

**THE ROLE OF SOCIAL STUDIES TEACHERS TO BUILD THE
STUDENT'S SOSIAL SENSITIVITY IN MTS RAUDLATUL ULUM
GONDANGLEGI MALANG**

THESIS

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**SOCIAL SCIENCE EDUCATION DEPARTMENT
TARBIYAH TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

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**THE ROLE OF SOCIAL STUDIES TEACHERS TO BUILD THE
STUDENT'S SOCIAL SENSITIVITY IN MTS RAUDLATUL ULUM
GONDANGLEGI MALANG**

To Present *Skripsi* of Undergraduate Program (S-1) of Social Education Program

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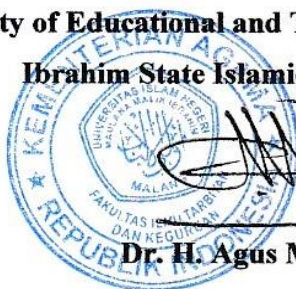
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DEDICATION

Thanks to Allah PBUH, the Lord who make me possible to finish my thesis with All His Miracle that make everything valuable for me. Shalawat and Salam also always be given to Rasulullah PBUH as the best paragon who deliver us from Jahiliyah period to lightness

I dedicate my thesis to:

My beloved father and mother (Mas'ud & Izzah) my sister Haddudah and my little nephew Labib who give me praying, loving, and supporting to finish up this thesis.

To All my teachers and lecturers who always teach me sincerely and guiding me. My classmate in ICP (E class) who accompany me during my study with the sense of belonging, I am so glad to having you in my life.

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Thank you for wonderful experiences that we trough together.

May Allah PBUH give all of you happiness. *Ameen*

MOTTO

بدون الأحلام لن نصل لشيء

بدون الحب لن نشعر بشيء

بدون الله نحن لا شيء

(ابن القيم الجوزية)

Without Dreams, we will not achieve anything.

Without Love, we cannot feel anything.

Without Allah, we are nothing.

(Ibn Qoyyim Al Jauziyah)

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Malang, December 2017



Yayuk Sururil I. N
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PREFACE

All praise and thanks be to Allah SWT is simply, the essence of which has given grace and bestow a variety of favors and gift, especially to the author, so that it can complete the writing of a thesis entitled "The role of Social Studies Teachers to Build the Student's Social Sensitivity in MTs Rauldatul Ulum Gondanglegi Malang" as well. Shalawat and greetings hopefully always expressed to our Apostle, Prophet Muhammad PBUH, as well as to all the families, the friends, as well as the people he end of this age.

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Finally the research hopes that this thesis will be usefull for them and for the readers. This constructive criticism and also the suggestion are expected from the readers.

Malang, December 2017

Yayuk Sururil I. N



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. Long Vocal

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphthongs Vocal

أُ = Aw

أَيَّ = Ay

أُو = û

إَيَّ = î

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ABSTRACT

Sururil, Yayuk, I. N. 2018. The Role of Social Studies Teachers to Build the Students Social Sensitivity in Mts Raudlatul Ulum Gondanglegi Malang, Skripsi, Social Science Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim Malang State Islamic University, Malang. Advisor: Dr. H. Nur Ali, M. Pd

Key Words: Teacher's Role, Social Sensitivity

In this era, society in nowadays have many problems, especially in the present era, society today faced many problems, especially the decline of social sensitivity, especially the youth of the nation. The decline in social sensitivity is marked by the development of technology, it not only brings positive values, but also negative values such as decreased awareness to understand each other, help each other and the style of socializing and awareness to help each other against the needy. Therefore, in an effort to improve the social sensitivity of the role of teachers here is needed in building the social sensitivity of students from an early age so that reflected in everyday life. For that reason, the writer intends to discuss the role of social studies teachers to build the student's social sensitivity in MTs Raudlatul Ulum Gondanglegi Malang.

The purpose of this research is to know about the role of social studies teachers in grade VIII students MTs Raudlatul Ulum Gondanglegi Malang, and the social sensitivity of students conducted daily in the school environment.

This research used descriptive qualitative method. In gaining the data, observation, interview and documentation become instruments. In addition, the data analyzed qualitatively.

The result of the research shows that the social sensitivity attitude of VIII (eight class) students in MTs Raudlatul Ulum Gondanglegi Malang is the attitude of realizing that they cannot live alone, associate with many people as much as possible, pay attention and improve the way of talking, engage in social activities, empathy, pro-social, viewing and acting. While the result that the teachers already building the social sensitivity of students as follows, positive impact on students because students began to respond quickly, students are accustomed to using subtle language, there is no gap between students, students do social work in the neighborhood around the school.

مستخلص البحث

يايوك سوروريل، 2018. دور مدرّس العلم الاجتماعي في تشكيل الإحساس الاجتماعية لتلاميذ الصف الثامن بمدرسة روضة العلوم المتوسطة الإسلامية جوندانج ليجي مالانج. البحث الجامعي. قسم التربية العلوم الاجتماعية كلية العلوم التربوية والتدريس. الجامعة الإسلامية الحكومية مولانا مالك إبراهيم بمالانج. الدكتور الحاج نور علي الماجستير.

المصطلحات الأساسية: دور مدرّس، الإحساس الاجتماعية
بمرور الزمن المتقدم يوجّه المجتمع بكثير من المشكلة خصوصاً هبوط إحساس الاجتماعية فالأولى الشباب خلف الأمة. هذا هبوط إحساس الاجتماعية له علامة بنموّ تكنولوجي، له أثر الإيجاب و السالبة، مثل هبوط الوعي لفهم كل الناس، لمساعدة كل الناس، و خطير نمط الاجتماعية. فلذلك في محاولة ترقية الإحساس الاجتماعية يحتاج دور مدرّس العلم الاجتماعي في تشكيل الإحساس الاجتماعية لتلاميذ في وقت مبكر فتعكس في الحياة اليومية. لذلك حاولت الباحثة بهذا البحث دور مدرّس العلم الاجتماعي في تشكيل الإحساس الاجتماعية لتلاميذ الصف الثامن بمدرسة روضة العلوم المتوسطة الإسلامية جوندانج ليجي مالانج.

وأما أهداف هذا البحث : الحصول على معرفة دور مدرّس العلم الاجتماعي لتلاميذ الصف الثامن بمدرسة روضة العلوم المتوسطة الإسلامية جوندانج ليجي مالانج و بناء الإحساس الاجتماعية في أعمال اليومية في البيئة المدرسية.
تستخدم الباحثة منهج نوعي. جمع البيانات باستخدام أسلوب الملاحظة والمقابلات والوثائق. ثم تجمعها وتنظيمها وذلك للرد على صياغة المشكلة وضعت للباحثة.

وأظهرت النتائج أن بناء الإحساس الاجتماعية لتلاميذ الصف الثامن بمدرسة روضة العلوم المتوسطة الإسلامية جوندانج ليجي مالانج هو ادراك لا يستطيع أن يعيس وحده، مخالطة مع كثير من الناس، اهتم و احسن طريقة التحدث، والاختلات مع المجتمع في أعمال الاجتماعية. نتيجة دور المدرّس العلم الاجتماعي في تشكيل الإحساس الاجتماعية لتلاميذ هو التلاميذ سريعة للرد، التلاميذ يعتاد أن يستخدم لغة الجيدة، لا توجد فجوة بين التلاميذ، التلاميذ يعمل خدمات الاجتماعية في البيئة المدرسية

ABSTRAK

Sururil, Yayuk, I. N. 2018 Peran Guru Ilmu Pengetahuan Sosial (IPS) Dalam Membangun Kepekaan Sosial Siswa di MTs Raudlatul Ulum Gondanglegi Malang, Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Nur Ali, M. Pd.

Kata Kunci: Peran guru, kepekaan sosial

Seiring berkembangnya zaman, masyarakat saat ini banyak dihadapkan oleh masalah terutama menurunnya kepekaan sosial, terutama para pemuda penerus bangsa. Menurunnya kepekaan sosial ini di tandai dengan perkembangan teknologi, hal ini tidak hanya membawa nilai-nilai positif tapi juga nilai negative seperti menurunnya kesadaran untuk saling memahami, saling membantu serta berubahnya gaya bergaul serta kesadaran untuk saling membantu terhadap orang yang membutuhkan. Oleh karena itu, dalam upaya meningkatkan kepekaan sosial peran guru disini sangat dibutuhkan dalam membangun kepekaan sosial siswa sejak dini sehingga tercermin dalam kehidupan sehari-hari. Karena alasan itu maka, maka penulis bermaksud membahas peran guru IPS dalam membangun kepekaan sosial siswa kelas VIII (delapan) di MTs Raudlatul Ulum Gondanglegi Malang.

Tujuan dilakukannya penelitian ini adalah untuk mengetahui tentang peran guru IPS pada siswa kelas VIII MTs Raudlatul Ulum Gondanglegi Malang, dan bentuk kepekaan sosial siswa yang dilakukan sehari-hari di lingkungan sekolah.

Jenis penelitian yang peneliti gunakan adalah deskriptif kualitatif, metode pengumpulan data yang dilakukan melalui tahapan observasi, wawancara, dokumentasi, yang berkaitan dengan objek penelitian. Kemudian langkah terakhir dalam analisis data, penulis menggunakan analisis data kualitatif.

Hasil penelitian menunjukkan bahwa, bentuk sikap kepekaan sosial siswa kelas VIII di MTs Raudlatul Ulum Gondanglegi Malang yaitu, sikap menyadari bahwa tidak bisa hidup sendiri, bergaul dengan banyak orang sebanyak-banyaknya, memperhatikan dan memperbaiki cara bicara, terlibat dalam kegiatan sosial, berempati, berperilaku pro-sosial, melihat dan bertindak. Sedangkan hasil dari peran guru dalam membangun kepekaan sosial siswa sebagai berikut, berdampak positif terhadap siswa karena siswa mulai cepat tanggap, siswa terbiasa menggunakan bahasa yang halus, tidak ada celah pemisah antar siswa, siswa melakukan bakti sosial di lingkungan sekitar sekolah.

CHAPTER I

INTRODUCTION

A. Background of Problems

Education is a lifelong need. It is written in the Law of National Education System no. 20/2003 on national education system (Act on National Education System) in Article 4 paragraph (2) stipulates that "education is organized as a systematic entity with an open and multi-meaning system" and in paragraph (3) it stipulates that "education is organized as a cultural process And the empowerment of learners that lasts for life ".¹ Education has an important role, so education must be really directed to produce quality human beings and able to compete, in addition to possessing noble character and good morals.² Trianto explain that education is closely associated with the national purpose, he stated that:

Education that is able to answer the national goal is education that is able to support future development, education that is able to develop the potential of learners so that they are able to face and solve the problems facing life and education that can touch the potential of conscience and the competence of learners.³

It is clear that a good education is an education that not only prepares students for a profession or a position, but the students should be prepared to solve the problems it faces in everyday life.

¹Undang-undang No 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Pasal 4, Ayat 3

²Zuchdi, Damiyati dkk, *Model pendidikan karakter "terintegrasi dalam pembelajaran dan pengembangan kultur sekolah"* (Yogyakarta: CV Multi Persindo, 2003), page. 64

³ Trianto, *Model Pembelajaran Terpadu: konsep strategi, dan implementasinya dalam kurikulum tingkat satuan pendidikan* (Jakarta: Bumi Aksara, 2010), pg. 45

Instigation or encouragement of Islam so that Muslims dominate Sciences, among others, described in Surah Al-Mujadalah verse 11, which reads:⁴

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ
 اللَّهُ لَكُمْ وَإِذَا قِيلَ ائْزُورُوا فَانْزُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ
 أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

It means:

O ye who believe if ye are told unto you, "in the midst of the assembly", then it is clear that Allah will give you the space. And when it says: "Stand ye," then stand, Allah will exalt those who believe among you and those who are given knowledge of some degree. And Allah is well acquainted with what you do. (QS Al-Mujadalah: 11).

In another verse also mentioned about the virtue of studying that reads:

شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُوا الْعِلْمِ قَائِمًا بِالْقِسْطِ ۚ لَا
 إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ ﴿١٨﴾

It means:

God declares that there is no God but He (who deserves to be worshiped), who upholds justice. The Angels and the wise men [188] (also declared such). There is no God but He (the righteous), the Mighty, the Wise. (Q: S: Al-Imron: 18)

⁴ Qur'an in word Indonesia

Teachers are also a dominant factor in learning activities. The role of teachers in learning activities is very big influence on the behavior and attitude of students, to be able to change the behavior and attitudes of students in accordance with the expected, it needs a professional teacher, the teacher is able to use all components of education, so that learning activities are well processed.⁵

Professional teachers are teachers who are able to use all components of education so that learning activities are well processed. A teacher has a big responsibility in teaching and learning process, therefore teachers must be able to provide motivation to students because motivation is one factor that can affect the success or failure of all student activities in learning. Therefore, activity will be easier to do if he has a stimulus or encouragement.

In the Indonesian dictionary explained that the role is something that becomes part of someone who has a position in a society. In social science also explained that the role is a function that is brought against someone who has a position, which the person is entitled to play the function. as well as a teacher who has an important position in society with a role as a person who provides science to students.

In another sense, the role of the teacher is the action or behavior that a person has in providing knowledge to the students, and someone will perform its role when they are exercising their rights and obligations.

⁵ Daryanto, *Petunjuk Praktek Menajar*, (Bandung: Bina Karya, 1981), page.1

In today's era of globalization, we can not escape from global life. The wave of globalization brings not only positive values, but also the danger of division. Samuel P. Huntington predicted a clash between civilizations. This collision is allegedly caused by several factors, namely political, social, cultural, economic, racial and religious.⁶

Teenagers delinquency is getting bigger. Brawl action, free sex, crime and even the use of drugs increased. According to the Indonesian Demographic Health Survey (IDHS 2007), the number of adolescents in Indonesia reaches 30% of the population, so about 1.2 million people. This of course can be a great asset if teenagers can show a positive self potential but otherwise would be a disaster if the teenager showed negative behavior even to get involved in juvenile delinquency. The current condition can be described as premarital sex, unwanted pregnancy, adolescence, and HIV / AIDS. There are 1283 cases of which 70% are adolescents.⁷

Therefore, in anticipating teenagers delinquency in Malang Satpol-PP (Satuan Polisi Pamong Praja) conducting operations against students who missed the school, the results showed seven teenagers consisting of students and street children were caught raiding while skipping school. The result of sweeping by Satpol-PP team in Malang was also based on the report of the resident who began to fret with the act of the students who missed the school.⁸

⁶Sitti Mania, *Lentera Pendidikan* vol. 13 (Makassar: UIN Alauddin Makassar, 2010), hal. 78

⁷ Artikel Fenomena Kenakalan Remaja from **Bkkbn** Published on 2011

⁸ Berita PEMKOT Malang Published on 2017

Looking at the phenomenon, Indonesian education must be sensitive to globalization. The wave of democracy according to the recognition of differences in Indonesia consisting of many tribes, religions. So the search for an alternative form of absolute education is needed, that is, a form of education that seeks to preserve the culture of a society and move it to the next generation, inculcates values, instills friendship between students of diverse ethnicity, race and religion, develops mutual understanding. Therefore, the teacher is one component in the teaching process that plays a role in the effort of the formation of potential human resources in the field of development.

