

**THE DEVELOPMENT OF MOVIE MAKER STORY BOARD ON IPS
INTEGRATED LEARNING IN VIII GRADE STUDENT STATE ISLAMIC
JUNIOR HIGH SCHOOL OF PANDAAN**

THESIS

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SOCIAL STUDIES EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

UIN MAULANA MALIK IBRAHIM

MALANG

JUNE 2016

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INTEGRATED LEARNING IN VIII GRADE STUDENT STATE ISLAMIC
JUNIOR HIGH SCHOOL OF PANDAAN**

THESIS

**Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim
State Islamic University Malang**

In partial fulfill of requirements for the degree of Sarjana Pendidikan (S.Pd)

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JUNIOR HIGH SCHOOL OF PANDAAN”**

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Malang, June 13th 2016

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LEGIMITATION SHEET
**THE DEVELOPMENT OF MOVIE MAKER STORY BOARD ON SOCIAL
SCIENCE EDUCATION LEARNING IN VIII GRADE STUDENT STATE
ISLAMIC JUNIOR HIGH SCHOOL OF PANDAAN**

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Assalamualaikum Wr. Wb.

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MOTTO

يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا وَمَا
يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ ﴿٣٦٩﴾

269. Allah menganugerahkan Al Hikmah (kefahaman yang dalam tentang Al Quran dan As Sunnah) kepada siapa yang dikehendaki-Nya. dan Barangsiapa yang dianugerahi hikmah, ia benar-benar telah dianugerahi karunia yang banyak. dan hanya orang-orang yang berakallah yang dapat mengambil pelajaran (dari firman Allah).

We will never know before we do so. Remember one thing, the work we do will be worth it

DEDICATION

First of all Thank's for God Allah S.W.T because I can complete my Thesis currently and on time.

Secondly my Sholawat and salam always poured for our Prophet Muhammad S.A.W as a light bearer of truth, with all humility.

I dedicate for my beloved parents, my mom Suparti and my dad Heri subekti without they I cannot do like now.

I dedicate for my beloved brother Muchammad Perastiyo

I dedicate to my second family especially for my beloved buddy in ICP Social education class, because they are not only friends but everything in the world and I grateful together with us until now.

ACKNOWLEDGEMENTS

All of praises deserve to be given for our Lord, Allah SWT who has given grace, his guidance and help so the write can finish this thesis smoothly and on time under the title **“THE DEVELOPMENT OF MOVIE MAKER STORY BOARD ON IPS INTEGRATED LEARNING IN VIII GRADE STUDENT STATE ISLAMIC JUNIOR HIGH SCHOOL OF PANDAAN”**

Sholawat and greeting s hope keep devote to the great prophet Muhammad SAW, who had transformed the civilization era from the jahiliyah era (foolishness) to Islamic civilization namely Islam, and May we all get his intercession in the rest of the world later, Amin.

The arranging of this thesis was conducted as one of the requirements is completing the Bachelor Degree Program (S-1) in Social Science Education Department, Tarbiyah and Teaching Faculty, State Islamic University of Maulana Malik Ibrahim Malang.

A happiness and pride for the writer because she can finish this thesis. The author realizes that in writing thesis is beyond of the help and guidance of the various parties, without the assistance and guidance, the writing this thesis can't be realized. Therefore, in this occasion the author would like to express great gratitude and highest appreciation to:

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With all humanity as ordinary human beings, researcher realizes of the weakness in arranging of this thesis. Criticism and constructive suggestion are always hoped by the researcher for future improvement. Hopefully the arranging thesis can provide benefits, especially for the researcher herself and reader in general. Amin.

Malang, June 13th 2016

The Writer

TRANSLITERATION GUIDELINES OF ARAB LATIN

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

A. Letter

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

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

C. Diphthong Vocal

أُ	=	aw
أَي	=	ay
أُو	=	û
إَي	=	î

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ABSTRAK

Syaekhu , Muchammad. 2016. The Development Of Movie Maker Story Board On IPS Integrated Learning In VIII Grade Student State Islamic Junior High School Of Pandaan. Thesis, Social Science Education, Tarbiyah and Teaching Training Faculty. State Islamic University Maulana Malik Ibrahim Malang. Advisor : Aniek Rachmaniah, S.Sos, M.si

Proses pembelajaran sangat tergantung pada guru sebagai sebagai sumber belajar. Dalam kondisi semacam ini, akan ada proses pembelajaran bila ada guru; tanpa adanya kehadiran guru di dalam kelas sebagai sumber belajar tidak mungkin ada proses pembelajaran. Dewasa ini, ketika ilmu pengetahuan dan teknologi berkembang sangat pesat, proses pembelajaran tidak lagi di monopoli oleh adanya kehadiran guru didalam kelas. Siswa dapat belajar dimana saja. Oleh karena itu, sangatlah penting bagi guru untuk memilih dan menerapkan strategi belajar, metode, dan media yang relevan untuk memperoleh kompetensi dasar pemahaman angka tertentu.

Tujuan Penelitian ini adalah (1) mengembangkan Movie Maker Story Board untuk IPS terpadu di sekolah MTS Negeri Pandaan (2) menemukan hasil penggunaan media pembelajaran Movie Maker Story Board pada terpadu IPS pembelajaran di MTS Negeri Pandaan. Penelitian ini menggunakan penelitian dan pengembangan metode analisis kuantitatif data yang terdiri dari dua siklus penelitian. Peneliti menjadi instrumen kunci dan teknik yang digunakan dalam pengumpulan data adalah pengamatan, kuesioner dan tes tulis. Data dianalisis dengan mengurangi data yang tidak relevan, laporan data dan menarik kesimpulan.

Hasil penelitian mengungkapkan bahwa media pembelajaran movie maker terbukti secara signifikan efektif untuk meningkatkan hasil pembelajaran IPS terpadu mata pelajaran siswa kelas VIII MTS Negeri Pandaan. Hal ini dibuktikan dengan perhitungan SPSS 16.0 paired t test (paired). Signifikansi tes di (2 tailed) tertulis, jika $0000 \leq 0.050$ yang artinya H_0 ditolak dan sangat signifikan. Dari perhitungan secara manual dengan menggunakan tes berkorelasi (terkait) diperoleh hasil bahwa $t_{hitung} > t_{tabel}$ yaitu $12,693 \geq 2.036$ yang berarti H_0 ditolak dan kesimpulan H_a menerima perbedaan yang signifikan pada hasil belajar IPS terpadu kelas VIII di MTS Negeri Pandaan sebelum dan sesudah menggunakan media movie maker.

Keyword: Movie Maker, IPS Terpadu

ABSTRACT

Syaekhu , Muchammad. 2016. The Development Of Movie Maker Story Board On IPS Integrated Learning In VIII Grade Student State Islamic Junior High School Of Pandaan. Thesis, Social Science Education, Tarbiyah and Teaching Training Faculty. State Islamic University Maulana Malik Ibrahim Malang. Advisor : Aniek Rachmaniah, S.Sos, M.si

The learning process is very dependent on teachers as learning resources. In this kind of condition, there will be a learning process when there is a teacher; without there is the presence of the teacher in the classroom as a learning resource is not possible there is a learning process. Today, when science and technology is evolving very rapidly, the process of learning is no longer a monopoly by there the presence of the teacher in the classroom, Students can learn anywhere. Therefore, it is necessary for teacher to choose and apply certain learning strategy, method, and media that relevant to obtain the basic competence of numeral comprehension.

This research is aimed at (1) developed Movie Maker Story Board for IPS Integrated subject in State Islamic Junior High School (2) find the influence of media using Movie Maker Story Board on the IPS Integrated learning process in State Islamic Junior High School of Pandaan. This research employed research and development method with quantitative analysis of data that consisted of two research cycles. The researcher became the key instrument and technique for collecting data that are observation, questionnaire and writing test. Data were analyzed by reducing irrelevant data, reporting data and drawing conclusion.

The research findings reveal that, Learning media movie maker proved to be significantly effective for improving learning outcomes IPS Integrated subjects in students of class VIII MTS Negeri Pandaan. This is evidenced with his great calculation SPSS 16.0 paired t test (paired). The significance of the test in (2-tailed) written, 0000 if ≤ 0.050 that mean H_0 is rejected and the very significance. From the calculation manually by using the test correlated (related) obtained that result $t_{hitung} > t_{tabel}$ that is $12,693 \geq 2.036$ that mean H_0 is rejected and the conclusion there is H_a received a significant difference on the results of studying IPS integrated grade VIII in MTS Negeri Pandaan before and after using media movie maker

Keyword: Movie Maker, IPS Integrated

ABSTRACT

Syaekhu , Muchammad. 2016. The Development Of Movie Maker Story Board On IPS Integrated Learning In VIII Grade Student State Islamic Junior High School Of Pandaan. Thesis, Social Science Education, Tarbiyah and Teaching Training Faculty. State Islamic University Maulana Malik Ibrahim Malang. Advisor : Aniek Rachmaniah, S.Sos, M.si

عملي التعلم يعتمد اعتماداً كبيراً على المدرسين كمصادر التعلم. في هذا النوع من الشرط، ستكون هناك عملية لتعلم عندما يكون هناك مدرس؛ دون هناك هو وجود المعلم في الفصل الدراسي كمورد تعلم ليست ممكنة هناك عملية تعلم. اليوم، عندما العلوم والتكنولوجيا يتطور بسرعة كبيرة، عملية التعلم لم يعد احتكار هناك الوجود للمعلم في الفصول الدراسية، ويمكن أن يتعلم الطلاب في أي مكان. ولذلك، من الضروري للمعلم في اختيار وتطبيق بعض استراتيجيات التعلم وأسلوب ووسائل الإعلام ذات الصلة الحصول على الكفاءة الأساسية لفهم الأرقام.

ويهدف هذا البحث صانع الفيلم (1) المقدمة "قصة المجلس" عن موضوع متكامل البرامج المتكاملة في "الدولة الإسلامية المدارس الإعدادية" (2) العثور على تأثير وسائل الإعلام استخدام "صانع الفيلم قصة المجلس" على عملية التعلم المتكاملة المتكاملة في "الدولة الإسلامية المدارس الإعدادية".

ويعمل هذا البحث أسلوب البحث والتطوير مع التحليل الكمي للبيانات التي تتألف من مرحلتين للبحث. الباحث أصبحت الأداة الرئيسية التي تعمل بالملاحظة والاستبيان وكتابة الاختبار. تم تحليل المعطيات بالحد من البيانات غير ذي صلة، والإبلاغ عن البيانات واستخلاص الاستنتاج.

وتكشف نتائج البحوث أن تعلم وسائل الإعلام صانع الفيلم ثبت أن تكون فعالة إلى MTS المواضيع المتكاملة في طلاب الصف الثامن IPS حد كبير لتحسين نتائج التعلم SPSS إقران حساب عظيم t مدرسة ثنويت (نيغيري باندان. ويتضح ذلك باختبار له (زوجي). أهمية الاختبار في (الذيل 2) المكتوبة، 0000 إذا تم رفض $0.050 \geq 16.0$ يعني هو ومغزى جداً. من الحساب يدوياً باستخدام الاختبار الارتباط (ذات الصلة) الذي هو $2.036 \leq 12,693$ أن يعني (tabel) $t_>$ (هيتونج) t_- حصلت على تلك النتيجة هو مرفوض، وهو استنتاج وجودها تلقي فرق كبير فينتائج دراسة المؤسسة المتكاملة الصف الثامن في "النظام التجاري المتعدد الأطراف" نيغيري باندان قبل وبعد movie maker استخدام وسائل الإعلام

المتكاملة المؤسسة، Movie Maker: الكلمات الرئيسية

CHAPTER I

INTRODUCTION

A. Background of Study

The learning process is very dependent on teachers as learning resources. In this kind of condition, there will be a learning process when there is a teacher; without there are the presence of the teacher in the classroom as a learning resource is not possible there is a learning process. Today, when science and technology is evolving very rapidly, the process of learning¹ is no longer a monopoly by there is the presence of the teacher in the classroom. Students can learn anywhere.

The acquisition of knowledge, skills and attitude changes can occur due to the interaction between the new experiences with experience ever experienced before. According to Bruner their main levels learning mode, which are direct experience, experience of image, experience of abstract. Levels of learning results acquisition experience as it was described by Dale (1969) as a process of communication. The material delivered and want to students can master it is referred to as the message. The learning process can be managed well if students are invited to take advantage of all of her senses. The teacher is attempting to display stimulation that can be in the process of with a variety of her senses. The more sensory tools that are used for receiving and processing information the

¹ Dr. WinaSanjaya. Perencanaan Dan Desain Sistem Pembelajaran (Jakarta : Kencana. 2009) hal 198

greater the likelihood the information is understandable and understood and can be maintained in memory.

Heinrich dike (Arrayed, 2005:4) learning media suggested as follows: "the limitations of the medium as an intermediary who deliver information between source and receiver. So television, film, photographs, audio recordings, images are projected. Printed materials and the like is a medium of communication. If the media that carry messages or information aimed at infrastructure or teaching purposes, then the media is called the learning media.

The subject matter is the most important part in the learning process, even in teaching based on the subject matter (subject centered teaching); the subject matter is the core of the learning activities. According to the subject centered teaching learning process a success is determined by how many students can master the curriculum materials.

Merrill (1977) distinguishes the contents (subject matter into four kinds: facts, concepts, procedures and principles) the fact is the nature of a symptom, events, and objects, that his form can be captured by five senses. The concept of similarity is the abstraction or the connectedness of a group of objects or properties. The procedure is a subject matter that relates to the ability of students to explain the steps systematically about something. The relationship between two or more concepts tested empirically is called generalization that can be withdrawn in principle.

