

**CREATIVITIES OF SOCIAL SCIENCES TEACHERS IN
IMPROVING LEARNING MOTIVATION OF SEVENTH GRADE
STUDENTS AT SMP ISLAM TERPADU INSAN PERMATA
MALANG.**

SKRIPSI

Submitted to the Faculty of Tarbiyah and Teacher Training in the State Islamic
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obtain a bachelor's degree in education (S.Pd)

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**THE INFLUENCE OF INTELLECTUAL QUOTIENT (IQ) AND
EMOTIONAL QUOTIENT (EQ) ON LEARNING ACHIEVEMENT OF
AKIDAH AKHLAK FOR TENTH GRADE STUDENTS AT MAN 1
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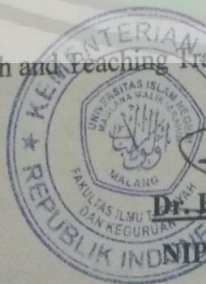
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Arsyadillah, 2019. Creativities of Social Sciences Teachers In Improving Learning Motivation Of Seventh Grade Students At Integrated Islamic Junior High School Permata Malang Staff, Thesis, Department of Social Sciences Education, Tarbiyah Faculty, State Islamic University Maulana Malik Ibrahim Malang. Thesis Advisor: Muhammad Yahya, MA, Ph.D

Educator is one component in the teaching process. In order for the implementation of learning to be carried out, it requires the efforts of educators to choose and have a variety of creativity in teaching. Creativity used can be adjusted to the subject matter to be delivered. With varied creativity, educators will increase student motivation. In this case students can be motivated to study social studies with diverse teacher creativity.

The purpose of this study is to (1) To explain the forms of social studies teacher Creativities of seventh grade students at SMP Islam Terpadu Insan Pemata Malang (2) To explain students' responses to the creativities of social studies teachers in improving the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang. (3) To explain restricting and supporting factors of social studies teachers in improving the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang.

To achieve the above objectives, it is used to find qualitative research. Type of descriptive research. The first instrument is the researchers themselves and the data collection techniques used are observation, interviews and documentation. Data were analyzed using qualitative descriptive analysis obtained during direct observation in the field, managing validity data, and validity management data.

The results of the study show that the creativity of social studies teachers can increase the learning motivation of class VII students at SMP IT Insan Permata Malang. The creativity of social studies teachers at SMP IT Insan Permata Malang that uses lecture and question and answer methods, outside class learning, presentations, think pair share, group discussions, mind maps, and creative word abbreviations. . While student learning motivation can be seen from students' enthusiasm for the material that is conveyed. The accuracy of students in answering questions from the teacher, the students' curiosity is very great about the material, as well as the readiness of students in teaching and learning activities. Supporting factors include: the activity of teachers and students, readiness and professionalism of teachers, development of teacher creativity. While the inhibiting factors include: Class conditions and time shrinkage. The uncomfortable atmosphere of the class makes children unable to concentrate fully on receiving lessons.

Keywords: Social Sciences Teachers, Creativity and Learning Motivation

أرشاد الله، ٢٠١٩. إبتكار معلم العلوم الإجتماعية فى ترقية تشجيع تعلّم التلاميذ للفصل السابع فى المدرسة الثانوية الإسلامية إنسان بيرماتا مالانج، المقالة، شعبة العلوم الإجتماعية، كلية التربية و التعليم، بجامعة مولانا مالك إبراهيم مالانج. المشرف لهذه المقالة : الدكتور محمد يحيى الماجستير

المعلم هو عنصر واحد في عملية التدريس. من أجل تحقيق التعلم ، يتطلب الأمر بذل جهد من قبل اختصاصي التوعية للاختيار والحصول على مجموعة متنوعة من الإبداع في التدريس. يمكن تعديل الإبداع المستخدم وفقًا للموضوع المراد تسليمه. مع إبداع متنوع ، سيزيد المعلمون من تحفيز الطلاب. في هذه الحالة ، يمكن تحفيز الطلاب على تعلم الدراسات الاجتماعية من خلال إبداع المعلم المتنوع.

الغرض من هذه الدراسة هو (١) وصف شكل إبداع معلمي الدراسات الاجتماعية لتحسين الحافز التعليمي لطلاب الصف السابع في المدرسة الثانوية الإسلامية المتكاملة لأشخاص بيرماتا. (٢) وصف استجابات الطلاب لإبداع تدريس معلمي الدراسات الاجتماعية لتحسين الدافع التعليمي لدى طلاب الصف السابع الابتدائي في مدرسة بروما الثانوية الإسلامية المتكاملة لأشخاص بيرماتا. (٣) صف ما هي العوامل الداعمة ومثبطات إبداع معلمي العلوم الاجتماعية في زيادة الحافز التعليمي لطلاب الصف السابع الابتدائي في مدرسة ثانوية إسلامية متكاملة إنسان بيرماتا مالانج.

لتحقيق الأهداف المذكورة أعلاه ، يتم استخدام نهج البحث النوعي. نوع البحث الوصفي. الأداة الأولى هي الباحثون أنفسهم وتقنيات جمع البيانات المستخدمة هي الملاحظة والمقابلات والتوثيق. تم تحليل البيانات باستخدام التحليل الوصفي النوعي الذي تم الحصول عليه خلال الملاحظة المباشرة في مجال إدارة صحة البيانات ، وإدارة صحة البيانات.

أوضحت النتائج أن إبداع معلمي الدراسات الاجتماعية يمكن أن يحسن الدافع التعليمي لطلاب الصف السابع في المدرسة الثانوية الإسلامية المتكاملة في إنسان بيرماتا مالانج. إبداع مدرس الدراسات الاجتماعية في المدرسة الثانوية الإسلامية المتكاملة في بيرماتا مالانج ، أي باستخدام طريقة المحاضرة وطرح الأسئلة والأجوبة ، والتعلم خارج الفصل ، والعرض التقديمي ، ومشاركة فكر الزوجين ، ومناقشة المجموعة ، وخريطة العقل ، وتقصير الكلمات الإبداعية من قبل الطلاب). بينما يمكن رؤية دوافع تعلم الطلاب من خلال حماس الطلاب للمواد المنقولة. دقة الطلاب في الإجابة على الأسئلة من المعلم ، فضول الطلاب كبيرة جدا حول المواد ، وكذلك استعداد الطلاب في أنشطة التعلم والتعليم.

الكلمة الرئيسية : معلم العلوم الاجتماعية، والإبتكار، و تشجيع التعلّم

Arsyadillah, 2019. Creativities Of Social Sciences Teachers In Improving Learning Motivation Of Seventh Grade Students At Smp Islam Terpadu Insan Permata Malang, Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Tarbiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Muhammad Yahya, MA,Ph.D

Pendidik merupakan salah satu komponen dalam proses mengajar. Agar penyelenggaraan pembelajaran dapat tercapai, maka diperlukan upaya seorang pendidik untuk memilih dan memiliki berbagai kreativitas dalam mengajar. Kreativitas yang digunakan dapat disesuaikan dengan materi pelajaran yang akan disampaikan. Dengan kreaivitas yang bervariasi, maka pendidik akan meningkatkan motivasi belajar siswa. Dalam hal ini siswa dapat termotivasi untuk belajar IPS dengan kreativitas guru yang bervariasi.

Tujuan penelitian ini adalah untuk (1) Mendeskripsikan bagaimana bentuk kreativitas guru IPS untuk meningkatkan motivasi belajar siswa kelas VII di SMP IT Insan Permata. (2) Mendeskripsikan respon siswa terhadap kreativitas guru IPS mengajar untuk meningkatkan motivasi belajar siswa kelas VII di SMP IT Insan Permata. (3) Mendeskripsikan apa saja faktor pendukung dan penghambat kreativitas guru IPS dalam meningkatkan motivasi belajar siswa kelas VII di SMP IT Insan Permata Malang.

Untuk mencapai tujuan di atas, digunakan pendekatan penelitian kualitatif. Jenis penelitian deskriptif. Instrumen pertama adalah peneliti sendiri dan teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Data dianalisis menggunakan analisis deskriptif kualitatif yang diperoleh selama melakukan pengamatan langsung di lapangan pengelolaan keabsahan data, dan pengelolaan keabsahan data.

Hasil penelitian menunjukkan bahwa kreativitas guru IPS dapat meningkatkan motivasi belajar siswa kelas VII di SMP IT Insan Permata Malang. Kreativitas guru IPS di SMP IT Insan Permata Malang yakni menggunakan metode ceramah dan tanya jawab, pembelajaran luar kelas, presentasi, *think pair share*, diskusi kelompok, Mind map (peta konsep), dan penyingkatan kata kreatif (Membuat kata yang mudah diingat oleh siswa). Sedangkan motivasi belajar siswa dapat dilihat dari antusias siswa terhadap materi yang di sampaikan. Ketepatan siswa dalam menjawab pertanyaan dari guru, rasa ingin tahu siswa yang sangat besar terhadap materi, serta kesiapan siswa dalam kegiatan belajar mengajar. Faktor pendukungnya meliputi: keaktifan guru dan siswa, kesiapan dan profesionalisme guru, pengembangan kreativitas guru. Sedangkan faktor penghambatnya meliputi: Kondisi kelas dan penyusutan waktu. Suasana kelas yang kurang nyaman membuat anak tidak bisa konsentrasi penuh dalam menerima pelajaran.

Kata Kunci: Guru IPS, Kreativitas dan Motivasi Belajar

Mokhamad Yahya, Ph.D

The Lecturer of Tarbiyah and Teaching Sciences Faculty
State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Arsyadillah
Appendixes : 4 (fourth) exemplar

Malang, 29 May 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:

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Of Seventh Grade Students At Smp Islam Terpadu Insan Permata Malang.

Is considered **acceptable** to be defended after being intensively read and regularly
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CERTIFICATE OF SKRIPSI AUTHORSIP

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Malang, May 29, 2019

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PROVIDING PAGE

Yang Utama Dari Segalanya

Sembah sujud serta syukur kepada Allah SWT. Taburan cinta dan kasih sayang-Mu telah memberikanku kekuatan, membekaliku dengan ilmu serta memperkenalkanku dengan cinta. Dari semua yang telah engkau tetapkan baik itu rencana indah yang engkau siapkan untuk masa depanku sebagai harapan kesuksesan. Atas karunia serta kemudahan yang Engkau berikan akhirnya skripsi yang sederhana ini dapat terselesaikan. Sholawat dan salam selalu terlimpahkan keharibaan Rasulullah Muhammad SAW.

Kupersembahkan karya sederhana ini kepada orang yang sangat kukasihi dan kusayangi

Mama,dan Keluargaku Tercinta

Sebagai tanda bakti, hormat, dan rasa terima kasih yang tiada terhingga kupersembahkan karya kecil ini kepada Ibu, bapak, ketiga dan keluargaku yang telah memberikan kasih sayang, segala dukungan, dan cinta kasih yang tiada terhingga yang tiada mungkin dapat kubalas hanya dengan selembat kertas yang bertuliskan kata cinta dan persembahan. Untuk keluargaku yang selalu membuatku termotivasi dan selalu menyirami kasih sayang, selalu mendoakanku, selalu menasehatiku menjadi lebih baik. Terima Kasih Ya Allah yang telah mengirimkan insan terbaik dalam hidupku.

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Bapak Muhammad Yahya, MA, Ph.D selaku dosen pembimbing tugas akhir, terima kasih banyak, karena sudah begitu banyak membantu selama ini, sudah dinasehati, sudah diajari, bantuan dan kesabaran Bapak akan selalu terukir dihati.

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Untuk teman-temanku terima kasih atas dukungan, doa, nasehat, hiburan, dan semangat yang kalian berikan selama ini, semua yang telah kalian berikan selama ini tak kan pernah terlupakan.

Manisnya keberhasilan akan menghapus pahitnya kesabaran. Nikmatnya memperoleh kemenangan akan menghilangkan letihnya perjuangan menuntaskan pekerjaan. Hidup adalah perjuangan yang harus dimenangkan.

Pengalaman akan membawa kita pada kegagalan dan keberhasilan, yang keduanya bersama-sama akan menempah kita untuk terus berkembang dan akhirnya menggapai kesuksesan.

Allah selalu memberikan apa yang kita butuhkan, bukan apa yang kita inginkan, karena apa yang terbaik bagi kita belum tentu baik bagi Allah SWT, namun apa yang baik bagi Allah SWT itulah yang terbaik buat kita. tetapi sering kali kita tidak bisa melihat apa yang kita butuhkan, melainkan selalu melihat apa yang kita inginkan.

PAGE MOTTO

“Always Do What You Are Afraid To Do”

"Kemenangan yang indah-indahnya dan sesukar-sukarnya yang boleh direbut oleh manusia ialah menundukan diri sendiri." (Ibu Kartini)

"Kegagalan hanya terjadi bila kita menyerah." (Lessing)

"Orang-orang hebat di bidang apapun bukan baru bekerja karena mereka terinspirasi, namun mereka menjadi terinspirasi karena mereka lebih suka bekerja. Mereka tidak menyia-nyiakan waktu untuk menunggu inspirasi." (Ernest Newman)



FOREWORD



Asalamualaikum wr.wb

Alhamdulillahirobbil‘alamin, segala puji bagi Allah SWT. Tidak ada Tuhan (yang berhak disembah) melainkan Dia Yang Maha Luhur lagi hidup kekal. Allah mengetahui apa yang ada di hadapan mereka dan di belakang mereka, dan mereka tidak mengetahui apa-apa dari ilmu Allah melainkan apa yang dikehendaki-Nya. Kursi Allah meliputi langit dan bumi. Dan Allah tidaklah merasa berat memeliharanya, dan Allah Maha Tinggi, sehingga peneliti dapat menyelesaikan skripsi ini dengan judul “Creativities of Social Sciences Teachers in Improving Learning Motivation of Seventh Grade Students at SMP Islam Terpadu Insan Permata Malang”.

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Skripsi ini dimaksudkan untuk melengkapi salah satu persyaratan guna mendapatkan gelar pada program Strata-1 Pendidikan Ilmu Pengetahuan Sosial di Universitas Islam Negeri Maulana Malik Ibrahim Malang.

1. Peneliti menyadari sepenuhnya bahwa keterbatasan kemampuan dan kurangnya pengalaman, banyaknya hambatan dan kesulitan senantiasa peneliti temui dalam penyusunan skripsi ini. Dengan terselesaikannya skripsi, tak lupa peneliti menyampaikan rasa terimakasih kepada semua pihak yang telah memberikan arahan, bimbingan, dan petunjuk dalam penyusunan skripsi ini,

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2. Prof. Dr. H. Abdul Haris, M.Ag selaku Rektor UIN Maulana Malik Ibrahim Malang.

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8. Bapak Kepala Sekolah, Guru-guru serta Siswa Kelas VII SMP IT Insan Permata Malang yang tidak bosan-bosanya dimintai keterangan terkait dengan judul skripsi yang di ambil oleh peneliti, serta sudah bersedia membantu dan mendukung dalam penelitian.

9. Semua teman-teman PIPS angkatan 2015 yang telah memberikan motivasi dan setia menemani selama proses penelitian.

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Semoga segala bantuan dan motivasi yang diberikan kepada penulis akan dibalas dengan limpahan rahmat dan kebaikan oleh Allah SWT, penulis berharap semoga apa yang penulis laporkan dapat memberikan manfaat khususnya bagi penulis dan umumnya bagi para pembaca untuk selalu meningkatkan kreativitas guru demi memajukan pendidikan di Indonesia. Amin.

Semoga segala bantuan dan motivasi yang diberikan kepada penulis akan dibalas dengan limpahan rahmat dan kebaikan oleh Allah SWT, penulis berharap semoga segala sesuatu yang penulis laporkan dapat memberikan manfaat khususnya bagi penulis dan umumnya bagi pembaca untuk meningkatkan (kreativitas guru)

Amin.

Malang 22, March

Arsyadillah

Nim: 15130089

TRANSLITERATION GUIDELNES OF ARAB LATIN

Transliteration of Arab Latin in this thesis utilize in translation guidelnes based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158 ,1987 and number 0543 b/U/1987. Those are:

A. Letter

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	هـ	=	h
د	=	d	ع	=	'	ذ	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Dipthong Vocal

أو = aw

أي = ay

أُ = û

إِي = ï

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CHAPTER I

INTRODUCTION

A. Background

Social science is a subject that exists at all levels of formal schooling. Social science can also be interpreted as a combination of various scientific disciplines. Social Sciences (IPS) is one of the subjects collected in junior high schools (SMP), which combines basic concepts from various social sciences compiled through education that is intended for students in their lives. IPS is a subject that discusses social life that discusses the material of study of geography, economics, sociology, history, politics, law and culture. then Social Sciences is closely related to social life. Family, community and school life. With the help of Social Education, students are expected to be able to harmonize the problems that exist in their environment. One of the sciences used is science that we can compile in school, and compiling in schools students will discuss theories that discuss social science. Therefore, social science is very important for students to understand.¹

One of the problems experienced by our education world is the problem of a weak learning process. In the learning process students are less supportive for developing thinking skills. learning in the classroom that is directed at the ability to memorize information, the brain of children who are asked to remember and hoard various information without being required to understand the information gathered to connect it in everyday life. The weak learning process, is one of the problems learned in our education world. The learning process in the classroom is adjusted to the teacher's ability to manage learning and the material that is mastered. Teachers who can help learning well, mastery of good material and always provide motivation to students, will

¹ Wina Sanjaya, *Model Pembelajaran Terpadu* (Jakarta: Sinar Grafika Offset, 2010), hlm.171.

produce good learning achievements. Another thing with teachers who are not able to manage learning well, lack of mastery of the material also never motivates students to learn. Then the resulting learning achievement is not satisfactory.

The teaching and learning process is at the core of the whole education process and the teacher as the main role. The teaching and learning process is a process that contains the interaction of teachers and students on the basis of reciprocal relationships that take place in educational interactions to achieve certain goals. In the teaching and learning process implied there is a unity of activities that are not integral between students who study and teachers who teach. The role of the teacher is the interrelated conversations of behavior carried out in certain discussions and related to changes in behavior and the development of students who are the goals. The teacher is a very decisive component in the application of learning strategies without teachers, and a good idea strategy, then the strategy cannot be applied. The success of a learning strategy, one of which is the teacher.²

Teachers' teaching and principles in the ratification process given by Adam and Decey in the Basic Principles of Teaching Students who find the quotation in his book Uzer Usman are teachers as instructors, mentors, environmental regulators, participants, expeditors, planners, supervisors, motivators, questioners, evaluators and counselor. There are four main roles as teachers, namely: teachers as demonstrators, teachers as class managers, teachers as mediators or facilitators and teachers as evaluators.³

As explained in the previous paragraph, that in an effort to improve the quality of education, the main aspect is the teacher. For this reason, an initial effort to improve the quality of education is to improve the quality of teachers. Teacher quality can be

² Wina Sanjaya, *Strategi Pembelajaran* (Jakarta:Kencana Prenada Media Group,2007),hlm 52

³ Uzer Usman,*Menjadi Guru Profesional* (Bandung: PT. Remaja Roesdakarya,1990), hlm.7

observed from several aspects, in terms of mastery of the material taught, learning planning, learning process and learning evaluation.

A creative teacher usually does not just bring the design of learning and syllabus when teaching. Creative teachers will always think of bringing teaching aids as learning media so that students can better understand the material being taught. When delivering subject matter, the teacher must also understand who is being taught so that he will think of methods and models of rapid learning for his students.⁴

Allah SWT is able to distinguish humans from other creatures. Allah SWT bestows on reason to humans to learn and become leaders in this world. Learning theory in Islam, meaning an explanation of the principles that discuss learning originating from the Qur'an and Hadiths and treasures that debate Islamic intellectuals, are issued as stated in the following several hadiths that are related: "Searching for the knowledge of every Muslim "(Ibn Majah) .⁵

A science is a distinguishing thing between people who know people who don't know something. People who can use their brains well, with people who cannot use their brains to do so. That will help in his daily life. From how to speak or behave.⁶ Creative teachers greatly influence student success. In this case it can be seen from student learning achievement. If the teacher does not have learning creativity the results of student learning are also unsatisfactory. However, if the teacher has learning creativity, the results of student achievement will be satisfactory.

The majority of teachers, especially IPS / MTS social studies teachers, have very little creativity. Usually social studies subject teachers only use lecture, question and answer, and assignment methods. This resulted in the majority of students not interested

⁴ Mulyana AZ ,*rahasia menjadi guru hebat*,(Jakarta:grasindo, 2010),hlm133-134

⁵ Ahmadi.www.asmaul-husna.com/2015/09/hadist-menuntut-ilmu-hadist diakses 9 juli 2017 pukul 19.50.

⁶ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Pranada Media Group, 2009), hlm.1

in social studies subjects or also feeling bored in the learning process. This greatly affects the mental state of students in absorbing and understanding the lesson.

According to Neila Raamdhani, the teacher's creativity will be better when the teacher chooses a simple but interesting method of subject matter taught with the creativity of the teacher, so the lessons delivered will be easily understood by students in following the learning process so that children do not feel bored quickly. Creative teachers will teach material to students with interesting methods, so students will quickly understand what is conveyed by the teacher.⁷

Various kinds of things that affect student learning achievement can be seen from the outside driving factors of students and the driving factors of the students themselves. to get satisfying learning outcomes, of course the teacher has many ideas on how to get students to get satisfactory grades. In this case the teacher must have creativity in teaching. Besides that, not only teachers must try to get their students to get satisfactory grades. Students also have to strive for how they get satisfactory value as well as the way they study hard.

Creativity is the ability to produce something that is not made by others. Teacher creativity is indispensable in a teaching and learning process. However, creativity is not always possessed by academically capable teachers and high intelligence. This is because creativity requires not only skills and abilities, creativity also requires willingness and motivation. Social studies teachers at SMP Islam Terpadu Insan Pemata Malang have creativity, namely by developing existing methods. The creativity of social studies teachers at SMP Islam Terpadu Insan Pemata Malang is to develop lecture methods, question and answer, make mind maps, concept maps, discussions, presentations, visit historical sites, think pair share, make used products. but social

⁷ Neila ramdhani, *menjadi guru inspiratif*, (Jakarta: narutama, 2012), hlm 133

studies teachers at SMP Islam Terpadu Insan Pemata Malang put more emphasis on the lecture method by forming students. The lecture method used by social studies teachers at Malang Public Middle School is always developed with current news so as not to make students feel bored. Linking social studies subjects with the social sciences, politics, economics, so students can think critically about the present situation with the past. Character formation is always instilled by social studies teachers who are prospective leaders, while science students are potential inventors. Thus, social studies teachers can improve the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang.

In this study, researchers took the location at SMP Islam Terpadu Insan Pemata Malang as one of the schools that had a long history of service in the world of education. In this study, researchers wanted to examine the teacher's creativity in increasing the learning motivation of Grade VII social studies students, especially in social studies subjects at SMP Islam Terpadu Insan Pemata Malang. In addition, by having high academic abilities, the teacher can use various kinds of creativity or new learning methods, so that the teacher can provide color or something new to students. Thus the teacher can increase the learning motivation of class VII students in Social Sciences subjects at SMP Islam Terpadu Insan Pemata Malang.

From the background, the researcher took the title "**Creativities of Social Sciences Teachers in Improving Learning Motivation of Seventh Grade Students at SMP Islam Terpadu Insan Pemata Malang**".

B. Problem Questions

From the specification of the background discussion in this research proposal, the formulation of the problem is as follows:

1. What are the forms of social studies teacher creativities in improving the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang?
2. How do students respond to the creativity of social studies teachers in improving the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang?
3. What are the rectricting and supporting factors of social studies teachers in improving the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang?

C. Main Research

1. To explain the forms of social studies teacher Creativities of seventh grade students at SMP Islam Terpadu Insan Pemata Malang.
2. To explain students' responses to the creativities of social studies teachers in improving the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang.
3. To explain rectricting and supporting factors of social studies teachers in improving the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang.

D. Significances of the Study

The benefits of this research are expected to have an impact on educational institutions, especially those in them. namely the benefits theoretically and practically, including the following:

1. Theoretical benefits
 - a. The results of this study are expected to add insight into teacher creativity in increasing student learning motivation.

- b. As input material in giving ideas or insight ideas about teacher creativity in increasing student learning motivation.

2. Practical Benefits

a. For the teacher

Can be used as a reference in the learning process to students in applying their creativity when teaching. From this research, it is hoped that it can provide input for teachers to carry out their roles as teachers well. So that students can easily understand the material presented and can be motivated to continue learning.

b. For schools

From this research, it is expected to be a contribution of thought and a basic foundation for school. So that schools can improve the professionalism and creativity of teachers in schools.

c. For researchers

Give benefits to researchers and add scientific insight as a provision to become a professional teacher later, and to find out where the ability of students to understand the lessons that have been delivered.

E. Research Originality

As proof of the originality of this study, researchers conducted a study on several previous studies related to the creativity of social studies teachers in increasing learning motivation in order to see the location of the equation, differences in studies in previous studies to avoid repetition. There are several previous studies that have similarities with this research, such as Thesis written by:

There are several studies that are in line with what researchers are doing, namely Yuni Puspitasari (2011) in her research entitled "History Teacher Creativity in learning History in High School (case study in 1 Demak Public High School)". Problem

formulation: 1. What is the form of the history teacher's creativity in learning History in High School in Demak 1 High School? 2. How is the History Teacher's effort in learning History in High School in Demak 1 Public High School? This research is qualitative through descriptive analysis approach. The results of this study that History teachers at SMAN 1 Demak were less creative when the teaching and learning process took place. The impact of the students is less understanding of the material presented, so that when carried out daily tests or mid-semester get an unsatisfactory value. The perspective that is examined is the creativity of the history teacher. Using descriptive qualitative. The difference is the teacher's creativity History in Historical Learning.⁸

In line with the previous one Rina Susiyanti (2012) "History teacher creativity as a motivation for students to receive lessons at SMAN 1 Sulang in Rembang Regency". Problem formulation: What are the strategies of creativity of History teachers as Motivation for Students in Receiving Lessons at SMAN 1 Sulang, Rembang Regency? 2. What is the impact of the creativity of History teachers as a Motivation of Students in Receiving Lessons at SMAN 1 Sulang in Rembang Regency? This research is qualitative through a descriptive approach and the results of this study are history teachers at SMAN 1 Sulang, Rembang Regency, with different backgrounds. History Teachers make a picture of student behavior now as a motivation for learning. The teacher is still monotonous in using the teaching method, the use of media is also still limited to peeta, images and globe. Then in the learning process the obstacles that are often encountered are in material matters. The equation, which is qualitative in nature through a descriptive approach, together examines the creativity of history teachers. the

⁸ Yuni Puspitasari. *Kreativitas Guru Sejarah dalam pembelajaran Sejarah di Sekolah Menengah Atas (studi kasus di SMA Negeri 1 Demak*. Skripsi. Fakultas Pendidikan Program Studi Pendidikan Sejarah. Universitas Negeri Semarang. 2011. Hal. 30

difference between History teacher Creativity as Motivation for Students in Receiving Lessons.⁹

And Research conducted by Umi Takhmulil Fadilah (2012), female students of UIN MALIKI Malang with the title "Creativity of Religious Teachers in motivating Student Learning in Islamic Education subjects at Mojokerto 3 Public High School". Problem formulation: 1. How is the Implementation of Religious Teachers in motivating Student Learning in Islamic Education subjects in Mojokerto 3 Public High School? 2. What are the supporting factors and inhibitors of the creativity of Religious Teachers in motivating Student Learning in the subjects of Islamic Education in SMA Negeri 3 Mojokerto ?. this research is qualitative through a descriptive approach and the results of this study are teachers of SMAN 3 Mojokerto. From the results of the study it can be concluded that the creativity of religious teachers can increase student learning motivation. It is shown that, (1) the motivation of students in Islamic religious education lessons at SMA Negeri 3 Mojokertom through the activities of extras SKL. (2) the form of teacher creativity in the learning process in the classroom by using audio visual media by using varied strategies and learning methods and holding extra SKI so that students are motivated to learn PAI, (3) the impact of religious teacher creativity in motivating student learning namely student morals students become good, knowledge of understanding and experience of students in religious matters is increasing. The equation examines the creativity of a teacher. The difference is in the subjects, namely learning PAI¹⁰

⁹ Rina Susiayanti. *Kreativitas guru Sejarah sebagai Motivasi Siswa dalam Menerima Pelajaran di SMAN 1 Sulang Kabupaten Rembang*. Skripsi. Fakultas Pendidikan Program Studi Pendidikan Sejarah. Universitas Negeri Semarang. 2011. Hal. 28

¹⁰ Umi Takhmulil Fadilah. *Kreativitas Guru Agama dalam memotivasi Belajar Siswa pada mata pelajaran Pendidikan Agama Islam di SMA Negeri 3 Mojokerto*. Skripsi. Fakultas Ilmu Tarbiyah dan Keguruan. Prpgram Studi Pendidikan Agama Islam Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2012, hal 28.

