

**SOCIAL SCIENCE TEACHER PROBLEMS  
IN IMPLEMENTATION OF CURRICULUM 2013  
AT JUNIOR HIGH SCHOOL 3 BAGOR NGANJUK**

**THESIS**

Written by :  
Fyanka Noor Agusningtias  
NIM. 15130004

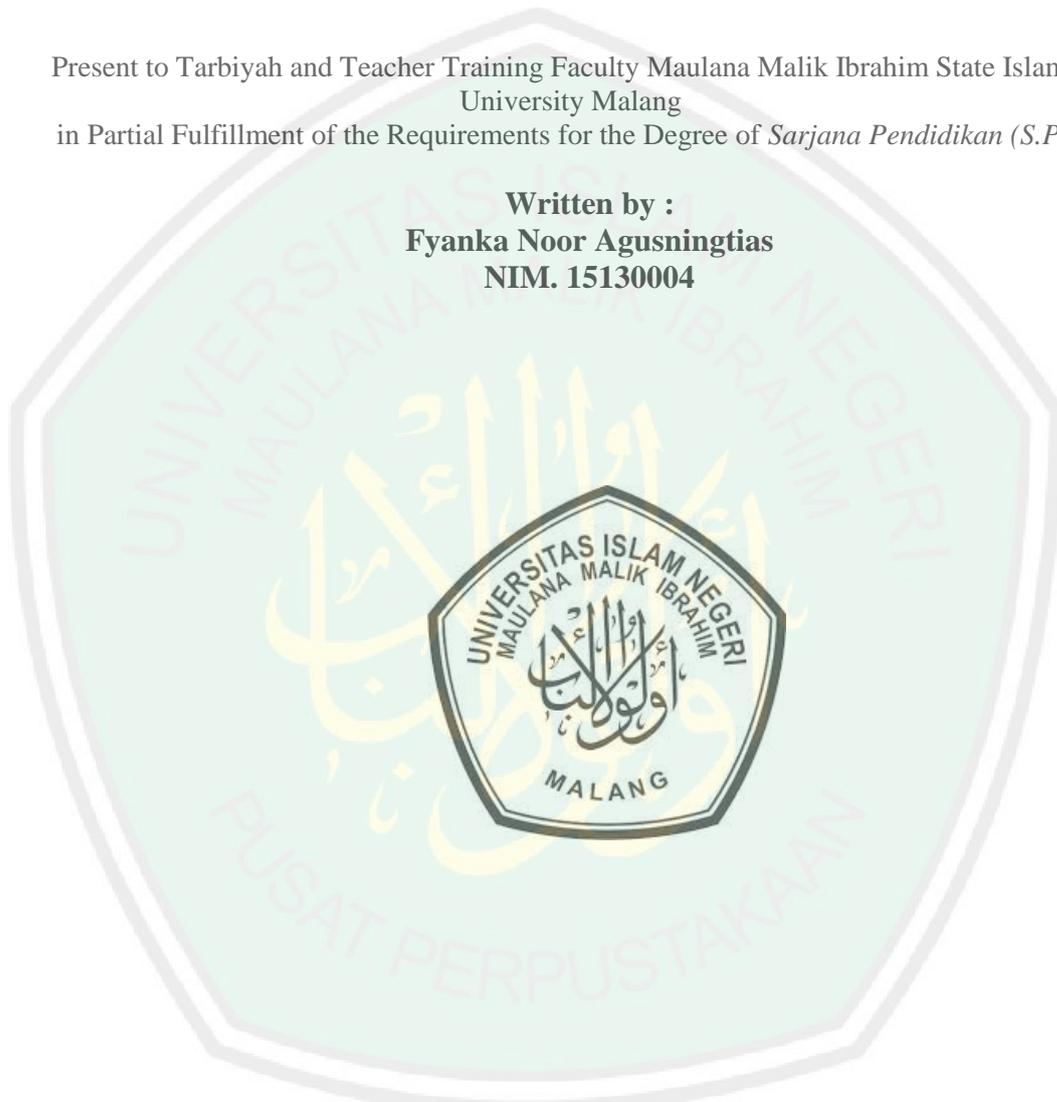


**SOCIAL SCIENCE EDUCATION PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG  
JUNE, 2019**

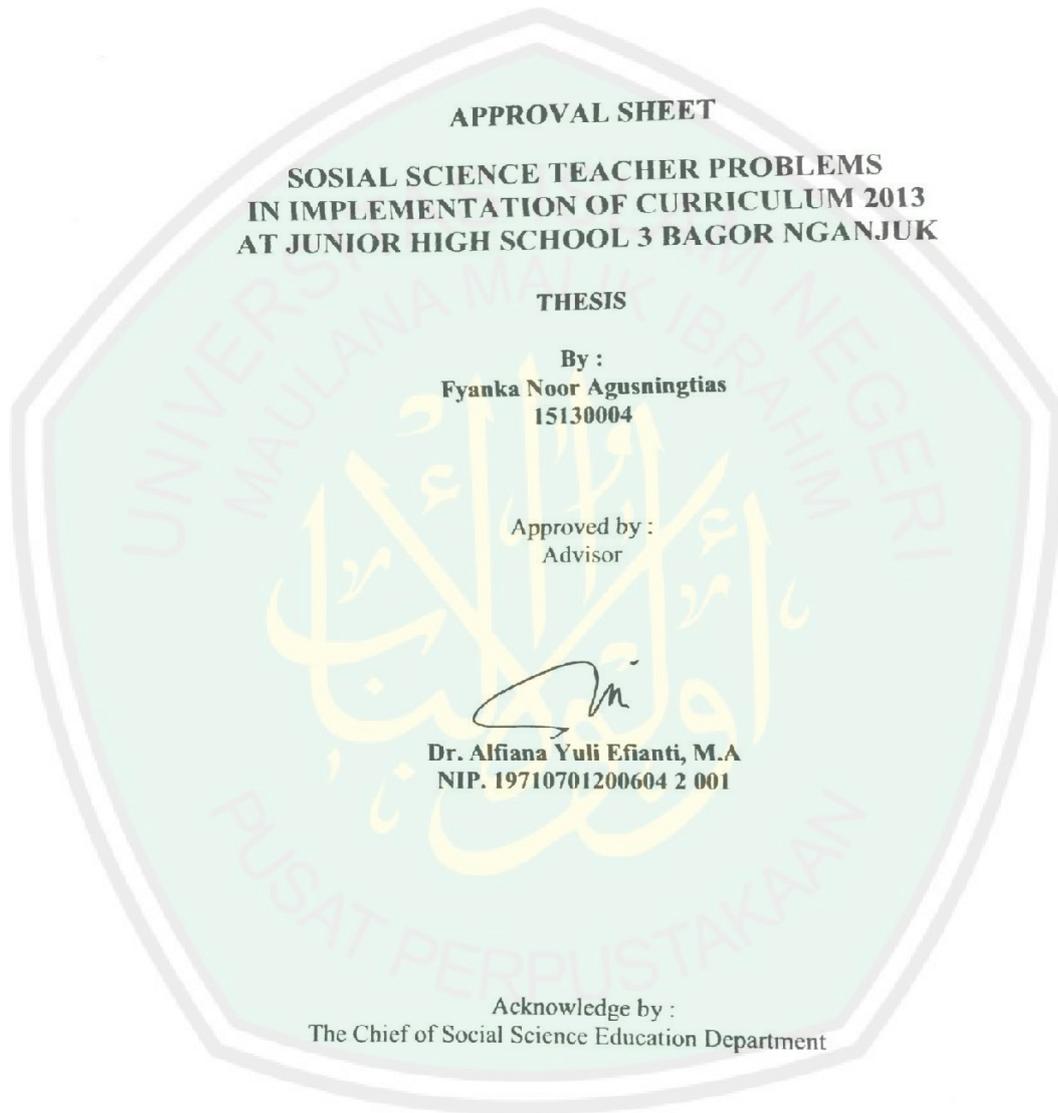
**SOCIAL SCIENCE TEACHER PROBLEMS  
IN IMPLEMENTATION OF CURRICULUM 2013  
AT JUNIOR HIGH SCHOOL 3 BAGOR NGANJUK**

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

Written by :  
Fyanka Noor Agusningtias  
NIM. 15130004



**SOCIAL SCIENCE EDUCATION PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG  
JUNE, 2019**



  
**Dr. Alfiana Yuli Efianti, M.A**  
**NIP.19710701200604 2 001**

LEGITIMATION SHEET

SOSIAL SCIENCE TEACHER PROBLEMS  
IN IMPLEMENTATION OF CURRICULUM 2013  
AT JUNIOR HIGH SCHOOL 3 BAGOR NGANJUK

THESIS

Written by

Fyanka Noor Agustiningtas (15130004)

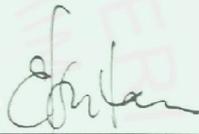
Has been defended and approved by the board of examiners on May ...<sup>th</sup> 2019  
as the requirement for the degree of Sarjana Pendidikan (S.Pd)

GRADUATED

Signature

Main Examiner,

Dr. Esa Nur Wahyuni, M.Pd  
NIP. 19720306 200801 2 010

: 

Secretary,

Dr. Alfiana Yuli Efianti, M.A  
NIP. 19710701 200604 2 001

: 

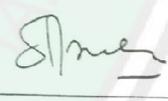
Advisor,

Dr. Alfiana Yuli Efianti, M.A  
NIP. 19710701 200604 2 001

: 

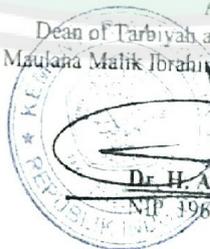
Chair Examiner,

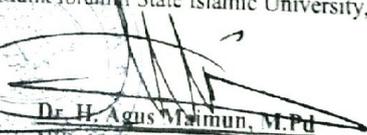
Aniek Rahmaniah, S.Sos., M.Si  
NIP. 19720320 200901 2 004

: 

Approved by,

Dean of Tarbiyah and Teacher Training Faculty of  
Maulana Malik Ibrahim State Islamic University, Malang



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

## DEDICATION

*Bismillahirrohmanirrohim...Alhamdulillahirobbil'alamin*

Thanks to Allah SWT, My lord who gave me His grace and guidance in my whole day, because of His miracle makes me possible to finish my thesis and make everything valuable for me. Sholawat and salam Also always be given to our Prophet Muhammad SAW who brings us from the darkness to the lightness, that is *Diinul Islam*.

I dedicate my work to:

My beloved education and environment of Indonesia

To my beloved *ayah* and *ibuk* (Mr. Watijo and Mrs. Suciati) who always by my side to support me and give me strength in all condition, I just want to say that I REALLY LOVE YOU, thank you so much for the entire best thing in the world, you are my angles who always give encouragement, motivation, inspirations and never ending du'a. Forgive me if I am not what you expect. Also thanks to my little brother Fathreza Ozan Syamsidar, you know right that you are my precious thing after *ayah* and *ibuk*, I love you.

To all my family: *mbah*, *pak de* and my friends from *Arkesa* (Vila, Puput, Lilis, Ines, Ika, and Nova), also my beloved friends from MAN Nganjuk : Iyyana, Umi, and Nurul, also my other support system Zainal Abidin Latif and other friends who can't be mentioned one by one which always support me, give their smile and beautiful day for me.

Big thanks for all of you, May Allah SWT give health, welfare, safety and guidance

**Aamiin Yaa Robbal 'Aalamiin**

## MOTTO

وَالْأَرْضَ مَدَدْنَاهَا وَأَلْقَيْنَا فِيهَا رَوَاسِيَ وَأَنْبَتْنَا فِيهَا مِنْ كُلِّ شَيْءٍ مَّوْزُونٍ (19)  
وَجَعَلْنَا لَكُمْ فِيهَا مَعِيشَ وَمَنْ لَسْتُمْ لَهُ بِرِزْقِينَ (20)

**And the earth - We have spread it and cast therein firmly set mountains and caused to grow therein [something] of every well-balanced thing. And We have made for you therein means of living and [for] those for whom you are not providers. (Al-Hijr: 19-20)**

**“Nature is the source of all true knowledge. She has her own logic, her own laws, she has no effect without cause nor invention without necessity.”**

**(Leonardo Da Vinci)**

Dr. Alfiana Yuli Efriyanti, M.A  
The Lecturer of Tarbiyah and Teaching Sciences Faculty  
State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Fyanka Noor Agusningtias  
Appendixes : 4 (fourth) exemplar

Malang, 5 June 2019

To Whom it May Concern  
Dean of Faculty Tarbiyah and Teaching Sciences  
State Islamic University of Maulana Malik Ibrahim Malang  
in  
Malang

*Assalamu'alaikum Wr. Wb.*

This office memo declares that Skripsi originally owned by:

Name : Fyanka Noor Agusningtias  
NIM : 15130004  
Study Program : Social Science Education  
Title of Skripsi : Sosial Science Teacher Problems In Implementation Of  
Curriculum 2013 At Junior High School 3 Bagor  
Nganjuk

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

*Wassalamu'alaikum Wr. Wb.*

Advisor,

Dr. Alfiana Yuli Efriyanti, M.A  
NIP.19710701200604 2 001

**CERTIFICATE OF THESIS AUTHORSHIP**

I hereby declare this Thesis is originally written by Fyanka Noor Agusningtias, Student of Social Science Education Department (P.IPS) as the requirement for degree of *Sarjana Pendidikan (S.Pd)*, Faculty of Tarbiyah and Teacher Training at Islamic State University Maulana Malik Ibrahim Malang. The research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status, except those which are indicate 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, June 8 2019

METERAI  
TEMPEL

E4077AFF70803812

6000  
ENAM RIBU RUPIAH

Fyanka Noor Agusningtias

NIM. 15130004

## PREFACE

*Bismillahirrohmanirrohim..*

*Alhamdulillah.* All praises and great gratitude to Allah SWT Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah who always give me gracious mercy and tremendous blessing. Sholawat and salam may always delivered for Prophet Muhammad SAW who has brought from the darkness to the brightness called Islam ad became inspiratory and pattern in this thesis entitled: “*Sosial Science Teacher Problems In Implementation Of Curriculum 2013 At Junior High School 3 Bagor Nganjuk*”

This thesis is done as a requirement in accomplishing the S-1 Degree at Social Science Education Department of Teachers Training and Education Faculty in Islamic State University Maulana Malik Ibrahim Malang. The researcher would like to thank for all of those who have given contribution so that this thesis can be finished timely. The researcher would like to deliver this thank to:

1. Prof. Dr. Abdul Haris, M. Ag, as The Rector of Islamic State University Maulana Malik Ibrahim Malang.
2. Dr. Agus Maimun, M.Pd, as The Dean of Tarbiyah and Teaching Training Faculty of the Islamic State University Maulana Malik Ibrahim Malang.
3. Alfiana Yuli Efianti, M.A as Chief of Social Science Education Department of the the Islamic State University Maulana Malik Ibrahim Malang.
4. Alfiana Yuli Efianti, M.A as advisor who had guided and assisted the researcher in writing and finishing the thesis, thanks for your good advise and valuable input.

5. Luthfiya Fathi Purposari, ME as a guardian lecturer who has provided guidance from the beginning to the end the author underwent a study.
6. All lecturers in Islamic State University of Maulana Malik Ibrahim Malang, thanks for your time, experience, knowledge, advice and motivation since I had study in this campus.
7. Anang Dwijo Suryanto, S.Pd, as the deputy headmaster of the curriculum for Bagor 3 Junior High School that has given permission in the framework of this final project.
8. Kukuh Prasetyo, M. Pd, as a Social Sciences teacher at Bagor 3 Junior High School who has helped provide information.
9. My beloved parents, Mr. Watijo and Mrs. Suciati, also Zainal Abidin Latif thank you so much with your support and motivation.
10. Students of social science education department, especially for ICP P.IPS E'15 which has provided the motivation for me, so I can finish this thesis. Thanks for your time, want to be my friend, listen to my story and give suggestion to solve the problem.
11. All my friends from *Arkesa*, And also friends of my sisters in Malang, Khusnul Khotimah, Zumrotun Nafisah, Laili Rahma Ramadhni, Nuroniatul Khusnia, Lusi Herniati. Thanks for beautiful experiences.

Hopefully Allah replies all helps and bless for you all. The researcher realized this thesis still imperfect in arrangement and the content. The researcher hope the criticism from the readers can help the researcher in perfecting the next research about this thesis.

## GUIDANCE OF ARABIC LATIN TRANSLATION

The writing of Arabic – Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No.158 of 1987 and N0.9543 b/U/1987 which can be broadly, describe, as follows:

### A. Alphabet

|              |        |       |
|--------------|--------|-------|
| ا = a        | ز = z  | ق = q |
| ب = b        | س = s  | ك = k |
| ت = t        | ش = sy | ل = l |
| ث = ts       | ص = sh | م = m |
| ج = j        | ض = dl | ن = n |
| ح = <u>h</u> | ط = th | و = w |
| خ = kh       | ظ = zh | ه = h |
| د = d        | ع = ‘  | ء = , |
| ذ = dz       | غ = gh | ي = y |
| ر = r        | ف = f  |       |

### B. Vocal Long

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

### C. Vocal Diphthong

أَوْ = aw

أَيَّ = ay

أُوَّ = û

إِي = î

**LIST OF TABLE**

Table 1 Originality of Research.....14

Table 2 Interview.....45



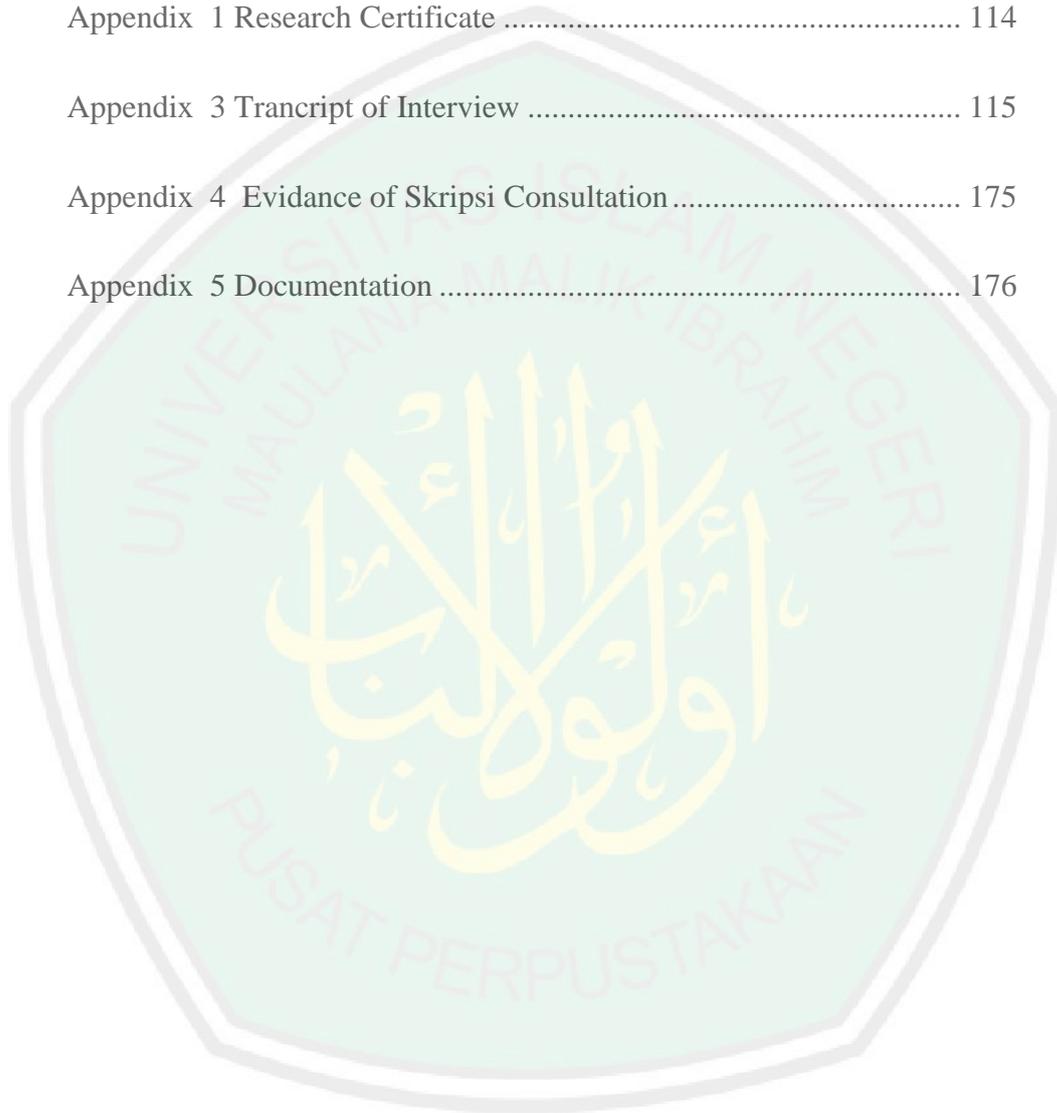
**LIST OF FIGURE**

|   |    |
|---|----|
| Figure 1 of Schema of Conceptual Framework.....             | 40 |
| Figure 2 of Schema of Miles and Huberman is Surmayanto..... | 50 |



**APPENDIX LIST**

|  |     |
|--|-----|
| Appendix 1 Research Permit.....                  | 113 |
| Appendix 1 Research Certificate .....            | 114 |
| Appendix 3 Trancript of Interview .....          | 115 |
| Appendix 4 Evidance of Skripsi Consultation..... | 175 |
| Appendix 5 Documentation .....                   | 176 |



## Table of Contents

|  |      |
|--|------|
| APPROVAL SHEET .....                         | iii  |
| LIST OF TABLE.....                           | xii  |
| LIST OF FIGURE.....                          | xiii |
| APPENDIX LIST.....                           | xiv  |
| Table of Contents.....                       | xv   |
| ABSTRACT.....                                | xvii |
| المخلص.....                                  | xxi  |
| CHAPTER I INTRODUCTION.....                  | 1    |
| A. Background.....                           | 1    |
| B. Research Focus.....                       | 7    |
| C. Research Purposes.....                    | 8    |
| D. Benefits Of Research .....                | 8    |
| E. Originality of Research.....              | 9    |
| F. Definition of Terms.....                  | 16   |
| G. Systematics Discussion.....               | 17   |
| CHAPTER II LITERATURE REVIEW .....           | 19   |
| A. Review about Curriculum.....              | 19   |
| B. 2013 Curriculum .....                     | 20   |
| 1. Curriculum Development in Indonesia ..... | 20   |
| 2. The 2013 curriculum.....                  | 24   |
| C. 2013 Curriculum Revision 2018 .....       | 25   |
| 1. 21st Century Skills .....                 | 27   |
| 2. Literacy.....                             | 33   |
| 3. Evaluation using HOTS .....               | 36   |
| D. Problems faced by the teacher.....        | 36   |
| E. Conceptual Framework.....                 | 39   |
| CHAPTER III Research Methods.....            | 41   |
| A. Approach and Types of the research.....   | 41   |
| B. Researcher's Presence .....               | 42   |

|   |     |
|---|-----|
| C. Location Of The Research.....  | 42  |
| D. Data and Source of Data.....   | 43  |
| E. Data collection technique .....  | 44  |
| F. Analysis of the data.....  | 47  |
| G. Research Procedure.....  | 51  |
| CHAPTER IV EXPOUSE DATA AND RESEARCH FINDING .....  | 53  |
| A. Overview of Junior High School of 3 Bagor Nganjuk .....  | 53  |
| 1. Profile of Junior High School 3 Bagor Nganjuk.....   | 53  |
| 2. School History .....   | 53  |
| 3. Vision, Mission and School Objectives .....  | 54  |
| 4. Academic Community .....   | 56  |
| B. Data Exposure .....  | 57  |
| 1. Implementation of the 2013 curriculum in the learning process of Social Sciences.....  | 57  |
| 2. Social Sciences Teacher Problems in Implementing 2013 Curriculum at Junior High School 3 Bagor.....                                    | 71  |
| 3. The efforts made by IPS teachers in overcoming Probelmatika in the implementation of the 2013 curriculum in the learning process ..... | 77  |
| CHAPTER V DISCUSSION .....  | 82  |
| A. RESEARCH RESULT .....  | 82  |
| CHAPTER VI .....  | 106 |
| CLOSING .....   | 106 |
| A. Conclusion.....  | 106 |
| B. Suggestion .....   | 107 |
| References .....  | 109 |
| ATTACHMENT .....  | 112 |

### ABSTRACT

Agusningtias, Fyanka Noor. 2019. "***SOCIAL SCIENCE TEACHER PROBLEMS IN IMPLEMENTATION OF CURRICULUM 2013 AT JUNIOR HIGH SCHOOL 3 BAGOR NGANJUK***". Thesis Department of Social Sciences Education, Faculty of Tarbiyah and Teacher Training. State Islamic University (UIN) Maulana Malik Ibrahim Malang, Advisor Dr. Alfiana Yuli Efiyanti, MA

In 2013 the Government through the Ministry of Education and Culture in order to improve the quality of education in Indonesia has developed and has been implementing a new curriculum as a complement previous curriculum named curriculum, 2013. Although in reality, there are many problems of curriculum implementation in the year 2013. Thus, 2018 The 2013 curriculum has undergone improvements which have been added to several aspects to improve it as a form of implementation of the 2013 Curriculum running well. However, even though revisions or improvements have been made in fact the 2013 Curriculum is still experiencing problems in its implementation. This is because policies made by the government do not comply with expectations and real conditions in the field. Teachers appointed as curriculum implementers still feel confused about the implementation of the 2013 curriculum. Most of the teachers do not yet have a mature readiness in implementing the 2013 curriculum, so that teachers are still unable to carry out full learning in accordance with the curriculum. 2013

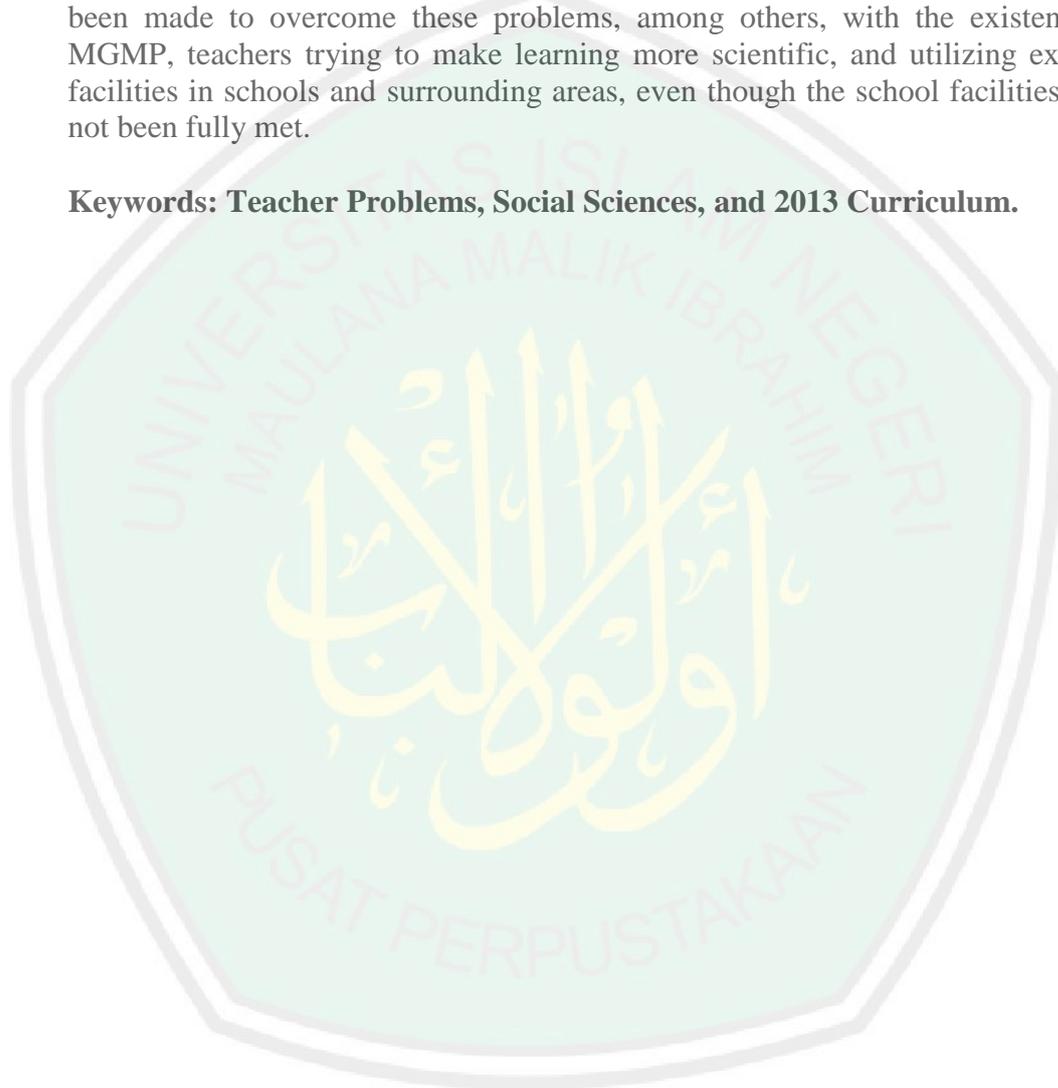
This study aims to: (1) Describe the process of implementing 2013 Curriculum learning in social studies subjects at Bagor 3 Junior High School. (2) Describe the problems faced by social studies teachers in the implementation of 2013 Curriculum learning at Bagor 3 Junior High School. (3) Describe the efforts made by social studies teachers in facing problems in the implementation of the 2013 curriculum in social studies subjects at Bagor 3 Junior High School.

This research use descriptive qualitative approach. Data collection techniques: observation techniques, interviews, and documentation are analyzed by steps namely data reduction, data presentation, and conclusion drawing. The validity of the data in this study uses source triangulation techniques, so that the data obtained is in accordance with the facts in the field.

The results showed, (1) Broadly speaking, a social studies teacher has been planning and implementing learning learning according to the curriculum, 2013. In its implementation the teacher has applied a scientific approach, thematic-integrative 21st century skills, and literacy in learning, an example of the scientific approach given is forming discussion groups. Although the implementation of Curriculum 2013, just a year in SMPN 3 Bagor (2) Further, the process of learning activities curriculum implementation in 2013 of the eye social studies lesson at SMPN 3 Bagor shows that the process of learning activities with a *scientific* approach is still not running optimally, because learners have difficulty in developing an idea / ideas, consequently active role of the teacher is still needed menyam p aikan learning materials. In the learning activities the teacher has also taught by including 21st Century Skills and Literacy, even though the concept has not been implemented to the fullest. The assessment activities are

already using authentic assessments that include: Teacher knowledge competency assessment using written test and oral tests, skills competency assessment, teachers using practical, project, and portfolio performance. In attitude competence, the assessment uses observation techniques . In addition, the teacher has also provided an evaluation with the HOTS question at the time of Daily Deuteronomy, Mid Semester Assessment as an exercise working on HOTS questions during the Final Semester Assessment. (3) several attempts have also been made to overcome these problems, among others, with the existence of MGMP, teachers trying to make learning more scientific, and utilizing existing facilities in schools and surrounding areas, even though the school facilities have not been fully met.

**Keywords: Teacher Problems, Social Sciences, and 2013 Curriculum.**



## ABSTRAK

Agusningtias, Fyanka Noor. 2019. "**SOSIAL SCIENCE TEACHER PROBLEMS IN IMPLEMENTATION OF CURRICULUM 2013 AT JUNIOR HIGH SCHOOL 3 BAGOR NGANJUK**". Skripsi Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, Pembimbing Dr. Alfiana Yuli Efiyanti, MA

Pada tahun 2013 Pemerintah melalui Kementerian Pendidikan dan Kebudayaan dalam rangka meningkatkan kualitas pendidikan di Indonesia telah menyusun dan telah melaksanakan kurikulum baru sebagai penyempurna kurikulum sebelumnya yang diberi nama kurikulum 2013. Meskipun pada kenyataannya, masih banyak problematika mengenai penerapan kurikulum 2013. Sehingga pada tahun 2018 Kurikulum 2013 telah mengalami perbaikan yang ditambah beberapa aspek untuk menyempurnakan sebagai wujud terselenggaranya pelaksanaan Kurikulum 2013 berjalan dengan baik. Namun, meskipun revisi atau perbaikan sudah dilakukan kenyataannya Kurikulum 2013 masih mengalami problematika dalam pelaksanaannya. Hal ini disebabkan kebijakan yang dibuat oleh pemerintah tidak sesuai dengan harapan dan kondisi nyata yang ada di lapangan. Para guru yang ditunjuk sebagai pelaksana kurikulum masih merasa bingung dengan diterapkannya kurikulum 2013. Kebanyakan dari para guru belum memiliki kesiapan yang matang dalam mengimplementasikan kurikulum 2013, sehingga guru masih belum mampu melaksanakan pembelajaran secara utuh sesuai dengan kurikulum 2013.

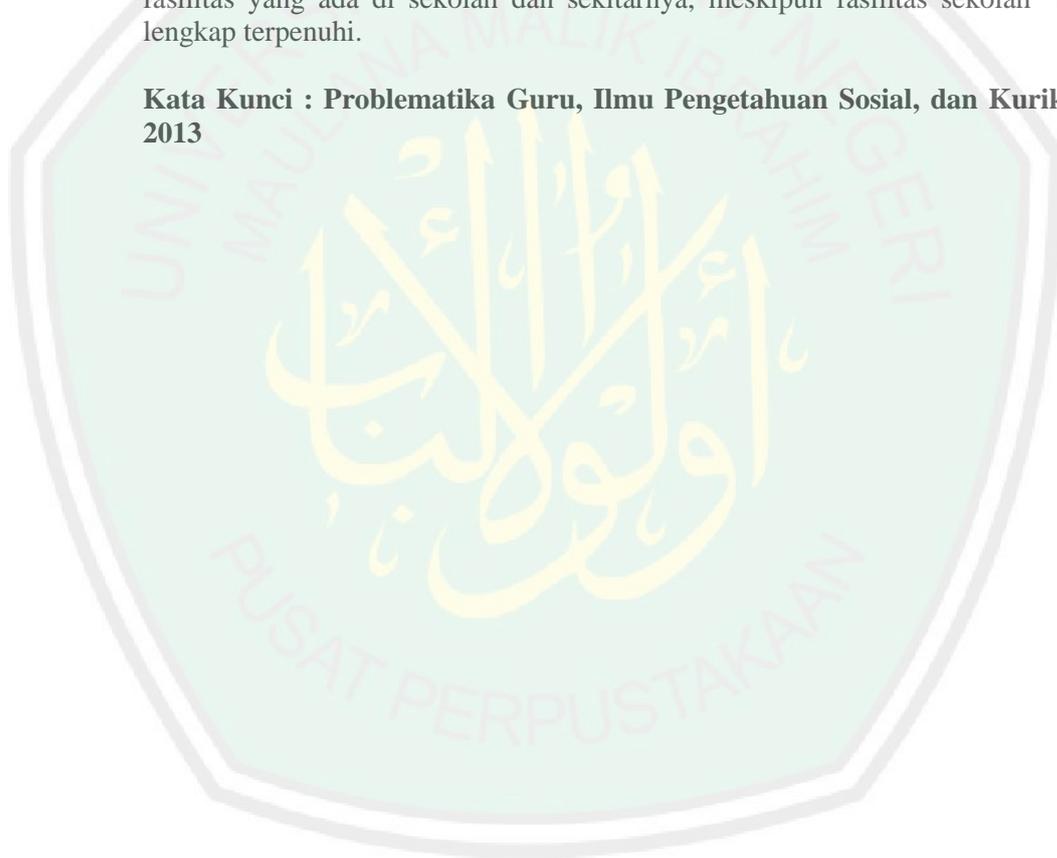
Penelitian ini bertujuan untuk: (1) Mendeskripsikan proses pelaksanaan pembelajaran Kurikulum 2013 pada mata pelajaran IPS di SMPN 3 Bagor. (2) Mendeskripsikan problematika yang dihadapi guru IPS dalam pelaksanaan pembelajaran Kurikulum 2013 di SMPN 3 Bagor. (3) Mendeskripsikan upaya yang dilakukan guru IPS dalam menghadapi problematika pada pelaksanaan kurikulum 2013 pada mata pelajaran IPS di SMPN 3 Bagor.

Penelitian ini menggunakan pendekatan deskriptif kualitatif. Teknik pengumpulan data: dalam penelitian ini menggunakan teknik observasi, wawancara, dan dokumentasi yang dianalisis dengan langkah yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dalam penelitian ini menggunakan teknik triangulasi sumber, agar data-data yang diperoleh sesuai dengan fakta di lapangan.

Hasil penelitian menunjukkan, (1) Secara garis besar guru IPS sudah menyusun perencanaan pembelajaran dan melaksanakan pembelajaran sesuai dengan kurikulum 2013. Dalam pelaksanaannya guru sudah menerapkan pendekatan saintifik, tematik-integratif kecakapan abad 21, dan literasi dalam pembelajaran, contoh dari pendekatan saintifik yang diberikan adalah membentuk kelompok diskusi. Meskipun pelaksanaan Kurikulum 2013 ini baru berjalan satu tahun di SMPN 3 Bagor (2) Selanjutnya, proses kegiatan pelaksanaan pembelajaran kurikulum 2013 pada mata pelajaran IPS di SMPN 3 Bagor menunjukkan bahwa proses kegiatan pembelajaran dengan pendekatan *scientific* masih belum berjalan maksimal, pembelajaran IPS yang pada konsepnya menggunakan pembelajaran tematik-integrati, guru juga masih kesulitan dalam menjelaskan, selain itu peserta didik mengalami kesulitan dalam mengembangkan

ide/gagasannya, akibatnya peran guru masih dibutuhkan aktif menyampaikan materi pembelajaran. Dalam kegiatan pembelajaran tersebut guru juga sudah mengajar dengan memasukan Kecakapan abad 21 dan Literasi, meskipun konsep tersebut belum terlaksana dengan maksimal. Kegiatan penilaiannya yaitu sudah menggunakan penilaian otentik yang mencakup: Penilaian kompetensi pengetahuan guru menggunakan teknik tes tulis maupun tes lisan, penilaian kompetensi ketrampilan, guru menggunakan kinerja praktik, proyek, dan portofolio. Pada kompetensi sikap, penilaiannya dengan menggunakan teknik observasi. Selain itu guru juga sudah memberikan evaluasi dengan soal HOTS pada saat Ulangan Harian, Penilaian Tengah Semester sebagai latihan mengerjakan soal HOTS pada saat Penilaian Akhir Semester. (3) beberapa upaya juga telah dilakukan untuk mengatasi problematika tersebut yaitu diantaranya dengan adanya MGMP, dengan adanya MGMP diharapkan guru dapat berdiskusi untuk mengatasi masalah, guru berusaha untuk menjadikan pembelajaran menjadi lebih ilmiah, seta memanfaatkan fasilitas yang ada di sekolah dan sekitarnya, meskipun fasilitas sekolah belum lengkap terpenuhi.

