

**SOCIAL SCIENCES LEARNING IMPLEMENTATION AT
INCLUSIVE SCHOOL (THE CASE OF SMP MUHAMMADIYAH 2
MALANG)**

THESIS

Written by:

Mukhamad Arfianto

NIM. 14130121



**SOCIAL SCIENCES EDUCATION DEPARTMENT
TARBIYAH AND TEACHING TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF MAULANA MALIK
IBRAHIM MALANG**

October, 2019

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MALANG)**

THESIS

*Presented to Tarbiyah and Teaching Training Faculty Islamic State University of
Maulana Malik Ibrahim Malang*

*In Partial Fulfillment of the Requirement for the Degree of Sarjana Ilmu
Pengetahuan Sosial (S.Pd)*

Written by:

Mukhamad Arfianto

NIM. 14130121



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APPROVAL SHEET

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THESIS

By:

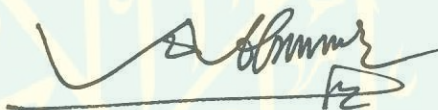
Mukhamad Arfianto

NIM.14130121

Approved

By:

Advisor,



Dr. H. Abdul Bashith, M.Si

NIP.197610022003121003

Acknowledged by,

The Head of Social Science Education Department



Dr. Alfiana Yuli Efianti, MA

NIP.197107012006042001

LEGITIMATION SHEET

Social Sciences Learning Implementation at Inclusive School (The Case of SMP Muhammadiyah 2 Malang)

THESIS

Written by

Mukhamad Arfianto_(14130121)

Has been defended and approved by the board of examiners on 29 November 2019 as the requirement for the degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd)

Signature

Main Examiner,

Kusumadyahdewi, M.AB :

NIP.197201022014112005

Secretary,

Dr. H. Abdul Bashith, M.Si :

NIP.197610022003121003

Advisor,

Dr. H. Abdul Bashith, M.Si :

NIP.197610022003121003

Chair Examiner,

Dr. Alfiana Yuli Efianti, MA :

NIP.197107012006042001

Approved by,

Dean of Tarbiyah and Teaching Training Faculty of Islamic State Maulana Malik Ibrahim
Malang



Dr. H. Agus Maimun, M.Pd

NIP.196508171998031003

DEDICATION

Thank you for all reader this thesis....



MOTTO

افلم يسيروا في الارض فتكون لهم قلوب يعقلون بها او اذان يسمعون بها فانها لا تعمى الابصار
ر ولكن تعمى القلوب التي في الصدور (٤٦)

So, doesn't they never walk on earth, until their mind can understand, their ears can hear? Actually blindness not in the eyes, but inside their heart.

(Al-qur'an, Al Hajj: 46)

Important things that must learn in life: think about sincere in love, doing everything with good will, and trust in God without hesitation.

(Hellen Keller.....)

and

“Doesn't count chromosomes to love.....!!!”

PREFACE

بسم الله الرحمن الرحيم

All praises to Allah the most beautiful, the only one lord in universe. Thanks to Allah because of all blessing and guidance, so writer is able to finish this thesis. *Sholawat* and *Salam* always be presented to our Prophet Muhammad SAW, and his family, and followers until the end of the day.

This thesis is written to submitted as a part of requirement for obtaining Bachelor Degree in Social Science Education Department, Faculty of Tarbiyah and Teaching Training at Islamic State University of Maulana Malik Ibrahim Malang. I want to express my gratitude to several persons who given me inspiration:

1. For my Parents who permit me to learn until now.
2. Prof. Dr. H. Abd. Haris, M.Ag as the Rector of Islamic State University of Maulana Malik Ibrahim Malang.
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8. For all my teacher who advice and support me to loving science and serve to vulnerable people.
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12. For my wife in the future (.....) who makes me dream a better destiny.

This work I present to all readers, I hope several suggestion and constructive critics to repair my research. I hope this work can useful for many people, *aamiin*.

Malang,2019

Writer

CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare this thesis is originally written by Mukhamad Arfianto, student of Social Science Education Department as the requirement for degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd), Faculty of Tarbiyah and Teaching Training at Islamic State University of Maulana Malik Ibrahim Malang. This Thesis writing does not incorporate any material previously or publish by other parties to achieve the other bachelor status or other higher tertiary education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang.....2019

Author,

Mukhamad Arfianto

NIM.14130121

GUIDELINES OF ARAB-LATIN transliteration

The writing of Arabic-Latin transliteration in this thesis using guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No. 168 of 1987 and No. 0543b/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	=	h	ط	=	sh	و	=	w
خ	=	kh	ظ	=	th	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

A. Vokal Long

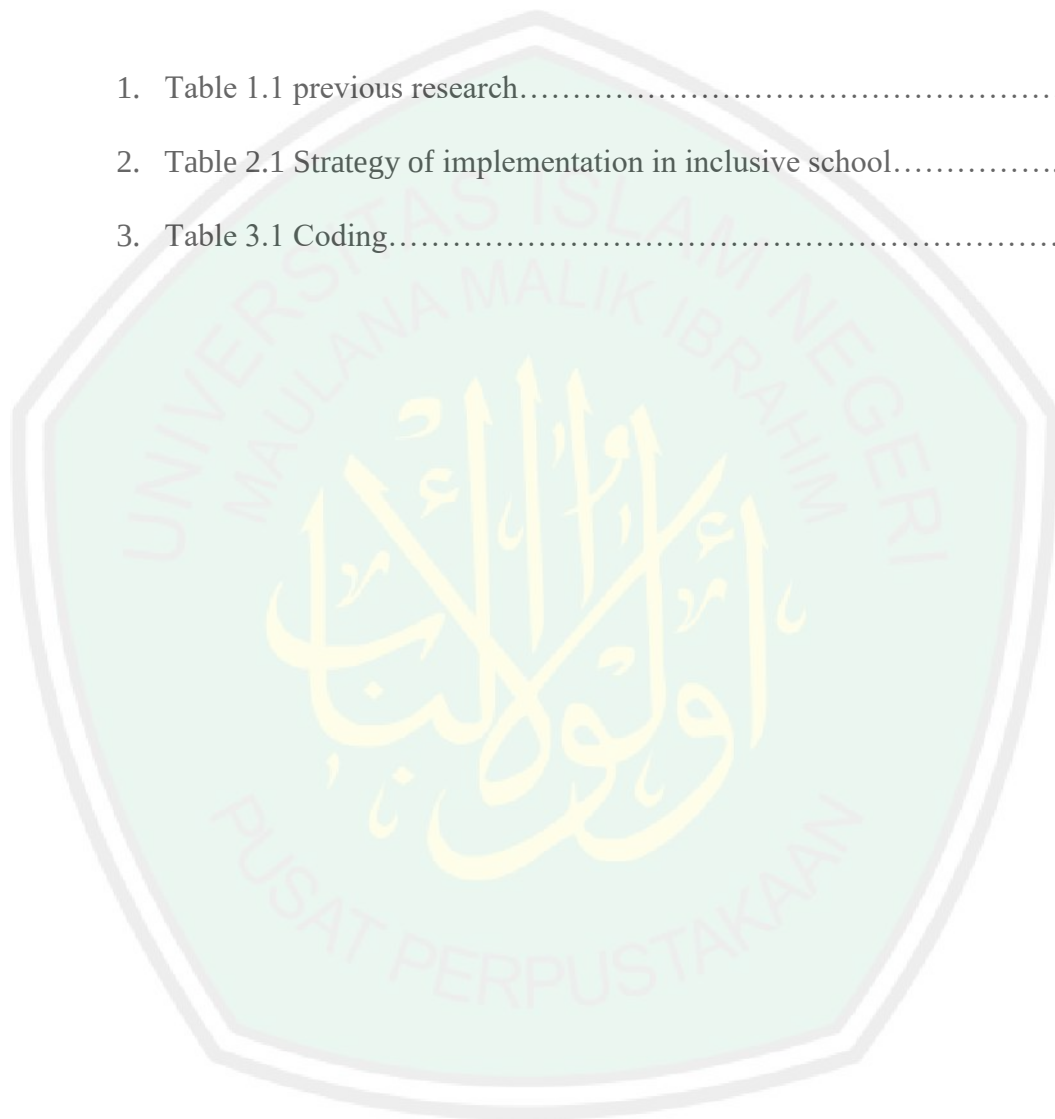
Vokal (a) long	=	â
Vokal (i) long	=	î
Vokal (u) long	=	û

C. Dipthong vocal

أُ	=	aw
أَيُّ	=	ay
أُو	=	û
إِي	=	î

TABLE LIST

1. Table 1.1 previous research.....	4
2. Table 2.1 Strategy of implementation in inclusive school.....	19
3. Table 3.1 Coding.....	30



PICTURE LIST

Picture 2.1 Construct of Thinking.....	21
Picture 3.1 Interactive data analysis method.....	29
Picture 4.1 The concept of social science inclusive learning planning in SMP Muhammadiyah 2 Malang.....	53
Picture 4.2 The concept of applying inclusive social studies learning in SMP Muhammadiyah 2 Malang.....	63
Picture 4.3, The concept of inclusive social studies learning obstacles in SMP Muhammadiyah 2 Malang.....	68
Picture 4. 4, Concepts of strategies to overcome the challenges of inclusive social studies learning in SMP Muhammadiyah 2 Malang.....	71
Picture 5.1, Conceptual building the implementation of inclusive social studies learning.....	83

APENDIX LIST

1. Interview Instrument
2. Documentation Photo
3. Lesson Plan
4. Rerearch Licence Letter
5. Biodata Of Writer



TABLE OF CONTENTS

Title	
page.....	i
Cover Page	
.....	ii
Approval Page	iii
CHAPTER I:	
INTRODUCTION.....	1
A. Background of Research.....	1
B. Focus of Research	3
C. Objective of Research	3
D. Significance of Research	3
E. Previous of Research	4
F. Definition of Terms	6
G. Compotition of Research Finding.....	7
CHAPTER II: REVIEW OF RELATED LITERATURE	9
A. Literature Review	9
- Theoretical Basis.....	9

B. Thinking Framework	20
CHAPTER III: RESEARCH METHOD.....	22
A. Research Methods	22
1. Types and Research Approaches	22
2. Researchers Presence	23
3. Subjects and Research Locations	24
4. Data and Data Sources	25
5. Data Collection Techniques	26
6. Data Analysis	28
7. Check Data Validity	31
8. Procedure for Research	33
CHAPTER IV: RESEARCH FINDING AND DATA EXPOSURE.....	35
A. General Description of The Research Location.....	35
B. Data exposure.....	37
C. Social Studies Learning Model Inclusive in SMP Muhhamadiyah 2 Malang.....	37
D. Constrains in The Implementation of Inclusive Social Studies Learning.....	63
E. Teacher Strategies in Overcoming The Challenges of Inclusive Social Studies Learning.....	70
CHAPTER V:	
DISCUSSION.....	75

A. Social Studies Learning Model Inclusive in SMP	
Muhhamadiyah 2 Malang.....	75
B. Constrains in The Implementation of Inclusive Social Studies	
Learning.....	82
C. Teacher Strategies in Overcoming The Challenges of Inclusive	
Social Studies	
Learning.....	86
CHAPTER VI:	
CLOSING.....	92
A. Conclusion.....	92
B. Suggestion.....	93

Abstract

Arfianto, Mukhamad, 2019, *Social Learning Implementation at Inclusive School (The Case of SMP Muhammadiyah 2 Malang*. Thesis, Social Sciences Education Department, Tarbiyah and Teaching Training Faculty, Islamic State University of Maulana Malik Ibrahim Malang. Advisor: Dr. H. Abdul Bashith, M.Si.

Key Word: Implementation, Social Sciences Learning, Inclusive.

Having inclusive insights is important. All teachers, parents, peer friends, and society are expected to have inclusive insights, because indeed it will be good implication for increasing academic capability, social and economic independence of difabel student. Research about inclusive education so far was talking about learning achievement, learning barrier, media learning, and accessibility. In the other hand, still nothing research about inclusive social learning implementation, a special about challenge and strategy in social science lesson for difabel student, to rising their social and academic independence. This research using case study method with observation, interview, and documentation to obtain a proposition about inclusive social science learning implementation as a program. Researcher doing an investigation about the model, obstacles, strategy, and evaluation for difabel student. The result of this research showed that Muhammadiyah 2 Junior High School Malang used 3 choices of curriculum level types. k-13 curriculum as the main curriculum, k-13 curriculum with PPI in it, and full PPI, the use of the curriculum, level is used according to the needs of each student according to their ability limits. This research has argued that curriculum must be adaptable and equitable for all students. Solutions for obstacles of social science learning are with: visual and contextual approach, repetition, and using sign language to solve the difficulty of communication, understand the complex lesson, and remember the lesson.

Abstrak

Arfianto, Mukhamad, 2019, *Social Learning Implementation at Inclusive School (The Case of SMP Muhammadiyah 2 Malang* Skripsi, Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Abdul Bashith, M.Si.

Kata Kunci: Implementasi, Pendidikan IPS, Inklusif.

Memiliki wawasan inklusif menjadi penting. Semua guru, orang tua siswa, teman sebaya, dan masyarakat diharapkan memiliki wawasan inklusif, karena sesungguhnya hal itu akan berimplikasi positif pada peningkatan kemampuan akademis, kemandirian sosial, dan kemandirian ekonomi siswa difabel. Studi tentang pendidikan inklusif selama ini telah banyak yang menyentuh soal prestasi belajar, hambatan belajar, media pembelajaran, aksesibilitas. Meskipun demikian, belum ada yang melakukan studi tentang implementasi pembelajaran IPS inklusif, khususnya tentang bagaimana tantangan dan strategi dalam penyampaian materi IPS pada siswa difabel untuk menumbuhkan kemandirian sosial dan akademik mereka. Penelitian ini menggunakan metode studi kasus dengan observasi, wawancara dan dokumentasi untuk memperoleh proposisi terkait implementasi IPS yang inklusif sebagai suatu program. Peneliti melakukan pendalaman terkait model, kendala, strategi, evaluasi pembelajaran IPS untuk siswa difabel. Hasil penelitian menunjukkan bahwa SMP Muhammadiyah 2 Malang menggunakan 3 pilihan jenis tingkatan kurikulum. Kurikulum k13 sebagai kurikulum utama, kurikulum k13 dengan PPI didalamnya, dan PPI penuh, penggunaan tingkatan kurikulum tersebut digunakan sesuai dengan kebutuhan setiap siswa sesuai dengan batas kemampuan mereka. Studi ini berargumen bahwa kurikulum yang digunakan haruslah adaptif dan equitas pada seluruh siswa. Solusi atas kendala pembelajaran IPS yaitu dengan: pendekatan visual konkret, repetisi, dan penggunaan bahasa isyarat untuk mengatasi kesulitan siswa dalam komunikasi, memahami materi kompleks dan mengingat konsep pembelajaran.

الملخص البحث

أرفيانتو، محمد، ٢٠١٩، تنفيذ التعلم الاجتماعي الشامل (دراسة حالة في مدرسة المحمدية الإعدادية الثانية مالانغ. الدراسة، تعليم العلوم الاجتماعية، كلية طريبه غوروهان، جامعة مولانا الإسلامية الحكومية مالك إبراهيم مالانغ. المدرب: الدكتور الحج عبد البصيث المجستير

الكلمات المفتاحية: التنفيذ ، تعليم العلوم الاجتماعية ، شامل

وأقرانهم الطلاب أمور وأولياء المعلمين جميع لدى يكون أن المتوقع من. مهم أمر شاملة أفكار وجود والاستقلال الأكاديمية القدرة تحسين على إيجابية آثار لها ستكون الواقع في لأنها ، شاملة رؤى والمجتمع الآن حتى الجامع التعليم دراسة تناولت وقد ، الإعاقة ذوي للطلاب الاقتصادي والاستقلال الاجتماعي أي يقيم لم ، ذلك ومع. الوصول وسهولة ، التعلم الإعلام وسائل ، التعلم الحواجز ، التعلم. الإنجاز مسألة التحديات مواجهة كيفية حول خاصة ، الشامل الاجتماعية الدراسات تعلم تنفيذ حول دراسة بإجراء شخص الاجتماعية استقلاليتهم لتعزيز الإعاقة ذوي للطلاب الاجتماعية الدراسات تقديم في والاستراتيجيات على للحصول والوثائق والمقابلات الملاحظة مع الحالة دراسة طريقة البحث هذا يستخدم. والأكاديمية والقبول بالنماذج يتعلق فيما الباحث تعمق. كبرنامج الشاملة الاجتماعية الدراسات بتنفيذ المتعلقة المقترحات SMP أن النتائج أظهرت. المعوقين للطلاب الاجتماعية الدراسات تعلم وتقييم والاستراتيجيات المنهج هو K13 منهج. المناهج مستوى أنواع من خيارات 3 استخدم Muhammadiyah 2 Malang طالب كل لاحتياجات وفقاً المنهج مستوى استخدام يتم ، الكامل PPI و ، فيه PPI مع k13 منهج ، الرئيسي يتمثل. الطلاب لجميع ومنصفاً متكيفاً يكون أن يجب المستخدم المنهج أن الدراسة هذه تجادل. لقدراته وفقاً الإشارة لغة واستخدام ، والتكرار ، ملموس مرئي منهج: في الاجتماعية الدراسات تعلم لمعوقات الحل. التعلم مفاهيم وتذكر المعقدة المواد وفهم ، التواصل في الطلاب صعوبات على للتغلب.

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is really important for everyone to get deep insight, get good skill and useful.¹ Every country's obligation to accommodate all people right to get access education with equitable, education due access for all kind social background, economic background, or every physical and mental condition of every person. Education unjust gifted for people with average ability, but also for unfortunately people in physical and mental worth it to get equity education as well.

Social Education is a lesson where student taught to get insight and sense about surrounded people, like interaction between individual to community, moreover an interaction between human with ecology. The student is expected grow to deal with social problems around them.

Aims of social education lesson is to foster attitudes of citizenship, morality and religion.² Lesson of social education expected to be able to

¹Jasa unggul Muliawan. *Epistemologi Pendidikan* (Yogyakarta: Gajahmada University Press, 2008), page. 21.

²Soemantri, *Menggagas Pembaharuan Pendidikan IPS*, (Bandung: PT Remaja Rosdakarya, 2001), page. 43.

guide student to think globally at local, it means able to keep up world civilization but still upholding local wisdom in Indonesia.

According with the spirit of social education, to answered social problems in society such as disabled people which is better called different ability (type of disability like deaf, blind, physically disabled, and mental disability). Lesson of social education in junior high school expected can internalize insight and incision awareness to their friends.

The selection of SMP Muhammadiyah 2 Malang as a research location was due to the inclusion of the inclusion program in the city of Lamang for the first time in this school, so that it had more experience in its application. It is expected that with long experience, it already has adequate program facilities and models.

Remember the importance of education equity in lesson of social education insight, so researchers do the case study about social education lessons at one of inclusive school in Malang city. This research, conducting case study about lesson of social education toward one of the school in Malang city. This research conduct to understand how to implement lesson of social study in the frame of inclusion, so researcher uses entitled **Social Sciences Learning Implementation at Inclusive School (The Case of SMP Muhammadiyah 2 Malang).**

B. Focus of the Research

1. What is the inclusive social sciences learning model in SMP Muhammadiyah 2 Malang?
2. What are the constraints of the teacher in the inclusive social sciences learning in SMP Muhammadiyah 2 Malang?
3. What is the teacher's strategy in overcoming the constraints to the inclusive social sciences learning in SMP Muhammadiyah 2 Malang?

C. Objectives of the Research

1. Understand the inclusive social studies learning model in the SMP Muhammadiyah 2 Malang.
2. Understanding the teacher's constraints in the inclusive social sciences learning in SMP Muhammadiyah 2 Malang.
3. Understanding the teacher's strategy in overcoming the constraints to the inclusive social sciences learning in SMP Muhammadiyah 2 Malang.

D. Significance of the Research

1. Theoretically : can be used as a conceptual basis for implementing social studies learning within the framework of an inclusive school.
2. Practically : can be a policy analysis in conducting inclusive education, especially learning on social studies subjects.

3. For Researcher : to enrich about insight about inclusive education especially in social science subject, get the real experience about condition and challenge difabel student.
4. For social science teacher : to give some request to learn about inclusive insight, how to teach difabel student, how to speak sign language, how to make difabel student can be able to independent in society, how to understand variety of ability the difabel student.

E. Previous Research

To guarantee this research was not before, so researcher presented several previous research. Here is some research, discuss similar theme:

Tabel. 1.1 Previous Research.

No	Name, title, year.	Result	Difference	Originality of Research
1	Tri Winarti, "Implementasi Pembelajaran IPS yang Inklusif di SMP Taman Dewasa Ibu Pawiyatan."2017.	The implementation of inclusive social studies includes planning, implementation and evaluation.	Social studies learning in inclusive classes in the context of planning, implementation and evaluation	This study discusses the implementation of social studies learning in inclusive schools in the context of the model, constraints and solutions provided by the teacher.
2	Syirwana Mayasari HB dkk, "Model Pembelajaran Inklusi Pada Mata	Social studies learning model in inclusive schools.	Social studies learning in inclusive schools in the context of	This study discusses the implementation of social studies

	Pelajaran IPS Terpadu di SMP 4 Payakumbuh.” 2018		learning models.	learning in inclusive schools in the context of the model, constraints and solutions provided by the teacher.
3	Saeful Aji Sucipto, “Kendala Guru dalam Proses Pembelajaran IPS di Sekolah yang Menerapkan Pendidikan Inklusi SMP Negeri 2 Sewon.” 2017.	Teacher obstacles in the social studies learning process in inclusive schools.	Social studies learning in inclusive schools in the context of the obstacles faced by teachers.	This study discusses the implementation of social studies learning in inclusive schools in the context of the model, constraints and solutions provided by the teacher.
4	Abdul Salim, “Model Modifikasi Kurikulum dan Pembelajaran Mata Pelajaran Ilmu Pengetahuan Sosial Bagi Anak dengan Keterbatasan Potensi Intelektua.” Disertasi UNS, 2013.	Modification of curriculum and social studies learning in inclusive education.	Modified curriculum design and social studies learning specifically for inclusive education.	This study discusses the implementation of social studies learning in inclusive schools in the context of the model, constraints and solutions provided by the teacher.

5	Abdurrohman, “Membangun Sosiologi Inklusif dalam Praktek Pembelajaran (Studi Pendidikan Toleransi dengan Penerapan Permainan Dadu Pintar Pada Pembelajaran Sosiologi Siswa).” 2015.	Implementation of dice game media in Sociology learning in high school inclusive schools.	Lesson of sociology nuanced inclusive.	This study discusses the implementation of social studies learning in inclusive schools in the context of the model, constraints and solutions provided by the teacher.
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Based of several previous research about implementation lesson of social education in inclusive schools, no one has discussed yet about the lessons model and also understand obstacle encountered both solutions given from teacher in social study lessons. The title of this research “Social Sciences Learning Implementation at Inclusive School (The Case of SMP Muhammadiyah 2 Malang)”, hope of research finding to understanding the social studies learning model and know the obstacle that faced by teacher both solutions given from teacher in inclusive schools.

Based from state of the art or uniqueness above, we know this research entitled “Social Sciences Learning Implementation at Inclusive School (The Case of SMP Muhammadiyah 2 Malang)” have expect to understand social education lessons in inclusive school and know the obstacles both solution in the implementation.

F. Definition of Key Term

1. Social education lesson : The lesson that student taught to get insight and sense of society, moreover between human nature and able to face the social problem surround them.
2. Inclusive education : The inclusive education united student from every kind, different ability or non-different ability in the same chance, to get nuance plurality and tolerance in the education process.

G. Composition of Research Finding

Systematics of discussion in preparation of this thesis set in six chapters which presented in general and a briefly. Presenting of systematics if discuss raise important points, preparation consist of six chapters like this:

Chapter I Introduction, this chapter contains background research, research focus, objective of the research, definition of key terms, and composition of research findings. In general, at chapter one contains base idea or rational research, the importance of this chapter to define how important this research to conduct.

Chapter II Review of Related Literature, this chapter contains the theoretical base and point of view. This chapter contains fundamental theory using to look the problem research, the importance preparation this chapter defines how appropriate theory used as perspective of thinking.

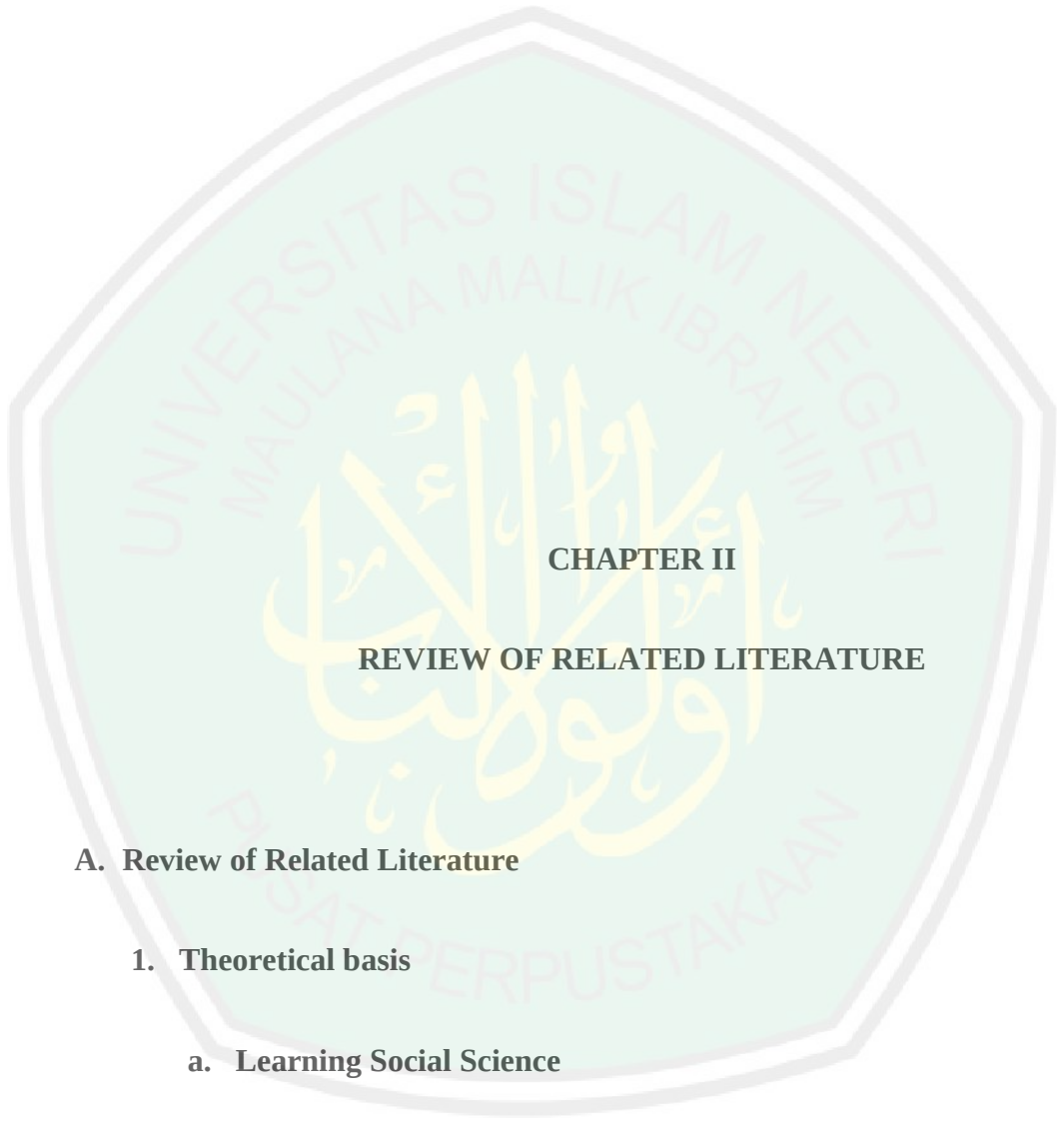
Chapter III Research Method, this chapter contains kind and research approach, attendance of the researcher, location and subject research, data and data resource, data collection, data analysis, and research procedure. At this chapter contains research method as analyze instrument to collect the data, the good importance of research defines how relevant data that take and presenting results of research.

Chapter IV Research Finding and Data Exposure. In this chapter contains data exposure and research finding, chapter IV contain about data exposure from field research, data exposure that result from implementation from the first chapter until third chapter is used to take data and expose in research writing. The importance writing of good exposes data and research finding will be defined how complete and strong the data is taken for analysis.

Chapter V discussion. In this chapter contains about how to answered a research problem and interpret research findings. Chapter V discusses about something that used to answer the research question and the new findings, the importance to make a good discussion is define how strong your narrative of research is.