One of the fundamental challenges of IPS preached today is fast changing socio-cultural environment as the study material of the IPS itself². The changes that occur in the socio-cultural environment are multidimensional and international scale, both associated influx of current globalization as well as the inclusion of the era of the 21st century.

Indeed social knowledge that obtained naturally from everyday life which already exists in each of us but this is not enough given the life of the community with the entire problem making development.

Advantage using Movie maker Story board is teacher can make his videosuitable topic of lesson and students are doing discussion about it in the some group. So that, student more active and improve their skill. Story board in movie maker like slide in power point, teacher can be presentation about History, Geography, and other social science using music and video in front of class, very interesting and modern.

But disadvantage if using Movie Maker is teacher must be having video and image from internet or others sources. And usually matter lesson of Social Science Education for Story Board not suitable to matter lesson. And need a many time for making movie maker because must be seek image, video, and music.

²KhoiruAhmad lifdanSofanAmri, “*MengembangkanPembelajaran IPS Terpadu*”,(Jakarta :PrestasiPustakaKarya ,2011) hal 5

So Movie Maker Story board just for help student understands how examples about lesson study in the class are. And teacher more is creative for teaching use lesson media. And in MTS Negeri Pandaan have Laboratorium for using Movie maker media. For support teaching and learning of Social Science Education more be effective and efficient. Story board is the elaboration of an already designed learning flow (flow charts) that contains information as well as instructions and procedures of learning. Story board indicates what activities to do during the following students learning with multimedia learning model were built. For example: If the learners will learn with interactive multimedia learning model tutorial, stages for the students to follow. Learning is described in detail in addition also described the contents or complete material description that accompanied the activity of teachers as facilitator.

Visualization of messages, information or concepts communicated to students who want to can development³ in various forms such as example illustrations, sketches/line drawings, graphs, charts, chart and combination of two or more forms. Success-based visual media use determined by the quality and effectiveness of visual materials and graphics to it. This can be achieved by regulating and organizing the idea the idea that arise, plan carefully and use the basic techniques of visualization object, concept, information and situation.

³Arsyad, azhar, *Media pengajaran* (JAKARTA : Raja Grafindo Persada, 1997) hal 104

One of the important works required in the audio-visual⁴ media is writing the script and storyboards that require a lot of preparation, design, and research. The manuscript that became the narrative material is filtered out and the contents of the lessons are then synthesized into what was shown and said. This is a tutorial narrative for the production team to think through how to video or visualization depicting the subject matter. Storyboards are the sketches that are arranged in sequence according to the script, with storyboards teacher can convey the subject matter to students more easily, because the teacher can be herded students follow the imaginary pictures are presented, thus generating the same perception of the subject matter being taught.

In particular, IPS integrated learning students not only need book package as a handle in learning but also learning other media such as visual media, audio and audio visual. In this case, audio visual media more effective for use as the learning media, one of the software that uses the functions of the audio visual is a movie maker. Movie Maker can display some of the material that like how the life of Indonesian Dutch colonial period, as well as the social life and the economy at the time. Movie Maker can give some example pictures and videos about the Dutch colonial period as well as the lives of the people of indonesia at that time in terms of social and economic issues. In addition to facilitate students in learning activities, audio visual media such as Movie Maker helps teachers to explain the matter clearly integrated IPS. By watching the subject matter with

⁴ Ibid hal 91

Movie maker, students will be like watching a movie. So the subject matter will be quickly understood and easy to remember.

There are for in this research I will using Research and Development Method (R&D) with the tittle "**THE DEVELOPMENT OF MOVIE MAKER STORY BOARD ON SOCIAL SCIENCE EDUCATION LEARNING IN VIIIGRADE STUDENT STATE ISLAMIC JUNIOR HIGH SCHOOL OF PANDAAN**". Hopefully students can be applicated in learning process and be able to explore in real life.

B. Research Question

- 1) How process to development learning media movie maker story board on learning social science education?
- 2) How affect Movie Maker Story board to understand on the IPS Integrated Learning Process?

C. Research Aims

- 1) How to developing Movie Maker Story Board for IPS Integrated subject.
- 2) To find the result of media using Movie Maker Story Board on the IPS Integrated learning process.

D. Research Significant

On this matter writer want to explanation advantages research that are:

- a) For institute development Movie Maker can become student more active and improve their knowledge and teacher is doing innovation and creativity on making learning Media and using media.
- b) For development of science become Movie Maker and other Application for science as learning media suitable with needed science

E. Assumption of Development

First, In this thesis banathymodel in designing the learning like model of the Dick and Carey should begin with identifying the General learning objectives. According to this model before designers formulate special purpose that is performance goal, it is necessary to analyze and determine the learning ability of students in advance.

Second, whereas special-purpose⁵ have been formulated to be achieved in the next test formulated in the form of criterion reference tests, that mean tests that measure ability mastery of a special purpose. To achieve the goal of further Special developed learning strategies that implementation scenario the expected learning goals optimally, after it developed learning materials to suit the purpose. The final step of the design is to conduct the evaluation, that the evaluation formative evaluation and summative. Formative evaluation serves to assess the effectiveness of the program and the evaluation of the summative function to determine the position of each student in the mastery of the subject matter. Based on the results of the evaluation of this was subsequently done feedback in revising learning program.

⁵ Dr. WinaSanjaya. Perencanaan Dan Desain Sistem Pembelajaran (Jakarta : Kencana. 2009) pages 75

F. Scope of Development

Movie Maker is using for teaching and learning in the class as learning media for help a students are understanding subject matter especially Social Science Education or IPS integrated

G. Specific Product

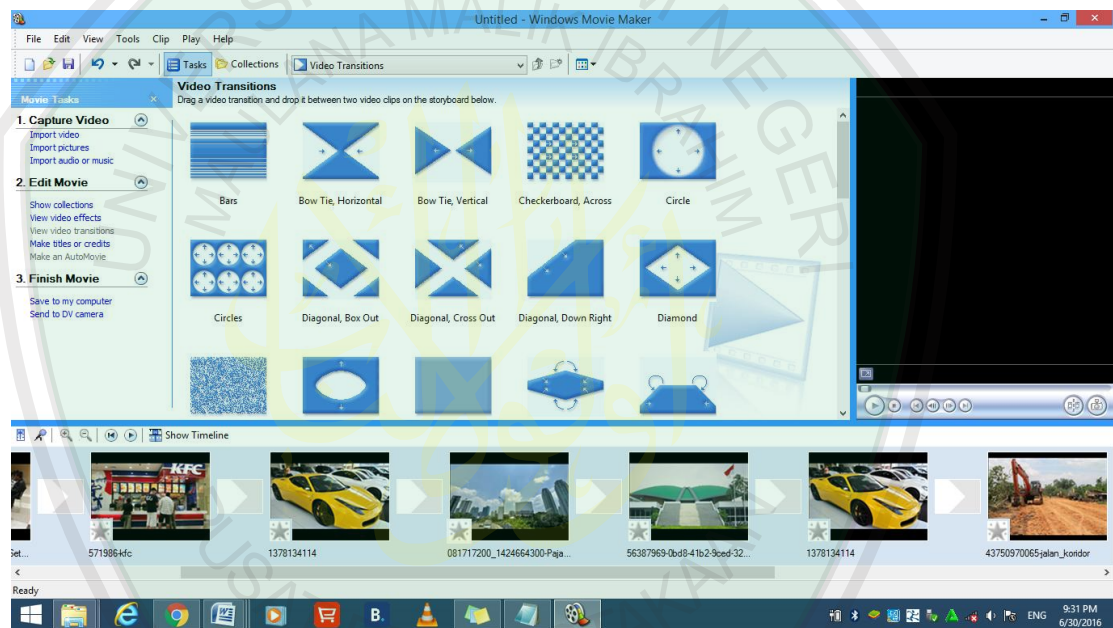


Figure 1.1 An Example of Movie Maker

a) Capture Video

- Import video for include video or film from PC or computer to soft ware movie maker.
- Import picture for add image and figure choiced then combine with music and audio.

- Import audio dan music for combine between videos and image.
- b) Edit Movie
- View video effect : drag video effects and drop it on video clip
 - View transitions: drag a video transition and drop it between two video clips
 - Makes title or credits: add title on video
- c) Finish movie
- Save to my computer.
 - Send to DV camera.

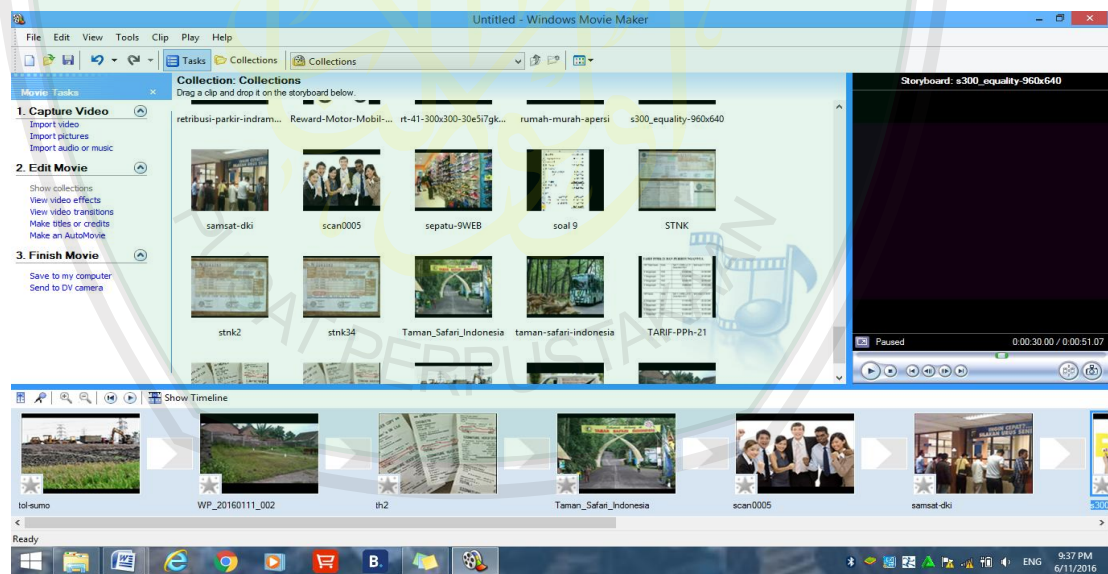


Figure 1.2 Story Board Movie Maker

1) Character of media is interactive because have capability accommodation accept response from users.

2) Movie maker same like we will open video like GOM player and Media Player, but before make a story board. We must make project with some audios / music, pictures and videos. Then, we arrange audio with picture or videos and combine with time needed.

H. Originality of Development

Tabel 1.1 Previous Study

No.	Name, Tittle of Thesis	Similarity	Differeness	Originality of Research
1.	AinulYakin, Teaching History Subject Through The Utilization of Autoplay Multimedia to Improve Students Achievement of VII-A Grade At SMPN 3 PURWOSARI SatuAtapPasuruan.	<ul style="list-style-type: none"> • Uses Autoplay as independent variable 	<ul style="list-style-type: none"> • The dependent of variable uses Student Achivement • The research object for Junior High school students • The subject material uses History subject 	Uses Geography as a subject material

2.	Maryana, <i>Pengembangan Media Autoplay untuk Meningkatkan Konsentrasi Belajar Siswa Mata Pelajaran Geografi kelas X MA Zainul Ulum Ganjaran Gondanglegi Malang</i>	<ul style="list-style-type: none"> • Uses Autoplay as independent variable • Uses Geography as the material subject • The object Senior High School Student grade X 	<ul style="list-style-type: none"> • Uses 1 KD and focus topic and material • Uses quiz creator as evaluation • The dependent variable to Improve “Konsentrasi Belajar and Prestasi Belajar” 	Uses Atmosphere as a topic of learning.
3.	SheyllaWhita Devi, <i>The Development of Teaching Material Interactive CD (Compact Disk) Based on Autoplay to Improve Student Learning Output of the Topic Interaction of Human and Environment at Seventh Grade of Mts Yayasan Pendidikan Sunan Giri (Yaspuri) Malang.</i>	<ul style="list-style-type: none"> • Uses Interactive as Independent Variable 	<ul style="list-style-type: none"> • Uses Students output as Dependent variable • Based on Borg & Gall Theory (10 steps-but simplified become 8 steps) • The Material about Interaction of Human and Environment • The object for Junior High School students 	Uses kognitive learning theory, based on Robert M. Gagne learning model event instruction.

4.	HafidatulRosidah, <i>Pe nerapanPembelajaran nInteraktif (Autoplay) dalammeningkatkan MotivasibelajarSiswa Pada Mata Pelajaran IPS Kelas VII di MtsMiftahulHasanah GondosuliProbolingg o.</i>	<ul style="list-style-type: none"> • Uses Interactive as Independent Variable 	<ul style="list-style-type: none"> • Uses Learning Motivation as Dependent variable • The Material is Social Science • The object for Junior High school students 	Theobject of study is Senior High school students.
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a. Ainul Yakin, *Teaching History Subject Through The Utilization of Autoplay Multimedia to Improve Students Achievement of VII-A Grade At SMPN 3 PURWOSARI SatuAtapPasuruan*, Uin Malang, year 2014. According to Ainul Yakin's Result of her Research is Showed that the utilization of learning media autoplay able to improve students achivement, from the first cycle and secoundcycle. The first cycle avarange value is 7,41 and the secound cycle increased to 82,4. Before uses Learning Media Autoplay the class condition very crowded and the students looks borred.

b. Maryana, *Pengembangan Media Autoplay untuk Meningkatkan Konsentrasi Belajar dan Prestasi Belajar Siswa Mata Pelajaran Geografi kelas X MA Zainul Ulum Ganjaran Gondanglegi Malang*, Uin Malang, year 2015.