Teachers must play an active role and place their positions as professionals. In accordance with the demands of a thriving society. Every teacher is responsible for bringing the students to a certain maturity or standard of maturity.

Social science learning is learning where students are taught to have knowledge and sensitivity to the surrounding community environment, such as the relationship between humans with their environment and environment with the community. Where students grow and are faced with various social problems that exist.

As an ethics student becomes the focus of community life because of the behavioral procedure in dealing with a problem, it is necessary to study ethics, sensitivity, criticism and so on, not only taught by the family or the community but also taught on the scope of educational institutions,

as in MTs Raudlatul Ulum Gondanglegi, the role of teachers here not only provide teaching through the material alone, but outside the class also describes the example in everyday life outside the classroom. Teachers can provide learning about the social sensitivity that exists in the environment, such as when outside the classroom teachers teach how to respect, help each other against the elderly, friends and care for each other.

Based on the context of the above understanding, it is necessary to do research in terms of various aspects and for this research is seen from the sensitivity of students with the title "The Role of Social Studies Teachers to build the student's social sensitivity in Mts Raudlatul Ulum Gondanglegi"

B. Research Focus

From the above explanation, can be described some research focus that can be identified as follows:

1. What are the role of social studies teachers in building social sensitivity of grade VIII students in MTs Raudlatul Ulum Gondanglegi Malang?
2. What are the result of social sensitivity of students that already building by the teachers of grade VIII students in MTs Raudlatul Ulum Gondanglegi Malang?

C. Purpose Of Research

The objectives in this study are as follows:

1. To know the role of social studies teachers in building social sensitivity of grade VIII students in MTs Raudlatul Ulum Gondanglegi Malang.
2. To know the result of social sensitivity of students that already building by the teachers of grade VIII students in MTs Raudlatul Ulum Gondanglegi Malang.

D. Research Benefit

From the result of this study are expected to provide benefits seen from two sides, namely the theoritical benefits and practical benefits:

1. From the theoretical side, the result of this research are expected to broaden the knowledge of the role social studiess teachers to build social sensitivity of students in Madrasah.
2. From the practical side, the result of this research can give the benefits for:
 - a. For teacher

In order for teachers easier in instilling and building social sensitivity values to students and can produce a sensitive nation's successor to the social and the environment.

- b. For the institution

As an informer about the learning outcomes conducted by social science education teachers, as well as consideration for the institution

to provide policy to teachers in the process of delivering social science materials.

c. For the development of science

As a scientific contribution in the study of education to improve social sensitivity or Akhlaqul Karimah so as to produce students of quality and character.

d. For writers

For writers, can add insight into knowledge and experience of the influence of moral values. As well as information to make them good students.

E. Scope of Problem

To avoid misunderstandings and deviations of direction in the discussion of research, it is necessary to limit the research so that the discussion is more focused on the role of teachers in building social sensitivity of students in madrasah Raudlatul Ulum Gondanglegi in class VIII. In this case, the researcher took the focus of research on teachers and students.

F. Originality of Research

Previous research related to this research is a study written by Sitti Mania entitled Implementation of Multicultural education in learning which have similarity in terms of its only implementation, the same research method that is qualitative research method. While the difference

is in terms of research locations and subjects used. In the previous study used multicultural learning. And the previous form of research is a journal.

In the second previous study titled Impact of Facebook Usage on Social Sensitivity of Learners at SMP Negeri 1 Demak written by Dwi Indah Mustiko Ningrum. The similarities in this research are both doing research in the field of social sensitivity. But the difference is in the research location, the object of research and in this study examines the impact. Previous research is a thesis from a student majoring in Politics and Citizenship at Semarang State University.

In the previous third study entitled Implementation of Multicultural Learning Models in Elementary Schools in the Special Province of Jogjakarta written by Farida Hanum and Sisca Romadonna. The research is equally conducting research in the field of implementation only. While the difference is in the object of study, research location and subjects discussed differently. The approach of this research is research and development (R & D).

Table 1.1 List of the originality research related on social sensitivity of student

No.	Research	Equality	Differential	Originality
1.	Sitti Mania, 2010. Implementation of Multicultural Education in learning.	Implementation of the multi-cultural education subjects.	Location of research, subject.	The role of social studies teacher
2.	Dwi Indah Mustiko Ningrum, 2015. The Impact of Facebook Usage on Social Sensitivity of	Research in the field of social sensitivity.	Research location, research object.	Te role of social studies teacher to build social sensitivity in

	Learners at SMP Negeri 1 Demak.			the student environment.
3.	Farida Ahnum, dan Sisca Rahmadonna, 2009. Implementation of multi-cultural learning model in elementary school in Yogyakarta Special Province.	Focus research on implementation.	Research approach, object of study, subjects discussed.	Focus on the social sensitivity of students that teacher as a role to build social sensitivity.

Definition of Key Term

The definition of the term in this study is intended to avoid misunderstanding in understanding the limitations described in this study so that the sentence is easy to understand, including:

1. The role of social science teacher

Any actions that teachers do in an effort to build students' social sensitivities and guide students to be motivated in social activities in their environment.

2. Social sensitivity

Social sensitivity is a quick response to something happening in the environment. Responsive to helping and caring to the others. More active to help each others.

G. Systematic of Discussion

Systematic discussion is a systematic and structured discussion of the subjects studied by the researcher. Systematics of the discussion provides an initial explanation about the stages of what will be discussed

by researchers from the beginning of research to the end of the presentation of research results.

Broadly speaking, the researchers describe the systematic discussion in the study of this proposal as follows:

CHAPTER I Introduction

This chapter includes research backgrounds, research focus, research objectives, problem limits, research benefits, originality of research, definitions of terms, and systematic research.

CHAPTER II Literature Review

This chapter of the researcher divides the theoretical exposure of the theory into three parts:

1. The understanding of role
2. The role of teacher
 - a. The understanding of teacher
 - b. Teachers role
 - c. The role of social science teachers
 - d. Teacher motivation
3. Social sensitivity
 - a. Understanding social sensitivity
 - b. Building social sensitivity
 - c. Various kinds of social sensitivity
 - d. Indicators in social sensitivity

CHAPTER III research Methodology.

The research methodology includes the stage and the way researchers conduct research to obtain data from valid and reliable data sources. Research methodology includes approach and type of research, researcher attendance, research location, data and data sources, data collection techniques, data analysis, and research procedures.

CHAPTER VI Data Finding

It is contains explanation of data and research result.

CHAPTER V Discussion

This chapter contains about research discussion results that answered the problem of research.

CHAPTER VI Closing

This chapter is the last part of the thesis contain conclusions and suggestion.

CHAPTER II

LITERATURE REVIEW

A. The understanding of role

Role is the dynamic process of position or status. When a person exercises his rights and obligations in accordance with his position, he carries out a role. The difference between position and role is for the benefit of science. Both can not be separated because one depends on the other.⁹

According to Levinson, the role includes three things:

1. Roles include norms associated with a person's position or place in society. The role in this sense is the set of rules that guide a person in social life.
2. The role is a concept of what can be done by individuals in society as an organization.
3. The role can also be said to be an important individual behavior for the social structure of society.

B. The role of social science teachers

1. The understanding of teacher

In terms of elaborating on the understanding of teachers many put forward by some figures from their respective point of view. According to Zakiyah Drajat, the teacher is a professional educator, because he has emphatically volunteered to accept and bear some of the responsibilities of education that shouldered by parents.¹⁰

⁹ Soejono Soekanto, *Sosiologi Suatu Pengantar*, (Jakarta: Rajawali Pers. Jakarta, 2009), pg. 213

¹⁰ Ainurrofiq Dawan, *Kiat Guru Profesional* (Yogyakarta: Ar-Ruzz Media, 2008), page. 127

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education, formal education, basic education, and secondary education.¹¹

The educator is the person responsible for the implementation of education with the target learners. Learners run their education in three environments namely family environment, school environment, and community environment. Therefore, responsible for the educational environment are parents, teachers, leaders of learning programs, training, and community / organization.¹²

2. The role of teacher

In terms of outlining the role of the teacher there are several opinions of various characters with their respective perspectives. Adam and Dicley stated that the role of teachers is as follows:¹³

1. Teachers as teachers.
2. Teachers as mentors.
3. Teachers as scientists.
4. Teacher as a person.

According to Imam Al-Ghazali, there is an obligation that must be considered by an educator that is:

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

¹² Umar tirtaraharja, dan La, Sulo. *Pengantar Pendidikan*. (Jakarta: PT. Rineka Cipta: 2008), page. 54

¹³ Wawasan Tugas Guru dan tenaga Kependidikan (Jakarta: Departemen Agama, 2005), pg. 71.

- 1) Have to put affection on the students, and treat them like child's own treatment.
- 2) Do not expect any kind of reward or thank you. Carry out teaching tasks to seek Ridho and get closer to God.
- 3) Provide advice to students on any occasion.
- 4) Prevent students from a bad Akhlaq.
- 5) Talking with students in accordance with their language and abilities.
- 6) Do not hate the students about other branches of science (not fanatic in the field of study).
- 7) To underage children, clear and appropriate explanations are given to them, and there is no need to mention the secrets contained in and behind something, so as not to make the mind uneasy.
- 8) The educator must practice his knowledge, and do not differ his words and deeds.

While the main task of the teacher, according to Imam Al-Ghazali is perfecting, cleaning and bringing the human heart to get closer to Allah SWT.¹⁴

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

1. Teachers as pursuers

¹⁴ Ngainun Naim, *Menjadi Guru Inspiratif* (Yogyakarta: Pustaka Pelajar, 2009), pg. 16

2. Teachers as mentors
3. Teacher as scientist
4. Teacher as a person
5. Master as the perfect
6. Master as a cleanser of the heart
8. Master as the bearer of the human heart to get closer to Allah SWT.

3. The role of social science teacher

The role of the teacher of Social Science is to form a human development based on Pancasila and to form a healthy human body and spirit. Having knowledge and skills, can develop creativity and responsibility, can nurture democratic attitude and full of responsibility, can develop high intelligence and accompanied by noble character, loves his people and loves his fellow men in accordance with the provisions of the 1945 Constitution.

Social Science Education is a discipline that organizes and presents the social sciences and humanities as well as basic human activities psychologically and scientifically for educational purposes.¹⁵

Social Sciences is the study of what is going on around us, both as individuals and as citizens of groups and communities. Because it deals with "us" then the study of social knowledge must be realistic.

The new social science needs to be formulated a study of human

¹⁵ Dedi Supriadi dan Rohmat Mulayana, *Menggagas Pembaruan Pendidikan IPS*, (Bnadung: Remaja Rosdakarya, 2001), page. 215

behavior related to various backgrounds that encompass it objectively, rationally and realistically.¹⁶

Therefore it can be concluded that Social knowledge is the attitude and social skills in the form of concepts and learning experiences organized in the framework of social studies. Social science knowledge education is a discipline of education in the field of organizing and presenting social sciences and humanities as well as basic human activities psychologically and scientifically for educational purposes. Hartono Kasmadi stated that the role or function of teachers is multi-functional. That is:¹⁷

1. Teacher of Social Sciences as a mentor
As mentors, social science teachers must really understand the material. In addition, the teacher should be able to show the way as a tour guide who is able to master the path that must be passed, and also the journey that must be done so that history can attract students
2. Social Science Teacher as a teacher
This role or function is contained in the meaning of teaching students, which makes them able to understand the material well in accordance with their learning experience. The teacher exploded as an explanation, something that at first seemed complicated. Teachers must be able to explain well and make sense.
3. Social Science Teacher as a bridge between generation
The social science teacher must be able to divert the thoughts of historical figures or historical events from the past to the students so as to learn its usefulness for human survival. The social science teacher can be said to be the one who plays a role in bridging the generation past and present generation even preparation for the next generation.

¹⁶ Zamroni, meningkatkan Mutu Sekolah, Teori, Strategi, dan Prosedur, (Yogyakarta: PSAP, 2003), page. 5

¹⁷ Hartono Kasmadi, model- model dalam Pembelajaran Sejarah, (Semarang: IKIP Semarang press, 1996)

4. Social Science Teacher as a seeker

Teachers are able to search and master the material of an unknown. Historical teachers also act as observers and seekers. As a normal human history teacher may also know what is unknown and also know what to know. With sufficient science, every teacher will be able to observe the material well and will probably look for materials that are growing and needed. The discovery of evidence in historical knowledge requires that history teachers do so.

5. Social Science Teacher as counselor

Perhaps almost all teachers, including social science teachers, act as counselors. The warmth of pursuit will work if the teacher always considers his / her students as friends, friends, or children of biological parents (teachers act as their parents). The role of counselors for history teachers would be most appropriate if they were conducting field studies, discussions, or seminars.

6. Teacher of Social Sciences as a stimulant of creativity

Teachers in creative demand in developing teaching and learning process. This social science teacher's creativity is strengthened by the ability and ability to develop historical concepts.

7. Social Science Teacher as an authority.

Master is an ordinary man but he is a teacher, a teacher always has the authority, he knows what to know. He must be able to pursue himself to know what he has not understood. Teachers should be better understood than their students. In short should know more and more widely.

