

**THE UTILIZATION OF FLIPCHART DEVELOPMENT FOR TEACHING  
LEARNING PROCESS IN THE TOPIC OF *PERKEMBANGBIAKAN DAN  
DAUR HIDUP HEWAN* STUDENTS GRADE III MIN 11 BLITAR**

**THESIS**

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**TARBIYAH AND TEACHING TRAINING FACULTY**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY**

**MALANG**

**January, 2019**

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**To Present Thesis of Undergraduate Program (S-1) of Islamic Primary  
Teacher Education Program**

**Tarbiyah and Teaching Training Faculty**

**Maulana Malik Ibrahim State Islamic University, Malang**

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**Proposed to:**

**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM**

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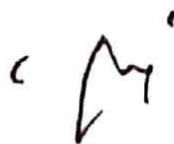


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LEARNING PROCESS IN THE TOPIC OF *PERKEMBANGBIAKAN DAN DAUR  
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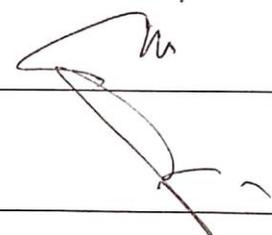
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## DEDICATION

I have to say thank you for everyone and everything who always stand by me during the hard times. Supporting me. And cheer me up to make this thesis done.

My parents, the ones who never leave me no matter what

Elm, a friend who I can't say nothing but thank you.

My room mates for this three years : Lia, Zahro, Vivin, Fajry, Devita, Cika, and all best friends and relatives I can't mention who always support me

And the last is for myself. Thank you for not giving up to pass this little test. You did a good job.

## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرَفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

*O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do.*

(Q.S Al Mujadilah :11)



Dr. Alfiana Yuli Efiyanti, MA  
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12<sup>th</sup>, 2018  
Attachment : 4 (Four) Exemplares

To Whom It May Concern,  
Dean Faculty of Education and Teacher Training  
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In  
Malang

*Assalamualaikum, wr.wb*

This office memo declare that thesis originally owned by:

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*Perkembangbiakan dan Daur Hidup Hewan* Students  
Grade III MIN 11 Blitar

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

*Wassalamualaikum, wr.wb*

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## CERTIFICATE OF THESIS AUTHORSHIP

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

Malang, November 12<sup>th</sup>, 2018

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## PREFACE

Alhamdulillah. Praise to Allah SWT who has give mercy, taufiq and guidance, so that the researcher can finish this thesis with the title “*The Utilization of Flipchart Development For Teaching Learning Process in The Topic of Perkembangbiakan Dan Daur Hidup Hewan Students Grade III Min 11 Blitar*”. Blessings and greetings always praised to the prophet Muhammad SAW who has been guidedus to the lightness era.

The aim of this thesis is the requirements for obtaining bachelor of education (S.Pd). The researcher hope that this thesis can give a lot of benefits in learning process. There is no pronouncable word that can be extended except the great grattitude to the excellency :

1. Prof. Dr. H. Abdul Haris, M.Ag as Rector of Maulana Malik Ibrahim State University , Malang
2. Dr. H. Agus Maimun, M.Pd as Dean of Faculty of Education and Teacher Training
3. Dr. Ahmad Sholeh, M.Ag as Chief of Major Islamic Primary Teacher Education Department
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7. And all of students in thirth grade At-Tirmidzii MIN 11 Blitar

Finally, I hope that this thesis provides benefits to all parties. Amin Yaa Robbal ‘Alamiin.

Malang, November 6<sup>th</sup>, 2018

Cholilatun Nabilah



## TRANSLITERATION GUIDELINES OF ARAB LATIN

Transliteration of Arab Latin in this thesis utilizes in translation guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. Those are:

### A. Letter

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

### B. Long Vocal

Vocal (a) Length = â

Vocal (i) Length = î

Vocal (u) Length = û

### C. Diphtong Vocal

أو = aw

أي = ay

أو = û

إي = î

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## ABSTRAK

Nabilah, Cholilatun. 2018. *The Utilization of Flipchart Development for Teaching and Learning Process in The Topic of Perkembangbiakan dan Daur Hidup Hewan Students Grade III MIN 11 Blitar*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. Alfiana Yuli Efiyanti, MA.

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Untuk menunjang pembelajaran, maka guru bertanggung jawab terhadap desain pembelajaran yang akan dilaksanakan agar peserta didik mencapai suatu kompetensi. Untuk mencapai hal itu, guru perlu untuk melakukan berbagai inovasi terhadap pembelajaran yang dilakukan. Inovasi ini dapat berupa strategi dan metode serta media pembelajaran yang sesuai dengan pembelajaran. Media cetak yang kreatif dan inovatif satu diantaranya adalah *Flipchart*, karena *Flipchart* menggunakan gambar-gambar yang menarik untuk mewakili penjelasan. *Flipchart* adalah lembaran kertas berisikan bahan pelajaran yang tersusun rapi dan baik. Penggunaan media ini adalah salah satu cara guru untuk menghemat waktunya untuk menulis di papan tulis.

Penelitian ini bertujuan untuk : 1) Menjelaskan kebutuhan *Flipchart* sebagai media pembelajaran, 2) Menjelaskan bagaimana mengembangkan *Flipchart* sebagai media pembelajaran, 3) Menjelaskan efektivitas *Flipchart* sebagai media pembelajaran

Penelitian dilakukan di MIN 11 Blitar. Metode yang digunakan dalam penelitian ini adalah metode penelitian dan pengembangan (*Research and Development*) untuk menghasilkan produk media pembelajaran berupa *Flipchart*. Desain yang digunakan dalam pengembangan media pembelajaran ini mengadopsi pada model Borg and Gall. Adapun tahap pengembangannya melalui empat tahap, yakni: 1) Tahap pra pengembangan, 2) Tahap pengembangan produk, 3) Tahap uji coba produk, 4) Tahap revisi.

Pengembangan media pembelajaran ini telah menghasilkan produk berupa *Flipchart* dengan tema Perkembangbiakan dan Daur Hidup Hewan. Dari hasil angket kebutuhan siswa terhadap media pembelajaran adalah 80,25% menyatakan sangat butuh. Dari hasil validasi media pembelajaran ini menunjukkan kevalidan yang terbukti dengan presentase rata-rata dari : a) hasil validasi ahli materi 82% menyatakan cukup valid, b) hasil validasi ahli desain media pembelajaran 86% menyatakan sangat valid, c) hasil validasi ahli pembelajaran 93% menyatakan sangat valid. Media pembelajaran *Flipchart* memiliki tingkat kemenarikan yang sangat tinggi pada siswa dengan hasil presentase 82,93%. Dari hasil *pre-test* dan *post test* menunjukkan perubahan yang signifikan. Rata-rata *pre-test* meningkat dari 60,5 menjadi 89,7

**Kata Kunci :** *Pengembangan, Media Pembelajaran, Flipchart*

## ABSTRACT

**Nabilah, Cholilatun. 2018.** *The Utilization of Flipchart Development For Teaching and Learning Process in The Topic of Perkembangbiakan dan Daur Hidup Hewan Students Grade III MIN 11 Blitar.* Thesis. Islamic Primary Teacher Education and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Alfiana Yuli Efiyanti, MA

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To support learning, then the teacher responsible for the instructional design to be implemented so that students can achieve a competence. To accomplish that, teachers need to do various innovation to the learning. This can either be a innovation strategies and methods and also the learning media that corresponding to learning. One of creative and innovative learning media is Flipchart, because Flipchart has attractive illustration to represent the description. Flipcharts is a sheet of paper containing materials neat and well arranged. The use of this learning media is one way to save teachers time to write on the board.

This research aims to : 1) Explain the level of needs of Flipchart as learning media, 2) Explain how to develop Flipchart as learning media, 3) Explain the effectivity of Flipchart as learning media.

The research was conducted at 11 MIN Blitar. The method that used in this research is a method of Research and Development to produce the learning media in the form of Flipcharts. The design used in this study adopts media development on the model of the Borg and Gall. As for the stage of development through four stages, namely: 1) pre development, Stage 2) stage of product development, 3) Stages a test product, 4) stages of revision.

These learning media development have produced products Flipchart in the topic of *Perkembangbiakan dan Daur Hidup Hewan*. From the questionnaire of the result of the level of needs againts the learning media 80,25 % means very need. From the results of this study indicate media validation proven by a percentage of the average of : a) the results of expert validation material 82% stated quite valid, b) the results of the validation of the learning media design experts 86% stated very valid, c) the results of the validation study experts 93% stating very valid. From the results of pre-test and post test shows significant changes. The average pre-test increased from 60.5 to 89.7

**Keywords:** *Development, Learning Media, Flipchart*

### ملخص البحث

نبيلة، خليعة. 2018. تطوير *Flipchart* بموضوع تكاثر الحيوانات و دورة حياتها لطلاب الفصل الثالث في المدرسة الابتدائية الإسلامية الحكومية 11 بليتار. البحث الجامعي، قسم تربية معلم المدرسة الابتدائية، كلية علوم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور ألفينا يولي إيفيانتي الماجستير.

لدعم عملية التعليم، كل مدرس له مسؤولية عن تصميم التعليم الذي سيؤدّي لنيل الكفاءة. فذلك، يحتاج المدرس إلى إجراء العديد من الابتكارات في التعليم. يمكن الابتكارات على شكل إستراتيجية و طريقة و كذلك وسائل التعليم المناسبة. من إحدى وسائل الإعلام المطبوعة الإبداعية ومبتكرة هي *flipchart* لأنها تتكون من الصور الجذابة لتمثيل الشرح. *Flipchart* هي قراطيس تحتوي على مواد الدراسة المرتبة و الجيدة. استخدام هذه الوسيلة هو من إحدى الطرق لدى المدرس لتوفير الوقت في الكتابة على السبورة.

يهدف هذا البحث إلى: (1) وصف احتياج *flipchart* كوسائل التعليم، (2) وصف كيفية تطوير *flipchart* كوسائل التعليم، (3) وصف فعالية *flipchart* كوسائل التعليم.

قامت الباحثة بالبحث في المدرسة الابتدائية الإسلامية الحكومية 11 بليتار. منهج البحث في هذا البحث هو منهج البحث والتطوير على شكل نموذج التطوير لبورغ و غال للحصول على إنتاج وسائل التعليم *flipchart*. و هناك أربع مراحل في هذا التطوير: (1) مرحلة قبل التطوير، و (2) مرحلة تطوير الإنتاج، و (3) مرحلة تجربة الإنتاج، و (4) و مرحلة إصلاح الإنتاج.

أصدر هذا التطوير إنتاج *flipchart* بموضوع تكاثر الحيوانات و دورة حياتها. نتيجة استبانة عن احتياج الطلاب إلى وسائل التعليم هي 80،25% أي محتاجة جدا. و نتيجة تصديقات على وسائل التعليم تدل على أنها صدق مؤكد بمتوسط النسبة المئوية من: (أ) نتيجة تصديق خبير المواد 82% صحيح، (ب) و نتيجة تصديق خبير لتصميم وسائل التعليم 86% صحيح، (ج) و نتيجة تصديق خبير التعليم 93% صحيح. وسائل التعليم *flipchart* لها جذابة عالية لدى الطلاب بنسبة مئوية 82،93%. و من نتيجة اختبار قبلي و اختبار بعدي تدل على وجود تغير مهم. و ارتقى متوسط اختبار قبلي من 60،5 إلى 89،7.

الكلمات الأساسية: التطوير، وسائل التعليم، *Flipchart*

## CHAPTER I

### INTRODUCTION

#### A. Background

2013 curriculum developed over the theory standard based curriculum.<sup>1</sup> 2013 curriculum aims to prepare Indonesia so that humans have the ability to live as a person and a citizen who believe, productive, creative, innovative, and affective as well as being able to contribute to the life of society, nation, State, society and the world.<sup>2</sup> The implementation of the curriculum of 2013 on elementary school/Madrasah Ibtidaiyah done by learning with integrated thematic approach or thematic integrative from class I to class VI.<sup>3</sup> In this curriculum the thematic approach to integrated curriculum is carried out by integrating multiple subjects.

According to the theory by Piaget that SD/MI students including the grade III already entered the stage of development operations (age 7-11 years) which at this time the child will think logically about concrete events and classify objects into different shapes<sup>4</sup> As expected that the curriculum at this stage students are more accentuated in developing learning experiences that provide extensive opportunities for learners to master the competencies needed for life on the present and the future by finding the experience of their learning independently.

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<sup>1</sup> Peraturan Menteri Pendidikan dan Kebudayaan, Nomor 67 tahun 2013

<sup>2</sup> Ibid

<sup>3</sup> Ibid

<sup>4</sup> Desmita, *Psikologi Perkembangan Peserta Didik*, (Bandung: PT Remaja Rosdakarya, 2009) hlm. 101

To support learning, teacher has responsible for learning design that will implemented, so the students can achieve the competences. To accomplish that, teachers need to do various innovation in learning. This can either be an innovation strategies and methods as well as the learning media that suitable.

The scope of the natural science was taught at the elementary level includes 1) living things and life process, i.e., human animals, plants, and their interaction with the environment, 2) objects/materials, properties and their uses include: liquid, solid and gas, 3) energy and changes include: the style, sound, heat, electricity, magnetism, light, and simple aircraft, 4) the Earth and the universe include: soil, Earth, solar system, and other heavenly bodies.<sup>5</sup> One of the Basic Competencies that must be mastered is to describe breeding and life cycle of some living creature.<sup>6</sup> The material given to students of class III semester 1.

The subject of *Perkembangbiakan dan Daur Hidup Hewan* included in the realm of science. Natural science is a subject that demands and strengthen the scientific attitude. Natural science is the science that is empirical and discusses the facts and symptoms of nature. Facts and symptoms of nature makes learning the natural science not only verbal but also factual.<sup>7</sup>

The natural science should be delivered by engaging students actively during the learning process. The teacher just gave the ladder that can help students to achieve higher level of understanding, but should be attempted so that students

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<sup>5</sup> BNSP, *Standar isi Satuan Pendidikan Dasar dan Menengah: Standar Kompetensi dan Kompetensi Dasar*. (Jakarta: Badan Standar Nasional Pendidikan, 2006) hal 162

<sup>6</sup> Kemendikbud, *Kurikulum 2013: Kompetensi Dasar untuk Sekolah Dasar (SD) / Madrasah Ibtidaiyah* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013) hal. 97-98

<sup>7</sup> Fokus, *Pedoman Guru: Ilmu Pengetahuan Alam untuk SD/MI kelas: IV Semester 1*. (Sukoharjo: CV. Sindunata 2013), hlm.5

are able to climb the stairs. Besides learning the natural science in the class should not just simply read or memorize the concept given teachers based on learning from a textbook but the teacher should give the opportunity to students to train skills skills the natural science process so that its own students to find facts, concepts, theories, and scientific attitude.<sup>8</sup>

Based on the above explanation, the natural science subjects students may be accepted if the students were given the opportunity to experience firsthand learning experiences so that students can get involved in an active learning process. But in its implementation in schools, many teachers are still experiencing difficulties in implementing the learning process so that affect students in developing the ability to think. The teachers have yet to fully implement active learning and creative in engaging students<sup>9</sup>

The facts on the ground i.e. MIN 11 Blitar, the study still hold on to book packages by teachers without accompanied by learning media that support the learning process. Based on observations and interviews with the classroom teacher, the availability of the media in the classroom for learning is still very lacking. Students just listen to explanations from the teacher as well as a reading of the book, while not all students are able to understand the learning well with this method. In addition students also tend to get bored. To solve this problem theres is necessary to develop a new designed learning media. Learning with

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<sup>8</sup> Trianto: *Teori Belajar dan Pembelajaran di Sekolah Dasar*. (Jakarta: Kencana Prenada, 2010) hlm 143

<sup>9</sup> A. Susanto, *Teori Belajar dan Pembelajaran di Sekolah Dasar* . (Jakarta: Kencana Prenada Media Group, 2013) hlm 165-166

media expected to make students experience hands-on experience in learning so that it is able to optimize understanding in learning.

According to Piaget, children in the concrete operational stage very fond of real objects. Children also have a high fantasy. Based on that assumption, to cultivate the motivation of children to learning something new, required media that can transmit a creative imagination in children.<sup>10</sup>

One of the creative and innovative media learning is Flipchart. Flipchart using attractive drawings to represent annotations. Flipchart is a sheet of paper containing materials neat and well arranged. The use of this media is one way to save teacher's time to write on the Board. The presentation of this information can be in the form of drawings, diagrams, letters, and numbers.<sup>11</sup> The concepts in the form of pictures and charts-chart will make it easier for students to understand the lessons. Furthermore this learning media can be used independently and minimizing teacher's help.

Use Flipcharts is expected to encourage an interest in due to work with student learning, students not only listened to a description of the material that is delivered with a teacher lecturing but students are also invited to view the evidence visualized chart. Flipcharts can also save time for the teacher to write on the Board. It was reinforced by a statement of the Pike that by adding visual

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<sup>10</sup> Yudrik Jahja. *Psikologi Perkembangan*. (Jakarta: Kencana, 2011), hlm 117

<sup>11</sup> Cecep Kustandi dan Bambang Sucipto, 2011 *Media Pembelajaran Manual dan Digital*. (Bogor: Ghalia Indonesia), hlm. 55

images on subjects, time to deliver the verbal presentation of the concept is reduced to 40%.<sup>12</sup>

The author takes the material “*Perkembangbiakan dan Daur Hidup Hewan*” because this material where appropriate with media Flipchart. This material has a bullet point that can be explained with images/symbols in Flipchart.

To differentiate with prior studies, researchers are using a research comparison so that plagiasi does not occur. Researchers take a similar previous research resulting in different media. One of them is research by Afriani Nilam with the title “*Pengaruh Penggunaan Flipchart Sebagai Media Pembelajaran Sejarah Terhadap Minat Belajar Siswa kelas X IPA Madrasah aliyah Negeri 1 Cirebon Tahun Ajaran 2014-2015*”. In this study, researchers use Flipcharts to describe whether the flipcharts were able to improve the learning interest of students of class X IPA Madrasah aliyah Negeri 1. The method used is a quantitative research method of experimental design with nonequivalent control group design. Based on the results of the study score average learning interest of students increased from results before he did, learning to use media flipcharts in class experiments from 51.075 became 67.615. While the control class only increased from 50, 357 be 67, 615.<sup>13</sup>

Based on the description of the background above, the authors feel the need to do research on development entitled “**THE UTILIZATION OF FLIPCHART**

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<sup>12</sup> Karyono, *Meningkatkan Hasil Belajar IPS Sejarah pada Siswa kelas IX A SMPN 7 Pekalongan Melalui Model Non Examples Berbasis Qait*. Jurusan Sejarah Fakultas Ilmu Sosial dan Musyawarah Guru Mata Pelajaran Sejarah. Historia Pedagogia. Hlm 43.

<sup>13</sup> Nilam Arifani, *Pengaruh Penggunaan Flipchart Sebagai Media Pembelajaran Sejarah Terhadap Minat Belajar Siswa Kelas X IPA Madrasah Aliyah Negeri 1 Cirebon Tahun Ajaran 2014-2015*. Skripsi, Jurusan Sejarah. Fakultas Ilmu Sosial Universitas Negeri Semarang, 2015.

**DEVELOPMENT FOR TEACHING LEARNING PROCESS IN THE TOPIC OF *PERKEMBANGBIAKAN DAN DAUR HIDUP HEWAN* STUDENTS GRADE III MIN 11 BLITAR”.**

**B. Statement of the Problems**

Based on background of the study above, the problems of this research are:

1. How much needed Flipchart as learning media in the topic of *Perkembangbiakan dan daur Hidup Hewan* students grade III MIN 11 Blitar?
2. How to develop Flipchart as learning media in the topic of *Perkembangbiakan dan daur Hidup Hewan*?
3. How is the effectiveness of Flipchart as learning media media in the topic *Perkembangbiakan dan Daur Hidup Hewan*?

**C. Objectives of the Study**

Based on statement of the problems above, the objectives of this development research are:

1. To explain how much needed Flipchart as learning media in the topic of *Perkembangbiakan dan Daur Hidup Hewan* Students grade III MIN 11 Blitar.
2. To explain how to develop Flipchart as learning media in the topic of *Perkembangbiakan dan Daur Hidup Hewan*
3. To explain the effectiveness of Flipchart as learning media in the topic of *Perkembangbiakan dan daur Hidup Hewan*.

#### **D. Significance of Study**

The significance of research and development of this Flipchart in the topic of *Perkembangbiakan dan daur Hidup Hewan* are:

1. Theoretical benefits: This development is able to make teachers to innovate in developing media in the learning process.
2. Practically: The result of this research and development is produce interesting media that can make students easier to understanding the learning.
3. For institutions: the results of this research can be used in the learning process so that can be reference for teachers in the learning process.
4. For the development of science: with successful this research it will be adding new product investments in learning that can be used by the teacher in facilitating the delivery of materials to students
5. For researcher: by doing this development, researchers hope to provide a media as one of the student learning solutions. And continue to innovate to create learning materials and media that is able to maximize the potential of children

#### **E. Development Assumption**

Some of the assumptions underlying this research are:

1. With development of Flipchart that designed as attractive as possible, students will more interest with learning process and the learning result in the topic of *Perkembangbiakan dan Daur Hidup Hewan* will improve.

2. Students as research subjects follow a learning in the topic of material *Perkembangbiakan dan Daur Hidup Hewan* by using media Flipchart with earnest and controlled.
3. By using Flipchart, the learning process wil getting effective and efficient.

#### **F. Scope Limitations of The Study**

Within the scope of the development of the limitations described in the research of development of this product. Some of these limitations are described as follows:

##### 1. The Subject Matter

These learning media development is limited to the thematic subject's class III semester I in the topic of *Perkembangbiakan dan daur Hidup Hewan* that consisting of subject matter as follows:

- a. Perkembangbiakan Hewan
- b. Daur Hidup Hewan

##### 2. Object research

The objects of this research is the Third Grade of MIN 11 Blitar

##### 3. Research Location

MIN 11 Blitar

Jl. Trisula Desa Sumberjati Kec. Kademangan Kab.Blitar.

