

ABSTRAK

Sakilah. *Penanaman Nilai Nasionalisme melalui Pembelajaran IPS pada Siswa Madrasah Ibtidaiyah Negeri I Pekanbaru.* **Tesis Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2009**

Penelitian ini bertujuan untuk Mengungkapkan upaya penanaman nilai nasionalisme melalui pembelajaran IPS dan mengungkapkan faktor-faktor pendukung dan penghambat yang mempengaruhi upaya penanaman nilai nasionalisme dalam pembelajaran IPS pada siswa.

Penelitian ini menggunakan metode kualitatif naturalistik, dengan subjek penelitian guru IPS, siswa kelas IV dan V di MIN Pekanbaru. Informasi diperoleh dari kepala sekolah, wakil kepala sekolah bidang kurikulum dan kesiswaan, serta guru-guru lain dalam rangka triangulasi data. Pengumpulan data dilakukan dengan menggunakan metode observasi, wawancara mendalam, dan dokumentasi. Analisis dilakukan dengan cara: analisis domain, analisis taksonomi, analisis komponen, dan analisis tema.

Kesimpulan yang diperoleh dari penelitian ini adalah: (1) persiapan pembelajaran yang dibuat oleh guru IPS sudah mengacu kepada kurikulum 2006. namun upaya penanaman nilai nasionalisme tidak diuraikan secara jelas dalam persiapan pembelajaran, mengakibatkan penanaman nilai nasionalisme melalui pembelajaran IPS kurang optimal dilaksanakan, (2) faktor pendukung yang mempengaruhi upaya penanaman nilai nasionalisme adalah kompetensi pedagogik dan profesional guru IPS, latar belakang siswa, rasa nasionalisme dalam pembelajaran IPS, dan lingkungan belajar yang kondusif, dan faktor penghambat upaya penanaman nilai nasionalisme adalah rendahnya motivasi belajar siswa, penerapan metode yang monoton, penggunaan media kurang efektif, keterbatasan waktu untuk bidang studi IPS, kurangnya wawasan guru tentang arti nasionalisme.

ABSTRACT

SAKILAH: *Inculcating Nationalism Values through Social Studies Learning among Students of Madrasah Ibtidaiyah Negeri I Pekanbaru.* Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2009.

This study aims to reveal attempts to inculcate nationalism values through social studies learning and reveal supporting and hindering factors that affect the attempts to inculcate nationalism values in Social studies learning among students, and (3) investigate nationalism values in Social studies learning.

This study employed the naturalistic qualitative method, with research subjects comprised social studies teachers and students of Years IV and V in MIN I Pekanbaru. Information was obtained from the principal, vice principals in charge of student affairs and the curriculum, and other teachers for data triangulation. The data were collected by means of observations, in-depth interviews, and documents. The data were analyzed by the domain analysis, the taxonomy analysis, the componential analysis, and the thematic analysis.

From the study, the following conclusions are drawn. (1) The lesson plans that the social studies teachers prepare have already been based on the 2006 curriculum; however, the attempts to inculcate nationalism values are not explained in detail in the lesson plans so that the inculcation of nationalism values through social studies learning is not optimum. (2) Supporting factors affecting attempts to inculcate nationalism values include the social studies teachers' pedagogis and professional competencies, the students' backgrounds, the nationalism belonging in Social studies learning, and the environment conducive and not effective for learning. And hindering factors affecting attempts to inculcate nationalism values include the students' low learning motivation, the monotonous application of methods, the ineffective use of media, the limited time allocated for the social studies subject, and the teachers' lack of insights into nationalism.