Chapter VI Conclusion and Recommendation. In this chapter contains about conclusion and recommendation, chapter VI is the end of the research paper. In this chapter contains a summary of all chapters from introduction to

the discussion, the writing of closing part will make easier in summarizing research paper.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Theoretical basis

a. Learning Social Science

Learning is an interaction between teacher and student in teaching activity to achieve competency goals. According Sudjana, learning is a part of a holistic process contain of four aspects,

namely: purpose, core, method and assessment instrument.³ There are several important things in learning, the teacher must understand the emotional things by the student before start to teach in order to be able condition well. Furthermore, the teacher must explore the concept student have learned, so the teacher can give an appropriate subject matter. The structured and systematic learning is key to successful learning, especially learning social science.

According Daljoeni, the social science is a combination of several social sciences like sociology, history, geography, economy, politics, law, and culture. The social science is the multidisciplinary science, the social science constructs of social reality that occur in society which are then used as subjects.⁴

Social science education has several subdiscipline such as geography, history, economy, anthropology, politics, law and sociology. Geography give a hole insight about areas, whereas, history gives insight about phenomenon in various times; anthropology consists of comparison of values, social structure, and spiritual expression in society; politics and law are science about policy in activities related to decision making; the economy is the science about ways to accomplish human need; sociology is a

³Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, Bandung, Sinar Baru Agresindo, 1989, hlm. 9.

⁴N. Daldjonie, *Dasar-dasar Ilmu Pengetahuan Sosial (Untuk Mahasiswa IKIP dan Guru Sekolah Lanjutan)*, Bandung, Alumni, page. 17.

science about behavior in role of groups, institutions, processes of social interaction.

Social science education aims to be able to prepare student to ready to deal with social problems or all gab with self, society even environmental problems. Social science education unjust about how to deal with social problems, but also prepares students to have agreed that they able to think globally, and cultured according to local wisdom in Indonesia.

b. Inclusive Education

1) Inclusive Education Concept

Inclusive education is a noble and friendly ideal for the diversity of condition of students, ranging from physical, psychological or mental differences, race, religion, or any conditions that make them a minority. Discuss about inclusive, so we must discuss about the concept of diffability, because there are significant consequences both.

The first perceptions is socio-medic that see “defection” is an individual problem, it makes barrier in public space.⁵ This perception articulated and tangible to the International instrument that released by WHO at 1980, it’s called (International Classification of impairment, Disability and Health).⁶

This perspective also called socio-medic or charity approach. The consequences is that vurnelabel group for example intellectual disability can’t school at regular class, so replace at a special school and rehabilitative. The socio medic view sees that people with special needs are “abnormal” so need to be “normalized”.

In its development, there was a rejection in the 20th century by the British disabled people. The refusal turned the socio-medical view into human right based approach, the implication is the view that those who are considered “disabled” by the socio-medical view which they cannot carry out activities in the social space is not a problem, but actually lack of

⁵Barnes, Colin and Geof Mercer, “Illness and Disability: Exploring The Divide”, The Disability Press, 1996, page 29-54.

⁶P. Wood, “International Classification of Impeirments, Disability and Handicaps”, Geneva: World Health Organization, 1980.

facilitation from the community for disabled people to get the opportunity that is equity.⁷

The difference is very large between socio-medical views and human right approach. The socio-medical is more exclusive or separates between the disabled and the non-disabled, and the human right approach provides an open space for mutual tolerance between the diffable and the non-diffable, called inclusive. In terms of these vulnerable groups, there are also a gap in the meaning between the socio-medical approach term the disabled person (person with disabilities) or someone who cannot do what non disabled people do. In the human right approach term with different abled person (diffable) or people who have different abilities with non-disabled people but have the same opportunities and abilities.

After we know about concept of inclusive and different-ability, next turn to explain about inclusive education. Inclusive education is a noble way to accommodate different-ability student, because indeed we must uninstall conception of

⁷The arguments of the disabled people about rejecting the term disability in the socio-medical approach are to reject negative views on them. First, they are seen as social problems so they need to be “normalized”; second, the view of “disability” is considered not with the theological views of any religion that the God has no problem in creating humans, God always creates human beings in good condition; third, the socio-medical views, disabled people as inferior who cannot do what non-disabled people do. See Barnes, Colin, and Geof Mercer, page 29-54. See also “The Union of The Physically Impaired Against Segregation and The Disability Alliance Discuss Fundamental Principal of Disability” UPIAS.

inferiority and abnormality for other people, moreover create tolerance at different-ability students.

Inclusive education have 3 fundamental. First, arrange education with consider aspects affordability for all people. Second, is the acceptability, inclusive education must accept student with different-ability from all circles. Third, accessibility, inclusive education must establish good infrastructure in the school building although in the curriculum.⁸

Accordance Johnsen, there are three value in inclusive education. All values are: 1. every child must be integral part from local community or regular class; 2. lesson activity set through cooperative task, have oriented to individual learning although flexible in choose the topic, suitable with interesting from each different-ability student; 3. teacher cooperate and have knowledge about learning strategy in general, and individual, although have knowledge about appreciate plurality of student.⁹

2) Fundamental of Inclusive Education Policy

Inclusive education have long history. In international, formulation process of policy influenced since emerging of

⁸M. Joni Yulianto, "Konsepsi Difabilitas dan Pendidikan Inklusif", jurnal INKLUSIF, VOL. I Januari-Juni 2014, page 29-30.

⁹Johnsen, Berit H, and Miriam D, Skjorten. "Education-Special Needs Education". See http://idp-europe.org/docs/uio_upi_unclulsion_book/16-Mendidik_Pendidik.php.

Deklarasi Hak Asasi Manusia (DUHAM) (1949), Convention Child of Right (1989), World Declaration of Education for All (1990), Standart Policy of Equality of Right Dissability (1993), Salamanca Statement (1994), These policies influenced emerging the empowerment of disability.

In national Indonesian level, also support of these international policy with ajdustmen in Law policy in several domain about disability. Start from ratification interbational convention about disability, there is UU 19/2011 about ratificationn UNCRPD (United Nation Convention on Right of Person with Disabilities), Perpres 2/2015 about RPJMN 15-19, Perpres 75/2015 about RANHAM, UU 8/2016 about disability people, Perpres 59/2017 about SDGs achievment.¹⁰ (at the national policy articulated result of international convention in increasing dusability people welfare in all domain, Indonesian goverment comitment to increase wefare of disability people. Approve this ratification mean our goverment realize the consequence of achievement or barrier of implementation. Indonesian goverment give aproachment the twin track: 1. Activity of mainstreaming disability awareness in all domain; 2. Activity that concucting person with disabilities participate and get benefit on equality right. BAPENAS, in "the 1st

Indonesian Conference on Disability Studies and Inclusive Education", Jogja, 26 November 2018.)

3) The Benefit of Inclusive Education

a) Benefit of Inclusive Education for Student

Inclusive education more possible to be chosen for different-ability student. Statement from Association for Retarded Citizen (ARC) 1995, concluded the result of several researcher that approve benefit of inclusion:

- (1) Student with disability have great success and more significance to achieve goals than others student in programs.
- (2) Student with disability that learn in regular class can get better in academic and social than they learn in non-inclusive condition.¹⁰
- (3) Student with disabilities can get self-esteem from peers and social abilities.¹¹ Escalate academic for non-disability student not barrier with inclusion class.¹²
- (4) Non-disability student get benefit from inclusion class.

¹⁰Baker, and Walberg, 1994 in J. David Smith, "Inclusion, Education For All", Bandung, Nusa Bandung, Juli 2006, page 422

¹¹See Burwilli and Wright, 1993; Christmas, 1992; Marwell, 1990; McDonnell and McDonnell, Harriman, and McCone, 1991 in J. David Smith, *ibid*, page 422.

¹²Straub and Peck, 1994 in J. David Smith, *ibid*, page 422.

- (5) Decrease an afraid to different between people that can make disgusting.
- (6) Grow with social consciousness.
- (7) Escalate self conception aspect.
- (8) Development of self pribcipal.
- (9) Frienship in sweetness and simpatico.¹³

b) The Benefit Inclusive Education for Teacher

If teachers get support like they want to make a class become mire inclusive, they report several benefit for good changing.¹⁴Between benefits such as:

- (1) learning and lesson include various barrier.

Teachers relort, they has much learn about barrier/defection, because they also have student with different-ability. They also report, much learn about handle people with special needs with apreciate and openheart during give atention how student interaction each other.

- (2) Curriculum and Learning Topic

Teacher in incusive class report, they more not presure on tasks at paper, but change to manipulation and creative method. They have different-ability student in class. They make changing in curriculum that give benefit for all sudent.

¹³Straub and Peck, 1994 in J. David Smitg, ivid, page 422.

¹⁴Rainforth, 1992 in J. David Smitg, Op Cit, page 426.

(3) Success for All

Teacher report, have different-ability student in class can strenghtening their commitment to assist every student to success.

(4) Collaboration to Solve Problem

Teacher in inclusive class report, more capable to doing cooperative each student to solve problem. They show antusiast and commitment.

(5) Hope and Inclusive

Teacher and student in inclusive class hope to all student with different-ability will be join and active in regular class. Some Factors to make this happent is a growst sense of belonging, and optimistic to make inclusive environment come true.

(6) Evaluation and Learning Achievement

Teacher in inclusive class report that they can active participation in arangement prosedure in achievement development for student with disability in class. They report, look like make easier to they understand about their student, how to help achieve goals. They feld, this thing increase sense of belonging with their student with disability.

(7) Flexibility

Teacher in inclusive class report that they more flexible in learning process. They fell to having their studend with disability in special class, give them meaning in learning style, in structure and class design, although in creat activity to increase successfull for all student.

(8) Acountability

Teachers in inclusive class report, growth some commitment for development of ethics and responsibility on their lesson. The influence from have special need student in their class look like give stimulation to growth that reflected in implementation that give benefit for all student in school.

4) Strategy of Implementation in Inclusive School

Struggle of implementation inclusive education it's more just than afirmative in facilitation different-ability to acomodate plurality of student. In conceptual, the strategy to implementation like this:

Tabel 2.1, Strategy of Implementation in Inclusive School by BAPENAS.¹⁵

Road of Policy			
Strenghtening leadership on institution	Strenghtening way to decrease access gab in education.	Ensure implementation management	Open of chance for person with

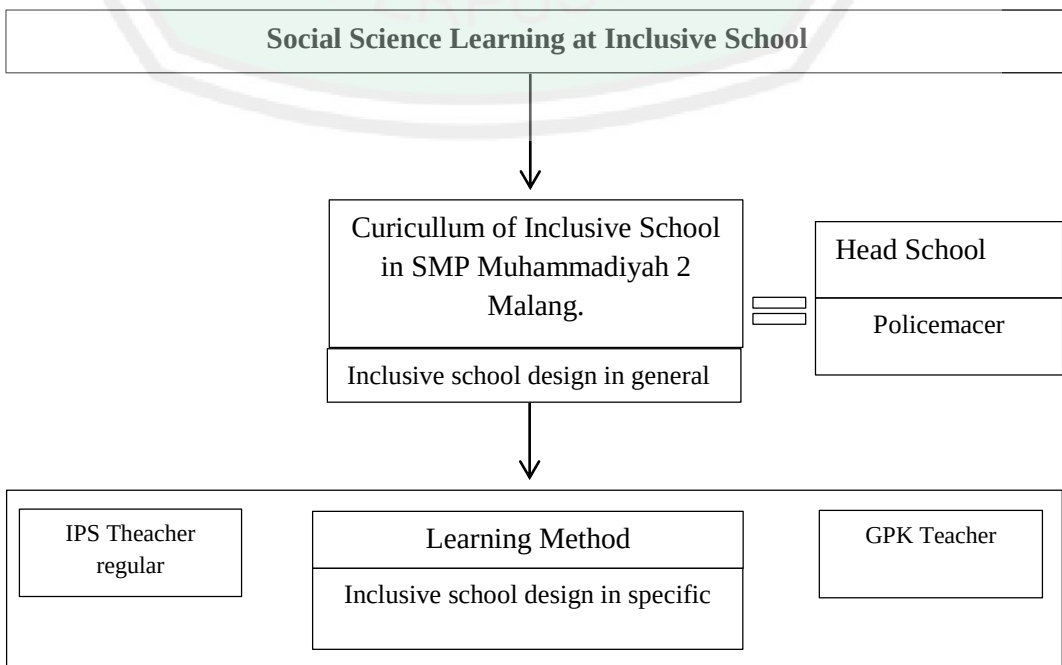
¹⁵ BAPENAS, in "The 1st Indonesian Conference on Disability Studies and Inclusive Education", Jogja, 26 November 2018.

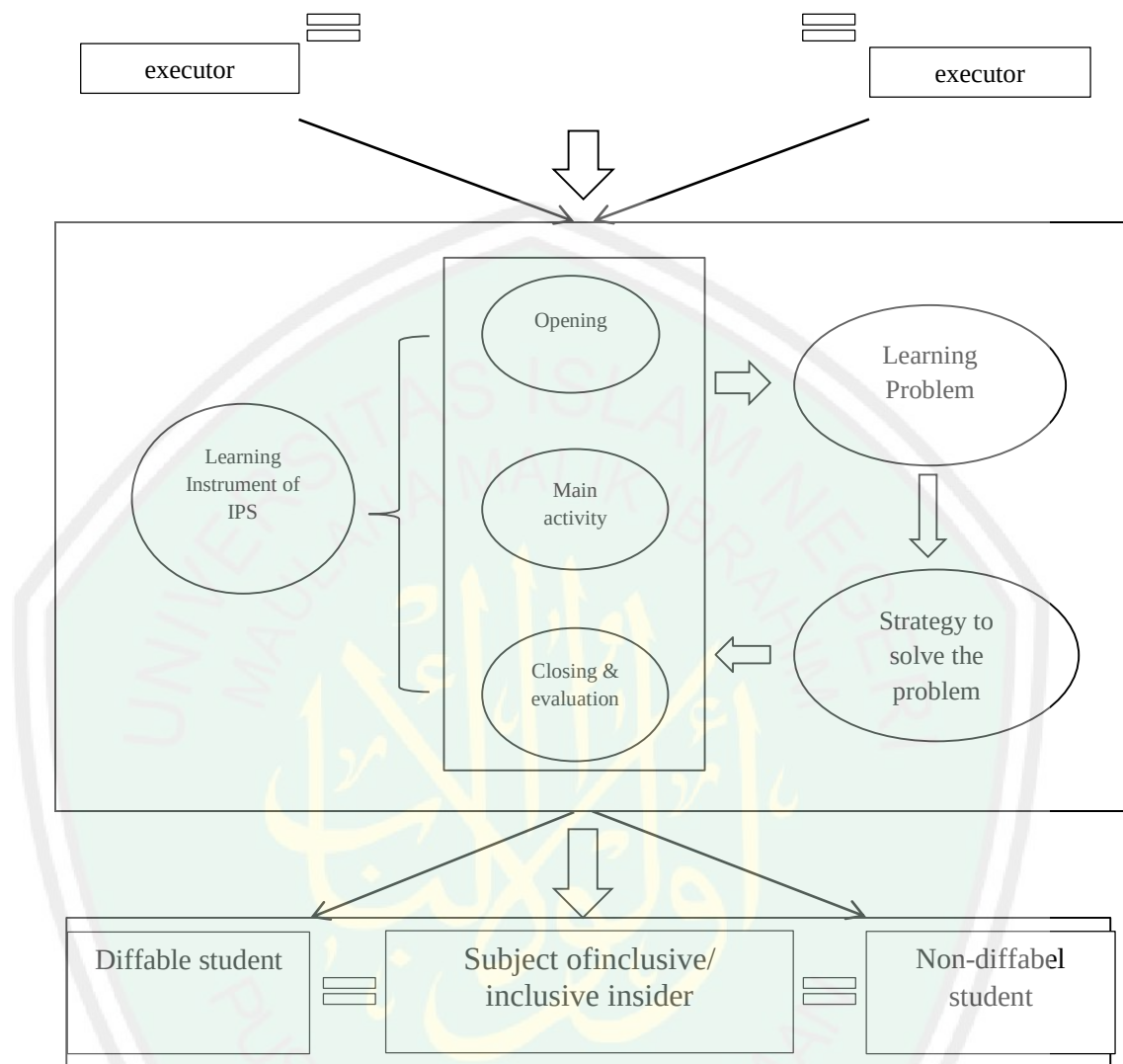
education and staff.		institution of education.	disability in art and sport domain.
Implementation Strategy			
• Give training for teacher and candidate of teacher. • Prepare learning facility and access to all levels. • Arrange rules for campus to implement inclusive education. Arrange policy about special support teacher.	• Internalization criteria of non-discriminative in supervision document. • Conduct supervision based criteria or manual of rules in school. • Give compensation limit if age for person with disability.	• Availability front detection program and holistic intervention in elementary education (just about intellectual disability). • Construct installation as disability center. • Support development of education and spiritual training.	• Support development of participation for person with disability in art and sport competition.

Can be conclude that in strategy of implementation inclusive education arranging in holistically. Strategy of implementation in inclusive education have aspects to strengthening skill of teacher, strengthening way to decrease gap in education access, ensure on implementation well management in inclusive education, and open chance of participation in art and sport activity for person with disability.

2. Thinking Framework

For make easier to understand this research schema, researcher give one construct if thinking like these:





Picture 2.1. Construct of Thinking.

CHAPTER III

RESEARCH METHOD

A. Research Methods

1. Types and Research Approaches

This study discusses social studies learning in schools that carry out inclusive education, thus demanding adjustments to diverse student conditions. If in public schools, the implementation of learning in public schools only carries out a uniform model, what if done in an inclusive school? In this study using a type of qualitative research and case study approach to discuss the implementation of social studies learning in inclusive schools in SMP Muhammadiyah 2 Malang.

The qualitative method using the case study approach in this study is the right choice. Focusing on the implementation of an inklusif school learning program, there are some interesting things to observe, such as learning models, and learning evaluations, so the case study intends to find out in depth the model, learning evaluation, constraints and solutions to social studies learning.

The analysis of the case study approach itself aims to explore a program, event, or case, so the selection of variables in this election analyzes the implementation of social studies and inklusif schools. The

hope is to get the deepening of the right problem and be able to reflect the findings obtained in the field to implement good social studies learning on inclusive schools.

2. Researcher's presence

The researcher jumped on the field since the researcher confirmed and surveyed the first time during the preparation of the thesis proposal whose research was conducted at Muhammadiyah 2 Middle School in Malang. The researcher made a research permit letter to be delivered to Muhammadiyah 2 Middle School in Malang. After the study was completed, the researcher asked for a decision letter from the school where the research was conducted that the researchers had actually conducted research at the school.

In the study, researchers used a purposive sampling technique or set the subject of research from the beginning to be used as resource persons. The researcher chose informants who, according to the researchers had adequate information regarding the implementation of social studies learning at inclusive schools in SMP Muhammadiyah 2 Malang including: principals, regular social studies teachers, special assistant teachers, disabled students and non-disabled students.

3. Subjects and Research Locations

In this study, I chose a subject consisting of teachers of social studies subjects, school principals and curriculum teachers, and disabled and non-disabled students at SMP Muhammadiyah 2 Malang. Social studies teachers are the parties concerned as the implementers of an inclusive program, the selection of these informants to study the implementation of social science subjects, researchers study how the implementation of social studies learning in schools that implement inclusive education so that there is a unique and interesting strategy to study.

Principals and Wakakurikulum are stakeholders, or makers of inclusive program design in general. Selection of informants from principals and Wakakurikulum to obtain data related to the curriculum and available resources to implement inclusive programs at SMP Muhammadiyah 2 Malang. Disabled and non-disabled students are inclusive subjects or inclusive insiders, the purpose of selecting informants from disabled and non-disabled students are to obtain data related to the learning process in social studies subjects in inclusive schools.

The location of this research was carried out at SMP Muhammadiyah 2 Malang located in Blimbing sub-district, Malang City. The reason for choosing the location of this school because it is the only Islamic junior high school in the city of Malang that organizes inclusive education, is expected to be able to complement the repertoire of Islamic inclusive education.

4. Data and Data Sources

Data is important information to answer research problems. Data in qualitative research is obtained from research subjects or informants, results of observations of the researchers, the facts of the field, documents. Obtaining data are obtained orally or in writing, through in-depth interviews with research subjects or observing documents and artifacts.¹⁶

Data sources are grouped into two types, namely primary data and secondary data. Primary data is data obtained, processed and presented by researchers from the main data, secondary data is data obtained, processed which is presented by other parties which are usually in the form of scientific publications and research journals.¹⁷ In this study, the source of the data is explained among others:

a. Primary data

Verbal information obtained from the subjects of the study were social studies teachers, principals and Wakakurikulum, as well as disabled and non-disabled students through interviews, recorded in writing or sound recordings, taking photographs.

b. Secondary data

¹⁶Rulam Ahmadi, *Memahami Metodologi Penelitian Kualitatif*, Malang, UIN Press, 2005, page. 63.

¹⁷Hadari Nawawi dkk, *Penelitian Terapan*, Jakarta, Rieneke Cipta, 2002, page. 107.

Secondary data is data presented, collected, reported in addition to researchers, namely documents or archives issued by the competent authority or other research results that have varying tendencies.

5. Data collection techniques

The method of data collection in this study was conducted in three ways, namely: first, in-depth interviews (in-depth interviews); second, observation; third, documentation. Each method of collecting data will be explained below as follows:

a. Deep interview

The interview is a process of interaction with the subject of research to obtain data for certain purposes, in-depth interviews are a way to obtain data by directly meeting the subject of research to get a complete picture of the theme under study.¹⁸ The needs of informants in this study chose: Deputy Principal (Mr. Yoso), 2 Social Studies teachers (Mrs. Mega and Mr. Yoso), 2 Special Assistance Teachers (Mrs. Lila and Mr. Tony), 2 diffable students (Aldi and Gery), 2 students non-disabled (Fauzan and Seven).

¹⁸Burhan Bungin (Ed), *Metodologi Penelitian Kualitatif Aktualisasi Metodologis ke Arah Ragam Varian Kontemporer*, Jakarta, Raja Grafindo Persada, 2007, page. 157.

b. Observation

Observation or observation is a method of collecting data by making observations on ongoing activities. Observation can be done in a participatory or non-participatory manner. The things that need to be observed are learning design, and the process of implementing learning.

¹⁹Observations in this study used non-participatory observation or researchers did not play an active role, just following their activities, observations that researchers did include: observing school building infrastructure (conformity with students' diffability abilities in accessing buildings), learning plans (Syllabus, RPP, and Evaluation, compatibility between learning plan content and the ability of students with disabilities to achieve it), social interaction between disabled and non-disabled students (conformity between inclusive ideals and their interactions), social studies learning in inclusive classes (aimed at observing disabled student motivation, tolerance between students , the independence of students with disabilities in learning, and the level of understanding of students with disabilities related to social studies material).

c. Documentation

The use of documents is used by researchers to complete the data obtained from research subjects, in this study examples of documents

¹⁹Nana Syaidah Sukmadinata, *Metode Penelitian Pendidikan*, Bandung, PT Remaja Rosda Karya, 2007, page. 220.

used are infographics of policy data by the government, relevant laws, database from schools, RPP, syllabus, and evaluation sheets learning.²⁰

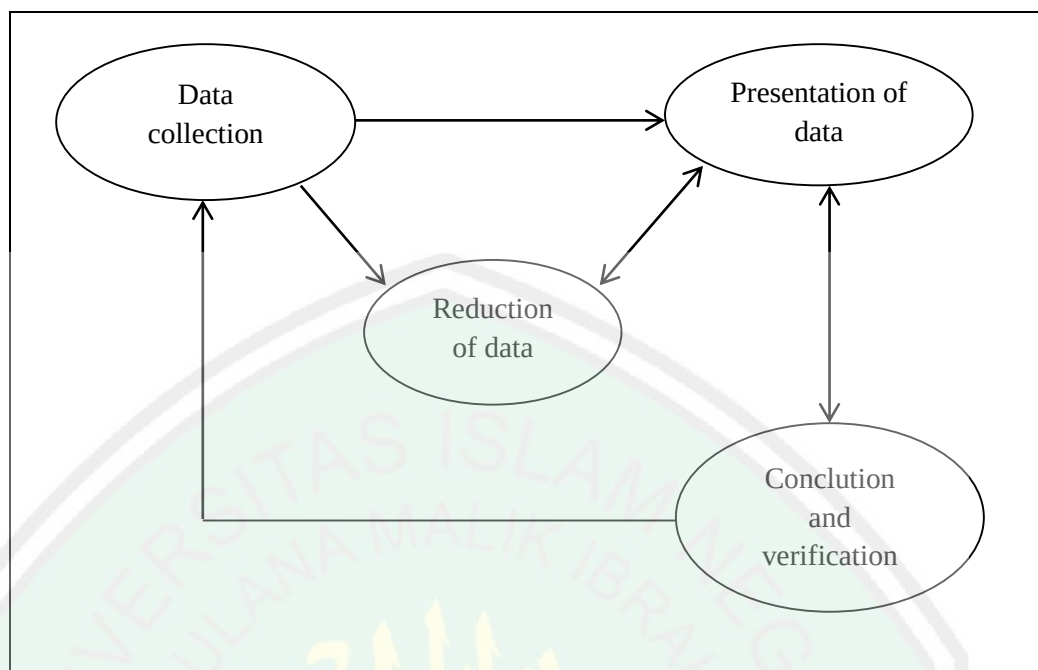
6. Data analysis

Analysis of data according to Moelong is three types, namely, (1) the method of constant comparison of Glaser & Strauss, (2) methods of data analysis by Spradley and (3) methods of data analysis by Miles & Huberman.²¹

In this study using the interactive analysis method by Miles & Huberman. Data analysis takes place simultaneously which is carried out simultaneously with the process of collecting data with the stages of the flow: data collection, data reduction, data presentation and conclusions or verifications. The interactive data analysis technique is described as follows.

²⁰A. Sonhaji, *Teknik Observasi dan Dokumentasi*, Makalah ini disajikan dalam lokakarya penelitian tingkat lanjut angkatan I tahun 1991/1992, Malang, Lembaga Penelitian IKIP Malang.

²¹Lexi J. Moelong, *Metode Penelitian Kualitatif*, Bandung, Remaja Rosdakarya, 2002, hlm. 15.



Picture 3.1. Interactive data analysis method by Miles and Huberman.²²

The interactive data analysis method in this study is explained as follows:

a. Data collection

Data collection activities are carried out since the researcher enters the research location until all necessary data is collected. Data collection is obtained from the results of interviews, observations, and documents.

b. Data reduction

Activities carried out at this stage are identifying data and coding data.

In coding the data used three columns of tang consisting of numbers, coding aspects, and codes. For more details in the following table.

²²Adapted from B. Miles & Huberman, *Qualitative Data Analysis*, see also Burhan Bungin (ed), *Analysis of Qualitative Research Data: Methodological and Philosophical Understanding towards Application Models*, Jakarta, Raja Grafindo Persada, 2003, p. 69.

Table 3.1. Coding

No.	Code coding aspect	Code
1	Data collection technique	
	a. Interview	Ww
	b. Observation	Ob
	c. Documentation	Dk
2	Data sources	
	a. Social Sciences Teacher	G.IPS
3	Research Focus	
	a. Social studies learning model in F1 inclusive schools	F1
	b. Constraints faced by teachers in the implementation of IPS F2 learning	F2
	c. Teacher strategies in overcoming obstacles in social studies learning in F3 inclusive schools	F3
	d. The learning process of disabled and non-disabled students in social studies subjects F4	F4

c. Data presentation

At this stage, it is first presented separately from one stage to another, but after the last category is reduced, the overall data is summarized and presented in an integrated manner. This process is done by making charts, tables, and diagrams so that the data is more interesting and systematic.

d. Conclusion and verification

At this stage, we can know the meaning of the data that has been obtained both through interviews, observation and documentation. Final conclusions are expected to be obtained after the data has been collected.

7. Check data validity

Examination of data validity is based on the criteria to ensure the confidence of the data obtained through research. in qualitative research, data validity is an attempt to increase the degree of trust in the data.

According to Moelong, there are four criteria to maintain data validity, namely credibility or degree of trust, capability, dependability or dependability and confirmation or certainty.²³ Whereas in this study, researchers used three criteria, namely credibility or degree of trust, dependability or dependency, and confirmation or certainty. These criteria are used in the study as explained below.

a. Credibility

There are several examination techniques in credibility criteria, namely, extension of participation, persistence of observation, triangulation, peer checking, adequacy of references. In order for the data obtained in this study to be guaranteed trust and validity, then checking the validity of the data that the researcher uses is the

²³Lexy J. Moelong, op, cit, hlm. 324.

triangulation method. Triangulation is a technique of checking the validity of data that uses something else outside the data for checking or comparing data.

