

ABSTRAK

Skripsi dengan judul “Peran Guru IPS sebagai Fasilitator dalam Penerapan Model *Picture and Picture* pada Pembelajaran Sejarah di Kelas VIII MTsN 2 Tulungagung” ini ditulis oleh Sindu Firman Syah, NIM 1860209221039, Program Studi Tadris Ilmu Pengetahuan Sosial, Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, dibimbing oleh Larasati Widoningtyas, M.Pd.

Kata Kunci: Peran Guru IPS sebagai Fasilitator, Model *Picture and Picture*, Pembelajaran Sejarah.

Penelitian ini dilatarbelakangi oleh pembelajaran sejarah yang masih didominasi metode ceramah sehingga pembelajaran cenderung kurang menarik dan keterlibatan siswa belum optimal. Oleh karena itu, diterapkan model *Picture and Picture* dengan dukungan peran guru sebagai fasilitator untuk menciptakan pembelajaran sejarah yang lebih aktif, menarik, dan berpusat pada siswa.

Fokus penelitian ini adalah: (1) bagaimana peran guru IPS sebagai fasilitator dalam penerapan model *Picture and Picture* pada pembelajaran sejarah di kelas VIII MTsN 2 Tulungagung, (2) bagaimana penerapan model *Picture and Picture* pada pembelajaran sejarah di kelas VIII MTsN 2 Tulungagung, dan (3) apa saja kendala dan solusi guru IPS sebagai fasilitator dalam penerapan model *Picture and Picture* pada pembelajaran sejarah di kelas VIII MTsN 2 Tulungagung.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data dilakukan melalui wawancara, observasi partisipatif, dan dokumentasi. Subjek penelitian terdiri dari guru IPS dan siswa kelas VIII MTsN 2 Tulungagung. Analisis data dilakukan melalui tiga tahap, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperoleh melalui triangulasi sumber, metode, peneliti, dan teori.

Hasil penelitian menunjukkan bahwa: (1) guru IPS menjalankan perannya sebagai fasilitator melalui penyediaan media gambar yang relevan, perancangan alur pembelajaran yang sistematis, pemberian ruang bagi siswa untuk mengamati dan menganalisis gambar secara mandiri, serta pemerataan kesempatan berpartisipasi bagi seluruh siswa; (2) model *Picture and Picture* diterapkan melalui tahapan penyampaian tujuan pembelajaran, penyajian gambar, kegiatan mengamati dan mengurutkan gambar, diskusi kelompok, presentasi hasil diskusi, penguatan materi oleh guru, serta penarikan kesimpulan bersama, sehingga pembelajaran sejarah menjadi lebih aktif, menarik, dan bermakna bagi siswa; dan (3) kendala yang ditemukan meliputi rasa malu, kurangnya kepercayaan diri, serta partisipasi siswa yang belum merata, sedangkan solusi yang dilakukan guru adalah memberikan motivasi dan apresiasi secara konsisten, menciptakan suasana pembelajaran yang nyaman dan tidak menegangkan, memberikan kesempatan yang merata kepada seluruh siswa, serta menyesuaikan penerapan model dengan kondisi kelas dan karakteristik materi.

ABSTRACT

This thesis entitled “The Role of Social Studies Teacher as a Facilitator in Implementing the Picture and Picture Model in History Learning at Class VIII of MTsN 2 Tulungagung” was written by Sindu Firman Syah, NIM 1860409221039, Department of Social Studies Education, Faculty of Tarbiyah and Teacher Training, State Islamic University Sayyid Ali Rahmatullah Tulungagung, supervised by Larasati Widoningtyas, M.Pd.

Keywords: Role of Social Studies Teacher as Facilitator, Picture and Picture Model, History Learning.

This research was motivated by history learning that is still dominated by lecture-based methods, resulting in less engaging learning and suboptimal student involvement. Therefore, the Picture and Picture model was implemented, supported by the teacher’s role as a facilitator, to promote a more active, engaging, and student-centered learning process.

The focuses of this research are: (1) how the Social Studies teacher acts as a facilitator in implementing the Picture and Picture model in history learning at class VIII of MTsN 2 Tulungagung, (2) how the Picture and Picture model is implemented in history learning at class VIII of MTsN 2 Tulungagung, and (3) what obstacles and solutions are faced by the Social Studies teacher as a facilitator in implementing the Picture and Picture model in history learning at class VIII of MTsN 2 Tulungagung.

This study employed a qualitative approach with a descriptive research design. Data were collected through interviews, participatory observation, and documentation. The research subjects consisted of Social Studies teachers and eighth-grade students at MTsN 2 Tulungagung. Data analysis was conducted through three stages: data reduction, data presentation, and conclusion drawing. Data validity was achieved through source, method, researcher, and theory triangulation.

The research results indicated that: (1) the Social Studies teacher fulfilled the role as a facilitator by providing relevant image media, designing a systematic learning process, giving students the opportunity to observe and analyze images independently, and ensuring equal participation opportunities for all students; (2) the Picture and Picture model was implemented through stages including delivering learning objectives, presenting images, observing and arranging images, group discussion, presenting discussion results, providing reinforcement by the teacher, and drawing conclusions together, resulting in history learning that is more active, engaging, and meaningful for students; and (3) the obstacles identified included students’ shyness, lack of self-confidence, and uneven participation, while the solutions implemented by the teacher included providing consistent motivation and appreciation, creating a comfortable and non-intimidating learning atmosphere, giving equal participation opportunities to all students, and adapting the model’s implementation to the class conditions and material characteristics.