On this research and develoment, researcher chose MIN 11 Blitar with following reasons below:

- a. This school is competent enough because supported by achievements that required by students so gained the trust from parents and citizen to educate their children in this school.
- b. Teachers in 11 MIN Blitar has not been able to create a creative and innovative learning so that it can improve student learning outcomes.
- c. There is necessary for learning media that suitable for learning
- d. The results of development can be useful to improve the quality and progress of the school.

Starting from the reasons above, researchers want to develop the learning media that can help students in the thematic subjects so student's learning outcomes can be improved.

#### **G. Product Specification**

The development product that will produce is flipchart with specifications below:

1. The learning media is Flipchart with the topic *Perkembangbiakan dan daur Hidup Hewan*
2. The size of Flipchart is 60 x 70 cm
3. The Flipchart has 5 pages
4. The design of this media similar to calendar with spiral bound. So this media can stand and students easy to operate
5. The cover will design as interest as possible so students will enjoy in learning

6. Every contains of the flipchart will be layered by flannel. And every point of material will printed in different paper and then will be laminated. Every point will get a Velcro tape behind so it can be tear and stick.

## H. Originality of The Research

Research on the instructional media development. Some related research about the research orientation of the above includes:

1. Misriana. **“Efektivitas Media Animasi Flipbook Terhadap Peningkatan Hasil Belajar Siswa Ranah Kognitif Pada Mata Pelajaran IPS di SMPN 40 Kota Bandung (Studi Komparasi Eksperimen Tentang Perbandingan Efektifitas Media Animasi Flipbook dan Media Ms. Power Point)”**. From this research states that flipbook is more effective than using MS Power Point in improving student’s learning result in cognitive aspect include remember, understanding, and implementing in IPS learning in SMPN 40 Kota Bandung.<sup>14</sup>
2. Rustika Chandra. **“Pengembangan Media Buku Cerita Bergambar Flipbook Untuk Peningkatan Hasil Belajar Pada Pembelajaran Ilmu Pengetahuan Sosial Siswa Kelas IV Sekolah Dasar Islam As-Salam Malang”**. From this research stated that story book formed in flipbook IPS

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<sup>14</sup> Misriana, *Efektivitas Media Animasi Flipbook Terhadap Peningkatan Hasil Belajar Siswa Ranah Kognitif Pada Mata Pelajaran IPS di SMPN 40 Kota Bandung (Studi Komparasi Eksperimen Tentang Perbandingan Efektifitas Media Animasi Flipbook dan Media Ms. Power Point)* (Bandung: Kurikulum dan Teknologi Pendidikan, Universitas Pendidikan Indonesia, 2013) hlm.1

theme *Pahlawanku* can improve student's learning results in fourth Grade As Salam Islamic Elementary School.<sup>15</sup>

3. Nilam Arifani. **“Pengaruh Penggunaan Flipchart Sebagai Media Pembelajaran Sejarah Terhadap Minat Belajar Siswa Kelas X IPA Madrasah Aliyah Negeri 1 Cirebon Tahun Ajaran 2014-2015”**. From this research stated that the using of flipchart can improve the student's learning interest in grade X IPA Madarasah Aliyah Negeri 1 Cirebon.<sup>16</sup>
4. Luluk Umi Chafindah. ***Pengaruh Media Flipchart Terhadap Prestasi Belajar Fiqih Kelas X di MA Hasyim Asy'ari Balongsari Tandes Surabaya***. From this research discovered that there is influence after implementing flipchart as learning media in fiqh learning to the learning result student grade X MA Hasyim Asy'ari Balongsari Tandes Surabaya.<sup>17</sup>
5. Uswatun Hasanah. ***Pengaruh Penggunaan Media Flipchart Terhadap hasil Belajar IPS Kelas VIII MTs Negeri Jakarta***. From this research discovered that there is influence after implementing Flipchart in social studies learning, student Grade VIII MTs Negeri Jakarta. <sup>18</sup>

<sup>15</sup> Rustika Chandra. Pengembangan Media Buku Cerita Bergambar Flipbook Untuk Peningkatan Hasil Belajar Pada Pembelajaran Ilmu Pengetahuan Sosial Siswa Kelas IV Sekolah Dasar Islam As-Salam Malang.(Malang:Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2016).hlm 1

<sup>16</sup> Nilam Arifani. Pengaruh Penggunaan Flipchart Sebagai Media Pembelajaran Sejarah Terhadap Minat Belajar Siswa Kelas X IPA Madrasah Aliyah Negeri 1 Cirebon Tahun Ajaran 2014-2015.(Semarang: Pendidikan Sejarah, Universitas Negeri Semarang, 2015). hlm.1

<sup>17</sup> Luluk Umi Chafindah. *Pengaruh Media Flipchart Terhadap Prestasi Belajar Fiqih Kelas X di MA Hasyim Asy'ari Balongsari Tandes Surabaya*. (Surabaya: Jurusan Pendidikan Agama Islam, Institut Agama Islam Negeri Sunan Ampel, 2010). Hlm.1

<sup>18</sup> Uswatun Hasanah. *Pengaruh Penggunaan Media Flipchart Terhadap hasil Belajar IPS Kelas VIII MTs Negeri Jakarta*. (Jakarta: Jurusan Pendidikan Ilmu Pengetahuan Sosial, Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2015). Hlm 1

	<b>Profile</b>	<b>Similarity</b>	<b>Differenciation</b>	<b>Research Originality</b>
1	Misiriana. <i>Efektivitas Media Animasi Flipbook Terhadap Peningkatan Hasil Belajar Siswa Ranah Kognitif Pada Mata PElajaran IPS di SMPN 40 Kota Bandung (Studi Kuasi Eksperimen Tentang Perbandingan Efektivitas Media Animasi Flipbook dan Media Ms. Power Point. Skripsi Bandung Kurikulum Dan Teknologi Pendidikan. Universitas Pendidikan Indonesia.2013</i>	Visual Learning media	High School Grade Studi Kuasi Eksperimen	According to the characteristic of thematic learning, this research try to makes learning media that has shape as flipchart in the topic of <i>Perkembangbiakan dan Daur Hidup hewan in Elementary School</i>
2	Chandra, Rustika, <i>Pengembangan Media Buku Cerita Bergambar Flipbook Untuk Peningkatan Hasil Belajar pada pembelajaran Ilmu Pengetahuan Sosial Siswa Kelas IV Sekolah Dasae Islam As-Salam Malang. Skripsi. Malang: Pendidikan Guru Madrasah Ibtidaiyah. Universitas Islam Negeri Maulana Malik Ibrahim Malang.2016</i>	Visual Learning Media in Elementar y school	Social science topic	
3	Arifani, Nilam. <i>Pengaruh Penggunaan Flipchart sebagai Media Pembelajaran Sejarah Terhadap Minat Belajar Siswa Kelas X IPA Madrasah Aliyah Negeri 1 Cirebon Tahun Ajaran</i>	Flipchart	High school grade History topic	

	2014-2015.Semarang. Universitas Negeri Semarang. 2015		
4.	Chafindah, Luluk Umi. <i>Pengaruh Media Flipchart Terhadap Prestasi Belajar Fiqih Kelas X di MA Hasyim Asy'ari Balongsari Tandes Surabaya.Surabaya. Institut Agama Islam Negeri Sunan Ampel Fakutas Tarbiyah Jurusan Pendidikan Agama Islam Surabaya. 2010</i>	Flipchart	High school Grade Fiqh Topic
5.	Hasanah, Uswatun. <i>Pengaruh Penggunaan Media Flipchart Terhadap hasil Belajar IPS Kelas VIII MTs Negeri Jakarta. Universitas Islam Negeri Syarif Hidayatullah Fakultas Ilmu Tarbiyah dan Keguruan Jurusan Pendidikan Ilmu Pengetahuan Sosial. 2015.</i>	Flipchart	

**Table 1.1**  
**Research Originality Table**

## **I. Definition of Terms**

### **1. Development**

Development is one of the research methods that used to produce a particular product, and test the effectiveness of these products. To be able to produce certain products and to test the effectiveness of the product.

### **2. Learning Media**

Media is a great tool to facilitate students in understanding the material presented by the teacher attract active students in the process learning.

### **3. Flipchart is sheets of paper that were put together using special objects (tongs, spiral) so resemble the album or calendar. Sheets of paper containing information or messages either in the form of pictures or symbols that are listed in the visual form.**

## **J. Systematic Writing**

The outlines of thesis consist of five chapters with several sub chapters. To get directions about the things that are written, the following systematic writing.

Chapter 1, in this chapter will be explained out the background of the problem, development goals, and development benefits, assuming the development, the scope of development, product specifications, operational definition research, originality, and systematic discussion

Chapter II, in this chapter will be explained out about the theory and the foundation framework of thinking.

Chapter III, on this chapter will be explained out the detail of the research methods, starting from type of research, model of development, procedures development, testing and research procedures. In the latest trial phase will be explained in detail as well, ranging from the design of trials, the subject of testing, data types, data collection instruments, and the last one is a technical analysis.

Chapter IV, on this chapter will be explained out the test result of the level of needs of students against Flipchart as learning media, the process of developing Flipchart, and data analysis

Chapter V, on this chapter will be explained out the conclusion of the research and suggestion.

## CHAPTER II

### Literature Review

#### A. The Foundation of Theory

##### 1. Definition of Development

Development in general means growth, slowly growth (evolution, and gradually changes.<sup>19</sup> While in education, development is a process used to develop and validate product education. This research follow a steps in the cycle. Step of the research or development process occurred over discovery of product that will develop, developing products based on these discoveries, doing field trials that suitable with background where the product will be used and do revision after the field trials.<sup>20</sup>

This has the sense that learning does not only convey knowledge from books or teachers to students, but also the demands to the teacher to create and develop learning media that suit the circumstances in the field. In this case is students necessary, school condition, and types of learning.

##### 2. The Fact of Learning Media

###### a. Understanding Learning Media

The word *media* derives from Latin and also the plural of *medium* which literally means an intermediary or introduction.<sup>21</sup> In Arabic language, media called *wasail* which is plural of the word *wasilah* that has similarity with *al wash* that has mean 'middle'. 'Middle' has

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<sup>19</sup> Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana, 2010), hal. 197.

<sup>20</sup> Ibid

<sup>21</sup> Arief S. Sadiman dkk. *Media Pendidikan* (Jakarta. Rajawali Pers, 2010), hlm.6

means between the two sides, so it called 'intermediary' (wasilah).<sup>22</sup> According to AECT (Association of Education and Communication Technology, 1997), media is a form and channels that used to process of channeling messages. Learning media consists of two important elements, items of equipment (hardware) and elements of the message he brought (software). Thus, learning media requires the equipment to deliver the message, but the most important of the media is not the equipment, but the message or information that the media was presented.<sup>23</sup>

#### **b. Benefits and functions of the learning Media**

There are four function of learning media, especially visual media:

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##### 1) Attention Function

The attention function of visual media is a core. Attract and direct students to concentrate with learning. To make the media look attractive, it could adding bright colors, because in every color contains multiple meanings , like light blue color give the impression of peace, of knowledge, of tenderness for the people who saw,<sup>25</sup> yellow color which belongs to the warm colors and

<sup>22</sup> Yudhi Munadi. *Media Pembelajaran*. (Jakarta: Referensi,2013), hlm.6

<sup>23</sup> Rudi Susilana & Cepi Riyana. *Media Pembelajaran*. (Bandung: CV Wacana Prima, 2007), hlm.4

<sup>24</sup> Hujair, *Media Pembelajaran*, Safiria Insania Press, 2009, hlm: 40-41

<sup>25</sup> Achmad Basuki, *Makna Warna dalam Desain*, Politeknik Negeri Surabaya, hlm : 25

has the meaning of happiness and a sense of humor.<sup>26</sup> Orange color gives the impression that attract.<sup>27</sup> Green color gives the impression that the calming since identic with natural beauty and freshness.<sup>28</sup> The white color that has a sense of cleanliness.<sup>29</sup> And the red color meaning power, happiness, prosperity and luck.<sup>30</sup>

## 2) Affective Function

The functions of affective visual media can be seen from the level of enjoyment while students learn (or read) display text.

The visual image can excite the emotions and attitudes of students, for example, information relating to the issue of social or racial

## 3) Cognitive Function

Cognitive function of visual media seen from of the discoveries of study that revealed that visual symbol or images facilitate the goal achievement to remembering the information or message from the images.

## 4) Compensatory Function

Compensatory Function in visual media has function to accommodate students who are slow and weak to understand lesson that presented verbally.

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<sup>26</sup> Ranny rastiati, *Penggunaan Warna* , FIB UI, 2008, hlm : 11

<sup>27</sup> Ibid, hlm : 23

<sup>28</sup> Ibid, hlm: 20

<sup>29</sup> Ibid, hlm: 26

<sup>30</sup> Ibid, hlm: 21

There are some benefits from learning media:

- 1) Teaching would be more attracted the attention of students and it can to cultivate the motivation of learning
- 2) Teaching materials will more clearly so it can be better understood by the students and lets them overwhelm and achieve the goal of teaching
- 3) Teaching methods will be more varied, not merely verbal communication through the teachers, so students will not get tired and bored, or teache run out of steam, especially when teaching on every hour lesson
- 4) Students may be doing more learning activities because not only listening to the teacher's explanation, but also other activities such as observing, doing, demonstrating the role and others.

Another benefit of learning media as follows:

- 1) Put concrete based of thingking
- 2) Magnify students attention
- 3) Laying important foundations for the development of learning, therefore making the lessons steadier.
- 4) Give a real experience for students.
- 5) Grow the regular and continuous thinking.
- 6) Helps the growth of understanding, thus helping the development of language proficiency.

From the descriptions and opinions of some experts in the above, it can be summed up some of the practical uses of media use study in the teaching and learning process is as follows:

- 1) Learning Media can clarify the presentation of messages and information so as to facilitate and improve learning results.
- 2) Media can improve learning and direct attention to the students so they can improve learning motivation, more direct interaction between students and their environment, and the possibility of students to study independently in accordance with the ability and interest.
- 3) Learning Media can overcome the limitations of the senses, time and space;
  - a) The object that too large to be shown directly in the classroom can be replaced with images, photos, slide shows, reality, film, radio, or model.
  - b) Objects that are too small, not visible to the senses can be presented with the help of a microscope, files, slides, images.
  - c) The rare incident that happened in the past or happening once in decades can be shown through video recordings, film, photo, slide
  - d) Objects or intricate processes such as blood circulation can be shown concretely through the movies, images, slides or computer simulation.

- e) Event or experiment that may harmful or dangerous can be simulated with media such as computer, film, and video.
  - f) Natural events such as volcanic eruptions or the occurrence of a process which in reality takes a long process like cocoons into butterflies can be served with recording techniques such as time-lapse to film, video, slides, or simulation computer.
- 4) Learning media can provide similar experience to students about events in their environment, as well as allowing the onset of direct interaction with teachers, community, and environment e.g. through field trips, visits, to the museum or the Zoo.

### **c. Learning Media Criteria**

Here are some of the noteworthy criteria in choosing media.<sup>31</sup>

- 1) In accordance with the objectives to be achieved. The media selected based on the purpose of instructional set that generally refers to one or a combination of two or three domains of cognitive, affective and psychomotor.
- 2) It is appropriate to support the content of the lessons that nature facts, concepts, principles or generalization. Different media, such as film and graphs require a different symbol and code are different, therefore it requires a process and the different mental skills to understand it. In order to help the learning process

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<sup>31</sup> Azhar Arsyad, *Op.Cit*, hlm: 73-74

effectively, the media must be aligned and in accordance with the needs of the learning task and mental abilities of students.

- 3) Practical, flexible and survive. If there is not time, funds, or other resources to produce, does not need to be enforced. The expensive media and takes a long time to produce it is not a guarantee as the best media. The selected media should be used anywhere at any time with the available equipment in the vicinity as well as easily moved and carried everywhere.
- 4) Teachers skilled in using it. This is one of the main criteria. As for the media it, teachers should be able to use them in the learning process. The value and benefits of the media is very determined by teachers who use it.
- 5) Grouping target. Effective media for large groups is not necessarily as effective if used in small group or individual. There is the right medium for this kind of large groups, medium, medium group, a small group.
- 6) Technical quality. Visual development either picture or photograph must meet certain technical requirements.

#### **d. Learning Media Development**

Understanding of learning media development is a planning of media preparation program. The media that will be shown or used in

the process of teaching and learning have to planned and designed in accordance with the needs of the field or its students.<sup>32</sup>

In the development of learning media, there are several questions that need to be taken care of before it came to the conclusion to design further media as follows:

- 1) Is there a relation between a media program that will be evolved with a specific teaching and learning to achieve the learning objectives?
- 2) Who is the intended target? Is the levels of elementary, junior high, high school, or college level that serve as the audience?
- 3) Whether the media will be utilized and designed is absolutely required of students in the teaching and learning process?
- 4) What is the expected target after the process of teaching and learning, in a change of behavior in students?
- 5) Are the students intellectually suffered losses when not in use the media?
- 6) Is material will be presented has compatibility with the design of the media used, so it can change the expected behaviour?
- 7) How is the order of the subject matter which has to be presented through the media draft?

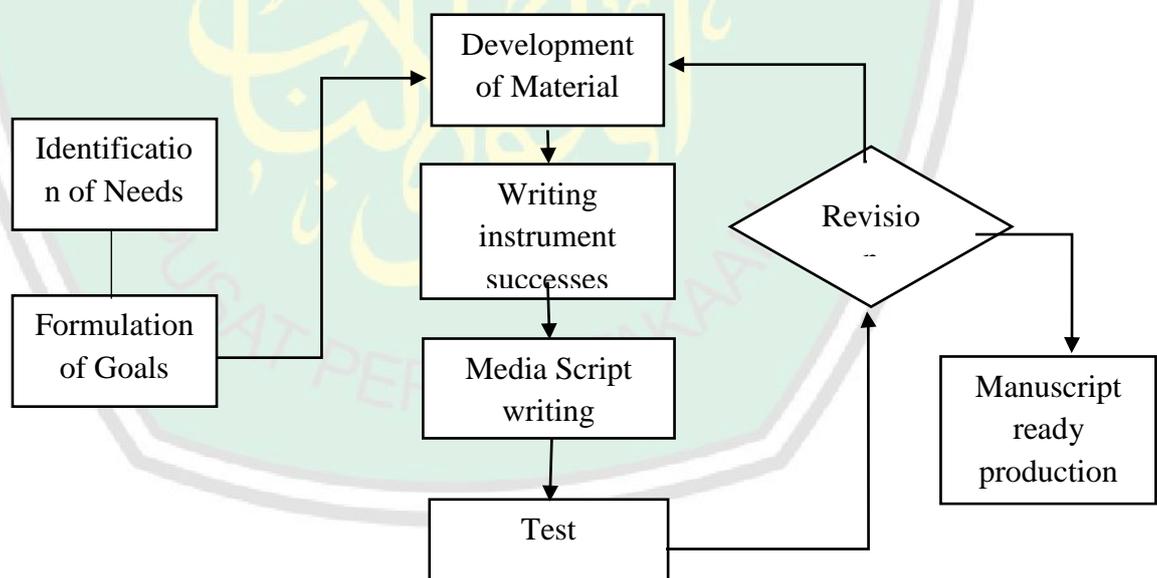
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<sup>32</sup> Cecep Kustandi dan Bambang Sucipto, 2011 *Media Pembelajaran Manual dan Digital*. (Bogor: Ghalia Indonesia), hlm.126

According to the development of these learning media, Arief s. Sadiman, et al suggested sequence of steps that need to be taken in developing the media programs, as follows:<sup>33</sup>

- 1) Analyze the characteristics of students
- 2) Formulate instructional objectives clearly and operationally
- 3) Formulating the details of the material in detail that can support the goals
- 4) Develop tools to measure success.
- 5) Write media script
- 6) Hold the tests and revision

These steps can be clearly seen in the following flowchart:<sup>34</sup>



**Figure 2.1**  
**Step of Developing Media**

<sup>33</sup> Ibid,

<sup>34</sup> Asnawir, Basyiruddin. *Media Pembelajaran*. (Jakarta: Ciputat Press, 2002.) hlm. 137

### 3. Flipchart

#### a. Definition of Flipchart

Flipchart is a sheet of paper containing materials and well arranged. The use of this media is one way to save teachers time to write on the board. Sheets of paper of the same size are one well bound so it can be more clean and good. The presentation of this information can be in the form of drawings, diagrams, letters, and numbers.<sup>35</sup>

According to Mustaji, flipchart is one type of media that has very simple i.e. sized 50-75 contains pictures, letters, numbers that are associated with the material being taught. In flipchart, we have to plan where and how flipchart placed, for example in front of class so students can see it clearly.<sup>36</sup>

According to Suyatno media Flipchart is a collection of summaries, images, tables, schemes which opened sequentially based on the topic of the learning material. Materials flipchart paper sizes of Plano that easy to open, easy to writeable, and brightly colored. For the appeal, flipchart can be printed with a variety of color and design variations.<sup>37</sup>

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<sup>35</sup> Cecep Kustandi dan Bambang Sucipto, 2011 *Media Pembelajaran Manual dan Digital*. (Bogor: Ghalia Indonesia), hlm. 55

<sup>36</sup> Mustaji, *Teknik Pembuatan dan Penggunaan Media Pembelajaran*. (Surabaya: Universitas Negeri Surabaya, 2006) hal. 2

<sup>37</sup> <http://garduguru.blogspot.com/2008/03/media-flip-chart.html> Diakses Selasa, 20 maret 2018 pukul 16.25

So Flipchart is a media that resembles a white board but can be moved everywhere and be well-thumbed calendars so that it is easy to use, both in learning in and outside the classroom.

**b. The Advantages of Flipchart**

- 1) Able to present the message in a concise and practical learning
- 2) Can use indoors or outdoors
- 3) Cheap material
- 4) Easy to carry everywhere (moveable) because they are between 60 to 90 cm, and it becomes easy to carry to where needed.
- 5) Improve student learning activities.<sup>38</sup>

**c. Disadvantages of Flipchart**

The media also has a shortage of i.e requires careful planning and a long time in designing the illustration pictures on each scene.

