

**THE DEVELOPMENT OF MEDIA LEARNING KEROPPI POUCH  
TO IMPROVE RESULT STUDY ON THEME 8 SUBTHEME 3 *EARTH*  
CHANGES IN STUDENTS AT THIRD GRADE OF ELEMENTARY SCHOOL  
BUNULREJO 3 MALANG**

THESIS

Written by:  
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NIM. 14140047



**ISLAMIC ELEMENTARY SCHOOL TEACHER PROGRAM  
ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION  
DEPARTEMENT**

**TARBIYAH AND TEACHING TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

**NOVEMBER, 2018**

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IN STUDENTS AT THIRD GRADE OF ELEMENTARY SCHOOL  
BUNULREJO 3 MALANG

THESIS

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

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG  
NOVEMBER, 2018

**APPROVAL SHEET**

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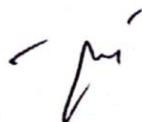
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IMPROVE RESULT STUDY IN THEME 8 SUBTHEME 3 EARTH CHANGES  
STUDENTS AT THIRD GRADE OF ELEMENTARY SCHOOL  
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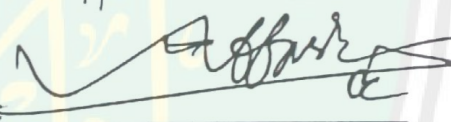
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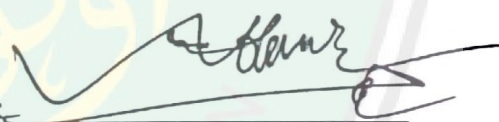
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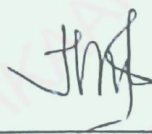
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## DEDICATION SHEET

*With thousands of strands of my gratitude over the plenty of thy favour that never break up. So did the font as well as greetings are always pronounced to the minimal model of the whole nature of the prophet Muhammad, till I was able to present the work of this little everybody:*

*Dear my dad (Mr. Taman) and my mom (Mrs. Sri Amanah) the biggest motivator as beloved in my life who never tired of praying and dear to me, didn't stop giving me to complete all my aspiration.*

*Thank you for everything. I do love you.*

*My beloved family the never tired of giving spirit to learn, struggle to finish this little masterpiece.*

*Best friends are always there beside me as love or grief, as healthy or sick, as success or failure, when the passion or desperation, make me always thankful to have you all.*

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Surely with difficulty is ease (5)

With difficulty is surely ease (6) (Q.S Al-Insyirah: 5-6)



Dr. H. Abdul Bashith, M.Si  
Lecturer of Tarbiyah and Teacher Training Faculty  
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Malang, August 9<sup>th</sup>, 2018

To whom It May Concern,  
Dean of Tarbiyah and Teaching Training Faculty  
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*Assalamu'alaikum Wr. Wb.*


This office memo declares taht Skripsi originally owned by:

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to Improve Result Study In Theme 8 Subtheme 3  
Earth Changes Students at Third Grade of  
Elementary School Bunulrejo 3 Malang

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 AUTHORSIP

I hereby declare that this skripsi is originally written by Putrima Gustiningsih, student of Islamic Elementary School Teacher Education Departement (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah and Teaching 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 orther 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, August 9<sup>th</sup>, 2018

Autor



6000  
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## PREFACE

Praise be to Allah SWT The All Merciful and The All Compassionate. Thanks to Allah because of all blessing and guidance, so the writer able to finish the arrangement of Research and Development “*The Development of Media Learning Keroppi Pouch to Improve Result Study On Theme 8 Subtheme 3 Earth Changes In Students at Third Grade of Elementary School Bunulrejo 3 Malang.*” as the final instruction activities on State Islamic University Maulana Malik Ibrahim Malang. Shalawat and salam uninterruptedly extended to Prophet of Muhammad SAW, and all the families, friends, and all Muslim. There is no pronounceable word that can be extended except the great gratitude to the Excellency:

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The writer realize about the defectiveness of this Research and Development report.

Malang, August 9<sup>th</sup>, 2018

Writer

## TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158, 1987 and no. 0543 b/U/1987.

### A. Hijaiyah Letters

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 = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

### B. Long Vocal

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

### C. Diphthong Vocal

أُ = aw

أَي = ay

أُو = û

إِي = î

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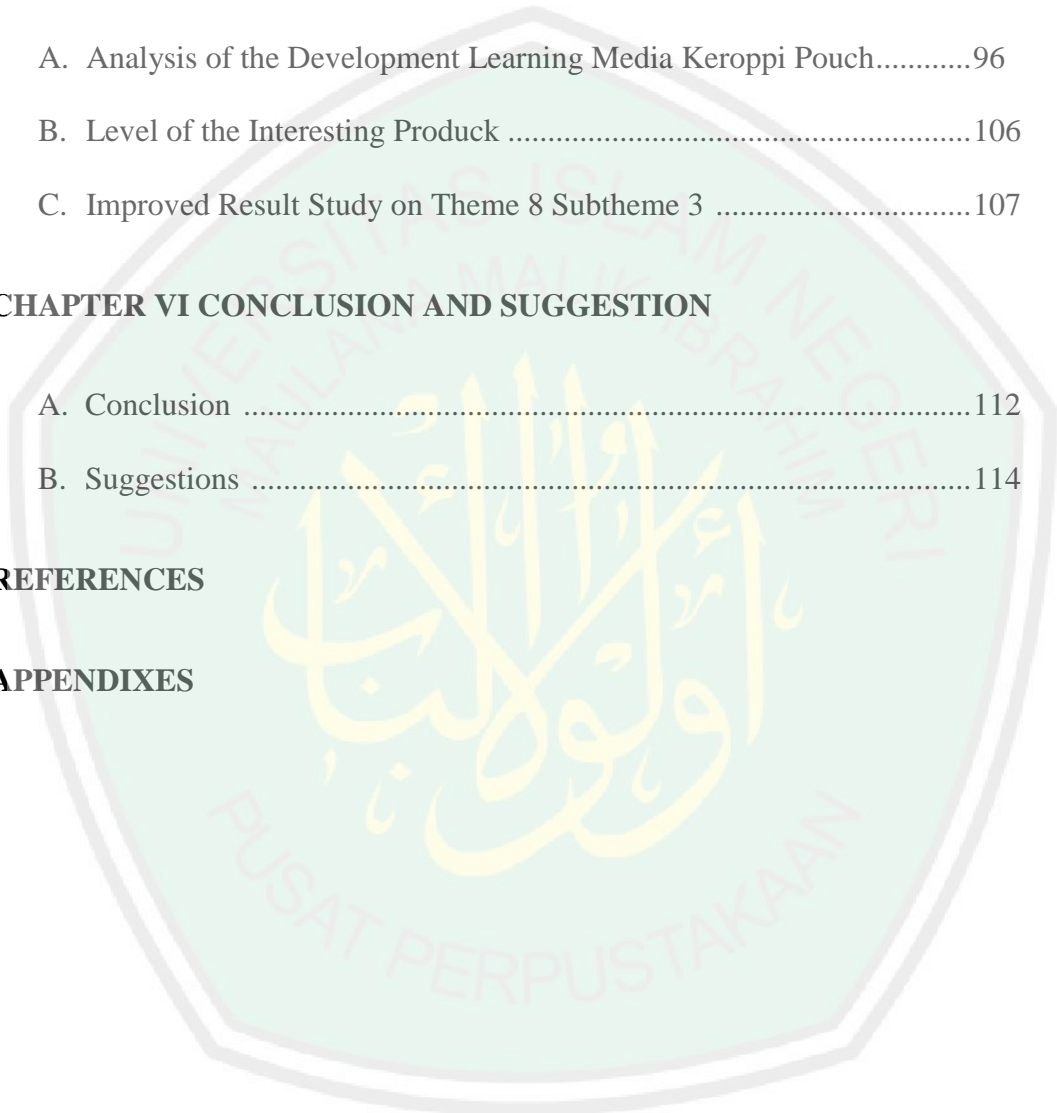
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## ABSTRAK

Gustiningsih, Putrima. 2018. *Pengembangan Media Pembelajaran Kantong Keroppi Untuk Meningkatkan Hasil Belajar Siswa Kelas III SDN Bunulrejo 3 Malang*: Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Abdul Bashith, M.Si.

---

Media pembelajaran *keroppi pouch* adalah media visual berbentuk tiga dimensi, yang didasarkan pada kenyataan dalam proses belajar siswa yang monoton, sangatlah membosankan jika dalam belajar tidak disertai media menarik. Dengan media pembelajaran *keroppi pouch* ini siswa dapat mempelajari materi yang ada dengan dilengkapi kartu-kartu soal yang memuat semua materi dari tema 8 subtema 3 perubahan rupa bumi pada kelas III SDN Bunulrejo 3 Malang, sehingga mampu digunakan untuk mengukur tingkat keberhasilan siswa melalui media pembelajaran ini.

Tujuan penelitian ini adalah 1) menghasilkan produk berupa media pembelajaran yang efektif digunakan dalam proses pembelajaran, 2) mengetahui tingkat kemenarikan media pembelajaran *keroppi pouch* dalam proses pembelajaran, 3) mengetahui perbedaan hasil belajar siswa pada tema 8 subtema 3 perubahan rupa bumi dengan menggunakan media pembelajaran *keroppi pouch* pada siswa kelas III SDN Bunulrejo 3 Malang.

Jenis penelitian ini menggunakan Penelitian dan Pengembangan (RnD). Subjek penelitian adalah siswa kelas III. Data dikumpulkan dengan menggunakan kuesioner. Instrumen penelitian diuji dengan menggunakan validitas isi, desain, dan pakar/ahli pembelajaran. Teknik analisis data menggunakan model pengembangan prosedural yang bersifat deskriptif yang dikembangkan oleh Borg and Gall.

Hasil penelitian pengembangan media pembelajaran *keroppi pouch* dalam pembelajaran Kurikulum 2013 pada tema 8 subtema 3 kelas III memenuhi kriteria valid dengan hasil uji ahli materi mencapai tingkat kevalidan 80,00%, ahli desain mencapai 92,00%, ahli pembelajaran mencapai 88,00%, hasil uji coba lapangan mencapai 96,75%. Hasil belajar siswa antara kelas yang menggunakan media dan tidak menggunakan media menunjukkan adanya perbedaan. Hal ini dapat dilihat dari rata-rata kelas eksperimen dan kontrol, yaitu  $86,46 > 74,09$ , maka dapat dikatakan bahwa terdapat perbedaan hasil belajar yang signifikan antara kelas yang menggunakan media pembelajaran dan kelas yang tidak menggunakan media. Hasil uji-t pada perhitungan manual dengan tingkat kemaknaan 0,05 diperoleh hasil  $t_{hitung} \geq t_{tabel}$  yaitu  $|-4,9678| \geq 2.01174$ , artinya  $H_0$  ditolak dan  $H_1$  diterima. Hal ini menunjukkan bahwa produk yang dikembangkan memiliki kualifikasi tingkat keefektivitasan yang tinggi, sehingga media pembelajaran layak digunakan dalam pembelajaran, karena produk ini menarik dari segi desain, konten dan pengoperasiannya mudah.

**Kata Kunci:** Pengembangan Media Pembelajaran *Keroppi Pouch*, Hasil Belajar

## ABSTRACT

Gustiningsih, Putrima. 2018. *Development of Media Learning Keroppi Pouch to Improve Result Study In Theme 8 Subtheme 3 Earth Changes Students at Third Grade of Elementary School Bunulrejo 3 Malang*. Thesis, Islamic Elementary School Teacher Education Program, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. H. Abdul Bashith, M.Si.

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Media learning keroppi pouch is shaped three dimension visual media, based on the fact that the students in the learning process a monotonous, not accompanied by interesting media very boring to study. With the learning media keroppi pouch this students can learn the material that fitted the cards reserved all material from theme 8 subtheme 3 earth changes in grade III SDN Bunulrejo 3 Malang, so was able to use to measure the success rate of students through the learning media.

The purpose of this research is 1) produce a product in the form of an learning media effective used in the learning process, 2) knowing the level of interesting learning media keroppi pouch in the learning process, 3) distinguishing student learning outcomes on the theme 8 subtheme 3 earth changes using learning media keroppi pouch at the grade III SDN Bunulrejo 3 Malang.

This type of research uses research and development (RnD). subject of research is the grade III. The data collected by using questionnaire. Research instrument was tested using the validity of content, design, and expert learning. Technical analysis data using procedural models of the development of descriptive nature developed by Borg and Gall.

Learning media development research results keroppi pouch in learning curriculum of 2013 on the theme 8 subtema 3 class III meet the criteria with valid test results of expert material reaches the level of 80.00%, valid. design experts reach 92.00%, reaching 88.00% learning experts, the results of the field trials reach 96.75%. The results of study of students between classes that use media and does not use the media shows that there is a difference. It can be seen from the average classroom experimentation and control, namely  $86,46 > 74,09$ , then it can be said that there is a significant learning outcome differences between classes that use media learning and class which does not use the media. Results t-test on the calculation of the level of significance of 0.05 manually obtained results  $t_{hitung} \geq t_{tabel}$  i.e.  $|-4,9678| \geq 2.01174$ , meaning that  $H_0$  is rejected and the  $H_1$  is accepted. This shows that the product has developed a high level of qualification of effective, so it's worth learning media used in learning, because this product is interesting in terms of content, design and easy to operate.

**Keywords: Development Media Learning Keroppi Pouch, Results of the Study**

## مستخلص البحث

غوثنى نينغسيه، بوتريما. 2018. تطوير الوسائل التعليمية "كيس كيروفي" لترقية الحصيلة التعليمية للطلبة في الصف الثالث بالمدرسة الابتدائية العامة الحكومية بونول ريجو 3 مالانج، البحث الجامعي، قسم تربية معلمي المدرسة الابتدائية، كلية علوم التربية والتعليم بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. الحاج عبد الباسط، الماجستير.

الكلمات الرئيسية: تطوير الوسائل التعليمية "كيس كيروفي"، الحصيلة التعليمية.

تتمثلت الوسائل التعليمية "كيس كيروفي" على الوسائل المرئية بثلاثية الأبعاد، وهي قامت على واقعية عملية التعليم الرتبية لدى الطلبة، وتكون أكثر ممتعة إذا ما استخدمت الوسائل التعليمية الجذابة. فاستخدام هذه "كيس كيروفي" يمكن الطلبة على دراسة المواد الموجودة التي تصاحبها بطاقات الأسئلة التي تحتوي على جميع المواد من الموضوع الثامن للموضوع الفرعي 3 "تغير وضع الأرض" للصف الثالث بالمدرسة الابتدائية العامة الحكومية بونول ريجو 3 مالانج، حيث يمكن استخدامها لقياس مدى نجاح الطلبة من خلال هذه الوسائل.

وكان الهدف من هذا البحث هو: (1) إنتاج الوسائل التعليمية الفعالة التي تستخدم في عملية التعليم، (2) تحديد مدى جاذبية الوسائل التعليمية "كيس كيروفي" في عملية التعليم، (3) معرفة الفرق في الحصيلة التعليمية في الموضوع الثامن للموضوع الفرعي 3 "تغير وضع الأرض" باستخدام الوسائل التعليمية "كيس كيروفي" لدى الطلبة في الصف الثالث بالمدرسة الابتدائية العامة الحكومية بونول ريجو 3 مالانج .

استخدمت الباحثة منهج البحث التطويري (RnD). كان موضوع هذا البحث هو الطلبة في الصف الثالث. تم جمع البيانات باستخدام الاستبانة. تم اختبار أداة البحث باستخدام صالحة المحتوى، والتصميم، والخبير في التعليم. وقد تم تحليل البيانات باستخدام نموذج التطوير الإجرائي الوصفي الذي تطوره بورغ وغال (Borg and Gall).

أظهرت نتيجة البحث التطويري للوسائل التعليمية "كيس كيروفي" في تعليم المناهج الدراسية عام 2013 في الموضوع الثامن للموضوع الفرعي 3 "تغير وضع الأرض" استوفت معايير صالحة، وتحصل نتيجة اختبار الخبير في المحتوى على درجة 80,00%، وفي التصميم على درجة 92,00%، وفي التعليم على درجة 88,00%، ونتيجة التجربة الميدانية 96,75%. وهناك الفرق بين الصف الذي استخدم هذه الوسائل مع الصف الذي ما استخدمها. وأشارت إليه درجة الفصل التجريبي (86,46) أكبر من درجة الفصل التحكم (74,09) وبالتالي، يمكن القول أن هناك فرق ذات دلالة إحصائية في الحصيلة التعليمية بين هذين الفصلين. تم الحصول على نتيجة اختبار ت على درجة ت الحساب (-4,9678)  $\leq$  درجة ت الجدول (2,01174) مع الدرجة الأهمية 0,05. وهذا يعني أن  $H_0$  مرفوض و  $H_1$  مقبول. هذا يدل على أن المنتجة المطورة لها

مستوى الفعالية العالي، حيث تكون هذه الوسائل ملائمة لاستخدامها في التعليم، لأنها جذابة من حيث التصميم والمحتوى وسهولة استخدامها.



## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Basic education is the integral part of the national education system. Basic education is education that length of nine years was held for six years in primary school and three years at secondary school level first or equal education unit. Basic education curriculum is structured in order to achieve the goals of national education with attention to the stage of development of students and the suitability of the environment, national needs, the development of science and technology as well as the arts. The child is seen as one of the sources to determine what it will be used as learning materials so that the basic capabilities of the child can be developed seoptimal as possible. For it needs to be studied how children grow, develop and learn, what his needs and interest.<sup>1</sup>

Basic capabilities embedded tightly is important at the level of primary school. On the development of elementary school age children, tend to love to play, have a great sense of curiosity and easily influenced by his environment so learning in elementary school should be organised so that the created atmosphere students are active and fun. To that end, teachers need to heed some background principles, principles of learning while working, the principle learning while playing, and the principle of alignment.<sup>2</sup>

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<sup>1</sup> Abdul Majid, Pembelajaran Tematik Terpadu, Bandung: PT Remaja Rosdakarya, 2014, p. 1-2.

<sup>2</sup> Depdikbud, 1995, p.1-2.

The learning achievements of students in the school are often indicated with the students learn from the problems in understanding the material. This is possible because the indication of the factors studied students who were less effective, even the students themselves do not feel motivated in the following learning in class. Thus causing less students or even do not understand the material which is difficult given by the teacher.<sup>3</sup>

The tendency of learning that less attractive this is reasonable in natural by teachers who do not understand the needs of the students both in characteristics, as well as in the development of science. In this case the role of a teacher as a very large science developer to choose and implement the right and efficient learning for learners not only conventional-based learning. A conducive learning and the relationship of communication between teachers, students can run well.<sup>4</sup>

Thematic learning design allows the child individually exploring his interest and develop the ability of assimilate and spacious accommodation. Thematic learning concept especially focuses on the child as a learner and the processes that are associated with the development of thinking and learning. This curriculum emphasizes the analysis of thinking processes and cultivate thinking ability as well as an understanding of learners. In the learning process and the lesson, the teacher is trying to make it relevant and meaningful learning for children.<sup>5</sup>

The process of teaching and learning or teaching process is an activity of carrying out of the curriculum, so that an institution can affect the students achieve educational goals that have been set. The purpose of education is essentially

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<sup>3</sup> Daryanto, *Media Pembelajaran*, Yogyakarta: Gava Media, 2010, p. 1.

<sup>4</sup> Ibid., p. 2.

<sup>5</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, Bandung: PT Remaja Rosdakarya, 2014, p. 4.

delivering the students led to the changes in the behaviour of both the intellectual, moral and social events in order to live independently as individual and social creatures. In achieving the objectives that students interact with a learning environment that is set through a process of teaching teachers.<sup>6</sup>

Teaching and learning activities in the classroom is a world of its own communication where teachers or lecturers and students/students brainstorm to develop ideas and understanding. In communication often arise and illegalities so that such communications are not effective and efficient, among others, caused by the presence of a tendency verbalitas, student/student uncertainty, lack of interest and excitement, and so on. One attempt to address the circumstances of the case is the use of integrated media in the process of teaching and learning, as a function of the media in the next activity as a publisher of information, attitudes, stimulus and others, also for boost harmony in receipt of information. Certain things in the media also serves to set up the steps of progress as well as to provide feedback.<sup>7</sup>

According to the taxonomy of the Briggs more leads to a characteristic according to a stimulus or stimuli that can be brought about from the media itself, namely the stimulation with suitability characteristics of students, learning tasks, materials, and transmission. Briggs identifies 13 kinds of media used in the process of teaching and learning, i.e., objects, models, direct sound, audio recordings, printed media, hard-wired learning, Blackboard, complete media, movie sets, movie frames, film, television and images.<sup>8</sup>

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<sup>6</sup> Nana Sudjana, *Media Pengajaran*, Bandung: Sinar Baru Algensindo, 2007, p. 6.

<sup>7</sup> Asnawir dan M Basyiruddi Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 13.

<sup>8</sup> Arief Sadiman, dkk, *Media Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), p. 23.

Use of the media in the process of teaching and learning have practical values, one of which, the media can overcome various limitations of experience belonging to the student or students. The experience of each individual is varied because of family life and the community very decisive manner of experience belonging to them. Two children who live outside of the different environments will have different experiences.

Learning media is very important in the process of teaching and learning, researchers perform direct observation in school SDN Bunulrejo 3 Malang and do an interview with master class III A i.e. mother Septiana. According to the results of the interviews, that the development of the media is very important:

“The presence of the media learning was very helpful in the learning process, but it is very a pity now is very difficult to get the media, because in it's own thematic learning teachers already are required to make the learning evaluation is very complicated. So, there is no time to make media to support the learning effectively. If there are any learning media development, I think it will really help students to understand the material that is being taught to quickly and clearly. Because students will be much more interested in learning if accompanied by learning media make learning could be more concrete.”<sup>9</sup>

It is therefore very important in the learning activities using the media learning as a means of supporting the learning process. By adjusting the characteristics of learners who are still in the early grades, for it researchers interested in taking the title **“The Development of Media Learning Keroppi Pouch to Improve Result Study on Theme 8 Subtheme 3 *Earth Changes* in Students at Third Grade of Elementary School Bunulrejo 3 Malang”**.

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<sup>9</sup> The results of the interviews conducted in the SDN Bunulrejo 3 Malang.

## **B. Formulation of the Problem**

1. How to design the development of media learning keroppi pouch to improve result study on theme 8 subtheme 3 earth changes in students at third grade of Elementary School Bunulrejo 3 Malang ?
2. How level interesting the development of media learning keroppi pouch to improve result study on theme 8 subtheme 3 earth changes in students at third grade of Elementary School Bunulrejo 3 Malang ?
3. What do the results of students learning increased after using media learning keroppi pouch to improve result study on theme 8 subtheme 3 earth changes in students at third grade of Elementary School Bunulrejo 3 Malang ?

## **C. Objectives of the Developing**

1. To describe the design of development media learning keroppi pouch to improve result study on theme 8 subtheme 3 earth changes in students at third grade Elementary School Bunulrejo 3 Malang.
2. To describe the level of interesting media learning keroppi pouch to improve result study on theme 8 subtheme 3 earth changes in students at third grade of Elementary School Bunulrejo 3 Malang.
3. To describe the results of the students after using media media learning keroppi pouch to improve result study on theme 8 subtheme 3 earth changes in students at third grade of Elementary School Bunulrejo 3 Malang.

## **D. Development Benefits**

### 1. Theoretical Benefits

- a. To increase scientific knowledge in the field of development media learning keroppi pouch.
- b. To add to the scientific study either in development media learning keroppi pouch.

### 2. Practical Uses

#### a. For Students

Benefits that can help students in learning the theme 8 subtheme 3 “earth changes”. And lets students engage actively in the learning process, so that it becomes more effective and material easy to understand.

#### b. For Teachers

Give a good innovation to teachers in making learning media to transfer knowledge to learners, so learning more meaningful.

#### c. For Institution/School

As a material consideration in determining effective learning media so that it can form students have a high creativity, and also to motivate teachers to enrich learning with media to create and develop it themselves, such as the creation of the media learning and so on according to the needs and characteristics of their students so that more advanced.

### **E. Development of Assumptions**

On the research learning media development keroppi pouch this researchers expect such media can assist teachers in teaching the material to students more easily. Expected for students can also make use of these media in order to understand the material more easily and can make use of the media to understand material as well as improve understanding and student learning outcome itself. But the media is only limited to the thematic learning theme 8 subtheme 3 earth changes, not discussing the matter or other themes.

### **F. Scope of the Developing**

Within the scope of the learning media development keroppi pouch is just focused on the theme of the thematic learning 8 subtheme 3 “Earth Changes”, and not the other theme concerned. That's because the media learning was developed to help teachers explain the material being taught and to help students understand the material. Students generally support the learning process by using media that can attract the attention of learners, especially elementary school students are learning and thinking in concrete and haven't been able to think abstractly especially in low grade ( class 1-3).

### **G. Product Specifications**

Product specifications that are developed in this research are:

1. Media learning keroppi pouch formed resemble cartoon characters keroppi (Green Frog) made of nylex fabric green.

2. Learning media keroppi pouch fits with learning material class III on the theme of 8 subtheme 3 Earth Changes.
3. Media learning design keroppi pouch three dimensions that can be seen from all sides.
4. Delivery of learning media keroppi pouch can be accompanied by a game.
5. Learning media keroppi pouch used for individual or group
6. A section on learning media keroppi pouch includes:
  - a. The outside (the protective bag)
  - b. The inside (filled with head-shaped body of dakron, nylex fabric, the abdomen is filled six bags of different colours)
  - c. Cards contain material with an attractive design
  - d. The dice have 6 sides made of wood
7. Media keroppi pouch meet aspects of quality assessment:
  - a. Aspects of the material or content
  - b. Design aspects
  - c. Expert aspects of learning
8. Form of media keroppi pouch is as follows:
  - a. The size of the body bags of keroppi: 50 cm
  - b. Size head diameter: keroppi bag 70 cm
  - c. Overall height: 145 cm
  - d. Size of hand bag keroppi: 20 cm x 15 cm
  - e. Size bags walk keroppi: 20 cm x 15 cm
  - f. Size pouch: 13 cm x 15 cm (six)

- g. Card Size: 8 cm x 12 cm
- h. Dice: 5 cm x 5 cm
- i. Types of fabric: Nylex

## H. Originality of the Product

The following is previous research studies underlying the existence of the study, among other things:

1. Dyan Faridha, Bambang Yulianto, Kisyani Laksono. *Penerapan Media Kantong Ajaib Doraemon dengan Model OMEAKE untuk Meningkatkan Kemampuan Membuat Kalimat Tanya Siswa Kelas V SDN Sukoanyar 01 Malang*. This method is used in applicable obeservasi them is its current status is to plunge directly into the field to examine the application of media pockets between doraemon with model omeake. With the application of this media guardian occurs from 63% to 89% of students are able to complete in his studies.<sup>10</sup>
2. Hardiyana Ika. *Penggunaan Media Boneka Tangan untuk Peningkatan Hasil Belajar Tema Diri Sendiri Materi Keterampilan Berbicara Pada Siswa Kelas I SD 1 Mlati Lor Kudus*. The methods used in this research was observation directly into the field and also the interview, from the initial data obtained information that the student learning outcomes related to speaking skills are lacking, which is characterized by a lack as the students delivered the opinion, ashamed and afraid to advance to dapan class. After doing some research,

<sup>10</sup> Dyan Faridha, dkk, *Penerapan Kantong Ajaib Doraemon Dengan Model OMEAKE Untuk Meningkatkan Kemampuan Membuat Kalimat Tanya Siswa Kelas V SDN Sukoanyar 01 Malang*, Review Journal Pendidikan Dasar, UNESA, No. 2 Mei 2017.

namely by applying the doll's hand, there is a significant increase of 77.78% increase to 84.72% yield increased student learning through the practice of hand puppets.<sup>11</sup>

3. Layyinatus Shifa dan Aquami. *Penggunaan Media Papan Kantong dalam Meningkatkan Hasil Belajar Siswa Kelas III Materi Surat Pendek pada Mata Pelajaran Al-Qur'an Hadist di MI Al-Amanah Baruharjo Kecamatan Buay Madang Timur Kabupaten Oku Timur*. The methods used in this research experiment and design of the Intact Group Comparison. There are two classes, namely class a control class experiments and getting the value of the category of high, medium and low. To find out the difference significant student learning results using "t" test. Results of the study are grade III the use of the media the pouch gets an average score of 84, while the results of the learning of students who are not using the media Board bags in class III received an average score of 76. Based on the results of the analysis of the data by using the technique of "t" test can be concluded that there is a significant learning outcome differences between students who use media Board bag and don't use the bag material Board short Surahs in the eye the lesson of the Qur'an the Hadith in Al-Amanah MI Bahurejo.<sup>12</sup>

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<sup>11</sup> Hardiyan Ika, *Penggunaan Media Boneka Tangan Untuk Peningkatan Hasil Belajar Tema Diri Sendiri Materi Keterampilan Berbicara Pada Siswa Kelas I SD 1 Mlati Lor Kudus*, (Thesis: 2014).

