MEDIA DEVELOPMENT OF LEARNING BASED VIDEO SCRIBE ON SOCIAL SCIENCE SUBJECT AT CLASS 8Th OF JUNIOR HIGH SCHOOL WAHID HASYIM MALANG

THESIS

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

JULY, 2018

MEDIA DEVELOPMENT OF LEARNING BASE VIDEO SCRIBE ON SOCIAL SCIENCE SUBJECT AT CLASS 8Th OF JUNIOR HIGH SCHOOL WAHID HASYIM MALANG

THESIS

Presented To Tarbiyah And Teacher Training Faculty 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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APPROVAL SHEET

MEDIA DEVELOPMENT OF LEARNING BASE VIDEO SCRIBE ON SOCIAL SCIENCE SUBJECT AT CLASS 8th JUNIOR HIGH SCHOOL
WAHID HASYIM MALANG

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Price and thanks be to Allah, the presence of God Allah SWT of all *Ni'mat* and *Rahmat* which Him gave to all people in this word. *Sholawat* and greeting that alway i say to our beloved propert Muhammad SAW who has brought us from the darkness to this educational era.

This thesis is dedicated to all my dearest one who always accompany and stay beside me on my struggle to finish this thesis research. To my dearest perrents

Bapak Supar Hidayat and Ibu Umi Khasanah

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MOTTO

قَالَتْ إِنَّ الْمُلُوكَ إِذَا دَخَلُوا قَرْيَةً أَفْسَدُوهَا وَجَعَلُوا أَعِزَّةَ أَهْلِهَا أَذِلَّةً ۖ وَكَذَٰلِكَ يَفْعَلُونَ

She said : " Indeed kings, when they enter a city, they ruin it and render the

honored of its people humbled. And thus do they do".

(QS. An-Naml: Verse 34)

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Malang, 28th May 2018

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PREFACE

Price and thanks be to Allah who has given rahmat and nikmat and also all of His blessing until the outhor can finish this thesis by the tittle "Media Development Of Learning Base Videoscribe On Social Science Subject At Class 8th Of Junior High School Wahid Hasyim Malang".

Sholawat and greeting may always to our anable propert Muhammad SAW who has brought us from the darknes or jahiliyah era to this educational era and may us get the help and syafa'at of our Propert in *Yaumil Akhir* .

The purpos of this thesis is to provide one of requirement to finishing study program of *Sarjana Pendidikan* (S.Pd) of social science department major at Satate Islamic University of Malang. the author believe without any healp from variouse parties this thesis can not be resolved. There for, aouthor will say thanks to:

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The author realizes on this research is still far from perfect word, than the author need the criticism and suggestion to achieve the perfection of this research.

Malang, 28th May, 2018

Author

TRANSLITERATION GUIDELINES OF ARAB LATIN

Transliteration of arab latin in this thesisutilizes in translation guidelines based on the agreement between religion minister education and cultureminister of Indonesi number 158/1987 and number 0543 b/U/1987, those are:

A. Letter

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	Th	و	=	w
خ	=	kh	ظ	=	Dh	ه	=	h
د	=	d	ع	=	'	ي	=	y
ذ	=	dz	غ	=	gh			
ر	=	r	ف	=	F			

B. Long Vokal **C. Diphtong Vocal**

Vocal (a) Length	=	Â	أو	=	aw
Vocal (i) Length	=	Û	أي	=	ay
Vocal (u) Length	=	Û	ُاو	=	û
			إي	=	û

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ABSTRAK

Fakhriyani, Lina. 2018. *Pengembangan Media Pembelajaran Berbasis Video Scribe Pada Mata Pelajaran IPS Kelas 8 SMP Wahid Hasyim Malang.* Skripsi. Program Studi IPS Terpadu. Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alfiana Yuli Efianti, MA

Pada era digital seperti saat ini, proses belajar mengajar syarat dengan penggunaan peralatan alat elektronik bahkan dengan menggunakan akses internet. Dengan menggunakan media pembelajaran ataupun dengan media pendukung proses pembelajaran, guru dapat menyampaikan pembelajaran dengan baik dan jelas sehingga dapat tercapainya tujuan pembelajaran. hasil observasi kelas dan wawancara dengan guru mata pelajaran IPS kelas 8 mengenai media pembelajaran yang dilakukan di SMP Wahid Hasyim Malang, bahwasannya kurangnya ketersediaan media pembelajaran di sekolah padahal fasilitas yang ada sudah mendukung. Pada sekolah tersebut sudah tersedia projektor/ LCD, komputer, dan pengeras suara. Hanya saja media tersebut kurang dimanfaatkan pada proses pembelajaran karena kurangnya media pembelajaran yang mendukung khususnya pada mata pelajaran IPS. Sehingga pembelajaran yang terjadi di dalam kelas masih konvensioanal. Sedangkan karakteristik siswa di kelas 8 tersebut sangat menyukai media yang berbentuk audio visual.

Penelitian ini dilakukan dengan tujuan untuk mengetahui kebutuhan siswa kelas 8 Smp Wahid Hasyim Malang, mengetahui desain media pembelajaran berbasis *video Scribe*, dan untuk mengetahui keefektifan media pembelajaran berbasis video scribe. Penelitian dan Pengembangan ini dilakukan dengan menggunakan jenis penelitian *Research and Development (R&D)* dengan menggunakan metode penelitian *Borg* and *Gall* yang memiliki sepuluh langkah dalam prosedur pengembangannya.

Berdasarkan hasil penelitian, menunjukkan bahwa media pembelajaran yang telah dikembangkan efektif untuk digunakan sebagai media pembelajaran, yakni setelah dilakukannya validasi dan uji coba, diperoleh presentase sebagai berikut: ahli materi (92,5%), ahli desain media pembelajaran (90%), ahli pembelajaran (85%) dan uji coba lapangan (88%). Dan dengan perhitungan uji t untuk mengetahui perbedaan pada kelas kontrol dan kelas eksperimen, dengan tingkat kemaknaan 0,05 diperoleh hasil $t_{hitung} \geq t_{tabel}$ yaitu $|-5,229| \geq 2,039$ artinya H_0 ditolak dan H_1 diterima. Sehingga media pembelajaran berbasis video scribe ini secara signifikan dapat digunakan dalam proses pembelajaran, dapat membantu siswa dalam memahami materi, menarik perhatian siswa serta dapat meningkatkan hasil belajar siswa.

Kata kunci: Pengembangan media, media pembelajaran, *video scribe*

ABSTRACT

Fakhriyani, Lina. 2018. Media Development of Learning Base Video Scribe on Social Science Subject at Class 8th Junior High School Wahid Hasyim Malang. Thesis. Social Science Education Department Major, Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Alfiana Yuli Efianti, MA

In the digital era as today, learning proocess term with the use of electronic aquipment even by use internet access. By using learning media or supporting media on learning process, teacher can deliver the leason in larning process well, so that to achieve the result of learning. The result of classroom observation and interview to the social science teacher subject of 8th grade at junior high school wahid hasyim Malang, that researcher get the information that the learning media in this school ie least whereas the availability of facilities which can support the learning process is already, this school has LCD, computer and also speaker but that facilities less utilized on learning process because of less of supporting learning media in this school esspecialy on social science subject. And the carracteristic of student of 8th grade on that school is to like a video or a visual media.

This learning result was conducted with the aim to know the need asessment of studen at class 8th junior high school Wahid Hasyim Malang, knowing the process of development learning media base video scribe, and to know the effectiveness of learning media base video scribe. This research employed the kind research of research and development (R & D) design, and the research metodh is use of borg & Gall research methode which consist of ten stages of development procedure.

Base on the result of study, it show that the learning media that has been developed is effectively to be use in learning proccess as learning media, after do the validation and field trial, get the presentage data and the following precentage is obtained: Material expert (92,5%), design of learningmedia expert (90%), Learning expert (85%) and the field trial (88%) and to know the effectiveness of learning media base vidio scribe that can see from the calculation of Ttest, that from this calculation can see the difference of experiment clasess and conrol clasess by the significant level of 0,05 obtaine the result that $t_{hitung} \geq t_{tabel}$ that is $|-5,229| \geq 2,039$ its mean H_o rejected and H_1 accepted. So thatthe learning media base video scribe is significanly and can be use in learning process as learning media, can help student in understanding the material, attract students attention and can improve students learning outcomes.

Key word: Development of learning media, learning media, Video scribe

مستخاص

فخرياني، لينا. 2018. تنمية وسائل الدراسية على أساس الفيديو (Scribe) في المادة تعليم العلوم الإجتماعية صف الثامن في المدرسة الثانوية واحد هاشم مالانج. برنامج الدراسة تعليم العلوم الإجتماعية مندمج. شعبة تعليم العلوم الإجتماعية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. مشرفة: الدكتورة ألفيانا يولي آفينتي MA.

في العصر الرقمي كما هو اليوم ، عملية تعلم تعليم المصطلحات باستخدام معدات الأجهزة الإلكترونية حتى باستخدام الوصول إلى الإنترنت . من خلال استخدام وسائل الدراسية أو باستخدام وسائل التي تدعم عملية التعلم ، يمكن للمدرس أن يسلم التعلم بشكل جيد ويوضح لتحقيق أهداف التعلم .نتائج الملاحظة الصفية والمقابلات مع معلمي الصف تعليم العلوم الإجتماعية صف الثامن على وسائل التعلم التي أجريت في المدرسة الثانوية واحد هاشم مالانج، أن نقص وسائل الدراسية في المدارس في حين أن المرافق القائمة تدعم بالفعل .في المدرسة يتوفر بالفعل جهاز عرض / شاشة LCD وجهاز كمبيوتر ومكبرات الصوت .إن مجرد استخدام وسائل الدراسية أقل في عملية التعلم بسبب نقص وسائل الدراسية التي تدعمها ، ولا سيما في مواضيع تعليم العلوم الإجتماعية. حتى أن التعلم الذي يحدث في الصف لا يزال التقليديه. أما خصائص الطلاب في الصف الثامن مغرمون جداً بالوسائط في شكل سمعي بصري.

هذا البحث يهدف لتعرف على احتياجات طلاب الصف الثامن في المدرسة الثانوية واحد هاشم مالانج ، لمعرفة تصميم وسائل الدراسية التعليمية القائمة على الفيديو Scribe ، ومعرفة فعالية الكاتب وسائل الدراسية القائمة على الفيديو .هذا البحث والتطوير يعمل باستخدام نوع

البحث (R & D) *Research and Development* باستخدام طريقة البحث
Borg and *Gall* التي لديها عشر خطوات في إجراءات تطويرها.

على نتائج البحث ، يدل أن الوسائط الدراسية التي تم تطويرها
فعالة لاستخدامها كوسائط دراسية ، يعني بعد يعمل الإصلاح والتجربة ،
تنال النسبة المئوية كما يلي :خبير المواد (٩٢,٥%) ، خبير تصميم وسائط
دراسية (٩٠%)، خبير التعلم (٨٥%)، والتجارب الميدانية (٨٨%). ومع
حساب اختبار t لمعرفة الفرق في فئة التحكم والفئة التجريبية ، مع مستوى
الأهمية ٠,٠٥ تنال نتائج $t_{hitung} \geq t_{tabel}$ هو $\left| -٥,٢٢٩ \right| < ٢,٠٣٩$ يعني
أن H_0 مرفوض وأن H_1 مقبول. لذا ، يمكن استخدام أداة الوسائط
الدراسية المستندة إلى الفيديوScribe في عملية التعلم ، ويمكن أن تساعد
الطلاب في فهم المادة ، وجذب انتباه الطلاب ، ويمكن أن تحسن نتائج تعلم
الطلاب

الكلمات الرئيسية: تنمية وسائل، وسائل الدراسية، الفيديو (Scribe)

CHAPTER I

INTRODUCTION

A. Background

Education is an endless process which effort by anyone, especially as the responsibility of the state. As an effort to improve awareness and knowledge. Education has existed throughout the birth of human civilization because education can be defined as a human effort to fostering his personality in accordance with the values of society and culture. Education is one form of embodiment of society and culture. Therefore, the change or the development of education should occur in line with changes in the culture of life and not burdensome[1]. Changes in the sense of educational improvement at all levels need to be constantly being noticed and carried out in anticipation of future interests.[2] The education function is to prepare students. Preparing here means that the students are essentially not ready, but need to be prepared and are preparing themselves. This refers to the process that takes place before the student is ready to plunge into real life. And in accordance with the development of the era, there are developments in the curriculum that will provide breadth to be creative and achieve educational goals in the learning process.

To achieve the educational objectives in the learning process as described above, school institutions have an important role, by providing

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[1] Soyomuki, Nurani, *Teori-Teori Pendidikan*, Depok:Ar-Ruzz media, 2005, page. 22
[2] Hamalik oemar, *Kurikulum Dan Pembelajaran*, Jakarta: Bumi Aksara, page. 2

more school facilities that are more flexible and support the learning process. In this case, teachers, classrooms, learning tools, books and learning media can stimulate students to be more passionate and easy to understand the subject matter. It is this school institution that is responsible for developing the quality of education but the teacher has the responsibility for the success of teaching and learning process in each class. There are several components that can improve the success of learning: the readiness of teachers and students, the availability of teaching media, curriculum, facilities and processing. These things are learning components that play an important role because the success of teaching and learning process is determined by the factors above.

Some of the components in the above mentioned learning are very important. In the process of learning to teach, to see the limitations of teachers in the delivery of materials can affect students so that students are often difficult to focus and less understood with the material taught by teachers. Actually, it happens because of several factors namely: methods, media and learning atmosphere. Of the three things that will be discussed, one of which is the learning media, which is the learning media is one component that has a great influence on teaching and learning process. Learning media is a complete learning unit that is structured to help the learning process of students to achieve a number of learning objectives. Media is a solution to provide a fun learning for students and can help teachers in delivering materials that will be integrated with the learning methods used by teachers.

Besides that, learning media is an important learning resource for students teaching and learning process, it is because of student interaction with learning media be the real shape of learning activities.[3] Learning condition occurs on student self when they do interact with the media. Therefor, without learning media, studying was difficult to do. Learning media is something to help teacher and student in the learning process, the teacher can explain the material by media and student can get the deep understanding of media also. Then, need the interaction between teacher, student, and media for the success on transferring and absorption the material.

Teacher success in delivering and transferring material depends on teacher smoothness in interacting with students. Unsuccessfully of interaction can result in untransformed the message or the lesson well. Then transferring message and lesson can't be absorbed by student well.[4] Another factor affects, except the interaction between teacher and student is learning media, if the learning process has done by teacher whit the good and interest media definitely the delivering message or material will be absorbed by student well. Informal education learning in the school, today we can find a lot of absorption and concentration level of student in the learning process, which can be seen from the average result of the student who is still apprehensive and also from student activities in class. It is happening because of learning condition are still conventional and haven't touched the student realm dimension, that is about how the true and the real of study. The substantial

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[3] Khanifatul, *Pembelajaran Inovatif*, Jogjakarta: Ar-Ruzz media, 2013, page. 45
[4] Asnawir, Basyirudin Usman. *Media Pembelajaran*. Jakarta:Ciputat Pers 2002. page.1

meaning is the learning happen still conventional. Then, the development of learning media is important in learning and teaching process for increasing the atmosphere of the class to be more fun, excited, and can increase the resulting study of student.

Then, from that explanation, researcher conducted further research on social science subject in 8th grade of Wahid Hasyim Malang, junior high school of Wahid Hasyim is a private junior high school and the located is in Dinoyo, Malang. This educational institution has Islamic characteristic. Which is this institution uphold and apply the Islamic based teaching. Researcher conduct this research and development in this junior high school on social study subject because, as we know that social study consist of several sciences, then need of a good and interest way to delivering the materials. And social study subject to the kind of material is used more word than number it's not like natural sciences which use more number or formula than word or theory, so student can feel bored in this social study if the teacher lesson interacting with the student by interesting interaction in transferring the material, it can make student more bored in teaching and learning process. So not infrequently student slept at class or they busy with another activity without gave their attention to the teacher explanation.

On the other hand, in class 8th of Wahid Hasyim Junior High School when researchers do observations, explained even at the time of teaching and learning, rarely use of learning media. Learning media is only used when there is spare time only and the media is conventional that is shaped like a

summary, its just used because there is material that has not delivered. Then when researchers do observations in the classroom by following the learning process, there are many students looks bored, not excited, even talking to themselves when the teacher gave an explanation of it because the delivery of material by the teacher is still conventional and less interesting student attendance and the lack of teachers volume level in explaining so that not all students and even students who sit in the back not too able to hear the voice of the teacher clearly. So that can be seen students are not too focused when following the learning and as we know also the concentration level of someone is not more than 30 minutes or only 10-15 minutes.

Seeing the problem above, need to solve the problem so that students can learn more passionately and can improve student learning outcomes. So researchers try to provide solutions that is, by developing a video scribe as learning media on social science subject on the theme of population dynamics. This development cannot be separated from the technology, which at the moment is now a lot of emerging applications that can help in the development of media, one of which is by using video scribe application developed by sparkol.

Researchers develop learning media based video scribe for junior high school because of the learning characteristics of junior high school children who are still a transition from children to adolescents. In video scribe presented interesting displays with images and animation but still contains writing about the required materials. From this side the researcher tries to

develop the material through the video that contains the things that contain the educational elements. The purpose of the development of media by using video scribe is that the children or students can be more excited, passionate, and better understand the material being studied. And in the video presented later the students not only watch the video, but will got the learning experience for students.

This is done in order to answer the above learning problems so that the learning given can be more fun and also facilitate the teacher in delivering the material, as well as providing innovation to teachers and students that the video also can have an element of education not only contains songs and the like. And expected with the emergence of new applications, teachers can use the application to develop the media for teachers and student can have experience in the development and use of learning media.

So based on the description above, researcher is interested to conduct research and development of teaching materials by the tittle **Media Development of Learning Base Videoscribe on Social Science Subject at class 8th of Junior High School Wahid Hasyim Malang.** Hopefully, this research and development can be an alternative media for teachers in particular and education in general.

B. Problem Formulation

From the description of the background, the authors can put some formulation of the problem that is:

1. How the need asessment of Media Development of Learning Base Videoscribe on Social Science Subject at class 8th Junior High School Wahid Hasyim Malang?

2. How is the process of Media Development of Learning Base Videoscribe on Social Science Subject at class 8th Junior High School Wahid Hasyim Malang?

3. How the effectivness of Media Development of Learning Base Videoscribe on Social Science Subject at class 8th Junior High School Wahid Hasyim Malang?

C. **Purpose**

1. Knowing the need asessment of Media Development of Learning Base Videoscribe on Social Science Subject at class 8th Junior High School Wahid Hasyim Malang.

2. Knowing the process of Media Development of Learning Base Videoscribe on Social Science Subject at class 8th Junior High School Wahid Hasyim Malang.

3. Knowing the effectivness of learning media base vidio scribe on social science subject at class 8th junior high school of Wahid HasyimMalang.

D. **Research Benefits**

In this research the researcher hopes that this research can give contribution in developing teaching and learning activities, such as:

1. Theoretical benefits

In general for the development of social science and specifically to provide reference or examples of practical steps in product development in the form of learning media for further researchers.

2. Practical benefits

a. For islamic state uviversity of Maulana Malik Ibrahim Malang

Making the results of this research as a medium for collecting data in an effective, efficient and fun of learning activity.

b. For institutions (schools)

Contribute to developing effective, efficient and enjoyable media for students. and can be used as a tool for teachers in implementing social studies in particular and can help students in adding insight so that it can be applied in everyday life. Institutions can also use the media in the long run and can add to the available learning media in schools.

c. For researchers and teachers

As a means of developing skills in devoting inovation in the development of learning media in the future.

E. Development Assumptions

The assumption underlying the development of learning media base video scribe this is with the learning media developed and with the guidance

of teachers, then the students will be more controllable when the teaching and learning process take place.

F. Scope of Research

The scope, as well as the object of research, are students of class 8th junior high school of Wahid Hasyim Malang which is in control and experiment class. This developed product to improve student learning outcomes in teaching and learning process. In writing of this research so that researcher can be directed the researcher gives a limit to the problems to be assessed by the researcher, namely the development of learning media based Video Scribe in class 8th junior high school of Wahid Hasyim Malang. Given the limitations to the writers on developing a product, the scope of development is limited to:

1. This learning media just for social science subject

2. Products developed only on the theme of "*Kedatangan bangsa-bangsa barat ke Indonesia*" in social science subject for 8th grade of junior high school.

3. This learning media used by teacher to transfer the lesson to students and to increas students understanding on material "*kedatangan bangsa barat ke Indonesia*"

4. Product development is intended for the writer to know the feasibility of the resulting product so as to improve student learning outcomes.

5. Implementation of product which includes pre test and post test process to know the difference between students using and without the

video scribe as learning media and to know the effectivness of the product.

G. Product Specifications

The product developed in the form of video scribe which contains social science material theme 4 on sub theme of "*Kedatangan Bangsa Barat ke Indonesia*". The video scribe learning media will be designed to be as attractive as possible by an

1. The product developed in the form of audio visual media, containing the subject matter of social science and related to KI and KD for junior high school, accompanied by interesting colors, pictures and illustrations relating to the material by language that is easily to understand by students of junior high school and that the language which students usually find in their environment and the material on this media appear with short writings that are clearly understood.

2. Learning media base Video scribe, the pictures which presented on the media are taken from the browser titled freepik and edited with corel draw. So that, the presented of image can be more interesting and the audio will use sound to explains the material that is with the sound of the author and added by music background. Product will uploaded on youtube and student or viewer can access by scaning the barcode which is in the instruction papper.

H. Originality of the Research

As a proof of the originality of this study, the researcher conducted a study on several previous studies related to the development of learning media

base video scribe with the aim to see the similarities, differences in previous research studies to avoid repetition.

