DEVELOPING THEMATIC INTEGRATIVE-CALENDAR COLLAGE MEDIA FOR OUTDOOR ACTIVITIES TO IMPROVE THE UNDERSTANDING OF THE CONCEPT FOR 1 GRADE SDI AS-SALAM MALANG

THESIS

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ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG
October, 2017

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THESIS

Presented to Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang In Partial Fulfillment of the Requirements for the *Degree of Sarjana Pendidikan* (S.Pd)

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October, 2017

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DEVELOPING THEMATIC INTEGRATIVE-CALENDER COLLAGE MEDIA FOR OUTDOOR ACTIVITIES TO IMPROVE THE UNDERSTANDING OF THE CONCEPT FOR

1 GRADE SDI AS-SALAM MALANG

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CERTIFICATE OF SKRIPSI AUTHORSHIP

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MOTTO

وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا ۚ إِنَّ رَحْمَتَ اللَّهِ قَرِيبٌ مِّنَ الْمُحْسِنِينَ ﴿٥٦﴾ وَهُوَ الَّذِي يُرْسِلُ الرِّيَاحَ بُشْرًا بَيْنَ يَدَيْ رَحْمَتِهِ حَتَّىٰ إِذَا مِّنَ الْمُحْسِنِينَ ﴿٥٦﴾ وَهُوَ الَّذِي يُرْسِلُ الرِّيَاحَ بُشْرًا بَيْنَ يَدَيْ رَحْمَتِهِ حَتَّىٰ إِذَا أَقَلَتْ سَحَابًا ثِقَالًا سُقْنَاهُ لِبَلَدٍ مَّيّتٍ فَأَنزَلْنَا بِهِ الْمَاءَ فَأَخْرَجْنَا بِهِ مِن كُلِّ الثَّمَرَاتِ عَلَّلُ سُحَابًا ثِقَالًا سُقْنَاهُ لِبَلَدٍ مَّيّتٍ فَأَنزَلْنَا بِهِ الْمَاءَ فَأَخْرَجْنَا بِهِ مِن كُلِّ الثَّمَرَاتِ عَلَيْتُ سَحَابًا ثِقَالًا سُقْنَاهُ لِبَلَدٍ مَّيّتٍ فَأَنزَلْنَا بِهِ الْمَاءَ فَأَخْرَجْنَا بِهِ مِن كُلِّ الثَّمَرَاتِ عَلَيْكُمْ تَذَكَّرُونَ ﴿٥٧﴾

Meaning:

56. And cause not corruption upon the earth after its reformation. And invoke Him in fear and aspiration. Indeed, the mercy of Allah is near to the doers of good. 57. And it is He who sends the winds as good tidings before His mercy until, when they have carried heavy rainclouds, We drive them to a dead land and We send down rain therein and bring forth thereby [some] of all the fruits. Thus will We bring forth the dead; perhaps you may be reminded. (QS. Al-A'raf:56-57)¹

¹ Al-Quran dan Terjemah Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: PT Syamil Cipta Media, 2005), page. 157.

DEDICATION

This thesis is dedicated to:

Thanks to Allah because of all blessing and guidance,

Alhamdulillahirabbil'alamin

My Motivator Mama and Ayah, who always support me and give me everything and make me always happy.

My sisters who has supported and always reduce my sadness.

For member ICP PGMI 2013, you always warm the atmosphere.

Thank you for member Kos Hidayah, Tanpa Nama, and Hello, you are very awesome.

And the last for my special friend, thanks for make the days beautiful for me.

Translation Guidelines of Arab Latin

Translation of arab latin in this skripsi utilize the translation gudelines based on the agreement and decision together between Ministry of Religion and Ministry of Education and Culture of Republic of Indonesia No. 158, 1987 and No. 0543b/U/1987. That is could explained as follow:

A. Letter

1	=	A	ز)=_	Z	ق	=	Q
Ļ	=0	В	س	=	S	ای	=	K
ت	(=)	T	ش	=	Sy	J	=	L
ت	=	Ts	ص	= 1	Sh	٩	=	M
3	=2	J	ض	=	Dl	ن	=	N
٦	=	<u>H</u>	ط	=	Th	و	=	W
ċ	=	Kh	ظ	=	Zh	٥	=	Н
٦	=	D	3	=	6	۶	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
)	=	R	ف	=	F			

B. Long Vowels

Vowel lenght (a) =
$$\hat{a}$$

Vowel lenght (i) = \hat{i}
Vowel lenght (u) = \hat{u}

C. Vokal Diphthongs

ABSTRACT

Ardhiniswari, Rachmanda Sis. 2017 Developing Thematic Integrative-Calender Collage Media for Outdoor Activities to Improve the Understanding of the Concept for 1 Grade SDI As-Salam Malang. Skripsi. Islamic Primary Teacher Education Program. Faculty of Education and Teacher Training Faculty. Maulana Malik Ibrahim Malang State Islamic University, Malang. Advisor: Dr. H.Nur Ali, M.Pd

Key Words: development, collage media, thematic integrative, outdoor activity, understanding of the concept

The theme of the Nature Event is a Natural Disaster Subtheme. In this subtheme students are required to understand and explain the various kinds of natural disasters and their causes. To facilitate the students in understanding the subtheme by utilizing instructional media to improve student concept understanding hence made development of collage media based on outdoor activity. Because learning outside the classroom is an interesting activity for children. Children can stick, assemble and paste the materials available, and in obtaining materials not needed a lot of cost, can use used goods and natural materials that are often found in the surrounding environment.

This research has purpose is: (1) Describe the form of learning media of outdoor-based integrative thematic collage on students of class I SDI As-Salam Malang, (2) Explain the level of prevalence and learning media of outdoor-based integrative thematic collage on the students of class I SDI As-Salam Malang, (3) Explain the effectiveness of the use of Outdoor-based integrative thematic learning media in class I SDI As-Salam Malang.

The method used in this research is the method and development of Research and Development (R&D) with research model from Borg and Gall. This research procedure includes (1) Information gathering and initial Research, (2) Planning, (3) Development of early product format, (4) Preliminary field trial, (5) Revision of the product, and (6) Field trial testing (7) Revision of the final product. Data collection method using questionnaire, interview, observation and tests the results of the study.

The result of the research of development of collage media on thematic integrative outdoor based to improve the understanding of the concept for 1 grade SDI As-salam Malang has valid criteria with 86% material expert validation result, 82% design expert validation result, and the results of validation of learning experts reached 90%. The percentage of the prevalence rate of IA class test shows 89%. From the results of data analysis through t-test with significance level 5% obtained results Thitung Tabel is 4.21> 2.021 means Ho rejected and Ha accepted. This indicates that the developed media is valid and suitable for use in learning.

ABSTRAK

Ardhiniswari, Rachmanda Sis. 2017. Pengembangan Media Kalender Kolase Tematik Integratif Berbasis Outdoor Untuk Meningkatkan Pemahaman Konsep Pada Siswa Kelas I SDI As-Salam Malang. Skripsi. Pendidikan Guru Madrasah. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang. Pembimbing: Dr. H.Nur Ali, M.Pd

Kata Kunci: Pengembangan, Media Kolase, Tematik Integratif, Outdoor Activity, Pemahaman Konsep

Tema Peristiwa Alam terdapat Subtema Bencana Alam. Pada subtema ini siswa dituntut untuk dapat memahami dan menjelaskan berbagai macam bencana alam dan penyebabnya. Untuk memudahkan siswa dalam memahami tentang subtema tersebut dengan memanfaatkan media pembelajaran untuk meningkatkan pemahaman konsep siswa maka dibuat pengembangan media kolase berbasis outdoor activity. Karena belajar diluar kelas merupakan kegiatan menarik bagi anak. Anak dapat menempel, menyusun dan merekatkan bahan-bahan yang tersedia, serta dalam memperoleh bahan-bahan tidak diperlukan banyak biaya, dapat menggunakan barang-barang bekas serta bahan alam yang banyak ditemukan di lingkungan sekitar.

Penelitian ini bertujuan untuk: (1) Mendeskripsikan bentuk Media pembelajaran kolase tematik integratif berbasis outdoor pada siswa kelas I SDI As-Salam Malang, (2) Menjelaskan tingkat kevalidan Media pembelajaran kolase tematik integratif berbasis outdoor pada siswa kelas I SDI As-Salam Malang, (3) Menjelaskan keefektifan penggunaan Media pembelajaran kolase tematik integratif berbasis outdoor pada siswa kelas I SDI As-Salam Malang.

Metode yang digunakan dalam penelitian ini adalah metode dan pengembangan *Research and Development* (R&D) dengan model penelitian dari Borg and Gall. Prosedur penelitian ini meliputi (1) Penelitian dan Pengumpulan informasi awal, (2) Perencanaan, (3) Pengembangan format produk awal, (4) Uji coba awal, (5) Revisi produk, dan (6) Uji coba skala besar (7) Revisi produk akhir. Pengumpulan data menggunakan metode angket, wawancara, observasi dan tes hasil belajar.

Hasil penelitian pengembangan media pembelajaran kolase tematik integratif berbasis outdoor untuk meningkatkan pemahaman konsep pada siswa kelas I SDI As-Salam Malang memiliki kriteria valid dengan hasil validasi ahli materi mencapai 86%, hasil validasi ahli desain mencapai 82%, dan hasil validasi ahli pembelajaran mencapai 90%. Hasil presentase tingkat kevalidan uji coba kelas IA menunjukkan 89%. Dari hasil analisis data melalui uji t-test dengan taraf signifikasi 5% diperoleh hasil $T_{\rm hitung} > T_{\rm tabel}$ yaitu 4,21 > 2,021 artinya $H_{\rm o}$ ditolak dan $H_{\rm a}$ diterima. Hal ini menunjukkan bahwa media yang dikembangkan layak digunakan dalam pembelajaran.

الملخص

رحمندا سيس أردينيسوارى. ٢٠١٧. تطوير تعليم الإعلام الكولاج الموضوعية التكاملية بقاعدة النشاط في الهواء الطلق لتحسين المفاهيم في الصف الأول من مدرسة الإبتدائية الإسلامية السلام مالانج. البحث الجامعي. تعليم المعلم المدرسة. كلية علوم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: الدكتور نور علي الماجستير.

الكلمات الرئيسية: تطوير، الإعلام الكولاج، الموضوعية التكاملية، النشاط في الكلمات المواء الطلق، المفاهيم

موضوع الأحداث الطبيعية هي الموضوع الفرعي الكوارث الطبيعية. في هذا الموضوع الفرعي تطلب من الطلاب لتكون قادرة على فهم وتفسير من أنواع الكوارث الطبيعية وأسبابها. لمساعدة الطلاب على فهم الموضوع الفرعي من خلال الاستفادة الوسائل التعليمية، ثم تقدم وسائل الإعلام على أساس مجمعة من النشاط في الهواء الطلق لزيادة المفاهيم الطلاب. لأن التعلم خارج الفصول هو نشاط مثيرة للأطفال. الأطفال يمكن الإغلاق، التركيب، ويصمغ المواد الموجودة، وكذلك في الحصول على المواد لا يأخذ الكثير من تكلفة ، ويمكن استخدام السلع المستعملة وكذلك العديد من المكونات الطبيعية الموجودة في البيئة.

وتهدف هذه الدراسة: (١) وصف شكل من تعليم الإعلام الكولاج الموضوعية التكاملية بقاعدة النشاط في الهواء الطلق في الصف الأول من مدرسة الإبتدائية الإسلامية السلام مالانج، (٢) وصف مستوى صحة تعليم الإعلام الكولاج الموضوعية التكاملية بقاعدة النشاط في الهواء الطلق في الصف الأول من مدرسة الإبتدائية الإسلامية السلام مالانج، (٣) وصف فعالية باستخدام تعليم الإعلام الكولاج الموضوعية التكاملية بقاعدة النشاط في الهواء الطلق في الصف الأول من مدرسة الإبتدائية الإسلامية السلام مالانج.

المنهج المستخدم في هذا البحث هو المنهج التطويري والتجريبي بنماذج بورغ وغال (Borg and Gall). تشتمل خطوات البحث على ١) البحث وجمع البيانات، ٢) التخطيط، ٣) تطوير تنسيق النتاج الأول، ٤) التجربيبة الأولى، ٥) إصلاحات النتاج، ٦) التجريبة بالمقياس الكبير، ٧) إصلاحات كليا. وتستخدم الباحثة الاستبانة والمقابلة والملاحظة والاختبار لجمع البيانات.

نتائج البحث التطوير تعليم الإعلام الكولاج الموضوعية التكاملية بقاعدة النشاط في الهواء الطلق في الصف الأول من مدرسة الإبتدائية الإسلامية السلام مالانج وصلت إلى معايير صالحية للتحقق من صحة المسألة ومحتوى Λ ، وصلت تصميم صلاحية نتائج التحقق محتوى Λ , وبلغت التعلم نتائج التحقق 00%. نتائج النسبة المئوية مستوى صحة التجربة في الصف الأول أ يدل Λ . من نتائج تحليل البيانات بخلال اختبار Λ مع مستوى أهمية نتيجة Λ من نتائج Λ المناه ال

PREFACE

Bismillahirahmanirrahim,

Alhamdulillah all praise to Allah SWT who has given hidayah, science, health and opportunity is very valuable, so the authors can complete this research with the title The Development of Collage Media on Thematic Integrative Outdoor Based to Improve the Understanding of the Concept for 1 Grade SDI As-Salam Malang. Sholawat salam may remain abundantly devote to the Prophet Muhammad SAW who has struggled to change the darkness of the age to the light of truth.

A happiness and pride for writers through the journey, the author can finish this thesis. However, the authors recognize that this writing cannot be separated from guidance and direction and constructive criticism from various parties. Therefore, in this opportunity the author would like to thank to:

- 1. Prof. Dr. H. Abdul Haris, M.Ag., as Rector of Maulana Malik Ibrahim State Islamic University, Malang.
- 2. Dr. H. Agus Maimun, M.Pd as the Dean of Faculty of Education and Teacher Training.
- 3. H. Achmad Sholeh, M.Ag., as chairman of the Teacher Education Program Elementary School.
- 4. Dr. H. Nur Ali, M.Pd as lecture supervisor and above guidance, suggestion, criticisms and correction in the thesis.
- 5. All the lectures and staffs Faculty of Education and Teacher Training who help the writer in the process of report arrangement.
- Both parents, Achmad Sisworo and Tutik Nugraheni who always pray for me
 from home, and my beloved sister Fitria Sis Nariswari, who always support
 me anytime.
- 7. Mrs. Nurul Ngainin, S.Pd.I., as teacher at first grade SDI As-Salam Malang, who always help the writer to guidance in the process of field trial.
- 8. All of my family from International Class Program of PGMI 2013 who always give support for me to arrangement this thesis.

- 9. For member of "Kos Hidayah" thanks for giving a sense of comfort and warm to knit the story.
- 10. For you who always give spirit and able to remove restless.

The author is fully aware that this thesis is far from the word perfection. For that criticism and suggestions that build for the improvement and refinement of this thesis is the author expect from all readers. Hopefully this thesis useful for all of us.

Aamiin.

Malang, 2017

Writer

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CHAPTER I INTRODUCTION

A. The Background

The development of science and technological constraints that very quickly change the human mindset and bring the impact on various aspects of the life of man. With the development of human needs and demand for the more severe and complex. The education aspect is also so. Education is the school. The school has experienced a shift in the function as an education institution. The school is not only required to be able to cater for various kinds of knowledge that very fast developed. But, is also required to be able to develop the interest and talent, formed the moral and personality, even required so that students can control various kinds of the skills needed to meet the world work. Wina Sanjaya said that,

Tuntutan-tuntutan baru yang dibebankan masyarakat terhadap sekolah, mengakibatkan pula pergeseran makna kurikulum. Kurikulum tidak lagi dianggap sebagai mata pelajaran, akan tetapi dianggap sebagai pengalaman belajar siswa. Kurikulum adalah seluruh kegiatan yang dilakukan siswa baik didalam maupun diluar sekolah asal kegiatan tersebut berda di bawah tanggung jawab guru (sekolah). Yang dimaksud dengan kegiatan itu tidak terbatas pada kegiatan intra ataupun ekstrakurikuler. Apapun yang dilakukan siswa asal saja ada dibawah tanggung jawab dan bimbingan guru, itu adalah kurikulum.²

The curriculum in the world of education is very important because the curriculum is the key to success to achieve world education. In the practice of the curriculum often experience changes because they want to improve the quality of

 $^{^2}$ Wina Sanjaya,
 Kuriulum dan Pembelajaran (Jakarta: Kencana Prenada Media Group, 2001), p. 6.

education in schools. Curriculum development is a process that must be done in a continuous. However, change the curriculum is not an easy job, practice in the field with the theory always experience the gap. In Indonesia have experienced 11 times changes the curriculum, from 1947 until 2016. And the last curriculum is the curriculum 2013. Rusman said that, "Pengembangan kurikulum 2013 merupakan langkah lanjutan Pengembangan Kurikulum Berbasis Kompetensi yang telah dirintis pada tahun 2004 dan KTSP 2006 yang mencakup kompetensi sikap, pengetahuan dan keterampilan secara terpadu". ³

The curriculum development 2013 is also part of the strategy to improve learning achievements. In addition to the curriculum, there are a number of factors including long students attend; long students stay at school; student active learning competency based handbook and the role of the teacher as the spearhead education practitioners. It is according to Rusman that,

Kurikulum 2013 dikembangkan berbasis pada kompetensi sangat diperlukan sebagai instrument untuk mengarahkan peserta didik menjadi: (1) manusia berkualitas yang mampu dan proaktif menjawab tantangan zaman yang selalu berubah; (2) manusia terdidik yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri; dan (3) warga Negara yang demokratis, bertanggung jawab. 4

The curriculum 2013 provides a space for students to more can instill character in itself with the activities that have been written on the book of the student thematic learning. It is according to Rusman that, "Pembelajaran tematik merupakan

³ Rusman, *Pembelajaran Tematik Terpadu Teori, Praktik dan Penilaian* (Jakarta: PT Rajawali Press, 2015), p. 87.

⁴ *Ibid.*, p. 86-87.

salah satu model dalam pembelaran terpadu yang merupakan suatu system pembelajaran yang memungkinkan siswa, baik secara individual maupun kelompok, aktif menggali dan menemukan konsep serta prinsip-prinsip keilmuan secara holistic, bermakna atau autentik". ⁵ In 1 themes there are 4 sub-theme and each sub-theme has 6 learning. Each integrated learning in 5 subjects, for example Indonesia Language, Physical education and recreation, Mathematics Education and citizenship and the last is arts and culture. The material presented is very variable and more in control of the concept. For example, by observing the colors of the rainbow, students and not only the list of the various colors of the rainbow but with analyzing why the rainbow has a color.

At this time some even all elementary schools are required to use the curriculum 2013. This curriculum is designed to meet the needs of the students in the case study. Elementary school is the beginning of the children formed our personalities. Basic Education especially students in grade one including the aged 6-7 years. In the age range of 6 to 7 years, the development of the brain children have entered the second stage of the children have been able to think more concrete on a certain object. The concrete operational stage has characteristics that children understand something that was only visible by the senses and from the experiences they endured. The way of thinking of the children has not yet been fully abstract even though it has been able to think logically and systematically. At this time also the son has been able to coordinate the visual movement, motoric as coordinate eye

⁵ Rusman, *Model-model Pembelajaran* (Jakarta: Rajawali Press, 2011), p. 254.

movements with hands, arms, and body simultaneously, among others can be seen when children write and draw.

The concrete operational stage is marked by prominent characteristics that everything is understood as the visible only or as the fact that they experience. So, how to think of the individual has not been arrested abstract although how to think improves already appear systematically and logically. In understanding the concept of the individual is very tied to the process of experiencing itself. This means that the easier to understand the concept of when the sense of the concept can be observed or do something related to the concept. It is according to Carolyn that,

Penguasaan konsep yang dimiliki siswa dapat digunakan untuk menyelesaikan sesuatu permasalahan yang berkaitan dengan konsep yang dimiliki. Penguasaan konsep dapat diartikan sebagai kemampuan siswa dalam memahami makna secara ilmiah, baik konsep secara teori maupun penerapannya dalam kehidupan sehari-hari. ⁶

The growth and development of learners that everything is the actualization of the potential of all aspects of the development of optimally at each stage of its development. The level of achievement of the development illustrates the growth and development that is expected to be achieved on the son of a fixed amount of time. The level of achievement of the development of children covers aspects of the understanding of the values of religion and moral, physical-motoric, cognition, language, and social-emotional. All aspects of the development are very important to be developed and are expected to be developed in a balanced between aspects that

⁶ Carolyn Menggit, *Memahami Perkembangan Anak* (Jakarta: PT Indeks, 2013), p. 4.

one with the other aspect. This shows the importance of efforts to develop the potential of children.

The potential for children can be seen when they are doing something that can give students learning experience. So the students need to do the new things that can grow curiosity and give new things in their lives. During this, students are learning in class with how to sit and just listen to the teacher describe the lesson. The activity was considered good, but students basically that should be more active and more aggressive to seek knowledge itself. Teachers only provide knowledge but do not provide the learning experience. When Teachers use methods lectures not all students can concentrate on full power because of the concentration of students early age only 10 until 15 minutes first, afterward the students only hear but its concentration is not on the lesson that is conveyed by the teacher. Therefore teaching on 2013 curriculum focused on students. The more active students and teachers only become a facilitator and motivator of students. It is according to Syaiful Bahri Djamarah and Aswan Zain that.

Guru dituntut untuk menggunakan media setiap melakukan pembelajaran di kelas maupun di luar kelas. Manfaat penggunaan media dalam kegiatan belajar mengajar, terutama untuk tingkat Sekolah Dasar, sangat penting. Sebab pada masa ini siswa masih berpikir konkret, belum mampu berpikir abstrak. Kehadiran media sangat membantu mereka dalam memahami konsep tertentu, yang tidak atau kurang mampu dijelaskan dengan bahasa. Ketidak mampuan guru menjelaskan sesuatu bahan itulah dapat diwakili oleh peranan media. ⁷

⁷ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2002), p. 155.

Media plays an active role in the learning process. The students will be easier to learn with learning media. Because the media are usually make in accordance with the daily life of the students.

The fact is based on the result of observation in SDI As-Salam, shows that,

The learning process is not a maximum. The teachers only use methods of lecturing and only keep on existing thematic book. Teachers rarely use media that can be integrated into 5 subjects. The learning media also still do fewer variations. So that child feels bored and less eager in the learning process. Children are also still less understand the material presented by the teacher. So that child is more likely to not concentrate on when teachers describe. 8

Therefore, need a media that is creative and innovative so that the concept of the understanding of the students on the thematic learning in taking the environment around my school this can be increased.

