

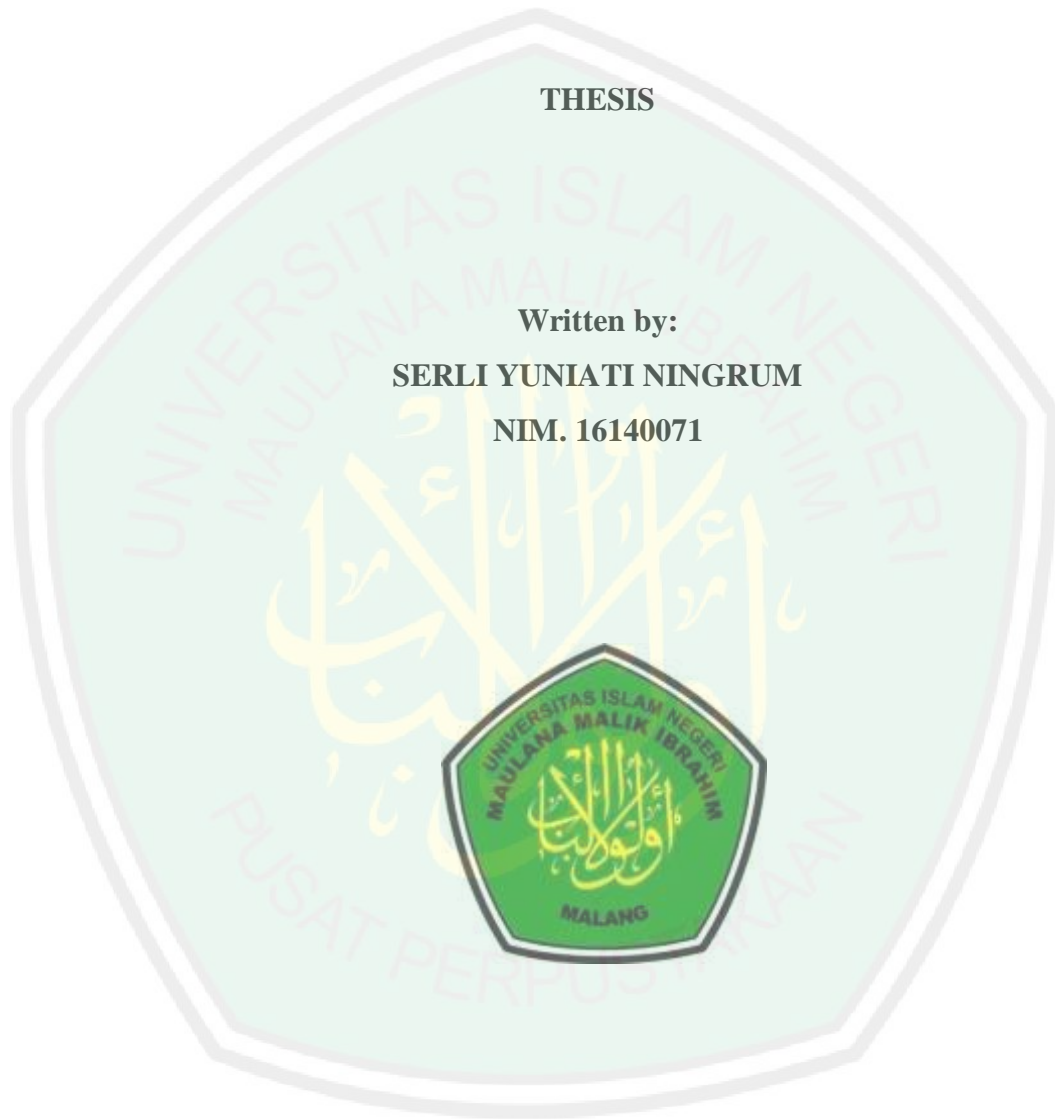
**DEVELOPING EXPLODING BOX MEDIA FOR SOCIAL
STUDIES AT FOURTH GRADES MI MA'ARIF KEDENSARI
TANGGULANGIN SIDOARJO**

THESIS

Written by:

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**ISLAMIC PRIMARY TEACHER EDUCATION DEPARTEMENT
TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2020

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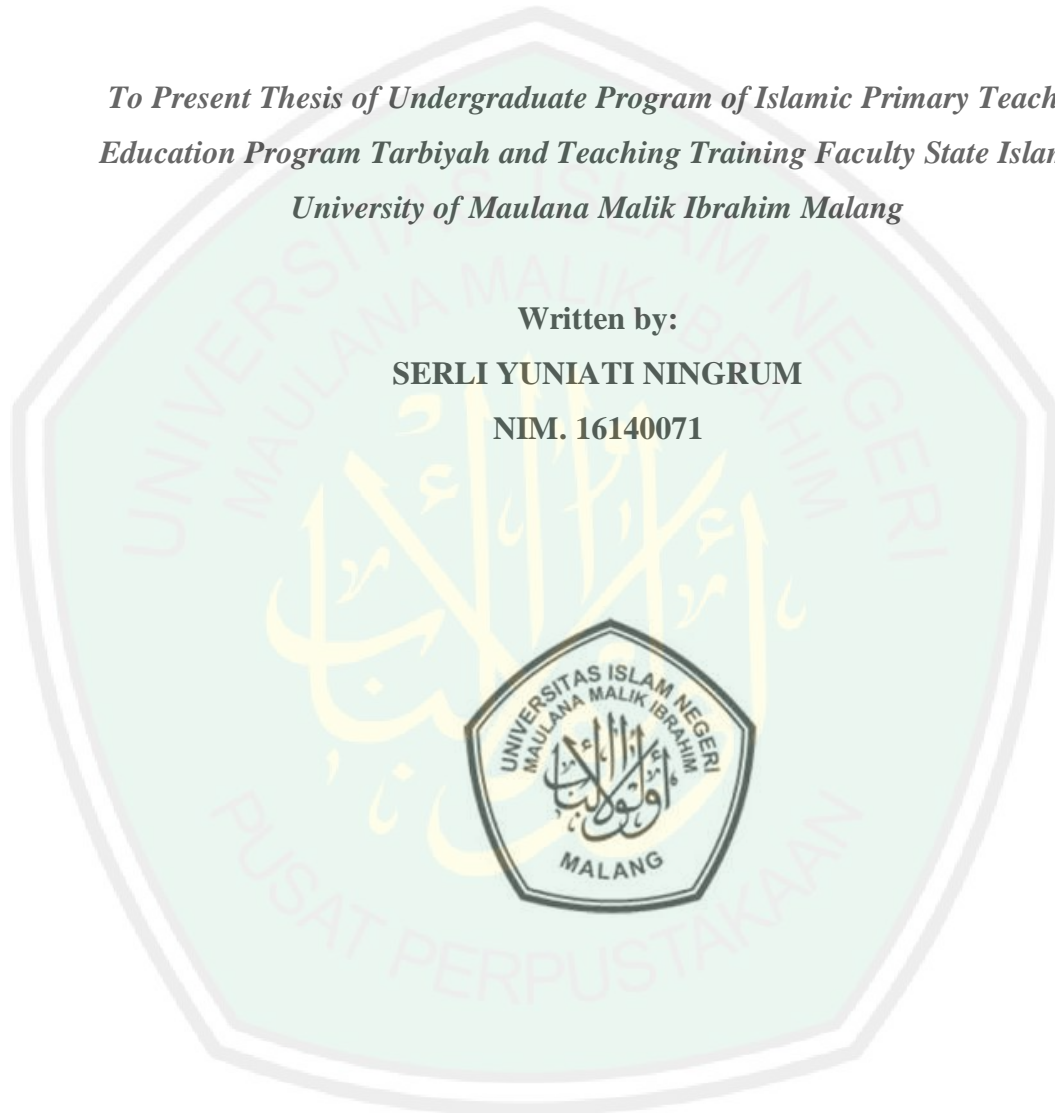
THESIS

*To Present Thesis of Undergraduate Program of Islamic Primary Teacher
Education Program Tarbiyah and Teaching Training Faculty State Islamic
University of Maulana Malik Ibrahim Malang*

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SERLI YUNIATI NINGRUM

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TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2020**


APPROVAL SHEET

**DEVELOPING EXPLODING BOX MEDIA FOR SOCIAL STUDIES AT
FOURTH GRADES MI MA'ARIF KEDENSARI TANGGULANGIN
SIDOARJO**

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LEGITIMATION SHEET

**DEVELOPING EXPLODING BOX MEDIA FOR SOCIAL STUDIES AT
FOURTH GRADES MI MA'ARIF KEDENSARI TANGGULANGIN
SIDOARJO**

THESIS

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Has been defended and approved by the board of examiners on 20 July 2020 as
the requirement for the degree of **Sarjana Pendidikan (S.Pd)**

The Board of Examiners

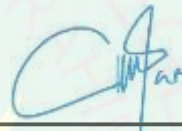
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DEDICATION

Bismillahirrahmaanirrahim...

This thesis is dedicated to my beloved parent. To my late father Hendro Kartiko.

May Allah give you a peace and decent place.

To my mom, Thank you for always support me in materrial and immaterial.

Thank you for the good advice and all the prayer.

This thesis also dedicated to all of my friends whose help me to get trough this
tought times.



MOTTO

بَلَىٰ مَنْ أَسْلَمَ وَجْهَهُ لِلَّهِ وَهُوَ مُحْسِنٌ فَلَهُ أَجْرُهُ عِنْدَ رَبِّهِ وَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُونَ

“Whoever surrenders to Allah is doing good, for him the reward is in the sight of his Lord and there is no concern for them and neither are they sad¹”

My motto is:

“IDEAS DON’T COME OUT FULLY FORMED. THEY ONLY BECOME CLEAR AS YOU WORK ON THEM. YOU JUST HAVE TO GET STARTED”

(Mark Zuckerberg)



¹ Al-Qur'an, surah Al-Baqarah, Chapter 112

Dr. Alfiana Yuli Efianti, MA.

Lecturer Tarbiyah And Teaching Training Faculty

State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

To Whom May It Concern, Dean of Faculty of Education and Teacher Training
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In
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Assalamu'alaikum, wr wb

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

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Title of thesis : Developing Exploding Box Media For Social Studies at Fourth Grades MI Ma'arif Kedensari Tanggulangin Sidoarjo.

I declare this thesis is originally written by Serli Yuniati Ningrum, student of Islamic Primary Teacher Education (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd). This research writing does not incorporate any material previously written or published by another person, 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 my objection or claim from others.

Malang, July 2020
Author,



Serli Yuniati Ningrum
16140071

PREFACE

Alhamdulillah thanks to ALLAH SWT, because with his grace and guidance the writer still given the opportunity to complete the thesis with titled *“Developing Exploding Box Media For Social Studies at Fourth Grade MI Ma'arif Kedensari Tanggulangin Sidoarjo”* very well. although there are still many shortcomings that require additional or ideas to perfect this work. Shalawat and greeting permanently be delivered to the last Prophet Muhammad SAW, his families and his friend.

On this occasion the researcher would like to thank profusely to those who have supported, so that the writing of this thesis can be completed properly, especially to:

1. Prof. Dr. H. Abd. Haris, M.Ag, as the Rector of Islamic University of Maulana Malik Ibrahim Malang
2. Dr. H. Agus Maimun, M.Pd, as the Dean of Tarbiyah And Teaching Training Faculty
3. H. Ahmad Sholeh, M.Ag, as the Chairman of Islamic Primary Teacher Education Departement.
4. Dr. Alfiana Yuli Efiyanti, as the Advisor who gave guidance, suggestions, criticisms and corrections of this thesis.
5. Dr. Muhammad Walid, M.A, as the Guardian Lecturer who always provides guidance and direction to the writer from the beginning to the end of the college period.

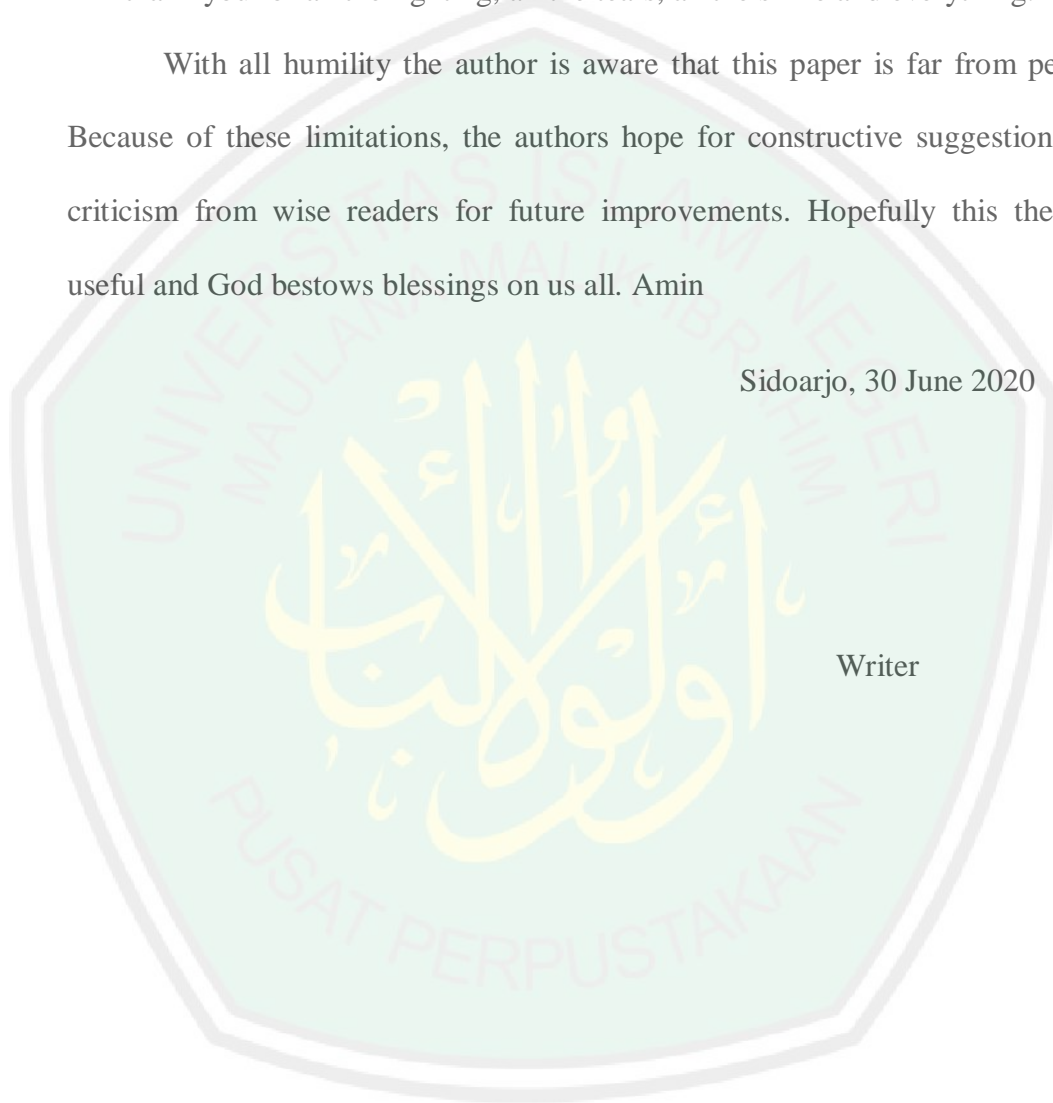
6. Vannisa Aviana Melinda, M.Pd, as the Content Expert Validator in this research development of instructional media and the pleased to provide criticism and suggestions in improving the material on the development of this learning media.
7. Siti Annijat Maimunah, M.Pd, as the Design Media Expert Validator in this research development of instructional media and the pleased to provide criticism and suggestions in improving the material on the development of this learning media.
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11. Family of the PGMI International Class Program 2016 who have provided support and also advice to researchers in completing assignments during the college until the completion of this final project.
12. Dewi Puspita Nuryadi, Galuh Mentari Putri and Amrina Rosyada who have accompanied the college periods from beginning to end.

13. Ombyokan Squad as the best supporters, for always be there no matter what happens since the childhood ages.
14. Serli Yuniati Ningrum, The writers, Myself. Thank you for always be strong, thank you for all the fighting, all the tears, all the smile and everything.

With all humility the author is aware that this paper is far from perfect. Because of these limitations, the authors hope for constructive suggestions and criticism from wise readers for future improvements. Hopefully this thesis is useful and God bestows blessings on us all. Amin

Sidoarjo, 30 June 2020

Writer



TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab-Latin in this thesis utilize the translation guidelines based on the agreement between Religion Minister and Educational and Culture Minister of Indonesia number 158/1987 and number 0543b/U/1987. Those are:

A. Huruf

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

B. Vokal Panjang

Vokal (a) panjang= â

Vokal (i) panjang= î

Vokal (u) panjang= û

C. Vokal Diftong

أُو = aw

أَي = ay

أُو = û

إِي = î

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ABSTRAK

Ningrum, Serli Yuniati. 2016. *Pengembangan Media Pembelajaran Exploding Box Pada Mata Pelajaran Ilmu Pengetahuan Sosial Kelas 4 MI Ma'arif Kedensari Tanggulangin Sidoarjo*. Skripsi, Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alfiana Yuli Efiyanti, MA.

Kata Kunci: Media Pembelajaran, Exploding Box, IPS, Sejarah

Media pembelajaran merupakan komponen penting pada kegiatan belajar mengajar untuk mempermudah siswa dalam memahami materi. Exploding Box adalah media pembelajaran berbasis visual yang dikembangkan untuk mendukung pembelajaran sejarah kerajaan Hindu, Buddha dan Islam di kelas IV khususnya pada tema 5 “Pahlawanku”

Tujuan penelitian dan pengembangan ini adalah: (1) Untuk menghasilkan produk pengembangan berupa media pembelajaran exploding box pada materi sejarah kerajaan Hindu, Buddha dan Islam di Indonesia, (2) Untuk mengetahui proses pengembangan media exploding box dan (3) Untuk mengetahui tingkat efektivitas media pembelajaran dalam meningkatkan hasil belajar siswa.