First, the thesis was written by Ilham Musyadat " *Pengembangan Media Pembelajaran Berbasis Vidio Scribe Untuk Meningkatkan Hasil Belajar Pada Mata Pelajaran Sosiologi Kelas X MAN Bangil* ". Based on the results of this study, it can be concluded that the use of media-based video scribe which is applied in MAN Bangil feasible to use.

Second, a thesis was written by Tri Cipto Unggul Wardoyo by the tittle " *Pengembangan Media Pembelajaran Berbasis Video Animasi Pada Mata Pelajaran Mekanika Teknik di SMKN 1 Purworejo* ". Based on the results of this study, it can be concluded that the use of video-based media can improve students learning spirit and student learning outcomes because students are not bored with the monotonous of the lessons.

Third, a thesis was written by Ika Novia Listiani *" Pengembangan Media Pembelajaran Video Berbasis Sparkol Video Scribe Pada Materi Pokok Archaebacteria Dan Eubacteria Untuk SMA kelas X "*. The conclusion in this research, that the use of media of scribe video on the material can improve student learning result and can increase student understanding.

Fourth, the thesis was written by Dyah Ayu Wulandari " *Pengembangan Media Pembelajaran Menggunakan Sparkol Videoscribe Dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran IPA Materi Cahaya Kelas VIII di SMP Negri Kerjo tahun 2015/2016* ". The conclusion in

this study, that the use of this videos as learning media is worthy in the learning process and the increased interest in student learning.

Fifth, the essay was written by Erlia Dwi Pratiwi " *Pengembangan Media Pembelajaran Fisika Berbasis Videosribe Pokok Bahasan Kinematika Gerak Di Perguruan Tinggi* ". The conclusion of this study, this video media is very feasible to use which is the number of positive comments from the lecturers who occupy the course.

Table 1. 1 Originality Of The Research

No	Tittle	Similarity	Difference	Originality of the research
1	*Pengembangan Media Pembelajaran Berbasis Vidio Scribe Untuk Meningkatkan Hasil Belajar Pada Mata Pelajaran Sosiologi Kelas X MAN Bangil*	Developed video scribe learning media	This research develop video scribe learning media foccus on senior high school	Learning media base video scribe which consist of explanation has a purpose to increase student result
2	*Pengembangan Media Pembelajaran Berbasis Video Animasi Pada Mata Pelajaran Mekanika Teknik di SMKN 1 Purworejo*	Develop video as learning media	The research is for mecanical enginering subject on SMK	Learning media base video interactive animation consist of explanation, animation which has corelation whith material.
3	*Pengembangan Media Pembelajaran Video Berbasis Sparkol Video Scribe Pada Materi Pokok Archaebacteria Dan Eubacteria Untuk SMA kelas X*	Develop video scribe learning media	Foccuse of the research is on biological subject the material is about Archaebacteria and Eubacteriaon senior high school	Learning media interactive base video scribe consist of explanation, picture, and ilustration

| 4 | *Pengembangan Media Pembelajaran Menggunakan Sparkol Videoscribe Dalam Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran IPA Materi Cahaya Kelas VIII di SMP Negri Kerjo tahun 2015/2016* | Develop video scribe learning media | Develop learning media on nature sciece subject | Learning media interactive base video scribe consist of explanation, picture, and ilustration to increase student interest in learning process |
| 5 | *Pengembangan Media Pembelajaran Fisika Berbasis Videosribe Pokok Bahasan Kinematika Gerak Di Perguruan Tinggi* | Develop video scribe learning media | This research setting and subject is in the college students. | Learning media interactive base video scribe consist of explanation, picture, ilustration and formulas |

From that the past researchs, the researchs are for nature science subject and for senior high school class, althought there is some research for social science but that for senior high school, then the researcher try to combine to the develop video scribe learning media for junior high school on social science subject.

I. Operational Definition

In order to derive an understanding of some of the terms contained in this development title, it is necessary to define the terms as follows:

1. Development

   It is the process, the way, the act of developing and translating the specification into a particular being. By developing teaching

materials which already exist become more effective and interesting teaching materials.[5]

2. Learning media

Learning media is a tool that inform or delivers teaching messages, so it can stimulate the mind, feelings and willingness of students in order to encourage the learning process of students.[6] And as supporting of learning process so that student can get the effectifness and efisien of material.

3. Video scribe

Video scribe Is a software that can be used to create animated designs with a very easy white background. This software was developed in 2012 by Sparkol (one of the companies in English). And once released and published, until now, this software already has many users.[7]

4. Social science

Social science subject is a learning program that aims to help and train students to be able to have the ability to recognize and analyze a problem from the various comprehensive point of view.[8]

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[5] KBBI

[6] azhar Arsyad, *Media pengajaran* ,1997, Jakarta: PT Raja Grafindo, page. 55

[7] Ilham musaddad. *Pengembangan media berbasis video animasi mata pelajaran sosiologi kelas X*. Thesis : program sarjana uin malang 2015. page:10

[8] Dadang Supardan*, Pembelajaran Ilmu Pengetahuan Sosial Perspektif filosofi dan kurikulum*, 2015, Bandung : Bumi Aksara, page.25

J. Systematic Discussion

The writing system in this research will be arranged in 5th chapters, chapter I to chapter V. Among them are as follows:

Chapter I   : That is the introduction, which contains the background of the author choosing the title of the development learning media base on video scribe. The problems that as background of the development of this research then formulated so that the research focus will not be widened. With the formulation of the problem, then researchers can set goals in the development of this research. Then explained about the assumptions development, scope of research, product specifications, originality of research, operational definitions, to the systematic discussion to determine the direction of research this development.

Chapter II   : The literature review, which contains theories about development, learning media, video scribe, and Integrated of social studies. In this chapter also described the framework to explain the flow of thinking used by researchers with a brief that can describe the initial process to the end of the study.

Chapter III   : The research method, which explains the type of research, development model, development procedure, product test in the form of explanation of design, test subject, data type, data

collection instrument, technical analysis, after the trial of the product is a procedure of research.

Chapter IV : The development result chapter, which explain the result of development learning media in accordance with Borg & Gall development stages procedure. There are nine point which explained in this chapter accordance with Borg & Gall development method.

Chapter V : The closing chapter, explain about the weakness and strengthness of learning media, analysis of the development result and associated with the theories on 2nd chapter and in this chapter also contain about the suggestion

CHAPTER II

LITERATURE REVIEW

A. **Development of learning media**

1. **Development of learning media**

    The development of instructional media is an effort to arrange learning media program which is focused on media planning. Media that will be developed or used to teach in advance should be planned in accordance with the needs of students and tailored to the characteristics of social science materials themselves.

2. **Understanding Media**

    The media itself is derived from the Latin and is the plural of the word medium which is literally meaning is middle, intermediate, or introduction. While in Arabic, means intermediary, send messages from the sender to the recipient of the message. Meanwhile, according to the term media, there is everything that can be used to channel the message from the sender to the recipient so that it can stimulate the thoughts, feelings, attention and interests of students in such a way that the occurrence of a good learning process.[9]

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[9] Ahmad rohani, *Media Intruksional Edukatif*, Jakarta: rineka cipta, 1997. Page. 27

Media is a stimulant tool used by teachers to stimulate students thoughts, feelings, attention and learning progress so as to encourage learning process in their learners.

3. **Understanding of learning media**

As exposure above, it can be seen that the understanding of the media is everything that is used to transfering the message from the sender (teacher) to the recipient (student). While learning can be interpreted as a communication process between teachers, students and teaching materials. So that the learning media can be interpreted as a tool that serves to convey the message learning.

In more intact learning media can be defined as auxilary tool in the form of physical and non-physical are deliberately used as an intermediary between teachers and students in understanding learning materials to be more effective and efficient. So that, learning materials more fast obtained by students intact as well as attract students to learn more. In short, the media is a tool used by teachers with designs that are adapted to improve the quality of learning.[10]

Generally, learning media is a tools to stimulate the senses of student from many ways or process, as the statement of Y. Miarso that he said, learning media is everything that can be use to stimulate mind of student, feeling, attention and learning progress on the learner.[11]

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[10] Ibid, page: 28

[11] Hujair AH,sanaky, *Media Pembelajaran*, Jogjakarta : safirial insani press, 2009, page: 3

From that several meaning of learning media can take conclution, that learning media is a tool used as intermediaries in learning process to increas the efectiveness and eficient to achieve learning purpose andto improve motivation and spirit of learning students in learning process.[12]

Some expert and institution declare their limitation about media, that are as follows:

a. According to AECT (Assosiation of Education and Comunication Technology) give the limitation that is media as a shape and channel used by people to transfer the message.

b. According to NEA (National Education Assosiation) declare that media is a shape of comunication both of printed or audio visual. Should be manipulated, seen, listen, and be read.

c. Heinick dkk reveals that media as intermediary which sending the information between source and receiver.

d. Gagne & Bringg said that learning media includes tools, which are physically used to convey the subject matter which consist of textbooks, tape recorder, videos, camera, films, pictures, photo, television and computers.[13]

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[12] Ibid
[13] Azhar arsyad, *Media Pembelajaran*, Jakarta: PT. Raja Grafindo Prasada, 2002, page. 3-4

From the description of the definition of media above, it can be expressed the general caracteristics which contained on the that limitation are:

a. Learning media has a physical meaning, known as hardwear, which is something that can be seen, heard, or touch with the five sense.

b. learning media has non physically definition, known as software, wich conten of message contained in the hardware to transfered to the students.

c. Learning media can be used in the comunication and interaction between teacher and students in the learning teaching and process.

d. Attitude, actions, and strategies related to a science.

So, from that the limits and caracteristic, develompent of learning media base on hardware or software it can help teacher to facilitate the teaching and learning process to transfering the messages and information so that can happen the educational comunication and interaction.

Sudjana and rivai suggest the banefits of learning media in the students learning process, that are:

a. Teaching will atract more of student attention so that, it can build learning motivation.

b. Teaching material will be more clear of the meaning so its is easier to understand by students and enable students to master the aim of learning well.

c. Teaching methods will be more varied so that students are not bored.

d. Students will learn more, because not only listen to the description but also can perform other activities such as observing, performing, and demonstrating.[14]

From the above opinion, it can be concluded that the learning media will bring a positive impact in the learning process in class. With the development of learning media many benefits are obtained that is:

a) Learning media can clarify the presentation of messages and information so as to facilitate and improve student learning outcomes.

b) Learning media can improve and develop students attention so as to enable students to learn independently.

c) Learning media can overcome the limitations of space, time and senses, from an objects that are too large or too small that can not be displayed in the classroom can be replaced with images, photos, videos, movies verbally. As well as harmful events or experiments can be illustrated with movies or videos.

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[14] Azhar arsyad, *Media Pembelajaran*, Jakarta: PT. Raja grafindo prasada, 2002, hlm. 25

4. Kinds of learning media

Several kinds of learning media that can use by teacher in learning process:

a. Audio media

Audio media are all forms of media related to the sense of hearing. Audio media is a media to deliver messages from the sender to the recipient through the sense of hearing. In order for the message to be easily received by the listener, the media must actually be able to carry the message properly so that the audio language should be used. There are several media that can be grouped in audio media, there are: radio, tape recorder, language laboratories etc. This audio media train students to listen and speak

b. Visual media

Visual media is also called view media or media that can be seen through the sense of sight, so that all media that can be seen called visual media. Someone who uses this media can appreciate the media through vision, the part includes sketches, pictures, photos and so forth.

c. Audio visual media

Audio-visual media is a set of tools that can collaborate on moving and voicing images. The mix between image and sound can increase interest in this media. The tools included in this category of media are sound, slide, movie, and video.

5. **The banefits of learning media**

      Generally, the banefits of learning media are:

a. Clarify messages and information.

b. Overcoming the limitations of energy, space, time and sense power.

c. Cause the spirit of learning and direct interaction between students with learning resources.

d. Allow children to learn independently.

e. Provide the same stimulus, and generate the same experience and perception.

6. **Learning media criteria**

      Some of the criteria that should be considered in choosing learning media are as follows:

a. In accordance with the goals to be achieved.

b. Exactly to support the content of lessons that are facts, concepts, prisnsip and generalizations.

c. Practical, flexible and enduring.

d. Skilled teachers use it.

e. Target grouping.

f. Technical quality.[15]

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[15] Cecep kustandi, bambang sujipto, *Media Pembelajaran Manual Dan Digital*, Bogor: Ghalia Indonesia, 2011, page.71-74

Based on the above criteria, teachers can choose and determine the learning used in conducting teaching and learning activities. because without learning media teachers can have difficulty in improving the effectiveness and efficiency of learning.

The media can be either written or unwritten material, to obtain a ssuai media, necessary analysis of KI-KD, analysis of learning resources, determining the type and title of the media. Here is a drawing flow analysis of the compilation of teaching materials selected.

Figure 2. 1 Flow preparation of learning media [16]

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[16] Sitoresmi atika pratiwi, *Pengembangan Bahan Ajar* (http://jurnal.citralekha.com/wp-content/uploads/2015/05/VINI-2-Sitoresmi.pdf , accesed on april 15 2018 time: 15.00)

Teaching media is prepared with the objectives of: 1) providing teaching materials in accordance with the curriculum by considering the needs of learners, namely media teaching in accordance with the characteristics and social environment of learners. 2) assist students in obtaining supporting media in addition to the media that sometimes difficult to obtain. 3) facilitate teachers in implementing learning. media teaching is an important thing in learning, through teaching media teachers will be easier in implementing learning and learners will be more helpful in the learning process. Teaching media can be developed by the teachers themselves, because teachers are more aware of the needs and characteristics of teaching materials delivered and in accordance with the characteristics of students.

There are a number of benefits gained when teachers develop their own media: [17]

1. Obtain instructional media appropriate to students.

2. No more dependence on the media that sometimes difficult to obtain.

3. learning media is richer in material because it is developed with various references.

4. Increase teachers experience in developing learning media.

5. Learning media is able to build communication between teachers and students.

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[17] Abdul aziz tata pangarsa, pengembangan bahan ajar (http:/blog.uin malang.ac.id/aziztatapangarsa/2011/06/05pengembangan-bahan-ajar/ diakses 23 april 2018jam 10.51 WIB

So with the availability of various learning media, students will get the benefits of learning activities will be more interesting and students will get the opportunity to learn more independently.

B. Understanding video scribe

Video is one of the audio visual media used as a communication medium and to explain or reconcile the message and used as entertainment. Video file format is mpeg, mp3, jpeg and so forth. Azhar arsyad states that the video is a frame by frame images projected through the lens of the projector mechanically so that on the screen can be seen live images. From this understanding, it can be concluded that video is one type of audio visual media that can describe objects that move together with a natural sound that can provide attraction for students in particular.

Video scribe Is a software that can be used to make an animated design with a white background very easily. This software was developed in 2012 by sparkol (one of the companies in English). And once released and published, until now, this software already has many users. According to joyce and B. White "*sparkol video scribe is a great for creating short white board style animation to explain certain concept, either by ,instructor or student*".[18]

Whiteboard animation is a communication medium created through animated symbols in the whiteboard animation. With the symbols equipped with words, sentences, accompanied by pictures and audiovisuals

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[18] Dellyardiyanzah, *Penggunaan media pembelajaran berbasis video scribe untuk meningkatkan hasil belajar siswa pada mata pelajaran ekonomi*. (Journal FKIP UNTAN, Pontianak, Page. 2 acessed on 10th january 2018.

will help the recipient with ease. To see the example of whiteboard animation is not so difficult because the video scribe/whiteboard animation is widely used everywhere. With the video scribe, we can present something long to be short.The advantages of video scribe are:

1. Can shorten long material.

2. Can be filled with pictures or graphs and so on.

3. Can be combined or incorporated audio so it does not make bored the learning process.

C. Social Science

1. Understanding of social science

Social studies is a learning program that the aim is to help and train students to be able to have the ability to recognize and analyze a problem from the various comprehensive point of view.[19]

In Indonesia, social science subject are adjusted to the various social perspectives that develop in society. Community studies in social studies can be conducted in a limited environment, the environment around the school or students and students or in a broad environment, namely the environment of other countries, both in the present and in the past. Thus students and students who study social science can live the present with the knowledge of the human race. To better understand the notion of social sciences, let us consider the understanding of some experts:

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[19] Dadang Supardan, *Pembelajaran Ilmu Pengetahuan Sosial Perspektif filosofi dan kurikulum*, 2015, Bandung : Bumi Aksara, page. 26

a. Somantri

States that social science is the simplification or discipline of humanities social sciences and basic human activities are organized and presented scientifically and pedagogical/ psychological for educational purposes.

b. Mulyono Tj

Argues that social science is an interdisciplinary approach of the social science, such as sociology of cultural anthropology, social psychology, history, geography, economics, politics, and so on.

c. Saidiharjo

States that social science is a combination of several subjects such as geography, economics, history, sociology, and politics.

A teacher in social science teaching or social studies is required to prepare the preparation of teaching, implementing, evaluating, and taking follow up of the results of the activity. Planning is done when teachers want to teach so that teachers need to prepare many things including learning media.

Social science eeducation in school is expected to be a forum for students to study the social life of the surrounding environment and the community. Social science education

emphasizes the experience of students directly in social and in social science student knowing about the history of Indonesia.

2. Social science material

Material that researcher chose and will develop on social subject is about "*Kedatangan bangsa-bangsa barat ke Indonesia*" this materi is on 4rd chapter sub 1. For being eassy to understand, the maind mapping of this material is:

Maind mapping
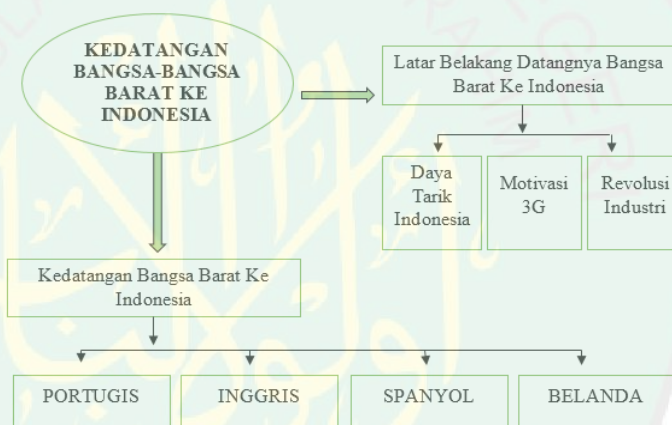
Picture 2. 2 Mind Mapping Of Social Science Materi Class 8th Chapter IV

D. Framefork thingking

learning media is still rarely used because less of media on that school	types of learning media: audio media, visual media, audio visual media	**audio visual media is a media that** helps teachers in the implementation of learning such as media video scribe which is audio visual media systematically this media arranged to help teachers in the delivery of materials.	the use of control and experiment class to try the effectiveness of learning media based video scribe, in order to know the effectiveness of the media

Figure 2. 3 Frame work thinking of this research and development

CHAPTER III

RESEARCH METHODS

A. Type of Research

This research uses research and development (R & D) of research type. This type of research and development is the type of research used to produce a particular product and test the effectiveness of the product.[20] Researchers use the method of research and development because according to the type of research undertaken, namely developing a product of learning media that the purpose is to improve student learning outcomes and so students can be more enthusiastic in teaching and learning activities.

Research development of learning media video scribe which contains a conceptual understanding of illustrated with words and sentences, which is done in order to help improve the learning outcomes of students in learning activities. Thus development research is one form of research related to improving the quality of education, both in terms of process and educational outcomes. This product is expected to be a bridge that can overcome the information gap between the fulfillment and the provision of materials and learning media is interesting and in accordance with the needs of students in social studies. Therefore, one of the ways pursued by researchers

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[20] Sugiyono, *Metode Penelitian Kuanitatif, kualitatif, dan R&D*. Bandung: Alfabeta, 2008. page. 297

through "product oriented development" in the form of learning media for class 8th junior high school of Wahid Hasyim Malang.

B. Development Model

The development model used in the development of this research is the method of procedural development, introduced by Borg & gall. According to borg & gall educational products produced through research and development is not limited only to textbooks and educational films. This model outlines the general steps that must be followed to produce a consistent cyclical product to produce a product according to need, through initial product design steps, initial product trials to find weaknesses, improve weaknesses, be retested, repaired until finally found products that are considered ideal.[21] This research and development use descriptive research model with general steps that must be followed to produce the product, as the research and development cycle as follows:

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[21] Wina Sanjaya, *penelitian pendidikan*, Jakarta: fajar interpratama mandiri, 2013, page. 129
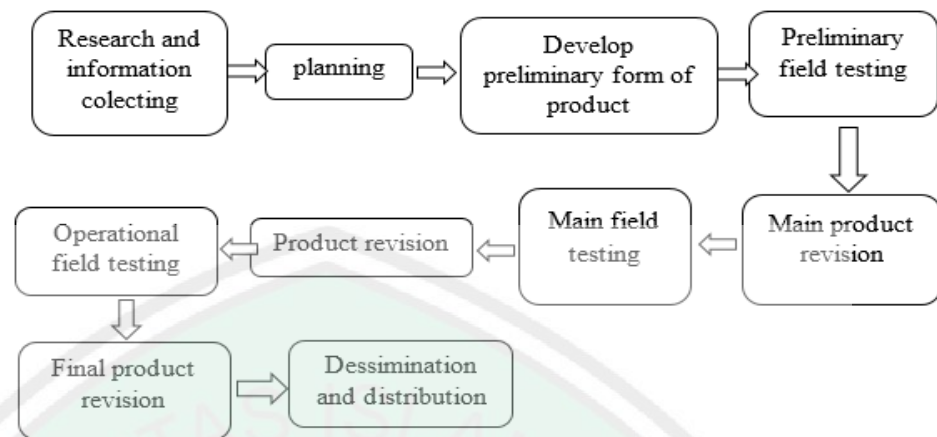
Picture 3. 1 Flowcard about the development model of Borg & Gall

1. Research and information collecting

   In the first stage, the researcher conducted initial interviews with the teacher of class 8th to analyze the needs. This interview is addressed to the teacher (Mrs. Vivi) of class 8th. Furthermore, observations are made on the learning process to obtain real data. After obtaining the data then analyze it and determine the solution to based on the needs of the field.

