

APPLICATION OF SCIENTIFIC APPROACH WITH GUIDED DISCOVERY
METHOD IN LEARNING THEMES INDAHNYA KEBERSAMAAN TO
IMPROVE NATIONALISM AT FOURTH GRADE STUDENT IN ISLAMIC
GLOBAL ELEMENTARY SCHOOL MALANG

THESIS

BY

LATHIFATUL MAULIDA

11140057



INTERNATIONAL CLASS PROGRAM

TEACHER EDUCATION OF ISLAMIC ELEMENTARY SCHOOL
FACULTY OF TARBIYAH AND TEACHING TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG
JUNE 2015

APPLICATION OF SCIENTIFIC APPROACH WITH GUIDED DISCOVERY
METHOD IN LEARNING THEMES INDAHNYA KEBERSAMAAN TO
IMPROVE NATIONALISM AT FOURTH GRADE STUDENT IN ISLAMIC
GLOBAL ELEMENTARY SCHOOL MALANG

THESIS

Presented to Faculty of Tarbiyah and Teaching Science of State Islamic
University of Maulana Malik Ibrahim Malang in partial fulfillment of the
requirement for the degree of Sarjana Pendidikan (S.Pd)

BY

LATHIFATUL MAULIDA

11140057



TEACHER EDUCATION OF ISLAMIC ELEMENTARY SCHOOL
FACULTY OF TARBIYAH AND TEACHING TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG

2015

APPROVAL SHEET

**APPLICATION OF SCIENTIFIC APPROACH WITH GUIDED
DISCOVERY METHOD IN LEARNING THEMES INDAHNYA
KEBERSAMAAN TO IMPROVE NATIONALISM AT FOURTH GRADE
STUDENT IN ISLAMIC GLOBAL SCHOOL MALANG**

THESIS

By

Lathifatul Maulida

11140057

Approved by,

Advisor

Dr. Abdul Bashith. S.Pd., M.Si

NIP. 197610022003121003

Acknowledged by,

The Chief of Teacher Education of Islamic Elementary School Program

Dr. Muhammad Walid, M.A

NIP. 197308232000031002

LEGITIMATION SHEET

**APPLICATION OF SCIENTIFIC APPROACH WITH GUIDED
DISCOVERY METHOD IN LEARNING THEMES INDAHNYA
KEBERSAMAAN TO IMPROVE NATIONALISM AT FOURTH GRADE
STUDENT IN ISLAMIC GLOBAL ELEMENTARY SCHOOL MALANG**

THESIS

Prepared and compiled by

Lathifatul Maulida (11140011)

Has been defended in front of the board of examiners on

May , 2015 and has been stated

PASSED

And has been approved by the board of examiners as the requirement to exam an
undergraduate Bachelor of Primary School Teacher Education (S.Pd)

The Board of Examiners	Signature
Chairman, Dr. Abdul Malik Karim A., M.PdI NIP. 197606162005011005	
Secretary of The Hearing, Dr. Abdul Bashith. S.Pd., M.Si NIP. 197610022003121003	
Advisor, Dr. Abdul Bashith. S.Pd., M.Si NIP. 197610022003121003	
Main Examiner. Dr. H. Nur Ali, M.Pd NIP. 196504031998031002	

Legitimate,

Dean of Tarbiyah And Teaching Training Faculty of UIN Maliki Malang

Dr. H. Nur Ali, M.Pd

NIP. 196504031998031002

DEDICATION

Bismillahirrahmaanirrahiim...

By always give the presence of Almighty God, want to write my precious love in
the frame of the words:

My beloved Father in Peace Mr. Iskandar and Mother Mrs. Siti Naimah,
Thank you'll love and pity thee, thy rage even always strengthen when I'm getting
crumble. For. My Father thank's for everything and you know that i still broken. I
wish you were here, Pak. For My Mother grow old with me.

My sister, brother and Grandfather
who always cheerfull my day at home.

MOTTO

Jangan pernah takut dengan sesuatu yang belum terjadi dan mungkin tidak akan
pernah terjadi
(After Earth Movies)



Dr. H. Abdul Bashith, S.Pd., M.Si
 The Lecturer of Science and Technology Faculty
 Maulana Malik Ibrahim State Islamic University of Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Lathifatul Maulida
 Appendixes : 4 (four) Exemplar

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

Assalamu'alaikum Wr. Wb

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

Name : Lathifatul Maulida
 NIM : 11140057
 Program : Teacher Education of Islamic Elementary School
 Title of Thesis : Application Of Scientific Approach With Guided Discovery
 Method In Learning Themes Indahnya Kebersamaan To Improve
 Nationalism at Fourth Grade Student in Islamic Global School
 Malang

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

Wassalamu'alaikum Wr. Wb

Advisor,

Dr. H. Abdul Bashith, S.Pd., M.Si
 NIP. 197610022003121003

STATEMENT LETTER

Hereby state that on this thesis there is no work that ever submitted to obtained bachelor degree on one university, and as far as I know there is no work or opinion that ever written or published by another person, except for in writes that is referenced on this thesis and mentioned on the bibliography.

Malang, May 2015

Lathifatul Maulida

PREFACE

Give praise the author for the presence of the Almighty God who has bestow grace, taufiq and hidayah him, so that the author can complete this thesis with the title "Application of Scientific Approach with Guided Discovery Method in Learning Themes Indahnya Kebersamaan to Improve Nationalism Fourth Grade Student Islamic Global Elementary School". Blessings and greetings are always expressed to the Lord the Prophet Muhammad, his family, companions and their followers who had brought the human truths that guide ad-Dinul Islam.

Writing and preparation of the thesis is intended to complement the overall activities of the lectures which have been proclaimed by the UIN malang as a form of liability the author to become a student of Universitas Islam Negeri Maulana Malik Ibrahim (UIN Maliki) Poor as well as to meet one of the requirements to earn a Bachelor of education in stara Faculty of Tarbiyah and teacher Science (FITK).

The authors realize fully that the limited ability and lack of experience, many obstacles and difficulties always encountered in the preparation of the author's thesis. With the completion of this thesis, not forgetting the writers convey gratitude to all parties who provide direction, guidance, spirit and guidance in the preparation of theses, with all humility, There is no pronounceable word that can be extended except the great gratitude to the excellency:

1. My father and mother who always pray for me in every their breath, that have been supporting and giving spirit until today.

2. My sister, brother and Grandfather who always cheerfull my day at home.
3. Prof. Dr. Mudjia Raharjo, M.Si., as Rector of The State Islamic University of Maulana Malik Ibrahim Malang.
4. Dr. H. Nur Ali, M.Pd., as Dean Faculty of Tarbiyah and Teaching Training, The State Islamic University of Maulana Malik Ibrahim Malang.
5. Dr. Muhammad Walid, M.A., as The Chief of Teacher Education of Islamic Elementary School Program.
6. Dr. H. Abdul Bashith S.Pd., M.Si who always give guidance and a lot of suggestion and always give me spirit in order to complete the arrangement of research report and make me more excited.
7. Enis Syafa'ati, S.Pd., as teacher at fourth grade in Islamic Global School Malang that has taken time to provide an assesment of my research and always guide me during the research.
8. Akhmad Santo, S.Si., as teacher at fourth grade in Islamic Global School Malang that has taken time to provide an assesment of my research and always guide me during the research.
9. All civitas of Islamic Global School Malang especially student at fourth grade. Drs. Suyadi, S.Pd, MM as the headmaster of Islamic Global School Malang. Thanks for the allowed me to do a reserch in Islamic Global School.
10. Part of Unior UIN Malang and Asosiasi Bola Basket (ABB) who give me experiences to improve my self and make me being athlete in my heart.

11. Manna Ardistawa S.E Thanks for all your love, for your patience in dealing with me, and spirit of who you give it when i start to fall. You're my world
12. Auriga who colouring my life forever my stories never end
13. ICP PGMI 2011 My WEXA Class who always supporting me and always make me spirit to reach my dream and our dream together.
14. MI. ATTAROQIE and the Foundation of Al-Rifaie who give me anything

Hopefully this research can be helpful and referable in learning. Hopefully there will be the development and application of methods of learning more in order to be more useful for education in Indonesia. Therefore, suggestions and constructive criticism so the author expected. Finally the author expect this thesis may be beneficial.

Malang, May 2015

Writer

TRANSLATION GUIDELINES OF ARAB LATIN

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

A. Huruf

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

B. Vokal Panjang

Vokal (a) panjang= â

Vokal (i) panjang= î

Vokal (u) panjang= û

C. Vokal Diftong

أَوْ = aw

أَيَّ = ay

أُو = û

إِي = î

LIST OF TABLES

Table 1.1 Originality of Research	7
Table 2.1 Basic Competency.....	22
Table 3.2 Five Categories of Predicates.....	31
Table 4.1 Basic Competency.....	41
Table 4.2 The average Ability on Pre Action	43
Table 4.3 Student Activity Observation on Pre Action	44
Tabel 4.4 Activity Student Observation Sheet at Cycle 1.....	50
Table 4.5 Average Scores at Cycle 1	51
Tabel 4.6 Activity Student Observation Sheet at Cycle II.....	57
Table 4.7 Average Scores at Cycle II.....	58
Table 4.8 Observations Aspect	59
Table 4.8 Sheets of Self-Assessment Students And The Attitude of Tolerance	59
Table 5.1 Sheets of Self-Assessment Students And The Attitude of Tolerance	73

LIST OF FIGURES

Figure 1.1 Kurt Lewin Model	8
Figure 2.1 Three Domains of Learning Process.....	10
Figure 2.2 Step of Scientific Approach.....	11
Figure 3.1 Cycle of Classroom Action Research.....	25
Figure 4.1 School Organization Structure.....	38

LIST OF APPENDIXES

1st Appendix	: Research Licence	82
2nd Appendix	: Research Certificate	83
3rd Appendix	: Assesment Instrument of Learning Process	84
4th Appendix	: Teamwork Sheet	87
5th Appendix	: Appendix of Interview Teacher Class Fourth Grade	90
6th Appendix	: Appendix Interview of Teacher Class Fourth Grade	94
7th Appendix	: Obeservation Activity Student Sheet	96
8th Appendix	: Sheets of Self-Assessment Students	97
9th Appendix	: Reflection Sheet	99
10th Appendix	: Pre Test Sheet	100
11th Appendix	: Post Test Sheet	103
12th Appendix	: Evidence of Concultation	106
13th Appendix	: Recapitulation of Student's Value	107
14th Appendix	: Activities Photographs	108
15th Appendix	: Power Point Sheets	109
16th Appendix	: Lesson Plan	116
17th Appendix	: Student Biography	120

TABLE OF CONTENT

Approval Sheet	ii
Dedication	iii
Motto	vi
Official Note.....	vii
Statement Letter.....	viii
Preface.....	ix
Translation Guideness of Arab Latin.....	xii
List of Table	xiii
List of Figure	xiv
List of Appendixes	xv
Table of Content.....	xvi
Abstract	xx
CHAPTER I INTRODUCTION	1
A. The Background of Problem	1
B. The Problem Formulation	4
C. The Purpose of Research	4
D. The Benefit of Research	5
E. The Limitation of Problem.....	6
F. The Originality of Research	7
CHAPTER II LITERATURE	9
A. Definition of Application of Scientific Approach.....	9
B. Lesson with a Scientific Approach	10

1. Observing	11
2. Inquire	12
3. Trying	13
4. Association.....	13
5. Communicating.....	14
C. Method of Guided Discovery	14
D. Nationalism	17
E. Collaborative Research of Classroom Action Research	20
F. Learning Theme 1 Indahnya Kebersamaan.....	22
CHAPTER III METHOD OF RESEARCH	23
A. Approach and Type Research	23
B. The presence of Researcher.....	23
C. Location Research	24
D. Data and Data Sources	24
E. Stages of Research	25
F. Data Collection Techniques	28
1. Method of Documentation.....	29
2. Method of Interview	29
3. Test Methods	30
G. Data Analysis Techniques	30
CHAPTER IV EXPOSURE DATA AND RESEARCH FINDINGS	32
A. Profile of Global Islamic Elementary School (SD-IGS).....	32
1. History of Global Islamic Elementary School	32

2. Vision and Mission Global Islamic Elementary School	34
3. Objectives and Benefits of Global Islamic.....	34
4. Advantages of Global Islamic Elementary School	35
5. Elementary School teachers and Staff.....	37
6. Organization Structure of Islamic Global School	38
B. Limited Cycle.....	38
C. Exposure Data and Research Findings Phase Pre Action	40
D. Exposure Data and Research Findings on Cycle 1.....	45
1. Planning stages	45
2. Observation and Action Cycle stage 1	46
a. Stages of Action	46
b. Observations of Teacher Activity	49
c. Students on Pretest Results Cycle 1	49
d. Reflection	52
e. Improvement Planning	53
E. Exposure Data and Research Findings on Cycle 2.....	53
1. Planning stages	53
2. Observation and Action Cycle Stage II.....	54
a. Stages of Action	54
b. Observations of Teacher Activity	56
c. Results Students on Pretest Cycle 2	56
d. Reflection	60
e. Research Findings	61

CHAPTER V DISCUSSION OF THE RESEARCH RESULTS	62
A. Implementation of Scientific Approache with Guided Discovery Learning Methods to increase Nationalism Grade IV.....	62
1. Observations.....	65
2. The Implementation Cycle.....	67
a. The Cycle 1	67
b. The Cycle II.....	68
B. The Result of Implementation of Scientific Approache with Guided Discovery Learning Methods to increase Nationalism Grade IV	71
1. Research results.....	71
CHAPTER VI CONCLUSION AND SUGGESTION	77
A. Conclusion.....	77
B. Suggestion	79
BIBLIOGRAPHY	80

ABSTRACT

Maulida, Lathifatul. 2015. *Application Of Scientific Approach With Guided Discovery Method In Learning Themes Indahnya Kebersamaan To Improve Nationalism At Fourth Grade Student In Islamic Global Elementary School Malang* Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing, Dr. H. Abdul Bashith, S.Pd., M.Si

The curriculum was designed based on 2013 culture and civilization, based on nations characters, and based on competence. A curriculum stressing the pedagogic dimension of 2013 modern learning, i.e. using a scientific approach. The scientific approach (scientific approach) covers to observe, ask yourself, try, process, present, concluded, and created for all subjects. The method is very useful for observing the fulfillment of curiosity student. So that the learning process has a high meaningfulness. The observation method with the learners find the fact that there is a relationship between objects is analyzed with the learning materials used by teachers. Through observing the image, learners can directly tell the condition as demanded in the Basic Competence (KD) and indicators, and what subjects can be combined with the available media. However this is not supported with the creativity of teachers using the proper method in the classroom so as to make students less excitement in learning.

The application of the scientific method approach guided discovery learning to improve students sense of nationalism on the beautiful theme of togetherness with learning subjects PKN. Based on the above issues, this research aims to apply the method of guided discovery learning on themes 1 Indahnya Kebersamaan on a grade IV Islamic Global Elementary School.

This research is the research model Action class with Kurt Lewin's theory of adapting with 4 components are applied, is 1) Planning 2) Observing 3) 4) Action and Reflection. Kurt Lewin model implementation is done by two cycles with each cycle performed only one time in each meeting. The results of this research indicate a very significant results with the percentage increase in the value of the first cycle of 12% and an increase in cycle II amounted to 62.7%. With this method of guided discovery students can develop talent inside him with guidance from the teacher. It would be better if it continues to develop this discovery guided method again to make it more useful to other learning and can develop methods that are more interesting to applied in education.

Kata Kunci: Scientific Approach, Methods, Guided Discovery, CAR.

ABSTRAK

Maulida, Lathifatul. 2015. *Penerapan Pendekatan Scientific dengan Metode Guided Discovery pada Pembelajaran Tema Indahnya Kebersamaan untuk Meningkatkan Rasa Nasionalisme Siswa Kelas IV Islamic Global School*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing, Dr. H. Abdul Basith, S.Pd., M.Si

Kurikulum 2013 didesain berdasarkan pada budaya dan karakter bangsa, berbasis peradaban, dan berbasis pada kompetensi. Kurikulum 2013 menekankan pada dimensi pedagogik modern dalam pembelajaran, yaitu menggunakan pendekatan ilmiah. Pendekatan ilmiah (scientific approach) meliputi mengamati, menanya, mencoba, mengolah, menyajikan, menyimpulkan, dan mencipta untuk semua mata pelajaran. Metode mengamati sangat bermanfaat bagi pemenuhan rasa ingin tahu peserta didik. Sehingga proses pembelajaran memiliki kebermaknaan yang tinggi. Dengan metode observasi peserta didik menemukan fakta bahwa ada hubungan antara obyek yang dianalisis dengan materi pembelajaran yang digunakan oleh guru. Melalui mengamati gambar, peserta didik dapat secara langsung menceritakan kondisi sebagaimana yang dituntut dalam Kompetensi Dasar (KD) dan indikator, dan mata pelajaran apa saja yang dapat dipadukan dengan media yang tersedia. Namun hal ini tidak didukung dengan kreativitas guru menggunakan metode yang tepat di dalam kelas sehingga membuat siswa kurang semangat dalam pembelajaran.

Penerapan pendekatan scientific dengan metode guided discovery learning untuk meningkatkan rasa nasionalisme siswa pada pembelajaran tema Indahnya Kebersamaan dengan mata pelajaran PKN. Berdasarkan permasalahan di atas penelitian ini bertujuan untuk menerapkan metode guided discovery learning pada tema 1 Indahnya Kebersamaan pada siswa kelas IV SD Islamic Global School.

Model penelitian ini bersifat Penelitian Tindakan Kelas dengan mengadaptasi dari teori Kurt Lewin dengan 4 komponen yang diterapkan yakni 1) Planning 2) Observing 3) Action dan 4) Reflection. Penerapan model Kurt Lewin ini dilakukan dengan dua siklus dengan setiap siklusnya dilakukan hanya satu kali dalam setiap pertemuan.

Hasil penelitian ini menunjukkan hasil yang sangat signifikan dengan presentase peningkatan nilai dari siklus pertama sebesar 12% dan peningkatan pada siklus II sebesar 62.7%. Dengan metode guided discovery ini siswa dapat mengembangkan bakat dalam dirinya dengan panduan dari guru. Akan lebih baik jika terus mengembangkan lagi metode guided discovery ini agar lebih bermanfaat untuk pembelajaran lainnya dan dapat mengembangkan metode-metode yang lebih menarik untuk di aplikasikan di dalam pendidikan.

Kata Kunci: Scientific Approach, Metode, Guided Discovery, CAR.

مولدته لطيفة طبيب المنهج العلمي لطريقة الإرشادية ديسكفري تعلم العمل الجماعي ثيمات جميلة لتحسين طعم القومية مدرسة الصف الرابع الإسلامية العالمية. أطروحة، قسم الابتدائي الإسلامي المعلمين، كلية العلوم والتعليم تربيه، جامعة ولاية الإسلامية مولانا مالك إبراهيم مالانج. المشرف، الدكتور عبد الباسط

وقد تم تصميم المنهج 2013 استنادا إلى ثقافة وشخصية الأمة، على أساس الحضارة، وعلى أساس الكفاءة. ويشدد 2013 المناهج الدراسية على البعد التربوي الحديث في التعلم، وذلك باستخدام المنهج العلمي. المنهج العلمي تشمل مراقبة، تسأل، محاولة، تجهيز، وتقديم، وخلص، والتي تم إنشاؤها لجميع المواد الدراسية. مراقبة الطريقة مفيدة جدا لتحقيق فضول المتعلمين. ذلك أن عملية التعلم لديه أهمية عالية. مع ملاحظة المتعلمين العثور على حقيقة أن هناك علاقة بين الكائنات تحليلها مع المواد التعليمية المستخدمة من قبل المعلمين. من خلال مراقبة الصور، يمكن للطلاب أن يقول مباشرة الشرط كما هو الحال في الطلب في الكفاءات الأساسية والمؤشرات، وأي الموضوعات التي يمكن دمجها مع وسائل الإعلام المتاحة. ولكن هذا غير معتمد من قبل إبداع المعلمين باستخدام الأساليب المناسبة في الفصول الدراسية وذلك لجعل الطلاب أقل حماسة في التعلم.

تطبيق المنهج العلمي لطريقة التعلم بالاكتشاف الموجهة لزيادة الشعور الطلبة القومية في التعلم المتبادل موضوع جميل مع موضوعات التربية المدنية. استنادا إلى المشاكل المذكورة، تهدف هذه الدراسة إلى تطبيق أسلوب التعلم الاكتشاف الموجه على موضوع واحد جمال العمل الجماعي في الصف الرابع مدرسة الإسلامي العالمي الابتدائية.

نموذج من هذه الدراسة هو البحث الإجرائي الفصول الدراسية مع كورت لوين مقتبس من نظرية العناصر الأربعة التي يتم تطبيقها وهي (1) التخطيط (2) مراقبة (3) العمل و(4) التأمل. يتم كورت لوين تطبيق نموذج في دورتين مع يتم تنفيذ كل دورة مرة واحدة فقط في كل لقاء.

