

**THE INSTRUCTION OF INTEGRATED SOCIAL STUDIES  
IN THE TALENTED CLASS  
AT STATE ISLAMIC JUNIOR HIGH SCHOOL III MALANG**

**THESIS**

**Written by:**

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**INTERNATIONAL CLASS PROGRAM  
SOCIAL SCIENCE EDUCATION DEPARTMENT  
TARBIYAH AND TEACHING TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG**

**August, 2016**

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**THESIS**

Presented to Tarbiyah and Teaching Training Faculty  
Maulana Malik Ibrahim State Islamic University Malang  
in Partial to Fulfill the Requirement of *Sarjana Pendidikan* (S.Pd) Degree

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**APPROVAL SHEET**  
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**THESIS**

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**THE INSTRUCTION OF INTEGRATED SOCIAL STUDIES**  
**IN THE TALENTED CLASS**  
**AT STATE ISLAMIC JUNIOR HIGH SCHOOL III MALANG**

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Has been defended and approved by the board of examiners on **September 9<sup>th</sup> 2016**

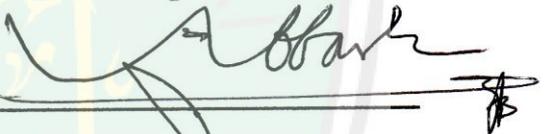
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## DEDICATION

*Alhamdulillah*, Thanks to Allah Swt. who make me possible to finish my thesis and make everything that I think it impossible to be possible. Also for the best creator who give me spirit to always learn and struggle to be success, our Prophet Muhammad Saw.

I dedicate my thesis to my beloved parents, Solikin and Warsiti who always give me support and their pray so that I can finish it well. I finish it in your birthday, Mom. Then for my two brothers M. Rizki Firdaus and Fajar Syaifullah, I belief you can do, as this research, better than me. Find out your passion and do your best.

I would like to express my sincere thanks and appreciation to my advisor, Dr. H. Nur Ali, M. Pd. Who have patiently and sincerely guiding me not only teach me how do my research well, but also teach many things about live that I have to learn.

Special thanks for them who always guiding me, teach me, give support and praying. For them Ustadz Halimi Zuhdy, Ustadzah Khafshoh, Gus Muzakki, Kyai Ghuftron Ahmadi and Kyai Abdul Aziz Choiri. Thanks to all of my friends in ICP class, in Darun Nun Islamic Boarding School thank you for your help and support.

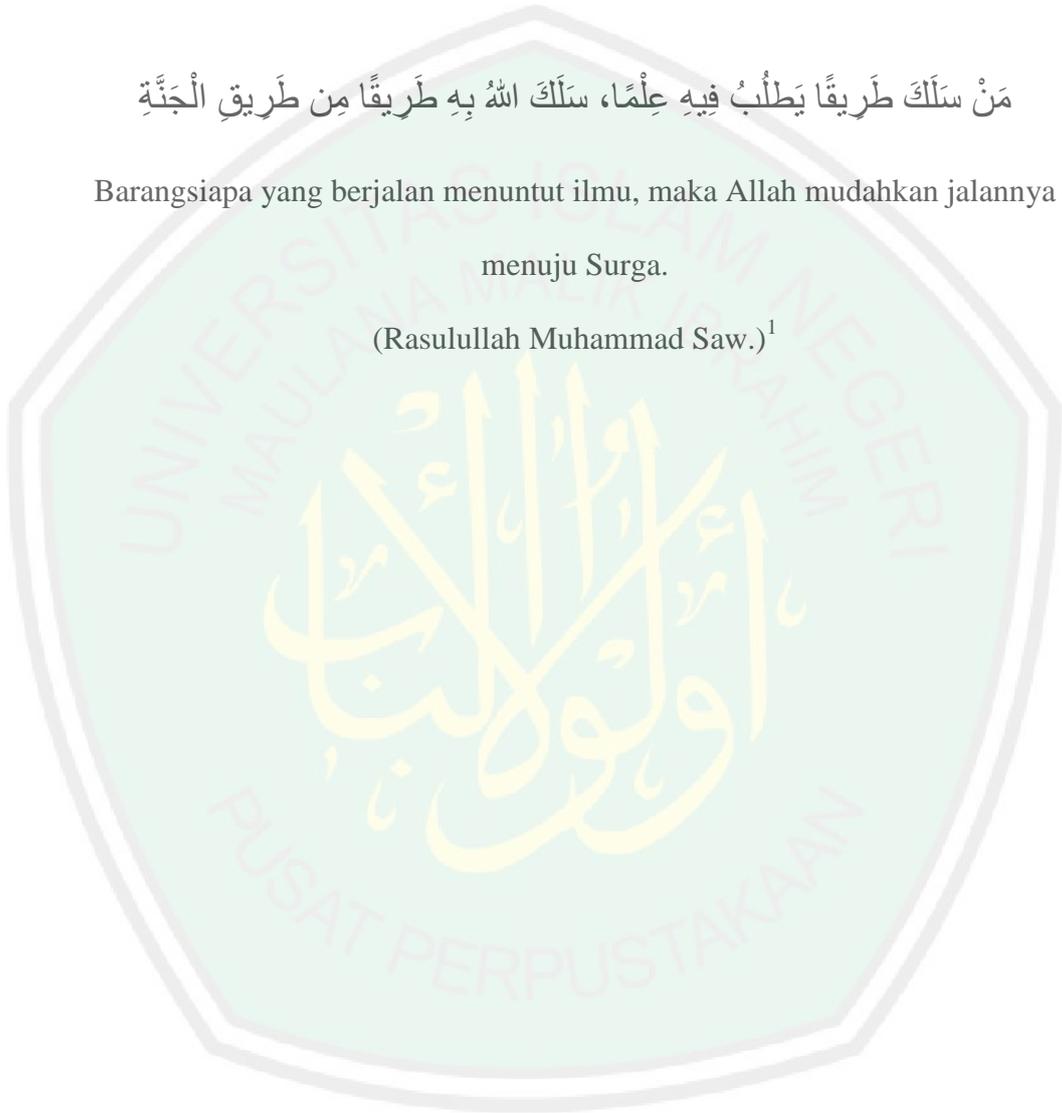
May Allah gives all of you happiness, *amiin*.

## MOTTO

مَنْ سَلَكَ طَرِيقًا يَطْلُبُ فِيهِ عِلْمًا، سَلَكَ اللَّهُ بِهِ طَرِيقًا مِنْ طَرِيقِ الْجَنَّةِ

Barangsiapa yang berjalan menuntut ilmu, maka Allah memudahkan jalannya  
menuju Surga.

(Rasulullah Muhammad Saw.)<sup>1</sup>



---

<sup>1</sup> Kh. Hasyim Asy'ari, *Adabul-Aalimu Wal-Mutaallim*. (Jombang: Ma'had Tebu Ireng) Pg 16

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Attachment : 6 (six) exemplar

To Whom It May Concern,

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*Assalamualaikum Wr. Wb.*

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

*Wassalamualaikum Wr. Wb.*

Advisor,

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## CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis with title “The Instruction of Integrated Social Studies in The Talented Class at State Islamic Junior High School III Malang” is originally written by Dyah Ayu Fitriana, student of Social Science Education Program (P.IPS) as the requirement of *Sarjana Pendidikan (S.Pd)* degree, Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University Malang. It does not incorporate any materials previously written or published by another person, except those in quotations and bibliography. Therefore, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, 22<sup>th</sup> August 2016



Dyah Ayu Fitriana

## ACKNOWLEDGEMENTS

*Alhamdulillah* rabbil'alamiin, All praise of Allah Swt. Who always gives His blessing, mercy, and strength upon the writer in her life and enable her to accomplish this thesis. The prayer and salaam are always offered for the Prophet Muhammad Saw., his family and his disciples, may Allah bless them, a noblest creature ever.

The arranging of this thesis with title “The Instruction of Integrated Social Studies in The Talented Class at State Islamic Junior High School III Malang” was conduct for accomplish the requirement of *Sarjana Pendidikan (S.Pd)* degree, Social Science Education Program (P. IPS), Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University Malang.

It is a pride and happiness for writer because she has complete this thesis. Although many barriers, obstacles, and trials in completing the research. But not in the least diminish my spirits in the process of finishing this thesis. It cannot be separated from the support and guidance of the various parties. Therefore, I say thank you very much and give the appreciation highest possible to:

1. Prof. Dr. H. Mudjia Rahardjo, M.Si., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Dr. H. Nur Ali, M.Pd as the Dean of Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim State Islamic University of Malang.
3. Dr. H. Abdul Bashith, M.Si., as the Head of Social Science Education Department Maulana Malik Ibrahim State Islamic University of Malang.
4. Dr. H. Nur Ali, M.Pd., as the advisor of thesis who already guided during the arrangement of this thesis.
5. Sa'adi, S.Pd as the Chief of Curriculum at State Islamic Junior High School III Malang.

6. Nurul A.W., S.Pd and Umi, S.Pd as the teachers of talented class at State Islamic Junior High School III Malang who sincerely guide and help me to do my research in their class.
7. All of student of special talent in 8<sup>th</sup> grade of State Islamic Junior High School III Malang. I always hope every students can get the education appropriate with their ability.
8. My beloved parents Solikin and Warsiti who always support and pray for me. Then for my two brothers M. Rizki Firdaus and Fajar Syaifullah, I belief you can do, as this research, better than me. Find out your passion and do your best.
9. Dr. H. Halimi Zuhdy, M.Pd, M.A, Sayyidah Khafshoh, M.Pd, Ulfah Muhayani, M.A, Gus Muzakki, K. H. Ghufron Ahmadi and K. H. Abdul Aziz Choiri who always guiding me, teach me, give support and praying.
10. All of my friends in Social Science Education department especially ICP class of 2012 thanks for all your help and support.
11. All of my sister in Darun Nun Islamic Boarding School thank you for your affection and support.
12. My beloved friends from another university Nihaya Alivia, Nur Fadila and Anggun Amalia and all my friends thank you for your help and support.
13. And everyone I could not mention here one by one. Thank you for all of support, help and effection. May Allah give the best for all of us.

The writer realized that the thesis is not perfect. Therefore the writer will be glad to receive suggestion and critic to make the thesis better. Finally, the writer expects this thesis will be useful for the readers and give contribution for improvements in learning achievement.

Malang, 18<sup>th</sup> August 2016

The Writer

## GUIDELINES OF ARAB LATIN transliteration

The writing of arab-latin transliteration in this thesis uses guidelines based on the decision by the Minister of Religious Affairs and the Minister of Education and Culture RI no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

### A. Alphabet

ا =	a	س =	s	ل =	l
ب =	b	ش =	sy	م =	m
ت =	c	ص =	sh	ن =	n
ث =	t	ض =	dl	و =	w
ج =	ts	ط =	th	ه =	h
ح =	<u>h</u>	ظ =	zh	ع =	'
خ =	kh	ع =	'	ي =	y
د =	d	غ =	gh		
ذ =	dz	ف =	f		
ر =	r				

### B. Long vowel

Vowel (a) long = â

Vowel (i) long = î

Vowel (u) long = û

### C. Diphthongs Vowel

او = aw

اي = ay

او = û

اي = î

ز = z

ق = q

ك = k



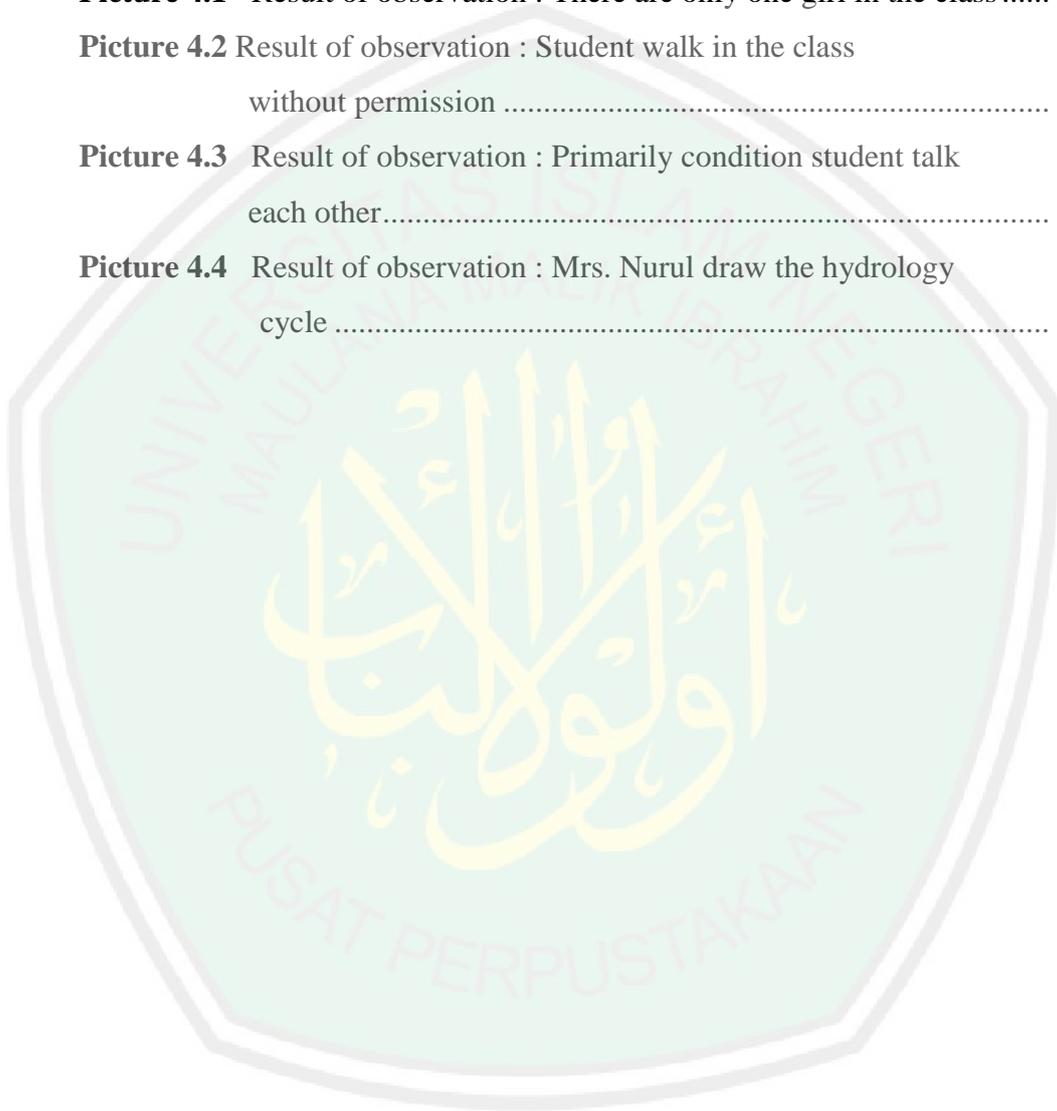
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### ABSTRACT

Fitriana, Dyah Ayu. 2016. *The Instruction of Integrated Social Studies in The Talented Class at State Islamic Junior High School III Malang*. Thesis, Social Science Education Department, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic Junior High School Malang. Advisor: Dr. H. Nur Ali, M.Pd.

Special Talented class (BI) in State Islamic Junior High School III Malang is a special class that formed to contrasting the talent of the children in the field of sports. The curriculum used in this class is different from the other classes. The learning was emphasized in the field of sports both in the form of training and tournaments. Integrated Social Studies is one of the subjects must still to be interdicted in this class. The characteristics of students who have learning style kinesthetic, and different curriculum makes social studies teachers give special treatment in implementing the lesson in this class.

The purpose of this research is to know how social studies teachers implement lessons in talented class covers (1) describes how the planning process in Social Studies lessons in talented class in State Islamic Junior High School III Malang., (2) describes how the implementation process in Social Studies lessons

in talented class in State Islamic Junior High School III Malang., (3) describes how evaluation in Social Studies lessons in talented class in State Islamic Junior High School III Malang.

The method used in this research is a qualitative method. Primary source obtained directly from the integrated social studies teachers of talented class, Deputy Head of the Curriculum and the talented class students. Secondary sources used the lesson plan that has been created by the integrated social studies teachers. Data gathered technique done by observation, interview and desk review. The technique of the validity of the examination data using triangulation source and triangulation techniques. The data has been analyzed with reduce data that not relevant, explained it and make conclusions.

The results of the study showed that lessons planning in the talented class is relatively same with regular class. There is difference in lessons hours where the talented class have less time, also the differences in the characters students that active. This makes in planning teachers choose methods and media that effective but not spent many time. The implementation process of Social Studies lessons in talented class done with interactive approach such as question & answer and discussion groups. Teachers provide interactive apperception to make the children in talented class can focus and not making noise. Learning evaluation used relative same with regular class. Evaluation techniques using the write test, tasks and portfolios. Instrument used the multiple choice and explanation.

**Keywords:** Instruction, Integrated Social Studies Instruction, Talented Class.

## ABSTRAK

Fitriana, Dyah Ayu. 2016. *Pelaksanaan Pembelajaran IPS Terpadu di Kelas Berbakat Istimewa MTsN III Malang. Skripsi*, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Nur Ali, M.Pd.

Kelas Berbakat Istimewa (BI) di MTsN III Malang merupakan kelas khusus yang dibentuk untuk mewadahi bakat anak-anak di bidang olahraga. Kurikulum yang digunakan di kelas ini berbeda dengan kelas lain. Pembelajaran ditekankan pada bidang olahraga baik dalam bentuk latihan maupun turnamen-turnamen. IPS terpadu adalah salah satu mata pelajaran yang tetap harus diampu di kelas ini. Karakteristik siswa yang memiliki gaya belajar kinestetik, dan kurikulum yang berbeda menjadikan guru IPS terpadu memberikan perlakuan khusus dalam melaksanakan pembelajaran di kelas ini.

Tujuan penelitian ini yakni untuk mengetahui bagaimana guru IPS terpadu melaksanakan pembelajaran di kelas BI meliputi (1) mendeskripsikan bagaimana proses perencanaan pembelajaran IPS terpadu di kelas BI MTsN III Malang., (2) mendeskripsikan bagaimana proses pelaksanaan pembelajaran IPS terpadu di kelas BI MTsN III Malang., (3) mendeskripsikan bagaimana evaluasi pembelajaran IPS terpadu di kelas BI MTsN III Malang.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Sumber primer diperoleh langsung dari guru IPS terpadu kelas BI, Waka Kurikulum, dan siswa BI. Sumber sekunder yang digunakan yakni rencana pelaksanaan pembelajaran yang telah dibuat oleh guru IPS terpadu. Teknik pengambilan data dilakukan dengan observasi, wawancara serta dokumentasi. Teknik pemeriksaan keabsahan data menggunakan triangulasi sumber dan triangulasi teknik. Data dianalisis dengan cara mereduksi data yang tidak relevan, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa perencanaan pembelajaran di kelas BI relatif sama dengan kelas reguler. Ada perbedaan pada jam pelajaran dimana kelas BI memiliki waktu yang lebih sedikit, juga perbedaan pada karakter siswa yang aktif. Hal ini menyebabkan dalam perencanaan guru memilih metode dan media yang efektif namun tidak memakan banyak waktu. Proses pelaksanaan pembelajaran IPS di kelas BI dilakukan dengan pendekatan interaktif seperti tanya jawab dan diskusi berkelompok. Guru memberikan apersepsi yang interaktif untuk membuat anak-anak kelas berbakat dapat focus dan tidak ramai. Evaluasi pembelajaran yang digunakan sama dengan kelas reguler. Teknik penilaian menggunakan tes tulis, tugas dan portofolio. Instrument yang digunakan yakni multiple choice dan uraian.

**Kata Kunci:** Pelaksanaan Pembelajaran, Pembelajaran IPS terpadu, Kelas Bakat Istimewa

## المخلص

فطرية، دياة أيو. 2016. إقامة الدرس المتكامل للعلوم الإجتماعية في فصل الطلاب الموهوبين للمدرسة الثانوية الحكومية الثالثة مالانج. البحث العلمي، قسم تربية العلوم الاجتماعية، كلية العلوم التربوية والتدريس، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج نور علي.

فصل الطلاب الموهوبين للمدرسة الثانوية الحكومية الثالثة مالانج هو الفئة الخاصة التي صنعت وسيلة للطلاب لهم المواهب في الألعاب الرياضية. المنهج المستخدم في الفصل الدراسي يختلف عن الفئات الأخرى. وكان التعلم فيه على شكل المجال الرياضة بكثرة التدريب و اشتراكهم في المبارا. الدرس المتكامل للعلوم الاجتماعية لا يزال ينبغي أن يكون درسا في هذه الفئة. الطلاب الذين كانوا لديهم أسلوب التعلم حركي، ومنهجه يختلف يجعل المعلم لهم الدراسات الاجتماعية متكاملة ويعطيهم معاملة خاصة في تنفيذ التعلم في هذه الفئة.

وأهداف هذا البحث هي لمعرفة كيفية عملية التعليم لمعلمي العلوم الاجتماعية المتكاملة في الصف، يشمل على (1) وصف كيفية عملية تخطيط التعليم المتكامل في الصف الثالث لمدرسة الثانوية الحكومية الثالثة مالانج، (2) وصف كيفية تنفيذ عملية تعلم العلوم الاجتماعية المتكاملة في مدرسة الثانوية الحكومية الثالثة مالانج (3) وصف كيفية تقييم درس العلوم الاجتماعية المتكاملة في الصف الخاص مدرسة الثانوية الحكومية الثالثة مالانج.

المنهج المستخدم في هذا البحث هو أسلوب نوعي. حصلت المصادر الأولية مباشرة من المعلمين، ومساعد للمناهج الدراسية، وطلاب. والمصادر الثانوية المستخدمة هي خطة الدرس التي تمت إنشاؤها من قبل المعلمين. وتمت تقنيات جمع البيانات عن طريق الملاحظة والمقابلة والوثائق. الفحص الميكانيكي للصححة البيانات باستخدام مصادر التثليث وتقنيات التثليث. وقد تم تحليل البيانات عن طريق الحد من بيانات لا صلة لها بالموضوع، قدم البيانات واستخلاص النتائج.

ونتائج هذا البحث أن تخطيط التعلم في الصف الخاص والفصول العادية يكون نسبيا. هناك اختلافات في خصصة الدرس ساعة وتكون لها وقت أقل، فضلا عن الاختلافات في شخصية الطلاب الذين ينشطون به. وأدى ذلك إلى تخطيط المعلم باختيار الأساليب ووسائل الإعلام فعالة، لكنه يستغرق الوقت كثيرا. وعملية تنفيذ الدرس في فصل العلوم الاجتماعية استقصاء المعلومات من الدرجة التي أجريت مع النهج التفاعلي مثل Q & A وجموعة النقاش. تزويد المعلمين تفاعلية لإنشاء فئة من الطلاب الموهوبين يمكن أن يركز دون المزدحمة. كان التقييم يكون سويا مع الفصول العادية. أساليب التقييم باستخدام الاختبارات التحريرية، وتحديد المهام والمحافظ. الأداة المستخدمة في الإختبار هي الإختبار من المتعدد والوصف.



## CHAPTER I

### INTRODUCTION

#### A. Background of Research

"Do not make me walk when I want to fly", it is the title of the open letter written by John Scott, a gifted children 16<sup>th</sup> years old who has IQ about 160.<sup>2</sup> The title telling how John Scott needs an education both of formal and informal education appropriate with abilities that he has.

Gifted children around us are being a blessing at the same time also a challenge. Called the blessing because they can create many wonderful things that a lot of people can't do it. Such as what has been done by Wolfgang Mozart and Hellen Keller. Then, called challenges cause a gifted children that have special ability need a special program so that they can develop their ability maximally. It means they will not be under-achiever students.

In this regard, Indonesia has established several educational policies to give the right for the learners to develop their talent and ability. As provided in the legislation of National Education System of Indonesia number 20 in 2003. In the 5<sup>th</sup> paragraph number 4 of the legislation written that "Citizens who have special talents and intelligence potential get special education". Whereas in chapter V about learners, 12<sup>th</sup> paragraph Number 1b, reads

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<sup>2</sup> Utami Munandar (ed), *Anak-Anak Berbakat Pembinaan dan Pendidikannya*, (Jakarta: CV.Rajawali, 1985), Pg.29.

"Every student on each unit of education are entitled to educational services in accordance with the talents, interests and ability".

The written policy is evidenced by the opening of special classes in some schools. Accelerated classes for example, which is a special class for students special intelligent especially in the cognitive domain, and BI (the special gifted) for students who have special talents in the field in addition to others such as sports or the arts. These classes are designed by differentiate curriculum in terms of materials, processes and products so that it can be adapted to the abilities and talents of the students in a class of students. MTsN III Gondanglegi Malang is one instance of the school are given the opportunity to open a special class. That is the class of gifted student specifically for students gifted in the field of sports or the arts.

The object of this research is State Islamic Junior High School III Malang. It is one of the best Islamic school in Malang. Placed at Sepanjang Street Gondanglegi Malang, this school being strategic because there are many Islamic boarding school around it. One of aim parents placed their children at State Islamic Junior High School is to placed their children in the good education both of general education also Islamic education in Islamic boarding house. In 2004 Chief of Religion Department Malang give appreciation to this school as Pilot Islamic School. In 2006 this school be the Superior School, because of many achievement that they gather.

Some achievement they get are winner of Indonesian Science and Technology Competition for student in 2008. Best of Islamic School in East

Java 2007. 3<sup>rd</sup> Champion of National Web Design School Competition and Teacher Student Blog in 2008. Winner of Blog Competition Regional Internet School Project of Asean in 2009. In other hand, State Islamic Junior High School III Malang continue their innovation to guard against the quality. Its probably a work that done by all of school element and also it is needed because to give a place for student with special abilities. For example acceleration class program, bilingual class program, gifted and talented class program, achievement class program

Gifted and Talented Class (in sport) opened 3 years before. The objectives of opening the class is to give a place for student with special talent (sport) to develop their abilities beside they also keep academic achievement. Moreover, its been so long Indonesia and school give special education to gifted academic for example acceleration and achievement class. But the place of student gifted in non academic like sport and art is none. So that student with special abilities in that field usually being underachiever, and also they feel inferior because low achievement in academic. This is the reason school need to be a place that keep both of academic gifted and non academic talented to develop their special abilities without disturbing school process.

The achievement in the sport should be with balance of academic result study. It is interesting to observe because with their full of tournament schedule and exercise how can they also study another subject. Are they feel difficult to make it. The way teacher teach him with their special emotion condition is also interesting.