<sup>12</sup> Layyinatus Shifa dan Aquami, *Penggunaan Media Papan Kantong Dalam Meningkatkan Hasil Belajar Siswa Kelas III Materi Surat Pendek Pada Mata Pelajaran Al-Qur'an Hadist Di MI Al-Amanah Baruharjo Kecamatan Buay Madang Timur Kabupaten Oku Timur*, *Journal*, 1 Januari, 2015.

**Table 1.1**  
**Originality Product**

No.	The name of the researcher, titles, form (thesis/theses/journal), Publisher, and year of research	Similarities	Difference	Originality of Research
1.	Dyan Faridha, Bambang Yulianto, Kisyani Laksono. Penerapan Kantong Ajaib Doraemon Dengan Model OMEAKE Untuk Meningkatkan Kemampuan Membuat Kalimat Tanya Siswa Kelas V SDN Sukoanyar 01 Malang, Jurnal Review Pendidikan Dasar, UNESA, No. 2 Mei 2017.	In this research have in common that is equally learning to use media pouches, using cartoon characters.	There are differences that are so prominent in this study only apply the media accompanied the use of learning model OMEAKE	Research used i.e., Research and Development, which in this study researchers develop a learning media products keroppi pouch that accompanied the card also dice. This research was also used in a thematic study for SD/MI.
2.	Ika Hardiyana. Penggunaan Media Boneka Tangan Untuk Peningkatan Hasil Belajar Tema Diri Sendiri Materi Keterampilan Berbicara Pada Siswa Kelas I SD 1 Mlati Lor Kudus, (Skripsi: 2014).	This research uses both puppets/cartoon characters. And also the same using low-grade (early)	There is a difference in media there are several hand puppet Doll (with the relatively smaller size) used in the individual learning progress.	This research not only use media but also to develop a product that has great size.
3.	Layyinatus Shifa dan Aquimi. Penggunaan Media Papan Kantong Dalam Meningkatkan Hasil Belajar Siswa Kelas III Materi Surat Pendek Pada	This research uses the same media Board bag. And also the same use class experiments and classroom control.	There is a difference in this research the pouches are placed or based on board, so the use of the media the	This study develops a learning media products keroppi pouch is very interesting and also very flexible. Can be used anywhere and

Mata Pelajaran Al-Qur'an Hadist di MI Al-Amanah Baruharjo Kecamatan Buay Madang Timur Kabupaten Oku Timur. Jurnal Vol. 5. 2015		pouch flexible boards carried everywhere.	less if anytime.
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### I. Key Terms

To avoid so as not to failure in understanding or interpreting of terms exist, researchers need to give an affirmation and a discussion of the terms relating to the title of the study, as follows:

1. Development media is a process or activity performed to generate a media learning or the ability to enhance a product that already exists for the better again.
2. Media learning is everything that can be used to give the stimulus (stimuli) thoughts, feelings, concerns, and the ability or skills in learners so as to encourage the occurrence of the learning process.
3. Keroppi pouch is a media that has the form of a stuffed frog (characters) or commonly known keroppi, equipped with multiple pouches on the front of which each bag there are cards. Cards here contains problems that fit the theme of the 8 subtema 3 *Earth Changes*.
4. Thematic Learning is learning that uses the theme to associate multiple subjects so as to provide meaningful experiences to students.

## J. Systematic of the Writing

As for the systematic discussion on this research are as follows:

**Chapter I Introduction** which is an overview of the contents of the study comprises: Background of the study, Formulation of the problems, Objectives of the Developing, Development benefits, Development of assumptions, Product specification, Originality of the product, Key terms, Systematic of the writing.

**Chapter II Literatures of the Study** the description of the literature review consists of: Literatures of theorems, there are: (learning media, keroppi pouch, thematic learning, theme 8 subtheme 3, students characteristics SD/MI, the result of study), and Framework of thinking.

**Chapter III Method of the Research** that contains is Type of the research, Model of the developing, procedure development, Trials (Trial design, Trial subjects, Types of data, Data collection instruments, Data analysis techniques) and Research procedure.

**Chapter IV Results of the Developing** that contains is Description of media development results, Analysis of data validation, and Presentation of product test data.

**Chapter V Discussion** that contains is Instructional analysis of development media keroppi pouch, Level of the interesting product, and Improved result study at theme 8 subtheme 3.

**Chapter VI Conclusion and Suggestion** the contains is conclusion and Suggestions.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. Literatures of Theorems

##### 1. Learning Media

##### a. Understanding of the Learning Media

The media is discussing a tool that functions deliver the message. Learning media is an online tool that functions and is used to convey the message of learning. Learning is a process of communication between learners, educators, and learning materials. It can be said that, form of communication will not run without the help of the means to deliver the message. Stimulus shapes can be used as media, including human interaction or relationships, reality, moving pictures or not, writings and votes are recorded. Then with the fifth form of stimulus, will assist learners learn the lesson material. It can be concluded that the stimulus forms that can be used as a medium of instruction is the sound, look, and movement.<sup>13</sup>

It is also in the clarity in the Qur'an Surat Al-Maidah verse 16 reads as follows:

يَهْدِي بِهِ اللَّهُ مَنِ اتَّبَعَ رِضْوَانَهُ سُبُلَ السَّلَامِ وَيُخْرِجُهُم مِّنَ الظُّلُمَاتِ

إِلَى النُّورِ بِإِذْنِهِ وَيَهْدِي لَهُمْ إِلَى صِرَاطٍ مُسْتَقِيمٍ

Meaning: with the book that God gave instructions to people who follow his means to salvation, and (with it) God issued the man from

<sup>13</sup> Hujair AH. Sanaky, *Media Pembelajaran* (Yogyakarta: Safiria Insaia Press, 2009), p. 3.

darkness to light with his permission, and showed them to the streets straight.<sup>14</sup>

The interpretation of the verse is (people who follow his means), is the person in the religion to find God, not merely a means to solidify what he knew, and who have shaped his personality and received from generation earlier, with not doing the thinking and the search for evidence (istidlal). (to salvation) The point is the way the survivors of all fear.<sup>15</sup>

(With his permission), i.e. with the will of Allah and blessing. Sunnah-sunnah attended with Allah, that charity-pious and chariable trust a that is to influence and improve lives. (to the straight path), namely to the true religion. Because true religion it is just one and acknowledged the truth of any angle. As for the religion vanity, indeed much of the course, which are all crooked, winding, no straight.<sup>16</sup>

Analysis of material on the above verse, Allah mentions three kinds of usability of the Qur'an. This if we associate with media in education then we will know that at least there are three terms that should have a medium so that the tool or object is actually used as a medium in their learning. Three aspects are:

1. That the media should be able to give directions (understanding) to anyone who pays attention to teacher students and understand the medium. In summary, the media must be able to represent any thought the teachers so that they can more easily understand the material.

<sup>14</sup> Hasan Al-Banna, *Al-Qur'an Terjemah*, (Jakarta: PT. Sygma Examedia Arkanleema, 2009), p.110.

<sup>15</sup> Ahmad Musthafa Al Maraghi, *Terjemah Tafsir Al Maraghi Jilid 6*, Cetakan ke-2, (Semarang: PT. Karya Toha Putra, 1993), p. 149.

<sup>16</sup> *Ibid.*, p. 150.

2. In tafsir Al Maraghi in mentioned that the Qur'an as the medium used by God will issue the believer from the darkness of Aqidah. This information has meaning that any media used by a teacher should be able to facilitate students in understanding something.
3. A media should be able to usher students teaching and learning towards the goals and objectives of education in the broader sense. Minimal medium used should reflect the (describe) material that is being taught. Such as in teaching the names of objects for the children, then the media used should be able to represent the objects in question. It is not possible and not allowed to teach the word "table" but the media used is the motor.

From the above statement can researchers conclude that use of media of instruction is very important especially for the students who are still in elementary school. Because SD/MI students are more excited by the presence of the media also advocates for learning. Learning media presence can make students more excited to do the learning process.<sup>17</sup>

Many restrictions or understanding expressed about media experts, among them are: Education and Communications Technology Association (Association of Education and Communication Technology (AECT) in America, restricting the media as all shapes and the channels that people use to transmit messages or information. The National Education Association (NEA), said that "the media" is good communication forms of print and

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<sup>17</sup> Hujair AH. Sanaky, *Media Pembelajaran* (Yogyakarta: Safiria Insaia Press, 2009), p. 3-4.

audio-visual as well as equipment. Gagne (1970), said that the media are the various types of components or learning resource. Briggs (1970), says the media is any physical instrument or probe may present a message as well as stimulate the learner to learn. Schramm, said the media is a carrier of information technology or instructional messages. Y. Miarso, said that the media is anything that can be used to stimulate the mind, feelings, attentions and learners progress so as to encourage the occurrence of learning process on learning activities. Then in general the media is a “tool” that can be used in the learning process.

From an understanding of the above, it can be concluded that the media learning is a means of education that can be used as intermediaries in the process of learning to increase the effectiveness and efficiency in achieving the goal of teaching. In a larger sense the media learning is tools, methods, and techniques used in order to better streamline communication and interaction between teachers and learners in the learning process in the classroom.<sup>18</sup>

The overall understanding of the above, in general it can be said that the substance of the media learning are: (1) the shape of the channel, which is used to transmit messages, information or materials to learners or the message recipients, (2) various the type of components in the learner environment can stimulate learners to learn, (3) the form of the physical tools that can present the messages and stimulate learners to learn, and (4)

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<sup>18</sup> Hujair AH. Sanaky, *Media Pembelajaran* (Yogyakarta: Safiria Insaia Press, 2009), p. 4.

the forms of communication that can stimulate learners to learning, both print and audio, visual, and audio-visual.<sup>19</sup>

**The Purpose and Benefits of Learning Media.** The purpose of the learning media as learning tools, are as follows:

- 1) Simplify the learning process in the classroom,
- 2) Increase the efficiency of the learning process,
- 3) Keeping the relevance between the subject matter with learning objectives, and
- 4) Assist the learners in the learning process of concentration.

#### **b. Benefits of Learning Media**

The benefits of learning media as a tool in the learning process are as follows:

- 1) Teaching more exciting the attention of learners so as to cultivate the motivation of learning
- 2) Teaching materials would be more instructive, so it can better understand the learners, as well as allowing learners master the teaching goal well
- 3) Learning methods vary, do not solely verbal communication through the utterance of the words oral teaching, learners do not get tired, and teachers do not run out of steam

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<sup>19</sup> Ibid., p. 5.

- 4) Learners doing more learning activities, for not only listening to explanations from the teacher, but also other activities undertaken such as: observe, perform, demonstrate, and others.

Besides the benefits of the learning media for teachers and learners, as follows:

- a) The benefits of teaching for learning media, namely:
- (1) Providing guidance, direction to achieve objectives
  - (2) Describes the structure and sequence of instruction in good
  - (3) Provide a framework to systematically teach them well
  - (4) Facilitate the control of teachers towards the subject matter
  - (5) Assist the intricate, precision in presentation of the subject matter
  - (6) Evoke a sense of self-confidence, and a teacher
  - (7) Improve the quality of teaching.
- b) The benefits of the media learning for learners, namely:
- (1) Increasing the motivation of learners study
  - (2) Provide and enhance learners learning variation
  - (3) Provide the structure of the subject matter and make it easier for learners to learn
  - (4) Provide the core information, points, systematically making it easier for learners to learn
  - (5) Stimulate learners to think and analysis
  - (6) Create the conditions and situations learn without pressure, and

- (7) The learners can understand the subject matter with a systematic teaching is presented through the media of instruction.

### c. Selection Criteria of Learning Media

The media is one of the means to improve the teaching and learning activities. Because of the wide media is manifold, and then each has a characteristic of different media. For it need to choose it carefully and appropriate.<sup>20</sup>

There are several things to look for in selecting media, among others; learning objectives to be achieved, dependency, the condition of the student/students, availability of hardware (hardware) and the software (software), technical quality and cost. Therefore, some of the considerations that needs to be taken care of, among others:

- 1) Selected Media should be aligned and support the learning objectives that have been set. The problem of learning objectives is a major component of what to look for in selecting media. In the determination of the media should be clear and specific, operational, and completely reflected in the forms of behavior (behavior).
- 2) Aspects of material considered important considerations in selecting media. Appropriate or not among the material with the media used will have an impact on student learning outcomes.
- 3) Condition audience (students) in terms of the subject of learning to be a serious concern for teachers in choosing media in accordance with the

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<sup>20</sup> Asnawir dan M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002), p. 15.

conditions of the child. Factors of age, intelligence, educational background, culture, and environment of the child are a point of attention and consideration in choosing the medium of teaching.

- 4) Media Availability at school or make it possible for teachers to design their own media to be used is the thing that needs to be consideration of a teacher. It is often a medium is considered appropriate for use in the classroom but in schools is not available in the media or the necessary equipment, while for design or designing a desired media is not possible by the teacher.
- 5) The selected media should be able to explain what will be presented to audience (students) appropriately and successfully, in other words the goals set be achieved optimally.

The costs that will be incurred in the utilization of media should be balanced with results that will be achieved. Simple media utilization may be more beneficial than using sophisticated media (high-tech) when the results achieved are not comparable with the funds expended.<sup>21</sup>

#### **d. Classification of Learning Media**

Learning media when viewed from a broad perspective, not only limited to the tools of audio, visual, audio-visual course. But to the personal condition of the learner and the teacher's behavior. Then the learning media are classified as follows:

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<sup>21</sup> Asnawir dan M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002), p. 14-15.

- 1) The ingredients that give priority to the activities of reading or using the word symbols and visual (and prints materials readings).
- 2) Audio tools-visual tools that group into this category, namely:
  - a) Media projection (overhead projector, slides, film, and LCD)
  - b) Media non projection (whiteboard, poster board, temple, cartoon, comic, flannel boards, charts, diagrams, pictures, graphs, etc.), and
  - c) Three dimensional Objects among others mock objects, dioramas, puppets, masks, sheets, map, globe, exhibitions, and the museum school.
- 3) Media using techniques or maximal, i.e., slides, film, films, recordings, strife of radio, television, video, DVD, electronics, Gadget Lab, classroom otoinstructive automatic, System in communication, computer, internet.
- 4) Collection of objects (material collections), namely in the form of historical relics, documentation, materials that have historical value, the type of life, livelihood, industrial, banking, trade, Government, religion, culture, politics, and others.
- 5) Examples of the behavior, the behavior of teachers. The teacher gave the example of a behavior or an act. For example, exemplifies a deed with the movement of the hands and feet, body movement, facial, and others. This form of learning media strongly depends on the initiative and creative teachers and "media type like this, can only be viewed, and imitated by learners".

Teaching media very many kinds and types. Then, to use a medium of instruction in good, effective, and efficient in the process of learning the necessary skills, knowledge in choosing, using and the ability to design and create a medium of learning. Another thing to note is the interconnectedness of media with learning objectives, methods, learning material, condition of the learner. In addition, the development and use of learning media, strongly depends on the creation of a teaching initiative itself. For ability, creations, and the initiative of teachers in designing, creating, and developing instructional media is absolute and should not be ignored.

**e. Characteristics of Three Dimensional Learning Media**

Three dimensional media is a bunch of media without projection which served a three dimensional visually. These can be tangible media group as the object of the original good living and the dead, and can also form as a clone representing original.<sup>22</sup>

The original object when it is used as a medium of learning can be brought directly to the class, or the student's classmates are deployed directly to the real world in which the original object it is. If the original objects are difficult to bring to class or not may be confronted directly to the place where it is located, then the objects produced can also serve as a medium for effective learning.<sup>23</sup>

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<sup>22</sup> Daryanto, *Media Pembelajaran*, 2010, (Yogyakarta: Gaya Media), p. 29.

<sup>23</sup> *Ibid.*, p. 29.

Three dimensional medium which can be produced easily, are classified as simple in usage and its utilization, because without having to require special skills, can be made by teachers, the material is easily obtained in the surrounding environment. Moedjiono (1992) says that a simple three dimensional media has these advantages: give the experience directly, rendering concretely and avoid verbalism, can show the flow of a process clearly. While weakness is not able to reach a large target, its storage requires a large space and complex treatment.<sup>24</sup>

## **2. Keroppi Pouch**

### **a. Understanding of the Keroppi Pouch**

Keroppi pouch is a medium of learning games designed for thematic learning in primary school. This media was created to resemble the keroppi character (Green Frog) and has six pockets on the front. The media is very suitable for early childhood learning media (AUD) and SD/MI. Media learning game is capable of inducing the child to be able to answer questions from teacher tutors with ease. Can also be used as a tool in understanding the concept of the child. Ingredients for making media are also very plentiful around the US. Nylex fabric with use (fabric used in making dolls) and also topped with dacron as its contents. Easy and cheap to make it. This secure media to be played by anyone, anytime and anywhere. With media game created it; the kids were able to master and understand the

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<sup>24</sup> Daryanto, *Media Pembelajaran*, 2010, (Yogyakarta: Gaya Media), p. 29.

material presented by the method of learning while playing. An interesting display to make children becomes easily directed.

**b. Steps using Media Learning Keroppi Pouch**

- 1) Teachers explain the material to be delivered in an outline. Before explaining the core material is the teacher shows the cards that are in your keroppi pouch (pouch 1-6). In one pouch could be filled several cards relating to the matter.
- 2) After completion of the core learning, explaining the game "pouch of keroppi" could start soon.
- 3) There is one fruit of the dice. Each side has been given the number of figures with numbers 1 to 6.
- 4) Third grade could start playing with one child are given the opportunity to throw the dice 1 time. Can also be used in a single group.
- 5) After dice thrown and fell to the floor, for example, the existing numbers on top of two dice is a number, and then the child is given the opportunity to take an existing card in the bag two and asked to explain again the intent or the crux of the matter such. If the answer is correct, then it will get a prize.
- 6) After all children get the turn then teacher mentors provide conclusions or provide a brief explanation of the material been taught

### c. Advantages and Disadvantages of Learning Media Keroppi Pouch

#### 1) Excess Bag Media Keroppi

Media Keroppi Pouch has a number of advantages in the process of learning so that students can better understand the material that is being taught by teachers, and can also assist teachers in delivering material to learners. Here are the advantages of a medium keroppi pouch:

- a) Has a very interesting look that resembles dolls or cartoons (characters) as the Green Toad.
- b) Have six pouches on the front of the keroppi character and also one of the dice (dice each side numbered 1 to 6).
- c) Each pouch there is some cards that contain the material.
- d) Can be used for all subjects, especially for thematic learning today, and the media is very supportive.
- e) This medium can be used anywhere and anytime.

#### 2) Weaknesses of Media Keroppi Pouch

Media Keroppi Pouch besides having advantages also has its disadvantages as follows:

- a) There is only one large-size media.
- b) Require a relatively long time in learning.
- c) The class Atmosphere less conducive

### 3. Thematic Learning

#### a. Understanding of the Thematic Learning Media

Thematic learning concept is the development of the thought of two character education namely Jacob tahun1989 with the concept of interdisciplinary learning and Fogarty in 1991 with the concept of integrated learning. Learning is a thematic approach in learning that intentionally hooking some aspects of good in different lessons as well as between-subjects. With a design that learners will retain the knowledge and skills intact so that learning is so meaningful for learners.<sup>25</sup>

Meaningful thematic learning means that students will be able to understand the audience concepts they learn through hands-on experience and real linking between concept in intra as well as inter-subjects when compared to the conventional approach, thematic learning seemed to put more emphasis on the involvement of learners in the learning process so that the students actively engaged in the learning process for decision making.<sup>26</sup>

SD/MI 2013 curriculum using a thematic approach to integrative learning from class I to class VI. Learning integrative approach is thematic learning that integrates the various competencies of the various subjects into various themes.<sup>27</sup>

Broadly, the theme of understanding is the appliance or container to introduce various concepts to students as a whole. In the study, the theme is given with the intention of bringing together the content of the

<sup>25</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), p. 85.

<sup>26</sup> *Ibid.*, p. 85.

<sup>27</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), p. 86.

curriculum in one unified whole, enriching the Treasury of the language learning and making students more meaningful. The theme was intended to use the child is able to get to know the various concepts easily and clearly. Thematic learning is a learning strategy involving multiple subjects to provide a meaningful experience to students. Alignment this lesson can be seen from the aspect of the process or time, aspects of the curriculum, and the teaching-learning aspects. So is the thematic learning integrated learning that uses the theme as a unifying material in several subjects at once in a single meeting.

Thematic learning sense can be explained as follows.

- 1) Learning that departing from a specific theme as a center that is used to understand the symptoms, and concepts, both of which are derived from the corresponding field of study or from other fields of study.
- 2) An approach to learning that connects a wide range of fields of study that reflect the real world all-around and in a range of skills and child development.
- 3) A way to develop the knowledge and skills of children simultaneously.
- 4) Incorporates a concept in several different fields of study with the hope that the child will learn better and meaningful.<sup>28</sup>

#### **b. Thematic Learning Principles of Integrative**

Some types of thematic learning relating to integrative medicine as follows.

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<sup>28</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), p. 87.

- a) Thematic integrative Learning) have one theme that is close to the actual world and students there are in everyday life. This theme became a unifying tool material that varied from a few subjects.
- b) Thematic integrative Learning need to choose subjects that some material may be intertwined with such, selected materials can reveal themes significantly.
- c) Integrative thematic Learning should not be contrary to the purpose of the curriculum is applicable but rather thematic integrative learning should support the achievement of the objectives of the learning activities of the whole that is included in the curriculum.
- d) Learning Materials can be combined in a single theme always consider student characteristics such as interests, abilities, needs, and knowledge of beginning.
- e) Subject matter combined not too forced. This means that the material is not possible combined do not need to be combined.

**c. Characteristics of Thematic Learning**

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

1) Student Centered

Thematic learning based on student (student centered). This is in accordance with the modern learning approach that puts more students as the subject of study, while more teachers many acted as facilitator providing amenity to the students to conduct learning activities.

2) Provides direct experience

Thematic learning can provide hands-on experience to students (direct experiences). With this hands-on experience, students are faced with something real (concrete) as a basis for understanding the things that are more abstract.

3) Separation of subjects not so clear

In the study, the separation between the thematic subjects became not so clear. The focus of learning directed toward discussion of themes that are most closely related to the lives of students.

4) Presents the concept of various subjects

Thematic learning presents the concepts of various subjects in a learning process. Thus, students are able to understand these concepts as a whole. This is necessary to help students in solving the problems faced in everyday life.

5) Flexible

Thematic learning are flexible (flexible) in which the teacher may associate materials from one subjects with other subjects, even associate it with student life and the State of the environment in which the school and the students are.

6) Using the principle of learn while playing and fun.

7) Thematic Learning signs

As for the thematic learning signs are as follows:

- a) Not all subjects should be merged.

- b) The Possible merger of the basic cross-competency of the semester.
- c) Competence that cannot be combined should not be combined. Basic competence that cannot be integrated to taught individually.
- d) Basic Competencies that are not covered on a specific theme should still be taught well through another theme or presented individually.
- e) The activity of learning is emphasized on the ability of reading, writing, and arithmetic are the cultivation of the moral values.
- f) The selected themes adapted to the characteristics of the students, the environment, and the local area.

Principles of selection of the themes are as follows:

- (1) Closeness, meaning that the theme should be selected starting from the theme closest to the child's life to a theme that is increasingly far removed from the lives of children.
- (2) Simplicity, meaning that the theme should be selected range from simple themes, to themes that are more complicated for children.
- (3) Interesting, this means that the themes chosen should start from the themes that interest the child to the themes of less interest.
- (4) At any time, meaning that the events or event around children (school) that occur when the learning took place should be included in the study although not according to the theme chosen on that day.

#### **d. Strengths and Limitations Thematic Learning**

Integrated learning has advantages compared to conventional approaches, i.e. as follows.

- 1) Experience and learning activity learners will always be relevant to the level of development of the child.
- 2) Selected Activities can be tailored to the interests and needs of the learners.
- 3) Throughout the more meaningful learning activities for learners so that the results of the study will be able to last longer.
- 4) Integrated learning growth social and thinking skills learners.
- 5) Integrated learning presents the activities that are pragmatic. With problems that are often found in real life/environment learners.
- 6) If integrated learning designed together can improve cooperation different teacher the related field of study, teachers with learners, learners with learners, learner/teacher with a tutor so that learning is more fun, learning in a real situation, and in the context of a more meaningful.

In addition, thematic learning has its advantages and significance, i.e. as follows.

- a) Pleasant due to the departure from the interest and needs of the student;
- b) Provide experience and teaching-learning activities that are relevant to the level of development and the needs of the student;
- c) Learning Outcomes can last a long time because it is more memorable and meaningful;
- d) Develop thinking skills students in accordance with the issue at hand;
- e) Cultivate social skills through teamwork;

- f) Have an attitude of tolerance, communication and responsiveness to the idea of another person;
- g) Presents the real nature of the activities in accordance with the environmental problems faced in protégé.

In addition to the advantages of integrated learning has its limitations, especially in the activity, i.e. on the design and implementation of evaluation is more demanding of teachers to conduct the evaluation of the process, and not only the learning impact evaluation direct only. Puskur, Balitbang from Diknas (tt: 9) identifies some aspects of integrated learning, namely limitations as follows.

(1) Aspects of Teacher

Teachers must insightful, has a high methodological skills, creativity, confidence, and bold package and developing material. Academically, teachers are required to keep digging up the information science which deals with the material to be taught and read a lot of books so that mastery learning materials are not focused on a particular field of study only. Without this condition, integrated learning would be difficult to materialize.

(2) Aspects of the learners

Integrated learning demands study skills learners are relatively "good", whether in academic ability as well as his creativity. This happens because the integrated learning model places emphasis on analytical capabilities (parse), associative traffic (connect) the ability

of exploration and elaboration (finds and digs in). If this condition is not owned, application of integrated learning model is very difficult.

(3) Aspects of facilities and learning resources

Integrated learning requires reading materials or information sources which are quite numerous and varied, may also internet facilities. All of this will support, enrich, and facilitate the development of insight. If this means is not met, the application of the integrated learning will also be late.

(4) Aspect of the curriculum

The curriculum should be flexible, understanding achievement-oriented learners (not on achieving target delivery of the material). Teachers need to be authorized in developing material, methods, and the assessment of the learning success of learners.

(5) Aspects of the Assessment

Integrated learning requires a thorough assessment of the way the (comprehensive), which sets out the learning success of learners from several related field of study combined. In this regard, in addition to being required to provide the techniques and procedures of implementing comprehensive measurement and assessment, as well as must to coordinate with other teachers if the subject matter is derived from different teachers.<sup>29</sup>

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<sup>29</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), p. 92-94.

#### e. The Selection of Media and Thematic Learning Resources

There are a few principles to consider in the selection of media even though the trick can be different, i.e.:

- 1) There should be clarity about the goals and purpose of such election.  
The purpose of this example: whether for the purposes of learning, individual learning, group learning, to target children, and so on.
- 2) “Closeness” with the media. Media should be selected known properties and characteristics.
- 3) The existence of a number of media that can be compared, because the selection of media is essentially a decision-making process of alternative resolution required by the destination.

Other factors must also be taken into consideration to select the media is whether the necessary media is a media or media so that must be prepared and developed. For this type of media utilization in thematic learning.<sup>30</sup>

#### 4. Theme 8 Subtheme 3 *Earth Changes*

**Table 2.1**  
**Standards of competence and core competence of graduates**

Domain	For Level SD/MI
	Accept and run a personal faith, noble morals, confident, and responsible for interacting

<sup>30</sup> Trianto, *Desain Pengembangan Pembelajaran Tematik*, (Jakarta: Kencana Prenada Media Group, 2011), p. 231.

Attitude	effectively with social environment, natural surroundings, as well as the world and its civilization.
Skills	Observing and trying to be personally capable of thought and action that is effective and creative in the realm of abstract and concrete.
Knowledge	Knowing and applying the knowledge and mastering which personal technology, art, culture and insightful humanity, nationality, State of the Union, and civilization.

**Table 2.2**  
**Core Competency Class III**

1.	Receive and run the religious teachings that are adhered
2.	Shows honest behavior, discipline, responsibility, caring, polite, and confident in interacting with family, friends, teachers and neighbors.
3/	Understanding the knowledge factual manner observing (hear,

	see, reading) and asked based on curiosity about himself, God's creation and its activities, and the objects that it finds in the home and in schools.
4.	Presents factual knowledge in language that is clear and logical, aesthetic, in a movement that reflects a healthy child, and in the actions that reflect the child's behavior have the faith and honor.

