakses 22 september 2017

social groups. In social contact and relationships between individuals as members of social groups. In social interaction, there is a relationship of mutual influence each other, in addition reciprocal relationship also influences the behavior patterns of individual as a member of society. Furthermore, this social interaction encompasses the relationship between the individual and the environment as well as the surrounding psychological environment.⁵

Social attitudes occurred by the factors of the relationship. The factor here is something that can affect individual and the environment. According to Saiffudin Azwar, influenced factor is *“Faktor yang mempengaruhi sikap sosial siswa adalah pengalaman pribadi, pengaruh orang lain yang dianggap penting, pengaruh kebudayaan, media masa, lembaga pendidikan dan agama, dan pengaruh faktor emosional”*.

Eagly and Chaicken state that *“sikap dapat merefleksikan sebuah fondasi yang terpenting dari awal pemikiran sosial”* in contrast Kreh and Crutchfield define that *“sikap sebagai organisasi yang bersifat menetap dari proses motivasional, emosional, preseptual dan kognitif mengenai beberapa aspek dunia individu”*.⁶

⁵ Ibid

⁶ Siska Difki Rufaida, *Pengembangan Sikap Sosial Siswa Menggunakan Pendekatan Pakem Pada Pembelajaran Ips Kelas Vbsd Negerimangiran, Kecamatan Srandakan, Kabupaten Bantul*, skripsi Program Studi Pendidikan Guru Sekolah Dasar Jurusan Pendidikan Pra Sekolah Dan Sekolah Dasar Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta Juli 2013. Hal 14

In addition, human have social attitude, but in applied in the society because, they will be accepted in the society and a good attitude is needed for a good relationship harmonically without misunderstanding each other.

Teacher's role is significant in supporting the success of students, because he is able to provide reflection to students on which it can be used to support students' successes. Indonesia is a developed country where the teacher's role in building the next generation through education, because if a country has a good education, then the country will go forward. In reality, the role of a teacher in educating the next generation of the nation is teaching a variety of lessons in which in the subject matter is inserted the values of norms so that students can practice it. The nature of a teacher in indeed teaching, the lesson, but the teacher plays a role in building a behavior and developing cognitive, affective, and psychomotor aspect so as it gives a role to students behaving in school and environment.

In this case that the role of an social education teacher to develop social attitudes within the school because in social education lessons, especially in sociology subject there is a lesson that teaches about humans in interacting with the society and this is where the role of social education teachers is needed to shape students' social attitudes. In which each lesson progresses then a teacher is entitled to enter and inculcate social attitudes so that students understand what is taught by the teacher and can be applied outside the school. Therefore it is significant that social attitudes implanted in school especially taught by social education teachers.

Teacher are professional educators with the primary to educated, teach, guide, direct, train, asses, and evaluate students in early childhood formal education, primary and secondary education⁷. Teachers have an important role in the learning process both from learning outcomes and for student success. In other words a teacher must plan learning process, which occurs interaction of teaching and learning. Teachers are not forcing the direction of student development, but guiding towards the development of each student. For that understanding, a student is a very important requirement for teachers.

Teachers must have emotional stability and have a predominance to advance students, be realistic, be honest and open, sensitive to developments, especially innovation and creative in giving their knowledge to students, this is ready mentioned and creative in giving their knowledge to students. This is already mentioned in the Al-Qur'an surah Al-A'raaf verse 159

وَمِنْ قَوْمِ مُوسَىٰ أُمَّةٌ يَهْدُونَ بِالْحَقِّ وَبِهِ يَعْدِلُونَ ﴿١٥٩﴾

It means: “and among the people of Moses there is a people who guide (with men) with (the foundation) of righteousness and with it they also exercise justice” (Al-A'raaf).⁸

⁷ Undang-undang Republik Indonesia, No 74 tahun 2008 tentang guru dan Dosen Bab I tentang ketentuan umum, pasal 1 ayat 1, (Bandung:Fokusmedia, 2009), hal.61

⁸ Al-Qur'an Terjemah, Al-Fattah 2 Muka Terjemah Tematik, (Bandung: Mikhraj Khazanah Ilmu, 2011), hlm 89.

Not just as educators and teachers, teacher should have a role as a motivator, in order to encourage his students more enthusiasm of activity and receive knowledge that has been taught. As a professional teacher, teacher must also be able to guide his students, so that they can be directed to be good quality students in the school as well as in the society. In fact, by the presence of a teacher in the school then the student can be guided to be an adult, having a good social attitude, to be applied in the society when the students have graduated from the school and can be applied in the society.

Social education teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in early childhood education as well as formal education, basic education and secondary education in the field of study or community studies (social education).⁹

The researchers found previous studies and the result of interview with a teacher at SMPN 13 Malang. Previous studies related to this research is, first Marsudi (2014), entitled "*Strategi Guru IPS dalam membentuk budi Pekerti Siswa di SDN 1 Jingglong Sutojayan Blitar*". This research focuses on how the strategy of PAI teachers in shaping the character of students, as well as the obstacles found in the execution in process forming the character of students, and the steps taken as a solution to the solution of the existing constraints. The results of the analysis of the study there are three components of education, namely:

⁹⁹⁹Suherman Aris dkk. 2008. *Pendidikan Ilmu Pengetahuan IPS (P.IPS)*. Cirebon : STAIN Press

general education, religious education, and fostering student skills. Of the three components, religious education is very important role in the effort to shape the character of students. So it can make students as graduated students who are ready with various challenges of the globalization era.

Second, a study written by Maya (2016), titled "*Peran guru IPS dalam optimalisasi pendidikan moral siswa di SMPN 2 Dau Satu Atap Kabupaten Malang*". The focus of the research is how the IPS teacher strategy in optimizing the moral education of students, and the steps taken as a solution of the constraints that is by the role of IPS teachers in the optimization of moral education students are expected to make students to be expected and beneficial many people.

Third, research written by Roifatul (2016) titled "*Peran guru IPS dalam meningkatkan sikap Nasionalisme siswa kelas VIII MTs Hidayatun Nasyin Pasrepan Pasuruan*". In this study IPS teachers become important object because they are expected to use good methods and strategies in teaching, it will create generation that is useful for the nation. At the time the teacher is explaining what material is taught by the students, this is where the role of teachers in entering nationalism attitudes that exist in the lesson is expected that students can be applied society so that students understood how to appreciate this nation.

In research conducted by researcher here, the researcher will take the object of junior high school 13 Malang. The reason that the researcher decided to do the research at the school is a very strategic location adjacent to the campus of the researcher, before doing the research, the researcher has done pre-research

activities, by identifying the problem concerning attitude behavior in junior high school 13 Malang.

Behavior of students can be known from the results of interviews with social education teachers in junior high school 13 Malang, the following explanation of Mrs. Asli, S, Pd by the rules of the school, the condition of the students here has been improved in terms of behavior. Before new rules of the school existed , there are many students who have a negative attitude such as impolite in speaking, littering, lack of awareness in using existing facilities such as scribbling tables, chairs, and so on and the most important is lack of awareness in performing social attitudes such as mutual helped with the friends, the researcher often see if there are friends who are in trouble but other friends even laugh, not help, only a few friends who help and even only best friends course. Not only that students here are less interaction with other students because of the many influences of social media or communication tools such as mobile phones or laptops that cause them to prefer to play with a communication tool than with peers. From the results of interviews conducted with social education teachers can be seen that the condition of students still require the growth of social attitudes because there are still many students who do not interact with other students, lack of awareness in helping people, more self-interest than others (individualist).

From the above data, the researcher infer that students of junior high school 13 Malang have a good social attitude who applied this in the school, in spite just a little students do not have a good social attitude. Besides, to overcome the lack of social attitudes that exist in the students, so the role of a teacher here is

very important especially social education teachers because social education teachers is one of the teachers reflect the attitude that is in the school, if the social education teachers in the school can enter and implant social attitudes on the subjects progress, social attitude that will grow in self the students are more concerned with general goals than goals for themselves.

Based on the case above, the reason of why the researcher take the social attitude is caused by the era development, its progress of modernity, makes the knowledge of globalization and modernity grow wider, by the development of machines, electronics, mind, attitude, and others. So, by the existence of social attitude, it is wished for the maximum usage of era development in the positive ways in obtain some information. Big number of rape, steal, bully, drunk and others, emphasize the urgency of the teacher's role in preventing the deviate attitude by growing up the social attitude, such as stressing the religion value, the urgency of social attitudes in the future and its risks. By the prevent role of Social Science Education teacher from negative and deviate attitudes of the students in the future, it is expected to the teacher to always take control of the students and guide them to the golden generation character.

Therefore, the researcher interested in conduction research entitled **The Role of Social Teacher to Develop Students' Social Attitude in 7th Grade of Junior High School 13 Malang.**

B. Research Question

Based on the background of the study described above, this research focuses on:

1. How is the role of social teacher to develop students' social attitude in 7th Grade of junior high school 13 Malang?
2. What is supported and obstacle factors for social teacher to develop students' social attitude in 7th Grade of junior high school 13 Malang?

C. Objective of the Study

Based on the problem of the study as followed, this research directed to

1. Analyze is the role of social teacher to develop students' social attitude in 7th Grade of junior high school 13 Malang.
2. Describe supported and obstacle factors for social teacher is the role of social teacher to develop students' social attitude in 7th Grade of junior high school 13 Malang.

D. Significant of the Study

This research has two significances, theoretically and practically. The theoretical significance is to understand about is the role of social teacher to develop students' social attitude in 7th Grade of junior high school 13 Malang. This research can be benefit and gives the contribution to the next researches in analyzing social attitude.

Practically this reaches has five significances for:

- a. Student

By this reaches the students expected to the develop social attitude and students' ability in society.

b. Teacher

1. Teacher presents social attitude to the students well, then teacher understand how to choose strategy in rising social attitude of the students exactly.
2. Teacher understands the interaction of his students especially about social attitude.
3. Teacher is easier in presenting the material logically, practically and systematically, on reaching up of teaching learning process.

c. School

By this research informed by the researcher, it gives contribution to the social teacher in rising teaching learning process.

d. Researcher

This research, will gives the impact for the researcher in understanding the role's social teacher in rising social attitude of the students, then it can be applied in society as the model for the next generation.

e. Other researcher

This research is expected to give the contribution for the next researcher in social attitude and it gives the source for next researcher.

E. Research Originality

Research origin presents different and similarity the study which is researched between previous researches. This is necessary to avoid repeating the study on the same things. So can be know what side of the differentiated between one research and previous research.

The relation between this research and previous research is, first Marsudi (2014) entitled This research focuses on how “teacher’s strategy of PAI in shaping students’ attitude SDN 1 Jinglong Sutojayan Blitar” the constraint related on the process of shaping students’ attitude and steps taken for problem solving of it. The result of this research they are three components of education, public education, religion education, advising students’ creativity. From three above, the most important in shaping students’ attitude is religion education which makes students already in facing globalization.

Second, Maya (2016), entitled “Peran guru IPS dalam optimalisasi pendidikan moral siswa di SMPN 2 Dau Satu Atap Kabupaten Malang” This research focuses on how teacher’s strategy in optimizing students’ moral education and steps taken in problem solving, any teacher’s role in optimizing students’ moral education, which is hoped that students will be a good and benefit for the society.

Third, Rofiatul (2016), entitled “Peran guru IPS dalam meningkatkan sikap Nasionalisme siswa kelas VIII MTs Hidayatun Nasyin Pasrepan Pasuruan” The important object of this research is social teacher, hoped by a good strategy in teaching learning, he will create a good impact for the nation. In presenting the material learned to students, teacher can present nationalism here which included in every material. The students hoped that they understand and apply it in society for they understand how to appreciate this nation.