Researchers choose the activities of collage to increase understanding on the concept of students because of the activities of collage children can easily learn while playing outside the classroom. Learning outside the classroom is interesting activities for children and add a new experience for children. Children can be attached, drawing up and affixing materials available in accordance with their own creativity and to obtain materials not required many costs, can used goods and natural materials that are to be found in the surrounding environment.

The students of class one, two and three are on the age span is still seeing everything as a single unit (holistic) so the lesson is still dependent on concrete objects and experiences that had happened. This is the reason why thematic learning

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⁸ Interview with Mrs Ainin, teacher of grade I SDI As-Salam Malang, 12 November 2016.

given to students grades one until three. Thematic in class one contained eight themes to study one year. The researchers chose the theme because there are 8 in material need more understanding for students. In addition, researchers have limited time and must adjust to the school which will be examined.

The activities of collage help the ability to understand any of the things because the children will focus with etching collage that has provided teachers. For example a picture of oranges, children will better understand that the orange around and is generally yellow in color. The activities of collage also increase the ability to speak in children, the children trained to explain or tells about the results of his work to the teacher so that the children are more confident with the result that has been made. In addition the activities of collage which is the activity of the form that art localities realized by the technique of attached and arrange the ingredients that are prepared to help children in developing the Fine motoric aspects, with attached and affixing ingredients Fine motoric children will be trained and can be developed with optimal. Children will feel interested in the activities of collage and will be enjoyable in the case study children.

Based on the above exposure, researchers are interested in doing research with the title "Developing Thematic Integrative-Calendar Collage Media for Outdoor Activities to Improve the Understanding of the Concept for 1 Grade SDI As-Salam Malang".

B. Problem of Study

Based on the background that has been presented above, the formulation of the problem that can be taken:

- 1. How is the form of media calendar collages integrative thematic outdoor based to improve the understanding of the concept for grade 1 SDI As-Salam Malang?
- 2. How is the level of validation development of media calendar collages integrative thematic outdoor based to improve the understanding of the concept for grade 1 SDI As-Salam Malang?
- 3. How is the level of effectiveness development of media calendar collages integrative thematic outdoor based to improve the understanding of the concept for grade 1 SDI As-Salam Malang?

C. The objectives of the Development

Based on the formulation of the problem above, the purpose of this research is as follows:

- To explain how the form of media calendar collages integrative thematic outdoor based to improve the understanding of the concept for grade 1 SDI As-Salam Malang.
- To explain how the test validity development of media calendar collages integrative thematic outdoor based to improve the understanding of the concept for grade 1 SDI As-Salam Malang.

 To explain how to effectiveness development of media calendar collages integrative thematic outdoor based to improve the understanding of the concept for grade 1 SDI As-Salam Malang.

D. The Benefit of the Development

In this research, researchers hope that the results of research can provide the functionality and benefits to the parties, including:

1. Theoretically

For the development of learning media curriculum 2013 elementary school in general and specifically provides reference and examples of practical steps that systematically related to the development of media collages.

1. The Students

Students get a new learning experience with how to learn how to make collages, the experience is expected to increase the understanding of the concept and confidence with using media collages.

2. The Teachers

Give positive contribution of one of the ways to increase the understanding of the concept of students and help teachers to develop and stimulate the creativity of the students through the media collages.

3. The School Principal

To know the development of media collages is then expected to be used in the 2013 curriculum and as consideration in the context of the construction and development of teachers in schools.

4. The other researchers

Help other researchers to become the guidelines that this research has been done and the next results for developed in accordance with the needs of the students.

E. Development Assumptions

The assumption of the development of teaching materials is:

- Media collages thematic integrative-based on the outdoor activities for a grade
 can be used to explore the understanding of the concept of the books except
 for home.
- 2. Media collages thematic integrative-based on the outdoor activities will grow interest students because they related to the daily life of the students.
- 3. Provide the experience and knowledge that means to the students.

F. The Scope of the Development

The limitations of the media development research collage integrative thematic outdoor based to improve the understanding of the concept of the students in grade 1 SDI As-Salam Malang, located on the sub-theme is taken to be made research. The theme is "Peristiwa Alam" and consist of many sub-themes:" Peristiwa Siang dan Malam, Kemarau, Penghijauan and Bencana Alam".

To facilitate the development of the media on this research, then the researchers took one of the appropriate sub-theme "Bencana Alam". And the limitations of this research is the development of media collage integrative thematic outdoor based to enhance the understanding of the concept of the theme "Peristiwa".

Alam and Sub-theme Bencana Alam" of the students in grade 1 SDI As-Salam Malang.

G. Product Specifications

Product Specification explained about the media that is developed and the difference of new products with the old product. Learning Media collages this covers the handbook and in the form of a calendar, because learning media created by the students themselves through the learning process. The product specifications differentiated into two, form specifications and specifications of the contents.

1. Form Specifications

- a. This form of media collages stacked into the calendar
- b. The sketch of the picture collages adjusted with thematic learning materials
- c. Technik collage used is the shearers and attached
- d. The material used in the form of the objects around the environment students and easy to get such as leaves, old newspapers, paper origami, rock, wood shaving, egg shells, cotton wool, and nuts.
- e. The size of the calendar is 29.7 x 21 cm or equivalent paper size A4.

2. The contents of the specifications

- a. Collages adjusted with the material on the thematic learning theme the "Peristiwa Alam and Sub-theme Bencana Alam"
- The handbook collages contain instructions for use so that the teachers and students easily in using media collages.

- Collages accompanied rubric assessment as a reference for teachers in assessing the results of collages made by students.
- d. Media collages calendar contains about the sketch which must be done by the students with modeled on the handbook.

H. Research Originality

The originality in this research proved based on the results of research and survey bachelor theses related to the title of this research. Now the bachelor theses referred to:

The First, theses written by Laylatul Masyruroh. With the title "Pengembangan Media Pembelajaran Kolase Berbasis Pemanfaatan Daur Ulang Sampah Untuk Meningkatkan Hasil Belajar Pada Pembelajaran Tematik dengan Tema Kegemaranku di kelas 1 MI PPAI Pandanajeng Tumpang Tahun 2015". This research aims to explain the influence of the use of learning media collages based on the utilization of waste recycled to improve the results of the study on the thematic learning with the theme of my delight in class 1. The results of this research show meet the criteria is valid and the first field trials reached 95%, the results of student learning the average value of the pre-test 58,8 and the value of the post-test 87.2.

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⁹ Laylatul Masyruroh, *Pengembangan Media Pembelajaran Kolase Berbasis Pemanfaatan Daur Ulang Sampah Untuk Meningkatkan Hasil Belajar Pada Pembelajaran Tematik dengan Tema Kegemaranku di kelas 1 MI PPAI Pandanajeng Tumpang* (Skripsi S.Pd. Malang: *UIN Malang*, 2015).

The second, theses are written by Jumadilah. With the title "Peningkatan Kemampuan Motorik Halus Sebagai Persiapan Menulis Permulaan Melalui Keterampilan Kolase Pada Anak Tunagrahita Ringan Kelas 1 di SLB Negeri Sragen Tahun 2010". This research aims to improve the Fine motoric ability as preparation for writing the beginning through the skills of collage in children tunagrahita lightly. This research is done with the type of research Class Action. The results of the study showed that the increased capability in this writing that is done in two cycles of. The first cycle has shown improvement, but the value obtained is not good, so that the necessary repairs on the second cycle.

The third, theses are written by Ni Made Rusmawati, 11 with the title "Pengembangan Kreativitas Anak Melalui Kegiatan bermain dengan Tekhnik Kolase pada Anak Didik Kelompok B TK 01 Ngemplak Kecamatan Karangpandan Kabupaten Karanganyar Tahun 2013". This research aims to find out whether the activity to play with Technik collage can improve the creativity of the kindergarten children. The results of the study showed that the creativity of the children through the activities of play with media techniques collage have increased on each teacher. The average achievement of the creativity of the children increased from before cycle 45 percent to 63,33% at cycle I, II Cycle element of 83,16%. The number of children

Jumadilah, Peningkatan Kemampuan Motorik Halus Sebagai Persiapan Menulis Permulaan Melalui Keterampilan Kolase Pada Anak Tunagrahita Ringan Kelas 1 di SLB Negeri Sragen (Skripsi S.Pd. Surakarta: UNS, 2010)

¹¹ Rusmawati, Pengembangan Kreativitas Anak Melalui Kegiatan bermain dengan Tekhnik Kolase pada Anak Didik Kelompok B TK 01 Ngemplak Kecamatan Karangpandan Kabupaten Karanganyar (Skripsi S.Pd. Surakarta: Muhammadiyah University Surakarta, 2013)

reached the percentage of success 75% also increased from 6,67% in before cycle, 20 percent in the cycle I, and 86,66 in the cycle II.

The four, thesis are written by Fratnya Puspita Devi, 12 with the title "Peningkatan Kreativitas Melalui Kegiatan Kolase pada Anak Kelompok B2 di TK Aba Keringan Kecamatan Turi Kabupaten Sleman Tahun 2014". The purpose of the research that will be achieved in this research is to improve the creativity of the children through the activities of collage in kindergarten sudden influx equals Turi District Sleman District on the group B2. The results of the study showed that children who have reached the development of creativity in the pre-action children who go to developing criteria is very good there are 5 children of 31.25 percent rise on the cycle I become 9 children namely to 56,25% and increased on siklus II into 13 children namely to 81,25% so that increased on developing criteria are very good.

The fifth, thesis are written by Maulida Dwi Ningtyas, ¹³ on 2012 titled "Upaya meningkatkan kemampuan motorik halus melalui kolase berbahan alam pada anak kelompok B di TK Muslimat NU Khadiyah" it can be concluded that the improvement occurred in the development of Fine motoric ability children where on the cycle I only ten sons (43.5%) that categorized enough and rose to 19 children (82,6%) who are categorized as good at cycle II. Based on the results obtained, it can be concluded

¹² Fratnya Puspita Devi, *Peningkatan Kreativitas Melalui Kegiatan Kolase pada Anak Kelompok B2 di TK Aba Keringan Kecamatan Turi Kabupaten Sleman* (Skripsi S.Pd. Yogyakarta: University of Yogyakarta, 2014)

¹³ Maulida Dwi Ningtyas, *Upaya meningkatkan kemampuan motorik halus melalui kolase berbahan alam pada anak kelompok B di TK Muslimat NU Khadiyah* (Skripsi S.Pd. Yogyakarta, 2012).

that the learning collage natural poles progress with a good can improve Fine motoric ability children.

TABLE 1.1 RESEARCH ORIGINALITY

NO	The researcher's name, title,	Similarities	The Difference	The
	Form (bachelor			originality
	theses/thesis/Journal/etc),			of Research
	publishers and years	181 /		
	of research			
1.	Pengembangan Media Pembelajaran Kolase Berbasis Pemanfaatan Daur Ulang Sampah Untuk Meningkatkan Hasil Belajar Pada Pembelajaran Tematik dengan Tema Kegemaranku di kelas 1 MI PPAI Pandanajeng Tumpang (Laylatul Masyruroh/	Using media collagesThe type of developmen t research	The subjects	A. The product produced is a media collage in the form of a calendar includes guidelines that contain the evidence is and evaluation to support the lesson. B. The media used based outdoor so that students can be independent and
	Islamic University of Malang/ 2015)			
2.	Peningkatan Kemampuan Motorik Halus Sebagai Persiapan Menulis Permulaan Melalui Keterampilan Kolase Pada Anak Tunagrahita Ringan Kelas 1 di SLB Negeri Sragen (Jumadilah/ University of Sebelas Maret Surakarta/ 2010)	• Using media collages	The type of research class action research The subject of the research is the son of Tunagrahita	

3.	Pengembangan Kreativitas Anak Melalui Kegiatan bermain dengan Tekhnik Kolase pada Anak Didik Kelompok B TK 01 Ngemplak Kecamatan Karangpandan Kabupaten Karanganyar (Ni Made Rusmawati/Muhammadiya University Surakarta	• Using media collages	The type of research is class action research Research subject to KINDERGA RTEN B	creative. C. The theme is "Peristiwa Alam"
4.	Peningkatan Kreativitas Melalui Kegiatan Kolase pada Anak Kelompok B2 di TK Aba Keringan Kecamatan Turi Kabupaten Sleman (Fratnya Puspita Devi/ University of Yogyakarta/ 2014)	• Using media collages	The type of research is class action research Research subject to KINDERGA RTEN B	
5.	Upaya meningkatkan kemampuan motorik halus melalui kolase berbahan alam pada anak kelompok B di TK Muslimat NU Khadiyah (Maulida Dwi Ningtyas/2012)	• Using media collages	The type of research is class action research Research subject to KINDERGA RTEN B	

I. Operational definitions

1. Media Collages

Media collage is practicing activities art that combines the painting technique (painting hands) with the skills of drawing up and affixing materials on the paper image used until produced a unique order, interesting and different using the ingredients paper, natural materials, and artificial materials.

2. Outdoor Activities

Outdoor activities are the teaching activities done outside the classroom so that learning and teaching take place outside the classroom or in nature is free.

3. Thematic learning integrative

Thematic learning integrative is learning that covers several subjects that made one in one theme that is compatible with the needs and development of students.

4. The understanding of the concept

The understanding of the concept is the absorption of knowledge from a concept of learning has been studied by students.

5. The Development

The development is the process or activity which is done according to the procedures tang has been appointed to produce a learning media.

J. Systematics Discussion

Systematics of writing in the proposal is planned to be arranged in the three chapters namely chapter I to chapter III and a list of the library.

CHAPTER I INTRODUCTION which contains: (a) the background of the problem, (b) the formulation of problems, (c) development purposes, (d) development advantage, (e)development assumptions, (f) the scope of the development, (g) product specifications developed, (h) originality research, (i) the definition of the term and (i) systematics discussion.

CHAPTER II THE STUDY OF THE LIBRARY that includes contains: a study of the theory that consists of 1) media collages, 2) outdoor activities, 3) thematic learning integrative, 4) procedures thematic learning integrative, 5) the understanding of the concept and 6) the development.

CHAPTER III THE RESEARCH METHOD that contains the (a) types of research, (b) development model, (c), development procedure (d) product validation test.

CHAPTER IV: RESULT OF DEVELOPMENT, is exposure of research and development data which includes presentation of trial data, data analysis and product revision

CHAPTER V: CLOSING, this chapter contains a revised product review. It also explains the conclusions and suggestions on the utilization, dissemination and further product development.

REFERENCES, Bibliography serves to provide direction for the readers of papers who want to continue the study or to perform a re-check of the relevant papers.

APPENDIX, contains documents required by the author or reader that support in the process of developing instructional media.



CHAPTER II LITERATURE REVIEW

A. Media Collage

1. The Definition Collages

Collage is an artistic composition that is made from various materials such as paper, Cain, glass, metal, wood, and other affixed to the surface of the picture. It is according Wikipedia that, "Kolase merupakan karya seni rupa dua dimensi yang menggunakan berbagai macam paduan bahan. Selama bahan tersebut dapat dipadukan dengan bahan dasar, akan menjadi karya seni kolase yang dapat mewakili persaan estetis orang yang membuatnya.". ¹⁴

According the thesses of Fratnya said that, "Kolase berasal dari Bahasa Perancis (*collage*) yang berarti merekat. Kolase adalah aplikasi yang dibuat dengan menggabungkan teknik melukis (lukisan tangan) dengan menempelkan bahan-bahan tertentu".¹⁵

Primary school students in grade 1 can use the ingredients collages from a torn piece paper, dry leaves, nuts, plastics products former food and paper origami. The activities of collage in this research is the activities of practicing art that combines the painting technique (painting hands) with the skills of drawing up and affixing materials on the paper image used, until

15 Fratnya Puspita Devi, "Increased creativity through the activities of Collages on the Son of the Group B2 Kindergarten Aba Keringan Turi" Thesis, University of Yogyakarta, 2014, p. 26

¹⁴ (https://id.wikipedia.org/wiki/Kolase, accessed on November 17, at 19.55)

produced a unique order, interesting and different using the ingredients paper, natural materials and artificial materials teachers are required to be able to guide the students to perform the activities of collage.

2. Materials and Equipment Collages

Some of the material in the making of collages can be found around the neighborhood students. According Hajar Pamadhi and Evan Sukardi said that, "bahan pembuatan kolase yaitu kertas, kain, gabus, lem, daun kering, sedotan, gelas bekas aqua, potongan kayu dadu, benang, biji-bijian, sendok plastik, karet, benang, manik-manik, atau masih banyak media lain.".¹⁶

Based on explanation above to focus the material secure and attractive and easy to navigate through the creation of collage to grade 1 elementary school is the ingredients derived from the environment students such as paper fold, paper gift sachet, old newspapers, magazines former, tissue paper, mango Leaves and leaf fern pine needles, jackfruit leaves, skin red onion, skin garlic, black soy beans, yellow soybeans, corn grains beans and green beans.

3. The steps drawing Collages

The steps drawing collages is distributed following:

- 1) First, determine the theme is suitable for learning collage.
- 2) Select style collages. Based on the definition, collages made from several different parts. Part of this section can be in the form of all

¹⁶ Hajar Pamadhi and Evan Sukardi, *Seni Keterampilan Anak* (Yogyakarta: Universitas Terbuka, 2010), p. 5.39.

kinds of things such as paper, threads fabrics, stamp, discount magazines, plastic, ropes raffia, paper tin, labels the bottle, matchsticks, cork, natural ingredients (the skin of the tree and leaf, seeds, egg shells, branches, etc.), buttons, and others. You can select a media such as paper or cloth, or a combination of the classic such as paperclips.

- 3) Select a suitable background. Paper or cardboard is a general background choice, for example, the background can from suction paper, carton, Cain as a shred of sackcloth, paper newspapers, a sleeve of the old books, wood, skin smooth wood and plastics products. During the surface can be used and the objects can be affixed, the material can be used to create collages.
- 4) Create a sketch on paper that has been selected. The sketch must be in accordance with the theme that will be taught to the students.
- 5) Decorate the paper calendar with the decoration deemed suitable for primary school children in grade 1 and in accordance with the theme.
- 6) Prepare the appliance and the ingredients. The appliance and the ingredients can be from the students or have been prepared by the teacher.
- 7) Determine what materials will be affixed on the media collages.

8) And the last after the appliance and the materials available sketches collage is ready to be done by the students.

4. The Benefits of learning Collages

There are many benefits to learning collage, it is according to Supriadi said that, "(1) Melatih motoric halus (2) Meningkatkan kreatifitas (3) Melatih konsentrasi (4) Mengenal warna (5) Mengenal bentuk (6) Melatih memecahkan masalah (7) Mengasah kecerdasan spasial (8) Melatih ketekunan (9) Meningkatkan rasa percaya diri". ¹⁷

There are many benefits of having played and learned to use collage. Students are expected to also understand the concept of material that has been taught by the teacher. Making it easier for teachers in teaching.

B. Outdoor Activities

1. Understanding the Outdoor Activities

Outdoor learning also knew by various other terms such as the outdoor activities, outdoor study, learning tennis or learning outside the classroom.

According to John. M, Echols in English Dictionary Indonesia,

outdoor activity berasal dari kata outdoor yang berarti di luar, dan activity yang berarti kegiatan. Jadi outdoor activities dalam konteks ini adalah kegiatan pembelajaran luar kelas. Kegiatan outdoor activities diyakini mampu memberi wacana baru dalam pembelajaran. 18

¹⁷Supriadi, Manfaat Main Kolase Untuk Anak

⁽https://keluargasehat.wordpress.com/2010/11/30/manfaat-main-kolase-untuk-anak/.

Accessed on November 17 2016, 23.30)

¹⁸ Husamah, *Pembelajaran Luar Kelas* (Jakarta: Prestasi Pustaka, 2013), p. 22

It is based on the assumption that the activities outside the classroom can help in achieving the learning goals for students have fun activities.

So outdoor learning is learning is done outside the classroom by utilizing nature as a place of learning for students to mingle with nature and have a sense of caring about the environment. Learning will be fun because the students can study freely in nature.

2. The Benefits of Outdoor Learning Activities

In Indonesia, the teachers are still reluctant to invite the students outdoor learn class for various reasons. It is according Adelia Vera said that,

Mereka hanya mengajak para siswa belajar di luar kelas terkait pelajaran olahraga, seperti lari, senam pagi, renang, dan kesenian, misalnya latihan drumben. Selebihnya, semua pelajaran disajikan dengan cara konvensional (di dalam kelas). Padahal, hampir semua pelajaran pokok di sekolah dapat diajarkan di luar kelas dengan beragam metode yang sangat menyenangkan. Bahkan, hasil pembelajarandi luar kelas jauh lebih besar daripada hasil yang diperoleh dari pembelajaran di dalam kelas. ¹⁹

Outdoor Learning (OL) in principle have the same curriculum with formal education but only the packaging only different. Outdoor learning this can be given without limited gender, age, or status but still refers to the expected output so that the outdoor learning can be done in children tends to be flexible, preferring the creativity and initiatives based on a rational power learners using nature as the media.

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¹⁹ Adelia vera, *Metode Mengajar Anak di Luar Kelas* (Yogyakarta: Diva Press, 2012), p. 27-

3. The implementation of the learning with Outdoor Activities

In principle, almost all subjects in school can be delivered outside the classroom, depending on the material to be conveyed. However, in learning activities outside the classroom, a teacher must select specific learning (not all subjects). Preferably, the material presented is not demanding the students to concentrate fully, so that it can be taught with a relaxed and playful, yet still deliver the results was satisfactory. The following are some lessons that can be taught outside the classroom and how its application:

- 1. Indonesian language learning outside the classroom can be run in the form of the game. For example, the students were divided into five groups. Each group must choose two paper provided by the teacher. In two of the selected paper, the two groups must be written a different word, but contain the same meaning. This is where the students are taught about synonym words. an example in the paper of the written word daddy, and in the paper two written words father. Select two groups of paper get 10 because of the correct value.
- 2. For Social Studies the students were invited to the streets to orphanages or elder home so that they feel how difficult it is to the life of orphans and the elderly. It was hoped that they realize that the life of this world is required for helping each other, especially those who trouble.
- 3. How to teach mathematics lessons outside the classroom is with how to measure high small trees that are schools yard. If in the school yard

there are 5 trees, then sent teachers to measure the high tree. Then they told to add the overall height of trees. In fact, this activity is a way of learning simple addition sums.

4. The last is a science lesson, the teacher asked the students out of the classroom (the environment around the school) shade and healthy. Then the teachers can send students one by one to list the objects of death and life. After they mentioned that the teachers explain in accordance with the theory.²⁰

All lessons can be applied to outdoor learning, teachers must be more creative in doing the learning. This collage is suitable media applied to the outdoor learning because it requires a broad and open to allow students more flexibility doing this collage. The materials used are also available in nature and easier for students to find materials needed.