In the learning theme 8 subtheme 3 *earth changes* described the student can run well, teaching has a behavior is honest, and can also understand factual knowledge by way of observing and questioning based on curiosity about himself, God's creation and its activities, and the objects that it finds in the home and in schools.<sup>31</sup>

##### 5. Students Characteristics SD/MI

The development of learning should understand these characteristics because of differences of the child have disparity in how to learn. After identifying the needs and analyze general instructional objectives, the next step of analyzing learners and the context in which learning takes place.<sup>32</sup>

Children who are in grades early elementary school are the children who are at an early age span. This early childhood period was short, but it is a very

<sup>31</sup> Nurhasanah dkk, *Buku Guru Tematik 3 Tema 7 (Energi dan Perubahannya)*, (Jakarta:Kementrian dan Kebudayaan, 2015)

<sup>32</sup> Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran: Disesuaikan dengan kurikulum 2013*, (Jakarta: PT Fajar Interpratama Mandiri, 2013), p. 121.

important time for one's life. Therefore, at this time the whole potential of children need to be encouraged so that it will develop optimally.

Characteristics of elementary school age child development on physical growth usually have reached maturity. They have been able to control the body and balance. They have been able to jump with feet alternately, can drive a two-wheel bike, can catch the ball and have been developing hand coordination and her eyes to can hold scissors. In addition, the social development of children who are in the age of early elementary school class, among others, they have been able to show itself about sex, have started competing with peers, have friends, have been able to share it, and independent.

According to the theories of Piaget, the process of learning can take place if there is an active data management process on the part of the learners. Active data processing activity is a continuation of the activities of seeking information and continued with the discovery of activities. Piaget argues that "what already existed in a student's (capacity of his intellectual ability or Obama can be referred to as the scheme) is the basis for accepting new things." The scheme function set the interaction of students with the surrounding environment "(Hasan, 1996:30). According to Piaget, bio-psychological maturity of someone has levels-levels. The level of intellectual development has its own characteristics, among others:

The stage of pre-operational (2-7 years), the stage of pre-conceptual thinking (2-4) that is marked with the inception of adaptation to symbols, ranging from language, behavior and activities of the imitation game. Then on

stage thinking intuitively (4-7 years) characterized by thinking pre logical between concrete operations with preconceptual. At this stage of the development of students memories of the students had started steadily, but the deductive and inductive thinking traffic is still weak/not yet steady.<sup>33</sup>

The intellectual development of elementary school students are at the concrete operational stage (7-11) marked by concrete and deep thinking ability, being able to classify and control its perception. At this stage, the development of students thinking ability have been steadily assimilation schemes, the ability of already higher in doing a consistent coordination between schemes (Muhidin, 1995:67).<sup>34</sup>

Based on the stage, elementary school student's grades I-VI has the intellectual depth of concrete and operational grade six has formal operational level. Thinking ability possessed by elementary school students that will affect the entire learning activities organized teachers. Therefore, science education learning activities, Indonesia, language and Manners, as well as other subjects directed at the approach of "meaningful learning" which is based on the development of thinking ability with customized biopsychology's students who should be used as benchmarks of teachers, both in the development of content, teaching strategies, approaches, media, as well as in conducting student assessment.<sup>35</sup>

Dewey expressed that "Education is the growth, development, life".

This means that the educational process has no purpose beyond itself, but there

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<sup>33</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), p. 92.

<sup>34</sup> *Ibid.*, p.92.

<sup>35</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), p. 92.

are in the education itself. The educational process itself. The educational process of a continuous nature which is also reorganize, reconstruction, and conversion of life experience, and also changes in life experience (Sukmadinata, 2002:34).<sup>36</sup>

Thematic learning as a concept can be said as a teaching and learning approach that involves several areas of study to provide experiences that are meaningful to the child. Said to be meaningful because in thematic learning, the child will understand the concepts they learn through direct experience and relate it to other concepts they already understand.

## **6. The Result of the Study**

The results of the study are the capabilities that owned student after receiving their learning experience. These ability include aspects of cognitive, affective, and psychomotor. The results of the learning can be seen through evaluation activities aimed at get the data of proof that will show the level of the ability of students to achieve learning objectives.

According to Suprijono (2009:5-6), the results of the study are the patterns of deeds, values, understanding-understanding, attitudes, appreciations, and skills. Refer to learning outcomes in the form of Gagne thought things here.

- a. Verbal Information, i.e., the capability of expressing knowledge in the form of language, whether oral or written. Abilities respond specifically against

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<sup>36</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), p. 92-94.

the specific stimuli. This ability does not require manipulation of a symbol, problem solving, as well as the application of the rules.

- b. Intellectual Skills, i.e. the ability of the present coat of arms of concept and consists of intellectual skills. Ability to develop principles of scientific principles. An intellectual skill is the ability to interrogate, analytical ability-synthetic fact-concept, and develop scientific principles. An intellectual skill is the ability of cognitive activity is typical.
- c. Cognitive Strategy, namely prowess funneling and directing the activities of cognitive. These capabilities include the use of concepts and rules in solving problems.
- d. Motor skills, i.e. the ability of doing a series of physical motion in the affairs and coordination so as to manifest physical motion of automatism.

Attitude is the ability to accept or reject objects based on assessment against those objects. The attitude in the form of externalization and internalize the capabilities values. Attitude is the ability of making values as the default behavior.<sup>37</sup>

According to Bloom (Suprijono, 2002:6), the results of the study include cognitive abilities, affective, and psychomotor.

- 1) Cognitive Domains include:
  - (1) Knowledge (knowledge, memories);
  - (2) Comprehension (understanding, explaining, summarizing, example);
  - (3) Application (apply);

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<sup>37</sup> Muhammad Thobrani dan Arif Mustofa, *Belajar dan Pembelajaran*, (Jogjakarta: Ar-Ruzz Media, 2011), p. 23.

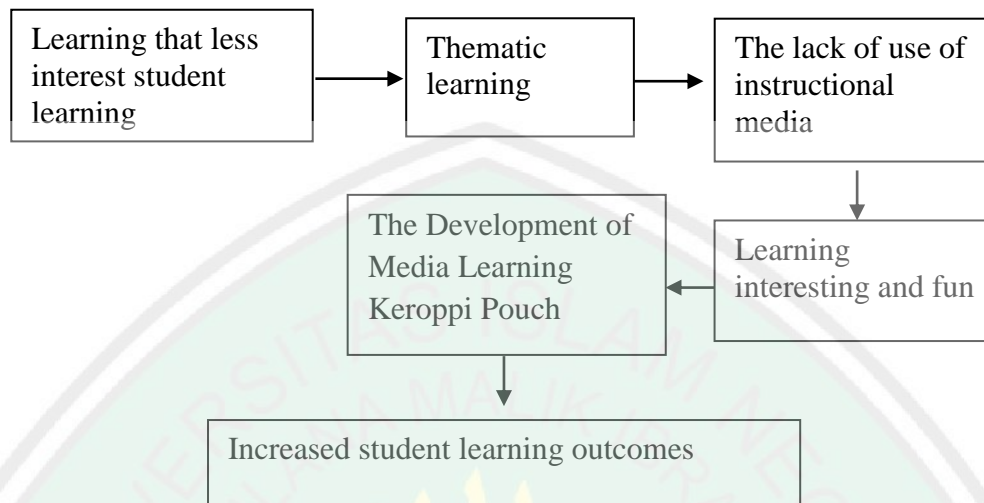
- (4) Analysis (outlines, determine relationships);
  - (5) Synthesis (organizing, planning, forming new buildings);
  - (6) Evaluating.
- 2) Affective Domain includes:
- (1) Receiving (stance received);
  - (2) Responding (response);
  - (3) Valuing (value);
  - (4) Organization (Organization);
  - (5) Characterization (characterization).
- 3) Psychomotor Domain includes:
- (1) Initiatory;
  - (2) Pre-routine Saturday;
  - (3) Routinized;
  - (4) Productive Skills, engineering, managerial, social, physical, and intellectual.

In addition, according to Lindgren (Suprijono, 2009:7), learning outcomes include know-how, information, understanding, and attitude. Thus, it can be concluded that the results of learning is a change in behavior as a whole rather than just one aspect of the humanitarian potential of course. This means that learning outcomes are categoritation by educational experts as aforesaid are not visible by the fragmentary or separate, but comprehensively.<sup>38</sup>

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<sup>38</sup> Muhammad Thobrani dan Arif Mustofa, *Belajar dan Pembeajaran*, (Jogjakarta: Ar-Ruzz Media, 2011), p. 23-24.

## B. Framework For Thinking



**Picture 2.1**  
Plot outline a framework of thinking

Explanation of the associated frame of research and learning media development keroppi pouch aims to improve student learning outcomes. The problem with the first is learning that less attractive, coupled with a lack of penggunaan media learning, by doing research and development provides a new breakthrough in order to study more interesting and fun so the results of student learning increased more than ever before, using the learning medium keroppi pouch.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Types of the Research

The method used in this study is a research and development (Research and Development). Methods of research and development is the method used to produce a particular product, and test the effectiveness of the product.<sup>39</sup> Research and development is a process or steps to develop a product or enhance existing products, which can in full responsibility.<sup>40</sup>

Products produced in development research can take the form of hardware also software. In this study researchers produced product in the form of hardware, as for the product in question is a form of media product keroppi shaped pouch on the theme of 8 subthemes 3 Earth Changes in class III Elementary School Bunulrejo 3 Malang.

#### B. Model of the Developing

Model development carried out in this study refers to the research and development models introduced by Borg and Gall is one model that is descriptive. Researchers refer to the development of Borg and Gall caused this development model is effective in developing the media that researchers do. The steps taken by the development of instructional media in this study through ten stages, as follows:

- (1) research and data gathering initial information,
- (2) planning,
- (3) the

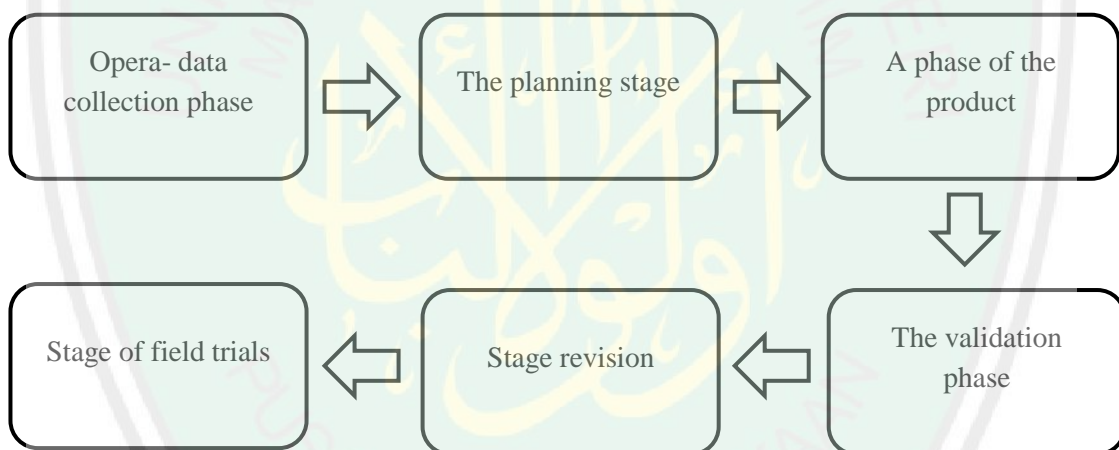
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<sup>39</sup> Sugiyono, *Metode Kuantitatif Kualitatif dan RnD*, (Bandung: CV Alfabeta, 2010), p.407

<sup>40</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya, 2013), p. 164.

development of the format of the initial product, (4) testing products, (5) product revision, (6) the trial court, (7) product revision, (8) test field, (9) the revision of the final product, (10) the dissemination and implementation. However, based on the stages of research and development developed by Borg & Gall researchers simplification and limitation into six stages, namely: (1) data collection phase information, (2) planning, (3) the stage of preparation of the product, (4) the validation, (5) the revision stage, (6) the stage of field trials.

**Picture 3.1**  
**Plot Outline Development**



Developing a pouch Keroppi instructional media, researchers carrying material from the books thematic themes 8 subtema 3 "earth changes" in the third grade SDN Bunulrejo 3 Malang.

### C. Procedure Development

Based on the model of development of Borg and Gall, as mentioned above, the procedure is the development in research development to follow the steps as instructed in the design model as follows:

#### 1. Data Collection Phase Information

- a. The first step taken was the researchers conducted direct observation of the learning process in schools in order to obtain data on the difficulties of learning and real conditions in the field. After observing the obtained data associated with the initial information the problems that occur in the field.
- b. Conduct reviews of their core competencies (KI) and basic competence (KD) to determine the indicators to be achieved.
- c. Through the literature to collect the material. The material will be developed in the research and development are the theme of 8 sub-theme 3 “earth changes”.

#### 2. Planning phase

- a. Manufacture grating research instruments. In making the grating research instrument, the assessment criteria adapted to the respective category as an expert appraiser material, media specialists, classroom teachers and students of class III SDN Bunulrejo 3 Malang.
- b. Preparation of research instruments. The research instrument that will be used is the validation sheet, sheet observation and interview guides. Validation sheet is used to determine the feasibility of learning media keroppi pouch by votes matter experts and media experts. Sheets observation

and interview guides used to study the response and the response of teachers and students on the use of instructional media keroppi pouch in the classroom.

### 3. Stage Product Development

- a. Keroppi character design manufacture and selection of color combinations.
- b. Writing and preparation of matters relating to the material.
- c. The addition of the dice and the bag as a complementary product

### 4. Validation phase

- a. Validation by subject matter experts, media experts and learning experts.

Here's an explanation of the expert validator:

#### 1) Expert Content

Subject matter experts are lecturers experts who master the natural sciences, especially material earth changes. Qualification of subject matter experts is:

- a) The characteristics of the mastered the material, especially in the matter of the earth changes.
- b) Has a depth of knowledge regarding the product being developed.

Product development expert submitted to the learning material is in the form of instructional media keroppi pouch. Validation matter experts held on March 2, 2018 by Mr. Ahmad Abthoki, M. Pd, as the expert lecturers who are experts in learning.

## 2) Expert Design

Expert design is required to validate or judge about the look of the products developed by the researchers. Qualification is the same as the qualified subject matter experts, but experts design should be those who master the learning design. Validation of the design experts was conducted on March 28, 2018 by Mr. Ahmad Makki Hasan, M. Pd as a lecturer in the Department of Teacher Education Elementary School UIN Maulana Malik Ibrahim Malang.

## 3) Expert Learning

Learning experts is one of the validator with the following qualifications:

- a) Teachers who are teaching institution level SD / MI
- b) Have experience in teaching thematic material
- c) Willing to be a tester and user of the product to be used as a data acquisition source development results

Validation of the expert study was conducted on March 8, 2018 by Mr. Septiana Dwi Winanti, S. Pd as third grade teacher at SDN Bunulrejo 3 Malang.

The validation phase will be obtained from the value of validity of the product that researchers develop. Assessment of the results of the experts and validation of student assessment using achievement level scale conventions, because the necessary assessment standards of achievement (score) and adjusted to predefined categories. The following standard values achievement:

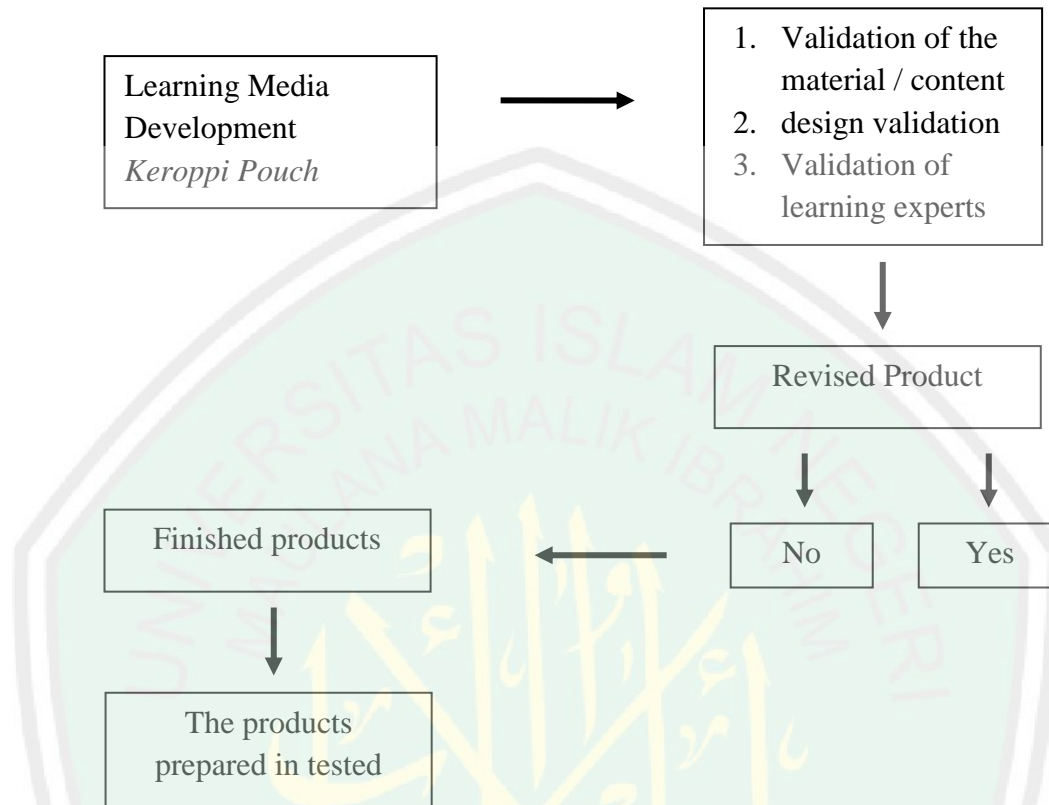
**Table 3.1**  
**Scale of Likert to Validation**

<b>NO</b>	<b>Level of Achievement (%)</b>	<b>Qualification</b>	<b>Information</b>
1	86% - 100%	Excellent	not revisions
2	76% -86%	Good	not revisions
3	56% - 76%	Enough	need revision
4	≤ 56%	Bad	must be revised

According to the table above, the assessment considered valid and interesting if it qualifies achievement in the score 76-100 of all elements contained in the questionnaire for the expert assessment of materials, design experts and learning experts. Results of assessment score is 0-56 means that the products included in the category is invalid, the investigator should make revisions to the products developed.

The results of the validation obtained through assessment and feedback from the experts to complete a questionnaire and provide feedback or suggestions on teaching media keroppi pouch such, it is used to determine the feasibility of media that will be used during the learning process.

**Picture 3.2**  
**Outline of the flow of the validation phase**



5. Revision stage

Based on the validation results researchers conducted in accordance with the improvement of the product development input media experts, subject matter experts and learning experts.

6. Field Trial Phase

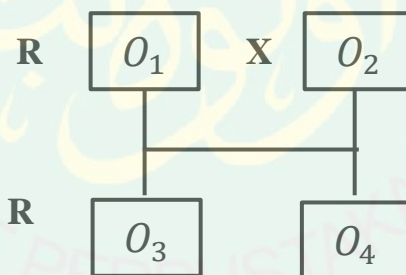
Product development need to be revised so that when tested products field is on target. The test is done to one experimental class (class III-A SD / MI SDN Bunulrejo 3 Malang).

## D. Trials

### 1. Trial Design

The purpose of this study was to determine the increase in student learning outcomes after using products that researchers develop. The form used to measure improvements in student learning outcomes is to use a pre-test and post-test on the control and experimental groups. The control group was given no treatment groups in the learning method or groups that do not use the product, just use the media (tool) which is used at the school. The experimental group was treated with the use of products developed by the research institute. The following explanation regarding the experimental model with a control group that researchers use:

**Picture 3.3**  
**Experiment with the control group (pre test - post test group design)**



Information :

R : Decision-class experiments and randomized control

O<sub>1</sub> : The initial value of the experimental class

O<sub>2</sub> : Value after treatment in the experimental group

O<sub>3</sub> : The initial value of the control class

O<sub>4</sub> : The value of the control group were still using the old method

X : Keroppi instructional media pouch (treated)

From the picture above can be explained that the R indicates that the sampling is random. X is a treatment (action) with  $O_1$  is the value of early ability with the experimental group, and  $O_2$  the value of the initial group. While  $O_3$  the result of  $O_1$  after subjected to the action (using instructional media) and  $O_4$  is the result of  $O_2$  using the old way.

## **2. Trial Subjects**

Subjects tested in the research and development of this thematic learning media, is a third grade student at SDN Bunulrejo 3 Malang, amounting to 49 students. With the number of two classes: Class III-A total of 26 students and class III-B and a number of 23 students.

## **3. Types of Data**

The type of data on research and development, in the form of quantitative data and qualitative data. The quantitative data in the form of information obtained by using questionnaires and tests of learning achievement after the use of instructional media products keroppi pouch. Quantitative data were collected through questionnaires and tests, the following explanation:

- a. Student assessment related to the attractiveness of the product of learning media keroppi pouch
- b. The pre-test students before using instructional media
- c. Students' test results after using the learning media product development (post-test)

The qualitative data obtained through several activities such as:

- a. Information on thematic learning theme 8 subtema 3 “earth changes” were obtained through interviews with third grade teacher at SDN Bunulrejo 3 Malang
- b. Feedback, comments, and suggestions for improvements based on the results of expert assessment obtained through interview / consultation with expert content, design experts, and learning experts in SDN Bunulrejo 3 Malang.

#### **4. Data Collection Instrument**

The process of collecting the data, researchers needed an instrument that the instrument will be filled in the values that will be used by researchers to measure improvements in student learning outcomes and measure the validity of the products developed by the researchers. In this study, researchers used the instrument in the form of interviews, questionnaires, and test the acquisition of learning outcomes.

- a. Interviews are used as data information collection techniques if researchers want to conduct a preliminary study to find problems that must be investigated, and know the things of the respondents deeper.
- b. Questionnaire used for data collection associated with comments, criticisms and suggestions from experts further validation used for revision.

Questionnaire is needed in research and development, among others:

- 1) Assessment questionnaire in which includes about some indicator of the content of the core competencies (KI) and the Basic Competency (KD),

suitability media, and also about the activities that will be performed by students

- 2) Sheets cognitive achievement of pre-test and post-test
- 3) Sheets affective observation by observing the students during the learning process implemented. In this case the researchers used a Likert scale.
- 4) Psychomotor observation sheet of students when learning takes place.

To determine the student's learning outcome is by comparing the pre-test and post-test control class and experimental class.

#### **5. Data Analysis Technique**

Data analysis techniques used to process the data obtained from the research that has researchers did. Only data that has high reliability and validity were used and analyzed. Researchers must be careful in determining the data analysis techniques to be used in research and development as follows:

##### **a. Learning Content Analysis**

The analysis was done using the formula adapted to the learning objectives standards and basic competencies to deliver the composition of the material that will be used as a textbook in the form of products that are already developed. The results are then used as a learning material in the form of instructional media keroppi pouch.

##### **b. Descriptive analysis**

In the test phase, the data collected using a questionnaire assessment questionnaire enclosed and open assessment to provide criticism and

suggestions for improvements to repair processed with descriptive analysis techniques.

Descriptive analysis was used to determine the level of accuracy, effectiveness and attractiveness of the product development results in the form of instructional media keroppi pouch on thematic learning theme 8 subtema 3 "earth changes" for the third grade students of SDN Bunulrejo 3 Malang, to analyze the results of the responses of the validator uses the following formula:<sup>41</sup>

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

Description:

P = Percentage

$\Sigma x$  = The total number of scores obtained from the validator

$\Sigma xi$  = Number of total score of answers

100 = Numbers constants

In giving meaning and the decision to revise the instructional media used qualifications that have the following criteria:

**Table 3.2**  
**Scale of Likert**

No.	level of Achievement	Qualification	Information
1	86% - 100%	Excellent	not revisions
2	76% - 86%	Good	not revisions

<sup>41</sup> Vali, Idayani, L. Hand, CD Development pembelajaran Kids Songs To Grow Understanding Science Elementary School Students, (Semarang: UNNES, 2012), p. 37.

3	56% - 76%	Enough	need revision
4	$56\% \leq$	Bad	must be revisions

Description of the feasibility level criteria table described by the researchers as follows:

- 1) If the media in the tested reached the highest percentage of 86% - 100%, then the media is classified as very decent qualifications and does not need revision.
- 2) If the media in the tested reached the highest percentage of 76% - 85%, then the media classified decent qualifications and does not need revision.
- 3) If the media in the cobkan test reached a level percentage of 56% - 75%, then the media classified qualification decent enough but needs to be revised.
- 4) If the media in the tested reached the highest percentage of  $\leq 55\%$ , then the media classified unfit qualification and must revision. Keroppi bag instructional media products developed will be successful and can be used as a medium of learning when reached decent minimum criteria (76%).

#### c. Analysis of Test Results

Analysis of the results of tests used to measure student learning outcomes comparison. In the field trial test data using the pre-test and post-test students. So with the pres-test and post-test student learning outcomes

can know the difference before and after the use of instructional media bag this keroppi.

In field trials, the data collected using questionnaires and tests or achievement test (initial achievement tests). Field trial data were collected using the initial test (pre-test) and final test (post-test) in order to determine the differences in student learning outcomes between groups of field trials that control class and experimental class. To calculate the difference using the formula t-test. The formula used with a significance level of 0.05 is:<sup>42</sup>

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\frac{s^2_{gab}}{n_1} + \frac{s^2_{gab}}{n_2}}}$$

Description :

$\bar{X}_1$  : Average value of the control group

$\bar{X}_2$  : Average value of the experimental group

$S^2_{gab}$  : The combined variance between control and experimental classes

$n_1$  : The number of control class

$n_2$  : Number of experimental class students

$s_1$  : Standard deviation prior to treatment

$s_2$  : Standard deviation after treatment

<sup>42</sup> Subana et al, Statistics Pendidika, (Bandung: Pustaka Setia, 2005), p. 131-132.

To determine whether there is a difference between classroom learning media products that use keroppi bag with classes that do not use the product, then the test results compared to the level of 0.05 or 5% are as follows:

$H_0$  : There was no significant difference (5%) between classes using products with classes that do not use the product.

$H_1$  : No significant differences (5%) between classes using products with classes that do not use the product.

Decision-making:

- 1) If  $t_{hitung} > t_{tabel}$  the significant result means that  $H_1$  is accepted.
- 2) If  $t_{hitung} < t_{tabel}$  then the result is non-significant, which means that  $H_0$  is rejected.

Data obtained from the results of testing the validity of the product to be analyzed to ensure that the development of instructional media keroppi pouch for class III SDN Bunulrejo 3 Malang taruji validity. The data analysis technique development of instructional media keroppi pouch in quantivied qualitative data classified using data analysis techniques percentage.

## **E. Research Procedure**

### **1. Research Introduction**

Before determining the types of products that will be made by the researcher, the researchers first conduct a preliminary study of observation directly to the school to determine the actual conditions in the field. After the

researchers made observations in schools, the researchers obtain data about the actual conditions in the field. The acquired data is used as the basis for designing a product or instructional media suitable for use in improving the quality of education in schools. In this case the conditions on the ground are feeling difficulties in teaching students who already applied this thematic. This is because the thematic learning must integrate the lessons with other subjects.

## 2. Design development

After obtaining the data in the field, further researchers made the design of products that aim to improve the quality of education in schools. In this case, the researchers make learning media in the form of physical objects that resemble cartoon characters which can attract the attention of students to be more motivated to learn. Learning media is equipped with cards and dice, for ease of use.

## 3. Actually research

After the researchers designed media learning keroppi pouch for 8 sub-theme theme 3 “earth changes” has been validated, the next step is to test the product. This product trials conducted by researchers at SDN Bunulrejo 3 Malang. This learning media tested on third-grade students, where these tests are a matter of pre-test and post-test given to students in order to obtain data related to differences in student learning outcomes before and after using instructional media keroppi pouch. Then subsequently students and teachers also completed questionnaires that have been made by researchers in order to validate the learning media that has been created by researchers. The questionnaire results

will be used to revise the researchers to improve instructional media keroppi pouch created by the researcher.

#### 4. Report writing

Once the product is revised, the next stage is the writing of the report. Writing this report done by reporting the results of the revision of the product and student learning outcomes before and after using the product. All data is written in accordance with the real conditions in the field.



