

**LEARNING MEDIA DEVELOPMENT OF COMIC ON THE
THEME OF INDONESIAN SOCIETY *PRA-AKSARA, HINDU
BUDDHA, AND ISLAM ERA* ON SOCIAL SCIENCE GRADE
VII IN THE MTs PLUS BAHRUL ULUM TAMBAKBERAS
JOMBANG**

THESIS

Written By:

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NIM. 14130124**



**SOCIAL SCIENCE EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

JULY, 2018

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THESIS

Presented to Tarbiyah and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment of the Requirements for
The Degree Of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd)

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**SOCIAL SCIENCE EDUCATON DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
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GRADE VII IN THE MTs PLUS BAHRUL ULUM
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BUDDHA, AND ISLAM ERA* ON SOCIAL SCIENCE GRADE VII
IN THE MTs PLUS BHRUL ULUM TAMBAKBERAS
JOMBANG

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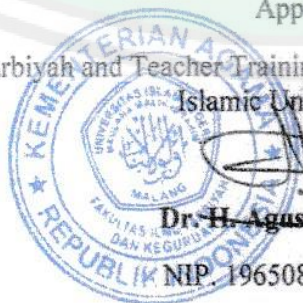
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DEDICATION

By reciting Bismillah and Alhamdulillah

Thanks to Allah SWT, the Lord who makes me possible to finish my thesis with all His miracle that make everything valuable for me. Shalawat and salam also always be given to our Prophet Muhammad SAW as the best paragon who deliver us from jahilliyah period to lightness

I dedicate my work to:

Education in Indonesia

In the name of love is a very sincere, I dedicate this thesis to the greatest people my beloved father and mother (Mr. H. Nur Cholis and Mrs. Hj. Ma'rifatul Hasanah) who always by my side and give me strength in all condition, I just wanna say "I LOVE YOU and thank you so much for has become my parents and gave birth to me".

My beloved sisters and my brothers (Masayu Emilia, Aidatus silvya, Wahyu Nur Sewanto, Rahmad Syahrin Adhim and Shofiulloh Kahfi Muhammad) who always help, pray for me, support me and you are a part of my life and you are my everything

To all my teachers who always teach me sincerely and guiding me with their knowledge and experiences

To all my family and my beloved friends who can't be mentioned one by one which always support me, give their smile and beautiful day for me

My classmate in ICP-P.IPS E 2014 who always fight together, I just wanna say "I love you so much whatever happens, and thank you have given wonderful memories and experiences during the lecture. Wherever you are, I will never forget you guys".

May Allah SWT gives all of you happiness. *Aamiin*

MOTTO

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لِأُولِي الْأَلْبَابِ ۗ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَكِن تَصْدِيقَ الَّذِي

بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ

Sesungguhnya pada kisah-kisah mereka itu terdapat pengajaran bagi orang-orang yang mempunyai akal. Al Quran itu bukanlah cerita yang dibuat-buat, akan tetapi membenarkan (kitab-kitab) yang sebelumnya dan menjelaskan segala sesuatu, dan sebagai petunjuk dan rahmat bagi kaum yang beriman. (QS. Yusuf:111)

“The past is a milestone and the experience is the best teacher”

Dr. Alfiana Yuli Efianti, M.A
Lecturer Faculty of Tarbiyah and Teacher Training
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OFFICE MEMO OF ADVISOR

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Malang, 8th of June 2018

To Whom it May Concern,
Dean of Tarbiyah and Teacher Training Faculty
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Assalamu 'alaikum Wr. Wb.

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Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu 'alaikum Wr. Wb.

Advisor,



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CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by ALFU ALFIN NAJA, student of Social Science Education Department (P.IPS) as the requirement for degree of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, 8th of June 2018

Author,



ALFU ALFIN NAJA
NIM. 14130124

PREFACE

Bismillahirrohmanirrohim

The authors extend this praise to Allah SWT, who bestows the grace of Allah, taufik, as well as his guide us all, so with the permission of Allah the author can complete a thesis entitled: Learning Media Development of Comic on the Theme of Indonesian Society *Pra-aksara, Hindu Buddha, and Islam Era* on Social Science Grade VII in the MTs Plus Bahrul Ulum Tambakberas Jombang. As the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

Sholawat and *salam* always be presented to our beloved Prophet Muhammad SAW who has guidance us from the darkness to the lightness in this world and who can give the blessing in the hereafter. This thesis is written to submitted as a part of the requirement for obtaining Bachelor Degree in Social Science Education Department, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang would not have been completed without the contributions and supports from many people.

Thus, I want to express my deepest gratitude to my advisor, Dr. Alfiana Yuli Efianti, M.A who has given me his valuable guidance, inspiration, and patience. Which finally lead me to finish the process of thesis writing. Furthermore, I also want to express my sincerely thanks to:

1. Allah SWT who always give me mercies and blessings so I can finish my thesis.

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6. Dr. Alfiana Yuli Efianti, M.A as the Head of Social Science Eeducation Department who always support the students and the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report..
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Finally, I do appreciate the whole assistance from any hands in accomplishing this thesis. I do hope the God will grant you all the best rewards.

Malang, 8th of June 2018



ALFU ALFIN NAJA

GUIDELINES OF ARAB LATIN transliteration

The writing of Arabic - Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No. 158 of 1987 and No. 0543 b/U/1987 which can be broadly describe, as follows:

A. Alphabet

ا = A	ز = Z	ق = Q
ب = B	س = S	ك = K
ت = T	ش = SY	ل = L
ث = TS	ص = SH	م = M
ج = J	ض = DL	ن = N
ح = H	ط = TH	و = W
خ = KH	ظ = ZH	ه = H
د = D	ع = ' (Alef)	ء = ' (Alef)
ذ = DZ	غ = GH	ي = Y
ر = R	ف = F	

B. Vocal Long

Vocal (a) long	= â
Vocal (i) long	= î
Vocal (u) long	= û

C. Dipthongs Vocal

أو	= Aw
أي	= Ay
أو	= Ū
إي	= Î

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ABSTRACT

Naja, Alfu Alfin. 2018. *Development of Comical Learning Media in Themes of Indonesian Society in Pre-Literary, Hindu-Buddhist and Islamic Subjects Integrated IPS Class VII at MTs Plus Bahrul Ulum Tambakberas Jombang.* Social Science Education Department, Teaching and Education Faculty, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Alfiana Yuli Efiyanti, M.A

Keywords: *Learning Media, Comic, Pre-Literary, Hindu-Buddhist, and Islam*

Social science is one of the subjects given to students of elementary school (SD/MI/SDLB) up to junior high school (SMP/MTS/SMPLB). Social science investigates a set of events, facts, concepts, and generalization related to social issue. Social science can simply be defined as a combination of different parts of concepts or materials of social sciences which are compounded for the benefits of education and learning programs in schools. Social science is aimed to expand the students' potential to be sensitive towards social problems that occur in society.

This research is development research or Research and Development which is oriented on Education product. Research and Development method (R & D) is a research which is conducted by experiments and improvements to a system. The purpose of this R & D is to produce a product of comical learning media under the theme of Indonesian Society in Hindu-Buddhist and Islamic Pre-Literature that is expected to meet the needs of students, to be able to increase effectiveness and attractiveness in providing stimulus for students in learning activities.

The result of this research and development comical learning media under the theme Indonesia Society in Pre-Literature, Hindu-Buddhist and Islam meets the *Valid* criteria. The result of this research on average Post-test is higher than the average value of Pre-test. Meanwhile, the result of t-test analysis using *Dependent Sample Test* shows that $t_{hitung} > t_{tabel}$. The result of hypothesis shows that H_a is accepted and H_o is rejected because t_{hitung} is bigger than t_{tabel} . It can be concluded that there are significant differences in the results of student learning class VII before and after using the comical learning media.

ABSTRAK

Naja, Alfu Alfin. 2018. Pengembangan Media Pembelajaran berbentuk Komik pada Tema Masyarakat Indonesia pada Masa Pra-aksara, Hindu-Buddha dan Islam Mata Pelajaran IPS Terpadu Kelas VII di MTs Plus Bahrul Ulum Tambakberas Jombang. Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alfiana Yuli Efiyanti, M.A

Kata Kunci: Media Pembelajaran, Komik, Masa Pra-aksara Hindu-Buddha dan Islam

Ilmu Pengetahuan Sosial merupakan salah satu mata pelajaran yang diberikan mulai dari SD/MI/SDLB sampai SMP/MTs/SMPLB. Ilmu Pengetahuan Sosial mengkaji seperangkat peristiwa, fakta, konsep, dan generalisasi yang berkaitan dengan isu sosial. Ilmu Pengetahuan Sosial secara sederhana dapat didefinisikan sebagai perpaduan dari berbagai bagian konsep atau materi ilmu-ilmu sosial yang diramu untuk kepentingan program Pendidikan dan pembelajaran di sekolah/madrasah. Ilmu Pengetahuan Sosial bertujuan mengembangkan potensi peserta didik agar peka terhadap masalah sosial yang terjadi di masyarakat.

Penelitian ini merupakan penelitian pengembangan atau *Research and Development* yang berorientasi pada produk Pendidikan. Metode penelitian dan pengembangan atau *Research and Development* (R&D) adalah penelitian yang dilakukan dengan mengadakan percobaan dan penyempurnaan terhadap suatu sistem. Tujuan penelitian dan pengembangan ini adalah menghasilkan produk media pembelajaran berbentuk komik pada tema Masyarakat Indonesia pada Masa Pra-aksara Hindu-Buddha dan Islam yang diharapkan mampu memenuhi kebutuhan siswa, mampu meningkatkan keefektifan dan kemenarikan dalam memberikan stimulus bagi siswa dalam kegiatan pembelajaran.

Hasil dari penelitian dan pengembangan media pembelajaran berbentuk komik pada tema Masyarakat Indonesia pada Masa Pra-aksara, Hindu-Buddha dan Islam Memenuhi kriteria *Valid*. Hasil penelitian nilai rata-rata *Post-test* lebih tinggi dari pada nilai rata-rata *Pre-test*. Sedangkan, hasil analisis uji t-test yang menggunakan *dependent sample test* menunjukkan bahwa $t_{hitung} > t_{tabel}$. Hasil hipotesis menunjukkan bahwa H_a diterima dan H_o ditolak karena t_{hitung} lebih besar dari pada t_{tabel} . Sehingga ditarik kesimpulan bahwa terdapat perbedaan yang signifikan pada hasil belajar siswa kelas VII sebelum dan sesudah menggunakan media pembelajaran berbentuk komik.

ملخص

نجاح، ألف ألف. 2018. تنمية وسائل التعلم بكل فكاها عند مجتمع إندونيسيا حوالي عصر قبل التاريخ، هند-بودا، والإسلام في مادة العلوم الإجتماعية في الفصل السابع في المدرسة الثانوية "بحر العلوم- تامباieras، جومبانج". قسم التربية للعلوم الإجتماعية، كلية علم التربية، جامعة مولانا مالك إبراهيم مالانج. المشرف: الدكتورة ألفيانا يولي عافيني الماجستير.

الكلمة المفتاحية: وسائل التعلم، الفكاها، عصر قبل التاريخ هند-بودا والإسلام. العلم الإجتماعي هو علم من العلوم التي يتعلمها الطلاب من المدرسة الابتدائية أو المدرسة

الابتدائية الخرافية إلى المدرسة الثانوية أو المدرسة الثانوية الخرافية. وهو يفحص عن الحقائق والمفاهيم والتعميمات التي تتعلق بالمجتمع. والتعريف عنه في البسيط أنه مختلط بين المفاهيم ومواد العلوم الإجتماعية التي تفاد في عالم المدرسة التربية. يقصد هذا العلم لتطوير إمكان تحسيس الطلاب في مواجهة المشاكل الإجتماعية التي تقع بين المجتمع.

هذا البحث من بحوث التنمية والبحثية في مواجهة نتاج التربية. وطريقة هذا البحث هو بالتجربة وإكمال النظام في التربية. والهدف من هذا البحث تحصيل نتاج وسائل التعلم في شكل الفكاها تحت عنوان مجتمع إندونيسيا ما بين قبل التاريخ، هند-بودا، والإسلام. وترجو الباحثة على أن الإسلام يسدد احتياج الطلاب، ويزيد جاذبيتهم في التعلم.

وقد شكلت نتائج تطوير وسائل الاعلام البحثية والتعليمية الهزلية بشأن موضوع المجتمع الاندونيسي خلال الفترة السابقة للتنقيح ، والهندوسية-البوذية ،

والإسلام مستوفيه للمعايير. نتائج البحوث ومتوسط قيمه الاختبار اللاحق اعلي من متوسط قيمه الاختبار المسبق. وفي الوقت نفسه ، فان نتائج تحليل تي اختبار للاختبار الذي يستخدم اختبار عينه تابعه أظهرت ان $t_{hitung} > t_{tabel}$. وأظهرت النتائج ان الفرضية H_0 و H_a رفضت بسبب t_{hitung} أكبر من t_{tabel} . التالي فان الاستنتاج هو ان هناك فرقا كبيرا في نتائج التعلم الصف السابع قبل وبعد استخدام التعلم المتوسط علي شكل هزلي.



CHAPTER I

INTRODUCTION

A. Background of the Study

The study is the process that occurs in everyone throughout his life. Learning process occurs because there is interaction between human and environment. According to Winkle, learning is a mental activity that occurs in active interaction with the environment that produces the changes in the knowledge, understanding, skill and attitude value. That changes is relatively constant and traces.¹ The meaning of learning process is the follow-up from learning activity, in other word learning activities and learning process are an integral part which cannot be separated because learning is a process of teaching and learning activities done by teacher to student.²

Essentially, teaching and learning process is a communication process, namely the delivery of messages through specific media to the recipient. The teacher as message resources must manage the information can be accepted carefully and clearly by the student.³ The teacher must deliver their knowledge with effective and efficient. Namely, Allah SWT said that every learning that delivered by teacher must be perfect without diminishing the content.

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنكُمْ يَتْلُوا عَلَيْكُمْ ءَايَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ
وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ ۝

¹ Elis Mediawati, *Pembelajaran Akuntansi Keuangan Melalui Media Komik untuk Meningkatkan Prestasi Mahasiswa*. Jurnal *PENELITIAN PENDIDIKAN*, Vol. 12 No. 1, April 2011, hal. 62.

² Ibid., hal. 3.

³ Ridhatul Rahayu Lova, dkk. *Pengembangan Media Pembelajaran berupa Komik Biologi pada Materi Sistem Pencernaan Makanan untuk Siswa Kelas XI IPA*, Program Studi Pendidikan Biologi STKIP PGRI Sumatera Barat 2 Jurusan Biologi Universitas Negeri Padang.

Just as we have sent among you a messenger from yourselves reciting to you our verses and purifying you and teaching you the book and wisdom and teaching you that which you did not know.⁴

The learning process is based on Al-Qur'an with the phrase “*qaulan layinan*”. Allah said:

فَقُولَ لَهُ، قَوْلًا لَّيِّنًا لِّعَلَّهِ، يَتَذَكَّرُ أَوْ يَخْشَى

And speak to him with gentle speech that perhaps he may be reminded or fear (Allah). (Ta Ha 20:44)⁵

Learning and teaching process can work carefully and clearly if there is a conducive interaction among teacher and student. Basically, learning is a reciprocal transaction communication process between teacher and student or student and student to achieve the goal of learning that have been determined effectively. The student is treated as the primary subject in the learning process and the teacher creates a conducive ambience in the classroom, so the teacher can give the direction to the student easily to achieve the optimal goal of learning. Besides, in this technology development, learning activities can be optimized or developed by appropriate learning media, in order to the student understand the material.⁶

In this case, not only learning resource need by student. But, it needed some methods of learning and learning media in the class. Learning media doing

⁴ *Al-Qur'an Terjemah*

⁵ *Al-Qur'an Terjemah*

⁶ Elis Mediawati, *Pembelajaran Akuntansi Keuangan Melalui Media Komik untuk Meningkatkan Prestasi Mahasiswa*. Jurnal *PENELITIAN PENDIDIKAN*, Vol. 12 No. 1, April 2011, hal. 62-63

by the teacher have not in the school environment but there are in beyond school namely society, family, etc.

Teaching and learning activities need a learning resource. Usually, the teacher uses the manual when learning. The teacher also uses media to optimize the learning activities in the class. For example, print media, graphic media, audiovisual, etc. The more advanced development of society and modern technology is the bigger challenge for the teacher. In order to the teacher can use media effectively, the teacher should have enough knowledge and understanding about learning media.⁷

The teacher should take advantage of existing opportunities in life to make the learning media for student according to the needs of student. In this case, the teacher can use media of comic to learning activities. Usually, like to read something that can access his imagination. But, many people agree that the comics give a bad influence to the readers. The teacher takes advantage existing opportunities from a bad influence of comics.

The comic is a picture story with a little transcription in the bubble. In general, comic can help learning process of student. Base on the survey results in the Philippine by Andre Rinanto that every week child attains the age of more than 14 years are 16% reading a comic, 17-19 years around 29,9%, 20-29 years around 24,9%, 30-44 years around 24,6%, and above 45 years above 14,6%. In the education level, a comic reader who educated in elementary school level around 19,1%. In the junior high school and senior high school around 43,7% and university level around 37,8%, and the low level is 37,8%. From gender are

⁷ Asnawir dan M. Bayiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), hal. 18.

64,3% consist of male and 35,7% consist of the female. The same research has not existed yet in Indonesia.⁸

It was prove using the result from the research of comic in learning by Dr. Rasiman, M. Pd and Agnita Siska Pramasdyahsari, S. Pd., M. Pd., M. Sc entitled Mathematics Learning Media E-Comic Based on Flip Book Maker to Increase the Critical Thinking Skill and Character of Junior High School Student in the journal PGRI University Semarang on 2014. The result is the research on mathematics learning pass through comic can increase the critical thinking skill of student based on class experiment. It reaches the value 82,95 and control class reaches a value of 62,35, and student can develop their discipline, cooperation, and honest.

In this research, the researcher conducts research and development of comic learning media doing in Mts Plus Bahrul Ulum Tambakberas Jombang. Mts Plus Bahrul Ulum Tambakberas using curriculum of 2013, belonging to social science grade VII with the teacher is Mr. Subhin Najah. Mr. Subhin uses a talkative model with using some fun jokes to make the class relax. Oftentimes, learning activities use question and answer method to make the student more active. The manual that use of teacher is a student worksheet for student and teacher and social science book for the teacher.

Based on observing in the class, the book that used by the student has a bad quality of learning activities. Like, in the design of the book, picture, and the content are not interesting in student. The social science book that used by

⁸ Ibid., hal. 55-56.

teacher also less interesting. Actually, it is the curriculum of 2013 edition of the 2016 revision.

The learning activities condition has been effective in the class. The student can learn quickly and answer the question from the teacher. But, the books used student less give a good understanding. The student cannot see the images in the book clearly. So, the student does not know everything about the modern era or past era.

Mts Plus Bahrul Ulum Tambakberas Jombang is in the Islamic boarding school area. Therefore, student is less quick and responsive in looking for information about the modern era or past area. Moreover, the facilities in the school is not adequate. So, teacher and student cannot use facilities well in the learning activities. For instance, LCD, Lab computer, library, etc. the teacher use learning media with the phenomena and problematic in this era.

Therefore, researcher developed learning media comics that can support learning and teaching activities in the class. Student can access everything about past is pass-through comic. Besides that, comic gives learning motivation to student. The content of comic is simple and easy to understand pass through picture, design and a simple explanation among the young and old people. The comic has an interesting for student more active in the class.

From the background of the study explanation above, so researcher formulated a research, entitled: **“Learning Media Development of Comic on the Theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the MTs Plus Bahrul Ulum Tambakberas Jombang”**

B. Problem of the Study

Based on the background of the study stated above, the problems of the study are:

1. How need assessment of learning media comics on the theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the Plus Bahrul Ulum Tambakberas Jombang?
2. How the development process of learning media comics on the theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the Plus Bahrul Ulum Tambakberas Jombang?
3. How the effectiveness of the product of learning media comics on the theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the Plus Bahrul Ulum Tambakberas Jombang?

C. Objectives of the Development

Based on the problem of the study stated above, the objectivities of this research are:

1. To know need assessment of learning media comics on the theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the Plus Bahrul Ulum Tambakberas Jombang.
2. To know the development process of learning media comics on the theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the Plus Bahrul Ulum Tambakberas Jombang.
3. To know the effectiveness of the product of learning media comics on the theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the Plus Bahrul Ulum Tambakberas Jombang.

D. Significance of the Development

As for the significance of development to be achieved from learning media development of comics are:

1. For Islamic State University Maulana Malik Ibrahim Malang

This research can add literature books about learning media development of comic on social science.

2. For Education Institute.

This research is as information about the learning media development result of the comic on social science. And as a material consideration for the institution to provide policy for teacher using the medium of the comic as a learning medium.

3. For Teacher

The result of learning media development of comic can help a teacher to explain the material of social science.

4. To Student

The result of learning media development of comic makes the student understanding of the material on social science to release in daily activities.

5. To Developer

The result of learning media development of comic gives knowledge as teacher candidates about using learning on social science.

E. Assumption of the Development

As for the assumptions of learning media development of comic on social science among other things:

1. Learning media of comic can interest student and learning motivator of the student.

2. Learning media of comic makes effectively in the learning process.
3. Learning media of comic has not yet on social science.

F. Scope of the Development

The scope of research and development includes social science grade VII on the theme of Indonesian on the pra-aksara era, Hindu Buddha era and Islam era social science grade VII in the Mts Plus Bahrul Ulum Tambakberas Jombang. The research and development of comic explain appropriate to the theme. This research and development in Mts Plus Bahrul Ulum grade VII-C by Mr. Subhin Najah.

G. Specification of product

This research produces a product of learning media that is packaged in the form of a comic book with a discussion of the use of stories fantasy, with the following specifications:

1. The comic learning has a theme of Indonesian society on Pra-aksara, Hindu Buddha and Islam era a social science.
2. The product of comic book sized like a notebook.
3. Use two languages for the dialog in the comic, there are Indonesia and English language.
4. There are some characters use hijab and does not.
5. There are some expressions of cartoon figure that different when angry, sadness, happy, compassion, etc.

H. Originality of the Research

To support this research, the following will be presented the results of the previous research associated with this study as follows:

The first research by Fitri Dwi Arinii, Abdul Salim Choiri and Sunardi, the use of Comic as a Learning AID to Improve Learning Interest of Slow Learner Student Journal Sebelas Maret University Surakarta, Indonesia 2017th. The result is the student more interested when learning activities of comic with design experimental of pre-test and post-test.

The second research by Faridatus Sholikah, the title is Pengembangan Media Pembelajaran Bahasa Indonesia dalam Bentuk Buku Komik untuk Peningkatan Kemampuan Menulis Siswa Kelas II Sekolah Dasar Islam As Salam Kota Malang Skripsi Universitas Islam Negeri Maulana Malik Ibrahim Malang 2014th. The result is comic media on Indonesia language increase the writing skill of the student. The product has good quality, so the learning media worth used in the learning.

The third is Joko Habibi, the title is Penggunaan Media Komik pada Materi Penjumlahan Pecahan untuk Meningkatkan Hasil Belajar Siswa Kelas IV SDN 2 Ngadisuko Kecamatan Durenan Kabupaten Trenggalek Skripsi Universitas Islam Negeri Maulana Malik Ibrahim Malang 2014th. The result is the first cycle increase on the student value around 21%, the second cycle of mean value the student increase around 29%.

The fourth research is Iman Fanny Pradana, the title is Perancangan Pusat Pengembangan Komik Manga dengan Tema Arsitektur Lipat di Kota Malang Skripsi Universitas Islam Negeri Maulana Malik Ibrahim Malang 2016th. The result is comic can be planning construction with the implementation theme is architecture folding.

The five research is Elis Mediawati, the title is Pembelajaran Akuntansi Keuangan Melalui Media Komik untuk Meningkatkan Prestasi Mahasiswa Jurnal Universitas Pendidikan Indonesia 2011th. The result is increasing the score from the first test until the latest. Automatically will be increased of study result of the student in the experiments class as big as 54,28%. The increase because of learning media comic on accountant science.

The six research is Inge Oktaviane Maxtuti, Wisanti, Reni Ambarwati, the title is Pengembangan Komik Keanekaragaman Hayati sebagai Media Pembelajaran bagi Siswa SMA Kelas X Jurnal Jurusan Biologi FMIPA UNESA 2013th. The result is learning media of comic worth developed with the validation of 98,3%.

Following the table shows the similarities, differences, and originality of previous research:

Table 1.1 Pervious Research

No	Researcher, Title, (Thesis/Journal), Publisher and Year	Similarities	Differences	Originality of Research
1	Fitri Dwi Arinii, Abdul Salim Choiri dan Sunardi, the use of Comic as a Learning AID to Improve Learning Interest of Slow Learner Student, (Journal), Sebelas Maret University Surakarta Indonesia, 2017	Research and development of comic media, the object of research is student.	The object of the school, the purpose of development and material of development.	The result of research is using comic media helps learning process and interesting of student learning.
2	Faridatus Sholikhah, Pengembangan Media Pembelajaran Bahasa Indonesia dalam Bentuk Buku Komik untuk Peningkatan Kemampuan Menulis	Research and development of comic media, the object of research is student.	The object of the school, the purpose of development and material	Comic book Media of Indonesia language learning increase the writing skill of student of

	Siswa Kelas II Sekolah Dasar Islam As Salam Kota Malang (Skripsi), Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2014		of development.	SDI As Salam Malang
3	Joko Habibi, Penggunaan Media Komik pada Materi Penjumlahan Pecahan untuk Meningkatkan Hasil Belajar Siswa Kelas IV SDN 2 Ngadisuko Kecamatan Durenan Kabupaten Trenggalek, (Skripsi) Universitas Islam Negeri Maulana Malik Ibrahim Malang 2014	Research and development of comic media, the object of research is student.	The object of the school, the purpose of development and material of development.	The result is there are two cycles, first cycle is increase on student value of 21%, second cycle of 29%.
4	Iman Fanny Pradana, Perancangan Pusat Pengembangan Komik Manga dengan Tema Arsitektur Lipat di Kota Malang (Skripsi) Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2016	Research and development.	The object of research is development architecture.	Planning of construction made from development of manga comic.
5	Elis Mediawati, Pembelajaran Akuntansi Keuangan Melalui Media Komik untuk Meningkatkan Prestasi Mahasiswa, (Jurnal) Universitas Pendidikan Indonesia, 2011	Research and development of comic media, the object of research is student.	The object of the school, the purpose of development and material of development.	The result of research is increase from first test until last test. Automatically the study results of student increase of 54,28%.
6	Inge Oktaviane Maxtuti, Wisanti, Reni Ambarwati, Pengembangan Komik Keanekaragaman Hayati sebagai Media Pembelajaran bagi Siswa SMA Kelas X, (Jurnal) Jurusan Biologi FMIPA UNESA, 2013	Research and development of comic media, the object of research is student.	The object of the school, the purpose of development and material of development.	The result of research is learning media of comic worth developed of 98,3%.

I. Definition of Key-Terms

1. Development of Learning Media

Development of learning media is an arranging program more than planning, observation, and application based on student necessity in the learning media. So, the development will be focused on perfecting learning activities.

This research focused on learning media development of comic on social science in the Mts Plus Bahrul Ulum Tambakberas Jombang.

2. Comic

The comic is one of reading books there are pictures, has a figure, and has a simple story, but can give easily to understand for the reader.

3. Social Science Subject

The social science subject is the subject includes social and culture, including history, economics, geography, and sociology.

J. Systematics of the Study

To facilitate understanding, the discussion on this proposal will be structured as follows:

1. CHAPTER I Background of Study, about:
 - a. Background of Study about what, why, and how this research and development were written. In the research explain the reason for research and development of learning media.
 - b. The problem of development about the problem of questions and will be answered in the discussion.

- c. Subject of development is about something will be achieved in the research and development.
- d. Significant in the development is the result can be taken from the product development to know significant of product.
- e. Assumption of the development is revenue or alleged to be a reference in doing this research and development and the limitations contained in the products developed.
- f. The scope of the development is about research and development will be done.
- g. Product development is the specification of product in this research.
- h. Originality of research is about the similarities and differences of research and development previous research.
- i. Definition of the key-terms is the discussion of variable there are in the title of the research.
- j. Systematic of the study is about how this proposal made.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Understanding of Development

Development is the process of translating the design specifications into a physical form. The translation process design specifications include problem identification, formulation of learning objectives, the development of strategies or methods of learning and evaluation of the effectiveness and learning Interestingly.⁹

According to Gay, Mills, and Airasian in educational research and development the main objective is not to formulate or test theories, but to develop effective products for use in schools. Research and development, in general, are widely applicable in terms of purpose, personal, and timely as a compliment. Products developed to know particular needs with a detailed specification. When finish, products are tested in the field and was revised up to a certain level of initial effectiveness achieved. Although research and development cycles, something expensive, but produce quality products designed to meet the needs of the enslaving education.¹⁰

⁹ Alfiatus Syafa'ah. *Perkembangan Bahan Ajar Berbasis Cerita/Komik Materi Pokok Konsep Pembagian dengan Pendekatan INQUIRY Siswa Kelas III SDN Jatimulyo II Malang*, Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2014, hal. 20

¹⁰ Emzir, *Metode Penelitian Pendidikan Kuantitatif dan Kualitatif*, (Jakarta: Rajawali Pers, 2014), hal. 263-264.

According to Richey and Klein mentions research and development as the research design and development (Design and Development Research) which is defined as follows:

*The systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of Instructional and noninstructional product and tools and new or enhanced models that govern their development.*¹¹

2. Learning Media

a. The Understanding of Learning Media

The word derives from the Latin Media Medius which literally means ' the middle ', ' intermediate ' or ' introduction '. In Arabic, the media is an intermediary or an introductory message from the sender to the recipient of the message. Gerlach & Ely said that when the media understood generally are human, material, or events that build conditions that make students to acquire the knowledge, skills or attitudes.¹²

Learning media is an online tool that functions and is used to convey the message of learning.¹³

b. The objective and significant of Learning Media

1) The objective of learning media

¹¹ Ibid., hal. 264.

