THE IMPLEMENTATION OF INTEGRATED SOCIAL STUDIES LEARNING OF EIGHT GRADES IN MTs NEGERI PANDAAN PASURUAN

THESIS

By:

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NIM 11130019

INTERNATIONAL CLASS PROGRAM

DEPARTMENT OF SOCIAL SCIENCES EDUCATION

FACULTY OF TARBIYAH AND TEACHING TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY OF MALANG

2015

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Presented to the Faculty of Tarbiyah and Teaching Sciences of Maulana Malik Ibrahim State Islamic University of Malang in partial fulfillment of the requiremens for the Bachelor Degree in Education/Sarjana Pendidikan (S.Pd)

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APPROVAL SHEET

THE IMPLEMENTATION OF INTEGRATED SOCIAL STUDIES LEARNING OF EIGHT GRADES IN MTs NEGERI PANDAAN PASURUAN

THESIS

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LEGITIMATION SHEET

THE IMPLEMENTATION OF INTEGRATED SOCIAL STUDIES LEARNING OF EIGHT GRADES IN MTs NEGERI PANDAAN PASURUAN

THESIS

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Septiani Anggraeni (11130019)
Has been defended in front of the board examiners on October 29th, 2015
And has been approved by the board examiners as the requirement for the degree
of Sarjana Pendidikan (S.Pd)

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Approved by
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Dr. H. Nur Ali, M.Pd
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DEDICATION

Firstly I would like to thank unto Allah our God who always gives me his mercies
and blessings and also the opportunity to finish this thesis. I dedicate this thesis
for the entire meaningful person in my life.

My parents (Ariyanto Sudjatmiko, S.P, M.M and Fatmawati, S.Pd) that always
give motivation and support in every time and everywhere, May Allah loves them.
My Smart Sister and Handsome Brother that always make me smile in a sad feeling
(Devina Permatasari and Muhammad Arif Noviyanto).
Thank you for your great support.
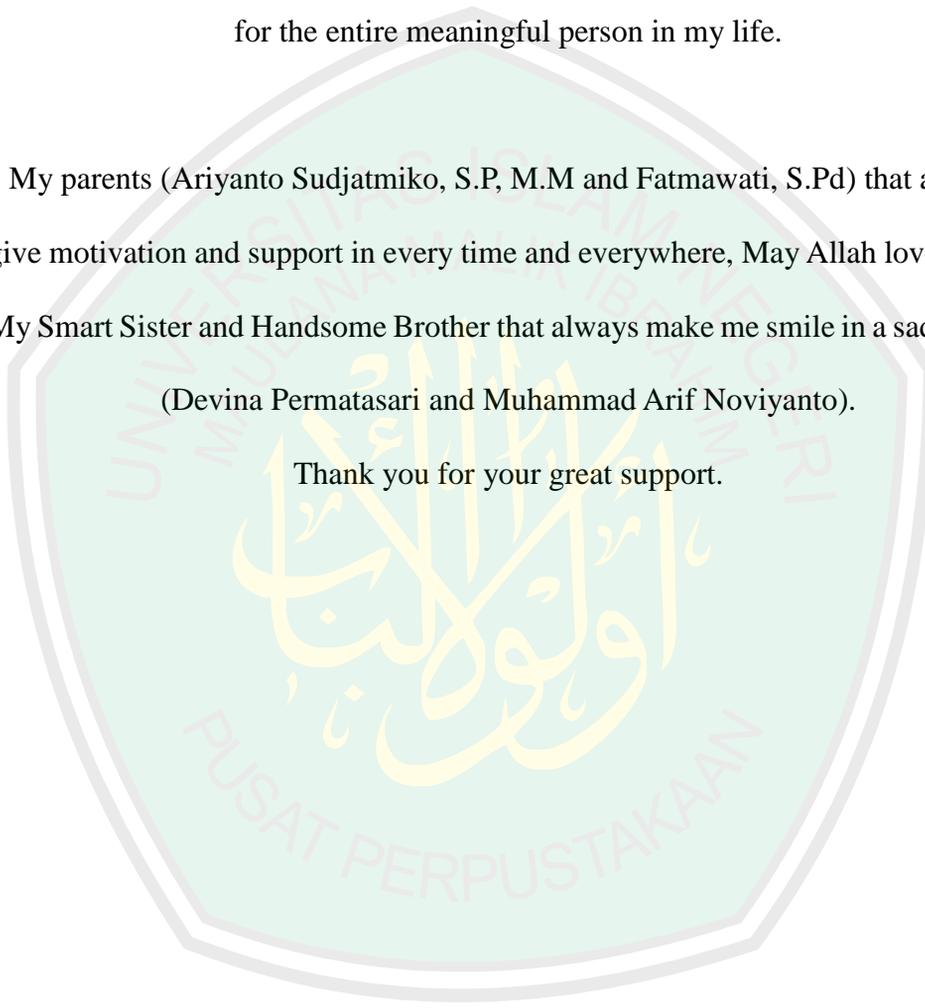
MOTTO

Success is not an accident, is not a miracle, nor is it a matter of luck.

(Brian Tracy)

Vision without execution is a daydream. Execution without vision is a nightmare.

(Japanese Proverb)

The Way to get started is to quit talking and begin doing.

(Walt Disney)

Success is a journey, not a destination.

(Ben Sweetland)

Dr. H. M. Hadi Masruri, Lc, MA
The Lecturer of Tarbiyah and Teaching Training Faculty
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ADVISOR OFFICIAL NOTE

Matter   : Thesis of Septiani Anggraeni   Malang, October 29th 2015

Appendix : 4 (four) exemplars

Dear,
Dean of Tarbiyah and Teaching Training Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamualaikum Wr.Wb.

After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

Name	:	Septiani Anggraeni
NIM	:	11130019
Program	:	Social Sciences Education
Tittle of Thesis	:	The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan

As the advisor, we argue that this thesis has been proposed and tested decent.
So, please tolerate presence.

Wassalamualaikum Wr.Wb.

Advisor,

Dr. H. M. Hadi Masruri, Lc, MA
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DECLARATION OF AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled *The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, October 29th 2015

Septiani Anggraeni
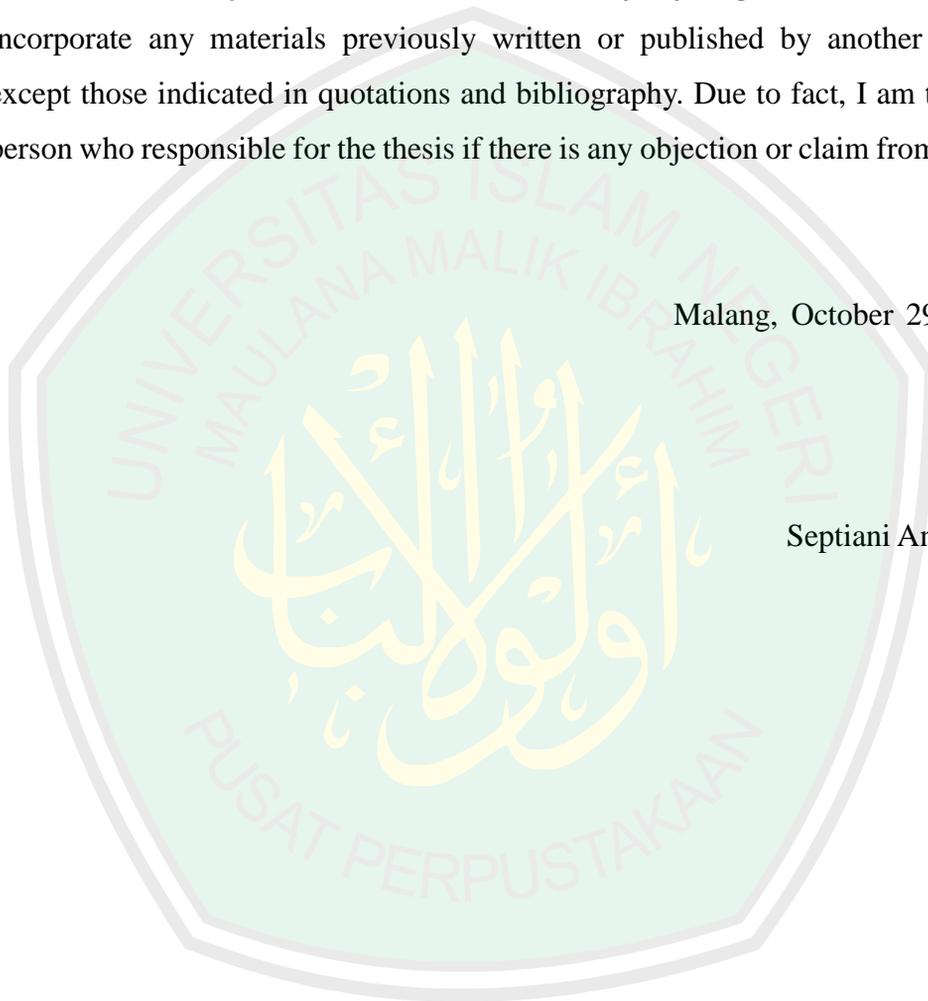
ACKNOWLEDGEMENT

All price be to Allah the all mighty, who has giving us mercies and blessings till I can finish this proposal on the title "*The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan*" on time.

My expectation Shalawat and Salam always be presented to our prophet Muhammad SAW, the last messenger of Allah who has saved the human" s life from destruction to safety namely Islam is the true religion.

This Thesis is proposed to fulfill the last task of academic requirement as the last task for getting bachelor or under-graduate degree. The author never forgets to thanks beloved parents that always give motivation to study hard till getting the bright future and some special persons in supporting and guiding me to finish this proposal. Those are:

1. My beloved Rector of Maulana Malik Ibrahim Malang State Islamic University of Malang, Prof. Dr. H. Mudjia Rahardjo, M.Si

2. My beloved Dean of Tarbiyah and Teaching Training Faculty, Dr. H. Nur Ali, M.Pd

3. Dr. H. Abdul Basith, M.Si, as the chief of Social Science Education Department

4. Dr. H. M. Hadi Masruri, Lc, MA, as my academic guide that always guide me to be better and better.

5. All lectures and all my friends that I can't mention them one by one, but my big thanks always for them forever especially for my classmate ICP IPS 2011

The last, the author believe that there are so many mistakes in this thesis, so that I never forget to ask some suggestion for the mistakes in this thesis. May Allah give us his mercies and blessing.

Malang, October 29th 2015

The Author

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ABSTRACT

Anggraeni, Septiani. 2015. *The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan*. Thesis, Social Science Education Department, Tarbiyah and Teaching Training, Maulana Malik Ibrahim Islamic State University of Malang. Advisor: Dr. H. M. Hadi Masruri, Lc, MA.

Key Words: Integrated Learning, Implementation, Factors.

Learning is an interaction process between students, students with learning source and students with teacher. All of them are connected each other and have their own role. The integrated learning model is a learning system which combining basic competition. Integrated learning should teach by only one teacher. Teacher's background should be suit with a lesson which will teach. In integrated learning process role of teacher is very affected the students.

From this kind of problem, the researcher want to analyze more about implementation of integrated social studies learning of Eight Grades in MTs Negeri Pandaan Pasuruan. The purpose of this research are, to know (1) The implementation of integrated social studies learning of Eight Grades in MTs Negeri Pandaan Pasuruan (2) Supported and Inhibiting factors from the implementation of integrated social studies learning of Eight Grades in MTs Negeri Pandaan Pasuruan.

In doing this research, researcher is using a descriptive qualitative method. While the method used for collecting data is observation, interview and documentation. To analyze data researcher is using technique descriptive qualitative analysis, like describing data to show reality based on the real phenomena. In an interview, researcher determine the research subject such as, headmaster, curriculum advisor, Integrated IPS teacher of Eight Grades in MTs Negeri Pandaan Pasuruan, and Students of Eight Grades in MTs Negeri Pandaan Pasuruan.

The results showed that the implementation of the Integrated Social Learning Activity Planning, Implementation, and Evaluation is still not presented in an integrated manner by IPS Teacher Class VIII. The supporting factors are MGMPs Pasuruan, Books BSE, and additional tasks. While Inhibiting factors are indicators of planning that has not been presented in an integrated manner, the background of the teachers who are not from the Department of Education Social Sciences, and the assessment has not been presented in an integrated manner by the IPS Teacher Class VIII.

ملخص البحث

سفتيني اغكرايني، 2015.تطبيق عملية تدريس علوم الإجتماع المندمجة في الفصل الثامن في المدرسة المتوسطة الحكومية باندءان باسروان : بحث جامعي مقدم إلى قسم تعليم الإجتماعية التابع لكلية العلوم التربية والمدرسية بجامع مولانا ملك إبراهيم الإسلامية الحكومية مالانج، إشراف الدكتور الحاج محمد هادي مسروري الماجستير

كلية رئيسية : التدريس المنهج، التطبيق، العوامل المساعدة والمفندة

إن التدريس عبادة عن عملية التفاعل بين الطلبة والمصادر التعليمية، فكل هذه العناصر صلتها ووظائفها. فالتدريس المندمج هو التدريس المبني على دمج العديد من الكفايات الأساسية، فلابد للمدرس القائم بهذه المهنة أن تتمتع بالخلفية التربوية التي لها علاقتها بالمادة التي يدرسها. لذا كان للمدرس أثره الكبير والفعال في إنجاح علمية تدريس. فمن هذا المنطلق يتمحور هذا البحث في الأمور التالي : ١) في تطبيق عملية تدريس علوم الإجتماع المندمجة في الفصل الثامن في المدرسة المتوسطة الحكومية باندءان باسروان، ٢) والعوامل المساعدة والمفندة لهذا التطبيق.

للوصول إلى الأهداف المرسومة سلفا يستخدم الباحث في بحثه منهج البحوث الكيفية الوصفية. وبالنسبة لطريقة جمع البيانات فيلجأ الباحث إلى استخدام طرق الاستلاع أو الملاحظة والمقابلة والوثائق، فضلا على توظيف المنهج الكيفي الوصفي لتحليل البيانات المحصول عليها. ومفاده وصف البيانات على ما هو عليه حسب الحقيقة والواقع من المظاهر، وذلك محصول عليه من المصادر التالية: مدير المدرسة ووكيل المدير لشؤون المناهج الدراسية ومدير العلوم الإجتماع المندمجة والطلبة للفصل الثامن.

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ABSTRAK

Anggraeni, Septiani. 2015. *Implementasi Pelaksanaan Pembelajaran IPS Terpadu Kelas VIII di MTs Negeri Pandaan Pasuruan*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. M. Hadi Masruri, Lc, MA.

Kata Kunci: Pembelajaran Terpadu, Implementasi, Faktor-Faktor.

Pembelajaran adalah proses interaksi antara siswa dengan siswa, siswa dengan sumber belajar dan siswa dengan guru. Semua memiliki keterkaitan satu sama lain dan memiliki peran sendiri-sendiri. Model Pembelajaran Terpadu merupakan sistem pembelajaran yang memadukan kompetensi dasar. Dalam pembelajaran Terpadu diampu oleh satu guru. Latar belakang pendidikan Guru disesuaikan dengan mata pelajaran yang diajarkan. Dalam Proses Pembelajaran Terpadu peran guru sangat mempengaruhi dalam pelaksanaannya.

Berangkat dari permasalahan tersebut, peneliti terdorong untuk meneliti lebih lanjut tentang Implementasi Pelaksanaan Pembelajaran IPS Terpadu Kelas VIII di MTs Negeri Pandaan Pasuruan. Tujuan penelitian ini adalah untuk mengetahui (1) Implementasi Pelaksanaan Pembelajaran IPS Terpadu Kelas VIII di MTs Negeri Pandaan Pasuruan (2) Faktor Pendukung dan Penghambat dalam Implementasi Pelaksanaan Pembelajaran IPS Terpadu Kelas VIII di MTs Negeri Pandaan Pasuruan.

Dalam melakukan penelitian ini, peneliti menggunakan metode penelitian kualitatif deskriptif. Sedangkan metode yang digunakan untuk mengumpulkan data adalah melalui observasi, wawancara, dan dokumentasi. Untuk menganalisis data, peneliti menggunakan teknik analisis deskriptif kualitatif, yaitu mendeskripsikan data-data yang ada untuk menggambarkan realitas sesuai dengan fenomena yang sebenarnya. Dalam melakukan wawancara peneliti menentukan subjek penelitian antara lain Kepala Sekolah, Waka Kurikulum, Guru IPS Terpadu Kelas VIII, dan Siswa-siswi Kelas VIII.

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CHAPTER I

INTRODUCTION

A. Context of the Study

The essential of learning relies on the process of interaction between students with other students, students with learning resources and students with teachers. Learning activities will be meaningful for the students if it happens in a comfortable and safe environment. The learning process has characteristic of both individualized and contextual. It is vey important for the teachers to keep learning and getting more experience in teaching.[1]

Integrated learning models essentially learning system which allows students either individually or in groups actively seek, explore, and discover concepts and principles holistically and authentically (Centre of Curriculum, 2006: 6). One of the example is integrating basic competency.

According to National Education Minister Regulation No.22 of 2006 On May 23rd, 2006, the entire contents including a Standard Framework (KD/Kompetensi Dasar) and Structur of the Curriculum (SK/Standar Kompetensi) which become guideline for curriculum development at the unit level.

