

**DEVELOPING LEARNING MEDIA *SPARKOL VIDEOSCRIBE*
IN THE TOPIC OF THE STRUGGLE OF THE HEROES TO
IMPROVE LEARNING ACHIEVEMENT OF 4th GRADE
STUDENTS AT SDN SUKOHARJO 2 MALANG**

THESIS

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**ISLAMIC ELEMENTARY SCHOOL TEACHER EDUCATION DEPARTMENT
TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

2018

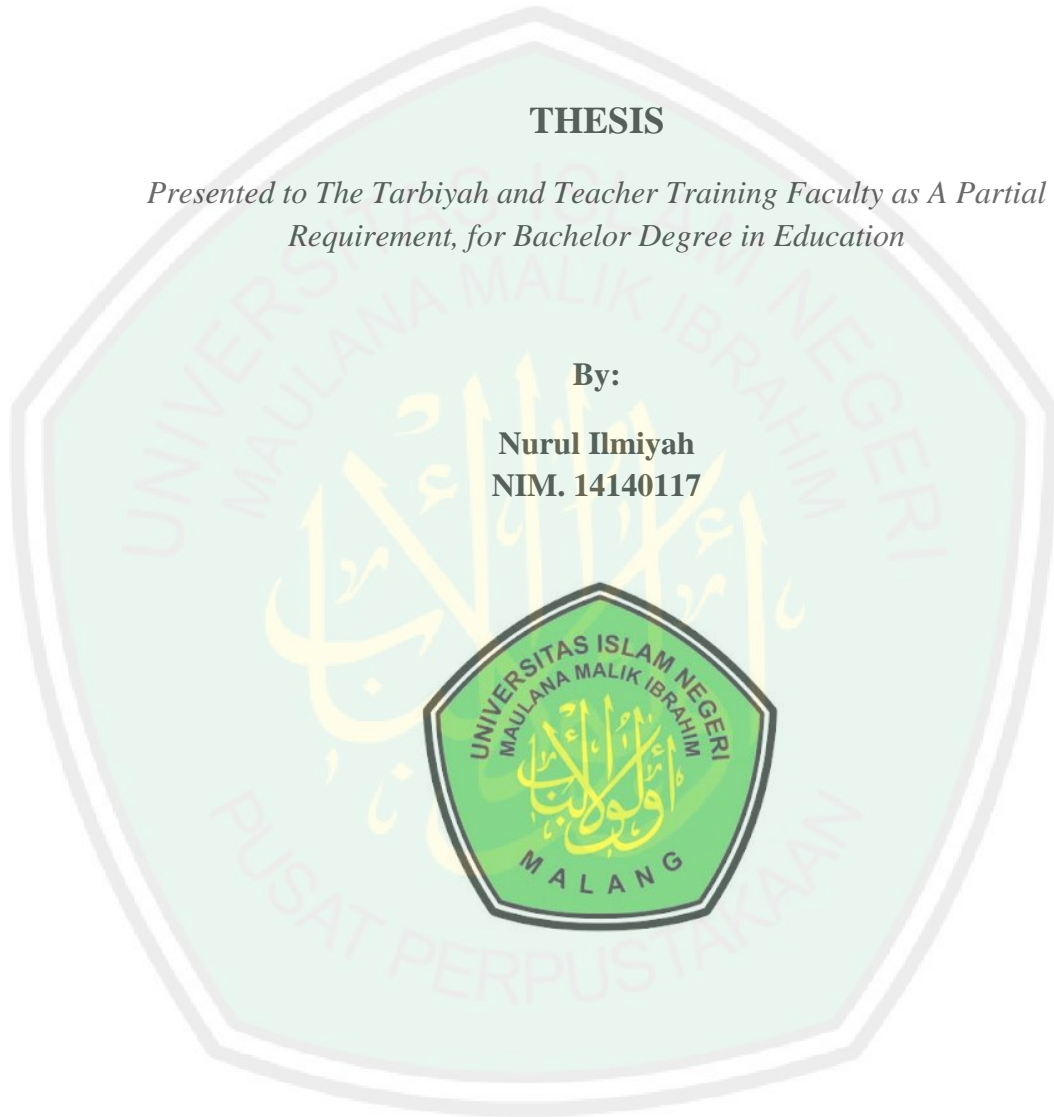
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THESIS

*Presented to The Tarbiyah and Teacher Training Faculty as A Partial
Requirement, for Bachelor Degree in Education*

By:

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APPROVAL SHEET


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MALANG**

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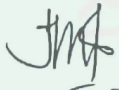

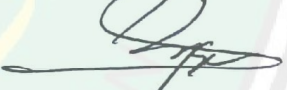
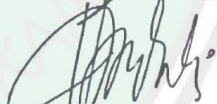
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TOPIC OF THE STRUGGLE OF THE HEROES TO IMPROVE
LEARNING ACHIEVEMENT OF 4th GRADE STUDENTS AT SDN
SUKOHARJO 2 MALANG**

THESIS

Prepared and compiled by Nurul Ilmiyah (14140117) has been maintained in front of the examiner on October 24, 2018 and declared

GRADUATES

and accepted as one of the requirements to obtain a first degree Bachelor of Education (S.Pd)

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DEDICATION

The author says the gratitude to Allah Almighty for all the wealth of his grace, and the intercession of his Messenger. The author offers these works for the very authors respect and hold dear, i.e.

My Parents

Alm. Khoirul Anam and Siti Mahmudah

Thanks for the prayers and love you that lead each of my feet.

My Family

All of brothers and sisters (Mufida, Mahfud, Amir, Anik, Didik, Yuni, Laili, Inun, Rhoul, Fina, Maitsa, Rahma)

Thank you has given me the spirit, smiles, and laughter.

My Teachers

Thank you has difficulty in giving science me.

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MOTTO

أَلْوَقْتُ كَالسَّيْفِ إِنْ لَمْ تَقْطَعْهَا قَطَعَكَ

"Time is like a sword. If you don't use it properly (cut), then it will use you (cut)."
(HR. Muslim)



REPRESENTATION LETTER

I hereby certify that in this paper there is no work that have been asked to obtain a degree at a university, and all my knowledge, nor is there a work or opinions ever written or published by others, except that in writing referred to in this text and mentioned in the reference list.

Malang, November 2018



Nurul Ilmiyah
NIM. 14140117

FOREWARD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise is to Allah SWT who has bestowed graces, taufiq and guidance, so the author was able to complete the thesis with the title “*Developing Learning Media Sparkol Videoscribe in the Topic of the Struggle of the Heroes to Improve Learning Achievement of 4th Grade Students at SDN Sukoharjo 2 Malang*” appropriately.

Prayers and greetings may remain to Prophet Muhammad SAW who fights out of the dark ages with the teaching of truth, namely Islam.

The profuse thanks to:

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Hopefully this simple script can be useful and beneficial to authors and readers.

Malang, November 2018

Nurul Ilmiyah
NIM. 14140117

GUIDELINES FOR ARABIC-LATIN transliteration

Arab-latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the minister of education and culture number 158 year 1987 and number 0543/b/U/1987 can be broadly described as follows:

A. Letter

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أُو = aw

أَي = ay

أُو = û

إَي = î

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ABSTRACT

Ilmiyah, Nurul. 2018. *Developing Learning Media Sparkol VideoScribe in the Topic of the Struggle of the Heroes to Improve Learning Achievement of 4th Grade Students at SDN Sukoharjo 2 Malang*. Thesis, Islamic Elementary School Teacher Education Program, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

Advisor: H. Mokhammad Yahya, Ph.D

The purpose of this development research was to improve the learning achievements of 4th grade students at SDN Sukoharjo 2 Malang. The development adjusts of the curriculum 2013 on 3rd competency. The development of this media has some advantages such as: 1) The development of this media is adapted to the character of 4th grade. 2) Materials provided are arranged systematically. 3) The media have a picture interesting and attractive colors. 4) The material of the Struggle of the Heroes shown in some of the charge which facilitates the understanding of students.

This development method using type of research and development will produce a product. The model used is the development model of ADDIE that consists of 5 steps. As for the development measures are the following: analysis, design, development, implementation, and evaluation.

The results showed that development of learning media based Sparkol VideoScribe on The Struggles of The Heroes to 4th grade was able to increase the learning achievements. The calculation result shows that t_{count} is greater than t_{table} , H_0 is rejected and H_a is received. So the significant difference between the value of students before and after using the learning media. Later it is known that the average value of the pre-test is 60.3 and the value of post-test is 80.7. So that post-test better than pre-test.

The development of learning media based Sparkol VideoScribe in the Topic of the Struggles of The Heroes to 4th grade has limited material, so it necessary the development in other material specifically the theme of 4th grade.

Keywords: Developing Learning media Sparkol VideoScribe on Struggle of the Heroes, achievement students.

مستخلص البحث

نورالعلمية. ٢٠١٨. تطوير الوسائل التعليمية "سفاركل فيديو سكريب" على نضال البطل لترقية الإنجازات التعليمية للطلبة في الصف الرابع بالمدرسة العامة الحكومية سوقهاارجو ٢ مالانج. البحث الجامعي، قسم تربية معلمي المدرسة الابتدائية، كلية علوم التربية والتعليم بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: الحاج محمد يحيى، الدكتور.

الكلمات الرئيسية: تطوير الوسائل التعليمية "سفاركل فيديو سكريب"، نضال البطل، إنجاز الطلاب.

الغرض من البحث والتطوير هو لترقية الإنجازات التعليمية للطلبة في الصف الرابع في المدرسة العامة الحكومية سوقهاارجا ٢ مالانج. التطوير التعديل مع المناهج الدراسية ٢٠١٣ في اختصاص ٣. وهذا التطور الإعلامي لديك بعض الزائده من بينه هو (١) وهذا التطور الوسائل تعديل مع طابع الطالب الصف الرابع (٢) المواد المترجمة منهجيه (٣) وسائل الاعلام لديها لون و صورته مثيره للاهتمام (٤) المواد نضال البطل خدم في مجموعة متنوعة من المحتوي الذي يسهل فهم الطلاب.

هذا الأسلوب التطوير باستخدام هذا النوع من البحث و التطوير التي من شأنها ان تؤدي إلى منتج. ونموذج التنمية المستخدم هو نموذج "ادي" تتكون من ٥ خطوات. اما فيما يتعلق بالتدابير الانمائية فهي كما يلي: التحليل و التصميم و التطوير و التنفيذ و التقييم.

وأظهر النتائج ان تطوير التعلم القائم علي وسائل الاعلام سفاركل فيديو سكريب علي المواد نضال البطل في الصف الرابع قادره علي تحسين الإنجازات التعليمية. وتبين نتائج الحساب ان t_{hitung} اكبر t_{tabel} ، H_0 رفض و H_a قبلت. بحيث

الفرق الكبير بين قيمه الطلاب قبل وبعد استخدام وسائل الاعلام التعليمية. ابعء من العقل المتوسط الذي قيمه ما قبل الاختبار ٦٠،٣ وقيمه ما بعد الاختبار ٨٠،٧. بحيث يوحى بان ما بعد الاختبار أفضل من ما قبل الاختبار. تطوير التعلم القائم علي الاعلام سفاركل فيديو سكريب علي المواد نضال البطل في الصف الرابع لديها مواد محدوده، التالي فان الحاجة إلى التنمية في مواد أخرى علي وجه التحديد علي موضوع الفئة الرابعة.



CHAPTER I

INTRODUCTION

A. Background of the Study

The technology is already growing in this modern era. Any technology contributed in developing the quality of education. One of the things that are so needed in education is extensive and reliable information. Any information would be much easier and faster we gained with the help of technology. Information technology with a wide variety of forms it has often been found e.g., electronic journals, videos, films and more. In this case the instrumental in the delivery of information is the teacher. Teachers expected more creative use of information technology. Not only are used for everyday purposes alone but also very technology is required when the process of delivery of information on students. One form of information technology that can be used in the classroom is a video such as video from software named Sparkol VideoScribe. The convenience of this technology is expected to increase student achievement.

The use of technology is already rife among children and adolescents, one of which is the use of the internet. Based on research on Kominfo and UNICEF behaviors in children and teens use the internet, there are at least 30 million children and teens in Indonesia is internet users and of the results of

the study found that 80 percent of respondents surveyed is the internet users.¹ This proves that technology is not something new for the children let alone the internet. The Internet also is familiar in the world of education. It is known that there are 8.3 percent of schools in Indonesia are entwined with the internet.² Can we get a variety of information quickly and easily via the internet. In addition to the internet usage of other media such as Facebook, WhatsApp, Line, Instagram, and others also have entered into the world of the child. But the technology is still a little applied to the learning process in schools especially in the media of instruction. Teachers who are capable of designing and utilizing technology-based media is also still a little. Aditiya Niarsa research results explain that teacher competence SDN 01 Ledok Sub district Sambong Blora Regency in devising ICT-based learning media getting average score of 24.7 with enough categories and competency of teachers in utilizing ICT-based learning media got an average score of good category with 29.72.³ The results of the study show that the competence of primary school teachers in using ICT for learning still needs to be improved.

Media learning plays an important role in the process of delivery of information on students. Understanding the media's own learning as expressed by Rossi and Breidle (1966) are all tools and materials that can be used for educational purposes such as radio, television, books, newspapers,

¹ Press broadcast number 17/PIH/KOMINFO/2/2014 <https://kominfo.go.id> seen on July,4 2018, 13.36 o'clock.

² Niken Ariani and Dany Haryanto, *Pembelajaran Multimedia di Sekolah* (Jakarta: Prestasi Pustakaraya, 2010), p. 5.

³ Delila Sari Batubara, "Kompetensi Teknologi Informasi dan Komunikasi Guru SD/MI", in the *Journal Muallimuna*, Vol. 3, Number 1, October 2017 (Banjarmasin: Uniska, 2017), p. 54.

magazines, and so on.⁴ The media as intermediaries to convey information in a learning process that will be thought provoking students and give a clear picture of the material so that students' spirit and interest arising on the lesson. Now it has been a lot of media used by the teacher in the learning, but learning is often uninspiring if media used less attracted the attention of students. Therefore, it is worth learning media development in the process of learning to create a fun learning atmosphere.

Learning media will be more in price if developed using information and communication technologies. Information and communication technology is a program, for tools, manipulation and convey information.⁵ The technology will ease the work of humans and can be used instantly. The communication process is no longer a difficult thing to do and does not need to go far, just press a button on the communication tools (hand phone, computer, gadgets, etc.), we've been able to communicate fluently. Submission of information is also faster by having an application that has been created and used on the tools of communication. No wonder if the present use of technology also needs to be applied in schools, one of which was on learning in the classroom.

Media in the form of video is one of the preferred media students because it is not only seen but can also be heard. One of the videos is pretty good and interesting is Sparkol VideoScribe. This application is in the form

⁴ Wina Sanjaya, *Media Komunikasi Pembelajaran* (Jakarta: Kencana, 2012), p. 57.

⁵ Ismail Darimi, "Teknologi Informasi dan Komunikasi sebagai Media Pembelajaran Pendidikan Agama Islam Efektif", in the *Journal Pendidikan Teknologi Informasi*, Vol. 1, Number 2, October 2017 (Banda Aceh: UIN Ar-Raniry, 2017), p. 112.

of animated images are strung together into a video which is then coupled with our voice or music to further clarify the meaning of these images. There are a variety of features that can be customized with the subjects. In addition to images that are already available, we can also make your own images on other software and then put it on the application VideoScribe. With this application the teacher could try to make an interesting and creative video and then delivered on students learning processed with the help of LCD, so that students can be more eager to receive the material.

Media interest and in accordance with the character of the students will be encouraged to make students more active in learning in the classroom. Active students in the class can improve understanding of students against the material to be taught so that the results of the study or student achievement will slowly increase. The achievement itself is a result of learning or behavioral change better after doing a student teaching and learning activities. To get the achievement required effort in understanding science and specific skills. This is related to the word of Allah in the Al-Mujadalah verse 11 which meant as follows "*Allah raised people who believe between you and those who have the knowledge with some level*".

Based on previous research ever undertaken by Dyah Ayu Wulandari on 2016 year of learning media development Sparkol VideoScribe, has proven to be able to attract and is able to increase interest in learning 8th grade IPA lessons. The study is said to be viable with minor revisions. In addition, research on the use of Sparkol VideoScribe as a medium of instruction, also

done by Erlia Dwi Pratiwi year 2017 on kinematics of motion in college. This research proves that the media is worth used. From some of the above research indicates that media use study using Sparkol application VideoScribe media can make learning more interesting so that this application is said to be suitable for use in schools as media learning availability with already LCD.

Based on the results of observation in SDN Sukoharjo 2 sub-district Klojen of Malang on Wednesday, September 20, 2017 researchers found that the elementary school has had a fairly adequate infrastructure, one of them is the LCD, but it is still rarely used. Interview with master 4th grade that the pattern of learning in the classroom is still general. Teachers are still based on text books and rarely wear other learning media. Since this School Curriculum set 2013 have already started to apply in all classes with thematic learning. The advantages gained from this thematic learning is not easy due to the saturated student learning that is not too focused on the material alone, but students are also invited to play an active role in learning. While the drawback was the lack of material caused deepening linkages between sections of one charge and other charges that are strung in one theme. The usual method used is problem based learning. Classroom observations show that students liked the thematic learning because they are not just sitting listening to then just a matter of exercise but they also direct practice material with thematic books are bound.

The second observation was done on Wednesday 4 October 2017 found learning outcomes 4th grade on thematic learning there are still some students who are learning outcomes under the average value. The results of the study are a benchmark of understanding the students towards learning processed. If the results of the study are low means students have not yet understood the material well. The results of the study could be influenced by the interest of students in the learning process. The one that affects the learning process is the medium of instruction. An interesting learning media will make students more excitement and interest in the subject.

Observations have been made on the 4th grade at SDN Sukoharjo 2 then researchers decided to conduct research on the development of media-based learning by developing Sparkol VideoScribe thematic material for students of 4th grade in Sukoharjo SDN 2 of Malang. Researchers using the technique before-after to find out the results of the research conducted by using the development model ADDIE. ADDIE development models have simple steps and systematic so easy to implement. Learning media being developed are expected to attract the attention of students on thematic lessons so as to increase student achievement 4th grade SDN Sukoharjo 2 of Malang.

From the research that will be done, before will appear some questions that could be answered after doing research. First, how learning media development sparkol video scribe thematic material. In this case the researchers will explain the process of developing media applications with Sparkol VideoScribe in the form of the creation and assessment of the

validator as well as how the media form when completed. Second, how the level of feasibility and interesting the media. In this case the researchers will spread the question form at 4th grade SDN Sukoharjo 2 Malang to assess media that have been developed are already interesting and worthy of being used or still needs improvement. Third, how the result of the presence of the media development for students of 4th grade SDN Sukoharjo 2 Malang. Whether the presence of the media development, student learning outcomes has increased or has no effect whatsoever.

Based on explanation above, researchers take title “**Developing Learning Media *Sparkol Videoscribe* in the Topic of the Struggle of the Heroes to Improve Learning Achievement of 4th Grade Students at SDN Sukoharjo 2 Malang**” in hopes of making students more excited about learning especially in thematic material so that their accomplishments can be increased.

B. Formulation of the Problems

Based on the explanation on the background, then the outline of issues that could decide the researchers are as follows:

1. How is the product specification of learning media *Sparkol VideoScribe in the Topic of the Struggle of the Heroes* to improve learning achievement of 4th grade students at SDN Sukoharjo 2 Malang?
2. How is the level of validity and interest of learning media *Sparkol VideoScribe in the Topic of the Struggle of the Heroes* to improve learning achievement of 4th grade students at SDN Sukoharjo 2 Malang?

3. How is the learning achievement of learning media *Sparkol VideoScribe* in the Topic of the Struggle of the Heroes to improve learning achievement of 4th grade students at SDN Sukoharjo 2 Malang?

C. Objectives of the Study

Based on the above problem formulation, so the purpose of this development is:

1. To explain the product specification of learning media *Sparkol VideoScribe* in the Topic of the Struggle of the Heroes to improve learning achievement of 4th grade students at SDN Sukoharjo 2 Malang.
2. To know the level of validity and interest of learning media *Sparkol VideoScribe* in the Topic of the Struggle of the Heroes to improve learning achievement of 4th grade students at SDN Sukoharjo 2 Malang.
3. To find out the learning achievement of learning media *Sparkol VideoScribe* in the Topic of the Struggle of the Heroes to improve learning achievement of 4th grade students at SDN Sukoharjo 2 Malang.

D. Benefits of the Research and Development

This research resulted in the product in the form of media-based learning Sparkol VideoScribe to increase understanding of the theme thematic learning my hero subtema struggle of the heroes. The benefits of this research can be reviewed from the theoretical benefits and practical benefits, the following explanation:

1. Theoretical Benefits
 - a. To develop scientific knowledge in the field of thematic learning.

- b. To add to the scientific study either in developing instructional media.

2. Practical Benefits

a. For Students

Students may be more eager to follow the learning in the classroom and master the material on the theme of my hero subtheme hero of the struggle so they can improve the results of the study.

b. For Teachers

Providing innovation and increase the competence of teachers in packing material and develop existing learning model be a model learning more interesting.

c. For Agencies SDN Sukoharjo 2 of Malang

The existence of this research can contribute useful for schools in developing better towards learning through the use of media that can improve the quality of fun so the school.

d. For Instances of Maulana Malik Ibrahim UIN Malang

Making research results this development as a tool to collect data on media of instruction, as well as effective and efficient as a form of plundering of developing education in Indonesia.

E. Assumption of the Research and Development

Some of the assumptions that underlie the learning media development thematic theme subtheme my hero struggle the heroes on a grade IV among others are:

1. The main purpose of thematic learning media development theme my hero subtheme struggles the heroes on 4th grade is to increase the understanding of the students will be the magnitude of the sacrifice and struggle of the hero in order to achieve an independence the real.
2. Students can understand the material better thematic learning due to presentation of material that had already been drafted in Sparkol media VideoScribe.
3. Not yet available media Sparkol VideoScribe-based learning, especially about the thematic theme subtheme my hero struggles the heroes on 4th grade at SDN Sukoharjo 2 of Malang.
4. The teacher is still the difficulty of developing media-based learning Sparkol VideoScribe.
5. Test valid, the effectiveness and the media do is a reflection of the actual state of affairs.