Penelitian ini menggunakan metode penelitian *Research and Development* (R&D) dengan mengacu pada model pengembangan dari Borg n' Gall. Mengingat keterbatasan waktu dan biaya dari 10 langkah pengembangan, peneliti hanya menggunakan 8 langkah pengembangan langkah awal yaitu pengumpulan informasi awaldi lapangan, kemudian perencanaan dan pengembangan produk awal, setelah produk selesai kemudian dilakukan uji validasi dan revisi produk, setelah lolos uji validasi media kemudian di uji cobakan ke lapangan. Hasil penilaian validasi oleh ahli materi diperoleh presentase sebesar 92%, penilaian validasi desain media diperoleh presentase sebesar 86%, penilaian validasi ahli pembelajaran diperoleh presentase sebesar 92%, dan hasil angket tingkat kemenarikan media oleh siswa diperoleh presentase sebesar 92,8%.

Untuk mengetahui tingkat keefektifan exploding box media menggunakan hasil pre-test dan post-test. Rata-rata nilai pre-test siswa sebesar 47% meningkat menjadi 90,5% saat uji post-test. Begitu pula hasil yang ditunjukkan dari perhitungan uji t dimana $t_{hitung} (7,579) > t_{tabel}(1,833)$ yang berarti H_0 ditolak dan H_a diterima. Hasil tersebut menunjukkan bahwa hasil belajar siswa dengan menggunakan media pembelajaran Exploding Box pada materi sejarah kerajaan Hindu, Buddha dan Islam di Indonesia mengalami peningkatan daripada sebelum menggunakan media. Kesimpulannya, exploding box efektif digunakan dalam proses pembelajaran.

ABSTRACT

Ningrum, Serli Yuniati. 2016. *Developing Exploding Box Media For Social Studies at Fourth Grades MI Ma'arif Kedensari Tanggulangin Sidoarjo*. Thesis. Islamic Primary Teacher Education Departemen, Faculty of Education and Teacher Training Maulana Malik Ibrahim, State Islamic University of Malang. Advisor: Dr. Alfiana Yuli Efiyanti, MA.

Keywords: Learning Media, Exploding Box, Social Studies, History

Learning media is one of the important components used in teaching and learning activities to facilitate students in understanding material. Exploding Box is a visual-based learning media developed to support the learning of the history of the Hindu, Buddhist and Islamic kingdoms in class IV, especially on theme 5 "My Heroes"

The purpose of this research and development are: (1) To produce development products in the form of exploding box learning media on the material history of the Hindu, Buddhist and Islamic kingdoms in Indonesia, (2) To find out the process of developing exploding box media and (3) To determine the level of media effectiveness learning in improving student learning outcomes.

The research method used is Research and Development (R&D) with reference to the development model of Borg n 'Gall. Given the time and cost limitations of the 10 steps of development, researchers only use 8 steps of development, there are observation and information gathering, planning, initial product development, initial trial, product revisions, Field trials, final revisions an Field trials. The results of the validation assessment by material experts obtained a percentage of 92%, the assessment of media design validation obtained a percentage of 86%, a validation assessment of learning experts obtained a percentage of 92%, and the results of the questionnaire level of media attractiveness by students obtained a percentage of 92.8%.

To find out the effectiveness of the using of exploding box learning media, researcher using the result of pre-test and post-tes. The average pre-test score of students by 47% increased to 90.5% during the post-test. Similarly, the results shown from the calculation of the t test where $t_{count} > t_{tabel}$ which means that **Ho is rejected and Ha is accepted**. These results indicate that student learning outcomes using the Exploding Box learning media on the material history of the Hindu, Buddhist and Islamic kingdoms in Indonesia have increased compared to before using the media.

مستخلص البحث

نجر، سيري يونياتي. 2016. تطوير الوسائل التعليمية *Exploding Box* في مادة العلوم الإجتماعية لفصل الرابع من المدرسة الإبتدائية "Ma'arif" بكادنساري سيدأرجو. البحث الجامعي، تربية معلم المدرسة الإبتدائية، كلية التربية و التعليم، جامعة مولانا مالك ابراهيم الاسلامية مالانج. المشرف: الدكتور ألفينا يولي إفييتي الماجيتير.

الكلمة الرئيسية: الوسائل التعليمية، *Exploding Box*، IPS، التاريخ

كانت وسائل التعليمية من احدى العوامل المهمة في أنشطة التعليم والتعلم لتسهيل الطلاب على فهم المواد. *Exploding Box* هي وسيلة تعليمية تعتمد على قاعدة بصرية التي تم تطويرها لدعم الدراسة عن التاريخ الممالك الهندوسية والبوذية والإسلامية في الفصل الرابع، خاصة في الموضوع 5 "Pahlawanku" أهداف هذا البحث هي: (1) إنتاج منتجات التطوير في وسائل تعليمية *Exploding Box* في مادة التاريخ الممالك الهندوسية والبوذية والإسلامية في إندونيسيا، (2) لتحديد عملية تطوير *Exploding Box* (3) تحديد مستوى فعالية وسائل التعليم في تحسين نتائج تعلم الطلاب. و يستخدم هذا البحث طريقة البحث يعني *Research and Development* (R&D) بالرجوع إلى Borg n 'Gall. نظرًا إلى اقتصار الوقت و التكلفة، استخدم الباحث 8 خطوات من 10 خطوات منها: المراقبة وجمع المعلومات، التخطيط، تطوير المنتج الأول، التجارب الأولى، مراجعات المنتج، التجارب ميداني، مراجعات نهائية و، التجارب ميداني. حصلت نتائج تقييم التحقق من قبل خبراء المواد على نسبة 92٪، و حصل تقييم التحقق من تصميم الوسائط على نسبة 86٪، و تقييم التحقق من خبراء التعلم حصل على نسبة 92٪، و حصلت نتائج اهتمام الطلاب نحو الوسائل على نسبة 92.8٪. زادت نتائج استخدام وسائل التعليمية بعد و قبل التجارب الميداني. ارتفع متوسط درجات الطلاب قبل الاختبار بنسبة 47٪ إلى 90.5٪ خلال الاختبار. وبالمثل، أظهرت النتائج من حساب اختبار t حيث $t_{\text{calculate}} < (579, 7) t_{\text{tabel}}$ (1,833) مما يعني أن H_0 مرفوض و H_a مقبول. تشير هذه النتائج إلى أن نتائج تعلم الطلاب باستخدام وسيلة التعلم *Exploding Box* في التاريخ لممالك الهندوسية والبوذية والإسلامية في إندونيسيا مرتفعة عكسا من عدم استخدام وسائل الإعلام.

CHAPTER I

INTRODUCTION

A. Background of the Study

The existence of Social Science as a subject at school has been undeniable since the needs of people who is developing to be more advance, civilize and prosper. The development of this education is in line with Republic of Indonesia's national goals and purpose.²

According to Sapriya, Social Science is a subject which is independent as an integration from several concept such as humanity, science, on the top of that is various issues and social life problems. Social science theory for elementary school is not seen form science dicipline because most important is the dimension of pedagogic and psychological including the thinking capabality characteristic of student which is holistic.³

Social science discuss about facts and social issues that happen in society. It is has been brought since elementary school and one of the integration subject because it also include several subjects such as economy, geography and history. History includes in social science since it is discuss about facts and big event that ever happened to a country and the impact can be perceived until today. The main point is social impact to people. Thus, it is important to learn about History since early stage, especially about Republic of Indonesia national history which intended to grow student's feeling of

² Sapriya, *Pendidikan IPS, Konsep dan Pembelajaran* (Bandung: PT. Remaja Rosdakarya, 2016), Hlm. 33

³ Ibid, hlm. 20

proud to the state. Moreover, by learning history, the student is expected to take the moral value from the event that happen in the past and use it as an orientation to live in the next ages.

Besides the history of the how Republic of Indonesia formed, history in elementary school also discuss about the history of kingdoms that existed before Republic of Indonesia existed, such as Hindu, Buddha and Islam.

The discussion about history of Hindu, Budhha and Islam kingdom is being brought in first semester of class 4th and can be found in a book, theme 5: My hero. In this study, students having difficulty in differentiating between Hindu and Buddha kingdom heritage. Moreover, because it is rare to found the media for this study which causing in students lack of motivation and interest to study this discussion and impacting in the decrease of their study result.

According to Prof Hamid Hasan statement, the model of teaching history in Indonesia is far from being expected to allow children to see the relationship of the past with the present and the future. History tends to use historical facts as the main material. So that history lessons feel dry, unattractive and do not give students the opportunity to learn to explore the meaning of an event in history⁴

As we know, the discussion about history of Hindu, Budhha and Islam kingdom are hard to understand by the students of the elementary schools, since the problem that being discussed is event that happen in the past. Thus

⁴ S. Hamid Hasan, *Kurikulum Sejarah 1994: Pengertian, Landasan, dan Konsekwensi*” Makalah pada seminar di Jurusan Pendidikan Sejarah, 23 September, FPIPS IKIP Bandung.

it is become one of teacher's obstacle to illustrate and causing students hard to received the discussion that given. History discussion that mostly dominated by stories and teacher limited knowledge about media study make lecturing as the main metode to deliver the discussion. Thus, the discussion seems boring because the process only focusing on teacher explanation. Besides, many students still consider that history is a boring subject because most history learning tends to memorize activities. It is necessary to developing learning media that could support teaching process to be more active and innovative.

Learning media is tools that use during process of study which intended to ease and quicken the communication between teacher and students, thus the learning will be more effective and having good result.⁵

Learning media existence is to simplify the discussion deliver to students. With media, it is expected that the learning convey by teacher can concretize the abstract concepts from the study.

The researcher choose exploding box as media to develop because it is unique and interesting so it could increase student motivation to learn and affecting their study result, since before that teacher only taught by using manual and assignment book, projector rarely used. Meanwhile, elementary students more likely to study by using colorfull picture. Thus, it needs contemporary development to follow the progress of students and their neighbourhood. The used of exploding box will be very usefull in social

⁵ Ahmad Susanto, *Pengembangan Pembelajaran IPS di Sekolah Dasar*, (Jakarta: Prenada Media Group, 2014), Hlm. 311

science study, since this media is equipped with the picture of figures and evidence of the Hindu, Budhha and Islam kingdom heritage which will make it easier for students to analyze.

One of the main reason in choosing Ma'arif Islamic Elementary School in Kedensari, Tanggulangin Sidoarjo as a developing place is the location. It is located in a village which does not really concern about the development of learning media, thus it needs new inovation toward making attractive learning media. Based on the information got by the researcher from preliminary studies in Ma'arif Islamic Elementary School, teachers are still using lecturing metode in conveying the discussion and only use picture which shown from the projector as media. It is causing difficulties for student to understand the discussion since there is no illustration that represent the event that explain by teacher and make the students wondering in apprehend the discussion. In fact, 10 to 12 from 30 students are yawning and distracted by doing other stuffs such as doodling, chatting with their chairmate and etc. It is indicating that students feel bored and not interested in following the discussion. Thus it causing the decreasing of student result since they are not motivated in studying.⁶

Based on the issues above, the researcher interested in studying *The Development of Learning Media Based on The Exploding Box on Social Studies Subject of Hindu, Buddhist and Islamic Kingdom at Fourth Graders of MI Ma'arif Kedensari.*

⁶ Hasil Studi Pendahuluan, tanggal 26 September 2018, di kelas IV (empat) MI Ma'arif Kedensari Sidoarjo.

Statement of The Problem

Based on the background of the study that has been represented above can be taken the formulation of the problem as follows:

1. How are the process of developing the exploding box learning media for social studies subject of Hindu, Buddhist and Islamic Kingdom?
2. What are The effectiveness of using Exploding Box media toward the teaching social studies subject Hindu, Buddhist and Islamic Kingdom at 4th Grade of MI Ma'arif Kedensari?

B. Objectives of The Study

This development research aims to:

1. To describe the process of developing the exploding box learning media for social studies subject of Hindu, Buddhist and Islamic Kingdom.
2. To describe the effectiveness of using Exploding Box media on social studies subject Hindu, Buddhist and Islamic Kingdom at 4th Grade of MI Ma'arif Kedensari.

C. Benefits of Development

Based on the research objectives above, are expected to provide the following benefits:

1. Theoretically
 - a) To improve students learning outcomes of the material provided by the teacher.
 - b) The exploding box media is able to make teachers more innovated in developing media in the learning process.

2. Practically

- a) For students, This exploding box learning media can be used to improve students understanding about Hindu, Buddhist and Islamic kingdoms.
- b) For teachers, this exploding box learning media can be used to help teachers explaining about Hindu, Buddhist and Islamic kingdoms.
- c) For further research, the result of the study can be used as a reference to develop the product by further research.

D. Development Assumption

These are the assumptions that used as a basis for developing learning media for Hindu, Buddhist and Islamic kingdom subjectn in social studies:

1. Exploding box media can motivate students to improve their learning outcomes in subject history of Hindu, Buddhist and Islamic kingdoms.
2. Exploding Box Media can help students to clearly understanding about material of the history of Hindu, Buddhist and Islamic kingdoms.
3. It's still rarely to find a learning media for the subject history of Hindu, Buddhist and Islamic Kingdoms.
4. Exploding box media can be used continously as a learning media.
5. Exploding box can be used by students without the teacher's assesment.

E. Scope Limitations of The Study

The scope of development in this research is to develop the learning media on social studies with a focus subject on the history of the Hindu, Buddhist and Islamic kingdoms in class IV (four) MI Ma'arif Sidoarjo.

Beside, this media cannot be used for classical learning. This media only can be used for small group only.

F. Product Specification

This research will produce a product in the form of learning media of exploding box. The specifications of the exploding box media to be developed are as follows:

1. This product is in the form of a box which has 3 layers with different sizes. The first layer measuring 15cm, the second layer measuring 13cm and the third layer measuring 10 cm.
2. This product using colorful art papers as materials.
3. Exploding box containing material about history of Hindu, Buddhist and Islamic Kingdoms in the form of pictures that presented creatively. The pictures contain figures and relics by each kingdom included a short story about the religions spread.

G. Originality of The Research

Here are the previous studies related to this research:

1. *The Development of Explosion Box as Learning Media for Teaching Components of Ecosystem at 5th Grade MI Perwanida Blitar*. This thesis was written by Tsalats Zaidatul Nasriya in 2018.⁷ This thesis aimed to explain the level of appropriateness of explosion box as learning media for teaching components of ecosystem at 5th grade and to explain the effectiveness and interestness of explosion box as learning media for

⁷ Tsalats Zaidatul Nasriya, *The Development of Explosion Box as Learning Media for Teaching Components of Ecosystem at 5th Grade MI Perwanida Blitar*. (Skripsi-2018)

teaching components of ecosystem at 5th grade. This research using Borgn' Gall model of development. The result of this study showed that, (1) the average presentages of material expert validation is 93,3%, (2) the average presentages of design expert validation is 90%, (3) the average presentages of learning expert is 93,3%, (4) data pre test and post-test result is the average score before using product is 70,3 and the average after using product is 85,9. The conclusion of the result from this study is developing learning media is effective and entered the very valid category. So that it can be used as a learning media to facilitate the learning process.

2. *Pengembangan Media Pembelajaran Berbasis Scrapbook Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran SKI Kelas V MI Al-Hayatul Islamiyah.* This thesis was written by Karisma Novitasari in 2019.⁸ This research aimed to find how the design of the scrapbook media to increase students learning outcomes on subject Islamic History at 5th grades, to find out the feasibility and the effectiveness of the scrapbook media, this research using Development model by Dick & Carrey. The result showed that, (1) the average percentages of material experts reached 82%, (2) the average presentasion by media design experts reached 82%, (3) the average presentasion by social studies learning experts reached a 90% percentage level, (4) the percentages of students questionnaire result reached 95,7%, (5) the average percentage

⁸ Novitasari Karisma, *Pengembangan Media Berbasis Scrapbook Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran SKI Kelas V MI Al-Hayatul Islamiyah.* (Skrispsi-2019)

of pre-test was 53,7 and the average percentage of the post-test score was 83,4. Those results indicate that the scrapbook media that has been developed reach the feasibility and attractiveness test so that it can be used in the learning process.

3. *Pengembangan Media Explosion Magic Box untuk Keterampilan Berbicara Bahasa Prancis Siswa Kelas XI IPS*. This thesis was written by Sintia Purwanti in 2019.⁹ This research aimed to find out how the process of developing explosion magic box for teaching French Language at 11th grade and to find out the feasibility of the explosion magic box. This research using model development by Sugiyono. The result of this research showed that (1) the average percentages of material expert is 84%, (2) the average percentages of design expert is 89%, (3) the average percentages of learning expert is 97,67%, (4) the percentages of students questionnaire result reached 89,23%. The study result showed that the explosion magic box media is feasible to be used as a learning media.
4. *Efektivitas Penggunaan Media Scrapbook Terhadap Aktivitas Belajar Siswa Pada Mata Pelajaran Akidah Akhlak di Madrasah Aliyah Swasta Muhammadiyah 01 Medan*. This thesis was written by Inda Dian Syafitri in 2019¹⁰. This research found out the effectiveness of using scrapbook media for students studying activity on subject moral theology. This

⁹ Sintia Purwanti. *Pengembangan Media Explosion Magic Box untuk Keterampilan Berbicara Bahasa Prancis Siswa Kelas XI IPS*. (Skripsi-2019)

¹⁰ Inda Dian Syafitri, *Efektivitas Penggunaan Media Scrapbook Terhadap Aktivitas Belajar Siswa Pada Mata Pelajaran Akidah Akhlak di Madrasah Aliyah Swasta Muhammadiyah 01 Medan*. (Skripsi-2019)

research using quantitative type of research. The result of this research indicate that there are changes and increases in students learning activities before and after applying the scrapbook media in learning process. The average value of the pre-test is 21,8846 and the average of the post-test is 42.4231. based on the results of the paired sample test hypothesis, it was stated that the t-count was -26,705 with a significant 0,000 because sig <0.05. then it was concluded that Ho was rejected. Which means that the average of student learning activity before and after applying the scrapbook media was different.