**d. How to Design Flipchart**

- 1) Decide goal of learning
- 2) Decide the shape of Flipchart
- 3) Make the summary of the material
- 4) Designing a rough draft (sketch)
- 5) Choose suitable color
- 6) Decided the size of the letter will use

**e. How to use Flipchart**

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<sup>38</sup> Mustaji, *Teknik Pembuatan dan Penggunaan Media Pembelajaran*. (Surabaya: Universitas Negeri Surabaya, 2006) , hal. 24-25

- 1) Prepare your self.

Teachers need to well mastered the learning materials and have skills using the media.

- 2) Proper Placement.

Note the position of the appearance so that students can clearly see

- 3) Class management.
- 4) Introduce the material that will learned.
- 5) Serve images
- 6) Give students the opportunity to ask
- 7) Concludes the material.<sup>39</sup>

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<sup>39</sup> *Ibid.* hal. 9 - 10

## B. Framework of Thinking

Framework of thinking from the research entitled “The Development of Flipchart in The Topic of *Perkembangan dan daur Hidup Hewan* Students Grade III MIN 11 Blitar, as in follows:

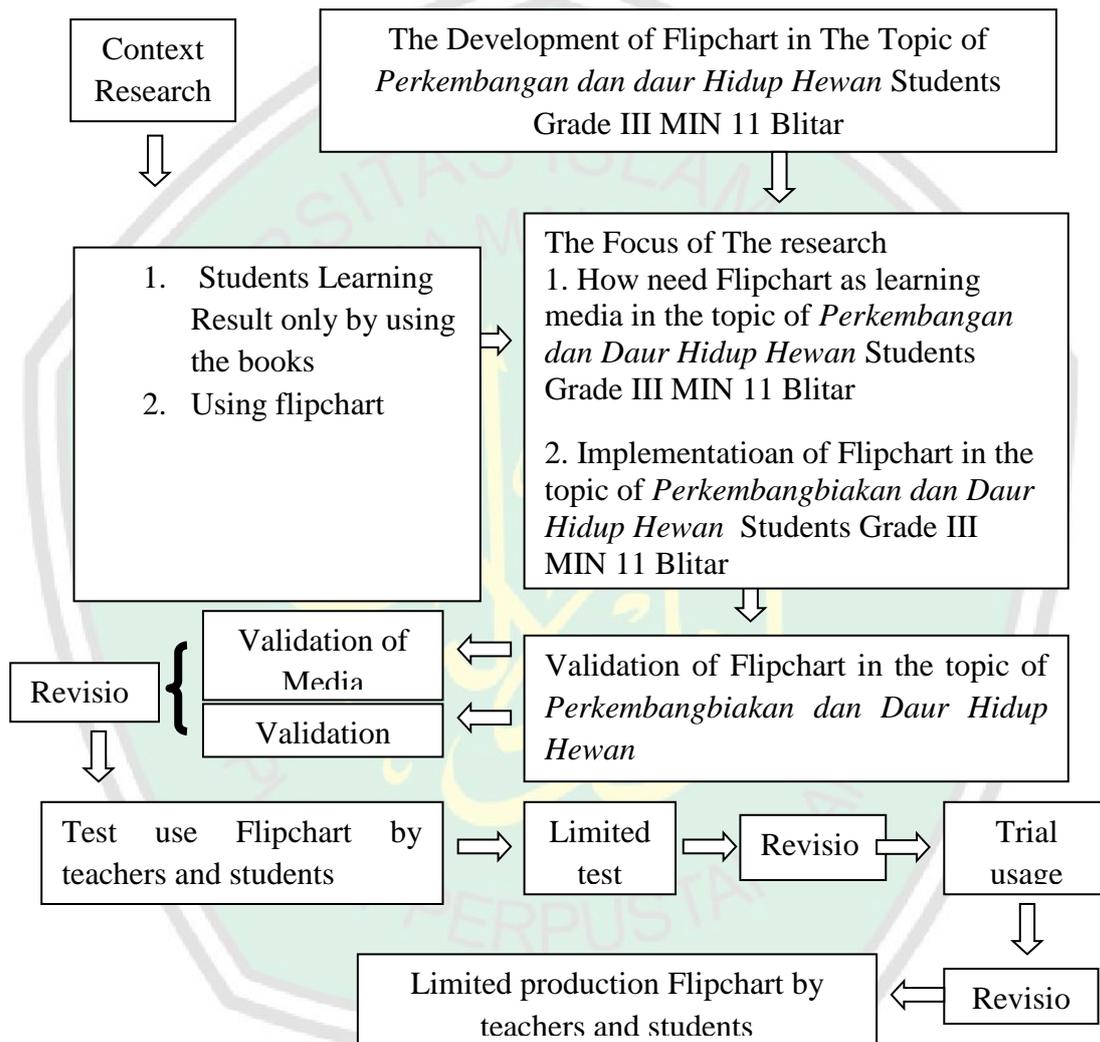


Figure 2.2 Framework of Thinking

## CHAPTER III

### METHOD

#### A. Research Approach

This research uses Research and Development Methods. Research and Development is the research method used to produce a particular product and test the effectiveness of these products. To be able to produce certain products used analysis necessary research to test the effectiveness that product. So that it can has function in citizen, there's necessary to test the effectiveness of that product.<sup>40</sup>

Development is directed or enforced on certain products, mostly experiments or studies to optimize the product. So the research that doing by research and Development that produce Flipchart in the topic of *Perkembangbiakan dan Daur Hidup Hewan Pengembangan* has function to improve the equality of education..

#### B. Model Development

In this research, the model used is a procedural model. Procedural model is descriptive models that describe the flow or steps that must be followed to produce a particular product. This procedural model is usually a sequence of steps followed in stages from beginning to end. Procedural model is regularly encountered in the design of the learning system.<sup>41</sup>

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<sup>40</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: CV. Alfabeta, 2011) hlm.297.

<sup>41</sup> Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana Prenada Media Group,2010) hlm. 230

This research and development using descriptive research model and the General steps to follow to produce a product, as the cycle of research and development (Borg & Gall) as follows:<sup>42</sup>

Development of learning media in this study refers to the type of development according to Borg & Gall (1983). These models are descriptive by following these general steps to produce a product.

According to Borg & Gall (1983) steps of research and development are as follows<sup>43</sup>:

1. Research and assemble of preliminary information

Includes a literature review, observation of the class and the preparation of the preliminary report.

2. Planning

Include activities which are: formulating ability, formulating a specific purpose, to determine the sequence of materials and test small skal.

3. Development format of preliminary product

The purpose is the development format of preliminary product or first draft which includes the preparation of learning materials, and evaluation tools handbook.

4. Preliminary test

This test is performed for the format program developed whether in accordance with a special purpose. The results of the analysis of

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<sup>42</sup> Ibid.237-239

<sup>43</sup> Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Prenada Media, 2015), hlm. 292.

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these early trials became the input to perform preliminary product revisions.

5. Product revisions

Product revisions, which is carried out on the basis of this initial trial results to gain information and input to make improvements repairs in accordance with input obtained at the time of trial.

6. Field trials

Products that was revised based on the results of the initial test, then tested again to subject larger try again.

7. Product revisions

The revision of the product based on the results of field trials.

8. Field test

After the revised product, if the developers want products that are more feasible and adequate field test is required.

9. Final product revisions

Revision of this product be the size that the product really is said to be valid because it has gone through a series of tests gradually.

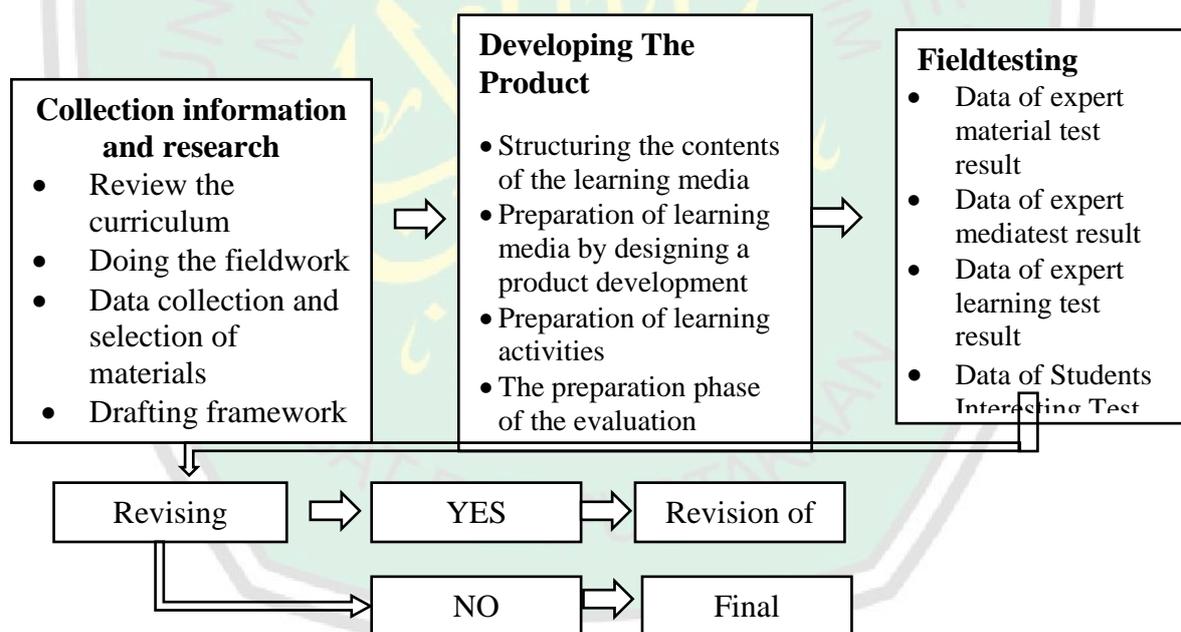
10. Dissemination and implementation

Delivering the results of development (process, procedures, program or product) to the users through a forum and professional meeting or write a journal title, or in the form of a book or handbook.

### C. Development Procedure

Based on the research model of Borg and Gall that there are ten step. Researcher adapted into four stages according to the 4 main characteristic of R & D to simplify. In these four stages is include all the steps from ten step of research model of Borg and Gall. <sup>44</sup>

Borg and Gall, 1983 describes 4 main characteristic R & D, namely : 1) Collection information and research, 2) Developing the product base on this findings, 3)Field Testing ,4) Revising it to correct deficiencies in the field testing stage. Here are the stages of development that will be done as follows



**Table 3.1 Step of Development Flipchart as Learning Media in the Topic *Perkembangbiakan dan Daur Hidup Hewan***<sup>45</sup>

<sup>44</sup> Azizah, Ilza Ma'azi, *Pengembangan Bahan Ajar Berbasis Multimedia Interaktif untuk Meningkatkan hasil Belajar pada mata pelajaran IPA materi rangka manusia kelas IV MIN Cengkong Ngronggot Nagnjuk*. Skripsi, Jurusan PGMI. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. 2013

Azizah, Ilza Ma'azi, *Pengembangan Bahan Ajar Berbasis Multimedia Interaktif untuk Meningkatkan hasil Belajar pada mata pelajaran IPA materi rangka manusia kelas IV MIN Cengkong Ngronggot Nganjuk*. Skripsi, Jurusan PGMI.

From the steps that have been described above, then the explanation is as follows: (1) Studying research findings, (2) Development the Product, (3) Field Testing, (4) Revision.

a. Studying

The purpose of this stage of pre-development is study and master the material characteristics developed into planned learning media. Beside that, also gaining the materials that needed in designing the learning media. Activities performed in this stage is:

1) Review the curriculum

Analysis of the curriculum implemented aims to define the basic competencies and indicators. At this stage determined the number of basic competencies and indicators would be developed into learning media.

2) Doing fieldwork

Field studies conducted aiming to identify the behavior and characteristics of grade III MIN 11 Blitar, analyzing students ' learning difficulties, and analyze the needs of the learning media in the topic of *Perkembangbiakan dan Daur Hidup Hewan*.

3) Data collection and selection of materials

At this stage do the data collection and selection of Flipchart that will be developed in the development of the learning media. Flipchart that chosen has to suitable to students ' ability on the level of SD/MI.

4) Composing the learning framework

b. Developing The Product

At this stage, researcher doing the development curriculum 2013 learning media. In developing this material, researchers conduct consultations with teachers of subjects and some competent experts in the field of natural sciences. The material is presented in the form of a flipchart containing the concepts in the form of a chart that is made as attractive as possible.

c. Field Testing

Activities at this stage is to know the level of appropriateness of initial drafts that resulting from the development phase so it can be repair for the consummation of learning media products. At this stage there are two steps namely stages of validation experts and field trials. Product validation is done by consulting the experts, i.e. expert design, material, and learning practitioner. The results of validation experts used for refinement of the product. After that, field trials are conducted to find out the effectiveness the media learning that have been developed.

d. Revision

This stage is carried out for repair or completion against the draft early based on analysis of data obtained from experts and students. If the learning media is already said to be valid then the researcher does not need to make revisions and the product is ready to be implemented, But if the media learning has not yet said to be valid it must be revised before being the end product developmentn.

#### **D. Product Validity**

This stage is main stage of development. Design validation is a process to assess is the resulting product would be more effective than before or not. Before the media implemented needs to be evaluated so will known the weaknesses and advantages to get feedback.

Validation can be done through experts who already experienced in their fields. This validation will be done before the media tested to students. Product validation can be done by presenting the experienced experts to rate the product. The validation phase includes:<sup>46</sup>

1. Validation of Expert Material

Material experts is the expert who mastered the learning. The qualifications of the experts in this research is:

- a. Mastering the characteristic of learning
- b. Have scientific insight to the products developed

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<sup>46</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D.*(Bandung: CV. Alfabeta, 2009).hlm.302.

c. Willing as testers of the product media Flipchart class III MIN 11

Blitar

## 2. Validation of Design Experts

Design experts set out to test the validity of the flipchart. Basically design experts has same criteria with contain expert but design expert has to have ability and skill in learning design.

## 3. Learning experts

This practitioner is one of the testers of the validity level product media learning Flipchart. As for the qualifications of practitioners of learning are as follows:

- 1) teachers are teaching at the institution level SD/MI
- 2) Willing to be teste for the learning media product.

## **E. Test Run**

This test is conducted to obtain accurate data by doing experiment to some subject to find the weaknesses and shortcomings of these learning media. With this test, the resulting products are expected in accordance with the needs and interests of students in the learning process in order to improve learning achievements of students.

### 1. Test Run Stage

Product testing in this study is done with 2 stage i.e:

- a. Preliminary Test

This test is carried out by the experts of media design learning, thematic learning experts and expert material/content of the thematic study.

b. Field Test

Field trials are trials in a wide scope in the entire grade III MIN 11 Blitar as many as 32 students.

2. Trial Experiment Subject

a. Preliminary Test

The subject of the initial trials done on learning media design expert that is Mr. Ahmad Makki Hasan who is expert in the making of media design learning.

Material/content expert for learning IPA Mr. Ahmad Abtokhi, who is an expert in the field of science. And learning expert researchers to select Mr. Mukti Ali. He is the classroom teacher grade III MIN 11 Blitar

- 1) Subject of field trials are students grade III MIN 11 Blitar selected by Simple Random Sampling. Simple Random Sampling is the taking of a sample of population members conducted at random without regard to existing strata in the population.<sup>47</sup>

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<sup>47</sup> Sugiyono. *Metode Penelitian Kuantitatif dan R&D.* (Bandung : CV. Alfabeta, 2009) hlm. 302.

### 3. Kind of Data

There are two type data that required for products that were developed with the goal of learning in research and development.

Both types of data is as follows:

- a. Quantitative Data, this data refered to obtained the results by the scoring from of percentage, form of experts assessment, teacher assesments, and students achievement results are as follows:
  - 1) Questionnaire from students about the needs of learning media
  - 2) Material expert assessment and learning design about the precision components of the learning media. The precision learning media include: illustration, media design and completeness that can make media be effective and efficient.
  - 3) Test results of student learning who use flipchart and who did not use flipchart that measured by the result of pre-test and post test.
  - 4) Form of student and teacher responses about Flipchart.
- b. Qualitative Data,:
  - 1) Observation result of students that use flipchart
  - 2) Input, feedback, and improvement suggestion based on the results of expert assessment that obtained by interviews or consultations with material expert, media experts, and learning experts.

#### 4. Collecting Data Instrument

On the collection of data in this study, researchers used several data collection instruments, among others, observation, questionnaire and tests the results of the study. And purpose in every instrument of data collection shall include among others:

##### a. Observation

Guidelines for observation made as a guide to know the process of the ongoing study by developing media that developed.

##### b. Questionnaire

Questionnaire is a technique or a way of indirect data collection. Questionnaire contains a number of questions that should be answered by the respondent.<sup>48</sup> Questionnaire aims to gather data about the suitability of the media learning Flipchart questionnaire aims to gather data about the suitability of the media learning Flipchart, the precision of the design or instructional design, The questionnaire also serves to measure the learning outcomes of students in this material.

The first step in the questionnaire is an instrument to experts and students. From the data obtained from the instrument now, then be analyzed via calculation of the average percentage score on each answer in terms of the question in the question form.

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<sup>48</sup> Nana Syaodih Sukmadinata, *Metode Pendidikan* (Bandung: REmaja Rosdakarya, 2007), hlm. 219

The scale of assessment/response				
1	2	3	4	5

**Table 3.2 Scoring Criteria that Used by Developer to Gives Score of Media that Developed<sup>49</sup>**

Description:

- 1) Very not precise, very not appropriate, very not clear, very unattractive, very not easy.
- 2) Less precise, less fit, less obvious, less attractive, and less easy.
- 3) Appropriately enough, enough, clear enough, interestingly enough, easy enough
- 4) Proper, appropriate, clear, interesting, easy
- 5) It is very precise, very fit, very clear, very interesting, very easy

After the questionnaire data converted to score according that table, the next step is decided the average score.

Questionnaire Statement Average according to Liket Scale, is

.<sup>50</sup>

$$\text{percentage values} = \frac{\sum \text{total answer}}{\sum \text{ideal score}} \times 100\%$$

The ideal score, is determined by the following formula:

<sup>49</sup> Sugiyono, 2008, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung :CV. ALFABETA),hlm. 94

<sup>50</sup> Ibid, hlm.93

$$\sum \text{ideal score} = \text{highest score} \times \text{total respondents} \times \text{total question}$$

The result percentage then interpreted based on effectiveness category scale:<sup>51</sup>

Presentase %	Validity Grade
80-100	Interesting /no revision
60-79	Interesting enough/no revision
40-59	Less attractive/partial revision
0-39	Not interesting/Revision

**Table 3.3 Qualification level of Effectiveness and Interest based on Percentage.**

### c. Learning Result Test

Test results of learning or learning achievement tests used to measure the learning outcomes achieved students during a certain period. The tests used are evaluative, tests used to measure student mastery level and position both between classmates and in mastery of the material.<sup>52</sup> The tests that are used to gather data about the results of *pre tests* and *post tests* show the effectiveness of students after using the media development has been done, namely Flipchart.