Fourth, Arum (2017), entitled “Peran guru IPS dalam menumbuhkan jiwa kewirausahaan siswa kelas XII di SMK Negeri 3 Jombang”. In this research

which is conducted by researcher the role social education teacher in rising entrepreneurship soul is very important, because in learning process social education teachers should always teach how to a good way of entrepreneurship for the students in SMKN 13 Hidayatun Nasyin, because in this school students has started opening and try the new business to train the entrepreneurship soul. In here the role of social education teacher in rising entrepreneurship soul as a place to find the information or to give advice about the entrepreneurship soul, so the role of social education teacher in rising entrepreneurship soul is very important for the school. In order to create independent generation.

Fifth Ellsworth Faris, (2007), In the research Faris said social attitude one would not need to be hypercritical to find inconsistency and incompatibilities in the various definition, according Thomas for the example, define attitude as a conscious process, yet the emphasis on behavior and the ultimate expression in movement runs through them all, but it is possible to use the term attitudes as a general notion to describe the tendency to perform actions of a describable and identifiable sort.

Table 1.1 Researched between Previous Researches

No	Researcher, title, form, years of research	Similarity	Differences	Research origin
1.	<ul style="list-style-type: none"> • Marsudi • Strategi guru ips dalam membentuk budi pekerti siswa di SDN 1 jingglong Sutojayan Blitar • Thesis • 2014 	<ul style="list-style-type: none"> • Researching about formation of student attitudes • Qualitative methods 	<ul style="list-style-type: none"> • Object is primary school • Researching about Strategi guru ips dalam membentuk budi pekerti siswa 	The role of social teacher to develop students' social attitude in 7 th Grade of junior high school 13 Malang
2.	<ul style="list-style-type: none"> • Maya chairun Ni'mah • Peran guru IPS dalam optimalisasi pendidikan moral siswa di SMPN 2 Dau Satu Atap Kabupaten Malang • Thesis • 2016 	<ul style="list-style-type: none"> • Researching about the role social education teacher • Qualitative methods 	<ul style="list-style-type: none"> • Researching Moral Attitudes 	The role of social teacher to develop students' social attitude in 7 th Grade of junior high school 13 Malang

3.	<ul style="list-style-type: none"> • Rofiatul hasanah • Peran guru IPS dalam meningkatkan sikap nasionalisme siswa kelas VIII MTs Hidayatun Nasyin Pasrepan Pasuruan • Thesis • 2016 	<ul style="list-style-type: none"> • Researching about the role social education teacher • Researching about formation of students attitudes • Qualitative methods 	<ul style="list-style-type: none"> • Researching Nationalism attitude 	The role of social teacher to develop students' social attitude in 7 th Grade of junior high school 13 Malang
4.	<ul style="list-style-type: none"> • Arum Bima Azkiyah • Peran guru IPS dalam membentuk jiwa kewirausahaan siswa kelas XII di SMK Negeri 3 Jombang • Thesis • 2017 	<ul style="list-style-type: none"> • Researching about Social education Teacher • Qualitative Methods 	<ul style="list-style-type: none"> • Researching about entrepreneurship soul 	The role of social teacher to develop students' social attitude in 7 th Grade of junior high school 13 Malang
5.	<ul style="list-style-type: none"> • Robert Throop and Liold Gordon Ward (Ellsworth Faris) • The concept of Social Attitude • International Journal • 2007 	<ul style="list-style-type: none"> • Researching social attitude 	<ul style="list-style-type: none"> • Not Researching at the school or educational institutions but researching in the community 	The role of social teacher to develop students' social attitude in 7 th Grade of junior high school 13 Malang

F. Definition of Key Term

For better understanding about this research, the researcher puts several key terms:

1. Social Education Teacher : Professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in formal education.
2. Social Attitude : Individual awareness determined a real action by the step itself to other society emphasizing social goals than individual for society.

G. Systematic discussion

Systematic discussion is the arrangements of thesis's discussion in making easiest. The discussion of this research divided into three chapters. The point parts divided into six chapters by the systematic followed:

Chapter I Introduction

Chapter I contain about background, Problem of the Study, Objective of the Study, Significant of the Study, Research Originality, Definition of Key Term, Systematic discussion. In chapter I intended for provide a general overview about content overall and scope and limitation described by researchers.

Chapter II Review of literature

Chapter II contain about theory from a literature followed: Theoretical framework, content (The understanding of teacher, The function of teacher, Teacher's role, the role of social education teachers, social attitude, the role of social teacher to develop student's social attitude).

Chapter III Method of Research

Chapter III contain about approach and research design, attendance of the researcher, location of the research, source of data, Technique for collecting the data, data collection, data analysis, validity of data, and stages of the research.



CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Basis

1. Theory

a. The Understanding of Teacher

The many understanding of teacher the presented by deferent theorists, According to Zakiyah Derajat teacher is professional educator because he spends most of his time for teaching learning process which is being his responsibility implicitly.¹⁰

Teacher is professional educator by the primary duty learning, teaching, advising, evaluating, and marking the students especially in formal education.¹¹

Teacher is position or profession which is need did skills systematically. This job cannot be done by the amateur people. People who are ability in spoken cannot be termed as teacher. For being teacher people should gain formal education.

Based on Islamic perspective teacher is people who have responsibility of student's the developed potentially including affective potential, cognitive potential and psychomotoric.

As Allah SWT stated in Al-Qur'an:

¹⁰ Ainurrofiq Dawam, *Kiat menjadi Guru Profesional* (Yogyakarta: Ar-Ruzz Madia, 2008), hlm 127.

¹¹ Harsono dan Susilo Joko, *Pemberontakan Guru Menuju Peningkatan Kualitas* (Yogyakarta: Pustaka Pelajar, 2010), hlm 22.

لَقَدْ مَنَّ اللَّهُ عَلَى الْمُؤْمِنِينَ إِذْ بَعَثَ فِيهِمْ رَسُولًا مِّنْ أَنفُسِهِمْ
يَتْلُوا عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ
وَإِن كَانُوا مِن قَبْلُ لَفِي ضَلَالٍ مُّبِينٍ ﴿١٦٤﴾

It means : “Certainly did Allah confer [great] favor upon the believers when He sent among them a Messenger from themselves, reciting to them His verses and purifying them and teaching them the Book and wisdom, although they had been before in manifest error”. (Ali’Imran : 164)¹²

From ayah above, the researcher in fears that the duty of *Rosulluloh* as a teacher.

Based on the ayah above the primary’s duty of teacher are:

1. Purification

Purification is developing and taking the soul to the god. Make the self distance with the negative impact

2. Teaching Learning

Teaching Learning is giving knowledge and attitude to the heart of Moslems for realizing a good attitude

So the teacher duty in Islam is not only teaching and learning but also norm danger for the society

b. The Function of Teacher

The position of teacher in the nation is importance whatever for the nation in process developing in a modern era for the survival of society all

¹² Al-Fattah. *Al-Qur’an Terjemah 2 Muka Tematik*, (Bandung: Mikhraj Khazanah Ilmu,2011),hlm 164

alteration and transferring the value that tend to give a modern value to the live for actualizing. the self in case teacher has the important function in education

According to Adam and the Decey in basic principal of students of teaching are:¹³

1. Teacher as demonstrator

By his role as demonstrator teacher understand the material which will be learned to the students by having a good skill the students can understand what the teacher said because it determines student's learning

2. Teacher as designer

By his role as designer classroom teacher is able to design the class as educated environment and it is this aspect of school organized.

3. Teacher as mediator and facilitator

By his role as mediator and facilitator teacher should have knowledge and a good understanding about educational media. Because educational media is communication tool to affective teaching learning process

4. Teacher as evaluator

By his role as teacher should understand what is the goals that haven't gained, and what the material can be understood by the students

¹³ Edhakidam, *tugas-dan-fungsi-guru-menurut-pakar* <http://edhakidam.blogspot.co.id/2014/10/>. Diakses 23 Oktober 2017

In addition the are otter function of teacher:¹⁴

1. Planning the goals of teaching learning process
2. Organizing learning sources for the goals
3. Leading including giving motivation and stimulation to the students

In other case, the function of teacher is stated in UU NO. 14 (2005) “*Tentang Guru dan Dosen, dikatakan bahwa guru sebagai tenaga professional berfungsi untuk meningkatkan martabat dan peran sebagai agen pembelajaran yang berfungsi untuk meningkatkan mutu pendidikan*”.¹⁵

c. Teacher’s Role

In term of defining about teacher’s role, there are different opinions related from the theorists with their perspective.

Adams & Dickey state that teacher’s role as followed:¹⁶

- 1) Teacher as educator
- 2) Teacher as advisor
- 3) Teacher as scientist
- 4) Teacher as the individual

In addition, according to Imam al-Ghazali, there are five points obligated should be understood by teacher:

- 1) Teacher should give his love to the students and treats them as his child.

¹⁴ Ibid

¹⁵ <http://ibd4.wikispaces.com/file/view/ir4001BAB%2BII.pdf>. Diakses 23 Oktober 2017

¹⁶ *Wawasan Tugas Guru dan Tenaga Kependidikan* (Jakarta: Departemen Agama, 2005), hlm 71

- 2) Teacher does not expect rewards or thanking. By teaching students, teachers should intend to seek pleasure and close to *Allah*.
- 3) Every opportunity, teacher should give the advice to the students.
- 4) Teacher prevents students from a bad attitude
- 5) Teacher speaks by the language students understood.
- 6) Don't being a fanatic about the science
- 7) Presenting material clearly, means that the material does not make students confused.
- 8) Teacher should practice what he learned to students

The main teacher's job according to Imam al-Ghazali is perfecting, cleansing and purifying as well as bringing the human heart to get closer to Allah SWT.¹⁷

From the above description of the role of teachers according to these figures can be concluded that the role of teachers are as follows:

1. Teacher as a educator
2. Teacher as mentor
3. Teacher as a scientist
4. Teacher as a personal
5. Teacher as the perfect

¹⁷ Ngainun Naim, *Menjadi Guru Inspiratif* (Yogyakarta: Pustaka Pelajar, 2009), hlm 16

6. Teacher as a cleanser of the heart
7. Teacher as a purifier
8. Teacher as the bearer of the human in getting closer to Allah SWT.

d. Social Teacher's Role

Social teacher is a professional educator, by the primary duty, teaching, educating, advising and evaluating for the students about social science while formal or informal situation. Students study by their skill and social material as seeking problem by thinking. By their skill in learning the society, validity considering and data relevant, classify and define social data and its conclusion. Thus, teacher must able in applying the material, for the students understood about the social.

Other words, social teacher can be interpreted as studying of society, by studying society, teacher is able conducting material from other social perspective as teaching history, geography, economy, sociology, anthropology, politics and other material related socially.

From the description stated above, social teacher's role are:¹⁸

1. Teachers as models for students
2. Teacher as informer
3. Teacher as organizer
4. Teacher as inspiration
5. Teacher as motivators.

¹⁸ Prihartini Rita, *Pembelajaran dan peran guru IPS*, 2011, Bab V, PDF.

e. Social Attitude

Social attitude is an important issue, because the attitude will give color or style on the behavior or actions of the person concerned. One can guess how the response or behavior will be taken by the person concerned. By knowing the attitude, ones can guess how the response or behavior to be taken by the person concerned to a problem or circumstances confronted to him. Human attitude is not formed simply, but gradually formed, with the development of life. Attitudes in human life have a big role because if the attitude has been formed in man, then he will also determine his behavior in the face of a problem.

According to Sarlito Wiriawan, Attitude is a readiness of the person in conducting based society as a good¹⁹. But, based psychology's dictionary, attitude is giving positive or negative response to the people or others.²⁰

From the statements above, the researcher concludes that attitude is individual awareness in action to response the object and formed experiences. But, social is a relation of the society. So, social attitude is individual awareness to do real action and continually of the social object based on experiences.