¹² Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja wali Pers, 2009) hal. 3

¹³ Hujair dan Sanaky, *Media Pembelajaran* (Yogyakarta: Safiria Insania Press, 2009) hal. 3

The objective of learning media as a learning tool is as follows:¹⁴

- a) Simplify the learning process in the classroom
 - b) improves the efficiency of learning processes
 - c) Keeping the relevance of the subject matter with learning objectives
 - d) Assist the learners in the learning process of concentration
- 2) The significant of learning media

Sudjana and Rifai expressed the usefulness or benefit learning media in the process of learning to students as follows:¹⁵

- a) Learning would be more attracted the attention of learners, sake can foster the motivation to learn.
- b) Learning materials will be more instructive, so it can be better understood by the learners and allows controlled and reach the learning objectives.
- c) Method of teaching will be more varied, not merely verbal communication through the utterance of the words by the teacher, so that learners do not get bored and not run out of steam, especially when teachers teach to every hour lesson.
- d) Learners can be doing more learning activities because not only listening to the teacher's explanation, but also other activities such as observing, perform, demonstrate, playing, and others.

¹⁴ Hujair dan Sanaky, *Media Pembelajaran* (Yogyakarta: Safiria Insania Press, 2009) hal. 4-5

¹⁵ Nana Sudajan & Ahmad Rifai, *Media Pengajaran*, (Bandung: CV. Sinar Baru Bandung, 1990), hal. 2.

c. Function of learning

Basically, the function of the media is to cultivate the motivation of students, students can be given a lesson easily, students become active in responding, gives feedback quickly, encourage students to carry out a practice quickly.

Livie & Lentz posited four media learning functions, especially the visual media, namely:¹⁶

- 1) Atensia function visual media at the core, that attracts and directs the attention of the students to concentrate on the content related to the meaning of the displayed visual or text regarding the subject matter. Often at the beginning of the lesson students are not interested in the subject matter or subjects that are not tolerated by the students so that students do not pay attention to. Media images, especially images that are projected through an overhead projector can be soothing and direct their attention to the lessons they will receive. Thus, the possibility of obtaining and considering the content.
- 2) The affective function of visual media can be seen from the level of enjoyment of the students when studying (read) display text. The picture or the emblem of the visual can be evocative of emotions and attitudes of students, for example, information relating to social issues or race.

¹⁶ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Wali Pers, 2009) hal. 16-17

- 3) Cognitive function visual media can be seen from the findings of the study revealed that the visual symbol or image is to accelerate the achievement of the goal to understand and remember information or messages contained in the image.
- 4) Compensatory 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 who are weak in reading about organizing information in text and remember it 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 in text or presented verbally.

d. Classification and the characteristic of learning media

Main characteristics classify Bretz Rudi media at Lions staple that is visual, sound, and motion, lines, and symbols. In addition, the media also differentiated into broadcast media (transmission) and media record (recording), so there are 8 classifications of media that is as follows:¹⁷

- 1) Audio visual media motion
- 2) Audio visual media silent
- 3) Media audio spring motion
- 4) Media visual motion
- 5) Media visual silent
- 6) Media visual spring motion
- 7) Media audio, and

¹⁷ Asnawir dan M. Bayiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), hal. 27.

8) Media print

According to Hamalik there are 4 Oemar classifications of instructional media, namely:¹⁸

- 1) Visual tools which data views, for example, the filmstrip, transparencies, micro projection, whiteboards, bulletin boards, pictures, illustrations, charts, graphs, posters, maps, and globes.
- 2) Tools that are audited or simply can be heard for example phonograph records, transcription electricity, radio, recording on the tape recorder.
- 3) Tools that can be seen and heard, for example, film and tv, three-dimensional objects that are usually shown, for example; model, specimens, electric map, a collection of dioramas.
- 4) Dramatization, playing the role, sociodrama, doll play, and so on.

Briggs puts more emphasis on the characteristics according to stimulus or stimuli that can be caused from on the media itself, i.e. the suitability of these stimuli to the characteristics of the students, the learning tasks, materials and transiting. In addition, Briggs defines the variety of media used in the process of teaching and learning that is objected, models, direct sound, audio recordings, printed media, learning hard-wired, whiteboard, transparency film, frame media, film, television and images.¹⁹

¹⁸ Ibid., hal. 29

¹⁹ Ibid., hal. 29.

Gerlach & Ely argued the three characteristics of the learning media which is a clue to why the media is used and nothing can be done by the media who may be teachers can't afford (less efficient) do it. The characteristics of the media that are as follows:²⁰

1) Fixative Property

It describes the characteristics of the media's ability to record, store, preserve and reconstruct an event or object. An event or object that can be sorted out and reassembled with media such as photography, videotape, audio tape, computer diskette, and film.

2) Manipulative Property

The transformation of an event or object is possible because the media have characterized the manipulative. The incident which took days can be presented to students within two or three minutes with the technique of shooting time-lapse recording. For example, how the process of the larvae becomes pupae then become butterflies can be accelerated with the photographic recording Technique.

3) Distributive Property

Distribution characteristics of the media allow an object or incident are transported for through space, and simultaneously the incident served to a large number of students with the same stimulus relative experience regarding the incident. Distribution media is not only limited to one class or to several classes at the schools in a

²⁰ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja wali Pers, 2009) hal. 12-14

particular area, but also that media such as videos, audio recordings, computer diskette can be spread to all corners of the desired place when only.

e. The types and criteria for Selecting Learning Media

In general, the selection of media can be made by considering the following factors:²¹

- 1) Resistance development and learning that encompasses the factors contributing the funds, facilities and equipment available, time available (time teaching and development of the material and the media). The available resources (human and material).
- 2) Content Requirements, tasks, and other types of learning. The content varied from the side of the students want to do tasks, such as memorization, application skills, understanding relationships, or reasoning and higher-level thinking. Each category of learning that demand different behavior and thus would require a different presentation media.
- 3) Obstacles from the side of the students taking into account the abilities and skills, such as reading, typing and using a computer and the characteristics of the other students.
- 4) Other considerations are the level of pleasure (prefensi institutions, teachers, and students) and cost-effectiveness.
- 5) The selection of the media should consider also:

²¹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Rajawali Pers, 2009), hal. 69-72.

- a) Presentation of the computing Capabilities) the right stimulus (visual and/or audio),
 - b) Accommodate the response capabilities of the right students (written, audio/physical activities),
 - c) Accommodate feedback Capability,
 - d) Selection of the main media and media secondary to serving the information or stimulus, and for exercises and tests. for example, for the purpose of learning which involves the memorization.
- 6) Secondary Media should get attention because of successful learning using diverse media. With the use of various media, students have the opportunity to m3nghubungkan and interact with the most effective media in accordance with the needs of their individual learning.

Customized media use rationale by Al-Qur'an in Surat An-Nahl

Ayat 44:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ
يَتَفَكَّرُونَ

Artinya: Dan Kami turunkan kepadamu Al Quran, agar kamu menerangkan pada umat manusia apa yang telah diturunkan kepada mereka dan supaya mereka memikirkan, (An-Nahl 16:44)²²

²² Al-Qur'an Terjemah

3. Comic

a. The understanding of comic

The comic is a medium that has a simple, clear, easy to understand. Therefore, the comic medium can serve as an informative and educational media.²³

According to Scott McCloud *Understanding Comics: The Invisible Art*, “Juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or produce an aesthetic response in the reader.”²⁴

Comics can also be defined a form which expresses the cartoon characters and portrays a story in the order closely associated with images and is designed to provide entertainment to the readers.²⁵

b. History of Comic

According to Dahrendaf, Kurf Meyer, and at the beginning of its history begins from the comic had taken-the symbol or picture without words or text. The comic consists of verbal and visual aspects will be more easily understood if it is supported by the existence of verbal aspect in the form of text. Therefore, the presence of both of them is equally important.²⁶

The early comics were used as starters from the events of the war between newspapers William Randolph Hearst Joseph Pulitzer in the

²³ Asnawir dan M. Bayiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), hal. 55.

²⁴ M.S. Gumelar, *Comic Making*, (Jakarta: PT Indeks, 2011), hal. 6.

²⁵ Nana Sudajan & Ahmad Rifai, *Media Pengajaran*, (Bandung: CV. Sinar Baru Bandung, 1990), hal. 64.

²⁶ Kurf dan Meier, *Membina Minat Baca*, (Bandung: Remaja Karya, 1986), hal.67.

mid-1980's. the colored Sheets from magazines the Sunday issue of the New York Journal and the New York World of competing in a bid to enlarge its release. An important part of the competition was played with funny pictures, which includes the famous with the name of the character The Yellow Kid. This result was the famous quick scribbles with increasing circulation of the New York World published by Pulitzer. Within 6 months, Hearst appears with the latest comic, "... eight pages form shining silver rainbow make it like a piece of lead pipe". The title essay on the character used is Yellow Kid, Hearst has contracted the original comic book artist, and the work of creation out of The World. Pulitzer immediately buys it back, but it is offered again by Hearst with the value of the higher prices. Politzer then hired another artist, while the two newspapers are trying each to each other with his own surpassing. Later comics have influenced American society with a strong awareness. Keep in mind that its primary purpose is non-commercial, that is to sell newspapers and comic books.²⁷

Comic books became prominent in the mid-1930's, the sale of a number of studies have shown that comic books read by children of the present Middle and almost half of the high school students, and is read by approximately 1/3 of the American population, between 18 and 30 years of age. By the JUNIOR HIGH and high school comic books has given great influence in the lives of teenagers and the elderly.²⁸

²⁷ Nana Sudajan & Ahmad Rifai, *Media Pengajaran*, (Bandung: CV. Sinar Baru Bandung, 1990), hal. 64-65.

²⁸ *Ibid.*, hal. 65.

c. The characteristic of comic

The comic focuses on the people. Stories about personal self so readers can immediately identify himself through the feelings and actions of the character-the character of the main character. Concise stories attract attention, complemented by action even in the Gazette newspapers and comic books, made more alive, as well as processed with the use of primary colors freely.²⁹

As for who becomes comic characteristics are as follows:³⁰

- 1) Are personal; by reading comics can bring readers to get involved emotionally with the protagonists in the comics.
- 2) Coarse Humor; the use of materials that are easily understood by lay people,
- 3) The language of conversation; using the language of everyday conversation is much easier to do for readers.
- 4) simplification of the behavior which illustrates the moral or soul to the perpetrator; patterns of behavior in the story of comics tends to be simplified and easy to guess.
- 5) Are heroic; the contents of the comic tend to bring readers to adore heroes.

d. As for other types of comics, namely, as follows:³¹

²⁹ Nana Sudajan & Ahmad Rifai, *Media Pengajaran*, (Bandung: CV. Sinar Baru Bandung, 1990), hal. 64.

³⁰ Ibid., hal. 64.

³¹ Joko Habibi, *Penggunaan Media Komik pada Materi Penjumlahan Pecahan untk Meningkatkan Hasil Belajar Siswa Kelas IV SDN 2 Ngadisuko Kecamatan Durenan Kabupaten Trenggalek*, Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2014, hal. 23-25.

- 1) Cartoon/caricature, this comic content has been just a look inside being some figures which combined with the writings. The purpose of this comic is usually contained elements of criticism, satire, and humor. So, from the cartoon, the character and the novel were able to give a clear meaning and the reader can understand the intent and purpose of the comic.
- 2) Comic Strip, a comic piece is partial-partial images are combined into a single section of a short storyline but not necessarily directly over and the biased ruling made. This comic is usually shown in weekly or daily in newspapers, magazines or tabloids.
- 3) Comic Book, a story that contains pictures, writings and his story in a book. Comic books are often also referred to as a comic short story comic that usually contains 32 pages but also more biased.
- 4) Comic Annual, this comic is usually published once a month even once a year. The Publisher will normally publish it in story form dropout or serial.
- 5) Comic Album, pieces of a picture of some of the comics that merged or summarized into one and serve as the readings so that it becomes an album of the comic.
- 6) Web comic, the comic was published on the website, so that its readers easier access because of the relatively cheap cost.
- 7) Instructional Comic, this comic is usually often used as media of instruction. Instruction book format this comic bias in the form of comic books, posters, comics, or other display.

- 8) Series of illustrations, this series of illustrations are usually used in film or advertising. Before stepping into the making of ads usually, find it easier to work in a series of illustrations created in advance. A series of illustrations is also called storyboards.
- 9) Comic Simple, this comic is usually created my own work then copied and bound. This comic is usually only in the form of images of rude and unnecessary cost.
- 10) Planning on Mind, this comic is a comic with a shadow in the minds of the already planned into a series of images, but this comic is not contained in the strokes on paper but only reflected in the mind only.

e. The elements of comic

The comic was seen only in passing as a visually consists of a collection of drawings and writings that are assembled into a story. But, anthologies, comics has the elements that comprise the front cover, back cover, and page contents.³²

f. The advantages and disadvantages of comics

According to the Lie that the comic is not just entertainment, but media bias into the comic book medium for educating and teaching science and morals to students. But many educators and parents against children's preoccupation with the comic. Some others agreed they read comics at least allowing it. Both sides gave arguments to strengthen their

³² Milkhatul Hasanah, *Pengembangan Media Pembelajaran Matematika berupa Comic Book untuk Meningkatkan Hasil Belajar Tematik Materi Jaring-jaring Bangun Ruang pada Siswa Kelas IV SD NU Bahrul Ulum Malang*, Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2016, hal. 24.

respective viewpoints. The argument that benefits in excess of the comic are as follows:³³

- 1) Comics to provide the child with limited reading skills through an enjoyable reading experience.
- 2) Comics can be used to motivate children to develop skills in reading.
- 3) Educational Accomplishments achieved often read comics almost identic with those who rarely read it.
- 4) Children were introduced to a broad vocabulary.
- 5) Comics provide good technology to disseminate propaganda, especially propaganda against prejudice.
- 6) Comics provide a source of emotional catharsis for the emotion that is stuck.
- 7) The child may identify himself with Comic characters have traits that he admired.

In contrast, groups opposed to the comic say, devoting excessive time playing to read comics not only amateurish, but are also a source which can be psychologically detrimental. As for the argument that opposed the comics according to Hurlock is as follows:

- 1) Comic distract children from other more useful reading.
- 2) Because the image explains the story, children are less able to read.

Not trying to read the text.

³³ Joko Habibi, *Penggunaan Media Komik pada Materi Penjumlahan Pecahan untk Meningkatkan Hasil Belajar Siswa Kelas IV SDN 2 Ngadisuko Kecamatan Durenan Kabupaten Trenggalek*, Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2014, hal. 27-29.

- 3) There is little or even no progress of the experience of reading in comics.
 - 4) Paintings, stories, and language of the comic mostly junky.
 - 5) Story related to sex, violence and fear is too stimulating and often frightening children.
 - 6) Comics inhibit children doing other forms of play.
 - 7) Antisocial behavior, describing with his great comic pushed the incidence of aggressiveness and juvenile delinquency.
 - 8) Comics make actual life is boring and not interesting.
 - 9) Comics raises a stereotype of the san people prompted the emergence of prejudice.
- g. The use of comic in teaching

An analysis of the language of comics by Thordike shows there in terms of interest. Be aware that children who read a comic book every month, almost twice the number of words that can be read the same as found in the books reading that she continuously every year. Thorndike concludes that a good amount of both in terms of the disposition's vocabulary is practically complete with reading for young readers.³⁴

Teachers should use the potential motivations of comic books, but don't stop just up there alone. Once interest was raised, a picture story must be equipped with reading material, movies, pictures remain (pictured), models, experiments and a variety of creative activities. The role of comic books in the Chase is its ability in creating interest in the

³⁴ Nana Sudjana, *Penelitian Hasil Proses Belajar Mengajar*, (Bandung: PT. Remaja Rodakarya, 2008), hal. 67.

students. The use of comics in teaching should preferably be combined with methods of teaching so that the comic will be able to be an effective teaching tool.³⁵

4. Social Science

a. The understanding of social science

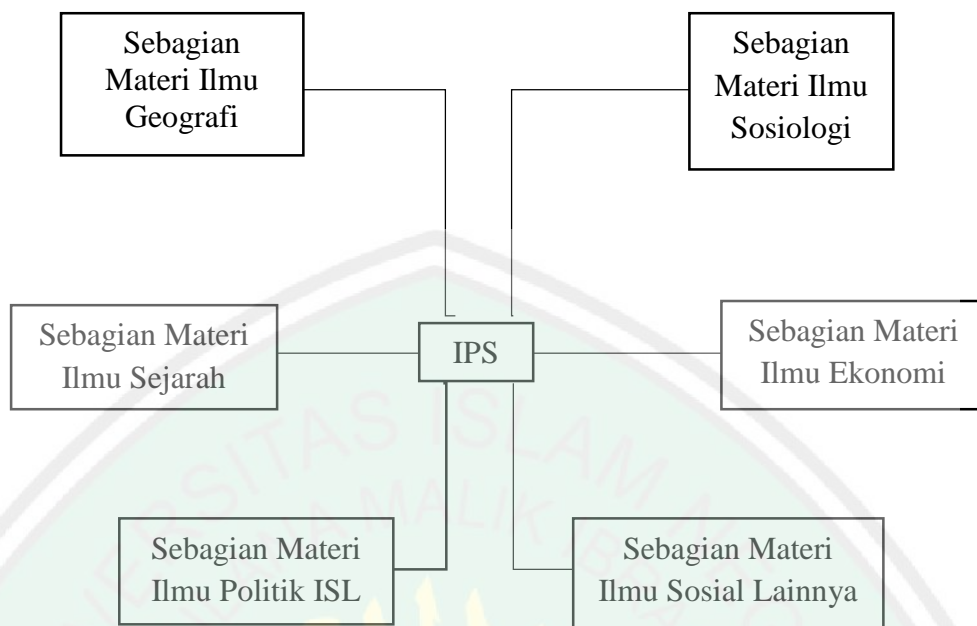
Social Science is a compulsory subject in the curriculum structure of 2013 at the level of primary education (Elementary and junior high school). Social Sciences is one of the given subjects ranging from SD/MI/SMP/MTS until SDLB/SMPLB. IPS examines a set of events, facts, concepts, and generalizations with regard to social issues. On secondary/MTS subject's social science contains material on historical geography, Sociology, and economics. Quoted in the National Council for the Social Studies (NCSS) defines Social Studies as an integrated study of the social sciences and Humanities to enhance the ability of citizens.³⁶

Social science in simple terms can be defined as the combination of various parts of the draft or the material of the social sciences which are formulated for the purposes of learning and education program in the schools/madrasah. Conceptually, social science can be described as follows:³⁷

³⁵ Ibid., hal. 68

³⁶ Wahidmurni, *Metodologi Pembelajaran IPS Pengembeangan Standar Proses Pembelajaran IPS di Sekolah/Madrasah*, (Yogyakarta: Ar Ruzz, Media 2017), hal. 16-17.

³⁷ Ibid., hal. 18



b. Social Science learning objectives

The main purpose of the study of Social Science is to help learners as citizens in making rational decisions based on information for the benefit of public/General of democratic societies and the diverse cultures of the world depend.³⁸

Social science aims to develop potential learners in order to be sensitive to social problems that occur in the community, have a positive mental attitude towards the repair of any imbalances that occur, and skillfully resolve any problems that occur every day, well that befell him nor befall the people's lives. These goals can be achieved when programs were organized in schools, social science lessons are good.³⁹

³⁸ Ibid., hal. 17

³⁹ Triantio, *Model Pembelajaran Terpadu Konsep, Strategi dan Implementasinya dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Bumi Aksara, 2012), hal. 176

c. Characteristics of Social Science Subjects

The characteristics of subjects with different disciplines, IPS with other disciplines that are mololitik. Some characteristics of Social Sciences include:⁴⁰

- 1) social science) is a combination of elements of geography, history, economics, law and politics, civics, sociology, even field of Humanities, education, and religion.
- 2) Standards of competence and basic competence IPS originating from the structure of academic geography, history, economics, and sociology are packed in such a way so as to be the subject matter or topic (theme).
- 3) Standards of competence and basic competence social science also concerns some of the social problems that are formulated with the interdisciplinary and multidisciplinary approach.
- 4) Standards of competence and basic competence IPS can concern the events and change people's lives by the principle of the causal, the cantonal Parliament, adaptation and management of environment, structures, processes and social issues as well as the efforts of a struggle life in order to survive as the fulfillment of a need, power, justice and security.

d. The concept of Social Science

According to Martoella in his book that the IPS Education Learning greater emphasis on the aspect of "education" rather than

⁴⁰ Ibid., hal. 174

"transfer concept", because in the social science Education Learning, students are expected to acquire an understanding of concepts and develop and train the attitudes, values, morals, and skills based on the concept that had belonged to him. Thus, learning Education social science should be formulated on the aspects of education.

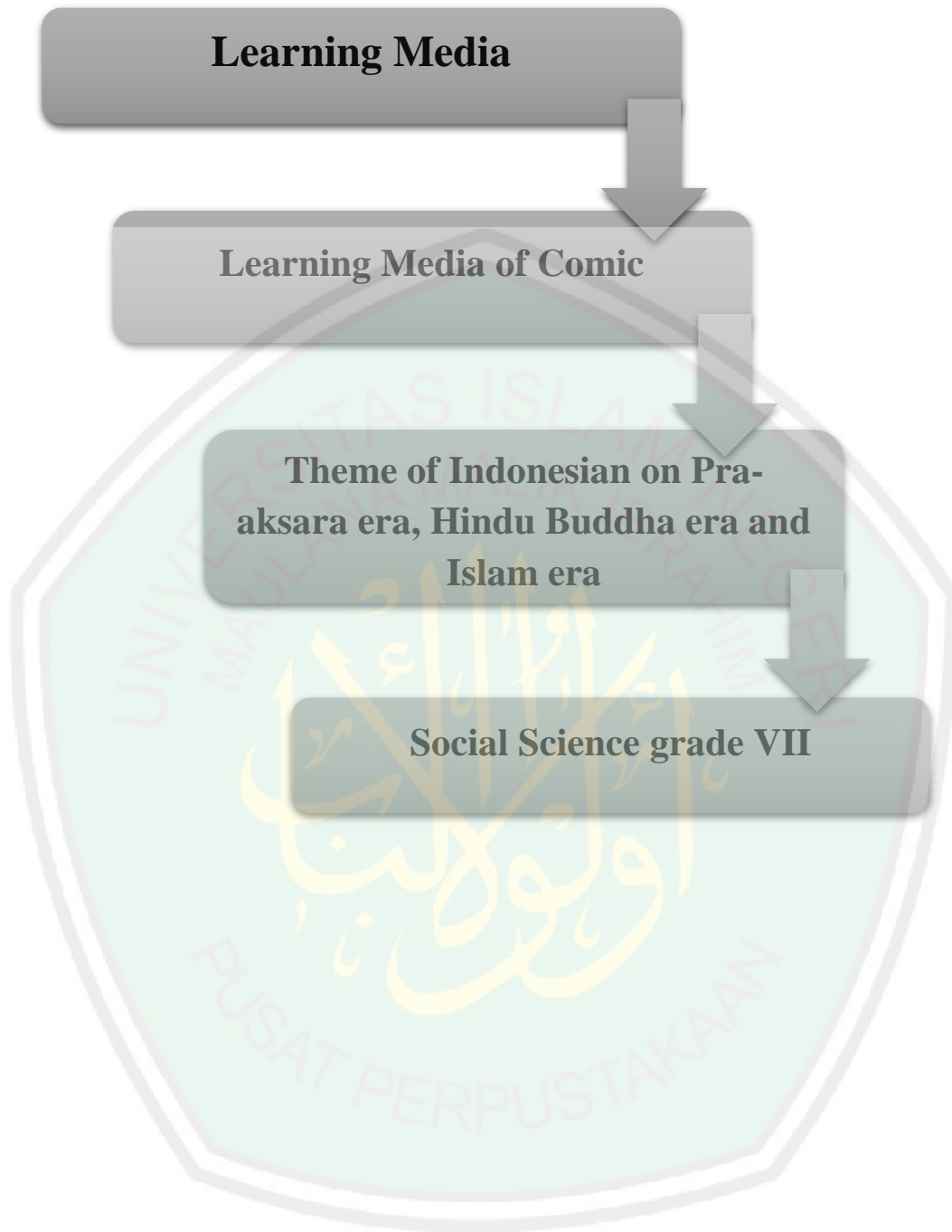
The concept of social science, namely: 1) interaction, 2) interdependence, 3) continuity and change, 4) diversity/similarity/difference, 5) conflict and consensus was, 6) patterns (patterns), 7) Place, 8) the power, 9) values of trust, justice and 10) equalization, 11) Scarcity (Scarcity), 12) Specificity, 13) Cultural, 14) nationalism.

The social sciences also discussed the relationship between man and his environment. The community environment where students grow and develop as part of the community, are expected on the various problems that exist and occur in the surrounding environment.⁴¹

B. Frame of Mind

Based on observations in the classroom which was done by researcher, Learning Material social science classes VII B Mts Plus Bahr Ulum feels monotonous. Using the method of learning faqs as well as media used less motivating learning activity, while the curriculum requires learning 2013 centered on students. Comic-shaped learning media development is expected to provide the motivation and interest of students in learning activities.

⁴¹ Ibid., hal. 172-173



CHAPTER III

METHODE OF RESEARCH

A. Research Design

This type of research the research development of liquid or research and development of product-oriented education. Methods of research and development or research and development (R&D) is the research done by holding the experiment and the refinement of a system.⁴²

According to Gay, Milld Airasian, and in the field of education research and development, the main objective is not to formulate or test theories, but to develop effective products for use in schools. Products produced include teacher training materials, teaching materials, a set of objectives, material behavior and media system-a system for management.⁴³

B. Model of the Development

This developmental research using model developed according to ADDIE model. In the mid-1990' s-1n, educational technology expert seeks to equate their perception towards instructional design. The deal is ADDIE, instructional design-based approach system. The notion of ADDIE is as follows:

A nalyze : learner needs and so on.

D esign : competence, strategy formulation.

D evelop : material materials, media, and so on.

I mplement : face-to-face, assessment and so on.

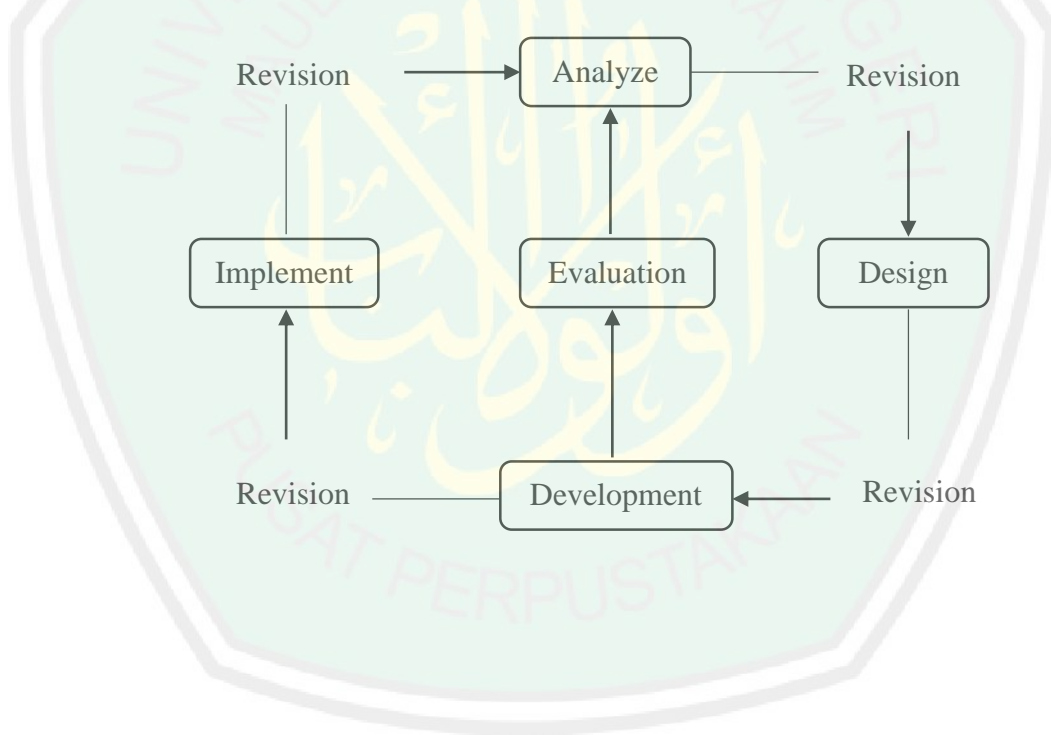
⁴² Sedarmayanti dan Saiful Hidayat, *Metodologi Penelitian*, (Bandung: CV. Mandar Maju, 2002), hal. 33.

⁴³ Emzir, *Metodologi Penelitian Pendidikan Kuantitatif & Kualitatif*, (Jakarta: Rajawali Pers, 2014), hal. 263.

Evaluate : learning program, repair.

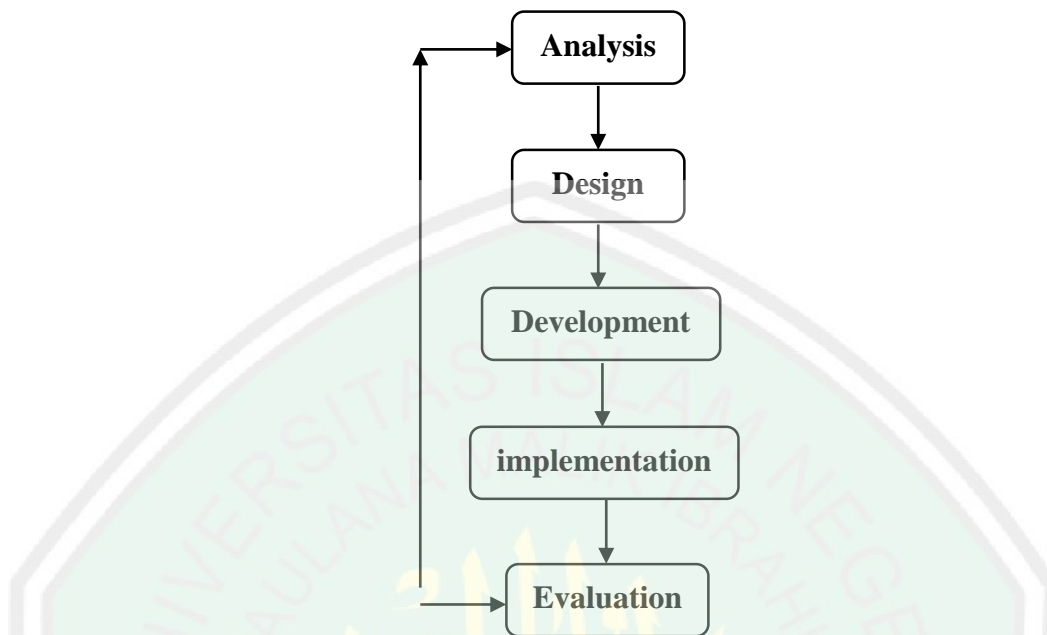
Two people were experts in developing the concept of ADDIE is Reiser and Molenda. Both are different in formulating ADDIE visually. Reiser formulates ADDIE with use of verbs (design, develop, implement, evaluate). Reiser explicitly lays out the revision or improvement occur between each phase. Molenda stated that all components with a noun (analysis, design, development, implementation, evaluation). Molenda stated that the revision can occur continuously at every stage which passed though not clearly stated.⁴⁴

Picture 3.1 illustration ADDIE according to Reiser



⁴⁴ Dewi Salma Prawiradilaga, *Prinsip Desain Pembelajaran*, (Jakarta: Kencana Prenada Media Group, 2007), hal. 21.