<sup>51</sup> Ibid, hlm.93

<sup>52</sup> Nana Syaodih, *op.cit.*, hlm. 223

## 5. Data Analysis Techniques

The analysis that used in the research and development are analysis of the questionnaire and analysis of learning achievement by using technical analysis data as follows:

### a. Analysis of the content of the learning

This analysis is carried out by formulating learning objectives which are adapted to the standards of competence and core competency to deliver the order of material that will be used as media of instruction, in the form of products already developed

### b. Descriptive Analysis

At this stage, the data collected using the open assessment to give critiques and feedback repair. The results of this descriptive analysis is used to determine the level of accuracy, effectiveness and results of Flipchart in the topic of *Perkembangbiakan dan Daur hidup hewan*, to analyze the results of the responses from the validator uses the following formula:

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

Description:

P= Properness

$\sum^{xi}$  = the total highest number of answers

$\sum^x$  = the total of assessment answers

In granting meaning and making decisions to revise the media learning, used a qualification that has the following criteria:<sup>53</sup>

Percentage %	Qualification	Properness Criteria
84% < skor ≤ 100%	Very valid	No revision
68% < skor ≤ 84%	Valid	No revision
52% < skor ≤ 68%	Quite valid	Need revision
36% < skor ≤ 52%	Less valid	Revision
20% < skor ≤ 36%	Very less valid	Revision

**Tabel 3.4 The eligibility criteria of the learning media**

c. Analisis of Test Result

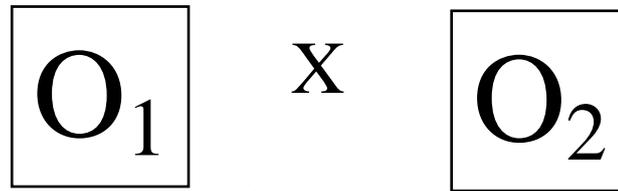
Analysis of data used to measure the degree of comparison of student learning outcomes, in field trials, test data using the design of experiments. To know the comparison before and after using the product development (class eksperimen and class control). Testing conducted with the purpose of obtaining information on whether these learning media more effectively and efficiently than the old learning media or another.<sup>54</sup>

For testing learning media is done by way of comparing the situation before and after use new system (experimental class and control class) by *pre-test* and *post test*.<sup>55</sup>

<sup>53</sup> Ibid.,

<sup>54</sup> Sugiyono, *metode penelitian Pendidikan*, (Bandung: CV ALFABETA, 2009), hlm.414

<sup>55</sup> Ibid, hlm. 76



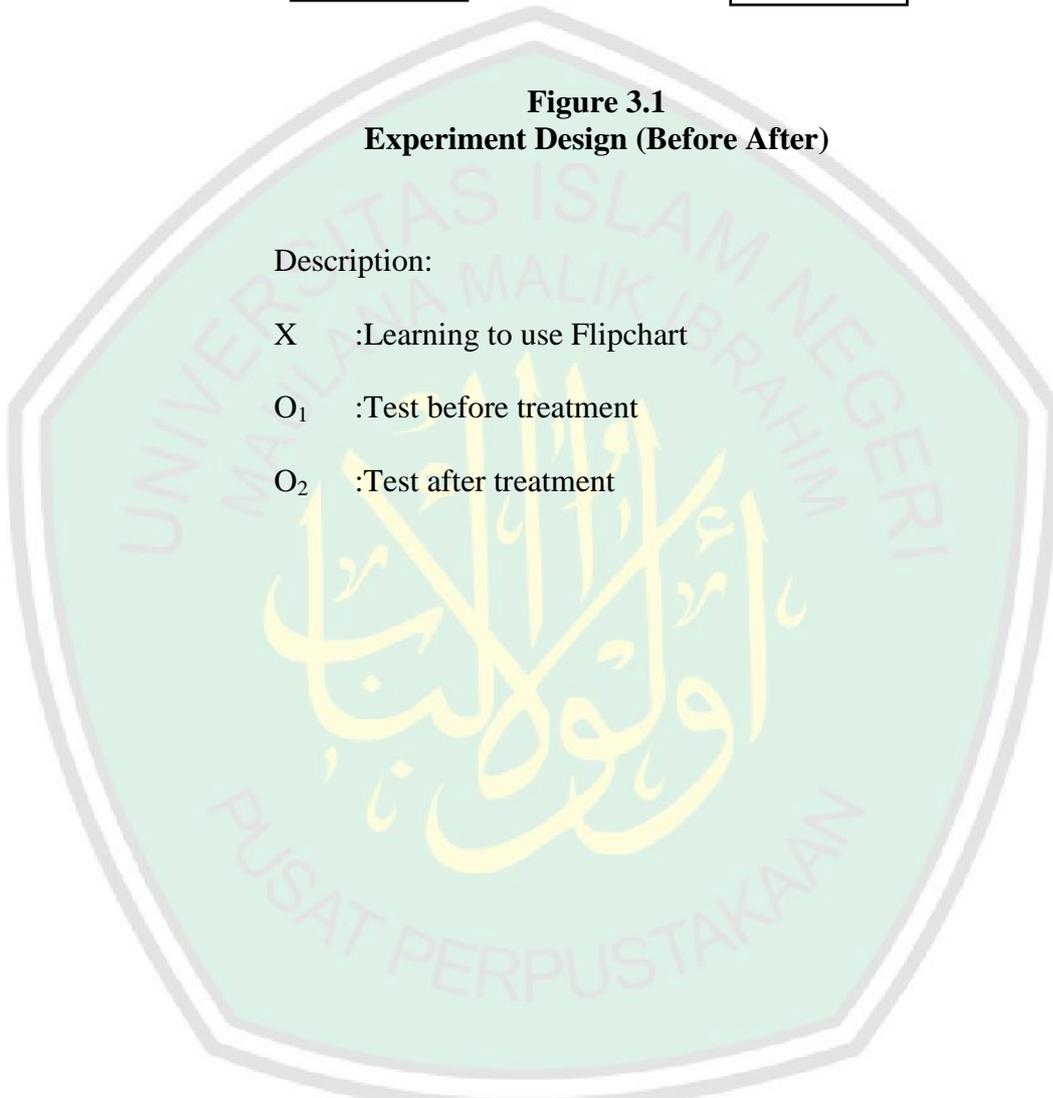
**Figure 3.1**  
**Experiment Design (Before After)**

Description:

X :Learning to use Flipchart

$O_1$  :Test before treatment

$O_2$  :Test after treatment



## CHAPTER IV

### RESULT OF THE RESEARCH

The data that will be presented is a pure research through a process of analysis results. There are some important points that need to be researched and requires assessment through questionnaire and interview. These results of the analysis data and percentage results accordance with R&D research methods.

#### **A. Test Results The Level of Needs of Students Against Flipchart as Learning Media in the topic of *Perkembangbiakan dan Daur Hidup Hewan***

To determine a product's design then the researcher should know the level of needs of students against a product that will be created. To know the level needs of students against Flipchart as learning media in the topic of *Perkembangbiakan dan Daur Hidup Hewan* researchers using 2 ways, i.e. 1) Interview with the classroom teacher and students in 3<sup>rd</sup> grade of MIN 11 Blitar, 2) use questionnaire scala likert to the subjects of research there are students 3<sup>rd</sup> grade of MIN 11Blitar. The following explanation in detail:

##### 1. Interview

##### a. Interview with the Classroom Teacher in 3<sup>rd</sup> grade of MIN 11 Blitar

Interviews were conducted with Mr Mukti Ali S.Pd as Classroom teacher in 3<sup>rd</sup> grade MIN 11 Blitar. Classroom teacher is a person who knows well the characteristics of students that will be used as a subject of research.

From the interview results, Mr. Mukti Ali explains that his students a bit slow to understanding the material that has been explained. This is proven from the value of the daily task that still below the KKM. Mr. Ali also explain that enthusiastic learning on the students tend to go down, only approximately 5 students who look more active. When the questions given only a few students who rise up the hand.

One of the work done by Mr. Mukti Ali to make classes remain conducive learning is by dividing the students in several groups. He also gave the game in the middle with learning. But sometimes, some students are still not able to understand the learning well.

Mr. Mukti Ali also explains that the needs of the students towards the learning media. Students become more enthusiastic every time Mr. Mukti Ali brought the learning media at the time the learning process. However, he explained that he was difficult to always use learning media, other than because of school facilities are lacking support, he also said that he was also trouble if should make the learning media at any time.

He gave an overview about the media that is currently required is media that can be long lasting and can be used repeatedly. Because the goal is grade 3, then the media should be made attractive in terms of appearance. Color and interesting

illustrations will also make students more interested in following instruction. In this case, flipchart is one of right learning media. It has big size and also has attractive illustrations. Flipchart also can be used repeatedly in different subjects. So the teacher does not have to bother to make new media in every learning.

b. Students 3<sup>rd</sup> grade of MIN 11 Blitar

Interviews were conducted with some students 3<sup>rd</sup> grade At-Tirmidzi of MIN 11 Blitar. They are Muhammad Aful Marom and Brilliant Tri Qurrota Aini.

Muhammad Aful Marom explains that he likes when learning to use media learning. He feels curious with the media that brought by a teacher when comes to class. This makes him more excited to learn because learning to with using media can create an atmosphere of classrooms being joyful and happy.

The opinion is almost the same with Brilliant Tri Qurrota Aini, she felt more challenged if the media is ordered to compete completed something like a matter or other games. She is also happy if learning media has a color illustrations and interesting. But his teacher rarely bring media learning in class..

## 2. Questionnaire

From the results of the collection of research data collected from 32

respondents (grade 3 MIN 11 Blitar) found the following data:

No	Soal	Hasil Responden	$\bar{X}$	$\sum X_i$
1	Apakah kamu senang belajar menggunakan media pembelajaran ?	5, 3, 4, 5, 3, 5, 4, 4, 4, 5, 5, 5, 3, 5, 5, 3, 5, 3, 5, 5, 3, 5, 5, 5, 4, 3, 3, 5, 5, 3, 5, 3	135	160
2	Apakah media pembelajaran memudahkanmu untuk memahami materi ?	3, 3, 4, 5, 3, 5, 3, 4, 4, 5, 5, 5, 4, 4, 3, 3, 3, 4, 5, 4, 3, 5, 4, 3, 3, 3, 5, 5, 3, 3, 5, 3	120	160
3	Apakah kamu membutuhkan media pembelajaran dalam mata pelajaran tematik?	5, 3, 5, 5, 5, 5, 5, 5, 4, 5, 5, 5, 5, 4, 3, 3, 5, 4, 3, 3, 5, 5, 5, 3, 3, 3, 5, 5, 3, 4, 5, 3	133	160
4	Apakah media pembelajaran memberikanmu semangat dalam belajar?	5, 3, 4, 5, 3, 4, 5, 5, 4, 5, 5, 5, 4, 5, 5, 3, 5, 3, 5, 4, 3, 3, 3, 3, 5, 3, 3, 3, 5, 3	127	160
5	Apakah kamu setuju apabila belajar menggunakan media pembelajaran?	5, 5, 5, 5, 3, 5, 4, 5, 3, 5, 3, 5, 3, 5, 3, 5, 5, 5, 5, 3, 3, 3, 3, 3, 5, 4, 3, 3, 3, 5, 3, 3, 4, 5, 3	127	160
JUMLAH ( $\sum$ )			642	800

**Tabel 4.1**

**The Level Of Needs Of Students Towards The Learning Media**

From the calculation of the data above, so we can input a percentage formula:

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

P : Percentage values

$\sum x$  : The amount of data the respondents

$\sum xi$  : The maximum value

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

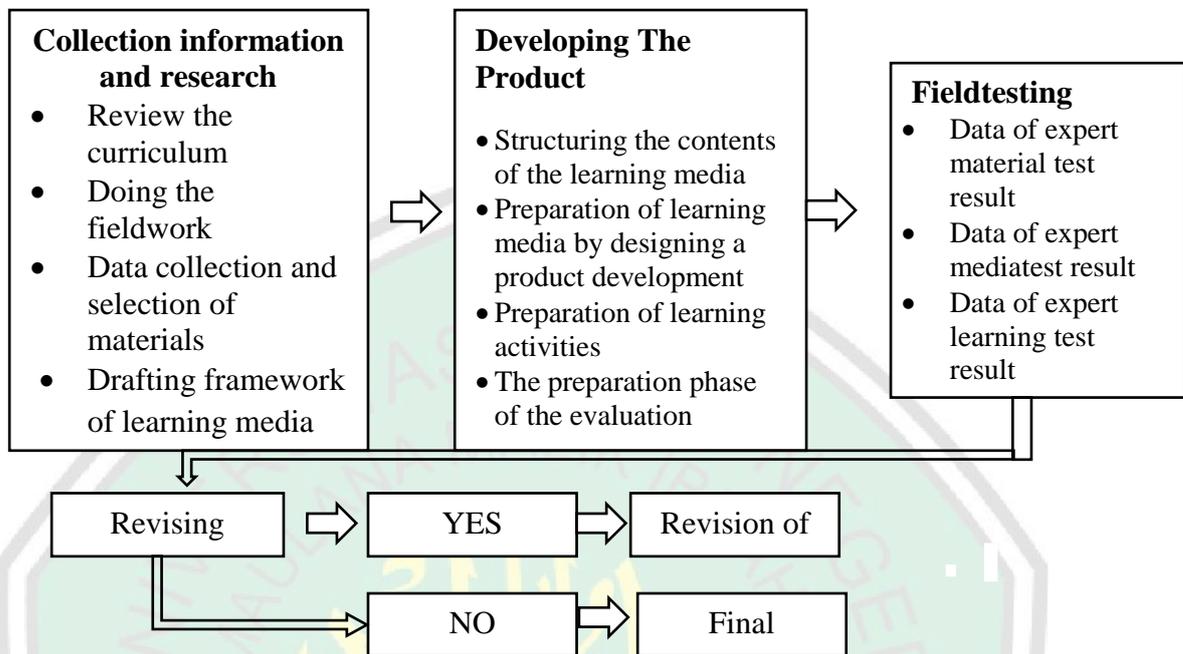
$$P = \frac{642}{800} \times 100\%$$

$$P = 80,25 \% \text{ (Very Need)}$$

### **B. Process of Developing Flipchart in the Topic of *Perkembangbiakan dan Daur Hidup Hewan* Students Grade 3 MIN 11 Blitar**

Based on the research model of Borg and Gall that there are ten stages, the researchers adapted into four stages are applied sequentially according to the characteristics of R&D.

Borg and Gall, 1983 describes 4 main characteristics R&D, namely: 1) **Collection information and research**, 2) **Developing the product** based on this findings, 3) **Field testing** 4) **Revising** it to correct the deficiencies found in the field-testing stage. Here are the stages of development that will be done as follows:



**Table 4.2**

**Steps of Development Flipchart as Learning Media in the Topic  
*Perkembangbiakan dan Daur Hidup Hewan***

From the steps above, the explanation is as follows:

**1. Studying Research Findings**

The purpose of this stage is to study and explore the characteristics of the material to be developed into a learning media and to collect the materials needed for designing learning media. As for activities conducted in other deliveries is:

- a. Review the Curriculum

Analysis of the curriculum aims to define the basic competencies, core competencies and indicators on 2013 curriculum used in learning media development.

As for the main base of competence chosen is about:

3.2 Understand the text of the instructions about the treatment of animals and plants, and animal life cycle

As for the main indicator chosen is about:

3.2.1 Identify ways of animal breeding

3.2.2 Write down the stages of breeding animals

4.2.1 Describes how the animal breeding

4.2.2 Retell the results of discussion about how the animal breeding

b. Doing the Fieldwork

Field studies conducted aiming to identify the behavior and characteristics of grade 3 students, analyzing student learning difficulties and analyze learning media needs of grade 3. This activity is done with the interview process to the teacher grade 3 students then observes the learning materials and media used in the thematic learning grade 3.

The observations and interviews of researchers against the teacher's grade III MIN 11 Blitar particularly on Thematic subjects showed that thematic Learning already refers to 2013 curriculum just that lack of media support so impressed saturating. Students

have not been understood very well studied because of the monotonous with no media support in learning.

Basically the teacher has been working to improve learning achievements of students, some of the ways that have been taken are:

- 1) Teachers have implemented several methods in the process of learning, such as faqs, drill, demonstrations.
- 2) Teachers have done a remedial for students who have not reached KKMI that is 75.
- 3) Teachers have done approach to the students who have difficulties in learning.

Although teachers have striven to improve the learning process, but the results of the thematic Learning students still belongs to low. Based on the observations found the following phenomena:

- 1) From a total of 32 students only 10 students (31.25%) students who are active in the learning activities in the classroom.
- 2) When performed test, most students still get a value below the KKM set the school i.e. 75.

c. Data collection and selection of Materials

At this stage do the collection and selection of materials used in the development of the learning media Flipcharts. The selected learning media, customized to the students ' ability of the

SD/MI grade 3 in particular on subjects thematic in the topic *Perkembangbiakan dan Daur Hidup Hewan*.

Based on the results of the analysis of the level of need of learning media, media that is expected is a medium that can be long lasting and can be used repeatedly, therefore the selection of media materials on flipchart paper-based cartons which have thickness 6 mm. Carton paper later laminated with flannel. The pictures and the texts printed on thick art paper that given a velcro behind, so it can be removable.

d. Drafting Framework of Learning Media

Preparation of framework of learning media Flipcharts to determine the initial layout or design so that the material will be presented according to the capacity of the media.

**2. The Result of Developing The Product**

The results of the development of products that are developed in the form of learning media Flipcharts in the topic of *Perkembangbiakan dan daur Hidup Hewan* Students Grade III MIN 11 Blitar. As for the description of product this flipchart is as follows:



**Figure 4.1**  
Cover

The cover is made from carton that laminated with flannel. In the top there are text Happy Flipcharts made from colorful flannel. The text of *Perkembangbiakan dan Daur Hidup Hewan* and all the animal images printed on colourful paper that taped a velcro behind. Flowers and grass are made of flannel that are permanently affixed.

Part of the cover can be opened so it displays the first material of *Perkembangbiakan dan Daur Hidup Hewan*.



**Figure 4.2**

**The first page about “Cara Berkembangbiak Hewan”**

On the page about how this Animal Breeds there are 3 sections.



**Figure 4.3**

**The first part of the first page**

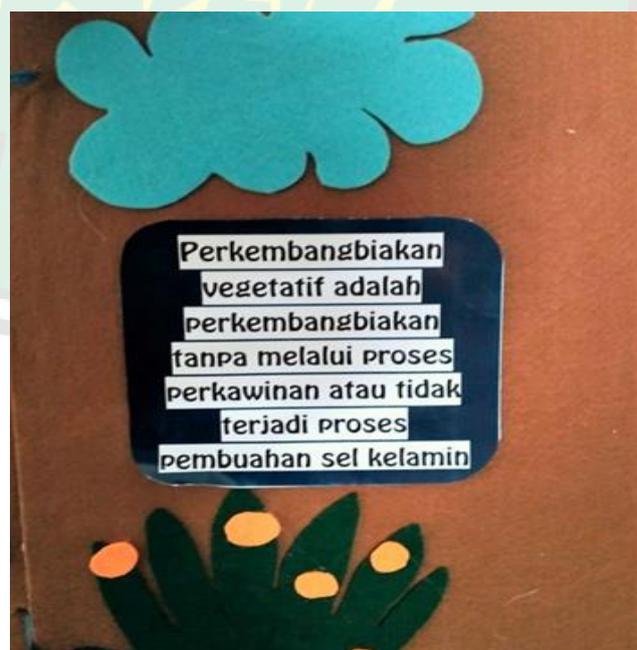
This section begins with an illustration of a young boy who asked about how animal breeds.



**Figure 4.4**

**The second part of the first page**

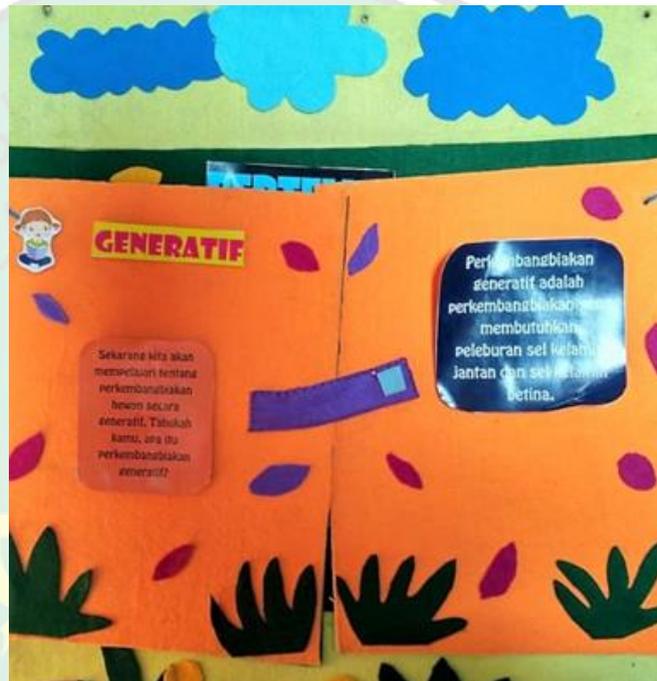
This section describes of types of vegetative reproduction. Images can be removable so teachers can show a picture with near to students with it off.



**Figure 4.5**

**The Third Part of the First Page**

This section describes what it's vegetative reproduction. There is also a cloud, and ornaments of the grass made of flannel that are permanently affixed.



**Figure 4.6**

**The second page of Generative Reproduction**

On this page describes briefly with generative breeding begins with a question. Just as the first page, this page can be opened to study next the matter.



**Figure 4. 7**

**The Second Page After Opened**

On this page there are three sections that explain about what is included in the generative breeding.



**Figure 4.8**

**The first part of the second page of the Animal are Viviparous**

In this section there is a picture of the types of animals that generally are viviparous. The image shown is a giraffes, bears, rhinos, and zebra.



**Figure 4. 9**

**The second part of the second page of Oviparous**

In this section there are pictures of many different types of animals that breed are oviparous. The image shown is a chicken, birds, crocodiles, grasshoppers, and butterflies.



Figure 4. 10

The third part of the second page of ovovivipar

In this section, mentioned animals included in the types of ovovivipar. The image shown is a platypus and sea horse.



Figure 4. 11

The third page of the metamorphosis

This section describes what is animal life cycle and metamorphosis. Like the previous page, this page can be opened to reach the next material.



Figure 4. 12

### The Perfect and Imperfect and Life Cycle

This section is divided into three. I.e. about perfect and imperfect metamorphosis and animal's life cycle



Figure 4. 13  
Imperfect Metamorphosis

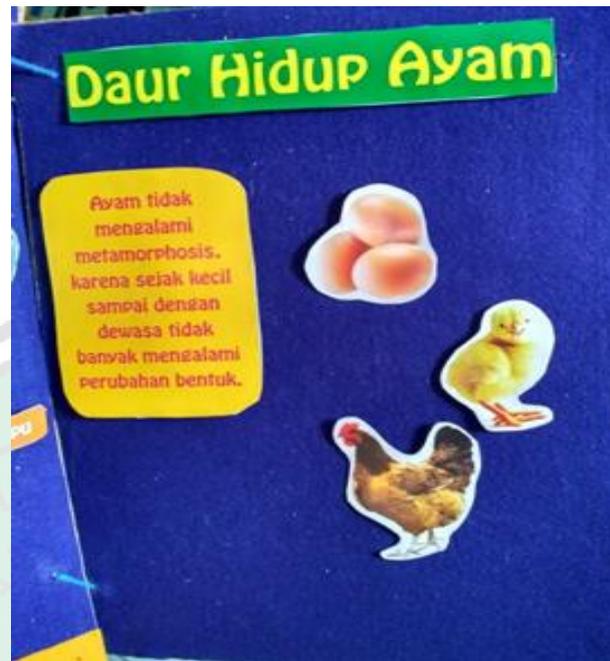
This section describes the process of imperfect metamorphosis on cockroaches. Pictures printed and arranged sequentially and given a description.



**Figure 4. 14**

#### **Perfect Metamorphosis**

This section describes the process of perfect metamorphosis on a butterfly. The pictures presented sequentially and given a caption underneath.



**Figure 4.15**

### **Chicken Life Cycle**

This section describes the process of the life cycle of a chicken. In addition to the pictures, given also the brief text about the explanation of the life cycle of a chicken.



Figure 4.16

### Match Game

This page is the page with the game. On the front there is a hint of the game and there are two envelopes made of flannel. This envelope contains a picture of the image and also the names of animals.



Figure 4.17

### The Direction of the Game



Figure 4.18

The Envelopes of Images



Figure 4.19

The Board of the Game

The last page this is the place to paste a picture that was previously placed in the envelope. The images and the writing was affixed by the student in accordance with the regulations.