   From the observation and interview that the researcher did to the class teacher (Mrs. Vivi), it was found that in the learning process as the teacher said there is a problem, the teacher rarely use the media or the strategies when the learning process and time factor becomes the main factor. And from the interview, the

teacher said that the characteristics of the students in the 8a and 8b classes prefer media in the form of visual and audio visual media.

2. Planning

Based on preliminary information, obtained from the initial data collection stage, the researcher wanted to develop an interactive learning media based on video scribe on 4rd theme and sub 1 "*Kedatangan Bangsa-bangsa Barat ke Indonesia*". Then the researcher formulates the objectives of the study and sets out to use media teaching video scribe.

3. Develop preliminary form of Product

After formulating the planning, researchers began to make learning media products using video scribe applications that have been installed on the computer without using an internet connection. The end of making this learning media is to publish the video that has been made to be tested try. In planning the development format refers to the competency standard of social science learning graduate, so the content of this learning media adopt the material according to social science learning of graduation standard (SKL), so that the learning plan will be conceptualized well and systematically.

4. Preliminary field Testing

Preliminary testing were conducted by 3 experts, that are about the effectiveness of the learning media, to media design development experts, materials experts and classroom teachers to obtain the validity of a product. Initial trials are conducted to determine if they are suitable for specific purposes. The results of this initial test analysis are as input for the revision of the initial product.

5. Product Revision

Based on the results of initial testing the researcher conducted product improvement from the input of the three experts. That is about the effectiveness of the learning media, to media design development experts, expert materials experts and classroom teachers to obtain the validity of a product. Product revisions are made based on the results of these initial trials conducted to obtain information and input to make improvements in accordance with the input obtained during the trial. After the repair then the product is tested again.

6. Main field testing

After the priliminary revision, product development needs to be revised in the field for the product to be on target. This product is tested to students. Initial tests were conducted for 6

students. Then prepare a questionnaire to measure the extent to the effectiveness of learning media. Then the data obtained in the form of quantitative data that will be analyzed whether it is appropriate or not, so obtained data to make further product revisions.

7. Product Revision

This revision is based on a field trial, with testing on more subjects intended to determine the success of the product in achieving its objectives and to obtain information that can improve the quality of the product for the purposes of improvement at a later stage.

8. Operational Field Testing

After the product is revised, if the researcher wants the product development more feasible and qualified, it is necessary to do a field test. Field tests were conducted on all subject, addressed to class 8th junior high school students of Wahid Hasyim, Malang.

9. Final Product Revision

After tested for 3 times, then researchers still need to make revisions to the results of field trials to obtain maximum results. The final product revision is a revision done in a wider field testing. From the field test with this overall scale, we will obtain valuable data for product revision. This final revision becomes a

benchmark that the product is completely valid because it has passed a number of trials in stages.

10. Dissemination and Implementation

In the final stages of research and development, this is dissimilation and implementation. So at this stage, the researchers write the research report based on the previous procedure.

Based on the limitations of existing problems, this study was conducted at the stage of development of learning media to collect data on existing conditions and limited trials to determine the feasibility of product design used as a learning media to improve student learning outcomes.

C. Development Procedures

Based on the borg & gall research model, the procedure or steps undertaken by the researcher through four stages, 1. Pre-product development stage, 2. Product development stage, 3. Product trial stage, 4.Post-development stage. The four stages are described below:

1. Pre product development stage

This stage learns and imitates the material characteristics in the planned teaching media and researcher do the observasion to the school and materials. To collect materials, the things that need to be done at this stage are:

a. Review the curriculum

The curriculum analysis undertaken is to determine core competencies and basic competencies. At this stage determined the number of KI and KD to be developed into the teaching medium.

b. Conduct field study

Field studies conducted to determine the behavior and characteristics of students of class 8th junior high school of Wahid Hasyim and analyze students learning difficulties and know the needs of teaching media. From the results of observations and interviews, obtained information that there is still no media learning, especially on the theme of population dynamics. In this material the teacher assigned the students to read the material on the available book, so the way students learn does not increase.

c. Collection and selection of materials

At this stage, the collection and selection of materials used in the development of instructional media. The selected materials are tailored to the students ability at the junior high school level. The result of the process, in the form of material pertaining to the dynamics of the population.

d. Prepare the teaching media framework

Preparation of teaching media framework to group indicators, materials, evaluation, learning steps of competence on population dynamics.

2. Product development stage

   At this stage, the development of media based video scribe. In the development of this material, researchers conducted consultations with teachers in the field of study and some competent parties in the field of social studies. Therefore, in the development phase of this teaching media, through several processes, are:

   a. Prepare material regarding the material "The caming of the western nations"
   b. Perform the arrangement of content and structure of the contents of teaching materials that have been prepared,
   c. Create media preparation steps in accordance with the material,
   d. Make evaluation.

3. Validation stage

   This activity is to know the level of product feasibility resulting from the development stage so that it can be improved to improve the product in the form of teaching media. At this stage involving experts, teachers and students. The first product validation is done by the experts, to material experts, media experts and practitioners or teachers of the subject. From the results of this expert

and practitioner, then the product is revised. Then tested the product to field or students so it can be known the feasibility of this video-based media scribe.

4. Revision stage

At this stage, researchers revise or refine the initial draft based on data analysis or information obtained from the experts. And if the product that has been developed is valid then the researcher did not revise again and the product is ready to be tested, if still not valid, then researcher does re-research.

D. Trial

1. Design of Trial

The product trial is performed after the product design is completed. Product testing purpose is to determine whether the product is eligible to use or not and the extent to which the product is made to achieve the goal. Good products at least meet the two criteria of learning and appearance. There are two ways of trial:

a. Small group trial

this limited trial is for small group as the user of the product. That experiment is to the student by small scale.

b. Field trial

This experiment is for knowing the effectiveness of the
class that use the media and class that not use the media
based video scribe.

This research and development, using experimental
methods to test the effectiveness of the resulting product.
Comparison of experimental results in the experimental and control
groups can show the effectiveness of the resulting product.[22] The
experimental model used by the researcher is as the table below:

Table 3. 1 Design Of The Trial Product[23]

Group	Tes before treatment	Treatment	Tes after treatment
Experiment	O_1	X_1	O_2
Control	O_3	X_2	O_4

Definition:

X_1 = used learning media product on learning process.

X_2 = didn't use learning media product on learning process.

O_1 = Test before trearment or a test for student before used learning

media.

[22] Punaji setyosari, *Metode Penelitian Pendidikan Dan Pengembangan,* Jakarta: Kencana 2010. page. 194

[23] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, R N D,* Bandung CV. Alfabeta, 2008, page.416

O_2 = test after treatment or test for student after use learning media.

O_3 = test before treatment or a test for students before treatment without learning media.

O_4 = test after treatment or test for student after treatment without learning media.

2. **Experiment Subject**

   The subject of product trial in this research is all students of class 8th A and 8th B in junior high school of Wahid Hasyim Malang as experiment class and control class with the amount of student counted 32 people of each class. The thing that researchers need to be careful is the comparison between students analysis skills before using the product after using the product used.

   The validation subject consists of 3 people, 1 as a material or content experts and 1 as a media design experts and 1 teacher as a teacher of the subject. Validator criteria are as follows:

   a. Lecturer of material validation / learning media content experts

      1) A competent as the lecturer of social science education in junior high school education.

      2) Magister (S2) as minimal background.

      3) Knowing the curriculum of social science in junior high school.

   b. Lecturer design validation/ desain validation experts

1) Magister (S2) as minimal background .

2) Have the ability in the field of media development.

c. Teacher

a) Minimal background S1.

b) Understanding junior high school curriculum.

c) Minimum 3 years of teaching experience.

3. Data Type

Data is defined as a description or a real material that can be used as the basis of the study. The type of data is collected in accordance with the required information about the developed product and the learning objectives to be achieved. Data used as a basis for determining the feasibility of effectiveness and appeal of the resulting product. The type of data collected is divided into two, namely:

a) Quantitative data, collected through expert research sheets, teacher appraisal questionnaires, and pre-test and post-test students.

b) Qualitative data, in the form of information obtained through teacher interviews, students, inputs and responses of the validator and documents teacher learning tools.

4. Data collection instrument

Instrument of data collection in this research is researcher use instrument of data collecting, among questionnaire, test and interview. And the aims of that data collecting are:

a. Questionnaire

This questionnaire tested for content validator, design validator, the teacher of the subject, and the exsperiment to know the response of the learning media quality as the supporting media in learning process.

b. Test

There are two kinds of test, post test and pre test. Pre test used to know the ability of student on experiment and control class. While post test have two function are: to know the increasing of student result in experiment class and control class, and to know the efficiency and the defferent of the student result between class that used the learning media and class that withaout learning media.

c. Interview

Interview as guide when the researcher do the interview to the teacher. The aim is to know direcly about the classes condition among experiment class or control class. And to know, are that experiment and control class homogent. The

interview contain is about the prublem which has relation

with the research.

E. Analytical Technique

Data analysis techniques used to analyze the quantitative data validation results, namely the technique of calculating the average value. The calculation function to know the rank of the corresponding item values. The average calculation formula is as follows[24]:

$$p = \frac{\sum x}{\sum xi} \text{x} 100 \%$$

Information:

P = expediency

$\sum x$ = ammount of asissment answers

$\sum xi$ = ammount of the highest answer

The percentage results are then interpreted on the following scale of effectiveness or eligibility categories:

Table 3. 2 Qualification Level of Effectiveness and Attraction Based on Percentage

Presentase (%)	The level of validity
80-100 %	Very Valid/ not revised
60-79 %	Valid/ not revised

[24] Sugiyono, 2008. *MetodePenelitianKuantitatif, Kualitatif, dan R&D*. Bandung :CV. Alfabeta, page. 94

40-59 %	Less valid/ partial revision
0-39 %	Not valid/ revision

If the validation score is obtained at least 60, then the developed learning media can be used as a medium of learning in school activities.

a. Descriptive analysis

Instrument used in the form of test that is pre-test and post-test. The test is used to collect data about the results that show changes in understanding by using interactive media and without teaching media.

b. T-test analysis

To answer the second problem formulation, the researcher uses T-test analysis. T-test analysis is used to measure the comparative level of student learning outcomes, in field trials testing the data using the results of pre-test and post test students in the control class and experimental class. So that with the pre-test and post test the students can know the difference of the students learning outcomes before and after between the control classes with the experimental class in the use of video scribe learning media on learning social studies class 8th junior high school.

This is done to determine the difference between pre-test and post test results. The T-test formula with a significance rate of 0.05. The formula used with a significance level of 0.05 is[25]:

$$t = \frac{\overline{x1} - \overline{x2}}{\sqrt{\frac{S1^2}{n_1} + \frac{S2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Information:

t = T-test

$\overline{x_1}$ = Average of sample 1

$\overline{x_2}$ = Average sample 2

s_1 = Standard deviance of sample 1

s_2 = Standard deviance of sample 2

s_1^2 = Variance of sample 1

s_2^2 = Variance of sample 2

r = Korelation between 2 sample

To determine whether there is a difference between before and after using learning media product, then the result of the trial compared t_{tabel} with the level of 0.050 or 5% is as follows:

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[25] Sugiyono, *Statistik untuk penelitian*, Bandung:Alfabeta, 2014, Page: 121-122

H0: there is no significant difference between before and after using instructional media.

H1: there is a significant difference between before and after using instructional media.

Decision-making:

If $t_{hitung} > t_{tabel}$, then the result is significant meaning H1 is accepted.

If $t_{hitung} < t_{tabel}$, then the result is nonsignificant, meaning H1 is rejected.

CHAPTER IV

DEVELOPMENT RESULT

This chapter will explain about the result of develompent learning media, presented according to Borg & Gall development stages which on several stages, there are: 1) Research and information collecting 2) planning, 3) Design of learning media 4) preliminary field testing, 5) product revision, 6) main field testing, 7) product revision 8) field testing 9) final product revision. Explanation about that stages is as follow:

A. Research and Information Collecting

The information collecting by researcher is about the data of need asessment obtained from the interview to the teacher that teach at class 8th junior high school of wahid Hasyim Malang on social subject, and from observation in the classroom when the learning process happen.

1. Description of Interview to Social Science Teacher of 8th Grade Junior High School Wahid Hasyim Malang

Interview to the Mrs. Vivi Zuliatin, S.Pd as social science teacher of 8th grade junior high school wahid hasyim malang about need asessment of student in the social science learning and the need of teacher of learning media. From this interview with the social science teacher, researcher get information and description that students of 8th grade junior high school wahid hasyim Malang

is need a new learning media and students is like learning by video. Social science teacher also said that she feel need a interactive learning media base video and hoply can develop video as learning media, Mrs. Vivi as social science teacher said " *Anak-anak kelas 8 ini suka sekali dengan video atau dengan media audio visual, dan saya merasa perlu untuk mengembangkan media berbasis video karena bahan ajar yang tersedia di sekolah ini sangat terbatas dan siswa itu butuh bahan ajar tambahan yang menyenangkan supaya tidak bosan dan sering mengantuk didalam kelas*".[26]

By this statement of the teacher, strengthen researcher to develop video base video scribe as learning media for 8th grade junior high school of wahid hasyim Malang. Than researcher begin to develop video scribe as learning media.

B. Planning

Than, researcher plan the ways to making learning media base video scribe for 8th grade of junior high school of wahid hasyim malang. stages that need to do is choose the purpose of learning, arrange the framework of material, evaluation and collect the material.

1. Purpose formulation

Making the purpose of learning media is to know what is the purpose of video scribe learning media for students of 8th grade junior high school. Than by the purpose, students knows what they get after

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[26] Interview with social science teacher of 8th grade of junior high school wahid hasyim malang.

learn by this learning media. The purpose of this learning media base video scribe is : students can explain background of the coming western nation to Indonesia, and students knows the process of western nation comes to Indonesia.

2. **Framework of Learning media base video scribe**

Before arrenge video scribe learning media, need to makes framework of this media that is beganing from tittle of learning media, the opening of media, purpose of study, material and task on the media.

3. **Collecting the material of learning media**

After going through the previous stage, the next stages is collecting the material to develop this learning media. the material are all things that need on learning media thee are: aplication of video scribe, picture, ilustration and everything that support on developing learning media base video scrine.

C. **Design of Learning Media**

After planning stages, researcher can begin to build and making learning media base video scribe, in this stages will expose the design of learning media.

Learning media is an outcomes from the development that has been made in the form of video scribe on theme of 4 sub themes 1 on social

science subjects material "*Kedatangan Bangsa-bangsa Barat ke Indonesia*" for 8th grade junior high school of Wahid Hasyim Malang.

In the development of learning media base video scribe on that material, accompanied by instruction manual of media usage as complement of this interactive learning media. The purpose of the development of learning media is not other than to support the success of learning and also can help teachers in implementing teaching and learning process and can increase students insight about technology through learning media. And a base purpose of development learning media is to reach the learning purpose and to know the effectiveness of developed learning media.

In accordance with the title of this thesis is the development of Video scribe learning media which looks like the form of video that is run, and has several aspects include: preliminary display, material display, student tasks, and identity of the compilers of instructional media. A video scribe sketch below:
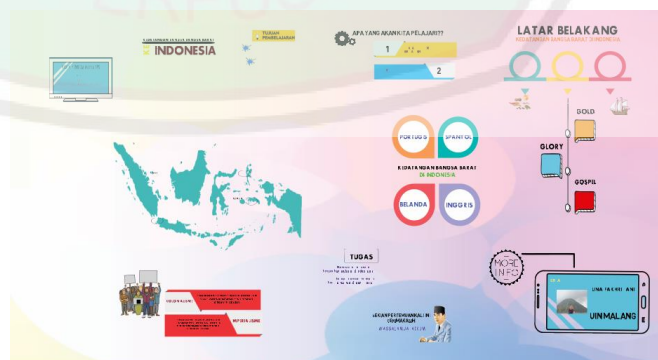
Figure 4. 1 Sketch of video scribe

1. Prelimineraly Display

In the video, there is a prelimineraly display which consist of media identity, as shown below:

Figure 4. 2 Learning Media Identity

This section contains information about instructional media that is an social science learning media for 8th grade of junior high school and the material is about *"Kedatangan Bangsa-bangsa Barat ke Indonesia"*.

2. Content and Material Display

After the media identity description, the researcher lists the learning objectives on the video scribe screen so that students can know the purpose of this learning.

Furthermore, in the video, the researcher gives direction to the material on learning media that is about *"Kedatangan Bangsa-bangsa Barat ke Indonesia"* which explanation related material that will be discussed is on social science material in Chapter 4 sub chapter 1. In view of the content of material, researcher design videos are as

attractive as possible by providing colorful charts, images that match to the material in attractive color and with writing that make users be interested in reading and viewing these videos scribe. The researcher also added music and audio explanatory material so that the material can be delivered clearly delivered. Which on the part of this material is already included in the picture above.

3. **Students task display**

Then, the researcher writes an independent task that students must do in groups to improve students knowledge and students self learning experiences. so that on the learning media this video scribe not only contains the material but contains the task or for the students. The task that is displayed as in the following picture:

TUGAS

#Membuat peta konsep kedatangan bangsa-bangsa barat di indonesia secara berkelompok

#Setiap kelompok mempresentasikan hasil kerjanya di depan kelas secara bergantian
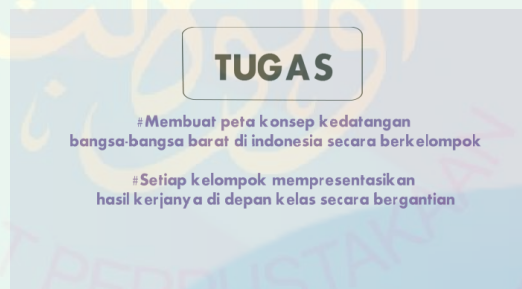
Figure 4. 3 Task For Student On The Learning Media

4. **Last display**

At the last session, it closes with the profile of the creator of this scribe video learning media and explains from the research department and university. Which is like in the following picture:

Figure 4. 4 Identity of the Compilers

D. Preliminary Field Testing (Validation)

Preliminary field testing of learning media is done by three expert validator which was conducted on April 18 upto 28, 2018. There are several stages in the validation of the development of learning media, the first stage is done by one lecturer of social science education major (P.IPS) as a material expert. The second stage is obtained from one of the lecturers who expert on design media that is by one lecturer in arabic language education major (PBA) as design media experts who do assessment of media design. Then the third stage that is obtained by learning expert or by one of social science teacher of 8th grade junior high school of wahid hasyim malang. In the fourth stage, a main field trial or a small field trial. Small tas was conducted on 6 students of 8th grade. Here are the scoring criteria used in the validation process and the main field trial.

Table 4. 1 Scoring Criteria Questionnaire By Material Expert, Media Expert, Learning Expert And Students Class 8th Junior High School Wahid Hasyim Malang

1	2	3	4
Desagree	Less Agree	Agree	Very Agree

Presentation of data from assessment analysis by material experts, media experts, learning experts and 8th grade students of junior high school Wahid Hasyim Malang, are as follows:

1. **Test Validition of Material or Content Expert**

    Validation done to the material experts was conducted on April 19 2018 by Mrs. Aniek Rachmaniah, M. Si as a lecturer in social science education major (P.IPS). Product development submitted to the subject matter or content of social science is the form of learning media with video scribe that contains the social science material about history to be evaluated by the material expert. Descriptive exposure of the validation results of social science subject matter experts on video scribe learning media development products is submitted through questionnaire method with questionnaire instrument which can be seen in table 4.2, 4.3.

a. **Quantitative Data Exposure**

    Quantitative data on material or content validation results can be seen in more detail in the following table:

Table 4. 2 Result Value of Conten or Material Expert

No	Statement	$\sum x$	$\sum x_i$	P (%)	Criteria of Validity	Information
1	*Rumusan topik materi pada pengembangan media ajar ini baik*	4	4	100	Very Valid	Not Revised
2	*Penyajian gambar dalam media pembelajaran sesuai dengan materi*	4	4	100	Very Valid	Not Revised

3	*Penyajian audio sesuai dengan materi*	4	4	100	Very Valid	Not Revised
4	*Media yang disajikan masuk akal dan dapat di terima*	4	4	100	Very Valid	Not Revised
5	*Media yang di sajikan dapat digunakan dalam pembelajaran*	4	4	100	Very Valid	Not Revised
6	*Sistematika penyajian materi rapi*	4	4	100	Very Valid	Not Revised
7	*Materi disajikan runtut dan jelas*	4	4	100	Very Valid	Not Revised
8	*Materi yang disajikan dalam media video scribe ini dapat meningkatkan semangat dan hasil belajar siswa*	3	4	75	valid	Not Revised
9	*Bahasa yang digunakan sesuai dengan tingkat pemahaman siswa*	3	4	75	Valid	Not Revised
10	*Bahasa yang di gunakan jelas dan mudah di pahami*	3	4	75	valid	Not Revised
	AMOUNT	37	40	92,5 %	**Very Valid**	**Not Revised**

Information :

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

P = Precentage of the validity level

$\sum x$ = Amount of assessment answer

$\sum x_i$ = Amount of highest answer

Based on the above calculation from that quantitative data, the results of observations by the material / content experts on the development of video scribe learning media is overall reached 92,5%. If it matches with a table of validity criteria, then this score is included in the criterion "very valid" and in general the content of this interactive learning media does not need revision.

b.   **Qualitative Data Exposure**

Based on the results of the assessment and response by the sociala science subject material expert. The qualitative data is collected from inputs, suggestions and comments from social science material experts in a statement relating to the learning media and presented in following table 4.3:

Table 4. 3 Criticisms and Suggestions of material expert

Name of Validation Expert	Criticisms and Suggestions
Aniek Rahmania, M.Si	*Beberapa materi pembelajaran perlu penambahan, perlu penambahan gambar dan peta pelayaran*

Based on the table of criticisms and suggestions above, it has been written that there are some aspects that need to be revised or improved as a consideration whether the product is feasible to be examined or not, and as a completing of product so that the product can be more qualified. And in the improvement of this learning media, requires one revision.