Standard of the Competence and Basic Competence IPS at the Junior High School Level (SMP / MTs), including subjects: sociology, history, geography, economics. Study materials that become subjects of IPS. IPS aims to develop the potential of students to be aware and sensitive to social problems that occur in the

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[1] Sofan Amri, dkk, *Mengembangkan Pembelajaran IPS Terpadu*, (Jakarta: PT. Prestasi Pustakarya, 2011), page. 1.

community, having a positive mental attitude towards the betterment of all in equality, and skillful overcoming any problems that occur daily either for their own selves or affecting other people's lives.[2]

Integrated IPS on Junior High School level which consists of a variety of scientific study should taught by one teacher. This has become a rule in MTsN Pandaan Pasuruan.[3]

The Researcher chose MTsN Pandaan Pasuruan as the object of research due to the implementation of teaching and the learning process has been implemented in an integrated manner by the IPS Subject teacher. It is presented by Curriculum Advisor in MTsN Pandaan Pasuruan.[4]

The researcher have tried to select Classes from 8 Grades as the research object because of the advice of the Curriculum Advisor explained that Classes from 9th grades is preparing for the national exam 2015,while classes from 7th grades has undergone a change of curriculum using the curriculum in 2013 (K.13) from using the KTSP (Kurikulum Tingkat Satuan Pendidikan) on learning Integrated IPS. Classes 8 Grades are the only classes that can be reached for further research activities.[5]

According to the Government Regulation number 19 Year 2005 on National Education Standards in Chapter VI of the Standard of Teachers and

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[2] Trianto, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta: Prestasi Pustaka Publisher, 2007), page. 121.
[3] Result of Interview with Mr.Imam Ghozali, Headmaster in MTsN Pandaan Pasuruan, Monday, January 05 2015 at 10.00-10.30 WIB.
[4] Result of Interview with Mr.Taufik Hidayat, curriculum advisor in MTsN Pandaan Pasuruan, Monday, January 05 2015 at 10.30-11.00 WIB.
[5] Result of Interview with Mr.Taufik Hidayat, curriculum advisor in MTsN Pandaan Pasuruan, Monday, January 05 2015 at 10.30-11.00 WIB.

Education Personnel Article 29 paragraph 3b shows that educators at Junior High School level or other equivalent forms have higher educational backgrounds with educational programs corresponding to the subjects taught.

The teachers who teach Integrated IPS subjects in Junior High School level should have backgrounds Integrated Social Science Education Department. The researcher found that there is no IPS teachers in 8 Grades graduated from the Department of Social Science Education Department due to various factors. It has been presented by Integrated IPS teacher of Class VIII A,B, C.[6]

In the learning process there is always at teacher in these activities. Learning system implemented in MTsN Pandaan Pasuruan taught by one teacher. Teachers are not derived from appropriate educational background that taught that the Integrated IPS.

Therefore, the researcher wanted to see further about the implementation of Integrated IPS Learning applied of 8 Grades in MTsN Pandaan Pasuruan. According to the results of observation, the researcher found that the learning in IPS classes have been implemented Integratedly.

Departing from the above problems, the researcher wanted to do a research entitled **"The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan"**

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[6] Result of Interview with Mrs. Muflichah, Teacher of IPS subject Class VIII A,B,C in MTsN Pandaan Pasuruan, Monday, January 05 2015 at 11.00-11.30 WIB.

B. Focus of the Study

Based on the statements above the researcher found these following issues:

1. How is The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan?

2. What is Supporting and Inhibiting factor of The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan?

C. Objective of the Study

Based on the above research problem, the purpose of this study is to determine:

1. To know The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan.

2. To know Supporting and Inhibiting factor of The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan.

D. Significance of the Study

With the holding of this research is expected to contribute ideas to various parties, they are:

1. For school (MTs Negeri Pandaan Pasuruan)

Can be used as reference material and as a basic reference material in the development of practical and scientific treasures.

2. For FITK and Social Departement (P.IPS) (UIN Maliki Malang)

Results from this study are expected to be used as material for further research literature.

3. For the researcher

Add to the discourse, depth of knowledge, the development of theory to be applied from what obtained during their lectures.

E. Limitation of the Study

The scope of this study focussed only on The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan.

F. Term Use in the Study

To facilitate the understanding in the preparation of the thesis, the systematic discussion used in this thesis as follows:

In Chapter One (Inroduction), is the first chapter of the thesis that leads the reader to be able to answer the question what is studied, for what and why the study was conducted. Therefore, this introductory chapter contains Context of the Study, Focus of the Study, Objective of the Study, Significance of the Study, Limitation of the Study, and Terms Use in the Study.

The second chapter (Review of Literature), contains theories and research results which are relevant to there search problem/research focus under study, the theory is used as a guide for solving research problems. This literature review chapter contains the notion of Study, Learning, and Integrated IPS. It also

contains the previous study. Previous studies are required as proof of the originality of the study.

Chapter Three (research methodology), containing research design. The study design is defined as a strategy in setting the background research that the researcher obtain valid data and credible in accordance with the characteristics of variables and research purposes. The draft study contains a description of the type of research conducted in terms of the purpose and nature. This research method chapter contains the Research Approach, The Attendence of Research, Site of Research, The Source of Data, Data Collection, Data Analysis, Checking the Validity of Data, and Stage of Research.

Chapter Four (Research Findings), contains a description of the data and findings obtained using the methods and procedures described in Chapter III. This description consists of a description of the data presented in accordance with the topic of the research questions and the results of the data analysis. Description of the data obtained from observations (what happened) and/or interviews (what is said) as well as a description of other information (documents, photos, video recordings, and the results of measurements). Results of the data analysis of the research findings are presenteding the form of patterns, themes, leaning, and patterns emerge from the data. In addition, the findings may be the presentation of categories, the classification system, and typology. Research shows the history of MTsN Pandaan Pasuruan, MTsN Pandaan Pasuruan profile, etc. While the study's findings contain Implementation of Integrated IPS Learning of Eight Grades and the Supporting and Inhibiting factors.

Chapter Five (Discussion), contains a discussion of the findings of research that has been presented in chapter 4 have significance for overall research activities.

Chapter Six (Closing), containst two main points, which are the Conclusions and Suggestions. Conclusion The study summarizes all the research that has been described in detail in chapter IV. The content in this chapter also has the same the order with chapter IV. While the suggestions should always be rooted in the findings of the study, discussion, and conclusion of the study. Suggestions should not go out of the boundaries of the scope and implications of the study.

G. **Concept Definition**

1. **Study,** is a process of behavior change/person based on personal experience of interacting with the environment shown in various forms such as changes in knowledge, understanding, attitudes, and behaviors, skills, habits and change other aspects that exist in individuals who learn.

2. **Learning,** is the interaction between students with students, students with learning resources and educators.

3. **Integrated Social Studies (IPS),** is the integration of the various branches of the social sciences such as sociology, history, geography, economics, politics, law, and culture.

CHAPTER II

REVIEW OF LITERATURE

A. Study

1. Definition of Study

Learning is a process of change in human beings. If there is no change in person after learning, people can not say that there has been on going process of learning it. Changes as a result of the learning process can be manifested in various forms relatively permanent, such as a change from not knowing to knowing, than can not be possible, from unskilled becoming skilled, as well as other aspects.

Learning is a process of behavior change/person based on personal experience of interacting with the environment shown in various forms such as changes in knowledge, understanding, attitudes, and behaviors, skills, habits and change other aspects that exist in individuals who learn.[1]

Learning is essentially "changes" that occur in a person after performing certain activities. Despite the fact that not all of the changes include learning category.

In the process of learning the important thing is not the results obtained. It means that learning must be obtained on their own, while others were simply as an intermediary or auxiliary in learning activities in order to learn it can be

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[1] Nur Hamiyah,dkk, *Strategi Belajar Mengajar Di Kelas*, (Jakarta: Prestasi Pustaka, 2014), page. 3-4.

managed properly. When a student gets good score in a test, it does not tell as learning when the test results were obtained the result of cheating.[2]

2. Characteristic of Study

William Burton concluded fairly long description of the characteristics of learning as follows:

a. The process of learning is experience, act, react, and beyond (under going)

b. The process through an assortment of diverse experience and subjects that are focused on a particular goal.

c. Maximum meaningful learning experience for the student's life.

d. Learning experiences derived from their own needs and goals that encourage student motivation is continuous.

e. The process of learning and learning outcomes by heredity and environmental terms.

f. The learning process and results of operations are materially affected by studying individual differences among students.

g. The learning process is most effective when the experiences and desired outcomes specifically to the maturity of students.

h. The process of learning is best when students know the status and progress

i. The learning process is the functional unity of the various procedures.

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[2] Pupuh Fathurrohman,dkk, *Strategi Belajar Mengajar Melalui Konsep Umum & Konsep Islami*, (Bandung: PT Refika Aditama, 2007), page. 6.

j. The results of study are functionally related to each other, but can be discussed separately.

k. The learning process takes place effectively under the guidance that stimulate and guide without pressure and coercion.

l. The results of study are the patterns of actions, values, notions, attitudes, appreciation, ability, and skills.

m. The results received by student learning when to give satisfaction to their needs and useful and meaningful.

n. The results of the study are equipped with a series of experiences that can be equalized and with good judgment.

o. The results of study were gradually incorporated into the personality at different speeds.

p. The Study results have been achieved is both complex and can change (adaptable), so it is not simple and static[3]

Characteristic feature of the changes in terms of learning:

a. Changes that have occurred consciously, at least aware that his knowledge increases, attitude changed, developing skills, and etc.

b. Changes in learning is continuous and functional. Learning is not a static process as it continues to evolve gradually and each learning outcome has practical meaning and purpose.

c. Changes are positive and active learning. Learning is always towards change for the better.

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[3] Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT Bumi Aksara, 2013), page. 31-31.

d. Changes in learning is not temporary, not the result of learning if the change was only momentary, such as sweating, sneezing, and others.

e. Changes in learning aims and direction. Before the study, one should already be aware of what would turn on it self through learning.

f. Changes cover all aspects of the behavior, not the specific parts partially.[4]

2. Goal of Study

Robert M. Gagne classifying the conditions of learning (learning environment system) in accordance with the learning goals to be achieved. Gagne suggests eight kinds, which then reduces to five kinds of human ability is the result of learning that, in turn, requires so many different conditions of learning (or learning environment system) for its achievement. Fifth kinds of capability of learning outcomes are:

a. Intellectual skills (which is the most important learning outcomes of environmental systems scholastic)

b. Cognitive strategies, set the "how to learn" and think someone in the broadest sense, including the ability to solve problems.

c. Verbal information, knowledge in the sense of information and facts. This capability is commonly known and not uncommon.

d. Motor skills acquired at school, such as writing, typing, using the term, and so on.

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[4] Pupuh Fathurrohman,dkk, *Strategi Belajar Mengajar Melalui Konsep Umum & Konsep Islami,* (Bandung: PT Refika Aditama, 2007), page. 10.

e. Attitudes and values, related to the direction and intensity of emotional of a person, as may be inferred from the tendency to be have towards people, things, or events.[5]

3. Theory of Study

a. Psychological Theories About Learning

According to this theory, the nature of learning is all learning is a process of developing or training of mind. People learn to see the object by using the substance and sensation. We develop creative power, memory, desire, and the mind, with the train.

b. Psychology Theory of Power (faculty psychology) and Study

According to this theory, the human soul consists of various power, remembering, thinking, feeling, volition, and so on. Each power has its own function. Each person has all the powers it, just different strength alone. So that the forcest hat develop (form) then the forces that need to be trained, so that it can function. This theory is formal because it prioritizes the establishment of powers.

c. Mental State Theory

According to this theory, learning is gaining knowledge through the senses that is conveyed in the form of stimuli from the outside. The experiences of association and production. Therefore, the practice of holding key roles. More repetition and practice it will be more and long experience and knowledge that living in one's consciousness and memory, andvice versa when less repetition and

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[5] Hasibuan,dkk, *Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2012), page. 5.

practice of the experience and knowledge will be quickly forgotten. In teaching this theory greatly influenced by the method called Formal Step.

d. Behaviorist Psychology and Learning Theory

The image and memories consist of activities engaged in by the organism. We make certain responses. We act and this activities are known images.

Behaviorism in psychology is merely the name for that type of investigation and theory which assumes that men's educational, vocational and social activities can be completely described or explained as the result of same (and other) forces used in natural sciences.

e. Conectionism theory and laws of learning

Conectionism several points of view of this theory, is as follows:

1) In general, explains that behavioris due to the influence or action of the environment on the individual.

2) Describe the behavior and motivation mechanically.

3) Lack of attention to the processes of knowing and thinking.

4) Prioritize/focus on the experiences of the past.

5) Assume that the overall situation is composed of parts.

Law legal Theory of Learning:

1) Students should be able to make a variety of answers to the stimulus (multiple responses)

2) Learn to be guided/directed to a significant degree by the attitude of the students themselves.

3) An answer has been studied can be used also for other stimulus (not the original stimuli).

4) The answers to new situations can be created. When students see the analogy with the previous situation.

5) Students can react selectively to the essential factors in the situation (prepotent element) it.

f. Gesalt Psychological Theories about Learning

The behavior occurs due to the interaction between the individual and the environment. That the individual is in a state of dynamic equilibrium, a disturbance to the balance that will encourage the behavior.

Learning to prioritize aspects of understanding (insight) to the problematic situation. Learning to focus on the present situation, in that situation find themselves.

Learning starts from the whole and the parts is only meaningful in the whole.

g. Psychological theory field theory of learning

Learning starts from a whole. Overall the new beginning toward the parts. Ranging from complex things lead to things simple. Starting from the subjects thorough organization toward daily tasks that sequence. Learning from a unit toward things easier to understand, the differentiation of knowledge and skills.[6]

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[6] Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT Bumi Aksara, 2013), page. 35-42.

4. Factors of Study

These factors are as follows:

a. Factor of Activity

Use and replicates; students learn to domany activities both neural system activity, such asseeing, hearing, feeling, thinking, motor activity, and so on as well as other activities necessary to acquire the knowledge, attitudes, habits, and interests. What has been learned need to be used in a practical and continuously replicates held under matching conditions, so that mastery learning outcomes become more stable.

b. learning requires practice, by the way: relearning, recalling, and reviewing forgotten that lesson can be recaptured and the lessons that have not been mastered will be more easily understood.

c. Students are more successful learning, learning will be more successful if students feel successful and get satisfaction. Learning should be done in a pleasant atmosphere.

d. Students who study needs to know whether he succeeded or failed in their learning. Success will lead to satisfaction and encourage better learning, while failure will cause frustration.

e. Association factor of great benefit in learning, because all learning experiences between the old with the new, sequentially associated, so that it becomes a whole experience.

f. Past experience (apersepsi material) and notions that have been owned by the student. Major role in the learning process. Experience and understanding was the basis for receiving new experiences and new understandings.

g. Factors readiness to learn. Students who are ready to learn will be able to perform learning activities easier and more successful. This readiness factors closely related to the problem of maturity, their interests, needs and developmental tasks.

h. Factors interest and effort. Learn with interest will encourage students to learn better than learning without interest. This interest arises when students are interested in something because according to his needs or feel that something to be learned is felt meaningful to him. However, interest in the absence of a good business then learn too difficult to succeed.

i. Physiological factors. The condition of the students who learns very influential in the learning process. Body weakness, fatigue will cause concern may not be the perfect learning activities. Because of the physiological factors determine the success or failure of student learning.

j. Intelligence factor. Intelligent pupil will be more successful in learning activities, because it is easier to capture and understand the lessons and more easily remember it. Bright student will be easier to think

creatively and faster decision-making. This is in contrast with the less intelligent students, the students were sluggish.[7]

B. Learning

1. Definition of Learning

Learning is essentially a process of interaction between students with students, students with learning resources and student with teacher. Learning activities will be meaningful for the student if it is done in a comfortable and safe environment. The learning process is individualized and contextual. It is vey important for the teachers to keep learning and getting more experience in teaching.[8]

In a large dictionary Indonesian, defined as a process of learning, how to act to make people or living beings learn. That is, the learning activities one can gain knowledge about the material being studied. Meanwhile, according to Kimbleand Garmezy, as quoted by Thabrani and Arif Mustafa, said that learning is a relatively permanent change in behavior and is the result of repeated practice. Correspondingly, Muhammad Surya, explains that learning is a process that individuals do to obtain a new behavior changes as a whole, as a result of the individual's own experience in the interaction with the environment.[9]

2. Learning Approach

There are several kinds of learning approaches used in teaching and learning activities, among others:

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[7] Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT Bumi Aksara, 2013), page. 32-33.
[8] Sofan Amri, dkk, *Mengembangkan Pembelajaran IPS Terpadu*, (Jakarta: PT. Prestasi Pustakarya, 2011), page. 1.
[9] M. fadilah, *Implementasi kurikulum 2013*, (Jakarta: AR-RUZZ MEDIA, 2014), page. 172.

a. Contextual Approach

Background contextual approach student learning more meaningful through its own activities and experience the natural environment, not just knowing, remembering, and understanding. Learning does not only target the oriented mastery of the material, but also equip students to solve problems in life. Thus, the learning process takes precedence over learning outcomes, so that teachers are required to plan learning strategies varied with the principle which develop and empower students, not to teach students.

b. Constructivism Approach

Constructivism is the foundation for thinking by using a contextual approach, the approach built by person happens little by little and the results are expanded through a limited context and do not appear suddenly.

Constructivism approach is very important in the learning process as learning to be encouraged to develop their own concept by linking the case to be examined with the knowledge available on them. In this process, students can improve their understanding of a case.

c. Deductive-Inductive Approach

Deductive approach was marked with the presentation of concepts, definitions and terms in the early part of learning. Deductive approach based on a premise that the learning process will take place well if the student already knows the territory problem and basic concepts.

Inductive approach. The main characteristic of the inductive approach relies on the information processing which use the data to build a concept or to

gain understanding. The data used may be a primary data or can also be the real cases that occur in the environment or real life.

Learning with inductive approach begins with observations of the special things and interpret, analyze the case, or give contextual issues. Students are guided to understand the concepts, rules, and procedures based on the student's own observations.

d. Concept and Process Approach

Approach concept. Learning by using concept approach means that students understand a discussion guided by understanding concepts contained there in. In the process of learning, mastery of concepts and sub-concepts that become the focus. With some methods, students are guided to understand the concept.

Process approach. In the process approach, the main purpose of learning is to develop students skills in process skills such as observing, hypothesizes, plan, interpret, and communicate. The approach used and the process skills curriculum developed since 1984. The use of a process approach requires the direct involvement of students in learning activities.

e. Science, Technology, and Society Approach (STM)

STM as the teaching and learning of science in the context of human experinces. Definitely, STM is seen as a learning process that always appropriate for the context of human experience.