Denzin, as quoted by Moelong, distinguishes four types of triangulation as examination techniques that utilize the use of resources, methods, investigators and theory. The triangulation technique that the researchers used in this study is as follows.

b. Source triangulation

The researcher carried out this technique by comparing the interview data from the institution with observational data, interview data with related documents. This is done to test the validity of the data and to know the relationship between various data so that analysis errors can be minimized.

c. Triangulation method

Researchers use this technique by checking the degree of trust or credibility of several data sources, which in this case are informants or research subjects, with the same method. The researcher collects and compares data obtained from one informant with other informants.

d. Dependability

This criterion is used to maintain prudence in the possibility of errors in concluding and interpreting data, so that data can be accounted

for. The possibility of these errors is caused by many researchers as the main instrument. Therefore, it is necessary to have a research auditor, namely a thesis supervisor.

e. Confirmability

This criterion is used to assess the results of research conducted by checking data and information and interpreting research results supported by existing material. Confirmability method emphasizes the characteristics of the data obtained from informants.

8. Procedure for research

a. Pre-Field Stage

- 1) Arrange the research design or design that will be used.
- 2) Select the location of the study. this research was located in Muhammadiyah 2 Middle School in Malang.
- 3) Managing licensing, the researcher prepared a permit from the faculty to Muhammadiyah 2 Middle School in Malang.
- 4) Conduct pre-research observations.

b. Field Work Stage

- 1) Understanding research sites and preparing themselves.
- 2) Build relationships between researchers and informants.

3) Conduct research as well as engage in informant activities.

c. Data Analysis Phase

At this stage researchers conduct recording, preparation, processing and interpretation that connects data with the problem of the researcher. At this stage discuss the answers to research problems.



CHAPTER IV

RESEARCH FINDING AND DATA EXPOSURE

In this chapter the data and research findings produced at SMP Muhammadiyah 2 Malang will be presented which include: (1) general description of the research location; (2) data exposure and case findings; (3) propositions submitted from case findings.

A. General Description of The Research Location

1. History of the Establishment of an Inclusive Program at SMP Muhammadiyah 2 Malang

The motive for establishing an inclusive education program in SMP Muhammadiyah 2 Malang is inseparable from the collaboration with the University of Muhammadiyah Malang, for one of its vision is to empower students with disabilities. Through the faculty of Psychology UMM, with the initiation of the dean and graduate director in 2010, at that time it was initiated by Mr. Tulus and Dr. Latifun, as an inclusive education consultant at the Ministry of Education, they want to start an inclusive education program in Malang.

Following up on the desire to form an inclusive school program in Malang, finally the UMM Psychology Faculty conducted a survey of schools ranging from elementary to vocational schools, at that time there were already 3 elementary schools that had organized inclusive

programs. The next step is to determine junior high school as a continuation of elementary school so that there are people who can accommodate disabled students from elementary school graduates.

Building an inclusive school program is not the same as public schools, both from an infrastructure and superstructure. Criteria for inclusive schools including strategic aspects are ease of transportation, facilities, school buildings, strategic location access, it is a general criteria as an inclusive school, finally selected SMP Muhammadiyah 2 Malang located on Jl. Letjen Sutoyo No.68, Purwantoro, Kec. Blimbing, the City of Malang, this school was chosen because of all these things meets the criteria.

As fulfilling the criteria of inclusive schools, in addition to adequate infrastructure, teacher human resources who understand inclusive insights are needed. The teachers were given an outreach in collaboration with the UMM Psychology laboratory, the teachers were given an overview of inclusive insights, every semester the teachers of SMP Muhammadiyah 2 Malang conducted a consultation and evaluation of the implementation of an inclusive program to improve the quality of the program, the evaluation, consultation and cooperation were established until this time.

B. Data Exposure

1. Social Studies Learning Inclusive Model in SMP Muhammadiyah 2 Malang

Learning models include planning, implementation, assessment. As inclusive schools have different learning models from public schools, each design has adaptations that are compatible with the conditions of disabled and non-disabled students. Each detail will be discussed one by one from planning to evaluation as follows:

a. Planning.

The planning includes: curriculum, prota-promes, syllabus and lesson plans, learning materials, strategies, procedures, source-media and assessment. Planning is arranged by regular subject teachers in collaboration with GPK, so many things must be anticipated in the preparation of learning plans in inclusive schools because they are required to facilitate students with disabilities with all its diversity.

1) Curriculum

In accordance with operational guidelines and operational standards for inclusive education there are 3 curriculum categories, namely: (1) general k-13 curriculum; (2) a combination curriculum between k-13 and PPI

(individual learning programs); and (3) the full PPI, but in its implementation at SMP Muhammadiyah 2 Malang has a unique way, first from the regular VIII social studies teacher bu Mega, he stated about the type of curriculum application as follows:

“Saya sebenarnya masih menggunakan K-13, kalau IPS masih tetap berceramah kayak KTSP, kayak gitu loh, saya stimulus dulu kayak tadi itu, soalnya kan awal-awal saya kasih slide atau video biar dia itu paham jadi “oh iya nanti arahnya kesini-kesini” kayak gitu. Kalau di K-13 kan mereka yang langsung mengeksplor “iya buk jadi gini-gini” gitu kan... kalau saya tetap berceramah saya kasih stimulus dulu baru mereka menjawab kayak gitu kalau saya. Inovasinya juga kadang saya pake apanamanya, gambar-gambar kayak artikel-artikel gitu buat group, buat kelompok kayak gitu, nanti mereka tau sendiri “oh iya ini arahnya kemana” misalnya pahlawan siapa ini, ceritanya apa..kayak gitu”. “kalau saya paling sering memakai kurikulum yang umum, kan kalau PPI ada di guru inklusifnya sendiri yang mendampingi”.²⁴



Picture 4.1, Interview with Mrs. Mega as IPS Teacher.

²⁴Interview with Mrs Mega in teachers room, at 2 Mei 2019.

The curriculum used by social studies teachers uses KTSP because it adapts to the unique characteristics of their students as long as they understand it. Ms. Mega uses the general curriculum model in social studies subjects in regular classes, the general curriculum applies to non-disabled and disabled students with equal opportunities. Mr. Yoso further revealed as a regular VII grade social studies teacher, that the curriculum used at SMP Muhammadiyah 2 Malang was as follows:

”jadi gini le, secara umum sekolah menerapkan kurikulum K13, pada anak reguler dan difabel, namun pada kondisi anak difabel kurang menguasai pembelajaran tertentu maka diterapkan PPI penuh, bisa dibilang penerapan kurikulum di sekolah ini kondisional dan bersifat equitas.”²⁵

Mr Yoso explained in detail about the curriculum that was held at SMP Muhammadiyah 2 Malang namely using the k-13 curriculum in general, but with the PPI curriculum option. In general, all students, both non-disabled and disabled, are encouraged to follow the general curriculum if they are able, if they are not capable, such as conditions that are not conducive or do not master certain material, then disabled students are allowed to study outside the classroom,

²⁵Interview with Mr Yoso in headmasters room, at 9 Mei 2019.

this does not only apply to social studies subjects but also everything.

Teachers in inclusive schools are not only from the regular teacher component, but also GPK teachers. The task of GPK teachers is to support learning when regular IPS subject teachers especially, have difficulty in delivering material to disabled students who are not conducive. In line with the explanation of the aspects of equity in the curriculum of the SMP Muhammadiyah 2 Malang, Mrs. Lila as GPK explained about the curriculum used in social studies learning as follows:

”tetep K13 dengan penerapan PPI didalamnya”²⁶



Picture 4.1, Interview with Mrs. Lila as GPK teacher.

Likewise, GPK who later said the same thing, follows the statement from Mr. Toni:

²⁶Interview with Mrs Lila in inclusive room, at 14 Mei 2019.

“kurikulum K13 namun disesuaikan kebutuhan yang bersangkutan, tapi yang jelas tentang materi sesuai kurikulum K13 cuma dipermudah saja.”²⁷



Picture 4.3, Interview with Mr. Toni as GPK Teacher.

Not much different from Mrs. Lila, Mr. Toni said that the use of the main curriculum is k-13, but the task of GPK is to modify the k-13 curriculum to be easier for the students concerned, that is what is called the PPI curriculum. Modifying the general curriculum is designed according to the needs of each individual student with disabilities, so GPK makes a different curriculum for each student with disabilities on social studies material.

Field notes: 14 Mei 2019 observation about curriculum.

Regarding the curriculum, I observed aspects of learning tools ranging from the syllabus to lesson plans, learning procedures, media, to full evaluation using k-13.

²⁷Interview with Mr Toni in inclusive room, at 14 Mei 2019.

Almost all learning tools are the same as ordinary schools, but the difference is that there is an adjustment and readiness of the teacher to provide a level of learning load in accordance with the ability limits of students with disabilities²⁸

2) Prota-Promes

After discussing the curriculum that applies to inclusive social studies learning at SMP Muhammadiyah 2 Malang, then in planning we discuss prota; promes note; syllabus; RPP; learning materials; learning strategies; learning procedures; sources and media; and assessment.

First, it talks about prota and promes notes. Making promes prota on inclusive social studies learning at SMP Muhammadiyah 2 Malang in accordance with the applicable education calendar and learning activities, so it is not much different from schools in general.

The making of social studies prota and promes notes in SMP Muhammadiyah 2 Malang is only left to subject teachers. As stated by Lila's mother as GPK as follows:

"kalau program tahunan kita tidak merencanakan, kita hanya mengikuti kelas reguler, misalnya pengenalan tentang bumi, kita mengenalkan bumi itu seperti apa menggunakan media seperti globe, jadi tidak pernah mengenakan soal-soal yang sulit pada siswa difabel,

²⁸ Observation about curriculum, at 14 Mei 2019.

dalam artian gradenya kita turunkan, setara dengan anak SD sesuai dengan kemampuan individu.”²⁹

Making prota and promes is only the authority of subject teachers, in this case social studies subjects. Because all material references are in the subject teacher, GPK as a support in all subjects when there are students with disabilities who experience difficulties in certain circumstances.

3) Silabus dan RPP

The next step of planning is the preparation of lesson plans which include: learning strategies; learning procedures; sources and media; learning materials; and assessment. Planning for inclusive social studies learning in SMP Muhammadiyah 2 Malang is to reduce the grade if some students with disabilities have difficulty receiving it, but not all students with disabilities have difficulty studying social studies material, some are capable.

Making lesson plans for regular social studies teachers is no different from schools in general, in accordance with the k-13 curriculum reference, but in GPK it is demanded to make modifications to lesson plans when there are some disabled students who have difficulty in receiving social studies material. The following is a narrative from Lila's mother as a

²⁹Interview with Mrs Lila in inclusive room, at 14 Mei 2019.

GPK teacher about making lesson plans covering learning strategies; learning procedures; sources and media; learning materials; and rating³⁰:

Syllabus and RPP:

”begitu pula dengan silabus dan RPP, karena kita mengikuti kelasnya di reguler, jadi inklude di masing-masing mapel”

Learning material:

”materi semua sama, kembali lagi kita turunkan grade nya, bisa dibayangkan kan kalau gradenya diturunkan berarti seandainya menjelaskan tentang alam, sejarah, kita hanya mengenalkan pada dasarnya saja, tidak pada langsung dalam-dalamnya itu tidak bisa.”

Learning strategy:

”ada yang saya suruh menyalin, setelah itu menjawab soal-soal yang kami berikan, dalam artian gradenya kita turunkan juga, ada yang bisa, ada yang tidak.”

Learning procedure:

”kita ikut jadwal yang sudah ada, kalau sudah ada IPS ya kita ikuti, kalau ada praktik ya kita bantu, tapi kan kalau anak difabel kan tidak semua mau, kita tidak memaksa disitu, kita fokuskan agar senang membaca saja.”

Media and resource:

”ya hanya alat tulis saja, kalau di gitu reguler ada movie, biar mereka lebih tertarik.”

Evaluating:

”kami menilai dengan kita membuat soal sendiri. GPK mencakup 13 mapel, kita yang bikin kita pakai 3 level,

³⁰ Interview with Mrs Lila in inclusive room, at 14 Mei 2019

ringan sedang dan tinggi, jadi anak ini bisa kami tahu kemampuannya.”³¹

The making of an inclusive IPS RPP in SMP Muhammadiyah 2 Malang follows the reference in the regular class, for some disabled students who have difficulty, the grade is lowered, meaning that it is only taught the basics such as about nature, history, country names, hero names, currencies, for the learning procedure there is no compulsion equalization of competence in students with disabilities if unable, in the assessment made three levels starting from mild; is; and height to determine variations in students' abilities.

Not much different from what was conveyed by Ibu Lila, Mr. Toni also explained the planning of inclusive social studies learning as follows³²:

Syllabus and RPP:

“Menyesuaikan dengan kelas reguler, karena tugas GPK memodifikasi RPP ketika siswa difabel kesulitan pada materi tertentu.”

Learning Material:

“materi teoritis sama alat pendukung harus disiapkan di IPS kita siapkan peta, globe, gambar, asalkan sesuai.”

Learning strategy:

“strategi kita ya bagaimana agar materi pada anak difabel kita ulang-ulang terus, kita cari model lain agar aktif, seperti alat peraga, jadi harus melihat langsung.”

³¹Interview with Mrs Lila in inclusive room, at 14 Mei 2019.

³² Interview with Mr Toni in inclusive room, at 14 Mei 2019

Learning Prosedure:

“Juga mengikuti prosedur kelas reguler.”

Media and resource:

“kita sesuaikan dengan materi yang ada.”

Evaluation:

”ada penilaian praktik, tulis, lisan, produk, proyek, seperti membuat patung garuda, menggambar peta, cari negara di peta, yang mudah-mudah”³³

Making inclusive social studies lesson plans at SMP Muhammadiyah 2 Malang continues to use the reference for regular classes, unless some students with disabilities experience difficulties, modification of lesson plans, media and strategies used are concrete and repetitive so that students with disabilities, especially those with intellectual disabilities are more receptive, for evaluations designed with easy options for disabled students.

Planning for inclusive social studies learning in SMP Muhammadiyah 2 Malang has a specific way of adjusting. Each student gets a variety of treatments, the teacher facilitates what is the limit of student ability and student interests with a nuance of equity and tolerance.

According to IPS subject teachers, as implements of inclusive education in the regular classrooms have a way to

³³Interview with Mr Toni in inclusive room, at 14 Mei 2019.

make inclusive social studies learning plans compatible. Like what was stated by Mega's mother as a social studies subject teacher as follows³⁴:

Syllabus and RPP:

Pembuatan RPP sesuai dengan acuan k-13.

Learning Material:

“tetep seperti K13 umum, kita mengikuti diknas, soalnya kalau anak swasta beda dengan negeri ya mas, kalau negeri dia punya ingin taunya tinggi, belajar di rumah, kalau anak kayak gini kan, dia ada yang ngaji, di pondok, dan di panti, jadi dia waktu belajarnya sedikit. Kalau saya, saya kasih pengarahan, stimulus dulu, baru..gitu.”

Learning strategy:

“Lebih cenderung pada strategi kooperatif, kadang membuat tugas yang dilakukan secara berkelompok agar mereka saling membantu.”

Learning prosedure:

Membuat rancangan mulai dari penyiapan materi, pelaksanaan hingga evaluasi, dengan dibantu GPK.

Media and resource:

Sumber dan media dari buku, gambar, video, PPT.

Evaluation:

Untuk penilaian, khususnya siswa difabel, kita perlakukan sesuai batas kemampuan belajar mereka.

Planning for inclusive social studies learning according to Mega is referring to the curriculum k-13, in making lesson plans adapted to the context of student life that

³⁴ Interview with Mrs Mega in teachers room, at 2 Mei 2019

has a lot of activities outside of school, the teacher gives stimulus as a form of adjustment to the state of students, for inclusive learning strategies bu Mega has a way that compatible to create a harmonious atmosphere between non-disabled and disabled students by means of group assignments so that they help each other.

Not much different from the statement of Mrs Mega, Mr. Yoso as a Social Studies subject teacher also explained his way of making learning plans as follows³⁵:

Sylabus and RPP:

“Sesuai dengan acuan k-13.”

Learning material:

“Sesuai dengan acuan K-13, namun penyesuaiannya dengan level kelasnya, dan tingkat campur tangan kurikulum PPI, kelas 7 dominan PPI, namun semakin tinggi lebih dominan ke K-13 umum.”

Learning strategy:

“Saya menggunakan semacam pendekatan kontekstual, jadi membahas contoh yang ada di sekitar siswa, sesuai apa yang mereka tahu.”

Learning prosedure:

“Sesuai dengan urutan persiapan mulai dari perencanaan materi dan media, pelaksanaan dan penilaian.”

Media and source:

“Media utama memakai buku dan LKS, namun sebagian menggunakan media visual.”

³⁵ Interview with Mr Yoso in headmasters room, at 9 Mei 2019

Evaluation:

“Penilaian untuk siswa reguler menggunakan KKM, namun untuk difabel menggunakan PPI.”³⁶

Planning for inclusive social studies learning according to Mr. Yoso adjusts to the curriculum reference k-13, in the learning material there is a tiered portion adjustment regarding the weight of the PPI curriculum intervention on students, the principle is that the grades of PPI intervention are reduced with the aim of increasing the independence of students with disabilities

Field notes: 19 August 2019, observation about learning material for difabel student.

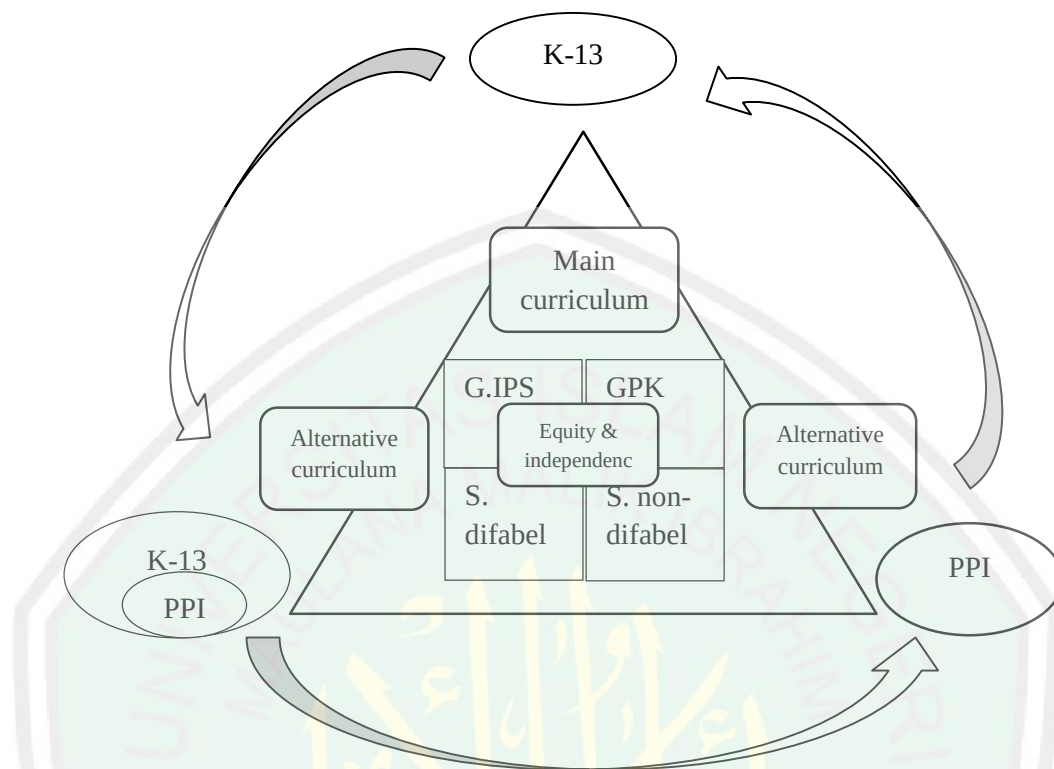
At that time I met one of the disabled students with the type of autistic Asperger, one of the hardest types of mental retardation, his name was Yudha. Yudha is a grade 9 student, but his abilities so far have been limited to copying the instructions made by the teacher on a piece of paper, and Yudha only mimicked each letter and repeated to the bottom page. There have been many ways that teachers have done to increase the weight of the material, but there has been no progress, so there is only one way of learning for yudha³⁷

³⁶Interview with Mr Yoso in headmasters room, at 9 Mei 2019.

³⁷ Observation about learning material, at 19 August 2019.

Comparisons from several informants about inclusive social studies learning planning are equities; nuances of togetherness between students; increase independence; concrete and contextual; and reps. The use of the curriculum between the general k-13 curriculum and PPI modification is aimed specifically at students following the ability of talent and interest without coercion for disabled students who cannot afford.

After discussing the planning of inclusive social studies learning in SMP Muhammadiyah 2 Malang, that planning includes the use of curriculum types; making prota-promissory notes; and making lesson plans. The next steps make the concept of inclusive social studies learning planning as follows:



Picture 4.1, The concept of social science inclusive learning planning in SMP Muhammadiyah 2 Malang.

b. Application

Application includes: introduction by conditioning class and apperception; core activities which include the application of media, methods, sources and training materials, while encouraging active students and fostering tolerance between disabled and non-disabled students. The application of social studies learning in inclusive schools has unique challenges, because of how IPS and GPK subject teachers collaborate to understand the material for students with disabilities.

Field notes: 02 Mei 2019 observation in class VIII B

Researchers see the atmosphere of learning in the regular class, incidentally the learning hours after zuhur, in the regular class there are no students with disabilities at all, there is a special line that is not occupied, said students in the class are usually occupied by children with disabilities but now they are not present in class. Coinciding with the atmosphere before the final school exams, the learning material is almost complete, and by chance there are many Ramadan agendas as well as UAS preparation so many classes are empty hours.³⁸

Following up from the field notes above, the researcher asked the GPK teacher about the absence of disabled students in the regular class at 12 noon. The following explanation from Lila's mother related to this:

Students with disabilities especially those with intellectual disabilities, most of them at 12 noon and above are not in a good mood, because they are physically tired and difficult to concentrate in class. , so that they are allowed to enter the special room where the disabled students gather called the inclusive space, they are there to get individual learning by GPK or if they don't want to study at all, then they can rest.

³⁸ Observation in class VIII-B, at 02 Mei 2019.

The data above shows that the application of social studies learning there is equity and inclusive. There is no coercion for students with disabilities that incriminate them, if their psychological condition is not ready to receive learning in the classroom then it is permissible to study outside the classroom under the supervision of GPK, meaning that it provides equal opportunities between non-disabled and disabled students but does not enforce equalization of regulations if deemed burdensome disabled students.

The application of inclusive social studies learning starts from the introduction. The introduction begins with conditioning the class; apperception and explain the learning objectives, core activities in the form of application of the source; media; methods and training materials to pentup. Teachers are required to have a disabilityfriendly and accommodating attitude. The main learning is carried out in regular classes, which includes non-disabled and disabled students, Social Studies teachers collaborate with GPK to realize inclusive learning, the following is a presentation from Mrs Mega as a Social Studies teacher about the application of learning³⁹:

Condition class:

”kalau saya kayak itu tadi, kalau mengkondisikan, kalau saya disini saya cuma diem aja, saya diemkan baru dia menyadari sendiri “oh iya, kalau guru sudah ada di kelas

³⁹ Interview with Mrs Mega at teachers room, at 2 Mei 2019

harus diem, kita harus sudah buka buku seperti apa, kalau saya kasih stimulus, dia harus jawab seperti apa” kayak gitu.”

Apperception and explain learning objectives:

“Mereview sedikit materi sebelumnya, kemudian mulai masuk pada materi hari ini.”

Main activity

Application of methods, sources, media and training materials:

”kalau sumber media pasti dari internet, buku, LKS, soalnya mereka hanya dapet LKS aja, kalau buku mereka pinjem dari perpustakaan, tiap hari kan di sini sebelum masuk harus baca dulu.”⁴⁰

Encourage active students:

”saya kasih reward kalau sudah bisa, kalau udah bagus saya kasih bintang berapa, kemudian saya kasih reward jajan di kantin kayak gitu, kalau sama benda nggak beggitu suka, kalau makanan mau “buk saya bakso, buk saya apa”.

Foster tolerance and sympathy:

”ooh yaitu, saya samakan, kadang, kalau kayak itu loh mas, peer tutor, jadi kerjasama, kadang ada yang difabel-ada yang reguler, jadi saling mengasih tahu satu sama lain, yang nggak paham apa dikasih tau, seumpama dia nggak aktif sampingnya mengasih tahu “oh iya ya, padahal saya nggak paham, tapi ada yang lebih nggak paham dari pada aku (kata anak reguler)”.

closing

Review material learned:

“Mereview materi bersama-sama dengan siswa tentang materi yang telah dibahas hari ini.”

⁴⁰Interview with Mrs Mega at teachers room, at 2 Mei 2019.

Planning next lesson:

“Menginformasikan pada siswa materi selanjutnya sesuai urutan silabus sebelum pelajaran ditutup.”

In conducting the introduction, Ms. Mega put more emphasis on democratic and humanist attitudes, so the teacher did not prioritize authoritarian attitudes on students, but waited for students to show attitudes of learning responsibility in class. The application of learning resources using LKS books and textbooks in the library, in encouraging active students he uses a reward system according to what students like, in fostering tolerance and sympathy he uses group assignments so that all students help each other and so non-disabled students understand the condition of their friends who are disabled and can love each other.

Not much different from the statement of Mrs Mega, the next IPS teacher is Mr. Yoso who will continue his presentation on the application of inclusive social studies learning. The following explanation is from Mr. Yoso⁴¹:

Class condition:

” Pengkondisian dilakukan dilakukan dengan cara menunggu siswa sampai tenang dengan sedikit arahan, namun beberapa siswa difabel yang sedang tidak mood di kelas reguler boleh pindah ke ruang inklusif.”

Apperception and explain learning objectives:

⁴¹ Interview with Mr Yoso in headmasters room, at 9 Mei 2019

“Mereview sedikit materi sebelumnya, kemudian mulai masuk pada materi hari ini.”

Main activity

Application of methods, sources, media and training materials:

”Sumber belajar menggunakan LKS dan buku dari perpustakaan sekolah.”

Encourage active students:

”Kalau mengajak anak difabel itu kita persilahkan teman akrabnya menjelaskan, kalau bisa saya ajak bicara baru kita masukkan kelompok.”⁴²

Foster tolerance and sympathy:

” Kita budayakan kerjasama dan saling berbagi diantara siswa reguler dan difabel, dalam kegiatan pembelajaran atau interaksi sosialnya, tidak hanya ditanamkan antar siswa, kami juga tanamkan sikap toleran antar walimurid.”

Closing

Review material learned:

“Mereview materi bersama-sama dengan siswa tentang materi yang telah dibahas hari ini.”

Planning next lesson:

“Menginformasikan pada siswa materi selanjutnya sesuai urutan silabus sebelum pelajaran ditutup.”

In implementing learning, Mr. Yoso invited non-disabled students to help explain the intentions of his closest friends with disabilities, because intimacy was formed from the relationship

⁴²Interview with Mr Yoso in headmasters room, at 9 Mei 2019.

between parents to his children, he added that parents disabled students who are more financially capable so that there are many who help in adding sarpras the school even helps pay for the costs of non-disabled students who are less able, the guardians of students establish harmony with the help of cross subsidies.

Field notes: 02 Mei 2019, observation about student tolerancy.

I am very happy to see interactions between non-disabled students and those with disabilities, they prove to be very harmonious. There are 2 7th grade students, his name is Seven and Gery, Seven is a non-disabled student but he has taught himself to sign language bias, Gery is a deaf-speech student, Seven and Gery look very cheerful joking together, and study together, Seven deliberately learn sign language to help Gery in class learning when having difficulty hearing explanations from the teacher⁴³

An important role in the application of inclusive social studies learning lies with social studies teachers and GPK. The Social Studies teacher plays a role in the regular class, in the notes that if the disabled student is ready to be psychologically and physically attending a regular class, more about handling students with disabilities in social studies learning is explained by one of the GPKs in the introduction, core to closing activities, will be explained by Ibu Lila as following:

⁴³ Observation about student tolerancy, at 02 Mei 2019.

