

**THE IMPLEMENTATION OF PPK (PENGUATAN PENDIDIKAN
KARAKTER) PROGRAM IN SOCIAL STUDIES LEARNING
IN MTsN 1 KOTA KEDIRI**

THESIS

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AUGUST, 2019**

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KARAKTER) PROGRAM IN SOCIAL STUDIES LEARNING
IN MTsN 1 KOTA KEDIRI

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KARAKTER) PROGRAM IN SOCIAL STUDIES LEARNING
IN MTsN 1 KOTA KEDIRI

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DEDICATION

All praise and thanks to Allah SWT who has given all blessing in my life. Shalawat and salam be with the Prophet Muhammad SAW who has guided us from jahiliyah to ilmiah era it's Islam the perfect religion.

This thesis is a small part of my contribution in the world of education.

Sincerely, I dedicate this thesis work to my beloved family, friend and all people who help me finishing this thesis.

Especially to my beloved parents, Mr. Abdul Chaliq and Mrs. Tri Indarti who have always take care and pray for me to finish my study. They have loved me, supported, and guided me to try my best. Unforgettable, for my eldest brother and sister Faris tiawan Fanani and Nurul Hanifah Santy who always support and pray for me. Encourage me in my life.

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For my beloved friends of ICP PIPS 2015, UKM SIMFONI FM and all of my friends that I can't call one by one.

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Appendix : 4 (four) exemplars

To Whom It May Concern,
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In
Malang

Assalamualaikum Wr.Wb

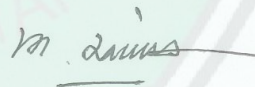
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I hereby declare that this thesis is originally written by Windi Tri Dharmayanty, student of Social Education Program (IPS) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah and Teaching Training Maulana Malik Ibrahim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

Malang, August 21th 2019



Windi Tri Dharmayanty
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PREFACE

Praise and gratitude to Allah SWT who has given His Mercy, blessing and guidance so the writer able to finish the arrangement of qualitative research “The Implementation of PPK (Penguatan Pendidikan Karakter) Program in Social Studies Learning in MTsN 1 Kota Kediri” as the final project to get the academicians degree at Maulana Malik State Islamic University, Malang. Shalawat and salam be with the Prophet Muhammad SAW who has guided us from jahiliyah to ilmiah era it’s Islam the perfect religion.

Writing this thesis would not be possible without the support, encouragement and guidance from the various parties. There is no pronounceable word that can be expressed except the great attitude to the excellency:

1. Prof Dr. Abdul Haris, M.Ag as the Rector of Maulana Malik Ibrahim State Islamic University, Malang
2. Dr. H. Agus Maimun, M.Pd., as Dean of Tarbiyah and Teaching Training Faculty
3. Dr. Alfiana Yuli Efianty, MA as the chief of Social Education Department
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The writer awarded that in the preparation of this thesis still have a lot of mistake in arranging this research, so writer expected critical and suggestion from all parties to improve the next research. Hoped that this thesis provides benefit for all. Aamin Ya Rabbal Alamin.

Malang, August 21th 2019

Windi Tri Dharmayanty
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GUIDANCE OF ARABIC LATIN TRANSLATION

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

A. Alphabet

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

B. Vocal Long

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

C. Vocal Diphthong

أَوْ	= aw
أَيُّ	= ay
أُوُّ	= û
إِي	= î

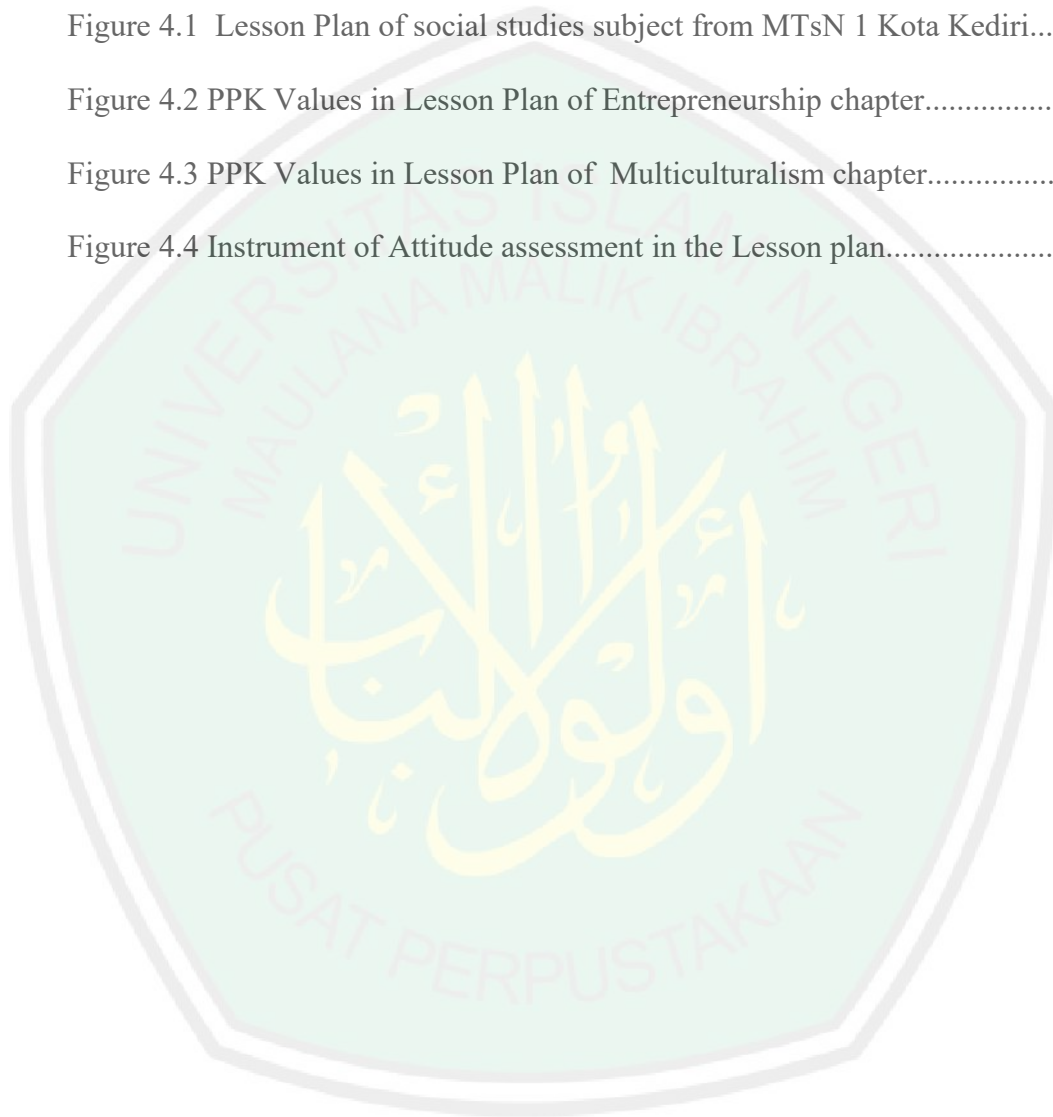
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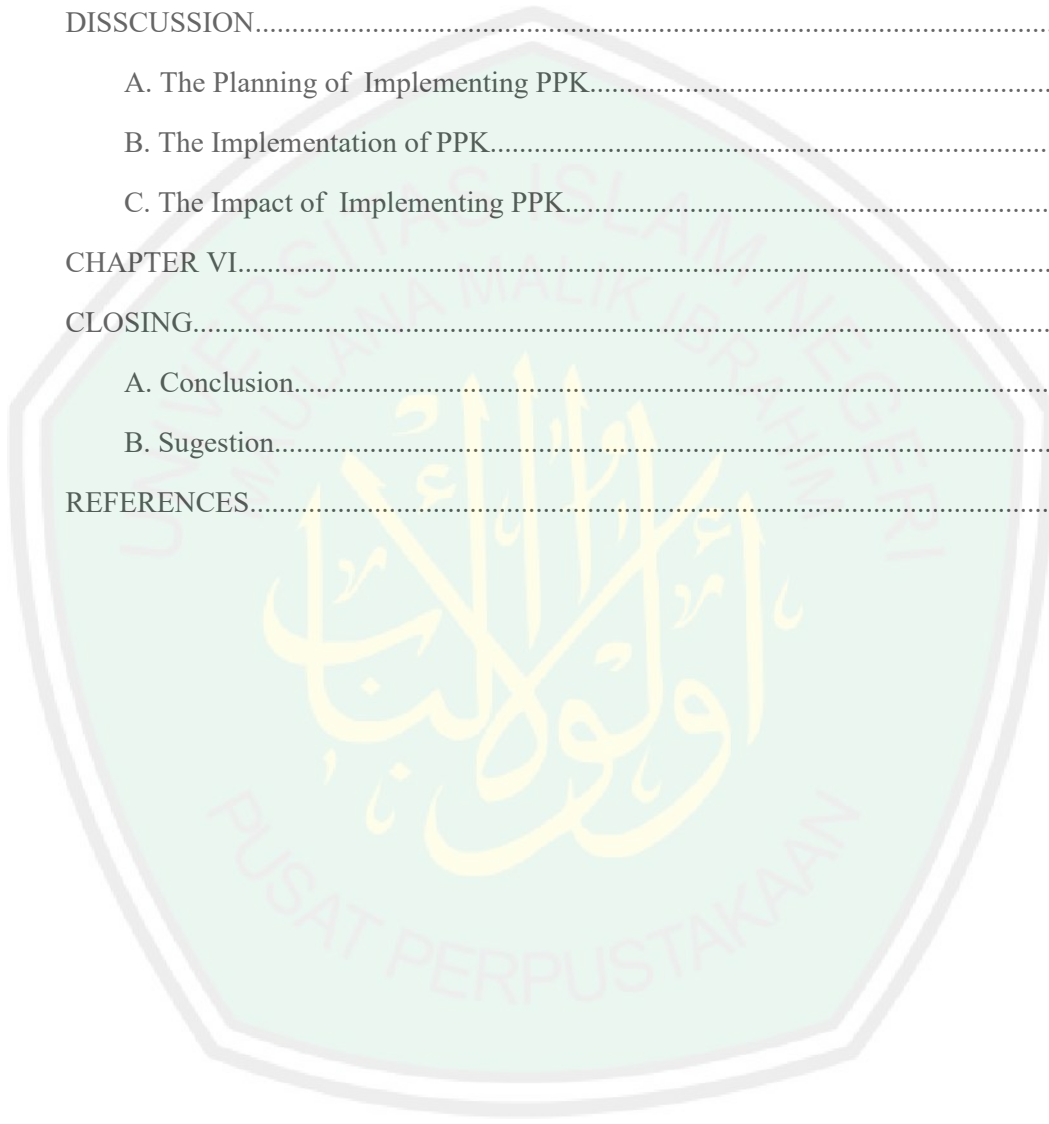


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ABSTRAK

Dharmayanty, Windi Tri. 2019. *Implementasi Program PPK (Penguatan Pendidikan Karakter) pada Pembelajaran IPS di MTsN 1 Kota Kediri*. Skripsi. Fakultas Ilmu Tarbiyah dan Keguruan. Jurusan Pendidikan Ilmu Pengetahuan Sosial. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. M. Zainuddin, MA.

Pada dasarnya pendidikan bertujuan untuk mengembangkan potensi-potensi intelektual dan karakter peserta didik. Hal ini telah dilandaskan sejak dahulu oleh berbagai peraturan perundang-undangan tentang pendidikan. Kini Pendidikan Karakter semakin menjadi fokus penting pemerintah dalam membangun generasi bangsa, terbukti dengan upaya terbaru pemerintah yakni Peraturan Presiden Republik Indonesia nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter. Penguatan Pendidikan Karakter (PPK) memiliki tujuan yang besar, salah satunya membangun dan membekali peserta didik sebagai generasi emas tahun 2045. PPK memiliki lima nilai karakter utama yakni Nasionalis, Religius, Mandiri, Gotong royong dan Integritas. Penelitian ini bertujuan untuk mendiskripsikan perencanaan dalam implementasi Program PPK (Penguatan Pendidikan Karakter) dalam pembelajaran IPS di MTsN 1 Kota Kediri, Menjelaskan Implementasi Program PPK (Penguatan Pendidikan Karakter) dalam pembelajaran IPS di MTsN 1 Kota Kediri serta menjelaskan dampak dari Program PPK (Penguatan Pendidikan Karakter) dalam pembelajaran IPS di MTsN 1 Kota Kediri.

Metode yang digunakan dalam penelitian ini menggunakan pendekatan kualitatif yang bermaksud untuk memahami fenomena utamanya dalam kegiatan Implementasi dari Program PPK (Penguatan Pendidikan Karakter) di MTsN 1 Kota Kediri. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi

Hasil temuan yang dapat dipaparkan pada penelitian ini yakni, 1) Perencanaan dalam implementasi Program PPK (Penguatan Pendidikan Karakter) dalam pembelajaran IPS di MTsN 1 Kota Kediri dilakukan dengan pembuatan Rancangan Pelaksanaan Pembelajaran (RPP) yang memuat nilai-nilai karakter dalam PPK 2) Implementasi Program PPK (Penguatan Pendidikan Karakter) dalam pembelajaran IPS di MTsN 1 Kota Kediri dilakukan dengan melakukan analisis Kurikulum atau Kompetensi Dasar, penggunaan metode Pembelajaran, Manajemen kelas dan Gerakan Literasi yang semuanya telah memuat lima nilai utama PPK. 3) Dampak dari Program PPK (Penguatan Pendidikan Karakter) dalam pembelajaran IPS di MTsN 1 Kota Kediri antara lain siswa menjadi lebih aktif, percaya diri dan kooperatif dalam mengikuti kegiatan pembelajaran.

Kata kunci: PPK, Implementasi

ABSTRACT

Dharmayanty, Windi Tri. 2019. *The Implementation of PPK (Penguatan Pendidikan Karakter) Program in Learning Social Studies in MTsN 1 Kota Kediri*. Thesis. Tarbiyah and Teaching Training Faculty. Social Science Education Department. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. H. M. Zainuddin, MA.

Basically, education aims to develop the intellectual potentials and character of the students. This has been based on a long time ago by various laws and regulations concerning education. Now Character Education is increasingly becoming an important focus of the government in building the nation's generation as evidenced by the government's latest effort, namely the Republic of Indonesia Presidential Regulation no. 87 of 2017 on Penguatan Pendidikan Karakter (PPK). PPK has a big goal, one of which is to build and equip students as a golden generation in 2045. PPK has five main character values namely Nationalist, Religious, Independent, Mutual Cooperation and Integrity.

This study aims to describe planning in the implementation of the PPK (Penguatan Pendidikan Karakter) Program in social studies at MTsN 1 Kota Kediri, Explaining the Implementation of the PPK (Penguatan Pendidikan Karakter) Program in social studies at MTsN 1 Kota Kediri and explaining the impact of the PPK (Penguatan Pendidikan Karakter) Program in social studies learning at MTsN 1 Kota Kediri.

The method used in this study uses a qualitative approach which intends to understand the main phenomena in the implementation of the PPK (Penguatan Pendidikan Karakter) Program in MTsN 1 Kota Kediri. Data collection techniques used were observation, interviews, and documentation.

The findings data that can be presented in this research are, 1) The Planning of implementing PPK (Penguatan Pendidikan Karakter) Program in social studies learning in MTsN 1 Kota Kediri is done by making Lesson Plans (Rancangan Pelaksanaan Pembelajaran) that contain character values in PPK. 2) The Implementation of PPK (Penguatan Pendidikan Karakter) Program in social studies learning in MTsN 1 Kota Kediri is carried out by analyzing Curriculum or Basic Competence, using Learning methods, Classroom Management and Literacy Movement which all contain the five main values of PPK. 3) The Impact PPK (Penguatan Pendidikan Karakter) Program in social studies learning in MTsN 1 in Kota Kediri among others, students become more active, confident and cooperative in participating in learning activities.

Keywords: *PPK, Implementation.*

المستخلص

دارميانتي، ويندي تري. ٢٠١٩. تطبيق برنامج تقوية التربية الشخصية في تعليم مادة العلوم الاجتماعية بالمدرسة الأولى المتوسطة الإسلامية الحكومية كديري. بحث جامعي. كلية علوم التربية والتعليم. قسم تربية العلوم الاجتماعية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج زين الدين.

في الحقيقة، تهدف التربية لتطوير الاحتمالات العقلية والشخصية من الطلاب. وهذا الهدف قد ارتسم قديما كما ورد في نظام القوانين التربوية. فالتربية الشخصية اليوم قد أصبح تركيزا هاما عند الحكومة في بناء أجيال الدولة، نظرا إلى محاولة الحكومة الجديدة هي قرار رئيس الجمهورية إندونيسيا رقم ٨٧ سنة ٢٠١٧ من تقوية التربية الشخصية. تهدف هذه التقوية إلى بناء الطلاب وتزويدهم كأجيال الرين سنة ٢٠٤٥. وتقوية التربية الشخصية لها خمس خصائص، منها الشعور القومي، الديني، المدني، التعاون، والالتزام.

يهدف هذا البحث إلى وصف تخطيط تطبيق برنامج تقوية التربية الشخصية في تعليم مادة العلوم الاجتماعية بالمدرسة الأولى المتوسطة الإسلامية الحكومية كديري، وصف تطبيق برنامج تقوية التربية الشخصية في تعليم مادة العلوم الاجتماعية بالمدرسة الأولى المتوسطة الإسلامية الحكومية كديري ووصف تأثير تطبيق برنامج تقوية التربية الشخصية في تعليم مادة العلوم الاجتماعية بالمدرسة الأولى المتوسطة الإسلامية الحكومية كديري.

هذا البحث يعتبر بحثا كيفيا يهدف إلى فهم الظواهر في تطبيق برنامج تقوية التربية الشخصية في تعليم مادة العلوم الاجتماعية بالمدرسة الأولى المتوسطة الإسلامية الحكومية كديري. فطريقة جمع البيانات المستخدمة هي الملاحظة، المراقبة والتوثيق.

فنتائج البحث تدل على أن (١) يتم تخطيط تطبيق برنامج تقوية التربية الشخصية في تعليم مادة العلوم الاجتماعية بالمدرسة الأولى المتوسطة الإسلامية الحكومية كديري بصناعة التخطيط التعليمي الذي يحتوي على القيم الأخلاقية في تقوية التربية الشخصية؛ (٢) يتم تطبيق برنامج تقوية التربية الشخصية في تعليم مادة العلوم الاجتماعية بالمدرسة الأولى المتوسطة الإسلامية الحكومية كديري بتحليل المنهج الدراسي أو الكفاءة الأساسية، استيعاب المنهج التعليمي، إدارة الفصل والحركة القراءة والكتابة التي تحتوي على القيم الأساسية من تقوية التربية الشخصية؛ (٣) تأثير تطبيق برنامج تقوية التربية الشخصية في تعليم مادة العلوم الاجتماعية بالمدرسة الأولى المتوسطة الإسلامية الحكومية كديري هو زيادة نشاط الطلاب والثقة بنفوسهم والانضباط في مشاركة العملية التعليمية.

الكلمات الأساسية: تقوية التربية الشخصية، تطبيق

CHAPTER I INTRODUCTION

A. Context of Research

The National Education System states that national education functions is to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become faithful and devoted to the Almighty, moral noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.¹ Education has a very important role, especially regarding character education. In connection with the provisions of the Constitution and the Law on National Education System and the national education goals that have been determined by the government that education in the future must have quality and quality compared to the implementation of education that has taken place today. The discussion of character education is a widely discussed discourse in the world of education.

The discussion about character education is never ending. Various problems regarding character problems emerged along with the times, such as bullying, violences among teenagers, drug, till the very common problems is disrespectful and impoliteness. Another phenomena of moral degradation that place character education in Indonesia need

¹ Republik Indonesia, Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional, Pasal 3

special attention from parents, schools and the government. And because of that the government has issued a new breakthrough in an effort to improve character education in schools through a program called PPK (strengthening character education).²

On September 6, 2017, President Joko Widodo signed a Presidential Regulation on strengthening character education. In this presidential regulation, it is stated that strengthening character education, hereinafter abbreviated as PPK, is an education movement under the responsibility of education units to strengthen the character of students through harmonization of heart, taste, thought, and sports with involvement and collaboration of education units, families, communities as part of the National Mental Revolution movement (GNRM).

PPK is implemented by applying Pancasila values in character education, especially covering religious values, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, nationalist spirit, love of the country, respect for achievement, communicative, love of peace, love to read, care for the environment, care for the social, and be responsible. ³This shows that there is still a gap between the expectations of the government and the reality that occurs in the character of the nation's generation because there are still many juvenile delinquents.

² Peraturan Presiden Republik Indonesia Nomor 87 tahun 2017 tentang Penguatan Pendidikan Karakter, Jakarta, 2017, hlm.

³ Peraturan Presiden Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter dalam Pasal 3

Character education is actually not a new policy. Ethical education and cultural education and national character are various policies that demand character development in the education process. However, the implementation is still not optimal. This is caused by various factors ranging from the preparation of character education program policies that do not run well, the quality of facilities, the quality of teaching staff, and so forth. The quality of teaching staff is one of the important things in the successful implementation of character education. Learning outcomes in this case the character values that are embedded in students are largely determined by the integration of educators in the learning process. Therefore, the quality of good educators greatly determines the success of character education.

Applicative character education has been carried out in various educational institutions. One of them is MTsN 1 Kediri that has also implemented PPK in Intra curricular and extracurricular activities. Among them through school habituation or cultural activities, extracurricular guidance and classroom learning activities. Among these habitual activities are, every Tuesday to Friday, the students reading the Qur'an 15 minutes before the first lesson begins, then on Saturday is Dhuha prayer, held in congregation which is also started 15 minutes till the first lesson at 6.45 to 7.20 AM this is forms of activities that include religious points in PPK. Other than that, which is rarely found in other schools, we usually only meet 9th graders who receive tutoring, but at

MTsN 1 Kota Kediri this has a Tutoring program for all classes after school, all classes have different schedules as well, guidance activities are includes the Kitab Kuning study guide, even though it is not a school that has Islamic boarding schools but MTsN 1 Kota Kediri still provides this tutoring because it is important, besides adding insight and provision of religious knowledge to students but also this is a form of character education for students and there is also Information Technology tutoring for students because the 2013 curriculum has replaced compulsory subjects, namely information technology to craft subjects. In addition to those mentioned above, there are also extracurricular activities that include character education, namely Scouts who are required for 7th and 8th grade students.