Table I

Previous research

No	Title	Equation	Difference	Originality of Research
1	Yuni Puspitasari <i>“Kreativitas Guru Sejarah dalam pembelajaran Sejarah di Sekolah Menengah Atas studi kasus di SMA Negeri 1 Demak, 2011.</i>	Teacher Creativity	teacher's creativity History in History Learning.	The results of this study are less creative when the teaching and learning process takes place. The impact of the students is less understanding of the material presented, so that when carried out daily tests or mid-semester get an unsatisfactory value.
2	Desi Meri. <i>Peranan Guru dalam Meningkatkan Motivasi Belajar Siswa di SMPN 2 Labang Sukolilo Timur Bangkalan Madura. 2012.</i>	Teacher Creativity	History of Teacher Creativity is a motivator for students to receive lessons	The results of this study are history teachers at SMAN 1 Sulang, Rembang Regency, with different backgrounds. History Teachers make a picture of student behavior now as a motivation for learning. The teacher is still monotonous in using teaching methods, the use of media is also still limited
3	Umi Takhmulil Fadilah. <i>Kreativitas Guru Agama dalam memotivasi Belajar Siswa pada mata pelajaran</i>	Teacher Creativity	Motivate student learning in Islamic religious education subjects	The creativity of religious teachers can increase student learning motivation. It is shown that, (1) the motivation of

	<i>Pendidikan Agama Islam di SMA Negeri 3 Mojokerto. 2012.</i>			students in Islamic religious education lessons at SMA Negeri 3 Mojokertom through the activities of extras SKL. (2) the form of teacher creativity in the learning process in the classroom by using audio visual media by using a variety of strategies and learning methods and holding extra SKI so students are motivated to learn PAI, (3) the impact of the creativity of religious teachers in motivating student learning namely the morals of students to be good.
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F. Definition of Terms

This study takes the title of "the creativity of social studies teachers in improving the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang ". Based on the title, the terms used in the title are as follows:

1. Creativity is the main ability of human beings in life, creativity is born of reflection, talent, and skill. Creativity that is practiced in learning is the driver and driver of someone in delivering lessons.¹¹

¹¹ Djalinus Syah dkk, *Kamus Pelajar Kata Serapan Bahasa Indonesia* (Jakarta: PT Rineka Cipta, 1993), hlm. 76.

2. The teacher is one of the main factors for the creation of a quality future generation, not only from the intellectual side but also from the procedures for behaving in society.¹²

3. Social Sciences

Social science is material from various social science disciplines such as geography, history, sociology, social anthropology, economics, political science, law science, and other social sciences, used as material for implementing education and teaching programs in primary and secondary schools.¹³

4. Motivation comes from the word "motive" interpreted as an effort to encourage someone to do something. So the purpose of this discussion, the teacher can encourage students to foster a spirit of learning, curiosity of students.¹⁴
5. Learning is all mental or psychological activity that takes place in active interactions in the environment, which results in changes in management understanding.¹⁵

G. Systematics Discussion

Chapter I: is the central point for discussion in the following chapters, which includes background problems, research focus, research objectives, research benefits, research originality, definition of terms, and systematic discussion.

Chapter II: In this chapter is a literature review of the Overview of Creativity, Understanding Creativity, Factors that Promote Creativity, Characteristics of Creative People. Review of the teacher. Teacher Teacher, Role and Function of Teachers. Overview of Social Sciences (IPS), Definition of Social Sciences (IPS), Social Sciences Concept, Characteristics of Social Sciences (IPS). The purpose of Social Sciences (IPS),

¹² Sumiati, *Metode Pembelajaran* (Bandung: CV Wacana Prima, 2008), hlm. 91.

¹³ Abu Ahmadi, *Ilmu Sosial Dasar* (Jakarta: PT Asadi Mahasatya, 2003), hlm. 2-3.

¹⁴ Purwanto, (Yogyakarta: Pustaka Pelajar, 2011), hlm.44.

¹⁵ Dimiyati, Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2006), hlm.3.

and the scope of the material. Overview of Motivation, Motivation Functions, Factors that measure learning motivation.

Chapter III: And this chapter describes the research method taken from the approach and type of research, time and place, source of data, techniques of data collection, data analysis, checking the validity of data, and the stages of research.

Chapter IV: While this chapter describes the exposure to data and reports on the results of research or presentation taken from the reality of objects based on research conducted in class SMP Islam Terpadu Insan Pemata Malang.

Chapter V: The most important thing in this chapter describes the discussion. Answering research problems and interpreting research findings conducted in class VII of SMP Islam Terpadu Insan Pemata Malang.

Chapter VI: And the last is closing of thesis writing or the final result which includes conclusions and suggestions from the results of the study.

CHAPTER II

LITERATURE REVIEW

A. Creativity

1. Understanding Creativity

Creativity in the second edition of KBBI (Large Dictionary of Indonesian Language) is interpreted as "the ability to create" or "creativity" or "creative things". Creativity in the sense of being free is about something very important in human life and related to the potential that exists in humans that can be used to change lives. This word is related to the great power that plays a role in creating new things that have not been there before.¹⁶

In essence, creative words are the discovery of something new, and not the accumulation of skills or knowledge obtained from textbooks. Creative is also interpreted as a pattern of thinking or ideas that arise spontaneously and imaginatively, reflecting scientific results, scientific discoveries, and mechanical creations. Creative human resources are urgently needed today, especially in anticipating and responding effectively to changes that occur almost every joint of life as a result of modernization and globalization. The development of culture and civilization that occur in the midst of people's lives is also inseparable from people who have certain creativity in various sectors of life such as economics, politics, technology, religious education, arts and others.

Therefore, creativity is very important to be nurtured and developed in a person, including students. Creative thinking needs to be trained, because it makes the child smooth and flexible (flexible) in thinking and seeing a problem from various

¹⁶ Hernowo, *Menjadi Guru yang Mau dan Mampu Mengajar Secara Kreatif* (Bandung: MLC 2017), Hlm.26.

perspectives, and is able to give birth to many ideas. This can grow and develop well if the family environment, school environment and community support them in expressing their creativity.¹⁷

2. Creative Education

Creative education is when students are able to use imagination and critical thinking to create new and meaningful forms of ideas where they can take risks, be independent and flexible.¹⁸ Instead of being taught to reiterate what was learned, students learn to develop their ability to find various solutions to a problem. Coming up with various out-of-the box solutions is known as divergent thinking and there is no one way of cultivating this skill - largely due to the newness of the concept and the limited scientific information on creativity.¹⁹

3. Importance

The increasing interest in creative education is due to the need for more critical thinkers in business science, politics and every subject to be able to solve complex problems. As the world becomes more interconnected, it is no longer possible to make linear decisions in business and in politics. Current leaders are looking for people who can bring about new ideas to solve pressing issues. For instance, in a 2010 IBM study, Chief Executive Officers from more than 60 countries and 33 different industries worldwide were surveyed on creativity. Those 1,500 CEOs believe that in order for the industries to keep growing in this increasingly complex world, creative strategies must be implemented in education so that these graduating students and future employees are better prepared for massive shifts in industries once they go to workplace. This soft skill

¹⁷ Anggun Prameswari, *Bakat dan Kreatif*(Jakarta: Pedoman Ilmu Jaya1995), Hlm.20.

¹⁸ Gibson, Robyn (2010). "The 'art' of creative teaching: Implications for higher education". *Teaching in Higher Education*.

¹⁹ *What Type of Thinker Are You*". *Psychology Today*. Retrieved 2017-02-27.

of creativity has been identified as a competency for a successful enterprise in the future.²⁰

When students have more say in their education, they become more engaged which helps facilitate learning. Plus, the goal of creative education is to challenge each student and encourage originality. Instead of "standardizing" how students approach a problem, different responses would be encouraged. This, in turn, allows more than one type of learner to exist within a classroom.

A growing number of colleges and universities are realizing the needs for more creative students in every field of education. Therefore, they are opening centers, such as Stanford University's d.school, Harvard University's i-lab, Oklahoma State University's Institute for Creativity and Innovation and Ball State University's Center for Creative Inquiry, to increase divergent thinking. Those centers are teaching students creative problem solving and design thinking. Creativity is a set of teachable skills and many universities are requiring students to take creativity classes as part of their undergraduate study.²¹

4. Benefits of Creative Teaching

Research has found the following benefits for students using creativity in education:²²

- a. Makes learning more fun for students where they can learn faster and can increase their performance.
- b. Students' dislike for science, mathematics, and social studies subjects can be diminished.

²⁰ Schmidt, Jacqueline (2012). "Creativity in the entrepreneurship classroom". *Journal of Entrepreneurship Education*. 15: 123–131.

²¹ Stanford. "d school". Retrieved 10 August 2018.

²² Rinkevich, Jennifer (2011). "Creative Teaching: Why it Matters and Where to Begin". *The Clearing House*. 84 (5): 219–223.

- c. Improvement in student achievement

5. Barriers to Creative Teaching

Some teachers may not have the mindset of teaching their students how to be creative:²³

- a. Some teachers might view creative work as “extra” and not needed.
- b. There is a “creativity gap” in classrooms where creativity is discouraged.
- c. Some studies have found that teachers cannot be creative in classrooms due to pressures by the system, standards, and big classroom size.

6. Ways to Increase Creativity in Classroom

These are few ways in which creativity in classroom can be increased:²⁴

- a. Don't limit assignments to one format. For example, instead of limiting the student to the writing assignment, they can create a podcast, video, role playing, poem, composing songs, etc.
- b. Set time aside for creativity. For instance, set aside one hour in a school day to let students explore their ideas.
- c. Use technology to broaden your idea of assignments. For example, you can use Google Maps to teach geography and make the class more interactive.
- d. Introduce unconventional learning materials into class. Besides using the books in the classrooms, you can use educational podcasts and videos, such as Radiolab and Ted Talks, which can create entertainment with education.
- e. Reward creative ideas, thoughts and products.
- f. Encourage risk-taking, allowing mistakes, and imagining from various perspectives.

²³ Rinkevich, Jennifer (2011). "Creative Teaching: Why it Matters and Where to Begin". *The Clearing House*. **84** (5): 219–223.

²⁴ Chan, Zenobia (2013). "Exploring creativity and critical thinking in traditional and innovative problem-based learning groups". *Journal of Clinical Nursing*. **22** (15–16): 2298–2307.

- g. And finally, teach teachers to be more creative in classrooms and hold creativity workshops for them.

Early research viewed creativity as an intellectual ability possessed by few people. Creativity has been linked to intelligence. However, today creativity is viewed as a set of teachable skills not linked to intelligence. Some of the research that was done in early 2000, indicated that as people grow older, their creativity dampens. According to the Robinson Report, by the age of 5, a child's potential for creativity is 98%; by the age of 10, this percentage drops to 30%; at age of 15 it is 12%; and by the time we adults, our creativity is no more than 2%.²⁵

After two decades, employers and universities realized the need to foster creativity in students and eventually in the workforce. In Csikszentmihalyi's five-step process to elicit creative thinking, incubation is a necessary step. Meaning, the use of unconscious thought is needed to solve complex problems. A problem such as $2+2$ is a linear thought process that can be performed in the consciousness. Trying to solve the equation for gravity requires more complex connections in the brain which has been seen to require the unconscious thought process. In application to education, this may include requiring more recess time to facilitate the creative thought process. However, there is limited research on how exactly the creative thought process works and how it can be elicited.

In relevance to education, there is research that emphasizes that students *and* teachers need more freedom to allow a more creative education process to take place. Students who can participate in their education show more creativity but for this type of education to work, teachers must also have more control over the curriculum. This may look like the teacher determining the curriculum for the *entire* year or determining how

²⁵ Gibson, Robyn (2010). "The 'art' of creative teaching: Implications for higher education". *Teaching in Higher Education*. 15 (5): 607–613.

much time each students needs to spend on each subject. Instead of the decision making starting from the top-down (state to schools), the decision making starts from the ground-up (teacher to schools). This isn't suggesting there shouldn't be *some* national guideline but the idea is to place more trust in the teachers as they are on-the-grounds, engaging with each student.

One creative method is Creative Problem Solving (CPS) The CPS method is a more explicit form of cultivating creativity and uses divergent and convergent thinking skills. Students are asked to brainstorm, plan ahead, and find solutions. Instead of changing an entire curriculum to be creative focused, this method is a more obvious way to teach students how to critically approach assignments.²⁶

7. Characteristics of Creative People:

High ability to adapt various ideas Have freedom in issuing decisions, slow in analyzing various data and quickly get solutions, think better when calm and empty, have high ability to master various conditions that mix with each other, have a strong memory in most things and always have the ability to master in detail what is of concern to him. Having the nature of flexibility and skills in making decisions Always asking, Having a fantasy that never dies, Having a high ability to deduce opinions, Like looking for, thinking and observing, Like taking risks and having the desire to complete the task at hand.²⁷

8. Theory Creativity

According to Wikipedia creativity is a phenomenon where something new and somehow valuable is formed. Items made may be intangible (such as ideas, scientific theories, musical compositions, or jokes) or physical objects (such as inventions,

²⁶ jcarinci. "School of Education at Johns Hopkins University-The Relevance of Creativity in Education". *education.jhu.edu*. Retrieved 2017-02-27.

²⁷ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Pranada Media Group, 2009), hlm. 127.

literary works, or paintings). Scientific interest in creativity is found in a number of scientific disciplines, especially psychology, business studies, and cognitive science, but also education, technology, engineering, philosophy (especially philosophy of science), theology, sociology, linguistics, and economics, which includes the relationship between creativity and general intelligence, personality types, mental and neurological processes, mental health, or artificial intelligence; the potential to foster creativity through education and training; fostering creativity for the benefits of the national economy, and the application of creative resources to improve the effectiveness of teaching and learning.

Etymologically *Leksem* in the English word creativity originates from the Latin *creo* term "to create, make": the derivative suffix also comes from Latin. The word "create" appears in English in the early 14th century, especially in Chaucer, to show divine creation (in *The Parson's Tale*). However, its modern meaning as an act of human creation did not appear until after the Enlightenment.²⁸

It is generally said that the idea of "creativity" comes from Western culture through Christianity, as a matter of divine inspiration. According to historian Daniel J. Boorstin, "the West's initial conception of creativity is the biblical creation story given in Genesis." However, this was not creativity in the modern sense, which did not appear until the Renaissance. In the Judeo-Christian tradition, creativity is the only province of God; humans are not considered to have the ability to create something new except as an expression of God's work. A concept similar to Christianity is in Greek culture, for example, the Muses are seen as mediating inspiration from the Gods.²⁹ Romans and

²⁸ Runco, Mark A. ; Albert, Robert S. (2010). *"Penelitian Kreativitas"*. Dalam James C. Kaufman ; Robert J. Sternberg (eds.). *Buku Pegangan Kreativitas Cambridge* . Cambridge University Press . ISBN 978-0-521-73025-9

²⁹ Dacey, John (1999). *"Konsep Kreativitas: Sejarah"*. Dalam Mark A. Runco; Steven R. Pritzer (eds.). *Ensiklopedia Kreativitas, Vol. 1* . Elsevier . ISBN 978-0-12-227076-5

Greeks used the concept of an external creative "daemon" (Greek) or "genius" (Latin), related to the sacred or the divine. However, none of these views are similar to the concept of modern creativity, and the individual was not seen as the cause of creation until the Renaissance. [18] It was during this Renaissance that creativity was first seen, not as a channel for the divine, but from the ability of "great people".

Creativity is the ability of a person or group to make something new and useful or valuable, or the process of making something new and useful or valuable. It happens in all areas of life - science, art, literature and music. As a personal ability it is very difficult to measure. The reason is that we don't understand the mental processes that help some people be more creative than others. Judging what is creative is also controversial. Some people say only things which are historically new are creative, while other people say that if it is new for the creator and the people around them, then it is also creativity.

Some think creativity is an important thing that makes humans different from apes. Others recognize that even apes, other primates, other mammals and some birds adapt to survive by being creative (for example - primates using tools). Liane Gabora believes that all culture comes from creativity, not imitation. Therefore, these people say, human science should focus on it (pay special attention to it): Ethics for example would focus on finding creative solutions to ethical dilemmas. Politics would focus on the political virtues that need some creativity. Imitation would not be the focus of education. Linguistics might be more interested in how new words are created by culture, rather than in how existing ones are used in grammar.

The Cattell–Horn–Carroll theory includes creativity as a subset of intelligence. Specifically, it is associated with the broad group factor of long-term storage and

retrieval (Glr). Glr narrow abilities relating to creativity include:³⁰ ideational fluency, associational fluency, and originality/creativity. Silvia et al. conducted a study to look at the relationship between divergent thinking and verbal fluency tests, and reported that both fluency and originality in divergent thinking were significantly affected by the broad level Glr factor. Martindale,³¹ extended the CHC-theory in the sense that it was proposed that those individuals who are creative are also selective in their processing speed. Martindale argues that in the creative process, larger amounts of information are processed more slowly in the early stages, and as the individual begins to understand the problem, the processing speed is increased.

B. Teacher Creativity in Social Studies Learning

1. Forms of Teacher Creativity

a. Variation in Teaching

Factors that influence activities caused by the activity of presenting learning activities that lack variation will require attention, motivation, and student interest in learning, teachers and schools to decline, for that requires participation in the presentation of learning activities.³²

To overcome the teacher's boredom in the teaching and learning process it is necessary to use variation, the use of successive variations overcomes student boredom, so that in the learning process students always show perseverance, enthusiasm, and actively activated.

There are variations in the learning process of variation in the style of teaching variation using media and material comparisons, variations in teacher interaction with

³⁰ Kaufman, JC; Kaufman, SB; Lichtenberger, EO (2011). "Menemukan kreativitas pada tes kecerdasan melalui produksi yang berbeda". *Jurnal Psikologi Sekolah Kanada* . 26 (2): 83-106. doi : 10.1177 / 0829573511406511

³¹ Martindale, C. (1999). Basis kreativitas biologis. Dalam RJ Sternberg (Ed.), *Buku Pegangan kreativitas* (hlm. 137- 152). New York: Cambridge University Press.

³² J.J Hasibuan, Moedjiono, *Proses Belajar Mengajar* (Bandung: PT Remaja Rosdakarya 1999), hlm.84

students.³³ No less important is the variation in using teaching methods in the teaching and learning process.

Skills in using variations in teaching styles in the classroom play a role in student learning outcomes, because these variations are seen as energetic material, enthusiasm is happy and has a relationship with learning outcomes. Such teacher behavior in the process of educative interaction will be dynamic and enhance communication between the teacher and students, attracting students' attention, helping to accept the students' material giving stimulus.³⁴

Variations of the following styles:

- 1) Sound variations, namely loud, slow, high-low and big-small sound.
- 2) Concentration, can be done verbally. Cue or by using a model.
- 3) Silence is used to call attention to students
- 4) Contact view, to improve relations with students by avoiding things that are impersonal.
- 5) Body movements and gestures are facial changes, head movements, the body is very important in the communication process
- 6) Change in teacher position.³⁵

Learning media is also called learning tools or educational media, which means that the media used or techniques used in the framework of more effective communication and interaction between teachers and students in the process of education and campaigns in schools.³⁶ Media or tools are also interpreted as anything

³³ Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: Rineka Cipta 2002), hlm.124

³⁴ Ibid., hlm.16

³⁵ J.J Hasibuan. Moedjiono, *Op.Cit.*, hlm.66

³⁶ Oemar Hamalik, *Media Pendidikan* (Bandung: Citra Aditya Bakti, 1994), hlm.12

that can be used in the framework of achieving learning goals.³⁷ So the media considered is used in the framework of effective communication and interaction between teachers and students in achieving learning objectives. Media is the core of educational activities.³⁸ Materials that are in accordance with the substance conveyed in the learning process, without the learning process will not work. Therefore the teacher will teach first and prepare the material to be conveyed to students.

Variation in using media and materials loaded: media and materials heard, media and materials that can be viewed and media materials that can be installed or touched or manipulated (Active media).³⁹

- a) Media and materials that can be heard receive a combination with the display media. In the process of teaching and learning sound is the main tool in communication. Included in hearing media are student conversations, sound recordings and voice recordings of interviews and so on that have a relationship with the lesson.
- b) Media and materials that can be seen to be interpreted as the use of special teaching materials and materials for communication such as books, maps, globe, graphic images and so on.
- c) Media and material that can be touched or touched manipulated is the use of media that gives students the opportunity to touch and manipulate objects or learning materials.

When teachers use media and teaching materials in a variety of ways will make the training of students higher, motivate learning, encourage thinking and improve learning skills.

³⁷ Syaiful Bahri Djamarah, *Op.Cit.*, hlm.19

³⁸ *Ibid*, hlm 19

³⁹ Piet A. Sahertian, Ida alaeida Sahertian, *Supervisi pendidikan* (Jakarta: Pt Rineka Cipta, 1989), hlm.104

The pattern of interaction between teacher and student has important meaning in the teaching and learning process. A teacher must know how to connect well with students, so that students can feel happy with the teacher and also the lessons they convey. The quality of teacher and student relationships is important for teachers to want to be active in any teaching, all can be made interesting and exciting for children when given by teachers who have learned how to create a respectful relationship between teachers and students.⁴⁰

Variations in the pattern of interaction between teacher and student have a range of two-pole moves namely: Students work or study freely without interference from the teacher and students listening passively. The situation is nominated by the teacher. Between the two poles there are many possibilities that occur, for example: the teacher talks with a small group of students through the submission of several questions or the teacher speaks individually to students, or the teacher creates a situation so that students can exchange opinions through self-appearances, demonstrations or discussions.⁴¹

Teaching methods also need to be considered in the teaching and learning process, because a lesson can be easily accepted by students depending on how or the method used by a teacher. The method is a method used by the teacher in holding relationships with students during the course of teaching.⁴² Methods are indeed just a means or tool to achieve a goal even though the method is often the main factor that makes learning successful or failed. The teaching method applied by several teachers is varied, ranging from the lecture method to the discussion method. This is done to create and maintain a pleasant learning atmosphere, and to facilitate students in understanding the subject matter.

⁴⁰ Thomas Gordon, *Guru yang Efektif*(Jakarta: PT Raha Grafindo Persada, 1996), hlm.5

⁴¹ Syaiful Bahri Djamarah, *Op.Cit.*, hlm.30

⁴² Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*(Bandung: Algesindi,2000),hlm.

Each method has weaknesses and strengths. The teacher's job is to choose the right method to create a good teaching and learning process. The accuracy of using the teaching method depends on the goal. Fill in the teaching and learning process and learning activities in carrying out their duties. Good teaching and learning, should use various variations in turn with one another. In using various variations, the teacher needs to understand the following principles: the changes used must be effective. The use of variation techniques must be smooth and precise, the use of variation components must be truly structured and planned beforehand and the use of variation components must be flexible based on the students' feedback.⁴³

b. Use of the Library

The library is an important tool in every education program. Learning and research for every educational and scientific institution.⁴⁴ In other words the library is also a storehouse of knowledge that is not separated from every educational institution. The existence of a library will help add insight both obtained from references in the form of magazines, newspapers or other.

The library can only provide maximum benefit to someone if used or utilized to the maximum extent possible. Through the library one adds to his knowledge. Whereas the addition of knowledge is an attempt to improve the quality of each person.

A good teacher is often not satisfied if it only comes from one or two text books. In this case they may feel the need to distinguish comparisons from other text book material or to employ the material by reading reference sources, and provide up-to-date information that all the material is obtained from sources from the library.⁴⁵ Thus we are increasingly aware of the importance in read books in the library or anywhere.

⁴³ JJ. Hasibuan, Moedjiono, *Op.Cit.*, hlm.66

⁴⁴ Ny. Boeryati Soedibyo, *Pengelolaan Perpustakaan Jilid 1 Alumni* (Bandung: 1987), hlm.1

⁴⁵ Ibid, hlm 88

Especially for teachers to support and improve the quality of teaching and to add to the upcoming treasury of knowledge.

2. Implementation of Teacher Creativity

To be able to overcome problems in learning, the teacher must develop his creativity in learning. Developing learning creativity includes the following:

a. Design and prepare teaching materials / subject matter

Designing and preparing teaching materials / subject matter is an important factor in the implementation of learning activities for students can take place well, besides it also serves as a provider of the direction of the implementation of learning, so that learning can be directed effectively.

b. Class management

Class management must be in accordance with the material, objectives, and needs faced. Teachers can design classroom management in a variety of ways to avoid a monotonous learning process. Conversely, well-planned classroom management will bring a more challenging learning environment interesting and not boring.

c. Utilization of time

Arranging the division of learning time based on the type or form of teaching, for example, the delivery of teaching materials for discussion, experiments and so on. Design and spend time to arouse the attention and motivation of students. This activity is rarely encountered because students only get information that is abstract for them. Students' curiosity must be maintained by giving them the opportunity to look closely.

d. Use of learning media

Assessing all things related to the use of learning media starting from teaching materials or subject matter, efforts to arouse the attention and enthusiasm of students,

provide feedback and reinforcement to the attention of differences in the characteristics of students.⁴⁶

3. Drivers of Creativity

The process of one's personal development is generally determined by a combination of internal factors (inheritance and psychology) and external factors (social and cultural environment).⁴⁷ Internal factors are the nature of human beings themselves in which there is an impulse to develop and grow toward a business that is better than before, in accordance with their thinking ability to meet all the needs they need. Likewise, a teacher in terms of carrying out his duties as an implementation of education certainly wants himself to grow and develop in a better and quality direction.

The cognitive and intellectual style of the creative person shows concessions and attachments to conventions, creates its own rules, does things in its own way and likes problems that are not too structured. Personality and motivation dimensions include characteristics such as flexibility, encouragement to excel and recognition of tenacity in facing obstacles and moderate risk-taking.

External factors also influence the drive and potential from within, namely the influences that come from outside that can encourage teachers to develop themselves. These external factors can be grouped into four, as follows:

There are several driving factors and inhibitors of creativity, namely:

- a. Driving factor
 - 1) Sensitivity in seeing the environment.
 - 2) Freedom in seeing the environment / acting.
 - 3) Commitment to progress and success

⁴⁶ Muhammad Nurdin, *Kiat Menjadi Guru Profesional*, (Bandung: UPI 2000), hlm. 97

⁴⁷ T.W. Malone and M.R. Lepper, "Making learning fun: A taxonomy of intrinsic motivations for learning", *Aptitude, learning, and instruction*, 3, 223-253 (1987)

- 4) Optimistic and dare to take risks, including the worst risks
- 5) Perseverance to practice
- b. Obstacle factor
 - 1) Lazy thinking, acting, trying, and doing something.
 - 2) Implusif
 - 3) Underestimate the work of others
 - 4) Easy to despair, get bored quickly, can't stand the test
 - 5) Fast satisfaction

So creativity is the ability to express and realize the potential of thinking power to produce something new and unique or the ability to combine something that already exists into something else to make it more interesting. Creativity can also be interpreted as the ability to create a new product, or the ability to provide new ideas and apply them in problem solving. The teacher must race in learning by providing learning convenience for all students.