The researcher has consulted the contents of the instructional media to the content expert, thus obtaining the result that "*Beberapa materi pembelajaran perlu penambahan, perlu penambahan gambar dan atau peta pelayaran*".

2. Test Validation of Learning Media Design Expert

Validation done to the design of learning media experts was conducted on 23 April 2018 by Mr. Ahmad Makki Hasan, M. Si as a lecturer of arabic language education major (PBA). who has the ability in the field of technology. Product development submitted to the design expert of this instructional media is in the form of learning media base video scribe to be evaluated by expert of evaluator Learning media. Descriptive exposure of the validation results of design learning media experts to the product development of learning media base video scribe is submitted through questionnaire method with questionnaire instrument that can be seen in table 4.4, 4.5.

a. Quantitative Data Exposure

Quantitative data on desain of learning media validation results can be seen in more detail in the following table:

Table 4. 4 Result Value of Design Media Expert

No	Statement	$\sum x$	$\sum x_i$	P (%)	Criteria of Validity	Information
1	*Ukuran, warna dan jenis huruf yang digunakan dalam media pembelajaran tepat*	4	4	100	Very Valid	Not Revised
2	*Keterpaduan warna antar komponen (tulisan, gambar dan lain-lain) tepat*	4	4	100	Very Valid	Not Revised
3	*Gambar atau animasi mampu memperjelas materi yang disajikan*	3	4	75	valid	Not Revised
4	*Gambar/animasi tidak mengurangi substansi*	3	4	75	valid	Not Revised
5	*Tulisan yang dimuat dalam media*	4	4	100	Very	Not

					Valid	Revised
	dapat dibaca dengan jelas				Valid	Revised
6	*Suara yang termuat dalam media jelas*	4	4	100	Very Valid	Not Revised
7	*Animasi atau gambar yang ada dalam media jelas dan sesuai dengan materi*	3	4	75	valid	Not Revised
8	*Tampilan media video scribe menarik dan dekat dengan siswa*	4	4	100	Very Valid	Not Revised
9	*Durasi waktu tiap slide pada media video scribe ini konsisten*	3	4	75	valid	Not Revised
10	*Media pembelajaran dapat digunakan siswa kembali untuk belajar di rumah*	4	4	100	Very Valid	Not Revised
	AMOUNT	36	40	90%	**Very Valid**	**Not Revised**

Information:

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

P = Precentage of the validity level

$\sum x$ = Amount of assessment answer

$\sum x_i$ = Amount of highest answer

Based on the above calculation from that quantitative data, the results of observations by the design media experts on the development of video scribe learning media is overall reached 90%. If it matches with the table of validity criteria, then this score is included in the criterion "very valid" and in general the content of this interactive learning media does not need revision.

b.　　　　**Qualitative Data Exposure**

Based on the results of the assessment and response by the design media expert. The qualitative data is collected from inputs, suggestions and comments from design media experts in a statement relating to the desain media and presented in following table 4.5:

Table 4. 5 Criticisms and Suggestions of design media

Name of validation expert	Criticisms and Suggestions
Ahmad Makki Hasan, M.Pd	*Memberi jeda berupa musik saat pergantian materi dan membuat petunjuk penggunaan media.*

Based on the table of criticisms and suggestions above, it has been written that there are some aspects that need to be revised or improved as a consideration whether the product is feasible to be examined or not, and as a completing of product so that the product can be more qualified. And in the improvement of this learning media, requires one revision.

Researchers have conducted consultations related to the design of learning media to the design expert of learning media , thus getting the result that "*Memberi jeda berupa musik saat pergantian materi dan membuat petunjuk penggunaan media"*.

3. Test Validation of Learning Expert

Validation to this learning expert was done on April 20, 2018 by Mrs. Vivi Zuliatin, S. Pd as the teacher of 8th grade social science subjects in junior high school of Wahid Hasyim Malang. Product

development submitted to the social science learning subject is the form of learning media based on video scribe containing social science materials for 8th grade of junior high school Wahid Hasyim Malang to be assessed by evaluators of learning experts. Descriptive exposure of validation result of social science subject learning expert to the video scribe learning media development product is proposed through questionnaire method with questionnaire instrument which can be seen in table 4.6, 4.7.

a. **Quantitative Data Exposure**

Quantitative data on learning validation results can be seen more detail in the following table:

Table 4. 6 Result Value of Learning Expert

No	Statement	$\sum x$	$\sum x_i$	P (%)	Criteria of Validity	Information
1	*KI/KD yang digunakan sesuai dengan kurikulum 2013*	3	4	75	Valid	Not Revised
2	*Tujuan pembelajaran dalam media sesuai dengan materi*	3	4	75	Valid	Not Revised
3	*Media video scribe ini memudahkan dalam mengajar*	4	4	100	Very Valid	Not Revised
4	*Bahasa yang digunakan dalam media mudah untuk dimengerti siswa*	3	4	75	Valid	Not Revised
5	*Animasi atau gambar yang ada dalam media jelas dan sesuai dengan materi*	3	4	75	Valid	Not Revised
6	*Penyampaian materi dalam media video scribe ini jelas*	3	4	75	Valid	Not Revised
7	*Contoh-contoh atau gambar dalam media dapat membantu siswa memahami materi*	4	4	100	Very Valid	Not Revised

8	*Media yang digunakan dapat memberi rangsangan pada siswa untuk meningkatkan hasil dan semangat belajar*	4	4	100	Very Valid	Not Revised
9	*Media yang digunakan sesuai dengan siswa kelas VIII*	4	4	100	Very Valid	Not Revised
10	*Media pembelajaran dapat digunakan siswa kembali untuk belajar di rumah*	3	4	75	Valid	Not Revised
AMOUNT		34	40	85%	Very Valid	Not Revised

Information :

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

P = Precentage of the validity level

$\sum x$ = Amount of assessment answer

$\sum x_i$ = Amount of highest answer

Based on the above calculation from that quantitative data, the assessment conducted by the learning expert or the whole class teacher reached 85%. If matched against the table of validity criteria, then this score belongs to a very valid criterion.

b.   Qualitative data

Based on the results of the assessment and response of social science subject learning experts. The qualitative data collected from the inputs, suggestions and comments of learning experts in an statement relating to the learning media presented in table 4.7 as follows:

Table 4. 7 Criticism and suggestion of learning expert

Name of the expert	Criticism and suggestion
Vivi Zuliatin, S. Pd	*Untuk media pembelajaran sudah bagus, mungkin perlu ditambah sedikit video atau lagu dan untuk suaranya terlalu cepat.*

Based on the table of criticisms and suggestions above, it has been written that there are some aspects that need to be revised or improved as a consideration whether the product is feasible to be examined or not, and as a completing of product so that the product can be more qualified. And in the improvement of this learning media, requires one revision.

Researchers have conducted consultations to the learning expert, so get results that "*Untuk media pembelajaran sudah bagus, mungkin perlu ditambah sedikit video atau lagu dan audio agak diperlambat*"

E. Product Revision

    1. **Revision of learning media base on material expert**

    Table 4. 8 Revision of Learning Media Based on Learning Expert

Point need to revision	Before Revision	After Revision
Beberapa materi pembelajaran perlu penambahan, perlu penambahan gambar dan peta pelayaran.		

        All data and results of reviews, criticisms and suggestions from social science learning materials experts are used as the basis for revision. This is useful for improving interactive video learning "video scribe" before being tested to class 8th students.

    2. **Revision of learning media base on design of learning media expert**

Table 4. 9 Revision the Intructional Learning Media Base on desain of learning media Expert

Point need to revision	Before revision	After revision
Memberi jeda berupa musik saat pergantian materi	Nothing	Audio on video

Membuat petunjuk penggunaan media.	Nothing	

All data and results of reviews, criticisms and suggestions and discussion with instructional media design experts are used as materials to revise products to improve learning media components before being tested to students or before field testing.

3. **Revision of Learning Media Base On Learning Expert**

Table 4. 10 Revision the Intructional Learning Media Based on Learning Expert

Point that need to be revised	Before Revision	After revision
Untuk media pembelajaran sudah bagus, mungkin perlu ditambah sedikit video atau lagu dan untuk suaranya terlalu cepat.	-	Adding the music on the product, and improve the voice or audio

All data from the results of reviews, assessments, criticism and discussions with the learning expert is used as a basis for revision materials in order to improve the learning media components before being tested to the students.

F. Main Field Testing

The main field testing is the field trial on the small group based on the questionnaire presented at 10 statements randomly filled by 6 students randomly stated that 91,87% indicated that the learning media can facilitate students in learning. 91,67% indicated that learning media can improve spirit of student in learning process. 91,67% indicates that the material in learning media is easy to understand. 87,5% indicates that the audio in this media is clear. 95,83% shows that illustrations and images on the media clarify the material. 95,83% indicates that students like the display of material on video scribe learning media. 95,83% indicates that this media makes easy to understand the material. 91,67% indicate that the language used is clear and easy to understand. 91,67% indicates that students are interested in this video scribe learning media. 100% indicates that students are happy with this learning media. Then obtained the overall percentage of the results reached **93,75%**.

G. Product Revision

after main field testing is a revision stages, the revision is base on field trial on small group. But on that main field testing, the product has been valid and researcher can continou the stages to try the learning media on the large class.

H. Operational Field Testing

1.   **Field testing in eksperimen class**

Based on product test conducted by the researcher on the students in one class that is class 8^{th}A or experiment class students with the amount of respondents as many as 32 students. And the quantitative data from the field trial results, listed in table 4.11 as follows:

Table 4. 11 Field Trial Result Of Video Scribe Learning Media On Social Science Subject At 8th Grade Junior High School

Wahid Hasyim Malng

No	Statement	Respondence	$\sum x$	$\sum x_i$	P (%)	Criteria of Validity	Information
1	*Media ajar ini dapat memudahkan adik dalam belajar IPS*	3,4,4,4,3,3,2,3,3,4,3,4,3,4,4,4,3,4,4,3,4,3,4,4,3,3,4,3,3,4,4,3,4	112	128	87,5 %	Very Valid	Not Revised
2	*Dengan media ajar ini, dapat menambah semnagat belajar*	3,4,4,3,3,3,3,4,3,3,3,4,3,4,4,4,3,4,4,3,3,4,3,3,3,4,4,3,4,3,4,3,4	113	128	88,2 %	Very Valid	Not Revised
3	*Materi dalam media ajar mudah untuk dipahami*	3,4,3,3,3,4,3,3,4,3,3,4,4,4,4,3,3,4,3,3,3,4,3,3,3,3,3,3,4,3,4,4	108	128	84,3 %	Very Valid	Not Revised

4	*Materi yang disajikan dalam media aja sudah sesuai*	3,4,2,2,3,3,4,3,4,3,4,4,3,4,3,4,3,3,4,3,4,4,3,3,4,3,4,3,4,3,4,2,3	107	128	83,5 %	valid	Not Revised
5	*Ilustrasi dan gambar pada media pembelajaran dapat memperjelas materi*	3,4,4,3,3,3,4,3,4,3,3,3,4,4,3,4,3,4,4,3,3,4,3,3,4,4,3,3,3,3,4,4	110	128	85,9 %	Very Valid	Not Revised
6	*Saya menyukai tampilan materi pada media*	4,4,3,3,4,3,4,3,4,3,4,3,4,4,4,4,4,3,4,4,3,4,3,4,3,4,4,3,4,3,4,3	116	128	90,6%	Very Valid	Not Revised
7	*Media pembelajaran ini memudahkan dalam memahami materi*	3,4,4,3,4,3,3,4,3,3,2,3,4,4,3,4,3,3,4,3,3,4,3,3,3,4,4,3,4,3,3,4	108	128	84,3 %	Very Valid	Not Revised
8	*Bahasa yang digunakan sangat jelas dan mudah dipahami*	3,4,4,2,4,3,4,4,4,4,3,3,3,4,4,4,4,4,3,4,4,4,4,4,3,4,3,3,4,4,4,4	117	128	91,4 %	Very Valid	Not Revised

9	*Saya tertarik dengan media pembelajaran Video Scribe ini*	4,3,4,4,4,3,4,3,4,4,4,3,4,4,3,4,3,3,4,4,4,4,4,4,4,4,4,4,4,3,3	119	128	86,7 %	Very Valid	Not Revised
10	*Saya merasa senang dengan media ini*	3,4,4,3,3,4,3,3,4,4,3,4,4,4,4,3,3,4,3,4,4,4,4,3,4,4,3,4,4,4,4	117	128	91,4 %	Very Valid	Not Revised
	AMOUNT		**1127**	**1280**	**88 %**	Very Valid	**Not Revised**

2. **Result of field testing**

a. **Learning Result of Students In Experiment Class (pre test and post test)**

The results of data presentation in the experimental class on pre test and post test at class 8thA as the experimental class in junior high school of Wahid Hasyim Malang by using interactive video scribe learning media. The presentation of pre test and post test data is presented in the following table:

Table 4. 12 Pre Test and Post Test Value of Experimental Class

NO	NAME	PRE TEST	POST TEST
1	Achirru Ramadhani	50	85
2	Aura Putri. Z	80	100
3	Ayu Wandani	70	70
4	Chafidhotur Rahmania	45	65
5	Dewi Hannah	70	90
6	Dhea Anjani	60	80
7	Discha Aruni	45	55
8	Fadhia Egha	65	75
9	Fairuz Syifa Bilqis	55	80
10	Ghina Zhafira	90	100
11	Gilang Shondang	75	95
12	Haryo Prambarto	50	80
13	Helasi Artaviana	65	80
14	Hindira Tri Wardani	75	75
15	Ikmal Kurnia Aji	60	90
16	Mahendra Putra P	55	80
17	Mario Puspadinata	65	95
18	Moch Zidan Afandi	75	95
19	Much Diky Sahbilillah	60	80
20	Much Farhan Adrian	70	80
21	Muh Amin Naufal	75	100
22	Nur Moch Fadlil W	80	85
23	Rima Suryani	70	80
24	Sofyan Maulana Yusuf	55	75
25	Sukma Dewi A	80	95

26	Wahyu Eka Pratama	65	80
27	Willy Dwi Putra	70	90
28	Yohanes	70	100
29	Yulia Dwi Lestari	60	95
30	Chintayu Maharani	80	100
31	Dzulfikar Roy Rozak	70	90
32	M Nur Alif	75	90
	AMOUNT	2130	2730
	AVERAGE	66,5625	85,3125

b. Learning Results of Student in The Control **class** (pre test and post test)

The results of pre test and pot test values are obtained from field trial in conrol class without interactive video scribe learning media. The presentation of pre test and post test data of the control class is presented in the following table:

Table 4. 13 Pre Test and Post Test Value of Control Class

NO	NAME	PRE TEST	POST TEST
1	Ahmad arif zuenni	65	70
2	Ardiyansyah surya w	60	60
3	Azsyalba berlianisa o	65	70
4	Cindy anjelia ayu	75	80
5	Dewa permana putra	50	55
6	Deva akbar arrosyidin	70	70
7	Diva khoirul adelia	70	75
8	Davi dimas ibnu f	65	70
9	Dwi teti anggraini	50	65
10	Dyah ratri dewi	80	95
11	Fina delia istiana	70	75
12	Galih bagus saputra	60	65
13	M. pasha rijalul zaky	35	55
14	M. hendi ramadana	60	60
15	Muh hazza zalvani	70	75
16	M. arif husaini	40	55

17	Nanda ayu putri	75	75
18	Nico septiar cahyo	80	90
19	Nila agustin	70	75
20	Rafi zakariya	55	65
21	Rafli febriyanto	60	80
22	Ratih permatasari	65	75
23	Refanda qoirunnisa	50	70
24	Ryan prasetyo	80	90
25	Soni novantino R	70	70
26	Syahira rayyana alawi	75	85
27	Vensya adella	80	70
28	Wiseso ahmad R	75	80
29	Willy Al-Fakhri	70	70
30	Rangga aji pangestu	45	65
31	Yandi eka bramansyah	60	70
32	Yoga Bagus Saputra	75	75
	AMOUNT	**2070**	**2300**
	AVERAGE	**64,6875**	**71,875**

Tables 4.12 and 4.13 show the mean values of the experimental and control classes. And based on the table, the average value of the experimental class on class 8^{th}a, pre test average value is 66,56 and the average value of post test is 85,31 while the average value of the control class on class 8^{th}b, the average the pre test value is 64,68 and the average post test value is 71,87.

This shows clearly that there are differences in values between classes that use products in the form of learning media and classes that do not use products in the form of learning media. but the researchers wanted to know the difference in learning outcomes significantly through t-test and from tris test, we can knows about the effectiveness of this video scribe development learning media. Here is a step in doing the t-test to know the effectiveness of learning media:

Table 4. 14 Everage value, Standard deviation, Variance

Value	Control Class	Experimental Class
Average	71,875	85,3125
Standard Deviation	9,97	10,58
Variance	99,60	112,08
Student amount	32	32
The highest value possible to achieve = 100	90	100
The lowest possible value to achieve = 0	55	55

From the table above, it is known that the result of the students on control class is has an average of 71,875, the variance is 99,60. While the results of student scores for experimental class is has an average value of 85,3125, the variance is 112,08. The next step is counting by use uji-t the result of uji-t is Thitung :$|-5,229|$ and Ttable result is: $2,039$ than the next step is compare betwen Thitung and Ttable.

T$_{hitung}$ and T$_{table}$ results are$|-5,229| \geq 2,039$, it is concluded H$_o$ is rejected and H$_1$ accepted. It can be concluded that there is a significant difference in student learning outcomes between class 8A that a class which use the interactive learning media on theme 4 subtema 1 "*Kedatangan Bangsa-bangsa Barat ke Indonesia*" with class 8B which does not use Interactive learning media. From this conclution data, we can see the effectivness of learning media, than this video scibe learning media is effective for teaching and learning process in classrom. Uji-t can see in the attechment of uji-t.

I. Final Produce Revision

In this stages, after learning media tested on 3 times on the field trial, researcher get the data that this learning media has been very valid according to the data and clasification table, we can see from the above data on three field testing steps which do by researcher. And the conclution from that above data is the final product is not revised.

CHAPTER V

CLOSING

This chapter describes two things: 1) Weakness and strengthness of learning media base video scribe, 2) A revised product review that discusses the product after it is revised, which contains an analysis of the learning media design, expert validation analysis, and trial analysis, 2) Suggestions, that explain about suggestion of product use advice, suggestions product dissemination and further product development suggestions. The description as follows:

A. **Weakness and strengthness of learning media base Video scribe**

Weakness of this video scribe learning media are:

1. This learning media just develop on one sub thema that is about "*Kedatangan Bangsa-bangsa barat ke Indonesia*".

2. Need electronic fasility like LCD, computer or laptop, sound. Than its need high cost.

Strengthness of video scribe learning media:

1. Sorthen long material by video scribe but clearly and adding by picture, animation, chart, and maps.

2. Clarify material by clear explanation.

3. Present a colorfull material display, and combined with audio and music background.

4. Present the audio by own voice which explain about the material on video scribe.

5. Present the the history of western nation come to indonesia by the picture of the figure and the maps of coutry that they arrived in Indonesia.

6. This learning media can be downloaded on youtube, than students can repeat the material by they self at home.

B. **Revised Product Review**

1. **Need Asessment of Media Development of Learning**

The need asessment of this learning media which have observed and interviewed by researcher to the subject of research and development that students in junior high school of wahid hasyim malang is need learning media to achieve their spirit motivation in learning process, and it is according with the meaning of learning media that is to increas student spirit motivation in learning process[27]. And students caracteristic is interest with a kind of audio visual media. and amplified by social science teacher of class 8th that the student of 8th grade is like an auio visual learning media. Than by develop this video scribe learning medi, student looks interest in their learning procces its visible when researcher do the reaserch and development of learning media in the clasroom.

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[27] Hajar AH Sanaky, *Media Pembelajaran,* Yogyakarta: Safria Insani Pers, 2009, Page: 3

2. **Process of Media Development of Learning Base Video Scribe**

a. **Analysis of Development Learning Media design**

Learning media is a tools in the form of physical and non physical are intentionally used as an intermediary between teachers and students in understanding learning materials to be more effective and efficient in achieving learning objectives.[28] The existence of instructional media is very helpful in the process of learning. Therefore, interesting to learning media is needed in educational institutions.

The development of interactive multimedia of learning media base Video Scribe on theme 4 sub theme 1 "*Kedatangan Bangsa-bangsa Barat ke Indonesia*" is based on the fact that the unavailability of interesting learning media as supporting in the learning process, especially the interactive media that contains video, pictures, materials, and exercise related to the material. Therefore, this product is develop to be able to meet the availability of interesting learning media and can improve student learning outcomes in social science subject learning at class 8th junior high school Wahid Hasyim Malang after using learning media products developed to achieve learning objectives.

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[28] Ahmad rohani, *Media Intruksional Edukatif*, Jakarta: Rineka Cipta, 1997. Page. 28

Video scribe is an interactive multimedia of learning media in the form of software developed by researchers and in the form of video so it needs to be operated via computer that can be offline or online that connected via online or youtube. Display on this media not only contains the material, but also equipped with exercise duties for students as well as audio and background songs are interesting. besides, this video scribe comes with interesting charts and picture to support the material inside. This is in accordance with the purpose of making learning media, that the one of them is to grow student learning motivation in learning process.[29] So students can learn with pleasure.

b. Validity of validation data

Based on the scale conversion specified in the expert asessment and opinion validation questionnaire, is as follows:

1) Score 1: Disagree

2) Score 2: Less agree

3) Score 3: Agree

4) Score 4: Very agree

Then validation results from the validator experts are converted to the percentage scale based on the provisions of the level of validity as well as the basis of decision making to revise

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[29] Hajar AH Sanaky, *Media Pembelajaran,* yogyakarta: Safria Insani pers, 2009, Page: 15

the interactive learning media "video scribe" used criteria of qualification assessment as follows:

1) Analysis of expert data material / content

Exposure of data validation of material or content by a social science lecturer of Tarbiyah Faculty, Mrs. Aniek Rahmaniah, M.Si to video scribe learning media on theme 4 sub theme 1 material "*Kedatangan Bangsa-bangsa Barat ke Indonesia Indonesi*" class 8th junior high school of Wahid Hasyim Malang based data table 4.2 is as follows:

a) Formulation of material topics in the development of learning media is good.

b) Presentation of images in learning media is appropriate with the material.

c) Audio presentation appropriante with the material.

d) Learning Media presented by reasonable and acceptable.

e) Media that presented can be used in learning.

f) Systematical presentation of the material is neatly.

g) Material presented by coherently and clearly.

h) The material presented in this video scribe laerning media can improve the spirit and learning outcomes of students.

i) The language used fits the level of student understanding.

j) The language that used on learning media is clear and easy to understand.