In this approach, students are invited to promote creativity, scientific attitude, using the concepts and processes of science in everyday life.[10]

3. Learning Strategies

The strategy is a series of activities that must be done to achieve the goal. Learning is a process of understanding the particular material. So learning strategy is a series of activities undertaken to understand the material.

Learning means students' learning efforts (Degeng 1989). Learning strategy mean show and art to use all sources of learning in students' learning efforts. As a way, learning strategies developed by certain rules so as to form a field of knowledge itself. As a field of knowledge, learning strategies can be learned and then applied in learning activities. While an art, learning strategies sometime simplicitly owned by someone without ever formally learn about the science of learning stratregy.[11]

Thus interpreted as a learning strategy plan contains a series of activities designed to achieve educational goals. The strategy is a strategy in learning. The purpose of learning will be more effective and efficient when executed with a certain strategy. Dickand Carey argued that a learning strategy describes the components general a series of learning materials and procedures to be used together with certain materials to produce specific learning outcomes on learners.[12]

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[10] Nur Hamiyah,dkk, *Strategi Belajar-Mengajar di Kelas*, (Jakarta: Prestasi Pustaka, 2014), page. 35-42.
[11] Made Wena, *Strategi Pembelajaran Inovatif Kontemporer*, (Jakarta: Bumi Aksara, 2011), page. 2.
[12] Sofan Amri, dkk, *Mengembangkan Pembelajaran IPS Terpadu,* (Jakarta: PT. Prestasi Pustakarya, 2011), page. 21.

Selection of learning strategy is in separable from the curriculum used and the characteristics of the learners. Characteristics of learners, especially related to the initial experience and knowledge of learners, learner preferences, learning styles of students, and the development of learners. Learning strategies can also be classified based on how the teacher communication with students.

Learning strategy can be clearly distinguished, but in its implementation may occur the use of multiple strategies in a lesson. For example, teachers use methods of delivering information to the lecture (group learning strategies directly) and also the method of interpretation by asking learners to determine the importance of the information submitted (group learning strategy in direct). Learning strategy often associated with learning methods as both a way to achieve the learning objectives. Some types of learning strategies that.[13]

a. Direct Instructional Strategy

Direct instructional strategies are learning much directed by the teacher. This strategy is effective for determining the information to build skills step by phase of direct. Learning usually deductive.

Direct teaching is centered on the teacher, and should ensure the involvement of students in this case teachers deliver content/material in a structured format, directing the activities of the students, and to test the student's skills and test skills of the students through exercises under the guidance and direction of the teacher. So the environment must be created that is oriented on the tasks given to the students.

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[13] Ridwan Abdullah Sani, *Inovasi Pembelajaran,* (Jakarta: PT Bumi Aksara, 2013), page. 146-147.

The advantages of this strategy are planned and easy to use, while its main weakness is in developing the skills, processes, and attitudes necessary for critical thinking and interpersonal relationships as well as the study group. So that learners can develop the attitudes and critical thinking, hands-on learning strategies need to be combined with other learning strategies.[14]

b. Direct Learning Strategy

Indirect learning strategy often called inductive inquiry, problem solving, decision returns, and discovery. Indirect learning strategies generally centered on the learner, although the two can be complementary strategy.

Learning does not directly show a high involvement of students in the form of observation, inference depiction investigation based on those data, or the formation of hypotheses. Learning strategy does not directly require the use of printing materials, non-print, and human resources. Learning indirect an approach to learning more student-centered.

Inindirect instruction model of learning, the teacher's role shifts from teaching to become a facilitator, supporter, booster, and speakers. Teachers organize learning environment, providing opportunities for student engagement, and if necessary feedback to students when they conduct investigations.

4. The Principle of the use of learning strategies

The principles of the use of learning strategies are the things to consider in using learning strategies. The general principle is the use of learning strategies that not all learning strategies suitable to achieve all the goals and all

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[14] Abdulmajid, *Strategi pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2014), page. 73.

circumstances. Each strategy has its own peculiarities, therefore teachers should be able to choose a strategy that is suitable to the circumstances, teachers need to understand the general principles of the use of learning strategies as follows:

a. Goal-oriented

In the learning system is a component of the primary goals. All the activities of teachers and students, it must be persuade to achieve a pre determined goal. It is very important and necessary, because teaching is a process which has a purpose and aim. Therefore, the success of a learning strategy can be determined from the success of the students reach the learning objectives. Teachers are required to realize the goal of teaching activities at the starting point of students' needs.

b. Activity

Learning is not memorizing number facts or information. Learning is "doing" gained particular experience in accordance with the expected goals. Therefore, learning strategies should encourage student activity. Activity is not intended is not limited to physical activity, but also includes the activities of a psychic nature as mental activity. Psychological and physiological dynamics of the development of normal and good will strongly support the learning process and the achievement of results.

c. Individuality

Teaching is an effort to develop each individual student, and in effect to be achieved is a change in the behavior of each student. Although it is taught in a

group of students and teachers set a standard of success as high. The higher the standard of success is determined, then the quality of learning process

d. Integrity

Teaching must be seen as an attempt to develop the whole part in the student. Learning strategy should be able to develop all aspects of the personality of students in an integrated manner. The use of the method of discussion, for example, teachers should be able to design an implementation strategy discussion is not only limited to the development of the intellectual aspect, but should encourage students so that they can develop as a whole. Encouraging the students to respect the opinions of others, encouraging students to be brave with ideas or original ideas, encouraging students to be honest, tolerant, and so forth.

Government Regulation No.19, 2005 states that the learning process in the educational unit organized Interactive, inspiring, fun, challenging, motivating learners to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical development, as well as psychological learners.[15]

5. Learning Methods

The method is an operational step of the learning strategy selected to achieve the learning objectives, so that learning resources using teaching methods must be adapted to the type of strategy used. The precision of the use of a method would indicate the strategy function in learning activities.

Position in learning method has the scope, among others:

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[15] Nuryamin, *Strategi Pembelajaran*, (Karya ilmiah Dosen Tarbiyah dan Keguruan UIN Allaudin Makasar), page. 185.

a. Encouragement, namely the ways in which learning resources to provide encouragement to the participants to continue to learn.

b. Revealer of the growing interest in learning, is the way in growing stimulus to the growth of interest in learning people learn based on their needs.

c. Delivery of learning materials, the means used to convey a learning resource materials in learning activities.

d. Creator of a favorable climate, which is a way to create a fun learning environment for learners.

e. Power to give birth to creativity, which is a way to foster the creativity of learners in accordance with their potential.

f. The Driving force for self-assessment process and learning outcomes, is learning how to find success.

g. Driving in complete weakness, learning outcomes, namely how to find solutions to problems encountered in the activities. Learning strategies are still conceptual in nature and are used to implement a variety of specific teaching methods.

There are several methods that we can use, namely:

a. Speech Method

The learning method is lighting a verbal speech on learning material to a group of listeners to achieve specific learning objectives in relatively large amounts.

b. Discussion Method

The learning method of discussion is the involvement of two or more participants to interact and exchange ideas or mutual maintains in solving problems so we get an agreement between them. Learning using discussion method is an interactive learning.

c. Demonstration Method

The learning method of discussion is the involvement of two or more participants to interact and exchange ideas or mutual maintains in solving problems so we get an agreement between them. Learning using discussion method is an interactive learning.

d. Lecture Plus Methode

Learning methods lectures plus is a teaching method that uses more than one method, namely the lecture method in combination with other methods.There are three kinds of methods lectures plus, among them:

The lecture method plus frequently asked questions and tasks, plus a speech and demonstration and training (CPDL)

e. Recitation Method

Recitation method of learning is a teaching method that requires students to make a resume with your own sentences.

Excess recitation method is:

Learners the knowledge gained from the study itself can be remembered longer and Learners have the opportunity to increase courage, initiative, responsibility and independence.

Weakness recitation method is:

Sometimes learners commit fraud, the students just imitating the work of others without going to the trouble working on its own, Sometimes the task is done by another person without supervision, and is hard to give assignments that meet individual differences.

f. Experimental Methode

Experimental learning method is a way of managing learning in which students conduct experimental activities with experienced and prove my self something learned. In this method, students are given the opportunity to experience for themselves or do it yourself by following a process, observing an object, analyze, demonstrate and draw their own conclusions about the object studied.

g. Study tour Method

Study tour method is a method of teaching by asking students to visit an object in order to expand knowledge and further learners make reports and discuss and record the results of these visits, accompanied by educators.

h. Drill method

Drill method is a method of teaching by providing skills training over and over to students, and directly to the training ground skills to see the objectives, functions, uses and benefits of something. Skills training method aims to establish a habit or pattern that automatically learners.

i. Team Teaching Methode

Team learning method is a method in which educators teach more than one person, each of which has the task. An educator is usually designated as the coordinator. How to test, every educator creates a problem, then merged. If the oral examination, each student tested must be directly confronted with the educator team.

j. Peer teaching method

The same method of peer teaching to teach their peers, which is a method of teaching that is helped by his friend.

k. Problem solving method

Problem solving method (method of solving the problem) is not just a method of teaching, but also a method of thinking, because in problem solving can use other methods that begin with looking at the data to draw conclusions. Problem solving method is a method that stimulates thinking and using the insights regardless of the quality of the opinions expressed by the students. A teacher must be very clever to stimulate students to try to clear his opinion.

l. Project method

Project method is a design method which is a method of teaching by asking students to design a project that will be examined as an object of study.

m. Taileren method

Taileren method is a method of teaching by using partial-section, for example, paragraph by paragraph, and then connected again with another paragraph which is of course related to the problem.

n. Global method

Global method is a method of teaching in which students are asked to read through the material, then the student can resume what they absorb or take the essence of the material.[16]

6. Model of Learning

The term learning model contains a broader meaning than the technique or learning strategies. Learning model refers to certain paradigms that became the framework of thinking and acting in learning. Many models of learning that has been developed by experts. The model development is based on theoretical concepts that have been developed.

Based on the study of the various sources, there are three models of learning that is often used in teaching IPS teacher. The three models are:

a. Diect Instructional Model

The direct instructional model is a frame of reference or referral patterns are designed specifically to support the learning process of students with regard to knowledge of declarative and procedural knowledge are structured that can be taught with the activity pattern of gradual, step by step. learning management system carried out by the teacher should ensure the involvement of learners, especially watching, listening, and recitation (frequently asked questions) are planned.

[16] Nur Hamiyah,dkk, *Strategi Belajar-Mengajar di Kelas*, (Jakarta: Prestasi Pustaka, 2014), page. 47-55.

b. Cooperative Learning Model

Cooperative learning comes from the concept that students will more easily find and understand difficult concepts if they were in discussions with his friend. Incooperative learning, they work in groups to help each other solve complex problems, so the social nature and the use of peer group becomes the main aspect of cooperative learning. The main aim of the group is to provide an opportunity for all learners to be active in the process of thinking and learning activities.

c. Problem Based Learning Model

Problem-based learning model is a model where the students work on authentic problems with a view to construct their own knowledge and develop independence and confidence.[17]

d. *Connected*.

The model of integration which connected is a concept associated with other concepts.

e. *Sequenced.*

Sequenced Model is a model of integration where some material/ topic rearranged and sorted so as to form the unity of the whole organization and sequence chronologically/systematic.

f. *Shared*.

Shared Model is a model of integration in which two subjects are equally taught using concepts or skills that overlap (overlap)

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[17] Kementrian pendidikan dan kebudayaan Republik Indonesia, *Buku Guru Ilmu Pengetahuan Sosial SMP/MTS kelas VII*, (Jakarta: 2013), page. 13-15.

g. *Webbed*.

Webbed Model is a model of integration in which the themes are built on the basis of some topics/ material from the basic competencies that are interconnected.

h. *Threaded*.

Threaded model is an approach used to achieve some skill and logic levels of learners with a wide range of subjects.

i. Integrated.

Integrated model is a model of integration in which a theme of the topics that intersect and overlap of fields of science.[18]

C. Integrated Social Studies (IPS)

1. Definition of Integrated Social Studies (IPS)

Social Studies (IPS) are an integration of various branches of the social studies subjects such as sociology, history, geography, economics, politics, law, and culture. Social Studies formulated on the basis of reality and social phenomenon which embodies the interdisciplinary approach of aspects and branches of the social studies (sociology, history, geography, economics, politics, law, and culture). Social studies are part of the school curriculum content of the material derived from branches of the social studies: sociology, history, geography, economics, politics, anthropology, philosophy, and social psychology.

Geography, history, and anthropology is a discipline that has a high coherence. Learning geography provides insight unanimity with regard to the

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[18] Kementrian pendidikan dan kebudayaan Republik Indonesia, *Buku Guru Ilmu Pengetahuan Sosial SMP/MTS kelas VII,* (Jakarta: 2013), page. 4-5.

territories, while history provides insight with respect to events from various periods. Anthropology includes comparative studies with regard to decision-making. Sociology and social psychology is the science of behavior such as the concept of roles, groups, institutions, processes of social interaction and control. Intensive concepts such as these used the social sciences and social studies.[19]

2. Characteristic of Social Studies Subject

Characteristics of Social Studies (IPS) in MTs are as follows:

a. Social Studies is a combination of elements of geography, history, economics, law, and politics, civics, sociology, and even the humanities, education and religion

b. Competence Standard and Basic Competence Social Studies derived from the structure of knowledge of geography, history, economics, and sociology, are packaged in such a way that it becomes the subject or topic (theme) specific.

c. Standards of competence and basic competence Social Studies also includes a variety of social problems that are formulated with an interdisciplinary and multidisciplinary approach.

d. Standards and basic competencies can be regarding events and changes in people's lives by the principle of causality, regional, adaptation and environmental management, structures, processes and social problems as well as the efforts of the struggle of living in order to survive as fulfillment, power, justice and security.

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[19] *Panduan Lengkap KTSP (Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta: Tim Pustaka Yustisia, 2007), page. 336-337.

e. Standard of competence and Basic Competence IPS uses three-dimensional in reviewing and understanding social phenomena and human life as a whole.[20]

3. The Goal of Social Studies (IPS) Subject

The main objective science of Social Studies is to develop the potential of students to be sensitive to social problems that occur in the community, have a positive mental attitude towards the betterment of all in equality, and skill full overcoming any problems that occur daily either over write itself or overwrite society. These objectives can be achieved when social studies programs in schools are well organized. From the formulation of these objectives can be detailed as follows:

a. Awareness and concern for the community or the environment, through the understanding of the values of history and culture of the people

b. Know and understand the basic concepts and is able to use a method adapted from the social sciences which can then be used to solve social problems

c. Being able to use models and thought processes and make decisions to resolve issues and problems that developed in the community.

d. Paying attention to issues and social issues, as well as being able to make a critical analysis, then being able to take the appropriate action.

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[20] *Panduan Lengkap KTSP (Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta: Tim Pustaka Yustisia, 2007), page. 337.

e. Able to develop a variety of potential so as to establish themselves in order to survive are then responsible for building society.[21]

4. Integrated Social Studies (IPS) Learning

The Integrated learning model is one model of curriculum implementation which are recommended to be applied at all levels of education, from elementary school (SD /MI) up to High School (SMA /MA). Integrated Social Studies learning approach is often referred as interdisciplinary approach.

The Integrated learning model is essentially a learning system which allows students either individually or in groups, actively seek, explore, and discover concepts and principles of holistic and authentic (Curriculum Centre, 2006:6). One of them is to integrate basic competency. Through an integrated learning students can gain hands-on experience, so as to add strength for receiving, storing, and producing impressions about things that are learned.

Integrated Social learning with regard to concrete learning activities to do students interact with learning materials and learning resources for mastering basic competencies and indikator. Activity was repeated in the opening activities, the core and the cover.[22]

Thus, students are trained to be able to find its own concepts learned. In the integrated learning approach, learning programs compiled from various disciplines in the social studies clumps. The development of integrated learning, in this case, it can take a topic of a particular branch of science, then fitted,

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[21]*Panduan Lengkap KTSP (Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta: Tim Pustaka Yustisia, 2007), page. 338.

[22] Sofan Amri,dkk, *Mengembangkan Pembelajaran IPS Terpadu*, (Jakarta: PT. Prestasi Pustakarya 2011), page. 21.

discussed, expanded and deepened with branches of other sciences. The Topic / theme can be developed from the issues, events, and problems develop. Can form a problem that can be seen and solved from various disciplines or viewpoints, for example, floods, slums, the potential of tourism, science and technology, social mobility, modernization, revolution discussed from various disciplines of the social studies.

5. **Learning Implementation Strategy of Integrated Social Studies (IPS)**

1. **Plan**

Successful implementation of integrated learning depends on the suitability of plans made with the condition and potential learners (interests, talents, needs, and abilities). To compile an integrated learning plan needs to be done the following steps.

   a. **Basic Competency Mapping**

The first step in the development of the integrated learning model is mapped at all Competence Standard and Basic Competence Social Studies classfield of study that can be combined. This mapping exercise carried out to obtain an overall picture and intact.

Activities that can be performed on this mapping, among others by:

Identifying Competence Standard and Basic Competence in social studies can be combined in a single level of the same class; and Deciding on a theme/topic of inter-fastener Competence Standard and Basic Competence.

Several provisions in the Basic Competence mapping in the development of integrated learning model Social Studies are as follows:

1) Identify a few basic competency in a variety of Competency Standards that have the potential to be combined

2) Some of the basic competencies that are not potentially combined, do not be forced to be integrated in the learning. Basic competencies are not integrated study/presented separately.

3) Basic competenceis mapped do not have to come from all the Competency Standards that exist in social studies in the same class, but allow only two or three basic competencies alone.

4) Basic Competence already mapped in the topic/ theme can still be mapped to the topic/ theme Other[23]

b. Determination of the topic/theme

After the Basic Competency mapping is completed, the next step is the determination of the topic/theme. Topic/ theme that is determined to be relevant to the basic competencies that have been mapped. Thus, in the social studies at a grade level are some of the topics that will be discussed.