Table 1.1
Originality of Research

No	Researcher's Name, Title, Form	Similarity	Differences	Originality of The Research
1.	Tsalats Zaidatul Nasriya, <i>The Development of Explosion Box as Learning Media for Teaching Components of Ecosystem at 5th Grade MI Perwanida Blitar.</i>	<ul style="list-style-type: none"> • Developing the same product • Using the same type of research 	Differencess in the location and the subject for the research	Based on the previous studies there is no development research that develops the scrapbook learning media and converted it into scrapbox to improve the learning outcomes for social studies of grade IV (four) students.
2.	Novitasari Karisma, <i>Pengembangan Media Berbasis Scrapbook Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran SKI Kelas V MI Al-Hayatul Islamiyah</i>	<ul style="list-style-type: none"> • Developing the same product • Both using social studies as a main matterial for the media • Using the same type of research 	Differencess in location and the subject for the research.	
3.	Sintia Purwanti. <i>Pengembangan</i>	<ul style="list-style-type: none"> • Using and applying the 	The subject and location are	

	<i>Media Explosion Magic Box untuk Keterampilan Berbicara Bahasa Prancis Siswa Kelas XI IPS</i>	<p>same media and subject for the research</p> <ul style="list-style-type: none"> Using the same type of research 	different	
4.	<i>Inda Dian Syafitri, Efektivitas Penggunaan Media Scrapbook Terhadap Aktivitas Belajar Siswa Pada Mata Pelajaran Akidah Akhlak di Madrasah Aliyah Swasta Muhammadiyah 01 Medan.</i>	<p>Using and applying the same media for the research</p>	<ul style="list-style-type: none"> The shape of the media is different The subject of research, the location and the studies are different Using different type of research 	

H. Definition of Terms

1. Developments of Learning Media

Development is an improvement made to certain components related to the learning process based on the previous assessments.

2. Learning Media

Learning media is a tool used by the teachers as an intermediaries in the learning process, so that it can run effectively and efficiently to achieve the learning objective.

3. Exploding Box Media

Exploding media box is a square box such as a gift and it made of a paper which if opened it contains creative surprises in the form of various photos and interesting expressions.

4. Social Studies

Social studies is one of the subjects that study about social and the problems in it. Social studies is an integration subject from various kinds of subjects such as geography, sociology, anthropology, economics and history.

5. History of Hindu, Buddhist and Islamic Kingdom

The history of Hindu, Buddhist and Islamic kingdom is one of the social studies materials taught in elementary schools that discuss about the spread of the religion and government system in the form of kingdoms before the formation of Negara Kesatuan Republik Indonesia (NKRI).

I. Systematic of Writing

To clearly understand of this research report, these are the following that has been researchers present to a systematic evaluation of this research:

Chapter I Introduction, This chapter will explain about the background of the study, statement of the problem, objective of the study, benefits of the development, development assumptions, scope limitation of the study, product specification, originality of the research, definition of terms and the systematic of writing.

Chapter II Literature Review, this chapter will discuss about the theoretical foundations and framework of thinking taken literature such as book, journals and others reliable sources which is relate to this research.

Chapter III Research Methods, this chapter contains the type of the research, the development models, procedure of the development, trials (included trials design, subject trial, data types, data collection instrument, data analysis techniqu) and research procedure.

Chapter IV Result, in this chapter the researcher will present the data that obtained from data collections, the process of product development and manufacturing, the result of validation by a team of experts, the results of the use of the media by teachers and students in limited trials and usage trials.

Chapter V Discussion, in this chapter the researcher will present the core of discussions that presents the results of a research development analysis.

Chapter VI Closing, this last chapter contains conclusions, suggestions, uses and further product development.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Development of Learning Media

Development in a very general sense means growth, slower growth (evolution) and gradual change. According to Seels & Richey, development defined as the process of translating or describing design specification in physical form or in other words, development means the process of producing learning materials.¹¹ Development in education usually used to develop learning components such as learning media.

The development of media qualified if the indicators has been tested by experts or validators who are competent to assess the student worksheets that have been prepared. These aspects includes:¹²

a. Content Aspect

The adjusment of the material inside the media, the suitability of colors, writing and pictures of the media, the suitability of the display of images and writing in the exercise questions, the role of learning media to facilitate students learning.

b. Language Aspect

¹¹ Punaji Setyosari, *Metode Penelitian dan Pengembangan Pendidikan*, (Jakarta: Kencana, 2010), hlm. 197

¹² Rofiatun Nisa', *Pengembangan Media Monopoli 3 Dimensi untuk meningkatkan Hasil Belajar Siswa Subtema Makananku Sehat dan Bergizi Siswa Kelas 4 SDI Surya Buana Malang*. (Skripsi-2015), hlm 26-27.

The language used and the convenience of students in understanding the language that used in the media.

c. Practical

Learning media are practical if the validator states that learning media can be used with little revision.

d. Effective

Learning media are effective if the average score of students's learning achievement test results obtained by the test subjects is complete. Learning media are effective if it is greater or equal to 80% of all complete trial subjects. In addition there is a positive response from students who are appointed through a questionnaire given by the researchers.

2. Learning Media

a. Definition of Learning Media

In Arabic, the media is called as “*Wasail*” the jamaic of “*wasilah*” which is a synonym of “*alwast*” that means middle. The middle word means to be between two sides, it's also called an intermediary (*wasilah*) or that mediates between the two sides, because of the position in the middle it can also be referred to as a connector that is delivering or connecting or channeling things from one side to another side.¹³

¹³Yudhi Munadi, , *Media Pembelajaran : Sebuah Pendekatan Baru* (Jakarta Selatan: GP Press Group 2013). Hlm. 6.

According to Yusufhadi Miarso, learning media are all things that are used to connecting the messages and stimulate students thoughts, feelings, concern and willingness to learn so that they can encourage a deliberate, purposeful and controlled learning process.¹⁴

According to the definition above we know that learning media is one of the important components in education that used by teachers as intermediaries or communication media to deliver material to students. Besides, learning media will also make students easier to receive and understanding the material provided by the teacher. So that the objectives of the learning process can be achieved effectively and efficiently.

b. The Purpose and Benefits of Learning Media

1) The Purpose of Learning Media¹⁵

- a) Facilitates the learning process in class
- b) Improve the efficiency of the learning process
- c) Maintain the relevance of the subject matter with the learning objectives
- d) Helping students concentration in the learning process.

2) Benefits of Learning Media

The existence of learning media in teaching and learning process is an important thing especially in teaching and learning

¹⁴ Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan*, (Jakarta: kencana Prenada Media Group, 2004), hlm. 458

¹⁵ Hujair AH. Sanaky, *Media Pembelajaran*, (Yogyakarta: Safiria Insania Press, 2009), hlm. 4

activities in the 21st era. In general, the benefits of learning media are to make teachers easier to deliver the material to students effectively and efficiently. Meanwhile, the benefits of learning media according to Nana Sudjana and Ahmad Rivai are as follows:¹⁶

- a) Teaching will attract more attention of students so that it can increasing students motivation to learn.
- b) The teaching material will be clearer in meaning so that it can be understood well by students and enables students to master teaching better.
- c) Teaching methods will be more varied, bot merely verbal communication through words by the teacher so students do not get bored and teacher does not run of energy, especially if the teacher has to teach class in every hour.
- d) Students do more learning activities, because they are not just listening to the teacher's description, but also doing other activities such as observing,, doing, demonstrating and others.

Based on description above. It can be understanding that the use of learning media provide many benefits for implementasion of learning ativities, with the use of appropriate and also interesting media, it can be increase the learning interest and the students

¹⁶Nana Sudjana dan Ahmad Rivai, *Media Pengajaran* (Bandung, Sina Baru Algensindo, 2011),hlm.2

motivation so that it affect on the improvement of their learning outcomes.

c. Types of Learning Media

The most familiar types of media to be used or widely used among schools are the printed media such as a book and the blackboards. In addition, such as images, models, overhead projectors (OHP) and real objects the following is media grouping according to Anderson in the PPKn learning strategy book by Etn Solihatin divided into 10 groups:¹⁷

Table 2.1
Type of Learning Media Media According to Anderson

No	Media Group	Examples
1	Audio	Audio Tape, Radio Broadcast, CDs, telephones
2	Printed	Textbooks, Moduls, Brochures, Leaflets, Pictures
3	Audio-Print	Audio tapes with written materials.
4	Silent Visual Projection	Overhead Transparantion (OHT), film frame (slide)
5	Silent Audio Visual Projection	Noiseless slide frame film
6	Vitual Motion	Silent film
7	Audio Vitual Motion	Voice motion movies, Videos/VCDs, televisions
8	Physical Object	Real objects, models, specimens
9	Humans and The Environment	Library teachers, laboratory assistans
10	Computer Technology	CAI (Computer Assist Interactions) CBI (Computer Based Intructions)

¹⁷ Etn Solihatin, *Strategi Pembelajaran PPKN*, (Jakarta: PT Bumi Aksara, 2012), hlm. 190.

Meanwhile, according to Asyhar, learning media based on technological development can be divided into four groups, namely visual, audio, audio-visual and multimedia media.¹⁸

- 1) Visual media is media that only involves the sense of sight, including print media, prototypes and the media of the surrounding natural reality.
- 2) Audio media is a type of media that involves the sense of hearing, including tape recorders, radio and CD Players.
- 3) Audio visual media is a type of media that involves the sense of sight and hearing, including television, film and video.
- 4) Multimedia media is a type of interactive computer based media and information and communicating technology.

d. Media Selection Principles

According to Gagne et al. In making learning media there are several principle that must be considered are:¹⁹

- 1) Task Variable. In the selection of media, the teacher must determine the type of ability expected from the students as a learning outcomes
- 2) Student's variable. Students's characteristics need to be considered in media selection. Because the teacher realizes that each students have their different learning styles.

¹⁸ Rayanda Asyhar, *Kreatif Mengembangkan Media Pembelajaran*, (Jakarta: Referensi Jakarta, 2012), hlm. 44

¹⁹

- 3) Learning environment. This considerations are more administrative in nature, such as the amount of school fees, the size of classrooms, the ability to develop new materials, the ability of teachers and the availability for efforts to design learning, and etc.
- 4) Development environment. Planning a good presentation, for example availability of time and personel development will affect the success of the presentation.
- 5) Economics and culture. In media selection it is necessary to consider whether the media is acceptable to the user and in accordance with the source of funds and the avilable equipment.
- 6) Practical factors. These factors need to be considered in media selections are:
 - a) How far the media can influence the response of students or other activities for completness of feedback.
 - b) Wheter the presentation is in accordance with the response of the students or not.
 - c) Which is seen as being more effective for the students needs to be determined wheter the device can be stored and valuable
 - d) Which media can be supports the conditions of learning to achieve the learning goals.

3. Learning Media Based on Exploding Box Media

a. Definition of Exploding Box

Exploding box is a learning media in the form of a square box like a gift, which when the box opened, it will emerge creative surprises in the form of pictures attached along with interesting expressions. In general, the exploding box is used as a gift. Exploding box itself is a development of scrapbook media. The difference lies in the form of the media. The scrapbook is shaped like a book while the exploding box is a square box and looks like a gift. The equation lies in the skill of organize and attach pictures creatively.

Scrapbook is the art and technique to decorating family or personal photo albums to make them more beautiful. Those understanding is in line with the concept of the exploding box, which is to decorate a photo or pictures to make it look more beautiful and attractive.

b. Advantages and Disadvantages of the Exploding Box

Exploding box included in learning media as visual media because exploding is a learning media that uses pictures as its main media. In it's use, pictures media are very often used as a learning media in the classroom, aside it's easy to create and using, pictures media do not require a lot of time and money. However, the use of pictures media that is too ordinary will not able to attract the attention of students, for example pictures that only printed and then posted on a wall or blackboard will not affect the motivation and interest of students in

participating in learning activities. Therefore, variations and development are needed to make the pictures media more attractive and innovative, one of them is exploding media that can present pictures media more interesting and innovative.

These are the advantages of exploding box media:²⁰

- 1) Exploding box reflects the uniqueness of thinking by it's maker
- 2) It's concrete and more reality because it uses photo visual media
- 3) Exploding Box media can overcome the space and time problems.
- 4) The Exploding box media overcomes the limitations of our observations about thngs that are difficult for the five senses to grasp.
- 5) The Exploding Box making materials are easy to find and it's safe to used for he students.

Beside the advantages, Exploding Box media also has is weakness includes:²¹

- 1) Emphasis on the use of the sense of sight only.
- 2) The image presented are too complex. So it is less effective.
- 3) The making of scrapbook media requires quite a long time.
- 4) Limited resources and foresight skills to be able to use them.

²⁰ Yukeu Haryanve, dkk., *Efektivitas Penggunaan Media Scrapbook Untuk Meningkatkan Kemampuan Menulis Karangan Deskriptif*, (Jurnal Ilmu Pendidikan, 2015), hlm. 4

²¹ *Ibid.* Hlm.4

4. Social Studies

a. Definiton of Social Studies

Similar to science, mathematic and Indonesian language, social science has large scope to learn. It consist of phenomon and human life issues in society. Social science emphasize in phenomon and real human life issues. From the phenomon and issues that had been research, the factors are being analyze therefore it can be found the solutions. Therefore, the definition of social science is a study that learn, examine, analyzing phenomon and social issues in society by observing from several aspect of life or in one unification.²²

Studies that discuss in social science consist of :²³

- 1) Sociology studies all matters that relating to aspects of social relations which include factors, developments, problems and others.
- 2) Economics studies the processes, developments and problems related to economics.
- 3) All aspects of psychology related to social are studied in social psychology.
- 4) Cultural aspects of development and its problems are studied in anthropology.
- 5) Inseparable aspects of history in our lives are studied in history.

²² Ahmad Susanto, *Pengembangan Pembelajaran IPS di Sekolah Dasar*, (Jakarta: PrenadaMedia Group), Hlm. 10

²³ Iif Khairu Ahmadi & Sofan Amri, *Mengembangkan Pembelajaran IPS Terpadu*, (Jakarta: Prestasi Pustaka Publisher, 2011), hlm. 8

- 6) Geographical aspects that have a spatial effect on human life are studied in geography.
- 7) The political aspects which from the basis of community integrity and well-being are studied in political science.

b. The Purpose of Social Studies

According to Chappin and Messick, the purpose of the social studies learning can be grouped into six components belows:²⁴

- 1) Provide knowledge about human experiences in society in the past, present and future.
- 2) Develop skills for finding and processing information.
- 3) Develop the value of democratic attitudes in society.
- 4) Provide opportunities for students to participate in social life.
- 5) Aimed at supplying knowledge, developing thinking and critical thinking abilities, exercising freedom of skills and habits.
- 6) Aimed at students to be able to understand things that are concrete and social life realistic.

Basically, social studies education has a duty to build students personalities to become more aware to the current condition of society and able to solve problems that occur in their environment.

The Objectives of social studies learning in elementary school according to Munir are:²⁵

²⁴ Ahmad Susanto, *Op. Cit*, hlm 150-151.

²⁵ *Ibid*, hlm. 10

- 1) Equipping students with social knowledge that is very useful in society life later.
- 2) Equipping the students with the ability to identify, analyze and arrange alternatives for the evaluation of social problems that occur in people's lives.
- 3) Equipping students with the ability to communicate with fellow communities and scientific fields and expertise.
- 4) Equipping students with expertise, positive mental attitude and scientific skills towards the use of the environment that is part of life.
- 5) Equipping students the ability to develop social science knowledge in accordance with the development of community life, science and technology.

5. History of Hindu, Buddhist and Islamic Kingdom

History in the Indonesian language means an events of past glories that actually happened or a history of the origins of the offspring (especially for the kings who ruled). As a branch of science, studying history means studying and translating information from records made by individuals, families and communities. Knowledge of history encompasses: Knowledge of past events and knowledge of ways of thinking historically. At present, the science of history is more

categorized as a social science, especially when it comes to traces relating to humanity in the past.²⁶

History has unique characteristics, meaning that events in history only occur once and cannot be repeated. And not all events in the past are called history, because only major events that effect change and development at a time.

One of the historical material in elementary schools is about the history of the Hindu, Buddhist and Islamic kingdoms that has been taught since class four.

Before being formed into a country, Indonesia was once an island made up of several major kingdoms. Historical relics prove that in the past our nation had experienced a glorious period of glory. This is inseparable from the role of the struggles of the kings to building their nations.

a. The Periode of Hindu Kingdoms

Initially, Hinduism came from Inda, then it expanded to various countries in Asia including Indonesia. Hinduism entered Indonesia no hrough violence or conques but were brought by Brahman Priests and Indian traders.²⁷

²⁶*Ibid*, hlm 41

²⁷ Tim Bina Karya Guru, *IPS Terpadu untuk SD/MI Kelas IV*, (Jakarta: Erlangga, 2013), hlm. 36

Table 2.2
Hindu Kingdoms

No.	Kingdoms	Kings	Relics
1.	The Kingdom of Kutai (located in Mahakam, East Kalimantan)	<ul style="list-style-type: none"> • The first king was Kudungga, • And the most famous king was Mulawarman 	Seven Yupa epigraph, and it's written in Pallawa and sansekerta language.
2.	The kingdom of Tarumanegara (located in Bogor, West Java)	The most famous king was Purnawarman	<ul style="list-style-type: none"> • Ciaruteun epigraph • Kebon Kopi epigraph • Tugu epigraph • Lebak epigraph • Jambu epigraph • Pasir awi epigraph
3.	The kingdom of Kediri (located in Kediri, East Java)	<ul style="list-style-type: none"> • Bameswara (1117 AD) • Jayabaya (1117-1130 AD) • King Kertajaya (1222 AD) 	<ul style="list-style-type: none"> • Kakawin Jangka Jayabaya (Jayabaya Forecast)
4.	The Kingdom of Singosari (located in Malang, East Java)	<ul style="list-style-type: none"> • Ken Arok (1222 AD) • Anusapati (1227-1248 AD) • Panji Tohjaya (1248-1268 AD) • Kertajaya (1268-1292 AD) 	<ul style="list-style-type: none"> • Singosari temple • Jago temple • Jawi temple • Singosari epigraph • Mula malurung epigraph
5.	The kingdom of Majapahit	<ul style="list-style-type: none"> • Raden Wijaya (1293 AD) • Jayanegara (1309 AD) <p>There are some famous figures:</p> <ul style="list-style-type: none"> • Gajahmada • Hayam Wuruk 	<ul style="list-style-type: none"> • Kakawin Sutasoma • Sukuh Temple • Pari Temple • Tikus Temple

b. The Period of Buddhist Kingdoms

At first, Buddhist teachings were conveyed by the Buddha Siddharta Gautama from India. Then the teachings spread throughout the world including Indonesia. The entry of Buddhism then influenced with the emergence of kingdoms whose kings embraced Buddhism.²⁸