C. Thematic Learning Integrative

1. The concept of Thematic Learning Integrative

Thematic learning that is expected to grow in elementary school when this leads in the conjunction of "webbed" model (spider webs models) and "Integrated model" (integrated model). It is according to Daryanto that,

Penggabungan model jaring laba-laba dan model terpadu yang dimaksud adalah penggunaan tema untuk menggabungkan beberapa mapel dengan menetapkan prioritas dari kurikulum untuk menemukan keterkaitan anatar mapel, sehingga peserta didik akan memperoleh pandangan hubungan yang utuh tentang kegiatan dari ilmu yang berbeda-beda. Dengan

²⁰ Ibid., p. 66-79.

demikian peserta didik akan mudah menghubungkan dan mengaitkan materi dari beberapa mapel.²¹

Thus the learners will be easier to connect and associate the materials from some teachers. With thematic integrative, the learning can be combined with 5 subjects and can also be studied at a time.

2. Thematic Learning Integrative

Thematic learning integrative is teaching approaches that integrate various competencies from several subjects into a theme. The Purpose of the existence of this theme is not only to master the concepts in a subject but also its relevance to the concept of the other subjects. So after learning that implemented based on the theme of children will rule over the competence of each of the subjects integrated. Thematic learning can also be interpreted as learning methods to integrate the knowledge, skills, value and the attitude of learning using the theme. It is according to Rusman that,

Dalam Kurikulum 2013, pengintegrasian beberapa mata pelajaran tersebut didasari oleh dua hal, yaitu integrasi sikap, keterampilan dan pengetahuan dalam proses pembelajaran dan integrasi berbagai konsep dasar yang berkaitan. Tema merajut makna berbagai konsep dasar sehingga siswa tidak belajar konsep dasar bermakna, dan otentik. Pembelajaran tematik integratif berorientasi pada praktik pembelajaran yang sesuai dengan kebutuhan dan perkembangan siswa. ²²

In the 2013 Curriculum learning model for children elementary school level low-grade classes 1, 2, and 3 is the teaching that is packaged in the form

²¹ Daryanto, *Pembelajaran Tematik*, *Terpadu*, *Terintegrasi* (Yogyakarta: Gava Media, 2014), p. 30-31.

²² Rusman, *op.cit.*, p. 139-140

of themes (thematic). The theme is the container or vehicle to introduce various concepts matter to students thoroughly. Given with the intention of unifying thematic curriculum content in these units or units that apples and make teaching more integrated, means, and easily understood by the students of elementary school.

3. The characteristic Thematic Learning Integrative

According to The Team Puskur (2006), Thematic learning approach has characteristics as follows:

a. Learning centered on the learners

Thematic learning said as learning centered on children, because basically Thematic Learning is a learning approach that gives freedom on the learners, both individuals and groups

b. Provide direct experience to children

Thematic learning programed to involve learners directly in learning that links between the concept and the principles learned from some of the maple trees, so that they will understand the results of the school in accordance with the facts and events that experienced, not just the information from the teacher. The teacher more as a facilitator and catalyst that leads toward learning aims to be achieved while the learners as actor fact-finding and information to develop knowledge.

c. The Separation of teaching (subject) invisible/between teaching unites.

Thematic learning focusing on Observation and examination of a symptom or events from some of the teachers at the same time, not from the point of view of which necessarily compartmentalized so that allows learners to understand a phenomenon of learning from all sides intact.

- d. Presents the concept of the various teachers in a learning process so that means.
- e. Learning outcomes can be developed in accordance with the interests and the needs of the children.²³
- 4. The purpose of Thematic Learning Integrative

Ministries of Education and Culture (Kemendikbud, 2013) explains the purpose of thematic learning integrative is as follows:²⁴

- a. Easy to focus on a theme or a particular topic
- b. Learn about the knowledge and develop competencies in the same theme,
- c. Have a good understanding of the material in more depth and impress
- d. Develop better language competence with associates the various other subjects with personal experience students,
- e. More enthusiastic to learn because they can communicate in the real world such as tells, asked, writing as well as learn other lessons,

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²³ Daryanto, *op.cit.*, p. 32-33.

²⁴ Kemendikbud, Permendikbud No. 64 *tentang Standar Isi Pendidikan Dasar dan Menengah, Jakarta: Kementerian Pendidikan dan Kebudayaan*, 2013), p. 193.

- f. More benefit and the meaning of learning because the material presented in the context of the theme is clear,
- g. The teacher can save time because of the subjects presented in an integrated can be prepared at the same time and given in 2 or 3 meeting even more and or enrichment,
- h. Outstanding traits and moral students can developed by lifting a number of outstanding traits and values in accordance with the situation and condition.

D. Integrative Thematic Learning Procedure

1. Planning and Implementation Thematic Learning Integrative

The success of the implementation of thematic learning influenced by how far the learning is planned in accordance with the conditions and the potential for students (interest, their talent needs and ability). In designing integrated thematic learning in elementary school can be done in two ways:

The First, started by specifying the first specific themes which will be taught, continued to identify and map the basic competencies in some electrostatic subjects that are expected to be relevant to the theme of the theme. The themes specified by looking at the environment that is closest to the students started from the easiest way toward the difficult, from the simple to the complex and from the concrete to the abstract. The way this is usually done for classes in early schools (Class I and II).

Second, begins with identifying the basic competencies from several subjects who owned the relationship, continued with the establishment of the theme of the place. Thus the themes real unifying power was determined after learning basic competencies and indicators that there is in each subject. Provisioning themes can be done by looking at the possibility of subjects on one of the subjects that is considered to be bringing some basic competencies in some of the subjects will be integrated. How this is done for the elementary school class I wisconsin VI.²⁵

The implementation of Thematic Learning:

a) Setting the learning Place

The place of learning like the classrooms and other room like a laboratory, workshop and etc. in the implementation of the thematic learning need to be arranged and arranged in such a way to be able to grow the learning atmosphere Active, Creative, Effective and Joyful Learning (PAKEM).

b) Setting the Students

The implementation of the activities of thematic learning that is based on the student's settings can be done in the classical (large groups), small group and individual (individual). classical learning activities can be used when more of the presentation of learning materials from teachers especially intended to provide

²⁵ Rusman, *op.cit.*, p. 156

information that is more informative and factual about a theme discussed or as an introduction to the process of thematic learning. In terms of the process of learning this classical can shape the ability of students in listening to and train the ability to ask.

c) The election of the Activities

In implementing thematic learning in elementary school teachers need to dominate forms of activities that are very influential to the success of student learning, started from the activities of open lessons, explains the contents of the theme, asking questions, provide gains, held a variation of teaching, up to close the lesson.

d) The selection of Learning Media

Primary school age children are still concrete operational thinking it means that the learning that teachers must be concrete and simple and easy to be understood by the students for the use of media and learning resources is a necessity if they want to get the optimum learning results. Therefore, in integrated thematic learning activities must be noted as to optimize the use of learning media that vary.²⁶

²⁶ *Ibid.*, p. 174-177

2. Methods in Thematic Learning Integrative

This method is use to implement the plan that already arranged repentant real activity in order for the purpose of that had been arranged achieved proper techniques optimal. Thus the methods in a series of learning system have very important role. The success of the implementation of the learning strategy is very depending on how the teacher uses teaching methods because a learning strategy may only be implemented through the use of learning methods.

The following is a method of thematic learning:

a) Lecturing Method

Lectures as a teaching method is the way that is done in developing learning process through the way eyewitness accounts (lecturer).

b) Demonstration Method

The demonstration is one of the effective methods for helping students to find the answers with their own businesses based on facts or data that correct.

c) Discussion Method

The discussion is the method of learning exposes students on a problem. The main purpose of this method is to solve problems, answer questions, add and understand the knowledge of students and to make a decision.

d) Field-Trip method

In the meaning of Field-Trip teaching methods has its own meaning, different with study tours in general sense. Field-Trip here means a visit to the outside the class in order to learn.

e) The method problem resoursces

The Problem resoursces (troubleshooting method) is not merely a teaching method but is also a method for thinking in problem resoursces can use other methods of begins with the search for the data to draw conclusions.²⁷

3. Evaluation in Thematic Learning Integrative

The assessment developed in the integrated thematic learning the elementary school covers the procedures used, type and form of the assessment and evaluation tools used. The assessment will be adjusted with authentic assessments was carried, namely in the form of the project assessment of portfolio assessment and performance evaluation test.

1) The principle of the Assessment

Basically, the assessment in an integrated thematic learning refers to the number "*Permendikbud* 66 2013" about evaluation standards, where the assessment must be done comprehensively good input, the process, and the product.

²⁷ Abdul Majid, *Pembelajaran Tematik Terpadu* (Bandung: PT Remaja Rosdakarya, 2014), p. 150-173.

To obtain accurate results, in implementing the integrated thematic learning assessment, teachers need to be looking at some of the principles of the assessment, namely:

1. The principle of integral and comprehensive

The evaluation is done as a whole and comprehensive against all aspects of good learning attitudes, knowledge and skills.

2. The principle of continuity

The evaluation is done by planning, continue and gradually to get a clearer picture of the development of the behavior of the students as a result of learning activities.

3. The principle of Objective

The evaluation is done by using a reliable measure and implemented it objectively, so that they can describe the capabilities are measured.

2) The object of the Assessment

The object in the integrated thematic learning assessment includes an evaluation of the process and the results of student learning. Learning assessment is an attempt to the giving of the value of the learning activities done by the teachers and students, while the assessment of the results of the study is the process of giving the value of the results of the learning achieved by using certain criteria.

3) The type of Assessment

Authentic assessment as a form of assessment that reflects the results of the study behold, can use the way or form of among others through the assessment of the project or student activities or portfolios, journals, demonstrate, written report, chek, instructions, and observations.²⁸

4. Remedial in Thematic Learning Integrative

Learning is a process or remedial activities to understand and examine carefully concerning various difficulties the students in learning. It is according to Kemendikbud that,

Pembelajaran remedial merupakan cara guru membantu siswa yang mengalami kesulitan penguasaan terhadap satu atau dua KD dan tidak bersifat permanen. Jika pada kompetensi inti pengetahuan dan keterampilan (KI-3 dan KI-4), siswa belum mampu menyelesaikan tugastugasnya dengan cara yang benar dan hasil yang baik, maka siswa tidak dapat mengerjakan tugas-tugas berikutnya. Sebaliknya jika kompetensi dasar yang digunakan terlalu mudah bagi siswa dan tidak permanen, maka setiap siswa telah selesai mengikuti ulangan atau mengerjakan tugas, hasil kerja siswa dinilai dan ditentukan untuk mereka mendapatkan remedial atau tidak.²⁹

E. The understanding of the concept

1. The definition of the understanding of the concept

Cognitive learning is learning with the aim of building the cognitive structure of students. Cognitive learning associated with the processing of

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²⁸ *Ibid* ., p. 249.

²⁹ Kemendikbud, *tentang Standar Penilaian Pendidikan* (Jakarta Kementerian Pendidikan dan Kebudayaan, 2013), p. 4.

information in the mind of the students. The information that is processed by the brain and learning in the form of knowledge which can be a concept, procedures and principles. It is according to Suyono and Hariyono that,

Belajar pada tahap pemahaman adalah belajar bermakna. Dalam tahap ini pembelajaran mengaitkan gagasan yang baru dengan pengetahuan terdahulu yang relevan. Misalnya pemahaman mengapa terjadi perang Diponegoro. Perilaku dicontohkan dengan kemampuan siswa dalam membandingkan dan mempertentengkan, membuat analogi, membuat inferensi/simpulan, melakukan elaborasi, dan lain-lain.³⁰

Learn of the concept according to Syaiful Bahri Djamarah & Aswan Zain said that,

Belajar konsep adalah belajar pengertian. Dengan berdasarkan kesamaan ciri-ciri dari sekumpulan stimulus dan objek-obejeknya, siswa membentuk suatu pengertian atau konsep, kondisi utama yang diperlukan adalah menguasai kemahiran driskriminasi dan proses kognitif fundamental sebelumnya. Belajar konsep mungkin karena kesanggupan manusia untuk mengadakan representasi internal tentang dunia sekitarnya dengan menggunakan bahasa. Mungkin juga binatang dapat melakukan demikian, akan tetapi sangat terbatas. Manusia dapat melakukannya tanpa batas berkat bahsa dan kemampuannya mengabstraksi. Dengan menguasai konsep, siswa dapat menggolongkan dunia sekitarnya menurut konsep itu, misalnya menurut warna, bentuk, besar, jumlah, dan sebagainya.³¹

Based on explanation above it can be concluded that the understanding of the concept is the ability of students to describe, explains, analyzes and draws meaning from the messages or the instructions of the learning experience, facts, the principles and natural phenomenon.

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³⁰ Suyono dan Hariyanto, *Belajar dan Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2015), p. 144)

³¹ Syaiful Bahri Djamarah and Aswan Zain, *op.cit.*, p. 17-18.

2. Levels of Understanding The Concept

In taxonomy's, ability to understand equivalent higher than knowledge. But this does not mean that knowledge does not need to be asked for to be able to understand the need to first know or know. The understanding can be differentiated into three categories:

The first level is the understanding of the translation from the translation in the real sense, for example from English into Indonesia Language, defines Culturally Diverse, deducing the red and white, to apply the principles of electricity in replacing the switch.

The second level is the understanding of the interpretation of the connect parts of the earlier with a known next, or connect some part of the graph with Genesis, distinguish principle and that is not a tree. Connect the knowledge about the verb conjugation, subject and possessive of speech so know arrange the phrase "My friend is studying, "not "My friend studying," is an example of the understanding of interpretation.

The understanding of the third level or the highest level is the understanding extrapolation. With extrapolation expected someone able to see behind the written, can make predictions about the consequences or can extend to go into effect in the sense that time, dimensions, cases, or the problem.

3. An evaluation of the understanding of the concept

According to Taxonomy's taxonomy categories including understanding on the second level with exposure to understand the meaning of the behavior,

stated data with own words, interpret, extrapolation and translate. The verb describing the learning activities that students can explain, repeat, reorder the words, criticized, classify outlines, describe, translate, reviewing, reported, discuss, re-write, estimate, interpret, recount, refer, gives an example. The teacher can conduct assessments to students using the guidelines on key words or the verb.³²

4. These factors affect the understanding of the concept

The more time that is used by the students to learn a topic, then the more likely the transfer of learning occurs, the point here is the depth of understanding is how much time is used to learn the cause of understanding become deeply, so that the transfer of learning easy. In addition, the depth of understanding was also influenced by the level of exercise intensity and discussion with the man-made learning. The more exercise and more in understanding, then more discussions with friends and more in depth understanding of the topic discussed.³³

F. The Development

1. Understanding the Development

The development, in the sense that very common, means growth, changes slowly (evolution) and changes gradually. This understanding is then applied in various fields of study and practice that is different. In the field of learning

³³ Rohmalina Wahab, *Psikologi Belajar* (Jakarta: PT RajaGrafindo Persada, 2015), p. 22.

³² Suyono and Hariyanto, *op.cit.*, p. 169.

technology technology development has the meaning that is quite special. It is according to Punaji that,

Istilah pengembangan memiliki arti yang lebih luas apabila dipakai dalam konteks penelitian daripada jika istilah ini digunakan dalam konteks menghasilkan produk pembelajaran. Dengan demikian, penelitian pengembangan mencakup evaluasi formatif, sumatif, dan konfirmatif..³⁴

Based on the understanding above, it can be concluded that the development of different with education research, because development is to produce findings from a researcher who will be tested in field and then carried out the revision of the products to produce products that deserve to be used. While, education research does not produce a product, but find new knowledge obtained from the problems in field.

2. The concept of the development of Learning Media

The teaching of the media is a tool that does not breath. This appliance neutral. Its role will be visible if teachers skilled retire them in teaching and learning.

In the development of the teaching of the media should be adjusted with the ability of the teachers. This is related to the accuracy of the teachers understand the psychological condition of the students, the purpose of the method, and completeness tools. So the utilization of media is not vain and in order to help the learning process with good. It is according to Syaiful Bahri and Azwan Zain that,

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 $^{^{34}}$ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Prenadamedia Group, 2015), p. 280-281.

Kegagalan seorang guru dalam mengembangkan media pengajaran akan terjadi jika penguasaan terhadap karakteristik media itu sendiri sangat kurang. Pemanfaatan media dengan maksud mengulur-ulur waktu tidak dibenarkan. Karena kegiatan belajar mengajar bukan untuk hal itu. Pemanfaatan media hanya diharuskan dengan maksud untuk mencapai tujuan pengajaran.³⁵

Therefore development of learning media is highly recommended for teachers. Learning Media that during this is less in accordance with the characteristics of the students and teachers can be developed more in accordance with the development of the students themselves. Because with learning media students will be more interested when teachers do the teaching and learning activities and provide real experience to the students.

3. The steps the arrangement of Learning Media

There are six steps that can be taken by the teachers at the time of the teaching using the media, these steps are:

- 1) Formulate the purpose of teaching using the media.
- 2) The preparation of teachers. In this phase the teachers select and specify which media will be used in order to achieve the goal. In this case the principle of election and the considerations was should be noted.
- 3) The preparation of the class. In this phase students or class should have preparation. Before they receive the lessons using the media.

³⁵ Syaiful Bahri and Azwan Zain, op.cit., p. 151-154.

- 4) The presentation of the lessons will be the utilization of media. In this phase of the presentation of the lesson materials by utilizing teaching media. Teachers skills required here.
- 5) The students learning activities. In this phase students learn to take advantage of the teaching of the media.
- 6) The teaching evaluation steps. In this step are evaluated learning activities, until the extent to which the purpose of the teaching is reached at the same can be considered the extent to which the influence of the media as the tool can support the success of the process of student learning. The results of the evaluation can be used as the basis or the ingredients for the next learning process.³⁶

4. Developing of Model Collages

A model can be interpreted as a representation of both the visual and verbal. The Model presents something or a complex or complicated information into something more simple or easy. With the model of a person will be better understand something from through the explanations long. A model in development research are presented in the development of procedures that usually follows the development model embraced by researchers. The model can also provide a framework for the development of the theory and research. By following the specific model embraced by researchers, there will be some inputs (input) to do enhancements to the product that is

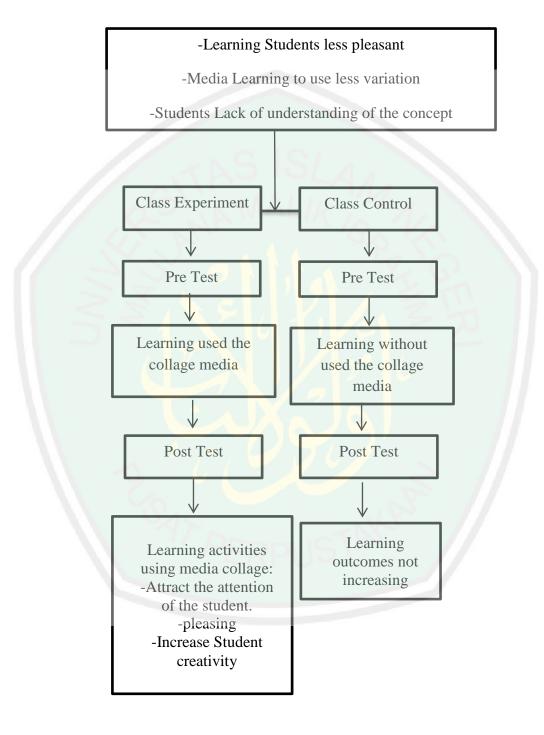
³⁶ *Ibid.*, p. 154-155.

produced, whether in the form of teaching materials, media, or other products.³⁷

Researchers will develop media collages is shaped like a small calendar that easily under anywhere by students. In the calendar there are sketches collages that will be done by the students. The ingredients and tools to create collages can be obtained from the natural or also from used goods which can get easily by students because they are available in the vicinity of the environment around.

³⁷ Punaji Setyosari, *op.cit.*, p. 282-283

G. The framework of thinking



CHAPTER III RESEARCH METHOD

A. The type of Research

The type of research that is used is the type of Research and Development is a research method used to produce a specific product and test the effectiveness of the product.³⁸ And according Borg & Gall (1983) that, "suatu proses yang dipakai untuk mengembangkan dan menvalidasi produk pendidikan".³⁹

In the methods of Research and Development of the required development model that made the reference in a research. Development Model is the way that used to find, develop and test a product based on a systematic procedure, so that the products manufactured have scientific value is high and can be trusted. Products that will be developed in the author media collages based on the outdoor for Elementary School for grade I will be focused on the theme of the "Peristiwa Alam" and Subtheme "Bencana Alam".

B. The Model of Development

A model can be interpreted as a representation of both the visual and verbal. The model can provide a framework for the development of the theory and research. By following the specific model embraced by researchers, there will be some inputs to be improved products that are produced.

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 $^{^{38}}$ Sugiyono, Model Penelitian Kuantitatif, Kualitatif, dan R & D (Bandung:Alfabeta, 2009), p. 297.

³⁹ Punaji Setyosari, *op.cit.*, p. 276.

The model of the development of the learning organized in this research refers to the types of development according to Borg & Gall (1983). "Model ini bersifat deskriptif dengan menggariskan langka-langka umum yang harus diikuti untuk menghasilkan produk". ⁴⁰ According To Borg & Gall (1983) rare-scarce research and development is as follows: ⁴¹

1. Research and information collecting.

Includes the study of the library, observation or classroom observation, and the preparation of the initial reports.

2. Planning

Include activities or activities: formulate the ability and formulate a specific purpose to determine the order of the ingredients, and small-scale test.

3. Develop preliminary form of product

The purpose of this is in the form of the development of the initial product format, or initial draft, which includes the preparation of learning materials, handbook, and evaluation tool.

4. Preliminary field testing

This test is done for the format of the programs developed whether in accordance with special purpose. The results of the analysis of this initial test the material to perform the revision of the initial product.

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⁴⁰ Punaji Setyosari, *op.cit.*, p. 282.

⁴¹ *Ibid.*, p. 292.

5. Operational product revision

The revision of the product that is done based on the results of these early tests to obtain information and input to conduct improvement obtained by when the trial.

6. Operational field trials

The products have been revised based on the results of the initial trial, then tested again to the subject of try that more.

7. Main product revision

The revision of the product, done, based on the results of field trials.

8. Main field testing

After the revised product when developed want a more worthy products and adequate and required field tests.

9. Final product revision

The revision of the end product is the size of that product is really said is valid because it has been passed through a series of trial gradually.

10. Dissemination and implementation

To convey the results of the development process (procedures, programs or products to the users and professional through the forum tau wrote in the journal, or in the form of a book or handbook.

