

**PROBLEMATIKA GURU IPS DALAM MELAKSANAKAN
PEMBELAJARAN TERPADU DI SMP NEGERI
(STUDI KASUS PADA SMP NEGERI DI WILAYAH EKS. KOTIP KABUPATEN CILACAP)**

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ABSTRAK

Dalam Permendiknas Nomor 22 tahun 2006 tentang Standar Isi dijelaskan bahwa substansi mata pelajaran IPA dan IPS pada SMP/MTs merupakan “IPA Terpadu” dan “IPS Terpadu”. Namun demikian, pelaksanaan pembelajaran IPS Terpadu di sekolah SMP/MTs sebagian besar masih dilaksanakan secara terpisah. Penelitian ini bertujuan untuk: (1) mengetahui pelaksanaan pembelajaran terpadu dalam mata pelajaran IPS, (2) problematika guru IPS dalam melaksanakan pembelajaran terpadu, dan (3) upaya-upaya guru IPS mengatasi problematika dalam melaksanakan pembelajaran terpadu di SMP Negeri (Wilayah Eks. Kotip Kab. Cilacap).

Penelitian ini adalah menggunakan metode kualitatif dengan pendekatan studi kasus. Penelitian dilakukan pada 8 SMP Negeri di Wilayah Eks. Kotip Kabupaten Cilacap, yaitu SMP N 1 Cilacap, SMP N 2 Cilacap, SMP N 3 Cilacap, SMP N 4 Cilacap, SMP N 5 Cilacap, SMP N 6 Cilacap, SMP N 7 Cilacap, dan SMP N 8 Cilacap. Teknik pengumpulan data yaitu menggunakan observasi, wawancara, dan dokumentasi. Pemeriksaan keabsahan data menggunakan teknik triangulasi. Teknik analisis data dengan menggunakan model interaktif Miles dan Huberman meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa: (1) pelaksanaan pembelajaran IPS di SMP Negeri Wilayah Eks. Kotip Kabupaten Cilacap, guru belum melaksanakan pembelajaran terpadu dalam proses pembelajaran (2) problematika yang dihadapi guru IPS di SMP Negeri Wilayah Eks. Kotip Kabupaten Cilacap dalam melaksanakan pembelajaran terpadu adalah latar belakang pendidikan guru yang terspesialisasi dalam pendidikan disiplin ilmu (geografi, sejarah, sosiologi dan ekonomi), kurangnya sosialisasi tentang pembelajaran terpadu untuk mata pelajaran IPS dan rendahnya pemahaman guru-guru IPS di SMP Negeri wilayah Eks. Kotip Kab. Cilacap tentang konsep dan praktik pengajaran terpadu, (3) upaya mengatasi problematika guru IPS dalam melaksanakan pembelajaran terpadu adalah mewajibkan guru untuk mengikuti workshop untuk dapat memahami lebih dalam pengetahuan tentang pembelajaran terpadu untuk mata pelajaran IPS khususnya.

Kata kunci: Problematika, Guru IPS, Pembelajaran Terpadu, SMP.

**PROBLEMS OF SOCIAL STUDY TEACHERS IN IMPLEMENTING
INTEGRATED TEACHING IN STATE JUNIOR HIGH SCHOOLS
(A CASE STUDY IN THE STATE JUNIOR HIGH SCHOOLS IN EKS. KOTIP OF CILACAP DISTRICT)**

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ABSTRACT

In Permendiknas No. 22 of 2006 on the Content Standards, it is explained that the substance of science and social studies in the SMP/MTs is "Integrated Science Study" and "Integrated Social Study". However, mostly the implementation of the integrated teaching of Social Study in SMP/MTs is still carried out separately. This study thus aims to: (1) investigate the implementation of integrated teaching of the Social Study, (2) problems faced by Social Study teachers in implementing integrated teaching, and (3) efforts to address the problems of Social Study teachers in implementing integrated teaching in the Junior High Schools (of Ex. Kotip of Cilacap District).

This research is a qualitative study using a case study approach. The research was conducted of 8 Junior High Schools in Ex. Kotip at Cilacap district, i.e. SMP N 1 Cilacap, SMP N 2 Cilacap, SMP N 3 Cilacap, SMP N 4 Cilacap, SMP N 5 Cilacap, SMP N 6 Cilacap, SMP N 7 Cilacap, and SMP N 8 Cilacap. The data is obtained through, interviews, and documentation. The validation of the sata is carried out using triangulation technique. An interactive model by Miles and Huberman is used to analyze the data; including data collection, data reduction, data display, and conclusion.

The results showed that: (1) regarding the teaching of Social Study in Junior High Schools in Ex. Kotip of Cilacap district, teachers have not yet implemented an integrated teaching method in the learning process (2) the problems faced by the Social Study teachers in Junior High School in Ex. Kotip of Cilacap district in implementing integrated teaching are the educational background of teachers who specialized in education disciplines (geography, history, sociology and economics), the lack of socialization on integrated teaching method for Social Study and the lack of understanding of Social Study teachers of the Junior High Schools in Ex. Kotip of Cilacap district regarding the concept and practice of integrated teaching, (3) the effort to solve the problems of Social Study teachers in implementing the intregated teaching is by making it compulsory for teachers to attend workshops in order to get a better understanding about integrated teaching particularly of Social Study.

Keywords: Problems, Social Study Teachers, Integrated Teaching, Junior High School.