F. Scope of the Research and Development

Research and development is confined to, (1) The research focused on media development Sparkol VideoScribe learning to improve student achievement, (2) The subject of research is the 4th grade at SDN Sukoharjo 2 of Malang, (3) The material to be described by using media-based learning,

thematic material with the VideoScribe Sparkol theme my hero subtheme of the struggle of the heroes.

G. Product Specification

The resulting product is in the form of the media learning and learning media made up for teachers and students with the following description:

1. Material presented in this media is the thematic material of the 4th grade theme my hero subtheme struggle of the heroes.
2. Material presented in media supplemented with pictures, text, and audio and also to explain.
3. Media equipped with an understanding of the concept of thematic material theme my hero subtheme struggle of the heroes, featuring the warrior figures and magnitude of effort in defending the homeland.

H. Originality of the Research

Originality of research presents the differences and similarities between the fields of study that examined previous research by now. It is intended to find out what side distinguishes between earlier researches by now. Following previous studies related to the title of the study:

1. Dyah Ayu Wulandari (2016) do some research about the development learning media using sparkol videoscribe to Interest in improving student learning on natural science subjects Light Material of the 8th grade at SMPN 01 Kerjo School Year 2015/2016, and it was found that the media is proven to attract and interest can increase student learning 8th grade

students on natural science subjects Light Material. This media is said to be feasible for use in learning but needs a little revision.⁶

2. Muhammad Fani Hidayatulloh (2016) do research about the development of Media Autoplay The theme of Caring for the environment to improve the learning results of the 4th grade at SDN Tanjungrejo 4 Sukun of Malang, and it was found that the media has proven to be attractive and can improve learning outcomes 4th grade students on the theme of caring for the environment. This media proved to be viable without revision and can be used in learning.⁷
3. Erlia Dwi Pratiwi (2017) do research about the development of learning media physics-based sparkol videoscribe the subject of kinematics of university, and it was found that the media is said to be very decent used in learning.⁸

Based on the description above, it can be concluded that the research thesis written by researchers, both do the development of learning materials and media that is already in use by the institutions of the respective research locations. While different in place of research, learning media objects and

⁶ Dyah Ayu Wulandari, “*Pengembangan Media Pembelajaran Menggunakan Sparkol VideoScribe dalam Meningkatkan Minat Belajar Siswa pada Mata Pelajaran IPA Materi Cahaya Kelas VIII di SMP Negeri 01 Kerjo Tahun Ajaran 2015/2016*”, Thesis, (Semarang: Education Technology Department UNNES, 2016).

⁷ Muhammad Fani Hidayatulloh, “*Pengembangan Media Autoplay Tema Peduli terhadap Lingkungan untuk Meningkatkan Hasil Belajar Siswa Kelas IV SDN Tanjungrejo 4 Sukun Malang*”, Thesis, (Malang: Islamic Elementary School Teacher Education Department UIN Malang, 2016).

⁸ Erlia Dwi Pratiwi, “*Pengembangan Media Pembelajaran Fisika Berbasis Sparkol VideoScribe Pokok Bahasan Kinematika Gerak di Perguruan Tinggi*”, Thesis, (Lampung: Physics Educatin Department UIN Raden Intan Lampung, 2017).

materials research. For easier understanding, the following researchers include a table of equations, difference, and originality in the table below:

Table 1.1 Originality of the Research

No.	Title of Research	Similarities	Difference	Originality of Research
1.	The Development learning Media Using Sparkol VideoScribe to Interest in Improving Student Learning on Natural Science Subjects Light Material of the 8 th Grade at SMPN 01 Kerjo School Year 2015/2016	<ol style="list-style-type: none"> 1. Develop media Sparkol VideoScribe 2. Use the ADDIE model of development 	<ol style="list-style-type: none"> 1. Use subjects Natural Science Subjects Light of the 8th Grade 2. Aims to improve the learning interest of students 	Based on the characteristics of learning thematic theme 5 my hero subtheme 1 struggle of the heroes in this research, i.e. this study wants to try to develop the learning media by using the model of development of ADDIE of the 4 th grade because it has not been applied by the school which became the object of study that is SDN Sukoharjo 2 of Malang, with the addition of media <i>Sparkol VideoScribe</i> . The study makes the students more interested in and understand the material and make the results of their study better. The expected condition is
2.	The Development of Media Autoplay The Theme of Caring for the Environment to Improve the Learning Results of the 4 th Grade at SDN Tanjungrejo 4 Sukun of	<ol style="list-style-type: none"> 1. Using the thematic material of the 4th grade 	<ol style="list-style-type: none"> 1. Develop media Autoplay 2. Using the model of development of the Borg and Gall. 	

	Malang			thematic learning media
3.	The Development of Learning Media Physics-Based Sparkol VideoScribe the Subject of Kinematics of University	1. Develop media Sparkol VideoScribe	1. Using the subjects of physics the subject of kinematics of University 2. Using the model of development of the Borg and Gall.	will be presented with the media Sparkol VideoScribe which contained material struggle of the heroes of the learning 1 to 6 in the form of video animation accompanied audio reviews material prepared in an interesting so that students better understand the material.

I. Key Terms

To avoid the error of understanding and interpretation of titles in thesis, authors need to make restrictions those studies and expresses the terms used, i.e.:

1. Development is an attempt to make something that's better than ever with a variety of systematic measures. In this study the development in question is Sparkol VideoScribe media development as a tool to facilitate students in the learning process.
2. The media is a learning tool or an intermediary to channel information to the students so that the retrieved changes behavior. In this study the medium used is Sparkol VideoScribe which is software to create a video animation that will help students understand the material.

3. Sparkol VideoScribe is software to create animated video with features that are already available inside. Display this video looks like a teacher that is being explained before. We can also add a picture or music from outside then put it on VideoScribe. On this research will be made six videos each video lasts approximately five minutes contains one instruction.
4. Thematic learning is learning that contains several interconnected lessons then made one in a theme. Learning is connected with life around students so that students will not be easily bored during the learning process takes place.
5. The theme of my hero is the theme to the five in class IV. Researchers take first subtheme is struggle heroes consisting of six learning. In the development of this medium will be made a video of the Sparkol VideoScribe as many as six sessions number of learning. There were seven in charge of mapping competencies subtheme one of them Indonesian Language, Civic Education, Mathematic, Art and Culture, Social Science, Science, Physical education.
6. Student achievement is a result of learning or behavior change towards better after doing the process of teaching and learning. Research of the development is expected to increase student achievement.
7. SDN Sukoharjo 2 Malang is the elementary school which is located in Jl. Prof. Moh.Yamin V street sub district Klojen of Malang. Researchers

will conduct research on the development of the 4th grade at SDN Sukoharjo 2 of Malang.

J. Systematic of the Writing

Discussion in systematics research and development is divided into 6 chapters that each chapter has its own section later.

The first chapter puts forward a preliminary description i.e. background of the study, formulation of the problems, objectives of the developing, benefits of the developing, assumption of the developing, scope of the developing, product specification, original of the research, key terms, and systematic of the writing.

The second chapter describes the literature review discusses studies theory consisting of learning media development, thematic learning, software development supporting, and learning achievement.

The third chapter describes research methods such as discussing types of research, model development, product development, validation procedures, testing of products, types of data, data collection instruments, and technical of data analysis.

The fourth chapter contains the results of the development, data analysis, and revision of the product. Disclosure of the results of the development consists of a description of the development of media-based learning Sparkol VideoScribe, the eligibility rate and learning media development interested Sparkol VideoScribe, as well as the results of the learning media development Sparkol VideoScribe. Data analysis consisted of

an analysis of the development of media-based learning, Sparkol VideoScribe, analysis of the feasibility and level of media development interested of learning Sparkol VideoScribe, as well as the analysis of the results of the learning media development Sparkol VideoScribe. While the revisions to the product contains a revision based on the results of the validation of the media of the validator.

The fifth chapter includes conclusions the results of the development of media and suggestions in the form of suggestions of utilization and suggestions of further product development.

In the final part contains references used to write the reference theory and attachment-attachments supporting reports.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Development of Learning Media

1. Definition of the Research Development

Research development is a step in the process to develop new products or improve and complement the existing products, can then be accounted for. The development is the systematic application of knowledge or understanding, directed at the production of useful materials, devices, and systems or methods, including design, development and improvement priorities and new processes to meet specific requirements.⁹

2. Definition of the Learning Media

Learning is a process of human beings to achieve a wide range of competencies, skills, and attitudes that began since the human birth to end of life.¹⁰ In Large Dictionary of Indonesian Language, the meaning of study in etymologically “trying to obtain intelligence or science”.¹¹ According to the Qur'an, Islam very organized to man to always learn. In fact, Islam obliges to every believer to learn, because each enjoined by

⁹ Nusa Putra, *Penelitian dan pengembangan: suatu pengantar* (Jakarta: PT Raja Grafindo Persada, 2012), p. 70.

¹⁰ Baharuddin and Esa Nur Wahyuni, *Teori belajar dan Pembelajaran* (Jogjakarta: Ar-Ruzz Media, 2010), p. 11.

¹¹ *Ibid.*, p. 13.

Allah will surely bring wisdom.¹² So it can be concluded that learning is a process that is done to human birth until the end of life began to achieve competence or particular cleverness, and all it will take wisdom for yourself and others.

The learning process is the process of communication. The communication process always involves three principal components, that is a component of the message sender (teacher), a component of the message recipients (students), and the components of the message itself that is usually in the form of the subject matter, sometimes in the process of learning the communication failure occurred, so to avoid it all, teachers need to devise a strategy of learning by utilizing various media and learning resources.¹³

The learning process is supported by the existence of learning resources and learning media. Understanding learning resources according to Association Education Communication Technology (AECT) are all the sources (whether in the form of data, people, or objects) that can be used to provide facilities (ease) learning for students.¹⁴ Learning resource is used as the handle that will facilitate the learning process of students.

¹² Baharuddin and Esa Nur Wahyuni, *Teori belajar dan Pembelajaran* (Jogjakarta: Ar-Ruzz Media, 2010), p. 32.

¹³ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standart Proses Pendidikan* (Jakarta: Kencana Prenada Media, 2006), p. 160.

¹⁴ Iwan Falahudin, "Pemanfaatan Media dalam Pembelajaran", in the *Journal Lingkar Widyaiswara*, First edition, Number 4, October - December 2014 (Jakarta: www.juliwi.com, 2017), p. 107.

In fact the word media has often we hear, but a lot of people perceive it. Some people interpret media as a tool, a means of connecting, dealer information, and others. The word derives from the latin media *medius* which literally means "middle", "intermediate" or "introduction".

In Arabic, the media is an intermediary (وسائل) or an introduction message from the sender to the recipient of the message.¹⁵

Learning media is a tool that has the function of conveying the message (Bovee, 1997). According to AECT media learning is everything that people use to transmit messages.¹⁶ Briggs also defines media as a tool to provide stimulation for learners in the learning process.¹⁷ In the Al-Quran explained the importance of the media, methods and strategies in giving lessons to the students. As contained in Surah An-Nahl: 125.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ [النحل: ١٢٥]

*Means: "Call upon (human) to the way of your God with wisdom and good teaching, and argue with them in a good way. Surely your God, He knows best who has strayed from his way and he knows best who are rightly guided."*¹⁸

¹⁵ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2009), p. 3.

¹⁶ Iwan Falahudin, "Pemanfaatan Media dalam Pembelajaran", in the *Journal Lingkar Widyaiswara*, First edition, Number 4, October - December 2014 (Jakarta: www.juliwi.com, 2017), p. 109.

¹⁷ *Ibid.*

¹⁸ Al-Qur'an dan Terjemah (Bandung: Mi'raj Hazanah 'Ilmu, 2010), p. 281.

The verse above tells us that God calls upon man by using a good way in order not to get lost and got a instructions. So mastery against the methods, strategies, and media teaching is needed for a teacher. Thus the learning media are tools that are used to transmit messages from the teacher to the students where this would cause stimulation for the teaching and learning process occurs.

3. Function and Benefit of the Learning Media

Hamalik (1986) hamalik suggests that the use of the learning media in the process of teaching and learning can evoke the desire and interests of the new, stir up motivation and stimulation of learning activities, and even psychological influences brought against students.¹⁹

Levie & Lentz posited four media learning function, especially the visual media, namely:²⁰

a. Attention Function

The function of the visual media that is attracting attention and directing the attention of the students to concentrate on the content related to the meaning of the displayed visual or text accompanying the subject matter.

b. Affective Functions

The functions of affective visual media can be seen from the level of enjoyment of the students when studying or reading a text display. The picture or the emblem of the visual can be evocative of

¹⁹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2009), p. 15.

²⁰ *Ibid.*, p. 16.

emotions and attitudes of students, for example, information relating to social issues or race.

c. Cognitive Function

Cognitive function of visual media seen from the findings of the study revealed that the visual symbol or image is to accelerate the achievement of the goal to understand and remember information or messages contained in the image.

d. Compensatory Function

Function kompensatoris visual media seen from the results of research that the visual media that provide the context for understanding the text helps students who are weak in reading to organise information in text and remember it again. In other words, the media learning function to accommodate students who are weak and slow to receive and understand the contents of the lessons are presented with text or presented verbally.

Sudjana & Sudjana and Rivai argued the merits of learning media in the learning process of students, i.e.:²¹

- a. Learning will further attract the attention of students so as to cultivate the motivation of learning
- b. Learning materials will more clearly its meaning so that it can be better understood by students and enable it to achieve the goals of learning and mastering

²¹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2009), p. 24.

- c. Methods of teaching will be more varied, not merely verbal communication through the utterance of a teacher, so the students are bored and do not run out of steam, especially when teachers teach at any hour lesson.
- d. Students may be doing more learning activities because not only listening to the teacher's explanation, but also other activities such as observing, perform, demonstrate, playing, and others.

4. Use of the Learning Media

As we know humans have achieved rapid progress in the fields of education and technology. This is evident by the presence of media-based learning *macro media flash, autoplay, videoscribe*, and still more. In the world of education, media used namely media ranging from the most simple to the most sophisticated media. The media is used as a tool in the learning process. Regarding the use of the media, Daryanto conveys the General principles of the use of the media, i.e.:²²

- a. The media serve as working tools.
- b. Should be in accordance with the objectives achieved.
- c. Should know or controlled with either the media tools used.
- d. Don't just use the media merely as a distraction.
- e. None of the tools are good for all purposes because it depends on the situation and condition of the school environment.

²² Daryanto, *Panduan Proses Pembelajaran Kreatif dan Inovatif* (Jakarta: AV Publisher, 2009), p. 425.

5. Types of the Learning Media

There are several types of media of instruction that can be used in teaching, including the following:²³

- a. Graphic media, such as images, photos, graphics, and so on.
- b. Three dimensional media, such as a solid model, the model cross section, etc.
- c. The media projections, such as slides, film strips, OHP etc.
- d. The use of the environment as a medium of instruction.

B. Thematic Learning

1. Thematic Learning Definition

Themes are tools or container to introduce various concepts to students as a whole.²⁴ The theme was intended to use the learners know the various concepts easily and clearly. While the thematic learning according to Kunandar is integrated learning that uses the theme as a unifying material in several subjects at once in one time face-to-face.²⁵ Thematic learning is learning patterns that integrate knowledge, skills, creativity, values and attitudes of learning by using themes. It can be concluded that thematic learning is integrated learning that relate some of the material or subject into a theme, which aims to provide learning experiences that are meaningful to learners.

²³ Sadiman, *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta: PT Raja Grafindo, 2008), p. 25.

²⁴ Moch.Masykur Ag and Abd. Halim Fathani, *Mathematical Intelligence* (Jakarta: Ar-Ruzz Media, 2007), p. 61.

²⁵ Kunandar, *Guru Profesional* (Jakarta: PT Raja Grafindo Persada, 2007), p. 334.

2. Thematic Learning Principles

Thematic learning process is expected to offset the real needs and changing times. As learning that empowers students then practice should minimize methods lectures. As for the underlying thematic learning principle is as follows:²⁶

First: Integrated with environmental or contextual in nature. This means that the learning is packed in a format the link between “the ability of learners to find the problem” with “solves real problems faced in everyday life”. While this form of learning is designed so that learners work in earnest in discovering the real learning theme, then do it.

Second: Have a theme as a means of unifying multiple subjects or study. In the terminology of cross curriculum areas of study, such a theme is often referred to as the Centre of reference in the process of merging or integrating a number of subjects.

Third: Using the principle of learn while playing and fun (*joyful learning*).

Fourth: Learning provides the direct experience that is meaningful for learners.

Fifth: Instill the concept of various subjects or study materials in a particular learning.

Sixth: Separation or distinction between subjects with other subjects is hard to do.

²⁶ Departemen Agama, *Pedoman Pelaksanaan Pembelajaran Tematik* (Jakarta: Departemen Agama RI, 2005), p. 14.

Seventh: Learning can be developed in accordance with the abilities, needs, and interest's learners.

Eighth: Learning is flexible.

Ninth: The use of variation in the method of learning.

3. Characteristics of Thematic Learning

As a model of learning in primary schools, thematic learning characteristics the following characteristics:²⁷

- a. Centered on students
- b. Provide direct experience
- c. Separation of subjects not so clear
- d. Present the concept of the variety of subjects
- e. Is flexible
- f. Learning outcomes in accordance with the interests and needs of the students
- g. Using the principle of learn while playing and fun

4. Steps of Thematic Learning

Implementation should be done on thematic learning composed in accordance with the steps. As for the thematic learning steps are as follows:²⁸

- a. The basic competency mapping
- b. Set network theme
- c. Preparation of thematic learning syllabus

²⁷ Kunandar, *Guru Profesional* (Jakarta: PT Raja Grafindo Persada, 2007), p. 335.

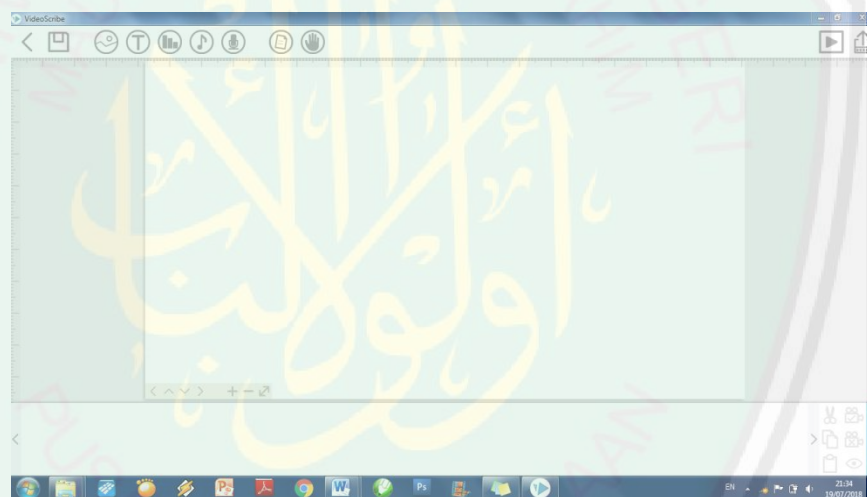
²⁸ *Ibid.*, p. 338.

- d. Preparation of learning plans/thematic instructional design
- e. Classroom management

C. Supporting Software Development

1. Sparkol VideoScribe

VideoScribe is the software that we can use in making design of animation set in white with a very easy. This software was developed in the year 2012 by sparkol (one of the companies that are in the United Kingdom). Exactly a year after it was released and publicized, this software already have the users of 100 thousand people more.²⁹



Picture 2.1 Display of Sparkol VideoScribe

Videoscibe has two type and two versions. The first type of online, and the next type of offline. Whereas the first version is a trial version, IE users can use this software free of charge for a period of 30

²⁹ Jon Air, et al., *Video Scribing How Whiteboard Animation Will Get You Heard* (London: Sparkol ltd, 2014), p. 7.

days. After that users are required to switch to pro version. In the pro version, users have to pay or buy software.³⁰

Sparkol VideoScribe presents a variety of pictures, music, and letters and forms an attractive design so it can be adjusted to the desired lesson. Users of this software do not have to use the provided design but can also use a design that is already made and then put it into software. Users can also insert video sound according to your needs.

Based on the taxonomy of instructional media created by R. Gagne (1965) then videoscribe can be put in this type of learning media *mechine of learning* (the learning machine). Through this medium can give you experience directly via computers and the internet and can also combine multiple media items such as text, audio, and animation.³¹

Sparkol VideoScribe is multifunctional software that can be used for various activities. The benefits that can be obtained from the use of the media Sparkol VideoScribe which are used for the purposes of online business is to apply the idea of marketing, educator, teacher or lecturer as an introduction to learning, and others.³²

³⁰ Obilearning.blogspot.com (14 Mei 2017), seen on October, 22 2017, 14.01 o'clock.

³¹ *Ibid.*

³² Zahra A., et al., "Pemanfaatan Media VideoScribe-Sparkol untuk Meningkatkan Budaya Literasi Guru dan Peserta Didik", Short paper of National Seminar, PPS Unsri, November, 25 2017, p. 306.

The operation of the software VideoScribe of course requires skill for stringing material and creates visual support material. In addition to running it on a PC requires at least:³³

The operating system : Microsoft Windows Vista

RAM Memory : 1 GB

Processor : 1, 6 GHz

Monitor : 800 x 768 resolutions

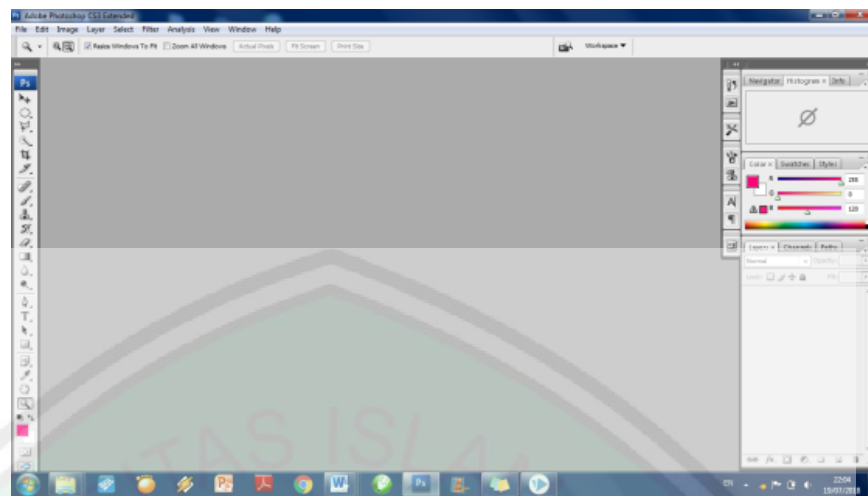
2. Adobe Photoshop CS3

Adobe Photoshop CS3 is software a very powerful image processing with all amenities.³⁴ We are able to process any image we have to fit our needs by way of processing the colors, the look, add a caption, etc. There are a variety of menus that are provided include menu, File, Edit, Image, Layer, Select, and Filter, Analysis, View, Windows, and Help.