C. Overview of Motivation

1. Understanding Motivation

The word motivation comes from the word "motive", interpreted as an effort to encourage someone to do something. Motives can be interpreted as the driving force from inside and inside the subject to carry out certain activities in order to achieve a goal. Even motives can be interpreted as an internal condition (preparedness). Starting from the word "motive", then motivation can be interpreted as the driving force that has become active. Motives become active at certain times. Especially if the need to achieve goals is very felt / urgent. According to Mc. Donald, motivation is a change in energy in a person to be marked by the emergence of "feeling" and preceded by a response to the

purpose. From the understanding expressed by Mc. Donald invites three important elements:

- a. That motivating begins the change of energy in every individual human being. Although motivation arises from within humans, its appearance will involve human physical activities.
- b. Motivation is characterized by the emergence of a feeling of "feeling", someone's affection. In this case motivation is relevant to psychological problems, affections and emotions that can determine human behavior.
- c. Motivation will be stimulated because of the purpose. So motivation in this case is actually a response to an action, namely a goal. Motivation does arise from within humans, but its emergence is driven by the presence of other elements. In this case it is the goal. This goal will involve the matter of need.⁴⁸

Motivation as an inner factor functions to cause, underlie, direct the act of learning. Motivation can determine the good or not in achieving the goal so that the greater the motivation will be actively trying, looking persistent not to give up, actively reading books to improve their performance to solve the problem. Conversely, those whose motivation is weak, seem indifferent, easily discouraged, attention is not focused on the lesson, likes to interfere with the class, often leaving lessons as a result many have difficulty learning.⁴⁹

In psychology, motivation is defined as everything that drives a behavior.⁵⁰ Greenberg mentions that motivation is a generation process, directing, stabilizing the behavior toward a goal.⁵¹ While James O. Whittaker said that motivation is conditions

⁴⁸ Sardirman A. M. *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta:PT Raja Grafindo Persada 1994). Hlm. 73-74

⁴⁹ Abu Ahmadi & Widodo Supriyono, *Psikologi belajar* (Jakarta: PT Rineka Cipta 2004) Hlm.83

⁵⁰ Alisuf Sabri. *Psikologi Pendidikan*. (Jakarta: Pedomam Ilmu Jaya1995). Hlm. 85.

⁵¹ Djaali. *Psikologi Pendidikan* (Jakarta: Bumi Aksara) 2006. Hlm.101.

or conditions that activate or give encouragement to the creature to behave in achieving the goals caused by the motivation.⁵²

Motivation has two components, namely the inner component and the outer component. The inner component is change within a person. State of feeling dissatisfied, psychological tension. The outer component is what someone wants, the goal that is the direction of his behavior. So, the components in are the components to be achieved.⁵³

Motive is the power in a person who pushes him to do something, or a person's condition that causes his readiness to start a series of behaviors or actions. While motivation is a process to activate motives into actions or behavior to meet needs and achieve goals, or circumstances and readiness in the individual that encourages his behavior to do something in achieving certain goals.

2. Types of Motivation

Motivation can arise from within an individual and can also arise due to external influences. This can be described as follows:

a. Intrinsic motivation

Intrinsic motivation is the motives that occur actively or function do not need to be stimulated from the outside, because in each individual there is an urge to do something. intrinsic motivation if the purpose is inherent in the learning situation and meets the needs and goals of students to master the values contained in the lesson. Students are motivated to learn solely to master the values contained in the subject matter, not because of other desires such as wanting to get praise, high grades, or gifts and so on.

⁵² Wasty Soemantono. *Psikologi Pendidikan* (Jakarta: PT Rineka Cipta 1998). Hlm 205.

⁵³ Oemar Hamalik. *Psikologi Belajar dan Pembelajaran* (Bandung: Sinar Baru 1992) hlm

If someone has intrinsic motivation in him, then he will consciously do an activity that does not require motivation from outside himself. In learning motivation, intrinsic motivation is very necessary, especially self-study. Someone who has intrinsic motivation always wants to advance in learning. This desire is motivated by positive thinking, that all the subjects studied now will be needed and are very useful now and in the future.⁵⁴

b. Extrinsic Motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is motives that are active and functioning because of external stimuli. Learning motivation is said to be extrinsic if students place their learning goals outside of the learning situation factors. Students learn because they want to achieve goals that lie beyond the things they learn. For example, to achieve high numbers, diplomas, degrees, honors, and so on.

Extrinsic motivation is needed so students want to learn. Various ways can be done so that students are motivated to learn. Teachers who succeed in teaching are teachers who are good at arousing students' interest in learning, by utilizing extrinsic motivation in various forms. Extrinsic motivation is often used because lesson material does not attract the attention of students or because of certain attitudes to the teacher or parents.⁵⁵

Some ways to generate extrinsic motivation in order to foster intrinsic motivation.

- 1) Competition (competition): the teacher creates competition among students to improve their learning achievement. Trying to improve the

⁵⁴ Syaiful Bahri Djamarah. *Psikologi Belajar*. (Jakarta: Rineka Cipta 2002). Hlm.115-116.

⁵⁵ Ibid, hlm 117-118

results of previous achievements and overcome the achievements of others.

- 2) Clear goals: motives to encourage individuals to achieve goals. The clearer the goal, the greater the value of the goals for the individual concerned and the greater the motivation in doing an action.
- 3) Opportunities for success: success can lead to satisfaction, pleasure and self-confidence, while failure will have the opposite effect. Thus, teachers should provide many opportunities for children to achieve success with their own business. Of course with the guidance of the teacher.
- 4) Great interest: motives will arise if individuals have great interest.
- 5) Hold an assessment or test: generally all students want to learn with the aim of getting good grades. This is evident in the fact that many students do not learn if there is no test. However, if the teacher says that the day after tomorrow there will be an oral test, then the students will actively learn by memorizing so that they can get good grades. So, the number or value is a strong motivation for students.⁵⁶

3. Motivation function

The absence of interest in a subject becomes the root cause of why students are not to record what has been conveyed by the teacher. That is a sign that students have no motivation to learn. The teacher must give an injection in the form of extrinsic motivation. So that with that help students can get out of learning difficulties. If extrinsic motivation is given can help students get out of the circle of problems with learning difficulties, then the motivation can be played well by the teacher. The role

⁵⁶ Moh. Uzer Usman. *Menjadi Guru Profesional*. (Bandung: Remaja Rosdakarya Offset 1995), Hlm.26

played by the teacher by relying on motivational functions is an accurate step to create a conducive learning climate for students. Both intrinsic motivation and extrinsic motivation function as drivers, activists and selectors of actions.⁵⁷ The three motivational functions in learning can be described as follows:

- a. Encourage people to act, so as a driver or motor that releases energy. Motivation in this case is the driving force of every activity that will be carried out.
- b. Determine the direction of action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be done in accordance with the formulation of the objectives.
- c. Selecting actions, namely determining what actions should be done in harmony to achieve the goal, by setting aside actions that are not beneficial for the purpose.⁵⁸

Based on the meaning and function of motivation, it can be concluded that motivation does not only function as a determinant of the occurrence of an action but also is a determinant of the results of an act. In line with the meaning and function of motivation in Islam there is a kind of motivation whose meaning and function are the same namely "intention", as stated by Rasulullah SAW in a Hadith: "in fact every charity depends on its intention, and everyone will get something (reply deed) in accordance with intention."⁵⁹

4. Factors that Measure Learning Motivation

In teaching and learning activities the role of motivation is very necessary. Motivation for students can develop activities and initiatives, can lead to childbirth in conducting learning activities. In relation to this we need to know there are several

⁵⁷ Syaiful Bahri Djamarah. *Psikologi Belajar* (Jakarta: Rineka Cipta 2002), Hlm.122.

⁵⁸ Sardirman A. M. *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grafindo Persada 1994), Hlm.85.

⁵⁹ Alisuf Sahri. *Psikologi Pendidikan* (Jakarta: Pedoman Ilmu Jaya 1995). hlm.85.

factors that can affect learning motivation, namely: maturity, business aims, knowledge about the results in motivation, participation, appreciation and punishment.⁶⁰

The following is a description of the factors that influence learning motivation:

a. Maturity

In giving motivation, and physical, social and psychological maturity factors must be considered. Because it can affect motivation. If in giving motivation it is not maturity, it will result in frustration, and result in learning outcomes not optimal.

b. Business purpose

Every effort made has a goal to be achieved. The clearer the goals to be achieved will be the stronger the urge to learn.

c. Knowledge of results in motivation

With knowledge of learning outcomes, students encourage more active learning. If the learning outcomes are progressing, students will try to maintain or increase the intensity of their learning to get better achievements in the future. Low achievement becomes the active part of learning to improve it.

d. Participation

In teaching activities need to be given the opportunity for the rest to participate in all learning activities. Thus the needs of students will be affection and togetherness can be known, because students feel needed in learning activities.

e. Awards and penalties

Giving awards can arouse students to learn or do something. The purpose of awarding is to make an introduction. Awards are tools, not goals. The purpose of giving awards in learning is after someone has received an award for doing their own learning

⁶⁰ Mulyadi. *Psikologi Pendidikan* Biro Ilmiah Fakultas Tarbiah IAIN Sunan Ampel Malang.hal.92-93.

outside the classroom. While punishment as a negative reinforcement but if given correctly and wisely can make a motivational tool.⁶¹

5. How to Measure Motivation

Motivation is an important aspect in the learning process of students. High and low student motivation can be seen from the indicators of motivation itself. Measuring learning motivation can be observed from the following sides:

- a. Duration of learning, namely high and low motivation to learn can be measured by how long time students use to conduct learning activities.
- b. The attitude of learning, namely student learning motivation can be measured by the tendency of behavior to learn whether happy, doubtful, or unhappy.
- c. The frequency of learning, namely high and low motivation to learn can be measured from several frequent learning activities carried out by students in a certain period.
- d. The consequences of learning, namely the high and low motivation of learning students can be measured by the determination and attachment of students towards the achievement of learning goals.
- e. Loyalty to learning, namely the high and low motivation of students' learning can be measured by loyalty and dare to put their costs, energy and mind at risk optimally to achieve learning goals.⁶²

D. Theories in Learning Motivation

The will power associates students with academic activities.⁶³ Besides that, students' level of motivation reflects on their engagement and contribution in a learning

⁶¹ Ibid, hal 92

⁶² Nanang Hanafiah dan Cucu Suhana. *Konsep Strategi Pembelajaran*. (Bandung: PT Refika Aditama2010),Hal.28-29

⁶³ A. Di Serio, M.B. Ibáñez, and C.D. Kloos, "Impact of an augmented reality system on students' motivation for a visual art course", *Computers & Education*, **68**, 586-596 (2013)

environment. Active and highly motivated students will spontaneously involve in activities without expecting any external rewards. Meanwhile to encourage a low motivated student, external rewards are needed to convince students to participate in activities. According to T.W. Malone and M.R. Lepper⁶⁴, there are seven factors that endorse motivation, namely; challenge, curiosity, control, fantasy, competition, cooperation and recognition where many of which are present in games. Currently, the standpoint of learning not only draws attention to the cognition, but also the students' motivation and preference are among the fundamental factors for effective and useful learning and achievement. Motivation is able to initiate to succeed in our choices and at the same time lack of motivation can initiate to major barrier that prevents the success. Due to lack of motivation, the feeling of frustration and annoyance can hinder productivity and wellbeing [20]. There are several reasons that influence the motivation level in learning such as the ability to believe in the effort, the unawareness of the worth and characteristic of the academic tasks. The following section discusses the intrinsic and extrinsic motivation and other related theories in learning motivation in detail.

There are several motivation theories for instance the instinct theory which is considered as the root for all the motivation and motivation is to survive. The theory depicts that biological or genetic programming causes the motivation to occur and all human beings share the same motivation as all of us are sharing the similar biological programming.⁶⁵ Then, the incentive theory is among the major theories of motivation. This theory illustrates the desire to motivate behaviours for enrichment or incentives, which means we are motivated to perform actions because of internal desires and desires, yet at other times, our behaviours are passionate by a desire for external

⁶⁴ T.W. Malone and M.R. Lepper, "Making learning fun: A taxonomy of intrinsic motivations for learning", *Aptitude, learning, and instruction*, 3, 223-253 (1987).

⁶⁵ K. Cherry, *What Is the Instinct Theory of Motivation? How Instincts Motivate Behavior*, Retrieved from <https://www.verywell.com/instinct-theory-of-motivation-2795383/> (2016)

rewards. Besides that, the arousal theory illustrates the maximum level of eagerness or arousal. People with high optimum levels of arousal will perform high enthusiastic behaviours, like bungee jumping, scuba diving and so on. While the rest of us are feeling contented with less exciting and less unsafe activities. The theory depicts the ability to do what needs to be done, without influence from others or circumstances.

Basically, motivation can be categorized as intrinsic motivation, extrinsic motivation and amotivation. Moreover, there are several theories that could be implemented, especially in the education domain. They are intrinsic and extrinsic motivation theory, self-determination theory (SDT), and the ARCS model. These theories are able to stand alone to contribute to the outcome in the learning process without being dependent on any other theories in the education domain.

1. Intrinsic and Extrinsic Motivation Theory

According to R.M. Ryan and E.L. Deci⁶⁶, intrinsic motivation depicts an activity done only for own contentment without any external anticipation. The challenge, curiosity, control and fantasy are the key factors to trigger up intrinsic motivation. In education, lots of will power and positive attitude is very much required to sustain the motivation. Moreover, D. Pérez-López and M. Contero⁶⁷ claim that intrinsic motivation and academic achievement share significant and positive bonding. Intrinsic motivation directs an individual to participate in academic activities only to experience the fun, challenging and uniqueness without any external pressure or compulsion rather than expecting external rewards, gifts or under any compulsion or pressure. Attitude in learning is considered prominent and it influences the academic achievement. Intrinsic

⁶⁶ R.M. Ryan and E.L. Deci, "Intrinsic and extrinsic motivations: Classic definitions and new directions", *Contemporary educational psychology*, **25**,1,54-67 (2000).

⁶⁷ D. Pérez-López and M. Contero, "Delivering Educational Multimedia Contents through an Augmented Reality Application: A Case Study on Its Impact on Knowledge Acquisition and Retention", *Turkish Online Journal of Educational Technology-TOJET*, **12**, 4, 19-28 (2013).

motivation is able to spread the positivity and make the gained knowledge to sustain for a long time.

In contrast, extrinsic motivation depicts external activities such as a reward, compulsion and punishment.⁶⁸ An individual is extrinsically motivated if they are receiving any reward or under any pressure or compulsion. According to H. Tohidi and M.M. Jabbari⁶⁹, the motivation can be cultivated extrinsically at the initial stage and transform it as intrinsic motivation in the learning process as it goes deeper. This kind of motivation provides a high level of will power and engagement yet it would not able to sustain longer than the intrinsic motivation can do. If they are continuously motivated through the use of external rewards or compliments, it could be habitual for students to perform only to gain the rewards and not for own sake or to mastery skills or knowledge. Other than that, when an individual is not able to perform either intrinsically motivate or extrinsically motivate, then amotivation occurs. Amotivation is a state where intrinsic motivation and extrinsic motivation is no longer exist. Either intrinsic motivation or extrinsic motivation, both have its own unique features to motivate students. Both intrinsic and extrinsic motivation is needed in a learning process. Learning is a complicated process and motivation is the hard rock of this process. Hence, students have to be highly motivated to face the challenges, understand the process and able to apply in real circumstances. Intrinsic motivation leads to self-motivation in pursuing the learning meanwhile extrinsic motivation gives the purpose to pursue the learning.

2. According To Experts

⁶⁸ H. Tohidi and M.M. Jabbari, "The effects of motivation in education", *Procedia-Social and Behavioral Sciences*, **31**, 820-824 (2012).

⁶⁹ Ibid.

According to Kellough in teaching and learning activities, the role of the teacher is very important in encouraging student learning is to increase students 'desire or students' motivation to learn. In performing this task, the teacher needs to understand students well so that later the teacher is able to provide learning experiences, from which students find something interesting, valuable, and intrinsically motivating, challenging, and useful for them. McCarty and Siccone explained that the better the teacher understands students 'interests, and assesses the level of students' skills, the more effective and reachable they can teach.⁷⁰

In line with Kellough Guillaume too⁷¹ explained that in order for students to be motivated in learning, the teacher must convince students that we are involved with them in each challenge and are in their "corner" at all times. This certainly requires organizational and personal strategies that focus on the value and strength of intrinsic motivation and its positive impact on student academic achievement. It is difficult for students to succeed if they lack motivation to stay focused on challenging tasks. For this reason, before the implementation of the learning process in the classroom is done, a teacher must first organize, organize the contents of the learning to be taught. This needs to be done so that the content of learning taught is easy for students to understand. Similarly, during the learning process, the teacher is expected to be able to grow, maintain / maintain, and improve student learning motivation, because in the learning process the teacher does not only pay attention to learning methods and media but the teacher must also strive to always maintain and improve student learning motivation in the learning process .

⁷⁰ Suprijono, Agus. *Cooperative Learning. Teori dan aplikasi PAIKEM*. Yogyakarta: Pustaka Belajar 2009.

⁷¹ <https://ekokhoerul.wordpress.com/2012/06/25/teori-teori-motivasi-belajar/>

Motivation as the main factor in learning is that it functions to generate, underlie, and move learning actions. According to the results of the study through direct observation, that most students who have great motivation will actively try, look dashing, do not want to give up, and actively read to improve learning outcomes and solve problems they face. Conversely those who have low motivation, seem indifferent, easily discouraged, attention is not focused on learning as a result students will experience learning difficulties.

Motivation moves individuals, directs action and chooses learning goals that are felt to be most useful for the lives of individuals. Studying motivation will be found to tell individuals to do something because individual motivation cannot be observed directly, while what can be observed is the manifestation of motivation in the form of behavior that appears to the individual at least will be close to the truth of what motivates the individual concerned.

CHAPTER III

Research method

A. Research Approach and Design

This approach is included in the category of qualitative approaches, because the approach taken is through descriptive qualitative, meaning in qualitative research the data collected is not in the form of numbers but rather the data comes from interviews, field notes, personal documents, memo notes and other official documents.

As Bogdan and Taylor said that qualitative methods are as research procedures that produce descriptive data in the form of written or oral words from people or observed behavior.⁷² In descriptive research, researchers do not control the situation when the research takes place, such as administering treatment , and control of external variables.⁷³ So the purpose of this qualitative research is to describe the empirical reality behind the phenomena in depth, detail and completeness. Therefore this research approach uses a qualitative approach by matching empirical reality with the prevailing theory.

B. The presence of researcher

Researcher position themselves as Human Instruments, namely people who spend a lot of time in the field, because in qualitative research the presence of researchers acts as instruments as well as data collectors. The presence of researchers is absolutely necessary because in addition the presence of researchers as data collectors. As one of the characteristics of qualitative research in data collection is carried out by researchers themselves. While the presence of researchers in this study as participant observers or play a role, meaning that in the process of data collection researchers

⁷² Lexi J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2002), hlm. 3

⁷³ M.Subana dan Sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Bandung: Pustaka Setia, 2009), hlm. 89.

conduct observations and listen carefully as possible to arrive at even the smallest things.⁷⁴

Therefore, in conducting research activities, researchers are directly involved in the field to obtain and collect data. As a key instrument, the presence and involvement of researchers in the field is more likely to find meaning and interpretation of the research subjects compared to using non-human tools (like a questionnaire).

C. Research Site

The location of this tour is conducted at SMP Islam Terpadu Insan Pemata Malang, located on Jalan Atletik, RT 04, RW 01 Tel: 483105. The researcher chose Malang State Middle School 13 because of SMP Islam Terpadu Insan Pemata Malang. This research was conducted in April 2019 until May 2019. In this study, researchers wanted to examine the teacher's creativity in increasing students' motivation to study in Class VII social studies especially in social studies subjects at SMP Islam Terpadu Insan Pemata Malang. In addition, by having high academic abilities, the teacher can use various kinds of creativity or new learning methods, so that the teacher can provide color or something new to students. Thus the teacher can increase the motivation to learn seventh grade students in Social Sciences subjects at SMP Islam Terpadu Insan Pemata Malang.

D. Data Sources

The data source in this study is the subject from which the data was obtained. If researchers use questionnaires or interviews in their data collection, then the data sources are respondents, namely those who respond to or answer the questions of researchers, both written and oral questions, and if researchers use observation techniques, then the data source can be objects, motion, or the process of something,

⁷⁴ Lexi J. Moleong, *Op.cit.* hlm. 164.

and if the researcher uses documentation, then the documentation or notes are the source of the data, while filling in the notes as the subject of the study or research variables.⁷⁵

In this regard, in this study using two data sources, namely:

1. Primary Data (main)

Primary data sources, namely research data sources obtained directly from the original source in the form of interviews, opinions of individuals or groups (people) and observations of an object of events or test results (objects).⁷⁶ In this study the primary data is obtained directly through observation, interviews, and documentation. In this case, the principal is the teacher of the VII grade Social Sciences study in SMP Islam Terpadu Insan Pemata Malang.

In this case the data collection is through interviews, namely individuals related to this research, among them are principals, social studies subject teachers, and seventh grade students at SMP Islam Terpadu Insan Pemata Malang.

Collecting data through observation is observing the process of teaching and learning activities in class VII Teacher creativity when teaching VII grade subjects at SMP Islam Terpadu Insan Pemata Malang.

Documentation data, in the form of archives, magazines, other personal data stored in institutions (institutions) of SMP Islam Terpadu Insan Pemata Malang in the form of file-files. Data obtained directly from the source, observed simultaneously recorded directly by the researcher. The primary data the author obtained through interviews and observation. Some informants who were the primary data sources in this study included the Principal, Social Sciences Subject Teacher and students in SMP Islam Terpadu Insan Pemata Malang.

⁷⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2002), hlm. 107

⁷⁶ Abdurrahman. www.kanalinfo.web.id/2016/10/pengertian-data-primer-dan-data-sekunder.html?m=1, diakses 2 Desember 2016 pukul 20:05.

2. Secondary Data

Secondary data sources are data obtained / collected and put together by previous studies or published by various other agencies.⁷⁷ In this study obtained through heritage search studies in the form of previous studies (theses, journals) and books relating to discussion of the creativity of social studies teachers in increasing student learning motivation.

E. Data Collection Techniques

To obtain the data needed in this study, researchers used several techniques. Among them are:

1. Interview

Interviews are research techniques carried out by means of dialogue both directly (face to face) and through certain media channels between interviewers and those interviewed as sources of data.⁷⁸ In this study, researchers conducted structured interviews which included:

- a. Interview with social studies teacher in class SMP Islam Terpadu Insan Pemata Malang.
- b. Interview with VII grade students in SMP Islam Terpadu Insan Pemata Malang.

Tabel 2

Grating Interview

No	Component	Sub Component	Interview Sheet
1	Know the teacher and student initial information	a. The duration of the teaching teacher	1
		b. Number of students in class	1
		c. student learning	1

⁷⁷ Al-Aziz. www.pengertianahli.com/2013/11/pengertian-data-dan-jenis-data.html?m=1, diakses 2 Desember 2016 pukul 20:28.

⁷⁸ M.Subana dan Sudrajat, *op.cit.*, hlm. 263.

		outcomes before conducting research.	
2	Response and process of teaching teachers.	a. How to deliver material	1
		b. Learning models that are known and often used by teachers	1
		c. Student responses to learning and response to the learning model used by the teacher.	1

1) Observation (observation)

Observation is a technique of collecting data by observing directly or indirectly about the things observed and taking notes on the observation tool. The things that are observed are usually behavioral symptoms, living things, or inanimate objects.⁷⁹ Observations have more meaning than data collection techniques. However, in this context, observations are focused as efforts by researchers to collect data and information from primary data sources by optimizing observations of researchers. This observation technique also involves listening, reading, kissing, and touching activities.⁸⁰

In carrying out this research, the researchers came directly to the research location, namely at SMP Islam Terpadu Insan Pemata Malang. The data needed by researchers through observing the process of teaching and learning activities (KBM) in social studies subjects in class VII at SMP Islam Terpadu Insan Pemata Malang.

Tabel 3

Grating Observation

No	Indicator	Description	Note
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⁷⁹ *Ibid*, hlm. 270.

⁸⁰ Rully Indrawan dan Poppy Yaniawati, *Metodologi Penelitian (Kuantitatif, Kualitatif, dan Campuran untuk Manajemen, Pembangunan, dan Pendidikan)*, (Bandung: PT. Refika Aditama, 2014), hlm. 134.

1	Convey the purpose	a. the purpose is delivered at the beginning of learning
2	Determine the material and importance of the material	b. ask students to record goals
3	Generating students' initial knowledge	a. asking students about their knowledge or experience about the material b. associating material with knowledge that has been learned c. recall the past material. d. Ask students to ask questions
4	Form a group	a. the group consists of 4-5 students b. the group varies the group consists of men and women.

2) Documentation

The technique of collecting data through documentation studies is interpreted as an effort to obtain data and information in the form of written notes / stored images relating to the problem under study. Documents are facts and data stored in various materials in the form of documentation. Most of the available data are letter-shaped letters of report, rules, diaries, photos, sketches, and others stored.⁸¹

In this study researchers will explore and search for information in the form of learning devices (syllabus), learning outcomes in the form of grades VII A class students, as well as archives relating to schools such as school profiles, number of students, facilities, and others. others related to this study.

F. Data Analysis

Analysis of data from the results of data collection is an important stage in the completion of a scientific research activity. Data that has been collected, if not analyzed, is only an item that is not meaningful, it does not mean that it becomes dead data, data

⁸¹ Rully Indrawan dan Poppy Yaniawati, *Op.cit.hlm.* 139.

that does not sound, therefore data analysis here serves to give meaning, meaning and value contained in that data. For qualitative research, data analysis can only be started if all data has been collected, because the qualitative research design has been compiled in such a complete way, so that all data has been carefully determined, complete and definite. Then the data collected was tested first for validity and reliability, to test whether the measuring instruments actually measured the data that should be measured. These valid and reliable data are then ready to be analyzed.

Analysis of qualitative research data can begin since the researcher collects data in the field, the process of analyzing data in qualitative research can already be started from the time of entering the field, is in the field and has finished collecting data in the field. Before entering the field, researchers have collected data related to the problems that exist in the research objectives. Then go into the field to explore the target data directly where the research problem is located.⁸²

1. Analysis of data before going to the field

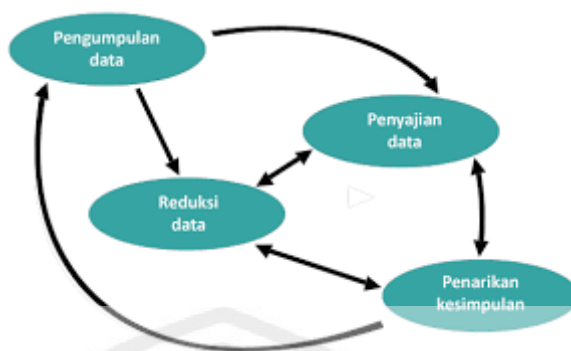
Data analysis in qualitative research was carried out even before we went into the field. This analysis is carried out on preliminary data or secondary data, which will be used to determine the focus of the research. However, this research is still temporary and will develop after we enter and during the field trip.