The latest policy in the form of Character Education Strengthening Program or abbreviated as PPK is not only the responsibility of the school but also the teacher as an educator dealing directly with students must be able to implement this program well, as one of the PPK Program implementations is on a class based or inter curricular basis. In the junior high school level, students get social studies subjects in which in the 2013 curriculum these subjects are intended to have a direct impact on changing student morale or improving the social nature of students.

The purpose of Social Studies subject is to develop students to become citizens who have sufficient knowledge, attitudes, and skills to

participate in the life of democracy where the content of their subjects is explored and selected based on history and social science, and many things including the humanities and science.⁴ Based on the opinions of the experts mentioned above, it can be concluded that the purpose of social studies is to make students have adequate knowledge, attitudes, and skills as a means of life in society and have the basic ability to think logically and critically, therefore the role of social studies teachers is very important in the implementation. This PPK program is through classroom teaching and learning activities that integrate the curriculum with PPK program.

In the initial interview the researcher with one of the social studies teachers at MTsN 1 Kota Kediri, PPK activities in classroom learning were through planning learning activities that included PPK points namely Religious, nationalist, independent, integrity and mutual cooperation. The points are also introduced to students through the PPK pat where students make movements and applause symbolizing the point above, and the teacher also explains each meaning of the movement. In addition, to apply nationalist points the teacher took the time to invite students to sing national and regional songs. The teacher not only implicitly inserted the PPK in the learning plan but also explained the PPK program itself so that students understood the purpose of the PPK program so that the program could be more easily realized. Therefore,

⁴ Sapriya, dkk. *Pengembangan IPS di SD*. (Bandung: UPI PRESS, 2007) hlm. 13.

the researcher was interested in conducting a research entitled "Implementation of PPK (Pendidikan Penguatan Karakter) Program in Social Studies Learning at MTsN 1 Kota Kediri."

B. Focus of the research

Based on the research background above, then the focus of research are as follows:

1. How is the planning of PPK (Penguatan Pendidikan Karakter) Program through social studies learning at MTsN 1 Kota Kediri?
2. How is the implementation of PPK (Penguatan Pendidikan Karakter) in social studies learning at MTsN 1 Kota Kediri?
3. How is the impact of implementing PPK (Penguatan Pendidikan Karakter) in social studies learning to the students at MTsN 1 Kota Kediri?

C. Objective research

Based on the focus research above, the research objective are as follows:

1. To describe the planning of PPK (Penguatan Pendidikan Karakter) Program through social studies learning at MTsN 1 Kota Kediri?
2. To describe the implementation of PPK (Penguatan Pendidikan Karakter) in social studies learning at MTsN 1 Kota Kediri.
3. To describe the impact of Implementing PPK (Penguatan Pendidikan Karakter) Program in social studies learning to the students at MTsN 1 Kota Kediri.

D. Significances of Research

a. For educational Institute

The result is expected to be suggestion and information sources to find the advantages and disadvantage in program implementation efforts strengthening character education (PPK) in MTsN 1 Kota Kediri

b. For Maulana Malik Ibrahim State Islamic University Malang

This research is expected to be material in developing further scientific study in terms of increasing character education's value on students in the graduate program.

c. For Readers and Research Further

The research is expected to be a material consideration and reference for further studies. Both in similar research as well as other relevant research.

E. Previous Research

This research originality presented the similarities and differentiations of previous study with this research. This research originality is explained to prevent the repetition and plagiarism of the similar object. it will be easier to understand, if researcher is presenting it in the matrix tabular from compared to exposure that is description.

One of the previous researches had done by Itsna Safira, It's about the implementation of PPK at SMP Muhammadiyah 1 Depok Sleman Yogyakarta in the intra curricular activity, the teachers integrate the

lesson plan and learning method with the values of PPK and the implementation in the extracurricular are making a daily routine program that related to character education and Islamic called ISMUBARIS. This different research, in previous research, the researcher researching the implementation of PPK in inter curricular, extracurricular and cocurricular activity but in this research the researcher will only focus on the implementation of PPK in Social Studies Learning.⁵

Using Quantitative method in Researching PPK had done by Enggar Dista, It is about the level of implementation of strengthening Character Education program in SMKN 2 Pengasih reached 82.25% with the distribution of data, namely PPK program development team of 83.55%, PPK program preparation process by 75.53%, management of PPK program budget by 79.61%, management of PPK program time by 82.02% and indicators and carrying capacity of 81.47%. This different research, in previous research, the researcher using quantitative method and researching the implementation of PPK in inter curricular, extracurricular and cocurricular activity but in this research the researcher will only focus on the implementation of PPK in Social Studies Learning and using qualitative method.⁶

⁵ Itsna Safira, *Implementasi Program Penguatan Pendidikan Karakter Melalui Kultur Sekolah di SMP Muhammadiyah 1 Depok Sleman Yogyakarta*, Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2018

⁶ Enggar Dista P, *Pelaksanaan Penguatan Pendidikan Karakter di SMK Negeri 2 Pengasih*, Skripsi, Fakultas Teknik Universitas Negeri Yogyakarta, 2018

The other research had done by Achmad Khoirur, the conclusion of this previous research is Strengthening character education in SMP Negeri 26 Surabaya is carried out on three bases, namely in the class base, positive cultural base, and through community or communication with parents and the community. In the class base, all subjects have been integrated with the 2013 revised curriculum 2017. However, in its realization, there needs to be full attention from the teachers during the learning process in the classroom, so that students feel supervised so the class becomes conducive. This different research, in previous research, the researcher was researching the implementation of PPK in focus on extracurricular activity but in this research the researcher will only focus on the implementation of PPK in intra curricular activity that is in Social Studies Learning.⁷

The next is just slightly different with the research above had done by Silvy Eka dkk, this previous research is the implementation of the PPK program through habituation activities in improving the quality of schools begins with planning activities through SPMI and preparation of SKL which will have an impact on curriculum changes, lesson plans, lesson schedules, and the compilation of implementation Operational Standard. This different research, in previous research, the researcher was researching the implementation of PPK in inter curricular,

⁷ Achmad Khoirur R, *Penguatan Pedidikan Karakter (PPK) dalam Kurikulum 2013 Revisi 2017 Melalui Pembiasaan Shalat Duha Berjamaan di SMP Negeri 26 Surabaya*, Skripsi, Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2018

extracurricular and cocurricular activity but in this research the researcher will only focus on the implementation of PPK in intracurricular activity that is Social Studies Learning.⁸

Researching the whole basis of PPK, Rizka dwi in her research had conclusion that the character education program at SDN Kauman Malang is done through conditioning on daily activities and Implementation of activities in PPK had been adopting of technical instruction that have been issued by the ministry of education and culture than adapted to national activities in the school. This different research, in previous research, researching the whole kind of PPK program those are intracurricular, extracurricular and cocurricular activity but in this research the researcher will only focus on the implementation of PPK in the intracurricular activity, that is Social Studies Learning.⁹

From all the previous research we can conclude that both of them are researching about PPK in the Extracurricular activity moreover all the aspect of PPK Program those are Intra curricular, extracurricular and cocurricular than this research is only focusing on the Intra curricular activity or classes base PPK that is the implementation of PPK in social studies learning at class, where the researcher will explain how PPK

⁸ Silvy Eka dan Imron Arifn dan Ahmad Nurabadi, *Implementasi Program Penguatan Pendidikan Karakter Melalui Kegiatan Pembiasaan dalam Peningkatan Mutu Sekolah*, Jurnal Administrasi dan Manajemen Pendidikan, Vol 1 No 2 Juni, 2018

⁹ Rizka Dwi K, *Implementation of PPK (Penguatan Pendidikan Karakter) Program At Kauman State Elementary School Malang*, Skripsi, Fakultas Ilmu Tarbiyan dan Keguruan UIN Maulana Malik Ibrahim Malang, 2018

program did through a learning process in social studies learning at MTsN 1 Kota Kediri.

Table 1.1 Research Originality

NO	Research Identity	Similarity	Differentiation	Research Originality
1	Sriksi Itsna Safira K, “Implementasi Program Penguatan Pedidikan Karakter melalui Kultur Sekolah di SMP Muhammadiyah 1 Depok Sleman” Yogyakarta, 2018	The research focus on PPK (Pugutan Pendidikan Karakter) Program and using qualitative method	The object study in SMP Muhammadiyah 1 Depok Sleman Yogyakarta. The research is Focusing on the intra curricular and extracurricular activity.	This research focuses on The Implementation of PPK (Penguatan Pendidikan Karakter) Program in intra curricular activity or the implementation of PPK classes base which mean the Implementation of PPK Program through the activity of social studies learning at class in MTsN 1 Kota Kediri.
2	Skripsi Enggar Dista Pratama, “Pelaksanaan Penguatan Pedidikan Karakter di SMK Negeri 2 Pengasih”, 2018	The research focuses on PPK (Pugutan Pendidikan Karakter) Program	The object study in SMK Negeri 2 Pengasih. The researcher using quantitative method and researching the implementation of PPK in inter curricular, extracurricular and cocurricular activity	
3	Skripsi Achmad Khoirur Rozaq, “Penguatan Pedidikan Karakter (PPK) dalam Kurikulum 2013 Revisi 2017 Melalui Pembiasaan Shalat Duha Berjamaan di	The research focuses on PPK (Pugutan Pendidikan Karakter) Program and using qualitative method	The object study in SMP Negeri 26 Surabaya. The research is Focusing on the Implementation of PPK Program in extracurricular activity.	

	SMP Negeri 26 Surabaya, 2018			
4	Jurnal, Silvy Eka dan Imron Arifn dan Ahmad Nurabadi, "Implementasi Program Penguatan Pendidikan Karakter Melalui Kegiatan Pembiasaan Dalam Peningkatan Mutu Sekolah."2018	The research focuses on PPK (Pengutan Pendidikan Karakter) Program	The object study in SMPN 1 Wlingi. the researcher focusses on the extracurricular and cocurricular activity of PPK.	
5	Skripsi Rizka Dwi Kurnia, "Implementation of PPK (Penguatan Pendidikan Karakter) Program At Kauman State Elemantary School Malang", 2018	The research focuses on PPK (Pengutan Pendidikan Karakter) Program	The object study in SDN Kauman researching the whole kind of PPK program those are intra curricular, extracurricular and cocurricular activity.	

F. Definition of Key Term

In order to get clear description about the direction of thesis writing and to avoid harm in the understanding of the writing of thesis, researcher need to reiterate some of the term, those are:

1. Implementation

Implementation is a process of applying ideas, concepts, policies or innovations in practical actions so as to provide an impact in the form of knowledge, skills and values and attitudes. ¹⁰In KBBI (Kamus Besar Bahasa Indonesia), Implementation is implementation, implementation. In this case the implementation intended by the researcher is a process in implementing a policy in the implementation of a character education program.

2. Character Education

Character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within.¹¹

It's mean that character education is everything conducted by the teacher, which is able to influence the character of the students.

¹⁰ Mulyasa, *Kurikulum Berbasis Kompetensi, Konsep, Karakteristik dan Implementasi*, (Bandung: Remaja Rosdakarya, 2008), hlm. 93

¹¹ Gunawan, Heri. *Pendidikan Karakter Konsep dan Implementasi*. (Bandung: Penerbit Alfabeta, 2012)

Teachers help shape the character of students. This includes exemplary how teacher behavior, how teacher talks or deliver material, how do teachers tolerate, and various related things.

3. Intra curricular

Intra curricular activities are self-development activities carried out mostly in the classroom (intra curricular). This intra curricular activity is inseparable from the teaching and learning process which is a core process that occurs in schools as a formal educational institution.¹²

¹² Kunandar, *Guru Profesional : Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. (Jakarta: Radiographed Persada, 2007)

G. Structure of Thesis

In determining this thesis writing, the researcher divides into six chapters. Each chapter consists of several sub-chapters. Then it's globally can be seen in the systematic bellow:

Chapter I is Introduction which discusses the importance of the research, focus of the research, the objective and the significance of the research, the previous research, definition of key term and the structure of the thesis.

Chapter II discussed about the review of related literature. This section explains about perception, student's perception and social studies learning.

Chapter III discussed about the Method of the Research, those are Approach and Research Design, Attendance of the research, Setting of the Research, Data and Data sources, Data Collection, Data analysis and Research Procedure.

Chapter IV, in this chapter will be posted exposure data that is explain about the students' Perception of social studies course and learning.

Chapter V is discussion of the result of research and analysis, a limitation of the findings that was associated with the existing theory.

Chapter VI is the last chapter, it contains a cover, included conclusions and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Strengthening Character Education

1. Understanding of Character Education

Character has etymological meaning (language) and terminology (term). "Characters" come from Greek which means "to mark" or mark and focus on how to apply the value of goodness in the form of actions or behavior".¹³ While according to Foster "character is something that qualifies a person. Character become an identity that overcomes the experience of the contingent always change."¹⁴

Meanwhile according to Simon Phil "character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors that are displayed". Based on several opinions expressed above, it can be concluded that the definition of character generally explains that character is a reflection of the value of a mentality, attitudes and behaviors that describe a person's personality.¹⁵

Character can also be interpreted the same as morals and manners, so that the nation's character is synonymous with national

¹³ Ngalim purwanto, *Psikologi Pendidikan*, (Bandung: PT. RemajaRosdakarya, 2011) hlm 179

¹⁴ Elmubarok, Z, *Membumikan Pendidikan Nilai. Mengumpulkan yang Terserak, Menyambung yang Terputus, dan Menyatukan yang Terputus*, (Bandung:Alfabeta, 2008) hlm 104

¹⁵ Muslich, Masnur, *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional*. (Jakarta: PT Bumi Aksara, 2011) hlm 70

morals or national character. A nation with character is a nation that has character and virtue, whereas a nation that is not characterized is a nation that is not or lacks character or does not have good norms and behavior standards. Thus, character education is a sincere effort to understand, shape, foster ethical values, both for ourselves and for all citizens or citizens as a whole.¹⁶

As a complete religion, Islam has clear rules about moral education. In the Koran there will be found a great many points of discussion about this character or character. Like the command to do good (ihsan), and virtue (al-birr), keep promises (al-wafa), be patient, honest, fear Allah, give charity in the way of Allah, do justice, forgive in many verses in Al-Qur'an . All of them are the principles and values of noble characters that must be possessed by every Muslim person.

Implementation of character education in Islam, embodied in the personal character of the Prophet Muhammad SAW¹⁷. In the person of the Apostle, noble and great moral values are sown.

in the Al-Qur'an, Surah al-Ahzab verse 21 is explained:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُو اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ

اللَّهُ كَثِيرًا

¹⁶ Zubaedi, *Desain Pendidikan Karakter : Konsepsi dan Aplikasinya Dalam Lembaga Pendidikan*. Jakarta: Kencana Prenada Media Grou, 2011).hlm 19

¹⁷ Ridwan Abdullah dan Muhammad Kadri, *Pendidikan Karakter Mengembangkan Karakter yang Islami* (Jakarta:Bumi Aksara, 2016), hlm.39

Meaning: *There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often.*¹⁸

Indeed, the Messenger of Allah is an example for mankind who teaches and instills noble character values to his people. The best man is a good character or morality and a perfect human being is one who has morality, because he is a reflection of perfect faith.

In Islam, character or morals have an important position and considered to have a vital function in guiding people's lives. As the word of Allah SWT in Surah An-Nahl verse 90 as follows:

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ
وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ

Meaning: *Indeed, Allah orders justice and good conduct and giving to relatives and forbids immorality and bad conduct and oppression. He admonishes you that perhaps you will be reminded.*¹⁹

The above verse explains the command of Allah that tells people to do justice, that is fulfilling the level of obligation to do good and best, to love His creation by being in harmony with them and distance themselves from various forms of bad deeds that harm others and harm others.

¹⁸ Shahih Internartional diakses dari <http://corpus.quran.com> pada tanggal 20 Februari 2019

¹⁹ Shahih Internartional diakses dari <http://corpus.quran.com> pada tanggal 20 Februari 2019

From the above verse it can be understood that Islamic teachings and noble character education must be imitated so that people who live according to the guidance of the Shari'ah, which aim for the benefit and happiness of humanity Islam is a perfect religion, so that every teaching in Islam has a rationale , as well as character education. The basis of character or moral education is the Qur'an and al-Hadith, in other words the basics of the other are always returned to the Qur'an and al-Hadith.

2. PPK (Penguatan Pendidikan Karakter)

Strengthening character education or shortened PPK (Penguatan Pendidikan Karakter) is education movement under the responsibility of the educational unit to strengthen the character of learners. Through the harmonization of Ethics, Kinesthetic, Literacy, Aesthetics with the involvement of cooperation between units of education, family and society as part of Mental Revolution Movement (GNMR)

a. Foundation of PPK

The foundation is the basis of beachhead or commencement of an act.

Legal basis in the abbreviated character education strengthening or PPK is as follows:²⁰

1) Law of Sisdiknas No. 20 of 2003 Article 3

²⁰ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, Konsep dan Pedoman Pendidikan Penguatan Karakter, (Jakarta:Kemendikbud, 2017) hlm 1-6

"National education functions to develop capabilities and shape the character and civilization of the nation dignified in order to educate the life of the nation, aiming at the development of potential students being a human who believes and fears God Almighty, is noble, healthy, knowledgeable, competent, creative, independent, democratic and responsible citizen."

2) Agenda of Nawacita

Strengthening the revolution of the nation's character through character and student character development as part of it from mental revolution.

3) Trisakti

Creating a Personality in Culture.

4) 2015-2019 RPJMN

"Strengthening character education in school-age children at all levels of education to strengthen students' moral, moral and personality values by strengthening character education that is integrated into subjects"

1. Preparing for the 2045 Golden Generation

Devout, nationalist, resilient, independent, and have competitive advantages globally.

2. Special Direction from President to the Minister of Education and Culture to strengthen character education.

b. Values of PPK

Strengthening the character education movement (PPK) besides being continuation and continuity of the National Education Movement, the character of the Nation in 2010 is also an integral part of Nawacita. In this case there are 8 items of Nawacita: National Character Revolution and Mental Revolution Movement in education is about to push the whole stakeholders to make a paradigm change, namely changes in mindset and how to act, in managing the school. For this reason, the PPK Movement places character values as dimensions the deepest education that civilizes and civilizes the people education actor. There are five main values of interrelated characters forming a value network that needs to be developed as a priority PPK Movement. The five main values of the national character in question are as follows²¹:

1) Religious

The value of religious character reflects faith in God the One who is manifested in the behavior of carrying out the teachings religious beliefs and beliefs, respect religious differences, uphold a tolerant attitude towards the implementation of religious worship and other beliefs, living in harmony and peace with followers of other religions.

²¹ Ibid., hlm. 7-10

The value of this religious character includes three dimensions of relations at once, namely individual relations Social Studies with God, individuals with others, and individuals with the universe (environment). The value of this religious character is indicated in loving behavior and maintaining the integrity of creation.

Religious sub-values include peace, tolerance, respect religious and belief differences, firm stance, confidence, work same among believers and beliefs, antibodies and violence, friendship, sincerity, not imposing will, loving environment, protect the small and excluded.

2) Nationalist

The value of nationalist character is a way of thinking, behaving, and do what shows loyalty, caring, and appreciation high in language, physical, social, cultural, economic environment, and national politics, placing the interests of the nation and state in for the sake of themselves and their groups.

Nationalist sub-values include appreciation of the nation's own culture, safeguarding the richness of the nation's culture, being willing to sacrifice, excel, and achieving, loving the country, protecting the environment, obeying the law, discipline, respect the diversity of cultures, ethnicities, and religions.

3) Independent

Independent character values are attitudes and behaviors that does not depend on other people and use all energy, mind, hopes, and dreams.

Independent sub-values include work ethic (hard work), toughness hardiness, fighting power, professional, creative, courage, and being lifelong learners.

4) Mutual Cooperation

The value of mutual cooperation character reflects the act of respect the spirit of cooperation and work together to solve the problem together, establish communication and friendship, provide assistance / help people in need.

Sub-values of mutual cooperation include respect, cooperation, inclusive, commitment to joint decisions, consensus building, helping each other, solidarity, empathy, anti-discrimination, anti-violence, and attitude volunteerism.