In the development of the learning media using Sparkol VideoScribe and Adobe PhotoShop CS3, researchers sought to display images that correspond to learning so that students can more easily understand the subject matter.

³³ Help.videoscribe.co, *Persyaratan Sistem Minimum untuk Desktop VideoScribe*, February, 7 2018, seen on July, 20 2018, 12:17 o'clock.

³⁴ Handriyo-tvf.dosen.isi-ska.ac.id, *Modul PhotoShop CS3*, August 2011, seen on July, 20 2018, 12:34 o'clock.

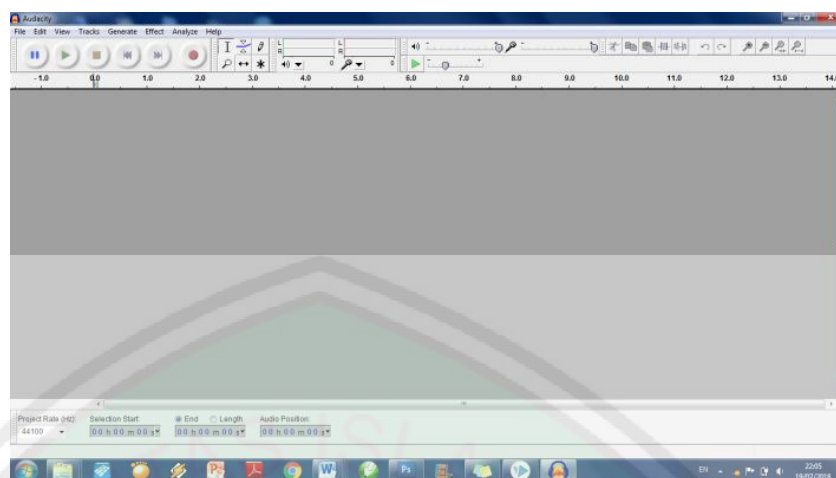


Picture 2.2 Display of Adobe Photoshop CS3

3. Audacity

Audacity is a free sound recorder and editor of the open source and free.³⁵ Audacity will help us to record sounds; play back the recording and editing sound so we can produce sounds as we need. In the current study does not require researchers to use Audacity because in fact already available features to record sound and adding music on Sparkol VideoScribe. But the researchers choose to use Audacity to combine some of the recorded sound to match the duration and can be arranged neatly.

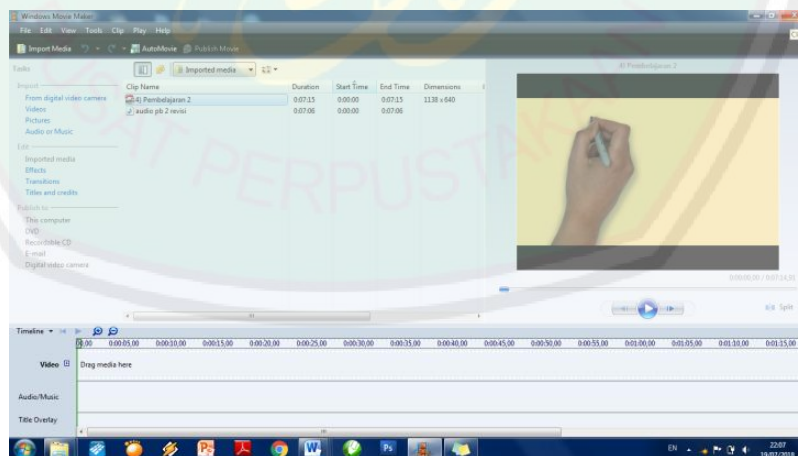
³⁵ <https://id.m.wikihow.com>, 4 Cara untuk Menggunakan Audacity, seen on July, 20 2018, 13:39 o'clock.



Picture 2.3 Display of Audacity

4. Windows Movie Maker

Windows Movie Maker is a video editing program that is simple, designed for PC owners with little experience to make home video.³⁶ We can edit the video with how to cut, delete, merge, etc. according to our needs. In this study researchers using Windows Movie Maker to incorporate video that has been made in the Sparkol VideoScribe with a voice that's been edited in Audacity.



Picture 2.4 Display of Windows Movie Maker

³⁶ <https://firdauswandi.wordpress.com>, *Pengertian Windows Movie Maker*, seen on July, 20 2018, 14:04 o'clock.

D. The Learning Achievements

1. Definition of Learning Achievements

The achievement is an outcome of a person after doing an activity. Shah explained that the accomplishment of learning is a change in the psychological realm as a result of the experience and the learning process of students who achieved a certain period.³⁷ Basically the achievements and results of the study were the same, that is to say in there learning achievements learning results.³⁸ So someone winning or have reached a good learning results he considered overachievers. Whereas in view of Islam, an achievement that is essential not only at the Summit of achievement of success, but also since the intention for Allah, processed, and obtained in accordance with the Islamic aqeedah, because in the Islamic concept of every charitable deed is definitely noted and would later be asked to liability, and Allah will give a reward for all her efforts.³⁹ As the word of Allah in the Qur'an surah An-Najm verse 39-40:

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى (٣٩) وَأَنَّ سَعْيَهُ سَوْفَ يُرَى (٤٠)

Meaning: "and that the man will get what it has earned, and indeed his later will be shown (him)."

Based on the opinion of the above it can be concluded that the sense of accomplishment of learning is one of the results obtained after

³⁷ Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru* (Bandung: Rosda, 2014), p. 148.

³⁸ Siti Ma'sumah, "Pengaruh Disiplin Belajar terhadap Prestasi Belajar Siswa Kelas IV Sekolah Dasar Negeri Se-Daerah Binaan II Kecamatan Petahanan Kabupaten Kebumen", Thesis, PGSD Department, State University of Semarang, 2015, p. 29.

³⁹ www.psikologi-islam.com, *Mari Menuju Prestasi yang Hakiki*, seen on November, 1 2018, 12:12 o'clock.

making the learning process. Learning achievement seen from the results of the study in the form of numerical values as well as values of the letters is obtained within a specified time. Achievements of study in this research is the value obtained by students after learning to use videoscribe for 6 times learning. The resulting value in the form of numerical values.

2. Factors in Learning Achievement

Accomplishment of learning is influenced by a number of factors both internal and external, such as the following:⁴⁰

a. Internal Factors

Internal factors that affect student learning achievements include intelligence, interests, attitudes, and motivation. In addition, the time and opportunity also affects the learning achievements of students because every person has the time and different occasions so that it will have an effect on the ability of the students.

b. External Factors

External factors that affect student learning achievements can be classified into a factor of social and non-social. Social factors concerning human relationships that occur in various social situations i.e., family, school, friends and community. While a non-social factors include the physical and natural environment.

⁴⁰ Hamid Darmadi, *Kemampuan Dasar Mengajar Landasan Konsep dan Implementasi* (Bandung: Alfabeta, 2010), p. 188-190.

CHAPTER III

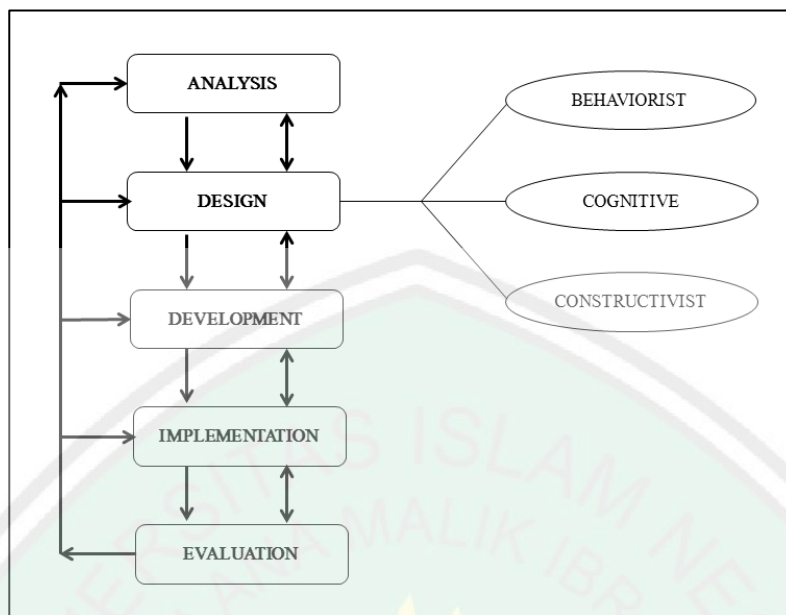
RESEARCH METHOD

A. Types of Research

This includes research into the types of research and development (R & D). This research aims to produce a product in the form of instructional media and testing the effectiveness of these products. So research and development can improve product quality and assess the changes that occurred after the holding of the development.

B. Model of Development

Development model that was used in the development of media-based Sparkol VideoScribe this is ADDIE model of development (Analysis-Design-Development-Implementation-Evaluation) that is one of the development model of the method Research and Development (R & D). ADDIE model of development appeared in 1990, which was developed by Reiser and Mollenda. The reason researchers are using this model of development since ADDIE has work procedures based on the Research and Development (R & D), more systematic and simple. The following chart ADDIE model of development:



Picture 3.1 ADDIE Model of Development

C. Procedure of the Development

ADDIE model of development in a series of stages which must be pursued as below.

1. Analysis

Analysis is the process of identifying issues on which samples of research. In this research a step analysis is a data collection phase related problems that occur in the study then identified troubleshooting through needs analysis that correspond to problems found. Problems found in this study are the result of learning some of the students who are considered to be still under the average value and solving the problem by developing learning Sparkol media VideoScribe.

2. Design

Design is the phase of designing the look of the media that will be developed. In this study the design of map making are competencies, map material, an outline of the content of the material, and the paper media. Media design tailored to the characteristics and characteristic thematic Learning students.

3. Development

Development is part of the learning media in accordance with the design of the media in the design phase. In this study the development phase is the phase of the production of media. In addition the media will be revised by experts the media and expert material for repair. After that media will be validated disqualified to be applied in learning by media experts and expert material. Validation is now performed using media that is already provided by the researchers.

4. Implementation

Implementation is the stage to apply the learning media has been created to be developed and prepared in accordance with the roles and functions. In this study the media will be implemented in 4th grade at SDN Sukoharjo 2 of Malang.

5. Evaluation

Evaluation is to evaluate the stage of products that have been developed. In this stage of evaluation research done by observing the change in student learning outcomes data on thematic learning. This

stage aims to find out if the media that is created is in compliance with the initial expectations or not.

D. Validation of Product

Validation of the product aims to get accurate data for revision (repair), in order to achieve eligibility products. Before try the product tested will be consulted with several experts includes expert content and learning media expert. After the consult, the product will be addressed and assessed by the teacher of 4th grade.

1. Design of Validation

This includes validation design validation content validation and product design. This validation is aiming to obtain data in the form of assessment and advice validator. So the known valid whether or not the product will then be carried out revision.

2. Subject of Validation

The subject of validation or validator thematic learning media consists of two professors, namely as a material and design experts as well as a teacher curriculum experts at SDN Sukoharjo 2 of Malang. Here are the criteria of each validator.

- a. The validation criteria lecturers material, namely:
 - 1) Lecturer PGMI competent in the field of curriculum 2013.
 - 2) Understand the concept of thematic learning theme of my hero subtheme struggle of the heroes.
 - 3) Understand the various stories on the theme of 5 subthemes 1.

b. The criteria of validation design lecturer of media-based learning Sparkol VideoScribe, i.e.:

- 1) Lecturer teaches courses development and learning media or lecturer who was a speaker on creating media.
- 2) Experienced in designing learning media.
- 3) Write training modules learning media.

c. Teacher learning media validation criteria, i.e.:

- 1) Experienced teaching curriculum 2013
- 2) Understanding the curriculum 2013 of 4th grade at SD/MI
- 3) Understanding the thematic learning of 4th grade at SD/MI

3. Type of Data

The types of data that are retrieved from the results of the validation against the media developed there are two kinds. First is the quantitative data obtained from the scoring results in the form of percentage to know eligibility and valid media. The second is the qualitative data in the form of opinions and suggestions from the validator.

4. Instrument of Data Collection

Instruments used in data collection is in the form of a question form consists of two parts. The first part is in the form of likert scale question form with 5 alternative answers, as follows:

- a. Score 1, if it is not very precise, very obscure, very not easy, not very interesting.

- b. Score 2, If less precise, less obvious, less convenient, less attractive.
- c. Score 3, If appropriately enough, clear enough, easy enough, quite interesting.
- d. Score 4, If appropriate, clear, easy, interesting.
- e. Score 5, If very precise, very clear, very easy, very interesting.

While the second part is the qualitative data collection instruments in the form of comments and suggestions filling sheets validator.

5. Technique of Data Analysis

Data analysis techniques used for analyzing quantitative data validation results is with the technique of calculation of the average value of a function to know the ranking of the final value for the items in question. The formula of calculation of average value are as follows:

$$P = \frac{\Sigma X}{\Sigma Xi} \times 100$$

Description :

P = The percentages are searchable (feasibility)

ΣX = The amount of assessment answers

ΣXi = The highest number of answers

100 = Integer constants

Table 3.1 The Eligibility Criteria of the Learning Media ⁴¹

The percentage of (%)	The Level of Validity	Eligibility Criteria
90 – 100	Very valid	Very decent, no need for revision
75 – 89	Valid	Worthy, no need for revision
65 – 74	Quite valid	Pretty decent, needs to be revised
55 – 64	Less valid	Less worthy, need a revision
0 – 54	It is not valid	The revision is not feasible, the total

E. Trial of Product

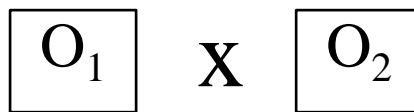
Product trials are meant to gather data that can be used as a basis to set degree of effectiveness, efficiency, and or the charms of the resulting product. Product test can be performed after the validation and revision of product. In this section in sequence can be expressed as follows:

1. Design of Trial

The design of the trials of the product made after the design of the finished product. Product trial aims to find out whether the product that made decent used or not and to what extent the product is made can reach target. Trials conducted before-after ⁴² i.e. compare the circumstances before and after wearing the new system.

⁴¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: CV Alfabeta, 2008), p. 135.

⁴² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: PT Rosdakarya, 2011), p. 101.



Picture 3.2 Design of a Practical (*Before-After*) O_1 is the Value Before and O_2 is the Value after the Practical

Description:

X = learning using learning media

O_1 = the preliminary test/pre test

O_2 = the final test/post test

2. Objects of Trial

Trial object in a thematic learning media development of 4th grade at SD/MI consists of expert material, members of the media learning, master of 4th grade, and 4th grade students at SDN Sukoharjo 2 of Malang.

3. Type of Data

Data obtained in this study was the quantitative data obtained from tests of learning achievements the study of thematic theme 5 my hero and subtheme 1 struggle heroes teaching 1 up to 6 a pretest and posttest.

4. Instrument of Data Collection

Instruments required in this research are a pretest and posttest. This test aims to find out whether there is an increase in student achievement on thematic learning using media Sparkol VideoScribe.

5. Technique of Data Analysis

In field trials, data obtained from the question form and achievement test results of learning achievement. This data was collected by using the initial tests and final tests in order to find out the results of student learning target i.e. class IV before and after using product learning media development. To calculate the rate comparisons using test-T. The following formula is used with a level of significance 0,05% is:⁴³

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

Description :

t = test-T

Md = the average of the difference between the pretest and post test

d = post test score difference against the pretest each sample

n = the number of samples

⁴³ Subana, et al, *Statistika Pendidikan* (Bandung: Pustaka Setia, 2005), p. 131-132.

CHAPTER IV

DATA EXPOSURE AND DISCUSSION

A. The Results of the Learning Media Development

1. Description of Thematic Learning Sparkol Media VideoScribe

Description of thematic learning media in the form of video-based Sparkol VideoScribe the theme of My Hero subtheme Struggle of the Heroes for grade IV SD/MI is as follows:

a. The Identity of the Product

Physical form : Video CD

Title : Sparkol VideoScribe-based learning theme 5 subtheme 1 struggle heroes for SD/MI students of class IV.

Target : 4th grade students

Compilers : Nurul Ilmiyah

b. Cover Media

Part cover in the media learning these two parts cover the front and back cover. The following explanation:

1) Cover the Front

The front cover consists of a customized book titles with subject matter developed entitled “Sparkol videoscribe-based learning theme 5 subtema 1 struggle heroes for SD/MI students of class IV”, using the curriculum of 2013. In this section there

is a hero character animation to better facilitate the understanding of the students.



Picture 4.1 The Front Cover of the CD Display

2) Back Cover

Cover the back consists of a description of the learning video 1 to 6 then added UIN logo and the logo of the PGMI at bottom.



Picture 4.2 Display Back Cover CD

c. The Opening Video

The video was found in the early part of the media. In these video written departments' agencies, the origin of the name of the compiler of the media, and the material covered in the media,

namely the struggle of the hero. This video duration 1 minute 2 seconds with accompanied music "Maju Tak Gentar".



Picture 4.3 Display of Video Opening

d. Video KI/KD

The second video contains a basic competency in the core competencies of the three subtema 1 "Struggle of the Heroes". This video duration 2 minutes 19 seconds with accompanied music "Kalimba".



Picture 4.4 Display of KI/KD Video

e. Video Material

Video material consists of six videos according to the number of learning each one subtema. Video material contained on third

until the eighth video describes material on learning learning one to six. Following his:

1) Video of Learning 1

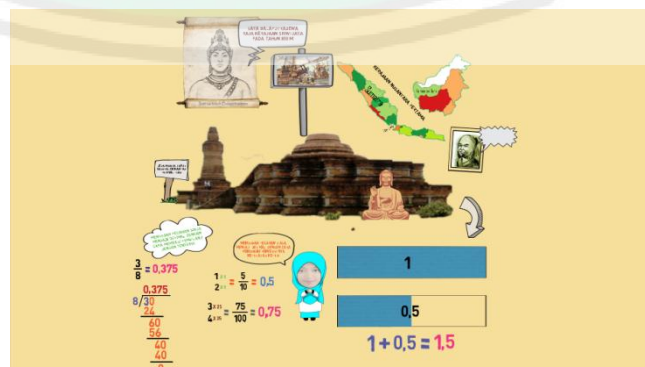
This video contains material on learning 1 which is about the struggle of King Purnawarman and attitude of unity. This video duration 2 minutes 23 seconds with sound accompaniment of compilers that describe material in video.



Picture 4.5 Display of Learning 1 Video

2) Video of Learning 2

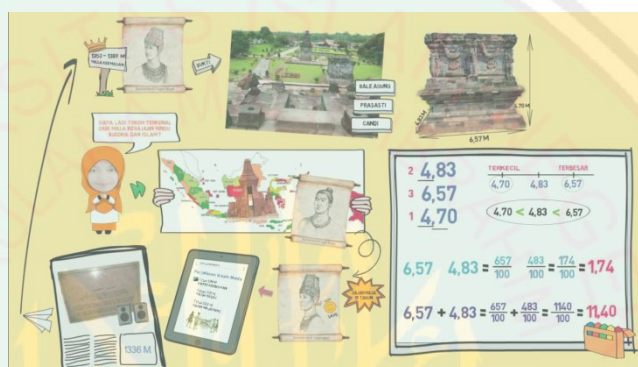
This video contains material on learning 2 which is about the struggle of King Balaputradewa and how to change fractions into decimal. This video lasts 6 minutes 51 seconds with sound accompaniment of compilers that describe material in video.



Picture 4.6 Display of Learning 2 Video

3) Video of Learning 3

This video contains material on learning 3 which is about the struggle of Gajah Mada and operation of decimal addition and subtraction. This video lasts about 6 minutes 32 seconds with sound accompaniment of compilers that describe material in video.



Picture 4.7 Display of Learning 3 Video

4) Video of Learning 4

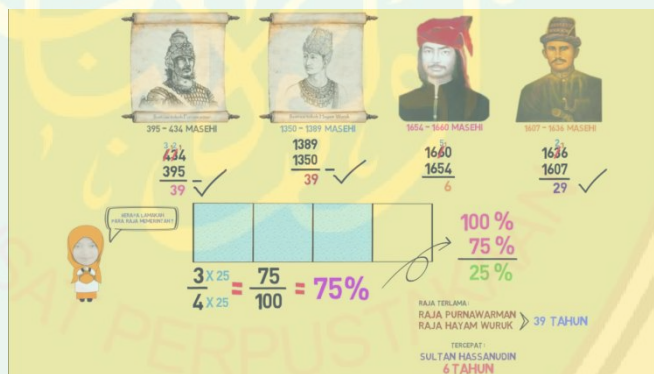
This video contains material on study 4 which is about the struggle of Hasanuddin, one of the properties of light can be reflected, and how to distinguish long and short high beep low tone according to Zoltan Kodaly and how to distinguish long and short high beep low tone according to Zoltan Kodaly. This video lasts 3 minutes 50 seconds with sound accompaniment of compilers that explain the material in the video.



Picture 4.8 Display of Learning 4 Video

5) Video of Learning 5

This video contains material on learning that is about 5 times the King ruled his Kingdom and how to change fractions into percent. This video lasts about 7 minutes 58 seconds with sound accompaniment of compilers that describe material in video.



Picture 4.9 Display of Learning 5 Video

6) Video of Learning 6

This video contains material on learning 6 which is about the struggle of Sultan Iskandar Muda, how to treat the wounds of the scratch, and how to create a simple lup. This video lasts 3

minutes 19 seconds with sound accompaniment of compilers that explain the material in the video.



Picture 4.10 Display of Learning 6 Video

f. Video Cover

Video cover there at the end of the medium that contains a short bio and credits the framer of the media. This video lasts 44 seconds with accompanied music "Spongebob Squarepants - Closing Theme".



Picture 4.11 Display of Video Cover

2. Validation Products

Data obtained in this study there are two kinds of data, i.e. the qualitative and quantitative data. The data obtained through a two-stage assessment, i.e. validation experts and field test. Data validation against

the media learning gained from evaluations conducted by the three validator comprising validator expert content/material, design experts, and validator expert instruction.

