

## ABSTRAK

Trikustianti, Ryan Nindya. 2012. Model Pengembangan Perangkat Pembelajaran IPS Terintegrasi Dengan Ragam Bimbingan Pribadi dan Belajar Untuk Peserta Didik Kelas V SD BOPKRI Demangan III Yogyakarta.

Penelitian ini bertujuan untuk mengetahui kelayakan model perangkat pembelajaran IPS terintegrasi dengan ragam bimbingan pribadi dan belajar. Jenis penelitian yang digunakan adalah metode penelitian dan pengembangan (R & D) yang mengadaptasi model Dick and Carey.

Subyek penelitian adalah 1 guru mata pelajaran IPS dan 29 siswa kelas V SD BOPKRI Demangan III Yogyakarta pada tahun pelajaran 2011/2012. Teknik pengumpulan data pada penelitian ini diperoleh dengan wawancara, observasi dan menyebarkan AUK. Data yang diperoleh dianalisis secara deskriptif kualitatif.

Kelayakan model perangkat pembelajaran IPS terintegrasi dengan ragam bimbingan pribadi yang meliputi silabus, Rencana Pelaksanaan Pembelajaran (RPP) dan materi ajar; menurut penilaian ahli: mata pelajaran 85.3%, Bimbingan Konseling (BK) 82%. Kelayakan model pembelajaran IPS terintegrasi dengan ragam bimbingan belajar menurut penilaian ahli: mata pelajaran 87%, Bimbingan Konseling (BK) 86% dan pengembangan perangkat pembelajaran 81.7%.

Berdasarkan penilaian dari para ahli tersebut, model perangkat pembelajaran IPS terintegrasi dengan ragam bimbingan pribadi dan belajar layak digunakan dalam pembelajaran IPS kelas V semester genap di SD BOPKRI Demangan III Yogyakarta. Melalui model tersebut diharapkan guru dapat menjalankan tugasnya selain mengajar juga dapat memberikan bimbingan dan mengajak peserta didik untuk dapat teliti dan tekun ketika mengerjakan soal-soal IPS.

**Kata kunci:** *Bimbingan pribadi, Bimbingan belajar, IPS, Perangkat pembelajaran.*

**ABSTRACT**

Trikustianti, Ryan Nindya. 2012. The Learning Media Development of Social Science Integrated with Varied Personal and Learning Guidance for Pupils Grade V BOPKRI Demangan III Elementary School Yogyakarta.

This research was aimed to find out the suitability of learning model/media of Social Science integrated with varied personal and learning guidance. The method used was research and development (R&D) adapted from Dick & Carey model.

The subjects of this research were 1 teacher Sosial Science education and 29 pupils of grade V BOPKRI Demangan III Elementary School Yogyakarta academic year 2011/2012. The data of this research were collected by conducting interviews, doing observation, and distributing *AUK*. The data collected were analyzed using descriptive qualitative method.

The suitability of Social Science media integrated with varied personal guidance based on the syllabus components, Lesson Plans (*RPP*), and teaching material, according to the Social Science experts, was 85.3% in the category of suitable. According to the Guidance and Counseling experts, the suitability of the Social Science media was 82% in the category of suitable. The suitability of Social Science media integrated with varied learning guidance based on the syllabus components, *RPP*, and teaching material, according to the Social Science experts, was 87% in the category of suitable. According to the Guidance and Counseling experts, the suitability of the Social Science media development was 86% in the category of suitable. According the development experts, the suitability of the Social Science media development was 81.7%.

Based on the results assessment results of the experts, the Social Science media integrated with varied personal and learning guidance developed in this research were suitable for the Social Science learning grade V of elementary school, even semester in BOPKRI Demangan III Elementary School Yogyakarta. From the model, teacher is expected not only teach, but also to give guidance and to make students more through and diligent when they follow Sosial Science.

**Key words:** *Personal guidance, Learning guidance, Social Science, Learning Media*