**Kata Kunci : Problematika Guru, Ilmu Pengetahuan Sosial, dan Kurikulum 2013**



### المخلص

أغوسينجياس ، فيانكا نور. 2019. " مشاكل مدرس العلوم الاجتماعية في تنفيذ من المناهج الدراسية 2013 في جونيور المدرسة الثانوية 3 باجور نجانجوك ". أطروحة قسم تدريس العلوم الاجتماعية ، كلية ( مولانا مالك إبراهيم مالانج ، مستشار د. الفيانا UIN التربيه وتدريب المعلمين. جامعة الدولة الإسلامية ) يولي افيانتي ، ماجستير

في عام 2013 الحكومة من خلال وزارة التربية والتعليم والثقافة من أجل تحسين نوعية التعليم في إندونيسيا طورت وتم تنفيذ المناهج الجديدة واستكمالاً السابق المناهج اسمه المناهج الدراسية، 2013. على الرغم من أن في الواقع، هناك العديد من الايجابيات والسلبيات من تنفيذ المناهج الدراسية في العام 2013. وهكذا، 2018 خضع منهج 2013 للتحسينات التي تمت إضافتها إلى عدة جوانب لتحسينه كشكل من أشكال تنفيذ منهج 2013 بشكل جيد. ومع ذلك ، على الرغم من إجراء تنقيحات أو تحسينات في الواقع ، لا يزال المنهج الدراسي لعام 2013 يواجه مشكلات في تنفيذه. وذلك لأن السياسات التي وضعتها الحكومة لا تمتثل لها التوقعات والظروف الحقيقية في هذا المجال. لا يزال المعلمون المعينون كمنفذي المناهج الدراسية يشعرون بالارتباك حيال تنفيذ المناهج الدراسية لعام 2013. معظم المعلمين ليس لديهم استعداد ناضج في تنفيذ منهج 2013 ، بحيث لا يزال المعلمون غير قادرين على تنفيذ التعلم الكامل وفقاً للمنهج الدراسي. 2013

تهدف هذه الدراسة إلى: (1) وصف عملية تنفيذ مناهج التعلم 2013 في مواد الدراسات الاجتماعية في مدرسة باجور 3 للناشئين. (2) صف المشكلات التي يواجهها معلمو الدراسات الاجتماعية في تنفيذ التعلم 2013 المناهج في مدرسة باجور 3 صغار. (3) صف الجهود التي بذلها معلمو الدراسات الاجتماعية في مواجهة المشكلات في تنفيذ منهج 2013 في مواد الدراسات الاجتماعية في مدرسة باجور 3 للناشئين.

تستخدم هذه الدراسة المنهج الوصفي النوعي. تقنيات جمع البيانات: يتم تحليل تقنيات الملاحظة والمقابلات والوثائق من خلال خطوات وهي تقليل البيانات وعرض البيانات ورسم الاستنتاج.

وأظهرت النتائج، (1) وبصفة عامة، وهو مدرس الدراسات الاجتماعية تم تخطيط وتنفيذ التعلم والتعليم وفقاً لمنهج 2013. على الرغم من أن تنفيذ المناهج عام 2013، عام واحد فقط في SMPN 3 Bagor (2) وعلاوة على ذلك، فإن عملية تنفيذ المناهج الدراسية أنشطة التعلم في عام 2013 من العين الدرس الدراسات الاجتماعية في SMPN 3 Bagor يدل على أن عملية أنشطة التعلم مع المنهج العلمي لا يزال لا يعمل بالشكل الأمثل، لأن المتعلمين يجدون صعوبة في تطوير فكرة / أفكار، لا تزال هناك حاجة دوراً بالتالي نشط للمعلم المواد التعليمية ص. في أنشطة التعلم ، قام المعلم أيضاً بتدريس مهارات القرن الحادي والعشرين ومحو الأمية ، على الرغم من أن المفهوم لم يتم تنفيذه على أكمل وجه. تستخدم أنشطة التقييم بالفعل تقييمات أصلية تشمل: تقييم كفاءة معرفة المعلم باستخدام الاختبارات التحريرية والشفوية ، وتقييم كفاءة المهارات ، والمعلمين الذين يستخدمون الأداء العملي ، والمشروع ، وحافطة الأوراق المالية. في كفاءة الموقف ، يستخدم التقييم تقنيات الملاحظة . بالإضافة إلى ذلك ، قدم المعلم أيضاً تقييماً مع سؤال HOTS في وقت التقييم اليومي للفصل الدراسي ، وتقييم منتصف الفصل الدراسي كتمرين يعمل على أسئلة HOTS أثناء تقييم الفصل النهائي.

الكلمات المفتاحية: مشكلات المعلم ، العلوم الاجتماعية ، 2013

## CHAPTER I

### INTRODUCTION

#### A. Background

Education is a conscious and systematic effort to achieve a better standard of living or progress<sup>1</sup>. This modern era, education is very important and needed very much, because education is one of the most vital aspects of human life. Through formal and non-formal institutions, education is one of the main pillars for building a strong and quality country. Education is not only useful for the country or other people, but the most important thing is for ourselves.<sup>2</sup>

In formal education such as school institutions, both elementary schools or high schools still need a curriculum as a benchmark or reference in carrying out learning activities in schools. The curriculum itself is a set of contents, teaching materials, objectives that will be taken as guidelines for organizing learning activities to achieve educational goals.<sup>3</sup>

The curriculum is dynamic, where the curriculum always follows the times from before the independence of Indonesia to the present, so it is not surprising if the curriculum is always changing, up to now Indonesia education uses 2013 curriculum in carrying out the learning process in school.

---

<sup>1</sup> Darmaningtyas, *Pendidikan yang Memiskinkan*, Yogyakarta, 2004, page 1

<sup>2</sup> Fauna Mardina Asih, "Implementasi Kurikulum 2013 Pada Mata Pelajaran IPS di Sekolah Menengah Pertama (SMP) Negeri 1 Blado", Skripsi Pendidikan Ekonomi IKIP Veteran Semarang, Vol. 2 No. 1 November 2014.

<sup>3</sup> Mualimin, "Pengembangan Kurikulum 2013 di SMPN 1 Surabaya", Universitas Negeri Surabaya

Curriculum is formed in order to fit the current use of Science and Technology , this statement can be seen from the definition of 2013 Curriculum, which 2013 Curriculum is a curriculum that prioritizes understanding, skill, and character education, students are required to understand material, active in discussions and presentations and have high discipline manners. The purpose of 2013 Curriculum is to produce productive, creative, innovative and affective Indonesian people, through the strengthening of attitudes, skills and integrated knowledge <sup>4</sup>

Education and curriculum are very important for us . With the existence of education, people will be a generation that can achieve their intentions, and with the curriculum can be a benchmark for developing education. Beside that, there are always obstacles in every new curriculum. These problems include the teachers have not been trained to implement 2013 curriculum in their class, facilities are not yet completed as teaching and learning media, students are not ready enough when the teachers implements *student center* learning , incomplete books as teaching materials, and many others problems that is faced by the teachers.

As a fact in the field that there are still a lot of problems encountered, it can be proven through some subjects researches in schools. The researches are not only social, but also Arabic. It is according to the research "Problems in Application of 2013 Curriculum for Learning Arabic in Class X MAN Wonosari Gunungkidul "by Irwan Masruri. There are problems with the

---

<sup>4</sup>E. Mulyasa , *Kuriulum 2013*, Bandung, Remaja Rosdakarya, 2015 page 65

implementation of the 2013 curriculum in learning, among them is the coverage of student report cards which includes 3 things, namely knowledge, skills and attitudes. This will make it difficult for teachers to formulate student grades. The teacher makes so many values that it can be said that the teacher's assessment is not maximized. The next problem is that not all teachers understand the 2013 curriculum, so that the teacher has not been able to make changes in learning.<sup>5</sup>

Beside that, another research has been conducted focuses on social studies learning. The research entitled "Implementation Problems of 2013 Revised Curriculum At IPS Lesson in Class VII and VII I SMP Brawijaya Smart School Malang" by Nur Fitria Justica Nasri. The implementation of the 2013 curriculum at SMP Brawijaya Smart School has gone well even though it has not been maximized. The teacher still needs to increase his creativity in using active and enjoyable learning methods. Then the teacher also still does not use thematic or integrated learning which in the revised 2013 curriculum should have used thematic learning. In addition, the problems that arise in the implementation of this revised 2013 curriculum are more on external problems. Where the problem arises from the government. The problem includes the material given by the government is too deeply, there is often the revisions in the 2013 curriculum, the suitability of the books given by the government, and the lack of hours of lessons provided.<sup>6</sup> According to the

---

<sup>5</sup> Irwan Masrusri, Skripsi: "Problematika Penerapan Kurikulum 2013 Mata Pembelajaran Bahasa Arab di Kelas X MAN Wonosari Gunungkidul" (Yogyakarta: UIN Sunan Kalijaga Yogyakarta 2017). page 93

<sup>6</sup> Justica Nur Fitria Nasri, Skripsi "Problematika Implementasi Kurikulum 2013 Revisi pada Mata

research " Social Sciences Teacher Problems in Implementing 2013 Curriculum in MTsN 3 Malang ", by Dwi Mayang Sari . Social Learning 2013 Curriculum Implementation 2013 in MTsN 3 Malang does not run maximized where the *scientific* approach which should focus on developing learners have difficulty in developing their ideas, due to the role of the teacher is still needed actively in delivering learning materials. The teacher's activity to assess knowledge competency of the students is by using both written and oral test techniques. The assessment of attitude competencies by using the performance of discussion and presentation practices. The teacher also uses observation, self-assessment, and evaluation techniques between friends as assessment of attitude competency. The problem of social teachers in the implementation of the 2013 curriculum in Malang MTsN 3 is that teachers had difficulties in making and implementing the lesson plan of the study based on a thematic-integrative approach. Study of teachers which are still specialists causes the teacher do not understand the whole material, the factors of facilities and infrastructure are inadequate and the factors of students who have difficulty in developing their ideas also hinder the social studies learning process.<sup>7</sup>

According to the research "Implementation of 2013 Curriculum in Social Studies Learning Class 8 Second Semester Academic Year 2015/2016 at SMP Negeri 3 Sawit Boyolali" by Ismy Mir'atul Izza. The inhibiting factors

---

Pelajaran IPS di Kelas VII dan VIII SMP Brawijaya Smart School Kota Malang" (Malang: UIN Maliki Malang, 2018). Page 125

<sup>7</sup> Dwi Mayangsari, Skripsi "Problematika Guru IPS dalam Mengimplementasikan Kurikulum 2013 di MTsN Malang 3" (Malang: UIN Maliki Malang 2016). Page 181

in the implementation of the 2013 curriculum include: Weak ability of teachers to carry out assessment instruments independently or sustainably, limited (funding, time, and energy) in the use of learning methods, lack of readiness of students to learn independently.<sup>8</sup> In addition, other problems also arise such as lack of time that is not in accordance with the material, as explained from the research results of "Implementation of 2013 Curriculum in Integrated Social Sciences Subjects in MTsN 1 Malang", by Silvi Nur Afifah shows that in general the implementation of the 2013 curriculum on social studies subjects at MTsN 1 Malang uses the approach of implementing the Mutual Adaptation curriculum, social studies teachers still faced some obstacles and adjusted to the real conditions in the field. This is proven in carrying out the learning of social studies teachers who have indeed used the scientific approach, but most of the social studies learning only occurs in the classroom so that it does not provide concrete learning experiences for students. The obstacles faced by social studies teachers in the implementation of the 2013 curriculum are the limited time and duration of 2013 Curriculum socialization and training. The strategies used by social studies teachers in the implementation of the 2013 curriculum are teacher-oriented implementation strategies, actualization strategies for curriculum implementation as learning systems, curriculum evaluation strategies based on school performance.<sup>9</sup>

In other schools as in the case of SMPN 3 Bagor Nganjuk which is only

---

<sup>8</sup> Ismy Mir'atul Izza, Skripsi "Implementasi Kurikulum 2013 dalam Pembelajaran IPS Kelas 8 Semester 2 Tahun Pelajaran 2015/2016 di SMPN 3 Sawit Boyolali" Skripsi UIN Malik Ibrahim Malang. Page 75-77  
<sup>9</sup> Silvi Nur Afifah, "Problematika Kurikulum 2013 pada Mata Pelajaran IPS terpadu di MTsN Malang 1". Volume 26 nomor 2, Desember 2017. Page 176

starting to use 2013 curriculum in the learning process in the academic year 2018/2019. So it is only the VII class that implements 2013 curriculum in the learning process this year. While class VIII and class IX still use the KTSP curriculum. The problems faced in the implementation of classroom learning are assessment, the teacher feels difficult when making judgments because the subject teacher fills the assessment based on KI 3 and KI 4, which is an assessment of attitudes and skills. Teachers usually give assignments individually or in groups to assess their students. While to assess student's skills, teachers give mark from the activeness of the students in teaching and learning process. The other problems beside assessment is the mindset of students who are still passive to be invited to look for information, still far from the expected activity based on 2013 Curriculum, this is because of the living environment, family factors that careless about their children's education, and less support facilities.

Teaching and learning media as one of the facilities and infrastructure in learning is also perceived lack of support, for example, there are only two LCD in the scope of the school, so the teacher should alternate to use it in the learning process, it can not be fully utilized every day in the learning process. Textbooks as supporters in the reference in delivering the material are also perceived as having problems. The textbook used is only one from the Ministry of Education and Culture, this book is in accordance with the current curriculum, there are no other textbooks. Students cannot be rely on finding their own material or information from internet media or other printable

media. The library is incomplete to provide supplementary books which are suitable with the Social material in 2013 curriculum. The implementation of the 2013 revised 2018 curriculum is in accordance with the desired expectations in the revised 2013 Curriculum 2018, such as 21st Century skills, Literacy and Evaluation using HOTS, but the problem faced today is giving HOTS questions that are not optimal and optimal. This problem requires the teacher to be creative in giving evaluations in the form of questions, so that students understand the meaning of the problem.

Teachers as educators who provide insight and knowledge to students face many obstacles. Therefore, from the background of these problems the author will conduct research entitled the Problems Faced by Social Sciences Teachers in the 2013 Curriculum Implementation at SMPN 3 Bagor Nganjuk.

#### B. Research Focus

- a. How is the implementation of 2013 curriculum in the teaching learning process of Social Sciences at SMPN 3 Bagor Nganjuk?
- b. What are the problems faced by social studies teachers in implementing 2013 curriculum in teaching learning process of Social Sciences at SMPN 3 Bagor Nganjuk?
- c. What are the efforts made by social studies teachers in overcoming the problems in the implementation of the 2013 curriculum in teaching learning process of Social Sciences at SMPN 3 Bagor Nganjuk?

### C. Research Purposes

- a. Describe the implementation of the 2013 curriculum in teaching learning process of Social Sciences at SMP 3 Bagor Nganjuk.
- b. Describe the problems faced by social studies teachers in implementing 2013 curriculum in teaching learning process of Social Sciences at SMPN 3 Bagor Nganjuk
- c. Describe the efforts made by social studies teachers in overcoming the problems in the implementation of the 2013 curriculum in teaching learning process of Social Sciences at SMPN 3 Bagor Nganjuk.

### D. Benefits Of Research

After carrying out this research, researchers are expected to be able to provide benefits to the researchers themselves and to other parties, including :

- a. Theoretical benefits.

Benefits in general is to make it able to provide additional insight and knowledge in the field of science and research, especially in terms of curriculum development which changes every year.

- b. Practical benefits

- i. For Educational Institutions

This research is expected to be able to provide information and solutions for schools related to 2013 curriculum issues, especially in social studies subjects at SMPN 3 Bagor Nganjuk. So that the related parties such as principals, deputy headmaster of the curriculum and social studies teachers

can implement 2013 curriculum maximally.

ii. For the teacher

The benefit for practitioners where practitioners are teachers who carry out the current learning process. Teachers become aware of the problems in the implementation of 2013 curriculum. Practitioners can also compare the advantages and disadvantages of the implementation of 2013 curriculum with the previous curriculum.

iii. For researchers

This research is expected to provide insight and add on experience in applying the knowledge acquired during lectures in real practice. Having able to know the problems in the implementation of the learning process using the 2013 curriculum faced by the teacher. Researchers are prospective teachers, who are expected to be able to provide solutions if on the next occasion they encounter the same problems in the implementation of learning in school.

E. Originality of Research

Below are some studies relating to curriculum implementation, there are several differences as seen in the table:

The first study was owned by Irwan Masruri with the title " Problems in the Implementation of 2013 Curriculum in Arabic in the Class X MAN Wonosari Gunungkidul " qualitative research methodology with qualitative descriptive research . The results of the study showed that in general all learning had used the 2013 curriculum including Arabic (another subjects besides Social) , but in implementing the curriculum there were many

problems. There were the problems with the application of the 2013 curriculum in learning, such as the coverage of student report cards which includes 3 things, namely knowledge, skills and attitudes. This made it difficult for teachers to formulate student grades. The teacher made so many values that it can be said that the teacher's assessment is not maximized. The next problem is that not all teachers understand the 2013 curriculum, so that the teacher has not been able to make changes in learning.<sup>10</sup>

The second study is Justica Nur Fitia Nasri with the title "Implementation Problems of 2013 Revised Curriculum At IPS Lesson in Class VII and VII SMP Brawijaya Smart School Malang ". The study explained that the problems faced in the implementation of the 2013 curriculum are caused by two factors, namely the internal factors of the school and external factors, namely from the government. The implementation of the 2013 curriculum at SMP Brawijaya Smart School has gone well even though it has not been maximized. The teacher still needs to increase his creativity in using active and enjoyable learning methods. Then the teacher also still does not use thematic or integrated learning which in the revised 2013 curriculum should have used thematic learning. In addition, the problems that arise in the implementation of this revised 2013 curriculum are more on external problems. Where the problem arises from the government. The problem includes the material given by the government is too deeply, there is often the revisions in the 2013 curriculum, the suitability of the books given by the government, and the lack of hours

---

<sup>10</sup> Irwan Masruri, Loc.Cit

of lessons provided .<sup>11</sup>

The third study is from Dwi Mayangsari entitled " Social Sciences Teacher Problems in Implementing 2013 Curriculum in MTsN 3 Malang". The research methodology used is descriptive qualitative research methods. The results of the study showed that in general the social studies teachers had arranged lesson plan in accordance with the 2013 curriculum. Furthermore, the teaching and learning process of the 2013 curriculum on social studies in MTsN 3 Malang showed that the process of learning activities with the *scientific* approach had not run optimally, because students faced difficulty in developing their ideas, as a result the role of the teacher is still needed to actively convey learning material in the classroom. Its assessment activities are already using authentic assessments that includes competency assessment, the teachers used written techniques or oral tests, skills competency assessment, teachers used practice, project and portfolio performance. Problems that social studies teachers faced in the implementation of the 2013 curriculum include teacher who are still specialized, causing teachers did not understand the whole material, adding by the factors of students who are still having difficulty developing their ideas, teachers also faced time constraints in making authentic assessments. In addition, the factors of facilities and infrastructure that are less supportive are also the problems faced.<sup>12</sup>

The fourth research belongs to Ismy Mir'atul Izza with the title "Implementation of 2013 Curriculum in Social Studies Learning Class 8 Second

---

<sup>11</sup> Justica Nur Fitri Nasri, Loc.Cit

<sup>12</sup> Dwi Mayangsari, Loc.Cit

Semester Academic Year 2015/2016 at SMP Negeri 3 Sawit Boyolali". The study describes the implementation 2013 curriculum, that the implementation of learning in schools there are two factors that greatly influence such factors supporting and inhibiting factors. That the teacher's understanding in SMP Negeri 3 Sawit regarding 2013 Curriculum is a renewal curriculum from the previous curriculum, the 2006 curriculum (KTSP). Changing to the curriculum drip focus on social aspects, knowledge, skills and attitudes as the outcome produced. The implementation of the 2013 Curriculum in social learning activities at SMP Negeri 3 Sawit started from planning, implementation, and assessment. Supporting Factors and Inhibiting Factors in the Implementation of the 2013 Curriculum on Social Studies Learning include; Supporting factors: a) The quantity and quality of learning infrastructure facilities are sufficient; b) The existence of school programs in the context of the implementation of the 2013 Curriculum, among others: curriculum dissemination, formation of committees, curriculum development team, and direction from school leaders. c) The existence of a performance appraisal system for teachers and students. The inhibiting factors in the implementation of the 2013 curriculum include: Weak ability of teachers to carry out assessment instruments independently or sustainably, limited (funding, time, and energy) in the use of learning methods, lack of readiness of students to learn independently.<sup>13</sup>

The fifth Research which is conducted by Silvi Nur Afifah entitled " Implementation of 2013 Curriculum in Integrated Social Sciences Subjects in

---

<sup>13</sup> Ismy Mir'atul Izza, Loc.Cit

MTsN 1 Malang". The content of the study shows that in general the implementation of the 2013 curriculum on social studies subjects at MTsN 1 Malang used the approach of implementing the Mutual Adaptation curriculum, social studies teachers still encountered several obstacles and adjusted to the real conditions in the field. This is evidenced in carrying out the learning of social studies teachers who had indeed used the scientific approach, but most of the social studies learning only occurs in the classroom so that it did not provide concrete learning experiences for students. The obstacles faced by social studies teachers in the implementation of the 2013 curriculum are the limited time and duration of 2013 Curriculum in socialization and training. The strategies used by social studies teachers in the implementation of the 2013 curriculum are teacher-oriented implementation strategies, actualization strategies for curriculum implementation as learning systems, curriculum evaluation strategies based on school performance.<sup>14</sup>

---

<sup>14</sup> Silvi Nur Afifah, Loc.Cit

| No. | Name of Researcher, Title, Form (thesis / thesis / journal / etc).Publisher and Research Year   | Equation  | Difference   | Originality of Research   |
|-----|---|---|--|---|
| 1.  | Irwan Masrusi, Problems in the Implementation of 2013 Curriculum in Arabic in the Class X MAN Wonosari Gunungkidul , Thesis (2016)                                | Both discussed the Problems of the 2013 curriculum implementation | The previous study discusses the problems of the applying or implementing of 2013 curriculum in learning Arabic in class X, while Current research discussing the issue of the implementation of the 2013 curriculum on social studies | In the implementation of 2013 curriculum in MAN Wonosari experienced a number of problems, namely the scope of student report scores which includes 3 things, namely knowledge, skills and attitudes.Making it difficult for teachers to formulate student grades, not all teachers understand the 2013 curriculum, resulting in teachers are not being able to make changes in learning. |
| 2.  | Justica Nur Fitria Nasri, Implementation Problems of 2013 Revised Curriculum At IPS Lesson in Class VII and VII SMP Brawijaya Smart School Malang , Thesis (2018) | Both discussed the Problems of the 2013 curriculum implementation | Previous research discusses the problematic implementation of the 2013 curriculum in social studies subjects, while this research discusses problems of  | At that junior high school, the 2013 curriculum has been used in the learning process, but the teacher has not used thematic / integrated learning, besides the constraints faced by the government that they often   |

|    |   |   |   |   |
|----|---|---|---|---|
|    |   |   | social teachers   | revise the curriculum and books from the government are not appropriate.  |
| 3. | Dwi Mayangsari, Social Sciences Teacher Problems in Implementing 2013 Curriculum in MTsN 3 Malang ,Thesis (2016)  | Both discussed the Problems of the 2013 curriculum implementation | Previous research discusses the problems of social studies teachers in the implementation of 2013 curriculum before revision, while the current study discusses the problems of social studies teachers in the implementation of 2013 curriculum after revision | MTsN 3 Malang has implemented 2013 curriculum but in applying the <i>scientific</i> approach, students still have to be more active in teaching learning process, and the lesson plan is made based on 2013 curriculum.   |
| 4. | Ismy Mir'atul Izza, Implementation of 2013 Curriculum in Social Studies Learning Class 8 Second Semester Academic Year 2015/2016 at SMP Negeri 3 Sawit Boyolali , Thesis (2017) | Both discussed the Problems of 2013 curriculum implementation     | Previous research discusses the problematic implementation of the 2013 curriculum in social studies, while this research addresses the problems of social studies teachers  | The results of this study explain that at SMP 3 Sawit Boyolali has implemented the 2013 curriculum in the learning process. The 2013 curriculum is considered as a renewal curriculum from the previous curriculum, namely KTSP, but in addition, the school also faced inhibiting factors, namely the lack of teachers' ability to conduct assessment instruments, limited (funding, |

|    |  |   |  |  |
|----|--|---|--|--|
|    |  |   |  | time, and energy) and lack of readiness for independent learning.  |
| 5. | Silvi Nur Afifah, Implementation of 2013 Curriculum in Integrated Social Sciences Subjects in MTsN 1 Malang, Jurnal (2017) | Both discussed the Problems of the 2013 curriculum implementation | Previous research discusses the problematic implementation of 2013 curriculum in social studies subjects, while research now addresses the problems of social studies teachers | In the application of the 2013 curriculum in MTsN 1 Malang the social studies learning process uses the <i>Mutual adaptation</i> approach , but in its implementation there are still problems that are lack of time during the learning process and socialization and training on 2013 curriculum which has an impact on school readiness |

#### F. Definition of Terms

In order to avoid misunderstanding about this proposal, then we need affirmation terms of the title of this proposal. The affirmation of the term is as follows:

##### a. Problems

Problems are issues or concerns. Whereas the school which is the place for this research is SMP Negeri 3 Bagor, so this study focuses on the problems faced by social studies teachers in implementing the 2013 curriculum at SMP Negeri 3 Bagor.

b. The meaning of “Social Studies Teachers” is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in kindergarten education as well as formal education, basic education and secondary education in the field of study or study of society.

So, if it is associated with this research the assignments of Social Sciences Teachers in the 2013 Curriculum are professionals with the main task of educating students in social studies subjects, who in the learning process are encouraged to use a *scientific* approach and the learning models recommended in 2013 curriculum and integrated learning.

#### G. Systematics Discussion

To obtain a clear and comprehensive description in the contents of the design of this study, then it can be seen globally in the systematic discussion of this study as follows:

**CHAPTER I** Is an introduction which contains background, focus of research. Research objectives, Benefits of research, Originality of research, Definition of terms, Systematics discussion.

**CHAPTER II** Describing literature review : Understanding Curriculum, Curriculum Development in Indonesia, Understanding 2013 Curriculum, Curriculum Development in Indonesia, Understanding 2013 Curriculum, the purpose of 2013 curriculum development according to Ministry of Education and Culture, Definition of Problems, Research on Problems in 2013 Curriculum

Implementation.

**CHAPTER III** The research method consists of Research Approaches and Types, Presence of Researchers, Researcher Locations, Data and Data Sources, Data Collection Techniques, Data Analysis, Data Validity Checks.

**CHAPTER IV** Explaining about the general profile of SMP N 3 Bagor Nganjuk, Vision and Mission. The results of the study on the Implementation of 2013 Curriculum in Social Sciences at SMP N 3 Bagor Nganjuk. Teacher problems in implementing the 2013 curriculum in social studies at SMP N 3 Bagor Nganjuk. As well as efforts that can be made to deal with these problems.

**CHAPTER V** Discussion of the results of research and that is as the analysis and discussion of the findings

**CHAPTER VI** Is the last chapter that contains closing which includes, conclusions and suggestions.

## CHAPTER II LITERATURE REVIEW

### A. Review about Curriculum

1. Normatively, the curriculum is defined as a set of plans and arrangements regarding the purpose, content, and material of the lesson as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.<sup>15</sup>
2. Oemar hamalik in his book the curriculum and the learning process transport and communications have stated that the word the curriculum to be the kind of a term used to denote a number of take subjects that must be the average distance to degree or that for the other certificates. This is in line with the opinions of the crow of a private economic analyst said of the crow of which states that the curriculum is a wonder of design of teaching in which you arranged systematically that is necessary as a prerequisite to<sup>16</sup> The curriculum some other subjects prepared based on systematic design and coordinative in order to achieve educational objectives set.

---

<sup>15</sup> UU nomor 20 tahun 2003; PP nomor 19 tahun 2005,page 3

<sup>16</sup> Crow and Crow, *Pengantar Ilmu Pendidikan* (Yogyakarta: Rakerasarin, 1990), Edisi II page 5

3. The importance of the 2013 Curriculum to deal with various problems and challenges for the future is increasingly complex and complex. These future challenges are related to globalization and free markets, environmental problems, rapid advances in information technology, convergence of science and technology, knowledge-based economics, the rise of creative industries and cultures, and the shifting power of the world economy.<sup>17</sup>

#### B. 2013 Curriculum

##### 1. Curriculum Development in Indonesia

###### a. 1947 curriculum

The 1947 Lesson Plan prioritizes character education, awareness of state, and community, rather than mind education. Subject matter is related to daily events, attention towards art, and physical education. There were 16 subjects for People's Schools, especially in Java, Sundanese and Madura were given local languages. The list of lessons is Indonesian, Local Language, Counting, Natural Sciences, Life Sciences, Earth Sciences, History, Drawing, Writing, Sound Art, Handwork, "Keputrian" Work, Body Motion, Hygiene and Health, Character Education and Education Religion. At first the Education Religion was given from the fourth grade, but started pn 1951 it was also taught since class1.

---

<sup>17</sup> E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: Remaja Roskadarya Offset, 2015) Page 65

#### b. 1952 curriculum

After the Lesson Plans of 1947, in 1952 the curriculum in Indonesia had improvements. This curriculum is named the Decomposed Lesson Plan 1952. This curriculum has been directed towards a national education system. The most prominent and at the same time as the characteristics of the 1952 curriculum is that each lesson plan must pay attention to the content of the lessons that are associated with daily life.

#### c. Curriculum 1964

The main ideas of the 1964 curriculum as characteristic of this curriculum is that the government has the desire that the people got academic knowledge for debriefing at the elementary level, so that learning is centered on the Pancawardhana program which includes the development of creativity, taste, intention, work, and morals. Subjects are classified into five groups: moral, intelligence, emotional / artistic, intelligence (skills), and physical. Basic education was more emphasized on practical knowledge and functional activities.

#### d. 1968 Curriculum

The 1968 curriculum is a renewal of the 1964 curriculum, namely the change in the structure of the education curriculum from Pancawardhana into Pancasila mental formation, basic knowledge, and special skills. The 1968 curriculum is an embodiment of the orientation changes in the implementation

of the UUD 1945 purely and consequently. In terms of educational goals, the 1968 curriculum aims that education is emphasized in efforts to form a true Pancasila man, strong, and physically healthy, enhancing intelligence and physical skills, morals, character, and religious beliefs. The contents of education are directed at activities that enhance intelligence and skills, and develop healthy and strong physical health.

e. 1975 Curriculum

The 1975 curriculum emphasized goals, so that education is more efficient and effective. "The background is the influence of the concept in the field of management, namely the famous MBO (management by objective) at that time. Methods, materials, and teaching objectives are specified in Instructional System Development Procedures (PPSI). This era is known as the "learning unit", which is the lesson plan for each unit of discussion. Each lesson unit is detailed again: general instructions, specific instructional objectives (ICT), subject matter, learning tools, teaching-learning activities, and evaluation.

f. 1984 Curriculum (CBSA curriculum )

The 1984 curriculum carries out a process skill approach. Although the priority is on process approach, but the goal is still important factor. This curriculum is also often called "Enhanced 1975 curriculum". Students were as studying subject, from observing something, grouping, discussing, up to reporting. This model is called "Cara Belajar Siswa Aktif" (CBSA) or Student Active Learning (SAL).

g. 1994 Curriculum

The 1994 curriculum was made as a refinement of the 1984 curriculum and carried out in accordance with Law no. 2 of 1989 concerning the National Education System. This has an impact on the learning time sharing system, namely by changing from the semester system to the quarterly system. With a quarterly system, the division in one year into three stages is expected to provide opportunities for students to be able to receive enough subject matter. The purpose of teaching emphasized the understanding of concepts and problem solving skills.

h. 2004 Curriculum (CBC)

The Competency Based Curriculum is oriented to:

1. The results and impacts that are expected to arise in students through a series of meaningful learning experiences.
2. Diversity that can be manifested according to their needs.

The goals to be achieved emphasized on students' competency achievement both individually and classically.

i. 2006 Curriculum (KTSP)

In terms of content and the process of achieving target learning competency by students to technical evaluation, there is not much difference with the 2004 curriculum. The most prominent difference is that teachers are given more freedom to plan learning in accordance with the environment and the condition of the school. This is due to the basic framework (KD), graduate

competency standards (SKL), competency standards and basic competencies (SKKD) for each subject for each education unit determined by the Ministry of National Education. So the development of learning devices, such as syllabi and scoring systems, is the authority of the education unit (school) under the coordination and supervision of the Regency.

j. 2013 Curriculum

The essence of Curriculum 2013 is in simplification and thematic-integrative efforts. The 2013 curriculum is prepared to produce generations who are ready to face the future. Because the curriculum is structured to anticipate future developments, the emphasis is aimed at encouraging students to be able to make observations, ask questions, reason and communicate (presentation), what they get or know after receiving learning material. The objects in structuring and refining the 2013 curriculum emphasize natural, social, artistic and cultural phenomena.<sup>18</sup>

2. The 2013 curriculum

Is a development of the previous curriculum, namely KTSP. In the 2013 curriculum, education is emphasized to form productive, creative and innovative human beings. In this development there are number of essential advantages, namely:

1. 2013 curriculum uses a natural (contextual) approach, because it is student-centered.

---

<sup>18</sup> Fitri Wahyuni, "Kurikulum dari masa ke masa (Telaah Atas Pentahapan Kurikulum Pendidikan di Indonesia), page 235-239

2. 2013 curriculum is based on character and competencies to develop students' abilities.

The objective of the 2013 curriculum development according to the Ministry of Education and Culture is to prepare Indonesian people who have ability to live as individuals and citizens who are faithful, productive, creative, innovative, affective and able to contribute to the life of the world, nation, state and world civilization.<sup>19</sup>

The 2013 curriculum is developed from the 2006 curriculum (KTSP) which was based on thinking about future challenges, public perceptions, development of knowledge and pedagogy, future competencies, and negative phenomena that brought about.<sup>20</sup>

#### C. 2013 Curriculum Revision 2018

In the implementation of the 2013 curriculum many experienced problems in the field, the government to date has improved the implementation of the 2013 curriculum so that it can be accepted and implemented in each school, for this reason the 2013 Curriculum Revised 2018 is suitable for the needs in learning education in schools. The 2013 Curriculum Changes to the Latest Revised 2018 in the 2018/2019 academic year are as follows:

1. The name of the curriculum does not change into a national curriculum but it remains the 2013 Revised Edition curriculum that applies nationally.

<sup>19</sup> Permendikbud No. 69 Tahun 2013 Tentang kerangka dan Struktur Kurikulum Sekolah Menengah Atas/ Madrasah Aliyah

<sup>20</sup> Syukir, *Dasar-dasar Strategi Dakwah Islami*, Surabaya, 1983, page 65

2. The evaluation of the attitude of KI 1 and KI 2 has been eliminated in each subject only Religion and PPKN but KI is still included in the writing of RPP.
3. If there are 2 practical values in 1 KD, the highest value is taken. Calculation of skill values in 1 KD is totaled (practice, product, portfolio) and taken an average value. For knowledge, daily valuation weights, and final semester assessments are the same.
4. The 5M scientific approach is not the only method when teaching and if it is used then the arrangement does not have to be sequential.
5. The kurtilas syllabus (k13) latest revised edition is only 3 columns slimmer. Namely KD, learning materials, and learning activities.
6. Changes in Daily Deuteronomy (UH) terminology into Daily Valuation (PH), UAS becomes Final Semester Assessment for semester 1 and End of Year Assessment (PAT) for semester 2. And there is no more UTS, directly to the end of semester assessment.
7. In the RPP, there is no need to mention the name of the learning method used and the material made in the form of the following attachment with the assessment rubric (if any).
8. The rating scale is 1-100. Attitude assessment is given in the form of predicates and descriptions.
9. Remedials are given for those who are lacking, but previously students are given repeat learning. Remedial value is the value stated in the results.<sup>21</sup>

---

<sup>21</sup> <https://lugtyastyono60.wordpress.com/perubahan-kurikulum-2013-revisi-terbaru-2018/>, diakses pada tanggal 14 Januari 2019 pukul 17.05 WIB

Education is a necessity that is needed by all humans throughout the world. As explained in Chapter I, Indonesia is a developing country that is still lagging behind other developing countries. Nevertheless, education in Indonesia has advantages over those countries or other developed countries on the basis of Pancasila education and the 1945 Constitution which are rooted in national culture that prioritizes character that is indispensable in facing the challenges of the 21st Century. 21st Century Learning is learning that integrates literacy skills, skills of knowledge, skills and attitudes, and mastery of technology.

Literacy is the most important part of an educational process, students who can participate in literacy activities to the maximum will get more learning experience with other students. 21st Century Education is an integrated education between knowledge, skills and attitudes, as well as mastery of ICT. This conversation can be developed through various activity-based learning models that are in accordance with the characteristics of competencies and learning material. Skills needed in the 21st Century are also higher thinking skills (Higher Level Thinking Skills (HOTS) are needed in preparing students to face global challenges.<sup>22</sup>

In this section each skill will be discussed as follows.

## 1. 21st Century Skills

### A. 21st Century Character Quality

One of the characteristics of learning in Curriculum 2013 is that it must be able to direct students to understand their potential, interests and talents in the

---

<sup>22</sup> *Panduan Implementasi Kecakapan Abad 21 Kurikulum 2013 Di Sekolah Menengah Atas*, Direktorat Pembinaan Sekolah Atas Direktorat Jendral Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan Tahun 2017, halaman 4-11

context of career development, both at the level of higher education and career in society. Therefore, students must be prepared to have character qualities that are in accordance with the demands of 21st Century skills as follows.

a. Faith & piety;

Law No. 20, 2003 article 3 states, "National education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aiming at the development of potential students to become faithful and devoted to God Almighty, noble, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen. "Therefore, the development of the character of faith and piety is the main demand in the education process.

b. Love the country;

Having a sense of love for the homeland, namely a sense of pride, ownership, respect, respect and loyalty in the country where he lives, which is reflected in the behavior of defending his homeland, protecting and protecting his homeland, willing to sacrifice for the benefit of his nation and country, loving customs or culture which is in his country by preserving it and preserving nature and the environment. (self patriotism)

c. Curiosity;

Able to improve his quality through various activities and work carried out daily with curiosity to improve his quality (personal productivity and curiosities).

d. Initiative;

Having a number of basic skills needed to function as individual beings and social beings who can initiate others to do good deeds (initiative skills).e.

Persistent;

Having an attitude of being responsible for all actions taken as an individual responsibility, and respecting and upholding the implementation of ethics in carrying out social life together (ethics)

f. Adaptability;

Having the ability to adapt and adopt with various changes that occur in line with the dynamics of life (adaptability)

g. Leadership;

Have the attitude and ability to be a leader and become the leader in taking the initiative to produce various breakthroughs (leadership).

h. Have a sense of being responsible for the environment and the community around it, and loving the customs or culture that exists in their country by preserving them and preserving nature and the environment (social and cultural responsibility).

i. Have clear reasons and grounds in every step and action taken (accountability).

To realize 21st century character quality, the Character Education Strengthening (PPK) is sought to develop values of religious character, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, friendly / communicative, love peace, love to read, care for the environment, care for the social, responsibility and others. The value can be crystallized into 5 main values,

namely: religious, nationalist, independent, mutual cooperation and integrity.

## B. Kompetensi Kecakapan Abad 21

### a. Critical Thinking Skills and Problem Solving (Critical Thinking and Problem Solving Skill)

Critical thinking is independent, self-disciplined, self-monitored, improving the process of thinking alone. It is seen as a standardized important asset of how it works and how to think in practice. It requires effective communication and problem solving and also a commitment to overcome the egocentric and sociocentric attitudes inherent (Paul and Elder, 2006: xviii). Critical thinking according to Beyer (1985) is: 1) determining the credibility of a source, 2) distinguishing between the relevant from irrelevant, 3) differentiating facts from assessment, 4) identifying and evaluating unspoken assumptions, 5) identifying existing biases, 6) identifying points of view, and 7) evaluating the evidence offered to support recognition. There are still many experts who provide this definition or definition of critical thinking, but in this discussion the following results will be presented.

- a) Using various types of thinking / reasoning or reasons, both inductive and deductive precisely and according to the situation.
- b) Understanding interconnections between one concept and another concept in a subject, and the interrelationships between concepts between subjects with other subjects.
- c) Assess and determine decisions effectively in processing data and using arguments.

- d) Test results and establish connections between information and arguments.
- e) Process and interpret information obtained through initial conclusions and test it through the best analysis.
- f) Make solutions to various non-routine problems, both in a general way, and in their own way.
- g) Using the ability he has to try to solve problems
- h) Arrange and disclose, analyze, and solve a problem.

#### b. Communication Skills (Communication Skills)

Communication is the process of transmitting information, ideas, emotions, and skills by using symbols, words, pictures, graphics, numbers, etc. Raymond Ross (1996) says that "Communication is the process of sorting, selecting, and sending symbols in such a way as to help listeners generate responses / meanings of thoughts similar to those intended by communicators".

- a) Communication skills in the learning process include the following. Understand, manage and create effective communication in various forms and contents verbally, written, and multimedia (ICT Literacy).
- b) Using the ability to express his ideas, both during discussions, inside and outside the class, and contained in the writing.
- c) Using oral language that matches the content and context of the conversation with the person you are talking to or who is invited to communicate.

d) In addition, oral communication is also needed to be able to listen, and respect the opinions of others, in addition to knowledge related to the content and context of the conversation.

e) Using a logical mindset, structured in accordance with applicable rules.

f) In the 21st Century communication is not limited to only one language, but is likely to be multi-lingual.