From the questionnaire filled by the material or content experts can be calculated percentage of the validity level of video scribe learning media as follows:

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

$$P = \frac{4+4+4+4+4+4+3+3+3+3}{4 \times 10} \times 100\%$$

$$= \frac{37}{40} \times 100\%$$

$$= 92,5\%$$

Based on the above results, then obtained percentage result of 92.5%. In accordance with the conversion scale table, the percentage of achievement level of 92.5% is in highly valid qualification, it indicates that the material packaged in video scribe learning media has a high level of attractiveness, and as it is known that as a means or intermediary can be used to improve the learning process in accordance with the purpose of making a learning media one of them is to build motivation spirit of student learning in the learning process.[30]

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[30] Ibid page: 15

2) Analysis Validation of Learning Media Design Expert

data exposure of learning media disgn validation result by lecturer of arabic language education major (PBA) faculty of tarbiyah that is Mr. Ahmad Makki Hasan, M. Pd to the video scribe learning media on thame 4 sub thema 1 "*Kedatangan Bangsa-bangsa Barat ke Indonesia*" at class 8th junior high scool of Wahid Hasyim Malang acordance to the data on table 4.4 is as follows:

1) Size, color and kind of letter that used in this learning media is appropriate.

2) Color integration between components (writing, picture, and etc) is appropriate.

3) Picture or animation can clear the materi which presented.

4) Picture or animation not reduce the subtance.

5) Post contained on learning media can be read clearly.

6) The audio is clear.

7) Animation and picture on learning media can ilustrat the materials.

8) Video scribe display is interesting and near with students.

9) Duration of time in every slide or display in this learning media is konsisten.

10) This learning media caan used by student by them selves.

From the questionnaire filled by the learning media design experts can be calculated percentage of the validity level of video scribe learning media as follows:

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

$$P = P = \frac{4+4+3+3+4+4+3+4+3+4}{4 \times 10} \times 100\%$$

$$= \frac{36}{40} \times 100\%$$

$$= 90\%$$

Based on the above results, then obtained percentage result of 90%. In accordance with the conversion scale table, the percentage of achievement level of 90% is in highly valid qualification, it indicates that the design packaged in video scribe learning media has a high level of attractiveness, and as it is known that as a means or intermediary can be used to improve the learning process in accordance with the purpose of making a learning media one of them is to build motivation spirit of student learning in the learning process.[31]

3) **Analysis Validation of Learning Expert**

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[31] Ibid page: 15

Data exposure of learning validation result by social science subject teacher of class 8th Junior High School Wahid Hasyim Malang,that is Mrs. Vivi Zuliatin, S. Pd to the video scribe learning media on thame 4 sub thema 1 "*Kedatangan Bangsa-bangsa Barat ke Indonesia*" at class 8th junior high scool of Wahid Hasyim Malang acordance to the data on table 4.6 is as follows:

1) KI / KD used in appropriate with the 2013 curriculum.

2) The purpose of learning in the media in appropriate with the material.

3) This video scribe media makes easy to teach.

4) The language used in the media is easy to understand by students.

5) Animations or images present in the media are clear and appropriate to the material.

6) Submission of material in video scribe learning media is clear.

7) Examples or images in the media can help students understand the material.

8) The media used can provide stimulation for students to improve the results and spirit of learning.

9) The media used in appropriate with the students of class 8th.

10) Learning media can be used for returning students to study at home.

From the questionnaire filled by the learning experts can be calculated percentage of the validity level of video scribe learning media as follows:

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

$$P = \frac{3+3+4+3+3+3+4+4+4+3}{4 \times 10} \times 100\%$$

$$= \frac{34}{40} \times 100\%$$

$$= 85\%$$

Based on the above results, then obtained percentage result of 85%. In accordance with the conversion scale table, the percentage of achievement level of 85% is in highly valid qualification, it indicates that the packaged of learning media base video scribe has a high level of attractiveness, and as it is known that as a means or intermediary can be used to improve the learning process in accordance with the purpose of making a learning media one of them is to build motivation spirit of student learning in the learning process.[32]

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[32] Ibid page: 15

c. The Difference of the Field Trial of Product

The exposure of test result data to 8A and 8B of junior high school Wahid Hasyim Malang to learning media base video scribe that is blown in this research and development are as follows:

1) Small Group Field Trial

The assessment of small group trials on each component as analyzed quantitatively for the tested to small groups is as follows:

a) Learning media can facilitate students in learning, with a percentage of 91,87%, seen from increased understanding of students after using the media learning.

b) Learning media can improve the spirit of students in learning with a percentage of 91,67%, seen from enthusiastic students when using the media learning.

c) The material in learning media is easy to understand with percentage of 91,67%, seen from student enthusiasm after using instructional media.

d) Audio in this media is clear with percentage of 87,5%, seen from the order of students when listening to learning media.

e) Illustrations and images on the media clarify the material with a percentage of 95,83%, seen from students can understand the material presented in the media learning.

f) Students like the display of material on the learning media video scribe with a percentage of 95,83%, seen from the enthusiastic students when using the media learning.

g) This media makes it easy to understand the material with a percentage of 95,83%, seen from students can understand the material presented in the learning media.

h) The language used is clear and easy to understand with a percentage of 91.67%, seen from the students can understand the material described in the learning media.

i) Students interested in learning media this scribe video with percentage 91,67%, seen from student enthusiasm when using media of learning and after using media of learning.

j) Students feel happy with this learning media with 100% percentage, seen from the enthusiastic students when using the media learning.

From the questionnaire responses that filled by 6 students as representatives of 8th grade, can be calculated overall percentage of validity level of learning media base on "video scribe" and obtained the average percentage result that is 93,75%. This indicates that the learning media based on video scribe on the social science subject in 8th grade of junior high school is very good and feasible to be used in learning process, and can be used on a larger scale again.

This interactive learning is very helpful for students to cooperate with friends and also appropriate with the characteristics of students. in addition, if the media is developed properly and well, will provide great benefits that are more interesting and interactive.

2) **Field Tial**

The assessment of filed trials, this is the field trial on big group that in one class of 8th A students. And on each component as analyzed quantitatively as follows:

a) Learning media can facilitate students in learning, with a percentage of 87,5%, seen from increased understanding of students after using the media learning.

b) Learning media can improve the spirit of students in learning with a percentage of 88,2%, seen from enthusiastic students when using the media learning.

c) The material in learning media is easy to understand with percentage of 84,3%, seen from student enthusiasm after using instructional media.

d) Audio in this media is clear with percentage of 83,5%, seen from the order of students when listening to learning media.

e) Illustrations and images on the media clarify the material with a percentage of 85,9%, seen from students can understand the material presented in the media learning.

f) Students like the display of material on the learning media video scribe with a percentage of 90,6%, seen from the enthusiastic students when using the media learning.

g) This media makes it easy to understand the material with a percentage of 84,3%, seen from students can understand the material presented in the learning media.

h) The language used is clear and easy to understand with a percentage of 91,4%, seen from the students can understand the material described in the learning media.

i) Students interested in learning media this scribe video with percentage 86,7%, seen from student enthusiasm when using media of learning and after using media of learning.

j) Students feel happy with this learning media with 88% percentage, seen from the enthusiastic students when using the media learning.

From the questionnaire responses filled by the students in the experimental class of 32 students of Wahid Hasyim Junior

High School Malang, can be calculated as a whole percentage of the validity level of learning media and obtained an average value of 88%. This shows that instructional media base Video Scribe in Social Science subject class 8 junior high school is very good and feasible to be used in learning process. thus, the interactive video scribe learning media is already able to help the learning activities in achieving the learning objectives and play an important role as a stimulus to the effectiveness of learning activities. this is reinforced by the importance of learning media because it has benefits as a means to communicate with students. [33]

3. **Effectivness of the Product**

   a. **The difference between classes that use learning media and classes that do not use learning media base video scibe**

   Interactive video learning media scribe in social science subjects theme 4 subtema 1 "*Kedatangan Bangsa-bangsa Barat ke Indonesia*" used in the learning process proved that there are improvements in learning outcomes in junior high school students Wahid Hasyim Malang. Increased learning outcomes from each class can be seen from the results before and after treatment given. Experiment class learning result increase of 18,75 and the control class also increased of 7,18.

   The difference in student learning outcomes that can be seen from the significance of the average class after being given treatment, both

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[33] Ibid, Page 20

classes using media and classes that do not use interactive learning media base video scribe. The average of the class that using learning media base "video scribe" was 85,31 while the average classes that did not use the learning media base "video scribe" was 71,87. That way, indicates that the instrumental factors in the form of equipment of schools, teaching materials, and learning media affect student learning outcomes. [34]

Result of t-test on manual calculation done by researcher with significance level 0,05 by using formula and obtained result that $t_{hitung} = |-5,229|$ while $t_{tabel} = 2,039$. This shows that $t_{hitung} > t_{table}$ which means t_{hitung} is bigger than t_{table}, H_0 is rejected H_1 accepted, so there is a significant difference value between classes that use learning media base "video scribe" with classes value which do not use learning media based on "video scribe"

This is related to the composition of learning media base "video scribe" that can be accessed on youtube, than it can make easier for students to study by them selves in their home and anywhere either in groups or individualy so that students can solve problems on the material.

C. Suggestion

Suggestions submitted to the development of learning media base video scribe have saveral suggestions, that is suggestion of utilization, desimination product suggestion and further development suggestion. The suggestions are:

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[34] Ibid, Page: 37

1. **Suggestion of Product Utilization**

Learning media is structured on the characteristics of students, so students are expected to use it independently. This learning media is not the only source of learning, so teachers should advise students to read other relevant sources.

2. **Suggestion of product desimination**

Development of this video scribe learning media is not use stage of dissemination of the product, but if you want to do the deimination there are several things to consider, that are: this learning media build as the characteristics of students of Wahid Hasyim Malang junior high school so that if you want to reproduce, you need to revised appropried with characteristics of other students.

3. **Suggestion for the further development**

Based on the note during the experiments that have been implemented, then for advanced developers and to optimize the utilization of instructional media, researchers provide suggestions as follows:

   a. Researcher has made little revisions to this learning media appropriate with the suggestions of validator and student users, but need further revision to improve the quality of this learning media.

   b. This learning media is only developed in a limited way on theme 4 subtema 1 about "*Kedatangan Bangsa-bangsa Barat*

ke Indonesia'' therefore need to do the development of social science subject materials on other themes.

c. The development of learning media needs to pay attention to the facilities of the school such as the availability of LCD / Projector or computer lab in school, so that for the school areas that do not have such facilities there will be difficulties to access the video scribe learning media.
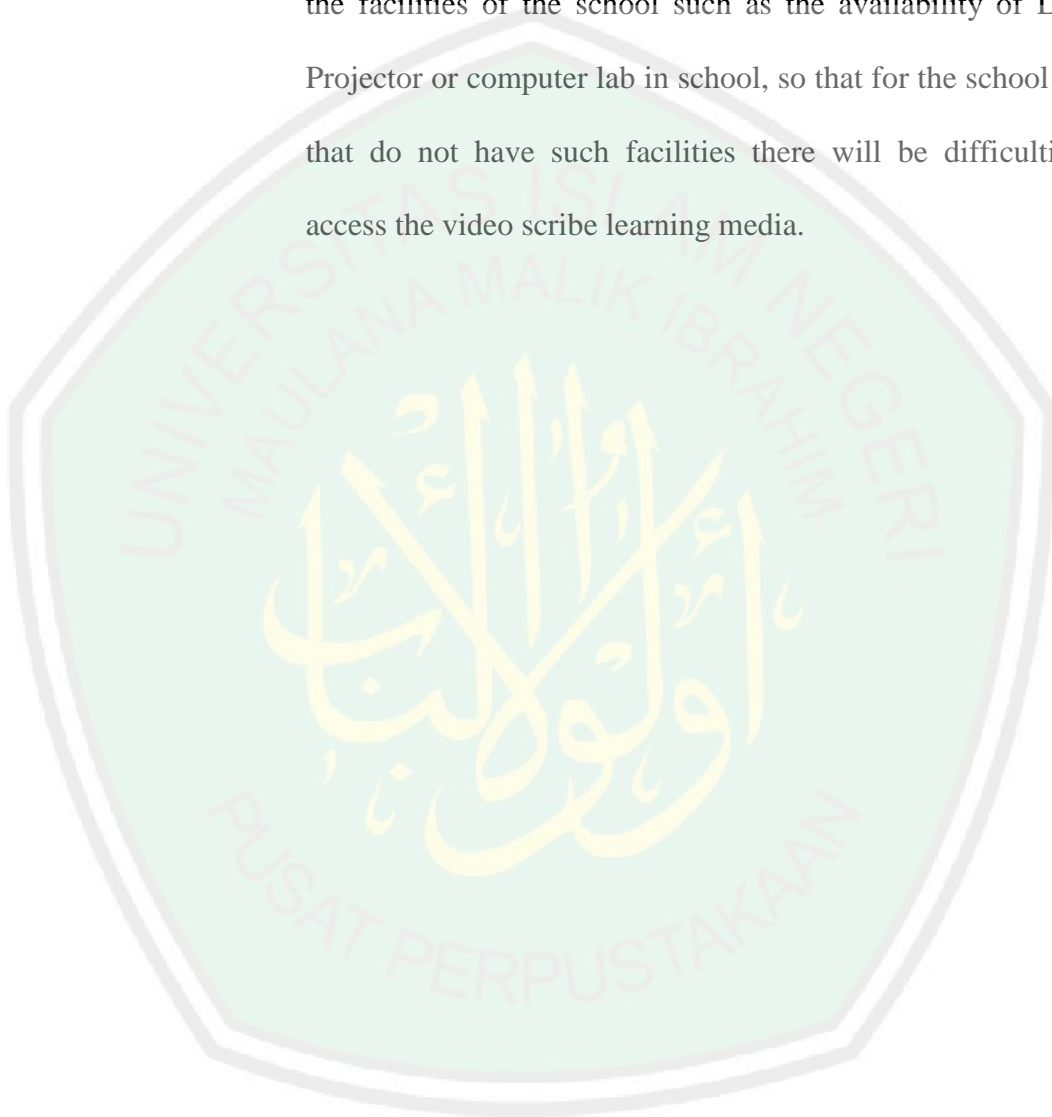
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APPENDICES

1ST APPENDIX

THE EVIDENCE OF CONSULTATION

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK
IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JALAN GAJAYANA 50 MALANG, TELEPON 0341-552398,
FAKSIMILE 0341-552398

EVIDANCE OF CONSULTATION

Name : Lina Fakhriyani

Number of Student : 14130096

Department : Social Science Education

Advisor : Dr. Alfiana Yuli Efiyanti, M.A

Title of thesis : Media Development of Learning Base Video Scribe on Social Science Subject at Class 8th Junior High School Wahid Hasyim Malang

No	Date of Consultation	Consultation Material	Signature
1	30-03-2018	Konsultasi media pembelajaran	
2	13-04-2018	Revisi angket validator dan siswa	
3	17-04-2018	Revisi soal pre test dan post test	
4	10-05-2018	Revisi bab I,II,III	
5	21-05-2018	Konsultasi bab IV	
6	23-05-2018	Revisi bab IV, konsultasi bab V	
7	25-05-2018	Revisi penulisan bab V	
8	30-05-2018	ACC	

Acknowledged by

Head of Social science Department,

Dr. Alfiana Yuli Efiyanti, M. A

NIP. 197107012006042001

2nd APPENDIX

RESEARCH PERMIT

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor   : 57 /Un.03.1/TL.00.1/01/2018   17 Januari 2018
Sifat   : Penting
Lampiran : -
Hal   : **Izin Penelitian**

Kepada
Yth. Kepala SMP Wahid Hasyim Malang
di
    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   : Lina Fakhriani

NIM   : 14130096

Jurusan   : Pendidikan Ilmu Pengetahuan Sosial (PIPS)

Semester – Tahun Akademik : Genap – 2017/2018

Judul Skripsi   : **Pengembangan Media Pembelajaran Berbasis Video Scribe pada Mata Pelajaran IPS Kelas VII SMP Wahid Hasyim Malang**

Lama Penelitian   : **Januari 2018 sampai dengan Maret 2018** (3 bulan)

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

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

Wassalamu'alaikum Wr. Wb.

Dekan

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1.   Yth. Ketua Jurusan PIPS
2.   Arsip

3rd APPENDIX

AVIDANCE OF RESEARCH

SMP WAHID HASYIM
KOTA MALANG
(Terakreditasi-A)

NSS : 202056104014   NPSN : 20533736

Jl. Mayjen Haryono 165 Dinoyo-Malang 65144, ☎ (0341) 551751, E-mail : smpwhmlg@yahoo.co.id

Nomor : 70/623/73.307/SMP.WH/V-2018   Malang, 22 Mei 2018
Hal   : Surat Keterangan Penelitian
Lamp : -

Kepada Yth.

Dekan

Fak. Ilmu Tarbiyah dan Keguruan

UIN Maulana Malik Ibrahim

Di Malang

Assalamu'alaikum, Wr. Wb.

Menindak lanjuti surat dari Fak. Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang, dengan nomor : 57/Un.03/I/TL.00.I/01/2018 tertanggal 17 Januari 2018 tentang Izin Penelitian, maka dengan ini saya selaku Kepala SMP Wahid Hasyim Malang, menerangkan bahwa :

Nama   : **LINA FAKHRIANI**
NIM   : 14130096
Fakultas/Jurusan : Ilmu Tarbiyah dan Keguruan
Universitas   : UIN Maulana Malik Ibrahim
Judul Penelitian : pengembangan Media pembelajaran berbasis Videoscribe pada Mata Pelajaran IPS Kelas 8 SMP Wahid Hasyim Malang"

Yang bersangkutan diatas telah melakukan Penelitian di SMP Wahid Hasyim Malang pada tanggal 12 Maret – 10 Mei 2018 dalam rangka menyelesaikan tugas akhir. Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya. Wassalamu'alaikum. Wr.Wb.

Kepala sekolah,

Dra. SRI PUJIASTUTI
NIP. 19590630 198603 2005

4ʳᵈ APPENDIX

VALIDATION REQUEST LETTER

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email : fitk@uinmalang.ac.id

Nomor   : 1189 /Un. 3.1/PP.03.1/005/2018   11 Mei 2018
Lampiran   : -
Perihal   : Permohonan menjadi Validator

Kepada
Yth. Bapak/Ibu ....
di –
        Tempat

Assalamualaikum wr. wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:
Nama   : Lina Fakhriyani
NIM   : 14130096
Program Studi   : Pendidikan Ilmu Pengetahuan Sosial
Judul Skripsi   : Media Development of Learning Best Video Scribe on
                                   Social Science Subject For Eight Grade at Junior High
                                   School Of Wahid Hasyim Malang
Dosen Pembimbing : Dr. Alfiana Yuli Evianti, m.A

maka dimohon Bapak/Ibu berkenan menjadi validator skripsi tersebut. Adapun segala
hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud
sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik
disampaikan terima kasih.

Wassalamu'alaikum wr. wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

5th APPENDIX

QUATIONNAIR ASSESSMENT OF MATERIAL EXPERT

ANGKET PENILAIAN/TANGGAPAN UNTUK AHLI MATERI
ILMU PENGETAHUAN SOSIAL
PENGEMBANGAN BAHAN AJAR BERBASIS *VIDEO SCRIBE*

NAMA   : Lina Fakhriyani

NIM   : 14130096

JURUSAN   : P.IPS

A. PENGANTAR

        Media pembelajaran ini didesain untuk siswa SMP/MTs kelas VIII bidang study ilmu pengetahuan sosial berbasis video scribe

        Berkaitan dengan pengembangan media pembelajaran tersebut, penulis memohon kepada bapak/ibu untuk kesediannya memberikan penilaian terhadap kualitas produk yang telah dikembangkan. Hasil dari pengisian angket ini akan digunakan untuk menyempurnakan produk pengembangan yang telah diberikan, agar dapat bermanfaat bagi semua pihak dimasa yang akan datang. Sebelumnya penulis menyampaikan terimakasih banyak atas kesediaan bapak/ibu untuk berpartisipasi dalam pengisian angket ini.