Special education has a curriculum that is different to a regular class, which is named with the differentiated curriculum. According to Ward, "to serve the needs of the gifted child's education needs to be kept to differentiate, namely education which gives educational experience that is tailored to the interests and intellectual students."<sup>3</sup> But it needs to be understood not all those special curriculum are distinguished. As revealed Singgih d. Gunarsa,

Factors which need to be emphasized that curriculum curriculum on special education should be inseparable from the basic curriculum is provided for other children. The difference only lies in the emphasis and addition of something fields in accordance with its needs and remain integrated with the basic curriculum.<sup>4</sup>

Social Science is one of the subjects that remain are given special talents for sports and the arts in MTsN III Gondanglegi Malang. It is certainly justified by social science is the knowledge required of students while living in the community. In accordance with the description of the Social Studies by Sapriyah, "The social studies is that part of the elementary and high school curriculum which has the primary responsibility for helping student to develop the knowledge skill, attitudes, and values needed to participate in the civic life of their local communities, the nation and the world."<sup>5</sup>

But although the Social Sciences still focuses on the understanding of the concept and the analysis of social problems. The problem is a learning object in the talented students are in the sports and the arts field. They have more capabilities in the field of sports physical and creativity. Faced with critical

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<sup>3</sup> Ward in Utami Munandar, *Kreativitas dan Keberbakatan: Strategi Mewujudkan Potensi Kreatif & Bakat* (Jakarta: Gramedia Pustaka Utama, 2002), Pg.205.

<sup>4</sup> Singgih d. Gunarsa, Utami Munandar (ed), op.cit., Pg.31.

<sup>5</sup> Sapriyah in Rudy Gunawan, *Pendidikan IPS: Filosofi, Konsep, dan Aplikasi*, (Bandung: Alfabeta, 2011), Pg.17.

analytical learning Social Studies of course they need a special way of teaching so that it will easily understood and most important is applied in the community. Especially if considered the number of time that would be prioritized to practice their talent. Social science teachers should have innovation to apply the differentiate curriculum in the process of learning to fit the capabilities and application to the students.

Based on the background, authors interested in presenting it in a paper titled "**The Instruction of Integrated Social Studies in The Talented Class at State Islamic Junior High School III Malang.**"

#### **B. Research Questions**

Depend on the background of study, the research question of this study are:

1. How does the planning of Integrated Social Studies instruction in the talented class at State Islamic Junior High School III Malang?
2. How does the implementation of Integrated Social Studies instruction in the talented class at State Islamic Junior High School III Malang?
3. How does the evaluation of Integrated Social Studies instruction in the talented class at State Islamic Junior High School III Malang?

C.

**C. Research Objectives**

Depend on the research of study, the research question of this study are:

1. To describe the planning of Integrated Social Studies instruction in the talented class at State Islamic Junior High School III Malang.
2. To describe the implementation of Integrated Social Studies instruction in the talented class at State Islamic Junior High School III Malang.
3. To describe the evaluation of Integrated Social Studies instruction in the talented class at State Islamic Junior High School III Malang.

**D. Research Significant**

- A. The result of this research are expected to provide information to the reader on Instruction of Integrated Social Studies in the talented class at State Islamic Junior High School III Malang.
- B. This research expected to be useful in the Department of Integrated Social Studies Education also Tarbiyah and Teacher Training Faculty of State Islamic University of Maulana Malik Ibrahim Malang. The research can be used as reference for the students and also increasing the treasure of science of State Islamic University of Maulana Malik Ibrahim Malang.
- C. Give suggestions and contributions to the teachers and the candidates of teacher on how to conduct the Integrated Social Studies.
- D. Give contribution significantly for another researcher to develop the study related to this study.

## E. Research Originality

In this research there are two term that have to underline. That are Integrated social studies instruction and gifted class. Researcher try to find some researches that has some relationship with this title.

Several research discussing the subject of social studies learning and also education for the gifted students are conducted before this research. To make sure that this research is original, bellow will describe some research used to support this research and the differentiation between the research with this research.

Subject of Integrated Social Studies Instruction and gifted class are have been studied in several research before it. Study on those subject will be used in this research as primarily study, those are:

Wahyu Furqondari research, the title is *The Instruction of Social Science in the Acceleration program of SMP 1 Sidoarjo*. This is thesis of graduated from undergraduate Social Education Department of State Islamic University Maulana Malik Ibrahim Malang in 2013. The research describe how teacher of SMP 1 Sidoarjo make planning, conduct the learning and the evaluation of integrated social studies in the acceleration class.

Wahyu's research also discuss on social studies instruction. But different with writers research that the object is students of gifted class of sport, this research is focus on the acceleration class. The school as place to conduct also different. Wahyu doing the research in state junior high school 1 of sidoarjo, then the writer conduct the research in state Islamic junior high school III Malang.

Second, the study of Renny Tri Rahayu that have title *The Development of Gifted Class on Sport (BIO) of State Senior High School 4 Yogyakarta*. The undergraduate thesis Management of Education, Education Faculty of State Yogyakarta University in 2013. Renny describe the development of gifted class both of the branch of sport and also the academic field. Renny also describe management resource of gifted class.

The similarity both of the writer research and Renny research is in the academic description conducted in the gifted class (gifted on sport). In other hand, the research have differentiation on subject of study. Renny describe more in the management of development, then the writer study on instruction of integrated social studies in gifted class.

The International Education Journal in 2005, the study written by John E. Kesner from Georgia State University with title *Gifted Children's Relationship with Teachers*. The research compare the teacher relation of gifted children and their non-gifted counterparts. Principle components analysis yielded three significant three subscales (1) Conflict, (2) Closeness and (3) Dependency. The hypothesis is teacher of gifted students would report a less positive relationship than teachers of non-gifted students. But the result is not supported. The teachers of gifted student reported lower levels of conflict compare with teachers of non-gifted children. The level of closeness between teachers-gifted children and teachers non-gifted children are similar. Then the dependency of gifted student is more than non-gifted, due to the high level of academic ability they have.

Kesner's research and writer research have similarity to understand the teachers relationship with their gifted students. In the writer's research is contains in the implementation of learning. Than the differentiation is in the focus of study. John focus juct in the relation between teacher and gifted student but writer focus on the learning instruction.

The study of Nasution from Surabaya State University, Indonesia. The title is *The Development and Problematic of Social Studies Education in Indonesia*. This study is describe how social studies development in Indonesia from separated to integrated method. Then describe the difficulties faced during the implementation at schools.

Integrated social studies is the similarities of both this research. But Nasution explain in the development and the difficulties to implement in Indonesia. Then writer explain in at the small scope of instruction in the gifted class.

Table 1.1 List of the origin research related on the instruction of Integrated Social Studies in the Gifted Class:

No	Name of Researcher	Title of the Research	Similarity	Differentiation
1	Wahyu Furqondari. Thesis. 2013, Social Science Education Department, Education and Teaching Faculty, State Islamic University of Maulana Malik Ibrahim Malang.	The Instruction of Social Science in the Acceleration program of SMP 1 Sidoarjo	Both of this research and research that will conduct is both of them have the same subject that is Social Studies learning instruction.	The object both of them are different. Wahyu's research are conduct in the children of acceleration program in SMPN 1 Sidoarjo. But the researcher's research conduct in the gifted children in sport field of MTsN 3 Malang.

2	John E. Kesner. 2005. The Student of Georgia Sate University, United States. International Education Journal.	Gifted Chidren's Relationship with Teacher	Both of the research are discussing the gifted children and the relationship with the teacher.	Kesner's research using quantitative method to knows the student-teacher relationship by their conflict, closeness and dependency. The writer research on the gifted children's learning in the classroom with their teacher.
3	Nasution. Surabaya State University, Indonesia.	The Developmen t and Problematic of Social Studies Education in Indonesia	Both of them study on integrated social studies in Indonesia.	Nasution's research study more in development and problematic of integrated social instruction in in Indonesia. Then the writer's research will study on practice of instruction of integrated social studies.
4	Assist. Prof. Dr. Gulsah.Batdal Karaduman. 2013. Deptment of Primary School Education, Istanbul University.	Underachiev ement in the gifted students	Both of them study on the education and evaluation of gifted student's learning.	Gulsah's research focus on underachievement and the factors. Then the writer's research focus on not only the achievement of gifted student but also the planning and process student learning.

#### F. Term Used in The Research

To facilitate the understanding of the term used in the research of **“The Instruction of Integrated Social Studies in The Gifted Class at State Islamic Junior High School III Malang”** with qualitative approach, following will described the term as bellow:

## A.

### 1. Instruction

Instruction is a process of interaction of students and teacher and learning resources in a learning environment. Instruction is an educator assistance given to the process of acquisition of science and knowledge, mastery of skill and character, as well as the formation of attitudes and beliefs of students. In other words, instruction is a process to help learners to learn well.

### 2. Integrated Social Studies

Integrated Social Studies is one of the name subjects learned at primary and secondary school level, synonymous with the term social science. Integrated social studies is an integration various branches of social sciences such as geography, sociology, economics, and history. Social studies is a group of selected social disciplines that indicate awareness, the subjects are in knowledge and understanding structure correlated with humans and the environment. In other words, social studies formulated by reality and social phenomenon conduct by interdisciplinary approach of the branches of social studies.

## G. The Systematic of Discussion

Systematics discussion in writing research proposal is structured in three chapters, each chapter consist on sub-chapter, and the chapters are related each other. The main ideas of discussion will be described. The systematic contents of these proposals described by the following format:

Chapter I is introduction. This chapter describe the general illustration of the research. It is consist of research background, the reason researcher select

Integrated Social Studies in the Gifted Class research. Then the objectives and significant of research, previous study, and some definition term used in the research.

Chapter II is review of related literature. This chapter describe theories related with the research such as The instruction of Integrated Social Studies, the gifted children with the government policy of education for the gifted children. Also some literature of Islamic view of education for the gifted children.

Chapter III is method of research. This chapter describe the method used to doing the research such as type of research that is qualitative descriptive, the present of researcher, the place that is in the MTsN III Malang, data and the source, technique to collecting data, data analyze, research procedure, and temporary library.

Chapter IV is data findings. It is contains of the result of the research process in the field. Data finding shows the result of interview, observation and desk review that have been gathered. Then it gathered and compare each other to find out the answer of the research questions.

Chapter V is discussion. In this chapter, the data findings will compare with the theory that have been gathered in the chapter two. This chapter also discuss the result of study with many perspective that make the discussion deeply.

Chapter VI is conclusion. It is contain the conclusion of the research. Also some suggestion that need to give.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Instruction

##### 1. Concept of Instruction

The term instruction usually used in the education world of USA. The term influenced by the Flow-Wholistic Cognitive Psychology that give the student place as the center of education. Instruction mean not only teach but make someone to learn by themselves. According to Abdul Majid “Instruction is the effort to make someone or a group to learn through many strategy, method, and approach toward the goal of instruction that want to reached.”<sup>6</sup>

Instruction is a part of education that decide the successful of education. It is as described by Oemar Hamalik which stated that “instruction is a goal-directed teaching process which is more or less pre-planned”.<sup>7</sup> Furthermore, in the instruction, teacher prepare the things needed to reach the goals. “The procedural activities of teacher in the instructional design to make students learn actively.”<sup>8</sup> So that instruction not only teaching the students but it emphasize more in the planning and purpose of study that decide the result of learning. Same as the statement of Oemar Hamalik:

In the instruction, formulate the purpose is the main activity, and every learning process are conduct to achieve the purpose of

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<sup>6</sup> Abdul Majid, *Strategi Pembelajaran*. (Bandung: PT. Remaja Rosakarya, 2013), Pg. 4.

<sup>7</sup> Oemar Hamalik, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*, (Jakarta:PT. Bumi Aksara, 2002), Pg. 7.

<sup>8</sup> Abdul Majid, loc.cit., Pg 4.

instruction. That is the reason planning must be written. From that, the attainment of study can be checked and controlled. The system of instruction should consist of three components. The first is analysis step (decide and formulate the purpose), synthesis step (Planning of process that will be conducted), evaluation step (test of first and second steps).<sup>9</sup>

The difference of instruction and teaching is because instruction describes all of the many events that have a direct effect on the learning of a human being, not just those sets in motion by an individual who is a teacher. Instruction may include events generated by that area page of print, by a picture, by a television program, or by combination of physical objects, among other things. Of course, a teacher can play an essential role in the arrangement of any of these events.<sup>10</sup>

Instruction can be developed as far as the development of technology. Today, students can be more creative and clever through internet and gadget that is used. Many materials of study are obtained from the internet and also media that are more creative and interactive can be found easily.

## 2. The Characteristics of Instruction

Instruction has several characteristics such as:

### a. Instruction means students learning

Students are the important part in the instruction process, without student learning cannot run. The educative process has some important components such as a) there is a goal of learning b) there is the message

<sup>9</sup> Oemar Hamalik, loc.cit., Pg.7.

<sup>10</sup> Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi*, (Jakarta:Kencana, 2006), Pg.78.

transferred c) there is student d) there is the teacher e) there is method f) there is situation g) there is assessment.<sup>11</sup>

In the past, instruction mean an activities of teacher to transfer information to the students. Students assumed as an empty glass that can be stuffed whatever teacher want. In this traditional method, students made progress as far as the teacher give the knowledge. This model of learning unappliable nowadays because the technology that grow up students can get knowledge even before teacher give it. The critic that written by Mukhlas Sumani:

In the type of commando instruction, teacher decide all of the planning, then direct explained to the students with illustration and the example, students accept the material and then teacher measure student's achievement by doing final exam. In this model of learning student doesn't have involvement while learning situation conduct. This type of instruction stultify student's spirit of democracy and creativity. They can't growth in learning and lose the opportunity to shows their potential and ability.<sup>12</sup>

Therefore, instruction mean student learning. When the student act and find out the concept of material by themselves, once they doing the learning they will get satisfaction of study and they understand the material by observe that make a fun learning.

b. Instruction process is anywhere

Class is not the only place used for learning, learning process can be anywhere. Students can learn in various places belong to the need and nature of subject matter. When students on the subject matter of market,

<sup>11</sup> Sardiman in Abdul Majid, op.cit., Pg. 5.

<sup>12</sup> Mukhlas Sumani, *Belajar dan Pembelajaran: Teori dan Konsep Dasar*. (Bandung: PT.RemajaRosdakarya, 2011), Pg. 10.

students can learn the material by observe at the market to understand the matter.<sup>13</sup>

c. Instruction create a positive change

Instruction is the process to make a behavior revolution whole of it, as the result of student's experience with the environment.<sup>14</sup> Moreover through learning process student can get the new understanding, so that the attitude or behavior can be change while respond to the situation.

## B. Integrated Social Studies Learning

### 1. Definition of Integrated Social Studies

Integrated Social Studies in Indonesia called *Ilmu Pengetahuan Sosial* is one of the subject matter in the Elementary and High school in Indonesia. According to Sapriya in Daldjoeni explain that integrated social science is subject in primary school level or a subject study in collage which is mostly called integrated social studies. Term of integrated social science has been introduced in America since 1913 and this study are used in Indonesia to fulfill the student understanding on society, the problem and how to solve it.<sup>15</sup>

That is a good decision cause social knowledge and skill on society are very important nowadays. That is the reason integrated social studies should be put in the subject matter of elementary and high school.

In spite of that, integrated social studies is a science that integrated by some branches of social studies such as geography, economic,

<sup>13</sup> Wina Sanjaya, op.cit., Pg. 79.

<sup>14</sup> Mohammad Surya in Abdul Majid, op.cit., Pg 4.

<sup>15</sup> Daldjoeni N., *Dasar-Dasar Ilmu Pengetahuan Sosial*, (Bandung: Penerbit Alumni, 1977), Pg.7.

sociology, history, anthropologist, politic and law. As Trianto has been described on social studies, he said that “Social studies is integration of the various branches such as sociology, history, geography, economic, politics, law and culture. Social sciences formulated based on reality and social phenomena that created interdisciplinary approach of the aspects.”<sup>16</sup>

On the other hand, Daldjoeni describe that “Integrated social study related to how human interact with another, like a person with another person or group, a group with another group, or a group with the nature.”<sup>17</sup>

Finally, integrated social science which is mostly called as integrated social studies, it is the science that study on human interaction with another human or with a group and even with the nature. That’s why to understand social problem need more than one discipline of science. And also this is for develop the student skill of thinking critically and analyze every phenomena that done in the society.

## 2. Characteristics of Integrated Social Studies Instruction

Social studies characteristics are different from another disciplines that are selfcontained. Integrated Social Studies is integration from some disciplines of social department.

Integrated Social studies at SMP/MTs has some characteristics as follow:

<sup>16</sup> Trianto, *Model Pembelajaran Terpadu*, (Jakarta: Bumi Aksara, 2010), Pg.171.

<sup>17</sup> Daldjoeni N., *loc.cit.*, Pg.9.

- 1) Integrated Social Studies is a combination of elements of geography, history, economics, law and politics, civics, sociology, and even the humanities, education and religion.
- 2) Core Competency and Basic Competency of integrated social studies come from structure of scientific geography, history, economics and sociology, which is packaged in such a way that it becomes the subject or topic specific.
- 3) Core Competency and Basic Competency of integrated social studies about various social problems that are formulated with an interdisciplinary and multidisciplinary approach.
- 4) Core Competency and Basic Competency of integrated social studies can be related to events and changes in people's lives by the principle of cause and effect, regional, adaptation, and environmental management, structure, process, and social issues and attempts to survive the struggle of life as the reaction to fulfill the needs, power, justice and necessary power, justice and society.<sup>18</sup>

The main characteristics of integrated social studies in the Junior high school is the material learned. Integrated social science learned not in the form of part like sociology, geography etc. But it is learned with the whole discipline of social study so that the goal is to make the students understand the material connect with the real life.

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<sup>18</sup> Trianto op.cit., Pg.173.

### 3. The Objectives of Integrated Social Studies

Core competencies and basic competencies of integrated social studies in the junior high school consist of sociology, history, geography, and economics. That's are being the subject matter of integrated social studies. Integrated social studies have the purpose to develop student's potential to sensitive to the issues grow up in society, have a positive perspective to change many imbalance condition of society, and also have ability to solve problems both of other person's problem and themselves.<sup>19</sup>

According to Gross argue on the objective of integrated social studies to prepare student to be well functioning citizens in a democratic society.<sup>20</sup> The objective of integrated social studies actually not to ask the student to remembering materials, but it more emphasis to developing student's skills, intellectual and critical thinking and also decision making in the society.

Actually, the main purpose of learn integrated social studies in the class is not to remembering the concept. But moreover it is usefull for the student to solve the problem faced in the real life.

Some objectives of integrated social that are:

- 1) Aware and care to the environment and society around them, through understanding of historical and cultural values.
- 2) Understand the basic concept so that they can apply the social knowledge in the society to solve the problem that faced.

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<sup>19</sup> Depdiknas, *Model Pembelajaran Terpadu IPS SMP/MTs/SMPLB*. Badan Penelitian dan Pengembangan Pendidikan Nasional Pusat Kurikulum. Pg. 4.

<sup>20</sup> Trianto op.cit., Pg.172.

- 3) Having ability to using models and thought processes to making a decision and solving problems faced in society.
- 4) Being care to the social problem and issues. They can think critically and then can making decision.
- 5) Be able to survive in society and will develop the environment.
- 6) Does not judge another people, because they can be wise.<sup>21</sup>

As what Nursyid Sumaatmaja in Rudi Gunawan said on social studies objectives, that is guiding the students to be a great citizen, that have knowledge, and social care that useful for themselves and also society.<sup>22</sup> Then Oemar Hamalik in Rudi Gunawan formulate the detail that is: (1) knowledge and understanding (2) attitude of life study (3) social values and attitude (4) Creativity.<sup>23</sup>

Based on the some opinion above, integrated social studies is expected have some objectives such as make students to be a good citizen who have good attitudes. Through integrated social studies subject the teacher not only fulfill students with knowledge and understanding but also teach them to have good social values and creativity.

#### **4. Core Competencies and Basic Competencies of Integrated Social Studies in 8<sup>th</sup> Grade of Junior High School**

Core Competence is a translation or operational SKL in the form of quality that must be possessed those who have completed education in

<sup>21</sup> Awan Muttakin in Trianto, op.cit., Pg.177.

<sup>22</sup> Nursyid in Rudy Gunawan, op.cit., Pg.94.

<sup>23</sup> Oemar Hamalik in Rudy Gunawan, op.cit., Pg.94.

the educational unit specific or level of education, an overview of the key competencies that are grouped into aspects of attitudes, knowledge, and skills (affective, cognitive and psychomotor) to learn students to a school level, classes and subjects. Core competencies should describe the quality of the balance between the achievement of hard skills and soft skills.

Core Competences used today are include in the 2013 Curriculum, the scientific concept of learning that used in the curriculum influence the core competencies which must be study scientifically. Bellow are core competencies created by Indonesia's Education and Culture Department .<sup>24</sup>

KI-1(1<sup>st</sup> Competency) : Respect and appreciate the teachings of their religion

KI-2(2<sup>nd</sup> Competency): Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual help ), polite, confident, in interacting effectively with the social and natural environment within reach of the association and its existence.

KI-3(3<sup>rd</sup> Competency) : Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, arts, culture and related phenomena seem eye incident.

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<sup>24</sup> Kementerian Pendidikan dan Kebudayaan. *Ilmu Pengetahuan Sosial : Buku Guru Kurikulum 2013*. (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014), Pg.1.

KI-4(4<sup>th</sup> Competency): Trying, process, and study in the real of the concrete (using, parse, compose, modify, and make) and the real of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other sources are the same in view points/ theories.

The core competencies and basic competencies in 2013 curriculum are written as:<sup>25</sup>

Core Competencies	Basic Competencies
1. Respect and comprehend fully on the religion rules that they hold. (KI-1)	<p>1.1 Appreciate the gift of God who created the time with all the changes.</p> <p>1.2 Respect for religion in thinking and behaving as residents of Indonesia with regard to social institutions, culture, economy and politics in society.</p> <p>1.3 Appreciate the gift of God who created humans and the environment.</p>
2. Respect and comprehend fully on honesty, discipline, care (tolerance, cooperate), polite, confident, in interact effectively with the environment social and nature in the range of social interaction and its existence. (KI-2)	<p>2.1 Emulating the behavior honest, disciplined, responsible, caring, polite and confident as indicated by figures during the Hindu Buddhism and Islam in his life right now.</p> <p>2.2 Demonstrate the behavior of curiosity, caring, respect, and responsibility for social institutions, culture, economics and politics.</p> <p>2.3 Shows polite behavior, tolerant and caring in social interaction with the environment and peers.</p>

<sup>25</sup> Kementerian Pendidikan dan Kebudayaan. *Ilmu Pengetahuan Sosial : Buku Guru Kurikulum 2013*. (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014), Pg.1.

<p>3. Understanding knowledge (factual, conceptual, and procedural) based on curiosity him about science knowledge, technology, art, culture-related phenomena and happenings looked eyes. (KI-3)</p>	<p>3.1 Understanding aspect of space and connectivity between time and space in the scope national as well as its change and sustainability human life (economic, social, cultural, educational and political).</p> <p>3.2 Describe the changes in Indonesian society at the time of colonization and the growing spirit of nationality and the changes in geografs, economic aspects, culture, education and politics.</p> <p>3.3 Describe the functions and role of the social, cultural, institutional, economic and politics in the community.</p> <p>3.4 Describe the forms and the nature of the dynamics of human interaction with the natural environment, social, cultural, and economy.</p>
<p>4. Try, process, and serve the realm of concrete (using, parse, construct, modified, and making) and domain abstract (writing, reading, counting, drawing, and fabricated) in accordance with the learned in schools and other sources the same in the corner viewpoint/theory. (KI-4)</p>	<p>4.1 Presents the results of an examination of the processed relics of culture and mind during the occupation of Indonesia society and the growing spirit of nationality in geographic aspects, economy, culture, education and politics that are in the immediate surroundings.</p> <p>4.2 Using a variety of strategies to solve problems related to with the institutional role of social functions, cultural, economic and political environment the surrounding communities.</p> <p>4.3 Presents the results of the observations about the forms the form and nature of the dynamics of human interaction with the natural environment, social, cultural, and the economic environment surrounding communities.</p>

## 5. Basic Concept of Integrated Social Studies Learning Development

Integrated learning method is one of the model curriculum implementation suggest to apply in each stage of learning, begin from the elementary stage then junior high school. Integrated model actually give a chance for student to do research, look for, and find out the concept and principles holistically.<sup>26</sup>

In the integrated model of learning, learning arrange by several branch of study in the social study. The development of instruction can be adapted by one subject's topic then support and equipped with another branch of studies that related. Topic or theme develop from issu, experiment, phenomena, and problem growth. Make a theme from the problem around that found and can be solved throw many kind of disciplines. Example social mobility, modernization, flood.<sup>27</sup>

The advantages of this model of instruction is the subject matter and material will be valuable for the students. The learning that usually remembering formula and concept only, it changes to be valuable. Students as the achiever of knowledge will understand if the material learned have relation with the general knowledge in the real life. The example for this condition is study on the subject of production. Students will feel difficult to remember the words that define what is production, but with integrated model of instruction the students face a concept in the

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<sup>26</sup> Kementrian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013 SMP Ilmu Pengetahuan Sosial*, (Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan, 2013), Pg.126.

<sup>27</sup> Kementrian Pendidikan dan Kebudayaan, op.cit., Pg. 126.

form of example on real life, so that they understand if there are some people doing activity to produce tempe or another product its called production. Integrated model not only focus on the materials but also many thing occur in the same subject faced with another perception on the other disciplines of science.

### C. The Phases of Integrated Social Studies Instruction

Instruction is a process consist of three stage or phases. First is the planning stage, the implementation stage, and the evaluation stage.

#### 1. Planning of integrated Social Studies Learning

The learning processes can called success is depend on the appropriateness of the plan made with the condition and student potential. The procedure of planning lesson are:

- a. Mapping basic competency
- b. Determination of the topics/themes
- c. Formulation into the basic competence indicators topic/ themes
- d. Development of syllabus
- e. Preparation of lesson plan<sup>28</sup>

The first step that is mapping basic competency, the subject are composed by some people named team of social studies teacher. These who are mapping the core competencies and basic competencies of integrated social studies subject of each class that can be integrate. This process have the aim to get an illustration whole of that.

<sup>28</sup> Wahidmurni, *Pengembangan Kurikulum IPS dan Ekonomi di Sekolah/ Madrasah*, (Malang: UIN-Maliki Press, 2010), Pg.199.