According Maryana the results based on the data analysis shows that autoplay media development class X on endogen power of material capable of increasing concentration on learning achievements of students. This percentage is shown in the results of the last study that reached 79.6% compared with only 42.9% initial test that shows an increase in 36.8% of student learning results after using autoplay.

- c. SheyllaWhita Devi, *The Development of Teaching Material Interactive CD (Compact Disk) Based on Autoplay to Improve Student Learning Output of the Topic Interaction of Human and Environment at Seventh Grade of Mts Yayasan Pendidikan Sunan Giri (Yaspuri) Malang*, Uin Malang, year 2015.

According to Sheylla Whita Devi based on analysis of the first product by experts of the material as much as 86.7% of valid votes and no revisions, 59% media experts judged invalid and revision. On the validity of the test products 96.7% obtained both valid and not revised by the expert material and 90% of declared valid and not revised by the media. Post test obtained higher than pretest before.

- d. Hafidatul Rosidah, *Penerapan Pembelajaran Interaktif (Autoplay) dalam meningkatkan Motivasi belajar Siswa Pada Mata Pelajaran IPS Kelas VII di Mts Miftahul Hasanah Gondosuli Probolinggo*, Uin Malang, year 2013.

According to Hafidatur Rosidah's result of her research is showed that the learning motivation of the students increased from the 1st cycle on 44,5% increased to 55,1 in the 2nd cycle and 3rd cycle become 84,6%.

I. Operational Definition

1) Definition of Learning Media Development

Learning media development is an undertaking the preparation of media program of learning more fixed on media planning. The media that will be shown or used in the process of teaching and learning first planned and designed in accordance with the needs of the students. So this development aims to improve the back media that has been applied to make it more perfect. Perfect from the design side, characteristics, and can optimize the achievement of learning objectives

2) Definition of Windows Movie Maker

Windows Movie Maker is a program processing video become part of Windows XP. When to install windows XP this program follow installed on computer. Is a story board⁶ is the pictures are graphic in text columns are made on paper or cards in a certain size which are arranged according to the size of the presentation that corresponds to the content of the manuscript and is usually located in the left column.

⁶Asnawir&basyiruddinusman, *MedaPembelajaran* (Jakarta : CiputatPers, 2002) hal 141

3) Definition of IPS Integrated

The notion of "Integrated" in social science actually is not something new. In the concept of social sciences such as history, geography, economics, anthropology, and other social science disciplines the myriad aspects of life in the community concerned so that it is not possible individually can be discussed separately, because often there are certain fundamental concepts are owned by some of the disciplines of the social sciences.

For example, the basic concept⁷ of "interaction" may be reviewed from sociology, geography, history, economics, and other social sciences. Understanding alignment such as these is called micro-fusion. Certainly, not all the basic concepts of social science can be that way, because every science has typically each, but the issues and problems in the various communities that require handling through a variety of social science disciplines, the need for a fusion between material or basic concepts from the various branches of social sciences, a similar alignment is called a blend of macro.

Social science subjects are a group of academic disciplines that study the aspects related to the social human and environment. Social science or commonly abbreviated IPS is a term used describe the research with a broad scope in various field include behavior and human interaction in the present and the past. Basically, this science is different from arts and humanities because it emphasizes the use of the

⁷Departemen Agama RI .Pendidikan IPS di Sekolah Dasar.1998/1999.DirjenPembinaanKelembagaan Agama Islam hal 9

scientific method in the study of man, IPS in learning aspects of society as subjective, objective and subjective, inter or structural before considered less scientific than with the natural sciences. However, now some part of social science a lot using quantitative methods. IPS are not focused on a single topic in depth but gave a broad overview on the community.

J. Process of Writing Systematic

Systematic discussion in research development is divided into five chapters, each chapter has sub chapters.

The first chapter presents the background of the research issues of developing media movie maker story board on IPS Integrated Learning grade 8 students at MTS Country Pandaan. Likewise with the problem formulation is intended to reaffirm and focus the discussion. That product specifications being developed and not yet there learning media movie maker in class VIII in MTS Negeri Pandaan used to assist in the formulation of research problem this development. Next presented the benefits of research that would like to retrieved from urgency to science, individuals and institutions. Also in this chapter concerning the specification of the product to be developed, next are written about the importance of development see the real condition of the existing and the desired ideal conditions. The case exposed the limitations or scope that will be done. To give the same understanding of some terms contained in research development, then in this chapter are listed the definition of the

term. At the end of this chapter, there is systematic writing that contains a general overview of issues issues to be covered in its entirety in research development.

The second chapter describes the literature review discusses the definition of instructional design theory, theory of windows movie maker, learning media development, Integrated IPS and the concept of theory subjects Integrated IPS. The third chapter describes the development of the research method of exposing this type of research, model development, procedures development, experiments (experiment design, experiment, the subject kind of data, and validation of media)

The fourth chapter development of geochemical results of beris form information about the profile of the school, including result of data like presentation of media development, presentation of validation data, analysis of data media movie maker and product revision. The fifth chapter is the final part of the thesis which includes the conclusion of the results of the development of media movie maker in IPS Integrated Learning, suggestion product utilization, suggestion dissemination of product, suggestion for further product development.

CHAPTER II

THEORITICAL REVIEW

A. THEORITICAL DESCRIPTION

A) The Theory of Learning Design

Many Definition about learning design, in general the theory of learning design have a same steps there are Material design, testingproduct, Revision Product and field test. It is one of the processes in developing learning media.Base on many theory with the same background as like Reigeluth (1962), Gagne,Brings& Wager (1992), Dick Carey & Carey (2005),but the diffrent with finishing the product.LikeReigulth which developing by continue revise and trial of the learning media.If it's feasible then test in trials and Publishing.Diffrent with Gagne which devide the condition on learning are internal and external.The internal factor is the individu condition as learner which ready and be able to receive the learning process.While the external factor is the environment designed andorganizedin such a manner to made convertable in learning process.

According to Gagne the external factor is learning process which design in effective, systematic and applying the concept of learning subject so that the students or learner in the internal factor can be enthusiastic on the learning process. Meanwhile according to Dick Carey & Carey (2005) the Designed of learning used system approach which consists of Analyze, designed, developing, implementation

and evaluation.⁸ Actually in some of the Theory Learning designed have a same component there are a students, purpose of the learning, method and evaluation. This entire component related to each other.

a) Simplicity⁹

In General, the simplicity of this refers to the number of elements contained in visualization. The numbers of elements that make it easy for students to catch up a little more and understand, the messages that are presented visually to it. Any messages or information that is long or complicated, should be divided into several visual material that is easy to read and easy to understand. Similarly, the text that accompanies the visual materials should be limited. The use of the words must wear a simple letter style letter that not too many in one display of a series or of visual display.

b) Alignment

Alignment refers to the relationship between the visual elements, when observed would serve together. The elements that must be intertwined and fused as a whole, so the visuals it is a comprehensive form that can be known and can help the understanding of the message as well as the information it contains.

⁸Dewi Salma Prawiradilaga, *Prinsip Disain Pembelajaran*. Jakarta : Kencana, 2008. (hlm 16)

⁹Arsyad, azhar, *Media pengajaran* (JAKARTA : Raja Grafindo Persada, 1997) hal 105

c) Emphasis

Although the visual presentation is designed as simple as possible, but often the concepts presented to require an emphasis towards one of the elements that will be the center of attention of students. Using size, relationships, perspective, color, space, or keystroke can be given to the most important element.

d) Balance

The selected pattern or form should occupy the space that gives the perception of balance-serving though not entirely symmetries. The balance entirely symmetrical called formal balance. Balance like this reveals two shadows visually congruent. Therefore, the formal balance tends to appear static.

e) Forms

Strange and alien forms for students, it can be raise interest and attention. Therefore, the selection of the form as the visual elements in the presentation of messages, information or content should be noted.

g) Stripe

The line used to connect the elements, so that attention can lead students to study specific sequences.

h) Texture

The texture is visual elements that can be making smooth or rough impression. Textures can be used for emphasis as an element of the color.

i) Color

Color is used to give the impression of separation or emphasis, or to build alignment. There are three important things to watch out for when using colors, namely (1) a special color selection (red, blue, yellow, etc), (2) color value, (3) intensity or strength of the coloration to provide the desired impact.

B) Theory Of Windows Movie Maker

Windows Movie Maker is a program processing video become part of Windows XP. When to install windows XP, this program follow installed on computer, Windows maker can be video edit program because easy handling there order and support from Microsoft that prepare update and addition application getting from free download from their website.

Is a story board¹⁰ is the pictures are graphic in text columns are made on paper or cards in a certain size which are arranged according to the size of the presentation that corresponds to the content of the manuscript and is usually located in the left column. Whereas on the right contains the voices of actors or the accompanying music. Whereas in the use of story board we can create a script that is filtered from the contents of the lessons are then synthesized into what want to shown and said. Often the story board¹¹ is not in the form of a sheet of paper divided into two columns.

But a card-sized cards with postcards. This sequence of visual system can be arranged more easily, how can set it on a table or adhered in the board tailor made. In

¹⁰Asnawir&basyiruddinusman, *media pembelajaran* (Jakarta : CiputatPers, 2002) hal 141

¹¹Arief S. Sadiman, dkk., *Media Pendidikan, Pengertian, Pengembangan, danPemanfaatnya* (Jakarta : PustekomDikbud& CV. Rajawali, 1986

this way the sequence of images can be exchanged-exchanged right so that eventually obtain an order in the presentation of the systematic and downright easy understood goals of our students. Storyboards are developed with attention to some of the instructions below:

- a. set a visual what type will be used to support the content, and started making sketches.
- b. think about parts to be played by audio in the package program. Audio can be in the form: silent, special sound effects, background noise, music, and narration. The combination of sound will be able to enrich the program package.
- c. View and make sure that all the content covered in the storyboard.
- d. Review storyboards while checking the following points:
 - All audio and graphics match the text
 - Introduction and features introduction towing attention
 - Important information has been covered
 - Interactive sequences have been combined
 - Learning strategies and tactics have been combined
 - A brief Narrative-solid
 - The Program supports training exercises
 - Groove and organization program is easy to follow and understand.
- e. Get-together and describe all of the storyboard so that it is visible at once.
- f. Collect production team members to review and criticizing the storyboards
- g. make a note of all comments, criticisms, and suggestions.

h. Revision for final preparations before starting production

According by surah al baqarah 32

الْحَكِيمُ الْعَلِيمُ أَنْتَ إِنَّا نَكْ عَلَّمْتَنَا مَا إِلَّا لَنَا عِلْمَ لَا سُبْحَانَكَ قَالُوا

They said: "Glory to Thee, of knowledge We have none, save what Thou Hast taught us: In truth it is Thou Who art perfect in knowledge and wisdom."

From surat al baqarah 23 explained that the Almighty God gives wisdom and knowledge to people who have the good sense to study and examine the creation on Earth, God made his creation as a medium in the world so that people can take the science and wisdom. So that man ever wake that man is not nothing before God, the knowledge of God's creation of man (media) is very limited so that man is worth a praise of his creation.

C) Learning media development

Some causes of people choose the media, among others, is a. Discovery as it does intend on lectures on media b. feels the media is already familiar with for example a lecturer who is already accustomed to using a projector complete c. wanted to give you an idea or a more concrete explanation and d felt that the media can do more than he did, for example, could attract interest or passion for student learning. So, the basic considerations for choosing a medium is very simple, that can meet the needs or achieve the desired goal or not. In this connection the Dick and Carrey (1978) mentions that in addition to conformity with the purpose of their learning

behavior, at least there's still four more factors to consider in the selection of media. The first is the availability of local resources means that when there is media, must be purchased or made you. The second is whether to buy or manufacture own the funds, personnel and facilities. The third factor is related to flexibility, practicality and durability of the concerned media for a long time. The last factor is cost effectiveness in a long period of time.

In the past, discussions about the media learning leaning more dominated by so-called Dwyer as "theory of realism". This approach assumes that a perfect learning can only be achieved if used visual materials and choose the media audiovisual approaching reality. In other words, in choosing media, the objects are actually preferred the image of the painting, and painting is preferred from line drawings or sketches. More of the nature of the material media program that resembles reality, the more easily to learn (Miller, et al, 1957)

D) IPS Integrated Theory

IPS is the integration of the various branches of the social sciences such as history, economics, geography, sociology, anthropology, and other social science disciplines.

a) In United States of America expressed by the committee on the national educational Association and Reorganization of secondary education in 1916, defines it as "the science of the materials is a staple that is directly associated with the order of the human society and being a member of society".

b) according to Nasution (1975), IPS is " an educational program which is a whole that is substantially questioned the man in his physical environment and the social environment that the material taken from the various social sciences like geography, history, economics, anthropology, sociology, political science and psychology ".

c) In GBPP Elementary School (1994) described IPS is " subjects that learn social life based on the material of study economics, geography, sociology, anthropology, State administration, and history.

The notion of "Integrated" in social science actually is not something new. In the concept of social sciences such as history, geography, economics, anthropology, and other social science disciplines the myriad aspects of life in the community concerned so that it is not possible individually can be discussed separately, because often there are certain fundamental concepts are owned by some of the disciplines of the social sciences.

For example, the basic concept of "interaction" may be reviewed from sociology, geography, history, economics, and other social sciences. Understanding alignment such as these is called micro-fusion. Surely, not all the basic concepts of social science can be that way, because every science has typically each, but the issues and problems in the various communities that require handling through a variety of social science disciplines, the need for a fusion between material or basic concepts from the various branches of social sciences, a similar alignment is called a blend of macro.