### **3. Field Testing**

#### **a. Data of Material Expert Validation Result**

Material validation done on the 27th July 2018 by Mr. Ahmad Abtokhi M.Pd., lecture Department of Physics, Faculty of Science and Technology in the State Islamic University of Malang. Validators fill the questionnaire appropriate instructions, and answer 10 questions and give advice to the researchers in order to be better at learning media again. Presented data research results from the validator expert material can be seen in the table below:

No	Unsur Penilaian	Xi	X	HU (%)	Keterangan
1	Tingkat relevansi isi media pembelajaran dengan kurikulum yang berlaku	5	4	80%	Cukup valid
2	Kesesuaian media dengan kompetensi dasar dan indikator dalam pembelajaran	5	4	80%	Cukup valid
3	Kesesuaian media dengan tujuan pembelajaran	5	4	80%	Cukup valid
4	Ketepatan isi flipchart dengan materi	5	5	100%	Sangat valid
5	Keruntutan alur pada media pembelajaran	5	4	80%	Cukup valid
6	Penyajian isi flipchart menggunakan bahasa yang mudah dipahami	5	4	80%	Cukup valid
7	Komponen isi media sudah memadai sebagai pembelajaran tematik SD/MI	5	4	80%	Cukup valid
8	Penggunaan bahasa dan pemilihan kata dapat dipahami oleh siswa	5	4	80%	Cukup valid
9	Ilustrasi gambar yang digunakan sesuai dengan materi pembelajaran dan dekat dengan kehidupan anak	5	4	80%	Cukup valid
10	Penyajian materi yang menarik	5	4	80%	Cukup valid
	Jumlah	50	41	82%	Cukup valid

**Table 4.3 Data of Material Expert Validation Result**

**Keterangan**

X : Jawaban Responden dalam satu item pertanyaan

Xi : Nilai ideal dalam satu item pertanyaan

HU : Hasil Uji Validasi dalam bentuk persen (%)

Based on the presented the material expert validation result on the table above shows the percentage 82%. This shows that the

product of learning media Flipchart has of the appropriate material and can be used in the process of learning in the topic of Perkembangbiakan dan Daur Hidup Hewan on the 3rd grade SD/MI.

b. **Data of Design Expert Validation Result**

Design validation done on the 25th July 2018 by Mr. Ahmad Makki Hasan, who is also a lecture in the Department of Arabic Education, Faculty of Tarbiyah and Teaching Training in the State Islamic University of Malang. Validators fill the questionnaire appropriate instructions, and answer 10 questions and give advice to the researchers in order to be better at learning media again. Presented data research results from the validator expert material can be seen in the table below:

No	Unsur Penilaian	Xi	X	HU (%)	Keterangan
1	Kemenerikan pengemasan desain kover pada media pembelajaran	5	4	80%	Cukup valid
2	Jenis dan ukuran huruf yang digunakan sesuai untuk siswa SD/MI	5	5	100%	Sangat valid
3	Kesesuaian gambar dengan materi pada media pembelajaran	5	4	80%	Cukup valid
4	Warna pada media sesuai dan menarik untuk siswa SD/MI	5	5	100%	Sangat valid
5	Media yang dikembangkan menarik dan mengarahkan perhatian siswa untuk berkonsentrasi pada isi pelajaran yang berkaitan dengan makna visual yang ditampilkan atau menyertai teks materi pelajaran	5	5	100%	Sangat valid
6	Penyajian isi flipchart menggunakan bahasa yang mudah dipahami	5	4	80%	Cukup valid
7	Tata letak gambar pada media menarik	5	4	80%	Cukup valid
8	Ukuran gambar pada media tepat	5	4	80%	Cukup valid
9	Media yang dikembangkan mampu menjadi wakil guru dalam menyampaikan informasi secara lebih teliti, jelas dan menarik	5	4	80%	Cukup valid
10	Media yang dikembangkan dapat memudahkan siswa yang lemah dalam membaca untuk mengorganisasikan informasi dan mengingatnya kembali	5	4	80%	Cukup valid
Jumlah		50	43	86%	Sangat valid

**Table 4.4 Data of Design Expert Validation Result**

**Keterangan**

X : Jawaban responden dalam satu item

Xi : Nilai ideal dalam satu item pertanyaan

HU : Hasil Uji Validasi dalam bentuk persen (%)

Based on the presented the design expert validation result on the table above shows the percentage 86%. This shows that the product of learning media Flipchart has of the appropriate material and can be used in the process of learning in the topic of Perkembangbiakan dan Daur Hidup Hewan on the 3rd grade SD/MI.

**c. Data of Learning Expert Validation Result**

Learning validation done on the 1st August 2018 by Mr. Mukti Ali, who is the classroom teacher of 3 Grade MIN 11 Blitar. Validators fill the questionnaire appropriate instructions, and answer 6 items questions and give advice to the researchers in order to be better at learning media again. Presented data research results from the validator expert material can be seen in the table below :

No	Unsur Penilaian	Xi	X	HU (%)	Keterangan
1	Kebenaran konsep materi yang termuat dalam media	5	4	80%	Cukup valid
2	Kesesuaian materi pembelajaran yang disajikan sesuai dengan KD dan indikator kurikulum 2013	5	5	100%	Sangat valid
3	Materi pembelajaran yang disampaikan dalam buku dapat meningkatkan dan membangun pemahaman siswa	5	4	80%	Cukup valid
4	Materi pembelajaran yang disajikan dapat menumbuhkan minat dan motivasi belajar siswa	5	5	100%	Sangat valid
5	Penggunaan bahasa dan pemilihan kata dapat dipahami oleh siswa	5	5	100%	Sangat valid
6	Kesesuaian media dengan pengembangan kemampuan berfikir siswa	5	5	100%	Sangat valid
7	Ilustrasi gambar yang digunakan sesuai dengan materi pembelajaran dan dekat dengan kehidupan anak	5	5	100%	Sangat valid
8	Media flipchart dapat membantu siswa dalam memahami konsep perkembangbiakan dan daur hidup hewan	5	4	80%	Cukup valid
9	Media flipchart dapat meningkatkan minat dan motivasi belajar siswa	5	5	100%	Sangat valid
Jumlah		45	42	93%	Sangat valid

**Table 4.5 Data of Learning Expert Validation Result**

**Keterangan**

X : Jawaban responden dalam satu item

Xi : Nilai ideal dalam satu item pertanyaan

HU : Hasil Uji Validasi dalam bentuk persen (%)

Based on the presented the design expert validation result on the table above shows the percentage 93%. This shows that the product of learning media Flipchart has the appropriate material and can be used in the process of learning in the topic of *Perkembangbiakan dan Daur Hidup Hewan* on the 3rd grade SD/MI.

**d. The Data of Students Interesting Tes Result**

To find out the level of interestsness, conducted trials of learning media Flipcharts to grade 3 MIN 11 Blitar. And then, the level of interesrestness measured by the quistionnaire that given to the students.

**1) Data of Small Group Trial Result**

The trial of small group performed to grade 3 MIN 11 Blitar with total of 6 students randomly selected from 3 classes. Any class taken two students to perform the trial test in small groups. A small group carried out trials on Thursday 2 August 2018. The trial of small group using the instrument the form of questionnaire which contains 10 questions. The instrument of large group trial is questionnaire fill the given score criteria i.e. 1, 2, 3, 4, and 5 with a score of 1 if the criteria are very unfavourable, score 2 if less well, score 3 if quite well, score 4 if good and score 5 if very good. A result of small group trial

against development learning media Flipchart product can be seen in the table below.

No	Nama	Skor Item Pertanyaan									
		1	2	3	4	5	6	7	8	9	10
1	Amira Fadliya Wahdati	3	3	5	4	5	3	5	4	5	3
2	Barraq Dzakiano Khairusy Syakirin	4	5	5	3	4	5	5	3	5	5
3	Hasna Alvia Ezza Vira	4	4	4	5	4	4	4	4	4	4
4	Mochammad Reza Hilmi Fahmi Ramadlan	5	5	5	3	4	5	5	3	5	3
5	Muhammad Aufal Marom	4	4	4	5	4	4	4	4	5	5
6	Qotrunnada Mahisna Putri	5	4	3	3	4	4	4	5	4	4

**Table 4.6**  
**Small Group Trial Result**

Elaboration of Small Group Trials can be seen below:

No	Unsur Penilaian	X	Xi	HU	Keterangan
1.	Apakah media <i>flipchart</i> ini dapat memudahkanmu dalam belajar ?	25	30	83%	Interesting
2.	Apakah dengan menggunakan media <i>flipchart</i> ini memberikan semangat dalam belajar ?	25	30	83%	Interesting
3.	Apakah kamu senang belajar dengan menggunakan media <i>flipchart</i> ini ?	26	30	87%	Interesting
4.	Apakah bahasa yang digunakan dalam media <i>flipchart</i> ini mudah kamu pahami	26	30	83%	Interesting
5.	Apakah kegiatan pembelajaran dalam media <i>flipchart</i> mudah dilakukan?	25	30	83%	Interesting

6.	Apakah huruf dalam media <i>flipchart</i> ini mudah dibaca?	25	30	83%	Interesting
7.	Apakah gambar dalam media <i>flipchart</i> ini memberikanmu semangat dalam belajar ?	27	30	90%	Interesting
8.	Apakah penjelasan dalam media <i>flipchart</i> ini mudah dipahami?	23	30	77%	Interesting Enough
9.	Menurutmu bagaimana desain media <i>flipchart</i> ini?	28	30	93%	Interesting
10.	Apakah media <i>flipchart</i> dapat membantumu mempelajari materi Perkembangbiakan dan Daur Hidup Hewan?	24	30	80%	Interesting

**Table 4. 7**  
**Elaboration of Small Group Trials**

2) Data of Large Group Trial Result

From the results of the collection of research data collected from 32 respondents (grade 3 MIN 11 Blitar) found the following data:

No.	Soal	Hasil Responden	X	Xi
1.	Apakah media <i>flipchart</i> ini dapat memudahkanmu dalam belajar ?	4, 4, 3,5, 4, 3, 4, 3, 3, 3, 5, 5, 5, 5, 4, 4, 4, 3, 4, 4, 4, 3,4, 4, 3, 4, 3, 5, 4, 4, 5, 4	126	160
2	Apakah dengan menggunakan media <i>flipchart</i> ini memberikan semangat dalam belajar ?	5, 4, 3, 5, 5, 3, 3, 3, 3, 5, 5,5, 3, 5, 5, 4, 5, 3, 5, 5, 5, 4, 4, 5, 4, 5, 5, 4, 5, 4, 4, 4	137	160
3.	Apakah kamu senang belajar dengan menggunakan media <i>flipchart</i> ini ?	4, 4, 3,5, 5, 5, 4, 5, 4, 3, 5, 5, 4, 5, 4, 4, 5, 5, 4, 5, 4, 5, 4, 5, 4, 5, 4, 3, 5, 4, 5, 4	140	160
4.	Apakah bahasa yang digunakan dalam media <i>flipchart</i> ini mudah kamu pahami	4, 4, 3, 4, 3, 5, 4, 2, 3, 3, 5, 5, 3, 3, 4, 4, 4, 3, 5, 3, 3, 5, 3, 4, 3, 4, 3, 3, 4, 4, 5, 4	119	160
5.	Apakah kegiatan pembelajaran dalam media <i>flipchart</i> mudah dilakukan?	4, 4, 3, 4, 3, 5, 3, 5, 3, 5, 5, 5, 4, 4, 5, 4, 4, 4, 4, 4, 4, 5, 4, 4, 4, 4, 4, 4, 4, 4, 4, 5	132	160
6.	Apakah huruf dalam media <i>flipchart</i> ini mudah dibaca?	4, 4, 3, 4, 4, 5, 5, 3, 3, 5, 2, 2, 4, 5, 5, 4, 5, 3, 5, 5, 4, 5, 4, 5, 5, 5, 5, 4, 5, 3, 3, 3	131	160
7.	Apakah gambar dalam media <i>flipchart</i> ini memberikanmu semangat dalam belajar ?	5, 4, 3, 5, 4, 3, 3, 5, 3, 5, 5, 5, 5, 5, 5, 4, 5, 5, 4, 5, 4, 5, 4, 5, 4, 5, 4, 4, 5, 3, 5, 5	141	160
8.	Apakah penjelasan dalam media <i>flipchart</i> ini mudah dipahami?	3, 4, 3, 4, 3, 5, 5, 2, 3, 5, 5, 5, 4, 3, 4  , 4, 4, 4, 4, 3, 3, 5, 4, 4, 5, 4, 3, 5, 4, 4, 5, 5	128	160
9.	Menurutmu bagaimana desain media <i>flipchart</i> ini?	5, 5, 3, 5, 5, 5, 5, 5, 4, 3, 2, 2, 4, 5, 5, 4, 5, 4, 5, 5, 5, 5, 4, 4, 4, 4, 3, 4, 5, 4, 5, 4	137	160
10.	Apakah media <i>flipchart</i> dapat membantumu mempelajari materi Perkembangbiakan dan	5, 5, 5, 5, 5, 5, 5, 3, 4, 4, 2, 2, 3, 3, 5, 4, 4, 5, 5, 5, 5, 5, 4, 4, 4, 4, 5, 4, 4, 4, 5, 4	136	160

	Daur Hidup Hewan?			
			1327	1600

**Table 4. 8**  
**Data of Large Group Trial Result**

Dari penghitungan data diatas maka dapat kita masukan rumus persentase:

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

P : Nilai persentase

$\sum x$  : Jumlah data responden

$\sum xi$  : Nilai maksimal

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

$$P = \frac{1327}{1600} \times 100\%$$

$$P = 82,93 \% \text{ ( Sangat Tertarik )}$$

## C. Data Analysis

### 1. Data Analysis of Validation Expert

#### a. Result of Data Analysis Material Expert

Exposure data validation results of expert material by a lecturer of the Faculty of science and technology, Ahmad Abtokhi, against the media learning Flipcharts with Flipchart in the topic of *Perkembangbiakan dan Daur Hidup Hewan* Students Grade III MIN 11 Blitar, based on **table 4.3** Is as follows:

- 1) Level of relevance to the curriculum learning media content that applies **quite relevant**
- 2) Suitability of media with the basic competencies and indicators in learning is **suitable enough**
- 3) Suitability of media with objectives of learning is quite enough
- 4) Accuracy of content of flipchart **very appropriate** with the topic
- 5) The order of the groove is **good enough**
- 6) Presentation of the contents of flipcharts using language that is easily understood **quite well**
- 7) Component of the media content is already adequate as learning thematic SD/MI is **good enough**
- 8) The language and words can **easily understood** by students
- 9) The illustrations **suitable enough** with the topic and close with student's life

10) Presentation of interesting material is **good enough**.

From the questionnaire has been filled by the material expert, then calculated the percentage level of validity by using the following formula:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

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

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

$$P = 82 \%$$

Based on the result of calculation above, then we know that the percentage level of the validity is 82 %. In accordance with the conversion table of validity scale level, the percentage of achievement 82% is on valid enough qualification, this indicates that the material in Flipchart is on high level of validity. “Since obtaining a high level of validity rate from material expert, so Flipchart as learning media does not need to be revised and already viable to use.

## b. Result of Data Analysis Design Expert

Exposure data validation results by design expert, Ahmad Makki Hassan, M.Pd, lecture of Tarbiyah and Teaching Training Faculty (FITK) againts the learning media Flipchart in the topic of *Perkembangbiakan dan Daur Hidup Hewan* Students Grade III MIN 11 Blitar, based on the table 4.4 are as follows :

- 1) The cover design is **very interesting**
- 2) Type and size of fonts that used is **very suitable** to the SD/MI students
- 3) The suitability of the image with the material is **suitable enough**
- 4) The colors of the media is **very suitable and interesting**
- 5) The learning media that developed is **very interesting** and direct students to concentrate with the content of learning that related with visual meaning that displayed or accompanying the content. Penyajian isi flipchart menggunakan bahasa yang mudah dipahami baik
- 6) The layout of the pictures on a media draw **interesting enough**
- 7) The size of the image on the media is **very right**
- 8) Media that developed is **capable** of being representatives of the teachers in presenting information in a more thorough, clear, interesting and quite good

- 9) Media that developed can facilitate the students who are weak in reading for organizing the information and remember it back fairly well

From the quistionnaire has been filled by the design expert, then calculated the percentage level of validity by using the following formula :

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

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

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

$$P = 86 \%$$

Based on the results of the above calculation, then we know that the percentage of the validity of 86%. In accordance with the conversion table scale level of validity, a percentage of the level of achievement of 86% are on a very valid qualifications, this suggests that design in the Flipcharts have high validity rate. "Since acquiring sufficient validity valid levels of design experts, then Flipcharts that developed does not need to be revised again and already viable use".

### c. Result of Data Analysis Learning Expert

Exposure data validation of learning expert by classroom teacher of grade III MIN 11 Blitar, Mukti Ali, againsts learning media Flipchart in the topic of *Perkembangbiakan dan Daur Hidup Hewan* Students Grade III MIN 11 Blitar, based on table 4.5 Is as follows :

- 1) The validity of the concepts contained in the media is **quite well**
- 2) The suitability of the learning material presented in accordance with KD and indicators is **very suitable** with 2013 curriculum
- 3) The learning material that delivered in the Flipchart can increase and build up student understanding **very good**.
- 4) Learning Material that presented can cultivate student interest and learning motivation **very good**
- 5) The language and word can understood by student **very good**
- 6) The suitability of the media with the development of the ability of students to think **very appropriate**
- 7) The Illustration that used is **very appropriate** with the learning material and close to students life
- 8) Flipchart can help students to understand the concepts of learning to the children life **very good**.
- 9) Flipchart can increase learning interest and motivation of students **very good**

From the questionnaire has been filled by the learning expert, then calculated the percentage level of validity by using the following formula:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

$$P = \frac{4 + 5 + 4 + 5 + 5 + 5 + 5 + 4 + 5}{5 \times 9} \times 100\%$$

$$P = \frac{42}{45} \times 100\%$$

$$P = 93\%$$

Based on the results of the calculation above, then we know that the percentage of the validity of 93%. In accordance with the conversion table scale level of validity, a percentage of the level of achievement of 93% are on a very valid qualifications, this suggests that design in the Flipcharts have high validity rate. "Since acquiring sufficient validity valid levels of design experts, then Flipcharts that developed does not need to be revised again and already viable use".

**2. Analysis of Pre- Test and Post-Test Result in The Effectivity of Flipchart in the Topic of Perkembangbiakan dan Daur Hidup Hewan**

No	Nama	Nilai		Keterangan
		Pre-Test	Post-test	
1	Ahmad Fikri	70	100	Meningkat
2	Ahmad Raditya Nova Adiyatma	60	95	Meningkat
3	Alfira Tasya Ramadhani	40	95	Meningkat
4	Amira Fadliya Wahdati	75	95	Meningkat
5	Amira Khansa Sadiya	80	85	Meningkat
6	Ananda Khoirul Mala	65	95	Meningkat
7	Anaya May Sofyana	35	95	Meningkat
8	Asyifa Aulia Putri	70	100	Meningkat
9	Avril Rahma Qaisara	40	80	Meningkat
10	Balqis Nailatu Nasywa	45	95	Meningkat
11	Barraq Dzakiano Khairusy Syakirin	50	85	Meningkat
12	Binti Ropi'ah	70	75	Meningkat
13	Brilliant Tri Qurrota Aini	55	90	Meningkat
14	Dzaka Fairuzal Kamil	65	90	Meningkat
15	Elyana Veronica	70	95	Meningkat
16	Erlinda Fidelya Athifa Mirza	40	95	Meningkat
17	Fabyan Nadif Farras Rafif	80	100	Meningkat
18	Hasna Alvia Ezza Vira	70	75	Meningkat
19	Hero Fajero Ahmad Jonathan	65	90	Meningkat
20	Jessika Nafi'atus Sholihah	75	80	Meningkat
21	Mochammad Irvan Fachrezi	65	85	Meningkat
22	Mochammad Reza Hilmi Fahmi Ramadlan	75	90	Meningkat
23	Moh. Arbain Ash Shofa Dipayana	65	100	Meningkat
24	Muhammad Abdullah Muzakka	50	85	Meningkat
25	Muhammad Aupal Marom	70	100	Meningkat
26	Muhammad Iqbal Anshori	65	90	Meningkat
27	Nadiruddin Daaib	60	100	Meningkat
28	Nayla Rahma Ningtyas	65	75	Meningkat
29	Qotrunnada Mahisna Putri	65	90	Meningkat
30	Radine Dygtastya Rahmadhani	40	75	Meningkat

31	Syifa Dewi Mirandani	35	100	Meningkat
32	Tegar Alya Syifa Bilqisna	60	75	Meningkat
		1935	2870	

**Table 4.9 Pre-Test and Post Test Result**

The researchers compared the results of pre-test and post-test before and after the use of the learning media Flipchart. The question of pre-test and post-test contains 10 multiple choice question and 5 essay questions. Pre-test results show that there are 27 students who do not achieve the value of the KKM (Minimum Graduation Criteria) that is 75. From the results of pre-test and post-test showed that the presence of increased significantly after using Flipchart. This suggests that the Flipchart in the topic of *Perkembangbiakan dan Daur Hidup Hewan* effectively used as a learning media.

The elaboration of the pre-test result, obtaining the lowest score is 35 and the highest score is 80. And the result of post-test showed that the lowest score is 75 and the highest score is 100.

Minimum Graduation Criteria (KKM) in MIN 11 Blitar is 75. Pre-test result of 32 students showed there are 5 students who achieve the minimum score of KKM, whereas all of students pass the KKM after post-test. Based on the results of these data, it can be noted that there is a significant increase on the results of pre-test and post-test. The results of the post-test showed that after learning to use Flipchart is known to significant increase a learning outcome. This proves that learning media Flipchart can

help students in the learning process and are effective for use as the learning media in the classroom.

To measure the data of pre-test and post-test as a whole is calculated using the following formula :

Average of pre-test score

$$N = \frac{\sum \text{Pre - Test Score}}{\sum \text{Students}} = \frac{1935}{32} = 60,5$$

Average of post-test score

$$N = \frac{\sum \text{Post Test Score}}{\sum \text{Students}} = 89,7$$

Based on calculation of the recapitulation of the pre-test results, the average score is 60,5. Whereas the calculation of the recapitulation of the post test result is 89,7.