Data obtained data for the qualitative and quantitative data. Qualitative data in the form of additional assessment or advice from the validator, whereas the quantitative data obtained from the assessment scale liker question form. Assessment criteria in question form validator experts and students are as follows:

Table 4.1 the Eligibility Criteria of the Learning Media ⁴⁴

Score	Description
1	Not exactly, is not clear, it is not easy, not interesting
2	Less precise, less obvious, less convenient, less attractive
3	Appropriately enough, clear enough, easy enough, quite interesting
4	Precise, clear, easy, interesting
5	Very precise, very clear, very easy, very interesting

a. The Results of Validation from Content/Material Expert

1) Presentation of Quantitative Data

Learning media development products are submitted to Mr. H. Ahmad Sholeh, M.Ag is the thematic learning media Sparkol VideoScribe subtheme struggle of the heroes. Quantitative data from the final assessment results raised through instruments now form a thematic study questionnaire against the media Sparkol VideoScribe can be seen in the following table:

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: CV Alfabeta, 2008), p. 135.

Table 4.2 The Results of the Assessment the Content/Material Expert

Number	Criteria	x	x_i	P(%)	Rates valid	Description
1.	Clarity of formulation of topics on learning media <i>Sparkol VideoScribe</i>	4	5	80	Valid	No Revision
2.	The suitability of the content of learning in media <i>Sparkol VideoScribe</i> learning with curriculum 2013	5	5	100	Very Valid	No Revision
3.	Consistency and systematic presentation of learning content in media <i>Sparkol VideoScribe</i>	4	5	80	Valid	No Revision
4.	The suitability of the scope of the material presented in the media <i>Sparkol VideoScribe</i>	5	5	100	Very Valid	No Revision
5.	The suitability of the use of languages in the media <i>Sparkol VideoScribe</i> students with an understanding	4	5	80	Valid	No Revision
6.	The suitability of images in clear material	4	5	80	Valid	No Revision
7.	The clarity of the text and narrative in the media <i>Sparkol VideoScribe</i>	4	5	80	Valid	No Revision
8.	The material in the media can motivate students to learn	4	5	80	Valid	No Revision
Total		34	40	85 %	Valid	No Revision

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

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

$$P = 85 \%$$

Based on the above calculation then the observations made by the experts of the content/material overall reached

85%. If matched with the table of eligibility criteria, then this score is included in the criteria for valid or worthy to be used.

2) Presenting of Qualitative Data






As for qualitative data that comes from the comments and suggestions of the expert content/material about thematic learning sparkol videoscribe media subtema the struggles the heroes through the statement. Following the advice of expert content i.e. the image map more material needs to be expanded and clarified.

All data from the results of the review, assessment and discussion with content experts to revise the Foundation made to perfection before learning media components tested on students as a user of the product development.

3) Revision of Product Development

Based on the results of the expert assessment or response content/material, then essentially thematic learning media sparkol videoscribe subtema struggle the hero need revision or improvement gets. Comments and suggestions from the experts the content/material attempted carefully embodied in order that the resulting development product refinement. Based on the results of the analysis carried out, then the revision of learning media is as follows:

Table 4.3 Revision Content/Material Expert

Number	The revised points	Before Revision	After Revision
1.	Image map should be clarified		
2.	The material needs to be expanded		
3.	The material needs to be expanded	There has been no	

b. The Results of the Validation of Design Experts

1) Presentation of Quantitative Data

Learning media development products are submitted to Mr. Ahmad Makki Hasan, M.Pd is the thematic learning media Sparkol VideoScribe subtheme struggle heroes. Quantitative data from the final assessment results raised through instruments

now form a thematic study questionnaire against the media Sparkol VideoScribe can be seen in the following table:

Table 4.4 The Results of the Validation of Design Experts

Number	Criteria	x	x_i	P(%)	Rates valid	Description
1.	Interested model of learning media development Sparkol design VideoScribe	5	5	100	Very Valid	No Revision
2.	Interested design layout opener on Sparkol learning VideoScribe interested of media design layout opener at media learning Sparkol VideoScribe	5	5	100	Very Valid	No Revision
3.	The suitability of the usage of fonts and colors in the media learning Sparkol VideoScribe	4	5	80	Valid	No Revision
4.	The suitability of the selection of the images used in the learning Sparkol media VideoScribe	4	5	80	Valid	No Revision
5.	Interested of animation effects in learning Sparkol media VideoScribe	4	5	80	Valid	No Revision
6.	Interested music accompanist on learning Sparkol media VideoScribe	5	5	100	Very Valid	No Revision
7.	The narrative voice clarity on learning Sparkol media VideoScribe	4	5	80	Valid	No Revision
8.	The suitability of the time spent in learning Sparkol media VideoScribe	4	5	80	Valid	No Revision
9.	Ease of understanding the subject matter in learning Sparkol media VideoScribe	4	5	80	Valid	No Revision
10.	The effectiveness of the learning media Sparkol VideoScribe developed in the learning activities	4	5	80	Valid	No Revision
Total		43	50	86 %	Valid	No Revision

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

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

$$P = 86 \%$$

Based on the above calculation then the observations made by the experts of the overall design reaches 86%. If matched with the table of eligibility criteria, then this score is included in the criteria for valid or worthy to be used.

2) Presenting of Qualitative Data

As for qualitative data derived from a design expert comments and suggestions about the thematic learning sparkol videoscribe media subtema the struggles the heroes through open-ended questions will be poured. Here is advice from experts design "design that is used overall been great there are only a few that need to be repaired, replace the face animated characters with faces of compilers, remove the background on each of the pictures, and the show as a whole measures during the processing operation numbers".

Semua data dari hasil review, penilaian dan diskusi dengan ahli desain dijadikan landasan untuk merevisi guna penyempurnaan komponen media pembelajaran sebelum diuji cobakan pada siswa sebagai pengguna produk pengembangan.

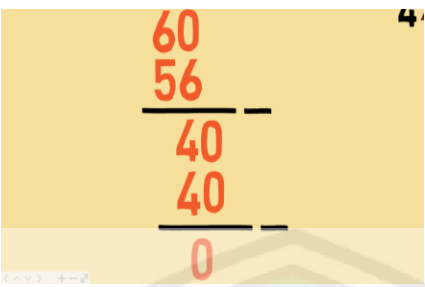
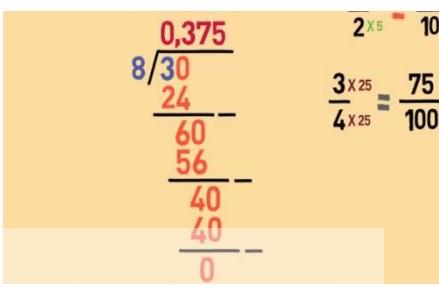
3) Revision of Product Development

Based on the results of the assessment or response expert design, then essentially thematic learning media sparkol videoscibe subtema struggle the hero need revision or improvement gets. Comments and suggestions from experts design realized by trying their best in order the consummation product development generated.

Based on the results of the analysis carried out, then the revision of learning media is as follows:

Table 4.5 Revision Design Expert

Number	The Revised Points	Before Revision	After Revision
1.	Facial animation characters replaced with face framer		
2.	The background of each image is omitted		

3.	Operating measures the number displayed as a whole		
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c. The Results of the Validation of Subject Experts

1) Presentation of Quantitative Data

Learning media development products are submitted to Mrs. Yuniati, S.Pd as practitioners of learning is learning thematic media Sparkol VideoScribe subtema struggle heroes. Quantitative data from the final assessment results raised through instruments now form a thematic study questionnaire against the media Sparkol VideoScribe can be seen in the following table:

Table 4.6 Expert Assessment of Learning Outcomes

Number	Criteria	x	x_i	P(%)	Rates valid	Description
1.	The suitability of the material with KI and KD	4	5	80	Valid	No Revision
2.	Systematic presentation of the material	4	5	80	Valid	No Revision
3.	Truth and clarity of the material description	4	5	80	Valid	No Revision
4.	The material eases the understanding of students	4	5	80	Valid	No Revision
5.	The suitability of images to clarify the matter	4	5	80	Valid	No Revision
6.	The use of appropriate language in explaining the material	4	5	80	Valid	No Revision
7.	The suitability of the material for	5	5	100	Very	No

	understanding the scope of students				Valid	Revision
8.	The clarity of the text and narrative in the media learning Sparkol VideoScribe	4	5	80	Valid	No Revision
9.	The suitability of the time spent in learning Sparkol media VideoScribe	4	5	80	Valid	No Revision
10.	Media design learning model Sparkol VideoScribe in accordance with the characteristics of students	4	5	80	Valid	No Revision
Total		41	50	82 %	Valid	No Revision

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

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

$$P = 82 \%$$

Based on the above calculation then the observations made by the experts of the overall design achieved 82%. If matched with the table of eligibility criteria, then this score is included in the criteria for valid or worthy to be used.

2) Presenting of Qualitative Data

As for qualitative data that comes from the comments and suggestions of the expert study on thematic learning media sparkol videoscribe subtema struggle the hero is "the media made is pretty good".

B. Learning Media Interest

Data validation is obtained from the results of testing against the thematic learning sparkol media videoscribe on 38 students of 4th grade at

SDN Sukoharjo 2 of Malang. Exposure to the quantitative data from the results of the field test are as follows:

Table 4.7 Data Product Interest

Subject Students	Aspects of Assessment										$\sum N$	x_1	P(%)
	1	2	3	4	5	6	7	8	9	10			
1	5	5	4	4	5	4	5	5	4	5	46	50	92
2	5	4	4	3	3	5	5	4	4	3	40	50	80
3	5	4	4	3	3	5	5	4	4	3	40	50	80
4	4	5	5	4	5	4	4	3	5	5	44	50	88
5	5	4	4	5	5	3	4	5	4	5	44	50	88
6	5	5	3	5	5	3	5	5	5	4	45	50	90
7	4	5	3	5	4	5	4	5	4	5	44	50	88
8	4	5	4	5	5	4	5	5	4	5	46	50	92
9	5	4	5	4	5	3	3	5	5	5	44	50	88
10	5	5	5	5	5	5	5	5	5	5	50	50	100
11	4	5	4	4	5	3	4	4	5	5	43	50	86
12	5	4	2	5	5	4	3	5	4	5	42	50	84
13	5	5	4	5	5	4	5	5	5	4	47	50	94
14	3	4	5	4	4	2	3	4	2	4	35	50	70
15	5	5	5	4	5	4	4	5	4	5	46	50	92
16	5	4	5	5	5	4	5	4	4	5	46	50	92
17	4	4	4	3	4	5	5	5	4	5	43	50	86
18	5	5	5	5	5	5	4	4	4	5	47	50	94
19	4	5	4	5	5	5	5	4	5	5	47	50	94
20	5	4	4	5	5	4	5	4	5	5	46	50	92
21	4	5	5	4	4	4	5	4	5	4	44	50	88
22	5	5	5	5	5	5	5	5	5	5	50	50	100
23	5	4	5	5	4	5	3	3	4	5	43	50	86
24	4	4	4	5	5	4	4	5	3	4	42	50	84
25	4	4	4	4	4	4	4	4	4	4	40	50	80
26	4	5	4	5	5	5	4	5	5	5	47	50	94
27	5	4	4	5	4	5	3	4	4	5	43	50	86
28	4	5	4	5	5	4	4	5	4	4	44	50	88
29	5	5	5	4	4	3	5	4	5	5	45	50	90
30	4	5	5	3	4	4	5	5	5	4	44	50	88
31	5	5	5	5	5	5	5	5	5	5	50	50	100
32	5	4	5	4	5	4	5	4	5	4	45	50	90
33	4	5	3	4	5	5	5	4	5	4	44	50	88
34	5	3	4	5	4	5	5	5	4	3	43	50	86
35	5	5	4	5	5	4	5	5	5	5	48	50	96
36	5	5	5	4	5	5	5	5	5	5	49	50	98
37	4	4	5	4	4	5	3	4	5	4	42	50	84
$\sum x$	169	168	159	164	170	157	163	166	164	168	1648	1850	3296

$\sum x_i$	185	185	185	185	185	185	185	185	185	185	1850	1850	3700
%	91,4	90,8	85,9	88,6	91,9	84,9	88,1	89,7	88,6	90,8	89,08	100	89,08

Description:

Aspects of Assessment 1 : Thematic learning media sparkol videoscribe facilitate students in learning.

Aspects of Assessment 2 : Thematic learning media sparkol videoscribe give morale in learning activities of students.

Aspects of Assessment 3 : The convenience of the students to understand the material that exists on the learning media.

Aspects of Assessment 4 : The suitability of the typeface and size of the media learning.

Aspects of Assessment 5 : The clarity of the wording used in the learning media.

Aspects of Assessment 6 : The precision of the language used on the learning media.

Aspects of Assessment 7 : Conformity and attraction of images and colors found on the learning media.

Aspects of Assessment 8 : Voice clarity compilers used in the learning media.

Aspects of Assessment 9 : Suitability and interest in musical accompaniment on the learning media.

Aspects of Assessment 10: Media learning helps students to understand the struggles the heroes.

Subject Students : The respondent's students

x_1 : The total of ideal score for each respondent/students

$\sum N$: The total of score for each respondent/students

$\sum x$: The total score for each item

$\sum x_i$: The total of each item of the ideally score

The next step is the data analysis. Here is the percentage rate of interest thematic learning media sparkol videoscribe subtheme struggle heroes:

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

$$P = \frac{3296}{3700} \times 100 \%$$

$$P = 89,08 \%$$

Based on the above calculation is then retrieved the overall field trials reach 89.08%. When compared to the table the score then the eligibility criteria included in the criteria for valid or worthy because it includes interesting learning media for students.

C. Field Trial Results

From the implementation of the pre-test and post-test 4th grade at SDN Sukoharjo 2 of Malang on field trials will be presented in the following table:

Table 4.8 The Results of the Assessment of Field Trials on Pre-Test and Post Test

Number	Name	Value	
		Pre-test	Post-test
1.	Affan Sunan A.	70	80
2.	Ahmad Brahim S.	55	75
3.	Aida Lutfia Zahra	70	85
4.	Aulia Arum P.	65	80
5.	Clelsia Adha F.	70	80
6.	Danendra P.A.	55	80
7.	Davin Fitra R.	70	90
8.	Desy Rahmania	65	75
9.	Dinar Maulidia	75	85
10.	Eben Sangga P.	65	80
11.	Estiningtyas M.	50	85
12.	Fairus Tegar M.	55	75
13.	Fatimatus Zahra	60	75
14.	Ganis Maulidia B.	50	70
15.	Hikmatus Saada	60	75
16.	Inayatus Saada	55	80
17.	Irma Tiana Dewi	50	75
18.	Keylla Ayu Amalia	70	80
19.	Mahesa Ezzar W.	70	95
20.	Moch Fachri Ikbar	75	80
21.	Muh. Afrizal Fachri	80	85
22.	Muh. Ahdan A.	75	90
23.	Muh. Farhan Al H.	55	80
24.	Muh. Umar Kadafi	70	85
25.	Nasywa Alief Yumna	45	75
26.	Naura Diza Salsabila	70	90
27.	Naura Laila N.	60	80
28.	Raisah Lutfiah F.	60	85

29.	Sabila Dyuta Q.	55	70
30.	Salsabilla	70	80
31.	Saskia Putri S.	60	90
32.	Siti Hanifa	75	80
33.	Solehah	55	85
34.	Vinela Aura S.	45	65
35.	Vira Mutia A.	60	80
36.	Zafira	75	85
37.	Dika	70	80
Total		2335	2985
Average		63,1	80,7

The table above it can be seen by looking for the average results of pre-test and post-test with formula:

$$\text{Mean} = \frac{\Sigma x}{N}$$

Description:

Mean = average

Σx = total value of pre-test and post-test

N = the total of samples

Calculation based on the average by using equations above indicates that the average value of the pre-test is 63.1 and the average value of the post-test is 80.7. This shows that the average value of the post-test is greater than the average value of pre-test. From the data obtained shows that the media learning that have been developed can increase student achievement 4th grade at SDN Sukoharjo 2 of Malang.

The data value of the pre-test and the post-test, further analyzed through two samples T-test. This analysis technique is used to find out whether there is an impact on the treatment given to a group of objects. Indicators of whether or not there is the influence of the study i.e. If there is a difference between a cognitive understanding of students who performed before and after using the learning media development.

Based on existing data, It will be done the calculations related to the learning materials developed do can improve student learning achievements or not. Following the steps of calculation using the formula T-test.

Step 1 : Make the Ha and Ho in the form of sentences.

Ha: There is a difference in student learning achievements before and after using media learning Sparkol VideoScribe subtheme struggle of the heroes.

Ho: There is no difference in the learning achievements of students before and after using media learning Sparkol VideoScribe subtheme struggle of the heroes.

Step 2 : Search for T-count with the following formula:

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

Step 3 : Determine criteria for T-test.

- a. If T-count is less than the T-table then significant meaning Ho accepted and Ho rejected.

- b. If T-count is greater than the T-table then significant meaning that H_0 is rejected and H_a accepted.

Step 4 : Determine the statistical results on pre-test and post-test with the test-t formula.

Table 4.9 The Results of the Assessment Field Trials Pre-Test and Post-Test with T-Test Formula

Number	Name	Value		d	d^2
		Pre-test	Post-test		
1.	Affan Sunan A.	70	80	10	100
2.	Ahmad Brahim S.	55	75	20	400
3.	Aida Lutfia Zahra	70	85	15	225
4.	Aulia Arum P.	65	80	15	225
5.	Clelsia Adha F.	70	80	10	100
6.	Danendra P.A.	55	80	25	625
7.	Davin Fitra R.	70	90	20	400
8.	Desy Rahmania	65	75	10	100
9.	Dinar Maulidia	75	85	10	100
10.	Eben Sangga P.	65	80	15	225
11.	Estiningtyas M.	50	85	35	1225
12.	Fairus Tegar M.	55	75	20	400
13.	Fatimatus Zahra	60	75	15	225
14.	Ganis Maulidia B.	50	70	20	400
15.	Hikmatus Saada	60	75	15	225
16.	Inayatus Saada	55	80	25	625
17.	Irma Tiana Dewi	50	75	25	625
18.	Keylla Ayu Amalia	70	80	10	100
19.	Mahesa Ezzar W.	70	95	25	625
20.	Moch Fachri Ikbar	75	80	5	25
21.	Muh. Afrizal Fachri	80	85	5	25
22.	Muh. Ahdan A.	75	90	15	225
23.	Muh. Farhan Al H.	55	80	25	625
24.	Muh. Umar Kadafi	70	85	15	225

25.	Nasywa Alief Yumna	45	75	30	900
26.	Naura Diza Salsabila	70	90	20	400
27.	Naura Laila N.	60	80	20	400
28.	Raisah Lutfiah F.	60	85	25	625
29.	Sabila Dyuta Q.	55	70	15	225
30.	Salsabilla	70	80	10	100
31.	Saskia Putri S.	60	90	30	900
32.	Siti Hanifa	75	80	5	25
33.	Solehah	55	85	30	900
34.	Vinela Aura S.	45	65	20	400
35.	Vira Mutia A.	60	80	20	400
36.	Zafira	75	85	10	100
37.	Dika	70	80	10	100
Total		2335	2985	650	13550
Average		63,1	80,7	17,6	366,2

Following are the results of pre-test and post-test with T-test formula:

$$t = \frac{Md}{\sqrt{\frac{\Sigma d^2 - \frac{\Sigma d^2}{n}}{n(n-1)}}} \quad Md = \frac{\Sigma d}{n} = \frac{650}{37} = 17,6$$

$$t = \frac{17,6}{\sqrt{\frac{13550 - \frac{13550}{37}}{37(37-1)}}$$

$$t = \frac{17,6}{\sqrt{\frac{13550 - 3662}{1332}}}$$

$$t = \frac{17,6}{\sqrt{\frac{9888}{1332}}}$$

$$t = \frac{17,6}{\sqrt{7,4}}$$

$$t = \frac{17,6}{2,7}$$

$$t = 6,5$$

Description:

t = T-test

Md = the average of the difference between the pre-test and post-test

d = difference score post-test against pre-test each sample

n = the total of samples

Step 5 : Compare T-count and T-table

T-count : 6, 5

T-table : 1, 7

Step 6 : Conclusion

The results of the calculation shows that T-count = 6, 5 and T-table =1, 7. In conclusion then, H_0 is rejected, and H_a acceptable. So there is a significant difference between learning achievements before and after using the media learning Sparkol VideoScribe subtheme struggle heroes. In table 4.9 of the average results of pre-test known to 63.1 and the average results of the post-test known 80.7 then point out that the results of the post-test experienced an increase of 17.6.

After finding out that there has been an increase in the learning results after using the media, indicating that the media has already managed to facilitate students in acquiring knowledge or skills. It's not that students already can be satisfied with the results of the study they earn, instead they

should be more excited again dig science profuse. They have extended the opportunity for achievement. Already an innate human achievements as it wants. Every human being has a desire to succeed so that whenever and wherever they will continue to look for it because humans have the properties that will never be satisfied. But to do that all must stay on the path that's been determined according the Islamic jurisprudence. As explained in the Qur'an surat Al- Qashah verse 77:

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ ۗ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا ۗ وَأَحْسِنَ كَمَا
أَحْسَنَ اللَّهُ إِلَيْكَ ۗ وَلَا تَبْغِ الْفَسَادَ فِي الْأَرْضِ ۗ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ (٧٧)

Meaning: "and seek the reward of the hereafter on what country has conferred unto God, but don't forget your share in the world and do all right (to others) as God has been kind to you, and you shall not do damage on Earth, truly, Allah does not love those who do mischief."