Some things to consider in the determination of the topic/theme of the Integrated Social learning among others, include the following:

1. Topics in Integrated Social Learning, is the glue between basic competencies contained in a clump of social studies.

2. Topics to be determined in addition to the relevant competencies Basic contained in one grade level, and vice versa relevant to the personal experiences of learners, in the sense according to the local

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[23] Trianto, *Model Pembelajaran Terpadu dalam Teori dan Praktek*, (Jakarta: Prestasi Pustaka Publisher, 2007), page. 134.

environmental conditions. This was done so that the learning can be more meaningful for students.

3. In determining the topic, the central issue which is being developed at this time, can be selected priority without neglecting the inter-linkages Basic Competence in one whole that has been mapped.[24]

c. The Translation of Basic Competencies into indicator

After performing the steps Basic Competency Mapping and Determination of topics/ themes as binders alignment, then the Basic competencies are translated into indicators of achievement of learning outcomes that will be used for the preparation of syllabus.[25]

d. Preparation of Syllabus

The Syllabus is a lesson plan for a group of subjects with a particular theme, which includes competence standard, basic competence, learning materials, indicators, assessment, allocation of time, and learning resources developed by each educational unit. In the KTSP (Kurikulum Tingkat Satuan Pendidikan), Syllabus is the elaboration of standards and basic competencies into learning materials, learning activities, and competence achievement indicator for the assessment of learning outcomes.

In effect the development of the curriculum syllabus should be able to answer the following questions.

a. Do Competence have to be possessed by leaners?

b. How to establish these competencies?

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[24] Trianto, *op.cit.,* page. 135.
[25] Trianto, *op.cit.,* page. 135.

c. How to know that the students have had the competence?

Thus, the curriculum syllabus handed to the teacher whose development will vary from one teacher to another teacher, either in one region or indifferent regions. However, taking into account the nature of the syllabus above, a syllabus at least include five main components, they are: (1) the standard of competence (2) basic competence, (3) indicators, (4) the standard material, (5) standard process (learning activities teaching), and (6) the assessment standards. The development of the components of such an absolute authority of teachers, including the development of syllabus format, and the addition of other components in the syllabus beyond minimal components. Increasingly syllabus, the more help facilitate teachers to translate it into a lesson plan.[26]

e. **The Preparation of Lesson Plan (RPP/Rencana Pelaksanaan Pembelajaran)**

Lesson Plan (RPP/Rencana Pelaksanaan Pembelajaran) is a plan that describes procedures and learning management to achieve one or more of the basic competencies specified in Content Standards and described in the syllabus. RPP(Rencana Pelaksanaan Pembelajaran) is an important component of the educational unit level curriculum (KTSP/Kurikulum Tingkat Satuan Pendidikan), whose development should be done professionally. The most important task of the teacher associated with RPP (Rencana Pelaksanaan Pembelajaran)-based KTSP (Kurikulum Tingkat Satuan Pendidikan) is the RPP (Rencana Pelaksanaan Pembelajaran) outlines the syllabus into a more operational and detailed, and

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[26] Mulyasa, *Kurikulum Tingkat Satuan Pendidikan Suatu Panduan Praktis,* (Bandung: PT Remaja Rosdakarya, 2010), page. 190-191.

ready to be used as guidelines or learning scenarios. In the development of lesson plans, teachers are given the freedom to change, modify, and customize the syllabus with schools and local conditions, as well as the characteristics of learners. It should be understood and carried out the teachers, especially if the school where he taught not to develop its own syllabus, but using a syllabus developed by the Education Ministry or the syllabus of other schools.

In the KTSP (Kurikulum Tingkat Satuan Pendidikan), teachers are given authority freely to develop a curriculum in accordance with the characteristics and condition of the school, as well as the teacher's own ability to translate it into a lesson plan that is ready to be used as guidelines for the establishment of competence of learners. So that teachers can make an effective lesson plans, and effective, in demand to understand the various aspects related to the nature, functions, principles and procedures development, as well a show to measure the effectiveness of their implementation in learning.[27]

2. Model of Lesson Plan

a. Preliminary Activities (Introduction)

Preliminary activities (introduction) is basically the beginning of the activities that must be taken of teachers and learners in every implementation of integrated learning. Its function is mainly to create an atmosphere of effective early learning that enables learners to follow the learning process well. Time efficiency in the introduction of integrated learning activities is worth noting, because the time available for such activitiesis relatively short, from 5-10 minutes.

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[27] Mulyasa, *op.cit.,* page. 212-213.

With a relatively short time it is expected that teachers can create learning with good initial conditions, so that the core activities of integrated learning learners are ready to follow the lessons carefully.[28]

b. Core activities of learning

Core activities are the activities in the framework of the implementation of integrated learning that emphasizes the process of forming the learning experience of learners (learning experiences). The learning experience can be in the form of face-to-face activities and non face-to-face. Learning experiences face to face intended as learning activities undertaken by developing shape direct interaction between teachers and students, while learning experience non-face was intended as a learning activity undertaken learners to interact with other learning resources are not the activities of teacher interaction of learners.[29]

c. Activities end (Closing) and follow-up

The final activity in integrated learning is not only defined as an activity to close the lesson, but also as activity of assessment of learning outcomes of learners and follow-up activities. Follow-up activities should be taken based on the process and the learning outcomes of students. The time available for this activity is relatively short, therefore, teachers need to adjust and use the time as efficiently as possible. In general, the final and follow-up activities in integrated learning of them:

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[28] Trianto, *Model Pembelajaran Terpadu dalam Teori dan Prakter*, (Jakarta: Prestasi Pustaka Publisher, 2007), page. 141.
[29] Trianto, *op.cit.,* page. 142.

1) Implementand review the final assessment

2) Carry out a follow-up learning through the provision of duty or training activities to be done at home, reiterated teaching materials that are considered difficult by learners, reading a particular subject matter, and provide motivation or tutoring; and

3) To suggest topics to be discussed in the future, and closing the learning activities.[30]

3. **Assessment**

Objects in integrated learning assessment include an assessment of the process and the learning outcomes of students. Assessment of the learning process are efforts to provide value to the learning activities undertaken by teachers of teachers and learners, while the assessment of learning outcomes is a process of giving value to the learning outcomes are achieved by using certain criteria. The study results are essentially an achievement of competences that include aspects of knowledge, skills, attitudes and values embodied in the habit of thinking and acting. These competences can be recognized through a number of learning outcomes and indicators that can be measured and observed. Assessment process and the learning outcomes that are related to one another, the learning outcomes are the result of a learning process.[31]

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[30] Trianto, *op.cit.,* page. 144.
[31] *Panduan Lengkap KTSP (Kurikulum Tingkat Satuan Pendidikan),* (Yogyakarta: Tim Pustaka Yustisia, 2007), page. 349.

D. Previous Studies

Table 1.1 Previous of Study

No	Name	Focus of Problem	Methode	Result	Difference
1.	Mustofiyah Maidah	The character value on learning Integrated Social Studies	Qualitative descriptive	Application of character values in the Integrated Social learning impact on student	This study focuses on the application of the values of character and performed at Babat
	Nuril Fauziah	Emotional Intelligence and Creativity Learning	Quantitative	Significant effect on the emotional intelligence to learning creativity	Emotional intelligence became independent variables and the dependent variable learning creativity as are search object in Turen Malang

1. Originality of Research

Originality presents similarities and differences between the fields of study which investigated investigators by previous the researcher. It is needed to avoid any repetition of the study of the same things. Thus it will be known sides of what differentiate sour research with previous studies.[32]

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[32] Wahid Murni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan* (Malang: UM Press, 2008), page. 23.

The first relevant study is based on research that has been done by Musthofiyah Maidah. In the thesis concerning the application of the values of the characters in the Integrated Social learning through qualitative research methods-descriptive. It can be concluded that the application of the values of characters in the Integrated Social Studies learning at MTs Model Babat is through planning or preparation of learning includes learning the lesson plan and syllabus. While the implementation of the Integrated Social Studies learning how to motivate, perform appropriate instructional lesson plans and teaching methods are varied, so that the application of the values of characters in the Social Studies does not saturate.

Results of the evaluation of the students in learning by applying the values of these characters look began to develop in students. Among them the value of discipline, curiosity, love reading, responsibility, care for the environment and so forth. This is evident in the list of values of character education evaluation that has been made and observed by teachers Integrated Social Studies through the observation of discussion and everyday attitudes of students. From there the teacher can conclude that the values of characters on learning Integrated Social Studies at MTs Model Babat that students MTs Model Babat suggests that the character values in learning Integrated Social Studies besides began to develop in students, teachers, or the school, but also has a plus in the success in learning.

The next relevant research is based on research that has been done by Nuril Fauziah. In the thesis about the influence of emotional intelligence on the creativity of student learning in SMPN 2 Turen through quantitative methods. It

can be deduced that the emotional intelligence significantly affects the creativity of students in the Integrated Social Studies subjects. This can be obtained by the equation Y=34 848+0,539X with T count (5.482)> Ttable (1.997) and significance value 0.000<0.05. So, Ho (rejected) partially X(EQ) significantly affects Y(Creativity Student). Then the conclusion partially and silmutaneous emotional intelligence significantly influence the creativity of eight grades student in integrated social studies in SMPN 2 Turen.
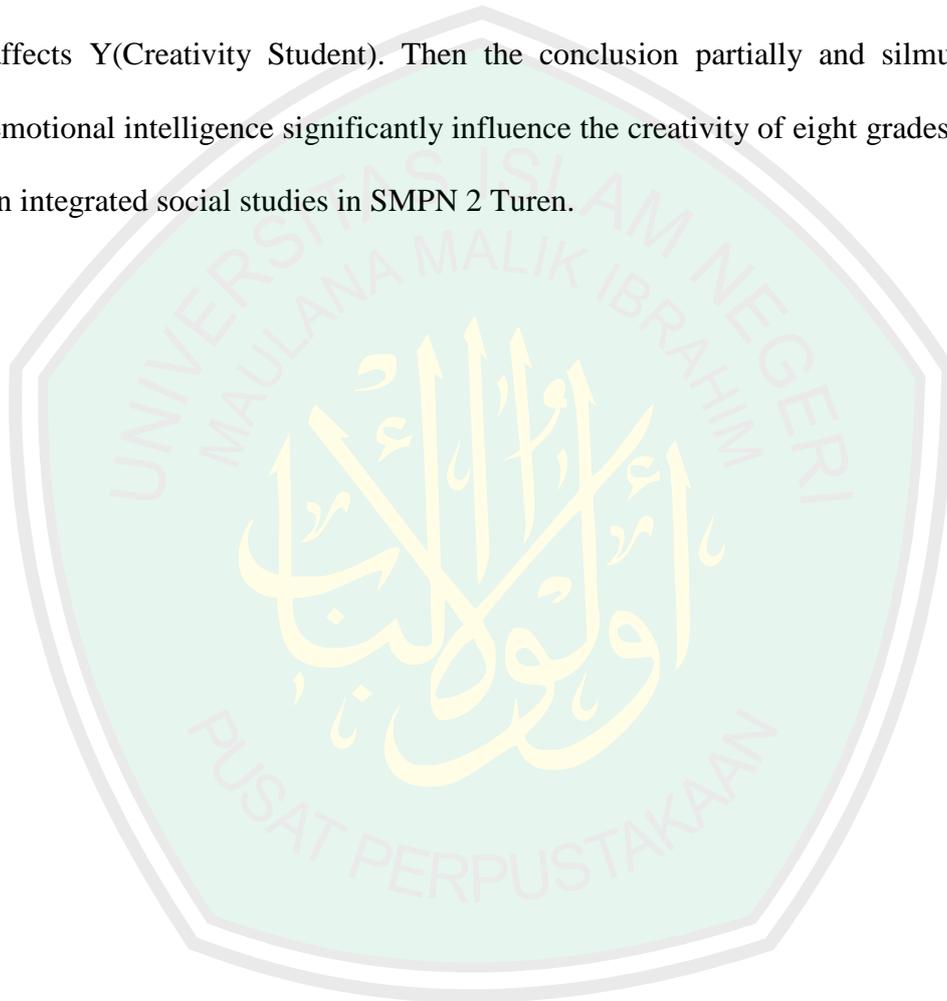
CHAPTER III

RESEARCH METHODS

A. Research Approach

This study used a qualitative paradigm approach, Bodgan and Lexy J. Taylor in Moeloeng defines the qualitative method as a research procedure that produces descriptive data in the form of words written or spoken by the people and observed behavior. This approach is directed at the background of the individual as a whole (holistic). So, in this case should not isolate individual or organization into avariable or hypothesis, but it needs to be looked at as part of a whole.[1]

Methods of qualitative research is a research method that is based on the philosophy post positivisme, is used to examine the condition of natural objects, where the researcher is a small instrument.[2]

This research uses descriptive qualitative research that the data in the form of words (not numbers, derived from interviews, the report notes, documents, etc.) or research in which priority to the description in the analysis of an event or process as it exists in the natural environment to gain deeper meaning of the nature of the process.[3]

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[1] Lexy J. Moeloeng, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Remaja Rosdakarya, 2008), page. 4.
[2] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Penerbit Alfabeta, 2008), page. 9.
[3] Suharsimi Arikunto, *Prosedur Penelitian (Suatu Pendekatan Praktek),* (Jakarta: Rineka Cipta, 1998), page. 131.

B. The Attendance of Research

In a study using a qualitative approach that became the main tool is the researcher/human. Researchers/humans have common traits as an instrument, which is responsive to the environment and to the persons who created the environment; adapt to every circumstance and situation of data collection; basing itself on the expansion of knowledge, so that in collecting methods, the researcher can use several methods; process and as soon as possible, take the opportunity to clarify and summarize.[4]

As in accordance with the explanation, the researcher themselves who is the subject of research. The researcher are planners, implementer of data collection, analysis, interpretation of data, and at the end, the researcher reports research results.

The initial step of previous studies the researcher conducted observations to the research institute. This is done merely look at the problem in general and widespread in the background of this study, which the researcher initially applied for research permits officially to the head of are search institute, with the event to build and establish a relationship with the subject of research.

The next step after investigators received permission to carry out research in these institutions, is a researcher enters a location area of research, where the researcher focused on conducting the field observations.

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[4] Lexy J. Moeloeng, *Metode Penelitian Kualitatif Edisi Revisi,* (Bandung: PT. Remaja Rosdakarya, 2008), page. 169-172.

C. Site of Research

There search that will be the object of research in MTsN Pandaan Pasuruan located at Jl. Urip Sumoharjo Pandaan District of Pasuruan. Making research sites in MTsN Pandaan Pasuruan, because the school has a strategic location, both of facilities, human resources (HR) is the Headmaster, teachers, and students. And has been carrying out social studies learning in an integrated of Eight Grades. It make easier for the researcher to find valid data and facilitate the making of this thesis.

D. The Source of Data

The Source of the data referred to in this research is the subject of where the data are obtained. Such data is data that has to do with the implementation of Integrated Social Studies Learning of Eight Grades in MTsN Pandaan Pasuruan. Necessary to sources associated with the data needed to know about it.[5]

Data is very important in order to streng then a research problem and also needed to answer the research problem. As to obtain objective data, in accordance with the target object being studied, then the source of the data derived from:

1. Primary data, that data is collected, processed and presented by the researcher. The primary data in this study include data obtained from: First, the observation of the researcher. Second, the researcher interview the way respondents include: The Headmaster, curriculum advisor, IPS teachers of Eight Grades and students of Eight Grades.

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[5] Lexy J. Moeloeng, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Remaja Rosdakarya, 2008), page. 112.

2. Secondary data, in the form of data obtained during carrying out literature studies, in the form of literature and writing of data with regard to the Implementation of Integrated Social Studies Learning of Eight Grades in MTsN Pandaan Pasuruan.

Lofland's opinion, as quoted by Lexy J. Moleong, states that the primary data source in qualitative research is, the words and actions of those who observed or interviewed and documents or other written sources of the additional data.[6]

Thus, the source of the data in the research development of this action are the Headmaster, curriculum advisor, IPS Teachers of Eight Grades and Students of Eight Grades. The data in this study are the words and actions obtained from informants involved in the research.

E. Data Collection

Burhan Bungin, describes a method of data collectionis"in what way and how the necessary data can be collected so that the final results of the study were able to present information that is valid and reliable", found"method of research is the variety of ways in which researchers collect data in research". The way the question is an interview, and documentation. Data collection methods used in this study include:

1. Observation

Observation is a way to get the data by observing and recording systematically the symptoms or phenomena investigated and researched.[7]The

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[6] Lexy J. Moeloeng, *op.cit.,* page. 112.
[7] Lexy J. Moleong, *op.cit.,* page. 62.

researcher must be examined in the observations, so that no data is missed from the observation.

Qualitative research objects in the observed according to Spradley called social situation, which consists of three components, namely:

a. Place, or a place where the interaction in social situations is underway, in this action research in MTsN Pandaan Pasuruan.

b. Actor, actors or people who are playing a particular role in this action research are the Headmaster, curriculum advisor, IPS Teachers of Eight Grades and Students of Eight Grades.

c. Activity, or activities performed by the actors in the on going social situation, in this case the Implementation of Integrated Social Studies Learning of Eight Grades in MTsN Pandaan Pasuruan.

Opinion by Suharsimi Arikunto, in the psychological sense, observation or observation, includes loading attention to an object by using all means of the senses. So, observing can be done through sight, smell, hearing, touchand taste.[8]This is done so that the data obtained from the observation really valid.

Based on the above understanding, the researcher used the method to determine the direct observation of the state of the object to be examined.

2. Interview

Interview is the collection of data by way of holding a question and answer with the research subject, about problems related to the problem that I researched. This is in accordance with the opinion from Sutrisno Hadi, that the

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[8] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Yogyakarta: PT. Rineka Cipta, 1998), page. 146.

briefing (interviews) must be done systematically and based on objective research.[9]

As according Lexy J Moleoung, interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interview (interviewer), which provides an answer to that question.