2. Analysis of data during the field

To analyze the data in qualitative research during the field trip, we can find several models, for example the Miles and Huberman models, the Spradley model, the Fixed Comparison model, etc.⁸³

⁸² Moh.Kasiram.*Metodologi penelitian kualitatif-kuantitatif*.UIN Malang Press. 2008. Hal 298-299

⁸³ Andi Prastowo. *Metode Penelitian Kualitatif*.Ar-Ruzz Media. J(ogyakarta 2011,) hal 240-241



Sumber: model miles and huberman dalam sugiyono,(2012:247)⁸⁴

According to Miles and Huberman, as quoted by Sugiyono, activists in the analysis of qualitative data take place continuously until it is complete.⁸⁵ Activities in data analysis are data reduction, data presentation, and conclusion. Here's the explanation:

a. Data reduction

Data reduction is the process of collecting research data, a researcher can find time to get a lot of data, if researchers are able to apply methods of observation, interviews, or from various documents related to the subject under study. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and discarding unnecessary ones.⁸⁶

In the process of data reduction, researchers must be able to record data in the form of field notes, must select each data that is relevant to the focus of the problem they have and the criteria set. Data reduction takes place during research in the field until reporting when the research is completed.

b. Data Presentation

⁸⁴<https://www.google.com/search?q=model+analisis+interaktif+miles+and+huberman&safe=strict&client=firefox-b>

⁸⁵ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta, Bandung 2015. Hal 337

⁸⁶ Ibid, hal 338

After the data has been reduced, the next step is to display data or data presentation. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. the most frequently used to present data in qualitative research is narrative text.⁸⁷ Data presentation with narrative texts must be arranged systematically so that the data obtained can explain or answer the problem under study.

c. Conclusions

Conclusion is the analysis of data from data reduction and data presentation, so that data can be concluded. Researchers still have the opportunity to receive input from the data. Drawing temporary conclusions, can still be re-tested with data in the field by reflecting back, researchers can exchange ideas with peers, triangulation, so that scientific truth can be achieved. If this interactive cycle can run well, then the scientific research can be accepted. After the results of this study are tested, the researcher can draw conclusions in descriptive form as a research report. This interactive activity is carried out by the process of collecting data as a cycle process. If in drawing conclusions it is not perfect or still lacking, the researcher can return to the work process as this interactive analysis.

G. Check Data Validity

In an effort to check the validity of the data the researcher used several techniques, among others.⁸⁸

1. Extension of Participation

⁸⁷ Ibid, Hal 341

⁸⁸ Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT Remaja Rosdakarya, 2007), hlm. 327-330.

Researchers in qualitative research are the instruments themselves. The participation of researchers is crucial in data collection. The participation is not only done in a short time, but requires an extension of participation in the research setting.

2. Perseverance / regularity of observation

The consistency of observation means to consistently look for interpretations in various ways in relation to a constant and tentative analysis process. Finding a business limits various influences. Look for what can be calculated and what can't. The purpose of observation is to find the characteristics and elements in a situation that is very relevant to the problem or then focus on these things in detail.

3. Triangulation

Triangulation is the technical checking of the validity of data that uses something else.⁸⁹ Outside the data for checking or as a comparison to the data. Triangulation technique according to Patton quoted by Lexy J. Moleong, the most widely used is examination through other sources. That is by distinguishing and comparing data sources from several sources with the aim of obtaining a valid, reliable data.⁹⁰

There are three types of triangulation in this study, namely source triangulation means comparing and checking the degree of trustworthiness of information obtained through time and different tools in qualitative research.⁹¹ The first This can be achieved clearly, which means comparing and re-checking the observational data during teaching and learning activities and about the creativity of social studies teachers in increasing the learning motivation of Grade VII students with data from the teacher's interview, comparing the results of teacher interviews with student interviews. , and compare the

⁸⁹ Lexy J. Moleong, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT Remaja Rosdakarya, 2007), hlm. 327-330.

⁹⁰ Lexy J. Moleong, *Op.cit.*, hlm. 330.

⁹¹ *Ibid*, hlm. 330.

results of interviews with documents relating to class VII teaching and learning activities at SMP Islam Terpadu Insan Pemata Malang.

Both Triangulation methods are used to test the credibility of the data by checking the data to the same source with different techniques.⁹² In this study the data collection method used is an observation method when teaching and learning activities, the creativity of IPS teachers in increasing the learning motivation of seventh grade students at SMP Islam Terpadu Insan Pemata Malang, interviews with principals, social studies subject teachers, VII grade students at SMP Islam Terpadu Insan Pemata Malang and documentation of archives, magazines, other personal data stored in SMP Islam Terpadu Insan Pemata Malang institutions.

Third, theory triangulation according to Licoln and Guba (quoted by Lexy J. Moleong), based on the assumption that facts cannot be examined by degrees of trust with one or more theories. On the other hand Patton (quoted by Lexy J. Moleong) has another opinion, namely that it can implemented and it was called a rival explanation. In this study the final results of the study of teacher creativity in the form of information formulation were then compared with the perspective of the teacher's creativity theory that is relevant in order to avoid the individual biases of the researchers from the findings or conclusions.⁹³

H. Research stages

In this study the researcher used several stages that must be passed to be able to decipher it divided into three stages.

According to Bogdan (quoted by Lexy J. Moleong) there are three stages in research, namely:

1. Pre-field stage

⁹² Sugiyono, *Op.cit*.hlm. 273-274.

⁹³ Lexy J. Moleong, *Op.cit*

- a. Arrange Research Design. As explained before.
 - b. Choosing a Research Field. This research is located in Malang SMP Negeri 13.
 - c. Managing Licensing. The researcher must contact and ask permission, besides that the researcher must also prepare: assignment letter, agency permit above, self-identity (KTP, photo, etc.), research equipment (camera, mobile phone, video recorder, etc.).
 - d. Choosing and Utilizing Informants. people who are used to provide information about the situation and background conditions and research subjects.
2. Stage of Field Work.
- a. Understanding the background of research and preparation
 - b. Enter the field. In this case, the relationship between researchers and research subjects must be really familiar so that there is no separation wall between the two.
 - c. Participate while collecting data.
3. Data analysis stage.⁹⁴ About this stage we explained earlier.

⁹⁴ *Ibid*, hlm. 127-148.

CHAPTER IV

EXPOSURE DATA AND RESEARCH RESULTS

A. Data Exposure

1. The history of the establishment of the IT Middle School Insan Permata

In the beginning, SMP IT Insan Permata was established in 2014, when in March it began preparations to build it, said the head of the Insan Permata school, initially a small team was formed and then from the small team then worked to build this school. With the noble intention of the founders of this school, this Islamic school was built.

a. Vision of SMP IT Insan Permata:

Become a leading school that emphasizes moral virtue and benefits the community

b. The mission of SMP IT Insan Permata:

- 1) Realizing management of professional schools
- 2) Laying the foundation of solid aqeedah and the habit of worship that is awake in its mysticism
- 3) Creating quality and Islamic educated personnel
- 4) Establish effective and productive reciprocal relationships between schools, parents and the community

c. The purpose of SMP IT Insan Permata

- 1) To empower all components of society in managing and controlling the quality of education services in accordance with the mandate of the Republic of Indonesia Law No. 20 of 2003 concerning National Education System Article 4 paragraph 6 and article 54 paragraph 2
- 2) Helping the government in managing Educational Institutions and educating students at the basic education level

d. Special Purpose for Middle School Insan Permata

- Developing basic education that promotes morality as a mirror in acting and beneficial to the wider community
- Introducing and fostering positive values on behavior from an early age so that in its development later it will be able to become the basis of the child to stand on religious values in particular

e. Profile of SMP IT INSAN PERMATA

SMP IT Insan Permata Profile Of Study Year 2018/2019

1. Nama Sekolah : SMP Islam Terpadu Insan Permata
2. Nomor Statistik Sekolah : –
3. Nomor Induk Sekolah : 69958420
4. NPSN : 69958420
5. Nomor Anggota JSIT : 6.35.73.03.001
6. Alamat :
 - Jalan : ATLETIK RT. 04 RW. 01
 - Kelurahan : TASIKMADU
 - Kecamatan : LOWOKWARU
 - Kota : KOTA MALANG
 - Propinsi : JAWA TIMUR
 - Telepon : 0341-490886 /483105
 - Kode Pos : 65143
 - Email : smpitinsanpermatamalang@gmail.com
 - Facebook : smpitinsanpermata II
 - Website : smpit.insanpermata.sch.id
 - Instagram : <https://www.instagram.com/smpit.insanpermata/?hl=id>

7. Nama dan Alamat Yayasan :

- Nama : Yayasan Insan Permata Malang
- Alamat : Akordion Utara Kota Malang

8. Nama Kepala Sekolah : Anang Tri Wahyudi, S.Si.

f. Organizational Structure of SMP IT Insan Permata

Before I Explained The Organizational Structure Of Insan Permata Middle School, I Would Explain The Organizational Structure Of The Insan Permata Foundation.

Organizational Structure

Foundation Of Insan Permata Malang 2018-2019

Dewan Pembina :

1. dr. Agus Choirul Anab, Sp.BS.
2. Dr. Ahmad Djalaluddin, LC., MA.
3. Dra. Yulyani

Dewan Pengawas :

1. Mauludi Ariesto, M.Si., Ph.D.
2. Drs. Khoirul Insan

Dewan Pengurus :

1. Ketua : Ir. Ludfi Djakfar, MSCE., Ph.D.
2. Sekretaris : Achmad Efendi, S.Si., M.Sc., Ph.D
3. Bendahara : Budi Prasetyo

Kepala Bidang :

1. Alfie Niamah Febriana, S.Si: Kepala Bidang SDM dan Kurikulum
2. Siti Nooraini Immawati, S.E.: Kepala Bidang Humas
3. Ahmadi, S.Si : Kepala Bidang Sarana dan Prasarana

4. Nina Andriyani, S.E., M.E.: Kepala Bidang Keuangan
5. Heru Pamungkas, S.H., M.AP : Kepala Bidang *Business Center*
6. Yoshi Kurniawan, S.Si, M.Pd: Kepala Bidang Administrasi Umum
7. Dr. Sri Susanti Tjahjadini, M.Pd: Konsultan Anak dan Orang tua

The form of the organizational structure of SMP IT Insan Permata will be included in the attachment section.

g. The state of teachers and employees of SMP IT Insan Permata

In the world of education teachers are actors in building education that have great roles and functions because the teacher is directly responsible for the learning process, thus becoming a benchmark for the success of education in an institution. Until the end of this study the teacher who was written as a teacher at SMP IT Insan Permata was 14 people and the number of employees was 5 people.⁹⁵

Tabel 4

Roster of Educators SMP IT Insan Permata

No	Teacher name	Position in Middle School
1	Anang Tri Wahyudi, S.Si	Kepala Sekolah
2	Rubiati, S.Psi	Waka Kesiswaan
3	Galuh Palupi, S.T	Waka Kurikulum
4	Ika Puspitasari, S.Pd	PJ sarana Pra-sarana
5	Muhammad Noor Hidayat	PJ Humas
6	Windi Anggi, S.Pd	PJ Ekskol
7	Rizqi Zhairisma, S.Pd	Kordinator Tarbiyah
8	Hikmah Nur R. S, S.Pd	Pembina Pramuka
9	Rizqi A'maliyah, S.Pd	Pembina Osis
10	M. Taufiq Hidayatullah, S.Pd,i	Koordinator Al-Qur'an
11	Hafidz Maulana, S.Pd,i	Koordinator Enterpreneur
12	Partini, S.Pd	TIM Kurikulum
13	Thusan Hamidi, S.S	PJ Perpustakaan
14	Farida Faiza	Keuangan
15	Novita Ifa Rosida	Administrasi
16	Saiful	Satpam
17	Ahmad Fauzi	Kebersihan
18	Een Rohayati	Kerumahtanggaan

⁹⁵ Documentation Results of SMP IT Insan Permata

19	Jumain	Satpam

h. Description of Research Implementation

In accordance with the results of the research carried out by the researcher, the researcher obtained data on how Social Sciences Teacher Creativity in Improving Learning Motivation for Class VII Students in SMP IT Insan Permata. In this study, researchers used the method of observation, interviews, and documentation. In this chapter the researcher presents data in accordance with the formulas and objectives contained in this study. For more details of the various issues, both from the results of observations, interviews and documentation that the researchers did, the results of the research are as follows:

The research data that the researchers got was in accordance with the focus of the study as follows:

2. Types of Social Sciences Teacher Creativities in Improving Learning Motivation for Class VIII Students at SMP IT Insan Permata Malang.

The form of IPS teacher creativity in teaching is very necessary to produce an effective and efficient learning process. The level of educational success can be seen from the learning process carried out by teachers and students. We have seen that the creativity of social studies teachers is the ability of teachers to create something new in the teaching and learning process and to process new ideas that are channeled into learning methods or media to solve problems found in social studies class VII at SMP IT Insan Permata has creativity in teaching so as to increase student motivation.

In the teaching and learning process, the teacher has the duty to encourage, and provide learning facilities for students to achieve goals. The teacher has the responsibility to see things happen in the classroom to help improve student learning

motivation. The characteristics of creative people are being able to associate something new with the old, able to find new relationships, able to bring the classroom atmosphere to life in order to be more interesting in delivering material in the classroom and make it easier to receive lessons in class according to the conditions of the students. Teachers not only explain but rather students' understanding by giving questions to students and giving examples that occur in the present. The more creative someone these characteristics will be more owned and developed. One of the social studies teachers of SMP IT Insan Permata Malang is linking the new with the old one. As explained by class VII students of SMP IT Insan Permata, namely Anang Tri Wahyudi, S.Si said that:

"The teacher here has creativity that makes children here feel at home learning, because in essence in teaching how we bring students to feel at home in learning. Ustadzah Anggi, as the teachers here with Ustadz / ustadzah also often vary the teaching methods, that's what I know. "⁹⁶

The following are the results of interviews with social studies teachers Ustadzah

Windi Anggi, S.Pd:

"I think the creative teacher is a teacher who is able to take advantage of existing learning resources for students to create a spirit of learning, whether with existing media, whether with methods that I feel are easy to learn anywhere, now there is a digital era, it can be with us open the internet for that. "⁹⁷

He also added:

"I also often compile to see my students getting bored with ordinary learning so I will look for ways to learn again, I can give the game, or by giving a lot of tricks etc. "⁹⁸

From the description above, the researcher can conclude that the forms of teacher creativity in teaching are urgently needed, because with the variations in learning styles and different creativity enough to influence students in the learning process in the classroom. The teacher must have the initiative to enter the class in each different meeting and the most important thing is in class management.

⁹⁶ The results of the interview with the Principal, Mr. Anang 05-08/2019 at 1:00 in the office

⁹⁷ Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

⁹⁸ Ibid

Method is a method used to achieve a goal. The benefit of using the method in the teaching and learning process is as a tool to facilitate a teacher in delivering lesson material. As one component of teaching methods occupy a role that is no less important than other components in teaching and learning activities. None in teaching and learning activities do not use teaching methods.

And the principal added his opinion about the creativity of social studies teachers that:

"From the current meeting with next week, Ustadzah Anggi is like preparing a strategy for teaching. So many variations of learning methods are used. Here the learning process is always evaluated, yes every time. "⁹⁹

The following are the results of interviews with social studies teachers Ustadzah Windi Anggi, S.Pd:

"In this school I can focus more on students because we know that in this school students are still few, so I can use a variety of methods and evaluation of learning that is diverse. By adjusting the characters of each class that I teach, because we must adjust to the character of the students in the class, each class has different characters. "¹⁰⁰

He also added the creativity of the social studies teacher like what:

"We know that social studies often bore students, so I often use games in teaching. And stretching before teaching is also very important, such as inviting students to move so they can relax. After that we put it in with the materials. "¹⁰¹

With this method is very important in increasing student learning motivation, the method that suits students will make classroom learning more lively with several questions from students and teachers.

So it can be concluded that the form of social studies teacher creativity in increasing student learning motivation in SMP IT Insan Permata by using varied methods of learning and heating when in class.

⁹⁹ Ibid

¹⁰⁰ Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

¹⁰¹ Ibid.

The following are forms of social studies teacher creativity in the teaching process from the results of the research as follows:

- a. Using a variety of varied learning methods. Below are the results of various uses of the method of learning that is carried out in the learning process.

- 1) Method of lecture and question and answer

The lecture method is one of the methods used by social studies teachers to deliver material. The teacher explains, tells everything about any IPS material. By using the lecture method, the teacher can develop the delivery of the material. And also with this method the teacher can shape the character of students.

Before the learning activities begin the teacher checks the attendance of students, cleanliness and neatness of the class and provides motivation to students before carrying out learning activities.

In this case the teacher delivers the material to students. After delivering the material the teacher conducts a question and answer session with the students, the teacher gives an opportunity to think analytically, and answers with fear, then the teacher appoints students who must answer questions from the teacher, if the student cannot answer the teacher throws 81 questions to other students until there are students who can really answer correctly. After that, for students who can answer the right questions, they will be given prizes in the form of additional value. By going around the student bench, the teacher provokes the memory of learning material. This is done by the teacher to determine the extent to which students understand the material that has been delivered by the teacher.

Teacher creativity can be seen at the learning time as follows:

"This time we play quizzes, so the mother will give questions and later who can answer later the mother will give additional grades. Who among you who

answers correctly will get a star-paper paper from the star and the star can be exchanged for a prize. "¹⁰²

In the closing activities the teacher and students make feedback, make lesson summaries or conclusions, make evaluations and reflect on activities that have been carried out consistently and describe individual tasks or groups. By approaching students going around from one bench to another bench in order to attract students' sympathy about the material that has been taught.¹⁰³

2) Outdoor Class

Learning is not only limited to classrooms, but also outside the classroom, by visiting a number of places considered by social studies teachers to provide benefits and provide learning, so here students do not only get material but students are involved directly in places that are useful, such as in Bandung, which is one of the cities in Indonesia, where it is a creative culinary place, so that all students of recreation are also learning media in seeing the buying and selling there.

According to the interview with the Principal:

"We have practiced out to enrich the knowledge of our students, especially in class VII we visited Bandung and South Malang, in Bandung they also studied Sundanese culture, in South Malang they learned about sharing in social institutions. This is part of creativity because if the teacher does not have creativity and sympathy it will not be able to, at least come to teach, deliver the material is finished. "¹⁰⁴

According to the testimony of Ustadzah Anggi:

"Learning outside the classroom such as visiting historic sites can be very effective because we not only teach about the theory but also we want our students to experience first hand what they learn in the classroom, and can be in direct contact, so it is easy to understand what they are doing all this time."¹⁰⁵

3) Think Pair Sahare

¹⁰² Class VII Observation Results on 30/04/2019 at 1:00 p.m. in the classroom

¹⁰³ Ibid.

¹⁰⁴ The results of the interview with the Principal, Mr. Anang 05-08/2019 at 1:00 in the office

¹⁰⁵ Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

The think pair share (TPS) strategy or thinking in pairs is a type of cooperative learning that is designed to influence patterns of student interaction. This think pair share strategy develops from cooperative learning research and waiting time.

The practice can be explained by researchers like this or the steps as below:

In the preliminary activities as usual the teacher checks the attendance of students, cleanliness and tidiness of the class, then the teacher gives motivation to students to be ready to take part in learning.

At the core activity, the teacher began to continue the material at the meeting yesterday where the material was about employment, then the teacher formed a group. Each group consists of two students, the teacher starts giving questions or problems, after which the teacher asks to discuss with the group and present in front of his friends alternately with other groups. After completion the teacher explains or underlines the problem. On the sidelines of the teacher's presentation around it gives motivation in the form of values that are finished working on the task first and with the most correct answers.

As in the interview with Anggi ustadzah:

"When I use this method I usually want to give something different because usually using the usual method the students are bored, so I give eleven momogi skills in which I have entered the question paper, because there are 21 students in that class so they discuss it with their group friends the problem was given, after they discussed they had to present it in front of the class, and the senek shared was eaten at the end of the lesson with two contents divided for two children."¹⁰⁶

In the closing activity the teacher and the students make feedback, make lesson summaries or conclusions, make evaluations and reflect on the activities that have been carried out consistently and provide individual tasks or groups.¹⁰⁷

¹⁰⁶ Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

¹⁰⁷ Ibid

4) Presentation

The presentation is done by students when they have had group discussions. Presentations are carried out per group. Not only presenting but there is also a question and answer between the speaker and his friends. The teaching and learning activities in the class conducted by Ustadzah Anggi are as follows.¹⁰⁸

Preliminary activities, teachers greet and monitor students. After that students conduct discussions with groups that have been formed. Students discuss the theme of the material that has been delivered by the teacher. Students must be able to explain and give their opinions on the material. Like, when students discuss about pre-literal times. Then students must be able to explain what happened at the time of the literacy period, and give their respective responses, all discuss results and responses are recorded on paper then the results are presented in front of the class alternately each group. During the presentation a question and answer session was also held with his friends.

In the closing activity the teacher gives conclusions and adds material that has not been conveyed and reinforces the students' answers that are not appropriate, after which the teacher gives a closing greeting.

IPS teacher Ustadzah Anggi stated that:

"Learning media is now easy, usually I tell children to search the internet. The learning media is very supportive for most social studies subjects, namely to add inspiration to children."¹⁰⁹

5) Group Discussion

By using group discussion methods students are expected to be able to exchange information, opinions so that they get a shared understanding that is clearer and more thorough about something, or to resolve joint decisions. Based on the results of interviews with Ustadzah Anggi:

¹⁰⁸ Class VII Observation Results on 30/04/2019 at 1:30 p.m. in the classroom

¹⁰⁹ Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

"During discussion, students can exchange information and express opinions with friends, and if there is material that is poorly understood we can solve it together."¹¹⁰

Teaching and learning activities in the classroom carried out by Ustadzah Anggi using group discussion methods are as follows:

In the introduction as usual the teacher greets and monitors students. Before carrying out teaching and learning activities the teacher forms students into several groups. Each group consists of five to six people.

Students hold group discussions that have been formed. Students discuss the subject matter that has been delivered by the teacher. Students must explain and give their opinions on the material. As when students discuss pre-literal times, students must be able to explain what happened in the pre-literacy period and give their responses. all the results of the discussion and their responses are recorded on paper.

At the end of the teaching and learning activities, the teacher gives conclusions and additional material that has not been conveyed material that has not been delivered from the presentation of each group. The teacher gives home assignments to students and the teacher gives a closing greeting.

6) Mind Map (Concept Map)

The Mind Map is used as an effective method for developing ideas through a series of maps. Concept maps are used to form, design, record and clarify the main topics, so students can do their tasks.

Here students are assigned to make concept maps that have been adapted to the material presented by the teacher. then present it to his friends. As is the case with the social studies teacher, namely:

¹¹⁰ Ibid.

"Creativity which is encouraging is in accordance with the material, so if for example the material is about pre-literal times, I would like to make a concept map of the material relating to it."¹¹¹

Ustadzah Anggi also added:

"By using this concept map students can easily learn it again when they want to study at home or when they want to repeat it, so I prefer they make their own concept maps so that they can understand the material from the concept maps they make themselves."¹¹²

7) Word abbreviations

The word abbreviations that the researcher means are abbreviations of terms in learning, this is so that students are easy to remember the lessons taught. Because the term is so funny that it's very easy to remember. This is what makes it interesting in the learning of Ustadzah Anggi.

"The abbreviated sentence is like (Paling mempesona ya mega) that has an abbreviation as follows, Paleolithikum, Mesolithikum, Neolithikum, and Megalithikum.) Words like this are very remembered by students, it looks they are so smooth answer questions from the teacher when asked about pre-literal times."¹¹³

Additions from Ustadzah Anggi:

"I used those words from the beginning, since I was in college, that technique was also what I used when I was studying, so I also used it while teaching."¹¹⁴

According to this researcher, it is very creative in using strategies to incorporate learning material using play on words to be easily remembered by students. Creativity is not only seen from the methods used by the teacher, but from various aspects, for example from these words that allow students to easily remember.

From the description above it is clear that teacher creativity is very important. If the teacher's creativity increases, then the quality and the quality will increase further, if the teacher's creativity decreases, the quality of the school will decrease.

¹¹¹ Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

¹¹² Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

¹¹³ Ibid

¹¹⁴ Ibid

All the teacher's creativity above is the hard work of the school itself and the teacher to increase student learning motivation, besides that the school component must be balanced regarding the facilities, the media of the students and even the history teacher. By paying attention to the number of aspects above, it does not rule out the possibility that the creativity and professionalism of social studies teachers in teaching and learning will be achieved, especially as this is supported by adequate facilities and infrastructure.¹¹⁵

3. Students' Response to Social Sciences Teacher Creativity in Improving Learning Motivation for Class VII Students at SMP IT Insan Permata

Many subject matter is added with a lot of teacher activity and the shrinking of time because school activities are expected by each teacher to work hard and do various ways so that all of his teaching responsibilities can be resolved properly and effectively, trying to take new steps so that time is very short is really useful for teachers and students alike. Social studies teachers in presenting material are certainly not free from making learning plans, as a forum and also as a medium in implementing teacher learning in the classroom.

The relationship between the teacher and the student will give rise to a response if it is often used continuously and will disappear if it rarely does a relationship or interaction in the learning process. Response can arise through the provision of tasks, practice questions, communication, and the use of learning methods. We can see this through various learning models as follows:

a. Lecture method

By using this method it is expected that students can feel easy and understand the material presented by the teacher. So that students can retell the

¹¹⁵ Class VII Observation Results on 30/04/2019 at 1:30 p.m. in the classroom

material that has been delivered by the teacher. As the results of interviews with researchers with Nadia Natania Refanda state that:

"With Ustadzah Anggi explaining I understand it more quickly because he can explain according to the words we understand as children. And I became motivated because of that. Even though it is just a story, we are easy to capture material from Ustadzah Anggi, so we also often want to ask questions and he really appreciates us when we ask."¹¹⁶
Unlike Ruman

"I like it because in IPS we only need to read to understand it and I am also happy with the learning of Ustadzah Anggi because he can approach us emotionally, and we can be free to ask when he finishes explaining."¹¹⁷

From the results of interviews with class VII students, researchers can conclude that the use of lecture methods in class is very important because to explain the material in learning without the existence of a lecture method, learning is also less effective, and the most important thing is to provide forms of IPS teacher creativity to attract students in the teaching and learning process, so that students do not feel bored in using the lecture method, because they are always interspersed with current news or linking with other social sciences.

In using this lecture method, many students in the class are active, for example the activity of students through question and answer with the teacher, then many who take notes, listen, invite the teacher many who ask and so on. But there are also those who pay less attention when the teacher explains. The same is true for other students who are enthusiastic about asking questions and fighting over answers that have been given by the teacher when learning takes place.¹¹⁸

¹¹⁶ Interview with Nadia VII grade student Pda on 30/4/2019 at 2:00 p.m.

¹¹⁷ Interview with Ruman VII grade student Pda on 30/4/2019 at 2:00 p.m.

¹¹⁸ Class VII Observation Results on 30/04/2019 at 1:00 p.m. in the classroom

From the results of observations and interviews, many students were active with the lecture method. For example, through the question and answer system, many students listen and take notes when the teacher explains. Although sometimes from some observation data there are still students who pay less attention when the teacher explains in front of the class.

b. Outdoor Class

Visiting places that can provide lessons not just a priori will be more memorable for students. Like to Bandung and the South Malang area to get to know and learn more about the culture that is very closely related to social studies learning.

Visiting places such as Bandung and South Malang is also one of the teachers' creativity developed. Here, students are invited by the teacher to visit the place with the aim that students can see firsthand the cultures that exist outside of their territory, to enrich their social knowledge. Based on the results of the interview with Nadia Natania Refanda:

"If we go to places that can provide lessons like museums we can get new knowledge about history. Usually if we go to the museum, we are told to record things related to the relics, then we discuss with friends and then present."¹¹⁹

c. Think Pair Share

This Think Pair Share is one of the learning models that gives a problem in a group. In the problem Think Pair Share the teacher gives a number of questions that will be given to students with the material that has been given. As the results of the interview with Nadia Natania Refanda stating that:

"Ustadzah Anggi is quite creative, usually Ustadzah Anggi likes to explain that he is constantly connected with the surrounding environment, usually the discussion is presented by the group by giving the fastest score, I feel happy, because sometimes I use different learning models so I understand."¹²⁰

Same goes for Ruman who states that:

¹¹⁹ Interview with Nadia VII grade student Pda on 30/4/2019 at 2:00 p.m.

¹²⁰ Interview with Nadia VII grade student Pda on 30/4/2019 at 2:00 p.m.