## CHAPTER IV

### RESULT OF THE DEVELOPING

#### A. Description of Media Development Results

The media developed in this study is a learning media in the form of keroppi pouch to support learning materials thematic themes 8 subtheme 3 earth changes in the third grade and to help facilitate the learning process and evaluation of the third grade students of Elementary School Bunulrejo 3 Malang, besides learning media these can also be used as a means of towing students' motivation, so that students are more interested in following the learning with enthusiasm and pleasure. The following explanation of the design of products that have been created by developers. In this media comes with a bag as a puppet of the keroppi, which in this case there is a character keroppi, question cards, two dice, and the media usage guide books.

The following will describe the specifications from the development of instructional media Keroppi pouch.

1. Keroppi instructional media display pouch

See here in the form of characters keroppi overall height measuring 145cm sized deliberately designed so that all students can berkonstrasi with the media being used and attract more students. Keroppi character is using several colors kombanasi among others: light green is used as the dominant color on the head, arms, and legs. Dark green is used as the front and rear body. The white color is used as part of the front chest, the eyes, the lower arms and lower legs. The black color is used as a circle in the eye, smile lines, and figures contained in

the keroppi pouch. Pink color (soft) is used as the circumference of the cheeks. The red color is used as bag number one. The yellow color is used as bag number two. Pink color (pink) is used as bag number three. The orange color is used as a pocket number four. Light blue color used as bag number five. And purple is used as bag number six. The keroppi pouch instructional media display as follows:



Picture 4.1

Keroppi pouch instructional media display

2. Display dice on learning media pouch Keroppi



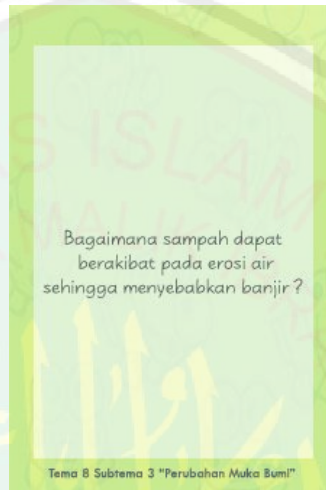
Picture 4.2

Dice used in instructional media keroppi pouch

Dice are used to supplement the media is made of wood at the top of the wood was carved to produce a number of dice from number 1 to number 6. dice selected from wood, as to facilitate the students took it even used, selected

by using materials of wood so that if the dice thrown is not easily damaged. The dice were black and white, the size of the dice used is 5cm x 5cm, with the appropriate size for grade III

3. Views about the card being used

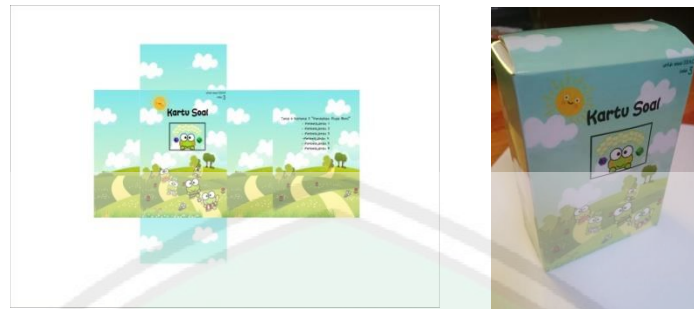


Picture 4.3

One of the cards used in the media about learning keroppi pouch

Equipped with cards totaling about 140 questions designed specifically is by design that is simpler for students to understand the question properly without excessive fooled by appearance. Card design of this matter which is dominated by light green color because Keroppi adapted to the character that is synonymous with the green color. Writing about on these cards using Comic Sans typeface Mc with font size 16, this is done because it adjusts to the character of students who were still under the class (class III) in which they prefer by writing more interesting and contemporary. Size about 8cm x 12cm card that has been adapted to the size keroppi pouch.

#### 4. Views about the card holder box design

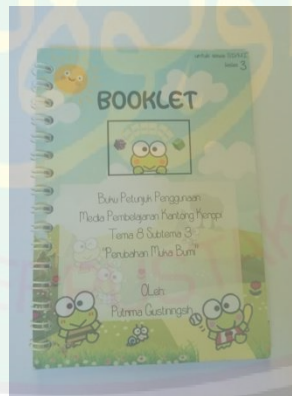


Picture 4.4

#### Card box about the instructional media keroppi pouch

The matter cards also include a box to put a card that is not scattered before it is placed in the keroppi pouch media before learning to use this medium began. The size of the box length 8.5 cm height 12.5 cm, and a width of 4.5 cm.

#### 5. Display guidebooks instructional media use keroppi pouch



Picture 4.5

#### Views instructional media guide books keroppi pouch

Keroppi instructional media pouch also comes with a guidebook designed draws on the cover and contents. A6-sized guidebook made spiral in order to attract readers or users will be using instructional media Keroppi this pouch.

There are 9 pages in this manual 2 page as the front and back cover, then 7 page as the instructions for use of the keroppi pouch learning media.



Picture 4.6

Cover guidebooks instructional media use keroppi pouch

The cover display is equipped with a theme that will be discussed, class, and name of the author of the guidebook, or researchers call the booklet (booklet). A broad keroppi some character images and accompanied by a display card images along with dice be a fixture in this booklet.



Picture 4.7

The first page of the media guide books pembelajaran keroppi pouch

The first page of the book explains the rules of use is by command make study groups, each group includes 5 children. All students are directed to form groups, where each group contained 5 students, with each group discount chair of the group.



Picture 4.8

The second page of the media guide books keroppi pouch

The second page there are explanations that the teacher explains the material presented in outline. Before explaining the core material, teacher card shows the problems that exist in the bag that is contained in the bag Keroppi numbers 1 through 6.



Pictuure 4.9

The third page of instructional media guide books keroppi pouch

The third page of this book there are explanations of learning media is put into use, with the following explanation: after completion explain the essence of learning, game keroppi pouch can begin. So when a teacher explains a brief review and provide proper guidance, this media game can begin.



Picture 4.10

The fourth page guidebook instructional media keroppi pouch

The fourth page describes it as follows: there is one on each side of the dice already given signs that side 1 through the sixth.



Picture 4.11

The fifth page guidebook pouch instructional media Keroppi

The fifth page describes it as follows: each can start playing with the children are given an opportunity one time to roll the dice



Picture 4.12

## Sixth page guidebook instructional media keroppi pouch

Sixth page guidebook use this media, explained as follows: after the dice thrown and fell to the floor, for example, the numbers sidelines on the dice is the number two, the child is given the opportunity to take the card the problems that exist in the bag number 2 and asked to answer questions in question card.



Picture 4.13

## Seventh page guidebook instructional media keroppi pouch

The seventh page guide instructional media use keroppi pouch explained as follows: after all the children get a turn then tutor to the conclusion about the material that has been taught.



Picture 4.14

The last page guidebook instructional media keroppi pouch

The last page is the cover of the book cover the use of instructional media guide keroppi pouch. On the cover of the cover was not given the character of keroppi, only in the design of simple scenery. As for the logo UIN Maulana Malik Ibrahim Malang, with names of departments and faculties.

## B. Analysis of Data Validation

Data from the validation study media keroppi pouch taken ranging between 2 March 2018 and ended up on 30 March 2018, the data retrieval through the results of expert validation and field testing. Retrieval of data obtained from third validator validation expert, the expert validator material, design experts and learning experts in SDN Bunulrejo 3 poor. The following scoring criteria value used in the validation process.

**Table 4.1**

**Criteria for scoring Questionnaire Expert Content, Design Expert, Expert Learning, and Student Class III SDN Bunulrejo 3 Malang**

1	2	3	4	5
Invalid	less valid	enough valid	valid	very valid

## 1. Results Validation Expert Content

Product development expert submitted to the learning material is in the form of instructional media keroppi pouch. Validation matter experts held on March 2, 2018 by Mr. Ahmad Abthoki, M. Pd, as the expert lecturers who are experts in learning. Exposure descriptive matter expert validation results will showed through questionnaire method with questionnaires that can be seen in Table 4.2 and decriptive revised exposure can be seen in Table 4.3.

### a. Validation of the material / content

Quantitative data validation results by subject matter experts / contents will be presented in the table below:

**Table 4.2**  
**Validation Results Expert Materials I**

No.	Statement	$\sum x$	$\sum xi$	P (%)	Validation
1	The level of relevance about the card's contents applicable curriculum	4	5	80	Valid
2	Suitability KI, KD with the development of indicators	4	5	80	Valid
3	Suitability topics (themes and sub-themes) with the material in question card	4	5	80	Valid
4	Communicative language used in the delivery of content on the card problem	4	5	80	Valid
5	Compliance is a systematic description of the material in question card	4	5	80	Valid
6	Konsistesnsi about card format	3	5	60	enough Valid
7	The accuracy of the evaluation instrument used to improve student learning outcomes through question cards	4	5	80	Valid
8	Compliance is a matter of developing card related	4	5	80	valid

	characters themselves, social and spiritual				
9	Suitability card in a matter of an example - an example of good character for students	4	5	80	Valid
10	Compliance is about card was sufficient as a component of instructional media bag Keroppi	4	5	80	Valid
<b>AMOUNT</b>		<b>39</b>	<b>50</b>	<b>78%</b>	<b>Valid</b>

Information:

$P$  : Persentase validity

$\Sigma x$  : Total score answers from expert validator material

$\Sigma xi$  : The number of high scores

$$\begin{aligned}
 P &= \frac{\Sigma x}{\Sigma xi} \times 100\% \\
 &= \frac{39}{50} \times 100\% \\
 &= 78\%
 \end{aligned}$$

**Table 4.3**

**Validation Results Expert Materials II**

No.	Statement	$\Sigma x$	$\Sigma xi$	P (%)	Validation
1	The level of relevance about the card's contents applicable curriculum	4	5	80	Valid
2	Suitability KI, KD with the development of indicators	4	5	80	Valid
3	Suitability topics (themes and sub-themes) with the material in question card	4	5	80	Valid
4	Communicative language used in the delivery of content on the card problem	4	5	80	valid
5	Compliance is a systematic description of the material in question card	4	5	80	valid
6	Konsistesnsi about card	4	5	80	enough Valid

	format				
7	The accuracy of the evaluation instrument used to improve student learning outcomes through question cards	4	5	80	valid
8	Compliance is a matter of developing card related characters themselves, social and spiritual	4	5	80	valid
9	Suitability card in a matter of an example - an example of good character for students	4	5	80	valid
10	Compliance is about card was sufficient as a component of instructional media keroppi pouch	4	5	80	valid
<b>AMOUNT</b>		<b>40</b>	<b>50</b>	<b>80%</b>	<b>valid</b>

Information:

$P$  : Percentase validity

$\Sigma x$  : Total score answers from expert validator material

$\Sigma xi$  : The number of high scores

$$\begin{aligned}
 P &= \frac{\Sigma x}{\Sigma xi} \times 100\% \\
 &= \frac{39}{50} \times 100\% \\
 &= 80\%
 \end{aligned}$$

Based on the validation results of such material, the medium through 2 times the validation, the validation I scored 78% which means valid / feasible to use, but still need improvement in one part in accordance with the following comments:

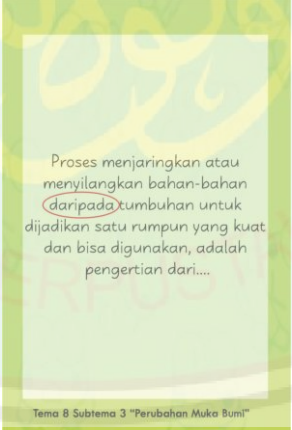
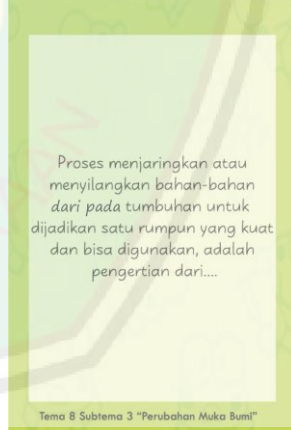
**Table 4.4**  
**Keroppi media criticism and suggestions pouch by expert content / material**

name Validator	Criticism and suggestions
Ahmad Abtokhi, M.Pd	<ul style="list-style-type: none"> <li>• Check back in a matter of writing a sentence structure</li> <li>• Complete card problem</li> </ul>

In the validation of the Second Acquired value of 80%, there was an increase of 2% from validation to-I, with the value obtained by the media included in the category of valid and ready to be tested.

**b. Revised Product**

**Table 4.5**  
**Revision Based Learning Media Validation Expert Content**

No.	Point being revised	Before Revisions	After Revisions
1	The use of the phrase in question card	 <p>Proses menjarangkan atau menyilangkan bahan-bahan <u>daripada</u> tumbuhan untuk dijadikan satu rumpun yang kuat dan bisa digunakan, adalah pengertian dari...</p> <p>Tema 8 Subtema 3 "Perubahan Muka Bumi"</p>	 <p>Proses menjarangkan atau menyilangkan bahan-bahan <u>dari pada</u> tumbuhan untuk dijadikan satu rumpun yang kuat dan bisa digunakan, adalah pengertian dari...</p> <p>Tema 8 Subtema 3 "Perubahan Muka Bumi"</p>

		<p>Bagian muara menjadi dangkal dan membentuk endapan yang disebut....</p> <p>Tema 8 Subtema 3 "Perubahan Muka Bumi"</p>	<p>Bagian muara menjadi dangkal dan membentuk endapan disebut....</p> <p>Tema 8 Subtema 3 "Perubahan Muka Bumi"</p>
		<p>Apa dampak yang dapat di timbulkan akibat terjadinya erosi ?</p> <p>Tema 8 Subtema 3 "Perubahan Muka Bumi"</p>	<p>Apa dampak yang dapat ditimbulkan akibat terjadinya erosi ?</p> <p>Tema 8 Subtema 3 "Perubahan Muka Bumi"</p>
		<p>... penyebab terjadinya tsunami ? kata tanya belum ada</p> <p>Tema 8 Subtema 3 "Perubahan Muka Bumi"</p>	<p>... penyebab terjadinya tsunami ? Kata tanya apakah yang tepat untuk melengkapi kalimat diatas ?</p> <p>Tema 8 Subtema 3 "Perubahan Muka Bumi"</p>

## 2. Results Validate Design Experts

Validation of the design experts was conducted on March 28, 2018 by Mr. Ahmad Makki Hasan, M. Pd as a lecturer in the Department of Teacher Education Elementary School UIN Maulana Malik Ibrahim Malang. Exposure

descriptive results of the validation study media design experts on the product development of instructional media keroppi pouch Class III is shown through questionnaire method with questionnaires that can be seen in Table 4.6 and descriptive revised exposure can be seen in Table 4.7.

#### a. Design Validation

Quantitative data design validation results will be presented in the table.

**Table 4.6**  
**Validation Results Expert Design I**

No.	Statement	$\sum x$	$\sum xi$	P (%)	Validation
1	The attractiveness of the doll character design Keroppi	3	5	60	enough Valid
2	Suitability layout of numbers on the bag instructional media	2	5	40	Less Valid
3	Suitability size numbers used in this learning media for students of SD / MI	2	5	40	Less Valid
4	The attractiveness of the combination of colors and fabrics used in the design of instructional media	3	5	60	enough Valid
5	Suitability size cubes with instructional media	2	5	40	Less Valid
6	Color matching dice with instructional media	2	5	40	Less Valid
7	This learning media can be used in a long period of time	3	5	60	enough Valid
8	Design learning media can be interesting and fun for students of SD / MI	2	5	40	Less Valid
9	This learning media easily convey the message	2	5	40	Less Valid
10	Learning media is presented in the form of a good size	2	5	40	Less Valid
<b>AMOUNT</b>		<b>23</b>	<b>50</b>	<b>46%</b>	<b>Invalid</b>

Information:

P : Persentase validity

$\Sigma x$  : Total score answers from expert validator design

$\Sigma xi$  : The number of high scores

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

$$P = \frac{23}{50} \times 100\%$$

$$P = 46\%$$

Based on the results very design validation, then learning media including valid / feasible to use. But there are parts that must be rectified in accordance with comments and suggestions below:

**Table 4.7**  
**Criticism and suggestions media keroppi pouch by design experts**

name Validator	Criticism and suggestions
Ahmad Hasan Makki, M.Pd	<ul style="list-style-type: none"> <li>• The color combination is too crowded</li> <li>• Note the size of the dice are</li> <li>• Design guidelines should be made use of media such as a pocket book</li> <li>• Color dice less attractive</li> <li>• In the booklet should be included author profile</li> <li>• Box where the matter should be laminated card</li> </ul>

According to the table criticisms and suggestions above, has written that there are several aspects that need to be revised or improved for consideration

whether the product is eligible to be investigated or not, as well as enhancements to the product so that it can be more qualified, in the improvement of learning media keroppi pouch requires 1 times revision:

**Table 4.8**  
**Validation Results Expert Learning Media Design II**

No.	Statement	$\sum x$	$\sum xi$	P (%)	Validation
1	The attractiveness of the doll character design keroppi	5	5	100	very valid
2	Suitability layout of numbers on the bag instructional media	5	5	100	very valid
3	Suitability size numbers used in this learning media for students of SD / MI	5	5	100	very valid
4	The attractiveness of the combination of colors and fabrics used in the design of instructional media	5	5	100	very valid
5	Suitability size cubes with instructional media	4	5	80	valid
6	Color matching dice with instructional media	4	5	80	valid
7	This learning media can be used in a long period of time	5	5	100	very valid
8	Design learning media can be interesting and fun for students of SD / MI	4	5	80	valid
9	This learning media easily convey the message	4	5	80	valid
10	Learning media is presented in the form of a good size	5	5	100	very valid
<b>AMOUNT</b>		<b>46</b>	<b>50</b>	<b>92%</b>	<b>very valid</b>

Information:

P : Persentase validity

$\sum x$  : Total score answers from expert validator design

$\sum xi$  : The number of high scores

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





$$P = \frac{46}{50} \times 100\%$$

$$= 92\%$$

In-II design validation to Acquire 92% value, there is increasing 46% from validation to-I, with the value obtained by the media included in the category of Most Valid and ready to be tested.

#### b. Revised Product

**Table 4.9**  
**Revision Based Learning Media Design Experts**

No.	Point being Revised	Before Revisions	After Revisions
1	The color combination is too crowded		
2	Note the size of the dice are		

3	Design guidelines should be made use of media such as a pocket book		
4	Added developer's profile	Nothing	

All data on the results of the reviews, ratings, and comments and suggestions from the expert media design as a material used as a basis for revision. It is useful for the improvement of instructional media components tested keroppi pouch prior to third grade students.

### 3. Expert Validation Study Results

Validation of the expert study was conducted on March 8, 2018 by Mr. Septiana Dwi Winanti, S. Pd as third grade teacher at SDN Bunulrejo 3 Malang. Exposure descriptive results of learning expert validation for the product development of instructional media keroppi pouch shown through questionnaire method with questionnaires that can be seen in the table 4:10 and descriptive revised exposure can be seen in Table 4.11.

### a. Validation Expert Learning

Quantitative data validation results by learning experts will be presented in the table below:

**Table 4.10**  
**Validation Results Expert Learning I**

No.	Statement	$\sum x$	$\sum xi$	P (%)	Validation
1	KI and KD suitability with learning media	5	5	100	very valid
2	Compliance is an indicator to the content matter in instructional media card	4	5	80	valid
3	Completeness about the instructional media card	4	5	80	valid
4	Suitability of use of the phrase in this matter cards for third grade students of SD / MI	3	5	60	enough valid
5	Suitability image, size, and color in a medium of learning	4	5	80	valid
6	Simplifies the delivery of content using instructional media	4	5	80	valid
7	The effectiveness of teaching using instructional media	4	5	80	valid
8	The attractiveness of learning by using instructional media	5	5	100	very valid
9	Suitability of design display doll character Keroppi card for third-grade students about the SD / MI	4	5	80	valid
10	Compliance is the difficulty level of exercises contained on the card in the media about this learning	4	5	80	valid
<b>AMOUNT</b>		<b>41</b>	<b>50</b>	<b>82%</b>	<b>valid</b>

Information:

P : Persentase validity

$\sum x$  : Total score answers from expert validator learning

$\sum xi$  : The number of high scores

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

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

$$P = 82\%$$

**Table 4.11**  
**Validation Results Expert Learning II**

No.	Statement	$\sum x$	$\sum xi$	P (%)	Validation
1	KI and KD suitability with learning media	5	5	100	very valid
2	Compliance is an indicator to the content matter in instructional media card	4	5	80	valid
3	Completeness about the instructional media card	4	5	80	valid
4	Suitability of use of the phrase in this matter cards for third grade students of SD / MI	4	5	80	valid
5	Suitability image, size, and color in a medium of learning	5	5	100	very valid
6	Simplifies the delivery of content using instructional media	5	5	100	very valid
7	The effectiveness of teaching using instructional media	4	5	80	valid
8	The attractiveness of learning by using instructional media	5	5	100	very valid
9	Suitability of design display doll character Keroppi card for third-grade students about the SD / MI	4	5	80	valid
10	Compliance is the difficulty level of exercises contained on the card in the media about this learning	4	5	80	valid
<b>AMOUNT</b>		<b>44</b>	<b>50</b>	<b>88%</b>	<b>very Valid</b>

Information:

$P$  : Persentase validity

$\Sigma x$  : Total score answers from expert validator learning

$\Sigma xi$  : The number of high scores

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

$$P = \frac{44}{50} \times 100\%$$

$$= 88\%$$

Based on the validation hasl learning experts all grades II Acquire 88%, there was an increase of 6% from validation to-I, with the value obtained by the media included in the category of Most Valid and ready to be tested.

**Table 4.12**  
**Criticism and suggestions media keroppi pouch by learning experts**

name Validator	Criticism and suggestions
Dwi Septiana Winanti, S.Pd	<ul style="list-style-type: none"> <li>Note the use of punctuation on the card problem</li> </ul>

**b. Revised Product**

**Table 4.13**  
**Revised Media Expert Learning Based Learning**

No.	Point being revised	before Revisions	after Revisions
1	Usage of punctuation in a matter of less appropriate card	<p>Bahasa Indonesia</p> <ol style="list-style-type: none"> <li>Perubahan lingkungan yang tidak seimbang dapat menyebabkan...</li> <li>Hujan yang berlebihan dan terus menerus dapat mengakibatkan...</li> <li>Mengapa dapat terjadi banjir?</li> <li>Salah satu akibat banjir adalah...</li> <li>Bagaimana sampah dapat berakibat pada erosi air sehingga menyebabkan banjir...</li> <li>Pengikisan yang terjadi pada tanah disebut...</li> <li>Pengikisan tanah dapat disebabkan oleh...</li> <li>Salah satu cara mencegah terjadinya erosi adalah...</li> <li>Kita dapat mencegah terjadinya erosi dan banjir dengan cara...</li> <li>Menerapkan tindakan dan beres-beres bagian dari...</li> </ol> <p>Matematika</p> <ol style="list-style-type: none"> <li>Bentuk perkalian dan penjumlahan berulang 7x7=7x7 yaitu...</li> <li>Bentuk penjumlahan berulang dan 5x6 adalah...</li> <li>Hasil perkalian 3x8 adalah...</li> <li>Hasil kelipatan bilangan 5 yang berada di antara 20 dan 40 adalah...</li> <li>Ibu membeli telur 5 kg. Setiap 1 kg berisi 10 butir telur. Berapa jumlah telur seluruhnya?</li> <li>Tentukan kamu berapa kilogram sampah yang kita hasilkan setiap hari? Data-rata setiap orang menghasilkan 2 kg sampah setiap hari. Hitunglah sampah yang dihasilkan dan ramalkan setiap hari jika ada 6 orang yang tinggal di rumah maka sampah yang dihasilkan adalah...</li> <li>Kita setiap hari menghasilkan sampah sebanyak 3 kg. Berapa berat 5 kantong sampah...</li> <li>Ahli terapan kemana punam dan hitung. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak... kg.</li> <li>Isilah tabel-tabel dengan bilangan yang tepat. Kemudian lingkari bilangan hasil perkalian yang sesuai dengan gambar.</li> </ol>	<p>Bahasa Indonesia</p> <ol style="list-style-type: none"> <li>Perubahan lingkungan yang tidak seimbang dapat menyebabkan...</li> <li>Hujan yang berlebihan dan terus menerus dapat mengakibatkan...</li> <li>Mengapa dapat terjadi banjir?</li> <li>Salah satu akibat banjir adalah...</li> <li>Bagaimana sampah dapat berakibat pada erosi air sehingga menyebabkan banjir?</li> <li>Pengikisan yang terjadi pada tanah disebut...</li> <li>Pengikisan tanah dapat disebabkan oleh...</li> <li>Salah satu cara mencegah terjadinya erosi adalah...</li> <li>Kita dapat mencegah terjadinya erosi dan banjir dengan cara...</li> <li>Menerapkan tindakan dan beres-beres bagian dari...</li> </ol> <p>Matematika</p> <ol style="list-style-type: none"> <li>Bentuk perkalian dan penjumlahan berulang 7x7=7x7 yaitu...</li> <li>Bentuk perkalian dan penjumlahan berulang 4x4=4x4 yaitu...</li> <li>Bentuk penjumlahan berulang dari 5x6 adalah...</li> <li>Bentuk penjumlahan berulang dari 7x8 adalah...</li> <li>Hasil perkalian 3x8 adalah...</li> <li>Hasil kelipatan bilangan 5 yang berada di antara 20 dan 40 adalah...</li> <li>Ibu membeli telur 5 kg. Setiap 1 kg berisi 10 butir telur. Berapa jumlah telur seluruhnya?</li> <li>Tentukan kamu berapa kilogram sampah yang kita hasilkan setiap hari? Rata-rata setiap orang menghasilkan 2 kg sampah setiap hari. Hitunglah sampah yang dihasilkan dan ramalkan setiap hari jika ada 6 orang yang tinggal di rumah maka sampah yang dihasilkan adalah...</li> </ol>
		<ol style="list-style-type: none"> <li>Menirikan gerakan pesawat terbang dapat melatih... tubuh.</li> <li>Gerakan menirikan angin dengan melompat dan berputar adalah contoh dari gerak...</li> <li>Sebutkan 3 contoh gerakan yang dipengaruhi oleh angin...</li> <li>Gerakan yang dilakukan dengan cara mengangkat satu kaki ke belakang, lalu membungkukkan badan dan merentangkan tangan seperti sayap adalah contoh dari gerak...</li> <li>Coba tirukan gerakan pohon yang terkena angin.</li> <li>Coba tirukan gerakan kincir pesawat terbang.</li> <li>Coba tirukan gerakan baling-baling.</li> <li>Gerakan baling-baling adalah...</li> <li>Gerakan pesawat terbang adalah...</li> <li>Gerakan perahu, baling-baling, dan kincir angin adalah contoh gerakan yang dipengaruhi oleh...</li> </ol>	<ol style="list-style-type: none"> <li>Menirikan gerakan pesawat terbang dapat melatih... tubuh.</li> <li>Gerakan menirikan angin dengan melompat dan berputar adalah contoh dari gerak...</li> <li>Sebutkan 3 contoh gerakan yang dipengaruhi oleh angin!</li> <li>Gerakan yang dilakukan dengan cara mengangkat satu kaki ke belakang, lalu membungkukkan badan dan merentangkan tangan seperti sayap adalah contoh dari gerak...</li> <li>Coba tirukan gerakan pohon yang terkena angin!</li> <li>Coba tirukan gerakan kincir pesawat terbang!</li> <li>Coba tirukan gerakan baling-baling!</li> <li>Gerakan baling-baling adalah...</li> <li>Gerakan pesawat terbang adalah...</li> <li>Gerakan perahu, baling-baling, dan kincir angin adalah contoh gerakan yang dipengaruhi oleh...</li> </ol>

**4. The attractiveness of the Media Learning**

**Table 4.14**  
**The Interested of the Media Learning**

No.	Statement	$\sum x$	Maximum score	Percentage	Information
1	This pouch Keroppi learning media can give me the motivation to study hard	4, 5, 5, 5, 5, 5, 4, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5, 4, 5	130	96%	very valid

2	Display media pouch Keroppi learning interesting and easy for me to learn	4, 5, 5, 5, 5, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 5, 5	130	97%	very valid
3	The language used in the media about the card pouch learning easy Keroppi I understand	4, 5, 5, 5, 5, 5, 5, 4, 5, 5, 4, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5	130	96%	very valid
4	I can understand the subject matter by using instructional media pouch Keroppi	4, 5, 5, 5, 5, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5, 5, 5, 4	130	97%	very valid
5	I easily answer the questions that are on the media card in learning about Keroppi pouch	5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5, 5, 5, 4, 5	130	97%	very valid
6	I enjoy learning using learning media pouch Keroppi	5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5, 5, 4, 5, 5, 5, 5, 5, 5, 4, 5, 5, 4, 4, 4	130	95%	very valid
7	I'm getting	5, 5, 5,	130	97%	very valid

	excited to learn thematic themes 8 subthemes 3 using instructional media pouch Keroppi	5, 5, 5, 5, 4, 5, 5, 5, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 5, 5			
8	I feel happy during the study using instructional media Keroppi this pouch	4, 5, 5, 5, 5, 5, 5, 4, 5, 5, 4, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5	130	97%	very valid
9	The results of my study increased after using instructional media Keroppi this pouch	4, 5, 4	130	98%	very valid

Here are the results of the attractiveness of the percentage of instructional media keroppi pouch.