Condition class:

“GPK akan berperan aktif pagi hari saat akan masuk kelas, kami melihat anak difabel ini mampu mengikuti di kelas atau tidak, contoh kalau mampu: dia bisa mendengarkan guru reguler saat menjelaskan, dia mau mengerjakan, itu berarti dia mampu, kalau tidak mampu, dia akan main sendiri, akan mengganggu temannya, itu yang kami dampingi, kami beri tugas sehingga anak ini punya pekerjaan, kalau punya kerjaan kita lepas dan pindah ke kelas lain, karena kita menyebar di 5 kelas untuk melihat kondisi bagaimana kondisinya di kelas, kalau mereka tantrum, maka kami tarik ke ruang inklusi, itu sih pengkondisian kelas, kadang ada anak difabel yang mau belajar sampai pulang sekolah ada juga yang sampai jam 12 saja, karena rasa jenuh, karena ada keinginan kumpul teman-teman difabel di sini, karena memang mereka terbiasa seperti itu, kalau dipaksapun mereka akan berontak, maka setelah jam 12 kita tarik di ini biar kondusif.”⁴⁴

Apperception and explain learning objectives:

“Mereview sedikit materi sebelumnya, kemudian mulai masuk pada materi hari ini.”

Main activity

Application of methods, sources, media and training materials:

“kita dari LKS, kita suruh baca, nyalin, ngerjakan, kalau sulit dilewati, jangan dipaksa”

Encourage active students:

“aktif masuk kelas itu sudah nilai plus, mau mendengarkan sudah nilai plus, apalagi mau menjawab.”

Fostering tolerance and sympathy between students:

⁴⁴Interview with Mrs Lila in inclusive room, at 14 Mei 2019.

“karena ada hubungannya dengan IPS, kadang anak difabel ini kurang memiliki rasa toleransi, dia kan masih asik di dunianya sendiri, ada beberapa yang masih kurang, beberapa lagi yang ringan lebih bisa menerima teman-temannya, contohnya Dhea itu loh, bisa simpati sama temennya, dan faktor usia yang bisa mengubah itu semua.”

Closing

Review material learned:

“kita hanya memberi stimulus saat mau ujian, apa saja yang mau keluar, apa yang sudah diajarkan.”⁴⁵

Planning next lesson:

“Menginformasikan pada siswa materi selanjutnya sesuai urutan silabus sebelum pelajaran ditutup.”

In preliminary application of inclusive social studies learning, GPK has a heavy burden on the other hand dealing with students with disabilities in social studies but also all subjects, each GPK will go around to ensure that disabled students are psychologically and physically ready before learning begins by observing each class, when students are disabled not ready in the regular class, GPK will invite them to study outside the classroom, in giving students with disabilities their core tasks are given tasks according to their level of ability and cannot be forced if they don't want to, and tolerant attitudes; sympathy and independence of students with disabilities increases along increasing age, according

⁴⁵Interview with Mrs Lila in inclusive room, at 14 Mei 2019.

to Lila's mother as GPK who observed the development of students' affection and cognition one by one.

No different from the explanation of Mrs. Lila, the following explanation from the second GPK is Mr Toni. He explained that when before learning starts-the implementation-until the closing, disabled children who are still not psychologically ready will be conditioned later.

Condition class:

“GPK mengkondisikan anak yang bersangkutan, misalnya ketika masih asik di dunianya sendiri kita kondisikan.”⁴⁶

Apperception and explain learning objectives:

“Mereview sedikit materi sebelumnya, kemudian mulai masuk pada materi hari ini.”

Main activity

Application of methods, sources, media and training materials:

“sesuai dengan kebutuhan dan kondisi, kadang-kadang anak difabel yang susah fokus, mencari kota di peta seperti itu.”

Encourage active students:

“kalau di sini anak difabel itu tergantung motivasi, beda-beda, kadang-kadang hanya ingin mendapatkan sesuatu, ada yang cukup dengan lisan ada, di bentak ada, ada yang dengan sadar diri juga ada. Yang penting kita tau dia dalam kondisi fit.”

Foster tolerance and sympathy:

⁴⁶Interview with Mr Toni in inclusive room, at 14 Mei 2019.

“sikap toleran kan sikap sosial yang pada umur tertentu akan muncul dengan sendirinya, pada anak difabel beda-beda, ada yang usianya masih muda tapi usia mentalnya dewasa (tau aturan, tau menghargai). Kalau mandiri mau tidak mau minimal kebutuhan pimer diri sendiri seperti kebersihan, kalau dalam pelajaran kita kasih pendampingan, gimana kalau membaca saja belum bisa, kalau secara umum minimal kemandirian belajar dalam menyiapkan alat tulis, maksimal membaca dan nulis, selebihnya perlu pendampingan.”

Closing

Review material learned:

“kalau mereview disini pakai soal.”

Planning next lesson:

“disesuaikan reguler, direguler besok ujian, praktik..kita sesuaikan”⁴⁷

The preliminary application before starting the social studies learning from GPK teachers is not much different from before, that is preparing the psychic disabled students before learning begins, and in apperception and explaining the learning objectives of all teachers reviewing the previous material to ensure the achievement of tiered student competency. There is additional information from Mr. Toni that the affection of children with disabilities here varies, some are even young but mentally more mature.

⁴⁷Interview with Mr Toni in inclusive room, at 14 Mei 2019.

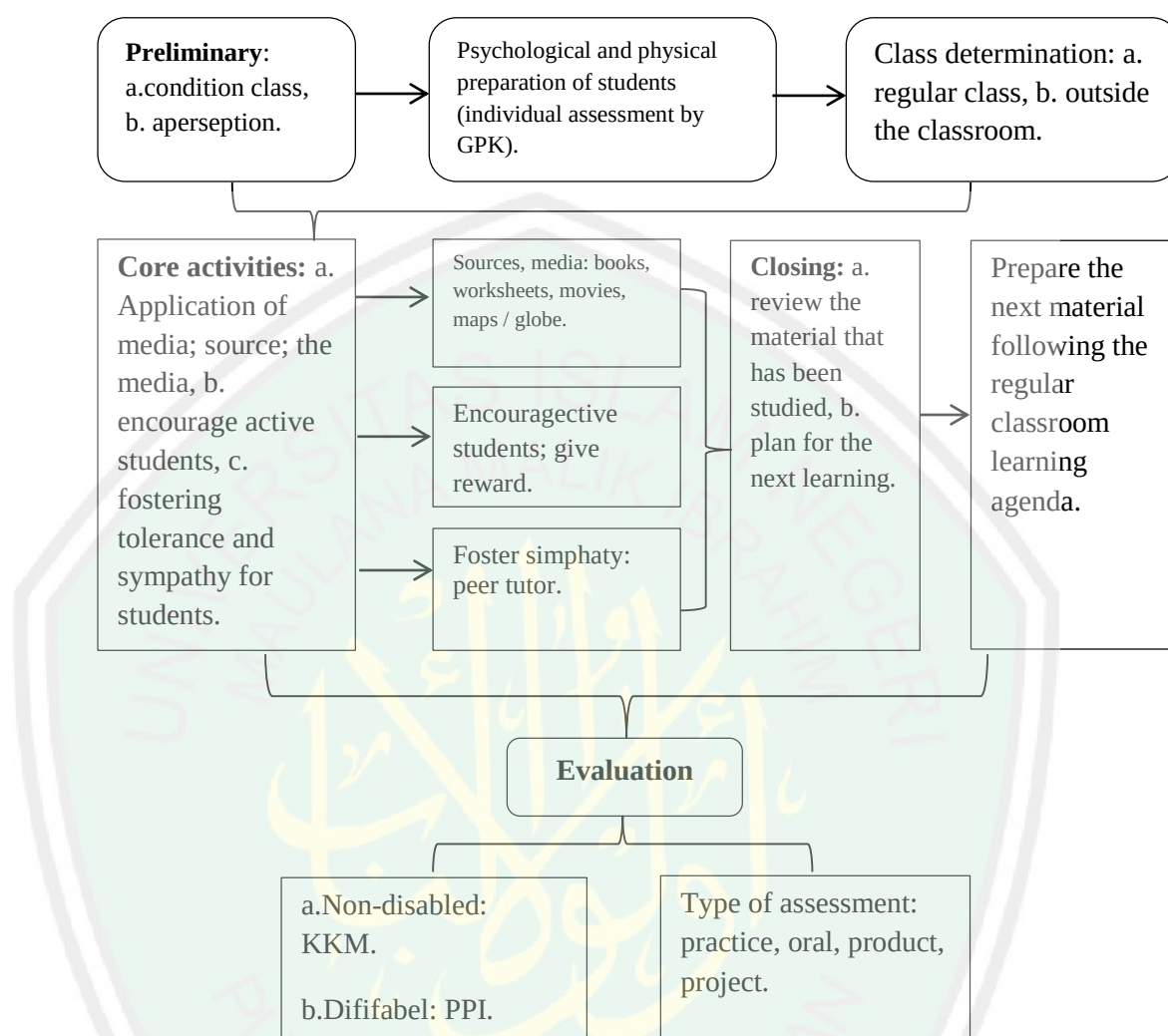
Field Note: 14 Mei 2019, observation about variety of age standard of student.

As partially disabled students in this school have varying ages, some are older than their peers. Mental and academic abilities of mentally retarded students are 3 years older than their peers, such as Firza, he should be in high school but still in junior high school, and many more are disabled students who are in junior high but their cognitive standard is still equivalent to elementary school⁴⁸

After discussing the learning model which includes planning, implementing, evaluating. We know that the inclusive social studies learning model in SMP Muhammadiyah 2 Malang is equitable, tolerant, and increases social independence. The next discussion is to discuss the obstacles of social studies teachers and GPK and their strategies in overcoming them.

From the explanation above about the application of inclusive social studies learning in SMP Muhammadiyah 2 Malang, it is known that the application of learning contains introduction, application and assessment. The next step is to conceptualize the application of inclusive social studies learning as follows:

⁴⁸ Observation about variety age standart of student, at 14 Mei 2019.



Picture 4.2, The concept of applying inclusive social studies learning in SMP Muhammadiyah 2 Malang.

2. The constraints of inclusive social studies learning at SMP Muhammadiyah 2 Malang.

Teacher constraints in the implementation of inclusive social studies learning in SMP Muhammadiyah 2 Malang which will be discussed here include variants of student conditions, application of

learning and learning evaluation. The following is the presentation from the teachers:

Variant on the condition of students with disabilities:

Mrs. Mega says:

”ada autis dan slow learner.”⁴⁹

Mr. Yoso says:

“autis, disleksia, tunagrahita, bisu tuli, slow learner, cerebral palsy”⁵⁰

Mrs. Lila says:

“autis, disleksia, tunagrahita, bisu tuli, slow learner, cerebral palsy”⁵¹

Mr. Toni says:

“autis, disleksia, tunagrahita, bisu tuli, slow learner, cerebral palsy”⁵²

Learning Implementation:

Mrs. Mega says:

”oh iya, dulu ada siswa saya kelas 8 sekarang naik kelas 9, namanya yosep, dia itu suka nyanyi lagu kebangsaan, sebelum saya masuk pada awal-awal pelajaran biasanya dia nyanyi, nyanyinya ya lucu itu “Indonesia...” sama gerak-geraknya(gerakan sistem isyarat: Indonesia, tanah, air,), kayak gitu, jadi nyanyi sambil ngikuti gerakan isyaratnya, pinter juga, namanya Yosep. Kalau yang lainnya masih pasif, harus diulangi lagi diulangi lagi, kalau tuna netra ndak ada, soalnya saya juga nggk tahu cara kerjanya guru inklusi seperti apa kalau mengenalkan itu, tapi mereka paham kok mas, kayak yudis dia agak

⁴⁹ Interview with Mrs Mega in teachers room, at 2 Mei 2019.

⁵⁰ Interview with Mr Yoso in headmasters room, at 9 Mei 2019.

⁵¹ Interview with Mrs Lila in inclusive room, at 14 Mei 2019.

⁵² Interview with Mr Toni in inclusive room, at 14 Mei 2019.

autis, nah itu dia tahu tanggal kemerdekaan dia paham, sekarang dia lulus”

-.”yaitu dengan gambar, video gitu loh, kayak gitu”⁵³

Mr. Yoso says:

“Kendalanya adalah penggunaan bahasa isyarat, karena guru-guru reguler blm bisa bahasa isyarat, jadi dibantu oleh GPK untuk menyampaikan tugas dan memahami materi pelajaran IPS pada siswa tunarungu-wicara, ditunjang juga dengan bantuan sahabat dekat dari siswa tunarungu-wicara untuk membantu ketika GPK tidak sempat.”⁵⁴

Mrs. Lila says:

“emosionalnya anak, itu yang utama. Untuk yang kondisi fisik yang berat kita di sekolah inklusif belum menerima, kalau berat biasanya di SLB, kalau Gerry (siswa tunagrahita dan tunawicara) kita masih bisa berkomunikasi degan dia, dengan cara kita belajar bahasa isyarat, tapi lebih lengkap di SLB disana diajarkan mengajar anak buta seperti apa caranya, kalau kita lihat Gerry menyanyikan lagu Indonesia Raya sudah bisa, karena telinganya yang kiri masih bisa mendengar sedikit. Nah kalau emosi anak sedang tidak mood kita tidak paksakan belajar, karena dia akan menolak.”⁵⁵

Mr. Toni says:

“kalau disini contohnya Gerry..dia itu kamus bahasa isyaratnya masih sedikit, paling efektif komunikasinya pakai baca, dan tunjuk, tunjuk bendera maka menyanyi lagu kebangsaan, kalau materi praktik jual beli anak autis kita contohkan “nanti kamu beli ini harganya segini, kembalinya segini,” biasanya mereka lemahnya di hitungan, artinya ketika transaksi dengan nilai yang sama dia bisa, tapi kalau di coba dengan nilai yang berbeda dia bingung (berapa kembaliannya, saya harus bayar berapa

⁵³Interview with Mrs Mega in teachers room, at 2 Mei 2019.

⁵⁴Interview with Mr Yoso in headmasters room, at 9 Mei 2019.

⁵⁵Interview with Mrs Lila in inclusive room, at 14 Mei 2019.

sih?) dan butuh diulang-ulang, jumlah yang sama dengan benda yang sama harus dilakukan berulang-ulang kali, baru ganti benda yang lain lagi dengan jumlah lain lagi kemudian diulang-ulang sampai hapal, kalau di selang seling nggak bisa, mengingat itu kan susah kalau dia.”⁵⁶

Evaluation:

Mrs. Mega says:

”Untuk bahan penilaian, kalau saya tes materi berkali-kali sudah bagus kayak materi pancasila, BPUPKI, kalau udah bagus baru saya kasih ulangan, kalau disini KKM nya 75 itu sudah B, tapi penilaian untuk anak difabel masing-masing beda, kalau disini kebanyakan autisme”⁵⁷

Mr. Yoso says:

Menjaga konsistensi kemampuan siswa difabel, kadang hari ini mencapai KKM, besok direview gagal lagi, atau diubah angkanya besok nggak bisa lagi.⁵⁸

Mrs. Lila says:

”kadang kalau mengevaluasi, seperti tata surya, kan ini abstrak ya, pikirannya masih belum riil, kalau melihat tatasurya bagaimana kita tahu kalau belum melihat, jadi lebih membuat mereka lebih paham dengan media yang visual.”⁵⁹

Mr. Toni says:

”kendala kita dalam evaluasi, metode pembelajaran kadang udah mentok, ngajar anak difabel dengan berbagai cara, berbagai metode tapi tetep saja tidak bisa, itu kita ”ganti materi saja” itu solusi terakhir, kalau reguler kan baca, tanya jawab, selesai, kalau anak difabel beda.”

⁵⁶Interview with Mr Toni in inclusive room, at 14 Mei 2019.

⁵⁷Interview with Mrs Mega in teachers room, at 2 Mei 2019.

⁵⁸Interview with Mr Yoso in headmasters room, at 9 Mei 2019.

⁵⁹Interview with Mrs Lila in inclusive room, at 14 Mei 2019.

-“kalau secara umum tidak ada jaminan bisa materi ini, kecuali dengan yang ringan, artinya anak ini kan IQ nya dibawah rata-rata, dia pelajaran tidak bisa, bahkan kita banyak mereview pelajaran yang dia ingat saja, kalau dikasih materi baru sulitnya minta ampun, jadi keberhasilannya sulit, kalau dia bisa A nanti nilainya 2, kalau bisa ini nanti nilainya 4, sekarang kadang bisa, tapi besok pagi kadang-kadang dengan soal yang sama, dengan siklus yang sama, itu dia nggak bisa jawab, jadi naik turunnya kita nggak tahu, dan menjaga agar nilai dia tetap 7 itu tidak gampang, sekarang dia mood bisa menjawab berapa soal maka kompetensi tercapai, tapi besoknya bagaimana? Nah itu yang sulit, besoknya lagi bagaimana? Nanti pas ujian bagaimana?, menjaga kondisi seperti ini yang tidak mudah.”⁶⁰

Field Note: observation about condition of building related with variation of difabel student.

The school building here is still unable to facilitate students who are blind and physically handicapped. The shape of the school building tends to be vertical, the way to go upstairs still uses stairs that are at risk for blind students and physically handicapped students, that is because schools have not been able to accept blind and physically disabled students who will be sought in the future.⁶¹

Types of student disabilities include autism, dyslexia, mental retardation, speech impairment, hearing impairment, slow learners, and cerebral palsy, most disabled students who enter SMP Muhammadiyah 2 Malang are non-physical types, maximum such as cerebral palsy, because of limited vertical buildings and are not available. Supporting

⁶⁰Interview with Mr Toni in inclusive room, at 14 Mei 2019.

⁶¹ Observation about condition of building, relatet with variation of difabel student, at 14 Mei 2019.

facilities so that students with physical disabilities such as blindness, and physically challenged to be able to go up to the 2nd floor, need more budget to get there. Constraints in the application of learning for students with disabilities some of them can not directly master the material with one learning session, specifically those who speak several regular social science teachers have not been able to master sign language so that they need help from students' peers to explain also from GPK, in addition to the physical conditions that become constraints are psychological, the article teachers need to pay attention to the emotional atmosphere of students before determining their treatment and if their mood is not good then the teacher can not force, another obstacle is the retarded student memory factor, the article when teachers teach their buying and selling practices difficulty in remembering the number when the value is changed.

Field Notes: 14 Mei 2019, observation about result of academic and social skills of difabel student.

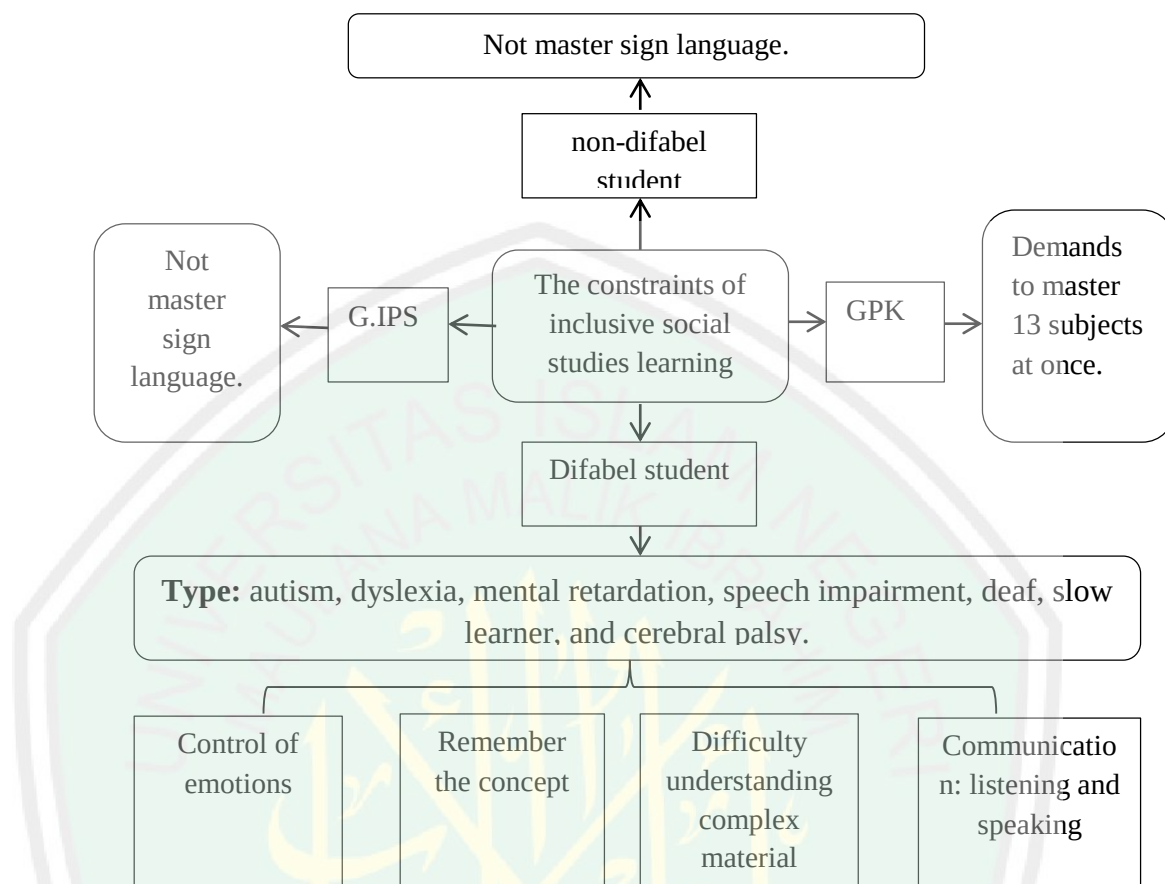
Discussing about the learning outcomes of mentally disabled students, I met with the alumni of this school, whose name is Firza. I have been his friend for 5 months, I accompanied him while at home, while in college, and when buying cakes in the canteen. Every day Firza is able to interact socially very well, he can send messages on WhatsApp, even academically he can make papers, a very satisfying development, but Firza still has difficulty remembering the nominal

currency, so he cannot understand how much money to pay for the items he bought during the transaction, fortunately the sellers in the canteen were so accustomed and understanding that they led Firza to give the right change.⁶²

The constraints in the implementation of inclusive social studies learning in SMP Muhammadiyah 2 Malang explained by all the IPS and GPK teachers above concern infrastructure and the subject. Because the disabled and blind, blind students are not accommodated because of the limitations of building infrastructure that does not yet have an elevator, and the constraints of regular social studies teachers are not mastering sign language to communicate directly with deaf students, and with disabled students the constraints are about controlling their emotions and memories in the process of activities learn how to teach.

After discussing the obstacles of inclusive social studies learning in SMP Muhammadiyah 2 Malang, it is known that learning constraints are experienced by social studies teachers, GPK, non-disabled students and disabled students. The next step is to conceptualize the constraints of inclusive social studies learning as follows:

⁶² Observation about result of academic and social skills difabel student, at 14 Mei 2019.



Picture 4.3, The concept of inclusive social studies learning obstacles in SMP Muhammadiyah 2 Malang.

3. Teacher strategies in overcoming the constraints of implementing inclusive social studies learning in SMP Muhammadiyah 2 Malang.

As the executor of inclusive social studies learning in SMP Muhammadiyah 2 Malang, regular social studies teachers and GPK collaborate in overcoming learning obstacles. The task of a regular social studies teacher is as a determinant of material reference and handles all students from non-disabled to disabled, but there are difficulties that cannot be resolved by social studies teachers alone, so the GPK has the

task of conditioning more detail the obstacles experienced by students with disabilities with the PPI program.

The big role in the strategy to overcome the obstacles in implementing inclusive social studies learning is in GPK. Because GPK studies educational psychology quite deeply as an insight into dealing with students' psychological and mental constraints. Following is an explanation from GPK:

Learning implementation:

Mrs. Lila says:

“menunggu anak ini tenang dan stabil, kita ajak bercanda dulu, setelah stabil baru bisa belajar lagi.”

Mr. Toni says:

“Intinya kita mengandalkan media visual dan kontekstual, karena memudahkan pemahaman pada siswa difabel dengan cara kongkrit.”⁶³

Evaluation:

Mrs. Lila says:

“kita akan lebih ke praktiknya, seperti movie, gambar-gambar.”⁶⁴

Mr. Toni says:

Kita tidak bisa memaksakan hasil evaluasi pembelajaran, intinya kita menyesuaikan dengan batas maksimal kemampuan siswa difabel, dan hanya bisa didorong pada materi atau bidang yang dikuasai siswa difabel tersebut.

⁶³ interview with Mr Toni in inclusive room, at 14 Mei 2019.

⁶⁴Interview with Mrs Lila in inclusive room, at 14 Mei 2019.

Strategies to deal with the constraints of inclusive social learning by the first and second GPK complement each other, the first with an inner approach through joking so that they are comfortable, and the second uses a visual and contextual approach so that students with intellectual disabilities can easily capture social studies learning in a concrete manner. Strategies in evaluation by all GPK also complement each other, that handling evaluations using visual media so that they understand more easily and without coercion to complete the minimum value when some students with disabilities do not master all fields of social studies, only need to facilitate the material that he is interested in.

The explanation above explains that the strategy in overcoming the challenges of inclusive social studies learning uses an inner approach in conditioning students with disabilities, a repetitive and visual approach in conveying learning to disabled students. Being a lecturer in both IPS and GPK teachers in inclusive schools has the challenge of having pedagogical abilities and inclusive insights, in order to be able to carry out inclusive social studies learning well.

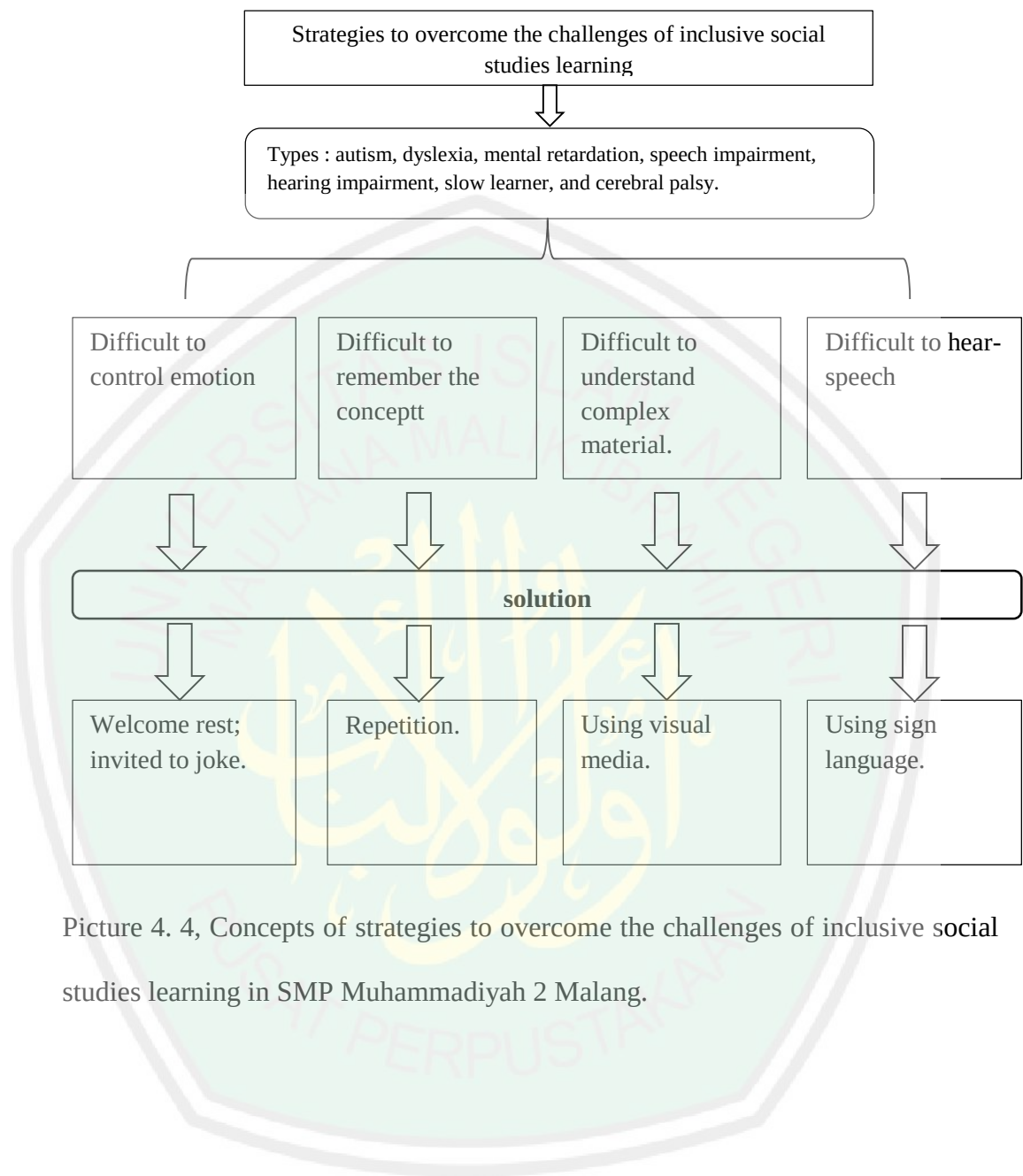
Field Notes: 09 Mei 2019, observation about conditioning difable student.