B. IDENTITAS RESPONDEN

Nama   : ANIEK RAHMANIAH

Jabatan   : DOSEN P.IPS

Instansi   : UIN MAULANA MALIK IBRAHIM

Pendidikan terakhir : S2 (ILMU - ILMU SOSIAL)

C. PETUNJUK PENGISIAN ANGKET

1. Sebelum mengisi angket yang tersedia, mohon bapak/ibu terlebih dahulu mencermati isi media pembelajaran.
2. Berilah tanda (√) pada kolom skor penilaian

Keterangan :

- SS : Sangat setuju   (bobot 4)
- S   : Setuju   (bobot 3)
- KS : Kurang setuju   (bobot 2)
- TS : Tidak setuju   (bobot 1)

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

LEMBAR VALIDASI

NO	KRITERIA	SKOR PENILAIAN			
		TS	KS	S	SS
1	Rumusan topik materi pada pengembangan media ajar ini baik				✓
3	Penyajian gambar dalam media pembelajaran sesuai dengan materi				✓
4	Penyajian audio sesuai dengan materi				✓
4	Media yang disajikan masuk akal dan dapat di terima				✓
5	Media yang di sajikan dapat digunakan dalam pembelajaran				✓
6	Sistematika penyajian materi rapi				✓
7	Materi disajikan runtut dan jelas				✓
8	Materi yang disajikan dalam media pembelajaran lengkap			✓	
9	Materi yang disajikan dalam media video scribe ini dapat meningkatkan semangat dan hasil belajar siswa			✓	
9	Bahasa yang digunakan sesuai dengan tingkat pemahaman siswa			✓	
10	Bahasa yang di gunakan jelas dan mudah di pahami			✓	

Catatan saran untuk revisi materi pembelajaran :

- Beberapa materi pembelajaran perlu penambahan (termasuk peta jalur pelayaran).

Kesimpulan penilaian secara umum

Setelah mengisi tabel penilaian di atas, Mohon memberi tanda (√) pada nomor yang sesuai dengan kesimpulan bapak/ibu.

Bahan ajar ini:

1   : Kurang baik (tidak dapat digunakan)
2   : Cukup baik (dapat digunakan dengan banyak revisi)
3   : Baik (dapat digunakan tetapi perlu sedikit revisi)
4   : Sangat baik (dapat digunakan dan tanpa revisi)

Malang,....19 april...2018

Ahli materi

(AMEK RAHMANIAH)
NIP.197203 20 2009012004

6th APPENDIX

QUATIONNAIR ASSESSMENT OF DESIGN MEDIA EXPERT

ANGKET PENILAIAN/TANGGAPAN UNTUK AHLI MEDIA

PENGEMBANGAN BAHAN AJAR BERBASIS *VIDEO SCRIBE*

NAMA   : Lina Fakhriyani
NIM   : 14130096
JURUSAN   : P.IPS

A. PENGANTAR

Media pembelajaran ini didesain untuk siswa SMP/MTs kelas VIII bidang study ilmu pengetahuan sosial berbasis video scribe.

Berkaitan dengan pengembangan media pembelajaran tersebut, penulis memohon kepada bapak/ibu untuk kesediannya memberikan penilaian terhadap kualitas produk yang telah dikembangkan. Hasil dari pengisian angket ini akan digunakan untuk menyempurnakan produk pengembangan yang telah diberikan, agar dapat bermanfaat bagi semua pihak dimasa yang akan datang. Sebelumnya penulis menyampaikan terimakasih banyak atas kesediaan bapak/ibu untuk berpartisipasi dalam pengisian angket ini.

B. IDENTITAS RESPONDEN
   Nama   : Ahmad Makki Hasan
   Jabatan   : Dosen
   Instansi   : UIN Maulana Malik Ibrahim Malang
   Pendidikan terakhir : S-3

C. PETUNJUK PENGISIAN ANGKET
   1. Sebelum mengisi angket yang tersedia, mohon bapak/ibu terlebih dahulu mencermati isi media pembelajaran.
   2. Berilah tanda (√) pada kolom skor penilaian

   Keterangan :

   - SS : Sangat setuju   (bobot 4)
   - S   : Setuju   (bobot 3)
   - KS : Kurang setuju   (bobot 2)
   - TS : Tidak setuju   (bobot 1)
   3. Komentar dan saran mohon ditulis pada lembar yang telah disediakan.

LEMBAR VALIDASI

NO	KRITERIA	SKOR PENILAIAN			
		TS	KS	S	SS
1	Ukuran, warna dan jenis huruf yang digunakan dalam media pembelajaran tepat				✓
2	Keterpaduan warna antar komponen (tulisan, gambar dan lain-lain) tepat				✓
3	Gambar atau animasi mampu memperjelas materi yang disajikan			✓	
4	Gambar/animasi tidak mengurangi substansi			✓	
5	Tulisan yang dimuat dalam media dapat dibaca dengan jelas				✓
6	Suara yang termuat dalam media jelas				✓
7	Animasi atau gambar yang ada dalam media jelas dan sesuai dengan materi			✓	
8	Tampilan media video scribe menarik dan dekat dengan siswa				✓
9	Durasi waktu tiap slide pada media video scribe ini konsisten			✓	
10	Media pembelajaran dapat digunakan siswa kembali untuk belajar di rumah				✓

Catatan saran untuk revisi materi pembelajaran :

Memberi jeda berupa musik saat pergantian materi dan membuat petunjuk penggunaan media

Kesimpulan penilaian secara umum

Setelah mengisi tabel penilaian di atas, Mohon memberi tanda (√) pada nomor yang sesuai dengan kesimpulan bapak/ibu.   .

Bahan ajar ini:

1   : Kurang baik (tidak dapat digunakan)
2   : Cukup baik (dapat digunakan dengan banyak revisi)
3   : Baik (dapat digunakan tetapi perlu sedikit revisi)
4   : Sangat baik (dapat digunakan dan tanpa revisi)

Malang,................2018

Ahli media

(_____)

7ᵗʰ APPENDIX

QUATIONNAIR ASSESSMENT OF LEARNING EXPERT

ANGKET PENILAIAN/TANGGAPAN UNTUK GURU MATA PELAJARAN

ILMU PENGETAHUAN SOSIAL

PENGEMBANGAN BAHAN AJAR BERBASIS *VIDEO SCRIBE*

NAMA   : Lina Fakhriyani

NIM   : 14130096

JURUSAN : P.IPS

A. PENGANTAR

Media pembelajaran ini didesain untuk siswa SMP/MTs kelas VIII bidang study ilmu pengetahuan sosial berbasis video scribe dengan kompetensi dasar sebagai berikut:

1. Menganalisis, kronologi, perubahan dan kesinambungan ruang (geografis, politik, ekonomi, pendidikan, sosial, budaya) dari masa penjajahan sampai tumbuhnya semangat kebangsaan.
2. Menyajikan kronologi, perubahan, dan kesinambungan ruang (geografis, politik, ekonomi, pendidikan, sosial, budaya) dari masa penjajahan sampai tumbuhnya semangat kebangsaan.

Berkaitan dengan pengembangan media pembelajaran tersebut, penulis memohon kepada bapak/ibu untuk kesediannya memberikan penilaian terhadap kualitas produk yang telah dikembangkan. Hasil dari pengisian angket ini akan digunakan untuk menyempurnakan produk pengembangan yang telah diberikan, agar dapat bermanfaat bagi semua pihak dimasa yang akan datang. Sebelumnya penulis menyampaikan terimakasih banyak atas kesediaan bapak/ibu untuk berpartisipasi dalam pengisian angket ini.

B. IDENTITAS RESPONDEN

Nama   : VIVI ZULIATIN

Jabatan   : GURU IPS

Instansi   : SMP

Pendidikan terakhir : S.1

C. PETUNJUK PENGISIAN ANGKET

1. Sebelum mengisi angket yang tersedia, mohon bapak/ibu terlebih dahulu mencermati isi media pembelajaran.
2. Berilah tanda (√) pada kolom skor penilaian

Keterangan :

- SS : Sangat setuju   (bobot 4)
- S : Setuju   (bobot 3)
- KS : Kurang setuju   (bobot 2)
- TS : Tidak setuju   (bobot 1)

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

NO	KRITERIA	SKOR PENILAIAN			
		TS	KS	S	SS
1	KI/KD yang digunakan sesuai dengan kurikulum 2013			✓	
2	Tujuan pembelajaran dalam media sesuai dengan materi			✓	
3	Media *video scribe* ini memudahkan dalam mengajar				✓
4	Bahasa yang digunakan dalam media mudah untuk dimengerti siswa			✓	
5	Animasi atau gambar yang ada dalam media jelas dan sesuai dengan materi			✓	
6	Penyampaian materi dalam media *video scribe* ini jelas			✓	
7	Contoh-contoh atau gambar dalam media dapat membantu siswa memahami materi				✓
8	Media yang digunakan dapat memberi rangsangan pada siswa untuk meningkatkan hasil dan semangat belajar				✓
9	Media yang digunakan sesuai dengan siswa kelas VIII				✓
10	Media pembelajaran dapat digunakan siswa kembali untuk belajar di rumah			✓	

Catatan saran untuk revisi materi pembelajaran :

Untuk media pembelajaran sudah bagus mungkin perlu
ditambah sedikit video dan untuk suaranya agak
terlalu cepat.

Kesimpulan penilaian secara umum
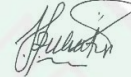
Setelah mengisi tabel penilaian di atas, Mohon memberi tanda (√) pada nomor yang sesuai dengan kesimpulan bapak/ibu.

Bahan ajar ini:

1 : Kurang baik (tidak dapat digunakan)
2 : Cukup baik (dapat digunakan dengan banyak revisi)
3 : Baik (dapat digunakan tetapi perlu sedikit revisi)
4 : Sangat baik (dapat digunakan dan tanpa revisi)

Malang, 20 APRIL 2018
Guru Mata Pelajaran

(VIVI ZULIATIN)
NIP. -

8ᵗʰ APPENDIX

QUESTIONNAIRE OF STUDENTS RESPONSES

INSTRUMEN VALIDASI MEDIA UNTUK SISWA

A. Pengantar
   NAMA   : Hasi antoviana
   KELAS   : VIII A
   SEKOLAH   : SMP WAHID HASYIM
B. Petunjuk pengisian angket
   1. Sebelum mengisi angket ini, mohon siswa/siswi melihat dan mempelajari bahan ajar yang dikembangkan.
   2. Berilah tanda (√) pada kolom skor penilaian.
   3. Kecermatan dalam penilaian ini sangat diharapkan.

   Keterangan :

   - SS : Sangat setuju   (bobot 4)
   - S   : Setuju   (bobot 3)
   - KS : Kurang setuju   (bobot 2)
   - TS : Tidak setuju   (bobot 1)

NO	KRITERIA	SKOR PENILAIAN			
		TS	KS	S	SS
1	Media ajar ini dapat memudahkan adik dalam belajar IPS				√
2	Dengan media ajar ini, dapat menambah semnagat belajar				√
3	Materi dalam media ajar mudah untuk dipahami				√
4	Audio atau suara yang ada dalam media video scribe ini jelas				√
5	Ilustrasi dan gambar pada media pembelajaran dapat memperjelas materi				√
6	Saya menyukai tampilan materi pada media				√
7	Media pembelajaran ini memudahkan dalam memahami materi				√
8	Bahasa yang digunakan sangat jelas dan mudah dipahami				√
9	Saya tertarik dengan media pembelajaran *Video Scribe* ini				√
10	Saya merasa senang dengan media ini				√

INSTRUMEN VALIDASI MEDIA UNTUK SISWA

A. Pengantar

NAMA : WILLY DWI PUTRA

KELAS : 8A

SEKOLAH : SMP WAHID HASYIM

B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon siswa/siswi melihat dan mempelajari bahan ajar yang dikembangkan.

2. Berilah tanda (√) pada kolom skor penilaian.

3. Kecermatan dalam penilaian ini sangat diharapkan.

Keterangan :

- SS : Sangat setuju (bobot 4)
- Š : Setuju (bobot 3)
- KS : Kurang setuju (bobot 2)
- TS : Tidak setuju (bobot 1)

NO	KRITERIA	SKOR PENILAIAN			
		TS	KS	S	SS
1	Media ajar ini dapat memudahkan adik dalam belajar IPS			√	
2	Dengan media ajar ini, dapat menambah semnagat belajar			√	
3	Materi dalam media ajar mudah untuk dipahami			√	
4	Audio atau suara yang ada dalam media video scribe ini jelas		√		
5	Ilustrasi dan gambar pada media pembelajaran dapat memperjelas materi			√	
6	Saya menyukai tampilan materi pada media			√	
7	Media pembelajaran ini memudahkan dalam memahami materi			√	
8	Bahasa yang digunakan sangat jelas dan mudah dipahami				√
9	Saya tertarik dengan media pembelajaran Video Scribe ini			√	
10	Saya merasa senang dengan media ini				√

INSTRUMEN VALIDASI MEDIA UNTUK SISWA

A. **Pengantar**
   NAMA : Ghina Zhafira
   KELAS : 8a –10
   SEKOLAH : SMP Wahid Hasyim
B. **Petunjuk pengisian angket**
   1. Sebelum mengisi angket ini, mohon siswa/siswi melihat dan mempelajari bahan ajar yang dikembangkan.
   2. Berilah tanda (√) pada kolom skor penilaian.
   3. Kecermatan dalam penilaian ini sangat diharapkan.

   Keterangan :

   - SS : Sangat setuju   (bobot 4)
   - S : Setuju   (bobot 3)
   - KS : Kurang setuju   (bobot 2)
   - TS : Tidak setuju   (bobot 1)

NO	KRITERIA	SKOR PENILAIAN			
		TS	KS	S	SS
1	Media ajar ini dapat memudahkan adik dalam belajar IPS			√	
2	Dengan media ajar ini, dapat menambah semnagat belajar			√	
3	Materi dalam media ajar mudah untuk dipahami			√	
4	Audio atau suara yang ada dalam media video scribe ini jelas			√	
5	Ilustrasi dan gambar pada media pembelajaran dapat memperjelas materi			√	
6	Saya menyukai tampilan materi pada media			√	
7	Media pembelajaran ini memudahkan dalam memahami materi			√	
8	Bahasa yang digunakan sangat jelas dan mudah dipahami			√	
9	Saya tertarik dengan media pembelajaran *Video Scribe* ini			√	
10	Saya merasa senang dengan media ini				√

INSTRUMEN VALIDASI MEDIA UNTUK SISWA

A. Pengantar

NAMA   : Nur Alif

KELAS   : 8A   32

SEKOLAH : SMP Wahid Hasyim

B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon siswa/siswi melihat dan mempelajari bahan ajar yang dikembangkan.
2. Berilah tanda (√) pada kolom skor penilaian.
3. Kecermatan dalam penilaian ini sangat diharapkan.

   Keterangan :

   - SS : Sangat setuju   (bobot 4)
   - S̀ : Setuju   (bobot 3)
   - KS : Kurang setuju   (bobot 2)
   - TS : Tidak setuju   (bobot 1)

NO	KRITERIA	SKOR PENILAIAN			
		TS	KS	S	SS
1	Media ajar ini dapat memudahkan adik dalam belajar IPS			√	
2	Dengan media ajar ini, dapat menambah semnagat belajar			√	
3	Materi dalam media ajar mudah untuk dipahami			√	
4	Audio atau suara yang ada dalam media video scribe ini jelas			√	
5	Ilustrasi dan gambar pada media pembelajaran dapat memperjelas materi				√
6	Saya menyukai tampilan materi pada media			√	
7	Media pembelajaran ini memudahkan dalam memahami materi			√	
8	Bahasa yang digunakan sangat jelas dan mudah dipahami			√	
9	Saya tertarik dengan media pembelajaran *Video Scribe* ini			√	
10	Saya merasa senang dengan media ini				√

9th APPENDIX

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMP Wahid Hasyim
Kelas/Semester	:	VIII A/ 2
Mata Pelajaran	:	Ilmu Pengetahuan Sosial (IPS)
Materi Pokok	:	Perubahan Masyarakat Indonesia pada Masa Penjajahan dan Tumbuhnya Semangat Kebangsaan
Sub tema	:	(kedatangan bangsa-bangsa barat ke Indonesia)
Kelas/ Semester	:	VIII /genap
Alokasi Waktu	:	1 X pertemuan (1 x 40 ')

A. **KOMPTENSI INTI**

   KI.1 Memiliki perilaku yang mencerminkan sikap beriman dan bertakwa kepada Tuhan YME,

   KI.2 Memiliki karakter, jujur, dan peduli, bertanggungjawab,. pembelajar sejati sepanjang hayat, dan sehat jasmani dan rohani sesuai dengan perkembangan anak di lingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional

   KI.3 Memiliki pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berkenaan dengan: . ilmu pengetahuan, . teknologi, . seni, dan. budaya. Mampu mengaitkan pengetahuan di atas dalam konteks diri sendiri, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

   KI.4 Memiliki keterampilan berpikir dan bertindak: kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif melalui pendekatan ilmiah sesuai dengan yang dipelajari di satuan pendidikan dan sumber lain secara mandiri

B. **KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI**

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Menghayati karunia Tuhan YME yang telah menciptakan waktu dengan segala perubahannya.	1.1.1. Siswa mampu mensyukuri perubahan waktu yang Allah SWT berikan hingga Indonesia dapat merdeka
2	2.1. Menunjukkan perilaku jujur, gotong royong, bertanggung jawab, toleran,	2.1.1 Siswa mampu memiliki sikap cinta tanah air dan menghormati jasa pahlawan

	dan percaya diri sebagaimana ditunjukkan oleh tokoh-tokoh sejarah pada masa lalu	
3	3.2. Mendeskripsikan perubahan masyarakat Indonesia pada masa penjajahan dan tumbuhnya semangat kebangsaan serta perubahan dalam aspek geografis, ekonomi, budaya, pendidikan dan politik	3.2.1 Siswa mampu memahami proses kedatangan bangsa-bangsa Barat ke Indonesia 3.3.2 Siswa mampu memahami Lokasi kedatangan bangsa-bangsa Barat di Indonesia
	4.1. Menyajikan hasil olahan telaah tentang peninggalan kebudayaan dan pikiran masyarakat Indonesia pada masa penjajahan dan tumbuhnya semangat kebangsaan dalam aspek geografis, ekonomi, budaya, pendidikan dan politik yang ada di lingkungan sekitarnya	4.1.1 Siswa mampu mempresentasikan tentang masuknya bangsa Barat ke Indonesia di depan kelas

C. TUJUAN PEMBEL;AJARAN

Setelah Kegiatan Belajar Mengajar selesai diharapkan siswa dapat :

1. Berdoa pada awal dan akhir kegiatan pembelajaran dengan khusu` kepada Allah SWT
2. Menghargai dan menghormati sesama
3. Menjaga kebersihan kelas
4. Memakai perlengkapan sekolah dengan lengkap
5. Memelihara hubungan baik dengan teman sekelas
6. Menjelaskan latar belakang kedatangan bangsa barat ke Indonesia dengan baik
7. Menjelaskan proses kedatangan bangsa barat ke Indonesia dengan jelas
   Penguatan Karakter Sikap Spritual   : Toleransi pada agama yang berbeda,Sikap Sosial: Jujur, disiplin, kerjasama, peduli,kritis , percayadiri

D. MATERI PEMBELAJARAN

> **Materi Reguler**

1. Datangnya bangsa Barat ke Indonesia

a.   Bangsa Spanyol

Perjalanan Samudra pertamakali bangsa Spanyol dilakukan oleh Christoper Colombus, ia menempuh perjalanan ke Barat menyebrangi Samudra Atlantik, dan berhasil mencapai Bahama pada 1492. Selanjutnya, Amerigo Vespuci berhasil menemukan Amerika pada 1499.

Christophorus Columbus bermaksud mencari wilayah Hindia Timur melalui arah barat. Setelah berlayar lebih dari dua bulan mengarungi Lautan Atlantik, sampailah Columbus di Kepulauan Bahama, Karibia. Columbus menganggap bahwa ia telah sampai di Hindia dari arah barat. Oleh karena itu, ia menamai penduduk daerah itu dengan nama Indian. Kekeliruan Columbus ini telah menghasilkan sebutan Hindia Barat untuk Amerika.

Dan, melalui perjanjian Saragosa dengan portugis pada tahun 1521, Spanyol harus meninggalkan Maluku. Setelah menandatangani perjanjian Saragosa, rombongan Yuan Sebastian del Cano melanjutkan perjalanan ke arah barat menuju Eropa dan tiba di Eropa pada tahun 1522. Rombongan itu menjadi rombongan pertama yang melakukan ekspedisi mengelilingi dunia dan membuktikan bahwa bumi itu bulat. Kisah perjalanan Magelhaens ditulis oleh Pigafetta.

b.   Bangsa Inggris

Awal masuknya bangsa Inggris ke Indonesia adalah pada abad ke 17 , yang mana pada abad tersebut bangsa inggris sudah berpatisipasi dalam perdagangan di daerah India. Di daerah India tersebut (India Timur) para pedagang inggris telah mendirikan kongsi dagang yang bernama EIC (East India Company) dan berpusat di Kalkuta (India). Dari kota Kalkuta tersebut, para pedagang Inggris mulai mengetahui Indonesia merupakan negara yang sangat berpotensi.

Adapun kedatangan bangsa Inggris ke negara Indonesia dipelopori oleh Francis Drake dan Thomas Cavendish pada tahun 1579. Ketika berada di Indonesia, Francis Drake dan Thomas Cavendish berhasil membawa rempah- rempah dari Indonesia khususnya dari Ternate untuk dibawa kembali ke Inggris.

E.   **PENDEKATAN DAN MODEL PEMBELAJARAN**

Menggunakan pembelajaran scientifik dengan Model Pembelajaran Kooperatif, menggunakan media video scribe.

