THE DEVELOPMENT OF LEARNING MEDIA ROLLING BALL ON THEME 6

MY ASPIRATION FOR FOURTH GRADE SD ISLAM AS SALAM

MALANG

Presented to Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University Malang

In Partial Fulfillment of the Requirements for the *Degree of Sarjana Pendidikan* (S.Pd)

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

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APPROVAL SHEETS

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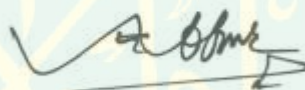
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I hereby declare that in this thesis there are no works ever put forward to earn a scholarship at a College, and all of my knowledge, there is also no work or opinion ever written or published by others, except those in writing, referenced in this paper and is mentioned in the list of references.

Malang, 0 6 August 2018

Riska Nova Riana
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MOTTO

لِلناسِأَنْفَعُهُمْالناسِخَيْرُ

"As Good As The Good Man Is The Most Beneficial For Others"

يُسْرًا ﴿٦﴾ الْعُسْرِ مَعَ إِنَّ

Actually after difficulty there is relief.

The number of failures in life is due to people who did not realize how close they were

to success when they gave up with

(Thomas A. Edison)

With the name of God most gracious most merciful again with a sincere heart and full of joy I dedicate this thesis dear greatest people that God gave on my **Father Djamaludin and Mother Wartini** was the parent who has been educating and raising me until I got to a level currently, those who always give spirit despite the distance not meraka close to me but they always accompanies Prayer strands hopefully later I can appease the meraka in the world and in a haven.

My friends and my brother who always give spirit and the urge to immediately complete the task, whereas sometimes I hassle you guys hopefully what you give to me will go back to each of you again terimkasih.

Teachers, lecturers, as well as parties related to the projected final assignment I, thou unsung heroes may merit merit is always flowing and bermafaat to others and to he

Mr. Dr. H. Abdhul Bashith, M.Si, which provide the science as the provision did this study.

ABSTRAK

Nova, Riana Rizka. 2018. Pengembangan media pembelajaran *Rolling Ball* pada pembelajaran tematik tema 6 cita-citaku sub tema 3 Pada Siswa Kelas IV SD Islam As Salam Malng. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dr H.Abdhul Bashith, M.Si.

Kata Kunci :Media, Rolling Ball, Pembelajaran Tematik

Pembelajaran tematik adalah suatu pembelajaran yang menitik beratkan pada integrasi antara satu pelajaran dengan pelajaran lainya Integrasi tersebut dilakukan dalam dua hal, yaitu integrasi sikap, ketrampilan dan pengetahuan dalam proses pembelajaran dan integrasi berbagai konsep dasar sehingga peserta didik tidak hanya belajar konsep dasar secara parsial. Dengan demikian pembelajaran memberikan makna yang utuh kepada peserta didik seperti tercermin pada berbaga itema yang tersedia , dalam pembelajaran ini peserta didik lebih dituntut untuk berperan aktif dalam sebuah pembelajaran karena pendidik akan berperan sebagai mediator dan fasilitator.

Fokus penelitian dan pengembangan ini meliputi: 1)Desain pengembangan media Rolling Ball pada pembelajaran Tema 6 Cita-citaku Sub Tema 3 Giat Berusaha Meraih Cita-cita kelas IV SD Islam Assalam Malang. 2)Kemenarikan Media Rolling Ball pada pembelajaran Tema 6 Cita-citaku Sub Tema 3 Giat Berusaha Meraih Cita-cita kelas IV SD Islam Assalam Malang. 3)Hasil belajar yang diperoleh siswa dengan menggunakan media Shooting Ball padapembelajaran Tema 6 Cita-citaku Sub Tema 3 Giat Berusaha Meraih Cita-cita kelas IV SD Islam Assalam Malang.

Penelitian ini termasuk dalam penelitian pengembangan (*Research and Development).* Prosedur pengembangan menggunakan desain penelitian model penelitian dan pengembangan menurut Borg and Gall yaitu suatu proses yang dipakai untuk mengembangkan an memvalidasi produk pendidikan.

Penelitian ini menghasilkan perangkat media pembelajaran Shooting Ball pada pembelajaran tematik tema 6 cita-citaku. Kualitas media Rolling Ball berdasarkan penilaian ahli materi, yaitu diperoleh hasil presentas 86,7 % e adalah sangat valid, ahli desain media diperoleh hasil presentase 76,6 % adalah valid , guru bidang studi tematik diperoleh presentase adalah 90,6 sangat valid , dan berdasarkan respon siswa diperoleh hasil presentase 86,8 adalah valid.

ABSTRACK

Thematic learning is a learning that operates on the integration between one lesson with a lesson other Integration is done in two ways, namely the integration of attitudes, skills and knowledge in the learning process and the integration of the various basic concepts so that students not only learn the basic concept of partially. Thus learning gives the meaning intact to learners as reflected on a variety of themes available, in this learning process more learners are required to play an active role in a study because educators will act as a mediator and facilitator.

The focus of research and development include: 1) design development media Shooting Ball on learning Theme 6 Theme 3 Sub my aspiration Actively Pursuing the ideals 4 Grade SD Islam Assalam Malang. 2) Interesting Media Rolling Ball on learning Theme 6 Theme 3 Sub my aspiration Actively Pursuing the ideals 4 Grade SD Islam Assalam Malang. 3) results obtained with students learning to use media Rolling Ball on learning Theme 6 Theme 3 Sub my aspiration Actively Pursuing the ideals 4 Grade SD Islam Assalam Malang.This research included in the research development (Research and Development). Procedure development using design research research and development model according to Borg and Gall is a process used to develop an educational product to validate.

This research resulted learning media device Shooting Ball on 6 themes thematic learning my aspiration. Media quality assessment based on expert Rolling Ball material, i.e. 86.7% of the obtained results presentas e is very valid, media design experts retrieved results percentage 76.6% is valid, the thematic fields of study teacher obtained his percentage was 90.6 very valid, and based on the response of the students obtained the result percentage 86.8 is valid.

مستخلص البحث

نوفا ، ريانا رزق. 2018. تطوير وسائل التعليمي رماية الكرة " (Rolling Ball) حول التعليم الموضوعي 6 موضوع موضوعي الفرعي 3 في الصف الرابع طلبة مدرسة الإبتدائية إسلاميةالسلام بمالانج. البحث الجامعي، قسم تعليم المعلم مدرسة الإبتدائية ، كلية علوم التربية و التعليم

، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج

الكلمات الرئيسية: وسائل التعليم ، رماية الكرة ، التعليم المواضيعي

يعتبر التعليم المواضيعي درسًا يركز على دمج درس واحد مع الدروس الأخرى ، ويتم التكامل بطريقتين ، يعني تكامل المواقف والمهارات والمعرفة في عملية التعلم و التكامل المفاهيم الأساسية بحيث لا يتعلم الطلاب المفاهيم الأساسية بشكل جزئي فقط. وبالتالي ، فإن التعلم يوفر معنىً كاملاً للمتعلمين كما هو موضح في الموضوعات المختلفة المتاحة ، ففي هذا التعلم يكون الطلاب أكثر حاجة إلى لعب دور نشط في التعلم لأن المعلمين سيقومون بدور الوسطاء والميسرين.

يركز هذا البحث والتطويره يعني: 1). تصميم تطوير وسائل "رمي كرة " في التعليم بموضوع 2 هدفي موضوع الفرعي، العمل بجد لتحقيق الأهداف، صف الرابع المدرسة الإبتدائية الإسلامية السلام بمالانج.2). جاذبية وسائل "رمي كرة " في التعليم بموضوع 2 هدفي موضوع الفرعي، العمل بجد لتحقيق الأهداف، صف الرابع المدرسة الإبتدائية الإسلامية السلام بمالانج. 3).نتيجة التعليم من الطلاب باستخدم وسائل "رمي كرة " في التعليم بموضوع 2 هدفي موضوع الفرعي، العمل بجد لتحقيق الأهداف، صف الرابع المدرسة الإبتدائية الإسلامية السلام بمالانج.

يتم تضمين هذا البحث في تطوير البحث (البحث والتطوير). يستخدم إجراء التطوير تصميم البحث في مجال البحث والتطوير وفقًا من Borg and Gall، و هي عملية تستخدم لتطوير والتحقق من المنتجات التعليمية.

هذا البحث ينتج الوسائل التعليم "رماية الكرة" في تعليم الموضوعي بالموضوع 6 أحلامي. جودة وسائل "رماية الكرة" باعتبار تقييم خبراء المواد، التي يتم الحصول عليها نتيجة التقديم 7،86 ٪ صالحة جدا ، خبير تصميم وسائل الإعلام التي تم الحصول عليها نتيجة النسبة المئوية من 6،76 ٪ صالحة ، المعلم من الموضوع الموضوع الميداني الذي تم الحصول عليه هو 6،90 صالحة جدا ، وعلى أساس استجابة الطالب التي تم الحصول عليها نتيجة 86.8 مئوية صالحة.

TRANSLITERATION

A. General

Transliteration is transfer of arabic to writing in indonesia, not transliteration arab to indonesia language

B. Consonant

ا	= tidak dilambangkan		ض	= dl
ب	= b		ط	= th
ت	= t		ظ	= dh
ث	= tsa		ع	= ' (koma menghadap keatas)
ج	= j		غ	= gh
ح	= h		ف	= f
خ	= kh		ق	= q
د	= d		ك	= k
ذ	= dz		ل	= l
ر	= r		م	= m
ز	= z		ن	= n
س	= s		و	= w
ش	= sy		ه	= h
ص	= sh		ي	= y

FOREWORD

Thanks God, the authors say over abudance of grance and guidance of God Almighty. Thesis entitled "The Development of Learning Media Shooting Ball on Them 6 my aspiration for 4 Grade SD Islam As Salam Malang" can be resolved properly use and benefits may exist. Sholawat and greetings may express to ours master Nabi Muhammad SAW .who has been guiding us to drakness to brightnees.

Many of those who helped in completing this Thesis. To the authors would like to thank and appreciation as much as possible with the the words Jazakumullah Ahsanul Jaza' particular to :

1. Rector of UIN Maulana Malik Ibrahim Malang, Prof. Dr . Abdul Haris , M.Ag and the Vice Chancellor

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3. Supervisior Dr. H. Abdul Bashith, M.Si who give guidance, suggestions, criticisms, and corrections in this thesis

4. All teachers on SD Islam As Salam Malang especially Mrs Luthfiyah S.Pd as fourth grade teacher and all educatators in particular who have taken the time to provide information in the study.

5. My parents , father Djamaludin and mother Wartini who always give me motivation , material assistence, and prayer so that a witness boost in the study , may be charitable accepted by Allah SWT .amen

6. Beloved Friend alwasy provided support and inspiration to help the completion of this thesis.

7. All parties were unable to mention who have helped the completion of this thesis.

To them writers can not give anything just standars profuse thanks to the author to convey . May Allah SWT . repay all the kidness and alwasy bestow His mercy and guidance to them all.

Malang.06 August

Author

Riska Nova Riana

TABLE OF CONTENTS

CHAPTER III RESEARCH METHODS

CHAPTER IV THE RESULTS OF THE DEVELOPMENT

CHAPTER V STUDIES AND ADVICE

BIBLIOGRAPHY

ATTACHMENT

LIST OF BIOGRAPHY

LIST OF TABLES

LIST OF PICTURES

LIST OF ATTACHMENTS

CHAPTER I

INTRODUCTION

A. Introduction

Awareness of the educational needs are likely to increase. Universal education can be understood as the efforts of the development potential of humanity as a whole to the cultivation of the socio-cultural values which are believed by a group of people to maintain a decent life and living. In a simple education can be understood as a process that is necessary to get balance and perfection in human development[1]. With a development in the world of education, the more active and creative students if there offset by a more challenging learning activities then intellectual development as well as psikomotorik also can not well developed. In the discussion of the problems of this time the author will examine the development of media used in the learning process in the classroom.

The development of this medium proved indispensable in the learning process because in the process of learning which is now being sued for children more active than his teacher, if not led less active then the achievement of competence of students, so with this media development more stoked to learn actively and not only listen to lectures from a teacher or learning. The development of this medium are called Rolling the Ball, this game also trained stunt from a child to act quickly because the games that brought in a group so that the child is also required to work with the group in Compact. Media development

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[1]Trianto. 2011. *DesainPengembanganPembelajaranTematikBagiAnakUsiaDini TK/RA & AnakUsiaKelasAwal SD/MI,(*Jakarta:Kencana, 2011), p 3

1

Rolling Ball contains learning materials Theme 6 Theme 3 Sub my aspiration Actively Pursuing ideals.

The main purpose of Social Science is to develop the potential of students in order to be sensitive to the problems that occur in the community, have a positive mental attitude and skillful resolve any problems that occur a day-a day that hit him own or that afflicts society, these objectives can be achieved while the learning programs of social education in schools be organised well. One of the fundamental challenges of social work the adult this is fast changing environment of social culture as social studies material itself. The changes that occur in an environment of social culture and the multid imensional nature of large-scale international lawyers, both associated influx of current globalization as well as the inclusion of the era of the 21st century[2].

The implications of implementing a curriculum stressing the 2013 students both individually and group to actively seek, explore, and discover the concepts and principles in holistic and authentic[3].Learning curriculum recommended by 2013 is the thematic learning-integrative medicine. According to Sutirjo and Sri istuti Mamik, thematic learning integrative learning that integrates the material is some of the subjects in one theme of discussion.

The integration is done in two ways, namely the integration of attitudes, skills and knowledge in the learning process and the integration of the various

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[2]KhoiruAhmadilif, AmriSofan 2011, MengembangkanPembelajaran IPS terpadu, (Jakarta:PT.PrestasiPustakarya) p 5
[3]AbdulMajid, PembelajaranTematikTerpadu (Jakarta:RemajaRosdakarya) p 190

basic concepts so that students not only learn the basic concept of partially. Thus learning gives the meaning intact to learners as reflected on a variety of themes available[4].

One of the study contained in the class IV in 2013 is curriculum my aspiration Actively Pursuing on material science about Social historical heritage that can be found in the place live each as well as historic places With his media come Rolling ball is expected to provide interesting of the learning process that is done this time, material provided for the class IV because in the level The degree of child psychology children tend to likes things are more concrete and trigger process lessons not monotonous in addition used to boost the spirit of learning media is expected to increase the learning of children in case study and understand an item that has been described by educators or teachers.

B. Formulation of the problem

1. How is specific of the media Rolling Ball todevelopment of the study Theme 6 my aspiration Theme 3 Sub my aspiration Actively Pursuing the ideals of class IV SD Assalam Islamic Malang?

2. How is attractive Media Rolling Ball on learning Theme 6 my aspiration Theme 3 Sub my aspiration Actively Pursuing the ideals of class IV SD Assalam Islamic Malang ?

---

[4]Mulyoto, StrategiPembelajaran di era Kurikulum 2013, (Jakarta:PRESTASI PUSTAKA PUBLISHER) p 118

3. How is results of the study are obtained using a media student Rolling Ball on learning Theme 6 Theme 3 Sub my aspiration Actively Pursuing the ideals of class IV SD Assalam Islamic Malang?

C. Purpose of Development

According the above problem formulation, then the research objectives that will be achieved in this proposal are as follows.

1. To explain the spesific Rolling Ball media development the study Theme 6 Theme 3 Sub my aspiration Actively Pursuing the ideals of class IV.

2. To describe attractive the products are either a media the Rolling Ball On Learning Theme 6 Theme 3 Sub my aspiration Actively Pursuing ideals kelasIV.

3. To explain the results of student learning using Media Development Rolling Ball on the theme of Learning my aspiration 6 my aspiration Sub Theme 3 Actively Pursuing the ideals of class IV.

D. Benefits of Development

As for the merits of research when are reviewed from various aspects are as follows:

1. For students

With the development of the media Rolling Ball expected to be interest and passion in the process of learning is done in the classroom.

2. For teachers

The development media Rolling Ball can provide the motivation of teachers to create other learning media.

3. For Researchers

To increase the knowledge and insights of researchers in conducting the learning media development as prospective educators.

4. For institutions researched primary school

As material considerations determine the most efficient and effective media which can be used in teaching activities, in addition to motivate teachers to let lebig creative and innovative in order to make the development for students of his own.

E. Assumptions of Development

Media Rolling Ball on the theme of my aspiration 6 Sub Theme 3 Actively Pursuing the ideals of class IV is expected to help teachers as well as students in the implementation of learning. With the development of media it can be elaborated Rolling Ball ability and potential teachers in the development of the media in the form of another and more varied sehigga this media not only make students passive learners in the process that was performed in the classroom and get results that are appropriate based on the learning objectives.

F. Scope of Development

Based on the title of the research and development of "Learning Media Development Rolling Ball On Learning Theme 6 Theme 3 Sub my aspiration Actively Pursuing the ideals of class IV SD Islam Assalam Malang". the researchers describe the appropriateness of products that have been achieved as well as be able to measure the ability of students to use the product and who do not use the product.

Learning media development Shooting Ball for grade IV has advantages in its development, namely:

1. in the media it doesn't emphasize the Rolling Ball on one subject alone but this medium can be used for a wide range of subjects.

2. Materials or media made of device materials light in weight so easy to use and brought everywhere, in addition to the lightweight material in the media is also safer to use in the learning process.

3. Rolling the Ball not only can be used for grade IV course will tepai all levels the base could use.

G. Product Specifications

The development of this medium in the form of a wooden suitcase's historical heritage, the expected product specifications are:

1. a wooden Suitcase made light size (100 cm x 10 cm)

2. There is a blank space in the suitcase that contains a nail will be arranged in zig-zag on board.

3. Inside the suitcase also contained loopholes basins used balls so you can eventually slipping towards which the.

4. In the back or close the suitcase later there is a picture and the text that indicates the child is asked to take a matter about images or text that may have been appropriate skid to object direction.

5. There is a ball that is used to get material or any questions later the ball past spike on line

H. Previous Research.

1. EnisArdiawati, the application of the Cooperative Learning Type Stad (Student Achievment Division Teams) to improve the learning outcomes of students of class IV B Theme my aspiration In SDN 01 Jember Kebonsari, thesis, University of Jember, a Research In 2016. do enisardiawati with researchers have the same equations discussed the theme of my aspiration. in discussing the EnisArdiawati cooperative learning research, while the researcher developing the learning media about Rolling the Ball.

2. Budi Baktiar Nugroho, increased motivation and student learning outcomes Through learning methods the Talking Stick my aspiration Theme class IV SD Negeri 2 Simo, thesis, Muhammadiyah University of Surakarta, 2015. In a study conducted Baktiar Budi Nugroho with researchers have the same equations discussed the theme of my aspiration, in the research of Baktiar Budi Nugroho discusses learning Talking Stick, while researchers do research learning media development Rolling the ball.

