

The Development of Media for The Atmosphere Topic Using Autoplay  
To Improve Learning Effectiveness Of X-IPS Grade At MAN Jember 1

THESIS

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INTERANTIONAL CLASS PROGRAM

SOCIAL SCIENCE EDUCATION DEPARTEMENT

TARBIYAH AND TEACHER TRAINING FACULTY

MAULANA MALIK IBRAHIM STATE UNIVERSITY MALANG

JUNE, 2016

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THESIS

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

In Partial Fulfillment of the Requirements for *the Degree of Sarjana Pendidikan*  
(S. Pd)

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AT MAN JEMBER 1

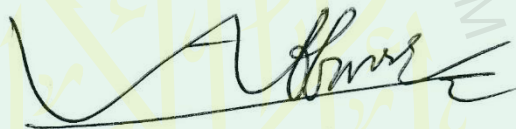
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## LEGITIMATION SHEET

THE DEVELOPMENT OF MEDIA FOR THE ATMOSPHERE TOPIC USING  
AUTOPLAY TO IMPROVE LEARNING EFFECTIVENESS OF X-IPS GRADE  
AT MAN JEMBER 1

### THESIS

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has been defended and approved by the board of examiners on **21th of June 2016**  
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### ***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.*

*This Thesis I dedicate to my beloved people whom I loved  
I dedicate for my beloved parents, my mom Dra. Wastiyem and my dad Ir. Djayadi without they I cannot do like now.*

*I dedicate for my beloved brother Fiky Dwi Jaya.  
I dedicate for my beloved friend Isma Yaumil Azizah, she always support me for do the thesis.*

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

## Motto

***Learn from the past, live for the today, and plan for tomorrow***

***From the education system that proved successful in the world, self-image is more important than the subject matter. (Gordan Dryden)***





Dr. H. Abdul Bahsith, M. Si  
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**ADVISOR OFFICIAL NOTE**

Matter : Thesis of Linda Maulidiah

Malang, 10<sup>th</sup> May 2016

Appendixes : 4 (Fourth) exemplar

To Whom It May Concern  
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*Assalamualaikum Wr. Wb.*

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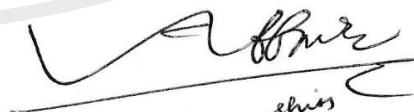
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Title of Thesis : **“THE DEVELOPMENT OF MEDIA FOR THE  
ATMOSPHERE TOPIC USING AUTOPLAY TO IMPROVE LEARNING  
EFFECTIVENESS OF X-IPS GRADE AT MAN JEMBER 1”**

As the advisor, we argue that this thesis has been proposed and tested decent. So, please tolerate presence.

*Wassalamualaikum Wr. Wb.*

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### DECLARATION OF AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled *"THE DEVELOPMENT OF MEDIA FOR THE ATMOSPHERE TOPIC USING AUTOPLAY TO IMPROVE LEARNING EFFECTIVENESS OF X-IPS GRADE AT MAN JEMBER 1"* is truly my original work. It does not incorporate any materials previously written or published by another person, except those in quotations and bibliography. Due to fact, I am the only who responsible for the thesis if there is any objection or claim from others.

Malang, 10<sup>th</sup> June 2016



Linda Maulidiah



## PREFACE



All praise be to Allah the all mighty, who has giving us mercies and blessing until I can finish this thesis on the title *“The Development of Media for the Atmosphere Topic Using Autoplay to Improve Learning Effectiveness of X-IPS Grade At MAN Jember 1”* on time. My Sholawat and Salam always be presented to our prophet Muhammad SAW, the last messenger of Allah who has save the human’s life from destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the last task of academic requirement as the last task for getting bachelor or under-graduate degree.

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2. Dr. H. Nur Ali, M.Pd Dean of Tarbiyah and Teaching Science Faculty.
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The last, author believe that there are so many mistake in this thesis, so that I never forget to ask some suggestion for the mistake in this thesis. May Allah give us his mercies and blessing.

Malang, 10<sup>th</sup> June 2016

The author

## ARAB-LATIN TRANSLITERATION GUIDELINES

Writing Arabic-Latin transliteration of this thesis using the guidelines of the Joint Ministerial decision based on transliteration Religion of Indonesia and Minister of education and culture of INDONESIA No.158 year of 1987 and no. 0543 b/U/1987 that generally can be described as follows :

### A. The 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	= <u>h</u>	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 Vowels

Long vocal (a)	=	a
Long vocal (i)	=	i
Long vocal (u)	=	u

### C. Vocal Diphthong

أُ	=	aw
آي	=	ay
أُو	=	u
اي	=	i

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## ABSTRAK

Maulidiah, Linda. 2016. *Pengembangan Media untuk Topik Atmosfer menggunakan Autoplay untuk Meningkatkan Efektivitas Pembelajaran pada kelas X-IPS di MAN Jember 1*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing skripsi : Dr. H. Abdul Bahsith, M. Si

*Kata Kunci: Media, Autoplay, Atmosfer, Efektifitas Pembelajaran*

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Penggunaan media pembelajaran didalam proses pembelajaran akhir-akhir ini sangat terkenal. Beberapa guru menggunakan media untuk mendukung proses pembelajaran karena dianggap mudah dan lebih efisien dibandingkan dengan menggunakan metode konvensional seperti ceramah atau diskusi. Media pembelajaran yang sering digunakan oleh guru-guru berupa video dan gambar, hal ini dirasa kurang karena siswa hanya bisa berfikir secara abstrak. Untuk mewujudkan pembelajaran yang bersifat inovatif dan interaktif dibutuhkan pengembangan media pembelajaran yang dikemas dengan multimedia interaktif berbasis Autoplay. Pengembangan media pembelajaran Autoplay mampu meningkatkan hasil pembelajaran siswa-siswi khususnya pada materi Atmosfer.

Penelitian ini menggunakan jenis penelitian pengembangan yaitu *Research and Development* (R&D). Dengan menggunakan model ASSURE (*Analyze, Select Objectives, Select Material, Utilze the media, Requirements and Evaluation Revise*). Penelitian ini dilaksanakan di MAN Jember 1, kelas X IPS 1 dengan siswa yang berjumlah 31. Hasil wawancara guru Geografi yang didapatkan adalah kurangnya penggunaan media pembelajaran interaktif dan sangat sukar untuk mempelajari materi atmosfer selain dari video dan gambar.