5) Integrity

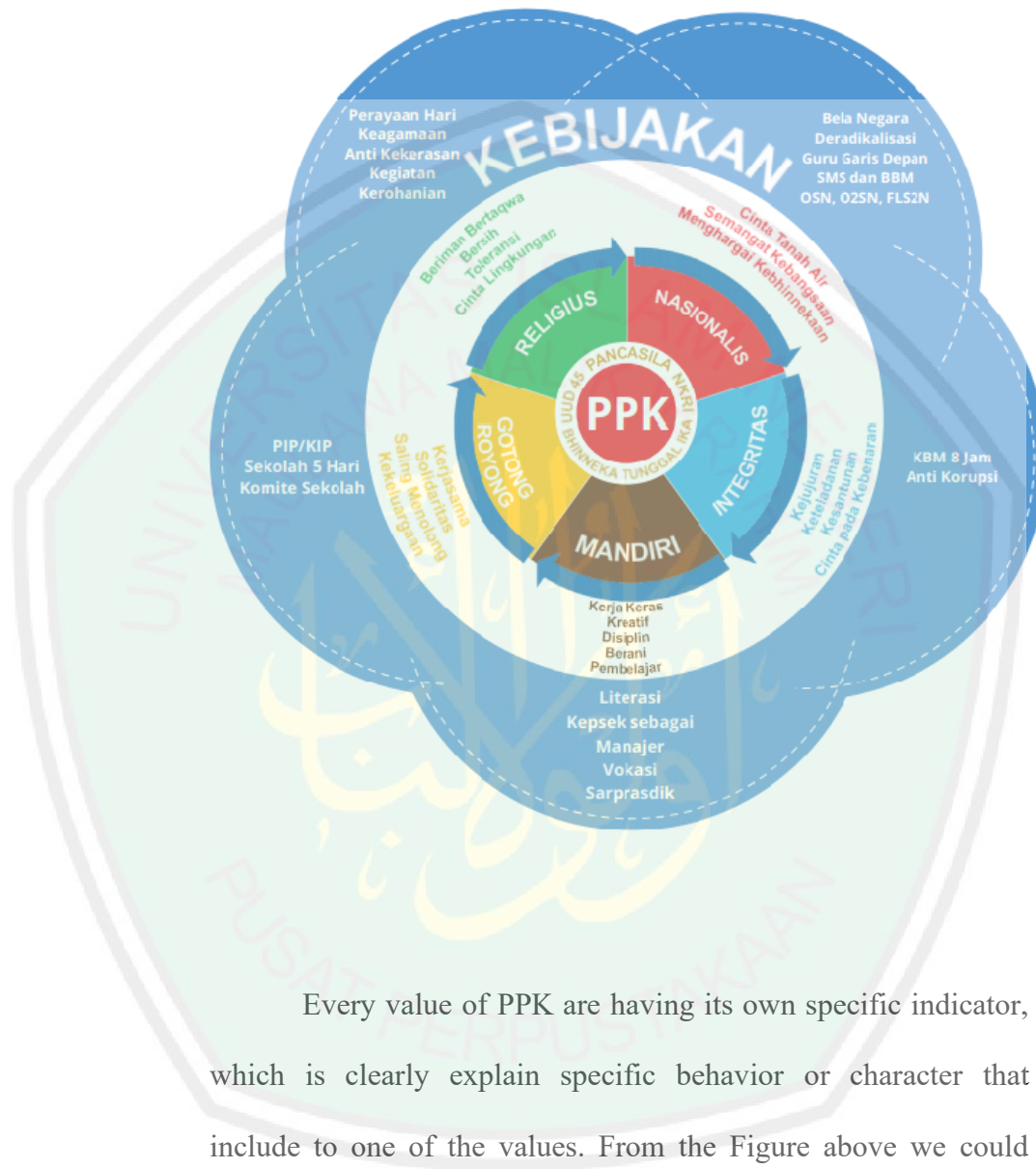
The value of character integrity is the underlying value of behavior which is based on efforts to make himself a person always be trusted in words, actions, and work, have commitment and loyalty to human and moral values (moral integrity). The character of integrity includes the attitude of

responsibility as a citizen country, actively involved in social life, through the consistency of action and truth-based words.

Integrity sub-values include honesty, love for truth, faithful, moral commitment, anti-corruption, justice, responsibility, exemplary, and respect the dignity of individuals (especially persons with disabilities).

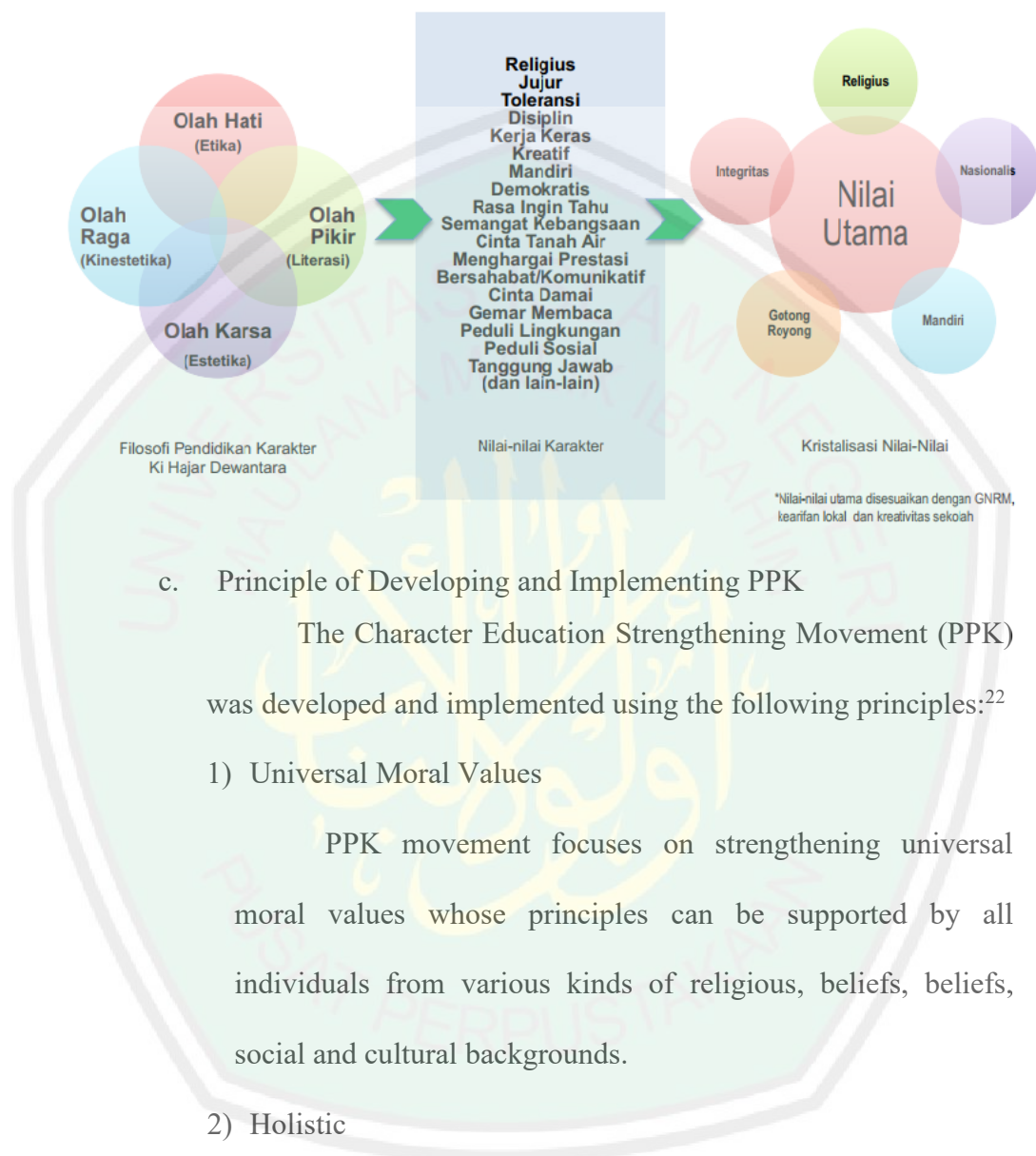
The five main values of characters are not standing values and developing individually but the value of interacting one each other, which develops dynamically and forms wholeness personal. From any major value character education begins, individuals and schools need to develop other key values both contextually and universally. Religious values as a reflection of faith and piety to God the Almighty are fully realized in the form of worship in accordance with their respective religions and beliefs and in the form of human life as groups, communities and nations. In life as a society and nation the religious values are based and merge in the main values of nationalism, independence, mutual cooperation and integrity. Likewise, if the main nationalist values are used as the starting point for planting character values, this value must be developed based on the values of faith and piety that grow with other values.

Figure 2.1 Character (PPK) as a pivot of education



Every value of PPK are having its own specific indicator, which is clearly explain specific behavior or character that include to one of the values. From the Figure above we could know the example of a program that represent developing character of each value. Therefor the making of values is coming from the Philosophy KI Hajar Dewantoro those are attitude, kinesthetic, literacy and aesthetic.

Figure 2.2 Base of PKK's Value



c. Principle of Developing and Implementing PPK

The Character Education Strengthening Movement (PPK) was developed and implemented using the following principles:²²

1) Universal Moral Values

PPK movement focuses on strengthening universal moral values whose principles can be supported by all individuals from various kinds of religious, beliefs, beliefs, social and cultural backgrounds.

2) Holistic

PPK movement is carried out holistically, in terms of physical development (sports), intellectual (though thought), aesthetics (taste), ethics and spirituality (though the heart) is carried out thoroughly and simultaneously, both through the

²² Ibid., hlm. 10-12

intra curricular, co-curricular, and extracurricular, based on the development of school culture and through collaboration with communities outside the educational environment.

3) Integrated

PPK Movement is the axis for implementing national education especially primary and secondary education developed and implemented by integrating, connecting, and requiring various elements of education, not an attachment program and additional in the process of implementing education.

4) Participatory

PPK movement is carried out by involving the broadest public as education stakeholders as the implementing PPK Movement. Principal, educator, staff education, school committee, and other related parties can agree on the priority of the main values of character and school characteristics which was championed in PPK Movement, agreed on forms and strategy for implementing PPK Movement, even financing PPK Movement.

5) Local Wisdom

The PPK movement is based and responsive to the local wisdom of the archipelago so diverse and diverse so that it is contextual and grounded. The PPK movement must be able to

develop and strengthen the local wisdom of the archipelago so that it can develop and be sovereign so that it can provide identity and identity of students as an Indonesian nation.

6) XXI Century Skills

PPK movement develops skills that are needed by students to live in the XXI century, among others critical thinking skills (creative thinking), creative thinking (creative thinking), communication skills (communication skills), including mastery of international language, and cooperation in collaborative learning.

7) Fair and Inclusive

PPK movement was developed and implemented based on principles justice, non-discrimination, non-sectarian, respect for diversity and differences (inclusive), and upholding human dignity.

8) In Harmony with the Development of Students

PPK movement was developed and implemented in harmony with the development of students both biological, psychological development, and social, so that the level of compatibility and acceptance is high and maximum. In this connection the developmental needs of students need to get intensive attention.

9) Measured

PPK movement was developed and implemented based on the principle of measurement so that it can be observed and objectively known the processes and results. In this connection, the school community describes the main values of character that are the priority of development in schools in an attitude and behavior that can be objectively observed and measured; develop programs to strengthen national character values that may be implemented and achieved by schools; and mobilizing resources that can be provided by schools and education stakeholders.

d. Purpose of PPK

The Movement for Strengthening Character Education has a purpose as following:²³

1. Develop a national education platform that places character meaning and value as the main soul or generator for the implementation of education.
2. Build and equip the Indonesian Gold Generation 2045 to face the dynamics of change in the future with 21st century skills.
3. Restoring character education as the spirit and foundation of education through harmonization of the heart (ethical

²³ Ibid., hlm. 16

and spiritual), though taste (esthetics), thought (literacy and numeration), and sports (kinesthetic).

4. Revitalize and strengthen the capacity of educational ecosystems (principals, teachers, students, supervisors, and school committees) to support the expansion of the implementation of character education.
5. Establish networks of community involvement (public) as learning resources inside and outside the school.
6. Preserving Indonesian culture and identity within support the National Mental Revolution Movement (GNRM).

e. Focus Movement of PPK

PPK movement can be implemented with a structure based the existing and established curriculum is owned by the school, namely class-based character education, school culture, and society /community.

1. Strengthening Class-Based Character Education

- a. Integrate the learning process in the classroom through content
 - b. curriculum in subjects, both thematic and integrated in subjects. Strengthen class management, choice of methodology, and evaluation teaching.
 - c. Develop local content according to regional needs.

2. Strengthening Character Culture Based on School Culture

- a. Emphasize on habituating the main values in everyday life school.
 - b. Accentuate the example of adults in the environment education.
 - c. Involves the entire education ecosystem in schools.
 - d. Develop and give a wide space to all potential of students through cocurricular and extra-curricular activities.
 - e. Empower school management and governance.
 - f. Consider school norms, rules and traditions.
3. Strengthening Community Based Character Education
- a. Strengthen the role of School Committees and parents as primary education stakeholders.
 - b. Involve and empower environmental potential as learning resources such as the existence and support of activist's arts and culture, community leaders, the business world, and the world industry.
 - c. Synergizing PPK implementation with various programs within the scope of academics, education activists.

- d. Synchronize programs and activities through collaboration with local government, ministries and government agencies, and society in general.²⁴

3. Social Studies Learning

a. Learning

1) Definition of Learning

According to Rombepajung “learning is the acquisition of a subject or the acquisition of a skill through lesson, experience, or instruction”²⁵. Kimble and Garnezy suggest that learning is a behavior change that is relatively fixed and is the result of repeated practices. Learning has a meaning that students must be taught. Students are required to be more active in finding, analyzing, formulating, solving problems, and concluding a problem.²⁶

Pangewa argues that “learning is the process of two-way communication, teaching is done by the teacher as an educator, while learning is done by the students”.²⁷ According to the National Education System Law (UUSPN) Number 20, 2003, learning is "the process of interaction by the student with the

²⁴ Ibid., hlm. 15

²⁵ M. Thobroni. *Belajar dan Pembelajaran: Teori dan Praktek*. (Yogyakarta: Arr-Ruzz Media, 2015) hlm. 17.

²⁶ Loc.cit

²⁷ Pangewa, M. *Perilaku keorganisasian*. (Jakarta: Departemen Pendidikan Nasional, 2010) hlm. 43.

teacher and the learning resources in a learning environment".

Learning as a study process built by teachers to develop creativity.

b. Social Studies

1) Definition of Social Studies

The term Social Studies in Indonesia became known since the 1970s as a result of the academic community and formally began to be used in the national education system in the 1975 curriculum. Social Studies was born from the desire of educational experts to equip students so that they would be able to deal with and deal with the complexities of people's lives often develop unexpectedly. Such developments can bring a variety of broad effects on life, so the problem that is often called social problems is born. And it is expected that students as a young generation in particular can overcome the symptoms or social problems.

Mulyono limits the Social Studies, that social studies is an interdisciplinary approach (inter-disclosure approach) from social studies. Social studies is an integration of various branches of social science such as sociology, cultural anthropology, social psychology, history, geography, economics.²⁸

²⁸ Hidayati, Anwar Senen. *Pengembangan Pendidikan IPS SD*. (Depdiknas:Jakarta, 2008) hlm. 17.

Social Studies is an educational program that integrates interdisciplinary concepts in the social sciences and humanities. Social science is born from the desire of education experts to equip students so that later they are able to deal with and deal with the complexity of life in society which often develops unexpectedly²⁹

Social studies in 2013 curriculum, states that Social Studies are one of the compulsory subjects in SMP / MTs that integrate the concepts of geography, sociology, economics and history. Social Studies subjects use geography as a starting point (platform) with consideration of all places, objects, resources and events bound by location. At the level of Junior High school or middle school, social studies learning is integrated-correlative, materially the concepts of social science in social studies is not yet tied to the theme.

2) The Objective of Social Studies

Social studies courses according to the National Education Government Regulation No. 22 of 2006 aim to have students the following abilities:

- a. Get to know the concepts related to the life of the community and its environment.

²⁹ Susilo, Herawati, et. al. *Lesson Study Berbasis Sekolah*, (Malang: Bayu Media, 2009) hlm. 1.

- b. Having the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life.
- c. Having a commitment and awareness of social and humanitarian values.
- d. Having the ability to communicate, cooperate and compete in a pluralistic society, at the local, national and global levels.

According to Sapriya, the aim of social studies is to develop students to become citizens who have sufficient knowledge, attitudes, and skills to participate in the life of democracy where the content of their subjects is explored and selected based on history and social science, as well as many things including humanities and science.³⁰Based on the opinions of the experts mentioned above, it can be concluded that the learning objectives of social studies are to make students have the adequate knowledge, attitudes, and skills as a means of life in society and have the basic ability to think logically and critically.

Social studies in the syllabus of 2013 curriculum, stated that the objective of social studies in the junior high school is to emphasize the importance of space as a place of life and resources for humans, to recognize the potential and limitations of space, which is why space is always interconnected

³⁰Sapriya, dkk. *Pengembangan IPS di SD*. (Bandung: UPI PRESS, 2007) hlm. 13.

(connectivity between spaces) to complete copying. As a result of interactions between nature and humans, as well as connectivity between spaces, space conditions are constantly changing according to time and the development of technology used by humans.

Social studies learning is expected to develop a sense of love for the homeland, strengthen the nationalism to NKRI (Negara Kesatuan Republik Indonesia). As for the context of the formation of Indonesian people, social studies learning in junior high school is expected to provide an understanding of the environment and society in national and international scope so that they can develop knowledge, attitudes, logical thinking, systematic, critical, analytical, and social skills. So in the end, it can increase the understanding of the every Indonesian region potential, and also it can develop nationalism and be able to work together in a pluralistic society as citizens.

3) The Scope of Social Studies

A number of matters concerning the scope of the Social Studies which were based on the understanding and purpose from National Education Government No. 22, of 2006³¹:

³¹ Arikunto, S., Suhardjono., & Supardi. *Penelitian Tindakan Kelas*. (Jakarta :Bumi Aksara, 2011)

- a. Social studies material is a combination or integration of various branches of the social sciences and humanities, so that it will be more meaningful and contextual if the a.

Social studies material is designed in an integrated manner.

- b. Social studies material is also related to social and national problems, along with the development of science, and technology, and the demands of the global world.
- c. Types of social studies material can be in the form of facts, concepts, and generalizations, also related to cognitive, affective, psychomotor and spiritual values.

The scope of Social studies in 2013 curriculum for junior high school is covering the following aspects:

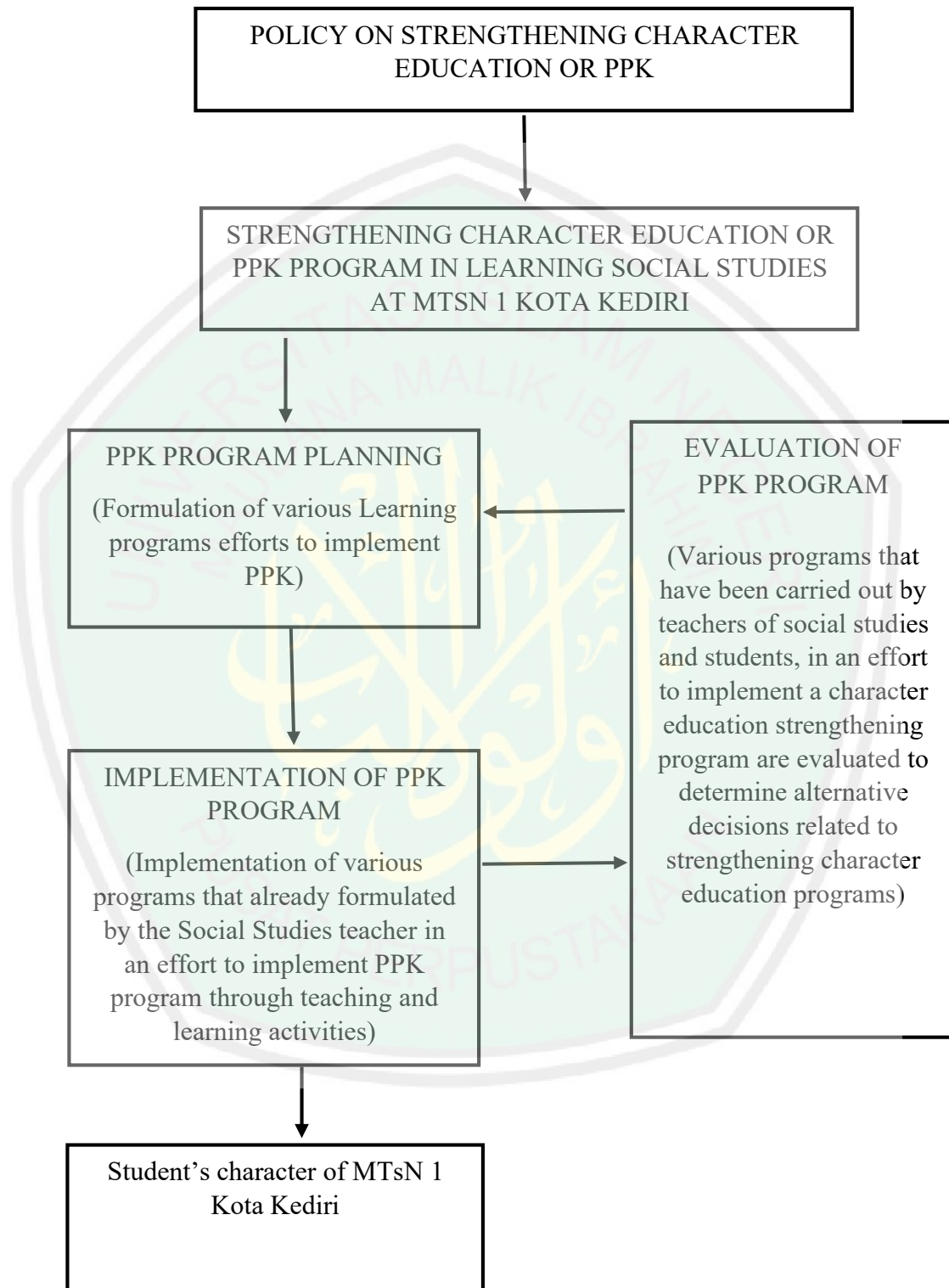
1. Spatial and interaction between spaces in national, ASEAN and international spheres;
2. The dynamics of social interaction;
3. Economic activities for the welfare of the nation; and
4. Changes and continuity of Indonesian society from pre-war times to the present.

B. Conceptual Framework

Various phenomena in Indonesia related to character problems increasingly occur. This is absolutely detrimental to the successors of the Indonesian Nation. Violence, drugs, collusion of corruption and nepotism, etc. become daily news. This is predicted as a result of a lack of character education taught by teachers during their school years. Various phenomena are enough for the government to be strong in launching a more systematic character education policy, namely strengthen character education Movement or shortened PPK.

Planting the main values of characters as an embodiment of 18-character values the other is a large capital to improve the character of students. Through the movement to strengthen character education, it is expected that students can realize the golden generation of 2045 with the character in accordance with the Indonesian Nation's identity, namely Pancasila. Meanwhile, in junior high schools in there is a social study learning that are also taught the students how to become human beings who have high social traits, care and tolerance. Therefore, researchers are interested in researching about the implementation of Strengthening character education in MTsN 1 Kota Kediri.

1.2 Conceptual Framework Schema



CHAPTER III

METHODOLOGY OF RESEARCH

A. Approach and Research Design

This research uses a case study approach. Case studies are research strategies in which researchers carefully investigate a program, event, activity, process, or group of individuals.³² Case studies focus on the specification of cases in an event that includes individuals, cultural groups, or a portrait of life.

Case study research is included as one of the types in qualitative research methods. Qualitative method is a research method used to examine the condition of natural objects, where the researcher as a key instrument, data collection techniques carried out by triangulation (combined), data analysis is inductive and the results of research emphasize the meaning³³

The selection of case study research is because the object of the research is only in one place and its activities are still ongoing and are in-depth is only in MTsN 1 Kediri with the focus of research The Implementation of PPK (Penguatan Pendidikan Karakter) Program in Social Studies Learning in MTsN 1 Kota Kediri..

