

**METODE DEBAT UNTUK MENGEMBANGKAN SIKAP TOLERANSI  
PADA PEMBELAJARAN IPS  
(Penelitian Tindakan Kelas di Kelas VII C SMP Negeri 4 Bandung)**

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**ABSTRAK**

Penelitian ini dilatarbelakangi dari hasil pra penelitian yang penulis lakukan di SMPN 4 Bandung. Penulis menemukan adanya masalah dalam pembelajaran IPS di kelas VII C, yaitu kurangnya sikap menghargai antar peserta didik selama kegiatan pembelajaran. Hal ini terlihat pada saat proses pembelajaran terutama dalam berdiskusi, diantaranya *pertama*, peserta didik kurang memperhatikan ketika temannya menjelaskan materi di depan kelas. *Kedua*, perbedaan pendapat yang kurang diterima dengan baik oleh peserta didik selama kegiatan diskusi. *Ketiga*, pengucapan atau perkataan kata yang kurang baik. Untuk mengatasi masalah tersebut, penulis menerapkan metode debat untuk mengembangkan sikap peserta didik, terutama sikap toleransi. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Desain penelitian menggunakan model siklus yang dikembangkan oleh Kemmis & Taggart (1988) yang terdiri dari: *planning* (perencanaan), *action* (pelaksanaan), serta *reflecting* (refleksi). Subjek dalam penelitian ini adalah peserta didik kelas VII C SMPN 4 Bandung. Sumber data yang diambil berdasarkan observasi, wawancara, catatan lapangan, dokumen dan angket. Penelitian ini diawali dengan penyusunan rencana tindakan dan penerapan metode debat sebagai salah satu cara dalam melaksanakan setiap tindakan dari tindakan siklus I sampai tindakan siklus IV. Hasil penelitian menunjukkan bahwa pembelajaran IPS melalui metode debat dapat meningkatkan sikap toleransi peserta didik dalam pembelajaran di kelas. Walaupun terdapat beberapa kendala saat pelaksanaannya, akan tetapi kendala tersebut dapat diatasi dengan berjalannya waktu selama kegiatan pembelajaran. Hasil penelitian ini dapat disimpulkan bahwa peranan guru dan peserta didik dalam menerapkan metode debat selama pembelajaran IPS dapat mengembangkan sikap toleransi peserta didik. Dengan meningkatnya sikap toleransi sesama peserta didik dalam kegiatan pembelajaran IPS di kelas, maka peserta didik saling menghargai setiap tindakan yang dilakukan oleh temannya selama kegiatan diskusi debat berlangsung. Berdasarkan kesimpulan tersebut, maka diperlukan metode debat untuk mengembangkan sikap toleransi peserta didik dalam setiap proses pembelajaran IPS.

Kata Kunci : Metode Debat, sikap toleransi, pembelajaran IPS

**THE USE OF DEBATE METHOD TO INCREASE THE TOLERANCE IN  
SOCIAL STUDIES LEARNING  
(Classroom Action Research On Class VII C at Junior High School 4  
Bandung)**

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**ABSTRACT**

This Research based from pra-research that writer did in Junior High School 4 Bandung. The writer found a problem that occurred in social Studies education learning at 7th C class, which is less respect between students during learning activities. It was seen in learning process especially in discussion, which are, *first* less attention to his students when explaining the material in front of the class. *Second*, disagreements are less well received by the students during discussions. *Third*, the pronunciation of the word or words that aren't good. To solve those problem, the writer applied debate method to increase student s attitudes, especially attitudes of tolerance. The method used in this research is Classroom Action Research. The design using cycle model developed by Kemmis & Taggart (1988) which consists of: planning, action as well and reflecting (reflection). Subjects in this study were students of class VII C SMPN 4 Bandung. The data were gained from the observation, interview, field note, document and questionnaire. The research was begun with the planning arrangement and the implementation of debate method as one of the ways in performing the activities from the activities in cycle I until cycle IV. The result showed that debate method can increase the tolerance among students in social studies learning in the classroom. Eventhough some problems were found during the process, such as time limitation, concept and students' comprehension toward debate method, but those problems could be solved. It can be concluded that teacher and students' role in applying debate method during the teaching learning activities can increase the tolerance among students. The tolerance created among students made them able to appreciate their friends' action during debate activity. Based on the conclusion above, it can be said that debate method is needed to develop the tolerance among students in social studies learning process.

*Keywords: Debate Method, Tolerance, Social Studies Learning.*