

**PENGEMBANGAN MODEL PEMBELAJARAN IPS
BERBASIS KECERDASAN BUDAYA**
(Studi di SMPN Kabupaten Sumbawa Provinsi Nusa Tenggara Barat)

DISERTASI

Diajukan Untuk Memenuhi Sebagian Syarat Memperoleh Gelar Doktor
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Promovendus:

SUHARLI
1402427

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Oleh

Suharli

Dr. Universitas Pendidikan Indonesia-Bandung, 2019

M. Pd. Universitas Negeri Yogyakarta, 2003

**Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat
memperoleh gelar Doktor Pendidikan (Dr.) pada Program Studi Pendidikan
Ilmu Pengetahuan Sosial (IPS) Sekolah Pascasarjana
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LEMBARAN PERSETUJUAN UNTUK UJIAN TAHAP II
PENGEMBANGAN MODEL PEMBELAJARAN IPS
BERBASIS KECERDASAN BUDAYA
(Studi di SMPN kabupaten Sumbawa Nusa Tenggara Barat)


Promotor


Prof. Dr. Nana Supriatna, M. Ed.
NIP. 19611014 198601 1 001.


Ko-Promotor


Prof. Dr. Enok Marvani, M. Si.
NIP. 19600121 198503 2 001

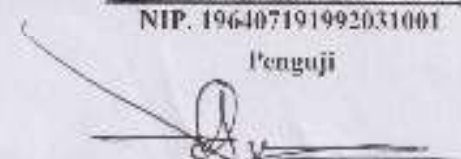
Anggota


Prof. Dr. Kokom Komalasari, M. Ed.
NIP. 19721001 200112 2 001

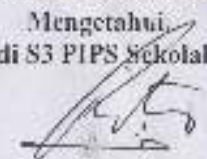
Penguji


Prof. Dr. Endang Komara, M. Si.
NIP. 196407191992031001

Penguji


Dr. Dadang Sundawa, M. Pd.
NIP. 1960 0515 198803 1 002

Mengetahui,
Ketua Program Studi S3 PIPS Sekolah Pascasarjana UPI


Prof. Dr. Nana Supriatna, M. Ed.
NIP. 19611014 198601 1 001.

PERNYATAAN

Dengan ini saya menyatakan bahwa disertasi dengan judul Pengembangan Model Pembelajaran IPS Berbasis Kecerdasan Budaya di SMPN kabupaten Sumbawa Nusa Tenggara Barat ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, 2019
Yang Membuat Pernyataan,

Suharli

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Tujuan penulisan disertasi ini adalah untuk memenuhi sebagian persyaratan guna memperoleh gelar Doktor Bidang Pendidikan pada Program Studi Pendidikan IPS Sekolah Pascasarjana Universitas Pendidikan Indonesia, Bandung. Upaya untuk menyampaikan hasil penelitian ini kepada publik, sebagian dari isi disertasi ini telah penulis sajikan melalui seminar nasional dan internasional serta telah dimuat pada jurnal/proseding nasional dan internasional.

Penulisan disertasi ini tidak akan terwujud tanpa arahan, bimbingan, bantuan, dan motivasi dari berbagai pihak. Oleh karena itu, penulis menyampaikan ucapan terima kasih kepada:

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Penulis,

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ABSTRAK

Suharli: Pengembangan Model Pembelajaran IPS Berbasis Kecerdasan Budaya (Studi di SMPN Kabupaten Sumbawa-Nusa Tenggara Barat)

Keragaman etnis, budaya, dan agama seringkali menjadi penyebab terjadinya konflik dalam masyarakat. Untuk itu, kecerdasan budaya merupakan salah satu kompetensi yang sangat diperlukan termasuk pada masyarakat Sumbawa yang multietnis. Pengembangan model pembelajaran IPS berbasis kecerdasan budaya dilakukan agar peserta didik memiliki kesadaran dan pengetahuan tentang keberagaman agama dan budaya, memiliki motivasi bekerja sama dengan teman yang berbeda agama dan budaya dan memiliki perilaku yang toleran terhadap teman yang berbeda agama dan budaya. Penelitian ini dilakukan melalui pendekatan penelitian dan pengembangan yang di adopsi dari Borg dan Gall dan dilakukan adaptasi menjadi empat tahapan pokok yaitu studi pendahuluan, pengembangan, proses fokus grup diskusi, dan uji prototipe dan revisi model. Pengumpulan data menggunakan angket, wawancara, observasi, dan dokumentasi. Analisis data menggunakan teknik deskriptif kualitatif. Temuan penelitian menunjukkan (1) dominasi guru dalam pembelajaran IPS membuat peserta didik menjadi pasif sehingga berdampak pada minimnya pengalaman berinteraksi sosial dalam kelas sebagai bagian dari kecerdasan budaya; (2) pengembangan model pembelajaran IPS berbasis kecerdasan budaya menghasilkan lima sintak pembelajaran yaitu eksperien, refleksi, berbagi, kerja sama tim, dan presentasih.; (3) hasil penerapan model pembelajaran menunjukkan (a) pada aspek metakognitif, kecerdasan budaya nampak dari kesadaran peserta didik untuk mau berbagi dan belajar dari peserta didik lain yang berbeda agama dan budaya di dalam kelas; (b) pada aspek kognitif, kecerdasan budaya tercermin dari ketuntasan belajar peserta didik pada materi fluralitas masyarakat Indonesia; (c) pada aspek motivasi, kecerdasan budaya tercermin dari kemauan berbaur dan menikmati proses bekerja sama dengan teman yang berbeda agama dan budaya di dalam kelas; (d) pada aspek perilaku, kecerdasan budaya tergambar dari aktivitas peserta didik yang aktif membantu teman dalam menyelesaikan tugas kelompok.

Kata Kunci: IPS, Kecerdasan Budaya, Model Pembelajaran.

ABSTRACT

Suharli: *Development of Social Studies Learning Models Based on Cultural Intelligence (Study at Sumbawa-West Nusa Tenggara Junior High School)*

Ethnic, cultural and religious diversity is often the cause of conflicts in society. For this reason, cultural intelligence is one of the competencies that is indispensable, including the multi-ethnic Sumbawa community. The development of social intelligence learning models based on cultural intelligence is done so that students have awareness and knowledge about the diversity of religions and cultures, have motivation to work with friends of different religions and cultures and have tolerant behavior towards friends of different religions and cultures. This research was carried out through a research and development approach adopted from Borg and Gall and adapted into four main stages: preliminary studies, development, focus group discussion processes, and prototype testing and model revisions. Data collection uses questionnaires, interviews, observations, and documentation. Data analysis uses descriptive qualitative techniques. Research findings show (1) the dominance of teachers in social studies learning makes students passive so that the impact on the lack of experience of social interaction in the classroom as part of cultural intelligence; (2) the development of social intelligence learning models based on cultural intelligence produces five learning syntax, namely experimentation, reflection, sharing, teamwork, and presentation; (3) the results of the application of the learning model show (a) in the metacognitive aspect, cultural intelligence appears from the awareness of students to want to share and learn from other students of different religions and cultures in the classroom; (b) in the cognitive aspect, cultural intelligence is reflected in the completeness of students' learning in material plurality of Indonesian society; (c) in the aspect of motivation, cultural intelligence is reflected in the willingness to mingle and enjoy the process of working with friends of different religions and cultures in the classroom; (d) in the aspect of behavior, cultural intelligence is reflected in the activities of students who actively assist friends in completing group assignments.

Keyword: Cultural Intelligence, Learning Model, Social Studies Education.

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