3. may Fita Asri Untari and AriestiyaniKartikawati, the effectiveness of Media Boci (Stuffed goals) against the results of the Study there is a Thematic study Integrative grade IV SD Negeri 1 Kutosari Batang, journal, University of PGRI in Semarang, 2015. In a study conducted in may Fita Asri Untari and AriestiyaniKartikawati with researchers have the same equations discussed the theme of my aspiration. In the research May

Fita Asri Untari and Ariestiyani discuss the media learning BOCI, while researchers do research learning media development Rolling the ball.

4. ETI Dianiastuti, the development of thematic materials integrative with the theme of my aspiration-based character values of discipline and confidence in the students of class IV in elementary Experiment 2. Master's thesis, UNY, 2016. In a study conducted by researchers of the Dianiastuti Eti has the equation equally addresses the theme of my aspiration. In the research of Eti Dianiastuti discusses the development of learning materials, while researchers do the learning media development Rolling the Ball.

Table 1.1

No	The name of the researcher, titles, form (thesis/theses/journal/etc) publishers, and years of research	Equation	Difference	Original Research
1	Enis Ardiawati, the application of the Cooperative Learning Type Stad (Student Achievment Division Teams) to improve the learning outcomes of students of class IV B Theme my aspiration In SDN 01 Jember	In a study conducted by researchers of the enisardiawati have the same equations discussed the theme of my aspiration	In cooperative learning research discussed the EnisArdiawati, while researchers develop learning about media Rolling Ball	Learning media development Rolling the ball before his unprecedented wearing

	Kebonsari, thesis, University of Jember, 2016			
2	Baktiar Budi Nugroho, increased motivation and student learning outcomes Through learning methods the Talking Stick my aspiration Theme class IV SD Negeri 2 Simo, thesis, Muhammadiyah University of Surakarta, 2015	In a study conducted by researcher Baktiar budi Nugroho has the equation equally addresses the theme of my aspiration	In the research study explores Baktiar Budi Nugroho Talking Stick, while researchers do research learning media development Rolling ball	Learning media development Rolling the ball before his unprecedented wearing
3	Mei FitaAsriUntariand AriestiyaniKartikawati, the effectiveness of Media Boci (Stuffed goals) against the results of the Study there is a Thematic study Integrative grade IV SD Negeri 1 Kutosari Batang, journal, University of PGRI in Semarang, 2015	In a study conducted in may Fita Asri Untari and AriestiyaniKar tikawati with researchers have the same equations discussed the theme of my aspiration	In the research Mei FitaAsriUntariand Ariestiyanidiscuss the media learning BOCI, while researchers do research learning media development Rolling ball	Learning media development Rolling the ball before his unprecedented wearing
4	ETI Dianiastuti, the development	In a study conducted by	In the research of Eti	Learning media

of thematic materials integrative with the theme of my aspiration-based character values of discipline and confidence in the students of class IV in elementary Experiment 2. Master's thesis, UNY, 2016	researchers of the Dianiastuti Eti has the equation equally addresses the theme of my aspiration	Dianiastuti discusses the development of learning materials, while researchers do the learning media development Rolling the Ball.	development Rolling the ball before his unprecedented wearing

I. Definition Of The Operational

Based on the title of the learning Media Development Rolling Ball material heritage in Indonesia Class IV, then the definition of operational researchers who will serve are:

1. development is the attempt of repair of a product to test the effectiveness and feasibility of the expected results.

2. Media is an intermediary for the delivery of a material that is used in a study to facilitate a learning process

3. Learning is a process of submission of a material that is carried out in a classroom by educators and learners.

4. Rolling the Ball is a media learning that is shaped like a suitcase containing wood there is a sloping Board and nails used to slide the ball will be placed into a hole which is fixed to the hole material will be studied.

5. thematic Learning is a learning program that departs from one particular topic/theme and then dielaborasi from b3erbagai aspect or reviewed from a different prespective subjects could be taught in schools.

J. Composition of the Research Findings

Systematic discussion in this study about the development of a media Rolling Ball on the theme of my aspiration 6 Sub Theme 3 Actively Pursuing the ideals of citakelas IV. The development research focus in this research is examined in three formula problem. Researchers develop this to load on how design of development media Rolling Ball on the theme of Sub Theme 3 Baeutiful RelicHistory class IV Elementary School IslamAssalam Poor, how interestingthe media Shooting Ball material Theme 6 My aspiration Sub Theme 3 Actively Pursuing the ideals of Class IV Islamic elemntery school Assalamof Malang, how the results of a study using media Rolling Ball for the hapless Islamic Assalam class IV students.

Whereas the systematic discussion of the development consists of:

Chapter I: introduction, the first chapter contains about the background of the problem, the problem formulation, development goals, the benefits of development, development assumptions, scope development, specification prododuk, originality of research, operational definition discussion and Systematics.

Chapter II: literature review contains a study of the theory about the Media learning, Rolling Ball, results of the study as well as in the development frame of mind.

Chapter III: research methods, at this chapter contains about this type of research, model development, product development, test procedure, and the procedure of research.

Chapter IV: in this chapter, described things that relate to research data (a), (b) a description of the presentation of the data validation. The exposure of this data is retrieved from the disajukan research results with row upon entering the validation material content/material design, validation and validation master class, as well as field trials grade IV in elementary IslamAssalam Malang.

Chapter V: On this chapter presents the results of the analysis through the 3 principal mind, namely (a) the analysis of product development media Rolling Ball, (b) an analysis of the level of interesting product development media Rolling the Ball, (c) analysis of the improvement of student learning outcomes.

CHAPTER II

THE STUDY OF THEORY

A. Understanding the development

1.Understanding the development

The media is one of the form tools are used to enhance and facilitate performance. Claimagainst technological.Advancement requires development.Development ingeneral means menginovasi to a pattern of growth media to continue to do the evolution in order to get better quality. It is a fairness in life always have a fliktuasi that demands human intelligence to be able to take advantage of the slightest by developing existing resources in the vicinity. While development in the base of learning can be defined as a process of designing learning in logical, and systematic in order to define everything that will be implemented in the process of learning activities with attention to the potential and competence of students

B. Study of Rolling Ball

1. Understanding the Rolling Ball

Rolling the Ball a type of media that is used to facilitate the learning process of learning in the classroom, learning media in the Rolling Ball this child asked to be more active in the learning process. Rolling the Ball is made of a light wood when used within the scope of the base are not heavy and easy to be applied. Learning media Rolling Ball was a game that used to get goods or doorprize over obtained in the game. The workings of the game is done with a take off ball in the obstacles the nails so that the ball will slip into the hole that each has provided gifts or certain items. The media is replaced by

13

Researchers is carried out to obtain a material or questions pertaining to material bersangkutaan the learning time. The advantage of these learning media is not always used to just one subject only may be applied with a wide range of subjects, so it is not fixated by a single subjects.

Rolling Ball is the a modified game of the classic game of rolling wheel. So sparingly, shooting the ball is a modern design of the conventional game. In General, shooting ball is one of the accounting games that favored by all circles. The goal of this game is to get question or command through throwing the ball towards the intended hole. Each player will throw the ball in turn fit group has been divided to get part of his suit shooting his ball, the player will start the game by placing the ball on stand start after calculated by the teacher of players being asked to derailed. But on this ball Shooting game there are some rules that are tailored to the main purpose of the game is designed as an integrated Thematic learning media.

2. The functions of the game Rolling Ball

Games such as shooting Ball has amillion amazing benefits for the development of children's fun, the game teacher kid stoshar pening to creative team work as well as useful to cultiva terelationships with peers.

Here are some of the urgent function game Rolling Ball:

a. Increasing social interaction

Rolling game with Ball, the child will be more likely to interact with afrien do with his teacher. Atthetime of all round gedget today, children need to honethe skills of communication with the people around that depends not only on gedget.

b. Sharpening skills

Shooting Ball game this is a great way to test an individual's intelligence, strategies and will be trained to understand and interact with different situations.

What'smore, children will learn about the pictures, numbers and commands with whent they play this game.

c. The ability of solving problems

Ability of problem solving is an important skill for every child. But don't get me wrong Rolling game ball is also training the child to agile in the face of problems.

3. Use of game Rolling Ball as Thematic learning media

In general the game is to look for entertainment so that the learning process was not impressed the monotony. Most of the children stated that thematic-based learning, difficult, however thereare some also ,whostated that thematic eases. Throuh change, researchers designed the box Shooting Ball as thematic learning media on the theme of "my aspiration".

With the hope that their assumptions about the monotonous lectures not only learning from a teacher but also a lot of variation in the support for the process of teaching and learning activities. In the realm of practice, the use of Shooting as a medium of learning through some process as follows

a. fifteen minutes before the Rolling Ball learning media is carried out, let the teacher gives apersepsi about a goal that will be achieved in the fulfillment of the competence

b. the teacher gives a briefing on the way work and how do I play in the media Rolling the Ball.

c. the students were divided into several groups for the first stage and second stage for the child will play for individuals.

d. at the time of the application in the classroom, the teacher has given pegarahan the beginning of yesteryear so students do not feel that there is still confusion

1. First stage children divided into 5 groups, for each group consisted of 4 to 5 children.

2. Once all assembled with each group of representatives from each group get sacho play an druna Shooting ball.

3. After all there presentatives got the part of aquestion or command of the Ball Shorun commands that are already written in the paper that obtained, in the paper conains about thema terialof what they will learn. In thema terialinvites students to be more active and creative because inorderor them any variations that trigger child to make creations like songs, paintings, shortstory, poetry and others.

4. In the book there are various thematic instruction commands such asobserving, omplete,working on there later question concerning it.

5. After the teacher gives the child time to solve the problems of the children asked to question entailed obtained mempertanggung in front ofthe class sothat allchildren knowthe problem faced fellow friends. Until all groups have the opportunity to explain in front of the class.

6. finish all groups that have been in the for efront of show discuss teacher gives direction or straightening to the materials they explain

C. Media development

a) Media

The word derives from the latin media medius which literally means ' middle ' or ' intermediate '. In Arabic, the media is an intermediary or an introductory message from the sender to the recipient of the message. The media when it is understood generally are human, material or events that build conditions that make students to acquire the knowledge, skills, or

attitude. In this sense, teachers, textbooks, and school environment is the media. More specifically, the sense of the media in the process of teaching and learning tends to be defined as graphic tools, photografis or electronic to capture, process, and rearranges visual or verbal information.Other limitation was also expressed by the experts that some of them will be given here. provided a limitation of the media as all forms and channels that are used to convey the messages and information. Besides as penyampain system and introduction, the media are often replaced by words of mediators is the cause or the tool that also intervened in two parties and reconcile. With the term mediator media show function or role, namely to organize an effective relationship between the two main parties in the learning process of students and the content. Suggested the term medium as an intermediary who deliver information between source and receiver. So, television, film, photos, radio, audio recordings, images projected print materials, and the like is a medium of communication.

b) The functions and benefits of Media

In the process of teaching and learning, two important elements are the methods of teaching and learning media. These two aspects are inter-related. United one particular teaching method will affect the learning of appropriate media types, although there are still various other aspects that must be considered in the selection of media, among other learning objectives, the type of the task and the expected response students master learning takes place, and after the context of learning including the

characteristics of the students. Nevertheless, it can be said that one of the main functions of the media learning is a teaching tool that also affect the climate, the conditions, and a learning environment that is styled and created by teachers. posited four functions of learning media, his particular visual media, namely (a) the function of attention, affective functions (b), (c) cognitive function, and (d) the functions of the kompensatoris, The function of the visual media attention is at the core, that is interesting and menggarahkan the attention of the students to concentrate on the content related to the meaning of the displayed visual or text accompany meteri lesson. Often at the beginning of learning students are not interested in the subject matter or the subjects it is one of the lessons that are not tolerated by them so that they don't pay attention to the media or the material being delivered.

The functions of affective visual media can be seen from the level of enjoyment of the students when studying (or read) display text. Pictures or visual can arouse emotions had taken and the attitudes of students, for example, information relating to the issue of social or racial. Cognitive function of visual media seen from the findings of the study revealed that the visual symbol or picture memerlancar achievement of goals to understand and remember information or messages contained in pictures.

Kompensantoris media learning function can be seen from the results of research that the visual media that provide the context for understanding the text helps students with weak reading for organizing

information in text and warned him again. In other words, the media learning function to accommodate students who are weak and slow to receive and understand the contents of the lessons are presented with text or served with verval.

As the word of Allah in the Surah An-Nahl verse 125 namely

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۖ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Call (humankind) into the path of your Lord with wisdom and good lessons and dispute them in a good way. Your Lord is He who knows better than who is lost from His ways, and He is the one who knows the guided.

D. Learning Thematic

Thematic approach in learning assignment processed low by national standards of education not be separated from the development of integrative approach will konsepdari itself. Tracing the development of the concept of integratife approach in Indonesia, on the current model of learning that is learned and evolved is all-night model integrative expressed Integrative learning model advanced by Fogarty originated from the concept of an interdisciplinary approach developement.

Thematic learning is one of the models of integrative learning (integrated instruction) which is one of the learning system allows students both individually and group actively dug and found the concepts as well as the principles of science in holistic, meaningful and authentic.Learning is a thematic approach in learning that intentionally hooking some aspects of good in intramata lessons as well as

between the eyes with learning the presence of design that students will gain knowledge and skills as a whole, so that learning is so meaningful for learners[5].

Meaningful here gives the sense that on thematic learning, learners will be able to understand the concepts they learn through hands-on experience and real, which connects between the concept; the concept of intramata in the lesson. When compared to conventional approaches, then learning becomes more thematic emphasis on the involvement of learners in the learning process, so that learners actively engaged in the learning process to make a decision.

stated that the learning experience of the students keep their important positions in an effort to improve the quality of graduates. For it educators must be capable of designing and implementing a learning experience exactly. Every learner requires the provision of knowledge and skills in order to live in the community, and this provision is expected through the learning experience in schools. Therefore, the learning experience in schools as far as possible provide the learners in attaining skills to work. This skill is called the life skills that are broader in scope than just skills.

SD/MI 2013 curriculum using thematic learning approach to integrative from class I to class IV. Pembelajarantematik is integrative learning approach that integrates the various competencies of the various subjects into various themes.

The word "theme" is derived from the Greek word tithenai,, which means "put" or "tema", then that Word development words tithenai so experience is transformed

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[5]Abdul Majid, ChaerulRochman, *PendekatanIlmiahDalamImplementasiKurikulum 2013*, (Bandung:PT REMAJA ROSDAKARYA) p 106

into a theme. According to the meaning of the word, meaning "something that the theme had outlined" or "something that has been placed[6]

Understanding widely, that theme is a tool or container to get to know the various concepts to students as a whole. In the study, the theme is given with the intention of bringing together the content of the curriculum in one unified whole. Enrich the treasures of the language student and make learning more meaningful. The theme was intended to use the child is able to get to know the various concepts easily and clearly. Thematic learning is a learning strategy involving multiple subjects to provide a meaningful experience to students. Keintegratif this learning process can be seen from the aspect of the process or time, aspects of the curriculum, and teaching and learning aspects. So learning thematic integrative learning is using the theme as a unifying material in several subjects at once in a single meeting.

Thematic learning sense can be explained as follows.

1. Learning from a specific theme as a center that is used to understand the symptoms, and concepts, both of which are derived from the corresponding field of study or from other fields of study.

2. An approach to learning that connects a wide range of fields of study that reflect the real world around them and in a range of skills and child development.

3. A way to develop the knowledge and skills of the child simultaneously.

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[6]bdulMajid, ChaerulRochman, *PendekatanIlmiahDalamImplementasiKurikulum 2013*, (Bandung:PT REMAJA ROSDAKARYA) p 107

4. Combine a concept in several different fields of study with the hope that the child will learn better and meaningful.

Based on the above description, it can be understood that the thematic learning is learning that is designed based on specific themes[7].

a). Thematic Learning Foundation

   i.   The Foundation of philosophy

In thematic learning was greatly influenced by three streams of philosophy that is progressivism, humanism, and Constructivism. The flow of the learning process needs to be looked at progressivism emphasized the formation of creativity, awarding a number of students. The flow of the constructivism view the hands-on experience students (direct experiences) as key in learning. According to this, the flow of knowledge is the result of construction or human creations. Human construction knowledge through interaction with objects, phenomena, experience and environment. Knowledge cannot be transferred from one teacher to the children, but must be interpreted by each student. Knowledge is not a ready-made, but a proooses that develops continuously. A student may be manifested by a sense of inggin know was instrumental in the development of knowledge. The flow of humanism saw students in terms of uniqueness or typical, its potential, and motivation.

   ii.   Foundation Of Psychology

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[7]Abdul Majid, ChaerulRochman, *PendekatanIlmiahDalamImplementasiKurikulum 2013*, (Bandung:PT REMAJA ROSDAKARYA) p 108

Thematic learning, especially with regard to developmental psychology and the psychology of the students learning. Developmental psychology is needed especially in determining the content of the thematic learning material given to students to rate the extent and include with the stage of development of learners. The psychology of learning contributes in terms of how the content of the thematic learning material delivered to the students and how students should learn it.Staple guide Gestalt psychology is based that what it perceived was a roundness, a unity or a gestalt. Gestalt psychology is one of a stream of psychology that studies a symptom as a whole or the totality, the data in the phenomena known as Gestalt Psychology (symptoms). Phenomena is the most basic data in the Gestalt psychology. Gestalt psychology in this case agreed with the philosophy of phenomenology which say that an experience to be seen are neutral.As for learning the principles of Gestalt theory is was labelled an follows.

1) Study based on overall

   People are trying to link the lessons learned one lesson.

2) learning is a developmental process

   Material from the new study can be received and well understood when the individual is already mature enough to accept it. The maturity of individuals affected by the experience of the individual and the environment.

3) Students as a whole organism

In the learning process, involving not only intellectually but also emotional and physical individuals.

4) occurrence of transfer

The purpose of the study so that the individual has the right response in a given situation. If one's ability can be controlled with good then could be moved on.

5) learning is the process of reorganization of the experience

The learning process when individuals experience a new situation. In face it, humans are using the experience that has been previously owned.

6) learning by insight

In the study, insight was instrumental to understand the relationships among the elements that are contained in a common problem.

7) Learn more successful when dealing with the interests, desires and goals of students.

This depends on what is required of individuals in everyday life, so that the results of the study can be felt its benefits.