Picture 3.2 illustration ADDIE according to Molenda



C. Procedure Development

In accordance with the development model that has been described, then the media learning was developed with the several stages of development, namely:

- 1) Stage of analysis; this stage includes the stages of research, observation and data collection. Analyze the needs of the students in the class. Conducting classroom observations and collect data to strengthen the concept of the product being developed.
- 2) Stage design; this stage includes the stages of design or material planning will be done on the material by analyzing the competencies and strategies that will be used. Planning aims to use the product in accordance with the needs of teachers and students, formulate users of product development in this regard is grade VII-C MTs Plus Bahrul Ulum Tambakberas Jombang.

- 3) The stages of developing products; this stage include the execution of trials on a product developed. In addition, at this stage, the researcher will develop a SOCIAL SCIENCE class lesson VII material into products.
- 4) Evaluation Stage; this stage includes the stages of revising the results of the test execution and refinement of the product being developed. This revision is based on the results of a test that has been fully tested with students.

D. Research Experiment

1. Design of Research Experiment

In the field of education, product design as new learning media can be tested once validated and revised. Early stage trials are conducted with the use of simulation learning media. After the simulated, then it can be tested on a limited group. Testing conducted with the purpose of obtaining information on whether media new learning more effective and efficient compared to the old learning media or otherwise.

Trials are conducted in order to find out the level of interest, the validity, and effectiveness of the product. Learning media products, which tested the validity of the level, interesting, and their effectiveness. The level of validity and interestingly known through learning media results analysis of trial activity generated through multiple stage consultation stage, i.e. the stage of validation experts, as well as research data.⁴⁵

2. Subject of Research Experiment

The subjects in this trial that is grade VII-C MTs Plus Bahrul Ulum Tambakberas Jombang totaling 20 people, expert media content, experts

⁴⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), hal. 414.

and teachers learning media design majors in social science Integrated Class VII.

3. Research Data

Research existing data in this study are:

- a. Qualitative Data: derived from suggestions, input, and suggestions from the validator as well as interviews with learners and educators.
- b. Quantitative Data: this data obtained from the assessment of student learning outcomes and assessment now of learners, educators, and validator.

4. Research Instrument

Data collection instruments used in the research on the development of this form:

- a. Question form Now that is a number of questions that were given to the respondent, which respondent is grade VII-C MTs Plus Bahrul Ulum Tambakberas Jombang.
- b. The written Test The test is one method for measuring the level of the individual work. The test is a test that is done to the students of classes VII-C MTs Plus Bahrul Ulum Tambakberas Jombang to know the results of the test product.
- c. Interview

The interview is the study of interactions between humans, so that interviews can be a tool capable of disseminating the object at once both parties have an equal status.⁴⁶ This interview asks a few questions to the

⁴⁶ Ibid., hal. 80.

teacher of social science and grade VII-C MTs Plus Bahrul Ulum Tambakberas Jombang.

d. Document

The document is a written record that is every written statement prepared by a person or agency for the purpose of testing an event or presenting accounting, useful for source data, evidence, its information is difficult to obtain, hard to find and open the opportunity to further expand the body of knowledge to a who investigated.⁴⁷ The data obtained in the form of RPP, KKM, Syllabus, and Deuteronomy provided by the teacher prior to using the product.

e. Observation

Observation is a method of data collection in which the researcher or their collaboration record information as witnessed during the study.⁴⁸

5. Analisis Data

Analysis of the research used in the development of this Technique has three of them, an analysis of the learning contents, descriptive analysis, and analysis of test results.⁴⁹

a. Analysis of learning content

⁴⁷ Ibid., hal. 86.

⁴⁸ Alfiatus Syafa'ah, *Perkembangan Bahan Ajar Berbasis Cerita/Komik Materi Pokok Konsep Pembagian dengan Pendekatan INQUIRY Siswa Kelas III SDN Jatimulyo II Malang*, Skripsi, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2014, hal. 46.

⁴⁹ Faridatus Solikah, *Pengembangan Media Pembelajaran Bahasa Indonesia dalam Bentuk Buku Komik untuk Peningkatan Kemampuan Menulis Siswa Kelas II Sekolah Dasar Islam As Salam Kota Malang*, Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2014, hal. 66-69

This analysis is carried out by formulating learning objectives that are tailored to the core competencies and competency basis for drawing up the content of the media learning development.

b. Descriptive Analysis

This analysis is done at the time of trial, the data collected from the assessment now open and the now closed to give criticism, suggestions and input improvements.

Data is already collected can be grouped according to the type of data that is quantitative data in the form of figures and qualitative data in the form of a word or symbol.

The data in the form of the symbol will be analyzed logically and meaningfully in the processing of research data using this technique is done by describing all opinions, suggestions, and feedback from validates while data in the form of numbers will be analyzed by percentage, the formula:

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

Description:

P : Feasibility presentation (look)

$\sum x$: The total number of respondents in Answer 1 item

$\sum x_i$: The total amount of the highest answer in 1 item

The basis and guidelines for determining the level of basic and valid decision to revise the learning media use conservation achievement rate scale, as in the assessment of the required standard of

achievement (score) and customized by category that has been established. The following table qualification achievement:

Table 3.1 The Percentage of Validity

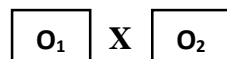
Presentase (%)	Tingkat Kevalidan	Keterangan
84-100	Sangat Valid	Tidak Revisi
68-84	Valid	Tidak Revisi
52-68	Cukup Valid	Sebagian Revisi
36-52	Kurang Valid	Revisi
20-36	Sangat Ku7rang	Revisi
	Valid	

Based on the above assessment, learning media is said to be valid if it meets the terms of the achievement of 68-100 from all the elements contained in the expert appraisal question form design, learning media content experts, expert teachers learning the field of study.

c. Result analisis

Data analysis the results of the tests performed to measure levels of comparison of student learning outcomes, in tests conducted using field experiments with how to compare the circumstances before and after wearing the new teaching methods (before/after).⁵⁰

Design experiment (*before/after*)



Description:

⁵⁰ Ibid., hal. 69

O_1 : Values before treatment

O_2 : Values after treatment

X : treatment

Data research data were compiled using question form and achievement test or achievement test (the test achievement of learning outcomes). Data research data have been collected with initial tests (pre-test) and tests (post-test) in order to find out the results of the comparison study group of research data.

The comparison rate to calculate using the formula t-test. As for the formula used with 0.5% significance level is:

1) Mean

As for the analysis that is used to find out the mean pre-and post-test with the following formula:⁵¹

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

Description:

Mean : rata-rata

$\sum X$: Total value of pre-or post-test test

N : Total sample

Based on the results of the analysis using the mean (average) pretest and posttests, then use the t-test to strengthen

⁵¹ Ibid., hal. 70

the data. The data analysis techniques using the dependent sample test.

The following formula is used with a level of significance of 0.5% as follows:⁵²

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

Description:

t : t-experiment

D : Differentt (X2-X1)

N : Total sample

E. Proccesdure of the Research

The stages of research are generally comprised of the pre-industrial stage of fieldwork, stage, stage of data analysis, and report writing phase.⁵³

1. The stage of pre-registration field

On the stage of pre-registration field ii seven activities to do qualitative researcher, which in this stage coupled with one of the considerations that need to be understood, that the ethics of the research field, whereas activities and considerations can be described as follows: drawing up of the draft study, choose a location study, take care of the

⁵² Ibid., hal. 71.

⁵³ Mohammad Bagus Subhi, *Implementasi Pendidikan Karakter dalam Membentuk Sikap Sosial Peserta Didik Melalui Pembelajaran IPS Terpadu Kelas VIII D di SMPN 1 Purwosari*, Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2016, hal. 59-60.

licensing of research, exploring and assessing the location of research, select and utilize informants. Prepare supplies research, research ethics issues.

2. The fieldwork Phase

This stage is divided into three parts, namely: to hold a direct observation, entered the field, compiling reports of research based on the data obtained.

3. The stage of data analysis

In this phase, the researcher analyzing the data already collected by the use of qualitative data analysis method that is descriptive qualitative data analysis as disclosed above.

4. Report writing Stages

In this phase, researcher create or write reports in accordance with observation and the research that has been done.

CHAPTER IV

THE RESULT OF THE DEVELOPMENT

A. The Presentation of Research Data

1. Need Assessment of Learning Media of Comic

Needs assessment on the development of the learning media comics using the development model shaped ADDIE. Then the media learning was developed with the several stages of development, namely:

a. Stages of analysis

This stage of the analysis is the earliest stage in the development of the product. Researcher conducting field observations to find out how learning material on the Social Science in class 7 MTs Plus Bahrul Ulum Tambakberas Jombang. Researcher found that the Study used by teachers still use the model lecture was interspersed with humour to make the class more relaxed and no strained. Often the learning activities using the method of question and answer between teachers with students in order to make students more active in learning activities.

Based on the observations of the researcher in the field, note that the book has not been used to support learning activities in the classroom. Student Worksheet used by students foster a spirit of student learning because is student Worksheet are less attractive, both in terms of design, drawing and its setup. Whereas, on the subjects of Social Science which describes about the life of pre-characters that occur in the past difficult to understand by students, because students can only

think in the abstract to understand the material. In addition, students are limited by access to the internet because of living in lingkungan pesantre.

Therefore, researcher developed the learning media products comics so that students understand the material more easily in Social Science in the classroom.

a. The stage of design

The stage of design includes the stages of design or material planning will be done on the material by analyzing the competencies and strategies that will be used. Researcher began designing a comic, from the material to be described, pictures and characters to be used, stories in the comics, the comics and the shape will be created.

In addition, researcher also make lesson plan to be used in the classroom. Considering learning methods that will be used by using the learning medium of comics.

After the comic was already so, researcher conducting assessment of the product. In this case, the assessment carried out by the three validator that is validator, the validator media expert expert content and teacher practitioners validator Social Science subjects. The validator provides an assessment of whether the product development ready tested to the respondents.

b. Product development Stage

This stage includes the execution of trials on a product developed. After the preses design is complete, the next step that is product

development. Product development is about the execution of the tests performed in MTs Plus Bahr Ulum Tambakberas Jombang Class VII-C.

Researcher tested pre-production test before using media pembelajaran comics and do a test post-test after using media comics to the respondents.

c. Evaluation Stage

At this stage of evaluation, researcher evaluate the products based upon the trial results have been fully tested to respondents. Trial results retrieved from the value of pre-and post test-test. At this stage will be retrieved the effectiveness of learning media comics have to be tested.

2. Development Process of Learning Media Comics

Data obtained in this study is through qualitative and quantitative data. Qualitative data obtained from interviews, observations and documents obtained in the research. Quantitative data obtained from the assessment and test now performed students MTs Plus Bahrul Ulum Tambakberas Jombang. The data obtained through the three stages of the consultation stage, that is the stage of validation experts, as well as research.

Data retrieval on the validation stage is obtained from 3 validator experts is the validator media expert, the validator content expert and learning practitioner validator teacher grade VII Social Science subjects in the classroom. Here are the criteria used in the validation process:

Table 4.1 Criteria for the assessment of media experts, expert materials and expert practitioners of teacher learning of Social Science subjects.

JAWABAN	KETERANGAN	SKOR
5	Sangat Tepat	5
4	Tepat	4
3	Cukup Tepat	3
2	Kurang Tepat	2
1	Sangat Tidak Tepat	1

In addition, researcher also obtained an assessment of student learning, Social Science has followed the use of comics. Here are the criteria used in the study:

Table 4.2 the assessment criteria for grade VII-C

JAWABAN	KETERANGAN	SKOR
SS	Sangat Setuju	5
S	Setuju	4
C	Cukup	3
KS	Kurang Setuju	2
STS	Sangat Tidak Setuju	1

a. The Results Of The Media Expert Validation

1) Quantitative Data

The validation results of descriptive media exposure to the development of a learning community on the theme of comic-shaped Indonesia during the Pra-aksara Hindu-Buddhist and Islam in the

form of quantitative data can be seen in table 4.3. Here is exposure quantitative data obtained from media experts:

Table 4.3 Exposure quantitative Data validation results media expert

NO	PERTANYAAN	X	X_i	P (%)	TINGKAT KEVALIDAN	KET
1	Ukuran dan bentuk media	4	5	80	Valid	Tidak Revisi
2	Komik mudah dibawa (praktis)	5	5	100	Sangat Valid	Tidak Revisi
3	Bahan aman digunakan	5	5	100	Sangat Valid	Tidak Revisi
4	Kualitas cetak	5	5	100	Sangat Valid	Tidak Revisi
5	Daya tahan/tingkat keawetan	5	5	100	Sangat Valid	Tidak Revisi
6	Tata letak	4	5	80	Valid	Tidak Revisi
7	Pilihan warna	4	5	80	Valid	Tidak Revisi
8	Kesesuaian gambar ilustrasi	4	5	80	Valid	Tidak Revisi
9	Ukuran dan jenis huruf	4	5	80	Valid	Tidak Revisi
10	Tata letak	5	5	100	Sangat Valid	Tidak Revisi
11	Pilihan warna	5	5	100	Sangat Valid	Tidak Revisi
12	Kesesuaian gambar ilustrasi	5	5	100	Sangat Valid	Tidak Revisi
13	Ukuran dan jenis huruf	5	5	100	Sangat Valid	Tidak Revisi

14	Tata letak	4	5	80	Valid	Tidak Revisi
15	Pilihan warna	4	5	80	Valid	Tidak Revisi
16	Kesesuaian gambar ilustrasi	4	5	80	Valid	Tidak Revisi
17	Ukuran dan jenis huruf	4	5	80	Valid	Tidak Revisi
18	Memotivasi siswa	4	5	80	Valid	Tidak Revisi
19	Mempermudah mengingat materi	4	5	80	Valid	Tidak Revisi
20	Penyajian media membuat materi lebih menarik	4	5	80	Valid	Tidak Revisi
21	Mudah digunakan	5	5	100	Sangat Valid	Tidak Revisi
22	Mempermudah pemahaman materi	4	5	80	Valid	Tidak Revisi
JUMLAH		97	110	88	Sangat Valid	Tidak Revisi

2) Qualitative Data

Exposure to qualitative data validator media expert learning development shaped the comic on the theme of Indonesia society during the Pra-aksara Hindu-Buddhist and Islam in the form of qualitative data. Media experts revealed that the validator:

“Pengembangan media pembelajaran berbentuk komik ini telah melalui tahapan validasi dan telah layak untuk dilakukan uji coba di lapangan dengan melalui beberapa revisi yang telah diberikan”.⁵⁴

⁵⁴ Interview with Mr. Ahmad Makki H on 25 Mei 2018

b. The Results of the Validation Material Experts

1) Quantitative Data

The validation results of the descriptive material exposure study shaped the comic on the theme of Indonesia society during the Pra-aksara Hindu-Buddhist and Islam in the form of quantitative data can be seen in table 4.4. Here is exposure quantitative data obtained from expert Validation Material:

Table 4.4 Quantitative Exposure Data Validation Results of Material Expert

NO	PERTANYAAN	X	X_i	P (%)	TINGKAT KEVALIDAN	KET
1	Kejelasan perintah dalam penggunaan tanda baca	4	5	80	Valid	Tidak Revisi
2	Kesesuaian isi materi	4	5	80	Valid	Tidak Revisi
3	Kesesuaian antara warna, gambar dan format penjelasan materi	4	5	80	Valid	Tidak Revisi
4	Kesesuaian materi antara Silabus antara RPP SOCIAL SCIENCE Terpadu tema "Masyarakat Indonesia pada masa Pra-aksara, Hindu-Buddha dan islam" dengan capaian kompetensi	4	5	80	Valid	Tidak Revisi
5	Memiliki keterkaitan antara KI-KD pada tema "Masyarakat Indonesia pada	4	5	80	Valid	Tidak Revisi

	masa Pra-aksara, Hindu-Buddha dan islam”					
6	Kesesuaian antara KD dengan indikator Pembelajaran SOCIAL SCIENCE Terpadu tema “Masyarakat Indonesia pada masa Pra-aksara, Hindu-Buddha dan islam”	4	5	80	Valid	Tidak Revisi
7	Kesesuaian antara Indikator dan tujuan pembelajaran SOCIAL SCIENCE Terpadu tema “Masyarakat Indonesia pada masa Pra-aksara, Hindu-Buddha dan islam”	4	5	80	Valid	Tidak Revisi
8	Kedalaman cakupan materi SOCIAL SCIENCE Terpadu tema “Masyarakat Indonesia pada masa Pra-aksara, Hindu-Buddha dan islam”	3	5	60	Cukup Valid	Revisi sebagian
9	Kejelasan dalam sajian materi SOCIAL SCIENCE Terpadu tema “Masyarakat Indonesia pada masa Pra-aksara, Hindu-Buddha dan islam”	3	5	60	Cukup Valid	Revisi sebagian
10	Kebenaran konsep konkrit dan abstrak pada tema	3	5	60	Cukup Valid	Revisi sebagian

	“Masyarakat Indonesia pada masa Pra-aksara, Hindu-Buddha dan islam”					
11	Menggunakan kaidah bahasa sesuai EYD	3	5	60	Cukup Valid	Revisi sebagian
12	Penggunaan kosakata dan Tanda baca	4	5	80	Valid	Tidak Revisi
13	Kelengkapan kalimat/informasi mudah dimengerti	4	5	80	Valid	Tidak Revisi
14	Kesesuaian isi soal sesuai dengan Materi SOCIAL SCIENCE Terpadu tema “Masyarakat Indonesia pada masa Pra-aksara, Hindu-Buddha dan islam”	4	5	80	Valid	Tidak Revisi
15	Kesesuaian bentuk soal sesuai dengan Materi SOCIAL SCIENCE Terpadu tema “Masyarakat Indonesia pada masa Pra-aksara, Hindu-Buddha dan islam”	4	5	80	Valid	Tidak Revisi
JUMLAH		56	75	74,67	Valid	Tidak Revisi

2) Qualitative Data

Exposure to qualitative data validator expert material development learning of comic on the theme of Indonesia society during the Pra-aksara Hindu-Buddhist and Islam in the form of qualitative data. Matter experts revealed that the validator:

“Pengembangan media pembelajaran berbentuk komik ini adalah gagasan yang bagus, merupakan konsep baru ketika pembelajaran dapat dituangkan kedalam bentuk komik. Meskipun ada beberapa hal yang perlu untuk direvisi. Namun, konsep yang digunakan sangat cocok dengan pembelajaran masa kini”.⁵⁵

c. The Results of Learning Practitioners of Social Science Subject’s

Teachers of Social Science

1) Quantitative Data

Descriptive results exposure validation subject’s teachers learning practitioners of Social Science Community on themes comic shaped Indonesia during the Pra-aksara Hindu-Buddhist and Islam in the form of quantitative data can be seen in table 4.5. Here is exposure quantitative data obtained from practitioners of teacher learning subjects of Social Science:

Table 4.5 The Results of the Quantitative Data on Exposure to Learning Practitioners of Social Science Subject’s Teachers

NO	PERTANYAAN	X	X_i	P (%)	TINGKAT KEVALIDAN	KET
1	Sistematika penyajian materi dan keruntutan materi	5	5	100	Sangat Valid	Tidak Revisi
2	Pengembangan konsep materi	4	5	80	Valid	Tidak Revisi
3	Kelengkapan materi	4	5	80	Valid	Tidak Revisi
4	Kesesuaian dengan perkembangan kognitif siswa	5	5	100	Sangat Valid	Tidak Revisi
5	Soal dapat mengukur	5	5	100	Sangat Valid	Tidak Revisi

⁵⁵ Interview with Mrs. Nailul Fauziyah on 25 Mei 2018

	kemampuan kognitif siswa					
6	Soal dapat mengukur kemampuan pemecahan masalah	4	5	100	Sangat Valid	Tidak Revisi
7	Penyajian materi pada komik mudah dipahami siswa	4	5	80	Valid	Tidak Revisi
8	Penyajian materi menarik	5	5	100	Sangat Valid	Tidak Revisi
9	Penyajian materi dengan media ini berjalan efektif	5	5	100	Sangat Valid	Tidak Revisi
10	Pemilihan kata dalam penjabaran materi mudah dipahami	5	5	100	Sangat Valid	Tidak Revisi
11	Bahasa yang digunakan sesuai dengan EYD	3	5	60	Cukup Valid	Sebagian Revisi
12	Bahasa yang digunakan adalah Bahasa Indonesia dan bahasa Inggris	5	5	100	Sangat Valid	Tidak Revisi
13	Kalimat mudah dipahami	5	5	100	Sangat Valid	Tidak Revisi
14	Kalimat yang digunakan tidak menimbulkan makna ganda	4	5	80	Valid	Tidak Revisi
15	Desain menarik	5	5	100	Sangat Valid	Tidak Revisi
16	Tulisan dan gambar jelas	4	5	80	Valid	Tidak Revisi
JUMLAH		72	80	90	Sangat Valid	Tidak Revisi

2) Qualitative Data

Exposure to qualitative data practitioner Teacher learning on themes comic shaped SOCIAL SCIENCE Community Indonesia during the Pra-aksara Hindu-Buddhist and Islam in the form of qualitative data. SOCIAL SCIENCE Teacher learning practitioners reveals that:

“Saya merasa bangga dan senang jika ada orang bahkan mahasiswa yang dapat memberikan ilmunya kepada siswa-siswi saya. Apalagi mereka menggunakan media pembelajaran yang mungkin belum pernah saya gunakan dan belum pernah di ajarkan kepada siswa-siswi. Karena, dengan diperkenalkannya metode ini dapat menjadikan semangat belajar siswa dalam mempelajari SOCIAL SCIENCE”.⁵⁶

d. The Result of Student Assasment

1) Quantitative Data

Exposure assessment results student descriptive subjects SOCIAL SCIENCE of comic on the theme of Indonesia society during the Pra-aksara Hindu-Buddhist and Islam in the form of quantitative data can be seen in table 4.6. Here is exposure quantitative data obtained from practitioners of teacher learning subjects of Social Science:

⁵⁶ Interview with Mr. Subhin Najah on 30 Mei 2018

Table 4.6 Quantitative Data of Student Assessment

PERTANYAAN																	ΣX	ΣX_i	ΣP (%)	TINGKAT KEVALIDAN	KET	
NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16						17
X1	4	5	3	4	5	2	4	5	4	5	5	4	4	3	3	4	5	69	100	69	Valid	Tidak revisi
X2	4	3	2	4	5	5	4	4	2	3	4	4	4	3	5	4	5	65	100	65	Cukup valid	Sebagian revisi
X3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	66	100	66	Cukup valid	Sebagian revisi
X4	5	5	5	5	4	4	4	5	5	5	4	4	4	5	5	5	5	79	100	79	Cukup valid	Sebagian revisi
X5	4	5	4	4	5	4	4	4	3	3	4	5	4	4	4	4	5	66	100	66	Cukup valid	Sebagian revisi
X6	4	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	82	100	82	Valid	Tidak revisi
X7	4	5	5	4	5	5	5	4	4	5	5	5	5	5	5	4	5	80	100	80	Valid	Tidak revisi
X8	4	5	4	3	5	5	5	5	5	4	4	4	4	2	4	4	5	72	100	72	Valid	Tidak revisi

X9	5	3	4	4	3	4	5	4	5	5	5	4	3	5	4	3	5	71	100	71	Valid	Tidak revisi
X10	5	4	3	5	3	3	2	4	4	3	3	4	3	3	4	4	3	60	100	60	Cukup valid	Sebagian revisi
X11	4	4	5	4	4	4	5	5	4	4	4	4	4	5	4	4	4	72	100	72	Valid	Tidak revisi
X12	4	4	4	4	4	5	5	4	4	4	4	4	5	4	4	4	4	71	100	71	Valid	Tidak revisi
X13	4	3	5	4	5	4	5	4	5	4	5	5	4	4	4	4	5	74	100	74	Valid	Tidak revisi
X14	5	5	4	5	4	5	5	4	5	5	5	3	4	5	5	5	5	79	100	79	Valid	Tidak revisi
X15	4	5	3	3	3	4	5	4	5	4	4	5	3	3	4	5	3	67	100	67	Cukup valid	Sebagian revisi
X16	5	4	5	5	5	5	4	5	5	4	5	5	4	5	5	5	5	81	100	81	Valid	Tidak revisi
X17	4	4	4	4	5	5	5	5	4	4	5	4	4	4	4	5	5	75	100	75	Valid	Tidak revisi
X18	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	83	100	83	Valid	Tidak revisi

X19	5	4	4	3	4	4	5	4	4	5	5	4	3	3	4	4	4	69	100	69	Valid	Tidak revisi
X20	4	4	4	3	5	4	5	5	4	5	5	4	4	5	4	4	5	74	100	74	Valid	Tidak revisi
JUMLAH	87	86	80	82	88	86	90	88	86	86	89	87	81	81	86	87	93	1463	2000	73,15	Valid	Tidak revisi



2) Qualitative Data

Exposure assessment the qualitative data of students in learning development shaped the comic on the theme of Indonesia society during the Pra-aksara Hindu-Buddhist and Islam in the form of qualitative data. Assessment student named Awin Adilah's daughter reveals that:

“Saya senang belajar menggunakan media komik ini, karena saya dapat mengetahui ilustrasi pada zaman pra-sejarah. Jadi saya tidak hanya membayangkan bagaimana kondisi dan kehidupan pada zaman Pra-aksara. Namun, karena saya sedikit susah untuk memahami sesuatu, maka saya akan lebih mudah faham jika dibarengi dengan penjelasan dari guru”.⁵⁷

3. Effectiveness of Product of Learning Media Comics

- a. Learning Media Research Data of comic on the theme of Indonesia Society during the Pra-aksara Hinduism-Buddhism and Islam.

Learning media development products are fully tested to comic grade VII-C MTs Plus Bahrul Ulum Tambakberas Jombang. Research Data were conducted using experiments with how to compare the circumstances before and after wearing the new teaching methods (before/after). So, the test is done to measure the learning activities before using media learning of comic and measure learning activities after learning to use media of comic. Here is the tally the value of pre- and post test-test class VII MTs Plus Bahr Ulum Tambakberas Jombang:

⁵⁷ Interview with Awin Adilah on 30 Mei 2018

Table 4.7 Value of the Result Research Pre-and Post test

NO	NAMA	NILAI	
		Pre-test	Post-test
1	Anis silviya	70	75
2	Annisa Rahmawati	55	75
3	Atiqoh al-baroh	60	65
4	Awin Adilah Putri	50	65
5	Bunga Ratna Sari	65	75
6	Eka septia Pratiwi	25	65
7	Emeliatu sofia	65	65
8	Firsta Ratrisyia Hujjatul Islami	60	65
9	Kayla Putri aulia	40	65
10	Lutfiana Devis	50	70
11	Maya Amelia Putri	70	70
12	Muhimmatul Aliyah	45	85
13	Mutia	25	40
14	Ni'ma Salsabila	65	70
15	Nofa Izah	60	70
16	Novia Fitriani	50	75
17	Nur Afifa	65	95
18	Nuris Idawati	50	65
19	Salsabila Isma Wati	45	70
20	Sonya Aimmatul Umami	60	70
JUMLAH		1075	1395
RATA-RATA		53,75	69,75

Based on the data of table 4.7 shows that the average value of the pre-wedding 53.75 and test is the average value of the Post-test was 69.75. This indicates that the value of Post-test better than on the value of Pre-test.

After performing the activity of learning and get the Pre test and Post test, then use the t-test to strengthen the data. The data analysis techniques using the dependent samples test. The formula that is used with a level of significance of 0.5% as follows:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

Keterangan:

t : Uji-t

D : Diferrent (X2-X1)

N : Jumlah Sampel

Based on the test results of the T test in appendix 11 shows that the difference in the average value pf the students before and after using media development comics. This shows that the use of comic-shaped learning media able to improve learning outcomes grade VII MTs Plus Bahrul Ulum Tambakberas Jombang.

B. Data Analysis

Based on the results of the quantitative and qualitative data validator media expert, expert practitioners and teachers learning material SOCIAL

SCIENCE using the learning media in the form of comics on the theme of Indonesia society during the Pra-aksara, Hindu-Buddhist and Islam. Then, the next step that is researcher analyze the data that has been acquired so that it can be calculated through the percentage of achievement which has been achieved.