أظهرت النتائج نتائج هامة للغاية مع نسبة الزيادة في قيمة الدورة الأولى من 12٪ وزيادة في دورة الثاني من 62.7٪. مع هذه الأساليب الاكتشاف الموجه يمكن للطلاب تطوير المواهب به بتوجيه من المعلم. سيكون من الأفضل إذا ما استمرت في تطوير أساليب اكتشاف أكثر الموجهة يجب أن تكون أكثر فائدة للتعلم الآخرين، ويمكن أن تتطور أساليب أكثر جاذبية ليتم تطبيقها في التعليم.

BIBLIOGRPHY

- Alwi, Hasan dkk. 2002. *Kamus Besar Bahasa Indonesia Edisi ketiga*. Balai Pustaka: Jakarta
- Anas Sudijono, 1996 *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Jakarta, 2004
- B. Uno Hamzah, *Model Pembelajaran, Menciptakan Proses Belajar Mengajar Yang Kreatif Dan Efektif* (Jakarta: Bumi Aksara, 2007),
- Badri Yatim *Bung Karno, Islam dan Nasionalisme*, (Jakarta: Logos Wacana Ilmu, 1999)
- Burhan Nurgiyantoro, dkk. *Statistik Terapan untuk Penelitian Ilmu-ilmu Sosial* (Yogyakarta: Gajah Mada University Press, 2000),
- Deleny Yumarlia, 2005. *Peranan Guru PKN Dalam Pengembangan Sikap Nasionalisme Siswa*, Universitas Pendidikan Indonesia (UPI Bandung).
- Depdiknas (2013). *Kurikulum 2013*. Jakarta
- Hans Kohn, *Nasionalisme, Arti dan Sejarahnya*, (Jakarta: PT.Pembangunan, 1984)
- Iman Toto K Raharjo dan Suko Sudarso, *Bung Karno, Islam, Pancasila dan NKRI*, (Jakarta: KNRI, 2006)
- Indahnya Kebersamaan : buku guru / Kementerian Pendidikan dan Kebudayaan. Lazuardi GIS dan Politeknik Negeri Media Kreatif, Jakarta. Cetakan Ke-1, 2013. Indonesia. Kementerian Pendidikan dan Kebudayaan.
- Mulyatiningsih, 2012 *Metode Penelitian Terapan Bidang Yogyakarta Pendidikan Delta Buku*
- Nazaruddin Syamsudin, *Bung Karno Kenyataan Politik dan Kenyataan Praktek*, (Jakarta: CV. Rajawali, 1988)
- Nurgiyantoro Burhan, dkk. *Statistik Terapan untuk Penelitian Ilmu-ilmu Sosial* (Yogyakarta: Gajah Mada University Press, 2000)
- Oemar Hamalik. 2001. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara

Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana, 2010)

Sugiyono. 2009. *Metode Penelitian Pendidikan*. Bandung: CV. Alfabeta

Suharsimi Arikunto,. 2007. *Penelitian Tindakan Kelas*. Jakarta: bumi Aksara.

Sukidin Basrowi, dkk. *Manajemen Penelitian Tindakan Kelas* (Insan Cendekia, 2011)

Syaiful Bahri Djamarah *Strategi Belajar Mengajar* Jakarta : Rineka



CHAPTER I

BACKGROUND

A. Background of Problem

Education is a process in order to influence the students to be able to adapt as best as possible with the environment, and thus will lead to a change in him that enabled him to function adequately in people's lives. The purpose of education is a set of educational outcomes achieved by students after the convening of educational activities.¹

The curriculum is one element of educational resources that contribute significantly to realize the potential quality of the development process of students. Curriculum 2013 is designed based on the culture and character of the nation, civilization-based, and based on competence² Curriculum 2013 emphasizes on modern pedagogical dimension in learning, using a scientific approach. Scientific approach covering observing, inquiring, trying, processing, presenting, summarizing, and creating for all subjects. The method is very useful for observing the curiosity fulfillment students. So that the learning process has a high significance. With the methods observation students find the fact that there is a relationship between objects analyzed with learning materials used by teachers. Through observing image, students could be directly tell a condition as in demand

¹ Oemar Hamalik. 2001. *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara hlm 3

² *INVOTEC*, Volume IX, No.2, Agustus 2013 : 165-178

in the Basic Competency (KD) and indicators, and what subjects can be combined with media available.³

Students are not easy to inquire if it is not faced with an interesting of media. Teachers must be able to inspire students to be willing and able to inquire. By the time the teacher asked a question, the teacher should guide and guide students inquire well. When the teacher answered questions, the teacher encourages students to be good listener. Teacher questions intended to obtain verbal responses.⁴

Students also need to be prepared to achieve the education-oriented life skills, it is necessary to involve students active learning both corporately and individually. Such as communication skills, critical thinking, social skills groups, so that students are expected to develop his personality and sensitive to environmental issues in daily life.⁵

The method is a way that can be used to achieve a learning goal. In a learning strategy can be applied more than one method of learning. Various learning methods, namely: 1) investigation is a method of involving students in inquiry activity / research. 2) inquiry is a method of involves students in the process of collecting data and testing hypotheses. 3) discovery is an intensive problem-solving strategies under the supervision of the teacher. 4) problem

³ Permendikbud. (2013). Jurnal Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar dan Menengah

⁴ Ibid hlm 1

⁵ Pratianingsih, T (2005). Implementasi Pembelajaran Bioteknologi Berwawasan SETS Untuk Meningkatkan Kualitas Pembelajaran Dan Kemampuan Akademik Yang Berorientasi Life Skill Pada Siswa SMA 6 Semarang. *Jurnal Pendidikan Iswara Mangala* I(6) Desember 2005.

solving is a method of provides case or problem for students to be solved.⁶ With more linked subjects in thematic learning, it gives students a desire to develop a method of guided discovery is expected Elementary School be interested to find ideas and concepts that exist in them.

According to the fourth grade of elementary school teachers of Islamic Global Elementary School students preferred method is a method that is interesting and fun at the same time to be able to instill the value of cooperation. Due from the beginning of the students have been taught and instilled the values of a strong team work so as to form a high sense of cooperation. At the time of such cooperation that the provision of reward and punishment imposed by giving a star on the award-winning student rewards and move the column to the column of punishment on students who get bad grades. However, the Islamic Global Elementary School's teacher said of making media that is not facilitated by school teachers making using ineffective methods used by of media, so that the teacher determines distress.

According to an interview with a fourth grade teacher Islamic Global Elementary School that a weakness of the method is given and presented in the learning materials so that the reason for Thesis Proposal Application of the Scientific Approach with Guided Discovery Method in Learning Themes *Indahnya Kebersamaan To Improve Students Nationalism Fourth Grade Islamic Global Elementary School*.

⁶ Mulyatiningsih, 2012 *Metode Penelitian Terapan Bidang Yogyakarta Pendidikan Delta Buku Hlm 233*

B. Problem Formulation

From the description of the background above problem, then the problem can be formulated as follows:

1. How does to applied of scientific approach with guided discovery method in learning themes indahnya kebersamaan to improve students nationalism grade fourth Islamic Global Elementary School?
2. Can the application of the scientific approach with guided discovery method in learning themes indahnya kebersamaan improve student nationalism grade fourth Islamic Global Elementary School ?

C. Purpose of Research

The purpose of this proposal is the application of a scientific approach to design with guided discovery method of learning the Indahnya Kebersamaan's theme to improve nationalism fourth grade Islamic Global Elementary School as well as to optimize learning by using an interesting method of guided discovery. and can into an attractive and innovative methods in learning so that students can be enthusiastic in learning activities. In addition, this method is expected to be a teaching tool for teachers that make learning fun.

Thus, in the implementation of scientific methods of guided discovery approach to learning the beautiful theme improve nationalism graders IV Elementary School Global Islamic School will be applied to students with a way to test the value of cooperation in groups. As well as assessing the individual in team work by distributing sheets of worksheets to each group. Then they followed

the instructions to perform any task that has been written on worksheets that have been modified.

After they do all of the activities that have been instructed, students are expected to move forward to represent the group. Students explain the group's work and held discussions in front of the class and answering questions in class. Then after all the advanced group of teachers rectifying what has been discussed with when learning takes place.

D. Benefits of Research

With its research activities carried out is expected to be useful for students, for researchers, teachers, and schools.

1. Academic Benefits

The results are expected to be useful as evidence in the field of teaching, that student achievement can be influenced by the learning method is used, or other factors that support the use of the method in question, such as of media factors and strategies that other teachers.

2. Practical Benefits

a. for students

can increase the interesting theme study the thematic became an interesting subjects will be develop. And serves as one of the educational methods of learning. Through the implementation of scientific approach with guided discovery method in teaching children lessons can improve the recognition of the scope and activity of student learning as an alternative in learning to increase the students introduction to the subject matter.

b. for researchers

can be used as a learning experience to apply the method more attractive and add to the points in the promotion, as well as to improve the professionalism of teachers through research efforts undertaken. This study may add insight and selection learning method in accordance with the stages of child development as well as a comparison to other related research

c. for teachers

can be used as a classroom action research as well as a means to evaluate the learning that is taking place, is also a learning innovation development efforts. The results of this study can provide a direct experience of the teachers to be able to develop more innovative teaching methods and more process-oriented thus help improve the quality of children's learning.

E. Limitation of Problems

Given the complexity of the problem, not all problems can be addressed as a whole In this regard, this study is limited to the improvement of students' mastery of concepts PKN on the theme of Indahnya Kebersamaan sub-theme 1 Keberagaman Budaya Bangsaku of first learning using learning models Application of Scientific Approach with Guided Discovery.

F. Originalty Of Research

Table 1.1

No	RESEARCH TITLE	RESEARCH DIFFERENCES	RESEARCH EQUATIONS	ORIGINALITY OF RESEARCH
1.	Penggunaan Guided Discovery Learning untuk Meningkatkan Pemahaman Konsep Siswa pada Pokok Bahasan Bangun Ruang Sisi Lengkung (Studi Eksperimen Quasi)	This research discusses the subject of mathematics at Wake with curved side.	This study also uses guided discovery method	<ul style="list-style-type: none"> • This study discusses the theme of Indahnya Kebersamaan to improve the understanding of nationalism • This study discusses the application of a scientific approach to the method of guided discovery • In study 1 sub theme 1 Cultural Diversity which my people • This study uses action research approach • The research was conducted in SD GLOBAL ISLAMIC SCHOOL Malang in class IV
2.	Aplikasi Model Pembelajaran Dalam Perspektif Pendekatan Saintifik	This research is about the application of applied journals in learning	This study uses the same scientific approach	
3.	Upaya Meningkatkan Motivasi Dan Prestasi Belajar Siswa Melalui Metode Guided Discovery (Penemuan Terbimbing) Pada Materi Pokok Pengaruh Manusia Dalam Ekosistem siswa Kelas VII-D SMP PIRI NGAGLIK	<p>This study is applied to the subject matter of human influence in the ecosystem</p> <p>This research applied to the junior high school students of class VII-D SMP PIRI Ngaglik</p>	This study uses dicoverry guided (guided discovery)	
4.	Pendekatan <i>Scientific</i> Bermuatan Karakter Siap Siaga Untuk Meningkatkan Keterampilan Mitigasi	This research only apply the scientific approach into research.	The research method is Classroom Action Research	

In this research, researcher taken one method of Classroom Action Research according to Kurt Lewin. Kurt Lewin model design is the basic model which was later developed by othr experts. Research actions according to Kurt Lewin consist of four components of the activity thath is seen as a cycle, namely planning, action, observation, and reflection. It's depicted in a chart, this model looks as follows

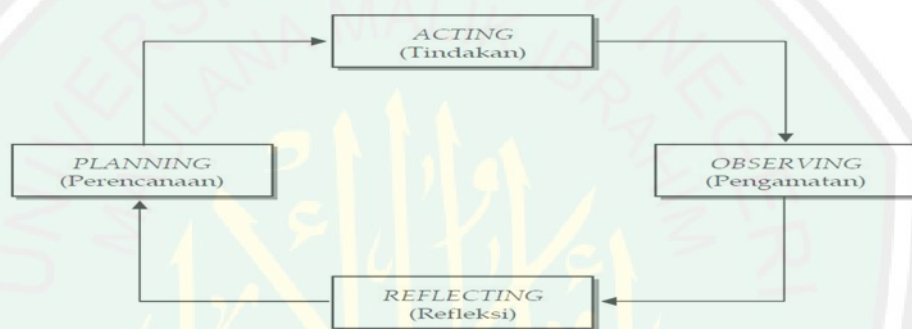


Figure. 1 the design of the research action Model Kurt Lewin

Initially the research process starting from the planning, but due to the four components of the function in the form of activity cycle, then next to role on an ongoing basic.

CHAPTER II

LITERATURE

A. Definition of Application of Scientific Approach

The application include the ability: Application is the ability to use the concepts, principles, or theories prosedur particular. Someone said to master this ability if he could give an example, using, clarify, harness, complete, and identify which the same. Scientific derived English scientific meaning, which is science, the science or based on science While the approach is the approach which means that embodies the basic concepts, inspire, strengthen, and underlying thinking about something.¹

Thus, the scientific approach in the study in question here is how the applied learning method based on a particular scientific theory. Scientific approach is oriented approach to learning or student-centered (student centered approach). In the study with the scientific approach, students construct knowledge for themselves. For students, their knowledge is dynamic, evolving from the simple to the complex, from the scope and surrounding himself into a wider scope, and nature of the concrete to the abstract. As a developing human, students have been, are being, and / or will experience four stages of intellectual development, namely the motor sensory, pre-operational, concrete operational, and formal operational.²

¹ Tim Prima Pena, *Kamus Besar Bahasa Indonesia*, edisi terbaru, Jakarta, Citra Media Press, t.th. hlm 339

² Permendikbud nomor 81 A Tahun 2013

Empirical facts about the success of the approach in the establishment of learning scientific reported by Mulyono, et al (2012), that the scientific approach to learning the skills of fermentation technology based on the environmental problem of waste production of tempe-tahu, which includes the syllabus, lesson plans, teaching materials, pieces of discussion participants students (LDPD), and scientific assessment skill sheet. The analysis showed a learning device is very valid, effective, and practical applied.³

Scientific approach to learning which bring the process of gaining knowledge of which is also done through the experiment, encouraging students to learn research methods. The implications of this were positive, there are some studies that indicate that learning about research methodology can improve the thinking in other areas of life.⁴

B. Lesson with a Scientific Approach

The learning process at all levels of the curriculum in 2013 to be implemented using a scientific approach. Scientific learning process touches three domains of learning, namely attitudes, knowledge, and skills. Learning process that involves all three domains are drawn as follows:⁵



³Mulyono, S. Yatin, Siti Harnina Bintari, Enni Suwarsi Rahayu, dan Priyantini Widiyaningrum. "Pengembangan Perangkat Pembelajaran dengan Pendekatan *Scientific Skill* Teknologi Fermentasi

⁴ Berbasis Masalah Lingkungan". *Jurnal Lembaran Ilmu Kependidikan*, Universitas Negeri Semarang, Vol. 41. No. 1. Tahun 2012.

⁵ Ibid permendikbud

Figure 2.1 Three Domains of Learning Process

Scientific approach referred to learning include observing, inquire, try, process, and communicate to all subjects. For the subjects, materials, or certain situations, it may be a scientific approach is not always appropriately applied procedurally In this condition, of course, the learning process must continue to implement the values or scientific nature and avoid the values or non-scientific nature The scientific approach of this study are presented below:⁶



Figure 2.2 Step of Scientific Approach

a. Observing

Meaningfulness of the activity observed prioritize the learning process (learning meaningful) This method has certain advantages, such as of media presents a real object, students happy and challenged, and easy implementation. Of course learning activities in order to observe this usually requires a long preparation time and mature, relatively large cost and effort, and if unchecked would obscure the meaning and purpose of learning. Observing activities are very helpful to meet the curiosity of students So that the learning process has a high significance.

⁶ Ibid Permendikbud

b. Inquire

The second step in the scientific study is asking. Asked here can asking of teachers or students. In the learning activities asking has functioning

- Generating curiosity, interest, and concern about students learning a theme or topic
- Encourage and inspire students to actively learn, and develop questions from and for himself.
- Diagnosing student learning difficulties and expressed Definition to find a solution.
- Structuring tasks and provide opportunities for students to demonstrate attitudes, skills, and understanding of the substance of the learning is given.
- Raising the skills of students in talking, asking questions, and giving answers logically, systematically, and use good language and correct.
- Encourage the participation of students in discussion, argument, develop thinking skills, and draw conclusions.
- Develop an attitude of openness to give and receive opinions or ideas, enrich vocabulary, and develop social tolerance in group living.
- Allowing students to think spontaneously and quickly, and swiftly in response to issues that arise suddenly.
- Train politeness in speech and generate the ability to empathize with one another.

By giving students the opportunity to ask or answer questions the teacher fosters an intimate learning atmosphere and fun. In noting the quality of questions. asked question the quality question will produce quality answers

c. Trying

The results obtained will learn real students by trying or experimenting, especially for material or substance that is appropriate Application of the experimental method can develop various domains of learning objectives, the attitude, skills, and knowledge Real learning activities for this are: (1) determine the theme or topic in accordance with the basic competencies according to the demands of the curriculum; (2) study the ways the use of tools and materials are available and must be provided; (3) study the relevant theoretical basis and the results of previous experiments; (4) perform and observe the experiment; (5) noted that the phenomenon occurs, analyze, and present data; (6) draw conclusions on the results of the experiment; and (7) make reports and communicate the results of the experiment.

d. Process the information (the Association)

According to the theory of association, the learning process will work effectively if there is a direct interaction between educators with students. The pattern of interaction is done through stimulus and response (SR). This theory is based on the results of experiments to development Thorndike, who then known as association theory. Thus, the basic principles of the learning process adopted by Thorndike is an association, which is also known as the theory of stimulus-response (SR). According to Thorndike, the learning process, more specifically

the student learning process occurs slowly or gradually, not suddenly Thorndike suggests how the law in the learning process.⁷

Bandura developed the association of learning can be done through a process of imitation (imitation) Ability of students in response imitate become key levers learning activities This association is very effective theory became the cornerstone inculcate scientific attitude and motivation of the students with respect to the intrinsic values of participatory learning In this way students will perform impersonation of what is real in its observations of the teacher and his performance in the classroom.⁸

e. Communicating

The fifth step is to provide learning opportunities for students to communicate the results of the experiment and its association to other students and teachers to get a response This step gives the advantage to the students in improving self-confidence and determination in learning.

C. Method of Guided Discovery

The word comes from the Greek word method: "Meta" = path; "Hodos" = through; "Meta + hodos" = all the way. So the method is the way to go to reach the goal or "way of work" according to the rules on the basis of the object.⁹

According to S. Suhartono, this method means the way in which the process of

⁷ Mel Silberman, *Active Learning: 101 Strategi Pembelajaran Aktif*, terj. Saljuli et.al, Yogyakarta: Yappendis, 2002, cet. 2

⁸ Masganti Sitorus, *Perkembangan Peserta Didik*, Medan: Perdana Publishing, 2010, cet. 1.

⁹ A. Fuad Ihsan, *Filsafat Ilmu*, hlm. 97.

knowing.¹⁰ And according to Senn quoted by the Jujun, the method is a procedure or a way of knowing something, which has systematic steps.¹¹

Guided discovery is one form of discovery learning method. Discovery learning is a cognitive instructional model of Jerome Bruner, very powerful. According to Bruner, discovery learning according to the search for knowledge actively by humans and by itself provides good results. Starts to look for solutions and the accompanying knowledge that will produce meaningful knowledge.¹²

According to Moh Amien "discovery activity is an activity or lesson is designed so that students can discover the concepts and principles through his own mental processes".¹³ While Sund in Roestiyah NK states that: Discovery is a mental process in which students are able to assimilate something concepts or principles. What is meant by mental processes, among others are: observe, digest, understand, classify, make allegations, explaining, measuring, making inferences, and so on.¹⁴

According to Roestiyah, advantage of learning with guided discovery method among others:¹⁵

- (1) Develop intellectual potential
- (2) Enhance intrinsic motivation

¹⁰ Suparlan Suhartono, *Filsafat Ilmu Pengetahuan: Persoalan Eksistensi dan Hakikat Ilmu Pengetahuan*, hlm. 51

¹¹ Jujun S. Suriasumantri, *Filsafat Ilmu; Sebuah Pengantar Populer*, (Jakarta: CV. Muliasari, 1996), hlm. 119

¹² Trianto, 2007, *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*, Surabaya: Prestasi Pustaka Publisher. Hlm 26

¹³ Moh. Amien. 1988. *Buku Pedoman Laboratorium dan Petunjuk Praktikum Pendidikan IPA Umum*. Jakarta: Departemen Pendidikan dan Kebudayaan. Hlm 97

¹⁴ Roestiyah, N.K., 2001, *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta hlm 20

¹⁵ Roestiyah, N.K., 2001, *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta hlm 20

- (3) Learning to find something
- (4) Memory is more durable
- (5) Potential students curiosity
- (6) Train the skills to solve problems by collecting and analyzing the data itself.