4. Teacher motivation

1. The understanding of motivation

Motivation comes from the latin word movers which means to move. The word motivation is then defined as the effort to move. In term there are various definitions of motivation conveyed by experts, among other definitions of motivation submitted by Arkinson which states that motivation is a term that leads to a tendency to act to produce one or more influences. Halpin Pyaine

& Ellert suggests that motivation is a personal characteristic of energy, enthusiasm, strength, persistence, and the need for behavior and achievement.¹⁸

From the above understanding, it can be concluded that motivation is the spirit that exists in a person, which can encourage someone to act to do things better.

2. Teacher Motivation

Motivation plays an important role in building one's integrity and professional capability. It is also related to the state and role of the teacher. The right motivation will make a teacher an inspiration for his students. According to Abraham Maslow with the hierarchy of needs theory, there are five things or five layers that become the basis of motivation for everyone. The basis of such motivation can also be the basis of the teacher's role motivation that affects the integrity of his profession.¹⁹

a. Physiological motivation

Usually this motivation only aims to meet physiological needs such as eating, drinking, resting, having fun, even the purpose of sexuality. Teachers who are in this layer are teachers who only want to meet their basic needs. He only hopes to get a salary to eat and drink.

¹⁸ Esa Nur Wahyuni, *Motivasi dalam Pembelajaran*. (Malang: UIN Press, 2009), page. 12

¹⁹ Guru Dengan 6 Motivasi (<http://www.kompasiana.com>, diakses 9 oktober 2017)

b. Motivation of security

This motivation aims to gain a sense of security both physically and emotionally. Examples of teachers who fall into this category are those who wish to become civil servants in order to gain a sense of security in the future by relying on pension funds.

c. Social motivation

Motivation aims to gain acceptance, status and relationships. Not a few people who become teachers just because they want to get status and relationships.

d. Motivation award

This motivation aims to gain respect both internally and externally. You could say that the teacher who is on this layer is a teacher who is full of spirit and his contribution in the world of education is real.

e. Motivation self-actualization

This motivation aims to express themselves and explore potential. Teachers in this layer can be said to give all the best in order to show itself.

C. Social sensitivity

1. Understanding Social Sensitivity

Simple social sensitivity can be interpreted as a person's ability to react quickly and precisely to a particular object or social situation that surrounds it. There are various social sensitivities such as sharing with others, willing to help people in need, dare to apologize when making mistakes, and respect others who have different conditions.²⁰ Thus, social sensitivity can be defined as the act of an individual that comes from within themselves to come to feel and easily aroused over any events going on around him, whether it's about a sad event or fun.

Social sensitivity is the ability to sense and observe the reactions or changes of others shown both verbally and nonverbally. Someone who has a high social sensitivity will easily understand and be aware of certain reactions from others, whether the reaction is positive or negative. The existence of social sensitivity makes a person able to behave and act appropriately to others around him. So people who have social sensitivity will certainly be a cool person to be invited to get along. Many friends will like him and feel comfortable to tell him everything.

²⁰ Tondok, Marselius Sampe, *Melatih Kepekaan Sosial Anak*, (Surabaya: harian Surabaya post 2012), page. 6

2. Building Social Sensitivity

According to Yonatan Wijayanto. There are seven ways to build social awareness in each individual:²¹

1. Realize that we can not live alone.
People who have no social sensitivity, such as they are less willing to mingle with others. They exist in an environment but they never want to get together with the people in their environment. Any activities together, such people will not want to gather they tend not to attend. Therefore, in order to build social sensitivity, must come out of solitude and must enter in life together with others around us.
2. Associate with as many people as possible.
Encounter with many people will make it easier for us to know the different character of each individual tap. When God created man there is not exactly the same even an identic twin also has a difference. Therefore, when we get used to hanging out with many people, it will hone our ability to see each person with their uniqueness.
3. Pay attention and improve speech.
How to talk is something we need to consider in life with others. Many people in everyday life are at loggerheads and arguing because of the way that speech does not show sensitivity to those around them. Sharpen us to have a sensitivity in expressing ideas and opinions so as not to hurt others.
4. Engage in social activities
Social activity is an activity that is often done by many people in the present. This activity is usually done in various forms such as: visits to orphanages, fundraising for victims of natural disasters, free medical treatment and so on.
5. Develop empathy
Empathy is the ability to feel and understand the feelings of others. The key to understanding the feelings of others is the ability to read non-verbal messages such as speech, body language, facial expressions and so on. Someone will have this ability will be smarter to adjust, more sociable and more sensitive.
6. Behave pro-social
Pro-social behavior is a term used by psychologists to explain voluntary behavior that is shown for the benefit or benefit of others, such as: sharing, helping people in need,

²¹ Wijayanto Yonatan, Menumbuhkan Kepekaan Sosial, http://www.icc-ykb.org/yfc/sevensteps/menumbuhkan_kepekaan_sosial. Downloaded at 15 December 2016

cooperating with others and expressing sympathy. This behavior demands a willingness to sacrifice for others, respect other people's differences, and not place themselves higher than others.

7. See and act.

Around us, many people have limitations that cannot start their social activities normally. For example, poor people, street children and the elderly. They need more attention, even needing real help in their distress.

People who have social sensitivity are the ones who at the sight of others who are in trouble will not just stop and just look. But it also does something for that other person.

3. Kind of social sensitivity

Social sensitivity is a part of the inner character of an individual to be easily aroused to the surrounding environment and trained out of their own feelings to enter the feelings of others. And the following kinds of social sensitivity:

a. Empathy

Empathy is the ability to recognize, or feel, the circumstances experienced by others. Empathy allows us to get out of our skin and into the skin of others.²²

Empathy means a mental state that makes a person feel or identify himself in the same state of feeling or mind as another person or group. The reaction of this empathetic attitude is usually an act or word that may be very similar to what others expect. This character of empathy is often the beginning of

²² Lickona Thomas, *Pendidikan Karakter: Panduan Lengkap Mendidik Siswa Menjadi pintar dan baik*, (Bandung: Nusa Media, 2008), hal. 83

other emotional reactions, for example empathy can produce sympathy.²³

b. Social concern

Simply social sensitivity can be interpreted as an authenticity where one can easily feel changes to the small things that happen around him. Sensitivity is part of the character of social concern. William Bennett says that people who do good characters act sincerely, loyal, courageous, virtuous, and fair without being much seduced by the opposite. They do the right thing out of habit. Someone who has a high social sensitivity, will easily have a sense of care to the high sesame also.²⁴

Caring is a trait that makes the perpetrator feel what others feel, knowing what it's like to be someone else, sometimes in the show with the act of giving or engaging with that other person.²⁵ Caring means treating others with courtesy, acting polite, tolerant of differences, do not like to hurt others, be willing to listen to others, sharing, not the person, do not take advantage of others, able to work together, to engage in

²³ Elfindri dkk, *Pendidikan Karakter Kerangka, Metode dan Aplikasi untuk Pendidikan dan Professinal*, (Jakarta: Baduose Media Jakarta, 2012), page. 95-96

²⁴ Lickona, op. cit., page.87

²⁵ Mu'in Fathul, *Pendidikan Karakter konstruksi Teoritik & Praktik*, (Jogjakatra: Ar-Ruzz Media, 2011), page. 231

activities Society, love human beings and other creatures, faithful, peace loving in facing problems.²⁶

c. Self- awareness

Self-consciousness is the realization that a person exists as an individual being. Without self-awareness, the self will accept and trust the existing thinking without asking who it is. Self-awareness gives people the option or option to choose thought rather than thinking of thoughts stimulated by events that lead to the environment of events. Self-awareness theory says that when we focus our attention on ourselves, we evaluate and compare the behavior that exists in our internal standards and values. We become conscious as objective testers of ourselves. Emotions are intimated by self-awareness, and people usually try to reduce or avoid them. But there are others who become aware of themselves through these things.²⁷

d. Respect for the others.

The character of someone who likes to appreciate other people awakens from his nature who want to think about the interests of others, has a sense of recognition for the work,

²⁶ Samani dan hariato, *Konsep dan Model Pendidikan Karakter*, (Bandung: PT. Remaja Rosdakarya, 2011), page. 25

²⁷ Mustari Muhammad, *Nilai Karakter Refleksi untuk Pendidikan Karakter*, (Jogjakarta: LaksBang PRESSindo, 2011), page. 126

ideas, and contributions of others. The person who possesses this character is far from selfish selfishness, and sincerely likes to say thank you for the merits and good deeds of others. Respectful people will be more appreciated than those who are disdainful or demeaning.²⁸

Indicators in the concern, namely:²⁹

1. Maintain hygiene, beauty, and sustainability of nature;
2. Provide assistance in accordance with the ability of others affected by disasters or disadvantaged in their lives;
3. Not morons of change or environmental circumstances;

There are a few things to be caring about.³⁰

1. Treat others with kindness and generosity.
2. Help people who need help.
3. Be sensitive to other people's feelings.
4. Never be rude or happy to hurt.
5. Think about how your actions will be able to hurt or hurt other people.
6. Always remember we will be the ones who care about the actions that are based on caring.

D. Framework of Thinking.

²⁸ Elfindri dkk, *Pendidikan Karakter Kerangka, Metode dan Aplikasi untuk Pendidikan dan Profesional*, (Jakarta: Baduos Media Jakarta, 2012), page. 101

²⁹ Ibid,. page.25

³⁰ Samani dan Hariyant, op, cit,. page. 56

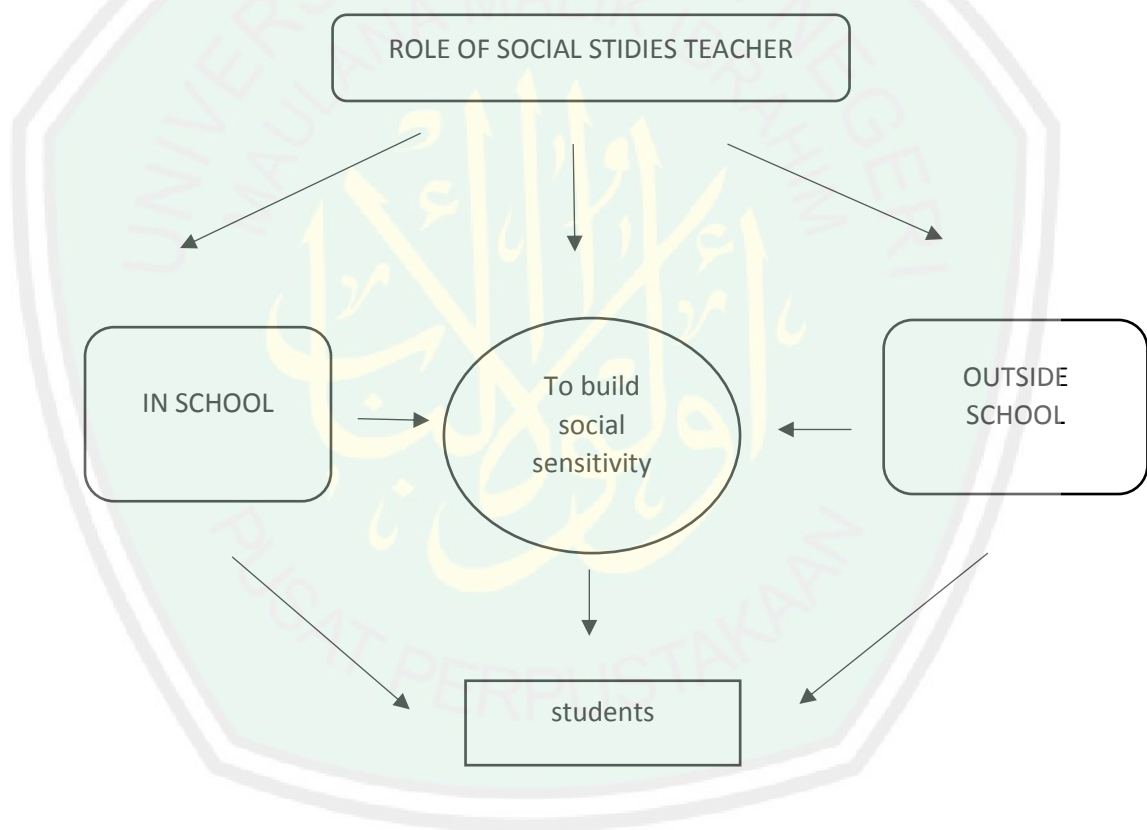
The importance of the role of education in producing people who are able to compete and quality. In addition, education must also be able to develop the potential that is owned by students. In this era of digitalization and globalization a lot of problems that arise in everyday life. Especially the problems caused by student behavior. The lack of student sensitivity leads to a decrease in their tolerance, solidarity, and tolerance. This is what then causes the many problems that often occur in everyday life.

In these circumstances, education plays an important role and contributes to solving the problem. There are so many components in education that exist in the learning activities, one of which is the teacher. Teachers become an important component in changing student behavior. The role of teachers in teaching and learning activities is very large influence on student behavior, to be able to change student behavior in accordance with the expected.

Social science learning is a learning where students are taught to have knowledge and sensitivity to the environment of the surrounding community. In this learning, students are taught how to socialize and interact with others. After all, a student is a part of society so that ethics and actions are also a concern in the life of society.

Increased social sensitivity is not only taught in the school environment, but also taught in schools where the school is an institution of the community environment for them, students interact and socialize

with friends, teachers and even all elements of the school. Therefore, it is of concern to researchers how the role of a social science teacher in building social sensitivity owned by students in MTs Raudlatul Ulum Gondanglegi because the role of teachers here have an impact on how then students have social sensitivity as a provision to interact in real life.



Picture 2.1 chart of research framework

CHAPTER III

RESEARCH METHOD

A. Approach and type of research

Based on the title taken by the authors, in this study the authors use the type of qualitative research with a descriptive qualitative research approach, where this researcher has a characteristic that lies in the goal, which describes everything related to the role of social science teachers in building social sensitivity students class VIII in MTs Raudlatul Ulum Gondanglegi Malang. So, this study aims to understand the phenomenon that occurs holistically and in a way descriptive in the form of words and language.