1. Data Analysis Results Validator Media Expert

Based on quantitative data that is already retrieved that is 88% stated that the media learning comic very Valid and no revision. Then, you can explain that:

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

Keterangan :

P : Presentasi Kelayakan (yang dicari)

$\sum x$: Jumlah total Jawaban yang diperoleh dari validator ahli media

$\sum xi$: Jumlah total untuk jawaban tertinggi yang diperoleh dari validator ahli media

Table 4.8 Frequency Distribution Level of the Validity of the Media

Expert

TINGKAT VALIDITAS	F	%
Sangat Valid	9	40,91
Valid	13	59,09

Table 4.3 and 4.9 indicated that the results of the validation of media experts on media development this comic of 40.91% stated very Valid on items 2, 3, 4, 5, 10, 11, 12, 13 and 21. Whereas, in items 1, 6, 7, 8,

9, 14, 15, 16, 17, 18, 19, 20 and 22 were declared Valid of 59.09% by media expert. Then the exposure data based on the media expert table 4.3 are as follows:

- a. The size and shape of the media on the physical form of the retrieved value of 80%. This indicates that these learning media development have the appropriate size and shape when used.
- b. Comics portability (practical) on aspects of the physical form of the retrieved value is 100%. This indicates that these learning media development is very practical and easy to carry everywhere.
- c. Secure Materials used on the physical form of the retrieved value is 100%. This indicates that these learning media development using ingredients that are safe for use by students dalam learning activities.
- d. Print quality on the physical form of the retrieved value is 100%. This shows that the quality of the final print is very nice.
- e. Durability/level of durability on the physical form of the retrieved value is 100%. This indicates that these learning media development design book that has staying power/level of durability is excellent.
- f. Layout design on the cover of the retrieved value of 80%. This indicates that Setup cover design on the development of the learning media comics good and proper.

- g. Choice of colors on the cover design is obtained a value of 80%. This indicates that the colors on the cover design of the existing learning media development in the book of comic and suitable.
- h. Compliance figure illustration on cover design is obtained a value of 80%. This indicates that Setup illustration on cover design comics are relevant.
- i. Size and type letters on the cover design is obtained a value of 80%. This indicates that Setup cover design on the development of relevant learning media.
- j. Layout on the illustration of the contents of the story 100% value is obtained. This indicates that the layout on the development of learning this comic is very relevant to the illustration on the content of stories in comics.
- k. Choice of colors in the illustration of the contents of the story 100% value is obtained. This indicates that the choice of colors on the development of learning this comic is very suitable with illustrations on the content of stories in comics.
- l. Suitability of illustration in illustrated story content retrieved value 100%. This shows that the use of the illustration on the development of learning this comic is very relevant to the illustration on the content of stories in comics.
- m. Size and type the letters in the illustrations of the story's content retrieved value 100%. This indicates that the size and typeface used

on the development of learning this comic very precisely with illustrations on the content of stories in comics.

- n. Layout on figure illustration retrieved the value of 80%. This shows that the placement of appropriate and precise layout with illustrations of the character in the comics.
- o. Choice of colors on illustration figures obtained the value of 80%. This shows that the relevant color selection with illustrations of the character in the comics.
- p. Suitability illustration illustration figures obtained on the value of 80%. This shows that the relevant illustration illustrations image character in the comics.
- q. The size and type of lettering on illustrations figures obtained the value of 80%. This indicates that Setup on the size and type of the letter appropriate and appropriately with illustration figures in the comic.
- r. Motivates students on the quality of the obtained value is 80%. This suggests that the form of the development of the study of comics can motivate students in learning activities.
- s. Makes it easy to remember the material on the quality of the obtained value is 80%. This suggests that the form of the development of the comic can make students learning in a given learning material.

- t. Media Rendering makes more interesting material on the quality of the obtained value is 80%. This suggests that the form of the development of learning materials to make comic learning more interesting for use as a medium of instruction.
- u. Easy to use on the quality of the obtained value of 100%. This suggests that the form of the development of the learning of the comic is very easy to use for learning activities for students and teachers in the classroom.
- v. Make easier the comprehension of the material on the quality of the obtained value is 80%. This suggests that the form of the development of the study of comics can provide an understanding of the material with easy for students.

2. Data Analysis Results validator Material

Based on quantitative data that's already acquired for 74.67% declared Valid and no revision. Then, you can explain that:

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

Keterangan:

P : Presentasi Kelayakan (yang dicari)

$\sum x$: Jumlah total Jawaban yang diperoleh dari validator ahli materi dalam 1 item

$\sum x_i$: Jumlah total untuk jawaban tertinggi yang diperoleh dari validator ahli materi dalam 1 item

Table 4.9 Frequency Distribution Level the Validity of Expert**Material**

TINGKAT VALIDITAS	F	%
Valid	11	58,67
Cukup Valid	4	41.33

Table 4.4 and 4.10 shows that the results of the validation material experts on media development this comic of 58.67% declared Valid on items 1, 2, 3, 4, 5, 6, 7, 12, 13, 14 and 15. Whereas, on items 8, 9, 10 and 11 were declared Valid by Enough media experts. Then the exposure data based on the media expert table 4.4 are as follows:

- a. Clarity of command in use of punctuation on the 80% value retrieved format. This shows that the punctuation marks used on the material in the comic right and clear to understand.
- b. The suitability of the content of material on aspects of the obtained value format 80%. This indicates that the material is in the comic proper and in accordance with the material contained in the books and syllabus.
- c. Suitability between colors, images and format description material on aspects of the obtained value format 80%. This shows that between the colors, images and formats of material that is in material compliance with the material contained in the books and syllabus.
- d. The suitability of material between the syllabus between RPP SOCIAL SCIENCE Integrated theme "Community Indonesia

during the Pra-aksara, Hindu-Buddhist and islam" with nothing much competence in aspects of content retrieved the value of 80%. This shows that the material used in the development of the learning media comics accordingly and appropriately with the syllabus and the RPP.

- e. Have the linkages between KI-KD on the theme "Community Indonesia during the Pra-aksara, Hindu-Buddhist and islam" on the content aspect of the obtained value of 80%. This shows that the material used in the development of the learning media comics have linkages between KI-KD.
- f. Suitability between KD Learning indicators Integrated SOCIAL SCIENCE with the theme "Community Indonesia during the Pra-aksara, Hindu-Buddhist and islam" on the content aspect of the obtained value of 80%. This shows that the material used in the development of media of instruction appropriate and precise comic with KD Learning Indicators and Integrated Social Science.
- g. Compliance among indicators and learning objectives, SOCIAL SCIENCE Integrated theme "Community Indonesia during the Pra-aksara, Hindu-Buddhist and islam" on the content aspect of the obtained value of 80%. This shows that the material used in the development of media of instruction appropriate and precise comic with learning objectives and indicators Integrated Social Science.

- h. The depth of coverage of the SOCIAL SCIENCE material Integrated theme "Community Indonesia during the Pra-aksara, Hindu-Buddhist and islam" on the content aspect of the obtained value of 60%. This shows that the depth of the material used in the development of the learning media comics is complete enough.
- i. Clarity in Integrated SOCIAL SCIENCE material delights of the theme "Community Indonesia during the Pra-aksara, Hindu-Buddhist and islam" on the content aspect of the obtained value of 60%. This shows that the material presented on the development of the learning media comics provide enough explanation for students.
- j. Concrete and abstract concept of Truth on the theme "Community Indonesia during the Pra-aksara, Hindu-Buddhist and islam" on the content aspect of the obtained value of 60%. This shows that the concept of the material used in the development of the learning media comics pretty fit and proper.
- k. Using appropriate language rule EYD on aspects of language obtained the value of 60%. This shows that the language used in media development learning material the comic well enough.
- l. The use of vocabulary and punctuation on the language aspects of the obtained value is 80%. This shows that the vocabulary and punctuation used in the development of the learning media comics fit and proper.

- m. Completeness of sentences/information easy to understand in the language aspects of the obtained value is 80%. This suggests that the sentence and the infromasi used in the development of the learning media comics easily understood by students.
- n. Suitability contents reserved SOCIAL SCIENCE Integrated Material in accordance with the theme of "society of Indonesia during the Pra-aksara, Hindu-Buddhist and islam" on the evaluation of the obtained value is 80%. This shows that the problem is in learning media development appropriate and precise comic material with Integrated SOCIAL SCIENCE.
- o. Compliance form reserved SOCIAL SCIENCE Integrated Material in accordance with the theme of "society of Indonesia during the Pra-aksara, Hindu-Buddhist and islam" on the evaluation of the obtained value is 80%. It shows a form of matter that is used on the learning media development appropriate and precise comic material with Integrated Social Science.

3. Data Analysis the Results of Teacher Learning Practitioners of Social Science Subjects

Based on quantitative data that already acquired 90% of that is manifested very Valid and no revision. Then, you can explain that:

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

Keterangan:

P : Presentasi Kelayakan (yang dicari)

$\sum x$: Jumlah total Jawaban yang diperoleh dari praktisi pembelajaran guru mata pelajaran SOCIAL SCIENCE

$\sum x_i$: Jumlah total untuk jawaban tertinggi yang diperoleh dari pembelajaran guru mata pelajaran SOCIAL SCIENCE

Table 4.10 Frequency Distribution Level the Validity of Teacher Learning Practitioners of Social Science Subjects

TINGKAT VALIDITAS	F	%
Sangat Valid	9	56,25
Valid	6	30
Cukup Valid	1	13,75

Table 4.5 and 4.11 show that the results of validation subjects teachers learning practitioners SOCIAL SCIENCE on this comic media development amounted to 56.25% stated very Valid on items 1, 4, 5, 8, 9, 10, 12, 13 and 15. Whereas, on items 2, 3, 6, 7, 14 and 16 are declared Valid by practitioners learning teacher of SOCIAL SCIENCE subjects by 30%. On item 11 was declared Valid by practitioners learning Enough teachers of SOCIAL SCIENCE subjects of 13.75%. Then the exposure data based on the media expert table 4.5 are as follows:

- a. Systematic presentation of the material and the material on keruntutan aspects of the presentation of the material retrieved the value of 100%. This shows that the presentation of the material and the material presented on keruntutan media development learning comics are very good and relevant to the material being studied.

- b. Concept development material on aspects of the presentation of the material retrieved the value of 80%. This shows that the concept of the material presented on the development of the learning medium of comics material relevant to the study.
- c. Completeness of material on this aspect of the presentation of the material retrieved the value of 80%. This shows that the material presented on the development of a complete comics for learning media studied.
- d. Conformity with the development of students ' cognitive material on aspects of the presentation of the material retrieved the value of 100%. This shows that the presentation of the material in accordance with cognitive development of students.
- e. Reserved can measure the cognitive ability of students in aspects of learning evaluation obtained the value of 100%. This shows that the problem is on the development of the study of comics can measure the student's cognitive ability to good use.
- f. Problem solving abilities can measure on aspects of the evaluation of the learning acquired 80% of the value. This shows that the problem is on the development of a comic can measure learning ability of problem solving for students.
- g. Presentation material in easy to understand students on keterlaksanaan aspects of the obtained value of 100%. This shows

that the presentation of the material on the development of students' learning of comics can be understood easily.

- h. Presentation of interesting material on keterlaksanaan aspects of the obtained value is 100%. This shows that there is material on the development of the learning of comics can attract students to motivate the learning activities.
- i. Presentation of the material with the media runs effectively on aspects of the obtained values of 100% keterlaksanaan. This shows that the material presented on the development of learning the comic goes well and effectively when learning activities.
- j. Election of the expository material easy to grasp on the linguistic aspects of the obtained value is 100%. This shows that the words in the translation of the material easily understood by students when learning activities.
- k. Language used in accordance with the linguistic aspects of the obtained EYD on value of 60%. This shows that the language used in the development of the learning tidak menggunakan language which is part of the comics in accordance with EYD.
- l. The language used is English and Indonesian Language on the linguistic aspects of the obtained value is 100%. This shows that the language used in conversation in comic book learning development using bahasa indonesia and English.

- m. Sentences easily understood on the clarity of the sentence obtained a value of 100%. This shows that the existing sentence on developing learning comic very easily understood by students.
- n. Phrase used does not cause any double meaning on the clarity of the sentence obtained a value of 80%. This indicates that the phrase is in the development of the study of comics do not cause a double meaning to understand.
- o. Design draws on aspects of display quality obtained 100%. This shows that the existing design on the development of learning very comic caught the attention of students.
- p. Writings and images clearly on display quality obtained the value of 80%. This shows that the writings and images, in learning in the development of the comic is clearly visible.

4. Data Analysis the Results of the Assessment of Students

Based on quantitative data that has already been obtained, namely of 73.15% stated that the media learning this comic is Valid without revision. Then, you can explain that:

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

Keterangan:

P : Presentasi Kelayakan (yang dicari)

$\sum x$: Jumlah total Jawaban yang diperoleh dari penilaian siswa

$\sum x_i$: Jumlah total untuk jawaban tertinggi yang diperoleh dari penilaian siswa

Based on the count then the observations made by research reach 73.15%. If the results of the test are matched with kevalidan criteria table, then the score obtained at research including valid criteria. Based on datayang has been obtained, it can be concluded that the media learning comics not revision.



Description

Responden:

1. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Anis silviya.
2. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Annisa Rahmawati.
3. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Atiqoh Al-baroh.
4. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Awin adilah putri.
5. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Bunga Ratna sari.
6. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Eka Septia Pratiwi.
7. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Emeliatus Sofia.
8. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Firsta Ratrisyia Hujatul Islami.
9. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Kayla Putri Aulia.
10. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Lutfiana Devis.

11. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Maya Amelia Putri.
12. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Muhimmatul Aliyah.
13. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Mutia.
14. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Ni'ma Salsabila.
15. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Nofa Izah.
16. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Novia Fitriani.
17. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Nur afifa.
18. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Nuris Idawati.
19. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama salsabilla Ismawati.
20. Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang bernama Sonya Aimmatul Umami.

5. The Analysis of the Research Data of the Learning Media of the Comic on the Theme of Indonesia Society in the Pra-aksara Hindu Buddha and Islam era.

The result of research data pre-test and post-test grade VII MTs Plus Bahr Ulum Tambakberas Jombang experience the difference. The result of the value of the pre-wedding test in table 4.8 lower by an average of 53.75. Meanwhile, the value of the hasildari post-test higher than pre-test with an average of 69.75. So, there is a significant difference towards the use of comic-shaped learning media has been developed.


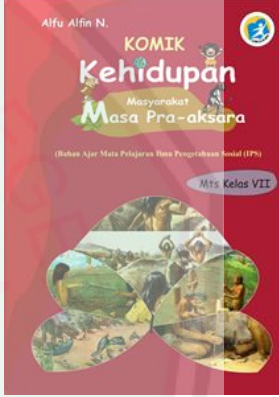




The results of the analysis are also amplified by using a t-test analysis which uses a dependent sample test showed that $t_{hitung} = 5.970$. Yield t_{hitung} continued on test the hypothesis with the significant extent of 0.05 is 1.833. The results of the hypothesis suggests that the H_a is received and H_o is rejected because of t_{hitung} greater than t_{tabel} . So the conclusion is drawn that there is a significant difference in learning outcomes grade VII before and after using the learning medium shaped the comic.

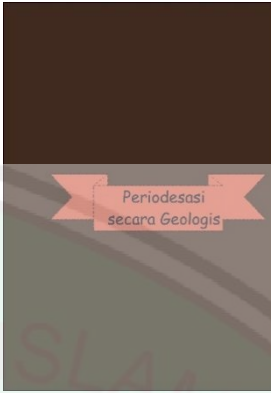

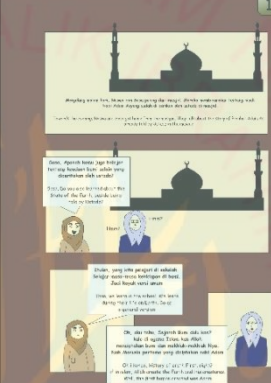
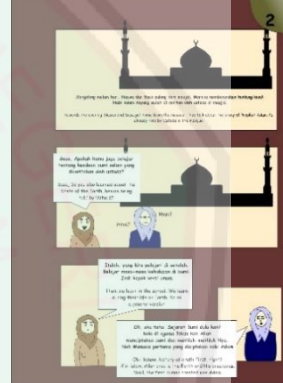
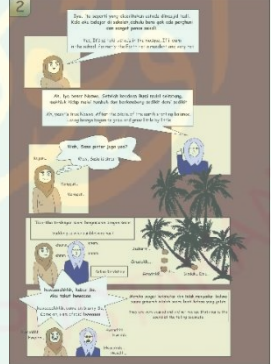
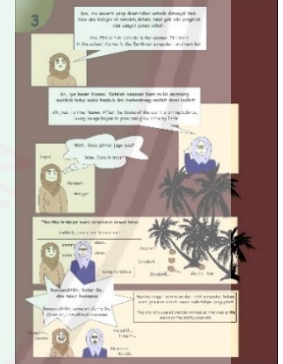

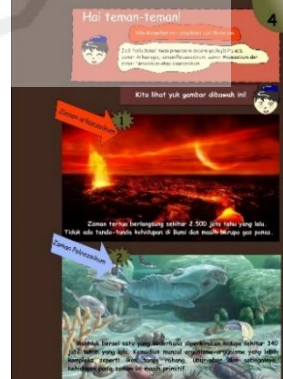
Learning media comics can be expressed is able to improve the results of learning and understanding of grade VII MTs Plus Bahr Ulum Tambakberas Jombang effectively.



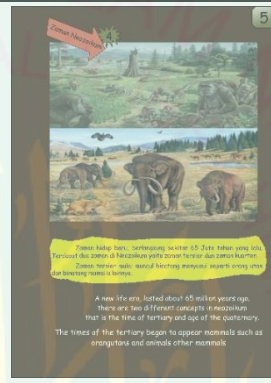

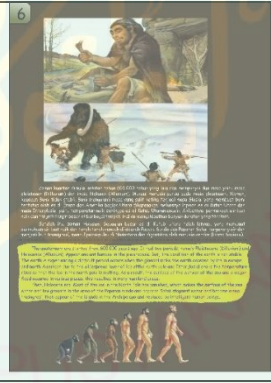


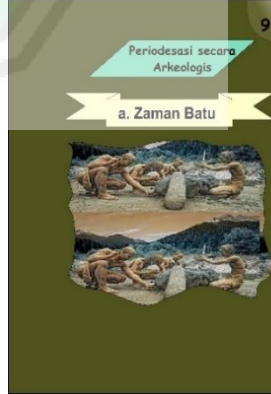
C. The Product Revision

1. Revision Learning Media based on a Media expert Validation







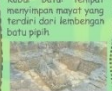









Table 4.11 Revision Learning Media based on a Media Expert

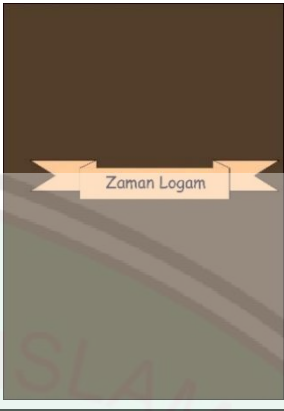
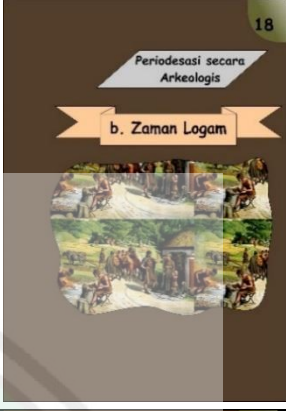
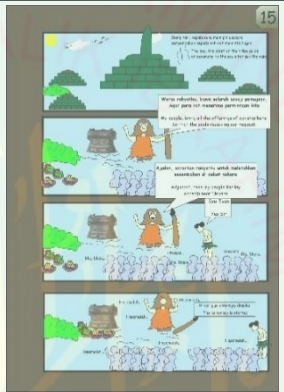
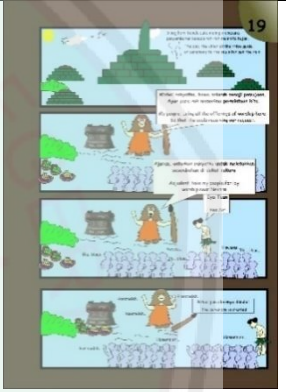

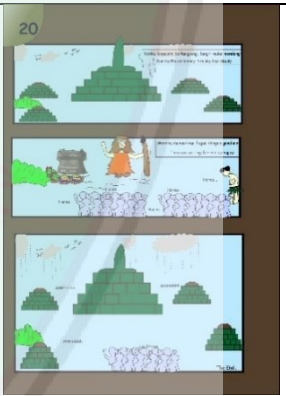


Validation			
No	Point yang di Revisi	Sebelum revisi	Sesudah revisi
1	The front cover had to change most of the design, but there are a few characters and also the post or title is still there. It's just changing the layout. The front cover also added some pictures to support the theme being used.		
2	Rear cover almost the same changes with the front cover. Move layout and eliminate unnecessary images.		
4	Table of contents on the page there is a change on the part of the page, because there is some material that is plus and minus.		

<p>5</p>	<p>Delimiter page each sub chapter added pictures to support the sub chapter used and added to the page.</p>		
<p>6</p>	<p>In this section, page numbers follow the page that added to the restricted sub chapters. The frame page was changed because of the anticipation if paper clipped on the end then at the page is not reduced and truncated because the page frame width.</p>		
<p>7</p>	<p>Changes to the frames page and page number</p>		
<p>8</p>	<p>Changes to the frames page and the page number. Added interactive sentence on any explanation to support comprehension on comic. Vocabulary in English on the part of the explanation is omitted.</p>		







<p>9</p>	<p>Changes to the frames page and the page number. Added interactive sentence on any explanation to support comprehension on comic. Vocabulary in English on the part of the explanation is omitted.</p>		
<p>10</p>			
<p>11</p>			
<p>14</p>			

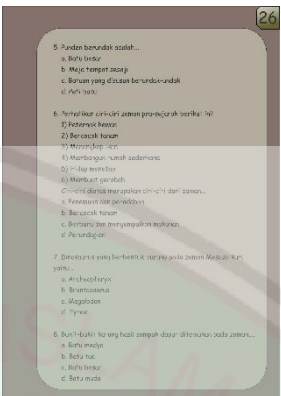
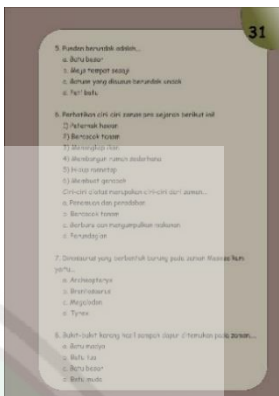


<p>15</p>	<p>Changes to the frames page and page number</p>		
<p>16</p>	<p>Changes to the frames page and page number</p>		
<p>17</p>	<p>Changes to the frames page and page number</p>		
<p>18</p>	<p>Changes to the frames page and the page number. Added interactive sentence on any explanation to support comprehension on comic.</p>		

<p>19</p>	<p>Changes to the frames page and page number</p>	<p>11</p> <p>#Zaman batu muda (Neolitikum), alat batu-batuan yang digunakan sudah dipolir sehingga halus dan indah.</p> <ol style="list-style-type: none"> 1. Pola kehidupannya yaitu food gathering 2. Jenis alat yang digunakan adalah kapak persegi dan kapak lonjong 3. Sudah bertempat tinggal menetap (sedenter) 4. Paksiun terbuat dari kulit kayu dan perhiasannya terbuat dari batu dan manik-manik 5. Telah memiliki kemampuan bercocok tanam 6. Sudah mengenal kepercayaan animisme dan dinamisme 7. Mengenal perdagangan dengan sistem barter 8. Memiliki keterampilan membuat peralatan dari tanah liat (tembakur) 9. Tembakur banyak ditemukan di daerah Yogyakarta, Pacitan, dan Mallo (Sumba) 	<p>14</p> <p>Zaman batu muda (Neolitikum)</p> <p>Di Indonesia, zaman batu muda dimulai sekitar 1500 SM. Alat-alat batu-batuan yang digunakan sudah dipolir sehingga halus dan indah. Ciri-ciri pada zaman ini adalah:</p> <ol style="list-style-type: none"> 1. Pola kehidupannya yaitu food gathering 2. Jenis alat yang digunakan adalah kapak persegi dan kapak lonjong 3. Sudah bertempat tinggal menetap (sedenter) 4. Paksiun terbuat dari kulit kayu dan perhiasannya terbuat dari batu dan manik-manik 5. Telah memiliki kemampuan bercocok tanam 6. Sudah mengenal kepercayaan animisme dan dinamisme 7. Mengenal perdagangan dengan sistem barter 8. Memiliki keterampilan membuat peralatan dari tanah liat (tembakur) 9. Tembakur banyak ditemukan di daerah Yogyakarta, Pacitan, dan Mallo (Sumba) 
<p>20</p>	<p>Changes to the frames page and page number</p>	<p>12</p> <p># Zaman Megalitikum</p> <p>Zaman megalitikum manusia telah mengenal kepercayaan walaupun masih pada fase awal yaitu kepercayaan terhadap roh nenek moyang. Kepercayaan ini muncul karena pengetahuan manusia pada saat itu kian meningkat.</p> <p>Menhir – Sebagai media atau sarana pemujaan roh-roh</p>  <p>Dolmen – Digunakan sebagai tempat meletakkan mayat, pialang roh, dan tempat duduk kepala suku</p> 	<p>15</p> <p># Zaman Megalitikum</p> <p>Zaman megalitikum manusia telah mengenal kepercayaan walaupun masih pada fase awal yaitu kepercayaan terhadap roh nenek moyang. Kepercayaan ini muncul karena pengetahuan manusia pada saat itu kian meningkat. Zaman megalitikum (Zaman batu besar). Zaman ini berlangsung mulai 2500 tahun yang lalu Megalith tua pada tahun 2500-1500 SM dan Megalith muda pada tahun 1000-300 SM.</p> <p>Menhir – Sebagai media atau sarana pemujaan roh-roh</p>  <p>Dolmen – Digunakan sebagai tempat meletakkan mayat, pialang roh, dan tempat duduk kepala suku</p> 
<p>21</p>	<p>Changes to the frames page and page number</p>	<p>13</p> <p>Kubur batu: tempat menyimpan mayat yang terdiri dari lambang batu pipih</p>  <p>Sarkofagus: Peti jansah yang berbentuk leang dan seperti keranda</p>  <p>Waruga: tempat mayat dengan peti mayat jagkok terbalik</p> 	<p>16</p> <p>Kubur batu: tempat menyimpan mayat yang terdiri dari lambang batu pipih</p>  <p>Sarkofagus: Peti jansah yang berbentuk leang dan seperti keranda</p>  <p>Waruga: tempat mayat dengan peti mayat jagkok terbalik</p> 
<p>22</p>	<p>Changes to the frames page and page number</p>	<p>14</p> <p>Anasir: Bangunan yang terbuat dari batu adalabangun nenek moyang dan berfungsi untuk pemujaan</p>  <p>Punden berundak: Bangunan bertingkat yang berfungsi sebagai tempat pemujaan roh-roh nenek moyang</p> 	<p>17</p> <p>Anasir: Bangunan yang terbuat dari batu adalabangun nenek moyang dan berfungsi untuk pemujaan</p>  <p>Punden berundak: Bangunan bertingkat yang berfungsi sebagai tempat pemujaan roh-roh nenek moyang</p> 

<p>23</p>	<p>Changes to the frames page and the page number. Added interactive sentence on any explanation to support comprehension on comic.</p>	 <p>Slide 18: Zaman Logam</p>	 <p>Slide 18: Periode secara Arkeologis b. Zaman Logam</p>
<p>24</p>	<p>Changes to the frames page and page number</p>	 <p>Slide 19: Comic frame 1</p>	 <p>Slide 19: Comic frame 2</p>
<p>25</p>	<p>Changes to the frames page and page number</p>	 <p>Slide 20: Comic frame 3</p>	 <p>Slide 20: Comic frame 4</p>
<p>26</p>	<p>Changes to the frames page and page number</p>	 <p>Slide 17: Hai Teman-teman! Yuh kita intip, apa aja sih hasil kebudayaan zaman logam? Bakara digunakan sebagai alat dalam kegiatan pertanian yang berfungsi sebagai gendang. Kapak corong adalah benda dari perunggu yang mempunyai pangkal seperti ekor burung di bagian tangkainya beranaga. Arca perunggu ini biasa digunakan sebagai kulkas kelung. Perhiasan perunggu adalah perhiasan yang sangat populer pada zaman perunggu. Baju besi berfungsi sebagai tempat penyimpanan barang atau makanan.</p>	 <p>Slide 21: Hai Teman-teman! Yuh kita intip, apa aja sih hasil kebudayaan zaman logam? Bakara digunakan sebagai alat dalam kegiatan pertanian yang berfungsi sebagai gendang. Kapak corong adalah benda dari perunggu yang mempunyai pangkal seperti ekor burung di bagian tangkainya beranaga. Arca perunggu ini biasa digunakan sebagai kulkas kelung. Perhiasan perunggu adalah perhiasan yang sangat populer pada zaman perunggu. Baju besi berfungsi sebagai tempat penyimpanan barang atau makanan. Nah, penggunaan logam di kawasan Asia Tenggara dimulai sekitar 3000-2000 SM.</p>

<p>27</p>	<p>Changes to the frames page and the page number. Added interactive sentence on any explanation to support comprehension on comic.</p>		
<p>28</p>	<p>Changes to the frames page and page number</p>		
<p>29</p>	<p>Changes to the frames page and page number</p>		
<p>30</p>	<p>Changes to the frames page and page number</p>		

<p>31</p>	<p>Changes to the frames page and page number</p>	<p>21</p> <p>Hai Teman-teman! Apakah kamu tahu? Pada masa berburu dan memamu, manusia purba mencari makanannya dengan berburu hewan. Mereka juga hidup berpindah-pindah sesuai kebutuhan.</p> 	<p>26</p> <p>Hai Teman-teman! Apakah kamu tahu? Pada masa berburu dan memamu, manusia purba mencari makanannya dengan berburu hewan. Mereka juga hidup berpindah-pindah sesuai kebutuhan.</p> 
<p>32</p>	<p>Changes to the frames page and page number</p>	<p>22</p> <p>Pada masa bercocok tanam, manusia purba mulai hidup dengan bertani. Manusia purba juga sudah menatap dan mempunyai tempat tinggal masing-masing.</p>  <p>oh iya, kalian tahu mereka menatap di mana? mereka menatap di gua-gua atau gua-gua kecil. mereka juga mulai bertani. Mereka juga sudah menggunakan alat-alat yang lebih halus dan dipola.</p>	<p>27</p> <p>Pada masa bercocok tanam, manusia purba mulai hidup dengan bertani. Manusia purba juga sudah menatap dan mempunyai tempat tinggal masing-masing.</p>  <p>oh iya, kalian tahu mereka menatap di mana? mereka menatap di gua-gua atau gua-gua kecil. mereka juga mulai bertani. Mereka juga sudah menggunakan alat-alat yang lebih halus dan dipola.</p>
<p>33</p>	<p>Changes to the frames page and page number</p>	<p>23</p> <p>Pada masa perundagian, Manusia lebih modern mereka mulai mengenal tentang logam dan besi. mereka juga membuat golongan yang ahli dalam beberapa pekerjaan.</p>  <p>Pada masa perundagian, manusia ahli dalam membuat beberapa perhiasan yang terbuat dari logam dan besi. Manusia juga sudah mulai membuat beberapa perhiasan yang bisa digunakan.</p>	<p>28</p> <p>Pada masa perundagian, Manusia lebih modern, mereka mulai mengenal tentang logam dan besi. mereka juga membuat golongan yang ahli dalam beberapa pekerjaan.</p>  <p>Pada masa perundagian, manusia ahli dalam membuat beberapa perhiasan yang terbuat dari logam dan besi. Manusia juga sudah mulai membuat beberapa perhiasan yang bisa digunakan.</p>
<p>35</p>	<p>Changes to the frames page and page number</p>	<p>25</p> <p>Uji Kompetensi</p> <p>A. Pilihlah jawaban yang paling benar di bawah ini!</p> <p>1. Zaman batu merupakan salah satu dari tiga zaman, antara...</p> <ol style="list-style-type: none"> Arkeozoikum Proterozoikum Mezozoikum Neozoikum <p>2. Manusia purba sudah melakukan usaha pertanian terdapat pada masa...</p> <ol style="list-style-type: none"> Masa perundagian Masa bercocok tanam Masa berburu dan memamu hingga sekarang Masa berburu dan memamu hingga lanjut <p>3. Zaman diartikan sebagai zaman yang memiliki bentuk betonsu atau adalah...</p> <ol style="list-style-type: none"> Zaman glacial Zaman interglacial Zaman karst Zaman laban <p>4. Dibawah ini adalah peralatan yang digunakan pada zaman logam...</p> <ol style="list-style-type: none"> Kapak genggam dan kapak lempung Kapak genggam dan kapak hura Nekam dan kapak corong Kapak lempung dan kapak corong 	<p>30</p> <p>Uji Kompetensi</p> <p>A. Pilihlah jawaban yang paling benar di bawah ini!</p> <p>1. Zaman batu merupakan salah satu dari tiga zaman, antara...</p> <ol style="list-style-type: none"> Arkeozoikum Proterozoikum Mezozoikum Neozoikum <p>2. Manusia purba sudah melakukan usaha pertanian terdapat pada masa...</p> <ol style="list-style-type: none"> Masa perundagian Masa bercocok tanam Masa berburu dan memamu hingga sekarang Masa berburu dan memamu hingga lanjut <p>3. Zaman diartikan sebagai zaman yang memiliki bentuk betonsu atau adalah...</p> <ol style="list-style-type: none"> Zaman glacial Zaman interglacial Zaman karst Zaman laban <p>4. Dibawah ini adalah peralatan yang digunakan pada zaman logam...</p> <ol style="list-style-type: none"> Kapak genggam dan kapak lempung Kapak genggam dan kapak hura Nekam dan kapak corong Kapak lempung dan kapak corong

36	Changes to the frames page and page number		
37	Changes to the frames page and page number		

Based on the advice that has been given by a validator the validator and media expert expert content, all of the data from the results of the assessment, criticism and suggestions, as well as the comments of the experts the media and experts the material foundation of the Foundation for the revision. This revision is useful for refining the learning media comics class VII on the theme of Indonesian Society on Pra-aksara, Hindu-Buddha dan Islam era.