³² J. W. Creswell. Research design: *pendekatan kualitatif, kuantitatif, dan mixed*. (Yogyakarta: PT Pustaka Pelajar, 2010) hlm 20

³³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. 2008) hlm 9

B. Attendance of the research

The attendance of researchers in qualitative research is as well as being a planner, executor of data collection, analysis, interpretation of data, and ultimately being the reporter of the results of his research. Understanding the instrument here is right because it becomes everything from the whole research process.

Based on the explanation above, basically the presence of researchers at Mts Negeri 1 Kota Kediri as well as instruments is also an important factor in this research activity. Because the depth and sharpness of analyzing data depends on the researcher.

C. Setting of the Research

The researcher took place at Mts Negeri 1 Kota Kediri because:

- a. There is no research with the same title in the school
- b. The school have been implementing PPK Program.
- c. The School have many kinds of extracurricular and co-curricular Activity

D. Data and Data sources

The source of data in research is the subject from which data is obtained. The data used by researchers in this study include:

a. Data from observations

This observation is done to observe the Implementation of PPK Program in learning social studies subject.

b. Data from interview results

Interviews were conducted to gather information related to the Implementation of PPK in the intra curricular activities that is in learning social studies.

c. The document is a collection of files or files that are either in the form of writing or drawing to support in explaining the phenomenon under study.

While the data sources of this research are students at MTsN 1 Kota Kediri, Social Studies Teachers, deputy headmaster of the curriculum.

E. Data Collection

In this study data collection techniques are grouped into 3 categories

a. Interview

This interview data collection technique uses a purposive sampling technique. Purposive sampling, that is, the researcher has

determined the criteria for the research subject to be studied so that when the researcher comes to the research location, the researcher does not collect data randomly in the research location.

b. Observation

This technique of collecting data on observations is Natural. Observation in this case, the researcher observes the scientific environment of the research subject, without any attempt to control or plan manipulation which changes the behavior of the research subject to be studied.

c. Documentation

The documentation collection technique is using the diary description method. The diary description method is a method of recording that is used to record a chronology of events, usually used to find out the overflow of emotions students in expressing. In this study, diary description research focused more on seeing the social environment of the research subjects concerned.

F. Data Analysis

The data analysis process begins by examining all available data from various sources, namely interviews, observations that have been written during field notes, personal documents, official documents, Figures, photographs and so on.³⁴

Moloeng stated that "the implementation of the research has four stages, namely: the stage before to the field, the stage of field work, the stage of data analysis, the stage of report writing. In this study conducted during and after data collection, the data collected was analyzed by analysis of flow models (flow models) which include tidal things namely (1) reducing data, (2) presenting data, and (3) drawing conclusions.³⁵

a. Data Reduction

Data reduction is the selection process, focusing on simplifying, printing, and transforming rough data obtained from written records including interviews, tests and documentation to obtain clear information from the data so that researchers can make accountable conclusions. At this stage the activities carried out are selecting, focusing and simplifying all data that has been obtained starting from the beginning of data collection to the preparation of research reports to obtain clear information.

³⁴ Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. (Bandung: PT Remaja Rosdakarya.2005) hlm 190

³⁵ Loc.cit

b. Display Data

Presentation of data is an activity of presenting data from a reduction in narrative so that conclusions and actions can be taken correctly. The data that will be presented in this study is a collection of information about the role of social studies teachers in optimizing moral education.

c. Withdrawal Conclusion

At this stage of drawing conclusions, the activities carried out are to provide conclusions on the results of interpretation and evaluation. This activity includes searching for data meanings and providing explanations. Furthermore, if the conclusion is felt to be not strong, then there is a need for verification and the researcher returns to collect data in the field. Verification is to test the truth, robustness and compatibility of the meanings that emerge from the data. In conclusion, by reducing the data and presenting the data, it can be seen the implementation of PPK (Pengatan Pendidikan Karakter) Program in learning social studies.

G. Research Procedure

The research conducted at MTsN 1 Kota Kediri was carried out in the following stages:

- a. The stage before the field, includes the activity of determining focus, adjusting the paradigm with the theory, including field observations

and permission requests to the subjects studied, consultations focused on research and research proposals.

- b. The stage of field work, includes collecting materials related to seen the implementation of PPK (Pengamatan Pendidikan Karakter) Program in learning social studies.. The data is obtained by observations, interviews and documentation by looking at their behavior.
- c. The data analysis phase includes data analysis both obtained through observation, documents and in-depth interviews with social studies teachers at MTsN 1 Kota Kediri Then the data interpretation is carried out in accordance with the context of the problem under study, then checking the validity of the data by checking the data source obtained and the method of obtaining data so that the data is truly valid as the basis and material to provide data meaning the determination process in understanding the research context really researched.
- d. Report writing phase, includes: the activity of compiling research results from all series of data collection activities until giving data meaning.

CHAPTER IV

RESEARCH FINDING

A. Profile of MTsN 1 Kota Kediri

Madrasah Tsanawiyah Negeri 1 Kota Kediri is a first-rate education institution whose activities are characterized by Islamic nuances. MTsN 1 Kota Kediri in its history originated from Private MTs under the auspices of Al Islah Islamic Boarding School, to make it easier for santri to obtain general knowledge, it was then averted by the government on March 2nd, 1970 based on the Decree of the Minister of Religion Number 16 of 1970 in the order from the center number 40.

Madrasah Tsanawiyah Negeri I Kota Kediri is located on the outskirts of the City which borders on Kediri Regency, precisely in the southwest of the City of Kediri, which is located in the Village of Bandarkidul, Mojoroto District, Kediri City. In the beginning the majority of students came from the countryside and around the slopes of Mount Wilis, whose socio-economic conditions were middle to lower income but now Madrasah Tsanawiyah Negeri 1 Kota Kediri has begun to attract students from the City of Kediri and its surroundings even now has gained great trust and support from Kediri City community. This was proven by the public's interest in entrusting their sons and daughters to obtain education at MTsN I Kota Kediri from year to year increasing. This is also supported by the condition of the majority of the Muslim community and the number of Islamic boarding schools around MTsN 1

Kota Kediri, this is why MtsN 1 Kota Kediri has a better and good character education program than the other junior high school in Kediri city especially in religious value of character education such having the extra lesson for kitab kuning, shalat dhuha berjamaah, daily routine reciting Al-Qur'an, etc. As we know that Kediri is also big city in east java, immediately number three of largest city in east java, beside there are many pesantren or boarding school, near MTsN 1 Kota Kediri has a lot of developing business center such modern market or department store that made people of Kediri has quite modern life culture especially the children or the students. So that is why MTsN 1 Kediri is really emphasize the character education program in order to keep the students from in the negativity of modernization, and build a strong virtuous character of the students whose living in the east culture country which uphold the social and moral ethic.

MTsN 1 Kota Kediri have 10 teachers graduated from master degree and 40 teachers from bachelor degree which support the character education program running well because the teacher had a good educational background. And the school also has their own special teacher whose only teach the characteristic education program such Scout and BTQ. Beside the quality of educational personnel, the character education program in MTsN 1 Kediri is supported by the school facilities that has enough for implementing the character education program especially class-based character education which

collaborate and integrate the character education value with the learning activity in the classroom. Those facilities are quite complete such science, multimedia and language laboratory.

B. PPK Program in MTsN 1 Kota Kediri

1. The Planning of PPK

Based on data obtained through interviews and observation of researcher, Strengthening character education or PPK Program cannot be just done without any preparation but it must go through planning so that the use of appropriate learning strategies and good classroom management are found.

A. Workshop

Based on the interviews with the social studies teacher found that The planning of Strengthening Character Education Program or called PPK (Penguatan Pendidikan Karakter) in social studies learning at MTsN 1 Kota Kediri for the very first time is done through a workshop. As Mr. Yuliyanto S.Pd mentioned bellow:

“sebenarnya tidak ada perencanaan khusus untuk PPK tapi berawal dari adanya workshop pengenalan format RPP K13 terbaru disitu diperkenalkan 5 nilai utama PPK yang harus ada pada format RPP terbaru”³⁶

Once the teacher had a workshop from the government about the latest version of lesson plan, then they explained the teacher about the five PPK’s main value which should be included into the latest

³⁶ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS kelas VIII pada tanggal 26 maret 2019

version of lesson plan. But actually this explanation is not really understood by all the existing teachers which they thought that PPK had no special outreach, except that it was inserted in an event such as a workshop on making the latest version of lesson plan when it was briefly explained. As explained by Mr. Yuliyanto, S.Pd below:

“awalnya ya tidak begitu dijelaskan secara rinci bagaimana nilai-nilai seperti religius, nasionalis, mandiri dicantumkan dan diterapkan di RPP, itu kan workshopnya tentang format RPP terbaru, jadi ya cuman PPK itu dijelaskan ada lima nilai utama dan sekarang wajib dicantumkan di dalam RPP format terbaru, terus juga sama diajari tepuk PPK, selain itu belum ada sosialisasi secara khusus tentang bagaimana PPK yang sesungguhnya itu direncanakan. Taunya dari guru mapel lain yang memang sering ikut pelatihan dan ahli di pembuatan RPP.

³⁷

From the explanation above we know that the strengthening character education program or PPK planning itself cannot be said to be maximal because not all teachers really understand the exact plan, most of them only understand how it is implemented because it is actually almost the same as the character education aspects of the previous program . It caused by the unspecific outreach on how this PPK should be implemented, starting from the planning, implementation to evaluation. The introduction is only limited to a brief explanation during the latest Lesson plan (RPP) format workshop.

³⁷ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS kelas VIII pada tanggal 26 maret 2019

This PPK planning in this very first workshop is considered not optimal because PPK has not been specifically socialized. How is PPK exactly applied in the classroom. This matter is still not specifically discussed, it is still limited to the socialization of the making of the latest lesson plan (RPP) format. There is only explained that PPK consists of 5 core values and that it must be listed in the 2013 curriculum curriculum Lesson Plan (RPP). So because the first workshop held by the government did not help the teacher to get more understanding about adjusting PPK in the lesson plan. The school had did their own small workshop which is only a discussion between each major teacher, so that they would be more understand on how the PPK should be put on the lesson plan.

B. Lesson Plan

In this research where the Researcher focus on the Strengthening Character Education or PPK Program in inter curricular activities which means that the activities are only focused on the learning activities in the classroom, so that the planning used to Implement this program is in the form of Lesson Plan or RPP (Rencana Pelaksanaan Pembelajaran). As mentioned by Mr. Yuliyanto, S.Pd as Social Studies teacher:

“kalau perencanaan implementasi PPK ya tercantum di RPP itu, dan sekaligus menjadi aspek penilaian sikap siswa. Kan ada 18 niali turunan dari 5 nilai utama itu, nah itu setiap RPP bisa dicantumkan 3 sampai dengan 4 nilai, disesuaikan dengan KD atau materi pada pembelajaran saat itu. Peletakannya itu

dibawah tujuan pembelajaran, misal di tulis PPK atau Penguatan Pendidikan Karakter titik dua terus ditulis empat atau tiga nilai itu, atau bisa jadi PPK yang ingin dicapai. Kalau saya ya cuman nulis PPK gitu, sebenarnya juga dulu pernah ada pencanaan pendidikan karakter itu dalam RPP, terus di tiadakan terus sekarang dimunculkan lagi dengan nama baru PPK itu.”³⁸

From the explanation above we can conclude that The Implementation of Strengthening Character Education Program or called PPK (Penguatan Pendidikan Karakter) in social studies learning at MTsN 1 Kota Kediri has been planned through a Lesson Plan or called as RPP (Rencana Pelaksanaan Pembelajaran).

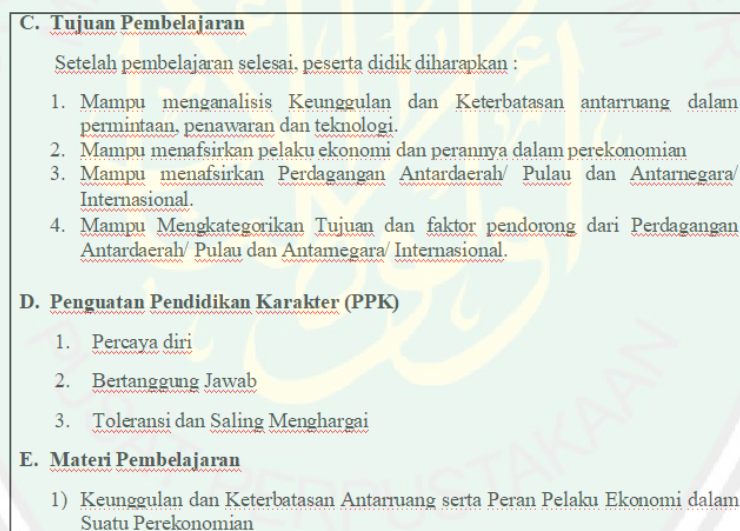


Figure 4.1 Lesson Plan of social studies subject from MTsN 1 Kota Kediri

The Planning of Strengthening Character Education Program or called PPK (Penguatan Pendidikan Karakter) is through the making of lesson plans that put PPK values which amount to 5 and have approximately 18 derivative values but in each lesson plan only add 3 to

³⁸ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS Kelas VIII pada tanggal 27 maret 2019

4 values only. As in the Figure above that PPK values are placed under the learning objectives or above the material of lesson plan, in point “D” then it can be in the form of small tables or just a list as the same as the writing format of the learning objectives. And bellow is the example of PPK that had already put in the Lesson Plan.

D. Penguatan Pendidikan Karakter (PPK)

1. Disiplin
2. Kerja keras dan kreatifitas
3. Bertanggung jawab

Figure 4.2 PPK Values in Lesson Plan of Entrepreneurship chapter

The listing of these values is adjusted to the basic competencies or material included in the lesson plan. Selected values that have a relationship or become a moral value contained in the material, for example the Figure above is a lesson plan of "Entrepreneurship" chapter that has 4 derivative value from independent values, those are discipline, hard work, creativity and responsible. Those value was chosen by teacher because it's suitable with the material where the entrepreneurship itself thought the student to be more creative in facing the global economic era which the student need to be more discipline, work harder and responsible so that they can be able to compete with others in this global economic era. Another example bellow:

D. Penguatan Pendidikan Karakter (PPK)

1. Toleransi
2. Kerjasama dan solidaritas
3. Semangat Kebangsaan

Figure 4.3 PPK Values in Lesson Plan of Multiculturalism chapter

From the example above is also listing of values that adjusted to the basic competencies or material included in the lesson plan. Selected values that have a relationship or become a moral value contained in the material, such "Multiculturalism" chapter that has derivative value from 3 main value of those are Tolerance from Religious value, teamwork and solidarity from Mutual cooperation value and Spirit of nationality from nationalist value. So the adjusting PPK to the material is not limited by one main value with its derivative value but we can put any kind of derivative value from different main values because those value was chosen by teacher because it's suitable with the material where the multiculturalism itself thought the student to be more tolerance in facing the difference of culture, ideas and habits and also to be proud of the wealthiness of Indonesian culture. This material is also delivered by discussion method in a group, well then the teacher also could be noticing to the student teamwork and solidarity from the way they work together with their friend in a form of group or team. So it can be concluded that those value were raised by applied the curriculum integration and learning method, From those activity, teachers could asses the attitude of the students. As Mr. Yuliyanto said bellow:

“Nilai-nilai PPK yang sudah tercantum di RPP itu sekaligus menjadi aspek penilaian sikap sosial yang ada di format kurikulum terbaru”³⁹

The PPK value listed in the Lesson plan also becomes a reference or aspect or criterion in student social behavior or attitude assessment. It can be concluded that PPK is not only included in the lesson plan as a form of planning for implementing PPK, but also becomes an important part of Lesson plan itself, that is the attitude assessment.

Aspek Penilaian		Instrumen					Pedoman Penskoran		
Sikap		Observasi					Rentang Skor		
		Pilihan Jawaban					No	Keterangan	Jumlah Skor
		No	Aspek yang diobservasi	Selalu	Sering	Kadang-kadang	Tidak Pernah	SKOR	
1	Disiplin						1 Baik Sekali/Selalu	A	
2	Antusiasme dalam belajar						2 Baik / Sering	B	
3	Bertanggung jawab						3 Cukup/Kadang-kadang	C	
4	Menghargai orang lain						4 Cukup/Tidak pernah	D	
	Jumlah						Penskoran : Nilai = $\frac{\text{Jumlah skor Jawaban}}{5}$		

Figure 4.4 Instrument of Attitude assessment in the Lesson plan

The Figure above is the attitude assessment of Entrepreneurship Material which had explained in the previous paragraph. It has 4 values that already put on the lesson plan which is also become the aspect of attitude assessment. In the above Figure has the same point values those are discipline, learning enthusiast that means as hard work and creative, responsible and added by mutual cooperation value that is respectful because the activity was done by group assignment. The teacher could

³⁹ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS Kelas VIII pada tanggal 27 maret 2019

assist by observed the student activity wether in group or individual assignment guided to the PPK's value that had mentioned in the lesson plan. The rate score had clearly stated in above Figure, the teacher could give wether A or B or C score depend on the intensity of the students in showing the values.

2. The Implementation of PPK

The Implementation of PPK (Penguatan Pendidikan Karakter) Program in social studies learning in MTsN 1 Kota Kediri, based on the interviews, observation and documentation, found that it has been implemented by the teacher and students in a classroom.

A. Curriculum integration or basic competence analysis

The implementation of PPK in MTsN 1 Kota Kediri done through several ways, one of them is done through the integration between PPK's value and Curriculum or called as basic competency analysis. The values are religious, nationalist, independent, mutual cooperation and integrity. Based on my interview with one of the social studies teachers Mrs. Mardiyah Hayati bellow:

“Kalau Implementasinya itu kan setiap materi tidak sama nilai yang disampaikan, jadi tergantung materinya apa, nilai yang diterapkan apa, jadi melihat KD nya misal penerapan nilai religius ya contohnya seperti materi Kewirausahaan atau Perdagangan, kita menjelaskan bahwasannya Islam sangat menganjurkan umatnya untuk berdagang.”⁴⁰

⁴⁰ Wawancara dengan Bu Mardiah Hayati, S.Pd selaku guru IPS kelas IX pada tanggal 26 maret 2019

According to the explanation of Mrs. Mardiyah, the implementation of religious values is also carried out by conducting KD analysis, which is to look for values contained in a material to look for moral values in which in this case is religious value. Examples such as "Entrepreneurship" or "International Trade" material. Teachers are giving a religious knowledge that trading is highly recommended Job in Islam. Another example is the material "Wealth of Indonesian natural resources" the teacher explained that Indonesia is a country that is very rich in natural resources, for that as humans should be grateful for all the gifts of God and praise the greatness of God Almighty. The other values also implemented by using curriculum integration or basic competency analysis. As Mrs. Nurul explained below:

“bisa diselipkan dimateri juga mbak kalau contohnya materi kekayaan alam dan multikulturalisme, saya kasih pesan bahwasannya kita harus bangga menjadi bangsa indonesia, selain kaya akan sumberdaya alam juga kaya akan udayanya. Terus biasanya saya selipkan menyanyi lagu nasionalis, kalau misale bab proklamasi ya lagu 17 agustus itu, missal kaya perubahan sosial lagu yg cocok apa, jadi juga untuk memotivasi siswa biar lebih tertarik untuk belajar. Bisa juga lagu daerah.”⁴¹

The implementation of nationalist values is also carried out through the analysis of the values contained in basic competencies (KD). Where the teacher slips nationalist values on a material that is felt to have a connection to improve students' nationalist attitudes.

⁴¹ Wawancara dengan Bu Nurul Hidayati, S.Pd selaku guru IPS kelas IX pada tanggal 27 maret 2019

For example, in the form of "Indonesian Natural Resources Wealth" material there the teacher motivated that as an Indonesian nation students should be proud of themselves because not all countries have the wealth and beauty of nature like the country of Indonesia. Other examples of material such as "Cultural Acculturation" of students are invited to take pride in the cultural richness possessed by Indonesia where other countries do not have it and are very interested in Indonesian culture. Last but not least the teacher also add the national and traditional or folk song in delivering the material. As it support by the statement of Mr. Yuliyanto bellow:

“Kalau nilai nasionalis, saya biasanya ngajak anak-anak nyanyi lagu nasional atau daerah seperti bengawan solo begitu, karena menurut saya, dari lirik atau syair lagu itu saja punya makna yang besar kalau di hayati benar-benar syairnya, pasti bisa meningkatkan rasa nasionalisme siswa.”⁴²

The implementation of these nationalist values varies from teacher to teacher, some apply through singing activities, namely singing nationalist or traditional songs and can be adapted to the material presented at that time. Material examples of Indonesian independence are the songs chosen are "17 Agustus" by H. Motahar. However, it does not always have to be adapted to the material, sometimes the teacher only slips these national songs as ice breaking besides refreshing but also more useful because students

⁴² Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS Kelas VIII pada tanggal 27 maret 2019

are more familiar with and able to memorize national songs than just entertainment songs. The teachers believe that it can improve the students nationalism and patriotism every time they sing the song while understanding the meaning of the lyrics. The other values is independent. As Mr. Yuliyanto also explained on how it could be implemented using basic competency analysis below:

“saya lebih suka kasih motivasi sih mbak, seperti cerita orang-orang yang bisa sukses karena bisa mandiri dan tampil percaya diri. Sesuaikan saja sama materi yang ada. Harus bisa kreatifif.”⁴³

As it said above the implementation of independent values in PPK was implemented by MTsN 1 Kota Kediri teachers by providing motivation to students through inspirational stories that led to the value of independence as a basis for achieving one's success. Here the teacher should be more creative in matching the material and giving a real example such as an inspirational story of people. Beside the independent value the mutual cooperation value is also be able to implement through the curriculum integration, as same as independent value that the teacher always telling a moral value from the material that they had explained.

In social studies where the subjects is thought the students to be able to socialize with other. The mutual cooperation value really have big portion in every material and chapter in social studies subject. From the social studies students learn how to be

⁴³ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS Kelas VIII pada tanggal 26 maret 2019

responsible to live together with such a differences and help each other needs. From all those material the teacher always giving an underline that the student should be able to have a mutual cooperation value when they live in the society.