Berdasarkan hasil validasi ahli didapatkan bahwa penilaian oleh validasi ahli materi siklus pertama menunjukkan kualifikasi “Baik” dengan prosentase 78,67% yang berarti media Autoplay valid dan tidak revisi sedangkan untuk validasi ahli design siklus pertama yaitu 69,8% yang berarti media Autoplay tidak valid dan masih memerlukan revisi produk. Kemudian hasil penilaian validasi oleh ahli materi untuk siklus kedua menunjukkan kualifikasi “Baik” dengan prosentase 88% yang berarti media Autoplay valid dan tidak revisi sedangkan untuk validasi ahli design menunjukkan kualifikasi “Baik” dengan prosentase 86,68% yang berarti media Autoplay valid dan tidak revisi. Pada hasil uji coba diperoleh nilai 78,06. Dengan perhitungan menggunakan uji t dengan tingkat kemaknaan 0,05 diperoleh hasil  $t_{hitung} \geq t_{tabel}$  yaitu  $-7,9 \geq 2,000$  artinya  $H_a$  diterima dan  $H_o$  ditolak. Hal ini juga ditunjukkan dengan perolehan hasil yang menunjukkan bahwa sebelum menggunakan media pembelajaran Autoplay hasil rata-rata yang diperoleh siswa adalah 58,68 sedangkan setelah menggunakan media pembelajaran naik menjadi 78,08. Indikator tingkat keefisienan penggunaan media pembelajaran ini terlihat

dari semangat siswa sejak pertama memasuki ruangan kelas, dan mendapatkan pembelajaran yang menarik. Siswa lebih mengerti materi yang disajikan dengan cara simulasi bergerak dan tidak cepat bosan didalam pembelajaran.



## ABSTRAC

Maulidiah, Linda. 2016. *The Development of Media for the Atmosphere Topic using Autoplay to Improve Learning Effectiveness of X-IPS Grade at MAN Jember 1*. Thesis, social Science Education Program, Tarbiyah and Teacher Training Faculty, State Islamic University of Maulana Malik Ibrahim Malang. Advisor : Dr. H. Abdul Bahsith, M. Si

*Keyword: Media, Autoplay, Atmosphere, Learning Effectiveness*

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Utilize of learning media in the learning process in this day is very famous. Some of teachers are using the media to support the learning process because it is considered easier and more efficient than using conventional methods such as speech or discussions. Learning media often used by teachers in the form of videos and pictures, this felt less because students can only think in the abstract. To realize the learning that is both innovative and interactive learning media development is required which packed with interactive multimedia-based on Autoplay. Learning media development Autoplay able to improve learning outcomes students especially on the material atmosphere.

This research uses a type of development research, namely Research and Development (R&D). With using ASSURE model (Analyze, Select Objectives, Select materials, Utilze the media, Requirements and Evaluation of the revised). This research was carried out in MAN 1 Jember, class X-IPS 1 with students totaled 31. Geography's teacher interview results obtained was the lack of interactive learning media use and very difficult to learn the material atmosphere apart from videos and pictures.

Based on the results of validation experts obtained that assessment by expert validation material first cycle qualifications shows "good" with a percentage of 78.67% which means media Autoplay is valid and not revised whereas for validation experts design first cycle that is 69.8% which means invalid Autoplay media and still require a revision of the product. Then the results of the validation by an expert assessment of the material for the second cycle qualifications shows "good" with percentage 88% which means media Autoplay is valid and not revised whereas for validation experts design shows "good" qualification with the percentage of 86.68% which means media Autoplay is valid and no revision. On the results of trials retrieved value 78.06. With the calculation using the t-test with a significance level of 0.05 retrieved results  $t_{hitung} \geq t_{tabel}$  that is  $-7.9 \geq 2.000$   $H_a$  means received and  $H_o$  is rejected. This is also demonstrated by the acquisition of the results shows that before using the learning media Autoplay average results obtained by students is 58.68 while learning to use media after rising to 78.08. Level indicator efficient of media use this learning seen from the spirit of the students since



the first class entered the room, and get an interesting learning. Students better understand the material being presented by means of simulation of moving and not quickly bored in learning.



## خلاصة

مولدية، لين دا. 2016-تطوير وسائل الإعلام لهذا موضوع الجو باستخدام التشغيل التلقائي لزيادة فعالية التعلم في الفصل العاشر "تعليم العلوم الاجتماعية" في المدرسة العالية الحكومية جيمبر 1. أطروحة تعليم العلوم الاجتماعية، وكلية التربية وطرق التدريس، جامعة إسلامية حكومية مولانا مالك إبراهيم. المشرف: الدكتور الحاج عبد الباسط، المجستر.

بعض المدرسين يستخدمون وسائل الإعلام ليسهل في التعلم من استخدام أساليب المحاسبة مثل المحاضرات أو المناقشات. لتحقيق التعلم المبتكر والتفاعلي. تطوير وسائل الإعلام 'تشغيل تلقائي' قادرة على تحسين التعلم الطلاب خصوصاً في تعلم الغلاف الجوي

يستخدم هذا البحوث وهو البحث والتنمية. (R&D) باستخدام ASSURE (تحليل، وتحديد الأهداف، تحديد المواد، أوتيلزي وسائل الإعلام والاحتياجات والتقييم المنقح). أجرى هذا البحث في المدرسة العالية الحكومية جيمبر 1، فصل العاشر "تعليم العلوم الاجتماعية" بعدد 31 الطلاب. نتائج المقابلة مع المعلم اناستخدام التشغيل التلقائي في تعلم الغلاف الجوي نادر.

استناداً إلى نتائج الخبراء التحقق من الصحة التي تم الحصول عليها أن التقييم من قبل الخبراء التحقق من صحة المواد المؤهلات يوضح "جيدة" مع نسبة مئوية من 78.67% مما يعني وسائل الإعلام 'تشغيل تلقائي' الدورة الأولى صالحة ولم ينقح حين للتحقق من صحة خبراء تصميم الدورة الأولى أي 69.8 في المائة مما يعني الوسائط 'تشغيل تلقائي' غير صالح ولا تزال تتطلب تنقيحاً للمنتج. ثم يظهر نتائج التحقق من صحة تقييم خبراء من المواد لمؤهلات الدورة الثانية "جيدة" بنسبة 88%، مما يعني وسائل الإعلام 'تشغيل تلقائي' صالحاً ولم

ينجح بينما يظهر تصميم الخبراء للتحقق من صحة مؤهلات "جيدة" مع النسبة % 86.68 مما يعني وسائل الإعلام 'تشغيل تلقائي' صالحاً ولا مراجعة. استرداد قيمة 78.06 على نتائج المحاكمات. مع حساب استخدام الاختبار t مع مستوى الأهمية من ثيتونج النتائج المسترجعة  $0.05 \leq$  تايل  $2.000 \geq$  IE-7.9 هكتار الوسائل الواردة وهو مرفوض. ويتجلى هذا أيضاً اقتناء يبين النتائج التي يتم 58.68 أثناء التعلم باستخدام وسائل الإعلام بعد أن ارتفع إلى 78.08 قبل استخدام وسائط التعلم التلقائي متوسط النتائج التي حصل عليها الطلاب. مؤشر مستوى كيفيسينان وسائل الإعلام استخدام هذا التعلم ينظر إليه من روح الطلاب منذ أن دخل الغرفة من الدرجة الأولى، والحصول تعلم مثيرة لاهتمام. الطلاب فهم أفضل في الحاضر المادية المقدمة عن طريق المحاكاة المتحركة ولا بسرعة بالملل في التعلم.