2. Revision Learning Media expert Validation based on Material

Based on the advice given by a validator media expert, there is some material that is added in the following Comics:



Picture 4.1 Additional of material in comic

The material was added, namely in the form of the integration of Islam in the form of the postulate of the Qur'an or Hadith that correspond to the content of the learning material comic tested.

CHAPTER V

CONCLUDING

A. Revised Product Review

1. Product Review

Research and development in the field of education aimed at developing learning products that can be used in schools. Product development of research data to students to find out the results of the learning activities for using products that will be developed. On the research and development of instructional media shaped this comic, researcher develop products on Social Science subjects Class VII. The results obtained from the research and learning media development shaped the comic through several stages of validation.

On the results of validation experts study media stated that the media is shaped very Valid comic with a percentage of the earnings of 88%. Seen from the valid criteria already described in table 3.1 in Chapter 3. Indicates that the value is a percentage of 84-100% stated very Valid information not revision. On the results of validation experts study media material shows that the comic is Valid with a percentage of the earnings of 74.67%. Indicates that the value is a percentage of 68-84% declared Invalid with no revision information. On the results of validation of teacher learning practitioner's social science subjects' shows that the media very Valid comics with learning gains a percentage of 90%. Indicates that the value is a percentage of 84-100% stated very Valid information not revision.

Research and development of instructional media comics not only produce products that are used in the activity of learning, but also see what kind of comics developed. Research and development of instructional media comics community on the theme of Indonesia during the pre-revised, Hindu-Buddhist and Islam developed the comic-book comics (comic book). Comic book containing about pictures, stories and writing that is packed with concise and clearly in a book. In addition, the comic developed A5 sized or almost equal to the size of the notebook. In this case, comics can be carried everywhere with ease.

In addition, the comic developed by researcher developed two languages that are Indonesia language and the English language. The use of language which was developed at the scene of the conversation. The goal that is so that the students can add insight into using the language of the United Kingdom that can be applied in daily activities.

2. The Advantages and Weakness of Product

Research and development of instructional media shaped this comic also raised some shortcomings that exist in the comic book readings. Some drawbacks which became surplus that is learning media comics no longer distract the child from other more useful reading, learning, comics have some high-quality insights, as well as the learning of comics is not found story related to sex, violence, and fear is too stimulating and often frightening children.

Learning media comics was developed at the school in the shadow of the Islamic boarding school. Because MTs Plus Bahrul Ulum pesantren

Tambakberas Jombang in the shade and the students living in the boarding school does not allow searching for broader knowledge about material pre-revised. Then, learning media comics can provide knowledge that is easily understood by students.

However, the comic developed learning media also has drawbacks. One of them, namely, the study of comics book cannot be used in the classroom. Learning media comics only as a second or third handbook in learning. In addition, the comic uses the language learning media conversations that allows easily understood by students. Therefore, learning media comics did not bring up the scientific words that exist in the main learning activities Handbook.

B. Suggestions Utilization, Desimination, and Further product development

1. Suggestions Utilization

- a. Need to be developed further media comics subjects of social science in a broader material, so that the resulting comic can be used as alternative media in learning in the classroom are able to attract the interest and motivation of learning students also can improve student learning outcomes.
- b. Need for further research and development in developing instructional media comics on learning activities.

2. Desimination

- a. Learning media Products can serve as comic book second only to the main book used for learning activities.

- b. Learning media Products comics can provide information that is easily understood by students or readers.
- c. Learning media Products provide innovation comics and a new concept in learning activities.

3. Further Product Development

- a. Learning media Products developed in the form of more comic material. Not only does the material public life pre-revised but also on other social science material.
- b. Learning media Products made comic book replacement when there is material in the book is the main learning medium does not exist in the comic.

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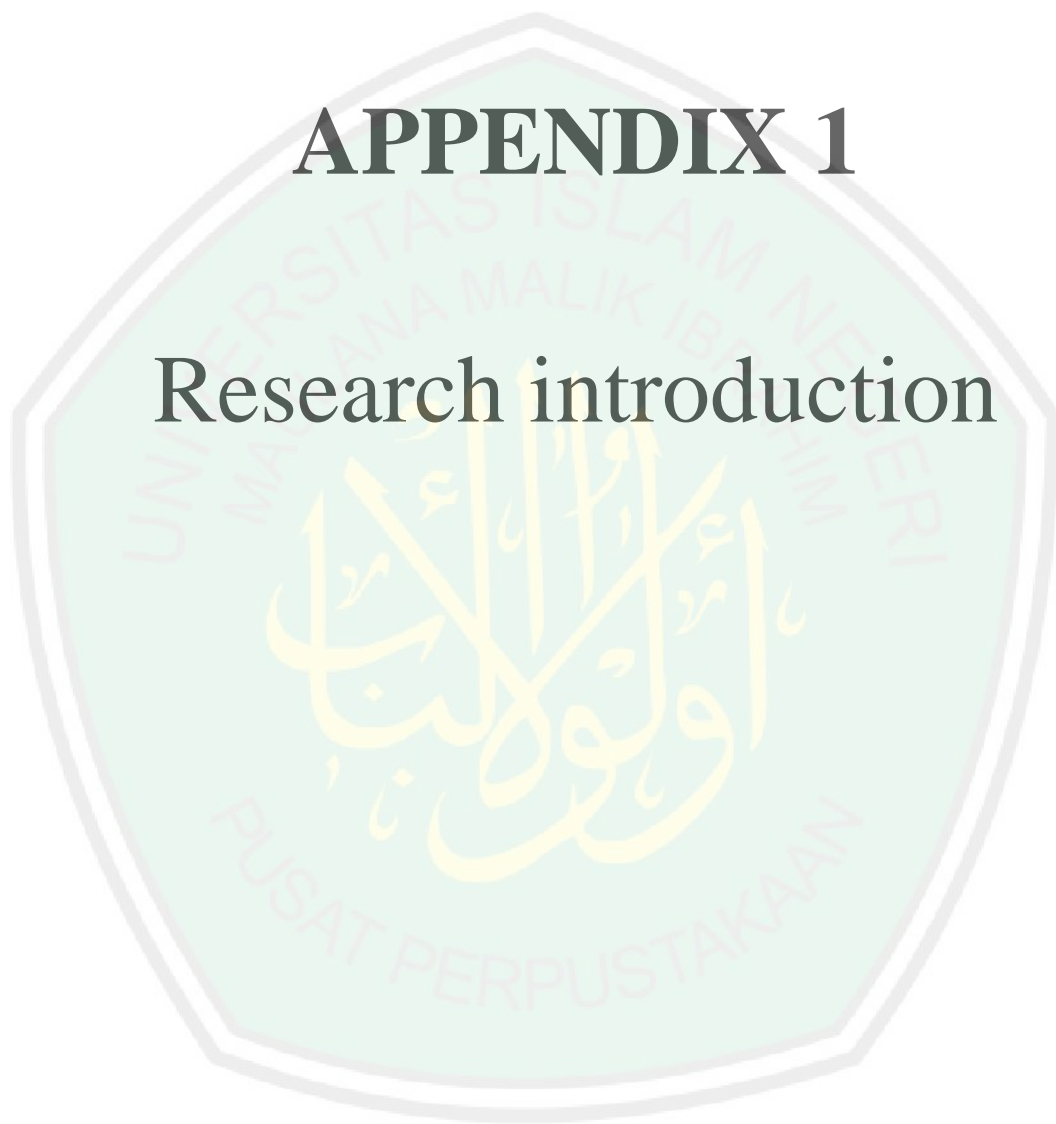
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A P P E N D I C E S



APPENDIX 1

Research introduction





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 : 847 /Un.03.1/TL.00.1/03/2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

28 Maret 2018

Kepada
Yth. Kepala MTs Plus Bahrul Ulum Tambakberas Jombang
di
Jombang

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 : Alfu Alfin Naja
NIM : 14130124
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Genap - 2017/2018
Judul Skripsi : **Learning Media Development of Comic on the Theme of Indonesia Society Pra-aksara, Hindu-Buddha, and Islam Era on Social Science Grade VII In the MTs Plus Bahrul Ulum Tambakberas Jombang**
Lama Penelitian : **Maret 2018** sampai dengan **Mei 2018**
(3 bulan)

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

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

Wassalamu'alaikum Wr. Wb.



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

Tembusan :

1. Yth. Ketua Jurusan PIPS
2. Arsip



APPENDIX 2

Certificate of research



**YAYASAN PONDOK PESANTREN BAHRUL 'ULUM
MADRASAH TSANAWIYAH BAHRUL 'ULUM**

STATUS TERAKREDITASI B NSM : 121235170042 NPSN : 20582342

TAMBAKBERAS JOMBANG JATIM

JL. KH. Abd. Wahab Hasbullah 194 Telp. (0321) 865256

SURAT KETERANGAN

Nomor: Mts.15.12.042/PP.005/048/2017

Yang bertandatangan dibawah ini saya:

1. Nama : M. Dluha Subasito, S.Pd.I
Jabatan : Kepala MTs Bahrul Ulum Tambakberas

Menerangkan Bahwasannya Nama tersebut dibawah ini

2. Nama : ALFU ALFIN NAJA
NIM : 14130124
Jurusan : Pendidikan IPS
Fakultas : Ilmu Tarbiyah dan keguruan Universitas Islam
Negeri Maulana Malik Ibrahim Malang
Judul Skripsi : Learning Media Development of Comic on The
Theme of Indonesia Society on Pa-aksara,
Hindu-Budha and Islam era Social Science
Grade VII in the MTs Plus Bahrul Ulum
Tambakberas Jombang

Adalah benar-benar Telah melaksanakan Penelitian di Madrasah Tsanawiyah Bahrul Ulum, Mulai Tanggal 10 Mei 2018 s/d 30 Mei 2018

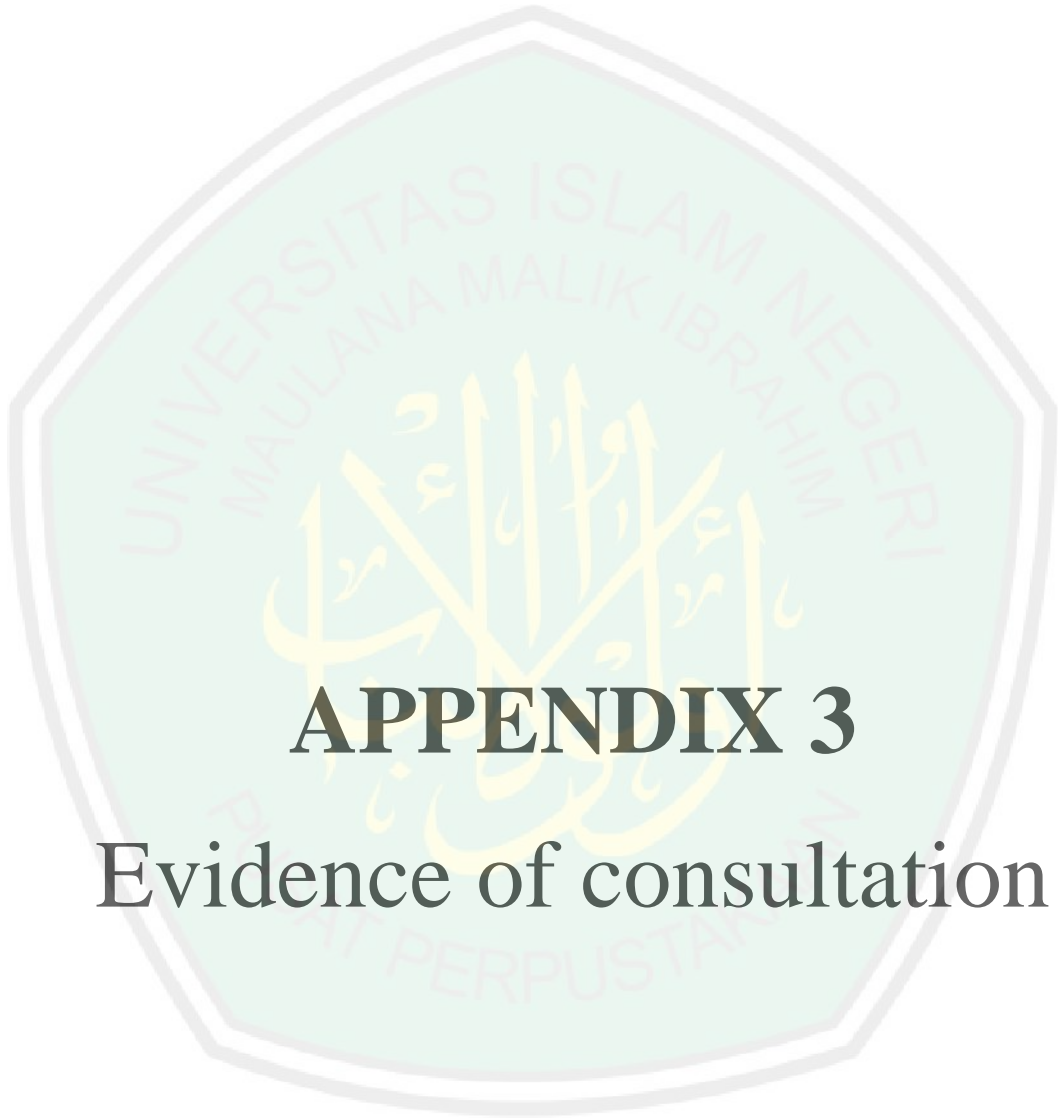
Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Jombang, 30 Mei 2018

Kepala MTs. BU



M. Dluha Subasito, S.Pd.I



APPENDIX 3

Evidence of consultation



MAULANA MALIK IBRAHIM
STATE ISLAMIC UNIVERSITY MALANG
FACULTY of TARBIYAH AND TEACHER TRAINING
Jalan Gajayana Nomor 50 Telepon (0341) 552398
Website: fitk.uin.malang.ac.id email: fitk@uin-malang.ac.id

EVIDENCE OF CONSULTATION

Name : ALFU ALFIN NAJA
Number of Student : 14130124
Departement : Social Science Education Department
Advisor : Dr. Alfiana Yuli Efiyanti, M.A
Title of Skripsi : Learning Media Development of Comic on the Theme of Indonesian Society *Pra-aksara, Hindu Buddha, and Islam Era* on Social Science Grade VII in the MTs Plus Bahrul Ulum Tambakberas Jombang.

No	Date of Consultation	Consultation Material	Signature
1	5 November 2017	BAB I, II, dan III	
2	13 November 2017	Revisi BAB I, II, dan III	
3	25 November 2017	ACC Revisi BAB I, II, dan III	
4	7 Mei 2018	Konsultasi Media	
5	23 Mei 2018	BAB IV, dan V	
6	4 Juni 2018	Revisi BAB IV, dan V	
7	7 Mei 2018	Abstrak	
8	8 Mei 2018	ACC	

Acknowledged by,
Head of Department,

Dr. Alfiana Yuli Efiyanti, M.A
NIP. 19710701 200604 2 001



APPENDIX 4

Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Bahrul Ulum Tambakberas
 Kelas/Semester : VII/II
 Mata Pelajaran : Ilmu Pengetahuan Sosial (IPS)
 Tema : Aktivitas Manusia dalam Memenuhi Kebutuhan
 Jumlah Pertemuan : 2 Pertemuan
 Alokasi waktu : 4 x 40 Menit

A. KOMPETENSI INTI:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan mengkaji dalam ranah konkrit (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

NO	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
1	3.3. Memahami berpikir kronologi, perubahan dan kesinambungan dalam kehidupan bangsa Indonesia pada aspek politik, sosial, budaya, geografis, dan pendidikan sejak masa praaksara	3.3.1. Menjelaskan kehidupan masyarakat pada masa pra-aksara 3.3.2. Mengklasifikasikan bentuk-bentuk periodisasi masa pra-aksara sesuai dengan periode masa pra-aksara 3.3.3. Menganalisis periode-periode pada masa pra-aksara

	sampai masa HinduBuddha, dan Islam.	
2	4.3 Menyajikan hasil analisis kronologi, perubahan, dan kesinambungan dalam kehidupan bangsa Indonesia pada aspek politik, sosial, budaya, geografis, dan pendidikan sejak masa praaksara sampai masa HinduBuddha, dan Islam.	4.3.1. Terampil mengklasifikasikan bentuk-bentuk periodisasi masa pra-aksara sesuai dengan periode masa pra-aksara 4.3.2. Terampil membuat presentasi beserta penyajiannya.

C. TUJUAN PEMBELAJARAN

Setelah Kegiatan Belajar Mengajar selesai diharapkan siswa dapat :

1. Melalui kegiatan memahami berpikir kronologi, perubahan dan kesinambungan dalam kehidupan bangsa Indonesia, siswa dapat menjelaskan kehidupan masyarakat pada masa pra-aksara.
2. Melalui kegiatan memahami berpikir kronologi, perubahan dan kesinambungan dalam kehidupan bangsa Indonesia, siswa dapat mengklasifikasikan bentuk-bentuk periodisasi masa pra-aksara sesuai dengan periode masa pra-aksara.
3. Melalui kegiatan memahami berpikir kronologi, perubahan dan kesinambungan dalam kehidupan bangsa Indonesia, siswa dapat menganalisis periode-periode pada masa pra-aksara.

Kompetensi yang dikembangkan dalam pembelajaran

- Sikap spiritual : Berdoa sebelum dan sesudah pembelajaran, jujur dalam menilai kelompok masing-masing.
- Sikap sosial : Bekerjasama dengan kelompok
- Pengetahuan : Aktif dalam menilai hasil jawaban dari kelompok lain dengan baik dan benar.
- Keterampilan : Terampil mengklasifikasikan bentuk-bentuk periodisasi masa pra-aksara sesuai dengan periode masa pra-aksara

D. MATERI PEMBELAJARAN

- Kehidupan masyarakat Indonesia pada masa pra-aksara

E. ALOKASI WAKTU : 2 jam pelajaran

F. METODE PEMBELAJARAN

- Model : Cooperative Learning
- Metode : Game Turnament
- Media : Kuis
- Pendekatan : Saintific

G. KEGIATAN PEMBELAJARAN**Langkah-langkah pembelajaran**

PERTEMUAN 1	
KEGIATAN PENDAHULUAN	Waktu
<p>Pertemuan 1 Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru memberikan salam dan memulai berdoa sebelum kegiatan belajar dan mengajar dimulai, setelah berdoa (Spiritual), guru melakukan presensi terhadap siswa. 2. Guru memberikan ice breaking berupa tepuk penyemangat bagi siswa sebelum kegiatan belajar mengajar dimulai. 3. Guru menyampaikan gambaran kepada siswa tentang materi yang akan diberikan. 4. Guru Mengaitkan <i>materi/ thema/ kegiatan</i> pembelajaran dengan pengalaman peserta didik ketika melakukan kegiatan sehari-hari dengan materi kehidupan masyarakat Indonesia pada masa pra-aksara 	25 Menit
KEGIATAN PEMBELAJARAN	
<p>Dimensi pengetahuan yang dikembangkan:</p> <ul style="list-style-type: none"> • Faktual : Kehidupan masyarakat Indonesia pada masa pra-aksara • Konseptual : Periodesasi masa • Prosedural : Group quiz • Metakognitif : Menilai hasil jawaban kelompok lain <p>Kegiatan yang menunjukkan kemampuan siswa berpikir kreatif, produktif, dan kritis</p> <ul style="list-style-type: none"> • Kegiatan diluar kelas : tidak ada 	45 Menit

- Penelitian sederhana : Menjelaskan
- Peragaan hasil karya inovasi siswa : hasil terbaik akan mendapat nilai tertinggi

Kegiatan yang mencerminkan keterampilan bertindak secara mandiri, kolaboratif, dan komunikatif

- Penugasan individu : Latihan LKS
- Penugasan kelompok : Group quiz
- Laporan tugas/kegiatan : Review
- Presentasi hasil penugasan : presentasi group quiz

Pengelolaan kelas

- Pengaturan tempat : sesuai dengan urutan kelompok dari kelompok 1 sampai 4
- Pengaturan suara : tidak ada
- Kemampuan belajar siswa : ada
- Keterlibatan kelas : ada
- Keaktifan siswa : diskusi
- Ketepatan waktu : pengendalian waktu menggunakan nilai untuk masing-masing kelompok

1. Siswa mendengarkan pengarahan dari guru bahwa ketepatan waktu dan kecepatan mengerjakan tugas dan kerjasama dengan anggota kelompok adalah salah satu aspek penting yang akan dinilai (kecepatan, disiplin dan tanggungjawab). Hasil tugas yang terbaik akan mendapatkan nilai (Lampiran 1) yang bagus sesuai dengan kecepatan menjawab (menumbuhkan rasa semangat dan motivasi belajar)
2. Guru membagi siswa menjadi 4 kelompok, siswa berdiri memanjang di depan sesuai dengan kelompok masing-masing dari urutan kelompok 1 sampai 4.
3. Siswa membuat jargon pada masing-masing kelompok sebagai icon kelompok dan bel kelompok (menumbuhkan rasa percaya diri).
4. Setiap salah satu anggota kelompok mengambil lembar kerja (lampiran 2).

<p>5. Anggota kelompok yang mengambil kertas kerja (Lampiran 2) akan membisikkan tulisan yang ada di dalam kertas kerja kepada anggota kelompok yang berbaris didepannya.</p> <p>6. Anggota kelompok yang paling depan akan menjawab dan menjelaskan yang ada pada perintah kertas kerja.</p> <p>7. Kelompok yang membunyikan jargon lebih dahulu akan mendapat urutan yang pertama.</p> <p>8. Guru memberikan nilai terhadap kelompok yang memberikan jawaban paling benar.</p>	
KEGIATAN PENUTUP	
<p>Memfasilitasi dalam menemukan kesimpulan tentang kelangkaan dan kebutuhan manusia dengan menghubungkan keterkaitan kondisi sekarang dengan segala persoalan melalui review indikator yang hendak dicapai pada hari itu.</p> <ol style="list-style-type: none"> 1. Memberikan tugas kepada peserta didik dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya yaitu kehidupan masyarakat pada masa hindu buddha 2. Melakukan penilaian untuk mengetahui tingkat ketercapaian indikator. 3. Melakukan refleksi atau umpan balik untuk memberikan penguatan kepada peserta didik. 4. Menyampaikan pesan Moral. 5. Memberi salam. 	10 Menit

Tindak lanjut (di luar jam sekolah)

- **Remidial** : no 1
 - **Pengayaan** : no 2
 - **Konseling** : no 3
 - **Perbaikan PBM** : no 4
1. Siswa yang belum tuntas mendapat remedial dan mendapat tugas membuat rangkuman tentang kelangkaan dan kebutuhan manusia dikumpulkan sendiri di luar jam pelajaran dengan kegiatan remedial.
 2. Siswa yang tuntas menyelesaikan tugas akan diberi pengayaan berupa tugas individu membuat mini peta konsep.

3. Siswa yang masih bermasalah dalam kegiatan remedial atau kegiatan belajar di dalam kelas di konsultasikan ke guru BK, untuk mengidentifikasi jika ada masalah individu.
4. Selama kegiatan pembelajaran guru mencatat kekurangan pada RPP ini, baik dalam redaksi, lembar kerja, bentuk kegiatan, maupun pelaksanaan untuk dilakukan perbaikan dan penyempurnaan RPP.

H. PENILAIAN HASIL BELAJAR

Bentuk penilaian

- **Ulangan** : tes tertulis
- **Pengamatan** : pengamatan dan diskusi saat menyusun mix and match
- **Penugasan** : tugas rumah membuat mini peta konsep
- **Penilaian lainnya** : penilaian antarteman, penilaian diri

Rubik pengamatan

No	Nama	Disiplin	Jujur	Demokratis	Peduli
1					
2					
3					
Dst					

Penilaian sikap

- Pengamatan perilaku : menggunakan rubik pengamatan
- Pencatatan : ditulis kedalam daftar nilai
- Tindak lanjut : berkomunikasi dengan guru mata pelajaran lain, wali kelas dan guru bimbingan
- Deskripsi : dituangkan dalam laporan akhir
- Laporan pada wali kelas : akhir semester

Penilaian pengetahuan

- Tes tulis : kuis
- Tes lisan : presentasi
- Penugasan : tugas rumah

Penilaian keterampilan

- **Tes praktik** : membuat mini peta konsep
- **Produk** : mini peta konsep kelayakan dan kebutuhan manusia
- **Penilaian proyek** : tugas rumah
- **Penilaian portofolio** : penilaian mini peta konsep

Mengembangkan sikap sosial dengan karakter

- Jujur dan bertanggung jawab : penilaian diri
- Peduli : memperhatikan presentasi teman
- Demokratis : diskusi kelompok
- Percaya diri : presentasi, hasil tugas

I. SUMBER BELAJAR : Buku Ilmu Pengetahuan Sosial untuk SMP/MTs Kelas VII kurikulum 2013 penerbit Erlangga

J. LAMPIRAN

Lampiran 1

Pedoman penilaian tugas kelompok

1. Siswa memberikan jawaban yang paling benar.
2. Kelompok yang membunyikan bel lebih dulu dan mendapatkan menjawab dengan benar mendapat nilai sebagai berikut:
 - Urutan 1: skor 50
 - Urutan 2: skor 40
 - Urutan 3; skor 30
 - Urutan 4: skor 20

Setiap yang menjawab benar akan mendapat skor 50 dan yang memberi jawaban salah akan dikurangi 10.

Lampiran 2

Lembar kertas kerja group quiz

Kehidupan masyarakat Indonesia
pada zaman Batu tua

Kehidupan masyarakat Indonesia
pada masa perundagian

Kehidupan masyarakat Indonesia
pada Logam

Kehidupan masyarakat Indonesia
pada masa berburu dan meramu

Kehidupan masyarakat Indonesia
pada zaman arkaeozoikum

Kehidupan masyarakat Indonesia
pada zaman Nesozoikum

Kehidupan masyarakat Indonesia
pada zaman Mesozoikum

Lampiran 3

Petunjuk lembaran kerja:

- Dengarkan kalimat yang dibisikkan anggota kelompok!
- Ucapkan kalimat yang telah dibisikkan!
- Bunyikan bel dan jawablah

Mengetahui:
Guru Pamong Bidang Studi
IPS 7

Jombang, 23 Mei 2018
Peneliti Bidang Studi IPS 7

Subhin Najah, S.Pd
NIP.

Alfu Alfin Naja





APPENDIX 5

Questionnaire validation of
media expert

LEMBAR VALIDASI MEDIA

Learning Media Development of Comic on the Theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the Plus Bahrul Ulum Tambakberas Jombang.

Nama : Ahmad Makki H.
 Instansi : UIN Malang
 Pendidikan : S3
 Tanggal : 25 Mei 2018

Instruction :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam *Comic on the Theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era*.
2. Penilaian cukup dengan memberikan tanda cheklist (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut:

1 = Sangat tidak tepat	4 = Tepat
2 = Kurang tepat	5 = Sangat tepat
3 = Cukup tepat	
3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Comic*.