Some matter that should respect while mapping basic competencies on the development of integrated social science model as in the bellow:

- a. Identify some Basic Competencies that can be integrated.
- b. Some Basic Competencies that cannot be integrate shouldn't integrate, but learn in the separate time.
- c. Basic Competencies doesn't have to come from all of the core competencies. It is need one or two basic competency only.
- d. Basic Competencies that have been placed in the one theme can be replaced in other theme.<sup>29</sup>

Syllabus is a plan of learning process to be carried out by teacher to achieve the learning objectives in a single semester. In the 2013's curriculum, the learning objectives within one semester are stated in the core competencies and basic competencies. The syllabus are very important to used by teachers to make sure that the learning process that done are appropriate with the object that want to be reach in the education. The next step is make a lesson plan. As what Trianto said:

After the syllabus composed, the next step is making lesson plan. Lesson plan is the realization of student learning experiment that determined in integrated syllabus. Component that described in the lesson plan such as learning activities and assessment activities. Component of the learning process should be described detail on the students-teachers interaction and learning resources.<sup>30</sup>

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<sup>29</sup> Wahid Murni, op.cit., Pg 200

<sup>30</sup> Trianto, op.cit., Pg. 171.

Based on the explanation above, it can be conclude that plan of learning that made by teacher before enter to the class named lesson plan. Lesson plan is made after the syllabus have done, it contain about the time allocation of learning, the material, the method and strategy used, the activity and evaluation. Sillabus of integrated

In spite of that, the great teachers usually write down their lesson plan as best as they can. Lesson plan can help the teachers to be confident to hold their class. It also help the teacher to easier evaluate the learning process.

## 2. Procedure of Integrated Social Studies Learning

An application of social studies learning basically don't different with another subject learning. Iif Khoiru and Sofan Amri explain that procedure of every learning process are consist of three step. Opening activities step, core activities, and closing activities.

In the holding teacher's book of curriculum 2013 written that learning activity use scientific learning and the step are bellow:<sup>31</sup>

Table 2.1 The procedure of Integrated Social Studies Learning

Step	Activities
Opening	<ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Teacher remind about the concept that have learned in the last meeting related to the material will learn.</li> <li>3. Teacher give information related to the topic and the purpose of learning that will learn.</li> </ol>
Core	<ol style="list-style-type: none"> <li>1. Viewing               <ol style="list-style-type: none"> <li>a. Learners observe phenomena such as ( image, photos, slides, video) on deforested, heavy rain, people who throw litter, flooding large,</li> </ol> </li> </ol>

<sup>31</sup> Kementerian Pendidikan dan Kebudayaan. *Ilmu Pengetahuan Sosial : buku guru / Kementerian Pendidikan dan Kebudayaan*. (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014), Pg.17.

	<p>or events associated with flood occurs somewhere .</p> <ol style="list-style-type: none"> <li>b. Based on observations of learners are required discuss in groups about matters want to know of observation, then asked to write in the notebook .</li> <li>c. The representative of the group were asked to write on the board write about the things he wants to know from the results of observation.</li> </ol> <p>2. Ask</p> <ol style="list-style-type: none"> <li>a. Learners are asked to formulate questions of the things they want to know from observation, for example, what the cause of the flood?</li> <li>b. The representative of the students were asked to write questions which has been formulated on the board.</li> </ol> <p>3. Collect data or information</p> <p>Learners were asked to collect information relevant data related to the question that has been formulated from a variety of sources, such as: reading Student book, search for information from various sites in internet, interviews with speakers/experts.</p> <p>4. Analyze Data</p> <p>Learners are asked to analyze data/information to answer questions and make inferences from answers to questions.</p> <p>5. Communicate</p> <p>Learners submit its conclusions in oral or written, for example, through group presentations, discussion, and question and answer.</p>
Closing	<ol style="list-style-type: none"> <li>1. Students are required to improve understanding the material that has been learned from books lessons or other relevant resources.</li> <li>2. Teachers can tell websites on the internet that associated with the concept, principle, or theory that has studied by students and then ask learners to access it.</li> <li>3. Learners are given the moral messages by teacher</li> <li>4. Learners are given information on learning next meeting.</li> </ol>

### 3. Implementation of Integrated Social Science Instruction

#### a. The Preliminary (Initial) of Instruction

Preliminary activities define as the beginning of activities must be adopted by teachers and learners in any implementation of integrated learning. Its function is mainly to great a good atmosphere in the early learning so that the learners enable to follow learning process.

Each student who enter to the class are bring their own condition of body and soul. Directly give them a new material is not a good choice. Because the students doesn't ready yet. That is the reason in the learning procedure should begin by opening activities. "General purpose of opening process is to make sure the process and result of study being efficient and effective."<sup>32</sup>

The activities that act in the opening of learning such as create a good condition before class begin, held apperception and pre-test. Apperception by give the student question related on the material before and also the material that will study then. Create good condition in the beginning can be check presence and attendance, create a readiness to study, create a democracy condition of learning, and also This activity is useful for creating positive condition that force the students so that they can follow learning process clearly. In

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<sup>32</sup> Wahid Murni dkk. *Keterampilan Dasar Mengajar*. UIN Maulana Malik Ibrahim Malang.

this activity the example such as story telling, physical moving, and singing.<sup>33</sup>

Many activities can conduct in the early time of learning with the function to make a good condition of learners then the teacher can begin learning process with readiness of the students. Apperception can conduct at least 5-10 minutes to make the time effective and efficient.

#### **b. The Core of Instruction**

Core activities are part of learning process that emphasize on give learning experience toward the students. Learning activities are conditional. Appropriate with the condition. There are some activities while core competencies, these are:

- a) Teacher tell the aims or KD that should be complete by students, and also the material learning with. The simplest way that is write down in the board and explain why the students should understand it.
- b) Teacher explain the activity that will held with the students while learning a topic. Learning activity must be formed as student center. Teacher is a facilitator that help the students to study.
- c) Based on that explanation, the conclusion is core activities are emphasize on force the students to develop their ability on writing,

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<sup>33</sup> Iif Khoiru Ahmadi dan Sofan Amri, Pg.30.

reading and calculate. The learning can be held by classical method, group or personal.<sup>34</sup>

Another activities at the beginning of the core instruction process is to explain the alternative learning that will be experienced by students. In this stage teacher need to explain the experience should be done by students while learn on that theme/topic. Learning activities pursued in integrated model is more precedence on the high learning activities. The instruction is oriented on the students activity, while the teacher being the facilitators. Students are direct to find out the concept and principles by themselves so that the learning principles of constructivism can be done.<sup>35</sup>

Moreover, to present the integrated materials the students must be direct to the development of behavior. The material of learning present in the form of integrated by making relation concept between one discipline of subject to another disciplines of another subject that in the social studies. And then the concept related to the real life and real condition to make easy for student to understand.

### **c. Final/ Closing Instruction and follow up**

Closing activity in the integrated learning not only as closing of the learning but also activity to evaluate the process and decide what teacher have to do in the follow up process.

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<sup>34</sup> Iif Khoiru Ahmadi dan Sofan Amri, op.cit., page 31

<sup>35</sup> Depdiknas, op.cit. Pg. 21.

Generally, closing activities and follow up in the integrated study such as:<sup>36</sup>

- a) Bring the students to conclude the material have learned.
- b) Follow up of learning by give an exercise or assignment.

Explaining more on the material that difficult by students.

- c) Explain the topic that will learn in the next meeting.
- d) Give evaluation such as concluding the result of study, story telling, music, moral massage.

In the closing process of integrated instruction, making conclusion also make the reflection of the study have done. The learning have a valuable condition to adopt in the student life.

#### **4. Evaluation of the Learning Social Studies Learning**

Object in the integrated learning assessment include an assessment of the process and learning outcomes of students. Assessment of the learning process have an effort to provide score to the learning activities under the teachers and learners while learning process. Learning outcomes are the achievement of competencies such as from some aspect of knowledge (cognitive), skills, attitudes and value embodied in the habit of thinking and acting. These competencies can be recognized through a number of learning outcomes and indicator that can be measured and observed. Evaluation process and learning outcomes were related each other.

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<sup>36</sup> Iif Khoiru Ahmadi dan Sofan Amri, op.cit., page 32

Evaluation process that developed it is include of technique of assessment, form of instrument and instrument.

1) Technique of assessment

Assessment technique is ways that used in the assessment process. Technique can apply that form of test is (a) quiz (b) daily test. For the non-test form can be used are (a) observation (b) questionnaires (c) interviews (d) task (e) project (f) portfolios.

2) Form of instrument

Form of instrument is the tools used for assessment toward the achievement of student competencies. The forms are groups by type of instrument and technique assessment is:

- a) Test: blank form, true-false, matching, description, multiple choice test.
- b) Non-test: observation, quotionair, interview, rubric, and work show.

3) Instrument

Instrument is the tools to measure the achievement of competencies. Technique written test, show, and project must be bring the rubric of assessment.

## **D. Gifted and Talented children**

### **1. Concept of gifted and talented children**

Human being is very unique creation. Everybody has their own characteristics and unique talent. But, some persons have an

extraordinary talented in the certain field such as Wolfgang Mozart who can find unique kind of music called Mozart or Emile Durkheim who can create many theory of society, they called a gifted children.

According to the result of national seminar discuss on “Alternative of educational program for gifted children” that held by BP3K (*Badan Penelitian dan Pengembangan Pendidikan dan Kebudayaan*). The center of curriculum development and tools of education that corporate with institution of creativity development, the result are:

Gifted children are they who identified by professional people as children who get a high achievement in order to their high ability. These children need a different program of education and a service that out of ordinary program held by school, so that the children can realize the contribution to the society and also their self. )<sup>37</sup>

Those ability, both of potentially or have been realized are:

- 1) General intellectual ability
- 2) Special academic ability
- 3) Creative, productive thinking ability
- 4) Leadership ability
- 5) One field of art ability
- 6) Psychomotor ability (sport)

Furthemore, gifted children mean in many subject. Not only in the kind of cognitive side, but also leadership, art, sport and many of them. Hawaii State Definition

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<sup>37</sup> Utami munandar, op.cit., Pg..30.

Gifted and talented are children and youth whose superior performance or potential indicates possible giftedness in intellectual, creative, or specific academic abilities, leadership capability, psychomotor ability, or talent in the performing and visual arts.<sup>38</sup>

This definition is adapted by united stated office of educational (U.S.O.E) but they delete psychomotor ability because it has got a good service team the government.

Another concept of Gifted Children is written by Renzulli that called by “Three-Ring Conception”. The concept is three basic characteristic that being the main criteria of Gifted Children are:

- 1) Extraordinary Ability
- 2) Extra ordinary of creativity
- 3) Task Commitment is high<sup>39</sup>



Picture 1.1 Renzulli's concept of Gifted Children

Developing an ability absolutely need a deep excersize . But an excersize is very important: It is need a high motivation, spirit and commitment. This also we call task motivation.

<sup>38</sup> Department of Education State of Hawaii. *Program Guide for Gifted and Talented*, (Hawaii: Department of Education State of Hawaii, 2007), Pg.7.

<sup>39</sup> Utami munandar, *Ibid*, hlm 32

Above Average Ability is characterized as:<sup>40</sup>

1) General Ability

- a) High levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory, and word fluency (high end of potential).
- b) Adaptation to and shaping of novel situations in the environment.
- c) Automatic information processing: rapid, accurate, and selective recall of information.
- d) Advanced in achievement for age.
- e) Generally stable set of characteristics.

2) Specific Ability

- a) Application of various combinations of the above general abilities to one or more specialized areas of knowledge or performances.
- b) Capacity for learning and making appropriate use of advanced knowledge, techniques, and strategies.
- c) High interest in area of strength.
- d) Generally stable set of characteristics.

3) Task Commitment is characterized as:

- a) Focused motivation: perseverance, endurance, hard work, dedicated practice.
- b) Capacity for high levels of interest, enthusiasm, fascination, and involvement in an area of study or form of human expression.
- c) Self-confidence and belief in one's ability to do important work.

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<sup>40</sup> Department of Education State of Hawaii, op.cit., page 8

- d) Ability to identify significant problems and keep abreast of new developments within areas of interest.
  - e) Setting high standards for one's work.
  - f) Variable set of characteristics: may go through peaks and valleys.
- 4) Creativity is characterized as:
- a) Fluent, flexible, and original in thought.
  - b) Open to experiences; receptive to new and different (even irrational) thoughts and products.
  - c) Curious, speculative, adventurous, and "mentally playful."
  - d) Willing to take risks in thought and action.
  - e) Sensitive to details, aesthetic characteristics of ideas and things.
  - f) Variable set of characteristics: may go through peaks and valleys.

## 2. Basic consideration

There are some reasons why special education for gifted children should be held. This issue is discussed since 1982 in Indonesia. The reasons are:

- 1) Gifted children need certain environment to develop the ability. The environment being stimulus for the children so that the ability can be developed. A gift will grow and find development by interactive process between environment and the talent. The talent will maximally develop if environment is suitable, this begins since the child is still young.
- 2) As written in the UUD 1945 paragraph 3 verse (1) every citizen has their right to get education the education should be the way of student to develop the ability. The words "the same rights of education" have

mean the education are appropriate with the ability a student that have 180 IQ cannot study in the regular class that average ability. As Ananda Laksmi said. Research has shown that there is a response to expectations in children's achievements when a child is treated as gifted he will act gifted. So the special class are important to help the gifted children.

- 3) This is the reason why many gifted person that failed in the school for example Albert Einstein, Thomas Alva Edison and The education that do not helping student and do not support the student's gift will make the student achieve not as the real ability, we called it under achiever.

### **3. Policy for special talent class**

The guidance for special talent class based on a number of laws and government regulation that applied.

#### **a. The Rules of 20<sup>th</sup> in 2003 about System of National Education**

- a) 5<sup>th</sup> paragraph on right and obligation of the nations in the 4<sup>th</sup> verse:

“The nations who have special talent and intellectuality, they have the rights to get special education.

- b) 12<sup>th</sup> paragraph in the first verse written that:

The students in each unit of education have the rights to get education appropriate to their talent, interest and ability.

- c) 32<sup>th</sup> paragraph at the first verse written that:

Special education is the education for the students who have

difficulties in the way they learning, such as physical, emotional, mental, social, and/or having the special intelligent or talents.<sup>41</sup>

**b. The law of 3<sup>th</sup> in 2005 about national sport system**

This paragraph regarding national sport system. Ari Fajar Pambudi stated that national sport system become the main references of the sports and education sports in Indonesia that have content include of principle of providence sport, scope, guidance and sports development, sport management.<sup>42</sup>

**4. Alternative of Education in Gifted Children**

As explained before, Indonesia had begin the education of gifted children. Since 1982 there are many kinds of it. Singgih D. Gunarsa explain some alternative of education for gifted children, such as:

a. Axeleration

1) Skipping the children to the higher class then before

Based on the condition the mental age of gifted children is higher than the reality (chronological age), this is cause they did not satisfied while learn with students at the some age with age with them.

2) Axeleration that gived to the students to finish the materials with short time because their special ability. This process are called telescoping grades Samuel A. Kirk and James J. Galagher.

b. Education for the special grouping (gifted & talented)

There are many ways to held this program

<sup>41</sup> Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional.

<sup>42</sup> Undang-undang Nomor 3 Tahun 2005 tentang Sistem Keolahraagaan Nasional

1) Model A

Ordinari class (full) adding by special class (mini). This program can be held in every school because the gifted children follow all of the regular program then they get special class out of the regular schedule.

2) Model B

In this model, the students follow some part of regular class, not at all (75%,60%, 50%) and then adding by special class.

3) Model C

On this model, all of gifted children are grouping. In the on class the curriculum also special, so do the teacher.

4) Model D

This is the special school that just take the special gifted students. So that the school is for the gifted students.<sup>43</sup>

**5. Differentiated Curriculum**

Each school has a certain culture that reflects the focus and priorities of the executive and teaching staff. Differentiation for the gifted and talented student is more likely to happen where the school leadership emphasizes giftedness and talented as part of educational provision. Robinson observes that this is evident where principals display a detailed knowledge of educational opportunities for their gifted students, high

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<sup>43</sup> Utami Munandar(ed), op.cit., Pg.137.

expectations for student achievement and recognition for teachers' efforts in curriculum differentiation.<sup>44</sup>

Gifted and talented student are different with the average it cause in the model they learn need also a different method. Some different characteristic and also ability that had are being the reason for teacher and government to create a chance to make some change in the content, process and product. "The educators of gifted students use that term to describe the characteristics that being differentiation of gifted and non-gifted students. Core of gifted education is in the differentiated curriculum based on the each student's necessary."<sup>45</sup>

Developing a differentiated curriculum involves designing an environmental setting, providing varied learning options to make curriculum and instruction the best possible fit for learners, and implementing teaching strategies so that gifted responses will occur more readily.<sup>46</sup>

So that differentiated curriculum is the curriculum that not use for general students, but for the certain gifted students. This curriculum created especially for make sure that student with their gift can be maximal in the learning and they can develop the gift and talent.

### 1) Principles of Differentiation

- a) Present content that is related to broad-based issues, themes or problems.

<sup>44</sup> State of NSW, Department of Education and Training. *Policy and Implementation Strategies for The Education of Gifted and Talented Students*. (Curriculum K-12 Directorate, 2004), Pg.9.

<sup>45</sup> Laurence Coleman dalam Yan andre. *Kurikulum Berdiferensiasi*, (Jakarta: Penerbit PT Grasindo. 2010), Pg.53.

<sup>46</sup>Department of Education State of Hawaii, op.cit., Pg.40.

- b) Integrate multiple disciplines into the area of study.
- c) Allow for the in-depth learning of a self-selected topic.
- d) Develop independent study skills.
- e) Develop higher-level thinking skills.
- f) Focus on open-ended tasks.
- g) Develop research skills and methods.
- h) Encourage the development of products that challenge existing ideas and produce “new” ideas.
- i) Encourage the development of products that use new techniques, materials and forms.
- j) Encourage the development of self-understanding.
- k) Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.<sup>47</sup>

The first point to develop the differentiated curriculum for the gifted and talented requires an examination of the basic elements that make up all curricula: content, process and product.

#### **E. The Concept of Gifted Children in Islamic Perspective**

All children have their own talents as the Prophet's hadith

يُولَدُ عَلَى الْفِطْرَةِ كُلُّ مَوْلُودٍ

"Kullu mauludin yuuladu 'ala al fithroti" the nature here has several meanings of the various opinions. الفطرة means "pure" in the sense of the

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<sup>47</sup> Ibid, Pg.40.

sacred from sin. But there are also opinions that say nature here can also be understood *الفطرة* as "talent". Hadith begins with the word "kullu mauluudin" using mass nakiroh, which means all children born (no exception), followed by the words "yuuladu" meaning born, " 'ala al fithroti" meaning the situation fithroh (talented). So the meaning of the hadith is "all children born are born in a state of nature or talented. So this hadith explains that essentially all children born in this world has the talent. Whether it's a child of the rich, the poor child, the son of a professor, young farmers or others, all have talent. But the problem is most people do not realize their talents. So what happens is that talent did not develop optimally.<sup>48</sup>

Talented and gifted children are different with another children. Related this words to the surah al israa and al an'am:

انظُرْ كَيْفَ فَضَّلْنَا بَعْضَهُمْ عَلَىٰ بَعْضٍ ۗ وَلَآخِرَةُ أَكْبَرُ دَرَجَاتٍ وَأَكْبَرُ تَفْضِيلًا

*See how We have preferred some of them above (the others). And certainly the Hereafter is greater in degrees and greater priority. (Al israa ayat 21)*

The same mean in the other ayat that is:

الَّذِي جَعَلَكُمْ خَلَائِفَ الْأَرْضِ وَرَفَعَ بَعْضَكُمْ فَوْقَ بَعْضٍ دَرَجَاتٍ لِيُبْلُوَكُمْ فِي مَا آتَاكُمْ ۗ إِنَّ رَبَّكَ سَرِيعُ الْعِقَابِ وَإِنَّهُ لَغَفُورٌ رَّحِيمٌ

*And He made you viceroys of the earth and hath exalted some of you above (other) several degree, try you what is given to you. Thy Lord is quick in*

<sup>48</sup> [http://www.kompasiana.com/siti.hajar/identifikasi-anak-berbakat\\_558013886c7a613f3042bab0](http://www.kompasiana.com/siti.hajar/identifikasi-anak-berbakat_558013886c7a613f3042bab0)  
Accessed on April 28<sup>th</sup> 2016 at 6:55 AM

*retribution, and certainly He is Oft-Forgiving, Most Merciful.* (Al anam ayat 165).

Gifted children in islamic perspective also call fitrah. Every child born in the earth brought up as a talented children but in the different field. But in other hand, Allah give some persons higher ability then other that called a gifted children that should give a special education so that they can improve the ability and talent.





## CHAPTER III

### RESEARCH METHOD

Research method becomes the important aspect of the research, because the research will know the method that used for collect the data and also in explaining it.

#### A. Approach and Type of Research

In This research, researcher using descriptive qualitative research approach. The data will be described by descriptive analyses and try to imagine clearly the research activity to a specific object.<sup>49</sup> Descriptive method is a method used to observe status of human group, an object, a set of condition, a thinking system or an event that conduct in nowadays.<sup>50</sup>

According to Bodgan and Taylor and cited by Moleong that is qualitative research procedure will gain the descriptive data in form of written or oral words from the persons or current situation that examined. He also explains that qualitative research rooted in the natural toot as a whole, relying a human as a research tool, utilizing qualitative method, conducted data analyses inductively, more concerned to the process than the result, limiting study by focus, has a set of criteria to check the validity of data, temporary research design, and research result agreed by two sides (researcher and research subject).<sup>51</sup>

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<sup>49</sup> Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya* (Jakarta: PT. Bumi Aksara, 2004), pg. 14

<sup>50</sup> Nazir in Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*.(Jogjakarta: Ar-Ruzz Media, 2012) Pg. 186

<sup>51</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2005), pg. 4-6

By using this method the researcher will describe detail all the learning process of social studies that doing in that class, the strategy and method used, and the difficulties in the learning. The research will doing naturally without any intervening by researcher. Because this research use that approach method so the data result will be focused on to the descriptive statements and not asses hypothesis and correlated variable. Researcher directly goes to observe and interview to the subject or object of the research.

#### **B. The Attendance of Researcher**

Based on the kind of research, the attendance of researcher in place of research becomes important thing as a main tool and gatherer of data, as one of qualitative research characteristic that the data gathered by researcher. Doing interviews in a current research subjects, observe their learning activity, and documented various information that needed. Attendance of researcher means to understand the fact in field of research and dealing with objects. Because researcher as a planner, implementer, data gatherer, analysis, interpretation of data, and in the end of research, researcher should report his result of research.

#### **C. The Location of Research**

This research will be held at talented class of State Islamic Junior High School III Gondanglegi Malang.

#### **D. The Source of Data**

The main source of data in this research is Integrated Social Studies's teacher. Researcher makes a limitation just on the teacher that

teaches in the gifted class. The teacher as subject that understand how to conduct the integrated social studies instruction, and do the teaching activity between a gifted class. Moreover they understand the characteristics of the gifted children which is different with ordinary children. In other side, the students that being an object of the learning also important. Because they are feel the learning and the knowledge that input to them. So that student also being main source.

Another source of data will be gather in form of the activity of student learning. The document such as syllabus, lesson plan, the score of student and also assessment is being another resource.

#### **E. Technique of Collecting Data**

##### **1. Observation**

Observation is a method of data collection by directly observing the research object. Of observation used in order to collect the data in a study, is the handiwork of the soul active and attentive to realize the existence of a specific stimulus is desired, or a study of deliberate and systematic about the state / social phenomena and symptoms of psychic with the observed and notes.<sup>52</sup>

This research will doing observation in the class to observe condition, activities and pattern of learning process in the class the State Islamic Junior High School III Malang for the 8<sup>th</sup> grade of gifted class. It is held to know how teacher and students doing the opening activities, core and closing of Social Studies Learning.

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<sup>52</sup> Mardalis, *Metode Penelitian*, (Jakarta, Bumi Aksara, 2002), Pg. 63.

## 2. Interview

Interview was used data collection techniques researchers to obtain oral testimonies through chatting and came face to face with people who can provide information to the researcher . This interview is useful to supplement the data obtained through observation<sup>53</sup>

Interview will across to teacher of Social Studies subject in MtsN III Malang in the , students of gifted class, the chairman of special talented class, the chairman of curriculum.

## 3. Desk Review

This method is one method used to find data on things or variables such as notes, transcripts, book, newspapers, magazines, inscriptions, minutes of meetings, agenda and etc.<sup>54</sup>

In this case the data is written. This technique is used to collect data relating to the Application of Social Studies Learning in the State Islamic Junior High School III Malang for the 8<sup>th</sup> grade of gifted class. Document that needs are such as RPP documents , books maha student remarks , and also the student attendance to become a benchmark for the level of motivation of students entered the classroom. Beside of that researcher also use some book and also and some document that can support the research.

## F. Data Analysis

Data Analysis is the process of finding data and arrange it systematically that found by result of interview, notes in the field, and

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<sup>53</sup> Mardalis, op.cit., Pg.64.

<sup>54</sup> Suharsimi Arikunto, *Prosedur penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), Pg.274.

documentation by organize the data in the category, describe in the units, synthesis, making pattern, choose the important, and conclude it to be easier to understand by every people.<sup>55</sup>

After all data is collected then performed the analysis using the data analysis according to Miles and Huberman, to which this analysis is done interactively and lasted continuously until finished. Activity in the analysis of this data by summarizing, choosing things, focus on the things that are important to look for themes and pattern (data reduction), then the data is presented in a pattern corresponding to the study (data display), and after it is drawn a conclusion that generates a hypothesis and the description or depiction of an object previously still dimly lit or dark becomes apparent (conclusion, drawing) or (verification).<sup>56</sup>

Qualitative data consist of observation result and documentation, and then analyze qualitatively. Analyses process of qualitative data according to Seiddel and cited by Moleong as below<sup>57</sup>:

1. Make a field note, and giving code till it can be known.
2. Collect, choose, classify, synthesize, resume, and make the index.
3. Think, by making data category, finding relations, and make general findings. So that, data obtained will analyzed and reported in discussion chapter by the researcher.

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<sup>55</sup> Andi Praswoto, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media. 2011), Pg.57.

<sup>56</sup> Hari Hardiansyah, *Metodologi Penelitian Kualitatif*, (Jakarta: Salemba Humanika, 2010), Pg.57.

<sup>57</sup> Lexy J. Moleong, op. cit., p. 148

### G. Checking the Validity of Data

Checking the validity of data in this research is using triangulation technique. Usually the technique used mostly by checking other source. Researcher use triangulation of source which mean comparing and checking believe level of information gained through time and different tool in qualitative method.

Checking validity of data done by some stages those are: comparing observation result data with interview result data and comparing observation result with related documents.<sup>58</sup>

### H. Stage of Research

There are 3 stages of research here and will add with the last stage that is writing the result of research. The three stages are:

1. Pre-field stage, which include drafting of research, choosing field of research, manage permission, asses situation of field, choose the informant and preparing the research tolos and ethic.
2. Fieldwork stage, including self preparation before going to the field and gaining the data.
3. Data analysis stage which is done after fieldwork.
4. Writing the result of research.