Based on the results of the recapitulation the pre-test and post-test score can be known that there was a significant increase in student learning results before and after using the learning media Flipchart. The results of the pre-test shows the average score of 60,5 while the score results of the post-test increase to 89,7. The results showed that the learning media Flipchart is effective in the learning process.

## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the process of the development of Flipchart in The Topic of *Perkembangbiakan dan daur Hidup Hewan* Students Grade III MIN 11 Blitar, the conclusion can be drawn as follows :

1. The development of Flipchart in the Topic of *Perkembangbiakan dan Daur Hidup Hewan* Students Grade III MIN 11 Blitar is required by the students. This showed by the result of the interview from classroom teacher, Mr Mukti Ali and questionnaire of the level of needs of students. The result of quistionnaire showed that the level of needs of students is 80,25 %. That means the students is very need with learning media especially flipchart in the topic of *Perkembangbiakan dan Daur Hidup Hewan*.
2. Validity of Flipchart as learning media students Grade III MIN 11 Blitar in the topic of *Perkembangbiakan dan Daur Hidup Hewan* by material expert, design expert, learning expert, and students interesting test result earn percentage as follow:
  - a. The data result of material expert validation earn percentage 82 % that means the flipchart is valid enough and no revision. This shows that the product of learning media Flipchart ha appropriate material and can be used in the process of learning without revision.

- b. The data result of expert validation earn percentage 86% that means the flipchart is very valid, has appropriate design and can be used in the process of learning without revision.
  - c. The data result of Learning Expert Validation earn percentage 93% that means very valid. This shows that learning media can be used in process of learning without revision.
  - d. The Data of Students Interesting result earn percentage 82, 93% . It means that the learning media Flipchart is very interesting for learning.
3. The effectiveness of the use learning media Flipchart in the topic of *Perkembangbiakan dan Daur Hidup Hewan* Students Grade III MIN 11 Blitar. This showed by the results average between pre-test and post-test whic increased from 60,5 to 89,7. It concludes that the learning result of students by using flipchart as learning media in the topic of *Perkembangbiakan dan Daur Hidup Hewan* increase than the results of learning that doesnt use flipchart.
4. The advantages and disadvantages of learning media Flipchart is as follows :
- a. The advantages
    - 1) Interesting, because has attractive illustration for students
    - 2) Can be used for many times
    - 3) Can be used for the other subject or topic because the material is removable

- 4) The operational is easy
  - 5) The material to make media si easy to get
- b. The disadvantages
- 1) The size is big so makes the flipchart less portable
  - 2) The made of the learning media flipchart needs a lot of creativity and persistance becauseit is created by handmade

### **B. Suggestion**

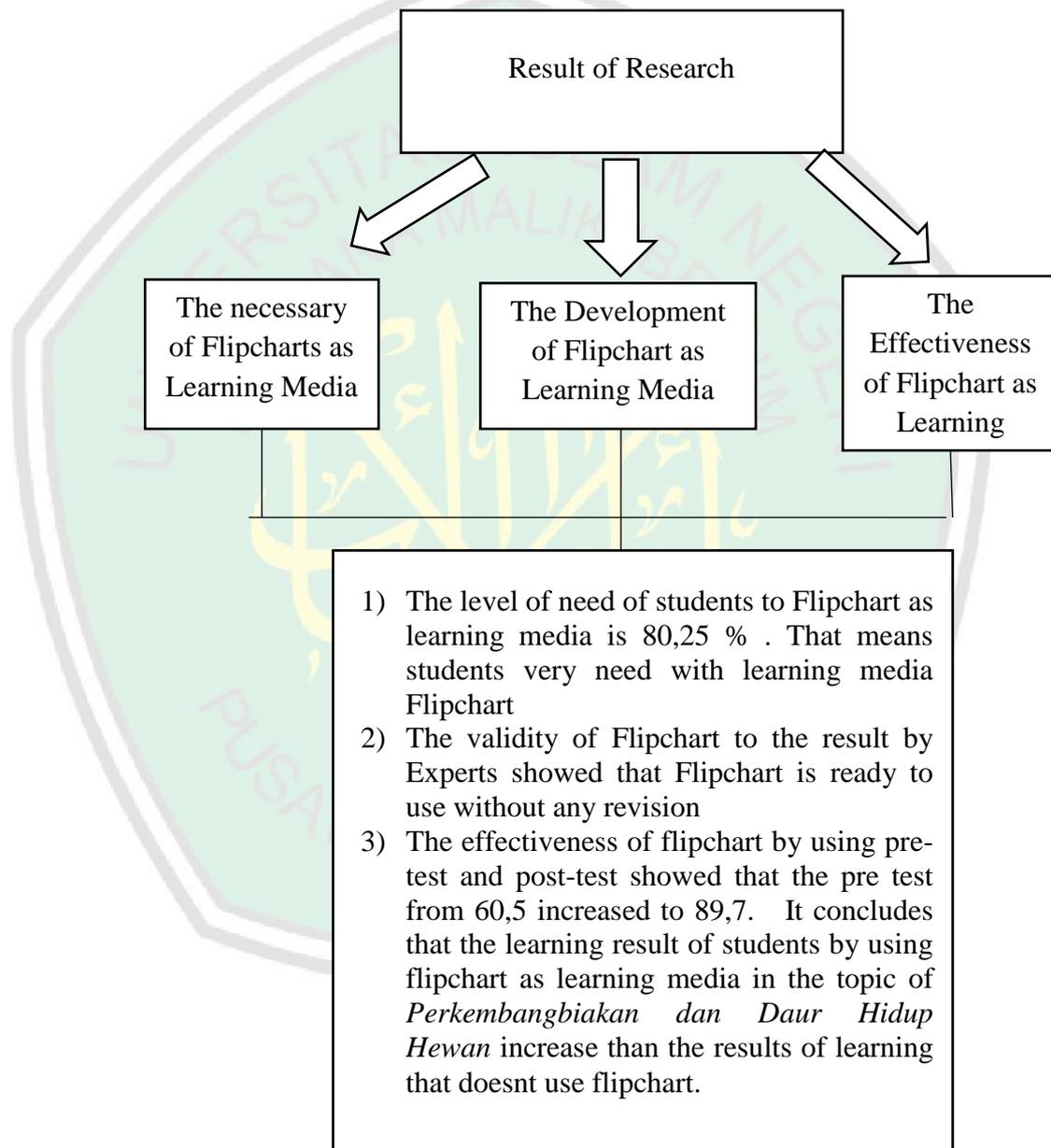
Learning media that has been developed hope can inrcrease the quality of learning students in grade III. There are some suggestions according to development of Flipchart in the topic of *Perkembangbiakan dan Daur Hidup Hewan* Students Grade III MIN 11 Blitar :

#### 1. Utilization suggestion

According thee feld test that has been done, so to optimalize the using of development media Flipchart researcher give some of utilization suggestion :

- a. The learning media Fliphart already tested by some stages and according to the result, proven that learning media flipchart is effective in learning especially in the topic of *Perkembangbiakan dan Daur Hidup Hewan* students grade II MIN 11 Blitar.
- b. For teachers learning media Flipchart can be an alternative solution to overcome the difficulties of the students in understanding the topic of *Perkembanganbiakan dan Daur Hidup*

*Hewan* and the problem of a lack enthusiasm and interest to read books and work sheet (LKS). So the use of the learning media Flipchart is also able to enhance the creativity of teachers in developing other innovative learning media.



**Figure 5.1**

**Result of Research**

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# APPENDIXES

## Appendix I (Consultation Sheet)



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

**BUKTI KONSULTASI SKRIPSI**  
**JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH**

Nama : CHOLILATUN NABILAH  
NIM : 14140059  
Judul : THE DEVELOPMENT OF FLIPCHART IN THE TOPIC  
OF "PERKEMBANGAN DAN DAUR HIDUP  
HEWAN" STUDENTS GRADE III MIN 4 BLITAR  
Dosen Pembimbing : Dr. Alfiana Yuli Efiyanti, MA

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	1/8/2018	Instrumen Penelitian	
2.	12/9/2018	BAB 1,2,3,4	
3.	17/9/2018	Revisi BAB 4	
4.	24/9/2018	BAB 5	
5.	2/10/2018	Revisi BAB 5	
6.	9/10/2018	BAB 1,2,3,4,5	
7.	16/10/2018	Revisi	
8.	25/10/2018	BAB 1,2,3,4,5 + Lampiran	
9.	12/11/2018	ACC	
10.			
11.			
12.			

Malang, ..... 20.....

Mengetahui  
Ketua Jurusan PGMI,

H. Ahmad Sholeh, M.Ag  
NIP. 197608032006041001

## Appendix II (Certificate of research from faculty to MIN 11 Blitar)

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG</b> <b>FAKULTAS ILMU TARBİYAH DAN KEGURUAN</b> Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang <a href="http://fitk.uin-malang.ac.id">http://fitk.uin-malang.ac.id</a> email : <a href="mailto:fitk@uin-malang.ac.id">fitk@uin-malang.ac.id</a>	
Nomor	: 1939/Un.03.1/TL.00.1/07/2018	09 Juli 2018
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	

Kepada  
Yth. Kepala MIN 11 Blitar  
di  
Blitar

**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	: Cholilatun Nabilah
NIM	: 14140059
Jurusan	: Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik	: Genap - 2017/2018
Judul Skripsi	: <b>The Development of Flipchart in The Topic of Perkembangbiakan dan Daur Hidup Hewan Students Grade III MIN 11 Blitar</b>
Lama Penelitian	: <b>Juli 2018</b> sampai dengan <b>Agustus 2018</b> (2 bulan)

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

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

**Wassalamu'alaikum Wr. Wb.**

Dekan,



Dr. H. Agus Maimun, M.Pd  
NIP. 19650817 199903 1 003

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip

## Appendix III (Certificate of Research from MIN 11 Blitar)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KEMENTERIAN AGAMA KABUPATEN BLITAR**  
**MADRASAH IBTIDAIYAH NEGERI 11 BLITAR**  
 Jl. Trisula Sumberjati Kademangan Telp. 0342-809756 KodePos 66161  
 Email : minsumberjatibltar@kemenag.go.id

**SURAT KETERANGAN**

Nomor : B-139/ML.13.31.11/01/2018

Yang bertandatangan dibawah ini:

Nama : **Dra. ZAKIYAH WAHYUNI, M.A.**  
 NIP. : 197006291998032001  
 Jabatan : Kepala MIN 11 Blitar  
 Unit Kerja : MIN 11 Blitar

Dengan ini menerangkan bahwa:

Nama : **CHOLILATUN NABILAH**  
 NIM : 14140059  
 Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Telah melaksanakan kegiatan penelitian pada madrasah kami MIN 11 Blitar dengan judul "The Development of Flipchart in The Topic of Perkembangbiakan dan Daur Hidup Hewan Students Grade III MIN 11 Blitar".

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya..

Blitar, 26 Juli 2018  
 Kepala Madrasah



**Dra. ZAKIYAH WAHYUNI, M.A.**  
 NIP. 197006291998032001

## Appendix IV ( Validation result from material expert)

**INSTRUMEN VALIDASI MEDIA PEMBELAJARAN UNTUK AHLI  
MATERI/ ISI PEMBELAJARAN TEMATIK**

Nama : AHMAD ABTOKHI , M.Pd  
 NIP : 19761003 2003 12100 4  
 Instansi : UIN MAULANA MALIK IBRAHIM MALANG  
 Pendidikan : S1 PENDIDIKAN FISIKA , PPS JURUSAN FISIKA UMES  
 Alamat : Jl. SUMPIL II BARAT KAU. A-5 BLIMBING KOTA  
MALANG

**A. Petunjuk Pengisian Angket**

1. Sebelum mengisi angket ini, mohon terlebih dahulu bapak/ ibu mencermati dan membaca media pembelajaran yang dikembangkan.
2. Berilah tanda cek (V) pada kolom yang tersedia sesuai dengan penilaian bapak/ibu.
  - Skor 1 : sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah
  - Skor 2 : kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.
  - Skor 4 : tepat, sesuai, jelas, menarik, mudah.
  - Skor 5 : sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah
3. Komentar dan saran mohon ditulis pada lembar yang telah disediakan
4. Pengisian angket ini bertujuan untuk mengukur kevalidan produk yang telah dikembangkan sehingga kecermatan dalam penelitian produk sangat diharapkan.

**B. Pertanyaan Angket**

No.	Pernyataaan	Skor Penilaian				
		1	2	3	4	5
1.	Tingkat relevansi isi media pembelajaran dengan kurikulum yang berlaku				✓	
2.	Kesesuaian media dengan kompetensi dasar dan indikator dalam pembelajaran				✓	
3.	Kesesuaian media dengan tujuan pembelajaran				✓	
4.	Ketepatan isi flipchart dengan materi					✓
5.	Keruntutan alur pada media pembelajaran				✓	
6.	Penyajian isi flipchart menggunakan bahasa yang mudah dipahami				✓	
7.	Komponen isi media sudah memadai sebagai pembelajaran tematik SD/MI				✓	
8.	Penggunaan bahasa dan pemilihan kata dapat dipahami oleh siswa				✓	
9.	Ilustrasi gambar yang digunakan sesuai dengan materi pembelajaran dan dekat dengan kehidupan anak				✓	
10.	Penyajian materi yang menarik				✓	

**C. Kesimpulan Umum**

Berdasarkan penilaian di atas, maka media flipchart ini dinyatakan bahwa:

- a. Dapat digunakan tanpa revisi
- b. Dapat digunakan dengan revisi kecil
- c. Dapat digunakan dengan revisi besar
- d. Belum dapat digunakan

D. Kritik dan Saran

gostin  
 → perlu dirancai Media yg lebih simpel / sederhana  
 seperti dlm proses managemen media yg efisien  
 & benar (transportasi media)  
 ⇒ kelengkapan Media kurang portable

Malang, Juli 2018

Validator



A. Afafolbi

NIP. 1976 1003 2003 12 1004

## Appendix V (Validation result from design expert)

### INSTRUMEN VALIDASI MEDIA PEMBELAJARAN UNTUK AHLI DESAIN

#### Media Flipchart Materi Perkembangbiakan dan Daur Hidup Hewan

Nama : AHMAD MAKICI HASAN  
 NIP : -  
 Instansi : UIN Malang  
 Pendidikan : S3  
 Alamat : Singasari - Kab. Malang

#### A. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu bapak/ ibu mencermati dan membaca media pembelajaran yang dikembangkan.
2. Berilah tanda cek (V) pada kolom yang tersedia sesuai dengan penilaian bapak/ibu.
  - Skor 1 : sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah
  - Skor 2 : kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.
  - Skor 4 : tepat, sesuai, jelas, menarik, mudah.
  - Skor 5 : sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah
3. Komentar dan saran mohon ditulis pada lembar yang telah disediakan
4. Pengisian angket ini bertujuan untuk mengukur kevalidan produk yang telah dikembangkan sehingga kecermatan dalam penelitian produk sangat diharapkan.

**B. Pertanyaan Angket**

No.	Pernyataaan	Skor Penilaian				
		1	2	3	4	5
1.	Kemenarikan pengemasan desain kover pada media pembelajaran				✓	
2.	Jenis dan ukuran huruf yang digunakan sesuai untuk siswa SD/MI					✓
3.	Kesesuaian gambar dengan materi pada media pembelajaran				✓	
4.	Warna pada media sesuai dan menarik untuk siswa SD/MI					✓
5.	Media yang dikembangkan menarik dan mengarahkan perhatian siswa untuk berkonsentrasi pada isi pelajaran yang berkaitan dengan makna visual yang ditampilkan atau menyertai teks materi pelajaran					✓
6.	Penyajian isi flipchart menggunakan bahasa yang mudah dipahami				✓	
7.	Tata letak gambar pada media menarik				✓	
8.	Ukuran gambar pada media tepat				✓	
9.	Media yang dikembangkan mampu menjadi wakil guru dalam menyampaikan informasi secara lebih teliti, jelas dan menarik				✓	
10.	Media yang dikembangkan dapat memudahkan siswa yang lemah dalam membaca untuk mengorganisasikan informasi dan mengingatnya kembali				✓	

**C. Kesimpulan Umum**

Berdasarkan penilaian di atas, maka media flipchart ini dinyatakan bahwa:

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

**D. Kritik dan Saran**

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Malang, Juli 2018

Validator



ATMAD MALIK H.

NIP. -

## Appendix VI (Validation result from learning expert)

**INSTRUMEN VALIDASI MEDIA PEMBELAJARAN UNTUK AHLI  
PEMBELAJARAN TEMATIK**

Nama : MUKTI ALI, S.Pd  
NIP : 197105122005011 005  
Instansi : MIN 11 BLITAR  
Pendidikan : S1 PKN  
Alamat : Ds. PURWOREJO SAMAHKULON BLITAR

**A. Petunjuk Pengisian Angket**

1. Sebelum mengisi angket ini, mohon terlebih dahulu bapak/ ibu mencermati dan membaca media pembelajaran yang dikembangkan.
2. Berilah tanda cek (V) pada kolom yang tersedia sesuai dengan penilaian bapak/ibu.
  - Skor 1 : sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah
  - Skor 2 : kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.
  - Skor 4 : tepat, sesuai, jelas, menarik, mudah.
  - Skor 5 : sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah
3. Komentar dan saran mohon ditulis pada lembar yang telah disediakan
4. Pengisian angket ini bertujuan untuk mengukur kevalidan produk yang telah dikembangkan sehingga kecermatan dalam penelitian produk sangat diharapkan.

### B. Pertanyaan Angket

No.	Pernyataaan	Skor Penilaian				
		1	2	3	4	5
1.	Kebenaran konsep materi yang termuat dalam media				✓	
2.	Kesesuaian materi pembelajaran yang disajikan sesuai dengan KD dan indikator kurikulum 2013					✓
3.	Materi pembelajaran yang disampaikan dalam buku dapat meningkatkan dan membangun pemahaman siswa				✓	
4.	Materi pembelajaran yang disajikan dapat menumbuhkan minat dan motivasi belajar siswa				✓	
5.	Penggunaan bahasa dan pemilihan kata dapat dipahami oleh siswa					✓
6.	Kesesuaian media dengan pengembangan kemampuan berfikir siswa					✓
7.	Ilustrasi gambar yang digunakan sesuai dengan materi pembelajaran dan dekat dengan kehidupan anak					✓
8.	Media flipchart dapat membantu siswa dalam memahami konsep perkembangbiakan dan daur hidup hewan				✓	
9.	Media flipchart dapat meningkatkan minat dan motivasi belajar siswa					✓

### C. Kesimpulan Umum

Berdasarkan penilaian di atas, maka media flipchart ini dinyatakan bahwa:

- a) Dapat digunakan tanpa revisi
- b. Dapat digunakan dengan revisi kecil
- c. Dapat digunakan dengan revisi besar
- d. Belum dapat digunakan

**D. Kritik dan Saran**

Media FLIPCHART ini sudah cocok  
dan sesuai dengan metode pembelajaran  
siswa, hanya modelnya dibuat lebih  
praktis dan efektif

Blitar, Juli 2018

Validator



MUKTI ALI, S. Pd

NIP. 1971 0912 2005 011 005

## Appendix VII (Questionnaire student about the level of needs of learning media)

**ANGKET KEBUTUHAN SISWA TERHADAP MEDIA PEMBELAJARAN**

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : jessika n.s  
 Kelas : 3 at-tirmidzi  
 Sekolah: Min u bitar

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah mengetahui apa itu media pembelajaran !
2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !
3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !

**C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !**

1. Apakah kamu senang belajar menggunakan media pembelajaran ?
  - A. Sangat tidak senang
  - B. Kurang senang
  - C. Senang
  - D. Cukup senang
  - E. Sangat senang
2. Apakah media pembelajaran memudahkanmu untuk memahami materi ?
  - A. Sangat tidak memudahkan
  - B. Kurang memudahkan
  - C. memudahkan
  - D. Cukup memudahkan
  - E. Sangat memudahkan
3. Apakah kamu membutuhkan media pembelajaran dalam mata pelajaran tematik ?
  - A. Sangat tidak membutuhkan
  - B. Kurang membutuhkan
  - C. membutuhkan
  - D. Cukup membutuhkan
  - E. Sangat membutuhkan
4. Apakah media pembelajaran memberikanmu semangat dalam belajar ?
  - A. Sangat tidak bersemangat
  - B. Kurang bersemangat
  - C. Bersemangat
  - D. Cukup bersemangat
  - E. Sangat bersemangat
5. Apakah kamu setuju apabila dalam belajar menggunakan media pembelajaran ?
  - A. Sangat tidak setuju
  - B. Kurang setuju
  - C. Setuju
  - D. Cukup Setuju
  - E. Sangat setuju

### ANGKET KEBUTUHAN SISWA TERHADAP MEDIA PEMBELAJARAN

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : LISSNA

Kelas : VI A1 - TIRMIDZI

Sekolah: MIN 11 Blitar

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah mengetahui apa itu media pembelajaran !
2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilaianmu yang paling tepat !
3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !

**C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilaianmu yang paling tepat !**

1. Apakah kamu senang belajar menggunakan media pembelajaran ?
  - A. Sangat tidak senang
  - B. Kurang senang
  - C. Senang
  - D. Cukup senang
  - E. Sangat senang
2. Apakah media pembelajaran memudahkanmu untuk memahami materi ?
  - A. Sangat tidak memudahkan
  - B. Kurang memudahkan
  - C. memudahkan
  - D. Cukup memudahkan
  - E. Sangat memudahkan
3. Apakah kamu membutuhkan media pembelajaran dalam mata pelajaran tematik ?
  - A. Sangat tidak membutuhkan
  - B. Kurang membutuhkan
  - C. membutuhkan
  - D. Cukup membutuhkan
  - E. Sangat membutuhkan
4. Apakah media pembelajaran memberikanmu semangat dalam belajar ?
  - A. Sangat tidak bersemangat
  - B. Kurang bersemangat
  - C. Bersemangat
  - D. Cukup bersemangat
  - E. Sangat bersemangat
5. Apakah kamu setuju apabila dalam belajar menggunakan media pembelajaran ?
  - A. Sangat tidak setuju
  - B. Kurang setuju
  - C. Setuju
  - D. Cukup Setuju
  - E. Sangat setuju

### ANGKET KEBUTUHAN SISWA TERHADAP MEDIA PEMBELAJARAN

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : *nayla*

Kelas : *3 At Tirmidzi*

Sekolah: *Min 11 Blitar*

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah mengetahui apa itu media pembelajaran !
2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !
3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !

**C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !**

1. Apakah kamu senang belajar menggunakan media pembelajaran ?
  - A. Sangat tidak senang
  - B. Kurang senang
  - C. Senang
  - D. Cukup senang
  - E. Sangat senang
2. Apakah media pembelajaran memudahkanmu untuk memahami materi ?
  - A. Sangat tidak memudahkan
  - B. Kurang memudahkan
  - C. memudahkan
  - D. Cukup memudahkan
  - E. Sangat memudahkan
3. Apakah kamu membutuhkan media pembelajaran dalam mata pelajaran tematik ?
  - A. Sangat tidak membutuhkan
  - B. Kurang membutuhkan
  - C. membutuhkan
  - D. Cukup membutuhkan
  - E. Sangat membutuhkan
4. Apakah media pembelajaran memberikanmu semangat dalam belajar ?
  - A. Sangat tidak bersemangat
  - B. Kurang bersemangat
  - C. Bersemangat
  - D. Cukup bersemangat
  - E. Sangat bersemangat
5. Apakah kamu setuju apabila dalam belajar menggunakan media pembelajaran ?
  - A. Sangat tidak setuju
  - B. Kurang setuju
  - C. Setuju
  - D. Cukup Setuju
  - E. Sangat setuju

### ANGKET KEBUTUHAN SISWA TERHADAP MEDIA PEMBELAJARAN

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : Anaya mey sofyana

Kelas : III al - birmizi

Sekolah: Min 11 Blitar

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah mengetahui apa itu media pembelajaran !
2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !
3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !

**C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !**

1. Apakah kamu senang belajar menggunakan media pembelajaran ?
  - A. Sangat tidak senang
  - B. Kurang senang
  - C. Senang
  - D. Cukup senang
  - E. Sangat senang
2. Apakah media pembelajaran memudahkanmu untuk memahami materi ?
  - A. Sangat tidak memudahkan
  - B. Kurang memudahkan
  - C. memudahkan
  - D. Cukup memudahkan
  - E. Sangat memudahkan
3. Apakah kamu membutuhkan media pembelajaran dalam mata pelajaran tematik ?
  - A. Sangat tidak membutuhkan
  - B. Kurang membutuhkan
  - C. membutuhkan
  - D. Cukup membutuhkan
  - E. Sangat membutuhkan
4. Apakah media pembelajaran memberikanmu semangat dalam belajar ?
  - A. Sangat tidak bersemangat
  - B. Kurang bersemangat
  - C. Bersemangat
  - D. Cukup bersemangat
  - E. Sangat bersemangat
5. Apakah kamu setuju apabila dalam belajar menggunakan media pembelajaran ?
  - A. Sangat tidak setuju
  - B. Kurang setuju
  - C. Setuju
  - D. Cukup Setuju
  - E. Sangat setuju

### ANGKET KEBUTUHAN SISWA TERHADAP MEDIA PEMBELAJARAN

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : Ellyana Veronca

Kelas : III AT-TIMUZ

Sekolah: Min 11 Blitar

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah mengetahui apa itu media pembelajaran !
  2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !
  3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !
- C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !**

1. Apakah kamu senang belajar menggunakan media pembelajaran ?
  - A. Sangat tidak senang
  - B. Kurang senang
  - C. Senang
  - D. Cukup senang
  - E. Sangat senang
2. Apakah media pembelajaran memudahkanmu untuk memahami materi ?
  - A. Sangat tidak memudahkan
  - B. Kurang memudahkan
  - C. memudahkan
  - D. Cukup memudahkan
  - E. Sangat memudahkan
3. Apakah kamu membutuhkan media pembelajaran dalam mata pelajaran tematik ?
  - A. Sangat tidak membutuhkan
  - B. Kurang membutuhkan
  - C. membutuhkan
  - D. Cukup membutuhkan
  - E. Sangat membutuhkan
4. Apakah media pembelajaran memberikanmu semangat dalam belajar ?
  - A. Sangat tidak bersemangat
  - B. Kurang bersemangat
  - C. Bersemangat
  - D. Cukup bersemangat
  - E. Sangat bersemangat
5. Apakah kamu setuju apabila dalam belajar menggunakan media pembelajaran ?
  - A. Sangat tidak setuju
  - B. Kurang setuju
  - C. Setuju
  - D. Cukup Setuju
  - E. Sangat setuju

## Appendix VIII(Students questionnaire response to the product)

**Angket Respon Siswa terhadap Media Pembelajaran Flipchart untuk Materi  
Perkembangbiakan dan Daur Hidup Hewan**

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : ANNAYA mey sofYana  
Kelas : III AL-BIRMIZI  
Sekolah : min II Blitar

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah menggunakan media pembelajaran *flipchart* !
2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !
3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !

**C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !**

1. Apakah media *flipchart* ini dapat memudahkanmu dalam belajar ?
 

A. Sangat mudah	D. Kurang Mudah
<input checked="" type="checkbox"/> B. Mudah	E. Sulit
C. Cukup Mudah	
2. Apakah dengan menggunakan media *flipchart* ini memberikanmu semangat dalam belajar ?
 

<input checked="" type="checkbox"/> A. Sangat memberi semangat	D. Kurang memberi semangat
B. Memberi semangat	E. Tidak memberi semangat
C. Cukup memberi semangat	

3. Apakah kamu senang belajar dengan menggunakan media *flipchart* ini ?  
 A. Sangat senang      D. Kurang senang  
B. Senang      E. Tidak senang  
C. Cukup Senang
4. Apakah bahasa yang digunakan dalam media *flipchart* ini mudah kamu pahami ?  
A. Sangat mudah dipahami      D. Kurang mudah dipahami  
 B. Mudah dipahami      E. Sulit dipahami  
C. Cukup mudah dipahami
5. Apakah kegiatan pembelajaran dalam media *flipchart* ini mudah dilakukan ?  
A. Sangat mudah dilakukan      D. Kurang mudah dilakukan  
 B. Mudah dilakukan      E. Sulit dilakukan  
C. Cukup mudah dilakukan
6. Apakah huruf dalam media *flipchart* ini mudah dibaca ?  
 A. Sangat mudah dibaca      D. Kurang mudah dibaca  
B. Mudah dibaca      E. Sulit dibaca  
C. Cukup mudah dibaca
7. Apakah gambar dalam media *flipchart* ini memberikanmu semangat dalam belajar ?  
 A. Sangat memberi semangat      D. Kurang memberi semangat  
B. Memberi semangat      E. Tidak memberi semangat  
C. Cukup memberi semangat
8. Apakah penjelasan dalam media *flipchart* ini mudah dipahami ?  
A. Sangat mudah dipahami      D. Kurang mudah dipahami  
 B. Mudah dipahami      E. Sulit dipahami  
C. Cukup mudah dipahami

9. Menurutmu bagaimana desain media flipchart ini?
- A. Sangat bagus      D. Kurang bagus  
B. Bagus      E. Tidak bagus  
C. Cukup bagus
10. Apakah media flipchart dapat membantumu mempelajari materi Perembangbiakan dan Daur Hidup Hewan ?
- A. Sangat membantu      D. Kurang membantu  
 B. Membantu      E. Tidak membantu  
C. Cukup Membantu

Tuliskan komentarmu tentang media flipchart ini !

Sangat mudah dan mudah dipahami  
tapi kurang banyak hu sangat besar  
sangat bagus

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**Angket Respon Siswa terhadap Media Pembelajaran Flipchart untuk Materi  
Perkembangbiakan dan Daur Hidup Hewan**

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : Moh Arba'in A.s.D.  
Kelas : III 32 At tirmidzi  
Sekolah : Min 11 blitar

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah menggunakan media pembelajaran *flipchart* !
2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilaianmu yang paling tepat !
3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !

**C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilaianmu yang paling tepat !**

1. Apakah media *flipchart* ini dapat memudahkanmu dalam belajar ?
 

A. Sangat mudah	D. Kurang Mudah
B. Mudah	E. Sulit
<input checked="" type="checkbox"/> C. Cukup Mudah	
2. Apakah dengan menggunakan media *flipchart* ini memberikanmu semangat dalam belajar ?
 

<input checked="" type="checkbox"/> A. Sangat memberi semangat	D. Kurang memberi semangat
B. Memberi semangat	E. Tidak memberi semangat
C. Cukup memberi semangat	

3. Apakah kamu senang belajar dengan menggunakan media *flipchart* ini ?
- A. Sangat senang      D. Kurang senang  
 B. Senang      E. Tidak senang  
C. Cukup Senang
4. Apakah bahasa yang digunakan dalam media *flipchart* ini mudah kamu pahami ?
- A. Sangat mudah dipahami      D. Kurang mudah dipahami  
B. Mudah dipahami      E. Sulit dipahami  
 C. Cukup mudah dipahami
5. Apakah kegiatan pembelajaran dalam media *flipchart* ini mudah dilakukan ?
- A. Sangat mudah dilakukan      D. Kurang mudah dilakukan  
 B. Mudah dilakukan      E. Sulit dilakukan  
C. Cukup mudah dilakukan
6. Apakah huruf dalam media *flipchart* ini mudah dibaca ?
- A. Sangat mudah dibaca      D. Kurang mudah dibaca  
B. Mudah dibaca      E. Sulit dibaca  
C. Cukup mudah dibaca
7. Apakah gambar dalam media *flipchart* ini memberikanmu semangat dalam belajar ?
- A. Sangat memberi semangat      D. Kurang memberi semangat  
 B. Memberi semangat      E. Tidak memberi semangat  
C. Cukup memberi semangat
8. Apakah penjelasan dalam media *flipchart* ini mudah dipahami ?
- A. Sangat mudah dipahami      D. Kurang mudah dipahami  
B. Mudah dipahami      E. Sulit dipahami  
 C. Cukup mudah dipahami

9. Menurutmu bagaimana desain media flipchart ini?

- A. Sangat bagus      D. Kurang bagus  
B. Bagus              E. Tidak bagus  
 C. Cukup bagus

10. Apakah media flipchart dapat membantumu mempelajari materi  
Perkembangbiakan dan Daur Hidup Hewan ?

- A. Sangat membantu      D. Kurang membantu  
B. Membantu              E. Tidak membantu  
C. Cukup Membantu

Tuliskan komentarmu tentang media flipchart ini !

media Pelajaran yang Senang  
dapat ilmu pengetahuan Aku  
lebih semangat lagi!

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**Angket Respon Siswa terhadap Media Pembelajaran Flipchart untuk Materi  
Perkembangbiakan dan Daur Hidup Hewan**

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : Ellyona Veronica  
 Kelas : III AT-TIRMIZI  
 Sekolah : Min 11 Blitar

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah menggunakan media pembelajaran *flipchart* !
2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !
3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !

**C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !**

1. Apakah media *flipchart* ini dapat memudahkanmu dalam belajar ?
 

<input checked="" type="checkbox"/> Sangat mudah	D. Kurang Mudah
B. Mudah	E. Sulit
C. Cukup Mudah	
2. Apakah dengan menggunakan media *flipchart* ini memberikanmu semangat dalam belajar ?
 

A. Sangat memberi semangat	D. Kurang memberi semangat
<input checked="" type="checkbox"/> Memberi semangat	E. Tidak memberi semangat
C. Cukup memberi semangat	

3. Apakah kamu senang belajar dengan menggunakan media *flipchart* ini ?
- A. Sangat senang      D. Kurang senang  
B. Senang      E. Tidak senang  
 C. Cukup Senang
4. Apakah bahasa yang digunakan dalam media *flipchart* ini mudah kamu pahami ?
- A. Sangat mudah dipahami      D. Kurang mudah dipahami  
B. Mudah dipadahami      E. Sulit dipahami  
 C. Cukup mudah dipahami
5. Pakah kegiatan pembelajaran dalam media *flipchart* ini mudah dilakukan ?
- A. Sangat mudah dilakukan      D. Kurang mudah dilakukan  
 B. Mudah dilakukan      E. Sulit dilakukan  
C. Cukup mudah dilakukan
6. Apakah hutuf dalam media *flipchart* ini mudah dibaca ?
- A. Sangat mudah dibaca      D. Kurang mudah dibaca  
B. Mudah dibaca      E. Sulit dibaca  
 C. Cukup mudah dibaca
7. Apakah gambar dalam media *flipchart* ini memberikanmu semangat dalam belajar ?
- A. Sangat memberi semangat      D. Kurang memberi semangat  
 B. Memberi semangat      E. Tidak memberi semangat  
C. Cukup memberi semangat
8. Apakah penjelasan dalam media *flipchart* ini mudah dipahami ?
- A. Sangat mudah dipahami      D. Kurang mudah dipahani  
B. Mudah dipahami'      E. Sulit dipahami  
C. Cukup mudah dipahami

9. Menurutmu bagaimana desain media flipchart ini?
- A. Sangat bagus                      D. Kurang bagus  
 B. Bagus                                  E. Tidak bagus  
C. Cukup bagus
10. Apakah media flipchart dapat membantumu mempelajari materi  
Perkembangbiakan dan Daur Hidup Hewan ?
- A. Sangat membantu                  D. Kurang membantu  
 B. Membantu                              E. Tidak membantu  
C. Cukup Membantu

Tuliskan komentarmu tentang media flipchart ini !

mudah untuk dipahami  
kurang lama untuk menerangkan  
membuat ku semangat belajar

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**Angket Respon Siswa terhadap Media Pembelajaran Flipchart untuk Materi  
Perkembangbiakan dan Daur Hidup Hewan**

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : Syifa Dewi M  
Kelas : III AT-TIRMIZI  
Sekolah : Min II BLITAR

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah menggunakan media pembelajaran *flipchart* !
2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !
3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !

**C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilainmu yang paling tepat !**

1. Apakah media *flipchart* ini dapat memudahkanmu dalam belajar ?
 

A. Sangat mudah	D. Kurang Mudah
<input checked="" type="checkbox"/> B. Mudah	E. Sulit
C. Cukup Mudah	
2. Apakah dengan menggunakan media *flipchart* ini memberikanmu semangat dalam belajar ?
 

<input checked="" type="checkbox"/> A. Sangat memberi semangat	D. Kurang memberi semangat
B. Memberi semangat	E. Tidak memberi semangat
C. Cukup memberi semangat	

3. Apakah kamu senang belajar dengan menggunakan media *flipchart* ini ?
- A. Sangat senang
  - B. Senang
  - C. Cukup Senang
  - D. Kurang senang
  - E. Tidak senang
4. Apakah bahasa yang digunakan dalam media *flipchart* ini mudah kamu pahami ?
- A. Sangat mudah dipahami
  - B. Mudah dipahami
  - C. Cukup mudah dipahami
  - D. Kurang mudah dipahami
  - E. Sulit dipahami
5. Apakah kegiatan pembelajaran dalam media *flipchart* ini mudah dilakukan ?
- A. Sangat mudah dilakukan
  - B. Mudah dilakukan
  - C. Cukup mudah dilakukan
  - D. Kurang mudah dilakukan
  - E. Sulit dilakukan
6. Apakah huruf dalam media *flipchart* ini mudah dibaca ?
- A. Sangat mudah dibaca
  - B. Mudah dibaca
  - C. Cukup mudah dibaca
  - D. Kurang mudah dibaca
  - E. Sulit dibaca
7. Apakah gambar dalam media *flipchart* ini memberikanmu semangat dalam belajar ?
- A. Sangat memberi semangat
  - B. Memberi semangat
  - C. Cukup memberi semangat
  - D. Kurang memberi semangat
  - E. Tidak memberi semangat
8. Apakah penjelasan dalam media *flipchart* ini mudah dipahami ?
- A. Sangat mudah dipahami
  - B. Mudah dipahami
  - C. Cukup mudah dipahami
  - D. Kurang mudah dipahami
  - E. Sulit dipahami

9. Menurutmu bagaimana desain media flipchart ini?

- A. Sangat bagus                      D. Kurang bagus  
 B. Bagus                                E. Tidak bagus  
C. Cukup bagus

10. Apakah media flipchart dapat membantumu mempelajari materi  
Perkembangbiakan dan Daur Hidup Hewan ?

- A. Sangat membantu                  D. Kurang membantu  
 B. Membantu                            E. Tidak membantu  
C. Cukup Membantu

**Tuliskan komentarmu tentang media flipchart ini !**

Sangat bagus dan sangat mudah dipahami, membuat  
aku senang

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**Angket Respon Siswa terhadap Media Pembelajaran Flipchart untuk Materi  
Perkembangbiakan dan Daur Hidup Hewan**

**A. Isilah identitasmu di bawah ini dengan lengkap !**

Nama : nayla  
Kelas : 3 At - tirmidzi  
Sekolah : Min 11 Blitar

**B. Bacalah petunjuk pengisian angket di bawah ini dengan teliti !**

1. Sebelum mengisi angket ini, pastikan bahwa kamu sudah menggunakan media pembelajaran *flipchart* !
2. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilaianmu yang paling tepat !
3. Jika sudah selesai kumpulkan kertas angket ini kepada gurumu !

**C. Berilah tanda silang (X) pada salah satu huruf A, B, C, D, atau E pada jawaban sesuai dengan penilaianmu yang paling tepat !**

1. Apakah media *flipchart* ini dapat memudahkanmu dalam belajar ?
 

A. Sangat mudah	D. Kurang Mudah
<input checked="" type="checkbox"/> B. Mudah	E. Sulit
C. Cukup Mudah	
2. Apakah dengan menggunakan media *flipchart* ini memberikanmu semangat dalam belajar ?
 

A. Sangat memberi semangat	D. Kurang memberi semangat
<input checked="" type="checkbox"/> B. Memberi semangat	E. Tidak memberi semangat
C. Cukup memberi semangat	

3. Apakah kamu senang belajar dengan menggunakan media *flipchart* ini ?
- A. Sangat senang
  - B. Senang
  - C. Cukup Senang
  - D. Kurang senang
  - E. Tidak senang
4. Apakah bahasa yang digunakan dalam media *flipchart* ini mudah kamu pahami ?
- A. Sangat mudah dipahami
  - B. Mudah dipahami
  - C. Cukup mudah dipahami
  - D. Kurang mudah dipahami
  - E. Sulit dipahami
5. Apakah kegiatan pembelajaran dalam media *flipchart* ini mudah dilakukan ?
- A. Sangat mudah dilakukan
  - B. Mudah dilakukan
  - C. Cukup mudah dilakukan
  - D. Kurang mudah dilakukan
  - E. Sulit dilakukan
6. Apakah huruf dalam media *flipchart* ini mudah dibaca ?
- A. Sangat mudah dibaca
  - B. Mudah dibaca
  - C. Cukup mudah dibaca
  - D. Kurang mudah dibaca
  - E. Sulit dibaca
7. Apakah gambar dalam media *flipchart* ini memberikanmu semangat dalam belajar ?
- A. Sangat memberi semangat
  - B. Memberi semangat
  - C. Cukup memberi semangat
  - D. Kurang memberi semangat
  - E. Tidak memberi semangat
8. Apakah penjelasan dalam media *flipchart* ini mudah dipahami ?
- A. Sangat mudah dipahami
  - B. Mudah dipahami
  - C. Cukup mudah dipahami
  - D. Kurang mudah dipahami
  - E. Sulit dipahami

9. Menurutmu bagaimana desain media flipchart ini?

- A. Sangat bagus                      D. Kurang bagus  
 B. Bagus                                E. Tidak bagus  
C. Cukup bagus

10. Apakah media flipchart dapat membantumu mempelajari materi  
Perkembangbiakan dan Daur Hidup Hewan ?

- A. Sangat membantu                  D. Kurang membantu  
 B. Membantu                            E. Tidak membantu  
C. Cukup Membantu

**Tuliskan komentarmu tentang media flipchart ini !**

Bu warnanya cukup bagus dan cukup  
mengerti dan sangat mudah

## Appendix IX (PRE-TEST)

**PRE-TEST**

Tuliskan nama dan kelasmu dengan lengkap di bawah ini !

Nama : ALFIRA Tasya Romadani 40

Kelas : III Al-Firdaus

**A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !**

1. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...
 

<input checked="" type="checkbox"/> A. amoeba	<input checked="" type="checkbox"/> C. belalang
<input type="checkbox"/> B. sapi	<input type="checkbox"/> D. kambing
2. Anemon laut berkembangbiak dengan cara ...
 

<input checked="" type="checkbox"/> A. bertelur	<input type="checkbox"/> C. tunas
<input type="checkbox"/> B. melahirkan.	<input type="checkbox"/> D. membelah diri
3. Kambing berkembangbiak dengan cara ...
 

<input type="checkbox"/> A. Bertelur	<input type="checkbox"/> C. Tunas
<input checked="" type="checkbox"/> B. Melahirkan	<input type="checkbox"/> D. Membelah diri
4.  Hewan di samping berkembangbiak dengan cara ...
 

<input type="checkbox"/> A. melahirkan	<input checked="" type="checkbox"/> B. bertelur
<input type="checkbox"/> C. Tunas	<input type="checkbox"/> D. Membelah diri
5. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...
 

<input type="checkbox"/> A. burung merpati	<input type="checkbox"/> C. singa
<input checked="" type="checkbox"/> B. platypus	<input type="checkbox"/> D. sapi
6. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...
 

<input type="checkbox"/> A. vivipar	<input type="checkbox"/> C. daur hidup
<input type="checkbox"/> B. berkembangbiak	<input type="checkbox"/> D. ovipar

7. Salah satu hewan yang mengalami metamorfosis sempurna adalah ...

- A. kecoa
- B. kupu-kupu
- C. ayam
- D. laba-laba

8. (1) Ulat  
(2) Telur  
(3) Kupu-kupu  
(4) Kepompong

Urutan yang benar dari proses metamorfosis kupu-kupu di atas adalah ...