The implementation of integrity value through the basic competency analysis is same with the independent value where the teacher motivated the students by telling an inspirational story of people who has a great integrity value which make them to a successful people. As Mr.Yuliyanto S.Pd said bellow:

“ nilai integritas, kalau saya sih lebih banyak kasih motivasi ya ke anak-anak, kan integritas itu nilai-nilai turunannya adalah keteladanan dan kejujuran, jadi saya lebih banyak kasih contoh orang-orang yang sukses karena sifat jujur dan pendirian yang patut diteladani sehingga anak-anak itu bisa termotivasi untuk melakukan hal yang sama.”⁴⁴

Through the story, the teacher thought the students to be honest and responsible to live with the society, hence the integrity value should be emphasized to the students in order to make a better future. According to the teacher, it's very important as a teacher must be constantly remaining the students about this integrity value, seeing the condition of our country, Indonesia has a high rate of corruption case which is very damage the economic condition of our country.

⁴⁴ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS Kelas VIII pada tanggal 27 maret 2019

B. Classroom Management

Beside Analyzing the basic competence, MTsN 1 Kota Kediri also implementing PPK by using classroom management such having PPK's as the ice breaking of a lesson. It's mentioned by Mr. Yuliyanto bellow:

“di awal, saya menerapkan tepuk PPK terlebih dahulu, jadi anak-anak itu melakukan gerakan tepuk tangan sambil membentuk sebuah simbol dari masing-masing nilai PPK itu. kenapa? Karena menurut saya, Sama halnya dengan penyampaian KD dan Tujuan pembelajaran, gunanya sama, yakni agar tujuan dari kegiatan pembelajaran maupun penerapan PPK itu bisa tercapai. Jadi siswa itu bisa mengerti bahwa yang diharapkan dari seorang pelajar saat ini adalah mereka memiliki nilai-nilai yang ada dalam PPK.”⁴⁵

The implementation of PPK clap is rarely done by other teachers but its implemented by Mr. Yuliyanto, where according to him this is very important, as well as delivering a learning objectives or basic competency, students need to know what the learning objectives are, so students can be invited to reach targets or the learning objectives, as well as the delivery of PPK values, so that PPK itself can be understood and applied well by students.

The most perceptible implementation of PPK's values in MTsN 1 Kota Kediri using classroom management is in implementing religious values. As Mrs. Mardiyah Explained bellow:

“Kalau nilai religius itu juga masuk di budaya sekolah yang ada di kegiatan KBM ya, seperti kegiatan mengaji setiap pagi itu, beda-beda surat setiap harinya dimulai jam 06.45 sampai jam 07.00 WIB. Terus juga misalkan jabatan dan

⁴⁵ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS Kelas VIII pada tanggal 27 maret 2019

mengucapkan salam, berdoa untuk mengawali dan mengakhiri pembelajaran.”⁴⁶

The implementation of religious values through habituation activities that have become a school culture that get into the classroom management. Every morning, precisely at 06.45 to 7.00 am students have entered the class and started reading Al-Quran. Every day different letters are read. Besides through refraction activities, the implementation of religious values is applied through preliminary activities of learning that are carried out after habituation activities. Even though they had read Al-Quran before, students had a prayer to start the learning activities. And last the teacher also remind the students as an obligation in class, when the teachers come to the class the students should giving a greeting and shake hand to the teacher in Islamic way. Beside the religious Value, In classroom management also applies independent values by giving sanctions that educate students when students are not discipline and interfere with or hinder the activities of their friends. Students are invited to increase their attitude and responsibility to themselves. As Mr. Yuliyanto S.Pd Explained bellow:

“bisa memberi sanksi yang mendidik untuk siswa yang kurang tertib supaya belajar disiplin dan tanggung jawab pada diri sendiri. Misal disuruh olahraga sedikit atau menyanyi lagu nasional”⁴⁷

⁴⁶ Wawancara dengan Bu Mardiah Hayati, S.Pd selaku guru IPS kelas IX pada tanggal 26 maret 2019

⁴⁷ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS Kelas VIII pada tanggal 27 maret 2019

The sanction itself should educate the students while to make them not repeating the chaos. Sometimes the teacher asked them to run, push up and other exercise for boy and asked to sing some national anthem or traditional song for a girl. According to the teacher, it should be done in order to make them to be discipline and responsible of every indiscipline behavior they had.

The implementation mutual cooperation values also implemented using classroom management as explained by Mrs. Nurul Hidayati S.Pd below:

“Penerapannya saya melalui metode, saya biasa pake diskusi dan tanya jawab, terus juga pembelajaran tutor sebaya, kalau model saya pakai discovery”⁴⁸

The implementation of mutual cooperation values through the implementation of classroom management, where teachers encourage students to conduct peer tutors. Smarter students are invited to help their friends who are lacking in learning and in doing the assignments given by the teacher. This peer tutoring activity can strengthen the value of mutual cooperation, social care, confidence, and student responsibility.

C. Learning Method

The implementation of class-based PPK in MTsN 1 Kota Kediri also done with choices and the use of learning methods. As explained by Mr. Agus Dwi Darmanto S.Pd below:

⁴⁸ Wawancara dengan Bu Nurul Hidayati, S.Pd selaku guru IPS kelas IX pada tanggal 27 maret 2019

“Penerapan nilai-nilai lain dengan menggunakan strategi dan metode pembelajaran seperti diskusi dan presentasi, banyak yang bisa siswa dapatkan dari melaksanakan kegiatan itu ya, misalkan belajar untuk lebih bertoleransi dengan perbedaan pendapat sehingga lama kelamaan perbedaan dianggap sebagai hal yang wajar dan indah.”⁴⁹

All of the teacher in MTsN 1 Kota Kediri is had been using learning method to implement PPK. They prefer to use learning method because it's fun but thoughtful. This learning method using both individual or group assignment that contains the value of PPK. Firstly the value of independent that had mentioned by Mr. Yuliyanto S.Pd bellow:

“nilai mandiri itu pasti dengan memberikan tugas individu ya, itu bisa sebagai motivasi agar anak-anak itu percaya diri sehingga mereka mampu menyelesaikan permasalahannya sendiri.”

The implementation of Independent values by giving individual assignments. Individual assignment are considered effective in shaping student independence, and also at the same time become a motivation for students to be more courageous in facing self-problems and confidence in their abilities. In giving independent assignments, students can learn not to depend on others. In addition, when the individual assignments are presented in front of the class, students learn to be more confident by presented alone and learned bravely to give their responses or ideas.

⁴⁹ Wawancara dengan Pak Agus Dwi Darmanto, S.Pd selaku guru IPS kelas VII pada tanggal 26 maret 2019

The Learning method had been used to implement almost all value of PPK but it more on mutual cooperation value and integrity. And those mutual cooperation values using a method that work in group assignment As Mr. Yuliyanto S.Pd explained bellow:

“kalau gotong royong itu ya pemberian tugas kelompok seperti pembuatan mind map misalkan, kalau ngga berkerja sama susah jadinya sekaligus juga mereka berdiskusi ketika berkelompok, belajar untuk saling ngasih pendapat dan menerima pendapat orang lain.”⁵⁰

Giving a group assignment such discussion method is the most efficient way to put mutual cooperation value in the learning activity. In addition, the implementation of mutual cooperation that was carried out by giving group assignments such as mind map could be quickly resolved. But not only discussion method but other method that basically a group assignment is used by the teacher, such a socio drama method, Mr. Budi Darmawanto S.Pd said bellow:

“penerapan PPK dengan pemilihan metode itu menyesuaikan dengan materi yang diujikan atau yang diajarkan makanya setiap tema itu harus tau yang lebih pas pake metode apa, kaya perubahan sosial pake diskusi, kalau seperti kenakalan remaja dikasih sosio drama dan temannya memberikan tanggapan, ataupun seperti demonstrasi. Semuanya disesuaikan sendiri, kan juga Kemenag itu menunggu dari MGMP. Kalau metode kira-kira ada sekitar 16 sampai 24 yang cocok dengan Pendidikan karakter itupun juga tergantung dari usia anak belajar contohnya seperti estafet kertas yang berisi pertanyaan, tidak selalu bisa diterapkan, karena bisa saja malah jadi guyon saja anak-anak itu.”⁵¹

⁵⁰ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS kelas VIII pada tanggal 27 maret 2019

⁵¹ Wawancara dengan Pak Budi Darmawan, S.Pd selaku guru IPS Kelas VIII pada tanggal 27 maret 2019

the implementation of mutual cooperation values through learning methods, such as discussions and social drama or demonstrations applied by giving group assignments as well. Students are invited to work together to solve a problem through discussion. So that students learning to overcome differences of opinion, and also to encourage others to work together so they can achieve a common goal. But any kind of method should be adjusted according to the kind of material and the development stage of the students, otherwise it just can't work properly. In addition the use of learning method still has a lot of mutual cooperation value as mentioned by Mrs. Dhinar Yuhan Wigati S.Pd bellow:

“Saya pilih metode diskusi selain agar siswa belajar bekerja sama, diskusi juga lebih bisa dipahami siswa karena mereka mencari tau sendiri, kalau fungsi diskusi sendiri ndak saya jelaskan, itu biar menjadi penilaian pribadi. Biar terlihat naturalnya mereka, bagaimana kepedulian dengan temannya lain, apa ikut mengerjakan tugasnya juga atau hanya bergantung pada temannya terus juga mereka presentasi, saya menilai bagaimana dia menyampaikan presentasi bagaimana audience menanggapi mampu kah dia menjawab dan apakah audience maupun presenter bisa saling menghormati pendapat masing-masing. Kalau saya memberi tau secara langsung fungsi dan penilaiannya nanti seperti cenderung memaksaakan. Jadi itu muncul dari kesadara diri mereka misal kalau siswa tidak tanya brria dia tidak dapat nilai, biar mereka bertanya karena memang ingin mengetahui sesuatu, bukan sebatas nilai.”⁵²

Most of the teacher are using discussion and presentation method to implement PPK especially mutual cooperation value

⁵² Wawancara dengan Bu Dhinar Yuhan Wigati, S.Pd selaku guru IPS kelas VII pada tanggal 26 maret 2019

through learning method, because it's also easier to assess the students behaviour on how they learn to work together with their friend, appreciate other and being respectful in facing different opinion, and most of the teacher using the discussion method because they choose the scientific approach in the main learning activity, as Mrs. Nurul Hidayati S.Pd mentioned bellow:

“metode yang saya pakai diskusi, soalnya kalau diterangkan terlalu detail itu anak anak gak suka ya mbak, misal kayak perdagangan internasional mungkin lebih ke point-point intinya, pokoknya pendekatan saintifik, yang penting adalah sikapnya ketika menggunakan metode-metode tersebut. Bisa masuk nilai kemadirian sekaligus kerjasama ya waktu diskusi apakah dia mengikuti dan berusaha membantu apa tidak.”⁵³

Beside mutual cooperation value, integrity values also implemented through the learning method. The integrity it's self is about being honest, responsible. It's also implemented through learning method such as explained by Mr.Yuliyanto S.Pd bellow:

“Nilai integritas juga bisa dilihat dengan pemberian tugas individu ataupun kelompok, bisa dilihat kejujuran dan tanggung jawab mereka dalam mengerjakan tugas kelompok maupun individu.”⁵⁴

giving individual or group assignment can thought the students how to be honest in doing assignment individually without cheating to others and being responsible to work together in a group that those are the integrity values.

⁵³ Wawancara dengan Bu Nurul Hidayati, S.Pd selaku guru IPS kelas IX pada tanggal 27 maret 2019

⁵⁴ Wawancara dengan Pak Yuliyanto, S.Pd selaku guru IPS kelas VIII pada tanggal 27 maret 2019

D. Literacy Movement

The other way to implement PPK class-based in MTsN 1 Kota Kediri is through Literacy movement which is part the use of developing students knowledge and intelligence to build a strong and good character. With the form of reading, writing, listening activity. It had explained by Mrs. Nurul Hidayati S.Pd bellow:

“sebelum memulai kegiatan pembelajaran saya suruh literasi dulu, membaca materinya dulu karena IPS kan kaya cenderung diremehkan jadi anak-anak mungkin belum membaca dirumah, saya kasih waktu mungkin 10 menit an untuk membaca, baru diterangkan point-pointnya saja, setelah itu di tayangkan media pembelajarannya bisa PPT atau video, baru diskusi dimulai dan disampaikan di depan kelas.”⁵⁵

Thus the implementation of class-based PPK in MTsN 1 Kota Kediri is not only through integration in the curriculum and the use of learning methods, but also through literacy movements where students are invited to read the material before starting the lesson. Literacy is considered very important for social studies learning because social studies are changeable and has a lot of material so they need a lot of reading too. In addition to the implementation of literacy which is indeed one way to implement PPK.

⁵⁵ Wawancara dengan Bu Nurul Hidayati, S.Pd selaku guru IPS kelas IX pada tanggal 27 maret 2019

4. The Impact of Implementing PPK

Every program made certainly to rise the goal of the program itself and some to change a condition of an environment itself, including the Straightening of character education program or called as PPK program is made to build a good the character of the students and it's being a barometer of a successfulness of a program. In order to know about the changes of character itself and the successfulness of the program we have to know the impact of the program.

Based on my interviews with Mrs. Mardiah Hayati, S.Pd as Social Studies teacher conclude that PPK (Penguatan Pendidikan Karakter) Program is absolutely have an impact to the students when it implements at the class although the impact does not come directly but after many days it's implemented. the impact is that students become more concerned with their surrounding environment, their ego decreases especially because Mrs. Mardiah teaches 9th grade students where they are more focused on themselves, different from 7th grade students who prefer to play together with their friends because they are carried away with a childish soul. but the thing that might not be said to be fully successful in the implementation of the PPK program in grade 9 was that when they were at home some parents said that their children were still very ignorant with their parents different from at school, they were more respectful and attentive, of course besides not

having fully implemented the PPK program There are internal factors that cause the anger to be like that, as Mrs. Mardiah Hayati, S.Pd said in the following data :

“Dampaknya pasti ada mbak, tapi juga tergantung materinya ya seperti kewirausahaan mungkin kurang bisa terlihat. saya kan ngajar kelas 9 ada beberapa wali murid yang cerita bahwasannya anaknya cuek dengan lingkungan sekitarnya kalau di rumah termasuk pada orang tua padahal kalau disekolah anaknya ramah dan perhatian ke guru, suka menyapa, ya terlepas dari faktor internal mungkin kalau di rumah. Jadi dulu memang anak-anak masih banyak yang cuek tapi kalau Pendidikan karakter itu diterapkan melalui metode-metodenya anak-anak menjadi lebih peduli terbuka. Kalau orang tua masih complain saya mungkin menyadarkanya dengan menyindir secara halus selayaknya mengingatkan anak-anak kenapa bisa berbeda antar di sekolah dan di rumah.”⁵⁶

The level of a concern or social attitudes of students towards their environment is also an important assessment of the character of the student itself including the extent to which character education was successfully applied. The more they understand the surrounding environment and are more sensitive to the surrounding conditions, can the character of the student be better as delivered by Mrs. Nurul Hidayati, S.Pd following bellow:

“Ada dampaknya mbak, missal tingkah lakunya yang dulu agak malas lambat laun siswa itu mengerti bagaimana seharusnya bersikap jadi lebih rajin dengan cara kita menghubungkan hubungan materi dengan nilai moral yang ada didalamnya jadi materinya juga semakin luas. terus ada

⁵⁶ Wawancara dengan Bu Mardiah Hayati, S.Pd selaku guru IPS kelas IX pada tanggal 26 maret 2019

lagi,yg dulu acuh tak acuh sekarang lebih care dengan temannya, meningkatnya kepekaan anak-anak misal saya putarkan video motivasi begitu ada yang terharu sampai menangis, ya tergantung dari tingkat kepekaan dan sensitive nya mereka kan berbeda-beda juga setiap anak.”⁵⁷

In addition to increasing social sensitivity of students, this character education also makes students smarter in addressing problems, students are wiser in making decisions, besides their self-confidence increases because they are trained to discuss where students are invited to express their opinions, then tolerance and dissent arise. because students are mature enough to respond to problems, then they can also make friends well because students pay more attention to the environment so that they can know the characters that their friends have so students can choose friends that suit their personalities. As Mr. Budi Darmawan, S.Pdi said in the following bellow:

“Pengaruh nya atau dampak nya pasti banyak mbak, seperti kemajuan dalam menyikapi permasalahan atau kedewasaan dari anak-anak itu sendiri mbak, misalnya anak-anak jadi lebih berani memberikan tanggapan ataupun jawaban dibandingkan dulu di awal awal semester masih malu-malu, mereka bisa menerima pendapat temannya dalam bermusyawarah juga yang berarti sikap toleransi mereka semakin membaik. Terus selain itu juga ke sikap sosial mereka, cara menjalin pertemanan dengan teman temanya, mereka lebih bisa memilih yang cocok dengan pribadinya.”⁵⁸

⁵⁷ Wawancara dengan Bu Nurul Hidayati, S.Pd selaku guru IPS kelas IX pada tanggal 27 maret 2019

⁵⁸ Wawancara dengan Pak Budi Darmawan, S.Pd selaku guru IPS kelas VIII pada tanggal 26 maret 2019

The result of the interview is amplified with observations directly to the place of the research. PPK (Penguatan Pendidikan Karakter) Program in MTsN 1 Kota Kediri is greatly impact the student's behavior, such increasing social sensitivity of students, students become smarter in addressing problems, students are wiser in making decisions, increasing of self-confidence, and more tolerance.

From those interviews and observation of the researcher above we can classified that, Strengthening Character Education Program or called PPK (Penguatan Pendidikan Karakter) in MTsN 1 Kota Kediri have an impact in each ways of the implementation, such the implementations of PPK through curriculum integration

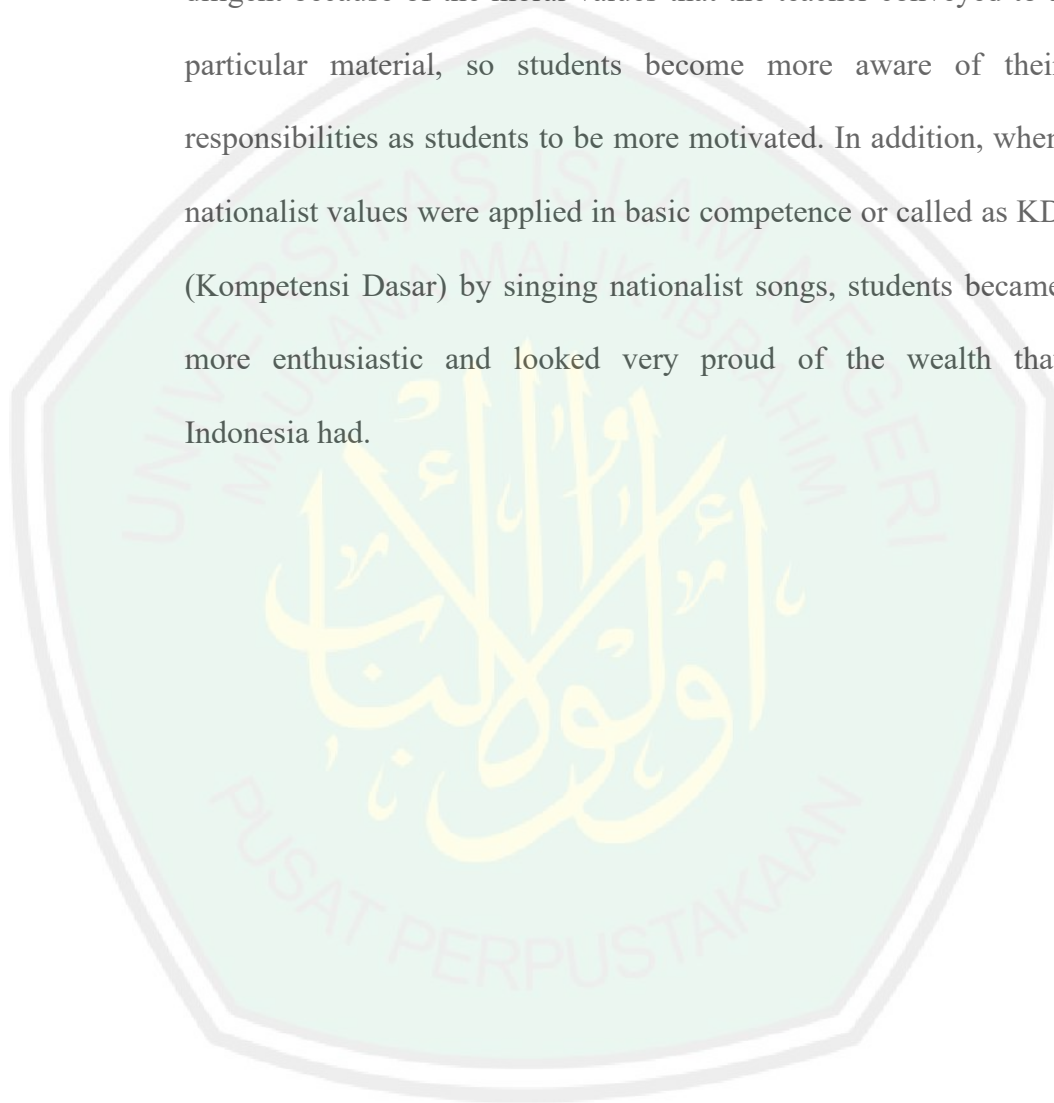
First, with the implementation of PPK in social studies learning activities in the classroom make students more active. The use of the right method that is able to make students more active because they begin to be confident to argue, that is by using a discussion method which is PPK based learning method, plus material in social studies which indeed requires discussion to review the material so that it is easier for students to understand. Discussion activities involving all students and obliging them to think made trained students to confidently express their opinions, with the implementation of the method of discussion students also have a value of mutual cooperation because there is a group

formation in it, if there is no cooperation or mutual cooperation between students and students others, the discussion activities will not run well.

The use of the discussion method in addition, is making the students more active in class, the other impact is that students have a spirit of tolerance. In a discussion there will be various kinds of opinions expressed by students, this makes them learn to understand the different ways of thinking, then the students become more mature to respond to problems or differences of opinion that arise, so that students can be said to have a spirit of tolerance which is also a religious value in PPK.