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1	Bentuk fisik	1. Ukuran dan bentuk media				√	
		2. Komik mudah dibawa (praktis)					√
		3. Bahan aman digunakan					√
		4. Kualitas cetak					√
		5. Daya tahan/tingkat keawetan					√
2	Desain sampul	6. Tata letak				√	
		7. Pilihan warna				√	
		8. Kesesuaian gambar ilustrasi				√	

		9. Ukuran dan jenis huruf						✓
3	Ilustrasi isi cerita	10. Tata letak						✓
		11. <i>Pilihan warna</i>						✓
		12. Kesesuaian gambar ilustrasi						✓
		13. Ukuran dan jenis huruf						✓
4	Ilustrasi tokoh	14. Tata letak						✓
		15. Pilihan warna						✓
		16. Kesesuaian gambar ilustrasi						✓
		17. Ukuran dan jenis huruf						✓
5	Kualitas	18. Memotivasi siswa						✓
		19. Mempermudah <i>mengingat materi</i>						✓
		20. Penyajian media membuat materi lebih menarik						✓
		21. Mudah digunakan						✓
		22. Mempermudah pemahaman materi					✓	

Saran Perbaikan

Bagian yang harus diperbaiki	Saran perbaikan

Komentar:

Perkembangan media ini telah melalui
tahap validasi dan telah layak untuk diujikan
uji coba selanjutnya

Kesimpulan

- Media pembelajaran berbasis Multimedia Interaktif ini
- Layak untuk diuji coba tanpa revisi
- Layak untuk diuji coba dengan revisi sesuai saran
- Tidak layak diujicobakan

Malang, 25 Mei 2018

Ahli Media


Ahmad Murtala H.

NIP: -

APPENDIX 6

Questionnaire validation of content expert



LEMBAR VALIDASI KONTEN

Learning Media Development of Comic on the Theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the Plus Bahrul Uhum Tambakberas Jombang.

Nama : Nailul Fauziyah
Instansi : UIN Maulana Malik Ibrahim Malang
Pendidikan : S2
Tanggal : 25 Mei 2018

Instruction :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam *Comic on the Theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era*.
2. Penilaian cukup dengan memberikan tanda checklist (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut:
1 = Sangat tidak tepat 4 = Tepat
2 = Kurang tepat 5 = Sangat tepat
3 = Cukup tepat
3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Comic*.

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1	Format	1. Kejelasan perintah dalam penggunaan tanda baca				√	
		2. Kesesuaian isi materi				√	
		3. Kesesuaian antara warna, gambar dan format penjelasan materi				√	
2	Konten	4. Kesesuaian materi antara Silabus antara RPP IPS Terpadu tema "Masyarakat Indonesia pada masa pra-aksara,				√	

		Hindu-Buddha dan islam” dengan capaian kompetensi						
		5. Memiliki keterkaitan antara KI-KD pada tema “Masyarakat Indonesia pada masa pra-aksara, Hindu-Buddha dan islam”					✓	
		6. Kesesuaian antara KD dengan indikator Pembelajaran IPS Terpadu tema “Masyarakat Indonesia pada masa pra-aksara, Hindu-Buddha dan islam”					✓	
		7. Kesesuaian antara Indikator dan tujuan pembelajaran IPS Terpadu tema “Masyarakat Indonesia pada masa pra-aksara, Hindu-Buddha dan islam”					✓	
		8. Kedalaman cakupan materi IPS Terpadu tema “Masyarakat Indonesia pada masa pra-aksara, Hindu-Buddha dan islam”					✓	
		9. Kejelasan dalam sajian materi IPS Terpadu tema “Masyarakat Indonesia pada masa pra-aksara, Hindu-Buddha dan islam”					✓	
		10. Kebenaran konsep konkrit dan abstrak pada tema “Masyarakat Indonesia pada masa pra-aksara, Hindu-Buddha dan islam”					✓	
3	Bahasa	11. Menggunakan kaidah bahasa sesuai EYD					✓	
		12. Penggunaan kosakata dan Tanda baca					✓	
		13. Kelengkapan						

		kalimat/informasi mudah dimengerti				✓
4	Evaluasi	14. Kesesuaian isi soal sesuai dengan Materi IPS Terpadu tema "Masyarakat Indonesia pada masa pra-aksara, Hindu-Buddha dan islam"				✓
		15. Kesesuaian bentuk soal sesuai dengan Materi IPS Terpadu tema "Masyarakat Indonesia pada masa pra-aksara, Hindu-Buddha dan islam"				✓

Saran Perbaikan

Bagian yang harus diperbaiki	Saran perbaikan
1. Ada beberapa konten yg harus diperbaiki korelasi antara cerita komik dan isi dari pembelajarannya.	
2. Ditambahkan sedikit integrasi islam yg sesuai dg isi materi	
3. Diperjelas periodisasi tahun dalam materi.	
4. Penggunaan Bahasa dan komik & materinya.	

Komentar:

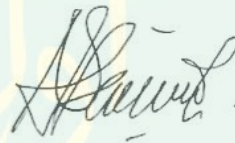
1. Bagus merupakan konsep baru materi ditayangkan dlm komik
2. Perlu direvisi lagi beberapa isi materinya

Kesimpulan

- Media pembelajaran berbasis Multimedia Interaktif ini
- Layak untuk diuji coba tanpa revisi
- Layak untuk diuji coba dengan revisi sesuai saran
- Tidak layak diujicobakan

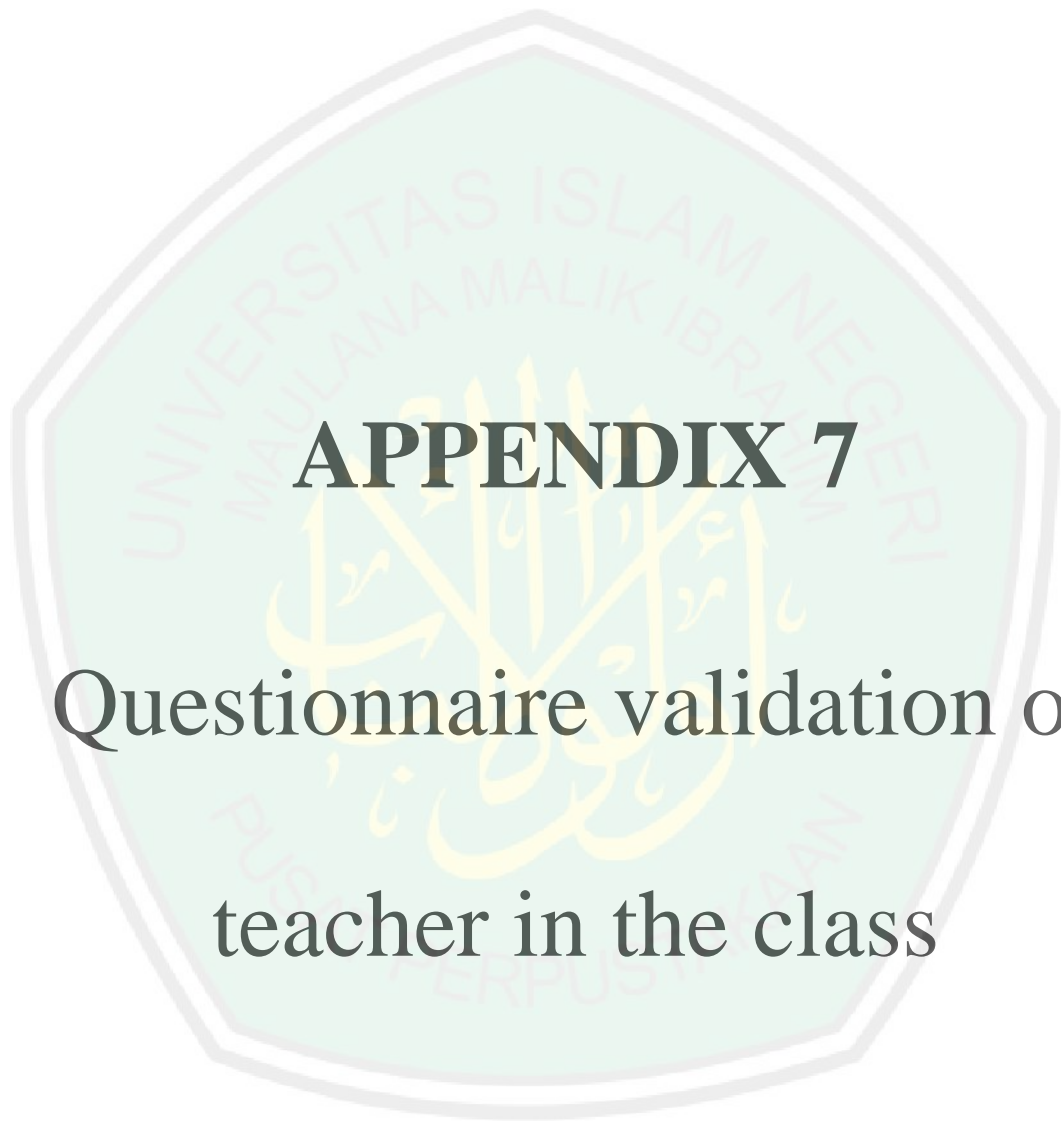
Malang, 25 Mei2018

Ahli Isi/Materi



Nailul Fauziah, M.A.

NIP:



APPENDIX 7

Questionnaire validation of
teacher in the class

LEMBAR PENILAIAN GURU

Learning Media Development of Comic on the Theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era Social Science grade VII in the Plus Bahrul Ulum Tambakberas Jombang.

Nama : SUBHAN NAJAH, S.Pd.
 Instansi : MTs Bahrul Ulum Tambakberas
 Pendidikan : S1 Peud. Geografi
 Tanggal : 30 Mei 2018
 Instruksi :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam *Comic on the Theme of Indonesian Society on Pra-aksara, Hindu Buddha, and Islam era*.
2. Penilaian cukup dengan memberikan tanda cheklist (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut:

1 = Sangat tidak tepat	4 = Tepat
2 = Kurang tepat	5 = Sangat tepat
3 = Cukup tepat	
3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Comic*.

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1	Penyajian Materi	1. Sistematika penyajian materi dan keruntutan materi					√
		2. Pengembangan konsep materi				√	
		3. Kelengkapan materi				√	
		4. Kesesuaian dengan perkembangan kognitif siswa					√
2	Evaluasi belajar	5. Soal dapat mengukur kemampuan kognitif siswa					√
		6. Soal dapat mengukur kemampuan pemecahan				√	

		masalah					
3	Keterlaksanaan	7. Penyajian materi pada komik mudah dipahami siswa				✓	
		8. Penyajian materi menarik					✓
		9. Penyajian materi dengan media ini berjalan efektif					✓
4	Kebahasaan	10. Pemilihan kata dalam penjabaran materi mudah dipahami					✓
		11. Bahasa yang digunakan sesuai dengan EYD			✓		
		12. Bahasa yang digunakan adalah Bahasa Indonesia dan bahasa Inggris					
5	Kejelasan kalimat	13. Kalimat mudah dipahami					✓
		14. Kalimat yang digunakan tidak menimbulkan makna ganda				✓	
6	Kualitas tampilan	15. Desain menarik					✓
		16. Tulisan dan gambar jelas				✓	

Saran Perbaikan

Bagian yang harus diperbaiki	Saran perbaikan

Komentar:

Baungga dan Seuang, karena dengan diperkenalkannya metode ini menjadikan anak didik semakin bersemangat dalam mempelajari IPS.

Kesimpulan

- Media pembelajaran berbasis Multimedia Interaktif ini
- Layak untuk diuji coba tanpa revisi
- Layak untuk diuji coba dengan revisi sesuai saran
- Tidak layak diujicobakan

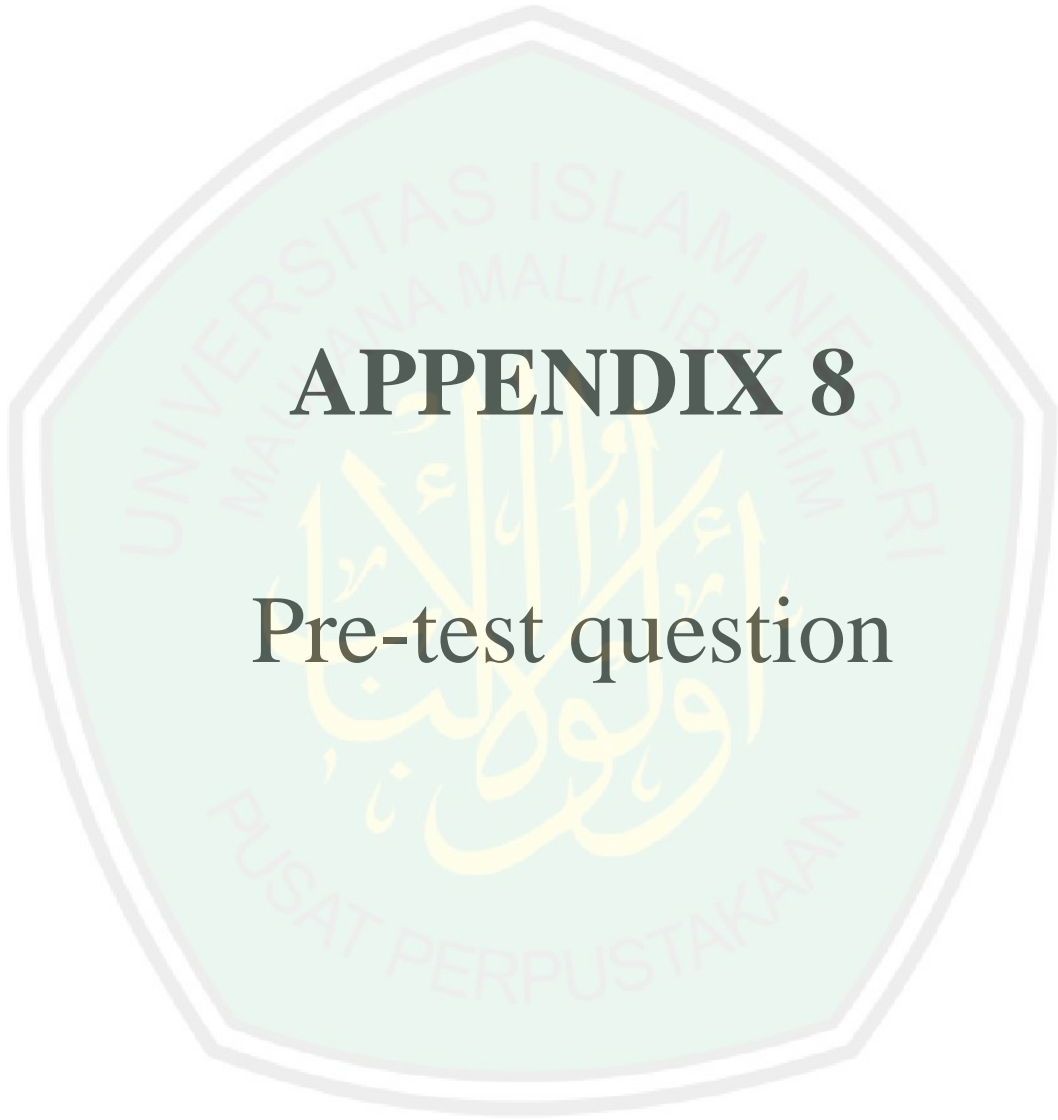
Malang, 30 Mei 2018

Guru Pamong



SUBHIN NAJAH, S.Pd.

NIP:



APPENDIX 8

Pre-test question

PRE-TEST SEBELUM MENGGUNAKAN MEDIA PEMBELAJARAN KOMIK

Peserta Didik kelas VII C MTs Bahrul Ulum Tambakberas Jombang

Nama : Mahinunah aliyah Kelas : VII C
Hari & tanggal : Sabtu 26 - Mei 2018 Nilai : 45

A. Pilihlah jawaban yang paling benar di bawah ini!

1. Zaman mulai munculnya makhluk hidup adalah zaman...
 - a. Arkaeozoikum
 - b. Palaeozoikum
 - c. Mesozoikum
 - d. Neozoikum
2. Manusia purba hidup pada zaman...
 - a. Arkaeozoikum
 - b. Palaeozoikum
 - c. Mesozoikum
 - d. Neozoikum
3. Nama lain zaman Batu Tua adalah...
 - a. Palaeolitikum
 - b. Mesolitikum
 - c. Neolitikum
 - d. Megalitikum
4. Tugu batu untuk memuja roh adalah...
 - a. Menhir
 - b. Dolmen
 - c. Waruga
 - d. Sarkofagus
5. Aktivitas mencari binatang adalah...
 - a. Berburu
 - b. Beternak
 - c. Meramu
 - d. Memasak
6. Dinosaurus pertama kali muncul pada zaman...
 - a. Mesozoikum
 - b. Kenozoikum
 - c. Paleozoikum
 - d. Mesolitikum
7. Manusia purba sudah melakukan usaha pertanian tergolong pada masa...
 - a. Masa perundagian
 - b. Masa bercocok tanam
 - c. Masa berburu dan meramu tingkat sederhana

- d. Masa berburu dan meramu tingkat lanjut
8. Animisme adalah...
- Memuja batu besar
 - Memuja pohon besar
 - Memuja patung nenek moyang
 - Memuja roh nenek moyang
9. Zaman glasial merupakan...
- Zaman diantara zaman dua es yang mengakibatkan bencana alam.
 - Zaman meluasnya lapisan es di kutub utara yang menyebabkan Eropa dan Amerika bagian utara tertutup es.
 - Zaman ketika es di kutub utara lenyap sehingga permukaan air laut naik.
 - Zaman ketika munculnya manusia purba.
10. Kapak genggam ditemukan pada zaman...
- Batu tua
 - Batu madya
 - Batu muda
 - Batu besar
11. Dibawah ini adalah peralatan yang digunakan pada zaman logam...
- Kapak genggam dan kapak lonjong
 - Kapak genggam dan Nekara
 - Nekara dan Kapak corong
 - Kapak lonjong dan kapak corong
12. Bukit-bukit karang hasil sampah dapur ditemukan pada zaman....
- Batu madya
 - Batu tua
 - Batu besar
 - Batu muda
13. Hidupnya berpindah-pindah, berburu, mengumpulkan makanan dan perkakasny dari tulang dan tanduk yang masih kasar, adalah ciri-ciri zaman...
- Palaeolitikum
 - Mesolitikum
 - Neolitikum
 - Megalitikum
14. Punden berundak adalah...
- Batu besar
 - Meja tempat sesaji
 - Batuan yang disusun berundak-undak
 - Peti batu
15. Perhatikan ciri-ciri zaman pra-sejarah berikut ini!
- Peternak hewan
 - Bercocok tanam
 - Menangkap ikan
 - Membangun rumah sederhana

- 5) Hidup menetap ,
- 6) Membuat gerabah

Ciri-ciri diatas merupakan ciri-ciri dari zaman...

- a. Penemuan dan peradaban
- b. Bercocok tanam
- c. Berburu dan mengumpulkan makanan
- d. Perundagian

B. Jawablah pertanyaan di bawah ini dengan baik dan benar

1. Sebutkan ciri-ciri manusia purba yang kamu ketahui!
2. Jelaskan apa yang kamu ketahui tentang Animisme dan Dinamisme?
3. Bagaimana kehidupan manusia purba pada masa berburu dan meramu?
4. Apa peralatan yang digunakan pada zaman logam?
5. Sebutkan ciri-ciri zaman batu muda!

1 - Badan kurus, Rambut lepuh, tinggi

2. Animisme = suatu peralatan yang berasal dari benda untuk memuja roh Jiwa

~~3~~ Dinamisme = suatu peralatan dan benda yang memici ki makhluk Ghair

3 - Berburu = hidupnya berpindah-pindah, berburu mencari binatang mengumpulkan makanan dan perkakasnya dan tinggal dan fandung yang masih kasar

Meramu = mengumpulkan makanan, masih menetap

4 - kapak lonjong dan kapak serong

5. Hidupnya berpindah-pindah, berburu, mengumpulkan makanan dan perkakasnya dan tulang dan tanduk yang masih kasar

PRE-TEST SEBELUM MENGGUNAKAN MEDIA PEMBELAJARAN KOMIK

Peserta Didik kelas VII C MTs Bahrul Ulum Tambakberas Jombang

Nama	: No Faizah	Kelas	: VII C
Hari & tanggal	: Sabtu 26/05/18	Nilai	: 60

A. Pilihlah jawaban yang paling benar di bawah ini!

1. Zaman mulai munculnya makhluk hidup adalah zaman...
 - a. Arkaeozoikum
 - b. Palaeozoikum
 - c. Mesozoikum
 - d. Neozoikum
2. Manusia purba hidup pada zaman...
 - a. Arkaeozoikum
 - b. Palaeozoikum
 - c. Mesozoikum
 - d. Neozoikum
3. Nama lain zaman Batu Tua adalah...
 - a. Palaeolitikum
 - b. Mesolitikum
 - c. Neolitikum
 - d. Megalitikum
4. Tugu batu untuk memuja roh adalah...
 - a. Menhir
 - b. Dolmen
 - c. Waruga
 - d. Sarkofagus
5. Aktivitas mencari binatang adalah...
 - a. Berburu
 - b. Beternak
 - c. Meramu
 - d. Memasak
6. Dinosaur pertama kali muncul pada zaman...
 - a. Mesozoikum
 - b. Kenozoikum
 - c. Paleozoikum
 - d. Mesolitikum
7. Manusia purba sudah melakukan usaha pertanian tergolong pada masa...
 - a. Masa perundagian
 - b. Masa bercocok tanam
 - c. Masa berburu dan meramu tingkat sederhana

- d. Masa berburu dan meramu tingkat lanjut
8. Animisme adalah...
- Memuja batu besar
 - Memuja pohon besar
 - Memuja patung nenek moyang
 - Memuja roh nenek moyang
9. Zaman glasial merupakan...
- Zaman diantara zaman dua es yang mengakibatkan bencana alam.
 - Zaman meluasnya lapisan es di kutub utara yang menyebabkan Eropa dan Amerika bagian utara tertutup es.
 - Zaman ketika es di kutub utara lenyap sehingga permukaan air laut naik.
 - Zaman ketika munculnya manusia purba.
10. Kapak genggam ditemukan pada zaman...
- Batu tua
 - Batu madya
 - Batu muda
 - Batu besar
11. Dibawah ini adalah peralatan yang digunakan pada zaman logam...
- Kapak genggam dan kapak lonjong
 - Kapak genggam dan Nekara
 - Nekara dan Kapak corong
 - Kapak lonjong dan kapak corong
12. Bukit-bukit karang hasil sampah dapur ditemukan pada zaman....
- Batu madya
 - Batu tua
 - Batu besar
 - Batu muda
13. Hidupnya berpindah-pindah, berburu, mengumpulkan makanan dan perkakasnya dari tulang dan tanduk yang masih kasar, adalah ciri-ciri zaman...
- Palaeolitikum
 - Mesolitikum
 - Neolitikum
 - Megalitikum
14. Punden berundak adalah...
- Batu besar
 - Meja tempat sesaji
 - Batuan yang disusun berundak-undak
 - Peti batu
15. Perhatikan ciri-ciri zaman pra-sejarah berikut ini!
- Peternak hewan
 - Bercocok tanam
 - Menangkap ikan
 - Membangun rumah sederhana

- 5) Hidup menetap
- 6) Membuat gerabah

Ciri-ciri diatas merupakan ciri-ciri dari zaman...

- ~~a~~ Penemuan dan peradaban
- b. Bercocok tanam
- c. Berburu dan mengumpulkan makanan
- d. Perundagian

B. Jawablah pertanyaan di bawah ini dengan baik dan benar

1. Sebutkan ciri-ciri manusia purba yang kamu ketahui!
2. Jelaskan apa yang kamu ketahui tentang Animisme dan Dinamisme?
3. Bagaimana kehidupan manusia purba pada masa berburu dan meramu?
- ~~4~~ 4. Apa peralatan yang digunakan pada zaman logam?
- ~~5~~ 5. Sebutkan ciri-ciri zaman batu muda!

Jawaban

1. Hidupnya berpindah-pindah, berburu, belum mengenal tulisan, tubuhnya orangnya kelan, mirip sama keris.
2. Animisme adalah memuja roh nenek moyang
Dinamisme adalah menyembah barang patung
3. Manusia purba kabu mencari makanan dengan cara meramu, berburu dan berpindah-pindah tempat untuk mencari makanan.
4. Kapak genggam dan neraca
5. - Udah mengenal tulisan
- Sudah tidak berpindah-pindah tempat
- tidak meramu / berburu lagi.



APPENDIX 9

Post-test question

POST-TEST SESUDAH MENGGUNAKAN MEDIA PEMBELAJARAN KOMIK

Peserta Didik Kelas VII C MTs Bahrul Ulum Tambakberas

Nama : *Mahimma aligan* Kelas : *VII C*
Hari & tanggal : *Selasa 29 mei 2018* Nilai : *88*

A. Pilihlah jawaban yang paling benar di bawah ini!

1. Salah satu contoh kehidupan budaya masyarakat pada masa berburu dan mengumpulkan makanan tingkat lanjut yaitu...
 - a. Pembuatan alat-alat bahan logam
 - b. Gambar tangan pada dinding goa
 - c. Alat-alat yang berasal dari hewan
 - d. Perhiasan gelang dari batu
2. Nama lain zaman batu tua adalah...
 - a. Palaeolitikum
 - b. Mesolitikum
 - c. Neolitikum
 - d. Megalitikum
3. Perhatikan ciri-ciri zaman prasejarah dibawah ini!
 - 1) Peternak hewan
 - 2) Bercocok tanam
 - 3) Menangkap ikan
 - 4) Membangun rumah sederhana
 - 5) Hidup menetap
 - 6) Membuat gerabah

Ciri-ciri diatas merupakan ciri dari zaman...

 - a. Penemuan dan peradaban
 - b. Bercocok tanam
 - c. Berburu dan mengumpulkan makanan
 - d. Perundagian
4. Hidupnya berpindah-pindah, berburu, mengumpulkan makanan dan berkakasnya dari tulang dan tanduk yang masih kasar, ciri-ciri zaman...
 - a. Palaeolitikum
 - b. Mesolitikum
 - c. Neolitikum
 - d. Megalitikum
5. Kehidupan masyarakatnya sudah teratur, sudah mengenal system pemerintahan dan mampu membuat bangunan besar dari batu, ciri-ciri zaman...
 - a. Palaeolitikum
 - b. Mesolitikum

- c. Neolitikum
~~d. Megalitikum~~
6. Tugu batu untuk memuja roh adalah...
~~a. Dolmen~~
b. Menhir
c. Sarkofagus
d. Waruga
7. Sarkofagus adalah...
a. Batu besar
b. Meja tempat sesaji
c. Tugu batu
~~d. Peti batu~~
8. Deutro melayu adalah...
~~a. Melayu muda~~
b. Zaman perundagian
c. Megalitikum
d. Melayu tua
9. Aktivitas mencari binatang adalah...
a. Meramu
b. Beternak
~~c. Berburu~~
d. Memasak
10. Aktivitas meramu adalah...
~~a. Mengumpulkan makanan~~
b. Memuja roh nenek moyang
c. Berdagang antar pulau
d. Mencari binatang
11. Animism adalah...
a. Memuja batu besar
b. Memuja pohon besar
c. Memuja patung nenek moyang
~~d. Memuja roh nenek moyang~~
12. Dinosaurus pertama kali muncul pada zaman...
a. Kenozoikum
b. Palaeozoikum
c. Mesozoikum
~~d. Mesolitikum~~
13. Pada masa palaeolitikum, kebudayaan yang berpengaruh terdiri dari dua jenis yaitu...
a. Kebudayaan Wajak dan Sangiran
b. Kebudayaan Wajak dan Ngawi
~~c. Kebudayaan Ngandong dan Pacitan~~
d. Kebudayaan Sangiran dan Mojokerto

14. Di Indonesia, fosil manusia purba banyak ditemukan di daerah...
 - a. Yogyakarta
 - b. Aliran sungai Citarum
 - c. Aliran sungai Bengawan Solo
 - d. Sangiran
15. Di Indonesia, temuan fosil manusia purba pertama pada 1890 yaitu...
 - a. Palaeojavanicus
 - b. Pithecanthropus Robustus
 - c. Pithecanthropus Erectus
 - d. Meganthropus

B. Jawablah pertanyaan dibawah ini dengan baik dan benar

1. Sebutkan ciri-ciri manusia purba yang dijumpai di Indonesia!
2. Jelaskan pengertian dan perbedaan zaman palaeolitikum, Neolitikum, serta Mesolitikum?
3. Jelaskan apa yang kamu ketahui tentang Dinamisme dan Animisme?
4. Bagaimana kondisi sosial kehidupan masyarakat pra-aksara pada masa bercocok tanam?
5. Sebutkan nilai-nilai budaya pada masa pra-aksara di Indonesia!

1. Berambut kriting, berbadan kekar, tinggi

2. Paleolitikum (zaman batu tua)

-> Perakatan terbuat dari batu yang masih kasar.

-> Alat yang digunakan terbuat dari tulang dan alat seperti

-> Neolitikum (zaman batu muda)

-> peralatan dibuat dari batu yang sudah dihaluskan

-> alat yang digunakan bapak lonjong dan persegi

-> Mesolitikum (zaman batu madya)

-> alat berupa kapak pemotong

-> bertempat di gua semi nomaden

3. Animisme = Menupakan suatu kepercayaan terhadap suatu benda yang dianggap memiliki roh / jiwa

Dinamisme = suatu kepercayaan bahwa setiap

benda memiliki kekuatan

4. -sudah menunjukkan perkembangan kearah

- manusia berjenis homoerectus dan waya kuni sistem mengenal berteduh tetap tidak menetap

POST-TEST SESUDAH MENGGUNAKAN MEDIA PEMBELAJARAN KOMIK

Peserta Didik Kelas VII C MTs Bahrul Ulum Tambakberas

Nama	: NOFAIZAH	Kelas	: VII C
Hari & tanggal	: Selasa 29/10/05	Nilai	: 75

A. Pilihlah jawaban yang paling benar di bawah ini!

1. Salah satu contoh kehidupan budaya masyarakat pada masa berburu dan mengumpulkan makanan tingkat lanjut yaitu...
 - a. Pembuatan alat-alat bahan logam
 - b. Gambar tangan pada dinding goa
 - c. Alat-alat yang berasal dari hewan
 - d. Perhiasan gelang dari batu
2. Nama lain zaman batu tua adalah...
 - a. Palaeolitikum
 - b. Mesolitikum
 - c. Neolitikum
 - d. Megalitikum
3. Perhatikan ciri-ciri zaman prasejarah dibawah ini!
 - 1) Peternak hewan
 - 2) Bercocok tanam
 - 3) Menangkap ikan
 - 4) Membangun rumah sederhana
 - 5) Hidup menetap
 - 6) Membuat gerabah

Ciri-ciri diatas merupakan ciri dari zaman...