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<sup>58</sup> Suprayogo and Tobroni, *Metodologi Penelitian Sosial-Agama*. (Bandung: Remaja Rosdakarya, 2001), pg. 187



## CHAPTER IV

### DATA FINDINGS AND RESULT OF STUDY

#### **A. DATA FINDINGS**

##### **1. Profile of Talented Children in State Islamic Junior High School III Malang**

State Islamic Junior High School is one of the great junior high school in Malang. It is approved by the achievements that they reach. Besides they also have many program for the students. For example excellent class, special Olympiad Class, and Talented Class.

Talented Class is a class that formed especially for children who has special talent on sport. In the fact Talented Class also for children who has ability in the art, but this school does not ready yet to open it. Talented Class in this school stuffe by children with football talent, volley, table tennis and badminton. They get more enrichment in their own special ability with join in this class. Formed in the 2013-2014, thihs special class have been form three classes called 7C, 8C and 9C, each class have almost 30 student and most of them in the class are male but there is one or two girls.

##### **a. Purpose of Talented Class Formed in State Islamic Junior High School III Malang**

According to the chief of curriculum. The purpose to form talented class is to give a place for talented student to develop their ability. Not only

for they who has special in intellegency but also in the sport ability. As what he said

“ Before this, we have three programs those are acceleration, excellent class and also olympiade class. All of them are facilitated the children with high academic ability we call gifted children. Then we also want to make facilities for those wo has special talent not in the academic. That’s why we form talented class.”

*“Sebelumnya kita sudah punya tiga program yakni akselerasi, unggulan dan kelas olimpiade. Semuanya untuk anak yang kemampuan akademiknya tinggi atau disebut gifted. Lalu kita juga ingin mewadahi anakanak dengan talent spesial di luar bidang akademik karena itulah kami buka kelas BI”.*<sup>59</sup>

With the same idea Mrs. Umami also said that the purpose of forming Talented Class is to give facilities for student. “Of course for make facilities for the students talented in sport. Because peop;e with those ability also needed in the society”.<sup>60</sup> *“Tentunya untuk memfasilitasi anak anak di bidang olahraga karena kemampuan itu di masyarakat juga sangat dibutuhkan”.*

Based on those statement. The purpose . The purpose to form talented class is to give a place for talented student to develop their ability. Not only for they who has special in intellegency but also in the sport ability.

#### **b. Talented Student Recruitment Process**

There are four step to join with Talented Class. As what chief of curriculum explain

<sup>59</sup> Interview with Mr. Saadi, ass Director of Curriculum class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>60</sup> Interview with Mrs. Umami, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

“ We need to use effective instrumental to know are they have special tallent or not. Firstly they should collect certivicate of achievement in their field. Of course third winner of tdistrict competition. Then academic selection. We donot want our student great in tallent but low in academic. Rather the standart are different with the excellent student. Third is psikotest to know their IQ and creativity. Finally skil and tallent test according their field”.<sup>61</sup>

*“Kita harus menggunakan instrumen yang tepat yang nanti bisa menunjukkan anak ini punya bakat istimewa. Seleksi yang paling awal berupa administrasi yakni piagam-piagam terkait prestasi di bidangnya minimal juara 3 tingkat kabupaten. Yang kedua yakni seleksi akademik. Kita juga tidak mau anak didik kita memiliki bakat istimewa tapi akademiknya tertinggal. Walaupun standarnya tidak sama dengan kelas unggulan. Yang ketiga yakni psikotes. Kita lihat IQ-nya, juga kreatifitasnya. Terakhir tes keterampilan sesuai bidangnya, yang sepak bola ya tes sepak bola. Begitu pula denga yang lain”.*

For the explanation, researcher found that to join Talented Class there are four step must followed. Those are administrative, academic test, psikotest and tallent test.

### **c. Differentiated Curriculum of Talented Class**

There are some differentiation in the curriculum of talented class. It is needed because the characteristic of students are different. Then the ability that want to develop also defferent. As what Mrs. Umami as teacher of integrated social science, said that “ Talented Class different on their lesson hours. If another class have 4 lesson hours each week, then they just have 3 hours each week”. *“Kalau di BI beda dari jam pelajaran. Kalau di kelas*

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<sup>61</sup> Interview with Mr. Saadi, ass Director of Curriculum class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

*lain jam pelajarannya 4 jam pelajaran tiap minggu. Kelas BI hanya 3 jam pelajaran”.*<sup>62</sup>

Mrs. Sa’adi also explain the same idea, “Actually, we can not less the lesson hours. So that in the administration we do not less it. But the teacher should have strategy to give all of material although the lesson hours just 3 each week”.<sup>63</sup> *“Sebenarnya pengurangan jam pelajaran itu tidak boleh, sehingga secara admin kita tidak mengurangi jam. Kalau guru yang bersangkutan mengajar di BI ya 3 jam tapi semua materi harus disampaikan”.*

That is mean that Talent Class in some material such us social science they just have three lesson hours. In spite of that they still must be gether all of the material.

#### **d. Enrichment in the Talented Class**

Talented student in State Islamic Junior High Scholl III Malang also need enrichment appropriate with their special ability. Ahmad Firman Al Faris as student of Talented class explain: *“Kelas BI ada latihan khusus bu, kalau ada turnamen kami ikut. Hari minggu juga latihan”.* “We have special training Miss, we also follow tournament in the weekend we also training”.<sup>64</sup>

<sup>62</sup> Interview with Mrs. Ummi, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>63</sup> Interview with Mr. Saadi, ass Director of Curriculum class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>64</sup> Interview with Ahmad Firman Al Faris student of talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

It emphasize with Mr. Saadi statement:

“ In the regular class they have 2 lesson hours for sport. But talented class have 8 lesson hours and they just follow sport that in their special abilities. Not like regular class that must study all branch sport as the silabus. The enrichment of sport for talented student are aproced by 8 lesson hours for sport that they gather. Than training in the weekend and also follow tournament”<sup>65</sup>.

*“ Kalau olahraga di kelas biasa cuma 2 jam pelajaran. Kalau di kelas BI 8 jam pelajaran. Tapi berbeda jika kelas reguler belajar olahraga disemua bidang olahraga sesuai dengan silabusnya. Kalau kelas BI disesuaikan dengan bidang dengan bidang yang menjadi bakatnya. Jadi yang sepak bola ya tidak diajari basket. Seperti itu ”.*

Talented class get enrichment in sport for eight lesson hours every week. They also get compensation if need time for having tournament. But it just sport in the special ability. They not use the general curriculum of sport.

#### **e. Student Characteristics**

Student of talented class have some special characteristics Mrs. Nurul as social science teacher said that The different characteristic of talented student especially in the sport that is they more noisy. “They speak loudly. Maybe like daily in the field. And also they are so difficult to focus in early learning. Need more time to make them focus”. *“Beda anak BI dengan anak lain ya kalau anak di BI lebih rame. Mungkin terbawa saat di*

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<sup>65</sup> Interview with Mr. Saadi, ass Director of Curriculum class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

*lapangannya itu. Jadi kalau diajak konsentrasi itu susah. Agar fokus juga butuh waktu lama”.*<sup>66</sup>

In other hand , the talented student also have good characteristic, as Mrs. Umami said “Maybe they are noisy and not so interest with academic program. But besides they are very sportive for example when they have examination. They are sportive. And also polite, they always (mencium tangan) when I enter the room”. *“Walau anaknya ramai dan suka kurang perhatian pada pelajaran akademik, tapi saya suka dengan sportifitas mereka seperti saat ujian mereka sportif dan juga pada guru mereka santun selalu cium tangan”.*<sup>67</sup>

Based on two statement. Student of talented class in this school have some characteristics such us noisy because usually they on the field. Then they difficult to focus on lesson, not too interest with academic, but they are sportive and polite.

#### **f. Achievement of Talented Class of MTsN III Malang**

“Tenis meja itu lebelnya sudah nasional, kemarin AKSIOMA 2015 (Ajang Kompetisi Seni dan Olahraga Madrasah 2015) kita dapat medali emas tenis meja. Tenis meja tingkat Jawa timur kita dapat 2 medali emas. Bulutangkis tingkat jawa timur juara 3 tunggal putri. Kalau tingkat malang

<sup>66</sup> Interview with Mrs. Nurul AW, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 5<sup>th</sup> May 2016

<sup>67</sup> Interview with Mrs. Umami, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 5<sup>th</sup> May 2016

raya ya sudah nominasi minimal juara 3. Kompetisi sepak bola kemarin juara 2 kelompok umur 12 jawa timur. Kalau malang raya sudah sering”<sup>68</sup>

## B. RESULT OF STUDY

### 1. Planning of Integrated Social Science Learning in The Talented Class of State Islamic Junior High School III Malang

Making a plan before start the learning it's a thing must to do by teacher. Teacher can prepare everything in this step. Such as determine competention and indicator of study, enrich the material, determine what media, method, that will apply in the class, absolutely it's also according the student of the class.

Furthemore, reseacher gather lesson plan of 7C that taught by Mrs. Nurul. The lesson plan will attach in appendix. According to Mrs. Nurul “ *KI dan KD sudah ditentukan dari pusat. Kita menyesuaikan dari guru K-13*”. “The competencies are determined by goverment of education. We follow it on the book of teacher '13 kurikulum”<sup>69</sup>. Moreover Mrs Umami also said that “It same indicator as the regular class but talent class have less lesson hours so that they must study harder”. “*Indikator yang digunakan sama dengan kelas regular, tapi kelas berbakat istimewa ini memiliki jam pelajaran yang lebih sedikit dibanding dengan kelas regular. Karena itulah mereka harus belajar dengan lebih keras.*”<sup>70</sup>

<sup>68</sup> Interview with Mr. Saadi, ass Director of Curriculum class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>69</sup> Interview with Mrs. Nurul AW, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 5<sup>th</sup> May 2016

<sup>70</sup> Interview with Mrs. Umami, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

Those statement prove that competentions are according to the goverment book for now is curriculum 2013 book of teacher guiding. So that talent class have the same competences with regular class. But the class need more force because the lesson hours of talented class less then the regular one.

Material of learning are being another important thing. Student with special ability needs differentiation or extra source of material. Learning material must be arranged as best as possible to support the achievement of competences. Mrs Nurul said “There is book or kurikulum 2013 as brought by students and also mine, than text book, then i use internet and rarely i ask and discuss with another teacher”.<sup>71</sup> “*Ada buku K-13 seperti yang dipegang siswa dan yang saya pegang, juga teks pendukung, saya juga gunakan internet dan kadang-kadang diskusi dengan guru lain*”. Lesson plan that written by Mrs. Nurul also prove that it is right. In the lesson plan written that source of material is book of curriculum 2013, text book, and internet.

The statement above and learning plan prove that source of learning material are gathered by Mrs. Nurul using book of student curriculum 2013, then she also using relevant text book, internet and sometimes she need to talk and having discussion with another teacher to get new source material.

Besides, there are some criteria that Mrs. Nurul use to choose learning source for her learning process.

"First of course we must follow the instructions from the central government. So we use the curriculum books 2013 of students. Besides

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<sup>71</sup> Interview with Mrs. Nurul AW, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 5<sup>th</sup> May 2016

that i usually use the internet or the other books was yes must be selected. Selected the source that high quality but easily obtained and convenience. Later when the source are difficult to get, it will be a problem for children if they want to have the book or the same materials. So the selected quality convenient and easy to get."<sup>72</sup>

*“Pertama tentu harus mengikuti petunjuk dari pemerintah pusat. Jadi kita pakai buku kurikulum 2013 pegangan siswa itu kan. Selain itu biasanya saya pakai internet atau buku-buku lain itu ya harus dipilih. Dipilih yang berkualitas tapi mudah didapatkan dan praktis. Nanti kalau yang susah didapat juga kasihan anak-anak kalau mau punya buku atau materi yang sama. Jadi dipilih yang berkualitas, praktis dan mudah didapat.”*

Lesson plan that written by Mrs. Nurul also prove that it is right. In the lesson plan written that source of material is book of curriculum 2013, text book, and internet. From that two technique can be conclude that Some criteria used by Mrs. Nurul to choose the rights source of learning material are the source practice to use, it easy to get and also high quality.

Learning method that will used in the learning process are influence the percentage of student understanding. Mrs Nurul explain

*“I want to apply group discussion method. As written in the 2013 curriculum policy, teacher must use student active learning method, so it will be appropriate if I use this method. They search the answer of material question first. Then we will discuss it and decide the correct answer.”<sup>73</sup>*

*“Jadi nanti maunya saya ya kerja kelompok Mbak, rencananya. Kan peraturan K-13 juga menganjurkan pakai metode siswa aktif mencari, jadi cocok kalau saya pakai kerja kelompok. Nanti biar mereka cari sendiri dulu informasinya, baru setelah itu dibahas bersama dikoreksi.”*

<sup>72</sup> Interview with Mrs. Nurul AW, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 5<sup>th</sup> May 2016

<sup>73</sup> Interview with Mrs. Nurul AW, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 5<sup>th</sup> May 2016

Mrs. Nurul plan that she will use group discussion method in her learning process later. Because that method is appropriate with curriculum 2013 policy. Besides she also explain that the reason to choose that method is follow the student's characteristics.

“This Talented students are different with others. Usually in the field for practice their talent, make them to louder while speak. They often making noisy. So that tomorrow I also can use ask and answer method. For teach talented student in sport, teacher need direct interaction. If I just explain they will sleepy. If i ask them to watch movie they happy in the beginning but after that, they bored then making noisy with the friends. Usually I ask them also to observe out of class.”<sup>74</sup>

*“Anak BI ini Mbak ya nggak bisa disamakan dengan kelas regular. Anaknya kan anak lapangan jadi terbiasa kalau bicara agak keras. Terus nggak bisa diam. Jadi besok juga bisa pakai tanya jawab, soalnya mereka harus diajak interaksi langsung. Kalau dijelaskan materinya ya ngantuk. Kalau diputarkan film awal-awal aja mereka semangat, setelah itu ya kalau sudah bosan rame lagi sama temannya. Jadi kadang juga saya suruh pengamatan di luar kelas.”*

Mrs. Nurul also select asking and answer method to use in the lesson program later. Because according to her the method more effective then others because she can directly interact with the student and it not making bored and sleepy.

Beside of that Mrs Nurul also approved by some media of learning. “ I will use LCD if the class can. But if not, I will use blackboard and draw the object I want to they know the process. If I use LCD it may be fun and interesting”.<sup>75</sup> *“Saya akan menggunakan LCD jika kelas dan fasilitas mendukung tapi walaupun tidak, saya bisa menggunakan papan tulis dan*

<sup>74</sup> Ibid.,

<sup>75</sup> Interview with Mrs. Nurul AW, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 5<sup>th</sup> May 2016

*menggambar penjelasan saya. Kalau pakai LCD kan enak lebih seru apa menarik gitu pelajarannya.”*. Discussing on media, Mrs. Umami explain media that usually she use “Almost every meeting I use LCD media. We will spent time if write it down. It also enjoy to use it”.<sup>76</sup> *“Hampir setiap pelajaran pakai LCD. Nulis kan lama, juga jadi enak pakai LCD.”*

Mrs. Nurul will use LCD if the class support to it. But if not, the other choice is use whiteboard and draw her explanation on that whiteboard.

The first thing that need to do is make the student focus on learning. Mrs Umami another teacher explain “It is very difficult to make them focus. Usually when I enter the room they still talking about their last tournament”.<sup>77</sup> *“Paling susah ya membuat anak-anak ini fokus. Biasanya masuk mereka masih membicarakan turnamennya”*.

Mrs. Nurul plan a apperception or beginning of learning. It is doing for making a conducive class.

“Because the material is about water resource potential, so the apperception also about it. Students need to made as interest as possible. I will give them question related to water resource at their place. They will get an illustration of what they learn about, not just memorizing the material. But directly explain at their own home. That is the way to make them focus. Because usually when I enter the room they still discussing their last tournament.”<sup>78</sup>

*“Besok kan materinya tentang potensi sumber daya air, jadi apersepsinya ya tentang itu. Anak-anak dipancing dulu biar tertarik sama materinya. Nanti saya kasih pertanyaan sumber daya air di daerahnya seperti apa. Kan kalau gitu mereka punya gambaran mbak,*

<sup>76</sup> Interview with Mrs. Umami, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>77</sup> Ibid.,

<sup>78</sup> Interview with Mrs. Nurul AW, Op.cit,

*nggak cuma ngawang dan ngapalin materi. Langsung liat di daerahnya masing-masing. Gitu mbak biar focus juga. Wong mereka biasanya kalau saya masuk gitu masih ngobrolin turnamennya hehe.”*

To teach talented students the teacher needs to be creative especially on the apperception process. Because many of them are not focus on their learning. Make them focus in the early learning and interest with the lesson are first thing teacher must give attention. Mrs. Nurul also plan the same thing. She will ask the students to explore water resource in their own place. For make them understand and illustrate what thing they will learn in that day and what the important reason to make them must be interest with the lesson.

## **2. The implementation of integrated learning social studies in special talented class**

The implementation of the teaching and learning process is a continuous process of teaching and learning in the class. It is the core activities of the educational activities in the school. The implementation of the teaching is the interaction between teachers with students to convey the teaching materials to the students, and also to achieve the goal of teaching. The allocation of time for the implementation of integrated Social Studies lesson hours in talented class is different with the regular class. If the class regular every week there are 4 lesson hours, for their special talented class only has 3 lessons hours each week. With a little lessons hour, talented class must work extra in order to get the same results with regular class.

The first condition of student and class condition in the talented class acres different with others. The class is filled by boys there is only one girl

who sat in the corner of the class. The classroom is very badly behaved. The children are very difficult to be conditioned. There are some children gathered on a bench one of his friends to play a laptop. The children who stood immediately sit in any place sat. There are some who ask the genuine seat but facial friends not allow that.<sup>79</sup>



Picture 4.1 There are only one girl in the class

Know the existing condition in the class Mrs. Nurul take immediate action that needed. Immediately she took at over the class. As what she doing in the early of lessons:

Mrs. Nurul provide signals to their students to calm and give attention. She gave instructions "Come on children we will start the lesson. Sit in your chair. Huda where is your chair? Go quickly back into your place." The children start to give attention and some of them are walking around without permissions to Mrs. Nurul.<sup>80</sup>

<sup>79</sup> Observation in the talented class of Integrated Social Science Instruction on 5<sup>th</sup> May 2016

<sup>80</sup> Observation in the talented class of Integrated Social Science Instruction on 5<sup>th</sup> May 2016



Picture 4.2 Students walk in the class without permission

The research results in the classroom is strengthened by evidence of the interview that is conveyed by the Bu Ummi and Bu Nurul as teachers in talented special class. Bu Nurul reveals "Yes the sons are noisy. They walk around, and also there are some student do not enter the class although the class have been started."<sup>81</sup> *"Ya gitu mbak anaknya rame tadi. Jalan ke sana dan ke sini. Ada juga yang waktunya masuk belum juga masuk kelas."*

While Mrs. Umi provides the following statement "If beginning to focus on gifted children special indeed it quite difficult compared to the sons of the other class. We need more time. So we have to be extra to focus the children. Invited to think about the materials that are round them. Questioning the situation and given the stories."<sup>82</sup> *"Kalau awal untuk memfokuskan anak-anak berbakat istimewa memang agak susah dibanding anak kelas lainnya. Agak lama. Jadi harus ekstra untuk memfokuskan anak. Diajak berfikir tentang materi yang ada di sekitarnya. Ditanyai keadaan dan diberi cerita-cerita."*

<sup>81</sup> Interview with Mrs. Nurul AW, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>82</sup> Interview with Mrs. Ummi, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

From the results of observation and interview above prove that the early condition before lessons in class special talented different with other classes. Because the majority of the male disciples also cause this class becomes most cabal. Difficult to be conditioned and focused, so that teachers need extra effort to make them focus at the beginning of the lesson.

When the researchers conducting the implementation of integrated Social Studies lessons in class VII talented special early learning teachers invites them disciples prayed, check the presence of the students and teachers help the students on learning materials with how to ask what the students bring all books and about the materials that have been studied previously. It as evidenced by a conversation that is done by the teachers and students.

Bu Nurul and then began to lead the disciple on the lessons. "Today we continue our materials, water resources and continued with a competence test. His Book all bring", some children answered brought and some others do not. "There are students that carry and there are not, why? Actually yesterday you have already notified that today we have one hour to continuous lesson." Children talk each other with their friends, there is also students that walking around, took his book from the other bench. Mrs. Nurul then asks the materials that have been studied earlier and children take turns to answer. When Mrs. Nurul has already started the question related materials, children are still busy with open his book, there are writing, walk took the book and some another activity.<sup>83</sup>

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<sup>83</sup> Observation in the talented class of Integrated Social Science Instruction on 5<sup>th</sup> May 2016



Picture 4.3 Primarily condition the student are talk each other

The statement expressed by Mrs. Nurul related to apperception that done in the talented class "Yes, so I do not always give apperception because depending with my program that day. For example I have a few time so I only rebuild the last material only in 5 minutes." <sup>84</sup> *"Ya, jadi saya tidak selalu memberikan apersepsi karena tergantung dengan program saya hari itu. misalnya saya harus cepat-cepat itu paling ya sambil lalu saja materi kemarin begini-begini paling hanya 5 menit."*

From the results of observation and interview results above shows that the initial activities in special talented class mostly the same with the other class. Started with a greeting and pray and then checks the presence by teachers. The teacher then give apperception to focus the students. Apperception that gave by Mrs. Nurul explained that the effort how to review the lessons that have been learned previously. But giving Apperception in teaching and learning activities in the talented class is not too long only about 5 minutes, because the time are limited.

<sup>84</sup> Interview with Mrs. Nurul AW, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

The implementation of core activities learning in grade 7C or talented class has some uniqueness. Mrs. Nurul is attempting to use the plan by grouping students into several groups. But because of the difficult to make them disciplines, Mrs. Nurul decided to directly form groups in accordance with rounded up. "I afraid they will run around if I make unique group. It also because yesterday was just one hour lessons. So making efficient time also."<sup>85</sup> *“Nanti malah lari-lari kalau di suruh ganti kelompok yang aneh-aneh mbak. Langsung sederet aja lebih singkat juga waktunya. Kan kemarin itu cuma satu jam pelajaran. Jadi biar efisien waktunya juga.”*

Mrs. Nurul grouping children based on rounded up the benches. She toward rounded up the first and asked “what is our lessons yesterday?” "Economic Activities" "Yes, now mention examples of economic activities in and around the environment of Junior High School Malang III." "Canteen" "Activities in the school canteen also means production activities, distribution or consumption. Which one that you mean?" "Consumption" "Consumption, for example you buy, excuse me another silent please. In the canteen there are buyer and seller, if the meatballs seller, are they cook it by themselves? "Cook by themselves" "if they cook it by themselves it means including what kind of economic activities?" "Production." " Okay, Good"

Mrs. Nurul and then proceeding to the next row "Its your turn, natural resources. What is the components Natural resources?" "Oil" "Natural Gas" "Silver" "Yes. Silver including also" "Axle" "There are natural resources that can be updated and they are not, which one could not be updated?" "If the mine could

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<sup>85</sup> Ibid.,

not be updated. What can be updated? "Air, water" "Yes. How to update it? like what?" "Cannot be updated Mrs." "It can be update, how? Very good, with the existence of the cycle ...?" "Water" "Name hydrological cycle." "The cycle there are three kinds, can you mention?" "Short, medium and long." "Short cycle, medium and long. Now I will describe all the cycle."<sup>86</sup>

Mrs. Nurul walk to the front of the classroom and children start making noisy with his classmeet "Look well at me, please." Said Mrs. Nurul. She draw hydrological cycle in the whiteboard. "Explain the meaning of this picture. This is the sea water evaporating. Then occurs condensation and become points of water and then became the rain. If the cycle of the medium where the revelation of the rain will further? "On land, Mrs." "Why? Because the cloud was taken by what..?" "Wind" "Right" "If the long cycle, the rain fell in the form of snow in the area of the highest mountain if in Indonesia in Puncak Jaya wijaya." The Son that is located in front of the visible put their heads in the table. The other children speak with friends. And some answered the question Mrs. Nurul.



Picture 4.4 Mrs. Nurul draw the hydrology cycle

From the explanation of observation and interview can be obtained an explanation that in core activities, Mrs. Nurul implement methods in groups. The

<sup>86</sup> Observation in the talented class of Integrated Social Science Instruction on 5<sup>th</sup> May 2016

implementation of the learning core sometimes hindered by the existence of the children that crowded with the classmeet so that besides paying attention to the groups that are being questioned, Mrs. Nurul must also calm the children that crowded.

There are two teachers who teach Social Studies in talented class MTs III Malang, Mrs. Nurul AW and Mrs.Ummi. Main Class held Mrs. Nurul, grade 7 and Mrs. Ummi in class 8. In implementing the lessons in class talented special both of them has some similarities and differences. One of the selection of teaching methods that they use. The method of learning has an important role in the learning process. This method is used to implement the plan that has been drawn up in the teaching and learning activities for the purpose of which is arranged can be reached. The statement regarding the teaching methods applied by the Mrs. Ummi is as follows

"If the method for this, almost the same with the regular. Spreadsheets used is also the same. They only required to have more capability to the same as regular. For the types of methods we use various method. I choose mostly to group work, cooperative. The children were already on self confidence they can forward to front of the class and suggest their opinion."<sup>87</sup>

*"Kalau metode selama ini, hampir sama dengan regular. Lembar kerja yang digunakan juga sama. Hanya saja mereka dituntut untuk memiliki kemampuan lebih untuk sama seperti regular. Untuk jenis metodenya sih macam-macam. Saya memilih yang lebih ke kerja kelompok, cooperative. Anak-anak itu sudah pada percaya diri kalau maju ke depan kelas dan mengemukakan pendapat."*

This is a little different expressed by Mrs. Nurul in English conversational

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<sup>87</sup> Interview with Mrs. Ummi, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

"I usually use a group work method. Such as in the lesson plan that plan will use group discussions. But that in the field is different with the plan. Because of the time that only one hour. Especially in a special talented class only 3 hours in a week. So earlier directly to the material and i use group question and answer rounded up the benches. In I only explain they will making noisy."<sup>88</sup>

*"Biasanya saya pakai metode yang lebih ke kerja kelompok. Seperti di rencana pembelajaran yang saya kasih itu kan rencananya mau pakai group discussion. Tetapi yang namanya di lapangan berbeda dengan rencana. Karena waktu yang hanya satu jam. Apalagi di kelas berbakat istimewa hanya 3 jam dalam seminggu. Jadi tadi langsung ke materi dan saya pakai Tanya jawab berkelompok deret bangku. Daripada dijelaskan mereka nanti ramai."*

According to the statements above can be concluded that the use of learning methods by special talented teachers in the classroom more favored group work. But some conditions such as a limited time can affect the use of methods that have been planned with another method that is more simple and does not need a long time. Complete the material to measure the first given the time that is given to the special talented class only 3 hours every week but the multitude of the material is still the same.