F.   **ALAT, ALAT DAN SUMBER PEMBELAJARAN**

Media   :Video Scribe
Alat   :Laptop, LCD,

Sumber :
1. Buku IPS Kelas VIII semeter II, penulis: Erick Putra Childacayana; penerbit : Intan Pariwara
2. Atlas Indonesia dan dunia
3. www.sejarawan.com

G. KEGIATAN PEMBELAJARAN

Langkah-langkah pembelajaran

Kegiatan	Langkah-langkah Model pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan		1. Mengucapkan salam, menanyakan kabar, mengecek kehadiran peserta didik, serta mengajak peserta didik berdoa bersama-sama untuk pelaksanaan pembelajaran yang akan dilaksanakan 2. Guru memberi motivasi kepada peserta didik 3. Guru melakukan apersepsi dengan Mengaitkan *materi/ thema/ kegiatan* pembelajaran dengan pengalaman hidup peserta didik tentang masuknya bangsa Barat ke Indonesia 4. Guru menyampaikan tujuan pembelajaran yang harus dicapai peserta didik melalui *video scribe* 5. Menyampaikan cakupan materi Menginformasikan teknik penilaian yang digunakan selama proses pembelajaran	10 Menit
Kegiatan Inti	Tahap 1 Persiapan	Guru menampilkan video scribe yang sudah disediakan	10 menit
	Tahap 2 Stimulasi/ pemberian ransangan	1. Guru memberikan penguatan dari video yang ditampilkan	10 menit
	Tahap 3 Identifikasi	1. Peserta didik mengajukan	20 menit

	Masalah	pertanyaan dari apa yang mereka belum pahami di dalam *video scribe* 2. Guru memberi evaluasi dengan memberikan soal dilembar soal kepada siswa 3. Guru meminta siswa untuk mengomentari materi dalam video	
	Tahap 4 Mengumpulkan data	Selama KBM berlangsung guru sesekali mengadakan penilaian terhadap proses belajar siswa.	10 menit
	Tahap 5 Menarik Kesimpulan	Guru dan Siswa Membuat kesimpulan tentang kedatangan bangsa barat ke Indonesia	10 Menit
Penutup		1. Guru bersama peserta didik menyimpulkan hasil pembelajaaran 2. Siswa membuat tugas rumah berupa mengerjakan mind mapping berdasarkan komentar mereka terhadap isi video yang ditampilkan. 3. Menyampaikan pesan moral dan Menutup pelajaran dengan memberi salam penutup.	10 Menit

1. **Teknik Penilaian**

   a. **Penilaian Kompetensi Pengetahuan**
      1) Tes Tertulis
         a) Pilihan ganda
      2) Tes Lisan
         ⮝ *Tes lisan pemaparan materi dari pemahaman siswa.*

   b. **Penilaian Kompetensi Keterampilan**
      1) Proyek, pengamatan, wawancara'
         ⮝ *Mempelajari buku teks dan sumber lain tentang materi pokok*
         ⮝ *Menyimak tayangan/video tentang materi pokok*
      2) Portofolio / unjuk kerja

3) Produk

2. Pembelajaran Remedial dan Pengayaan

    a. Remedial

        ❖ Memberikan ulasan materi ulang secara terpisah dan diakhiri dengan tanya jawab dan pemberian tugas makalah.

    b. Pengayaan

        ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

        ❖ Pengayaan dilakukan dengan pemberian teks yang mencakup perluasan materi dengan problem based learning kemudian siswa diminta untuk menganalisis materi dan mencari solusi atas pernyataannya.

LEMBAR PENGAMATAN PENILAIAN SIKAP

PENILAIAN OBSERVASI

Rubrik:

Indikator sikap aktif dalam pembelajaran:

1. Kurang baik *jika* menunjukkan sama sekali tidak ambil bagian dalam pembelajaran
2. Cukup *jika* menunjukkan ada sedikit usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
3. Baik *jika* menunjukkan sudah ada usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
4. Sangat baik *jika* menunjukkan sudah ambil bagian dalam menyelesaikan tugas kelompok secara terus menerus dan ajeg/konsisten

Indikator sikap bekerjasama dalam kegiatan kelompok.

1. Kurang baik *jika* sama sekali tidak berusaha untuk bekerjasama dalam kegiatan kelompok.
2. Cukup*jika* menunjukkan ada sedikit usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
3. Baik *jika* menunjukkan sudah ada usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
4. Sangat baik *jika* menunjukkan adanya usaha bekerjasama dalam kegiatan kelompok secara terus menerus dan ajeg/konsisten.

Indikator sikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.

1. Kurang baik *jika* sama sekali tidak bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.

2. Cukup *jika* menunjukkan ada sedikit usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masuih belum ajeg/konsisten
3. Baik *jika* menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masuih belum ajeg/konsisten.
4. Sangat baik *jika* menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif secara terus menerus dan ajeg/konsisten.

Bubuhkan tanda √ pada kolom-kolom sesuai hasil pengamatan.

No	Nama Siswa	Sikap																											
		Tanggung Jawab				Jujur				Peduli				Kerjasama				Santun				Percaya diri				Disiplin			
		KR	CK	BA	SB	KR	CK	BA	SB	KR	CK	BA	SB	KR	CK	BA	SB	KR	CK	BA	SB	KR	CK	BA	SB	KR	CK	BA	SB
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																													
2																													
3																													

K : Kurang   C: Cukup   B: Baik   SB : Baik Sekali

REKAPITULASI PENILAIAN SIKAP – OBSERVASI

NO	NAMA SISWA	SIKAP							Skor Rata-rata
		Tanggung Jawab	Jujur	Pedul	Kerja Sama	Santun	Percaya Diri	Disiplin	
1									
2									

LEMBAR PENILAIAN SIKAP - JURNAL

Nama Siswa : ………………..

Kelas : ………………

No.	Hari/Tanggal	Sikap/Perilaku		Keterangan
		Positif	**Negatif**	

Kesimpulan :

………………………………………………………………………………………………………
……………

Lampiran Instrumen Penilaian:

Pilihan Ganda

1. Dibawah ini manakah yang merupakan daya tarik indonesia sehingga bangsa barat datang ke Indonesia
   a. Kapal-kapal yang canggih   c. Rempah-rempah yang melimpah
   b. Kekayaan industri   d.Banyak kerajaan megah di indonesia
2. Alasan utama bangsa barat mengambil rempah-rempah Indonesia adalah untuk .....
   a. Diperdagangkan dengan harga yang tinggi
   b. Diperdagangkan dengan harga yang murah
   c. Disimpan sebagai simpanan
   d. Disimpan dan digunakan
3. Motifasi 3G merupakan salah satu yang melatar belakangi datangnya bangsa barat ke indonesia, isi motivasi 3G adalah ....
   a. *Gold, glory, gospel*   c. *Glory,goal, gospel*
   b. *Gold, gospel, goal*   d. *Glory, gold, get*
4. Bangsa barat datang ke indonesia adalah untuk mencari kekayaan. Hal ini merupakan salah satu isi dari motivasi 3G yang disebut ....
   a. Goal   c. Gospel
   b. Gold   d. Glory
5. *Glory* bermakna ....

a. Kekayaan nasrani

c. Keinginan menyebarkan agama

b. Kejayaan

d. Kemewahan

PEDOMAN PERSKORAN

Jika jawaban benar, setiap item soal diberi skor 2

Jika jawaban salah, setiap item diberi skor 0

$$\frac{Skor\ Perolehan}{Skor\ Maksimal} x100$$

Kunci Jawaban:

1. C   3. A   5. B
2. A   4. B

Format Penilaian Kinerja (*Performance*)

A. Penilaian Ketrampilan

Rubrik Penilaian Ketrampilan (presntasi)

No	Nama Siswa	Kemampuan Presentasi (1 – 4)	Kemampuan Bertanya (1 – 4)	Kemampuan Menjawab (1 – 4)	Jumlah Nilai
1					
2					
3					

Keterangan :

1) Nilai terentang antara (1 – 4)

   1 = Kurang

   2 = Cukup

   3 = Baik

   4 = Amat Baik

2) Nilai = jumlah nilai dibagi 3

10th APPENDIX

PRE TEST RESULT

SOAL *PRE TEST*

KELAS VIII SMP WAHID HASYIM MALANG

TAHUN PELAJARAN 2017/2018

(40)

Nama   : M. Arif Husaini

Kelas/no. Absen : VIII B

Pilihlah 1 jawaban yang tepat dan berilah tanda (x)!

1. Dibawah ini, manakah yang merupakan daya tarik indonesia sehingga bangsa barat datang ke indonesia.....
   - a. Rempah-rempah yang melimpah
   - b. Mesin-mesin yang canggih
   - c. Kemajuan teknologi indonesia
   - d. Kekayaan industri

2. Motivasi 3G merupakaan motivasi bangsa-bangsa barat melakukan penjelajahan samudra, motivasi 3G adalah ....
   - a. *Gold, gospel, goal*
   - b. *Gold, gospel, glory*
   - c. *Glory, goal, gospel*
   - d. *Glory, gold, get*

3. Makna dari *Gospel* adalah ....
   - a. Keinginan mendapatkan kekayaan
   - b. Keinginan mendaptkan kejayaan
   - c. Keinginan menyebarkan agama Islam
   - d. Keinginan menyebarkan agama nasrani/ kristen

4. Salah satu pengaruh revolusi industri yang sangat terasa pada masa kedatangan bangsa-bangsa barat ke Indonesia adalah dalam kegiatan ....
   - a. Jual beli
   - b. Transportasi
   - c. Militer
   - d. Pertanian

5. Perubahan secara menyeluruh dalam memproduksi barang yang sebelumnya menggunakan tenaga mesin dan hewan menjadi menggunakan mesin merupakan pengertian dari ....
   - a. *Glory*
   - b. *Gold*
   - c. Revolusi industri
   - d. Revolusi teknologi

6. Berikut diisajikan gambar peta kedatangan bangsa barat ke indonesia, negara manakah pada peta yang melakukan ekspedisi ke Indonesia
   - a. Portugis
   - b. Sepanyol
   - c. Belanda
   - d. Inggris

7. Jika dilihat dari tahun kedatangannya, maka Negara manakah yang pertama kali datang ke indonesia ....

    a. Portugis   c. India

    b. Belanda   d. Inggris

8. Urutkan proses datangnya bangsa barat ke inonesia mulai dari bangsa barat pertama yang datang ke indonesia hingga yang terakhir datang ke indonesia ....

    1. Belanda

    2. Spanyol

    3. Inggris

    4. Portugis

    a. 1,2,3,4   c. 4, 2, 3,1

    b. 1,4,3,2   d. 4,3,2,1

9. Inggris datang ke indonesia pada tahun ....

    a. 1976   c. 1978

    b. 1977   d. 1979

10. Dimanakah pertamakali inggris melakukan ekspedisi di Indonesia ...

    a. Maluku   c. Banten

    b. Sumatra   d. Ternate tidore

11. Untuk menaungi para pedagang dari Inggris yang melakukan perdagangan di asia, maka Inggris mendirikan Persekutuan dagang yang diberi nama .....

    a. AIC   c. IEC

    b. EIC   d. AEC

12. Kapten belanda yang berhasil membuka jalur pelayaran dari belanda ke indonesia dan menjadi pemimpin Ekspedisi belanda ke indonesia pertama kali adalah ....

    a. Jan piterzoon coen   c. VOC

    b. Pieter both   d. Cornelis de houtman

13. VOC merupakan singkatan dari ....

    a. Vereenigde Oost Indisce Company

    b. Vereenigde Oost Indische Compagnie

    c. Vederal Of Indisce Company

    d. Vederal Of Indisce Compagnie

14. Di kota manakah pertama kali belanda datang ke Indonesia ....

    a. Maluku   c. Banten

    b. Sumatra   d. Ternate tidore

15. Pada masa bangsa belanda, belanda memindahkan pusat VOC dari ambon ke jayakarta yang mana pada saat itu belnda pimpinan oleh ....

    a. Pieter beat   c. Dandels

    b. Pieter both   d. Pieterzoen

16. Pada masa bangsa belanda di Indonesia, nama jayakarta di ubah menjadi .....

    a. Batavia   c. DKI Jakarta

    b. Jakarta   d. Sunda kelapa

17. Dibawah ini, manakah yang merupakan alasan yang tepat di pindahnya kantor VOC ke Jayakarta

    a. Jayakarta memiliki kekayaan alam yang melimpah

b. Jayakarta memiliki wilayah yang luas pada saat itu

c. Letak jayakarta lebih strategis dengan pariwisata

~~d. Letak jayakarta lebih strategis bagi pelayaran dan perdagangan~~

18. Spanyol melakukan ekspedisi dari satu negara ke negara lain, sehingga sampailah sepanyol di Indonesia yakni tepatnya di ....

    a. Maluku

    ~~b. Jayakarta~~

    c. Banten

    d. Sumatra

19. Pada masa datangnya bangsa barat ke indonesia, terjadi Kolonialisme yang dilakukan bangsa barat terhadap masyarakat indonesia yang merugikan bangsa indonesia, kolonialisme adalah ......

    a. Menjajah dengan mengubah pemerintahan di negara jajahan

    b. Menjajah dengan tidak mengubah pemerintahan di negara jajahan

    c. Menjajah terhadap hasil kekayaan dengan mengubah pemerintahan di negara jajahan

    d. Menjajah terhadap hasil kekayaan dengan tidak mengubah pemerintahan di negara jajahan.

20. Bangsa indonesia, dijajah dan diambil kekayaannya oleh bangsa Belanda bahkan belanda memberlakukan sistem tanam paksa terhadap masyarakat indonesia guna mendapatkan keuntungan yang besar dan belandapun mengubah sistem pemerintahan indonesia untuk mendapatkan kekayaan. Hal tersebut merupakan contoh dari ......

    a. Kolonial   c. Imperialisme

    b. Kolonialisme   d. penjajahan

SOAL *PRE TEST*

KELAS VIII SMP WAHID HASYIM MALANG

TAHUN PELAJARAN 2017/2018

Nama : chafidhotun Rahmania

Kelas/no. Absen : VIII A / 04

Pilihlah 1 jawaban yang tepat dan berilah tanda (x)!

1. Dibawah ini, manakah yang merupakan daya tarik indonesia sehingga bangsa barat datang ke indonesia.....
   - a. Rempah-rempah yang melimpah
   - b. Mesin-mesin yang canggih
   - c. Kemajuan teknologi indonesia
   - d. Kekayaan industri

2. Motivasi 3G merupakaan motivasi bangsa-bangsa barat melakukan penjelajahan samudra, motivasi 3G adalah ....
   - a. *Gold, gospel, goal*
   - b. *Gold, gospel, glory*
   - c. *Glory, goal, gospel*
   - d. *Glory, gold, get*

3. Makna dari *Gospel* adalah ....
   - a. Keinginan mendapatkan kekayaan
   - b. Keinginan mendaptkan kejayaan
   - c. Keinginan menyebarkan agama Islam
   - d. Keinginan menyebarkan agama nasrani/ kristen

4. Salah satu pengaruh revolusi industri yang sangat terasa pada masa kedatangan bangsa-bangsa barat ke Indonesia adalah dalam kegiatan ....
   - a. Jual beli
   - b. Transportasi
   - c. Militer
   - d. Pertanian

5. Perubahan secara menyeluruh dalam memproduksi barang yang sebelumnya menggunakan tenaga mesin dan hewan menjadi menggunakan mesin merupakan pengertian dari ....
   - a. *Glory*
   - b. *Gold*
   - c. Revolusi industri
   - d. Revolusi teknologi

6. Berikut di sajikan gambar peta kedatangan bangsa barat ke indonesia, negara manakah pada peta yang melakukan ekspedisi ke Indonesia
   - a. Portugis
   - b. Sepanyol
   - c. Belanda
   - d. Inggris

7. Jika dilihat dari tahun kedatangannya, maka Negara manakah yang pertama kali datang ke indonesia ....

   a. Portugis   c. India

   b. Belanda   d. Inggris

8. Urutkan proses datangnya bangsa barat ke inonesia mulai dari bangsa barat pertama yang datang ke indonesia hingga yang terakhir datang ke indonesia ....

    1. Belanda

    2. Spanyol

    3. Inggris

    4. Portugis

   a. 1,2,3,4   c. 4, 2, 3,1

   b. 1,4,3,2   d. 4,3,2,1

9. Inggris datang ke indonesia pada tahun ....

   a. 1976   c. 1978

   b. 1977   d. 1979

10. Dimanakah pertamakali inggris melakukan ekspedisi di Indonesia ...

   a. Maluku   c. Banten

   b. Sumatra   d. Ternate tidore

11. Untuk menaungi para pedagang dari Inggris yang melakukan perdagangan di asia, maka Inggris mendirikan Persekutuan dagang yang diberi nama .....

   a. AIC   c. IEC

   b. EIC   d. AEC

12. Kapten belanda yang berhasil membuka jalur pelayaran dari belanda ke indonesia dan menjadi pemimpin Ekspedisi belanda ke indonesia pertama kali adalah ....

   a. Jan piterzoon coen   c. VOC

   b. Pieter both   d. Cornelis de houtman

13. VOC merupakan singkatan dari ....

   a. Vereenigde Oost Indisce Company

   b. Vereenigde Oost Indische Compagnie

   c. Vederal Of Indisce Company

   d. Vederal Of Indisce Compagnie

14. Di kota manakah pertama kali belanda datang ke Indonesia ....

   a. Maluku   c. Banten

   b. Sumatra   d. Ternate tidore

15. Pada masa bangsa belanda, belanda memindahkan pusat VOC dari ambon ke jayakarta yang mana pada saat itu belnda pimpinan oleh ....

   a. Pieter beat   c. Dandels

   b. Pieter both   d. Pieterzoen

16. Pada masa bangsa belanda di Indonesia, nama jayakarta di ubah menjadi .....

   a. Batavia   c. DKI Jakarta

   b. Jakarta   d. Sunda kelapa

17. Dibawah ini, manakah yang merupakan alasan yang tepat di pindahnya kantor VOC ke Jayakarta

   a. Jayakarta memiliki kekayaan alam yang melimpah

b. Jayakarta memiliki wilayah yang luas pada saat itu

c. Letak jayakarta lebih strategis dengan pariwisata

d. Letak jayakarta lebih strategis bagi pelayaran dan perdagangan

18. Spanyol melakukan ekspedisi dari satu negara ke negara lain, sehingga sampailah sepanyol di Indonesia yakni tepatnya di ....

    a. Maluku

    b. Jayakarta

    c. Banten

    d. Sumatra

19. Pada masa datangnya bangsa barat ke indonesia, terjadi Kolonialisme yang dilakukan bangsa barat terhadap masyarakat indonesia yang merugikan bangsa indonesia, kolonialisme adalah ......

    a. Menjajah dengan mengubah pemerintahan di negara jajahan.

    b. Menjajah dengan tidak mengubah pemerintahan di negara jajahan

    c. Menjajah terhadap hasil kekayaan dengan mengubah pemerintahan di negara jajahan

    d. Menjajah terhadap hasil kekayaan dengan tidak mengubah pemerintahan di negara jajahan.

20. Bangsa indonesia, dijajah dan diambil kekayaannya oleh bangsa Belanda bahkan belanda memberlakukan sistem tanam paksa terhadap masyarakat indonesia guna mendapatkan keuntungan yang besar dan belandapun mengubah sistem pemerintahan indonesia untuk mendapatkan kekayaan. Hal tersebut merupakan contoh dari ......

    a. Kolonial   c. Imperialisme

    b. Kolonialisme   d. penjajahan

11th APPENDIX

POST TEST

SOAL *POST TEST*

KELAS VIII SMP WAHID HASYIM MALANG

TAHUN PELAJARAN 2017/2018

Nama : Nila Agustin

Kelas/no. Absen : VIII b / 19

Pilihlah 1 jawaban yang tepat dan berilah tanda (x)!

1. Dibawah ini manakah yang merupakan daya tarik indonesia sehingga bangsa barat datang ke Indonesia
   a. Kapal-kapal yang canggih
   ~~c.~~ Rempah-rempah yang melimpah
   b. Kekayaan industri
   d. Banyak kerajaan megah di indonesia

2. Alasan utama bangsa barat mengambil rempah-rempah Indonesia adalah untuk .....
   a. Diperdagangkan dengan harga yang tinggi
   b. Diperdagangkan dengan harga yang murah
   c. Disimpan sebagai simpanan
   d. Disimpan dan digunakan

3. Motifasi 3G merupakan salah satu yang melatar belakangi datangnya bangsa barat ke indonesi a, motivasi 3G adalah ....
   a. *Gold, glory, gospel*
   c. *Glory, goal, gospel*
   b. *Gold, gospel, goal*
   d. *Glory, gold, get*

4. Bangsa barat datang ke indonesia adalah untuk mencari kekayaan. Hal ini merupakan salah satu isi dari motivasi 3G yang disebut ....
   a. Goal
   c. Gospel
   b. Gold
   d. Glory

5. *Glory* bermakna ....
   a. Kekayaan
   c. Keinginan menyebarkan agama nasrani
   b. Kejayaan
   d. Kemewahan

6. Portugis menyebarkan agama kristen di Indonesia, hal ini merupakan salah satu pendorong datangnya bangsa barat ke Indonesia yang disebut ....
   a. Gospel
   c. Glory
   b. Gold
   d. Get

7. Gambar berikut merupakan salah satu contoh pendorong datangnya bangsa barat ke indonesia dalam hal ....
   a. Revolusi barang
   b. Revolusi teknologi
   c. Revolusi manusia
   d. Revolusi industri

8. Revolusi industri merupakan alah satu hal yang melatar belakangi datangnya bangsa barat ke Indonesia, revolusi industri adalah .....

   a. Perubahan atau pergantian dari menggunakan tenaga manusia dan hewan menjadi tenaga mesin

   b. Perubahan atau pergantian dari menggunakan tenaga manusia dan hewan menjadi tenaga kelompok

   c. Perubahan atau pergantian dari menggunakan tenaga manusia menjadi tenaga hewan

   d. Perubahan atau pergantian dari menggunakan tenaga hewan menjadi tenaga mesin

9. Imperialisme adalah ......

   a. Penguasaan suatu negara terhadap negara lain dengan mengambil hasil dan kekayaannya dan dengan mengubah pemerintahan di negara tersebut

   b. Penguasaan suatu negara terhadap negara lain dengan mengambil kepemimpinannya tanpa pengubah pemerintahan negara tersebut

   c. Penguasaan suatu negara terhadap negara lain dengan tidak mengubah pemerintahannya

   d. Penguasaan suatu negara tehadap negara lain untuk menyatukan negara

10. Portugis menjajah indonesia tetapi tanpa mengubah pemerintahan di indonesia, hal tersebut merupakan contoh dari ....

   a. Imperialisme   c. Kolonialisme

   b. Koloni   d. Penjajahan

1. Ada 4 bangsa barat yang datang ke Indonesia, dibawah ini manakah negara-negara barat tersebut yang datang ke Indonesia...............