## CHAPTER I

### INTRODUCTION

#### A. The Background

Trend utilize media as equipment on the learning process, in this days is very popular many teacher and school prefer to use it as learning support. Various learning media which available to supporting on the learn process as power point, interactive media, picture, internet is one of technology of media which intrest in students learning. Besides trend uses media in learning process also supports with some of application to made media as macro flash video, movie makker, adobe flash and autoplay. All of the application researcher take autoplay softwere, beside more effisien and this application represent all the softwere component already complate with some program to support learning. This softwere is very easy to uses better than another softwere.

MAN JEMBER 1 as one of the Islamic school sequential in Jember residance, It's proved by various students achivement on residence level, province and national level. As the one of sequential school of course in the school also equipped with many technologies as supporting on learning process. However, not at all the teachers uses electronic media as supporting learn like LCD and laptop. This one proved when researcher do observe in school, not it all teachers using LCD and power point. Most of teacher using teacher centre method over all uses discuss method and question-answer

method. Therefore, it's needed an interesting media to achieve the purpose of learning goals effective and efisien especially on the geography learning subject. On the learning process in this subject, students aren't only presented ilustration picture but also with video, simulation, phenomenon around it. But in fact the field not at all the teacher use learning media are very rarely and there were never used at all. According to interview with georaphy's teacher miss Rina Poedjiastutik *"On the learning process, isn't only me which uses power point or talk method and discuss but all of the teacher in this school uses it. Sometimes feel borred because uses media also for long time to made it"*.

Utilize modul or LKS thought to be less efficient because many material offered not detail and just point of the material without known about the based concept. Meanwhile the students also less interested, beside the lack of a supporting picture for sub material this happend made students as learner just take and not interest in learning and seems boring. Most of students more interesting with learning process which uses many picture, video, and some of instruction teks. According to Richard E. Mayer Research's instructional massage from Multimedia there are 3 the first is the idea of instructions comprise with Communication and presentation. Secoundly is students understanding with improve the learning outcomes and the last is instructional massage from multimedia uses picture, video or animation.

Meanwhile by Walter Dick and Lou Carey Defining Learning is a series of events or activities that are delivered in a structured and planned to use one or more types of media.<sup>1</sup> With using autoplay students more interest on learning activity, not passive and can be contribute with new idea on the learning process.

With Autoplay as learning media hopefully teacher and students it can be many interaction. The benefit of this program beside to use more easily and also made an interest for students to be increasing on study. Furthermore the benefit expecially for the teacher besides made students for active in learning process also made the students longer interaction and esier for teachers made learning atmosphere will be effieciently and conducive.

All this time uses autoplay softwere as learning media expecially for geography learning subject is very less. Besides made it take a long time and need accuracy. Many teachers uses power point as learning supports, another way uses video or audio visual media. Meanwhile on geography learning process for atmosphere topic is very difficult for student just imagine how the natural state out of space. So on in this problem researcher uses autoplay media and hopefully users (teacher) and students it can be esier on learning process.

According Ayat Qur'an : *Allah said in Q.S Al-Ma'idah ayat 16:*

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<sup>1</sup> Benny A.Pribadi,*Model Desain Sistem Pembelajaran* (Dian Rakyat:Jakarta, 2010) page 11



يَهْدِي بِهِ اللَّهُ مَنِ اتَّبَعَ رِضْوَانَهُ سُبُلَ السَّلَامِ وَيُخْرِجُهُم مِّنَ الظُّلُمَاتِ  
إِلَى النُّورِ بِإِذْنِهِ وَيَهْدِيهِمْ إِلَى صِرَاطٍ مُسْتَقِيمٍ ﴿١٦﴾

*“Wherewith Allah guideth all who seek His good pleasure to ways of peace and safety, and leadeth them out of darkness, by His will, unto the light, - guideth them to a path that is straight.”*

Explanation of the above verse is a human as his creatures should be guided by the holy book (Qur'an) to deliver people to the street a brightly lit. In the context of this innovation is carried out in support of education. These innovations are making the media a useful learning for students in MAN Jember 1.

There for, in this research the researchers using R&D method (Research and Development) with the title **“The Development of Media for The Atmosphere Topic Using Autoplay to Improve Learning Effectiveness of X-IPS Grade at MAN Jember 1”**.

## **B. Research Questions**

1. What are the proses of The Development of Media for The Atmosphere Topic Using Autoplay to Improve Learning Effectiveness of X-IPS Grade at MAN Jember 1?
2. What are the validity of media Autoplay for Atmosphere topic to improve learning effectiveness of X-IPS grade at MAN Jember 1?

### **C. Aim of Research**

1. Understanding the process of developing Interactive Multimedia Autoplay for Geography subject Atmosphere topic to improve learning effectiveness of X-IPS grade at MAN Jember 1.
2. Understanding and analyzing the validity of uses Interactive Multimedia Autoplay for Geography subject Atmosphere topic to improve learning effectiveness o X-IPS grade at MAN Jember 1.

### **D. Significant of The Study**

In this Research,I'll explain about significant study of my research. The first is benefit for the Teachers and the students will be uses this media. To esier in learning process acctually for Geography learning subject in the topic Atmosphere. The secoundly is for the school which approve for test product. The third for the Faculty and university because without faculty and university researcher can not do the research about autoplay softwere and improve the product to test about validity material and design media. The last for the Researcher for complately the reset about Learning Interactive Media.

### **E. Assumsing Development**

This Research using Learning Model According to Sharon E. Smaldino, James D. Russel, Robert Heinich and Michael Molenda (2005) "ASSURE" (Analyze Learners, State Objectives, Select Methods,Media and Materials, Utilize Materials, Requires Learner Participation, Evaluate

and Revise). The Focus of “ASSURE” Model on lesson plan to uses in learning situation. Base on Theory of Robert M. Gagne about “*Events of Instruction*”, According to Gagne Learning design which effective must have students learning motivate.<sup>2</sup> When Researcher Interview at Man Jember 1 on 23th of September 2015, the teachers of Geography Learning subject told me that “*On the Learning process, isn't just me uses Power point or video in learning process but all of the teacher uses it. Sometimes feel borred but there is no longer media to use it*”. So on this problematic researcher take a “ASSURE” because is relevan with students needs.

It is already explained on the background of study about regarding of the school and students during the learning process is relevan. Therefore, on this problem researcher choose “ASSURE” because relevan with students and school needs.