Another impact that is also generated from the implementation of PPK using learning methods is when in discussion activities for example, there will be various kinds of opinions that arise, but when students have the right opinion or idea, students try to show their existence in maintaining the truth or opinion of course with the delivery good, and this attitude is included in the integrity value in PPK. In addition, the most important of the impacts is that students become more familiar with the character of their friends and care more about each other because of the frequent interaction or communication and cooperation in the classroom through the use of these learning methods.

Besides the use of learning methods, another effect of the implementation of PPK by conducting basic competencies or called KD (Kompetensi Dasar) analysis is that students become more diligent because of the moral values that the teacher conveyed to a particular material, so students become more aware of their responsibilities as students to be more motivated. In addition, when nationalist values were applied in basic competence or called as KD (Kompetensi Dasar) by singing nationalist songs, students became more enthusiastic and looked very proud of the wealth that Indonesia had.



CHAPTER V

DISSCUSSION

In this chapter, researcher will present a description of the discussion in accordance with the findings of the research, so this discussion will integrate the findings that there are then expected to be able to find something new. As has been asserted in the form of analysis, this research uses qualitative, this research used qualitative analysis (exposure) of the data that is obtained either through interviews, observation and documentation. This research discussed the implementation of PPK (Penguatan Pendidikan Karakter) Program in Social Studies Learning in MTsn 1 Kota Kediri. Starting from The Planning of Implementing PPK, The Implementation of PPK and The Impact of Implementing PPK in Social Studies Learning in MTsn 1 Kota Kediri.

Bellow will be presented a discussion of the result of research related to the focus of the research that has been formulated previously.

A. The Planning of Implementing PPK

Organizing the PPK program is a coordination mechanism for all education stakeholders or ecosystems related to the implementation of PPK. All actors form networks and collaboration in an integrated manner, according to their respective duties and

responsibilities. Therefore, PPK can be carried out integrative and collaborative, as discussed below:⁵⁹

- a. **Integrative** is learning that integrates character development with the substance of the subject contextually. Contextual are intended starting from learning planning to assessment.
- b. **Collaborative** is learning that collaborates and empowers various potentials as a source of learning and / or community involvement that supports Character Education Strengthening.

As explained above, the PPK Program can be implemented in an integrative and collaborative and in this research, PPK is implemented integratively because this research focuses on implementing class-based PPK where PPK is integrated with the curriculum of a subject. In the Implementation of class-based PPK or Intra curricular activities in MTsN 1 Kota Kediri, of course, it requires planning. The same is the case with planning Learning in the Class by designing a lesson plan or so-called "RPP", in planning the implementation of PPK in the classroom also using the lesson plan. But before making the lesson plan, a coordination meeting was held which discussed the values contained in PPK and how the PPK should be implemented and planned so as to produce a lesson plan that

⁵⁹ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, Konsep dan Pedoman Pendidikan Penguatan Karakter, (Jakarta:Kemendikbud, 2017) hlm 25

included PPK in accordance with the latest format of the 2013 Lesson Plan curriculum.

Before making a lesson plan, PPK Planning in social studies learning in MTsN 1 Kota Kediri is carried out by conducting curriculum analysis, where teachers try to find character values in PPK that are appropriate or in harmony with the material to be delivered. After finding these values, the teacher put them in the lesson plan. There are approximately 18 PPK values but those written in PPK are only 3 to 4 values. Writing is placed under the learning objectives, which of these PPK values will become a reference in assessing aspects of student attitudes.

B. The Implementation of PPK

In its implementation, PPK class-based is carried out in many ways. Starting from the integration of PPK with the curriculum to the application of PPK through literacy movements⁶⁰, but something needs to be underlined is how those five values can be applied either with integration or class management. One of the ways mentioned in this research is doing basic competency analysis (KD) or integration with the curriculum.

1. Curriculum Integration

⁶⁰ *Ibid.*, hlm. 27

Integrating PPK in the curriculum means that educators integrate the main values of PPK into the learning process in each subject. Learning that integrates the main values of character is intended to foster and strengthen knowledge, instill awareness, and practice the core values of PPK. Educators can make optimal use of the material already available in the curriculum contextually by strengthening the main values of PPK.⁶¹

The steps to implementing PPK in MTsN 1 Kota Kediri are more or less in accordance with existing guidelines, namely through integrated learning in the curriculum by:⁶²

- a. Do basic competence analysis through the identification of the values contained in the learning material;
- b. Design RPP that includes the focus of character strengthening by selecting relevant class management and management methods;
- c. Carry out learning according to the scenario in the RPP;
- d. Carry out an authentic assessment of the learning done;
- e. Reflect and evaluate the entire learning process.

In its application, class-based PPK in MTsN 1 Kota Kediri is carried out by conducting basic competency analysis or integration in the curriculum. The teacher tries to find the values of character education contained in the material so that it can be included in the

⁶¹ *Ibid.*, hlm. 27-28

⁶² *Ibid.*

lesson plan to become the focus of character education to be achieved. In the RPP it will also be loaded with learning methods that are in accordance with the material and focus on existing character education. When delivering the material, the teacher also explains the moral values contained as discussed in the previous chapter. The five values namely religious, independent nationalist, mutual cooperation and integrity, basically can always be included in the material if it has been analyzed what values can be raised on the material.

2. Classroom management

It's already explained in the previous chapter that The implementation of PPK classes-based can be done also with classroom management. Classroom management is a moment of Learning that places teachers as authorized individuals and has autonomy in the learning process to direct, build a culture of learning, evaluate and invite the entire class community to make joint commitments so that the learning process becomes more effective and successful. Educators or teachers have the authority to prepare (before entering class), teach, and after teaching, by preparing learning scenarios that focus on the main values of the character. Good classroom management will help students learn better and can improve learning achievement.⁶³

⁶³ *Ibid.*

In the management process and class arrangements, there are moments of strengthening character education values. For example, before starting the lesson educators can prepare students to psychologically and emotionally enter the learning material, to instill the value of discipline and mutual commitment, the teacher and students make class commitments that will be agreed upon when students learn. This rule is communicated, dialogue, and agreed upon with students. The purpose of the class setting is that the learning process runs well and helps each individual develop maximally in learning. Good classroom management can shape character strengthening. The following are examples of classroom management in government guidelines that have more or less been done by social studies teachers at MTsN 1 Kota Kediri in an effort to provide character reinforcement:⁶⁴

- a. Students become good listeners or listen when the teacher gives an explanation in the class (can strengthen the value of mutual respect and tolerance).
- b. Students raise their hands / raise their fingers to the teacher before asking questions/responses, after being allowed by the teacher, they can only speak (can strengthen the value of mutual respect and confidence).

⁶⁴ *Ibid.*, hlm. 28-29

- c. Giving sanctions that educate students as a consequence and form of responsibility if there is a delay in working or collecting tasks (can strengthen the value of discipline, responsibility, and self-commitment).
- d. The teacher encourages students to do peer tutoring, smarter students are invited to help their friends who are lacking in learning and in doing assignments given by the teacher (can strengthen the value of mutual cooperation, social care, confidence, and responsibility).

The implementation of PPK by conducting classroom management at MTsN 1 Kota Kediri first, can be seen from habituation activities before starting learning. Students read Al-Quran every day with different letters. Not only that, after the habituation activities students also still read study prayers before teaching and learning activities begin, and this is a religious value that is applied through a class increase. Still in the preliminary activities before starting the learning activities, some social studies teachers at MTsN 1 Kota Kediri also invited students to be more disciplined for cleaning pickets in class, this as a form of building an attitude of responsibility and discipline. In addition, the application of classroom management in which students should listen carefully to the teacher's explanation in order to create tolerance and mutual respect and raise their hands first before asking

as a form of respect, courage, and confidence must have been applied. Until the provision of sanctions is of course already implemented. However, there are still some teachers in MTsN 1 Kota Kediri City who often apply peer tutoring activities which are a form of applying mutual cooperation and social care values.

3. Learning Method

Strengthening Character Education integrated with the curriculum is also carried out through classroom learning using appropriate learning methods so that it indirectly instills the character formation of students. The chosen learning method must be able to help the teacher in providing the knowledge and skills needed by students. Through this method, students are expected to have the skills needed in the XXI century, such as critical thinking skills, creative thinking, communication skills, including mastery of international language, and collaboration in collaborative learning. Some learning methods that the teacher can select contextually, include:⁶⁵

- a. Scientific learning method (scientific learning), as a learning method that is based on scientific processes with steps ranging from formulating problems, formulating hypotheses, collecting data, analyzing data, and drawing conclusions.

⁶⁵ *Ibid.*, hlm. 29-30

- b. Inquiry method/discovery learning, namely research/disclosure. In Webster's Collegiate Dictionary, an inquiry is defined as "asking about" or "seeking information by asking questions", while in the American Heritage dictionary, discovery is referred to as "finding action", or "something found through an action".
- c. problem-based learning method, which is a learning method that focuses on identifying and solving real, practical, contextual problems, in the form of problems whose structure is unclear or unclear which are ill-structured or open-ended in the life of participants students as a central point of study to be solved through scientific procedures in learning, whose activities are usually carried out in groups.
- d. project-based learning method, which is learning that uses projects as a medium in the learning process to achieve competency attitudes, knowledge, and skills. The emphasis on learning lies in the activities of students to produce products by applying the skills of researching, analyzing, making, presenting learning products based on real experience.
- e. cooperative learning method, which is a learning model where learners learn in small groups (generally consisting of 4-5 students with heterogeneous membership (ability level, gender, and ethnic/racial differences). group assignments, each member works together and helps to understand a learning material

- f. text-based learning method (text-based instruction / genre-based instruction), namely learning that is oriented to the ability of students to compile text. This learning method bases itself on text modeling and analysis of its features explicitly and focuses on the relationship between the text and the context of its use. The design of learning units directs students to be able to understand and produce texts both oral and written in various contexts. For this reason, students need to understand the social functions, structures, and linguistic features of the text.

In this research has described the application of PPK through Learning Methods which were mostly chosen by social studies teachers at MTsN 1 Kota Kediri. Most use Scientific Learning and Inquiry Methods or Discovery Learning. This method or approach was chosen because it was felt that the most relevant and easy way to implement the 2013 curriculum was also to make it easier to include PPK values because it was considered the most flexible. So that all the values in PPK can be included, for example when using the discovery method, students learn independent values by looking for information themselves to answer the problems raised by the teacher. But of course, every learning method is supported by learning strategies to make it happen. So that the choice and use of

learning methods can be implemented with several strategies, including⁶⁶:

- a. collaborative learning, through this learning, students practice how to work together with others to complete a joint project. The focus of values and skills that are targeted in collaborative learning strategies is the ability to work together.
- b. Presentation, Students are asked to present their thoughts, writings, and studies in front of the class. The value built with this strategy is self-confidence, the ability to communicate and convey ideas, and the ability to defend opinions in argumentation. For students who present, he will practice doing good arguments. For classmates, they will learn to criticize an argument by giving another argument that is more rational and based on data/facts. This strategy will strengthen the ability to think critically and improve students' communication skills.
- c. Discussion, in learning, students need to be actively involved with their friends in groups, integrate verbally, exchange ideas and information, defend opinions, submit better ideas and proposals, and jointly solve certain problems in learning. The focus of character strengthening

⁶⁶ *Ibid.*, hlm. 31

on this strategy is the ability to think critically, the ability to communicate, respect other people's opinions, be confident, and influence others through good arguments.

- d. Debate, Students need to be given the opportunity to argue in a debate where the topic is chosen in an actual and contextual manner, so that they can defend their arguments logically, rationally, with communicative language and attract the attention of the audience. The focus of character strengthening on this strategy is the ability to think critically, the ability to communicate, to be confident, and to influence others through good arguments.
- e. Utilization of ICT, in learning, students can utilize information and communication technology (ICT) in order to complete school tasks. By utilizing ICT for learning, it is expected that the ability of students to use ICT facilities is better, learning is more effective and interesting. The focus of this activity is digital literacy.

The use of learning strategies in MTsN 1 Kota Kediri is very much considered in addition to facilitating the delivery of material, but also in the application of character education values that can be raised. To apply PPK values, many social studies teachers at MTsN 1 Kota Kediri use discussion and presentation strategies but also occasionally use debate and collaborative learning. Once again this is

adjusted to the existing material. Because what is taught is the study of Social Studies, which in fact has many chapters and material, teachers tend to choose the method of discussion and presentation because it is understood that the material presented is easier to understand because they seek their own answers and exchange ideas with their friends. Besides that, the discussion was also chosen, of course, because there were more PPK values included. When conducting discussions, students learn about the value of tolerance because they try to accept ideas from others, while also increasing the value of mutual cooperation because they require collaboration in this activity and in the presentation students can become more courageous and confident which is an independent value and integrity.

4. Literacy Movement

The implementation of PPK actually has many ways to implement it, along with the Curriculum Integration or analysis of basic competencies, the use of learning methods and strategies, there is also the provision of special subjects, literacy movements, and counseling services. But in MTsN 1 Kota Kediri did not implement PPK by providing specific subjects where the School designed special subjects with special time allocations provided as part of the character formation of students. The themes that contain the main values of PPK are taught in the form of learning in the classroom with harmonized learning methods so that they can further enrich the

practice of PPK in schools. And also in MTsN 1 Kota Kediri did not apply PPK with BK services specifically. But at MTsN 1 Kota Kediri also applied PPK through the Literacy Movement.

The literacy movement is an activity to sharpen the ability to access, understand, process and utilize information critically and intelligently based on reading, writing, listening and speaking activities to develop one's character to be strong, strong and good. These activities are carried out in a planned and programmed manner, both in class-based activities and in school-based cultural activities, and in the community.⁶⁷In the context of class-based PPK activities, literacy activities can be integrated into learning activities and subjects within the curriculum structure.

Each teacher can invite students to read, write, listen, and communicate carefully, carefully, and precisely about a theme or topic that exists in various sources, both books, newspapers, social media, and other media. In this connection, the availability of information resources in schools is needed, including books, newspapers, and the internet. Therefore, the existence and role of reading corners, school libraries, and internet networks are important to support the implementation of learning. Teacher creativity is an important factor in presenting programs and activities for reading, writing, listening, and speaking intelligently

⁶⁷ *Ibid.*, hlm. 32

so that students can internalize the positive values contained in it. The habit of reading non-lesson books for fifteen minutes before the lesson begins, as stipulated in Ministry of Education and Culture No. 23 of 2015 concerning Growth of Character Education needs to be an alternative to grow and start literacy movements in schools.⁶⁸

The Literacy Movement in MTsN 1 Kota Kediri was implemented by teachers in the making of Lesson Plans (RPP) and some of them were actually implemented consciously by social studies teachers at MTsN 1 Kota Kediri which the Literacy movement must indeed appear on the latest format lesson plan (RPP) curriculum 2013. This Literacy Movement is implemented in addition to supporting students learning but also to apply PPK values, students can become individuals who have integrity, are more responsible for their obligations to learn that is reading and writing. Especially for social studies learning which is a science that always changes, if there is not much reading, students will miss a lot about the changes in social phenomena that occur in the community. So it is important that the founder of the literacy movement is to grow the value of students' social sensitivity towards the surrounding environment.

⁶⁸ *Ibid.*, hlm. 33

C. The Impact of Implementing PPK

The implementation of PPK certainly has stages, from planning, implementation to the PPK Program Evaluation itself. The Character Education Strengthening Program (PPK) needs to be measured and evaluated in a measurable and comprehensive manner. Assessment activities are carried out continuously and regularly to ensure that the PPK movement has a significant impact on changes in behavior, school culture, and student achievement. PPK assessment and evaluation aims to measure the successful implementation of main values of PPK as a National Movement for Mental Revolution in educational institutions.⁶⁹

As explained above, the evaluation of the PPK program can be seen from the level of success in the implementation, namely in the form of the impact resulting from the application of PPK. The evaluation objectives of the PPK are tailored to the participants or the target of each type of PPK program activity. The evaluation of the PPK program must meet the following principles:⁷⁰

a. Process Oriented.

Evaluation is done to measure the progress achieved. Evaluation results were used as material for improving the quality of PPK implementation in schools.

b. Refer to the Success Criteria.

⁶⁹ *Ibid.*, hlm. 51

⁷⁰ *Ibid.*, hlm. 54

Evaluation should be carried out in accordance with the criteria for the success of the program that has been previously set. The determination of success criteria is adjusted to the principles of PPK implementation.

c. Refer to the Principle of Benefits.

Evaluation should have been carried out by not looking for mistakes but instead looking for solutions that could facilitate the implementation of PPK in schools. In other words, evaluation activities must be oriented to the uses and benefits that can be used by schools to manage the implementation of PPK in schools.

d. Objectively done.

The evaluation must be carried out objectively according to what happened and report the findings according to the actual conditions.

As explained above, one of the highlights in the principle of evaluating the PPK Program is the benefit principle that can be seen from the impact of the PPK program implementation. And as for this research, we have discussed the impacts of implementing the PPK Program in MTsN 1 Kota Kediri through various means by referring to the 5 values contained in PPK, namely Religious, Nationalist, Independent, Mutual Cooperation and Integrity.

The impact of class-based PPK implementation in MTsN 1 Kota Kediri is, among others, students become more bold in

expressing opinions, more open in accepting different opinions or more tolerant if there are differences of opinion, besides students becoming more cooperative means easier to be invited in collaboration and not individualism, the sensitivity of students to the environment is getting better and more conscious, this is the impact that results from applying PPK using Learning methods.

Furthermore, the impact resulting from the internalization of values in the material or basic competency analysis is that students become more open-minded, care for their friends and Dan in implementing PPK with classroom management makes students more disciplined, active and responsible to groups and themselves besides activities habituation makes students more aware that praying to God is an obligation before carrying out any activities. All activities carried out in implementing class-based PPK in MTsN 1 Kota Kediri actually have many benefits that can be seen from the various positive impacts arising from the application of PPK itself.

CHAPTER VI

CLOSING

A. Conclusion

Base on the finding research have been presented at the previous discussion related to The Implementation of PPK (Penguatan Pendidikan Karakter) Program in Social Studies Learning in MTsN 1 Kota Kediri, then the following conclusion to be drawn:

- 1) The planning of PPK Implementation in MTsN 1 Kota Kediri is done through workshop about the latest format of lesson plan, hold once by the government which informed the teacher to put PPK Value in a lesson plan. Then now making lesson plan as planning of implementing PPK Program. It is carried out by conducting curriculum analysis, where teachers adjusting the PPK's value with the material. PPK has 5 main values and 18 derivative but there is only 3 to 4 values can be put in the lesson plan, placed under the learning objectives. It can be in the form of small tables or list. Which of these PPK values will become a reference in assessing aspects of student attitudes. This Planning in accordance with the guidelines given by the government that in the implementation of PPK can be carried out by analyzing basic competence through the making of lesson plan.
- 2) The Implementation of PPK (Penguatan Pendidikan Karakter) Program in Social Studies Learning in MTsN 1 Kota Kediri adopting technical

instructions that have been issued by the ministry of education and culture in the guidelines that have been given by the government regarding the implementation of class-based PPK. The implementation of PPK in Social studies learning at MTsN 1 Kota Kediri is have been implementing the 5 main values of PPK those are Religious, Nationalist, Independent, Mutual Cooperation and Integrity which is carried out in various ways those are Curriculum integration, classroom management, learning method and literacy movements. The implementation of PPK by conducting classroom management at MTsN 1 Kota Kediri is done through the habituation activities before learning. Students read Al-Quran every day with different letters. Than the teacher invited students to be more disciplined for cleaning pickets in class, this as a form of building an attitude of responsibility and discipline and also the application of classroom management in which students should listen carefully to the teacher's explanation in order to create tolerance and mutual respect. The other application of PPK through Learning Methods which were mostly chosen by social studies teachers at MTsN 1 Kota Kediri are Scientific Learning and Inquiry Methods or Discovery Learning because students learn independent values by looking for information themselves to answer the problems raised by the teacher. The last is by conducting Literacy Movement to build the independent values of students by asking the students to read the book before

starting the lesson in order to increase their knowledge and make them realize their obligation as a student to study before going to school.

- 3) The impact of PPK Implementation in social studies learning at MTsN 1 Kota Kediri carried out in implementing class-based PPK in social studies learning at MTsN 1 Kota Kediri had an entirely positive impact on the students. The students become more active in learning activity, discipline, responsible and respectful to others, both the teacher and also their friends. The students become smarter in handling the problem or making a good solution in the learning activity.

B. Sugestion

To maintain and further improve the conditioning of the Implementation of PPK (Penguatan Pendidikan Karakter) Program in Social Studies Learning in MTsN 1 Kota Kediri, the researcher need to give suggestion as follows:

1. For Educational Institutions need to held a coaching or workshop program for the teacher to be able to improve their ability in making lesson plans and using learning models that integrate with the development of Character Education Program.
2. Teachers as an educator should be the nearest role model needed in shaping a good personality of the students and improve the quality of the learning process by making good class management.

3. For further research, the researcher hopes that further research is better and deeply conscientious than this research. Moreover, the research is able to help the development of the character education program at the Educational Institute.



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APPENDIXES

APPENDIXES 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Nomor : 777 /Un.03.1/TL.00.1/03/2019
Sifat : Penting
Lampiran :
Hal : Izin Penelitian

18 Maret 2019

Kepada
Yth. Kepala MTsN 1 Kota Kediri
di
Kediri

Assalamu'alaikum Wr. Wb.

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

Nama : Windi Tri Dharmayanty
NIM : 15130154
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2018/2019
Judul Skripsi : The Implementation of PKK (Penguatan Pendidikan Karakter) Program in Learning Social Studies at MTsN 1 Kota Kediri
Lama Penelitian : Maret 2019 sampai dengan Mei 2019 (3 bulan)

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

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

Wassalamu'alaikum Wr. Wb.