According to Howard and Kindler said that "Attitude is reaction or response that is still closed from someone to a stimulation or object". It is also available the limitation that attitudes are an individual's tendency to

¹⁹ W. A. Gerungan, *Psikologi Sosial*, Bandung: Ereto, 1998, hlm 150

²⁰ Kertini Kartono dan Dali Gula, *kamus Psikologi*, (Bandung: Pioner Jaya, 1982), hlm. 35

respond in a special way to the stimulus that exists in the social environment.²¹

Attitude is a tendency to approach or avoid, positive or negative to various social circumstances that exist in their environment, whether it is institutions, personal, situation, ideas, concepts and so on. If observed almost all the understanding of attitudes have a common view, that attitude is a state internal or state that still exists in man. The internal state is a belief that is derived from the process of accommodation and assimilation of knowledge they get. In addition to some of the above understanding that the attitude is also influenced by the aspects of ability that became the basis of human capabilities.²²

According Kuniawati states that attitude is one aspect of human capability that is divided into three aspects of ability, namely aspects of cognitive (knowledge) aspects of effective (attitude) and the psychomotor aspect (skill)²³.

Then Breckler and Wiggins in stating that attitudes gained through experience will have a direct impact on subsequent behavior. Bandura also suggests that social cognitive theory favors a model of causation involving triadic reciprocal determinism. In this model of reciprocal causation, behavior, cognition and other personal factors and environmental influences

²¹ https://www.psych.ucsb.edu/sites/www.psych.ucsb.edu/files/.../Howard_Kendler.pdf, diakses 11 november 2017

²² Ibid

²³ <etd.repository.ugm.ac.id/.../S2-2014-325410-bibliography.pdf>, diakses 11 november 2017

all operate as interacting determinants that influence each other bidirectional.²⁴

Based on the above understanding can be concluded that what is meant by social attitude is the awareness of within the individual who influence the social environment.

According Bandura argues social attitudes is “The aspect of the potential environment that becomes the actual environment for given individuals thus depends on how they behave because of the bidirectionality of influence between behavior and environmental circumstances, people are both products and producers of their environment²⁵. They affect the nature of their experienced environment thought selection and creation of situations. People tend to select activities and associates from the vast range of possibilities in terms of their acquired preferences and competence.

From some opinions above can be concluded that attitude is an individual consciousness to act in response to objects and formed based on experiences. While social is a matter of relationship between people or groups or with the influence of people or groups between each other. So what is meant by social attitude is the awareness of the individual to act in a real and repetitive way to social objects based on experiences.

²⁴ https://www.psych.ucsb.edu/sites/www.psych.ucsb.edu/files/.../Howard_Kendler.pdf, diakses 11 november 2017

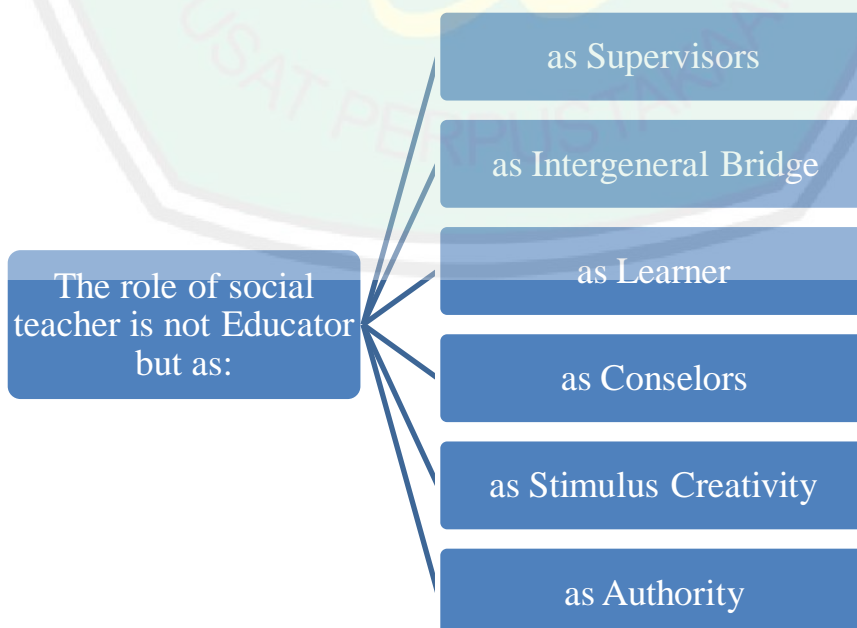
²⁵ *ibid*

f. The Role Social Teacher in developing Student's Social Attitude

The Role Social Teacher In developing Students' Social Attitude is very important, because social attitudes are one of the attitudes in which one is concerned with the public interest rather than personal interests, and in social attitudes must always exist in every student, because if the student's social attitude is good, then he will be accepted in society well too.

The role of IPS Teachers is not just as an Educator but as:

1. Social Education as Supervisors
2. Social Education as Intergenerational Bridges
3. Social Education as Learner
4. Social Education as Counselors
5. Social Education as a Stimulus Creativity
6. Social Education as an Authority



CHAPTER III

METHOD OF RESEARCH

A. Approach and Research Design

Based on the title taken by the researcher, so in this research the researcher uses qualitative research type with qualitative descriptive research approach, where this research has characteristic that lies in its object the study, that is describe about everything related The role of social teacher to develop students' social attitude in 8th Grade of junior high school 13 Malang. So in this research have a purpose to understand the phenomenon that occurs holistic and with the way descriptive in word form and language.

Boghan and Taylor define:

Qualitative research method that is research method based on post positivism philosophy, Used to examine the condition of natural object, (as opposed to experiment) where the researcher is as a key instrument, data collection technique is done by triangulation (merges), data analysis is inductive / qualitative, and qualitative research emphasize the meaning of generalization result.²⁶

The pattern of this type of research is including case study research. As Arikunto pointed out that "this case study is an intensive, detailed and in-depth study of a particular organization, institution or symptom." Judging from its territory the case study only covers a very narrow area or subject, but, in terms of

²⁶ Lexy j. Moloeng Metode Penelitian Kualitatif, (Bandung: PT Remaja Rosdakarya, 2007), hlm 4

its research nature, this case study is more profound. Therefore the outcome of this approach is limited and difficult to make general conclusions.²⁷

With this research, the research will dig deeper in research focus at class VII junior high school 13 Malang, so that will get conclusion about role of social education teacher in growing social attitude of student at Junior high school 13 Malang.

B. Attendance of the Researcher

In accordance with the type of research that researchers use that is qualitative research, then the presence of researcher is need as the main instrument, the researcher acts as the main instrument that acts as data collector, analyzer and result reporter. While the other instrument are being as only supporters, then researcher is known as the informant or the subject, because previously researcher submitted the first letter to the head of “TU” in junior high school 13 Malang. But, the role of researcher in this case is observer beside that the presence of researcher know as a researcher’s status in junior high school 13 Malang

C. Location of the Research

The researcher took the research location at junior high school 13 Malang because:

1. The school location is very affordable
2. No one has done research with the same issue in the school.
3. There is lack of student awareness in the school terms of social attitudes.

²⁷ Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta: Rineke Cipta, 2002), hlm 121.

The locations of the research at junior high school 13 Malang, which address on Gajayana Street, number 74 Malang. This location is chosen as a place of study because it is seen that the school has a good student in terms of social attitudes.

D. Source of Data

The data is very important and it is the core to uncover a problem and data is also needed to answer the problem research or fill the hypothesis that has been formulated. The data is information about a symptom to be recorded, more precisely the data, of course is the “*raison d’entre*” of the entire recording process²⁸. In doing this research the data required from two sources, such as:

1. Primary Data

The data obtained from sources, observed and recorded directly, such as: Interviewing, observing and documenting related parties, especially the principal itself as well as some other information, such as social education teacher and students.

2. Secondary Data

The data obtained from exiting data and have relationship problem investigated that includes video documentation and photo documentation.

E. Technique for collecting data

The data collection is a very important thing in scientific research. Data collection obtains a systematic and standard procedure for obtaining the necessary data. In this method, such as:

²⁸ Ahmadd Tanzeh, *Metodologi Penelitian Praktis*, (Yogyakarta: Teras, 2011), hlm. 79.

1. Observation

The method of observation is the method of collecting data by observing and recording systematically to the fact investigated.²⁹

Observation is scientific method that is interpreted as a systematic observation and recording of phenomena investigated. Implementation of observation techniques can be done in several ways. The determination and selection of such methods depends on the situation of the object to be observed:³⁰

1) Participant Observation

This method is a process of observation which is done by observer by taking part in the lives of people who will be in observation. The observer applies seriously as a member of the group to be observed and separately domiciled as observers, it is called non-participant observation, the things this need to be considered in the observation, especially participant observation such as:

- a) Recording should be done outside the knowledge of the people being observed.
- b) Observation must foster good relationship (good rapport).

2) Systematic Observation

Systematic observation is an observation that is organized by systematically determining factors that will be observed complete

²⁹ S. Margono, *Metodelogi Penelitian Pendidikan*, (Jakarta: PT Rineka Cipta, 2007), hlm 161-162

³⁰ Sutrisni Hadi, *Metodelogi Reseach II*, (Jakarta: Andi Ofset, 1991), hlm 136

with the categorization³¹. The purpose of this study is to determine the role of social education teacher to develop students' social attitude in 8th Grade of junior high school 13 Malang. From some observation technique, the researcher uses participant observation, this technique is used to collect all the data concerned.

2. Interview

The Interviewing often referred to as interviews or oral questionnaires, is a dialogue conducted by the interviewer to obtain information from the interviewees.³²

Sugiono defines the interview is a meeting of two people to exchange information and ideas through Q and A, so it can be equated meaning in a particular topic. By interviewing the meaning of the researcher, they will know things more deeply about the phenomenon that occurred.³³ Some kinds of interviews, including:³⁴

a. Structured Interviews

Structured interviews means that researcher have prepared several search instruments in the form of written question that alternative answers are prepared, with this structured interview each respondent is given the same question dean expected respondents can answer it.

³¹ http://penelitian.dan.evaluasi.pendidikan_jenis_observasi_partisipan_nonpartisipan_sistematik_nonsistematik_eksperimental_dan_noneksperimental.html. 20 oktober 2017

³² Suharsimi ariskunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), hlm 155

³³ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), hlm 233

³⁴ Ibid hlm 235

b. Semi-structured interview

Interviewing technique in execution are freer than structured interviews, where researcher in conducting interviews need to listen carefully researcher and record what was put forward by the informant. The goal is to find the problem openly, where the interviewee is asked for opinions and ideas.

Researcher uses structured interviews and semi-structured interviews with the following considerations:

- a. By the structured form, it can be prepared in such a way with the questions necessary to focus only on the subject matter issue to be studied.
- b. By the semi-structured form, it is expected to create a more familiar dialogue atmosphere and open so that the data get valid and in depth. This method is used to obtain data about how the role of social education teacher to develop students' social attitude in 7th Grade of junior high school 13 Malang. The implementation is shown to:
 - a) Social education teacher
 - b) Student 7th Grade in junior high school 13 Malang.

Table 1.2 Interviews

Informant	Question
1. Social education teacher	The question about the role of social education teacher to develop students' social attitude in 7 th Grade of junior high school 13 Malang, such as: how social attitude students in this school.
2. Students	The question about how social education teacher in this school always develop social attitude to students.

3. Documenter

Documentary method is a research method to obtain information by examining and recording existing document reports. According to Djumur and Muhammad Surya, Documentation method is a method of collecting data that has been documented in books and being listed, such as: main book, personal books, certificate and sp on³⁵. In this research, the documentation needed is about,

- a. Junior high school 13 Malang profile
- b. The role of social education teacher
- c. Student learning activities in class or outside of class during interview with social education teacher.

³⁵ Djumur, *Bimbingan dan Penyuluhan di sekolah* (Bandung: C.V Ilmu, 1975), hlm 64

F. Data Analysis

The data analysis in qualitative research, the data is obtained from various sources, using various data collection techniques and carried out continuously until the data collected and fulfilled. With this continuous observation resulted is very high data variations, it is difficult to do the analysis.

According to Bogdan and Biklen in his book book "Qualitative Research for Education: An Introduction to Theory and Methods". As Lexy J Moleong's quoted "Qualitative data analysis is an effort done by Working with data, Organizing data, Sorting data into manageable units, Searching and Finding patterns, finding what is important and what is learned, and deciding what can be told about others"³⁶. On the other hand according to Siddel as quoted by Moleong that the analysis of qualitative data the process goes such as:³⁷

1. Recording which generates field notes, it is being coded to keep the source of the data traced.
2. Collecting, sort through, classify, synthesize, create an overview and index it.
3. Thinking by way of making the data has meaning, searching and finding patterns of relationships and making general findings.