### c. Creativity and Innovation

*Creativity is “the achievement of something remarkable and new, something which transforms and changes a field of endeavor in a significant way . . . the kinds of things that people do that change the world.”*

Guilford (1976) expressing creativity are divergent ways of thinking, productive thinking, creative thinking, heuristics and lateral thinking. Some skills related to creativity that can be developed in learning include the following.

a) Having the ability to develop, implement, and convey new ideas orally or in writing.

b) Be open and responsive to new and different perspectives.

c) Able to express conceptual and practical creative ideas.

d) Use concepts or knowledge in new and different situations, both in related subjects, between subjects, and in contextual issues.

e) Using failure as a learning vehicle.

f) Having the ability to create renewal based on initial knowledge.

g) Able to adapt to new situations and make a positive contribution to the environment.

#### d. Collaboration

Collaboration in the learning process is a form of collaboration with one another to help and complement each other to perform certain tasks in order to obtain a predetermined goal.

Skills related to collaboration in learning include the following.

- a) Having ability in group collaboration.
- b) Adapting in various roles and responsibilities, working productively with others.
- c) Having empathy and respect for different perspectives.
- d) Able to compromise with other members in the group to achieve the stated goals.

#### 2. Literacy

The literacy movement in schools is no longer a separate / independent part in its implementation. This year school literacy is a part that is not separate from the learning process. The activities of students in the classroom with the teacher carry out this activity in order to enrich and deepen the insight and mastery of the material, so that students directly involved are no longer just dependent on the teacher.

According to Abidin (in Pangesti 2017), multiliteration is interpreted as a skill using various ways to express and understand ideas and information by using conventional text forms as well as innovative forms of text, symbols, and multimedia. various texts used in one context are called multimodal (multimodal text).

Pangesti (2017) states that there are 6 (six) basic literacy, namely; literacy, numeracy, scientific literacy, information technology literacy and communication, financial literacy, and cultural literacy and citizenship. Other literacy that must also be mastered is health literacy, safety literacy (road, disaster mitigation), and criminal literacy (for elementary students it is called "safe school").

One of the stages of the school literacy movement is "Improving literacy skills in all subjects: using enrichment books and reading strategies in all subjects". Thus all subject teachers must carry out the literacy movement in their learning according to the characteristics of their respective subjects. Information literacy component consisting of basic literacy, library literacy, media literacy, technology literacy, and visual literacy. The literacy component is explained as follows.

#### 1. Basic Literacy (Basic Literacy)

Basic Literacy, namely the ability to listen, speak, read, write, and count with regard to analytical skills to calculate (calculating), perceive (perceiving), communicate, and describe information (drawings) based on understanding and personal conclusions.

#### 2. Library Literacy (Library Literacy)

Library Literacy, among others, provides an understanding of how to distinguish between fiction and nonfiction readings, utilizes reference and periodical collections, understands Dewey Decimal System as a classification of knowledge that makes it easier to use libraries, understand catalog and indexing, to have knowledge in understanding information when completing writing,

research, work, or solving problems.

### 3. Media Literacy (Media Literacy)

Media Literacy (Media Literacy), namely the ability to know various forms of different media, such as print media, electronic media (radio media, television media), digital media (internet media), and understand the purpose of their use.

### 4. Technology Literacy (Technology Literacy)

Technology Literacy, which is the ability to understand completeness that follows technologies such as hardware, software, and ethics and etiquette in utilizing technology. Next, the ability to understand technology to print, present, and access the internet. In practice, also the understanding of using computers (Computer Literacy) in which includes turning on and turning off the computer, storing and managing data, and operating software programs. In line with the flood of information due to current technological developments, a good understanding is needed in managing information needed by the community.

### 5. Visual Literacy (Visual Literacy)

Visual Literacy (Visual Literacy), is an advanced understanding of media literacy and technology literacy, which develops learning abilities and needs by utilizing visual and audio-visual material critically and with dignity. Interpretation of unstoppable visual material, both in print, auditory and digital (the combination of the three is called multimodal text), needs to be managed properly. However in it a lot of manipulation and entertainment really need to be filtered based on ethics and propriety.

### 3. Evaluation using HOTS

Learning will lay the foundation and competence, measure competencies with the LOTS sequence to HOTS. The learning process will start from something that is easy to get to the difficult thing. By evaluating LOTS it will be a ladder for students to improve their competency towards someone who has a critical mindset. Someone who has the ability to think critically, creatively, collaboratively and is able to communicate well will also increase his character, so that the knowledge and competence that he masters will make him have an attitude / character that is responsible, hard working, honest in his life. A student who experiences the learning process by carrying out learning literacy activities and the teacher provides character reinforcement in the learning process with a sequence of competencies from LOTS to HOTS competencies will produce graduates who have character and competence.

#### D. Problems faced by the teacher

Syukir argues that problems are a gap between expectations and reality that are expected to be able to resolve or need<sup>23</sup> Likewise the curriculum also faces problems or constraints that are not yet suitable with the initial objectives of the 2013 curriculum. Not only the 2013 curriculum experienced problems, before the formation of the 2013 curriculum, the previous curricula also faced many problems, including the contents and messages of the curriculum were still too dense, which was indicated by the number of subjects and the vast amount of material and difficulties beyond the level development of the age of the child, the curriculum has not been sensitive and

---

<sup>23</sup>Ibid , page 65

responsive to various social changes that occur at local, national and global levels, assessment has not used competency-based assessment standards, and has not firmly provided remediation and enrichment services on a regular basis, competencies developed are dominated by aspects of knowledge , not yet fully describing the students' personalities (knowledge, impartiality and attitude). For this reason, the 2013 Curriculum was formed to improve the shortcomings of the previous curriculum which faced many problems<sup>24</sup>

But in the implementation of the 2013 Curriculum also faced many problems including problems faced by the research " Problems in the Implementation of 2013 Curriculum in Arabic in the Class X MAN Wonosari Gunungkidul" by Irwan Masruri. The Problem with the application of the 2013 curriculum in learning is the coverage of student report cards which includes 3 things, namely knowledge, skills and attitudes. This will make it difficult for teachers to formulate student grades. The teacher makes a lot of value so that the teacher's assessment is not maximal.

Not only Arabic but also social studies faces many problems in implementing 2013 curriculum. This is proven according to research "2013 Implementation Problems of 2013 Revised Curriculum At Social Lesson in Class VII and VII SMP Brawijaya Smart School Malang" by Justica Nur Fitria Nasri. The implementation of the 2013 curriculum at SMP Brawijaya Smart School has gone well even though it has not been maximized. The teacher still needs to increase his creativity in using active and enjoyable

---

<sup>24</sup> E. Mulyasa, op.cit, halaman 60-61

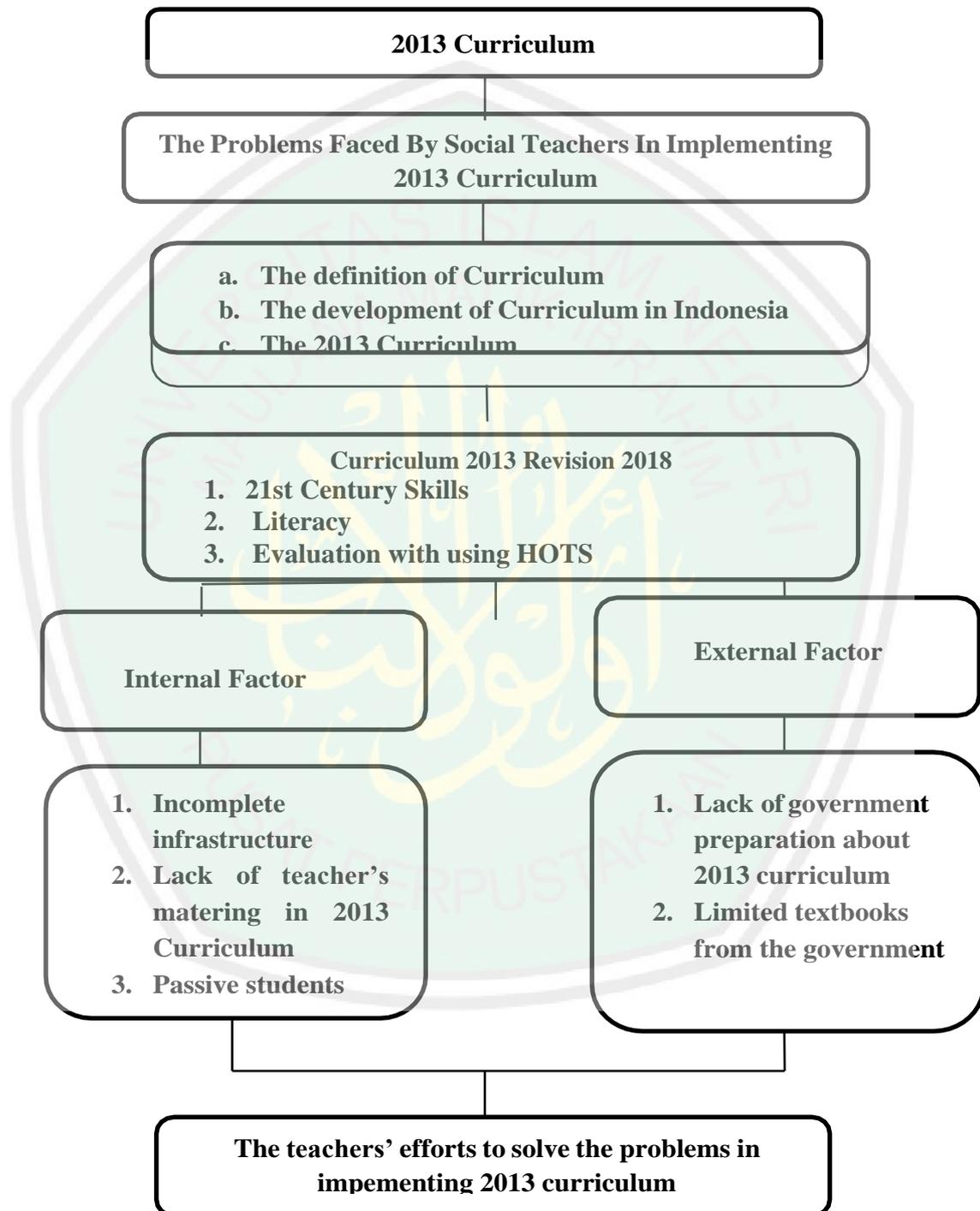
learning methods. Then the teacher also still does not use thematic or integrated learning which in the revised 2013 curriculum the teaching learning process should have used thematic. Beside that according to the research " Social Sciences Teacher Problems in Implementing 2013 Curriculum in MTsN 3 Malang", by Dwi Mayang Sari. Social Learning 2013 Curriculum Implementation 2013 in MTsN 3 Malang does not run maximized where the *scientific* approach which should focus on developing learners have difficulty in developing their ideas, due to the role of the teacher is still needed actively in delivering learning materials. The teacher's activity to assess knowledge competency of the students is by using both written and oral test techniques. The assessment of attitude competencies by using the performance of discussion and presentation practices. The teacher also uses observation, self-assessment, and evaluation techniques between friends as assessment of attitude competency. The problem of social teachers in the implementation of the 2013 curriculum in Malang MTsN 3 is that teachers had difficulties in making and implementing the lesson plan of the study based on a thematic-integrative approach. Study of teachers which are still specialists causes the teacher do not understand the whole material, the factors of facilities and infrastructure are inadequate and the factors of students who have difficulty in developing their ideas also hinder the social studies learning process.

### E. Conceptual Framework

The problem of Social Sciences teachers in the implementation of the 2013 curriculum is to find out the obstacles in implementing the curriculum on their teaching learning process. These problems can arise from the parties in the school (internal) or from the government (external)

The curriculum is interpreted as a set of plans and arrangements regarding the purpose, content and material of learning and the methods used as guidelines for the organizers to achieve educational goals. Curriculum 2013 is a development of the previous curriculum, namely KTSP. In the 2013 curriculum education is emphasized to form productive, creative and innovative human beings. This research is to find out the problems faced by teachers in implementing 2013 curriculum on learning process in the classroom and the efforts made by the teacher to deal with these problems.

### The Schema of Conceptual Framework



### CHAPTER III Research Methods

#### A. Approach and Types of the research

In this research, the researchers uses a qualitative approach to understand the phenomena that occur directly in describing an object. This study aims to understand how to carry out the processes and problems faced during the learning of Social Sciences in the 2013 Kurrikulum at SMPN 3 Bagor Nganjuk . This research will be more appropriate to use a qualitative approach, in which there are methods of interviewing, observation, and documentation.

*Qualitative Research* is a research aimed to describe and analyze the phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups. Some of these descriptions are used to determine principles and explanations that lead to conclusions.<sup>25</sup>

In this study, researchers conducts a study of a phenomenon about the implementation of 2013 Kurrikulum in SMPN 3 Bagor Nganjuk , how the implementation of the learning process and what problems occur in the learning process of Social Sciences. With this research, researchers are expected to be able to collect the data needed, then analyze it, so that researchers get in-depth knowledge about how to implement 2013 Kurrikulum in learning Social Sciences and what problems are faced during the implementation.

---

<sup>25</sup> Nana Syaodih Sukmadinata, Metode Penelitian Pendidikan, Bandung, PT. Remaja Rosdakarya. 2007, page 27

## B. Researcher's Presence

In qualitative research the presence of researcher is very important because it is a characteristic of qualitative research. The role of the researcher determines the overall scenario. The researcher is tasked with planning, carrying out and collecting until interpreting the data and in the end of the research, the researcher also becomes the pioneer of his research results. This aims to have better understanding about the research background and context. In short, researchers involves directly in the study both in terms of collecting data through interviews or observations and analyse and interpret the data.<sup>26</sup>

In this study, the researcher is an instrument for collecting data. In addition, the supporting instruments of this research are interviews, observation and documentation. Then regarding the status of the researcher is as a full observer and known to the subject or informant.

## C. Location Of The Research

The object of research investigated by researchers is at educational institutions, namely SMP N 3 Bagor Nganjuk Determination of location is an important consideration for researchers because it is possible with case studies in these schools, researchers can obtain valid and in-depth data through methods of data collection that have been determined by researchers.

SMP N 3 Bagor Nganjuk is a first-rate education institution. It is located in the suburb of Nganjuk district, precisely in Balongrejo Village

---

<sup>26</sup> J.R. Raco, *Metode Penelitian Kualitatif*, Jakarta, Kompas Gramedia, 2010, page 112

,Bagor Subdistrict , Nganjuk Regency.

#### D. Data and Source of Data

The source of data in a research is the subject from which the data is obtained. If the researchers use observation techniques in collecting the data, then the source of data can be a place, object, motion, or process of something. If the researcher uses questionnaires or interviews in data collection, then the source of data is called an informant. When using documentation, the document or record becomes the source of data. <sup>27</sup>The source of data used in this study consist of two types:

##### i. Primary data

Primary data is data obtained directly from the research subjects by using measurement tools or data collection tools directly on the subject as a source of information sought.<sup>28</sup> Primary data is the data collected or collected directly in the field by the for research or concerned who need it .Primary data in be from a source informants the individual or individual of such as results the interviews conducted by researchers.<sup>29</sup>

In the primary data, the subjects of research are the Principal, Deputy Principal for the Curriculum Field, Social Sciences teachers and students. The Data will be obtained accurately and relevantly because in the discussion of this study emphasizes more on how social studies teachers deal with student learning difficulties.

<sup>27</sup> Suharsimi Atikunto, *Prosedur Penelitian*, Jakarta, Rineka Cipta, 2002, page 107

<sup>28</sup> Marzuki, *Metode Riset*, Yogyakarta, BPEF-UII, page 57

<sup>29</sup> Sarmanu, *Dasar Metodologi Penelitian*, Surabaya. Universitas Airlangga Press, page 33

## ii. Secondary Data

Secondary data is data that is usually arranged in the form of documents.<sup>30</sup> Secondary data obtained by researchers is data obtained directly from the parties concerned in the form of school data and various literature relevant to the discussion. Namely data concerning problems or problems in implementing 2013 Kurikulum in learning Social Sciences in SMPN 3 Bagor Nganjuk, the data for research is needed:

- a. RPP
- b. Silabus
- c. Book of teaching and learning

## E. Data collection technique

In this research, the researchers uses three types of data collection techniques:

### 1. Interview

Interviews are conducted to get information, which cannot be gotten through observation or questionnaires. This is because the researcher cannot observe it entirely. Not all data can be obtained by observation. Therefore researcher has to ask questions to participants. With interviews, participants will share their experiences with researchers. The story of the participants is the entrance to understand.<sup>31</sup>

---

<sup>30</sup> Ibid halaman 85

<sup>31</sup> J. R. *Metode Penelitian Kualitatif*, Jakarta, Kompas Gramedia 2010, page 116

To be able to understand clearly about the theme of the interview with several informants can be seen from the table as follows:

| No. | Informant                                 | Interview Theme  |
|-----|---|--|
| 1.  | Deputy Principal for the Curriculum Field | <ul style="list-style-type: none"> <li>a. The view of the Deputy Principal for the Curriculum Field about the 2013 curriculum</li> <li>b. 2013 Curriculum implementation in learning</li> <li>c. Social sciences learning evaluation activities</li> </ul>   |
| 2.  | Social Science Teacher                    | <ul style="list-style-type: none"> <li>a. Implementation of 2013 Curriculum in learning.</li> <li>b. Models and methods that are often used in social studies learning</li> <li>c. The Use of thematic and integrated learning</li> <li>d. How to evaluate and determine student grades according to KI</li> <li>e. Problems in the implementation of the 2013 curriculum</li> </ul> |
| 3.  | Student                                   | <ul style="list-style-type: none"> <li>a. Student interest in social sciencea.</li> <li>b. Group discussion in class</li> <li>c. Methods in social studies learning.</li> </ul>  |

### 3. Documentation

Documentation method is collecting data by studying, observing the records of an object through documentation sources. The documentation method is to look for data on things or variables in the form of notes, transcripts of books, newspapers, magazines, minutes of meetings, agendas and so on. This method is easier than other methods because if there is any mistakes on the research, the data source do not change, and in the documentation method, the observed objects are inanimate objects. In

carrying out documentation techniques, researchers investigate written objects such as books, diaries, regulations, documents and so on.

In this study data obtained from documentation related to the results of interviews with informants, books, lesson plans, photographs during learning activities, photos while interviewing informants.

## 2. Observation Method

Observation Method is part of data collection. observations means collecting data directly from the field. The observation process begins by identifying the place you want to study. After the place of research was identified, followed by making a mapping, so that a general description of the research objectives was obtained.<sup>32</sup>

Observation method is a technique of collecting data by observing and recording systematically on the phenomenon studied.<sup>33</sup> This method is done to find out directly the environmental situation and place of research. There are several types of observation techniques that can be used depending on the circumstances and problems that exist. The technical techniques are:

4. Observation of participants, in this case the researcher is directly involved and participates in the activities carried out by the observed subjects. Example: Researchers to follow in the classroom practice by using the method according to kuriulum 2013 and interact with the school are related to research.

---

<sup>32</sup> Ibid, halaman 112

<sup>33</sup> Sutrisno Hadi, *Metodologi Research 2*, (Yogyakarta, Andi, 2000) page 136

5. Non-participant observation, in this technique researchers are outside the observed subjects and do not participate in the activities they do. Example: Researchers observe school activities in the classroom in saat learning activities or activities out class of such observe teachers to make lesson plans in accordance 2013 curriculum

6. Systematic observation (skeletal observation), the researcher has made a framework that contains factors that are arranged in advance. Example: researchers making plans of questions for submission at the time interview, researchers have the figure of or scheme the grooves of research.<sup>34</sup>

This method is a recording of technical observations of the guidelines studied. The researcher used passive participation observations where the researcher is present in the field only to explore data and do not take part in the activities carried out at SMPN 3 Bagor Nganjuk . This method is carried out by researchers to collect data related to the problems of the research

#### F. Analysis of the data

Data analysis is part of conducting research. In qualitative research, data analysis has been found since the first researchers came to the research location, which was carried out intensively since the beginning of the field data collection until the end of the data collected all. Data analysis is used to give meaning to the data collected.

Data analysis is the process of arranging data sequences, organizing in a pattern and size to be used as a conclusion. So, analysis is based on data that

---

<sup>34</sup> Rumidi, *Metode Penelitian Peyunjuk Praktikum Untuk Peneliti Pemula*. Gajah Madha Universiti Press. 2004. Page 71-72

has been obtained from open research. According to Patton, data analysis is a process of shorting data, organizing patterns, categories and basic details.<sup>35</sup>

By Miles dan Huberman dalam Sumaryanto (2001 : 21), Asserted that engineering data analysis qualitative always pertaining to words and not a set of numbers. Data collected from various ways this all be broken with kata-kata

Analysis of the data used in the study are:

a) Data reduction

Data reduction is included in the category of data analysis. Data in the form of field notes as raw material, summarized or selected. Each of them can include the same theme or the same problem. In this process, sharpening, selecting, focusing, less meaningful data provision, so that final conclusions can be drawn and verified.

b) Data Presentation

Presentation of data in such a way that it can be clearly understood. Some data can be in the form of narratives followed by matrices, graphs or diagrams. Dissemination of data that is systematic, interactive, and inventive will facilitate understanding of what has happened can facilitate to make conclusions or determine actions to be taken next.

c) Data verification

Data verification is done by means of data triangulation that is comparing data obtained from observations with the results of interviews, then compared with the results of the survey or compared with other data sources.

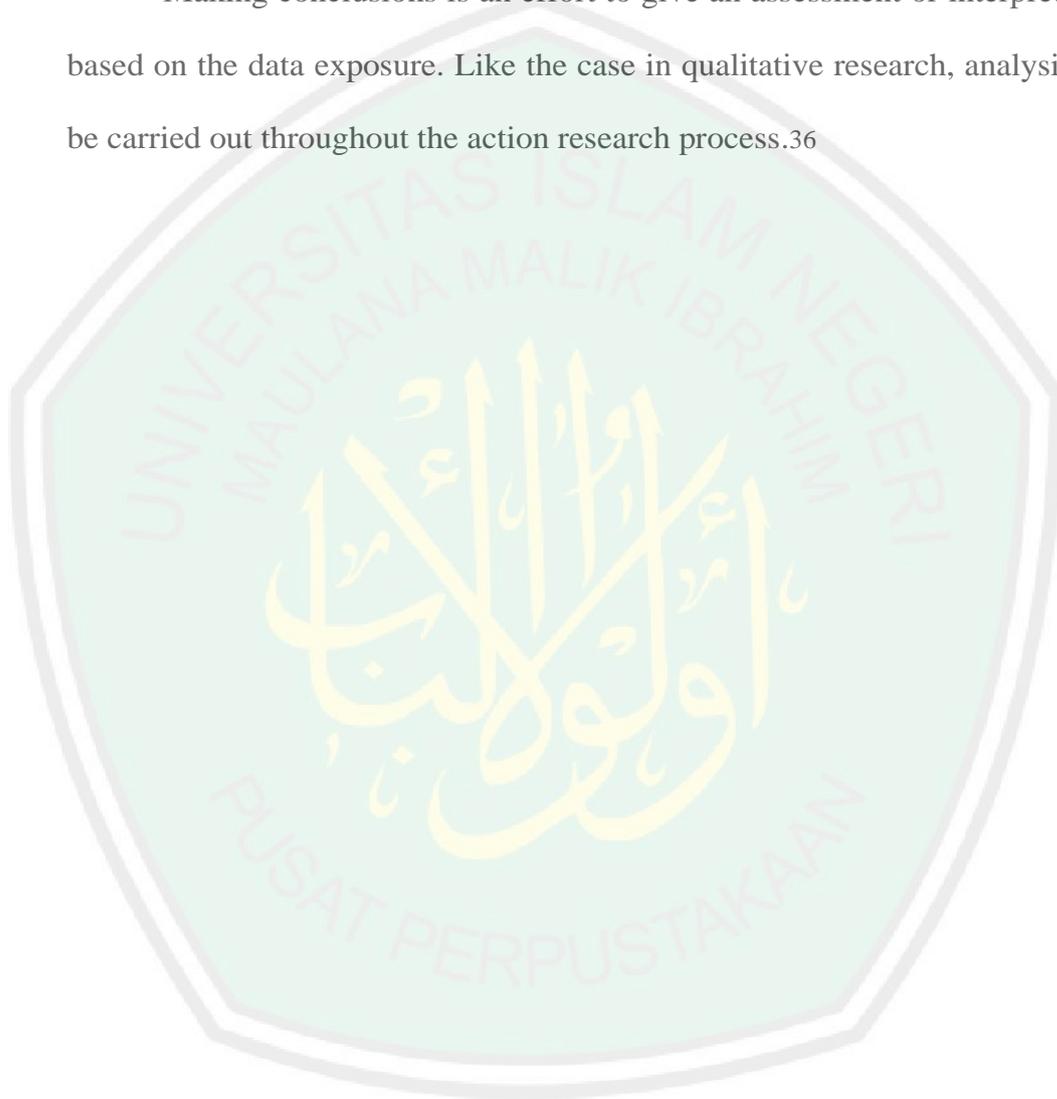
---

<sup>35</sup> Moelong, *Metodologi Penelitian Kualitatif*, Bandung, Remaja Rosdakarya, 2002, page 103

The aim is to check whether the information from the collected data is accurate.

d) Making Conclusion

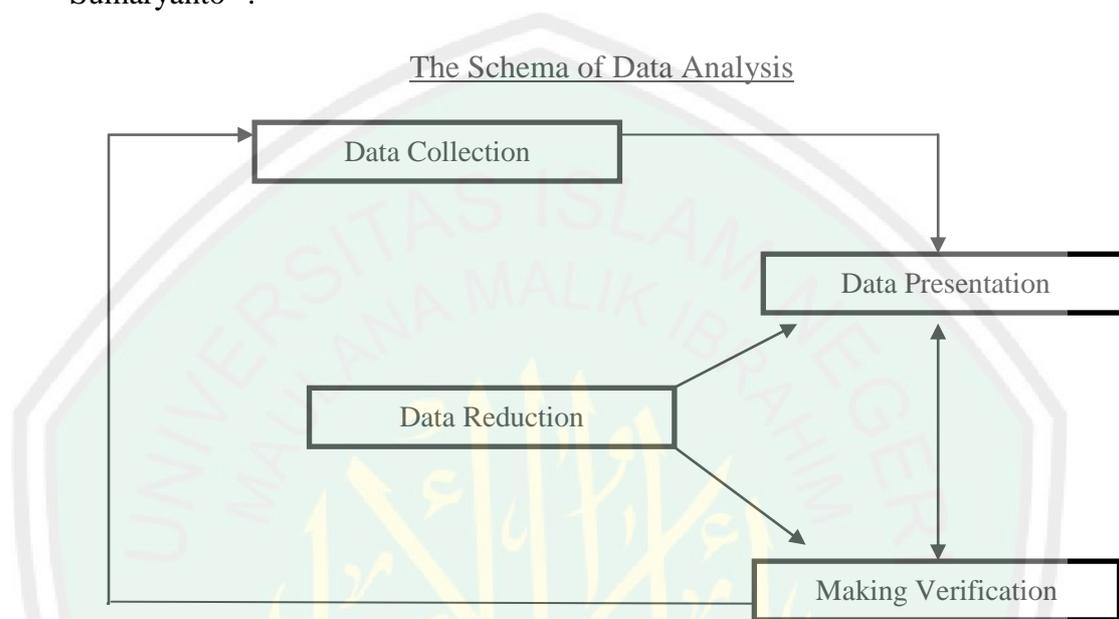
Making conclusions is an effort to give an assessment or interpretation based on the data exposure. Like the case in qualitative research, analysis can be carried out throughout the action research process.<sup>36</sup>



---

<sup>36</sup> Sujana, *Teknik Analisis Data Kualitatif*, Tarsito, (Bandung:Tarsito, 1990) page 6

Below are a scheme data analysis qualitative according to Miles and Huberman in Sumaryanto<sup>37</sup>:



Sources: Miles and Huberman in Sumaryanto

The data collection process, the method researchers use is the method observation, interview, and documentation. The form of data obtained the fire victims that tens of thousands of and among the companies were a snapshot of the school conditions visit to SMPN 3 Bagor Kabupaten Nganjuk, a book presumptuous sins that is worn dalam learning to promote disorder to, lesson plans and the syllabus used, the learning process, spray painting portraits of people together as well as the results of the interviews and writing that obtained from observation. The one that was already to collect and are presented, be continued with a pereduksian, adapted to the actual state of things to be able to be

<sup>37</sup>Ibid page 8

used as reference by researchers during the decision making process over so as to present data was being collected in the form of of discussion to be addressed problems that had occurred. The results of pereduksian data also used as the basis in the process penyimpulan the results of the study. Concluding the results of the study required a review or adjusted to the data that has been collected, not just concluding. This is done so that there is no mistake in the presentation process and there is a strong foundation or basis for explaining the problem without overriding the real goal.

After the data is collected, it will be analyzed based on the basic theories that become the reference in the research. Data analysis is intended to make data understandable so that the resulting findings can be communicated to people. Data analysis can be done during the research process and after data is collected. After that researchers can make conclusions.

#### G. Research Procedure

In this research, the procedure of research in the field has several stages included:

a. The stage before going to the field

At This stage, the researcher determines who is the focus of research, such as anyone who becomes an informant to provide accurate data, presents the tools used in the study, requests for permission from the Faculty of Tarbiyah and Teacher Training, then conducts research in the field.

b. Fieldwork stage

In this second stage, researchers collected materials related to the

problems of social studies teachers in implementing the 2013 curriculum at SMPN 3 Bagor Nganjuk. These materials can be obtained from interview techniques, documentation and observation.

c. Data analysis stage

At this stage, the researcher analyzes the obtained data. Analysis of the data is an analysis of data from the results of interviews, observation, documentation. After the data is collected then it should be analyzed, the data is analyzed whether the data is valid or not. Checking the data is done by checking the validity of the data. If the data is invalid, the researcher must return to the field to search and collect another data so that the data becomes valid.

d. Reporting stage

In this last stage, the researcher prepares the report. The preparation of the report contains from the beginning the researcher collects data, analyzes the data, until the last stage the researcher gives meaning to the data studied. After the preparation of the report is complete, the researcher consults the results of the report, whether there needs improvement or revision for the perfection of the contents of the research report.

## CHAPTER IV EXPOUSE DATA AND RESEARCH FINDING

### A. Overview of Junior High School of 3 Bagor Nganjuk

#### 1. Profile of Junior High School 3 Bagor Nganjuk

|              |  |
|--------------|--|
| School name  | : Bagor 3 Public Middle School   |
| Status       | : Country  |
| Type         | : Regular  |
| Phone number | : 03587608864  |
| Address      | : Balongrejo, Bagor, Balongrejo, Kec. Nganjuk,<br>Nganjuk Regency, East Java |
| sub-district | : Bagor  |
| districts    | : Nganjuk  |
| Postal code  | : 67441  |
| Since        | : 1999   |
| Headmaster   | : Minarti , S.Pd., M .Pd.  |

#### 2. School History

UPTD SMPN 3 Bagor District of Bagor District Nganjuk upaten established and inaugurated as the State School in 1999, by Decree No. 291 / O / 1999 dated October 20, 1999, located in the Village District of Bagor Balongrejo Nganjuk. The school was founded in an effort to provide public education around K ecamatan Bagor not covered by the school.

Year after year the UPTD of SMP 3 Bagor always experiences development / progress, both in terms of quality and quantity. In terms of quality, the bias is measured from the accreditation status of the school which continues to increase (most recently accredited status with B), academic and non-academic

achievements of the students, as well as supporting facilities for teaching and learning activities in schools, and so on.

In their work in the world of education, starting from the time of its establishment up to the present UPTD 3 Junior High School Bagor has succeeded in carving out many achievements, especially in the sub-district and district, both academic and non-academic achievements.

With more advanced schools in particular and the advancement of education in general, planning / school program for a period of time to come is a necessity that can not be negotiable, for it is the school trying to prepare a Work Plan A number M enengah, with expectations routine school activities and school development activities can be more programmed and clear in their direction .

In the preparation of the Medium Term Work Plan (RKJM) it is possible that in 4 (four) years the journey will experience changes because following the development of existing education, then this RKJM is dynamic in other words, at any time if there are changes we will do revision by following the needs of the more priority schools at that time.

### 3. Vision, Mission and School Objectives

Every work program planned is based on one goal to be achieved so that there are similar perceptions and make it easier to implement the program. In connection with this, the Vision, Mission and Objectives of Bagor 3 Public Junior High School:

#### a. School Vision

School Vision is a moral imagination that is used as a basis or reference in determining the purpose or future state of the school that is specifically expected by the School. School Vision is a derivative of the National Education Vision,

which is used as the basis or reference to formulate a Mission, the goal of the future is the development of the school that is dreamed of and continues to maintain its survival and development.

As for the vision of SMP Negeri 3 Bagor : educated, skilled and independent with knowledge of science and technology and IMTAQ

b. Mission

In an effort to realize the vision above, the mission of SMP Negeri 3 Bagor is as follows:

1. Cultivating a spirit of discipline and devotion to God Almighty;
2. Carry out Learning and Training effectively, efficiently and conducively;
3. Helps and encourages students to get used to being independent
4. Carry out and apply the habits of smile, greetings, greetings, courtesy and courtesy;
5. Carry out debriefing of skills and concern for the environment;
6. Implement participation management that involves all school members .

c. School Purpose

1. The National Examination Score increases on average to meet graduation standards;
2. Having advanced and outstanding extra-curricular activities in all fields;
3. The realization of high discipline from all school members;
4. The realization of a daily social atmosphere based on faith and piety;
5. The realization of transparent and participatory school management, involving all school members and related interest groups;
6. The realization of a comfortable, pleasant, clean, beautiful, clean and beautiful school environment.

#### 4. Academic Community

At Bagor 3 Junior High School there are 21 teachers, consisting of 16 are Civil Servant Teachers (PNS) and 5 are Non-PNS teachers. As for employees, discount the number of employees in the field of Administration amounting to 8 people, consisting of 1 civil servant, and 7 non-civil servants. So, if in June overall the number of teachers and employees at 3 Bagor Middle School is 29 people, consisting of 17 civil servants, and 12 non-civil servants.

The total number of students in the 2018/2019 school year is 201 students. At Bagor 3 Junior High School there are 8 classes, three classrooms for class VII, three classrooms for class VIII and two classrooms for class IX. The number of men is 117 students, and the number of female students is 84 students. Frida was scattered in class VII, VIII and IX, the number of male students overall was 117 students, while the number of female students is 84 students.

Class VII-A there were 23 children, male consisted of 12 students, while female students numbered 11 children. Class VII-B numbered 23 students, male consisted of 11 students, while the number of women was 11 students. Class VII-C amounted to 23 students, male consisted of 12 students, while female students were 11 students. So, the total number of VII grade students is 69 students.

The number of students of class VIII-A is 25 students, male is 17 students, while female students are 8 students. The number of students in class VII I- B is 24 students, male students are 16 students, while female students are 8 students. The number of students in class VIII-C is 22 students, male students are 15 students, while the number of female students is 7 students. So, the total number of VIII grade students is 71 students.

Class IX only has two classrooms, namely class IX-A and class IX-B . The total number of students in class IX-A is 31 students, the number of male students is 18 students, while the number of female students is 13 students. Class IX-B numbered 30 students, male students numbered 16 students, while female students numbered 14 students. So, the total number of students in class IX is 61 students.

For incoming teachers and employees working hours starting at 07:00 until 15:00, while for incoming students at 07.00 and finished at 13.00 hours learning activities, except for Friday completed the learning activities at 11:00. For school guardians enter from 1:00 p.m. until 6:00 p.m. , while for school security officers enter at 6:30 a.m. until 3:30 p.m.

#### B. Data Exposure

##### 1. Implementation of the 2013 curriculum in the learning process of Social Sciences

Changes Curriculum 2013 from SBC berganti become Curriculum 2013, the Ministry of Education and Culture became the forerunner to the implementation of Curriculum 2013 in beber a pa junior and equal (SMP / MTs) in Indonesia, including one that is SMPN 3 Bagor who are friends pat Village Balongrejo To Bagor District, Nganjuk Regency. As revealed by the Deputy Principal of the Curriculum Field that Bagor 3 Junior High School has just implemented 2013 Curriculum in the 2018/2019 academic year. So, to say that a new class VII implementing Curriculum 2013, while Class VIII and IX class still using SBC, which is in line with the instructions of the Department of Education, Youth and Sports Nganjuk, overall junior in Nganjuk can implement Curriculum 2013 in mid t a In 2018, due to many revisions and adjusting the curriculum with learning

activities in schools, both the readiness of the school, the teacher and the students.

From the results of interviews with Mr. Anang Dwijo Suryanto, S.Pd , it can be seen that the implementation of 2013 Curriculum at Bagor 3 Junior High School has only been running for one semester, for the implementation of the 2013 Curriculum learning activities have been submitted to each subject teacher respectively. For information on learning activities by applying the 2013 curriculum, social studies subjects can be explained in more detail by Mr. Kuku Prasetyo as a social studies teacher in grade VII:

" The implementation of the 2013 Curriculum at Bagor 3 Junior High School was only implemented in the 2018/2019 lesson . Only one generation, namely now class VII uses the 2013 curriculum in learning activities, this is in accordance with the appeal of the Education Office <Youth and Sports Nganjuk Regency. This is different from some secondary schools in the Nganjuk Subdistrict area which have already applied the 2013 Curriculum as an example and trial school. Because Bagor 3 Junior High School is a suburban school that still needs time to adjust and prepare for the application of the 2013 Curriculum. After almost a year the implementation of the 2013 Curriculum has been running well, although its implementation is still a problem and not yet maximized. " <sup>38</sup>

Because of the new first-year curriculum implemented in 2013 in the learning activities, a lot of preparation is done as per a recov- adaptation of the curriculum to the curriculum in 2013. The school prepares the needs of facilities and infrastructure. In accordance with the appeal of the Nganjuk District Education Office, training in the MGMP which includes the preparation of lesson plans, learning motivation that is in accordance with the karate of students, learning strategies, learning methods that are suitable with the objectives of the 2013 Curriculum is conducted.

From hasi I interview with Waka relevant curriculum learning implementation using Kurukulum 2013, has been left

---

<sup>38</sup> The results of the interview of Mr. Anang Dwijo Suryanto ( Curriculum Senior High School 3 Bagor) , Saturday, March 9, 2019. 10:10 WIB

entirely to the subject teachers respectively. Deputy Principal in the curriculum field only coordinates the implementation. The following is an explanation from Mr. Anang, as the Head of the Curriculum:

"I don't really follow the development of the application of the 2013 curriculum in classroom learning, I only gave direction and coordination to the teachers of each subject, the rest for the implementation I have given to each subject teacher each" <sup>39</sup>

With this explanation, about the application of the 2013 Curriculum that those who know the complete process of learning activities using the 2013 Curriculum are the subjects of their respective teachers. For that complete interview can be continued with the social studies subject teacher, Mr. Kukuh Prasetyo. The following is an explanation from Pak Kukuh:

"The application of the 2013 Curriculum in the learning activities here has not run optimally, bro, there are several factors that become obstacles, there are factors from schools, teachers or students. From school factors, schools have not been able to provide facilities that are in accordance with the implementation of the 2013 curriculum, the teacher factor, not many teachers understand the concept of learning activities using 2013 Curriculum, in addition to their activities the teacher also has difficulty with the concept of assessment. While factors from students, students are less able to be invited to the *student center* Ma'am, they still need to be explained in detail in each of the material ." <sup>40</sup>

Implementation of Curriculum 2013 in SMPN 3 Bagor itself is still not optimal, it can be said that it is not maximally realized if the facilities and infrastructure are not complete, with balanced with it like the book as a learning resource. In this first year there were quite a number of obstacles encountered, both from internal and external parties. Internally from within the school as well as students who are not ready for the *student center* learning model, some teachers who do not understand the *scientific* learning method, while the

<sup>39</sup> *Ibid*

<sup>40</sup> Results of interview with Pak Kukuh Prasetyo (IPS VII Teacher at 3 Bagor Middle School) Saturday, March 9, 2019. At 12:15 WIB

constraints of external factors are incomplete learning resources such as books from the Government in accordance with the implementation of the 2013 curriculum, and frequent curriculum changes that make teachers as educators confused.