- A. 1, 2, 3, 4
- B. 2, 1, 4, 3
- C. 4, 3, 2, 1
- D. 3, 4, 1, 2

9. Berikut ini adalah hewan yang mengalami metamorfosis tidak sempurna adalah ...

- A. belalang dan kecoa
- B. belalang dan kupu-kupu
- C. ayam dan kupu-kupu
- D. burung dan ikan

10. Tahap pertama dalam metamorfosis hewan di samping adalah ...



- A. Ulat
- B. Telur
- C. Kepompong
- D. Nimfa

25  
15  
—  
40

**B. Jawablah pertanyaan di bawah ini dengan tepat !**

1. Kucing berkembang biak dengan cara melahirkan
2. Ovivipar artinya adalah ...
3. Sebutkan tiga hewan yang berkembangbiak dengan cara bertelur !  
Jawab : Ayam, Angsa, .....
4. Sebutkan tahap metamorfosis kupu-kupu !  
Jawab : .....
5. Sebutkan 2 hewan yang mengalami metamorfosis sempurna !  
Jawab : .....

## PRE-TEST

Tuliskan nama dan kelasmu dengan lengkap di bawah ini !

Nama : ANWARA Mey S.

Kelas : III At-tirmizi

35

**A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !**

1. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...

- A. amoeba       B. belalang  
C. sapi          D. kambing

2. Anemon laut berkembangbiak dengan cara ...

- A. bertelur      C. tunas  
B. melahirkan   D. membelah diri

3. Kambing berkembangbiak dengan cara ...

- A. Bertelur      C. Tunas  
 B. Melahirkan   D. Membelah diri

4.  Hewan di samping berkembangbiak dengan cara ...

- A. melahirkan  
 B. bertelur  
C. Tunas  
D. Membelah diri

5. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...

- A. burung merpati      C. singa  
B. platypus              D. sapi

6. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...

- A. vivipar                  C. daur hidup  
B. berkembangbiak      D. ovipar

7. Salah satu hewan yang mengalami metamorfosis sempurna adalah ...

- A. kecoa                      ~~C. ayam~~
- B. kupu-kupu                D. laba-laba

8. (1) Ulat

(2) Telur

(3) Kupu-kupu

(4) Kepompong

Urutan yang benar dari proses metamorfosis kupu-kupu di atas adalah ...

- A. 1, 2,3,4                      C. 4,3,2,1
- ~~B. 2,1,4,3~~                      D. 3, 4,1,2

15  
20  
-  
35

9. Berikut ini adalah hewan yang mengalami metamorfosis tidak sempurna adalah ...

- A. belalang dan kecoa                      C. ayam dan kupu-kupu
- B. belalang dan kupu-kupu                D. burung dan ikan

10. Tahap pertama dalam metamorfosis hewan di samping adalah ...



- A. Ulat                                      C. Kepompong
- B. Telur                                      D. Nimfa

**B. Jawablah pertanyaan di bawah ini dengan tepat !**

1. Kucing berkembang biak dengan cara melahirkan

2. Ovovivipar artinya adalah ...

3. Sebutkan tiga hewan yang berkembangbiak dengan cara bertelur !

Jawab : Kupu-kupu... ayam..... burung.....

4. Sebutkan tahap metamorfosis kupu-kupu !

Jawab : .....

5. Sebutkan 2 hewan yang mengalami metamorfosis sempurna !

Jawab : .....

## PRE-TEST

Tuliskan nama dan kelasmu dengan lengkap di bawah ini !

Nama : Erlin

Kelas : 3 AT-TIRMIZI

40

A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !

1. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...

- A. amoeba                      C. belalang  
B. sapi                            D. kambing

2. Anemon laut berkembangbiak dengan cara ...

- bertelur                      C. tunas  
B. melahirkan.              D. membelah diri

3. Kambing berkembangbiak dengan cara ...

- A. Bertelur                      C. Tunas  
 Melahirkan                D. Membelah diri

4. Hewan di samping berkembangbiak dengan cara ...



A. melahirkan

bertelur

C. Tunas

D. Membelah diri

5. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...

- A. burung merpati              C. singa  
B. platypus                        D. sapi

6. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...

- A. vivipar                            C. daur hidup  
B. berkembangbiak                D. ovipar



## PRE-TEST

Tuliskan nama dan kelasmu dengan lengkap di bawah ini !

Nama : HISMA

Kelas : III AT-TIRMIDZI

**A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !**

1. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...

- A. amoeba       belalang  
 B. sapi          D. kambing

2. Anemon laut berkembangbiak dengan cara ...

- bertelur          C. tunas  
 B. melahirkan      D. membelah diri

3. Kambing berkembangbiak dengan cara ...

- A. Bertelur          C. Tunas  
 Melahirkan      D. Membelah diri

4. Hewan di samping berkembangbiak dengan cara ...



- A. melahirkan  
 bertelur  
 C. Tunas  
 D. Membelah diri

5. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...

- A. burung merpati      C. singa  
 platypus              D. sapi

6. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...

- A. vivipar                  C. daur hidup  
 berkembangbiak      D. ovipar

7. Salah satu hewan yang mengalami metamorfosis sempurna adalah ...

- A. kecoa                      C. ayam  
 B. kupu-kupu                ~~X~~ laba-laba

8. (1) Ulat  
 (2) Telur  
 (3) Kupu-kupu  
 (4) Kepompong

Urutan yang benar dari proses metamorfosis kupu-kupu di atas adalah ...

- A. 1, 2, 3, 4                      C. 4, 3, 2, 1  
~~X~~ B. 2, 1, 4, 3                      D. 3, 4, 1, 2

9. Berikut ini adalah hewan yang mengalami metamorfosis tidak sempurna adalah ...

- A. belalang dan kecoa                      C. ayam dan kupu-kupu  
 B. belalang dan kupu-kupu                ~~X~~ burung dan ikan

10. Tahap pertama dalam metamorfosis hewan di samping adalah ...



- A. Ulat                              C. Kepompong  
~~X~~ B. Telur                              D. Nimfa

B. Jawablah pertanyaan di bawah ini dengan tepat !

- Kucing berkembang biak dengan cara melahirkan
- Ovovivipar artinya adalah bertelur dan melahirkan
- Sebutkan tiga hewan yang berkembangbiak dengan cara bertelur !

Jawab : ikan, burung, ayam

4. Sebutkan tahap metamorfosis kupu-kupu !

Jawab : Telur, Ulat, kepompong, kupu-kupu

5. Sebutkan 2 hewan yang mengalami metamorfosis sempurna !

Jawab : laba-laba, kupu-kupu

25  
 40  
 -  
 65

## PRE-TEST

Tulislah nama dan kelasmu dengan lengkap di bawah ini !

Nama : Syifa Dewi M

Kelas : III AT-TIRMIZI

35

**A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !**

1. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...

- A. amoeba       C. belalang  
 B. sapi           D. kambing

2. Anemon laut berkembangbiak dengan cara ...

- A. bertelur       C. tunas  
 B. melahirkan    D. membelah diri

3. Kambing berkembangbiak dengan cara ...

- A. Bertelur       C. Tunas  
 B. Melahirkan    D. Membelah diri

4. Hewan di samping berkembangbiak dengan cara ...



- A. melahirkan  
 B. bertelur  
 C. Tunas  
 D. Membelah diri

5. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...

- A. burung merpati       C. singa  
 B. platypus               D. sapi

6. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...

- A. vivipar                       C. daur hidup  
 B. berkembangbiak       D. ovipar

7. Salah satu hewan yang mengalami metamorfosis sempurna adalah ...

- A. kecoa
- B. kupu-kupu
- C. ayam
- D. laba-laba

8. (1) Ulat

(2) Telur

(3) Kupu-kupu

(4) Kepompong

Urutan yang benar dari proses metamorfosis kupu-kupu di atas adalah ...

- A. 1, 2, 3, 4
- B. 2, 1, 4, 3
- C. 4, 3, 2, 1
- D. 3, 4, 1, 2

9. Berikut ini adalah hewan yang mengalami metamorfosis tidak sempurna adalah ...

- A. belalang dan kecoa
- B. belalang dan kupu-kupu
- C. ayam dan kupu-kupu
- D. burung dan ikan

10. Tahap pertama dalam metamorfosis hewan di samping adalah ...



- A. Ulat
- B. Telur
- C. Kepompong
- D. Nimfa

15  
20  
---  
35

**B. Jawablah pertanyaan di bawah ini dengan tepat !**

1. Kucing berkembang biak dengan cara melahirkan
2. Ovovivipar artinya adalah ...
3. Sebutkan tiga hewan yang berkembangbiak dengan cara bertelur !  
Jawab : ayam, angsa, dan ulat
4. Sebutkan tahap metamorfosis kupu-kupu !  
Jawab : .....
5. Sebutkan 2 hewan yang mengalami metamorfosis sempurna !  
Jawab : .....

## Appendix X (POST-TEST)

## POST TEST

Tuliskan nama dan kelasmu dengan lengkap di bawah ini !

Nama : *Akifa Tasya Ramadan*

Kelas : *III A - tirmidzi*

95

**A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !**

1. Kambing berkembangbiak dengan cara ...
 

A. Bertelur	C. Tunas
<input checked="" type="checkbox"/> B. Melahirkan	D. Membelah diri
2. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...
 

A. vivipar	<input checked="" type="checkbox"/> C. daur hidup
B. berkembangbiak	D. ovipar
3. (1) Ulat  
(2) Telur  
(3) Kupu-kupu  
(4) Kepompong  
Urutan yang benar dari proses metamorfosis kupu-kupu di atas adalah ...
 

A. 1, 2,3,4	C. 4,3,2,1
<input checked="" type="checkbox"/> B. 2,1,4,3	D. 3, 4,1,2
4. Tahap pertama dalam metamorfosis hewan di samping adalah ...
 

A. Ulat	C. Kepompong
B. Telur	<input checked="" type="checkbox"/> D. Nimfa



5. Berikut ini adalah hewan yang mengalami metamorfosis tidak sempurna adalah ...
 

<input checked="" type="checkbox"/> A. belalang dan kecoa	C. ayam dan kupu-kupu
B. belalang dan kupu-kupu	D. burung dan ikan
6. Salah satu hewan yang mengalami metamorfosis sempurna adalah ...
 

A. kecoa	C. ayam
<input checked="" type="checkbox"/> B. kupu-kupu	D. laba-laba
7. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...
 

A. burung merpati	C. singa
<input checked="" type="checkbox"/> B. platypus	D. sapi

8. Hewan di bawah ini berkembangbiak dengan cara ...



- A. melahirkan
- B. bertelur
- C. Tunas
- D. Membelah diri

45  
50  
95

9. Anemon laut berkembangbiak dengan cara ...

- A. bertelur
- B. melahirkan.
- C. tunas
- D. membelah diri

10. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...

- A. amoeba
- B. sapi
- C. belalang
- D. kambing

**B. Jawablah pertanyaan di bawah ini dengan tepat !**

1. Ovovivipar artinya adalah Bertelur dan Melahirkan

2. Kucing berkembang biak dengan cara Melahirkan

3. Sebutkan tiga hewan yang berkembangbiak dengan cara bertelur !

Jawab : Ayam, Angsa, Cicak.....

4. Sebutkan 2 hewan yang mengalami metamorfosis sempurna !

Jawab : Kupu-kupu, Lalat.....

5. Sebutkan tahap metamorfosis kupu-kupu !

Jawab : Telur, Ulat, Kepompong, Kupu-kupu.....

## POST TEST

Tulislah nama dan kelasmu dengan lengkap di bawah ini !

Nama : Anaya mey Sofyana

Kelas : III ab - birmizi

A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !

1. Kambing berkembangbiak dengan cara ...
 

A. Bertelur	C. Tunas
<input checked="" type="checkbox"/> B. Melahirkan	D. Membelah diri
2. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...
 

A. vivipar	<input checked="" type="checkbox"/> C. daur hidup
B. berkembangbiak	D. ovipar
3. (1) Ulat  
(2) Telur  
(3) Kupu-kupu  
(4) Kepompong  
Urutan yang benar dari proses metamorfosis kupu-kupu di atas adalah ...
 

A. 1, 2, 3, 4	C. 4, 3, 2, 1
<input checked="" type="checkbox"/> B. 2, 1, 4, 3	D. 3, 4, 1, 2
4. Tahap pertama dalam metamorfosis hewan di samping adalah ...
 

A. Ulat	C. Kepompong
B. Telur	<input checked="" type="checkbox"/> D. Nimfa



5. Berikut ini adalah hewan yang mengalami metamorfosis tidak sempurna adalah ...
 

<input checked="" type="checkbox"/> A. belalang dan kecoa	C. ayam dan kupu-kupu
B. belalang dan kupu-kupu	D. burung dan ikan
6. Salah satu hewan yang mengalami metamorfosis sempurna adalah ...
 

A. kecoa	C. ayam
<input checked="" type="checkbox"/> B. kupu-kupu	D. laba-laba
7. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...
 

A. burung merpati	C. singa
<input checked="" type="checkbox"/> B. platypus	D. sapi

8. Hewan di bawah ini berkembangbiak dengan cara ...



A. melahirkan

B. bertelur

C. Tunas

D. Membelah diri

9. Anemon laut berkembangbiak dengan cara ...

A. bertelur

B. tunas

B. melahirkan.

D. membelah diri

10. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...

A. amoeba

C. belalang

B. sapi

D. kambing

45  
50  
—  
95

**B. Jawablah pertanyaan di bawah ini dengan tepat !**

1. Ovovivipar artinya adalah melahirkan dan bertelur

2. Kucing berkembang biak dengan cara melahirkan

3. Sebutkan tiga hewan yang berkembangbiak dengan cara bertelur !

Jawab : cicak, nyamuk, Lalat.....

4. Sebutkan 2 hewan yang mengalami metamorfosis sempurna !

Jawab : kupu-kupu, Lalat.....

5. Sebutkan tahap metamorfosis kupu-kupu !

Jawab : Telur, ulat, kepompong, kupu-kupu.....

**POST TEST**

Tulislah nama dan kelasmu dengan lengkap di bawah ini !

Nama : ERLIN

Kelas : 3 AT-TIRANZI

**A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !**

1. Kambing berkembangbiak dengan cara ...
 

A. Bertelur	C. Tunas
<input checked="" type="checkbox"/> B. Melahirkan	D. Membelah diri
2. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...
 

A. vivipar	<input checked="" type="checkbox"/> C. daur hidup
B. berkembangbiak	D. ovipar
3. (1) Ulat  
(2) Telur  
(3) Kupu-kupu  
(4) Kepompong  
Urutan yang benar dari proses metamorfosis kupu-kupu di atas adalah ...
 

A. 1, 2,3,4	C. 4,3,2,1
<input checked="" type="checkbox"/> B. 2,1,4,3	D. 3, 4,1,2
4. Tahap pertama dalam metamorfosis hewan di samping adalah ...



- |          |  |
|----------|--|
| A. Ulat  | C. Kepompong                                 |
| B. Telur | <input checked="" type="checkbox"/> D. Nimfa |

5. Berikut ini adalah hewan yang mengalami metamorfosis tidak sempurna adalah ...
 

<input checked="" type="checkbox"/> A. belalang dan kecoa	C. ayam dan kupu-kupu
B. belalang dan kupu-kupu	D. burung dan ikan
6. Salah satu hewan yang mengalami metamorfosis sempurna adalah ...
 

A. kecoa	C. ayam
<input checked="" type="checkbox"/> B. kupu-kupu	D. laba-laba
7. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...
 

A. burung merpati	C. singa
<input checked="" type="checkbox"/> B. platypus	D. sapi

8. Hewan di bawah ini berkembangbiak dengan cara ...



A. melahirkan

B. bertelur

C. Tunas

D. Membelah diri

45  
50  
/ 45

9. Anemon laut berkembangbiak dengan cara ...

A. bertelur

B. tunas

C. melahirkan.

D. membelah diri

10. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...

A. amoeba

B. belalang

C. sapi

D. kambing

**B. Jawablah pertanyaan di bawah ini dengan tepat !**

1. Ovovivipar artinya adalah Bertelur dan melahirkan

2. Kucing berkembang biak dengan cara melahirkan

3. Sebutkan tiga hewan yang berkembangbiak dengan cara bertelur !

Jawab : ayam, kura-kura, angsa.....

4. Sebutkan 2 hewan yang mengalami metamorfosis sempurna !

Jawab : kupu-kupu, Lalat.....

5. Sebutkan tahap metamorfosis kupu-kupu !

Jawab : bertelur, ulat, kepompong, kupu-kupu.....

## POST TEST

Tulislah nama dan kelasmu dengan lengkap di bawah ini !

Nama : HUSNA

Kelas : III AT - TIRMIDZI

**A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !**

1. Kambing berkembangbiak dengan cara ...  
 A. Bertelur                      C. Tunas  
~~X~~ Melahirkan                  D. Membelah diri
2. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...  
 A. vivipar                              ~~X~~ daur hidup  
~~B~~ berkembangbiak                  D. ovipar
3. (1) Ulat  
 (2) Telur  
 (3) Kupu-kupu  
 (4) Kepompong  
 Urutan yang benar dari proses metamorfosis kupu-kupu di atas adalah ...  
 A. 1, 2,3,4                      C. 4,3,2,1  
~~X~~ 2,1,4,3                      D. 3, 4,1,2
4. Tahap pertama dalam metamorfosis hewan di samping adalah ...  
 A. Ulat                                  C. Kepompong  
~~X~~ Telur                                  D. Nimfa



5. Berikut ini adalah hewan yang mengalami metamorfosis tidak sempurna adalah ...  
 A. belalang dan kecoa                  C. ayam dan kupu-kupu  
 B. belalang dan kupu-kupu              ~~X~~ burung dan ikan
6. Salah satu hewan yang mengalami metamorfosis sempurna adalah ...  
 A. kecoa                                  C. ayam  
~~X~~ kupu-kupu                      D. laba-laba
7. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...  
 A. burung merpati                      C. singa  
~~X~~ platypus                              D. sapi

8. Hewan di bawah ini berkembangbiak dengan cara ...



A. melahirkan

B. bertelur

C. Tunas

D. Membelah diri

9. Anemon laut berkembangbiak dengan cara ...

A. bertelur

B. tunas

B. melahirkan.

D. membelah diri

10. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...

A. amoeba

C. belalang

B. sapi

D. kambing

**B. Jawablah pertanyaan di bawah ini dengan tepat !**

1. Ovovivipar artinya adalah: Bertelur dan melahirkan

2. Kucing berkembang biak dengan cara melahirkan

3. Sebutkan tiga hewan yang berkembangbiak dengan cara bertelur !

Jawab : Ayam, ikan dan burung

4. Sebutkan 2 hewan yang mengalami metamorfosis sempurna !

Jawab : kupu-kupu, Belalang

5. Sebutkan tahap metamorfosis kupu-kupu !

Jawab : Telur, ulat, kepompong, kupu-kupu

**POST TEST**

Tulislah nama dan kelasmu dengan lengkap di bawah ini !

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Nama : Syifa Dewi M.I.R. INDAH

Kelas III AT-TIRMIZI

**A. Berilah tanda silang (X) pada huruf A, B, C, atau D yang paling tepat !**

1. Kambing berkembangbiak dengan cara ...
 

A. Bertelur	C. Tunas
<input checked="" type="checkbox"/> B. Melahirkan	D. Membelah diri
2. Seluruh tahap perubahan bentuk yang dialami makhluk hidup selama hidupnya adalah pengertian dari ...
 

A. vivipar	<input checked="" type="checkbox"/> C. daur hidup
B. berkembangbiak	D. ovipar
3. (1) Ulat  
(2) Telur  
(3) Kupu-kupu  
(4) Kepompong  
Urutan yang benar dari proses metamorfosis kupu-kupu di atas adalah ...
 

A. 1, 2,3,4	C. 4,3,2,1
<input checked="" type="checkbox"/> B. 2,1,4,3	D. 3, 4,1,2
4. Tahap pertama dalam metamorfosis hewan di samping adalah ...
 

A. Ulat	C. Kepompong
B. Telur	<input checked="" type="checkbox"/> D. Nimfa



5. Berikut ini adalah hewan yang mengalami metamorfosis tidak sempurna adalah ...
 

<input checked="" type="checkbox"/> A. belalang dan kecoa	C. ayam dan kupu-kupu
B. belalang dan kupu-kupu	D. burung dan ikan
6. Salah satu hewan yang mengalami metamorfosis sempurna adalah ...
 

A. kecoa	C. ayam
<input checked="" type="checkbox"/> B. kupu-kupu	D. laba-laba
7. Salah satu contoh hewan yang berkembangbiak secara bertelur dan melahirkan (ovovivipar) adalah ...
 

A. burung merpati	C. singa
<input checked="" type="checkbox"/> B. platypus	D. sapi

8. Hewan di bawah ini berkembangbiak dengan cara ...



- A. melahirkan
- B. bertelur
- C. Tunas
- D. Membelah diri

9. Anemon laut berkembangbiak dengan cara ...

- A. bertelur
- B. melahirkan.
- C. tunas
- D. membelah diri

10. Salah satu contoh hewan yang berkembangbiak secara vegetatif adalah ...

- A. amoeba
- B. sapi
- C. belalang
- D. kambing

**B. Jawablah pertanyaan di bawah ini dengan tepat !**

1. Ovovivipar artinya adalah melahirkan dan bertelur.
2. Kucing berkembang biak dengan cara melahirkan.
3. Sebutkan tiga hewan yang berkembangbiak dengan cara bertelur !

Jawab : ayam, angsa, dan ikan.....

4. Sebutkan 2 hewan yang mengalami metamorfosis sempurna !

Jawab : lalat, kupu-kupu.....

5. Sebutkan tahap metamorfosis kupu-kupu !

Jawab : telur, ulat, kepompong, dan Kupu-kupu.....

Appendix XI (Documentation)







## CURRICULUM VITAE



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