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

$$= \frac{1132}{1170} \times 100\%$$

$$= 96.75\%$$

Based on the percentage of the attractiveness of the above calculation results reached 96.75%. If matched with the table validity or eligibility, then it indicates that the results of the attractiveness of the teaching media keroppi

pouch included in the criteria used for students is very interesting, especially in class III SD / MI.

### **C. Presentation of Product Test Data**

The subject of this research is class III-A and III-B class. III-A grade students as a class experiment that was treated using media keroppi pouch, while the students of class III-B as a class of the untreated control. Determination of research subjects in research and development using the technique of taking with Simple Random Samplig, namely the technique of sampling of the population at random regardless of the strata in the population. To know that two classes are the subject of research and development is a class that has the same cognitive. The data used in this homogeneity test is the result of pretest students of class III. The results of field trials in the form of student learning outcomes (pretest and posttest).

#### **1. Results Pre-test and post-test Students**

##### **a. Data Results The pre-test and post-test Students**

Pre-test is a test conducted prior to the treatment, while the post-test is a test conducted after the treatment. The pre-test and post-test is intended to determine student learning outcomes before and after the treatment that uses keroppi pouch media devoted to the experimental class. Besides the pre-test and post-test aims to determine the differences in learning outcomes of students between classes to use and classes that do not use the media keroppi pouch.

## 1) Data Results The pre-test and post-test Control Class

**Table 4.15**  
**The pre-test and post-test Control Class**

No	Student's name	Value	
		Pre-test	Post-test
1	Dava Aditya	52	72
2	Rizki Abdul Wahid	44	56
3	Calista Aqillah Firdaus	60	80
4	Kenda Arzavin	44	76
5	Natasya Nur Tatyana Rohma	52	76
6	Hasnah Az-zahra 'Ramadhani	52	76
7	Amanda Lila Ramadhanti	44	60
8	Galang Haris Ward	56	84
9	Fathir Muhammad Al Fahrezy	48	80
10	Novita Anggraini	56	76
11	Deka Adha Sagita	60	80
12	Nizahrotul Wisdom	52	72
13	Ribby Aulia Andini	32	64
14	Karina Jasmine	64	80
15	Mochammad Khusni Mubarak	44	72
16	Abni Himanda Swesani	56	80
17	Ahmad Fairuz Zaky Aufa	52	76
18	Aulia Mifta Asifa	56	80
19	Siti Luthfiyah Anggraeni	44	56
20	Asmartpiivo ardiansyah	56	84
21	Azizah Syifa Rahmadania	32	76
22	Firdaus Attar Favian	40	56
23	Sultan Farel	72	92
<b>AMOUNT</b>		<b>1168</b>	<b>1704</b>
<b>AVERAGE</b>		<b>50.78</b>	<b>74.09</b>

## 2) Data Results The pre-test and post-test Control Class

**Table 4.16**  
**The pre-test and post-test Class Experiment**

No	Student's name	Value	
		Pre-test	Post-test
1	ardiansyah Men	44	84
2	Muji Musyahadatul Ulla	52	88
3	Triaji Mitramas Farelli	40	80

4	Moh. Khoirul Insan	60	92
5	Nadia Aulia Zahra	48	80
6	Mochamad Fariz Al Zainuri	52	84
7	Achmad Khusairi	72	100
8	Mohamad Rizki Pratama	56	92
9	Rizky M. Galang Romadhon	40	80
10	M. Rizky Gilang Ramadan	52	84
11	Shelvia Rahmadani	76	84
12	Zaki mohammad Lukmansyah	56	84
13	Vicky mohammad Islami	62	92
14	Rifki Afinsa	56	88
15	Intan Rahmawati	44	76
16	Dea A'inur Rahmawatiy	62	92
17	Khusni Nadiya	58	84
18	Frisya Naurah Alya	72	100
19	Finna Naysila Krisani	64	88
20	Reva Maulidiya	60	92
21	Diah Tiara Princess	76	100
22	Hesty Putriyanti	60	84
23	Kivlan Surya Asmoro	56	80
24	Niquita Shelma daughter Nirvana	72	88
25	Labiban Riangga Ula	52	64
26	Ka'afii Muhammad Kurniawan	60	88
<b>AMOUNT</b>		<b>1502</b>	<b>2248</b>
<b>AVERAGE</b>		<b>57.77</b>	<b>86.46</b>

b. Data analysis

Based on data from the above table it is known that the average post-test results in the control class is 74.09, while the experimental class get an average of 86.46. It shows that there is a difference between the experimental class and control class. The results of post-test on the learning classes using keroppi media pouch greater than the classes that do not use the media keroppi pouch. Data value of pre-test and post test are then analyzed by two-sample t test (Paired Samples T Test) with a significance

level of 0.05. This analysis technique is used to determine whether there is a treatment effect imposed on groups of objects. The steps are as follows:

### Step 1: Make $H_0$ and $H_1$ in Tense

$H_0$ : No difference in student learning outcomes significantly between classes using products with classes that do not use the product in the form of instructional media keroppi pouch.

$H_1$ : There is a difference in student learning outcomes significantly between classes using products with classes that do not use the product in the form of instructional media keroppi pouch.

### Step 2: Determine t test Criteria

- If the value of t is less than the significant meaning  $t_{table}$  then  $H_0$  and  $H_1$  rejected.
- If the value of t greater than the significant meaning  $t_{table}$  then  $H_0$  rejected and  $H_1$  accepted.

### Step 3: Create Table Calculations

Control Class					
No.	Name	Pre-test	Post-test	$(X-X_i)$	$(X-X_i)^2$
1	Dava Aditya	52	72	-2.09	4.36
2	Rizki Abdul Wahid	44	56	-18.09	327.14
3	Calista Aqillah Firdaus	60	80	5.91	34.96
4	Kenda Arzavin	44	76	1.91	3.66
5	Natasya Nur Tatyana Rohma	52	76	1.91	3.66
6	Hasnah Az-zahra 'Ramadhani	52	76	1.91	3.66
7	Amanda Lila Ramadhanti	44	60	-14.09	198.44

8	Galang Haris Ward	56	84	9.91	98.27
9	Fathir Muhammad Al Fahrezy	48	80	5.91	34.96
10	Novita Anggraini	56	76	1.91	3.66
11	Deka Adha Sagita	60	80	5.91	34.96
12	Nizahrotul Wisdom	52	72	-2.09	4.36
13	Ribby Aulia Andini	32	64	-10.09	101.75
14	Karina Jasmine	64	80	5.91	34.96
15	Mochammad Khusni Mubarok	44	72	-2.09	4.36
16	Abni Himanda Swesani	56	80	5.91	34.96
17	Ahmad Fairuz Zaky Aufa	52	76	1.91	3.66
18	Aulia Mifta Asifa	56	80	5.91	34.96
19	Siti Luthfiyah Anggraeni	44	56	-18.09	327.14
20	Asmartpiivo ardiansyah	56	84	9.91	98.27
21	Azizah Syifa Rahmadania	32	76	1.91	3.66
22	Firdaus Attar Favian	40	56	-18.09	327.14
23	Sultan Farel	72	92	17.91	320.88
<b>Total score (<math>\Sigma</math>)</b>		<b>1168.00</b>	<b>1704.00</b>	<b>0,00</b>	<b>2043.83</b>
<b>Average (X1)</b>		<b>50.78</b>	<b>74.09</b>		
<b>Highest score</b>			<b>92.00</b>		
<b>Lowest score</b>			<b>56</b>		

Experiment Class					
No.	Name	Pre-test	Post-test (x)	(X-X <sub>2</sub> )	(X-X <sub>2</sub> ) <sup>2</sup>
1	ardiansyah Men	44	84	-2.46	6,06
2	Muji Musyahadatul Ulla	52	88	1,54	2,37
3	Triaji Mitramas Farelli	40	80	-6,46	41,75
4	Moh. Khoirul Insan	60	92	5,54	30,67
5	Nadia Aulia Zahra	48	80	-6,46	41,75
6	Mochamad Fariz Al Zainuri	52	84	-2,46	6,06
7	Achmad Khusairi	72	100	13,54	183,29
8	Mohamad Rizki Pratama	56	92	5,54	30,67
9	M. Rizky Galang Romadhon	40	80	-6,46	41,75

10	M. Rizky Gilang Romadhon	52	84	-2,46	6,06
11	Shelvia Rahmadani	76	84	-2,46	6,06
12	Mochammad Zaki Lukmansyah	56	84	-2,46	6,06
13	Mochammad Vicky Islami	62	92	5,54	30,67
14	Rifki Afinsa	56	88	1,54	2,37
15	Intan Rahmawati	44	76	-10,46	109,44
16	Dea A'inur Rahmawatiy	62	92	5,54	30,67
17	Khusni Nadiya	58	84	-2,46	6,06
18	Frisya Naurah Alya	72	100	13,54	183,29
19	Finna Naysila Krisani	64	88	1,54	2,37
20	Reva Maulidiya	60	92	5,54	30,67
21	Tiara Diah Putri	76	100	13,54	183,29
22	Hesty Putriyanti	60	84	-2,46	6,06
23	Kivlan Surya Asmoro	56	80	-6,46	41,75
24	Niquita Shelma Putri Nirwana	72	88	1,54	2,37
25	Labiban Riangga Ula	52	64	-22,46	504,52
26	Muhammad Ka'afii Kurniawan	60	88	1,54	2,37
<b>The amount of score (<math>\Sigma</math>)</b>		<b>1502</b>	<b>2248</b>	<b>0,00</b>	<b>1538,46</b>
<b>Average (X2)</b>		<b>57,77</b>	<b>86,46</b>		
<b>Highest Value</b>			<b>100</b>		
<b>Lowest Value</b>			<b>64</b>		

**Step 4: Find the average ( $\bar{X}$ ), standard deviation (S), variance (S<sup>2</sup>)**

$$\bar{X}_1 = \frac{\Sigma}{n_1}$$

$$= \frac{1704}{23} = 74,09$$

$$\bar{X}_2 = \frac{\Sigma}{n_2}$$

$$= \frac{2248}{26} = 86,46$$

Description:

$\bar{X}_1$  : The average value of control class

$\bar{X}_2$  : The average value of experimental class

$n_1$  : Total control class

$n_2$  : Total experiment class

$\Sigma_1$  : The average number of classroom control

$\Sigma_2$  : The average number of wants class

a. Average grade-control ( $\bar{X}_1$ ) and experiment class ( $\bar{X}_2$ )

b. standard deviation control class ( $S_1$ ) and classroom experiments ( $S_2$ )

$$\begin{aligned} S_1 &= \sqrt{\frac{\sum(x-\bar{X}_1)^2}{n_1-1}} : \\ &= \sqrt{\frac{2043,83}{23-1}} \\ &= \sqrt{\frac{2043,83}{22}} \\ &= \sqrt{92,90} \\ &= 9,63 \end{aligned}$$

Description:

$S_1$  : Standard deviation the control class

$S_2$  : Standard deviation experiment class

$x$  : The value of the respondents

$\bar{X}_1$  : The average value of control class

$\bar{X}_2$  : The average value of experimental class

$n_1$  : Total students control class

$n_2$  : Total students expeiment class

$$\begin{aligned} S_2 &= \sqrt{\frac{\sum(x-\bar{X}_1)^2}{n_2-1}} \\ &= \sqrt{\frac{1538,46}{26-1}} \\ &= \sqrt{\frac{1538,46}{25}} \\ &= \sqrt{61,53} \\ &= 7,84 \end{aligned}$$

c. The variance of the control class ( $S_1^2$ ) and classroom experiments ( $S_2^2$ )

$$S_1^2 = \frac{\sum(x-\bar{X}_1)^2}{n_1-1}$$

$$= \frac{2043,83}{22}$$

$$= 92,90$$

Description:

$S_1^2$  : The variance of the control class

$S_2^2$  : Experimental class variance

x : The value of the respondents

$\bar{X}_1$  : The average value of control class

$\bar{X}_2$  : The average value of experimental class

$n_1$  : Total students control class

$n_2$  : Total students experiment class

$$S_2^2 = \frac{\sum(x-\bar{X}_2)^2}{n_2-1}$$

$$= \frac{1538,46}{25}$$

$$= 61,53$$

**Tabel 4.17**  
**The Average value, Standard deviation, Variance**

Value	Control Class	Experiment Class
Average	74,09	86,46
Variance ( $S^2$ )	92,90	61,53
Standar Deviation	9,63	7,84
Total Student	23	26
Highest value = 100	92	100
Lowest value = 0	56	64

From the above table it is known that the result value of the grade controls average 74.09; variance 92.90. While the results of the experimental class students to value average value 86.46; variance 61.53.

#### Step 4: search for $T_{hitung}$ with the formula

The t-test is done after knowing the diversity of both the data. After counting of the data as follows:

$$\begin{array}{llll} \text{Note :} & \bar{X}_1 = 74,09 & n_1 = 23 & S_1^2 = 92,90 \\ & \bar{X}_2 = 86,46 & n_2 = 26 & S_2^2 = 61,53 \end{array}$$

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

$$S^2_{gab} = \frac{(23-1)92,90 + (26-1)61,53}{(23+26-2)}$$

$$= \frac{(22 \times 92,90) + (25 \times 61,53)}{47}$$

$$= \frac{2043,8 + 1538,25}{47}$$

$$= \frac{3582,05}{47}$$

$$= 76,21$$

$$t_{hitung} = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\frac{s^2_{gab}}{n_1} + \frac{s^2_{gab}}{n_2}}}$$

$$= \frac{|(74,09 - 86,46)|}{\sqrt{\frac{76,21}{23} + \frac{76,21}{26}}}$$

$$= \frac{|-12,37|}{\sqrt{3,31 + 2,93}}$$

$$= \frac{|-12,37|}{\sqrt{6,24}}$$

$$= \frac{|-12,37|}{2,49}$$

$$= |-4,9678|$$

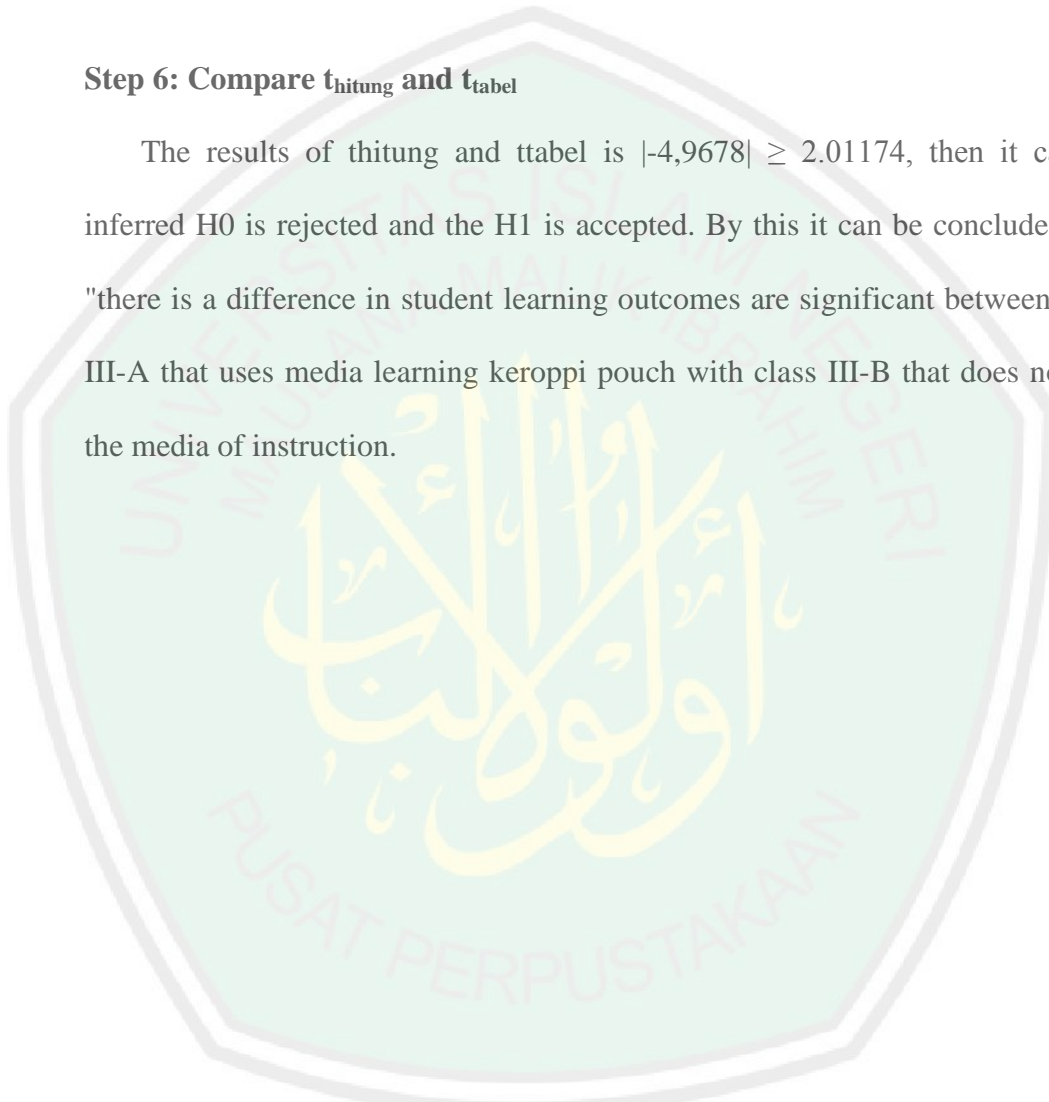
**Step 5: Define  $t_{\text{tabel}}$** 

Level of significance ( $\alpha = 0.05$ )

$DK = n-2 = 49-2 = 47$ , so the retrieved data to the table-47 thus  $T_{\text{tabel}} = 2.01174$ .

**Step 6: Compare  $t_{\text{hitung}}$  and  $t_{\text{tabel}}$** 

The results of  $t_{\text{hitung}}$  and  $t_{\text{tabel}}$  is  $|-4,9678| \geq 2.01174$ , then it can be inferred  $H_0$  is rejected and the  $H_1$  is accepted. By this it can be concluded that "there is a difference in student learning outcomes are significant between class III-A that uses media learning keroppi pouch with class III-B that does not use the media of instruction.



## CHAPTER V

### DISCUSSION

#### A. Instructional Analysis of Development Media Keroppi Pouch

Learning media is one tool that can be used as intermediates in the learning process to improve effectiveness and efficiency in achieving the goal of teaching and increase the motivation to learn the spirit of the students in the learning process.<sup>43</sup> The learning process will be greatly assisted by the learning media interest.

Learning media development also occurs in al quran surah al maidah verse 16 which contained contents as follows, the interpretation of the verse is (people who follow his means), is the person in the religion to find God, not merely a means to solidify what he knew, and who have shaped his personality and received from generation earlier, with not doing the thinking and the search for evidence (istidlal). (to salvation) The point is the way the survivors of all fear.<sup>44</sup>

(With his permission), i.e. with the will of Allah and blessing. Sunnah-sunnah attended with Allah, that charity-pious and chariable trust a that is to influence and improve lives. (to the straight path), namely to the true religion. Because true religion it is just one and acknowledged the truth of any angle. As for the religion vanity, indeed much of the course, which are all crooked, winding, no straight.<sup>45</sup>

<sup>43</sup>Hajar AH. Sanaky. Learning Media, Yogyakarta; Safira Insan Press, 2009, hlm.3

<sup>44</sup> Ahmad Musthafa Al Maraghi, Terjemah Tafsir Al Maraghi Jilid 6, Cetakan ke-2, (Semarang: PT. Karya Toha Putra, 1993), p. 149.

<sup>45</sup> Ibid., p. 150.

Analysis of material on the above verse, Allah mentions three kinds of usability of the Qur'an. This if we associate with media in education then we will know that at least there are three terms that should have a medium so that the tool or object is actually used as a medium in their learning. Three aspects are:

4. That the media should be able to give directions (understanding) to anyone who pays attention to teacher students and understand the medium. In summary, the media must be able to represent any thought the teachers so that they can more easily understand the material.
5. In tafsir Al Maraghi in mentioned that the Qur'an as the medium used by God will issue the believer from the darkness of Aqidah. This information has meaning that any media used by a teacher should be able to facilitate students in understanding something.
6. A media should be able to usher students teaching and learning towards the goals and objectives of education in the broader sense. Minimal medium used should reflect the (describe) material that is being taught. Such as in teaching the names of objects for the children, then the media used should be able to represent the objects in question. It is not possible and not allowed to teach the word "table" but the media used is the motor.

Researchers reveal that in the development of the learning media is also based on the verses of the Qur'an is highly recommended, so that we know how the characteristics of and requirements to develop a media notabanya to facilitate learning deepening the learning material of the child especially media keroppi pouch is for children from primary school level on the lower classes. Development

of instructional media keroppi pouch this is based on the fact that where the student learning process is not accompanied by a monotonous interesting media so that it is boring and class circumstances be conducive to learning. Thus, the results of product development is intended to meet the unique learning media availability and attractive and can improve student learning outcomes Class III SD / MI in achieving learning outcomes in education that have been established in the curriculum. On learning media keroppi pouch students can study the existing teaching materials to include cards that contain all the material problems of theme 8 subthemes 3 so it can be used to measure the success rate of students through this learning media. Therefore, these products are intended to meet an interesting learning media availability and can improve student learning outcomes in trade grade SDN Bunulrejo 3 Malang.

Instructional media keroppi pouch is specially designed instructional media card accompanied by problems loading the questions around the theme of 8 subthemes 3 and equipped with a dice for use. Instructional Media keroppi pouch developed by the developer is a three-dimensional medium of learning that can be seen from all directions, thus attracting the attention of students of its own to learn that along with this learning media. This media is packed with very nice that the bags are already portrayed the character keroppi, causing curiosity of students about something that is contained in the bag. Not only characters keroppi designed nice and interesting but also there are cards about the deliberately packaged into a single unit with the media, on the card about the very full of learning 1 through learning 6 that the whole matter into the card the problems, spurring students to continues to

remember and more familiar with the material already in the can at the time of the learning takes place, especially when learning to use the media. And also comes with a specially designed dice using wood by attractive colors, designed with two colors namely white as a base, and black as a sign on any dotted dice showing the difference in the number. This is consistent with media functionality learning one of them to clarify the presentation of a message so it attracted the attention of students and directing students to concentrate on learning.

The development of such products instructional media keroppi pouch validated beforehand by experts to determine the products developed valid or invalid. The weakness of instructional media were then overcome by revising the product. If a valid instructional media have said the developer does not need to make revisions and the product is ready to be tested. However, if the learning media is not considered valid it must be revised before tested.

Instructional media keroppi pouch This has advantages and disadvantages that still need fixing. Excess medium of learning keroppi pouch that is:

- a. Instructional media keroppi pouch is designed to be attractive based on the characteristics of students SD / MI.
- b. The material presented in the media card about learning keroppi pouch This is in accordance with the standards and basic competencies that have been defined in the curriculum in 2013.
- c. Has six pockets located at the front of the character keroppi and also one dice (each side of the dice by the numbers 1 through 6 are symbolized with dots are marked in black).

- d. Each bag contained several cards that contain material.
- e. Can be used for all subjects, especially for thematic learning today, and the media is very supportive.
- f. This media can be used anywhere and anytime.

Media learning keroppi pouch addition to having the advantages it also has disadvantages as follows:

- a. There is only one medium to large size.
- b. Requires a relatively long time in learning.
- c. Classroom atmosphere less conducive

Along their media floating activity pre-test and post-test. The activity was conducted before the use of instructional media and also after using instructional media. This activity is conducted on these two classes, both experimental class and control class gets the same treatment that is given a pre-test and post-test. This activity is done in order to dikatuhui difference result of the difference before and after the use of the media.

However, there is a difference when in-class learning eksperimen given assistance with the help of instructional media and the media keroppi pouch comes the question cards and dice in the process of its use. This instructional media used after the experimental class students are given a pre-test, so give a stimulus to the experimental class about the effectiveness of the use of this media in the learning process.

In contrast to the treatment of the control class. Students who are in control classes are only given material or learning usually very monotonous, thus creating a classroom atmosphere not conducive saturation at current students and make students passive learning when learning takes place. In the control class after the process of pre-test is not given a tool in the learning process as a supporting medium, until the material being taught discharged after it had given about the post-test. Gives pre-test and post-test was performed in order to see any difference in student learning outcomes, especially with the development of products that are being developed by the developer.

Age of students on the object under study is still very young and fit using media such as this, where the age is still very happy if they are accompanied by a learning process media can be directly touched. It is also in accordance with the 2013 curriculum in study involving students directly and give experience meaningful.

Validity of data validation, the results of the validation of the validator converted on a percentage scale based on the provisions of the validity and the basis for a decision to revise the instructional media keroppi pouch assessment qualification criteria used is as follows:

1. Content Validation Results Data Analysis

Exposure validation result data or browse by subject matter expert faculty lecturer of Science and Technology, Ahmad Abtokhi, M.PdI on learning media keroppi bags Class III SD / MI. The results of the validation study media development material keroppi pouch This is valid or feasible to use with a

percentage of 80%. This suggests that this learning media deserves to be tested, but there are some things that should be revised or added to earlier.

Based on the results of the first validation according to expert content, the materials in this instructional media needed the additional matter. SRetained Earnings matters contained on the card problem was very appropriate to the material on the theme of 8 subthemes 3 that the transfiguration of the earth. Completeness of the matter have been adapted to Core Competence and Basic Competence, so that each problem has been developed with reference to the indicators on the curriculum in 2013.

Wording used in presenting the questions and statements on the matter on learning media card is very easy to understand, as adapted to the stage of development of the students. Thus, the wording used to use a simple sentence is not complicated to make students more easily understand the content matter cards delivered in instructional media keroppi pouch in order for student learning outcomes can also be increased than before.

From a questionnaire completed by expert instructional media material or contents of the keroppi pouch, and then calculated the percentage of the validity level using the following formula:

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

$$P = \frac{4+4+4+4+4+4+4+4+4+4}{5 \times 10} \times 100\%$$

$$P = \frac{40}{50} \times 100\%$$

P = 80%

Based on the calculation above, we know that the validity of the percentage of 80%. All with a level of validity scale conversion tables, the percentage of the level of achievement of 80% in the qualification is valid, this indicates that the material is packaged in a keroppi pouch learning media has the attractiveness of the high level, as it is known that as the means to be used to convey the message of learning. As a means or a tool supporting the learning process, so that learners can receive materials effectively and efficiently.<sup>46</sup>

## 2. Design Validation Data Analysis Expert

Based on the results of the first validation according to design experts, instructional media keroppi pouch, it needs an improvement in the selection of colors and designs to be improved to make it more interesting, in addition to the dice are used, the size of the dice corrected by adjusting the characteristics of the students is a way to reduce the size in order to facilitate students of SD / MI also on the selection of colors in the dice to be made more attractive which can be used easily by the students, in addition to instructions for using the media made such a handbook in order to be able to last longer and have been revised so that declared invalid. Card questions that at first do not use thick paper, set it make improvements paper selection to be made increasingly bold about the card, according to the box about the card holder after the repair is added with laminated so that the material is more durable and also look presentable. Media

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<sup>46</sup>I Nyoman Sudana Dedeng, *Pengajaran Sciences Taxonomy Variable* (Jakarta: Education and Culture Directorate General of Higher Education Institutions Pengembangan Project Personnel, 1989), p. 7

keroppi pouch declared invalid because it has attractive appearance and are in accordance with the characteristics of students SD / MI. Learning media are so designed that looks interesting learning media to be used.