Implication of 2013 curriculum in social studies learning will be carried out maximally if the teacher can carry out creative and innovative learning, despite the lack of facilities and infrastructure. In addition, the students must also be prepared for *student center* learning, not those who wait for the teacher's explanation, but they actively know the material explained. With this plan teachers should have creative learning methods, innovative in choosing strategies, and learning media. This must be planned in advance in the lesson plan before the teacher starts the learning process.

The most important thing in carrying out this 2013 Curriculum learning is to pay attention to the making of learning plans (RPP) and the implementation of learning can run well. That too according to what was revealed by one of the Grade VII IPS teachers who used 2013 Curriculum in the learning process in the classroom, he revealed that each will begin learning every teacher must have a lesson plan in accordance with the applicable curriculum.

"If now using the 2013 Curriculum that has undergone revision, each teacher must make a lesson plan that complies with the provisions in the applicable 2013 curriculum."<sup>41</sup>

In connection with RPP Pak Wakiyo, as a social studies teacher Class VII-C also explained that the importance of making lesson plans in accordance with the teaching schedule as a benchmark in classroom learning:

I agree on the teaching schedule in that class, so the lesson plan makes it easier for the teacher to deliver the material to students and manage the class in a learning activity. In the lesson plan, what do we have to do, including an assessment of what is used so we can do the procedure in the RPP that we have

<sup>41</sup> Results of interview by Mr. Kukuh Prasetyo (IPS teacher at SMP 3 Bagor)

made. In addition, the assessment of preparation learning also looks at lesson plans, so what should be done at that time, for example if children are told to work on a problem then we must attach the questions to the lesson plan. Perhaps it miss<sup>42</sup>

From the information above it is known that planning the implementation of learning is very important and can not be separated from the learning itself. Learning planning is an integral part of learning activities, in which it contains a series of activities that must be carried out by the teacher in learning including conducting authentic assessments with techniques and instruments that have been made before. in addition , by planning what learning becomes the learning goal, the results will be more easily achieved. Therefore, every time there is a learning activity, there must also be an implementation plan learning .

In the preparation of the 2013 Curriculum RPP which has been revised in 2018, it has experienced several additions in the implementation of learning, the addition of learning which requires the use of 21st Century Skills namely 4C ( *Critical Thinking and Problem Soliving Skll, Communication skills, Creativity and Innovation, and Collaboraton* ) , Literacy and Evaluation uses the HOTS problem. In addition to still using 5M learning and scientific approaches, teachers are also required to make lesson plans that cover aspects that have been determined in the revised 2013 Curriculum 2018. This was explained by Pak Kuku:

Regarding the preparation of the 2013 Curriculum RPP, there were indeed a number of changes, compared to the previous curriculum, but if in my opinion, the 2013 curriculum plan with the previous curriculum was not much different because basically the 2013 curriculum was developed from the KTSP curriculum, only there were several components. which has been changed, for example in the section on learning steps and student assessment sheets. In the 2013 curriculum, the learning steps, especially core activities, are more emphasized on the *scientific* approach, namely observing, asking, trying, reasoning, and communicating, the core activities are details of pre-existing exploration,

---

<sup>42</sup> Results Interview with Mr. Wakiyo ( Master IPS SMPN 3 Bagor), Saturday, March 9, 2019. At 1 3 .25 pm

elaboration and confirmation activities. on curriculum KTSP. While assessment on an authentic or comprehensive approach includes competency in attitudes, knowledge and skills, while in the KTSP curriculum the assessment is more likely to be partial, which means more dominant in its cognition. In addition it is in accordance with the results of the Revised results in 2018 where the implementation of learning must also include 21st Century Skills or often referred to as 4C namely( *Critical Thinking and Problem Soliving Skill, Communication skills, Creativity and Innovation, and Collaboraton* ). I wait for this aspect, from the introduction to the closing. For evaluation, I have also tried using the HOTS problem in the Daily test<sup>43</sup>

The explanation from the above sources about the process of making the 2013 curriculum RPP was essentially the same that in general the process of making the 2013 curriculum RPP was the same as the RPP in the previous curriculum. It's just that there are several components that experience changes, namely in the learning steps and student assessment sheets. the 2013 curriculum emphasizes the use of the *scientific* approach and for the assessment instruments to be attached to the lesson plan, it includes cognitive, affective, and psychomotor assessment. So, in the 2013 curriculum, lesson plans must be made clearly and systematically .

In the Learning Activity Curriculum 2013, it is a balance based curriculum between cognitive, effective and psychomotor, and in it also includes character education, 21st century intelligence, literacy and evaluation using HOTS questions, which are implemented with the approach of *scienrific* and thematic-integrative learning processes . Therefore the RPP made by the teacher before conducting the learning activities must include these provisions .

The following are the results of interviews from several speakers, relating to the views of the 2013 curriculum learning process in learning social studies subjects. Pak Kukuh expressed his views on the 2013 Curriculum learning process

---

<sup>43</sup> The results of the interview with Mr. Strong Prasetyo (IPS teacher at SMP 3 Bagor) Saturday, March 9, 2019. At 12. 20 pm

in social studies subjects:

In my opinion, the application of the 2013 curriculum in the social studies learning process is very good, because the 2013 curriculum uses a *scientific* approach which prioritizes 5M, where the teacher begins learning by delivering the learning objectives, then provides an introduction by delivering the material to be discussed in the activity learning that will take place, then allow students who are self-active, because the most important in the 2013 curriculum learning students are active, where I will divide into several groups who will then discuss the material that I am sharing, followed by presenting, with such methods will train students to be independent in learning, it will unwittingly form attitude characters in collaboration between students<sup>44</sup>

This 2013 Curriculum Learning balances the abilities of *soft skills* and *hard skills* that focus on attitudinal competencies, skills competencies and knowledge so that the nation's children will be able to face challenges global. In this context the teacher is one element that must be able to teach and accompany the development process of each potential student. The teacher must also be a mediator and facilitator who is able to create active, interactive learning and motivate each student. In other words, *soft skills* and *hard skills* can be embedded in a balanced manner, and can be applied in daily life.

In the view of Mr. Wakiyo in learning to use 2013 Curriculum on social studies subjects:

Regarding the learning process with the 2013 curriculum, it is using the *scientific* approach of the mbak, or what can be said to be scientific, namely learning that leads to 5M, in which there is observing, asking, reasoning, trying and communicating. If the *scientific* approach is really applied in the learning process, in my opinion it is very good, Ms., because from these learning activities, students must be given the freedom to express their ideas and ideas in the learning process, besides that they will train students' self-confidence<sup>45</sup>

The results of the observation data and the results of the observation of the condition of the school that SMP Negeri 3 B is a school that is not supported by adequate advice and infrastructure where not all classes have been installed

<sup>44</sup> Results of interview with Pak Kukuh Prasetyo (Social Studies Teacher at SMP 3 Bagor) Saturday, March 9, 2019. At 12:15 WIB

<sup>45</sup> The results of the interview with Mr. Wakiyo ( Master IPS in SMP 3 Bagor) Saturday, March 9, 2019. At 13 . 15 WIB

with learning media (LCD) that can make it easier for teachers to deliver *audio-visual* learning . *power point* media , learning videos that are in accordance with the material , and other *audio-visual* media , this will certainly hinder the learning process.<sup>46</sup>

From the teacher-guri explanation, it can be concluded that there are many benefits that can be obtained from the implementation of learning using Curriculum 2013 when applied to the maximum, but in reality there are still many problems faced in implementing learning.

Below will explain how the process of learning the actual implementation of Curriculum 2013 Diterapkan by social studies teacher at SMPN 3 Bagor. From the results of interviews conducted in depth as well as direct observation of the learning process and observations to students in the Social Studies subject at Bagor 3 Public Middle School. The results of the interview with Pak Kukuh Prasetyo in the implementation of the 2013 Curriculum learning process:

So, I explained first points in the materials they then my form discussion groups to solve a problem or theme of the material before, and then I also have to mengarahkan a groove in the discussion. After completion with the time specified the group representatives come forward to present the results of the discussion. Each group has their own ideas and opinions. So, the goal that the teacher prioritizes is the development of student learning. Then after the discussion was completed, the teacher gave questions in accordance with the material.<sup>47</sup>

In this context the teacher is one of the elements that must be able to teach and assist the learning process and the development of every potential student. Guru as well as mediators and facilitators who are able to create an active learning, interactive and motivate each student. In other words *soft skills* and *hard skills* can be embedded in a balanced manner and can be applied in

<sup>46</sup> Researcher's Observation Results (Classroom Condition)

<sup>47</sup> Interview with Pak Kukuh Prasetyo (Social Studies Teacher at SMP 3 Bagor) Saturday, March 9, 2019. At 12:15 WIB

everyday life. Also in 2013 yang curriculum has been revised also include intelligence abab 21 *literasy*, as well as evaluation about HOTS, which is expected with these additions can be bafgi character education students.

Regarding the learning process with the 2013 curriculum which is using the *scienceti fi c* approach , it can also be said to use scientific learning, namely learning that leads to 5M, in which there are observing, asking, reasoning, trying and communicating. Sometimes I invite them to watch videos using LCD, for example in historical material, I invite them to see a video of the history of kedatana = western nations to Nusantara, after which students conclude or I urge them to retell the contents of Viceo. But not many of the students understand, some students also sleep without paying attention <sup>48</sup>

From the explanation above it can be said that learning activities need a variety of learning methods so that students do not feel bored to take part in learning activities. If the learning method used is not interesting, then the learning process is not interesting, this can result in students becoming passive classes becoming ineffective during the learning process. This is also in accordance with the results of interviews with Nadin students of class VII-C

"The study began with singing the Indonesia Raya song, the PPK greetings and the PPK pat, and the material was just explained, after that we formed a group for discussion, one of us came forward for a presentation, sometimes also advanced all one group of four children, then Mr. Kukuh give questions and close conclusions or sometimes summaries. "<sup>49</sup>

From the explanation, it can be explained that the learning process at Bagor 3 Junior High School has motivated students to become *student centers*. Additionally this process some time pemebelajaran also use the LCD to play the video in accordance with the delivery mate ri. . In addition, based on the results of the 2013 revised 2018 curriculum in the learning process, it must integrate KDP and 4C in the lesson plan. Character Education Strengthening (KDP) in learning. Strengthened characters are mainly 5 characters, namely:

<sup>48</sup> Interview with Mr. Kukuh Prasetyo (Guu IPS at SMP 3 Bagor) , Saturday, March 9, 2019. At 12:15 WIB

<sup>49</sup> Results of an interview with Nadin (VII-C class students at SMP 3 Bagor) , Saturday, March 9, 2019. At 11:45 WIB

religious, nationalist, independent, mutual cooperation, and integrity. In addition to KDP, learning needs to be integrated with literacy; 21st century skills or termed 4C ( *Creative, Critical thinking, Communicative, and Collaborative* ); and HOTS ( *Higher Order Thinking Skill* ). The PPK movement needs to integrate, deepen, expand, and simultaneously harmonize various character education programs and activities that have been carried out until now .

With the implementation of the 2013 curriculum at Bagor 3 Junior High School, the entire learning system automatically must follow the changes in accordance with the existing Curriculum 2013 standards that were revised in 2018, including in the process of implementing learning activities and learning evaluation. The process of implementing learning is more focused on active students and implemented using the *scientific* approach . In ketentua n revised in 2018 stated that the learning process should also contain about integrating KDP, Literacy, 4C and HOTS, these elements are already dilaksanakan, namely students before teaching in class is required to conduct pat PPK and greeting PPK, for Literacy each the class provided a small library containing several reading books, the book was exchanged for other classes every week, in addition to adding to the spirit of nationalism students were invited to sing folk songs for each finished study or before going home and continued with prayer, 4C was included in the RPP each teacher and can be implemented when the learning process takes place, HOTS evaluation has been given even though it is still gradual at the time of Daily Deuteronomy. Through pembelajaran is expected to achieve educational goals based Curriculum 2013 and the learners are able to face and solve the problems encountered by the well. So that the learning process can form the attitudes, skills and knowledge of students to the fullest.

From the observations made by the researchers it was known that in

Malang MTsN 3 in the implementation of social studies learning, namely the method of discussion and presentation. However, the learning process is not optimal, because some students still do not have learning manuals, book subsidies from the government are not sufficient for all students<sup>50</sup>

In addition, in different observations, the teacher still uses learning using conventional methods (lectures and Q & A) such as those carried out with the study with Pak Wakiyo in Class VII-C<sup>51</sup>

Since MTsN Malang 3 has implemented the 2013 curriculum, the learning that I have carried out as much as possible is with a learning model that promotes active students, the learning goes on in the form of a discussion group method, so each student member is given the opportunity to argue and provide ideas in group learning. In addition, students are also required to convey ideas and views at the end of learning, but sometimes students' ideas and views are still not in accordance with the learning objectives, there is the task of the teacher to direct. There is when the discussion was also not in line with expectations, but I did not force it, but if forced by the matei could not be delivered to the maximum, therefore I chose to use the lecture method.<sup>52</sup>

The statement was also explained again by Mr. Kuku:

As far as I know, the implementation of social studies learning in the 2013 curriculum is usually used by the social studies teacher, but the use of learning methods is adjusted to the material and conditions of the students, so there is a possibility that learning is done outside the classroom or even using conventional methods, all in adjust to student conditions.<sup>53</sup>

From several explanations above, it can be said that learning activities need a variety of methods so that students do not feel bored to take part in learning activities. If the method used by the teacher is not interesting, then the learning process become ineffective.

---

<sup>50</sup> Observation Results (learning process for Class VII-A at Bagor 3 Junior High School)

<sup>51</sup> Observation Results (Class V II-C learning process at Bagor 3 Junior High School)

<sup>52</sup> Ibid

<sup>53</sup> Result of Interview with Pak Kuku Prasetyo (Social Studies Teacher at 3 Bagor Middle School), Saturday, March 9, 2019. At 12:25 WIB

Each process of learning activities must be accompanied by an assessment activity, the assessment of the learning process is required for each subject's teacher to conduct an assessment. In the 2013 Curriculum the assessment used uses an assessment model that is used using an authentic model, meaning that this assessment requires the teacher to evaluate learning process and results, it means that in each lesson the teacher continues to evaluate using various techniques and assessment instruments that are in accordance with the standards of competence and material taught especially in the realm of knowledge and skills. As the results of the interview with Pak Kukuh Prasetyo:

" Every assessment must be done by all teachers, for teachers the subject is more specific in the assessment of knowledge and skills. In Kurikulum 2013, the assessment included three aspects, namely aspects of cognitive, affective, and psychomotor assessment. This assessment can be done during the learning process.<sup>54</sup>

In the implementation of the assessment can not be separated from the planning that has been made in advance, namely preparing learning devices, learning implementation plans (RPP) and also the techniques and instruments that have been made before, as delivered by Mr. Kukuh Prasetyo as Subject teacher who teaches class VII using the 2013 Curriculum in learning activities.

For our own assessment, there are preparations, as we as teachers have made assessment instruments, so when we enter the class, we also bring it, as well as the lesson plans we also carry. For example, when I told them to discuss, I also observed them when expressing opinions or ideas, how to discuss with the group and how they challenged other groups. That's how I judge students.<sup>55</sup>

Whereas Mr. Wakiyo, who also explained as an IPS subject teacher who taught a class, explained the concept of his study :

Before we go to class to teach, we are definitely planning in the lesson plan regarding what activities will be carried out including also an assessment of

<sup>54</sup> Result of Interview with Pak Kukuh Prasetyo (Social Studies Teacher at 3 Bagor Middle School), Saturday, March 9, 2019. At 12:25 WIB

<sup>55</sup> Ibid

what will be done at that time, so the teacher just needs to do what procedures are in the lesson plan and make observations to students to fill out assessment instruments that have been made before.<sup>56</sup>

From the information it is known that before making an authentic assessment the teacher has prepared an RPP (learning implementation plan) in which contains a series of activities that must be carried out by the teacher in the classroom including authentic assessment with previously unstructured techniques.

The assessment of students' competency knowledge aims to understand the understanding and assignment of material from students that have been determined in the indicators that have been prepared before, the indicator is a measure of the success of what has been desired core competencies (KI) and basic competencies (KD) in the RPP . As explained by Mr. Kuku:

That the assessment of the understanding and assignment of material is found in KD 3 which is derived from KI3 which is further developed to be indicators of learning objectives, therefore the assessor of understanding the material must reach the predicator that has been determined.<sup>57</sup>

This was also expressed by Mr. Wakiyo about the measurement of knowledge competency assessment. "By conducting a knowledge competency assessment, we know and understand how far students understand and can answer from the material questions that have been conveyed by the teacher. So, we must measure with guidelines on the indicators of learning objectives that have been set

„58

In the learning assessment activity the teacher has implemented an

<sup>56</sup> Interview with Pak Wakiyo (Social Studies Teacher at 3 Bagor Middle School) One, March 9, 2019. At 13:20 WIB

<sup>57</sup> The results of the interview with P ak Kuku Prasetyo ( IPS teacher at SMP 3 Bagor), Saturday, March 9, 2019. At 12:25 WIB

<sup>58</sup> Interview with Pak Wakiyo (Social Studies Teacher at 3 Bagor Middle School) One, March 9, 2019. At 13:20 WIB

evaluation using HOTS questions even though it is not 100%, as in the example when the daily test item 10 questions about HOTS is given only 3-4 questions as a student exercise. Learning assessment in the classroom is in accordance with what is stated in the lesson plan. Students' knowledge competency assessment aims to determine the understanding and mastery of the material from the students that have been determined in the indicators that have been prepared before, the indicator is a measure of the success of what has been planned Core Competencies and Basic Competencies in the RPP. Assessment techniques to know the learning outcomes of students in the form of understanding and material assignments are either daily test, PTS (Middle Semester Assessment), and PAS (Final Semester Assessment) techniques, besides that understanding can be measured through individual or group assignments, also can be in the form of assigning assignments to students either at school or at home to be one technique of taking knowledge values, and besides writing can also use oral tests to measure students' understanding.

Skills competency assessment includes several techniques such assessments measure students' skills by way of assignment of students, observations ratings lingkungan around and portfolio be such a collection of student assignments. Next is the assessment of skills, the assessment of skills is an assessment that relates to the competency of the participants in participating in the learning process. The teacher evaluates skill competency through performance assessment, which is the assessment that requires students to demonstrate a certain competence . The following is an explanation from Pak Kukuh:

Skills or psychomotor are assessed on how children can be innovative and skilled and carry out tasks seriously what is instructed by the teacher, the form of the skills themselves produced by students in addition to active skills in the classroom such as asking questions in class during discussions<sup>59</sup>

---

<sup>59</sup> Results of interview with Pak Kukuh Prasetyo (Social Studies Teacher at 3 Bagor Middle School) Saturday, March 9, 2019. At 12:30 WIB

The last assessment is the assessment of attitude competencies, educators do assessment of attitude competence through observation, self-assessment, peer assessment by students. The instrument used for observation, self-assessment and assessment among peers is a list of columns that already contain several indicators. Attitude assessment relates to students' attitudes to the subject matter, attitudes of students to the teacher, attitudes of students to the learning process and attitudes related to values or norms .

## 2. Social Sciences Teacher Problems in Implementing 2013 Curriculum at Junior High School 3 Bagor

In fact, in the implementation of 2013 Curriculum learning there are still many obstacles and problems, although some preparations have been made by the Government, in addition there have also been many theories explained by several experts in the implementation of 2013 Curriculum learning, to meet the needs and to facilitate the Implementation of the 2013 Curriculum has also been revised in 2018, namely in the learning process must contain 21st Century Skills or 4C (*Creativ, Critical thinking, Communicative, and Collaborative*), Strengthening Character Education and Evaluation using HOTS questions, but there are still many problems faced in the Implementation of 2013 Curriculum, below are some of the problems of Social Sciences in the implementation of the 2013 Curriculum at Bagor 3 Public Middle School:

### a. Lack of ability to make lesson plans according to the 2013 curriculum

Permasalahan facing social studies teacher to be able to implement Curriculum 2013 due to a lack of the ability of teachers to implement the curriculum in 2013, so that it could lead to there are various m ACAM problems experienced social studies teacher, ranging from making pe planning of the study, implementation and evaluation of learning. In the implementation of learning can

not be separated from the planning that has been made in advance, namely preparing a set of learning implementation plan, which contains a range of activities that must be carried out by the teacher in the classroom, also specifies the techniques and instruments of student assessment. A good lesson plan will create optimal learning. Therefore, the preparation of lesson plans must be carried out carefully and pay attention to the principles of development and preparation. As we know, the principle of developing the 2013 Curriculum has several changes compared to the KTSP curriculum. This was also explained by Mr. Anang as the Head of the Curriculum:

The application of the 2013 curriculum is only one year, Ms., so not all teachers understand and apply the preparation of lesson plans in accordance with the 2013 curriculum. 2013 curriculum changes from KTSP, namely learning using science, there must be 4C 21st century skills and attach format or assessment instrument<sup>60</sup>

This was also expressed by Mr. Kukuh Prasetyo as an IPS teacher in class VII-A and class VII-B about the ability of teachers to prepare lesson plans, Mr. Kukuh's explanation as follows:

So, if in my opinion the problem in the implementation of the 2013 curriculum is the readiness of teachers and the ability of teachers to be able to carry out learning in accordance with the 2013 curriculum, starting from making lesson plans, implementing learning to evaluating learning in accordance with 2013 curriculum, because all of them experience differences with the curriculum previous.<sup>61</sup>

From the information from the interview results, it can be seen that there have been several changes in the preparation of the 2013 curriculum RPP with the previous curriculum. Beberapa pa components that undergo changes are among others on the steps of learning more emphasis on scientific and kecapakan

<sup>60</sup> The results of the interview with Pak Anang (Curriculum waka at Bagor 3 Public High School) Saturday, March 9, 2019. At 11:30 WIB

<sup>61</sup> The results of the interview with Pak Kukuh (Social Studies teacher at SMP 3 Bagor) , Saturday, March 9, 2019. At 12:30 WIB

approach the 21st century, and should also be attached student assessment instrument.

b. Lack of Teacher Ability in Teaching with the scientific approach

As we know that in 2013 Curriculum learning uses a scientific approach, namely scientific learning which in the learning process leads to 5M in which there are observing, asking, reasoning, trying and communicating, besides the results of the revised 2018 2013 curriculum must contain 21st century skills , where the teacher must be able to provide 4C learning ( *Creativ, Critical Thinking, Communicative and Collaborative*). On learning IPS eyes of subjects using using tamtik-integrative approach that was created pertema pemnelajaran and integrated across subjects one to the other subjects. At Bagor 3 Junior High School not all social studies teachers can teach with this approach. Mr. Wakiyo revealed:

The problems faced by teachers in the implementation of the 2013 curriculum are many, many. K e preparation of teachers in teaching specialization maksutnya still here g uru still focus on one area of the IPS can not teach IPS with thematic learning in accordance with the curriculum of 2013.<sup>62</sup>

Learning in Curriculum 2013 which has been revised in 2018 is different from the previous Curriculum. This padakurikulum learning to use *scientific*, with menggunakan scientific learning and the material presented also temati k - integratif. In addition, learning activities also motivate students to become active learners pembel teachings more on learning that *active learning* or *student center*. Not all teachers understand and implement the curriculum in learning activities, this is one of the problems faced by teachers in the implementation of the 2013 curriculum.

c. Poor students for aktif learning

Apart from problems arising from the teacher, problems also arise from

<sup>62</sup> The results of the interview with Pak Wakiyo (IPS teacher at SMPN 3 Bagor) , Saturday, March 9, 2019. At 13.40 WIB

students and schools . Students have not been able to apply learning in accordance with the 2013 curriculum, this statement is in accordance with what was explained by Mr. Kukuh Pak Kukuh Prasetyo:

Many students still have to explain, knowing junior high school students here from the suburbs where they live are still close to the forest, so if I explain they are still confused if not explained in detail and depth, the facilities at home also support them to learn independently like children Now that I have utilized technology sophistication, I have invited them to see history learning videos on LCD, male students whose carcasses are sleeping instead. So, in essence if applicable *student center or aktif learning* has not been able to walk with less maximum .<sup>63</sup>

From this explanation, it can be explained that other problems arise that students have not been able to receive maximum learning using the *scientific* learning method . This was also explained by Mr. Waluyo as a social science teacher VII-C

I teach one class Ms., class VII-C. I use discussion learning that I form groups, after I give the theme and representatives of the group come forward, but no one wants to go forward, must be called and punched first and then going forward, besides also during the Q & A session no one wants to ask . So, basically they cannot yet learn independently and actively.<sup>64</sup>

In addition to interviews with teachers as instructors, explanations from students named Sukma from class VII-C also said that they were also still ashamed and not confident to present the results of their discussion to the class, along with an explanation from Sukma:

I am still confused about the presentation at the front, confused what to say to explain to friends, fear that other friends also do not understand what I explained.<sup>65</sup>

From the explanation of two social studies teachers and one student of class VII-C, it can be explained that the problem of the implementation of 2013

<sup>63</sup> Results of Interview with Pak Kukuh Prasetyo ( Social Studies Teacher at 3 Bagor Middle School) Saturday, March 9 2019. 12:30 WIB

<sup>64</sup> Results of Interview with Pak W a kiyo (Social Studies Teacher at 3 Bagor Middle School) Saturday, March 9, 2019. At 12:45 WIB

<sup>65</sup> Results of Interview with Sukma ( VII-C grade 3 student at Bagor Junior High School) Saturday, March 9, 2019. At 13.47 WIB

curriculum does not only appear to teachers but students at Bagor 3 Junior High School cannot be invited to active learning, whereas in 2013 the curriculum is expected to be active during learning, the teacher is only a mediator and facilitator in learning. Students at Bagor 3 Junior High School still need direction and have not fully explored students' abilities. They tend to be still shy and afraid to give the opinion in front of the class, and still stiff to ask questions if they don't understand the explanation of the results of their friend's discussion. Students prefer to stay and answer understand when a friend presents the results of the discussion.

d. Teacher Difficulties in Evaluating learning

In addition to the problems in the process of implementing social studies, teachers also experience problems during the evaluation of learning because as we know that the evaluation of student learning in the 2013 curriculum includes three components, namely competence in attitude, knowledge and skills. This was also expressed by Mr. Wakiyo:

It is very important that Ms., because it is very different from the assessment of the previous curriculum, in this curriculum are all very detailed and elaborated. So, the teacher of teachers who have advanced age sometimes confusion. As a result, they chose to reprint the scores of other fellow teachers.<sup>66</sup>

In addition to evaluating learning in the 2013 curriculum, teachers are also required to make HOTS questions. The HOTS problem is an educational concept based on Bloom's Taxonomy. Bloom's taxonomy is a framework that divides educational goals into several groups. Based on Bloom's Taxonomy, in studying a topic, there are several levels of functional ability, from low *-order thinking skills* (LOTS) to the highest level, namely (*Higher-order thinking skills* / HOTS). In applying this HOTS problem not all teachers were able to make

---

<sup>66</sup> Results of Interview with Sukma ( VII-C grade 3 student at Bagor Junior High School) Saturday, March 9, 2019. At 13.47 WIB

the HOTS concept, this was also expressed by Pak Kukuh:

To make HOTS itself, we are still confused, Ms., so sometimes we discuss with some social studies teachers to discuss the preparation of this HOTS problem, for the implementation we give students also indirectly 100%, there are 20% to 30%, I at the test yesterday's daily gives a 10-point question, about HOTS I give two as practice.<sup>67</sup>

From this explanation, it can be seen that giving HOTS questions has not been fully given to students on a percentage scale, HOTS can be given only 20% in daily repetition exercises. The teacher also measures students' ability to provide HOTS questions in learning evaluation. Jilka feels that she will be able to be given more questions about HOTS.

e. Lack of facilities and infrastructure as learning facilities

In addition other factors may inhibit pelaksana yng na early learning curriculum of 2013 is less infrastructure to support and complete. As with LCD, where there is only one LCD for one school, there are still many books as learning resources based on the KTSP curriculum, not many books have been provided based on the 2013 curriculum.

At the time of teaching, it was difficult to find resources for learning, because the book was only one, while the books that already used the 2013 curriculum were not available in the library, my children were too busy looking for references at home and there were not many children who made results but who others are still confused.<sup>68</sup>

In essence, there are several problems experienced by Bagor Junior High School 3 in implementing the implementation of learning using 2013 Curriculum, if it is concluded that the problem is two factors, the first factor is the internal factor and the second factor is the external factor. Internal factors include kesipan of teachers who teach by learning approach *scientific*, have not been able to make

<sup>67</sup> Results of Interview with Pak Kukuh Prasetyo ( Social Studies Teacher at 3 Bagor Middle School) Saturday, March 9, 2019. 12:30 WIB

<sup>68</sup> Results of Interview with Mr. Kukuh Prasetyo ( Social Studies Teacher at Bagor 3 Public High School) Saturday, March 9 2019. 12:30 WIB

evaluations about HOTS, students who have not been able to apply the learning *ackif learning* and not ready to be a student who is active and independent in learning activities, in addition to the completeness sara and infrastructure also does not support the implementation of learning using the application of the 2013 curriculum. Whereas external factors are from the government which often changes curriculum, the 2013 curriculum is different from the previous curriculum.

3. The efforts made by IPS teachers in overcoming Probelmatika in the implementation of the 2013 curriculum in the learning process

In the implementation of the revised 2013 Curriculum in 2018 there are still many problems faced by Bagor 3 Junior High School considering that the implementation of the curriculum has only been running for one year or new in the 2018/2019 academic year, only one generation applies the 2013 curriculum, which is only in class VII, namely class VII-A, VII-B and VII-C. So, the problem of Curriculum 2013 appears only in class VII learning.

From the explanation from the Deputy Principal of the Curriculum Field, Mr. Anang Dwijo Suryanto, that from some of the problems faced in applying the curriculum over time until now the school has also tried to strive to overcome the problems experienced, but not all problems can be overcome as a whole, there are several problems that still exist in the implementation of the 2013 Curriculum in learning activities.

a. Providing teacher training through MGMP

Teacher optimization can be done through the Subject Teachers' Consultation Program (MGMP), this program is formed by the Nganjuk district government to strengthen teacher competencies, discuss issues, including 2013

Curriculum problems. All teachers in Nganjuk district are required to take part in this program.

To solve the problem, the school has already started, but yes, walking through all obstacles can be directly resolved. The school also needs adaptation with this new curriculum. We the school can help like teachers who still do not understand and can make the lesson plan there is an MGMP team for facilities and infrastructure problems still need time to complete.<sup>69</sup>

From the information given by Mr. Anang Dwijo Suryanto as the Coordinator of the implementation of the 2013 Curriculum implementation for the problem solving of the RPP can be overcome in MGMP programs where in the MGMP program there are some provisions in the implementation of the 2013 curriculum starting from learning planning, implementing learning lessons to learning evaluation using about HOTS. For the problems in the form of facilities and infrastructure that cannot be maximally addressed, such as requiring LCDs in each class can not be realized, and the procurement of books that are in accordance with the 2013 Curriculum learning has not yet been realized.

b. Forming Teacher Groups in Teaching Practice

Other problems besides teachers who have not been able to make lesson plans that are in accordance with the 2013 curriculum, teachers also cannot teach using *scientific* learning. Teachers in the area Nganjuk MGMPs team has designed khusus to help work together to discuss the learning activities in the classroom. The teachers also have groups from several school representatives to focus on the teaching process using the *scientific* learning method. Within the group consists of 4 to 5 schools, one school from a school that has implemented the 2013 Curriculum has been running for almost two

---

<sup>69</sup> Results of interview with Pak Anang Dwijo (Deputy Principal of the Curriculum Field at 3 Bagor Middle School) Saturday, March 9, 2019. At 11.06 WIB

years. This was also made clear by the statement from Pak Kukuh Prasetyo who attended the training:

Untuk-making lesson plans and teaching we do still find it difficult to miss, because it is the implementation different from the previous curriculum, for that we need an example of teaching of other teachers for us examine first, the way to overcome the problem of learning implementation are in Nganjuk forming clogs p ok consisting of 4 to 5 schools, one school had already been carrying out learning to use the curriculum in 2013, was almost running two years the teachings of this . For example , here is school 3 Bagor Junior High School joined with Nganjuk 5 Public Middle School, Tanjunganom 2 Public Middle School, Sukomoro 1 Public Middle School, 1 Wilangan Middle School and Bagor 1 Junior High School. So, teacher representatives from 1 Bagor Middle School, 3 Bagor Middle School, Sukomoro 1 Public Middle School , and Tanjunganom 2 Public Middle School data to Nganjuk Public High School 5 who have implemented 2013 Curriculum within these two school years, then we observe how teachers at Nganjuk Middle School make lesson plans that in accordance with Kur i kulum 2013, conditioning students, teaching with *scientific* learning , giving direction to students to become active students. However, after that, the direct teaching method I implemented did not go according to plan, such as watching videos and reviewing the historical video, my students were sleeping behind. So, why is there already u saha to deal with Ms. but not many are under control.<sup>70</sup>

Efforts to overcome problems in the implementation of classroom learning using 2013 Curriculum already have a business, although it has not been implemented optimally. Besides the learning resource book, there is still only one book from the Ministry of Education, for additional books the IPS MGMP Team makes the module a companion book for the learning process in the classroom. For planning their learning is also learning to make lesson plans that are in accordance with the provisions of the 2013 Curriculum. While the MGMP implementation itself is usually held once a month.

In the implementation of earlier MGMPs and teacher groups can me ngatasi some of the problems faced, planning of learning the lesson plan, the

---

<sup>70</sup> Results of interview with Kukuh Prasetyo ( Social Studies Teacher at 3 Bagor Middle School) Saturday, March 9 2019. 12.26 WIB

process of learning activities, and evaluation of learning menggunakan a right about HOTS . They can share knowledge and some of their meetings bring tutors to provide guidance on the 2013 Curriculum learning process .

c. Program meetings with Student Parents

In addition 2013 Curriculum can run well if it is also supported by students who are ready to study subjects in schools using 2013 Curriculum. Students spend a lot of time at home, parental involvement in this matter is needed to motivate their children at home to learn and facilitate children so eager to learn. The school often holds student guardian meetings to discuss some of the issues of roofing to give motivation to parents. This was also expressed by Mr. Anang as Deputy Principal in the Field of Curriculum:

Usually we also often invite student guardians to discuss, discuss some problems, guardians of students who are important factors for this school. The meeting is held one semester twice, usually when dividing the results of PTS and PAS. But there are also parents who have just gone to the school<sup>71</sup>

This is done to be able to help the school in implementing the 2013 Curriculum to the fullest. Parents must also understand the development of children in school, and can provide facilities and motivation to their children in the learning process at home. However, not all parents can respond well, some parents have also provided learning motivation to their children, some parents are also indifferent to the development of their children at school, the most important thing is that their children want to go to school is good.

To overcome the mathematics problem when some classroom learning activities have different strategies , Karen each class has its own characteristics. Pak Kukuh and Pak Wakiyo have different learning strategies. So, in essence, the problems encountered in the implementation of the 2013 Curikulum

---

<sup>71</sup> Results of interview with Pak Anang Dwijo (Deputy Principal of the Curriculum Field at 3 Bagor Middle School) Saturday, March 9, 2019. At 11.06 WIB

in this learning activity have been an effort by the school to overcome, but the problem has not been maximally resolved, with time and effort, it is expected that the implementation of the 2013 curriculum can run well.



## CHAPTER V DISCUSSION

### A. RESEARCH RESULT

In this chapter, the researcher will try to explain the research findings with some of the data collected, both from interviews, observation, and documentation. The researcher will describe the data of the meeting and reinforce the supporting theories that are being described.

#### 1. Implementation of Social Sciences Learning Curriculum 2013 at Bagor 3 Public Middle School

Times will continue to change and develop, as well as education. This is because education adapts to the circumstances of the times, and the various problems it faces. The need for changes and changes in curriculum in Indonesia is certainly inseparable from the issue of changing times. Because, the nature of the implementation of education is to be a solution to the problems faced by people and countries. In other words, through the education of the nation and this country will progress. Therefore, education needs to be carried out optimally in order to produce a generation of quality graduates who have the agreed competencies in attitudes, skills and knowledge according to national standards.

To make it all happen, one effort that can be done is to develop a curriculum according to the development of the times, such as future challenges and various negative phenomena that occur in society. Future challenges meant that learners should be prepared with science and technology, and skill a n qualified as stock achieved success in the future. While various negative phenomena in society are interpreted as behaviors shown by the younger generation and students who are far from noble character, such as student fights,

drugs, corruption, and turmoil in other communities.

Curriculum 2013 is a formulation which want to create superior e constellation nation. This curriculum is competency based, therefore its development is formulated in graduate competency standards. The 2013 Curriculum implementation is an improvement of the previous curriculum . In the pattern of development of the curriculum 2013 show clearly defined national education development in learning more to the formation of learners are not just smart in knowledge but also excels in behavior and has an advantage in skill, by realizing the implementation of the learning process in an interactive, inspiring, fun, challenging, motivating students to be active in the learning process.

The integrative scientific (scientific) and thematic learning approach is one approach that focuses on developing the potential of students, focusing on the development of three competencies, namely competency attitude, skill competency and knowledge competency with the implementation of learning like this, the expectation of Curriculum 2013 is to create people Indonesia is productive and able to contribute to the environment of the community and its country.

All schools in Indonesia are expected to be able to carry out the 2013 Curriculum in the learning process. Likewise with SMPN 3 Bagor as one of the schools that are already downloading curriculum in 2013, then it should SMPN 3 Bagor implement learning activities in accordance with the curriculum 2013. Learning activities The 2013 curriculum uses a scientific and thematic-integrative approach . In a book written by Daryantoyang entitled Scientific Learning Approach 2013 Curriculum states: "Learning with the *scientific* approach is a learning process through which observation takes place

(to identify or find problems), formulate problems, submit hypotheses, collect data with various techniques, analyze data, draw conclusions and communicate the concepts, laws or principles found<sup>72</sup>.

With the implementation of the 2013 curriculum at SMP 3 Bagor automatically all learning systems must follow changes in accordance with the 2013 Curriculum standards, including in the process of implementing learning and evaluation activities. The process of implementing learning focuses more on active students or *student centers* that are implemented using scientific knowledge .

While in the learning evaluation process, namely by using an assessment in the form of an assessment of competency, attitudes, skills, and knowledge based on the results and learning process, previously all this time the assessment only measured the results of competencies and ruled out the assessment of the process. Therefore, with the changes in standard assessment in the 2013 Curriculum, a teacher as an educator who implements and develops the learning curriculum is required to have good knowledge, understanding and ability, so that he can implement Curriculum 2013 to the full.

In this 2013 curriculum the assessment also focuses on assessing the process, students are required not only smart and smart to have good grades, but students must also understand and understand. For this reason the emphasis on this curriculum is on the concept of student understanding. Understanding (*comprehension*) is a person's ability to understand and comprehend something after something that is known and remembered. A person is said to understand something if he can provide an explanation and give

---

<sup>72</sup> Daryanto, Pendekatan Pembelajaran Saintifik Kurikulum 2013 (Yogyakarta, Gaya Media, 2014) halaman 51

more details about it using his own words<sup>73</sup>. Understanding is obtained by someone after he has knowledge of something, with someone's understanding has been able to describe and explain something about it in its own language.

Explanation of the understanding of the *scientific* approach by the teacher that the *scientific* approach is an approach in which the learning process leads to 5M, in which there is observing, asking, reasoning, trying and communicating. In addition, the teacher also explained that social studies subjects also have a thematic-integrative approach, namely learning is made per theme and integrated between one subject to other. In addition, based on the results of the 2013 revised 2018 curriculum in the learning process, it must integrate KDP and 4C in the lesson plan. Character Education Strengthening (KDP) in learning. Strengthened characters are mainly 5 characters, namely: religious, nationalist, independent, mutual cooperation, and integrity. In addition to KDP, learning needs to be integrated with literacy; 21st century skills or termed 4C (*Creative, Critical thinking, Communicative, and Collaborative*); and HOTS (*Higher Order Thinking Skill*). The PPK movement needs to integrate, deepen, expand, and simultaneously harmonize various character education programs and activities that have been carried out until now.