Based on these reviews, the researcher used interview method to determine the data directly from the source which area Headmaster, curriculum advisor, IPS Teacher of Eight Grades and Student of Eight Grades. The researcher can obtain more data by interfacing directly.

3. Documentary

The documentary comes from the word document, which means that the goods in writing. As in implementing the documentary techniques, the study investigated the written objects such as books, magazines, documents, etc.[10]

Documentation is a way of collecting data by investigating the chart, organizational structure, graphics, and archives. It is used to obtain data about the number of staff, number of students.[11]

Thus, the documentation is written to collect data contained in the field. The goal is to determine the state of the object, either past, present, and future predictions.

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[9] Sutrisno Hadi, *Metodologi Research I,* (Yogyakarta: Fakultas Psikologi UGM, 1983), page. 131.
[10] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Yogyakarta: PT. Rineka Cipta, 1998), page. 13.
[11] M. Amirin, *Menyusun Rencana Penelitian,* (Jakarta: Grafindo Persada, 1995), page. 94.

F. Data Analysis

According Seiddel Lexy J. Moeloeng in the book entitled "Qualitative Research Methodology Revised Edition" states that the process of qualitative research data analysis are:

1. Noting that produces a record field, with it, given the source code so that the data can still be traced.

2. Collecting, sorting-out, classifying, synthesizing, creating an overview and makes index.

3. Thinking, by making so that the categories of data that has meaning, search for and find patterns and relationships and make the findings public.[12]

The process of data analysis conducted by the researcher launch stages as follows:

1. Analyzing all the data available from various sources, namely from interviews, observations, which have been written in the field notes, personal documents, official documents and so forth. Having read and studied the next step is data reduction is done by making abstractions. Abstraction is an attempt to make a summary of the core, processes and statements that need to be maintained.

2. The selection process is done by arranging the units are then categorized in the next step while coding. Coding is a symbol or abbreviation that is

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[12] Lexy J. Moeloeng, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Remaja Rosdakarya, 2008), page. 248.

applied to a group of words that could be a sentence or paragraph of notes field.[13]

3. The last step is examining the validity of the data. After completion of this stage, start now in the process of data interpretation stage provisional result into substantive theory by using some particular method.

G. Cheking the Validity of Data

Capturing data through three stages, among which the preliminary stage, filtration stage and the stage of complete data that is still less than the previous stage, for checking the validity of the data occurred at the stage of screening data. Therefore, if there is data that is irrelevant and in adequate filtering of the data will be performed once again in the field, so the data has a high level of validity. Examination of the validity of data in addition to refute what was alleged and scientific qualitative research as well as an integral element of the body of knowledge of qualitative research.

To obtain the validity of the findings need to be investigated credibility using the following techniques:

1. The Attendency

The participation of the researcher will determine the data collection. Which aims to build trust subject to the confidence of the researcher and the researcher themselves.[14]It is useful as a deepening of checking the data returned by the researcher, if the data given for this is that the data is correct or not. If that

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[13] Miles, dkk, *Analisis Data Kualitatif. Terjemah: Tjejep RR*, (Jakarta: UI Press, 1992), page. 87.
[14] Lexy J. Moeloeng, *Metode Penelitian Kualitatif Edisi Revisi*, (Bandung: PT. Remaja Rosdakarya, 2008), page. 329.

data obtained is still less true and satisfying the researcher observed again, wider and deeper in order to obtain the data that is certainly true.

2. The Observation

The researcher conduct thoroughand detailed observations on an on going basis so that the researcher understand the depth of the symptoms of on going activities at the sites. It is intended to discover the characteristics and elements in situations that are very relevant to the issue or issues are being searched and then concentrate on these matters in detail.

In other words, if the extension of participation provides the scope, then the persistence observations provide depth.[15] In this case with regard to the Implementation of Integrated Social Studies Learning of Eight Grades in MTsN Pandaan Pasuruan.

3. Triangulation

Triangulation technique is defined as data collection techniques that are combining of various data collection techniques and sources that already exist. When the researcher collecting data with triangulation, then in fact the researcher collected data at the same time credibility test data, which credibility check the data with different data collection techniques and data sources.[16]

Triangulation in testing the credibility is interpreted as checking data from various sources in various ways and at various times. Thus, there are three kinds

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[15] Lexy J. Moeloeng, *op.cit.,* page. 329.
[16] *Ibid*., page.83.

of triangulation of the source triangulation, triangulation of data collection techniques and time.[17]

Triangulation source to test the credibility of the data is done by checking the data that has been obtained through several sources. Triangulation technique that is done by checking the data to the same source with different techniques. Triangulation of time that is checked with interviews, observation or other techniques in time or a different situation. As in this study using triangulation source, where the data have been obtained checked through several sources.

H. Stage of Research

1. Before-research

   a. Determine the field, with the consideration that the MTsN Pandaan Pasuruan is one of the schools with a teaching institution in an integrated Social Studies

   b. Taking care of licensing, both internally (Faculty) and externally (The School studied).

2. In-research

   a. Conducting observations directly to the location of the research on the implementation of the Integrated Social Studies learning that occurs in MTsN Pandaan Pasuruan, involving several in formants to get the data.

   b. Entering the field, by observing phenomena learning process, then interviews with Headmaster, curriculum advisor, IPS Teacher of Eight Grades, and Students of Eight Grades.

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[17] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2006), page. 125.

c. Preparation of research reports based on the data obtained.

3. After-research

The activities carried out at this stage is the activity of writing a research report prepared in accordance with the format of the writing of the guidelines which is applied in the Faculty of Science and Teaching Training UIN Maulana Malik Ibrahim Malang.
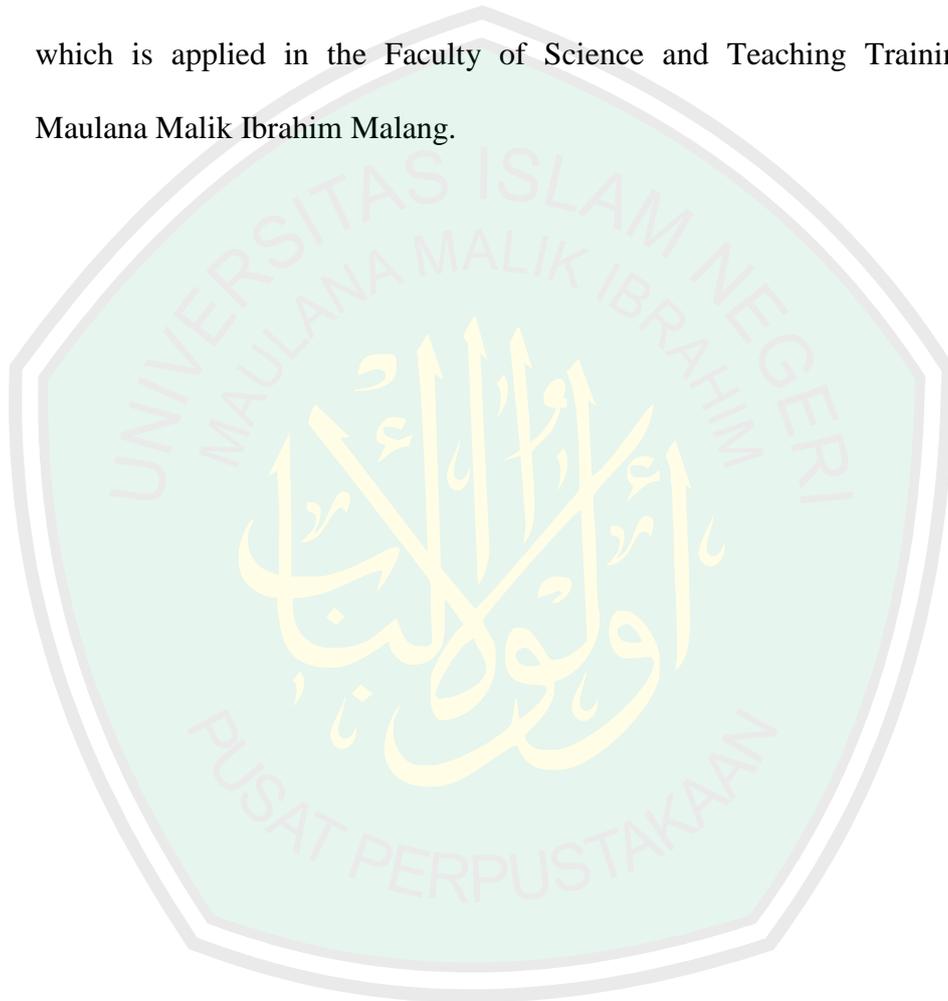
CHAPTER IV

RESEARCH FINDINGS

A. Profile MTs Negeri Pandaan Pasuruan

1. The History in MTs Negeri Pandaan Pasuruan

Before MTsN Pandaan Pasuruan established, in 1984 was named YAPINDA (Islamic Education Foundation Pandaan), chaired by The Dr. Iskhak Hartayo secretary Abd. Rosjad, BA. Located at Street A yani Kasri in the village of Batu Mas Pandaan. YAPINDA student at that time amounted to approximately 250 students were divided into 6 classes. Because not yet have its own building YAPINDA still using SD Pandaan I and IMPRES whose place in the Office of the District Dikbud Pandaan headed by Mr. Muallim, BA. Which served as PPAI Ministry of Pasuruan. After 2 years of study locations YAPINDA moved again to the SD Kutorejo I and 3in the year 1986-1989, in which students grow to 500 students. Later that year the name changed to MTs. Filial Pandaan.

After increasing the number of students who need school for primary school graduates each year, the pupil must be issued in 1989 MTs Bangil Filial Pandaan Pasuruan occupy the site on a land area of 2,385m² endowments with funds from donors and independently with 3 local classrooms. With the establishment of MTs Bangil Filial Pandaan students become easy to continue a higher school. As for the students who go to MTs. Filial Bangil Pandaan not all from the village of Nogosari but some also come from outside, for example, there is derived from Beji Village, Village Randu Pitu and other areas.

Then in 1992 MTs. Filial Bangil country Pandaan obtain funds from the central or DIP (Entry List Project) so that the total number of classrooms still 9 spaces. And the blessings of Allah on September 6th, 1995, by decree of the Minister of Religion No. 5A. In 1995, the status of MTs Bangil Filial Pandaan turned into MTs Negeri Pandaan Pasuruan.

2. **Location in MTs Negeri Pandaan Pasuruan**

MTsN Pandaan Pasuruan located 1 km east village Pandaan. The boundaries of the location of MTsN Pandaan Pasuruan east by Jl. Pandaan Beji, the south by these elements, while the north and west by the OMEGA building.

MTsN Pandaan Pasuruan is located in a very strategic location, easily reachable by means of transport because it is close to the highway that connects the village Prumbon with Nogosari and are in the cool air, so it is very suitable for education because it is not to close to the noise of the city.

3. **Vision and Mission in MTs Negeri Pandaan Pasuruan**

As the formal educational institutions MTsN Pandaan Pasuruan have the vision and mission, which is where the vision of MTsN Pandaan Pasuruan make superior Madrasah, Islamic, and Populist. While the mission of MTsN Pandaan Pasuruan is educating a generation of Muslims who are intelligent, skilled, faithful, devoted and good morals.

Then the basis of the education MTsN Pandaan Pasuruan is Pancasila and the constitution of 1945. The aim of education MTsN Pandaan Pasuruan in general is to lay the basis of intelligence, knowledge, personality, character, and

skills to live independently and to follow further education, Furthermore, the purpose of education in MTsN Pandaan Pasuruan specifically as follows:

a. Improve the quality and attitude of Islamic religious citizens MTsN Pandaan Pasuruan than before.

b. Raising people's awareness MTsN Pandaan Pasuruan towards environmental cleanliness and beauty of MTsN Pandaan Pasuruan than before

c. Improve the quality and quantity of facilities / infrastructure and facilities that support the improvement of academic and non academic achievement

d. Scores UNAS increase an average of at least 1.5 from the existing standard.

e. The students who have interests, talents and abilities to the Arabic and English is increasing than ever before, and able to host the event and spoke with two languages.

f. Sports team has a minimum of three branches to become finalists Provincial

g. Having a team that is able to perform minimal art at the level of district /city.

4. **Working Plan in MTs Negeri Pandaan Pasuruan**

a. **Curriculum management:**

1) Completed curriculum and achievement targets absorption intra curriculum materials for a successful Final Exam (UN-UAM)

1) Modifications and additions to the curriculum with the preparation of additional programs in accordance with the relevance and needs of students (life skills)

2) Implement upgrading MGMPs Exam, assembly lattice matter, and others, with a professional approach (lesson study, open class)

3) Adding hours of practicum (Read Qur'an) and habituation program with the target of a requirement (Minimum Standard of Competence Learning/SKBM)

4) Establish cross-agency cooperation in the improvement of academic achievement with the guidance of a professional organization such as Primagama, etc.

b. **Students management**

1) Holding LDK (Basic Leadership Training) Students/OSIS

2) Empowering students as part of the school community in order to train students in all school activities.

3) Optimizing the role of students (class management, OSIS) in scientific activities, discussions among the cross-agency.

4) Implement training programs (LAT-TRAM) for students, according to the needs of students.

5) Development of an activemental attitude, creative, disciplined, skilled at giving more of a role in managing Madrasah participate.

c. **Infrasturcture management**

1) Providing a means of teaching and learning media for students and teachers (Reference Book, CBC, CD Learning)

2) Complete the administrative means in accordance with the Madrasah accreditation component in improving the quality of managementof State administration.

d. **Public communication**

1) Establish communication and cooperation with the peoples concerned, with building a positive image of MTsN Pandaan Pasuruan

2) Cooperation with cross-agency.

5. **The Condition of the school**

a. **Owned Land**

Total Land Area :

7	8	7	٢		

Land according the source (M^2)

Table 2.1 : Land of the school

Source Land	Ownership status		Already Used (M^2)	Not to be used (M^2)	Descrip Tion
	Already Certifite	Certifi cate in process			
Gover ment	-	-	-	-	

Endowments/Donations	7.872	-	2.826	5.046	

b. Physical condition of the Building

Table 2.2 : Physical of Building

No	Typeof Building	Amount	Size (M²)	Built Year	Description
I	**Classrom**				
	a. RKB Proyek APBN	3	189 M²	1990/1991	**APBN**
	b. RKB Proyek APBN	3	189 M²	1994/1995	**APBN**
	c. RKB. Swadaya	5	253 M²	1996	**Organization's Budget**
	d. RKB Proyek APBN	3	189 M²	2009	**APBN**
	e. RKB Swadaya	3	189 M²	2009	**Organization's Budget**
	f. RKB Proyek APBN	3	189 M²	2010	**APBN**
	Total	20			**Less 3 Local**
II	**Building Support**				
	a. Principal's room	1	9 M²	1996	**Organization's Budget**
	b. Teacher's room	1	30 M²	1996	**Organization's Budget**
	c. TU Room	1	21 M²	1996	Emergency
	d. Toilet for Teacher	1	4 M²	1996	
	e. Toilet for Students	11	32 M²	1991 – 1994	

		1	25 M^2	1994	Emergency
	f. Library	1	25 M^2	1994	Emergency
	g. Computer Room	1	63 M^2	1995	
	h. UKS /OSIS Room	1	21 M^2	1995	Emergency
	i. Union room	1	9 M^2	1995	Emergency
	j. Musholla	1	105 M^2	2001	Good
	k. Language Lab	-			
	l. Art lab	-			None
	m. Hall	-			None
	n. Physics lab	-			None
	o. Biology Lab	-			None
	p. Security House	1	9 M^2	2005	Emergency
	q. Mikro Teaching room	-			None
	r. Security room	1	4M2	2005	

c. **Educational Facility**

Table 2.3 : Facility of Education

No	Type of the facility	Amount	Condition	Description
1.	TV- VCD	2 units	Good	-
2.	TV	3 units	Good	-
3.	Tape recorder/ warless	2 units	Good	-
4.	Learning CD	1 set	Good	-
5.	PC in the room	3 sets	Good	-
6.	PC in computer Lab	24 sets	22 Good	-

d. **Library**

Table 2.4 : Library

Reference Book		Textbook		Additional Book	
Total of the Title	Total of the Exemplar	Total of the Title	Total of the Exemplar	Total of the Title	Total of the Exemplar
37	4052	58	7081	137	1360

e. **The Staff**

1) **The data of the teachers**

Table 2.5 : Data Staff

No	Educational level	Total of the teachers				Description
		GT	GTT	DPK	Total	
1.	SLTA	-	-	-	-	
2.	SARMUD	-	-	-	-	
3.	D. II	-	-	-	-	
4.	D. III	-	1	-	1	
5.	S-1	29	14	3	46	
6.	S-2	2	-	-	2	
	Total	31	15	3	49	

2) **Administrational Staff**

Table 2.6 : Administration Staff

No	Educational level	Total of the staff				Description
		PT	PTT	DPK	Total	
1.	SLTA	-	9	-	9	
2.	SARMUD	-	-	-	-	
3.	D. II	-	-	-	-	
4.	D. III	-	-	-	-	
5.	S-1	3	2	-	5	

	Total	3	11	-	14	

3) Students and study group in the last six years*)

Table 2.7 : Students and Study Group

No	Students	Grade 7		Grade 8		Grade 9					
		Male	Female	Male	Female	Male	Female				
										STUDY YEAR 2005-2006	
1.	Total of the Students	١٢٤	١٣٧	١٤٤	123	123	132				
2.	Study Group		6		٦		٦				
										STUDY YEAR 2006-2007	
1.	Total of the Students	١٣٤	٩٨	١٢٣	١٣٢	123	122				
2.	Study Group		6		6		6				
										STUDY YEAR 2007-2008	
1.	Total of the Students	١٤٦	١٩١	١٣١	٩٨	119	133				
2.	Study Group		6		6		6				
										STUDY YEAR 2008-2009	
1.	Total of the Students	١٦٦	١٨٠	١٤١	171	117	93				