Autistic students often have difficulty in conditioning when before starting learning, they are often preoccupied with their own world. GPK's strategy to condition them in various ways, could be by inviting them to chat, joking, and even allowed to watch movies, at that

time Mr. Toni invited one of the students to enter the GPK teacher's room and play a cartoon film, one of the goals was to make them comfortable for school .⁶⁵

After discussing inclusive social studies learning strategies in SMP Muhammadiyah 2 Malang, it is known that social studies teachers deal with non-disabled and disabled students who are not too heavy, and GPK overcomes students with disabilities, so the strategy for overcoming learning constraints is mostly carried out by GPK. The next step is to conceptualize the strategy to overcome the challenges of inclusive social studies learning as follows:

⁶⁵ Observation about conditioning difable student, at 09 Mei 2019.



Picture 4. 4, Concepts of strategies to overcome the challenges of inclusive social studies learning in SMP Muhammadiyah 2 Malang.

CHAPTER V

DISCUSSION

In this discussion some of the results of the concept reconstruction are presented as propositions as concept findings about inclusive social studies learning. In this section, the implications section will be discussed sequentially according to the focus of research on: (1) inclusive social studies learning model in SMP Muhammadiyah 2 Malang, (2) constraints of inclusive social studies learning in SMP Muhammadiyah 2 Malang, (3) teacher strategies in overcoming learning constraints Social studies inclusive at SMP Muhammadiyah 2 Malang.

A. Social Studies Learning Model inclusive in SMP Muhammadiyah 2 Malang.

According Daljoeni, the social science is a combination of several social sciences like sociology, history, geography, economy, politics, law, and culture. The social science is the multidisciplinary science, the social science constructs of social reality that occur in society which are then used as subjects.⁶⁶

Learning models include planning, implementation and assessment, in planning including curriculum, prota-promes, syllabus & lesson plans, in applications ranging from classroom conditioning, apperception, media application; source; method; training materials, and closing, in the assessment using the regular categories and PPI. As an inclusive school, SMP

⁶⁶ N. Daldjonie, *ibid*, page. 17.

Muhammadiyah 2 Malang has a social learning model that is compatible and anticipatory, further discussion will be discussed sequentially starting from the planning as follows:

1. Planning

Planning for inclusive social studies learning involves subject teachers with GPK. Planning includes curriculum, prota-promes, syllabus-lesson plans, materials, strategies, procedures, media resources and learning assessment. The results of the study stated that in social studies learning planning, social studies teachers play a role in planning learning tools in general, in accordance with the applicable curriculum, K-13, and collaborating with GPK or special assistant teachers who play a role in planning specific learning tools in the curriculum modification even PPI or individual mentoring program.

In accordance with the division of roles between IPS subject teachers and GPK, the format of the learning kit is also in the form of K-13 and PPI, ranging from annual programs and semester programs to RPPs, which make are IPS subject teachers, GPK will follow the learning tools made by each subject teacher because he handles 13 subjects at once. The learning tools made by subject teachers are based on K-13, while those made by GPK are in the form of PPI, because PPI is made only for students with disabilities when having difficulties facing a certain material.

a. Curriculum

The curriculum used in inclusive schools has 3 types, namely K-13 in full, K-13 in combination with PPI, and full PPI⁶⁷. The results of the study stated that the curriculum used at SMP Muhammadiyah 2 Malang is an adaptive curriculum, so its use is K-13 as the main curriculum when all students who are both disabled and non-disabled are able to receive material, conversely if disabled students are not psychologically ready, physical and cognitive PPI will then be applied starting from the full, until the combination with K-13 in accordance with the increase.

The application of the curriculum has implications for its derivatives, in the form of learning tools. In the application of the PPI curriculum for disabled students, a reduction in intervention is applied in accordance with the improvement of their class, the aim is to increase the cognitive and social independence of students with disabilities in social studies learning.

b. Prota-promes

In accordance with their respective assignments between IPS subject teachers and GPK, making promissory notes followed the K-13 reference, made by IPS subject teachers. Prota and promissory notes contain social studies learning programs in annual and semester periods in accordance with the applicable education calendar.

⁶⁷ DEPDIKNAS Direktorat Jendral MANDIKDASMEN Direktorat Pembinaan Sekolah Luar Biasa, "Pedoman Umum Penyelenggaraan Pendidikan Inklusif", Jakarta, Juni, 2007. Page 20.

c. Syllabus & RPP

More conical on the syllabus and lesson plans, the same as the promises that the RPP makers are subject teachers respectively in this case IPS and GPK will adjust to the making of PPI later, of course with a decrease in grades and adjustments to be accepted by students with disabilities. The lesson plans contain complete learning tools ranging from materials, strategies, procedures, resources and media, and learning assessments.

Social studies lesson plans in SMP Muhammadiyah 2 Malang are generally in K-13 format, because PPI does not need lesson plans, only mentoring programs. In learning material, of course the learning plan will be scaled down and adjusted to the level of ability of students with disabilities, meaning that it only discusses the basics, such as: map, name of country, name of profession, name of hero, principle meets the basics of social studies, for students non-difabel course learning material is complex as a syllabus reference.

In social studies learning strategies, especially for students with disabilities using repetition or repetition, and using visual media in the form of map images, hero photos, livelihood photos, so that students with disabilities can easily follow social studies material. In social interaction, social studies learning strategies are inclusive using a cooperative model so that students with disabilities and non-disabled help each other and tolerance.

In the learning procedure, everything is determined by the subject subject teacher. In accordance with the sequence of social studies learning from subject teachers in regular classes, disabled and non-disabled students receive the same treatment.

In social studies learning sources and media, the main sources are LKS books and textbooks, other sources use the internet, and other media are videos and pictures. Especially for students with disabilities, visual media is preferred because they need concrete and simple materials.

2. Implementation

The implementation of learning is one key to the learning process. The implementation of the learning process is the process of ongoing teaching and learning in class which is the core of educational activities in school. So the implementation is the interaction of teachers with students, and between students in order to deliver learning material to students and to achieve teaching objectives.⁶⁸

The implementation of learning includes introduction, core and closing activities, the application of social studies learning at SMP Muhamamdiyah 2 Malang is tolerance, non-discriminatory, accommodative and humanist. In the introduction includes classroom conditioning and apperception, the core activities include the application of the method; source; media; and training materials, in the closing

⁶⁸ Suryosubroti, Proses Belajar Mengajar di Sekolah, Jakarta: Rineka Cipta, 1997, Page. 36.

covering reviewing the material that has been learned and planning the next learning.

a. Preliminary

The introduction of social studies learning includes classroom conditioning and apperception. Classroom conditioning becomes different from public schools is when students with disabilities are not in the mood before learning, at SMP Muhammadiyah 2 Malang, according to the results of the study, some students with disabilities when learning is above 12 noon, including social studies, as the researchers attended on 2 May 2019 in class VIII, students with disabilities in one class are not willing to continue social studies in regular classes because physical conditions that are getting tired make the psychological atmosphere less conducive, so they join in inclusive classes so that they can be more free to get individual guidance or even take a break if not ready for lessons.

The creation of a conducive situation according to Mohammad Efendi said that in the implementation of a good learning strategy to improve student interaction is to create a conducive situation. For example making the class as comfortable as

possible and giving appreciation for the personal characteristics of students to strengthen the formation of self-concept.⁶⁹

In class conditioning, for non-disabled students it is enough to wait until they are silent without much intervention, but for students with disabilities have other challenges. The task of the GPK teacher is to assess students with disabilities throughout the class, when students with disabilities are still cool in their own world or disturbing their friends, then GPK will be conditioned to an inclusive room for individual learning.

b. Main activity

The implementation of core activities in SMP Muhammadiyah 2 Malang is tolerance / non-discrimination. Core activities include the application of methods, media sources, and training materials, because inclusive schools add aspects to encourage all students to be active and foster tolerance.

In the application of media sources it is preferred to use worksheets and books for non-disabled students, but for difabel students are more likely to use visual media such as maps / globe, and videos. The essence of implementing core activities is not to force students with disabilities when they do not want to carry out learning because they have different abilities.

⁶⁹ Mohammad Efendi, Pengantar Psikopedagogik Anak Berkelainan, Jakarta: Bumi Aksara. Page. 19.

In encouraging active students in social studies learning in SMP Muhammadiyah 2 Malang, a reward approach is used. Rewards are given according to the wishes of students, usually cakes in the canteen when they succeed in answering questions from the teacher.

In fostering tolerance and sympathy, the teacher uses a cooperative method. As an inclusive school, the value of tolerance and sympathy between students is very important, so that they love each other and help each other. In the implementation, the teachers use peer tutoring or peer assistance, for example when the teacher explains in class, then the closest friends of students with disabilities in regular classes will help explain the social studies lessons delivered by the teacher, and the teacher applies group assignments so that there are no students who missed out.

c. Closing

In the closing lesson, the teacher will review the material that has been discussed and plan the next learning. The application of the cover on learning is in accordance with the reference in the regular classrooms, the disabled students of GPK teachers will repeat the social science material that has been taught to them and inform it according to the agenda of future lessons.

B. Constraints in the implementation of inclusive social studies learning.

As an inclusive school, SMP Muhammadiyah 2 Malang has a role in accommodating students with disabilities. Inclusive schools as providers of

disability-friendly education anticipate several problems regarding infrastructure⁷⁰ and curriculum, school locations are easy to reach by students, namely near transportation access, and the provision of modified PPI curriculum; GPK teaching staff recruitment; and the dissemination of inclusive insights on the school community. Non-disabled and disabled students as inclusive actors, they come to school with high hopes, hopes for the realization of a generation that is disabled-friendly; for those with disabilities who have hopes of becoming socially and economically independent people; hopes for the growth of tolerance and harmony among the different ability groups, but there are some things that are not anticipated by schools.

It was not anticipated by the school, the researchers called it an obstacle in the implementation of learning, especially social studies subjects. The constraints that the researchers intend here are variations in the conditions of students with disabilities, the application of learning, and evaluation of learning. As an inclusive school, teachers are expected to be able to understand students who are non-disabled and disabled with equal opportunities, but when faced with the hope of achieving competence in social studies material, there are challenges. Accordance Johnsen, there are importance value in inclusive school, teacher must cooperate and have knowledge about learning strategy in general, and individual, although have knowledge about appreciate plurality of student.⁷¹

⁷⁰ M. Joni Yulianto, *ibid.* Page 29-30.

⁷¹ Johnsen, Berit H, and Miriam D, Skjorten. *Ibid.*

Social studies learning is a lesson about geography, sociology, economics, anthropology, politics and law. The purpose of social studies is to teach students to be able to face social and environmental problems.⁷²

Challenges in social studies learning arise and are embedded in the vision of inclusive education itself, inclusive education accommodates students with disabilities in general school settings. Students with disabilities have a variety of different abilities, some are blind; deaf; physical-disability; mentally disabled; and double-disability.⁷³

Technical learning social studies students use their eyesight to recognize nature, students use their cognition to interact; socialize; and doing business, students use their verbal when singing the Indonesian national anthem. Will be different when you want to understand blind students about maps, understanding autistic students; Hyperactive; down syndrome; dyslexia; slow learner; and tunalaras about social interaction and trade or economic transactions, and understanding deaf-talkative students about the Indonesian national anthem.

In accordance with the research findings that the infrastructure constraint in SMP Muhammadiyah 2 Malang is not yet ready for the condition of the building to accept students with physical disabilities. The state of the Muhammadiyah 2 Malang Middle School building still uses conventional stairs to go upstairs so that it is difficult for the visually impaired or blind to

⁷² N. Daldjonie, *ibid.* page. 17.

⁷³ *ibid.*

go up to the second floor, but for financing towards better building readiness it is still being endeavored.

Human resource constraints starting from social studies teachers, GPK, non-disabled and disabled students have their respective constraints. The obstacle for IPS subject teachers is that they have not mastered sign language so that it is difficult to explain material to deaf students, the constraints on non-disabled students are the same as regular teachers that do not master sign language so that it is difficult for them to interact, but there are few close friends who are deaf students who can mastering sign language, the obstacle for GPK teachers is the challenge in dealing with learning constraints on 13 subjects, especially social studies so that they are not able to master the material in depth, the obstacles for students with disabilities are the most, because students with disabilities in SMP Muhammadiyah 2 Malang are dominated by mental types because for those who have not received physical limitations due to infrastructure, mentally disabled students have constraints in emotional control, difficulty remembering concepts, difficulty understanding complex material and difficulty speaking and listening, whereas, as the opinion of Mohammad Efendi that the teacher's job is to help guide and direct children with disabilities in pursuing a better future life.⁷⁴

⁷⁴ Mohammad Efendi, *Op Cit.* Page. 25.

C. Teacher strategies in overcoming the challenges of inclusive social studies learning.

In accordance with the research findings that the strategy in overcoming the constraints of implementing inclusive social studies learning in SMP Muhammadiyah 2 Malang was carried out by GPK. The division of teacher assignments is divided into 2, namely subject teachers who handle non-disabled students with a general curriculum approach, and GPK who handle disabled students with an individual approach.

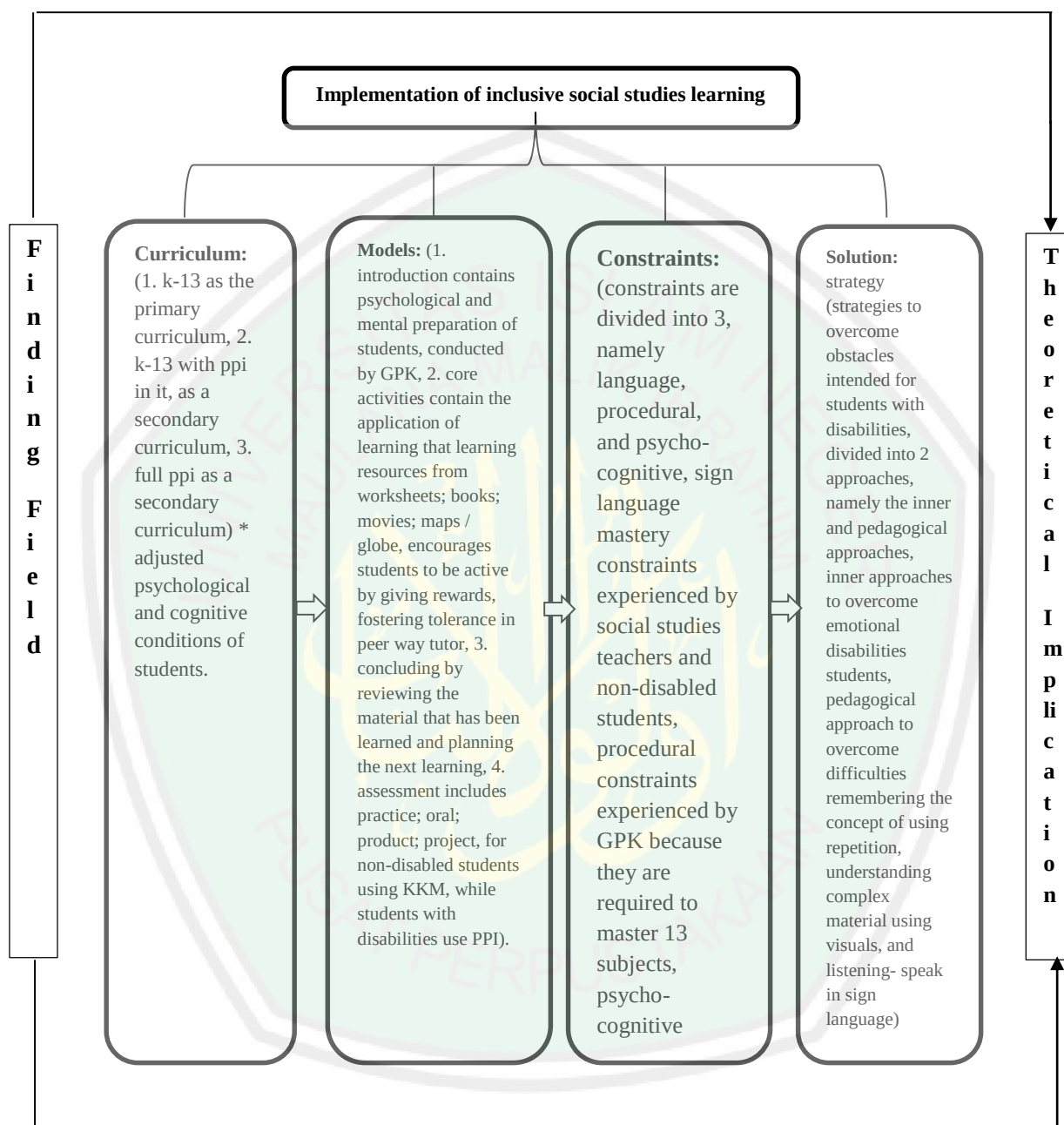
GPK's strategy in overcoming social studies learning obstacles is an inner and pedagogical approach. In the inner approach is reflected during the preliminary conditioning of learning, disabled students who are not conducive will be invited to an inclusive space to get individual learning services by being asked to joke or take a break first so that they are calm before starting learning.

In the pedagogical approach, they use a repetition strategy for students with disabilities who find it difficult to remember concepts such as basic social science insights, names of capitals, national anthems, Indonesian independence dates, currencies, and then they use visual methods for students who have difficulty understanding complex material, for example understand what kind of community work, what are the names and locations of the provinces in Indonesia, then GPK uses pictures or videos, and uses sign language for deaf-speech students, for example in teaching lyrics to the Indonesian national anthem. Rainforth says, teacher in inclusive class do not

pressure on task, but change to manipulation and creative method, they have different-ability student in class, they make changing in curriculum that give benefit for all student.⁷⁵

After we analyze the discussion of research findings about the implementation of inclusive social studies learning in SMP Muhammadiyah 2 Malang, which are discussed sequentially starting from the learning model, constraints, and strategies to overcome learning constraints. Known answers to the focus of research that learning models are equity and humanist, learning constraints are categorized in: Language, procedural, and psycho-cognitive strategies to overcome the constraints of learning are mental and pedagogical. The next step is to make a conceptual building about the implementation of inclusive social studies learning as follows:

⁷⁵ Rainforth, 1992 in J. David Smitg, Op Cit, page 426.



Picture 5.1, Conceptual building the implementation of inclusive social studies learning.

The picture above is a conceptual building that is the result of forming concepts about the implementation of inclusive social studies learning. It was explained that in the implementation of inclusive social studies learning includes curriculum, learning models, learning barriers, and solutions.

First, regarding the curriculum, the curriculum used at SMP Muhammadiyah 2 Malang as an inclusive school applies three choices: full K-13 curriculum, K-13 curriculum with PPI in it, and full PPI. The use of the curriculum will be given specifically according to the needs of students, in accordance with the limits of student ability, and given levels according to the level of class of students so that the higher the class will approach the full K-13 as an increase in aspects of academic and social independence of students.

Secondly, regarding the learning model used in SMP Muhammadiyah 2 Malang as an inclusive school that is humanistic and equitable. The inclusive social studies learning model contains introductory start, core activities, and closing. The introduction contains the psychological and mental preparation processes of students, especially students with mental disabilities, this role is mostly carried out by GPK, they use an inner approach to make students comfortable first by being invited to chat and joke so that they are better prepared for learning. This activity contains the application of learning starting from the aspect of instructional media, conditioning students to be active and tolerant in the classroom, on learning media prioritizing visual ones such as movies, maps, globe and photographs, but if you can follow, you can use worksheets and books like students non-disabled, in an effort to encourage active students to use rewards

according to students' preferences such as cakes, and a way to encourage tolerance is to implement group work so that students help each other, so that they understand the diversity between themselves. Closing the lesson is only by reviewing the material that has been learned and planning the next lesson. Learning evaluation includes practice, oral, products, projects, but once again the graduation standard applies an equity system where non-disabled students apply a minimum limit value of 75, but disabled students apply PPI.

Evaluation is a series of activities to obtain, analyze and interpret data about students' learning processes and outcomes which are carried out systematically and continuously with the aspects assessed so that it becomes meaningful information in decision making. The purpose of assessment and student learning outcomes is to determine the level of achievement of the expected basic abilities.⁷⁶ Evaluation divide in to objective and oral, Objective tests consist of various forms, namely true, false, multiple choice, pairing, and completing or short answers.⁷⁷ oral tests demand answers from students according to their logic, the purpose being to know students' abilities in expressing opinions verbally.⁷⁸

Third, regarding learning constraints, are divided into 3. Adjusting to field conditions, the researchers term them language, procedural and psycho-cognitive constraints. Language constraints experienced by non-disabled students and social studies teachers in interacting with students who are deaf-mute, procedural constraints are only experienced by GPK who have great demands namely

⁷⁶ Eddy Soewardi, *Pengembangan dan Hasil Evaluasi Belajar*, Bandung, Sinar Baru, 1987, Page. 7.

⁷⁷ Zainal Arifin, *Evaluasi Pembelajaran*, Bandung, PT Remaja Rosdakarya, 2012, Page 135.

⁷⁸ Ibid, page. 148.

mastering 13 material other than social studies, and special psycho-cognitive problems experienced by mentally disabled students whom they have difficulty in considering complex material.

Fourth, regarding solution, solution of social studies teacher strategies in overcoming learning constraints is by inner and pedagogical approaches. IPS and GPK teachers have a unique strategy, namely by using an inner approach such as making students comfortable during the learning process, especially students with mental disabilities, and this pedagogical approach regarding how to help students with mental abilities to remember and understand complex material, the way is by repetition and visual-concrete methods.



CHAPTER VI

CLOSING

A. Conclusion

1. The inclusive social studies learning model.

The model of inclusive social studies learning in SMP Muhammadiyah 2 Malang is to use the K-13 curriculum as the main curriculum, and PPI as an alternative when there are students with disabilities difficulties in receiving social studies material, prota and promises are only made by IPS subject teachers and GPK will adjust it to be applied to disabled students, as well as RPP, basically refers to what is made by social studies subject teachers but the task of GPK is to facilitate the format of the material and application of students with disabilities, the application of learning is visual, congressive, and fostering tolerance between students by means of peer tutors so that no students with disabilities who are left behind.

2. Learning barriers to inclusive social studies.

The obstacles of inclusive social studies learning in SMP Muhammadiyah 2 Malang include the constraints of teachers and students. On the subject matter of IPS subject teachers and non-disabled students is not yet mastered sign language so it is difficult to interact while learning, in GPK is the difficulty of understanding deeply the material of each subject, especially social studies, on students with disabilities include:

difficulty understanding complex material, difficult to remember concepts, difficult in controlling emotions, and difficult in speaking and hearing.

3. Teacher strategies in overcoming the challenges of inclusive social studies learning.

The teacher's strategy in overcoming the obstacles of inclusive social studies learning in SMP Muhamamdiyah 2 Malang is divided into 2, namely the inner and pedagogical approaches. Inwardly used when conditioning students with disabilities before learning, if students with disabilities are tantrums then they are invited to talk, joke and rest first to be calm, and a pedagogical approach that is using visual media to overcome difficulties understanding complex material, using repetitive approaches to overcome difficulties understanding concepts, and use sign language to deal with interactions with deaf-speech students.

B. Suggestion

Based on the results of research on the implementation of inclusive social studies learning in SMP Muhammadiyah 2 Malang, the researcher makes the following suggestions:

1. For social sciences teachers

For all social studies teachers in particular as well as other subject teachers, they should have an inclusive insight, because the urgency of further education is towards inclusive education. At least able to master the cues and braille teachers, to be able to educate students who have learning disabilities.

2. For the next researchers

This research is far from perfect, so the suggestion for the next inclusive social studies research is to be expected to examine how to understand blind students about the concept of maps and financial literacy.

3. To the Head School

Expected to establish a sign language training program for all regular teachers, to facilitate communication with fellow teachers and when teaching and learning activities.

4. To the Government

It is expected to pay more attention to the needs of inclusive schools, for example assistance to meet the requirements of compatible infrastructure for the physically challenged and visually impaired (such as elevators). Funds in fulfilling disability-friendly infrastructure require large funds so the government needs attention to support it.

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APENDIX



INSTRUMEN WAWANCARA

F1 G.PIPS 1

Hari dan Tanggal : 2 Mei 2019

Tempat : Ruang Guru

Kategori informan : Guru mapel IPS

Kelas yang diampu : 8

Nama Informan : Bu Mega

Fokus Penelitian : Model pembelajaran IPS di sekolah inklusi

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Model pembelajaran	- perencanaan a. Kurikulum	1. Bagaimana model kurikulum yang digunakan disekolah ini? jika mengacu pada juknis inklusif dibagi menjadi 3: K-13 umum, K-13 umum dan PPI, dan PPI penuh. a. Selama ibu mengajar, yang paling sering digunakan yang mana (umum, umum dan ppi, dan ppi penuh)? b. Pembagian materinya bagaimana bu?	Emik: 1. "Saya sebenarnya masih menggunakan K-13, kalau IPS masih tetap berceramah kayak KTSP, kayak gitu loh, saya stimulus dulu kayak tadi itu, soalnya kan awal-awal saya kasih slide atau video biar dia itu paham jadi "oh iya nanti arahnya kesini-kesini" kayak gitu. Kalau di K-13 kan mereka yang langsung mengeksplor "iya buk jadi gini-gini" gitu kan... kalau saya tetap berceramah saya kasih stimulus dulu baru mereka menjawab kayak gitu

		c. Berarti silabus, prota, promes tetap seperti k13 umum ya bu?	kalau saya. Inovasinya juga kadang saya pake apanamanya, gambar-gambar kayak artikel-artikel gitu buat group, buat kelompok kayak gitu, nanti mereka tau sendiri “oh iya ini arahnya kemana” misalnya pahlawan siapa ini, ceritanya apa..kayak gitu” a.”kalau saya paling sering memakai kurikulum yang umum, kan kalau PPI ada di guru inklusifnya sendiri yang mendampingi” b.”tetep, tetep saya yang ngasih, tapi yang menstimulus anak difabel ada GPK, tapi dia ngasih tau yang gampang-gampang aja, “ini arah angin apa, ini apa, gitu aja” dan ngajarnya diulang lagi, kan kalau anak kayak gini kan ngajarnya harus diulang-ulang kan, nggk bisa langsung satu kali langsung faham. Kadang kalau saya ke ruang inklusif itu saya periksa, mereka faham, ya itu, harus pake gambar kalau ngajar,” c.”he’e, he’e, tetap seperti K-13 umum, soalnya nanti kalau akreditasi pakai umum” Etik: Kurikulum yang digunakan oleh guru
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				IPS menggunakan KTSP karena menyesuaikan dengan karakteristik khas dari siswanya selama yang beliau pahami selama ini.
		b. Prota promes	2. Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	-Menyesuaikan dengan kalender pendidikan dan kegiatan pembelajaran.
		c. Silabus dan RPP	3. Bagaimana menyesuaikan silabus dan RPP Pelajaran IPS di SMP Muhammadiyah 2 Malang? Mengingat beragamnya kondisi fisik dan mental yang khas.	-Pembuatan RPP sesuai dengan acuan K-13.
		- Materi pembelajaran	4. Bagaimana menyiapkan materi IPS di SMP Muhammadiyah 2 Malang?	Emik: 4.“tetep seperti K13 umum, kita mengikuti diknas, soalnya kalau anak swasta beda dengan negeri ya mas, kalau negeri dia punya ingin taunya tinggi, belajar di rumah, kalau anak

				kayak gini kan, dia ada yang ngaji, di pondok, dan di panti, jadi dia waktu belajarnya sedikit. Kalau saya, saya kasih pengarahan, stimulus dulu, baru..gitu.” Etik: Sesuai dengan materi K13 umum, tapi penyesuaiannya, guru yang memberi mereka banyak stimulus, karena sesuai dengan kondisi siswa khas di sekolah ini sebagian mereka saat dirumah disibukkan dengan kegiatan mengaji, pondok pesantren, dan di panti asuhan.
		- Strategi pembelajaran	5. Bagaimana menyiapkan strategi pembelajaran IPS di SMP Muhammadiyah 2 Malang?	-Lebih cenderung pada strategi kooperatif, kadang membuat tugas yang dilakukan secara berkelompok agar mereka saling membantu.
		- Prosedur pembelajaran	6. Bagaimana menentukan prosedur pembelajaran IPS di Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	-Membuat rancangan mulai dari penyiapan materi, pelaksanaan hingga evaluasi, dengan dibantu GPK.
		- Sumber dan media	7. Bagaimana menentukan sumber dan media	-Sumber dan media dari buku, gambar, video, PPT.

			pembelajaran IPS di Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	
		- Penilaian	8. Bagaimana menyiapkan penilaian pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	-Untuk penilaian, khususnya siswa difabel, kita perlakukan sesuai batas kemampuan belajar mereka.
		- Penerapan 1. Pendahuluan a. Mengkondisikan kelas	9. Bagaimana mengkondisikan kelas sebelum memulai pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	Emik: 9.”kalau saya kayak itu tadi, kalau mengkondisikan, kalau saya disini saya cuma diem aja, saya diemkan baru dia menyadari sendiri “oh iya, kalau guru sudah ada di kelas harus diem, kita harus sudah buka buku seperti apa, kalau saya kasih stimulus, dia harus jawab seperti apa” kayak gitu.” Etik: cara pengkondisian lebih menekankan pada sikap demokratis dan humanis, jadi guru tidak mengedepankan sikap otoriter pada siswa, tapi menunggu siswa menunjukkan sikap tanggung jawab belajar di kelas.
		b. Apersepsi dan menjelaskan tujuan	10. Bagaimana melakukan apersepsi dan	-Mereview sedikit materi sebelumnya, kemudian mulai masuk pada materi hari

		pembelajaran	menjelaskan tujuan pada pembelajaran IPS SMP Muhammadiyah 2 Malang?	ini.
		2. Kegiatan inti a. Penerapan metode, sumber, media, dan bahan latihan.	11. Bagaimana menerapkan metode, sumber, media dan bahan latihan pada pembelajaran IPS SMP Muhammadiyah 2 Malang?	Emik: 11.”kalau sumber media pasti dari internet, buku, LKS, soalnya mereka hanya dapet LKS aja, kalau buku mereka pinjem dari perpustakaan, tiap hari kan di sini sebelum masuk harus baca dulu.” Etik: sumber belajar menggunakan LKS dan buku dari perpustakaan.
		b. Mendorong siswa aktif	12. Bagaimana mendorong siswa agar aktif dalam pembelajaran IPS SMP Muhammadiyah 2 Malang?	Emik: 12.”saya kasih reward kalau sudah bisa, kalau udah bagus saya kasih bintang berapa, kemudian saya kasih reward jajan di kantin kayak gitu, kalau sama benda nggak beggitu suka, kalau makanan mau “buk saya bakso, buk saya apa”.” Etik: Dengan cara memberi reward sesuai keinginan siswa, biasanya makanan.
		c. Membina sikap toleran dan simpati	13. Bagaimana membina agar siswa non-difabel	Emik: 13.”ooh yaitu, saya samakan, kadang,

		antar siswa non-difabel dan difabel.	dan difabel pada proses pembelajaran IPS Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	kalau kayak itu loh mas, peer tutor, jadi kerjasama, kadang ada yang difabel-ada yang reguler, jadi saling mengasih tahu satu sama lain, yang nggak paham apa dikasih tau, seumpama dia nggak aktif sampingnya mengasih tahu “oh iya ya, padahal saya nggak paham, tapi ada yang lebih nggak paham dari pada aku (kata anak reguler)”.” Etik: Dengan cara membentuk tutor sebaya antar siswa difabel dan non-difabel.
		3. Penutup a. Mereview materi yang telah dipelajari	14. Bagaimana guru dengan siswa mereview pembelajaran IPS yang telah dilaksanakan?	-Mereview materi bersama-sama dengan siswa tentang materi yang telah dibahas hari ini.
		b. Merencanakan pembelajaran berikutnya	15. Bagaimana guru menyampaikan rencana pembelajaran IPS berikutnya di akhir pembelajaran?	-Menginformasikan pada siswa materi selanjutnya sesuai urutan silabus sebelum pelajaran ditutup.