In the revised provisions in 2018 it was stated that the learning process must also contain integrating KDP, Literacy, 4C and HOTS, this element has been implemented, namely students before conducting classroom learning are required to pat PKK and PPK greetings, for Literacy in each class provided a small library of several reading books, the book was exchanged with other classes every week, in addition to adding to the spirit of nationalism students were invited to sing folk songs for each graduation lesson or before going home and continued with prayer,

---

<sup>73</sup> Kunandar, Penilaian Autentik (Penilaian hasil belajar peserta didik berdasarkan kurikulum 2013). Jakarta: PT. Raja Grafindo Persada 2013. Halaman 168

4C was included in the RPP in each teacher and can be carried out when the learning process takes place, HOTS evaluation has been given even though it is still gradual at the time of Daily Deuteronomy. Through this distribution it is expected to be able to achieve educational goals based on the 2013 Curriculum and learners are able to deal with and solve problems faced well. So that the learning process can form the attitudes, skills and knowledge of students to the fullest. The teacher's understanding and experience about the 2013 Curriculum learning process should be better and improved. It was also explained by the teacher in the second year that there were improvements so that the obstacles that the teacher complained of diminished.

#### Implementation of Learning Activities

Furthermore, related to the implementation of the 2013 curriculum learning activities based on the description shown from the process of learning activities carried out in schools by social studies teachers, that the teacher refers to active learning or *active learning* where the opportunity for students to play an active role, express ideas in learning and develop the potential that exists in each student.

5M optimization in the form of learning methods that require students to play an active role, by giving students the opportunity to work on various tasks in groups, students are invited to be active in learning, students are also invited to communicate their ideas in front of the classroom with presentation and discussion learning models. that students are given interactive learning by prioritizing the optimization of the potential that exists in each student, except that the methods used in learning are still not varied the teacher often uses the method of discussion and question and answer so there needs to be more innovation to increase student motivation in following learning, even from the description and

information found that the teacher still often intersperses learning with conventional methods(lecture). In addition to implementing learning also refers to 4C, namely ( *Creative, Critical thinking, Communicative, and Collaborative* ). 4C is a 21st century skill. This is what is written in the book of the Director General of Basic and Intermediate Education that 21st Century Learning is learning that must prepare for the 21st Century generation with advances in information and communication technology (ICT or ICT) that are developing so fast. The development of these technologies affects various aspects of life including the learning process<sup>74</sup>. P No 4C learning activities can be done at the beginning of the opening, at the moment of the transmitter of a n material or until the end of the lesson. The components of 21st century skills here are:

a. Critical Thinking Skills and Problem Solving ( *critical thinking and problem Solving* )

Critical thinking is independent, self-disciplined, self-monitored, improving the process of thinking on its own, it is seen as a standard important asset of how it works and how to think in practice.It requires effective communication and problem solving and also commitment to overcome egocentric and sociocentric attitudes.

b. Communication skills (Communication skills)

Communication is the process of transmitting information, ideas, emotions and skills using symbols , words , images, graphics, and numbers

c. Creativity and innovation

Kreativ is heuristic thinking and lateral thinking

d. Collaboration (Collabor a tion)

In the collaborative learning process is a form of cooperation with one

---

<sup>74</sup> Direktorat Pembinaan Sekolah Menengah Atas Direktorat Jendral Pendidikan Dasar Dan Menengah Kemetrian Pendidikan Dan Kebudayaan Tahun 2017, halaman 22

another to help and complement each other to perform certain tasks in order to obtain a predetermined goal<sup>75</sup>.

Learning with effective learning methods will increase motivation and improve student learning achievement in measuring students' ability to master or understand the material learned in the learning process. Bagor 3 Public Junior High School itself is a school that is not supported by adequate facilities and infrastructure, if the method used by the teacher is less varied it will certainly result in the process of social studies learning activities. The implementation of the 2013 IPS curriculum learning will be well implemented if the teacher can be more creative and innovative, despite the lack of facilities and infrastructure. Learning social studies must now be delivered in an integrated manner and using a *scientific approach*, it would be more in need of energy and mind even for teachers.

The foundation of learning is formulated in the 2013 curriculum, regarding the optimization of students, which is the reference for achieving learning objectives, including *observing*, *Questioning* (asking), *associating* (reasoning), *experimental* (trying), and *networking* (forming networks). From the information obtained by the five students, it has been applied by the teacher, but learning runs less optimally due to several factors, namely student factors, which students are still familiar with the lecture method, which dominates the learning process is the teacher, students only as listening objects on the bench, so students are still difficult to actively learn independently, besides the facilities and infrastructure at Bagor 3 Junior High School are in adequate.

Can be broadly drawn between the reference and implementation of the 2013 curriculum learning process in schools, showing a gap between reference

---

<sup>75</sup> Ibid, halaman 6-8

and actual implementation, where the 21st century *scientific* and skills approaches or often referred to as 4C which should be interactive learning and focuses on the development of students where students are given the freedom to self-study which gives them the power to develop their potential, but students have difficulty developing their ideas, this is triggered because students are still not familiar with the new curriculum which students must be active as a result of the teacher who should act as a facilitator in learning, and also as a mentor precisely the role of the teacher is still very much needed as a learning resource or actively matching learning material.

#### Implementation of Learning Evaluation

Furthermore, it relates to the implementation of assessments carried out by social studies teachers and the techniques used in evaluating students. Assessment refers to the notion of assessment contained in the Regulation of the Minister of Education and Culture No. 66 and 81 of 2013. In the Regulation of the Minister of Education and Culture it is explained that the nation of assessment is the same as an assessment, so that only 3 activities are carried out by the teacher to see the development of students, namely:

1. measurement which means the activity of comparing observations with a criterion or size. The measurement results are in the form of scores;
2. Assessment is the process of gathering information / evidence through measuring, interpreting, describing, and interpreting evidence of measurement results. The results of this assessment are in the form of a report card;
3. Evaluation is the process of making decisions based on the results of the assessment. The results of this evaluation are going up / not going up to class, passing or not graduating, remedial or not remedial. One of the characteristics or characteristics of the 2013 curriculum related to assessment is

that teachers are required to carry out authentic assessments<sup>76</sup>. In learning evaluation there is an assessment of knowledge competency, assessment of skills competencies and attitude competencies.

a. Knowledge Competency Assessment

Knowledge assessment can be interpreted as an assessment of intellectual potential that includes factual, conceptual, procedural, and metacognitive knowledge. The cognitive levels of students assessed are: remembering, understanding applying, analyzing, evaluating and creating<sup>77</sup>.

Knowledge assessment is to determine the level of understanding and mastery of learners. Knowledge or cognitive assessment is done by the teacher to measure the level achievement or mastery participants student in aspect knowledge includes memory or memorize, understanding, application or application, analysis with basic competencies and predetermined indicators. The techniques for assessing the competency of knowledge according to the information that has been obtained are by using written and unwritten techniques and also through assignments. The use of written techniques is generally used by the teacher in the activities of Daily Deuteronomy, Mid Semester Exams, Semester Final Exams, written techniques can be either objective or objective questions. Kunandar in his book "Test objectives are those whose questions are closed, so the answer is definite and short or short. Subjective tests are written assessments whose questions are open, so the answer is a fairly long form"<sup>78</sup>. In this evaluation using the HOTS problem, this question can be applied to the daily practice questions during teaching or when the Daily Deuteronomy takes place. The questions that

---

<sup>76</sup> Alimuddin, "Penilaian Dalam Kurikulum 2013" Jursan Matematika FMIPA UNM Makasar, Volume 01 nomor 01, page 2

<sup>77</sup> Ibid halaman 3

<sup>78</sup> Kunandar, Penilaian Autentik (Penilaian Hasil Belajar peserta Didik Berdasarkan Kurikulum 2013), (Jakarta: PT Raja Grafindo Persada, 2013), hlm. 175.

have been given at Bagor 3 Junior High School have been made on HOTS even though it is not completely 100%, but it has been given as an exercise to solve PTS (Middle Semester Assessment) and PAS (Final Semester Assessment) questions.

#### Skills competency assessment

Assessment of achievement of skills competencies is an assessment carried out on students to assess the extent of achievement of SKL, KI, and KD specifically in the dimensions of skills. Scope of assessment of the dimensions of skills includes skills in the concrete sphere including the activities of using, parsing, stringing, modifying, and making. Whereas in the abstract realm, these skills include writing, reading, counting, drawing and composing activities<sup>79</sup>.

Assessment of skills competency requires an action from students to be observed and assessed. This is also expressed by Kunandar "skills (psychomotor) are domains that are related to skills (*skills*) or the ability to act after someone receives a certain learning experience"<sup>80</sup>.

Skills in learning that can be done by the teacher are assessments such as questioning skills, skill in explaining and expressing opinions in discussions, and being skilled in making scientific work. The techniques for assessing skills competency include scoring in each of the selected techniques. Performance appraisals or practices in assessing students' practicality in carrying out practices or activities such as presentations or discussions in groups see the ability of students to work in groups and so on. Then the product assessment in learning activities is used to assess students' skills in producing a product that is pleasing to the learning material. Product forms in social studies learning that can be assessed

---

<sup>79</sup> Amaludin, Op.sit halaman 6

<sup>80</sup> Ibid, halaman 255

based on teacher information are making concept maps, clippings, magazine, etc. that require students to produce a work in social studies learning.

#### Attitude competency assessment

Assessment of attitude competency in learning is a series of activities designed to measure student attitudes as a result of a learning program. Attitude assessment is also the application of a standard or system of decision making towards attitudes. The main use of attitude assessment as part of learning is reflection (reflection) of understanding and progressing attitudes of students individually<sup>81</sup>.

The attitude competency assessment in the 2013 curriculum is divided into two, namely the spiritual attitude (KI-1) and social attitude (KI-2). In the 2013 curriculum in attitude competence, both spiritual competence and social competence are not taught in the teaching and learning process (PBM). Attitude assessment carried out by the teacher is done as a measure of changes in students to be better, attitudes of students to the teacher, attitudes of students to friends, and attitudes to the subject matter, and the learning process. Attitude assessment is also expected to make students become qualified individuals. In this assessment Bagor SMPN3 social studies teachers in using the technique observed at the time of learning, or create *questionnaires* for judging each individual, which is n antinya will be filled with other peers.

2. Social Sciences Teacher Problems in Implementing 2013 Curriculum at Bagor 3 Public Middle School.
  - a. Problems in 2013 Curriculum Planning in Social Sciences Subjects

---

<sup>81</sup> Alamuddin, halaman 7

Based on the recognition of the social studies teacher as a source that is the problem in the implementation of the 2013 curriculum readiness teacher and ability teacher for could doing learning in accordance with the provisions of the 2013 curriculum starting from learning activities which also require planning such as preparing lesson plans to evaluate learning.

In compiling learning settings, teachers are also still having difficulties. To deal with these problems, namely by increasing the professionalism of teachers in terms of preparation of lesson plans. Minister of Education and Culture Regulation No. 65 of 2013 concerning process standards, has explained the need to pay attention to several principles in the preparation of the Learning Implementation Plan (RPP). One of the principles that needs to be considered in the preparation of lesson plans is the characteristics of students. Pe characteristics as well as the learners are most important to note is the inability to cognitive (intellectual), interests, language development, and learning styles<sup>82</sup>.

The teacher is an important key in the application of the 2013 Curriculum can work well, this is also in accordance with Mulyasa's explanation which reveals "the second key to success that determines the success of the 2013 curriculum is teacher creativity, because the teacher is an important factor that has a great influence, even very decisive - whether students learn or not. The 2013 curriculum will be difficult to implement in various regions because some teachers are

---

<sup>82</sup> Ridwan Abdullah Sani, *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013*, (Jakarta: Bumi Aksara, 2014), hlm. 261-262.

not ready "<sup>83</sup>.

By paying attention to these principles, then the teacher will easily determine what strategies, methods, media and learning resources should be used in the learning process so that the learning objectives will be achieved, the management of the class will be more controlled, teachers can master the class especially for students who require special treatment. This is important because understanding the characteristics of students makes teachers able to provide optimal services to students according to their interests, talents, abilities, and potentials, so that they can develop optimally

**b. Problems in the Implementation of the 2013 Curriculum in Social Sciences Subjects**

Mulyasa also revealed "the 2013 curriculum will be difficult to implement in various regions because most of the teachers are not ready, the teacher's unpreparedness is not only related to the affairs of his competence, but also related to his creativity problems"<sup>84</sup>.

The characteristics of the 2013 curriculum related to the learning process include:

1. Use the scientific approach through observing, asking, reasoning, trying, creating, and communicating.
2. Using the environment as a driver of learning.
3. Guiding students to find out, not be told (Discovery Learning)
4. Emphasizing language skills as a means of communication, the bearer of knowledge and logical, systematic and creative thinking<sup>85</sup>.

Based on the information obtained, the teacher experiences problems

<sup>83</sup> E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: Remaja Roskardaya, 2013) page 41

<sup>84</sup> Ibid

<sup>85</sup> Esti Ismawati, *Telaah Kurikulum*, halaman 256 .

related to professional competence, mental readiness and teacher studies that are still specialized, so that the teacher is unable to hold all fields of social studies in an integrated manner. Besides that the teachers are also still lacking in getting knowledge about thematic learning so that they are still awkward in making RPP and implementation of social studies learning in an integrated and thematic manner.

Applying something new is not easy, which requires adaptation with each system carried out in the 2013 curriculum, both the learning system, the material delivery system, the subject matter and other elements. SMPN 3 has only implemented the 2013 curriculum in the learning process for as long as one year the application of this curriculum has many obstacles faced by students, schools and teachers. Based on the information obtained there are various problems experienced by social studies teachers from planning, implementation to evaluation of learning.

If the pull lines are these problems be grouped into two problems of internally and externally. Internal can be described is problematic that comes from within the school such as kuramgnya facilities and infrastructure as a facility to support the implementation of the curriculum in 2013, the readiness of teachers to create lesson plans based on the intelligence of the 21st century or 4C teaching approach scientific, student skills in menyesuaikan self-teaching and learning of *active learning*, it are several factors that arise from within.

Whereas external factors are problematic factors that arise from outside the school, this can be explained that this factor is felt by the teacher to emerge from the government which often changes the curriculum without the support of books as a source of learning. The school especially the teachers feel overwhelmed to adjust themselves, because they need several trainings and the unavailability of

books in accordance with the revised 2013 Curriculum 2018.

c. Problematics in Learning Evaluation at Kurikulum 2013

In addition to the problems in the process of implementing social studies learning, teachers also experience problems during the evaluation of learning because as we know that the evaluation of student learning in the 2013 curriculum includes three competencies, namely competence in attitude, knowledge and skills. The three components are carried out using different assessment techniques and instruments. So that in its own implementation the teacher experiences some problems. Based on the 2013 revised 2018 curriculum which requires evaluation of learning using HOTS questions, the teacher has difficulty making the question because it requires analysis first, when the teacher's daily test gives HOTS questions to students as exercises 5 to 7 questions in the form of HOTS from 20 questions given, but not all students can work on the problem. Students of Bagor 3 Public Middle School have not been able to solve HOTS problems in learning evaluation.

Based on the narrative of several social studies teachers, it can be concluded that the constraints in the evaluation of the implementation of the 2013 curriculum are very much felt, because the assessment must really be done with well, besides the obstacles to the number of assessment formats that must be filled by the teacher at that time, especially the attitude assessment that has a lot of assessment instruments so that there are many complaints from the teachers concerned.

After knowing the various problems that occur in the field to be able to carry out social studies learning in accordance with the 2013 curriculum, this should be a reflection of the world of education in improving the implementation of the 2013 curriculum so that it can run according to what planned .

3. The efforts made by IPS teachers in overcoming Problemstics in the implementation of the 2013 curriculum in the learning process at Bagor 3 Public High School

a. Efforts in the Problematics 2013 Curriculum Planning in Social Sciences Subjects

In the implementation of the revised 2013 Curriculum in 2018 there are still many problems faced by Bagor 3 Junior High School considering that the implementation of the curriculum has only been running for one year or new in the 2018/2019 school year, only one generation has applied the 2013 curriculum which is new in class VII, namely class VII-A, VII-B and VII-C. So, the problem of Curriculum 2013 appears only in class VII learning.

From the explanation of several parties both the school, the teacher as educators and the students. Teachers are an important element in the implementation of Curriculum 2013, because teachers are active in the learning process and direct contact every day with students in the classroom, the importance of the role of teachers so that the implementation of learning becomes maximal, this is in accordance with Hasan's statement, "to overcome problems faced by teachers, we need cooperation from all of us to be able to help each other so that teachers are able to research, get additional income from professionalism and ignite teachers to be creative in developing their own learning media. If all of that can be realized, the quality of our education will increase." <sup>86</sup>

The school has tried to try to overcome these problems, but also not all problems can be overcome as a whole, there are some problems that still exist in the application of 2013 Curriculum in learning activities. It has been explained that the problems encountered are two factors, namely internal factors and

<sup>86</sup> M. Ali Hasan and Ali Mukti, *Kapita Selektta Pendidikan Agama Islam*, (Jakarta: Pedoman Ilmu jaya) page 225

external factors. Internal factors are problems that arise from parties in the school, while external factors are factors that arise from parties outside the school can be exemplified as the government often changes the curriculum policy.

The school can only provide a solution and efforts to several problematics over time the school also hopes that the problems that others can also be addressed in order to study the implementation of Curriculum 2013 can run with well. One problem that can be overcome is the problem faced by the teacher in the learning process. It is expected that MGPM (Deliberation of Subject Teachers) program can help the problems faced by teachers. Deliberation of Teachers of Teachers (MGMP) according to Mulyasa is one of the places used by teachers of similar fields of study for self-development<sup>87</sup>.

Teachers who take part in the MGMP will jointly learn to develop teacher competencies, one of which is teacher professional competence. Forum in the teacher exchange Masuka learning how to make the correct device, manufacture of questions and useful self-development program<sup>88</sup>.

This 2013 curriculum differs from the previous curriculum, because in the current curriculum teachers are required to be creative in learning as a motivation for students to be active when learning takes place, this is also what Mulyasa expressed: "teachers are required to professionally design affective and meaningful learning, organizing learning, choosing the right learning approach, determining learning procedures and establishing competencies effectively and establishing success criteria<sup>89</sup>.

<sup>87</sup> Program pengembangan kapasitas tersebut merupakan kebutuhan mendasar yang harus terpenuhi agar guru sebagai pilar utama pendidikan memiliki sekurang-kurangnya empat kompetensi utama. Jalinan keempat kompetensi akan membentuk sosok guru yang diharapkan memiliki kinerja yang baik. E. Mulyasa, *Manajemen & Kepemimpinan Kepala Sekolah* (Jakarta: Bumi Aksara, 2011), halaman 67.

<sup>88</sup> Farihatun Husna, "Peran MGMP untuk meningkatkan kompetensi Profesional Guru PAI" halaman 5

<sup>89</sup> Mulyasa, "Pengembangan dan Implementasi Kurikulum 2013", (Bandung: Remaja Roskadya

Other problems are teachers who have not been able to make lesson plans in accordance with the 2013 curriculum, teachers who have not been able to teach using *qualified* learning. Teachers in the Nganjuk area have an MGMP Team specifically designed to help work together to discuss learning activities in the classroom. The teachers also have groups from several school representatives to focus on the teaching process using the *scientific* learning method. Within the group consists of 4 to 5 schools, one school from a school that has implemented the 2013 Curriculum has been running for almost two years.

Efforts to overcome problems in the implementation of classroom learning using 2013 Curriculum already have a business, although it has not been implemented optimally. Besides the learning resource book, there is still only one book from the Ministry of Education, for additional books the IPS MGMP Team makes the module a companion book for the learning process in the classroom. For planning learning they also learn to make lesson plans that are in accordance with the provisions of the 2013 curriculum. While the MGMP itself is usually held once a month.

In the implementation of the MGMP and the teacher group, they were able to overcome some of the problems encountered, planning lesson plans, the process of learning activities, and evaluating learning using HOTS questions. They got a variety of knowledge and several of their meetings brought tutors to provide guidance on the 2013 Curriculum learning process.

#### A. 2013 Curriculum Implementation in Social Sciences Subjects

To overcome the problem of students who are less active and confident in the student centered learning model in the 2013 curriculum, especially in social studies learning, this is where the role of a teacher as a motivator is needed so that the atmosphere in the classroom is more conducive to media and supportive learning methods. Teachers need to provide a deeper understanding of social studies subjects, namely about the goals, benefits, and concepts of PS I learning to students, so that students can actively participate in PAI learning without any sense of being burdened.

In addition, apperception also needs to be done in the learning process because to explore students' knowledge, motivate students by presenting interesting material, and encourage them to know new things.<sup>90</sup>

Efforts that need to be done to overcome this problem are teachers who are required to be able to effectively utilize the environment as a source of learning. Utilization of the environment as a learning resource can streamline learning and facilitate the formation of core competencies and basic competencies, as well as the achievement of learning goals<sup>91</sup>

In addition 2013 Curriculum can run well if it is also supported by students who are ready to study subjects in schools using 2013 Curriculum. Students spend a lot of time at home, parental involvement in this matter is needed to motivate their children at home to learn and facilitate children so eager to learn. The school often holds student guardian meetings to discuss some of the issues of roofing to give motivation to parents.

---

<sup>90</sup> E. Mulyasa, Guru dalam Implementasi Kurikulum 2013, hlm. 99

<sup>91</sup> Ibid, halaman 131

## B. Efforts in the Problems of Evaluating Social Studies Learning in the 2013 Curriculum

One alternative to overcome problems related to assessment, in this case the application of authentic assessment, namely by increasing the teacher's understanding of the concept of assessment and the practice of developing assessment instruments, namely the characteristics of good instruments are valid, relevant, representative, practical, discriminatory, specific, and proportional.

With the MGMP discussed earlier, it is expected that social studies teachers who do not understand the concept of assessment in the 2013 curriculum can discuss and be more responsive to information related to the 2013 curriculum. Regarding the evaluation of learning using HOTS during PTS (Final Semester Assessment) and PAS (Final Semester Assessment), the teacher gave a practice session when the daily Deuteronomy was given some HOTS questions so students could get used to working on HOTS problems even though the total number of questions was not given. This is a form of socialization provided by the teacher about evaluating HOTS questions.

In addition the teacher can also overcome these difficulties, the teacher can ask for help from students by giving an evaluation sheet. Can be aspects of attitude and skills. Then, peer assessment can also be applied. The teacher can ask for help from other students to assess. These activities can relieve the teacher's task in assessing and can also train students to be honest and look more closely at their friends.

## B. RESEARCH FINDINGS

### 1. Implementation of social studies learning in 2013 curriculum implementation

In implementing social studies learning by using 2013 curriculum, the teacher has tried to be ready to carry out the task as the most educated educator with the teacher's effort in preparing lesson plans in accordance with the revised 2018 Curriculum provisions in which 21st century skills, literacy and evaluation use HOTS questions, besides it is also proven by the creativity of teachers who have applied an educational model based on active learning that refers to the 2013 curriculum curriculum even though it is still simple. The teacher also invites students to be active in discussions and keep prioritizing the delivery of learning material.

### 2. Implementation of Social Sciences learning problems in 2013 curriculum implementation

Problems with Social Studies learning in implementation by using 2013 Curriculum at Bagor 3 Public Middle School:

- a. Problems with students where the living environment is less supportive for students to be active in learning. This is because the majority of the students' backgrounds are middle-low economic families, which have an impact on the attention and facilities of learning at home and at school.
- b. Teachers who are still struggling to prepare lesson plans and evaluation of learning in accordance with the provisions of the 2013 curriculum, because in the terms of the 2013 curriculum are different from the previous curriculum, and in

the implementation of learning teachers are required to be more creative to produce active students.

c. Teachers are still ignorant in learning using the scientific approach, in that method the teacher is only a mediator and facilitator. However, in the implementation at SMP 3 Bagor the teacher still uses the conventional method, namely the lecture method in the learning process.

d. The implementation of learning using the 2013 Curriculum is still one school year implemented at Bagor 3 Public High School, therefore adaptation and efforts are needed to complete the facilities as facilities and infrastructure that support the implementation of learning using 2013 Curriculum.

3. Efforts in Problems of Social Studies learning in the implementation of the 2013 Curriculum.

In dealing with the problematic implementation of social studies learning by using the 2013 curriculum, the school and teachers have tried to overcome it, although some problems cannot be solved maximally. Some efforts have been made as follows:

a. The teacher has tried to overcome the problems in the implementation of the 2013 Curriculum by participating in several trainings held by the Tim MGMP to prepare lesson plans, implementing learning using a scientific approach so that students can carry out active learning learning.

b. The school tried to balance the students' learning motivation by frequently inviting guardians to discuss student development in school, and asking parents to help motivate students in school learning.

- c. For other problems such as facilities and infrastructures, the school will strive as time goes by, it will be equipped for the 2013 Curriculum learning process to the fullest.





## CHAPTER VI CLOSING

### A. Conclusion

Based on results data analysis and discussion that has been presented about problematic learning IPS inside implementation 2013 revision curriculum in 2018, then obtained conclusion as the following :

1. In a manner line large social studies teacher already arranged learning corresponding with 2013 curriculum , from the data obtained by the teacher already meet components of curriculum RPP 2013 revised 2018
2. Junior High School 3 Bagor has implemented 2013 Curriculum in new Social Studies learning in the 2018/2019 school year. The teacher has carried out learning using a scientific, thematic-integrative approach, 21st century skills and applying lithography.
3. Implementation 2013 curriculum social studies learning at Bagor 3 Junior High School walk not yet maximum Where approach scientific, 21st century skills supposed focusing on development of students so that participants student develop its potential , precisely participants student experience difficulty in develop ideas / ideas , consequently the role of the teacher still very needed active match upmaterial learning . Besides that learning sometimes still use method conventional that is method lecture . even though on learning curriculum 2013 teacher as facilitator and active mediators in learning is students.
4. Students who haven't able to in learning active learning in still need direction and explanation from the teacher, besides that students too still shy and not yet believe self in express ideas or idea on when was executed .

5. Party school already do effort on resolve problematics proficiency level, including through manufacture module as book additional in the learning process and give away training for teachers inthe learning process The MGMPs activities, invites parents of students for work together motivate students in the learning process . in addition to motivating students to be active in the learning process the teacher is required to provide a fun and creative learning model. For facilities and infrastructure, the school is still trying to complete over time, in addition the teacher can also use the environment around the school as literacy in learning.

#### B. Suggestion

After do in SMPN 3 Bagor good inside or even outside the learning process , researchers want deliver little advice for support a repair for maximizing implementation 2013curriculum .

1. For Writer, to pay more attention to the remarks in sentences that match the object's Predicate Object and Description. Using a standard language that matches the words in the Indonesian Dictionary in order to be easily understood by the reader. In order for the reader to understand the direction and reference in research it is better to add theories from expert figures from the west, such as Europe and its surroundings. As well as in research, researchers gained a great deal of experience and insight from school as a place of research. Even better in the study more elaborated and explained about the school in detail and complete

2. For teachers, inside implement 2013 curriculum should be more have readiness more mature , so deep implementation could walk with maximum . Teachers must share been allied social studies teachers related problems experienced and maximizing activities MGMP.
3. For students , before activities learn teaching (KBM) takes place , students should always prepare self with good order when learning take place students could receive material with good ,besides that students should too understand and get used to self with learning curriculum in 2013 which students who must active so that it will support success activities learning implementation 2013 curriculum
4. For Bagor 3 Junior High School to always give away attention more to implementation 2013 curriculum with permanent monitoring the teacher, and permanent carry out training / socializationprograms implementation curriculum 2013, , also utilizing the environment around the school as a source of literacy that can be used as a medium or source of learning during learning activities as well complete means and less infrastructure adequate for sake support success process learning implementation curriculum 2013.

## References

- Afifah, S. N. 2017" *Problematika Kurikulum 2013 pada Mata Pelajaran IPS terpadu di MTsN Malang 1*". Skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN Malik Ibrahim Malang,
- Arikunto, S. 2010. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Asih, F. M. 2010." *Implementasi Kurikulum 2013 Pada Mata Pelajaran IPS di Sekolah Menengah Pertama Negeri 1 Blado*". Pendidikan Ekonomi IKIP Veteran Semarang,
- Crow. 1990. *Pengantar Ilmu Pendidikan*. Yogyakarta: Rakerasarin.
- Darmaningtyas. (2004). *Pendidikan yang Memiskinkan*. Yogyakarta: Intrans Publishing.
- Daryanto. (2014). *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Gajah Media.
- Kunandar. (2013). *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum2013*. Jakarta: PT. Raja Grafindo Persada.
- Izza, I. M. 2016 " *Implementasi Kurikulum 2013 dalam Pembelajaran IPS kelas 8 Semester 2 Tahun Pelajaran 2015/2016 di SMPN 3 sawit Boyolali*". Skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN Wali Songo Semarang.
- Marzuki. 2012. *Metode Riset*. Yogyakarta: BPEF-UI.
- Masruri, Irwan. 2017" *Problematika Penerapan Kurikulum 2013 Mata Pelajaran*

*Bahasa Arab di kelas X MAN Wonosari Guningkidul*". Skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Malang.

Mayangsari, Dewi. 2016. *"Problematika Guru IPS dalam Mengimplementasikan Kurikulum 2013 di MTsN Malang 3"*. Skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN Malik Ibrahim Malang, (2016).

Mulyasa, E. 2017. *Guru dalam Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya.

Mulyas, E. (2013). *Guru dalam Implementasi Kurikulum 2013*. Bandung.

Mulyasa, E. (2013). *Pengembangan dan Implementasi Kurikulum*. Bandung: Remaja Rosdakarya offset.

Nasri, J. N. 2018. *"Problematika Implementasi Kurikulum 2013 Revisi pada mata Pelajaran IPS di kelas VII dan VIII SMP Brawijaya Smart School Malang"*. Skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN Malik Ibrahim Malang.

Peremedikbud. 2013. *Tentang Kerangka dan Struktur Kurikulum Sekolah Menengah Atas/ Madrasah Aliyah*.

Raco, J. R. 2010. *Metode Penelitian Kualitatif*. Jakarta: Kompas Gramedia.

Sani, R. A. (2014). *Pembelajaran Sainifik untuk Implementasi Kurikulum*. Jakarta: Bumi Aksara.

Sukmadinata, N. S. 2007. *Metode Penelitian Pendidikan* . Bandung: Remaja Rosdakarya.

Syukir. 1984. *Dasar-Dasar Strategi Dakwah Islami*. Surabaya. Iklas

UU nomor 20 tahun 2003. PP nomor 19 tahun 2005

Wahyuni, F. 2010. *Kurikulum dari Masa ke Masa (Telaah Atas Pentahapan Kurikulum Pendidikan di Indonesia)*. Sumedang. UPI Sumedang Press



**ATTACHMENT**





PEMERINTAH KABUPATEN NGANJUK  
DINAS PENDIDIKAN

**UPTD SMP NEGERI 3 BAGOR**

Alamat: Ds. Bangrejo Kec. Bagor Kab. Nganjuk  
Telp: 082335621992 e-mail: [uptdsmpn3bagor@ymil.com](mailto:uptdsmpn3bagor@ymil.com)

SURAT KETERANGAN

Nomor: Smp.17.35.1/TL.00.01/196/2019

Yang bertanda tangan di bawah ini:

Nama : Minarti, S.Pd., M.Pd.  
NIP : 19640817 198902 1 004  
Pangkat/Jabatan : Pembina Tk. I (IV/b)  
Jabatan : Kepala SMPN 3 Bagor  
Alama : Balongrejo, Bagor, Balongrejo, Kec. Nganjuk, Nganjuk Regency,  
East Java

Menerangkan bahwa:

Nama : Fyanka Noor Agusningtias  
NIM : 15130004  
Program : S1  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (IPS)

Yang bersangkutan benar telah melaksanakan penelitian di SMPN 3 Bagor. Untuk menyusun skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang dengan judul "SOCIAL SCIENCE TEACHER PROBLEMS IN IMPLEMENTATION OF CURRICULUM 2013 AT JUNIOR HIGH SCHOOL 3 BAGOR NGANJUK".

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Nganjuk, 10 Juni 2019  
Kepala SMPN 3 Bagor

  
Minarti, S.Pd., M.Pd.  
NIP. 19640817 198902 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
 FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
 Jalan Gejeyer 950, Telepon (0341) 552398 Faksimilis (0341) 552398 Malang  
 http://fitk.uin-malang.ac.id email : fitk@uin-malang.ac.id

Nomor : /335/Un.03.1/TL.04.1/02/2019  
 Sifat : Penting  
 Lampiran : -  
 Hal : Izin Penelitian

06 Maret 2019

Kepada  
 Yth. Kepala SMPN 3 Bagor Nganjuk  
 di  
 Nganjuk

*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 : Fyanka Noor Agusningtias  
 NIM : 15130004  
 Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
 Semester - Tahun Akademik : Genap - 2018/2019  
 Judul Skripsi : Social Science Teacher Problems  
 in Implementation of Curriculum 2013 at  
 Junior High School 3 Bagor Nganjuk

Lama Penelitian : Maret 2019 (1 Bulan)

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

Demikian, atas perhatian dan kerjasamanya Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Dekan

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

Tembusan :

1. Yth. Ketua Jurusan P.IPS
2. Arsip

## Transkrip Wawancara

Nama Informan : Anang Dwijo Suryanto. S.Pd  
 Jabatan : Waka Kurikulum  
 Tanggal Wawancara : Sabtu, 9 Maret 2019  
 Jam wawancara : 10.55 WIB  
 Tempat Wawancara : Ruang Tamu Tata Usaha

---

### Daftar Pertanyaan

1. Kapan Kurikulum 2013 Mulai diterapkan di SMPN 3 Bagor ?
2. Kelas berapa saja yang sudah menerapkan kurikulum 2013?
3. Bagaimana upaya yang dilakukan waka kurikulum untuk menunjang keberhasilan guru dalam penyusunan perencanaan pembelajaran?
4. Apakah guru sudah faham dan mampu mengimplementasikannya dengan membuat RPP sesuai dengan pedoman kurikulum 2013?
5. Bagaimana pandangan bapak terkait proses kegiatan pembelajaran implementasi kurikulum 2013?
6. Bagaimana guru IPS mengimplementasikan kurikulum 2013 dalam proses pembelajaran?
7. Apakah bapak mewajibkan guru-guru untuk melakukan penilaian sesuai dengan kurikulum 2013?
8. Apa saja problematika yang dialami guru IPS dalam mengimplementasikan kurikulum 2013?

### Jawaban Pertanyaan

1. Kurikulum 2013 di SMPN 3 Bagor ini mulai diterapkan baru awal tahun ajaran 2018/2019, bisa dikatakan bahwa baru berjalan satu tahun ini.
2. Baru kelas VII yang menerapkan Kurikulum 2013, sedangkan kelas VIII dan IX masih menggunakan KTSP.
3. Untuk melihat keberhasilan kurikulum 2013 ini, saya sebagai waka kurikulum tidak lupa melakukan monitoring terkait pembuatan RPP kepada guru tidak terkecuali guru IPS. Dalam memonitoring ini saya melihat perangkat pembelajaran yang telah dibuat guru, karena sebelum memulai pembelajaran guru diwajibkan harus membuat perencanaan pembelajaran mbak, hal tersebut bertujuan agar pembelajaran bisa berjalan dengan efektif sesuai dengan yang telah direncanakan, namun untuk pelaksanaannya saya serahkan pada guru mata pelajaran masing-masing.
4. Untuk kemampuan guru dalam menyusun RPP masih banyak yang belum faham yang sesuai dengan Kurikulum 2013. Oleh karena itu masih perlu bantuan dari diskusi dan

bimbingan dari guru yang lain.

5. Mengenai proses pembelajaran dengan kurikulum 2013 yaitu menggunakan pendekatan *scientific* mbak, atau yang bisa dikatakan ilmiah mbak, yakni pembelajaran yang mengarah pada 5M, yang didalamnya ada mengamati, menanya, menalar, mencoba dan mengkomunikasikan. Kalau pendekatan *scientific* benar-benar diterapkan dalam proses pembelajaran menurut saya sangat bagus sekali mbak, selain itu pada Kurikulum 2013 revisi tahun 2018 juga ditambahi pembelajaran dengan menggunakan kecakapan abad 21 atau 4C tersebut ditambah dengan literasi dimana siswa menjadi lebih kreatif dalam berpikir dan mandiri dalam belajar, hal ini sangat baik sekali karena dari kegiatan pembelajaran tersebut pastinya siswa diberikan kebebasan untuk mengungkapkan ide dan gagasan dalam proses belajarnya, selain itu hal tersebut akan melatih sikap percaya diri siswa. mungkin seperti itu gambaran kecilnya mbak
6. Untuk pelaksanaan sudah saya serahkan kepada setiap guru mata pelajaran masing-masing, saya percaya mereka pasti juga kreatif, namun saya himbau agar guru-guru juga sering menggunakan metode pembelajaran diskusi.
7. Setiap penilaian sudah wajib dilakukan semua guru, nah dalam kurikulum 2013 ini penilaian mencakup tiga yaitu penilaian kognitif, afektif dan psikomotorik atau istilah sekarang mencakup penilaian pengetahuan. Penilaian sikap, penilaian ketrampilan, penilaiannya itu autentik jadi setiap proses pembelajaran itu ada penilaiannya, jadi penilaiannya nyata terhadap anak-anak.
8. Sebenarnya banyak problematika guru IPS untuk dapat mengimplementasikan kurikulum 2013, seperti yang saya ketahui dalam rapat terkait sosialisasi implementasi kurikulum 2013, banyak guru IPS yang menyuarakan problematikanya dalam rapat, mulai dari problematika pembuatan RPP, pelaksanaan pembelajaran hingga Evaluasi. Harap dimaklumi saja mbak bahwa sekolah kami baru melaksanakan Kurikulum 2013 baru satu tahun ajaran ini

### Transkrip Wawancara

Nama Informan : Drs. Kukuh Prasetyo. M.Si  
 Jabatan : Guru IPS Kelas VII-A dan VII-B  
 Tanggal Wawancara : Sabtu, 9 Maret 2019  
 Jam Wawancara : 12.18 WIB  
 Tempat Wawancara : Di Ruang Tamu Tata Usaha

#### Daftar Pertanyaan

1. Kapan Kurikulum 2013 Mulai diterapkan di SMPN 3 Nganjuk ?
2. Apakah Bapak memahami perbedaan antara RPP kurikulum 2013 dengan RPP kurikulum sebelumnya?
3. Apakah Bapak telah menyiapkan RPP sebelum pembelajaran dimulai?
4. Bagaimana Bapak membuat RPP kurikulum 2013?
5. Bagaimana pandangan Bapak pada proses pembelajaran implementasi kurikulum 2013?
6. Bagaimana penerapan implementasi kurikulum 2013 yang anda lakukan dalam pembelajaran?
7. Metode dan Media apa yang biasanya anda gunakan dalam kegiatan pembelajaran IPS?
8. Apakah Bapak mempersiapkan instrument penilaian kurikulum 2013 sebelum masuk kelas?
9. Teknik apa yang bapak gunakan untuk menilai kompetensi pengetahuan ?
10. Teknik apa yang bapak gunakan untuk menilai kompetensi ketrampilan?
11. Teknik apa yang bapak gunakan untuk menilai kompetensi sikap?
12. Apa saja problematika yang bapak alami dalam mengimplemetasikan kurikulum 2013 ? (baik dari problematika dari mulai perencanaan pembelajaram, pelaksanaan pembelajaran hingga evaluasi pembelajaran?)
13. Bagaimana upaya yang bapak lakukan dalam mengatasi problematika tersebut?