Another thing that can be deduced from both the statement of reasons for using the method of group work. Special talented students characteristics are different from the other classes. So that teachers prefer to use methods that are active so that the students are more conducive and focus, not crowded with his classmeet. In addition is also supported by the disciples who already have a sense of confidence is high and present the material to the front of the class became common.

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<sup>88</sup> Interview with Mrs Nurul AW. teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

With the method that was given to the children was still less can be conditioned. According to the claims of Mrs. Nurul AW as the following "Children If given questions will respond. Some of the noise children with friends. I call the name then they will be quite." <sup>89</sup> *"Anak anak Jika diberi pertanyaan baru mau merespon. Beberapa anak ramai dengan teman sebangkunya. Nanti saya tegur saya panggil namanya baru diam."* Its supported by the results of observation in the classroom the students that noise. If given a questions they will respond. Some children often walk to the left and right when the lessons. Sometimes they noise with friends. There are some that give attention to the lessons. <sup>90</sup>

The observation and interview to prove that the response of students against the method used was still less can be done with effective. There are still crowded, there is also a way to the other bench.

The media in a teaching and learning activities required to facilitate and maximize the learning process. The use of media can also make the learning process become more interesting. In Social Studies lessons in class integrated special talents also using media such as conveyed by Mrs. Nurul AW as follows: "Sometimes use LCD, sometimes I carry tales map and can also use the blackboard only. If presented a map students can directly in front of the eye" <sup>91</sup> *"Kadang pakai LCD, kadang saya bawakan peta aseli dan bisa juga pakai*

<sup>89</sup> Interview with Mrs Nurul AW. teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>90</sup> Observation in the talented class of Integrated Social Science Instruction on 5<sup>th</sup> May 2016

<sup>91</sup> Interview with Mrs. Ummi, teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

*papan tulis saja. Kalau dibawakan peta kan enak bisa langsung ada di depan mata*” similar statements are related by Ibu Ummi:

"Almost every lesson I use LCD. Writing is spent time also so more delicious LCD life. So besides that in grade 8C, the wifi are running well, children if after the rest are still often play a laptop in circles. So I instruct browsing the material after the benefits of laptop computer."<sup>92</sup>

*“Hampir setiap pelajaran saya pakai LCD. Nulis kan lama juga jadi lebih enak pakai LCD. Nah selain itu di kelas 8C itu wifinya kan lancar, anak-anak kalau setelah istirahat masih sering main laptop melingkar. Jadi saya suruh browsing materi biar manfaat laptopnya.”*

The statement is slightly different incident by M. Roziq Ridlo as a special talented students in grade VII. "If outside the classroom is usually observing the social interaction. If the LCD display class we do rarely refuses the class also has not been filled with sophisticated equipment."<sup>93</sup> *“Kalau di luar kelas biasanya mengamati interaksi social begitu bu. Kalau LCD kelas kita sih jarang soalnya kelas juga belum dipenuhi dengan peralatan yang canggih.”*

The results of the interview and observation researchers shows that the use of learning media in talented class like on regular class. The media is usually used is the LCD display. The LCD Media by the teacher is usually used to explain the material, besides that sometimes the presentation students also with the display power point.

The last activity in the process of learning in class the closing activities. On the cover the activities of the teaching and learning process is one way that can be applied by concluded the material that has been discussed. Mrs. Nurul AW

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<sup>92</sup> Ibid.,

<sup>93</sup> Interview with Roziq ridho, student of talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

provide related statement concludes the material at the end of the lesson as follows: "Absolutely, must be inferred matter what has been discussed earlier."<sup>94</sup> "*Ya jelas mbak, harus disimpulkan materi apa yang sudah dibahas tadi.*" similar statements also delivered by Mrs. Ummi as follows: "yes gives the conclusion." "*iya menyimpulkan*"<sup>95</sup>

The same statement delivered by Apri Riza Zafa Alfansyah as follows: "...So give the conclusion questioned appointed..." "*...iya memberikan kesimpulan ditanyai ditunjuk...*"<sup>96</sup> the same thing was also delivered by M. Zayyin as follows: "yes conclude."<sup>97</sup>

At the time of the researchers conducting research in the field is obtained data as follows Mrs. Nurul ask the students to open the work sheet. And give the homework on the competency test in accordance with the lesson that has to be interdicted. After that she invites the students to pray and then close the lesson with a greeting.<sup>98</sup>

Based on the results of the interview above shows that at the end of every lesson, teachers always give the conclusion. The conclusion of the material that has been discussed on that day. The results of these observations researchers in addition to give the conclusion teachers also convey any materials that will be studied for the next meeting also gives the task.

<sup>94</sup> Interview with Mrs Nurul AW. Op.cit

<sup>95</sup> Interview with Mrs. Ummi Op.cit.

<sup>96</sup> Interview with Apri Riza Zafa Alfansyah student of talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>97</sup> Interview with Zayyin Agil Kirom student of talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>98</sup> Observation in the talented class of Integrated Social Science Instruction on 5<sup>th</sup> May 2016

### 3. Evaluation of the Integrated Social Studies lesson in special Talented Class

Learning Evaluation activities aimed to know the level of the success of the teaching and learning process that has been carried out. The activities of the evaluation of student learning begins with the design of the question of the evaluation by the teacher. When talking about the design and evaluation of the results of learning to talented students Mrs. Nurul AW provides the following statement: "Learning evaluation is same with the other class. In relation to the special talented class have time trials are also the same with the other class." In accordance with the statement Mrs. Ummi "Yes with regular class is same."<sup>99</sup> *"Evaluasi pembelajaran ya.. kalau itu sama dengan kelas lain. Berhubung kelas berbakat istimewa kan waktu ujian juga sama dengan kelas lain."* Sesuai dengan pernyataan Bu Ummi *"Ya sama dengan kelas regular mbak."*

The results of the interview above shows that in the case of evaluation, special talented class has the same learning evaluation with regular class. The implementation of the same also. And remember the number and type of materials to be learned also not different, so that the teacher gives a similar learning evaluation.

There are some of the assessment techniques used in social studies lessons in class integrated talented special. Like the statements that are related by Ibu Nurul AW as the following "Writing test, tasks, there is also a

<sup>99</sup> Interview with Mrs Nurul AW. teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

portfolio which later collected. Refuses easy to use and easily measured."<sup>100</sup> *“Ada tes tulis, ada tugas-tugas, ada juga portofolio yang nanti dikumpulkan. Soalnya mudah digunakan dan mudah diukur hehe.”* It is proven again with a list of the assessment technique is rendered in the classroom learning implementation plan sheet 7C. Implementation plan learning by Mrs. Nurul written there are three types of assessment techniques that will be used by the write test, portfolios and the assignment.

From the observation and interview above can be found in the assessment of special talented class there are a few techniques that will be used by the teacher. The written test, tasks and also portfolios. Focus on the technique of the reason she used.

Instrument used by Mrs. Nurul written in RPP are essay and assignment. Supported by his statement "If for this chapter yes enough with essay and tasks. But if we test the first semester there will be multiple choice and his speech. It will be easier."<sup>101</sup> also the statement Zayyin, one of the student special talented class as follows "We do the usual task if in the day like this. But sometimes we found many choice in the worksheet."<sup>102</sup> *“Begitu juga pernyataan Muzayyin, salah satu murid kelas berbakat istimewa sebagai berikut “Kalau hari biasa gini Cuma isian biasa bu dari bu nurul sendiri isian, tapi ada LKS nanti ada pilihan gandanya juga.”*

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<sup>100</sup> Ibid.,

<sup>101</sup> Interview with Mrs Nurul AW. teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

<sup>102</sup> Interview with Zayyin Agil Kirom student of talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

The results of the interview and also the observation in the field provide evidence that the instrument that was used for the evaluation of the integrated social studies lesson special talent class various. No explanation there is that multiple choice. But if one chapter only who want to be tested and using stuffing is enough.

In learning evaluation of course found some problem faced by teachers. This problem is the things that can be faced and repaired so that the results of the study can be increased by then. Bu Nurul provide the statement concerning the problems of learning in class special talented as follows "If the problem no doubt because his son in the field, so often not so respect with the lessons in class."<sup>103</sup> *"Kalau problem pastinya karena anaknya biasa di lapangan, jadi sering tidak begitu respect dengan pelajaran di kelas ."* Once again with the statement Bu Ummi

"Originally would not all student are difficult to learn, there is also the students of a good special talent of Integrated social studies have a good score. But it difficult when should to make them focus. But a problem again usually if the children there is a tournament in active hours of schools. So sometimes there are permission. Sometimes also permission to exercise or the permissions of the tournament. Yes we give them permission. Therefore also in order to learn. Most problem if they lag behind the lesson." <sup>104</sup>

*"Aslinya nggak semua mbak susah belajar, ada juga anak bakat istimewa yang bagus nilai IPS terpadunya. Tapi ya itu susah ketika harus diajak focus. Tapi menjadi masalah lagi biasanya kalau anak-anak ada turnamen di jam aktif sekolah. Jadi kadang ada yang izin. Kadang juga izin latihan atau izin turnamen. Ya kita harus kasih izin.*

<sup>103</sup> Interview with Mrs Nurul AW. Ibid.,

<sup>104</sup> Interview with Mrs Ummi. teacher of integrated social science in the talented class of State Islamic Junior High School III Malang, on 14<sup>th</sup> May 2016

*Karena itu juga dalam rangka belajar. Paling masalahnya kalau mereka ketinggalan pelajaran itu.*

Both statements prove that some obstacles. The most visible obstacles i.e. difficult to focus the children. Besides that also the less enthusiastic children.





## CHAPTER V

### DISCUSSION

#### A. The Planning of Integrated Social Studies Instruction in The Gifted Class at The State Islamic Junior High School III Malang

Instruction is the effort to make someone or a group to learn through many strategy, method, and approach toward the goal of instruction that this to reached.<sup>105</sup> Another statement argue that instruction is the procedural activities of teacher in the instructional design to make students learn actively.<sup>106</sup>

Integrated Social Studies Learning in special talented class also has the same goal to make someone learn with fun way. For that teachers as a learning designer need to prepare the concept of the teaching first before entering the class. Mrs. Nurul AW do the confirmed with learning path. Before she entered the first class he prepare the design of the implementation of the Learning with a very detailed and clear. In the lesson plan he lists the core competence and basic competencies, indicator, lesson materials, strategy/ methods, the steps of learning, and last assessment.

In the instruction, formulate the purpose is the main activity, and every learning process acres conduct to achieve the purpose of instruction. That is the reason planning must be written. From screened, the attainment of study can be check and The system of instruction options engulfed consist of three components. The first is the analysis step (decide and formulate the purpose), the

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<sup>105</sup> Abdul Majid, *Learning Strategies*. (Bandung: PT Teenagers Rosakarya, 2013), Pg. 4.

<sup>106</sup> Ibid, Pg 4.

whole populace threw step (Planning of process that will be conduct), evaluation step (test of the first and second steps).<sup>107</sup>

Core Competence is the translation or be SKL in the form of quality that must be owned by those who have completed education on specific education units or levels of specific education, picture regarding the main competencies that are grouped into the aspects of the attitude, knowledge and skills (affective, cognitive and psychomotor) to be learned learners to an elementary school class and subjects. The core competence should reflect the quality of that balance between the achievement of the hard skills and soft skills.

The core competence is designed in four groups that are related to each other is concerned with the religious attitude (Core Competence 1), social attitude (Core Competence 2), knowledge (Core Competence 3), and the implementation of the knowledge (Core Competence 4). Four of the group become the reference of Basic Competencies and must be developed in every event learning integrative. The competencies in dealing with the religious attitude and social developed by indirect teaching) namely at the time of the students learn about the knowledge (Core Competence 3) and the implementation of the knowledge (Core Competence 4).<sup>108</sup>

The basic competencies is the competency of each subject for each class is sent down from the core competence. The basic competencies is content or competencies which consists of attitudes, knowledge and skills that originate on

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<sup>107</sup> Oemar Hamalik, Op.cit., Pg.7.

<sup>108</sup> Curriculum 2013, Basic Competencies SMP/ MTs, the Ministry of Education and Culture 2013. Pg 5

the core competence which must be controlled learners. The competencies developed with attention to the characteristics of the learners the ability of the early as well as the characteristics of a subject.<sup>109</sup>

As what has been set up in the document the government in this case the ministry of education and culture republic of Indonesia, teachers in schools follow the rules that have been listed in the book. The curriculum used by the class special talented MTs III Malang the 2013 curriculum. The core competence and basic competencies that are used to refer to the design that had been arranged by the ministry of education. Common core competence and the basis of course constituted the vision to manifest the same education and can be measured by national.

Gifted and talented across children and youth whose superior performance or potential indicates possible giftedness in intellectual, creative, or specific academic abilities, leadership capability, psychomotor ability, or talent in the performing and visual arts.<sup>110</sup> tackles the policy have been arranged such as The Rules of 20<sup>th</sup> in 2003 about System of National Education, 5<sup>th</sup> paragraph on rights and obligation of the nations in the 4<sup>th</sup> verse written screened the nations of the World Health Organization have special talent and intellectuality, they have the rights to get special education. 12<sup>th</sup> paragraph in the first verse written shipbuilders screened The students in the unit of education have the rights to get education appropriate to their talent, interest and ability.

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<sup>109</sup> Ibid, Pg. 7

<sup>110</sup> Department of Education State of Hawaii. *The Program Guide for gifted and Talented*, (Hawaii: Department of Education State of Hawaii, 2007), Pg.7.

Shipbuilders school has a certain culture that reflects the focus and priorities of the executive and teaching staff. Differentiation for the gifted and talented student is more likely to happen where the school leadership emphasizes giftedness and talented as part of educational provision. Robinson observes that this is evident where principals display a detailed knowledge of educational opportunities for their gifted students, high expectations for student achievement and recognition for class teachers' efforts in curriculum differentiation.<sup>111</sup>

But in this case that the object is a special talented class. The class is designed for the children of the more enabled in the field of sports. Indeed the requested competence with regular class. Things that differentiate the hour lessons which decreases. Special class talent have 3 hour lessons for one week while the regular has 4 hour Integrated Social Studies lesson. The reduction of hours constituted by the need for this class add sports class owned. For it is not a lesson in talent compressed air time without reducing the number of competency.

The regulation would create a problem in the teachers and students. Teachers problematic when setting up the learning schedule. How to convey all the competencies with a shorter time. Not only that in selecting the method, teachers also consider the time available. An example of when the number of hours remaining active only 3 hours lessons, while there are 4 chapter lesson materials that have not been resolved. If happened like this then that will be the alternative learning will be carried out with the system a little faster. The recommended method by education ministry namely scientific method would

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<sup>111</sup> State of NSW, Department of Education and Training. *Policy and Implementation Strategies for The Education of gifted and talented students.* ( Curriculum K-12 Its ties, 2004), Pg.9.

have been irrelevant if used in such a situation. Scientific method will take a long time while the matter must be completed. There was another method used, as explained by one direction or one of the chapter must be brought the students return to then learned itself.

The use of such a method for the class talented are not very suitable as the explanations provided by the disciples that the teaching of the direction tend to make them unable to move and think actively. Then what happens is that the class will become badly behaved because his disciples busy talking or playing with friends each. Or if the lesson was brought into the house it is a little bit chance that the students will want to open and learn.

Orthopaedically visually impaired, impaired and speech and hearing impaired children vary among themselves so far like their learning styles and about motivational characteristics across had paid greater attention. The functional not according to endowed on the physically challenged children make them different from the general run of population. Many of them learn verbally, tackles visually, physically and kinesthetically tackles and tackles through sign language

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The teaching and learning process is essentially the process of the transfer of the materials from the teacher to the students so that the students are able to receive the learning materials in accordance with the purpose of learning that has been determined. Teachers are required to convey the material in accordance with the purpose of learning to be achieved, if teachers give material that one or does

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<sup>112</sup> Mallick, M. K. *Talented Children: Identification and Education* . (New Delhi. Discovery Publishing House: 2003)

not match the resulting learning aims are not achieved. If it is the case then the teaching threatened failed and has spillover effects on the quality of the education which is worse. Because of the importance of the material in the lesson, then teachers must be skillful in drawing up the material. To get the order of the material is good very need to take from the source of the learning resources that are good.

The source of learning material across gathered by Mrs. Nurul using heading book of student curriculum 2013, then she also using heading relevant text book, internet and sometimes she need to talk and cover having discussions with another teacher to get new source material. In the book of the curriculum 2013 held by the students is composed of matter lesson that according to the basic competencies and the nucleus. The addition of the appropriate material from other sources permitted to remember that the lesson material can be learned widely. In addition other media such as the internet and other text books usually have more attractive display suitable for added in learning materials. The material with the media more interesting usually will be easily transferred to the brain. For that Msr Nurul choose some resources in the learning activities.

The selection of the learning resources should not vain. In the selection of learning resources will be better if teachers use certain criteria to select learning resources that will be used. This is intended for learning resources that are selected right and in accordance with the purpose of the lesson and efficient if

applied in learning. In the Handbook creative in making innovative teaching materials<sup>113</sup>.

There are several reasons for this lesson material source selected by Mrs. Nurul. Some of the criteria are the media get easily. This means that the selected media easily search for and obtained. If you need to be able to take advantage of the environment around the available so that students can also easily use. Second, the media practical i.e. Easy to use and not confusing. Does not require additional again the services or other tools that difficult held. The selected media must remain high quality. To select the media practical and get easily does not mean that the media is not good and contains material which is not complete. Back in the early objective takni elections lesson material source function to really refine besides also enrich students with the appropriate knowledge on learning indicators.

General criteria in the selection of learning resources that this quality covers the criteria economically, which means that the learning resources does not have to be expensive. Learning Resources need to be adjusted with the allocation of funds and the needs of the learning resources that will be used. Like the principle of the economy, need to be sought to be able to get the quality of learning resources in accordance with the requirements of the funding allocation is as minimum as possible. Both practical and simple, learning resources must be easy to use and not confusing. Does not require additional again the services or other tools that difficult held. Third, easily obtained that learning resources are

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<sup>113</sup> Prastowo, Andi. 2012. Creative guide create innovative teaching materials. (Jogjakarta: DIVAS Press) Pg 61

easy to search for and obtained. If you need to be able to take advantage of the environment around the available so that students can also easily use. The four flexible or front-side bus speeds, learning resources are not to be binding on one purpose or specific learning materials. It will be better if it can be used for various purposes of learning even also other purposes.<sup>114</sup>

Special criteria that need to be addressed in the selection of learning resources that is the quality of learning resources can motivate learners in learning resources for the purpose of teaching. The meaning of learning resources that are selected should support the teaching and learning activities conducted. Learning Resources for research. The meaning of learning resources that are selected should be observed, analyzed, recorded in detail, and so on. Learning Resources to solve the problem. The meaning of the selected learning resource should be able to resolve the problem of learning learners faced in teaching and learning activities. Learning Resources for the presentation. The meaning of learning resources that are selected should be able to function as the appliance, methods, or message delivery strategy.

By applying the criteria and selection of learning resources can be done more easily because it has no limit where the criteria of learning resources that are not included in the criteria can be directly set aside. Learning resources that are selected is also a precise and effective used to learning.

According to Abdurrahman Ginting, learning methods can be interpreted the way or a typical pattern in the advantage of the basic principles of education

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<sup>114</sup> <http://ilmu-pendidikan.net/pembelajaran/sumber-belajar/kriteria-pemilihan-sumber-belajar-berkualitas> accessed on Tuesday, 2 August 2016

and various techniques and other related resources to the learning process of self learning.<sup>115</sup> In other words the method of learning is a technique presentation controlled by a teacher to represent the subjects to students in the classroom both individually or in groups so that the subjects can be absorbed, understood and used by students with better.<sup>116</sup>

The plan drawn up by the Msr. Nurul in implementation of Social Studies lessons in class special talent written that he will use the group discussing. Mrs. Nurul plan that she will use group discussions method in her learning process later. Do we stop? Because that method is appropriate with curriculum 2013 policy. Besides she also explain that the reason to choose that method is follow the student's characteristics.

The selection of the group discussions for integrated Social Studies lessons in class special talented have a number of reasons. In addition to meet the advice of the ministry of education and cultural center which demanded that all education in advancing the scientific method, with group discussions children not only come sit quietly so only. Children with age of adolescence as the grade 7C has been able to think on a more creative and more complex. The need to actually go and learn in the materials be greater. When we see a theory that is not according to the reality of so many questions that will arise in their minds. Let the children think independently, search for the problem and try to answer the problem with existing sources around, even create innovation to resolve the issue. That is the concept of active learning that Mrs. Nurul try apply in class special talent.

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<sup>115</sup> Wina Sanjaya, Learning Strategies oriented process standards of Education (Jakarta: Kencana Prenada Media Group, 2008),147.

<sup>116</sup> Ginting, Abdurrahman. the essence of practical learning and teaching (Bandung: Humanities, 2008), 42.

Now the characteristics of a good method for the teaching and learning process is flexible, flexible and have power that corresponds to the character of the disciples and materials. Second, is functional in integrating theory with practice and drove the disciples on the practical abilities. Third, not reduce materials, even rather develop materials. Fourth, provide the freedom of the students for their opinions. Deals which are able to put the teachers in the proper position, honorable in the overall learning process.<sup>117</sup>

While in the use of a learning method should consider a) The method used to generate the motif, interest or passion for learning students. b) method that can ensure the development of the activities of the personality of the students. c) method that can provide an opportunity to the students to realize the results of the paper. d) method that can stimulate the desire for learning more information, perform exploration and innovation. e) the methods used to educate students in their own learning techniques and how to gain knowledge through personal efforts. f) method is used to negate the presentation is verbalitas and replace it with the experience or the real situation and aims. g) methods used can capitalize and develop the values and attitudes that are expected in the habit of how to work in The daily life.<sup>118</sup>

Mrs. Nurul willss LCD use flags bear the class support to it. But if not, the other choice is flags whiteboard and draw her explanation on that whiteboard. The selection of learning media for students have some criteria. The science of Neuro for programming mentions that the children in the study have some types are called with modality. There are five types, namely visual auditory, kinestetik,

<sup>117</sup> Pupuh Fathurrohman & M. Sobry Sutikno, Teaching and Learning Strategies through the planting of the general concept and Islamic (Bandung: Rafika Aditama, 2007), 56. 31

<sup>118</sup> Ahmadi & Prasty, Stratrgi Teaching and Learning, 53. 32 g.

olvaktori and gustaktori. Modality visual means a child will be easier to understand the things that are close to the pictures, painting, or forms. Visual children will more easily learn to see a portrait or landscape. While the auditory usually more to hearing. This child can learn despite listening to music. The media have a voice will be more interesting attention. Children kinestetik usually could not dwell, if dwell sleepy. He usually makes though to be learned. This child is very suitable if the media used persuaded him to move up and running.

With the use of media teaching materials also so more clearly and more can be understood as an example, the teachers will be taught the Japanese imperialism in Indonesia it using pictures or videos about it. With the image and the video will be more attracted the attention of the students.<sup>119</sup> Modality or rep system as a screening, how human give mean to something before enter it to their mind. There are call us VAKOG- visual auditory kinesthetic,, gustatory olfactory.  
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Media selection of course constituted by how the condition of the object in this case the students. Students special talent sports field. Characters students who spoke with the upbeat tone, very active and could not live. The LCD elections as learning media will be effective if used on children bermodalitas visual and auditori. For the son of kinestetik sepertihalnya class students special talents, will be more suitable with the media that require movement. So the children can prepare renunciation and still get the integrated Social Studies lesson as in the desired competency.

<sup>119</sup> Sanjaya, Vienna. *Standard Oriented Learning Strategies Education Process.*( Jakarta: Kencana Prenada Media. 2006) Pg 160

<sup>120</sup> <http://portalnlp.com/nlp-for-parenting-4-cara-cerdas-mencerdaskan-anak-dan-anda/> access on 4 August 2016

To teach talented students the teacher needs to be creative performance level on the apperception process. Do we stop? Because many of them are not focus on their learning. Make them focus in the early learning and interest with the lessons across first thing teacher must give attention. Mrs. Nurul also plan the same thing. She will ask the students to explore water resource in their own place. For make them understand and illustrate what thing they will learn in that day and subtitled the Washington reason to make them must be interest with the lessons.

Planning to use the on learning apperception supports teachers to know how far is the knowledge that has been arrested by the students. It may occasionally students forget against the lessons given in the previous meeting. So that takes the hook or the cessation of the brain. In addition the lessons will also be also need to associated with the knowledge that has been first in themselves the students. So that the knowledge of the students complete and institute properly. Could not have a child who has not been able to read should learn about poetry. So the child must be given knowledge that is connected with what he had previously knew. Psychologically also children given knowledge that is not in accordance with his knowledge will tend to refuse to understand the science because they thought it was difficult.

The question and answer is a method that is often used by teachers in teaching. The question and answer is the tactics or how to teach that allows for direct communication in two directions. For as the same happens dialog between teachers and students in this communication occurs the existence of mutual

relationship directly between the teachers and the students, so that the learning that has taken place feels alive and rigid.<sup>121</sup>

Implement apperception for initial capability assessment. This activity is to know the extent to which the early capabilities that belongs to the students. A teacher need to connect the subjects that belong to the students with the materials to be learned by the students and did not set aside the learning motivation to the students.

**B. The implementation of Integrated Social Studies instruction in the gifted class at the State Islamic Junior High School III Malang**

The allocation of time for the implementation of integrated Social Studies disseminates disseminates lessons in talented class is different with the regular class. If the class regular every week there are 4 disseminates disseminates lessons hour, for their special talented class only has 3 hours shipbuilders disseminates disseminates lessons week. With a little disseminates lessons hour talented class must work extra in order to get the same results with regular class.

From the results of observation and interview consistently prove that the early condition before disseminates lessons in class special talented different with other classes. Do we stop? Because the majority of the male disciples also cause this class becomes most cabal. Difficult to be conditioned and focused so that class teachers need extra effort to make them focus at the beginning of the lessons.