CHAPTER V

CONCLUSION

A. Conclusion

The results of the revised product development and its discussion are as follows:

1. After conducting research in SDN Sukoharjo 2 Malang, it was found that the media learning in school is still a little bit so that it appears the desire to give birth to a product development as part of the learning media. As for the product specifications is as follows:

- a. Physical form : Video CD
- b. Title : Sparkol VideoScribe-based learning theme 5 subtema 1 struggle heroes for SD/MI students of class IV.
- c. Material : Thematic grade IV theme of My Hero and Subtheme of struggle of the Heroes
- d. Object : Students of 4th grade
- e. The main software : Sparkol VideoScribe
- a. Supporting software: Photoshop CS3, Audacity, Windows Movie Maker
- f. Criteria : Valid or worthy to be used with a little revision

2. Based on the assessment of the media that is already done by the validator, the validator material expert design, and learning expert validator then obtained the result that is a percentage of the feasibility of the content/material on media of 85%, the percentage of media design feasibility 86%, and the percentage of the feasibility study of 82%. In accordance with the eligibility table then the media is said to be worth used with little revision. While the level of interested media obtained from grade IV SDN Sukoharjo was 89.08% of media is so worthy to be used.
3. The results of the pre-test and the post-test against the grade IV at SDN Sukoharjo 2 of Malang indicates that the average results of pre-test is 63.1 and the average results of the post-test known 80.7. This shows that there is a significant understanding as much as 17.6. At the same time reinforced with T-test analysis which demonstrates that $T\text{-count} = 6,5$ greater than $T\text{-table} = 1,7$. In conclusion then, H_0 is rejected, and H_a acceptable, so there is a significant difference between the results of the study before and after using the media learning Sparkol VideoScribe subtheme struggle heroes. So the media Sparkol VideoScribe for grade IV proved can improve student achievement by seeing an increase in the results of the study. In the view of Islam explained that excels not only when success is achieved, but also when they intend to do this for Allah, as well as the process that they go through in their success.

B. Suggestions

Learning media being developed are expected to support the learning of students in the 4th grade at SD/MI. As for suggestions that are submitted with regard to learning media development Sparkol VideoScribe is as follows:

1. Utilization Suggestions

To optimize the utilization of instructional media development Sparkol VideoScribe subtheme struggle heroes, advised as follows:

- a. This media has been tested through various stages and based on data results have proven their effectiveness in thematic learning activities.
- b. For practitioners of learning, learning media can be utilized in the delivery of material in particular struggle heroes.

2. Development Suggestions

For further development are recommended as follows:

- a. Product development is limited to the material of the struggle of the hero, so there is need for further development on other material.
- b. Media learning Sparkol VideoScribe subtheme struggle heroes can be used as a reference by the teacher to try to develop a learning media in accordance with the conditions of the students.

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APPENDIXES

APPENDIX I

CONSULTATION EVIDENCE



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BUKTI KONSULTASI SKRIPSI
 JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH

Nama : Nurul Ilmiyah
 NIM : 19140117
 Judul : Developing learning Media Sparkol Videoscribe on Struggle of
 the Heroes to Improve Learning Achievement of 4th Grade
 Students at SDN Sukoharjo 2 Malang
 Dosen Pembimbing : H. Mokhammad Yahya, Ph.D

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	9 Juli 2018	Revisi Proposal	
2.	19 Juli 2018	Revisi Media	
3.	27 Juli 2018	Acc Bab I, II, III	
4.	9 Agustus 2018	Bab IV	
5.	15 Agustus 2018	Acc Bab IV	
6.	20 Agustus 2018	Bab V	
7.	7 September 2018	Acc Bab V	
8.	24 September 2018	Abstrak	
9.	27 September 2018	Acc skripsi	
10.			
11.			
12.			

Malang, 28 September 2018.

Mengetahui
 Ketua Jurusan PGMI,

H. Ahmad Sholeh, M.Ag
 NIP. 197608032006041001

APPENDIX II

RESEARCH PERMIT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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Nomor : 1615 /Un.03.1/TL.00.1/05/2018
 Sifat : Penting
 Lampiran : -
 Hal : Izin Penelitian

18 Mei 2018

Kepada
 Yth. Kepala SDN Sukoharjo 2 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 : Nurul Ilmiyah
 NIM : 14140117
 Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
 Semester - Tahun Akademik : Genap - 2017/2018
 Judul Skripsi : The Development of Learning Media Sparkol Video Scribe on Struggle of the Heroes to Improve Student Achievement at 4th Grade Students at SDN Sukoharjo 2 Malang
 Lama Penelitian : Mei 2018 sampai dengan Juli 2018 (3 bulan)

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

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

Wassalamu'alaikum Wr. Wb.



Dekan,

Agus Maimun, M.Pd
 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

APPENDIX III

RESEARCH EVIDENCE



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SD NEGERI SUKOHARJO 2
KECAMATAN KLOJEN
NSS : 101056101005 / NPSN : 20540205
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SURAT KETERANGAN

No. 422/2090/35.73.301.01.054/VII/2018

Yang bertanda tangan dibawah ini:

Nama : Dra. HERIYANI, MM
NIP : 19600804 198112 2 007
Jabatan : Kepala SDN Sukoharjo 2 Kecamatan Klojen Kota Malang

dengan ini menerangkan bahwa:

Nama : NURUL ILMIYAH
NIM : 14140117
Jurusan/Prodi : Pendidikan Guru Madrasah Ibtida'iyah
Fakultas : Tarbiyah
Judul Skripsi : The Development of Learning Media Sparkol VideoScribe on Struggle of The Heroes to Improve Student Achievement at 4th Grade Students at SDN Sukoharjo 2 Malang

Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang tersebut diatas telah melaksanakan kegiatan penelitian "The Development of Learning Media Sparkol VideoScribe on Struggle of The Heroes to Improve Student Achievement at 4th Grade Students at SDN Sukoharjo 2 Malang" pada tanggal 28 Mei sampai dengan 6 Juni 2018 untuk memenuhi tugas mata kuliah Skripsi.

Demikian surat keterangan ini kami buat sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Malang, 6 Juni 2018
Kepala Sekolah



Dra. Heriyani, MM
Dinas Pendidikan / IV,a
NIP. 19600804 198112 2 007

APPENDIX IV

MATERIAL VALIDATION SHEET


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 http://tarbiyah.uin-malang.ac.id email : fitk@uinmalang.ac.id

Nomor : 1029 /Un. 3.1/PP.03.1/005/2018
 Lampiran : -
 Perihal : Permohonan menjadi Validator
 3 Mei 2018

Kepada :
 Yth. Bapak/Ibu H. Ahmad Sholeh, M.Ag
 di -
 Tempat :

Assalamualaikum wr. wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Nurul Ilmiyah
 NIM : 14140117
 Jurusan : Pendidikan Guru MI
 Judul Skripsi : Pengembangan Media Pembelajaran Tematik Sparkol Video
 Scribe Tema 5 Subtema 1 Perjuangan Para Pahlawan Untuk
 Meningkatkan Hasil Belajar Siswa Kelas 4 SDN Sukoharjo2
 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
 Muhammad Walid, M.A.
 07308232000031002

Identitas Ahli Isi/Materi

Nama :

NIP :

Jabatan :

Profesi :

Riwayat Pendidikan Ahli Isi/Materi :

1. TK :
2. SD/MI :
3. SMP/MTS :
4. SMA/MA :
5. S1/S2/S3 :

Pengalaman dalam bidang pendidikan :

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

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

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

Angket Penilaian Ahli Isi/Materi

**Development of Media Learning Sparkol Videoscribe in Theme 5 Subtheme
1 *Struggle of the Heroes* to Improve Outcomes of Learn Students at Grade 4**

Petunjuk pengisian dengan skala nilai :

Skor 5 : Sangat layak, tidak perlu revisi

Skor 4 : Layak, tidak perlu revisi

Skor 3 : Cukup layak, perlu revisi

Skor 2 : Kurang layak, perlu revisi

Skor 1 : Tidak layak, revisi total

A. Berilah tanda (√) pada alternatif jawaban yang dianggap paling sesuai dengan substansi Isi/Materi!

No.	Kriteria	Nilai				
		1	2	3	4	5
1.	Kejelasan rumusan topik pada media pembelajaran <i>Sparkol VideoScribe</i>				√	
2.	Kesesuaian isi pembelajaran dalam media pembelajaran <i>Sparkol VideoScribe</i> dengan kurikulum 2013					√
3.	Konsistensi dan sistematika penyajian isi pembelajaran dalam media <i>Sparkol VideoScribe</i>				√	
4.	Kesesuaian ruang lingkup materi yang disajikan dalam media <i>Sparkol VideoScribe</i>					√
5.	Kesesuaian penggunaan bahasa dalam media <i>Sparkol VideoScribe</i> dengan pemahaman siswa				√	
6.	Kesesuaian gambar dalam memperjelas materi				√	
7.	Kejelasan teks dan narasi dalam media <i>Sparkol VideoScribe</i>				√	

8.	Materi dalam media dapat memotivasi siswa untuk belajar					✓	
Jumlah Skor							
Prosentase Skor							

B. Mohon ahli isi/materi memberikan komentar dan saran tentang konten materi yang dikembangkan tersebut!

No.	Komentar	Saran
1.	Masih ada gambar petir Nasutara dan gelas	di perjelas
2.	Materinya perlu diper- luas lagi.	

Malang, 7 Mei 2018

A-sholeh
(.....)

NIP. 197608032006041001

APPENDIX V

DESIGN VALIDATION SHEET


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 : 102g /Un. 3.1/PP.03.1/005/2018 3 Mei 2018
 Lampiran : -
 Perihal : Permohonan menjadi Validator

Kepada
 Yth. Bapak/Ibu Ahmad Makki Hasan, M.Pd
 di -
 Tempat

Assalamualaikum wr. wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Nurul Ilmiyah
 NIM : 14140117
 Jurusan : Pendidikan Guru MI
 Judul Skripsi : Pengembangan Media Pembelajaran Tematik Sparkol Video
 Scribe Tema 5 Subtema I Perjuangan Para Pahlawan Untuk
 Meningkatkan Hasil Belajar Siswa Kelas 4 SDN Sukoharjo2
 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

Identitas Ahli Desain

Nama : Ahmad Matti Hasan
 NIP :
 Jabatan : Dosen
 Profesi : UIN Maulana Malik Ibrahim Malang

Riwayat Pendidikan Ahli Desain :

1. TK : TK Nurul Huda Kraksaan
2. SD/MI : MI Nurul Huda Kraksaan
3. SMP/MTS : MTS Zamul Hadan 1 Gunggung
4. SMA/MA : MA " " " "
5. S1/S2/S3 : UIN Maulana Malik Ibrahim Malang

Pengalaman dalam bidang pendidikan :

Jurusan Pengembangan Media Pembelajaran
 Bakti Arab tahun 2018.

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

99 Permainan dan Pembelajaran B. Arab
 Ensiklopedia Aplikasi Animasi Bahasa Arab
 Language Teaching Techniques : Good Practice from Indo.

Angket Penilaian Ahli Desain

Development of Media Learning Sparkol Videoscribe in Theme 5 Subtheme 1 *Struggle of the Heroes* to Improve Outcomes of Learn Students at Grade 4

Petunjuk pengisian dengan skala nilai :

Skor 5 : Sangat layak, tidak perlu revisi

Skor 4 : Layak, tidak perlu revisi

Skor 3 : Cukup layak, perlu revisi

Skor 2 : Kurang layak, perlu revisi

Skor 1 : Tidak layak, revisi total

A. Berilah tanda (√) pada alternatif jawaban yang dianggap paling sesuai dengan substansi desain!

No.	Kriteria	Nilai				
		1	2	3	4	5
1.	Kemenarikan model desain pengembangan media pembelajaran <i>Sparkol VideoScribe</i>					√
2.	Kemenarikan desain layout pembuka pada media pembelajaran <i>Sparkol VideoScribe</i>					√
3.	Kesesuaian pemakaian jenis huruf dan warna dalam media pembelajaran <i>Sparkol VideoScribe</i>				√	
4.	Kesesuaian pemilihan gambar yang digunakan dalam media pembelajaran <i>Sparkol VideoScribe</i>				√	
5.	Kemenarikan efek animasi dalam media pembelajaran <i>Sparkol VideoScribe</i>				√	
6.	Kemenarikan musik pengiring pada media pembelajaran <i>Sparkol VideoScribe</i>					√
7.	Kejelasan suara narasi pada media pembelajaran <i>Sparkol VideoScribe</i>				√	
8.	Kesesuaian waktu yang digunakan dalam media pembelajaran <i>Sparkol VideoScribe</i>				√	

9.	Kemudahan memahami materi pelajaran dalam media pembelajaran <i>Sparkol VideoScribe</i>				✓	
10.	Keefektifan media pembelajaran <i>Sparkol VideoScribe</i> yang dikembangkan dalam kegiatan pembelajaran				✓	
Jumlah Skor						
Prosentase Skor						

B. Mohon ahli desain memberikan komentar dan saran tentang konten desain yang dikembangkan tersebut!

No.	Komentar	Saran
	Media ini telah melalui tahapan validasi.	Sejauh mungkin uji coba di lapangan.

Malang, 4 - Mei - 2010

(Ahmad Maki, Jr.)

NIP. -

APPENDIX VI

LEARNING VALIDATION SHEET



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

Nomor : 1029 /Un. 3.1/PP.03.1/005/2018 3 Mei 2018
Lampiran : -
Perihal : Permohonan menjadi Validator

Kepada
Yth. Bapak/Ibu... Yunidi, S.Pd
di -
Tempat

Assalamualaikum wr. wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Nurul Ilmiyah
NIM : 14140117
Jurusan : Pendidikan Guru MI
Judul Skripsi : Pengembangan Media Pembelajaran Tematik Sparkol Video
Scribe Tema 5 Subtema I Perjuangan Para Pahlawan Untuk
Meningkatkan Hasil Belajar Siswa Kelas 4 SDN Sukoharjo2
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.



Identitas Ahli Pembelajaran

Nama : Yuniati, SPd.
 NIP : 196509201991042001.
 Jabatan : Guru Kelas IV.
 Profesi : guru.

Riwayat Pendidikan Ahli Pembelajaran:

1. TK : SD N. Sima I.
2. SD/MI : SMP N. 3 Tulungagung
3. SMP/MTS : SPG N. Tulungagung
4. SMA/MA : UIM
5. S1/S2/S3 : UIM

Pengalaman dalam bidang pendidikan :

- guru SD
1. Bambo guru Prestasi juara 5 Th 2012.
 2. Mendapat Sertya lencana Th 2017.

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

Membuat Media PARABEL (Papan
Grafik dan Tabel)

Angket Penilaian Ahli Pembelajaran

**Development of Media Learning Sparkol Videoscribe in Theme 5 Subtheme
1 *Struggle of the Heroes to Improve Outcomes of Learn Students at Grade 4***

Petunjuk pengisian dengan skala nilai :

Skor 5 : Sangat layak, tidak perlu revisi

Skor 4 : Layak, tidak perlu revisi

Skor 3 : Cukup layak, perlu revisi

Skor 2 : Kurang layak, perlu revisi

Skor 1 : Tidak layak, revisi total

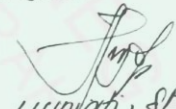
A. Berilah tanda (√) pada alternatif jawaban yang dianggap paling sesuai dengan substansi pembelajaran!

No.	Kriteria	Nilai				
		1	2	3	4	5
1.	Kesesuaian materi dengan KI dan KD				√	
2.	Sistematika penyajian materi				√	
3.	Kebenaran dan kejelasan uraian materi				√	
4.	Materi memudahkan pemahaman siswa				√	
5.	Kesesuaian gambar untuk memperjelas materi				√	
6.	Penggunaan bahasa yang tepat dalam menjelaskan materi				√	
7.	Kesesuaian ruang lingkup materi bagi pemahaman siswa					√
8.	Kejelasan teks dan narasi pada media pembelajaran Sparkol VideoScribe				√	
9.	Kesesuaian waktu yang digunakan dalam media pembelajaran Sparkol VideoScribe				√	
10.	Model desain media pembelajaran Sparkol VideoScribe sesuai dengan karakteristik siswa				√	
Jumlah Skor						
Prosentase Skor						

B. Mohon ahli pembelajaran memberikan komentar dan saran tentang konten video pembelajaran yang dikembangkan tersebut!

No.	Komentar	Saran

Malang, 28-5-2018


(Yuniarti, SPd.)
NIP. 196109201991042001



APPENDIX VII

PRE-TEST SHEET

Soal Pre-Test Materi Tematik Tema 5 Pahlawanku

Subtema 1 Perjuangan Para Pahlwan

Nama Siswa : M. E. 205 W
 Nomor Absen :


70

Berilah tanda silang (x) pada huruf a, b, c, atau d pada jawaban yang benar!

1. Prasasti Ciareteun adalah wujud dari kecintaan rakyat Tarumanegara kepada ...
 - a. Raja Balaputradewa
 - b. Raja Purnawarman
 - c. Sultan Iskandar Muda
 - d. Sultan Hasanuddin
2. Sikap yang dilakukan Raja Purnawarman dalam menjaga persatuan dan kesatuan rakyatnya adalah ...
 - a. Membuat saluran air
 - b. Memperluas kerajaan
 - c. Membangun kerajaan
 - d. Menyerang kerajaan lain
3. Berikut ini adalah bentuk sikap persatuan di lingkungan sekolah, kecuali ...
 - a. Diskusi dalam kelompok
 - b. Membeda-bedakan teman
 - c. Berbagi makanan dengan teman
 - d. Kerja bakti membersihkan halaman
4. Kerajaan yang dijuluki sebagai kerajaan nusantara pertama adalah ...
 - a. Kerajaan Sriwijaya
 - b. Kerajaan Majapahit
 - c. Kerajaan Tarumanegara
 - d. Kerajaan Gowa Tallo
5. Tujuan Raja Balaputradewa membangun armada laut yang kuat adalah untuk ...
 - a. Membantu kerajaan lain
 - b. Memperluas kerajaannya
 - c. Menyerang kerajaan lain
 - d. Supaya jalur pelayaran aman
6. Candi Muara Takus dikelilingi oleh tembok panjang yang terbuat dari ...
 - a. Batu
 - b. Besi
 - c. Tanah
 - d. Bambu
7. Perhatikan gambar dibawah ini!



Gambar diatas jika dinyatakan dalam bentuk desimal adalah 3 Per 4

- ~~A~~ ~~a. 0,25~~
b. 0,50
- ~~X~~ ~~0,75~~
d. 0,85
8. Gajah Mada diangkat menjadi Patih Majapahit setelah menaklukkan ...
a. Keta dan Sadeng
b. Penjajah Belanda
c. Aru Palaka
d. Raja Bone
9. Dibawah ini yang bukan merupakan pernyataan yang benar adalah ...
a. Pada usia 19 tahun Gajah Mada berhasil menyelamatkan Prabu Jayanegara
b. Kerajaan Majapahit mencapai puncaknya pada masa pemerintahan Prabu Hayam Wuruk
c. Bukti peninggalan Kerajaan Majapahit berupa kompleks Candi Penataran
d. Candi Penataran dibangun pada masa Kerajaan Kahuripan
10. Bilangan 0,45 ; 0,37 ; 0,35 ; 0,54 jika diurutkan dari bilangan terkecil hingga bilangan terbesar maka akan menjadi ...
a. 0,37 ; 0,35 ; 0,45 ; 0,54
~~X~~ b. 0,35 ; 0,37 ; 0,45 ; 0,54
c. 0,35 ; 0,37 ; 0,54 ; 0,45
d. 0,54 ; 0,45 ; 0,37 ; 0,35
11. Ani memiliki pita sepanjang 5,45 cm kemudian digunakan untuk menghias kado sepanjang 4,43 cm. Berapakah sisa pita yang dimiliki Ani sekarang?
~~X~~ a. 1,02 cm
b. 1,20 cm
c. 9,88
d. 9,98
12. Alasan Sultan Hasanuddin diberi gelar Pahlawan Nasional adalah ...
~~X~~ a. Sultan Hasanuddin menggabungkan kekuatan dari kerajaan-kerajaan kecil di Indonesia untuk melawan Belanda
b. Sultan Hasanuddin membangun militer kuat untuk melawan Belanda
c. Sultan Hasanuddin membangun armada laut untuk memakmurkan rakyatnya
d. Sultan Hasanuddin menyatukan pulau-pulau yang ada di nusantara
13. Perhatikan gambar dibawah ini!
- 
- Gambar diatas menunjukkan salah satu sifat cahaya yaitu ...
a. Cahaya dapat merambat lurus
b. Cahaya dapat dibiaskan
~~X~~ c. Cahaya dapat dipantulkan
d. Cahaya menembus benda bening

14. Menurut Zoltan Kodaly nada "Fa" dapat dilambangkan dengan ...



15. Hasil dari penjumlahan bentuk pecahan berikut adalah $\frac{1}{2} + \frac{3}{4} = \dots$

a. $\frac{2}{4}$

b. $\frac{5}{4}$

~~c.~~ $\frac{3}{6}$

d. $\frac{3}{4}$

16. Dibawah ini yang bukan merupakan sikap kepahlawanan yang dimiliki oleh Sultan Iskandar Muda adalah ...

- a. Bekerjasama
- b. Membantu orang lain
- c. Membela kebenaran
- ~~d.~~ Mementingkan diri sendiri

17. Langkah pertama yang dilakukan saat mengobati luka gores adalah ...

- a. Memberikan obat merah (*betadine*) pada luka
- b. Membalut luka dengan kain kasa
- ~~c.~~ Membersihkan luka dengan air dan obat antiseptik
- d. Mendiamkan luka sampai sembuh sendiri

18. Berikut ini adalah benda yang dapat memantulkan cahaya adalah ...

- a. Tembaga
- ~~b.~~ Cermin
- c. Besi
- d. Batu

19. Dibawah ini adalah contoh peristiwa yang menunjukkan sifat cahaya dapat dibiaskan, yaitu ...

- ~~a.~~ Pensil yang berada didalam gelas berisi air terlihat bengkok
- b. Tino melihat dirinya dicermin saat berkaca didepan cermin
- c. Cahaya matahari yang masuk kedalam rumah melewati kaca jendela
- d. Cahaya matahari menerobos masuk melalui celah genting rumah

20. Pahlawan yang berasal dari daerah Makasar adalah ...

- a. Raja Purnawarman
- b. Patih Gajah Mada
- ~~c.~~ Sultan Hasanuddin
- ~~d.~~ Sultan Iskandar Muda

Soal Pre-Test Materi Tematik Tema 5 Pahlawanku

Subtema 1 Perjuangan Para Pahlwan

Nama Siswa : Danendra Putra AjiyaNomor Absen : 0655

Berilah tanda silang (x) pada huruf a, b, c, atau d pada jawaban yang benar!