Social science subjects are a group of academic disciplines that study the aspects related to the social human and environment. Social science or commonly abbreviated IPS is a term used describe the research with a broad scope in various field include behavior and human interaction in the present and the past. Basically, this science is different from arts and humanities because it emphasizes the use of the scientific method in the study of man, IPS in learning aspects of society as subjective, objective and subjective, inter or structural before considered less scientific than with the natural sciences. However, now some part of social science a lot using quantitative methods. IPS are not focused on a single topic in depth but gave a broad overview on the community.

Because of its nature in the form of simplification of social sciences, then in Indonesia IPS serve as subjects for elementary school students (elementary) and secondary school first grade (Junior high /secondary school). Whereas, to the extent of it, that is top level from secondary school (Senior High School) and College of social sciences are studied from the branches of science, in particular the Department or faculty that focuses in the study of the latter case. IPS is the integration of the various social sciences, branches of social science, such as sociology, history, geography, economics, politics, law and culture. IPS is formulated on the basis of reality and social phenomena that embodies the interdisciplinary approach of the aspects and branches of the social sciences (sociology, history, geography, economics, politics, law, and culture).

E) Concept of IPS Subject

IPS examines a set of events, facts, concepts and generalizations pertaining to social issues. Through the social science subjects, students are directed to become citizens of a democratic Indonesia and responsible as well as being a citizen of the world who love peace. In the future the learners will face severe challenges due to the global community of life always have a change at any time. Therefore, the social science subjects designed to develop knowledge, understanding and ability analysis of the condition of social community in entering the life of society.

Social science subjects are arranged in a systematic, comprehensive, and integrated into the learning process towards maturity and success in life in society. With the approach of the Student expected to gain understanding and deep in the fields concerned.

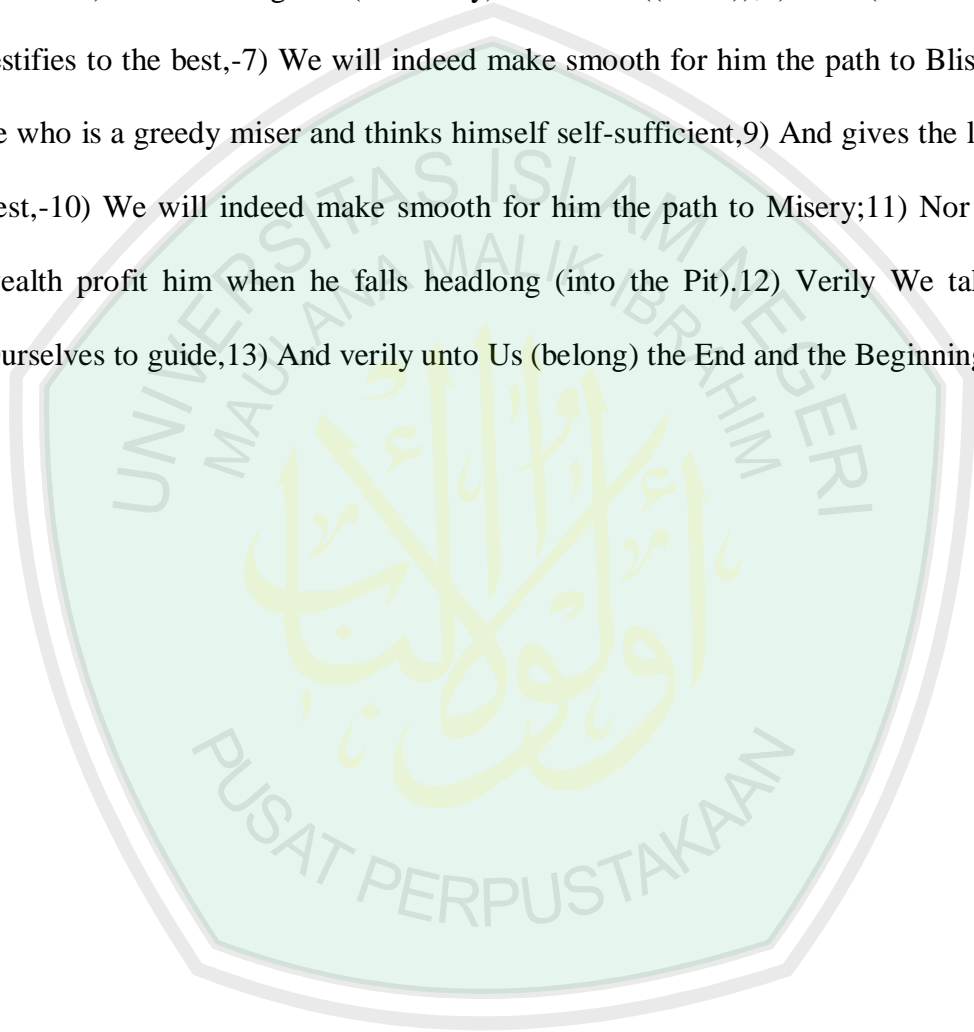
مَنْ فَا مَّا ۝ لَشَتَّى سَعَيْكُمْ اِنَّ ۝ وَالْاُتَى الذَّكَرَ خَلَقَ وَمَا ۝ تَجَلَّى اِذَا وَالنَّهَارِ ۝ يَغْشَى اِذَا وَاللَّيْلِ

لَذَب ۝ وَاسْتَغْنَى نَحْلَ مَنْ وَا مَّا ۝ لِلْيَسْرِى فَسُنْيِسِرُهُ ۝ بِالْحُسْنَى وَصَدَقَ ۝ وَاتَّقَى اَعْطَى

لِلْهُدَى عَلَيْنَا اِنَّ ۝ تَرَدَّى اِذَا مَالُهُ عَنْهُ يُغْنَى وَمَا ۝ لِلْعُسْرِى فَسُنْيِسِرُهُ ۝ بِالْحُسْنَى وَكَ

وَالْاُولى لِلْاُخِرَةِ لَنَاوَانِ

1) By the Night as it conceals (the light);2) By the Day as it appears in glory;3) By (the mystery of) the creation of male and female;4) Verily, (the ends) ye strive for are diverse.5) So he who gives (in charity) and fears ((Allah)),6) And (in all sincerity) testifies to the best,-7) We will indeed make smooth for him the path to Bliss.8) But he who is a greedy miser and thinks himself self-sufficient,9) And gives the lie to the best,-10) We will indeed make smooth for him the path to Misery;11) Nor will his wealth profit him when he falls headlong (into the Pit).12) Verily We take upon Ourselves to guide,13) And verily unto Us (belong) the End and the Beginning



CHAPTER III

RESEARCH OF METHOD

A) Research of method

1. Kind of Research

Research and development is a research method that is used to produce a particular product and test the effectiveness of these products. To be able to produce certain products used are research needs analysis and to examine¹² the effectiveness of the product so that it can function in society at large, then the necessary research to test the effectiveness of these products.

2. Development Model

This development model, researcher is using development model procedural. Model procedural show description step by step base on certain knowledge for result education product.

3. Development Procedure

Researcher will using model Dick and Carey for development procedure.

¹²Prof.Dr. Sugiyono. Metode Penelitian Kuantitatif Kualitatif and R & D (Bandung : ALFABETA, 2012) pages 297

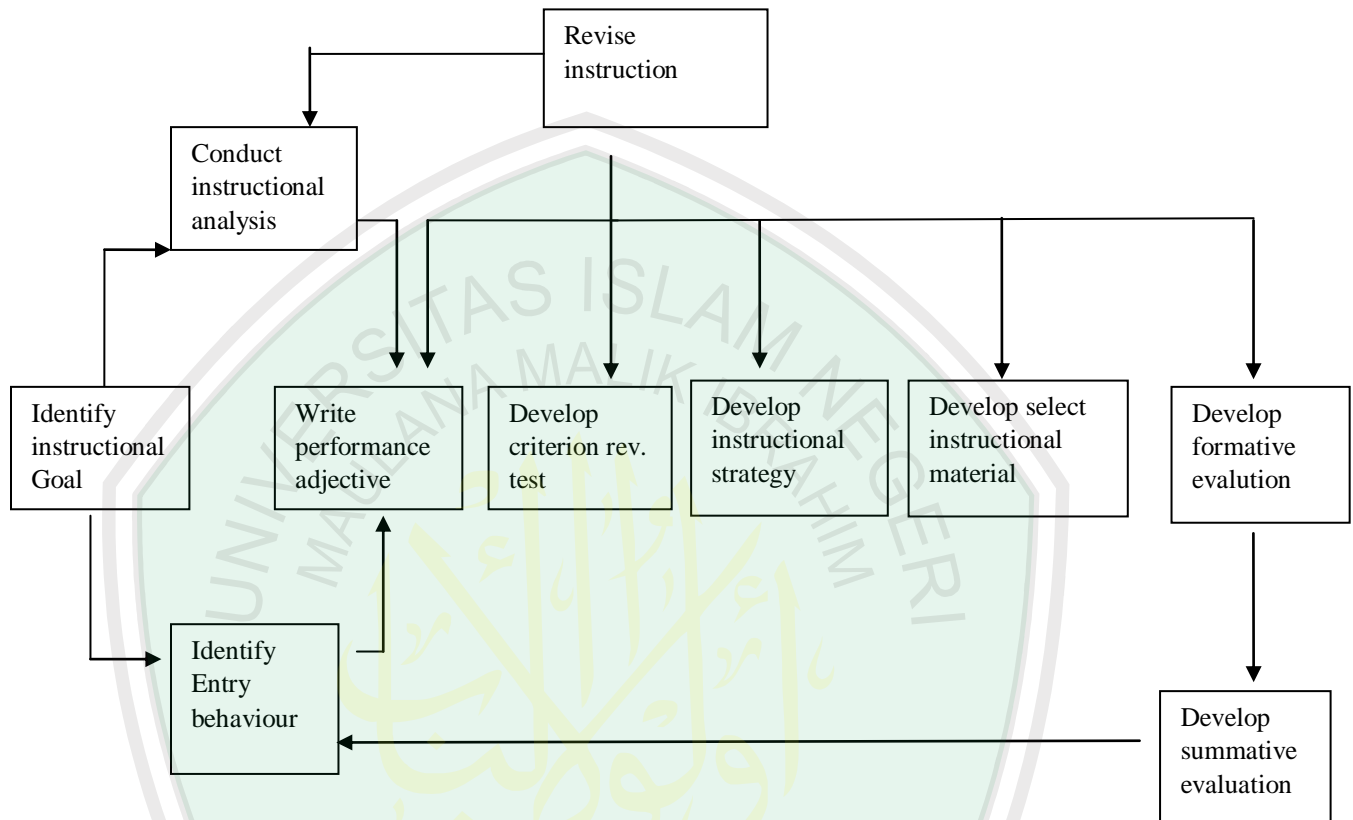


FIGURE 3.1 Dick and Carrey Model¹³

4. Experiments

a) Design Experiment

Pre experimental designs (one shot case study)¹⁴ paradigm in research

experiments of this model can be described as follows

¹³ Dr. WinaSanjaya. Perencanaan Dan Desain Sistem Pembelajaran (Jakarta : Kencana. 2009) hal 76

¹⁴ Prof. Dr. Sugiyono. Metode Penelitian Kuantitatif Kualitatif and R & D (Bandung : ALFABETA, 2012) pages 74

$0_1 \times 0_2$

O_1 = Score pre test(before treatment)¹⁵

O_2 = Score post test(after treatment)

So, student give some question on the paper before test. Then, researcher give scoring and after showing movie maker, researcher give questions again. After that, resercher was compared between question score before treatment with question score after treatment.

b) Subject Experiment

Subject experiment is a students in especially for eight rates. Because eight rate student have familiar and understand for study social science education.

c) Kind of Data

Researcher will be getting data from primer data that is eight rate students. After Eight rate students are watching video on storyboard, certainly they're still remember so they are can explanation about this video have showed

¹⁵ Prof. Dr. Sugiyono. MetodeKualitatifKuantitatifdan R and D (Bandung : Alfabeta. 2012) hal 75

d) Collecting Data Instrument

The technique of data collection is the most strategic step in research because the main goal of the research is to get the data. Without knowing the techniques of data collection¹⁶ so investigators will not get the data that meets a standard data set. Various kinds of data collection techniques are shown in Figure 3.1. Based on the picture it looks that in general there are four kinds of data collection techniques namely observation, interviews, documentation and combined/triangulation. It uses a question form for data about the components of the media movie, accuracy, convenience, effectiveness is then analyzed and used as a revision. Then given to the validator and teachers who serve know decent media products as a medium of instruction

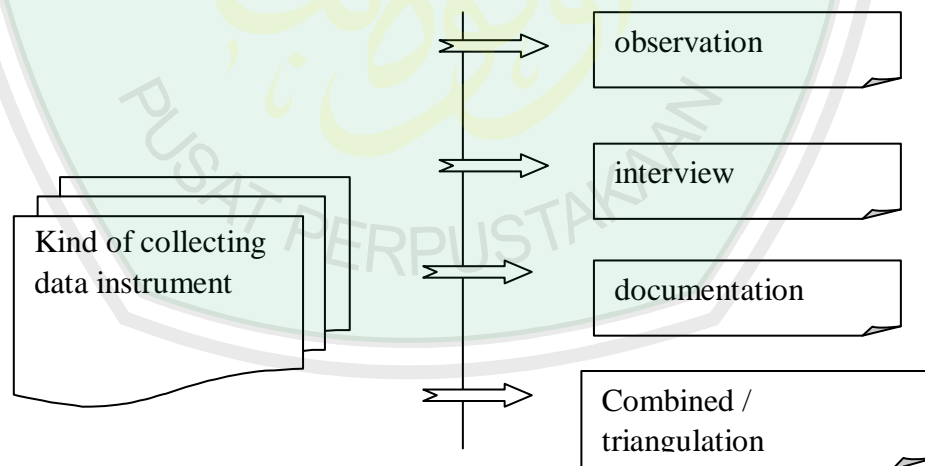


Figure 3.2 Kind of collecting data

¹⁶ Ibid pages 225

e) Validation Of Media

1. Validation of the design used is a media validation of IPS integrated learning teachers and students as the users of the product include the validation of the content and design of the product. The purpose of the validation is to know there whether the media would be developed in accordance with the SK, KD and the purpose of learning to class VIII MTS as well as knowing what is in accordance with the characteristics of students ' ability

2. Validation subject

That is taxation courses lecturer media development and subjects of social science education, the criteria is :

a) Lecturer validation materials

Lecturer validation material namely Mrs. Alfianayuliefiyanti which once taught a lecture from taxation, so Mrs. Alfianayuliefiyanti can proofread and provide fixes and suggestions on the material to be conveyed to the students.

b) Lecturer media validation

Mrs. Umamah is lecturer of media development subjects, researchers ask for assessment, comments and advice on the design and setting of the learning media is good, interesting and appropriate for students of class VIII

c) Teachers of subjects

In addition to asking for an assessment of the lecturers, researchers also asked for an assessment of the IPS that is Mrs. Muflikha, which he learned more about the understanding of student to the materials taught.