#### **F. Limmitation of The Study**

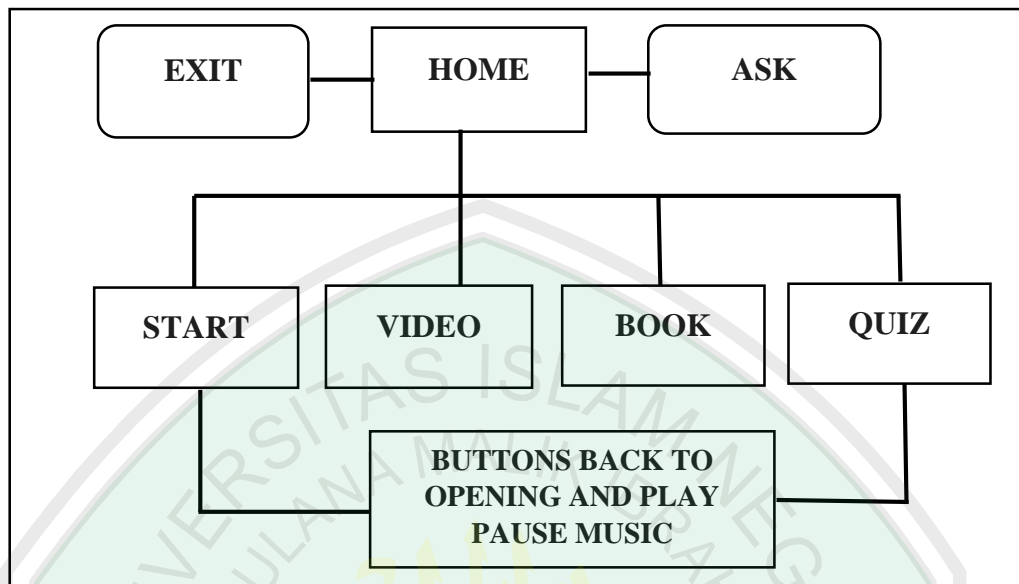
In the Geography Subject there are many standart competences and basic competances but in this research the focus to the Atmosphere topic view on standart competences and basic competences.

#### **G. Specification of The Product**

Autoplay Product specifications different from on the other product can be described on these concepts:

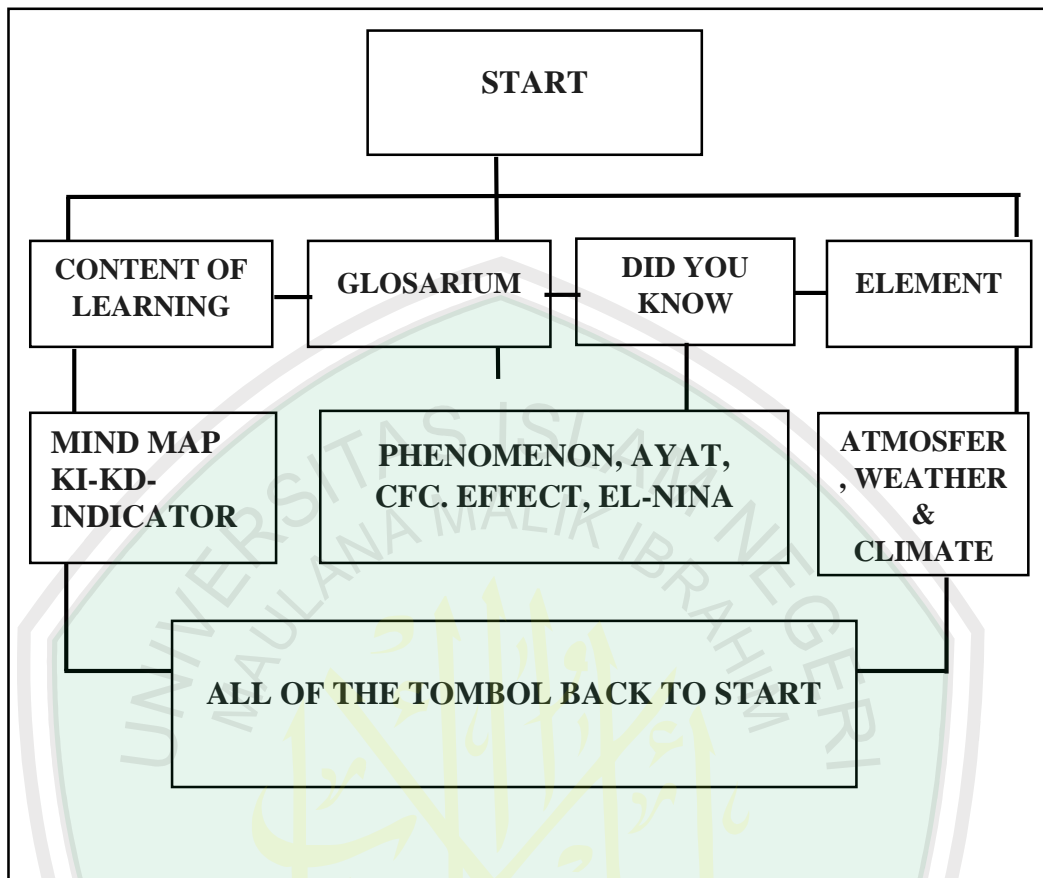
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<sup>2</sup>Benny A.Pribadi (*ibid.*,page 111)



**Figure 1.1 The concept of home structure**

On Figure 1.1 can be explain structure concept that exist on home's autoplay media, there are several components Start, Video, Book, and Quiz. In this component has been equipped with **"BACK"** button which function back to the main menu **"HOME"**. Beside on display menu also include **"PLAY-PAUSE MUSIC"** which useful to lay off temporary music. Futhermore, on points button such as start there are several components inside the learning content, glossary, did you know (information science), also the elements of weather and climate. Then on any content start display menu has other points are illustrated on these concept :



**Figure 1.2 The concept of start structure**

On **START** point any component has some points which different with the other product. Moreover all the *back* buttons back to display menu on each points and any points has *back* button which back to display menu on the learning content.

## **H. Definition of The terms**

### **1. Interactive Multimedia (Autoplay)**

Multimedia comes from the word *multy* it's mean multipurpose and *media* from Latin language *medium*, it's mean carriers of information

referring to a source and a recipient.<sup>3</sup> Multimedia means Media (tool) is versatile for the delivery of information in the form of text, audio, visual, video, and people as the intermediary. Meanwhile multimedia interactive is the resulting product can be either hard or soft file files such as CD (Compact Disk), which also has audio-visual elements. Interactive Elements that are designed for that use are active users or operators who run the media.

Autoplay is a equipment form of computer softwere which include already many application to supports made media as visual, audio, music, massage teks and illustrate. It was appropriate to use for presentation about learning materials. With autoplay not only showing material and video but also we can input a flash for simulation, moving picture, quiz creator on this program.

## 2. Atmosphere Topic

The definition about geography is the study about the earth that already icludes some basic material such as the history of formation earth, pedosphere, athmosphere, hidrosphere (hydrology), biosphere and antroposphere. The focus study is learn about atmosphere and it's parts. The material about components air forming on the earth many much there are Carbon dioxide, Oxygen, Nitrogen, Argon, Helium,

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<sup>3</sup> Sharon E. Smaldino dkk, *Instructional Technology & Media for Learning* (Jakarta : Kencana, 2011) page 7

Neon, Krypton, Xenon, water vapor. All this gas is foaming of the layers of the atmosphere. Atmosphere divide on 6 there are troposphere, stratosphere, mesosphere, thermosphere and exosphere.

### 3. Learning Effectiveness

According to Richard E. Clark, supported by Robert M. Gagne's theory that the media does not impact on learning. But "*Learning caused due the method of instruction and media will be present*".<sup>4</sup> Based on Gagne, we can know about effectiveness of learning uses interactive multimedia or computer as learning media.