1. Prasasti Ciareteun adalah wujud dari kecintaan rakyat Tarumanegara kepada ...
 - a. Raja Balaputradewa
 - b. Raja Purnawarman
 - c. Sultan Iskandar Muda
 - d. Sultan Hasanuddin
2. Sikap yang dilakukan Raja Purnawarman dalam menjaga persatuan dan kesatuan rakyatnya adalah ...
 - a. Membuat saluran air
 - b. Memperluas kerajaan
 - c. Membangun kerajaan
 - d. Menyerang kerajaan lain
3. Berikut ini adalah bentuk sikap persatuan di lingkungan sekolah, kecuali ...
 - a. Diskusi dalam kelompok
 - b. Membeda-bedakan teman
 - c. Berbagi makanan dengan teman
 - d. Kerja bakti membersihkan halaman
4. Kerajaan yang dijuluki sebagai kerajaan nusantara pertama adalah ...
 - a. Kerajaan Sriwijaya
 - b. Kerajaan Majapahit
 - c. Kerajaan Tarumanegara
 - d. Kerajaan Gowa Tallo
5. Tujuan Raja Balaputradewa membangun armada laut yang kuat adalah untuk ...
 - a. Membantu kerajaan lain
 - b. Memperluas kerajaannya
 - c. Menyerang kerajaan lain
 - d. Supaya jalur pelayaran aman
6. Candi Muara Takus dikelilingi oleh tembok panjang yang terbuat dari ...
 - a. Batu
 - b. Besi
 - c. Tanah
 - d. Bambu
7. Perhatikan gambar dibawah ini!



Gambar diatas jika dinyatakan dalam bentuk desimal adalah ...

- a. 0,25 ~~0,75~~
 b. 0,50 d. 0,85
8. Gajah Mada diangkat menjadi Patih Majapahit setelah menaklukkan ...
 a. Keta dan Sadeng c. Aru Palaka
~~b. Penjajah Belanda~~ d. Raja Bone
9. Dibawah ini yang bukan merupakan pernyataan yang benar adalah ...
 a. Pada usia 19 tahun Gajah Mada berhasil menyelamatkan Prabu Jayanegara
~~b. Kerajaan Majapahit mencapai puncaknya pada masa pemerintahan Prabu Hayam Wuruk~~
 c. Bukti peninggalan Kerajaan Majapahit berupa kompleks Candi Penataran
 d. Candi Penataran dibangun pada masa Kerajaan Kahuripan
10. Bilangan 0,45 ; 0,37 ; 0,35 ; 0,54 jika diurutkan dari bilangan terkecil hingga bilangan terbesar maka akan menjadi ...
 a. 0,37 ; 0,35 ; 0,45 ; 0,54
~~b. 0,35 ; 0,37 ; 0,45 ; 0,54~~
 c. 0,35 ; 0,37 ; 0,54 ; 0,45
 d. 0,54 ; 0,45 ; 0,37 ; 0,35
11. Ani memiliki pita sepanjang 5,45 cm kemudian digunakan untuk menghias kado sepanjang 4,43 cm. Berapakah sisa pita yang dimiliki Ani sekarang?
~~a. 1,02 cm~~ c. 9,88
 b. 1,20 cm d. 9,98
12. Alasan Sultan Hasanuddin diberi gelar Pahlawan Nasional adalah ...
 a. Sultan Hasanuddin menggabungkan kekuatan dari kerajaan-kerajaan kecil di Indonesia untuk melawan Belanda
 b. Sultan Hasanuddin membangun militer kuat untuk melawan Belanda
~~c. Sultan Hasanuddin membangun armada laut untuk memakmurkan rakyatnya~~
 d. Sultan Hasanuddin menyatukan pulau-pulau yang ada di nusantara
13. Perhatikan gambar dibawah ini!



Gambar diatas menunjukkan salah satu sifat cahaya yaitu ...

- a. Cahaya dapat merambat lurus
 b. Cahaya dapat dibiaskan
~~c. Cahaya dapat dipantulkan~~
 d. Cahaya menembus benda bening

14. Menurut Zoltan Kodaly nada "Fa" dapat dilambangkan dengan ...



15. Hasil dari penjumlahan bentuk pecahan berikut adalah $\frac{1}{2} + \frac{3}{4} = \dots$

a. $\frac{2}{4}$

~~b. $\frac{5}{4}$~~

c. $\frac{3}{6}$

d. $\frac{3}{4}$

16. Dibawah ini yang bukan merupakan sikap kepahlawanan yang dimiliki oleh Sultan Iskandar Muda adalah ...

- a. Bekerjasama
- b. Membantu orang lain
- c. Membela kebenaran
- ~~d. Mementingkan diri sendiri~~

17. Langkah pertama yang dilakukan saat mengobati luka gores adalah ...

- a. Memberikan obat merah (*betadine*) pada luka
- b. Membalut luka dengan kain kasa
- ~~c. Membersihkan luka dengan air dan obat antiseptik~~
- d. Mendinginkan luka sampai sembuh sendiri

18. Berikut ini adalah benda yang dapat memantulkan cahaya adalah ...

- a. Tembaga
- ~~b. Cermin~~
- c. Besi
- d. Batu

19. Dibawah ini adalah contoh peristiwa yang menunjukkan sifat cahaya dapat dibiaskan, yaitu ...

- ~~a. Pensil yang berada didalam gelas berisi air terlihat bengkok~~
- b. Tino melihat dirinya dicermin saat berkaca didepan cermin
- c. Cahaya matahari yang masuk kedalam rumah melewati kaca jendela
- d. Cahaya matahari menerobos masuk melalui celah genting rumah

20. Pahlawan yang berasal dari daerah Makasar adalah ...

- a. Raja Purnawarman
- b. Patih Gajah Mada
- ~~c. Sultan Hasanuddin~~
- d. Sultan Iskandar Muda

APPENDIX VIII

POST-TEST SHEET

Soal Post-Test Materi Tematik Tema 5 Pahlawanku

Subtema 1 Perjuangan Para Pahlwan

Nama Siswa : C22017
 Nomor Absen : 20

95

A. Berilah tanda silang (x) pada huruf a, b, c, atau d pada jawaban yang benar!

- Prasasti Ciareteun adalah wujud dari kecintaan rakyat Tarumanegara kepada ...
 - Raja Balaputradewa
 - Raja Purnawarman
 - Sultan Iskandar Muda
 - Sultan Hasanuddin
- Sikap yang dilakukan Raja Purnawarman dalam menjaga persatuan dan kesatuan rakyatnya adalah ...
 - Membuat saluran air
 - Memperluas kerajaan
 - Membangun kerajaan
 - Menyerang kerajaan lain
- Berikut ini adalah bentuk sikap persatuan di lingkungan sekolah, kecuali ...
 - Diskusi dalam kelompok
 - Membeda-bedakan teman
 - Berbagi makanan dengan teman
 - Kerja bakti membersihkan halaman
- Kerajaan yang dijuluki sebagai kerajaan nusantara pertama adalah ...
 - Kerajaan Sriwijaya
 - Kerajaan Majapahit
 - Kerajaan Tarumanegara
 - Kerajaan Gowa Tallo
- Tujuan Raja Balaputradewa membangun armada laut yang kuat adalah untuk ...
 - Membantu kerajaan lain
 - Memperluas kerajaannya
 - Menyerang kerajaan lain
 - Supaya jalur pelayaran aman
- Candi Muara Takus dikelilingi oleh tembok panjang yang terbuat dari ...
 - Batu
 - Besi
 - Tanah
 - Bambu
- Perhatikan gambar dibawah ini!



Gambar diatas jika dinyatakan dalam bentuk desimal adalah ...

- 0,25
 - 0,50
 - 0,75
 - 0,85
8. Gajah Mada diangkat menjadi Patih Majapahit setelah menaklukkan ...
- Keta dan Sadeng
 - Penjajah Belanda
 - Aru Palaka
 - Raja Bone

9. Dibawah ini yang bukan merupakan pernyataan yang benar adalah ...
- Pada usia 19 tahun Gajah Mada berhasil menyelamatkan Prabu Jayanegara
 - Kerajaan Majapahit mencapai puncaknya pada masa pemerintahan Prabu Hayam Wuruk**
 - Bukti peninggalan Kerajaan Majapahit berupa kompleks Candi Penataran
 - ~~Candi Penataran dibangun pada masa Kerajaan Kahuripan~~
10. Bilangan 0,45 ; 0,37 ; 0,35 ; 0,54 jika diurutkan dari bilangan terkecil hingga bilangan terbesar maka akan menjadi ...
- 0,37 ; 0,35 ; 0,45 ; 0,54
 - ~~0,35 ; 0,37 ; 0,45 ; 0,54~~
 - 0,35 ; 0,37 ; 0,54 ; 0,45
 - 0,54 ; 0,45 ; 0,37 ; 0,35
11. Ani memiliki pita sepanjang 5,45 cm kemudian digunakan untuk menghias kado sepanjang 4,43 cm. Berapakah sisa pita yang dimiliki Ani sekarang?
- ~~1,02 cm~~
 - 1,20 cm
 - 9,88
 - 9,98
12. Alasan Sultan Hasanuddin diberi gelar Pahlawan Nasional adalah ...
- ~~Sultan Hasanuddin menggabungkan kekuatan dari kerajaan-kerajaan kecil di Indonesia untuk melawan Belanda~~
 - Sultan Hasanuddin membangun militer kuat untuk melawan Belanda
 - Sultan Hasanuddin membangun armada laut untuk memakmurkan rakyatnya
 - Sultan Hasanuddin menyatukan pulau-pulau yang ada di nusantara
13. Perhatikan gambar dibawah ini!



Gambar diatas menunjukkan salah satu sifat cahaya yaitu ...

- Cahaya dapat merambat lurus
 - Cahaya dapat dibiaskan
 - ~~Cahaya dapat dipantulkan~~
 - Cahaya menembus benda bening
14. Menurut Zoltan Kodaly nada "Fa" dapat dilambangkan dengan ...
- -
 -
 -
15. Hasil dari penjumlahan bentuk pecahan berikut adalah $\frac{1}{2} + \frac{3}{4} = \dots$
- $\frac{2}{4}$
 - ~~$\frac{5}{4}$~~
 - $\frac{3}{6}$
 - $\frac{3}{4}$

16. Dibawah ini yang bukan merupakan sikap kepahlawanan yang dimiliki oleh Sultan Iskandar Muda adalah *Membedakan rakyatnya*

- a. Bekerjasama
 - b. Membantu orang lain
 - c. Membela kebenaran
 - ~~d. Mementingkan diri sendiri~~
17. Langkah pertama yang dilakukan saat mengobati luka gores adalah ...
- a. Memberikan obat merah (*betadine*) pada luka
 - b. Membalut luka dengan kain kasa
 - ~~c. Membersihkan luka dengan air dan obat antiseptik~~
 - d. Mendiamkan luka sampai sembuh sendiri
18. Berikut ini adalah benda yang dapat memantulkan cahaya adalah ...
- a. Tembaga
 - ~~b. Cermin~~
 - c. Besi
 - d. Batu
19. Dibawah ini adalah contoh peristiwa yang menunjukkan sifat cahaya dapat dibiaskan, yaitu ...
- ~~a. Pensil yang berada didalam gelas berisi air terlihat bengkok~~
 - b. Tino melihat dirinya dicermin saat berkaca didepan cermin
 - c. Cahaya matahari yang masuk kedalam rumah melewati kaca jendela
 - d. Cahaya matahari menerobos masuk melalui celah genting rumah
20. Pahlawan yang berasal dari daerah Makasar adalah ...
- a. Raja Purnawarman
 - b. Patih Gajah Mada
 - ~~c. Sultan Hasanuddin~~
 - d. Sultan Iskandar Muda

B. Isilah soal berikut dengan jawaban yang benar!

1. Sebutkan contoh sikap yang mencerminkan sila ke 2 dalam pancasila ! *tidak membeda-bedakan teman*
2. Jelaskan, secara singkat cara mengobati luka gores !
dibersihkan air lalu diberi obat merah
3. Sebutkan dua kerajaan yang bercorak Islam !
kerajaan Gowa Talloq kerajaan Aceh
4. Jelaskan apa yang dimaksud dengan tempo !
CPT lambat tempo
5. Sebutkan tiga sifat cahaya !
Cahaya dapat dipantulkan
" " dibiaskan
" " tembus


Soal Post-Test Materi Tematik Tema 5 Pahlawanku

Subtema 1 Perjuangan Para Pahlwan

Nama Siswa : Danendra
 Nomor Absen : 06

80

A. Berilah tanda silang (x) pada huruf a, b, c, atau d pada jawaban yang benar!

- Prasasti Ciareteun adalah wujud dari kecintaan rakyat Tarumanegara kepada ...
 a. Raja Balaputradewa
 b. Raja Purnawarman
 c. Sultan Iskandar Muda
 d. Sultan Hasanuddin
- Sikap yang dilakukan Raja Purnawarman dalam menjaga persatuan dan kesatuan rakyatnya adalah ...
 a. Membuat saluran air
 b. Memperluas kerajaan
 c. Membangun kerajaan
 d. Menyerang kerajaan lain
- Berikut ini adalah bentuk sikap persatuan di lingkungan sekolah, kecuali ...
 a. Diskusi dalam kelompok
 b. Membeda-bedakan teman
 c. Berbagi makanan dengan teman
 d. Kerja bakti membersihkan halaman
- Kerajaan yang dijuluki sebagai kerajaan nusantara pertama adalah ...
 a. Kerajaan Sriwijaya
 b. Kerajaan Majapahit
 c. Kerajaan Tarumanegara
 d. Kerajaan Gowa Tallo
- Tujuan Raja Balaputradewa membangun armada laut yang kuat adalah untuk ...
 a. Membantu kerajaan lain
 b. Memperluas kerajaannya
 c. Menyerang kerajaan lain
 d. Supaya jalur pelayaran aman
- Candi Muara Takus dikelilingi oleh tembok panjang yang terbuat dari ...
 a. Batu
 b. Besi
 c. Tanah
 d. Bambu
- Perhatikan gambar dibawah ini!

 Gambar diatas jika dinyatakan dalam bentuk desimal adalah ...
 a. 0,25
 b. 0,50
 c. 0,75
 d. 0,85
- Gajah Mada diangkat menjadi Patih Majapahit setelah menaklukkan ...
 a. Keta dan Sadeng
 b. Penjajah Belanda
 c. Aru Palaka
 d. Raja Bone

9. Dibawah ini yang bukan merupakan pernyataan yang benar adalah ...
- Pada usia 19 tahun Gajah Mada berhasil menyelamatkan Prabu Jayanegara
 - Kerajaan Majapahit mencapai puncaknya pada masa pemerintahan Prabu Hayam Wuruk
 - Bukti peninggalan Kerajaan Majapahit berupa komplek Candi Penataran
 - Candi Penataran dibangun pada masa Kerajaan Kahuripan
10. Bilangan 0,45 ; 0,37 ; 0,35 ; 0,54 jika diurutkan dari bilangan terkecil hingga bilangan terbesar maka akan menjadi ...
- 0,37 ; 0,35 ; 0,45 ; 0,54
 - 0,35 ; 0,37 ; 0,45 ; 0,54
 - 0,35 ; 0,37 ; 0,54 ; 0,45
 - 0,54 ; 0,45 ; 0,37 ; 0,35
11. Ani memiliki pita sepanjang 5,45 cm kemudian digunakan untuk menghias kado sepanjang 4,43 cm. Berapakah sisa pita yang dimiliki Ani sekarang?
- 1,02 cm
 - 1,20 cm
 - 9,88
 - 9,98
12. Alasan Sultan Hasanuddin diberi gelar Pahlawan Nasional adalah ...
- Sultan Hasanuddin menggabungkan kekuatan dari kerajaan-kerajaan kecil di Indonesia untuk melawan Belanda
 - Sultan Hasanuddin membangun militer kuat untuk melawan Belanda
 - Sultan Hasanuddin membangun armada laut untuk memakmurkan rakyatnya
 - Sultan Hasanuddin menyatukan pulau-pulau yang ada di nusantara
13. Perhatikan gambar dibawah ini!



Gambar diatas menunjukkan salah satu sifat cahaya yaitu ...

- Cahaya dapat merambat lurus
 - Cahaya dapat dibiaskan
 - Cahaya dapat dipantulkan
 - Cahaya menembus benda bening
14. Menurut Zoltan Kodaly nada "Fa" dapat dilambangkan dengan ...
- -
 -
 -
15. Hasil dari penjumlahan bentuk pecahan berikut adalah $\frac{1}{2} + \frac{3}{4} = \dots$
- $\frac{2}{4}$
 - $\frac{5}{4}$
 - $\frac{3}{6}$
 - $\frac{3}{4}$
16. Dibawah ini yang bukan merupakan sikap kepahlawanan yang dimiliki oleh Sultan Iskandar Muda adalah ...

- a. Bekerjasama
 b. Membantu orang lain
 c. Membela kebenaran
 d. Mementingkan diri sendiri
17. Langkah pertama yang dilakukan saat mengobati luka gores adalah ...
 a. Memberikan obat merah (*betadine*) pada luka
 b. Membalut luka dengan kain kasa
 c. Membersihkan luka dengan air dan obat antiseptik
 d. Mendinginkan luka sampai sembuh sendiri
18. Berikut ini adalah benda yang dapat memantulkan cahaya adalah ...
 a. Tembaga
 c. Cermin
 c. Besi
 d. Batu
19. Dibawah ini adalah contoh peristiwa yang menunjukkan sifat cahaya dapat dibiaskan, yaitu ...
 a. Pensil yang berada didalam gelas berisi air terlihat bengkok
 b. Tino melihat dirinya dicerminkan saat berkaca didepan cermin
 c. Cahaya matahari yang masuk kedalam rumah melewati kaca jendela
 d. Cahaya matahari menerobos masuk melalui celah genting rumah
20. Pahlawan yang berasal dari daerah Makasar adalah ...
 a. Raja Purnawarman
 c. Sultan Hasanuddin
 b. Patih Gajah Mada
 d. Sultan Iskandar Muda

B. Isilah soal berikut dengan jawaban yang benar!

- Sebutkan contoh sikap yang mencerminkan sila ke 2 dalam pancasila! *adil*
- Jelaskan secara singkat cara mengobati luka gores! *Membersihkan dengan air, diberi obat antiseptik (betadine), memberi kain kasa!*
- Sebutkan dua kerajaan yang bercorak Islam! *aceh, Goa, Lolo*
- Jelaskan apa yang dimaksud dengan tempo! *cepat lambat, ragu*
- Sebutkan tiga sifat cahaya! *dapat dipantulkan, cahaya dapat dibiaskan, cahaya dapat menembus benda bening.*

APPENDIX IX

INTERESTED INQUIRY

Angket untuk Siswa

Nama Siswa : sifi hanifa.....

No. Absen : 33.....

Petunjuk pengisian :

- Isilah lembaran ini sesuai dengan perasaan kamu setelah mengikuti pembelajaran.
- Berikan tanda centang (✓) pada jawaban yang kamu pilih.
- Tulislah komentar kamu tentang media pembelajaran berbasis Sparkol VideoScribe ini.

Keterangan :

Skala Penilaian/Tanggapan				
1	2	3	4	5
☹☹	☹	☺	☺☺	☺☺☺
Tidak Setuju	Kurang Setuju	Cukup Setuju	Setuju	Sangat Setuju

No	Pernyataan	Nilai				
		1	2	3	4	5
1.	Media pembelajaran tematik <i>Sparkol VideoScribe</i> memudahkan saya dalam belajar.					✓
2.	Media pembelajaran tematik <i>Sparkol VideoScribe</i> memberi semangat pada saya dalam belajar.				✓	
3.	Saya bisa memahami materi pelajaran dalam media pembelajaran tematik <i>Sparkol VideoScribe</i> .					✓
4.	Jenis huruf dan ukuran huruf yang digunakan pada media pembelajaran tematik <i>Sparkol VideoScribe</i> sudah sesuai.				✓	
5.	Kata-kata yang digunakan pada media pembelajaran tematik <i>Sparkol VideoScribe</i> sudah jelas.					✓
6.	Bahasa yang digunakan pada media pembelajaran tematik <i>Sparkol VideoScribe</i> mudah dipahami.				✓	
7.	Penggunaan gambar dan warna pada media pembelajaran tematik <i>Sparkol VideoScribe</i> sudah sesuai dan menarik.					✓
8.	Suara dalam media pembelajaran tematik <i>Sparkol VideoScribe</i> dapat terdengar dengan jelas.				✓	
9.	Musik pengiring pada media pembelajaran tematik <i>Sparkol VideoScribe</i> sudah sesuai dan menarik.					✓
10.	Media pembelajaran tematik <i>Sparkol VideoScribe</i> membantu saya untuk memahami perjuangan para pahlawan.				✓	

Tulislah komentarmu disini !

Saya sangat senang melihat videonya

Angket untuk Siswa

Nama Siswa : Vineta agra sulaksana

No. Absen : 24

Petunjuk pengisian :

- Isilah lembaran ini sesuai dengan perasaan kamu setelah mengikuti pembelajaran.
- Berikan tanda centang (✓) pada jawaban yang kamu pilih.
- Tuliskan komentar kamu tentang media pembelajaran berbasis Sparkol VideoScribe ini.

Keterangan :

Skala Penilaian/Tanggapan				
1	2	3	4	5
☹☹	☹	☺	☺☺	☺☺☺
Tidak Setuju	Kurang Setuju	Cukup Setuju	Setuju	Sangat Setuju

No	Pernyataan	Nilai				
		1	2	3	4	5
1.	Media pembelajaran tematik <i>Sparkol VideoScribe</i> memudahkan saya dalam belajar.					✓
2.	Media pembelajaran tematik <i>Sparkol VideoScribe</i> memberi semangat pada saya dalam belajar.			✓	✓	
3.	Saya bisa memahami materi pelajaran dalam media pembelajaran tematik <i>Sparkol VideoScribe</i> .				✓	✓
4.	Jenis huruf dan ukuran huruf yang digunakan pada media pembelajaran tematik <i>Sparkol VideoScribe</i> sudah sesuai.					✓
5.	Kata-kata yang digunakan pada media pembelajaran tematik <i>Sparkol VideoScribe</i> sudah jelas.				✓	
6.	Bahasa yang digunakan pada media pembelajaran tematik <i>Sparkol VideoScribe</i> mudah dipahami.					✓
7.	Penggunaan gambar dan warna pada media pembelajaran tematik <i>Sparkol VideoScribe</i> sudah sesuai dan menarik.					✓
8.	Suara dalam media pembelajaran tematik <i>Sparkol VideoScribe</i> dapat terdengar dengan jelas.					✓
9.	Musik pengiring pada media pembelajaran tematik <i>Sparkol VideoScribe</i> sudah sesuai dan menarik.				✓	
10.	Media pembelajaran tematik <i>Sparkol VideoScribe</i> membantu saya untuk memahami perjuangan para pahlawan.			✓		

Tuliskan komentarmu disini !