Table 2.3
Buddhist Kingdoms

No.	Kingdoms	Kings	Relics
1.	The Kingdom of Holing (Central Java)	Queen Sima	An Epigraph which found in Tuk Village and it's written in Pallawa and Sansekerta language
2.	The kingdom of Sriwijaya (located in Palembang, South Sumatra)	The most famous king was Balaputradewa	<ul style="list-style-type: none"> • Kedukan Bukit Epigraph • Talang Tuo epigraph • Telaga Batu epigraph • Kota Kapur epigraph • Karang berahi epigraph • Palas Pasamah epigraph • Bukit siguntang epigraph

c. The Periods of Islamic Kingdoms

Islamic religion began to develop in the Arabian Peninsula in 622 AD. At first islam was brought by Rasulullah SW after he

²⁸ *Ibid*, hlm. 49

received a revelation from Allah SWT. Then the religion expanded throughout the world. Islam itself entered in Indonesia through the traders who came from Arabia, Persia, and Gujarat. In a short time, Islam spread widely in Indonesia. At that time, the power of Majapahit and Sriwijaya kingdom had begun to weaken. The kingdoms under their authority began to let go of their kings and embraced Islam. After that began to emerge Islamic kingdoms in Indonesia.²⁹

Table 2.4
Islamic Kingdoms

No.	Kingdoms	Kings	Relics
1.	The Kingdom of Samudra Pasai (located in Lhokseumawe, North Aceh)	<ul style="list-style-type: none"> • The first king was Sultan Malik as-Saleh • Sultan Malik at-Tahir • Sultan Zaenal Abidin 	<ul style="list-style-type: none"> • Makam Sultan Malik As-Saleh • Makam Sultan Muhammad Malik Al-Zahir • Makam Ratu Al-Aqila
2.	The Kingdom of Aceh (Kutaraja, Banda Aceh)	<ul style="list-style-type: none"> • The first king was Sultan Ali Mughayat Syah (1514-1528 AD) • Salahuddin (1528-1537) • Alauddin Riyat Syah (1537-1568 AD) • Sultan Iskandar Muda 	<ul style="list-style-type: none"> • Baiturrahman Mosque, Banda Aceh • Benteng Indra Patra • Meriam kesultanan Aceh • Makan Sultan Iskandar Muda
3.	The kingdom of Demak (located in Demak,	<ul style="list-style-type: none"> • Raden Patah (1481-1518 AD) • Adipati Unus 	<ul style="list-style-type: none"> • Masjid Agung Demak • Pintu Bledek • Situs kolam wudlu

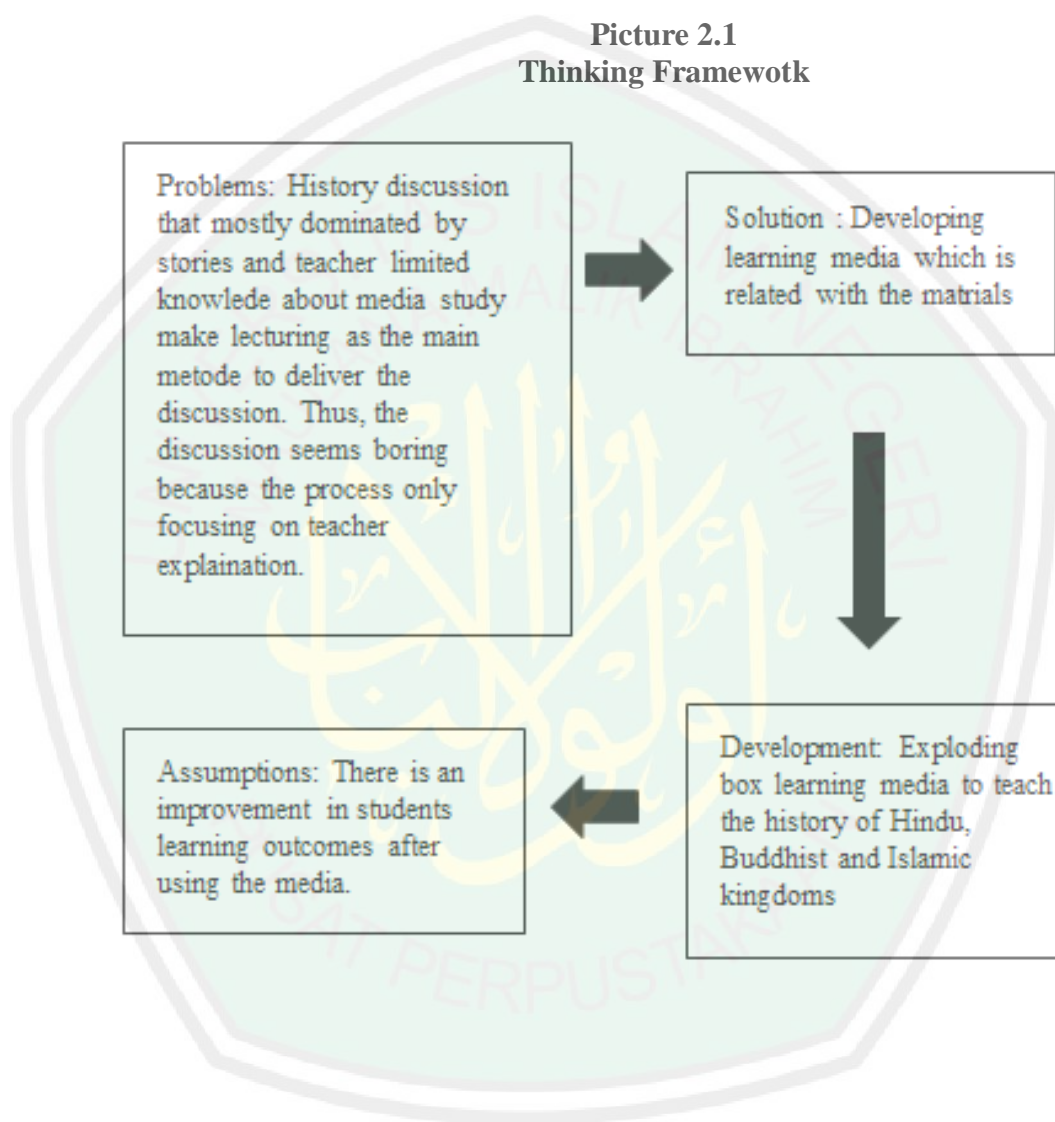
²⁹ *Ibid*, hlm. 56

	Central Java)	(1518-1521 AD) <ul style="list-style-type: none"> • Pangeran Trenggono • Sultan Hadiwijaya 	<ul style="list-style-type: none"> • Bedug dan Kentongan
4.	The kingdom of Banten (located in Bogor, West Java)	<ul style="list-style-type: none"> • Sultan Hasanuddin (1552-1570 AD) • Maulana Yusuf (1570-1579 AD) • Maulana Muhammad (1580-1596 AD) • Pangeran Ratu (1596-1651) • Sultan Ageng Tirtayasa (1651-1682 AD) 	<ul style="list-style-type: none"> • Masjid agung Banten • Istana Kraton Kaibon • Benteng Speelwijk • Meriam Ki Amuk
5.	The Kingdom of Ternate and Tidore (located in Maluku)	<ul style="list-style-type: none"> • Sultan Zainal Abidin (1486-1500) • Sultan Hairun 	<ul style="list-style-type: none"> • Benteng kerajaan Ternate • Masjid ernate • Makam Sultan Baabullah • Istana Sultan Ternate
6.	The kingdom of Gowa and Tallo (located in Makasar, South Sulawesi)	<ul style="list-style-type: none"> • Karaen Matoya (Abdullah Awal Islam) • Daeng Manrabia • Sultan Hasanuddin 	<ul style="list-style-type: none"> • Benteng Ford Ratterdam • Batu Pallantikang • Masjid Katangka • Makam Syekh Yusuf

B. Thinking Framework

Researcher’s thinking framework can be describe in the following scheme below:

Picture 2.1
Thinking Framework



CHAPTER III

RESEARCH METHODS

A. Type Of Research

This Research Uses Research and Development (RnD) type of Research. According to Richey and Kelin Development Research is the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional product and tool or enhanced model that govern their development. Design and development research seek to create knowledge grounded in data systematically divided from practice. It's a way to establish new product, model, procedures, techniques and tools based upon a methodological analysis of specific.

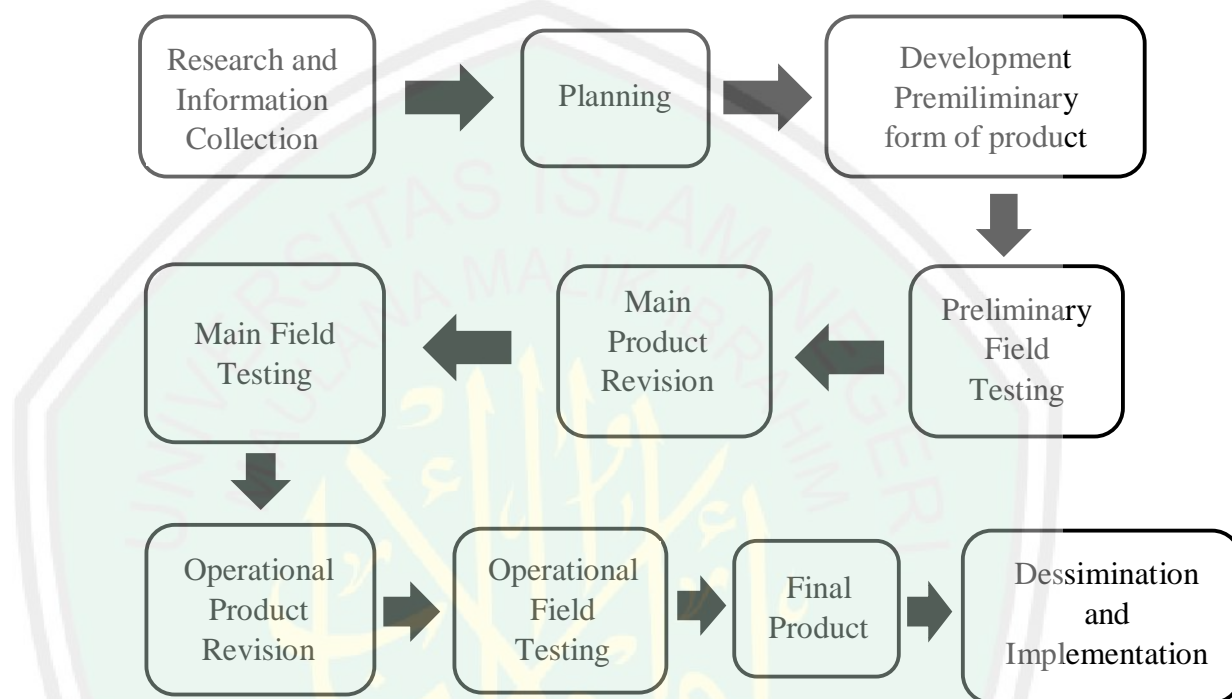
The product that will be developed in this research is exploding box media for Hindu, Buddhist and Islamic Kingdom history material in fourth grade.

B. Development Model

This research development uses a descriptive procedural development model by Borg and Gall. The 10 steps of development according to Borg and Gall are: (1) Research and information collection, (2) Planning, (3) Development Preliminary form of product, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operasional product

revision, (8) Operational field test, (9) final product and (10) dissemination and implementation.³⁰

Picture 3.1
Development Model by Borg and Gall



From the 10 stages of the Borg and Gall development model above, researcher only used 8 stages of development. The following explanation are:

1. Research and Information Collection

At this stage, the researcher makes observations to looks at class conditions and the learning process directly in order to obtain preliminary information for development and then look for a literature review to prepare the preliminary report.

³⁰ Nusa Putra, *Research & Development*, (Jakarta: Rajawali Pers, 2012), hlm. 119

2. Planning

This stage includes activities to formulate goals and formulate specific goals to be achieved by the product being developed. This goal is intended to get the right information in accordance with the specific objectives to be achieved.

3. Development Preliminary Form of Product

This stage includes the preparation of learning materials, handbooks and evaluation tools. The format of product development in this study is learning media based on an exploding box in which there are pictures and descriptions.

4. Preliminary Field Testing

The next stage is the researcher conduct the preliminary trials on subjects and the results of interviews, observations and questionnaires which are then collected and analyzed. The results of the analysis of this initial trial serve as input for revising the product.

5. Main Product Revision

Product revision is based on deficiencies found from the results of the preliminary trials that become a reference for product improvement in accordance with the results obtained during the trial. The results of the field trials obtained qualitative information about the products to be developed.

6. Main Product Testing

The product which has been revised is retested to the subject on a larger scale than before. The trial results are collected and analyzed along with the preliminary trials to make further product revisions.

7. Operational Product Revision

After the last field test, the results are used to revise the final product which will be a measure that the product is truly said to be valid because it has passed the trials in stages.

8. Operational Field Testing

At this stage carried out to measure the effectiveness of the product to be developed, then measure the effectiveness of the developed media.

9. Final Product Revision

Before the product is published to a broader target audience, it is necessary to make a final revision to improve things that are still not good results when implementing the product.

10. Desimination and Implementasion

The final step is to convey the results of development to users and professionals through a meeting forum or writing in a journal.

C. Development Procedure

The development procedure explains the steps that the product maker takes to develop. In the development procedure will provide instructions about the procedures that must be passed to the stage of the product to be made.

The development of the media exploding box uses several stages which include: (1) Research and information collection, (2) Planning, (3) development preliminary form of product, (4) Preliminary field testing (product validity), (5) Main product revisions, (6) Main field testing (product trials in the field), (7) Operational product revision, (8) Operational field testing. The following is the explanation:

1. Research and Information Collection

In this first step, researchers conducted field observations and also conducted interviews with the headschool and fourth grade teachers in order to obtain real data about conditions in the field. After that, researchers conducted a literature study and made the preliminary report.

2. Planning

Based on the results of previous literature studies and identification of problems at fourth grade students of MI Ma'arif Kedensari, researchers began to design products that will be developed into learning media that can help teachers deliver learning material. With this media, it is hoped that teachers can more easily convey the material of the history of Hindu, Buddhist and Islamic kingdoms in Indonesia so that students become more excited in participating in learning. The media is designed as attractive and as easy as possible, so that its use can be done independently by students or mentored by teachers.

3. Development Preliminary Form of Product

At this stage, researchers begin to make a learning media design that begins with collecting and selecting materials which is used in making instructional media. At this stage the product will be produced in the form of an exploding box with an initial design based on the researchers own design. From here later the product can be changed, added or reduced according to the results of trials from experts. the next step is the researcher starts to arrange the material indicators, learning steps and learning evaluation.

4. Preliminary Field Testing (product validity)

At this stage, researchers conduct an assessment of products developed to experts to validate whether the exploding box learning media is feasible or not suitable to use, so that improvements can be made to improve the product. For assessment of material and design aspects, it is carried out by media or design experts and content experts. At this stage, researchers use the assessment questionnaire given to media or design experts, content expert and learning experts as product validity.

5. Main Product Revision

This activity is carried out to improve the results of preliminary product trials based on analysis and assessment obtained from experts.

6. Main Field Testing

After to the product improvement are made, the researcher must retest the product to find out whether the product is truly feasible and

successful in accordance with the objectives. This field trial is applied to teachers and students. At this stage the researcher applies the instructional media directly in the classroom so that the researcher can find out directly whether or not the product has been developed.

7. Operational Product Revision

In accordance with the results of field trials, researchers can improve their products to be more perfect. At this stage, the researcher can ask the learning expert to validate the enhanced product.

8. Operational Field Testing

After the product revised. Researchers need to test again the learning media on a larger scale of subject, included students in one class. This trial is conducted directly by researchers to find out whether the product has really succeeded in achieving its objectives or not.

D. Trials

Trials are conducted to collect data that will be used as a basis for determining the effectiveness and attractiveness of the resulting product. In addition, the product trial aims to find out whether the product made is suitable for use or not and the extent to which the product being developed can achieve the desired objectives.

Following are the activities in trials of the development research, including:

1. Trial Design

This test is carried out in 2 stages, including:

- a) The stage of expert validation, these trials are conducted by media experts, content experts and social studies learning experts (class's teacher) to provide assessments through questionnaires and provide input or suggestions on media exploding boxes.
- b) The stage of field test, a trial was conducted on fourth grade MI Ma'arif Kedensari students by comparing the effectiveness of learning before using media with after using exploding box learning media.

2. Trial Subject

- a) The Stage of Expert Validation

This stage performed by design expert, content expert, and learning expert with qualification:

- 1) Design expert

- (a) Competent in design and experienced in designing learning media.
- (b) Have a minimum educational background of S2
- (c) Willing to provide comments and suggestions on the attractiveness of learning media

- 2) Content expert

- (a) Mastering the characteristics of social studies subjects.
- (b) Have a minimum social studies educational background of S2.
- (c) Having insight and experience relevant to the product.
- (d) Willing to test the products.

3) Learning expert

- (a) A teacher at the elementary school level
- (b) Have a minimum S1 educational background
- (c) Has social science teaching experience and understands the characteristics of social studies material
- (d) The availability of teachers as evaluators and users of development products.

b) The Stage of Field Trial

Field test subjects were carried out to fourth grade students of MI Ma'arif Kedensari, Sidoarjo..

E. Type of Data

Quantitative data were obtained from the scoring results in the form of percentages through expert assessment questionnaires, classroom teacher assessment questionnaires and student learning test results (Pre-Test and Post-test).

In addition to quantitative data, this study also uses qualitative data in the form of:

- a. The results of interviews with fourth-grade teachers in MI Ma'arif Kedensari related to information of the use of media in the learning process
- b. Criticism and suggestions are based on assessments given by experts or validators of learning media based on exploding box. This data is used as a reference to make improvements to the product.

F. Data Collection Instruments

Data collection instruments in Research and Development (R&D) use observation, interviews and questionnaires.

a. Observation

According to Marshall, through observation, the researcher learns about behavior and the meaning attached to those behavior.³¹

Observations in this study were used to find out the problems in the class related to the use of instructional media that support the learning process. In addition to collecting data, observations are used by researchers to obtain an overview of the activities to be carried out during the study.

b. Interview

According to Esteborg, Interview is a meeting of two person to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.³² Researchers used structured interviews by asking a few questions to fourth-grade's teachers of MI Ma'arif Kedensari regarding the learning process including the frequency of use of instructional media in the teaching and learning process.

c. Questionnaires

According to Creswell, questionnaires are forms used in a survey design that participant in a study complete and return to the

³¹ Sugiyono, *Metode Penelitian & Pengembangan*, (Bandung: Alfabeta, 2015), hlm. 224

³² *Ibid*, hlm. 231

researcher.³³ This questionnaire is used to measure the assessment to be given to content experts, design / media experts, learning experts and students to researchers about the media they develop.

d. Test

In research and development, data collection by testing can be done to determine the initial condition of the object before being treated using a product (pre-test) and after being treated with a new product (post-test).