F) Data type.

Data that is expressed in this study are

- a) Accuracy or validity validation of learning media content obtained from expert lecturers, contents of the subjects Integrated IPS
- b) Attractiveness design as well as the accuracy of the media learning gained from learning media expert lecturers
- c) Clarity or conformity attractiveness ease of use is obtained from IPS integrated field of study teacher
- d) Ease of material as well as the understanding of the subject matter of the students obtained from students

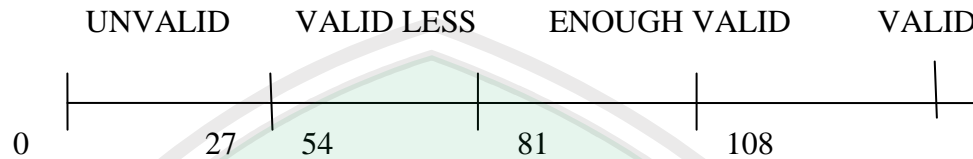
G). Data analysis techniques

Data analysis techniques used to analyze quantitative data validation results with techniques of calculation average value. The function of calculate to know the ranking of the final value for the items in question.

Quantitative Data from either a percentage score to figure out feasible and the valid media with Likert scale. Likert scale was¹⁷ used to measure attitudes, opinions and perceptions of someone or a group of people about social

¹⁷ Prof. Dr. Sugiyono. Metode Kualitatif Kuantitatif dan R and D (Bandung : Alfabeta. 2012) hal 93

phenomena. In the study of social phenomena has been defined specifically by researchers who are here in after referred to as the research variables.



The number of items for the whole ideal score = $4 \times 27 = 108$ had all responded (very interesting, very familiar, very appropriate) total score obtained from the research of 92. So based on that data then the opinion of students regarding learning media movie maker for integrated IPS = $(92:108) \times 100\% = 85\%$.

$$p = \frac{\sum x}{\sum xi} \times 100$$

P = appropriateness

$\sum x$ = Total score answer

$\sum xi$ = Total maximum score

The answer to each item instrument that uses a likert scale has gradations of very positive to very negative words can be, among others:

- very attractive, very appropriate, very understand
- attractive, appropriate, understand
- less attractive, less appropriate, less understand
- unattractive, inappropriate, do not understand

CHAPTER IV

RESULT RESEARCH

A) Profile MTS Negeri PandaanPasuruan Regency

I. Introduction

The challenges of globalization and social change are very perceived impact for the world of education. Changing the value of the social economic and cultural in line with the changing patterns of life and a way of looking (mindset) community. The impact of following is increasingly diverse demands and a selective institution. Should not be no "Madrasah" as part of the educational institutions are also increasingly driven to be able to meet the expectations of the community.

Government policy in the development of quality management education with the pattern MPMBS, and the enactment of ACT No.Sisdiknas of 20/2003, pushing the madrasa for continued realignment yourself and determine the direction of development in accordance with the demands and needs of its users (stake holder).The condition of the sociological society and the surroundings are being Pandaan traditional (the industry with its impact), and on the other hand, claiming that society has religious fanaticism (written) be supported at once power is a major challenge facing MTSNPandaan ahead.

Starting from the framework of thought above, necessary measures are intelligent and creative to reform activities and products it generates so MTSN Pandaan can become a quality Islamic education Institute, Populist and competitive.

A. Identity of The Madrasah

The Name Madrasah: MTS Negeri Pandaan

NSM: 121135140002

Addresses Of MTs. : Jl. Urip Sumoharjo Tel. (0343) 631432 Pandaan

Sub: Pandaan

District: Pasuruan

Postal code: 67156

B. The Identity Of The Head Of The Madrasah

Name: BUSTANUL ARIFIN, M. Pd

NIP. : 197209051997031005

Rank/Goals. : Builder/IVa

Gender: male

Place/date of birth: Pasuruan, September 5, 1972

Position: Head Of The Madrasah

II. VISION – MISSION OF THE MADRASAH

1. VISION

The realization of the Madrasah excels in achievement, ready to Compete and Soulless Islami

2. MISSION

1. Seek the creation of participatory management of madrasah
2. Implement learning-oriented learners
3. Undertakings the completeness of instructional facilities and infrastructure
4. Seeking ASRII learning environment (safe, healthy, neat, and beautiful)
5. Cultivate the behavior of 5S (Salam, Senyum, Sapa, Sopan, Santun)
6. Realizing the madrasa as institutions gain the trust of the community

3. PURPOSE

Foster a spirit of competitive and oriented graduates, both in the field of science and technology as well as Imtak.

III. A BRIEF HISTORY OF THE FOUNDING OF THE MADRASAH

1. 1984 stand MTs Negeri Bangil Filial Pandaan (since the location for student learning on the move).

2. 1989 MTs Negeri Bangil Filial Pandaan occupies a location above ground waqaf an area of 2,385 acres from Mr. Propagator village Pandaan with study as many as 3 of the local non-governmental funds.

3. In 1992 received the DIP 3 study room and 1 Office space.

4. In 1995 received the DIP 3 study room.

5. In 1995 based on SK Minister of Religious Affairs No. 5A dated 6 September 1995 of Penegerian MTs, then the status MTs Negeri Bangil Filial become to MTs Negeri Pandaan.

6. In 1996 up to now for additional space or building built by non-governmental Madrasah and BP3 MTs Negeri Pandaan.

7. In 2004, a Joint Committee of the MTs Negeri Pandaan in order for the development of the madrasah has managed to procure the land through purchase of land covering an area of 5,487 m² in the village of Nogosari Subdistrict Pandaan certified on behalf of the Department of religion (a distance of approximately 200 M from the State's existing MTs).

IV. WORK PROGRAMME OF THE MADRASAH

A. AREAS Of CURRICULUM

1. Curriculum targets and Thoroughly reach intra material absorption curriculum to successful UN-AMERICAN – UAM.

2. Modifications and additions to the curriculum with the preparation of additional programs in accordance with the relevance and the needs of the student (life skills).
3. Execute MGMP penataran and Sisjian, assembly-line lattice problem, and others, with a professional approach (lesson study, open class).
4. Add hour practical (read the AlQuran) and conditioning program with the target being prasarat (Minimal Competency Standards Studied/SKBM).
5. Establish a cross-agency cooperation in increasing academic achievement with the professional guidance of institutions like Primagama, etc.

B. DEPARTMENT OF STUDENTSHIP

1. organizes the LDK (Exercise of leadership) Students/OSIS.
2. Empowering students as part of the school community with students in order to train all school activities.
3. Optimize the role of students (classrooms, OSIS) in scientific activities, discussions between cross-institution.
4. Carry out a program of skills training (LAT-tramways) for students in accordance with the needs of the students.
5. Construction of the mental attitude of active, creative, disciplined, skilled role by providing more in the participating to arrange Madrasah.

C. DEPARTMENT OF INFRASTRUCTURE

1. Complementary means of KBM and the media learning for students and teachers

(book reference,

2. Complementary of madrasah administration suitable with componen accreditation state of madrasah on increase quality managemenof office

D. DEPARTMENT OF RELATIONS WITH SOCIETY

1. Related communication and networking with society with image positive MTSN Pandaan

2. Related networking with other institusion.

B. Presentation of Media Development

Learning Media that has been developed is a learning media Movie Maker for economic subjects for class VIII at MTS Pandaan, created using the software Windows Movie Maker where the movie maker are similar as the video or film. The following is a media briefing Movie Maker developed.

1) Home Page

Home page is the first page that is used for the introduction of the material that will be taught to students before entering into the core material that will be discussed. The home page is shown in the picture

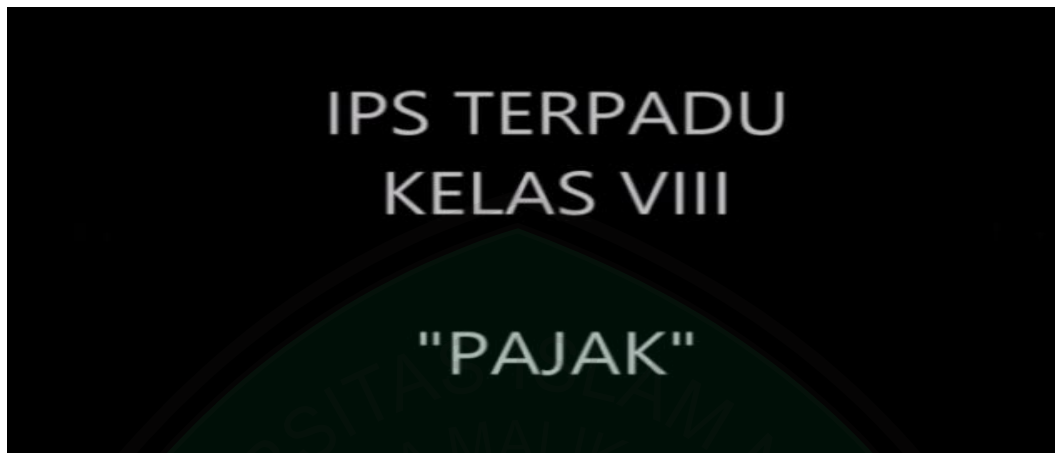


FIGURE 4.1 Home PageIntroduction



FIGURE 4.2 Home page Subject Matter

2) Main page

On the main page is displayed the competency standard, basic competencies, attainment indicator, and instructions for use. So that the

students understand the material, that will be on show on the story boards movie maker.



FIGURE 4.3 Competency Standart

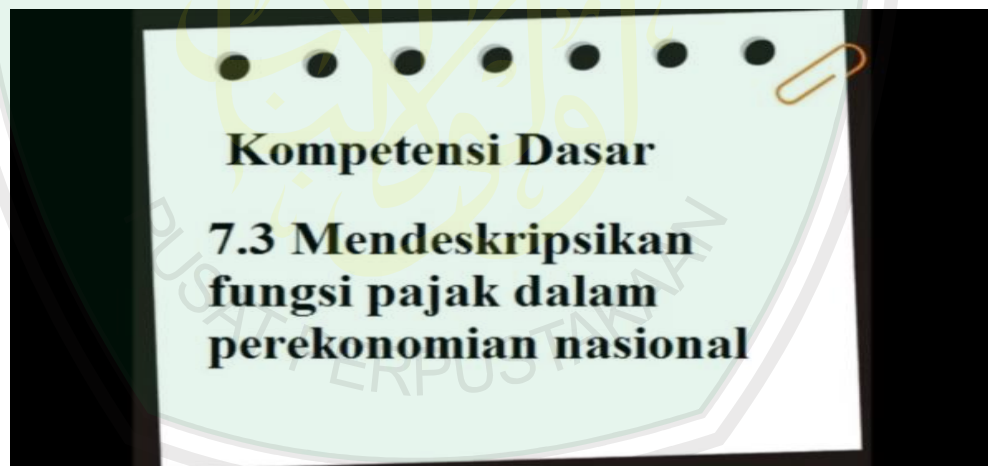


FIGURE 4.4 Basic Of Competence

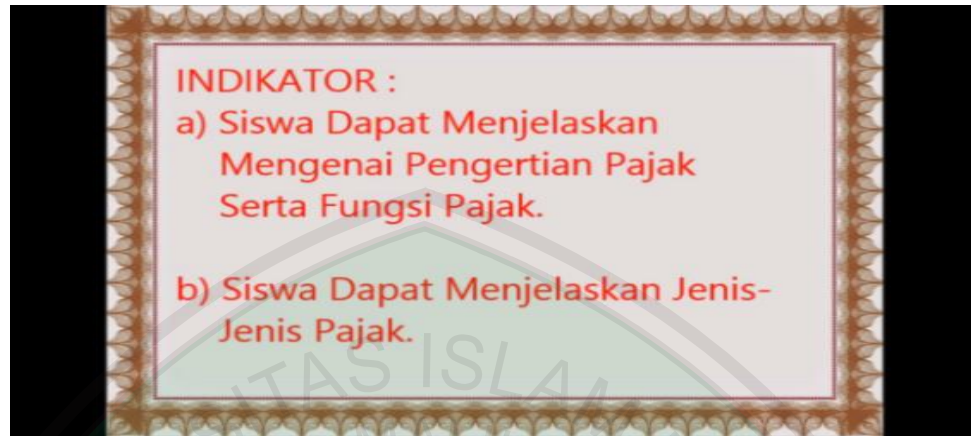


FIGURE 4.5 StudentIndicator

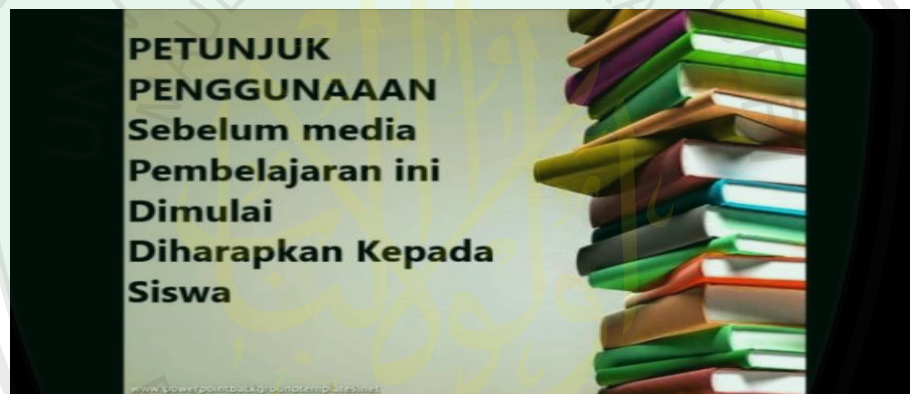


FIGURE 4.6Instruction for Use

3) Material Page

Material page contains a brief explanation of the contents of the material that will be discussed in detail matter description equipped with visualization as text, pictures and video and audio in the form of instrument music and narration read by come. Video, pictures that are equipped with the text in the form of the material is equipped with narration and music makes it

easier for students in the learning process. So that students get the materials such as watch a video (audio visual) materials page shown in the picture