According to Bogdan and Taylor, a qualitative research methodology is a research procedure that produces descriptive data in the form of written or oral words from persons or observers.³¹

The method of qualitative research is a research method that is based on philosophy of post-positivism, used to examine the condition of natural objects, where the researcher as an instrument of key, sampling data source is purposive and snowball, data collection techniques by triangulation (combined), data analysis inductive or qualitative and

³¹ Lexy Moelong, *Metodologi Penelitian Kualitatif edisi revisi*, (Bandung: PT. Remaja Rosdakarya, 2005), hal. 4

qualitative research results emphasize the significance more than generalization.³²

B. The Attendance of research

In this qualitative research, researchers as a human instrument and with data collection techniques participant observation and in depth interview, then researchers must interact with data sources.³³

In this study researchers participate actively as well as take a part in research field do some interview to teacher of social science subjects who concerned to be a main informant and also some students who are considered to be representative informant. This is need to done because by the researcher because in qualitative research the nature of the researcher is as an instrument to get the data, so that it would be better if researchers take part directly and engage. So, in data collection and analysis there will get good results.

C. Research Site

The location of the research is a place where researchers conduct research on the social sensitivity of students. To obtain data or information needed and related to the research problem. For site selection, the researcher chose MTs Raudlatul Ulum Gondanglegi at Sumber Gnajaran Gondanglegi Malang.

³² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2003), hal. 7

³³Ibid., hal. 17-18

D. Data and Data Resource

1. Data

Data is something that is very important in some research, this data will be analyzed to produce a conclusion at once will answer the questions that are already mentioned in the focus problem in the beganing. In this study researchers using primary data, like data who taken directly through some the methods. There're two type of data that needed in this research, those are primary data and secondary data.

Primary data are including direct interview with the social studies teacher, and observation during the learning process. The the secondary data will be documentation about the result of study and affective data from sosial science teacher.

2. Data Source

In qualitative research, how to take the data are conducted as purposif and snowball technique³⁴. This research take by purposive sampling, and the purpose of choosing the sample is caused by the parties of teachers who teach social science subject and snowball sampling to students. As for the source of the data that is required for this research are as follows:

- a. Interview with teacher of social science subject in MTs Raudlatul Ulum Gondanglegi.
- b. Interview with some students of MTs Raudlatul Ulum Gondanglegi.

³⁴ Suryana, *Metodologi Penelitian Model praktis penelitian kuantitatif dan kualitatif*, 2010, pg. 52.

E. Data Collection Technique

The data collection technique is a very important stage in the study. The correct data collection techniques will produce data that has high credibility, and vice versa. Therefore, this stage should not be one and must be done carefully. The technique of collecting data from this study using observation, interviews and documentary studies.

1. Observation

Sutrisno Hadi proposed that observation is a complex system, a process that is composed of a variety of biological and psychological processes. Two of the most important is the processes of observation and memory.³⁵

In this study, researchers used in-dept-interview is a conversation with a specific meaning. The conversation was conducted by the two parties, namely the interviewer that asks questions and interviewed giving an answer or questions it.³⁶

So, Observations who made by researchers are done with take part to observe every events that took place during the research without any manipulation, this observation thus getting maximum results. In this research is using participatory observation which is the researchers participate in activities during the observation goes on.

2. Interview

³⁵ Nana Syaodih, *Metode Penelitian Pendidikan*, (Bandung: OT. Remaja Rosdakarya, 2003), hal. 220

³⁶ Sugiono, op.cit.,. hal.203

The interview is a meeting of two people to exchange information and ideas through question and answer, so it can be constructed meaning in a particular topic. The interview was used as data collection techniques if researchers want to conduct a preliminary study to find an understanding that must be studied, but also if researchers want to know the things of the respondents deeper.³⁷

Susan Stainback argues that by interviewing, the researcher will know more about the participants in interpreting the situation and the phenomenon that occurs, which cannot be found through observation.³⁸

In this study researchers use some techniques in conducting interview and in the gathering of data, by asking a couple of questions structured (based on the guidelines of the interview) and not structured that will be presented to the speaker is needed. Qualitative methods in the instrument is a person in this case is it's own researchers. Researchers as the writer become key to instruments can become an instrument so researchers must have the insight and a broad theory of the future thus able to ask, analyze, photographing, and construct a researched social situation becomes more clear and meaningful³⁹. To get the good result so the researcher decide the informant consist of teacher, and the students. To make ease in order to conduct interview there's table

³⁷ Sugiono, op.cit., hal.309

³⁸ Sugiono, op.cit., hal.318

³⁹ *Ibid*, pg. 56.

below show the informant and what kind of theme will be address to each of them

3. Documentation

Documentation is a research method to obtain information by examining and noting the report documents. Documentation method is a method of data collection has been documented in books written as the main book, personal book, a certificate and so on.⁴⁰

In this study documentation method used to obtain data related to the school profile, organizational structure, vision and mission of the school, the state and the number of students, teachers and employees.

F. Data Analysis.

Data analysis is the process of searching for and compiling a systematic data obtained from interviews, remarks field and documentation, by way of organizing data into categories, describe into the units, synthesize, organize into a pattern, choose which is important and which will learned, and make conclusions so easily understood by myself and others.⁴¹ Miles and Huberman argued that:

Activity in qualitative data analysis conducted interactive and continues over time through, so that the data is already saturated. Activities in the analysis of data, ie the data reduction, data display, and conclusion drawing / verification.⁴²

⁴⁰ Djumhur, *Bimbingan dan Penyuluhan di Sekolah*, (Bandung: Cv Ilmu, 1975), hal.64

⁴¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2003), hal. 334

⁴² Ibid., hal. 337

1. Reduction data

Data reduction means summarizing, choose the basic things, focus on the things that are important, look for themes and patterns, and remove unnecessary. Thus the reduced data will provide a clearer picture, and facilitate researchers conduct subsequent data collection, and find when needed.⁴³

In reducing the data, each researcher will be guided by the objectives to be achieved. The main purpose of qualitative research are on the findings. Therefore, if the researchers in the study find something to be alien, unknown, yet have the pattern, that is precisely what should be a concern of researchers in performing data reduction.⁴⁴

2. Display data

The next step is the display data. Display data as a collection of structured information, which provides the possibility of drawing conclusions and taking action to see the presentations that we can understand what is happening and what to do. This was done to facilitate the researchers to look at the overall picture / specific parts of the result of the reduction so that data can be deduced.⁴⁵

⁴³ Ibid,.hal. 338

⁴⁴ Ibid,.hal. 339

⁴⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung; PT Remaja Rosdakarya, 2002), hal. 248

3. Conclusion drawing/verification

The next step in the analysis of qualitative data is the conclusion and verification. Initial conclusions presented still provisional and will change if found no strong evidence supporting the next stage. But if the conclusions expressed in the beginning supported by the evidence that is valid and consistent when researchers returned to the field to collect data, the conclusions expressed a credible conclusion.⁴⁶

The conclusion of the expected qualitative research is a new finding that had not been there. The findings could be a description or picture of an object that previously were dim or dark so that after investigation it became clear, it can be a causal relationship or interactive, hypothesis or theory.⁴⁷

G. Research Procedure

In the study, there are stages of research that will be traversed by the researchers, this corresponds to the implementation process of research, there are several stages in the research include:⁴⁸

1. Stage pre-field

At this stage, the researchers developed a draft research before coming to court, the licenses, assess the field, and set up scientific equipment.

⁴⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: Alfabeta, 2003), hal. 345

⁴⁷ Ibid., hal. 345

⁴⁸ Lexy J. Moleong, *Metodologi Penelitian Kualitatif, Kuantitatif, dan R&D*, (Bandung; PT Remaja Rosdakarya, 2002), hal. 127-149

2. Stage field work

At this stage the researcher falls spaciousness. In this phase, the researchers set up tools for research, the recorder, books, stationery, and permits research.

3. Stage data analysis

At this stage the researchers already have the data and analyze it in the same time. There are two issues related to data analysis, namely:

- a. Analysis of the data by using naturalistic research steps and implemented directly in the field.
- b) Interpretation of the data, namely the effort in obtaining the meaning or significance of deep and too wide to the research that is being done. Discussion of the results of research carried out by using the research results critically with the theory.

4. Report writing stage

This stage is the last stage in the research. At this stage, researchers began to write the researchers report. In the report, researchers used the draft preparation and research reports.

H. Checking and validity data

Checking the validity of the data is an important process in a research to test the validity and reliability of data or information from a variety of sources. There are some strategy to get the validity of data in

qualitative research example triangulation, member checking an auditing.⁴⁹

Examination of the validity of the data in this research triangulation techniques. Triangulation techniques done by collecting data from many informant, i. e people who live in the object of study, so that the more varied the information obtained and verified.



⁴⁹ J. R Raco, metodologi penelitian qualitative, (Jakarta: PT. grasindo, 2005), page 133

CHAPTER IV

DATA FINDINGS AND RESULT OF STUDY

A. Overviewing of Mts Raudlatul Ulum Gondanglegi

1. Brief History of Mts raudlatul Ulum Gondanglegi

Not many people know about the history of MTs Raudaltul Ulum Gondanglegi which became forerunner of other MTs in Gondanglegi Malang. The founder of Mts begin from Pesantren in small village in Ganjaran Gondanglegi Malang. The founder build MI (Madrassa Ibtidaiyah) its mean elementary school first, before he start to build the MTs in Raudlatul Ulum. The founder of Raudlatul Ulum is K. H. Bukhori. He is a religious leader in the Gondanglegi area. And established a boarding school and a foundation for formal education. K. H Bukhori assisted his brothers and sons in building and developing educational foundations. Such as late K. H Yahya Syabrowi, (son-in-law) late K. H Zainuddin, (Oldest son), late K. H Abu Abbas, (Son five) and late K. H Abd. Hafid, (brother-in-law). In its development, Raudlatul Ulum foundation has experienced several times moved leadership. Until now the chairman of the Foundation held by the eldest son of K. H Bukhori, namely K. H Mujtaba Bukhori, as chairman of the current foundation.

The educational foundation in Raudlatul Ulum is divided into two schools even under one foundation. They divided the students' schools of boys and girls. The school level of the foundation consists of MI

(elementary school), MTs, MA and more recently in the year 2011 established SMP Pesantren which is in one foundation with MTs and the other.

This causes the foundation to have enough students' boys and girls. Although around the madrasah there are also some schools that will become competitors in the recruitment of students. There are three schools adjacent to the foundation. Yayasan Raudlatul Ulum is located at Sumber Waras Street no. 2 in the small village of Ganjaran, Gondanglegi, Malang regency. The foundation is surrounded by several pesantren, there are seven pesantren that help and support the foundation. Among them, Pondok Pesantren raudlatul Ulum1, Pondok Pesantren Al-bukhori, Pondok Pesantren Miftahul ulum dst. Being a supporter and becoming the foundation develop and work together to build and develop foundation Raudlatul Ulum.

2. Profile of Mts Raudlatul Ulum Gondanglegi

a. School Identity

School	: Junior High School Raudlatul Ulum
School Statistic Number	: 121235070048
NPSN	: 20581241
Status	: Accreditation B
Address	: Sumber Waras Street- 02 Ganjaran
District	: Gondanglegi, Malang
Postcode	: 65174

Province : East Java

E-mail : mtsrupi@yahoo.co.id

School NPWP : 005176847654000

Head Master : Ir. H. Moh. Ridwan

Foundation Name : Raudlatul Ulum Education Foundation

Address of foundation: Raya Street-02 Ganjaran Gondanglegi Malang.

The Ownership of foundation land : Belonging of Foundation

b. Land Status : Waqaf

c. Surface Area : 4680 m²

Building Status : Belonging of Foundation

Building Area n : 2411 m²

Student data in the last three years

Table 4.1 list of amount of students in the last three years

Years	Class VII		Class VIII		Class IX	
	Total		Total		Total	
	students	classes	students	classes	students	classes
2013-2014	93	3	88	2	72	2
2014-2015	130	3	80	3	93	3
2015-2016	123	4	81	3	92	3
2016-2017	119	4	121	4	78	3

a. Vision and mission of MTs Raudlatul Ulum Gondnaglegi Malang.

Vision of MTs Raudlatul Ulum Gondanglegi

Delivering students to understand the sciences of faith, piety and have Akhlakul Karimah (good manners according to Islam).

Mission of MTs Raudlatul Ulum Gondang legi

1. Fostering and developing a clean, beautiful, comfortable and conducive Madrasah environment.
2. Habituate themselves in the practice of Islam Ahlussunnah Wal Jamaah.
3. Delivering students to be able to read the Book of Yellow.
4. Carry out effective and efficient pursuit to achieve the best achievement.
5. Improve the quality of graduates.
6. Completing IT-based education and learning facilities and infrastructure.
7. Optimizing self-development activities to foster self-reliance, and love the homeland.
8. Developing superior classroom-based learning.⁵⁰

B. Research finding

- 1. The role of social studies teachers to build the student's social sensitivity in MTs Raudlatul Ulum Gondnaglegi Malang.**

⁵⁰ Sumber data: Dokumen Madrasah Tsanawiyah Radlatul Ulum Gondanglegi Malang 2017

The role of Social Studies teachers in developing and building students' social sensitivities is overwhelming and related to the sense of empathy and sense of awareness of students in seeing and observing their surroundings and surroundings. Student awareness and sensitivity become important when we see, that in today's social sensitivity is reduced by the increasingly sophisticated technology. Not only that, social sensitivity becomes social criticism in guiding and directing and motivating students to be aware and sensitive to the surrounding environment.

Based on the data obtained in MTs Raudlatul Ulum Putri Gondanglegi Malang, that social sensitivity is needed in the surrounding environment. And the role of IPS teachers is very influential in motivating students to care, aware, and sensitive to their social environment. The following interview with Mrs. Ani Ihsaniyah S. Pd, said that:

“Social sensitivity that helps students to be sensitive and aware of their social environment, aware not only aware but also its implementation of their daily lives. They need guidance, motivation and direct examples in their daily lives. Yaaa certainly like invite and give invitation to them”.