F1 G.PIPS 2

Hari dan Tanggal : 9 Mei 2019

Tempat : Ruang Kepala Sekolah

Kategori informan : Guru mapel IPS

Kelas yang diampu : 7

Nama Informan : Pak Yoso

Fokus Penelitian : Model pembelajaran IPS di sekolah inklusi

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Model pembelajaran	- perencanaan d. Kurikulum	16. Bagaimana model kurikulum yang digunakan disekolah ini?	Emik: 16.”jadi gini le, untuk kegiatan pembelajaran anak-anak secara keseluruhan untuk yang difabel, memang guru-guru yang reguler itu dia mengajar sesuai dengan standart, tugasnya GPK mendampingi anak difabel, nah apabila dirasa karena memang ada anak-anak yang difabel bisa masuk ke pembelajaran reguler itu ada dan anaknya pintar (maksudnya pintar itu dibanding anak reguler dia

			lebih mumpuni tapi dalam hal tertentu dia tidak bisa makanya diberikan pelayanan lebih khusus dia kelas 7C perempuan anaknya), kemudian untuk anak difabel setelah pembelajaran dikelas itu anak-anak ada sedikit pengulasan yang dilakukan GPK, apabila dia tidak mampu dengan pelajaran di kelas reguler tadi maka dia akan mendapatkan pelayanan khusus yang berbentuk PPI itu tadi, PPI penuh, nah bentuknya seperti apa? Bentuknya adalah layanan individual, jadi RPP nya pun RPP yang telah dimodifikasi sesuai kemampuan anak, termasuk nanti untuk ulangan, baik ulangan tengah semester dan akhir semester, itu dia akan mendapatkan soal yang memang berbeda, beda dengan anak-anak reguler dan disesuaikan kemampuannya anak, termasuk ujian sekolah, ujian sekolah itu kan mengutus gurunya membuat soal, jadi waktu akhir semester itu dikumpulkan di dinas pendidikan, soalnya khusus, dan tidak akan sama dari sekolah satu dengan sekolah lainnya, karena memang kondisinya yang berbeda, setelah dibuat, nanti
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			digandakan oleh dinas pendidikan, kemudian sekolah mengambil disana, untuk dilaksanakan ujian di sekolah masing-masing, termasuk ujian nasional yang berbasis apa itu namanya USBN, prosesnya juga begitu, jadi memang riilnya begitu pelaksanaannya, jadi kurikulumnya bersifat individual, Cuma pendampingan yang kita lakukan sifatnya kalau di kelas 7 itu dilaksanakan secara penuh, kemudian kalau sudah kelas 8 pendampingannya kita kurangi porsi, dengan tujuan termasuk kelas 9 kita kurangi lagi, dengan tujuan anak-anak difabel itu kalau masuk ke sekolah inklusif itu tujuannya agar nanti bisa mandiri, tujuannya hanya itu “mandiri” mandiri yang bagaimana? Mandiri yang disesuaikan dengan kemampuan anak-anak, tidak mandiri secara umum seperti teman-temannya yang lain tidak, tapi mandiri sesuai dengan kondisinya karena memang itu tujuannya sekolah inklusif, dengan harapan kalau dia nanti sekolah lagi ke SMA atau SMK atau sampai ke kuliah dan seterusnya itu, harapannya memang anak ini supaya
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			bisa bergaul, bisa bersama-sama, bisa bergabung dengan masyarakat secara umum itu tujuannya lah bagaimana supaya mereka bisa bergaul dengan masyarakat umum kalau dia sendiri tidak mandiri, jadi kita cipta untuk mandiri, misalnya ya contoh kecil saja: biasanya anak-anak itu dalam hal mengurus kebutuhannya dia, mulai makan minum setiap hari, diharapkan dia membawa bekal sendiri, jadi tidak jajan di sekolah, bawa bekal itu tujuannya ada jam-jam tertentu yang dia boleh minum, jam tertentu boleh makan jadi tidak setiap waktu dia makan, kemudian makanannya juga kita sarankan ke orang tua, makanan yang bisa mendukung anak ini, contoh lain misalkan, ke kamar mandi, biasanya dia kalau dirumah diantar, kalau disini, kita buat kamar mandi dalam serta klosetnya, kadang anak-anak itu kan kebiasannya dirumah dibawa ke sekolah misalnya kalau kencing celananya dibuka di luar, disini kita beri tahu “ke kamar mandi yang baik itu begini-begini” sehingga anak-anak mengurangi hal seperti itu karena di sekolah kan
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			campur laki dan perempuan. Jadi itu pelaksanaannya kalau disini. Kemandirian itu, apa yang diajarkan di sekolah bisa dibawa di rumah, jadi jangan sampai hal yang diajarkan disekolah tidak dilakukan dirumah, jadi ada namanya buku penghubung antara sekolah dan orang tua, dari mana buku itu? Dari GPK itu, makanya disini tidak ada guru Shadow, jadi anak-anak ini bisa muncul kemandirian, kalau ada shadow kan apa-apa apa kata shadownya, jadi maksimal shadow itu bisa mendampingi saat selama proses sosialisasi saja, tapi setelah itu biarlah anak-anak ini bersosialisasi denan teman-temannya, entah cocok sama anak reguler atau sesama difabel, dan juga diajarkan nggak boleh pelit, disini kalau waktunya makan, makan semuanya itu supaya nanti menciptakan kebersamaan dan kemandirian. Untuk di kelas, bagaimana nanti kalau anak difabel mengalami masalah, maka GPK lah yang akan membawa anak-anak ini ke ruang khusus, jadi tidak hanya anak-anak yang difabel saja yang di ruang itu, anak-anak reguler juga
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			boleh kumpul di ruang itu, itulah tujuannya sosialisasi, karena memang sulit anak-anak itu, ada yang cepet dan ada yang lama, makanya kami berharap kalau sudah SMA nanti dia bisa mengurus dirinya sendiri, begitu juga kalau kuliah kami berharap dia sudah bisa bersosialisasi dengan masyarakat dengan keterbatasan seperti itu, tidak tergantung pada teman, keluarganya.” “secara umum kita lakukan dikelas reguler, namun kalau mereka sedang tidak mau tidak apa-apa, secara tugas juga begitu, kalau bisa secara umum kita kasih, kalau tidak bisa-kita kasih bentuk sendiri, selain itu kita bikin kelompok belajar, tiap kelompok ada satu siswa difabel, kalau pemakaian media kita sesuaikan kondisi saja yang dia bisa tahu dan faham, (alat transportasi misalnya mikrolet dan kereta api yang langsung bisa mereka lihat di samping sekolah) karena dia tidak mungkin menenal pesawat kalau dia tidak pernah lihat pesawat, juga mengenal lingkungan sekolah, di dalam sekolah ada apa saja, dan di luar sekolah ini ada apa saja, kalau IPS kita
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				terapkan, untuk semua siswa, kalau penggunaan media dan sumber seperti itu.” Etik: Secara umum sekolah menerapkan kurikulum K13, pada anak reguler dan difabel, namun pada kondisi anak difabel kurang menguasai pembelajaran tertentu maka diterapkan PPI penuh, bisa dibilang penerapan kurikulum di sekolah ini kondisional dan bersifat equitas.
		e. Prota promes	17. Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	-Sesuai dengan kalender pendidikan dan kegiatan pembelajaran di sekolah.
		f. Silabus dan RPP	18. Bagaimana menyesuaikan silabus dan RPP Pelajaran IPS di SMP Muhammadiyah 2 Malang? Mengingat beragamnya kondisi fisik dan mental yang khas.	-Sesuai dengan acuan K-13.

		- Materi pembelajaran	19. Bagaimana menyiapkan materi IPS di SMP Muhammadiyah 2 Malang?	-Sesuai dengan acuan K-13, namun penyesuaiannya dengan level kelasnya, dan tingkat campur tangan kurikulum PPI, kelas 7 dominan PPI, namun semakin tinggi lebih dominan ke K-13 umum.
		- Strategi pembelajaran	20. Bagaimana menyiapkan strategi pembelajaran IPS di SMP Muhammadiyah 2 Malang?	-Saya menggunakan semacam pendekatan kontekstual, jadi membahas contoh yang ada di sekitar siswa, sesuai apa yang mereka tahu.
		- Prosedur pembelajaran	21. Bagaimana menentukan prosedur pembelajaran IPS di Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	-Sesuai dengan urutan persiapan mulai dari perencanaan materi dan media, pelaksanaan dan penilaian.
		- Sumber dan media	22. Bagaimana menentukan sumber dan media pembelajaran IPS di Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	-Media utama memakai buku dan LKS, namun sebagian menggunakan media visual.
		- Penilaian	23. Bagaimana menyiapkan penilaian pembelajaran IPS pada SMP	-Penilaian untuk siswa reguler menggunakan KKM, namun untuk difabel menggunakan PPI.

			Muhammadiyah 2 Malang?	
		- Penerapan 4. Pendahuluan c. Mengkondisikan kelas	24. Bagaimana mengkondisikan kelas sebelum memulai pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	-Pengkondisian dilakukan dilakukan dengan cara menunggu siswa sampai tenang dengan sedikit arahan, namun beberapa siswa difabel yang sedang tidak mood di kelas reguler boleh pindah ke ruang inklusif.
		d. Apersepsi dan menjelaskan tujuan pembelajaran	25. Bagaimana melakukan apersepsi dan menjelaskan tujuan pada pembelajaran IPS di Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	-Mereview sedikit materi sebelumnya, kemudian mulai masuk pada materi hari ini.
		5. Kegiatan inti d. Penerapan metode, sumber, media, dan bahan latihan.	26. Bagaimana menerapkan metode, sumber, media dan bahan latihan pada pembelajaran IPS Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	-Sumber belajar menggunakan LKS dan buku dari perpustakaan.
		e. Mendorong siswa aktif	27. Bagaimana mendorong siswa agar aktif dalam pembelajaran IPS Bagaimana membuat	27.”kalau mengajak anak difabel itu kita persilahkan teman akrabnya menjelaskan, kalau bisa saya ajak bicara baru kita masukkan kelompok.”

			prota dan promes pada SMP Muhammadiyah 2 Malang?	
		f. Membina sikap toleran dan simpati antar siswa non-difabel dan difabel.	28. Bagaimana membina agar siswa non-difabel dan difabel pada proses pembelajaran IPS Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	-Kita budayakan kerjasama dan saling berbagi diantara siswa reguler dan difabel, dalam kegiatan pembelajaran atau interaksi sosialnya, tidak hanya ditanamkan antar siswa, kami juga tanamkan sikap toleran antar walimurid.
		6. Penutup c. Mereview materi yang telah dipelajari	29. Bagaimana guru dengan siswa mereview pembelajaran IPS yang telah dilaksanakan?	-Mereview tentang pokok-pokok materi yang telah dibahas bersama siswa.
		d. Merencanakan pembelajaran berikutnya	30. Bagaimana guru menyampaikan rencana pembelajaran IPS berikutnya di akhir pembelajaran?	-Menginformasikan pada siswa materi selanjutnya sesuai urutan silabus sebelum pelajaran ditutup.

F1 GPK 1

Hari dan Tanggal : 14 Mei 2019.

Tempat : Ruang inklusif

Kategori informan : Guru Pendamping Khusus (GPK)

Kelas yang diampu : Semua kelas

Nama Informan : Bu Lila

Fokus Penelitian : Model pembelajaran IPS di sekolah inklusi

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Model pembelajaran	- perencanaan g. Kurikulum	31. Bagaimana model kurikulum yang digunakan disekolah ini?	31."tetep K13 dengan penerapan PPI didalamnya"
		h. Prota promes	32. Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	32."kalau program tahunan kita tidak merencanakan, kita hanya mengikuti kelas reguler, misalnya pengenalan tentang bumi, kita mengenalkan bumi itu seperti apa menggunakan media seperti globe, jadi tidak pernah mengenakan soal-soal yang sulit pada siswa difabel, dalam artian gradenya kita turunkan, setara dengan anak SD sesuai dengan kemampuan individu."

		i. Silabus dan RPP	33. Bagaimana menyesuaikan silabus dan RPP Pelajaran IPS di SMP Muhammadiyah 2 Malang? Mengingat beragamnya kondisi fisik dan mental yang khas.	33.”begitu pula dengan silabus dan RPP, karena kita mengikuti kelasnya di reguler, jadi inklude di masing-masing mapel”
		- Materi pembelajaran	34. Bagaimana menyiapkan materi IPS di SMP Muhammadiyah 2 Malang?	34.”materi semua sama, kembali lagi kita turunkan grade nya, bisa dibayangkan kan kalau gradenya diturunkan berarti seandainya menjelaskan tentang alam, sejarah, kita hanya mengenalkan pada dasarnya saja, tidak pada langsung dalam-dalamnya itu tidak bisa.”
		- Strategi pembelajaran	35. Bagaimana menyiapkan strategi pembelajaran IPS di SMP Muhammadiyah 2 Malang?	35.”ada yang saya suruh menyalin, setelah itu menjawab soal-soal yang kami berikan, dalam artian gradenya kita turunkan juga, ada yang bisa, ada yang tidak.”
		- Prosedur pembelajaran	36. Bagaimana menentukan prosedur pembelajaran IPS di Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	36.”kita ikut jadwal yang sudah ada, kalau sudah ada IPS ya kita ikuti, kalau ada praktik ya kita bantu, tapi kan kalau anak difabel kan tidak semua mau, kita tidak memaksa disitu, kita fokuskan agar senang membaca saja.”

		- Sumber dan media	37. Bagaimana menentukan sumber dan media pembelajaran IPS di Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	37.”ya hanya alat tulis saja, kalau di gutu reguler ada movie, biar mereka lebih tertarik.”
		- Penilaian	38. Bagaimana menyiapkan penilaian pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	“kami menilai dengan kita membuat soal sendiri. GPK mencakup 13 mapel, kita yang bikin kita pakai 3 level, ringan sedang dan tinggi, jadi anak ini bisa kami tahu kemampuannya.”
		- Penerapan 7. Pendahuluan e. Mengkondisikan kelas	39. Bagaimana mengkondisikan kelas sebelum memulai pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	“GPK akan berperan aktif pagi hari saat akan masuk kelas, kami melihat anak difabel ini mampu mengikuti di kelas atau tidak, contoh kalau mampu: dia bisa mendengarkan guru reguler saat menjelaskan, dia mau mengerjakan, itu berarti dia mampu, kalau tidak mampu, dia akan main sendiri, akan mengganggu temannya, itu yang kami dampingi, kami beri tugas sehingga anak ini punya pekerjaan, kalau punya kerjaan kita lepas dan pindah ke kelas lain, karena kita menyebar di 5 kelas untuk melihat kondisi bagaimana kondisinya di kelas, kalau mereka tantrum, maka kami tarik ke ruang inklusi, itu sih pengkondisian

			kelas, kadang ada anak difabel yang mau belajar sampai pulang sekolah ada juga yang sampai jam 12 saja, karena rasa jenuh, karena ada keinginan kumpul teman-teman difabel di sini, karena memang mereka terbiasa seperti itu, kalau dipaksapun mereka akan berontak, maka setelah jam 12 kita tarik di ini biar kondusif.” Data etik: GPK mempunyai beban yang berat disisi lain menangani siswa difabel di pembelajaran IPS namun juga semua mapel, setiap GPK akan keliling untuk memastikan siswa difabel siap secara psikis dan fisik sebelum pembelajaran dimulai dengan mengobservasi setiap kelas, ketika siswa difabel tidak siap di kelas reguler maka GPK akan mengajak mereka belajar di luar kelas.
		f. Apersepsi dan menjelaskan tujuan pembelajaran	40. Bagaimana melakukan apersepsi dan menjelaskan tujuan pada pembelajaran IPS di Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang? -Mereview sedikit materi sebelumnya, kemudian mulai masuk pada materi hari ini.

		8. Kegiatan inti g. Penerapan metode, sumber, media, dan bahan latihan.	41. Bagaimana menerapkan metode, sumber, media dan bahan latihan pada pembelajaran IPS Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	“kita dari LKS, kita suruh baca, nyalin, ngerjakan, kalau sulit dilewati, jangan dipaksa”
		h. Mendorong siswa aktif	42. Bagaimana mendorong siswa agar aktif dalam pembelajaran IPS Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	“aktif masuk kelas itu sudah nilai plus, mau mendengarkan sudah nilai plus, apalagi mau menjawab.”
		i. Membina sikap toleran dan simpati antar siswa non-difabel dan difabel.	43. Bagaimana membina agar siswa non-difabel dan difabel pada proses pembelajaran IPS Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang? -aspek kemandirian: apakah ada indikasi peningkatan sikap kemandirian siswa difabel?	“karena ada hubungannya dengan IPS, kadang anak difabel ini kurang memiliki rasa toleransi, dia kan masih asik di dunianya sendiri, ada beberapa yang masih kurang, beberapa lagi yang ringan lebih bisa menerima teman-temannya, contohnya Dhea itu loh, bisa simpati sama temennya, dan faktor usia yang bisa mengubah itu semua.” -“pasti ada, karena faktor usia dan faktor lingkungan bagaimana kita mendidik, perkembangan kan sebenarnya mereka lebih faham ke bina

				diri, ada yang lamban ada yang cepet.”
		9. Penutup e. Mereview materi yang telah dipelajari	44. Bagaimana guru dengan siswa mereview pembelajaran IPS yang telah dilaksanakan?	“kita hanya memberi stimulus saat mau ujian, apa saja yang mau keluar, apa yang sudah diajarkan.”
		f. Merencanakan pembelajaran berikutnya	45. Bagaimana guru menyampaikan rencana pembelajaran IPS berikutnya di akhir pembelajaran?	-Menginformasikan pada siswa materi selanjutnya sesuai urutan silabus sebelum pelajaran ditutup.

F1 GPK 2

Hari dan Tanggal : 14 Mei 2019.

Tempat : Ruang inklusif

Kategori informan : Guru Pendamping Khusus (GPK)

Kelas yang diampu : Seluruh kelas

Nama Informan : Pak Toni

Fokus Penelitian : Model pembelajaran IPS di sekolah inklusi

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
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1	Model pembelajaran	- perencanaan j. Kurikulum	46. Bagaimana model kurikulum yang digunakan disekolah ini?	“kurikulum K13 namun disesuaikan kebutuhan yang bersangkutan, tapi yang jelas tentang materi sesuai kurikulum K13 cuma dipermudah saja.”
		k. Prota promes	47. Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	“kalau gini seharusnya samakan minta filenya saja. Kalau di inklusif itu prota promesnya tidak per mata pelajaran, karena tidak nututi, karena kita dituntut menguasai 13 mapel, kita kan prota promesnya program penanganan anak.”
		l. Silabus dan RPP	48. Bagaimana menyesuaikan silabus dan RPP Pelajaran IPS di SMP Muhammadiyah 2 Malang? Mengingat beragamnya kondisi fisik dan mental yang khas.	Menyesuaikan dengan kelas reguler, karena tugas GPK memodifikasi RPP ketika siswa difabel kesulitan pada materi tertentu.
		- Materi pembelajaran	49. Bagaimana menyiapkan materi IPS di SMP Muhammadiyah 2 Malang?	“materi teoritis sama alat pendukung harus disiapkan di IPS kita siapkan peta, globe, gambar, asalkan sesuai.”

		- Strategi pembelajaran	50. Bagaimana menyiapkan strategi pembelajaran IPS di SMP Muhammadiyah 2 Malang?	“strategi kita ya bagaimana agar materi pada anak difabel kita ulang-ulang terus, kita cari model lain agar aktif, seperti alat peraga, jadi harus melihat langsung.”
		- Prosedur pembelajaran	51. Bagaimana menentukan prosedur pembelajaran IPS di SMP Muhammadiyah 2 Malang?	Juga mengikuti prosedur kelas reguler.
		- Sumber dan media	52. Bagaimana menentukan sumber dan media pembelajaran IPS SMP Muhammadiyah 2 Malang?	“kita sesuaikan dengan materi yang ada.”
		- Penilaian	53. Bagaimana menyiapkan penilaian pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	”ada penilaian praktik, tulis, lisan, produk, proyek, seperti membuat patung garuda, menggambar peta, cari negara di peta, yang mudah-mudah”
		- Penerapan 10. Pendahuluan g. Mengkondisikan kelas	54. Bagaimana mengkondisikan kelas sebelum memulai pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	“GPK mengkondisikan anak yang bersangkutan, misalnya ketika masih asik di dunianya sendiri kita kondisikan.” Data etik: Mengkondisikan psikis siswa difabel sebelum pembelajarannya dimulai.
		h. Apersepsi dan	55. Bagaimana melakukan	-Mereview sedikit materi sebelumnya,

		menjelaskan tujuan pembelajaran	apersepsi dan menjelaskan tujuan pada pembelajaran IPS di SMP Muhammadiyah 2 Malang?	kemudian mulai masuk pada materi hari ini. Data etik: Mereview materi sebelumnya sebelum memulai pembelajaran hari ini dengan maksud memastikan ketercapaian kompetensi siswa secara berjenjang, dan memastikan penguasaan siswa difabel tunagrahita yang lebih perlu banyak usaha.
		11. Kegiatan inti j. Penerapan metode, sumber, media, dan bahan latihan.	56. Bagaimana menerapkan metode, sumber, media dan bahan latihan pada pembelajaran IPS SMP Muhammadiyah 2 Malang?	“sesuai dengan kebutuhan dan kondisi, kadang-kadang anak difabel yang susah fokus, mencari kota di peta seperti itu.”
		k. Mendorong siswa aktif	57. Bagaimana mendorong siswa agar aktif dalam pembelajaran IPS SMP Muhammadiyah 2 Malang?	“kalau di sini anak difabel itu tergantung motivasi, beda-beda, kadang-kadang hanya ingin mendapatkan sesuatu, ada yang cukup dengan lisan ada, di bentak ada, ada yang dengan sadar diri juga ada. Yang penting kita tau dia dalam kondisi fit.”
		l. Membina sikap toleran dan simpati antar siswa non-difabel dan difabel.	58. Bagaimana membina agar siswa non-difabel dan difabel pada proses pembelajaran IPS	“sikap toleran kan sikap sosial yang pada umur tertentu akan muncul dengan sendirinya, pada anak difabel beda-beda, ada yang usianya masih muda tapi

			Bagaimana membuat prota dan promes pada SMP Muhammadiyah 2 Malang?	usia mentalnya dewasa (tau aturan, tau menghargai). Kalau mandiri mau tidak mau minimal kebutuhan pimer diri sendiri seperti kebersihan, kalau dalam pelajaran kita kasih pendampingan, gimana kalau membaca saja belum bisa, kalau secara umum minimal kemandirian belajar dalam menyiapkan alat tulis, maksimal membaca dan nulis, selebihnya perlu pendampingan.”
		12. Penutup g. Mereview materi yang telah dipelajari	59. Bagaimana guru dengan siswa mereview pembelajaran IPS yang telah dilaksanakan?	“kalau mereview disini pakai soal.”
		h. Merencanakan pembelajaran berikutnya	60. Bagaimana guru menyampaikan rencana pembelajaran IPS berikutnya di akhir pembelajaran?	“disesuaikan reguler, direguler besok ujian, praktik..kita sesuaikan”

F2 G.PIPS 1

Hari dan Tanggal : 2 Mei 2019

Tempat : ruang guru

Kategori informan : guru IPS

Kelas yang diampu : 8

Nama Informan : Bu Mega

Fokus Penelitian : Kendala Guru dalam implementasi pembelajaran IPS di sekolah inklusif

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Kendala guru dalam implementasi pembelajaran IPS	a. Varian kondisi siswa.	1. Apa saja jenis ketunaan siswa dari kondisi fisik dan mental di kelas ini?	1."ada autis dan slow learner."
		b. Penerapan pembelajaran	Terstruktur: 2. Bagaimana kendala guru dalam penerapan pembelajaran IPS pada SMP Muhammadiyah 2 Malang? Contoh: mengajarkan lagu kebangsaan pada siswa tuli, peta pada siswa tunanetra, jual beli pada tunagrahita. Non terstruktur: -. Dahulu bagaimana kok bisa yang tunarungu sampai bisa bernyanyi?	Emik: 2."oh iya, dulu ada siswa saya kelas 8 sekarang naik kelas 9, namanya yosep, dia itu suka nyanyi lagu kebangsaan, sebelum saya masuk pada awal-awal pelajaran biasanya dia nyanyi, nyanyinya ya lucu itu "Indonesia..." sama gerak-geraknya(gerakan sistem isyarat: Indonesia, tanah, air,), kayak gitu, jadi nyanyi sambil ngikuti gerakan isyaratnya, pinter juga, namanya Yosep. Kalau yang lainnya masih pasif, harus diulangi lagi diulangi lagi, kalau tuna netra ndak ada, soalnya saya juga nggk tahu cara kerjanya guru inklusi seperti

			apa kalau mengenalkan itu, tapi mereka paham kok mas, kayak yudis dia agak autis, nah itu dia tahu tanggal kemerdekaan dia paham, sekarang dia lulus” -.”yaitu dengan gambar, video gitu loh, kayak gitu” Etik: Siswa difabel sebagian tidak bisa langsung bisa menguasai materi dengan sekali sesi pembelajaran.
		c. Evaluasi pembelajaran	3. Bagaimana kendala guru dalam evaluasi pembelajaran IPS di SMP Muhammadiyah 2 Malang Emik: 3”Untuk bahan penilaian, kalau saya tes materi berkali-kali sudah bagus kayak materi pancasila, BPUPKI, kalau udah bagus baru saya kasih ulangan, kalau disini KKM nya 75 itu sudah B, tapi penilaian untuk anak difabel masing-masing beda, kalau disini kebanyakan autis” Etik: Untuk yang siswa difabel tidak semua bisa menguasai seluruh mata pelajaran yang ada.