 - a. Penemuan dan peradaban
 - b. Bercocok tanam
 - c. Berburu dan mengumpulkan makanan
 - d. Perundagian
4. Hidupnya berpindah-pindah, berburu, mengumpulkan makanan dan berkakasnya dari tulang dan tanduk yang masih kasar, ciri-ciri zaman...
 - a. Palaeolitikum
 - b. Mesolitikum
 - c. Neolitikum
 - d. Megalitikum
5. Kehidupan masyarakatnya sudah teratur, sudah mengenal system pemerintahan dan mampu membuat bangunan besar dari batu, ciri-ciri zaman...
 - a. Palaeolitikum
 - b. Mesolitikum

- c. Neolitikum
 Megalitikum
6. Tugu batu untuk memuja roh adalah...
- a. Dolmen
 Menhir
c. Sarkofagus
d. Waruga
7. Sarkofagus adalah...
- a. Batu besar
b. Meja tempat sesaji
c. Tugu batu
 Peti batu
8. Deutro melayu adalah...
- Melayu muda
b. Zaman perundagian
c. Megalitikum
d. Melayu tua
9. Aktivitas mencari binatang adalah...
- a. Meramu
b. Beternak
 Berburu
d. Memasak
10. Aktivitas meramu adalah...
- Mengumpulkan makanan
b. Memuja roh nenek moyang
c. Berdagang antar pulau
d. Mencari binatang
11. Animism adalah...
- a. Memuja batu besar
b. Memuja pohon besar
 Memuja patung nenek moyang
d. Memuja roh nenek moyang
12. Dinosaurus pertama kali muncul pada zaman...
- a. Kenozoikum
 Palaeozoikum
c. Mesozoikum
d. Mesolitikum
13. Pada masa palaeolitikum, kebudayaan yang berpengaruh terdiri dari dua jenis yaitu...
- a. Kebudayaan Wajak dan Sangiran
b. Kebudayaan Wajak dan Ngawi
 Kebudayaan Ngandong dan Pacitan
d. Kebudayaan Sangiran dan Mojokerto

14. Di Indonesia, fosil manusia purba banyak ditemukan di daerah...

- a. Yogyakarta
- b. Aliran sungai Citarum
- c. Aliran sungai Bengawan Solo
- d. Sangiran

15. Di Indonesia, temuan fosil manusia purba pertama pada 1890 yaitu...

- a. Palaeojavanicus
- b. Pithecanthropus Robustus
- c. Pithecanthropus Erectus
- d. Meganthropus

B. Jawablah pertanyaan dibawah ini dengan baik dan benar

1. Sebutkan ciri-ciri manusia purba yang dijumpai di Indonesia!
2. Jelaskan pengertian dan perbedaan zaman palaeolitikum, Neolitikum, serta Mesolitikum?
3. Jelaskan apa yang kamu ketahui tentang Dinamisme dan Animisme?
4. Bagaimana kondisi sosial kehidupan masyarakat pra-aksara pada masa bercocok tanam?
5. Sebutkan nilai-nilai budaya pada masa pra-aksara di Indonesia!

Jawaban :

1. - Tubuh kekar
- Rahangnya besar
- ciri manusia tetapi mendekati ciri kera
- tidak berdagu
- hidup pada 2.000.000 s/d 1.000.000 tahun yg lalu
2. palaeolithikum adalah zaman tua
neolithikum adalah zaman batu muda
mesolithikum adalah zaman batu madya
3. Dinamisme : suatu kepercayaan terhadap makhluk gaib
Animisme : merupakan suatu kepercayaan terhadap suatu benda
4. - termasuk masa neolithikum
- mengenal sistem kepercayaan
- sudah membentuk perkampungan kecil
5. a. Nilai religius / keagamaan
b. Nilai gotong royong
c. Nilai musyawarah
d. Nilai keadilan.



APPENDIX 10

Questionnaire validation of
assessment of students

LEMBAR PENILAIAN SISWA

Judul Media : Komik Jas Merah (Jangan Lupakan Sejarah)

Materi Pelajaran : Ilmu Pengetahuan Sosial

Materi pokok : Kehidupan Manusia pada masa Pra-aksara

Sasaran Media : Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang

Nama : Emelitus Septia

Kelas/ No Absen : vii c / 07

Petunjuk pengisian :

Lembar penilaian ini bertujuan untuk meminta penilaian siswa terhadap media komik IPS. Penilaian dan komentar siswa akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media ini. Untuk itu kami mohon para siswa dapat memberikan penilaian dengan memberikan tanda checklist (√) pada kolom alternatif pilihan yang disediakan sesuai dengan pendapat masing-masing!

Keterangan:

STS : Sangat Tidak Setuju

KS : Kurang Setuju

C : Cukup

S : Setuju

SS : Sangat Setuju

NO	INDIKATOR	SS	S	C	KS	STS
1	Gambar ilustrasi yang terdapat dalam komik menarik		✓			
2	Saya merasa lebih tertarik belajar menggunakan media komik	✓				
3	Dengan membaca media komik dapat menambah pengetahuan saya mengenai materi dinamika kependudukan	✓				
4	Isi materi pada media komik sesuai dengan		✓			

	materi yang ada pada buku				
5	Bahasa yang digunakan dalam media komik mudah dipahami	✓			
6	Penyajian materi dalam komik lebih menarik dibandingkan dengan buku teks/buku paket	✓			
7	Ukuran media komik ringkas sehingga mudah dibawa kemana-mana	✓			
8	Media komik mudah digunakan		✓		
9	Warna yang digunakan dalam media komik menarik		✓		
10	Bentuk dan ukuran huruf terbaca dengan jelas	✓			
11	Gambar ilustrasi sesuai dan jelas	✓			
12	Alur cerita dalam media komik jelas dan mudah dipahami	✓			
13	Isi cerita dalam media komik dapat saya pahami dengan mudah	✓			
14	Media komik memotivasi saya untuk belajar	✓			
15	Saya lebih mengerti bagaimana kehidupan masyarakat pra-aksara	✓			
16	Saya dapat mengambil pelajaran dari peristiwa kehidupan masyarakat pra-aksara dalam media pembelajaran komik		✓		
17	Media pembelajaran komik dapat saya pelajari sendiri maupun bersama-sama	✓			

Tuliskan saran dan komentarmu tentang media komik di bawah ini!

media komik nya bagus, mudah dipahami dan gambar nya seperti asli, dengan komik saya lebih mudah memahami tentang kehidupan pra-aksara, dan dapat memberi wawasan yang luas, menurut saya itu bagus, dan tdk ada yang kurang.

Terima Kasih

LEMBAR PENILAIAN SISWA

Judul Media : Komik Jas Merah (Jangan Lupakan Sejarah)

Materi Pelajaran : Ilmu Pengetahuan Sosial

Materi pokok : Kehidupan Manusia pada masa Pra-aksara

Sasaran Media : Siswa kelas VII MTs Plus Bahrul Ulum Tambakberas Jombang

Nama : Eka septia pratiwi

Kelas/ No Absen : VII C / b enam

Petunjuk pengisian :

Lembar penilaian ini bertujuan untuk meminta penilaian siswa terhadap media komik IPS. Penilaian dan komentar siswa akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media ini. Untuk itu kami mohon para siswa dapat memberikan penilaian dengan memberikan tanda checklist (√) pada kolom alternatif pilihan yang disediakan sesuai dengan pendapat masing-masing!

Keterangan:

STS : Sangat Tidak Setuju

KS : Kurang Setuju

C : Cukup

S : Setuju

SS : Sangat Setuju

NO	INDIKATOR	SS	S	C	KS	STS
1	Gambar ilustrasi yang terdapat dalam komik menarik		√			
2	Saya merasa lebih tertarik belajar menggunakan media komik	√				
3	Dengan membaca media komik dapat menambah pengetahuan saya mengenai materi dinamika kependudukan	√				
4	Isi materi pada media komik sesuai dengan	√				

	materi yang ada pada buku					
5	Bahasa yang digunakan dalam media komik mudah dipahami	✓				
6	Penyajian materi dalam komik lebih menarik dibandingkan dengan buku teks/buku paket	✓				
7	Ukuran media komik ringkas sehingga mudah dibawa kemana-mana		✓			
8	Media komik mudah digunakan	✓				
9	Warna yang digunakan dalam media komik menarik	✓				
10	Bentuk dan ukuran huruf terbaca dengan jelas	✓				
11	Gambar ilustrasi sesuai dan jelas		✓			
12	Alur cerita dalam media komik jelas dan mudah dipahami	✓				
13	Isi cerita dalam media komik dapat saya pahami dengan mudah	✓				
14	Media komik memotivasi saya untuk belajar	✓				
15	Saya lebih mengerti bagaimana kehidupan masyarakat pra-aksara	✓				
16	Saya dapat mengambil pelajaran dari peristiwa kehidupan masyarakat pra-aksara dalam media pembelajaran komik	✓				
17	Media pembelajaran komik dapat saya pelajari sendiri maupun bersama-sama	✓				

Tuliskan saran dan komentarmu tentang media komik di bawah ini!

Gambar ilustrasi dalam komik agar lebih di perjelas dan lengkap
 isinya mudah dipahami dari pada buku paket /
 lebih cepat dipahami
 Saya lebih suka media komik dari pada pembelajaran
 buku paket

Terima Kasih

APPENDIX 11

The result of data
analysis technique using
dependent sample test

The result of data analysis technique using dependent sample test

This analysis technique is used to find out or not the influences that occur on the object of research.

Step 1. Create a Ho and Ha in the form of sentences.

Ho : There are no significant differences to increased student learning outcomes grade VII MTs Plus Bahr Ulum Tambakberas Jombang before and after using the learning medium of comics.

Ha : There is a difference may result to increased student learning Class VII MTs Plus Bahr Ulum Tambakberas Jombang before and after using the learning medium of comics.

Step 2. Make the Ha and Ho in the form of statistics

Ha : $\mu_a \neq \mu_b$

Ho : $\mu_a = \mu_b$

Step 3. Determine the normality of data distribution

Table 4.8 the Results of Normality Distribution Data

NO	Nama	Pre-test (x)	Post-tes (y)	GAIN (d) (y-x)	d ²
1	Anis silviya	70	75	5	25
2	Annisa Rahmawati	55	75	20	400
3	Atiqoh al-baroh	60	65	5	25
4	Awin Adilah Putri	50	65	15	225
5	Bunga Ratna Sari	65	75	10	100
6	Eka septia Pratiwi	25	65	40	1600
7	Emeliatus sofia	65	65	0	0
8	Firsta Ratrisyia Hujjatul Islami	60	65	5	25

9	Kayla Putri aulia	40	65	25	625
10	Lutfiana Devis	50	70	20	400
11	Maya Amelia Putri	70	70	0	0
12	Muhimmatul Aliyah	45	85	40	1600
13	Mutia	25	40	15	225
14	Ni'ma Salsabila	65	70	5	25
15	Nofa Izah	60	70	10	100
16	Novia Fitriani	50	75	25	625
17	Nur Afifa	65	95	30	900
18	Nuris Idawati	50	65	15	225
19	Salsabila Isma Wati	45	70	25	625
20	Sonya Aimmatul Umami	60	70	10	100
JUMLAH		1075	1395	320	7850
RATA-RATA		53,75	69,75		

$$Md = \frac{\sum d}{n} = \frac{320}{20} = 16$$

Keterangan:

Md : rata-rata dari gain antara *Pre-tes* dan *Post-test*

d : gain (selisih) skor *pre-test* terhadap *post-test* setiap subjek

n : jumlah subjek

step 4. Calculating the average

Calculate average test using the formula

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

$$t = \frac{16}{\sqrt{\frac{7850 - \frac{(320)^2}{20}}{20(20-1)}}$$

$$t = \frac{16}{\sqrt{\frac{7850 - \frac{102400}{20}}{380}}$$

$$t = \frac{16}{\sqrt{\frac{7850 - 5120}{380}}}$$

$$t = \frac{16}{\sqrt{\frac{2730}{380}}}$$

$$t = \frac{16}{\sqrt{7,184}}$$

$$t = \frac{16}{2,680} = 5,970$$

So, obtained $t_{hitung} = 5,970$

Step 5. Specify a test rule

- For the degrees of freedom (db) = N-1

$$20-1 = 19$$

- Their significance Level $\alpha = 0.05$
- Then $t_{tabel} = 1.833$

- If $t_{hitung} > t_{tabel}$ or $t_{hitung} < t_{tabel}$, then there is a significant difference (Ho denied and Ha received)

Step 6. Comparing tables with t_{hitung}

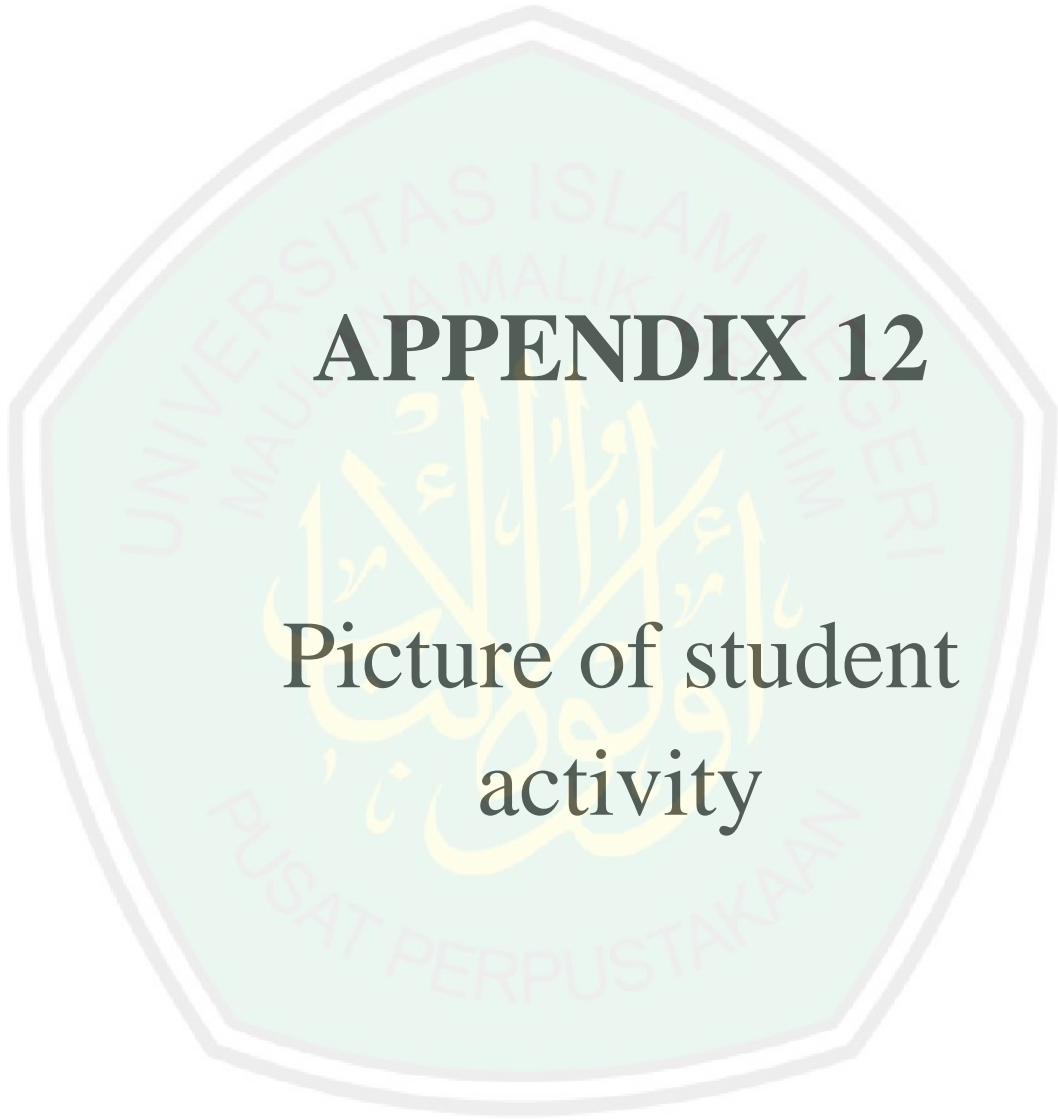
- Turns: $t_{hitung} > t_{tabel}$
- or: $5.970 > 1.833$
- then: Ho denied and Ha received

Step 7. Conclusion

Ho: Learning Media comics in Indonesia society on the theme of learning during the Pra-aksara, Hindu-Buddhist and Islam can not improve student learning outcomes grade VII MTs Plus Bahr Ulum Tambakberas Jombang.

REJECTED

Ha: Learning Media comics in Indonesia society on the theme of learning during the Pra-aksara, Hindu-Buddhist and Islam can improve learning outcomes grade VII MTs Plus Bahr Ulum Tambakberas Jombang. **ACCEPTED**



APPENDIX 12

Picture of student
activity

Picture of student activity



APPENDIX 13

Learning media of comic

Alfu Alfin N.



KOMIK
Kehidupan
Masyarakat
Masa Pra-aksara

(Bahan Ajar Mata Pelajaran Ilmu Pengetahuan Sosial (IPS))

Bilingual

Mts Kelas VII



KATA PENGANTAR

Alhamdulillahirobbil'alamin dengan mengucapkan Bismillahirrohmanirrohim kami membuat media pembelajaran mata pelajaran IPS Terpadu kelas VII SMP/MTs berbentuk komik berjudul "Masyarakat pada masa Pra-aksara".

Komik ini dibagi dalam beberapa judul cerita serta dilengkapi dengan penjelasan lebih lanjut mengenai masa pra-aksara. Pada bagian akhir terdapat catatan dan eksplorasi serta lembar evaluasi untuk mengetahui sejauh mana pemahaman siswa. Konten di dalam media pembelajaran berbentuk komik ini sesuai dengan kompetensi dasar dan indikator pembelajaran, sebagai berikut:

3.4 Memahami kronologi perubahan, dan kesinambungan dalam kehidupan bangsa Indonesia pada aspek politik, sosial, budaya, geografis, dan pendidikan sejak masa praaksara sampai masa Hindu-Buddha dan Islam.

4.4 Menguraikan kronologi perubahan, dan kesinambungan dalam kehidupan bangsa Indonesia pada aspek politik, sosial, budaya, geografis, dan pendidikan sejak masa praaksara sampai masa Hindu-Buddha dan Islam.

INDIKATOR:

1. Menjelaskan kehidupan masyarakat pada masa pra-aksara
2. mengklasifikasikan bentuk-bentuk zaman masa pra-aksara sesuai periode masa pra-aksara
3. Menganalisis periodisasi pada masa pra-aksara

Terimakasih kami ucapkan kepada semua pihak yang ikut serta dalam pembuatan media pembelajaran komik ini. Semoga media komik ini bermanfaat bagi pembaca serta perkembangan pembelajaran Ilmu Pengetahuan Sosial.

Malang, 7 Mei 2018

Penulis

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Periodesasi secara Geologis



1



Menjelang malam hari, Naswa dan Sasa pulang dari masjid. Mereka membicarakan tentang kisah Nabi Adam Asyang sudah di cerikan oleh ustadz di masjid.

Towards the evening, Naswa and Sasa got home from the mosque. They talk about the story of Prophet Adam As already told by Ustadz in the mosque

Sasa, Apakah kamu juga belajar tentang keadaan bumi selain yang diceritakan oleh ustadz?

Sasa, Do you also learned about the State of the Earth, beside being told by Ustadz?

Hmm?

Hmm?

Ituloh, yang kita pelajari di sekolah. Belajar masa-masa kehidupan di bumi. Jadi kayak versi umum

Then, we learn in the school. We learn during their life on Earth. So as a general version

Oh, aku tahu. Sejarah Bumi dulu kan? kalo di agama Islam kan Allah menciptakan bumi dan makhluk-makhluk Nya. Nah. Manusia pertama yang diciptakan nabi Adam

Oh i know, history of erath First, right? if in islam, Allah create the Earth and His creatures. Well, the first human created was Adam

Iya, itu seperti yang diceritakan ustadz dimasjid tadi. Kalo aku belajar di sekolah, dahulu bumi gak ada penghuni dan sangat panas sekali.

Yes, It's as told Ustadz in the mosque. If i learn in the school, formerly the Earth not a resident and very hot



Ah, iya bener Naswa. Setelah keadaan Bumi mulai seimbang, makhluk hidup mulai tumbuh dan berkembang sedikit demi sedikit

Ah, yes it's true Naswa. After the State of the earth starting balance, Living beings began to grow and grow little by little



Wah, Sasa pinter juga yaa?
Waw, Sasa is smart



Tiba-tiba terdengar suara bergemuruh dengan keras
Suddenly, a voice rumbles very hard



Saling Berdehem



huwaaaahhhh, kabur Sa. Aku takut hwwaaaa
huwaaaahhhh, come on blurry Sa, Come on, i am afraid hwwaaaa

Mereka sangat ketakutan dan tidak menyadari bahwa suara gemuruh adalah suara buah kelapa yang jatuh
They are very scared and did not realize that roar is the sound of the falling coconuts



Hai teman-teman!

4



Kita dengarkan yuk penjelasan dari Momo yaa!

Jadi Periode masa praaksara secara geologis itu ada zaman Arkeologis, zaman Palaeozoikum, zaman Mesozoikum dan zaman Neozoikum atau Keneozoikum.

Kita lihat yuk gambar dibawah ini!



Zaman arkaeozoikum

1



Zaman tertua berlangsung sekitar 2.500 juta tahu yang lalu. Tidak ada tanda-tanda kehidupan di Bumi dan masih berupa gas panas.

Zaman Palaeozoikum

2



Makhluk bersel satu yang sederhana diperkirakan hidup sekitar 340 juta tahun yang lalu. Kemudian muncul organisme-organisme yang lebih kompleks seperti ikan tanpa rahang, ubur-ubur dan sebagainya. kehidupan pada zaman ini masih primitif.

5



Sekitar 140 tahun yang lalu. Mulai muncul pohon-pohon besar dan hewan yang hidup di darat. Iklim semakin baik dan curah hujan berkurang. Sungai-sungai besar dan danau banyak yang kering dan berlumpur. Pada zaman ini, kehidupan Bumi semakin berkembang loh. Binatang-binatang yang hidup mencapai bentuk tubuh yang sangat besar. Nah, jenis binatang reptil banyak ditemukan di zaman ini seperti Archeopteryx, Brontosaurus, Megalodon, dan Tyrannosaurus rex.

Zaman Mesozoikum

3



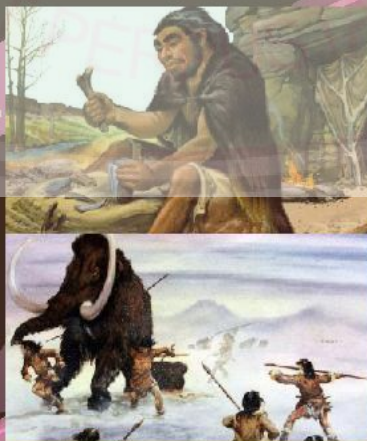
Zaman Neozoikum

4

6



Zaman hidup baru, berlangsung sekitar 65 Juta tahun yang lalu. Terdapat dua zaman di Neozoikum yaitu zaman tersier dan zaman kuarter.
 Zaman tersier mulai muncul binatang menyusui seperti orang utan dan binatang mamalia lainnya.



Zaman kuarter sekitartahun 600.000 tahun yang laludan mempunyai dua masa yaitu masa Pleistosen (Dilluvium) dan masa Holosen (Alluvium). Nah mulai muncul manusia purba pada masa Pleistosen. Namun, keadaan Bumi tidak stabil. Bumi mengalami masa yang suit ketika terjadi masa Glisial yang membuat Bumi tertutup oleh es di Eropa dan Amerika bagiaun Utara dikarenakan meluasnya lapisan es di Kutub Utara. Lau masa Interglial yaitu temperatur naik sehingga es di Kutub utara mencair. Akibatnya, permukaan air naik dan terjadi banjir besar yang mengakibatkan banyak daratan terpisah.

Setelah itu, pada zaman Holosen sebagian es di kutub utara telah lenyap yang membuat permukaan air laut naik dan tanah-tanah rendah di daerah Paparan Sunda dan Paparan Sahul tergenang air dan menjadi laut transgresi. Nah, dari kejadian tersebut muncullah Pulau-pulau di Nusantaradan digantikan oleh Manusia cerdas (Homo Sapiens).

Oh iya, Kalian tahu gak sih kalo Allah itu menciptakan makhluk hidup di Bumi itu berasal dari air?

Oh yeah, do you know if Allah created the living creature on the Earth it comes from water?

Ternyata, pada zaman Palaeozoikum kita tahu bahwa makhluk hidup mulai tumbuh dari makhluk ber sel satu hingga makhluk hidup seperti ikan lainnya.

Actually, we know in the Palaeozoekum era that living begin to grow from a single cell creatures to living beings like other fish.

Dalam Surat Al-Anbiya' ayat 31 Allah berfirman:

أَوَلَمْ يَرِ الَّذِينَ كَفَرُوا أَنَّ السَّمَاوَاتِ وَالْأَرْضَ كَانَتَا رَتْقًا فَفَتَقْنَاهُمَا مِجْوَاتٍ مِّنَ الْمَاءِ كُلِّ شَيْءٍ حَيٍّ أَفَلَا يُؤْمِنُونَ

Artinya:

"Dan apakah orang-orang yang kafir tidak mengetahui bahwasanya langit dan bumi itu keduanya dahulu adalah suatu yang padu, kemudian Kami pisahkan antara keduanya. Dan dari air Kami jadikan segala sesuatu yang hidup. Maka mengapakah mereka tiada juga beriman?"

Nah, coba deh kita renungkan! ternyata, di dalam al-Quran sudah tertulis bahwa Allah telah menjadikan air sebagai perantara tumbuhnya makhluk hidup. Sama halnya dengan makhluk hidup yang tumbuh dan berkembang biak pertama kali di dalam air laut pada zaman palaeozoikum.

Well, let us contemplate! Actually, in the al-Quran It is written that God had made the water as intermediary growth of living beings. Same is the case with living beings that grow and breed was first in the water at the time of Palaeozoikum.



SubhanaAllah, ternyata kebenaran Al-Qur'an akan selalu terbukti sampai kapanpun. Dan Al-Qur'an adalah petunjuk yang sempurna bagi umat manusia ya?

SubhanaAllah, the truth of the Qur'an will always be proven until whenever. And the Quran is a clue perfect for mankind?

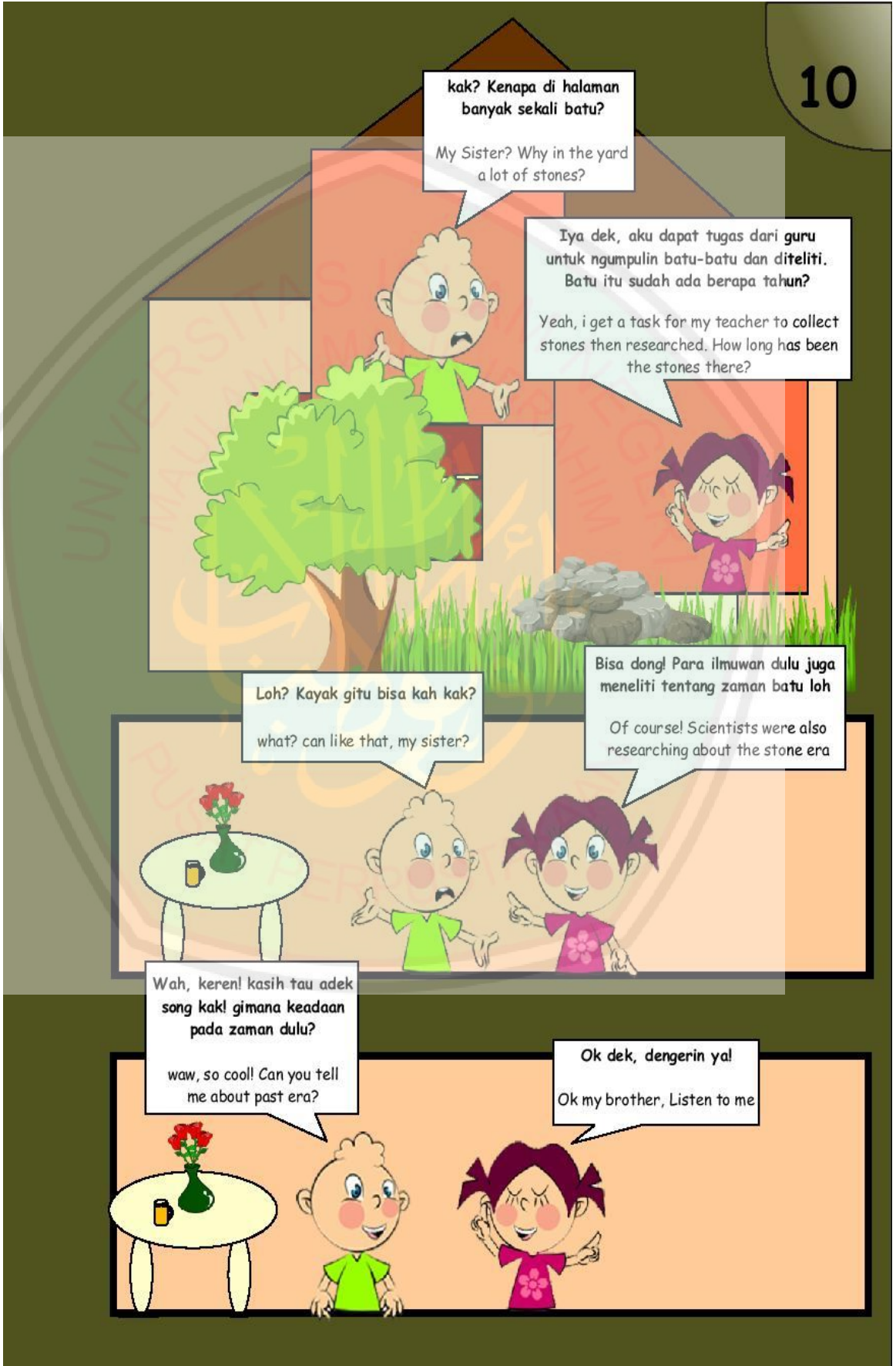


Nah teman-teman, dari sini sudah paham ya? Itulah penjelasan dari Momo tentang penjelasan kehidupan yang pertama kali diciptakan oleh Allah SWT.