”Kepekaan sosial itu membantu siswa untuk peka dan sadar pada sosial lingkungan mereka, sadar yidak hanya sadar saja tapi juga implementasi nya terhadap kehidupan mereka sehari-hari. Mereka perlu bimbingan, motivasi dan contoh langsung dalam kehidupan sehari-hari mereka. Yaaa..... tentunya seperti mengajak dan memberikan ajakan terhadap mereka.”⁵¹

Thus, the social sensitivity of the environment in the students also requires role and role model as a direct example in motivating students in

⁵¹ Sumber data: wawancara dengan Ani Ihsaniyah, S. Pd selaku guru IPS di MTs Raudlatul Ulum Gondanglegi Malang (16 november 2017).

understanding and conscious and sensitive to the environment. The role of teachers in guiding and building social sensitivity of students is not only done in the class but also done outside the classroom. It is as revealed by the students:

“yes mbaa Our Social Studies teacher was very nurturing, she (Mrs. Anik) also gave a direct example and invited us, his students to directly contribute. She gives examples and invites. As happened on the day of Santri yesterday held his ceremony in the village square. There are some students who are too tired to not follow the ceremony. Mrs. Anik directly respond and help the student. So it's mba,,, we also feel embarrassed and feel called to help some other students”

“iya mbaa.... Guru IPS kami itu sangat mengayomi, beliau (bu Anik) juga memberikan contoh langsung dan mengajak kami, para siswanya untuk berkortibusi langsung. Beliau memberikan contoh dan mengajak. Seperti yang terjadi pada hari Santri kemarin yang diselenggarakan nya upacara di lapangan desa. Ada beberapa siswa yang terlalu lelah sehingga tidak kuat mengikuti upacara. Bu anik langsung tanggap dan menolong siswa tersebut. Jadi itu mba,,, kami juga merasa sungkan dan merasa terpanggil untuk membantu beberapa siswa yang lain.”⁵²

Students are state assets in the future, a nation must educate its students to become leaders of the nation in the future. This, of course, there must be an effort made to raise awareness and social sensitivity of the students through the role of the teacher in the role of teacher, as a guide, as a scientist, as a person, as a perfect, as a cleansing of the heart, as a conscience and as a heart bearer to bring closer themselves to God. Teachers also serve as teaching and modeling and motivating students to

⁵² Sumber data: wawancara dengan Naila Nur Saida, selaku siswa kelas VIII di MTs Raudlatul Ulum Putri Gondanglegi Malang (16 November 2017)

become human beings who are characterized and sensitive to their social environment.

As explained by Wijayanto that in building social sensitivity there are indicators that are: to realize that we cannot live alone, associate with people as much as possible, Pay attention and improve speech and improve speech, engage in social activities, develop empathy, behave pro-social, see and act.⁵³

From the data obtained by the researcher, that the social sensitivity of students in MTs Raudlatu Ulum Gondanglegi Malang, the dominant indicators that occur in the field include, realizing that we cannot live alone, associate with people as much as possible, pay attention and improve the way of talking, social, developing empathy, behaving pro-socially, seeing and acting.

- a. Realize life must be side by side and hang out with many people.

Social life cannot be separated from living in harmony and side by side with others. We cannot live by working together. Many hang out with fellow classmates, different classes, different force, and different schools. So in the social life of a person is always associated with the interaction between individuals with other individuals, individuals with groups, or groups with groups. A person's social life with the environment and the natural surroundings, as social processes

⁵³ Wijayanto Yonatan, menumbuhkan kepekaan sosial, <http://www.icc-ykb.org/yfc/sevensteps/menumbuhkankepekaansosial>. Downloaded at 15 december 2016

and social interactions, as well as how to socialize and co-exist with others. Therefore, as suggested by Mrs. Anik Ihsaniyah, S. Pd that:

“Every human being cannot be separated from the name of society, because the society is a collection of individuals who interact and socialize with each other. As a teacher of course we need to invite and give examples directly so that students want to interact and easy to socialize with the surrounding environment.”

“Setiap manusia tidak bisa lepas dari yang namanya masyarakat, karena masyarakat kumpulan dari individu-individu yang saling berinteraksi dan saling bersosialisasi satu dengan yang lainnya. Sebagai guru tentunya kita perlu mengajak dan memberi contoh langsung agar siswa mau berinteraksi dan mudah bersosialisasi dengan lingkungan sekitarnya”⁵⁴

Students should be aware that every individual can not live without another individual. They must live in harmony and side by side. Without hostility and realizing that having lots of friends is a gift and getting along with a lot of people will add to the network in social life. As expressed by the students:

“in our association as students also must be aware mba ,,,,, that we also need others. We cannot live alone. For example ya ya ,, we also have genk. But basically we are one, we never make friends”

“dalam pergaulan kita sebagai siswa juga harus sadar mba,,,,, bahwa kita ini juga membutuhkan orang lain. Kita tidak bisa hidup sendiri. Sebagai contoh nih yaaa,, kita juga punya genk. Tetapi pada dasarnya kita satu, kita tidak pernah membedakan teman.”⁵⁵

This opinion is emphasized by students:

⁵⁴ Sumber data: wawancara dengan Ani Ihsaniyah, S. Pd selaku guru IPS di MTs Raudlatul Ulum Gondanglegi Malang (16 november 2017).

⁵⁵ Sumber data: wawancara dengan Naila Nur Saida, selaku siswa kelas VIII di MTs Raudlatul Ulum Putri Gondanglegi Malang (16 November 2017)

“The class sequence is indeed in the grouping, from the class with the contents of the students of choice. But basically all students are equal, have the same rights and duties, and are treated equally. In the interwoven we remain together”

“urutan kelas memang di kelompokkan, dari kelas yang isinya siswa-siswa pilihan. Tapi pada dasarnya seluruh siswa sama, memiliki hak dan kewajiban yang sama, serta diperlakukan secara sama. Dalam bergaulpun kita tetap bersama.”⁵⁶



Picture 4.1 students interact with others students, MTs students and Aliyah Students.

Not discriminate friends, easy to mingle and often admonish fellow friends, teachers and employees. As well as light hand in mutual cooperation, is a good action in the social life in the school environment.

b. Pay attention and improve speech.

Paying attention and improving speech is the same thing as speaking politely with the other person. Having a good and polite

⁵⁶ Sumber data: wawancara dengan Anna Imroatul Jannah, selaku siswa kelas VIII di MTs Raudlatul Ulum Putri Gondanglegi Malang (16 November 2017)

Akhlaq also includes a requirement in interacting with the social environment. Be sensitive to the other person and have a subtle word and tell the truth. As Mrs. Anik Ihsaniyah S. Pd said that:

“Polite in speaking is advisable and friendly to everyone. In this school I advise against the students especially the students I teach, that it would be better if do 3S (Smile, Say hi, and Salam), this I cultivate in students to become a habit in their daily lives”

“sopan dalam berbicara memang dianjurkan serta ramah pada semua orang. Disekolah ini saya mengajurkan terhadap para siswa khususnya siswa yang saya ajar, bahwasannya alangkah lebih baik jika melakukan 3S (Senyum, Sapa, and Salam), hal ini saya tanamkan pada siswa agar menjadi kebiasaan dalam kehidupan sehari-hari mereka.”⁵⁷

Use polite language and respect for older people including good habits to familiarize students with. Students will be used to speaking politely and using soft language to teachers and older people.

As stated by the students:

“Mrs. Anik really likes us (the students) to get used to doing 3 (Smile, Say hi, and Salam) to people. Not only that, Mrs. Anik always admonished the students if they did not use subtle language to others and fellow friends. He always said and rebuked us and used to speak in a subtle language (soft-spoken language) with us outside the classroom”

“Ibu Anik memang mebiasakan kami (para siswanya) untuk mebiasakan diri melakuakn 3(Senyum, Sapa, dan Salam) kepada orang. Tidak hanya itu, ibu Anik selalu menegur siswa jika tidak menggunakan bahasa yang halus kepada orang lain dan sesama teman. Beliau selalu mengatakn dan menegur kami serta membiasakan berbicara menggunakan bahasa yang halus (bahasa jawa halus) dengan kami diluar kelas”⁵⁸

⁵⁷ Sumber data: wawancara dengan Ani Ihsaniyah, S. Pd selaku guru IPS di MTs Raudlatul Ulum Gondanglegi Malang (16 november 2017).

⁵⁸ Sumber data: wawancara dengan Naila Nur Saidha, selaku siswa kelas VIII di MTs Raudlatul Ulum Putri Gondanglegi Malang (16 November 2017)

Basically language is the main key in interacting. Moreover, using polite and polite language makes a benchmark of a person that someone has a good attitude.

- c. Involved in social activities, develop empathy and pro- social.

Engaging in social activities will add a sense of social sensitivity, soul togetherness. Engaging in social activities will help students to instill a sense of their social sensitivity and social awareness. It can also develop their empathy for others. As explained by the students:

“Our social activities are limited to visiting friends who are sick, and doing or donating special charities for urgent needs. This charity is intended if there are sick students we use the funds to visit it. Like a special cash fund of general savings for the urgent need “

“kegiatan sosial yang kami lakukan hanya sebatas menjenguk teman yang sakit, dan melakukan atau sumbangan amal khusus untuk keperluan mendesak. Amal ini diperuntukan jika ada siswa yang sakit kami menggunakan dana tersebut untuk menjenguknya. Seperti dana kas khusus simpanan umum untuk kepentingan mendesak.”⁵⁹

Developing student empathy is also important. Empathy is putting itself in the position of others and experiencing the experience. In another sense, empathy is the ability of a person to share feel or experience the feelings and experiences of others. While pro-social behavior is beneficiary recipients of less good to be better. Pro-social aims to support the welfare of others by helping, sacrificing, saving, cooperating and friendship. Developing certain behaviors can do so

⁵⁹ Sumber data: wawancara dengan Naila Nur Saida, selaku siswa kelas VIII di MTs Raudlatul Ulum Putri Gondanglegi Malang (16 November 2017)

with a behavioral approach. Providing pro-social behavior or in developing student empathy can be accomplished by often giving stimulus about good behaviors such as helping others in distress. The more often we (teachers) set an example for the students. They will easily imitate (imitate) the behavior As described by Mrs. of Anik Ihsaniyah, S. Pd that:

“Students, I invite to do obligatory dues. This fee is in the designation for charity. It is welcomed by the students. They agreed. The contribution is for charity. At the end of the semester before the final grade semester exams I invite students to charity to people around the school in need. Like a widow, an orphan. And the other needy”

“Para siswa saya ajak untuk melakukan iuran wajib. Iuran ini di peruntukan untuk amal. Hal ini disambut baik oleh para siswa. Mereka setuju. Iuran itu untuk amal. Pada akhir semester sebelum ujian akhir semester kenaikan kelas saya mengajak siswa melakukan amal kepada orang-orang sekeliling sekolah yang membutuhkan. Seperti janda, yatim piatu. Dan orang yang membutuhkan lainnya.”⁶⁰

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25	Almas, erwin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

4.2 Picture or data donation for charity in the last semester.

⁶⁰ Sumber data: wawancara dengan Ani Ihsaniyah, S. Pd selaku guru IPS di MTs Raudlatul Ulum Gondanglegi Malang (16 november 2017).

The concrete form of social activities of students who have been undertaken not only do social work but also in the form of members of the classroom, although not a picket schedule in cleaning. It is also a self-awareness and self-awareness to always clean up the classroom. It is included in social, and pro-social activities in the school environment.

d. See and Action.

In social activities in the environment every person should take action, not only see, but also act. Acting in the sense that someone is doing something for someone else. Someone helps others, like helping a friend in trouble. As explained by Mrs. of Anik Ihsaniyah, S. Pd:

“I do change the mindset of students, we not only see a problem but also see the net out of the problem. I even give a slogan that is (change good intentions into good actions) so students not only memabtin just see someone is in distress but also perform an action”

“saya memang mengubah pola piker siswa, kita tidak hanya melihat suatu masalah tetapi juga melihat jalan keluar dari masalah tersebut. Saya bahkan memberikan slogan yaitu (ubah niat baik menjadi aksi baik) jadi siswa tidak hanya memabtin saja melihat seseorang sedang kesusahan tetapi juga melakukan suatu tindakan.”⁶¹

Social sensitivity arises in the student, if the student is always looking, and is motivated directly from the teacher who gives the example and invites his or her students to be sensitive and conscious, this invitation is also very influential and influential to the students to be aware and

⁶¹ Sumber data: wawancara dengan Ani Ihsaniyah, S. Pd selaku guru IPS di MTs Raudlatul Ulum Gondanglegi Malang (16 november 2017).

responsive to the surrounding social environment, without being reminded to be aware and sensitive and responsive to their social life.

2. The result of social sensitivity of students that already building by the teachers in MTs Raudlatul Ulum Gondangleg Malang.

The impact of the role of IPS teachers in building social sensitivity of students in MTs Raudlatul Ulum Putri Gondanglegi Malang does have a positive impact. This shows that from the role of IPS teachers who try to make students sensitive and aware of the social environment by providing a direct example and invite students to play an active role in social activities.

“The impact is satisfying to me. The easiest we can see, namely at the ceremony alone if there are friends who are sick or feel too tired to follow the ceremony because it is not feeling well. They (students of MTs) lightly help other students without having to wait for PMR members to help. It was also initially a great way to give a direct example to the students. Yaaa ,,,, although not yet fully successful. After all, some of them are sensitive and responsive. Without having to be told and forced. It has made me happy mba. It shows that the example I gave and the stimulus I gave quite a success even though not 100%”

“Dampaknya cukup memuaskan bagi saya. Yang paling mudah bisa kita lihat, yaitu pada saat upacara saja jika ada teman yang sakit atau merasa terlalu lelah mengikuti upacara karena tidak enak badan. Mereka (para siswa MTs) ringan tangan menolong siswa lain tanpa harus menunggu para anggota PMR dalam membantunya. Itu juga awalnya memang berat memberikan contoh langsung terhadap siswa. Yaaa,,,, meski belum sepenuhnya sukses. Setidaknya, sebagian dari mereka peka dan tanggap. Tanpa harus disuruh dan di paksa. Itu sudah membuat saya senang mba. Itu menunjukkan bahwa contoh yang saya berikan dan

stimulus yang saya berikan lumayan sukses meskipun belum 100%”⁶²

The positive impact that already good isnt certainly a hundred percent good, so there’s need to do supervision, so that what has been this good will can endure continuous to be good and what is not good will become good.

“Alahamdulillah, in building the social sensitivity of students so far I was quite helped by other teachers. To keep an eye on the children to continue being polite. So if there are students who slightly do no good against other friends there are other teachers who also participate in supervising and controlling students. So the responsibility for such responsibility is not all we delegate to the teacher counseling course. But they all play a role in watching the students.”