Weakness discovery methods:

- 1) the student must have no mental maturity and readiness to learn.
- 2) Less effective for classes that are too large.
- 3) mental process that occurs too concerned with the process of understanding only, lack of attention to the development / formation of attitudes and skills for students.
- 4) Less provides the opportunity to think creatively¹⁶

Guided discovery (guided discovery) discovery that the implementation is done at the direction of the teacher Both of them, starting from the core questions, the teacher asked questions track, with the aim to direct students to the point that the expected conclusion Furthermore, students can do experiments to prove the opinions expressed.

From some of these opinions can be concluded that the discovery method emphasizes direct experience or mental process involving the student So that the students can find the expected discovery concepts - concepts and principles through his own mental processes.

¹⁶ Roestiyah, N. K. 2001. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. Hlm 21

D. Nationalism

Origin of the word nationalism is a nation which means the nation. In anthropological and sociological sense, the Nation is a communion of life that stands alone and each member of the fellowship of life feel a unity of race, language, religion, history and customs. Meanwhile, in the political sense of community in an area is the same, and they are subject to the sovereignty of his country as an exit and into the highest power. As for nationalism itself many formulas are:¹⁷

a. Hans Kohn

"Nationalism is an understanding that had the highest fidelity the opinion that individuals should be left to the State of nationality"¹⁸

b. Nazaruddin Sjamsuddin

"Nationalism is a concept that argues that individual loyalty left entirely to the State"¹⁹

c. Mahatma Gandhi

"For me, it is my love for the homeland, come in love to all men".²⁰

In the context of national and state of Indonesia knowing that nation of the Republic of Indonesia (Republic of Indonesia) as the identity nasional. Indonesia are people who inhabit the islands connecting connect from Sabang to Merauke.

¹⁷ Badri Yatim *Bung Karno, Islam dan Nasionalisme*, (Jakarta: LogosWacana Ilmu, 1999), hlm. 58.

¹⁸ Hans Kohn, *Nasionalisme, Arti dan Sejarahnya*, (Jakarta: PT.Pembangunan, 1984), hlm. 11.

¹⁹ Nazaruddin Syamsudin, *Bung Karno Kenyataan Politik dan Kenyataan Praktek*, (Jakarta: CV. Rajawali, 1988), hlm. 37.

²⁰ man Toto K Raharjo dan Suko Sudarso, *Bung Karno, Islam, Pancasila dan NKRI*, (Jakarta: KNRI, 2006), hlm. 7

Therefore, the Indonesian nation is a nation that is based on the awareness of moral and sacred agreements between communities to recognize plural as a means to unite.²¹

For Indonesia, this condition is certainly a reality that must be addressed carefully and as soon as possible, given the geographical characteristic and socio-cultural very diverse. Without any influence of globalization, Indonesia had often experienced "differences in understanding" that there will be a plurality, thus threatening the existence of a unitary state.²²

In an elementary school education elementary school early so that students have the spirit of unity and strong, which is good for cultivating an attitude of Nationalism and Patriotism students. Elementary school (SD) is one of the basic institutions that have a very fundamental function as a foundation of elementary education at the next level. Therefore, it should be done in a way - the right way in order to really - really capable of being a solid foundation for the next education level.²³

a. Role of Nationalism

If nationalism is understood in terms of ideology then it contains aspects:

- Cognitive

cognitive presupposes the necessity of knowledge or understanding of concrete situations of social, economic, political and cultural nation. So

²¹ Deleny Yumarlia, 2005. *Peranan Guru PKN Dalam Pengembangan Sikap Nasionalisme Siswa*, Universitas Pendidikan Indonesia (UPI Bandung).

²² Kerlinger, Fred N, 2002. *Asas – Asas Penelitian Behavioral*, Yogyakarta. *Terjemahan Landung R. Simatupang dan HJ. Koesoemanto, Foundation of Behavioral Research, Third Edition*, 1986 : Gajahmada Universitas Press.

²³ Utama 2006 (dalam. Akbar, S, dkk, 2009 hlm 27

nationalism is an abstract mirror of the state of the concrete life of a nation. Then the active role of the intellectuals in the formation of a national spirit is very important, because they are the ones who have to encapsulate the life of the whole nation and put it as an element of shared ideals that wants championed. Soedjatmoko's Intellectual call nationalism can not smart nationalism that is because nationalism was to be illuminated by wisdom, understanding, knowledge and awareness of history.

- Goal / value orientation;

Aspects goal will appoint any goals, objectives or expectations of future joint base to be created or fought in the society and the state. The ideals that covers all aspects of human life both social, economic, political, ideological, cultural, etc. Mutually agreed In this case Indonesian nationalism initially fought to expel the Dutch, removing the feudalism, and form the primordial state of the nation (nation state) are independent, prosperous and democratic, as the home together for all citizens of the nation from Sabang to Meraoke. Indonesia is a country house together where the diversity of race, culture, religion and tradition guaranteed that all citizens of a nation can live in peace, prosperous and free.

- Aspects strategic

Strategic aspects demanded tips nationalist struggle in their struggle to achieve our goals, can be a physical struggle or diplomatic, moral or spiritual, can be moderate or radical, can secretly or openly, and others. Tips which the are selected will depend on the situation, the concrete conditions and local time faced by a nation. For Indonesia, the revolution really struggle physically and

diplomatically to against the Dutch, but now after independence nationalism is no longer to fight the invaders, but the independence with rooting out corruption, eliminate ignorance and poverty, to uphold democracy, defending truth and honesty so that civil society can be realized, in which every citizen of the nation can truly realize its goals.

E. Collaborative Research of Classroom Action Research

Collaboratively in the presence of a CAR required cooperation with other parties such as employers, peers or colleagues, students, and so on. All of them are expected to be used as a data source or data source. Therefore, in essence the position of the researcher in the CAR is part of the circumstances of a background examined. Researchers not only as an observer, but he was also directly involved in a process of circumstances. This form of cooperation or collaboration among the members of the circumstances which led to a process that can take place.

Collaboration in this opportunity is in the form of viewpoint presented by each collaborator. Furthermore, this viewpoint is considered as a very important contribution in the effort to understanding the range of issues that arise. To that end, researchers will be that there is no point of view of someone who can be used to understand something completely and capable problem compared to the perspective that comes from various parties.

However, to obtain the views of the collaborators, researchers remain as a figure who has, authority and responsibility to determine whether the viewpoints of collaborators used or not. Therefore, it can be said that just as a helper function

collaborators in this CAR, is not so decisive as to the implementation and success of the research.²⁴

There is principles of collaborative action research consist three stages of collaborative CAR are: initiative, implementation, and dissemination (Burns, 1999:). Principles which although considered in conducting action research according to Burns²⁵ (1999: 207 in Mila S)

1. As far as practicable, CAR action agenda should be drawn from the needs, concerns and requirements expressed by all parties of our own, colleagues, principals, students, and / or parents) who are involved in the context of learning / education in class / school.
2. CAR should really take advantage of the skills, interests and your involvement as a teacher and peers;
3. CAR should be focused on the learning problems of your class, which is found in everyday reality. However, the results of PTK we can also provide input to the development of the field of study of learning theory.
4. Methodology CAR should be determined by considering the class of learning problems.

²⁴ <https://akhmadsudrajat.wordpress.com/2008/03/21/penelitian-tindakan-kelas-part-ii/>) diakss tanggal 12 November 2014

²⁵ Burns, A. (1999). [Collaborative action research for English language teachers](#). Cambridge: Cambridge University Press. Hlm 207-208

F. Learning Theme 1 Indahnya Kebersamaan

Below is a Basic Competence PKN material in the sub-theme of Indahnya Kebersamaan is the theme of learning 1: Keberagaman Budaya Bangsa²⁶

Table 2.1 Basic Competency

NO	Basic Competency	Indicator
1.	3.4 Understanding the meaning united in diversity at home, school and community.	• explaining diversity in Indonesia in the form of writing.
2.	4.3 Working together with friends in diversity within the home, school, and community.	• Explain the characteristic ethnic Minang dalam form of mind maps
3.	Classifying common ethnic identity (traditional dress, language, traditional house, traditional foods, and ceremonies), socioeconomic (type of work parents) in the home, school and surrounding communities.	• Write down the examples of behavior as a form of pride in being Indonesian children

²⁶ Indonesia. Kementerian Pendidikan dan Kebudayaan. Indahnya Kebersamaan : buku guru / Kementerian Pendidikan dan Kebudayaan. Lazuardi GIS dan Politeknik Negeri Media Kreatif, Jakarta. Cetakan Ke-1, 2013 hlm 1.

CHAPTER III

RESEARCH METHODS

A. Approach and Type Research

The approach of this research is descriptive qualitative in terms of the types data of research approaches used in this study is a qualitative approach. The purpose of qualitative research is that to understand the phenomenon of what is experienced by research subjects holistically, and by means of a description in the form of words and language, in a specific context that naturally and by utilizing a variety of scientific methods.¹

This research including action research (PTK) or classroom action research (CAR) Rochiati Wiratmadja (2005: 13) mentions that the CAR is the research conducted by the teacher in the classroom or school teaching with an emphasis on the improvement or enhancement practices and processes in learning.²

B. The presence of Researchers

Research objects can be expressed as the social situation of research they want to know what happens in it The object of this study, researchers were able to observe in depth activity (activity) of people (actors) that existed at the place (place) specified So that its presence is very important to record every detail of the results and research.³

¹ Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2007) hlm.6

² Rochiati Wiratmaja, *Metode Penelitian Tindakan Kelas*,. Bandung: Remaja Rosda Karya, 2005 hlm 13

³ Sugiyono. 2009. *Metode Penelitian Pendidikan*. Bandung: CV. Alfabeta Hlm 199

C. Location Research

Location of the research conducted at the Global Islamic elementary school located at Jl Klayatan Which is in the village alley Klayatan 2 districts Sukun Malang. The research conducted in this school since 2013 has been applied to the implementation of the curriculum and teachers are professionals and achievers and the school is implementing full day school with Friday as a day of reading as well as the distribution of students each class of effective range of 20-25 students in a class.

D. Data and Data Sources

The data examined in this study is the the implementation of method of guided discovery and data owned by principals and teachers grade IV Guided discovery method is used to support thematic. Source of data used to provide input to the learning media are the fourth grade students who were 23 students and their teachers fourth grade and elementary headmaster Global Islamic School as the user.

Data source is a data source that asked for the information in accordance with the research problem As is the source of the data in the study is the subject of which the the data was obtained. To get right data, it can determine the informant who have the competence and in accordance with the requirements of data (purposive).⁴

This study aims to determine the form of participation, the implementation of participation, the benefits of participation and the factors that influence

⁴ Suharsimi Arikunto, 2002. *Dasar-dasar Evaluasi Pendidikan* Jakarta : Bumi Aksara hlm 107

participation in learning. Therefore, subjects who meet the required parameters can reveal the above so as to enable the data can be obtained.

E. Stages of Research

This research following the Kurt Lewin's model of the reference of the various models of action research because of Kurt Lewin who first introduced action research or action research. Thus Classroom Action Research (CAR), there is a reference to the model of Kurt Lewin. Principal component of the action research Kurt Lewin is:

- 1) Planning (planning)
- 2) The action (acting)
- 3) Observations (observing)
- 4) Reflection (reflecting)

The relationship of the four key concepts illustrated with diagrams as follows study was conducted in several cycles starting from planning, action, observation, reflection, and then repeated again with the next action plan. The detailed steps of each cycle is described as follows⁵:

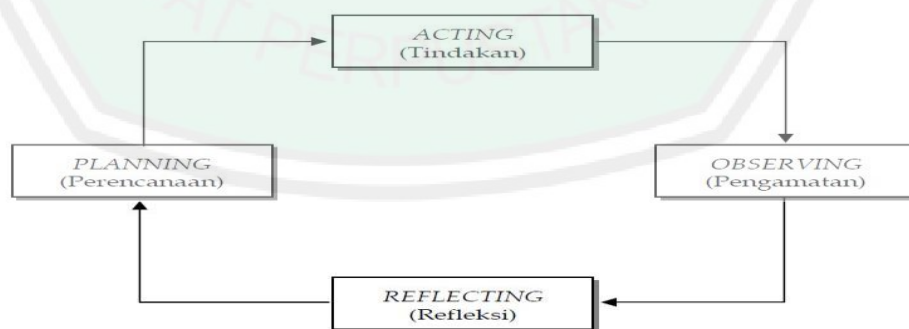


Figure 3.1 Cycle of Classroom Action Research

⁵ Model Penelitian Kurt Lewin (diadaptasi dari Depdiknas, 2005) Jakarta: Depdiknas Dirjen Pendidikan Dasar dan Mengengah Direktorat Pendidikan Lanjutan Pertama.

1. First Cycle

a. Planning

At this planning stage researchers to design actions that will be implemented, among other things:

- 1) Develop a Lesson Plan (RPP) in accordance with the material that will be taught through the application of a scientific approach to the method of Guided Discovery. RPP is based on the consideration of teachers and university lecturers lesson plans used by teachers as a guide in implementing the learning in the classroom.
- 2) Preparing Student activity sheets first cycle
- 3) Develop and prepare the implementation of learning observation sheets, and observation sheets during the learning activities of students.
- 4) Prepare the test item test cycle I. Problem was prepared by researchers with consideration lecturers and teachers of PKN concerned.

a. Implementation Of Measures

In the action stage, teachers implement learning design through the application of a scientific approach PKN with Guided Discovery method that has been planned, which is based lesson plans that have been prepared. Meanwhile, researchers along with other observers observing the activity and behavior of students during the implementation of learning. Planned activities are flexible and open to changes, according to the circumstances on the ground In the first cycle, the action taken, namely:

- 1) The teacher gives apperception pertaining to the subject matter will be taught.
- 2) The teacher delivers a case relating to the material being taught.
- 3) Teachers do a question and answer session with the students about the events that exist in the case relating to the material.
- 4) Students collect events that exist in the case.
- 5) Form a group of 3-4 students.
- 6) Presenting learning materials with appropriate strategies and strive always to engage students in learning by giving students' worksheet (LKS), then the teacher provides opportunities for students to work on the problems.
- 7) Strengthening and conclusions by the teacher of the material that has been studied.
- 8) The teacher gives an evaluation at the end of learning

b. Observation

Observations carried out during the implementation of measures in an effort to determine the course of learning. Observation is the observation by researchers assisted by other observers took part in monitoring the implementation of the action by using the observation that the guidelines have been prepared. At this stage, carried out observations of all process measures, outcome measures, the situation where the action is, and the constraints of action. Researchers are in the same class to observe and record everything that happens during the learning in the classroom. In this case to determine the suitability of implementing measures

with action plan which has been prepared in advance and know how far the implementation of ongoing action can be expected to produce the desired changes.

c. Reflection

The data obtained in the observation phase was analyzed. Emerging problems, deficiencies, and all matters relating to actions taken later reflected that aims to evaluate the processes that occur, as well as the achievement of learning to deduce the data and information collected as a consideration in the planning of the next learning cycle. Implementation of a discussion between PKN's teacher reflection concerned with the researcher.

d. Next Second Cycle 2

Activities carried out in the second cycle is intended as an improvement of cycle I. Phase II work on the cycle following the stages of work on the first cycle that begins with planning, followed by action, observation, and reflection.

F. Data Collection Techniques

Burhan Bungin describes the method of data collection is "in what way and how the necessary data can be collected so that the end result of the study is able to present information that is valid and reliable".⁶ Suharsimi Arikunto argued that "research methods are various ways in which researchers collect data in research". The way in question is an interview, and study documentation.⁷

⁶ Burhan Bungin (Ed) (2003: 42), Metode Penelitian Kuantitatif, Jakarta Kencana Pernada Media Group 2003 Hlm 42

⁷ Suharsimi Arikunto 2009. Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi). Jakarta : Bumi Aksara Hlm 136

Data collection methods used in this study include:

1. Method of Documentation

Documentation is a method for obtaining or know something with books, records relating to the investigation. Documentation is used to obtain the data of schools and the name of the fourth grade students, as well as photo recording process of action research. And we get this documentation from observing in the class and we got from teacher's data.

2. Method of Interview

The interview is to collect information, the way done with a verbal debriefing unilaterally face to face, and with the direction and goals set. There are several advantages of collecting data through interviews, of which the interviewer can make direct contact with the participants to be assessed, the data obtained in depth, which could reveal the contents of his heart interviewed more broadly, the question is not clear can be repeated and directed more meaningful.

Conducted in-depth interviews to students weeks to obtain a clear answer about their difficulty in understanding learning in theme Indahnya Kebersamaan in the sub-themes, in first learning Keberagaman Budaya Bangsaku in grade IV Islamic Global School Malang. Interviewed teacher of grade IV to determine the extent to which learning is done, and what of media are often used to help optimize the understanding of students in learning.⁸

⁸ Anas Sudijono, 1996 Pengantar Statistik Pendidikan, Jakarta: Raja Grafindo Jakarta, 2004 Hlm 82

3. Test Methods

The test is a series of questions or exercises and other tools used to measure skill, knowledge intelligence, ability or talent possessed by individuals and groups.⁹ Test methods used to obtain data about the level of academic ability and student learning outcomes PKN before the study, during the study and after the study.

G. Data Analysis Techniques

In the book Class Action Research Management mentioned that data collection is at the heart of PTK, as well as data analysis is the soul of PTK.¹⁰ The data has been obtained and presented In PTK speech on exposure data and discussion. All observations during classroom activities presented, ranging from planning of the first cycle, the implementation of the first cycle, the first cycle of observations. What are the obstacles encountered and the events mentioned and discussed and so on until the second cycle.

Quantitative data can also be analyzed with descriptive analysis and visual presentation. Serving is to illustrate that the steps to be done can lead to an improvement, improvement, and or change to a better direction when compared to the previous state.

According Suharsimi Arikunto (2010 :) is as follows¹¹:

$$X = \frac{\sum x}{N}$$

⁹ Suharsimi Arikunto., 2007. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.Hlm 127

¹⁰ Sukidin Basrowi, dkk. *Manajemen Penelitian Tindakan Kelas* (Insan Cendekia, 2011), hlm.110

¹¹ Suharsimi Arikunto, Suhardjono, dan Supardi. 2010. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara. Hlm 284-285

Remarks:

\bar{x} = Mean (average)

Σx = Number of values

N = number of which will be averaged

Suharsimi Arikunto describes qualitative descriptive data analysis is as follows: Analysis of the data using qualitative descriptive technique utilizing a percentage of the initial step of the whole process of analysis. The percentages stated in numbers are obviously a quantitative measure, not qualitative. So the percentage statement was not the result of qualitative analysis.

Qualitative analysis must necessarily be expressed in a predicate that refers to the statement of circumstances, measure of quality. Based on the above opinion in order to obtain the results of the qualitative analysis of the percentage calculation is then inserted into the five categories of the predicate.

According Suharsimi Arikunto five categories of the predicate is as in the following table:

Table 3.2 Five Categories of Predicates

No.	Interval	Category
1.	81-100%	Excellent
2.	61-80%	Good
3.	41-60%	Enough
4.	21-40%	Less Well
5.	0-20%	Not Good

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

A. Profile Of Global Islamic Elementary School (SD-IGS)

Since 2010, the Global Islamic Elementary School (SD-IGS) is present as a form of caring Foundation to educate the Malay Archipelago Candles and preparing the nation's Islamic character and quality, particularly in the city of Malang. Generation of an Islamic reformer, intelligent, at once sholih and became hope of every parent, community, and nation in the global era that is full of challenges. To that end, the system of full day becomes a smart choice in this school. With a system of Full Day, children character could easily established through an Islamic school environment, practice discipline and endurance conditioning and learning, as well as the existence of a synergy of noble behavior of educators and students the intensive.

The duration of a long time in school (7: 00 to 15: 30) will be short when all activity is framed through a fun activity (joyfull learning) as well as educate (smart learning), both for the development of IQ, EQ and SQ students. As for the provision of life skills in the global era, such as the United Kingdom, the language IT will be prioritized and optimized.¹

1. History School of Global Islamic Elementary School(SD-IGS)

Since 2010, the Global Islamic Elementary School (SD-IGS) is present as a form of caring Foundation to educate the Malay Archipelago Candles and

¹ Taken from www.sd-igs.sch.id

preparing the nation's Islamic character and quality, particularly in the city of Malang. Generation of an Islamic reformer, intelligent, at once became a Shaykh of hope every parent, community, and nation in the global era that is full of challenges. To that end, the system of full day becomes a smart choice in this school.

With a system of Full Day, children character could easily established through an Islamic school environment, practice discipline and endurance conditioning and learning, as well as the existence of a synergy of noble behavior of educators and students the intensive. The duration of a long time in school (7:00 to 15:30) will be short when all activity is framed through a fun activity (joyfull learning) as well as educate (smart learning), both for the development of IQ, EQ and SQ students.

The fourth-year stepped, SD-IGS continues to improve the quality of learning and educational services with a structured training program and ongoing to teachers. Through the training of teachers is expected to gain increased competence and skills to manage a dynamic, innovative and learning by implementing best practices (Best Practices) in the learning in the classroom.