#### Jawaban Pertanyaan

1. Kurikulum 2013 di SMPN 3 Bagor ini mulai diterapkan baru awal tahun ajaran 2018/2019, bisa dikatakan bahwa baru berjalan satu tahun ini. Baru kelas VII yang menggunakan Kurklum 2013, sedangkan kelas VIII dan IX masih menggunkan KTSP. Jadi, masih banyak problematika yang dihadapi dalam pelaksanaan Kuriklum 2013 karena baru berjalan satu tahun.
2. Terkait tentang penyusunan RPP Kurikulum 2013 memang ada beberapa perubahan mbak, jika dibandingkan dengan kurikulum yang sebelumnya, tapi kalau menurut saya pribadi, RPP kurikulum 2013 dengan sebelumnya itu tidak jauh berbeda karena pada dasarnya kurikulum 2013 ini pengembangan dari kurikulum KTSP, hanya saja ada beberapa kompenen yang telah dirubah , misalkan pada bagian langkah-langkah pembelajaran dan lembar penilaian peserta didik. Pada kurikulum 2013 langkah-langkah pembelajarannya khususnya kegiatan inti lebih ditekankan pada pendekatan *scientific* yakni mengamati, menanya, mencoba, menalar, dan mengkomunikasikan, kegiatan inti

tersebut merupakan rincian dari kegiatan eksplorasi, elaborasi dan konfirmasi yang sudah ada sebelumnya pada KTSP. Sedangkan penilaian Kurikulum 2013 proses penilaian pembelajaran menggunakan pendekatan autentik atau menyeluruh meliputi kompetensi sikap, pengetahuan dan ketrampilan, sementara pada kurikulum KTSP penilaian lebih cenderung parsial yang artinya lebih dominan pada kognitifnya. Mungkin itu mbak

3. Tentu mbak, karena disini diwajibkan kepada semua guru untuk membuat RPP sebelum memulai pembelajaran
4. Proses pembuatan rpp kurikulum 2013 sebagaimana yang sudah saya singgung pada wawancara sebelumnya bahwa secara umum komponen-komponen RPP kurikulum 2013 sama seperti RPP kurikulum sebelumnya, jadi yang pertama adalah mencantumkan sekolah, mata pelajaran, kelas/semester, kemudian tema, alokasi waktu, selanjutnya KI dan KD, nah KI ini yang mengalami perubahan istilah yang pada kurikulum sebelumnya disebut SK. Kemudian dilanjut dengan mencantumkan tujuan pembelajaran, materi, metode dan media pembelajaran, hingga langkah-langkah pembelajaran dan penilaian. Hanya saja yang membuat beda pada langkah-langkah pembelajarannya ini kurikulum 2013 lebih menekankan penggunaan pendekatan scientific akan tetapi dalam RPP saya tidak semuanya menggunakan pendekatan scientific, sesekali saya selingi dengan metode konvensional atau ceramah mbak. Karena kalau menurut saya pribadi saya kurang puas apabila siswa tidak diselingi dengan metode ceramah, apalagi saya mengajar kelas VII yang baru peralihan dari sekolah dasar. Jadi pada intinya metode ceramah tetap saya cantumkan di langkah-langkah pembelajaran RPP, selain itu terkadang di RPP saya lampirkan LKS yang telah saya buat untuk diskusi pembelajaran, dan tidak ketinggalan instrument penilaian yang mencakup penilaian, sikap, pengetahuan dan ketrampilan juga saya cantumkan dilampiran. Mungkin itu mbak.
5. Sebagaimana diketahui bahwa kurikulum 2013 berupaya untuk memadukan antara kemampuan sikap, ketrampilan dan pengetahuan, menurut saya sangat bagus sekali mbak apabila ketiga kemampuan tersebut dapat berjalan seimbang, sehingga pencapaian pembelajaran dapat berhasil dengan maksimal. Selain itu, sebagaimana yang telah disinggung pada wawancara sebelumnya, bahwa proses pembelajaran kurikulum 2013 adalah dengan menggunakan pendekatan scientific dan tematik-integratif, menurut saya sangat bagus sekali apabila pendekatan scientific ini dapat terealisasi/ benar-benar diterapkan dalam proses pembelajaran karena dengan pendekatan scientific apa yang dipelajari peserta didik dilakukan dengan indra dan pikiran sendiri sehingga mereka mengalami secara langsung dalam proses mendapatkan ilmu pengetahuan, sehingga melalui kegiatan tersebut, peserta didik mampu memecahkan masalah yang dihadapi dengan baik. Mungkin itu mbak.
6. Kalau mengenai penerapan pembelajaran, saya mengacu pada pembelajaran yang aktif mbak, karena saya biasanya menggunakan metode pembelajaran diskusi dan presentasi, itu mungkin akan membantu siswa dalam mengekspresikan kemampuannya. Jadi proses pembelajarannya awal saya memberikan pandangan umum mengenai pembelajaran atau materi pokok hari itu, yang kemudian mereka saya bentuk kelompok setiap kelompok saya berikan materi atau permasalahan yang akan dibahas yang kemudian diberikan kesempatan berdiskusi untuk memecahkan masalah atau tema tadi, selanjutnya saya hanya memberikan arahan untuk dipresentasikan di depan, masing-masing kelompok
7. perkembangan belajar anak mbak. Akan tetapi seperti yang mbak lihat tadi bahwa dalam

proses pembelajaran saya tetap selingi dengan metode konvensional atau ceramah, hal tersebut dikarenakan siswa kalau disuruh aktif mencari tau sendiri itu kadang tidak sesuai dengan indikator atau tujuan pembelajarannya. Sebelum pembelajaran dimulai ada kalanya guru sudah menyiapkan pertanyaan dan jawaban yang harapannya akan dipertanyakan siswa dalam proses pembelajaran, tetapi pada kenyataannya setelah siswa diberikan kesempatan bertanya siswanya pasif, jarang sekali siswa yang bertanya, sesekali ada yang bertanya mungkin pertanyaannya jauh dari indikator tujuan pembelajaran, jadi hal tersebut ditakutkan tidak tercapainya indikator tujuan pembelajaran yang sudah ditetapkan. Mungkin itu mbak.

8. Saya biasanya menggunakan metode diskusi dan dilanjut dengan presentasi. Akan tetapi seperti yang mbak lihat tadi bahwa dalam proses pembelajaran saya tetap selingi dengan metode konvensional atau ceramah, hal tersebut dikarenakan siswa kalau disuruh aktif mencari tau sendiri itu kadang tidak sesuai dengan indikator atau tujuan pembelajarannya. Untuk hasil Revisi 2018 tentang pembelajaran menggunakan kecakapan abad 21 yang 4C tersebut juga saya terapkan dalam pembelajaran. Pada pembahasan RPP juga saya tuliskan saya sebar dari pendahuluan sampai penutup.
9. Tentu mbak sudah dipersiapkan instrument penilaiannya dilampirkan di RPP, jadi kita tinggal melihat apa yang harus dilakukan saat itu, misalnya kita sudah mempersiapkan instrumen untuk diskusi, jadi saat siswa berdiskusi itu kita melakukan pengamatan penilaian mbak. Sudah tersedia rubric-rubrik kriteria penilaian.
10. Untuk penilaian pengetahuan biasanya bisa melalui tes lisan, tertulis ada objektif dan subjektif, ada tugas individu dan kelompok, mungkin tugas yang bobotnya sama dengan ulangan harian.
11. penilaian ketrampilan yang biasanya saya lakukan ya misalnya kita berikan tugas membuat sesuatu misalnya peta konsep, kliping, dan madding, ya kita tinggal lihat bagaimana siswa berkreasi mbak.
12. Untuk penilaian sikap saya melakukan pengamatan, biasanya saya lakukan pengamatan pada siswa baik sikap nya waktu pelajaran maupun diluar pelajaran. Kalau dalam pelajaran biasanya saya lihat dari cara diskusi antar teman, bagaimana sikapnya dalam menerima pendapat teman, bagaimana sikapnya dalam bekerjasama antar teman, selain itu diluar pelajaran kita bisa amati bagaimana sikapnya sopan santunnya dalam berbicara dengan guru dan antar teman. Mungkin itu mbak.
13. Jadi kalau menurut saya yang menjadi permasalahan dalam implementasi kurikulum 2013 kesiapan guru dan kemampuan guru untuk dapat melaksanakan pembelajaran sesuai dengan kurikulum 2013, mulai dari pembuatan RPP, pelaksanaan pembelajaran hingga evaluasi pembelajaran sesuai dengan kurikulum 2013, itu semua akan mempengaruhi proses pembelajaran dalam kelas dan hasil belajar siswa tentunya.

14. Problematika yaitu juga tentang kesediaan buku sebagai bahan ajar mbak, siswa di sekolah sini tidak mandiri mencari informasi materi sendiri sedangkan buku yang sesuai dengan Kurikulum 2013 hanya satu saja. Untuk itu kita dari tim MGMP memberikan buku dampingan semacam modul untuk sumber belajar siswa meskipun tidak lengkap.
15. Pada evaluasi menggunakan soal HOTS, para guru juga masih belum paham dan belum maksimal dalam membuat soal tersebut, gurunya saja belum paham apalagi muridnya ya mbak. Namun, dalam pelaksanaannya kita juga sudah berusaha untuk mencoba menggunakan soal HOTS dalam soal ualangan Harian mapun dalam soal evaluasi satu materi.
16. Untuk upaya sejauh ini kita pihak guru sebagai pelaksana masih mengandalkan pada kegiatan MGMP di kabupaten. Dalam program tersebut banyak diskusi untuk membahas pelaksanaan pembelajaran.



### Transkrip Wawancara

Nama Informan : Wakiyo. S.Pd  
 Jabatan : Guru IPS Kelas VII-A dan VII-B  
 Tanggal Wawancara : Sabtu, 9 Maret 2019  
 Jam Wawancara : 12.18 WIB  
 Tempat Wawancara : Di Ruang Tamu Tata Usaha

#### Daftar Pertanyaan

1. Kapan Kurikulum 2013 Mulai diterapkan di SMPN 3 Nganjuk ?
2. Apakah Bapak memahami perbedaan antara RPP kurikulum 2013 dengan RPP kurikulum sebelumnya?
3. Apakah Bapak telah menyiapkan RPP sebelum pembelajaran dimulai?
4. Bagaimana Bapak membuat RPP kurikulum 2013?
5. Bagaimana pandangan Bapak pada proses pembelajaran implementasi kurikulum 2013?
6. Bagaimana penerapan implementasi kurikulum 2013 yang anda lakukan dalam pembelajaran?
7. Metode dan Media apa yang biasanya anda gunakan dalam kegiatan pembelajaran IPS?
8. Apakah Bapak mempersiapkan instrument penilaian kurikulum 2013 sebelum masuk kelas?
9. Teknik apa yang bapak gunakan untuk menilai kompetensi pengetahuan ?
10. Teknik apa yang bapak gunakan untuk menilai kompetensi ketrampilan?
11. Teknik apa yang bapak gunakan untuk menilai kompetensi sikap?
12. Apa saja problematika yang bapak alami dalam mengimplemetasikan kurikulum 2013 ? (baik dari problematika dari mulai perencanaan pembelajaram, pelaksanaan pembelajaran hingga evaluasi pembelajaran?)
13. Bagaimana upaya yang bapak lakukan dalam mengatasi problematika tersebut?

#### Jawaban Pertanyaan

1. Kurikulum 2013 di SMPN 3 Bagor ini mulai diterapkan baru awal tahun ajaran 2018/2019, bisa dikatakan bahwa baru berjalan satu tahun ini.
2. Prinsip pembuatan RPP kurikulum 2013 tidak jauh berbeda dengan kurikulum sebelumnya (KBK/KTSP) mbak. Secara umum komponen –komponen RPP kurikulum 2013 sama seperti RPP pada kurikulum sebelumnya mbak contohnya seperti komponen data sekolah, mata pelajaran, materi, alokasi waktu, tujuan pembelajaran, KD, indikator pencapaian kompetensi, metode pembelajaran, media, langkah-langkah pembelajaran hingga penilaian semua komponen tersebut juga ada pada RPP kurikulum sebelumnya. Hanya saja yang membuat beda adalah pada langkah pembelajarannya mbak yang mana guru harus menggunakan pendekatan scientific dan tematik integratif, di tambah lagi hasil dari revisi pada tahun 2018 yang mengahsruskan pembelajaran menggunakan

kecakapan abad 21 yaitu yang 4C tersebut, selain itu dalam penilaian sikap, pengetahuan dan ketrampilan.

3. Terkait dengan RPP memang guru disini diwajibkan membuat RPP mbak, jadi sebelum memulai pembelajaran guru diwajibkan membuat RPP, hal tersebut bertujuan agar pembelajaran berjalan efektif sesuai yang telah direncanakan. Dan RPP yang kami buat juga sudah sesuai dengan ketentuan dari Kurikulum 2013 revisi tahun 2018
4. Penyusunannya sama seperti kurikulum sebelumnya, hanya saja ada beberapa komponen yang ada perubahan, misalnya pada bagian langkah-langkah pembelajaran dan lembar penilaian peserta didik. Dalam kurikulum 2013 langkah-langkah pembelajarannya mengakomodasikan tematik-terpadu dan penggunaan metode lebih berpusat pada peserta didik dan untuk instrument penilaiannya harus dilampirkan di RPP baik penilaian kognitif, afektif, psikomotorik.
5. Kalau menurut saya dengan diterapkannya kurikulum 2013 dalam proses pembelajaran IPS bagus sekali mbak, karena kurikulum 2013 ini menggunakan pendekatan scientific yang mana mengedepankan 5M ya mbak, di mana guru mengawali pembelajaran dengan menyampaikan tujuan pembelajaran, kemudian memberikan pengantar dengan menyampaikan materi yang akan dibahas pada kegiatan pembelajaran yang akan berlangsung, selanjutnya biarkan siswa yang aktif sendiri, karena yang paling utama dalam pembelajaran kurikulum 2013 siswanya yang aktif, di mana siswa akan saya bagi menjadi beberapa kelompok yang kemudian akan mendiskusikan materi yang saya bagi, dilanjutkan dengan mempresentasikan, dengan metode seperti itu akan melatih siswa untuk mandiri dalam belajar, hal tersebut tanpa disadari akan membentuk karakter sikap dalam kerjasama antara teman mbak.
6. Berhubung di sekolah kami baru berjalan satu tahun ini mbak, banyak sekali adaptasi yang kami lakukan, baik dari pihak sekolah, pihak guru dan pihak siswa. Implementasi yang saya terapkan sudah berusaha untuk mengajak siswa pada pembelajaran saintific yaitu diskusi, namun paling dominan tetap pada metode ceramah, agar materi yang saya sampaikan dapat dipahami.
7. Metode yang saya terapkan biasanya diskusi mbak, namun juga masih menggunakan metode ceramah.
8. Sebelum kita masuk ke kelas itu pasti kita sudah merencanakan di dalam RPP terkait kegiatan apa yang dilakukan termasuk penilaian. Di dalam RPP itu sudah ada apa yang kita butuhkan termasuk juga instrumen penilaian.
9. Saya biasanya untuk mengukur pemahaman siswa dengan tes lisan tanya jawab mbak, biasanya diakhir pelajaran saya kasih pertanyaan untuk mengukur pemahaman siswa
10. Ketrampilan atau psikomotor itu yang dinilai mengenai bagaimana anak-anak bisa inovatif dan terampil, dan melaksanakan tugas dengan sungguh-sungguh apa yang diperintahkan oleh guru, bentuk ketrampilan itu sendiri tidak hanya terampil menghasilkan sesuatu saja, tapi misalkan dia terampil bertanya ketika dikelas, terampil menjawab dan mengerjakan tugas.
11. Kalau penilaian sikap ada beberapa teknik yang harus saya lakukan, misalnya seperti penilaian antar teman sejawat, selain itu observasi dari saya sendiri, serta penilaian dari sendiri. Jadi penilaian sikap siswa tidak hanya dilakukan dikelas atau di sekolah mbak kalau saya, tetap saya pantau diluar sekolah juga, apalagi tempat tinggal saya banyak yang satu desa dengan anak-anak, jadi saya pantau pergaulannya dan juga sopan santunnya dengan orang yang lebih tua.

12. Sebenarnya banyak sekali kendala yang dihadapi guru untuk dapat melaksanakan pembelajaran IPS sesuai dengan kurikulum 2013, salah satunya ya pengetahuan guru yang masih kurang tentang pembelajaran tematik, selain itu dari kesiapan mental dan study guru yang masih spesialisasi, hal tersebut tentunya akan menimbulkan problematika pada saat proses pembelajaran mbak, misalnya seperti guru tidak menguasai semua materi pembelajaran, selain itu problematika yang dihadapi guru saat proses pembelajaran juga disebabkan oleh faktor siswa, yang mana siswa di sini sulit sekali untuk aktif mbak, mungkin anak-anak masih bergantung dan menunggu penjelasan dari guru dan siswa masih pasif pada saat pembelajaran, sehingga guru harus pintar-pintar memilih strategi dan metode pembelajaran yang membuat siswa aktif, dan yang terakhir kendalanya fasilitas sekolah mbak, yang mana di SMPN 3 Bagor ini fasilitasnya masih minim sekali mbak, misalnya seperti buku pedoman pembelajaran yang sampai sekarang belum mencukupi semua siswa hal tersebut dikarenakan terhambatnya pengiriman buku dari pemerintah yang masih kurang hampir setengahnya, LCD yang mana belum semua kelas terdapat LCD mungkin hanya beberapa LCD untk digunakan bergantian, selain itu media pembelajaran IPS yang masih minim sekali seperti atlas dan globe.
13. Upaya yang dilakukan oleh pihak sekolah dan guru yang saya ketahi yaitu melalui interkasi dengan orangtua siswa dengan cara mengadakan perkumpulan wali murid siswa yang di dalamnya membahas segala kepetingan pembelajaran siswa dan sebagainya, ini merupakan usaha untuk memotivasi siswa agar semangat belajar atau juga niat dorongan dari keluarga dan usaha guru untuk memahami kurikulum 2013 adalah melalui MGPM.

## Transkrip Wawancara

Nama Informan : Nadin  
Jabatan : Siswa Kelas VII-C  
Tanggal Wawancara : Sabtu, 9 Maret 2019  
Jam Wawancara : 13.00 WIB  
Tempat Wawancara : Di Ruang Tamu Tata Usaha

### Daftar Pertanyaan

1. Apakah kalian menyukai pembelajaran IPS?
2. Apa metode yang sering diterapkan guru dalam proses pembelajaran?
3. Apakah kalian pernah diskusi kelompok?
4. Bagaimana guru mengambil nilai kompetensi pengetahuan, sikap, dan ketrampilan kalian?

### Jawaban Pertanyaan

1. Tergantung materi dan gurunya mbak, kalau gurunya menggunakan metode yang menyenangkan saya suka. Contohnya nge game atau pembelajaran di luar kelas.
2. Kalau belajarnya kami dikelas VII C biasanya diskusi dan presentasi mbak, tetapi kadang Pak Wakiyo yang menjelaskan atau ceramah kadang kita juga ngantuk mbak. Kalau gurunya yang diam kita disuruh aktif kita jadi bingung mbak. ya pengennya kita belajar yang tidak bikin ngantuk misalnya nge game mbak.
3. Pernah, biasanya metode yang sering diterapkan guru dalam pembelajaran adalah metode diskusi mbak, jadi setiap kelompok diskusi yang sudah dibagi guru materinya, kemudian dipresentasikan per kelompok di depan kelas.
4. Kalau pengambilan nilai kompetensi pengetahuan biasanya melalui tugas-tugas, trus UTS, ulangan harian dan UAS mbak, kalau sikap biasanya guru mencatat anak-anak yang ramai, biasanya guru juga mencatat anak-anak yang sering telat, trus sopan santun juga dinilai sama guru mbak, kalau ketrampilan biasanya ketrampilan membuat madding dan kliping, ketrampilan dalam kerapian tulisan dan berbicara juga dinilai oleh guru mbak.

## Transkrip Wawancara

Nama Informan : Sukma  
Jabatan : Siswa Kelas VII-A  
Tanggal Wawancara : Sabtu, 9 Maret 2019  
Jam Wawancara : 13.00 WIB  
Tempat Wawancara : Di Ruang Tamu Tata Usaha

### Daftar Pertanyaan

1. Apakah kalian menyukai pembelajaran IPS?
2. Apa metode yang sering diterapkan guru dalam proses pembelajaran?
3. Apakah kalian pernah diskusi kelompok?
4. Bagaimana guru mengambil nilai kompetensi pengetahuan, sikap, dan ketrampilan kalian?

### Jawaban Pertanyaan

1. Senang mbak, tapi kalau bab sejarah kurang senang
2. Kalau belajarnya kami dikelas VII A biasanya diskusi dan presentasi mbak, tetapi kadang Pak Kukuh yang menjelaskan atau ceramah, pernah juga kita menonton video di LCD
3. Pernah, biasanya metode yang sering diterapkan guru dalam pembelajaran adalah metode diskusi mbak, jadi setiap kelompok diskusi yang sudah dibagi guru materinya, kemudian dipresentasikan per kelompok di depan kelas.
4. Kalau pengambilan nilai kompetensi pengetahuan biasanya melalui tugas-tugas, trus UTS, ulangan harian dan UAS mbak, selain itu juga pernah kita menilai teman kita sendiri.

## KOMPETENSI INTI ( KI ) DAN KOMPETENSI DASAR ( KD )

|                   |                           |
|-------------------|---------------------------|
| Satuan Pendidikan | : UPTD SMP Negeri 3 Bagor |
| Mata Pelajaran    | : Ilmu Pengetahuan Sosial |
| Kelas/Semester    | : VII / 1-2               |
| Tahun Pelajaran   | : 2018/2019               |

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

| KOMPETENSI DASAR  |   |
|---|---|
| Pengetahuan   | Ketrampilan   |
| 3.1. Memahami konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora, dan fauna) dan interaksi antarruang di Indonesia serta pengaruhnya terhadap kehidupan manusia dalam aspek ekonomi, sosial, | 4.1. Menjelaskan konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang di Indonesia serta pengaruhnya terhadap kehidupan manusia Indonesia dalam aspek ekonomi, sosial, budaya, dan pendidikan. |

|  |
|--|
| budaya, dan pendidikan.  |
| <b>MATERI POKOK</b>  |
| <b>A. Manusia, Tempat dan Lingkungannya</b>  |
| 1. Pengertian Ruang dan Interaksi Antar Ruang ( Pengertian Ruang dan Interaksi Antar Ruang , Saling Melengkapi )   |
| 2. Letak Dan Luas Indonesia ( Pemahaman Lokasi Melalui Peta dan Letak Dan Luas Indonesia )   |
| 3. Potensi Sumber Daya Alam dan Kemaritiman ( Potensi Sumber Daya Alam dan Potensi Kemaritiman Indonesia )   |
| 4. Dinamika Kependudukan Indonesia ( Jumlah, Persebaran, Komposisi, Pertumbuhan, Kualitas Penduduk, Keragaman Etnik Budaya )   |
| 5. Kondisi Alam Indonesia ( Keadaan Fisik Wilayah dan Flora Fauna Indonesia )  |
| 6. Perubahan Akibat Interaksi Antar Ruang ( Berkembangnya Pusat Pertumbuhan, Perubahan Penggunaan Lahan - Orientasi Mata Pencaharian, Berkembangnya Sarana Prasarana, Perubahan Sosial Budaya dan Komposisi Penduduk ) |

|  |   |
|--|---|
| <b>KOMPETENSI DASAR</b>  |   |
| <b>Pengetahuan</b>   | <b>Ketrampilan</b>  |
| 3.2. Mengidentifikasi interaksi sosial dalam ruang dan pengaruhnya terhadap kehidupan sosial, ekonomi, dan budaya dalam nilai dan norma serta kelembagaan sosial budaya. | 4.2. Menyajikan hasil identifikasi tentang interaksi sosial dalam ruang dan pengaruhnya terhadap kehidupan sosial, ekonomi, dan budaya dalam nilai dan norma serta kelembagaan sosial budaya. |
| <b>MATERI POKOK</b>  |   |

## B. Interaksi Sosial dan Lembaga Sosial

1. Interaksi Sosial ( Pengertian dan Syarat Interaksi Sosial )
2. Bentuk-Bentuk Interaksi Sosial ( Proses Asosiatif dan Dissosiatif )
3. Pengaruh Interaksi Sosial Terhadap Pembentukan Lembaga Sosial )
4. Lembaga Sosial ( Pengertian, Jenis dan Fungsi Lembaga Sosial )

### KOMPETENSI DASAR

| Pengetahuan  | Ketrampilan  |
|--|--|
| 3.3. Memahami konsep interaksi antara manusia dengan ruang sehingga menghasilkan berbagai kegiatan ekonomi (produksi, distribusi, konsumsi, permintaan, dan penawaran) dan interaksi antarruang untuk keberlangsungan kehidupan ekonomi, sosial, dan budaya Indonesia. | 4.3. Menjelaskan hasil analisis tentang konsep interaksi antara manusia dengan ruang sehingga menghasilkan berbagai kegiatan ekonomi (produksi, distribusi, konsumsi, permintaan, dan penawaran) dan interaksi antarruang untuk keberlangsungan kehidupan ekonomi, sosial, dan budaya Indonesia. |

### MATERI POKOK

## C. Aktivitas Manusia Dalam Memenuhi Kebutuhan

1. Kelangkaan dan Kebutuhan Manusia ( Kelangkaan Sebagai Permasalahan Ekonomi, Kebutuhan Manusia, Tindakan dan Motif Ekonomi )
2. Kegiatan Ekonomi ( Kegiatan Produksi, Konsumsi dan Distribusi )
3. Permintaan, Penawaran , Pasar dan Harga ( Permintaan, Penawaran, Pasar, Harga )
4. Peran IPTEK dalam Kegiatan Ekonomi ( Ilmu Pengetahuan dan Teknologi, Perana IPTEK Dalam Mendukung Ekonomi )
5. Peran Kewirausahaan dalam Membangun Ekonomi Indonesia ( Kreatifitas dan Kewirausahaan )

6. Hubungan Antara Kelangkaan dengan Permintaan & Penawaran Untuk Kesejahteraan dan Persatuan Bangsa Indonesia

| KOMPETENSI DASAR   |  |
|--|--|
| Pengetahuan  | Ketrampilan  |
| 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. | 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. |
| MATERI POKOK   |  |
| <b>D. Masyarakat Indonesia pada Masa Praaksara, Hindu-Buddha, dan Islam</b>  |  |
| 1. Kehidupan Manusia Pada Masa Pra Aksara ( Masa Pra Aksara, Periodisasi Masa Pra Aksara, Nilai-Nilai Budaya Masa Pra Aksara di Indonesia )  |  |
| 2. Kehidupan Masyarakat Pada Masa Hindu Buddha ( Masuknya Kebudayaan Hindu Buddha, Pengaruh Hindu Budha terhadap Masyarakat Indonesia, Kerajaan - Kerajaan Hindu Buddha, Peninggalan Masa Hindu Budha )      |  |
| 3. Kehidupan Masyarakat Pada Masa Islam ( Masuknya Islam di Indonesia, Persebaran Islam, Pengaruh Islam terhadap Masyarakat Indonesia, Kerajaan - Kerajaan Islam dan Peninggalan Budaya Masa Islam )         |  |

Mengetahui,  
KepalaUPTD SMP Negeri 3 Bagor

Nganjuk, 16 Juli 2018  
Guru Mata Pelajaran IPS

**MINARTI, S.Pd, M.Pd**  
NIP. 19640817 198902 1 004

**Drs. Kukuh Prasetyo, M.Si**  
NIP. 19700401 199703 1 010

| PROGRAM TAHUNAN  |   |  |  |                           |             |
|--|---|--|--|---------------------------|-------------|
| Satuan Pendidikan  | : UPTD SMP Negeri 3 Bagor   |  |  |                           |             |
| Mata Pelajaran   | : Ilmu Pengetahuan Sosial   |  |  |                           |             |
| Kelas/Semester   | : VII / 1-2   |  |  |                           |             |
| Tahun Pelajaran  | : 2018/2019   |  |  |                           |             |
| <b>KOMPE TENSI INTI</b>  |   |  |  |                           |             |
| KI 1   | Menghargai dan menghayati ajaran agama yang diartinya   |  |  |                           |             |
| KI 2   | Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  |  |  |                           |             |
| KI 3   | Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  |  |  |                           |             |
| KI 4   | Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori |  |  |                           |             |
| <b>SEMESTER 1</b>  | <b>KOMPETENSI DASAR</b>   |  |  | <b>Alokasi Waktu (JP)</b> | <b>Ket.</b> |
|  | <b>Pengetahuan</b>  | <b>Ketrampilan</b>   |  |                           |             |
|  | 3.1. Memahami konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora, dan fauna) dan interaksi antarruang di Indonesia serta pengaruhnya terhadap kehidupan manusia dalam aspek ekonomi, sosial, budaya, dan pendidikan.                                     | 4.1. Menjelaskan konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang di Indonesia serta pengaruhnya terhadap kehidupan manusia Indonesia dalam aspek ekonomi, sosial, budaya, dan pendidikan.                                |  |                           |             |
|  | <b>MATERI POKOK</b>   |  |  |                           |             |
|  | <b>A. Manusia, Tempat dan Lingkungannya</b>   |  |  |                           |             |
|  | 1 Pengertian Ruang dan Interaksi Antar Ruang ( Pengertian Ruang dan Interaksi Antar Ruang , Saling Melengkapi )   |  |  | 4                         | 1-2         |
|  | 2 Letak Dan Luas Indonesia ( Pemahaman Lokasi Melalui Peta dan Letak Dan Luas Indonesia )   |  |  | 4                         | 3-4         |
|  | 3 Potensi Sumber Daya Alam dan Kemaritiman ( Potensi Sumber Daya Alam dan Potensi Kemaritiman Indonesia )   |  |  | 8                         | 5-9         |
|  | 4 Dinamika Kependudukan Indonesia ( Jumlah, Persebaran, Komposisi, Pertumbuhan, Kualitas Penduduk, Keragaman Etnik  |  |  | 8                         | 10-14       |
|  | 5 Kondisi Alam Indonesia ( Keadaan Fisik Wilayah dan Flora Fauna Indonesia )  |  |  | 8                         | 15-18       |
|  | 6 Perubahan Akibat Interaksi Antar Ruang ( Berkembangnya Pusat Pertumbuhan, Perubahan Penggunaan Lahan - Orientasi  |  |  | 4                         | 19-20       |
|  | <b>KOMPETENSI DASAR</b>   |  |  |                           |             |
|  | <b>Pengetahuan</b>  | <b>Ketrampilan</b>   |  |                           |             |
|  | 3.2. Mengidentifikasi interaksi sosial dalam ruang dan pengaruhnya terhadap kehidupan sosial, ekonomi, dan budaya dalam nilai dan norma serta kelembagaan sosial budaya.  | 4.2. Menyajikan hasil identifikasi tentang interaksi sosial dalam ruang dan pengaruhnya terhadap kehidupan sosial, ekonomi, dan budaya dalam nilai dan norma serta kelembagaan sosial budaya.  |  |                           |             |
|  | <b>MATERI POKOK</b>   |  |  |                           |             |
| <b>B. Interaksi Sosial dan Lembaga Sosial</b>  |   |  |  |                           |             |
| 1 Interaksi Sosial ( Pengertian dan Syarat Interaksi Sosial )  |   |  | 2  | 21                        |             |
| 2 Bentuk-Bentuk Interaksi Sosial ( Proses Asosiatif dan Disosiatif )   |   |  | 8  | 22-25                     |             |
| 3 Pengaruh Interaksi Sosial Terhadap Pembentukan Lembaga Sosial )  |   |  | 4  | 26-27                     |             |
| 4 Lembaga Sosial ( Pengertian, Jenis dan Fungsi Lembaga Sosial )   |   |  | 14   | 28-34                     |             |
| <b>Jumlah ( Semester Ganjil )</b>  |   |  | <b>64</b>  |                           |             |
| <b>SEMESTER 2</b>  | <b>KOMPETENSI DASAR</b>   |  |  | <b>Alokasi Waktu</b>      | <b>Ket.</b> |
|  | <b>Pengetahuan</b>  | <b>Ketrampilan</b>   |  |                           |             |
|  | 3.3. Memahami konsep interaksi antara manusia dengan ruang sehingga menghasilkan berbagai kegiatan ekonomi (produksi, distribusi, konsumsi, permintaan, dan penawaran) dan interaksi antarruang untuk keberlangsungan kehidupan ekonomi, sosial, dan budaya Indonesia.                    | 4.3. Menjelaskan hasil analisis tentang konsep interaksi antara manusia dengan ruang sehingga menghasilkan berbagai kegiatan ekonomi (produksi, distribusi, konsumsi, permintaan, dan penawaran) dan interaksi antarruang untuk keberlangsungan kehidupan ekonomi, sosial, dan budaya Indonesia. |  |                           |             |
|  | <b>MATERI POKOK</b>   |  |  |                           |             |
|  | <b>A. Aktivitas Manusia Dalam Memenuhi Kebutuhan</b>  |  |  |                           |             |
|  | 1 Kelangkaan dan Kebutuhan Manusia ( Kelangkaan Sebagai Permasalahan Ekonomi, Kebutuhan Manusia, Tindakan dan Motif Ekonomi )   |  |  | 6                         | 1-3         |
|  | 2 Kegiatan Ekonomi ( Kegiatan Produksi, Konsumsi dan Distribusi )   |  |  | 6                         | 4-6         |
|  | 3 Permintaan, Penawaran , Pasar dan Harga ( Permintaan, Penawaran, Pasar, Harga )   |  |  | 10                        | 7-11        |
|  | 4 Peran IPTEK dalam Kegiatan Ekonomi ( Ilmi Pengetahuan dan Teknologi, Perana IPTEK Dalam Mendukung Ekonomi )   |  |  | 4                         | 12-13       |
|  | 5 Peran Kewirausahaan dalam Membangun Ekonomi Indonesia ( Kreatifitas dan Kewirausahaan )   |  |  | 4                         | 14-15       |
|  | 6 Hubungan Antara Kelangkaan dengan Permintaan & Penawaran Untuk Kesejahteraan dan Persatuan Bangsa Indonesia   |  |  | 2                         | 16          |
|  | <b>KOMPETENSI DASAR</b>   |  |  |                           |             |
|  | <b>Pengetahuan</b>  | <b>Ketrampilan</b>   |  |                           |             |
|  | 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.  | 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.   |  |                           |             |
|  | <b>MATERI POKOK</b>   |  |  |                           |             |
| <b>B. Masyarakat Indonesia pada Masa Praaksara, Hindu-Buddha, dan Islam</b>  |   |  |  |                           |             |
| 1 Kehidupan Manusia Pada Masa Pra Aksara ( Masa Pra Aksara, Periodisasi Masa Pra Aksara, Nilai-Nilai Budaya Masa Pra Aksara di Indonesia )   |   |  | 8  | 17-20                     |             |
| 2 Kehidupan Masyarakat Pada Masa Hindu Buddha ( Masuknya Kebudayaan Hindu Buddha, Pengaruh Hindu Budha terhadap Masyarakat Indonesia, Kerajaan - Kerajaan Hindu Buddha, Peninggalan Masa Hindu Budha ) |   |  | 8  | 21-24                     |             |
| 3 Kehidupan Masyarakat Pada Masa Islam ( Masuknya Islam di Indonesia, Persebaran Islam, Pengaruh Islam terhadap Masyarakat Indonesia, Kerajaan - Kerajaan Islam dan Peninggalan Budaya Masa Islam )    |   |  | 10   | 25-29                     |             |
| <b>Jumlah ( Semester Genap )</b>   |   |  | <b>58</b>  |                           |             |
| Mengetahui,<br>Kepala UPTD SMP Negeri Bagor 3  |   |  | Nganjuk, 16 Juli 2018<br>Guru Mata Pelajaran           |                           |             |
| MINARTI, S.Pd, M.Pd<br>NIP. 19700410 200003 2 004  |   |  | Drs. Kukuh Prasetyo, M.Si<br>NIP.19700401 199703 1 010 |                           |             |

## SILABUS PEMBELAJARAN

Mata Pelajaran : I P S  
 Kelas / Semester : VII / 1 & 2  
 Sekolah : UPTD SMP Negeri 3 Bagor  
 Tahun Ajaran : 2018 /2019