“Alahamdulillah, dalam membangun kepekaan sosial siswa selama ini saya cukup terbantu oleh guru-guru lain. Untuk saling mengawasi anak-anak untuk terus bersikap sopan. Jadi kalo ada siswa yang sedikit berbuat tidak baik terhadap teman yang lain ada guru lain yang juga ikut mengawasi dan mengendalikan siswa. Jadi tanggung jawab seperti itu tidak semua kami limpahkan kepada guru konseling saja. Tetapi semua ikut berperan. Gitu mba.”⁶³

With a good supervice will generate good impact or positive impact anyway so that giving a good example to students can then continuously improve every time.

The greater number of students it will be increasing the difficulty to build social sensitivity to the students. So every teacher must prepare all things that may require to do it. Therefore a teacher should be able to

⁶² Sumber data: wawancara dengan Ani Ihsaniyah, S. Pd selaku guru IPS di MTs Raudlatul Ulum Gondanglegi Malang (16 november 2017).

⁶³ Sumber data: wawancara dengan Ani Ihsaniyah, S. Pd selaku guru IPS di MTs Raudlatul Ulum Gondanglegi Malang (16 november 2017).

observe the differences in each class that she guide, handling in the form of methods, strategies and even teach the students.

“Surely all will not be perfect, especially with the current number of students. But we must still strive to remain consistent and improve in delivering good value. Or in other words we have to improve ourselves, so what are our shortcomings. We must observe, what needs to be addressed”

“pastinya semua tidak akan ada yang sempurna, apalagi dengan jumlah siswa sekarang ini. Namun kita harus tetap berupaya untuk tetap konsisten dan meningkatkan dalam memberikan nilai yang baik. Atau dalam kata lain kita harus berbenah diri, jadi apa yang menjadi kekurangan kita. Kita harus mengamati, apa yang perlu dibenahi.”⁶⁴

Teacher's patience and dedication is also a duty for the teacher that must be owned by a teacher as an educator, so that students who become product or result or impact of the education who has done by teacher, are capable of being a good person in the social environment. The results obtained during the guidance process is also inserted into the reporting of the students at the end of semester as a special note to students from the teacher. So they all will get the reporting data without exception, from students who already behave well or student who still needed further handling.

“Indeed, at the end of the semester we do the teacher meetings in our terms (plenary sessions) which evaluate and see student progress. Usually in the meeting we as their teachers give each other what input needs to be addressed. Even in this meeting as well as a means of teachers to convey the condition of students who do need special handling to be able to give each other such a solution”

⁶⁴ Sumber data: wawancara dengan Ani Ihsaniyah, S. Pd selaku guru IPS di MTs Raudlatul Ulum Gondanglegi Malang (16 november 2017).

“Memang di akhir semester kami melakuakn rapat guru dalam istilah kami itu (rapat pleno) yang mana mengevaluasi dan melihat perkembangan siswa. Biasanya dalam rapat itu kami sebagai guru mereka saling memberikan masukan apa yang perlu dibenahi. Bahkan dalam rapat ini juga sebagai sarana para guru untuk menyampaikan kondisi siswa yang memang perlu penanganan khusus biar bisa saling memberi solusi gitu loh mba”⁶⁵

So in guiding and directed students to be sensitive in their social environment. It also requires evaluation and sustainability in guiding and directing students.

By doing it repeatedly teacher expected that the results will generated as the expectations. But the improvement should always be done because each year there're always development and changes, so there's should be continuously attention to make better result. And also from the results of this evaluation the teacher can determine the next step so what will they do next makes the process of learning grew better and better again in accordance with the hopes and vision and mission of madrasah itself. So the character that embedded will fit and can be used with students in their social living in the future.

Result of observation activity conducted by researcher in class VIII- A, researcher get data where there are significant similarity in social activities in class between teacher and students. In observation activities in class VIII- A students learn and interact with the teacher, which is the teacher also give any suggestion like interaction in class and aware in society. The learning environment in the classroom is

⁶⁵ Sumber data: wawancara dengan Ani Ihsaniyah, S. Pd selaku guru IPS di MTs Raudlatul Ulum Gondanglegi Malang (16 november 2017).

also quite conducive. At the beginning of the lesson the teacher opened the lesson with greeting then asked to provoke the student curiosity. After that the teacher start to explain the learning material in the classroom. Teaching and learning can still run orderly when discussion begin. The teacher give some assignment for students. And student get finish up the assignment, and asked a few things that they don't understand.



4.3 situation of learning process

In this class the students look very disciplined and focused. From the result of this observation, learning environment in the classroom can be better conditioned than the previous class. Although social science subject in this class get late hours during the day. But students remain enthusiastic in learning. Thus is because teacher are also instrumental in establishing the mood of students by providing joke around the learning topic. The teacher also give invitation for students to improve their awareness and social sensitivity in the learning

process. Obviously the invitation was done after the learning material clear and finish up.



4.3 situation that social studies teacher give some invitation to aware and sensitive of their social environment

So, that can be representation of teacher role in social environment as example and role model to build the students social sensitivity in school environment. Hopefully this system can be applied better for the future.

CHAPTER V

DISCUSSION

In accordance with the data obtained from observations to research sites, interviews and documentation during the research conducted in MTs Raudlatul Ulum Putri Gondanglegi, the researchers will discuss, analyze, for what has been found during the study, and according to what has been described in the previous chapter four, and supported by the literature review discussed in chapter two, this discussion also does not deviate from the formulation of the problem. In this chapter will be discussed about the role of Social Studies teachers to build the students' social sensitivity in MTs Raudlatul Ulum Putri Gondanglegi Malang. The results of the research will be described as follows:

A. The role of social studies teachers to build the student's social sensitivity in MTs Raudlatul Ulum Gondnaglegi Malang.

The social sensitivity of the present era begins to diminish as well as concern for others. This is due to the increasingly high technology, social change in society as well as the entry of foreign cultures. For that the need for guidance and the role of environment to contribute in shaping the characteristics and social sensitivity of the surrounding environment. One of them with the role of teachers in shaping student personality as well as guiding students to a better direction. Like the role of an IPS teacher in shaping and guiding and directing his students. IPS learning is no longer limited to the science of social science or science that studies the social

environment, but it is also necessary to teach how to be in a civilized community group including within the school community group.

In addition to classroom learning, Social Studies subjects also really need to do direct learning in the field to see firsthand the reality of plural society present in the world of students. Beginning to see the reality of life at school, students need to be invited to be able to care for each other through joint activities such as social devotion from students to students. Invite them to design events, collect student needs data, and share them with the needy. Social service does not have to provide goods or materials. Social work can be done by forming learning groups outside the lesson. Share knowledge with peers to improve understanding. In addition to building and fostering students' social sensitivity and strengthening solidarity among students as well as a means to optimize learning achievement. All that cannot be separated from the role of teachers in directing and guiding the students to optimize their achievements. In addition to classroom learning, IPS subjects also really need to do direct learning in the field to see firsthand the reality of plural society present in the world of students. Beginning to see the reality of life at school, students need to be invited to be able to care for each other through joint activities such as social devotion from students to students. Invite them to design events, collect student needs data, and share them with the needy. Social service does not have to provide goods or materials. Social work can be done by forming learning groups outside the lesson. Share knowledge with peers to improve understanding. In addition to building and

fostering students' social sensitivity and strengthening solidarity among students as well as a means to optimize learning achievement. All that cannot be separated from the role of teachers in directing and guiding the students to optimize their achievements.

As Jonathan explains that the indicators in building social sensitivity are seven of them: realizing that we can not live alone, associate with people as much, pay attention and improve speech, engage in social activities, develop empathy, behave pro-socially, see and Act.⁶⁶ From the results of data obtained by researchers, social sensitivity of students in MTs Raudlatul Ulum Putri Gondanglegi Malang, the dominant indicators that occur in the field include; realizing that we cannot live alone, hang out with as many people, pay attention and improve speech, engage in social activities, develop empathy, behave pro-socially, see and act.

The role of teachers is very important in building and fostering social sensitivity in students as explained by Adam and Dicley states that the role of teachers as teachers, as a mentor, as a scientist, and as a person.⁶⁷

To guide students to a better direction. Besides, it is also a good person in giving good example to the students. Therefore, students are expected to continue to develop the potential and continue to improve themselves in order to become a good person in accordance with what is desired and expected by the family, relatives and communities around the students where they are. As viewed and reviewed by researchers in which researchers have done

⁶⁶ Wijayanto Jonatan, menumbuhkan kepekaan sosial, http://www.icc-ykb.org/yfc/sevensteps/menumbuhkan_kepekaan_sosial.ac.id diunduh pada 15 desember 2016

⁶⁷ Wawasan tugas guru dan tenaga kependidikan (Jakarta: Departemen agama, 2005), page.71

extensive analysis and observation. Besides the role of teachers who are very dominant in building and instilling social sensitivity in the school environment.

The Embed of students 'social sensitivity is not easy for every teacher, therefore the need for teacher motivation as a means of building and inculcating good social values to the students. As explained by Halpin Pyaine & Ellert that motivation is a personal characteristic that becomes energy, enthusiasm, spirit of strength, determination and need for behavior and achievement.⁶⁸ Motivation is done by every teacher in MTs Raudlatul Ulum Putri Gondanglegi Malang, the teacher is able to grow, model and build students' social sensitivity towards their students. Here's the role of teachers in building social sensitivity of grade VIII students in MTS Raudlatul Ulum Putri Gondanglegi Malang:

- a. Provide a direct example in helping others, such as helping sick students during the ceremony without waiting for the PMR members on duty. Quick responsiveness given by the teacher and invite students directly to help friends, and the environment. Includes throwing garbage in place and cleaning the surrounding environment without having to see who is picket and who is in charge of maintaining cleanliness.
- b. Habituate students to speak in a good word. Use subtle language to an older person. Put forward Akhlaqul Karimah. Use subtle and polite language to all teachers, employees and friends.

⁶⁸ Guru dengan 6 motivasi (<http://kompasania.com>, diakses 9 Oktober 2016)

- c. Invited and participated in social activities, invites students to make special funding for urgent needs, such as if one of the students does not attend school due to illness, special funds in the designation to visit friends. Withdrawal of funds or dues in agreement with all members of the class. And at the end of the semester or on the class increase after the collected funds will be used to help the needy such as orphans and elderly widows. In addition, the school also held a Ramadan event held on every month of Ramadan where every student performs zakat fitrah in school in piles to be distributed to people in need around Madrasah.
- d. Invite students to help others and do all with full sincerity and invite students to always be compassionate and change good intentions into good action.

B. The result of social sensitivity of students that already building by the teachers in MTs Raudlatul Ulum Gondangleg Malang.

The social environment, especially in schools, will be positive in terms of providing wide opportunities for students to practice the way they behave, behave and engage in social relationships. The quality of the environment around the dwelling and daily environment that is spent by the students every day is the determining factor of what the student will be like in the future. The environment can participate in generating students' social sensitivities. A high level of social sensitivity enables students to observe the various models that engage in social activities. Students view and behave in accordance with the social environment in life. Observe and imitate the various role models of

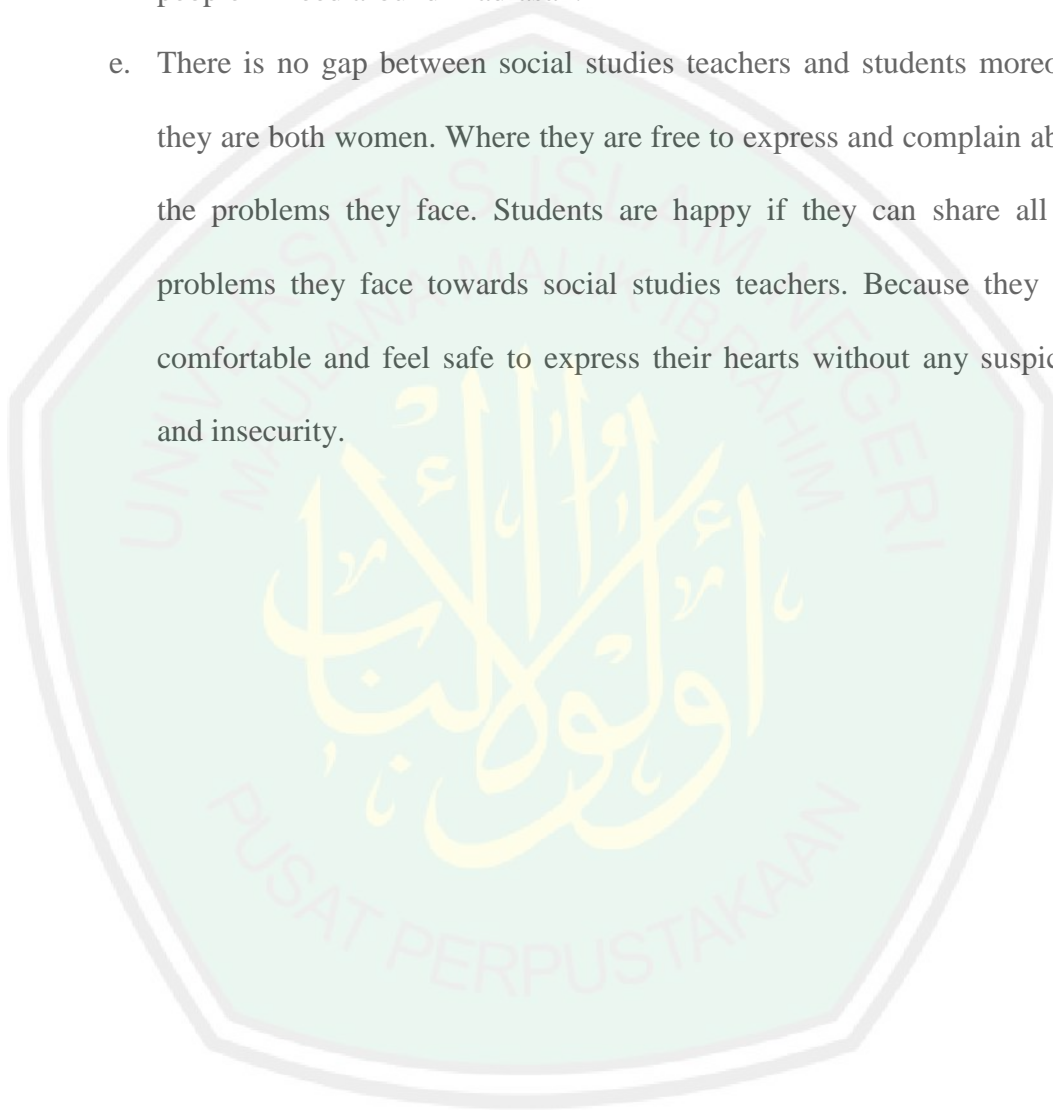
some people in their life. One example is teachers who are role models and role models in their lives which is certainly in the school environment. Teachers as mediators and facilitators even as motivators in student life. The teacher plays his role as a motivator, which motivates the student to become a good student. Sensitivity is very important and also helps students to be sensitive and caring about their surroundings. The hoist is part of the character of social concern. As William Bennett has said that people of good character act sincerely, loyally, courageously, virtuously and fairly without being much seduced by the opposite. They do the right thing out of habit. Someone who has a high social sensitivity, will easily have a sense of guardianship to a high sesame also. Caring is a trait that makes the perpetrator feel what other people feel, knowing what it's like to be someone else, sometimes shown by giving or getting involved with that other person. Besides caring also means treating others with courtesy, being polite, tolerant of difference, disliking to harm others, listening to others, sharing, not degrading others, not taking advantage of others, being able to cooperate, getting involved community activities, love human beings and other creatures, faithful, loving peace in the face of others. This is closely related to factors in building students' social sensitivities. Which is very helpful in contributing to the role of sensitivity, awareness, and social care of students to the environment. So the most important factor in causing the emergence of sensitivity and social awareness in students. As described in the previous chapter that the results of the role of teachers in building students' social