SD-IGS is a Pro school children in down syndrome. This is proven by the existence of class inclusion. In addition, the SD-IGS also provides remedial and enrichment for students later gifted to students. These programs are run in order for the child, with all the diversity learning to collaborate and synergize early on in school. This is the forerunner of the create child for successful living in the era

of the global future. As for the provision of life skills in the global era, such as the English, the language IT will be prioritized and optimized.

2. Vision and Mission Global Islamic Elementary School (SD-IGS)

a. Vision

The realization of the superior Islamic elementary schools, which can produce graduates overachievers, cultured, faithful and devoted and dedicated to the family, religion, nation and State.

b. Mission

SD-IGS have a mission as follows:

- 1) Hosts the Islamic quality basic education that is based on Islamic values.
- 2) Organizes a variety of basic education so as to give birth to a graduate who is able to speak English and Arabic well.
- 3) Realization of management and professional learning strategy.
- 4) Embody a conducive learning environment healthy and innovative.
- 5) Embody a high achievement in academic and non academic field.
- 6) Fosters a commitment to Islamic, humanitarian, and cultural values of the nation.

3. Objectives and benefits of Global Islamic Elementary School (SD-IGS)

a. educational objectives

- 1) Scoring leader the Sholih and sholihah
- 2) Coaching, teaching elementary students write medium-ability to calculate, a basic understanding of the religion and the basic skills that

are beneficial to students according to level of development and preparing students to follow in the next level of education.

3) Score the younger generation of Muslims have characters as follows:

- Salimah Aqeedah (Faith's straight).
- Aqliyyah Dzakiyyah (intelligent Minds).
- Akhlaq Karimah (noble behaviour).
- Shohihah Worship (Worship proper).
- Amaliyah Shalihah (good deeds).

4. Advantages Of Global Islamic Elementary School (SD-IGS)

a. The Curriculum and Learning

SD-Global Islamic School uses an integrated Curriculum, combining of the National Education Department curriculum 100% and the Ministry of religious affairs and the curriculum is combined with a special Curriculum. The flagship policy in the management of the learning that has been applied as follows.

- 1) Ideal Class: each class only for 20-25 students
- 2) Team Teaching: two teachers in one study group
- 3) Application of Thematic Learning;
- 4) Learning strategies with the latest model (CTL, Joyfull, and Pakemi) and the environment (empirical studies).
- 5) Flagship Character Coaching for each field of study.
- 6) Remedial and enrichment is sustainable.

b. The formation of Islamic Character, through

- 1) Tahfizul of the Qur'an.
- 2) Everyday with the qur'an and sunnah: daily study of the Qur'an and Sunnah
- 3) Duha Prayer Conditioning, Dzuhur and Asr Congregation
- 4) Conditioning Shadaqoh of Friday
- 5) fill out the activity on Major Islamic Observances
- 6) Movement of students Cares
- 7) slaughter of Animals Qurban
- 8) practice of Hajj rituals etc.

c. Education Facilities

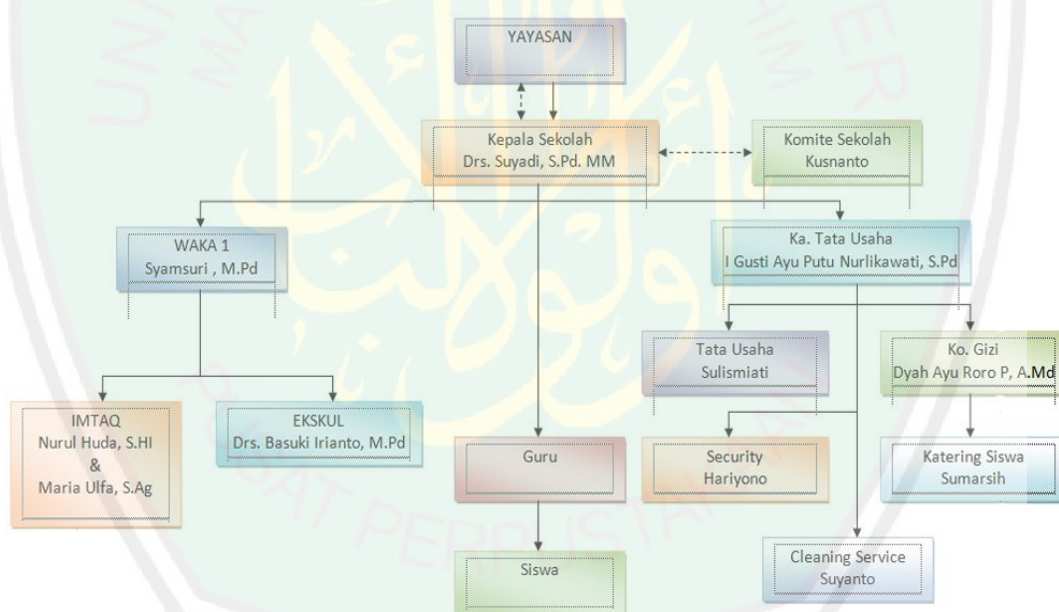
- 1) Building and a playground on the grounds of + 10,000 m2 resulting in a very adequate.
- 2) Healthy enough classrooms with bright lighting
- 3) The infirmary room
- 4) computer lab
- 5) Library
- 6) Kitchen cookware and tata boga
- 7) Small mosque
- 8) Gardens toga and grounds
- 9) Cafeteria
- 10) Tennis and basketball courts, Volley

5. Elementary School teachers and Staff of the Global Islamic School (SD-IGS)

- 1) Head master : Drs. Suyadi, S. Pd, MM
- 2) Head. Administrative : Nurlikawati IGAP, S. Pd
- 3) Deputy head. Curriculum : Syamsuri
- 4) Secretary : Sulismiati
- 5) Administrative Staff : Chalimahwati Suryatiningrum
- 6) Teacher class 4 : Lailatus, S.Pd SD
- 7) Teacher class 4 : Maria Ulfa, S.Ag
- 8) Teacher class 4 : Santika Radityatama S.Pd
- 9) Teacher class 3 : Enis Syafa'ati S.Pd
- 10) Teacher class 3 : Eni S.Pd
- 11) Teacher class 2 B : Ahmad Khoiri S.Pd
- 12) Teacher class 2 B : Candra Anggraeni Dewi S.Pd
- 13) Teacher class 2 : Dewi B Fensiska Mardiyah S.Pd
- 14) Teacher class 1 A : Nur Baried Hendrayati S.Pd
- 15) Teacher class 1 A : Lusi Dyah Anggraini S.Pd
- 16) Teacher class 1 B : Yudi Irawan S.Pd.I
- 17) Teacher class 1 B : Yeni Ismawati S.Pd
- 18) Teacher class 1 C : Enny Retna Herawati S.Pd
- 19) Teacher class 1 C : Widyana Daughter Santoso S.Pd
- 20) English Teacher : Basuki Irianto, MM. Pd
- 21) Teacher IT : Rev Hariyanto S.Kom
- 22) Gym teacherr : Elham Cahyantoro S.Pd

- 23) PAI teacher : Justice S.Pd
- 24) Guidance Counseling : Ash'ari Hashim S.Pd
- 25) Teachers Bhs Arabic : Suko S.Pd.I Wiyanto
- 26) Section of Catering : Sumarsih
- 27) section of Catering : Sri Kustianing
- 28) Security : Haryono
- 29) Cleaning Service : Suyanto
- 30) Cleaning Service : Jayadi

6. Organization Structure of Islamic Global School (SD-IGS)



(Taken from www.sd-igs.sch.id)

Figure 4.1 School Organization Structure

B. Limited Cycle

Before the implementation of the actions of the first cycle, the researcher doing the observations made far-away days to know the behavior of the students

in the classroom and know the methods as well as the media used the teacher in the classroom. Following the implementation of learning activities in the classroom researcher begin to know the behavior, the nature and characteristics of the students in the classroom. Researchers also know how teachers teach in the classroom. The way teachers deliver the material with the use of a method and the media as well as how the student response when teachers implement it in the classroom.

The observations of the researchers want to do a research by applying a model of research methods with PTK (Research Action class). The research will be done in grade IV Global Islamic Elementary School with the application of scientific approach with guided discovery method in a the discuss with the teacher of the class. Researchers discuss about implementation time research with consideration of teachers and how many cycles to be performed in the classroom. In this case the teacher provide input and consideration to do 2 cycles with one cycle is carried out in one meeting.

The reasons given by master class IV because enough to do 2 cycles with 2 meetings will be increased. In addition to this master class IV describes will soon be implemented semester examination conducted in December so as to narrow the time of research. Than that of teachers and researchers consider if research is done after the execution of the test of the Semester will affect the results of the study due to the originality of students had attended the exam of the semester.

Researchers also consider to maximize the bit of time to do research with a maximum because of PKLI (Integrative field work Practice) that will be held in January. Then from these researchers consider to do research with the title of class act application of Scientific Approach with Guided Discovery method in Learning themes Indahnya Kebersamaan to improve students nationalism grade IV Global Islamic Elementary School as much as 2 cycles with details of a cycle containing 1 times.

C. Exposure Data and Research Findings Phase Pre Action

At this stage of the planning phase of this Teacher class action pre prepare learning device that must be prepared before the study began. The device must be prepared is Lesson Plan, LKS, media, learning resource, and the observation sheet. In the action, the classroom teacher acts as the implementing teacher learning, while the researchers acted as observer. The teacher describes the themes that will be studied the Indahnya Kebersamaan as well as convey the stages of activity that includes activities to observe, ask yourself, explore, communicating and concluded. Researchers conducted observation of civic education on the theme of learning 1 Indahnya Kebersamaan sub theme learning 1 Keberagaman Budaya Bangsaku in the Global Islamic Elementary School. Observations made on 5 September 2014 semester Odd, for academic year 2014-2015. In addition researchers also conduct interviews related to the learning process as well as the characteristics of the students in the classroom.

“...ya pakai jigsaw learning, inquiry, kadang metode tanya jawab, metode kelompok untuk menemukan problem solving dan menemukan solusinya dan bisa

dengan berbagai metode itu terutama kalau kita menggunakan variasi atau model pembelajaran itu anak-anak lebih semangat apalagi dengan permainan.”²

while interviewing classroom teacher's Companion in the class IV relating to the same thing, i.e. the learning process as well as the characteristics of the students in the classroom.

“...kalo media bermacam-macam paling diterima anakanak itu pakai IT didalam kelas menggunakan LCD kemudian kita ajak siswa itu membuat aplikasi dengan menggunakan aplikasi yang sudah ada kita buat dan selain itu kita pakai game dan sebagainya. lagu juga dan kita ajak obsevasi lapangan secara langsung dan tentu kita setiap bulan mengajak siswa untuk melakukan study empiris atau kita ajak keluar lapangan mengamati secara langsung pembelajaran apa yang sedang dipelajari dan kalo media bermacam-macam paling diterima anak-anak itu pakai IT didalam kelas menggunakan LCD kemudian kita ajak siswa itu membuat aplikasi dengan menggunakan aplikasi yang sudah ada kita buat dan selain itu kita pakai game dan sebagainya. Lagu juga dan kita ajak obsevasi lapangan secara langsung dan tentu kita setiap bulan mengajak siswa untuk melakukan study empiris atau kita ajak keluar lapangan mengamati secara langsung pembelajaran apa yang sedang dipelajari”³

In the observations made on SD Global Islamic School with Basic competency as follows:

Table 4.1 Basic Competency

NO	Basic Competence	Indicator
1.	3.4 understand the meaning of United in diversity in the home, school and community	• Explain diversity in Indonesia in the form of writings
2.	4.3 Teamed up with friends in the diversity in the home environment, school, and community	• Explain the characteristic of Minangkabau in form of a mind map
3.	4.4 Classify common identity ethnic	• Write down examples of behavior

² Interview with teacher class IV ELEMENTARY Global Islamic School associated with the learning process in the classroom and student characteristics on 5 September 2014

³ Interviews result with teacher class IV Global Islamic Elementary School associated with the learning process in the classroom and student characteristics on 5 September 2014

	(traditional dress, language, traditional House, traditional foods, and traditional ceremony), socioeconomic (type of job the parents) in the home environment, school and local community	as a form of pride become Indonesia
--	--	-------------------------------------

With the learning objectives as follows:

- After observing the pictures and class discussion, students are able to explain the diversity that exists in Indonesia in the form of writing correctly.
- After reading the text "Mengenal Suku Minang", students are capable of processing the information in the form of a mind map correctly.
- Diversity of information after searching classmates and discussion, students are able to describe the attitude that must be shown to respect diversity in the form of writing correctly.
- After singing and discussion, students are able to write down examples of behavior as a form of pride become Indonesian correctly.

Teacher class already implement learning in accordance with Lesson Plan that was created earlier. On the early learning activities, teachers guide students to pray, do presensi and performing apersepsi of theme 1 Indahnya Kebersamaan sub themes 1 on My Learning Keberagaman Budaya Bangsaku. Then teachers helped students to unearthe information from books students on the theme. Teacher class stimulates students to ask questions and find ideas or perceptions of their own minds.

After they find the ideas on the sub theme of cultural diversity, teacher told the students to work on the task and the map of culture which is at the

student's book. Teachers herded them to discuss the results of the task which they have used to do. Some students brave suggested while others just quietly and chatting with each other. After they discuss one another and suggested, finally the teacher asked the students to collect the results of its work at a desk appraisal writing teachers as students.

Learning outcomes theme 1 Indahnya Kebersamaan sub theme learning 1 note in accordance with data on the attachment and can be outlined as follows:

Table 4.2 The average Ability students in the theme of Indahnya Kebersamaan subjects civic education in the Pre Action

Interpretation	The Level of Mastery	Lot of Student	Percentage
A (very good)	-	-	-
B (good)	-	-	-
C (enough)	60-69	1	4,3%
D (less)	50-59	11	47,8%
E (fail)	49 ke bawah	11	47,8%

(Research Data processed on 5 December 2014)

Formula Student Activity Observation Sheet calculation

$$\text{Process value} = \frac{\text{Score obtained}}{\text{maximum Score}} \times 100$$

From value that known on above it can be know that student average value in the class is 46.8. Student learning outcomes assessment in cycle 1 can be known from average value on on students aktiviti sheet is 4.4 with an average success rate is less. From this observation sheet can be known the averge from some aspect. From sheets of these observations in mind aspects of the cooperation they get value the value of an average of 1.17. On the independent value of the obtained average value of 1.3 while on aspects the responsibility of 1.34. It

shown that student's activity on classical learning is less. As for knowing the value of each student can appearance from the following table⁴

Student Activity Observation Sheet on Pre Action
Table 4.3 Student Activity Observation on Pre Action

No	Name	Aspect Controlled									Score	Procses Value
		Cooperative			Independent			Responsibility				
		3	2	1	3	2	1	3	2	1		
1.	Achmad Maulana			√		√			√		5	55
2.	Achmad Rifaldi Sonaini F		√				√		√		5	55
3.	Ade Sandya Yanuarta		√				√			√	4	44
4.	Adinda Azalea Firdaus		√				√			√	4	44
5.	Dea Ramadhany Putri		√			√			√		6	66
6.	Firnandika Firdaus Priyono			√			√			√	3	33
7.	Muhammad Novan Ramadhan		√			√			√		6	66
8.	Rachmitha Aulia Ningrum			√			√		√		4	44
9.	Rahmat Robby Pratama			√		√				√	4	44
10.	Rio Tri Prakoso P.P			√			√			√	3	33
11.	Rohmatul Istiqomah		√				√			√	4	44
12.	Satriyo Bagus Setyawan			√			√			√	3	33
13.	Sela Garneta Lana			√			√		√		4	44
14.	Tri Nazwa Livia			√		√				√	4	44
15.	Wildhan Loanda Eldama		√			√				√	5	55
16.	Zidan Farhan Purnomo			√		√			√		4	44
17.	Putra Rachel Dewa Soegiharno			√			√			√	3	33
18.	Muhammad Edra Fautsa			√			√			√	3	33
19.	Bagas Andika Putra Prastiyono			√		√				√	4	44
20.	Firlana Azmi			√			√			√	3	33
21.	Revito Ardyan			√			√			√	3	33
22.	Jasmine Raniah Anant			√			√		√		4	44
23.	Zacky Pratama		√				√			√	4	44
Jumlah		27			30			31			92	1012
Nilai Rata-rata		1.17			1.3			1.34			4	4.4

(Research Data processed on 5 December 2014)

⁴ Hasil Observasi yang dilaksanakan pada tanggal 28 November 2014 pukul 08.30 WIB

Based on pre action that is done, the researchers found a few things that can be described as follows.

- 1) teachers use that are not interactive methods
- 2) passive Students during the following instruction.
- 3) Learning Outcome students in writing the essay is still low.
- 4) Students crowded and chatting when a classroom teacher explains.

D. Exposure Data and research findings On Cycle 1

1. Planning stages

In the planning stages of researchers prepare a Lesson Plan (Draft Implementation study) for the actions of the first cycle. In addition to preparing the Lesson Plan researchers prepare a student worksheet, a medium for discussion groups, media power point to explain the observation sheet material, as well as a sheet of reflection. Researchers also prepares teaching format assesment for rated Teacher class IV as a validator.⁵ In this case the researchers acted as executor of learning with learning activities write a personal journal in class IV Elementary School, while Global Islamic classroom teacher acts as an observer to observe and record how the teacher taught for activities taking place.

The study of cycles I was held on November 28, 2014 class IV in Elementary School Global Islamic with 23 students. At the time presensi all of students attend school classrooms without anything absent. Researchers conducting the study according to the lesson plan in accordance with core

⁵ Data obtained taken from the Format of Thematic Learning Practices Observation PLPG Integrated Approach Scientific (Peer Teaching)

competency and competence as well as basic indicators of learning on subjects of citizenship.⁶

2. Observation and Action Cycle 1

a. Stages of Action

Researchers are already conducting a study according to the Lesson Plan has been compiled. In early activity, learning begins with prayers and greetings to the teacher. Teachers respond to student and do presensi the presence of the student. Teachers do apersepsi with how to ask and answer with students on the material before it, the students seemed eager to answer the questions given to the teacher. After that teachers deliver the subject matter and learning objectives to be achieved.

Before doing the core activities and explain the material to be implemented, researchers gave students pretest sheet that will be worked on for 25 minutes with the attached. Before giving pretest sheet for students, the researchers told the students not to sit shoulder-and describes the pretest machined sheet and explain to each other not to give answers or cheating.

At the moment working on a pretest many students ask about the answers on questions which according to them is difficult, but researchers gave a sense to them to do the question as much as possible. Researchers get around the class to check up where their knowledge of the problems on a sheet of pretest. Before 25 minutes there are some students who have been collecting sheet pretest.

⁶ Observation result from cycle 1 which held on November 28 r2014 at 08.30 am

On a core activity, students are asked to listen to and hear the explanations described investigators as a teacher. Teachers explain the material with media power point. Students are very enthusiastic and excited because there is a picture of the custom suits with animated images and custom homes that make them enthusiastic. Next the teacher explores the knowledge of students about anything described on such material. After explaining about civic education materials on the theme of *Indahnya Kebersamaan* sub themes 1 *Keberagaman Budaya Bangsaku*. Teacher invites students to return to class because in this activity teachers wear a small mosque schools to carry out the study due to the LCD to be used to rotate the Power Point slides were in the mosque.

After learning back to the classroom teachers implementing the method Guided Discovery Learning by means of form 23 grade IV Elementary School to share a Global Islamic students in five discussion groups consisting of 5 to 6 students. Then the teacher handed out a worksheet that contains a group of the material described to discussed and carried out according to their thinking to be written in the form of a mind map. Teachers around to check the results of the working groups and asked what the trouble is. Students working on and start discussions about the material group worksheet and ask the teacher when they get the difficulties and the teacher explains.

After students finish work and discuss it in a group, the students were herded to state opinions and presented the results of their group work in front of the class. At the time of presenting the teacher invites other groups to join the opinion and ask questions to groups that are being presented the results of their

discussion. After students have discussions and ask questions as well as give opinion, teachers provided reinforcement to students about the material they have learned. In the closing activity of the teacher asked the students about what material they have learned to know the results that have been achieved in the material that has been studied.

Guru: Adek-adek bagaiman pembelajaran Tema indah nya kebersamaan dengan metode guided discovery tadi? Senang apa tidak?

Siswa: Seneng miss, tapi capek sekarang. Besok ketemu lagi ya miss! (Mereka menjawab dengan senang, antusias dan semangat)⁷

Teachers also provides an opportunity for students to present an opinion on the material that has been studied. Then the teacher reflection sheets handed out to them as in the attachment to be filled before the class ends. After they worked on the sheet of reflection and collect it. Before closing the lesson and before students out of class the teacher provides information as follows,

“Adek-adek jangan lupa untuk pertemuan yang kedua minggu depan nanti harus belajar yang sungguh-sungguh dirumah ya biar mendapatkan nilai yang bagus dan ilmunya manfaat. Soalnya nanti juga ada ulangan yang miss berikan. Dan jangan lupa materi yang sudah Miss sampaikan dipelajari dirumah masing-masing”⁸

The teacher then gives motivation to students to always diligent in study, prayer and pray that all the desires and their dreams can be achieved. Teacher learning in school classrooms ending with the greeting and then students took a break.