In this data analysis, researcher describes the data description about internalization of social attitudes in 8th Grade of junior high school 13 Malang. In qualitative research, data analysis is done during collecting and formulating the data such as:

³⁶ Lexy J Moleong, *op cit*, hlm 48

³⁷ *Ibid*, hlm 248

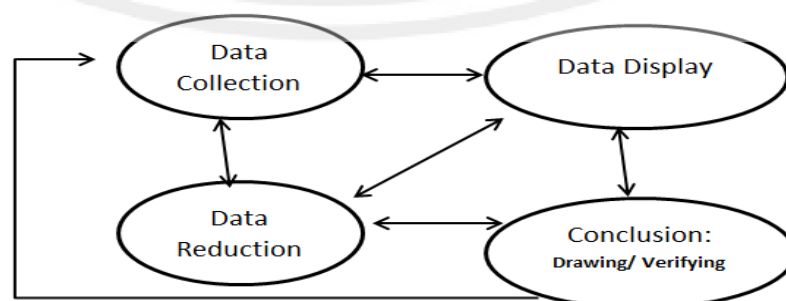
1. Analysis during data collection
2. In this stage, to facilitate the data collection, the researcher collects data from various sources. The researcher specifies the following matters:
 - a) Recording the important things related to the research, such as the condition of the school, students and class.
 - b) Directing the question focus of the research, asking question, do not deviate far from the formulation of the existing problem
 - c) Developing the question, which is developed by the existing question, that is more expanding the discussion.

According Miles and Hubberman, they label their approach ‘transcendental realism’, and their analysis has three main components:

1. Data reduction
2. Data display, and
3. Drawing and verifying conclusions.

They see these as there concurrent streams or activities, interacting throughout the analysis, as shown in figure

Table 1.3. Approach Transcendental Realism



- 1) Data reduction: data reduction occurs continually throughout the analysis, it is not something separate from the analysis, it is part of the analysis, in the early stages, it happens through coding and memoing, and associated activities such as finding themes, clusters and patterns. In the latter stages, it happens through conceptualizing and explaining, since developing and abstract concepts is also a way of reducing the data. In the need to reduce data, qualitative analysis is not different from quantitative analysis, and the parallels in conceptual structure are shown in the levels of abstraction diagram. In both quantitative and qualitative analysis, the objective of data reduction is to reduce the data without significant loss of information. In qualitative analysis, an additional important component of not losing information is not to strip the data from their context.
- 2) Data display: data displays organize, compress and assemble information. Because qualitative data are typically voluminous, bulky and dispersed, display help at all stages in the analysis. Miles and Hubberman regard displays as essential, often using the phrase “You know what you display”. They have no doubt that better displays are a major avenue to valid qualitative analysis. There are many different ways of displaying data- graphs, charts, networks, diagrams of different types (Venn diagrams, causal models, so on.)- And any way that moves the

analysis forward is appropriate. Displays are used at all stages, since they enable data to be organized and summarized, they show what stages the analysis has reached and they are the basis for further analysis. The message is clear: good qualitative analysis involves repeated and iterative displays of data. The same point is made in the grounded theory literature.

- 3) Drawing and verifying conclusions: the reasons for reducing and displaying data are to assist in drawing conclusions. While drawing conclusions logically follows reduction and display of data, in fact it takes place more or less concurrently with them. Thus possible conclusions may be noted early in the analysis, but they may be vague and ill- formed at this stages. They are held tentative pending further work, and have been analyzed. Conclusions will be in the form of propositions, and once they have been drawn, they need to be verified.

Conclusion drawing and verifying is the third part of this analysis. It involves developing propositions, and is conceptually distinct from the other stages, but again is likely to happen concurrently with them. Milles and Hubberman give a list conclusions need also to be verified, they give a second list of 13 tactics for testing and confirming findings.

This stages in the analysis is the most difficult to describe, because it typically involves a number of different processes, which may be used simultaneously rather than sequentially, and which cut across and combine with

starts from the point where ordering and integration of the previous analysis is required. After coding and memoing, there are many labels, at different levels of abstraction, and piles of memos of various kinds, coherent picture of the data. The two lists of tactics give an overview of the activities involved, and, as noted, are shown appendix 1.

These three overall components are interwoven and concurrent throughout the data analysis. The first two, data reduction and display, rest mainly on the operations of coding and memoing. In virtually all methods for the analysis of qualitative data, coding I discuss them here in general terms, and deal with them separately. In practice, they happen together and are closely related.³⁸

G. Validity of Data

The data validity, in taking data, the researcher has three stages, namely introduction, filtering, and completing the lacking data. Those three data are used to check the validity of data occurs at the stage of data filtering. Moloeng argues that “in the research is required a technique of checking the validity of data”³⁹. While obtaining the validity of the findings, it should be examined credibility by using the following techniques:

- a. Persistent observation is holding a continuous observation of the object of research in order to understanding symptoms deeply of ongoing activity in the study location. In this case, it is related to improving the quality of education.

³⁸ <http://www.scope.edu/Portals/0/progs/med/precoursereadings/IEIKeyReading8.pdf>

³⁹ Lexy, J. Moleong, *op.cit*, hlm 172

- b. Triangulation is a technique of checking the validity of power that utilizes something else beyond power for the purpose of checking or comparison data. The triangulation use in this study is the degree of confidence information obtained through different times and tools in qualitative methods. In this study, the researcher compares the exposure of information derived from social education teacher with obtain data through documentation method. It is important to do, so that the produced data in this study will be able to describe the whole about the role of social education teacher to develop students' social attitude in 7th Grade of junior high 13 Malang.

H. Stages of the Research

- a. The pre field stage

In this stage the researcher submits the title to the trustee's for approval. One in acc by guide lecture then, submitted to major social education to get the approval of lecture supervisor about this thesis exam regeneration. If proposal of respondent feasible to be submitted and already in acc by lectures, then the next is having the proposal exam.

- b. The stage of field activities

In this case the research done in the field, initially the researcher submits a letter to the faculty to receive a permission, after receiving the letter further the researcher submits a letter to the room staff TU and it has been approve, the next is researcher meets the object to be studied.

c. The stage of data analysis

The data has been collected during the analysis still raw data, means that the data needs to be analyzed and processed in order to get good and correct data into a pattern to produce a clear descriptive, detailed and systematic.



CHAPTER IV

DATA FINDINGS AND RESULT OF STUDY

A. DATA FINDINGS

1. Overview of Research Objects

Name of School	: SMP Negeri 13 Malang
Address	:Sunan Ampel II Road, Lowokwaru District, Malang City East Java.
Phone Number	: 0341-552864, 0341-577018
Type of Accreditation	: Terakreditasi "A"
Number of Classrooms	: 27 Classrooms
School Status	: Negeri
Land Area	: 11,502 m ²
Total Land area	: 3,848 m ²

The locations of the research at junior high school 13 Malang,. This location is chosen as a place of study because it is seen that the school has a good student in terms of social attitudes.

2. Brief History of Junior high school 13 Malang

Junior high school 13 Malang was originally a filial school of junior high school 1 Malang in 1983 with the aim as a school that accommodates the students of junior high school 1 Malang that exceed the target number of classes that have been provided. All teachers and staff of Academic junior High School 13 Malang origins also came from junior high school 1 Malang.

Finally in 1985 State Junior High School 13 Malang has inaugurated as a public school in the poor city of junior high school 1 Malang to junior high school 13 Malang, at that time the number of students is 120 students and students, the number of classes as much as 6 classes and lecturers as many as 10 people, Since the construction of a new school building, junior high school 13 progressed the number of students very rapidly.

Since led by Drs. H. Muhammad Nurfakih, M. Ag in 2005 a lot of progress achieved by junior high school 13 Malang. It is marked by the increasing number of employment as many as 52 people, Student achievement in academic and non academic pawn, and so on. With the increase of achievement, making State Junior High School 13 Malang accredited A and one of the favorite schools in Malang city.

3. Organizational Structure

The existence of an educational institution or schools cannot be separated from an organization contained in it. Without such a structure the school will experience the deafness in organizing and coordinating and expanding various activities and tasks so difficult to achieve the expected goals.

Likewise with junior high school 13 Malang city in carrying out school tasks required a structure that facilitate in organizing. The organizational structure of junior high school 13 Malang city is as follows:

Table 1.4 Organizational Structure

ORGANIZATIONAL STRUCTURE	
Headmaster	H. Mokhamad Syahroni, S, Pd., M.K.Pd
School Committee	Prof. Dr. H. Mulyadi M.PdI
Administration Staff	Agus Triono
Curriculum Affair	Purwaira, S, Pd.
Students Affair	Hironymus Suprianto, S, Pd.
Facilities Affair	Yaniek Asfianingsih, S, Pd.
Public Relation	Sri Utami, S, Pd.
Teacher	
Students	

4. Vision and Mission of Junior High School 13 Malang

Vision of Junior High School 13 Malang

“Superior in achievement, cultured and caring environment based on Imtaq and Iptek”.

Mission of Junior High School 13 Malang

- 1) Developing creative and innovative learning
- 2) Enhance academic achievement intensively and sustainably
- 3) Enhance the competence of educators and educational personnel in a professional manner
- 4) Conducting intensive extracurricular coaching activities
- 5) Increasing the appreciation and practice of religious and cultural values of the nation
- 6) Improving the effort of character building in the learner
- 7) Increasing the participation of all school residents in the management of a healthy school environment.

5. Infrastructure Facility

Each educational unit has the necessary facilities and infrastructure to support a sustainable and tertiary learning process. Infrastructure facilities contained in junior high school 13 this includes:

- | | |
|-----------------|---------------------------|
| 1. Library | 3. Religious Lab |
| 2. Language Lab | 4. Lab of natural science |

- | | |
|---------------------|------------------------|
| 5. Computer Lab | 8. Mosque |
| 6. Basketball Field | 9. Classroom with LCD |
| 7. Football Field | 10. Cafeteria students |

While extracurricular in junior high school 13 are:

- | | |
|------------------------------------|----------------------|
| 1. Marching Band | 8. Choir |
| 2. Martial arts | 9. Imtaq |
| 3. Scout | 10. Football |
| 4. PMR | 11. English |
| 5. KIR (Scientific Group of Youth) | 12. Chinese language |
| 6. Basketball | 13. Kulintang |
| 7. Volley Ball | 14. Modeling |
| | 15. Dance |

6. The Description of Research Implementation

The research under the title "the role of IPS teachers in developing social attitude of students in grade 7 in junior high school 13 Malang" is a study conducted in order to know the role of IPS teachers to develop social attitude of students in junior high school 13 Malang. This research is conducted in junior high school 13 Malang, begins on 27 October 2017 by delivering permission from the school.

On the first day I met the curriculum affair namely Mrs. Purwaira, S, Pd. At this meeting the researcher expressed the purpose of this research, in accordance with the title that has the power of to her, but because of limited time and she has an scheduled in a sudden, so I meet social education

teacher on directly Mrs. Asli Nurniah S, Pd. At the time I preset the steps of my research directly.

7. Funding of Research results

In this section the researcher presents the data collected from the research location through observing, documenting, and interviewing with some sources from the school, teachers and students. The data leads from the researchers data obtained is to stand on the for of the problem and the purpose of research as intended in the first part, researcher obtains is to remain on the formulation of the problem and the purpose of research as intended in the first part, so that in the presentation of the data the researcher clarifies the following sections:

a. The role of social teachers in developing social attitude of students in junior high school 13 Malang.

Teachers are very important component of education in an educational institution, for the students. If there is no teacher, the students will be very difficult to understand material and the process of learning because the teacher is a mediator to deliver material to the students. In this case social attitudes play an important role in the learning process of social studies that will or has been going on, by a good social attitude the a student will be able to socialize in society because human nature is a social creature that cannot live without help of others basically.