8) Learning takes place continuously

Learning occurs not only in schools, but also occurs outside of school. Learning can be gained from those experiences that occurred in the life of every individual.

iii.   Juridical Foundation

In thematic learning associated with bberbagai policies or regulations that support the implementation of learning basic thematic school . The juridical foundation is Act No. 23 of the year 2002, on the protection of the child which States that every child has the right to obtain education and teaching in the framework of the development of his personality and his intelligence level in accordance with the interests and talents. Law No. 20 year 2003 on the national education system States that every student on each unit of education reserves the right to get service education in accordance with aptitude, interest, and ability (chapter V, article 1-b).

b).Thematic Learning Principles of Integrative Medicine

Some principles with regard to the thematic study integrative as follows.

i.   thematic integrative learning, have one theme that is close to the actual world of students da tone in everyday life. This theme became a unifying tool material that varied from a few subjects.

ii.   Thematic integrative material selecting Learning some subjects may be intertwined. Thus, the materials selected and can reveal themes significantly. May occur, there are horizontal in the shape of enrichment material examples of applications which are not contained in the default content. But remember, the presentation material enrichment as it needs to be restricted with refer to on learning objectives.

iii.   thematic integrative Learning should not be contrary to the purpose of the curriculum is applicable but rather thematic integrative learning should

support the achievement of the objectives of the learning activities of the whole that is included in the curriculum.

iv. Learning Materials that can be combined in a single theme always consider student characteristics such as interests, abilities, needs, and knowledge of beginning.

v. Interest of learning which combined a forced means not too objectionable material may be combined hadn't combined.

c). Related elements in the thematic of integrative learning

Thematic learning implementation of integrative demanded the ability of teachers in transforming the learning material is processed. Therefore the teacher should understand what material is being taught and how the applications are processed in an environment of learning, thematic learning model Because it is integrative brain, teachers must be able to identify the elements of the environment that may be relevant and can be optimized when interacting with the students during the learning process.

There are ten elements associated with this and need to be enhanced by the tenth teacher, such elements are:

1. Reduce the level of forgetfulness or reflective thinking bernilaitambah Enrich experiences in the field of knowledge, skills, attitudes and

2. knowledge

3. Present the content or substance of a meaningful learning

4. Environment that enriches learning

5. Move spurred learning (movement to enhance learning)

6. Open options

7. Optimization time appropriately

8. Collaboration

9. Feedback soon

10. thoroughly or application

d) Thematic Learning Characteristics.

As a model of learning in schools fundamental, thematic learning characteristics the following characteristics.

1. Centered on students

    Thematic learning is student-centered learning (student centered). This is in accordance with the modern learning approach that puts more students as a subject of study, while more teachers serve as facilitators, namely providing amenity to the students to do the learning activities.[8]

2. provide direct experience

    thematic learning can provide hands-on experience in students faced with something real (concrete) as a basis for understanding the things that are more abstract.

3. Separation of subjects not so clear

    Thematic learning in the separator between the subjects are not so clear. The focus of learning directed toward discussion of themes that are most closely related to student life

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[8]Abdul Majid, ChaerulRochman, *PendekatanIlmiahDalamImplementasiKurikulum 2013*, (Bandung:PT REMAJA ROSDAKARYA) p 111

4. the Present concept of various subjects

Thematic learning-presents the concepts of various subjects in a learning process. Thus students are able to understand these concepts as a whole. This is necessary to help students in solving a problem that dihadai day-a day in the life.

5. Is flexible

thematic learning are supple, where teachers may associate materials one other subjects, even associate with the lives of students from State schools and the environment in which the student resides.

6. using the principle of learning while playing fun

As for characteristics of thematic learning according to the development team PGSDis as follows,

1. holistic, symptoms or events that became the center of attention in learning observed and examined from several fields of study at once, not from the viewpoint of the squere.

2. Meaningful,learning a phenomenon from various aspects, allowing such joint formed between your schemata that are owned by the student, which in turn, will deliver the impact of meaningfulness of the material learned

3. Authentic, thematic learning allows students allows students to understand directly the concepts and principles are studied.

4. Active, thematic learning evolved based approach to discovery enquiries where students are actively engaged in the learning process, from planning, implementation, and evaluation process.

e).Thematic Learning Signs

Thematic learning signs are as follows.

1. not all subjects should be merged

2. Possible merger the basic cross-competency of the semester

3. Basic Competence that can not be combined, should not be combined

4. Basic Competence cannot be individually diintegrasikandibelajarkan

5. Basic Competencies that are not covered on the specific theme of a face should be taught well through another theme or presented individually

6. the learning activities are emphasized on the ability of reading, writing, and counting as well as the cultivation of moral values

7. the selected themes adapted to the characteristics of the students, the environment, and the local area

While the principles of the theme is as follows:

1. Proximity, this means that the themes chosen should start from the theme closest to the child's life that is increasingly far removed from the lives of children.

2. Simplicity, this means that the themes should be selected range from simple yanhg themes, from themes that are more complicated for children

3. draw, meaning that the theme should be selected from the themes that interest the child to the themes of less interest.

4. Keinsidentalan, meaning that events or happenings around the child (school) that occur when the learning took place should be included in the study, though not according to the theme chosen on that day.

f). Thematic approach to integrative benefits

Benefits of the application of the thematic approach is integrative in the learning process is as follows.

1. The atmosphere is cozy and fun class. The atmosphere of the class enables all the people in it have a sense of want to responsibel the risks together. For example, in response to questions that improperly or not right without having to offend students. In our daily work procedures, ensuring that all schedules can be unpredictable, and ensure students feel safe peseerta are processed during and outside of class. Life skills are identified, discussed and in practice by students with the appropriate interaction and with a pleasant feeling of community in the classroom.

2. Use the groups to work together, collaborating, learning groups, and solve conflicts, thereby encouraging learners to solve problems of social with mutual respect.

3. Optimizing learning environment as a key in creating a friendly class brain (brain friendly classroom). Learning activities by engaging the subject learn directly, optimizing all the learning resources, and provide opportunities for learners to explore the material more broadly.

4. Learners in appropriate and timely information. The prose is not only menyetuh, but also the quantity dimension of quality in exploring new concepts and help learners ready to develop knowledge.

5. The learning process in the classroom allows the learners are in a brain-friendly format.

6. the Learning Material presented by teachers can be applied directly by learners in the context of everyday life.

7. Learners experiencing limitations relative to complete their program of study allows the pursuit failed, assisted by teachers through the grant of special and bombing adoption of mastery learning.

8. Learning Program that is brain allows teachers to embody the ketuntasan learn by applying valuation variations.

g). Strengths and limitations of the thematic study

Integrative learning has advantages compared to the conventional approach, i.e. as follows

1. Knowledge and learning activity learners will always be relevant to the level of development of the child

2. selected Activities can be tailored to the interests and needs of the learners.

3. all the activities more bernakna for learners so that the results of the study can be last longer.

4. integrative Learning increasing develop skills of thinking and social learners.

5. the integrative Learning presents the activities that is pragmatic with problems that are often found in real life/environment learners.

6. If the integrative learning designed together, can increase cooperation antarguru related studies, teachers with learners, learners with learners, learners/teachers with interviewees, so learn more enjoyed, learning in a real situation, and in the context of a more meaningful.

In addition, thematic learning has its advantages and sense of importance, namely:

1. Fun because it departs from the interests and needs of the student.

2. provide experience and learning activities that are relevant to the level of development and the needs of the student.

3. The results of the study can last a long time, because it is more memorable and meaningful.

4. develop thinking skills students in accordance with the issues at hand.

5. Fostering social skills through teamwork.

6. Possess tolerance, communication and responsiveness to the idea of other people.

7. Present activities that correspond to the real nature of the issues encountered in the environment of protege.

In addition to these advantages as mentioned above, the integrative learning have weakness, mainly in the implementation, during the design and implementation of evaluation is more demanding of teachers to conduct the evaluation of the process, and not only the direct impact of learning evaluation.

Puskur from Diknas identified several limitations in terms of integrative learning some aspect that is as follows..

1. Aspects of teacher

   Teachers must insightful, has a high creativity methodological skills, reliable, high sense of self-ercaya, and bold package and developing material. Academically, teachers are required to keep digging up information knowledge related to the material being taught and read a lot

of books so that mastery learning materials are not focused on a particular field of study only. Without this condition, then the integrative learning, it will be difficult to materialize[9].

2. Aspects of the learners

    Integrative learning demands a study skills learners are relatively "good", whether in academic ability as well as his creativity. This happens because the model of integrative learning places emphasis on analytical capabilities (parse). Ability of associative (Eusebius), exploratory and elaborative abilities (finding and digging). When these conditions do not have, then the role model integrative learning is very difficult.

3. Aspects of facilities and learning resources

    Integrative learning requires reading materials or information sources which are quite numerous and varied, may also internet facilities. All of this will support, enrich, and facilitate the development of insight. If this advice is not met, then the aplicasion integrative learning will also be hampered.

4. the aspect of the curriculum

    The curriculum should be flexible, thoroughlyon achieving an understanding of learners (not on achieving target delivery of the material). Teachers need to be authorized in developing material, methods, the assessment of the learning success of learners.[10]

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[9] Abdul Majid, ChaerulRochman, *PendekatanIlmiahDalamImplementasiKurikulum 2013*, (Bandung:PT REMAJA ROSDAKARYA) p 115

[10] Abdul Majid, ChaerulRochman, *PendekatanIlmiahDalamImplementasiKurikulum 2013*, (Bandung:PT REMAJA ROSDAKARYA) p 116

5. Aspects of the assessment

   Integrative learning requires a thorough assessment of the way the (comprehensive), which sets out the learning success of learners from several related field of study combined. In this regard, in addition to being required to provide the techniques and procedures of implementing comprehensive measurement and assessment, it is also required to coordinate with the other teachers, when the subject matter is derived from different teachers

h). Models of integrative Learning

Review of how to combine concepts, skills, topic, and tematisnya units, according to an expert, there are ten ways or integrative learning in planning models. Tenth way or model are: (1) Fragmented, (2), (3) connected nested sequenced, (4), (5) shared, webbed (6), (7), (8) threaded integrated, immersed, (9) and (10) are networked.Of the top ten models of the integrated learning, based on the nature of the keintegratifannya can be distinguished into three, namely: (1) design a model in science, which includes connected model (connectedness) and nested (date), (2) model antarbidang study , which includes model sequenced (keteruntutan), a model of shared (shared), model webbed (jarring spiders), threaded model (fluted), and integrated model (keintegratifan), (3) cross-model students, which includes the models immersed and model network. There are three integrative learning, selected and developed in the school of teacher education programs, namely model connectedness, a model of a spider, and integrative model.[11]

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[11]Ibid 117

E. The results of the Study

1).Study

Learning is an activity that many people do. Learning is also an activity that is done to get a change in himself through training or experiences. Belaar can bring about change for students, either change the knowledge, attitudes or skill.Learning is a process and not a result to be achieved solely. This process alone took place through a series of experiences, so modification of the behaviour that has been previously owned. So based on the process will be the achievement of something desired by educators.

2). Type of Study Results

The purpose of education who want to can be categorized into three areas i.e. areas of cognitive (Intellectual mastery), affective (related to attitudes and values) as well as psychomotor fields (ability/skills Act/behave). The trio does not stand alone, but is an inseparable unity, even forming a relationship hierki. As a goal to be achieved, the trio must Appear as a result of student learning in schools. Therefore, these three aspects, the study results should be viewed asstudent learning, from the process of teaching. The results of the study appear in the change of behaviour, are a technique formulated in a verbal statement through the purpose of teaching (instructional purposes). In other words the teaching goal formulation contains the results of the study are hope controlled by students that

includes these three aspects. The following advanced elements contained in all three aspects of the study results.[12]

a). Learning outcomes cognitive field type

1 types of learning outcomes knowledge memorized

Rote knowledge intended as a translation of the word Knowledge of Bloom. Coverage in memorizing the knowledge including knowledge of its nature, in addition to factual knowledge to know the things to keep in mind back as a limitation, the terms, the law, article, chapter, verse, formula, and other

From the response of student learning that knowledge needs to remember, remember, in order to be properly controlled. There are several ways to control/memorizing, for example to read over and over again, using the techniques given (memo technique) or commonly known as "bridge of Asses". This type of study results including the results of the learning-type tingakat low if compared to the results of a study of this type including the type of other learning results. However, other types of learning outcome is higher. At least knowledge of memorizing is the ability of terminal (bridge) for control type other learning results.An example of someone who wants to learn and master the skills to play the piano, then the question must be mastered and memorized the first stairs of tone. The behaviour of the special operasioal, which berisiskan the results of this type of study include: mention, explaining again, shows, writing, selecting, identify.

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[12]Nana Sudjana, *Dasar-Dasar Proses BelajarMengajar.*(Bandung:SinarBaru ALGENSINDO) p 50

2. Understanding learning outcome Type

The type of the result of learning higher one higher level understanding of the types of learning outcomes knowledge memorized. Understanding requires the ability capture the meaning or the meaning of the concept of something. For that then required the existence of a relationship or docking between between the concept with meaning that exists in the concept.[13]

There are three kinds of understanding generally accepted, first an understanding of the Qur'an, i.e. the ability to understand the meaning contained therein. For example, to understand the sentence into United Kingdom Indonesia language, means the State had taken, interpret the Bhinneka Tunggal Ika, and others. A second understanding of interpretation, for example, understand the graph, connecting two different concepts, to distinguish the principal and who are not subject matter. Third, i.e. capable of extrapolating understanding see reversed is written, implied and express, predicting expansion of something, or insight.

These three kinds of the above understanding types are sometimes difficult to distinguish, and depending on the context the content. The operational Word for instructional purposes in the field of formulating an understanding, between others, distinguish, describe, predict, interpret, predict, give examples, changing, making summary, write down the back, painted with the words themselves.

3) Type learning outcome

The application is capable of applying and mengabstrksi a concept, ideas, formulas, laws to new situations. For example, resolve by using a certain formula,

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[13]Nana Sudjana, *Dasar-Dasar Proses BelajarMengajar.*(Bandung:SinarBaru ALGENSINDO) p 51

applying an evidence or law in a matter. Thus, in the application must have the concept, theory, legal formulas. The evidence for the law, applied in solving a problem (in certain situations). In other words, the application is not a motoric skills but more mental skills.

Operational behavior to formulate the purposes of instructional usually use words, compute, solve, demonstrate, reveal, run, use, linking, working on shows, change, process, modifies, sorts, and others.

4). Types of learning outcome analysis

The analysis is skills breaks up, parse an integrity (unified whole) be elements or parts which have a meaning, or have a levels/hierarchy. The analysis of the results of the learning type is a complex type element, making use of the results of the previous study, namely knowledge, comprehension, application. The analysis is indispensable for students of secondary school much less College.

The ability of menalar, in fact contain elements of analysis. When a person has owned the analysis capabilities, then a will can mengkreasi something new. The operational words are commonly used for the analysis include: outlining solve, make diagrams, separate, make outlines, detailing, differentiated, connecting, choosing alternative and others.

5). Synthesis of learning outcome Type

Synthesis is the opposite of analysis. When on the analysis of stress on the ability to elaborate on an integrity became part of the meaning, in the synthesis is the ability to unify the elements or parts into one of integrity.

Of course, synthesis requires memorizing ability, comprehension, application, and analysis. Synthesis of was thinking devergent while berikir analysis is to think konvergent. With the synthesis and analysis then the creative thinking to find something new (innovative) would be more easily developed. Some operational behavior is usually reflected in the words, mengkategori, combine, compile, compose, creating, designing, construcsion, organise the back, revise, summing up, linking, systematized, and others.[14]

6). Type of evaluation study results

Evaluation is capable of giving a decision on the value of something based on its own judgment, and the criteria used. This type of learning results categorized the most high, and contained all types of learning outcome evaluations, pressure on the consideration of something of value, about the good weather or not, just whether or not, by using certain criteria. Comparing criteria with something that appears to happen or actual pushing someone determine the verdict about the value of something. In this process the necessary capabilities that preceded it, that is, knowledge, comprehension, application, analysis, synthesis. Operational behaviour depicted in words: assess, compare, consider, argued, suggest, mengeritik, menyimpulakan, support, give opinions and others.

b). Type the results of the study field of affective

The field of affective with regard to attitudes and values. Some experts say, that a person's attitude can be foreseen the change, when a person has mastered the cognitive areas of high level. Result of study the field of affective less

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[14]Nana Sudjana, *Dasar-Dasar Proses BelajarMengajar.*(Bandung:SinarBaru ALGENSINDO) p 52

attention from teachers. The teachers more put pressure on purely cognitive fields. Affective learning outcomes-type look at students in a variety of behaviors like attention/attention to lessons, discipline, motivation to learn, appreciate a teacher and classmates, the habit of studying, and others, Though learning materials containing the cognitive field, but the field of affective should become an integral part of such material, and must Appear in the learning process and the learning level outcomes kompelek.

1. Receiving/attending, i.e. a kind of sensitivity in receiving stimulation (stimulus) from outside coming in students, either in the form of a problem situation is symptomatic. In this type of consciousness, including the desire to receive the stimulus, control and selection of the symptoms or stimulation from the outside.

2. Responding or answers. I.e. the given reaction someone against the stimulus that comes from the outside. In this case includes precision reaction, feeling, satisfaction in answering the stimulus from the outside who came to him,

3. Valuing (assessment), i.e. with regard to values and beliefs against symptoms or stimulus. In this evaluation including the willingness of received values, background or experience to receive value, and kesepkatan against those values.

4. Organization, namely the development of a value into one of its systems, including determining the relationship of one value with another value and

stability, and priority values. The organization is included in the concept of a value, the value system of the organization.