F2 G.PIPS 2

Hari dan Tanggal : 9 Mei 2019

Tempat : Ruang Kepala Sekolah

Kategori informan : Guru IPS

Kelas yang diampu : 7

Nama Informan : Pak Yoso

Fokus Penelitian : Kendala Guru dalam implementasi pembelajaran IPS di sekolah inklusif

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Kendala guru dalam implementasi pembelajaran IPS	d. Varian kondisi siswa.	4. Apa saja jenis ketunaan siswa dari kondisi fisik dan mental di kelas ini?	“autis, disleksia, tunagrahita, bisu tuli, slow learner, cerebral palsy”
		e. Penerapan pembelajaran	5. Bagaimana kendala guru dalam penerapan pembelajaran IPS pada SMP Muhammadiyah 2 Malang? -misalnya mengajarkan lagu kebangsaan pada siswa tuli, peta untuk	Emik: 5.”jadi kalau pembelajaran yang sifatnya seperti itu, misalnya anak tunawicara kita pakai bahasa isyarat, kalau guru reguler belum bisa, karena bahasa isyarat tidak semua tahu, sehingga kita punya GPK yang bisa bahasa isyarat yang bisa memahami ke siswa tuli,

			siswa tunanetra, dan transaksi ekonomi pada tunagrahita?	jadi tingkat pemahamannya tergantung dari kemampuan GPK tadi, sedangkan untuk siswa buta kita belum menerima, jadi disini untuk anak cacat secara fisik kita belum menerima, karena memang sekolah kita ini belum memenuhi syarat untuk menerima anak dengan cacat fisik, karena sekolah kita ini vertikal, jadi kalau siswa pakai kursi roda nanti kesulitan beradaptasi disini “mungkin kalau dirumahnya datar, kemudian kalau disini nanti naik-naik nyampai ke lantai atas tapi kita belum punya sarana” memang dari awal penerimaan kita fokuskan untuk anak difabel yang tidak cacat fisik dan cacat mata, cacat mata juga kita terima sebatas untuk yang low vision, tapi dia masih bisa melihat, untuk yang 100% kita belum bisa menerima, kalau bisu ada, tuli ada, jadi kita memanfaatkan GPK untuk memahami mereka, selain itu kita juga memakai media teman sebaya, yang akrab mana, untuk pembelajaran, misalnya kita keterbatasan guru untuk menjelaskan itu, kita pakai teman sebayanya dia, yang akrab dan bisa membantu dia menjelaskan pelajaran,
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				tidak hanya mapel IPS saja, tapi semua mapel juga begitu.” Etik: Kendalanya adalah penggunaan bahasa isyarat, karena guru-guru reguler blm bisa bahasa isyarat, jadi dibantu oleh GPK untuk menyampaikan tugas dan memahami materi pelajaran IPS pada siswa tunarungu-wicara, ditunjang juga dengan bantuan sahabat dekat dari siswa tunarungu-wicara untuk membantu ketika GPK tidak sempat.
		f. Evaluasi pembelajaran	6. Bagaimana kendala guru dalam evaluasi pembelajaran IPS di SMP Muhammadiyah 2 Malang	Menjaga konsistensi kemampuan siswa difabel, kadang hari ini mencapai KKM, besok direview gagal lagi, atau diubah angkanya besok nggak bisa lagi.

F2 GPK 1

Hari dan Tanggal : 14 Mei 2019

Tempat : Ruang inklusif

Kategori informan : Guru Pendamping Khusus (GPK)

Kelas yang diampu : seluruh kelas

Nama Informan : Bu Lila

Fokus Penelitian : Kendala Guru dalam implementasi pembelajaran IPS di sekolah inklusif

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Kendala guru dalam implementasi pembelajaran IPS	g. Varian kondisi siswa.	7. Apa saja jenis ketunaan siswa dari kondisi fisik dan mental di kelas ini?	“autis, disleksia, tunagrahita, bisu tuli, slow learner, cerebral palsy”
		h. Penerapan pembelajaran	8. Bagaimana kendala guru dalam penerapan pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	“emosionalnya anak, itu yang utama. Untuk yang kondisi fisik yang berat kita di sekolah inklusif belum menerima, kalau berat biasanya di SLB, kalau Gerry (siswa tunagrahita dan tunawicara) kita masih bisa berkomunikasi degan dia, dengan cara kita belajar bahasa isyarat, tapi lebih lengkap di SLB disana diajarkan mengajar anak buta seperti apa caranya, kalau kita lihat Gerry menyanyikan lagu Indonesia Raya sudah bisa, karena telinganya yang kiri masih bisa mendengar sedikit. Nah kalau emosi anak sedang tidak mood kita tidak paksakan belajar, karena dia akan

				menolak.”
		i. Evaluasi pembelajaran	9. Bagaimana kendala guru dalam evaluasi pembelajaran IPS di SMP Muhammadiyah 2 Malang	“kadang kalau mengevaluasi, seperti tata surya, kan ini abstrak ya, pikirannya masih belum riil, kalau melihat tatasurya bagaimana kita tahu kalau belum melihat, jadi lebih membuat mereka lebih paham dengan media yang visual.”

F2 GPK 2

Hari dan Tanggal : 14 Mei 2019

Tempat : Ruang inklusif

Kategori informan : Guru Pendamping Khusus (GPK)

Kelas yang diampu : Seluruh kelas

Nama Informan : Pak Toni

Fokus Penelitian : Kendala Guru dalam implementasi pembelajaran IPS di sekolah inklusif

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Kendala guru dalam implementasi pembelajaran IPS	j. Varian kondisi siswa.	10. Apa saja jenis ketunaan siswa dari kondisi fisik dan mental di kelas ini?	“autis, disleksia, tunagrahita, bisu tuli, slow learner, cerebral palsy”
		k. Penerapan pembelajaran	11. Bagaimana kendala guru dalam penerapan pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	“kalau disini contohnya Gerry..dia itu kamus bahasa isyaratnya masih sedikit, paling efektif komunikasinya pakai baca, dan tunjuk, tunjuk bendera maka menyanyi lagu kebangsaan, kalau materi praktik jual beli anak autis kita contohkan “nanti kamu beli ini harganya segini, kembalinya segini,” biasanya mereka lemahnya di hitungan, artinya ketika transaksi dengan nilai yang sama dia bisa, tapi kalau di coba dengan nilai yang berbeda dia bingung (berapa kembaliannya, saya harus bayar berapa sih?) dan butuh diulang-ulang, jumlah yang sama dengan benda yang sama harus dilakukan berulang-ulang kali, baru ganti benda yang lain lagi dengan jumlah lain lagi kemudian diulang-ulang sampai hapal, kalau di selang seling nggak bisa, mengingat itu kan susah

				kalau dia.”
		1. Evaluasi pembelajaran	12. Bagaimana kendala guru dalam evaluasi pembelajaran IPS di SMP Muhammadiyah 2 Malang -misalkan menjamin ketuntasan kompetensi bagaimana pak?	“kendala kita dalam evaluasi, metode pembelajaran kadang udah mentok, ngajar anak difabel dengan berbagai cara, berbagai metode tapi tetep saja tidak bisa, itu kita ”ganti materi saja” itu solusi terakhir, kalau reguler kan baca, tanya jawab, selesai, kalau anak difabel beda.” -“kalau secara umum tidak ada jaminan bisa materi ini, kecuali dengan yang ringan, artinya anak ini kan IQ nya dibawah rata-rata, dia pelajaran tidak bisa, bahkan kita banyak mereview pelajaran yang dia ingat saja, kalau dikasih materi baru sulitnya minta ampun, jadi keberhasilannya sulit, kalau dia bisa A nanti nilainya 2, kalau bisa ini nanti nilainya 4, sekarang kadang bisa, tapi besok pagi kadang-kadang dengan soal yang sama, dengan siklus yang sama, itu dia nggak bisa jawab, jadi naik

				turunnya kita nggak tahu, dan menjaga agar nilai dia tetap 7 itu tidak gampang, sekarang dia mood bisa menjawab berapa soal maka kompetensi tercapai, tapi besoknya bagaimana? Nah itu yang sulit, besoknya lagi bagaimana? Nanti pas ujian bagaimana?, menjaga kondisi seperti ini yang tidak mudah.”
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F3 G.PIPS 1

Hari dan Tanggal :

Tempat :

Kategori informan :

Kelas yang diampu :

Nama Informan :

Fokus Penelitian : Strategi guru dalam mengatasi kendala implementasi pembelajaran IPS di sekolah inklusif

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
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1	Strategi guru dalam mengatasi kendala implementasi pembelajaran IPS	a. Penerapan pembelajaran	1. Bagaimana strategi guru dalam mengatasi kendala dalam penerapan pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	
		b. Evaluasi pembelajaran	2. Bagaimana strategi guru dalam mengatasi kendala dalam evaluasi pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	

F3 G.PIPS 2

Hari dan Tanggal :

Tempat : Ruang Kepala Sekolah

Kategori informan : Guru IPS

Kelas yang diampu : 7

Nama Informan : Pak Yoso

Fokus Penelitian : Strategi guru dalam mengatasi kendala implementasi pembelajaran IPS di sekolah inklusif

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Strategi guru dalam mengatasi kendala implementasi pembelajaran IPS	c. Penerapan pembelajaran	3. Bagaimana strategi guru dalam mengatasi kendala dalam penerapan pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	
		d. Evaluasi pembelajaran	4. Bagaimana strategi guru dalam mengatasi kendala dalam evaluasi pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	

F3 GPK 1

Hari dan Tanggal : 14 Mei 2019

Tempat : Ruang inklusif

Kategori informan : Guru Pendamping Khusus (GPK)

Kelas yang diampu : Seluruh kelas

Nama Informan : Bu Lila

Fokus Penelitian : Strategi guru dalam mengatasi kendala implementasi pembelajaran IPS di sekolah inklusif

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Strategi guru dalam mengatasi kendala implementasi pembelajaran IPS	e. Penerapan pembelajaran	5. Bagaimana strategi guru dalam mengatasi kendala dalam penerapan pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	“menunggu anak ini tenang dan stabil, kita ajak bercanda dulu, setelah stabil baru bisa belajar lagi.”
		f. Evaluasi pembelajaran	6. Bagaimana strategi guru dalam mengatasi kendala dalam evaluasi pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	“kita akan lebih ke praktiknya, seperti movie, gambar-gambar.”

F3 GPK 2

Hari dan Tanggal : 14 Mei 2019

Tempat : ruang inklusif

Kategori informan : GPK

Kelas yang diampu :

Nama Informan : P. Toni

Fokus Penelitian : Strategi guru dalam mengatasi kendala implementasi pembelajaran IPS di sekolah inklusif

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Strategi guru dalam mengatasi kendala implementasi pembelajaran IPS	g. Penerapan pembelajaran	7. Bagaimana strategi guru dalam mengatasi kendala dalam penerapan pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	Intinya kita mengandalkan media visual dan kontekstual, karena memudahkan pemahaman pada siswa difabel dengan cara kongkrit.
		h. Evaluasi pembelajaran	8. Bagaimana strategi guru dalam mengatasi kendala dalam evaluasi pembelajaran IPS pada SMP Muhammadiyah 2 Malang?	Kita tidak bisa memaksakan hasil evaluasi pembelajaran, intinya kita menyesuaikan dengan batas maksimal kemampuan siswa difabel, dan hanya bisa didorong pada materi atau bidang yang dikuasai siswa difabel tersebut.

KEBIJAKAN SEKOLAH INKLUSIF

Hari dan Tanggal : 9 Mei 2019

Tempat : ruang kepala sekolah

Kategori informan : Guru IPS

Kelas yang diampu : 7

Nama Informan : P. Yoso

Fokus Penelitian : Rancangan Kebijakan Sekolah Inklusif

no	Fokus penelitian	Indikator penelitian	Pertanyaan	Jawaban
1	Rancangan Kebijakan Sekolah Inklusif	i. Perbandingan program sekolah saat sebelum dan setelah inklusif	9. Bagaimana desain program sebelum dan sesudah inklusif di SMPM2M?	9.”jadi sekitar tahun 2010/2011, kalau juknisnya kan 2008, jadi awalnya begini, UMM lewat fakultas Psikologi S1, waktu itu dekannya Pak Tulus, kemudian lewat direktur Psikologi pascasarjana Dr. Latifun, kita ngobrol dengan mereka, waktu itu mereka adalah konsultan psikologi, termasuk konsultan sekolah psikologi pendidikan inklusif nasional, jadi konsultan pendidikan inklusif di kementerian pendidikan salah satunya ya mereka itu, “kita ini sudah membina beberapa sekolah inklusif di Indonesia, tapi di malang ini kok belum ada, bagaimana kalau didahului oleh sekolah muhammadiyah” kebetulan waktu itu ada konsultan pendidikan namanya Pak sis sugiono, akhirnya diadakan survey, di malang ini sekolah muhammadiyah ada 20 sekolah mulai SD hingga SMK, waktu itu SD sudah banyak ada SDM 1,9,4 itu yang sudah punya anak difabel, nah begitu lulus SD ini belum ada tampongannya SMP,

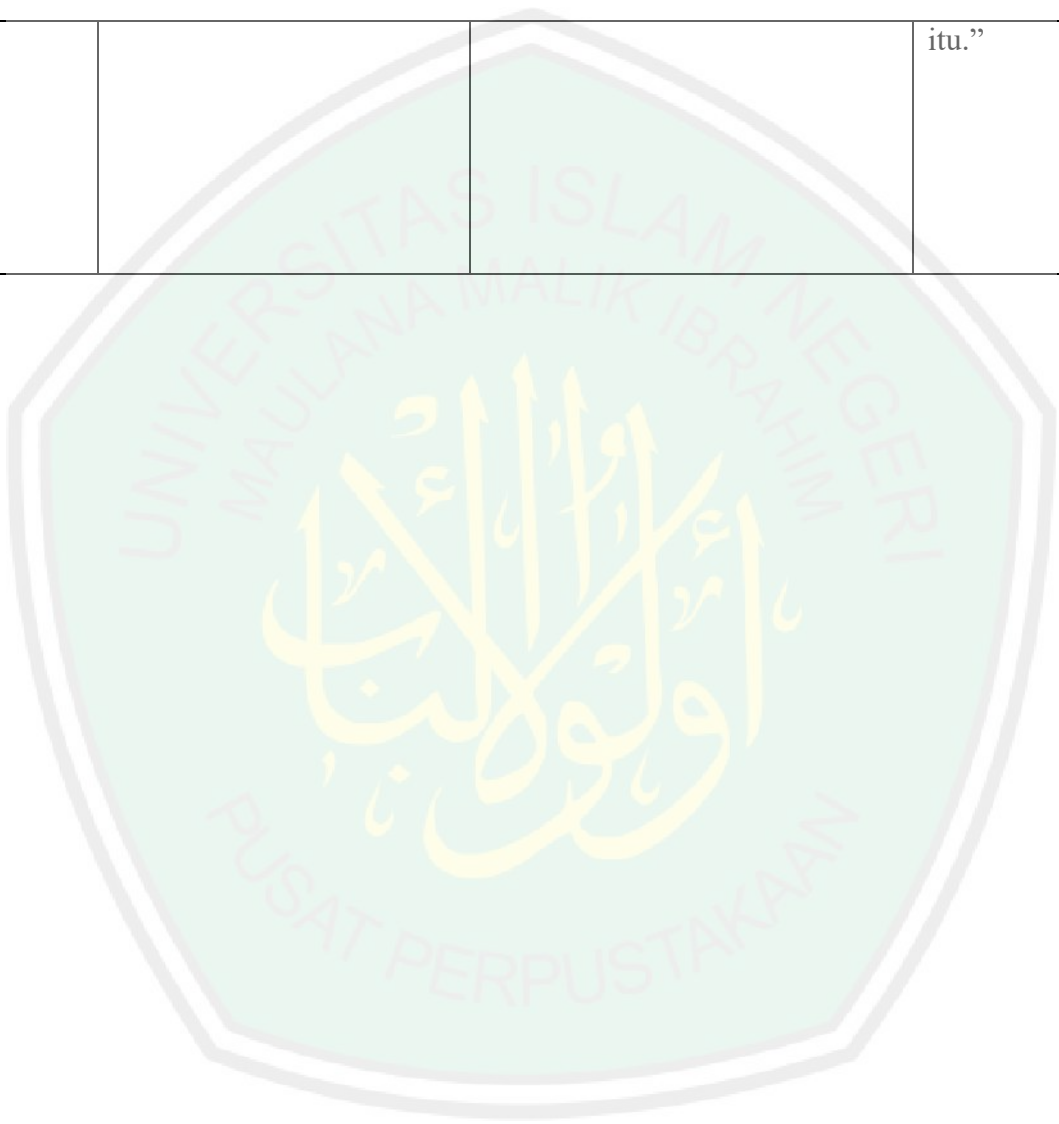
			akhirnya dibicarakan, kalau mau membuat sekolah berkebutuhan khusus itu memang tidak semua sekolah bisa karena memang diperlukan sarana, kemudahan transportasi, kemudian letaknya yang strategis, gedung sekolah, itu persyaratan secara umum, akhirnya dipilihlah SMPM2 ini karena dari semua hal tadi yang mempunyai kemudahan, dari transportasi kita dekat dengan jalan karena anak difabel ini perlu itu, jalan juga datar, setelah diputuskan seperti itu kita adakan sosialisasi seminggu di laboratorium psikologi UMM, disana akhirnya guru-guru diberi gambaran tentang sekolah inklusif, sehingga akhirnya dipakai acuan, selama 3 tahun, tiap semester guru-guru diajak ke sana untuk konsultasi, jadi sebagai bentuk kerjasama, akhirnya mahasiswa psikologi UMM kalau magang diajak kesini supaya ada terus kerjasama, kita selain kerjasama dengan fakultas psikologi juga dengan fakultas pendidikan.”
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		j. Inisiasi program inklusif	10. Apakah sebab inisiasi program inklusif di SMPM2M?	
		k. Implikasi setelah program inklusif	11. Bagaimana implikasi dan perubahan yang dirasakan setelah diterapkan program inklusif?	11.”dampaknya itu kita semakin dikenal masyarakat, karena memang menerima anak-anak difabel, sarannya semakin bertambah, dari segi biaya memang anak-anak difabel membutuhkan biaya mahal, sehingga bantuan dari walimurid itu ada, kemudian paling tidak kita bisa membantu masyarakat yang memiliki anak difabel untuk bersekolah, karena tidak semua sekolah menerima, disini anak difabel paling banyak, kalau sekolah lain 1 atau 2 orang, kalau kita setiap tahun menerima 10 anak, karena biaya yang tidak sedikit.”
		l. Jenis kurikulum	12. Bagaimana jenis kurikulum yang digunakan di sekolah ini?	

		m. Desain modifikasi kurikulum	13. Bagaimana desain modifikasi kurikulum yang dirancang oleh kepala sekolah, guru GPK, guru mapel?	13.”desainnya kita menyesuaikan itu tadi, sesuai kebutuhan siswa, kurikulum umum ada, kurikulum PPI ada, menyesuaikan kondisi siswa.”
		n. Keterlibatan walimurid dengan sekolah	14. Bagaimana keterlibatan walimurid dengan program sekolah?	14.”sangat antusias sekali, baik walimurid reguler dan difabel, sangat bagus di sini kekeluargaannya, mereka saling membantu, jadi sangat baik sekali, contohnya saja: anak difabel sebagian mereka anak dari orang tua yang berada, jadi mereka membantu anak reguler secara finansial maupun berbentuk alat sekolah, jadi kita perlakukan walimurid sama seperti anak-anak mereka, bisa kita lihat setiap hari mereka tidak ada olok-olok, karena mereka saling membantu.”
		o. harapan	15. bagaimana harapan bapak kedepan tentang sekolah inklusif?	15.”saya sebagai guru, paling tidak minimal satu, pemerintah hadir di sekolah, maksudnya adalah: agar sekolah dapat menerima anak-anak difabel, seperti anak-anak cacat fisik 100% seperti lift, dan alat braile, kedua, biaya operasional karena mahal, karena biaya ditanggung orantuanya

			kasihan” sudah punya anak yang difabel ditambah lagi biaya sekolah yang mahal” kalau pemerintah bisa hadir, terserah atau pemda atau dinas pendidikan, untuk anak difabel maupun untuk gurunya, karena tingkat capeknya guru itu lebih tinggi daripada ngurusi anak reguler; untuk masyarakat, jangan melihat sekolah inklusi itu seperti ini “arek koyok ngono kok diterimo” biasanya masyarakat seperti itu, karena ketidak pahaman dia dengan sekolah inklusif, masyarakat harusnya paham, tingkat pemahaman masyarakat pada anak difabel masih kurang, saya bayangkan seandainya masyarakat punya anak seperti itu, atau mereka mengalami naas, mari kita lihat seluruh anak ini adalah rahmatan lil alamin, memang kondisi ini tidak dikehendaki orang tua, tapi sesama mahluk yang derajatnya sama dan sama sempurnanya, melihatnya kesana saja, itu harapan saya; harapan kesekolah ke SMP yang lain agar mau menerima anak seperti itu supaya tertangani, agar lebih merata, dan semua pendidikan tinggi juga mau menerima mahasiswa seperti
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				itu.”
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Vision, Mission and Objectives of SMP Muhammadiyah 2 Malang

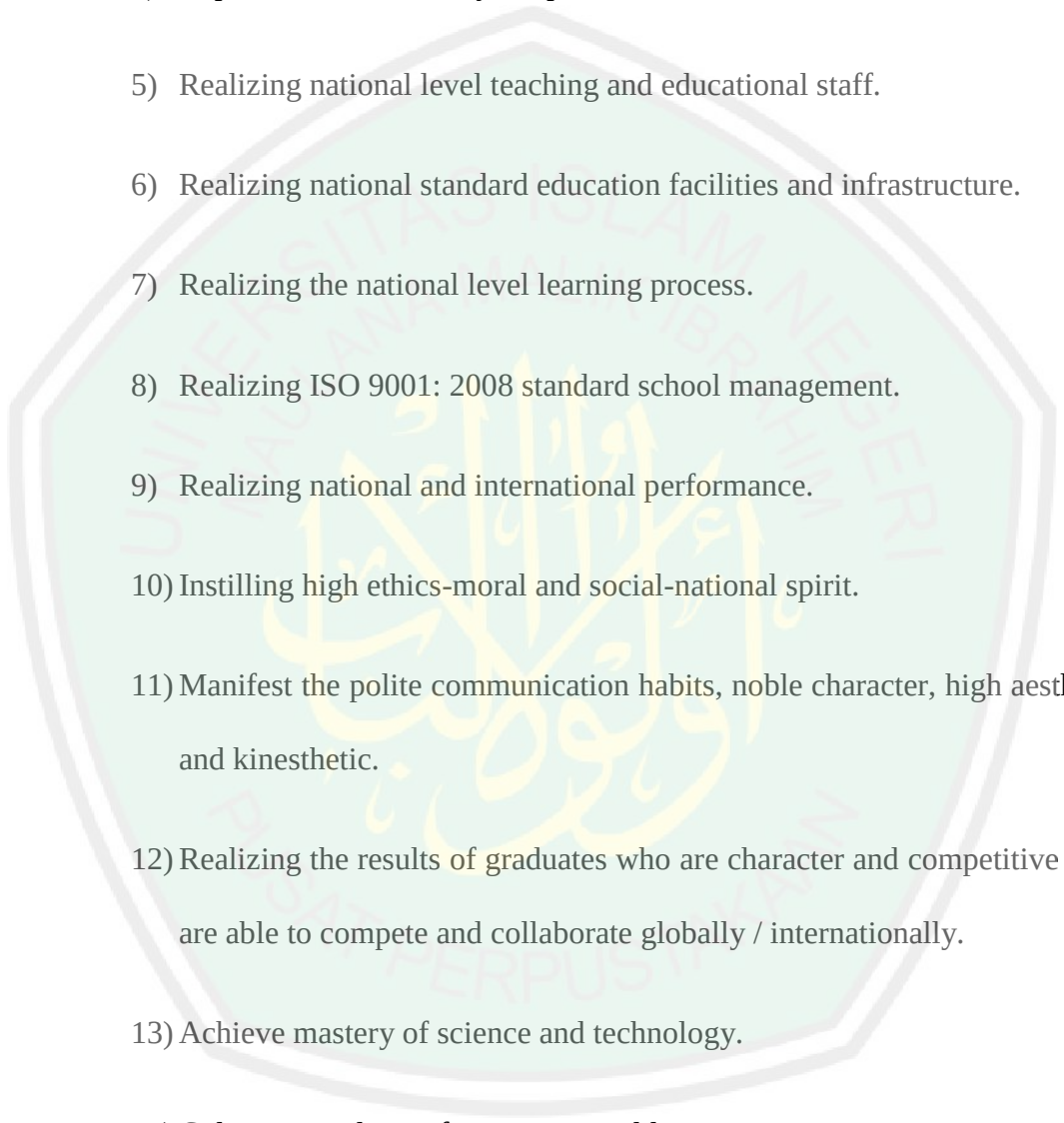
a. Vision: Noble character, innovation, achievement and humanism with indicators:

- 1) The realization of school people who believe and are devoted to God who is Almighty.
- 2) Increase the availability of special / inclusive education services.
- 3) Expand the reach of special / inclusive education services
- 4) Has academic and non-academic achievements.
- 5) Healthy and comfortable environment.
- 6) Nationalistic spirit.
- 7) Cultured and noble character.
- 8) Produce international standard graduates.
- 9) Excellent in mastering science and technology.

b. Mission:

To achieve the above vision, the mission of Malang Muhammadiyah 2 Middle School is as follows:

- 1) Realizing the school community who has faith and devotion to God Almighty.

- 
- 2) Realizing tolerant attitudes and behavior towards followers of religion.
 - 3) Increase the Availability of special / inclusive education services.
 - 4) Expand the affordability of special / inclusive education services.
 - 5) Realizing national level teaching and educational staff.
 - 6) Realizing national standard education facilities and infrastructure.
 - 7) Realizing the national level learning process.
 - 8) Realizing ISO 9001: 2008 standard school management.
 - 9) Realizing national and international performance.
 - 10) Instilling high ethics-moral and social-national spirit.
 - 11) Manifest the polite communication habits, noble character, high aesthetic and kinesthetic.
 - 12) Realizing the results of graduates who are character and competitive who are able to compete and collaborate globally / internationally.
 - 13) Achieve mastery of science and technology.
 - 14) Cultivate a culture of environmental love

c. Purpose:

Considering that the vision is long term, the objectives to be achieved over the next four years are:

- 1) Accustomed to implementing religious teachings with full tolerance.
- 2) Diversified curriculum is realized by providing services to students according to their level of learning ability.
- 3) The learning process is carried out with student center learning and kinesthetic culture.
- 4) Achieved an average of a minimum National Examination Score of 8.00
- 5) Achieved 6 academic championships and 10 city level non-academic championships.
- 6) Manifesting a reading culture for school residents.
- 7) The students are equipped to develop their interests, talents and achievements through extracurricular activities and achievement development.
- 8) Optimized guidance and counseling services are realized.
- 9) Manifests an understanding of the basic principles of students' internet / intranet and uses it to obtain information and present information while maintaining applicable ethics and laws.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JALAN GAJAYANA 50 MALANG, TELEPON 0341-552398, FAKSIMILE 0341-552398

BUKTI KONSULTASI SKRIPSI

JURUSAN PENDIDIKAN ILMU PENGETAHUAN ILMU PENGETAHUAN SOSIAL

Nama : M. Arfianto
Nim : 14130121
Judul : Inclusive Social Sciences Learning Implementation
(A Case Study in Muhammadiyah 2nd Junior High School Malang)
Dosen Pembimbing : Dr. H. Abdul Bashith, M.Si

No.	Tanggal	Catatan Perbaikan	Tanda Tangan Pembimbing
1	31-7-2019	- Teknik penulisan referensi - Ditambah bagian pendahuluan	
2	10-9-2019	- Ikuti buku pedoman FITE.	
3		- Lihat contoh skripsi yg terdistribusi.	
4		- Model pengutipan & coding data wawancara, logis.	
5			
6	19-9-2019	- Cara pengutipan & penulisan	
7		- Footnote... - proporsional ul data observasi	
8	27-9-2019	- Perbaikan lebih tajam & rapi - Referensi ul perbaikan	
9	07-10-2019	- Konsistensi penulisan referensi	
10		- Teknik penulisan - Jelaskan & lampirkan? & teori - Buat rangkuman	
11	10-10-2019	- Penulisan Nama Sekolah & Konsisten - Teknik penulisan & diberikan lg	
12		- Penjelasan yg pembelajaran pada kelas - regular & kelas in kelas (diberikan pada bagian pendahuluan)	

15-10-2019 - Tuliskan dibuat lebih rapi
- Daftar & distribusi & isi
- Tambahkan
- Tambahkan foto & gambar

Malang, 20.....
Mengetahui,
Kajur PIPS,

NIP.