Video scribe menarik dan sesuai tapi membosankan

APPENDIX X

MEDIA MANUSCRIPT

A. Identifikasi Program

1. Kategori Program : Video Sparkol VideoScribe
2. Tema : Pahlawanku
3. Subtema : Perjuangan Para Pahlawan
4. Muatan : IPA, PJOK, Bahasa Indonesia, Matematika, SBdP, IPS, PPKn
5. Sasaran : Siswa SD/MI kelas IV Semester I
6. Kompetensi Dasar :
 - a. Memahami sifat-sifat cahaya melalui pengamatan dan mendeskripsikan penerapannya dalam kehidupan sehari-hari.
 - b. Memahami jenis cedera dan cara penanggulangannya secara sederhana selama melakukan aktivitas fisik.
 - c. Menggali informasi dari teks ulasan buku tentang nilai peninggalan sejarah dan perkembangan Hindu-Buddha di Indonesia dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku.
 - d. Menentukan hasil operasi penjumlahan dan pengurangan bilangan desimal.
 - e. Membedakan panjang-pendek bunyi, dan tinggi-rendah nada dengan gerak tangan. Memahami cerita terkait situs-situs budaya baik benda maupun tak benda di Indonesia dengan menggunakan bahasa daerah.
 - f. Memahami manusia, perubahan dan keberlanjutan dalam waktu pada masa praaksara, Hindu Buddha, Islam dalam aspek pemerintah, sosial, ekonomi, dan pendidikan.
 - g. Memahami arti bersatu dalam keberagaman di rumah, sekolah dan masyarakat.

7. Indikator :
- Memahami sifat cahaya dapat dipantulkan dan cahaya dapat dibiaskan.
 - Memahami cara mengobati luka gores.
 - Mengidentifikasi informasi penting tentang teks perjuangan Sultan Hasanuddin.
 - Menunjukkan cara mengubah bilangan pecahan menjadi persen dan sebaliknya.
 - Membedakan panjang pendek bunyi dan tinggi-rendah nada dengan menggunakan gerakan tangan dari Zoltan Kodaly dalam menyanyikan lagu nasional “Maju Tak Gentar”. Menemukan informasi tentang tokoh Hindu, Buddha, dan Islam.
 - Menjelaskan perjuangan yang dilakukan oleh Sultan Iskandar Muda untuk Kerajaan Aceh.
 - Menjelaskan arti bersatu dalam Keberagaman
8. Buku Sumber : Buku Siswa SD/MI kelas IV dan Buku Guru SD/MI kelas IV

B. Treatment

1. Video Pembuka

Scene	Visual	Audio/Narasi
	Gambar background: Kampus 3 UIN Maulana Malik Ibrahim Malang dan kotak dialog	Backsound: Musik Instrumen Maju Tak Gentar
1.	Teks: PGMI UIN Maulana Malik Ibrahim Malang	
2.	Teks: Mempersembahkan	
3.	Teks: Video Pembelajaran Tematik	
4.	Teks: Tema: Pahlawanku Subtema: Perjuangan Para Pahlawan	
5.	Teks: Untuk kelas 4 SD/MI	
6.	Teks: Selamat menyaksikan	

2. Video KI-KD

Scene	Visual	Audio/Narasi
1.	<p>Gambar: Papan penunjuk arah</p> <p>Teks: Kompetensi Dasar KI-3 Subtema 1: Perjuangan Para Pahlawan</p>	
2.	<p>Gambar: Bohlam lampu</p> <p>Teks: Memahami sifat-sifat cahaya melalui pengamatan dan mendeskripsikan penerapannya dalam kehidupan sehari-hari</p>	
3.	<p>Gambar: Bola</p> <p>Teks: Memahami jenis cedera dan cara penanggulangannya secara sederhana selama melakukan aktivitas fisik</p>	
4.	<p>Gambar: Orang laki-laki membawa secarik kertas</p> <p>Teks: Menggali informasi dari teks ulasan buku tentang nilai peninggalan sejarah dan perkembangan Hindu-Buddha di Indonesia dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku</p>	<p>Backsound: Musik Kalimba</p>
5.	<p>Gambar: Sempoa</p> <p>Teks: Menentukan hasil operasi penjumlahan dan pengurangan bilangan desimal</p>	
6.	<p>Gambar: Gitar dan terompet</p> <p>Teks: Membedakan panjang-pendek bunyi, dan tinggi-rendah nada dengan gerak tangan. Memahami cerita terkait situs-situs budaya baik benda maupun tak benda di Indonesia dengan menggunakan bahasa daerah.</p>	
7.	<p>Gambar: Globe</p> <p>Teks:</p>	

	Memahami manusia, perubahan dan keberlanjutan dalam waktu pada masa praaksara, Hindu Buddha, Islam dalam aspek pemerintah, sosial, ekonomi, dan pendidikan.	
8.	<p>Gambar: Dua tangan saling berjabatan</p> <p>Teks: Memahami arti bersatu dalam keberagaman di rumah, sekolah dan masyarakat</p>	

3. Video Pembelajaran 1

Scene	Visual	Audio/Narasi
1.	<p>Gambar: Animasi guru</p>	<p>Audio: Assalamualaikum anak-anak! Disini kita akan belajar tentang perjuangan para pahlawan.</p>
2.	<p>Gambar: Kotak dialog</p> <p>Teks: Yuk, kita cari tahu bagaimana perjuangan para pahlawan Indonesia!</p>	<p>Audio: Tahukah kalian? bagaimana perjuangan para tokoh pada masa kerajaan Hindhu, Budha, dan Islam? Lalu apa saja sikap kepahlawanan dari mereka yang bisa kita teladani? Yuk kita simak sama-sama!</p>
3.	<p>Gambar: Peta wilayah Kerajaan Tarumanegara, candi peninggalan Kerajaan Tarumanegara</p>	<p>Audio: Kerajaan Tarumanegara merupakan Kerajaan Hindhu tertua yang ada di Pulau Jawa.</p>
4.	<p>Gambar: Ilustrasi Raja Purnawarman, Kotak dialog, Patung Dewa Wisnu</p> <p>Teks: Saya Purnawarman Raja Kerajaan Tarumanegara pada tahun 395 M. Panji Segala Raja</p>	<p>Audio: Raja Purnawarman, adalah raja yang memimpin Kerajaan Tarumanegara pada tahun 395 Masehi. Beliau memeluk agama Hindhu yang menyembah Dewa Wisnu. Raja Purnawarman dijuluki sebagai Panji Segala Raja karena perjuangannya dalam mensejahterakan rakyatnya.</p>
5.	<p>Gambar: Dua tangan berjabatan, Ilustrasi pembangunan, saluran air, Ladang</p>	<p>Audio: Pada masa pemerintahannya, ia membangun saluran air dengan dibantu oleh rakyat-rakyatnya dengan tujuan untuk membantu para petani mengairi lading supaya ladang mereka tidak kekeringan saat musim kemarau.</p>

6.	Gambar: Ilustrasi pemberantasan perompak	Audio: Tidak hanya itu saja, Raja Purnawarman juga memberantas para perompak yang merajalela di perairan barat dan utara kerajaan. Karena usahanya itu, rakyat di kerajaan Tarumanegara bisa hidup aman dan sejahtera.
7.	Gambar: Prasasti Ciareteun, Papan penunjuk arah Teks: Prasasti Ciareteun	Audio: Sebagai wujud kecintaan rakyat terhadap Raja Purnawarman, mereka sengaja mengabadikan telapak kakinya dalam bentuk prasasti yang dikenal dengan Prasasti Ciareteun. Dalam perjuangannya, Raja Purnawarman telah membangkitkan semangat persatuan dalam masyarakat dimana persatuan itu sangat penting untuk mencapai tujuan.
8.	Gambar: Siswa sedang piket kelas	Audio: Pekerjaan yang sulit akan terasa ringan jika dikerjakan bersama-sama. Contohnya saja piket kelas.
9.	Gambar: Dua anak sedang berkelahi Tanda silang	Audio: Sebaliknya, jika persatuan itu tidak ada maka akan menghancurkan rasa persaudaraan. Contohnya dengan berkelahi. Dengan berkelahi tidak akan menyelesaikan permasalahan. Oleh karena itu, marilah kita jaga rasa persatuan diantara kita. Nah, sampai disini dulu perjumpaan kita. Sampai jumpa pada video selanjutnya. Selamat belajar !

4. Video Pembelajaran 2

Scene	Visual	Audio/Narasi
1.	Gambar: Ilustrasi Raja Balaputradewa, Kotak dialog Teks: Saya Balaputradewa Raja Kerajaan Sriwijaya pada tahun 850 M.	Audio: Assalamualaikum anak-anak. Pada video ke 2 ini kita masih belajar tentang perjuangan para pahlawan. Selain Raja Purnawarman, ada juga Raja Balaputradewa yang memimpin Kerajaan Sriwijaya sekitar tahun 850 Masehi.

2.	<p>Gambar: Ilustrasi armada laut</p>	<p>Audio: Kerajaan Sriwijaya terkenal sebagai kerajaan maritim yang memiliki kekuatan armada laut untuk menjaga jalur pelayaran melalui Sriwijaya tetap aman. Sehingga Kerajaan Sriwijaya menjadi kerajaan yang besar dan makmur.</p>
3.	<p>Gambar: Peta wilayah kerajaan Sriwijaya</p> <p>Teks: Sumatra, Jawa Barat, Kalimantan Barat, Selat Sunda, Kerajaan Nusantara Pertama</p>	<p>Audio: Wilayah kekuasaan Kerajaan Sriwijaya meliputi seluruh Pulau Sumatera, Jawa Barat, Kalimantan Barat, dan Selat Sunda. Hal ini membuat Kerajaan Sriwijaya disebut sebagai Kerajaan Nusantara yang pertama.</p>
4.	<p>Gambar: Ilustrasi Biksu Buddha bernama I-Tsing, Kotak dialog</p> <p>Teks: Biksu Buddha yang menuliskan sejarah Kerajaan Sriwijaya</p>	<p>Audio: Kerajaan Sriwijaya juga dikenal sebagai pusat agama Buddha. Hal ini diceritakan oleh biksu Buddha yang bernama I-Tsing yang pernah tinggal di Palembang. Banyak candi dan kuil agama Buddha yang didirikan.</p>
5.	<p>Gambar: Candi Muara Takus, Animasi patung Buddha Papan nama</p> <p>Teks: Desa Muara Takus Kabupaten Kampar Provinsi Riau</p>	<p>Audio: Salah satu peninggalan dimasa kerajaannya adalah Candi Muara Takus. Candi tersebut merupakan tempat beribadah bagi agama Buddha yang terletak di Desa Muara Takus, Kabupaten Kampar, Provinsi Riau. Candi tersebut dikelilingi oleh tembok tanah berukuran 1,5 x 1,5 Kilometer.</p>
6.	<p>Gambar: Dua buah persegi panjang</p> <p>Teks: $1 + 0,5 = 1,5$</p>	<p>Audio: Sekarang Ibu akan gambarkan bentuk 1,5 itu seperti apa. Pada gambar pertama, kita gambar satu kotak dengan arsiran penuh. Lalu gambar kedua, satu kotak dengan arsiran setengahnya saja. Karena $\frac{1}{2} = 0,5$ dan jika dijumlahkan maka $1 + 0,5 = 1,5$</p>
7.	<p>Gambar: Animasi guru, Kotak dialog</p> <p>Teks: Mengubah pecahan biasa</p>	<p>Audio: Kenapa $\frac{1}{2} = 0,5$? bagaimana caranya mengubah pecahan menjadi desimal? Pecahan dapat diubah ke bentuk desimal dengan cara mengubah penyebutnya</p>

	menjadi desimal dengan cara mengubah penyebutnya ke-10 atau ke-100	atau bagian bawah pecahan ke 10 atau ke 100.
8.	Teks: $\frac{1}{2} = 5/10 = 0,5$	Audio: Penyebut dari $\frac{1}{2}$ adalah 2. Berapakah perkalian 2 yang hasilnya 10 ? iya benar, ada 5. Maka penyebut dikalikan 5 dan pembilang juga dikalikan 5. Hasilnya, $2 \times 5 = 10$ dan $1 \times 5 = 5$. Jadi $\frac{5}{10}$, lalu kita ubah ke desimal. Kita tulis dulu angka 5, kita lihat angka 10 itu 0-nya ada 1 jadi kita kasih koma yang hanya boleh melewati 1 angka saja dan didepan koma kita tulis angka 0. Nah, jadilah 0,5 .
9.	Teks: $\frac{3}{4} = 75/100 = 0,75$	Audio: Bagaimana jika $\frac{3}{4}$ kita ubah ke desimal? Adakah perkalian 4 yang hasilnya 10 ? tidak ada. Adakah perkalian 4 yang hasilnya 100 ? iya ada, yaitu 25. Jadi penyebut dikalikan dengan 25 dan pembilang juga dikalikan dengan 25. Hasilnya $4 \times 25 = 100$ dan $3 \times 25 = 75$ sehingga hasilnya $\frac{75}{100}$. Selanjutnya, kita ubah hasilnya ke desimal. Kita tulis dulu angka 75, angka 100 itu 0-nya ada 2 jadi kita tulis koma dengan melangkah 2 kali. Koma ada didepan angka 7, lalu kita tambahkan angka 0 jadinya 0,75 .
10.	Gambar: Awan Teks: Mengubah pecahan biasa menjadi desimal dengan cara membagi pembilang dengan penyebut $3/8 = 0,375$	Audio: Sekarang misalkan pecahan $\frac{3}{8}$ kita jadikan desimal. Adakah perkalian 8 yang hasilnya 10, tidak ada. Adakah perkalian 8 yang hasilnya 100, juga tidak ada. Jika kalian kesulitan mengubah penyebutnya ke 10 atau 100, maka gunakan cara lain yaitu dengan membagi pembilang dengan penyebutnya. Begini caranya, $\frac{3}{8}$ yang samadengan 3 dibagi 8. 3 tidak bisa dibagi dengan 8 jadi kita tambahkan 0 lalu diatas kita tambahkan 0 juga,

		<p>jangan lupa koma ya. 8 dikali berapa hasilnya ada 30? Iya benar, ada 24. $3 \times 8 = 24$, 3 kita tulis dibelakang koma, lalu 24 ditulis dibawah 30. $30 - 24 =$ yah 6. Kita tambahkan lagi 0 dibelakang 6 supaya bisa dikurangi dengan perkalian 8. 8 kali berapa yang hasilnya mendekati 60? Benar, $8 \times 7 = 56$. 7 kita letakkan dibelakang 3, lalu 56 kita letakkan dibawah 60. $60 - 56 = 4$. Kita tambahkan lagi 0, $40 : 8 = 5$, 5 tulis diatas dan 40 dibawah. $40 - 40 = 0$ yee, akhirnya selesai. Jadi $\frac{3}{8} = 0,375$.</p> <p>Nah, anak-anak, itu tadi kita sudah belajar merubah pecahan ke desimal. Sekarang anak-anak bisa mencoba sendiri bagaimana jika merubah bilangan ke desimal? Sampai disini dulu perjumpaan kita, selamat belajar!</p>
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5. Video Pembelajaran 3

Scene	Visual	Audio/Narasi
1.	<p>Gambar: Animasi guru, Kotak dialog</p> <p>Teks: Siapa lagi tokoh terkenal dari masa Kerajaan Hindhu, Buddha dan Islam?</p>	<p>Audio: Assalamualaikum anak-anak. Pada video ketiga ini kita masih akan belajar tentang perjuangan para pahlawan. Selain Raja Purnawarman dan Raja Balaputradewa, siapa lagi ya, tokoh terkenal dari masa kerajaan Hindhu, Buddha dan Islam?</p>
2.	<p>Gambar: Tanda panah, Peta Indonesia, Candi peninggalan Kerajaan Majapahit, Ilustrasi Gajah Mada</p>	<p>Audio: Pada akhir masa kerajaan Hindhu dan Buddha, muncullah tokoh yang membawa kejayaan Kerajaan Majapahit. Kerajaan Majapahit dikenal sebagai salah satu kerajaan terbesar di nusantara karena wilayah kekuasaannya hampir sama dengan luas wilayah Indonesia yang sekarang. Siapakah yang sudah berjasa melakukan itu? Iya, Gajah Mada. Gajah Mada adalah seorang panglima perang pada zaman Kerajaan Majapahit</p>

3.	<p>Gambar: Tanda panah, Ilustrasi Prabu Jayanegara</p> <p>Teks: Gajah Mada 19 Tahun, Save</p>	<p>Audio: Pada usia 19 tahun, Gajah Mada telah berhasil menyelamatkan rajanya yaitu Prabu Jayanegara</p>
4.	<p>Gambar: Tanda panah, Animasi tablet, Ilustrasi Keta dan Sadeng</p> <p>Teks: www.sejarah.com Perjalanan Gajah Mada Tahun 1319 M. Patih Kahuripan Tahun 1321 M. Patih Kediri Tahun 1334 M. Patih Majapahit</p>	<p>Audio: Di tahun 1319 ia diangkat sebagai Patih Kahuripan. Kemudian pada tahun 1321 ia diangkat sebagai Patih Kediri. Setelah itu pada tahun 1334 Gajah Mada diangkat sebagai Patih Majapahit setelah berhasil menaklukkan Keta dan Sadeng.</p>
5.	<p>Gambar: Naskah Sumpah Palapa, Animasi koran, Animasi speaker, Animasi pesawat kertas</p> <p>Teks: 1336 M.</p>	<p>Audio: Pada tahun 1336 Gajah Mada mengucapkan Sumpah Palapa yaitu janji untuk tidak makan buah palapa sebelum berhasil menguasai pulau-pulau di nusantara.</p>
6.	<p>Gambar: Ilustrasi Raja Hayam Wuruk, Tanda panah, Papan penunjuk arah, Animasi mahkota</p> <p>Teks: 1350-1389 M. masa keemasan</p>	<p>Audio: Perjuangan Gajah Mada pun mencapai puncaknya pada zaman pemerintahan Prabu Hayam Wuruk (1350-1389) yang pada saat itu juga Majapahit mencapai masa keemasannya.</p>
7.	<p>Gambar: Kompleks Candi Penataran, Tanda panah, Batu bata</p> <p>Teks: Bukti, Bale Agung, Prasasti, Candi</p>	<p>Audio: Bukti perjuangan para tokoh pada masa Kerajaan Majapahit dapat dilihat dari adanya kompleks candi penataran yang besar dan megah. Candi Penataran dibangun pada masa Kerajaan Kediri dan digunakan pada masa Kerajaan Majapahit. Anak-anak perlu kita ketahui didalam kompleks Candi Penataran terdapat bale agung, prasasti, dan juga</p>

		beberapa candi.
8.	<p>Gambar: Candi Naga</p> <p>Teks: 6,57 M. ; 4,83 M. ; 4,70 M.</p>	<p>Audio: Salah satu candinya yaitu Candi Naga yang memiliki panjang 6,57 meter, lebar 4,83 meter, dan tinggi 4,70 meter.</p>
9.	<p>Gambar: Papan tulis, Sekotak kapur warna</p> <p>Teks: 4,83 6,57 4,70 1 2 3</p>	<p>Audio: Dari ketiga bilangan tersebut, ayo kita urutkan dari bilangan terkecil hingga bilangan terbesar. Dengan cara pertama kita lihat angka-angka yang paling depan dari ketiga bilangan tersebut. Manakah angka yang paling kecil. Ternyata ada 2 yaitu angka 4 pada 4,83 dan juga angka 4 pada 4,7. Dari dua bilangan tersebut kita lihat angka keduanya. Manakah yang paling kecil? Ya 7. Jadi bilangan terkecil pertama yaitu 4,7 lalu bilangan terkecil kedua yaitu 4,83. Nah sedangkan 6,57 adalah bilangan terbesar.</p>
10.	<p>Gambar: Garis bilangan, Lingkaran</p> <p>Teks: 4,70 4,83 6,57 Terkecil Terbesar Tanda kurang dari</p>	<p>Audio: Sekarang kita tuliskan dalam garis bilangan pertama kita tuliskan bilangan yang paling kecil yaitu 4,7 lalu 4,83 dan yang terakhir 6,57. Sehingga bisa kita tuliskan 4,7 lebih kecil dari 4,83 sedangkan 4,83 lebih kecil dari 6,57. Dari ketiga bilangan tersebut ada yang membedakannya. Untuk mengetahui perbedaannya maka kita harus mencari selisihnya. Nah misalnya 6,57 dengan 4,83 apa perbedaannya? Nah ayo kita hitung selisihnya!</p>
11.	<p>Teks: $6,57 - 4,83 = \frac{657}{100} - \frac{483}{100} = \frac{174}{100} = 1,74$</p>	<p>Audio: $6,57 - 4,83$. $6,57 = \frac{657}{100}$ sedangkan $4,83 = \frac{483}{100}$, angka 100 sebagai penyebutnya tetap kita tuliskan pada penyebut hasilnya nanti, lalu $657 - 483 =$ ya benar 174, jadi hasilnya adalah $\frac{174}{100}$ atau jika kita tuliskan dalam bentuk desimal adalah 1,74. setelah kita tahu selisih antara kedua bilangan tersebut.</p>

		Bagaimana ya jika kita jumlahkan?
12	<p>Teks: $6,57 + 4,83 = \frac{657}{100} + \frac{483}{100} = \frac{1140}{100} = 11,40$</p>	<p>Audio: $6,57 + 4,83 = \frac{657}{100} + \frac{483}{100}$. 657 jika ditambahkan 483 hasilnya adalah ya 1140 jadi hasilnya adalah 1140/100 atau jika kita tuliskan dalam bentuk desimal maka akan menjadi 11,4. Nah anak-anak sekian dulu perjumpaan kita pada video kali ini, berjumpa lagi pada video selanjutnya. Sampai jumpa!</p>