But to facilitate research and development, researchers share some procedures that become 7 main steps: (1) Research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field

testing, (5) operational product revision, (6) main field testing, (7) final product revision.

C. Procedure of Development

Research procedures used researchers in the development of these adapted from measures for the development of that developed by Borg and Gall, implemented adjusted with the needs of researchers. Given the time constraints that owned researchers, outline the steps of research and development which has been put forward before, simplified in accordance with the requirements of the research.

Take the main steps Borg and Gal, media development research procedure is divided into 7 main steps: (1) Research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) operational product revision, (6) main field testing, (7) final product revision of the procedure and the development of teaching materials include:

1) Research and information collection

The collection of the information is done to determine the needs of the learning that will take place. The things that noted in determining the needs in learning, among others the suitability of learning needs with the curriculum and the development phase of the students. The steps done in this stage is a study of the library and field studies.

a) Library study done by collecting the theories associated with media collages. This step is done to get a general idea about the media that will

- be developed. Based on a study of the library will be known the characteristics of learning media in the form of media collages.
- b) The field studies at this stage researchers to perform some analysis, namely curriculum analysis, analysis students and analysis of the material.
- c) Researchers examine the media that have been used in seems. Based on this step obtained the information that the media that have been used in the school less varied and less compatible with the needs of the students.
- d) Researchers examine the curriculum that occurred at this time. The curriculum seen competency that will be achieved. On grade I this refers to the 2013 curriculum with Core Competence and basic competencies that has been determined.
 - 1) Analysis needs and characteristics of the students is done by considering the characteristics, capabilities and experiences students both as a group or as individuals.
 - Material analysis aims to determine the contents of the material in the media collages.

2) Planning

At this stage the researcher examines the material will be arranged in the media collages the theme of the environment clean and healthy and beautiful. The steps include: analyzing core competence and basic competencies, analysis of learning materials to draw up a map needs, inclined indicator based on core competence and basic competencies.

3) Develop preliminary form of product

Product development through several stages, including:

a) Determine the title

The Media developed will be given the title of loved the environment with collages.

b) Media Collages (standard content)

Media collage was adapted with core competence and basic competencies in the book of grade 1 students the curriculum 2013.

4) Preliminary field testing

In the preliminary field testing, there are two core doing activities, namely the evaluation of product by experts. In addition to the evaluation is also the step that involves students to assess the results of product development. Testing experts conducted by some experts, this is 1) material/content expert the thematic integrative (natural disasters), 2) design expert to test the level of validation the product learning media collage, 3) learning expert/grade 1 teacher SDI As-Salam.

Validator product development research this collage of media such as:

a. Ninja Panju Purwita, M.Pd (Lecture of Geography in Tarbiyah Faculty),
 as a material/content expert.

- b. Yuniar Setyo Marandy, S.Sn (Lecture of Tarbiyah Faculty and visual communication design graduated), as a design expert.
- c. Nurul Ngainin, S.PdI (master class 1 SDI As-Salam), as the learning expert.

Test performed using the expert question form which contains the assessment of the product development and testing to the student is the grade 1 SDI As-Salam which consists of 6 students (Small Group).

This test uses an instrument question form, which contains an assessment of the product development media. In addition, on this question form respondents are given the space to give advice and criticism for media development in order that what developing a good product to fulfill the criteria.

5) Operational product revision

Operational product revision is done analyzing the found shortage, then immediately make improvements of product.

Product revision operations conducted after the results of the data analysis of the first stage of the test has been obtaining, such data can be seen from the result of the temporary use the media.

6) Main field testing

At this stage, researchers doing main field testing in all of class 1-A and there are 25 students. The purpose of this research to determine the stage of

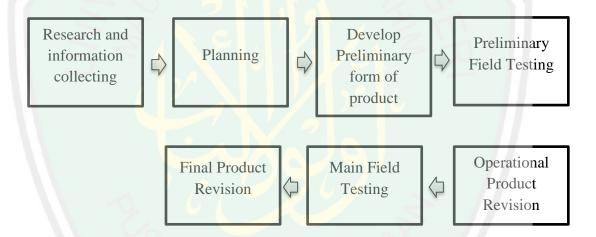
whether products developed had demonstrated performances criteria that had been set or not. Consist of test effectiveness, efficiency and appeal.

7) Final product revision

At this stage the researchers do the revision of the end product, based on advice and input in the review of the implementation of the field.

Based on the steps of the development of the Borg and Gall above, can be described as follows:

Picture 3.1 Steps development of Borg and Gall



D. The Trial Experiment

The trial experiment according to zainal Arifin that, Uji coba model atau produk bertujuan untuk mengetahui apakah produk yang dibuat layak digunakan atau tidak dan sejauh mana produk yang dibuat dapat mencapai sasaran".⁴²

 $^{^{42}}$ Zainal Arifin, *Penelitian Pendidikan Metode dan Paradigma Baru* (Bandung: Remaja Rosdakarya, 2011), p. 132.

a. The Trial Experiment Design

The trial was done in order to determine the attractiveness level, the validity and effectiveness of the product. Products such media collages based on outdoor equipment tested the level of validity, attractiveness, and effectiveness. The validity, attractiveness level and the effectiveness of the lesson materials known through the analysis of the activities of the trial which was conducted through several stages, namely:

- a) Validation by expert contents/ materials.
- b) Validation by expert product design.
- c) Validation by experts and learning.
- d) Field trials large scale.

b. The Trial Experiment Subject

The subject of the assessment in the media collages based on the outdoor is the contents or materials, product design experts and the experts learning. While the target subject to test the user is a grade 1 students SDI As-Salam Malang.

The subject of the feasibility test or validators on this research is determined based on the following criteria.

1) Validity test Experts Matter

On the validity test experts this material, researchers will come to lecturers who are perceived to have the ability or the experts in the field of thematic learning and have minimal education criteria strata-2 is Mrs.

Ninja Panju Purwita, M.Pd. Through the instrument questionnaires, asked the experts the material to fill in the questionnaires and commented after seeing the product that has been developed, whether the media corresponding with teacher can provide examples of thematic. From the validity test experts in this matter if the results there are a number of points are not valid, then researchers will be a revision of the product.

2) Validity test Experts Learning Media (Design)

On the validity test experts learning media, researchers will come to lecturers who have experts in learning media or design is Yuniar Setyo Marandy, S.Sn. Through the instrument questionnaires requested to media experts to fill and give comments about learning media collages, whether this media worthy to be used.

3) Validity Learning test

Different with examiners reverse recent heavy losses in the validity test learning experts conducted by class teachers I SDI As-Salam Malang. Before media calendar collages tested so the teachers can give the response and input through the questionnaires that have been given.

c. Types of Data

The types of data on this development research in the form of quantitative data and qualitative data.

a) Qualitative Data

On the validation phase of the experts, qualitative data derived from the criticism, advice and comments from the experts on the media collages. While on the field trials, qualitative data derived from the answer to the students

b) Quantitative Data

Quantitative data is collected through questionnaires or questionnaire is:

- 1. The calculation of the validity test by experts which was taken from the results of questionnaires.
- 2. The calculation of questionnaires given to students in grade 1.
- 3. The calculation of the influence of the development of learning media collages of the understanding of the grade 1 students through the value of the pre-test and post-test.

E. Data Collection instrument

In the collection of data can be used various technique data collection or measurement adjusted with the characteristics of the data that will be collected and research respondents.

1. The observation

The observation according to Sugiyono that,

Observasi merupakan tekhnik pengumpulan data yang mempunyai ciri yang spesifik bila dibandingkan dengan tekhnik yang lain yatu

wawancara dan kuesioner. Karena observasi tidak selalu dengan obyek manusia tetapi juga obyek-obyek yang lain. 43

With observation, researchers will know the situation in the field (schools) to analyze the needs of the early material will be made to the development of media collages. In addition, researchers also make observations on the result of the value of the pre-test and post-test students.

2. The questionnaire

The questionnaire according to Suharsimi Arikunto that, "Metode pengumpulan data yang digunakan untuk mengetahui validitas produk pengembangan yaitu metode kuesioner atau angket. Sehingga instrument yang digunakan adalah kuesioner atau angket dengan bentuk check list". ⁴⁴ Product validation questionnaire the questionnaire for the assessment of product development learning media collages. Questionnaires used consists of two parts, namely columns check list includes a list of the assessment and the scale of the assessment and comment sheet, responses, criticism and suggestions from the validator.

f. Data Analysis Technique

a. Questionnaire

After the data has been obtained through the now and the next observation is doing data analysis techniques. It is according to Sugiyono that,

⁴³ Sugiyono, *op.cit..*, *p*. 145

⁴⁴ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2003), p.

Tekhnik analisis data yang digunakan untuk menganalisis data kuesioner hasil validasi dengan tekhnik perhitungan nilai rata-rata. Fungsi perhitungan untuk mengetahui peringkat nilai akhir untuk butir yang bersangkutan. 45

After the questionnaire data is converted into value data, the next step is to determine the average score. The formula for calculating the average value is as follows:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Description:

P = Decency

 $\sum \times$ = The number of correct answer

 $\sum xi$ = The number of the highest answer

In granting meaning and decision making at the level of feasibility and interest product used in the scale of achievement level as follows:⁴⁶

TABLE 3.1 THE SCALE OF ACHIEVEMENT LEVEL

The precentage (%)	Feasibility Criteria
80-100	Valid, not revised
60-79	Valid enough, not revised
40-59	Less valid, need to be revised
0-39	Not valid, revised total

⁴⁵ Sugiyono, op.cit.., p. 95

⁴⁶ B. Subali, Indayani and L. Handayani, "Pengembangan CD Pembelajaran Lagu Anak Untuk Menumbuhkan Pemahaman SAINS Siswa Sekolah Dasar", Jurnal, (Surabaya:Fakultas Ilmu Pendidikan Universitas Negeri Surabaya, 2011).

Based on the above criteria, text book revealed valid if they meet the criteria for a score of all elements of the 80 there in questionnaires validation assessment media experts, expert matrites, learning experts and students. In this research, media must meet the criteria of valid. Therefore, have done when revision is still not knows the criteria of valid.

b. Pretest posttest Data Analysis

Pre-test is the initial tests before the experiment is conducted on a sample of research and be the first step in conditions between equalization control group and experimental group. While the post-test used to test for the end of experimentation for the purpose of obtaining the sample values in the control group and experimental group after being given the treatment.

There are several steps that must be performed on this data analysis are:

1. Calculate the Average (mean)

Technical analysis to find out the mean pre-test and posttest is with the following formula:

$$Mean = \frac{\sum X}{N}$$

Mean : Mean we're looking

 $\sum X$: The sum of values (the value of pre-test and posttest)

N : Number of cases⁴⁷

⁴⁷ Sugiyono, op.cit.,page. 49

2. Range/variance

One of the statistical techniques used to describe is homogeneity of the Group was with the variance. The variance is the square of the sum of all individual values the deviations in the average group. The variance can be obtained by using the following formula:

$$S^{2} = \frac{\sum (Xi - X1)^{2}}{(n-1)}$$

S² : Variance

Xi : the value of x to from i up to n

X : mean

 \sum : Epsilon

N : Total of individuals⁴⁸

3. Test for Normality

The test is conducted to determine whether the data from each group of samples normally distributed or not. After the normality test, if both data are normally distributed then the homogeneity test is done. Value with the formula of chi squared as follows:

$$X^{2} = \sum_{i=1}^{k} \frac{(Oi - Ei)^{2}}{Ei}$$

X² : the score of chi quadrate

O i : frequency of observations

⁴⁸ *Ibid.*, page. 57

E i : frequency that expected

k : the number of interval

Taking a conclusion by comparing the x^2_{hitung} with x^2_{tabel} . If $x^2_{hitung} \le x^2_{tabel}$, then the data is normally distributed.

4. Homogeneity Test

This test is done to determine whether the data from each group of samples have the same sample variance or different. If the data is Gaussian and has variance homogeneity test. Then the test is done by t test. To determine its homogeneity of a sample used the following formula.

H₀: There is no difference between the two groups of samples varians.

 H_1 : There is a difference between the two groups of samples varians.

With Test criteria⁴⁹:

Received H₀ for F_{hitung} \(F_{table} \)

$$F_{hitung} = \frac{varian\ terbesar}{varian\ terkecil}$$

5. T-Test

Tekhnik data analysis which is used to process the data from the influence of the use of learning media to understanding the concept of students is taken from the value of the post-test and pre-test then used the calculation of the t-test.⁵⁰

⁴⁹ Sudjana, Metode Statistika (Bandung: Tarsito, 2005) p. 250

⁵⁰ Sugiyono, *op.cit.*, *p. 138*

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S1^2}{n_1} + \frac{S2^2}{n_2}\right)}}$$

Explanation:

X₁ : the average gain score experimental group

X₂ : the average *gain score* control group

n₁ many subjects from the experimental group

n₂: many subjects from the control group

 s_1^2 : gain score variance experimental group

S2² variance control group gain score

G. RESEARCH PROCEDURE

The process of implementation research started from the preliminary research, design development, research to end. The steps Research and Development being have done to test only the product. The following steps of this study are as follows:

1. Choose the Problem

Choose a research problem is the first step of the research activities. At this stage the researcher came to school for observation problem what is happening at the school that will be used as research. There are 4 things that must be met for the elections matter or title of research:

- a. Research must comply with the interest of researchers
- b. research can be implemented
- c. Available factor endowments
- d. useful research results

2. Preface Study

Choose the problem is finding the problem, while preliminary studies intended to explore that issue. After you select issue problems, then the next step is to hold a preliminary study, the benefits of holding a preliminary study are:

- a. Clarify problem
- b. Know what is already produced others for similar research and which parts of the problem unsolved.

3. The Manufacture of the Product (Product Design)

After selecting the problem and search for information, the next step is to design products that will be used based on the problems that occur at the school. The researchers chose to make media collage.

4. Expert Validation

Validation experts conducted by three experts of validation, i.e. validation material, content and learning. The validation function for the perfection of the product that researchers produce.

5. Test Product

At this stage of testing is done in class 1 SDI As-Salam. With the number of students 25 people every grade and there are 2 class. Before performing a test run of the product, researchers doing pre-test to see student ability between the control and experiment.

6. Analysis of Data

After the data collected, then performed data analysis techniques. From the data collected researchers describe then the data is analyzed.

7. Make conclusion

After the data collected, then performed data analysis techniques. From the data collected the researchers describe then the data is analyzed to find the appropriate conclusion and expected by the researcher.

8. Wrote a research report

In this stage, the researchers write the results of the research that has been done. All research activities are clearly written and described to be known to many people

CHAPTER IV THE RESULT OF DEVELOPMENT

In chapter 4 of this development result there are 4 sub chapters that must be described in it. The sub chapters are as follows: a) Learning media development outcomes, b) Presentation of test data, c) Data analysis, thus section describes in detail the results of the pilot and recent data analysis d) Product revisions.

A. Learning Media Development

1. Description the Development of Calendar Collage Media on Thematic Integrative.

This is the development of research results in the form of a collage of media created by its own students through the learning process. Researchers develop media it is shaped like a wall calendar that can be used as learning can also be utilized as a decoration class. The selected material is on the theme "Peristiwa Alam" and the sub theme of "Bencana Alam".

A description of the results of the development of the form of media Collage analyzed and presented based on the characteristic of the product development. The study of product development media collage can be seen from content, design and learning design.

In arranging the media Collage, there are some provisions that should be used as guidelines, such as the material is taken must correspond to the basic competence to be a achieved by learners. In media collage is also equipped with the Basic Competencies, core competencies, indicator, step/lesson learned,

fill material of natural disasters comes with facts about natural disasters, calendar 2017, game-related materials and images of all kinds of natural disasters and its causes.

The following will be presented in final form has been completed and objectives the development of collage media on thematic integrative based outdoor:

1. Cover

Cover on the product development media collage is composed only with one cover. The front cover contains the author's name at the top of the center, the title "*Kalender Kolase 2017*" at the middle part of the learning material, equipped with a specification for class 1 is at bottom center. In part it is also equipped with the logo of Universitas Islam Negeri Malang Maulana Malik Ibrahim. On the cover was designed with images depicting the various natural disasters and animations to suitable the learning material. Design the look of the colors created full color customized with a blend of colors that one with another that it seems matched, unsightly, and interesting for the students.

The cover design was created with both are expected to be able to attract the attention of students and motivate students to learn, so that students can learn it well. Media collage cover design can be presented in the following figure:



Picture 4.1 Cover Media Collage

2. Core Competencies, Basic Competencies and Indicators

The Collage Calendar Media comes with a concept map of Core Competencies and Basic Competencies set by the government. Besides written also indicator that must be reached by student. In the hope that teachers and students can know the results obtained.



Picture 4.2 Core Competencies, Basic Competencies and Indicators

3. Opening Material

The presentation of this opening material has been adapted to the class 1 SD / MI natural disaster material. This opening material begins with a picture

conversation of two men who ask about natural disasters. Furthermore, the picture of the other man answers and explains the understanding, causes and kinds of natural disasters. At the bottom is equipped with an appeal in the event of a natural disaster to remain calm and always pray. There are also pictures of erupted volcanoes and tornadoes to complement the material and give the impression of interest.

This opening material can be used as a preliminary knowledge for the reader to know the direction of learning presented by the author. Thus expected before starting to study should understand and understand the concept that has been presented early on this collage calendar media.



Picture 4.3 Opening Material

4. Core Materials

The core material consists of general knowledge about one of the natural disasters occurring in Indonesia. There are understandings and facts about the

natural disaster and accompanied by pictures that support the content of the material. The core material is always followed by a calendar. The function of the calendar is to know the dates of the occurrence of natural disasters, or as a reminder if on that date there has been a natural disaster in Indonesia.

Under the material there is a simple command phrase that corresponds to the content of the material, its function is to invite the students to do the sentence of the command and so that students understand the actions that must be done and the actions that should not be done.



Picture 4.4 Core Material

5. Create Collage Tasks

On this page there is a sketch drawing which is a student task. On the top left is given a command sentence to work on the collage. In addition to collage sketch drawings there are also instructions for working on collages that comprise tools and how to create collages. Each sketch drawing has

different tools and ways of making it. In addition, it is also equipped with the title of the theme on collage instructions. Each page corresponds to the material described in the next page. Sketch form is also chosen the simplest, so that grade 1 elementary school can work easily. The task is done not just stick and cut it, there is coloring the collage which has been done with food coloring.



Picture 4.5 Create Collage Tasks

6. Games

In this collage media product development there are games that match the material. There are one game, the game is a mysterious box game. The games are also performed by students. And equipped with game procedures and student worksheets.



Picture 4.6 Games Mysterious Box

7. Equipped with Verses of the Qur'an and Vocabulary

This collage calendar medium comes with a verse of the Qur'an that corresponds to any material contained on the collage media. This Qur'an verse serves to add insight into Islamic students. And also added vocabulary natural disasters, and this works so that students know vocabulary about natural disasters.



Picture 4.7 Verses of the Qur'an and Vocabulary

B. Presentation of test data

In accordance with the research that has been done, the researchers present data that have been collected in the field that is as below.

The collected data are qualitative and quantitative data. The qualitative data came from classroom observations conducted by researchers and interviews with homeroom teacher grade 1 SDI As-Salam. In addition, qualitative data also comes from suggestions and opinions of validators who are given when validating collage learning media as a reference for development feasibility that is being done by the developer.

While the quantitative data in this study comes from the questionnaires of validators, questionnaires teachers and students and assessment of student learning outcomes that will be described as follows. But before discussing the validation results of the validators, the following will explain the scoring criteria of the rating questionnaires.

Table 4.1 Criteria score for validation of material experts, design experts and learning experts

SKOR	KETERANGAN
1	Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak
1	menarik, sangat tidak mudah.
2	Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.
3	Cukup tepat, cukup sesuai, cukup jelas, cukup menarik, cukup mudah
4	Tepat, sesuai, jelas, menarik, dan mudah
5	Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah

As for the question form validation criteria of students scoring value is a follows:

Table 4.2 Criteria score for validation students

Jawaban	Skor
A	4
В	3
С	2
D	1

The following is the presentation of quantitative data and qualitative data by material experts, design experts and learning experts.

a. Validation of Expert Material

1) Presentation of Quantitative Data

The media development product that is validated to Miss Ninja Panju Purwita, M.Pd is a collage calendar media on the subject of natural disaster. Exposure of expert material assessment submitted through questionnaire instrument to the media of collage calendar. The validation process was performed on May 25, 2017, quantitative data can be seen in the following table:

Table 4.3 Scoring from Expert Material

			ore			
No.	Statement	X	Xi	Percentage (%)	The validity	Informati on
1.	What is the relevance level of the collage learning media with the	4	5	80%	Valid	No Revision

	2013 curriculum?					
2.	How is title accuracy in collage learning media?		5	80%	Valid	No Revision
3.	How is the language used in the description of collage learning media?	5	5	100%	Valid	No Revision
4.	What is the content of the material in collage learning media?	5	5	100%	Valid	No Revision
5.	How does systematic fit the description of learning content?	5	5	100%	Valid	No Revision
6.	How clarity is the use of collage learning media?	4	5	80%	Valid	No Revision
7.	Does the collage learning medium have students motivation?	4	5	80%	Valid	No Revision
8.	How is the appropriateness of instructional media with integrative thematic?	4	5	80%	Valid	No Revision
9.	Is the accuracy of the evaluation instrument used to measure students' ability?	4	5	80%	Valid	No Revision
10.	How does media fit with grade 1 SD / MI students to improve conceptual understanding?	4	5	80%	Valid	No Revision
	Total	43	50	86%	Valid	No Revision

Information:

 $\sum X$: Number of answers from validation

 $\sum\! Xi$: Maximum score of answers from validation

$$P = \frac{\Sigma X}{\Sigma xi} \times 100\%$$

$$P = \frac{43}{50} \times 100\% = 86\%$$

Based on the above calculation, the validation done by the material experts reached 86% overall. Compared with the eligibility table, this score is included in valid criteria and is eligible to be used.

2) Presentation of Qualitative Data

The qualitative data derived from the comments and suggestions of material experts on the collage calendar media on disaster material presented through the suggestion column, here are suggestions from the learning experts:

- A. Writing a few words, sentences and fonts needs to be fixed.
- B. For image media needs to be equipped in accordance with the material.
- C. Exercise motor skills can be added such as cutting, coloring, painting and other.