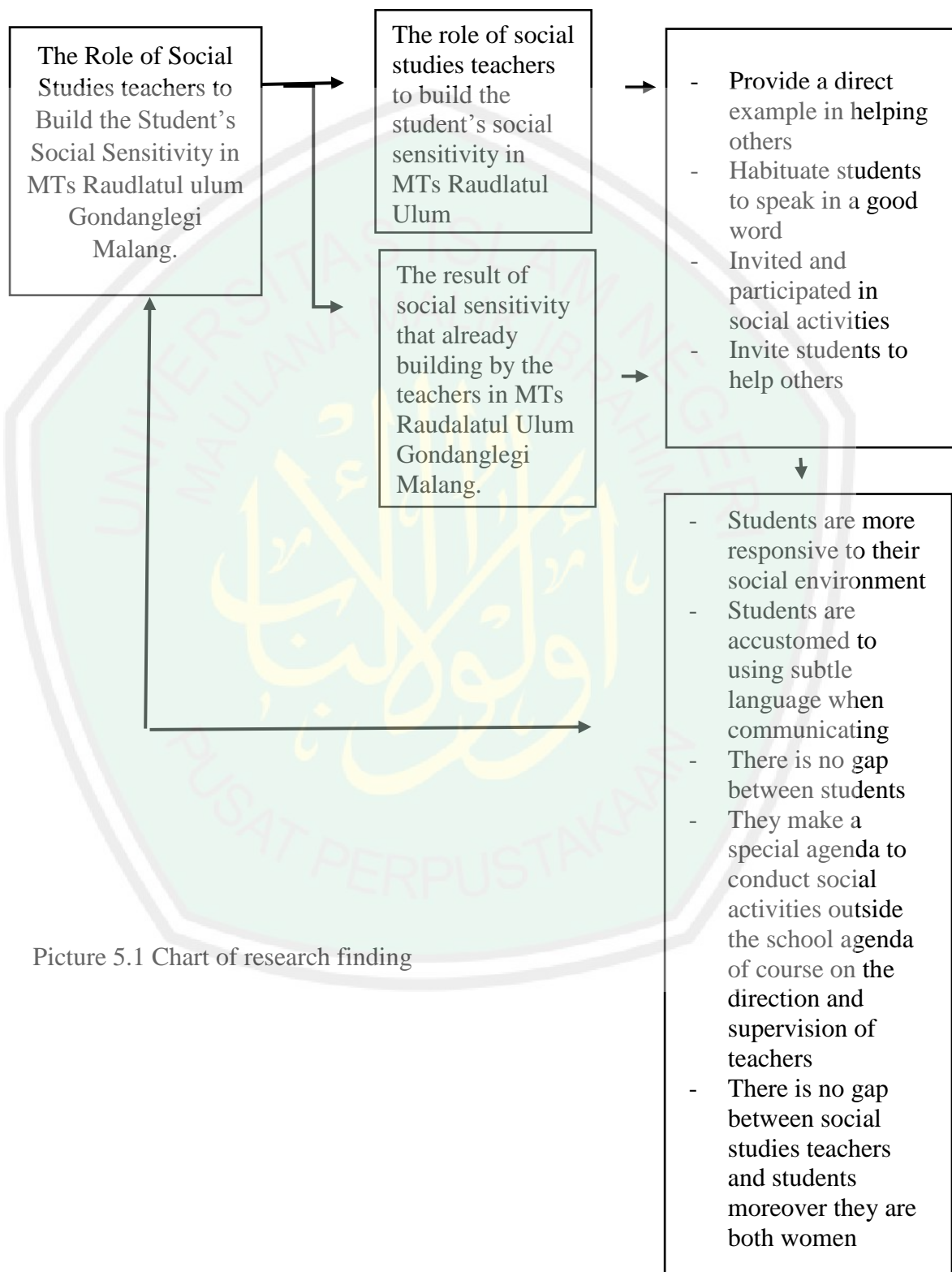
sensitivity, the results are very prominent on the social sensitivity of students is a positive result that greatly affect the social life of students. Very prominent results include:

- a. Students are more responsive to their social environment. Students are quick to respond because something happens in their environment, for example they see teachers having difficulty in bringing learning media, they are immediately responsive in helping teachers to bring them into the classroom. Even if the teacher does not teach in their class.
- b. Students are accustomed to using subtle language when communicating. They are accustomed to using a subtle language in communicating, they are not awkward to greet first teacher who met them even outside the school. They are also accustomed to using subtle language with family and people around them including the people in their neighborhood. Moreover older people.
- c. There is no gap between students. Although they are in different classes, the students remain friends and communicate well. There is no separator between classes A, B, C, or D. in associating and networking, they communicate well with each other.
- d. They make a special agenda to conduct social activities outside the school agenda of course on the direction and supervision of teachers. The charity that is held makes them more enthusiastic to set aside their allowance to share to others. They deliberately set aside allowance to be donated later at the end of the even semester. They are increasingly

enthusiastic because the teacher promises them to do social work together. The social devotion designed by the teacher will be done to people in need around Madrasah.

- e. There is no gap between social studies teachers and students moreover they are both women. Where they are free to express and complain about the problems they face. Students are happy if they can share all the problems they face towards social studies teachers. Because they feel comfortable and feel safe to express their hearts without any suspicion and insecurity.





Picture 5.1 Chart of research finding

CHAPTER VI

CLOSSING

A. Conclusion

1. In a study conducted by researchers in the field, of all seven characteristic, researchers have found all the characteristic that occur in the field, which all characteristic have appeared in research that has been done by researchers. Based on the results of research and analysis, it can be concluded that:
the role of teachers in building social sensitivity of students in Mts Raudlatul Ulum Putri that is, (a) the students have realized that we can not live alone. (b) associate with people as much. (c) students have noticed and improve the way of speaking. (d) engaging in social activities. (e) students have developed empathy. (f) behaved pro-socially. (g) saw and acted in looking at the issues surrounding the student's social environment at school.
2. The result of the role of teachers after build the social sensitivity of students in the daily life of students. They are able and accustomed in making the network because of the broad and easy association. Students are also accustomed to speaking smoothly with the other person. They have also designed and actively participated in the social activities they designed and arranged well, it can be concluded that: the role of social studies teachers in building students 'social sensitivity positively impacts the students' social life, in which teachers are

motivators, mentors, making charity donation, the students have good attitude, and directors to invite students to be sensitive and responsive to their social environment.

B. Suggestion

For teachers:

Social Studies teachers should play an active role in building students' social sensitivity either by directly inviting students to be sensitive to their social environment or by providing a direct example to the students in building students' social sensitivities.

For schools:

All school members must play an active role both the principal, teachers, and employees in the school must show actively to provide examples and good example of the students so that will foster social sensitivity of students. And expected on the school to support the facilities and infrastructure needed by students, so that students feel comfortable in receiving learning.

For student:

Students should be more active learning and always be good and have high discipline in the school environment. So it will have a good impact on their survival.

APPENDICES

OBSERVATION GUIDE

Rumusan Masalah	Point yang diamati
Bagaimana peran guru dalam membangun kepekaan sosial siswa di MTs Raudlatul Ulum Gondanglegi Malang?	<ol style="list-style-type: none"> 1. Kegiatan belajar mengajar di kelas VIII 2. Karakter serta penanaman sikap apa yang dilakukan dalam proses pembelajaran. 3. Media apa yang digunakan dalam proses pembelajaran
Bagaimana dampak dari peran guru dalam membangun kepekaan sosial siswa MTs Raudlatul Ulum Gondanglegi Malang?	<ol style="list-style-type: none"> 1. Bagaimana respon siswa ketika proses pembelajaran 2. Bagaimana dampak nyata dalam penanaman kesadaran dan kepekaan sosial siswa 3. Bagaimana bentuk evaluasi dari kegiatan pembelajaran IPS dalam menanamkan karakter kepada siswa. 4. Bagaimana pergaulan siswa di lingkungan sekolah. Dan seperti apa kegiatan sosial yang dilakukan siswa.

INTERVIEW GUIDE FOR SOCIAL STUDIES TEACHER

Rumusan Masalah	Pertanyaan
Bagaimana peran guru dalam membangun kepekaan sosial siswa di MTs Raudlatul Ulum Gondanglegi Malang?	<ol style="list-style-type: none"> 1. Bagaimana kepekaan sosial menurut anda? 2. Bagaimana cara anda membuat siswa sadar bahwa dalam hidup, kita harus dapat hidup berdampingan dengan banyak orang? 3. Seperti yang anda jelaskan tadi, sebagai guru juga berhak untuk dapat memberi tauladan serta contoh dalam hal bertutur kata. Bagaimana cara mengajak siswa melakukan hal baik tersebut? 4. apakah menurut anda juga perlu dalam mengajak siswa untuk terlibat aktif dalam kegiatan bermasyarakat?
Bagaimana dampak dari peran guru dalam membangun kepekaan sosial	1. Bagaimana dampak yang telah terjadi selama ini pada siswa akan

<p>siswa MTs Raudlatul Ulum Gondanglegi Malang?</p>	<p>kepekaan sosial siswa?</p> <ol style="list-style-type: none"> 2. Berarti selama ini berdampak positif akan adanya penanaman kepekaan sosial yang anda tanamkan? 3. Bagaimana cara anda menanamkan kepekaan sosial selama ini? 4. Apakah selama ini memang sudah baik dalam menanamkan dan menumbuhkan kepekaan dan kesadaran sosial selama ini? 5. Bagaimana anda mengevaluasi nya?
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INTERVIEW GUIDE FOR STUDENTS

Rumusan Masalah	Pertanyaan
Bagaimana peran guru dalam membangun kepekaan sosial siswa di MTs Raudlatul Ulum Gondanglegi Malang?	<ol style="list-style-type: none"> 1. Contoh kongkrit apa yang dilakukan guru IPS dalam mengajak kalian untuk peka terhadap sosial lingkungan kalian? 2. Bagaimana sikap mu dalam bergaul dan berteman dengan teman-teman di lingkungan sekolah? 3. Hal baik apa yang dibiasakan guru terhadap kalian dalam bersosial dan dalam lingkungan sekitar? Yang kalian rasakan dan berdampak baik dalam kehidupan kalian? 4. Kegiatan sosial apa yang pernah kalian lakukan di lingkungan sekolah maupun lingkungan masyarakat?
Bagaimana dampak dari peran guru	1. Bagaimana respon siswa ketika

<p>dalam membangun kepekaan sosial siswa MTs Raudlatul Ulum Gondanglegi Malang?</p>	<p>proses mengajak dan membangun kepekaan sosial yang dilakukan guru IPS berlangsung?</p> <p>2. apa dampak nyata yang telah terlihat dari hasil guru dalam membangun kepekaan sosial siswa?</p> <p>3. bagaimana bentuk evaluasinya yang telah dilakukan?</p> <p>4. apa saran ibu guru untuk kegiatan pembelajaran dan kegiatan membangun kepekaan sosial siswa.?</p>
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HASIL OBSERVASI

NO	Rumusan Masalah	Pusat yang di amati	Deskripsi
1.	Bagaimana peran guru dalam membangun kepekaan sosial siswa di MTs Raudlatul Ulum Gondanglegi Malang?	<ol style="list-style-type: none"> 1. Kegiatan belajar mengajar di kelas VIII 2. Karakter serta penanaman sikap apa yang dilakukan dalam proses pembelajaran. 3. Media apa yang digunakan dalam proses pembelajaran 	<p>Kegiatan belajar mengajar di kelas VIII MTs Raudlatul Ulum diawali dengan kegiatan pembuka dimana guru memulai pelajaran dengan memberikan salam, bertanya tentang pembelajaran sebelumnya dan memberikan brainstorming untuk memancing rasa ingin tahu siswa terhadap materi pembelajaran berikutnya.</p> <p>Selanjutnya pada kegiatan inti, guru mulai untuk menerangkan materi pelajaran kepada siswa. Berdasarkan hasil observasi, kondisi kelas di kelas VIII A terlihat cukup baik dengan sarana dan prasarana yang ada.</p> <p>Menimbang bahwa gedung kelas yang ditempati oleh kelas VIII adalah gedung kelas baru. Dalam setiap kegiatan belajar mengajar guru menggunakan strategi yang mencakup penggunaan metode dan media</p>

			<p>pembelajaran. Penggunaan metode pembelajaran juga bervariasi tergantung pada materi pembelajaran guru juga memanfaatkan white board dan LCD proyektor. Disamping itu juga penanaman karakter kepekaan sosial dilakukan dalam bentuk mengajak dan berpartisipasi langsung karena dalam IPS adalah mata pelajaran mengenai ilmu-ilmu sosial, atau hal-hal yang ada didalam masyarakat atau lingkungan sosial. Disetiap akhir pembelajaran guru menanyakan kondisi sosial siswa serta mengajak siswa untuk turut andil dan peka terhadap sosial lingkungannya.</p>
2.	<p>Bagaimana dampak dari peran guru dalam membangun kepekaan sosial siswa MTs Raudlatul Ulum Gondanglegi Malang?</p>	<p>5. Bagaimana respon siswa ketika proses pembelajaran</p> <p>6. Bagaimana dampak nyata dalma penanaman kesadaran dan kepekaan sosial siswa</p>	<p>dengan jumlah siswa yang cukup banyak di lingkungan madrasah seperti Aliyah (SMA sederajat), Mts dan SMP yang berada di satu area sekolah membuat siswa cukup luas pergaulannya dalam lingkungan sosial di area sekolah. Menanamkan karakter bukanlah hal yang mudah dilakukan, sehingga respon</p>