5. A characteristic value or internalization of values i.e. alignment of all the value systems that had been owned by a person, which affected the pattern of personality and the vagaries of the Act. Here including the overall value and its characteristics.

c). The type of result learning psychomotor fields

The results of the study appear in the form field of psychomotor skills (skill), the ability to act individual (someone). There are 6 levels of skills including:

1. Reflex movements (a movement skills unconsciously)

2. Skills on the movements.

3. Prespektual including ability to distinguish visually, to differentses auditif motoric and others

4. the ability of physical fields), such as strength, harmony, precision

5. Skill movements, ranging from simple skills to the complex skills.

6. with regard to the ability of non communication like decursive expressive gestures, interretatif

Type of study results presented above are actually not stand alone, but are always associated with each other even in the togetherness. Someone who changed behavior of kognisinya is actually in certain levels have changed at[15]titudes and behavior. Carl Rogers argues that someone who has mastered the cognitive level is hence the behaviour of that person could've foreseen.In the

[15]Nana Sudjana, *Dasar-Dasar Proses BelajarMengajar.*(Bandung:SinarBaru ALGENSINDO) p 55

teaching-learning process in schools nowadays type cognitive and psychomotor learning results. Though doesn't mean the field of affective and psychomotor ignored. Issue and need to be developed is how to spell out the types of learning outcome the above tersebt became operational behavior that makes it easy to create a special instructional goal formulation Thus some types of learning outcome, which is very important to know the teacher, as the basis for forming the purpose of teaching. How do I create a goal pengajarn with respect to the results of the above study.
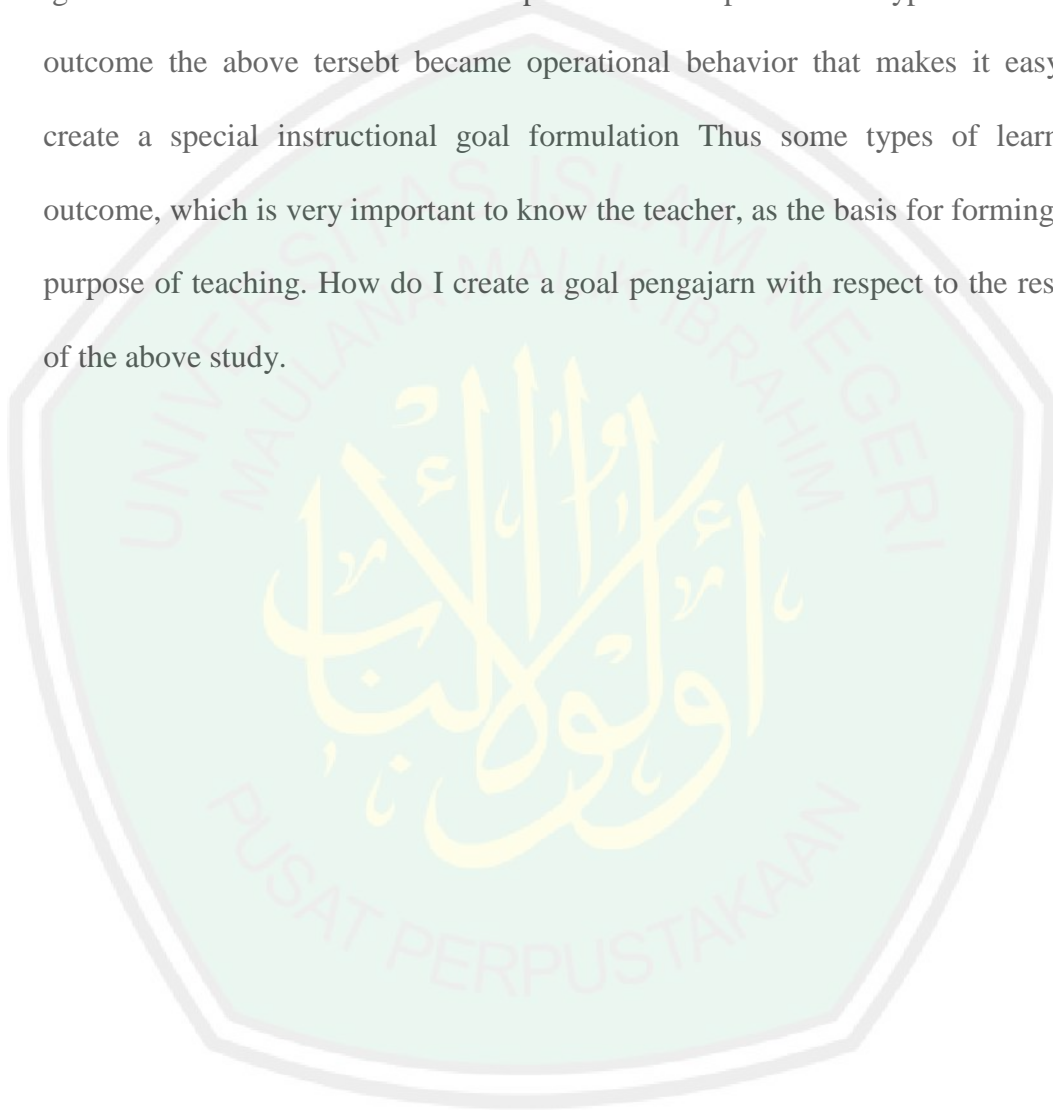
CHAPTER III

RESEARCH METHODS

A. Types of Research

The type of research that is carried out is the kind of research and development or Research and Development (R&D). The research methods used to produce and test the effectiveness of these products. The main purpose of the research and development (Research and Development) is not to formulate or test the theory but develop effective results for exploited in schools or other institutions.

That product may take the form of objects or hardware (hardware), such as books, modules, tools at learning classroom or laboratory or software computer model of learning were synonymous, and others.[16]Thus research is a research development produce and test keefektifanproduk both in terms of process as well as outcome associated with improved quality of education. The result of the development of the Shooting Ball On Theme 6 Theme 3 Sub my aspiration Actively Pursuing the idealsfor SD/MI is expected to assist students in improving student learning interest so will effect on improving learning outcomes expected.

B. Development Model

The model can be described as a representation of the actual condition. The model can be also construed the simplification of information or something

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[16]Trianto,
PengantarPenelitianPendidikanbagiPengembanganProfesiPendidikandanTenagaPendidik,
(Jakarta:KencanaPrenada ,Media Grup, 2010), p 245

43

complex into simpler to be easy to understand. With the model, people will more readily understand something than by administering a lengthy explanation.

Development of Rolling Ball using a procedural model of development. Procedural model is descriptive models that describe a work step that must be done to generate a product development. Procedural models are usually the order of the steps to be followed in stages from beginning to end. One development model is a model of the development of the proseedural Borg & Gall.Measures of research and development according to Borg & Gall main research, covers the ten steps.[17] (1) Research and Information collecting,(2) planning, (3) develop a preliminary form of product, (4) a preliminary field testing, (5) main product revision, (6) main files testing, (7) operational product revision, (8) operational field testing, the final product (9) revision, (10) dissemination and distribution.

Field test steps are not used in this study because the subject tests required in this stage very much. This stage requires 10-30 school or 40-200 subject test. In addition, the initial trial phase and field trials is considered enough. Stages of early trials have gone through the assessment of the validation and the stage of field trials already through the assessment of learners. The revision phase of the end product is not done because the field test stage is not in use in research development. Desiminasi and implementation stage is not used because the resulting product on research development has not been submitted or disseminated in a particular forum. The resulting product is only tested trial in Assalam Islamic Elementary School In Malang.

C. Procedure Development

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[17]Borg, Welter R.Gall,Meredith Damien. Education Research:An Introduction Third ed

In addition to model development, in research development also requires product

model developed. The development of procedures in use are as follows.

Figure Flowchart Development Model Adaptation Borg & Gall
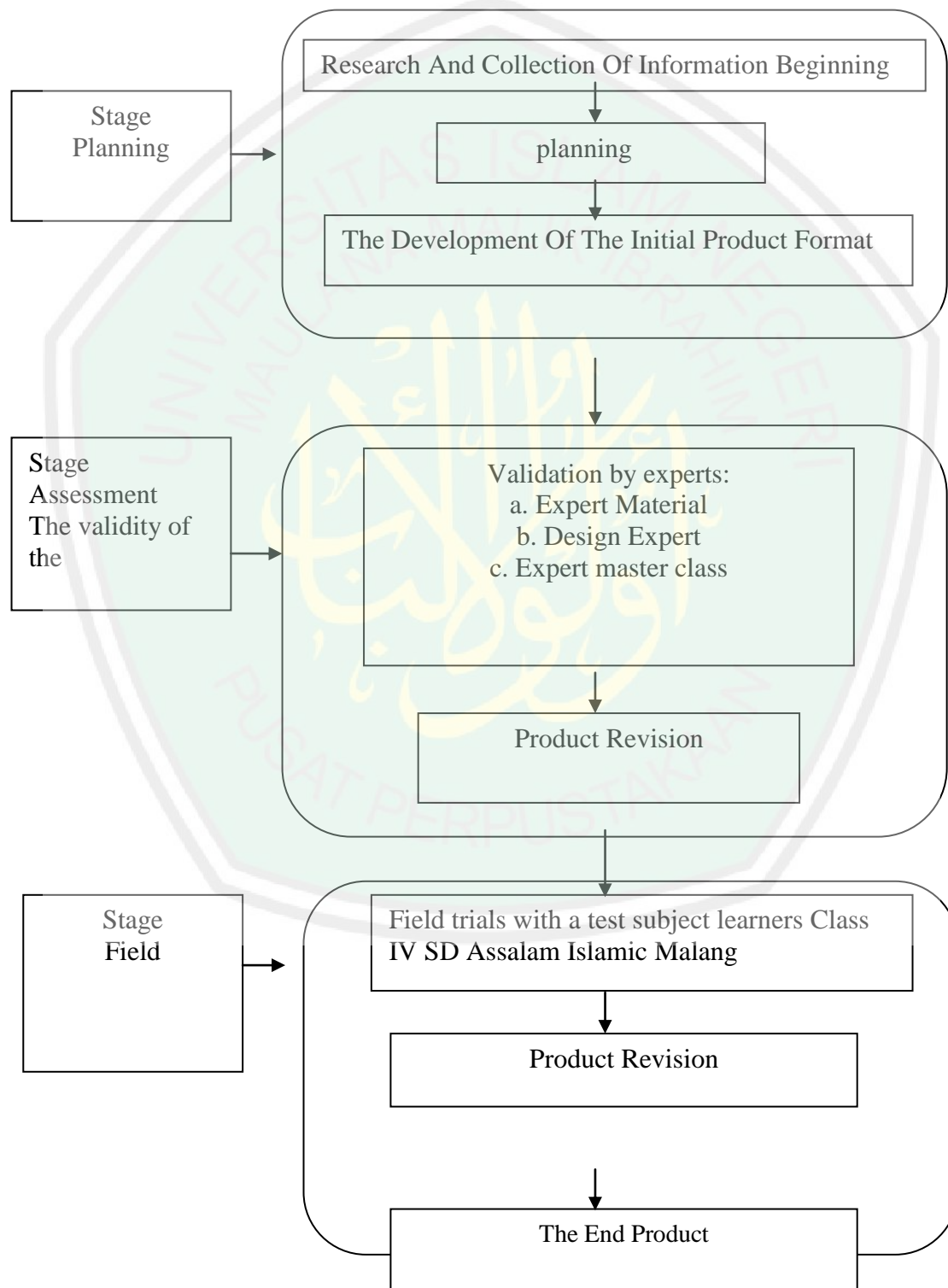
Based on a development model called right above, then the development procedure can be described in the following stages.

1. Research and collection of information Beginning

The first stage of the initial model development Borg & Gall is the initial information gathering and research. This stage aims to obtain information to support development research. This step can be either field studies and also the study of literature. A field study done by doing observation in school. Observation on specialized themes associated with the research. Research themes in the development of this is media learner Shooting Ball. A successful information collected from observations, among others, (1) media type of learning used in school is a paper and pencil.The study of literacy can be a review of earlier research and the latest research relevant to the theme of research. The materials studied could be a journal of research, a thesis/desertasi, and books. The result of the study of literature may be used to support the study of the field.

2. Planning

The planning phase is the second phase in the development of this procedure. This stage aims to design how the product is to be generated. Prodeuk to be generated in the research of the development of this form of learning materials. This step can be either the determination of learning materials that will be discussed, the formulation of indicators, the formulation of the purpose of the lesson, until the determination of the material to be presented in the learning media.

Media of instruction that will be developed in the research development this is the type of classical physical media.

Indicators are formulated so that the competencies required by the curriculum can be mastered by learners. Indicators are also used as a study in ermainan Shooting the Ball. The indicator consists of a verb (KKO) and operational materials. With the indicators, expected classroom learning materials through the media Rolling Ball in accordance with curriculum.

Formulation of objectives is done to find out what are the objectives that will be achieved at a time when the learning activity takes place. By having clear goals, then the expected media game Shooting Ball produced in accordance with learning objectives that will be achieved. Besides the resulting products can be used in the learning process in schools. The determination of the material should be made so that the learning materials are selected according to the needs and characteristics of learners.

3. development of the initial Product Format

The third stage aims to develop the initial product. All that was already planned at the planning stages are carried out at this stage. The collection of literature related material in the media used in Rolling the Ball carried out this stage. This stage also found media strruktur determine how Rolling Ball that will be used.

Media development Rolling Ball generated on the previous stage will be tested cobakan. Stages of the trials will be conducted to evaluate and validate the resulting Ball Shooting. Validation and evaluation will be done by expert instructional design with a minimum education background S2 and has experience in developing instructional media. Expert-expert material i.e. one who has experience teaching in a primary basis for ten years. Class teacher is an expert

who has experience teaching at the SD/MI. This test phase is done to collect the judgment from timvalidasi. The collection of values is done using the now with a system check list. Trials also aim to get a note or comment specifically from timvalidasi. The quality of the Shooting Ball early stages looks of the accumulated values.

5. Product Revisions

Revision of the product is done based on assessment and special notes on the stage of trials, errors and shortcomings of the resulting product will be fixed based on the records of the validation.

6. Field trials

The stage of field trials conducted after going through the stage of revision of the product. Learning Media Rolling Ball revised trywill be tested again. Field trials involving the subject field trials field trials, subjects in this research are learners class IV SD Islamic Assalam Malang. Field trials are not much different from the initial trial. fieldtrial aims to collect ratings and comments from subject field trials. The instruments used in the collection of value also in the form of the now with a system Checklist.

7. Product Revisions

Product revision is the last stage of procedure development. Product revision is done based on the results of field trials. Assessment and the comments

of the subject of the test was collected. When the subject of assessment test still shows results that are not feasible, then the product will still be revised first. The revision is carried out based on the comments/notes from the subject of the trial.

D. Validation Step Product

Validation of the product is one of a series of research development. Product validation will be done by the validator and the subject field trials. Validation will be done by expert instructional design expert, master class, and expert material. Field validation to be performed on one of the unfortunate Assalam Islamic Elementary School curriculum 2013. This research will explain about the material to learners with the help of the media Rolling Ball. In this stage the researcher is collecting comments and suggestions from the validator as well as assessment of the subject field trials. Assessment in the form of a score of learners mengenaqi Rolling Ball used ddalam learning activities.By having a validation expected final product media Rolling Ball developed eventually completely accounted for. In order for validation, data types, data collection instruments and data analysis techniques of learning media development. This will be described in detail as follows:

1. Design Validation

This validation is aiming to obtain complete data for the sake of improvement of a product or products that will be made to perfection. In addition to knowing the products developed viable tested on students. Validation is done through expert evaluation and validation master class IV.