6. Video Pembelajaran 4

Scene	Visual	Audio/Narasi
1.	<p>Gambar: Animasi guru, Kotak dialog</p> <p>Teks: Agama Islam masuk ke Indonesia</p>	<p>Audio: Assalamualaikum anak-anak! Pada video keempat ini kita akan belajar tentang kerajaan Islam di Indonesia. Ketika kerajaan Hindhu dan Buddha mulai melemah, masuklah agama Islam ke Indonesia.</p>
2.	<p>Gambar: Peta pulau Sulawesi, Kerajaan Gowa-Tallo, Ilustrasi Sultan Hasanudin</p> <p>Teks: Makasar</p>	<p>Audio: Salah satu kerajaan Islam di Indonesia adalah Kerajaan Gowa-Tallo yang terletak di Makasar, Sulawesi Selatan. Kerajaan Gowa-Tallo dipimpin oleh Sultan Hassanudin. Sultan Hassanudin adalah raja yang arif dan bijaksana serta berani melawan Belanda demi membela kepentingan kerajaannya.</p>
3.	<p>Gambar: Patung Aru Palaka, Raja Bone, Ilustrasi orang Belanda</p> <p>Teks: Ayam jantan dari Timur</p>	<p>Audio: Karena keberaniannya tersebut orang Belanda menjulukinya dengan sebutan “Ayam Jantan dari Timur” ia berhadapan dengan Aru Palaka dan Raja Bone yang dibantu oleh Belanda.</p>
4.	<p>Gambar: Animasi kelompok orang, Dua tangan berjabat, Tanda panah, Selempar kertas</p> <p>Teks: Pahlawan Nasional</p>	<p>Audio: Untuk melawan Belanda, Sultan Hassanudin berusaha menggabungkan kekuatan dari kerajaan-kerajaan kecil yang ada di Indonesia. Karena jasanya tersebut, Sultan Hassanudin dianugerahi gelar Pahlawan Nasional.</p>
5.	<p>Gambar: Kompleks pemakaman</p>	<p>Audio: Setelah Sultan Hassanudin wafat,</p>

	Raja Gowa Teks: Kompleks pemakaman Raja Gowa, Sulawesi Selatan	jasadnya dimakamkan di kompleks pemakaman raja-raja Gowa di Sulawesi Selatan. Kompleks pemakaman raja-raja merupakan salah satu peninggalan sejarah yang perlu kita jaga dan kita lestarikan.
6.	Gambar: Tentara perang, Surat, Panah putus-putus, Tanda tanya	Audio: Setelah kita tahu perjuangan Sultan Hassanudin dalam melawan Belanda, tahukah kalian bagaimana cara para pahlawan berkomunikasi ketika perang?
7.	Gambar: Animasi matahari, Cermin, Panah putus-putus	Audio: Untuk berkomunikasi dengan anggotanya, para pahlawan menggunakan sinar matahari yang dipantulkan pada cermin datar. Pantulan-pantulan tersebut selanjutnya akan diarahkan ke teman-temannya untuk memberikan kode. Nah peristiwa tersebut termasuk dalam salahsatu sifat cahaya yaitu cahaya dapat dipantulkan.
8.	Gambar: Ilustrasi Sultan Hasanudin, Lirik lagu “Maju Tak Gentar	Audio: Sultan Hassanudin selalu berjuang dengan berani, dan tak pernah gentar dalam melawan Belanda, sehingga membuatnya digelari sebagai pahlawan nasional. Seperti yang dituangkan dalam lagu “Maju Tak Gentar”.
9.	Gambar: Not balok Teks: By: Zoltan Kodaly	Audio: Untuk menyanyikan sebuah lagu, terlebih dahulu kita harus bisa membedakan panjang pendeknya bunyi dan tinggi rendahnya nada. Menurut Zoltan Kodaly, cara untuk membedakan panjang pendeknya bunyi serta tinggi rendahnya nada adalah dengan menggunakan gerakan tangan. Perhatikan baik-baik ya! Tangan kita letakkan sejajar dengan pinggang kemudian naik sedikit demi sedikit hingga diatas kepala.
10.	Gambar: Gerakan tangan lambang nada do, re, mi, fa, sol, la, si, do.	Audio: Yang pertama Do, tangan diletakkan sejajar dengan pinggang yaitu dengan tangan mengepal. Kemudian Re, tangan lurus menghadap keatas. Lalu Mi,

		<p>tangan lurus searah dengan garis horizontal. Kemudian Fa, nada Fa dengan cara tangan menggenggam ibu jari kearah bawah. Kemudian Sol, yaitu dengan tangan terbuka menghadap ke kita. Lalu nada La, dengan tangan sedikit menutup kearah bawah. Lalu Si, yaitu dengan tangan menggenggam dengan telunjuk kearah atas.</p> <p>Sekian dulu perjumpaan kita pada video kali ini, kita berjumpa lagi pada video selanjutnya. Semangat belajar dan sampai jumpa!</p>
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7. Video Pembelajaran 5

Scene	Visual	Audio/Narasi
1.	<p>Gambar: Animasi guru, Kotak dialog</p> <p>Teks: Berapa lamakah para raja memerintah?</p>	<p>Audio: Assalamualaikum anak-anak, berjumpa lagi pada video yang kelima. Setelah belajar tentang perjuangan para pahlawan, pada video kali ini kita akan mencari tahu berapa lamakah para raja memerintah kerajaannya.</p>
2.	<p>Gambar: Ilustrasi Raja Purnawarman</p> <p>Teks: 395 - 434 Masehi</p>	<p>Audio: Raja Purnawarman menjadi raja mulai tahun 395 hingga 434 Masehi.</p>
3.	<p>Gambar: Ilustrasi Raja Hayam Wuruk</p> <p>Teks: 1350 – 1389 Masehi</p>	<p>Audio: Yang kedua ada Raja Hayam Wuruk yang memerintah mulai tahun 1350 hingga tahun 1389 Masehi.</p>
4.	<p>Gambar: Ilustrasi Sultan Hasanudin</p> <p>Teks: 1654 – 1660 Masehi</p>	<p>Audio: Lalu yang Ketiga yaitu Sultan Hassanudin yang memerintah mulai tahun 1654 hingga tahun 1660 Masehi.</p>
5.	<p>Gambar: Ilustrasi Sultan Iskandar Muda</p> <p>Teks: 1607 – 1636 Masehi</p>	<p>Audio: Lalu yang keempat ada Sultan Iskandar muda yang memerintah mulai tahun 1607 hingga tahun 1636 Masehi. Nah anak-anak, setelah kita mengetahui tahun awal hingga tahun akhir para Raja memerintah. Sekarang ayo kita hitung berapa lama mereka menjadi raja.</p>

6.	<p>Teks: 434 – 395 = 39</p>	<p>Audio: Yang pertama ada Raja Purnawarman, berapa lama ya Raja Purnawarman menjadi Raja? Yuk kita hitung! 434 – 395. 4 dikurangi 5 tidak bisa jadi 4 meminjam 1 pada 3 sehingga 4 menjadi 14 dan 3 menjadi 2. 14 – 5 = 9 lalu 2 dikurangi 9 tidak bisa, jadi 2 pinjam 1 pada angka 4 sehingga menjadi 12 dan 4 menjadi 3. 12 – 9 = 3. Lalu 3-3= 0. Jadi Raja Purnawarman menjadi raja selama 39 tahun.</p>
7.	<p>Teks: 1389 – 1350 = 39</p>	<p>Audio: Lalu yang kedua ada Raja Hayam Wuruk. Berapa lamakah Raja Hayam Wuruk memerintah kerajaannya? Mari kita hitung! 1389 – 1350, hasilnya adalah, 9-0= 9 lalu 8-5 = 3 nah hasilnya adalah 39. Jadi Raja Hayam Wuruk memerintah kerajaannya selama 39 tahun.</p>
8.	<p>Teks: 1660 – 1654 = 6</p>	<p>Audio: Lalu yang ketiga ada Sultan Hasanudin. Sultan Hasanudin memerintah selama? 1660-1654. 0- 4 tidak bisa. 0 pinjam 1 pada angka 6 sehingga menjadi 10 dan 6 menjadi 5. 10-4=6 lalu 5 -5=0. Nah hasilnya adalah 6 . Jadi Sultan Hasanudin menjadi Raja selama 6 tahun.</p>
9.	<p>Teks: 1636 – 1607 = 29</p>	<p>Audio: Nah yang terakhir ada Sultan Iskandar Muda, berapa tahunkah Sultan Iskandar Muda menjadi Raja? 1636-1607, 6-7 tidak bisa jadi 6 pinjam 1 pada angka 3 sehingga menjadi 16 dan 3 menjadi 2. 16-7 = 9 lalu 2-0=2 maka hasilnya adalah 29. Jadi Sultan Iskandar Muda memerintah kerajaannya selama 29 tahun. Nah itu tadi adalah lama para raja memerintah kerajaannya. Dari keempat raja tersebut ada 3 raja yang memerintah kerajaannya selama lebih dari 25 tahun. Siapa sajakah itu?</p>

10.	<p>Gambar: Ilustrasi keempat Raja Tanda ceklist</p>	<p>Audio: Nah yang pertama ada Raja Purnawarman, dan yang kedua ada Raja Hayam Wuruk serta yang ketiga ada Sultan Iskandar Muda. Sedangkan hanya ada 1 raja yang memerintah kurang dari 25 tahun yaitu Sultan Hasanudin. Dari informasi tersebut, ada 3 raja dari 4 raja yang memerintah lebih dari 25 tahun. Bagaimana jika kita tuliskan dalam bentuk pecahan? Caranya mudah sekali.</p>
11.	<p>Gambar: Satu kotak yang dibagi menjadi 4 bagian, 3 bagian diarsir</p> <p>Teks: $\frac{3}{4} = 75/100 = 75\%$</p>	<p>Audio: Pertama kita gambarkan 1 kotak dengan 4 bagian. Lalu 3 bagian kita arsir. 4 bagian melambangkan 4 raja, dan 3 bagian yang terarsir melambangkan 3 raja yang memerintah selama lebih dari 25 tahun. Dari gambar tersebut kita bisa tulis menjadi $\frac{3}{4} \cdot \frac{3}{4} = \cdot 4$ dikali berapa yang hasilnya ada 100? Ya 25. Jadi $4 \times 25 = 100$ lalu 3 juga kita kalikan dengan 25. $3 \times 25 = 75$. Setelah menjadi bentuk pecahan sekarang kita jadikan kedalam bentuk persen. $75/100 = ?$ karena per100 itu artinya persen jadi kita tulis 75 lalu kita tambahkan lambang persen. Jadi $75/100 = 75\%$. Jadi kita tahu raja yang memerintah selama lebih dari 25 tahun adalah sebanyak 75%. Lalu berapa persenkah raja yang memerintah kurang dari 25 tahun?</p>
12.	<p>Gambar: Tanda panah</p> <p>Teks: $100\% - 75\% = 25\%$</p>	<p>Audio: Nah caranya tinggal kita kurangkan 100% dengan 75%. $100 - 75 = 25\%$. Jadi raja yang memerintah selama kurang dari 25 tahun adalah 25%.</p>
13.	<p>Teks: Raja terlama: Raja Purnawarman dan Raja Hayam Wuruk = 39 tahun Raja tercepat: Sultan Hasanudin = 6 tahun</p>	<p>Audio: Jadi dapat kita simpulkan raja terlama yang pernah memerintah kerajaannya yaitu Raja Purnawarman dan juga Raja Hayam Wuruk. Mereka memerintah selama 39 tahun. Lalu raja tercepat yang memerintah kerajaannya adalah Sultan Hasanudin, yaitu Sultan Hasanudin memerintah selama 6 tahun.</p>

		Sekian dulu perjumpaan kita pada video kali ini, kita berjumpa lagi pada video selanjutnya. Tetap semangat dan sampai jumpa!
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8. Video Pembelajaran 6

Scene	Visual	Audio/Narasi
1.	Gambar: Animasi guru Kotak dialog Teks: Siapa pahlawan dari Aceh?	Audio: Assalamualaikum anak-anak. Berjumpa lagi pada video yang keenam. Pada video kali ini kita masih akan belajar tentang perjuangan para pahlawan.
2.	Gambar: Tanda panah Ilustrasi Sultan Iskandar Muda, Papan penunjuk jalan, Kerajaan Aceh Teks: Sultan Iskandar Muda, Kerajaan Aceh	Audio: Kali ini kita akan mengetahui salah satu pahlawan dari Aceh yaitu Sultan Iskandar Muda yang memimpin Kerajaan Aceh.
3.	Gambar: Ilustrasi kelompok militer	Audio: Bentuk perjuangan Sultan Iskandar Muda adalah dengan membangun militer yang kuat.
4.	Gambar: Tanda panah, Peta provinsi Sumatra Teks: Aceh	Audio: Dengan itu, wilayah kekuasaan Kerajaan Aceh semakin meluas.
5.	Gambar: Buku catatan, Sikap membantu, Bung Tomo, Sikap kerjasama Teks: Sikap Kepahlawanan 1.membela kebenaran 2.membantu orang lain 3.bekerjasama	Audio: Dari perjuangan Sultan Iskandar Muda kita bisa tahu banyak hal, antara lain berani membela kebenaran, membantu orang lain, serta bekerjasama.
6.	Gambar: Anak laki-laki yang kakinya terluka	Audio: Anak-anak, kira-kira apa yang akan kalian lakukan jika melihat ada salah satu teman yang terluka? Ya, benar

		sekali, tentu saja kalian akan membantu untuk mengobati lukanya agar tidak terinfeksi dan cepat sembuh.
7.	<p>Gambar: Kertas catatan Tanda peringatan</p> <p>Teks: Cara mengobati luka gores, 1. Bersihkan dengan air dan obat antiseptik 2. Berikan obat merah (Betadine) 3. Balut dengan kain kasa Ulangi 2x sehari</p>	<p>Audio: Untuk lebih jelasnya, yang perlu kita lakukan adalah pertama, yaitu dengan membersihkan luka dengan air dan obat antiseptik dengan menggunakan kasa. Usahakan tangan kalian tidak menyentuh luka. Lalu yang kedua, luka diberikan obat merah atau betadine. Lalu yang ketiga, kita balut luka yang sudah diobati dengan menggunakan kain kasa. Nah, setelah selesai semua, maka ulangilah perawatan tersebut sebanyak 2 kali dalam 1 hari. Dengan membantu teman yang kesusahan kamu sudah menerapkan sikap kepahlawanan yaitu membantu orang lain.</p>
8.	<p>Gambar: Lup, botol bening, plastik bening, air, kertas, tanda panah</p> <p>Teks: Membuat lup, alat: apa bedanya? Lebih besar Lebih kecil</p>	<p>Audio: Selain membantu orang lain, masih banyak lagi sikap kepahlawanan yang perlu kita terapkan salah satunya kerjasama. Misalnya kerjasama dalam membuat suatu karya yaitu membuat kaca pembesar atau lup sederhana. Yang perlu kita lakukan untuk membuat lup adalah menyiapkan kantong plastik atau botol bening dengan permukaan rata, kemudian air lalu kertas dengan tulisan kecil-kecil. Nah setelah sudah siap semua, selanjutnya isi kantong plastik dengan air lalu ikat sampai kencang. Kemudian letakkan kertas dibawah kantong plastik. Lalu bandingkan antara tulisan asli dengan tulisan yang terlihat dari plastik. Apa bedanya? Bedanya adalah tulisan yang terlihat dari plastik lebih besar ukurannya daripada tulisan yang asli. Anak-anak, peristiwa tersebut menunjukkan salah satu sifat cahaya yaitu cahaya dapat dibiaskan. Nah sekian yang dapat ibu sampaikan melalui video-video ini. Jangan lupa</p>

		terus belajar dan tetap semangat. Wassalamualaikum.

9. Video Penutup

Scene	Visual	Audio/Narasi
1.	<p>Gambar: Penyusun</p> <p>Teks: Terimakasih sudah menyaksikan video ini, Penyusun: Nurul Ilmiyah Mojokerto, 22 Januari 1996 Pendidikan Guru Madrasah Ibtidaiyah UIN Maulana Malik Ibrahim Malang</p>	<p>Backsound: Spongebob Squarepants - Closing Theme</p>

C. Tampilan Media

1. Cover CD



2. Video Pembuka



3. Video KI-KD

Kompetensi Dasar KI-3
Subsistem 1
Perjuangan Para Pahlawan

- Memahami sifat-sifat cahaya melalui pengamatan dan mendeskripsikan penerapannya dalam kehidupan sehari-hari** (Lightbulb icon)
- Memahami arti bersatu dalam keberagaman di rumah, sekolah dan masyarakat** (Handshake icon)
- Memahami jenis cedera dan cara penanggulangannya secara sederhana selama melakukan aktivitas fisik** (Beach ball icon)
- Memahami manusia, perubahan dan keberlanjutan dalam waktu pada masa praaksara, Hindu Buddha, Islam dalam aspek pemerintah, sosial, ekonomi, dan pendidikan** (Globe icon)
- Menggali informasi dari teks ulasan buku tentang nilai penggalan sejarah dan perkembangan Hindu Buddha di Indonesia dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku** (Man reading icon)
- Membedakan panjang-pendek bunyi, dan tinggi-rendah nada dengan gerak tangan** (Musical instruments icon)
- Memahami cerita terkait situs-situs budaya baik benda maupun tak benda di Indonesia dengan menggunakan bahasa daerah** (Saxophone icon)
- Menentukan hasil operasi penjumlahan dan pengurangan bilangan desimal** (Abacus icon)

4. Video Pembelajaran 1

PANJI SEGALA RAJA

SAYA PURNAWAHMAN SAKA KERAJAN TARUMANEGARA PADA TAHUN 795 M

YUK, KITA CARI TAHU BAGAIMANA PERJUANGAN PARA PAHLAWAN INDONESIA

PRASASTI CARATEJIN

Legenda:
 • Pura Isigumen Suwata
 • Sileupating
 ■ Kerajaan Tarumanegara
 ■ Jangkauan pengaruh di Tarumanegara

5. Video Pembelajaran 2

$\frac{3}{8} = 0,375$
 $\frac{1 \frac{1}{2}}{2} = \frac{5}{10} = 0,5$
 $3 \times 25 = \frac{75}{100} = 0,75$

$1 + 0,5 = 1,5$

6. Video Pembelajaran 3

1336 M
 1353 - 1389 M
 4,70 M
 6,57 M
 11,40

$4,70 < 4,83 < 6,57$
 $6,57 + 4,83 = \frac{657}{100} + \frac{483}{100} = \frac{1140}{100} = 11,40$

7. Video Pembelajaran 4



8. Video Pembelajaran 5

The image shows a video frame with a yellow background. At the top, there are four portraits of historical figures in scroll frames, each with their name and dates:

- Raja Purnawarman: 395 - 434 MASEHI
- Raja Hayam Wuruk: 1350 - 1389 MASEHI
- Sultan Hassanudin: 1654 - 1660 MASEHI
- Raja Terlama: 1607 - 1636 MASEHI

 Below each portrait is a subtraction problem:

- $$\begin{array}{r} 434 \\ -395 \\ \hline 39 \end{array}$$
 ✓
- $$\begin{array}{r} 1389 \\ -1350 \\ \hline 39 \end{array}$$
 ✓
- $$\begin{array}{r} 1660 \\ -1654 \\ \hline 6 \end{array}$$
- $$\begin{array}{r} 1636 \\ -1607 \\ \hline 29 \end{array}$$
 ✓

 A cartoon girl character is on the left with a speech bubble: "BISA LAH KAN? TANYA RAJA MENGERIKSI?". In the center, a bar chart with four segments is shown. Below it, a calculation is displayed:

$$\frac{3 \times 25}{4 \times 25} = \frac{75}{100} = 75\%$$
 To the right, a percentage breakdown is shown:

$$\begin{array}{r} 100\% \\ - 75\% \\ \hline 25\% \end{array}$$
 At the bottom right, there is a comparison:

RAJA TERLAMA: RAJA PURNAWARMAN > 39 TAHUN

TERCEPAT: SULTAN HASSANUDIN
6 TAHUN

 The background features a large, faint watermark of the Maulana Malik Ibrahim State Islamic University of Malang logo.

9. Video Pembelajaran 6



10. Video Penutup

Terimakasih sudah menyaksikan video ini



Penyusun :

Nurul Ilmiyah

Mojokerto, 22 Januari 1996

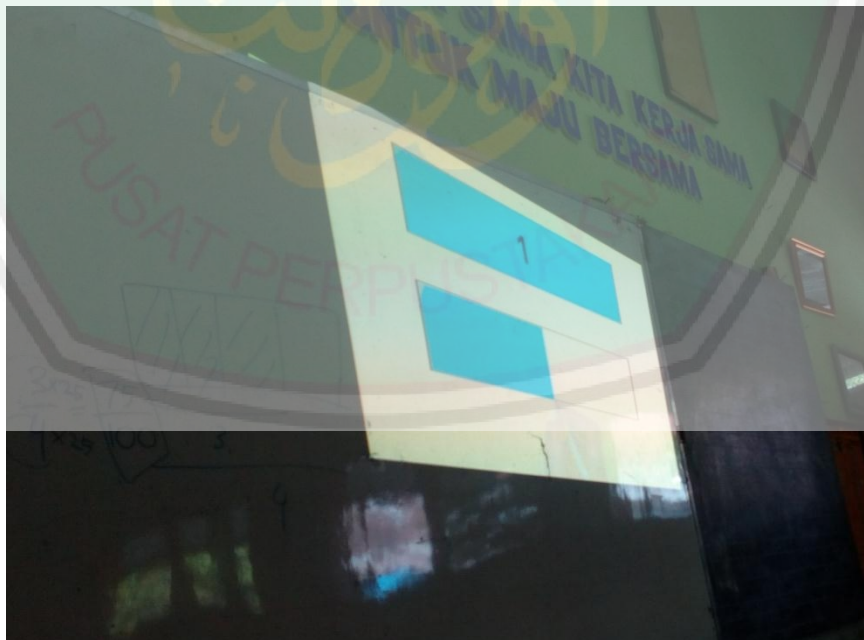
Pendidikan Guru Madrasah Ibtidaiyah
UIN Maulana Malik Ibrahim Malang

APPENDIX XI

DOCUMENTATION



Learning before to use media



Learning when to use media

APPENDIX XII**BIOGRAPHY**

- Name : Nurul Ilmiyah
- NIM : 14140117
- Place, Date of Birth : Mojokerto, 22 Januari 1996
- Faculty/Department : FITK/PGMI
- Address : Ds. Kedung Mulang 2 Kel. Surodinawan, Kec.
Prajurit Kulon Kota Mojokerto
- Phone Number : 081937383840
- Email Address : nurulilmiyah41@gmail.com
- Educational Background
- a. Formal Education
 1. 2002 – 2008 : MI. Nurul Huda 2 Mojokerto
 2. 2008 – 2011 : SMPN 4 Mojokerto
 3. 2011 – 2014 : MAN 1 Mojokerto
 - b. Non Formal Education
 1. Ma'had Sunan Ampel Al-Aly (MSAA) UIN Maulana Malik Ibrahim Malang
 2. PPTQ Nurul Furqon Malang