The role of social teachers to develop students' social attitudes is very important, since social attitudes are one of the attitudes concerned with the public interest rather than personal interests, and in social attitudes must always exist in each student, because if the student's social attitude is good, it will be accepted in society well too.

The Role of Social Teachers is not just as an educator but,

- a) Social Teachers as Supervisors
- b) Social Teachers as intergenerational bridges
- c) Social Teacher as Learner
- d) Social Teachers as Counselors
- e) Social Teacher as Stimulus Creativity
- f) Social Teacher as an Authority.

By the role of social teacher is students are expected to be able to receive learning well and apply their social attitude in society because social attitudes are needed and very important for the survival of human life itself. In relation to the research object of the researcher, namely in junior high school 13 Malang, the researcher has interviewed the social teacher that is Mrs Asli Nurniah, S, Pd.

“Peran guru IPS dalam menumbuhkan sikap sosial siswa, Kondisi siswa-siswi di sini sebenarnya sudah mengalami peningkatan dalam hal perilaku, dengan adanya peraturan-peraturan yang sudah mulai diberlakukan. Sebelum banyaknya peraturan yang diberlakukan oleh pihak sekolah, masih banyak sekali siswa maupun siswi yang memiliki sikap yang kurang baik diantaranya kurang sopan dalam berbicara, membuang sampah sembarangan, kurangnya kesadaran

dalam menggunakan fasilitas yang ada seperti mencoret-coret meja, kursi, dan sebagainya dan yang paling penting kurangnya kesadaran dalam melakukan sikap-sikap sosial seperti saling membantu antar sesama teman, ini sering saya lihat apabila ada teman yang sedang kesulitan tetapi teman yang lain malah tertawa tidak membantu, hanya beberapa teman saja yang membantu itupun hanya teman sepermainannya saja. Tetapi secara keseluruhan di sekolah ini baik dalam segi sikap sosial hanya beberapa saja yang kurang sadar dalam menerapkan sikap sosial yang sudah diajarkan oleh guru”.

From the interviewing above with Mrs. Asli Nurhani, S, Pd as a social teacher in Junior High School 13 Malang can be inferred that to develop social attitude of students must given habituation or practice directly that social attitude is very important for them respectively.

This is reinforced by the interview one of the students, is it true social teachers in junior high school 13 Malang in doing learning always develop social attitude in every learning directly, The results of the interview as followed:

“Peran seorang guru IPS dalam menumbuhkan sikap sosial siswa sangat penting, karena seorang guru selalu memberikan nilai-nilai yang sangat baik dalam setiap pembelajaran berlangsung, dimana terutama ibu asli sendiri, setiap pembelajaran berlangsung, ibu asli selalu memberikan nasihat bagaimana sih tentang bisa bertahan dimasyarakat kelak apabila kita telah lulus dari sekolah ini, ibu asli selalu mengajarkan kepada kita bahwa dimanapun kalian berada sikap sosial yang baik akan selalau diterima dimasyarakat dan akan selalu dipandang baik, apabila kita memiliki sikap sosial yang baik, karena dasarnya manusia merupakan makhluk sosial yang selalu hidup berdampingan dimanapun kita berada.⁴⁰

“Cara guru IPS disini dalam proses pembelajaran itu sama dengan guru IPS pada umumnya yam as, tetap menggunakan metode yang dapat membuat anak menjadi lebih semangat dalam menerima materi

⁴⁰ Wawancara siswa Chintya Chandra karisma selaku siswa kelas 7 di SMP negeri 13 malang.

dengan baik, dan guru IPS disini punya cara nya tersendiri agar dapat menarik siswanya untuk belajar”⁴¹

Related to this, the researcher conducts study that explores The Role of Social Teacher to Develop Students’ Social Attitude in 7th Grade of Junior High School 13 Malang as followed:

1) Social Education Teachers as Supervisors

A teacher is not only an educator but also as a mentor, because a teacher must be able to guide his or her students in order to make the student be on the right path. A teacher as a guide in learning is required to approach not only through instructional approach, but also accompanied by a personal approach in the learning process takes place. Such a personal approach will recognize and understand the students more deeply, so as to achieve optimal results. This is as the result of interview with Mrs. Asli Nurhani, S, Pd. as a social teacher in junior high school 13 Malang as followed:

“Peran seorang guru tidak hanya sebagai pendidik tetapi sebagai pembimbing karena apabila siswa tersebut dibimbing secara baik dan benar maka, siswa tersebut akan mengikuti apa yang kita bombing atau yang kita ajarkan, karena seorang siswa bisa menerapkan apakah hal ini baik atau buruk bisa dilihat dari

⁴¹ Wawancara dengan Yaniek Aspiyahningsih S, Pd selaku waka Sarpras di SMP Negeri 13 Malang tanggal 17 januari 2017

pemimpinnya, apabila pemimpinnya baik maka insyaallah siswanya juga akan meniru pemimpinnya”⁴²

From an interview with a Mrs. Asli, S, Pd. it can be concluded that an social education teacher is not only an educator but also as a leader too, If a teacher has good habits, in terms of social attitudes, then a student must follow what the teacher does. It can be reinforced by the results of interviewing with Chintya Candra Karisma as students in junior high school 13 Malang as followed:

“Seorang guru mampu membimbing kita sebagai siswa, itu agar kita dapat menerapkan apa yang sudah diajarkan oleh guru itu sendiri, seperti contoh apabila kita sedang bersama teman, terus teman kita tidak mempunyai uang untuk membeli sesuatu, maka kita sebagai teman akan membelikan teman kita ini sesuai dengan apa yang kita inginkan tetapi dalam kontenteks makanan ringan ya mas”⁴³

So the researcher can concludes that a teacher is not only as educator only, but also as a mentor, because a teacher must be able to change his character wherever he can adjust himself around.

At the time of field observation researchers, the researcher sees that it is true that a teacher in junior high school 13 Malang has guided his students to be able to make the student an ideal student, in such way as to provide information and motivation on

⁴² Wawancara dengan Asli Nurhani, S, Pd. Guru IPS SMP Negeri 13 Malang, tanggal 21 November 2017

⁴³ Wawancara Chintya Candra Karisma. Selaku siswa kelas 7 di SMP Negeri 13 Malang

matters that can generate trust self that the student is able to become a successful person.

2) Social Education Teachers as Intergenerational Bridges

Social education teacher is able to learn its usefulness for human survival. They can be said as a person who plays a role of bridging between past generations with the present generation, even preparation for the generations to come. Based on the interview with Mrs. Asli Nurhani, S, Pd. as a social teacher as followed:

“Guru IPS harus bisa menempatkan dimana dia harus menarik siswa nya agar siswa tersebut tidak bosan dalam proses pembelajaran, maksudnya kita harus kekinian dalam arti kita harus mampu menggabungkan antara kasus-kasus terkini dengan kasus yang telah lampau jadi di dalam pembelajaran itu hidup tidak bosan”⁴⁴

From the data above that has been obtained by the researcher through interviewing shows the role of social teachers as a generation bridge is very important because social teachers must existed.

To reinforce what has been said by the social teacher, researchers interviewing Chintya Candra Karisma the student 7 grade students in junior high school 13 Malang followed:

⁴⁴ Wawancara dengan Asli Nurhani, S, Pd. Guru IPS SMP Negeri 13 Malang, tanggal 21 November 2017

“iya mas, bapak/ ibu guru disini selamu mengaitkan pembelajaran IPS dengan hal yang sedang diperbincangkan di luar, sebenarnya tidak hanya dalam pelajaran IPS saja tetapi hampir semua mata, pelajaran selalu dikaitkan dengan hal yang sedang hangat diperbincangkan, karena dengan adanya topic-topik yang sangat kekinian, maka kita sebagai siswa tidak ketinggalan dalam hal seperti itu”⁴⁵.

Teacher in junior high school 13 Malang is very good in relating the past material with the material that many people are talking about and a teacher there is able to make his students very enthusiastic in the learning process, because teachers are able to make students active in the classroom by searching for information the latest with what is being discussed, therefore a teacher not only as a teacher but bridging students in order to make the students active about the news that is being discussed. Therefore the researcher looks directly at how the teacher is teaching.

3) Social Education Teacher as a Learner

Learning is an art that in which needs adjustments to environmental conditions. It takes a variety of researches, which involves a teacher. Therefore the teacher is a learner. Based on interviews by Mrs. Asli Nurhani, S, Pd. as a social education teacher in junior high school 13 Malang as followed:

“Seorang guru harus mampu memberikan materi yang akan diajarkan keesokan harinya, maka dari itu seorang guru profesional atau guru yang baik akan mencari materi apa

⁴⁵ Wawancara Chintya Candra Karisma. Selaku siswa kelas 7 di SMP Negeri 13 Malang

yang akan disampaikan keesokan harinya, dalam artian seorang guru harus belajar pada malam hari agar dapat menyampaikan materi dengan baik dan benar. Apabila seorang guru tidak mencari materi atau sebagainya maka seorang guru tersebut tidak bisa dikatakan sebagai seorang guru yang professional”⁴⁶

Researchers go directly to the field and see directly the learning process takes place. here the role of an social education teacher teacher is very important because a teacher in junior high school 13 Malang, before they do the learning, before that the teacher prepare the material that will be submitted and searching about the material to be taught by the students, therefore the researchers observe and ask the students about teacher social education in junior 13 Malang before doing the learning process, the teacher prepares the material and find the information to be submitted, the result is, yes a teacher there is very good in finding information and deliver it.

4) Social Education Teachers as Counselors

The role of a social education teacher as a counselor, a teacher is expected respond to all behavioral problems that occur in the learning process, the role of an social education teacher not only teaches about social education material, but also in teaches social values to students, Students apply it in society. In

⁴⁶ Wawancara ibu Asli Nurhani, S, Pd. Selaku guru IPS di SMP Negeri 13 Malang

accordance with the interviewing with the social education teacher

Mrs. Asli Nurhani, S, Pd. as followed:

“Seorang guru professional selain sebagai pendidik tetapi juga sebagai konselor dimana, apabila di sekolah ada masalah atau kendala yang dihadapi, maka seorang guru IPS harus bisa menyesuaikan, dan peran guru IPS sebagai konselor sangat penting, karena guru IPS terkenal dengan guru yang ramah dan mempunyai nilai sosial yang tinggi maka dari itu, saya sebagai guru IPS harus mampu menangani masalah-masalah yang ada di sekolah”⁴⁷

From interview with social education teacher, The researcher will strengthen about the argument given by Mrs. Asli S, Pd. as an social education teacher by interviewing Dewanti Puspa Cantika, as a 7th grade at junior high school 13 Malang as followed:

“Tbu atau bapak guru di sekolah ini sangat baik-baik karena setiap seorang guru mampu menyelesaikan masalahnya dengan caranya masing-masing, seperti guru IPS kalau ada salah satu dari kami yang ada masalah maka, guru IPS lah yang paling cepat atau paling baik dalam meyelesaikannya karena, guru IPS mempunyai karakter yang tidak dimiliki guru-guru yang lain. Dan guru IPS mempunyai jiwa sosial yang tinggi dibandingkan dengan guru mata pelajaran yang lainnya”⁴⁸

So the conclusion from the interviews above is that an social education teacher is a teacher who is able to handle problems different way because social education teachers are known as teachers who have a high social soul compared with teachers in

⁴⁷ Ibid

⁴⁸ ibid

general therefore an social education teacher must be a counselor for students who are having problems at school because, with teacher as a counselor then the teacher can be an example for his students.

Researchers see that in junior high school 13 Malang is in educating students very well, because at the time researchers do field observations, researchers see IPS teachers are giving direction or advice to students so that students stop playing, because in the class students play and used things that can interfere with the concentration of other students, therefore the IPS teacher is able to become a counselor for the students.