⁷ Teacher's question to student after learning done on November 28 2014

⁸ Teacher notice to student when leaved class on November 28 2014

b. Observations

1) Observations Of Teacher Activity

The observed classroom teacher is a research activity in applying the method of Guided Discovery scientific approach. From the results obtained the value of 95.5% which can be seen in attachment. Based on the attachment that the implementation of the learning cycle 1 categorized very well although not all indicators were implemented such as the lack of teachers in the master classes that are crowded and teachers have not been able to implement the learning process in accordance with the allocation of a specified time, but teachers have qualified in the assessment instrument.⁹

2) Students on Pretest Results Cycle 1

During learning activities take place, teachers act as researchers as well as observer in charge of observing the activity of learning. This is done to acknowledge an increase in nationalism theme 1 learning students in the beauty Community on the sub theme 1 Keberagaman Budaya Bangsaakumy people. On the teaching and learning activities in this teacher using Guided Discovery Learning methods with scientific approach to improve student learning outcomes and student nationalism implemented cooperative or group.

Assessment in a group, include an assessment process, the assessment of results and the final assessment. In the assessment process is divided into three components, namely:

⁹ Data obtained taken from the assessment instrument Format Thematic Learning Practices Observation PLPG Integrated Approach Scientific (Peer Teaching).

- a. Cooperation with indicator compact to accomplish the task without asking the other groups and involve all members of the group.
- b. Independence and ability indicators provide arguments and give criticism, as well as the results of his work presented a bold and timely answers.
- c. Responsibilities with the indicators by collecting timely tasks, all tasks carried out and work in accordance with their respective tasks

Then the value of the learning process of the implementation cycle of 1 can be known to the average value of the liveliness of the observation sheets students are enough with less success rate criteria. From the observation sheet is also known to the average on each aspect. Note that on this aspect of cooperation gets the value of an average of 2.08 in aspects of the responsibility of an average of 1.60 and self-reliance of 1.91. This proves that when the students events of classical learning less. As for knowing the value of each student can known from the following table:¹⁰

tabel 4.4
Activity Student Observation Sheet at Cycle 1

No	Name	Aspect Controlled									Score	Proses Value
		Cooperative			Independent			Responsibility				
		3	2	1	3	2	1	3	2	1		
1.	Achmad Maulana		√		√			√			8	88
2.	Achmad Rifaldi Sonaini F	√				√			√		7	77
3.	Ade Sandya Yanuarta	√			√			√			9	100
4.	Adinda Azalea Firdaus		√			√				√	5	55
5.	Dea Ramadhany Putri		√			√			√		6	66
6.	Firmandika Firdaus Priyono		√			√			√		66	66
7.	Muhammad Novan	√				√			√		7	77

¹⁰ The observation was carried out on November 28, 2014 08.30 WIB Global Islamic School in SD

	Ramadhan											
8.	Rachmitha Aulia Ningrum		√			√			√		6	66
9.	Rahmat Robby Pratama		√				√			√	4	44
10.	Rio Tri Prakoso P.P	√				√				√	6	66
11.	Rohmatul Istiqomah		√			√			√		6	66
12.	Satriyo Bagus Setyawan			√			√			√	3	33
13.	Sela Garneta Lana		√			√			√		6	66
14.	Tri Nazwa Livia		√		√					√	6	66
15.	Wildhan Loanda Eldama		√				√			√	4	44
16.	Zidan Farhan Purnomo		√		√				√		7	77
17.	Putra Rachel Dewa Soegiharno			√			√			√	3	33
18.	Muhammad Edra Fautsa		√			√				√	5	55
19.	Bagas Andika Putra Prastiyono		√			√			√		6	66
20.	Firlana Azmi			√			√			√	3	33
21.	Revito Ardyan		√				√			√	4	44
22.	Jasmine Raniah Anant		√			√			√		6	66
23.	Zacky Pratama	√				√				√	6	66
Jumlah		48			44			37			126	1411
Nilai Rata-rata		2,08			1,91			1,60			5,47	61,34

(Research Data processed on December 25, 2014)

The overall results of the study data grade IV in the cycle I can be seen on attachment with the results can generally be described as follows.

Table 4.5 Average Scores of students in the subjects civic education themes are the beauty Community on Cycle 1

Interpretation	Level of Mastery	Lot of Student	Persentase
A (sangat baik)	80 ke atas	1	4,3%
B (baik)	70-79	2	8,7%
C (cukup)	60-69	6	26%
D (kurang)	50-59	7	30,4%
E (gagal)	49 ke bawah	7	30,4%

(Research Data processed on December 25, 2014)

the formula

$$\text{Cycle 1} = \frac{\text{Cycle 1-Pre Action}}{\text{Pre Action}} \times 100$$

From the above results demonstrated that the percentage increase in student learning outcomes on cycle 1 is 12%. Results of the study showed that on this 1 cycle students can not be said to be completely in the study. Because students who acquire mastery over the value of the KKM is 1 person with a value of 80.¹¹

c. Reflection

The reflection was intended as an attempt to review the actions that have been implemented. The result of these reflections were used to determine the next step in the cycle 2 in an effort to make improvements. Based on the results of observation on cycle 1 found several problems that must be resolved is the solution for repair on the next cycle. These problems include:

- a. Students are still confused in doing a pretest first day.
- b. Any transfer of Laboratory space to the class from the class due to schedule another class.
- c. Students shy of the disclosure suggested the idea in front of the class.
- d. students who feel confused and less enthusiastic in learning so that need attention and stimulus that can attract students in learning.

Although there were still some difficulties faced by students, but the application of the method of guided discovery learning in cycle 1 went pretty well. This can be seen at antusiame, indicated in the following student learning

¹¹ the observation was carried out on November 28, 2014 08.30 BST Global Islamic School in SD

and mastery of the material by researchers was able to explain the material so well.

d. Improvement Planning

Based on the results of the above reflections, repairs necessary, done by researchers in order to fix the deficiencies in the cycle of learning I is as follows:

- a. Give the sense and have to explain about the Ordinances do charging in action pre test.
- b. Should any koordnasi about the schedule of the laboratory with other classes.
- c. The teacher should provide stimulus and ideas as well as encourage them to bravely suggested.

E. Exposure Data and Research Findings On Cycle 2

1. Planning stages

PKN learning cycle 2 began with the improvement of the implementation of the study at cycle 1. In the planning stages, researchers researchers together teachers prepare a learning device consisting of Lesson Plan, learning resources, media, sheet of reflection, observation guidance attitude of discipline and student observation sheet and liveliness in the form of thematic learning implementation assessment instruments used to evaluate teachers in carrying out research learning in the classroom. A Class Action Judgment format encouraged a form of learning Practice Observation PLPG Integrated Thematic approach Scientific (Peer Teaching) for rated Teacher class IV as a validator.

In this case the researchers acted as executor of learning activities with the theme of the term Being a sub theme 1 Keberagaman Budaya Bangsa on subjects PKN (civic education). While teachers act as the validator as well as klas observer observes, assesses and noted how teachers teach in the classroom.

On the learning cycle 2 were held on December 2, 2014 at 08.00 WIB in class IV Elementary School of Global Islamic with a number 23 students. Researchers conducting the study according to the Lesson Plan (plan of implementation of the study) to meet the standard of competence that exists with the aim to be achieved.

2. Observation and Action Cycle II

a. Stages of Action

Researchers conducting the study according to the Lesson Plan has been compiled together Teacher class IV Elementary School Global Islamic School. Researchers start early learning by giving greetings to the students and to the presence of the absent students. Researchers give apersepsi as well as provide motivation to students to be more active in the class. In addition researchers also reviewed the previous learning to go back considering the previous learning.

Teachers do apersepsi with how to ask and answer with students about the material before, such as the following question,

”Adek-adek, minggu kemarin kita sudah belajar tentang apa? Siapa yang masih ingat tentang suku yang ada di Indonesia?”¹²

Students are very excited to answer the questions given to the teacher. After that teachers deliver the subject matter and learning objectives to be

¹² Teacher Questions to student when reviewed learning which held on last meeting

achieved. On a core activity, the teacher explains the theme of the beauty of community subtema 1 Keberagaman Budaya Bangsaakuon subjects Kindred PKN. The teacher explained the learning by using Power Point that has been provided so that students are very enthusiastic in learning. Teachers stimulate students ' ideas by providing images of the culture in power point so that the students are scrambling to respond.

After explaining the material forming the rest of the teachers in 5 groups of 4-5 students groups. Teachers give Students Worksheets to groups discussed by filling out the problem with a time of 25 minutes. The teacher observes students in conducting the discussion groups, students asked about the difficulty in answering the question and teacher explain how to answer it.

After 25 minutes passed students have completed the assignment has been granted, teachers choose the group to present the results of discussion and opinions that have been worked on. Another student asked the group to come forward about the material studied and advanced the Group answered. After discussions with the teacher gives the post test sheet to work on students in 20 minutes. Students worked on carefully and collect it. After that, the teacher gave the students a reflection on the rest of the sheet to be filled and also provide self-assessment and an attitude of tolerance as well. After working on the teachers pass on reflection what have to come by today, and conveying the benefits of teachers have studied the matter today. The teacher gives the student's answer and then continue to rest.

b. Observations

1) Observations Of Teacher Activity

The observed classroom teacher is an increase in research activity in applying the method of Guided Discovery scientific approach. Data obtained from the assessment instrument. From the results obtained the value of 97.7% which can be seen in attachment. Based on the attachment that the learning cycle 2 implementation of categorized fine although not all indicators was carried out but the teachers are qualified in the assessment instrument¹³ in accordance with the lesson plan has been designed according to research activities.

2) Results Posttest Students Cycle 2

During learning activities take place, teachers act as researchers as well as observer. Observations on the implementation cycle II students are already starting to show their excited started when early lesson in progress. In the core activities of teacher teaching with Guided Discovery Learning methods by way of doling out pieces of work groups that will be discussed among a group of friends.

This method helps and makes it easy for students to understand the material being taught. Beside that also trains students in understanding of friends aamong a group, learning with tolerance, he suggested and studied accept other people's opinions. Moreover this method is useful to cultivate a sense of fraternity among a group of friends and increase their sense of nationalism against indonesia by studying the material discussed.

¹³ Data obtained taken from Format Thematic Learning Practices Observation PLPG Integrated Approach Scientifik (Peer Teaching)

Student learning outcomes assessment in cycle II is based on the same criteria and components with the results of the action on the previous cycle of the siklus 1. Note the value of the process students i.e. 1906 with an average success rate of 82.86 From sheets of these observations in mind aspects of the cooperation they get value the value of an average of 2.56. On the independent value of the obtained average value of 2.39 while on aspects the responsibility of 2.56

This indicates that the student's activities while learning takes place is already well underway and experienced a very significant increase due to the average of the process reaches a 82.86. To find out the results of observation on cycle II can be best demonstrated in the following table¹⁴

Tabel 4.6
Activity Student Observation Sheet at Cycle II

No	Name	Aspect Controlled									Score	Proses Value
		Cooperative			Independent			Responsibility				
		3	2	1	3	2	1	3	2	1		
1.	Achmad Maulana	√			√				√		8	88
2.	Achmad Rifaldi Sonaini F	√				√		√			8	88
3.	Ade Sandya Yanuarta	√			√			√			9	100
4.	Adinda Azalea Firdaus	√			√				√		8	88
5.	Dea Ramadhany Putri	√			√			√			9	100
6.	Firnandika Firdaus Priyono		√			√		√			7	77
7.	Muhammad Novan Ramadhan	√			√				√		8	88
8.	Rachmitha Aulia Ningrum		√		√			√			8	88
9.	Rahmat Robby Pratama	√			√			√			9	100
10.	Rio Tri Prakoso P.P	√			√				√		8	88
11.	Rohmatul Istiqomah		√			√		√			7	77
12.	Satriyo Bagus Setyawan	√				√		√			8	88
13.	Sela Garneta Lana		√		√				√		7	77
14.	Tri Nazwa Livia	√				√		√			8	88

¹⁴ The observation was carried out on 2 December 2014 at 08.30 am Global Islamic School in SD

15.	Wildhan Loanda Eldama		√			√		√			7	77
16.	Zidan Farhan Purnomo	√				√		√			8	88
17.	Putra Rachel Dewa Soegiharno	√				√			√		7	77
18.	Muhammad Edra Fautsa		√			√			√		6	66
19.	Bagas Andika Putra Prastiyono	√				√			√		7	77
20.	Firlana Azmi		√			√		√			7	77
21.	Revito Ardyan		√			√		√			7	77
22.	Jasmine Raniah Anant		√			√			√		6	66
23.	Zacky Pratama		√			√			√		6	66
Jumlah		59			55			59			173	1906
Nilai Rata-rata		2.56			2.39			2.56			7.52	82.86

(Research Data processed on December 25, 2014)

In addition to earned an average score of students during the learning activities, also obtained the post test results data through Guided Discovery Learning methods. From research cycle II found the value's increase which significantly is 62.7%. The overall results of the study data grade IV in cycle 2 can be seen on attachment with the results can generally be described as follows the formula.

$$\text{Cycle II} = \frac{\text{Cycle II-Pre Action}}{\text{Pre Action}} \times 100$$

Table 4.7 Average Scores of students in the subjects civic education themes are the beauty Community on Cycle 1

Interpretation	The Level of Mastery	Amount	Percentage
A (very good)	80 to top	13	56,5%
B (good)	70-79	2	13%
C (enough)	60-69	4	17,4%
D (less)	50-59	1	4,3%
E (failed)	49 down	2	8,67%

(Research Data processed on December 25, 2014)

From the results of research in cycle 2 studies found that students have a high sense of tolerance towards other students is evidenced by the existence of a

self-assessment sheet and attitude of tolerance of students below. Students gets final score for very good value is 17 student , and for good value is 1 students and enough value is 5 students. With observations such as:

Table 4.8 Observations Aspect

No	Observations Aspect	Score			
		1	2	3	4
1	respect the opinion of friends				
2	respectful to friends who has different of tribal, religious, racial, cultural, and gender				
3	Accept the deal despite different opinions				
4	accept the shortcomings of others				
5	forgive the mistakes of others				
Total Score					

SHEETS OF SELF-ASSESSMENT STUDENTS AND THE ATTITUDE OF TOLERANCE

Table 4.9

No	No. Induk	Nama	L/P	SKOR	FINAL SCORE
1.	030	Achmad Maulana	L	16	2.78
2.	031	Achmad Rifaldi Sonaini F	L	20	4
3.	032	Ade Sandya Yanuarta	L	19	3.8
4.	033	Adinda Azalea Firdaus	P	17	3.4
5.	034	Dea Ramadhany Putri	P	17	3.4
6.	035	Firnandika Firdaus Priyono	L	17	3.4
7.	036	Muhammad Novan Ramadhan	L	20	4
8.	038	Rachmitha Aulia Ningrum	P	18	3.6
9.	039	Rahmat Robby Pratama	L	19	3.8
10.	041	Rio Tri Prakoso P.P	L	18	3.6
11.	042	Rohmatul Istiqomah	P	16	2.78
12.	043	Satriyo Bagus Setyawan	L	18	3.6
13.	044	Sela Garneta Lana	P	14	2.8
14.	046	Tri Nazwa Livia	P	18	3.6
15.	047	Wildhan Loanda Eldama	L	19	3.8
16.	048	Zidan Farhan Purnomo	L	20	4
17.	097	Putra Rachel Dewa Soegiharno	L	18	3.6
18.	171	Muhammad Edra Fautsa	L	16	2.78
19.	250	Bagas Andika Putra Prastiyono	L	16	2.78
20.	251	Firlana Azmi	L	18	3.6
21.	252	Revito Ardyan	L	18	3.6

22.	253	Jasmine Raniah Anant	P	16	2.78
23.	254	Zacky Pratama	L	18	3.6

The format of the assessment

Scoring Instructions:

Final score using a scale of 1 to 4

Final score calculation using the formula:

$$\frac{\text{Score}}{\text{Highest Score}} \times 4 = \text{Final Score}$$

Example :

Score obtained 14, highest score 4 x 5 statement = 20, then the final score:

$$\frac{14}{20} \times 4 = 2,8$$

Learners gain value:

Very good: when gain score 3.20 – 4.00 (80 – 100)

Good: in case received a score of 3.19 – 2.80 (70-79)

Enough: when gain score 2.40 – 2.79 (60 – 69)

Less: in case received a score less than 2.40 (less than 60%)

c. Reflection

Application of the method of Guided discovery Learning with many scientific approach requires the students to play an active role in the working group or in the nature of individual learning. This is evidenced by the results of student learning that acquisition has increased starting from the implementation of the pra action until the cycle II. While students who fail on this cycle of 2 students from 23 students. Based on observations made researchers to the classroom

teacher or student concerned that failures due to the ability of the students in socializing with friends less because of subdued and how understanding a little later than other students.

Based on the results of observation on the learning cycle 2 using the method of guided discovery learning and observation on the tolerance attitude self-assessment Sheet found that students have met the above standard KKM. Thereby, the research can already terminated because the class of classical mastery

d. Research Findings

On the implementation of the cycle 2, researchers obtain some findings which can be described as follows:

- 1) Students are excited and enthusiastic in learning.
- 2) most students are active in learning with many students who raised a hand when given a question.
- 3) Students are more proficient in express their ideas and opinions may accept other students.
- 4) Learning Outcome increased from cycle 1

CHAPTER V

DISCUSSION OF THE RESEARCH RESULTS

This section is a discussion of exposure research results are analyzed by comparing the learning activities between pre action that do not use method of Guided Discovery Learning with a learning method which implements the Guided Discovery Learning at each meeting in the learning activities theme 1 Indahnya Kebersamaan the sub theme 1 Keberagaman Budaya Bangsaku who devoted on the PKN (civic education)

A. Implementation of Scientific Approache Guided with Discovery Methods to increase Nationalism Grade IV

Effective and cooperative learning students using Dscovery Guided Learning methods with Scientific approach is a learning method that is applied by the teachers in the lesson by giving the opportunity to the students in form groups to discuss the material studied by holding scientific discussion that aims to collect opinions, make conclusions, respect the opinion of friends and composing various alternatives in finding the problem solving of a problem. Scientific derived English scientific meaning, which is science, the science or based on science While the approach is the approach which means that embodies the basic concepts, inspire, strengthen, and underlying thinking about something.¹

Guided discovery is one form of discovery learning method Discovery learning is a cognitive instructional models of Jerome Brunner very powerful

¹ Tim Prima Pena, *Kamus Besar Bahasa Indonesia*, edisi terbaru, Jakarta, Citra Media Press, t.th. hlm 339

According to Brunner, discovery learning according to the search knowledge actively by humans and by itself provides good results. Starts to look for solutions and the accompanying knowledge that will produce meaningful knowledge.² It aims to one day students can become independent bravely suggested, dare to be leaders and receive any opinions and differences of thought among group members as well as with other groups in order to foster a sense of unity and oneness and being able to socialize with good life so ingrained a sense of nationalism and soul early on.

Application of the method of Guided Discovery Learning with a Scientific approach is intended to foster a spirit of student learning that allows students to learn more effectively and efficiently so that affect student learning and outcomes will be achieved the goal of learning activities. Application of the method of Guided Discovery Learning creates a learning environment with the process of democracy and the very demanding students to be active in learning either individually or in groups.

In the application of method of Guided Discovery Learning is no longer a teacher as a center of learning, but rather as a facilitator and giver of direction in learning. Of course it takes is creativity guru to present learning material that is able to attract the attention of students and is capable of well received by students. According Roestiyah advantage of learning with guided discovery method among others:³

² Trianto, 2007, Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik, Surabaya: Prestasi Pustaka Publisher. Hlm 26

³ Roestiyah, N.K, 2001, Strategi Belajar Mengajar, Jakarta: Rineka Cipta hlm 20

- (1) Develop intellectual potential
- (2) Enhance intrinsic motivation
- (3) Learning to find something
- (4) Memory is more durable
- (5) Potential students curiosity
- (6) Train the skills to solve problems by collecting and analyzing the data itself.

Implementation of class action research is carried out in SD Global Islamic School which was done 2 cycles with method of Guided Discovery Learning with a Scientific approach. Action cycle 1 was held on November 28, 2014 which coincides on Friday 08.30-9.35 which teacher learning activities prior to perform the pre test. On the activities of the pre test which has been outlined in the previous chapter in the table 4.3 the success rate of students in one classroom is to have an average value of student learning outcomes with the score 55 with the percentage of resolved the 5.5% as for the percentage of students who do not complete i.e. it.4.48%. This shows that the ketuntasan are classical still not reached, because the percentage resolved by classical space only of it 12%

In the research cycle II was held on December 2, 2015 which coincides on Tuesday found that the method of Guided Discovery Learning with a scientific approach can improve student learning outcomes and a sense of nationalism students on the theme of 1 Beautiful sub theme 1 Community cultural diversity particularly of kindred subjects PKN with a success rate of students for 55 with

the presentation value 5.5% The steps that have been undertaken by researchers are as follows:

1. Observations

Before the start of the study, the researchers conducted the first step is observing the first class will be given an action with the aim to find out how condition class IV Elementary Global Islamic School. During the learning process previously done by master class IV that Enis Syafa'ati Mother S. pd. and it also aims to find out how big the ability level of students of class IV Elementary School Global Islamic School.