### Kompetensi Inti:

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

| Kompetensi Dasar   | Materi Pembelajaran  | Kegiatan Pembelajaran  | Penilaian   | Alokasi Waktu | Sumber Belajar   |
|--|--|--|---|---------------|--|
| 3.1 Memahami aspek keruangan dan konektivitas antar ruang dan waktu dalam lingkup regional serta perubahan dan | Bab I : Manusia, Tempat dan Lingkungan<br>A. Pengertian Ruang dan Interaksi Antar ruang<br>1. Saling Melengkapi ( <i>Complementarity</i> atau Regional | <ul style="list-style-type: none"> <li>• Pembelajaran saintifik yang berorientasi pada kegiatan peserta didik dengan mengutamakan aktivitas <i>inquiry</i> untuk terbinanya keterampilan berpikir kritis,</li> </ul> | Sikap: <ul style="list-style-type: none"> <li>• Observasi tentang sikap spiritual (menghayati karunia Tuhan), sikap sosial (tanggung</li> </ul> | 4JP           | <ul style="list-style-type: none"> <li>• Buku Siswa Kelas VII</li> <li>• Buku Guru Kelas VII</li> <li>• Perpustakaan</li> <li>• Atlas</li> <li>• Buku-buku dan referensi lain yang relevan</li> <li>• Media cetak/elek-</li> </ul> |

| Kompetensi Dasar   | Materi Pembelajaran   | Kegiatan Pembelajaran  | Penilaian   | Alokasi Waktu | Sumber Belajar   |
|--|---|--|---|---------------|--|
| <p>keberlanjutan kehidupan manusia (ekonomi, sosial, budaya, pendidikan dan politik)</p> <p>4.1 Menyajikan hasil telaah konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang Indonesia serta pengaruhnya terhadap kehidupan manusia Indonesia dalam aspek ekonomi, sosial, budaya, dan pendidikan</p> | <p><i>Complementarity</i>)</p> <p>2. Persebaran Penduduk</p> <p>B. Letak dan Luas Indonesia</p> <p>1. Pemahaman Lokasi Melalui Peta</p> <p>2. Letak dan Luas Indonesia</p> <p>C. Potensi Sumber Daya Alam dan Kemaritiman Indonesia</p> <p>1. Potensi Sumber Daya Alam Indonesia</p> <p>2. Potensi Kemaritiman Indonesia</p> <p>D. Dinamika Kependudukan Indonesia</p> <p>1. Jumlah Penduduk</p> <p>2. Persebaran Penduduk</p> <p>3. Komposisi Penduduk</p> <p>4. Pertumbuhan dan Kualitas Penduduk</p> <p>5. Keragaman Etnik dan Budaya</p> <p>E. Kondisi Alam Indonesia</p> <p>1. Kondisi Fisik Wilayah</p> | <p>meningkatkan kemampuan literasi informasi dan menguasai teknologi informasi dan komunikasi.</p> <ul style="list-style-type: none"> <li>• Kegiatan pembelajaran diselaraskan dan atau dapat mengikuti tahapan sebagai berikut: <ul style="list-style-type: none"> <li>✓ Mengamati peta kondisi geografi di Indonesia</li> <li>✓ Membuat peta penyebaran sumber daya alam di Indonesia</li> <li>✓ Membandingkan data kependudukan (sebaran dan pertumbuhan) berdasarkan tahun</li> <li>✓ Menyajikan data kependudukan dalam bentuk tabel dan grafik.</li> <li>✓ Mengidentifikasi masalah akibat interaksi antarruang (mobilitas penduduk, distribusi barang, arus informasi, dan</li> </ul> </li> </ul> | <p>jawab, disiplin, dan kerjasama) dengan menggunakan rubrik</p> <ul style="list-style-type: none"> <li>• Pengetahuan <ul style="list-style-type: none"> <li>✓ Tes Tertulis/ Lisan,</li> <li>✓ Penugasan,</li> </ul> </li> <li>• Keterampilan: <ul style="list-style-type: none"> <li>✓ Proyek</li> <li>✓ Praktik</li> <li>✓ Kinerja</li> <li>✓ Portofolio</li> </ul> </li> </ul> |               | <p>tronik</p> <ul style="list-style-type: none"> <li>• Lingkungan sekitar (<i>Green House, Sangkar Burung, Kolam Ikan, Sungai, dll</i>)</li> <li>• Internet</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran   | Kegiatan Pembelajaran   | Penilaian   | Alokasi Waktu | Sumber Belajar  |
|---|---|---|---|---------------|---|
|   | <p>2. Flora dan Fauna</p> <p>F. Perubahan Akibat Interaksi Antar ruang</p> <ol style="list-style-type: none"> <li>Berkembangnya Pusat-Pusat Pertumbuhan</li> <li>Perubahan Penggunaan Lahan</li> <li>Perubahan Orientasi Mata Pencaharian</li> <li>Berkembangnya Sarana dan Prasarana</li> <li>Adanya Perubahan Sosial dan Budaya</li> <li>Berubahnya Komposisi Penduduk</li> </ol> | persebaran gagasan perubahan)   |   |               |   |
| 3.2 menganalisis interaksi sosial dalam ruang dan pengaruhnya terhadap kehidupan sosial, ekonomi dan budaya dalam nilai dan norma serta kelembagaan sosial budaya | <p>Bab II : Interaksi Sosial Dan Lembaga Sosial</p> <p>A. Interaksi Sosial</p> <ol style="list-style-type: none"> <li>Pengertian dan Syarat Interaksi Sosial</li> <li>Bentuk-Bentuk Interaksi Sosial</li> </ol> <p>B. Pengaruh Interaksi Sosial Terhadap Pembentukan Lembaga Sosial</p> <p>C. Lembaga Sosial</p>  | <p><input type="checkbox"/> Pembelajaran berbasis masalah dengan mengutamakan aktivitas <i>inquiry</i> untuk terbinanya berpikir kritis, kreatif, dan berkolaboratif, serta meningkatkan kemampuan komunikasi.</p> <p><input type="checkbox"/> Kegiatan pembelajaran diselaraskan dan atau dapat mengikuti tahapan sebagai berikut:</p> | <p>Sikap:</p> <ul style="list-style-type: none"> <li>Observasi tentang sikap spiritual (menghayati karunia Tuhan), sikap sosial (tanggung jawab, disiplin, dan kerjasama) dengan menggunakan rubrik</li> <li>Pengetahuan<br/>✓ Tes Tertulis/</li> </ul> | 16 JP         | <ul style="list-style-type: none"> <li>Buku Siswa Kelas VII</li> <li>Buku Guru Kelas VII</li> <li>Perpustakaan</li> <li>Atlas</li> <li>Buku-buku dan referensi lain yang relevan</li> <li>Media cetak/elektronik</li> <li>Lingkungan sekitar</li> <li>Internet</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran  | Kegiatan Pembelajaran   | Penilaian   | Alokasi Waktu | Sumber Belajar   |
|---|--|---|---|---------------|--|
| 4.2 menyajikan hasil analisis tentang interaksi sosial dalam ruang dan pengaruhnya terhadap kehidupan sosial, ekonomi dan budaya dalam nilai dan norma, s kelembagaan sosial budaya | 1. Pengertian Lembaga Sosial<br>2. Jenis dan Fungsi Lembaga Sosial     | <ul style="list-style-type: none"> <li>- Mengamati interaksi sosial masyarakat pedesaan dan perkotaan</li> <li>- Mengamati faktor-faktor yang mempengaruhi bentuk interaksi sosial berdasar lembaga yang ada di masyarakat</li> <li>- Menyajikan data hasil analisis interaksi sosial menurut bentuknya di pedesaan dan perkotaan</li> <li>- Menganalisis dampak interaksi sosial terhadap kegiatan ekonomi, pendidikan, budaya, dan politik.</li> <li>- Mengajukan solusi atau pemecahan masalah untuk membina kehidupan sosial yang harmonis dan berkeadilan di lingkungan masyarakat Indonesia.</li> </ul> | Lisan,<br>✓ Penugasan,<br><ul style="list-style-type: none"> <li>• Keterampilan:               <ul style="list-style-type: none"> <li>✓ Proyek</li> <li>✓ Praktik</li> <li>✓ Kinerja</li> <li>✓ Portofolio</li> </ul> </li> </ul> |               |  |
| 3.3 Menganalisis konsep interaksi antara manusia  | Bab III : Aktivitas Manusia Dalam Memenuhi Kebutuhan A. Kelangkaan dan | <ul style="list-style-type: none"> <li>• Pembelajaran berbasis proyek dengan mengutamakan aktivitas <i>inquiry</i> untuk</li> </ul>   | Sikap:<br><ul style="list-style-type: none"> <li>• Observasi tentang sikap spiritual</li> </ul>   | 12 JP         | <ul style="list-style-type: none"> <li>• Buku Siswa Kelas VII</li> <li>• Buku Guru Kelas VII</li> <li>• Perpustakaan</li> <li>• Atlas</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran  | Kegiatan Pembelajaran   | Penilaian  | Alokasi Waktu | Sumber Belajar  |
|---|--|---|--|---------------|---|
| <p>dengan ruang sehingga menghasilkan berbagai kegiatan ekonomi (produksi, distribusi, konsumsi, penawaran-permintaan) dan interaksi antarruang untuk keberlangsungan kehidupan ekonomi, sosial dan budaya Indonesia</p> <p>4.3 Menyajikan hasil analisis tentang konsep interaksi antara manusia dengan ruang sehingga menghasilkan berbagai kegiatan ekonomi (produksi, distribusi, konsumsi, permintaan, dan</p> | <p>Kebutuhan Manusia</p> <ol style="list-style-type: none"> <li>1. Kelangkaan sebagai permasalahan ekonomi</li> <li>2. Kebutuhan Manusia</li> <li>3. Tindakan, Motif, dan Prinsip Ekonomi</li> </ol> <p>B. Kegiatan Ekonomi</p> <ol style="list-style-type: none"> <li>1. Kegiatan Produksi</li> <li>2. Kegiatan Distribusi</li> <li>3. Kegiatan Konsumsi</li> </ol> <p>C. Permintaan, Penawaran, Pasar, dan Harga</p> <ol style="list-style-type: none"> <li>1. Permintaan</li> <li>2. Penawaran</li> <li>3. Kegiatan Konsumsi</li> </ol> <p>D. Peran Iptek dalam Kegiatan Ekonomi</p> <ol style="list-style-type: none"> <li>1. Ilmu Pengetahuan dan Teknologi</li> <li>2. Peran Iptek dalam Menunjang Kegiatan Ekonomi</li> </ol> <p>E. Peran Kewirausahaan dalam Membangun Ekonomi Indonesia</p> <ol style="list-style-type: none"> <li>1. Kreativitas</li> <li>2. Kewirausahaan</li> </ol> <p>F. Hubungan antara Kelangkaan dengan Permintaan-Penawaran untuk Kesejahteraan</p> | <p>terbinanya berpikir kritis, kreatif, inovatif, berkolaborasi, dan meningkatkan literasi informasi dan komunikasi.</p> <p>□ Kegiatan pembelajaran diselenggarakan dan atau dapat mengikuti tahapan sebagai berikut:</p> <ul style="list-style-type: none"> <li>✓ Membuat daftar kebutuhan dan kelangkaan barang dalam keluarga</li> <li>✓ Mengumpulkan data berbagai kegiatan ekonomi di pedesaan dan perkotaan</li> <li>✓ Menganalisis pengaruh teknologi internet terhadap penawaran dan permintaan</li> <li>✓ Menciptakan gagasan kreatif untuk mengembangkan jenis-jenis kewirausahaan mandiri yang memanfaatkan</li> </ul> | <p>(menghayati karunia Tuhan), sikap sosial (tanggung jawab, disiplin, dan kerjasama) dengan menggunakan rubrik</p> <ul style="list-style-type: none"> <li>• Pengetahuan <ul style="list-style-type: none"> <li>✓ Tes Tertulis/ Lisan,</li> <li>✓ Penugasan,</li> </ul> </li> <li>• Keterampilan: <ul style="list-style-type: none"> <li>✓ Proyek</li> <li>✓ Praktik</li> <li>✓ Kinerja</li> <li>✓ Portofolio</li> </ul> </li> </ul> |               | <ul style="list-style-type: none"> <li>• Buku-buku dan referensi lain yang relevan</li> <li>• Media cetak/elektronik</li> <li>• Lingkungan sekitar</li> <li>• Internet</li> </ul> |

| Kompetensi Dasar   | Materi Pembelajaran   | Kegiatan Pembelajaran   | Penilaian   | Alokasi Waktu | Sumber Belajar  |
|--|---|---|---|---------------|---|
| <p>penawaran) dan interaksi antarruang untuk Keberlangsungan kehidupan ekonomi, sosial, dan budaya Indonesia</p>   | <p>dan Persatuan Bangsa Indonesia</p>   | <p>potensi lingkungan sekitar sekolah.</p>  |   |               |   |
| <p>3.4 Memahami berpikir kronologi, perubahan dan kesinambungan dalam kehidupan bangsa Indonesia pada aspek politik, sosial, budaya, geografis, dan pendidikan sejak masa praaksara sampai</p> | <p>Bab IV : Masyarakat Indonesia pada Masa Pra aksara, Hindu-Buddha, dan Islam</p> <p>A. Kehidupan Manusia pada Masa Pra aksara</p> <ol style="list-style-type: none"> <li>1. Mengetahui Masa Pra aksara</li> <li>2. Periodisasi Masa Pra aksara</li> <li>3. Nilai-Nilai Budaya Masa Pra aksara di Indonesia</li> <li>4. Nenek Moyang Bangsa Indonesia</li> </ol> | <p><input type="checkbox"/> Pembelajaran saintifik dengan mengutamakan aktivitas <i>heuristik</i> untuk terbinanya berpikir kritis, kreatif, inovatif, memecahkan masalah, berkolaborasi, dan meningkatkan kemampuan komunikasi.</p> <p><input type="checkbox"/> Kegiatan pembelajaran diselaraskan dan atau dapat mengikuti tahapan sebagai berikut:</p> <p>✓ Mengidentifikasi karakteristik</p> | <p>Sikap:</p> <ul style="list-style-type: none"> <li>• Observasi tentang sikap spiritual (menghayati karunia Tuhan), sikap sosial (tanggung jawab, disiplin, dan kerjasama) dengan menggunakan rubrik</li> <li>• Pengetahuan <ul style="list-style-type: none"> <li>✓ Tes Tertulis/ Lisan,</li> <li>✓ Penugasan,</li> </ul> </li> </ul> | <p>4 JP</p>   | <ul style="list-style-type: none"> <li>• Buku Siswa Kelas VII</li> <li>• Buku Guru Kelas VII</li> <li>• Perpustakaan</li> <li>• Atlas</li> <li>• Buku-buku dan referensi lain yang relevan</li> <li>• Media cetak/elektronik</li> <li>• Lingkungan sekitar</li> <li>• Internet</li> </ul> |

| Kompetensi Dasar   | Materi Pembelajaran  | Kegiatan Pembelajaran   | Penilaian   | Alokasi Waktu | Sumber Belajar |
|--|--|---|---|---------------|----------------|
| <p>masa Hindu-Buddha, dan Islam</p> <p>4.4 Menyajikan hasil analisis kronologi, perubahan, dan kesinambungan dalam kehidupan bangsa Indonesia pada aspek politik, sosial, budaya, geografis, dan pendidikan sejak masa praaksara sampai masa Hindu-Buddha, dan</p> | <p>B. Kehidupan Masyarakat pada Masa Hindu-Buddha</p> <ol style="list-style-type: none"> <li>1. Masuknya Kebudayaan Hindu-Buddha di Indonesia</li> <li>2. Pengaruh Hindu-Buddha terhadap Masyarakat Indonesia</li> <li>3. Kerajaan-Kerajaan Hindu-Buddha di Indonesia</li> <li>4. Peninggalan-Peninggalan Masa Hindu-Buddha</li> </ol> <p>C. Kehidupan</p> | <p>peninggalan masyarakat praaksara, masa Hindu-Buddha, dan masa Islam secara heuristik (menelaah fakta dan data tersedia) dan berkolaborasi.</p> <ul style="list-style-type: none"> <li>✓ Membandingkan karakteristik kehidupan masyarakat baik aspek sosial, budaya, dan ekonomi pada masa pra aksara, Hindu-Buddha, dan masa Islam</li> <li>✓ Menyajikan hasil analisis perubahan dan kesinambungan kehidupan bangsa Indonesia pada masa praaksara, Hindu-Buddha dan Islam.</li> </ul> | <ul style="list-style-type: none"> <li>• Keterampilan: <ul style="list-style-type: none"> <li>✓ Proyek</li> <li>✓ Praktik</li> <li>✓ Kinerja</li> <li>✓ Portofolio</li> </ul> </li> </ul> |               |                |

| Kompetensi Dasar | Materi Pembelajaran   | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|---|-----------------------|-----------|---------------|----------------|
| Islam            | Masyarakat pada Masa Islam<br>1. Masuknya Islam ke Indonesia<br>2. Persebaran Islam di Indonesia<br>3. Pengaruh Islam terhadap Masyarakat Indonesia<br>4. Kerajaan-Kerajaan Islam di Indonesia<br>5. Peninggalan Sejarah Masa Islam |                       |           |               |                |

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Satuan Pendidikan** : SMP Negeri 3 Bagor  
**Mata Pelajaran** : IPS  
**Kelas/Semester** : VII/Ganjil  
**Materi** : Manusia, Tempat dan Lingkungan  
**Sub Materi** : Dinamika Kependudukan Indonesia  
**Tahun Pelajaran** : 2018/2019  
**Alokasi Waktu** : 8 JP (4 Pertemuan)

**A. Kompetensi Inti**

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

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)**

| Kompetensi Dasar (KD)   | Indikator Pencapaian Kompetensi (IPK)   |
|---|---|
| 3.1 Memahami konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang di Indonesia serta pengaruhnya terhadap kehidupan manusia dalam aspek ekonomi, sosial, budaya, dan pendidikan.                       | 3.1.1 Menganalisis jumlah penduduk Indonesia diantara penduduk negara lainnya di dunia;<br>3.1.2 Mengidentifikasi pola sebaran penduduk Indonesia;<br>3.1.3 Menganalisis komposisi penduduk Indonesia menurut usia;<br>3.1.4 Menganalisis komposisi penduduk Indonesia menurut jenis kelamin;<br>3.1.5 Menjelaskan perkembangan angka pertumbuhan penduduk Indonesia;<br>3.1.6 Menganalisis kualitas penduduk Indonesia;<br>3.1.7 Mengidentifikasi keragaman tarian di Indonesia;   |
| 4.1 Menyajikan hasil telaah konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang Indonesia serta pengaruhnya terhadap kehidupan manusia Indonesia dalam aspek ekonomi, sosial, budaya, dan pendidikan. | 4.1.1 Membuat telaah konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang Indonesia serta pengaruhnya terhadap kehidupan manusia Indonesia dalam aspek ekonomi, sosial, budaya, dan pendidikan<br>4.1.2 Mempresentasikan hasil telaah konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang Indonesia serta pengaruhnya terhadap kehidupan manusia Indonesia dalam aspek ekonomi, sosial, budaya, dan pendidikan |

" **Nilai Karakter**

- Religius
- Mandiri
- Gotong royong
- Kejujuran
- Kerja keras
- Percaya diri
- Kerjasama

**C. Tujuan Pembelajaran:**

Melalui kegiatan pembelajaran menggunakan model *Problem Based Learning* yang menuntun peserta didik untuk mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas:

**Pertemuan 1**

- membandingkan jumlah penduduk Indonesia diantara penduduk negara lainnya di dunia;
- menjelaskan pola sebaran penduduk Indonesia;

**Pertemuan 2**

- menjelaskan komposisi penduduk Indonesia menurut usia;
- menjelaskan komposisi penduduk Indonesia menurut jenis kelamin;

**Pertemuan 3**

- menjelaskan perkembangan angka pertumbuhan penduduk Indonesia;
- menjelaskan kualitas penduduk Indonesia;

**Pertemuan 4**

- menunjukkan keragaman rumah adat di Indonesia;
- menunjukkan keragaman pakaian adat di Indonesia;
- menunjukkan keragaman tarian di Indonesia;

dengan rasa *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.*

**D. Materi Pembelajaran**

**1. Materi pembelajaran regular**

**a. Fakta**

- Dinamika kependudukan Indonesia

**b. Konsep**

- Penduduk adalah sekelompok manusia yang menempati wilayah tertentu dengan batas-batas tertentu
- Jumlah penduduk adalah banyaknya penduduk yang menempati suatu wilayah pada waktu tertentu

**c. Prinsip**

- Pertumbuhan penduduk dipengaruhi adanya kelahiran, kematian, dan migrasi

**d. Prosedur**

- Menyajikan hasil telaah konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antarruang Indonesia serta pengaruhnya terhadap kehidupan manusia Indonesia dalam aspek ekonomi, sosial, budaya, dan pendidikan.

**2. Materi pembelajaran remedial**

- Dinamika Kependudukan Indonesia

### 3. Materi pembelajaran pengayaan

- Angka pertumbuhan kependudukan Indonesia

### E. Metode Pembelajaran

Pendekatan : Saintifik

Metode : Teknik ATM (Amati, Tiru dan Modifikasi), diskusi kelompok, tanya jawab, penugasan

Model : Problem Based Learning

1. Mengorientasikan
2. Mengorganisasikan kegiatan pembelajaran
3. Membimbing penyelidikan mandiri dan kelompok
4. Mengembangkan dan menyajikan hasil karya
5. Menganalisis dan evaluasi proses pemecahan masalah

### F. Media Pembelajaran

1. Media LCD projector,
2. Laptop,
3. Bahan Tayang

### G. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2018. Buku Siswa kelas 9 Mata Pelajaran IPS Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2018. Buku Guru kelas 9 Mata Pelajaran IPS Jakarta: Kementerian Pendidikan dan Kebudayaan
3. Internet
4. Sumber lain yang relevan

### H. Langkah-langkah Pembelajaran

| 1. Pertemuan Ke-1 ( 2 x 40 menit )   | Waktu                      |
|--|----------------------------|
| <p style="text-align: center;"><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b><br/> <b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)</i>)</p> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>❖ Peserta didik mengucapkan salam khas sekolah.</li> <li>❖ Guru mengecek kehadiran peserta didik dan mengajak mereka untuk merapikan meja, kursi serta kebersihan kelas.</li> <li>❖ Peserta didik mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran.</li> <li>❖ Sebelum memulai pelajaran, guru mengajak peserta didik untuk bernyanyi bersama yang ada pada buku siswa, guru juga bisa mengajak peserta didik menyanyikan lagu lain yang sesuai dengan tema pelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya,               <ul style="list-style-type: none"> <li>➤ <i>Potensi Terumbu Karang Di Indonesia</i></li> </ul> </li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> | <p><b>10<br/>menit</b></p> |

| <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila materi/tema/ projek ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:             <ul style="list-style-type: none"> <li>➢ <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> </ul> </li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul> |  |                     |
|---|--|---------------------|
| <b>Kegiatan Inti</b>  |  | <b>60<br/>menit</b> |
| Sintak Model Pembelajaran   | Kegiatan Pembelajaran  |                     |
| Orientasi peserta didik kepada masalah  | <p>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</p> <ul style="list-style-type: none"> <li>• <b>Melihat</b> (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> <ul style="list-style-type: none"> <li>➢ Menayangkan gambar/foto tentang</li> <li>➢ <i>Jumlah Dan Sebaran Penduduk Indonesia</i> .</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>• <b>Mengamati</b> <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i><br/>Peserta didik bersama kelompoknya melakukan pengamatandari permasalahan yang ada di buku paket berkaitan dengan materi             <ul style="list-style-type: none"> <li>➢ Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru</li> <li>➢ Peserta didik mengamati peta yang menunjukkan jumlah dan sebaran penduduk Indonesia</li> <li>➢ Berdasarkan hasil pengamatan terhadap gambar, peserta</li> </ul> </li> </ul> |                     |

|                                    |  |  |
|------------------------------------|--|--|
|                                    | <p>didik diminta untuk mendiskusikan tentang hal-hal yang ingin diketahui.</p> <ul style="list-style-type: none"> <li>• <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) <ul style="list-style-type: none"> <li>➢ Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> </ul> </li> <li>• <b>Mendengar</b> <ul style="list-style-type: none"> <li>➢ Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> </ul> </li> <li>• <b>Menyimak, Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</b> <ul style="list-style-type: none"> <li>➢ Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> </ul> </li> </ul>  |  |
| Mengorganisasikan peserta didik    | <p><b>Menanya</b> <i>Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i></p> <p>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) dengan sikap jujur, disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i></p> <ul style="list-style-type: none"> <li>• Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket;</li> <li>• Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya;</li> <li>• <b>Mengajukan pertanyaan</b> tentang : <ul style="list-style-type: none"> <li>➢ <i>Jumlah Dan Sebaran Penduduk 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 : <ul style="list-style-type: none"> <li>➢ <i>berapa jumlah anggota keluarga yang tinggal di rumah kamu?</i></li> <li>➢ <i>Apa yang terjadi jika jumlah anggota keluarga sangat banyak?</i></li> </ul> </li> </ul> </li> </ul> |  |
| Data collection (pengumpulan data) | <p><b>Mengumpulkan informasi</b> (<i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter), literasi (membaca)</i>)</p> <ul style="list-style-type: none"> <li>❖ Peserta didik dibagi ke dalam beberapa kelompok untuk</li> </ul>   |  |

|  |  |  |
|--|--|--|
|  | <p>bekerjasama.</p> <ul style="list-style-type: none"> <li>❖ Peserta didik diberikan permasalahan dalam bentuk Lembar Kerja Peserta Didik (LKPD).</li> <li>❖ Peserta didik diarahkan untuk mengumpulkan dan mengeksplorasi data dari aneka sumber yang akan digunakan untuk menyelesaikan permasalahan di Lembar Kerja Peserta Didik (LKPD) dengan sikap <u>memiliki rasa percaya diri, tangguh menghadapi masalah, tanggungjawab, dan kerjasama (menalar dan mencoba).</u></li> </ul> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati obyek/kejadian,</b> <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter</i></li> <li>❖ <b>Membaca sumber lain selain buku teks</b><br/>mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang<br/>: <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> <li>❖ <b>Mengumpulkan informasi</b><br/>Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu       <ul style="list-style-type: none"> <li>➢ <i>sebaran penduduk dan faktor yang mempengaruhinya</i></li> </ul> </li> <li>❖ <b>Aktivitas :</b><i>(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C).</i> <ul style="list-style-type: none"> <li>➢ <i>Peserta didik mengamati peta yang menunjukkan jumlah dan sebaran penduduk Indonesia</i></li> <li>➢ <i>Peserta didik mendiskusikan dalam kelompok untuk merumuskan pertanyaan berdasarkan hal-hal yang ingin diketahui dari hasil pengamatan sebelumnya, misalnya mengapa jumlah penduduk Indonesia sangat besar? Mengapa sebaran penduduk Indonesia tidak merata?</i></li> <li>➢ <i>Peserta didik melakukan analisis jumlah penduduk yang besar dan faktor yang mempengaruhinya</i></li> <li>➢ <i>Peserta didik melakukan analisis sebaran penduduk dan faktor yang mempengaruhinya</i></li> <li>➢ <i>Peserta didik menganalisis dampak dari jumlah penduduk yang besar dan tidak merata sebarannya</i></li> </ul> </li> <li>❖ <b>Memperaktikan</b> <i>Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C)</i></li> <li>❖ <b>Mendiskusikan</b> <i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)</i> <ul style="list-style-type: none"> <li>➢ <i>Peserta didik diminta membentuk kelompok diskusi yang terdiri dari 3-5 orang untuk mendiskusikan beberapa pertanyaan berikut ini</i> <ul style="list-style-type: none"> <li>- <i>mengapa jumlah penduduk Indonesia sangat besar?</i></li> <li>- <i>Mengapa sebaran penduduk Indonesia tidak merata?</i></li> </ul> </li> </ul> </li> <li>❖ <b>Saling tukar informasi tentang :</b> <ul style="list-style-type: none"> <li>➢ <i>Jumlah Dan Sebaran Penduduk Indonesia</i><br/>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya</li> </ul> </li> </ul> |  |
|--|--|--|

|   |  |  |
|---|--|--|
|   | <p>sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>  |  |
| <p>Mengembangkan dan menyajikan hasil karya</p> | <p><b>komunikasikan</b></p> <p>Peserta didik dibagi ke dalam beberapa kelompok untuk <b>bekerjasama</b>. <i>Penguatan Pendidikan Karakter dan Pembelajaran Abad 21</i></p> <p>Peserta didik mempresentasikan hasil diskusi kelompok mengenai permasalahan di Lembar Kerja Peserta Didik (LKPD), dengan <b>sikap penuh percaya diri dan komunikatif</b> sedangkan kelompok lainnya menanggapi.</p> <ul style="list-style-type: none"> <li>❖ Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah (<i>Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C)</i>.)</li> <li>❖ 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 (<i>Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i>) apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal.       <ul style="list-style-type: none"> <li>➤ <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> </ul> </li> <li>❖ 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</li> <li>❖ <b>Mempresentasikan</b> (<i>Komunikasi dan bekerjasama (4C) dalam menyampaikan hasil gagasan/ ide-ide (Karakter), serta membiasakan menuliskan hasil kerja pada media sederhana (Literasi) Berpikir kritis, bekerjasama dan mampu berkomunikasi</i>) hasil diskusi kelompok secara klasikal tentang :       <ul style="list-style-type: none"> <li>➤ <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> </ul> </li> <li>❖ <b>Mengemukakan pendapat</b> atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</li> <li>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</li> <li>❖ <b>Menyimpulkan</b> (<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 point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang       <ul style="list-style-type: none"> <li>➤ <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> </ul> </li> <li>❖ <b>Menjawab pertanyaan</b> yang terdapat pada buku pegangan</li> </ul> |  |

|   |   |                     |
|---|---|---------------------|
|   | <p>peserta didik atau lembar kerja yang telah disediakan.</p> <ul style="list-style-type: none"> <li>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</li> <li>❖ 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</li> </ul>   |                     |
| Menganalisa & mengevaluasi proses pemecahan masalah   | <p><b>Mengasosiasikan</b><br/>Peserta didik melakukan refleksi dengan dibimbing oleh guru terhadap hasil diskusi yang telah dilaksanakan.<br/>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran</p> <ul style="list-style-type: none"> <li>• <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>• Peserta didik mengerjakan beberapa soal mengenai <ul style="list-style-type: none"> <li>➢ <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> <li>➢ <i>Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan dan menentukan tindakan yang akan dilakukan berkaitan Jumlah Dan Sebaran Penduduk Indonesia, dengan meminta peserta didik menjawab pertanyaan berikut.</i> <ul style="list-style-type: none"> <li>- <i>mengapa jumlah penduduk Indonesia sangat besar?</i></li> <li>- <i>Mengapa sebaran penduduk Indonesia tidak merata?</i></li> </ul> </li> </ul> </li> <li>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : <ul style="list-style-type: none"> <li>➢ <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> </ul> </li> </ul> |                     |
| <p><b>Catatan :</b><br/><b>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)</b></p>  |   |                     |
| <p style="text-align: center;"><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.<i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i></li> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan <u>kerjasama</u></li> </ul> |   | <b>10<br/>menit</b> |

|  |  |
|--|--|
| <p>baik <i>Penguatan Pendidikan Karakter dan Pembelajaran Abad 21</i></p> <ul style="list-style-type: none"> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah. <i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i></li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul> <p>Memberi salam. <i>Sikap disiplin dan mengamalkan ajaran agama yang dianut (Karakter)</i></p> |  |
|--|--|

| 2. Pertemuan Ke-2 ( 2 x 40 menit )   | Waktu  |
|--|--|
| <p style="text-align: center;"><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b><br/> <b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)</i>)</p> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>❖ Peserta didik mengucapkan salam khas sekolah.</li> <li>❖ Guru mengecek kehadiran peserta didik dan mengajak mereka untuk merapikan meja, kursi serta kebersihan kelas.</li> <li>❖ Peserta didik mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran.</li> <li>❖ Sebelum memulai pelajaran, guru mengajak peserta didik untuk bernyanyi bersama yang ada pada buku siswa, guru juga bisa mengajak peserta didik menyanyikan lagu lain yang sesuai dengan tema pelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya, <ul style="list-style-type: none"> <li>➢ <i>Jumlah Dan Sebaran Penduduk Indonesia</i></li> </ul> </li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila materi/<i>tema/ projek</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>➢ <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin.</i></li> </ul> </li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul> | <p style="text-align: center;"><b>10<br/>menit</b></p> |

| <b>Kegiatan Inti</b>                   |   | <b>60<br/>menit</b> |             |              |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
|--|---|---------------------|-------------|--------------|-----------|--------------|---|-----|------------|------------|------------|---|-----|------------|------------|------------|---|-------|------------|------------|------------|---|-------|------------|------------|------------|---|-------|------------|------------|------------|---|-------|------------|------------|------------|---|-------|-----------|-----------|------------|---|-------|-----------|-----------|------------|---|-------|-----------|-----------|------------|----|-------|-----------|-----------|------------|----|-------|-----------|-----------|------------|----|-------|-----------|-----------|-----------|----|-------|-----------|-----------|-----------|----|-------|-----------|-----------|-----------|----|-------|-----------|-----------|-----------|----|-------|---------|-----------|-----------|----|------|---------|---------|-----------|--|--------|-------------|-------------|-------------|
| <b>Sintak Model Pembelajaran</b>       | <b>Kegiatan Pembelajaran</b>  |                     |             |              |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| Orientasi peserta didik kepada masalah | <p>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</p> <ul style="list-style-type: none"> <li>• <b>Melihat</b> (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> <ul style="list-style-type: none"> <li>➢ Menayangkan gambar/foto tentang</li> <li>➢ <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin.</i></li> </ul> </li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <caption>Jumlah Penduduk Indonesia Menurut Usia dan Jenis Kelamin</caption> <thead> <tr> <th>No</th> <th>Usia</th> <th>Laki-laki</th> <th>Perempuan</th> <th>Jumlah Total</th> </tr> </thead> <tbody> <tr><td>1</td><td>0-4</td><td>11.535.998</td><td>11.118.148</td><td>22.654.146</td></tr> <tr><td>2</td><td>5-9</td><td>11.570.307</td><td>11.188.286</td><td>22.758.593</td></tr> <tr><td>3</td><td>10-14</td><td>11.145.790</td><td>10.791.513</td><td>21.937.303</td></tr> <tr><td>4</td><td>15-19</td><td>10.739.205</td><td>10.390.620</td><td>21.129.825</td></tr> <tr><td>5</td><td>20-24</td><td>10.665.333</td><td>10.308.040</td><td>20.973.373</td></tr> <tr><td>6</td><td>25-29</td><td>10.531.695</td><td>10.057.606</td><td>20.589.301</td></tr> <tr><td>7</td><td>30-34</td><td>9.812.957</td><td>9.366.116</td><td>19.179.073</td></tr> <tr><td>8</td><td>35-39</td><td>8.896.142</td><td>8.255.674</td><td>17.151.816</td></tr> <tr><td>9</td><td>40-44</td><td>7.521.755</td><td>7.534.277</td><td>15.056.032</td></tr> <tr><td>10</td><td>45-49</td><td>6.321.784</td><td>6.863.584</td><td>13.185.368</td></tr> <tr><td>11</td><td>50-54</td><td>5.001.602</td><td>5.728.369</td><td>10.729.971</td></tr> <tr><td>12</td><td>55-59</td><td>3.460.894</td><td>3.809.545</td><td>7.270.439</td></tr> <tr><td>13</td><td>60-64</td><td>2.981.302</td><td>3.338.382</td><td>6.319.684</td></tr> <tr><td>14</td><td>65-69</td><td>2.433.871</td><td>2.881.559</td><td>5.315.430</td></tr> <tr><td>15</td><td>70-74</td><td>1.698.103</td><td>2.090.575</td><td>3.788.678</td></tr> <tr><td>16</td><td>75-79</td><td>988.639</td><td>1.228.434</td><td>2.217.073</td></tr> <tr><td>17</td><td>80 +</td><td>637.715</td><td>926.123</td><td>1.563.838</td></tr> <tr><td></td><td>Jumlah</td><td>115.943.092</td><td>115.877.151</td><td>231.820.243</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Mengamati</b> <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i><br/>Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi <ul style="list-style-type: none"> <li>➢ Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru</li> <li>➢ Peserta didik mengamati data yang menunjukkan komposisi penduduk Indonesia berdasarkan usia dan jenis kelamin</li> <li>➢ Berdasarkan hasil pengamatan terhadap gambar, peserta didik diminta untuk mendiskusikan tentang hal-hal yang ingin diketahui.</li> </ul> </li> <li>• <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) <ul style="list-style-type: none"> <li>➢ Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</i></li> </ul> </li> <li>• <b>Mendengar</b> <ul style="list-style-type: none"> <li>➢ Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan <i>Komposisi Penduduk</i></li> </ul> </li> </ul> | No                  | Usia        | Laki-laki    | Perempuan | Jumlah Total | 1 | 0-4 | 11.535.998 | 11.118.148 | 22.654.146 | 2 | 5-9 | 11.570.307 | 11.188.286 | 22.758.593 | 3 | 10-14 | 11.145.790 | 10.791.513 | 21.937.303 | 4 | 15-19 | 10.739.205 | 10.390.620 | 21.129.825 | 5 | 20-24 | 10.665.333 | 10.308.040 | 20.973.373 | 6 | 25-29 | 10.531.695 | 10.057.606 | 20.589.301 | 7 | 30-34 | 9.812.957 | 9.366.116 | 19.179.073 | 8 | 35-39 | 8.896.142 | 8.255.674 | 17.151.816 | 9 | 40-44 | 7.521.755 | 7.534.277 | 15.056.032 | 10 | 45-49 | 6.321.784 | 6.863.584 | 13.185.368 | 11 | 50-54 | 5.001.602 | 5.728.369 | 10.729.971 | 12 | 55-59 | 3.460.894 | 3.809.545 | 7.270.439 | 13 | 60-64 | 2.981.302 | 3.338.382 | 6.319.684 | 14 | 65-69 | 2.433.871 | 2.881.559 | 5.315.430 | 15 | 70-74 | 1.698.103 | 2.090.575 | 3.788.678 | 16 | 75-79 | 988.639 | 1.228.434 | 2.217.073 | 17 | 80 + | 637.715 | 926.123 | 1.563.838 |  | Jumlah | 115.943.092 | 115.877.151 | 231.820.243 |
| No                                     | Usia  | Laki-laki           | Perempuan   | Jumlah Total |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 1                                      | 0-4   | 11.535.998          | 11.118.148  | 22.654.146   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 2                                      | 5-9   | 11.570.307          | 11.188.286  | 22.758.593   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 3                                      | 10-14   | 11.145.790          | 10.791.513  | 21.937.303   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 4                                      | 15-19   | 10.739.205          | 10.390.620  | 21.129.825   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 5                                      | 20-24   | 10.665.333          | 10.308.040  | 20.973.373   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 6                                      | 25-29   | 10.531.695          | 10.057.606  | 20.589.301   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 7                                      | 30-34   | 9.812.957           | 9.366.116   | 19.179.073   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 8                                      | 35-39   | 8.896.142           | 8.255.674   | 17.151.816   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 9                                      | 40-44   | 7.521.755           | 7.534.277   | 15.056.032   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 10                                     | 45-49   | 6.321.784           | 6.863.584   | 13.185.368   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 11                                     | 50-54   | 5.001.602           | 5.728.369   | 10.729.971   |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 12                                     | 55-59   | 3.460.894           | 3.809.545   | 7.270.439    |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 13                                     | 60-64   | 2.981.302           | 3.338.382   | 6.319.684    |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 14                                     | 65-69   | 2.433.871           | 2.881.559   | 5.315.430    |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 15                                     | 70-74   | 1.698.103           | 2.090.575   | 3.788.678    |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 16                                     | 75-79   | 988.639             | 1.228.434   | 2.217.073    |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
| 17                                     | 80 +  | 637.715             | 926.123     | 1.563.838    |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |
|  | Jumlah  | 115.943.092         | 115.877.151 | 231.820.243  |           |              |   |     |            |            |            |   |     |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |            |            |            |   |       |           |           |            |   |       |           |           |            |   |       |           |           |            |    |       |           |           |            |    |       |           |           |            |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |           |           |           |    |       |         |           |           |    |      |         |         |           |  |        |             |             |             |

|                                    |   |  |
|------------------------------------|---|--|
|                                    | <p style="text-align: center;"><i>Berdasarkan Usia Dan Jenis Kelamin</i></p> <ul style="list-style-type: none"> <li>• <b>Menyimak</b>, <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> <ul style="list-style-type: none"> <li>➢ Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</i></li> </ul> </li> </ul>  |  |
| Mengorganisasikan peserta didik    | <p><b>Menanya</b> <i>Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i></p> <p>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) dengan sikap jujur, disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i></p> <ul style="list-style-type: none"> <li>• Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket;</li> <li>• Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya;</li> <li>• <b>Mengajukan pertanyaan</b> tentang : <ul style="list-style-type: none"> <li>➢ <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</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 : <ul style="list-style-type: none"> <li>➢ <i>Berapa jumlah berapa usia orang tua kamu?</i></li> <li>➢ <i>Berapa usia anggota keluargamu?</i></li> <li>➢ <i>Apakah ada anggota keluargamu yang sudah berkerja?</i></li> </ul> </li> </ul> </li> </ul> |  |
| Data collection (pengumpulan data) | <p><b>Mengumpulkan informasi</b> <i>(Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter), literasi (membaca)</i></p> <ul style="list-style-type: none"> <li>❖ Peserta didik dibagi ke dalam beberapa kelompok untuk bekerjasama.</li> <li>❖ Peserta didik diberikan permasalahan dalam bentuk Lembar Kerja Peserta Didik (LKPD).</li> <li>❖ Peserta didik diarahkan untuk mengumpulkan dan mengeksplorasi data dari aneka sumber yang akan digunakan untuk menyelesaikan permasalahan di Lembar Kerja Peserta Didik (LKPD) dengan sikap <u>memiliki rasa percaya diri, tangguh menghadapi masalah, tanggungjawab, dan kerjasama (menalar dan mencoba).</u></li> </ul> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p>   |  |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>❖ <b>Mengamati obyek/kejadian</b>, <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i></li> <li>❖ <b>Membaca sumber lain selain buku teks</b><br/>mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang<br/>: <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</i></li> <li>❖ <b>Mengumpulkan informasi</b><br/>Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu       <ul style="list-style-type: none"> <li>➢ <i>analisis implikasi dari komposisi penduduk Indonesia berdasarkan usia dan jenis kelamin terhadap kondisi sosial ekonomi Indonesia</i></li> </ul> </li> <li>❖ <b>Aktivitas</b> :<i>(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C).</i> <ul style="list-style-type: none"> <li>➢ <i>Peserta didik mengamati data yang menunjukkan komposisi penduduk Indonesia berdasarkan usia dan jenis kelamin</i></li> <li>➢ <i>Peserta didik mendiskusikan dalam kelompok untuk merumuskan pertanyaan berdasarkan hal-hal yang ingin diketahui dari hasil pengamatan sebelumnya, misalnya mengapa komposisi penduduk Indonesia seperti seperti itu? Apa implikasi komposisi penduduk Indonesia berdasarkan usia dan jenis kelamin terhadap kondisi sosial ekonomi Indonesia? Dan seterusnya.</i></li> <li>➢ <i>Peserta didik melakukan analisis komposisi penduduk Indonesia dan faktor-faktor yang mempengaruhinya</i></li> <li>➢ <i>Peserta didik melakukan analisis implikasi dari komposisi penduduk Indonesia berdasarkan usia dan jenis kelamin terhadap kondisi sosial ekonomi Indonesia</i></li> <li>➢ <i>Peserta didik menganalisis upaya untuk memperbaiki komposisi penduduk Indonesia</i></li> </ul> </li> <li>❖ <b>Memperaktikan</b> <i>Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C)</i></li> <li>❖ <b>Mendiskusikan</b> <i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)</i> <ul style="list-style-type: none"> <li>➢ <i>Peserta didik diminta membentuk kelompok diskusi yang terdiri dari 3-5 orang untuk mendiskusikan beberapa pertanyaan berikut ini</i> <ul style="list-style-type: none"> <li>- <i>mengapa komposisi penduduk Indonesia seperti seperti itu?</i></li> <li>- <i>Apa implikasi komposisi penduduk Indonesia berdasarkan usia dan jenis kelamin terhadap kondisi sosial ekonomi Indonesia?</i></li> </ul> </li> </ul> </li> <li>❖ <b>Saling tukar informasi tentang</b> :       <ul style="list-style-type: none"> <li>➢ <i>Potensi Sumber Daya Alam Tambang Di Indonesia</i><br/>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan</li> </ul> </li> </ul> |  |
|--|--|--|