5) Social education Teachers as Stimulus Creativity

A teacher should be able to get his students interested what he or she teach. Social education teachers are required creative in developing teaching and learning process. The creativity of social education teachers is strengthened by having the ability to develop learning concepts. Based on data obtained by researcher through the observation show that the role of social education teacher as a stimulus of creativity in developing social attitude of students in Junior high school 13 Malang in the process of teaching and learning, teachers always provide different methods. Social education teachers do not always use lecture methods in the learning process, but also teachers often use other methods such as

role playing, chard short, discussion and so on. It aims to improve students' learning spirit. The results of this observation are supported by questions given to Chintya Chandra charisma as a 7th grade in State Junior High School 13 Malang, as followed:

“Kalau di dalam proses pembelajaran rata-rata guru disini menggunakan metode yang sesuai dengan kemampuan kami ya kak, tetapi lebih sering kalau pelajaran IPS ya metode atau media nya lebih kepada gambar-gambar karena kan IPS harus banyak gambar dan diskusi agar kita paham, dan di dalam pembelajaran juga harus selalu dimasukan nilai-nilai sosial, seperti dalam pembelajaran sosiologi dimana kita harus dituntu untuk bekerjasama dan saling menolong dalam hal kebaikan”.⁴⁹

From the results of the interviews the researcher have described earlier, where a teacher must be creative in presenting learning materials so that students can digest the lessons well. From the above explanation, the result of interviewing with Mrs. Asli Nurhani, S, Pd. As followed:

“Menurut saya seorang guru harus mampu memberikan metode yang baik untuk anak didiknya sesuai dengan situasi dan kondisinya seperti apa. Apabila anak tersebut di tidak cocok dengan metode yang sudah saya terapkan, maka saya tidak akan menggunakan metode itu kembali, dan tidak hanya pelajaran IPS yam as, tetapi di mata pelajaran yang lain juga nilai-nilai sosial seperti saling membantu sesama teman, saling bekerja sama dan sebagainya harus selalu diterapkan di setiap materi yang akan diajarkan agar anak tersebut bisa menerapkannya di luar kelas”.⁵⁰

⁴⁹ Wawancara Chintya Candra Karisms. Selaku siswa kelas 7 di SMP Negeri 13 Malang

⁵⁰ Wawancara ibu Asli Nurhani, S, Pd. Selaku guru IPS di SMP Negeri 13 Malang

So the conclusion of the interview of social education teacher and students can be concluded that the suitable method will give a good impact for the students, so that the student understands what is expressed by a teacher and every material that will be taught by the teacher must be contained social values for student can apply social value in society.

In the learning of teachers IPS the school is very good in terms of creativity can be seen at the time of learning, where teachers can make the atmosphere of the class come alive with the high level of creativity of an IPS teacher, the researchers see firsthand how a teacher is doing the process learning by using learning media very well.

6) Social Education Teacher as an Authority

Teachers as an authority are required teachers with their authority and experience to teach them that can give students good direction. The condition and position of the school as a reflection of the community also contributes to the learning style of a student. In other parts of the world, the current school position has become a kind of site for creating professionalism standards in all fields. In addition, professional authorities can address the identity of teachers, namely book readers as well as learners for their students. The authorization of authority for a teacher can be a doctor who has diagnosed the disease without knowledge of the

theory of the disease. So a teacher should be able to make his students better, because if the student can succeed, the teacher is proud of what has been given to the student. Based on the data obtained by researchers through interviews show the role of social education teachers as the authority in develop the social attitude of students Dewanti Puspa Cantika 7th grade in junior high school 13 Malang as followed:

"iya seorang guru seharusnya mempunyai otoritas tentang apa yang sudah diberikan kepadanya, seperti seorang guru harus mampu memprioritaskan pekerjaan di sekolah daripada pekerjaan lain, karena otoritasnya seperti itu, kalau di sekolah ini iya semua guru punya otoritasnya masing-masing dan bekerja sesuai dengan apa yang di sudah menjadi hak nya"⁵¹

researchers see directly for a teacher IPS capable of performing his authority as a teacher, because indeed in the lesson social science education has been taught how to become a leader, and more concerned with public interests rather than individual interests because the nature of individualism is not good then the researchers see how a teacher is able to do that.

B. Supported and obstacle factors for social teacher to develop students' social attitude in 7th Grade of junior high school 13 Malang

The role of social education teacher is to improve the social attitude of students do not separated from the supported and

⁵¹ Wawancara Dewanti Puspa Cantika siswa kelas 7 SMP Negeri 13 Malang.

obstacles factors, because with the existence of these two factors, the role of a teacher can be done well and not implemented, then the researcher will explain the factors supporters and obstacles social education teachers in develop attitude social students.

The first supporting factor is the teacher's personality, because the person of a teacher is a reflection of a student's attitude, if a teacher becomes a good model for a student, the student can see and imitate what the teacher has done and if the teacher gives a bad example then the students will imitate it too. Based on the results of interviews conducted by researcher to Mrs. Asli Nurhani, S, Pd. as a social education teacher at junior high school 13 Malang,

“Faktor yang paling utama adalah seorang guru itu sendiri ya mas, karena seorang guru merupakan panutan atau contoh dalam sebuah lembaga sekolah, selain kepala sekolah tentunya. Seorang guru harus memberikan contoh yang baik terutama di dalam menerapkan nilai-nilai sosial di masyarakat itu seperti apa dan bagaimana caranya agar siswa tersebut bisa melihat dan menerapkan nilai-nilai sosial itu di masyarakat”⁵²

The second supporting factor is student. Students are one of the determinants of student success in the learning process. If a student does not want to follow the advice or material given by the teacher, the student becomes an obstacle factor and vice versa if the student obedient and willing to run what is given by the

⁵² Wawancara ibu Asli Nurhani, S, Pd. Selaku guru IPS di SMP Negeri 13 Malang

teacher, the students become a supporting factor in the success of a teacher in educating their students. The following interview result of Mrs. Asli Nurhani, S, Pd. ss a social education teacher in junior high school 13 Malang.

“Siswa merupakan faktor pendukung selanjutnya, karena keberhasilan seorang guru tanpa adanya siswa itu mustahil, siswa merupakan faktor yang sangat penting, seorang siswa bisa sukses karena seorang guru yang sabar dan baik dalam menghadapi karakter siswa yang berbeda-beda, apabila siswa di dalam proses pembelajaran itu malas dan sebagainya itu wajar karena siswa kelas 7 kan, masih dalam proses membangun jati diri menuju yang lebih baik lagi, maka dari itu kita sebagai guru harus pintar-pintar dalam mengemas dan menanamkan nilai-nilai sosial agar siswa tersebut bisa mempunyai nilai sosial yang baik”⁵³

From the interviews above in the conclusion of students is a supporting factor that determines the success of a teacher because teachers without students are impossible. A student can be a good person, because the teacher is patient and good in the process of developing social values.

The last supporting factor is the environment. The environment can come from within and outside. The inner environment comes from families and the environment comes from outside is the school environment, the environment where playing and so on. The following interview with Mrs. Asli Nurhani S, Pd. ss a social education teacher in junior high school 13 Malang.

⁵³ ibid

“Lingkungan merupakan salah satu faktor yang dapat mendukung dan menghambat, karena lingkungan yang baik dapat menjadikan faktor pendukung dan sebaliknya. Lingkungan yang baik dapat menjadikan seorang siswa menjadi lebih baik, apabila seorang guru di sekolah mampu menanamkan nilai-nilai sosial dengan baik, apabila siswa tersebut berada di dalam lingkungan yang baik, maka seorang siswa dengan sangat mudah menerapkan nilai-nilai sosial di lingkungan tersebut, karena lingkungan itu mendukung siswa untuk menerapkan nilai-nilai sosial”⁵⁴

From the results of interviews that the environment is factors that can support and hinder the learning process takes place, in the context of develop social values, if the environment is good, the values can be done well without any obstacles and vice versa if the environment is bad, social values are difficult to implement.

The first obstacle factor of social education teachers in develop social attitudes is the teachers themselves, because a teacher who is unable to make the teaching profession as a noble profession will fall by itself because the teacher considers the task of a teacher just teaching and assigning tasks, no more. The following interview is Mrs. Asli Nurhani S, Pd. As an social education teacher in Junior High School 13 Malang.

“Sama seperti pendukung tadi ya mas, bahwa faktor penghambat itu bisa berasal dari guru itu sendiri, karena seorang guru yang tidak mampu mengajarkan dengan telaten sikap-sikap sosial yang berada di masyarakat akan menjadi faktor penghambat guru itu sendiri, tidak hanya menghambat guru itu sendiri, tetapi menghambat siswa juga, karena guru yang hanya mementingkan kepentingan pribadi dan tidak

⁵⁴ ibid

mementingkan kepentingan sekolah dan siswanya akan menjadi dampak yang kurang baik bagi guru dan siswanya”⁵⁵

The second Obstacle factor is the students, the same can affect the success of an social education teacher in applying and teaching social attitudes to the students themselves, student can be a supporting factor and inhibiting factors if the supporting factor then the student can make any material or lessons learned in school material social values and apply them in the community if the inhibiting factors that is student feel themselves the smartest and can then be difficult to apply social attitudes in society. The following interview with Mrs Asli Nurhani S, Pd. As an social education teacher in junior high school 13 Malang.

“Siswa menjadi faktor penghambat karena siswa kelas 7 merupakan dimana masa transisi dari anak-anak ke remaja dan disitu mental dan sikap mereka belum bisa mengendalikan dengan baik, maka dari itu sebaiknya seorang guru dapat memasukan sikap sosial secara bertahap agar siswa tidak merasa terbebani dengan apa yang telah diberikan di sekolah. Siswa kelas 7 itu wajar kalau dia tidak mau mengikuti apa yang diberikan di sekolah, karena masa transisi tersebut”⁵⁶

The last obstacle factor is the environment. A good environment can make a student be good as well because the environment can affect what he sees. If the environment is bad then interview with Mrs. Asli Nurhani S, Pd. As a social education teacher in Junior high school 13 Malang.

⁵⁵ ibid

⁵⁶ ibid

“Lingkungan merupakan salah satu wadah atau tempat seorang anak berkembang sesuai dengan apa yang dilihatnya, apabila di lingkungan tersebut seorang siswa tinggal dan berada di lingkungan yang baik, maka siswa tersebut akan menjadi baik dan sebaliknya, jika siswa tersebut tinggal dan berada di lingkungan yang buruk maka siswa tersebut akan menjadi buruk, apabila seorang guru telah mengajarkan dan mendidik siswa supaya menanamkan sikap sosial di masyarakat, tetapi siswa tersebut tidak mendapatkan dukungan dari lingkungannya maka lingkungan tersebut akan menjadi faktor penghambat seorang guru dalam menumbuhkan sikap sosial”⁵⁷

from the interview with the teacher then, it can be concluded that the environment is the result of cultural mixing where within the environment, there are various kinds of activities from positive and negative activities, but in this context, the researchers describe the negative environment because a negative environment can break the moral of a child because of the environment, so a child can be damaged because of the environment that has encouraged the child to do good, because his environmental factors can greatly affect the behavior of a child, therefore the bad environment should soon abandoned if not abandoned will have a negative impact on the child's development in the future.

⁵⁷ ibid

CHAPTER V

DISCUSSION

A. The Role of Social Teacher to Develop Students' Social Attitude in 7th Grade of Junior High School 13 Malang

The role of a teacher is actually to educate and guide students from not knowing to be know, from not accustomed to do good become accustomed to do good, and can change student's thinking become more open. But role of social education teacher do not always educate and teach the values that exist in society but social education teachers also include professional educators with the main task, namely social education Teachers as Supervisors, as Intergenerational Bridges, as Learner, as Counselor, as a Stimulus of Creativity, and as an Authority.

By the role of social education teachers to develop social attitudes of students in state Junior High School 13 Malang, Social education teachers must also be able to guide their students to be accepted in the community and can socialize with the crowd. By the role of social education teachers, students are trained and given stimulus in every day of the ongoing lesson, then a student can apply what has been taught by the social studies teacher in the school, and the social education teacher hopes the students can apply well in the community.