From a questionnaire completed by expert instructional media design Keroppi the pouch, and then calculated the percentage of the validity level using the following formula:

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

$$P = \frac{5+5+5+5+5+5+4+4+4+4}{5 \times 10} \times 100\%$$

$$P = \frac{46}{50} \times 100\%$$

$$P = 92\%$$

Based on the calculation above, we know that the percentage of validity of 92% All the conversion table scale level of validity, the percentage of the level of achievement of 92% in the qualification very valid, this indicates that the design of the instructional media Keroppi pouch has a level of attractiveness of the high so can attract the attention of students in learning, as it is known that one of the objectives is to make use of instructional mediaeducative process communication interaction between teachers and students can take place in appropriate and empowering.<sup>47</sup>

<sup>47</sup>Latuhuru, JD. 1988. Media Lessons in Learning Period. Now. Jakarta: Depdikbud Mason R. (1994)

### 3. Validation Data Analysis Expert Learning

The result of the development of instructional media design validation keroppi pouch This is expressed very valid or feasible to use the percentage 88%. This suggests that this learning media deserves to be tested. According to the study, about the instructional media keroppi pouch. This is in conformity with the standards and basic competencies outlined by the government in the curriculum of 2013.

Similarly, the learning indicators, the indicators presented in the media about learning keroppi pouch is in conformity with the standards and basic competencies. This indicator is adjusted to the standard and basic competencies that already exist in the medium of learning keroppi pouch.

Wording used in presenting the matter in a medium of learning keroppi pouch. This is easy to understand. Sentences that use short, dense, and obviously for adjusting the stage of development of students. Arranged with simple sentences so that students can understand the intent of the questions with ease. Learning experts in addition to assessing the content / materials contained in the cards matter also assess media display keroppi pouch, which is considered already has a very attractive so that students will enjoy learning by using these media, the size is not small so that it can be seen from all directions, it it became one of the main attraction for students of SD / MI. All of according to instructional media learning experts keroppi pouch this deserves to be used in the learning process, through the following calculation.

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

$$P = \frac{5+4+4+4+4+5+5+4+4+5}{5 \times 10} \times 100\%$$

$$P = \frac{44}{50} \times 100\%$$

$$P = 88\%$$

Based on the calculation above, we know that the validity of the percentage of 88%. All the conversion table scale level of validity, the percentage of the level of achievement of 88% in the qualification very valid, this indicates that the design of the instructional media keroppi pouch has a level of attractiveness of the high so as to attract the attention of students in learning, as it is known that one of the purposes of use learning media is soeducative process communication interaction between teachers and students can take place in appropriate and empowering.<sup>48</sup>

### **B. Level of the Interesting Product**

Based on the responses of students, learning by using learning media keroppi pouch fun and also interesting. Because in this interactive learning media are cards about which way to get the card the problem by throwing dice in advance of obstruction as supporting material so as to make the learning process more interesting and enjoyable. Before students roll a dice, students must form groups where each group contained five students. So that each student has a deep curiosity, learning when using this media. Based on questionnaire assessment of product

<sup>48</sup>Latuheru, JD. 1988. Media Lessons in Learning Period. Now. Jakarta: Depdikbud Mason R. (1994)

samples obtained qualification percentage reached 96.75%. These percentages indicate that instructional media keroppi pouch very interesting.

According to the students, learning about the media keroppi pouch is very easy to understand. The attractiveness of the percentages obtained from students indicated that the question of the pouch product instructional media keroppi very easily understood by students. With a simple sentence structure, so there is an interest of its own for the students to always and continue to want to answer the questions contained on the card in a matter of learning media keroppi pouch.

From the results of a questionnaire completed by a recapitulation of experimental classes totaling 26 students of SDN Bunulrejo 3 Malang, amounting to 96.75% obtained perasetase attractiveness of the perceived level by the third grade students of SDN Bunurejo 3 Malang. This shows that learning media keroppi pouch excellent and fit for use in the learning process. Thus a medium of learning keroppi pouch has been able to support the same learning activities in achieving the learning objectives as well as play an important role as a driver of the effectiveness of learning activities. This is reinforced by the importance of learning media because it has benefits as a means of communication with students. Because of the previous learning is still lacking in the use of instructional media so perfect with instructional media keroppi pouch.

### **C. Improved Result Study on Theme 8 Subtheme 3**

The learning result is can be viewed from two sides of the student and the teacher. From the student side, learning outcomes is the level of mental

development is better than it was before the study. The level of mental development is realized on the types of cognitive, affective, and psychomotor. In terms of teachers, learning outcomes is a completion time of the lesson material. Improved learning outcomes at 8 subthemes 3 theme can be seen by using pre-test and post the results that have been tested to the developers of third grade students of SDN Bunulrejo 3 Malang.

Improving student learning outcomes seen after doing kegiatan pre-test and post-test. The activity was conducted before the use of instructional media and also after using instructional media. This activity is conducted on these two classes, both experimental class and control class gets the same treatment that is given a pre-test and post-test. However, there is a difference when in-class learning eksperimen given assistance with the help of instructional media and the media keroppi pouch comes the question cards and dice in the process of its use. This instructional media used after the experimental class students are given a pre-test, so give a stimulus to the experimental class about the effectiveness of the use of this media in the learning process.

In contrast to the treatment of the control class. Students who are in control classes are only given material or learning usually very monotonous, thus creating a classroom atmosphere not conducive saturation at current students and make students passive learning when learning takes place. In the control class after the process of pre-test is not given a tool in the learning process as a supporting medium, until the material being taught discharged after it had given about the post-test. Gives pre-test and post-test was performed in order to see any difference in

student learning outcomes, especially with the development of products that are being developed by the developer.

It is known that the experimental class student learning outcomes at the forefront control class is a significant difference. The results of calculations can be clearly seen in the previous Chapter. However, in this chapter the developer also describes in greater detail. How the results of the third grade students of SDN Bunulrejo 3 can be increased by the learning media keroppi pouch. Enthusiasm control class is extraordinary when they know that on that day will learn to use the media learning, after the students know that learning media to see them more curious with learning activities that will be carried out. In the spirit of students who are very in following the learning process, when the learning begins and at the moment the students use the media enthusiastic students of the class were very curious and it seems to always try and keep trying. Because when one of their friends can answer the questions correctly, they get a reward in the form of cheers of support. From it can be seen how happy the learning process with supporting instructional media.

Age of students on the object I studied include 8-9 years, where the age is still very happy if they are accompanied by a learning process media can be directly touched. It is also in accordance with the 2013 curriculum exactly study involving students directly and give pengalaman meaningful. The media also has a function that train students' self-sufficiency, self-confidence of students, and also the attitude of solidarity towards others. Because the style use instructional media is intentionally designed for group activities. But, if you want to use this medium as

individuals also can change the shape of medium size that is slightly smaller. Children can exercise gross motor skills and also the ability to think more deeply by answering the questions contained on the card is a matter that has been provided,

From the questionnaire responses were filled by experimental class was 26 students of SDN Bunulrejo 3 Malang, can be calculated as a whole percentage of the validity of instructional media Keroppi result pouch and the average percentage of 86.46. This indicates that the pouch Keroppi media class III SD / MI showed good results and feasible for use in the learning process. With so keroppi pouch learning media has been able to support the same learning activities in achieving the learning objectives as well as play an important role as a driving force effective learning activities. This is reinforced by the importance of learning media because it has benefits as a means of communication with students.<sup>49</sup> Because of the previous learning is still lacking in the use of instructional media so dilengkapi with instructional media keroppi pouch.

The difference in student learning outcomes are significant can be seen from the average value of the class after being given treatment, both classroom use or classroom instructional media that are not using instructional media keroppi pouch, the average value of the class using instructional media keroppi pouch is 86.46, while the average value of the class who are not using instructional media keroppi pouch is 74.09. Where the average score of students in the experimental class at the time of the pre-test is 57.77 so obvious improvement of learning outcomes as much as 25.69 after the use of instructional media keroppi pouch. In contrast to the

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<sup>49</sup> Ibid.

average student learning outcomes than the control classes in pre-test is 50.78 so that there are differences in learning outcomes as much as 23.31. There is a difference significant difference learning outcomes of the class using instructional media keroppi pouch with classes that do not use the medium of learning at all. There is a learning outcome, so it could be said keroppi pouch learning media can improve student learning outcomes, especially in the third grade students of SD / MI by the learning media can facilitate students to be more active and enthusiasm in learning.

Calculations start with finding the average value of each respective class, then proceed with finding variansi and also devisasi before calculating the overall standards by using t-test calculation. The results of manual calculations using formulas reference of the independent sample test, the calculation of the significance level 0,05. Based on the calculation of the  $t_{table}$  obtained value  $t_{table}$  with  $N = 49 - 2 = 47$  at 2.01174. The results show that  $t_{hitung} = 4.9678$  while  $t_{table} = 2.01174$ . This shows that  $t_{hitung} > t_{table}$  which means that  $t_{hitung}$  is greater than  $t_{table}$ , then  $H_0$  is rejected and  $H_1$  accepted, so that there are significant differences between the value of the class using instructional media keroppi pouch with classes that do not use the value of learning media keroppi pouch.

## CHAPTER VI

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the development process and the results of recent tests on the medium of learning keroppi pouch class III SDN Bunulrejo 3 Malang can be described as follows:

1. Instructional media keroppi pouch for class III SD / MI is a media that contains the card about that covers all the material on the theme of 8 subthemes 3 earth changes.
2. The level of attractiveness of the medium of learning keroppi pouch on the theme of material 8 subthemes 3 earth changes has the attractiveness of the very high level. Based on the results of field trials ratings third grade students of SDN Bunulrejo 3 Malang to reach 96.75% of instructional media. This is because the learning media has a color conformity, suitability font size and typeface, design an attractive appearance, and capable of providing motivation to learn for learning media users keroppi pouch material theme of 8 subthemes 3 earth changes.
3. There are differences in learning outcomes in class III SDN Bunulrejo 3 Malang between classes using instructional media keroppi pouch with a class that does not use instructional media keroppi pouch, which is the average class using instructional media for 86.46. While the average class who are not using instructional media for 74.09 then it shows the difference between the average

yield class that uses media with classes that do not use instructional media for 12.37, so we can say that there are differences in learning outcomes of students between classes using instructional media and classes that do not use the medium of learning.

Classes that use instructional media obtained average value is higher than the class who did not use instructional media keroppi pouch, because the class using instructional media keroppi pouch get stimulus more through this learning media, which is equipped with materials and card about as a benchmark student success, as well as the selection of a matching color, which makes learning more interesting and boost the enthusiasm of students to learn.

Evidenced also by the calculation through independent sample test with significance level 0,05 obtained that  $t_{hitung} = 4,9678$  while  $t_{table} = 2.01174$  This shows that  $t_{hitung} > t_{table}$  which means that  $t_{hitung}$  is greater than  $t_{table}$ , then  $H_0$  rejected and  $H_1$  accepted, so that there are significant differences between the value of the class using instructional media keroppi pouch with classes that do not use the value of learning media keroppi pouch.

Thus the development of instructional media keroppi pouch for the third grade students of SDN Bunulrejo 3 Malang is said to have a good quality. This is because the medium of learning keroppi pouch can make a difference in student learning outcomes significantly between classes using media with classes that do not use the medium of learning.

## **B. Suggestion**

The suggestions put forward include advice for the purposes of utilization of advanced development of products and advice, following a detailed explanation of related suggestions:

### **1. Suggestions for the Benefit Utilization Products**

Here are some suggestions related to the purposes of the utilization of the product:

- a. Learning media is structured according to the characteristics of students, so that students are expected to use them independently or in groups.
- b. Instructional Media keroppi pouch is not the only source of student learning, teachers should advise students to use other relevant sources.

### **2. Suggestions for Product Dissemination**

Development of instructional media keroppi pouch. This does not undertake dissemination phase (deployment) product, but if desired for the dissemination of a few to consider, namely the learning media is compiled based on the characteristics of the students of SDN Bunulrejo 3 Malang. When you want to be reproduced, should be revised in accordance with the characteristics of other students.

### 3. Suggestions for Further Development

Based on the record while testing has been done, it is for advanced developers and to optimize the utilization of instructional media, advises as follows:

- a. Product development has been made small revisions in accordance with the advice validator and student users. However, to further improve the quality of teaching media should be revised further.
- b. Learning media is only limited to the theme of 8 subthemes 3, therefore, need to be developed for materials or themes.
- c. The design of this learning media from one of the characters Keroppi character with a fairly large size, therefore, need to be developed using a more contemporary design and can develop again with a smaller size.
- d. This learning media deliberately in 3D design, therefore, need to be developed further, by providing sound effects (interactive) are more able to attract the attention of students.

Development of instructional media, there are things that need to be considered, namely regarding the use of which take longer to applying this learning media. Moreover, in the application of learning media keroppi pouch depends on the policies of each institution because not all agencies, especially in classes that provide a place large enough to use the media.

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# APPENDIXES

Appendix I

Letter of Consultation Proof



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

BUKTI KONSULTASI SKRIPSI  
 JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH

\* Bisa di jurnal  
 sesuai kebutuhan

Nama : Putrima Gustiningsih  
 NIM : 14140047  
 Judul : The Development of Media Learning Keroppi Pouch  
 to Improve Result Study In theme 8 Subtheme 3  
 Earth Changes students at Third Grade of elementary school Bundrejo 3  
 Malang  
 Dosen Pembimbing : Dr. H. Abdul Bashith, M.Si

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	29-5-2018	Oke... - Proker → spesifikasi proker. - Bisa di jurnal sesuai kebutuhan	[Signature]
2.	30-5-2018	Konsultasi spesifikasi proker (media keroppi)	[Signature]
3.	04-6-2018	Bab I Ed III : Dibuat oleh Inggis	[Signature]
4.		Bab IV Ed VI = Dirapikan	
5.	07-6-2018	Bab pembaharuan : diperbaiki + diperjelas (min 15 hal)	[Signature]
6.	08-6-2018	pembaharuan : Minimal 15 (bhs Inggris)	[Signature]
7.		- Buat file lengkap	
8.	26-7-2018	pembaharuan di bhs Inggris Minimal 15 hal - Abstrak → diperbaiki + diperjelas lg.	[Signature]
9.	03-08-2018	Abstrak → tinggal revisi sedikit, dan file diformat ke ment. Balun	[Signature]
10.			
11.	14-08-2018	Oke... Bisa ikut daftar ujian skripsi	[Signature]
12.			

Malang, 14 Agustus 2018.  
 Mengetahui  
 Ketua Jurusan PGMI,

[Signature]  
 H. Ahmad Sholeh, M.Ag  
 NIP. 197608032006041001

Appendix II

Letter of the Research from Faculty



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

Nomor : 1107/Un.03.1/TL.00.1/04/2018  
Sifat : Penting  
Lampiran :  
Hal : 1/1

16 April 2018

Kepada  
Yth. Kepala SDN Bunulrejo 3 Malang  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

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

Nama : Putrima Gustiningsih  
NIM : 14140047  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
Semester - Tahun Akademik : Genap - 2017/2018  
Judul Skripsi : Pengembangan Media Pembelajaran Kantong Keroppi pada Tema 8 Subtema 3 Perubahan Rupa Bumi Siswa Kelas 3 SDN Bunulrejo 3 Malang  
Lama Penelitian : April 2018 sampai dengan Mei 2018 (2 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,  
Agus Maimun, M.Pd  
19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

Appendix III

Letter of the Research from School



**PEMERINTAH KOTA MALANG**  
**DINAS PENDIDIKAN**  
**SD NEGERI BUNULREJO 3**  
Jl. Sebuku No. 14 Kecamatan Blimbing Telepon 0341 - 482441  
Malang (65123) email: [sdnbunulrejo3@yahoo.com](mailto:sdnbunulrejo3@yahoo.com)

**SURAT KETERANGAN**

Nomor. 421.2/405-SKRIPSI/35.73.301.01.033/2018

Yang bertanda tangan dibawah ini:

Nama Lengkap : SLAMET DARMADJI, S.Pd, M.Pd  
NIP : 19630303 198511 1 001  
Pangkat / Gol : Pembina / IV A  
Jabatan : Kepala Sekolah

Menerangkan bahwa Mahasiswa berikut ini:

Nama : PUTRIMA GUSTININGSIH  
Nomor Induk Mahasiswa : 14140047  
Jurusan/Fakultas/Universitas : PGMI/TARBIYAH/UIN MALANG

Telah melaksanakan penelitian pada tanggal 15 Februari 2018 s/d 25 April 2018 tentang :

**“The Development of Media Learning Keroppi Pouch To Improve Result Study In Theme 8 Subtheme 3 Earth Changes Students at Third Grade of Elementary School Bunulrejo 3 Malang”.**

Demikian surat keterangan ini dibuat sesuai dengan keadaan yang sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Malang, 25 April 2018



**SLAMET DARMADJI, S.Pd, M.Pd**  
NIP. 19630303 198511 1 001



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

Nomor : 1020 /Un. 3.1/PP.03.1/005/2018  
Lampiran : -  
Perihal : Permohonan menjadi Validator

3 Mei 2018

Kepada  
Yth. Bapak/Ibu.....  
di -

Tempat

*Assalamualaikum wr. wb.*

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Putrima Gustiningsih  
NIM : 14140047  
Jurusan : Pendidikan Guru MI  
Judul Skripsi : Pengembangan Media Pembelajaran Kantong Keroppi Untuk Meningkatkan Hasil Belajar Pada Tema VIII Subtema III Perubahan Rupa Bumi Siswa Kelas III SDN Bunulrejo 3 Malang

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

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

*Wassalamu'alaikum wr. wb.*

a.n Dekan  
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A.  
NIP. 197308232000031002

**ANGKET PENILAIAN AHLI ISI / MATERI TEMATIK  
PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**

---

Kepada Yth. Ahmad Abthoki, M.Pd  
Ahli Isi Materi Media Pembelajaran Kantong Keroppi untuk SD/MI  
di Universitas Islam Negeri Maulana Malik Ibrahim  
Malang

Assalamu'alaikum Wr. Wb

Dengan hormat,

Dalam rangka penulisan skripsi pada Jurusan Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang yang berjudul *Pengembangan Media Pembelajaran Kantong Keroppi Untuk Meningkatkan Hasil Belajar Pada Tema 8 Subtema 3 Perubahan Rupa Bumi Kelas III SDN Bunulrejo 3 Malang*.

Kami bermaksud mengadakan uji coba produk media pembelajaran yang sudah kami kembangkan. Hal ini bertujuan untuk mengetahui kelebihan dan kekurangan produk, sehingga dapat dilakukan perbaikan sebelum digunakan dalam pembelajaran di kelas. Oleh karena itu, kami mohon Bapak/Ibu berkenan memberikan penilaian dan masukan dengan mengisi angket yang terlampir.

Atas kesediaan dan bantuan Bapak/Ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Malang, 2 Maret 2018  
Hormat kami,

Putrima Gustiningsih

**B. Petunjuk Pengisian Angket**

1. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.

Skala Penilaian				
1	2	3	4	5
Sangat Tidak Baik	Kurang Baik	Cukup	Baik	Sangat Baik

2. Jika terdapat kritik dan saran dari Bapak/Ibu, dapat dituliskan pada kolom yang tersedia.

**C. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.**

1. Bagaimana tingkat relevansi isi kartu soal dengan kurikulum yang berlaku?

1	2	3	4	5
Sangat kurang relevan	Kurang relevan	Cukup relevan	Relevan	Sangat relevan

2. Bagaimana kesesuaian Kompetensi Inti, Kompetensi Dasar dengan pengembangan indikator pada kartu soal?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

3. Bagaimana kesesuaian topik (tema dan subtema) dengan materi pada kartu soal?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

4. Bagaimana bahasa yang digunakan dalam penyampaian materi pada kartu soal?

1	2	3	4	5
Sangat kurang komunikatif	Kurang komunikatif	Cukup komunikatif	Komunikatif	Sangat komunikatif

5. Bagaimana kesesuaian sistematika uraian materi pada kartu soal?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

6. Bagaimana konsistensi format kartu soal?

1	2	3	4	5
Sangat kurang konsisten	Kurang konsisten	Cukup konsisten	Konsisten	Sangat konsisten

7. Bagaimana ketepatan instrumen evaluasi yang digunakan dapat meningkatkan hasil belajar siswa melalui kartu soal?

1	2	3	4	5
Sangat kurang tepat	Kurang tepat	Cukup tepat	Tepat	Sangat tepat

8. Bagaimana kesesuaian kartu soal dalam mengembangkan karakter yang terkait diri sendiri, sosial dan spiritual?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

9. Bagaimana kesesuaian kartu soal dalam memuat contoh – contoh karakter yang baik untuk siswa?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

10. Bagaimana kesesuaian kartu soal sudah memadai sebagai komponen dari media pembelajaran kantong keroppi?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

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

- Dapat digunakan tanpa revisi
- Dapat digunakan dengan revisi kecil
- Dapat digunakan dengan revisi besar
- Belum dapat digunakan

D. Mohon ahli isi / materi memberikan komentar dan saran tentang kartu soal pada media pembelajaran yang dikembangkan.

No.	Komentar tentang Isi/materi Kartu Soal	Saran
	<p>Media Relau tepat dlm meningkatkan Hsk. Belajar</p>	

Malang, 2/3 2018

*Sahy B*

(.....)

NIP.

**ANGKET PENILAIAN AHLI DESAIN MEDIA  
PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**

---

Kepada Yth. Ahmad Makki Hasan, M.Pd  
Ahli Desain Media Pembelajaran Kantong Keroppi untuk SD/MI  
di Universitas Islam Negeri Maulana Malik Ibrahim  
Malang

Assalamu'alaikum Wr. Wb

Dengan hormat,

Dalam rangka penulisan skripsi pada Jurusan Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang yang berjudul *Pengembangan Media Pembelajaran Kantong Keroppi Untuk Meningkatkan Hasil Belajar Pada Tema 8 Subtema 3 Perubahan Rupa Bumi Kelas III SDN Bunulrejo 3 Malang*.

Kami bermaksud mengadakan uji coba produk media pembelajaran yang sudah kami kembangkan. Hal ini bertujuan untuk mengetahui kelebihan dan kekurangan produk, sehingga dapat dilakukan perbaikan sebelum digunakan dalam pembelajaran di kelas. Oleh karena itu, kami mohon Bapak/Ibu berkenan memberikan penilaian dan masukan dengan mengisi angket yang terlampir.

Atas kesediaan dan bantuan Bapak/Ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Malang, 28 Maret 2018  
Hormat kami,

Putrima Gustiningsih

**A. Identitas Ahli**

Nama : Ahmad Makw Hasan  
 NIDT : 201001041294  
 Jabatan : Dosen  
 Profesi : UIN Malang

**Riwayat Pendidikan Ahli Isi :**

1. TK : Kaduna  
 2. SD/MI : MI NU Kraksaan  
 3. SMP/MTs : MTs Fainul Hatan 1 Gunggung  
 4. SMA/MA : MAK  
 5. S1/S2/S3 : UIN Malang

**Pengalaman dalam bidang pendidikan :**

Guru SMA/MA 1 Malang  
Dosen UIN Malang

**Buku/Bahan ajar/Media yang pernah ditulis/dikembangkan :**

- 99 Permainan dan Pemb. B.A.  
 - Ensiklopedia Aplikasi Amisasi ALA  
 - language Teaching Techniques : Good practice.

**B. Petunjuk Pengisian Angket**

1. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.

Skala Penilaian				
1	2	3	4	5
Sangat Tidak Baik	Kurang Baik	Cukup	Baik	Sangat Baik

2. Jika terdapat kritik dan saran dari Bapak/Ibu, dapat dituliskan pada kolom yang tersedia.

**C. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.**

1. Bagaimana kemenarikan desain karakter boneka keroppi pada media pembelajaran ini?

1	2	3	4	5
Sangat kurang menarik	Kurang menarik	Cukup menarik	Menarik	Sangat menarik

2. Bagaimana kesesuaian tata letak angka pada kantong media pembelajaran ini?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

3. Bagaimana kesesuaian ukuran angka yang digunakan pada media pembelajaran ini untuk siswa SD/MI?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

4. Bagaimana kemenarikan kombinasi warna dan kain yang digunakan dalam desain media pembelajaran ini?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

5. Bagaimana kesesuaian ukuran bentuk dadu dengan media pembelajaran ini ?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

6. Bagaimana kesesuaian warna dadu dengan media pembelajaran ini ?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

7. Bagaimana media pembelajaran ini bisa digunakan dalam kurun waktu yang lama?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

8. Bagaimana desain media pembelajaran ini dapat menarik dan menyenangkan untuk siswa SD/MI ?

1	2	3	4	5
Sangat kurang menarik dan menyenangkan	Kurang menarik dan menyenangkan	Cukup menarik dan menyenangkan	Menarik dan menyenangkan	Sangat menarik dan menyenangkan

9. Bagaimana media pembelajaran ini mudah menyampaikan pesan ?

1	2	3	4	5
Sangat kurang mudah	Kurang mudah	Cukup mudah	Mudah	Sangat mudah

10. Bagaimana media pembelajaran ini disajikan dalam bentuk ukuran yang baik?

1	2	3	4	5
Sangat kurang baik	Kurang baik	Cukup baik	Baik	Sangat baik


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

- Dapat digunakan tanpa revisi
- Dapat digunakan dengan revisi kecil
- Dapat digunakan dengan revisi besar
- Belum dapat digunakan

D. Mohon ahli desain memberikan komentar dan saran tentang media pembelajaran yang dikembangkan.

No.	Komentar tentang Desain Media	Saran
1.	Warna dadu kurang sesuai	- Beri warna yang menarik
2.	Tidak ada profil pengembang	
3.	Kotak kartu soal kurang kuat	- dilaminasi agar lebih kuat

Malang, 28 Maret 2018.

  
(Ahmad Mubti H.)  
NIP. 2001041294

**B. Petunjuk Pengisian Angket**

1. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.

Skala Penilaian				
1	2	3	4	5
Sangat Tidak Baik	Kurang Baik	Cukup	Baik	Sangat Baik

2. Jika terdapat kritik dan saran dari Bapak/Ibu, dapat dituliskan pada kolom yang tersedia.

**C. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.**

1. Bagaimana kemenarikan desain karakter boneka keroppi pada media pembelajaran ini?

1	2	3	4	5
Sangat kurang menarik	Kurang menarik	Cukup menarik	Menarik	Sangat menarik

2. Bagaimana kesesuaian tata letak angka pada kantong media pembelajaran ini?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

3. Bagaimana kesesuaian ukuran angka yang digunakan pada media pembelajaran ini untuk siswa SD/MI?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

4. Bagaimana kemenarikan kombinasi warna dan kain yang digunakan dalam desain media pembelajaran ini?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

5. Bagaimana kesesuaian ukuran bentuk dadu dengan media pembelajaran ini ?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

6. Bagaimana kesesuaian warna dadu dengan media pembelajaran ini ?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

7. Bagaimana media pembelajaran ini bisa digunakan dalam kurun waktu yang lama?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

8. Bagaimana desain media pembelajaran ini dapat menarik dan menyenangkan untuk siswa SD/MI ?

1	2	3	4	5
Sangat kurang menarik dan menyenangkan	Kurang menarik dan menyenangkan	Cukup menarik dan menyenangkan	Menarik dan menyenangkan	Sangat menarik dan menyenangkan

9. Bagaimana media pembelajaran ini mudah menyampaikan pesan ?

1	2	3	4	5
Sangat kurang mudah	Kurang mudah	Cukup mudah	Mudah	Sangat mudah

10. Bagaimana media pembelajaran ini disajikan dalam bentuk ukuran yang baik?

1	2	3	4	5
Sangat kurang baik	Kurang baik	Cukup baik	Baik	Sangat baik

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

- Dapat digunakan tanpa revisi
- Dapat digunakan dengan revisi kecil
- Dapat digunakan dengan revisi besar
- Belum dapat digunakan

D. Mohon ahli desain memberikan komentar dan saran tentang media pembelajaran yang dikembangkan.

No.	Komentar tentang Desain Media	Saran

Malang, 30 Maret 2018

(Ahmad Makki H.)  
NIP. 201001041294

**ANGKET PENILAIAN AHLI PEMBELAJARAN TEMATIK  
PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**

---

Kepada Yth. Septi Dyah Winanti, S.Pd  
Ahli Pembelajaran Tematik Media Kantong Keroppi untuk SD/MI  
di Universitas Islam Negeri Maulana Malik Ibrahim  
Malang

Assalamu'alaikum Wr. Wb

Dengan hormat,

Dalam rangka penulisan skripsi pada Jurusan Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang yang berjudul *Pengembangan Media Pembelajaran Kantong Keroppi Untuk Meningkatkan Hasil Belajar Pada Tema 8 Subtema 3 Perubahan Rupa Bumi Kelas III SDN Bunulrejo 3 Malang*.

Kami bermaksud mengadakan uji coba produk media pembelajaran yang sudah kami kembangkan. Hal ini bertujuan untuk mengetahui kelebihan dan kekurangan produk, sehingga dapat dilakukan perbaikan sebelum digunakan dalam pembelajaran di kelas. Oleh karena itu, kami mohon Bapak/Ibu berkenan memberikan penilaian dan masukan dengan mengisi angket yang terlampir.