In the preliminary observations made by the researchers that during the master class IV only apply to conventional learning with many lectures and faqs as well as applying learning methods that don't pull so that the students become passive and less enthusiastic. This is because of a lack of creativity of teachers in managing class where the teacher was still a centre of learning so that students do not make a vibrant, lively and a chat between friends so that students in the class one table lacking in understanding the material studied.

After knowing the condition of class IV Elementary Global Islamic School, researchers applied the method of Guided Discovery Learning with scientific approaches with considerations that are approved by the supervising research. In this method, students are required to become a center of learning which means the student is the center of learning and is claimed to be active both in personal as well as a group. So the task of the teacher becomes a facilitator as well as monitoring and supervising activities of students in learning.

In the method of Guided Discovery Learning with this scientific approach is taught to sisw may work just as well between classmates so that in its application the teacher divided the students into 5 groups of 4-5 students. Then the teachers hand out student worksheet to each group to discuss between friends among a group . After they discuss the student worksheets that have been handed out and have it done, the teacher sent a first group to advance to the front to present the results of the discussion groups each.

During the session the group to present the results of the Working Group, other groups asked and expresses opinions about the outcome of another group of students so as to make dare to state an opinion, dare to accept the opinions of others, could be in the Association, learning to become a leader and learn to understand the difference between a group of friends or other friends groups.

At this stage efforts are focused on knowing the cultures in indonesia on the theme of 1 Indahnya Kebersamaan sub theme 1 Keberagaman Budaya Bangsaku so that students have a sense of nationalism at early stages so that it can become an employee can be useful for homeland and nation. Origin of the word nationalism is a nation which means the nation. In anthropological and sociological sense, the Nation is a communion of life that stands alone and each member of the fellowship of life feel a unity of race, language, religion, history and customs. Meanwhile, in the political sense of community in an area is the same, and they are subject to the sovereignty of his country as an exit and into the highest power.⁴

⁴ Badri Yatim *Bung Karno, Islam dan Nasionalisme*, (Jakarta: LogosWacana Ilmu, 1999), hlm. 58.

2. The implementation Cycle

a. The cycle 1

On this first cycle, suggesting that the existence of problems in the process of prencanaan action in research activities that reached students only achieve average less maximum. whereas at this stage of the implementation of the Act indicates:

- a) Students are still confused in doing a pretest first har.
- b) Any transfer of Laboratory space to the class from the class due to schedule another class.
- c) Students shy of the disclosure suggested the idea in front of the class.
- d) Students who feel confused and less enthusiastic in learning so that need attention and stimulus that can attract students in learning.

Judging from the first cycle results recapitulating the value found students on observation sheets students grades and grade IV percentage of students who earned grades 80 to top with the number of students is 1 and the precentages is 4,3% and students who earned grades 70-79 with the number of students is 2 and the percentages is 8,7%. Students who earned grades 60-69 with the number of 6 students and the percentages is 26%. Students who earned grades 50-59 with the number 7 students and the percentages 30,4%. Students who earned 49 and under with the number 7 students and the percentages 30,4%.

As explained in the table 4.3 in the previous chapter. This value is based on the recapitulation sheet observations of students showed an average sheet of observation the liveliness of students is. From the observation sheets are also

known to average in every aspect. Note on aspects of cooperation gets an average rating 2.08 The aspek independence obtained average value 1.91 On aspect responsibility obtained average value 1.6 and can be seen in table 4.4. While the learning outcomes on a pre test shows an increase in results for 12%

b. The Cycle II

As a follow-up of the implementation of the action on the cycle 1 studies indicate to researchers the next stage in cycle II, where the meeting was held on 2 December 2014. At this meeting the teacher informs today we will again learn the material before. This activity starts with the teacher explains material about theme 1 Indahnya Kebersamaan theme sub 1 Keberagaman Budaya my people by using Power point which had been prepared in advance. Then after explaining the teacher asked the students to opportunities related to material that has not been understood. After that customize the teacher students to return to their respective group already divided at a meeting yesterday.

The teacher handed out a worksheet for each group in order to discuss among a group of friends that included 4-5 students. After discussion finished groups progressing to the fore class to present the results of his group and other groups to provide an opportunity to ask questions and to argue. Scientific approach to learning which bring the process of gaining knowledge of which is also done through the experiment, encouraging students to learn research methods. The implications of this were positive, there are some studies that

indicate that learning about research methodology can improve the thinking in other areas of life.⁵

As we know that the scientific approach in the study in question here is how the applied learning method based on a particular scientific theory. Scientific approach is oriented approach to learning or student-centered (student centered approach). In the study with the scientific approach, students construct knowledge for themselves. For students, their knowledge is dynamic, evolving from the simple to the complex, from the scope and surrounding himself into a wider scope, and nature of the concrete to the abstract. As a developing human, students have been, are being, and / or will experience four stages of intellectual development, namely the motor sensory, pre-operational, concrete operational, and formal operational.⁶

As many as 23 students of the students almost as a whole is very enthusiastic and excited in a discussion group. Because they feel in their more familiar discussion in understanding the material presented by way of sharing what we know to one group by way of discussing it. Obstacles faced at this meeting was the presence of some students who are less interested in discussing with a friend among a group students are reticent. In this case the researchers guide students by providing referrals to the children so that learning goes according to plan and run optimally.

⁵ Berbasis Masalah Lingkungan”. *Jurnal Lembaran Ilmu Kependidikan*, Universitas Negeri Semarang, Vol. 41. No. 1. Tahun 2012.

⁶ Permendikbud nomor 81 A Tahun 2013

While Sund in Roestiyah NK states that: Discovery is mental process in which students are able to assimilate something concepts or principles. What is meant by mental processes, among others are: observe, digest, understand, classify, make allegations, explaining, measuring, making inferences, and so on.⁷

On the implementation of the actions carried out in accordance with the permanent lesson plan that has been planned and arranged in advance with the help of master class. On the implementation of the Act indicates that

- a) Students are eager and enthusiastic in learning.
- b) most students are active in learning with many students who raised a hand when given a question.
- c) Students are more proficient in express their ideas and opinions may accept other students.
- d) results increased learning rather than cycle 1.

Based on the recapitulation of the cycle II of the 23 students, students who earned grades 80 to top with the number of students is 13 and the percentages is 56.5% and students who earned grades 70-79 with the number of students is 2 and the percentages is 13%. Students who earned grades 60-69 with the number of 4 students and the percentages is 17.4%. Students who earned grades 50-59 with the number 1 students and the percentages 4.3%. Students who earned 49 and under with the number 2 students and the percentages 8.67%. This is based on the recapitulation sheet which explains about the value of observation results of observation students in every aspect. The value obtained on the independence of

⁷ Roestiyah, N.K, 2001, Strategi Belajar Mengajar, Jakarta:Rineka Cipta hlm 20

the average of the 2.39. On the aspect of cooperative earned an average rating of it 2.56 While on average responsibility of the 2.56 With a number of aspects of the obtained on each of the aspects of the obtained average value of as described in table 4.4 in the previous chapter outlines.

On cycle II researchers are satisfied due to increase in a very significant and what the researchers have demonstrated the success of reach 82.86. Students have already begun to understand how they can respect other people's opinions, they dare to argue and appreciate any differences on the Group and between groups. The results of this research indicate ketuntasan in measuring activity of students in enhancing a sense of nationalism early on.

In an elementary school education elementary school early so that students have the spirit of unity and strong, which is good for cultivating an attitude of Nationalism and Patriotism students. Elementary school (SD) is one of the basic institutions that have a very fundamental function as a foundation of elementary education at the next level. Therefore, it should be done in a way - the right way in order to really - really capable of being a solid foundation for the next education level.⁸

B. The Result of Implementation of Scientific Approache Guided with Discovery Methods to increase Nationalism Grade IV

1. Research results

Quantitative evidence from the research is based on the results of the pre an action no one scored above 70. Students who scored 60-69 as much as 1 percentage of students with the value of 4.3%. Students who scored 50-59 as

⁸ Utama 2006 (dalam. Akbar, S, dkk, 2009 hlm 27

much as 11 students with a percentage of the value of 47.8% and the students who get the value 49 down as much as 11 students with a percentage of 47.8% of and have not yet reached the standard value of the KKM is specified. This shows that that are resolved by classical has still not reached the average value class on pre action. By knowing the value of pre action researchers decided to conduct the action cycle 1. On cycle 1 results achieved increase in the learning process with the results of the test scores pre 80 up as much as 1 with percentage of 4.3%. Students who got 70-79 students with as much as 2 percentage of 8.7%. Students who scored 60-69 as 6 with a percentage of the value of 26%. Students who scored 50-59 as much as 7 students with a percentage of the value of 30.4% and the students who get the value 49 down as much as 7 with percentage of 30.4%. After knowing the value cycle 1 researchers continue on the next cycle due by reason of the research on siklus 1 has not met the standard of KKM, yet, and said not successful.

In cycle II, the average value of a class with the value completed student who gets an 80 and above amounted to 56.5% in the number of students While students who reach 13 value of 70-79 as much as 4 students with a percentage of 13%. While that gets the value 60-69 as much as 4 students with 17.4% and the percentage of students who scored 50-59 1 only students with a percentage amounting to 4.3% as well as the students who scored 49 down as much as 2 students with the percentage of 8,67%.

From the results of research in cycle 2 studies found that students have a high sense of tolerance towards other students is evidenced by the existence of a

self-assessment sheet and attitude of tolerance of students. From sheets of self-assessment and the attitude of tolerance students discovered that students get value tolerance. Students gets final score for very good value is 17 student , and for good value is 1 students and enough value is 5 students. This proves the existence of an increased sense of nationalism they already formed early on. This proves the existence of success in the application of the scientific method approach guided discovery successfully. With values like shown below:

SHEETS OF SELF-ASSESSMENT STUDENTS AND THE ATTITUDE OF
TOLERANCE

Table 5.1

No	No. Induk	Nama	L/P	SKOR	
1.	030	Achmad Maulana	L	16	
2.	031	Achmad Rifaldi Sonaini F	L	20	
3.	032	Ade Sandya Yanuarta	L		
4.	033	Adinda Azalea Firdaus	P	17	
5.	034	Dea Ramadhany Putri	P	17	
6.	035	Firmandika Firdaus Priyono	L		
7.	036	Muhammad Novan Ramadhan	L	20	
8.	038	Rachmitha Aulia Ningrum	P		
9.	039	Rahmat Robby Pratama	L	19	
10.	041	Rio Tri Prakoso P.P	L	18	
11.	042	Rohmatul Istiqomah	P		
12.	043	Satriyo Bagus Setyawan	L	18	
13.	044	Sela Garneta Lana	P		
14.	046	Tri Nazwa Livia	P	18	
15.	047	Wildhan Loanda Eldama	L	19	
16.	048	Zidan Farhan Purnomo	L	20	
17.	097	Putra Rachel Dewa Soegiharno	L	18	
18.	171	Muhammad Edra Fautsa	L		
19.	250	Bagas Andika Putra Prastiyono	L		
20.	251	Firlana Azmi	L	18	
21.	252	Revito Ardyan	L	18	
22.	253	Jasmine Raniah Anant	P		
23.	254	Zacky Pratama	L		

(The data processed on 7 Desember, 2014)

Empirical facts about the success of the approach in the learning of scientific reported by Mulyono, et al (2012), that the scientific approach to learning the skills of fermentation technology based on the environmental problem of waste production of tempe-tahu, which includes the syllabus, lesson plans, teaching materials, pieces of discussion participants students (LDPD), and scientific assessment skill sheet. The analysis showed a learning device is very valid, effective, and practical applied.⁹

According to Moh Amien "discovery activity is an activity or lesson is designed so that students can discover the concepts and principles through his own mental processes".¹⁰ While Sund in Roestiyah NK states that: Discovery is mental process in which students are able to assimilate something concepts or principles. What is meant by mental processes, among others are: observe, digest, understand, classify, make allegations, explaining, measuring, making inferences, and so on.¹¹

As for the qualitative evidence can be explained on the results of interviews conducted by researchers with the interviewing master class about the effectiveness of the method of Guided Discovery Learning with a scientific approach is applied. Researchers also interviewed some students and the observations of students in the class. Most of them expressed pleasure, passion and comedy ensues, as in following the teaching and learning activities as well as those described in chapter IV.

⁹ Mulyono, S. Yatin, Siti Harnina Bintari, Enni Suwarsi Rahayu, dan Priyanti Widiyaningrum. "Pengembangan Perangkat Pembelajaran dengan Pendekatan *Scientific Skill* Teknologi Fermentasi

¹⁰ Moh. Amien. 1988. Buku Pedoman Laboratorium dan Petunjuk Praktikum Pendidikan IPA Umum. Jakarta: Departemen Pendidikan dan Kebudayaan. Hlm 97

¹¹ Roestiyah, N.K, 2001, Strategi Belajar Mengajar, Jakarta: Rineka Cipta hlm 20

Raising the skills of students in talking, asking questions, and giving answers logically, systematically, and use good language and correct . It's according to According Roestiyah advantage of learning with guided discovery method among others:¹²

- (1) Develop intellectual potential
- (2) Enhance intrinsic motivation
- (3) Learning to find something
- (4) Memory is more durable
- (5) Potential students curiosity
- (6) Train the skills to solve problems by collecting and analyzing the data itself.

This research include to Collaboratively in the presence of a CAR required cooperation with other parties such as employers, peers or colleagues, students, and so on. All of them are expected to be used as a data source or data source. Therefore, in essence the position of the researcher in the CAR is part of the circumstances of a background examined. Researchers not only as an observer, but he was also directly involved in a process of circumstances. This form of cooperation or collaboration among the members of the circumstances which led to a process that can take place.

Collaboration in this opportunity is in the form of viewpoint presented by each collaborator. Furthermore, this viewpoint is considered as a very important contribution in the effort to understanding the range of issues that arise. To that

¹² Roestiyah, N.K, 2001, Strategi Belajar Mengajar, Jakarta:Rineka Cipta hlm 20

end, researchers will be that there is no point of view of someone who can be used to understand something completely and capable problem compared to the perspective that comes from various parties.

This method Guided discovery is one form of discovery learning method. Discovery learning is a cognitive instructional model of Jerome Bruner, very powerful. According to Bruner, discovery learning according to the search for knowledge actively by humans and by itself provides good results. Starts to look for solutions and the accompanying knowledge that will produce meaningful knowledge.¹³

¹³ Trianto, 2007, Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik, Surabaya: Prestasi Pustaka Publisher. Hlm 26

CHAPTER VI

CLOSING AND SUGGESTION

A. Conclusions

- From the results of the observations have been conducted before, the researchers found a few things that can be described as follows.
 - 1) teachers use that are not interactive methods
 - 2) passive Students during the following instruction.
 - 3) Learning Outcome students in writing the essay is still low.
 - 4) Students crowded and chatting when a classroom teacher explains.
- Stages in implementing the Scientific Approach to the application of the method of Guided Discovery lesson plan with the plan that has been designed by researchers with the help of master class IV Elementary Global Islamic School before undertaking action in the classroom. Discussing the plan to be implemented in the classroom in accordance with methods that will be applied and in accordance with the character of grade IV. Details of the activities of the implementation of the learning in the classroom with the teacher explains the process in the classroom. Teachers explain the material Theme 1 about the Indahnya Kebersamaan on the sub theme 1 Keberagaman Budaya Bangsaku using LCD which has been prepared in advance. After explaining the material presented, the teacher split the group into five groups to discuss group worksheets which teachers were shared. After students discuss group worksheets, teachers

selected and instructed the group to come forward to explain the Group's results have been discussed. Another group that does not forward the fore asked the group to come forward and reveal his group's opinion. They argue with each other.

- The application of scientific approach with Guided Discovery method can enhance a sense of nationalism, the student and the student achievement outcomes in theme 1 Indahnya Kebersamaan the sub theme 1 Keberagaman Budaya Bangsaku on subjects Kindred PKN (civic education) in elementary Global Islamic School. Based on the results obtained on pre action, cycle 1 and cycle both occur a very significant increase from the average value of the students before the holding of the research of 46.8 After done actions by using the method of application of guided discovery learning approach to scientific success rate reached students in cycle I increased to 12% with an average score of 51 students in cycle II increased 62.7% longer with an average value of 76. It shows the students successfully learn theme 1 Wonderful Togetherness theme sub 1 cultural diversity on subjects Kindred PKN (civic education) and an increase in student learning and achievement sense of nationalist students.

B. Suggestions

Based on the results of this research, some suggestions that need to be delivered as follows:

- Master Class IV in the primary Global Islamic School recommended for more attention and patience in teaching the material to students whose academic ability is low.
- Teacher Class IV Elementary Global Islamic School are advised to use the results of this research as a consideration in the conduct of the methods used in the classroom so that students in the classroom are more vibrant and better understand the material being taught.
- For all teachers is particularly recommended when teaching elementary school teachers use language and don't be too quick in describing the material.
- For subsequent researchers, in addition to the application of scientific approach with Guided Discovery method can be appears to be the need to look for other methods are up to date so that students can continue to enhance the sense of nationalism, the student learning outcomes and optimal.

1st Appendix



2nd Appendix : Research Certificate



3rd Appendix : Assesment Instrument of Learning Process

INSTRUMEN PENILAIAN PELAKSANAAN PEMBELAJARAN TEMATIK TERPADU

1. Nama Peserta :
2. Asal Sekolah :
3. Tema/ST/PB :

Aspek yang Diamati		Ya	Tidak	Catatan
Kegiatan Pendahuluan				
Apersepsi dan Motivasi				
1	Menyiapkan fisik dan psikis peserta didik dengan menyapa dan memberi salam.			
2	Mengaitkan materi pembelajaran sekarang dengan pengalaman peserta didik atau pembelajaran sebelumnya.			
3	Mengajukan pertanyaan menantang.			
4	Menyampaikan manfaat materi pembelajaran.			
5	Mendemonstrasikan sesuatu yang terkait dengan tema.			
Penyampaian Kompetensi dan Rencana Kegiatan				
1	Menyampaikan kemampuan yang akan dicapai peserta didik.			
2	Menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi			
Kegiatan Inti				
1	Kemampuan menyesuaikan materi dengan tujuan pembelajaran.			
2	Kemampuan mengkaitkan materi dengan pengetahuan lain yang relevan, perkembangan Iptek , dan kehidupan nyata.			
3	Menyajikan pembahasan materi pembelajaran dengan tepat.			
4	Menyajikan materi secara sistematis (mudah ke sulit, dari konkrit ke abstrak)			
Penerapan Strategi Pembelajaran yang Mendidik				
1	Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai			
2	Melaksanakan pembelajaran secara runtut.			
3	Menguasai kelas.			
4	Melaksanakan pembelajaran yang bersifat kontekstual.			
5	Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif (nurturant effect).			
6	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang direncanakan.			
Penerapan Pendekatan scientific				
1	Memberikan pertanyaan mengapa dan bagaimana.			
2	Memancing peserta didik untuk bertanya.			
3	Memfasilitasi peserta didik untuk mencoba.			
4	Memfasilitasi peserta didik untuk mengamati.			

5	Memfasilitasi peserta didik untuk menganalisis.			
6	Memberikan pertanyaan peserta didik untuk menalar (proses berpikir yang logis dan sistematis).			
7	Menyajikan kegiatan peserta didik untuk berkomunikasi.			
Aspek yang Diamati		Ya	Tidak	Catatan
Penerapan Pembelajaran Tematik Terpadu				
1	Menyajikan pembelajaran sesuai tema.			
2	Menyajikan pembelajaran dengan memadukan berbagai mata pelajaran dalam satu PBM meliputi Pendidikan Agama dan Budi Pekerti, PPKn, Bahasa Indonesia, Matematika, Seni Budaya dan Prakarya, serta Penjasorkes.			
3	Menyajikan pembelajaran yang memuat komponen karakteristik terpadu.			
4	Menyajikan pembelajaran yang bernuansa aktif dan menyenangkan.			
Pemanfaatan Sumber Belajar/Media dalam Pembelajaran				
1	Menunjukkan keterampilan dalam penggunaan sumber belajar pembelajaran.			
2	Menunjukkan keterampilan dalam penggunaan media pembelajaran.			
3	Menghasilkan pesan yang menarik.			
4	Melibatkan peserta didik dalam pemanfaatan sumber belajar pembelajaran			
5	Melibatkan peserta didik dalam pemanfaatan media pembelajaran.			
Pelibatan Peserta Didik dalam Pembelajaran				
1	Menumbuhkan partisipasi aktif peserta didik melalui interaksi guru, peserta didik, sumber belajar.			
2	Merespon positif partisipasi peserta didik.			
3	Menunjukkan sikap terbuka terhadap respons peserta didik.			
4	Menunjukkan hubungan antar pribadi yang kondusif.			
5	Menumbuhkan keceriaan atau antusiasme peserta didik dalam belajar.			
Penggunaan Bahasa yang Benar dan Tepat dalam Pembelajaran				
1	Menggunakan bahasa lisan secara jelas dan lancar.			
2	Menggunakan bahasa tulis yang baik dan benar.			
Kegiatan Penutup				
Penutup pembelajaran				
1	Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.			
2	Memberikan tes lisan atau tulisan .			
3	Mengumpulkan hasil kerja sebagai bahan portofolio.			
4	Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan.			
	Jumlah			

Malang,.....2014

Guru Kelas IV

RUBRIK PENILAIAN PELAKSANAAN PEMBELAJARAN

Rubrik Penilaian Pelaksanaan Pembelajaran ini digunakan fasilitator untuk menilai kompetensi guru dalam melaksanakan pembelajaran pada saat peerteaching.