"Ustadzah Anggi is sometimes a discussion if it explains that I feel better when using a model that is mutually exclusive, but most of Anggia Anggi must have discussions when entering the classroom."¹²¹

From the results of interviews with VII grade students, researchers can conclude that with various learning models provided by the teacher when learning can provide a level of understanding to students.

In the learning process using the thing pair share many students are active and do their jobs well. Their activeness can be seen when they want a presentation that asks to advance first, besides that social studies teachers also provide value for students who finish working on assignments faster.

So the response of students when learning using the Thin Pair Share learning model is very happy, active, in learning and able to understand the material that has been delivered by the teacher during the learning process takes place.¹²²

From the results of observations in the classroom and interviews the researchers concluded that by using the method many students and students were happy, active in the teaching-learning process and the material delivered by the teacher in the classroom could be accepted and understood by students.

d. Presentation

Presentation is one of the methods chosen by the teacher to improve student motivation. With the presentation, it is demanded to be able to explain the material to his friends, both material from books, the internet and his own opinion. As the results of the interview with Nadia Natania, the Refanda stated that:

"Ustadzah Anggi in teaching usually uses the Presentation method, so as soon as we make the group discuss it first then present it to the class, which later we can explain and express our opinions, then open the question and answer session. I feel happy because I make us more active."¹²³

¹²¹ Interview with Ruman VII grade student Pda on 30/4/2019 at 2:00 p.m.

¹²² Class VII Observation Results on 30/04/2019 at 1:00 p.m. in the classroom

¹²³ Interview with Nadia VII grade student Pda on 30/4/2019 at 2:00 p.m.

So the response of students when learning uses a learning model Presentation is very happy, active, in learning and can understand the material that has been delivered by the teacher during the learning process takes place.¹²⁴

e. Group discussion

Group discussion is one form of activity carried out in guidance, carried out by involving more than one student, group discussions can be an alternative in learning activities. As the results of interviews with Ruman stated that:

"Ustadzah Anggi usually uses the method of discussion, it makes us feel more happy and motivated in learning, because we can exchange information and express their opinions from each of us."¹²⁵

When learning uses a learning model group discussions become students more actively motivated, in learning and can understand the material that has been delivered by the teacher during the learning process takes place.¹²⁶

f. Mind Map (Concept Map)

Mind Map is created by students when students individually after receiving the materi from the teacher or before receiving material from the teacher. Mind Map created at the time the rest has received material from the teacher is for evaluation of learning. So during the learning activities students take notes on the keywords. While the Mind map made by students at the time before the material is delivered is to make students ready to accept the material to be delivered by the teacher. So Mind maps are made home assignments about the material that will be delivered by the teacher at the next meeting. The mind map in the discussion is combined with the modules that have been made by the teacher.¹²⁷

¹²⁴ Class VII Observation Results on 30/04/2019 at 1:00 p.m. in the classroom

¹²⁵ Interview with Ruman VII grade student Pda on 30/4/2019 at 2:00 p.m.

¹²⁶ Class VII Observation Results on 30/04/2019 at 1:00 p.m. in the classroom

¹²⁷ Class VII Observation Results on 30/04/2019 at 1:00 p.m. in the classroom

"When asked to make a Mind map, we learn more easily. Moreover, social studies when creating a Mind map can save my study time and can add memory, because it is based on our own ideas."¹²⁸

Students' responses when learning using Mind map learning models to become students are more actively motivated, in learning and in addition they add to their memory because the concept map is the result of our own ideas.¹²⁹

g. Word abbreviations

The word abbreviations that the researcher means are abbreviations of terms in learning, this is so that students are easy to remember the lessons taught. Because the term is so funny that it's very easy to remember.

"We made it easy to remember the lessons, by just making one concept map as much as we could learn for one learning theme."¹³⁰

From the results of observations outside the social studies hours the researchers concluded that by giving word abbreviations that could make students remember the lesson, many students and students were happy, active in the teaching-learning process and the material delivered by the teacher in the classroom could be accepted and understood by students.

4. Inhibities Factors and Supporties of Social Sciences Teachers in Increasing Learning Motivation for Class VII Students at SMP IT Insan Permata

In general there are several factors that influence the creativity of teachers in schools that have a good and not an increase in motivation to learn, to achieve that goal the teacher must have a lot of creativity and be able to practice it in class or outside the classroom. Discusses the factors that support and hinder the creativity of social studies teachers in increasing learning motivation of students of social studies subjects in grade VII in SMP IT Insan Permata, which can be analyzed:

¹²⁸ Interview with Nadia VII grade student Pda on 30/4/2019 at 2:00 p.m.

¹²⁹ Class VII Observation Results on 30/04/2019 at 1:00 p.m. in the classroom

¹³⁰ Interview with Nadia VII grade student Pda on 30/4/2019 at 2:00 p.m.

a. Factors supporting teacher's creativities in increasing learning motivation of class VII students in social studies subjects at SMP IT Insan Permata

1) Active teacher and students

Based on observations, it can be seen that teachers and students are active in carrying out teaching and learning activities, this can help and facilitate the teacher in conducting coaching, direction and supervision, in order to achieve the expected goals.

In this case the social studies teacher Ustadzah Anggi said that:

"The support of creativity is that children are happy when given such questions, that can make children get feedback by actively asking questions about material related to social conditions."¹³¹

Thus, teachers and students prepare each other in teaching and learning activities, are aware of the need for knowledge, the importance of science.

2) Preparedness and professionalism of teachers

Based on the results of research on teacher readiness and professionalism, among them each will teach the teacher must make a hand out for students, mastery of the material and selection of appropriate methods in the teaching and learning process, so that the implementation of education can run effectively and efficiently in this case :

"Teacher's readiness lies in mastering the material, methods and media used besides being responsible for all the conditions of the students in the class. It really pays attention to student learning in understanding social studies material."¹³²

3) Students' abilities

Based on the results of the research on the academic abilities of Insan Permata's junior high school students, the students of SMP IT Insan Permata were taught by themselves, material that they did not understand by searching for literature or through the internet.

¹³¹ Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

¹³² Ibid.

4) Development of teacher creativity

The next supporter is the effort of the teacher to develop his creativity, with field evaluations conducted at all times by holding workshops, peer teaching activities and conducting peer evaluations with UKG (Teacher Competency Examination) activities.

According to the headmaster, Mr. Anang that:

"The creativity of social studies teachers, the learning system is not only indoor but outside the classroom, meaning students are invited to the museum, a place that can provide learning, even the market where buying and selling goods to find out how to transact. The teacher must have creativity and sympathy."¹³³

b. Inhibities Factors of Teacher Creativities in Increasing Learning Motivation for Grade VII students in SMP IT Insan Permata.

1) Class conditions

Class conditions are one of the obstacles to student learning success. Class conditions that are less comfortable cause students to pay less attention to the material delivered by the teacher. Students cannot concentrate with the material. Class conditions are narrow and hot, making students unable to receive material well so students sometimes get busy themselves. In each class, each side has air conditioning, but the air conditioner does not function so that it makes the classroom atmosphere uncomfortable.

As narrated by Ustadzah Anggi that:

"The big obstacles are not just that we have to be able to adjust the class. Sometimes what a busy class we have to do. Even though the module is the same, the way to deliver it is different, because we adjust it to class conditions."¹³⁴

2) Depreciation time

According to the IPS teacher, Ustadzah Anggi said that:

"The obstacle to teacher creativity is time. Because the teacher's mother has a lot of work, so to be creative it collides with time and to prepare varied creativity is

¹³³ The results of the interview with the Principal, Mr. Anang 05-08/2019 at 1:00 in the office

¹³⁴ Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

very difficult. In the sense of children here there is a lot of excitement outside the classroom so that the actual time to learn is used for other activities. "¹³⁵

From the results of interviews with Social Sciences Teachers, it can be seen that the factors that inhibit teacher creativity are the activities that are held by the teacher. In addition to the busy life that is owned by the teacher of SMP IT Insan Permata, the inhibiting factors are too much material and the frequent shrinkage of time. Depreciation of time often occurs because of activities carried out by students outside the class. So that this has an impact on the time provided for teaching and learning activities in the classroom.

¹³⁵ Ibid.

CHAPTER V

DISCUSSION

A. Types of Social Sciences Teacher Creativity in Improving Learning Motivation for Social Sciences Subjects of Grade VII students in SMP IT Insan Permata.

Creativity is the ability to create something new, such as a solution to a new problem or appearance, artistic value, or a new method. As a reference, it shows that creativity is a concept consisting of cognitive psychology concepts.¹³⁶

In contrast to Kellough, according to him in teaching and learning activities, the role of teachers is very important in encouraging student learning is to improve student desires or student motivation to learn. In doing this task, the teacher needs to understand students well so that later the teacher can provide a learning experience, from which students find something interesting, valuable, and intrinsically motivating, challenging, and useful for them.¹³⁷

Like some of the theories and opinions of the experts above, and adapted to what the researchers see in the field, social studies teachers at SMP IT Insan Permata do various efforts to motivate their students, it can be seen in the various methods he uses, and also from enthusiastic about the students, in the previous section researchers have presented data about the efforts made by the teacher and the results of interviews of researchers with several students taught by the teacher Ustadzah Anggi.¹³⁸

The characteristics possessed by IPS teachers are developing existing methods, by linking conditions in the past to the present, linking things like, social, economic,

¹³⁶ Yusuf Abu Al-Hajjaj. *Kreatif Atau Mati*(Surakarta: Al-Jadid, 2010). Hlm. 16

¹³⁷ can be seen in Chapter II page 38

¹³⁸ can be seen in chapter IV

political conditions in the present. The teacher is able to give examples and explain to students about various new and old things. Able to solve questions with various ideas.

Just as Ustadzah Anggi did during the study, he used many methods he had learned before, whether he searched the internet, or books, and others, he was also very happy to answer questions from his students, he was very open whatever was asked by his student. Even more often he let his students think first after he explained, Ustadzah Anggi could stimulate his students to always ask questions. The following is a little quote from the words of the student, Nadia, which I took from Chapter IV:¹³⁹

Therefore, researchers can conclude that the social studies teacher at SMP IT Insan Permata is quite creative and has a learning strategy that is very open to his students, he does not hesitate to approach his students to discuss with him, and he can adjust to the individual students, obviously in accordance with the theory said by Kelluogh that the role of the teacher is very important in encouraging student learning is to increase student desire or student motivation to learn.

In carrying out teaching and learning activities a teacher must require creativity in teaching to facilitate the learning process. Social studies teachers in implementing learning really need creativity that is high in purpose in order to be able to attract or motivate students in learning social studies. Because IPS subject matter has a broad scope. Creativity in social studies teachers at SMP IT Insan Permata can be used as a reference in solving social studies learning problems so students can be motivated in participating in learning activities.

The creativity of IPS teachers in improving learning motivation is:

1. Prepare RPP

¹³⁹ Can be seen on page 73

RPP is preparation that must be done by the teacher before teaching. Preparation here can be interpreted as written preparation or mental preparation. The emotional situation that you want to build, a productive learning environment including convincing learning to be fully involved. The purpose of making lesson plans is to simplify, facilitate, improve the learning process.

Each teacher is obliged to make a learning plan, namely by making an RPP which is essentially a short-term plan to estimate or project what will be done in learning.¹⁴⁰ In the development of RPP the teacher is given the freedom to change, modify, and adjust the syllabus to the conditions of the school and the region and see the characteristics of each student.¹⁴¹

In line with the explanation above, Ustadzah Anggi as a teacher has made lesson plans since before the learning began she has made various strategies for teaching that she adjusts to the class characters she teaches, such as the obedience of researchers she has RPP as a plan she uses to teach language in each class he distinguishes his lesson plan, because according to him every class and each individual has different characteristics.¹⁴²

So it can be concluded that the process of making lesson plans can develop the creativity of teachers in applying learning methods in the classroom so that teachers can freely carry out the learning process in accordance with the characteristics of students and the school environment.

2. Using varied learning methods

¹⁴⁰ E. Mulyasa, M.Pd, *Kurikulum Satuan Tingkat Pendidikan* (Bandung: PT Remaja Rosdakarya,2007), hlm 213

¹⁴¹ Ibid Hal 212

¹⁴² eg RPP and the results of interviews with Anggi's Ustadzah can be seen in Chapter IV

The teacher uses a variety of varied learning methods due to improving the quality of learning in the classroom. Besides that, the learning atmosphere is more interesting, fun and not boring. The learning method used by social studies teachers is:

a. Lecture method and question and answer

The lecture method is one of the methods used by social studies teachers to deliver material. The teacher explains, tells everything about any IPS material. By using the lecture method, the teacher can develop the delivery of the material. And also with this method the teacher can shape the character of students.

As researchers have seen at the teaching site Ustadz Anggi provided material with clear explanations and the researchers saw that Ustadzah Anggi not only explained the subject matter but also related it to everything that was easy to understand by students, for example during learning about pre-history script, Ustadzah Anggi described to the students of the Neolithic community as rural people who still have no development in the field of technology, because the village people usually only can grow crops as well as humans in the Neolithic period.

The form of creativity can be seen from the selection of examples that are so close to people's lives in the present, so that students to understand them are not so difficult, besides that they explain it casually but still prioritize the students' understanding.¹⁴³ where in the interview showed that students taught by Ustadzah Anggi really liked the learning.

b. Outdoor Class

Learning is not only limited to classrooms, but also outside the classroom, by visiting a number of places considered by social studies teachers to provide benefits and provide learning, so here students do not only get material but students are involved

¹⁴³ data from interviews of researchers with students of Ustadzah Anggi can be seen in chapter IV

directly in places that are useful, such as in Bandung, which is one of the cities in Indonesia, where it is a creative culinary place, so that all students of recreation are also learning media in seeing the buying and selling there.

Places such as Bandung and South Malang are also one of the teachers' creativity developed. Here, students are invited by the teacher to visit the place with the aim that students can see firsthand the cultures that exist outside of their territory, in order to enrich their social knowledge.

The researcher saw that with the program inviting students to come out as one of the lessons used by teachers so that they were not monotonous only in the classroom it was quite effective, it was seen from the faces of the children who were so happy after visiting outside the city like Bandung, they so know how to communicate directly with the culture in that place, so that the lessons can be directly attached to the memories of the students. (Results of interviews with students can be seen in the data section in chapter IV)

c. Thing Pair Share

This Think Pair Share is one of the learning models that gives a problem in a group. In the problem Think Pair Share the teacher gives a number of questions that will be given to students with the material that has been given.

As the researcher observed Ustadzah Anggi after giving an explanation of the material, he told his students to pair up with each other, after that he gave a question and after the pair had a discussion then each pair would ask him to present it in front of the class.¹⁴⁴

I see this as a solution where this is learning which can be a variation when ordinary learning is too ordinary. By providing this method you can also teach how to

¹⁴⁴ this stage can be seen in Chapter IV

work with their partners to discuss something, also can train conversations in front of their friends.

This also confirms that Ustadzah Anggi as a good facilitator for this learning, in line with what was said by McCarty and Siccone explained that the better the teacher understands student interests, and assesses the level of students' skills, the more effective and affordable they can teach.

In line with Kellough Guillaume also explains that for students to be motivated in learning, the teacher must convince students that we are involved with them in each challenge and are in their "corner" at all times.¹⁴⁵

So it can be concluded that Ustadzah Anggi is a creative teacher by giving different methods so as not to cause boredom, and by always understanding and assisting his students, this can be a motivation for his students.

d. Presentation

With presentations required to be able to explain the material to his friends, both material from books, the internet and his own opinions. By doing this method the researcher sees that the students better prepare themselves to present the material that has been shared by the teacher. Based on researchers' observations this method will make students learn more because of preparing for their presentation.

This method is also an alternative so that learning is not monotonous, because as the researchers explained earlier so that learning is interesting also must have a variety of ways so as not to bore the students. Basically, human motivation is related to behavior and emotions. It is a prominent force to face the learning process and succeed.

¹⁴⁵ Can be seen again on page 38

Students can be motivated directly through the use of interesting, satisfying, and stimulating learning material.¹⁴⁶

e. Group Discussion

Group discussion is one form of activity carried out in guidance, conducted by involving more than one student, group discussions can be an alternative in learning activities. In addition to teaching about how to collaborate in one group, methods like this also teach interacting with others. From the interview with Ustadzah Anggi that:¹⁴⁷

In line with what is said in Syariful Bahri's book, variations in teaching and learning processes, namely variations in teaching style variations in using media and teaching materials, variations in teacher interaction with students can generate motivation in learning.

f. Mind map

According to R.J. Wlodkowski, students can be motivated directly by attracting students' attention through the use of interesting and stimulating media or learning materials. It is important to maintain and arouse the attention and curiosity of students in the learning process.¹⁴⁸

In line with the above theory, that the actual use of media such as the Mind Map will increase the motivation of students, it can be seen from the statement that the students easily re-learn the lessons they have learned before using the mind map media,¹⁴⁹

So it can be concluded that the teaching given by Ustadzah Anggi is creative learning, which can motivate students to learn lessons that they make themselves, so

¹⁴⁶ Can be seen again on page 37

¹⁴⁷ Interviews with social studies teacher Ustadzah Anggi 04/30/2019 at 2:00 p.m. at the school Gazebo

¹⁴⁸ Can be seen on page 37

¹⁴⁹ the results of interviews can be seen chapter IV

that they can easily understand it themselves and with that motivation they can be more enthusiastic about learning.

g. Word Abbreviations

According to this researcher, it is very creative in using strategies to incorporate learning material using play on words to be easily remembered by students. Creativity is not only seen from the methods used by the teacher, but from various aspects, for example from these words that allow students to easily remember.

From the description above it is clear that teacher creativity is very important. If the teacher's creativity increases, then the quality and the quality will increase further, if the teacher's creativity decreases, the quality of the school will decrease.

All the teacher's creativity above is the hard work of the teacher to increase student learning motivation, besides that the school component must be balanced regarding the means, media students and even history teachers. By paying attention to the number of aspects above, it does not rule out the possibility that the creativity and professionalism of social studies teachers in teaching and learning will be achieved, especially as this is supported by adequate facilities and infrastructure. From the results of interviews with Ustadzah Anggi, it can be concluded that by using the abbreviations of this word the students can more easily remember and apply the lessons taught.¹⁵⁰

As one component of teaching methods are no less important than other components in teaching and learning activities. The teacher must adjust the conditions and class atmosphere. The teacher needs to formulate clearly and can be measured. That way already for the teacher to use the method chosen to support the achievement of the objectives that have been formulated.¹⁵¹

¹⁵⁰ the results of the interview can be seen on chapter IV

¹⁵¹ Drs. Saiful Bahri Djamarah, Mag, Strategi Belajar Mengajar (Jakarta: PT Rineka Cipta), hlm.72

Based on the results of the research contained in the data exposure, the teacher of SMP IT Insan Permata in teaching social studies using a variety of creativity to improve student learning motivation. This is the same theory as revealed by Esa Nur Wahyuni that the task of a teacher is not only teaching knowledge or skills but must also try to create a learning climate or environment that motivates student learning.¹⁵² Motivating students is a challenge that must be answered by each teacher. Motivation to learn is an internal and external encouragement to students who are learning to make behavioral changes. It has a big role in one's success in learning.

The motivation or motivation to improve student learning is twofold, namely intrinsic and extrinsic motivation. Teacher creativity in teaching is extrinsic or external motivation because motivation arises as a result of influences from outside the individual. External factors that greatly influence the learning process are how the teacher teaches or the teacher's creativity in teaching. According to Horace Atal, the creativity of social studies teachers is a person's ability to find new ways to solve problems, both those related to science, literature or other arts, which contain a result or a completely new approach to those who are connected , although for others it is not so foreign anymore.¹⁵³

The forms of social studies teacher creativity above can be used as a reference in improving the learning process.

The characteristics of creative people are as follows:¹⁵⁴

- 1) People who are creative are able to find new relationships, both relationships between humans, between objects or between humans with objects objects.

¹⁵² Esa NurWahyuni, *Op.Cit.*, hlm.4

¹⁵³ Jamal Ma"mur Asmani, *Op. Cit.*, hlm.26

¹⁵⁴ Yusuf Abu Al-Hajjaj. *Op.Cit.* Hlm.135

- 2) Creative people are able to function new relationships to realize new goals.
- 3) People who are creative are people who are able to associate the new with the old, both in various ways or relationships.
- 4) Creative people are people who are able to deduce new or old relationships and explain them.
- 5) Creative people always don't want to take ideas from other people, except for a little, as long as they can support their benefit and their ideas and realize their creativity.

Thus the findings of researchers about the form of creativity of social studies teachers at SMP IT Insan Permata is a theory reinforcement above, practicing and developing existing methods to increase student motivation in social studies subjects.

B. Students' Response to Social Sciences Teacher Creativities in Improving Learning Motivation for Class VII Students at SMP IT Insan Permata

The response of students to the performance of teachers in the teaching and learning process is as the results of the research below:

1. Students feel happy because using various learning methods can make the atmosphere more lively and interesting.

As a teacher, be aware of what should be done to create learning conditions that can lead students to aim. Here the task of the teacher creates an exciting and fun learning environment for all students. The learning atmosphere that is not exciting and fun for students usually leads to less harmonious teaching and learning activities.¹⁵⁵

In teaching and learning activities teachers do not have to be fixated by using methods or methods, but teachers should use a variety of methods so that the course of

¹⁵⁵ Saiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2010) hal

teaching is not boring, but still attracts the attention of students. Changes in attitude can illustrate how a person responds to certain objects such as environmental changes or other situations.

The attitude that appears can be positive, which tends to like to approach and expect an object. Someone called having a positive response seen from the stage of affection cognition, and psychomotor stage. Conversely someone has a negative response if something that is heard or changes in an object does not affect action or even avoid and hate certain objects.

The consequences of fun will strengthen behavior, while unpleasant consequences will weaken behavior. So the consequences will increase while the unpleasant frequency will decrease. From the theory in the bag we can conclude that the teacher's method can attract the attention of students to feel more happy and stimulate the learning process.

2. Students become more understanding because using a variety of learning methods can help students receive lessons.

In learning activities teach not all students concentration in a relatively long time. The absorptive capacity of students on the materials provided is also varied. There are fast, some are moderate, some are slow. Intelligence factors influence students' absorption of learning material given by the teacher.

According to Hamalik, the response is the movements that are coordinated by one's perception of external events in the surrounding environment. Whereas according to Marsiyah to find out someone's response to something through questionnaires.

Because the questionnaire generally asks for information about the facts known to the respondent.¹⁵⁶

Whereas according to Thorndike, the basis of learning is the association between the five senses and implus by acting. In other words learning is the formation of stimulus relations with the response between action and reaction. Between this stimulus and response there will be a close relationship if it is often trained.¹⁵⁷

So the theory of stimulus and response when connected with the findings of researchers is if the teacher provides a stimulus in the form of creativity in learning which will then be responded to by students. The student will give a response in the form of understanding and feeling happy about the learning material given by the teacher.

C. Supporting Factors and Inhibitors of Social Sciences Teacher Creativity in Increasing Learning Motivation for Grade VII students at SMP IT Insan Permata.

In order to create creativity not only does a teacher need daily habits, but many things that can improve a person foster creativity. The status of creativity that is buried in social studies teachers, of course, has factors that support a teacher to create and hinder one's creativity. For finding data about the supporting factors for the creativity of social studies teachers in SMP IT Insan Permata are as follows:

1. The activity of teachers and students

All teacher creativity can be accepted and easily understood by students, of course these two components must be mutually active and understand the intent of the creation of teacher creativity, if one of these components is not active, the teacher's

¹⁵⁶ Hudoyo Herman, *Mengajar Belajar Matematika*,(Jakarta: Depdikbut) hlm.7

¹⁵⁷ Sardiman A.M. *Interaksi dan Motivasi Belajar Mengajar*(Jakarta: PT Remaja Grafindo), hlm 23

creativity will not function at all. students will make teachers more develop their creativity as students' learning motivation.

2. Teacher readiness and professionalism

In learning and teaching the presence of teachers is very important, but more importantly is the readiness and expertise of the teacher in leading and regulating the course of student teaching, readiness in regulating and placing creativity in the classroom and outside the classroom, so students can accept the presence of teachers in happy circumstances and fun.

3. Student ability

Based on the results of research on the academic abilities of students of SMP 13 Malang, it is indeed very good. Without being asked by the students of SMP IT Insan Permata to learn on their own, material that they did not understand by searching for literature through books or the internet.

4. Development of creativity

The next supporter is the development of the creativity of IPS teachers independently such as searching for information on the internet, consulting with creativity experts.

According to researchers this understanding is correct because people who are creative are always driven by reflection and thought. So according to researchers the findings about the factors supporting the creativity of social studies teachers are mutually reinforcing.

Furthermore, about the findings of the creativity of social studies teachers at SMP IT Insan Permata are as follows:

1. Class condition

Classroom management is one of the teacher's tasks that will never be abandoned. The teacher always manages the class when he is carrying out his duties. Classroom management is intended to create a learning environment that is conducive for students to create effective and efficient teaching goals. When the class is interrupted the teacher tries to return it so that it does not become a barrier to the teaching and learning process.¹⁵⁸

From the description above, it can be understood that classroom management is an effort deliberately carried out in order to achieve the teaching objectives. The conclusion is that classroom management is a class-regulating activity for teaching purposes.

2. Depreciation of time

Depreciation of time which occurs often makes the teacher bump into time to prepare very varied creativity. So that the teacher who has prepared a learning method is not conveyed because of shrinking time. With the shrinking of time, the teacher must be prepared and change the learning method that has been prepared with the new method in accordance with the lessons set. Time often occurs in social studies learning can make teachers responsive to it, teachers try to maximize the short time by using a variety of learning methods.

This is sought to get maximum results in a short time because without the creativity of the teacher it is difficult to get the best from social studies students. Students are less motivated to learn, as well as students who should be able to appreciate and maximize learning time very little, so all of them will be efficient even with limited time. So that learning will remain easy and understandable to students.

¹⁵⁸ Ibid Hal 174

CHAPTER VI

CONCLUSION

A. Conclusion

Based on the focus of the research, exposure to data, research findings, and discussion, the author can conclude as follows:

1. Forms of Social Sciences teacher creativity in Increasing Learning Motivation for Grade VII students at SMP IT Insan Permata People.

Forms of Social Studies Teacher Creativity in Improving Learning Motivation Grade VII students at SMP IT Insan Permata are: Various learning methods which include: question and answer lecture methods, Outdoor Class, Thin pair share, presentations, discussion groups , concept maps, word abbreviations.

2. Student Response to Social Sciences Teacher Creativity in Improving Learning Motivation of Class VII Students in Middle School IT Insan Permata Student Response to Teacher Creativity

Creativity will appear when adjusted to the class situation. To get good and effective employment is supported by the teacher's creativity in managing the class so that the classroom environment becomes more active and organized. Students' responses to the creativity of teachers in teaching are students better understand and accept learning materials from teachers because they use a variety of varied learning methods.

3. Supporting Factors and Inhibitors of Social Sciences Teacher Creativity in Increasing Learning Motivation for Class VII Students at SMP IT Insan Permata People.

In the creativity of a teacher, of course there are factors that become supporting and inhibiting factors of the existence of creativity. Supporting factors include: active

teacher and student, teacher readiness and professionalism, development of teacher creativity.

While the inhibiting factors include: Class conditions and time shrinkage. The uncomfortable atmosphere of the class makes children unable to concentrate fully on receiving lessons. Depreciation of time is seen from too much material and often the time shrinks. Because the teacher's mother has a lot of work that has an impact on the time provided for teaching and learning activities.

B. Suggestions

From the results of the above research, the researcher presented several suggestions as follows:

1. To teachers

As teachers who deal directly with students, they should increase creativity in teaching so that students are able to become students who are intelligent in the hopes of the nation.

2. To students

Students must pay more attention to and respect the teacher when the lesson takes place, this is because the learning activities run effectively.

3. To schools

Schools should have programs that can support teachers and learning and conduct learning evaluations from all sides in order to improve teaching performance, especially for teachers and add facilities needed for the teaching and learning process.