All data from the review, assessment and discussion with the material experts are used as the basis for revising in order to improve the product of *Calendar Collage* media development before being tested on the students as users of the development product.

b. Validation of Expert Design

1) Presentation of Quantitative Data

The media development product validated to Mr. Yuniar Setyo Marandy, S.Sn is a collage calendar medium on the subject of natural disasters. Exposure of the results of the assessment of design experts submitted through questionnaire instrument to the media of collage calendar. The validation process for design experts was done on May 31, 2017, quantitative data can be seen in the following table:

Table 4.4 Scoring from Expert Design

7	F 4 \ \ (Sc	ore	/c/ =	70	
No.	Statement	X	X1	Percentage (%)	The Validity	Informati on
1.	Does the cover design interesting and in accordance with the content of "Bencana Alam" material?	4	5	80%	Valid	No Revision
2.	Are the types used in collage learning media appropriate to grade 1 SD/MI students?	4	5	80%	Valid	No Revision
3.	How does the image fit with the material presented on the collage learning media?	4	5	80%	Valid	No Revision
4.	What is the suitability of the font size presented on the collage learning media?	4	5	80%	Valid	No Revision

5.	Does the image used in collage media interest students?	5	5	100%	Valid	No Revision
6.	What is the suitability of drawing layout on collage learning media?	4	5	80%	Valid	No Revision
7.	Are the image sizes on the collage media appropriate learning?	4	5	80%	Valid	No Revision
8.	What is the appropriateness of using color variations on collage learning media?	4	5	80%	Valid	No Revision
9.	Are the text and writing on collage media learning well read?	4	5	80%	Valid	No Revision
10.	Does layout on Collage Learning Media Interesting?	4	5	80%	Valid	No Revision
	Total	41	50	82%	Valid	No Revision

Information:

 $\sum X$: Number of answers from validation

 \sum Xi : Maximum score of answers from validation

$$P = \frac{\Sigma X}{\Sigma xi} \times 100\%$$

$$P = \frac{41}{50} \times 100\% = 82\%$$

Based on the above calculation, the validation done by the overall design expert reaches 82%. Compared with the eligibility table, this score is included in valid criteria and is eligible to be used.

2) Presentation of Qualitative Data

The qualitative data derived from comments and suggestions of design experts on *Calendar Collage* media on disaster material will be presented through suggestion columns, here are suggestions from design experts:

- a. The font in the "Mysterious Box" text must be equated with the previous title font, to be consistent.
- b. Images on the material are not just regular boxes, plus frames to look more attractive.
- c. The tsunami collage image is replaced with a simpler wave image to make it easier for students to do the work.

All the data from the review, assessment and discussion with the design expert is used as the basis for revising in order to improve the product of collage calendar media development before being tested on the students as the user of the development product.

c. Validation of Learning Expert

1) Presentation of Quantitative Data

The product of this collage calendar media development is validated by class 1 learning experts. The validation of this product development is done by two teaching practitioners, Nurul Ngainin, S.PdI.

Exposure of research result of teacher of class 1 teacher submitted through questionnaire instrument to the media of calendar collage. Quantitative data can be seen in the table as follows:

Table 4.5 Scoring from Learning Expert

7	4 \ (Sco	re	61 -				
No.	Statement	X	X1	Percentage (%)	The Validity	Informati on		
1.	How does the title match with the collage learning media?	4	5	80%	Valid	No Revision		
2.	How is the appropriateness of collage media use with the material indicator and SK/KD?	4	5	80%	Valid	No Revision		
3.	How is the scope of the material presented in accordance with the learning objectives?	5	5	100%	Valid	No Revision		
4.	How is the appropriateness of collage media with the 2013 curriculum?	4	5	80%	Valid	No Revision		

5.	How is the media clarity to provide students with experience?	4	5	80%	Valid	No Revision
6.	How clarity is the instruction manual for collage learning media?	5	5	100%	Valid	No Revision
7.	Is the instructional media presented to motivate students?	5	5	100%	Valid	No Revision
8.	How is the clarity of material exposure to collage learning media?	4	5	80%	Valid	No Revision
9.	How can the accuracy of the evaluation instrument used measure student ability?	5	5	100%	Valid	No Revision
10.	Are the activities and materials presented improving students' understanding of concepts?	5	5	100%	Valid	No Revision
	Total	45	50	90%	Valid	No Revision

Information:

 $\sum X$: Number of answers from validation

 \sum Xi : Maximum score of answers from validation

$$P = \frac{\Sigma X}{\Sigma xi} \times 100\%$$

$$P = \frac{45}{50} \times 100\% = 90\%$$

Based on the above calculation, the validation done by the whole learning expert reaches 90%. Compared with the eligibility table, this score is included in valid criteria and is eligible to be used.

2) Presentation of Qualitative Data

The qualitative data derived from comments and suggestions of learning experts on collage calendar media on disaster material presented through the suggestion column, here are suggestions from the learning experts:

- a. It is better to include an example of a disastrous picture described for the students to understand it more easily.
- b. Corrected language and lack of letters in the eyes.
- c. The implementation guidelines are further clarified along with the objectives

All data from the results of reviews, assessments and discussions with learning experts are used as the basis for revising in order to improve product development of collage calendar media before being tested on students as users of product development.

d. The Small Group Evaluation

Product development tested try field in the form learning of media which this product through 2 stages, including: a) Small Group Evaluation which represented by six students and have criteria of ability level "Smart, medium and low". Six respondents were selected through the results of the pretest.

1) Presentation of Quantitative Data

Table 4.6 Name of Respondents Small Group Evaluation

Respondents	Code	Name
1	x1	Faza Mohammad Ihsan Habibi
2	<i>x</i> 2	Tara Putri Fakhira
3	х3	Aisyah Zahidah Ayu Aliska
4	<i>x</i> 4	Usama Al Amudi
5	<i>x</i> 5	Khansa Khairunnisa
6	хб	Luthfan Arfa Satria

Table 4.7 Scoring from Small Group Evaluation

No	Statement		Scor	e Res	ponde	nts		Σx	∑xi	P
	Statement	<i>x1</i>	<i>x</i> 2	<i>x3</i>	<i>x4</i>	<i>x</i> 5	х6	LX	ZXI	(%)
1	Collage learning media appeals to students	4	4	4	3	4	3	22	24	92%
2	The use of collage learning media can encourage students to learn	3	4	4	3	4	3	21	24	88%
3	This collage media display interesting to students	4	3	4	3	3	3	20	24	83%
4	Collage learning media is easy to understand by students	4	4	4	3	3	3	21	24	88%

5	These collage- making instructions can be easily understood by students	4	4	4	4	4	3	23	24	96%
6	Font and font size are easy for students to read	3	4	4	4	4	4	23	24	96%
7	Students are easy to create collage media	3	3	4	3	3	3	19	24	79%
8	The images contained on the collage media interesting to students	3	4	4	3	4	3	21	24	88%
9	With the learning media collage, students easily understand the natural disaster learning materials	4	3	4	3	3	3	20	24	83%
10	During the creation of collage media, students do not need the help of others	4	3	3	4	3	4	21	24	88%
		7	Total				11	211	240	88%

Information:

 $\sum X$: Number of answers from validation

 \sum Xi : Maximum score of answers from validation

$$P = \frac{\Sigma X}{\Sigma xi} \times 100\%$$

$$P = \frac{211}{240} \times 100\% = 88\%$$

Based on the above calculation, the result small group evaluation reaches 88%. Compared with the eligibility table, this score is included in valid criteria and is eligible to be used. Collage learning media can be used on a large scale. This can be seen from the percentage results that 89%. And can be declared valid.

e. Field Trial

The data were obtained from the experiment result on the learning media of collage calendar in 25 students of class I SDI As-Salam as experiment class. Here is the quantitative data field trial.

1) Presentation of Quantitative Data

Table 4.8 Scoring Field Trial

NO.	NAMA	Statement										
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Σ
1	Aisyah Putri Salsabillah	4	4	3	3	4	4	4	4	3	2	35
2	Aisyah Zahidah Ayu Aliska	4	4	4	4	4	4	4	4	4	2	38
3	Ananda Radhitya Pratama	4	4	4	4	1	2	1	4	4	4	32
4	Ashrafa Rafif Darinsyah	4	3	3	2	4	3	3	4	3	3	32 🗓
5	Dzaka Bagus Hidayatullah	4	4	4	4	4	4	4	4	4	4	40
6	Farid Muhammad	4	4	4	4	4	4	4	4	4	4	40
7	Faza Mohammad	4	2	4	2	4	3	3	3	4	4	33

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	4		

8	Haura Mu'afa	4	4	4	4	4	4	4	4	4	4	40 🕻
9	Hilwa Kaisa Taqiyyah	4	4	3	4	4	4	3	4	3	4	37
10	Hudzaifah Yusuf Putra Wijaksono	4	2	4	3	4	3	3	3	4	3	33 C
11	Khansa Khairunnisa	4	4	3	2	4	4	3	4	3	3	34
12	Luthfan Arfa Satria	3	3	3	3	3	4	2	3	3	4	31
13	Maulana Irfan Lidzikrillah	4	4	4	4	4	4	4	4	4	4	40
14	Maulidina Rizky Miko Febriannita	4	4	4	4	4	4	4	4	4	4	40
15	Muhammad Adhitya Fautsa Wibowo	4	3	3	2	2	2	4	4	4	4	32
16	Muhammad Ilham Evrianto	3	3	4	3	4	4	2	3	3	4	33
17	Muhammad Zaky Rasydan	4	3	4	4	4	3	3	3	4	4	36
18	Nabila khoirunisa Ramadhani	4	4	3	2	4	4	3	4	3	2	33 🖺
19	Nazilla Havva Shazia	4	4	4	4	4	4	4	4	4	4	40
20	Radithya Putra Delvin	4	4	4	4	3	3	4	4	4	3	37
21	Rakyan Maulana Langit	4	4	3	4	3	4	2	3	3	4	34
22	Sumaiyah	3	3	3	4	3	2	3	3	3	2	29
23	Tara Putri Fakhira	4	4	4	4	4	4	4	4	4	3	39
24	Usama Al Amudi	3	3	3	3	4	4	2	3	3	4	32
25	Zahwa Zakira	4	4	4	4	4	4	4	4	4	3	39 🕻
$\sum \times$	Total	96	89	90	85	91	89	81	92	90	86	889
$\sum \times i$	Maximum	100	100	100	100	100	100	100	100	100	100	1000
%	Percentage	96%	89%	90%	85%	91%	89%	81%	92%	90%	86%	89%
The V	/alidity	Valid										

Information:

Statement 1 : Collage learning media interesting to students

Statement 2 : The use of collage learning media can encourage students to

learn

Statement 3 : This collage media display interesting to students

Statement 4 : Collage learning media is easy to understand by students

Statement 5 : These collage-making instructions can be easily understood

by students

Statement 6 : Font and font size are easy for students to read

Statement 7 : Students are easy to create collage media

Statement 8 : The images contained on the collage media interesting to

students

Statement 9 : With the learning media collage, students easily understand

the natural disaster learning materials

Statement 10 : During the creation of collage media, students do not need help

of others

Based from the table, it can be calculated the percentage of achievement level media collage as follows:

$$P = \frac{\Sigma X}{\Sigma xi} \times 100\%$$

$$P = \frac{889}{1000} \times 100\% = 89\%$$

Explain:

P : Percentage of validity level

 ΣX : Number of respondents' answers

 ΣXi : The highest number of answers

100%: Constant numbers

Based on the above calculation, the overall field test obtained reached 89%. If compared with the table eligibility criteria, then the score is included in the criteria valid and feasible because the product development of this collage calendar media allows students to understand the material, increase student motivation to learn more hard, Easy to understand by students, and interesting to learn.

f. Student Learning Results (Data Result of Pre-test and Post-test)

Based on the results of feasibility tests conducted by materials experts, design experts, learning experts and field trials conducted by students of grade 1 SDI As-Salam, amounting to 25 students, the learning media collage calendar does not need to be revised. However, comments and suggestions can be used as a comparison to improve learning media to get better results.

The researcher uses two classes as a comparison namely, class 1-A as experiment class and class 1-B as control class. The experimental class is treated using a collage calendar medium, while the control class is only by lecture method. From the implementation of pre-test and post-test of each class that is experiment class and control class obtained by value data. The researcher

can know the difference of students ability improvement and understanding about natural disaster through learning result after implementing collage calendar through presentation of test form data, that is pre-test and post-test. The test is done to grade 1 students of SDI As-Salam.

The test results are given as follows:

Table 4.9 The Results Pre-test and post-test experimental class.

NO.	NAMA SISWA	PRE TEST	POST TEST
1	Aisyah Putri Salsabillah	75	80
2	Aisyah Zahidah Ayu Aliska (Aica)	70	85
3	Ananda Radhitya Pratama	75	90
4	Ashrafa Rafif Darinsyah	75	85
5	Dzaka Bagus Hidayatullah	70	90
6	Farid Muhammad Al Madani	75	85
7	Faza Mohammad Ihsan Habibi	80	95
8	Haura Mu'afa	75	90
9	Hilwa Kaisa Taqiyyah	75	90
10	Hudzaifah Yusuf Putra Wijaksono	70	85
11	Khansa Khairunnisa	60	75
12	Luthfan Arfa Satria	55	70
13	Maulana Irfan Lidzikrillah	75	80
14	Maulidina Rizky Miko Febriannita	75	85
15	Muhammad Adhitya Fautsa Wibowo	60	80
16	Muhammad Ilham Evrianto	60	75
17	Muhammad Zaky Rasydan	75	90
18	Nabila khoirunisa Ramadhani	70	85
19	Nazilla Havva Shazia	70	85
20	Radithya Putra Delvin	70	80
21	Rakyan Maulana Langit	70	75
22	Sumaiyah	60	80
23	Tara Putri Fakhira	75	90
24	Usama Al Amudi	65	75
25	Zahwa Zakira	70	85
	Mean	70	83,4

After that is result of pre-test and post-test of control class which only given treatment with method of lecture without given instructional media of collage calendar.

Table 4.10 The Results Pre-test and Post-test Control Class.

NO.	NAMA SISWA	PRE TEST	POSTTEST
1	Abiy Rasha Putra Bagaskara	75	80
2	Adrian Aryaputra Nugraha	65	70
3	Aida Sachi Qonata	70	75
4	Aisyah Diva Nur Hasanah	75	85
5	Alya Nasywah Adfiani	70	75
6	Arsyad Syahdan Athaillah	75	75
7	Ava Dasha Adore	75	80
8	Daffa Almer Dzaky	70	75
9	Haida <mark>r Abdul Hakim</mark>	65	70
10	Herbrilly Zubair Al Hadrami	55	65
11	Kansa Izzati Adine	75	85
12	Mahda Ramadhan	70	75
13	Maysina Hazimatunnisa Asyifa	65	75
14	Muhammad Islam	70	80
15	Muhammad Nuril Fauzan	65	75
16	Muhammad Raditya	60	65
17	Muhammad Rafa Firdaus	75	85
18	Nada Rohadatul 'Aisy	70	80
19	Nayaro Adzka Falih	75	85
20	Nazila Nur Ilmania Fathoni	70	75
21	Raisa Aqila	60	70
22	Raisya Nurrahma Dania	70	80
23	Shafaa Naila Utomo	75	75
24	Shalahuddin Prameswara A	75	80
25	Verina Luthvia Lubna	60	70
	Mean	69,2	76,2

1. Mean

From the table above, can be seen by looking for the average pre-test and post-test with the formula:

$$Mean = \frac{\sum X}{N}$$

Information:

Mean: The mean we are looking for

 ΣX : Number of existing values (pre-test and post-test values)

N : Number of cases

Based on the calculation of the mean using the above formula shows that the experimental class has a mean value of pre-test is 70 and the post-test average value is 83.4. While the control class has a mean value of pre-test is 69.2 and the average post-test is 76.2.

The average grade of the experimental class students can be seen based on the post-test average number of 83.4 is greater than the mean pre-test which tends to be smaller that is 70, while the mean value of the control class post-test is 76, 2 is smaller than the average of experimental class values that have been given treatment with collage calendar learning media, so it can be said that the collective calendar learning media can effectively improve learning outcomes and understanding the concept of grade 1 students of SDI As-Salam.

2. Variance

After known the mean of the pretest and post test data, the next is to determine the variance, the following is the variance formula:

$$S^2 = \frac{\sum (Xi - X1)^2}{(n-1)}$$

S² : Variance

Xi : the value of x to from i up to n

X : mean

 \sum : Epsilon

N : Total of individuals

Table 4.11 Variance Pretest-Posttest Group Experiment and Control

	Variance		
Group	Pretest	Post-test	
Experiment	41.667	39.000	
Control	34.750	33.917	

3. Normality Test

Normality test is performed to test whether all variables are normally distributed or not. If there is a data error can be seen from the normality test. In the calculation using SPSS 16.00 program. To know whether or not normal is sig> 0,05 then normal and if sig <0,05 can be told not normal. The result of the calculation obtained as follows:

Table 4.12 Normality Test Pretest One-Sample Kolmogorov-Smirnov Test

		Unstandardized
		Residual
N		25
Normal	Mean	.00000000
Parameters ^a	Std. Deviation	6.29827479
Most Extreme	Absolute	.208
Differences	Positive	.130
	Negative	208
Kolmogorov-Sm	nirnov Z	1.039
Asymp. Sig. (2-t	ail <mark>e</mark> d)	.230
a. Test distributi	on is Normal.	

Based on the above output is known that the significance value of 0.230> 0.05. It can be concluded that the data were normally distributed.

Table 4.13 Normality Test Post-test

T-E	KPUS	Unstandardized
		Residual
N		25
Normal	Mean	.0000000
Parameters ^a	Std.	6.22311992
	Deviation	0.22311992
Most	Absolute	.152
Extreme		
Differences	Positive	.102

	Negative	152
Kolmogorov-	Smirnov Z	.759
Asymp. Sig. ((2-tailed)	.612
a. Test distrib	ution is Normal.	

Based on the above output is known that the significance value of 0.612> 0.05. It can be concluded that the data were normally distributed.

Based on the above table, it can be seen that the pre-test and post-test data of both experimental and control class have sig> 0,05, so it can be concluded that the data group is normally distributed.

4. Homogeneity Test

After the known level of normality of the data, then the homogeneity test homogeneity test is used to determine the level of similarity of variance between the two experimental groups and the control group.

The homogeneity test with the following formula:

H₀: there is no difference in variance between the two sample groups.

H₁: there is a difference of variance between the two groups of sampling.

With the test criteria:

Accept H₀ if F_{hitung} <F table

$$F_{\textit{hitting}} = \frac{\textit{varian terbesar}}{\textit{varian terkecil}}$$

Data Pre-test

$$F_{hitung} = \frac{41,667}{34.750} = 1,199$$

Data Post-test

$$F_{hitung} = \frac{39,000}{33.917} = 1,149$$

Known that F_{table}1,96 Accept H₀ if F_{hitung} <F_{table}

The result of homogeneity test of research variable is known that F_{hitung} pre-test 1,199 while F_{hitung} post-test 1,149 with F_{table} 1,96. So it can be concluded that the research data is homogeny.

5. t-test

The data of post-test class of experiment and post-test of control class are then analyzed by t-test of two samples (Independen Sample T Test). This technique of analysis is used to determine whether there is influence of a treatment imposed on the object of research.

Based on the data above whether the media developed can improve student concept of understanding or not. The t test steps as follows:

Step 1.Making H₀ and H_a in sentence form.

H₀: There is no difference in learning outcomes (comprehension) between students using classroom interactive thematic integrative learning media class 1 with students who do not use collage learning media.

 H_a : There are differences in learning outcomes (comprehension) between students using classical thematic integrative-based classroom learning media 1st grade with students who do not use collage learning media.

Step 2. Look for t_{hitung} with the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S1^2}{n_1} + \frac{S2^2}{n_2}\right)}}$$

Explanation:

X₁: the average gain score experimental group

 X_2 : the average *gain score* control group

n₁ many subjects from the experimental group

n₂: many subjects from the control group

s₁²: gain score variance experimental group

S2²: variance control group gain score

Step 3. Define the test criteria t:

A. Ha accepted if $t_{hitung} > t_{tabel}$, then significant means H_a accepted and H_0 rejected.

B. H_0 received if $t_{hitung} < t_{tabel}$, then significant means H_a rejected and H_0 accepted.

Step 4. Calculate post-test result of class experiment and post-test class

of control:

Is known:

$$n_1 = 25$$
 $\bar{X}_1 = 83,4000$ $S1^2 = 39,000$

$$n_2 = 25$$
 $\overline{X}_2 = 76,2000$ $S2^2 = 33,917$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S1^2}{n_1} + \frac{S2^2}{n_2}\right)}}$$

$$t = \frac{83,4000 - 76,2000}{\sqrt{\left(\frac{39,000}{25} + \frac{33,917}{25}\right)}}$$

$$t = \frac{7,2}{\sqrt{(1,56+1,36)}}$$

$$t = \frac{7,2}{\sqrt{2,92}}$$

$$t=\frac{7,2}{1,71}$$

$$t = 4,21$$

so obtained $t_{hitung} = 4,21$

Step 5: Compare thitung and ttabel

$$t_{tabel} = n_1 + n_2 - 2$$

= 25 + 25 - 2
= 48

in table =
$$t_{0,05}$$
: $48 = 2,021$

So, $t_{hitung} > t_{tabel}$

Step 6. Conclusion:

The above calculation results show that thitung greater than tabel so:

H₀: There is no difference in learning outcomes (comprehension) between students using classroom interactive thematic integrative learning media class 1 with students who do not use collage learning media.
 (REJECTED)

Ha: There are differences in learning outcomes (comprehension) between students using classical thematic integrative-based classroom learning media 1st grade with students who do not use collage learning media.

(BE ACCEPTED)

So there is a significant difference between the value of students who use and not using thematic integrative based outdoor collage media. Furthermore, from the t test it is known that t_{hitung} = 4,21 and t_{tabel} =2,021, $t_{hitung} > t_{tabel}$ then H_0 is rejected and H_a accepted. It shows that thematic integrative based outdoor collage media can improve learning outcomes (comprehension) in learning.

C. Data Analysis

1. Analysis the Shape of the Product Development Media Collage

The final form of this research is the learning media of collage calendar in the material of natural disaster. The presence of this collage media product development is to meet the availability of instructional media that can improve the effectiveness and attractiveness of natural disaster materials in accordance with the Curriculum 2013 with the aim to improve learning outcomes and understanding of student concepts.

The development of learning media based on outdoor learning collage is based on the needs of students and is linked by a new curriculum that is the curriculum 2013. Media collage is suitable for the learning of grade one, the

target is adjusted to the characteristic of grade 1 students who are in the range of the preoperational stage.

As stated by John Piaget that the preoperational stage is the child's learning to use and present objects with images and words.⁵¹

Collage media product development procedure is done through several stages including: 1) pre-development stage, 2) development stage, 3) product revision, 4) product validation, 5) product trial.