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┌─────────────────────┐        ┌─────────────────────────┐
│ The development of   │        │ 1. Validation of the    │
│ media               │───────▶│ material                │
│ Rolling Ball        │        │ 2. Validation of the    │
│                     │        │ design                  │
│                     │        │ 3. Validation Teachers  │
└─────────────────────┘        └─────────────────────────┘
                                           │
                                           ▼
                               ┌─────────────────────────┐
                               │    Product Revision     │
                               └─────────────────────────┘
                                     │           │
┌─────────────────────┐              ▼           ▼
│                     │      ┌──────────┐  ┌──────────┐
│   Finall Product    │◀─────│    NO    │  │   YES    │
│                     │      └──────────┘  └──────────┘
└─────────────────────┘
```
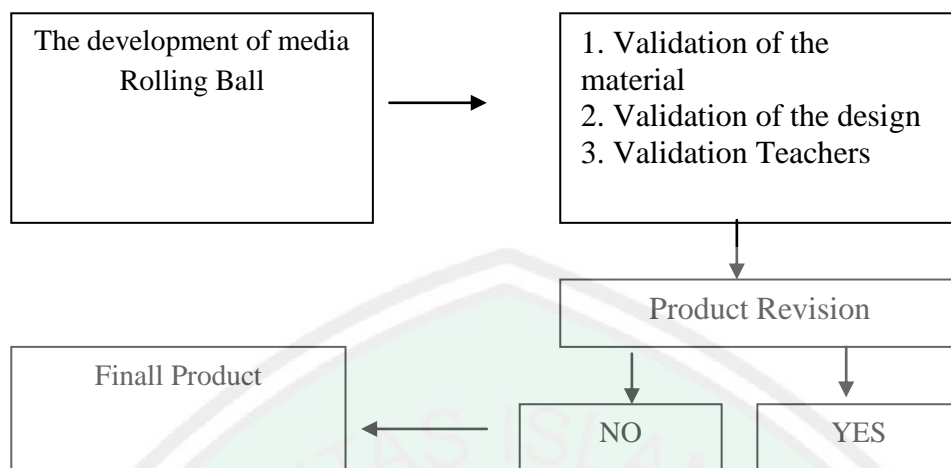
Image Chart Design Validation Products

2. The subject of Validation

The subject of validation in media development Rolling Ball is a content/material, expert instructional design, a master class as well as students IV SD Islamic Assalam. Malang. One of the reasons choose grade IV Elementary School Islamic studies as a subjectTheme 6 Theme 3 Sub my aspiration Actively Pursuing the ideals because of Poor students have never done a study using a Rolling Ball. Rolling the Ball through the media on the are expected to increase the interest in learning of students so that the effect on the improvement of the results of the study. The following explanation is associated with the test validation by experts:

a. Expert material

Is the material expert expert lecturers who mastered the thematic material characteristics. In this case the material experts selected by the researchers was the father of Ahmad Abthohi ,M.Pd as a lecturer at the Faculty of tarbiyah and teacher training He was chosen by investigators as an expert content because it qualifies as an expert in the study of contents because already meet the qualifications of experts in research development, namely:

1. Master the material on thematic learning in SD/MI

2. Have insight relevant to the product being developed.

3. Willing as learning media development product testers Rolling Ball on the theme 6 of Sub Theme 3 class IV on the Hapless Assalam Islamic Elementary School.

b. Design Expert

election experts design is based on the consideration that those concerned have skills in the field of media development design. The criteria applied are not much different from the criteria of expert material. The selected design experts in the development of the learning media is the mother of Mariam Faizah, M. Pd. He is also an expert in the media or design.

c. Expert master class

Expert master class gives feedback and assessment of the development Rolling the Ball. As for the criteria of expert master class is as follows:

1. the Teacher is teaching the present institution SD/MI

2. Have experience in teaching in the thematic learning

3. The willingness of teachers as appraisers and users of the product for the source data acquisition product results which have developed researchers.

3) Subject Research

The subject was taken from grade IV Islamic School Assalam Unfortunate with the number of students is 20 students.

E. Data types

The data collected in these learning media development is the quantitative and qualitative data are obtained from the results of the now charging by learners

in field trials. Quantitative data will then be processed using existing formulas to be described. Qualitative data are obtained from the results of validation by design, linguist and expert on the material.

1. Quantitative Data, obtained from the results of scoring a lopsided percentage through the now enilaian expert appraisal question form, classroom teacher, and student learning test results are as follows

a). Assessment of expert content and instructional design of the suitability of learning media. The suitability of media covering media in accordance with tingakatan accuracy classes are applied

b). Assessment of thematic classes IV and teachers students test against interesting media learning

c). Student learning test results before and after using the learning media

2. Qualitative Data, can be:

a). Observations of learning of students before and after

F. Data collection Instruments

The instruments used to get a number of data including some of the results of the interview, the now and the learning results acquisition test. Each instrument is explained as follows:

1. Interview

Interview guides were used as guidelines when conducting interviews to teachers and students to find out their response to the Rolling Ball. Interview done verbally in face-to-face meetings in four eyes/individual. Interview guidelines contain questions could include facts, data, knowledge, concepts, opinions, perceptions or

evaluation respondents with regard to the focus of the problem or the variables examined in the study. The interview is conducted to the head of an Islamic elementary school AssalamMalang. The interview is used to find the problems that will be examined.

2. Observations

Guidelines for observation made as a guide to know the process of learning by using learning media are developed. Observations are also carried out to know the initial conditions and the characteristics of school students.

3. Question form

Instruments used for data collection in the development of this medium-shaped sheet of validation and the now closed. Sheet validation is used to assess the feasibility of the learning media in terms of design, materials, effectiveness. Lembarvalidasi in the form of questions that lead to responses and comments regarding the development of the subject of the trial.

The now used is now with a system check list that contains written questions. The question in the question form refers to the appropriateness of the content and display of image-based developed. As for respondents question form is:

a. the question form of assessment or response expert content/material

b. appraisal question form or response expert instructional design.

c. assessment question form or response master class IV islamic elemtery school Assalam Malang.

d. the assessment question form or response students through field trials

The answer to each item instrument using the likert scale. This scale are arranged in the form of a statement and is followed by five response that indicates levels as follows:

    a. Score 5,if very precise, very appropriate, very clear, very interesting and very easy.

    b. Score 4,if precise, appropriate, clear, interesting and easy.

    c. Score3, if quite precise, quite appropriate, quite clear, quite interesting and quite easy.

    d. Score 2, if less precise, less appropriate, less clear, less interesting and less easy.

    e. Score1, if very imprecise, very inappropriate, very unclear, very uninteresting and not very easy.

4. The test achievement of the learning results

The test is used to find out the results of student learning is a test before and after (pretest and post test) using media shotting the Ball on a grade IV Elementary School Islam Assalam Malang

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G.Data analysis techniques

The analysis used in the study of these development are:

1. Analysis of the contents of learning

This analysis is carried out by formulating learning objectives which are adapted to the standards of competence and basic competence to deliver the order of

material. The analysis results are used as learning materials in the form of instructional media development.

2. descriptive Analysis

At this stage of this test data compiled through the now closed assessment and appraisal question form is open to giving advice and input. The results of this analysis are used to determine the level of accuracy, effectiveness and product kemenarikan results Rolling Ball. To analyse the results of the responses from the validator using the following formula.

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

P = Presentase

$\sum xi$ = total score obtained from validato

= Total score is ideal

In granting meaning and making decisions to revise the development of media used, the qualifications that belong to the following criteria.

Table 3.1

The eligibility criteria of the learning media

Presentation 100%	Qualification	Eligibility criteria
84%< score ≤ 100%	Very valid	No revision
68%< score ≤ 84%	Valid	Need revision
52% 68% ≤ score <	Quite Valid	Revision
38%< score ≤ 52%	Less Valid	Revision
20% 36% ≤ score <	Very less Valid	Revision

Table 3.2

Interesting Level based on the percentage of the qualifying

Presentation 100%	Attractive rates
84%< score ≤ 100%	Very interesting
68%< score ≤ 84%	Interesting
52% 68% ≤ score <	Quite interesting
38%< score ≤ 52%	Less Interesting
20% 36% ≤ score <	Very unimpressive

3. The analysis of the test results

Analysis of data used to measure the level of comparison the results of student learning, in field trials testing experimental design data using the underway to know the comparison before and after using the product development class experimentation and classroom control. Testing conducted for the purpose of getting information of the aakah media Rolling the Ball more effectively and efficiently than other learning media.

Data analysis the results of tests used to look understanding of students, in field trials using experiments with how to compare the circumstances before and after wearing the new teaching methods,Experimen vs control. The following explanation.

$$t_{count} = \frac{x1 - x2}{\sqrt{\frac{(n_1-1)s_{1\ 2} + (n_2-1)s_{1\ 2}}{n_1 + n_2 - 2}(\frac{1}{n_1} + \frac{1}{n_2})}}$$

xi = average score / grup value i

ni = number og grup respondents i

$s_i 2$= variance grup value i

To find out if there is a difference between experimental and control classes using the product materials, then the trial results are compared

t $_{tables}$ with level 0.05 or 5% are as follows:

H_0: there were no significant differences in the results of the thematic Learning students use learning media Rolling ball theme 6 my aspiration on the class IV

H_1: there is a significant difference on the outcome of thematic Learning students use learning media shooting ball theme 6 my aspiration in class IV.

H. Procedure Research

1. Preliminary Research

Before determining the type of product that will be created by researchers, researchers first conducted a study introduction i.e. observations directly to the school in order to know the real conditions in the field. After the researchers doing observations at school then the investigators get data about the real conditions in the field. Next the data obtained is used as the basis for designing the product or suitable learning media in improving the quality of education in schools. In this case the conditions in the field is the students feel the thematic learning difficulties in the already applied. This is because in the thematic learning must integrate the lessons with one of the other lessons

2. Design development

After acquiring the data in the field, researchers made a product that aims to improve the quality of education in schools. In this case, researchers make learning media in the form of a physical object that resembles a ball game that can attract the attention of the students to be more motivated to learn. Learning media comes with cards and also balls, to ease of use.

3.Actual Research

After the researchers devised a media pemebelajaran Rolling ball theme 6 theme 3 sub my aspiration Actively Pursuing ideals already validated, the next step is to do a test run of the product. This product trial conducted by researchers at the SD As-Salam Malang. This study tested media right on grade IV, where the trial is a matter of pre test and post test given to students in order to obtain data related difference in student learning outcomes before and after using the learning media Rolling the ball. Then further students and teachers also fill out question form has been made by researchers in order to validate the learning media has

been created by researchers. The researchers used the now results to do revisions

to improve the learning media shooting ball made by researchers.

4.Report writing

Once the product is revised, the next step is an author of the report. Author

This report done by reporting the results of revision of student learning outcomes

and products before and after using the product. All data are written in accordance

with the real conditions in the field.

CHAPTER IV

THE RESULTS OF THE DEVELOPMENT

A. Product specifications the learning media Rolling Ball

Product development on research and development of this form of classical media are made from a lightweight beams. Learning media allocated grade IV Elementary School Islam Assalam Malang to support thematic learning. Learning media is produced from klasikan simply media development had already been formed, but before the media the previous goal to get a gift, but with this media development the aim of the game is to enhance the learning outcomes of a child with a learning system that is not monotonous.

On the cover or cover of a suitcase that contained a Ball Rolling title media and an image of the contents of the media support, the next in the suitcase is composed by an inclined plane that capped a nail makeup zig-zag-shaped. At the very front or where to start where the place was the beginning of the start of the game. Players or students begin preparing by launching the ball used as a shooter to reach into a new hole would be targeted. After the players ball players will derail got a instructions to carry out the order or which is within about solving a problem that's been on adjusted to the material to be studied.

How to play, students formed into several groups in accordance with the many number of students that are there in the class so that a representative from each group will get a piece each and asked to solve simultaneously. After all get a turn to explain the appropriate understanding of teachers provided with materialobteinedbyeachstudents.

1.The identity of the product

Physical form   : wood material

Title   :Rolling Ball

Goals   :Grade IV Elementary School Islamic

                                   As Salam Malang

The Name Of The Maker   : Rizka Nova Riana

Wood size   : 80 m x 50 m

2. Description of the development process

Rolling Ball media development procedure follow the steps the Borg and Gall as follows[18]:

1. Conduct a preliminary Study and information gathering

Collection of information gained from the study of literacy and the discovery of some media sources and consultation to professors supervising the development of the media. Information gathering related media do with the study of literature concerning the three dimensional learning media in the form of models, while gathering relevant information material is done by examining the material class IV Theme my aspiration.

2. Do product planning

Product planning through the following stages:

a. Plan of materials and equipment

Planning and the selection of materials is a very important stage, since in making media should be formed in accordance with the purpose

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[18]Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R & D, (Bandung:Alfabeta, 2009), hlm. 299

and the material used is a secure and lightweight material used for children who are using the spring. As for the materials and equipment used or required in the making of the media Rolling Ball is as follows:

1) Materials

The material used in the development of the media Rolling Ball is as follows:

a) wood and plywood that is used as the main ingredient. The selection of wood with a thickness of aims in order to make the media have a high keawetanyang and ringgan were taken to switch places.wood us the primery to make rolling ball

b) Spikes used in the game, spikes circuit amounted to about fifteen to twenty pieces, spikes arranged in zig-zag to create the ball not only directly fixed on the intended place.

c) Ball bead seats as a shooter's tool for game Shooting the ball, the ball of the bead seats made of pejal rubber, using a ball that has a size of about 2 cm of the ball bouncing to easily in the shooting from the hole star not only fixed on one single point only.

d) sheets of matter used in learning activities that are tailored to the learning objectives in the A5 sized sheets are divided into three parts. In the sheet that contains the command about what should be done by students that must be resolved in a group.

e) Sticker picture measuring 85x50 cm was used as the title of the media name.

f) Pilox used yellow because it gives a bright effect to evoke the spirit of learning for children.

2) Equipment

As for the equipment needed in the development of the media Shooting Ball is as follows: a saw, hammer, small nails, sandpaper.

a) Plan development process

It would be nice development prior to setting up planning, where the planning process aims to make development runs smoothly and obtain maximum results and proper use. The planning phase development process starting from the planning process to an early development process towards to the feasibility in the field.

Develop The Initial Product Form

The development of the form of the initial products are as follows:

a.Designing a rectangular shape

The process of designing the pattern begins with the creation of a basic wooden suitcase with a size of 50 x 84 cm and high 10 cm after wood cut to the size required wood started compiled make be spaces such as suitcases. finish all formed done staining in box using pilox yellow color.

Picture 1 basic material Wood suitcase.

b. Designed to make the cover

once formed a single suitcase cover the beams at the beam with a suitable size 50 x 84 cm and height 1.8 milimeter. After all, formed of rectangular beam and cover diberilah hinge as a hook between the cover and wooden beams. After all finished in a color by using the grant betuk pilox yellow color. Wood beams, and a covering on dry under sun exposure until the paint is no longer wet.

Picture 2. installation of the cover

c.Make the incline on the inside of the box

The making of the incline in an arena that is used to slide the ball towards the point of destination. This field has a length of 50 cm and a width of 84cm. On the part inclined plane there are spikes mounted in zig-zag in order to make the ball if not derailed direct to the point that in seven. Spikes are arranged at random roughly there are about fifteen spikes mounted on the arena Board.

Picture 3 mounting the incline and nail

d.Make command sheet

Sheet commands created with size 13 mm x 9 mm, the commands on the print paper using white jasmine. Sheet commands will be placed in the box that has been formed. Sheet commands not only writing but also in garnished with background in accordance with the theme of learning time.

Picture 4. Sheets Commands

B.Presentation Of Test Data

