ABSTRACT

Vio Ani Suwarni, History Learning at SMA Negeri 1 Rengasdengklok Karawang (Ethnography Study in Class X IPA and IPS). **Thesis**. Jakarta: Historical Education Studies Program, Faculty of Social Sciences, Jakarta State University, 2017.

This research aims to describe the learning of history in SMA Negeri 1 Rengasdengklok Karawang. The research was conducted at SMA Negeri 1 Rengasdengklok Karawang, Jalan Raya Kutagandok Kecamatan Kutawaluya Karawang Regency 41358, for approximately five months from January to May 2017. The research method used qualitative ethnography, with data collection techniques through observation or observation, interview, Documents and audiovisual materials. The data sources used in this study consist of key informants and core informants. Key informant Ibu Hj. Dede Sumiati, S.Pd., M.Pd., as the head of SMA Negeri 1 Rengasdengklok, while the main informant is Mr. Drs. Dadang Suhendar, Mrs. Dra. Hj. Elisa and Mrs. Ghea, SE., S.Pd. As a history teacher of SMA Negeri 1 Rengasdengklok, and students of class X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPA 5, X IPS 1, X IPS 2, X IPS 3, X IPS 4 and X IPS 5.

The result of the research concludes that the learning of history in SMA Negeri 1 Rengasdengklok in the academic year 2016/2017 uses the Curriculum 2013 for the first time, but not yet one hundred percent applied it all. Teachers have been trying to implement learning using a scientific approach that includes observing, asking, gathering information, processing information and communicating. The result of the research shows that the learning planning done by the teacher is to study the syllabus issued by the government, the teacher book, the learner book, and to arrange the RPP which describes the step of the scientific approach activity. Before preparing the lesson plan teachers prepare the annual program and the semester program first, of course when preparing the annual program and the semester program benchmark view the educational calendar. There are no obstacles faced by teachers when the preparation of RPP, because the teacher has been provided by LPTK and every month the teacher holds MGMP History Karawang regency. So when it finds a constraint, the teacher will discuss it when there is MGMP activity. In addition, the school has a special team assigned to direct the administration of the school, including learning tools in it, namely RPP, annual program or semester program.

Implementation of learning has been done well, proven teachers have applied observing, asking, gathering information, processing information and communicate, although there are some meetings that can not be done all. Teachers try to use a project learning model, where learners are asked to pay attention to projects owned by other groups, given the opportunity to ask questions when finished observing the project. Learners collect information that is being translated, learners to process information obtained by answering questions from the group of speakers. Finish answering questions learners communicate answers to questions they've got.

Teachers use Problem Solving learning model so that learners find problems when reading a book, then ask the teacher related problems that learners encounter. Learners collect information that already learners get good information that has been obtained through discussion or reading. Furthermore learners process information that has been obtained, so that learners can communicate the answers they have got in front of the class. Teachers use Study Tour learning model, surely when it comes to the museum learners can observe historic objects directly, ask the Tour Guide, collect and process information well because the learning media is adequate. Furthermore, learners will communicate the information they get in front of the class through resume task. Evaluation of learning has been going well, teachers use oral tests and writing tests. Writing test is a matter of multiple choice and essay matter. Oral tests are materials that students should present to teachers and other learners.