In every learning process students using to use skills and tools of social studies, such as looking for evidence by scientific thinking. Skills learn the data in the community such as socializing with the community. Students learn to using the skills to seek information that has something to do with the community.

Thus social education teachers can be interpreted with "review or study of the community". In studying the community, teachers can conduct studies from various social perspectives, such as studies through teaching history, geography, economics, sociology, anthropology, politics-governance and aspects that include social attitudes in society to achieve learning objectives.

The role of social education teachers to cultivate students' social attitudes is very important, since social attitudes are one of the attitudes in which one is concerned with the public interest rather than personal interests, and in social attitudes must always exist in every student, because if the student's social attitude is good, will be accepted in society well too.

The role of a social education teacher is not only as an educator but as:

a) The Role of social education Teachers as Supervisors

Teacher is a respected person and profession in Indonesian society. In olden times the same today, the society's view of teachers has shifted due to the many western cultures that enter Indonesia but also the profession of teachers is still considered honorable and noble in the face of society because the teacher is one of supporting the success of a student. It is the teacher who created the smart people of this world. Therefore, teachers have a position and a very strategic role in the national development of education, especially in an effort to educate the nation.

Social education teachers are one of the teachers who have a good social attitude among teachers in other subjects, because a social education teacher must have a high social spirit that can be transmitted to his students in school. And a social education teacher should be able to guide his students for the better, in this

case guiding in the context of social attitudes. Where a teacher must be able to guide his or her students to be better in any case, in the learning process a teacher must be able to guide students to gain new knowledge or get transfer of knowledge that has been given by a teacher.

Social education teacher is expected to be able to provide assistance to students in problem solving they are experiencing in terms of learning, but in the process of learning a teacher still include social values, because social values is one of the most important aspects of character education. If the social values are input into each learning process, the student is expected to imply these values into society. As an example of helping fellow friends and providing assistance to the needy is one example of social attitudes.

In this case, not only students must apply social attitudes in society, but a teacher must be able to apply also in everyday life. If a social education teacher implements social attitudes in everyday life, then a teacher can already be said as a professional teacher.

Social education teacher teachers try to guide students in order to discover their potentials, to guide students in achieving and executing their developmental tasks so that students can develop as independent and productive individuals. Each student has different characteristics, there is no two individuals are alike although physically there may be similarities, but also in the thinking of each person is different. The 7th of junior high school are an emerging individual, their development certainly not the same as the others. That difference is what requires a social education teacher should play role as a guide.

The relationship of teachers and students is like a farmer with his plants. A farmer cannot force the plants to bear fruit by pulling stems or leaves. The plant will bear fruit if it has the potential to bear fruit and has reached to time to bear fruit. The job of a farmer is to keep the plant grow perfectly, not exposed to diseases that can cause unfruitful plants or not well developed. Just as with a student, the student can grow and develop into a person according to his interests and talents. The task of a teacher is to keep and guide his students so that students grow according to their potential, interests and talents. So the essence of social education teacher's role as a mentor is to lie in the interpersonal relationship between the teacher and the student who is mentored.

b) The role of Social education teachers as a bridge between generations

Social education teachers are able to learn the utility for human survival. Social education teachers can be said as a role of bridging between the generations of the past and the present generation, even preparation for the future. A teacher translates past experiences into meaningful lives for students. In this case a teacher must be able to relate the past life with the present or future life in accordance with the development of his time.

The task of social education teachers is to translate valuable policies and experiences into modern terms or languages that students will accept. As a bridge between generations, teachers must become educated individuals. Social education teachers are identical to the number of knowledge related to the past, so in this case, in the process of learning a teacher can relate between things that are

discussed by many people (current) with the subjects to be taught. So a student can know about the things that are being discussed hotly, no less information.

Social education teacher should always apply this way, students do not get bored with the old methods or ways. If the teacher has included past experiences or past stories associated with the present then the students will not be bored to accept the lesson, because of this sophisticated era, students' thinking has started to open with the amount of information gained through technological sophistication. Not only students who have to look for information that is being discussed, but also a teacher must be able to see information outside so as not to lose with students. If a teacher always updates with the latest information, then what the students are talking about will understand and here is the bridging process between generations.

Teachers are the main source in the learning process, where teachers should have new ideas in developing the learning process, because the more information that goes into the learning, with the teacher as a between the past generation and the present generation, teachers can enter the information while the present as a way of attracting the attention of students, such as the example of social education teachers provide material about the history of Indonesia, where the teacher explains in accordance with the circumstances of what it used to be, and after described in accordance with historical facts in the past, this is where the role of social education teachers can relate to the present, such as providing examples that can make students think creatively by connecting between the two topics.

The essence of the teacher as a bridge between generations is that teachers must be able to relate between what is being discussed (current) with past generations, with the process of learning like this then, a teacher should be able to find as much information as possible so as not to lag behind information.

c) Social Education Teachers as Learner

School is one place to seek knowledge as much as possible. The school has the goal of printing a powerful, creative and able to answer the challenges of the times. All that can only be achieved if the education and components that are in it have a superior quality. One of the most important components is the teacher. Teachers are someone who can change students' mindset for the better.

Learning is an art, which in its implementation requires adjustments to environmental conditions. For that it takes a variety of research, which involves a teacher. A good teacher will provide information corresponding with the development of science and technology. In addition to a number of lesson materials for each subject that has been programmed in the curriculum. Good and effective information is required from a teacher.

Teachers should seek information in accordance with the epoch of the times. A teacher must be able to be a good informer and effective that students are not wrong in capturing information. Especially, a social education teacher must be able to become a key in the success of a student, IPS teachers must teacher the material with as much as possible so that at the time of the learning process students get information in accordance with the times.

Social education teachers should encourage their students to seek material or information as much as possible from wherever it is because with the development of a sophisticated era, information is available wherever we are because of the sophistication technology and information, with the role of social education teachers as searchers, then a teacher should direct students to find according to their needs. Not only students who have to seek information with as much as possible, but also a social education teacher must be able to master the technology and information in order to find the information well and correctly. If a teacher cannot teach the technology well, then a teacher cannot find the information because with the existence of advanced technology, information not only get through the book alone, but can be obtained through social media, electronic, internet and so forth.

Therefore a social education teacher must be able to master the media in accordance with the times, in order to access information easily. If the teacher can master the media well, then the teacher can convey the information well to his students, and expected students can understand with what is explained by the teacher.

The role of social education teacher as a seeker is one of the most difficult roles in the past, because what the teacher said, the students only accept it, the book is only one of the media in the past, because the lack of technology and information is very sophisticated. The role of teachers as seekers is very important in the past because of the limitations of technology and information, but today we can see that, a student can find information or get information not only from

intermediary teachers but also with the technology. They can access whatever they are looking for via the internet. With the existence of technology and information like this, the role of teacher as a seeker can be helped by the ease with the development of the times.

d) Social Education Teachers as Counselors

The role of an social education teacher as a counselor is a teacher is expected to respond to all behavioral problems that occur in the learning process, therefore the role of an social education teacher not only teaches about social education materials, but in entering social values into students, students apply it in society.

The role of teachers as counselors is that teachers are expected to be able to respond to any problems, behaviors that occur in the learning process, therefore social education teachers are prepared in order to help students solve problems that arise between students and family, friends and so on. Not only help in internal problems alone, but also the role of social education teacher as a counselor is able to gain expertise in fostering human relations and can prepare to communicate and cooperate with various people.

Ultimately, the teacher will need a sense of himself, be it motivation, hope, prejudice or desire. All the things we have done for students will affect the ability of teachers in dealing with other people, especially students.

Social education teachers are one of the most reliable teachers in the school, because social education teachers can teacher social related materials, with provisions such as the social values contained in them, the role of social education

teachers in addition to teaching in schools. Social education teachers can be relied upon as teachers who can handle student-related problems, using their own way. Social education Teachers are able to handle problems such as students fighting and so on using the way to Social education, how to use mediation or a unique way because social education teachers are known to teachers who have a high social psyche compared with teachers in general.

The role of social teacher teachers as counselors cannot be doubted, because of social teacher teachers apply what they have gained on campus during college, with the provision that has been obtained, and then of social teachers can apply it at school as well as in the community. Not only in the school and community environment, but if a teacher has a high social spirit, then the teacher will be accepted in society because the social soul will always be used in everyday life.

Counselors are synonymous with counseling teachers because they have skills they have learned before, but also with the skill, most counseling teachers do not know how to socialize with students. With of social teacher teacher in a school of social teacher teachers can become one of the counselors for students because of social teacher teachers also have skills that are not different from the counseling teachers. In the subject of social studies all the values that exist in the community will be taught by the teacher, therefore values like social soul, polite values, so on. should be applied wherever located, if we have a high social attitude, then we will be an example for anyone, especially in the school environment is students.

e) Social Education Teachers as Stimulus Creativity

Social Education teachers are required to develop creative teaching and learning process. The creativity of social education teachers is strengthened by having the ability to develop learning concepts. Social education teachers should be able to get their students interested in what they will teach. In a creative way, then a student will more easily grasp the knowledge that will be taught by a teacher. By using methods or ways that can attract students' attention, not only are they interested in learning but faster in remembering lessons because they are happy in learning, not depressed, this is where the role of a teacher as a creative stimulus is being tested.

The role of an social education teacher can be seen, if in the learning process takes place, his students cannot capture the material well again, with the existing creativity in the social education teacher, then in the learning process can be seen that a creative teacher can change the classroom atmosphere reignited in the learning process, not just using lecture and discussion methods that the students found boring, but also a creative teacher could use methods that might inspire students' learning spirit. Not only learning methods that are very important to improve the quality of student learning, methods appropriate to students will make the learning process in the classroom varied so that with some questions from students and teachers in the classroom bringing the atmosphere of learning becomes more innovative.

Not only must the methods of teachers in the classroom, but some other supporting instruments also play an active role in improving the standardization of

teaching and learning in the classroom. So with the variety of methods and how to make the teaching and learning process is not bored. The process of teaching in a variety of classes will make students and teachers are not saturated so that the teaching and learning process will run perfectly. Teachers will be easy in explaining and providing materials, students are also easy in capturing the lessons well.

Combining several methods into one will make a positive impact for students, especially for students who are difficult in receiving the lessons well, with a creative teacher, then in the learning process takes place, all students can receive well the material will be taught by the teacher. Therefore, creative teachers will be easy to socialize with their students because creative teachers will make all the students quickly catch on about what will be given by a teacher.

In the process of teaching and learning, teachers have a duty to encourage, provide student learning facilities to achieve goals. The teacher has the responsibility to see everything that happens in the classroom to help foster the students' social attitudes. The characteristics of creative teachers those are able to connect something new with the old, able to express new relationships, Able turning the classroom atmosphere to be more interesting in the learning process and make students easier to receive class lessons in accordance with the conditions of learners. Teachers do not only explain it but rather to students' understanding by giving students questions, as well as providing examples that occur in the present. The more creative the teacher, the more will be loved by the

students, because creative teachers have their own car to be able to master the class in the learning process.

f) Social education Teachers as an Authority

Teaching is one of the main tasks of a teacher, with this task. a teacher must be able to take advantage of the authority already given to him. Teaching successfully means having to actively engage students to learn. Both go together, no one precedes between teaching and learning, because each has a role that influences one with the other. The success of a teaching is determined by the activity of learners in learning, as well as the success of learners in learning is also determined by the role of social education teacher as an authority.

The condition and position of the school as a reflection of the community also contributes to the teaching and learning styles of teachers and students. In addition, many schools have the ability to manage them, which is marked by the progress of students in finding information and applying it in society. With so many students starting to apply the values gained in school, the school can print students who can compete in the community.

Self managing will be effective if the professional authority of a teacher is also upheld, because the authority assumes the learning process is an intellectual discipline that puts development into a good container. In other words, if it has authority, teachers will be easily recognizable quickly and easily and the authority given to the teacher, an IPS teacher must be able to use the authority well because the authority of a teacher is in the interest of the school than any other interest, If a teacher is able to do this, a teacher can be relied upon by schools, and in dealing

with students, teachers must understand what kind of authority, because good professional authority can show the identity of the teacher itself, that is as a learner for his students.