There are two kinds of data in this study, i.e. qualitative and quantitative data. The data obtained through a two-stage assessment, i.e. validation expert expert and field test. Validation against the Shooting Ball media development is performed by experts who conducted the validator on February 22 to March 5, 2018. Appraisal data product development media Rolling Ball carried out in 4 stages are the following.

a. Lecturer supervisor checked against media development Rolling Ball developed. Supervising professors give direction and advice on improvements to the development of Rolling the Ball.

b. developer doing the Rolling Ball media development improvements based on consultations conducted.

1.Expert Validation Stage

The validation phase consists of the following activities:

a.   a. Experts study media expert materials, and expert teachers learning (master class IV) providing input in the form of judgments and criticisms and suggestions to the development of the media Rolling Ball theme and my aspiration for class IV.

b.   Developer doing data analysis assessment and feedback in the form of critiques and suggestions.

c.   Developer doing the Rolling Ball media development improvements based on feedback.

As for the criteria of expert material and expert instructional design is a lecturer with the minimal criteria for educational/non Graduate Education, not a College Professor supervising theses authors. Whereas the criteria for expert learning (master class IV) was educated at least Bachelor degree and minimum 5 years of teaching.

This so-called validation validation of the content (Content) and validation of the learning media assessment obtained through responses from experts by filling out the question form and provide input and advice against the media RollingBall. The results of the assessment and feedback is used to determine whether the Rolling Ball media development drafted worthy or not to proceed to the next step, i.e., the empirical validation.

Validation against the Shooting Ball media development is performed by experts who conducted the validator on 23 February 2018 to date 06 March 2018.

There are two kinds of data obtained from the results of validation that is quantitative data and qualitative data. Quantitative data in the form of the results of the assessment with the Likert scale question form. While the qualitative form of additional assessment or advice from the validator. For the question form validation expert material criteria scoring value is as follows:

Table 4.1 validation Expert question form Scoring Criteria

material, media expert

Answer	Description	Scor
VG	Very Good	5
G	Good	4
GE	Good Enough	3
LG	Less Good	2
NGA	Not Good At All	1

As for the question form validation criteria of students scoring value is as follows.

Table 4.2 Criteria Scoring question form students, master

class IV

Answer	Description	Scor
VG	Very Good	4
G	Good	3
GE	Good Enough	2
LG	Less Good	1

Here is the presentation and assessment of the material now, media experts, and guu class IV with his criticism and suggestions..

The following is a presentation of data assessment question form by material, media expert and master class IV with criticism and advice.

1. Validation of Expert material

a. material Expert Profile

The first is the material expert Mr Ahmad Abthoki, m. Ssi. Professor prodi physics UIN Maliki Malang with areas of expertise the fundamental concepts of science. Test the validity of the material aims at assessing the feasibility of the media in terms of the material to be presented on the implementation of the study. Validation is done using the now expert validation materials.

b. Expert Validation Results material

Product development submitted to the expert's expert in the Thematic material in the form of media development Shooting Ball theme 6 my aspiration in class IV. Here is a form of qualitative and quantitative data on the results of validation or assessment of the media was developed.

Table 4.3 Expert Validation Results Material

No	Question	Value				
		1	2	3	4	5
1	Learning media components are Shooting Ball already adequate as a medium of instruction?					√
2	How the suitability of Basic Competencies, core competencies, with the learning media development indicators on Shooting the Ball?				√	
3	How about the suitability of the material that is presented at the learning media development Shooting Ball?					√
4	Whether Shooting Ball learning media demanding students to think low level to a high level?				√	
5	Whether learning media Shooting Ball was able to increase the interest of students in learning?				√	
6	Whether learning media Shooting Ball able to improve student learning outcomes?				√	
	Result	26				
	Maximum score	30				

Based on the assessment of the feasibility of the learning media expert, then this Rolling media development in decent cobakan tested in the test field without appropriate revision suggestions.

As for the qualitative data collected based on comments and suggestions towards improvement of media development Shooting Ball given by experts as well as learning, the use of more media in optimalka, delivering more material explained or described with detail and conditioning classes when learning takes place. Based on the assessment

of the feasibility of expert material, then Rolling media development is stated in the field with the corresponding revision suggestions.

As for the qualitative data collected based on comments and suggestions towards improvement Rolling Ball developed media in General is already good, but still needs to be in the form of repeated about the command word contained in the short card before you can can give a clear command against students who want to read and execute the task.

2. Validation of Learning Media expert

a. learning media expert Profile

Learning media experts on media development shooting ball theme 6 goals with the dicovery approach. As for the criteria of learning media expert is a lecturer with the minimal criteria S2 education, not the author's thesis as supervisor Professor. The experts made the learning media namely validator Mother Mariam Faizah M. Pd. He is a College Professor prodi PGMI UIN Malang with areas of expertise in the design of the learning media. Test the validity of the media aimed at assessing the feasibility of the media in terms of the development of media that will be presented on the implementation of the study. Validation is done using the now expert validation materials.

b.The Results Of The Validation Of The Learning Media Expert

Product development submitted to the expert learning media is a media development Rolling Ball theme my aspiration sub theme 3 with discovery approach in class IV. Following is the

result of quantitative data validation or assessment of the media

Rolling Ball developed.

Table 4.4 Result Validation Expert Media

No	Question	Value				
		1	2	3	4	5
1	How to design the presentation of learning media interest in Rolling the Ball?					✓
2	How the suitability of images on media learning Rolling Ball?			✓		
3	How the suitability of images with the material presented in the media learning Rolling Ball?			✓		
4	How about the suitability of the wearing of the typeface used on the learning media Rolling Ball?				✓	
5	How about the suitability of the use of color variations in learning media Rolling Ball?			✓		
6	How to design a layout in the learning interest in Rolling Ball?					✓
Result		23				
Maximum Score		30				

Based on the assessment of the feasibility of media experts, then

Rolling Ball media development is stated in cobakan test in the field

without appropriate revision suggestions.As for the qualitative data

collected based on comments and suggestions towards improvement of

media development Shooting Ball given by media expert learning is very

need to be developed and implemented in the.

3.Thematic Learning Expert Validation Class IV

a. Identity Expert thematic Learning Class IV

Criteria for expert learning (master class IV) was educated at least SI and experienced mangajar at least 5 years. Mother Luthfiyah S.Si, an expert Thematic learning grade IV who have meet the criteria as stated.

b. The Results Of Expert Thematic Learning

Product development submitted to the expert Thematic learning media development was Rolling Ball Theme my aspiration sub themes 3. This is a quantitative data and results validation or assessment of the media was developed.

Table 4.5 Validation Expert Thematic learning Class IV

NO	Question	Value			
		1	2	3	4
1	Types of materials used			✓	
2	Security material				✓
3	Durability Of Materials				✓
4	Media Size				✓
5	The Proportion Of Media Detail			✓	
6	The Composition Of Color Media			✓	
7	The suitability of the media with the level of development of students				✓
8	The practicality of the use of the media				✓
	Result	29			
	Maximun Score	32			

Based on the assessment of the feasibility of media experts, media development then Rolling Ball was declared worthy of tested in the field with the corresponding revision suggestions that it is written by an expert thematic learning.

As for the qualitative data in the spool based on comments and suggestions towards improvement of media development Rolling Ball given by media expert learning is already good and Nice.

4.Individual Test

Individual trials against media Rolling Ball after the stage of the validation process is completed and indicates that the media Rolling Ball worth in the test right in the field without revision. Individual trials involving Islamic primary school students the Malang Greeting on March 13, 2018. The following categories of individual test scores to:

Table 4.6 the profile of Individual Test Students

No	Code	Name
1	x_1	JihanGayuRossoqillah
2	x_2	Ayla LutfiyahFalisha
3	x_3	ZakiaRahmaGanisti
4	x_4	Aurelia SasikiranaAtsilah
5	x_5	AtiqahAthaUla
6	x_6	GadizaTalithaBryna
7	x_7	NaurahRifdah B C

Table 4.7 the results of individual Trials Tabel

No	Description	Score						
		X_1	X_2	X_3	X_4	X_5	X_6	X_7
1	Help understand the material	4	3	4	3	3	4	3
2	Clarity media usage instructions	2	2	4	3	3	4	3
3	The durability of the media	4	2	2	3	3	3	4
4	Media Security	4	2	4	3	3	3	3
5	Media Forms	4	3	2	3	3	4	3
6	Media fun in learning	3	3	4	4	3	4	3
Total		21	15	20	19	18	22	19
Total Score		134						
Maximum Score		168						

5.Small Group Test

Small group trials against media Rolling Ball after the stage of the process of individual trials are completed. Trials involving small groups of fourteen students in Islamic Elementary School As Salam Malang on March 14, 2018. The following categories of test scores for the small group:

a. profile of the Students Test the small class

Table 4.8 small test students Profile

No	Code	Name
1	X_1	MentariShaliha H
2	X_2	AkeelaRamadhani Mohammad
3	X_3	AmirotulMujahidah
4	X_4	LutfiNurFauziyah
5	X_5	ZawiatulAbror
6	X_6	Laits Aisha Nurvita
7	X_7	Igtis Zahra Safana
8	X_8	Aida Salsabila
9	X_9	RaisyaIzzahKamilah
10	X_{10}	Raisyah Jasmine Shakeela
11	X_{11}	HayaHafizah
12	X_{12}	Sabrina Salwa
13	X_{13}	ZakiyaDarojat
14	X_{14}	Azalea Salsabila

a. Small Group of test results.

Product development in the submit to a test group of small thematic learning media is a Rolling Ball with discovery approaches the theme of my aspiration in class IV. The following data for a small group of trial results .

Table 4.9 group test results

No	Decription	The scores given by respondents 1,2,3,4,5,6,7,8,9,10,11,12,13,14
1	Help understand the material	3,3,3,3,3,3,3,3,3,3,3,3,3,3
2	Clarity media usage instructions	3,3,3,4,4,4,3,3,3,3,3,3,3,3
3	The durability of the media	4,4,3,3,3,4,3,3,4,4,4,4,4,4
4	Media Security	4,3,3,4,4,4,3,3,3,4,4,4,4,4
5	Media Forms	3,4,4,4,3,3,4,3,3,4,4,4,4,4
6	Media fun in learning	3,3,3,3,3,3,4,3,4,3,4,4,4,3
Total Score		301
Maximum Score		336

6.Field Evaluation

Field test was carried out throughout the class IV as many as 25 students

a. Field Evaluation

Table 4.10 Profile field test

No	Code	Name
1	X_1	Aida Salsabila
2	X_2	AkeelaRamadhani Mohammad
3	X_3	AmirotulMujahidah
4	X_4	AtiqahAthaUla
5	X_5	AuliyaMarwahAzZaahidah
6	X_6	AurelliaSasikiranaAtsilah
7	X_7	Ayla LutfiyahFalisha
8	X_8	Azalea SalsabilaAriantoPutri
9	X_9	GadizaTalithaBryna
10	X_{10}	HanifahNailaHusna
11	X_{11}	HayaHafidzah
12	X_{12}	Igtis Zahra Safana
13	X_{13}	JihanGayuRossaqillah
14	X_{14}	KaruniaPutri Lestari
15	X_{15}	Laits Aisha Nurvita
16	X_{16}	LutfiNurFauziyah
17	X_{17}	MentariSholihaHawa
18	X_{18}	NaurahRifdahBatariChitta
19	X_{19}	NirwasitaLysandra
20	X_{20}	Raissa Jasmine Shakeela
21	X_{21}	RaisyaIzzahKamilah
22	X_{22}	Sabrina SalwaSyamsuduin
23	X_{23}	ZakiyaDarojat
24	X_{24}	ZaskiaRahmaGanisti
25	X_{25}	ZawiatulAbror

b. Result of Field Evaluation

Table 4.11 the results of the field test

No	Description	The scores given by respondents 1,2,3,4,5,6,7,8,9,10,11,12,13, 14,15,16,17,18,19,20,21,22,23,24,25
1	Help understand the material	3,3,3,3,3,3,3,3,4,4,3,3,4, 4,4,3,3,3,4,3,3,3,4,4,3
2	Clarity media usage instructions	3,3,3,3,4,3,4,3,4,3,3,3,3, 4,4,4,3,3,4,3,3,3,3,4,4,4
3	The durability of the media	3,4,3,3,3,3,4,4,3,3,4,3,4, 3,3,3,4,4,3,4,4,4,4,3,3
4	Media Security	3,3,3,3,3,3,3,4,3,3,4,3,4, 3,3,4,4,3,3,3,4,4,4,3,4
5	Media Forms	3,4,4,3,3,3,3,4,4,4,4,4,4, 4,4,4,3,3,4,3,4,4,4,3,3
6	Media fun in learning	3,3,3,3,4,4,3,3,4,3,3,4,3, 4,4,3,3,3,4,4,4,4,4,4,3
Total Score		521
Maximum Score		600

b. Results of the Pre-Test and Post Test

Product development in ujikan to grade IV ELEMENTARY Islama Unfortunate Greeting Us. Researchers took the overall students carrying 25 students. The data value is reached are as follows:

Table 4.12 Value Pre-Test and Post Test-Grade IVexperiment

NO	Name of students	Pre–test $\bar{x}$	Post-test $\bar{x}$
1	Aida Salsabila	60	70
2	Akeela Ramadhani Mohammad	60	65
3	Amirotul Mujahidah	65	80
4	Atiqah Atha Ula	57	70
5	Auliya Marwah Az Zaahidah	42	70
6	Aurellia Sasikirana Atsilah	52	60
7	Ayla Lutfiyah Falisha	65	80
8	Azalea Salsabila Arianto Putri	60	77
9	Gadiza Talitha Bryna	49	70
10	Hanifah Naila Husna	67	76
11	Haya Hafidzah	59	70
12	Igtis Zahra Safana	55	65
13	Jihan Gayu Rossaqillah	65	80
14	Karunia Putri Lestari	60	85
15	Laits Aisha Nurvita	62	70
16	Lutfi Nur Fauziyah	62	88
17	Mentari Sholiha Hawa	60	70
18	Naurah Rifdah Batari Chitta	65	88
19	Nirwasita Lysandra	65	84
20	Raissa Jasmine Shakeela	60	85
21	Raisya Izzah Kamilah	60	70
22	Sabrina Salwa Syamsuduin	60	79
23	Zakiya Darojat	70	92
24	Zaskia Rahma Ganisti	70	90
25	Zawiatul Abror	70	80
Jumlah		1520	1914

Tabel 4.13 Pre-Test dan Post-Test Kelas IV Control

No	Name of students	Pra Tes $\overline{x}$	Post Tes $\overline{x}$
1	Abdun Nafis Jilham	65	70
2	Affan Dzaky Hanafi	55	60
3	Ahmad Farouq Al Amudi	67	72
4	Amjad Jundi Arrahman	70	75
5	Anugrah Dwika Ardriansyah	68	75
6	Athallah As'ad Harsabrie	60	72
7	Azzam Achmad Ghifari Widyantama Putra	52	65
8	Cannavaro Zufara	78	80
9	Damian Zakiy Hendriyanto	69	75
10	Fadhil Rasyiq Tsani	77	89
11	Hafidh Rasyiq Tsani	60	70
12	Haidar Izzatul Islam	45	70
13	Harith Muyassar Pramana	62	70
14	Ibrahim	74	80
15	Muhammad Ariq Zaidan	60	70
16	Muhammad Dhiya' Al Kayyis	60	65
17	Muhammad Faizullah Akbar	67	70
18	Muhammad Haidar Jundi Ghaza Al Ghiffari	77	77
19	Muhammad Haula Ammarullah	82	85
20	Muhammad Nur Hasan Dhiyaurrahman	45	65
21	Muhammad Rasyid Al Hakim	60	60
22	Muhammad Zuhair Irsyad Amrullah	70	75
23	Narendra	56	70
24	Rishanda Fahmi Brillian	70	70
25	Syukri Habibur Rahman	67	80
26	Wisam Achmad Fakhry	60	70
Jumlah		1676	1880

C.Analysis of data

Data development results that have been obtained from the experts the material, design and learning experts and the results of field trials, the next in the analysis to determine the level and effectiveness of presentation validan to media development Rolling Ball developed. Data analysis the results of development describe as follows:

1. Test Material Experts

Based on the results of the expert assessment of the learning material towards the development of Rolling Ball media as noted in table 4.3 then you can calculate the percentage of the level of achievement of the Shooting Ball media development as follows:

Percentage of the $= \dfrac{\sum(Score\ total)}{\sum\ (nx\ b\ the\ highest\ weights)}$ x 100 %

Percentage of the $= \dfrac{26}{30}$ x 100% = 86,7 %

The results of the above calculation shows the percentage of the kevalidan 86, 7% after it converted to the table conversion scale 5, percentage of the level of achievement of the 86, 7% are on the level of qualification is valid so that the development of theRolling Ball need not be revised.

Exposure data validation results of expert material of product development in the form of media development Rolling Ball in Islamic Elementary School As Salam Malang as follows:

1) suitability of Learning media Components 100% right

2) suitability of the Material with KI and KD 75% according

3) Material 100% Understanding Conformance

4) the suitability of the material to the needs of the students 75% according

5) Appropriate material with interest the students learn 75% right

6) the suitability of the material to the level of 75% of student learning outcomes in accordance

Based on the analysis of the data in table 4.3 can be know that the media developmentRolling Ball developed in General already both in terms of the charge material. This shows the percentage of retrieved from research data. The score obtained is 26 with a maximum score of 30, then retrieved the validity of 86 percent, 7% conversion based on a scale of 5, then the Rolling Ball media development will be developed in the revision. All items are value valid criteria.

Based on qualitative data obtained from expert advice/comments material on the now pengisisan in the comments field stating the media need to be reset on the size and shape of a piece of writing more scaled down image size, media in form and revised in the part to fit the circumstances of the real students so easily understood and in pore over. So the media is exactly representative for use in the thematic material. Improvement suggestions to improve product development.

2.Learning Media Expert Test

Based on the results of the expert assessment of the design/media instructional media development against the Rolling Ball as noted in table 4.4 percentage of the calculated rate Then the achievement of Rolling Ball media as follows:

Percentage of the $= \dfrac{\sum (Score\ total)}{\sum\ (nx\ b\ the\ highest\ weights)}$ x 100 %

Percentage of the $= \dfrac{23}{30}$ x 100 % = 76, 66 %

The results of the above calculation shows the percentage kevalidan 76.66% is converted with the conversion scale table 4, percentage of the level of achievement of 76, 66% are on the level of qualification is valid so that the development of the media Rolling Ball does not need to be revised.

Exposure of data validation results design expert/learning media towards product development media Rolling Ball in Islamic Elemetary School As Salam Malang on table 4.4 can be described as follows:

1) the suitability of the design of presentation media 100% match

2) suitability of the pictures in the media of instruction 70% according

3) suitability of the pictures with the learning material is 70% according

4) Conformity of usage type of fonts used on 85% appropriate learning media

5) the suitability of the use of color variations on a 70% learning media