G. Data Analysis Technique

Data analysis techniques used in this study are quantitative data analysis techniques and qualitative data analysis techniques.

a. Quantitative data analysis techniques

Quantitative data analysis was obtained from a questionnaire given to material experts, media experts, learning experts and students. The formulas used in processing the data of the test subject validation results are as follows:³⁴

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

Explanation:

P : Presentase tingkat kevalidan

$\sum x$: Jumlah total jawaban skor validator (nilai nyata)

³³ *Ibid*, hlm 216

³⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006), hlm. 152

$\sum xi$: Jumlah total skor jawaban tertinggi (nilai harapan)

The interpretation criteria for the development of a media exploding box can be said to be successful and effective if it reaches a minimum success rate of 84%. The criteria used are very valid, valid, quite valid, less valid and very less invalid.³⁵

Tabel 3.1
The Egibility Criteria of The Learning Media

Presentase	Kualifikasi	Kriteria Kelayakan
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	Total revision

Based on the table above, the developed learning media must meet the criteria outlined above. Therefore, it is necessary to revise if the media still does not meet valid criteria.

To find out the effectiveness of the media exploding box, researchers used the One Group Pre Test Post Test Design model. By using this model, data will be obtained about the results of the condition treatment after or before using the exploding box media. The following is an illustration of the model:³⁶

$$O_1 \times O_2$$

Explanation:

³⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2011), hlm. 93.

³⁶ *Ibid*, hlm. 297.

O_1 : Pre test score (before using the media)

O_2 : Post test score (after using the media)

X : Treatment (learning media usage)

Difference between pre-test and post-test scores = $(O_1 - O_2)$

Meanwhile, to calculate the level of comparison before and after using the media exploding box. Researcher use the t-test formula. The formula used for the significance level of 0.05 (5%) is as follows:

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

Explanation:

t : t-test

d : Different ($X_1 - X_2$)

d^2 : Variations

n : The sum of samples

the results of the trial are compared between t_{tabel} with a significance level of 5%, if the results show:

Ho: There is no difference in student learning outcomes before and after using the media exploding box on subject history of Hindu, Buddhist and Islamic kingdoms at fourth grade

Ha: There is difference in student learning outcomes before and after using the media exploding box on subject history of Hindu, Buddhist and Islamic kingdoms at fourth grade

Decision making criteria:

- a) If $t_{hitung} < t_{tabel}$ then H_0 is accepted and H_1 is rejected
- b) If $t_{hitung} > t_{tabel}$ then H_0 is rejected and H_1 is accepted

b. Qualitative data analysis techniques

Qualitative data analysis is used by researchers to gather data from expert reviews. The data was obtained from criticisms, suggestions and notes given by media experts, material experts, learning experts and students who have filled in the questionnaire given by researchers. The results of this qualitative data analysis are also used as a conclusion by the developer.

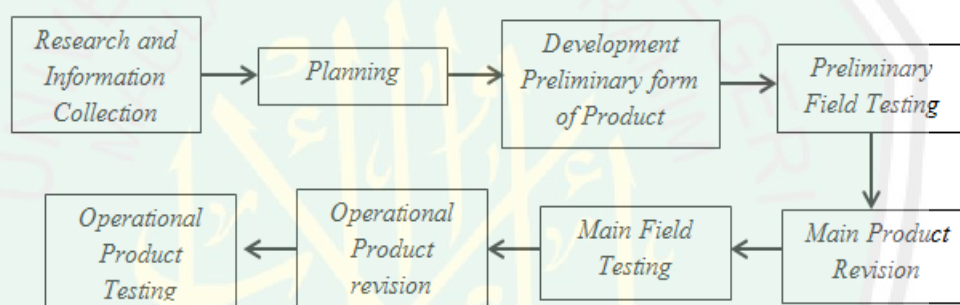
CHAPTER IV

RESULT OF THE RESEARCH

A. The Process of Developing Exploding Box Media

This research is using a development model by Borg and Gall. From The 10 steps of development according to Borg and Gall Model, the researcher only using 8 steps development.

Picture 4.1
Process Of Developing Exploding Box Media



1. Research and Information Collecting

At this stage, the researcher makes direct observations in the field to find out the condition of the class and the learning process directly. From these observations the researchers found facts that:

- a. The lack of use of media in the learning process. Media that is often used only LCD projectors that display PPT.
- b. From 30 students,, only 10 to 12 students were active in learning activities.
- c. Researcher found a few students whose test scores are still below the average of 75.

2. Planning

After analyzing students' needs, another important thing to consider is analyzing the KI (Kompetensi Inti) and KD (Kompetensi Dasar) and developing indicators before developing exploding box learning media.

The Table below is the analysis of KI, KD and indicators development:

Tabel 4.1
Kompetensi Inti Kelas IV

No.	Kompetensi Inti
1.	Menerima, menjalankan dan menghargai ajaran agama yang dianutnya.
2.	Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli dan percaya diri dalam berinteraksi dengan teman, keluarga, guru dan tetangganya.
3.	Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah dan tempat bermain.
4.	Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan logis dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat dan tindakan yang mencerminkan anak beriman dan berakhlak mulia.

Tabel 4.2
Kompetensi Dasar dan Indikator Ilmu Pengetahuan Sosial pada Tema "Pahlawanku"

No.	Kompetensi Dasar	Indikator
1.	3.4 Mengidentifikasi kerajaan Hindu dan/atau Buddha dan/atau Islam di lingkungan daerah setempat, serta pengaruhnya pada kehidupan masyarakat masa kini.	a) Mampu mengidentifikasi kerajaan Hindu dan/atau Buddha dan/atau Islam di lingkungan daerah setempat serta pengaruhnya di lingkungan masa kini b) Mampu menjelaskan sejarah masuknya ajaran Hindu, Buddha dan Islam di Indonesia. c) Mampu mengelompokkan kerajaan Hindu, Buddha dan

		Islam. d) Mampu menganalisis sifat-sifat teladan para raja e) Mampu menyebutkan peninggalan-peninggalan kerajaan Hindu, Buddha dan Islam.
2.	4.4 Menyajikan hasil identifikasi kerajaan Hindu dan/atau Buddha dan/atau Islam di lingkungan daerah setempat, serta pengaruhnya pada kehidupan masyarakat masa kini.	a) Mampu mempresentasikan di depan kelas hasil identifikasi kerajaan Hindu, Buddha dan Islam. b) Mampu menyajikan laporan tentang peninggalan sejarah yang ada di lingkungan sekitar.

3. Development Format of The Preliminary Product

Development learning media that have been made in the form of exploding box learning media to support the learning of social science on the material history of the Hindu, Buddhist and Islamic kingdoms in Indonesia in class IV students, especially on theme 5 "My Heroes".

Previously researchers looked at products used as a development indicator. The product seen named as explosion box media that discussed the components of the ecosystem.

After seeing the explosion box media, researchers were interested in developing it into a development product for the historical material of the Hindu, Buddhist and Islamic kingdoms in Indonesia. If previously the media explosion box details had only one layer, the researchers then expanded it to 3 layers. In addition, the media was previously printed using art paper, but researchers used cardboard to make it stronger and

more durable. The description of the development of the media exploding box is as follows:

Physical Form : Cube with a size of 15x15cm
 Tittle : Exploding Box
 Theme : 5 “Pahlawanku”
 Subject : Fourth Grades of MI Ma’arif Kedensari

a. Deskripsi Produk

Media exploding box is a 15x15cm cube shaped learning media which has 4 sides. Each side consists of 3 layers. The first layer measures 15cm, the second layer measures 14cm and the third layer measures 13cm. The media exploding box contains material about the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia. In this media there are also quizzes and card games.

Picture 4.2
Display the Leaning Media Exploding Box Before and After Opened



1) First Side

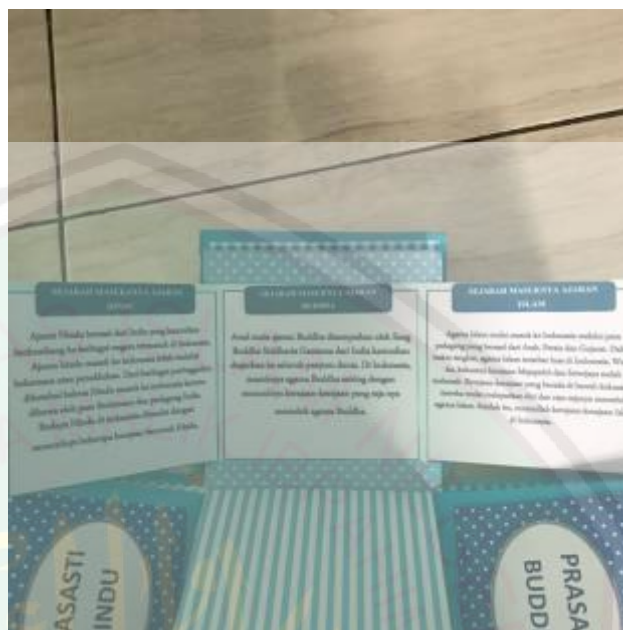
When the box is opened there are 4 sides, and each side has 3 layers of different sizes. The first side of the first layer is an intro about the material contained in pentagon-shaped media. Text is written using Dillennial UPC font size 48pt.

Picture 4.3
First Layer of The First Side



Then the second layer contained material about the history of the entry of Hinduism, Buddhism and Islam in Indonesia in the form of slides and divided into 3 sections measuring 10x11.5cm. The text was written using Microsoft Ughur size 20pt and printed using art paper.

Picture 4.4
Second Layer of The First Side



On the third layer there is a quiz. Students are asked to classify kingdoms based on their respective teachings and put on paper that has been provided which is 12.5x11cm in size. As for the name of the kingdom in print using art paper and oval shaped.

Picture 4.5
Third Layer of The First Side



2) Second Side

On the second side of the first layer, there are 3 cards that contain pictures from the Hindu kingdom. Besides the picture there is an explanation of the inscription. This 10x10cm inscription card is printed using art paper.

Picture 4.6
First Layer of The Second Side



the second layer is a slide that mentions five kings who once ruled the Hindu kingdom. There are 5 slides, each slide measuring 7.5x7.5cm. The text is written using the aparajita font, Size 16pt.

Picture 4.7
Second Layer of The Second Side



The third layer contains the palapa oath of Gajah Mada governor and its meaning in Indonesian. The size is 13.5x14cm, written with a 22pt aparajita font and printed using art paper.

Picture 4.8
Third Layer of The Second Side



3) Third Side

On the third side of the first layer there is a card that contains images of Buddhist royal inscriptions. The specifications of this product are similar to the Hindu royal relics inscription card.

Picture 4.9
First Layer of The Third Side



The second layer contains the story of the imperial king Balaputradewa from the Sriwijaya kingdom. This part has a square shape measuring 7.5 cm but when opened it will expand to 15cm.

Picture 4.10
Second Layer of The Third Side



The third layer contains maps of the archipelago during the Sriwijaya kingdom printed using art paper.

Picture 4.11
Third Layer of The Third Side



4) Fourth Side

On the fourth side it explains the history of the Islamic kingdom. the first layer there is a quiz. Students must choose the kingdom that belongs to the Islamic kingdom correctly and stick it in the space provided. The section measures 10.5x10.5cm. As for the names of the kingdom printed using art paper and has been given a double tip on the back.

Picture 4.12
First Layer of The Fourth Side



On the second layer there are 5 slides containing images of the Islamic kingdom's relics, measuring 7.5x7.5cm and printed using art paper.

Picture 4.13
Second Layer of The Fourth Side



The third layer contains material about the kings who once led the Islamic kingdom.

Picture 4.14
Third Layer of The Fourth Side



5) History Card Games

In the media exploding box there are also card games that can be played by students. This card game is rectangular, measuring 10.5x5.5cm and printed using art paper. The history card consists of 3 colors: (1) Pink for the royal name, (2) blue for the name of the king who once ruled and (3) yellow for the royal inheritance.

Picture 4.15
Display of Kartu Sejarah Game



Picture 4.16
The Rules of The Game

ATURAN DAN CARA BERMAIN KARTU SEJARAH

Aturan Permainan:

1. Pelajari terlebih dahulu materi yang telah disediakan sebelum memulai permainan
2. Permainan dilakukan oleh satu kelompok yang berjumlah 5-6 orang

Cara bermain:

1. Letakkan kartu berwarna merah muda ditengah kotak.
2. Bagikan kartu berwarna kuning dan biru kepada anggota secara acak, tiap siswa mendapatkan 3 kartu.
3. Dilarang melihat kartu anggota lain.
4. Buka kartu warna merah muda
5. Siswa yang memiliki kartu dengan nama raja atau benda peninggalan yang sesuai dengan nama kerajaan pada kartu merah muda meletakkan kartunya diatas kartu merah muda.
6. Anggota pertama yang kartunya habis adalah pemenangnya.

4. Preliminary Test by Expert Validator

After the process of making the learning media exploding box is complete, then researchers conduct validity tests on expert validations such as media developing experts, material experts and learning experts to determine the attractiveness and validity of the data. Data collected in the form of quantitative and qualitative data. Quantitative data comes from questionnaire evaluations by expert validations such as material experts, media experts and learning experts. In addition quantitative data also came from field trials.

While the qualitative data comes from the suggestions and opinions of the validators given when validating the learning media. Below are the value scoring criteria used in the validation process which will be presented as follows:

Tabel 4.3
Validation Expert Scoring Criteria

Skor	Keterangan
5	Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah
4	Tepat, sesuai, jelas, menarik, mudah
3	Cukup tepat, cukup sesuai, cukup jelas, cukup menarik dan cukup mudah
2	Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah
1	Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah

Belows are the presentation of quantitative data and qualitative data by the material, media experts, learning experts and fourth grade

students of MI Ma'arif Kedensari Tanggulangin, Sidoarjo as users of learning media exploding box media that have been developed.

a. The Validation Result of The Material Expert

The product validation test for material experts was carried out by social science experts (IPS) The material validator in the exploding box learning media was Islamic Elementary Teacher Education of UIN Maulana Malik Ibrahim Malang, Ms. Vannisa Aviana Melinda. The results of the material expert validation are quantitative and qualitative data.

1) Quantitative Data

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

Tabel 4.4
Data of Material Expert Validation Result

No	Aspek Yang Di Nilai	$\sum x$	$\sum xi$	P(%)	Tingkat Kevalidan	Keterangan
1.	Kesesuaian materi dengan kompetensi inti dan kompetensi dasar yang dipilih	5	5	100%	Sangat Valid	Tidak Perlu Revisi
2.	Kesesuaian materi dengan indikator pencapaian	5	5	100%	Sangat Valid	Tidak Perlu Revisi
3.	Ketepatan cakupan materi	5	5	100%	Sangat Valid	Tidak Perlu Revisi
4.	Penyajian materi menggunakan bahasa yang mudah dipahami	4	5	80%	Valid	Tidak Perlu Revisi
5.	Penyampaian materi membutuhkan	4	5	80%	Valid	Tidak Perlu

	motivasi untuk mengetahui lebih jauh					Revisi
6.	Penyampaian materi yang runtut	5	5	100%	Sangat Valid	Tidak Perlu Revisi
7.	Kesesuaian isi materi dengan gambar	5	5	100%	Sangat Valid	Tidak Perlu Revisi
8.	Ketepatan penggunaan ilustrasi	4	5	80%	Valid	Tidak Perlu Revisi
9.	Bahasa (ejaan, tanda baca, kosa kata, kalimat dan paragraf) sesuai dengan kaidah dan istilah yang digunakan buku	4	5	80%	Valid	Tidak Perlu Revisi
10.	Kejelasan materi/kelengkapan isi materi	5	5	100%	Sangat Valid	Tidak Perlu Revisi
Jumlah		46	50	92%	Sangat Valid	Tidak Perlu Revisi

Based on the results of the assessment of social science (IPS) material experts on exploding box learning media on the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia will be calculate the validity level of the exploding box learning media by using the following formula:

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

Explanation:

P : Presentase tingkat kevalidan

$\sum x$: Jumlah total jawaban skor validator (nilai nyata)

$\sum xi$: Jumlah total skor jawaban tertinggi (nilai harapan)

Jadi, Dika dihitung:

$$\begin{aligned}
 P &= \frac{5+5+5+4+4+5+5+4+4+5}{5 \times 10} \times 100 \\
 &= \frac{46}{50} \times 100 \\
 &= 92\%
 \end{aligned}$$

Based on the data validation results of the material experts said that the learning media exploding box media that have been developed has a **very valid** validity level. This is evidenced by the total score on item questions 1-10 on the questionnaire given by the validator of the learning media exploding box with a percentage of validity of 92%. However, according to the material experts, they still have to revise some parts of the media so that the media is more perfect.

2) Qualitative Data

Qualitative data obtained from the results of expert validation of Social Sciences material are presented in the table below:

Tabel 4.5

Critics and Suggestion of Material Expert

Nama Ahli Materi	Pendapat dan Saran
Vannisa Aviana Melinda	<ul style="list-style-type: none"> Materi yang digunakan sudah sesuai, tapi mungkin bahasanya lebih diperbaiki sedikit, supaya bisa lebih mudah dipahami oleh siswa kelas IV (fourth grade)

All data from the results of criticism and suggestions from material experts in an open statement were taken into consideration to perfect the learning media exploding box with material on the history of the Hindu, Buddhist and Islamic kingdoms.

b. The Validation Result of The Media Expert

The product validation test assessment for media experts is carried out by the design experts of learning media field. The media validator for the exploding box learning media was a lecturer majoring in Islamic Education at UIN Maulana Malik Ibrahim Malang, Mrs. Siti Annijat Maimunah. M,Pd. The results of the material expert validation are quantitative and qualitative data.