After fulfilling the learning media development procedure, the media produced a form of collage media that is valid or feasible to use. This medium is a calendar-shaped media 2017. Besides used for learning, this collage calendar can use to be installed on the wall. Thus, student work can be used well and neatly for the purpose of decorating the classroom. Not only that, this collage media calendar is equipped with materials related to natural disasters. Indirectly students can learn to recognize various kinds of natural disasters in Indonesia both through drawing and by doing collage sketches that are available. At the moment students do by sticking and cutting media Thus collage can be a support in the learning process.

Researchers realize that this collage learning media there are still many shortcomings and need a lot of refinement, therefore the criticism and good

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⁵¹ Desmita, *Psikologi Perkembangan Peserta Didik*, Bandung: PT Remaja Rosdakarya, 2009, p.104

advice of all users of the product is expected to create a better learning media similar.

Researchers chose to use learning media in the form of collage calendar based on outdoor learning because seen from the field results during observation that mostly feel bored with learning only in the classroom and teachers only based on the book Curriculum 2013 only. Coupled with the method of the teacher convey the material of natural disasters that only use the lecture method, so that students in grade 1 is still in need of a concrete in the learning process.

This book aims to help students illustrate in imagination so they can know the kinds of natural disasters and the causes of natural disasters. Collage media can also help students to develop motor skills of grade 1 students. Thus, students will be better motor skills students are trained and improved.

Learning media collage-based outdoor learning is intended to help students understand the material presented by the teacher. In addition, the authors also hope that these media students can develop students' thinking skills, develop social values and ethics and develop social responsibility and participation.

2. Feasibility Analysis of Collage Media Development Products

In the development of this collage media through the validation of several experts namely: material experts, design experts and learning experts / classroom teachers. Validation is done to assess the product being developed and to know the input or suggestion of the validator to improve and refine the

developed learning media. Based on the scale conversion specified in the questionnaire the product assessment questionnaire is as follows:

- a. Very precise, very appropriate, very clear, very interesting, very easy.
 (Score:5)
- b. Appropriate, appropriate, clear, interesting, and easy. (Score: 4)
- c. Quite right, quite appropriate, pretty clear, interesting enough, pretty easy. (Score: 3)
- d. Less precise, less appropriate, less clear, less interesting, less easy. (Score 2)
- e. Very inappropriate, very inappropriate, very obscure, very unattractive, not very easy. (Score: 1)

Based on data from the research results of product development can be analyzed as follows:

A. Data Analysis of Expert Material Validation Results

The material expert is an expert lecturer who mastered the learning materials. The qualifications of experts in this development research are:

- a. Mastering the characteristics of learning.
- b. Have scientific knowledge related to the developed product.
- c. Willing to test product of collage media development.

The product of collage media development according to the material expert has been valid and feasible to be used because the concept of material contained in the product of collage media development in terms of its feasibility component is correct, the level of media relevance with

curriculum 2013, systematic description of the content of learning, breadth and depth of the content of instructional media, Thematic media with integrative thematic and accuracy of evaluation instruments used to measure students' understanding of concepts. The language used in this collage media is also in accordance with the development of grade 1 students. In addition, the language used is the standard language, does not cause double meaning, and easily understood by students.

According to the material expert validator, collage learning media presented is quite simple, interesting and can be done independently by students so that later will provide motivation to learn to students. The pictures will also make students feel happy learning.

Based on the results of expert assessment of material obtained the percentage results reached 86%. Such achievement prestige is in a highly valid or eligible qualification.

B. Data Analysis of Expert Design Validation Results

Design experts who are set to test the level of the prevalence of collage learning media products basically have the same criteria as the material experts, but the instructional design expert must have the ability in the field of instructional design.

Based on the results of the design expert's evaluation obtained a percentage of 82% achieved, the percentage of achievement is in the qualification is very valid or feasible to use. Assessment of the design

experts are viewed from several aspects, the first is the assessment of the cover or cover, the cover is considered attractive and in accordance with the contents of the material because according to the color design expert used is correct and not so lit, the image on the cover has also been adjusted with the theme Materials of natural disasters, the use of fonts and size is also considered appropriate so that the media collage looks interesting for students.

Learning media developed in the form of a collage calendar with natural disaster material. Calendar collage contains pictures of natural disasters, collage sketches which is a task to do students. Picture on the media is also accompanied by facts about natural disasters that have occurred in Indonesia. The image of a natural disaster aims to introduce the elementary students about the kinds of natural disasters and direct the attention of the students to concentrate on the content of the lessons related to the material. The drawing of the sketch drawing is designed simply because it adapts to the ability and development of the students of the base class. The color is designed with many colors to make it more interesting.

The use of the model and the size of the letters is in accordance with the students of grade 1, because the letters are easy to read and not too much reading. All letters use different models, sizes and colors according to the character of elementary school students. And the last overall layout on

collage calendar media is considered attractive and According to the character at elementary school level.

C. Data Analysis Result of Expert Study Validation

This learning practitioner is one of the testers of the validity level of the collage media product. The qualifications of learning practitioners are as follows:

- a. Teachers are teaching at elementary school / MI
- b. Have experience in teaching
- c. Willing as testers and collage learning media products for source of data acquisition result of development.

Based on the results of the assessment of learning experts that teachers grade 1 SDI As-Salam Malang obtained the percentage of 90%, the percentage of achievement is located in the qualification is very valid or feasible to use. According to the opinion of learning experts, collage learning media is said to be feasible because the material presented is in accordance with Curriculum 2013, Core Competencies, Basic Competencies and existing indicators. The entire collage media used is very appropriate with the material and learning objectives to be achieved and according to the ability of the child so that the child is motivated to find out more.

Likewise, the assessment of clarity of instructions in working collage media is considered very appropriate, because it uses sentences that are easily understood by the students of the elementary class, so that students will have no trouble understanding the intent of the guidance. The material contained in the media is assessed to provide knowledge that supports the development of students' thinking ability. The tasks that must be done according to students are not too burdensome students, and materials used are also easily obtained by students.

Associated with the steps under taken in the review of practitioners of learning as well as the review of material experts and design learning experts.

3. Interest Rate Analysis of Collage Learning Media

Based on the field questionnaire assessment obtained 89% percentage of students. This shows that the collage learning media developed is very easy and interesting for students in learning.

The overall appearance of collage learning media appeals to students to get a percentage of 96%. This indicates that this learning media is appropriate for students and students are very interested. This can be seen from the overall layout of collage calendar media that match the character of students at the level of Primary School / MI.

The use of collage learning media can give students the spirit of learning to get a percentage of 89%. This indicates that this learning media is right for students. This can be seen when students are excited about collage work and doing with enthusiasm.

Collage media display is interesting for students to get a percentage of 90%. Students grade 1 elementary school has a character easily bored and want more knowledge, from this collage media students are very interested in the display media because it has pictures and is designed so that the first grade students are not easily bored.

Collage learning media is easy to understand by students get a percentage of 85%. This indicates that this learning media is right for students. Students easily follow the learning and do all the tasks given.

The instructions for making this collage can be easily understood by the students obtaining a percentage of 91%. The guidelines used for collage production are designed with simple, easy to understand students and not many sentences that must be read by students. This indicates that this learning media is appropriate for students.

The letter type and the font size are easy to read by the students get a percentage of 89%. This indicates that this instructional media is appropriate for the students. The accuracy of the use of type and font size allows students to read the material of natural disaster and the guidance of making collage. The type of letters described in the media use Times New Roman letters that make it easier for grade 1 students still in the learning stage of reading.

The images contained in the collage media appeal to students gain a percentage of 92%. The attractiveness of the drawing on the collage media is designed more images than writing. Because grade 1 primary school students

prefer images more than a lot of writing. With pictures can also help understand students in understanding the material presented. So that students are more eager in learning.

This collage media helps students in understanding the material to get percentage of 90%. This shows that this learning media is appropriate for the students. This is shown from the acquisition of significant student learning outcomes, which can be seen from students who use collage media and do not use. From the clarity of the contents in the story book then the students will easily understand the material of natural disasters.

4. Analysis of the Effect of Using Collage Learning Media on Student Concept Understanding

After doing the learning activities by using collage learning media, the next test to determine whether there is an increase on student learning outcomes after using the developed learning media.

Learning media collage based on outdoor learning is designed based on the characteristics of students so that it can be used independently and facilitate students in learning. Based on this it can be said that the collage learning media is able to effectively improve the understanding of the concept of grade 1 students in SDI As-Salam Malang which has been tested its validity by some validation experts.

Based on pre-test and post-test data on grade 1 students of SDI As-Salam shows that the average post-test grade of the experimental class is 83.4 and the

average post-test grade of the control class is 76.2, that the value The post-test experiment class is higher than the control class. This proves that there is a significant difference in the improvement of student learning outcomes between grade 1-A students using collage learning media (experimental class) with grade 1-B students who do not use collage learning media (control class).

A significant difference in the improvement of student learning outcomes can be seen from the acquisition of post-test between the experimental and control classes. In addition to the average number, the increase in learning outcomes is also reinforced by the t-test analysis. The result of t-test shows that $t_{hitung} = 4.21$ is bigger than $t_{table} = 2,021$. In conclusion, then H_0 rejected and H_a accepted.

From the acquisition of the above learning achievement can be seen that the learning media that support the increase in understanding of grade 1 students of SDI As-Salam is given to students who are active, creative and enthusiastic in the learning process. By using this collage learning media students will perform learning activities with high motivation in this collage learning process. This makes the reason of this collage learning media can improve the learning outcomes (comprehension) of grade 1 students of SDI As-Salam Malang.

D. Product Revision

Based on the suggestions and comments that have been received from some experts, material expert, design experts and expert learning. Results revision of the product development of learning media kolas this can be seen in the following table.

Table 4.14 Product Revision

NO	Point Revised	Before Revised	After Revised
1.	Includes examples of disaster images described to make it easier for students to understand them.	TRHUKRH KRMU Hujan adalah pertaku turunnya air dari langit ke buma Hujan merupakan sun berkah dajang Rencipta, Dengan adanya tumbuhan yang ada di dunia ini bisa hidup, ang ada di dunia ini bisa hid	*Hojan adalah pertatiwa turunnya air dari langit ke bumi. *Hojan mengadan satu berkah dari Sang Pencipta. *Hojan mengadan satu berkah dari Sang Pencipta. *Hojan mengadan satu berkah dari Sang Pencipta. *Hojan hang menyebaban manusia, beware dari tumbuhan yang ada di dunia ini bisa hidap. **JANUARY** 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1-Januari : Tahun Bara 2017 29 Januari : Tahun Bara 2017
2.	The collage image of the tsunami is replaced with a simpler wave image to make it easier for students to work on.	Alat dan bahan: 1. Kertas origami 2. Gunting 3. Lem Cara Membuat: 1. Pertrams, siapkan organi menjad penggi kedi 3. Nah, untuk bisa melekat kin gunkan ten. Jadi sara peranti kita beri ken pada bishan yang sakan kita tempel se gantabah beri ken pada bishan yang sakan kita tempel se gantabah 4. Tempelana sema berus origami yang etah digunting dan sesuan secura npi ngai berlihat irakis dan menerik.	Membuat kreasi lempel dengan cema tsunami Alat dan bahan: 1. Kertas origami 2. Gunting 3. Lem Cara Membuat: 1. Pertama, siapkan sema bahan yang akan digunakan 2. Gunting kertas origami menjadi persegi kecil 3. Nah, untuk beta nekelat ikia guntahan hem. Jadi anti perantu kita salah dan

image of the earth is replaced by the usual earth image

and puzzle.

Aut das habas:

1. Nas baugiste makaran

2. 1 error Membrau!

2. Perundand art situa-da makaran yang masih menempel pada bengkar makaran karan perundan yang masih menempel pada bengkar makaran karan yang telah disedia-karan yang tela

From the table above there are some components that must be revised in order to more perfect product again. The first component is an example of an image, which was previously only a fact phrase and looks less appealing to primary school children. Therefore, an example of an image that serves as a child's knowledge of various natural disasters in Indonesia is added. The second component is one of the earth's sketches to be replaced, according to some earth-drawing experts who, before being revised, are too complicated to be done by grade 1 students, the earth sketch also resembles plants and is difficult to understand. Once revised the earth sketch is replaced with a more simple and real. Students are also better able to understand that the earth is round. The third component is the addition of motoric skills of children, so that not only the collage alone. According to the expert's advice the material is the making of the puzzle. Because the puzzle is almost the same as the collage, and the puzzle can

also improve the child's motoric. These three components have been revised by some validation experts.



CHATER V PRODUCT REVIEW AND ADVICE

This section of the chapter describes two things, namely: a) Product assessment revised and b) suggestion on further utilization, dissemination and product development.

A. PRODUCT ASSESSMENT REVISED

This research and development resulted in the learning media collages integrative thematic based outdoor class 1. This material contained on themes 8,"Peristiwa Alam" and subtheme "Bencana Alam". Collage media has an understanding according Wikipedia that, "Kolase merupakan karya seni rupa dua dimensi yang menggunakan berbagai macam paduan bahan. Selama bahan tersebut dapat dipadukan dengan bahan dasar, akan menjadi karya seni kolase yang dapat mewakili persaan estetis orang yang membuatnya." ⁵²

In collage media this material used can be found around the student environment. According According Hajar Pamadhi and Evan Sukardi said that, "bahan pembuatan kolase yaitu kertas, kain, gabus, lem, daun kering, sedotan, gelas bekas aqua, potongan kayu dadu, benang, biji-bijian, sendok plastik,

⁵² (<u>https://id.wikipedia.org/wiki/Kolase</u>, accessed on November 17, at 19.55)

karet, benang, manik-manik, atau masih banyak media lain.".⁵³ With easy-to-obtain materials, students can do collage activities outside the classroom. Because students will be more interested in outdoor learning the class than in the classroom. According to John. M, Echols in English Dictionary Indonesia,

outdoor activity berasal dari kata outdoor yang berarti di luar, dan activity yang berarti kegiatan. Jadi outdoor activities dalam konteks ini adalah kegiatan pembelajaran luar kelas. Kegiatan outdoor activities diyakini mampu memberi wacana baru dalam pembelajaran. ⁵⁴

Grade 1 students of SDI As-Salam are very interested in learning outside the classroom. The characteristics of elementary school students are easily bored with learning in the classroom and not using learning media.

The development of collage media was developed with a development model that refers to the research design and development modification of the According To Borg & Gall (1983) rare-scarce research and development is as follows:⁵⁵ Development model that used are: 1) Research and information collecting, 2) Planning, 3) Develop preliminary form of product, 4) Preliminary field testing, 5) Operational product revision, 6) Operational field trials, 7) Main product revision, 8) Main field testing, 9) Final product revision, 10) Dissemination and implementation. But to facilitate research and development,

_

 $^{^{53}}$ Hajar Pamadhi and Evan Sukardi, $Seni\ Keterampilan\ Anak$ (Yogyakarta: Universitas Terbuka, 2010), p. 5.39.

⁵⁴ Husamah, *Pembelajaran Luar Kelas* (Jakarta: Prestasi Pustaka, 2013), p. 22

⁵⁵ Punaji Setyosari., *op.cit.*, p 292.

researchers share some procedures that become 7 main steps: (1) Research and information collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) operational product revision, (6) main field testing, (7) final product revision.

The result of the analysis of the content expert validation gets a percentage of 86%, expert design gets a percentage of 82%, and the expert learning gets a percentage of 90%.

In this section we will discuss the final results of the revised product, the identity of the product, its advantages and disadvantages of the product.

In arranging the media Collage, there are some provisions that should be used as guidelines, such as the material is taken must correspond to the basic competence to be a achieved by learners. In media collage is also equipped with the Basic Competencies, core competencies, indicator, step/lesson learned, fill material of natural disasters comes with facts about natural disasters, calendar 2017, game-related materials and images of all kinds of natural disasters and its causes.

The following will be presented in final form has been completed and objectives the development of collage media on thematic integrative based outdoor:

1. Cover

Cover on the product development media collage is composed only with one cover. The front cover contains the author's name at the top of the center, the title "Kalender Kolase 2017" at the middle part of the learning material, equipped with a specification for class 1 is at bottom center. In part it is also equipped with the logo of Universitas Islam Negeri Malang Maulana Malik Ibrahim. On the cover was designed with images depicting the various natural disasters and animations to suitable the learning material. Design the look of the colors created full colour customized with a blend of colors that one with another that it seems matched, unsightly, and interesting for the students.

2. Core Competencies, Basic Competencies and Indicators

The Collage Calendar Media comes with a concept map of Core Competencies and Basic Competencies set by the government. Besides written also indicator that must be reached by student. In the hope that teachers and students can know the results obtained.

3. Opening Material

The presentation of this opening material has been adapted to the class 1 SD / MI natural disaster material. This opening material begins with a picture conversation of two men who ask about natural disasters. Furthermore, the picture of the other man answers and explains the understanding, causes and kinds of natural disasters. At the bottom is equipped with an appeal in the event of a natural disaster to remain calm and always pray. There are also pictures of erupted volcanoes and tornadoes to complement the material and give the impression of interest.

4. Core Materials

The core material consists of general knowledge about one of the natural disasters occurring in Indonesia. There are understandings and facts about the natural disaster and accompanied by pictures that support the content of the material. The core material is always followed by a calendar. The function of the calendar is to know the dates of the occurrence of natural disasters, or as a reminder if on that date there has been a natural disaster in Indonesia.

5. Create Collage Tasks

On this page there is a sketch drawing which is a student task. On the top left is given a command sentence to work on the collage. In addition to collage sketch drawings there are also instructions for working on collages that comprise tools and how to create collages. Each sketch drawing has different tools and ways of making it. In addition, it is also equipped with the title of the theme on collage instructions.

6. Games

In this collage media product development there are games that match the material. The game is a mysterious box game. The games are also performed by students. And equipped with game procedures and student worksheets.

7. Equipped with Verses of the Qur'an and Vocabulary

This collage calendar medium comes with a verse of the Qur'an that corresponds to any material contained on the collage media. This Qur'an verse serves to add insight into Islamic students. And also added vocabulary natural

disasters, and this works so that students know vocabulary about natural disasters.

B. ADVANTAGES AND DISADVANTAGES OF PRODUCT.

However, the product of this collage learning media development has several advantages and disadvantages, the advantages that are as follows:

- a) Product development of learning media collage this material developed in accordance with the curriculum and can help thematic learning process of Natural Disaster sub theme.
- b) Collage media product development can be used as a learning media to improve learners' learning outcomes on the subject of natural disasters, especially in schools that become research sites. This development product has been tested to improve learners' learning outcomes.
- c) This collage collection product is shaped like a unique calendar and contains learning materials.
- d) Collage model skill is easy and interesting so it makes the child does not easy to get bored in playing.
- e) Teach children to use goods for creating a work / craft.
- f) The basic materials used are used goods that are discarded so that easy to get.
- g) Affordable by all walks of life because of low cost
- Skill training skills to train hand movements then the child will be trained fine motoric.

After that the Disadvantages that are as follows:

- a) This collage media product development is only limited to the class as a location of research.
- b) Some of the observations in the practicum requires a lot of time.
- c) Learning material containing only one subtheme.

C. CONCLUSIONS

Results of revised product development based on validation results are as follows:

- 1. This development research has resulted in learning media of outdoor-based collage learning on the subject of natural disasters. The form of learning media development is a collage calendar that can be used to support student learning.
- 2. The learning media product developed has fulfilled the component according to KI / KD, based on the state of the student, the use of the language in the teaching material is easy to understand, the material presented can be understood, the presentation of full-color learning media, the illustration of the picture strongly supports the material and can increase the motivation Student learning. The learning media of outdoor-based collage learning has decent or valid qualities according to material experts, design experts and learning experts with 86%, 82% and 90% respectively. Student response after using collage learning media is good result. Collage learning media has a very high level of attractiveness for students. Based on the results of the assessment of

the response of grade 1 students of SDI As-Salam obtained percentage reached 89%.

3. Pre-test and post-test results for grade 1 students of SDI As-Salam showed that the average post-test grade of the experimental class was 83.4 and the mean post-test grade of the control class was 76.2, The post-test grade of the experimental class is higher than the control class. In addition to the average number, the increase in learning outcomes is also reinforced from the t-test analysis. The result of t-test shows that thitung = 4.21 is bigger than ttable = 2,021. In conclusion, then H₀ is rejected and H_a accepted. So, there is a significant difference between experimental class learning result and control class. It shows that collage learning media can improve student learning result and concept comprehension in learning.

D. SUGGESTION

Learning media developed is expected to support the learning of grade 1 students SD/MI. As for the suggestions that are conveyed regarding the development of collage learning media with the title of collage calendar is grouped into 2 parts, namely: suggestion of utilization and further product development suggestions.

1. Suggestion for Advice on Utilization Product

Based on the results of field trials that have been implemented to optimize the utilization of the use of the development of collage learning media with the title of collage calendar class 1 natural disaster developers give the following advice:

- a) Learning media in the form of class 1 collage calendar with the material of this natural disaster has been tested by various stages and based on the data of the assessment results have proven their effectiveness in thematic learning activities.
- b) For collage media learning practitioners can be utilized in conveying thematic lessons, especially the material of natural disasters easily to understand the events of natural disasters and the causes of natural disasters.
- 2. Suggestion for Further Product Development

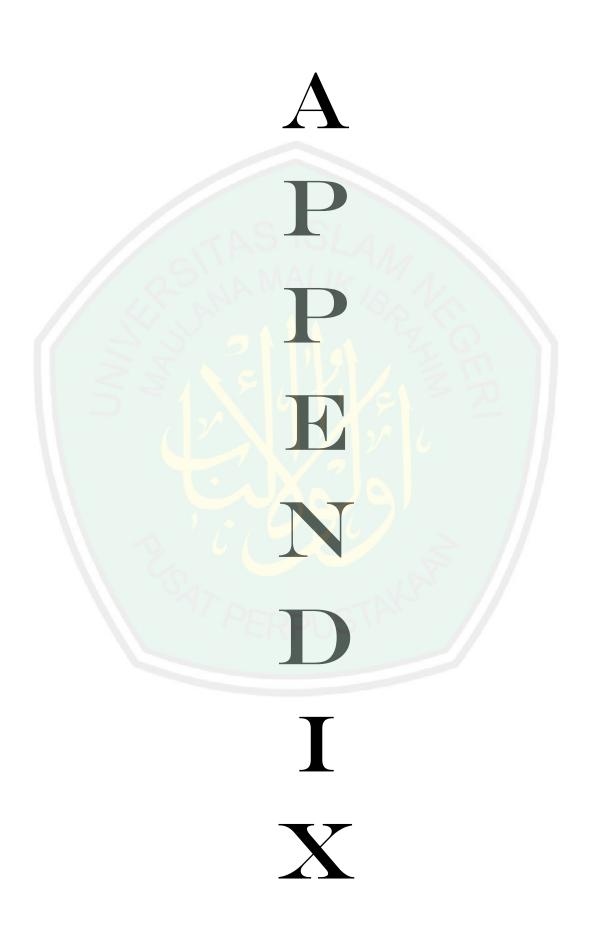
Further product development suggestions are as follows:

- a) For the subjects of the study should be done on a wider subject, be it students or as it is used as a trial group.
- b) The outcome of this development is limited to the subtheme of natural disasters only. There are still other materials that can still be developed according to competence standards and basic competences of thematic learning.
- c) Collage learning media on the subject of natural disasters can be used as a reference by teachers to try to develop instructional media in accordance with the condition of students.