SEKOLAH INOVASI SMP MUHAMMADIYAH 2

Jl. Letjen Sutoyo No. 68 Kota Malang 65122 Telp. (0341) 493289

Website : smpmuh2malang.sch.id

Email : smpmuh2malang@gmail.com

SURAT KETERANGAN

Nomor : 272 /KET/IV.4.AU/F/2019

Yang bertanda tangan di bawah ini, Kepala SMP Muhammadiyah 2 Malang, menerangkan bahwa :

Nama : MUKHAMAD ARFIANTO
NIM : 14130121
Jurusan : Pendidikan Ilmu Pengetahuan Sosial
Univ. Islam Negeri Maulana Malik Ibrahim Malang

Telah benar-benar mengadakan penelitian di lembaga kami yang berjudul *"IMPLEMENTASI PEMBELAJARAN IPS INKLUSIF (STUDI KASUS DI SMP MUHAMMADIYAH 2 MALANG)"* selama bulan Juli – September 2019.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Malang, 18 Oktober 2019

Kepala Sekolah,



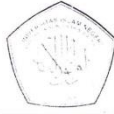
Drs. H. MARDJONO, M.Si

NBM. 869.129

RELIGIOUS, INNOVATIVE, PERFORMANCE AND INCLUSIVE SCHOOL

"Tujuan Pendidikan Muhammadiyah adalah membentuk manusia muslim yang beriman, bertakwa, berakhlak mulia, cerdas, percaya pada diri sendiri, berdisiplin, bertanggung jawab, cinta tanah air, menjunjung serta mengembangkan ilmu pengetahuan dan keterampilan, beramal sesuai kerangka moral masyarakat umum, adil dan makmur yang diridhoi Allah SWT serta mewujudkan SDG yang luhur"





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 716 /Un.03.1/TL.00.1/03/2019
Sifat : Penting
Lampiran :
Hal : Izin Penelitian

18 Maret 2019

Kepada
Yth. Kepala SMP Muhammadiyah 2 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

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

Nama	: M Arfianto
NIM	: 14130121
Jurusan	: Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik	: Genap - 2018/2019
Judul Skripsi	: Implementasi Pembelajaran IPS di Sekolah Inklusi: Studi Kasus di SMP Muhammadiyah 2 Malang
Lama Penelitian	: Maret 2019 sampai dengan Mei 2019 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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

Wassalamu'alaikum Wr. Wb.



Maimun, M.Pd
0650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip



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

Nomor : **1873** /Un.03.1/TL.00.1/07/2019
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

18 Juli 2019

Kepada
Yth. Kepala SMP Muhammadiyah 02 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

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

Nama : Mukhamad Arfianto
NIM : 14130121
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Ganjil - 2019/2020
Judul Skripsi : Implementasi Pembelajaran IPS Inklusif
(Studi Kasus di SMP Muhammadiyah 2 Malang)
Lama Penelitian : Juli 2019 sampai dengan September 2019
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP Muhammdiyah 2 Kota Malang
Mata Pelajaran	: IPS
Kelas /Semester	: VII/Genap
Tema	: Masyarakat Indonesia pada Masa Praaksara, Hindu-Buddha, dan Islam
Sub Tema	: Masa Islam
Tahun Pelajaran	: 2018 / 2019
Alokasi Waktu	: 10 JP (5 Pertemuan)

A. Kompetensi inti

Rumusan Kompetensi Sikap Spiritual adalah “**Menghayati dan mengamalkan ajaran agama yang dianutnya**”. Adapun rumusan Kompetensi Sikap Sosial adalah “**Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia**”. Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah, dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

- Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar Dari KI 3	Indikator Pencapaian Kompetensi Dari KI 3
3.4 Memahami kronologi perubahan, dan kesinambungan dalam kehidupan bangsa Indonesia pada aspek politik, sosial, budaya, geografis, dan pendidikan sejak masa praaksara sampai masa Hindu-Buddha dan Islam.	3.4.1 Menjelaskan pengertian masa praaksara.
	3.4.2 Mendeskripsikan periodisasi masa praaksara di bumi
	3.4.3 Mendeskripsikan periodisasi masa praaksara di Indonesia
	3.4.4 Mendeskripsikan masuknya asal-usul nenek moyang bangsa Indonesia
	3.4.5 Mendeskripsikan nilai-nilai budaya masyarakat Indonesia pada masa praaksara.
	3.4.6 Mendeskripsikan proses masuknya budaya hindu-Buddha ke Indonesia.
	3.4.7 Mendeskripsikan perkembangan masyarakat Indonesia pada masa Hindu-Buddha.
	3.4.8 Mendeskripsikan masuknya agama islam ke indonesia
	3.4.9 Mendeskripsikan perkembangan masyarakat Indonesia pada masa Islam.

4.4 Menguraikan kronologi perubahan, dan kesinambungan dalam kehidupan bangsa Indonesia pada aspek politik, sosial, budaya, geografis, dan pendidikan sejak masa praaksara sampai masa Hindu-Buddha dan Islam.	4.4.1 Menyajikan hasil diskusi mengenai ciri-ciri periodisasi perkembangan bumi secara geologis. 4.4.2 Menyajikan hasil diskusi mengenai perkembangan periodisasi masa praaksara berdasarkan arkeologis 4.4.3 Menyajikan hasil diskusi mengenai ciri-ciri perkembangan manusia prakasara dari aspek social ekonomi dan budaya. 4.4.4 Menyajikan kesamaan nilai-nilai budaya dan tradisi masyarakat di sekitar dengan tradisi masyarakat praaksara Indonesia. 4.4.5 Menyajikan hasil pengamatan mengenai pengaruh budaya Hindu-Budha yang ada di sekitar . 4.4.6 Membuat laporan mengenai peninggalan budaya Hindu-Budha di Indonesia. 4.4.7 Menyajikan laporan hasil diskusi kelompok mengenai teori mana yang paling kuat mengenai proses masuknya agama islam ke Indonesia. 4.4.8 Menyajikan hasil diskusi mengenai pengaruh kebudayaan islam di indonesia
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Nilai Karakter

- Peduli
- Jujur berkarya
- Tanggung jawab
- Toleran
- Kerjasama
- Proaktif
- Kreatif

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Discovery Learning yang dipadukan dengan metode *mind mapping*, teknik ATM, dan pendekatan saintifik yang menuntun peserta didik untuk mengamati (**membaca**) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat

Pertemuan Kesepuluh

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Menjelaskan Masuknya Islam ke Indonesia
- Menjelaskan Beberapa Pendapat tentang Masuknya Islam ke Indonesia
- **Bersikap disiplin, percaya diri, dan tanggung jawab**

Pertemuan Kesebelas

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Menjelaskan Persebaran Islam di Indonesia
- **Bersikap disiplin, percaya diri, dan tanggung jawab**

Pertemuan Keduabelas

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Menjelaskan Pengaruh Islam terhadap Masyarakat Indonesia
- **Bersikap disiplin, percaya diri, dan tanggung jawab**

Pertemuan Ketigabelas

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Menjelaskan Kerajaan-Kerajaan Islam di Indonesia
- Menyebutkan Kerajaan-Kerajaan Islam di Indonesia
- Bersikap disiplin, percaya diri, dan tanggung jawab

Pertemuan Keempatbelas

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Menjelaskan Peninggalan Sejarah Masa Islam
- Menyebutkan Peninggalan Sejarah Masa Islam
- Bersikap disiplin, percaya diri, dan tanggung jawab

dengan rasa ingin tahu, tanggung jawab, disiplin selama proses pembelajaran, **bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomunikasi dan bekerjasama dengan baik.**

Fokus nilai-nilai sikap

- Religius
- Kesantunan
- Tanggung jawab
- Kedisiplinan

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

a. Fakta:

- Praaksara berasal dari gabungan kata, yaitu pra dan aksara. Pra artinya sebelum dan aksara berarti tulisan. Dengan demikian, yang dimaksud masa praaksara adalah masa sebelum manusia mengenal tulisan. Masa praaksara disebut juga dengan masa nirleka (nir artinya tidak ada, dan leka artinya tulisan), yaitu masa tidak ada tulisan. Masa praaksara dikenal pula dengan masa prasejarah.

b. Konsep

- Masa Praaksara
 - Mengenal Masa Praaksara
 - Periodisasi Masa Praaksara
 - Nilai-Nilai Budaya Masa Praaksara di Indonesia
 - Nenek Moyang Bangsa Indonesia

c. Prinsip

- Masa Hindu-Buddha
 - Masuknya Kebudayaan Hindu-Buddha di Indonesia
 - Pengaruh Hindu-Buddha terhadap masyarakat di Indonesia
 - Kerajaan-Kerajaan Hindu-Buddha di Indonesia
 - Peninggalan Sejarah Masa Hindu-Buddha di Indonesia
- Masa Islam
 - Masuknya Islam ke Indonesia
 - Persebaran Islam di Indonesia
 - Pengaruh Islam terhadap masyarakat di Indonesia
 - Kerajaan-kerajaan Islam di Indonesia
 - Peninggalan Sejarah Masa Islam di Indonesia

d. Prosedur

- Menyajikan hasil diskusi mengenai ciri-ciri periodisasi perkembangan bumi secara geologis.
- Menyajikan hasil diskusi mengenai perkembangan periodisasi masa praaksara berdasarkan arkeologis
- Menyajikan hasil diskusi mengenai ciri-ciri perkembangan manusia praaksara dari aspek social ekonomi dan budaya.

- Menyajikan kesamaan nilai-nilai budaya dan tradisi masyarakat di sekitar dengan tradisi masyarakat praaksara Indonesia.
- Menyajikan hasil pengamatan mengenai pengaruh budaya Hindu-Budha yang ada di sekitar .
- Membuat laporan mengenai peninggalan budaya Hindu-Budha di Indonesia.
- Menyajikan laporan hasil diskusi kelompok mengenai teori mana yang paling kuat mengenai proses masuknya agama islam ke Indonesia.

2. Materi pembelajaran remedial

- Masa Hindu-Buddha

3. Materi pembelajaran pengayaan

- Sebutkan apa saja pengaruh agama hindu-budha yang masih berlaku di lingkungan kalian ?

E. Metode Pembelajaran

- Pendekatan : Saintifik
- Metode : Mind mapping, teknik ATM (Amati, Tiru dan Modifikasi), diskusi kelompok, tanya jawab, penugasan
- Model : Discovery learning

F. Media/alat,Bahan, dan Sumber Belajar

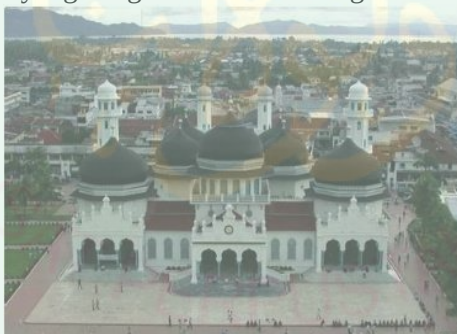
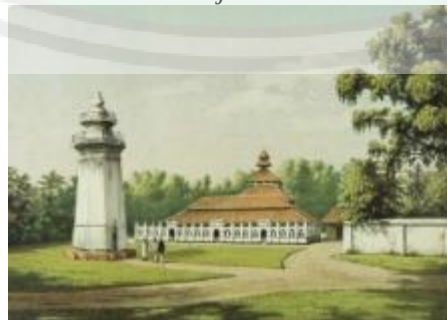
1. Media/alat:

- Media LCD projector,
- Laptop,
- Bahan Tayang

2. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Siswa Mata Pelajaran IPS Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2017. Buku Guru Mata Pelajaran IPS Jakarta: Kementerian Pendidikan dan Kebudayaan
3. Sumber lain yang relevan

14. Pertemuan Ke-14 (2 x 40 menit)	Waktu
Kegiatan Pendahuluan Guru : Orientasi(Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)). ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Mengkondisikan suasana belajar yang menyenangkan (mengecek kehadiran peserta didik); ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi ❖ Mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan materi dan Melalui tanya jawab membahas kembali materi sebelumnya ❖ Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan <i>materi/tema/kegiatan</i> sebelumnya ➤ <i>Kerajaan-Kerajaan Islam di Indonesia</i> ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	10 menit

Motivasi ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. ❖ Apabila <i>materi/tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: ➢ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan. Pemberian Acuan ❖ Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari ❖ Menyampaikan garis besar cakupan materi ❖ Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan ❖ Membagi peserta didik menjadi 8 Kelompok (dengan setiap anggota kelompok berjumlah 4 - 5 orang).		
Kegiatan Inti		60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian(<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) pada topic ➢ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> dengan cara : ❖ Melihat (tanpa atau dengan alat)/<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> Menayangkan gambar/foto tentang  Gambar 4.54 Masjid Baiturrahman  Gambar 4.55 Lukisan Mesiid Banten	



Gambar 4.56 Istana Maimun



Gambar 4.57 Keraton Surakarta



Gambar 4.58 Kaligrafi



Gambar 4.59 Grebeg

- ❖ **MengamatiBerpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)**

Peserta didik bersama kelompoknya **melakukan pengamatan**dari permasalahan yang ada di buku paket berkaitan dengan materi

➤ *Peninggalan Sejarah Masa Islam di Indonesia*

- ❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),**(Literasi)**

Peserta didik diminta **membaca** materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan

➤ *Peninggalan Sejarah Masa Islam di Indonesia*

	❖ Mendengar Peserta didik diminta mendengarkan pemberian materi oleh guruyang berkaitan dengan ➤ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> ❖ Menyimak, Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter) Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : ➤ <i>Peninggalan Sejarah Masa Islam di Indonesia</i>	
Problem statemen (pertanyaan/ identifikasi masalah)	CRITICAL THINKING (BERPIKIR KRITIK) Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar (<i>Berpikir kritis dan kreatif (4C), tangguh dalam menyelesaikan masalah serta berani mengemukakan pendapat dengan rasa percaya diri (Karakter); mampu membaca permasalahan serta mengaitkannya dengan konsep yang akan dipelajari (Literasi)</i>) ❖ Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket; <i>Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i> ❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya; <i>Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i> ❖ Secara berkelompok peserta didik mengidentifikasikan masalah-masalah yang relevan yang muncul dari hasil pengamatannya, guru membantu peserta didik mengerucutkan masalah yang berkembang dalam bentuk pertanyaan ❖ Mengajukan pertanyaan tentang ➤ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : ➤ <i>Sebutkan peninggalan sejarah masa Islam yang kamu ketahui?</i>	
Data collection (pengumpulan data)	KEGIATAN LITERASI Secara berkelompok peserta didik mengumpulkan berbagai informasi <i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter), literasi (membaca)</i> dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan: ❖ Mengamati obyek/kejadian, Peserta didik difasilitasi untuk memperoleh dan mendapatkan	

	banyak informasi dari berbagai literatur/bahan bacaan dan media belajar lainnya terkait materi ➤ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> ❖ Wawancara dengan nara sumber ➤ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> <u>COLLABORATION (KERJASAMA)</u> ❖ Mengumpulkan informasi (<i>Berpikir kritis dan kreatif (4C) dengan pembiasaan membaca berbagai sumber referensi (Literasi) agar dapat menjawab tantangan permasalahan dengan rasa ingin tahu dan pantang menyerah (Karakter)</i>) Peserta didik mencari bahan referensi dari buku paket maupun internet untuk dapat menjawab permasalahan yang berkaitan dengan ➤ <i>Peninggalan Sejarah Masa Islam</i> - Masjid ini merupakan salah satu peninggalan masa Islam. Masjid ini bernama Baiturrahman yang dibangun oleh Kesultanan Aceh Darussalam pada masa pemerintahan Sultan Iskandar Muda dan masih digunakan hingga saat ini. 1. Masjid - Masjid merupakan tempat ibadah orang-orang Islam. 2. Keraton - Keraton adalah tempat kediaman raja atau istana raja. Di tempat ini seorang raja mengendalikan pemerintahan kerajaannya. 3. Makam - Makam kuno peninggalan masa Islam umumnya terdiri atas jirat (kijing), nisan, dan cungkup. - Jirat adalah bangunan yang terbuat dari batu atau tembok yang berbentuk persegi panjang. - Nisan adalah tonggak pendek yang terbuat dari batu yang ditanam di atas gundukan tanah sebagai tanda kuburan. - Cungkup adalah bangunan mirip rumah yang berada di atas jirat. 4. Kaligrafi - Kaligrafi adalah menulis indah dan disusun dalam aneka bentuk menarik dengan menggunakan huruf Arab. 5. Karya Sastra - Babad adalah karya sastra berupa cerita berlatar belakang sejarah. Karya ini biasanya berupa cerita semata daripada uraian sejarah yang disertai bukti-bukti dan fakta. Contoh Babad Cirebon, Babad Tanah Jawi, dan Babad Giyanti. - Hikayat adalah karya sastra berupa cerita atau dongeng yang dibuat sebagai pelipur lara atau pembangkit semangat. Contoh Hikayat Hang Tuah, dan Hikayat Raja-Raja Pasai. - Suluk adalah kitab-kitab yang berisi masalah gaib, ramalan tentang hari baik atau buruk, dan makna atau simbol tertentu yang dihadapi manusia. Suluk-suluk tersebut merupakan bagian dari ajaran	
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	tasawuf. <i>Suluk</i> merupakan karya sastra tertua peninggalan kesultanan Islam di Indonesia. Contoh <i>Suluk Wijil</i>, <i>Suluk Malang Sumirang</i>, dan <i>Suluk Sukarsa</i>. - <i>Syair</i> adalah puisi lama yang setiap baitnya terdiri atas empat baris yang berakhir dengan bunyi yang sama. Contohnya <i>Syair Perahu</i> dan <i>Syair Si Burung Pingai</i> karya Hamzah Fansuri. 6. Seni Tari - Salah satu tarian yang merupakan peninggalan dari masa Islam adalah tari seudati atau tari saman dari Aceh. Tarian ini dilakukan dengan iringan nyanyian yang sebenarnya adalah selawat atau pujian kepada nabi 7. Debus - Debus merupakan kesenian bela diri dari Banten. Dalam kesenian ini, pemain menusukkan benda tajam ke tubuhnya tanpa meninggalkan luka. 8. Sekaten dan Grebeg - Sekaten merupakan upacara peringatan kelahiran Nabi Muhammad saw. yang diadakan setiap bulan Rabiul Awwal tahun Hijriyah di Alun-Alun Surakarta dan Yogyakarta. ❖ Membaca sumber lain selain buku teks, (Berpikir kritis dan kreatif (4C) dengan pembiasaan membaca berbagai sumber referensi (Literasi) agar dapat menjawab tantangan permasalahan dengan rasa ingin tahu dan pantang menyerah (Karakter)) Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➤ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> ❖ Mempresentasikan ulang ❖ Aktivitas: (Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),) Tugas ➤ Peserta didik melakukan aktivitas sesuai buku siswa seperti berikut ini	
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	Aktivitas Kelompok  1. Bentuklah kelompok dengan anggota 4-5 orang! 2. Bersama kelompok, carilah 10 buah peninggalan dari masa Islam di Indonesia! 3. Kamu dapat menggunakan buku, majalah, koran, atau internet sebagai sumber informasi. 4. Beri gambar dan tulis keterangan tentang peninggalan tersebut! <table><tr><th>No</th><th>Peninggalan</th><th>Gambar</th><th>Keterangan</th></tr><tr><td>1</td><td>.....</td><td></td><td>.....</td></tr><tr><td>2</td><td>.....</td><td></td><td>.....</td></tr><tr><td>3</td><td>.....</td><td></td><td>.....</td></tr><tr><td>dst.</td><td>.....</td><td></td><td>.....</td></tr></table> 5. Presentasikan hasil kerja kelompokmu di depan kelas!	No	Peninggalan	Gambar	Keterangan	1				2				3				dst.				
No	Peninggalan	Gambar	Keterangan																			
1																						
2																						
3																						
dst.																						
Data processing (pengolahan Data)	COLLABORATION(KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),) Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya(Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah)apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal.																					

	❖ Berdiskusi tentang : ➤ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> ❖ Presentasi hasil diskusi masing-masing kelompok dalam rangka mengomunikasikan hasil karya kelompok. Pada saat kelompok tertentu melakukan presentasi, kelompok yang lain dapat bertanya atau memberi masukan, demikian sampai masing-masing mendapat giliran. ❖ Menuliskan hasil penyelesaiannya pada kertas karton dalam bentuk <i>mind mapping</i>. ❖ Membuat contoh permasalahan dan penyelesaiannya yang identik (modifikasi permasalahan yang telah didiskusikan) berkaitan dengan materi ➤ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> dengan menganalisa hasil diskusi kelompok maupun teori yang ada pada sumber referensi (buku paket atau internet), dan menuliskannya pada <i>mind mapping</i>. ❖ Memberi scaffolding kepada peserta didik dan diupayakan peserta didik sendiri berusaha menuju tingkat pemahaman dan proses berpikir yang lebih tinggi.	
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Membuat kesimpulan sementara dari hasil diskusi kelompok; ❖ Mempresentasikan hasil diskusi kelompok di depan kelas yang sudah dituliskan di kertas karton, dan kelompok lain memberikan tanggapan dengan mengajukan pertanyaan ataupun memberikan masukan. ❖ Peserta didik menghubungkan pengetahuan yang diperoleh dari hasil pengamatan maupun jawaban sementara dari pertanyaan yang ada pada buku paket sehingga diperoleh sebuah kesimpulan sementara untuk digunakan sebagai bahan presentasi. ❖ Setelah kegiatan diskusi kelompok selesai, pendidik melakukan pengundian untuk menentukan kelompok yang akan presentasi, setelah terundi kelompok yang akan tampil maka diundi kembali nomor anggota kelompok yang harus presentasi mewakili kelompoknya, dan kelompok lain mengamati hasil diskusi kelompok yang tampil presentasi; ❖ Membuat kesimpulan sementara berdasarkan hasil <i>mind mapping</i> yang telah dibuat bersama kelompok dan dengan mengacu pada buku sumber atau referensi lain, dan membuat contoh yang sesuai dengan materi yang dipelajari yaitu tentang ❖ Mempresentasikan di depan kelas hasil pekerjaan kelompoknya dalam bentuk mind mapping yang telah ditulis di kertas karton, dan kelompok lain memberikan tanggapannya;	
Generalizatio (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan	

	❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➢ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> ❖ Membuat kesimpulan bersama (<i>Berpikir kritis dan bekerjasama (4C) dalam menyusun kesimpulan yang tepat sesuai dengan konsep (Literasi) dengan rasa ingin tahu dan percaya diri (Karakter)</i>) tentang ➢ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> berdasarkan hasil presentasi setiap kelompok. ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Evaluasi/ tes akhir (<i>Berpikir kritis dan kreatif (4C) dengan sikap jujur, disiplin, serta tanggung jawab yang tinggi (Karakter)</i>) berkaitan dengan ➢ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> Misalnya ➢ <i>Peninggalan sejarah yang Islam di Indonesia di antaranya adalah masjid, keraton, kaligrafi, seni tari, debus, serta perayaan sekaten dan grebeg, Jelaskan pengertian sekaten dan Grebeg?</i> ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	
Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)		
	Kegiatan Penutup ❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. ❖ Membuat resume (<i>CREATIVITY</i>) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ➢ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> ❖ Memfasilitasi dalam membuat kesimpulan <i>Berkomunikasi dan bekerjasama (4C) dalam merumuskan kesimpulan (Literasi), serta saling melengkapi untuk memperoleh konsep yang tepat)</i> tentang ➢ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> dalam permasalahan kontekstual dari pembelajaran yang dilakukan melalui reuiu indikator yang hendak dicapai pada hari itu. ❖ Beberapa peserta didik diminta untuk mengungkapkan manfaat mengetahui <i>Berkomunikasi, berpikir kritis dan kreatif (4C) dengan rasa percaya diri (Karakter) dan berani mengemukakan pendapat (Literasi)</i> tentang ➢ <i>Peninggalan Sejarah Masa Islam di Indonesia</i> dalam kehidupan sehari-hari maupun permasalahan lainnya ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.	10 menit

❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)	
❖ Melakukan penilaian untuk mengetahui tingkat ketercapaian indikator. Menunjukkan sikap disiplin, jujur dan bertanggung jawab selama pelaksanaan penilaian (Karakter)	
❖ Memberi salam. Sikap disiplin dan mengamalkan ajaran agama yang dibuat (Karakter)	

F. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

a. Penilaian Kompetensi Sikap Spiritual

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1	Observasi	Jurnal	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning)
2	Penilaian diri		Terlampir	Saat pembelajaran usai	Penilaian sebagai Pembelajaran (assessment as learning)
3	Penilaian antar tema		Terlampir	Setelah pembelajaran usai	Penilaian sebagai pembelajaran (assessment as learning)

a. Penilaian Kompetensi Sikap Sosial

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1	Observasi	Jurnal	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning)
2	Penilaian diri		Terlampir	Saat pembelajaran usai	Penilaian sebagai Pembelajaran (assessment as learning)
3	Penilaian antar tema		Terlampir	Setelah pembelajaran usai	Penilaian sebagai pembelajaran (assessment as learning)

a. Penilaian Kompetensi Pengetahuan

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1	Lisan	Pertanyaan (lisan) dengan jawaban terbuka	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pembelajaran (assessment for)

					learning)
2	Penugasan	Pertanyaan dan/atau tugas tertulis berbentuk esai, pilihan ganda, benar- salah, menjodohkan, isian, dan/atau lainnya	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pembelajaran (assessment for learning) dan sebagai pembelajaran (assessment as learning)
3	Tertulis	Pertanyaan dan/atau tugas tertulis berbentuk esai, pilihan ganda, benar- salah, menjodohkan, isian, dan/atau lainnya	Terlampir	Setelah pembelajaran usai	Penilaian pencapaian pembelajaran (assessment of learning)
4	Portofolio	Sampel pekerjaan terbaik hasil dari penugasan atau tes tertulis	Terlampir	Saat pembelajaran usai	Data untuk penulisan deskripsi pencapaian pengetahuan (assessment of learning)

b. Penilaian Kompetensi Keterampilan

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1	Praktik	Tugas (keterampilan)	Terlampir	Saat pembelajaran berlangsung dan/atau setelah usai	Penilaian untuk, sebagai, dan/atau pencapaian
2	Produk	Tugas (keterampilan)	Terlampir	Saat pembelajaran berlangsung dan/atau setelah usai	pembelajaran (assessment for, as, and of learning)
3	Proyek	Tugas besar	Terlampir	Selama atau usai pembelajaran berlangsung	Penilaian untuk, sebagai, dan/atau pencapaian
4	Portofolio	Sampel produk terbaik dari tugas atau proyek	Terlampir	Saat pembelajaran usai	pembelajaran (assessment for, as, and of learning)

2. Materi Pembelajaran (terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- Pembelajaran remedial dilakukan bagi siswa yang capaian KD nya belum tuntas
- Tahapan pembelajaran remedial dilaksanakan melalui remedial teaching (klasikal), atau tutor sebaya, atau tugas dan diakhiri dengan tes.

- Tes remedial, dilakukan sebanyak 3 kali dan apabila setelah 3 kali tes remedial belum mencapai ketuntasan, maka remedial dilakukan dalam bentuk tugas tanpa tes tertulis kembali.

b. Pengayaan

- Bagi siswa yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan sebagai berikut:
 - Siswa yang mencapai nilai $n(\text{ketuntasan}) < n < n(\text{maksimum})$ diberikan materi masih dalam cakupan KD dengan pendalaman sebagai pengetahuan tambahan
 - Siswa yang mencapai nilai $n > n(\text{maksimum})$ diberikan materi melebihi cakupan KD dengan pendalaman sebagai pengetahuan tambahan.

Mengetahui
Kepala SMP Muhammadiyah 2

Drs.H. Mardjono, MSi

Malang, 16 Juli 2018

Guru Mata Pelajaran

Drs. Hariyoso, MPd