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<sup>121</sup> Yusimawati, "The implementation model of the question and answer technique with the ball questions to Improve Student motivation to learn in Social Studies lessons in class VIII SMP 1 miners" bachelor theses. Majoring in Social Studies. Prodi Accounting Economic Education. At the University of Islam in Riau. 2010. Pg 22

The characteristics of children with learning style Kinesthetic types such as like active activities both in the social, arts and sports. It is difficult to sit quietly, always want move, and have a good body coordination. They are fond of touching all that is seen and he often uses the movement/body language when expressing themselves/expressed her emotions at the time. Most of them seek attention through physical attention such as touching others and prefer to do something that allows the use of his hands to actively. If there is a new toys usually directly want to try to play it. If communicate frequently uses the words that contain action and fond of wearing real objects for learning tools and tends to use his finger to point to the words of the passage. If memorise something usually while walking or see objects directly. Chewing candy when listening to the explanation from the teacher. Like the book and the film adventure. Enjoying the method of role playing and have the coordination of the eyes and the hand of good enough to do the rhythm of the movements quickly.<sup>122</sup>

The son of talents of special is not surprising if have different characters with children usually. That meant in this case is not only more intelligent and achievement. But as the class special talent, children are not considered can be quiet and retired. Behold the teachers need to understand that the son is the son of kinesthetic which can not be quiet. They always want to move, practice, touch, and adventure. So the state of the class cabal and could not sit silent is the thing that should be in this class.

Obstacles to children with the type of learning style Kinestetik i.e. often could not dwell and often considered a strange, bullies, and annoying. Difficult to

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<sup>122</sup><http://akademikonseling.weebly.com/solusi-kinestetik.html> access on 3 August 2016 at 21.07

learn the things that abstract (symbol mathematics, map, formulas, etc.). Cannot be learned in the schools that conventional style where teachers explain and children sitting sweet, quiet, and dwell. The capacity of energy high enough so that when it is not transmitted by various physical activities or move the toes then will affect the concentration of school. When the researchers conducting the implementation of integrated Social Studies disseminates lessons in class VII talented special early learning class teachers invites his disciples prayed, check the presence of the students and class teachers helped the students on learning materials with how to ask what the students bring all books and about the materials that have been studied previously. It as evidenced by a conversation that is done by the class teachers and students.<sup>123</sup>

From the results of observation and interview results consistently shows that the initial activities in special talented class mostly the same with the other class. Started with a greeting and read the prayer and then was also the presence by class teachers. The teacher can then give apperception to direct the focus of the students. Apperception gift in class Mrs. Nurul namely with how to review the disseminates lessons that have been learned previously. But facial giving apperception in teaching and learning activities in the classroom and special talented attributes adjust, bear the many programs that will be done then giving apperception not too long about 5 minutes.

Shipbuilders student who enter to the class acres bring their own condition of body and soul. Directly give them a new material is not a good choice. Do we stop? Because the students doesn't ready yet. That is the reason in the learning

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<sup>123</sup> Ibid.,

procedure solution begin by opening activities. "General purpose of opening process is to make sure the process and result of study being efficient and effective." <sup>124</sup> Apperception gift can be done by connecting with the material last week and the gift of Apperception is important to grow the mental readiness and the attention of the students so that the students are concentrated on the things that will be studied. <sup>125</sup>

Teachers need to provide special attitude to the son of this special talented. For instance if the children before starting the lessons have many and difficult to focus. Then the teacher provides the appropriate stimulus with neither of the students. The students can be invited to stand moving hands and feet, or out to observe the social situation outside, after they enjoy the teachers can continue on the core subjects. The next activity depends on the successful apperception conducted.

The activities that act in the opening of learning such as create a good condition before class begin, held apperception and pre-test. Apperception by give the student question related on the material before and also the material that will endure study here. Create good condition in the beginning can be check presence and attendance, create a readiness to study, create a democracy condition of learning, and also this activity is useful for creating positive condition that force the students so that they can follow the learning process clearly. In this activity the example such as story telling, physical moving, and singing. <sup>126</sup>

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<sup>124</sup> Wahid Murni dkk. *Basic skills taught* . UIN Maulana Malik Ibrahim Malang.

<sup>125</sup> Sanjaya, Vienna. *Standard Oriented Learning Strategies Education Process.*( Jakarta: Kencana Prenada Media. 2006) Pg 41

<sup>126</sup> Iif Khoiru Ahmadi and Sofan Amri, Op.cit. Pg.30.

Core activities are part of the learning process that emphasize on give learning experience toward the students. Learning activities across conditional. Appropriate with the condition. There are some activities while core competencies, these across teacher tell the aims or KD screened solution be complete by students, and also the material learning with. The simplest way that matter is the write down in the boards and explain why the students solution understand it. Then teacher explain the activity that will endure held with the students while learning a topic. Learning activity must be formed the United States student center. Teacher is a facilitator that help the students to study. After that based on that explanation, the conclusion is core activities across emphasize on force the students to · develop their ability on writing, reading and calculate. The learning can be held by classical method, group or personal.<sup>127</sup>

The learning methods in the special talented used by class teachers in the classroom more favored working group. But some conditions such as a limited time can affect the use of methods that have been planned with another method that is more simple and does not need a long time. Complete the material to measure the first given the time that is given to the special talented class only 3 lessons hours every week but the multitude of the material is word the same.

In the plan write down screened method that will endure the used is group discussion method. But as explained above do we stop? Because limited time, Mrs. Nurul decide to change the method become asking and answer method. Asking and answer method running but facial with tackles the problem. The group across cannot to discuss material together do we stop? Because it just based

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<sup>127</sup> Iif Khoiru Ahmadi and Sofan Amri, op. cit., page 31

on the rows. And they do not change the formation. It difficult to discuss other shipbuilders. Moreover, presiding teacher give question to one of the student, the other student from other row acres talking loudly with their friend. The United States Mrs. Nurul react to this condition she says "Please keep silent boys" it is mean that she can not get the full of on-line and attention from the students.

The student respond word can not being silent. The kinesthetic student moreover travelled across participant grouping in one class, absolutely can not directly focus on the study. The talking with their friend, playing a game, or the walking beams are in the class. When the teacher give an attention to them, they just keep silent at a second they travelled back become noisy.

Question and answer can be effective method in the talented class bear the method across doing-by acting or move. For example question and answer by using a game on the board. They can walk to the board and write down the answer and also explain to their friends. Teacher also can use snowball method is bring the student in the yard play throwing snowball screened from a piece of paper that have question. Another student can answer it. question and answer method that can be modified internally screened kinesthetic student word can move the body and learn the material.

The results of the interview and observation researchers shows that the use of learning media in class BI like on regular class. The media is usually used is the LCD display. The LCD display Media by the teacher is usually used to explain the material, besides that sometimes the presentation students also with the display power point.

In a learning process is one of the ways that can be done so that the lessons interesting and messages are reinforced to students is with the use of learning media. With the use of learning media can maximize the teaching and learning process because of the teaching will be more attracted the attention of the students as well as improve school motivation.<sup>128</sup>

There are many kind of media that can use flags in the instruction. Based on the learning style of the student there are three kinds of media training across visual auditory and real life media. In this case Mrs. Nurul plan to use LCD display in the class, but facial do we stop? Because the class do not get the LCD display so that she has to change the plan and just use the whiteboard to write down the material. The role of the media in this class also did not maximum yet. The teacher focus to give question and for wait sounds like for the student's answer. Once she use the media while on hydrology cycles explain. Student who give their attention across student screened sit down nearby the teacher. Another students that sit far from the whiteboard across not attent to the media. This is do we stop? Because they not have opportunity to active using heading the media. Although a drawing an object is one of the teacher force to be creative, but facial it do not appropriate with student characteristics. If the students across visual learning style so that it might be match. But the students in this class across kinesthetic learner style pelase screened screened media appropriate to use is the media is make the students stand and move from their sit. At this type of media shows that nothing differentiation with media that used by teacher in the regular class.

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<sup>128</sup> Sanjaya, Vienna. *Standard Oriented Learning Strategies Education Process.* ( Jakarta: Kencana Prenada Media. 2006) Pg 41

If the tournament across kinesthetic learner, sit down in the class across bored thing for them. Although they called ADHD (Attention Deficit Hyperactivity Disorder). They can not just sit down and keep silent, read and listen in the class. This thing can make them to be stress. Doing activity the United States go to the toilet in many times, or use their pencil in the class many thing that teacher usually mean that matter is the problem.<sup>129</sup>

The end of this integrated social studies instruction, class teachers always give the conclusion. The conclusion of the material that has been discussed on that day. Observations researchers in addition to give the conclusion class teachers also convey any materials that will be studied for the next meeting also gives the task.

The way of Mrs. Nurul doing the closing instruction is same with another class. Making conclusion and give the task for next meeting. Nothing a special act in this session. Its make the student this directly to close the lessons process. Student need more than just conclusion. Something that can give impression to the student. Wills make student remember the lessons for a long time. Then conclude the material make them remember for fast time.

"Generally, closing activities and follow up in the integrated study such as bring the students to conclude the material have learned, follow up of learning by give an exercise or assignment, explaining more on the material that difficult by

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<sup>129</sup> [http://www.sekolah123.com/articles/view/id/706/page/cara\\_belajar\\_anak\\_tipe\\_kinestetik](http://www.sekolah123.com/articles/view/id/706/page/cara_belajar_anak_tipe_kinestetik) access on 4 August 2016 at 7:19

students, explain the topic that will learn in the next meeting, give evaluation such as the concluding the result of study, story telling, music, moral massage.<sup>130</sup>

### **C. The Evaluation of Integrated Social Studies Instruction in The Gifted Class at the State Islamic Junior High School III Malang**

Object in the integrated learning assessment include an assessment of the process and learning outcomes of students. An assessment of the learning process have an effort to provide the score to the learning activities under the class teachers and learners while learning process. Learning outcomes are the achievement of competencies such as from some aspect of knowledge (cognitively intact), skills, attitudes and value embodied in the habit of thinking and acting. These competencies may through a number of learning outcomes and indicators that can be a measured and observed. Evaluation process and learning outcomes were related shipbuilders other.

The results of the interview consistently shows that in the case of evaluation, special talented class has the same learning evaluation with regular class. The implementation of the same also. And remember the number and type of materials to be learned also not different, so that the teacher gives a similar learning evaluation. Different curriculum do not apply in all of things. For example in evaluation process nothing differentiation between regular and talented class. This do we stop? Because from the beginning of the material screened solution be transferred acres same. Although the condition and the ability acres different.

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<sup>130</sup> Iif Khoiru Ahmadi and Sofan Amri, op. cit., page 32

The assessment of special talented class there are a will be techniques that will be used by the teacher. The written test, tasks and also portfolios. Focus on the namely with of the reason she flags. Written test is a test screened using heading written question but versions for answer student can draw or sketch and write down. Usually in every school this test acres used for summatif and formative classroom assessment. The function is to find out the result of study of the student and then decide the action for follow it up. Then the portfolio is group of task that choosen and can give the information about the development of student ability. From the portfolio of teacher not just embarking on the result of study but the process of their force to study and finish their task. Namely with assessment is ways that used in the assessment process. namely with can apply that form of the test is (a) quiz (b) daily test. For the non-test form can be used acres (a) documenter (b) questionnaires (c) interviews (d) task (e) project (f) portfolios.<sup>131</sup>

Instruments that used for learning evaluation of integrated social studies in talented class acres describing test and also multiple choice test. Both of them acres of formal assessment screened doing to fulfill the need of government to prove the evaluation process. For the kinesthetic student, there are some evaluation screened with appropriate. An acres pofermance assessment and also project assessment. This assessment of the performance of the student to demonstrate their knowledge and show it in the real life. Then project is a task that solution be finish in certain time. For example making a short movie related to the material. Two of these instrument also can be used in this special talented

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<sup>131</sup> Iif Khoiru Ahmadi and Sofan Amri, op. cit., page 33

class. In spite of that using heading describing test and also choice is one of the easier test screened can be assess clearly. And there is some evidence is evidence attributes the task.

The Form of instrument, form of instrument is the tools used for assessment toward the achievement of student competencies. The forms across groups by type of instrument and namely with assessment is Test: blank form, true-false, match, description, multiple choice test. Then non-test: observation, quotionair, interview, rubric, and work show. Then the instrument is the tools to measure the achievement of competencies. Namely with written test, show, and project must be bring the rubric of assessment.<sup>132</sup>

The result for the instruction across lower than was much bigger. Many student get score less than a minimum score. Then some student may be five of them across pass the task. When the result property across not appropriate with the plan and purpose of study, its mean that there are some problem in these class. Neither in the planning nor in their media and method of study that used.

Tackles the problem faced by teacher in this class across first in the time to make the student focus on the lessons. Presiding teacher enter the room, students word doing their activity, playing games, talking with their friend, go to the canteen and many other activities. Moreover if the student after doing their tournament, they busy with having dialog with friend and tell them about it. Teacher in this case Mrs. Nurul give them the stimulus to being interest with the lessons to solve it. Then another problems is about the time for study. Different

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<sup>132</sup> Ibid, Pg 33.

with another class screened cover having 4 lessons hours shipbuilders week. This class just have 3 lessons ours. The Problem face when the teacher making plan travelled solution remark the plan and make it being efficient with the time that they have. Method that used also must be different for make sure all of the student get all of the material. Once more about the permits in the class. Talented student have some tournament that held in the learning time. It is make the teacher should give them enrichment to make sure they can all of the material.





## CHAPTER VI

### CONCLUSION

#### A. Conclusion

Based on the analysis of the result study discuss on instruction of integrated social studies learning in the talented class of State Islamic Junior High School III Malang such as:

1. Planning of Integrated social studies instruction in the talented class of state Islamic junior high school III Malang are little bit different with the regular class. Because teacher have only 3 lesson hours a week then another that have 4 lesson hours. Although the competences both of core competences and basic competences are same, but with the limited time, the teachers should change the method also the media that use. Furthermore, teacher also influence by the characteristics of talented student of sport. They are almost can not sit down peacefully and also difficult to have focus. The teachers plan a group working in their lesson. Using LCD for the media. And plan to give apperception even asking about the last lesson material to stimulus them.
2. Implementation process of Integrated social studies instruction in the talented class of state Islamic junior high school III Malang are found some matter. The student in the talented class are mostly boys. There are only one girl in this class. In the early lesson the students are difficult to focus. They still walk around the class, talking with the friends or playing a game. The teachers give apperception with asking the students about the lesson last week. Then method that used are changed to be asking and answer method.

The changing are for make sure the time is enough and also to make students active to talk with the teacher. Because nothing LCD the used of media only whiteboard. And it is closed by making conclusion. The students respond are little bit less the spirit. Only one or two person that answer the question than another are not attend to lesson.

3. Evaluation that made for the students are not really different with regular class. Technique of assessment that used are written test, tasks and portofolio. Then instrument that used are descriptions and multiple choice. Some problem faced in the result of study that less than standard.

## **B. Suggestion**

1. Teacher of Talented Class

Mostly talented students are kinesthetic learner style. Teacher need to be more creative when using method and media. Also moving them in the apperception so that they can be focus and begin to learn. Understanding the special characteristics of talented student also important. So that the teacher not see students as a naughty child. But as the active child.

2. More Researcher

Since a long time many researcher focus on student with disabilities, then its also important to study on them who has special ability. Person with special ability have many unique thing that can be learned. Study about them and find out the way to maximally force the ability to be a star.

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Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

01 Maret 2016

Kepada  
Yth. Kepala MTsN III Malang  
di  
Malang

*Assalamu'alaikumWr. Wb.*

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

Nama : Dyah Ayu Fitriana  
NIM : 12130121  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (P.IPS)  
Semester – Tahun Akademik : Genap - 2015/2016  
Judul Skripsi : *The Application of Social Studies Learning in Special Talented Class at Islamic Junior High School III Malang*

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

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

*Wassalamu'alaikum Wr. Wb.*



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Nomor: B- 318 /Mts.13.35.01/TL.00/09/2016

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Menerangkan bahwa:

Nama : **Dyah Ayu Fitriana**  
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Semester : Genap- 2015/2016

Yang bersangkutan benar telah melaksanakan penelitian di MTsN Malang III untuk menyusun tugas akhir pada Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang judul ” **The Instruction of Integrated Social Student in The Talented Class at State Islamic Junior High School III Malang** ”.

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

Malang, 19 September 2016

Plh. Kepala MTsN Malang III



**Siti Hamidah, M.Ag**  
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### EVIDENCE OF CONSULTATION

Name : Dyah Ayu Fitriana  
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Department : Social Science of Education  
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Title of Thesis : The Instruction of Integrated Social Studies in  
The Talented Class of State Islamic Junior High  
School III Malang

No	Date of consultation	Consultation Material	Signature
1	November 19 <sup>th</sup> 2015	Introduction	
2	December, 1 <sup>th</sup> 2015	Chapter I	
3	April, 26 <sup>th</sup> 2016	Chapter II	
4	May, 28 <sup>th</sup> 2016	Chapter III	
5	June, 2 <sup>th</sup> 2016	Chapter IV	
6	August, 4 <sup>th</sup> 2016	Chapter V	
7	August, 5 <sup>th</sup> 2016	Chapter VI	
8	August, 21 <sup>th</sup> 2016	Final Draft	

Acknowledged by,

Head of Social Science Department

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**NIP. 197610022003121003**

## PEDOMAN WAWANCARA

### A. Perencanaan pembelajaran IPS Terpadu di kelas Berbakat Istimewa

1. Penyusunan KI KD dan Indikator IPS terpadu di kelas BI
  - a. Bagaimana proses Ibu menyusun Indikator IPS Terpadu di kelas BI?
  - b. Apa perbedaan indikator IPS Terpadu di kelas BI dengan kelas reguler?
2. Sumber materi ajar
  - a. Apa saja sumber materi ajar yang Ibu gunakan untuk mempersiapkan pembelajaran?
  - b. Apa ada sumber materi ajar yang khusus Ibu gunakan untuk menyiapkan pembelajaran di kelas BI?
3. Pemilihan metode pembelajaran untuk kelas BI
  - a. Apa metode pembelajaran yang akan Ibu gunakan di kelas BI?
  - b. Mengapa Ibu memilih metode tersebut?
4. Pemilihan media pembelajaran untuk kelas BI
  - a. Apa media pembelajaran yang akan Ibu gunakan di kelas BI?
  - b. Mengapa Ibu memilih media tersebut?
5. Apersepsi yang akan digunakan
  - a. Apa apersepsi yang akan Ibu gunakan di awal pembelajaran kelas BI?
  - b. Mengapa Ibu memilih apersepsi tersebut?

### B. Proses pelaksanaan pembelajaran IPS terpadu di kelas Berbakat Istimewa

1. Kondisi siswa kelas BI sebelum pembelajaran dimulai
  - a. Bagaimana Kondisi siswa kelas BI sebelum pembelajaran dimulai?
  - b. Bagaimana cara Ibu membuat kondisi kelas BI menjadi nyaman untuk belajar?
2. Kegiatan awal pembelajaran di kelas BI

- a. Apa jenis kegiatan awal pembelajaran yang Ibu gunakan di kelas BI?
  - b. Mengapa Ibu memilih kegiatan awal pembelajaran tersebut?
  - c. Bagaimana cara Ibu menerapkan kegiatan awal tersebut di kelas BI?
  - d. Bagaimana respon siswa terhadap kegiatan awal yang Ibu bawakan?
3. Kegiatan inti pembelajaran di kelas BI
- a. Bagaimana proses kegiatan inti pembelajaran berlangsung di kelas BI?
  - b. Apa perbedaan kegiatan inti di kelas BI dengan kelas regular?
4. Metode yang digunakan saat proses pembelajaran
- a. Apa metode pembelajaran yang Ibu terapkan pada proses pembelajaran di kelas BI?
  - b. Mengapa Ibu memilih metode tersebut?
  - c. Bagaimana cara Ibu menerapkannya?
  - d. Bagaimana respon siswa BI dalam menanggapi metode yang Ibu gunakan?
  - e. Apa perbedaan metode yang digunakan di kelas BI dengan kelas regular?
5. Media yang digunakan saat proses pembelajaran
- a. Apa media pembelajaran yang Ibu terapkan pada proses pembelajaran kelas BI?
  - b. Mengapa Ibu memilih media tersebut?
  - c. Bagaimana cara Ibu menerapkannya?
  - d. Bagaimana respon siswa BI dalam menanggapi media yang Ibu gunakan?
  - e. Apa perbedaan media yang digunakan di kelas BI dengan kelas regular?
6. Kegiatan penutup pembelajaran di kelas BI
- a. Apa yang Ibu lakukan saat menutup pembelajaran di kelas BI?
  - b. Bagaimana prosesnya?

### **C. Evaluasi pembelajaran IPS terpadu di kelas Berbakat Istimewa**

1. Teknik evaluasi pembelajaran di kelas BI
  - a. Bagaimana cara Ibu mengevaluasi hasil belajar siswa kelas BI?
  - b. Berapa lama rentan waktu diadakannya evaluasi pembelajaran di kelas tersebut?
2. Teknik penilaian
  - a. Apa saja teknik penilaian yang Ibu gunakan untuk mengetahui hasil belajar siswa kelas BI?
  - b. Mengapa Ibu memilih teknik penilaian tersebut?
  - c. Apa perbedaan teknik penilaian kelas BI dengan kelas regular?
3. Instrument penilaian
  - a. Apa instrument penilaian yang Ibu gunakan untuk kelas BI?
  - b. Mengapa Ibu memilih instrument tersebut?
  - c. Apa perbedaan instrument penilaian kelas BI dengan kelas regular?
4. Hasil belajar IPS terpadu di kelas BI
  - a. Bagaimana hasil belajar IPS terpadu di kelas BI?
5. Kendala belajar kelas BI pada mata pelajaran IPS terpadu
  - a. Apa kendala yang Ibu temui pada siswa kelas BI?
  - b. Bagaimana Ibu mengatasinya?

### INSTRUMENT OBSERVASI

No	Observasi	Deskripsi hasil observasi
1	<b>Kondisi siswa kelas BI sebelum pembelajaran dimulai</b>	Kondisi siswa kelas BI sebelum pembelajaran dimulai
		Cara guru membuat kondisi kelas BI menjadi nyaman untuk belajar
2	<b>Kegiatan awal pembelajaran di kelas BI</b>	Jenis kegiatan awal pembelajaran yang guru gunakan di kelas BI
		Cara guru menerapkan kegiatan awal tersebut di kelas BI
		Respon siswa terhadap kegiatan awal
3	<b>Kegiatan inti pembelajaran di kelas BI</b>	Proses kegiatan inti pembelajaran di kelas BI
4	<b>Metode yang digunakan saat proses pembelajaran</b>	Metode pembelajaran yang guru terapkan
		Respon siswa BI dalam menanggapi metode yang guru gunakan
5	<b>Media yang digunakan saat proses pembelajaran</b>	Media pembelajaran yang guru terapkan pada proses pembelajaran kelas BI
		Cara guru menggunakan media
		Respon siswa BI

		dalam menanggapi media yang guru gunakan	
6	<b>Kegiatan penutup pembelajaran di kelas BI</b>	Proses guru menutup pembelajaran	

#### INSTRUMEN DESK REVIEW (DOKUMENTASI)

Research Question	Dokumen yang dibutuhkan
Perencanaan pembelajaran IPS terpadu kelas BI	Dokumen RPP
Proses pelaksanaan pembelajaran IPS terpadu kelas BI	-
Evaluasi pembelajaran IPS terpadu kelas BI	Dokumen RPP, hasil belajar siswa kelas BI
	Profil sekolah (Dokumen tambahan)
	Profil Kelas Berbakat Istimewa (Dokumen tambahan)

## DATA HASIL WAWANCARA

Narasumber : Nurul AW  
 Posisi : Guru IPS terpadu kelas 7 Berbakat Istimewa  
 Tempat : Depan Ruang Guru  
 Waktu : 14 Mei 2016

### A. Perencanaan pembelajaran IPS Terpadu di kelas Berbakat Istimewa

6. Penyusunan KI KD dan Indikator IPS terpadu di kelas BI
  - c. Bagaimana proses Ibu menyusun Indikator IPS Terpadu di kelas BI?  
*"KI dan KD sudah ditentukan dari pusat. Kita menyesuaikan dari guru K-13".*
  - d. Apa perbedaan indikator IPS Terpadu di kelas BI dengan kelas reguler?  
*"Jam pelajarannya regular 4 jam per minggu, ini 3 jam pelajaran."*
7. Sumber materi ajar
  - c. Apa saja sumber materi ajar yang Ibu gunakan untuk mempersiapkan pembelajaran?  
*"Ada buku K-13 seperti yang dipegang siswa dan yang saya pegang, juga teks pendukung, saya juga gunakan internet dan kadang-kadang diskusi dengan guru lain".*
  - d. Apa ada sumber materi ajar yang khusus Ibu gunakan untuk menyiapkan pembelajaran di kelas BI?  
*"Bisa dari internet, buku-buku perpustakaan, yang ada di sekitar kita."*
8. Pemilihan metode pembelajaran untuk kelas BI
  - c. Apa metode pembelajaran yang akan Ibu gunakan di kelas BI?  
*"Jadi nanti maunya saya ya kerja kelompok Mbak, rencananya. Kan peraturan K-13 juga menganjurkan pakai metode siswa aktif"*

*mencari, jadi cocok kalau saya pakai kerja kelompok. Nanti biar mereka cari sendiri dulu informasinya, baru setelah itu dibahas bersama dikoreksi.”*

d. Mengapa Ibu memilih metode tersebut?

*“Anak BI ini Mbak ya nggak bisa disamakan dengan kelas regular. Anaknya kan anak lapangan jadi terbiasa kalau bicara agak keras. Terus nggak bisa diam. Jadi besok juga bisa pakai tanya jawab, soalnya mereka harus diajak interaksi langsung. Kalau dijelaskan materinya ya ngantuk. Kalau diputarkan film awal-awal aja mereka semangat, setelah itu ya kalau sudah bosan rame lagi sama temannya. Jadi kadang juga saya suruh pengamatan di luar kelas.”*

9. Pemilihan media pembelajaran untuk kelas BI

c. Apa media pembelajaran yang akan Ibu gunakan di kelas BI?

*“Saya akan menggunakan LCD jika kelas dan fasilitas mendukung tapi kalau tidak, saya bisa menggunakan papan tulis dan menggambar penjelasan saya”. BN*

d. Mengapa Ibu memilih media tersebut?

*Kalau pakai LCD kan enak lebih seru apa menarik gitu pelajarannya.*

10. Apersepsi yang akan digunakan

c. Apa apersepsi yang akan Ibu gunakan di awal pembelajaran kelas BI?

*“Besok kan materinya tentang potensi sumber daya air, jadi apersepsinya ya tentang itu. Anak-anak dipancing dulu biar tertarik sama materinya. Nanti saya kasih pertanyaan sumber daya air di daerahnya seperti apa.”*

- d. Mengapa Ibu memilih apersepsi tersebut?