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Title of Skripsi : Creativities Of Social Sciences Teachers In Improving Learning
Motivation Of Seventh Grade Students At Smp Islam Terpadu Insan Permata Malang.

No	Date of Consultation	Consultation Material	Signature
1.	30 March 2019	Research Instrument	
2.	10 April 2019	Konsultasi bab I,II,III	
3.	25 April 2019	Konsultasi bab IV	
4.	4 May 2019	ACC bab IV	
5.	9 May 2019	Konsultasi bab V	
6.	15 May 2019	Revisi bab V	
7.	22 May 2019	ACC bab V	
8.	29 May 2019	ACC Keseluruhan	

Acknowledge by,

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Hal : Izin Penelitian

09 April 2019

Kepada
Yth. Kepala SMP Islam Terpadu Insan Permata Malang
di
Malang

Assalamu'alaikum Wr. Wb.

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

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NIM : 15130089
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2018/2019
Judul Skripsi : Creativities of Social Sciences Teacher In Improving Learning Motivation of Seventh Grade Students at SMP Islam Terpadu Insan Permata Malang
Lama Penelitian : April 2019 sampai dengan Mei 2019
(2 bulan)

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

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

Wassalamu'alaikum Wr. Wb.



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SURAT KETERANGAN

19-B/SMPIT-IP/V/2019

Yang bertanda tangan di bawah ini Kepala Sekolah :

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Jurusan : IPS

Telah melaksanakan penelitian dengan judul "Creativities Of Social Sciences Teacher In Improving Learning Motivation Of Seventh Grade Student Of SMP Islam Terpadu Insan Permata Malang".

Pelaksanaan tanggal 29 April 2019

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Malang, 17 Mei 2019

Kepala SMPIT Insan Permata



Anang Tri Wahyudi, S. Si

Wawancara

Pedoman Wawancara Kepala Sekolah SMP IT INSAN PERMATA Malang tentang Kreativitas Guru IPS dalam Meningkatkan Motivasi Belajar Siswa Mata Pelajaran IPS Kelas VII di SMP IT Insan Permata Malang

1. Bagaimana sejarah dan perkembangan di SMP IT Insan Permata Malang?
2. Bagaimana kegiatan pembelajaran IPS di SMP IT Insan Permata Malang?
3. Apa yang membedakan kegiatan pembelajaran di sekolah SMP IT Insan Permata Malang dengan di sekolah lain?
4. Bagaimana kreativitas guru IPS di SMP IT Insan Permata Malang?
5. Apakah di sekolah ini terdapat kegiatan penunjang pembelajaran IPS?
6. Bagaimana kreativitas guru IPS dalam meningkatkan motivasi belajar siswa pada mata pelajaran IPS di SMP IT Insan Permata Malang?
7. Upaya apa sajakah yang pernah, sedang dan yang akan anda lakukan untuk meningkatkan kreativitas guru IPS dalam memotivasi belajar siswa pada matapelajaran IPS di SMP IT Insan Permata Malang?
8. Kemajuan apa yang dirasakan dari adanya kreativitas guru IPS dalam memotivasi belajar siswa pada mata pelajaran IPS di SMP IT Insan Permata Malang?
9. Apa kendala yang dialami oleh bapak dalam meningkatkan mutu pendidikan di sekolah ini?
10. Apa saja faktor pendukung dan penghambat dari kreativitas guru IPS dalam mengajar?

Pedoman Wawancara Guru IPS Kreativitas guru IPS dalam Meningkatkan Motivasi belajar Siswa di SMP IT Insan Permata.

1. Bagaimana kegiatan pembelajaran IPS di SMP IT Insan Permata Malang?
2. Apa saja bentuk-bentuk kreativitas bapak atau ibu dalam melaksanakan pembelajaran IPS di SMP IT Insan Permata Malang?
3. Apa saja pengembangan metode yang digunakan oleh guru IPS di SMP IT Insan Permata Malang?
4. Bagaimana kreativitas guru IPS dalam meningkatkan motivasi belajar siswa pada mata pelajaran IPS di SMP IT Insan Permata Malang?

5. Upaya apa saja yang pernah sedang, dan yang akan bapak atau Ibu lakukan untuk meningkatkan kreativitas mengajar mata pelajaran IPS di SMP IT Insan Permata Malang?
6. Bagaimana hasil dari kreativitas bapak atau ibu dalam memotivasi belajar siswa paa mata pelajaran IPS di SMP IT Insan Permata Malang?
7. Apa saja kendala yang dialami bapak atau ibu selama melaksanakan proses pengembangan kreativitas di SMP IT Insan Permata Malang?
8. Bagaimana solusi menangani kendala tersebut selama melaksanakan pengembangan kreativitas di SMP IT Insan Permata Malang?
9. Bagaimana upaya lain yang dilakukan oleh guru untuk meningkatkan kreativitasnya Selain mengadakan MGMP /workshop?
10. kapan diadakannya setiap kegiatan MGMP dari sekolah maupun dari luar sekolah?

Pedoman Wawancara dengan Siswa Kelas VII Kreativitas guru IPS dalam Meningkatkan Motivasi belajar Siswa di SMP IT Insan Permata Malang.

1. Apakah anda termotivasi dalam mengikuti proses belajar mengajar IPS di SMP IT Insan Permata Malang?
2. Menurut anda, bagaimana kreativitas guru IPS dalam meningkatkan motivasi belajar anda pada saat mata pelajaran IPS di SMP IT Insan Permata Malang?
3. Bagaimana pendapat anda tentang bentuk kreativitas guru yang telah dilaksanakan di SMP IT Insan Permata Malang?
4. Apakah ada perkembangan hasil belajar dari model pembelajaran yang diterapkan oleh guru?
5. Apakah anda senang dalam mengikuti pelaksanaan kegiatan tersebut?
6. Apakah dengan adanya kreativitas yang guru lakukan, anda sangat antusias ketika pembelajaran berlangsung?
7. Apakah dalam kegiatan ini anda pernah terjun langsung ke lapangan? Misalnya mengadakan kegiatan ke tempat bersejarah?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPIT INSAN PERMATA Malang
Mata Pelajaran : IPS Terpadu
Kelas/Semester : VII / 1
Materi Pokok : Manusia, Tempat dan Lingkungan
Alokasi Waktu : 4 pertemuan / 8 JP

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan 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
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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

Kompetensi Dasar	Indikator
KD 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 Menjelaskan konsep ruang dan interaksi antarruang dengan tepat
	3.1.2 Menyebutkan contoh interaksi keruangan antar wilayah di Indonesia dan di wilayahnya dengan benar
	3.1.3 Menjelaskan kondisi saling bergantung yang diperlukan untuk terjadinya interaksi antarruang dengan tepat
	3.1.4 Menunjukkan unsur-unsur atau komponen peta dengan tepat
	3.1.5 Menyebutkan letak astronomis dan geografis serta luas Indonesia dengan benar
	3.1.6 Menjelaskan implikasi letak Indonesia terhadap aspek ekonomi, sosial dan budaya benar
	3.1.7 Mengidentifikasi iklim, geologi, rupa bumi, tata air, tanah dan potensi SDA di Indonesia dengan tepat
	3.1.8 Menjelaskan kondisi kependudukan dengan benar

	3.1.9 Mengidentifikasi kondisi alam Indonesia dengan tepat 3.1.10 Mengidentifikasi keragaman flora dan fauna Indonesia dengan tepat 3.1.11 Menjelaskan bentuk-bentuk perubahan akibat interaksi antarruang dengan benar
KD 4.1. Menyajikan hasil telaah konsep ruang 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.	4.1.1. Mempresentasikan hasil telaah contoh interaksi keruangan yang terjadi di wilayahnya dengan seksama 4.1.2 Mengidentifikasi masalah akibat interaksi antarruang (mobilitas penduduk, distribusi barang, arus informasi, dan persebaran gagasan perubahan) dengan kritis

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Mengemukakan konsep ruang secara tepat
2. Menyimpulkan makna interaksi antar ruang dengan benar
3. Menyebutkan contoh interaksi keruangan antar wilayah di Indonesia dan wilayahnya secara tepat
4. Menjelaskan kondisi saling bergantung yang diperlukan untuk terjadinya interaksi antar ruang secara bertanggung jawab
5. Menyebutkan letak dan luas wilayah Indonesia dengan benar
6. Menjelaskan iklim, geologi, rupa bumi, tata air, tanah dan potensi SDA Indonesia dengan benar
7. Mengemukakan hasil telaah contoh interaksi keruangan yang terjadi di wilayahnya
8. Menganalisis masalah akibat interaksi antarruang (mobilitas penduduk, distribusi barang, arus informasi, dan persebaran gagasan perubahan)

D. MATERI PEMBELAJARAN

1. Materi pembelajaran reguler
 - a. Konsep ruang
 - b. Pengertian interaksi antarruang
 - c. Contoh interaksi keruangan antar wilayah di Indonesia
 - d. Contoh kondisi saling bergantung yang diperlukan untuk terjadinya interaksi antarruang
 - e. Pemahaman letak dan luas wilayah Indonesia melalui peta
 - f. Komponen peta
2. Materi pembelajaran pengayaan
 - a. Contoh interaksi keruangan antar wilayah di Indonesia

- b. Contoh kondisi saling bergantung yang diperlukan untuk terjadinya interaksi antarruang
 - c. Pemahaman letak dan luas wilayah Indonesia melalui peta
 - d. Komponen peta
3. Materi pembelajaran remedial
 - a. Interaksi antar wilayah yang dapat dilakukan oleh masyarakat di sekitarnya
 - b. Syarat terjadinya interaksi antar wilayah
 - c. Komponen peta

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific Learning
2. Metode : Diskusi
3. Model pembelajaran : Discovery Learning

F. MEDIA DAN BAHAN

Media	Peta / atlas Indonesia, gambar desa, kota, PPT
Bahan	Gambar, kertas, gunting, lem

G. SUMBER BELAJAR

- a. Buku IPS Terpadu BSE kelas VII
- b. Video interaksi keruangan dan kondisi saling bergantung
- c. Peta/atlas Indonesia
- d. Sumber lain yang relevan

H. LANGKAH-LANGKAH PEMBELAJARAN

1. Pertemuan Pertama: 2 JP

Pertemuan 1		
Guru	Kegiatan Pendahuluan	Waktu
Orientasi	• Memberi salam dan berdoa sebelum pembelajaran dimulai.	1 menit
	• Perkenalan peserta didik baru dan mengecek kehadiran peserta didik sebagai sikap disiplin	15 menit
	• Membuat kontrak kegiatan pembelajaran IPS	5 menit
Apersepsi	• Ice Breaking “Tembak Dor”	3 menit
	• Memberikan gambaran kepada siswa tentang materi yang akan diberikan	5 menit
	• Guru menyampaikan tujuan pembelajaran	1 menit

Kegiatan	Deskripsi Kegiatan	Waktu
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Inti		
	a. Peserta didik menyimak penjelasan guru tentang konsep ruang dan interaksi antarruang dengan tenang b. Guru membagi peserta didik menjadi 3 kelompok dan membagikan gambar tentang interaksi antarruang di Indonesia c. Masing-masing kelompok akan berdiskusi tentang gambar yang telah mereka peroleh d. Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi masalah yang berkaitan dengan interaksi antarruang berdasarkan gambar e. Presentasi singkat masing-masing kelompok di depan kelas f. Peserta didik kembali menyimak penjelasan guru tentang komponen peta dengan tertib	35 menit
Kegiatan penutup	a. Membuat kesimpulan materi pembelajaran hari itu dilakukan peserta didik bersama guru	3 menit
	b. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya yaitu tentang Letak dan Luas Indonesia	1 menit
	c. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing. (religius)	1 menit

I. PENILAIAN HASIL BELAJAR :	
1. Teknik penilaian.	a. Kompetensi Sikap: Observasi bentuk lembar observasi/jurnal b. Kompetensi Pengetahuan: Tes tertulis dan tidak tertulis bentuk uraian/lisan/ pilih ganda c. Kompetensi Keterampilan: unjuk kerja / praktik, observasi bentuk lembar observasi
2. Bentuk Penilaian	a. Observasi : Lembar pengamatan aktivitas peserta didik (terlampir) b. Tes tertulis : Uraian dan lembar kerja (terlampir) c. Unjuk kerja : lembar penilaian presentasi (terlampir) d. Portofolio : Penilaian laporan.

Kepala SMPIT Insan Permata

Guru Mata Pelajaran

Anang Tri Wahyudi, S.Si

Windi Anggia, S.Pd

Lampiran Penilaian

1. Penilaian Pengetahuan

Diskusikan hubungan saling ketergantungan berdasarkan gambar berikut !

Gambar 1



Kota Malang penghasil buah apel
ikan

Kota Tuban penghasil

Gambar 2



(+) ikan (-) sayuran

(+) sayur (-) ikan

Lokasi jauh



(+) sayuran (-) ikan

Lokasi dekat

Gambar 3



Akses transportasi terhambat akibat jalanan yang rusak

- a. Dampak apa yang ditimbulkan dari interaksi tersebut?
- b. Upaya saja yang bisa dilakukan untuk tetap menjaga interaksi antarruang tersebut?

2. Penilaian sikap

Jurnal Perkembangan Sikap

Nama Sekolah : SMPIT INSAN PERMATA
Kelas/Semester : VII/1
Tahun pelajaran : 2018/2019

No	Nama	Aspek			Score
		Disiplin	Jujur	Sopan	
1.					
2.					
3.					
4.					
5.					

Keterangan :

Rubrik penilaian :

A (100) = disiplin, jujur, sopan

B (85) = jujur, sopan

C (70) = sopan tetapi gaduh

D (65) = tidak semuanya

3. Penilaian Rubrik Kinerja/ Keterampilan

No	Nama	Aspek				Nilai Rata2	Ket
		Kerja sama	Keaktifan	Inisiatif	Kedisiplinan		
1.							
2.							
3.							
4.							
5.							

Keterangan:

- Skor 4 (86-100) : Sangat baik
- Skor 3 (76-85) : Baik
- Skor 2 (60-75) : Cukup
- Skor 1 (kurang dari 60) : kurang

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPIT INSAN PERMATA Malang
 Mata Pelajaran : IPS Terpadu
 Kelas/Semester : VII / 1
 Materi Pokok : Manusia, Tempat dan Lingkungan
 Alokasi Waktu : 4 pertemuan / 8 JP
 Pertemuan ke : 2

D. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan 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
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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

E. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator
KD 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.	3.1.4 Menunjukkan unsur-unsur atau komponen peta dengan tepat
	3.1.5 Menyebutkan letak astronomis dan geografis serta luas Indonesia dengan benar
	3.1.6 Menjelaskan implikasi letak Indonesia terhadap aspek ekonomi, sosial dan budaya benar
	3.1.7 Mengidentifikasi iklim, geologi, rupa bumi, tata air, tanah dan potensi SDA di Indonesia dengan tepat
	3.1.8 Menjelaskan kondisi kependudukan dengan benar
	3.1.9 Mengidentifikasi kondisi alam Indonesia dengan tepat
	3.1.10 Mengidentifikasi keragaman flora dan fauna Indonesia dengan tepat
	3.1.11 Menjelaskan bentuk-bentuk perubahan akibat interaksi antarruang dengan benar
KD 4.1. Menyajikan hasil telaah konsep ruang konsep ruang	4.1.1. Mempresentasikan hasil telaah contoh interaksi keruangan yang terjadi di wilayahnya dengan seksama

(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.	4.1.2 Mengidentifikasi masalah akibat interaksi antarruang (mobilitas penduduk, distribusi barang, arus informasi, dan persebaran gagasan perubahan) dengan kritis
--	--

F. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menunjukkan unsur-unsur atau komponen peta dengan tepat
2. Menyebutkan letak astronomis dan geografis serta luas Indonesia dengan benar
3. Menjelaskan implikasi letak Indonesia terhadap aspek ekonomi, sosial dan budaya benar
4. Menjelaskan iklim, geologi, rupa bumi, tata air, tanah dan potensi SDA di Indonesia dengan tepat
5. Menjelaskan kondisi kependudukan dengan benar
6. Mengidentifikasi kondisi alam Indonesia dengan tepat
7. Mengidentifikasi keragaman flora dan fauna Indonesia dengan tepat
8. Menjelaskan bentuk-bentuk perubahan akibat interaksi antarruang dengan benar

D. MATERI PEMBELAJARAN

4. Materi pembelajaran reguler
 - g. Konsep ruang
 - h. Pengertian interaksi antarruang
 - i. Contoh interaksi keruangan antar wilayah di Indonesia
 - j. Contoh kondisi saling bergantung yang diperlukan untuk terjadinya interaksi antarruang
 - k. Pemahaman letak dan luas wilayah Indonesia melalui peta
 - l. Komponen peta
5. Materi pembelajaran pengayaan
 - e. Contoh interaksi keruangan antar wilayah di Indonesia
 - f. Contoh kondisi saling bergantung yang diperlukan untuk terjadinya interaksi antarruang
 - g. Pemahaman letak dan luas wilayah Indonesia melalui peta
 - h. Komponen peta
6. Materi pembelajaran remedial
 - a. Interaksi antar wilayah yang dapat dilakukan oleh masyarakat di sekitarnya
 - b. Syarat terjadinya interaksi antar wilayah
 - c. Komponen peta

E. METODE PEMBELAJARAN

4. Pendekatan : Scientific Learning
5. Metode : Diskusi
6. Model pembelajaran : Discovery Learning

F. MEDIA DAN BAHAN

Media	Peta / atlas Indonesia, PPT, LCD proyektor
Bahan	Gambar, kertas, gunting, lem

G. SUMBER BELAJAR

- a. Buku IPS Terpadu BSE kelas VII
- b. Video interaksi keruangan dan kondisi saling bergantung
- c. Peta/atlas Indonesia
- d. Sumber lain yang relevan

H. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 2		
Guru	Kegiatan Pendahuluan	Waktu
Orientasi	• Memberi salam dan berdoa sebelum pembelajaran dimulai.	1 menit
	• Mengecek kehadiran peserta didik sebagai sikap disiplin	1 menit
	• Memberikan gambaran kepada siswa tentang materi yang akan diberikan	2 menit
	• Guru menyampaikan tujuan pembelajaran	1 menit

Kegiatan Inti	Deskripsi Kegiatan	Waktu
	g. Peserta didik menyimak penjelasan guru tentang komponen peta dengan tenang h. Peserta didik ditugaskan untuk menganalisis komponen peta melalui atlas yang dibawa oleh masing-masing peserta didik dengan tertib i. Peserta didik menyebutkan letak Indonesia secara astronomis dan geografis melalui peta dan menyebutkan batas-batas wilayah Indonesia dengan tertib j. Guru menjelaskan kondisi fisik alam Indonesia k. Peserta didik diarahkan untuk menganalisis dampak yang ditimbulkan dari letak Indonesia (aspek: potensi SDA (maritim, kehutanan, tambang)) l. Peserta didik ditugaskan untuk mengerjakan latihan uji kompetensi yang ada di modul IPS	60 menit

Kegiatan penutup	d. Membuat kesimpulan materi pembelajaran hari itu dilakukan peserta didik bersama guru	3 menit
	e. Guru memberitahukan kegiatan belajar yang akan dikerjakan pada pertemuan berikutnya yaitu tentang Dinamika Kependuduk Indonesia	1 menit
	f. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing. (<i>religius</i>)	1 menit

II. PENILAIAN HASIL BELAJAR :	
4. Teknik penilaian.	d. Kompetensi Sikap: Observasi bentuk lembar observasi/jurnal e. Kompetensi Pengetahuan: Tes tertulis dan tidak tertulis bentuk uraian/lisan/ pilih ganda f. Kompetensi Keterampilan: unjuk kerja / praktik, observasi bentuk lembar observasi
5. Bentuk Penilaian	e. Observasi : Lembar pengamatan aktivitas peserta didik (terlampir) f. Tes tertulis : Uraian dan lembar kerja (terlampir) g. Unjuk kerja : lembar penilaian presentasi (terlampir) h. Portofolio : Penilaian laporan.

Mengetahui,
2018
Kepala SMPIT Insan Permata

Malang, 28 Juli
Guru Mata Pelajaran

Anang Tri Wahyudi, S.Si

Windi Anggia, S.Pd

Lampiran Penilaian

1. Penilaian Pengetahuan

- 1) Sebutkan komponen-komponen peta dan jelaskan secara singkat!
- 2) Sebutkan letak astronomis dan geografis Indonesia!
- 3) Mengapa Indonesia memiliki iklim tropis?
- 4) Dampak apa yang ditimbulkan akibat letak Indonesia ?
- 5) Bagaimana upayamu menjaga kelestarian SDA di Indonesia agar tidak punah?

2. Penilaian sikap

Jurnal Perkembangan Sikap

Nama Sekolah : SMPIT INSAN PERMATA
 Kelas/Semester : VII/1
 Tahun pelajaran : 2018/2019

No	Nama	Aspek			Score
		Disiplin	Jujur	Sopan	
1.					
2.					
3.					
4.					
5.					

Keterangan :

Rubrik penilaian :

A (100) = disiplin, jujur, sopan

B (85) = jujur, sopan

C (70) = sopan tetapi gaduh

D (65) = tidak semuanya

6. Penilaian Rubrik Kinerja/ Keterampilan

No	Nama	Aspek				Nilai Rata2	Ket
		Kerja sama	Keaktifan	Inisiatif	Kedisiplinan		
1.							
2.							
3.							
4.							
5.							

Keterangan:

- Skor 4 (86-100) : Sangat baik
- Skor 3 (76-85) : Baik
- Skor 2 (60-75) : Cukup
- Skor 1 (kurang dari 60) : kurang

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPIT INSAN PERMATA
Mata Pelajaran : IPS
Kelas /Semester : VII/Genap
Tema : Aktivitas Manusia Dalam Memenuhi Kebutuhan
Sub Tema : Kelangkaan dan kebutuhan manusia
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 6 JP (3 Pertemuan)

A. Kompetensi inti

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar Dari KI 3	Indikator Pencapaian Kompetensi Dari KI 3
3.3 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.	3.3.1 Menjelaskan konsep kelangkaan sebagai permasalahan ekonomi manusia. 3.3.2 Menjelaskan jenis-jenis kebutuhan manusia 3.3.3 Menjelaskan pengertian tindakan, motif dan prinsip ekonomi 3.3.4 Menjelaskan hubungan antara tindakan, motif dan prinsip ekonomi. 3.3.5 Menjelaskan pengertian kegiatan produksi. 3.3.6 Menjelaskan pengertian kegiatan distribusi. 3.3.7 Menjelaskan pengertian kegiatan konsumsi. 3.3.8 Menjelaskan kaitan antara permintaan, penawaran pasar dan harga.

	3.3.9 Menjelaskan peran pasar bagi kehidupan masyarakat. 3.3.10 Menjelaskan peran IPTEK dalam kegiatan ekonomi. 3.3.11 Menjelaskan peran kewirausahaan dalam membangun ekonomi Indonesia. 3.3.12 Menjelaskan hubungan antara kelangkaan dengan permintaan-penawaran untuk meningkatkan kesejahteraan manusia
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.	4.3.1 Menyajikan laporan hasil observasi tentang kehidupan ekonomi masyarakat kota dan desa. 4.3.2 Menyajikan hasil diskusi kelompok mengenai kaitan antara kegiatan produksi distribusi dan konsumsi dan kegiatan mana yang lebih penting.. 4.3.3 Menyajikan hasil pengamatan pasar tentang barang dan jasa yang diperjualbelikan. Harga-harga barang yang ada di pasar Barang dagangan yang paling banyak dibeli, Omzet penjualan per hari. 4.3.4 Menyajikan hubungan antara kelangkaan, permintaan-penawaran, dan harga untuk mewujudkan kesejahteraan dan persatuan bangsa Indonesia.

Nilai Karakter

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

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Discovery Learning yang dipadukan dengan metode *mind mapping*, teknik **Blended Learning**, dan pendekatan saintifik serta **media PPT**, yang menuntun peserta didik untuk mengamati (**membaca**) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya baik di depan kelas maupun secara **Online**, selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat

Pertemuan Pertama

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik dapat:

- Menjelaskan pengertian kelangkaan
- Menjelaskan kelangkaan sebagai permasalahan ekonomi manusia
- Bersikap disiplin, percaya diri, dan tanggung jawab

Pertemuan Kedua

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik dapat:

- Menjelaskan kebutuhan manusia
- Menyebutkan jenis-jenis kebutuhan manusia
- Bersikap disiplin, percaya diri, dan tanggung jawab

Pertemuan Ketiga

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik dapat:

- Menjelaskan pengertian tindakan, motif dan prinsip ekonomi
- Menjelaskan hubungan antara tindakan, motif dan prinsip ekonomi
- **Bersikap disiplin, percaya diri, dan tanggung jawab**

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

Fokus nilai-nilai sikap

- Religius
- Kesantunan
- Tanggung jawab
- Kedisiplinan

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

a. Fakta:

- Ekonomi berasal dari bahasa Yunani Oikonomia yang berarti rumah tangga. Oikonomia merupakan kata majemuk yang terdiri dari dua kata 'oikos dan nomos.' Oikos artinya rumah tangga, dan nomos artinya aturan, Jadi arti kata ekonomi berarti aturan rumah tangga atau ilmu yang mengatur rumah tangga. Ilmu ekonomi termasuk kelompok ilmu sosial.

b. Konsep

- Kelangkaan dan kebutuhan manusia
 - Kelangkaan sebagai permasalahan ekonomi
 - Kebutuhan Manusia
 - Tindakan, Motif, dan Prinsip Ekonomi
- Kegiatan Ekonomi
 - Kegiatan Produksi
 - Kegiatan Distribusi
 - Kegiatan Konsumsi
- Permintaan, Penawaran, Pasar, dan Harga
 - Permintaan
 - Penawaran
 - Pasar
 - Harga

c. Prinsip

- Peran Iptek dalam Kegiatan Ekonomi
 - Ilmu Pengetahuan dan Teknologi
 - Peran Iptek dalam Menunjang Kegiatan Ekonomi
- Peran Kewirausahaan dalam Membangun Ekonomi Indonesia
 - Kreativitas
 - Kewirausahaan

- Hubungan antara Kelangkaan dengan Permintaan-Penawaran untuk Kesejahteraan dan Persatuan Bangsa Indonesia

d. Prosedur

- Menyajikan laporan hasil observasi tentang kehidupan ekonomi masyarakat kota dan desa.
- Menyajikan hasil diskusi kelompok mengenai kaitan antara kegiatan produksi distribusi dan konsumsi dan kegiatan mana yang lebih penting..
- Menyajikan hasil pengamatan pasar tentang barang dan jasa yang diperjualbelikan. Harga-harga barang yang ada di pasar Barang dagangan yang paling banyak dibeli, Omzet penjualan per hari.
- Menyajikan hubungan antara kelangkaan, permintaan-penawaran, dan harga untuk mewujudkan kesejahteraan dan persatuan bangsa Indonesia.

2. Materi pembelajaran remedial

- Peran Kewirausahaan dalam Membangun Ekonomi Indonesia

3. Materi pembelajaran pengayaan

- Mengembangkan Kreativitas IPTEK yang ada pada diri kalian

E. Metode Pembelajaran

- Pendekatan : Saintifik
- Metode : Mind mapping, teknik Blended Learning, diskusi kelompok, tanya jawab, penugasan
- Model : Discovery learning

F. Media/alat,Bahan, dan Sumber Belajar

1. Media/alat:

- Media LCD projector,
- Laptop,
- Bahan Tayang

2. Sumber Belajar

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

G. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 40 menit)

Waktu

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> pada topic ➤ Kelangkaan sebagai permasalahan ekonomi

	dengan cara : ❖ Melihat (tanpa atau dengan alat) Menayangkan gambar/foto tentang ➢ Peserta didik diminta untuk mengamati penayangan gambar yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa. ❖ Mengamati Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi ➢ Peserta didik diminta mengamati pemberian materi oleh guru yang berkaitan dengan - Kelangkaan sebagai permasalahan ekonomi ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),(Literasi) Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ➢ Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Kelangkaan sebagai permasalahan ekonomi ❖ Mendengar Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan ➢ Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan - Kelangkaan sebagai permasalahan ekonomi ❖ Menyimak, Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : ➢ Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : - Kelangkaan sebagai permasalahan ekonomi
Problem statemen (pertanyaan/identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar. Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket; Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter) ❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya; ❖ Secara berkelompok peserta didik mengidentifikasikan masalah- masalah yang relevan yang muncul dari hasil pengamatannya, guru membantu peserta didik mengerucutkan masalah yang berkembang dalam bentuk pertanyaan ❖ Mengajukan pertanyaan tentang ➢ Kelangkaan sebagai permasalahan ekonomi 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 : ➢ Apa yang dimaksud dengan kelangkaan sebagai permasalahan ekonomi ?

Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab, cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet, melalui kegiatan: ❖ Mengamati obyek/kejadian, Peserta didik difasilitasi untuk memperoleh dan mendapatkan banyak informasi dari berbagai literatur/bahan bacaan dan media belajar lainnya terkait materi ➢ <i>Kelangkaan sebagai permasalahan ekonomi</i> ❖ Wawancara dengan nara sumber ➢ <i>Kelangkaan sebagai permasalahan ekonomi</i> <u>COLLABORATION (KERJASAMA)</u> ❖ Mengumpulkan informasi Peserta didik mencari bahan referensi dari buku paket maupun internet untuk dapat menjawab permasalahan yang berkaitan dengan ➢ <i>Peserta didik diminta mengumpulkan data yang diperoleh dari berbagai sumber tentang Kelangkaan sebagai permasalahan ekonomi</i> ❖ Membaca sumber lain selain buku teks, Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➢ <i>Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang Kelangkaan sebagai permasalahan ekonomi</i> ❖ Mempresentasikan ulang ❖ Aktivitas: Tugas : ➢ Mendiskusikan Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini: Aktivitas Kelompok  1. Buat kelompok kecil dengan teman-teman kalian antara 4-5 orang. 2. Materi diskusi: bandingkan bagaimana kehidupan ekonomi masyarakat kota dan masyarakat desa! Apakah semua kebutuhan masyarakat kota dapat terpenuhi tanpa dukungan masyarakat desa atau sebaliknya? Apakah semua alat pemenuhan kebutuhan berupa barang dan jasa tersedia pada masing-masing masyarakat kota dan desa? Bila tidak tersedia alat pemenuhan kebutuhan secara lengkap, bagaimana cara mereka memenuhi kebutuhannya? 3. Buat laporan hasil diskusi, kemudian persentasikan di depan kelompok lain! ❖ Mempraktikan ❖ Mengulang ❖ Saling tukar informasi tentang : ➢ <i>Kelangkaan sebagai permasalahan ekonomi</i> 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.
Data processing (pengolahan)	<u>COLLABORATION(KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi

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

	❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>Kelangkaan sebagai permasalahan ekonomi</i> ❖ Membuat kesimpulan bersama (<i>Berpikir kritis dan bekerjasama (4C) dalam menyusun kesimpulan yang tepat sesuai dengan konsep (Literasi) dengan rasa ingin tahu dan percaya diri (Karakter)</i>) tentang ➤ <i>Kelangkaan sebagai permasalahan ekonomi</i> berdasarkan hasil presentasi setiap kelompok. ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Evaluasi/ quiz melalui aplikasi edmodo (<i>Berpikir kritis dan kreatif (4C) dengan sikap jujur, disiplin, serta tanggung jawab yang tinggi (Karakter)</i>) berkaitan dengan ➤ <i>Kelangkaan sebagai permasalahan ekonomi</i> Misalnya 1) <i>Mengapa terjadi kelangkaan?</i> ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran
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Kegiatan Inti		60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) pada topic ➤ <i>Kelangkaan sebagai permasalahan ekonomi</i> dengan cara : ❖ Melihat (tanpa atau dengan alat) Menayangkan gambar/foto tentang ➤ <i>Peserta didik diminta untuk mengamati penayangan gambar yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa.</i> ❖ Mengamati Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi ➤ <i>Peserta didik diminta mengamati pemberian materi oleh guru yang berkaitan dengan</i> - <i>Kelangkaan sebagai permasalahan ekonomi</i> ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ➤ <i>Peserta didik diminta membaca materi dari buku paket atau buku-buku</i>	

	penunjang lain, dari internet/materi yang berhubungan dengan Kelangkaan sebagai permasalahan ekonomi ❖ Mendengar Peserta didik diminta mendengarkan pemberian materi oleh guruyang berkaitan dengan ➢ Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan - Kelangkaan sebagai permasalahan ekonomi ❖ Menyimak, Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : ➢ Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : - Kelangkaan sebagai permasalahan ekonomi
Problem statemen (pertanyaan/identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket; Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter) ❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya; ❖ Secara berkelompok peserta didik mengidentifikasikan masalah- masalah yang relevan yang muncul dari hasil pengamatannya, guru membantu peserta didik mengerucutkan masalah yang berkembang dalam bentuk pertanyaan ❖ Mengajukan pertanyaan tentang ➢ Kelangkaan sebagai permasalahan ekonomi 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 : ➢ Apa yang dimaksud dengan kelangkaan sebagai permasalahan ekonomi ?
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan: ❖ Mengamati obyek/kejadian, Peserta didik difasilitasi untuk memperoleh dan mendapatkan banyak informasi dari berbagai literatur/bahan bacaan dan media belajar lainnya terkait materi ➢ Kelangkaan sebagai permasalahan ekonomi ❖ Wawancara dengan nara sumber ➢ Kelangkaan sebagai permasalahan ekonomi <u>COLLABORATION (KERJASAMA)</u> ❖ Mengumpulkan informasi Peserta didik mencari bahan referensi dari buku paket maupun internet untuk dapat menjawab permasalahan yang berkaitan dengan ➢ Peserta didik diminta mengumpulkan data yang diperoleh dari berbagai

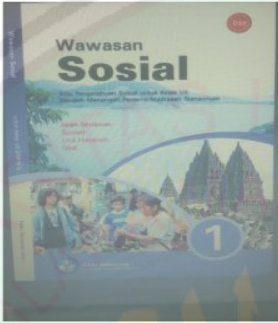
	<i>sumber tentang Kelangkaan sebagai permasalahan ekonomi</i> ❖ Membaca sumber lain selain buku teks, Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➢ <i>Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang Kelangkaan sebagai permasalahan ekonomi</i> ❖ Mempresentasikan ulang ❖ Aktivitas: Tugas : ➢ Mendiskusikan Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini: Aktivitas Kelompok 1. Buat kelompok kecil dengan teman-teman kalian antara 4-5 orang. 2. Materi diskusi: bandingkan bagaimana kehidupan ekonomi masyarakat kota dan masyarakat desa! Apakah semua kebutuhan masyarakat kota dapat terpenuhi tanpa dukungan masyarakat desa atau sebaliknya? Apakah semua alat pemenuhan kebutuhan berupa barang dan jasa tersedia pada masing-masing masyarakat kota dan desa? Bila tidak tersedia alat pemenuhan kebutuhan secara lengkap, bagaimana cara mereka memenuhi kebutuhannya? 3. Buat laporan hasil diskusi, kemudian persentasikan di depan kelompok lain! ❖ Mempraktikan ❖ Mengulang ❖ Saling tukar informasi tentang : ➢ <i>Kelangkaan sebagai permasalahan ekonomi</i> 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.
Data processing (pengolahan Data)	<u>COLLABORATION(KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah 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 apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. ❖ Berdiskusi tentang : ➢ <i>Kelangkaan sebagai permasalahan ekonomi</i> ❖ Presentasi hasil diskusi masing-masing kelompok dalam rangka mengomunikasikan hasil karya kelompok. Pada saat kelompok tertentu melakukan presentasi, kelompok yang lain dapat bertanya atau memberi masukan, demikian sampai masing-masing mendapat giliran. ❖ Menuliskan hasil penyelesaiannya pada kertas karton dalam bentuk <i>mind mapping</i>. ❖ Membuat contoh permasalahan dan penyelesaiannya yang identik (modifikasi permasalahan yang telah didiskusikan) berkaitan dengan materi ➢ <i>Kelangkaan sebagai permasalahan ekonomi</i>

	dengan menganalisa hasil diskusi kelompok maupun teori yang ada pada sumber referensi (buku paket atau internet), dan menuliskannya pada <i>mind mapping</i>. ❖ Memberi scaffolding kepada peserta didik dan diupayakan peserta didik sendiri berusaha menuju tingkat pemahaman dan proses berpikir yang lebih tinggi.
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Membuat kesimpulan sementara dari hasil diskusi kelompok ❖ Mempresentasikan hasil diskusi kelompok di depan kelas yang sudah dituliskan di kertas karton, dan kelompok lain memberikan tanggapan dengan mengajukan pertanyaan ataupun memberikan masukan. ❖ Peserta didik menghubungkan pengetahuan yang diperoleh dari hasil pengamatan maupun jawaban sementara dari pertanyaan yang ada pada buku paket sehingga diperoleh sebuah kesimpulan sementara untuk digunakan sebagai bahan presentasi. ❖ Setelah kegiatan diskusi kelompok selesai, pendidik melakukan pengundian untuk menentukan kelompok yang akan presentasi, setelah terundi kelompok yang akan tampil maka diundi kembali nomor anggota kelompok yang harus presentasi mewakili kelompoknya, dan kelompok lain mengamati hasil diskusi kelompok yang tampil presentasi; ❖ Membuat kesimpulan sementara berdasarkan hasil <i>mind mapping</i> yang telah dibuat bersama kelompok dan dengan mengacu pada buku sumber atau referensi lain, dan membuat contoh yang sesuai dengan materi yang dipelajari yaitu tentang ❖ Mempresentasikan di depan kelas hasil pekerjaan kelompoknya dalam bentuk mind mapping yang telah ditulis di kertas karton, dan kelompok lain memberikan tanggapannya;
Generalizatio (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>Kelangkaan sebagai permasalahan ekonomi</i> ❖ Membuat kesimpulan bersama (Berpikir kritis dan bekerjasama (4C) dalam menyusun kesimpulan yang tepat sesuai dengan konsep (Literasi) dengan rasa ingin tahu dan percaya diri (Karakter)) tentang ➤ <i>Kelangkaan sebagai permasalahan ekonomi</i> berdasarkan hasil presentasi setiap kelompok. ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa

	pertanyaan kepada siswa. ❖ Evaluasi/ quiz melalui aplikasi edmodo (<i>Berpikir kritis dan kreatif (4C) dengan sikap jujur, disiplin, serta tanggung jawab yang tinggi (Karakter)</i>) berkaitan dengan ➢ Kelangkaan sebagai permasalahan ekonomi Misalnya 2) Mengapa terjadi kelangkaan? ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	
Catatan :		
Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)		
	Kegiatan Penutup ❖ Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ➢ Kelangkaan sebagai permasalahan ekonomi ❖ Memfasilitasi dalam membuat kesimpulan <i>Berkomunikasi dan bekerjasama (4C) dalam merumuskan kesimpulan (Literasi), serta saling melengkapi untuk memperoleh konsep yang tepat</i> tentang ➢ Kelangkaan sebagai permasalahan ekonomi dalam permasalahan kontekstual dari pembelajaran yang dilakukan melalui revidi indikator yang hendak dicapai pada hari itu. ❖ Beberapa peserta didik diminta untuk mengungkapkan manfaat mengetahui <i>Berkomunikasi, berpikir kritis dan kreatif (4C) dengan rasa percaya diri (Karakter) dan berani mengemukakan pendapat (Literasi)</i> tentang ➢ Kelangkaan sebagai permasalahan ekonomi dalam kehidupan sehari-hari maupun permasalahan lainnya ❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. ❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya <i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i> ❖ Melakukan penilaian untuk mengetahui tingkat ketercapaian indikator. <i>Menunjukkan sikap disiplin, jujur dan bertanggung jawab selama pelaksanaan penilaian (Karakter)</i> ❖ Memberi salam.	15 menit

2. Pertemuan Ke-2 (2 x 40 menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran	Waktu
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) pada topic ➢ Kebutuhan manusia dengan cara :	

	❖ Melihat (tanpa atau dengan alat) Menayangkan gambar/foto tentang ➤ Peserta didik diminta untuk mengamati penayangan gambar yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa. ❖ Mengamati Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi ➤ Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru seperti gambar dibawah ini (Literasi)  Sumber : kemendikbud (2008) Gambar 3.1.barang kebutuhan manusia  Sumber : kemendikbud (2015) ➤ Berdasarkan hasil pengamatan terhadap gambar, peserta didik diminta untuk mendiskusikan tentang hal-hal yang ingin diketahui. ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),(Literasi) Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ➤ Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan - Kebutuhan Manusia ❖ Mendengar Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan ➤ Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan kondisi - Kebutuhan Manusia ❖ Menyimak, Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : ➤ Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : - Kebutuhan Manusia
Problem statemen (pertanyaan/identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar (Berpikir kritis dan kreatif (4C), tangguh dalam menyelesaikan masalah serta berani mengemukakan pendapat dengan rasa percaya diri (Karakter); mampu membaca permasalahan serta mengaitkannya dengan konsep yang akan dipelajari (Literasi)) ❖ Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket; Berpikir kritis dan kreatif (4C)

	dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter) ❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya; ❖ Secara berkelompok peserta didik mengidentifikasi masalah- masalah yang relevan yang muncul dari hasil pengamatannya, guru membantu peserta didik mengerucutkan masalah yang berkembang dalam bentuk pertanyaan ❖ Mengajukan pertanyaan tentang ➢ <i>Kebutuhan Manusia</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : ➢ <i>Sebutkan barang-barang kebutuhan manusia ketika manual di media pembelajaran PPT</i>
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan: ❖ Mengamati obyek/kejadian, Peserta didik difasilitasi untuk memperoleh dan mendapatkan banyak informasi dari berbagai literatur/bahan bacaan dan media belajar PPT terkait materi ➢ <i>Kebutuhan Manusia</i> <u>COLLABORATION (KERJASAMA)</u> ❖ Mengumpulkan informasi Peserta didik mencari bahan referensi dari buku paket maupun internet untuk dapat menjawab permasalahan yang berkaitan dengan ➢ <i>Peserta didik diminta mengumpulkan data yang diperoleh dari berbagai sumber tentang</i> - <i>Kebutuhan Manusia</i> ❖ Membaca sumber lain selain buku teks, Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➢ <i>Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang</i> - <i>Kebutuhan Manusia</i> ❖ Mempresentasikan ulang ❖ Aktivitas: (Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),) Tugas : ➢ <i>Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini</i>

Aktivitas Individu



Lengkapi tabel di bawah ini dengan memberikan contoh yang sesuai dengan kebutuhan-kebutuhan kalian! Jelaskan macam-macam kebutuhan tersebut menurut pendapat kalian!

No	Nama Kebutuhan	Menurut Intensitas			Menurut Sifatnya		Menurut Waktu		Menurut Subyek Pemilikan	
		Primer	Sekunder	Tersier	Jasmani	Rohani	Sekarang	Yang Akan Datang	Individual	Kelompok
1.	Baju	✓	....	....	✓	....	✓	....	✓	....
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Buat suatu daftar skala prioritas kebutuhan kamu selama satu minggu dengan mempergunakan uang saku yang kamu miliki dalam rentang waktu tersebut! Buatlah suatu kesimpulan tentang tindakan yang harus kalian lakukan dalam memenuhi kebutuhan kalian dengan kemampuan keuangan yang terbatas!

Nomor Skala Prioritas	Nama Kebutuhan	Jumlah Rp
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

- ❖ **Mendiskusikan** *Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)*

Aktivitas Kelompok



- Bentuk kelompok kecil dengan anggota antara 4-5 orang per kelompok!
- Masing-masing anggota kelompok memiliki nomor sesuai urutan dari nomor 1 sampai dengan 4 atau 5.
- Masing-masing anggota yang bernomor sama berkumpul dalam satu kelompok diskusi.
- Materi diskusi: masing-masing kelompok nomor berdiskusi tentang:

Nomor 1: macam-macam kebutuhan menurut tingkatan dan subyeknya.

Nomor 2: macam-macam kebutuhan menurut waktu dan sifat.

Nomor 3: macam-macam alat pemenuhan kebutuhan menurut tujuan dan hubungannya dengan barang lain.

Nomor 4: macam-macam alat pemenuhan kebutuhan menurut wujud dan kelangkaannya.

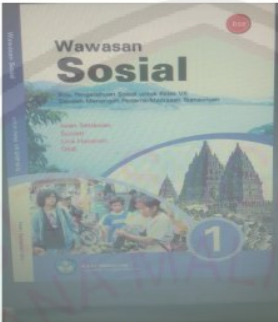
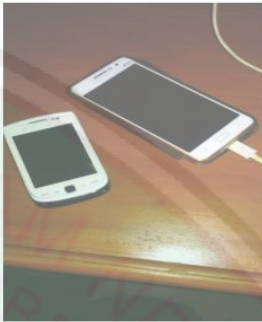
Nomor 5: macam-macam alat pemenuhan kebutuhan menurut proses terjadinya.
- Masing-masing kembali pada kelompok asal untuk kemudian berbagi informasi yang telah didapatkan.
- Laporkan hasil diskusi dalam lembar kertas lain dan presentasikan hasil diskusi dihadapan kelompok lain untuk ditanggapi.

- ❖ **Mempraktikan**
❖ **Mengulang**

	❖ Saling tukar informasi tentang : ➢ <i>Kebutuhan Manusia</i> 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
Data processing (pengolahan Data)	<u>COLLABORATION(KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> 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>) 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. ❖ Berdiskusi tentang : ➢ <i>Kebutuhan Manusia</i> ❖ Presentasi hasil diskusi masing-masing kelompok dalam rangka mengomunikasikan hasil karya kelompok. Pada saat kelompok tertentu melakukan presentasi, kelompok yang lain dapat bertanya atau memberi masukan, demikian sampai masing-masing mendapat giliran. ❖ Menuliskan hasil penyelesaiannya pada kertas karton dalam bentuk <i>mind mapping</i>. ❖ Membuat contoh permasalahan dan penyelesaiannya yang identik (modifikasi permasalahan yang telah didiskusikan) berkaitan dengan materi ➢ <i>Kebutuhan Manusia</i> dengan menganalisa hasil diskusi kelompok maupun teori yang ada pada sumber referensi (buku paket atau internet), dan menuliskannya pada <i>mind mapping</i>. ❖ Memberi scaffolding kepada peserta didik dan diupayakan peserta didik sendiri berusaha menuju tingkat pemahaman dan proses berpikir yang lebih tinggi.
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Membuat kesimpulan sementara dari hasil diskusi kelompok; ❖ Mempresentasikan hasil diskusi kelompok di depan kelas yang sudah dituliskan di kertas karton, dan kelompok lain memberikan tanggapan dengan mengajukan pertanyaan ataupun memberikan masukan. ❖ Peserta didik menghubungkan pengetahuan yang diperoleh dari hasil pengamatan maupun jawaban sementara dari pertanyaan yang ada pada buku paket sehingga diperoleh sebuah kesimpulan sementara untuk digunakan sebagai bahan presentasi. ❖ Setelah kegiatan diskusi kelompok selesai, pendidik melakukan pengundian untuk menentukan kelompok yang akan presentasi, setelah terundi kelompok yang akan tampil maka diundi kembali nomor anggota kelompok yang harus presentasi mewakili kelompoknya, dan kelompok lain mengamati hasil diskusi kelompok yang tampil presentasi; ❖ Membuat kesimpulan sementara berdasarkan hasil <i>mind mapping</i> yang telah dibuat bersama kelompok dan dengan mengacu pada buku sumber atau referensi lain, dan membuat contoh yang sesuai dengan materi yang dipelajari

	yaitu tentang ❖ Mempresentasikan di depan kelas hasil pekerjaan kelompoknya dalam bentuk mind mapping yang telah ditulis di kertas karton, dan kelompok lain memberikan tanggapannya;
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>Kebutuhan Manusia</i> ❖ Membuat kesimpulan bersama (<i>Berpikir kritis dan bekerjasama (4C) dalam menyusun kesimpulan yang tepat sesuai dengan konsep (Literasi) dengan rasa ingin tahu dan percaya diri (Karakter)</i>) tentang ➤ <i>Kebutuhan Manusia</i> berdasarkan hasil presentasi setiap kelompok. ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Evaluasi/ tes akhir (<i>Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab yang tinggi (Karakter)</i>) berkaitan dengan ➤ <i>Kebutuhan Manusia</i> Misalnya 1. <i>Sebutkan kebutuhan manusia?</i> ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran

Kegiatan Inti		60 menit
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) pada topic ➤ <i>Kebutuhan manusia</i> dengan cara : ❖ Melihat (tanpa atau dengan alat) Menayangkan gambar/foto tentang	

	➤ Peserta didik diminta untuk mengamati penayangan gambar yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa. ❖ Mengamati Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi ➤ Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru seperti gambar dibawah ini (Literasi)  Sumber : kemendikbud (2008) Gambar 3.1.barang kebutuhan manusia  Sumber : kemendikbud (2015) ➤ Berdasarkan hasil pengamatan terhadap gambar, peserta didik diminta untuk mendiskusikan tentang hal-hal yang ingin diketahui. ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),(Literasi) Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ➤ Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan - Kebutuhan Manusia ❖ Mendengar Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan ➤ Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan kondisi - Kebutuhan Manusia ❖ Menyimak, Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : ➤ Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai : - Kebutuhan Manusia
Problem statemen (pertanyaan/ identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar (Berpikir kritis dan kreatif (4C), tangguh dalam menyelesaikan masalah serta berani mengemukakan pendapat dengan rasa percaya diri (Karakter); mampu membaca permasalahan serta mengaitkannya dengan konsep yang akan dipelajari (Literasi)) ❖ Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatan yang ada pada buku paket; Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)

	❖ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya; ❖ Secara berkelompok peserta didik mengidentifikasi masalah- masalah yang relevan yang muncul dari hasil pengamatannya, guru membantu peserta didik mengerucutkan masalah yang berkembang dalam bentuk pertanyaan ❖ Mengajukan pertanyaan tentang ➢ <i>Kebutuhan Manusia</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : ➢ <i>Sebutkan barang-barang kebutuhan manusia ketika manual di media pembelajaran PPT</i>
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Secara berkelompok peserta didik mengumpulkan berbagai informasi dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan: ❖ Mengamati obyek/kejadian, Peserta didik difasilitasi untuk memperoleh dan mendapatkan banyak informasi dari berbagai literatur/bahan bacaan dan media belajar PPT terkait materi ➢ <i>Kebutuhan Manusia</i> <u>COLLABORATION (KERJASAMA)</u> ❖ Mengumpulkan informasi Peserta didik mencari bahan referensi dari buku paket maupun internet untuk dapat menjawab permasalahan yang berkaitan dengan ➢ <i>Peserta didik diminta mengumpulkan data yang diperoleh dari berbagai sumber tentang</i> - <i>Kebutuhan Manusia</i> ❖ Membaca sumber lain selain buku teks, Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➢ <i>Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang</i> - <i>Kebutuhan Manusia</i> ❖ Mempresentasikan ulang ❖ Aktivitas: (Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),) Tugas : ➢ <i>Peserta didik melakukan aktivitas sesuai sesuai buku siswa seperti berikut ini</i>

Aktivitas Individu



Lengkapi tabel di bawah ini dengan memberikan contoh yang sesuai dengan kebutuhan-kebutuhan kalian! Jelaskan macam-macam kebutuhan tersebut menurut pendapat kalian!

No	Nama Kebutuhan	Menurut Intensitas			Menurut Sifatnya		Menurut Waktu		Menurut Subyek Pemilikan	
		Primer	Sekunder	Tersier	Jasmani	Rohani	Sekarang	Yang Akan Datang	Individual	Kelompok
1.	Baju	✓	....	....	✓	....	✓	....	✓	....
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

Buat suatu daftar skala prioritas kebutuhan kamu selama satu minggu dengan mempergunakan uang saku yang kamu miliki dalam rentang waktu tersebut! Buatlah suatu kesimpulan tentang tindakan yang harus kalian lakukan dalam memenuhi kebutuhan kalian dengan kemampuan keuangan yang terbatas!

Nomor Skala Prioritas	Nama Kebutuhan	Jumlah Rp
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

- ❖ **Mendiskusikan** *Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)*

Aktivitas Kelompok



- Bentuk kelompok kecil dengan anggota antara 4-5 orang per kelompok!
- Masing-masing anggota kelompok memiliki nomor sesuai urutan dari nomor 1 sampai dengan 4 atau 5.
- Masing-masing anggota yang bernomor sama berkumpul dalam satu kelompok diskusi.
- Materi diskusi: masing-masing kelompok nomor berdiskusi tentang:
 - Nomor 1: macam-macam kebutuhan menurut tingkatan dan subyeknya.
 - Nomor 2: macam-macam kebutuhan menurut waktu dan sifat.
 - Nomor 3: macam-macam alat pemenuhan kebutuhan menurut tujuan dan hubungannya dengan barang lain.
 - Nomor 4: macam-macam alat pemenuhan kebutuhan menurut wujud dan kelangkaannya.
 - Nomor 5: macam-macam alat pemenuhan kebutuhan menurut proses terjadinya.
- Masing-masing kembali pada kelompok asal untuk kemudian berbagi informasi yang telah didapatkan.
- Laporkan hasil diskusi dalam lembar kertas lain dan presentasikan hasil diskusi dihadapan kelompok lain untuk ditanggapi.