1) Quantitative Data

Quantitative data on the results of validation by media experts will be presented in the table below:

Tabel 4.6
Data of Media Expert Validation Result

No	Aspek Yang Di Nilai	$\sum x$	$\sum xi$	P(%)	Tingkat Kevalidan	Keterangan
1.	Kemenarikan desain media pembelajaran exploding box.	5	5	100%	Sangat Valid	Tidak Perlu Revisi
2.	Kesesuaian warna yang digunakan dalam media pembelajaran exploding box.	5	5	100%	Sangat Valid	Tidak Perlu Revisi
3.	Media pembelajaran exploding box dapat bertahan lama.	4	5	80%	Valid	Tidak Perlu Revisi

4.	Keamanan bahan yang digunakan dalam pengembangan media pembelajaran exploding box.	5	5	100%	Sangat Valid	Tidak Perlu Revisi
5.	Kesesuaian materi dengan media pembelajaran exploding box.	4	5	80%	Valid	Tidak Perlu Revisi
6.	Kemudahan sistem pengoperasian media pembelajaran exploding box.	4	5	80%	Valid	Tidak Perlu Revisi
7.	Mengukur keefektifan media pembelajaran exploding box dalam kegiatan pembelajaran.	4	5	80%	Valid	Tidak Perlu Revisi
8.	Media pembelajaran exploding box dapat menarik minat belajar siswa.	4	5	80%	Valid	Tidak Perlu Revisi
9.	Kemenaarikan gambar-gambar dalam media exploding box.	4	5	80%	Valid	Tidak Perlu Revisi
10.	Kejelasan tulisan dalam media exploding box.	4	5	80%	Valid	Tidak Perlu Revisi
Jumlah		43	50	86%	Sangat Valid	Tidak Perlu Revisi

Based on the results of the assessment of media experts on learning media exploding box material history of the kingdom of Hindu, Buddhist and Islam in Indonesia. Then it calculate the validity level of the exploding box learning media by using the following formula:

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

Explanation:

P : Presentase tingkat kevalidan

$\sum x$: Jumlah total jawaban skor validator (nilai nyata)

$\sum xi$: Jumlah total skor jawaban tertinggi (nilai harapan)

$$\begin{aligned} P &= \frac{5+5+4+5+4+4+4+4+4+4}{5 \times 10} \times 100 \\ &= \frac{43}{50} \times 100 \\ &= 86\% \end{aligned}$$

Based on the data validation results of media experts said that the learning media exploding box media that have been developed has a validity level is **Vey Valid**. This is evidenced by the total score on item questions 1-10 on the questionnaire given by the validator of the learning media exploding box with a percentage of validity of 86%. However, according to the material experts, they still have to revise some parts of the media so that the media is more perfect.

2) Qualitative Data

Qualitative data obtained from the results of expert validation of Social Sciences material are presented in the table below:

Tabel 4.7
Critics and Suggestion of Media Expert

Nama Ahli Materi	Pendapat dan Saran
Siti Annijat Maimunah, M.Pd.	<ul style="list-style-type: none"> • Untuk pembelajaran klasikal media ini perlu dibuat lebih besar. • Media ini hanya bisa digunakan untuk pembelajaran kelompok, sehingga untuk pembelajaran klasikal harus diperbanyak dengan jumlah kelompok.

All data from the results of criticism and suggestions from media experts in an open statement were taken into consideration to perfect the learning media exploding box with material on the history of the Hindu, Buddhist and Islamic kingdoms.

c. The Validation Result of The Learning Expert

The product validation test assessment for learning experts is carried out by the teacher guard of class IV (fourth) MI Ma'arif Kedensari Mr. Achmad Sofwan Hadi. The results of the material expert validation are quantitative and qualitative data.

1) Quantitative Data

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

Tabel 4.8
Data of Learning Expert Validation Result

No	Aspek Yang Di Nilai	Σx	Σxi	P(%)	Tingkat Kevalidan	Keterangan
1.	Kesesuaian materi dengan kompetensi inti dan kompetensi dasar yang dipilih	5	5	100%	Sangat Valid	Tidak Perlu Revisi
2.	Membantu guru dalam menyampaikan materi	5	5	100%	Sangat Valid	Tidak Perlu Revisi
3.	Kelengkapan materi	5	5	100%	Sangat Valid	Tidak Perlu Revisi
4.	Penyajian materi menggunakan bahasa yang mudah dipahami	4	5	80%	Valid	Tidak Perlu Revisi
5.	Penyampaian materi membutuhkan motivasi untuk mengetahui lebih jauh	4	5	80%	Valid	Tidak Perlu Revisi
6.	Penyampaian materi yang runtut	4	5	80%	Valid	Tidak Perlu Revisi
7.	Kesesuaian isi materi dengan gambar	5	5	100%	Sangat Valid	Tidak Perlu Revisi
8.	Ketepatan penggunaan ilustrasi	5	5	100%	Sangat Valid	Tidak Perlu Revisi
9.	Kalimat mudah dipahami	4	5	80%	Valid	Tidak Perlu Revisi
10.	Desain menarik	5	5	100%	Sangat Valid	Tidak Perlu Revisi
Jumlah		46	50	92%	Sangat Valid	Tidak Perlu Revisi

Based on the results of the assessment of learning experts on learning media exploding box material history of the Hindu,

Buddhist and Islam kingdom in Indonesia. Then it calculated the validity level of the exploding box learning media by using the following formula:

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

Explanation:

P : Presentase tingkat kevalidan

$\sum x$: Jumlah total jawaban skor validator (nilai nyata)

$\sum xi$: Jumlah total skor jawaban tertinggi (nilai harapan)

Jadi, Dika dihitung:

$$\begin{aligned} P &= \frac{5+5+5+4+4+4+5+5+4+5}{5 \times 10} \times 100 \\ &= \frac{46}{50} \times 100 \\ &= 92\% \end{aligned}$$

Based on the results of the learning experts validation said the exploding box learning media that have been developed has a validity level is **Very Valid**. This is evidenced by the total score on item questions 1-10 on the questionnaire given by the validator of the learning media exploding box with a percentage of validity of 92%. However, according to experts, learning must still revise some parts of the media so that the media is more perfect.

Qualitative Data

Qualitative data obtained from the learning experts validation is in the form of suggestions and criticisms of the exploding box media. the results are presented in the table below:

Tabel 4.9
Critics and Suggestion of Learning Expert





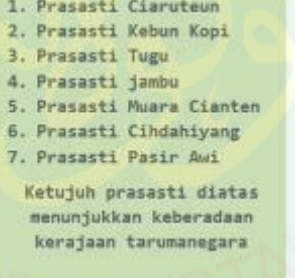

Nama Ahli Materi	Pendapat dan Saran
Achmad Sofwan Hadi, S.Pd.	<ul style="list-style-type: none"> • Untuk penggunaan bahasanya lebih di sesuaikan lagi bagi siswa kelas IV, karena bahasa yang digunakan sedikit tinggi bagi anak-anak kelas IV.

All data from the results of criticism and suggestions from learning experts in an open statement are taken into consideration to perfect the learning media exploding box with material on the history of the Hindu, Buddhist and Islamic kingdoms.

5. Product Revision

At this stage the exploding box learning media enters the revision phase before being field tested. Media improvement refers to criticisms and suggestions given by the material expert, the media expert and the learning expert so that the media become more perfect and appropriate for use during the learning process.

Table 4.10
Product Revision

Revision	Product Before Revision	Product After Revision
Simplify the language and change the colours of the card games.		
		
		

6. Field Trials

To find out the feasibility of a media exploding box Before being tested on a larger group, researchers first conduct trials on small groups. A small group trial was conducted on Saturday 20 June 2020. Two students were randomly selected from class IV MI Ma'arif Kedensari. A small group trial uses a questionnaire of 5 questions. The instrument of the small group trial is questionnaire fill the given score criteria such as 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. The result of the small group trial against development learning media Exploding Box product can be seen in the table below:

Table 4.11
Data of Small Group Trial

No.	Nama	Skor Item Pertanyaan				
		1	2	3	4	5
1.	Asyifah Vidi Mubarakah	5	4	5	5	5
2.	Khanza Zhafira Rahmah	4	5	5	5	5

Table 4.12
Elaboration of Small Group Trial Result

No	Aspek Yang Di Nilai	$\sum x$	$\sum xi$	P(%)	Tingkat Kevalidan
1.	Apakah kalian lebih senang belajar menggunakan media pembelajaran exploding box.	9	10	90%	Sangat Menarik
2.	Apakah media pembelajaran exploding box memudahkan kalian untuk memahami materi sejarah kerajaan Hindu, Buddha dan Islam.	9	10	90%	Sangat Menarik
3.	Apakah media pembelajaran exploding box memudahkan kalian menemukan raja-raja dan peninggalan-peninggalan setiap kerajaan.	10	10	100%	Sangat Menarik
4.	Apakah media pembelajaran exploding box menarik untuk digunakan	10	10	100%	Sangat Menarik
5.	Apakah media pembelajaran exploding	10	10	100%	Sangat Menarik

	box mudah digunakan dan dipahami.				
	Jumlah	48	50	96%	Sangat Menarik

Quantitative data obtained from the small group trials from the table above are then analyzed by calculating the presentability of the attractiveness of learning media.

$$\begin{aligned}
 P &= \frac{\sum x}{\sum xi} \times 100\% \\
 P &= \frac{9+9+10+10+10}{50} \times 100 \\
 &= \frac{48}{50} \times 100 \\
 &= 96\%
 \end{aligned}$$

Based on the above calculation, the results of the small group field trials reached 96%. If viewed from the validity table or the feasibility of product development, it can be interpreted the validation of small group product trials on exploding box learning media development products included in the **Very Attractive** criteria.

In addition, researchers also pre-test and post-test small groups. This is done to determine the effectiveness of the media before being tested on large groups. Following are the results of pre-test and post-test small groups.

Table 4.13
Data of Pre-test and Post-test from Small Group

No.	Nama	Nilai	
		Pre-test	Post-test
1.	Asyifah Vidi Mubarokah	55	95
2.	Khanza Zhafira Rahmah	40	85
Jumlah		95	180
Rata-Rata		47,5	

Based on the pre-test and post-test results of small group trials in table 4.13 the next step is to analyze student learning outcomes to find out the percentage increase in student learning outcomes before and after using the media.

From the data calculation above, we can calculate it using the following formula:

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

Explanation:

P : Percent

$\sum x$: Respondent answer

$\sum xi$: Respondent ideal answer

100% : Konstanta

Before the product applied earn percentage as follow:

$$\sum x : 95$$

$$\sum xi : 200$$

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

$$P = \frac{95}{200} \times 100\%$$

$$P = 47,5$$

After the product applied the result is increasing, according to the result of the post-test as follow:

$$\sum x : 180$$

$$\sum x_i : 200$$

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

$$P = \frac{180}{200} \times 100\%$$

$$P = 90$$

From the results of the above analysis it can be concluded that the media exploding box on the material history of the Hindu, Buddhist and Islamic kingdoms in Indonesia can improve student learning outcomes of class IV (four) in small group trials. This can be proven in the calculation of the percentage above. The average student learning outcomes before being given treatment is 47,5% then increased to 90% after being given treatment.

7. Final Product Revision

Based on the above calculation, the results of small group field trials reached 95.6%. If viewed from the validity table or the feasibility of product development, it can be interpreted the validation of small group product trials on exploding learning media development products included in the criteria of **Very Attractive** and No Need Further Revision.

And then the result of pre-test and post test from the small group students above. The average student learning outcomes before being

given treatment is 47,5% then increased to 90% after being given treatment. it means that exploding media can increased the students learning outcomes.

Then it can be concluded that at this stage the media was effective and there is no need for further product revisions , then the next stage is that the media can be tested on a larger subject, this media tested on 10 students of fourth graders of MI Ma'arif Kedensari.

8. Operasional Field Testing

Large group trials were conducted on June 24, 2020. Large group trials were tested on 10 students of class IV (Four) MI Ma'arif Kedensari. Researchers only use 10 students because of the limited circumstances. Large group trials are carried out in compliance with government health protocols to prevent the spread of the Covid-19 virus.

Table 4.14
Data of Large Group Trial

No.	Nama	Skor Item Pertanyaan				
		1	2	3	4	5
1.	Muhammad Fajrul Falah	5	5	4	5	4
2.	Hidayatul Ulyah	5	4	5	4	5
3.	Syifa'ust Tsaniah	5	4	4	5	5
4.	M. Aqil Al-Azizi Khairandy	4	4	5	4	4
5.	Nadia Ramadhina F.	5	4	4	4	5
6.	Lochi Almira Hakim	5	4	5	5	5
7.	Indah Kusumawati	5	5	5	5	5
8.	Wahyu Safarudin R	5	5	5	4	5
9.	Fanani Akhmad	5	5	5	4	5
10.	Fajar Tsaqib A.	4	5	5	4	5

Table 4.15
Elaboration of Large Group Trial Result

No	Aspek Yang Di Nilai	Σx	Σxi	P(%)	Tingkat Kevalidan
1.	Apakah kalian lebih senang belajar menggunakan media pembelajaran exploding box.	48	50	96%	Sangat Menarik
2.	Apakah media pembelajaran exploding box memudahkan kalian untuk memahami materi sejarah kerajaan Hindu, Buddha dan Islam.	45	50	94%	Sangat Menarik
3.	Apakah media pembelajaran exploding box memudahkan kalian menemukan raja-raja dan peninggalan-peninggalan setiap kerajaan.	47	50	100%	Sangat Menarik
4.	Apakah media pembelajaran exploding box menarik untuk digunakan	44	50	88%	Sangat Menarik
5.	Apakah media pembelajaran exploding box mudah digunakan dan dipahami.	48	50	96%	Sangat Menarik
Jumlah		232	250	92,8%	Sangat Menarik

Based on quantitative data obtained from field trials in the table above. The next step is to analyze the data that has been presented. Data analysis was performed by calculating the percentage of validity or eligibility levels with the following percentage formula below:

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

$$P = \frac{48+45+47+44+48}{250} \times 100$$

$$= \frac{232}{250} \times 100$$

$$= 92,8\%$$

Based on the above calculation, the results of the large group field trials reached 92.8%. If viewed from the validity table or the feasibility of product development, it can be interpreted the validation of large group product trials on exploding box learning media development products included in the **Very Attractive** criteria.

B. The Effectiveness of Exploding Box Learning Media on Social Subjects of History of Hindu, Buddhist and Islamic Kingdom

To find out the effectiveness of exploding box learning media on social science subjects in the history of Hindu, Buddhist and Islamic kingdoms in Indonesia in class IV MI Ma'arif Kedensari Tanggulangin Sidoarjo obtained from pre-test and post-test scores to compare student learning outcomes before and after using exploding box learning media. The subjects of this study were 10 students of class IV (four) MI Ma'arif Kedensari Sidoarjo. Here are the pre-test and post-test results data:

Table 4.16
Data of Pre-test and Post-test from Large Group

No.	Nama	Nilai	
		Pre-test	Post-tes
1.	Muhammad Fajrul Falah	30	85
2.	Fanani Akhmad	20	85
3.	M. Aqil Azizi Khairandi	40	100
4.	Syifaust Tsaniyah	75	85
5.	Wahyu Safarudim	55	85
6.	hidayatl ulyah	40	85

7.	Nadia Ramadhina F	35	85
8.	Fajar Tsaqib A.	45	100
9.	Luchi Almira Hakim	50	95
10.	Indah Kusumawati	80	100
JUMLAH		470	905
RATA-RATA		47	90,5

Based on data from table 4.15 it can be seen that the average of pre-test score is 47 and the average of post-test score is 90.5. From these results it can be concluded that the post-test score is higher than the pre-test score. So it can be seen that there are differences in student scores before and after students are given a media exploding box treatment.

From the pre-test and post-test values are then analyzed through t-test with a significance level of 0.05. This analysis technique is used to determine whether there is an effect of a treatment imposed on the group of research objects. The steps are as follows:

Step 1: Make the Ha and Ho in the Form of Sentence

Ho: There is no difference in student learning outcomes by using a media exploding box with material on the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia.

Ha: There is a difference in student learning outcomes by using a media exploding box with material on the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia.

Step 2: Search for t_{count} With the Following Formula:

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

Explanation:

 t : t-test d : Different ($X_1 - X_2$) d^2 : Variations n : The sum of samples**Step 3: Determine t-Test Criteria**

- Ha accepted if $t_{\text{count}} > t_{\text{tabel}}$, it means that Ha is accepted and Ho is rejected.
- Ho accepted if $t_{\text{count}} < t_{\text{tabel}}$, it means that Ha is rejected and Ho is accepted.

Step 4: Calculate the Pre-test and Post-test

Table 4.17
Statistic Result of Pre-test and Post-test

No.	Nama	Nilai		d ($x_2 - x_1$)	d^2	Nilai Max
		<i>Pre-tes</i> (x_1)	<i>Post-tes</i> (x_2)			
1.	Muhammad Fajrul Falah	30	85	55	3025	100
2.	Fanani Akhmad	20	85	65	4225	100
3.	M. Aqil Azizi Khairandi	40	100	60	3600	100
4.	Syifaust Tsaniyah	75	85	10	100	100
5.	Wahyu Safarudim	55	85	35	1225	100
6.	Hidayatul Ulyah	40	85	45	2025	100
7.	Nadia Ramadhina F	35	85	65	4225	100
8.	Fajar Tsaqib A.	45	100	55	3025	100
9.	Luchi Almira Hakim	50	95	45	2025	100

10.	Indah Kusumawati	80	100	20	400	100
JUMLAH		470	905	455	23875	1000
RATA-RATA		47	90,5	45,5	2387,5	100

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

$$D = \frac{\sum d}{n} = \frac{455}{10} = 45,5$$

$$t = \frac{45,5}{\sqrt{\frac{23875 - \frac{(455)^2}{10}}{10(10-1)}}$$

$$t = \frac{45,5}{\sqrt{\frac{23875 - \frac{207025}{10}}{90}}$$

$$t = \frac{45,5}{\sqrt{\frac{31725}{90}}}$$

$$t = \frac{45,5}{\sqrt{3525}}$$

$$t = \frac{45,5}{5,937}$$

$$t = 7,579$$

So obtained t_{count} 7,579

Step 5: Comparing t_{count} dan t_{tabel}

$$\begin{aligned} \text{Degree of freedom (df)} &= n - k \\ &= 10 - 1 = 9 \end{aligned}$$

$$\text{Probabilitia } (\alpha) = 0,05$$

$$t_{\text{count}} = 7,579$$

$$t_{\text{table}} = 1,833$$

$$t_{\text{count}} (7,579) > t_{\text{tabel}}(1,833)$$

Step 6: Conclusion

The calculation results above show that t_{count} is greater than t_{tabel} , then:

H_0 : There is no difference in student learning outcomes between before using exploding box media learning material on the history of the Hindu, Buddhist and Islamic kingdoms and after using media exploding box material on the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia. (REJECTED)

H_a : There are differences in student learning outcomes between before using the exploding box media learning material on the history of the Hindu, Buddhist and Islamic kingdoms and after using the media exploding box on the material history of the Hindu, Buddhist and Islamic kingdoms in Indonesia.
(RECEIVED)

Based on the analysis through the t test with a significance level of 0.05, it shows that t_{count} (7,579) and t_{tabel} (1,833). This shows that the number of t_{count} is greater than t_{tabel} . So it can be concluded that there are differences in student learning outcomes after using learning media

exploding box material on the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia.