No.												
٢.	Study Group		٨		6		6					
									STUDY YEAR 2009-2010			
١.	Total of the Students	150	179	158	182	129	١٥٧					
2.	Study Group		٧		8		٧					
									STUDY YEAR 2010-2011			
١.	Total of the Students	١٨٧	١٧٩	١٤٧	١٧٨	١٤٧	١٨١					
2.	Study Group		٨		٧		٨					
									STUDY YEAR 2011-2012			
١.	Total of the Students	144	166	١٧٧	١٦٩	١٤٥	١٦٩					
2.	Study Group		٧		٨		٨					

4) Graduate (Out come)

Table 2.8 : Graduate

STUDY YEAR	Total of the Students		Total of the graduate		Graduate who continue to the next level of study	
1	2		3		4	
	Total	Target	Total	Target	Total	Target
2004/2005	٢٤٠	100%	٢٤٠	٢٤٠	٢٤٠	100%
2005/2006	٢٥٥	100%	٢٥٥	255	255	100%

2006/2007	256	100%	256	256	256	100%
2007/2008	252	100%	252	252	252	100%
2008/2009	٢١٠	100%	٢١٠	٢١٠	٢١٠	100%
٢٠٠٩/٢٠١٠	٣٠٤	١٠٠%	٣٠٤	٣٠٤	٣٠٤	١٠٠%
٢٠١٠/٢٠١١	٣٢٦	١٠٠%	٣٢٦	١٠٠%	٣٢٦	١٠٠%

5) Student Enrollment

Table 2.9 : Student Enrollment

STUDY YEAR	Amout of the students			
	Class Opened	Total Enrolled	Total Accepted	Precentage of the student enrollment
2004/2005	6 Class	303	240	79,2 %
2005/2006	6 Class	309	261	84,5 %
2006/2007	6 Class	340	232	79,4 %
2007/2008	8 Class	٤٥٠	٣٣٧	80,2 %
2008/2009	8 Class	٥٥٠	٣٤٦	63,1 %
2009/2010	7 Class	٧١٠	٣٢٩	53,1 %
٢٠١٠/٢٠١١	8 Class	٤٩٩	٣٦٦	81,2 %
٢٠١١/٢٠١٢	7 Class	٤٩٦	٣١٠	٦٢,٥ %

Description :

Amount of students in Grade VII   : 310   Students   7   Study Group

Amount of students in Grade VIII   : 346   Students   8   Study Group

Amount of students in Grade IX   : 314   Students   8   Study Group

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Total amount   **: 970** Students   **23**   **Study Group**

Amount of the local   **: 23**   **Local**

Amount of the local needed :   3   Local[1]

B. The Result of the Research

1. The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan

Planning :

The curriculum used in Integrated IPS Subject is curriculum KTSP for all classes 7,8, and 9. For the 7 Grade at the beginning of the semester using K.13, with equalization and removal K.13 for this school, so that in half even for the implementation of the 7 Grade curriculum is returned into the curriculum KTSP.[2]

> "Penerapan Kurikulum pada Mata Pelajaran IPS Terpadu tetap menggunakan kurikulum KTSP pada semua kelas, tetapi untuk kelas 7 pada semester Ganjil lalu telah melaksanakan Kurikulum 2013 dikarenakan peraturan dari pihak Kabupaten, kemudian setelah adanya peraturan penghapusan Kurikulum 2013 maka pada semester Genap dikembalikan ke dalam kurikulum KTSP"[3]

Syllabus use in Integrated IPS Subject adopting directly from the government Pasuruan for SMP /MTs, there are no provisions to not have to change, the school was given the decentralization policy for syllabus development in the implementation of Curriculum KTSP.

> "Silabus untuk mata pelajaran IPS Terpadu Kelas VIII sesuai kurikulum KTSP tidak mengalami perubahan apapun dari Silabus yang diberikan oleh Pemerintah Pasuruan, sehingga silabusnya sama persis dengan aslinya.[4]

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[1] Documentation of Profile MTs Negeri Pandaan Pasuruan.

[2] Interview result with Taufik Hidayat, Curriculum advisor in MTsN Pandaan Pasuruan, Monday 5th of January at 10.30-11.00 WIB.

[3] Interview result with Taufik Hidayat, Curriculum advisor in MTsN Pandaan Pasuruan, Monday 5th of January at 10.30-11.00 WIB.

[4] Interview result with Taufik Hidayat, Curriculum advisor in MTsN Pandaan Pasuruan, Monday 5th of January at 10.30-11.00 WIB.

RPP used in Integrated IPS Subject based on the curriculum KTSP, but on

the point of Learning Activity used same with RPP K.13 Curriculum, because

this's the rule from the School.

> "RPP yang saya gunakan dalam pembelajaran IPS Terpadu menggunakan RPP berbasis KTSP tetapi pada point kegiatan pembelajaran saya buat seperti RPP yang berdasarkan K.13 ada 5M yaitu mengamati, menanya, mengeksplorasi, mengasosisasi, dan mengkomunikasi. Sebenarnya saya hanya membuat RPP sesuai KTSP, tetapi Kepala sekolah memerintahkan saya untuk membuat RPP dengan mengkombinasikan aspek K.13, jadi saya letakkan pada point kegiatan pembelajaran saja, ini juga menjadi kesepakatan antara guru-guru IPS Kelas VIII yang lain mbak, jadi semua guru IPS RPP.nya pada point kegiatan pembelajaran menggunakan 5M semua, bapak Imam selaku kepala sekolah meminta untuk mengkombinasikan dengan K.13 agar jika nanti ada perubahan ke dalam K.13 para guru-guru IPS sudah siap begitu kata beliau mbk."[5]

Implementing :

Teaching the Integrated IPS Subjects conducted by one teacher. Integrated

IPS Subjects of 8 Grades taught by three teachers, each teacher support 3 classes.

Mrs.Muflichah, teaches class VIII A,B,C. Mrs.Khoiriyah teaches class VIII D, E,

F. Mrs.Indah Afiati teaches class VIII G, H, I.

> "Jumlah Guru Pada mata pelajaran IPS Terpadu khususnya kelas VIII ada 3 orang dan setiap guru memegang 3 kelas. Dari seluruh kelas VIII A-I sebanyak 9 kelas, dibagi 3 kelas dan dipegang oleh satu guru IPS Terpadu. Untuk kelas VIII A,B,C dipegang oleh Ibu Muflichah,S.Pd. Kelas VIII D,E,F dipegang oleh Ibu Dra. Khoiriyah, dan Kelas G,H,I dipegang oleh Ibu Dra. Indah Afiati."[6]

The learning method performed by Integrated IPS Teacher of 8 Grades

varies depending on the material to be taught. Mrs.Muflichah that administer of

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[5] Interview result with Mrs. Muflichah, Integrated IPS Teacher of class VIII A,B,C in MTsN Pandaan Pasuruan, wednesday14th of January at 07.00-08.00 WIB.
[6] Interview result with Taufik Hidayat, Curriculum advisor in MTsN Pandaan Pasuruan, Monday 5th of January at 10.30-11.00 WIB.

Class VIII A,B,C apply uniformity in the implementation of teaching in all classes are taught.

> "Semua Kelas yang saya ajar kelas VIII A,B,C saya perlakukan sama dalam hal pembelajaran termasuk metode yang saya terapkan,dll"[7]

The method used in the material KD 5.1 about preparation process regarding the independence of Indonesia, Mrs.Muflichah using several methods including methods of demonstration, speech methode, and assignments methode. The researcher did the observation on Wednesday, January 14th, 2015 at 08.20-09.40 in Claas VIII A on the 3-4 periode:

> "Researcher arrived into the Class VIII A, accompanied by Mrs. Muflichah at 8:20 pm Precisely on the 3rd periode, when the researcher and Mrs. Muflichah come in the class, all students of class VIII A greeted, then activities prayer and the reading of 99 asmaul husna echoed by all students. Once the prayer is finished then Mrs.Muflichah start the early activities, starting with opening and then Mrs.Muflichah began to explain the beginning of the learning material to give a little information about the process of Indonesian independence associated with aspects of economics, sociology, and geography. After that, Mrs. Muflichah switch the method by using Demonstration, where there are representatives 5 students taken at random to demonstrate the process of independence of Indonesia, students who want to demonstrate in front of the class will be given extra score by Mrs. Muflichah. After the demonstration of independence carried out by representatives of five students completed before Mrs. Muflichah conduct question and answer activity with students of class VIII A

For the teaching method of history, Mrs.Muflichah choose to use a demonstration methode to facilitate student understanding. The history lesson usually contains a lot of reading but the lesson of sociology prefers to use a method of Group discussion, so a lot of social problems that can be discussed to give a solution. And for Economic lessons, moreoften use the assignments method

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[7] Interview result with Mrs. Muflichah, Integrated IPS Teacher of class VIII A,B,C in MTsN Pandaan Pasuruan, wednesday14[th] of January at 07.00-08.00 WIB.

because of the presence of some count on economic material as the material of

taxation, etc.

> "metode yang saya terapkan pada semua bidang mata pelajaran IPS Terpadu pada pokoknya menggunakan metode ceramah, untuk kelanjutannya saya sesuaikan dengan materi pelajaran. Misalnya sejarah saya lebih condong ke metode demonstrasi dikarenakan banyak bacaan sehingga siswa-siswi sedikit kesulitan dalam pemahaman, sehingga jika di demontrasikan mereka lebih cepat menangkap pemahaman materi. Untuk mata pelajaran sosiologi saya mengaplikasikan metode diskusi, karena di dalam materi sosiologi terdapat permasalahan-permasalahan sosial yang seharusnya di diskusikan dalam rangka penemuan solusinya. Untuk mata pelajaran Ekonomi saya lebih ke tugas karena banyak perhitungan dalam materi ekonomi."[8]

> After having answer question about the material used and the presentation of 5 students, Mrs. Muflichah order all the students in Class VIII A to open the BSE(Buku Sekolah Elektronik) textbook.

> The Learning Resources are using a text book (BSE) that can be borrowed at

the library and WorkSheet book(LKS). The source from the media

(internet,magazine,etc) is only used as an additional task for Integrated IPS

Subject of Eight Grades. Students are only charged for the purchase of books

which is worksheet book (LKS) of Integrated IPS Subject of Eight Grades.

> "Sumber buku yang saya gunakan hanya buku paket BSE(Buku Sekolah Elektronik) dari pemerintah dan buku pegangan LKS(Lembar Kerja Siswa) siswa. Untuk sumber yang lain misalnya dari media cetak, saya gunakan ketika tugas-tugas tertentu saja."[9]

> "Buku Paket BSE saya pinjam di perpustakaan, sedangkan saya hanya wajib membeli buku LKS saja, untuk sumber dari internet,koran,dll hanya pada tugas-tugas tertentu saja."[10]

> After students reading material in text book (BSE), then students ordered to answer the question in LKS book. After then at 09.40pm on the 4 periode,

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[8] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII A,B,C in MTsN Pandaan Pasuruan, wednesday 14th of January at 07.00-08.00 WIB.

[9] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII A,B,C in MTsN Pandaan Pasuruan, wednesday 14th of January at 07.00-08.00 WIB.

[10] Interview result with Amir Khulal, Students from Class VIII A in MTsN Pandaan Pasuruan, Wednesday 14th of January at 09.40-10.30 WIB.

bel is ringing, this is the symbol that the learning will be done. Mrs.Muflichah order to the chief of the class to lead of praying together."[11]

In the second research, the researcher came to the school on Thursday, February 12th, 2015. The researcher entered the Class VIII G precisely at10:10 to 11:30pm. The material taught that day about KD 6.1 material about the forms of social relationships, the material included in clumps Sociology lesson.

"Research entered into the Class VIII G accompanied by Mrs.Indah Afiati at 10:10 pm Exactly on the 5th periode, when researchers and Mrs.Indah Afiati come in, the class greeted with a greeting in unison by all students of class VIII G , then the activities of prayer and the reading of 99 asmaul husna sung by all students . Once the prayer is finished then Mrs.Indah Afiati start the early activities , starting with opening the first subject matter of the forms of social relations . The material begins with the speech method alone activity punctuated by a question and answer activity.

In the use of the method of the subjects of Sociology, Mrs.Indah Afiati choose to use the speech method to facilitate student understanding. But for history lessons prefer Group Discussion Methode. As for the material economy, more often use assignments methode because the material is more likely to calculation. Students are only charged for the purchase of worksheet book(LKS) of Integrated IPS Subject of Eight Grades.

"metode yang saya terapkan pada semua bidang mata pelajaran IPS Terpadu bermacam-macam, tetapi lebih sering memakai metode ceramah. Untuk mata pelajaran sosiologi saya hanya menggunakan metode ceramah, untuk pelajaran ekonomi tentang perhitungan jadi saya gunakan metode pengerjaan tugas, untuk pelajaran sejarah saya gunakan metode diskusi kelompok karena untuk mata pelajaran sejarah harus membaca terlebih dahulu kemudian di diskusikan dengan kelompoknya masing-masing agar pemahaman materi lebih maksimal."[12]

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[11] Observation result in integrated social science learning in Class VIII A MTs Negeri Pandaan Pasuruan, Wednesday 14th January 2015 at 08.20-09.40 (3-4 periode) WIB.

[12] Interview result with Mrs.Indah, Integrated Social Sciences Teacher of class VIII G,H,I in MTsN Pandaan Pasuruan, Thursday 12th of February at 09.00-10.00 WIB.

After giving explanation about the material, Mrs.Indah Afiati ordered the students to answer the question from worksheet book (LKS).

"Sumber bukunya hanya berupa buku paket BSE dari pemerintah dan buku pegangan LKS saja."[13]

"Buku Paket BSE saya pinjam di perpustakaan, saya hanya membeli buku LKS IPS Terpadu kelas VIII saja"[14]

After then at 11.30am on the 6 period, bel is ringing, this is the symbol that process of learning will be done. Before closing of the learning activity in this day, Mrs. Indah Afiati ordered to the chief of the class to lead of praying together."[15]

In the third research, the researcher came to the site on Saturday, April 25, 2015. The researcher enters class VIII F precisely at10:10 to 11:30am. The material taught that day about the matter KD 7.3 on Taxation, the material included in clumps of Economics lesson.

"Researcher arrived into the VIII F , accompanied by Mrs.Khoiriyah at 10.10 WIB Precisely on the 5 rd periode , then activities prayer and the reading of 99 asmaul husna echoed by all students. Once the prayer is finished then Mrs.Khoiriyah start the early activities , starting with opening the first subject matter of the function of taxation. The material begins with the speech methode with variation of question answer activity.

In the use of the method of the subjects of Sociology, Mrs.Khoiriyah choose to use group discussion method to train students critical attitude to face the social issues that occur in social life. But for history lessons would prefer to use the speech methode. As for the material economy, the teacher often uses giving assignments method.

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[13] Interview result with Charisma, student from Class VIII G in MTsN Pandaan Pasuruan, Thursday 12th of February at 11.30-12.00 WIB.

[14] Interview result with Nurul, student from Class VIII G in MTsN Pandaan Pasuruan, Thursday 12th of February at 11.30-12.00 WIB.

[15] Observation result in integrated social science learning in Class VIII G MTsN Pandaan Pasuruan, Thursday 12th of February at 10.10-11.30 (5-6 periode) WIB.

"metode yang saya terapkan pada mata pelajaran Sosiologi menggunakan diskusi kelompok, pada mata pelajaran sejarah menggunakan metode ceramah, dan pada mata pelajaran ekonomi menggunakan metode pemberian Tugas"[16]

After then, learning activity doing with answer the question in worksheet/LKS book, and the material of this day is about the taxation.

The source of learning used textbook of BSE, can borrowed in library. And Every student must have LKS/Worksheet book in Integrated IPS Subject of Eight Grades. Students are only charged for the purchase of worksheet book/LKS of Integrated IPS Subject of Eight Grades.

"Sumber bukunya yang saya gunakan buku paket BSE dari pemerintah dan buku LKS siswa"[17]

"saya menggunakan buku paket dari perpustakaan dan membeli buku LKS siswa"[18]

After then at 11.30pm on the 6 period, bel is ringing, this is the symbol that process of learning will be done. Before closing of the learning activity in this day, Mrs.Khoiriyah ordered to the chief of the class to lead of praying together."[19]

Evaluating :

The Evaluating of the IPS Subject for Eight Grades is using integradly in all the material history, sociology, economic. On the Rapor just written IPS only, so all the scrore from history,etc enter on the IPS score. But the evaluating every subject like economic,etc itself. On the Rapor written integradly.

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[16] Interview result with Mrs. Khoiriyah, Integrated Social Sciences Teacher of class VIII D,E,F in MTsN Pandaan Pasuruan, Wednesday 25th of April at 09.00-10.00 WIB.

[17] Interview result with Mrs. Khoiriyah, Integrated Social Sciences Teacher of class VIII D,E,F in MTsN Pandaan Pasuruan, Wednesday 25th of April at 09.00-10.00 WIB.

[18] Interview result with Khoirun Nisa, Integrated Social Sciences Students of class VIII F in MTsN Pandaan Pasuruan, Wednesday 25th of April at 11.00-10.00 WIB.

[19] Observation result in integrated social science learning in Class VIII F MTsN Pandaan Pasuruan, 25th April at 10.10-11.30 (5-6 periode) WIB.

"Penilaian yang saya lakukan dan kesepakatan guru IPS Kelas VIII yang lain menggunakan penilaian terpadu mbk, dimana nilai pada pelajaran ekonomi, sosiologi, dan sejarah saya rata-rata kemudian saya jadikan satu nilai yang ada di rapor yaitu menjadi nilai IPS saja, tetapi pada kenyataannya saya belum lakukan penilaian secara terpadu yang mengombinasikan semua mata pelajaran dalam rumpun IPS. Penilaian ya sendiri-sendiri ekonomi sendiri, sejarah sendiri, dan sosiologi sendiri, tetapi untuk penulisan di rapor nanti dari ketiga mata pelajaran itu saya rata-rata dan hanya menjadi satu nilai mata pelajaran saja, yaitu nilai IPS"[20]

Results of assessment for all subjects of Integrated IPS of Eight Grades Criteria Minimum Score (KKM) is 75. If less than the value of it will be carried out remedial activities. If remedial action has been implemented for 3 times, but the result remained below the Criteria Minimum Score/KKM, then Mrs.Muflichah would provide additional task or duty and for students who cannot exceed the value of KKM.