#### I. Previous Study

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

<sup>4</sup> Ernest H. Joy II, Ph.D. , *Measuring Learning Effectiveness: A New Look at No-Significant-Difference Findings*, (Florida Institute of Technology : June 2000) Page : 34.

	<i>Satu Atap Pasuruan.</i>			
2.	Maryana, <i>Pengembangan Media Autoplay untuk Meningkatkan Konsentrasi Belajar dan Prestasi Belajar Siswa Mata Pelajaran Geografi kelas X MA Zainul Ulum Ganjaran Gondanglegi Malang</i>	<ul style="list-style-type: none"> <li>• Uses Autoplay as independent variable</li> <li>• Uses Geography as the material subject</li> <li>• The object Senior High School Student grade X</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 1 KD and focus topic and material</li> <li>• Uses quiz creator as evaluation</li> <li>• The dependent variable to Improve “Konsentrasi Belajar and Prestasi Belajar”</li> </ul>	Uses Athmosphere as a topic of learning.
3.	Sheylla Whita 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"> <li>• Uses Interactive as Independent Variable</li> </ul>	<ul style="list-style-type: none"> <li>• Uses Students output as Dependent variable</li> <li>• Based on Borg &amp; Gall Theory (10 steps-but simplified become 8 steps)</li> <li>• The Material about Interaction of Human and Environment</li> <li>• The object for Junior High School students</li> </ul>	Uses kognitive learning theory, based on Robert M. Gagne learning model event instruction.



4.	Hafidatul Rosidah, <i>Penerapan Pembelajaran Interaktif (Autoplay) dalam meningkatkan Motivasi belajar Siswa Pada Mata Pelajaran IPS Kelas VII di Mts Miftahul Hasanah Gondosuli Probolinggo.</i>	<ul style="list-style-type: none"> <li>• Uses Interactive as Independent Variable</li> </ul>	<ul style="list-style-type: none"> <li>• Uses Learning Motivation as Dependent variable</li> <li>• The Material is Social Science</li> <li>• The object for Junior High school students</li> </ul>	The object of study is Senior High school students.
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**Tabel 1.1 Previous Study**

- a. Ainul Yakin, *Teaching History Subject Through The Utilization of Autoplay Multimedia to Improve Students Achievement of VII-A Grade At SMPN 3 PURWOSARI Satu Atap Pasuruan*, 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 secound cycle. 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. Sheylla Whita 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%.



## CHAPTER II

### LITERARY VIEW

#### A. Development of Learning Media

Development of learning media, always related to innovation or make a product which supports a process of learning. It's many much media which support of learning, based on print materials and based learning media on computer technology. Development of learning media also followed by design concept as the first step on made learning media. The firstly before compose a learning media, required conceptualize how to action should be taken during the learning process. The activities conducted that psychologice that is activities that constitute implementation process or practice.<sup>5</sup> The process of learning in the end will be establish a learning experience to students.

Additionally learning concept on preparing and developing a learning media is also required some of criteria on making. The ideal criteria on making learning media there are 4 kinds of related with learning content and learning goal, provide convenience to students and teachers as users

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<sup>5</sup> Dr. Rusman, M.Pd, dkk. *Pembelajaran berbasis Teknologi Informasi dan Komunikasi Mengembangkan Profesionalitas Guru* (Jakarta : PT Rajagrafindo Persada.2011) page 7

learning media, an interesting learning media for presentation and has function on learning content also useful in learning activities.<sup>6</sup>

### **1. The definition of learning media**

One of the important component in learning is media. Media derived from the “medius” word it’s mean medium, intermediary or deliver information. The definition of learning media is instrument or the shaped of stymulus that serve to convey the massage of learning.<sup>7</sup> Meanwhile according to Gagne media is the various types of component in the environment of students who can stimulate students to learn.<sup>8</sup> As tools to improving learning activities in classroom, learning media will be better should have some requirements that have clear purpose in the process of development and uses it.

In this aspect learning media should have some of criteria on making and developing, media will be uses should be relevan with content material and purpose of learning. Beside learning media also should be improve student’s learning motivation, this is useful for memorizing the material that have been studied and also give feedback to the students to critical thinking about a problem that exists with the phenomena related with the material.

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<sup>6</sup> Dr.St.Mulyanta,M.Kom & Marlon Leong,S.Kom.,M.Kom. *Tutorial membangun multimedia Interaktif Media Pembelajaran* (Yogyakarta : Universitas Atmajaya.2009) page 3

<sup>7</sup> Dr. Rusman,M.Pd, dkk. (*op.cit.*, page 60)

<sup>8</sup> Dr. HM. Musfiqon, M.Pd. *Pengembangan Media & Sumber Pembelajaran* (Jakarta : Prestasi Pustaka.2012) page 27

## 2. The function of learning media

Utilizing learning media in process of learning beside easier for teacher to using a learning media device. The another function of media are clarify, simplify and make students interested in lesson as well as it can be uplifting and student's learning motivation. According to Raharjo (1991) learning and teaching activities that will be more effective and easily when helped with visual means, research proved 11% are studied through the senses of hearing and 83% vision senses through.<sup>9</sup> From the result of this research it can be concluded that if combine both of these aspect the memorize of student will increase from what they saw and heard.

More details about the function of learning media according to Dr. H.M Musfiqon, M.Pd learning media serves to :

- a. Increase the effectiveness and the efficiency of learning.
- b. Increase the passion of learning students.
- c. Increase the interest and motivation to learn.
- d. Making the students interact directly with reality.
- e. Cope student learning modalities.
- f. Streamline the communication process in learning.

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<sup>9</sup> Dr. Rusman, M.Pd, dkk. (*ibid.*, page 65)

g. Improving the quality of learning.<sup>10</sup>

From the function that has been described the main functions of learning media is improving the quality of learning in the classroom, giving students motivation to learn the way of communication for effective learning. Hopefully, through this learning media, presentation materials are expected to be applied and understood by students.

### **3. The concept and theory of learning media**

In development of learning media, before we are begin to design a learning media. The firstly is define the concept, model and theory will be used. In this research, researcher uses the concept and model ASSURE (Analyze, Statae objectives, Select methods, media and material, Utilize methods, media and material, Requires learner participation, Evaluate and revise). The concept of ASSURE study was first develop by Sharon E. Smaldino, Robert Heinich, James D. Russel dan Molenda. This model based on learning model by Robert M. Gagne that is Event Instructional, this leraning model based on cognitive learning theory that learning is a process mentally active to acquire, remember and using knowledge.<sup>11</sup>

Cognitive learning theory view that in learning process students are required to be active not only receive a subject material but required to think

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<sup>10</sup> Dr. HM. Musfiqon, M.Pd, (*ibid.*,page 35)

<sup>11</sup> Benny A. Pribadi, (*ibid.*, page 78)

critically and be able to solve the problem on learning. In this concept of cognitive learning which emphasized is concrete concept according to Gagne that a concept shows an object properties or object.<sup>12</sup> In shaping a model of learning required the concept, through cognitive approach then Gagne emphasized with concept as based on begin learning process. In this concept about cognitive approach then Gagne combine 5 learning strategy, 3 of them based on the taxonomy bloom. The learning strategy according to Gagne there are strategy cognitive, intellectual skills, attitude, information verbal, motoric skills.<sup>13</sup> Based on analyze from cognitive theory and learning strategy, then analyze about events of learning according to Gagne eventually formed event instruction.