Periodisasi secara
Arkeologis

a. Zaman Batu





Jadi, dulu itu ada yang namanya Zaman batu tua (Palaeolitikum).
Dikarenakan alat-alat batu-batuan manusia masih dikerjakan secara kasar atau tidak dipolis. Nah, periode ini disebut masa berburu dan meramu tingkat sederhana

So, once upon a time. There are old stone era (Palaeolitikum). Because tools of stone being done rogedly. This period called Hunting and Gathering level of simple.



Manusia pada zaman batu tua namanya Homo Erectus

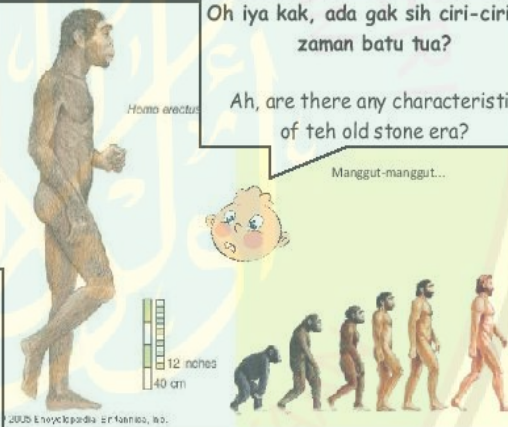
Human in the Old stone Era is Homo Erectus



Oh iya kak, ada gak sih ciri-cirinya zaman batu tua?

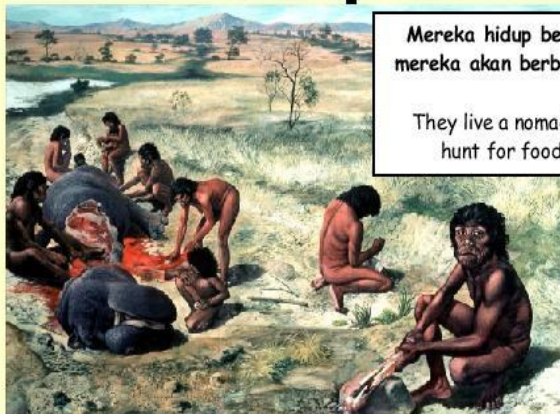
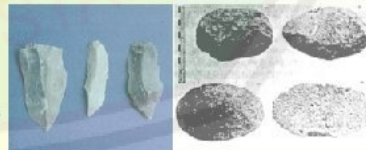
Ah, are there any characteristic of teh old stone era?

Manggut-manggut...



Ada dek, semua zaman batu memiliki karakteristik masing-masing

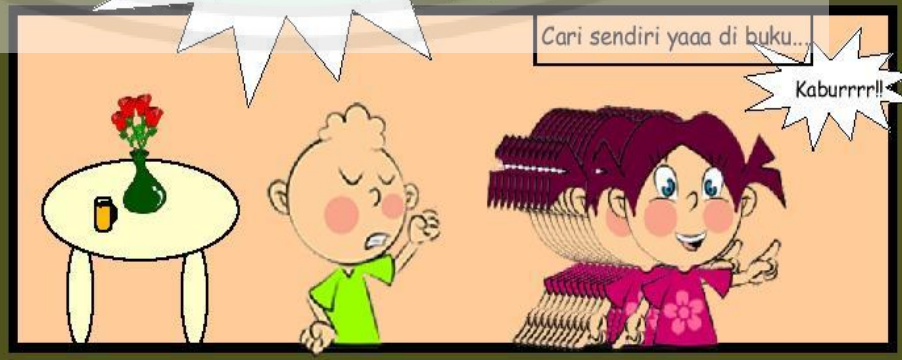
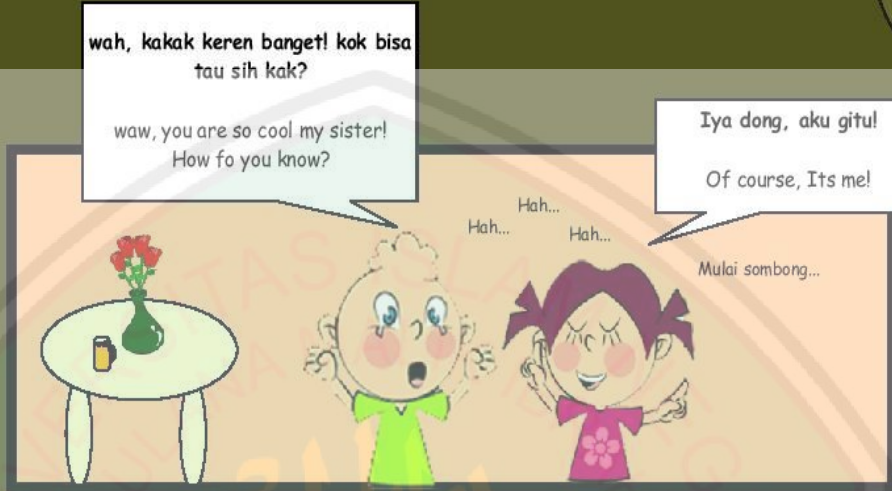
All of the Stones era has characteristis, my brother.



Mereka hidup berpindah-pindah. Juga, mereka akan berburu makanan jika lapar.

They live a nomadic life. Then, they will hunt for food if they are hungry.







Hai Teman-Teman!!

Yuk kita intip ada apa aja sih Zaman di dalam Zaman Batu?

Zaman Batu madya

Zaman batu madya hampir sama dengan zaman batu tua, namun yang membedakan yaitu mereka menggunakan kapak sumatra/peble, mengenal seni rupa lukisan dinding goa berupa cap tangan dan babi hutan, ditemukan kjokken moddinger atau bukit-bukit tua kerang hasil sampah dapur di pesisir pantai timur pulau Sumatera.

Zaman Batu Madya terjadi sekitar 10.000 tahun yang lalu.



http://1.bp.blogspot.com/_9b...
d2aC1398/TggALq7521A AAAAAMrhmK.nYj.Yq/s1600/DSC00144.JPG

Zaman batu muda (Neolitikum)

Di Indonesia, zaman batu muda dimulai sekitar 1500 SM. Alat-alat batu-batuan yang digunakan sudah dipolis sehingga halus dan indah. Ciri-ciri pada zaman ini adalah:

1. Pola kehidupannya yaitu food gathering
2. Jenis alat yang digunakan adalah kapak persegi dan kapak lonjong
3. Sudah bertempat tinggal menetap (sedenter)
4. Pakaian terbuat dari kulit kayu dan perhiasannya terbuat dari batu dan manik-manik
5. Telah memiliki kemampuan bercocok tanam
6. Sudah mengenal kepercayaan animisme dan dinamisme
7. Mengetahui perdagangan dengan sistem barter
8. Memiliki keterampilan membuat peralatan dari tanah liat (tembikar)
9. Tembikar banyak ditemukan di daerah Yogyakarta, Pacitan, dan Melolo (Sumba)



<https://yogndesign.files.wordpress.com/2009/03/kapak-konjeng1.jpg?w=627>

Zaman Megalitikum

Zaman megalitikum manusia telah mengenal kepercayaan walaupun masih pada fase awal yaitu kepercayaan terhadap roh nenek moyang. Kepercayaan ini muncul karena pengetahuan manusia pada saat itu kian meningkat. Zaman Megalitikum (Zaman batu besar). Zaman ini berlangsung melalui 2 gelombang yaitu Megalith tua pada tahun 2500-1500 SM dan Megalith muda pada tahun 1000-100 SM.

Menhir → Sebagai media atau sarana pemujaan roh-roh



Dolmen

Digunakan sebagai tempat meletakkan sesaji, pelinggih roh, dan tempat duduk ketua suku



Kubur batu: tempat menyimpan mayat yang terdiri dari lembengan batu pipih



Sarkofagus:
Peti jenazah yang berbentuk lesung dan seperti keranda



Waruga: tempat mayat dengan posisi mayat jongkok terlipat

17

Arca:

Bangunan yang terbuat dari batu melambangkan nenek moyang dan berfungsi untuk pemujaan



Punden berundak:

Bangunan bertingkat yang berfungsi sebagai tempat pemujaan roh-roh nenek moyang

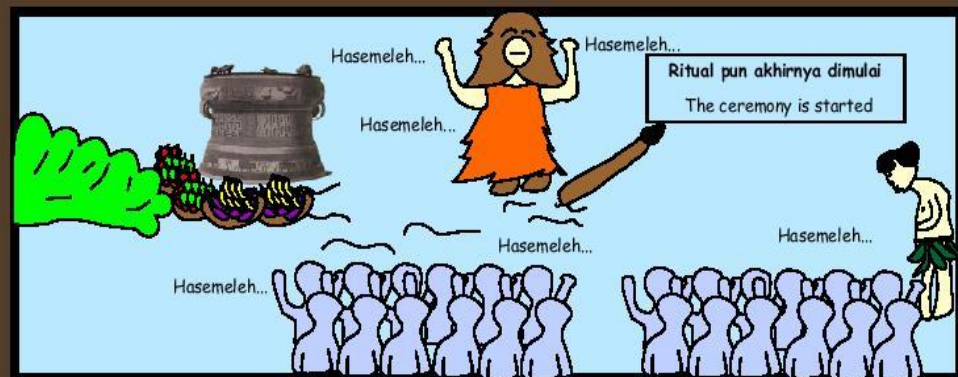
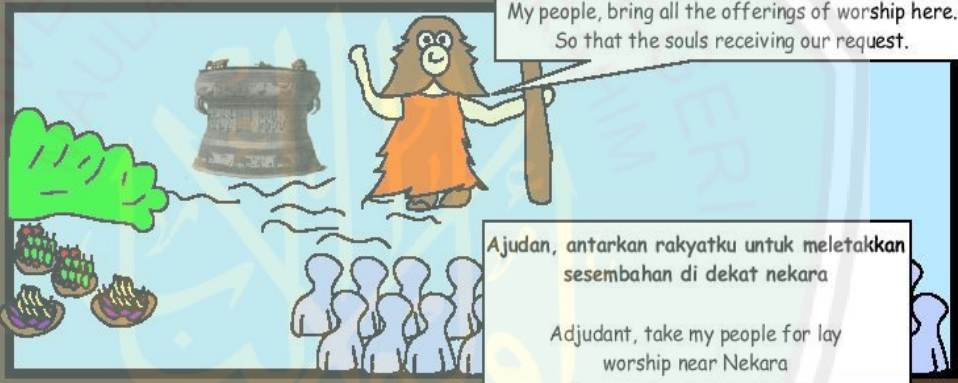
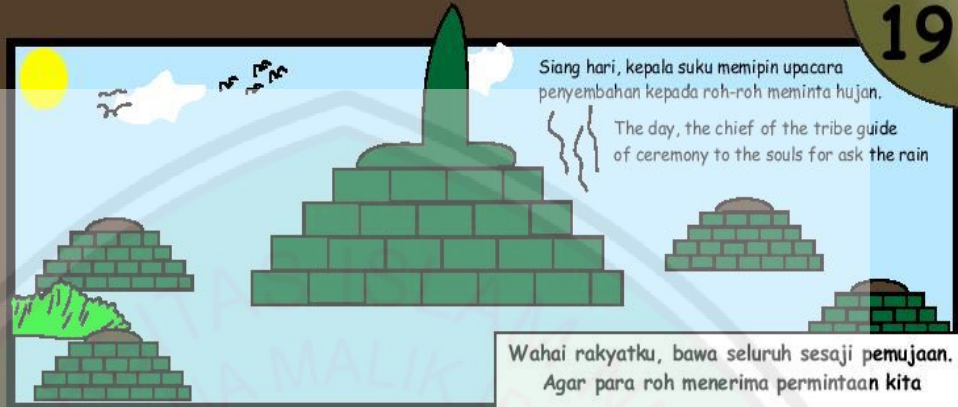


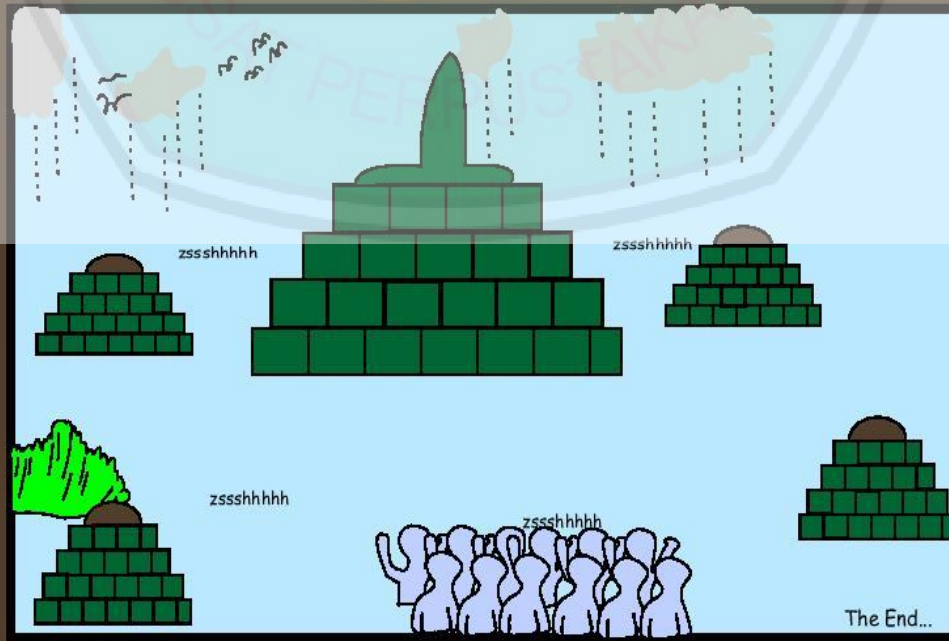
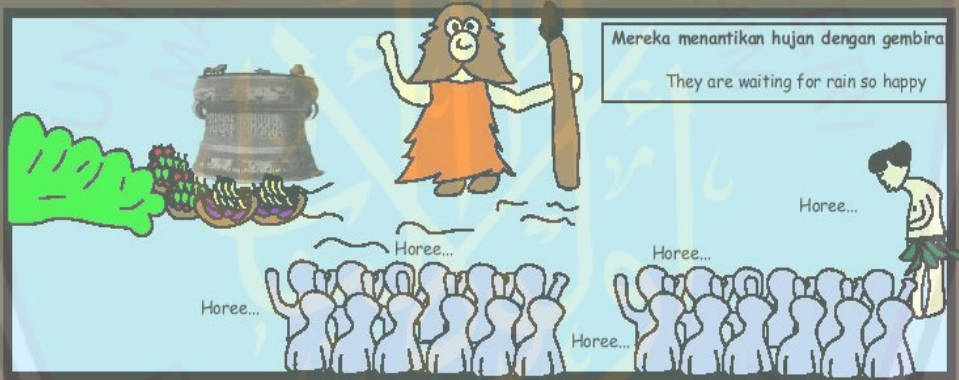
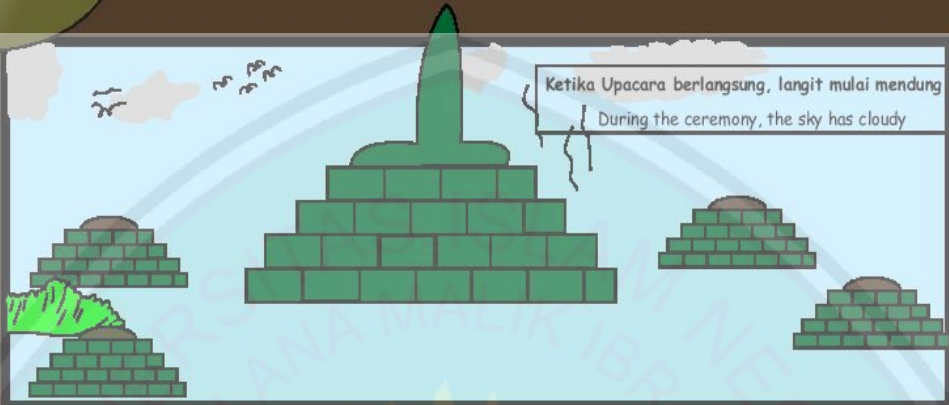
© Dokumentasi BPCB Bali

Periodisasi secara
Arkeologis

b. Zaman Logam







Hai Teman-teman!

Yuk kita intip, apa aja sih hasil kebudayaan zaman logam?

Nekara digunakan sebagai alat dalam kegiatan upacara yang berfungsi sebagai genderang.



Kapak corong adalah benda dari perunggu yang mempunyai pangkal seperti ekor burung sriti dan bagian tengahnya berongga.

Arca perunggu ini biasa digunakan sebagai liontin kalung



Perhiasan perunggu adalah perhiasan yang sangat populer pada zaman perunggu,

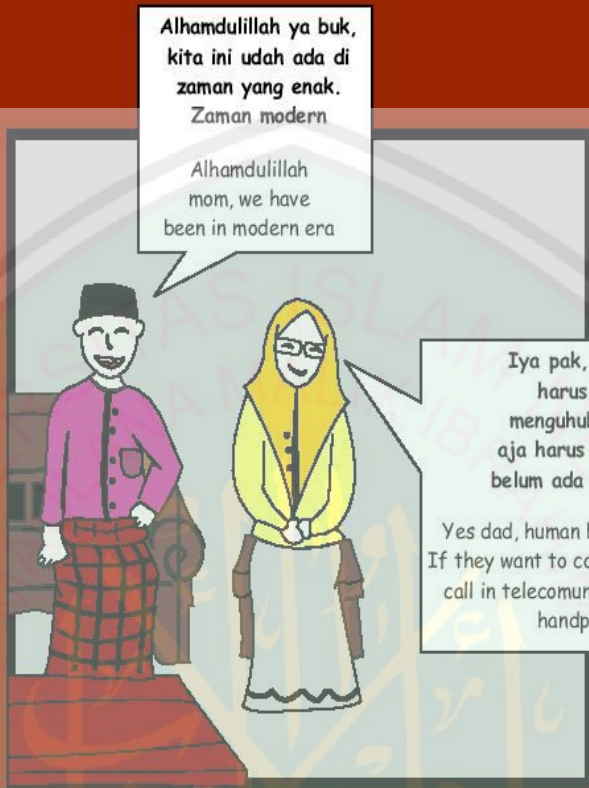
Bejana Prunggu berfungsi sebagai tempat penyimpanan barang atau makanan



Nah, penggunaan logam di kawasan Asia Tenggara dimulai sekitar 3000-2000 SM.

Periodesaisi menurut
Perkembangan
Kehidupan





Alhamdulillah ya buk,
kita ini udah ada di
zaman yang enak.
Zaman modern

Alhamdulillah
mom, we have
been in modern era

Iya pak, dulu kemana-mana
harus jalan kaki. mau
menghubungi kerabat dekat
aja harus telfon di wartel ya,
belum ada hp seperti sekarang.
Yes dad, human being every where on foot.
If they want to contact close relatives should
call in telecommunication, there has been no
handphone as its now.



Emang zaman dulu
itu gimana yah?
actually, how the
condition of past era?

gak secanggih sekarang nak, zaman bapak dulu.
gak ada lampu, kalo mau ngapa-ngain malam hari
ya harus pake lilin atau pakek obor.
Not as sophisticated now son, in the olden days.
There is no lights, ifyou wont to do something
in the evening should be using candles or torch.

wah, Rani jadi inget pelajaran di kelas yah.
Rani belajar dulu ada zaman manusia purba.
kata bu guru, manusia purba hidupnya berpindah-pindah yah.

waw, Rani so remember the lesson in the class, Dad.
Rani learn if there the days of early humans.
The teacher said, ancient human life Nomadic



Ahh, Ternyata kamu sudah belajar di bagian itu ya?
iya nak. kalo di pelajaran umum kamu akan belajar
tentang kehidupan manusia purba beberapa periode

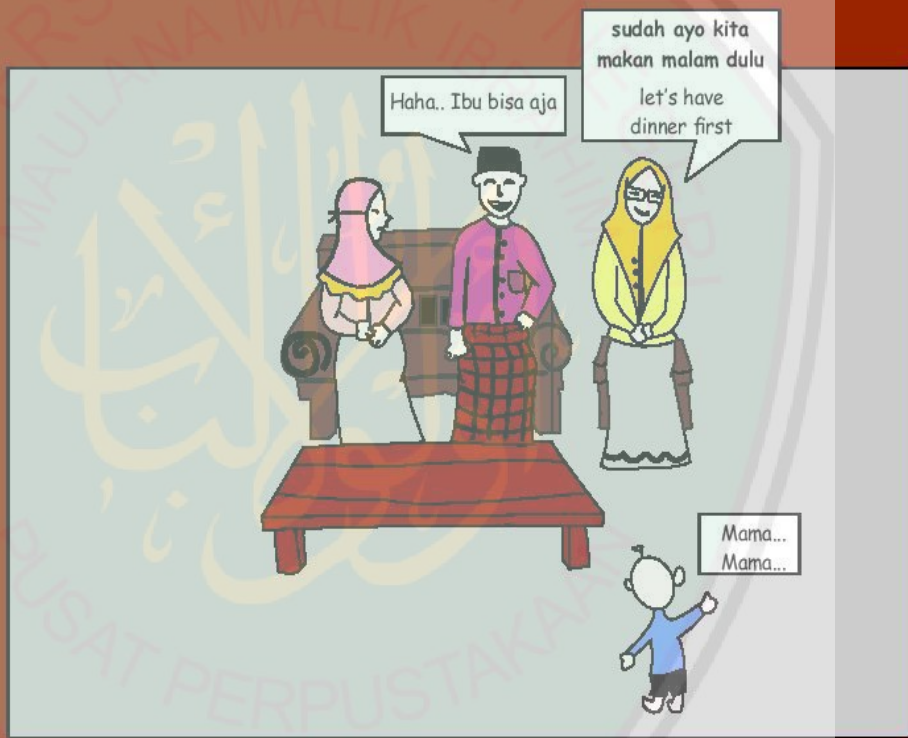
Aah, Actually have you learned on the praaksara era?
yes, in the lesson of history, you will learn about
the life of early humans at some period



Iya, kalo kamu belajar sama ayah nanti akan
diajarkan kehidupan Rosululloh SAW.

yes, if you learn with your Dad you must learning
about the Rosululloh SAW life





Hai Teman-teman!

Apakah kamu tahu?

Pada masa berburu dan meramu, manusia purba mencari makanannya dengan berburu hewan. Mereka juga hidup berpindah-pindah sesuai kebutuhan.



Pada masa bercocok tanam, manusia purba mulai hidup dengan bertani. Manusia purba juga sudah menteap dan mempunyai tempat tinggal masing-masing.



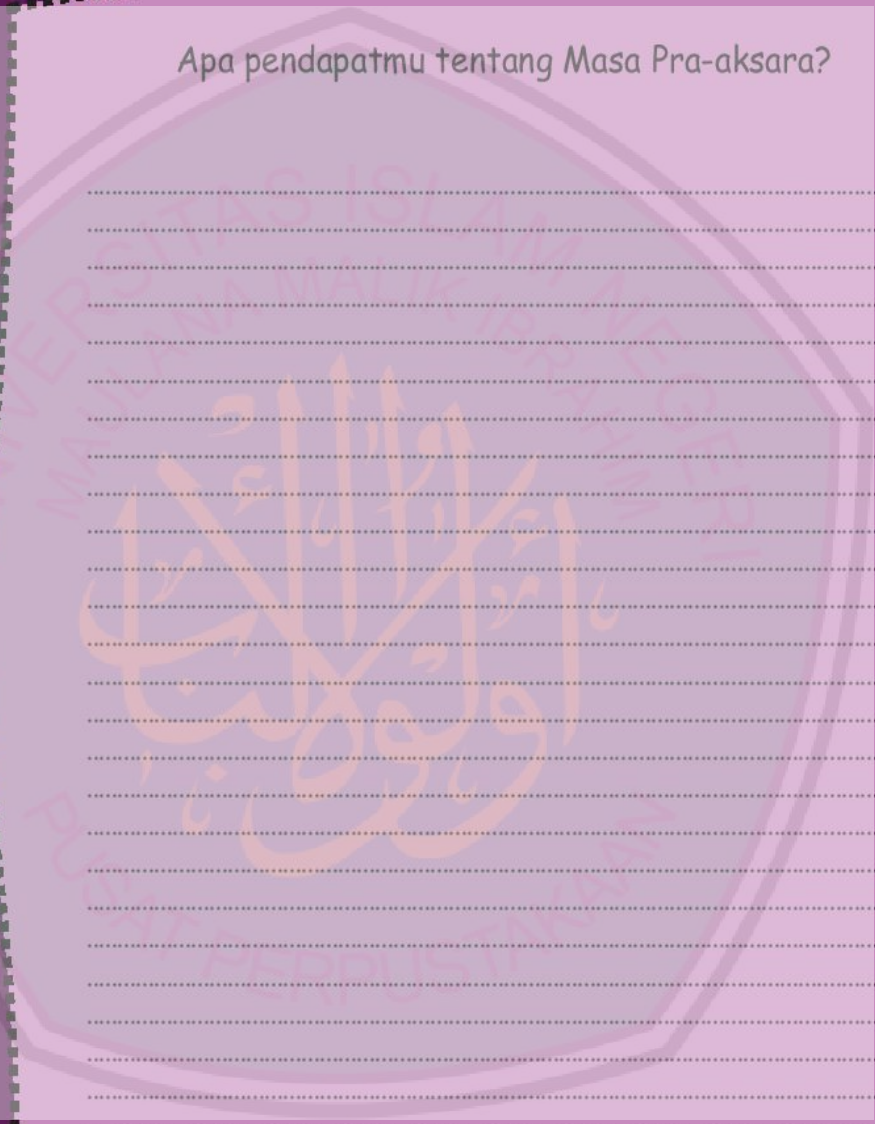
oh iya, kalian tahu mereka menetap dimana? mereka menetap di gua-gua atau gubuk kecil. mereka juga mulai berternak. Mereka juga sudah menggunakan alat-alat yang lebih halus dan dipolis.

Pada masa perundagian, Manusia lebih modern, mereka mulai mengenal tentang logam dan besi. mereka juga membuat golongan yang ahli dalam beberapa pekerjaan.



Pada masa perundagian, manusia ahli dalam membuat beberapa peralatan yang terbuat dari logam dan besi. Manusia juga sudah mahir membuat beberapa perhiasan yang bisa digunakan.

Apa pendapatmu tentang Masa Pra-aksara?



A series of horizontal dotted lines for writing, located within a large, irregularly shaped purple frame that has a dashed black border. The frame is centered on the page and contains the watermark logo and the question text.

Uji Kompetensi

A. Pilihlah jawaban yang paling benar di bawah ini!

1. Zaman mulai munculnya makhluk hidup adalah zaman...

- a. Arkaeozoikum
- b. Palaeozoikum
- c. Mesozoikum
- d. Neozoikum

2. Manusia purba sudah melakukan usaha pertanian tergolong pada masa...

- a. Masa perundagian
- b. Masa bercocok tanam
- c. Masa berburu dan meramu tingkat sederhana
- d. Masa berburu dan meramu tingkat lanjut

3. Zaman diantara dua zaman es yang mengakibatkan bencana alam adalah...

- a. Zaman glasial
- b. Zaman interglasial
- c. Zaman tersier
- d. Zaman holosen

4. Dibawah ini adalah peralatan yang digunakan pada zaman logam...

- a. Kapak genggam dan kapak lonjong
- b. Kapak genggam dan Nekara
- c. Nekara dan Kapak corong
- d. Kapak lonjong dan kapak corong

5. Punden berundak adalah...

- a. Batu besar
- b. Meja tempat sesaji
- c. Batuan yang disusun berundak-undak
- d. Peti batu

6. Perhatikan ciri-ciri zaman pra-sejarah berikut ini!

- 1) Peternak hewan
- 2) Bercocok tanam
- 3) Menangkap ikan
- 4) Membangun rumah sederhana
- 5) Hidup menetap
- 6) Membuat gerabah

Ciri-ciri diatas merupakan ciri-ciri dari zaman...

- a. Penemuan dan peradaban
- b. Bercocok tanam
- c. Berburu dan mengumpulkan makanan
- d. Perundagian

7. Dinosaurius yang berbentuk burung pada zaman Mesozoikum yaitu...

- a. Archeopteryx
- b. Brontosaurus
- c. Megalodon
- d. Tyrex

8. Bukit-bukit karang hasil sampah dapur ditemukan pada zaman....

- a. Batu madya
- b. Batu tua
- c. Batu besar
- d. Batu muda

9. Dibawah ini adalah peralatan yang digunakan pada zaman logam...
- Kapak genggam dan kapak lonjong
 - Kapak genggam dan Nekara
 - Nekara dan Kapak corong
 - Kapak lonjong dan kapak corong
10. Aktivitas mencari binatang adalah...
- Berburu
 - Beternak
 - Meramu
 - Memasak

B. Jawablah pertanyaan di bawah ini dengan baik dan benar

- Bagaimana kondisi kehidupan masyarakat pra-aksara pada masa bercocok tanam?
- Apa peralatan yang digunakan pada zaman logam?
- Sebutkan ciri-ciri manusia purba yang kamu ketahui
- Apa yang kamu ketahui tentang kehidupan zaman arkaeozoikum?
- Sebutkan ciri-ciri zaman batu muda!



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"من جد وجد"

Jas Merah

(Jangan Sekali-kali Lupakan Sejarah)



Komik ini berisi tentang kehidupan masyarakat pra-aksara di Indonesia, melalui komik ini siswa dapat mengetahui kehidupan yang terjadi pada masa pra-aksara melalui cerita dan sedikit penjelasan yang ada di dalamnya sesuai dengan periode-periode masa pra-aksara.

Curriculum Vitae



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