Agus Maimun, M.Pd
19650817 199803 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA KEDIRI
MADRASAH TSANAWIYAH NEGERI 1 KOTA KEDIRI**

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SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : B-~~201~~ /MTs.13.24.01/PP.00.5/5/2019

Yang bertanda tangan di bawah ini :

N a m a : Drs. MUH. NIZAR, M. Pd.
N I P : 196610051994031016
Pangkat/Gol. Ruang : Pembina Tk. I/IV b
Jabatan : Kepala MTsN 1 Kota Kediri
Menerangkan bahwa :
N a m a : WINDY TRI DHARMAYANTY
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Jurusan : Pendidikan Ilmu Pengetahuan Sosial
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang

mahasiswa tersebut di atas benar – benar telah mengadakan Penelitian di MTsN I Kota Kediri pada bulan 25 Maret 2019 – 2 Mei 2019 dengan judul skripsi "THE IMPLEMENTATION OF PKK (PENGUATAN PENDIDIKAN KARAKTER) PROGRAM IN LEARNING SOCIAL STUDIES AT MTsN 1 KOTA KEDIRI".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 2 Mei 2019
Kepala

MUH. NIZAR

APPENDIXES 2

LEMBAR WAWANCARA I

Sumber data : Guru IPS MTsN 1 Kota Kediri (Yuliyanto, S.Pd)

Hari/Tanggal : 27 Maret 2019

Pukul : 12.30 WIB

Tempat : Ruang Guru

Metode : Interview

NO	Pertanyaan	Jawaban
1	Bagaimana Perencanaan untuk Penerapan Program PPK?	Kalau perencanaan implementasi PPK ya tercantum di RPP itu, dan sekaligus menjadi aspek penilaian sikap siswa. Kan ada 18 nilai turunan dari 5 nilai utama itu, nah itu setiap RPP bisa dicantumkan 3 sampai dengan 4 nilai, disesuaikan dengan KD atau materi pada pembelajaran saat itu. Peletakannya itu dibawah tujuan pembelajaran, misal di tulis PPK atau Penguatan Pendidikan Karakter titik dua terus ditulis empat atau tiga nilai itu, atau bisa jadi PPK yang ingin dicapai. Kalau saya ya cuman nulis PPK gitu, sebenarnya juga dulu pernah ada pencanaan pendidikan karakter itu dalam RPP, terus di tiadakan terus sekarang dimunculkan lagi dengan nama baru

		PPK itu
2	Bagaimana Penerapan Program PPK dalam Pembelajaran IPS?	<p>di awal, saya menerapkan tepuk PPK terlebih dahulu, jadi anak-anak itu melakukan gerakan tepuk tangan sambil membentuk sebuah simbol dari masing-masing nilai PPK itu. kenapa? Karena menurut saya, Sama halnya dengan penyampaian KD dan Tujuan pembelajaran, gunanya sama, yakni agar tujuan dari kegiatan pembelajaran maupun penerapan PPK itu bisa tercapai. Jadi siswa itu bisa mengerti bahwa yang diharapkan dari seorang pelajar saat ini adalah mereka memiliki nilai-nilai yang ada dalam PPK. Selain itu juga bisa buat ice breaking kalau anak-anak mulai nggak fokus. Dan untuk penerapan nilai nilainya, yang pertama religius itu pastinya sudah ada di kegiatan pembiasaan sebelum memulai pembelajaran yakni baca alqur'an itu dan kegiatan pendahuluan itu berdoa. Sebenarnya kalau nilai religius di MTs itu tidak usah dipertanyakan lagi ya, jelas sudah ada sejak dulu. Kalau nilai nasionalis, saya biasanya ngajak anak-anak nyanyi lagu nasional atau daerah karena menurut saya, dari lirik atau syair lagu itu saja punya makna yang besar kalau di hayati benar-benar syairnya, pasti bisa meningkatkan rasa nasionalisme siswa. Terus kalau penerapan nilai mandiri itu pasti dengan memberikan tugas individu ya, itu bisa</p>

		<p>sebagai motivasi agar anak-anak itu percaya diri sehingga mereka mampu menyelesaikan permasalahannya sendiri. Juga saya biasa memberikan contoh orang-orang yang bisa sukses karena bisa mandiri dan tampil percaya diri. Sebaliknya kalau gotong royong itu ya pemberian tugas kelompok seperti pembuatan mind map misalkan, kalau ngga berkerja sama susah jadinya sekaligus juga mereka berdiskusi ketika berkelompok, belajar untuk saling ngasih pendapat dan menerima pendapat orang lain. Terakhir, nilai integritas, kalau saya sih lebih banyak kasih motivasi ya ke anak-anak, kan integritas itu nilai-nilai turunannya adalah keteladanan dan kejujuran, jadi saya lebih banyak kasih contoh orang-orang yang sukses karena sifat jujur dan pendirian yang patut diteladani sehingga anak-anak itu bisa termotivasi untuk melakukan hal yang sama. Selain itu juga pemberian tugas individu ataupun kelompok, bisa dilihat kejujuran dan tanggung jawab mereka dalam mengerjakan tugas kelompok maupun individu.</p>
3	<p>Apa dampak yang ditimbulkan dari penerapan program PPK?</p>	<p>Dampaknya, anak menjadi lebih antusias dalam mengikuti pelajaran dan dapat menumbuhkan rasa percaya diri. Lebih kreatif dan termotivasi karena suasana kelas semakin enjoy dan hidup.</p>

LEMBAR WAWANCARA II

Sumber data : Guru IPS MTsN 1 Kota Kediri (Budi Darmawan)

Hari/Tanggal : 27 Maret 2019

Pukul : 09.55 WIB

Tempat : Ruang UKS

Metode : Interview

NO	Pertanyaan	Jawaban
1	Bagaimana Perencanaan untuk Penerapan Program PPK?	Pastinya kalau perencanaannya ya disesuaikan dengan materi yang akan diajarkan. nilai karakter apa yang perlu dimasukan yang tentunya pas dengan materi yang akan disampaikan, sehingga nilai karakter itu secara tidak langsung bisa dengan mudah dipahami dan diterapkan oleh siswa.
2	Bagaimana Penerapan Program PPK dalam Pembelajaran IPS?	Pendidikan karakter sudah ada, cuma namanya kan beda-beda, kalau saya pribadi sudah sinkron dengan PPK ini, baik yg kelas 7 ataupun kelas 8, tapi tidak setiap hari dan mungkin masih diterapkan sekitar 40% karena juga masih tahap pengenalan ya. IPS kan sosial pasti pakai diskusi, debat dan semacamnya itu. Kalau model pembelajaran, saya biasanya pakai discovery terkadang juga saya pake outbond atau permainan saat

		<p>diberikan tugas, jadi anak itu bisa memahami karakter temannya melalui permainan tersebut, pemilihan metode itu menyesuaikan dengan materi yang diujikan atau yang diajarkan makanya setiap tema itu harus tau yang lebih pas pake metode apa, kaya perubahan sosial pake diskusi, kalau seperti kenakalan remaja dikasih sosio drama dan temannya memberikan tanggapan, ataupun seperti demonstrasi. Semuanya disesuaikan sendiri, kan juga Kemenag itu menunggu dari MGMP. Kalau metode kira-kira ada sekitar 16 sampai 24 yang cocok dengan Pendidikan karakter itupun juga tergantung dari usia anak belajar contohnya seperti estafet kertas yang berisi pertanyaan, tidak selalu bisa diterapkan, karena bisa saja malah jadi guyon saja anak-anak itu. Terus kalau kegiatan pendahuluan ada juga bapak atau ibu guru yang pakai nyanyi lagu nasional atau daerah. Seharusnya memang guru PPKN, IPS dan Bahasa Indonesia itu wajib menerapkan seperti itu. Tapi sebenarnya kalau menurut saya Pendidikan karakter lebih mantap diterapkan dalam kegiatan ekstra, karena melalui kegiatan ekstra itu itu siswa menyalurkan bakat dan minatnya dan bersosialisasi dengan teman-teman yg memiliki kegemaran yang sama.</p>
3	Apa dampak yang ditimbulkan dari	Pengaruh nya atau dampak nya pasti banyak mbak, seperti kemajuan dalam menyikapi

	penerapan program PPK?	permasalahan atau kedewasaan dari anak-anak itu sendiri mbak, misalnya anak-anak jadi lebih berani memberikan tanggapan ataupun jawaban dibandingkan dulu di awal awal semester masih malu-malu, mereka bisa menerima pendapat temannya dalam bermusyawarah juga yang berarti sikap toleransi mereka semakin membaik. Terus selain itu juga ke sikap sosial mereka, cara menjalin pertemanan dengan teman temanya, mereka lebih bisa memilih yang cocok dengan pribadinya.
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LEMBAR WAWANCARA III

Sumber data : Guru IPS MTsN 1 Kota Kediri (Nurul Hidayati S.Pd)

Hari/Tanggal : 27 Maret 2019

Pukul : 07.20 WIB

Tempat : Depan Kelas

Metode : Interview

NO	Pertanyaan	Jawaban
1	Bagaimana Perencanaan untuk Penarapan Program PPK?	Kalau perencanaan khusus sih ngga ada ya, dulu pun belum begitu lengkap pengenalannya ya bersamaan dengan pengenalan format terbaru RPP K13. Jadi paling tidak perencanaan PPK ya melihat RPP itu, disesuaikan dengan materi yang ada.
2	Bagaimana Penerapan Program PPK dalam Pembelajaran IPS?	Penerapannya saya melalui metode, saya biasa pake diskusi dan tanya jawab, terus juga pembelajaran tutor sebaya, kalau model saya pakai discovery, dan sepintas saya juga jelaskan nilai moral dari materinya mbak, tapi sebelum memulai kegiatan pembelajaran saya suruh literasi dulu, membaca materinya dulu karena IPS kan kaya cenderung diremehkan jadi anak-anak mungkin belum membaca dirumah, saya kasih waktu mungkin 10 menit an untuk membaca, baru diterangkan point-pointnya saja, setelah itu di tayangkan media

		<p>pembelajarannya bisa PPT atau video, baru diskusi dimulai dan disampaikan di depan kelas. Kalau waktunya mencukupi saya jelaskan juga hari itu, masalahnya IPS itu kan setiap detik berubah ya mbak, kalau tidak rajin membaca bisa ketinggalan. Untuk nilai religious kan ada di kegiatan pendahuluan ya berdo'a itu, terus biasanya setelah itu saya selipkan menyanyi lagu nasionalis, kalau misale bab proklamasi ya lagu 17 agustus itu, missal kaya perubahan sosial lagu yg cocok apa, jadi juga untuk memotivasi siswa biar lebih tertarik untuk belajar. Bisa juga lagu daerah.</p>
3	<p>Apa dampak yang ditimbulkan dari penerapan program PPK?</p>	<p>Ada dampaknya mbak, missal tingkah lakunya yang dulu agak malas lambat laun siswa itu mengerti bagaimana seharusnya bersikap jadi lebih rajin dengan cara kita menghubungkan materi dengan nilai moral yang ada didalamnya jadi materinya juga semakin luas. terus ada lagi, yg dulu acuh tak acuh sekarang lebih care dengan temannya, meningkatnya kepekaan anak-anak misal saya putarkan video motivasi begitu ada yang terharu sampai menangis, ya tergantung dari tingkat kepekaan dan sensitive nya mereka kan berbeda-beda juga setiap anak.</p>

LEMBAR WAWANCARA IV

Sumber data : Guru IPS MTsN 1 Kota Kediri (Dhinar Wigati S.Pd)

Hari/Tanggal : 26 Maret 2019

Pukul : 08.29 WIB

Tempat : Ruang Perpustakaan

Metode : Interview

NO	Pertanyaan	Jawaban
1	Bagaimana Perencanaan untuk Penerapan Program PPK?	Ada workshop di bulan desember itu pengenalan format RPP terbaru dan PPK yang lima nilai itu juga dimasukkan dalam RPP jadi perencanaannya masuk dalam RPP.
2	Bagaimana Penerapan Program PPK dalam Pembelajaran IPS?	Sebenarnya sudah diterapkan cuman ngga tau nama programnya, kan baru juga ya, tapi sebenarnya secara tidak langsung sudah diterapkan, dalam pendahuluan misal ada nilai religious juga termasuk critical thinking pada kegiatan inti, setiap tahun ada cuma ganti-ganti istilah, kalau kita gak paham ya seolah berat tapi ternyata itu sudah kita terapkan. Pakai metode diskusi sekritis apa dia, paham ngga dia dengan materi yang disampaikan, saya pakai saintifik karena lebih mudah juga. Saya pilih metode diskusi soalnya siswa bisa lebih memahami karena mereka mencari tau sendiri, kalau fungsi ndak saya jelaskan, itu biar

		<p>menjadi penilaian pribadi. Mereka presentasi saya menilai bagaimana dia menyampaikan presentasi bagaimana audience menanggapi mampu kah dia menjawab. Kalau saya memberi tau secara langsung fungsi dan penilaiannya nanti seperti cenderung memaksaakan. Jadi itu muncul dari kesadaran diri mereka missal kalau siswa ndak tanya brria dia ndak dapat nilai, biar mereka bertanya karena memang ingin mengetahui sesuatu, bukan sebatas nilai. Kalau penerapan nilai-nilai PPK yang lain itu dikolaborasikan dengan materi atau KD di hari itu.</p>
3	<p>Apa dampak yang ditimbulkan dari penerapan program PPK?</p>	<p>ada perubahan ketika PPK diterapkan, selalu adan anak2 yg jail saat ngajar, kita harus kasih tau,seperti kalian selalu dinilai ngga hanya tentang pelajaran atapi juga nilai sosial. Kalua kelas Sembilan kan sudah ada ego kalan anak kelas 7 kan masih transisi sekali kalua kelas 7 harus sabar sekali mengingatkan. Saya biasa merubah cara berfikir kekanakan terus ramenya biasanya perubahan itu di kelas 8 niasanya kita sering antar guru ternyata itu komunitasnya, siswa daiacak di kelas 8 agar berbeda komunitas dan saling belajar.</p>

LEMBAR WAWANCARA V

Sumber data : Guru IPS MTsN 1 Kota Kediri (Mardiah Hayati S.Pd)

Hari/Tanggal : 26 Maret 2019

Pukul : 08.00 WIB

Tempat : Ruang Guru

Metode : Interview

NO	Pertanyaan	Jawaban
1	Bagaimana Perencanaan untuk Penerapan Program PPK?	Kalau awal penentuannya ya disesuaikan dengan materi, misal materinya tentang kewirausahaan maka menentukan nilai karakter yang sesuai adalah kepercayaan diri, berani dan optimis.
2	Bagaimana Penerapan Program PPK dalam Pembelajaran IPS?	Kalau Implementasinya itu kan setiap materi tidak sama nilai yang disampaikan, jadi tergantung materinya apa, nilai yang diterapkan apa, kalau yang umum seperti pembukaan dengan salam dan berdoa kan masuk nilai religius, termasuk kegiatan pembiasaan sehari-hari itu juga. Kalau pada kegiatan inti, metode yang saya pakai diskusi, soalnya kalau diterangkan terlalu detail itu anak-anak gak suka ya mbak, misal kayak perdagangan internasional mungkin lebih ke point-point intinya, pokoknya pendekatan saintifik, yang penting adalah sikapnya ketika menggunakan metode-metode tersebut. Bisa

		<p>masuk nilai kemandirian sekaligus kerjasama ya waktu diskusi apakah dia mengikuti dan berusaha membantu apa tidak. Kalau IPS yang nilai nasionalis pasti seperti kaya KD yang mirip dengan PPKN seperti masa mempertahankan kemerdekaan atau perjuangan Indonesia, apapun mata pelajarannya dikasih nilai moral, kalau nyanyi lagu nasional saya ndak kasih, tapi menurut saya memberi contoh yang paling penting seperti waktu mau memulai pembelajaran tapi kelas masih kotor saya juga ikut menyapu/mengambil sampah karena kebersihan juga aspek ketertiban “ayo diambilin sampah-sampah ini” jadi ya nyuruh tapi juga ngasih contoh. Kalau memberi contoh nilai moral di materi mungkin seperti materi negara maju, saya kasih contoh budaya orang-orang di negara maju, misal di Singapura itu orang-orangnya menjaga kebersihan dan di Jepang itu menghargai pendapat orang lain. Jadi dari situ anak-anak bisa mengerti sendiri sikap yang baik itu harusnya seperti apa. Terus anak-anak itu ya lebih suka kalau diliatin video-video gitu mbak ketimbang saya yang menerangkan.</p>
3	<p>Apa dampak yang ditimbulkan dari penerapan program PPK?</p>	<p>Dampaknya pasti ada mbak, tapi juga tergantung materinya ya seperti kewirausahaan mungkin kurang bisa terlihat.</p>

	<p>saya kan ngajar kelas 9 ada beberapa wali murid yang cerita bahwasannya anaknya cuek dengan lingkungan sekitarnya kalau di rumah termasuk pada orang tunya padahal kalau disekolah anaknya ramah dan perhatian ke guru, suka menyapa, ya terlepas dari faktor internal mungkin kalau di rumah. Jadi dulu memang anak-anak masih banyak yang cuek tapi kalau Pendidikan karakter itu diterapkan melalui metode-metodenya anak-anak menjadi lebih peduli terbuka. Kalau orang tua masih complain saya mungkin menyadarkanya dengan menyindir secara halus selayaknya mengingatkan anak-anak kenapa bisa berbeda antar di sekolah dan di rumah.</p>
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LEMBAR WAWANCARA VI

Sumber data : Guru IPS MTsN 1 Kota Kediri (Agus Dwi Darmanto S.Pd)

Hari/Tanggal : 26 Maret 2019

Pukul : 07.43 WIB

Tempat : Ruang Guru

Metode : Interview

NO	Pertanyaan	Jawaban
1	Bagaimana Perencanaan untuk Penerapan Program PPK?	Perencanaan nya ya mungkin menyesuaikan saja dengan kurikulum, yakni materi yang di ajarkan. Jadi Nilai karakter yang dimasukkan berhubungan dengan materi yang telah disampaikan pada hari itu.
2	Bagaimana Penerapan Program PPK dalam Pembelajaran IPS?	Kalau penerapannya kan sebenarnya sudah ada ya di budaya sekolah yang masuk di kegiatan KBM juga, misalkan jabatan dan mengucapkan salam, berdoa untuk mengawali dan mengakhiri pembelajaran yang mana masuk dalam nilai religius. Penerapan nilai-nilai lain dengan menggunakan strategi dan metode pembelajaran seperti diskusi dan presentasi, banyak yang bisa siswa dapatkan dari melaksanakan kegiatan itu ya, misalkan belajar untuk lebih bertoleransi dengan

		perbedaan pendapat sehingga lama kelamaan perbedaan dianggap sebagai hal yang wajar dan indah. Terus juga biasanya menjelaskan fungsi-fungsi sosial dari materi yang ada seperti menjelaskan nilai-nilai pancasila sehingga siswa semakin sadar untuk menjadi warga negara yang baik.
3	Apa dampak yang ditimbulkan dari penerapan program PPK?	Dampaknya itu bisa meningkatkan motivasi belajar siswa, siswa pun juga lebih senang dalam mengikuti KBM sehingga mempengaruhi nilainya juga meningkat dan mereka jadi semakin percaya diri. Terus juga siswa semakin mandiri karena nilai-nilai karakter yang terus diselipkan dalam penyampaian materi.

APPENDIX 3

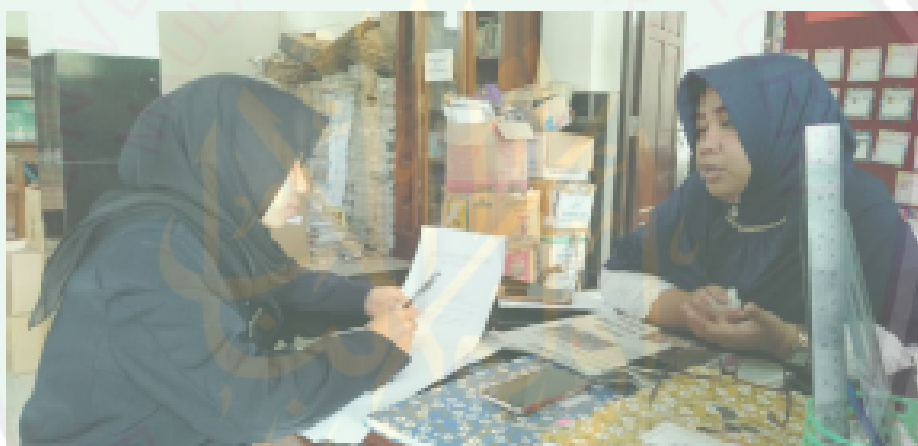
Documentation of Interview



(a)



(b)



(c)



(d)



(e)

Information: a) Interview with Mr. Agus, b) Interview with Mrs. Mardiah, c) Interview with Mrs. Dinar, d) Interview with Mrs. Nurul e) Researcher with 8I grade



(f)



(g)



(h)



(i)

**Information: f)8th grade students panel discussion at class g)students presentation
h) students group assignment i) 8th grade Students demonstrate PPK's clap**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTsN 1 Kota Kediri

Mata Pelajaran : IPS

Kelas/Semester : VIII/Genap

Materi Pokok: Keunggulan dan Keterbatasan Antarruang dan Pengaruhnya

terhadap kegiatan ekonomi, sosial, budaya di Indonesia.

