

ABSTRAK

Faza Ubaidah, 1810910001, Penerapan Model Pembelajaran Inovatif (Kontekstual Learning) Pada Mata Pelajaran IPS Siswa Kelas VIII SMP Islam Ummina Blora.

Penelitian ini dilatar belakangi oleh permasalahan penerapan model pembelajaran inovatif (kontekstual learning) pada mata pelajaran IPS yang hasilnya kurang maksimal. Penelitian ini bertujuan untuk mengetahui: 1) Penerapan model pembelajaran inovatif (kontekstual learning) pada mata pelajaran IPS. 2) Respon siswa pada penerapan model pembelajaran inovatif (kontekstual learning) pada mata pelajaran IPS. 3) faktor-faktor yang melatar belakangi penerapan model pembelajaran inovatif (kontekstual learning) pada mata pelajaran IPS siswa kelas VIII SMP Islam Ummina Blora.

Jenis penelitian yang digunakan adalah penelitian lapangan (*field research*), dimana peneliti terjun langsung ke lapangan untuk melakukan penelitian, pengamatan. Pendekatan dalam penelitian ini adalah pendekatan kualitatif, pendekatan ini digunakan peneliti untuk memperoleh data tentang fakta penerapan model pembelajaran inovatif (kontekstual learning) pada mata pelajaran IPS siswa kelas VIII SMP Islam Ummina Blora. Dari informan yang terkait dengan teknik pengumpulan data peneliti menggunakan teknik triangulasi yang terdiri dari triangulasi sumber, teknik, waktu. Selanjutnya data dianalisis dengan teknik pengumpulan data, reduksi data, penyajian data, dan verifikasi data atau penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa: 1) Penerapan model pembelajaran inovatif (kontekstual learning) pada mata pelajaran IPS belum berjalan sesuai harapan guru, sehingga penerapan model tersebut hasilnya kurang maksimal. 2) Respon siswa didominasi siswa yang kurang aktif karena pada saat penyampaian materi banyak siswa yang belum memperhatikan dengan baik. 3) faktor-faktor yang melatar belakangi penerapan model pembelajaran inovatif (kontekstual learning) pada mata pelajaran IPS, dilatar belakangi faktor pendukung yakni tuntutan administrasi berdasarkan kurikulum, dan faktor penghambat yakni kurangnya ketertarikan siswa dalam belajar IPS, waktu belajar, dan sarana dan prasarana yang kurang memadai sehingga membuat model inovatif (kontekstual learning) sulit diterapkan yang mengakibatkan hasilnya kurang maksimal.

Kata kunci : *Penerapan, Model Pembelajaran Inovatif, Pelajaran IPS.*

ABSTRACT

Faza Ubaidah, 1810910001, Application of Innovative Learning Models (Contextual Learning in Social Studies Subjects for Class VIII SMP Islam Ummina Blora.

This research is motivated by the problem of applying innovative learning models (contextual learning) in social studies subjects whose results are less than optimal. This study aims to determine: 1) The application of innovative learning models (contextual learning) in social studies subjects. 2) Student responses to the application of innovative learning models (contextual learning) in social studies subjects. 3) the factors behind the application of innovative learning models (contextual learning) in social studies subjects for class VIII students of Ummina Blora Islamic Junior High School.

The type of research used is field research (field research), where researchers go directly to the field to conduct research, observations. The approach in this study is a qualitative approach, this approach is used by researchers to obtain data about the facts of the application of innovative learning models (contextual learning) in social studies subjects for eighth grade students of SMP Islam Ummina Blora. From informants related to data collection techniques, researchers used triangulation techniques consisting of triangulation of sources, techniques, and time. Furthermore, the data were analyzed by data collection techniques, data reduction, data presentation, and data verification or drawing conclusions.

The results of this study indicate that: 1) The application of innovative learning models (contextual learning) in social studies subjects has not gone according to the teacher's expectations, so that the application of the model results in less than optimal results. 2) Student responses are dominated by students who are less active because at the time of delivery of the material many students have not paid good attention. 3) the factors behind the application of innovative learning models (contextual learning) in social studies subjects, supported by supporting factors, namely administrative demands based on the curriculum, and inhibiting factors, namely the lack of student interest in learning social studies, study time, and adequate facilities and infrastructure. inadequate so that it makes innovative models (contextual learning) difficult to implement, resulting in less than optimal results.

Keywords: *Application, Innovative Learning Model, Social Studies Lessons.*