"Penilaian dipatok dengan nilai 75 untuk mata pelajaran IPS Terpadu Kelas VIII, jika kurang dari nilai tersebut saya akan lakukan remedial hingga 3 kali, jika hasilnya sama, saya akan berikan tugas tambahan untuk mengkatrol nilai agar memenuhi nilai KKM yaitu 75, saya tidak bisa memberikan nilai melebihi nilai 75 tersebut bagi siswa yang telah gagal dalam remedial."[21]

"standar nilai untuk mata pelajaran IPS Terpadu yaitu 75, jika nilainya kurang maka guru memberikan tugas tambahan, biasanya tugasnya berupa kliping, mading,dll yang sumber.nya berasal dari media cetak."[22]

Mrs. Indah Afiati for the Results of assessment for all subjects of Integrated IPS criteria minimum score (KKM) is 75. If less than the value of it will be carried out remedial activities. If failed again, students will be give task to summary of material.

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[20] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII A,B,C in MTsN Pandaan Pasuruan, wednesday 14th of January at 07.00-08.00 WIB.

[21] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII A,B,C in MTsN Pandaan Pasuruan, wednesday 14th of January at 07.00-08.00 WIB.

[22] Interview Result with Nur Udin, Student from Class VIII A in MTsN Pandaan Pasuruan, Wednesday 14th January at 09.40-10.30 WIB.

"remidi akan saya lakukan jika nilai berada di bawah KKM 75, jika masih terkena remedi, saya akan memberikan tugas tambahan merangkum materi yang terkena remidi."[23]

"saya pernah kena remidi ibu Indah Afiati, kemudian saya diperintahkan untuk merangkum materi yang dimana saya terkena remidi itu."[24]

Mrs. Khoiriyah for the Results of the assessment depend on the standard value determined by the school which is 75 (KKM) for Integrated IPS Subject of Eight Grades, if less than this value, will becarried out remedial activities. Additional tasks will be given if remedial activities have not yielded significant results.

"remidi dilakukan jika nilai dibawah 75, jika masih remedi saya akan menulis nilai 75 di rapor sesuai KKM asalkan siswa tersebut mengumpulkan tugas tambahan yang saya berikan"[25]

"KKM nilai IPS Terpadu yaitu 75, jika kurang dilakukan kegiatan remedi, jika kurang lagi diberikan tugas tambahan oleh guru"[26]

2. **Supporting and Inhibiting Factor of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan**

Supporting Factor for Planning :

Syllabus comes from the government, so the teacher not making again and same syllabus from the government, the teacher joint the MGMP Kabupaten Pasuruan, it's help for sharing the problem/material about the IPS Learning with

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[23] Interview result with Mrs.Indah Afiati, Integrated Social Sciences Teacher of class VIII G,H,I in MTsN Pandaan Pasuruan, Thursday 12th of February at 09.00-10.00 WIB.

[24] Interview result with Silvia, student from Class VIII G in MTsN Pandaan Pasuruan, Thursday 12th of February at 11.30-12.00 WIB.

[25] Interview result with Mrs. Khoiriyah, Integrated Social Sciences Teacher of class VIII D,E,F in MTsN Pandaan Pasuruan, Wednesday 25th of April at 09.00-10.00 WIB.

[26] Interview result with Khoirun Nisa, Integrated Social Sciences Students of class VIII F in MTsN Pandaan Pasuruan, Wednesday 25th of April at 11.00-10.00 WIB.

other IPS Teacher in all of Kabupaten Pasuruan. For RPP having the same with

other IPS teacher.

> "Silabus yang saya dapatkan dari pemerintah Kabupaten pasuruan itu memudahkan saya dalam pembuatan perangkat pembelajaran mbk, dari pihak sekolah para guru IPS sudah tidak dibebankan dalam pembuatan Silabus, hanya membuat RPP saja, dan saya beserta perkumpulan guru IPS se-Kabupaten Pasuruan juga dapat sharing tentang permasalahan-permasalahan mengenai problematika dalam pembelajaran IPS Terpadu."[27]

Implementing :

Supporting factors in learning activities of Integrated IPS Subject of 8

Grades is BSE(Buku Sekolah Elektronik) given books as a source of student

learning. This was said by the three teachers of Integrated Social Science of 8

Grade in MTsN Pandaan Pasuruan.

> "Faktor Pendukung dari pembelajaran IPS Terpadu di Kelas VIII yang saya ajar, menurut saya bantuan buku paket BSE yang diberikan oleh pemerintah sangat membantu sekali dalam proses pembelajaran di kelas, dikarenakan siswa hanya diwajibkan untuk membeli buku paket LKS saja."[28]

> "Faktor pendukung dari kegiatan pembelajaran IPS Terpadu yang saya ajarkan itu terletak pada sumber belajar yang saya pakai dan dipakai oleh para siswa yakni mengenai buku Paket BSE dari pemerintah yang dapat dipinjam di ruang perpustakaan sekolah. Buku paket tersebut sangat membantu sekali dalam kegiatan proses belajar-mengajar di kelas, karena para siswa hanya diwajibkan untuk membeli buku paket LKS yang berisi latihan soal-soal saja."[29]

> "Faktor pendukung dalam proses pembelajaran IPS Terpadu di kelas yang saya ampu yaitu mengenai sumber belajar buku paket BSE yang didapat dari sumbangan pemerintah, jadi seluruh siswa dapat bebas meminjam

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[27] Interview result with Mrs.Indah Afiati, Integrated Social Sciences Teacher of class VIII G,H,I in MTsN Pandaan Pasuruan, Thursday 12th of February at 09.00-10.00 WIB.

[28] Interview result with Mrs. Khoiriyah, Integrated Social Sciences Teacher of class VIII D,E,F in MTsN Pandaan Pasuruan, Wednesday 25th of April at 09.00-10.00 WIB.

[29] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII G,H,I in MTsN Pandaan Pasuruan, Wednesday 11th of February at 07.00-08.00 WIB.

buku tersebut di perpustakaan. Tanpa adanya buku BSE tersebut, pelengkap materi begitu sangatlah kurang."[30]

Evaluating :

Supporting Factor for Evaluating are the additional task, it's support to giving the score for students who have remedial, if student failed for remedial activity the score is low, so the students have standardtization score for KKM if doing the additional task from the teacher.

> "Para siswa yang terkena remidi dapat memperoleh nilai sesuai KKM 75 jika mereka mengumpulkan tugas tambahan yang saya berikan, padahal nilai mereka setelah saya lakukan kegiatan remidi masih kurang dari KKM, jadi yah sesuai dengan peraturan dari sekolah saya akan tulis nilai sesuai KKM asalkan siswa tersebut mengumpulkan tugas tambahan, hal ini membantu saya dalam penilaian saya dalam pembelajaran IPS"[31]

Inhibiting Factor :

Planning :

Syllabus from the government not change and same. The regulation of the school not changing about the systematica of the syllabus. Syllabus itself just shows and integradly material of history,sociology, and economic, there is not integrated from the SK and KD of the each material. But all of the techer must used syllabus from the government.

> "Silabus yang digunakan oleh para guru IPS menggunakan silabus dari pemerintah Kabupaten Pasuruan mbk, tidak ada perubahan apapun karena itu sudah menjadi peraturan dari pihak sekolah."[32]

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[30] Interview result with Mrs. Indah, Integrated Social Sciences Teacher of class VIII G,H,I in MTsN Pandaan Pasuruan, Thursday 12th of February at 09.00-10.00 WIB.

[31] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII A,B,C in MTsN Pandaan Pasuruan, wednesday 14th of January at 07.00-08.00 WIB.

[32] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII A,B,C in MTsN Pandaan Pasuruan, wednesday 14th of January at 07.00-08.00 WIB.

RPP used of Integrated IPS Subject is RPP based on the KTSP curriculum but combination with K.13 curriculum, this's the rule of the school if having the moving curriculum to K.13 from the government. The Headmaster ask to the IPS Teacher to making RPP KTSP combination with RPP K.13

> "RPP yang saya buat berdasarkan Kurikulum KTSP saya kombinasikan dengan 5M seperti yang tertuang dalam butir pembuatan RPP berdasarkan K.13, karena memang sudah peraturan dari Pihak Sekolah mbk."[33]

Implementing :

The limited of infrastructure LCD availability, almost every class in 8 Grades absence of such facilities. Learning media also affects the learning progress of the Integrated IPS implemented.

> "Di semua kelas yang saya ajar, saya selalu kesulitan dalam hal media pembelajaran, sering sekali saya ingin menampilkan power point kepada siswa saya, tetapi keterbatasan sarana prasarana LCD yang tidak ada membuat proses pembelajaran IPS Terpadu menjadi lambat, padahal jaman sekarang semua aspek termasuk pembelajaran sudah berbasis IT."[34]

In addition to the students and the media, educational background factors teachers of Integrated IPS has also become one of the factors Inhibiting the Integrated Social Science learning, teachers need to learn more about the material that has not been mastered

> "Faktor penghambat dalam pembelajaran IPS Terpadu, menurut saya kalau faktor itu dari diri saya sendiri yaitu berupa latar belakang pendidikan saya mbak, dulu waktu S1 saya mengambil jurusan Pendidikan Geografi, dan pastilah materi yang saya kuasai berkutat dengan materi geografi. Sekarang ketika saya menjadi guru IPS Terpadu Kelas VIII, saya dituntut untuk menguasai semua materi pelajaran yang dipadukan misalnya materi Ekonomi, Sosiologi, dan Sejarah. Saya harus belajar lagi

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[33] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII A,B,C in MTsN Pandaan Pasuruan, wednesday 14th of January at 07.00-08.00 WIB.

[34] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII G,H,I in MTsN Pandaan Pasuruan, Wednesday 14th of Januaryat 10.30-11.00 WIB.

untuk menguasai materi tersebut guna saya sampaikan kepada murid-murid saya."[35]

Methode that used on Learning activity just using monotous method, because the IPS teacher seldom to using other method and varian method that make the student will be bored to follow learning on the class. Actually the teacher will using many of varian of the method to making the student interest with IPS Learning on the class.

"Penggunaan methode yang sering saya terapkan dalam pembelajaran IPS mungkin akan berdampak pada siswa yang saya ajar, dikarenakan hanya itu saja metode yang saya terapkan, jarang sekali saya menggunakan metode-metode baru yang dapat menarik perhatian siswa sehingga siswa sendiri tidak merasa bosan ketika pembelajaran IPS di kelas yang saya ajar."[36]

Evaluating :

Evaluating for the IPS Subject Learning not integrated for all of aspect about the material. The technique of the evaluation itself like economic itself, history itself,and so on. It's easy to make the evaluation like that, but to integradly material it's not suitable for the format of integrated learning.

"Di dalam penilaian terpadu seharusnya semua materi keterkaitan yang dipadukan ada dalam penilaian, tetapi dalam implementasi yang saya terapkan pada pembelajaran di kelas yang saya ajar menggunakan sistem sendiri-sendiri per mata pelajaran, misalkan untuk pelajaran ekonomi penilaian ya tentang materi ekonomi, dan seterusnya, jadi sebenarnya format untuk memadukan penilaian itu sendiri masih belum terlaksana."[37]

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[35] Interview result with Mrs. Khoiriyah, Integrated Social Sciences Teacher of class VIII D,E,F in MTsN Pandaan Pasuruan, Wednesday 25th of April at 09.00-10.00 WIB.
[36] Interview result with Mrs. Muflichah, Integrated Social Sciences Teacher of class VIII G,H,I in MTsN Pandaan Pasuruan, Wednesday 14th of Januaryat 10.30-11.00 WIB.
[37] Interview result with Mrs. Indah, Integrated Social Sciences Teacher of class VIII G,H,I in MTsN Pandaan Pasuruan, Thursday 12th of February at 09.00-10.00 WIB.

CHAPTER V

DISCUSSION

A. The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan

Planning :

The Implementation of Integrated Social Studies Learning of Eight Grades in MTsN Pandaan Pasuruan using the curriculum KTSP. Because it refers to Rule Schools that have been set by the Headmaster and Curriculum Advisor. Syllabus using by Government, still same with the government not changing. Syllabus not integradly shows on the material, the aspect itself, not have the connectivity to all the material that have integradly. RPP based on the KTSP curriculum, but on the Learning activity using 5M like on the RPP based on the K.13 curriculum, because the rule of the school, and if having moving curriculum to K.13 it's more easy to make RPP. On the integradly system, RPP must same with curriculum, not with combination K.13 curriculum.

Implementing :

The Implementation of Integrated Social Science Learning of Eight Grades in MTsN Pandaan Pasuruan taught by one teacher. On the 8 Grades there are 3 teachers that administer. Mrs.Muflichah, who teach in class VIII A,B,C. Mrs.Khoiriyah who teach in class VIII D,E,F. Mrs.Indah Afiati who teach in class VIII G,H,I. In the second semester of the academic year 2014/2015 Integrated IPS subject matter consists only of material History, Sociology, and Economics.

In the learning process, necessary for an appropriate learning method so that students can receive good learning materials. The learning method is a way to facilitate learners achieve specific competences. Thus, the learning method can be defined as the means used to implement the plan that has been prepared in concrete activities that aim has been achieved optimally arranged.

The method is an operational step of the learning strategy selected to achieve the learning objectives, so that learning resources using teaching methods must be adapted to the type of strategy used. The precision of the use of a method would indicate the strategy function in learning activities.[1]

Learning methods used by each teacher teaches Integrated IPS is different. Difference method is adapted to the material being studied. The method used among them is speech methode, group discussion methode, demonstration methode, and assignments methode.

For subjects that are used by Mrs.Muflichah, using a demonstration on the history lesson, the method of group discussion on subjects of sociology, and the method of assignments on economic subjects. The method used by Mrs.Indah Afiati using methods speech methode on the subjects of sociology, methods of group discussion on the subjects of history, and the method of assignments on economic subjects. The learning method used by Mrs.Khoiriyah using group discussions on the subjects of sociology, speech methode on the subjects of history, and the method of assignments on economic subjects.

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[1] Nur Hamiyah,dkk, *Strategi Belajar-Mengajar di Kelas*, (Jakarta: Prestasi Pustaka, 2014), page. 47-55.

Almost all the methods applied by the Eight Grades IPS teacher use speech methode, group discussion, demonstration and assignment methode because of the teachers who are reluctant to use a variety of methods other limitation of infrastructure. Facilities and infrastructure does not support the IT-based learning.

Task obtained different students. The task could be doing task in their worksheet book(LKS), the task of summarizing, making clippings, etc. In accordance with the material being studied by the students.

Evaluating :

A success rate of learning is measured through student learning out comes obtained. This measurement is based on whether or not the value achieved criteria minimum score (KKM/Kriteria Ketuntasan Minimum) that has been set. And for the entire 8 Grades standard value set by the school for Integrated IPS Subject of 8 Grade is 75. If a value below that value,it will be carried out remedial activities, if the value is above, it will not be carried out remedial activities.

The evaluation not integrated shows that the score using itself, like economic itself, sociology,history. The aspect for integrated nothing. The evaluation just using integrated in rapor, the teacher write on the score IPS, just combination with score from economic,sociology,history lesson and average all of the lesson to became IPS score on Rapor, the evaluation on integrated material nothing.

B. **Supporting and Inhibiting Factors**

Supporting for Planning :

Syllabus used by all of the IPS teacher from the government is supporting to making the syllabus, but not integradly and the school not changing about the

syllabus. MGMP teacher for all the teacher on Pasuruan can discussion about the problem learning will be easily to teacher have solution about the learning. If the teacher have the problem can be easy to share with others teacher and having solution.

Implementing :

BSE book from the government is support to be source of learning, moreover the students not having much money to buy text book, just having LKS book, so the BSE book is supporting to study on the learning IPS activity for teacher and the students.

Evaluating :

Giving additional task is support to give a score to the students who having remedial, if the student having remedial but failed again, the score is less. The teacher must succesfuling for teaching. Additional task support to the student who having remedial will be get standardization score/ same KKM, if the student collect additional task to the IPS teacher.

Inhibiting Factors :

Planning :

Syllabus comes from the government and the school not changing about the syllabus. The material of the syllabus are History,Sociology, and Economic. Using RPP based on the KTSP curriculum, but on the point of learning activity is using 5M like RPP based on the curriculum K.13, on the SK and KD and Indicator the IPS teacher not using integradly show on the documentation of RPP. The material about economic indicator about economic,etc.

Implementing :

About not enough to have limited Infrastructure Facilitates learning (Sarpras/Sarana dan Prasarana), sometimes on the part of teachers to teach media learning difficulties, such as LCD. In every class of 8 Grades absence of such facilities, because the school does not provide them. So learning many traditionally implemented in the form of speech methode, group discussions methode, etc.

Also comes from the Integrated IPS Teacher itself. The Background of their study not from Integrated IPS Learning, so She must study hard again about the Lesson of Integrated IPS Learning, especially for 8 Grades.

And comes from the methode, the teacher still using traditional method , not using varian method. This impact to the student will be bored when on the learning activity on the class. Actually, the teacher must having the method that the student interest with IPS Learning when in the class.

Evaluating :

The integrated evaluation its become the inhibiting factors, mustly the evaluation connected with other aspect on the material that have on the IPS Subject, but not like that, the teacher using evaluation itself like economic itself,etc. this's not suitable with the integrated learning.