Event Instruction are :

- a. Activate the motivation.
- b. Notifying purpose of learning.
- c. Direct attention.
- d. Stimulating the memory.
- e. Provide tutoring.
- f. Increase retention.

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<sup>12</sup> Prof. Dr. Ratna Wilis Dahar, M.Sc. *Teori-teori Belajar & Pembelajaran*. ( Jakarta : Erlangga, 2011) page 119

<sup>13</sup> Prof. Dr. Ratna Wilis Dahar, M.Sc. (*ibid.*, page 118)



- g. Help transferring of learning.
- h. Showed the best ability and provide feedback.<sup>14</sup>

Through this events instructional, Gagne argued that through this strategy appears the assumption in the learning design system that includes :

- a. Learning design system designed to achieve learning objectives
- b. The application of learning design will be help the students for achieve competence and the purpose of learning
- c. Learning is a process requires some variable there are learner's perseverance, time allowed, quality of instruction, aptitude, learner's ability.
- d. The model of learning design system can be applied in various level. Customizable learning activities both of macro and micro.
- e. Leaning design is recurring design. The process of learning design occur repeatedly in the making, besides need time. A decent learning media requires revision and evaluation continously to obtain good result.
- f. Learning design is an activity that contains a number of sub-process relating between one and another. For exemple requires the

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<sup>14</sup> Prof. Dr. Ratna Wilis Dahar, M.Sc.(*ibid.*,page 127)

involvement of students in learning process.<sup>15</sup>

## **B. Multimedia Interactive**

### **1. The Definition of Multimedia**

Multimedia common from word “multy” meaning is much, and “medium” meaning is deliver on bring infotmation. The definiion of multimedia is presentations media using teks, audio, visual at the same time. According to Hofsteter, (2001) Multimedia is utilization of computer for create and combine teks, graphic, audio, moving picture (video and animation) with combining links and tools that allow user to navigate, interact and communicate.<sup>16</sup> Meanwhile, according to Richard E. Mayer about multimedia is instructional massage multimedia that convey the massage learning through pictures, by invloving the words in the text submitted an intermediary technology or electronic media.

### **2. The Kind of Multimedia**

Multimedia consist of 6 important categories as based on made text, audio, visual, video, manipulative, and people as a user. The charachteristic of Multimedia consist of 2 aspect that linear multimedia and interactive multimedia :

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<sup>15</sup> Benny A. Pribadi (*ibid.*, page 72)

<sup>16</sup> Dr. Rusman,M.Pd, dkk. (*ibid.*, page 296-297)

a. Linear Multimedia is a multimedia does not completed with control device by user. Linear multimedia is not completed by user. For example film and television

b. Interactive Multimedia is a multimedia which completed with control device that can be operated by the user, so the user can choose what they want to the next process.<sup>17</sup> Products that are often generated from multimedia interaktif shaped CD (Compact Disk) InteraktifProduk, learning application uses computer or android and some of educational game.

In each category in the media shape text, audio, video for sure there are media formats. Media formats are the physical form which contained messages and displayed.<sup>18</sup> Format media in the form of the text power point slide and text book, for visual, audio and video format media usually using CD or DVD depends on use.

### **3. The Function of Multimedia**

In learning uses technology multimedia as media to learning proses there are 3 point :

a. More attracting students

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<sup>17</sup> Yoga P. Wijaya, S.Pd, *Pengertian Multimedia Interaktif*, accessed from (<https://yogapermanawijaya.wordpress.com/2014/04/24/pengertian-multimedia-interaktif-2/>), on 17 May 2016 time 09.00 P.M

<sup>18</sup> Sharon E.Smaldino,dkk. (ibid page 7)

Utilization of multimedia will be more student interest in learning. With the addition of multimedia-based learning, motivating students in learning, students are also more enthusiastic in learning process processed.

b. More effective and efficient

The use of multimedia is considered more effective for the delivery of more detailed information for each point are presented in summary form and concept. In addition, more efficient use of study time. With a little time, students have absorbed a lot of material in the form of images and concepts.

c. More practically

The use of multimedia is very practically, because the teacher or the user does not need to bring textbooks or textbooks. Simply by using a notebook, laptop, or computer and projector learning has been running as usual.

#### **4. Autoplay**

Autoplay is a equipment form of computer software which include already many application to supports made media as visual, audio, music, massage teks and illustrate. According to Ainul Yakin the definition of Autoplay is a multimedia software by intergrating a variety of media types such as visual, music and sound effects that are relevan to the presentation

material will keep cilient (audience) to continue to be attracted attention.<sup>19</sup> Therefore, using autoplay will be better and attract the attention of students.

Autoplay media studio allows users to create media interaktif suit they want. This Software is also very easy in the uses of it is not only programmer but non-programmers create interactive learning media.<sup>20</sup> Autoplay is suitable for use on the subjects of geography, in addition equipped with a wide variety of applications and key instructions. Colouration on the image and the background is equipped with audio, video and materials greatly facilitate researchers in the delivery of learning. It is expected to use autoplay media these students can be more enthusiastic in participating in learning.

### C. Atmosphere

Atmosphere comes from the word atmos it is the mean steam and spahira which means circle. The definition of atmosphere is a layer of gas that protects the Earth and make the Earth's temperature keep warm.<sup>21</sup> The atmosphere in the Earth layer has 6 of them are layers of the troposphere, stratosphere, thermosphere, mesosfer and eksosfer. Each of these layers

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<sup>19</sup> Ainul Yakin, *Teaching History Subject Through The Utilization of Autoplay Multimedia to Improve Students Achievement of VII-A Grade At SMPN 3 PURWOSARI Satu Atap Pasuruan*. (Skripsi UIN MALANG, 2014) page 15

<sup>20</sup> Hari Prasetyo, *Autoplay Media Studio Preview*, accessed from (<http://www.harisprasetyo.web.id/2012/02/autoplay-media-studio-preview.html>) on 18 May 2016 time 2.38 A.M

<sup>21</sup> Bayong Tjasyono. *Klimatologi umum* ( Bandung : Penerbit ITB, 1999) Page 2

has a usability for humans on Earth. In addition the usefulness of atmosphere beside serves to protect the occupants of the earth from ultraviolet radiation and meteor fall, atmosphere as well as the cycle of the site of formation of weather and climate. It has also been described in the Al-Qur'an that is *Q.S Al-Baqarah 2-29* :

هُوَ الَّذِي خَلَقَ لَكُمْ مَّا فِي الْأَرْضِ جَمِيعًا ثُمَّ اسْتَوَىٰ إِلَى السَّمَاءِ  
فَسَوَّاهُنَّ سَبْعَ سَمَوَاتٍ وَهُوَ بِكُلِّ شَيْءٍ عَلِيمٌ ﴿٢٩﴾

*“He was the one God, who makes all that is on Earth for you and he wants towards the sky, and then made his seven heavens. And he Knowing everything.”*

Explanation above the ayat is God created Earth and its contents are then created 7 heavens which could have meant the 7 layers of the atmosphere that protects the Earth from the threat from outside the Earth. As well as making Earth into a warm, human and living beings (animals) can breathe and plants can grow.