*Kan kalau gitu mereka punya gambaran mbak, nggak cuma ngawang dan ngapalin materi. Langsung liat di daerahnya masing-masing. Gitu mbak biar focus juga. Wong mereka biasanya kalau saya masuk gitu masih ngobrolin turnamennya hehe*

#### **D. Proses pelaksanaan pembelajaran IPS terpadu di kelas Berbakat Istimewa**

7. Kondisi siswa kelas BI sebelum pembelajaran dimulai

- c. Bagaimana Kondisi siswa kelas BI sebelum pembelajaran dimulai?

*“Ya gitu mbak anaknya rame tadi. Jalan ke sana dan ke sini. Ada juga yang waktunya masuk belum juga masuk kelas.”*

- d. Bagaimana cara Ibu membuat kondisi kelas BI menjadi nyaman untuk belajar?

*“Kalau awal untuk memfokuskan anak-anak berbakat istimewa memang agak susah dibanding anak kelas lainnya. Agak lama. Jadi harus ekstra untuk memfokuskan anak. Diajak berfikir tentang materi yang ada di sekitarnya. Ditanyai keadaan dan diberi cerita-cerita.” BU*

8. Kegiatan awal pembelajaran di kelas BI

- e. Apa jenis kegiatan awal pembelajaran yang Ibu gunakan di kelas BI?

*“Ya, jadi saya tidak selalu memberikan apersepsi karena tergantung dengan program saya hari itu.....misalnya saya harus cepat-cepat itu paling ya sambil lalu saja materi kemarin begini-begini paling hanya 5 menit....”*

- f. Mengapa Ibu memilih kegiatan awal pembelajaran tersebut?

*“Biar mereka mulai focus ke pelajaran mbak, terus biar nggak lupa juga kemarin belajar apa.”*

- g. Bagaimana respon siswa terhadap kegiatan awal yang Ibu bawakan?

*Ya seperti tadi itu mbak, ada yang rame, ada yang kasih perhatian, kalau ditanyai ya perhatian. Kalau saya geser dikit rame lagi. Harus sabar pokoknya.*

9. Kegiatan inti pembelajaran di kelas BI

- d. Bagaimana proses kegiatan inti pembelajaran berlangsung di kelas BI?

*“Diajak berkelompok dan berdiskusi tanya jawab. Langsung sederet tadi. Nanti malah lari-lari kalau di suruh ganti kelompok yang aneh-aneh mbak. Langsung sederet aja lebih singkat juga waktunya. Kan kemarin itu cuma satu jam pelajaran. Jadi biar efisien waktunya juga.”*

- e. Apa perbedaan kegiatan inti di kelas BI dengan kelas regular?

*“Ya harus bisa memegang semua anak tadi, biar bisa terkondisi anak-anaknya. Kalau di kelas regular kan biasa. Tapi kalau di kelas ini kan luar biasa, hehe lebih rame aktif anaknya. Jadi di sini diajak belajar yang sana sudah rame sendiri.”*

10. Metode yang digunakan saat proses pembelajaran

- e. Apa metode pembelajaran yang Ibu terapkan pada proses pembelajaran di kelas BI?

*“Biasanya saya pakai metode yang lebih ke kerja kelompok. Seperti di rencana pembelajaran yang saya kasih itu kan rencananya mau pakai group discussion. BN*

- f. Mengapa Ibu memilih metode tersebut?

*Anak-anak itu sudah pada percaya diri kalau maju ke depan kelas dan mengemukakan pendapat.*

- g. Bagaimana cara Ibu menerapkannya?

*“Yang namanya di lapangan berbeda dengan rencana. Karena waktu yang hanya satu jam. Apalagi di kelas berbakat istimewa hanya 3 jam dalam seminggu. Jadi tadi langsung ke materi dan saya pakai Tanya jawab berkelompok deret bangku. Daripada dijelaskan mereka nanti ramai.”*

- h. Bagaimana respon siswa BI dalam menanggapi metode yang Ibu gunakan?

*“Anak anak Jika diberi pertanyaan baru mau merespon. Beberapa anak ramai dengan teman sebangkunya. Nanti saya tegur saya panggil namanya baru diam”*

#### 11. Media yang digunakan saat proses pembelajaran

- f. Apa media pembelajaran yang Ibu terapkan pada proses pembelajaran kelas BI?

*“Kadang pakai LCD, kadang saya bawa peta asli dan bisa juga pakai papan tulis saja.*

- g. Mengapa Ibu memilih media tersebut?

*“Kalau dibawakan peta kan enak bisa langsung ada di depan mata”*

- h. Bagaimana respon siswa BI dalam menanggapi media yang Ibu gunakan?

*“Lumayan sih kemarin mbak, anaknya bisa sedikit kasih perhatian ke guru kan ya”*

- i. Apa perbedaan media yang digunakan di kelas BI dengan kelas reguler?

*“Sama saja sih mbak. Soalnya kalau media susah juga mau cari yang bagus. Pakai yang ada dimanfaatkan.”*

#### 12. Kegiatan penutup pembelajaran di kelas BI

- c. Apa yang Ibu lakukan saat menutup pembelajaran di kelas BI?

*“iya memberikan kesimpulan.”*

*“Ya jelas mbak, harus disimpulkan materi apa yang sudah dibahas tadi.”*

d. Bagaimana prosesnya?

*“siswa untuk membuka Lembar Kerjanya. Dan memberikan pekerjaan rumah yakni pada uji kompetensi sesuai dengan pelajaran yang telah diampu. Setelah itu ibu Nurul mengajak siswa untuk berdoa lalu menutup pelajaran dengan salam.”*

**E. Evaluasi pembelajaran IPS terpadu di kelas Berbakat Istimewa**

B. Teknik penilaian

a. Apa saja teknik penilaian yang Ibu gunakan untuk mengetahui hasil belajar siswa kelas BI?

*“Ada tes tulis, ada tugas-tugas, eee ada juga portofolio yang nanti dikumpulkan. Soalnya mudah digunakan dan mudah diukur hehe.”*

b. Mengapa Ibu memilih teknik penilaian tersebut?

*“Itu tadi mbak, mudah dipakai. Kalau saya itu sudah cukup.”*

c. Apa perbedaan teknik penilaian kelas BI dengan kelas regular?

*“Evaluasi pembelajaran ya.. kalau itu sama dengan kelas lain. Berhubung kelas berbakat istimewa kan waktu ujian juga sama dengan kelas lain.”*

C. Instrumen penilaian

d. Apa instrument penilaian yang Ibu gunakan untuk kelas BI?

*“kalau untuk bab ini ya cukup dengan uraian dan tugas. Tapi kalau kita ujian tengah semester pasti ada pilihan ganda dan uraiannya. Kalau uraian ganda kan sedikit mudah mbak.”*

e. Mengapa Ibu memilih instrument tersebut?

*“Instrument ini kan simple mbak, tinggal jawab. Jadi murid nggak ribet juga.”*

D. Hasil belajar IPS terpadu di kelas BI

b. Bagaimana hasil belajar IPS terpadu di kelas BI?

*“Masih dibawah rata-rata. Kami masih mencari cara bagaimana mengatasinya ini.”*

E. Kendala belajar kelas BI pada mata pelajaran IPS terpadu

a. Apa kendala yang Ibu temui pada siswa kelas BI?

*“Kalau problem pastinya karena anaknya biasa di lapangan, jadi sering tidak begitu respect dengan pelajaran di kelas.”*

b. Bagaimana Ibu mengatasinya?

*“Kalau rame ya ditegur, kadang dikasih hukuman yang sesuai.”*



## DATA HASIL WAWANCARA

Narasumber : Ummi  
Posisi : Guru IPS terpadu kelas 7 Berbakat Istimewa  
Tempat : Perpustakaan MTs.N III Malang  
Waktu : 14 Mei 2016

### A. Perencanaan pembelajaran IPS Terpadu di kelas Berbakat Istimewa

#### 11. Penyusunan KI KD dan Indikator IPS terpadu di kelas BI

- e. Bagaimana proses Ibu menyusun Indikator IPS Terpadu di kelas BI?

*“Indikator yang digunakan sama dengan kelas regular, tapi kelas berbakat istimewa ini memiliki jam pelajaran yang lebih sedikit dibanding dengan kelas regular. Karena itulah mereka harus belajar dengan lebih keras.”(Bu Ummi)*

- f. Apa perbedaan indikator IPS Terpadu di kelas BI dengan kelas regular?

*“Kelas berbakat istimewa ini memiliki jam pelajaran yang lebih sedikit dibanding dengan kelas regular. Karena itulah mereka harus belajar dengan lebih keras.”(Bu Ummi)*

#### 12. Sumber materi ajar

- e. Apa saja sumber materi ajar yang Ibu gunakan untuk mempersiapkan pembelajaran?

*“Buku dari pemerintah yang dipegang anak-anak” BU*

- f. Apa ada sumber materi ajar yang khusus Ibu gunakan untuk menyiapkan pembelajaran di kelas BI?

*“Pertama tentu harus mengikuti petunjuk dari pemerintah pusat. Jadi kita pakai buku kurikulum 2013 peganegan siswa itu kan. Selain itu biasanya saya pakai internet atau buku-buku lain itu ya harus dipilih. Dipilih yang berkualitas tapi mudah didapatkan dan praktis. Nanti kalau yang susah didapat juga kasihan anak-anak*

*kalau mau punya buku atau materi yang sama. Jadi dipilih yang berkualitas, praktis dan mudah didapat.”*

13. Pemilihan metode pembelajaran untuk kelas BI

- e. Apa metode pembelajaran yang akan Ibu gunakan di kelas BI?

*“Macam-macam mbak, lebih ke kerja kelompok, cooperative, anak-anak juga sudah PD kalau disuruh maju. Mereka berani mengemukakan pendapat.”*

- f. Mengapa Ibu memilih metode tersebut?

*“Materi mereka sama tapi dengan 3 jam pelajaran, maka ada metode berbeda buat BI. Ada penugasan di rumah. Sehingga waktu yang kurang materi tetap terpenuhi”*

14. Pemilihan media pembelajaran untuk kelas BI

- e. Apa media pembelajaran yang akan Ibu gunakan di kelas BI?

*“Saya akan menggunakan LCD jika kelas dan fasilitas mendukung tapi walaupun tidak, saya bisa menggunakan papan tulis dan menggambar penjelasan saya”. BN*

*““Hampir setiap pelajaran pakai LCD. Nulis kan lama, juga jadi enak pakai LCD.”*

- f. Mengapa Ibu memilih media tersebut?

*“Kalau pakai LCD kan enak lebih seru apa menarik gitu pelajarannya.”*

15. Apersepsi yang akan digunakan

- e. Apa apersepsi yang akan Ibu gunakan di awal pembelajaran kelas BI?

*“Besok kan materinya tentang potensi sumber daya air, jadi apersepsinya ya tentang itu. Anak-anak dipancing dulu biar tertarik sama materinya. Nanti saya kasih pertanyaan sumber daya air di daerahnya seperti apa.”*

- f. Mengapa Ibu memilih apersepsi tersebut?

*“Kan kalau gitu mereka punya gambaran mbak, nggak cuma ngawang dan ngapalin materi. Langsung liat di daerahnya masing-masing. Gitu mbak biar focus juga. Wong mereka biasanya kalau saya masuk gitu masih ngobrolin turnamennya hehe”*

#### **F. Proses pelaksanaan pembelajaran IPS terpadu di kelas Berbakat Istimewa**

13. Kondisi siswa kelas BI sebelum pembelajaran dimulai

- e. Bagaimana Kondisi siswa kelas BI sebelum pembelajaran dimulai?

*“Ya gitu mbak anaknya rame tadi. Jalan ke sana dan ke sini. Ada juga yang waktunya masuk belum juga masuk kelas.” BN*

- f. Bagaimana cara Ibu membuat kondisi kelas BI menjadi nyaman untuk belajar?

*“Kalau awal untuk memfokuskan anak-anak berbakat istimewa memang agak susah dibanding anak kelas lainnya. Agak lama. Jadi harus ekstra untuk memfokuskan anak. Diajak berfikir tentang materi yang ada di sekitarnya. Ditanyai keadaan dan diberi cerita-cerita.” BU*

14. Kegiatan awal pembelajaran di kelas BI

- h. Apa jenis kegiatan awal pembelajaran yang Ibu gunakan di kelas BI?

*“ya ditanyai pelajaran kemarin itu apa? terus beberapa penjelasan lain juga ditanyakan mbak”*

- i. Mengapa Ibu memilih kegiatan awal pembelajaran tersebut?

*“Biar mereka mulai focus ke pelajaran mbak, terus biar nggak lupa juga kemarin belajar apa.”*

- j. Bagaimana respon siswa terhadap kegiatan awal yang Ibu bawakan?

*“Ya seperti tadi itu mbak, ada yang rame, ada yang kasih perhatian, kalau ditanyai ya perhatian. Kalau saya geser dikit rame lagi. Harus sabar pokoknya.”*

15. Kegiatan inti pembelajaran di kelas BI

- f. Bagaimana proses kegiatan inti pembelajaran berlangsung di kelas BI?

*“Diajak berkelompok dan berdiskusi tanya jawab. Langsung sederet tadi. Nanti malah lari-lari kalau di suruh ganti kelompok yang aneh-aneh mbak. Langsung sederet aja lebih singkat juga waktunya. Kan kemarin itu cuma satu jam pelajaran. Jadi biar efisien waktunya juga.”*

- g. Apa perbedaan kegiatan inti di kelas BI dengan kelas regular?

*“Biasanya saya kalau menmbri konsekuensi itu beda. Kalau anak regular rame, saya suruh istighfar di depan kelas. Kalau anak bakat istimewa nggak mau. Mau nya malah disuruh push up 40 kali. Tapi dia lebih sportif dari kelas regular. Kalau ujian nggak bisa ya nggak papa, nggak cari contekan gitu.”*

16. Metode yang digunakan saat proses pembelajaran

- i. Apa metode pembelajaran yang Ibu terapkan pada proses pembelajaran di kelas BI?

*“Kalau metode selama ini, hampir sama dengan regular. Lembar kerja yang digunakan juga sama. Hanya saja mereka dituntut untuk memiliki kemampuan lebih untuk sama seperti regular. Untuk jenis metodenya sih macam-macam. Saya memilih yang lebih ke kerja kelompok, cooperative.”*

- j. Mengapa Ibu memilih metode tersebut?

*“Anak-anak itu sudah pada percaya diri kalau maju ke depan kelas dan mengemukakan pendapat.”*

- k. Bagaimana cara Ibu menerapkannya?

*“yang namanya di lapangan berbeda dengan rencana. Karena waktu yang hanya satu jam. Apalagi di kelas berbakat istimewa*

*hanya 3 jam dalam seminggu. Jadi tadi langsung ke materi dan saya pakai Tanya jawab berkelompok deret bangku. Daripada dijelaskan mereka nanti ramai.”*

1. Bagaimana respon siswa BI dalam menanggapi metode yang Ibu gunakan?

*“Anak anak Jika diberi pertanyaan baru mau merespon. Beberapa anak ramai dengan teman sebangkunya. Nanti saya tegur saya panggil namanya baru diam”*

- m. Apa perbedaan metode yang digunakan di kelas BI dengan kelas regular?

*“banyak pakai kerja kelompok. Lalu kadang diajak keluar kelas biasanya belajar interaksi social,”*

#### 17. Media yang digunakan saat proses pembelajaran

- j. Apa media pembelajaran yang Ibu terapkan pada proses pembelajaran kelas BI?

*“Hampir setiap pelajaran saya pakai LCD.*

- k. Mengapa Ibu memilih media tersebut?

*“Nulis kan lama juga jadi lebih enak pakai LCD. Nah selain itu di kelas 8C itu wifinya kan lancar, anak-anak kalau setelah istirahat masih sering main laptop melingkar. Jadi saya suruh browsing materi biar manfaat laptopnya.”*

1. Bagaimana respon siswa BI dalam menanggapi media yang Ibu gunakan?

*“Lumayan sih kemarin mbak, anaknya bisa sedikit kasih perhatian ke guru kan ya”*

18. Kegiatan penutup pembelajaran di kelas BI

e. Apa yang Ibu lakukan saat menutup pembelajaran di kelas BI?

*“iya memberikan kesimpulan.”*

f. Bagaimana prosesnya?

*“siswa untuk membuka Lembar Kerjanya. Dan memberikan pekerjaan rumah yakni pada uji kompetensi sesuai dengan pelajaran yang telah diampu. Setelah itu ibu Nurul mengajak siswa untuk berdoa lalu menutup pelajaran dengan salam”*

**G. Evaluasi pembelajaran IPS terpadu di kelas Berbakat Istimewa**

**B. Teknik penilaian**

d. Apa saja teknik penilaian yang Ibu gunakan untuk mengetahui hasil belajar siswa kelas BI?

*“Saya biasanya pakai tes tulis, ada juga portofolio mbak.”*

e. Mengapa Ibu memilih teknik penilaian tersebut?

*“Mudah dan biasa dipakai dikalangan semua guru kan itumbak”*

f. Apa perbedaan teknik penilaian kelas BI dengan kelas regular?

*“Ya sama dengan kelas regular mbak.”*

**C. Instrument penilaian**

f. Apa instrument penilaian yang Ibu gunakan untuk kelas BI?

*“Ujian tengah semester saya biasa pakai ada pilihan ganda dan uraiannya. Yang biasa biasanya uraian atau tugas-tugas.”*

g. Mengapa Ibu memilih instrument tersebut?

*“Kalau uraian ganda kan sedikit mudah mbak. Bsggi pembuat dan pengguna juga.”*

**D. Hasil belajar IPS terpadu di kelas BI**

c. Bagaimana hasil belajar IPS terpadu di kelas BI?

*“Hasilnya masih banyak yang rendah. Itu juma masalah yang kami hadapi juga. Kurang lebih sebagian besar masih dibawah KKM”*

## E. Kendala belajar kelas BI pada mata pelajaran IPS terpadu

## c. Apa kendala yang Ibu temui pada siswa kelas BI?

*“Aslinya nggak semua mbak susah belajar, ada juga anak bakat istimewa yang bagus nilai IPS terpadunya. Tapi ya itu susah ketika harus diajak focus. Tapi menjadi masalah lagi biasanya kalau anak-anak ada turnamen di jam aktif sekolah.”*

## d. Bagaimana Ibu mengatasinya?

*“Jadi kadang ada yang izin. Kadang juga izin latihan atau izin turnamen. Ya kita harus kasih izin. Karena itu juga dalam rangka belajar. Paling masalahnya kalau mereka ketinggalan pelajaran itu.”*

## INSTRUMENT OBSERVASI

No	Observasi	Deskripsi hasil observasi
1	<b>The class condition before lesson started (Kondisi siswa kelas BI sebelum pembelajaran dimulai)</b>	<p>The class condition before lesson started (Kondisi siswa kelas BI sebelum pembelajaran dimulai)</p> <p>Class is very noisy. (Kelas dipenuhi oleh anak-anak lelaki ada satu saja perempuan yang duduk di pojok depan. Kondisi kelas sangat gaduh. Anak-anak susah untuk dikondisikan. Ada beberapa anak berkumpul di bangku salah satu temannya bermain laptop. Anak-anak yang berdiri segera duduk di sembarang tempat duduk. Ada beberapa yang meminta tempat duduknya yang asli tapi temannya tetap memakainya.)</p> <p>The class is filled by sons there is only one girl who sat in the corner of the class. The classroom is very badly behaved. The children are very difficult to be conditioned. There are some children gathered on a bench one of his friends to play a laptop. The children who stood</p>

			immediately sit in any place sat. There are some who ask the seat of genuine but friends still wear
		Cara guru membuat kondisi kelas BI menjadi nyaman untuk belajar	(Bu Nurul memberikan isyarat agar anak didiknya tenang dan memberikan perhatian. Beliau memberikan instruksi “ <i>Ayo anak-anak diam dulu kita mau masuk pelajaran. Duduk di tempatnya masing-masing. Ini Huda tempat duduknya di mana? Ayo cepat kembali ke tempatnya. Anak-anak mulai memberikan perhatian tapi beberapa masih sering jalan ke kanan kiri bangku tanpa pamit pada Bu Nurul.</i> )
2	<b>Kegiatan awal pembelajaran di kelas BI</b>	Jenis kegiatan awal pembelajaran yang guru gunakan di kelas BI	Ada beberapa kegiatan yakni membuka pelajaran dengan salam, mengajak berdoa, dan memeriksa kehadiran siswa. Lalu guru mengantarkan siswa pada materi belajar dengan cara bertanya buku apakah sudah dibawa dan tentang materi yang telah dipelajari sebelumnya
		Cara guru menerapkan kegiatan awal tersebut di kelas BI	(Bu Nurul mengucapkan salam, mengajak murid-murid doa lalu memeriksa kehadiran murid-muridnya. Bu Nurul kemudian mulai menggiring murid pada pelajaran. <i>“Hari ini kita lanjutkan materi kita, sumberdaya air lalu dilanjutkan dengan uji kompetensi. Bukunya semua bawa”</i> <i>“Bawa..”</i> <i>“Tidak bawa bu..”</i> <i>“Ada yang bawa ada yang nggak bawa, kenapa? Wong kemarin sudah diberi tahu kalau satu jam hari ini masuk.”</i> Anak-anak saling berbicara dengan temannya ada yang

			<p>melihat ke belakang, ada juga yang berjalan ke sana ke mari mengambil bukunya dari bangku lain.</p> <p><i>“Materi yang sudah kita pelajari apa saja anak-anak?”</i></p> <p><i>“Sosial bu”</i></p> <p><i>“Iya interaksi social”</i></p> <p><i>“Budaya bu”</i></p> <p><i>“iya betul”</i></p> <p><i>“Kegiatan ekonomi”</i></p> <p><i>“Betul”</i></p> <p><i>“Potensi dan sumberdaya alam Indonesia.”</i></p> <p>Ketika Bu Nurul sudah memulai pertanyaannya terkait materi, anak-anak masih sibuk dengan membuka-bukunya ada yang menulis, berjalan mengambil buku dan beberapa masih malas-malasan.</p>
		Respon siswa terhadap kegiatan awal	<p>Anak-anak menjawab salam dengan serempak. Ketika berdoa ada beberapa yang masih bercanda.</p> <p>Ketika Bu Nurul memberikan pertanyaan pada salah seorang anak, anak tersebut menjawab <i>“Banyak bu air di rumah saya.”</i> Masih dengan nada kurang bersemangat. Beliau kembali bertanya <i>“Biasanya dibuat apa saja?”</i> Salah satu anak di depan menyahut <i>“Mandi bu..”</i> anak lain ikut memberikan jawaban dengan bersahutan. <i>“Minum bu”</i> <i>“Nyuci motor bu.”</i> Kelas menjadi antusias.</p>
3	<b>Kegiatan inti pembelajaran di kelas BI</b>	Proses kegiatan inti pembelajaran di kelas BI	<p>Bu nurul mengelompokkan anak-anak berdasarkan deret bangku. Beliau menuju deret pertama dan bertanya <i>“Apa salah satu pelajaran kita kemarin?”</i></p> <p><i>“Kegiatan ekonomi”</i></p> <p><i>“Ya, sekarang sebutkan contoh kegiatan ekonomi yang ada di</i></p>

			<p>sekitar lingkungan MTsN Malang III.”</p> <p>“Kantin bu”</p> <p>“Ada kegiatan kantin berarti ini kegiatan produksi, distribusi atau konsumsi?”</p> <p>“Konsumsi”</p> <p>“Konsumsi, contohnya kalian membeli, sebentar ya yang lain tidak boleh rame. Di kantin kan ada yang membeli ada yang menjual ada yang, kalau di kantin yang jual bakso buat sendiri atau bagaimana?”</p> <p>“Buat sendiri”</p> <p>“Buat sendiri berarti termasuk apa? Termasuk apa? Termasuk pro..”</p> <p>“Produksi.”</p> <p>“Bagus”</p> <p>Bu Nurul kemudian beranjak ke deretan berikutnya</p> <p>“Kalau di sini, sumber daya alam. Sumber daya alam ada berapa komponen?”</p> <p>“Minyak bumi”</p> <p>“Gas alam”</p> <p>“Perak”</p> <p>“Ya. Perak itu termasuk tambang.”</p> <p>“Alumunium”</p> <p>“Sumberdaya alam ada ynag bisa diperbarui ada yang”</p> <p>“yang tidak bisa diperbarui.”</p> <p>“Kalau tambang tidak bisa diperbarui. Apa yang bisa diperbarui?”</p> <p>“Udara, air”</p> <p>“Ya. Kalau air cara memperbaruinya seperti apa?”</p> <p>“Tidak bisa diperbarui bu”</p> <p>“Ayo caranya apa? Ya pinter dengan adanya siklus...?”</p> <p>“Air”</p> <p>“Namanya siklus hidrologi ya.”</p> <p>“Siklus itu ada tiga macam, apa hayo?”</p>
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			<p><i>“Pendek, sedang panjang.”</i>  <i>“Siklus pendek, sedang, panjang. Sekarang Ibu gambarkan nanti termasuk siklus yang mana.”</i>          Bu Nurul ke depan kelas dan anak-anak mulai kembali ramai dengan temannya  <i>“Lihat yaa.. ayo sebelah sana lihat sini”</i> kata bu Nurul          Beliau menggambar siklus air di papan tulis.  <i>“Ini ayo dijelaskan maksud gambarnya. Ini air latu yang me.. nguap. Lalu mengalami kondensasi dan menjadi titik-titik air dan menjadi hujan. Kalau siklus sedang semakin jauh tempat hujannya, di daratan. Kenapa? Karena awan tersebut dibawa oleh..?”</i>  <i>“Angin bu”</i>  <i>“Betul. Kalau siklus panjang. Hujannya turun berupa salju dan adanya di daerah gunung tertinggi jika di Indonesia di puncak jaya wijaya.”</i> Anak yang berada di depan terlihat menaruh kepala di meja. Anak-anak lain berbicara dengan teman sebangkunya. Dan beberapa menjawab pertanyaan Bu Nurul.</p>
4	<b>Metode yang digunakan saat proses pembelajaran</b>	Metode pembelajaran yang guru terapkan	Group discussion and Question and answer
		Respon siswa BI dalam menanggapi metode yang guru gunakan	Anak-anak ramai. Jika diberi pertanyaan baru mau merespon. Beberapa anak sering berjalan ke kanan kiri ketika pelajaran berlangsung. Beberapa kali ramai dengan teman sebangkunya. Ada beberapa yang memberikan perhatian pada pelajaran.
5	<b>Media yang</b>	Media pembelajaran	Papan tulis dan buku

	<b>digunakan saat proses pembelajaran</b>	yang guru terapkan pada proses pembelajaran kelas BI	
		Cara guru menggunakan media	Guru menggambarkan siklus air di papan tulis. Kemudian meminta siswa untuk mendiskripsikan proses terjadinya siklus hidrologi tersebut. Dengan cara berkelompok.
		Respon siswa BI dalam menanggapi media yang guru gunakan	Siswa memperhatikan gambar dan memberi penjelasan pada gambar tersebut. Tapi sebagian saja. Masih ada yang menaruh kepalanya di meja dan berbicara dengan teman sebangkunya.
6	<b>Kegiatan penutup pembelajaran di kelas BI</b>	Proses guru menutup pembelajaran	Bu Nurul menginstruksikan siswa untuk membuka Lembar Kerjanya. Dan memberikan pekerjaan rumah yakni pada uji kompetensi sesuai dengan pelajaran yang telah diampu. Setelah itu ibu Nurul mengajak siswa untuk berdoa lalu menutup pelajaran dengan salam.