		<p>7. Bagaimana bentuk evaluasi dari kegiatan pembelajaran IPS dalam menanamkan karakter kepada siswa.</p> <p>8. Bagaimana pergaulan siswa di lingkungan sekolah. Dan seperti apa kegiatan sosial yang dilakukan siswa.</p>	<p>yang ditunjukkan oleh siswa juga beragam, ada yang mudah dalam menyerap hal-hal itu, ada pula yang memerlukan waktu yang lama untuk memahami. Namun guru menerapkan pembiasaan sehingga meskipun dengan kurun waktu yang lama akan mendapatkan karakter dan sikap yang mereka butuhkan. Seperti sikap menghormati orang yang lebih tua dengan berbicara dengan baik dan sopan, bergaul sebanyak-banyaknya, sadar bahwa hidup harus berdampingan, terlibat dalam kegiatan sosial, mengembangkan empati, berperilaku pro-sosial, melihat dan bertindak dalam lingkungan sosial di lingkungan sekolah. tentunya hal-hal tersebut dicatat oleh guru sebagai catatan khusus mengenai tingkat keberhasilan penanaman dan menumbuhkan serta membangun kepekaan sosial siswa. Sehingga kekurangan yang ada dapat dievaluasi dengan memberikan</p>
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			<p>dukungan serta contoh yang baik untuk dilakukan dan dicanangkan selanjutnya.</p> <p>Dalam pergaulan siswa MTs di lingkungan sekolah cukup baik, terlihat saat siswa istirahat, mereka bergaul dan berbincang dengan beberapa siswa lain meski beda kelas dan tingkatan, mereka tidak canggung dalam pergaulan. Disamping itu juga mereka tetap melakukan pada prinsip-prinsip norma kesopanan. Mereka tidak melakukan hal-hal diluar norma kesopanan (Akhlaqul karimah) kepada teman, seangkatan satu Mts, SMP, dan MA. Mereka juga membiasakan diri berbicara menggunakan bahasa yang halus dan sopan meski bukan bahasa Indonesia, tetapi tetap sopan dan halus. Khusus di kelas VIII A mereka mengumpulkan dana khusus sebagai dana sosial.</p>
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DATA HASIL WAWANCARA

Nama : Anik Ihsaniyah, S. Pd

Jabatan : guru IPS kelas VIII di MTs Raudlatul Ulum Putri

A. Bagaimana Peran guru IPS dalam membentuk kepekaan sosial siswa kelas VIII di MTs Raudlatul Ulum?

1. Bagaimana kepekaan sosial menurut anda?

Kepekaan sosial itu membantu siswa untuk peka dan sadar pada sosial lingkungan mereka, sadar tidak hanya sadar saja tapi juga implementasi nya terhadap kehidupan mereka sehari-hari. Mereka perlu bimbingan, motivasi dan contoh langsung dalam kehidupan sehari-hari mereka. Yaaa..... tentunya seperti mengajak dan memberikan ajakan terhadap mereka

2. Bagaimana cara anda membuat siswa sadar bahwa dalam hidup, kita harus dapat hidup berdampingan dengan banyak orang?

Setiap manusia tidak bisa lepas dari yang namanya masyarakat, karena masyarakat kumpulan dari individu-individu yang saling berinteraksi dan saling bersosialisasi satu dengan yang lainnya. Sebagai guru tentunya kita perlu mengajak dan memberi contoh langsung agar siswa mau berinteraksi dan mudah bersosialisasi dengan lingkungan sekitar. Tidak hanya itu, mereka juga perlu diajarkan untuk berbicara dan bertutur kata dengan baik.

3. Seperti yang anda jelaskan tadi, sebagai guru juga berhak untuk dapat memberi tauladan serta contoh dalam hal bertutur kata. Bagaimana cara mengajak siswa melakukan hal baik tersebut?

sopan dalam berbicara memang dianjurkan serta ramah pada semua orang. Disekolah ini saya mengajurkan terhadap para siswa khususnya siswa yang saya ajar, bahwasannya alangkah lebih baik jika melakukan 3S (Senyum, Sapa, and Salam), hal ini saya tanamkan pada siswa agar menjadi kebiasaan dalam kehidupan sehari-hari mereka

4. Apakah menurut anda juga perlu dalam mengajak siswa untuk terlibat aktif dalam kegiatan bermasyarakat?

Menurut saya memang sangat perlu untuk mengajak siswa dalam melakukannya seperti contoh bakti sosial. Tetapi kami hanya hanya melakukan kegiatan sosial. Para siswa saya ajak untuk melakukan iuran wajib. Iuran ini di peruntukan untuk amal. Hal ini disambut baik oleh para siswa. Mereka setuju. Iuran itu untuk amal. Pada akhir semester sebelum ujian akhir semester kenaikan kelas saya mengajak siswa melakukan amal kepada orang-orang sekeliling sekolah yang membutuhkan. Seperti janda, yatim piatu. Dan orang yang membutuhkan lainnya. Hanya sebatas itu ,mba.

Disamping itu juga saya bahkan memberi slogan atau kalau bahasa gaul nya quote gitu yaa mba,,, yaitu (ubah niat baik menjadi aksi baik) jadi siswa tidak hanya memabtin saja melihat seseorang sedang kesusahan tetapi juga melakukan suatu tindakan. saya memang mengubah pola piker

siswa, kita tidak hanya melihat suatu masalah tetapi juga melihat jala keluar dari masalah tersebut

5. Bagaimana dampak dari peran guru dalam membentuk kepekan sosial siswa kelas VIII di MTs Raudlatul Ulum?

1. Bagaimana dampak yang telah terjadi selama ini pada siswa akan kepekaan sosial siswa?

Dampaknya cukup memuaskan bagi saya. Yang paling mudah bisa kita lihat, yaitu pada saat upacara saja, jika ada teman yang sakit atau merasa terlalu lelah mengikuti upacara karena tidak enak badan. Mereka (para siswa MTs) ringan tangan menolong siswa lain tanpa harus menunggu para anggota PMR dalam membantunya. Itu juga awalnya memang berat memberikan contoh langsung terhadap siswa. Yaaa,,, meski belum sepenuhnya sukses. Setidaknya, sebagian dari mereka peka dan tanggap. Tanpa harus disuruh dan di paksa. Itu sudah membuat saya senang mba. Itu menunjukkan bahwa contoh yang saya berikan dan stimulus yang saya berikan lumayan sukses meskipun belum 100

2. Berarti selama ini berdampak positif akan adanya penanaman kepekaan sosial yang anda tanamkan?

Menurut saya, memang berdampak positif mba, apalagi melihat siswa yang memang baik. Disamping memang sekolah area ini kan memang khusus untuk siswa putri. Jadi, dalam penanaman dan mengajak siswa untuk sadar dan peka pada sosial lingkungannya cukup mudah.

3. Bagaimana cara anda menanamkan kepekaan sosial selama ini?

Alahamdulillah, dalam membangun kepekaan sosial siswa selama ini saya cukup terbantu oleh guru-guru lain. Untuk saling mengawasi anak-anak untuk terus bersikap sopan. Jadi kalo ada siswa yang sedikit berbuat tidak baik terhadap teman yang lain ada guru lain yang juga ikut mengawasi dan mengendalikan siswa. Jadi tanggung jawab seperti itu tidak semua kami limpahkan kepada guru konseling saja. Tetapi semua ikut berperan.

Gitu mba

4. Apakah selama ini memang sudah baik dalam menanamkan dan menumbuhkan kepekaan dan kesadaran sosial selama ini?

pastinya semua tidak akan ada yang sempurna, apalagi dengan jumlah siswa sekarang ini. Namun kita harus tetap berupaya untuk tetap konsisten dan meningkatkan dalam memberikan nilai yang baik. Atau dalam kata lain kita harus berbenah diri, jadi apa yang menjadi kekurangan kita. Kita harus mengamati, apa yang perlu dibenahi

5. Bagaimana anda mengevaluasi nya?

Memang di akhir semester kami melakuakn rapat guru dalam istilah kami itu (rapat pleno) yang mana mengevaluasi dan melihat perkembangan siswa. Biasanya dalam rapat itu kami sebagai guru mereka saling memberikan masukan apa yang perlu dibenahi. Bahkan dalam rapat ini juga sebagai sarana para guru untuk menyampaikan kondisi siswa yang memang perlu penanganan khusus biar bisa saling memberi solusi gitu loh mba.

Nama : Naila Nur Saidah

Posisi : siswa kelas VIII di MTs Raudaltul Ulum

A. Bagaimana Peran guru IPS dalam membentuk kepekaan sosial siswa kelas VIII di MTs Raudlatul Ulum?

1. Contoh kongkrit apa yang dilakukan guru IPS dalam mengajak kalian untuk peka terhadap sosial lingkungan kalian?

iya mbaa.... Guru IPS kami itu sangat mengayomi, beliau (Bu Anik) juga memberikan contoh langsung dan mengajak kami, para siswanya untuk berkontribusi langsung. Beliau memberikan contoh dan mengajak. Seperti yang terjadi pada hari Santri kemarin yang diselenggarakan nya upacara di lapangan desa. Ada beberapa siswa yang terlalu lelah sehingga tidak kuat mengikuti upacara. Bu anik langsung tanggap dan menolong siswa tersebut. Jadi itu mba,,, kami juga merasa sungkan dan merasa terpanggil untuk membantu beberapa siswa yang lain.

2. Bagaimana sikap mu dalam bergaul dan berteman dengan teman-teman di lingkungan sekolah?

bahwa kita ini juag membutuhkan orang lain. Kita tidak bisa hidup sendiri. Sebagai contoh nih yaaa,,, kita juga punya genk. Tetapi pada dasarnya kita satu, kita tidak pernah memberda-bedakan teman.

3. Hal baik apa yang dibiasakan guru terhadap kalian dalam bersosial dan dalam lingkungan sekitar? Yang kalian rasakan dan berdampak baik dalam kehidupan kalian?

Ibu Anik memang mebiasakan kami (para siswanya) untuk mebiasakan diri melakuakn 3(Senyum, Sapa, dan Salam) kepada orang. Tidak hnya itu, ibu Anik selalu menegur siswa jika tidak menggunakan bahasa yang halus kepada orang lain dan sesame teman. Beliau selalu mengatakn dan menegur kami serta membiasakan berbicara menggunakan bahasa yang halus (bahasa jawa halus) dengan kami diluar kelas.

4. Kegiatan sosial apa yang pernah kalian lakukan dilingkungan sekolah maupun lingkungan masyarakat?

kegiatan sosial yang kami lakukan hanya sebatas menjenguk teman yang sakit, dan melakukan atau sumbangan amal khusus untuk keperluan mendesak. Amal ini diperuntukan jika ada siswa yang sakit kami menggunakan dana tersebut untuk menjenguknya.

Seperti dana kas khusus simapan umum untuk kepentingan mendesak.

Nama : Anna Imroatul Jannah

Posisi : siswa kelas VIII di MTs Raudlatul Ulum

A. Bagaimana Peran guru IPS dalam membentuk kepekaan sosial siswa kelas VIII di MTs Raudlatul Ulum

1. Contoh kongkrit apa yang dilakukan guru IPS dalam mengajak kalian untuk peka terhadap sosial lingkungan kalian?

Kalau menurut saya, ibuu Anik itu,,, jarang sekali mengatakan atau mengajak langsung pada kami (siswa), tapi lebih kepada memberi contoh mba. Seperti pas waktu hari santri kemarin. Waktu diadakan upacara dilapangan desa, yang mana banyak berkumpul dari sekolah lain juga untuk mengikuti upacara. Lah disitu kami melihat langsung apa yang dilakuakn ibu Anik. Ibu membantu siswa yang terlalu lelah karena kepanasan. Karena memang dilakukan cukup lama, karena terlalu lama menunggu beberpa tokoh ulama (kyai). Nah pada saat itu mbaa,,, ibu Anik tidak memandang siapa yang sakit atau kelelahan, dari mana sekolahnya atau semacamnya. Beliau turn tangan langsung meski waktu itu memang ada tim PMR yang ikut menjaga. Berlangsungnya upacara.

2. Bagaimana sikap mu dalam bergaul dan berteman dengan teman-teman di lingkungan sekolah?

Kalau dalam berteman atau bergaul memang sudah bisa dilihat kan mba,,, kami memang berteman dengan siapa saja. Tidak memilah-milah teman berdasarkan kelas atau instansi sekolah. Urutan kelas memang di kelompokkan, dari kelas yang isinya siswa-siswa pilihan. Tapi pada dasarnya seluruh siswa sama, memiliki hak dan kewajiban yang sama, serta diperlakukan secara sama. Dalam bergaulpun kita tetap bersama.

3. Hal baik apa yang dibiasakan guru terhadap kalian dalam bersosial dan dalam lingkungan sekitar? Yang kalian rasakan dan berdampak baik dalam kehidupan kalian?

Selalu mengingatkan kita untuk berbiacara sopan. Dalam artian kita selalu menggunakan baasa alus mbaa kalau berbicara dengan guru karyawan atau bahkan orang yang lebih tua di area sekolah. Kami juga di beri slogan 3 S itu mba... senyum, sapa, dan salam.

4. Kegiatan sosial apa yang pernah kalian lakukan dilingkungan sekolah maupun lingkungan masyarakat?

Belum sih mba,, tapi rencananya di akhir semester 2 nanti kami akan melakukan bakti sosial di lingkungan sekitar sekolah untuk para orang yang membutuhkan seperti janda, atau anak yatim. Kami melakukan pengumpulan dana setiap minggu. Dimana dana itu juga dana khusus yang dilakukan untuk bakti sosial.

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SMP Negeri 1 Gondanglegi	2010
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