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BUKTI KONSULTASI SKRIPSI JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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NIM	: [314006g
Judul	. The Development Of Collage Media On Thematic Integrative
	Outdoor based To Improve The Understanding of the
	Concept for 1 Brade SOI As-salam Malang

Dosen Pembimbing : Dr. H. Nur Ali, M.Pd

No.	Tgl/Bln/Thn	Materi Konsultasi	Tanda Tangan Rembimbing Skripsi
1.	18 Mei 2017	Konsul Bab 1,2,3	
2.	19 Mei 2017	Konsul Instrumen Penalitian	V D
3.	23 Mei 2017	Revisi Bab 1	1
4.	24 Mei 2017	Roasy Instrumen	V
5.	26 Mei 2017	Acc Instrumen	, \
6.	27 Juli 2017	Konsul Bab IV clan V	1
7.	7 Agustus 2017	Meleng kapi skripsi dari awal - akhir	X
8.	10 Agustus 2017	Abstrak	V
9.	Agustus 2017	Acc Ujian	1
10.			
11.			
12.			

Malang, 20...... 20.....

Ketua Jurusan PGMI,

Certificate No. iD08/1219

Dr. Muhammad Walid, MA NIP. 197308232000031002



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09 Juni 2017

Sifat Lampiran Hal

: Izin Penelitian

Kepada

Yth. Kepala SDI As-Salam Malang

Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama

: Rachmanda Sis Ardhiniswari

NIM

13140069

Jurusan

Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Semester - Tahun Akademik

Genap - 2016/2017

Judul Skripsi

The Development of Collage Media on Thematic Integrative Outdoor Based to Improve the Understanding of the Concept for

1 Grade SDI As-Salam Malang

Lama Penelitian

: Juni 2017 sampai dengan Agustus 2017 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima

kasih.

Wassalamu'alaikum Wr. Wb.

Dekany Brd Akademik,

1.Ag**(*** 99403 2 002

Tembusan:

Yth. Ketua Jurusan PGMI

Arsip



YAYASAN AS SALAM INSAN MADANI SEKOLAH DASAR ISLAM (SDI) AS SALAM

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> SURAT KETERANGAN Nomor: 205/SDI-AS/V/2017

Yang bertanda tangan di bawah ini:

Nama : Drs. M.

: Drs. M. Arief Chusaeni, M.Kpd

Jabatan : Kepala SDI As-Salam Kota Malang

Alamat : Jalan Bendungan Wonorejo 1A Malang

Menerangkan bahwa:

Asal

Nama : Rachmanda Sis Ardhiniswari

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: Universitas Islam Negeri Maulana Malik Ibrahim Malang

Fakultas : Ilmu Tarbiyah dan Keguruan

Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Benar-benar telah melaksanakan penelitian dan pengambilan data di SD Islam As-Salam Kecamatan Sukun Kota Malang guna punyusunan Tugas Akhir Skripsi dengan judul "The Development Of Collage Media On Thematic Integrative Outdoor Based To Improve The Understanding Of The Concept For 1 Grade SD Islam As-Salam Malang".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 10 Mei 2017

Kepala SDI As-Salam Kota Malang

ADrs. M. Arief Chusaeni, M.Kpd

ANGKET PENILAIAN/TANGGAPAN AHLI ISI MATERI

A. Pengantar

Media pembelajaran ini didesain khusus untuk siswa MI/SD kelas I pada pembelajaran tematik. Berkaitan dengan pengembangan media pembelajaran kolase berbasis outdoor learning. Penulis bermaksud mengadakan validasi terhadap produk yang dihasilkan. Oleh karena itu, Penulis memohon kepada Bapak/Ibu untuk kesediannya memberikan penilaian terhadap kualitas produk yang telah dikembangkan melalui angket. Hasil dari pengisian angket ini akan digunakan untuk menyempurnakan produk pengembangan yang telah dihasilkan, agar dapat bermanfaat bagi semua pihak dimasa yang akan datang. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Nama	NINJA PURWITA, M.Pd
Instansi	. UIN MAULANA MALIK IBRAHIM MALANG
Pendidika <mark>n</mark>	.S2 PENDIDIKAN GEOGRAFI
Alamat	. VILA BUKIT SENGKALING BLOK AF NO. 3 MALANG

B. Petunjuk Pengisian Angket:

- Sebelum mengisi angket yang telah tersedia, dimohon Bapak/Ibu terlebih dahulu membaca dan memahami isi media pembelajaran.
- 2. Berilah tanda cek (√) pada kolom penilaian.

SKOR	KETERANGAN
1	Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik sangat tidak mudah.
2	Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.
3	Cukup tepat, cukup sesuai, cukup jelas, cukup menarik, cukup mudah
4	Tepat, sesuai, jelas, menarik, dan mudah
5	Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah

3. Komentar/saran mohon ditulis pada lembar yang telah disediakan.

C. Kriteria-kriteria Angket

	200 - 100 -	KETERANGAN				
NO	PERNYATAAN		2	3	4	5
1	Bagaimana tingkat relevansi media pembelajaran kolase dengan kurikulum 2013?				V	
2	Bagaimana ketepatan judul pada media pembelajaran				V	
3	Bagaimana bahasa yang digunakan dalam uraian media pembelajaran kolase?					V
4	Bagaimana isi materi yang terdapat dalam media					V
5	Bagaimana kesesuaian sistematika uraian isi					V
6	Bagaimana kejelasan petunjuk penggunaan media	Z			V	
7	Apakah media pembelajaran kolase yang disajikan dapat memberikan motivasi kepada siswa?				V	
8	Bagaimana kesesuaian media pembelajaran dengan tematik integrative?				/	
9	Apakah ketepatan instrument evaluasi yang digunakan dapat mengukur kemampuan siswa?				V	
10	Bagaimana kesesuaian media dengan siswa kelas 1 SD/MI untuk meningkatkan pemahaman konsep?				V	
	JUMLAH					

Berdasarkan penilaian di atas, maka saya menyatakan bahwa bahan ajar ini:

- a. Dapat digunakan tanpa revisi
- b. Dapat digunakan dengan revisi kecil
- c. Dapat digunakan dengan revisi besar
- d. Belum dapat digunakan

Lembar Komentar dan Saran

NO	Komentar	Saran
	Penulisan Kata, kalimat dan font perlu diperbaiki,	Lanjutkan penulisan skripsi dan somoga sukses!
	STAS	SLAN
		A BETTA

Malang,......2017

Validator,

(NINJA PANJU PURWITA, M.Pd

NIP.

ANGKET PENILAIAN/TANGGAPAN AHLI ISI DESAIN

A. Pengantar

Media pembelajaran ini didesain khusus untuk siswa MI/SD kelas I pada pembelajaran tematik. Berkaitan dengan pengembangan media pembelajaran kolase berbasis outdoor learning. Penulis bermaksud mengadakan validasi terhadap produk yang dihasilkan. Oleh karena itu, Penulis memohon kepada Bapak/Ibu untuk kesediannya memberikan penilaian terhadap kualitas produk yang telah dikembangkan melalui angket. Hasil dari pengisian angket ini akan digunakan untuk menyempurnakan produk pengembangan yang telah dihasilkan, agar dapat bermanfaat bagi semua pihak dimasa yang akan datang. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Nama	Yuniar Sukyo Marandy, S.Sn
Instansi	FITK UIN Malang
Pendidikan	Sz Desain Komunikasi Visunal
Alamat	Paricok Permata Ingkaling

B. Petunjuk Pengisian Angket:

- Sebelum mengisi angket yang telah tersedia, dimohon Bapak/Ibu terlebih dahulu membaca dan memahami isi media pembelajaran.
- 2. Berilah tanda cek (√) pada kolom penilaian.

SKOR	KETERANGAN
1	Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik sangat tidak mudah.
2	Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.
3	Cukup tepat, cukup sesuai, cukup jelas, cukup menarik, cukup mudah
4	Tepat, sesuai, jelas, menarik, dan mudah
5	Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah

3. Komentar/saran mohon ditulis pada lembar yang telah disediakan.

C. Kriteria-kriteria Angket

	PERNYATAAN 1		KETERANGAN					
NO			2	3	4	5		
1	Apakah desain cover menarik dan sesuai dengan isi materi bencana alam?				V			
2	Apakah jenis yang digunakan dalam media pembelajaran kolase sesuai dengan siswa SD/MI kelas 1?				V			
3	Bagaimana kesesuaian gambar dengan materi yang disajikan pada media pembelajaran kolase?	1			V			
4	Bagaimana kesesuaian ukuran huruf yang disajikan pada media pembelajaran kolase?				V			
5	Apakah gambar yang digunakan dalam media kolase menarik minat siswa?	5	6			~		
6	Bagaimana kesesuaian tata letak gambar pada media pembelajaran kolase?	1			V			
7	Apakah ukuran gambar pada media pembelajaran kolase tepat?				V			
8	Bagaimana kesesuaian penggunaan variasi warna pada media pembelajaran kolase?				V			
9	Apakah teks dan tulisan pada media pembelajaran kolase dapat terbaca dengan baik?				V			
10	Apakah Layout pada media pembelajaran kolase menarik?				V			
	JUMLAH							

Berdasarkan penilaian di atas, maka saya menyatakan bahwa bahan ajar ini:

- a. Dapat digunakan tanpa revisi
- (b) Dapat digunakan dengan revisi kecil
- c. Dapat digunakan dengan revisi besar
- d. Belum dapat digunakan

NO	Komentar	entar dan Saran
		Saran
		-IKIBANA
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		(Yumiar Sayu Marady, S. NIP. 1990 0607 2015 02 1003
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		(Yuniar Sayu Moardy. S NIP. 1990 0607 2015 02 1003

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ANGKET PENILAIAN/TANGGAPAN AHLI PEMBELAJARAN

A. Pengantar

Media pembelajaran ini didesain khusus untuk siswa MI/SD kelas I pada pembelajaran tematik. Berkaitan dengan pengembangan media pembelajaran kolase berbasis outdoor learning. Penulis bermaksud mengadakan validasi terhadap produk yang dihasilkan. Oleh karena itu, Penulis memohon kepada Bapak/Ibu untuk kesediannya memberikan penilaian terhadap kualitas produk yang telah dikembangkan melalui angket. Hasil dari pengisian angket ini akan digunakan untuk menyempurnakan produk pengembangan yang telah dihasilkan, agar dapat bermanfaat bagi semua pihak dimasa yang akan datang. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Nama	. Murul Maanin S Pdl
Instansi	SD Islam Assalam Idalang
Pendidikan	Tarbiyah (POMI 4114 Malang
Alamat	. An wongress 14

- B. Petunjuk Pengisian Angket:
- Sebelum mengisi angket yang telah tersedia, dimohon Bapak/Ibu terlebih dahulu membaca dan memahami isi media pembelajaran.
- 8. Berilah tanda cek (√) pada kolom penilaian.

KETERANGAN
Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah.
Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.
Cukup tepat, cukup sesuai, cukup jelas, cukup menarik, cukup mudah
Tepat, sesuai, jelas, menarik, dan mudah
Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah

9. Komentar/saran mohon ditulis pada lembar yang telah disediakan.

C. Kriteria-kriteria Angket

	PERNYATAAN 1		KETERANGAN					
NO			2	3	4	5		
1	Bagaimana kesesuaian judul dengan media pembelajaran kolase?				~			
2	Bagaimana kesesuaian penggunaan media kolase dengan indikator materi dan SK/KD?				V			
3	Bagaimana ruang lingkup materi yang disajikan sesuai dengan tujuan pembelajaran?					V		
4	Bagaimana kesesuaian media kolase dengan kurikulum 2013?	9			V			
5	Bagaimana kejelasan media untuk memberikan pengalaman kepada siswa?	1			V			
6	Bagaimana kejelasan petunjuk penggunaan media pembelajaran kolase?					V		
7	Apakah media pembelajaran yang disajikan dapat memberikan motivasi kepada siswa?	1				V		
8	Bagaimana kejelasan paparan materi pada media pembelajaran kolase?		5		V			
9	Bagaimana ketepatan instrument evaluasi yang digunakan dapat mengukur kemampuan siswa?		1			V		
10	Apakah kegiatan dan materi yang disajikan mampu meningkatkan pemahaman konsep pada siswa?					V		
	JUMLAH							

Berdasarkan penilaian di atas, maka saya menyatakan bahwa bahan ajar ini:

- a. Dapat digunakan tanpa revisi
- b. Dapat digunakan dengan revisi kecil
- c. Dapat digunakan dengan revisi besar
- d. Belum dapat digunakan

NO	Komentar	Saran
		KAN AND AND AND AND AND AND AND AND AND A
3		Malang,5
		(Huny trgame_S.pd1) NIP.

INSTRUMEN PENILAIAN BAHAN AJAR UNTUK SISWA

A. Pengantar

Adik, sehubungan dengan tugas akhir Ibu yang dilakukan di SDI As-Salam Malang, Ibu telah mengajar kalian dengan media kolase yang telah adik kerjakan, sekarang setelah kalian membuat kolase Ibu mohon kesediaan adik sebagai siswa kelas I agar mengisi angket di bawah ini. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini sebagaimana yang telah dirancang berdasarkan pembelajaran tematik. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya Ibu sampaikan terima kasih kepada adik yang telah bersedia mengisi angket ini.

Vama	. Foramoh I
Kelas	. 1 A
Sekolah	A:-solar

B. Petunjuk pengisian angket

- Sebelum mengisi angket ini, mohon terlebih dahulu adik membaca atau mempelajari bahan ajar yang dikembangkan.
- 2. Berilah tanda (X) pada salah satu huruf a, b, c atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.
- 3. Kecermata dalam penilaian ini sangat diharapkan.

- C. Pertanyaan-Pertanyaan Angket
- 1. Apakah media pembelajaran kolase ini menarik?
 - a Sangat Menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- Apakah dengan penggunaan media pembelajaran kolase ini dapat memberi semangat dalam belajar?
 - a. Sangat memberi semangat
 - b. Memberi semangat
 - c. Kurang memberi semangat
 - d. Tidak memberi semangat
- 3. Apakah tampilan media kolase ini menarik?
 - a Sangat Menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 4. Apakah adik-adik mudah memahami bahan pelajaran yang ada di media kolase ini?
 - a. Sangat mudah
 - b. Mudah
 - c. Cukup
 - d. Kurang mudah
- 5. Apakah petunjuk pembuatan kolase ini dapat dipahami dengan mudah?
 - A. Sangat mudah
 - b. Mudah
 - c. Cukup
 - d. Kurang mudah
- 6. Bagaimana jenis huruf dan ukuran huruf yang digunakan dalam media kolase ini?
 - a. Sangat mudah dibaca
 - Mudah dibaca
 - c. Cukup mudah dibaca

- d. Kurang mudah dibaca
- 7. Apakah adik-adik merasa mudah dalam membuat kolase?
 - a. Sangat mudah
 - Mudah .
 - c. Cukup
 - d. Kurang mudah
- 8. Bagaimana gambar yang terdapat dalam media kolase ini?
 - a. Sangat Menarik
 - B. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 9. Setelah membuat kolase, apakah adik memahami materi tentang bencana alam?
 - a. Sangat memahami
 - b. Cukup memahami
 - c. Kurang memahami
 - d. Sulit memahami
- 10. Selama pembuatan media kolase, apakah adik memerlukan bantuan orang lain seperti teman, guru atau orang tua untuk membuatnya?
 - a, Sangat memerlukan bantuan orang lain
 - b. Memerlukan bantuan orang lain
 - c. Sering memerlukan bantuan orang lain
 - X Tidak memerlukan bantuan orang lain

INSTRUMEN PENILAIAN BAHAN AJAR UNTUK SISWA

A. Pengantar

Adik, sehubungan dengan tugas akhir Ibu yang dilakukan di SDI As-Salam Malang, Ibu telah mengajar kalian dengan media kolase yang telah adik kerjakan, sekarang setelah kalian membuat kolase Ibu mohon kesediaan adik sebagai siswa kelas I agar mengisi angket di bawah ini. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfiatan media ini sebagaimana yang telah dirancang berdasarkan pembelajaran tematik. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya Ibu sampaikan terima kasih kepada adik yang telah bersedia mengisi angket ini.

Vama	:klmosa Kairuonsa
Celas	:1-1
ekolah	:SD_iSlove_as-salan

B. Petunjuk pengisian angket

- Sebelum mengisi angket ini, mohon terlebih dahulu adik membaca atau mempelajari bahan ajar yang dikembangkan.
- Berilah tanda (X) pada salah satu huruf a, b, c atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.
- 3. Kecermata dalam penilaian ini sangat diharapkan.

C. Pertanyaan-Pertanyaan Angket K

- 1. Apakah media pembelajaran kolase ini menarik?
 - a. Sangat Menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 2. Apakah dengan penggunaan media pembelajaran kolase ini dapat memberi semangat dalam belajar?
 - a Sangat memberi semangat
 - b. Memberi semangat
 - c. Kurang memberi semangat
 - d. Tidak memberi semangat
- 3. Apakah tampilan media kolase ini menarik?
 - a. Sangat Menarik
- b. Menarik
- c. Kurang menarik
- d. Tidak menarik
- 4. Apakah adik-adik mudah memahami bahan pelajaran yang ada di media kolase ini?
 - a. Sangat mudah
 - b. Mudah
- Cukup
- d. Kurang mudah
- 5. Apakah petunjuk pembuatan kolase ini dapat dipahami dengan mudah?
 - a Sangat mudah
 - b. Mudah
 - c. Cukup
 - d. Kurang mudah
- 6. Bagaimana jenis huruf dan ukuran huruf yang digunakan dalam media kolase ini?
- Sangat mudah dibaca
- b. Mudah dibaca
- c. Cukup mudah dibaca

K

- d. Kurang mudah dibaca
- 7. Apakah adik-adik merasa mudah dalam membuat kolase?
 - a. Sangat mudah
- b. Mudah
- c. Cukup
- d. Kurang mudah
- 8. Bagaimana gambar yang terdapat dalam media kolase ini?
 - a, Sangat Menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- Setelah membuat kolase, apakah adik memahami materi tentang bencana alam?
 - a. Sangat memahami
- L. Cukup memahami
- c. Kurang memahami
- d. Sulit memahami
- 10. Selama pembuatan media kolase, apakah adik memerlukan bantuan orang lain seperti teman, guru atau orang tua untuk membuatnya?
 - a, Sangat memerlukan bantuan orang lain
 - 义. Memerlukan bantuan orang lain
 - c. Sering memerlukan bantuan orang lain
 - d. Tidak memerlukan bantuan orang lain

INSTRUMEN PENILAIAN BAHAN AJAR UNTUK SISWA

A. Pengantar

Adik, sehubungan dengan tugas akhir Ibu yang dilakukan di SDI As-Salam Malang, Ibu telah mengajar kalian dengan media kolase yang telah adik kerjakan, sekarang setelah kalian membuat kolase Ibu mohon kesediaan adik sebagai siswa kelas I agar mengisi angket di bawah ini. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini sebagaimana yang telah dirancang berdasarkan pembelajaran tematik. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya Ibu sampaikan terima kasih kepada adik yang telah bersedia mengisi angket ini.

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B. Petunjuk pengisian angket

- Sebelum mengisi angket ini, mohon terlebih dahulu adik membaca atau mempelajari bahan ajar yang dikembangkan.
- Berilah tanda (X) pada salah satu huruf a, b, c atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.
- 3. Kecermata dalam penilaian ini sangat diharapkan.

C. Pertanyaan-Pertanyaan Angket for

1. Apakah media pembelajaran kolase ini menarik?

a. Sangat Menarik

- b. Menarik
- c. Kurang menarik
- d. Tidak menarik
- Apakah dengan penggunaan media pembelajaran kolase ini dapat memberi semangat dalam belajar?
 - a. Sangat memberi semangat
 - b. Memberi semangat
 - c. Kurang memberi semangat
 - d. Tidak memberi semangat
- 3. Apakah tampilan media kolase ini menarik?

a. Sangat Menarik

- b. Menarik
- c. Kurang menarik
- d. Tidak menarik
- 4. Apakah adik-adik mudah memahami bahan pelajaran yang ada di media kolase ini?
 - à Sangat mudah
 - b. Mudah
 - c. Cukup
 - d. Kurang mudah
- 5. Apakah petunjuk pembuatan kolase ini dapat dipahami dengan mudah?
 - a. Sangat mudah
 - b. Mudah
 - c. Cukup
 - d. Kurang mudah
- 6. Bagaimana jenis huruf dan ukuran huruf yang digunakan dalam media kolase ini?
 - a Sangat mudah dibaca
 - b. Mudah dibaca
 - c. Cukup mudah dibaca

d. Kurang mudah dibaca

7. Apakah adik-adik merasa mudah dalam membuat kolase?

fur

- a. Sangat mudah
- b. Mudah
- c. Cukup
- d. Kurang mudah
- 8. Bagaimana gambar yang terdapat dalam media kolase ini?
 - a. Sangat Menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 9. Setelah membuat kolase, apakah adik memahami materi tentang bencana alam?
 - a. Sangat memahami
 - b. Cukup memahami
 - c. Kurang memahami
 - d. Sulit memahami
- 10. Selama pembuatan media kolase, apakah adik memerlukan bantuan orang lain seperti teman, guru atau orang tua untuk membuatnya?
 - a. Sangat memerlukan bantuan orang lain
 - b. Memerlukan bantuan orang lain
 - c. Sering memerlukan bantuan orang lain
 - d. Tidak memerlukan bantuan orang lain

INSTRUMEN PENILAIAN BAHAN AJAR UNTUK SISWA

A. Pengantar

Adik, sehubungan dengan tugas akhir Ibu yang dilakukan di SDI As-Salam Malang, Ibu telah mengajar kalian dengan media kolase yang telah adik kerjakan, sekarang setelah kalian membuat kolase Ibu mohon kesediaan adik sebagai siswa kelas I agar mengisi angket di bawah ini. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini sebagaimana yang telah dirancang berdasarkan pembelajaran tematik. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya Ibu sampaikan terima kasih kepada adik yang telah bersedia mengisi angket ini.