     1. Belanda   5. Inggris

     2. Malaysia   6. Spanyol

     3. Filipina

     4. Portugis

   a. 1,2,3,4   c. 4,2,5,6

   b. 1,4,5,6   d. 4,3,5,6

11. Portugis melakukan ekspeidisi dan sampai di Malaka yakni dibawah pimpinan ....

   a. Bortolomeus Diaz   c. Alfonso D' Albuquerque

   b. Antonio de Abreu   d. cornelis de houtman

12. Portugis pernah mlakukan ekspedisi ke malaka (malaysia) dan maluku. Pada tahun berapa portugis melakukan ekspedisi dan sampai di maluku ....

   a. 1510   c. 1512

   b. 1511   d. 1513

13. Inggris pertama kali datang ke Indonesia yakni di ....

   a. Ternate tidore   c. Sumatra utara

   b. Malaka   d. Banten

14. EIC (East Indian Company) merupakan kongsi dagang yang didirikan Inggris ketika inggris melakukan perdagangan sampai di india dan EIC berpusat di India yang didirikan untuk menolong hak-hak masyarakat India. Kemudian, Inggris mlakukan ekspedisi dan sampailah di Indonesia serta merekapun mendirikan EIC

di indonesia yang mana tujuan didirikan kongsi dagang yang diberi nama EIC di indonesia adalah untuk .....

a. Melakukan persaingan perdagangan

b. Merebut seluruh kekuasaan belanda yang sudah menguasai sebagain nusantara

c. Merebut hak-hak masyarakat India

d. Memperluas kekuasaan Inggris di Indonesia

15. Negara .... merupakan negara yang paling singkat menjajah indonesia

a. Belanda   c. Spanyol

b. Portugis   d. Inggris

16. Spanyol melakukan ekspedisi ke Indonesia dan pertama kali sampai di ....

a. Ternate tidore   c. Maluku

b. Malaka   d. Banten

17. Selain mencari rempah-rempah, apa tujuan spanyol melakukan ekspedisi dan mengelilingi dunia ....

a. Membuktikan kehebatannya

b. Membuktikan bahwa bumi itu bulat

c. Membuktikan rempah-rempah

d. Membuktikan kejayaannya

18. .... merupakan kota pertama yang didatangi Belanda di indonesia

a. Ternate tidore   c. Maluku

b. Malaka   d. Banten

19. Cornelis de houtman merupakan pemimpin ekspedisi pertama belanda ke Indonesia, namun houtman hanya sebentar saja berada di indonesia dan harus segera kembali ke negaranya. Hal tersebut disebabkan karena .....

a. Terjadinya konflik antara houtman dengan pemerintahan banten

b. Terjadinya konflik antara houtman dengan pemerintahan maluku

c. Houtman tidak bisa menjadi pemimpin yang baik

d. Houtman tidak bisa memimpin pasukannya

20. Ada banyak persaingan tidak sehat antar pedagang Belanda di Indonesia, kemudian Pada tahun 1602 pemerintahan belanda mendirikan VOC untuk mencegah persaingan yang tidak sehat. VOC merupakan singkatan dari ....

a. Vereenigde Oost Indisce Company

b. Vereenigde Oost Indische Compagnie

c. Vederal Of Indisce Company

d. Vederal Of Indisce Compagnie

SOAL *POST TEST*

KELAS VIII SMP WAHID HASYIM MALANG

TAHUN PELAJARAN 2017/2018

(100)

Nama   : Muh Amin Naufal

Kelas/no. Absen : VIII A / 21

Pilihlah 1 jawaban yang tepat dan berilah tanda (x)!

1. Dibawah ini manakah yang merupakan daya tarik indonesia sehingga bangsa barat datang ke Indonesia
   a. Kapal-kapal yang canggih   ☒ Rempah-rempah yang melimpah
   b. Kekayaan industri   d. Banyak kerajaan megah di indonesia

2. Alasan utama bangsa barat mengambil rempah-rempah Indonesia adalah untuk .....
   ☒ Diperdagangkan dengan harga yang tinggi
   b. Diperdagangkan dengan harga yang murah
   c. Disimpan sebagai simpanan
   d. Disimpan dan digunakan

3. Motifasi 3G merupakan salah satu yang melatar belakangi datangnya bangsa barat ke indonesia, motivasi 3G adalah ....
   ☒ *Gold, glory, gospel*   c. *Glory, goal, gospel*
   b. *Gold, gospel, goal*   d. *Glory, gold, get*

4. Bangsa barat datang ke indonesia adalah untuk mencari kekayaan. Hal ini merupakan salah satu isi dari motivasi 3G yang disebut ....
   a. Goal   c. Gospel
   ☒ Gold   d. Glory

5. *Glory* bermakna ....
   a. Kekayaan   c. Keinginan menyebarkan agama nasrani
   ☒ Kejayaan   d. Kemewahan

6. Portugis menyebarkan agama kristen di Indonesia, hal ini merupakan salah satu pendorong datangnya bangsa barat ke Indonesia yang disebut ....
   ☒ Gospel   c. Glory
   b. Gold   d. Get

7. Gambar berikut merupakan salah satu contoh pendorong datangnya bangsa barat ke indonesia dalam hal ....
   a. Revolusi barang
   b. Revolusi teknologi
   c. Revolusi manusia
   ☒ Revolusi industri

8. Revolusi industri merupakan alah satu hal yang melatar belakangi datangnya bangsa barat ke Indonesia, revolusi industri adalah .....

   ~~a.~~ Perubahan atau pergantian dari menggunakan tenaga manusia dan hewan menjadi tenaga mesin

   b. Perubahan atau pergantian dari menggunakan tenaga manusia dan hewan menjadi tenaga kelompok

   c. Perubahan atau pergantian dari menggunakan tenaga manusia menjadi tenaga hewan

   d. Perubahan atau pergantian dari menggunakan tenaga hewan menjadi tenaga mesin

9. Imperialisme adalah ......

   ~~a.~~ Penguasaan suatu negara terhadap negara lain dengan mengambil hasil dan kekayaannya dan dengan mengubah pemerintahan di negara tersebut

   b. Penguasaan suatu negara terhadap negara lain dengan mengambil kepemimpinannya tanpa pengubah pemerintahan negara tersebut

   c. Penguasaan suatu negara terhadap negara lain dengan tidak mengubah pemerintahannya

   d. Penguasaan suatu negara tehadap negara lain untuk menyatukan negara

10. Portugis menjajah indonesia tetapi tanpa mengubah pemerintahan di indonesia, hal tersebut merupakan contoh dari ....

   a. Imperialisme   ~~c.~~ Kolonialisme

   b. Koloni   d. Penjajahan

1. Ada 4 bangsa barat yang datang ke Indonesia, dibawah ini manakah negara-negara barat tersebut yang datang ke Indonesia...............

      1. Belanda   5. Inggris

      2. Malaysia   6. Spanyol

      3. Filipina

      4. Portugis

   a. 1,2,3,4   c. 4,2,5,6

   ~~b.~~ 1,4,5,6   d. 4,3,5,6

11. Portugis melakukan ekspeidisi dan sampai di Malaka yakni dibawah pimpinan ....

   a. Bortolomeus Diaz   ~~c.~~ Alfonso D' Albuquerque

   b. Antonio de Abreu   d. cornelis de houtman

12. Portugis pernah mlakukan ekspedisi ke malaka (malaysia) dan maluku. Pada tahun berapa portugis melakukan ekspedisi dan sampai di maluku ....

   a. 1510   ~~c.~~ 1512

   b. 1511   d. 1513

13. Inggris pertama kali datang ke Indonesia yakni di ....

   ~~a.~~ Ternate tidore   c. Sumatra utara

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14. EIC (East Indian Company) merupakan kongsi dagang yang didirikan Inggris ketika inggris melakukan perdagangan sampai di india dan EIC berpusat di India yang didirikan untuk menolong hak-hak masyarakat India. Kemudian, Inggris mlakukan ekspedisi dan sampailah di Indonesia serta merekapun mendirikan EIC

di indonesia yang mana tujuan didirikan kongsi dagang yang diberi nama EIC di indonesia adalah untuk .....

   a. Melakukan persaingan perdagangan

   ~~b.~~ Merebut seluruh kekuasaan belanda yang sudah menguasai sebagain nusantara

   c. Merebut hak-hak masyarakat India

   d. Memperluas kekuasaan Inggris di Indonesia

15. Negara .... merupakan negara yang paling singkat menjajah indonesia

   a. Belanda   ~~c.~~ Spanyol

   b. Portugis   d. Inggris

16. Spanyol melakukan ekspedisi ke Indonesia dan pertama kali sampai di ....

   a. Ternate tidore   ~~c.~~ Maluku

   b. Malaka   d. Banten

17. Selain mencari rempah-rempah, apa tujuan spanyol melakukan ekspedisi dan mengelilingi dunia ....

   a. Membuktikan kehebatannya

   ~~b.~~ Membuktikan bahwa bumi itu bulat

   c. Membuktikan rempah-rempah

   d. Membuktikan kejayaannya

18. .... merupakan kota pertama yang didatangi Belanda di indonesia

   a. Ternate tidore   c. Maluku

   b. Malaka   ~~d.~~ Banten

19. Cornelis de houtman merupakan pemimpin ekspedisi pertama belanda ke Indonesia, namun houtman hanya sebentar saja berada di indonesia dan harus segera kembali ke negaranya. Hal tersebut disebabkan karena .....

   ~~a.~~ Terjadinya konflik antara houtman dengan pemerintahan banten

   b. Terjadinya konflik antara houtman dengan pemerintahan maluku

   c. Houtman tidak bisa menjadi pemimpin yang baik

   d. Houtman tidak bisa memimpin pasukannya

20. Ada banyak persaingan tidak sehat antar pedagang Belanda di Indonesia, kemudian Pada tahun 1602 pemerintahan belanda mendirikan VOC untuk mencegah persaingan yang tidak sehat. VOC merupakan singkatan dari ....

   a. Vereenigde Oost Indisce Company

   ~~b.~~ Vereenigde Oost Indische Compagnie

   c. Vederal Of Indisce Company

   d. Vederal Of Indisce Compagnie

12th APPENDIX

RESULT OF UJI-T

T-TEST RESULT ATTACHMENT

Step 1 : Make H_1 and H_0 in sentence form

H_1: There is a significant difference between before and after using instructional media.

H_0: There is no significant difference between before and after using instructional media.

Step 2: find the t-test criteria

If $t_{hitung} > t_{table}$, then the result is significant meaning H_1 is accepted.

If $t_{hitung} < t_{tabel}$, then the result is nonsignifikan, meaning H_1 is rejected.

Step 3: find the mean (), standard deviation (S), variance (S^2)

a.   Averange of control class ($\bar{X}_1$) and experimental class ($\bar{X}_2$)

$$\bar{X}1 = \frac{\sum 1}{n1}$$ Information:

$$= \frac{2300}{32} = \mathbf{71,875}$$ $\bar{X}_1$: average of control class

$$\bar{X}2 = \frac{\sum 2}{n2}$$ $\bar{X}_2$: average of experimen class

$$= \frac{2730}{32} = \mathbf{85,3125}$$ n_1 : amount of control class student

n_2 : amount of experimen class student

$\sum 1$: amount of average control class

$\sum 2$: amount of average experimen class

b.   Standard deviance of control group(S_1) and experimental group (S_2)

$$S_1 = \sqrt{\frac{\sum (x - \bar{X}1)^2}{n1 - 1}}$$ Information :

$$= \sqrt{\frac{3087,461}{31}}$$ S_1 = Standard Deviance of control class

$$= \sqrt{99,60} = \mathbf{9,97}$$ S_2 = Standard Deviance of experiment class

x = respondent result

$$S_2 = \sqrt{\frac{\sum(x-\overline{X}2)^2}{n2-1}}$$
$\overline{X}_1$: average of control class

$$= \sqrt{\frac{3474,519}{31}}$$
$\overline{X}_2$: average of experiment class

$$= \sqrt{112,08}$$
n_1 : amount of control class student

$$= 10,58$$
n_2 : amount of experiment class student

c.   Variacnce of control group ($S_1{}^2$) and experimental group ($S_2{}^2$)

$$S_1{}^2 = \frac{\sum(x-\overline{X}1)^2}{n1-1}$$
Information :

$$= \frac{3087,461}{31} = 99,60$$
$S_1{}^2$ = Variance of control class

$S_2{}^2$ = variance of experiment class

$$S_2{}^2 = \frac{\sum(x-\overline{X}2)^2}{n2-1}$$
x = value of respondent

$$= \frac{3474,519}{31} = 112,08$$
$\overline{X}_1$: average of control student

$\overline{X}_2$: average of experiment student

n_1 : amount of control class student

n_2 : amount of experiment class student

Langkah 4 : Looking for T$_{hitung}$ by formula

     T test is done after knowing the diversity of both data. That is **after** calculation of data bellow:

Diket : $\overline{X}_1 = 71,875$ $n_1 = 32$ $S_1{}^2 = 99,60$

         $\overline{X}_2 = 85,3125$ $n_2 = 32$ $S_2{}^2 = 112,08$

$$S^2gab = \frac{(n_1-1)\,S_1{}^2 + (n_2-1)\,S_2{}^2}{n_1+n_{2-2}}$$

$$= \frac{(31)99,60+(31)112,08}{(32+32-2)} = 105,84$$

$$T_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_{2gab}}{n_1} + \frac{S_{2gab}}{n_2}}}$$

$$= \frac{|(71,875 - 85,3125)|}{\sqrt{\frac{105,84}{32} + \frac{105,84}{32}}}$$

$$= |-5,229|$$

Langkah 5 : Determine T_{tabel}
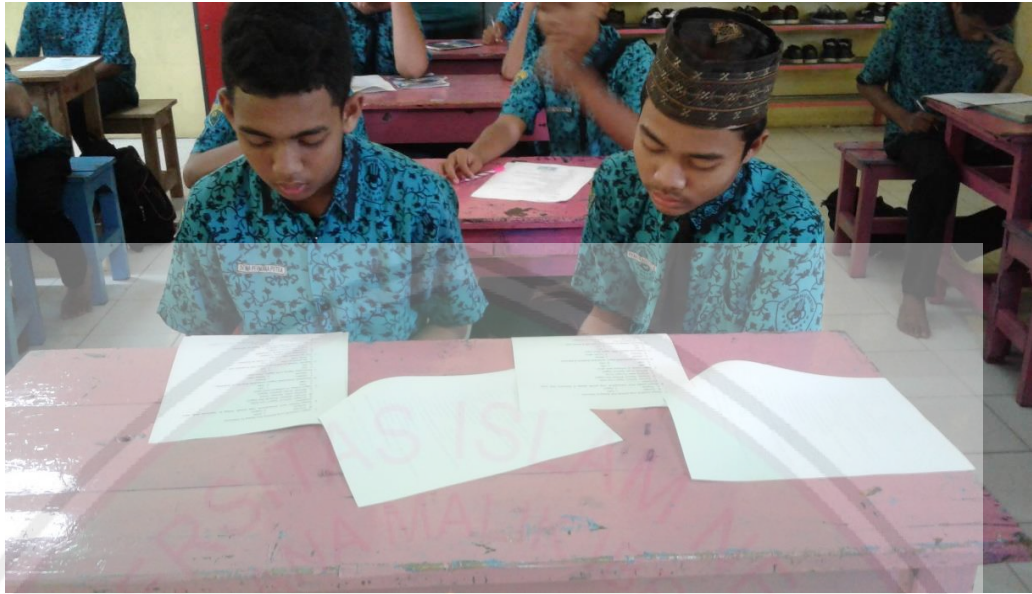
Level of significance $(\alpha = 0,05)$

dk = $n_1 - 1 = 32 - 1 = 31$, so that obtained data tabel of 31rd. After seen the data tabel, then $T_{tabel} = 2,039$

Langkah 6 : Compare between T_{hitung} and T_{tabel}

T_{hitung} and T_{table} results are $|-5,229| \geq 2,039$, it is concluded H_o is rejected and H_1 accepted.

13th APPENDIX

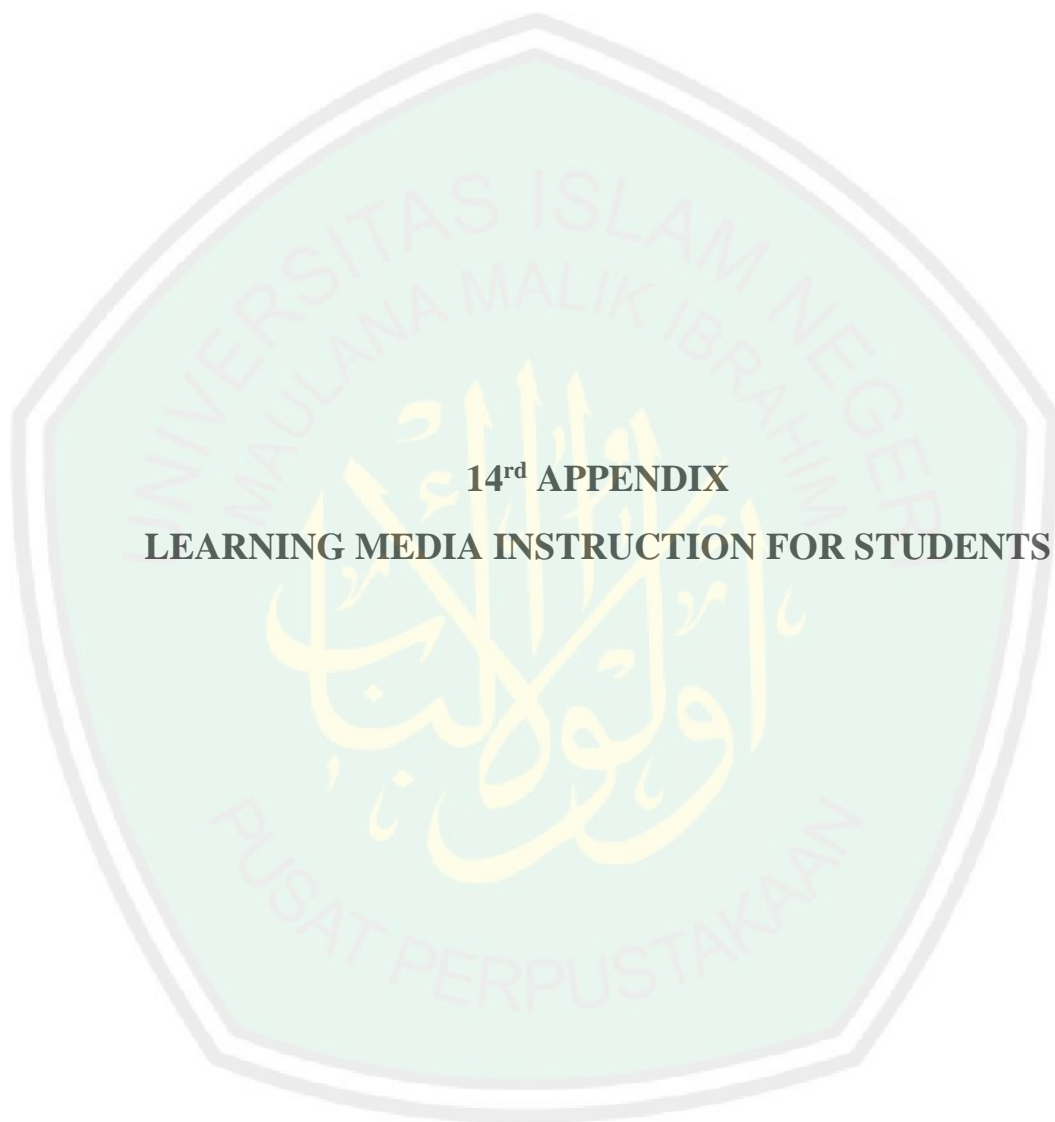**RESEARCH DOCUMENTATION**

Students do Pre test

Students do post test

Teacher explain without learning media

Teacher explain use learning media

14rd APPENDIX

LEARNING MEDIA INSTRUCTION FOR STUDENTS

- PETUNJUK PENGGUNAAN -

MEDIA PEMBELAJARAN VIDEO SCRIBE UNTUK SISWA SMP/ MTs KELAS VIII
MATERI "KEDATANGAN BANGSA-BANGSA BARAT KE INDONESIA"

Langkah-langkah yang perlu diperhatikan dalam penggunaan media Video Scribe bagi siswa antara lain:

1 PERSIAPAN

Mempersiapkan diri sebelum belajar dan mengeluarkan buku dan alat tulis di atas meja.

2 PERHATIAN

memberikan perhatian selama proses pembelajaran.

3 FOKUS

Memperhatikan dan mengamati video scribe yang di tampilkan oleh guru melalui LCD/proyektor.

4 MEMAHAMI

Memahami isi materi dalam video scribe

5 MENCATAT

Mencatat materi-materi penting yang di tampilkan dalam video scribe di dalam buku tulis siswa

6 TANGGUNG JAWAB

Bertanggung jawab dalam mengerjakan tugas yang telah tertera dalam video scribe.

-SELAMAT BELAJAR-

Video Scribe bisa diakses melalui code QR disamping

SCAN

Atau melalui link berikut
https://youtu.be/aBZ7c3HFm3M

Media ini disusun oleh: **Lina Fakhriyani**. Jurusan Pendidikan Ilmu Pengetahuan sosial. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negri Maulana Malik Ibrahim Malang

085815925074   Lina Fakhriyani

15rd APPENDIX

STUDENTS CURRICULUM VITAE

STUDENT BIOGRAPHY

Name   : Lina Fakhriyani

NIM   : 14130096

Place, Date of Birth   : Pacitan, 15th April 1995

Faculty/ Major   : FITK/ P.IPS

Entry Year   : 2014

Address   : Ds. Sampit, Kec. Delta Pawan, Kab. Ketapang (KAL-BAR)

Phone Number   : 085815925074

Email   : Linafakhriani@gmail.com