FIGURE 4.7 Material page Introduction



FIGURE 4.8 Material Page Introduction

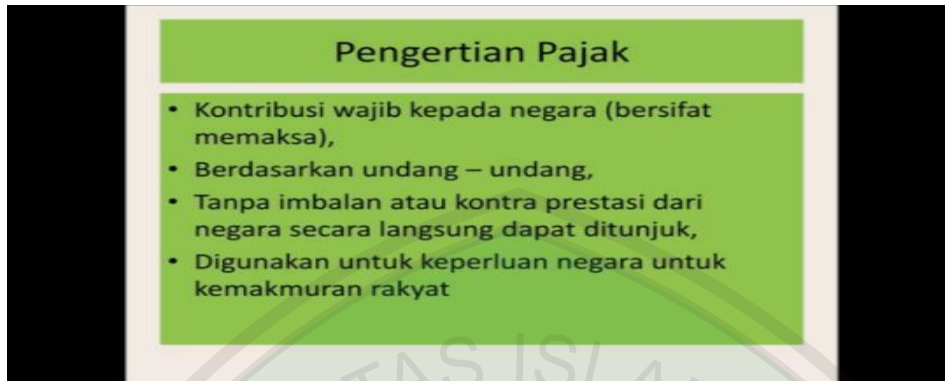


FIGURE 4.9 Understanding About Tax



FIGURE 4.10 An Example of Levy (Park Area)



FIGURE 4.11 An Example Of Levy (toll road)



FIGURE 4.12 Videos About Tax



FIGURE 4.13 Principle On System of Tax

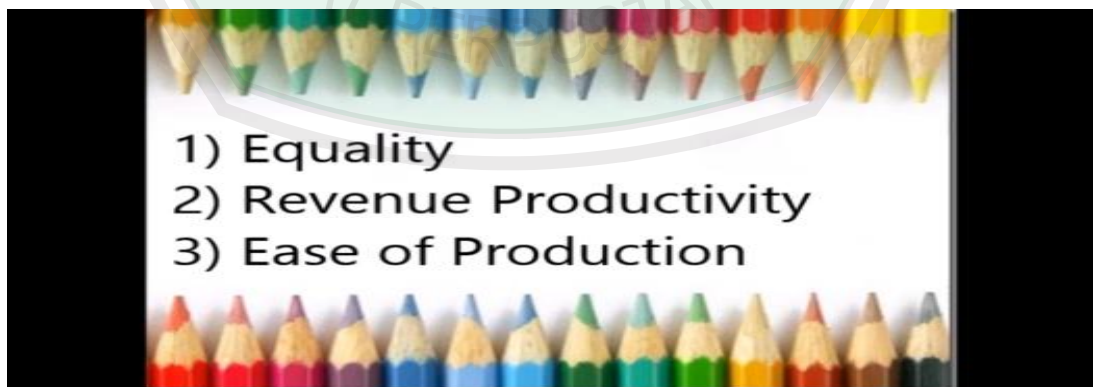


FIGURE 4.14An Examples About Principle of Tax

4) Profile Page

Profile page is information about a user account from the user profile page can view the developer from the media Movie Maker and developer identity information learning media.



FIGURE 4.15 Profile and reference

C. The presentation of the media development validation Data

Validation of media Movie Maker Story Board done valuator experts conducted on 27 April until May 19 May 2016. Development of learning media assessment Data Movie Maker done in 3 phases, the first phase is obtained from the results of the assessment to the development of the media Movie Maker which is done by a lecturer of the economy as media experts in the matter. The second phase of the obtained from the results of the assessment to the development of the media movie maker that is done by one lecturer in the development of learning media as

media experts. The third phase of the obtained from the results of the assessment to the development of the auto play media which is done by the class VIII Madrasah Tsanawiyah. The identity of the subject expert's validation and field trials information can be viewed in the attachment.

The Data obtained is quantitative data quantitative data derived from questionnaires linkert scale assessment, while qualitative data obtained from the assessment of the validator in the form of assessment of the commentators or suggestions. The result of the validation data is analyzed using the technique of calculation of the value of the average on each item assessment. The exposure of it data is as follows:

1. The result of the Validation Data Material Experts IPS Integrated

Results of the response / assessment of the result of the validation test of material Integrated Social Studies lesson on the media Movie Maker is as follows:

Table 4.1 The Result of the Validation Data Material Experts IPS Integrated

NO	Butir Pertanyaan	Konversi Skala	Nilai
1	Kejelasan perintah dalam penggunaan tanda baca	Sangat Tepat	5
2	Kesesuaian isi dengan materi	Tepat	4
3	Kesesuaian antara suara, musik, gambar dan video	Sangat Tepat	5

4	Kesesuaian materi antara silabus dan RPP Ekonomi “Pajak” dengan capaian kompetensi	Tepat	4
5	Memiliki keterkaitan antara KI dan KD pada Materi “Pajak”	Tepat	4
6	Kesesuaian antara KD dengan indikator pembelajaran ekonomi “Pajak”	Sangat Tepat	5
7	Kesesuaian antara Indikator dan tujuan pembelajaran ekonomi “Pajak”	Sangat Tepat	5
8	Kedalaman cakupan materi ekonomi dalam pembahasan Pajak	Sangat Tepat	5
9	Kejelasan dalam sajian materi ekonomi “Pajak”	Sangat Tepat	5
10	Menggunakan Kaidah bahasa sesuai dengan EYD	Sangat Tepat	5
11	Penggunaan Kosakata dan Tanda Baca	Sangat Tepat	5
12	Kelengkapan Kalimat / informasi mudah dimengerti	Sangat Tepat	5
			57

In accordance with the table, the expert assessment of the material subject IPS integrated media Learning Movie Maker in the form of advice and comment is as a medium of instruction in General Movie Maker is already valid in the hope it can help the process of teaching and learning activities. But the sense of material explanations and examples in note again and the picture is adjusted with the material.

$$\begin{aligned}
 P &= \frac{\sum X}{\sum Xi} \times 100 \\
 &= \frac{50}{60} \times 100 \\
 &= \frac{5700}{60} \\
 &= 95 \%
 \end{aligned}$$

If the converted with eligibility table then the percentage rate of achievement of 95% is at very appropriate qualifications, learning media is not need to be revised. Comments and suggestions from the experts the material Integrated IPS subjects made a consideration on perfecting the learning media products in the form of media movie maker.

2. The result of the Validation Data Media Experts IPS Integrated

The results of the assessment test response or expert learning media development design against the learning media movie maker as follows:

TABLE 4.2 :The Result of the Validation Data Media Experts IPS Integrated

No	Butir Pertanyaan	Konversi Skala	
1	Ukuran font pada tulisan materi	Tepat	4
2	Ukuran size halaman Movie maker	Tepat	4
3	Ukuran gambar yang ditampilkan pada Movie Maker	Sangat Tepat	5
4	Keterangan dalam gambar dan video	Tepat	4
5	Tampilan penggunaan awal pada Movie Maker	Tepat	4

6	Kesesuaian antara gambar dan video	Sangat Tepat	5
7	Kesesuaian suara rekaman dengan gambar dan video	Tepat	4
8	Keterangan yang berada dalam video movie maker sesuai dengan materi ekonomi “Pajak”	Sangat Tepat	5
9	Isi / content penyajian sesuai dengan materi ekonomi “ Pajak”	Sangat Tepat	5
10	Video animasi sesuai dengan materi ‘ Pajak”	Sangat Tepat	5
11	Gambar yang ditampilkan sesuai dengan materi Ekonomi “ Pajak “	Sangat Tepat	5
			50

According to the table above, the expert assessment of the learning media development media Movie Maker in the form of advice and comment that is writing/font should be more consistent between use of lowercase and capital letters, font color contrasts with the image that makes the writing is unclear, the giving of instructions of learning as well as the size of each slide should be the same and the video is shown to be the same size.

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

$$= \frac{50}{55} \times 100$$

$$= 90 \%$$

If converted to the table the feasibility, in percentage of the level of achievement of 90% are on qualifying very appropriate comments and

suggestions from media experts that the media could've been learning in trials test to students.

3. Test subjects IPS integrated teacher

The results of the assessment of teachers of subjects IPS Integrated to learning media

Movie Maker :

Tabel 4.3: Test subjects IPS integrated teacher

No	ButirPertanyaan	Skala	
1	Apakah materi pelajaran yang digunakan sesuai dengan kemampuansiswa?	SangatSesuai	4
2	Apakah media pembelajaran movie maker tepat dengan karakteristik siswa?	Sesuai	3
3	Apakah tampilan dan tata letak media movie maker menarik?	Sesuai	3
4	Apakah media pembelajaran movie maker tepat untuk pengajaran ekonomi?	Sesuai	3
5	Apakah media pembelajaran movie maker menarik?	SangatSesuai	4
6	Apakah gambar dan video pada media movie maker menarik?	Sesuai	3
7	Apakah siswa tertarik belajar ekonomi menggunakan media pembelajaran movie maker?	Sesuai	3
8	Apakah media movie maker sesuai dengan penyampaian tujuan pembelajaran	SangatSesuai	4
9	Bagaimanakah pemahaman siswa terhadap materi yang disampaikan dengan menggunakan media movie maker?	Paham	3

10	Bagaimana keefektifan pembelajaran dengan menggunakan media movie maker dalam kegiatan mengajar?	Sesuai	3
			33

In accordance with the above assessment, the assessment of teachers of subjects towards the learning media movie maker is a form of advice and comment that is there the evidence needs to be added and paragraph naqli verse about zakat as a muslim and so in sync between the obligations of a muslim with a citizen.

Percentage of the level of achievement of the learning media assessment teacher movie maker IPS Integrated subjects is as follows :

$$\begin{aligned}
 P &= \frac{\sum X}{\sum Xi} \times 100 \\
 &= \frac{33}{40} \times 100 \\
 &= 82,5 \%
 \end{aligned}$$

If the convert with eligibility table, then the percentage degree of achievement of 82.5% are at a decent qualifications so that the learning media do not need revision. Comments and suggestions of the teachers of the subjects Integrated IPS made a consideration on perfecting the learning media products in the form of movie maker

4. Field trials

Data analysis of field trials retrieved from shared validation question form by researchers to 27 grade VII MTS N Pandaan. Now use the charging provisions of the scale with four conditions: score (4) s follows very happy, very interesting, very familiar, very clear, very passionate and very useful. Score (3) happy, attract, understand, vibrant, clear, useful. Score (2) less happy, less attractive, less familiar, less obvious, in ordinary, less useful. Score (1) not happy, not interesting, not understand, not clear, not passion, not useful. Percentage of the level of achievement of the learning media movie maker class VIII MTS Negeri Pandaan is a:

Table 4.4 :Field Trials

No	Pernyataan	4	3	2	1
1	Apakah penyajian media movie maker menarik	14	18	2	0
2	Apakah belajar ekonomi dengan menggunakan media movie maker mudah?	4	26	4	0
3	Apakah gambar yang digunakan pada media web menarik ?	19	12	3	0
4	Apakah video yang ditampilkan pada media movie maker menarik ?	13	21	0	0
5	Apakah anda merasa bahwa belajar ekonomi dengan menggunakan movie maker itu bermanfaat ?	15	19	0	0
6	Apakah musik pada media movie maker menarik ?	14	12	8	0
7	Apakah dengan media movie maker ini anda lebih semangat belajar geografi ?	16	16	2	0
8	Apakah anda dapat memahami materi ekonomi dengan menggunakan movie maker ?	5	24	5	0
9	Apakah pengisi suara atau narator jelas dalam menyampaikan materi?	5	26	3	0

10	Apakah pembelajaran menggunakan movie maker menyenangkan ?	18	13	3	0
		123	183	30	0

$$\begin{aligned}
 P &= \frac{\sum x}{\sum xi} \times 100 \\
 &= \frac{877}{1080} \times 100 \\
 &= 81,2\%
 \end{aligned}$$

The results of the assessment response/field trials against media movie maker to test in field gets results in the qualifying was at 81.2% very feasible. Comments and suggestions are most convey a positive response toward the learning media, so no improvement which means according to the validation field test that is grade VIII MTS NegeriPandaan. Look at appendix 1 for data resource.