#### INSTRUMEN DESK REVIEW (DOKUMENTASI)

Research Question	Dokumen yang dibutuhkan
Perencanaan pembelajaran IPS terpadu kelas BI	Dokumen RPP
Proses pelaksanaan pembelajaran IPS terpadu kelas BI	-
Evaluasi pembelajaran IPS terpadu kelas BI	Dokumen RPP, hasil belajar siswa kelas BI
	Profil Kelas Berbakat Istimewa (Dokumen tambahan)

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan pendidikan	: MTsN Malang 3
Kelas/semester	: VII/II
Tema	: Potensi dan pemanfaatan sumber daya alam
Sub tema Potensi SDA	: Kegiatan ekonomi dan Pemanfaatan
Sub-sub tema	: Potensi sumber daya air
Waktu	: 4 JP

**A. Kompetensi Inti**

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

**B. Kompetensi Dasar**

- KD 1.1 Menghargai karunia Tuhan Yang Maha Esa yang telah menciptakan waktu dengan segala perubahannya

- KD 1.2 Menunjukkan perilaku rasa ingin tahu, peduli, menghargai dan bertanggung jawab terhadap kelembagaan sosial, budaya, ekonomi, dan politik
- KD 3.1 Memahami aspek keruangan dan konektivitas antar ruang dan waktu dalam lingkup regional serta perubahan dan keberlanjutan kehidupan manusia (ekonomi, sosial, budaya, pendidikan dan politik)
- KD 4.1 Menyajikan hasil telaah aspek keruangan dan konektivitas antar ruang dan waktu dalam lingkup regional serta perubahan dan keberlanjutan kehidupan manusia (ekonomi, sosial, budaya, pendidikan dan politik)

### C. Indikator

- 3.1.1 Mendiskripsikan mengapa air selalu tersedia untuk pemenuhan kebutuhan manusia. ( menjelaskan )
- 3.1.2 Mendiskripsikan tiga siklus air dalam siklus hidrologi. ( menjelaskan )
- 3.1.3 **Menjelaskan tentang pemanfaatan air limbah wudlu** ( menjelaskan )
- 3.1.4 Menguraikan macam-macam danau berdasarkan proses pembentukannya.  
( menjelaskan )
- 4.1.1 **Mengidentifikasi tipe hujan serta menunjukkan bukti pemanfaatannya dengan teliti** ( menerapkan )
- 4.1.2 **Mendiskripsikan dengan menunjukkan bukti bahwa sungai dan air danau mampu memenuhi kebutuhan manusia.** ( menerapkan )

4.1.3 Bagaimanakah hubungan potensi SD air dengan kegiatan ekonomi masyarakat

( menganalisis )

4.1.4 Bagaimana pendapatmu dengan munculnya perasaan bahwa sumber daya air di Indonesia begitu melimpah, namun sumber daya tersebut banyak yang mengalami kerusakan. ( mengevaluasi )

4.1.5 Bagaimana strategi untuk melestarikan dan mengembangkan sumber daya air? ( mengkreasi )

#### D. Tujuan Pembelajaran

1. Siswa dapat mendiskripsikan mengapa air selalu tersedia untuk pemenuhan kebutuhan manusia. ( menjelaskan )
2. Siswa dapat mendiskripsikan tiga siklus air dalam siklus hidrologi. ( menjelaskan )
3. **Siswa dapat menjelaskan tentang pemanfaatan air limbah wudlu** ( menjelaskan )
4. Siswa dapat menguraikan macam-macam danau berdasarkan proses pembentukannya.  
( menjelaskan )
5. **Siswa dapat mengidentifikasi tipe hujan serta dapat menunjukan bukti pemanfaatannya dengan teliti** ( menerapkan )
6. **Siswa dapat mendiskripsikan dengan menunjukan bukti bahwa sungai dan air danau mampu memenuhi kebutuhan manusia.** ( menerapkan )
7. Siswa dapat menganalisis bagaimanakah hubungan potensi SD air dengan kegiatan ekonomi masyarakat. ( menganalisis )

8. Siswa dapat mengevaluasi bagaimana pendapatmu dengan munculnya perasaan bahwa sumber daya air di Indonesia begitu melimpah, namun sumber daya tersebut banyak yang mengalami kerusakan. ( mengevaluasi )
9. Siswa dapat mengkreasi bagaimana strategi untuk melestarikan dan mengembangkan sumber daya air? ( mengkreasi )

#### **E. Materi Ajar**

##### **Potensi sumber daya air**

1. a. Proses terjadinya air
  - b. Siklus hidrologi
2. a. Air hujan
  - b. Jenis hujan di Indonesia
3. a. Pengertian sungai
  - b. Aliran sungai
4. a. Danau
  - b. Pengertian danau
  - c. Proses terbentuknya danau

#### **F. Pendekatan/Strategi/Metode**

Pendekatan: Saintifik (*Scientific*).  
 Model pembelajaran kooperatif Learning  
 Metode Diskusi ( tugas kelompok )

#### **G. Sumber Dan Media Pembelajaran**

Buku guru dan buku siswa, Buku sumber yang relevan, Gambar-gambar tentang berbagai macam sumber daya alam

#### **H. Langkah-langkah**

- Potensi sumber daya air
-

KEGIATAN	DESKRIPSI KEGIATAN	Alokasi waktu
Pendahuluan	<p>a. Motivasi :</p> <ul style="list-style-type: none"> <li>• Memberikan salam , doa, memeriksa kehadiran siswa didik</li> <li>• Memberikan motivasi kesiswa untuk aktif dalam proses pembelajaran</li> </ul> <p>b. Apersepsi :</p> <ul style="list-style-type: none"> <li>• Guru menanyakan kepada peserta didik kondisi air di daerahnya dan cara pemanfaatan air tersebut untuk pemenuhan kebutuhab</li> <li>• Menyampaikan tujuan pembelajaran</li> </ul>	10
Inti	<p>a. Mengamati :</p> <ul style="list-style-type: none"> <li>• Mengamati bahan pembelajaran tentang sumber daya air melalui media power poin</li> </ul> <p>b. Menanya :</p> <ul style="list-style-type: none"> <li>• Peserta didik menanyakan atau mempertanyakan jenis-jenis sungai. Guru mengarahkan pada pertanyaan-pertanyaan yang mencapai kompetensi dasar.</li> </ul> <p>c. Mengumpulkan data/informasi</p> <p>Peserta didik bersama kelompok yang telah dibentuk 4-6 orang melakukan pengamatan di luar kelas :</p> <ul style="list-style-type: none"> <li>• <b>Mengidentifikasi tipe hujan serta menunjukkan bukti pemanfaatannya dengan teliti</b> ( menerapkan )</li> <li>• <b>Mendiskripsikan dengan menunjukkan bukti bahwa sungai dan air danau mampu memenuhi kebutuhan manusia.</b> ( menerapkan )</li> <li>• <b>Menjelaskan tentang pemanfaatan air limbah wudlu</b> ( menjelaskan )</li> </ul> <p>d. Mengasosiasi :</p> <ul style="list-style-type: none"> <li>• Peserta didik melakukan curah pendapat untuk menganalisis manfaat air hujan, sungai, danau, limbah air wudhu.</li> <li>• Peserta didik merumuskan kesimpulan dari curah pendapat tentang keterkaitan potensi sumber daya air di lingkungan sekolah dan daerah masing-</li> </ul>	60

	<p>masing serta manfaatnya bagi kehidupan ekonomi, sosial, dan budaya.</p> <p>e. Mengkomunikasikan :</p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil analisis data “ potensi sumber daya air “ di depan kelas yang di wakili oleh salah satu kelompok masing-masing, anggota lain memberikan komentar.</li> <li>• Peserta didik menyajikan hasil simpulan pada media: Majalah dinding..</li> </ul>	
Penutup	<p>a. Simpulan :</p> <ul style="list-style-type: none"> <li>• Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.</li> </ul> <p>b. Evaluasi</p> <ul style="list-style-type: none"> <li>• Tuliskan contoh potensi sumber daya air ( sungai, hujan, air, danau ) dan manfaatnya bagi kehidupan.</li> </ul> <p>c. Refleksi :</p> <ul style="list-style-type: none"> <li>• Pengetahuan berharga/baru apa yang kamu peroleh pada pembelajaran hari ini ” sumber daya air ”</li> <li>• Bagaimanakah sebaiknya sikap kita kalau mendapatkan sumber daya air yang melimpah? ( jawaban ditulis di buku catatan siswa )</li> <li>• Menyampaikan materi yang akan datang: melanjutkan presentasi</li> </ul>	10

## I. Penilaian

1. Teknik Penilaian
  - a. Tes Tulis
  - b. Penugasan
  - c. Porto folio
2. Bentuk Instrumen
  - a. Tes uraian
  - b. Penugasan
3. Soal Instrumen
  - A. Soal uraian
  - B. Tugas

Malang, 2016  
Mengetahui,

Kepala MTsN Malang III

Dra. Hj. Maria Ulfa, M.Pdi  
Wahyuni  
NIP. 196410011990032002  
200603 2 001

Guru Mapel,

Dra. Nurul Agus  
NIP. 19630819

**LAMPIRAN 1****SOAL URAIAN****Jawablah pertanyaan di bawah ini!**

1. Jelaskan mengapa air selalu tersedia untuk pemenuhan kebutuhan manusia?

.....

.....

.....

.....

2. Jelaskan tiga siklus air dalam siklus hidrologi!

.....

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.....

.....

3. Jelaskan macam-macam danau berdasarkan proses pembentukannya!

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.....

.....

.....

4. Bagaimanakah hubungan potensi SD air dengan kegiatan ekonomi masyarakat?

.....

.....

.....

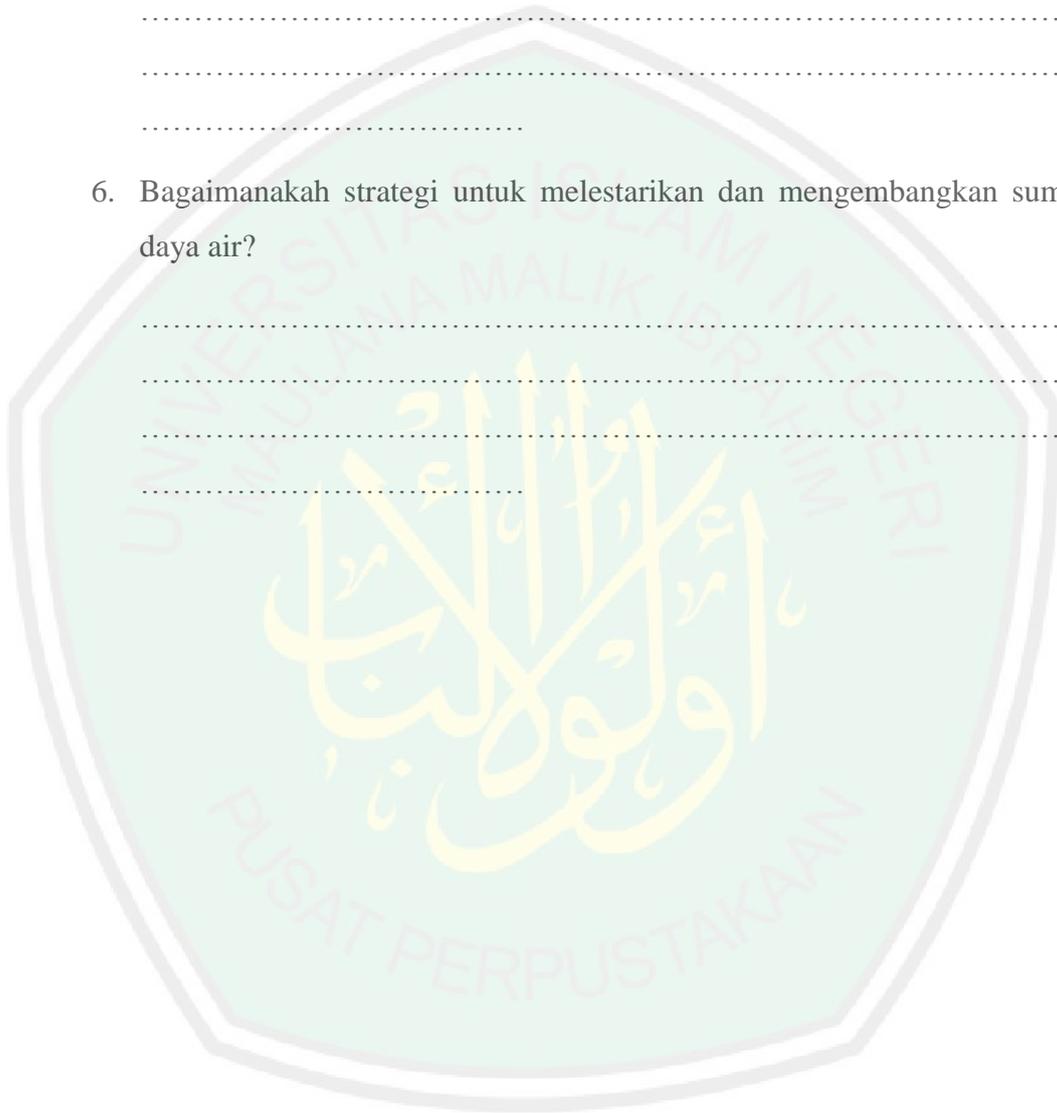
.....

5. Bagaimana pendapatmu dengan munculnya fenomena bahwa sumber daya air di Indonesia begitu melimpah, namun sumber daya tersebut banyak yang mengalami kerusakan?

.....  
.....  
.....  
.....

6. Bagaimanakah strategi untuk melestarikan dan mengembangkan sumber daya air?

.....  
.....  
.....  
.....



**LAMPIRAN 2**  
**TUGAS INDIVIDU**

**PORTOFOLIO**

**1. AYOOO ...GAMBAR**  
**SIKLUS HIDRLOGI**

**2. SILAHKAN ...**  
**GAMBAR JENIS HUJAN**  
**DI INDONESIA**

**LAMPIRAN 3****PROYEK****Mengamati-Menanyakan-Mengeksplorasi-Mengasosiasi-  
Mengkomunikasikan**

Bentuklah kelompok yang terdiri dari 4-6 orang siswa

Setiap kelompok keluar kelas

Lakukan sebuah penelitian sederhana mengenai potensi sumber daya air di lingkungan madrasah dan wilayah sekitar kalian: limbah air wudhu, air hujan, sungai, dan danau

Presentasikan hasil penelitian kelompok kalian.

Dalam presentasi ini, hendaknya hal-hal berikut disampaikan juga :

1. Hal-hal yang diamati
2. Pertanyaan-pertanyaan yang muncul berkaitan dengan pengamatan
3. Hasil eksploitasi dari berbagai sumber bacaan
4. Rumusan kesimpulan dari hasil pengamatan kalian

**Instrumen Penilaian****LAMPIRAN 1**

NO. SOAL	SKOR
1.	10
2.	20
3.	20
4.	10
5.	20
6.	20
<b>JUMLAH</b>	<b>100</b>

***JUMLAH SKOR MAKSIMAL = 100***

**LAMPIRAN 2**

***UNJUK KERJA ( PORTOFOLIO )***

***NILAI MAKSIMAL = 100***

## LAMPIRAN 3

## PROYEK

## Rubrik Pengamatan Hasil Diskusi dan Kerja Kelompok Siswa

No	Aspek dan Karakter	Deskriptor	1	2	3	4	5
1	AKADEM K/KREASI	Dapat menghasilkan laporan berupa tulisan.				v	
		Tulisan dibuat secara sistematis.					v
		Tulisan dibuat secara jelas (banyak, tidak terlalu singkat, namun juga tidak terlalu bertele-tele).			v		
		Hasil penemuan tidak hanya tulisan namun dilengkapi dengan gambar / bukti lain					v
2	SIKAP/KARAKTER	Penemuan Teknik					v
		Tanggung-jawab				v	
		Kecermatan / Ketelitian				v	
		Percaya Diri					v
		Kerjasama/ Kekompakan				v	
<b>Jumlah</b>					3	16	20
<b>Jumlah Skor Maksimum</b>			43 / 45				

Keterangan :

- 1 = Sangat kurang
  - 2 = Kurang
  - 3 = Cukup
  - 4 = Baik
  - 5 = Sangat Baik
- Nilai =  $\frac{\text{skor perolehan} \times 100}{\text{Skor maksimal}}$

## MATERI AJAR

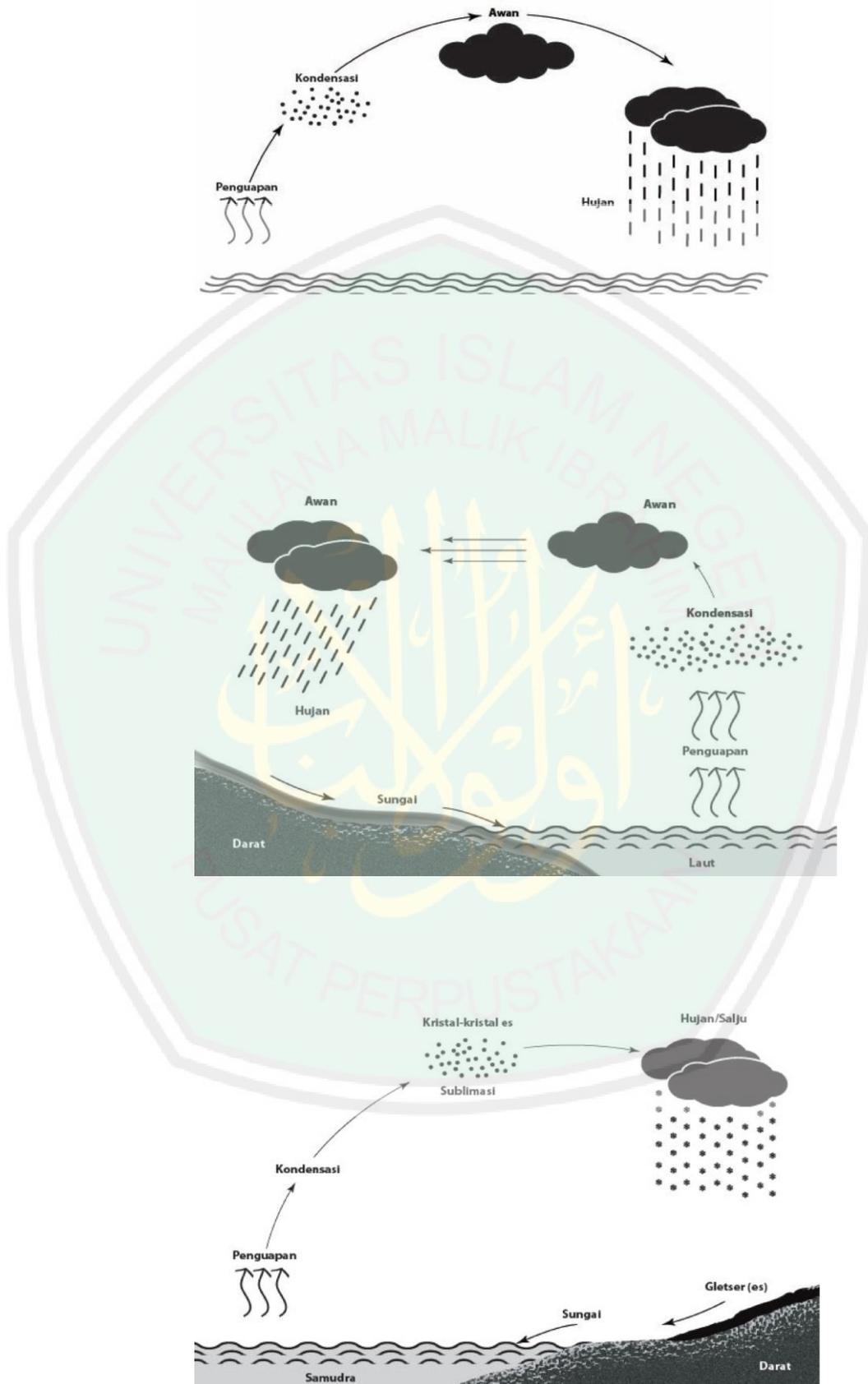
### Potensi sumber daya air

#### 1. a. Proses terjadinya air

Ketika sinar matahari memanaskan permukaan bumi, terjadi penguapan atau *evaporasi*. Dalam proses penguapan, air (zat cair) berubah wujud menjadi uap air (zat gas). Uap air tersebut kemudian naik menjauhi permukaan bumi dan terjadilah proses kondensasi, yaitu perubahan uap air menjadi titik-titik air. Bersamaan dengan proses tersebut, terbentuklah awan dan selanjutnya turun sebagai hujan. Demikian seterusnya, air berubah wujud menjadi uap dan kadang menjadi es, kemudian berubah menjadi air kembali. Melalui proses tersebut, dapat dimengerti mengapa air tidak pernah habis. Proses inilah yang dikenal sebagai siklus air atau siklus hidrologi.

#### b. Siklus hidrologi

Ada tiga siklus air, yaitu siklus pendek, sedang, dan panjang. Untuk memahami prosesnya, amati gambar-gambar berikut ini.

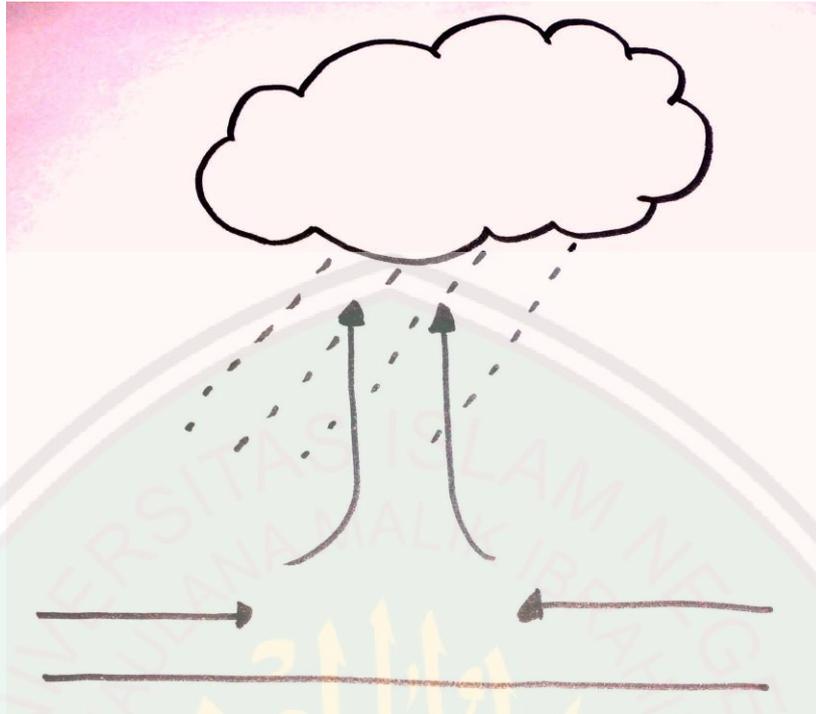


Air di Indonesia tersedia dalam berbagai bentuk

1. air hujan
2. air danau
3. air sungai
4. air tanah

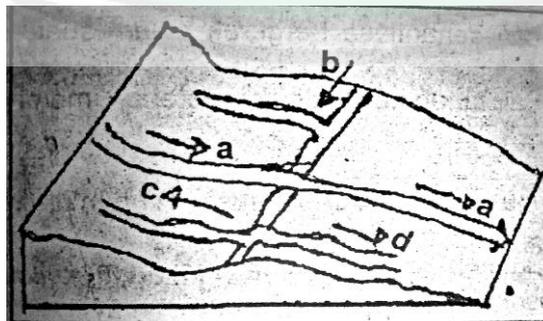
2. Jenis hujan di Indonesia





### 3. Air Sungai

- a. Berdasarkan sumber air
  1. Sungai hujan
  2. Sungai gletser
  3. Sungai campuran
- b. Berdasarkan besar kecilnya aliran sungai
  1. Sungai periodik
  2. Sungai episodik
  3. Sungai permanen
- c. Berdasarkan arah alirannya



1. Konsekkuen
2. Subsekuen
3. Obsekuen

4. resekuen
- d. Berdasarkan kondisi fisik
  1. Sungai bagian hulu
  2. Sungai bagian tengah
  3. Sungai bagian hilir
- e. Manfaat sungai

4. Danau

Danau juga dapat dibedakan menjadi beberapa kategori. Berikut ini adalah kategori danau berdasarkan proses pembentukannya. Berdasarkan proses pembentukannya, danau dibedakan menjadi (1) danau vulkanik, (2) danau tektonik, (3) danau *vulcano-tectonic*, (4) danau pelarutan, (5) danau ladam, (6) bendungan.



1. Danau vulkanik  
Danau kalimutu
2. Danau tektonik  
Danau maninjau



3. Danau vulkanik-Tektonik



4. Danau pelaruta



Doline

5. Danau ladam atau tapal kuda ( oxbow lake )



Billabong, Australia

6. Danau buatan



Waduk jatiluhur



Picture 1 interview with Mrs. Nurul  
Teacher of



Pictures 2 The Condition of the class  
while instruction process



Picture 3 Class are full of boys  
students. The are only one girl.



Picture 4 Mrs. Nurul Call someone to give  
attend and not sleep or crowded in the class



Picture 6 Student talk each others while Teacher explain the lesson material



Picture 7 Interview with Mrs. Ummi as the teacher



Picture 8 Interview with Mr. Saadi as the chieve of curriculum

## BIODATA



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### Education Background

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SMPN 3 Sugio Lamongan	2009
SMAN 2 Lamongan	2012
UIN Maulana Malik Ibrahim Malang	2016

Malang, Agustus 22<sup>th</sup> , 2016

Writer