- ❖ **Mempraktikan**
❖ **Mengulang**

	❖ Saling tukar informasi tentang : ➤ <i>Kebutuhan Manusia</i> 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
Data processing (pengolahan Data)	<u>COLLABORATION(KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> 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>) Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya (Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah) apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. ❖ Berdiskusi tentang : ➤ <i>Kebutuhan Manusia</i> ❖ Presentasi hasil diskusi masing-masing kelompok dalam rangka mengomunikasikan hasil karya kelompok. Pada saat kelompok tertentu melakukan presentasi, kelompok yang lain dapat bertanya atau memberi masukan, demikian sampai masing-masing mendapat giliran. ❖ Menuliskan hasil penyelesaiannya pada kertas karton dalam bentuk <i>mind mapping</i>. ❖ Membuat contoh permasalahan dan penyelesaiannya yang identik (modifikasi permasalahan yang telah didiskusikan) berkaitan dengan materi ➤ <i>Kebutuhan Manusia</i> dengan menganalisa hasil diskusi kelompok maupun teori yang ada pada sumber referensi (buku paket atau internet), dan menuliskannya pada <i>mind mapping</i>. ❖ Memberi scaffolding kepada peserta didik dan diupayakan peserta didik sendiri berusaha menuju tingkat pemahaman dan proses berpikir yang lebih tinggi.
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Membuat kesimpulan sementara dari hasil diskusi kelompok; ❖ Mempresentasikan hasil diskusi kelompok di depan kelas yang sudah dituliskan di kertas karton, dan kelompok lain memberikan tanggapan dengan mengajukan pertanyaan ataupun memberikan masukan. ❖ Peserta didik menghubungkan pengetahuan yang diperoleh dari hasil pengamatan maupun jawaban sementara dari pertanyaan yang ada pada buku paket sehingga diperoleh sebuah kesimpulan sementara untuk digunakan sebagai bahan presentasi. ❖ Setelah kegiatan diskusi kelompok selesai, pendidik melakukan pengundian untuk menentukan kelompok yang akan presentasi, setelah terundi kelompok yang akan tampil maka diundi kembali nomor anggota kelompok yang harus presentasi mewakili kelompoknya, dan kelompok lain mengamati hasil diskusi kelompok yang tampil presentasi; ❖ Membuat kesimpulan sementara berdasarkan hasil <i>mind mapping</i> yang telah dibuat bersama kelompok dan dengan mengacu pada buku sumber atau referensi lain, dan membuat contoh yang sesuai dengan materi yang dipelajari

	yaitu tentang ❖ Mempresentasikan di depan kelas hasil pekerjaan kelompoknya dalam bentuk mind mapping yang telah ditulis di kertas karton, dan kelompok lain memberikan tanggapannya;	
Generalizatio (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>Kebutuhan Manusia</i> ❖ Membuat kesimpulan bersama (<i>Berpikir kritis dan bekerjasama (4C) dalam menyusun kesimpulan yang tepat sesuai dengan konsep (Literasi) dengan rasa ingin tahu dan percaya diri (Karakter)</i>) tentang ➤ <i>Kebutuhan Manusia</i> berdasarkan hasil presentasi setiap kelompok. ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Evaluasi/ tes akhir (<i>Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab yang tinggi (Karakter)</i>) berkaitan dengan ➤ <i>Kebutuhan Manusia</i> Misalnya 2. Sebutkan kebutuhan manusia? ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	
Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)		
	Kegiatan Penutup ❖ Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ➤ <i>Kebutuhan Manusia</i> ❖ Memfasilitasi dalam membuat kesimpulan <i>Berkomunikasi dan bekerjasama (4C) dalam merumuskan kesimpulan (Literasi), serta saling melengkapi untuk memperoleh konsep yang tepat</i> tentang ➤ <i>Kebutuhan Manusia</i> dalam permasalahan kontekstual dari pembelajaran yang dilakukan melalui revidi indikator yang hendak dicapai pada hari itu.	10 menit

- ❖ Beberapa peserta didik diminta untuk mengungkapkan manfaat mengetahui **Berkomunikasi, berpikir kritis dan kreatif (4C) dengan rasa percaya diri (Karakter) dan berani mengemukakan pendapat (Literasi)** tentang
 - *Kebutuhan Manusia* dalam kehidupan sehari-hari maupun permasalahan lainnya
- ❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.
- ❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/evaluasi akhir di pertemuan berikutnya **Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)**
- ❖ Melakukan penilaian untuk mengetahui tingkat ketercapaian indikator. **Menunjukkan sikap disiplin, jujur dan bertanggung jawab selama pelaksanaan penilaian (Karakter)**
- ❖ Memberi salam. **Sikap disiplin dan mengamalkan ajaran agama yang dibuat (Karakter)**

3. Pertemuan Ke-3 (2 x 40 menit)

Waktu

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian (Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)) pada topic ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> dengan cara : ❖ Melihat (tanpa atau dengan alat)/ Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter) Menayangkan gambar/foto tentang ➢ Peserta didik diminta untuk mengamati penayangan gambar yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa.  Sumber: teguhhariawan.wordpress.com Gambar 3.1 Berjualan untuk memperoleh penghasilan  Sumber : Kemendikbud (2015) Gambar 3.2. menghasilkan produk untuk mendapatkan keuntungan  Sumber : agungpuma.blogdetik.com Gambar 3.3. petani sedang mengolah lahan pertanian sebagai usaha untuk memenuhi kebutuhan ❖ Mengamati Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter) Peserta didik bersama kelompoknya melakukan pengamatan dari

permasalahan yang ada di buku paket berkaitan dengan materi

- Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru seperti gambar dibawah ini



Sumber :ibu.snhadi.wordpress.com

Gambar 3.8. Seorang Ibu yang berjualan keliling.



Sumber : zainuddinjambi.wordpress.com

Gambar 3.9. Penyerahan santunan kepada anak yatim.



Sumber : Kemendikbud (2014)

Gambar 3.10. Penyerahan piala kepada peserta didik yang berprestasi.

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

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

- *Tindakan, Motif, dan Prinsip Ekonomi*

- ❖ **Mendengar**

Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan

- *Tindakan, Motif, dan Prinsip Ekonomi*

- ❖ **Menyimak**

Peserta didik diminta **menyimak** penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :

- *Tindakan, Motif, dan Prinsip Ekonomi*

Problem
statemen
(pertanyaan/
identifikasi
masalah)

CRITICAL THINKING (BERPIKIR KRITIK)

Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar

Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab **pertanyaan** berdasarkan hasil pengamatan yang ada pada buku paket; **Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)**

- ❖ Pendidik memfasilitasi peserta didik untuk **menanyakan** hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya; **Berpikir kritis dan kreatif (4C) dengan sikap jujur ,**

	<i>disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)</i> ❖ Secara berkelompok peserta didik mengidentifikasi masalah- masalah yang relevan yang muncul dari hasil pengamatannya, guru membantu peserta didik mengerucutkan masalah yang berkembang dalam bentuk pertanyaan ❖ Mengajukan pertanyaan tentang ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : ➢ <i>Sebutkan contoh motif social ?</i> ➢ <i>Apa yang di maksud dengan prinsip ekonomi ?</i>
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Secara berkelompok peserta didik mengumpulkan berbagai informasi<i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter),literasi (membaca)</i> dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan: ❖ Mengamati obyek/kejadian, Peserta didik difasilitasi untuk memperoleh dan mendapatkan banyak informasi dari berbagai literatur/bahan bacaan dan media belajar lainnya terkait materi ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Wawancara dengan nara sumber ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> <u>COLLABORATION (KERJASAMA)</u> ❖ Mengumpulkan informasi (Berpikir kritis dan kreatif (4C) dengan pembiasaan membaca berbagai sumber referensi (Literasi) agar dapat menjawab tantangan permasalahan dengan rasa ingin tahu dan pantang menyerah (Karakter)) Peserta didik mencari bahan referensi dari buku paket maupun internet untuk dapat menjawab permasalahan yang berkaitan dengan ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Membaca sumber lain selain buku teks, (Berpikir kritis dan kreatif (4C) dengan pembiasaan membaca berbagai sumber referensi (Literasi) agar dapat menjawab tantangan permasalahan dengan rasa ingin tahu dan pantang menyerah (Karakter)) Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Mempresentasikan ulang ❖ Aktivitas:(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),) Tugas ❖ Mendiskusikan<i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)</i>

	Aktivitas Kelompok  1. Bentuk kelompok dengan anggota antara 4 -5 siswa. 2. Diskusikan dengan kelompokmu dari contoh kegiatan berikut ini: “Manto seorang pedagang di pasar, sehari-hari dia menjual buah-buahan yang dibelinya dari grosir di Pasar Induk. Barang dagangannya di tata secara rapi walaupun kios yang dimilikinya ukuran kecil, tapi kelihatan bersih dan tampak rapi. Tiap hari setelah membeli barang dagangan Manto selalu menyortir dan memisahkan ukuran buahnya dan disusun secara rapi sesuai dengan ukuran. Harga barang dagangan disesuaikan dengan ukuran sehingga terjadi variasi harga buah-buahan. Manto selalu berpenampilan rapi dan murah senyum. Setiap ada pembeli dilayani dengan baik. Timbangan menggunakan timbangan elektrik yang dipajang di depan sehingga pembeli dapat memilih buah-buahan dan bisa melakukan penimbangan sendiri. Usaha yang dilakukan Manto berkembang dan tetap menjadi orang dengan kesederhanaannya.” Pertanyaan: a. Motif apa yang mendasari Manto melakukan kegiatan? b. Prinsip apa saja yang dilakukan Manto dalam menjalankan usahanya! c. Bagaimana sikap Manto terhadap pelanggannya! d. Buatlah kesimpulan sikap yang harus dimiliki setiap orang dalam melakukan tindakan ekonomi! 3. Laporkan hasil diskusi secara tertulis dan kemudian presentasikan di depan kelompok lain untuk ditanggapi! ❖ Mempraktikan ❖ Mengulang ❖ Saling tukar informasi tentang : ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> 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.
Data processing (pengolahan Data)	<u>COLLABORATION(KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),) Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya(Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah)apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. ❖ Berdiskusi tentang : ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Presentasi hasil diskusi masing-masing kelompok dalam rangka mengomunikasikan hasil karya kelompok. Pada saat kelompok tertentu melakukan presentasi, kelompok yang lain dapat bertanya atau memberi masukan, demikian sampai masing-masing mendapat giliran. ❖ Menuliskan hasil penyelesaiannya pada kertas karton dalam bentuk <i>mind mapping</i>. ❖ Membuat contoh permasalahan dan penyelesaiannya yang identik (modifikasi

	permasalahan yang telah didiskusikan) berkaitan dengan materi ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> dengan menganalisa hasil diskusi kelompok maupun teori yang ada pada sumber referensi (buku paket atau internet), dan menuliskannya pada <i>mind mapping</i>. ❖ Memberi scaffolding kepada peserta didik dan diupayakan peserta didik sendiri berusaha menuju tingkat pemahaman dan proses berpikir yang lebih tinggi.
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Membuat kesimpulan sementara dari hasil diskusi kelompok; ❖ Mempresentasikan hasil diskusi kelompok di depan kelas yang sudah dituliskan di kertas karton, dan kelompok lain memberikan tanggapan dengan mengajukan pertanyaan ataupun memberikan masukan. ❖ Peserta didik menghubungkan pengetahuan yang diperoleh dari hasil pengamatan maupun jawaban sementara dari pertanyaan yang ada pada buku paket sehingga diperoleh sebuah kesimpulan sementara untuk digunakan sebagai bahan presentasi. ❖ Setelah kegiatan diskusi kelompok selesai, pendidik melakukan pengundian untuk menentukan kelompok yang akan presentasi, setelah terundi kelompok yang akan tampil maka diundi kembali nomor anggota kelompok yang harus presentasi mewakili kelompoknya, dan kelompok lain mengamati hasil diskusi kelompok yang tampil presentasi; ❖ Membuat kesimpulan sementara berdasarkan hasil <i>mind mapping</i> yang telah dibuat bersama kelompok dan dengan mengacu pada buku sumber atau referensi lain, dan membuat contoh yang sesuai dengan materi yang dipelajari yaitu tentang ❖ Mempresentasikan di depan kelas hasil pekerjaan kelompoknya dalam bentuk mind mapping yang telah ditulis di kertas karton, dan kelompok lain memberikan tanggapannya;
Generalization (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Membuat kesimpulan bersama (<i>Berpikir kritis dan bekerjasama (4C) dalam menyusun kesimpulan yang tepat sesuai dengan konsep (Literasi) dengan rasa ingin tahu dan percaya diri (Karakter)</i>) tentang ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> berdasarkan hasil presentasi setiap kelompok. ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau

	lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Evaluasi/ tes akhir (<i>Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab yang tinggi (Karakter)</i>) berkaitan dengan ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> Misalnya ❖ 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
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Kegiatan Inti	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) pada topic ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> dengan cara : ❖ Melihat (tanpa atau dengan alat) (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) Menayangkan gambar/foto tentang ➢ Peserta didik diminta untuk mengamati penayangan gambar yang disajikan oleh guru maupun mengamati gambar yang terdapat pada buku siswa.  Sumber: teguhhariawan.wordpress.com Gambar 3.1 Berjualan untuk memperoleh penghasilan  Sumber: Kemendikbud (2015) Gambar 3.2 menghasilkan produk untuk mendapatkan keuntungan  Sumber : agungpuma.blogdetik.com Gambar 3.3. petani sedang mengolah lahan pertanian sebagai usaha untuk memenuhi kebutuhan ❖ Mengamati (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) Peserta didik bersama kelompoknya melakukan pengamatan dari permasalahan yang ada di buku paket berkaitan dengan materi ➢ Peserta didik diminta mengamati gambar /foto yang terdapat pada buku maupun melalui penayangan video yang disajikan oleh guru seperti gambar dibawah ini

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menit



Sumber :ibu.snhadi.wordpress.com

Gambar 3.8. Seorang Ibu yang berjualan keliling.



Sumber :zainuddinjambi.wordpress.com

Gambar 3.9. Penyerahan santunan kepada anak yatim.



Sumber : Kemendikbud (2014)

Gambar 3.10. Penyerahan piala kepada peserta didik yang berprestasi.

- ❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung),(**Literasi**)
Peserta didik diminta **membaca** materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan
 - *Tindakan, Motif, dan Prinsip Ekonomi*
- ❖ **Mendengar**
Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan
 - *Tindakan, Motif, dan Prinsip Ekonomi*
- ❖ **Menyimak**
Peserta didik diminta **menyimak** penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :
 - *Tindakan, Motif, dan Prinsip Ekonomi*

Problem statemen (pertanyaan/identifikasi masalah)

CRITICAL THINKING (BERPIKIR KRITIK)

Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar

Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab **pertanyaan** berdasarkan hasil pengamatan yang ada pada buku paket; **Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)**

- ❖ Pendidik memfasilitasi peserta didik untuk **menanyakan** hal-hal yang belum dipahami berdasarkan hasil pengamatan dari buku paket yang didiskusikan bersama kelompoknya; **Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tinggi (Karakter)**
- ❖ Secara berkelompok peserta didik mengidentifikasikan masalah- masalah yang relevan yang muncul dari hasil pengamatannya, guru membantu peserta didik mengerucutkan masalah yang berkembang dalam bentuk pertanyaan

	❖ Mengajukan pertanyaan tentang ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya : ➤ <i>Sebutkan contoh motif social ?</i> ➤ <i>Apa yang di maksud dengan prinsip ekonomi ?</i>
Data collection (pengumpulan data)	<u>KEGIATAN LITERASI</u> Secara berkelompok peserta didik mengumpulkan berbagai informasi<i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter),literasi (membaca)</i> dengan penuh tanggung jawab , cermat dan kreatif yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet. melalui kegiatan: ❖ Mengamati obyek/kejadian, Peserta didik difasilitasi untuk memperoleh dan mendapatkan banyak informasi dari berbagai literatur/bahan bacaan dan media belajar lainnya terkait materi ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Wawancara dengan nara sumber ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> <u>COLLABORATION (KERJASAMA)</u> ❖ Mengumpulkan informasi (Berpikir kritis dan kreatif (4C) dengan pembiasaan membaca berbagai sumber referensi (Literasi) agar dapat menjawab tantangan permasalahan dengan rasa ingin tahu dan pantang menyerah (Karakter)) Peserta didik mencari bahan referensi dari buku paket maupun internet untuk dapat menjawab permasalahan yang berkaitan dengan ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Membaca sumber lain selain buku teks, (Berpikir kritis dan kreatif (4C) dengan pembiasaan membaca berbagai sumber referensi (Literasi) agar dapat menjawab tantangan permasalahan dengan rasa ingin tahu dan pantang menyerah (Karakter)) Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Mempresentasikan ulang ❖ Aktivitas:(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),) Tugas ❖ Mendiskusikan<i>Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)</i>

	Aktivitas Kelompok  1. Bentuk kelompok dengan anggota antara 4 -5 siswa. 2. Diskusikan dengan kelompokmu dari contoh kegiatan berikut ini: “Manto seorang pedagang di pasar, sehari-hari dia menjual buah-buahan yang dibelinya dari grosir di Pasar Induk. Barang dagangannya di tata secara rapi walaupun kios yang dimilikinya ukuran kecil, tapi kelihatan bersih dan tampak rapi. Tiap hari setelah membeli barang dagangan Manto selalu menyortir dan memisahkan ukuran buahnya dan disusun secara rapi sesuai dengan ukuran. Harga barang dagangan disesuaikan dengan ukuran sehingga terjadi variasi harga buah-buahan. Manto selalu berpenampilan rapi dan murah senyum. Setiap ada pembeli dilayani dengan baik. Timbangan menggunakan timbangan elektrik yang dipajang di depan sehingga pembeli dapat memilih buah-buahan dan bisa melakukan penimbangan sendiri. Usaha yang dilakukan Manto berkembang dan tetap menjadi orang dengan kesederhanaannya.” Pertanyaan: a. Motif apa yang mendasari Manto melakukan kegiatan? b. Prinsip apa saja yang dilakukan Manto dalam menjalankan usahanya! c. Bagaimana sikap Manto terhadap pelanggannya! d. Buatlah kesimpulan sikap yang harus dimiliki setiap orang dalam melakukan tindakan ekonomi! 3. Laporkan hasil diskusi secara tertulis dan kemudian presentasikan di depan kelompok lain untuk ditanggapi! ❖ Mempraktikan ❖ Mengulang ❖ Saling tukar informasi tentang : ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> 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.
Data processing (pengolahan Data)	<u>COLLABORATION(KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C).) Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya(Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah) apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. ❖ Berdiskusi tentang : ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Presentasi hasil diskusi masing-masing kelompok dalam rangka mengomunikasikan hasil karya kelompok. Pada saat kelompok tertentu melakukan presentasi, kelompok yang lain dapat bertanya atau memberi masukan, demikian sampai masing-masing mendapat giliran. ❖ Menuliskan hasil penyelesaiannya pada kertas karton dalam bentuk <i>mind mapping</i>. ❖ Membuat contoh permasalahan dan penyelesaiannya yang identik (modifikasi

	permasalahan yang telah didiskusikan) berkaitan dengan materi ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> dengan menganalisa hasil diskusi kelompok maupun teori yang ada pada sumber referensi (buku paket atau internet), dan menuliskannya pada <i>mind mapping</i>. ❖ Memberi scaffolding kepada peserta didik dan diupayakan peserta didik sendiri berusaha menuju tingkat pemahaman dan proses berpikir yang lebih tinggi.	
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Membuat kesimpulan sementara dari hasil diskusi kelompok; ❖ Mempresentasikan hasil diskusi kelompok di depan kelas yang sudah dituliskan di kertas karton, dan kelompok lain memberikan tanggapan dengan mengajukan pertanyaan ataupun memberikan masukan. ❖ Peserta didik menghubungkan pengetahuan yang diperoleh dari hasil pengamatan maupun jawaban sementara dari pertanyaan yang ada pada buku paket sehingga diperoleh sebuah kesimpulan sementara untuk digunakan sebagai bahan presentasi. ❖ Setelah kegiatan diskusi kelompok selesai, pendidik melakukan pengundian untuk menentukan kelompok yang akan presentasi, setelah terundi kelompok yang akan tampil maka diundi kembali nomor anggota kelompok yang harus presentasi mewakili kelompoknya, dan kelompok lain mengamati hasil diskusi kelompok yang tampil presentasi; ❖ Membuat kesimpulan sementara berdasarkan hasil <i>mind mapping</i> yang telah dibuat bersama kelompok dan dengan mengacu pada buku sumber atau referensi lain, dan membuat contoh yang sesuai dengan materi yang dipelajari yaitu tentang ❖ Mempresentasikan di depan kelas hasil pekerjaan kelompoknya dalam bentuk mind mapping yang telah ditulis di kertas karton, dan kelompok lain memberikan tanggapannya;	
Generalizatio (menarik kesimpulan)	<u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>CREATIVITY (KREATIVITAS)</u> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Membuat kesimpulan bersama (<i>Berpikir kritis dan bekerjasama (4C) dalam menyusun kesimpulan yang tepat sesuai dengan konsep (Literasi) dengan rasa ingin tahu dan percaya diri (Karakter)</i>) tentang ➤ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> berdasarkan hasil presentasi setiap kelompok. ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau	

	lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Evaluasi/ tes akhir (<i>Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab yang tinggi (Karakter)</i>) berkaitan dengan ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> Misalnya ❖ Menyelesaikan uji kompetensi yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran																																												
Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)																																													
Kegiatan Penutup ❖ Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> ❖ Memfasilitasi dalam membuat kesimpulan <i>Berkomunikasi dan bekerjasama (4C) dalam merumuskan kesimpulan (Literasi), serta saling melengkapi untuk memperoleh konsep yang tepat)</i> tentang ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> dalam permasalahan kontekstual dari pembelajaran yang dilakukan melalui revidi indikator yang hendak dicapai pada hari itu. ❖ Beberapa peserta didik diminta untuk mengungkapkan manfaat mengetahui <i>Berkomunikasi, berpikir kritis dan kreatif (4C) dengan rasa percaya diri (Karakter) dan berani mengemukakan pendapat (Literasi)</i> tentang ➢ <i>Tindakan, Motif, dan Prinsip Ekonomi</i> dalam kehidupan sehari-hari maupun permasalahan lainnya ❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. ❖ Memberikan tugas kepada peserta didik (PR), dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya <i>Membiasakan sikap bertanggung jawab dan peduli dengan tugas yang diberikan (Karakter)</i>			10 menit																																										
Aktivitas Individu Amati kegiatan ekonomi yang dilakukan orang-orang di sekitarmu dan isi daftar berikut! Berikan kesimpulan tentang kaitan antara tindakan ekonomi, motif ekonomi dengan karakter yang diharapkan! <table><tr><th>No</th><th>Nama</th><th>Pekerjaan</th><th>Tindakan Ekonomi</th><th>Motif Ekonomi</th><th>Karakter yang Diharapkan</th></tr><tr><td>1</td><td>Agus</td><td>Pedagang</td><td>Berdagang barang kebutuhan sehari-hari</td><td>Mencari keuntungan</td><td>Santun Jujur dan Tanggung Jawab</td></tr><tr><td>2</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td></tr><tr><td>3</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td></tr><tr><td>4</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td></tr><tr><td>5</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td></tr><tr><td>6</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td></tr></table> 				No	Nama	Pekerjaan	Tindakan Ekonomi	Motif Ekonomi	Karakter yang Diharapkan	1	Agus	Pedagang	Berdagang barang kebutuhan sehari-hari	Mencari keuntungan	Santun Jujur dan Tanggung Jawab	2						3						4						5						6					
No	Nama	Pekerjaan	Tindakan Ekonomi	Motif Ekonomi	Karakter yang Diharapkan																																								
1	Agus	Pedagang	Berdagang barang kebutuhan sehari-hari	Mencari keuntungan	Santun Jujur dan Tanggung Jawab																																								
2																																													
3																																													
4																																													
5																																													
6																																													
❖ Melakukan penilaian untuk mengetahui tingkat ketercapaian indikator. <i>Menunjukkan sikap disiplin, jujur dan bertanggung jawab selama pelaksanaan penilaian (Karakter)</i>																																													

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❖ Memberi salam. *Sikap disiplin dan mengamalkan ajaran agama yang dibuat (Karakter)*

F. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

a. Penilaian Kompetensi Sikap Spiritual

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

b. Penilaian Kompetensi Sikap Sosial

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

c. Penilaian Kompetensi Pengetahuan

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1	Lisan	Pertanyaan (lisan) dengan jawaban terbuka	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pembelajaran (<i>assessment for learning</i>)
2	Penugasan	Pertanyaan dan/atau tugas tertulis berbentuk esei, pilihan ganda, benar- salah, menjodohkan, isian, dan/atau lainnya	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk pembelajaran (<i>assessment for learning</i>) dan sebagai pembelajaran (<i>assessment as learning</i>)
3	Tertulis	Pertanyaan dan/atau tugas tertulis berbentuk	Terlampir	Setelah pembelajaran usai	Penilaian pencapaian pembelajaran

		esai, pilihan ganda, benar- salah, menjodohkan, isian, dan/atau lainnya			(assessment of learning)
4	Portofolio	Sampel pekerjaan terbaik hasil dari penugasan atau tes tertulis	Terlampir	Saat pembelajaran usai	Data untuk penulisan deskripsi pencapaian pengetahuan (assessment of learning)

d. Penilaian Kompetensi Keterampilan

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

2. Materi Pembelajaran (terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. Remedial

- Pembelajaran remedial dilakukan bagi siswa yang capaian KD nya belum tuntas
- Tahapan pembelajaran remedial dilaksanakan melalui remedial teaching (klasikal), atau tutor sebaya, atau tugas dan diakhiri dengan tes.
- Tes remedial, dilakukan sebanyak 3 kali dan apabila setelah 3 kali tes remedial belum mencapai ketuntasan, maka remedial dilakukan dalam bentuk tugas tanpa tes tertulis kembali.

b. Pengayaan

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

- Siswa yang mencapai nilai $n > n(\text{maksimum})$ diberikan materi melebihi cakupan KD dengan pendalaman sebagai pengetahuan tambahan.

16 Juli 2018

Mengetahui
Kepala SMP N

.....
Guru Mata Pelajaran

.....
NIP/NRK.

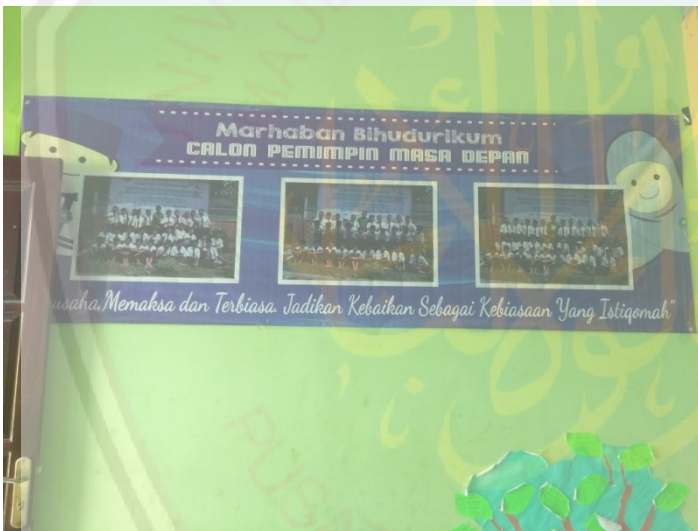
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NIP/NRK.



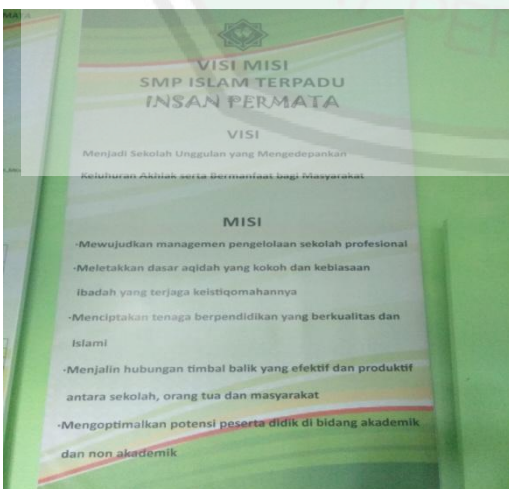
Beberapa Foto sebagai bukti penulis melakukakn penelitian:



Inilah ruang kelas yang peneliti laksanakan untuk tugas akhir yaitu skripsi di SMP IT Insan Permata Malang, di Jl. Atletik Kelurahan Tasikmadu kec. Lowokwaru



Dan ini adalah gambar yang terpampang di tembok kelas.



Visi dan Misi sekolah terpampang seperti yang ada di gambar

Proses wawancara dengan guru dan murid SMP IT Insan Permata Malang



Inilah bentuk-bentuk kreativitas guru IPS dalam meningkatkan motivasi belajar siswa kelas VII di SMP IT Insan Permata Malang



Ini adalah Metode Ceramah



Dan ini adalah metode tanya jawab



Metode kelompok

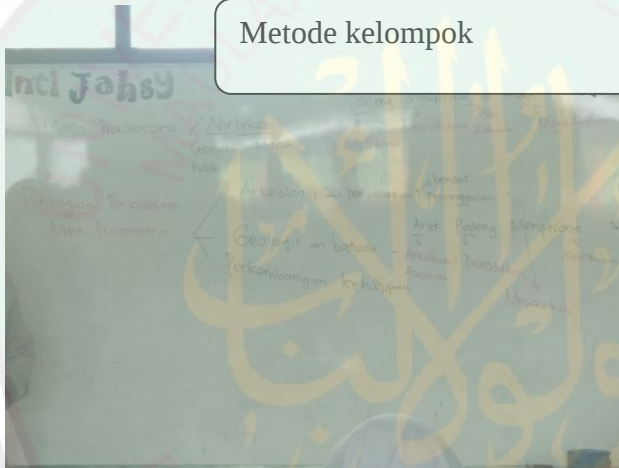


Foto ini adalah contoh singkatan kata yang digunakan oleh guru, sebagai bentuk kreativitas seorang guru.



Gambar yang telah peneliti janjikan saat peneliti menulis di BAB IV yaitu gambar struktur organisasi sekolah

Daftar Riwayat Hidup



Biodata Mahasiswa

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Riwayat Pendidikan : - MIN TAMBAN BARU MEKAR

: - MTS MIFTAHUL ULUM TAMBAN BARU

: - MA DAKWAH ISLAMIAH

: - UIN MAULANA MALIK IBRAHIM MALANG