CHAPTER V

DISCUSSION

A. Analysis of the Development Process of Learning Media Exploding Box History of the Hindu, Buddhist and Islamic Kingdoms.

1. Analysis the Results of Exploding Box Learning Media Development

The understanding media in education can be interpreted as graphic, photographic or electronic tools for capturing, processing and rearranging visual or verbal information³⁷. Therefore a good learning media is a media that is able to provide or convey information well and easily, so that it can improve student learning outcomes.

The development of exploding box media is a media developed by researchers to assist students in understanding the material history of Hindu, Buddhist and Islamic kingdoms in Indonesia, and this media can assist teachers in delivering material to students so that learning objectives can be achieved. Besides that, with an attractive media design and in accordance with the character of elementary school students, this exploding box learning media can increase and direct the attention of students when learning process. this is reinforced by theories about the benefits of learning media that can foster student motivation.

The exploding box learning media is a media that is almost the same as a scrapbook media, the difference lies in the physical form. If the scrapbook is in the form of a book, then the exploding box is a cube-

³⁷ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembang*, (Jakarta: Prenada Media. 2010). Hlm. 1

shaped. If the top of the box is opened, it will be divided into four parts. In each section briefly explain the material about the history of the Hindu, Buddhist and Islamic kingdoms of Indonesia in accordance with KI, KD and Indicators that have been adapted to the 2013 curriculum and contained in class IV (fourth) book theme 5 "my hero". The material starts from the history of the entry of the teachings of Hinduism, Buddhism and Islam to the history of each kingdom equipped with kings and also the relics of each kingdom. The layout of the images and motifs are made diverse and arranged interesting for students. In the media there is also a historical card game as an evaluation for students after learning and understanding the material in the media. The rule of the game is that students match the kingdom with the king and his legacy correctly.

Exploding box media are made by using thick cardboard and coated with decorative paper. The size of the box is 15 x 15cm, whereas if the box is opened it becomes 45 x 45cm. Exploding box has 4 sides and each side has 3 layers of different sizes. The first layer is the largest with a size of 15 x 15cm, the second layer measuring 14 x 14cm and the third layer measuring 13 x 13cm. The images are prioritized with clear colors and printed using paper art 260 materials. Likewise, the playing of cards on media printed using paper art 260 and measuring 10.05 x 5.45 cm. The use of cardboard in the media aims to make the media stronger and more durable. While the use of art paper on the image aims to not be easily torn and color on the image does not fade quickly. This is

reinforced by the theory of learning media selection criteria that good media should have practical, flexible and durable value.³⁸

Observed from the results of field tests in the class, students are very happy and there is no sense of boredom to play while learning. Indirectly students playing media exploding box can get to know and memorize the history of the kingdom in Indonesia without compulsion and complaining. When students are given questions about diversity in Indonesia, many students begin to memorize the names of the kingdom and the king and their legacy. Thus the existence of exploding box learning media given by researchers has an effect on the learning outcomes of Grade IV MI Ma'arif Kedensari Tanggulangin Sidoarjo students after using a product developed in achieving the educational outcomes specified in the curriculum.

2. Analysis of Experts Validity of Exploding Box Learning Media

This development research validation was carried out on three subjects which is the material expert, the design expert and the learning expert. This validation is carried out to assess the design of the product that has been developed, the next step is to make revisions in accordance with the criticisms and suggestions that have been given by experts and to analyze quantitative data in the form of questionnaire scores from expert evaluations. the results of validation from experts were converted on a percentage scale based on the provisions of the level of validity as well as

³⁸ Azhar Arsyad, *Media Pengajaran*. (Jakarta: PT Raja Grafindo Persada, 2013), hlm. 74-75

the basis for making decisions to revise the exploding box learning media, using the qualification assessment criteria as follows:

Tabel 5.1
The Egibility Criteria of The Learning Media

Presentase	Qualification	Egibility Criteria
$84\% < \text{skor} \leq 100\%$	Very valid	No revision
$68\% < \text{skor} \leq 84\%$	Valid	No revision
$52\% < \text{skor} \leq 68\%$	Quite valid	Need revision
$36\% < \text{skor} \leq 52\%$	Less valid	Revision
$20\% < \text{skor} \leq 36\%$	Very less valid	Total revision

Presentation and results of the experts validation of the exploding box learning media on the history of the Hindu, Buddhist and Islamic kingdoms for class IV (fourth) MI Ma'arif Kedensari Sidoarjo are as follows bellow:

a. Analysis of Material/Content Expert validation Results

The material experts are the lecturers who master learning material. The material expert qualifications in this research development are:

- 1) Mastering the characteristics of social studies subjects.
- 2) Have a minimum social studies educational background of S2.
- 3) Having insight and experience relevant to the product.
- 4) Willing to test the products of exploding box media

Material expert assessment was conducted by a lecturer in Islamic Elementary Teacher Education (PGMI) Faculty of Tarbiyah and Teacher Training (FITK) University of Maulana Malik Ibrahim

Malang, Mrs. Vannisa Aviana Melinda, M.Pd. The validation was carried out online on June 12, 2020

Based on the results of the assessment obtained and the content expert validation the percentage of results obtained by 92%. The percentage of achievement is in a **very valid** qualification or **feasible to use (84% <score 100%)**. Exploding box learning media for class IV (four) material on the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia according to content experts / material is very valid and feasible to use because the material is in accordance with KI, KD and indicators of student achievement. Likewise with the accuracy of the scope of the material, the accuracy of the use of illustrations, the accuracy of the contents of the material with pictures and the delivery of coherent material and the use of language in accordance with the rules and terms in the book can make students more easily understand the contents of the material and provide motivation to students. This is reinforced by the function of the media, especially visual media, namely the attention function means that this visual media is the core, attracts and directs the attention of learning to concentrate on the learning content related to the visual meaning displayed or accompanying the text of the subject matter.³⁹

³⁹ HM. Musfiqon

For criticism and suggestions, the material experts suggest using a language that is simpler and adapted to the characteristics of IV grade (fourth) elementary school students.

b. Analysis of Media Design Expert Validation Results

Media experts is the expert lecturers who are knowledgeable about media design. The qualifications of media experts in this research development are:

- 1) Competent in design and experienced in designing learning media.
- 2) Have a minimum educational background of S2
- 3) Willing to provide comments and suggestions on the attractiveness of learning media

The assessment of media design experts was carried out by the lecturer of Islamic Religious Education (PAI) Faculty of Tarbiyah and Teacher Training (FITK) Maulana Malik Ibrahim University Malang, Mrs. Siti Annijat Maimunah, M.Pd. Validation was carried out on June 23, 2020.

Based on the assessment results obtained from the validation of media experts the percentage of results obtained by 86%. The percentage of achievement is in a **very valid** qualification or **feasible to use (84% <score 100%)**. According to the design expert, exploding box learning media material on history of the Hindu, Buddhist and Islamic kingdoms in Indonesia is valid and feasible to

use. The design expert's assessment can be seen from several aspects such as attractive design, the use of colors that match the character of students, using durable and safe material for elementary school students, pictures and font writing that are presented attractively and certainly can increase student interest in the learning process.

c. Analysis of Learning Expert Validation Results

Learning experts are one of the validators of media development testing. The qualifications of media experts in this research development are:

- 1) A teacher at the elementary school level
- 2) Have a minimum S1 educational background
- 3) Has social science teaching experience and understands the characteristics of social studies material
- 4) The availability of teachers as evaluators and users of development products.

The validation assessment of learning experts was carried out by the guard teacher of grade IV (fourth) MI Ma'arif Kedensari Tanggulangin Sidoarjo Mr Ahmad Sofwan Hadi S.Pd. Validation is done on June 24, 2020.

Based on the results of the assessment obtained from the validation of learning experts obtained a percentage of 92%. The percentage of achievement is in a very valid qualification or feasible to use (84% <score 100%). In the opinion of the learning expert, the

media exploding box is said to be feasible because the material presented is in accordance with KI, KD and indicators that exist in the 2013 curriculum. As well as an attractive design and in accordance with the characteristics of class IV students able to increase student interest in learning.

In this research and development in addition to looking for data from filling out a questionnaire about learning media that has been developed from experts, researchers also retrieve data about learning media developed for students as users to find out students's responses to the learning media that have been developed. The subjects of questionnaire assessment by students were divided into two groups, there are small groups and large groups. The small group consisted of two students chosen randomly from students in class IV (four) MI Ma'arif Kedensari Tanggulangin Sidoarjo. While the large group consisted of ten students in class IV (four) MI Ma'arif Kedensari Sidoarjo. In this study, researchers did not conduct trials on all fourth grade students due to the situation and conditions during the covid-19 pandemic.

In small group trials the results obtained were 96%. Based on the criteria table the results are included in **very valid criteria (84% <score 100%)**. This shows that the learning media exploding box material on the history of the Hindu, Buddhist and Islamic kingdoms

in Indonesia in class IV (fourth) is very feasible and can be used on a larger scale.

In large group trials the results obtained were 92.8%, which meant that the qualification level was **very valid criteria (84% <score 100%)**. This shows that the exploding box learning media material on the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia in class IV (four) elementary schools is very well used in the learning process. That way the exploding box learning media has been able to help achieve the learning objectives in the learning process. This is reinforced by the benefits of learning media, which is attract more attention of students in learning process, learning materials will be more clearly meaningful so that it can be more easily understood by students and enable them to master and achieve learning goals.⁴⁰

B. Analysis the Effectiveness of Exploding Box Learning Media

This study produced social studies learning media aimed for fourth grades MI Ma'arif Kedensari Tanggulangin Sidoarjo. The learning media is an exploding box with material on the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia which is used in the learning process and can help students to understand the material provided. This is evidenced that there are differences in student learning outcomes in class IV MI Ma'arif Kedensari Sidoarjo. The difference is seen from the average scores of students pre-test

⁴⁰ Azhar Arsyad

and post-test that is before using the media exploding box and after using the media exploding box. The average scores of students before using exploding box learning media is 47, while the average scores of students after using exploding box learning media increased to 90.5. Thus it shows that by using exploding box learning media can improve student learning outcomes.

The results of the t test with a significance level of 0.05 using the formula obtained the results that t_{count} (7,579) and t_{tabel} (1,833). This shows that $t_{\text{count}} > t_{\text{tabel}}$ which means t_{count} is greater than t_{tabel} , the conclusion is H_0 is rejected and H_a is accepted, so there is a significant difference between student grades before and after using exploding box media learning material on the history of the Hindu, Buddhist and Islamic kingdoms in Indonesia.

CHAPTER VI

CLOSING

A. Conclusion

The results of the validation process and discussion of exploding box learning media on the material history of the Hindu, Buddhist and Islamic kingdoms in Indonesia can be summarized as follows:

1. The process of developing an exploding box learning media on the history material of the Hindu, Buddhist and Islamic kingdoms in Indonesia, which in this research and development has gone through several stages. The first step is Research and information collecting based on the field, and then make the plan for the product that will be developed. Media that have been developed are then validated by three expert validators before being trialled in the field, the three validators are the content expert, the design expert and the learning expert. After the media declared to have passed the qualification by the validator experts, then the media is field tested with the subject of fourth grade students of MI Ma'arif Kedensari. Validity of learning media based on Exploding Box Media on subject History of Hindu, Buddhist and Islamic Kingdom materials for fourth grade by the content expert, media design expert and the learning expert and interesting assessment from 10 students as respondednt earn presentage as follow:

- a. The results of the validation from content experts reached 92%. it shows that the Exploding Box learning media achieve the very valid qualification and no need further revision.
 - b. The result of the validation from the design media experts reached 86%. The percentage shows that the Exploding Box learning media achieve the very valid qualification and no need further revision.
 - c. The result of the validation from learning expert reached 92%. The percentage shows that the Exploding Box learning Media achieve the very valid qualification and no need further revision.
 - d. Questionnaire result from 10 students of fourth grades MI Ma'arif Kedensari Tanggulangin Sidoarjo as respondent to measure the interesting rate of Exploding Box learning media for social studies on history of Hindu, Buddhist and Islamic Kingdom in Indonesia reached 92,8%. It mean the Exploding Box learning media very valid and very interesting.
2. The effectiveness of the use of Exploding Box learning media for social studies on history of Hindu, Buddhist and Islamic Kingdom in Indonesia can seen from the result average between the students pre-test and post-test which increase from 47% to 90,5%. It is also apparent from the results of the t-count test indicates that $t_{count} (7,579) > t_{tabel} (1,833)$ it means **Ho is Rejected and Ha is Accepted**. It proves that the Exploding Box learning media for social studies on history of Hindu, Buddhist and

Islamic Kingdom in Indonesia can improve the students' learning outcomes.

B. Suggestion

Suggestions for further product development related to this research and development are as follows:

1. Development products developed are further developed in the discussion of other material.
2. This exploding box learning media product can be made a reference by the teacher to develop learning media according to students' abilities



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Erlangga.





APPENDIX

APPENDIX 1
THESIS CONSULTATIONS

BUKTI KONSULTASI SKRIPSI

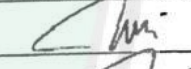
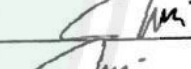




Nama : Serli Yuniati Ningrum

NIM : 16140071

Judul : Developing Exploding Box Media For Social Studies at Fourth Grades
MI Ma'arif Kedensari Sidoarjo

Dosen Pembimbing : Dr. Alfiana Yuli Efiyanti

NIP : 19710701 200604 2 00 1

No.	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Dosen Pembimbing
1.	17 Maret 2020	Konsultasi Bab 1-3	
2.	10 Juni 2020	Konsultasi Angket Validasi	
3.	24 Juni 2020	Konsultasi Bab IV	
4.	26 Juni 2020	Konsultasi Bab V	
5.	30 Juni 2020	ACC Bab 1-5	
6.	02 Juli 2020	Konsultasi Bab 1-6 dan Abstrak	

Malang, 02 Juli 2020
Ketua Jurusan PGMI,



Ahmad Sholeh, M.Ag.
NIP. 18760803 200604 1 001

APPENDIX II
TURNITIN CHECK



APPENDIX III

CERTIFICATE OF RESEARCH FROM FACULTY



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

Nomor : 1125/Un-03.1/TL.00.1/06/2020 10 Juni 2020
Sifat : Penting
Lampiran : -
Hal : 1/2 (dua) Lembar

Kepada
Yth. Kepala MI Ma'arif Kedasaari
di
Sidoarjo

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 : Serli Yuniati Ningrum
NIM : 16140071
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik : Ganap - 2019/2020
Judul Skripsi : Developing Exploding Box Media For Teaching Social Studies at Fourth Grades MI Ma'arif Kedasaari

Lama Penelitian : Juni 2020 sampai dengan Juni 2020
(1 bulan)

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

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

Wassalamu'alaikum Wr. Wb.


Dr. H. Agus Maimun, M.Pd
NID 1600017 1600017 1600017

APPENDIX IV

CERTIFICATE OF RESEARCH FROM MI MA'ARIF KEDENSARI



LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH IBTIDAIYAH MA'ARIF

Akte Notaris: Munyati Sullam, SH., MA
STATUS : TERAKREDITASI A

D/a : Jl.Utama Kedensari

Kode Pos 61272

Telp.(031) 8851898

SURAT KETERANGAN PENELITIAN

Nomor : 72/ KM / B-2.02 /VI/2020

Yang bertanda tangan di bawah ini :

Nama : H. SYAIFULLOH S.Pd.I
Jabatan : Kepala Madrasah
Unit Kerja : MI MA'ARIF Kedensari

Menerangkan dengan sesungguhnya bahwa :

Nama : Serli Yuniati Ningrum
NIM : 16140071
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah
Fakultas : Ilmu Tarbiyah dan Keguruan
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang

Yang bersangkutan benar-benar mengadakan penelitian di MI MA'ARIF Kedensari dalam rangka Menyusun skripsi dengan judul "*DEVELOPING EXPLODING BOX MEDIA FOR SOCIAL STUDIES AT FOURTH GRADE MI MA'ARIF KEDENSARI TANGGULANGIN SIDOARJO*" pada tanggal 24 Juni 2020.

Demikian surat keterangan ini dibuat, untuk dapat diergunakan sebagaimana mestinya.

Sidoarjo, 24 Juni 2020

Mengetahui,
Kepala Madrasah



H. Syaifulloh S.Pd.I

APPENDIX V

QUESTIONNAIRE OF CONTENT EXPERT

INSTRUMEN VALIDASI AHLI MATERI

A. Pengantar

Berkaitan dengan pelaksanaan penggunaan media pembelajaran sejarah kerajaan Hindu, Buddha dan Islam kelas IV (empat) berupa *exploding box* maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai bahan pembelajaran. Oleh sebab itu, dimohon kesediaan Bapak/Ibu mengisi angket dibawah ini sebagai ahli materi. Tujuan dari pengisian angket ini adalah untuk mengetahui kesesuaian pemanfaatan media pembelajaran dan sebagai pengukuran kelayakan media pembelajaran sehingga layak digunakan. Atas kesediaannya diucapkan terima kasih.