5. Product Test Trial Results

From the implementation of the test before treatment and test after treatment on a class experiment retrieved data values are as follows :

Table4.5 :Product Test Trial Results

No	Nama Siswa	Pre test (X1)	Pro Test (X2)
1	ABDUH ROHMAH	8	8
2	ADITYA YONI P.P	8	8
3	ALFIAN RAHMADANI	8	10

4	ALFIRA ULFA K.	8	10
5	ALYA RAFIKA S	6	9
6	ANDI FIRMANSYAH	8	10
7	DIAS BRIAN P	8	10
8	ELANG REZKY P	6	9
9	FARIDZ YUSUF P	8	10
10	FERRYAWAN ANGGAP	6	9
11	GHOLIS SETYANI	8	9
12	INDRA SUSANTO	8	10
13	IRFAN WAHYUDI	8	9
14	KETI SUJATI	6	8
15	KRISTIN MAULIDYAH	8	8
16	M SYAHRUL Fiqh	7	9
17	M SALMAN AL FARISI	6	8
18	M RUDIANTO	8	10
19	MAYLINA SURYANI	8	10
20	MUFIDATUN NISA	8	10
21	MUHAMMAD FARHAN P	7	8
22	MUHAMMAD RIZAL M	8	10
23	MUHAMMAD NAFIS S	8	8
24	MUKHAMMAD YOVI A	6	8
25	NOVI WIDARWATI N	6	9
26	RACHMAD ANDRE V	8	10
27	RISKI PURNAMA	8	10
28	SANATI NUR FADILLAH	8	10
29	SELLY RUMZATUL I	6	9
30	SEPTIAN DWI CAHYO	8	9
31	TAUFIKUR ROCHMAN	8	9
32	YURIDA ZANI	8	9
33	FIRDAUSI INTAN PER	9	10
	JUMLAH	247	303
	RATA RATA	7.484	9.1818

From the final value of both the learning process when the treatment will then be analyzed via t-test sample paired with the help of a computer program SPSS. The result of the analysis of the paired samples t test is that in taking a decision so it can

be seen from the significance (2-tailed). Researchers have established a significant level is 0.05. The significance of the test results (2-tailed) written 0.000. If $\alpha \leq \text{sign}$ then H_0 denied and very significance. From 16 at the SPSS calculations obtained $0.000 \leq 0.050$ that mean H_0 is rejected and the very significance. More data can be seen in attachment.

This means that there is no difference between students before learning to use media movie maker and after learning to use media movie maker. The result can be seen from the results of significance 0.000 test result obtained from the t-test that shows that there is a difference between students before learning to use media movie maker and after learning to use media movie maker. Apart from using the computer program is done also manually the calculation using the formula t test correlated with a confidence level of 95%. The calculation is as follows:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2.r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

Explanation:

X_1 = Average first sample (experiment class)

X_2 = Average second sample (control class)

S_1 = Standard Deviation first sample

S_2 = Standard Deviation second sample

S_1^2 = Varians first sampel

S_2^2 = Varians second sampel

r = number of correlation between X_1 and X_2

n = total sample

t = number of t want to account

Look at Appendix 2 Explanation:

$$X_1 = 91,818$$

$$X_2 = 74,84$$

$$S_1 = 9,056$$

$$S_2 = 8,083$$

$$S_1^2 = 65,341$$

$$S_2^2 = 82,008$$

Because $S_1 \neq S_2$ until $db = n_1 - 1 \quad n_2 - 1$

$$r = 0,473$$

$$n = 33$$

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2.r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

$$t = \frac{91,818 - 74,849}{\sqrt{\frac{65,341}{33} + \frac{82,008}{33} - 2.0,473 \left(\frac{9,0558}{\sqrt{33}} \right) + \left(\frac{8,083}{\sqrt{33}} \right)}}$$

$$t = \frac{16,97}{\sqrt{\left(\frac{147,349}{33} - 0,473 \right) \left(\frac{17,138}{\sqrt{33}} \right)}} = \frac{16,97}{\sqrt{(4,465 - 0,473) (0,335)}} = \frac{16,97}{\sqrt{(3,992) \cdot (0,335)}}$$

$$t = \frac{16,97}{1,337} = 12,693$$

According *thitung* above, can look for accept H_0 determine of test such as

- Significance level ($\alpha = 0,05$)

$$D_b = n_1 - 1 = 33 - 1 = 32 \text{ until get data } t_{tabel} = 2.036933334$$

- Criteria of test two side, look at appendix 3.

If: $t_{hitung} \leq t_{tabel}$ So H_0 accept H_a reject. That get $t_{hitung} \geq t_{tabel}$ so H_0 reject H_a accept. This is evidenced with his great calculation SPSS 16.0 paired t test (paired). The significance of the test in (2-tailed) written, 0000 if ≤ 0.050 that mean H_0 is rejected and the very significance. From the calculation manually by using the test correlated (related) obtained that result $t_{hitung} > t_{tabel}$ that is $12,693 \geq 2.036$ that mean H_0 is rejected and the conclusion there is H_a received a significant difference on the results of studying IPS integrated grade VIII in MTS Negeri Pandaan before and after using media movie maker. From hypothesis on chapter IV and according manual calculate, so can conclusion H_a accept that mean there different significant on result study IPS Integrated subject matter student VIII grade MTS negeripandaan before and after use learning media movie maker.

D. Analysis of data media movie maker development

The development of media movie maker for Integrated IPS subjects in grade 8 in MTS Negeri Pandaan is based on the fact that has not been the availability of learning media Movie Maker

This is a development of procedures through some steps that are: 1) The stage of analysis of the situation of students 2) Media web design development stage 3) stages of writing media movie maker 4) assessment stage of web media. These materials have advantages and disadvantages that still need improvement. The advantages of media movie maker with the learning media are:

- 1) Media movie maker like video or film according to the characteristics of the user so that the students can use independently
- 2) Media movie maker in design as supporting Integrated IPS lesson material taxation for grade 8 MTS. Discussion that is used in software suitable with curriculum KTSP.
- 3) Material that is presented in accordance with the SK-KD learning materials so that it can systematically arranged. In addition, it is equipped also with pictures and video that aims to develop students ' knowledge about taxation.

As for the lack of learning media Movie maker for grade 8 MTS Negeri Pandaan is cannot add another application or software such as autoplay and Movie maker not there keys navigation

1. Data Analysis Expert Validation and Field Trials

- a) Data analysis expert validation of material

Based on a conversion scale set out in the assessment question form questionnaire items, is as follows:

a. Score 1 is inappropriately.

b. Score 2 is less precise.

c. Score 3 is enough precise

d. Score 4 is precise

e. Score 5 is very precise.

Following are the results of the validation data exposure expert valuator material analysis of the learning media Movie Maker materials economy "Taxation" based on table

a) Clarity of command in use punctuation very precise

b) Suitability of the content of the material is precise

c) Suitability between the sounds, music, pictures and video of very precise

d) Suitability of the material between the RPP and Economic syllabus "taxes" with the competence is precise

e) Have a link between KI and KD on materials "tax" is precise

f) Suitable between the KD with indicators of economic studies "tax" very precise

g) Economic material coverage depth in Tax discussion very precise

h) Clarity in cereal material economy "tax" very precise

- I) Use rule of language appropriate with EYD very precise
- j) Use of vocabulary and punctuation very precise
- k) Completeness of sentences/information easy to understand very precisely

Data from the response by Mrs. AlfianaYuliEfianti, M.A as material validator, it can be calculated using the percentage on valid level materials as like as:

$$\begin{aligned}
 P &= \frac{\sum x}{\sum xi} \times 100 \\
 &= \frac{50}{60} \times 100 \\
 &= \frac{5700}{60} = 95 \%
 \end{aligned}$$

Based on the results of the written above, in getting a percentage of 95% are on very valid qualifications so that the learning media can be used with the appropriate revision. The description indicates that the media learning material worthy of taxation used in accordance with expert validation valuator material.

2. Data analysis expert validation of learning media.

Based on a conversion scale set out in the assessment question form questionnaire items, is as follows:

- a. Score 1 is inappropriately.
- b. Score 2 is less precise.

c. Score 3 to enough precise

d. Score 4 is precise

e. Score 5 is very precise.

Following are the results of the validation data exposure expert valuator of the material analysis of the learning media Movie Maker materials economy "Taxation" based on table

- a) The font size on the material is precise
- b) Sizes movie maker page is precise
- c) Image size displayed on the movie maker is very precise
- d) Description in pictures and video precise
- e) Display the earliest use in movie maker precise
- f) Alignment of images and video is very precise
- g) Suitability of the voice recording with pictures and videos is precise
- h) Description in video movie maker corresponds with the material economy "tax" very precise
- I) Content/content presentation in accordance with the material economy "tax" very precise
- j) Video animation in accordance with materials "tax" very precise

k) Images displayed in accordance with the material economy "tax" very precise

Data from the response by Mrs. Umamah, MA. as valuator of the media, can be calculated using the percentage level of Valid learning materials like as :

$$\begin{aligned} P &= \frac{\sum X}{\sum Xi} \times 100 \\ &= \frac{50}{55} \times 100 \\ &= 90\% \end{aligned}$$

Based on the results obtained in the written above, the percentage of 90% are on a very valid qualifying media so that learning can be used with the appropriate revision. The description indicates that the media learning material worthy of taxation used in accordance with expert validation valuator Media.

3. Data analysis expert validation of IPS Integrated teacher learning

Based on a conversion scale set out in the appraisal question form questionnaire items, is as follows:

- a. Score 1 is inappropriately.
- b. Score 2 is less precise.
- c. Score 3 is enough precise
- d. the Score 4 is precise
- e. Score 5 for very precise.

Following are the results of the validation data exposure media expert learning based on the table are as follows:

- a. Suitability of the subject matter which is used with students ' ability is very precise
- b. Appropriateness of the learning media Movie Maker with student's characters is precise
- c. Attractiveness outlook and layout of the learning media movie maker is precise
- d. Accuracy of media movie maker for the teaching of Integrated IPS is precise
- e. Attractiveness learning of media movie maker is very precise
- f. Attractiveness color selection on media movie maker is precise
- g. Interest students on use media movie maker made is precise
- h. Compliance learning media movie maker with the delivery of learning objectives is very precise
- i. Level of understanding of students to material presented by using media movie maker is precise
- j. Effectiveness of learning by using learning media movie maker is precise

The data from the response by Ms. Muflikhah as the expert learning Integrated IPS can be calculated using the percentage on level of valid materials like as :

$$\begin{aligned}
 P &= \frac{\sum X}{\sum Xi} \times 100 \\
 &= \frac{33}{40} \times 100 \\
 &= 82,5\%
 \end{aligned}$$

Based on the results of the written above, retrieved his percentage of 82.5% on valid qualifications so that the learning media movie maker does not need to be revised. The description indicates that the learning media movie maker taxation matter used in accordance with the validation expert teachers learning field of study Integrated IPS.

4. Data analysis validation trials of the product media

Based on data provided by target response now subject are 27 students of class VIII MTS Pandaan, as for the assessment of field trials on each component as the data have been Analysed in quantitative in the following table the data field trials:

- a. Attractiveness media presentation of the movie maker, from the statement obtained ratings with percentage of 85%
- b. Ease of learning economics by using media movie maker, from the statement obtained ratings with percentage of 72%
- c. Attractiveness image used on media movie maker, from the statement obtained ratings with percentage of 86%

d. At videos shown on media movie maker, from the statement obtained ratings with percentage of 85%

e. Economic study Benefit by using movie maker, from the statement obtained ratings with percentage of 84%

f. Attractiveness music on media movie maker, from the statement obtained ratings with percentage of 80%

g. Study geography with the media movie maker, from the statement obtained ratings with percentage of 84%

h. Understanding economic material by using movie maker, from the statement obtained ratings with percentage of 74%

i. Clarity of voice actor or Narrator in presenting the material, from the statement obtained ratings with percentage 76%

j. IPS Integrated learning pleasure using movie maker, from the statement obtained ratings with percentage of 85%

Questionnaire is completed by 27 students MTS Negeri Pandaan can be calculated using the percentage of the overall level of valid media as follows:

$$\begin{aligned}
 P &= \frac{\sum X}{\sum x_i} \times 100 \\
 &= \frac{877}{1080} \times 100 \\
 &= 81,2\%
 \end{aligned}$$

Based on the results of the calculation of the above data, retrieved his percentage amounted to 81.2% on valid qualifications so that the materials do not need to be revised. The description indicates that materials worthy of use in the learning process.