Langkah Kegiatan:

1. Berikan tanda cek (✓) pada kolom pilihan YA atau TIDAK sesuai dengan penilaian Anda terhadap penyajian guru pada saat pelaksanaan pembelajaran
2. Berikan catatan khusus atau saran perbaikan pelaksanaan pembelajaran
3. Setelah selesai penilaian, hitung jumlah nilai YA dan TIDAK
4. Tentukan Nilai menggunakan rumus sbb:

$$\text{Nilai} = \frac{\text{jumlah YA}}{44} \times 100\%$$

PERINGKAT	NILAI
Amat Baik (AB)	$90 < AB \leq 100$
Baik (B)	$80 < B \leq 90$
Cukup (C)	$70 < C \leq 80$
Kurang (K)	≤ 70

4th Appendix : Teamwork Sheet

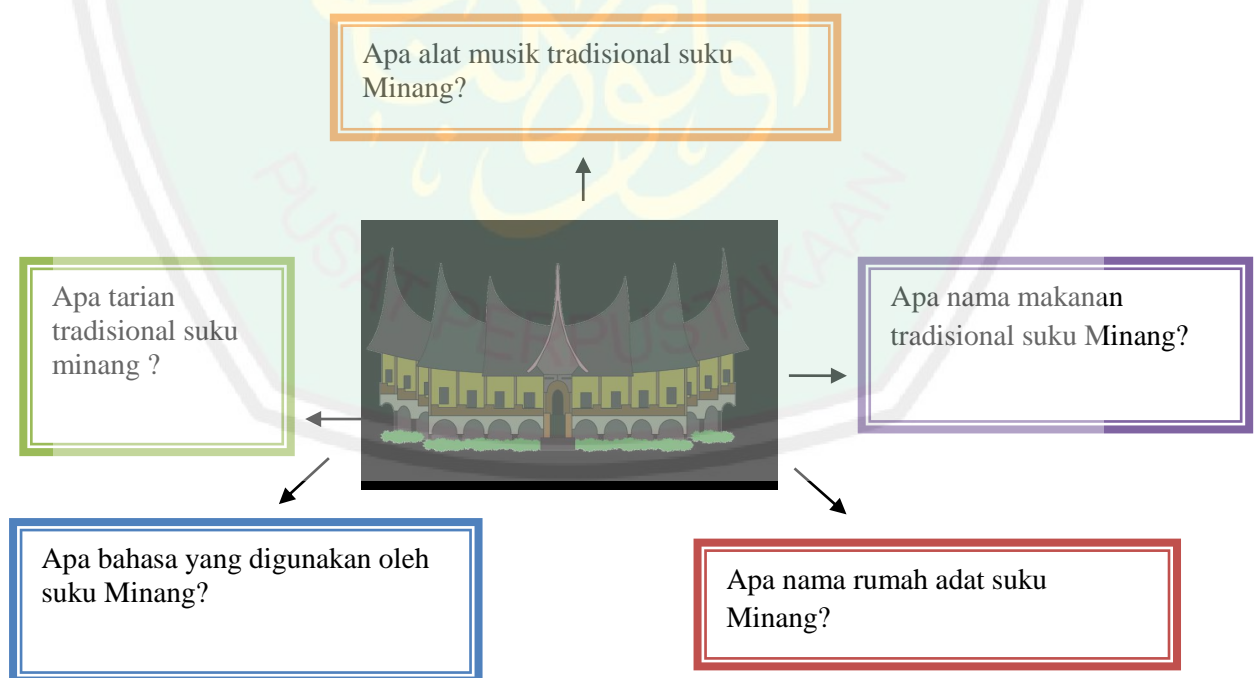
Mengenal Suku Minang



Suku Minang sering disebut sebagai orang Padang atau *Urang Awak*. Mereka adalah kelompok etnis Nusantara yang berada di Sumatra Barat. Selain bahasa Padang, orang Minang juga menggunakan bahasa Melayu. Alat musik tradisional Minang adalah talempong. Talempong dimainkan dengan cara dipukul. Alat musik khas Minang lainnya yang dimainkan dengan cara ditiup adalah saluang.

Masyarakat Minang juga memiliki banyak jenis tarian, di antaranya adalah tari Pasambahan dan tari Piring. Tari Pasambahan biasanya ditampilkan dalam pesta adat. Rumah adat Minang disebut rumah gadang yang terbuat dari bahan kayu. Rendang merupakan salah satu masakan tradisional Minang yang terkenal, bahkan telah dikenal di negara lain. Makanan khas masyarakat Minang lainnya yang juga digemari adalah sate padang dan dendeng balado. Orang Minang gemar berdagang dan merantau ke daerah lain. Legenda yang terkenal adalah cerita “Si Malin Kundang”.

Temukan informasi penting dari bacaan tadi.
Buatlah kesimpulanmu dalam bentuk peta pikiran!



Setelah membuat peta pikiran, jawablah pertanyaan berikut!

1. Jelaskan perasaanmu setelah mengenal suku Minang!
2. Bagaimana cara memperkenalkan budaya Minang kepada orang di sekitarmu?

Indonesia adalah negara yang sangat beragam budaya, agama, dan bahasa daerahnya. Sebagai warga negara yang baik, kita wajib menghargai keberagaman tersebut. Bertanyalah kepada temanmu untuk mencari informasi tentang keberagaman suku bangsa di kelas

No	Nama siswa	Daerah asal	Ciri daerah	Agama
1				
2				
3				
4				
5				
6				

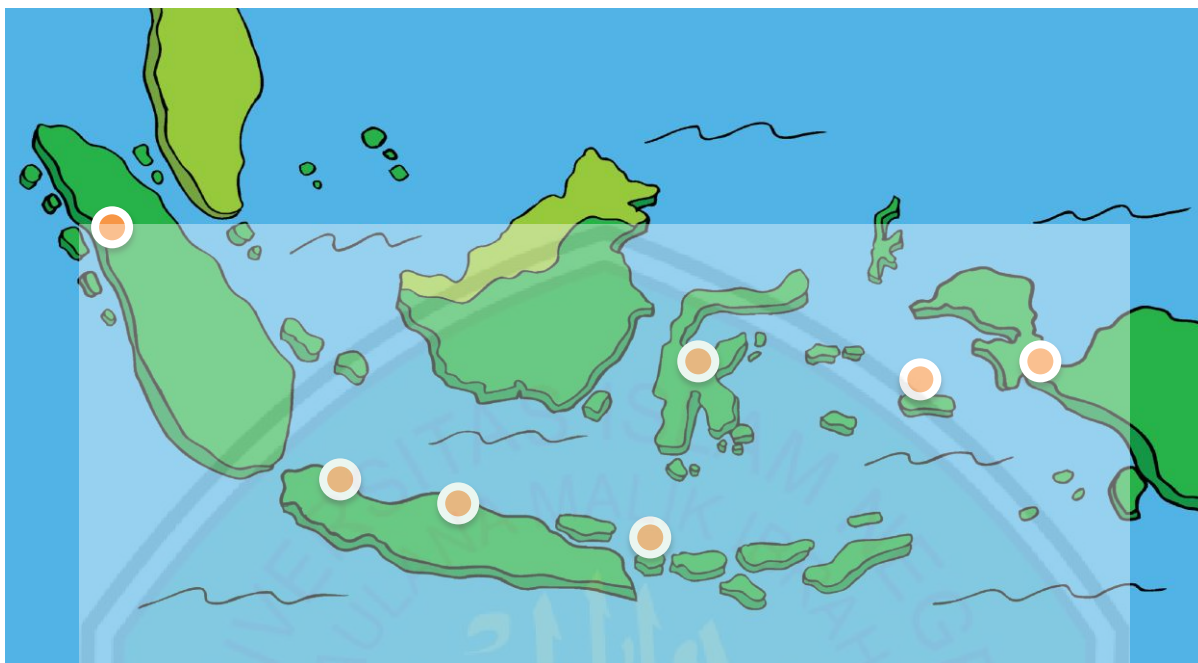
Setelah mendapatkan informasi di atas, jawablah pertanyaan berikut:

1. Apakah kalian semua berasal dari daerah yang sama? Jelaskan!
2. Apakah kalian mempunyai ciri khas daerah yang sama?
3. Bagaimana sikap yang seharusnya kalian tunjukkan terhadap perbedaan yang ada?
4. Apakah kalian bangga menjadi anak Indonesia ?

No.	Sikap Menghargai Keberagaman
1.	Bermain bersama dengan teman yang berlainan agama.
2.	
3.	
4.	
5.	

No.	Sikap Tidak Menghargai Keberagaman
1.	Bermain hanya dengan teman yang satu agama.
2.	
3.	
4.	
5.	

Amati peta budaya dibawah ini! Amati peta budaya dibawah ini!



Tempelkan ikon dibawah ini sesuai daerah masing masing!



5th Appendix : Appendix of Interview Teacher Class Fourth Grade

LAMPIRAN WAWANCARA GURU KELAS IV SD ISLAMIC GLOBAL SCHOOL

Interviewer: Assalamualaikum bapak, saya mau mewawancarai bapak tentang perubahan K13

Guru : Wa'alaikumsalam iya mbak.

Interviewer: Berapa tahun bapak sudah mengajar di SD Isamic Global School?

Guru : Saya mulai mengajar disini mulai tahun ajaran baru sekitar 5 bulanan.

Interviewer: Bagaimana pendapat bapak tentang perubahan kurikulum KTSP menjadi K13?

Guru : Perubahan kurikulum KTSP ke K13 saya rasa kok terburu-buru ya, artinya bagaimana strategi bukan strategi ya , target pencapaian anak siswa itu belum dipikirkan secara matang. hanya kalau menurut saya ada muatan politisnya bagaimana perubahan menteri itu harus segera membuat produk. ini yang saya rasakan selama 5 bulan ini k13 dilaksanakan diklas 4 itu. artinya apa yg dibutuhkan siswa itu cuman sedikit yang dimasukkan . temanya pun banyak yang tidak sesuai dengan materi yang harusnya didapatkan pada kelas 4.

Interviewer: Apa yang bapak persiapkan dalam mencapai standart kompetensi dalam K 13?

Guru : Yang jelas buku panduan k13 kita pelajari terus secara matang, serta mengikuti pelatihan . yang penting pembuatan rpp sesuai dengan acuan standart k13 itu sudah kita lakasanakan dan kita buat baru kita kemudian menentukan strategi bagaimana kelas itu bisa diaplikasikan didalam kelas.

Interviewer: Apakah bapak selalu menerapkan pendekatan scientific dalam pembelajaran?

Guru : Kalau menurut saya entah itu k13 ataupun saya kira pendekatan scientific itu perlu artinya siswa itu diajak untuk eksplorasi. siswa itu diajak untuk mencari jawaban bukan kita selalu memberi ceramah didalam kelas dan itu nonsense . artinya siswa itu bisa mendapatkan pengertian sendiri ketika mereka memulai dari pertanyaan mereka sendiri. jadi siswa itu disuruh bagaimana mengamati mendapatkan sesuatu yang berarti mulai dari pertanyaan mereka sendiri, jadi siswa itu disuruh mengamati sesuatu sehingga nanti disimpulkan. jadi itu termasuk roh dari pendekatan scientific...

Interviewer: apakah kadang bapak kesulitan dalam menerapkannya?

Guru : Kadang kesulitan, artinya disitu kita harus memasukkan K1 sampai K4. artinya itu saya kira terksan kita harus memaksakan. artinya satu tema kemudian kita harus artinyapertema kita harus memasukkan sisi agamanya, sosialnya artiny kita harus cukup memaksa dan kita butuh pemikiran keras bagi gurunya mengulangi gitu.

Interviewer: Apakah bapak juga menggunakan metode untuk menerapkan pendekatan scientific dalam pembelajaran?

Guru : Ya pastilah mtode harus dipakai dalam setiap pembelajaran.ini walaupun k13 sudah punya rambu-rambu scientific punya rambu2 k13 tapi dlapangan kita dibebaskan untuk melakukan strategi dengan melihat bagaimana psikologi dan sosial pada siswa. makanya strategi metode itu harus ada.

Interviewer: Apa metode yang biasa bapak pakai dalam pembelajaran?

Guru : Kalau media bermacam-macam paling diterima anak-anak itu pakai IT didalam kelas menggunakan LCD kemudian kita ajak siswa itu membuat aplikasi dengan

menggunakan aplikasi yang sudah ada kita buat dan selain itu kita pakai game dan sebagainya. lagu juga dan kita ajak observasi lapangan secara langsung dan tentu kita setiap bulan mengajak siswa untuk melakukan study empiris atau kita ajak keluar lapangan mengamati secara langsung pembelajaran apa yang sedang dipelajari

Interviewer: Apa metode yang sering bapak pakai?

Guru : Metode seperti semuanya seperti jigsaw , saya ambil karena basic saya bahasa inggris dari metode dari yang ada bahasa inggris karena dalam bahasa inggris mempunyai metode grammar translate seperti kita terangkan dulu memakai bahasa indonesia seperti apa baru kita ke bahasa inggrisnya. kita pakai dalam pembelajaran matematika. kita fleksibel kan ini tematik ya dengan memberikan konsep dahulu lalu selanjutnya kan mudah.

Interviewer: Apakah bapak dengan mudah menggabungkan media dengan metodenya??

Guru : Kadang mudah kadang sulit, tapi ya mungkin 50:50 lha karena dunia pendidikan dinamis tho intinya selalu berkembang, kadang siswa kita pun membuat media dan metode karena keadaan siswa tidak sesuai keinginan maka kita harus segera merubahnya.

Interviewer: Apakah metode yang bapak pakai sudah sesuai dengan yang diharapkan pada pendekatan scientific?

Guru : Sebisa mungkin kita usahakan sesuai dengan apa yang diharapkan karena mau tidak mau kebijakan harus kita laksanakan jadi walaupun dari kita banyak guru yang tidak setuju dengan k13 tapi mau tidak mau harus kita usahakan. jadi

setiap harinya harus kita pakai acuan dalam K13 pendekatan scientific sehingga kita pakai.

Malang, 2 Desember 2014

Akhmad Susanto. S.Hum



6th Appendix : Appendix Interview of Teacher Class Fourth Grade

LAMPIRAN WAWANCARA GURU KELAS IV SD ISLAMIC GLOBAL SCHOOL

Interviewer : Assalamualaikum bu Enis.

Ibu Enis : Wa'alaikumsalam mbak.

Interviewer : Ibu saya mau mewawancarai ibu tentang K-13

Ibu Enis : Iya silahkan

Interviewer : Ibu sudah berapa tahun mengajar di SD Islamic Global School ?

Ibu Enis : Saya sudah mengajar hampir 2 tahun mulai dari 2012 hingga sekarang tapi untuk yang K13 baru tahun ini kalau yang kemarin masih KTSP

Interviewer : Berapa tahunkah pengalaman ibu dalam mengajar?

Ibu Enis : 2 tahun

Interviewer : Bagaimana pendapat ibu tentang perubahan kurikulum KTSP ke kurikulum 2013 bu ?

Ibu Enis : Ya menurut saya agak sedikit rumit. Nah itu tentang penilaian, terus deskripsi dari nilai itu sendiri, raportnya itu masih kesulitan disitu, media juga termasuk sulit.

Interviewer : Apa yang ibu persiapkan untuk mencapai standart kompetensi di K-13?

Ibu Enis : Persiapannya mengajarkan anak-anak itu yang berkaitan dengan tema dan media yang mendukung.

Interviewer : Apakah ibu selalu melakukan pendekatan scientific pada setiap pembelajaran?

Ibu Enis : Iya saya selalu menerapkan pendekatan scientific.

Interviewer : Apakah ibu kesulitan dalam melakukan pendekatan scientific ?

Ibu Enis : Kesulitan juga mbak.

Interviewer : Apa metode yang ibu gunakan untuk mencapai pendekatan scientific?

- Ibu Enis : Ya pakai jigsaw learning, inquiry, kadang metode tanya jawab, metode kelompok untuk menemukan problem solving dan menemukan solusinya
- Interviewer : Apakah metode yang ibu pakai dapat mencapai KKM yang ditentukan dan membuat siswa lebih aktif?
- Ibu Enis : Bisa dengan berbagai metode itu terutama kalau kita menggunakan variasi atau model pembelajaran itu anak-anak lebih semangat apalagi dengan permainan.
- Interviewer : Apakah ibu juga tepat memilih metode dengan media yang akan digunakan?
- Ibu Enis : Kesulitan kadang tidak nyambung atau tidak sesuai dengan metode serta media yang akan digunakan.
- Interviewer : Apa media atau media yang sering ibu pakai dalam pembelajaran ?
- Ibu Enis : Belajar sekitar terutama mengamati lingkungan atau dengan menggunakan LCD juga dipakai.
- Interviewer : Jadi apakah ibu kesulitan dalam menggabungkan metode yang dipakai dalam pembelajaran?
- Ibu Enis : Ada kesulitan masih ada kesulitan.
- Interviewer : Apa metode yang ibu pakai sudah memenuhi standart dalam kurikulum K13 sudah memenuhi pendekatan scientific?
- Ibu Enis : Belum sesuai karena masih kerepotan berdasarkan sumber belajarnya dengan media dan metode dan KI.
- Interviewer : Terimakasih ya bu atas waktunya. Wassalamualaikum.
- Ibu Enis : Iya mbak sama-sama. Wa'alikumsalam.

Malang, 28 Desember 2014

Enis Syafa'ati S.Pd

7th Appendix : Observation Activity Student Sheet

Lembar Observasi Aktivitas Siswa

No	Nama	Aspek yang Diamati									Skor	Nilai Proses
		Kerjasama			Kemandirian			Tanggung Jawab				
		3	2	1	3	2	1	3	2	1		
1.	Achmad Maulana											
2.	Achmad Rifaldi Sonaini F											
3.	Ade Sandya Yanuarta											
4.	Adinda Azalea Firdaus											
5.	Dea Ramadhany Putri											
6.	Firnandika Firdaus Priyono											
7.	Muhammad Novan Ramadhan											
8.	Rachmitha Aulia Ningrum											
9.	Rahmat Robby Pratama											
10.	Rio Tri Prakoso P.P											
11.	Rohmatul Istiqomah											
12.	Satriyo Bagus Setyawan											
13.	Sela Garneta Lana											
14.	Tri Nazwa Livia											
15.	Wildhan Loanda Eldama											
16.	Zidan Farhan Purnomo											
17.	Putra Rachel Dewa Soegiharno											
18.	Muhammad Edra Fautsa											
19.	Bagas Andika Putra Prastiyono											
20.	Firlana Azmi											
21.	Revito Ardyan											
22.	Jasmine Raniah Anant											
23.	Zacky Pratama											
Jumlah												
Nilai Rata-rata												
Presentase												

8th Appendix: Sheets Of Self-Assessment Students

LEMBAR PENILAIAN DIRI

SIKAP TOLERANSI

Petunjuk :

Lembaran ini diisi oleh peserta didik sendiri untuk menilai sikap sosial peserta didik dalam toleransi. Berilah tanda cek (v) pada kolom skor sesuai sikap toleransi yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut :

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

Nama Peserta Didik :

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Saya menghormati teman yang berbeda pendapat				
2	Saya menghormati teman yang berbeda suku, agama, ras, budaya, dan gender				
3	Saya menerima kesepakatan meskipun berbeda dengan pendapatnya				
4	Saya menerima kekurangan orang lain				
5	Saya memaafkan kesalahan orang lain				
Jumlah Skor					

Petunjuk Penskoran :

Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus :

$$\frac{\text{Skor}}{\text{Skor Tertinggi}} \times 4 = \text{skor akhir}$$

Contoh :

Skor diperoleh 14, skor tertinggi 4 x 5 pernyataan = 20, maka skor akhir :

$$\frac{14}{20} \times 4 = 2,8$$

Peserta didik memperoleh nilai :

Sangat Baik : apabila memperoleh skor 3,20 – 4,00 (80 – 100)

Baik : apabila memperoleh skor 2,80 – 3,19 (70 – 79)

Cukup : apabila memperoleh skor 2,40 – 2,79 (60 – 69)

Kurang : apabila memperoleh skor kurang 2,40 (kurang dari 60%)



9th Appendix: Reflection Sheet

Tgl/Hari :

Nama :

Lembar Refleksi

Keberagaman apa saja yang sudah kamu pelajari?

1.

2.

3.