CHAPTER VI

CLOSING

A. Conclution

1. The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan

Planning :

The curriculum used in Integrated IPS Learning of 8 Grades in MTsN Pandaan Pasuruan is the curriculum KTSP. Because it refers to the rules of the school and the curriculum advisor. Syllabus using for all the teacher comes from the government, the school not change about the syllabus and the teacher applied the syllabus on IPS lesson. RPP using of the teacher based on the KTSP curriculum, but on the point of Learning Activity using 5M like RPP based on the K.13 Curriculum. RPP not integrated shows on the KD and Indicator the material itself. Mustly RPP not combination with K.13 and the indicator will be integrated.

Implementing :

The learning Process of Integrated IPS of 8 Grades in MTsN Pandaan Pasuruan taught in an integrated manner by one teacher each Integrated IPS subjects, for class VIII A,B,C Integrated IPS Subject taught by Mrs. Muflichah, for Class VIII D,E,F taught by Mrs.Khoiriyah and for class VIII G,H,I was taught by Mrs.Indah Afiati. Overall each teacher teaches all the material included in the Integrated IPS Subjects of 8 Grades.

Instructional methods used by teachers in the implementation of the Integrated IPS learning of 8 Grades in MTsN Pandaan Pasuruan almost every meeting using the speech method, group discussion method, demonstration methode and assignments methode because limitations of infrastructure facilities of the school.

Learning resources used is Textbook (BSE) from the government that can be borrowed in the school library, the worksheet book for students (LKS) to practice questions as well. The Source comes from internet, magazine, newspaper, televion, etc as a supplementary source only on certain material.

Evaluating :

Criteria Minimum Score of Integrated IPS Subject of 8 Grades is 75, if less from 75 score, so teacher will be doing the remedial activity, if the score more than 75, teacher not doing remedial activity. Usually if Remedial doing but the student still get score less from 75/Remedial, so the teacher will given the score 75/KKM, but the score can't more score it.

The score on the rapor comes from the material of history, sociology, and economic. All of the score will be average and became IPS score on the rapor, but the evaluation not integrated combination with all of material who have in IPS Subject. All of the score from material average and became IPS score on the rapor.

2. Supporting and Inhibiting Factors :

Supporting Factors :

Planning :

MGMP for all of the teacher on Pasuruan will discussion about the problem of the IPS Learning, if the teacher have problem, the other techer can help and giving solution about the problem especially the problem of the learning activity.

Implementing :

The Source of BSE book is helped to be come the source of the learning, moreover the students not have enough money to buy text book, all of the student must having the LKS book to became source of the lesson on the class.

Evaluation :

Additional task is helped the teacher to writing score on the rapor, if the student having remedial but failed, the teacher confuse to write the score on the rapor, to successfuling the learning, all of the students must having the score under the KKM/ minimum having the score same with the score of KKM. So, the additional task is helped to give the score on the rapor, the student collect the additional task and having the score minimum/same with the score of KKM.

Inhibiting Factors for Planning :

Syllabus same with the syllabus from the government, the school not changing again and the RPP using RPP based on the KTSP curriculum with combination K.13 curriculum, the indicator not integrated, actually RPP using KTSP not combination with K.13 and KD and indicator using integrated connected with all of material who having on the IPS Subject.

Implementing :

Limitation of the Infrastructure like nothing LCD in all of class of Eight Grades, moreover the IPS teacher want to show the slide of powerpoint, but cannot show it. And background of the IPS teacher not comes from the IPS Educational Departmen, so not related with she teaching on the class. The method just still traditional method and not combination with other varian method. It's became the student bored when the learning activity on the class and moreover the students became crowded.

Evaluation :

The evaluation shows on the raport come from the lesson of history,sociology, and economic to became IPS score. But on the evaluation itself not using integratly, not having the relation with all of material just itself like economic itself, sociology itself, and so on.

B. Suggestions

Based on the research that has been conducted in educational institutions MTsN Pandaan Pasuruan, the suggestions can be given the researcher concerned with the Integrated IPS Learning of 8 Grades is as follows:

1. For the School

Preferably from the school to provide facilities infrastructure (Sarpras/sarana dan prasarana) for example just given facilities LCD in each class of 8 Grade in MTsN Pandaan Pasuruan intended to support the media, from the research that has been conducted found that many teachers in Integrated IPS Subject of 8 Grades that still use the speech method which is still very traditional.

It would be nice if given facility supporting media of learning in every classroom as LCD, then the teacher can use media-based learning IT correspond with the times in the current era, because if the current era do not master the IT it will be left behind with schools forward other.

2. For Teachers

The teacher is not monotonous teaching methods such as speech methode, should be used innovations that other creative learning methods to motivate students to learn the spirit of Integrated IPS Learning of 8 Grades. Although the method is relatively traditional methods can use the model of learning methods other than speech methode, group discussions methode, demonstrations, and assignments methode. For learning resources are also supposed to be reproduced again, not from textbooks(BSE) comes from the government and worksheets book/LKS, students should be given the freedom of another to look at issues of contemporary happening regarding social studies, and can be accessed in all media, internet, etc. To expand the notion of insigh to the students.

3. For the students

For the students of 8 Grade when learning takes place should not need to be crowded and do not underestimate the IPS Subject. Although not included in the lesson on the UNAS but it would be much better if it considers it important also IPS Subject. Because Social Sciences (IPS) can help students in facing problems experienced when it plunged into the world community and mingle with the social community.

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SMPN 1 Gempol Pasuruan	Gempol Pasuruan	2008
SMAN 1 Pandaan Pasuruan	Pandaan Pasuruan	2011
State Islamic University Of Maulana Malik Ibrahim Malang (UIN Maulana Malik Ibrahim Malang)	Malang	2011 - now

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Education Institution	Year
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Tittle of Skripsi : **The Implementation of Integrated Social Studies Learning of Eight Grades in MTs Negeri Pandaan Pasuruan**

No.	Date of Consultation	Consultaion Material	Signature
1.	September 22nd 2015	Proposal Consultation	
2.	October 1st 2015	Proposal Consultation	
3.	April 15th 2015	Chapter I, II, III	
4.	April 27th 2015	Revision chapter I, II, III	
5.	May 5th 2015	Chapter IV	
6.	May 13rd 2015	Revision chapter IV	
7.	May 21st 2015	Chapter IV and V	
8.	May 25th 2015	Revision chapter IV and V	
9.	June 5th 2015	Chapter V and VI	
10.	June 16th 2015	All chapters	

Malang, October 29th 2015

Acknowledge by,
Dean of Faculty of Tarbiyah
And Teaching Sciences

**Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002**

<div align="center">**PEDOMAN INTERVIEW**</div>

Hari/Tanggal :

Waktu :

Tempat :

Sasaran : **Kepala Madrasah**

Daftar Pertanyaan :

1. Bagaimana Sistem Pengajaran Guru pada mata pelajaran IPS Terpadu Kelas VIII di MTs Negeri Pandaan Pasuruan?
2. Berapa Jumlah Guru IPS Terpadu di Kelas VIII?
3. Kurikulum apakah yang diterapkan di MTs Negeri Pandaan Pasuruan khususnya untuk mata pelajaran IPS Terpadu Kelas VIII?
4. Apakah latar belakang pendidikan dari Guru IPS Terpadu Kelas VIII di MTs Negeri Pandaan Pasuruan?
5. Apakah kegiatan wajib dari peraturan sekolah yang diterapkan dalam proses pembelajaran khusunya pada mata pelajaran IPS Terpadu Kelas VIII?

PEDOMAN INTERVIEW

Hari/Tanggal   :

Waktu   :

Tempat   :

Sasaran   **: Waka Kurikulum**

Daftar Pertanyaan :

1. Bagaimana Penerapan Kurikulum pada mata pelajaran IPS Terpadu?
2. Bagaimana Penerapan Kurikulum IPS Terpadu di Kelas 7?
3. Bagaimana Penerapan Kurikulum IPS Terpadu di Kelas 8?
4. Bagaimana Penerapan Kurikulum IPS Terpadu di Kelas 9?
5. Bagaimana Sistem Pengajaran yang dilakukan oleh guru IPS Terpadu Kelas VIII?
6. Berapa Jumlah Guru IPS Terpadu Kelas VIII?
7. Bagaimana Penggunaan Silabus pada mata Pelajaran IPS Terpadu Kelas VIII?
8. Bagaimana Penggunaan RPP pada mata Pelajaran IPS Terpadu Kelas VIII?
9. Apakah akan ada kemungkinan tentang pergantian kurikulum pada mata pelajaran IPS Terpadu Kelas VIII?
10. Bagaimana Kebijakan Sekolah mengenai peraturan kurikulum pada mata pelajaran IPS Terpadu khususnya Kelas VIII?

PEDOMAN INTERVIEW

Hari/Tanggal   :

Waktu   :

Tempat   :

Sasaran   **: Guru IPS Terpadu Kelas VIII**

Daftar Pertanyaan :

1. Apakah latar Belakang Pendidikan Ibu?
2. Bagaimana penerapan Kurikulum dalam Pembelajaran IPS Terpadu di Kelas VIII?
3. Metode apakah yang Ibu Gunakan dalam proses kegiatan pembelajaran IPS Terpadu Kelas VIII?
4. Apakah penerapan metode di semua kelas yang Ibu ajar sama atau berbeda-beda tiap kelas.nya?
5. Metode apa yang Ibu gunakan dalam mata Pelajaran Sejarah?
6. Metode apa yang Ibu gunakan dalam mata Pelajaran Geografi?
7. Metode apa yang Ibu gunakan dalam mata Pelajaran Ekonomi?
8. Metode apa yang Ibu gunakan dalam mata Pelajaran Sosiologi?
9. Sumber belajar apakah yang digunakan dalam proses pembelajaran IPS Terpadu di Kelas VIII?
10. Berapa Standar Minimum Nilai/ KKM pada mata pelajaran IPS Terpadu di Kelas VIII?
11. Bagaimana jika siswa masih belum memenuhi standar nilai KKM untuk mata pelajaran IPS Terpadu yang sudah ditetapkan/ Remedial?
12. Bagaimana pembuatan Silabus untuk mata pelajaran IPS Terpadu Kelas VIII?
13. Bagaimana pembuatan RPP untuk mata pelajaran IPS Terpadu Kelas VIII?
14. Apakah Faktor Pendukung dalam Kegiatan Pembelajaran IPS Terpadu di Kelas VIII?
15. Apakah Faktor Penghambat dalam Kegiatan Pembelajaran IPS Terpadu di Kelas VIII?

<div align="center">

PEDOMAN INTERVIEW

</div>

Hari/Tanggal   :

Waktu   :

Tempat   :

Sasaran   **: Siswa-siswi Kelas VIII MTs Negeri Pandaan Pasuruan**

Daftar Pertanyaan :

1. Bagaimana Proses Pembelajaran IPS Terpadu di Kelas VIII?
2. Metode apakah yang digunakan dalam pembelajaran IPS Terpadu Sejarah?
3. Metode apakah yang digunakan dalam pembelajaran IPS Terpadu Geografi?
4. Metode apakah yang digunakan dalam pembelajaran IPS Terpadu Ekonomi?
5. Metode apakah yang digunakan dalam pembelajaran IPS Terpadu Sosiologi?
6. Sumber Belajar apakah yang digunakan dalam pembelajaran IPS Terpadu di Kelas VIII?
7. Berapakah KKM yang ditetapkan dalam mata pelajaran IPS Terpadu Kelas VIII?
8. Bagaimana Kegiatan Remedial yang dilakukan oleh Guru IPS Terpadu Kelas VIII?
9. Apakah jenis tugas yang sering diberikan dalam pembelajaran IPS Terpadu?
10. Apakah Faktor Pendukung dan Penghambat dalam Kegiatan Pembelajaran IPS Terpadu di Kelas VIII?

<div align="center">**DOKUMENTASI PENELITIAN**</div>

Penelitian 1:

KD 5.1 : Proses Persiapan Kemerdekaan Indonesia.

Rabu, 14 Januari 2015 Pukul 08.20-09.40 Kelas VIII A Jam ke 3-4:

Peneliti masuk ke ruang kelas VIII A di dampingi oleh Ibu Muflichah, pada pukul 08.20 WIB Tepatnya pada jam ke 3, ketika peneliti dan Ibu Muflichah datang di kelas disambut dengan ucapan salam serentak oleh seluruh siswa-siswi kelas VIII A, kemudian kegiatan do'a dan pembacaan 99 asmaul husna dikumandangkan oleh seluruh siswa-siswi. Setelah do'a selesai barulah Ibu Muflichah memulai kegiatan awal, dimulai dengan membuka materi pelajaran pertama mengenai Persiapan Kemerdekaan Indonesia. Bu Muflichah mulai menerangkan awal materi pembelajaran dengan memberikan sedikit informasi tentang proses kemerdekaan Indonesia yang dikaitkan dengan aspek ekonomi, sosiologi, dan geografi. Siswa-siswi kelas VIII A merasa kurang faham akan penjelasan tersebut sehingga Ibu Muflichah mengganti metodenya dengan menggunakan metode Demonstrasi, dimana ada perwakilan 5 orang siswa yang diambil secara acak untuk memperagakan proses kemerdekaan Indonesia, siswa yang mau memperagakan di depan kelas akan diberikan nilai tambahan oleh Ibu Muflichah. Setelah proses peragaan kemerdekaan yang dilakukan oleh perwakilan 5 siswa selesai barulah Ibu Muflichah melakukan kegiatan tanya jawab dengan siswa-siswi kelas VIII A.

Setelah kegiatan tanya jawab mengenai materi proses proklamasi yang telah diperagakan oleh perwakilan 5 siswa-siswi di kelas VIII A, mulailah Ibu Muflichah memerintahkan untuk membuka materi yang ada di Buku Paket BSE.

Setelah siswa membaca materi yang ada di buku paket, barulah siswa diperintahkan untuk mengerjakan soal-soal yang terdapat dalam buku pegangan wajib siswa yaitu buku LKS. Setelah itu tepat pada jam 09.40 WIB bel jam ke 4 berbunyi, tandanya proses pembelajaran telah selesai dilaksanakan. Sebelum ditutup pembelajaran pada pertemuan pada hari itu, Ibu Muflichah memerintahkan untuk ketua kelas memimpin kegiatan do'a bersama.

Penelitian 2:

KD 6.1 : Bentuk-Bentuk Hubungan Sosial

Kamis, 12 Februari 2015 Kelas VIII G Pukul 10.10-11.30 WIB.

Peneliti masuk ke ruang kelas VIII G di dampingi oleh Ibu Indah Afiati pada pukul 10.10 WIB Tepatnya pada jam ke 5, ketika peneliti dan Ibu Indah Afiati datang di kelas disambut dengan ucapan salam serentak oleh seluruh siswa-siswi kelas VIII G, kemudian kegiatan do'a dan pembacaan 99 asmaul husna dilantunkan oleh seluruh siswa-siswi. Setelah do'a selesai barulah Ibu Indah Afiati memulai kegiatan awal, dimulai dengan membuka materi pelajaran pertama mengenai bentuk-bentuk hubungan sosial. Materi dimulai dengan kegiatan metode ceramah saja diselingi oleh kegiatan tanya jawab.

Setelah kegiatan ceramah yang dilakukan Ibu Indah Afiati kepada seluruh siswa kelas VIII G, kemudian Bu Indah Afiati memerintahkan untuk mengerjakan soal latihan di LKS pegangan siswa masing-masing.

Setelah itu tepat pada jam 11.30 WIB bel jam ke 6 berbunyi, tandanya proses pembelajaran telah selesai dilaksanakan. Sebelum ditutup pembelajaran pada pertemuan pada hari itu, Ibu Indah Afiati memerintahkan untuk ketua kelas memimpin kegiatan do'a bersama.

Penelitian 3:

KD 7.3 : Perpajakan

Sabtu, 25 April 2015 Kelas VIII F Pukul 10.10-11.30 WIB.

Peneliti masuk ke ruang kelas VIII F di dampingi oleh Ibu Khoiriyah pada pukul 10.10 WIB Tepatnya pada jam ke 5 kemudian kegiatan do'a dan pembacaan 99 asmaul husna dibunyikan oleh seluruh siswa-siswi. Setelah do'a selesai barulah Ibu Khoiriyah memulai kegiatan awal, dimulai dengan membuka materi pelajaran pertama mengenai fungsi pajak. Materi dimulai dengan kegiatan metode ceramah saja diselingi oleh kegiatan tanya jawab.

Kemudian kegiatan pembelajaran dilakukan dengan mengerjakan soal-soal yang terdapat dalam buku pegangan siswa (LKS), menyangkut pertemuan pada hari itu mengenai materi perpajakan.

Setelah itu tepat pada jam 11.30 WIB bel jam ke 6 berbunyi, tandanya proses pembelajaran telah selesai dilaksanakan. Sebelum ditutup pembelajaran pada pertemuan pada hari itu, Ibu Khoiriyah memerintahkan untuk ketua kelas memimpin kegiatan do'a bersama.

DATA INFORMAN

1. **Bapak Imam Ghozali, M.Pd.I** : **Kepala Madrasah**
2. **Bapak Taufik Hidayat, S.Pd** : **Waka Kurikulum**
3. **Ibu Muflichah, S.Pd** : **Guru IPS Terpadu Kelas VIII A,B,C**
4. **Amir Khulal** : **Siswa Kelas VIII A**
5. **Nur Udin** : **Siswa Kelas VIII A**
6. **Ibu Dra. Indah Afiati** : **Guru IPS Terpadu Kelas VIII G,H,I**
7. **Charisma** : **Siswi Kelas VIII G**
8. **Nurul** : **Siswi Kelas VIII G**
9. **Silvia** : **Siswi Kelas VIII G**
10. **Ibu Dra. Khoiriyah** : **Guru IPS Terpadu Kelas VIII D,E,F**
11. **Khoirun Nisa** : **Siswi Kelas VIII F**
12. **Siti** : **Siswi Kelas VIII F**

PROFILE MTs NEGERI PANDAAN PASURUAN

MTs Negeri Pandaan Pasuruan

The Condition in MTs Negeri Pandaan Pasuruan

The Learning Activity of Integrated IPS Subject

The Process of Interaction Between Integrated IPS Teacher and Students

The Process of Interview with Integrated IPS Teacher

The Process of Interview with Students