6) dance design layout 100% learning media

Based on the analysis of the data in table 4.4 can note that media development Rolling Ball developed in General already both in terms of desainya. This is shown from the percentage of research data obtained from the score was 23 with a maximum score of 30, then retrieved percent validity of 76.6% by koverensi the scale of 5, then the Rolling Ball media development developed do not need revision . All of the items in the value criterion is quite valid.

Based on qualitative data obtained from the suggestions/comments is a good learning media experts need to be developed and implemented in many more.

3.Test Expert Learning Master Class IV

Based on the results of the expert assessment learning master class IV against the Rolling Ball media development as noted in table 4.5 then it can count on a percentage of the level of achievement of the Rolling Ball media development as follows:

$$\text{Percentage of the} = \frac{\sum(Score\ total)}{\sum\ (nx\ b\ the\ highest\ weights)} \times 100\ \%$$

$$\text{Percentage of the} = \frac{29}{32} \times 100\ \% = 90{,}6\ \%$$

The results of the calculation above shows the percentage of 90.6% after kevalidan in koversikan with the table conversion scale 4, percentage of the level of achievement of 90.6% are on valid

qualification levels so that the development of the media Rolling Ball does not need to be revised.

Comments and suggestions from the class IV learning in open-ended questions made into consideration to improve the media learning and ways of delivery of material such as media use more optimized, delivering the material more clarified and presented with details, conditioning of class time learning more cared for.

Exposure data the results of the validity of expert Thematic learning Class IV against the product development media Shooting Ball in SD U.S. Islamic Greetings Malang on table 4.5 can be diskripsikan as follows:

1) types of materials used 75%

2) 100% material Safety

3) 100% Endure Materials

4) Size Medium 100%

5) proportion of 75% Media Detail

6) 75% Media Color Composition

7) the suitability of the media with the level of development of students 100%

8) Practicality of use media 100%

Based on the analysis of the data in table 4.5 can note that media development Rolling Ball developed in General already well used as a medium of instruction. The score obtained is 29 with maximal score 32,

then retrieved percent validity of 90.6% based on the conversion of 4, then the Rolling Ball media development developed do not need revision and all the items assessed valid criteria.

4.Individual Trials

Based on the results of individual trialstowards the development of a Rolling Ball media as noted in table 4.7, then can be calculated percentage of the level of achievement of the Rolling Ball media development as follows:

Percentage of the $= \dfrac{\sum (Score\ total)}{\sum\ (nx\ b\ the\ highest\ weights)}$ x 100 %

Percentage of the $= \dfrac{134}{168}$ $\square$ $100\ \%$ =79,7 %

The results of the above Calculation shows the percentage kevalidan 79.7% after converted to the table conversion scale 4, 79.7% grade percentage of achievement are at the level of qualification is valid so that the development of the media Rolling Ball need not be in the revision.

Exposure data the results of individual trials (one on one) towards product development media development in the form of Rolling the Ball in Islamic Elementary SchoolAs Salam Malang on a 4.7 can be described as follows:

1) Help understand material 85% and 15% very appropriate in accordance
2) clarity of the directions media use 75% very clear 25%
3) Durability 75% medium very durable 25% durability
4) 78% Media Security very safe secure 22%

5) Media forms 78% very appropriate in accordance22%

6) Media fun in learning 85% very appropriate in accordance15%

Based on the analysis of the data in table 4.7 can be known that Rolling Ball developed media development in General is already good to use as a medium of instruction. This is shown from the percentage obtained from the results of individual trials (one on one). The score obtained is 134 with the maximum score is 168, then gained 79.7% percent conversion based on a scale of 4, then the Rolling media development developed do not need revision of criteria assessed all of the items are quite valid.

5.A small group of trial results

Based on the test results of small groups (Small group) towards the development of the media Shooting Ball as noted in table 4.9, then can be calculated percentage of the level of achievement of development media Rolling Ball as follows:

$$\text{Percentage of the} = \frac{\sum (Score\ total)}{\sum\ (nx\ b\ the\ highest\ weights)} \times 100\ \%$$

$$\text{Percentage of the} = \frac{301}{336} \ \Box\ 100\ \% = 89,5\ \%$$

The results of the above calculation shows the percentage of 89.5% after kevalidan converted with the conversion scale table 4, percentage of 89.5% achievement rate was at the level of qualification is valid so that the development of Thematic Ball Rolling media need not the revised.

Exposure assessment test results data of small groups (small group

evaluation) of product development in the form of media development Rolling Ball in Islamic Elementary School As Salam Malang on the table 4.9 Poor can be described as follows.

1) Help understand material 75% very appropriate and 25% according

2) clarity of the directions media use 80% very clear 20%

3) durability of highly durable media 89% durable 11%

4) 73% Media Security very safe 27% safe

5) 73% Media form great fit 27% according

6) Media fun in learning 83% 17% very appropriate in accordance

Based on the analysis in table 4.9 can note that media development Rolling Ball developed in general been good to use as a medium of instruction. This is shown from the percentage of the results obtained from the assessment of small groups. Score obtained the maximum score of 336 with 301, then retrieved percent validity of 89.5% based on the conversion of 4 and this development does not need to be revised.

6. The results of the field test

Based on the results of the field test to the development of the media Rolling Ball Theme my aspiration as shown in table 4.11 percentage can be calculated, then the level of achievement of the Shooting Ball media developing as follows:

Percentage of the $= \dfrac{\Sigma (Score\ total)}{\Sigma\ (nx\ b\ the\ highest\ weights)}$ x 100 %

Percentage of the $= \dfrac{521}{600}$ x 100 % = 86,8 %

The results of the above calculation shows 86.8% prsentaseAfter the converted scale 4, percentage of the level of achievement of 86.8% are on valid qualifications so that the development of the media Rolling does not need to be revised. Comments and suggestions from the respinden from the field in the closed question made materials complement instructional media Exposure assessments field test results data of product development in the form of media development Rolling Ball theme my aspiration in Islamic Elemantary School As Salam Malang on table 4.11 can be described as follows:

1) Help understand material 75% very appropriate and 25% according

2) clarity of the directions media use 80% very clear 20%

3) durability of highly durable media 89% durable 11%

4) 73% Media Security very safe 27% safe

5) 73% Media form great fit 27% according

6) Media fun in learning 83% 17% very appropriate in accordance

Based on the analysis of the data in table 4.11 can note that media

development Rolling Ball developed in General already good use was labelled an media learning. This is shown from the percentage obtained from the assessment of the test field (field evaluation). The score obtained is 521 with a maximum score of 600, then dip roses in the validation of 89.5% based on conversion of 4, then the Shooting Ball media development developed do not need revision. All of the items in the value criteria quite valid

7. The results of the Pre-Test and Post Test

Based on the results of pre and post test-a test that has been described in table 4.12, then analyzed the level of effectiveness of the use of the use of media development Rolling Ball by doing some stage analysis as follows:

a. analysis of the early stage

1). The average count mean

Based on the results of the study at the next table 4.12 analysed the average count study pre-test and post test as follows:

Tabel 4.14 Rata-rata pre testdan post teskelas IV eksperimendankontrol

Group	The average count	
	Pre test	Post test
Experiment	60,8	76,5
Control	64,4	72,3

b. Variant pre test and post test

$$S^2 = \frac{n\sum_{i=n}^{n} f_i \, x_i^2 - (\sum_{i=n}^{n} f_i \, x_i)^2}{n(n-1)}$$

$$= \frac{(25 \times 148354) - (3663396)}{25(25-1)}$$

$$= \frac{3708850 - 3663396}{600}$$

$$= \frac{45454}{600}$$

=75.75666667

So the experiment is class variants $(sx_1)^2 = 75.75666667$

2). Variant class data control

$$S^2 = \frac{n \sum_{i=n}^{n} f1\, y^2 - (\sum_{i=n}^{n} f1\, y^2)}{n(n-1)}$$

$$= \frac{(26 \times 137118) - (3534400)}{26(26-1)}$$

$$= \frac{3565068 - 3534400}{25(240}$$

$$= \frac{30668}{650}$$

=47.18153846

So the variant class control is $(sy_1)^2 = 47.18153846$

b. The standard combined (dsg)

$$dsg = \sqrt{\frac{(nx1-1)Vx1 + (ny1-1)v\, y1}{nx_1 + ny_2 - 2}}$$

$$= \frac{\sqrt{(25-1)\,75.75666667 - (26-1)\,47.18153846}}{25 + 26 - 2}$$

$$= \frac{\sqrt{1,818.1 - 1,179.5}}{49}$$

$$= \frac{\sqrt{1,700.6}}{49}$$

=5.89119

So, standard deviation gabungannya is a dsg= 5.89119the elaboration of the above have been obtained$\sum x_1 = \mathbf{1914}$; $\sum y_1 = 1880$; $\sum x_1^2 = 148354$; $\sum y_1^2 = 137118$; $(\sum x_1)^2 = 3,663,396$;

$(\sum y_1)^2 = 3,534,400$. While n_{x1} and n_{x2} ,25 and 26

Description:

x_1 : data post test experimental class

y_1 : the post data in test class control

nx_1 : the number of data post test experimental class

ny_1 : many of his post data in test class experiment

vx_1 : Variant data post test experimental class $(sx)^2$

vy_1 : Variant data post test control class $(sy)^2$

$x1_{-i}$: data post test experimental class ke-i

$y1_{-i}$: the post data in test class control ke-i

dsg : joint standard deviation

c. Seek t count with formulas

$$t = \frac{x_1 - y_1}{dsg\sqrt{\frac{1}{nx1} + \frac{1}{ny1}}}$$

$$= \frac{76,56 - 72,30}{5.89119\sqrt{\frac{1}{25} + \frac{1}{26}}}$$

$$= \frac{4,26}{5.89119\sqrt{\frac{51}{650}}}$$

$$= \frac{4,26}{5.89119 \times 0,28010}$$

$$= \frac{4,26}{1.650122}$$

$$= 2,5818$$

d. Determine the testing rule

    a. Their significanced. (r =0,05)

    b. dk =n_{x1} + n_{y1} – 2 =25 +26 -2 = 49

so the retrieved data t $_{tabel}$ =2,00958

    c. the two parties testing criteria

If:

t_{Count}> t_{table}=H_o rejectedHa accepted means there is a significant difference in the mean between the two variables that we thoroughly.

t_{count}< t $_{table}$ = $H_o$acceptedHa denied means that there is no significant difference in the mean between the two variables that we thoroughly.

e. Comparet $_{count}$with t $_{table}$

It turns out : t_{Count}> t_{table}

or   :2,5818>2,00958

so   :H_oReject

f. Conclusion

    H_O :There is no difference in the level of understanding of the concept among students who use media Shooting Ball with students who do not use media Rolling ball theme my aspiration (Rejected).

    Ha :There is a difference in the level of understanding between students who use media Rolling Ball with students who do not use media Rolling Ball theme   my   aspiration   (accepted).According   the   result t_{count}dant_{table}dapatseen that, there is a significant difference in understanding between students who use media Rolling ball with students

who do not use media Rolling Ball in Islamic Elementary School As Salam Malang.

Based on the results of the calculation obtained t_{count} = 2.5818 and t_{table} = 2.00958 because t_{count}> t_{table} so Ho and Ha rejected accepted. This means that there is a difference in the results of significant thematic learning learning students of class IV by using the media Rolling Ball. So it can be conclude that, Rolling Ball media learning thematic approach of discovery developed proven to significantly improve student learning outcomes.

h. Product Revision

Based on the results of the research the subject of validation, with the average qualification rate is worthy, then it's basically product development in the form of thematic learning Ball Rolling media theme 6 my aspiration need not get a revision or repair – fixes. However, the advice and input as well as the comments submitted by the subject of validation, trying to accomplish with his best so that the resulting development the product the better.

1. Revision of the product by experts of the material

    Based on the analysis carried out, then the revision against the media Rolling ball is still need to be revised against the media Shooting Ball is on the placement of materials, colours, and materials are used so that the paper is laid out and in the form of redesigned for better looks neat and interesting

Picture 5 the preparation material (before revision)

Picture 6the preparation material (After revision)

CHAPTER V

STUDIES AND ADVICE

In this chapter will be presented two principal things IE A) Study and a revised product B) Conclusion and advice development. Advice advice provided includes advice on utilization of the product, product suggestions and advice on the continuation of the product.

A. Revised Product Review

Media development procedure this is Rolling the ball through several phases: the preliminary study phase 1) by conducting observation against the existing State field, 2) stage of media development thematic themeRolling Ball my aspiration for class IV with the approach of discovery, with Borg and Gall development are either in book sugiono.

Product development media Rolling Ball thematic theme my aspiration with the approach of the discovery that researchers have done through the refinement stage, the material, the assessment of experts and media learning, master class IV and class IV trials of Islamic Elemtary School As Salam Malang use of the media as target Rolling Ball development. . Aspects that are disclosed to do revisions to include elements of the completeness and accuracy of the contents of the component with the feasibility approach of discovery used to efektifan and kemenarikan media Rolling Ball in terms of media design media Shooting ball used. The result has been done make a refinement that can be used to test cobakan in the field.

With regard to the issues facing the media availability yet i.e. the Rolling ball guide students in obtaining product/konsep thematic learning as a means of students add to the confidence of the students against the thematic material of the themes my aspiration that can be utilized as an alternative in classes for educators and learners support Thematic learning.

Development of products resulting from the research of the development of this form of Product media Shooting ball Learning thematic theme my aspiration has several specifications as follows:

Rolling ball media product specifications that are developed are as follows:

1. media types that were developed in this study is the mediaRolling Ball Thematic learning theme of my aspiration that is made with 84x size 50 cm.

2. Media Rolling Ball is not always used for one study alone but able to use for all the eyes of learning, with the presence of this media Shooting ball able to increase interest in learning and improving student learning outcomes.

3. The Media is created using a plywood Board with a light weight of the closing section is also made of Board tripek also, in there are spikes arranged in zig zag used to arena toward the hole which direction the material, materials used for commands using paper jasmin.

4. The use of this medium better enable students because in setting main media students are very perperan.

b. procedure for Media development

Media development procedures include: (1) did a study of the introduction and collection of information, (2) do the planning, (3) develop the initial product form, (4) perform validation expert, (5) perform the tests and revision.

B. conclusions of the results of Development based on the results of the development that has been done by researchers, can be exposed to 1). Conclusion the results of development and 2) suggestion, utilization, dissemination, and further product development as follows:

I. Conclusions the results of Development are based on development process of trial results of learning media development Rolling Ball, can untangle some of the conclusions, including the following:

1. media developmentRolling Ball has been producing media Rolling Ball Learning theme of my aspiration in the form of two dimensional products

The use of the media the Rolling Ball with the approach of discovery developed proved to significantly help improve the effectiveness and Thematic learning kemenarikan help improve student learning outcomes.Advice – the recommended suggestions include advice for the purposes of product utilization, dissemination of products, and the necessity of further product development. In detail the suggestions can be explained as follows: a. Advice for the purposes of product utilization

Optimized utilization of media Shooting Ball for class IV thematic theme my aspiration with this dicovery approach suggested the following:

II. Suggestions

1. Role of educators in this very ball Shooting media is required in order to become a facilitator.

2. Educators should give an enlightenment and motivation for students and provide the attraction so media Rolling ball is able to provide its own uniqueness for students,

b. suggestions for dissemination products

This Ball Rollingmedia products developed based on the needs of elementary school students, so when used by other students can be diaplikasian because the media is flexible and depends on the material enumerated in accordance with the level of education so that don't get hung up by a tingakatan class only.

Prior to the evaluation summative, formative evaluation results should be reviewed and it was noted again. Formative evaluation of the results of the review carried out by the developer. Expert content, expert media design learning and instructional Thematic experts, when ditemuakan flaws and advantages that need to be fixed, then product development is revised as necessary.

c. Suggestions for Further product development

Product development should be developed further with the use of other materials with new innovations or dicovery approach should comply with the development. Any form of innovation that was used in the development of the media Rolling Ball, developer should follow the steps-the steps or procedures the

development carefully and consistently. For example, when using the model of development of the Borg and Gall, then steps and concepts contained therein should be followed carefully and consistently. Thus can produce product design development which facilitates and assists students in learning effectively and efesian.

It is to note is that this development is not one of them is the path that should be used to resolve the existing problems in learning, in particular learning problems that exist in the in SD US Hapless Greeting of Islam.