|   |  |  |
|---|--|--|
|   | <p>peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>   |  |
| <p>Mengembangkan dan menyajikan hasil karya</p> | <p><b>komunikasikan</b></p> <p>Peserta didik dibagi ke dalam beberapa kelompok untuk <b>bekerjasama</b>. <i>Penguatan Pendidikan Karakter dan Pembelajaran Abad 21</i></p> <p>Peserta didik mempresentasikan hasil diskusi kelompok mengenai permasalahan di Lembar Kerja Peserta Didik (LKPD), dengan <b>sikap penuh percaya diri dan komunikatif</b> sedangkan kelompok lainnya menanggapi.</p> <ul style="list-style-type: none"> <li>❖ Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah (<i>Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C)</i>.)</li> <li>❖ 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 (<i>Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i>) apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal.       <ul style="list-style-type: none"> <li>➤ <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</i></li> </ul> </li> <li>❖ 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</li> <li>❖ <b>Mempresentasikan</b> (<i>Komunikasi dan bekerjasama (4C) dalam menyampaikan hasil gagasan/ ide-ide (Karakter), serta membiasakan menuliskan hasil kerja pada media sederhana (Literasi) Berpikir kritis, bekerjasama dan mampu berkomunikasi</i>) hasil diskusi kelompok secara klasikal tentang :       <ul style="list-style-type: none"> <li>➤ <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</i></li> </ul> </li> <li>❖ <b>Mengemukakan pendapat</b> atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</li> <li>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</li> <li>❖ <b>Menyimpulkan</b> (<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 point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang       <ul style="list-style-type: none"> <li>➤ <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</i></li> </ul> </li> <li>❖ <b>Menjawab pertanyaan</b> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</li> <li>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</li> </ul> |  |

|   |   |                     |
|---|---|---------------------|
|   | <ul style="list-style-type: none"> <li>❖ 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</li> </ul>  |                     |
| Menganalisa & mengevaluasi proses pemecahan masalah   | <p><b>Mengasosiasikan</b></p> <p>Peserta didik melakukan refleksi dengan dibimbing oleh guru terhadap hasil diskusi yang telah dilaksanakan.</p> <p>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran</p> <ul style="list-style-type: none"> <li>• <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>• Peserta didik mengerjakan beberapa soal mengenai <ul style="list-style-type: none"> <li>➢ <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</i></li> <li>➢ <i>Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan dan menentukan tindakan yang akan dilakukan berkaitan Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin, dengan meminta peserta didik menjawab pertanyaan berikut.</i> <ul style="list-style-type: none"> <li>- <i>mengapa komposisi penduduk Indonesia seperti seperti itu?</i></li> <li>- <i>Apa implikasi komposisi penduduk Indonesia berdasarkan usia dan jenis kelamin terhadap kondisi sosial ekonomi Indonesia?</i></li> </ul> </li> </ul> </li> <li>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : <ul style="list-style-type: none"> <li>➢ <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</i></li> </ul> </li> </ul> |                     |
| <p><b>Catatan :</b><br/> <b>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)</b></p>   |   |                     |
| <p style="text-align: center;"><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.<i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i></li> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan <u>kerjasama</u></li> </ul> |   | <b>10<br/>menit</b> |

|  |  |
|--|--|
| <p>baik <i>Penguatan Pendidikan Karakter dan Pembelajaran Abad 21</i></p> <ul style="list-style-type: none"> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah. <i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i></li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul> <p>Memberi salam. <i>Sikap disiplin dan mengamalkan ajaran agama yang dianut (Karakter)</i></p> |  |
|--|--|

| 3. Pertemuan Ke-3 ( 2 x 40 menit )  | Waktu               |
|---|---------------------|
| <p style="text-align: center;"><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b><br/> <b>Orientasi</b> (<i>Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)</i>)</p> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>❖ Peserta didik mengucapkan salam khas sekolah.</li> <li>❖ Guru mengecek kehadiran peserta didik dan mengajak mereka untuk merapikan meja, kursi serta kebersihan kelas.</li> <li>❖ Peserta didik mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran.</li> <li>❖ Sebelum memulai pelajaran, guru mengajak peserta didik untuk bernyanyi bersama yang ada pada buku siswa, guru juga bisa mengajak peserta didik menyanyikan lagu lain yang sesuai dengan tema pelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya, <ul style="list-style-type: none"> <li>➢ <i>Komposisi Penduduk Berdasarkan Usia Dan Jenis Kelamin</i></li> </ul> </li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila materi/<i>tema/</i> projek ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>➢ <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah</li> </ul> | <b>10<br/>menit</b> |

|  |  |                     |
|--|--|---------------------|
| pembelajaran.                          |  |                     |
| <b>Kegiatan Inti</b>                   |  | <b>60<br/>menit</b> |
| <b>Sintak Model Pembelajaran</b>       | <b>Kegiatan Pembelajaran</b>   |                     |
| Orientasi peserta didik kepada masalah | <p>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</p> <ul style="list-style-type: none"> <li>• <b>Melihat</b> (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> <ul style="list-style-type: none"> <li>➢ Menayangkan gambar/foto tentang</li> <li>➢ <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> <li>• <b>Mengamati</b> <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i><br/>Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi <ul style="list-style-type: none"> <li>➢ Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru</li> <li>➢ <i>Peserta didik mengamati data data pertumbuhan dan kualitas penduduk penduduk Indonesia</i></li> <li>➢ Berdasarkan hasil pengamatan terhadap gambar, peserta didik diminta untuk mendiskusikan tentang hal-hal yang ingin diketahui.</li> </ul> </li> <li>• <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) <ul style="list-style-type: none"> <li>➢ Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> <li>• <b>Mendengar</b> <ul style="list-style-type: none"> <li>➢ Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> <li>• <b>Menyimak</b>, <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> <ul style="list-style-type: none"> <li>➢ Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> </ul> |                     |
| Mengorganisasikan peserta didik        | <p><b>Menanya</b> <i>Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i><br/>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan</p>   |                     |

|   |   |  |
|---|---|--|
|   | <p>dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar <i>Berpikir kritis dan kreatif (4C) dengan sikap jujur, disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i></p> <ul style="list-style-type: none"> <li>• Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket;</li> <li>• Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya;</li> <li>• <b>Mengajukan pertanyaan</b> tentang :       <ul style="list-style-type: none"> <li>➢ <i>Pertumbuhan dan Kualitas Penduduk 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 :           <ul style="list-style-type: none"> <li>➢ <i>dimanakah kamu tinggal?</i></li> <li>➢ <i>Apakah selama kamu tinggal di sana jumlah penduduknya terus bertambah?</i></li> <li>➢ <i>Apa yang terjadi dengan wilayahnya jika penduduknya terus bertambah?</i></li> </ul> </li> </ul> </li> </ul>       |  |
| <p>Data collection (pengumpulan data)</p> | <p><b>Mengumpulkan informasi</b> (<i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter), literasi (membaca)</i>)</p> <ul style="list-style-type: none"> <li>❖ Peserta didik dibagi ke dalam beberapa kelompok untuk bekerjasama.</li> <li>❖ Peserta didik diberikan permasalahan dalam bentuk Lembar Kerja Peserta Didik (LKPD).</li> <li>❖ Peserta didik diarahkan untuk mengumpulkan dan mengeksplorasi data dari aneka sumber yang akan digunakan untuk menyelesaikan permasalahan di Lembar Kerja Peserta Didik (LKPD) dengan sikap <u>memiliki rasa percaya diri, tangguh menghadapi masalah, tanggungjawab, dan kerjasama (menalar dan mencoba).</u></li> </ul> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati obyek/kejadian</b>, <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i></li> <li>❖ <b>Membaca sumber lain selain buku teks</b><br/>mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang<br/>: <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> <li>❖ <b>Mengumpulkan informasi</b><br/>Mengumpulkan data/informasi melalui diskusi kelompok atau</li> </ul> |  |

|   |   |  |
|---|---|--|
|   | <p>kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu</p> <ul style="list-style-type: none"> <li>➤ <i>Factor-faktor Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> <p>❖ <b>Aktivitas :</b> <i>(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C).</i></p> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik mengamati data data pertumbuhan dan kualitas penduduk penduduk Indonesia</i></li> <li>➤ <i>Peserta didik mendiskusikan dalam kelompok untuk merumuskan pertanyaan berdasarkan hal-hal yang ingin diketahui dari hasil pengamatan sebelumnya, misalnya seberapa besar pertumbuhan penduduk Indonesia? Bagaimanakah kualitas penduduk Indonesia? Apa implikasi dari pertumbuhan dan kualitas penduduk Indonesia terhadap kondisi sosial dan ekonomi Indonesia? Dan seterusnya.</i></li> <li>➤ <i>Peserta didik melakukan analisis faktor-faktor yang mempengaruhi pertumbuhan penduduk Indonesia</i></li> <li>➤ <i>Peserta didik melakukan analisis faktor-faktor yang mempengaruhi kualitas penduduk Indonesia</i></li> <li>➤ <i>Peserta didik melakukan analisis implikasi dari pertumbuhan dan kualitas penduduk Indonesia terhadap kondisi sosial ekonomi Indonesia</i></li> </ul> <p>❖ <b>Memperaktikan</b> <i>Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C)</i></p> <p>❖ <b>Mendiskusikan</b> <i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)</i></p> <ul style="list-style-type: none"> <li>➤ <i>Peserta didik diminta membentuk kelompok diskusi yang terdiri dari 3-5 orang untuk mendiskusikan beberapa pertanyaan berikut ini</i> <ul style="list-style-type: none"> <li>- <i>seberapa besar pertumbuhan penduduk Indonesia?</i></li> <li>- <i>Bagaimanakah kualitas penduduk Indonesia?</i></li> <li>- <i>Apa implikasi dari pertumbuhan dan kualitas penduduk Indonesia terhadap kondisi sosial dan ekonomi Indonesia?</i></li> </ul> </li> </ul> <p>❖ <b>Saling tukar informasi tentang :</b></p> <ul style="list-style-type: none"> <li>➤ <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p> |  |
| <p>Mengembangkan dan menyajikan hasil karya</p> | <p><b>berkomunikasikan</b><br/>Peserta didik dibagi ke dalam beberapa kelompok untuk</p>  |  |

|   |  |  |
|---|--|--|
|   | <p><b>bekerjasama.</b> <i>Penguatan Pendidikan Karakter dan Pembelajaran Abad 21</i></p> <p>Peserta didik mempresentasikan hasil diskusi kelompok mengenai permasalahan di Lembar Kerja Peserta Didik (LKPD), dengan <b>sikap penuh percaya diri dan komunikatif</b> sedangkan kelompok lainnya menanggapi.</p> <ul style="list-style-type: none"> <li>❖ Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah (<i>Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),</i>)</li> <li>❖ 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 (<i>Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i>) apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. <ul style="list-style-type: none"> <li>➢ <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> <li>❖ 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</li> <li>❖ <b>Mempresentasikan</b> (<i>Komunikasi dan bekerjasama (4C) dalam menyampaikan hasil gagasan/ ide-ide (Karakter), serta membiasakan menuliskan hasil kerja pada media sederhana (Literasi) Berpikir kritis, bekerjasama dan mampu berkomunikasi</i>) hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> <li>➢ <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> <li>❖ <b>Mengemukakan pendapat</b> atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</li> <li>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</li> <li>❖ <b>Menyimpulkan</b> (<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 point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang <ul style="list-style-type: none"> <li>➢ <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> <li>❖ <b>Menjawab pertanyaan</b> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</li> <li>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</li> <li>❖ 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</li> </ul> |  |
| Menganalisa & mengevaluasi proses pemecahan masalah | <p><b>Mengasosiasikan</b></p> <p>Peserta didik melakukan refleksi dengan dibimbing oleh guru terhadap hasil diskusi yang telah dilaksanakan.</p>   |  |

|   |  |                     |
|---|--|---------------------|
|   | <p>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran</p> <ul style="list-style-type: none"> <li>• <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>• Peserta didik mengerjakan beberapa soal mengenai       <ul style="list-style-type: none"> <li>➢ <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> <li>➢ <i>Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan dan menentukan tindakan yang akan dilakukan berkaitan Pertumbuhan dan Kualitas Penduduk Indonesia , dengan meminta peserta didik menjawab pertanyaan berikut.</i> <ul style="list-style-type: none"> <li>- <i>seberapa besar pertumbuhan penduduk Indonesia?</i></li> <li>- <i>Bagaimanakah kualitas penduduk Indonesia?</i></li> <li>- <i>Apa implikasi dari pertumbuhan dan kualitas penduduk Indonesia terhadap kondisi sosial dan ekonomi Indonesia?</i></li> </ul> </li> </ul> </li> <li>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan       <ul style="list-style-type: none"> <li>...</li> <li>➢ <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> </ul> |                     |
| <p><b>Catatan :</b><br/> <b>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)</b></p>   |  |                     |
| <p style="text-align: center;"><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.<i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i></li> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan <u>kerjasama</u> yang baik<i>Penguatan Pendidikan Karakter dan Pembelajaran Abad 21</i></li> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah.<i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i></li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul> |  | <b>10<br/>menit</b> |

Memberi salam. Sikap disiplin dan mengamalkan ajaran agama yang dianut (Karakter)

| 4. Pertemuan Ke-4 ( 2 x 40 menit )  |   | Waktu               |
|---|---|---------------------|
| <p style="text-align: center;"><b>Kegiatan Pendahuluan</b></p> <p><b>Guru :</b><br/> <b>Orientasi</b> (Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi))</p> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran</li> <li>❖ Peserta didik mengucapkan salam khas sekolah.</li> <li>❖ Guru mengecek kehadiran peserta didik dan mengajak mereka untuk merapikan meja, kursi serta kebersihan kelas.</li> <li>❖ Peserta didik mempersiapkan buku siswa, alat, dan bahan untuk mengikuti pelajaran.</li> <li>❖ Sebelum memulai pelajaran, guru mengajak peserta didik untuk bernyanyi bersama yang ada pada buku siswa, guru juga bisa mengajak peserta didik menyanyikan lagu lain yang sesuai dengan tema pelajaran.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya, <ul style="list-style-type: none"> <li>➢ <i>Pertumbuhan dan Kualitas Penduduk Indonesia</i></li> </ul> </li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila materi/tema/ projek ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang: <ul style="list-style-type: none"> <li>➢ <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> </ul> </li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung</li> <li>• Mengajukan pertanyaan.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung</li> <li>• Pembagian kelompok belajar</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul> |   | <b>10<br/>menit</b> |
| <b>Kegiatan Inti</b>  |   | <b>60<br/>menit</b> |
| <b>Sintak Model Pembelajaran</b>  | <b>Kegiatan Pembelajaran</b>  |                     |
| Orientasi peserta didik kepada masalah  | 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 |                     |

|                                 |   |  |
|---------------------------------|---|--|
|                                 | <ul style="list-style-type: none"> <li>• <b>Melihat</b> (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> <ul style="list-style-type: none"> <li>➢ Menayangkan gambar/foto tentang</li> <li>➢ <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> </ul>  </li> <li>• <b>Mengamati</b> <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i><br/>Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi       <ul style="list-style-type: none"> <li>➢ Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru</li> <li>➢ Peserta didik mengamati beberapa contoh keragaman etnik dan budaya Indonesia melalui gambar atau tayangan video.</li> <li>➢ Berdasarkan hasil pengamatan terhadap gambar, peserta didik diminta untuk mendiskusikan tentang hal-hal yang ingin diketahui.</li> </ul> </li> <li>• <b>Membaca</b> (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi)       <ul style="list-style-type: none"> <li>➢ Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> </ul> </li> <li>• <b>Mendengar</b> <ul style="list-style-type: none"> <li>➢ Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> </ul> </li> <li>• <b>Menyimak</b>, <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> <ul style="list-style-type: none"> <li>➢ Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> </ul> </li> </ul> |  |
| Mengorganisasikan peserta didik | <b>Menanya</b> Nilai Karakter: <i>rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i>   |  |

|   |   |  |
|---|---|--|
|   | <p>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) dengan sikap jujur, disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i></p> <ul style="list-style-type: none"> <li>• Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket;</li> <li>• Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya;</li> <li>• <b>Mengajukan pertanyaan</b> tentang :       <ul style="list-style-type: none"> <li>➢ <i>Keragaman Etnik Dan Budaya 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 :           <ul style="list-style-type: none"> <li>➢ <i>kamu berasal dari suku apa?</i></li> <li>➢ <i>Suku apa saja yang ada di kelas ini?</i></li> <li>➢ <i>Apa nama rumah adat di suku kalian?</i></li> <li>➢ <i>Apakah kalian mengenal tarian yang ada di daerah kita?</i></li> </ul> </li> </ul> </li> </ul>   |  |
| <p>Data collection (pengumpulan data)</p> | <p><b>Mengumpulkan informasi</b> (<i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter), literasi (membaca)</i>)</p> <ul style="list-style-type: none"> <li>❖ Peserta didik dibagi ke dalam beberapa kelompok untuk bekerjasama.</li> <li>❖ Peserta didik diberikan permasalahan dalam bentuk Lembar Kerja Peserta Didik (LKPD).</li> <li>❖ Peserta didik diarahkan untuk mengumpulkan dan mengeksplorasi data dari aneka sumber yang akan digunakan untuk menyelesaikan permasalahan di Lembar Kerja Peserta Didik (LKPD) dengan sikap <u>memiliki rasa percaya diri, tangguh menghadapi masalah, tanggungjawab, dan kerjasama (menalar dan mencoba).</u></li> </ul> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> <li>❖ <b>Mengamati obyek/kejadian</b>, <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i></li> <li>❖ <b>Membaca sumber lain selain buku teks</b> mengunjungi laboratorium komputer perpustakaan sekolah untuk mencari dan membaca artikel tentang : <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> <li>❖ <b>Mengumpulkan informasi</b><br/>Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu       <ul style="list-style-type: none"> <li>➢ <i>faktor-faktor yang mempengaruhi keragaman etnik dan budaya</i></li> </ul> </li> </ul> |  |

|   |   |  |
|---|---|--|
|   | <p style="text-align: center;"><i>Indonesia</i></p> <ul style="list-style-type: none"> <li>❖ <b>Aktivitas</b> :<i>(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C).</i> <ul style="list-style-type: none"> <li>➢ <i>Peserta didik mengamati beberapa contoh keragaman etnik dan budaya Indonesia melalui gambar atau tayangan video.</i></li> <li>➢ <i>Peserta didik mendiskusikan dalam kelompok untuk merumuskan pertanyaan berdasarkan hal-hal yang ingin diketahui dari hasil pengamatan sebelumnya, misalnya seberapa banyak jumlah suku yang ada di Indonesia? Seberapa beragam budaya Indonesia? Dan seterusnya</i></li> <li>➢ <i>Peserta didik melakukan analisis faktor-faktor yang mempengaruhi keragaman etnik dan budaya Indonesia</i></li> <li>➢ <i>Peserta didik melakukan analisis implikasi dari keragaman etnik dan budaya terhadap kondisi sosial ekonomi Indonesia</i></li> <li>➢ <i>Peserta didik menganalisis upaya untuk menjaga dan melestarikan keragaman budaya Indonesia</i></li> <li>➢ <i>Peserta didik menganalisis budaya suatu etnik di Indonesia secara berkelompok</i></li> </ul> </li> <li>❖ <b>Memperaktikan</b> <i>Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C)</i></li> <li>❖ <b>Mendiskusikan</b> <i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)</i> <ul style="list-style-type: none"> <li>➢ <i>Peserta didik diminta membentuk kelompok diskusi yang terdiri dari 3-5 orang untuk mendiskusikan beberapa pertanyaan berikut ini</i> <ul style="list-style-type: none"> <li>- <i>seberapa banyak jumlah suku yang ada di Indonesia?</i></li> <li>- <i>Seberapa beragam budaya Indonesia?</i></li> </ul> </li> </ul> </li> <li>❖ <b>Saling tukar informasi tentang</b> : <ul style="list-style-type: none"> <li>➢ <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> </ul> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p> </li> </ul> |  |
| <p>Mengembangkan dan menyajikan hasil karya</p> | <p><b>berkomunikasikan</b></p> <p>Peserta didik dibagi ke dalam beberapa kelompok untuk <b>bekerjasama</b>. <i>Penguatan Pendidikan Karakter dan Pembelajaran Abad 21</i></p> <p>Peserta didik mempresentasikan hasil diskusi kelompok mengenai permasalahan di Lembar Kerja Peserta Didik (LKPD), dengan <b>sikap penuh percaya diri dan komunikatif</b> sedangkan kelompok lainnya menanggapi.</p> <ul style="list-style-type: none"> <li>❖ Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah<i>(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),)</i></li> </ul>  |  |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>❖ 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 (<i>Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah</i>) apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. <ul style="list-style-type: none"> <li>➢ <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> </ul> </li> <li>❖ 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</li> <li>❖ <b>Mempresentasikan</b> (<i>Komunikasi dan bekerjasama (4C) dalam menyampaikan hasil gagasan/ ide-ide (Karakter), serta membiasakan menuliskan hasil kerja pada media sederhana (Literasi) Berpikir kritis, bekerjasama dan mampu berkomunikasi</i>) hasil diskusi kelompok secara klasikal tentang : <ul style="list-style-type: none"> <li>➢ <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> </ul> </li> <li>❖ <b>Mengemukakan pendapat</b> atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan</li> <li>❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</li> <li>❖ <b>Menyimpulkan</b>(<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 point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang <ul style="list-style-type: none"> <li>➢ <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> </ul> </li> <li>❖ <b>Menjawab pertanyaan</b> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</li> <li>❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa.</li> <li>❖ 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</li> </ul> |  |
| Menganalisa & mengevaluasi proses pemecahan masalah | <p><b>Mengasosiasikan</b></p> <p>Peserta didik melakukan refleksi dengan dibimbing oleh guru terhadap hasil diskusi yang telah dilaksanakan.</p> <p>Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran</p> <ul style="list-style-type: none"> <li>• <b>Mengolah informasi</b> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</li> <li>• Peserta didik mengerjakan beberapa soal mengenai <ul style="list-style-type: none"> <li>➢ <i>Keragaman Etnik Dan Budaya Di Indonesia</i></li> <li>➢ <i>Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajaran yang telah dilakukan dan menentukan</i></li> </ul> </li> </ul>  |  |

|  |  |                            |
|--|--|----------------------------|
|  | <p><i>tindakan yang akan dilakukan berkaitan Keragaman Etnik Dan Budaya Di Indonesia, dengan meminta peserta didik menjawab pertanyaan berikut.</i></p> <ul style="list-style-type: none"> <li>- <i>Seberapa banyak jumlah suku yang ada di Indonesia?</i></li> <li>- <i>Seberapa beragam budaya Indonesia?</i></li> </ul> <p>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan :</p> <p>➤ <i>Keragaman Etnik Dan Budaya Di Indonesia</i></p> |                            |
| <p><b>Catatan :</b><br/> <b>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)</b></p>  |  |                            |
| <p style="text-align: center;"><b>Kegiatan Penutup</b></p> <p>Peserta didik :</p> <ul style="list-style-type: none"> <li>• Membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.<i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i></li> <li>• Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <p>Guru :</p> <ul style="list-style-type: none"> <li>• Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.</li> <li>• Memberikan penghargaan kepada kelompok yang memiliki kinerja dan <u>kerjasama</u> yang baik<i>Penguatan Pendidikan Karakter dan Pembelajaran Abad 21</i></li> <li>• Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>• Mengagendakan pekerjaan rumah.<i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i></li> <li>• Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul> <p>Memberi salam.<i>Sikap disiplin dan mengamalkan ajaran agama yang dianut (Karakter)</i></p> |  | <p><b>10<br/>menit</b></p> |

## F. Penilaian, Pembelajaran Remedial dan Pengayaan

### 1. Teknik Penilaian

#### a. Penilaian Kompetensi Sikap Spiritual

| No | Teknik               | Bentuk Instrumen | Butir Instrumen | Waktu Pelaksanaan             | Keterangan  |
|----|----------------------|------------------|-----------------|-------------------------------|---|
|    | servasi              | nal              | Terlampir       | Saat pembelajaran berlangsung | Penilaian untuk dan pencapaian pembelajaran<br>( <i>assessment forand of learning</i> ) |
|    | Penilaian i          |                  | Terlampir       | Saat pembelajaran usai        | Penilaian sebagai Pembelajaran<br>( <i>assessment aslearning</i> )                      |
|    | Penilaian antar tema |                  | Terlampir       | Setelah pembelajaran ai       | Penilaian sebagai pembelajaran<br>( <i>assessment aslearning</i> )                      |

#### b. Penilaian Kompetensi Sikap Sosial

| No | Teknik               | Bentuk Instrumen | Butir Instrumen | Waktu Pelaksanaan             | Keterangan  |
|----|----------------------|------------------|-----------------|-------------------------------|---|
|    | servasi              | nal              | Terlampir       | Saat pembelajaran berlangsung | Penilaian untuk dan pencapaian pembelajaran<br>( <i>assessment forand of learning</i> ) |
|    | Penilaian i          |                  | Terlampir       | Saat pembelajaran usai        | Penilaian sebagai Pembelajaran<br>( <i>assessment aslearning</i> )                      |
|    | Penilaian antar tema |                  | Terlampir       | Setelah pembelajaran ai       | Penilaian sebagai pembelajaran<br>( <i>assessment aslearning</i> )                      |

#### c. Penilaian Kompetensi Pengetahuan

| No | Teknik     | Bentuk Instrumen   | Butir Instrumen | Waktu Pelaksanaan             | Keterangan  |
|----|------------|--|-----------------|-------------------------------|---|
|    | Lisan      | Pertanyaan (lisan) dengan jawaban terbuka  | Terlampir       | Saat pembelajaran berlangsung | Penilaian untuk pembelajaran<br>( <i>assessment for learning</i> )                              |
|    | Penugasan  | Pertanyaan dan/atau tugas tertulis berbentuk esei, pilihan ganda, benar- salah, menjodohkan, isian, dan/atau lainnya | Terlampir       | Saat pembelajaran berlangsung | Penilaian untuk pembelajaran (assessment for dan sebagai pembelajaran (assessment as learning)) |
|    | Tertulis   | Pertanyaan dan/atau tugas tertulis berbentuk esai, pilihan ganda, benar- salah, menjodohkan, isian, dan/atau lainnya | Terlampir       | elah pembelajaran usai        | Penilaian pencapaian pembelajaran (assessment of learning)                                      |
|    | Portofolio | Sampel pekerjaan terbaik hasil dari penugasan atau tes tertulis  | Terlampir       | Saat pembelajaran usai        | Data untuk penulisan deskripsi pencapaian pengetahuan (assessment of)                           |

|  |  |  |  |  |           |
|--|--|--|--|--|-----------|
|  |  |  |  |  | learning) |
|--|--|--|--|--|-----------|

#### d. Penilaian Kompetensi Keterampilan

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

## 2. Pembelajaran Remedial dan Pengayaan

### a. Remedial

- ❖ Remedial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampaui KKM. Remedial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar
  - ❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.
    - ▲ *Peserta didik yang belum menguasai materi akan dijelaskan kembali oleh guru materi Guru akan melakukan penilaian kembali dengan soal yang sejenis. Remedial dilaksanakan pada waktu dan hari tertentu yang disesuaikan contoh: pada saat jam belajar, apabila masih ada waktu, atau di luar jam pelajaran (30 menit setelah jam pelajaran selesai).*
  - ❖ Tulis kegiatan pembelajaran remedial antara lain dalam bentuk:
    - pembelajaran ulang
    - bimbingan perorangan
    - belajar kelompok
    - pemanfaatan tutor sebaya
- bagi peserta didik yang belum mencapai ketuntasan belajar sesuai hasil analisis penilaian.

### b. Pengayaan

- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya
  - ▲ *Peserta didik yang sudah menguasai materi mengerjakan soal pengayaan yang telah disiapkan oleh guru berupa pertanyaan-pertanyaan pilihan ganda dalam buku panduan guru. Guru mencatat dan memberikan tambahan nilai bagi peserta didik yang berhasil dalam pengayaan*
- ❖ Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan dan/atau pendalaman materi (kompetensi) antara lain dalam bentuk tugasmengerjakan soal-soal dengan tingkat kesulitan lebih tinggi, meringkas buku-buku referensi dan mewawancarai narasumber..

Bagor, 16 Juli 2018

Mengetahui  
Kepala UPTD SMPN 3 Bagor

Guru Mata Pelajaran IPS

MINARTI, S.Pd, M.Pd  
NIP. 19700410 200003 2 004

Drs. Kukuh Prasetyo, M.Si  
NIP. 19700401 199703 1 010

**LEMBAR PENILAIAN KETERAMPILAN  
PENILAIAN PORTOFOLIO**

**Sekolah** : SMPN 3 Bagor  
**Mata Pelajaran** : IPS  
**TahunPelajaran** : 2018/2019  
**Kelas/Semester** : VII/Ganjil  
**NamaPesertadidik** : \_\_\_\_\_

**Tugas** :Peserta didik diminta menulis refleksi singkat (kira=kira  $\frac{3}{4}$  halaman)

**Rubrik Penilaian**

**Namasiswa** : .....

**Kelas** : .....

| No            | Kategori  | Skor | Alasan |
|---------------|---|------|--------|
| 1             | Apakah portofolio lengkap dan sesuai dengan rencana?  |      |        |
| 2             | Apakah lembar isian dan lembar kuesioner yang dibuat sesuai?  |      |        |
| 3             | Apakah terdapat uraian tentang prosedur pengukuran/ pengamatan yang dilakukan?                                      |      |        |
| 4             | Apakah isian hasil pengukuran/ pengamatan dilakukan secara benar?   |      |        |
| 5.            | Apakah data dan fakta yang disajikan akurat?  |      |        |
| 6.            | Apakah interpretasi dan kesimpulan yang dibuat logis?   |      |        |
| 7.            | Apakah tulisan dan diagram disajikan secara menarik?  |      |        |
| 8.            | Apakah bahasa yang digunakan untuk menginterpretasikan lugas, sederhana, runtut dan sesuai dengan nilai kaidah EYD? |      |        |
| <b>Jumlah</b> |   |      |        |

**Kriteria:**

5 = sangatbaik,  
 4 = baik,  
 3 = cukup,  
 2 = kurang, dan  
 1 = sangat kurang

$$\text{Nilai Perolehan} = \frac{\text{SkorPerolehan}}{40}$$

**REKAPITULASI PENILAIAN KETERAMPILAN  
PENILAIAN PORTOFOLIO**

**KELAS : .....**

| No | Nama Peserta Didik | Nilai Perolehan per KD |    |    |    |    |    |    |    |    |    |    | Nilai | Ket. |  |
|----|--------------------|------------------------|----|----|----|----|----|----|----|----|----|----|-------|------|--|
|    |                    | 01                     | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 |       |      |  |
| 1  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 2  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 3  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 4  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 5  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 6  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 7  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 8  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 9  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 10 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 11 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 12 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 13 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 14 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 15 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 16 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 17 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 18 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 19 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 20 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 21 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 22 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 23 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 24 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 25 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 26 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 27 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 28 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 29 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 30 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 31 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 32 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 33 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 34 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 35 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 36 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 37 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 38 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 39 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 40 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |

### Instrumen Penilaian (Aspek Pengetahuan)

**Sekolah** : SMP N/S  
**Mata Pelajaran** : IPS  
**Kelas /Semester** : VII/Ganjil  
**TahunPelajaran** : 2018/2019  
**TeknikPenilaian** : Teslisan  
**Penilai** : Guru

#### Kompetensi Dasar

3.1 Memahami konsep ruang (lokasi, distribusi, potensi, iklim, bentuk muka bumi, geologis, flora dan fauna) dan interaksi antar ruang di Indonesia serta pengaruhnya terhadap kehidupan manusia dalam aspek ekonomi, sosial, budaya, dan pendidikan.

#### Indikator

- 3.1.8 Mengidentifikasi unsur-unsur atau komponen peta;
- 3.1.9 Menganalisis letak Indonesia secara astronomis;
- 3.1.10 Menganalisis letak Indonesia secara geografis;
- 3.1.11 Mengidentifikasi implikasi letak Indonesia terhadap aspek ekonomi;
- 3.1.12 Menjelaskan implikasi letak Indonesia secara sosial dan budaya;
- 3.1.13 Menjelaskan implikasi letak Indonesia secara geologis

| No. | IPK                        | Instrumen                          |
|-----|----------------------------|------------------------------------|
| 1   | ➤ Letak dan Luas Indonesia | 1. Sebutkan komponen penyusun peta |
| 2   |                            | 2.                                 |
| 3   |                            |                                    |

**PEDOMAN PENSKORAN**

| <b>KRITERIA YANG DINILAI/<br/>ALTERNATIF PERTANYAAN</b>                     | <b>SKOR<br/>MAKSIMAL</b> |
|---|--------------------------|
| Siswa dapat menyebutkan jawaban dengan, lengkap dan benar.                  | 3                        |
| Siswa dapat menyebutkan jawaban dengan baik dan benar, tapi kurang lengkap. | 2                        |
| Siswa dapat menyebutkan jawaban tapi salah sebagian besar.                  | 1                        |
| Siswa tidak dapat menjawab dengan benar                                     | 0                        |

Bagor, 16 Juli 2018

Penilai

(.....)



**LEMBAR PENILAIAN KETERAMPILAN  
PENILAIAN PORTOFOLIO**

**Sekolah** : SMP.....  
**Mata Pelajaran** : IPS  
**Tahun Pelajaran** : 2018/2019  
**Kelas/Semester** : VII/Ganjil  
**Nama Peserta Didik** : \_\_\_\_\_

**Tugas** : Peserta didik diminta menulis refleksi singkat (kira-kira  $\frac{3}{4}$  halaman)

Setelah kalian Peserta didik mencari dan mengumpulkan informasi dengan membaca wacana materi tentang Pengertian Ruang dan Interaksi Antarruang dan sumber belajar lain, tuliskan apa yang sudah kalian ketahui tentang Pengertian Ruang dan Interaksi Antarruang, seperti:

- Pengertian ruang
- Interaksi antarruang

**Rubrik Penilaian**

**Nama siswa** : .....

**Kelas** : .....

| No            | Kategori  | Skor | Alasan |
|---------------|---|------|--------|
| 1             | Apakah portofolio lengkap dan sesuai dengan rencana?  |      |        |
| 2             | Apakah lembar isian dan lembar kuesioner yang dibuat sesuai?  |      |        |
| 3             | Apakah terdapat uraian tentang prosedur pengukuran/pengamatan yang dilakukan?                                       |      |        |
| 4             | Apakah isian hasil pengukuran/ pengamatan dilakukan secara benar?   |      |        |
| 5.            | Apakah data dan fakta yang disajikan akurat?  |      |        |
| 6.            | Apakah interpretasi dan kesimpulan yang dibuat logis?   |      |        |
| 7.            | Apakah tulisan dan diagram disajikan secara menarik?  |      |        |
| 8.            | Apakah bahasa yang digunakan untuk menginterpretasikan lugas, sederhana, runtut dan sesuai dengan Nilai kaidah EYD? |      |        |
| <b>Jumlah</b> |   |      |        |

**Kriteria:**

- 5 = sangat baik,
- 4 = baik,
- 3 = cukup,
- 2 = kurang, dan
- 1 = sangat kurang

$$\text{Nilai Perolehan} = \frac{\text{Skor Perolehan}}{40}$$

**REKAPITULASI PENILAIAN KETERAMPILAN  
PENILAIAN PORTOFOLIO**

**KELAS :** .....

| No | Nama Peserta Didik | Nilai Perolehan per KD |    |    |    |    |    |    |    |    |    |    | Nilai | Ket. |  |
|----|--------------------|------------------------|----|----|----|----|----|----|----|----|----|----|-------|------|--|
|    |                    | 01                     | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 |       |      |  |
| 1  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 2  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 3  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 4  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 5  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 6  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 7  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 8  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 9  |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 10 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 11 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 12 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 13 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 14 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 15 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 16 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 17 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 18 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 19 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 20 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 21 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 22 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 23 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 24 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 25 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 26 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 27 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 28 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 29 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 30 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 31 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 32 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 33 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 34 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 35 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 36 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 37 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 38 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |

| No | Nama Peserta Didik | Nilai Perolehan per KD |    |    |    |    |    |    |    |    |    |    | Nilai | Ket. |  |
|----|--------------------|------------------------|----|----|----|----|----|----|----|----|----|----|-------|------|--|
|    |                    | 01                     | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 |       |      |  |
| 39 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |
| 40 |                    |                        |    |    |    |    |    |    |    |    |    |    |       |      |  |

### Format Penilaian Antar Teman

**Nama** :  
**Kelas/Semester** : VII /Ganjil  
**Mata Pelajaran** : IPS  
**Tahun pelajaran** : 2018/2019

**Petunjuk:** Berilah tanda centang (√) pada kolom “Ya” atau “Tidak” sesuai dengan keadaan yang sebenarnya.

| No     | Pernyataan   | Ya | Tidak |
|--------|--|----|-------|
| 1      | Teman saya berdoa sebelum melakukan aktivitas.   | √  |       |
| 2      | Teman saya beribadah tepat waktu.  | √  |       |
| 3      | Teman saya tidak mengganggu teman saya yang beragama lain berdoa sesuai agamanya.  | √  |       |
| 4      | Teman saya tidak menyontek dalam mengerjakan ujian/ ulangan.   | √  |       |
| 5      | Teman saya tidak melakukan plagiat (mengambil/ menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas. | √  |       |
| 6      | Teman saya mengemukakan perasaan terhadap sesuatu apa adanya.  | √  |       |
| 7      | Teman saya melaporkan data atau informasi apa adanya   | √  |       |
| Jumlah |  |    |       |

Nganjuk, 16 Juli 2018  
 Penilai

(.....)



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

### EVIDENCE OF CONSULTATION

Name : Fyanka Noor Agusningtias  
 Number of Students : 15130004  
 Departement : Social Science Education  
 Advisor : Dr. Alfiana Yuli Efiyanti, M.A  
 Title of Skripsi : Social Science Teacher Problems In Implementation Of Curriculum 2013  
 At Junior High School 3 Bagor Nganjuk

| No | Date of Consultation | Consultation Material   | Signature |
|----|----------------------|-------------------------|-----------|
| 1. | 16 January 2019      | Research Instrument     |           |
| 2. | 16 January 2019      | Konsultasi bab I,II,III |           |
| 3  | 22 May 2019          | Konsultasi bab IV       |           |
| 4  | 27 May 2019          | ACC bab IV              |           |
| 5  | 28 May 2019          | Konsultasi bab V        |           |
| 6  | 29 May 2019          | Revisi bab V            |           |
| 7  | 13 June 2019         | ACC Bab V dan VI        |           |
| 8  | 14 June 2019         | ACC Keseluruhan         |           |

Acknowledge by,  
 Head of Departement,

Dr. Alfiana Yuli Efiyanti, M.A  
 NIP. 197608032006041001

## FOTO-FOTO KEGIATAN PEMBELAJARAN IPS DI KELAS



Gambar 1:  
Wawancara dengan Pak Anang  
Waka Kurikulum



Gambar 2:  
Kelas VII-A  
sedang melaksanakan Ulangan Harian



Gambar 3:  
Proses Tanya jawab  
pada saat presentasi



Gambar 4:  
Proses Pembelajaran IPS di kelas VII-C



Gambar 5:  
Wawancara dengan Pak Wakiyo  
Selaku Guru IPS



Gambar 6:  
Kondisi ruangan kelas VII-B

**Students Biodata**

Name : Fyanka Noor Agsningtias  
NIM : 15130004  
Date and Place of Birth : Nganjuk, 11 August 1997  
Fac./Study Program : Tarbiyah and Teacher Training/ Social Science Education  
Entrance Year : 2015  
Address : st. Wilis 09 Mlorah, Sub district Rejoso. Nganjuk  
Contact : noorfyanka@gmail.com

Malang, 13 June 2019

Author

Fyanka Noor Agusningtias