Atas kesediaan dan bantuan Bapak/Ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Malang, 8 Maret 2018  
Hormat kami,

Putrima Gustiningsih

**A. Identitas Ahli**

Nama : Septiana Dyah Winanty S.Pd.  
NIP : 19851012 200903 2004.  
Pangkat : Penata Muda.  
Jabatan :  
Profesi : Guru kelas SD

**Riwayat Pendidikan Ahli Isi :**

1. TK : TK Dharma Wanita T. Agung 1991
2. SD/MI : SDN Gandong 02 T. Agung 1997
3. SMP/MTs : SLTP 1 Bandung T. Agung 2000
4. SMA/MA : SMU 1 Durenan T. Agung 2003
5. S1/S2/S3 : Universitas Negeri Malang 2009

**Pengalaman dalam bidang pendidikan :**

Mulai mengajar tahun 2009.  
.....  
.....

**Buku/Bahan ajar/Media yang pernah ditulis/dikembangkan :**

.....  
.....  
.....

**B. Petunjuk Pengisian Angket**

1. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.

Skala Penilaian				
1	2	3	4	5
Sangat Tidak Baik	Kurang Baik	Cukup	Baik	Sangat Baik

2. Jika terdapat kritik dan saran dari Bapak/Ibu, dapat dituliskan pada kolom yang tersedia.

**C. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.**

1. Bagaimana kesesuaian KI dan KD dengan media pembelajaran ini?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai <input checked="" type="checkbox"/>

2. Bagaimana kesesuaian indikator dengan isi kartu soal dalam media pembelajaran ini?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai <input checked="" type="checkbox"/>	Sangat sesuai

3. Bagaimana kelengkapan kartu soal dalam media pembelajaran ini?

1	2	3	4	5
Sangat kurang lengkap	Kurang lengkap	Cukup lengkap	Lengkap <input checked="" type="checkbox"/>	Sangat lengkap

4. Bagaimana kesesuaian penggunaan kalimat dalam kartu soal ini bagi siswa kelas III SD/MI?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai <input checked="" type="checkbox"/>	Sesuai	Sangat sesuai

5. Bagaimana kesesuaian gambar, ukuran, dan dan warna dalam media pembelajaran ini ?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai <input checked="" type="checkbox"/>	Sangat sesuai

6. Bagaimana kemudahan dalam hal penyampaian materi menggunakan media pembelajaran ini?

1	2	3	<input checked="" type="checkbox"/>	5
Sangat kurang mudah	Kurang mudah	Cukup mudah	Mudah	Sangat mudah

7. Bagaimana keefektifan mengajar menggunakan media pembelajaran ini?

1	2	3	<input checked="" type="checkbox"/>	5
Sangat kurang efektif	Kurang efektif	Cukup efektif	Efektif	Sangat efektif

8. Bagaimana kemenarikan pembelajaran dengan menggunakan media pembelajaran ini?

1	2	3	4	<input checked="" type="checkbox"/>
Sangat kurang menarik	Kurang menarik	Cukup menarik	Menarik	Sangat menarik

9. Bagaimana kesesuaian desain tampilan karakter boneka keroppi dengan kartu soal untuk siswa kelas III SD/MI?

1	2	3	<input checked="" type="checkbox"/>	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

10. Bagaimana kesesuaian tingkat kesulitan latihan yang terdapat pada kartu soal di media pembelajaran ini?

1	2	3	<input checked="" type="checkbox"/>	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

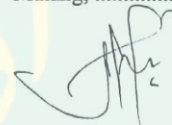
Berdasarkan penilaian di atas, maka saya menyatakan bahwa bahan ajar ini:

- Dapat digunakan tanpa revisi
- Dapat digunakan dengan revisi kecil
- Dapat digunakan dengan revisi besar
- Belum dapat digunakan

**D. Mohon ahli pembelajaran memberikan komentar dan saran tentang media pembelajaran yang dikembangkan.**

No.	Komentar tentang Media Pembelajaran	Saran
	Pembuatan RPP belum ada materi, dll.	Kartu Soal lebih disesuaikan dengan materi,

Malang, 8 Maret 2018



(Septiana Dyah W.)  
NIP. 198510122009032004

**B. Petunjuk Pengisian Angket**

1. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.

Skala Penilaian				
1	2	3	4	5
Sangat Tidak Baik	Kurang Baik	Cukup	Baik	Sangat Baik

2. Jika terdapat kritik dan saran dari Bapak/Ibu, dapat dituliskan pada kolom yang tersedia.

**C. Berilah tanda silang (X) pada alternatif jawaban yang dianggap sesuai.**

1. Bagaimana kesesuaian KI dan KD dengan media pembelajaran ini?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

2. Bagaimana kesesuaian indikator dengan isi kartu soal dalam media pembelajaran ini?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

3. Bagaimana kelengkapan kartu soal dalam media pembelajaran ini?

1	2	3	4	5
Sangat kurang lengkap	Kurang lengkap	Cukup lengkap	Lengkap	Sangat lengkap

4. Bagaimana kesesuaian penggunaan kalimat dalam kartu soal ini bagi siswa kelas III SD/MI?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

5. Bagaimana kesesuaian gambar, ukuran, dan warna dalam media pembelajaran ini ?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

6. Bagaimana kemudahan dalam hal penyampaian materi menggunakan media pembelajaran ini?

1	2	3	4	5
Sangat kurang mudah	Kurang mudah	Cukup mudah	Mudah	Sangat mudah

7. Bagaimana keefektifan mengajar menggunakan media pembelajaran ini?

1	2	3	4	5
Sangat kurang efektif	Kurang efektif	Cukup efektif	Efektif	Sangat efektif

8. Bagaimana kemenarikan pembelajaran dengan menggunakan media pembelajaran ini?

1	2	3	4	5
Sangat kurang menarik	Kurang menarik	Cukup menarik	Menarik	Sangat menarik

9. Bagaimana kesesuaian desain tampilan karakter boneka keroppi dengan kartu soal untuk siswa kelas III SD/MI?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai

10. Bagaimana kesesuaian tingkat kesulitan latihan yang terdapat pada kartu soal di media pembelajaran ini?

1	2	3	4	5
Sangat kurang sesuai	Kurang sesuai	Cukup sesuai	Sesuai	Sangat sesuai


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

- Dapat digunakan tanpa revisi
- Dapat digunakan dengan revisi kecil
- Dapat digunakan dengan revisi besar
- Belum dapat digunakan

D. Mohon ahli pembelajaran memberikan komentar dan saran tentang media pembelajaran yang dikembangkan.

No.	Komentar tentang Media Pembelajaran	Saran
	Bisa lanjut ke skripsi	

Malang, 9 Mei 2018.

  
(Septiana Dyah W.)  
NIP. 19851012 200903 2004

## Student Worksheet

**STUDENT WORKSHEET**  
**PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**  
**TEMA 8 SUBTEMA 3 PERUBAHAN RUPA BUMI**  
**KELAS III SDN BUNULREJO 3 MALANG**

Nama : FRISYA NAKHAT ALYA.....

Kelas : 3A.....

Nilai

72

I. Ayo berilah tanda silang (x) pada huruf A, B, C, atau D di depan jawaban yang benar !

1. Peristiwa alam pengikisan permukaan bumi disebut ....
  - a. Erosi
  - b. Erupsi
  - c. Abrasi
  - d. Korosi
2. Salah satu dampak terjadinya erosi yaitu ....
  - a. Tanah menjadi semakin subur
  - b. Menurunnya kemampuan tanah untuk meresap air
  - c. Meningkatkan kemampuan tanah untuk meresap air
  - d. Menambah lapisan tanah
3. Di bawah ini yang bukan merupakan salah satu akibat banjir yaitu ....
  - a. Rusaknya sarana dan prasarana umum
  - b. Tumbuhan menjadi semakin subur
  - c. Rusaknya area pemukiman
  - d. Tumbangya tumbuhan
4. Besar kecilnya gelombang laut dipengaruhi oleh ....
  - a. Angin
  - b. Air
  - c. Tanah
  - d. Tekanan udara
5. Salah satu terjadinya angin adalah terjadinya perbedaan ....
  - a. Cuaca
  - b. Kelembapan udara
  - c. Suhu
  - d. Tekanan udara
6. Angin yang bertiup dari darat menuju laut adalah ....
  - a. Laut
  - b. Darat
  - c. Muson timur
  - d. Muson barat
7. Pasang surut air laut dipengaruhi oleh gaya tarik menarik antara ....
  - a. Bumi dan bulan
  - b. Bumi dan matahari
  - c. Bumi dan bintang
  - d. Bulan dan matahari
8. Dahsyat – beliung – angin – pusaran – puting – sangat.  
 Susunan kalimat yang benar dari kalimat acak tersebut adalah ....
  - a. Puting beliung pusaran angin sangat dahsyat
  - b. Sangat dahsyat angin pusaran puting beliung
  - c. Sangat dahsyat pusaran angin puting beliung
  - d. Pusaran angin puting beliung sangat dahsyat

9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Bagaimana
  - c. Apa
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 30
  - c. 36
  - d. 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 50
  - c. 63
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengunjung. Setiap hari, setiap pengunjung membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $8 \times 8 = 64$
  - c.  $7 \times 8 = 56$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....
- Gempa bumi
  - Tsunami
  - Banjir
  - Pemanasan global
19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....
- |                    |                          |
|--------------------|--------------------------|
| (1) Gunung meletus | (3) Tsunami              |
| (2) Bencana banjir | (4) Angin puting beliung |
- Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....
- (1), (2), (3), (4)
  - (2), (4), (1), (3)
  - (2), (1), (3), (4)
  - (4), (3), (2), (1)
20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....
- Peduli dan kasih sayang
  - Abai terhadap lingkungan
  - Peduli dan acuh tak acuh
  - Acuh tak acuh terhadap lingkungan

II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !

- Apa yang dimaksud dengan erosi ?  
Jawab : Pengikisan... perusakan... bumi.....
- Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !  
Jawab : membuang sampah di tempatnya, membuat sifon peresapan air
- Manfaat angin laut bagi nelayan adalah ?  
Jawab : lebih mendapat ikan banyak.....
- Berikan 3 contoh menanggulangi bencana alam !  
Jawab : tidak menokok pohon, membuang sampah di tempatnya
- Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?  
Jawab : 45.....

B = 18

S = 7

tidak melecekan penebangan secara liar.

Selamat Mengerjakan ©

melindungi lingkungan

**STUDENT WORKSHEET**  
**PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**  
**TEMA 8 SUBTEMA 3 PERUBAHAN RUPA BUMI**  
**KELAS III SDN BUNULREJO 3 MALANG**

Nama : A.K HUSAINI.....

Kelas : 3A17.....

Nilai

72

I. Ayo berilah tanda silang (x) pada huruf A, B, C, atau D di depan jawaban yang benar !

1. Peristiwa alam pengkisan permukaan bumi disebut ....

- a. Erosi  
 b. Erupsi  
 c. Abrasi  
 d. Korosi

2. Salah satu dampak terjadinya erosi yaitu ....

- a. Tanah menjadi semakin subur  
 b. Menurunnya kemampuan tanah untuk meresap air  
 c. Meningkatkan kemampuan tanah untuk meresap air  
 d. Menambah lapisan tanah

3. Di bawah ini yang bukan merupakan salah satu akibat banjir yaitu ....

- a. Rusaknya sarana dan prasarana umum  
 b. Tumbuhan menjadi semakin subur  
 c. Rusaknya area pemukiman  
 d. Tumbangnya tumbuhan

4. Besar kecilnya gelombang laut dipengaruhi oleh ....

- a. Angin  
 b. Air  
 c. Tanah  
 d. Tekanan udara

5. Salah satu terjadinya angin adalah terjadinya perbedaan ....

- a. Cuaca  
 b. Kelembapan udara  
 c. Suhu  
 d. Tekanan udara

6. Angin yang bertiup dari darat menuju laut adalah ....

- a. Laut  
 b. Darat  
 c. Muson timur  
 d. Muson barat

7. Pasang surut air laut dipengaruhi oleh gaya tarik menarik antara ....

- a. Bumi dan bulan  
 b. Bumi dan matahari  
 c. Bumi dan bintang  
 d. Bulan dan matahari

8. Dahsyat – beliung – angin – pusaran – puting – sangat.

Susunan kalimat yang benar dari kalimat acak tersebut adalah ....

- a. Puting beliung pusaran angin sangat dahsyat  
 b. Sangat dahsyat angin pusaran puting beliung  
 c. Sangat dahsyat pusaran angin puting beliung  
 d. Pusaran angin puting beliung sangat dahsyat

9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- Memangkas hutan bakau
  - Melestarikan hutan bakau
  - Memanfaatkan keberadaan hutan bakau
  - Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- Dimana
  - Bagaimana
  - Apa
  - Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- 24
  - 30
  - 36
  - 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu?
- 47
  - 50
  - 63
  - 72
13. Hasil dari  $9 \times 6$  adalah ....
- 54
  - 45
  - 56
  - 65
14. Satu tenda menampung 7 pengungsi. Setiap hari, setiap pengungsi membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- $7 \times 7 = 49$
  - $8 \times 8 = 64$
  - $7 \times 8 = 56$
  - $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- 2
  - 3
  - 4
  - 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- Kedua
  - Tiga
  - Empat
  - Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- Bulan
  - Bumi
  - Matahari
  - Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....
- Gempa bumi
  - Tsunami
  - Banjir
  - Pemanasan global
19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....
- |                    |                          |
|--------------------|--------------------------|
| (1) Gunung meletus | (3) Tsunami              |
| (2) Bencana banjir | (4) Angin puting beliung |
- Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....
- |   |                       |
|---|-----------------------|
| a. (1), (2), (3), (4)                                     | c. (2), (1), (3), (4) |
| <input checked="" type="checkbox"/> b. (2), (4), (1), (3) | d. (4), (3), (2), (1) |
20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....
- Peduli dan kasih sayang
  - Abai terhadap lingkungan
  - Peduli dan acuh tak acuh
  - Acuh tak acuh terhadap lingkungan

**II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !**

1. Apa yang dimaksud dengan erosi ?

Jawab : peristiwa alam pengikisan permukaan bumi.....
2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !

Jawab : membuat tanggul, tidak membuang sampah ke sungai, membuat saluran air.....
3. Manfaat angin laut bagi nelayan adalah ?

Jawab : mendinginkan suhu, membantu nelayan.....
4. Berikan 3 contoh menanggulangi bencana alam !

Jawab : tidak membuang sampah sembarangan, tidak menebang pohon, tidak menebang hutan.....
5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?

Jawab : 45 pohon.....

B = 18

S = 7

Selamat Mengerjakan ☺

**STUDENT WORKSHEET**  
**PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**  
**TEMA 8 SUBTEMA 3 PERUBAHAN RUPA BUMI**  
**KELAS III SDN BUNULREJO 3 MALANG**

Nama : Firno Rayaldi Krisani  
Kelas : 3A (Tigo)

Nilai

72

I. Ayo berilah tanda silang (x) pada huruf A, B, C, atau D di depan jawaban yang benar !

1. Peristiwa alam pengikisan permukaan bumi disebut ....  
 a. Erosi  
 b. Erupsi  
 c. Abrasi  
 d. Korosi
2. Salah satu dampak terjadinya erosi yaitu ....  
 a. Tanah menjadi semakin subur  
 b. Menurunnya kemampuan tanah untuk meresap air  
 c. Meningkatkan kemampuan tanah untuk meresap air  
 d. Menambah lapisan tanah
3. Di bawah ini yang bukan merupakan salah satu akibat banjir yaitu ....  
 a. Rusaknya sarana dan prasarana umum  
 b. Tumbuhan menjadi semakin subur  
 c. Rusaknya area pemukiman  
 d. Tumbangya tumbuhan
4. Besar kecilnya gelombang laut dipengaruhi oleh ....  
 a. Angin  
 b. Air  
 c. Tanah  
 d. Tekanan udara
5. Salah satu terjadinya angin adalah terjadinya perbedaan ....  
 a. Cuaca  
 b. Kelembapan udara  
 c. Suhu  
 d. Tekanan udara
6. Angin yang bertiup dari darat menuju laut adalah ....  
 a. Laut  
 b. Darat  
 c. Muson timur  
 d. Muson barat
7. Pasang surut air laut dipengaruhi oleh gaya tarik menarik antara ....  
 a. Bumi dan bulan  
 b. Bumi dan matahari  
 c. Bumi dan bintang  
 d. Bulan dan matahari
8. Dahsyat – beliung – angin – pusaran – puting – sangat  
Susunan kalimat yang benar dari kalimat acak tersebut adalah ....  
 a. Puting beliung pusaran angin sangat dahsyat  
 b. Sangat dahsyat angin pusaran puting beliung  
 c. Sangat dahsyat pusaran angin puting beliung  
 d. Pusaran angin puting beliung sangat dahsyat

9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Bagaimana
  - c. Apa
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 30
  - c. 36
  - d. 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 50
  - c. 63
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengungsi. Setiap hari, setiap pengungsi membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $8 \times 8 = 64$
  - c.  $7 \times 8 = 56$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....

- a. Gempa bumi
- b. Tsunami
- c. Banjir
- d. Pemanasan global

19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....

- (1) Gunung meletus
- (2) Bencana banjir
- (3) Tsunami
- (4) Angin puting beliung

Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....

- a. (1), (2), (3), (4)
- b. (2), (4), (1), (3)
- c. (2), (1), (3), (4)
- d. (4), (3), (2), (1)

20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....

- a. Peduli dan kasih sayang
- b. Abai terhadap lingkungan
- c. Peduli dan acuh tak acuh
- d. Acuh tak acuh terhadap lingkungan

**II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !**

1. Apa yang dimaksud dengan erosi ?

Jawab : erosi adalah musibah yang dialami

2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !

Jawab : tidak buang sampah sembarangan tidak menebang pohon dan

3. Manfaat angin laut bagi nelayan adalah ?

Jawab : untuk menggetokkan kapalnya

4. Berikan 3 contoh menanggulangi bencana alam !

Jawab : tidak membuang sampah sembarangan, tidak menebang pohon dan menanam pohon kembali

5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?

Jawab : 45

B=18

S=7

Selamat Mengerjakan ☺

STUDENT WORKSHEET  
PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI  
TEMA 8 SUBTEMA 3 PERUBAHAN RUPA BUMI  
KELAS III SDN BUNULREJO 3 MALANG

Nama : Sultan Farel  
Kelas : 3 B / 23

Nilai  
72

I. Ayo berilah tanda silang (x) pada huruf A, B, C, atau D di depan jawaban yang benar !

1. Peristiwa alam pengikisan permukaan bumi disebut ....  
 a. Erosi  
 b. Erupsi  
 c. Abrasi  
 d. Korosi
2. Salah satu dampak terjadinya erosi yaitu ....  
 a. Tanah menjadi semakin subur  
 b. Menurunnya kemampuan tanah untuk meresap air  
 c. Meningkatkan kemampuan tanah untuk meresap air  
 d. Menambah lapisan tanah
3. Di bawah ini yang bukan merupakan salah satu akibat banjir yaitu ....  
 a. Rusaknya sarana dan prasarana umum  
 b. Tumbuhan menjadi semakin subur  
 c. Rusaknya area pemukiman  
 d. Tumbang tumbuhan
4. Besar kecilnya gelombang laut dipengaruhi oleh ....  
 a. Angin  
 b. Air  
 c. Tanah  
 d. Tekanan udara
5. Salah satu terjadinya angin adalah terjadinya perbedaan ....  
 a. Cuaca  
 b. Kelembapan udara  
 c. Suhu  
 d. Tekanan udara
6. Angin yang bertiup dari darat menuju laut adalah ....  
 a. Laut  
 b. Darat  
 c. Muson timur  
 d. Muson barat
7. Pasang surut air laut dipengaruhi oleh gaya tarik menarik antara ....  
 a. Bumi dan bulan  
 b. Bumi dan matahari  
 c. Bumi dan bintang  
 d. Bulan dan matahari
8. Dahsyat – beliung – angin – pusaran – puting – sangat  
Susunan kalimat yang benar dari kalimat acak tersebut adalah ....  
 a. Puting beliung pusaran angin sangat dahsyat  
 b. Sangat dahsyat angin pusaran puting beliung  
 c. Sangat dahsyat pusaran angin puting beliung  
 d. Pusaran angin puting beliung sangat dahsyat

9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Bagaimana
  - c. Apa
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 30
  - c. 36
  - d. 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu?
- a. 47
  - b. 50
  - c. 63
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengungsi. Setiap hari, setiap pengungsi membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $7 \times 8 = 56$
  - c.  $8 \times 8 = 64$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Matahari
  - c. Bintang
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....
- Gempa bumi
  - Tsunami
  - Banjir
  - Pemanasan global
19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....
- (1) Gunung meletus
  - (2) Bencana banjir
  - (3) Tsunami
  - (4) Angin puting beliung
- Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....
- (1), (2), (3), (4)
  - (2), (4), (1), (3)
  - (2), (1), (3), (4)
  - (4), (3), (2), (1)
20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....
- Peduli dan kasih sayang
  - Abai terhadap lingkungan
  - Peduli dan acuh tak acuh
  - Acuh tak acuh terhadap lingkungan

II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !

1. Apa yang dimaksud dengan erosi ? *yang tidak seimbang*  
Jawab: *erosi pada tanah dapat disebabkan oleh perubahan lingkungan*
  2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !  
Jawab: *tidak menabang lahan secara liar, membuang sampah pada tempatnya*
  3. Manfaat angin laut bagi nelayan adalah ?  
Jawab: *untuk mendarang kapal ke laut*
  4. Berikan 3 contoh menanggulangi bencana alam !  
Jawab: *melaksanakan hutan, membuang sampah pada tempatnya*
  5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?  
Jawab: *9 x 5 = 45*
- membuat pasapan air*
- membersihkan air laut yang kena sampah*

Selamat Mengerjakan ☺

**STUDENT WORKSHEET**  
**PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**  
**TEMA 8 SUBTEMA 3 PERUBAHAN RUPA BUMI**  
**KELAS III SDN BUNULREJO 3 MALANG**

Nama : Niqa.....

Kelas : 3B.....

Nilai

64

I. Ayo berilah tanda silang (x) pada huruf A, B, C, atau D di depan jawaban yang benar !

1. Peristiwa alam pengkisan permukaan bumi disebut ....

- a. Erosi  
 b. Erupsi  
 c. Abrasi  
 d. Korosi

2. Salah satu dampak terjadinya erosi yaitu ....

- a. Tanah menjadi semakin subur  
 b. Menurunnya kemampuan tanah untuk meresap air  
 c. Meningkatkan kemampuan tanah untuk meresap air  
 d. Menambah lapisan tanah

3. Di bawah ini yang bukan merupakan salah satu akibat banjir yaitu ....

- a. Rusaknya sarana dan prasarana umum  
 b. Tumbuhan menjadi semakin subur  
 c. Rusaknya area pemukiman  
 d. Tumbangnya tumbuhan

4. Besar kecilnya gelombang laut dipengaruhi oleh ....

- a. Angin  
 b. Air  
 c. Tanah  
 d. Tekanan udara

5. Salah satu terjadinya angin adalah terjadinya perbedaan ....

- a. Cuaca  
 b. Kelembapan udara  
 c. Suhu  
 d. Tekanan udara

6. Angin yang bertiup dari darat menuju laut adalah ....

- a. Laut  
 b. Darat  
 c. Muson timur  
 d. Muson barat

7. Pasang surut air laut dipengaruhi oleh gaya tarik menarik antara ....

- a. Bumi dan bulan  
 b. Bumi dan matahari  
 c. Bumi dan bintang  
 d. Bulan dan matahari

8. Dahsyat – beliung – angin – pusaran – puting – sangat

Susunan kalimat yang benar dari kalimat acak tersebut adalah ....

- a. Puting beliung pusaran angin sangat dahsyat  
 b. Sangat dahsyat angin pusaran puting beliung  
 c. Sangat dahsyat pusaran angin puting beliung  
 d. Pusaran angin puting beliung sangat dahsyat

9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Apa
  - c. Bagaimana
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 42
  - c. 36
  - d. 48
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 63
  - c. 50
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengunjung. Setiap hari, setiap pengunjung membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $7 \times 8 = 56$
  - c.  $8 \times 8 = 64$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Empat
  - c. Tiga
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....

- a. Gempa bumi
- b. Tsunami
- c. Banjir
- d. Pemanasan global

19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....

- (1) Gunung meletus (3) Tsunami
- (2) Bencana banjir (4) Angin puting beliung

Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....

- a. (1), (2), (3), (4) c. (2), (1), (3), (4)
- b. (2), (4), (1), (3) d. (4), (3), (2), (1)

20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....

- a. Peduli dan kasih sayang
- b. Abai terhadap lingkungan
- c. Peduli dan acuh tak acuh
- d. Acuh tak acuh terhadap lingkungan

## II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !

1. Apa yang dimaksud dengan erosi ?

Jawab : Peristiwa alam pengikisan pada bumi

2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !

Jawab : tidak membuang sampah sembarangan, tidak

3. Manfaat angin laut bagi nelayan adalah ?

Jawab : untuk mencari ikan

4. Berikan 3 contoh menanggulangi bencana alam !

Jawab : membuang sampah pada tempatnya, tidak menyumbat

5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ? 45

Jawab : .....

12) mengumbatkan selokan, membuang sampah di tempatnya

14) selokan, membersihkan lingkungan

Selamat Mengerjakan ©

**STUDENT WORKSHEET**  
**PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**  
**TEMA 8 SUBTEMA 3 PERUBAHAN RUPA BUMI**  
**KELAS III SDN BUNULREJO 3 MALANG**

Nama : Zakir.....

Kelas : 2.P.....

Nilai

64

I. Ayo berilah tanda silang (x) pada huruf A, B, C, atau D di depan jawaban yang benar !

1. Peristiwa alam pengkisan permukaan bumi disebut ....  
 a. Erosi  
 b. Erupsi  
 c. Abrasi  
 d. Korosi
2. Salah satu dampak terjadinya erosi yaitu ....  
 a. Tanah menjadi semakin subur  
 b. Menurunnya kemampuan tanah untuk meresap air  
 c. Meningkatkan kemampuan tanah untuk meresap air  
 d. Menambah lapisan tanah
3. Di bawah ini yang bukan merupakan salah satu akibat banjir yaitu ....  
 a. Rusaknya sarana dan prasarana umum  
 b. Tumbuhan menjadi semakin subur  
 c. Rusaknya area pemukiman  
 d. Tumbangya tumbuhan
4. Besar kecilnya gelombang laut dipengaruhi oleh ....  
 a. Angin  
 b. Air  
 c. Tanah  
 d. Tekanan udara
5. Salah satu terjadinya angin adalah terjadinya perbedaan ....  
 a. Cuaca  
 b. Kelembapan udara  
 c. Suhu  
 d. Tekanan udara
6. Angin yang bertiup dari darat menuju laut adalah ....  
 a. Laut  
 b. Darat  
 c. Muson timur  
 d. Muson barat
7. Pasang surut air laut dipengaruhi oleh gaya tarik menarik antara ....  
 a. Bumi dan bulan  
 b. Bumi dan matahari  
 c. Bumi dan bintang  
 d. Bulan dan matahari
8. Dahsyat – beliung – angin – pusaran – puting – sangat  
Susunan kalimat yang benar dari kalimat acak tersebut adalah ....  
 a. Puting beliung pusaran angin sangat dahsyat  
 b. Sangat dahsyat angin pusaran puting beliung  
 c. Sangat dahsyat pusaran angin puting beliung  
 d. Pusaran angin puting beliung sangat dahsyat

9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Apa
  - c. Bagaimana
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 36
  - c. 30
  - d. 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 63
  - c. 50
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengungsi. Setiap hari, setiap pengungsi membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $7 \times 8 = 56$
  - c.  $8 \times 8 = 64$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....

- a. Gempa bumi
- b. Tsunami
- c. Banjir
- d. Pemanasan global

19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....

- (1) Gunung meletus
- (2) Bencana banjir
- (3) Tsunami
- (4) Angin puting beliung

Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....

- a. (1), (2), (3), (4)
- b. (2), (4), (1), (3)
- c. (2), (1), (3), (4)
- d. (4), (3), (2), (1)

20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....

- a. Peduli dan kasih sayang
- b. Abai terhadap lingkungan
- c. Peduli dan acuh tak acuh
- d. Acuh tak acuh terhadap lingkungan

## II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !

1. Apa yang dimaksud dengan erosi ?

Jawab : erosi adalah pengikisan permukaan bumi

2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !

Jawab : tidak menebang pohon, tidak membuang sampah

3. Manfaat angin laut bagi nelayan adalah ?

Jawab : untuk menggerakkan perahu tidak menyumbat selokan

4. Berikan 3 contoh menanggulangi bencana alam !

Jawab : tidak menebang pohon, membuang sampah tidak sembarangan

5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?

Jawab : 45

Selamat Mengerjakan ☺

**STUDENT WORKSHEET**  
**PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**  
**TEMA 8 SUBTEMA 3 PERUBAHAN RUPA BUMI**  
**KELAS III SDN BUNULREJO 3 MALANG**

Nama : F. Rizki Nur Hafidha

Kelas : 3A

Nilai

100

I. Ayo berilah tanda silang (x) pada huruf A, B, C, atau D di depan jawaban yang benar !

1. Peristiwa alam pengkisan permukaan bumi disebut ....  
 a. Erosi  
 b. Erupsi  
 c. Abrasi  
 d. Korosi
2. Salah satu dampak terjadinya erosi yaitu ....  
 a. Tanah menjadi semakin subur  
 b. Menurunnya kemampuan tanah untuk meresap air  
 c. Meningkatkan kemampuan tanah untuk meresap air  
 d. Menambah lapisan tanah
3. Di bawah ini yang bukan merupakan salah satu akibat banjir yaitu ....  
 a. Rusaknya sarana dan prasarana umum  
 b. Tumbuhan menjadi semakin subur  
 c. Rusaknya area pemukiman  
 d. Tumbangya tumbuhan
4. Besar kecilnya gelombang laut dipengaruhi oleh ....  
 a. Angin  
 b. Air  
 c. Tanah  
 d. Tekanan udara
5. Salah satu terjadinya angin adalah terjadinya perbedaan ....  
 a. Cuaca  
 b. Kelembapan udara  
 c. Suhu  
 d. Tekanan udara
6. Angin yang bertiup dari darat menuju laut adalah ....  
 a. Laut  
 b. Darat  
 c. Muson timur  
 d. Muson barat
7. Pasang surut air laut dipengaruhi oleh gaya tarik menarik antara ....  
 a. Bumi dan bulan  
 b. Bumi dan matahari  
 c. Bumi dan bintang  
 d. Bulan dan matahari
8. Dahsyat – beliung – angin – pusaran – puting – sangat.  
Susunan kalimat yang benar dari kalimat acak tersebut adalah ....  
 a. Puting beliung pusaran angin sangat dahsyat  
 b. Sangat dahsyat angin pusaran puting beliung  
 c. Sangat dahsyat pusaran angin puting beliung  
 d. Pusaran angin puting beliung sangat dahsyat

9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Bagaimana
  - c. Apa
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 30
  - c. 36
  - d. 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 50
  - c. 63
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengungsi. Setiap hari, setiap pengungsi membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $8 \times 8 = 64$
  - c.  $7 \times 8 = 56$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....
- Gempa bumi
  - Tsunami
  - Banjir
  - Pemanasan global
19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....
- |                    |                          |
|--------------------|--------------------------|
| (1) Gunung meletus | (3) Tsunami              |
| (2) Bencana banjir | (4) Angin puting beliung |
- Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....
- (1), (2), (3), (4)
  - (2), (4), (1), (3)
  - (2), (1), (3), (4)
  - (4), (3), (2), (1)
20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....
- Peduli dan kasih sayang
  - Abai terhadap lingkungan
  - Peduli dan acuh tak acuh
  - Acuh tak acuh terhadap lingkungan

## II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !

- Apa yang dimaksud dengan erosi ?  
Jawab : Pengikisan yang terjadi pada tanah
- Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !  
Jawab : Reboisasi, tebang pilih, buang sampah pada tempatnya
- Manfaat angin laut bagi nelayan adalah ?  
Jawab : Menggerakkan perahu layar nelayan
- Berikan 3 contoh menanggulangi bencana alam !  
Jawab : Reboisasi, tebang pilih, buang sampah pada tempatnya
- Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?  
Jawab :  $5 \times 9 = 45$

$$P = 25$$

$$S = 0$$

Selamat Mengerjakan ☺

**STUDENT WORKSHEET**  
**PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**  
**TEMA 8 SUBTEMA 3 PERUBAHAN RUPA BUMI**  
**KELAS III SDN BUNULREJO 3 MALANG**

Nama : A.KHUSAIRI

Kelas : 3A

Nilai

100

**I. Ayo berilah tanda silang (x) pada huruf A, B, C, atau D di depan jawaban yang benar !**

1. Peristiwa alam pengkisan permukaan bumi disebut ....  
 a. Erosi  
 b. Erupsi  
 c. Abrasi  
 d. Korosi
2. Salah satu dampak terjadinya erosi yaitu ....  
 a. Tanah menjadi semakin subur  
 b. Menurunnya kemampuan tanah untuk meresap air  
 c. Meningkatkan kemampuan tanah untuk meresap air  
 d. Menambah lapisan tanah
3. Di bawah ini yang bukan merupakan salah satu akibat banjir yaitu ....  
 a. Rusaknya sarana dan prasarana umum  
 b. Tumbuhan menjadi semakin subur  
 c. Rusaknya area pemukiman  
 d. Tumbang tumbuhan
4. Besar kecilnya gelombang laut dipengaruhi oleh ....  
 a. Angin  
 b. Air  
 c. Tanah  
 d. Tekanan udara
5. Salah satu terjadinya angin adalah terjadinya perbedaan ....  
 a. Cuaca  
 b. Kelembapan udara  
 c. Suhu  
 d. Tekanan udara
6. Angin yang bertiup dari darat menuju laut adalah ....  
 a. Laut  
 b. Darat  
 c. Muson timur  
 d. Muson barat
7. Pasang surut air laut dipengaruhi oleh gaya tarik menarik antara ....  
 a. Bumi dan bulan  
 b. Bumi dan matahari  
 c. Bumi dan bintang  
 d. Bulan dan matahari
8. Dahsyat – beliung – angin – pusaran – puting – sangat  
Susunan kalimat yang benar dari kalimat acak tersebut adalah ....  
 a. Puting beliung pusaran angin sangat dahsyat  
 b. Sangat dahsyat angin pusaran puting beliung  
 c. Sangat dahsyat pusaran angin puting beliung  
 d. Pusaran angin puting beliung sangat dahsyat

9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Bagaimana
  - c. Apa
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 30
  - c. 36
  - d. 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 50
  - c. 63
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengungsi. Setiap hari, setiap pengungsi membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $8 \times 8 = 64$
  - c.  $7 \times 8 = 56$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....

- a. Gempa bumi
- b. Tsunami
- c. Banjir
- d. Pemanasan global

19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....

- (1) Gunung meletus
- (2) Bencana banjir
- (3) Tsunami
- (4) Angin puting beliung

Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....

- a. (1), (2), (3), (4)
- b. (2), (4), (1), (3)
- c. (2), (1), (3), (4)
- d. (4), (3), (2), (1)

20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....

- a. Peduli dan kasih sayang
- b. Abai terhadap lingkungan
- c. Peduli dan acuh tak acuh
- d. Acuh tak acuh terhadap lingkungan

**II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !**

1. Apa yang dimaksud dengan erosi ?

Jawab : *pengikisan permukaan bumi*

2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !

Jawab : *Melakukan penghijauan, melubangi tanggul, tidak membuang sampah ke sungai*

3. Manfaat angin laut bagi nelayan adalah ?

Jawab : *meluncurkan kapal nelayan*

4. Berikan 3 contoh menanggulangi bencana alam !

Jawab : *melakukan tabai nasi, melakukan pemeliharaan lingkungan sekitar*

5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?

Jawab : *45 pohon*

B = 25

S = 0

Selamat Mengerjakan ☺



9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Bagaimana
  - c. Apa
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 30
  - c. 36
  - d. 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 50
  - c. 63
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengungsi. Setiap hari, setiap pengungsi membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $8 \times 8 = 64$
  - c.  $7 \times 8 = 56$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....
- Gempa bumi
  - Tsunami
  - Banjir
  - Pemanasan global
19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....
- |                    |                          |
|--------------------|--------------------------|
| (1) Gunung meletus | (3) Tsunami              |
| (2) Bencana banjir | (4) Angin puting beliung |
- Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....
- (1), (2), (3), (4)
  - (2), (4), (1), (3)
  - (2), (1), (3), (4)
  - (4), (3), (2), (1)
20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....
- Peduli dan kasih sayang
  - Abai terhadap lingkungan
  - Peduli dan acuh tak acuh
  - Acuh tak acuh terhadap lingkungan

**II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !**

1. Apa yang dimaksud dengan erosi ?  
Jawab : Pengikisan permukaan bumi
2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !  
Jawab : titik membuang sampah di sungai, tidak menebang pohon
3. Manfaat angin laut bagi nelayan adalah ?  
Jawab : untuk menangkup ikan
4. Berikan 3 contoh menanggulangi bencana alam !  
Jawab : titik menebang pohon, tidak membuang sampah sembarangan
5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?  
Jawab : 45 pohon

B = 25

S = 0

Selamat Mengerjakan ☺

**STUDENT WORKSHEET**  
**PENGEMBANGAN MEDIA PEMBELAJARAN KANTONG KEROPPI**  
**TEMA 8 SUBTEMA 3 PERUBAHAN RUPA BUMI**  
**KELAS III SDN BUNULREJO 3 MALANG**

Nama : ..Sulhan..Tarek.....

Kelas : ..3.B.....

Nilai

92

**I. Ayo berilah tanda silang (x) pada huruf A, B, C, atau D di depan jawaban yang benar !**

1. Peristiwa alam pengikisan permukaan bumi disebut ....  
 a. Erosi  
 b. Erupsi  
 c. Abrasi  
 d. Korosi
2. Salah satu dampak terjadinya erosi yaitu ....  
 a. Tanah menjadi semakin subur  
 b. Menurunnya kemampuan tanah untuk meresap air  
 c. Meningkatkan kemampuan tanah untuk meresap air  
 d. Menambah lapisan tanah
3. Di bawah ini yang bukan merupakan salah satu akibat banjir yaitu ....  
 a. Rusaknya sarana dan prasarana umum  
 b. Tumbuhan menjadi semakin subur  
 c. Rusaknya area pemukiman  
 d. Tumbangya tumbuhan
4. Besar kecilnya gelombang laut dipengaruhi oleh ....  
 a. Angin  
 b. Air  
 c. Tanah  
 d. Tekanan udara
5. Salah satu terjadinya angin adalah terjadinya perbedaan ....  
 a. Cuaca  
 b. Kelembapan udara  
 c. Suhu  
 d. Tekanan udara
6. Angin yang bertiup dari darat menuju laut adalah ....  
 a. Laut  
 b. Darat  
 c. Muson timur  
 d. Muson barat
7. Pasang surut air laut dipengaruhi oleh gaya tarik menarik antara ....  
 a. Bumi dan bulan  
 b. Bumi dan matahari  
 c. Bumi dan bintang  
 d. Bulan dan matahari
8. Dahsyat – beliung – angin – pusaran – puting – sangat  
Susunan kalimat yang benar dari kalimat acak tersebut adalah ....  
 a. Puting beliung pusaran angin sangat dahsyat  
 b. Sangat dahsyat angin pusaran puting beliung  
 c. Sangat dahsyat pusaran angin puting beliung  
 d. Pusaran angin puting beliung sangat dahsyat

S = 2  
B = 23

9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Bagaimana
  - c. Apa
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 30
  - c. 36
  - d. 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 50
  - c. 63
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengungsi. Setiap hari, setiap pengungsi membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $8 \times 8 = 64$
  - c.  $7 \times 8 = 56$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....
- Gempa bumi
  - Tsunami
  - Banjir
  - Pemanasan global
19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....
- |                    |                          |
|--------------------|--------------------------|
| (1) Gunung meletus | (3) Tsunami              |
| (2) Bencana banjir | (4) Angin puting beliung |
- Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....
- (1), (2), (3), (4)
  - (2), (4), (1), (3)
  - (2), (1), (3), (4)
  - (4), (3), (2), (1)
20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....
- Peduli dan kasih sayang
  - Abai terhadap lingkungan
  - Peduli dan acuh tak acuh
  - Acuh tak acuh terhadap lingkungan

**II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !**

1. Apa yang dimaksud dengan erosi ?

Jawab : erosi adalah suatu keadaan banjir
2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !

Jawab : membuat saluran air, menaruh pohon menampung sampah pada tempanya
3. Manfaat angin laut bagi nelayan adalah ?

Jawab : mendarang kapal nelayan
4. Berikan 3 contoh menanggulangi bencana alam !

Jawab : karena alam akan menakutkan menabung sampah pada tempanya
5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?

Jawab :  $5 \times 9 = 45$

Selamat Mengerjakan ☺



9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Bagaimana
  - c. Apa
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 30
  - c. 36
  - d. 42
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 50
  - c. 63
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengungsi. Setiap hari, setiap pengungsi membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $8 \times 8 = 64$
  - c.  $7 \times 8 = 56$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....

- a. Gempa bumi
- b. Tsunami
- c. Banjir
- d. Pemanasan global

19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....

- (1) Gunung meletus
- (2) Bencana banjir
- (3) Tsunami
- (4) Angin puting beliung

Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....

- a. (1), (2), (3), (4)
- b. (2), (4), (1), (3)
- c. (2), (1), (3), (4)
- d. (4), (3), (2), (1)

20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....

- a. Peduli dan kasih sayang
- b. Abai terhadap lingkungan
- c. Peduli dan acuh tak acuh
- d. Acuh tak acuh terhadap lingkungan

## II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !

1. Apa yang dimaksud dengan erosi ?

Jawab : Pengikisan permukaan bumi

2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir ! tidak menebang pohon

Jawab : menanam pohon, tidak membuang sampah di sungai,

3. Manfaat angin laut bagi nelayan adalah ?

Jawab : untuk ikan di laut

4. Berikan 3 contoh menanggulangi bencana alam ! tidak menebang pohon

Jawab : tidak membuang sampah di sungai, tidak menebang pohon

5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?

Jawab : 9 x 5 = 45

Selamat Mengerjakan ☺



9. Salah satu cara yang dapat dilakukan nelayan untuk menjaga abrasi adalah ....
- a. Memangkas hutan bakau
  - b. Melestarikan hutan bakau
  - c. Memanfaatkan keberadaan hutan bakau
  - d. Membiarkan keberadaan hutan bakau
10. ... yang disebut dengan abrasi ? Kata tanya yang sesuai untuk melengkapi kalimat tersebut adalah ....
- a. Dimana
  - b. Bagaimana
  - c. Apa
  - d. Mengapa
11. Aldi tinggal bersama paman dan bibinya. Setiap hari membuang sampah sebanyak 6 kg. Setiap minggu mereka membuang sampah sebanyak ... kg.
- a. 24
  - b. 30
  - c. 42
  - d. 36
12. Ketika membantu ayahnya menanam bibit bakau, ibu selalu menghitung bibit yang berhasil ditanamnya. Kalau setiap hari ia berhasil menanam 9 bibit, berapa bibit yang berhasil ditanamnya dalam seminggu ?
- a. 47
  - b. 50
  - c. 63
  - d. 72
13. Hasil dari  $9 \times 6$  adalah ....
- a. 54
  - b. 45
  - c. 56
  - d. 65
14. Satu tenda menampung 7 pengunjung. Setiap hari, setiap pengunjung membutuhkan 8 gelas air minum. Perkalian yang benar untuk mencari jumlah air yang dibutuhkan ....
- a.  $7 \times 7 = 49$
  - b.  $8 \times 8 = 64$
  - c.  $7 \times 8 = 56$
  - d.  $7 \times 9 = 63$
15. Menolong orang yang terkena musibah merupakan salah satu bentuk kepedulian dan kasih sayang, sesuai dengan Pancasila sila ke ....
- a. 2
  - b. 3
  - c. 4
  - d. 5
16. Musyawarah pemilihan ketua kelas merupakan pengamalan Pancasila sila ke ....
- a. Kedua
  - b. Tiga
  - c. Empat
  - d. Lima
17. Faktor yang mempengaruhi pasang surut air laut adalah gravitasi....
- a. Bulan
  - b. Bumi
  - c. Matahari
  - d. Bintang

18. Gelombang air laut yang sangat besar berasal dari gangguan-gangguan di dasar permukaan samudra disebut ....

- a. Gempa bumi
- b. Tsunami
- c. Banjir
- d. Pemanasan global

19. Berikut adalah bencana alam yang sudah pernah terjadi di Indonesia ....

- (1) Gunung meletus
- (2) Bencana banjir
- (3) Tsunami
- (4) Angin puting beliung

Menurut pendapatmu, urutan yang benar berdasarkan seringnya terjadi bencana tersebut adalah sebagai berikut ....

- a. (1), (2), (3), (4)
- b. (2), (4), (1), (3)
- c. (2), (1), (3), (4)
- d. (4), (3), (2), (1)

20. Menolong orang yang terkena musibah merupakan salah satu contoh dari sikap ....

- a. Peduli dan kasih sayang
- b. Abai terhadap lingkungan
- c. Peduli dan acuh tak acuh
- d. Acuh tak acuh terhadap lingkungan

## II. Ayo mengisi titik-titik dibawah ini dengan jawaban yang tepat !

1. Apa yang dimaksud dengan erosi ?

Jawab : Sunat air laut

2. Sebutkan paling sedikit 3 contoh cara menanggulangi banjir !

Jawab : membuang sampah ditempatnya, membentangkan selendang

3. Manfaat angin laut bagi nelayan adalah ?

Jawab : mengerakkan kapal layar nelayan

4. Berikan 3 contoh menanggulangi bencana alam !

Jawab : membuang sampah ditempatnya, tidak merobang pohon

5. Siswa SD Bahagia mengadakan kegiatan penanaman pohon untuk penghijauan. Kegiatan tersebut akan dilaksanakan selama 5 hari. Jika dalam sehari ada 9 pohon yang ditanam. Berapakah jumlah keseluruhan pohon yang ditanam ?

Jawab : 45 bibit pohon

→ tidak merusak aliran sungai

Selamat Mengerjakan ☺

→ tidak mengumbati aliran air

Appendix VI

The Student Response

Angket Untuk Siswa

**Identitas Responden**

Nama : Lala.....  
No. Absen : 20.....  
Kelas : 3a.....

**Petunjuk Pengisian**

- a. Anak-anak isilah lembaran ini sesuai dengan perasanmu setelah mengikuti pembelajaran.
- b. Berikan tanda (√) pada jawaban yang kamu pilih.
- c. Tulislah komentarmu sesuai dengan pendapat kalian tentang media pembelajaran kantong keroppi ini.

**Keterangan**

Skala Penilaian/tanggapan				
1	2	3	4	5
(☹☹)	(☹)	(☺)	(☺☺)	(☺☺☺)
Sangat tidak Setuju	Kurang Setuju	Cukup	Setuju	Sangat Setuju

**Contoh:**

Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi. Jika kamu menjawab **Sangat Setuju**, maka centang (√) pada kolom yang bertuliskan angka lima (5).

No.	Pernyataan	Nilai				
		1	2	3	4	5
1.	Media pembelajaran kantong keroppi ini dapat memberikan saya motivasi untuk giat belajar				✓	
2.	Tampilan media pembelajaran kantong keroppi menarik dan memudahkan saya dalam belajar					✓
3.	Bahasa yang digunakan dalam kartu soal media pembelajaran kantong keroppi mudah saya pahami				✓	
4.	Saya bisa memahami materi pelajaran dengan menggunakan media pembelajaran kantong keroppi					✓
5.	Saya mudah menjawab soal yang terdapat di kartu soal pada media pembelajaran kantong keroppi				✓	
6.	Saya senang belajar dengan menggunakan media pembelajaran kantong keroppi				✓	
7.	Saya semakin bersemangat dalam belajar tematik tema 8 subtema 3 dengan menggunakan media pembelajaran kantong keroppi					✓
8.	Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi ini					✓
9.	Hasil belajar saya meningkat setelah menggunakan media pembelajaran kantong keroppi ini					✓

Tulis komentarmu disini:

Saya senang belajar dengan media ini

## Angket Untuk Siswa

### Identitas Responden

Nama : m. Rizki Galang Romadhan  
No. Absen : 9  
Kelas : 3A

### Petunjuk Pengisian

- Anak-anak isilah lembaran ini sesuai dengan perasaanmu setelah mengikuti pembelajaran.
- Berikan tanda (✓) pada jawaban yang kamu pilih.
- Tulislah komentarmu sesuai dengan pendapat kalian tentang media pembelajaran kantong keroppi ini.

### Keterangan

Skala Penilaian/tanggapan				
1	2	3	4	5
(☹☹)	(☹)	(☺)	(☺☺)	(☺☺☺)
Sangat tidak Setuju	Kurang Setuju	Cukup	Setuju	Sangat Setuju

### Contoh:

Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi. Jika kamu menjawab **Sangat Setuju**, maka centang (✓) pada kolom yang bertuliskan angka **lima (5)**.

No.	Pernyataan	Nilai				
		1	2	3	4	5
1.	Media pembelajaran kantong keroppi ini dapat memberikan saya motivasi untuk giat belajar				✓	✓
2.	Tampilan media pembelajaran kantong keroppi menarik dan memudahkan saya dalam belajar					✓
3.	Bahasa yang digunakan dalam kartu soal media pembelajaran kantong keroppi mudah saya pahami					✓
4.	Saya bisa memahami materi pelajaran dengan menggunakan media pembelajaran kantong keroppi					✓
5.	Saya mudah menjawab soal yang terdapat di kartu soal pada media pembelajaran kantong keroppi					✓
6.	Saya senang belajar dengan menggunakan media pembelajaran kantong keroppi					✓
7.	Saya semakin bersemangat dalam belajar tematik tema 8 subtema 3 dengan menggunakan media pembelajaran kantong keroppi					✓
8.	Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi ini					✓
9.	Hasil belajar saya meningkat setelah menggunakan media pembelajaran kantong keroppi ini					✓

Tulis komentarmu disini:

senang main bersama-sama dan santai bagai menjawab

### Angket Untuk Siswa

#### Identitas Responden

Nama : hesty Pultri Yanti  
 No. Absen : 22  
 Kelas : 3A

#### Petunjuk Pengisian

- Anak-anak isilah lembaran ini sesuai dengan perasanmu setelah mengikuti pembelajaran.
- Berikan tanda (√) pada jawaban yang kamu pilih.
- Tulislah komentarmu sesuai dengan pendapat kalian tentang media pembelajaran kantong keroppi ini.

#### Keterangan

Skala Penilaian/tanggapan				
1	2	3	4	5
(☹☹)	(☹)	(☺)	(☺☺)	(☺☺☺)
Sangat tidak Setuju	Kurang Setuju	Cukup	Setuju	Sangat Setuju

#### **Contoh:**

Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi. Jika kamu menjawab **Sangat Setuju**, maka centang (√) pada kolom yang bertuliskan angka **lima (5)**.

No.	Pernyataan	Nilai				
		1	2	3	4	5
1.	Media pembelajaran kantong keroppi ini dapat memberikan saya motivasi untuk giat belajar					✓
2.	Tampilan media pembelajaran kantong keroppi menarik dan memudahkan saya dalam belajar					✓
3.	Bahasa yang digunakan dalam kartu soal media pembelajaran kantong keroppi mudah saya pahami					✓
4.	Saya bisa memahami materi pelajaran dengan menggunakan media pembelajaran kantong keroppi				✓	
5.	Saya mudah menjawab soal yang terdapat di kartu soal pada media pembelajaran kantong keroppi					✓
6.	Saya senang belajar dengan menggunakan media pembelajaran kantong keroppi					✓
7.	Saya semakin bersemangat dalam belajar tematik tema 8 subtema 3 dengan menggunakan media pembelajaran kantong keroppi					✓
8.	Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi ini					✓
9.	Hasil belajar saya meningkat setelah menggunakan media pembelajaran kantong keroppi ini					✓

Tulis komentarmu disini:

Saya senang sekali

**Angket Untuk Siswa**

**Identitas Responden**

Nama : Frisha Nurrah Alya  
 No. Absen : 10  
 Kelas : III Tiga

**Petunjuk Pengisian**

- Anak-anak isilah lembaran ini sesuai dengan perasaanmu setelah mengikuti pembelajaran.
- Berikan tanda (✓) pada jawaban yang kamu pilih.
- Tulislah komentarmu sesuai dengan pendapat kalian tentang media pembelajaran kantong keroppi ini.

**Keterangan**

Skala Penilaian/tanggapan				
1	2	3	4	5
(☹☹)	(☹)	(☺)	(☺☺)	(☺☺☺)
Sangat tidak Setuju	Kurang Setuju	Cukup	Setuju	Sangat Setuju

**Contoh:**

Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi. Jika kamu menjawab **Sangat Setuju**, maka centang (✓) pada kolom yang bertuliskan angka lima (5).

No.	Pernyataan	Nilai				
		1	2	3	4	5
1.	Media pembelajaran kantong keroppi ini dapat memberikan saya motivasi untuk giat belajar					✓
2.	Tampilan media pembelajaran kantong keroppi menarik dan memudahkan saya dalam belajar					✓
3.	Bahasa yang digunakan dalam kartu soal media pembelajaran kantong keroppi mudah saya pahami					✓
4.	Saya bisa memahami materi pelajaran dengan menggunakan media pembelajaran kantong keroppi					✓
5.	Saya mudah menjawab soal yang terdapat di kartu soal pada media pembelajaran kantong keroppi					✓
6.	Saya senang belajar dengan menggunakan media pembelajaran kantong keroppi					✓
7.	Saya semakin bersemangat dalam belajar tematik tema 8 subtema 3 dengan menggunakan media pembelajaran kantong keroppi					✓
8.	Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi ini					✓
9.	Hasil belajar saya meningkat setelah menggunakan media pembelajaran kantong keroppi ini					✓

Tulis komentarmu disini:

Saya senang sekali belajar bersama-sama dengan amat gembira

### Angket Untuk Siswa

#### Identitas Responden

Nama : FABEL.....  
 No. Absen : 3.....  
 Kelas : 3A.....

#### Petunjuk Pengisian

- Anak-anak isilah lembaran ini sesuai dengan perasanmu setelah mengikuti pembelajaran.
- Berikan tanda (✓) pada jawaban yang kamu pilih.
- Tulislah komentarmu sesuai dengan pendapat kalian tentang media pembelajaran kantong keroppi ini.

#### Keterangan

Skala Penilaian/tanggapan				
1	2	3	4	5
(☹☹)	(☹)	(☺)	(☺☺)	(☺☺☺)
Sangat tidak Setuju	Kurang Setuju	Cukup	Setuju	Sangat Setuju

#### **Contoh:**

Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi. Jika kamu menjawab **Sangat Setuju**, maka centang (✓) pada kolom yang bertuliskan angka **lima (5)**.

No.	Pernyataan	Nilai				
		1	2	3	4	5
1.	Media pembelajaran kantong keroppi ini dapat memberikan saya motivasi untuk giat belajar					✓
2.	Tampilan media pembelajaran kantong keroppi menarik dan memudahkan saya dalam belajar					✓
3.	Bahasa yang digunakan dalam kartu soal media pembelajaran kantong keroppi mudah saya pahami					✓
4.	Saya bisa memahami materi pelajaran dengan menggunakan media pembelajaran kantong keroppi					✓
5.	Saya mudah menjawab soal yang terdapat di kartu soal pada media pembelajaran kantong keroppi					✓
6.	Saya senang belajar dengan menggunakan media pembelajaran kantong keroppi					✓
7.	Saya semakin bersemangat dalam belajar tematik tema 8 subtema 3 dengan menggunakan media pembelajaran kantong keroppi					✓
8.	Saya merasa senang selama mengikuti pembelajaran menggunakan media pembelajaran kantong keroppi ini					✓
9.	Hasil belajar saya meningkat setelah menggunakan media pembelajaran kantong keroppi ini					✓

Tulis komentarmu disini:

SEMANG SEKALI 😊😊😊

Appendix VII

Activities Of Learning Process





## Appendix VIII

### Student Profile



Name : Putrima Gustiningsih  
NIM : 14140047  
Date and Place of Birth : Kediri, March 4<sup>th</sup>, 1996  
Faculty : Tarbiya and Teaching Training  
Program of Study : Islamic Elementary  
School Teacher Education : Islamic Elementary School Teacher Education  
Departement Year of Entrance : 2014  
Address : Jl. Pemuda 1 RT/RW 01/01 Ds. Kencong  
Timur, Kec. Kepung, Kab. Kediri  
Telephone Number : 085607122448  
Email Address : [putrimagustin@gmail.com](mailto:putrimagustin@gmail.com)  
Education : TK Dharmawanita Kencong II  
SDN Kencong I  
MTsN Jombang Kauman  
MAN Kandangan  
UIN Maulana Malik Ibrahim Malang