6. Data analysis the results of pre test and post test.

Based on the data in the table are pre test and post test to grade VIII MTS N 1 Pandaan showed that the average value of the pre-wedding 74.84 and test is the average value of the post test is 91.81. At the same time strengthened from the t-test analysis which showed that $T_{hitung} = 12,693$ greater than $T_{tabel} = 1,715$. In conclusion then H_0 denied and H_a was accepted so there is a significant difference between the results of understanding before and after discharging the learning media Movie maker material Taxation can be said that the learning media Movie maker is able to effectively improve the understanding on subjects IPS Integrated grade VIII

E. Product Revision

From validation questionnaire result who give researcher to valuator, explain learning media movie maker to IPS integrated subject matter is valid. But from validation questionnaire there are some suggestion and comment from valuator to researcher for repairing to media product which is developed. Revision about learning media movie maker that is:

- a) Home page before revision

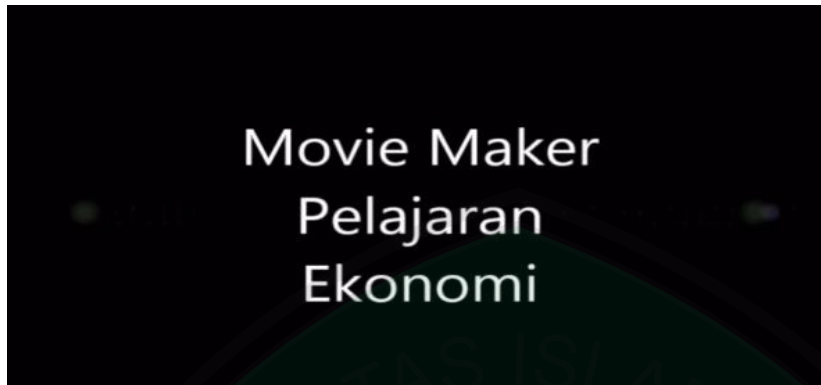


Figure 4.16 Home Page Before Revision

- Not need there introduction of media, but direct to subject matter
- Write title not “economy” but IPS integrated
- Not there name of class who want to teaching

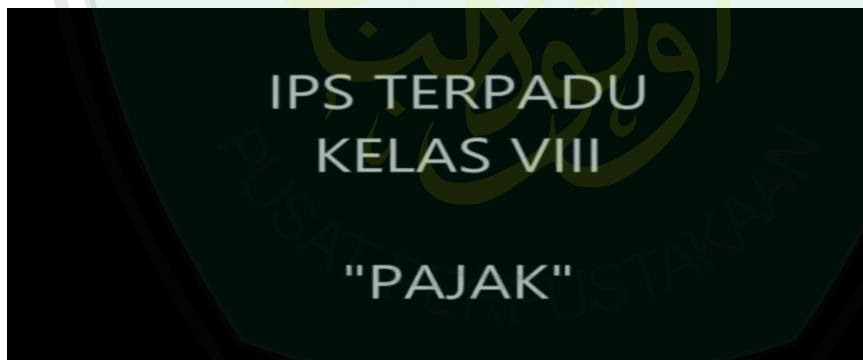


Figure 4.17 Home Page After Revision

- Direct to subject matter who want teaching and name of class
 - Direct to introduction matter to student
- b) First page before revision



Figure 4.18 First Page Before Revision

- Color it's not interest
- Not there related between birds image with Taxation



Figure 4.19 First Page After Revision

- There are relevancy between building and road with Taxation
 - Image is colorful
- c) Matter page before revision



Figure 4.20 Matter Page Before Revision

- Must difference between pay Taxation with motor vehicle license extension
- Clear less image showing about nominal or total must be pay



Figure 4.21 Matter Page After Revision

- Explanation about nominal must be pay is clear
- Suitable with revision suggestion different between pay Taxation with motor vehicle license extension

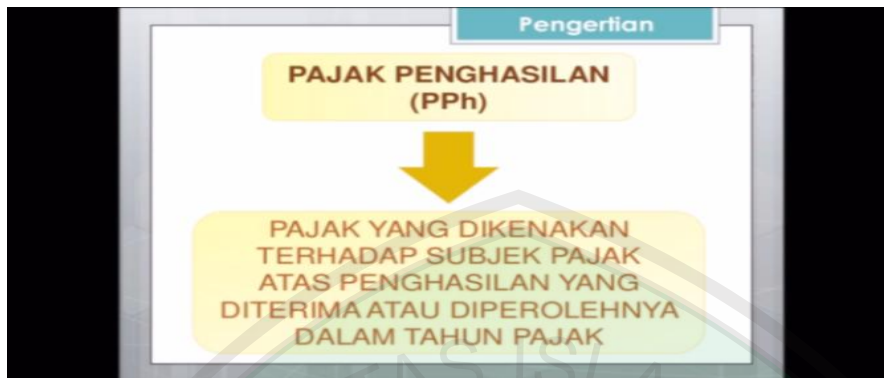


Figure 4.22 Income Tax Before Revision



Figure 4.23 Store Before Revision



Figure 4.24 Zoo Before Revision

- (narration) usually income of tax affected to employee company
- Word “ import clothes” clear less because word color and image almost same
- Text write “ Taman safari 2 prigen “ must orderly



Figure 4.25 Store After Revision



Figure 4.26 Zoo After Revision

TARIF PPh 21 DAN PERHITUNGANNYA

WP Tidak Kawin	Kode	Tarif 1-1-2009 s.d. 31 Desember 2012	Tarif mulai 1-1-2013
0 Tanggungan	TK/0	15.840.000	24.300.000
1 Tanggungan	TK/1	17.160.000	26.325.000
2 Tanggungan	TK/2	18.480.000	28.350.000
3 Tanggungan	TK/3	19.800.000	30.375.000

WP Kawin	Kode	Tarif 1-1-2009 s.d. 31 Desember 2012	Tarif mulai 1-1-2013
0 Tanggungan	K/0	17.160.000	26.325.000
1 Tanggungan	K/1	18.480.000	28.350.000
2 Tanggungan	K/2	19.800.000	30.375.000
3 Tanggungan	K/3	21.120.000	32.400.000

Figure 4.27 Income Tax Calculation Before After Revision

- This image changed with principles of Tax paying
- Subject matter about PPH 21 tariff more difficult for know by student
- Student MTS / SMP subject matter not depth



Figure 4.28 Principle On System of Tax

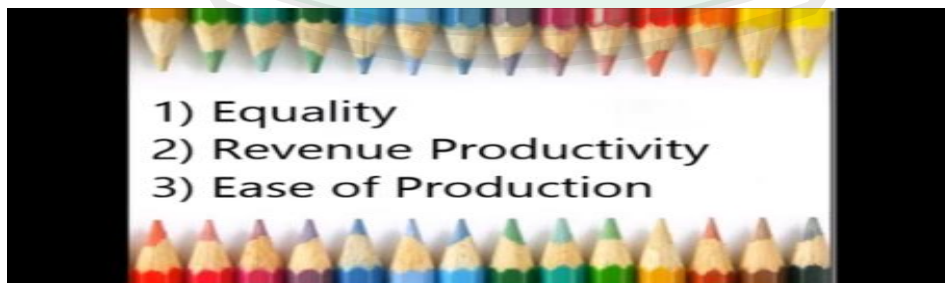


Figure 4.29 Example Principle Of Tax

CHAPTER V

CONCLUSION

- 1) Learning media movie maker proved to be significantly effective for improving learning outcomes IPS Integrated subjects in students of class VIII MTS NegeriPandaan. This is evidenced with his great calculation SPSS 16.0 paired t test (paired). The significance of the test in (2-tailed) written, 0000 if ≤ 0.050 that ean Ho is rejected and the very significance. From the calculation manually by using the test correlated (related) obtained that result $t_{hitung} > t_{tabel}$ that is $12,693 \geq 2.036$ that mean Ho is rejected and the conclusion there is Ha received a significant difference on the results of studying IPS integrated grade VIII in MTS NegeriPandaan before and after using media movie maker
- 2) Learning media movie maker that has developed get a good qualification, because based on the results of the validation are retrieved from subject matter experts integrated IPS means viable Movie maker learning media and do not need revision, from media experts test the learning media movie maker gets the value and is worthy of a qualification so no need revision. While the subjects of geography teachers of grades which mean decent learning media and do not need revision. But the media learning will fix appropriate suggestions and comment.

1. Suggestion Product Utilization

So that the product can be utilized accordingly hopes then need to pay attention to the following suggestions:

- a) The existence of an active role of teachers to always accompany and control students when access or learn the material that exists on the media learning for learning activities taking place.
- b) Media usage study side by side with the learning is done in the classroom, so that it can create a condition that complements each other.
- c) Media study can be used to measure the results of the study

2. Suggestions dissemination of product

So that the product can be used to a larger scale, then the user should pay attention to a few things as follows:

- a) Test the effectiveness of products and test the level of understanding of the learning materials on Integrated IPS at limited before applied in another school.
- b) Media study can be used for other subjects, making it easier for students to access software movie maker.

3. Suggestions for further product development

For further product development, should pay attention to the following suggestions:

- a) Learning media development that more need to be added again the pictures are better suited to the material, the more interesting videos, as well as a clear image.
- b) On the next development be made more interactive learning media again in order to make students more active in learning.
- c) Expected follow-up of other researchers to design and develop learning media movie maker which is higher quality especially materials that are considered difficult and requires learning the media can foster interest of studying Integrated IPS students.

CHAPTER VI

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Kelas VIII MTS Negeri Pandaan



Watching Movie Maker about Taxiaton



Students answer question



Activity on the class while watching movie maker



APPENDIX 1
Score of Questionnaire

No	Responden	Butir Pertanyaan										Jumlah		
		1	2	3	4	5	6	7	8	9	10			
1	X1	3	3	4	3	3	2	3	3	3	3	30		
2	X2	4	3	4	4	3	4	4	3	3	4	36		
3	X3	4	3	4	4	3	4	4	3	3	4	36		
4	X4	4	3	4	4	3	4	4	3	3	3	35		
5	X5	3	3	3	4	3	2	2	2	3	3	28		
6	X6	4	3	3	3	4	3	3	3	2	4	32		
7	X7	4	3	4	4	3	4	4	3	3	2	34		
8	X8	4	3	4	4	3	3	3	3	3	4	34		
9	X9	3	4	3	3	4	2	3	3	3	4	32		
10	X10	3	3	4	4	4	4	4	3	3	4	36		
11	X11	4	3	3	3	4	2	3	4	2	4	32		
12	X12	3	3	4	3	3	3	3	4	3	3	32		
13	X13	4	3	4	4	3	4	4	3	3	3	35		
14	X14	3	3	4	3	3	4	3	3	3	3	32		
15	X15	3	3	4	3	3	4	3	3	3	3	32		
16	X16	3	3	3	4	4	3	3	4	4	4	35		
17	X17	3	3	4	4	3	3	3	3	3	4	33		
18	X18	3	3	4	3	3	3	3	3	4	3	32		
19	X19	4	3	4	3	3	3	3	3	3	4	33		
20	X20	3	2	3	3	4	2	4	2	3	4	30		
21	X21	4	3	3	3	3	4	4	3	3	4	34		
22	X22	4	3	3	3	4	4	4	3	3	3	34		
23	X23	3	3	2	3	3	4	4	3	3	4	32		
24	X24	3	2	3	3	4	2	4	2	3	4	30		
25	X25	3	2	3	3	4	2	4	2	3	3	29		
26	X26	4	2	2	3	4	3	3	3	4	2	30		

27	X27	2	3	3	4	3	4	2	3	3	2	29		
Total		92	78	93	92	91	86	91	80	82	92	877		
Nilai Maksimal		108	108	108	108	108	108	108	108	108	108	1080		
Presentase		85%	72%	86%	85%	84%	80%	84%	74%	76%	85%	81%		
Kriteria kevalidan		Valid	Cukup valid	Valid	Valid	Valid	Valid	Valid	Cukup valid	Valid	Valid	Valid		



APPENDIX 2
Analysis of Data Before And After Test With SPSS 16.0

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
beforetest	33	74.8485	9.05580	82.008
aftrtest	33	91.8182	8.08337	65.341
Valid N (listwise)	33			

Descriptive Statistics

	Mean	Std. Deviation	N
beforetest	74.8485	9.05580	33
aftertest	91.8182	8.08337	33

Correlations

		beforetest	Aftertest
Beforetest	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.005
	N	33	33
Aftertest	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.005	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	beforetest	74.8485	33	9.05580	1.57641
	aftertest	91.8182	33	8.08337	1.40713

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	beforetest & aftertest	33	.473	.005

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	beforetest - aftertest	-1.69697E-1	8.83348	1.53771	-20.10191	-13.83748	-11.036	32	.000

APPENDIX 3

Calculate of Data Before and After Test Manual

No	Nama Siswa		Pre test (X1)	Pro Test (X2)	$x1-x2= d$	d2
1	ABDUH ROHMAH		8	8	0	0
2	ADITYA YONI P.P		8	8	0	0
3	ALFIAN RAHMADANI		8	10	-20	400
4	ALFIRA ULFA K.		8	10	-20	400
5	ALYA RAFIKA S		6	9	-30	900
6	ANDI FIRMANSYAH		8	10	-20	400
7	DIAS BRIAN P		8	10	-20	400
8	ELANG REZKY P		6	9	-30	900
9	FARIDZ YUSUF P		8	10	-20	400
10	FERRYAWAN ANGGA P		6	9	-30	900
11	GHOLIS SETYANI		8	9	-10	100
12	INDRA SUSANTO		8	10	-20	400
13	IRFAN WAHYUDI		8	9	-10	100
14	KETI SUJATI		6	8	-20	400
15	KRISTIN MAULIDYAH		8	8	0	0
16	M SYAHRUL FIQH		7	9	-20	400
17	M SALMAN AL FARISI		6	8	-20	400
18	M RUDIANTO		8	10	-20	400
19	MAYLINA SURYANI		8	10	-20	400
20	MUFIDATUN		8	10	-20	400

	NISA					
21	MUHAMMAD FARHAN P		7	8	-10	100
22	MUHAMMAD RIZAL M		8	10	-20	400
23	MUHAMMAD NAFIS S		8	8	0	0
24	MUKHAMMAD YOVI A		6	8	-20	400
25	NOVI WIDARWATI N		6	9	-30	900
26	RACHMAD ANDRE V		8	10	-20	400
27	RISKI PURNAMA		8	10	-20	400
28	SANATI NUR FADILLAH		8	10	-20	400
29	SELLY RUMZATUL I		6	9	-30	900
30	SEPTIAN DWI CAHYO		8	9	-10	100
31	TAUFIKUR ROCHMAN		8	9	-10	100
32	YURIDA ZANI		8	9	-10	100
33	FIRDAUSI INTAN PER		9	10	-10	100
					560	12000

$$d = \frac{\sum d}{n} = \frac{560}{33} = 16.96969696$$