#### **D. Learning Effectiveness**

In the concept of learning, effectiveness is learning success as measured from the level of achievement of the objectives after the lesson is completed.<sup>22</sup> Learning to use instructional media should pay attention to

<sup>22</sup> Dr. HM. Musfiqon, M.Pd, (*ibid.*,page 116)

the effectiveness of the medium used, whether the media produced better results in terms of assessment, achievement of competence and success in learning. Effective learning also has principles include :

a. Measuring previous knowledge of the students .

Before determining or providing learning, we must first gather information related to the level of knowledge and skills of students. It is intended as a pre-requisite in starting an effective learning.

b. consideration individual differences

In terms of personality and learning styles of each student is different, effective learning allows individuals to master the material with levels varying abilities, mastering different materials and participation in different activities.

c. Inserting a realistic context

The students will be given a lesson if the knowledge presented is authentic and real. So that students can apply in everyday life.

d. Involving students in relevant practice .

The most effective learning experience is to provide learning experiences that engage students actively. Participation learning in the form of exercise will greatly assist students in improving the possibilities for learning. Exercise, especially in the context of

implementing the technology, skills and new attitudes.<sup>23</sup>



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<sup>23</sup> Sharon E. Smaldino, dkk. (ibid., page 22-23)



## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach

The kind of research in this study is Research and Development or (R&D). The definition of research and development is research methods used to produce a particular product, and test for effectiveness these product.<sup>24</sup> This research is famous with development of product as output. Research and development in scope of education mostly undirected to the development of product, but more than about fundamental research and more to practice.<sup>25</sup>

According to Robert M. Gagne, learning design can be effective is it can be give motivate someone to learn. Research showed that a subjects well design begin with their students interest in learning and then continue the process on the new material presentation to invloved the students in practice with feedback.<sup>26</sup>

The product are not always shaped objects or hardwere, such as book, module and laboratory learning tool. But it could be a softwere, such as computer program for data processing, learning in the classroom, library and laboratory.

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<sup>24</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung : Alfabeta, 2012) page 297

<sup>25</sup> Prof. Dr. Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung : PT Remaja Rosdakarya, 2011) page 165

<sup>26</sup> Sharon E. Smaldino dkk, (*ibid.*, page 111)

## **B. The Developing of Model**

In this research the model uses ASSURE (Analyze learner, State objectives, Select methods, media and material, Utilize media and materials, Require learner participation, Evaluate and revise) , this model based on M. Gagne Theory about Event Instruction. The focus of ASSURE Model on lesson planning to uses in actual learning situation at the class.<sup>27</sup> It is developed to provide convenience of learning activities to be more effective and efficient especially for learning using media and technology.

The learning strategies developed through this model is utilization of learning method, media or teaching materials are uses and students invlovmnt in class. Therefore, to produce a product that can measure the media will be using by researcher as follows :

1. Learning Analyze.
2. State Objectives.
3. Select Strategy, Method, Media and Materials.
4. Utilize Technology, Media and Materials.
5. Requires Learner Participation.
6. Evaluate and Revise.

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<sup>27</sup> Benny A. Pribadi (*ibid.*, page 111)

### C. The Procedure of Research and Development

Procedure development of interactive multimedia Autoplay for Geography subject Atmosphere topic to Improve Learning Effectiveness at MAN Jember 1 by ASSURE Model made through stages :

#### 1. Learning Analyze

In this stage, before conduct the research about development of interactive multimedia is conduct the analyze about geography learning subject. In this stage, observations for analyze students need and the object of research ready to use learning media autoplay.

#### 2. State Objectives

The second stage is planning the material will be used and prepared syllabus, lesson plan related with core competence (KI), basic competence (KD) and indicator of learning.

#### 3. Select Strategy, Technology, Media and Material

The third stage that is select the learning strategy and the method will be used so that learning process to be more effective. The selection of technology and learning media as well as set subject matter systematically.<sup>28</sup> For selection of material and learning media, researcher using atmosphere material with using Autoplay media.

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<sup>28</sup> Sharon E. Smaldino dkk, (*ibid.*, page 123)

#### 4. Utilize Technology, Media and Material

The fourth stage, after set the strategy, method, media and materials has been ready for uses. In this stage, before using learning media we are need the last process 5P there are preview the technology, media and material will be used, prepare the technology, media and material will be used, prepare the environment who will be uses the media, prepare the students to uses the media, provide learning experience for students.<sup>29</sup>

#### 5. Requires Learner Participation

The fifth stage is doing the real test, in this process to be more effective is requires participation of students on during the process of learning more active. This matter need conduct a real test, in this process so that more effectively is need to involve the students during the learning process actively. This is in line with the constructivist idea that learning is an active mental process that builds on the experience of students have.<sup>30</sup> With this experience, then appeared the questions from the students. After activation through a learning process, giving feedback in the form of knowledge of student learning outcomes, which will further motivate students to achieve higher results.

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<sup>29</sup> Sharon E. Smaldino dkk, (*ibid.*, page 128)

<sup>30</sup> Sharon E. Smaldino dkk, (*ibid.*, page 137)

## 6. Evaluate and Revise

The sixth step is evaluation and revision. Evaluation and revision is required after the design and use of media in the process of learning. Evaluation is addressed to students, how the effectiveness of the media learning and the learning outcomes of students before and after using the media of instruction. In addition a need for evaluation in the use of media of instruction and evaluation of delivery a teacher against the media tested right, how to teach and how teachers make use of media of instruction. Product revision is also needed in order to repair parts that felt less and what should be addressed in order to become a viable product to. The revision was done by students as an object of media use, students criticize media of instruction are used so that better.

### **D. Product Trials**

Product trials conducted in 3 phases, before doing the actual test researcher conducted some of review to subject matter experts and media experts, then followed with review to geography's teacher subject at MAN Jember 1. After that trials test for students X-IPS Class at MAN Jember 1.

#### 1. Review Validator of Content material

For validator content material researcher appointed lecture Mr. Saiful Amin, M.Pd. He is a lecture of introduction geography, geography information system (GIS), geology learning at UIN Maliki Malang.

## 2. Review Validator of design and media

For validator of design and media researcher appointed Mr Shaleh Husni, M.Pd. He is staff in faculty of tarbiyah and teaching training faculty, experts about Autoplay and another instructional learning media and also he staff at Micro Teaching UIN Maliki Malang.