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(GAMBAR 1)

(GAMBAR 2)

(GAMBAR 3)

(GAMBAR 4)

(GAMBAR 5)

(GAMBAR 6)

(GAMBAR 7)
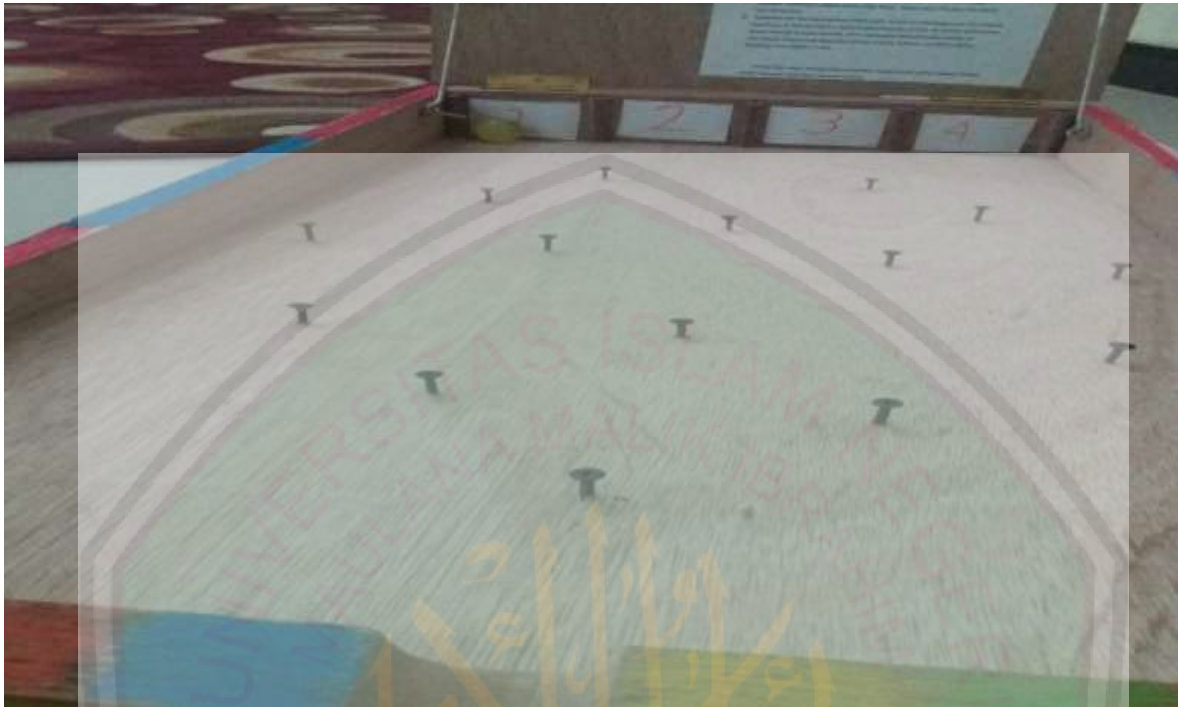
(GAMBAR 8)

Lampiran 1

Instrumen validasi ahli materi

<div align="center">

INSTRUMEN VALIDASI AHLI MATERI

"MEDIA PEMBELAJARAN *SHOOTING BALL* TEMA 6 SUB TEMA 3

(CITA-CITA) PADA KELAS IV

</div>

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan Media pembelajaran *Shooting Ball* Tema 6 sub tema 3(Cita-cita) pada siswa kelas IV, maka peneliti bermaksud untuk mengadakan validasi media pembelajaran yang telah di produksi sebagai salah satu bahan pembelajaran. Oleh sebab itu , peneliti mohon kesediaan Bapak/Ibu untuk mengisi angket dibawah ini sebagai ahli isi/materi. Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media pembelajaran *Shooting Ball* agar dapat bermanfaat dalam pembelajaran sebelumnya saya sampaikan terimakasih atas kesediaan Bapak/Ibu.

Nama	Ahmad Abtokhi
NIP	197610032003121009
Instansi	UIN Malang
Pendidikan	S2 UNESA / Sains
Alamat	

B. Petunjuk Penelitian

1. Jawablah pertanyaan di bawah ini dengan member centang pada alternative jawaban yang dianggap paling sesuai.

2. Jika diperlukan kritik dan saran Bapak/Ibu dapat dituliskan pada lembar yang telah disediakan.

1. Keterangan

Skala Penilaian/Tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup baik	Baik	Sangat baik

2. **Lembar Penilaian**

No	Butir Pertanyaan	Nilai				
		1	2	3	4	5
1	Apakah komponen media pembelajaran *Shooting Ball* sudah memadai sebagai media pembelajaran?					✓
2	Bagaimana kesesuaian Kompetensi inti, Kompetensi dasar, dengan indikator pada pengembangan media pembelajaran *Shooting Ball* ini?				✓	
3	Bagaimana kesesuaian materi yang disajikan pada pengembangan media pembelajaran *Shooting Ball* ini?					✓
4	Apakah media pembelajaran *Shooting Ball* menuntun siswa untuk berfikir tingkat rendah sampai tingkat tinggi?				✓	
5	Apakah media pembelajaran *Shooting Ball* mampu meningkatkan minat siswa dalam belajar?				✓	
6	Apakah media pembelajaran *Shooting Ball* mampu meningkatkan hasil belajar siswa?				✓	

3. Mohon ahli materi memberikan komentar dan saran tentang isi media pembelajaran *Shooting Ball* yang telah dikembangkan.

No	Komentar Terhadap Isi media pembelajaran *Shooting Ball*	Saran kepada peneliti
	Dapat di implementasikan dlm pembelajaran.	

Malang, 12/4 2018

( )

Lampiran II

Instrumen validasi Ahli Desain Produk

INSTRUMEN VALIDASI AHLI MATERI

"MEDIA PEMBELAJARAN *SHOOTING BALL* TEMA 6 SUB TEMA 3

(CITA-CITA) PADA KELAS IV

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan Media pembelajaran *Shooting Ball* Tema 6 sub tema 3(Cita-cita) pada siswa kelas IV, maka peneliti bermaksud untuk mengadakan validasi *pengembang* media pembelajaran yang telah di produksi sebagai salah satu bahan pembelajaran. Oleh sebab itu, *pengembang* peneliti mohon kesediaan Bapak/Ibu untuk mengisi angket dibawah ini sebagai ahli desain. Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media pembelajaran *Shooting Ball* agar dapat bermanfaat dalam pembelajaran sebelumnya *(saya pengembang)* sampaikan terimakasih atas kesediaan Bapak/Ibu.

Nama	: Maryam Faizah
NIDT	: 19901225 20160801 0 2 0 15
Instansi	: UIN Malang
Pendidikan	: S2 PGMI
Alamat	: Jl. Tirto Taruno XI Malang

B. Petunjuk Penelitian

1. Jawablah pertanyaan di bawah ini dengan member centang pada alternative jawaban yang dianggap paling sesuai.
2. Jika diperlukan kritik dan saran Bapak/Ibu dapat dituliskan pada lembar yang telah disediakan.

1. Keterangan

Skala Penilaian/Tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup baik	Baik	Sangat baik

2. Lembar Penilaian

No	Butir Pertanyaan	Nilai				
		1	2	3	4	5
1	Bagaimana ketertarikan penyajian desain media pembelajaran *Shooting Ball* ini?					✓
2	Bagaimana kesesuaian gambar pada media pembelajaran *Shooting Ball* ini?				✓	
3	Bagaimana kesesuaian gambar dengan materi yang disajikan pada media pembelajaran *Shooting Ball* ini?				✓	
4	Bagaimana kesesuaian pemakaian jenis huruf yang digunakan pada media pembelajaran *Shooting Ball* ini?					✓
5	Bagaimana kesesuaian penggunaan variasi warna pada media pembelajaran *Shooting Ball* ini?					✓
6	Bagaimana ketertarikan desain layout pada pembelajaran *Shooting Ball* ini?					✓

3. Mohon ahli isi memberikan komentar dan saran tentang Desain media pembelajaran *Shooting Ball* yang telah dikembangkan.

No	Komentar Terhadap Desain media pembelajaran *Shooting Ball*	Saran kepada peneliti

Malang,…….. 2018

(   )

LEMBAR VALIDASI PENGEMBANGAN MEDIA SHOOTING BALL

AHLI PEMBELAJARAN TEMATIK KELAS IV

Judul Penelitian	:THE DEVELOPMET OF LEARNING MEDIA SHOOTING BALL THEME 6 MY ASIRATION TO 4th SD ISLAM AS-SALAM MALANG
Materi Pelajaran	:Tema 6 sub tema 3
Materi Pokok	:Cita-citaku
Sasaran Program	:Siswa kelas IV AS-SALAM MALANG
Validator	:Luthfiyah, S.Si

Petunjuk Pengisian:

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari Bapak/Ibu sebagai Ahli pembelajaran tematik kelas IV tentang kualitas bahan ajar yang sedang dikembangkan.

2. Pendapat, saran, penilaian dan kritik yang membangun dari Bapak/Ibu sebagai Ahli pembelajaran tematik kelas IV akan sangat bermanfaat untuk perbaikan dan peningkatan kualitas bahan ajar ini.

3. Sehubungan dengan hal tersebut, mohon kiranya Bapak/ Ibu dapat memberikan tanda "v" untuk setiap pendapat Bapak/Ibu pada dengan skala 1,2,3 atau 4

   Keterangan:

   4 = Sangat Baik

   3 = Baik

   2 = Kurang

   1 = Sangat Kurang

4. Atas bantuan dan kesediaan Bapak/Ibu untuk mengisi lembar evaluasi ini, saya ucapkan terimakasih

NO	Butir Penilaian	Skala			
		1	2	3	4
1	Jenis bahan yang digunakan			✓	
2	Keamanan bahan				✓
3	Ketahaan Bahan				✓
4	Ukuran Media				✓
5	Proporsi Detail Media			✓	
6	Komposisi Warna Media			✓	
7	Kesesuaian media dengan tingkat perkembangan siswa				✓
8	Kepraktisan Penggunaan media				✓
	JUMLAH				
	SKOR MAKSIMAL				

Catatan: - Penggunaan Media lebih di optimalkan

- Penyampaian Materi lebih dijelaskan / dipapaparkan dengan detail

- Pengkondisian ananda saat Pembelajaran berlangsung

Guru kelas

Lutfiyas

ANGKET PENELITIAN

DI SD ISLAM AS-SALAM MALANG

Nama :

NIS :

Kelas :

Penilaian angket ini tidak akan mempengaruhi nilai siswa, isilah dengan cermat dan teliti sesuai dengan keadaan siswa yang sedang terjadi

Petunjuk pengisian angket

Pilihlah salah satu alternatif jawaban yang tersedia dengan memberi tanda (√) pada jawaban yang anda pilih.

Keterangan

SB = Sangat baik

B = Baik

K = Kurang

SK = Sangat Kurang

No	Pertanyaan Angket	SB	B	K	SK
1	Pembelajaran dengan menggunakan media lebih menyenangkan dibanding dengan hanya dengan metode ceramah saja				
2	Saya lebih bisa mengikuti pembelajaran dengan baik tentang apa yang dijelaskan guru bila menggunakan media dibanding dengan ceramah saja				
3	Saya merasa cepat bosan apabila mengikuti pembelajaran yang hanya mencatat dan mendengarkan saja				
4	Belajar dengan metode konvensional (ceramah) lebih membuat saya lebih cepat bosan dibandingkan dengan mennggunakan media pembelajaran				
5	Saya lebih menyukai pembelajaran dengan menggunakan media pembelajaran (diskusi, media dan lain-lain)				
6	Saya sulit untuk menerima materi dengan menggunakan media ceramah dan lebih mudah dengan cara menunjukkan gambar dan Bentuk yang lebih nyata				

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	: 1037/Un.03.1/TL.00.1/04/2018	11 April 2018
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala SD Islam As-Salam 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	:	Rizka Nova Riana
NIM	:	14140044
Jurusan	:	Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik	:	Genap - 2017/2018
Judul Skripsi	:	**The Development of Learning Media Shooting Ball On the 6 Theme of My Aspiration at 4th Grade SD Islam As-Salam Malang**
Lama Penelitian	:	April 2018 sampai dengan Juni 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 PGMI
2. Arsip

YAYASAN AS SALAM INSAN MADANI
SEKOLAH DASAR ISLAM (SDI) AS SALAM
NPSN : 60726485
TERAKREDITASI "A"

Jl. Bendungan Wonorejo 1A Malang 65145, Telp. (0341) 580550
Website : sdiassalam.sch.id email : sdassalammalang@yahoo.com

SURAT KETERANGAN
Nomor: 191/SDI-AS/VI/2018

Yang bertanda tangan di bawah ini:

Nama	:	Drs. M. Arief Chusaeni, M.Kpd
Jabatan	:	Kepala SDI As Salam Kota Malang
Alamat	:	Jalan Bendungan Wonorejo 1A Malang
Kecamatan	:	Sukun
Kota	:	Malang
Propinsi	:	Jawa Timur

Menerangkan bahwa:

Nama	:	Riska Nova Riana
NIM	:	14140044
Asal	:	UIN MALIKI MALANG
Fakultas	:	FITK
Jurusan	:	S1 PGMI

Benar-benar telah melaksanakan Penelitian di SD Islam As Salam, Kecamatan Sukun, Kota Malang dari bulan Maret 2018 s/d Mei 2018 guna menyelesaikan Skripsi **"The Development of Learning Media Shooting Ball on Them 6 My Aspiration For 4 Grade SD Islam As Salam Malang)"**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 19 Ramadhan 1439 H
04 Juni 2018 M

Kepala SDI As Salam Kota Malang

Drs. M. Arief Chusaeni, M.Kpd

Tembusan :
1. Yth. Kepala Sekolah SD Islam As Salam
2. Arsip

SOAL POST TEST

Kerjakan soal berikut dengan benar!

1.Bagaimana pendapatmu jika melihat dua sungai yang bersih dan kotor, tuliskan dampak maupun manfaat dari keduanya?

2.Berikan contoh perilaku yang mencerminkan usaha dan kerja keras untuk menjaga lingkungan hidup disekitar kita?

3.Jika dalam sebuah puisi ber tema tentang menjaga alam apa usaha-usaha yang dapat dilakukan untuk melestarikan maupun menjaganya?

4.Tentukan tanda jeda dan ekspersi yang tepat dalam mendeklamasikan puisi tersebut

Penjaga Alamku

Karya: D Karitas

Kau tidak pernah lelah

Kau tidak pernah putus asa

Kau tidak pernah menyerah

Mencinti alam dimana kau dibesarkan

Angin dan badai adalah sahabatmu

Hujan dan panas adalah sahabatmu

Air sungai adalah kehidupanmu

Alammu adalah ibumu

Maka engkau menjaganya

Maka engkau memeliharanya

Maka engkau menjaganya

5.Sebutkan masing-masing 3 contoh sumbedaya alam hayati (tumbuhan) dan hewani (hewan)?

6.Mengapa sumber daya alam tersebut harus dilestarikan?

7.Buatlah slogan mengenai bentuk menjaga lingkungan hidup!

NAMA:

KELAS:

Pre-Test and Post Test-Grade IV experiment

NO	Name of students	Pre –test	Post-test
1	Aida Salsabila	60	70
2	Akeela Ramadhani Mohammad	60	65
3	Amirotul Mujahidah	65	80
4	Atiqah Atha Ula	57	70
5	Auliya Marwah Az Zaahidah	42	70
6	Aurellia Sasikirana Atsilah	52	60
7	Ayla Lutfiyah Falisha	65	80
8	Azalea Salsabila Arianto Putri	60	77
9	Gadiza Talitha Bryna	49	70
10	Hanifah Naila Husna	67	76
11	Haya Hafidzah	59	70
12	Igtis Zahra Safana	55	65
13	Jihan Gayu Rossaqillah	65	80
14	Karunia Putri Lestari	60	85
15	Laits Aisha Nurvita	62	70
16	Lutfi Nur Fauziyah	62	88
17	Mentari Sholiha Hawa	60	70
18	Naurah Rifdah Batari Chitta	65	88
19	Nirwasita Lysandra	65	84
20	Raissa Jasmine Shakeela	60	85
21	Raisya Izzah Kamilah	60	70
22	Sabrina Salwa Syamsuduin	60	79
23	Zakiya Darojat	70	92
24	Zaskia Rahma Ganisti	70	90
25	Zawiatul Abror	70	80

Pre-Test dan Post-Test Kelas IV Control

No	Nama 0f Students	Pra Tes	Post Tes
1	Abdun Nafis Jilham	65	70
2	Affan Dzaky Hanafi	55	60
3	Ahmad Farouq Al Amudi	67	72
4	Amjad Jundi Arrahman	70	75
5	Anugrah Dwika Ardriansyah	68	75
6	Athallah As'ad Harsabrie	60	72
7	Azzam Achmad Ghifari Widyantama Putra	52	65
8	Cannavaro Zufara	78	80
9	Damian Zakiy Hendriyanto	69	75
10	Fadhil Rasyiq Tsani	77	89
11	Hafidh Rasyiq Tsani	60	70
12	Haidar Izzatul Islam	45	70
13	Harith Muyassar Pramana	62	70
14	Ibrahim	74	80
15	Muhammad Ariq Zaidan	60	70
16	Muhammad Dhiya' Al Kayyis	60	65
17	Muhammad Faizullah Akbar	67	70
18	Muhammad Haidar Jundi Ghaza Al Ghiffari	77	77
19	Muhammad Haula Ammarullah	82	85
20	Muhammad Nur Hasan Dhiyaurrahman	45	65
21	Muhammad Rasyid Al Hakim	60	60
22	Muhammad Zuhair Irsyad Amrullah	70	75
23	Narendra	56	70
24	Rishanda Fahmi Brillian	70	70
25	Syukri Habibur Rahman	67	80
26	Wisam Achmad Fakhry	60	70

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) KURIKULUM 2013

Satuan Pendidikan   : SD/MI

Kelas / Semester   : 4 /2

Tema   : Cita-citaku (Tema 6)

Sub Tema   : Giat Berusaha Meraih Cita-Cita (Sub Tema 3)

Muatan Terpadu   : Bahasa Indonesia, IPA

Pembelajaran ke   : 1,2,3,4 dan 5

Alokasi waktu   : 90 Menit

A. KOMPETENSI INTI

1. Menerima dan menjalankan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. KOMPETENSI DASAR

Muatan : Bahasa Indonesia

No	Kompetensi Dasar
3.6	Menggali isi dan amanat puisi yang disajikan secara lisan dan tulis dengan tujuan untuk kesenangan.
4.6	Melisankan puisi hasil karya pribadi dengan lafal, intonasi, dan ekspresi yang tepat sebagai bentuk ungkapan diri.

Muatan : IPA

No	Kompetensi Dasar
3.2	Membandingkan siklus hidup beberapa jenis makhluk hidup serta mengaitkan dengan upaya pelestariannya.
4.2	Membuat skema siklus hidup beberapa jenis makhluk hidup yang ada di lingkungan sekitarnya, dan slogan upaya pelestariannya.

Muatan : Bahasa Indonesia

No	Kompetensi Dasar
3.6	Menggali isi dan amanat puisi yang disajikan secara lisan dan tulis dengan tujuan untuk kesenangan.
4.6	Melisankan puisi hasil karya pribadi dengan lafal, intonasi, dan ekspresi yang tepat sebagai bentuk ungkapan diri.

Muatan : SBdP

No	Kompetensi Dasar
3.4	Mengetahui karya seni rupa teknik tempel.
4.4	Membuat karya kolase, montase, aplikasi, dan mozaik.

Muatan : IPA

No	Kompetensi Dasar
3.2	Membandingkan siklus hidup beberapa jenis makhluk hidup serta mengaitkan dengan upaya pelestariannya.
4.2	Membuat skema siklus hidup beberapa jenis makhluk hidup yang ada di

lingkungan sekitarnya, dan slogan upaya pelestariannya.

Muatan : Bahasa Indonesia

No	Kompetensi Dasar
3.6	Menggali isi dan amanat puisi yang disajikan secara lisan dan tulis dengan tujuan untuk kesenangan.
4.6	Melisankan puisi hasil karya pribadi dengan lafal, intonasi, dan ekspresi yang tepat sebagai bentuk ungkapan diri.

Muatan : PPKn

No	Kompetensi Dasar
2.3	Bersikap toleran dalam keberagaman umat beragama di masyarakat dalam konteks Bhinneka Tunggal Ika.
3.3	Menjelaskan manfaat keberagaman karakteristik individu dalam kehidupan sehari-hari.
4.3	Mengemukakan manfaat keberagaman karakteristik individu dalam kehidupan sehari-hari.

Muatan : IPS

No	Kompetensi Dasar
3.1	Mengidentifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi.
4.1	Menyajikan hasil identifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi.

Muatan : Bahasa Indonesia

No	Kompetensi Dasar
3.6	Menggali isi dan amanat puisi yang disajikan secara lisan dan tulis dengan tujuan untuk kesenangan.
4.6	Melisankan puisi hasil karya pribadi dengan lafal, intonasi, dan ekspresi yang tepat sebagai bentuk ungkapan diri.

Muatan : PPKn

No	Kompetensi Dasar
3.3	Menjelaskan manfaat keberagaman karakteristik individu dalam kehidupan sehari-hari.
4.3	Mengemukakan manfaat keberagaman karakteristik individu dalam kehidupan sehari-hari.

Muatan : IPS

No	Kompetensi Dasar
3.1	Mengidentifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi.
4.1	Menyajikan hasil identifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat dari tingkat kota/kabupaten sampai tingkat provinsi.

Muatan : Bahasa Indonesia

No	Kompetensi Dasar
3.6	Menggali isi dan amanat puisi yang disajikan secara lisan dan tulis dengan tujuan untuk kesenangan.
4.6	Melisankan puisi hasil karya pribadi dengan lafal, intonasi, dan ekspresi yang tepat sebagai bentuk ungkapan diri.

Muatan : SBdP

No	Kompetensi Dasar
3.4	Mengetahui karya seni rupa teknik tempel.
4.4	Membuat karya kolase, montase, aplikasi, dan mozaik.

C. TUJUAN

1. Melalui kegiatan berlatih membaca puisi, siswa mampu mendeklamasikan puisi dengan lafal, intonasi, dan ekspresi yang benar.
2. Melalui kegiatan membuat poster siswa mengetahui pentingnya pelestarian makhluk hidup bagi lingkungan sekitar dengan tepat.
3. Melalului kegiatan membuat pola hewan siswa mengetahui kreasi barang bekas yang masih bisa digunakan untuk membuat kreasi atau kerajinan
4. Melalui kegiatan berlatih mencari dari beberapa sumber dari media siswa mampu memberikan penjelasan mengenai pelestarian makhluk hidup tumbuhan maupun hewan serta mampu menyebutkan kegiatan yang dilakukan seorang muslim di masjid

D. MATERI

1. Membaca puisi dengan lafal, intonasi dan ekspresi yang benar.
2. Membuat poster pelestarian makhluk hidup.
3. Pentingnya pelestarian makhluk hidup.
4. Membuat pola dengan betuk hewan dan tumbuhan

E. PENDEKATAN & METODE

Pendekatan : *Scientific*

Metode   : Penugasan, pengamatan, Tanya Jawab, Diskusi dan Ceramah

F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	1. Guru memberikan salam dan mengajak berdoa secara bersama-sama 2. Melakukan komunikasi tentang kehadiran siswa. 3. Mengajak berdinamika dengan tepuk kompak dan lagu yang relevan. 4. Guru menyiapkan fisik dan psikhis anak dalam mengawali kegiatan pembelajaran serta menyapa anak. 5. Menyampaikan tujuan pembelajaran hari ini.	5 menit
Inti	1.Guru meminta siswa untuk maju satu persatu untuk memainkan dengan media sesuai dengan no urut absen . 2.Guru meminta siswa untuk mengerjakan peritah sesuai yang didapatkan	60 menit

3.Guru memberi waktu serta memandu jika ada siswa yang merasa kesulitan dalam mengerjakan perintah

4.Guru meminta siswa untuk maju ke depan kelas untuk mempresentasikan perintah yang didapat

Ayo berkreasi !

1.siswa diminta untuk membuat poster mengenai pelestarian alam hayati dan hewani

2.siswa diminta untuk menghias kreasi pola hewan atau tanaman menggunakan kertas bekas

Ayo Membaca !

1.Siswa di minta untuk membaca puisi dan di minta untuk membacakan di depan kelas dengan intonasi dan jeda tepat

2.Siswa diminta untuk membaca bacaan dan diminta untuk menyimpulkan apa yang telah dipahami

Ayo Mengamati !

1.Siswa diminta untuk mengamati gambar tentang lingkungan alam ,tepat peribadahan umat beragama dan sumber daya alam setelah mengamati anak di minta untuk mengemukakan pemahamannya di depan kelas

Ayo Berlatih !

1.Siswa diminta untuk mencari informasi dari media mengenai pelestarian alam, puisi dan tempat beribadah

Ayo Menulis !

1.Siswa diminta untuk menulis dalam pemberian tanda jeda pada sebuah puisi

Penutup	A. Ayo Renungkan	25 menit
	1. Apa saja hal baru yang kamu temukan hari ini?	
	2. Keterampilan apa saja yang kamu kembangkan hari ini?	
	3. Hal menarik apa saja yang kamu alami dalam kegiatan pembelajaran hari ini?	
	4. Guru menanyakan kembali kepada siswa tentang hal-hal baru yang mereka pelajari pada hari tersebut, siswa secara mandiri	

merefleksikan kegiatan pembelajaran yang telah mereka lakukan dengan menceritakan kembali apa yang sudah dipelajari.

5. Guru memberikan kesempatan kepada siswa untuk memberikan komentar tentang hal-hal menarik yang siswa alami pada hari tersebut, guru menggunakan komentar siswa sebagai bahan masukan mengenai desain pembelajaran yang dirancang

B. Guru meminta salah satu siswa untuk memimpin Doa penutup majlis

G. SUMBER DAN MEDIA

1. Buku Pedoman Guru Tema 6 Kelas 4 dan Buku Siswa Tema 6 Kelas 4 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013).
2. Media Shooting Ball

H. PENILAIAN

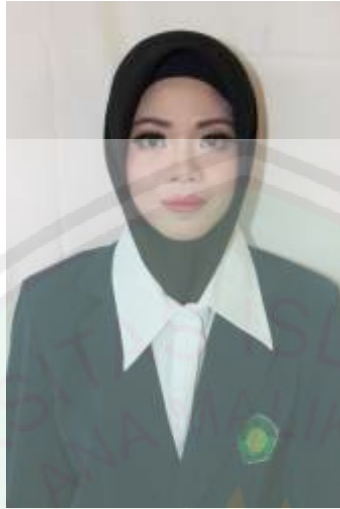**1. Fortofolio**

2. Tanya Jawab

Mengetahui   …………………, ……………

Kepala Sekolah,   Guru Kelas 4

…………………………………   …………………………………

NIP. ………………………   NIP…………………………..

BIODATA MAHASISWA

Nama	:	Riska Nova Riana
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Malang,   2018
Mahasiswa,

Riska Nova Riana
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