Alokasi Waktu : 30 x 40 Menit (15 Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkuan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) 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 (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.3 Menganalisis keunggulan dan keterbatasan ruang dalam permintaan dan penawaran, teknologi serta pengaruhnya terhadap interaksi antarruang bagi kegiatan ekonomi, sosial, budaya, di Indonesia dan negara-negara ASEAN.	3.3.1 Menganalisis Keunggulan dan Keterbatasan antarruang dalam permintaan, penawaran dan teknologi. 3.3.2 Menafsirkan pelaku ekonomi dan perannya dalam perekonomian 3.3.3 Menafsirkan Perdagangan Antardaerah/ Pulau dan Antarnegara/

	<p>Internasional.</p> <p>3.3.4 Mengkategorikan Tujuan dan faktor pendorong dari Perdagangan Antardaerah/ Pulau dan Antarnegara/ Internasional.</p> <p>3.3.5 Menelaah aktivitas perdagangan Antardaerah/ Pulau dan Antarnegara.</p> <p>3.3.6 Menelaah perbedaan ekspor dan impor.</p> <p>3.3.7 Memerinci kebijakan pemerintah dalam mendorong ekspor</p> <p>3.3.8 Menyimpulkan manfaat dari Perdagangan Antardaerah/ Pulau dan Antarnegara/ Internasional.</p> <p>3.3.9 Menelaah penguatan ekonomi maritime dan agrikultur di Indonesia</p> <p>3.3.10 Menganalisis Program redistribusi untuk pemerataan pendapatan di Indonesia.</p> <p>3.3.11 Menganalisis beberapa alternative praktik redistribusi pendapatan di Indonesia.</p>
<p>4.3 Menyajikan hasil analisis tentang keunggulan dan keterbatasan ruang dalam permintaan dan penawaran, teknologi serta pengaruhnya terhadap interaksi antarruang bagi kegiatan ekonomi, sosial, budaya, di Indonesia dan negara-negara ASEAN.</p>	<p>4.1.1 Mengumpulkan informasi tentang Keunggulan dan Keterbatasan antarruang dalam permintaan, penawaran dan teknologi.</p> <p>4.1.2 Menjeniskan pelaku ekonomi dan perannya dalam perekonomian</p> <p>4.1.3 Mengidentifikasi Perdagangan Antardaerah/ Pulau dan Antarnegara/ Internasional.</p> <p>4.1.4 Mengumpulkan informasi tentang penguatan ekonomi maritime dan agrikultur di Indonesia</p> <p>4.1.5 Merancang program redistribusi untuk pemerataan pendapatan di Indonesia.</p>

C. Tujuan Pembelajaran

Setelah pembelajaran selesai, peserta didik diharapkan :

1. Mampu menganalisis Keunggulan dan Keterbatasan antarruang dalam permintaan, penawaran dan teknologi.

2. Mampu menafsirkan pelaku ekonomi dan perannya dalam perekonomian
3. Mampu menafsirkan Perdagangan Antardaerah/ Pulau dan Antarnegara/ Internasional.
4. Mampu Mengkategorikan Tujuan dan faktor pendorong dari Perdagangan Antardaerah/ Pulau dan Antarnegara/ Internasional.
5. Mampu menelaah aktivitas perdagangan Antardaerah/ Pulau dan Antarnegara.
6. Mampu menelaah perbedaan ekspor dan impor.
7. Mampu memerinci kebijakan pemerintah dalam mendorong ekspor
8. Mampu menyimpulkan manfaat dari Perdagangan Antardaerah/ Pulau dan Antarnegara/ Internasional.
9. Mampu menelaah penguatan ekonomi maritime dan agrikultur di Indonesia
10. Mampu menganalisis Program redistribusi untuk pemerataan pendapatan di Indonesia
11. Mampu menganalisis beberapa alternative praktik redistribusi pendapatan di Indonesia

D. Penguatan Pendidikan Karakter (PPK)

1. Percaya diri
2. Bertanggung Jawab
3. Toleransi dan Saling Menghargai

E. Materi Pembelajaran

- 1) Keunggulan dan Keterbatasan Antarruang serta Peran Pelaku Ekonomi dalam Suatu Perekonomian
 - a. Keunggulan dan Keterbatasan antarruang dalam permintaan, penawaran dan teknologi.
 - b. Pengertian pelaku ekonomi
 - c. Peran pelaku ekonomi dalam perekonomian
- 2) Perdagangan Antardaerah/Pulau dan Perdagangan Antarnegara/Internasional.
 - a. Perdagangan antardaerah/Pulau
 - 1) Pengertian Perdagangan Antardaerah/Pulau
 - 2) Tujuan Perdagangan Antardaerah/Pulau
 - 3) Faktor pendorong dan manfaat Perdagangan Antardaerah/Pulau.
 - b. Perdagangan Antarnegara/Internasional

- 1) Pengertian dan Ruanglingkup Antarnegara/Internasional
- 2) Aktivitas Perdagangan Antarnegara/Internasional
- 3) Kebijakan Pemerintah untuk mendorong ekspor
- 4) Faktor pendorong ekspor
- 5) Manfaat Perdagangan Antarnegara/Internasional
- 6) Faktor Pendorong Perdagangan Antarnegara/Internasional
- 7) Perbedaan Perdagangan Antardaerah/Pulau dengan Perdagangan Antarnegara

- 3) Penguatan Ekonomi Maritim dan Agrikultur
 - a. Penguatan ekonomi maritime
 - b. Penguatan Agrikultur
- 4) Pendistribusian Kembali Pendapatan
 - a. Program redistribusi untuk pemerataan pendapatan di Indonesia.
 - b. Beberapa alternative praktik redistribusi pendapatan di Indonesia.

F. Metode Pembelajaran

Pendekatan : Saintifik (*Inquiry*)

Model Pembelajaran : Discovery Learning

Metode pembelajaran : Diskusi, Presentasi dan ceramah

G. Media dan Alat Pembelajaran

1. Media Pembelajaran

Menggunakan LCD dari PC atau laptop untuk menampilkan :

- Gambar
- Video Pembelajaran
- *Slide Presentation*

2. Alat/Bahan

- Modul
- Spidol papan dan penghapus papan

H. Sumber Belajar

1. Buku teks pelajaran
2. Media cetak/massa, internet

I. Langkah-langkah Pembelajaran

Pertemuan ke-1 (2 x 40 menit)		Waktu
<p>Pendahuluan</p> <p>1. Orientasi</p> <ul style="list-style-type: none"> • salam pembuka dan doa • Memeriksa kehadiran siswa • Mengkondisikan siswa <p>2. Melakukan Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>3. Memberikan Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>4. Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran dan kegiatan yang akan dilakukan pada pertemuan saat itu. 		10 Menit
Kegiatan Inti		
Sintak Model Pembelajaran	Kegiatan Pembelajaran	
Stimulasi (pemberian rangsangan)	<p>Mengamati:</p> <ul style="list-style-type: none"> • Melihat: Menayangkan gambar/foto/video tentang materi Keunggulan dan Keterbatasan antar ruang serta peran pelaku Ekonomi dalam suatu perekonomian.  <ul style="list-style-type: none"> • Menyimak: Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi Keunggulan dan Keterbatasan antar ruang serta peran pelaku Ekonomi dalam suatu perekonomian 	60 Menit

<p>Pertanyaan (identifikasi masalah)</p>	<p>Menanya: Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan media yang disajikan dan akan dijawab melalui kegiatan belajar.</p>	
<p>Pengumpulan data</p>	<p>Mengeksplor:</p> <ul style="list-style-type: none"> • Peserta didik mengumpulkan informasi melalui berbagai sumber tentang materi pelajaran • Membaca sumber referensi lain selain buku pegangan siswayang berkaitan materi pelajaran • Mendiskusikan dalam kelompok belajar mengenai materi pelajaran <p>Mengasosiasikan:</p> <ul style="list-style-type: none"> • Saling tukar informasi tentang materi pelajaran dengan ditanggapi aktif oleh peserta didik Iari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui metode diskusi. 	
<p>Pengolahan Data</p>	<ul style="list-style-type: none"> • Berdiskusi membahas data yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. • Mengolah informasi yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung. 	
<p>Verifikasi (pembuktian)</p>	<p>Mengkomunikasikan:</p> <ul style="list-style-type: none"> • Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi pembelajaran • Mengemukakan pendapat (bertanya) dari peserta didik atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan. • Peserta didik dan guru secara bersama-sama membahas jawaban persoalan-persoalan yang telah dikerjakan oleh peserta didik. 	
<p>Menarik</p>	<ul style="list-style-type: none"> • Guru menyimpulkan dan memberi penguatan tentang materi pembelajaran serta point-point penting yang 	

Kesimpulan	muncul dalam kegiatan pembelajaran yang baru dilakukan. Catatan: Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tanggung jawab, rasa ingin tahu, dan rasa peduli.	
Penutup		
	<ul style="list-style-type: none"> • Siswa dibantu dengan guru menyimpulkan bersama-sama mengenai materi pembelajaran • Melakukan kegiatan refleksi dengan bimbingan guru tentang point-point penting yang muncul dalam materi pembelajaran yang telah diberikan. • Melakukan <i>Post Test</i> lisan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran • Mengagendakan pekerjaan rumah. • Guru dan peserta didik menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama. 	10 Menit
Pertemuan ke-2 (2 x 40 menit)		Waktu
Pendahuluan		
<ol style="list-style-type: none"> Orientasi <ul style="list-style-type: none"> • salam pembuka dan doa • Memeriksa kehadiran siswa • Mengkondisikan siswa Melakukan Apersepsi Memberikan Motivasi Pemberian Acuan <ul style="list-style-type: none"> • Memberitahukan materi pelajaran dan kegiatan yang akan dilakukan pada pertemuan saat itu. 		10 Menit
Kegiatan Inti		
Sintak Model	Kegiatan Pembelajaran	60 Menit

Pembelajaran		
Stimulasi (pemberian rangsangan)	<p>Mengamati :</p> <ul style="list-style-type: none"> • Melihat: Menayangkan gambar/foto/video tentang materi Pelaku Ekonomi.  <ul style="list-style-type: none"> • Menyimak: Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi Pelaku Ekonomi 	
Pertanyaan (identifikasi masalah)	<p>Menanya:</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan media yang disajikan dan akan dijawab melalui kegiatan belajar.</p>	
Pengumpulan data	<p>Mengeksplor:</p> <ul style="list-style-type: none"> • Peserta didik mengumpulkan informasi melalui berbagai sumber tentang materi pelajaran • Membaca sumber referensi lain selain buku pegangan siswayang berkaitan materi pelajaran • Mendiskusikan dalam kelompok belajar mengenai materi pelajaran <p>Mengasosiasikan:</p> <ul style="list-style-type: none"> • Saling tukar informasi tentang materi pelajaran dengan ditanggapi aktif oleh peserta didik Iari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui metode diskusi. 	
Pengolahan	<ul style="list-style-type: none"> • Berdiskusi membahas data yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. 	

Data	<ul style="list-style-type: none"> Mengolah informasi yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung. 	
Verifikasi (pembuktian)	<p>Mengkomunikasikan:</p> <ul style="list-style-type: none"> Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi pembelajaran Mengemukakan pendapat (bertanya) dari peserta didik atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan. Peserta didik dan guru secara bersama-sama membahas jawaban persoalan-persoalan yang telah dikerjakan oleh peserta didik. 	
Menarik Kesimpulan	<ul style="list-style-type: none"> Guru menyimpulkan dan memberi penguatan tentang materi pembelajaran serta point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. <p>Catatan: Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tanggung jawab, rasa ingin tahu, dan rasa peduli.</p>	
Penutup		
<ul style="list-style-type: none"> Siswa dibantu dengan guru menyimpulkan bersama-sama mengenai materi pembelajaran Melakukan kegiatan refleksi dengan bimbingan guru tentang point-point penting yang muncul dalam materi pembelajaran yang telah diberikan. Melakukan <i>Post Test</i> lisan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran Mengagendakan pekerjaan rumah. Guru dan peserta didik menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama. 		10 Menit

Pertemuan ke-3 (2 x 40 menit)	Waktu
<p>Pendahuluan</p> <p>1. Orientasi</p> <ul style="list-style-type: none"> • salam pembuka dan doa • Memeriksa kehadiran siswa • Mengkondisikan siswa <p>2. Melakukan Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>3. Memberikan Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. <p>4. Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran dan kegiatan yang akan dilakukan pada pertemuan saat itu. 	10 Menit
Kegiatan Inti	
<p>Kegiatan Pembelajaran</p> <p>Melanjutkan kegiatan pembelajaran yang telah di lakukan pada pertemuan sebelumnya:</p> <ol style="list-style-type: none"> 1. Guru memberikan materi penguatan untuk memperdalam pengetahuan siswa. 2. Guru mengintruksikan siswa bersama kelompoknya untuk membuat skenario bermain peran yang bertema materi pembelajaran 3. Setiap kelompok siswa bermain peran untuk mengembangkan kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat. <p>Catatan : Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tanggung jawab, rasa ingin tahu, dan rasa peduli.</p>	60 Menit
Penutup	

<ul style="list-style-type: none"> • Siswa dibantu dengan guru menyimpulkan bersama-sama mengenai materi pembelajaran • Melakukan kegiatan refleksi dengan bimbingan guru tentang point-point penting yang muncul dalam materi pembelajaran yang telah diberikan. • Melakukan <i>Post Test</i> lisan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran • Mengagendakan pekerjaan rumah. • Guru dan peserta didik menutup kegiatan pembelajaran dengan membaca hamdalah bersama-sama. 	10 Menit
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Mengetahui,
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Kediri,
Guru Bidang Studi

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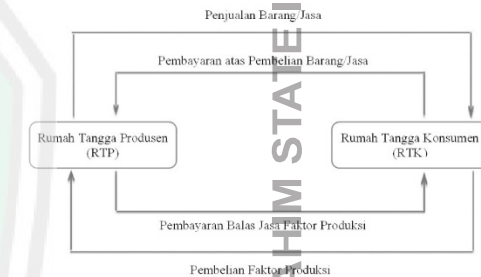
Aspek Penilaian	Instrumen	Pedoman Penskoran																																																																				
Sikap	<p style="text-align: center;">Observasi</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 5%;">No</th> <th rowspan="2" style="width: 30%;">Aspek yang diobservasi</th> <th colspan="4" style="text-align: center;">Pilihan Jawaban</th> <th rowspan="2" style="width: 5%;">SKOR</th> </tr> <tr> <th style="width: 10%;">Selalu</th> <th style="width: 10%;">Sering</th> <th style="width: 10%;">Kadang-kadang</th> <th style="width: 10%;">Tidak Pernah</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Antusiasme dalam belajar</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Bertanggung jawab/peduli</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Percaya diri dalam berinteraksi</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Menghargai orang lain</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Santun</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">Jumlah</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	No	Aspek yang diobservasi	Pilihan Jawaban				SKOR	Selalu	Sering	Kadang-kadang	Tidak Pernah	1	Antusiasme dalam belajar						2	Bertanggung jawab/peduli						3	Percaya diri dalam berinteraksi						4	Menghargai orang lain						5	Santun							Jumlah						<p style="text-align: center;">Rentang Skor</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">No</th> <th style="width: 75%;">Keterangan</th> <th style="width: 20%;">Jumlah Skor</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Baik Sekali/Selalu</td> <td>A</td> </tr> <tr> <td>2</td> <td>Baik / Sering</td> <td>B</td> </tr> <tr> <td>3</td> <td>Cukup/Kadang-kadang</td> <td>C</td> </tr> <tr> <td>4</td> <td>Cukup/Tidak pernah</td> <td>D</td> </tr> </tbody> </table> <p style="text-align: center;">Penskoran : Nilai = $\frac{\text{Jumlah skor Jawaban}}{5}$</p>	No	Keterangan	Jumlah Skor	1	Baik Sekali/Selalu	A	2	Baik / Sering	B	3	Cukup/Kadang-kadang	C	4	Cukup/Tidak pernah	D
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Pengetahuan	<p>A. Pilihan Ganda</p> <p>1. Pelaku ekonomi dalam suatu perekonomian terdiri atas...</p>	Kunci Jawaban																																																																				

- a. Badan Usaha Milik Negara, Badan Usaha Milik Swasta dan Koperasi
 - b. Badan Usaha Milik Negara, Badan Usaha Milik Daerah dan Badan Usaha Milik Swasta dan Koperasi
 - c. Rumah Tangga Konsumen, Rumah Tangga Perusahaan, Rumah Tangga Pemerintah dan Rumah Tangga Luar Negeri
 - d. Rumah Tangga Konsumen, Rumah Tangga Produsen, Rumah Tangga Distributor dan Rumah Tangga Pemerintah
2. Tiga peran Rumah Tangga Pemerintah adalah..
 - a. Regulator, konsumen, dan Produsen
 - b. Konsumen, produsen, dan pemungut pajak
 - c. Motivator, fasilitator, dan regulator
 - d. Perencana, pelaksana, dan pengawas
 3. Pendapatan Rumah Tangga Konsumsi didapatkan dari penggunaan..
 - a. Penghasilan yang dimiliki
 - b. Faktor Produksi yang dimiliki
 - c. Usaha yang dimiliki
 - d. Laba/keuntungan yang dimiliki
 4. Yang bukan merupakan bentuk peran dari Rumah Tangga Luar Negeri adalah..
 - a. Ekspor
 - b. Impor
 - c. Perdagangan Internasional
 - d. Jual beli online
 5. Yang bukan merupakan pasar output adalah...
 - a. Minimarket
 - b. Bengkel

Pilihan Ganda:

Uraian:

1)



2) Faktor produksi

- a. Tenaga Kerja :
- b. Alam :
- c. Modal :
- d. Kewirausahaan :

3) Untuk memenuhi kebutuhan akibat perbedaan kekayaan alam yang dimiliki dan harga yg berbeda disetiap daerahnya, memperoleh keuntungan, memperluas jangkauan pasar.

4) Keadaan pasar luar negeri, keuletan

- c. Pasar tradisional
- d. Pasar tenaga kerja

2. Apa yang menyebabkan perbedaan tingkat harga barang ataupun jasa di setiap daerahnya?
- a. Perbedaan kekayaan alam
 - b. Perbedaan selera
 - c. Persamaan kekayaan alam
 - d. Persamaan selera

7. Berikut ini yang bukan merupakan kebijakan pemerintah dalam mendorong ekspor adalah...
- a. Menjaga kestabilan nilai tukar
 - b. Memberikan subsidi
 - c. Memberikan pajak
 - d. Membuat perijinan dagang internasional

8. Berikut yang bukan lingkup perdagangan antarnegara adalah..
- a. Perpindahan barang atau jasa dari suatu negara ke negara lain
 - b. Perpindahan kewirausahaan dari suatu negara ke negara lain.
 - c. Perpindahan data tentang pangsa pasar dari luar negeri.
 - d. Perpindahan modal melalui investasi asing dari luar negeri ke dalam negeri.

9. Fasilitas yang diberikan pemerintah kepada produsen untuk membantu ekspor adalah..
- a. Kredit bunga rendah
 - b. Tempat tinggal
 - c. Asuransi hidup
 - d. Bonus pendapatan

eksportir untuk menangkap peluang pasar, kondisi sosial, ekonomi, politik suatu negara.

5) (Pendapat bebas)

Pedoman Penskoran Soal Pilihan Ganda

No	Rubrik	Skor
1	Siswa dapat menyebutkan jawaban dengan benar.	3
2	Siswa menyebutkan jawaban dengan salah.	0
Skor Maksimum		30

Pedoman Penskoran Soal Uraian

No.	Rubrik	Skor
1	Siswa dapat menyebutkan jawaban dengan baik dan benar.	14

	<p>10. Salah satu penyebab negara melakukan impor adalah..</p> <ol style="list-style-type: none"> Mengalami surplus produksi Mengalami surplus pendapatan Memenuhi kebutuhan barang/jasa Kekurangan barang/jasa yang ada di dalam negeri <p>A. Uraian</p> <ol style="list-style-type: none"> Jelaskan hubungan peran rumah tangga konsumen dan rumah tangga produsen dengan bagan siklus perekonomian dua sektor? Jelaskan semua faktor produksi yang disediakan oleh rumah tangga Konsumen? Mengapa suatu daerah atau negara perlu melakukan Perdagangan antardaerah ataupun Perdagangan Antarnegara? Faktor apa saja yang mendorong pelaku ekonomi melakukan ekspor? Indonesia masih melakukan impor beras dari Thailand, sedangkan Indonesia disebut dengan negara yang sangat kaya akan sumber daya alam. Mengapa hal ini bisa terjadi? Jelaskan! 	<table border="1"> <tr> <td data-bbox="1487 304 1570 427">2</td> <td data-bbox="1570 304 1973 427">Siswa dapat menyebutkan jawaban dengan baik dan benar, tapi kurang lengkap.</td> <td data-bbox="1973 304 2089 427">10</td> </tr> <tr> <td data-bbox="1487 427 1570 550">3</td> <td data-bbox="1570 427 1973 550">Siswa dapat menyebutkan jawaban tapi salah sebagian besar.</td> <td data-bbox="1973 427 2089 550">7</td> </tr> <tr> <td data-bbox="1487 550 1570 643">4.</td> <td data-bbox="1570 550 1973 643">Siswa menyebutkan jawaban tapi salah.</td> <td data-bbox="1973 550 2089 643">3</td> </tr> <tr> <td data-bbox="1487 643 1570 699"></td> <td data-bbox="1570 643 1973 699">SkorMaksimum</td> <td data-bbox="1973 643 2089 699">70</td> </tr> </table>	2	Siswa dapat menyebutkan jawaban dengan baik dan benar, tapi kurang lengkap.	10	3	Siswa dapat menyebutkan jawaban tapi salah sebagian besar.	7	4.	Siswa menyebutkan jawaban tapi salah.	3		SkorMaksimum	70
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4.	Siswa menyebutkan jawaban tapi salah.	3												
	SkorMaksimum	70												
Ketrampilan	<p style="text-align: center;">Pedoman Penilaian Dalam Diskusi</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="432 1219 512 1260"></td> <td data-bbox="512 1219 956 1260"></td> <td data-bbox="956 1219 1464 1260" style="text-align: center;">Skor</td> </tr> </table>			Skor	<p>Pedoman penskoran :</p> <p>Beri tanda centang (√) pada kolom skor di atas.</p> <p>✦ Skor 96-100, jika peserta didik melakukan kegiatan sangat tepat.</p>									
		Skor												

		5	4	3	2	1	
1	Mengumpulkan lembar hasil diskusi dengan	<ul style="list-style-type: none"> ✦ Skor 91-95, jika peserta didik melakukan kegiatan tepat. ✦ Skor 86-90, jika peserta didik melakukan kegiatan agak tepat. ✦ Skor 81-85, jika peserta didik melakukan kegiatan kurang tepat. ✦ Skor 76-80, jika peserta didik melakukan kegiatan tidak tepat.
2	Mampu mengelompokkan materi sesuai instruksi	....	....	....	....	....
3	Kerjasama antar tim.	....	....	....	....	....
4	Keaktifan dalam berdiskusi	
5	Mengumpulkan tugas kepada bapak/ibu guru	



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Learning in MTsN 1 Kota Kediri

No	Date of Consultation	Consultation Material	Signature
1	10 December 2018	Proposal	
2	26 January 2019	Background and Chapter I	
3	22 March 2019	Chapter I, II, III	
4	29 March 2019	Revision Chapter I, II, III	
5	22 April 2019	Chapter IV	
6	26 April 2019	Revision Chapter IV	
7	9 May 2019	Chapter V, VI	
8	19 June 2019	Revision Chapter V,VI	
9	27 June 2019	Checking and Revising All Part of Thesis.	

Acknowledge by:
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