Nama : Vannisa Aviana Melinda, M. Pd
NIP/NIDT : 19910919201802012143
Instansi : FITK-UIN Maulana Malik Ibrahim Malang
Pendidikan : S2 Teknologi Pembelajaran

B. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu membaca atau mempelajari bahan ajar yang dikembangkan.
2. Instrumen ini terdiri dari kolom pertanyaan dan kolom jawaban. Silahkan tandai salah satu jawaban yang sesuai dengan pernyataan anda dengan menggunakan tanda centang (✓).
3. Keterangan makna pada huruf pilihan anda sebagai berikut:

Skor	Keterangan
5	Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah
4	Tepat, sesuai, jelas, menarik, mudah
3	Cukup tepat, cukup sesuai, cukup jelas, cukup menarik dan cukup mudah
2	Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang

	mudah
1	Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah

C. Penilaian

No.	Aspek Yang Di Nilai	Penilaian				
		1	2	3	4	5
1.	Kesesuaian materi dengan kompetensi inti dan kompetensi dasar yang dipilih					√
2.	Kesesuaian materi dengan indikator pencapaian					√
3.	Ketepatan cakupan materi					√
4.	Penyajian materi menggunakan bahasa yang mudah dipahami				√	
5.	Penyampaian materi membutuhkan motivasi untuk mengetahui lebih jauh				√	
6.	Penyampaian materi yang runtut					√
7.	Kesesuaian isi materi dengan gambar					√
8.	Ketepatan penggunaan ilustrasi				√	
9.	Bahasa (ejaan, tanda baca, kosa kata, kalimat dan paragraf) sesuai dengan kaidah dan istilah yang digunakan buku				√	
10.	Kejelasan materi/kelengkapan isi materi					√
Jumlah					46	

Berdasarkan penilaian diatas, maka saya menyatakan bahwa media pembelajaran ini:

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

D. Saran

Materi yang digunakan sudah sesuai, tapi mungkin bahasanya lebih diperbaiki sedikit, biar lebih jelas lagi kalau dibaca oleh siswa kelas 4

Malang, 12 Juni 2020

Vannisa Aviana Melinda, M. Pd

.....
NIDT. 19910919201802012143



APPENDIX VI

QUESTIONNAIRE OF DESIGN MEDIA EXPERT

INSTRUMEN VALIDASI AHLI MEDIA

A. Pengantar

Berkaitan dengan pelaksanaan penggunaan media pembelajaran sejarah kerajaan Hindu, Buddha dan Islam kelas IV (empat) berupa exploding box maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai bahan pembelajaran. Oleh sebab itu, dimohon kesediaan Bapak/Ibu mengisi angket dibawah ini sebagai ahli materi. Tujuan dari pengisian angket ini adalah untuk mengetahui kesesuaian pemanfaatan media pembelajaran dan sebagai pengukuran kelayakan media pembelajaran sehingga layak digunakan. Atas kesediaannya diucapkan terima kasih.

Nama : Siti Annijat Maimunah, MPd.
NIP : 195709271982032001
Instansi : FITK UIN Maulana Malik Ibrahim Mlg
Pendidikan : Magister Pendidikan Bhs. Indonesia.

B. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu membaca atau mempelajari bahan ajar yang dikembangkan.
2. Instrumen ini terdiri dari kolom pertanyaan dan kolom jawaban. Silahkan tandai salah satu jawaban yang sesuai dengan pernyataan anda dengan menggunakan tanda centang (✓).
3. Keterangan makna pada huruf pilihan anda sebagai berikut:

Skor	Keterangan
5	Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah
4	Tepat, sesuai, jelas, menarik, mudah
3	Cukup tepat, cukup sesuai, cukup jelas, cukup menarik dan cukup mudah
2	Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang

	mudah
1	Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah

C. Penilaian

No.	Aspek Yang Di Nilai	Penilaian				
		1	2	3	4	5
1.	Kemenarikan desain media pembelajaran exploding box.					✓
2.	Kesesuaian warna yang digunakan dalam media pembelajaran exploding box.					✓
3.	Media pembelajaran exploding box dapat bertahan lama.				✓	
4.	Keamanan bahan yang digunakan dalam pengembangan media pembelajaran exploding box.				✓	
5.	Kesesuaian materi dengan media pembelajaran exploding box.					✓
6.	Kemudahan sistem pengoperasian media pembelajaran exploding box.				✓	
7.	Mengukur keefektifan media pembelajaran exploding box dalam kegiatan pembelajaran.				✓	
8.	Media pembelajaran exploding box dapat menarik minat belajar siswa.				✓	
9.	Kemenarikan gambar-gambar dalam media exploding box.				✓	
10.	Kejelasan tulisan dalam media exploding box.				✓	
Jumlah						

Berdasarkan penilaian diatas, maka saya menyatakan bahwa media pembelajaran ini:

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

D. Saran

- Untuk Pembelajaran klasikal media ini perlu dibuat lebih besar.
- Media ini hanya bisa digunakan untuk pembelajaran kelompok, sehingga untuk pembelajaran klasikal harus diperbanyak sesuai dg jumlah kelompok.

Malang, 23 Juni 2020

Siti Anniqot M.M.Pd

NIP. 19570927 1982032001

APPENDIX VII

QUESTIONNAIRE OF LEARNING EXPERT

INSTRUMEN VALIDASI AHLI PEMBELAJARAN

A. Pengantar

Berkaitan dengan pelaksanaan penggunaan media pembelajaran sejarah kerajaan Hindu, Buddha dan Islam kelas IV (empat) berupa exploding box maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai bahan pembelajaran. Oleh sebab itu, dimohon kesediaan Bapak/Ibu mengisi angket dibawah ini sebagai ahli materi. Tujuan dari pengisian angket ini adalah untuk mengetahui kesesuaian pemanfaatan media pembelajaran dan sebagai pengukuran kelayakan media pembelajaran sehingga layak digunakan. Atas kesediaannya diucapkan terima kasih.

Nama : A. Sofwan Haedi
NIP :
Instansi : MI MA'ARIF KEDENISARI
Pendidikan : S1 Pendidikan Agama Islam

B. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu membaca atau mempelajari bahan ajar yang dikembangkan.
2. Instrumen ini terdiri dari kolom pertanyaan dan kolom jawaban. Silahkan tandai salah satu jawaban yang sesuai dengan pernyataan anda dengan menggunakan tanda centang (✓).
3. Keterangan makna pada huruf pilihan anda sebagai berikut:

Skor	Keterangan
5	Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah
4	Tepat, sesuai, jelas, menarik, mudah
3	Cukup tepat, cukup sesuai, cukup jelas, cukup menarik dan cukup mudah
2	Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang

	mudah
1	Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah

C. Penilaian

No.	Aspek Yang Di Nilai	Penilaian				
		1	2	3	4	5
1.	Kesesuaian materi dengan kompetensi inti dan kompetensi dasar yang dipilih					✓
2.	Membantu guru dalam menyampaikan materi					✓
3.	Kelengkapan materi					✓
4.	Penyajian materi menggunakan bahasa yang mudah dipahami				✓	
5.	Penyampaian materi membutuhkan motivasi untuk mengetahui lebih jauh				✓	
6.	Penyampaian materi yang runtut				✓	
7.	Kesesuaian isi materi dengan gambar					✓
8.	Ketepatan penggunaan ilustrasi					✓
9.	Kalimat mudah dipahami				✓	
10.	Desain menarik					✓
Jumlah						

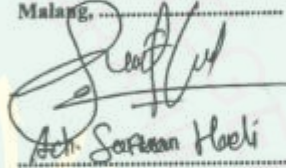
Berdasarkan penilaian diatas, maka saya menyatakan bahwa media pembelajaran ini:

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

D. Saran

Untuk penggunaan bahasanya lebih di sesuaikan lagi bagi siswa siswi kelas 4. karena bahasanya sedikit tinggi bagi anak-anak kelas 4.

Malang,



NIP.

APPENDIX VIII

QUESTIONNAIRE OF STUDENTS

ANGKET KEBUTUHAN SISWA TERHADAP MEDIA PEMBELAJARAN EXPLODING BOX

*Developing Exploding Box Media as Learning Media on Social Subject of Hindu,
Buddhist and Islamic Kingdom Material for 4th Grade of MI Ma'arif Sidoarjo*

Nama : Wahyu Sofanudin R.

Kelas : 4B

Sekolah :

A. PETUNJUK PENGGUNAAN ANGKET

1. Sebelum mengisi angket mohon mempelajari media pembelajaran roda putar terlebih dahulu.
2. Berikan tanda (x) pada salah satu jawaban a,b,c,d atau e pada jawaban yang sesuai dengan respon yang kalian anggap tepat.

B. PERTANYAAN-PERTANYAAN ANGKET

1. Apakah kalian lebih senang belajar menggunakan media pembelajaran exploding box?
 - a. Sangat tidak senang
 - b. Kurang senang
 - c. Cukup senang
 - d. Senang
 - e. Sangat senang
2. Apakah media pembelajaran exploding box memudahkan kalian untuk memahami materi sejarah kerajaan Hindu, Buddha dan Islam?
 - a. Sangat sulit dipahami
 - b. Kurang mudah dipahami
 - c. Cukup mudah dipahami
 - d. Mudah dipahami
 - e. Sangat mudah dipahami
3. Apakah media pembelajaran exploding box memudahkan kalian menemukan raja-raja dan peninggalan-peninggalan setiap kerajaan?
 - a. Sangat sulit
 - b. Kurang
 - c. Cukup
 - d. Mudah
 - e. Sangat mudah
4. Apakah media pembelajaran exploding box menarik untuk digunakan?
 - a. Sangat tidak menarik
 - b. Kurang menarik
 - c. Cukup menarik
 - d. Menarik

- e. Sangat menarik
5. Apakah media pembelajaran exploding box mudah digunakan dan dipahami?
- a. Sangat sulit
 - b. Kurang
 - c. Cukup
 - d. Mudah
 - e. Sangat mudah



APPENDIX IX
PRE-TEST

SOAL PRE TEST

NAMA	: Indah Kusumawati	NILAI	
KELAS	: IV B		
NO. ABSEN	: _____		80

I. Pilihlah salah satu jawaban yang paling benar dan tepat dengan cara memberi tanda silang (x) pada huruf a,b,c atau d!

Kerajaan Kutai adalah kerajaan Hindu pertama yang berdiri di Indonesia yang didirikan oleh seorang raja bernama Asmawarman. Menurut sejarah, kerajaan Kutai terletak di wilayah...

- a. Kalimantan Utara
- b. Kalimantan Timur
- c. Kalimantan Barat
- d. Kalimantan Selatan

Balaputradewa terkenal sebagai raja yang besar dan kuat, ia mampu membawa kerajaannya mencapai masa kejayaan. Bahkan ia hampir berhasil menyatukan seluruh wilayah Nusantara, kerajaan yang ia pimpin yaitu...

- a. Kerajaan Singosari
- b. Kerajaan Majapahit
- c. Kerajaan Sriwijaya
- d. Kerajaan Samudera Pasai

Prasasti merupakan piagam peninggalan kerajaan pada zaman Hindu-Buddha yang ditulis dengan huruf Pallawa dan sangsekerta yang berisi peristiwa penting. Dibawah ini yang termasuk prasasti bercorak Hindu yaitu...

- a. Prasasti Prasasti Mulawarman, Prasasti Ciaruteun, Prasasti Telaga Batu
- b. Prasasti Telaga Batu, Prasasti Kedukan Bukit, Prasasti Kota Kapur
- c. Prasasti Kedukan Bukit, Prasasti Singasari, Prasasti Ciaruteun
- d. Prasasti Singasari, Prasasti Mulawarman, Prasasti Ciaruteun

Agama Islam mulai masuk Indonesia melalui para pedagang yang berasal dari Arab, Persia dan Gujarat yang kemudian mulai berdiri kerajaan-kerajaan Islam. Salah satu faktor yang menyebabkan pesatnya kemajuan kerajaan-kerajaan Islam ialah...

- a. Memiliki raja-raja yang kuat dan berani
- b. Runtuhnya Kerajaan Sriwijaya dan Majapahit
- c. Letaknya yang strategis
- d. Perdagangan yang luas

Ia adalah seorang raja yang gagah dan berani dari salah satu Kerajaan Islam, keberaniannya ia gunakan untuk melawan penjajahan dari Belanda, dan karena keberaniannya tersebut ia dijuluki ayam jantan dari Timur. Siapakah ia...

- a. Sultan Hassanuddin dari Kerajaan Gowa tallo
- b. Raden Patah dari Kerajaan Demak
- c. Sultan Baabullah dari Kerajaan Ternate
- d. Sultan Ageng Tirtayasa dari Kerajaan Banten

II. Jawablah pertanyaan dibawah ini dengan benar!

- Kerajaan Hindu yang berhasil mempersatukan wilayah Nusantara adalah... *Majapahit*
- Pada prasasti Ciuruteun terdapat jejak kaki raja *Rurnawoorman*
- Prasasti Kedukan Bukit ialah prasasti bercorak *Buddha*
- Kerajaan Islam pertama yang berdiri di Indonesia adalah
- Kerajaan Banten berhasil mencapai puncak kejayaannya di bawah pimpinan... *Sultan Ageng Tirtayasa*

APPENDIX X
POST-TEST

SOAL POST TEST

NAMA : <u>Indah Kusumawati</u>	NILAI
KELAS : <u>IV B</u>	<u>100</u>
NO. ABSEN : _____	

I. Pilihlah salah satu jawaban yang paling benar dan tepat dengan cara memberi tanda silang (x) pada huruf a,b,c atau d!

1. Kerajaan Kutai adalah kerajaan Hindu pertama yang berdiri di Indonesia yang didirikan oleh seorang raja bernama Asmawarman. Menurut sejarah, kerajaan Kutai terletak di wilayah...
- a. Kalimantan Utara
 - b. Kalimantan Timur
 - c. Kalimantan Barat
 - d. Kalimantan Selatan
2. Balaputradewa terkenal sebagai raja yang besar dan kuat, ia mampu membawa kerajaannya mencapai masa kejayaan. Bahkan ia hampir berhasil menyatukan seluruh wilayah Nusantara, kerajaan yang ia pimpin yaitu...
- a. Kerajaan Singosari
 - b. Kerajaan Majapahit
 - c. Kerajaan Sriwijaya
 - d. Kerajaan Samudera Pasai
3. Prasasti merupakan piagam peninggalan kerajaan pada zaman Hindu-Buddha yang ditulis dengan huruf Pallawa dan sangskerta yang berisi peristiwa penting. Dibawah ini yang termasuk prasasti bercorak Hindu yaitu...
- a. Prasasti Prasasti Mulawarman, Prasasti Ciaruteun, Prasasti Telaga Batu
 - b. Prasasti Telaga Batu, Prasasti Kedukan Bukit, Prasasti Kota Kapur
 - c. Prasasti Kedukan Bukit, Prasasti Singasari, Prasasti Ciaruteun
 - d. Prasasti Singasari, Prasasti Mulawarman, Prasasti Ciaruteun

1

A Agama Islam mulai masuk Indonesia melalui para pedagang yang berasal dari Arab, Persia dan Gujarat yang kemudian mulai berdiri kerajaan-kerajaan Islam. Salah satu faktor yang menyebabkan pesatnya kemajuan kerajaan-kerajaan Islam ialah...

- a. Memiliki raja-raja yang kuat dan berani
- b. Runtuhnya Kerajaan Sriwijaya dan Majapahit
- c. Letaknya yang strategis
- d. Perdagangan yang luas

B Ia adalah seorang raja yang gagah dan berani dari salah satu Kerajaan Islam, keberaniannya ia gunakan untuk melawan penjajahan dari Belanda, dan karena keberaniannya tersebut ia dijuluki ayam jantan dari Timur. Siapakah ia...

- a. Sultan Hassanuddin dari Kerajaan Gowa tallo
- b. Raden Patah dari Kerajaan Demak
- c. Sultan Baabullah dari Kerajaan Ternate
- d. Sultan Ageng Tirtayasa dari Kerajaan Banten

II. Jawablah pertanyaan dibawah ini dengan benar!

- Kerajaan Hindu yang berhasil mempersatukan wilayah Nusantara adalah *Majapahit*
- Pada prasasti Ciuruteun terdapat jejak kaki raja *Purnawarman*
- Prasasti Kedukan Bukit ialah prasasti bercorak *Buddha*
- Kerajaan Islam pertama yang berdiri di Indonesia adalah *Samudra Pasai*
- Kerajaan Banten berhasil mencapai puncak kejayaannya di bawah pimpinan *Sultan Ageng*

Tirtayasa

APPENDIX XI
DISTRIBUSI TABEL-T
Tabel Distribusi T

v	α				
	0.005	0.01	0.025	0.05	0.1
1	63.6567	31.8205	12.7062	6.3138	3.0777
2	9.9248	6.9646	4.3027	2.9200	1.8856
3	5.8409	4.5407	3.1824	2.3534	1.6377
4	4.6041	3.7469	2.7764	2.1318	1.5332
5	4.0321	3.3649	2.5706	2.0150	1.4759
6	3.7074	3.1427	2.4469	1.9432	1.4398
7	3.4995	2.9980	2.3646	1.8946	1.4149
8	3.3554	2.8965	2.3060	1.8595	1.3968
9	3.2498	2.8214	2.2622	1.8331	1.3830
10	3.1693	2.7638	2.2281	1.8125	1.3722
11	3.1058	2.7181	2.2010	1.7959	1.3634
12	3.0545	2.6810	2.1788	1.7823	1.3562
13	3.0123	2.6503	2.1604	1.7709	1.3502
14	2.9768	2.6245	2.1448	1.7613	1.3450
15	2.9467	2.6025	2.1314	1.7531	1.3406
16	2.9208	2.5835	2.1199	1.7459	1.3368
17	2.8982	2.5669	2.1098	1.7396	1.3334
18	2.8784	2.5524	2.1009	1.7341	1.3304
19	2.8609	2.5395	2.0930	1.7291	1.3277
20	2.8453	2.5280	2.0860	1.7247	1.3253
21	2.8314	2.5176	2.0796	1.7207	1.3232
22	2.8188	2.5083	2.0739	1.7171	1.3212
23	2.8073	2.4999	2.0687	1.7139	1.3195
24	2.7969	2.4922	2.0639	1.7109	1.3178
25	2.7874	2.4851	2.0595	1.7081	1.3163
26	2.7787	2.4786	2.0555	1.7056	1.3150
27	2.7707	2.4727	2.0518	1.7033	1.3137
28	2.7633	2.4671	2.0484	1.7011	1.3125
29	2.7564	2.4620	2.0452	1.6991	1.3114
30	2.7500	2.4573	2.0423	1.6973	1.3104

APPENDIX XII
DOCUMENTATIONS



Suasana kelas sebelum kegiatan dimulai



Siswa Mengerjakan soal Pre-Test



Siswa bermain kartu sejarah



Siswa belajar menggunakan media exploding box



Siswa belajar menggunakan media exploding box



Siswa belajar menggunakan media exploding box

APPENDIX XIII
CURICULUM VITAE



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