B. Supported and Obstacle Factors for Social Teacher to Develop Students' Social Attitude in 7th of Junior High School 13 Malang

The success of a teacher in giving a good impact to the students cannot possibly be done well without the support of various parties based on the results of interviews and observations found several supporting factors and inhibitors in the success of a teacher in order to play a maximum role in shaping the character of students.

The first supporting factor affecting the role of social education teachers in improving students' social attitudes is derived from the person of the social education teacher. Teachers must perform their duties as teachers and educators by indicating what it does are as if helping students to become successful people.

The second factor, besides the factor of the teacher is the student. By understanding the nature and character of students well, then a teacher can recognize a student, if the student is implementing or applying what has been taught by the teacher, the role of a teacher to improve social attitudes is successful, but vice versa, If the rest are not can apply what a teacher has taught, then the teacher's role will failed. Therefore, between students and teachers are related to each other for good cooperation. If the cooperation works well, the students and teachers are equally successful in the learning process. Students

succeed because of applying social attitudes in society and the teacher succeeds because it has taught students about the importance of social value.

The third supporting factor is the environment, because the environment is one of the factors that can make the student good or bad. If the student environment is good, then the student will imitate the environment and can apply the social values taught by the social studies teacher in the school, but if the environment around the bad, students, will follow the social attitude that is in his environment because affected by the environment, the student will find it difficult to apply the social values that have been taught.

Some of the factors mentioned above show that factors such as teachers themselves, students and the environment are the strongest supporting factors, that the role of social attitude teachers to improve students' social attitudes is not only influential teachers, but the environment also influences the process.

Not only support factors that can affect a teacher in develop students' social attitudes but also there is a factor obstacle the role of social education teachers to develop social attitudes of 7th students in junior high school 13 Malang.

The first factor is the teacher itself, because the teacher is one example or role model that can be an example for their students, if the teacher is good, then the student will make the teacher as role model or example for their daily life, because the biggest factor in the development students not only from the family environment that can affect students life, but the school environment that affects many students because many students get a lot of lessons not only from the family

but from school, So if the teacher patiently and diligently teaches students that social value is important then the student will follow it.

But the fact now, the number of elements who can tarnish the image of a teacher who caused smeared name of a teacher is the teacher does not have a high social life, does not want to patiently teach the students, the work of a teacher is only a priority, not attach importance to student interests many teachers are limited to teaching and assigning tasks, not wholeheartedly teaching their students social values, Therefore the science given by teachers will not be accepted and not practiced by the students because the teacher himself cannot wholeheartedly teach his students.

The second factor is the students, just like the supporting factor, the student can also be an inhibiting factor in the effort of a teacher to improve the social attitude of the students, because not all students do not want to follow what has been taught by the teacher, therefore the role of a teacher is a factor the greatest to achieve success, If the teacher has the maximum and wholeheartedly teaches students that social value is very important, but the students do not want to follow and apply it in society, then the error does not come from the teacher, but from the student, why not follow what has been instructed by the teacher.

The last factor is the environment. The environment is one of the character-formers of a child, if the child lives in a good environment, then the child will be a good child, but if the child lives in a damaged or bad environment, then the child will follow the environment. Therefore if a teacher has taught the importance of social attitudes, not heard by the student, researcher can see from the side of the

environment, and then the environment can change everything in a short time, therefore as a good person, we must avoid environments that can self-destruct ourselves. If students have been taught by the teacher about social values and not applied in the community. Then the environment can affect the student.



CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. The Role of Social Teacher to Develop Students' Social Attitude in 7th Grade of Junior High School 13 Malang

The role of social education teachers to develop students' social attitudes of 7th students in Junior High School 13 Malang, not only as teaching and educating but the role of Social education teachers as follows:

a. Social Education Teachers as Supervisors

Social education Teachers guide and guide students in development with clear, giving steps and directions that match the purpose of education.

b. Social Education Teachers as an Intergenerational Bridge

Social Education teacher must be able to link past life with present or future life according to the times.

c. Social Education Teacher as a Learner

Social Education teachers should be able to find the material and information with as much as possible in order to provide the latest information in accordance with the times.

d. Social education Teacher as Counselor

Social education teachers should be able to advise and solve student problems using their own way.

e. Social Education teacher as stimulus creativity

Social education teacher are able to use methods and learning strategies in accordance with the ability of learners.

f. Social Education Teachers as an Authority.

As a teacher who has the authority as a teacher, IPS teachers must emphasize school interests and common interests in order to become role models for their students.

2. Supported and Obstacle Factors for Social Teacher to Develop Students' Social Attitude in 7th Grade of Junior High School 13 Malang

Supported same with obstacle factors for social teacher to develop students' social attitude are as follows: Teacher Factor, Student Factor, Environmental factor

B. Suggestions

1. for School

The role of IPS teachers to improve students' social attitudes will not work if done unilaterally. So this effort must be done in cooperation between the principal and staff in policy making in the implementation of the program.

So that the goal to realize the social attitude.

2. for Teacher

Teachers must play an active role in fostering students' social attitudes, because social attitudes are one of the most beneficial attitudes to society.

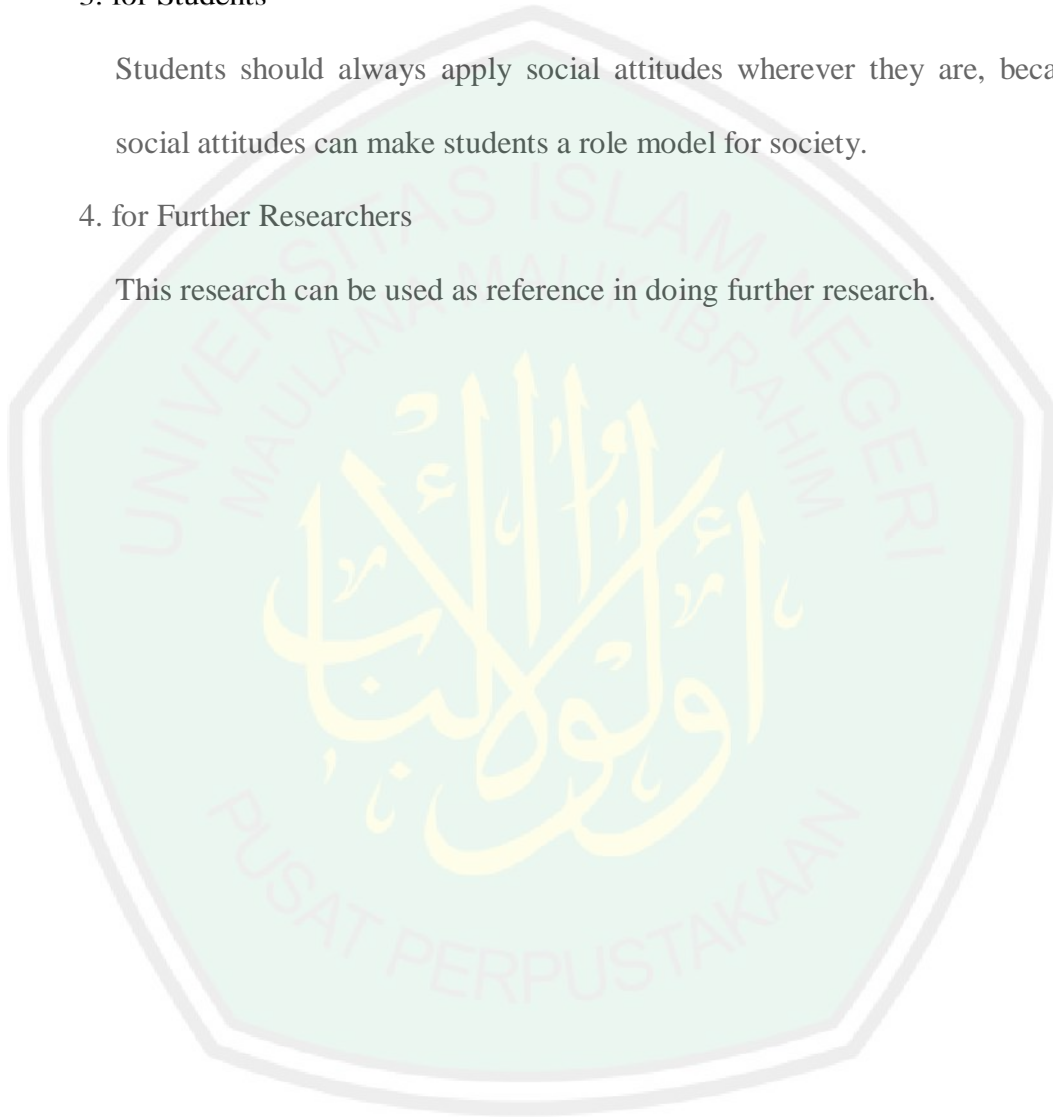
Teachers must be able to direct their students to be people with high social attitudes and a teacher should be a role model for his students.

3. for Students

Students should always apply social attitudes wherever they are, because social attitudes can make students a role model for society.

4. for Further Researchers

This research can be used as reference in doing further research.



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INTERVIEW GUIDELINES

Social Education Teacher

1. Bagaimana menurut ibu, Peran seorang guru IPS dalam menumbuhkan sikap sosial siswa?
2. Apakah disetiap proses pembelajaran di masukan nilai-nilai sosial?
3. Bagaimana cara ibu untuk meningkatkan sikap sosial siswa agar siswa mau menerapkan sikap sosial siswa?
4. Bagaimana menurut ibu peran guru IPS sebagai pembimbing?
5. Bagaimana menurut ibu peran guru IPS sebagai jembatan antar generasi?
6. Bagaimana menurut ibu peran guru IPS sebagai pencari materi?
7. Bagaimana menurut ibu peran guru IPS sebagai konselor?
8. Bagaimana menurut ibu peran guru IPS sebagai stimulus kreatifitas?
9. Bagaimana menurut ibu peran guru IPS sebagai seorang otoritas?
10. Apakah faktor pendukung dan pendorong guru IPS dalam meningkatkan sikap sosial di sekolah?

Students 7th

1. Apakah bapak/ibu di sekolah ini selalu memasukan nilai-nilai sosial di setiap pembelajaran berlangsung?
2. Bagaimana menurut anda tentang peran guru IPS sebagai pembimbing?
3. Bagaimana menurut anda tentang peran guru IPS sebagai jembatan antar generasi?
4. Bagaimana menurut anda tentang peran guru IPS sebagai pencari materi?
5. Bagaimana menurut anda tentang peran guru IPS sebagai konselor?
6. Bagaimana menurut anda tentang peran guru IPS sebagai stimulus kreatifitas?
7. Bagaimana menurut anda tentang peran guru IPS sebagai seorang otoritas?

Other Teachers

1. Apakah guru IPS disekolah ini selalu memasukan nilai-nilai sosial disetiap proses pembelajarn berlangsung?
2. Bagaimana cara guru IPS dalam meningkatkan sikap sosial siswa di sekolah ini?
3. Apakah faktor pendukung dan pendorong guru dalam menumbuhkan sikap sosial di sekolah?



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No	Date of Consultation	Consultation Material	Signature
1	22 March 2018	Consultation Chapter 4	
2	29 March 2018	Revised Chapter 4	
3	6 April 2018	Consultation Chapter 5	
4	20 April 2018	Revised Chapter 5	
5	26 April 2018	Consultation Chapter 6	
6	27 April 2018	Revised Chapter 6	
7	30 April 2018	Consultation Chapter 1,2,3,4,5,6	

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Lampiran : -
Hal : Izin Penelitian

Kepada
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di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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Lama Penelitian : April 2018 sampai dengan Mei 2018

diberikan izin untuk melakukan penelitian di SMPN 13 Malang.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



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<p>Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.</p>		
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PICTURE

Picture 1.5 Interview with Teacher and students



Picture 1.6 Interviews with Social Teacher



Picture 1.7 Interview with students