Apa manfaat yang kamu peroleh?

Sikap apa yang akan kamu lakukan selanjutnya?

10th Appendix : Pre Test Sheet

LEMBAR TUGAS PRE TEST SISWA

Nama Lengkap:

A. Pilihlah dengan cara menyilang (X) huruf a, b, c, atau d di depan jawaban yang tepat!

1. Gambar disamping adalah pakaian adat dari daerah..
 - a. Minang
 - b. Jawa timur
 - c. Papua
 - d. Surabaya
2. Jika temanmu yang berbeda agama sedang beribadah, sikap yang kamu lakukan adalah ..
 - a. Mengejek karena berbeda agama dengan kita
 - b. Menghormati dan menghargai para pemeluk agama
 - c. Acuh tak acuh karena bukan urusan kita
 - d. Tidak mau berteman dengan yang berbeda agama
3. Suku minang terdapat di daerah..
 - a. Madura
 - b. Padang
 - c. Banten
 - d. Kediri
4. Bhineka Tunggal Ika artinya ...
 - a. berbeda tetapi sama
 - b. perbedaan dalam persamaan
 - c. berbeda-beda tetapi tetap satu
 - d. sama namun berbeda-beda
5. Lambang negara Indonesia adalah ...
 - a. burung garuda
 - b. Bhinneka Tunggal Ika
 - c. Pancasila
 - d. dasadarma
6. Dibawah ini adalah sikap tidak menghargai perbedaan yaitu..
 - a. Tidak mau berteman dengan teman yang berbeda agama
 - b. Mengajak teman yang berbeda agama bermain dirumah
 - c. Menghormati setiap perayaan hari raya teman yang berbeda agama
 - d. Menghargai setiap perbedaan pendapat diantara teman
7. Dibawah ini manakah makanan tradisional suku minang ..
 - a. Rendang
 - b. Pecel
 - c. Soto Ayam
 - d. Rawon
8. Budaya bangsa atau nasional bersumber dari budaya
 - a. Jawa
 - b. Daerah
 - c. Melayu
 - d. Cina
9. Keragaman suku dan budaya yang kita miliki merupakan satu kesatuan untuk
 - a. berselisih
 - c. beradu



- b. bertengkar d. bersatu

10. Sikap yang harus dikembangkan dalam mewujudkan persatuan dalam keragaman adalah

- a. menghapuskan semua perbedaan
b. memandang rendah suku dan budaya lain
c. menganggap suku dan budaya sendiri sebagai yang paling baik
d. menerima keragaman suku dan budaya sebagai kekayaan bangsa

B. Isilah titik-titik di bawah ini dengan jawaban yang tepat!

1. Dengan orang yang beragama lain kita harus saling...
2. Sebutkan tiga nama rumah adat yang kau ketahui...
3. Alat musik tradisional talempong berasal dari...
4. Apa nama rumah adat suku minang...
5. Bhineka tunggal ika berasal dari bahasa...

C. Jawablah pertanyaan di bawah ini dengan singkat dan jelas!

1. Bagaimana sikapmu jika melihat peristiwa pada gambar disamping?



2. Bagaimana sikap kita dalam menghadapi keragaman suku dan budaya yang ada?

3. Apa yang terjadi bila antar suku bangsa tidak saling menghargai dan saling mengutamakan kepentingan daerah masing-masing?

4. Apakah di perkotaan masih sering dilakukan upacara adat? Jelaskan!

5. Sebutkan cara menghargai keragaman dimasyarakat!

SEMANGAT !

SELAMAT MENGERJAKAN !!



11th Appendix: Post Test Sheet

LEMBAR TUGAS POST TEST SISWA

Nama Lengkap:

A. Pilihlah dengan cara menyilang (X) huruf a, b, c, atau d di depan jawaban yang tepat!

1. Persatuan dan kesatuan penting bagi bangsa Indonesia, karena
 - a. penduduk Indonesia hanya satu suku
 - b. wilayah Indonesia sangat sempit
 - c. Indonesia memiliki banyak keragaman
 - d. Indonesia hanya terdiri satu pulau
2. Sarana komunikasi yang digunakan di daerah tertentu disebut..
 - a. lagu daerah
 - b. bahasa daerah
 - c. rumah adat
 - d. pakaian adat
3. Lambang negara Indonesia adalah . . .
 - a. burung garuda
 - b. Bhinneka Tunggal Ika
 - c. Pancasila
 - d. dasadarma
4. Pertikaian antar suku dapat dihindari dengan memperkokoh . .
 - a. agama
 - b. kekuatan suku
 - c. kebudayaan
 - d. persatuan dan kesatuan
5. Mempelajari kebudayaan suku bangsa lain akan mempunyai nilai positif seperti di bawah ini, kecuali. . .
 - a. memperluas wawasan seseorang
 - b. lebih mencintai kebudayaan suku bangsa lain
 - c. menambah pengetahuan seseorang
 - d. menambah pengalaman seseorang
6. Cara menghargai budaya dari suku lain yaitu
 - a. tidak mencela pertunjukan kesenian daerah lain
 - b. biasa saja terhadap budaya daerah lain
 - c. tetap menganggap budaya sendiri yang paling baik

d. menonjolkan budaya daerah sendiri

7. Dengan persatuan dan kesatuan yang kuat negara kita akan menjadi....

- | | |
|-------------------|-----------------------|
| a. hancur | c. aman dan tenteram |
| b. terpecah belah | d. negara terbelakang |

8. Apabila mendengarkan temanmu menyanyikan lagu dari daerahnya, sikapmu adalah...

- | | |
|--------------------|--------------------------------|
| a. tidak senang | c. senang dan saya menghormati |
| b. tidak mendengar | d. menutup kuping |

9. Untuk melestarikan lagu daerah dapat dilakukan dengan cara

- | | |
|-------------------|-------------------|
| a. menghafal lagu | c. lomba lagu |
| b. mengerti lagu | d. menirukan lagu |

10. Pergaulan yang mengarah pada persatuan dan kesatuan bangsa didasari sikap

- | | |
|----------------|---------------|
| a. kerukunan | c. kecurigaan |
| b. kecemburuan | d. kesenangan |

B. Isilah titik-titik berikut dengan benar!

1. Kalimat Bhinneka Tunggal Ika terdapat dalam kitab
2. Hidup saling menghormati, bekerja sama, dan rukun akan membentuk rasa..
3. Bersatu kita teguh bercerai ..
4. Kitab Sutasoma dikarang oleh
5. Wilayah Indonesia membentang dari...

C. Jawablah pertanyaan berikut ini!

1. Apakah yang dimaksud dengan budaya dan suku bangsa?
2. Sebutkan tiga rumah adat beserta asal daerahnya!
3. Bagaimana cara menghargai budaya daerah?

4. Bagaimana sikap kita terhadap budaya asing atau baru?
5. Mengapa perbedaan yang ada di negara kita harus kita syukuri?



12th Appendix: Evidence of Consultation



THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG
TARBIYAH SCIENCE AND TEACHING SCIENCES FACULTY
Jalan Gajayana Nomor 50 Telephone (0341) 552398 Fax (0341) 552398

EVIDENCE OF CONSULTATION

Name : Lathifatul Maulida
Number of Student : 11140057
Faculty/ Program : Tarbiyah and Teaching Science Faculty/ Teacher Education of Elementary School
Advisor : Dr. H. Abdul Bashith S.Pd., M.Si
Title of Thesis : Application of Scientific Approach with Guided Discovery Learning Method Learning Themes Indahnya Kebersamaan to Improve Nationalism Student Fourth Grade Elementary School Islamic Global.

No	Date of Consultation	Consultation Material	Signature
1.	November 24 2014	Going to Research	
2.	March 23 2015	The Data of Research	
3.	April 21 2015	Chapter 4, 5, 6	
4.	May 11 2015	Layout all chapter	
5.	May 11 2015	Addding some chapter	
6.	June 8 2015	Fix some chapter	
7.	Jun3 12 2015	Make completed the thesis	
8.	June 16 2015	Finishing and fix all	

Acknowledged by,
Dean

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

13th Appendix : Recapitulation of Student's Value**REKAPAN NILAI SISWA KELAS IV SD ISLAMIC GLOBAL SCHOOL**

No	No. Induk	Nama	L/P	Nilai		
				Pra Tindakan	Siklus I	Siklus II
1.	030	Achmad Maulana	L	45	57	92
2.	031	Achmad Rifaldi Sonaini F	L	47	60	90
3.	032	Ade Sandya Yanuarta	L	40	45	70
4.	033	Adinda Azalea Firdaus	P	58	65	95
5.	034	Dea Ramadhany Putri	P	68	87	85
6.	035	Firnandika Firdaus Priyono	L	40	20	40
7.	036	Muhammad Novan Ramadhan	L	55	67	90
8.	038	Rachmitha Aulia Ningrum	P	40	30	40
9.	039	Rahmat Robby Pratama	L	54	65	85
10.	041	Rio Tri Prakoso P.P	L	50	77	90
11.	042	Rohmatul Istiqomah	P	57	72	95
12.	043	Satriyo Bagus Setyawan	L	55	60	85
13.	044	Sela Garneta Lana	P	54	55	95
14.	046	Tri Nazwa Livia	P	40	55	95
15.	047	Wildhan Loanda Eldama	L	52	65	75
16.	048	Zidan Farhan Purnomo	L	50	57	60
17.	097	Putra Rachel Dewa Soegiharno	L	55	55	75
18.	171	Muhammad Edra Fautsa	L	40	40	60
19.	250	Bagas Andika Putra Prastiyono	L	57	55	80
20.	251	Firlana Azmi	L	40	40	60
21.	252	Revito Ardyan	L	48	40	55
22.	253	Jasmine Raniah Anant	P	45	55	82
23.	254	Zacky Pratama	L	40	45	60

14th Appendix : Activities Photographs





BHINEKA TUNGGAL IKA

Bhinneka Tunggal Ika diambil dari buku Sutasoma karangan Empu Tantular dengan bahasa Sansekerta. Kalimat selengkapnya adalah **“Bhinneka Tunggal Ika Tan Hana Dharma Mangrwa”**. Artinya, walaupun berbeda tetapi tetap satu jua adanya karena tidak ada agama yang tujuannya berbeda.



AYO KITA BELAJAR
TENTANG KERAGAMAN
INDONESIA

Lambang Negara Indonesia Burung Garuda



PETA INDONESIA



Pakaian Adat



Makasar

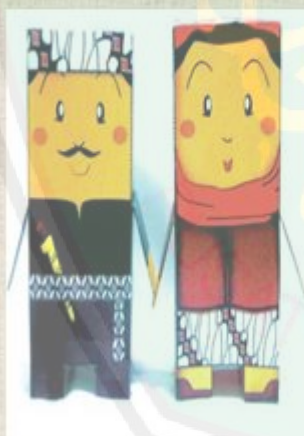


Jogjakarta



Papua

Pakaian Adat



jakarta



Bali



Ambon

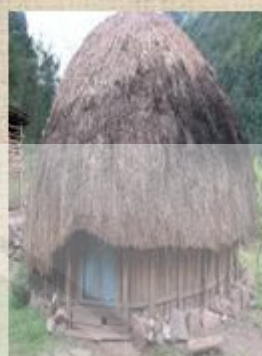
Rumah Adat



Joglo
jogjakarta



Balai pegambuan
Bali



Honai
Papua

Rumah adat Dayak Kalimantan bernama Rumah Lamin



Suku dan Budaya

- Suku adalah sekumpulan orang yang mendiami suatu daerah memegang teguh adat istiadat.
- Budaya adalah aktifitas manusia yang dilakukan dan disepakati masyarakat tertentu .

Suku Minang



Suku Minang sering disebut sebagai orang Padang atau Urang Awak. Mereka adalah kelompok etnis Nusantara yang berada di Sumatra Barat. Selain bahasa Padang, orang Minang juga menggunakan bahasa Melayu. Alat musik tradisional Minang adalah talempong. Talempong dimainkan dengan cara dipukul. Alat musik khas Minang lainnya yang dimainkan dengan cara ditiup adalah saluang.

Masyarakat Minang juga memiliki banyak jenistarian, di antaranya adalah tari Pasambahan dan tari Piring. Tari Pasambahan biasanya ditampilkan dalam pesta adat. Rumah adat Minang disebut rumah gadang yang terbuat dari bahan kayu. Rendang merupakan salah satu masakan tradisional Minang yang terkenal, bahkan telah dikenal di negara lain. Makanan khas masyarakat Minang lainnya yang juga digemari adalah sate padang dan dendeng balado.



Cara Menghargai Keragaman di Masyarakat

1. Tidak menghina atau meremehkan kebiasaan yang berbeda dengan kebiasaan kita.
2. Tidak merasa bahwa kebudayaan dan kebiasaan diri sendiri lebih beradab dan lebih baik daripada suku bangsa lain.
3. Merasa ikut memiliki kebudayaan dari daerah lain di Indonesia sebagai kebudayaan nasional.
4. Merasa bangga bahwa bangsa Indonesia memiliki aneka ragam budaya sehingga memperkuat rasa persatuan dan kesatuan.

Sikap Menerima Keragaman Suku Bangsa dan Budaya

1. Bangga memiliki keragaman suku bangsa dan budaya.
2. Bersyukur menerima perbedaan dari suku bangsa yang berbeda.
3. Sungguh-sungguh dalam mempelajari adanya perbedaan kebudayaan dengan suku bangsa lain.
4. Tidak pernah merasa bahwa kebudayaan sendiri lebih baik daripada kebudayaan orang lain.
5. Menyadari bahwa di dunia ini tidak ada hal yang sama. Demikian juga dalam hal kebudayaan. Hal tersebut menumbuhkan rasa persatuan dan kesatuan bangsa.
6. Menanggapi secara positif jika pemerintah daerah menyelenggarakan acara festival kebudayaan daerah.

Sikap Tidak Menghargai Keragaman Suku Bangsa dan Budaya

1. Berteman hanya dengan satu agama dan suku
2. Tidak menghormati ibadah pemeluk agama lain
3. Membenci dan menganggap rendah budaya daerah lain
4. Tidak mau menerima perbedaan pendapat dari teman yang berbeda suku
5. Mencela budaya dan tradisi budaya lain

16th Appendix : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SD Islamic Global School
 Tema : Indahnya Kebersamaan
 Sub Tema : Keberagaman Budaya Bangsa
 Pembelajaran : 1 (Satu) Pendidikan Kewarganegaraan
 Kelas/Semester : 4/1
 Alokasi Waktu : 2x35 menit

A. Kompetensi Inti (KI) – ditulis semua dari 1-4

KI-1 : Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.

KI-2 : Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya.

KI-3 : Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan bertanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah, dan tempat bermain.

KI-4 : Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B. Kompetensi Dasar dan Indikator

NO	MATA PELAJARAN	KOMPETENSI DASAR	INDIKATOR
1.	PPKn	3.4 Memahami arti bersatu dalam keberagaman di rumah, sekolah dan masyarakat 4.3 Bekerja sama dengan teman dalam keberagaman di lingkungan rumah, sekolah, dan masyarakat. 4.4 Mengelompokkan kesamaan identitas suku bangsa (pakaian tradisional, bahasa, rumah adat, makanan khas, dan upacara adat), sosial ekonomi (jenis pekerjaan orang tua) di lingkungan rumah, sekolah dan masyarakat sekitar 3.4 Memahami arti bersatu dalam keberagaman di rumah, sekolah dan masyarakat	<ul style="list-style-type: none"> • Menjelaskan keberagaman yang ada di Indonesia dalam bentuk tulisan • Menjelaskan ciri khas suku Minang dalam bentuk peta pikiran • Menuliskan contoh perilaku sebagai bentuk kebanggaan menjadi anak Indonesia

C. Tujuan Pembelajaran

- Setelah mengamati gambar dan diskusi kelas, siswa mampu menjelaskan keberagaman yang ada di Indonesia dalam bentuk tulisan dengan benar.
- Setelah membaca teks “Mengenal Suku Minang”, siswa mampu mengolah informasi dalam bentuk peta pikiran dengan benar.
- Setelah mencari informasi keragaman teman sekelasnya dan berdiskusi, siswa mampu menjelaskan sikap yang harus ditunjukkan untuk menghormati keberagaman dalam bentuk tulisan dengan benar.
- Setelah bernyanyi dan berdiskusi, siswa mampu menuliskan contoh perilaku sebagai bentuk kebanggaan menjadi anak Indonesia dengan benar.

D. Materi Pembelajaran (Rincian Dari Materi Pokok)

- Peta budaya (ada di buku siswa), teks lagu “Aku Anak Indonesia”, perbedaan pakaian adat, rumah adat, tarian adat, dan alat musik tradisional.
- Teks “Mengenal Suku Minang”
- Ciri khas daerah dapat dilihat dari berbagai sisi (bangunan, pakaian, rumah adat, bahasa, UPACARA adat, dan lain-lain).

E. Metode Pembelajaran (Rincian Dari Kegiatan Pembelajaran)

- Pendekatan : Saintifik
- Strategi : Guided Discovery Learning
- Metode : Permainan/simulasi, diskusi, tanya jawab, penugasan dan ceramah

F. Media, Alat, Dan Sumber Pembelajaran

- Buku Pedoman Guru Tema : *Indahnya Kebersamaan* Kelas 4 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013).
- Buku Siswa Tema : *Indahnya Kebersamaan* Kelas 4 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013).
- Peta budaya (ada pada buku siswa)

G. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ▪ Guru memberikan salam dan mengajak semua siswa berdo" a menurut agama dan keyakinan masing masing. ▪ Guru mengecek kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran. ▪ Menginformasikan tema yang akan dibelajarkan yaitu tentang "Indahnya Kebersamaan". ▪ Guru menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menanya, mengeksplorasi, mengomunikasikan dan menyimpulkan. 	10 menit
Inti	<ul style="list-style-type: none"> ▪ Memberikan Pretest kepada siswa 	20 Menit

	<ul style="list-style-type: none"> ▪ Guru menerangkan tentang materi pembelajaran ▪ Siswa mengamati peta budaya perbedaan pakaian adat, rumah adat, tarian adat, dan alat musik tradisional. (<i>Mengamati</i>) ▪ Siswa menjawab pertanyaan yang ada pada LKS. (<i>Menanya</i>) ▪ Guru berkeliling untuk mengetahui apakah ada siswa yang mengalami kesulitan dalam menyelesaikan tugas. ▪ Siswa mendiskusikan jawaban secara berkelompok (satu kelompok terdiri atas 5-6 siswa). (<i>Mengeksplorasi</i>) ▪ Setiap kelompok mempresentasikan hasil diskusinya. (<i>Mengkomunikasikan</i>) ▪ Siswa membaca teks “Menenal Suku Minang”. (<i>Mengamati</i>). ▪ Siswa mengambil informasi penting dari teks yang dibacanya dan menuliskannya dalam bentuk peta pikiran. ▪ Siswa berkelompok mendiskusikan jawaban dengan temannya. Guru dan siswa mendiskusikan hasil jawaban tersebut di depan kelas. (<i>Mengeksplorasi</i>) ▪ Setelah membuat peta pikiran dan siswa mendiskusikannya berkelompok dan mempresentasikannya Untuk menggiring siswa pada pelajaran selanjutnya, guru secara klasikal mengajukan pertanyaan berikut: (<i>Menanya</i>) <ul style="list-style-type: none"> - Dari manakah asal daerah kalian? - Apakah ciri khas daerah asalmu? 	45 menit
Penutup	<ul style="list-style-type: none"> ▪ Bersama-sama siswa membuat kesimpulan rangkuman hasil belajar selama sehari ▪ Bertanya jawab tentang materi yang telah dipelajari (untuk mengetahui hasil ketercapaian materi) ▪ Guru memberi kesempatan kepada siswa untuk menulis lembar refleksi ▪ Melakukan penilaian hasil belajar 	15 menit

H. PENILAIAN

1. Daftar periksa untuk peta pikiran.

Kriteria Penilaian	Keterangan	
	Sudah	Belum
Peta pikiran memuat rumah adat.		
Peta pikiran memuat bahasa.		
Peta pikiran memuat alat musik tradisional.		
Peta pikiran memuat makanan tradisional.		
Peta pikiran memuat tarian tradisional.		

2. Daftar periksa untuk sikap menunjukkan keberagaman dan nasionalisme.

Kriteria Penilaian	Keterangan
--------------------	------------

	Sudah	Belum
Menuliskan 5 sikap menghargai keberagaman.		
Menuliskan 5 sikap yang tidak menghargai keberagaman		

I. LAMPIRAN

1. Lembar Pretest Siswa
2. Lembar Kerja Siswa
3. Lembar Refleksi

Mengetahui
Guru Kelas,

Malang, 28 November 2014
Praktikan,

Lathifatul Maulida
(NIM 11140057)

(

)

17th Appendix

Student Personal Information

Name : Lathifatul Maulida
NIM : 11140057
Place and Date of Birth: Malang :September 22th 1991
Faculty/ Program : Tarbiyah Science and Teaching Faculty/ Teacher
Education of Elementary School Program
Address : Jl. Raya Gadang XIX/22 RT/RW: 003/007
Phone Number : 087859866676