Nama	:NHO
Kelas	:./
Sekolah	spi Islam as-salam

B. Petunjuk pengisian angket

- 1. Sebelum mengisi angket ini, mohon terlebih dahulu adik membaca atau mempelajari bahan ajar yang dikembangkan.
- 2. Berilah tanda (X) pada salah satu huruf a, b, c atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.
- 3. Kecermata dalam penilaian ini sangat diharapkan.

C. Pertanyaan-Pertanyaan Angket Mifa

- 1. Apakah media pembelajaran kolase ini menarik?
 - Sangat Menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 2. Apakah dengan penggunaan media pembelajaran kolase ini dapat memberi semangat dalam belajar?
 - Sangat memberi semangat
 - b. Memberi semangat
 - c. Kurang memberi semangat
 - d. Tidak memberi semangat
- 3. Apakah tampilan media kolase ini menarik?
 - Sangat Menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 4. Apakah adik-adik mudah memahami bahan pelajaran yang ada di media kolase ini?
 - X Sangat mudah
 - b. Mudah
 - c. Cukup
 - d. Kurang mudal
- 5. Apakah petunjuk pembuatan kolase ini dapat dipahami dengan mudah?
 - a. Sangat mudah
 - b. Mudah
 - c. Cukup
 - d. Kurang mudah
- 6. Bagaimana jenis huruf dan ukuran huruf yang digunakan dalam media kolase ini?
- Sangat mudah dibaca
- b. Mudah dibaca
- c. Cukup mudah dibaca

Nifu

- d. Kurang mudah dibaca
- 7. Apakah adik-adik merasa mudah dalam membuat kolase?
 - A. Sangat mudah
 - b. Mudah
 - c. Cukup
 - d. Kurang mudah
- 8. Bagaimana gambar yang terdapat dalam media kolase ini?
 - Sangat Menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 9. Setelah membuat kolase, apakah adik memahami materi tentang bencana alam?
 - Sangat memahami
 - b. Cukup memahami
 - c. Kurang memahami
 - d. Sulit memahami
- 10. Selama pembuatan media kolase, apakah adik memerlukan bantuan orang lain seperti teman, guru atau orang tua untuk membuatnya?
 - a, Sangat memerlukan bantuan orang lain
 - b. Memerlukan bantuan orang lain
 - c. Sering memerlukan bantuan orang lain
 - d Tidak memerlukan bantuan orang lain

SOAL PRETEST

NAMA KELAS Soal Pilihan Ganda. 1. Desa rani hancur akibat gempa bumi. Saya harusrani agar tidak sedih. B. menghibur C, menjauhi A. membentak 2. Melatih kesiapan menghadapi bencana disebut..... C. simulasi B. siaga A. empati 3. Tempat tinggal sementara bagi korban bencana disebut.... C. tenda darurat B. tenda pramuka A. hotel A. Perasaan sedih melihat penderitaan orang lain adalah sikap..... C. empati B. mandiri 5. Memberi bantuan kepada orang lain tidak mengharap..... C. hadiah B. uang A. imbalan 6. Penyebab terjadinya banjir adalah..... A. membuang sampah di sungai B. menanam pohon C. membuang sampah di tempat sampah Bencana alam adalah sesuatu peristiwa yang.... B. Menyedihkan C. Menggembirakan A. Menyenangkan Gambar disamping merupakan bencana alam... A. angin puting beliung B. banjir C. tanah longsor 9. Banjir, tanah longsor, gempa bumi, gunung meletus termasuk.... C. pengalaman B. peristiwa X. bencana alam 10. Tanah longsor disebabkan oleh... A. membuang sampah sembarangan (B/. menebang pohon C. membakar sampah

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7.7.4.8 b	RE		
11. Penyebab kebak	aran yang disebabkan oleh a	lam adalah	
A. angin	B. petir	. manusia	
12. Pesawat lebih	daripada sepeda.	,	
a. berat	b. sama	c. ringan	
13. Urutan benda da	ri berat ke ringan adalah		
a. tas, pensil, pe	nghapus		
b. kapas, pensil,	buku		
z papan tulis, ja	m dinding, buku		
14. Berikut ini adala	ah ungkapan meminta tolong	yang baik adalah	
a. terimakasih te	elah menolong		
b. Pak, minta to	long ambilkan payung. Di lu	ar sedang hujan deras	
c tolong Ben pa	yung itu!		
15. Berikut ini adala	ah ungkapan terimakasih yar	ng baik adalah	
a. terimakasih B	teni, kamu telah membantuk	u u	
b. terimakasih!			
c. kamu sangat	baik, telah menolongku.		
Isilah titik-titik di	b <mark>a</mark> wah ini de <mark>ngan ja</mark> wabar	ı yang telah disediakan.	
TANAH LONGSOR) (BYÚNIK) (EMPA GUNUUNG MELETUS	ANGIN TOPAN
LONGOOM			
Hujan deras sehingga su	s yang berlangsung sangat la ngai meluap adalah . R. (1971)	ma dan sungai tidak mampu mer	nampung air
Tanah yang hutan adala	tidak sanggup menahan ter	rjangan air hujan akibat adanya p) 🛇 🦳	enggundulan
3. Tekanan ya dan keluar ya	ang sangat kuat dari magma dari gunung berapi adalah	yang sangat panas yang berasal	dari perut bumi
4. Getaran-ge	taran pada permukaan bumi	i yang disebabkan oleh kekuatan	dari dalam bum

Angin yang sangat kencang dan bergerak memutar adalah.....

SOAL PRETEST

NAMA KELAS Soal Pilihan Ganda. 1. Desa rani hancur akibat gempa bumi. Saya harusrani agar tidak sedih. C. menjauhi R menghibur A. membentak 2. Melatih kesiapan menghadapi bencana disebut..... C. simulasi A. empati K siaga 3. Tempat tinggal sementara bagi korban bencana disebut.... tenda darurat A. hotel B. tenda pramuka 4. Perasaan sedih melihat penderitaan orang lain adalah sikap..... B. mandiri C. empati 5. Memberi bantuan kepada orang lain tidak mengharap.... A. imbalan Buang C. hadiah 6. Penyebab terjadinya banjir adalah..... A. membuang sampah di sungai B. menanam pohon C. membuang sampah di tempat sampah 7. Bencana alam adalah sesuatu peristiwa yang.... C. Menggembirakan B. Menyedihkan A. Menyenangkan Gambar disamping merupakan bencana alam... A. angin puting beliung R. banjir C. tanah longsor 9. Banjir, tanah longsor, gempa bumi, gunung meletus termasuk.... A. bencana alam B. peristiwa C. pengalaman 10. Tanah longsor disebabkan oleh... A. membuang sampah sembarangan B/menebang pohon

C. membakar sampah

cicllid pre

A. angin	ran yang disebabkan oleh ala B. petir	manusia	
Pesawat lebihda		X manasa	
a/berat	b. sama	c. ringan	
	berat ke ringan adalah		
aktas, pensil, peng			
b. kapas, pensil, b			
c/papan tulis, jam			
	ungkapan meminta tolong y	yang baik adalah	
a. terimakasih tela		JUK / J	
	ng ambilkan payung. Di luar	sedang hujan deras	
c. tolong Ben payu			
	ungkapan terimakasih yang	baik adalah	
	i, kamu telah membantuku	71.9Y / 3	
b. terimakasih!	4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
	k, telah menolongku.		
V. Marita Danibar			
silah titik-titik dib <mark>a</mark>	wa <mark>h</mark> ini deng <mark>an jawa</mark> ban ya	ang telah disediakan.	
TANAH	GEM BUN	IPA (GUNUUNG	ANGIN TOPAN
Longson			
Hujan deras ya sehingga sunga	ng berlangsung sangat lama ai meluap adalah	dan sungai tidak mampu menam	npung air
sehingga sunga 2. Tanah yang tio	ni meluap adalah []	dan sungai tidak mampu menam dan sungai tidak mampu menam dan sungan akibat adanya peng	
2. Tanah yang tichutan adalah 7: Tekanan yang Tekanan yang	ai meluap adalah D.A. A.A. dak sanggup menahan terjan dak D.A. D. V. J. O. V.	gan air hujan akibat adanya peng ng sangat panas yang berasal dari	ggundulan

SOAL PRETEST NAMA KELAS Soal Pilihan Ganda. 1. Desa rani hancur akibat gempa bumi. Saya harusrani agar tidak sedih, menjauhi A. membentak B. menghibur 2. Melatih kesiapan menghadapi bencana disebut..... C. simulasi A. empati B. siaga 3. Tempat tinggal sementara bagi korban bencana disebut.... . tenda darurat A. hotel B. tenda pramuka 4. Perasaan sedih melihat penderitaan orang lain adalah sikap..... B. mandiri Z. empati 5. Memberi bantuan kepada orang lain tidak mengharap.... A. imbalan B. uang C. hadiah 6. Penyebab terjadinya banjir adalah.... A membuang sampah di sungai B. menanam pohon C. membuang sampah di tempat sampah 7. Bencana alam adalah sesuatu peristiwa yang.... B. Menyedihkan C. Menggembirakan A. Menyenangkan Gambar disamping merupakan bencana alam... A. angin puting beliung B. banjir C, tanah longsor 9. Banjir, tanah longsor, gempa bumi, gunung meletus termasuk.... A. peristiwa C. pengalaman A. bencana alam 10. Tanah longsor disebabkan oleh... A. membuang sampah sembarangan B. menebang pohon

C. membakar sampah

log.:			
11. Penyebab kebak	aran yang disebabkan oleh ala	am adalah	
A. angin	B. petir	C. manusia	
12. Pesawat lebih	daripada sepeda.		* .
a. berat	b. sama	c. ringan	
13. Urutan benda da	ri berat ke ringan adalah		
a. tas, pensil, pe			
W. kapas, pensil,	buku		
c. papan tulis, ja	m dinding, buku	91	
14. Berikut ini adala	ah ungkapan meminta tolong y	yang baik adalah	
a, terimakasih te	lah menolong		
b. Pak, minta tol	long ambilkan payung. Di lua	r sedang hujan deras	
c. tolong Ben pa	yung itu!		
15. Berikut ini adala	ah ungkapan terimakasih yang	baik adalah	
akterimakasih B	eni, kamu telah membantuku		
b. terimakasih!			
c. kamu sangat l	oaik, telah menolongku.		
Isilah titik-titik di	bawah ini dengan jawaban	yang telah disediakan.	
TANAH LONGSOR	BANJIK)	MPA GUNUUNG MELETUS	ANGIN TOPAN
sehingga su	ngai meluap adalah D.W.Cl		
hutan adalal	the analy Longs	ų .	
dan keluar d	lari gunung berapi adalah. 9.14	ang sangat panas yang berasal d whuth g Meletus	
4. Getaran-getadalah 1. 4.	taran pada permukaan bumi y	yang disebabkan oleh kekuatan d	ari dalam bumi
5 Angin yang	sangat kencang dan hergerak	memutar adalah Malika	ripala

SOAL POST TEST

		BOILE 1 0 = -	
NAMA	:Arfa		
KELAS	:IA		70
Soal Pilihar	Ganda.		
/ Desa rani	hancur akiba	at gempa bumi. Saya harus	rani agar tidak sedih.
A. meml		B. menghibur	. menjauhi
		ghadapi bencana disebut	
A. empa		⅓. siaga	C. simulasi
*		tara bagi korban bencana dis	ebut
A. hotel		B. tenda pramuka	c. tenda darurat
A. Perasaan	sedih melihat	t penderitaan orang lain adala	ah sikap
A. egois		B. mandiri	C. empati
T	bantuan kepa	ada orang lain tidak menghar	ар
A. imbala	n	B. uang	C. hadiah
6. Penyebab	terjadinya ba	anjir adalah	/11 / 12
A memb	uang sampah	di sungai	
B. menan	am pohon		
C. memb	uang sampah	di tempat sampah	
7. Bencana	alam adalah s	esuatu peristiwa yang	
A. Menye	enangkan	B. Menyedihkan	C. Menggembirakan
8.	1	Gambar disamping men	ipakan bencana alam
5.00		A. angin puting beliung	
		B. banjir	
	C Care	tanah longsor	
9. Banjir, tar	nah longsor, g	gempa bumi, gunung meletus	s termasuk
X bencan	a alam	B. peristiwa	C. pengalaman
10. Tanah lon	gsor disebabl	kan oleh	
A. membu	ang sampah	sembarangan	
meneba	ang pohon		
C. memba	kar sampah		

		14 (=						
/1. Pe	enyebab ke	bakaran yan	g disebabkan	oleh alam adal	ah			
/ A.	angin		B. petir		X .	manusia		
12. Pe	sawat lebi	hdaripada	sepeda.					
X.	berat		b. sama		c. r	ingan		
13. Ur	`utan benda	a dari berat k	e ringan adala	ah				
a. 1	tas, pensil,	penghapus						
)K. 1	kapas, pen	sil, buku						
c. 1	papan tulis	, jam dindin	g, buku					
14. Ber	rikut ini ac	lalah ungkar	an meminta t	olong yang ba	ik adal	ah		
a. t	erimakasil	telah meno	long					
BX I	ak, minta	tolong ambi	lkan payung.	Di luar sedan	g hujan	deras		
c. to	olong Ben	payung itu!						
15. Ber	ikut ini ad	alah ungkap	an terimakasi	h yang baik a	dalah			
)∠ te	erimakasih	Beni, kamı	telah memba	antuku				
/	erimakasih							
			menolongku					
0								
Ioilah t	ieile eieile	dibawah in	i dengan isw	aban yang te	lah di	sediakan.		
1811811 C	IIIK-IIIK	uivawan in	i dengan jan	aban jang n				
	TANAH	B/	ANJIR	GEMPA	1	GUNUUNG	1	ANGIN
L	ONGSOR			BUMI	八	MELETUS		TOPAN
		, ,	0			4: 4-1		
			ap adalah b		sungai	t <mark>idak mam</mark> pu m	enamp	ung air
2.	Tanah yar	ng tidak san	ggup menaha	an terjangan a	ir huja	n akibat adanya	pengg	undulan
h	utan adal	ah. L.S.S.S.	W.107119	SOL				
3.	Tekanan y	ang sangat	kuat dari ma	gma yang sar	ngat pa	nas yang berasa	al dari 1	perut bumi
d	an keluar	dari gunun	g berapi adal	ah. Clunul	9 1	neletis	1000 Hotel 100 100 100 100 100 100 100 100 100 10	
	7-4				1 11	1111	, .	
4. (dalah O	etaran pada	permukaan t	oumi yang di	sebabk	an oleh kekuata	ın dari	dalam bumi
CAN	and and a give	mindian b	Olui					

5. Angin yang sangat kencang dan bergerak memutar adalah. M.J.i.h. totap

SOAL POST TEST

NAMA

KELAS

:10

Soal Pilihan Ganda.

- 1. Desa rani hancur akibat gempa bumi. Saya harusrani agar tidak sedih.
 - A. membentak
- B. menghibur
- C. menjauhi

Melatih kesiapan menghadapi bencana disebut.....

A. empati

B. siaga

C. simulasi

3. Tempat tinggal sementara bagi korban bencana disebut....

B. tenda pramuka

E. tenda darurat

4. Perasaan sedih melihat penderitaan orang lain adalah sikap.....

B. mandiri

C. empati

5. Memberi bantuan kepada orang lain tidak mengharap....

A, imbalan

B. uang

C. hadiah

6. Penyebab terjadinya banjir adalah.....

A. membuang sampah di sungai

B. menanam pohon

C. membuang sampah di tempat sampah

- 7. Bencana alam adalah sesuatu peristiwa yang....
 - A. Menyenangkan

B. Menyedihkan

C. Menggembirakan

A. angin puting beliung

Gambar disamping merupakan bencana alam...

B. banjir

c. tanah longsor

- Banjir, tanah longsor, gempa bumi, gunung meletus termasuk....
 - A. bencana alam
- B. peristiwa

C. pengalaman

- 10. Tanah longsor disebabkan oleh...
 - A. membuang sampah sembarangan
 - R. menebang pohon
 - C. membakar sampah

N	Y	v	ĸ.	1	

A. angin	ran yang disebabkan oleh ala	am adalah
12. Pesawat lebihc	laripada sepeda	C. manusia
a. berat		
13. Urutan benda da	b. sama ri berat ke ringan adalah	c. ringan
	i berat ke ringan adalah	
a. tas, pensil, pen	ghapus	
b. kapas, pensil,	buku	

- 14. Berikut ini adalah ungkapan meminta tolong yang baik adalah...
 - a. terimakasih telah menolong

c. papan tulis, jam dinding, buku

- Pak, minta tolong ambilkan payung. Di luar sedang hujan deras
- c. tolong Ben payung itu!
- 15. Berikut ini adalah ungkapan terimakasih yang baik adalah...
 - terimakasih Beni, kamu telah membantuku
 - b. terimakasih!
 - c. kamu sangat baik, telah menolongku.

Isilah titik-titik dibawah ini dengan jawaban yang telah disediakan.

TANAH LONGSOR BUMI GUNUUNG MELETUS ANGIN TOPAN

- 1. Hujan deras yang berlangsung sangat lama dan sungai tidak mampu menampung air sehingga sungai meluap adalah

SOAL POST TEST NAMA KELAS Soal Pilihan Ganda. 1. Desa rani hancur akibat gempa bumi, Saya harusrani agar tidak sedih. Menghibur A. membentak Melatih kesiapan menghadapi bencana disebut..... C. simulasi B. siaga A. empati 3. Tempat tinggal sementara bagi korban bencana disebut.... C. tenda darurat B. tenda pramuka A. hotel 4. Perasaan sedih melihat penderitaan orang lain adalah sikap..... C. empati B. mandiri 5. Memberi bantuan kepada orang lain tidak mengharap... C. hadiah A imbalan B. uang 6. Penyebab terjadinya banjir adalah..... A. membuang sampah di sungai B. menanam pohon C. membuang sampah di tempat sampah 7. Bencana alam adalah sesuatu peristiwa yang.... C. Menggembirakan B. Menyedihkan A. Menyenangkan Gambar disamping merupakan bencana alam... 8. A. angin puting beliung B, banjir k. tanah longsor 9. Banjir, tanah longsor, gempa bumi, gunung meletus termasuk.... A. bencana alam B. peristiwa C. pengalaman 10. Fanah longsor disebabkan oleh...

A. membuang sampah sembarangan

B. menebang pohon C. membakar sampah

•		
	Bagus	
11. Penyebab kebaka	aran yang disebabkan oleh ala	am adalah
A. angin	petir	C. manusia
12. Pesawat lebih	daripada sepeda.	
berat	b. sama	c. ringan
13. Urutan benda dai	ri berat ke ringan adalah	
a. tas, pensil, pen	ghapus	
kapas, pensil,	buku	

- 14. Berikut ini adalah ungkapan meminta tolong yang baik adalah...
 - a, terimakasih telah menolong

c. papan tulis, jam dinding, buku

Pak, minta tolong ambilkan payung. Di luar sedang hujan deras

- c. tolong Ben payung itu!
- 15. Berikut ini adalah ungkapan terimakasih yang baik adalah...
 - terimakasih Beni, kamu telah membantuku
 - b. terimakasih!

c. kamu sangat baik, telah menolongku.

Isilah titik-titik dibawah ini dengan jawaban yang telah disediakan.

GUNYUNG TANAH BANJIR **GEMPA ANGIN** LONGSOR BUMI MELETUS TOPAN

- Tanah yang tidak sanggup menahan terjangan air hujan akibat adanya penggundulan hutan adalah. Tanah yang tidak sanggup menahan terjangan air hujan akibat adanya penggundulan
- Getaran-getaran pada permukaan bumi yang disebabkan oleh kekuatan dari dalam bumi adalah. J. A. P. J. B. M.
- 5. Angin yang sangat kencang dan bergerak memutar adalah 15.

FORM WAWANCARA UNTUK GURU KELAS 1 SDI As-Salam

No	Pertanyaan	Jawaban
1	Ada berapa kelas untuk kelas	Ada 2 kelas, kelas 1a dan kelas 1b.
	1 di SDI As-Salam?	
2	Dalam satu kelas terdapat beberapa siswa dan bagaimana cara mengatasi kemampuan siswa yang berbeda-beda?	Setiap kelas ada 25 siswa. Antara kelas 1a dan 1b jumlahnya sama. Tapi kelas 1a dan 1b rata-rata nilainya sama. Tidak berbeda jauh. Memang dalam satu kelas kemampuan siswa berbeda-beda, ada yang cepet dan ada juga yang lambat menerima pelajaran. Setiap memulai subtema baru selalu saya beri pretes dan posttes untuk mengetahui anak ini sudah menguasai materi apa belum. Jika belum tuntas saya beri latihan lagi sama pembimbingan setelah pulang sekolah untuk siswa yang memang benar-benar lambat. Materi apa yang kurang tuntas saya ajarkan lagi sepulang sekolah. Kalau siswa yang tidak begitu lambat biasanya saya beri latihan saja sudah cukup.
3	Terkait pembelajaran tematik buku apa saja yang sudah digunakan dalam proses pembelajaran?	Buku yang wajib yaitu buku tematik dari pemerintah "buku siswa dan buku guru". Selain itu saya kadang menggunakan buku yang KTSP kalau semisal ada materi yang kurang lengkap pada buku tematik yang sekarang. Biasanya saya ambil materi yang cocok dengan pembelajaran yang akan saya ajarkan. Tapi itu hanya materimateri tertentu saja.
4	Untuk tema "Peristiwa Alam" dan subtema "Bencana Alam" media apa yang telah digunakan untuk proses pembelajaran?	Biasanya pada subtema Bencana Alam saya menggunakan media video dan gambar yang ditampilkan di slide. Anakanak kalau diliatkan video kadang ada yang memperhatikan kadang ada yang malah bermain sendiri. Biasanya 3 menit awal anak memperhatikan, tapi kemudian sudah tidak focus lagi.
5	Peningkatan kemampuan apa sajakah yang dapat meningkat setelah menggunakan media tersebut?	Siswa yang memperhatikan ya dapat bagus nilainya, kalau siswa yang tidak memperhatikan ya sama saja nilainya. Soalnya kelas 1 kalau dipaksa untuk memperhatikan itu tidak bisa, jadi saya biarkan saja. Paling saya tegur biasa gitu.

DOCUMENTATION OF FIELD TRIAL

Appendix XII The Documentation Field Trials



Opened Learning (Class Experiment)



Students do the pretest (Class Experiment)



During make a collage (Class Experiment)



During make a collage (Class Experiment)



During make a collage (Class Experiment)



Product of "Kalender Kolase"



Students work

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