## 3. The Geography's Teacher Subject at Man Jember 1

Before start the reset the media showed by geography's teacher subject miss Rina Poedji Astoetik S.Pd, showed the autoplay media already validation and revise, need a suggestion and comment about the media in order for the media to be better before tested.

## 4. Subject of Product Trial

After validation of product by subject material experts and media experts then suggestion from geography's teacher subject. The next stage is Autoplay learning media ready to be uses and trial for students in X-IPS class at MAN Jember 1. The trials subject, take 1 class with students 35 maximal. The trial subject by comparing the results before using Autoplay media and after using Autoplay media, that with pre-test by group and also post test by group activity. That is students doing the quiz creator which in Autoplay learning media. To view the effect result of learning outcomes, Autolay media successful and makes learning effective and efficient.

## **E. The Type of Data Collect**

### **1. The methods of data collection**

The methods of data collection in this research using mixed methods between qualitative and quantitative. Presenting the results of the data, researcher uses questioner from validator subject matter experts and design media experts, then for measure the effectiveness of Autoplay learning media researcher using result from test trials subject students in X-IPS class at MAN Jember 1. Meanwhile to clarify that the method in this research using a mixed method between qualitative and quantitative then, presented are interview with geography's teacher subject in MAN Jember 1.

### **2. The Instrument of Research**

Data collection techniques performed in this study are as follow :

#### **a. Interview**

Interview conduct the researcher, to geography's learning subject at MAN Jember 1. The interview conduct unstructured, this interview just known about how to utilize about learning media on geography subject, how the strategu will be uses for the teacher if students borred with the method has often used.

#### **b. Questioner**

Quistioner is intended to validator subejct matterial experts and design media experts about autoplay for geography athmosphere topic.

From this quistioner the result from validator, based on the research about this product autoplay learning media need revision or not.

c. Test

Test conducted by trial subject, there are students in X-IPS class at MAN Jember 1. Test conected with 2 cycle there are pre test and post test. Compare the result of before using learning media and after using learning media.

## F. Data Analysis

### 1. Descriptive Analysis

In calculating the validation of the product, in the form of a questionnaire using the formula :

$$P = \frac{\sum x}{\sum x_1} \times 100 \%$$

Description <sup>31</sup> :

P	=	Precentage
$\sum x$ problem	=	The total number answers per respondent's gain
$\sum x_1$	=	The total score per ideal grain problem
100%	=	Constant

<sup>31</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta : Bumi Aksara 1999) Page 112



In this formula, then obtained the results of data analysis in the form of acquisition of values obtained from the results of the calculation of the now to test feasibility criteria :

Percentage %	Feasibility Criteria
90 - 100	So good, no revision
75-89	Good, no revision
65-74	Enough, need revision
55-64	Less good, need revision
0-54	Totally revision

**Tabel 3.1 Qualification level feasibility criteria based on average<sup>32</sup>**

Based on the these criteria learning media declared valid if obtained score at least 65 are fulfilled, then the media has been developed can be utilized as a medium of instruction in a school activity.<sup>33</sup> However the criteria of a good media, at least 75% is a score tally to 80% of all the elements of very good material, media experts, teachers and the students field of study.

## 2. T-Test Analysis

The analysis of the data used in calculating the results is using T-Test Data, obtained from ability of preliminary (pre-test) and the ability of

<sup>32</sup> Sugiyono, *Metode Penelitian Pendidikan Kualitatif, Kuantitatif dan R&D*. (Bandung: CV Alfabeta, 2009) page 135

<sup>33</sup> Sugiyono, (*ibid.*, page 135)

the end (Post-test), then the data collected through field trials. Use the questioner form (critical and suggestion) then the results of test that the achievement of student learning before and after using learning media autoplay. The T-test formula is as follows:

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Description<sup>34</sup>:

$x_1$	=	mean sampel 1
$x_2$	=	mean sampel 2
$s_1^2$	=	simpangan baku sampel 1
$s_2^2$	=	simpangan baku sampel 2
$n$	=	total of sample

<sup>34</sup> Prof. Dr,Sugiyono. *Statistika untuk Penelitian*.(Bandung : Alfabeta,2013) Page 122

## **CHAPTER IV**

### **RESEARCH RESULT**

#### **A. The Process of Development of Media Autoplay**

This part will be describe about the result of The Process Developing of Media for the Atmosphere Topic using Autoplay to Improve Learning Effectiveness of X-IPS Grade at MAN Jember 1. For the process conducted the media, researcher used “ASSURE” model by Sharon E. Smaldino. Before made a learning media researcher do the pre observed and interview with geography’s teacher in MAN Jember 1. The process followed with ASSURE steps there are :

##### **1. Learning Analyze**

Observation conducted at MAN Jember 1 in X-IPS class also interview with geografi’s teacher miss Rina Poeji Astoetik. Researchers also observed learning facilities in MAN Jember 1 as library, computer room, and few of facilities that support learning media based on autoplay.

##### **2. State Objectives**

After find out about classroom and school situation according to observe and interview before made a learning media based on autoplay. The next step is planning, researcher choose the material of atmosphere, prepared syllabus, lesson plan related with core competence (KI), basic competence (KD) and indicator of learning. In MAN Jember 1 used curriculum 2013 and for the

minimum value is 75. Then prepared quisioner about validation of content and validation of media.

### 3. Select Strategy, Technology, Media and Material

Start made Autoplay media, Meanwhile for the technology used is projector screen as media for delivering learning. The learning strategy used by students is demonstaration that requires active students in learning process that made a group. The assesment conduct with groups and active a members of group in learning process.

### 4. Utilize Technology, Media and Material

After finishing the learning product. Begin with preview it's mean to review or validation of product with validator material experts and validator of design experts. In this stage researcher prepare quistionnaire to validator give suggestion, comments and assesment about the autoplay product for geography topic athmosphere deserves to trial product or still need improvement. Then considered ready to meet the standards and tested, before starting to prepare instructional learning tools such as lesson plans and autoplay media. Setting up the environment, students in the learning of the students at MAN Jember 1.

### 5. Requires Learner Participation

In this step requires learner in class X-IPS 1 at MAN Jember 1 conducted the test of the product. In the process trial the media Autoplay before it, doing the pre-test then used the media. After giving feedback, researcher do the post-test for compare the result of the test.

## 6. Evaluate and Revise

In this step after the evaluate the media of Autoplay, evaluate by students used critical and suggestion. After that revise the product by students critically and suggestion.

### B. The Product of Development of Media Autoplay

This chapter will be describe about the result of Development of media Autoplay for Atmosphere Topic using Autoplay to Improve Learning Effectiveness of X-IPS Grade at MAN Jember 1 done in several stages are :

#### 1. The First Page



**Figure 4.1 The first page opening**

The first tab is opening autoplay, There are **EXIT** button, **HOME** button and **ASK** button. For **EXIT** button, the function of button is close from Autoplay media. Meanwhile for **HOME** button is enter the main menu

on the Autoplay. Then for **ASK** button, there is a icon that describes the function of the button. Display Autoplay is dominated black and globe moves to suitable with the theme that atmosphere.

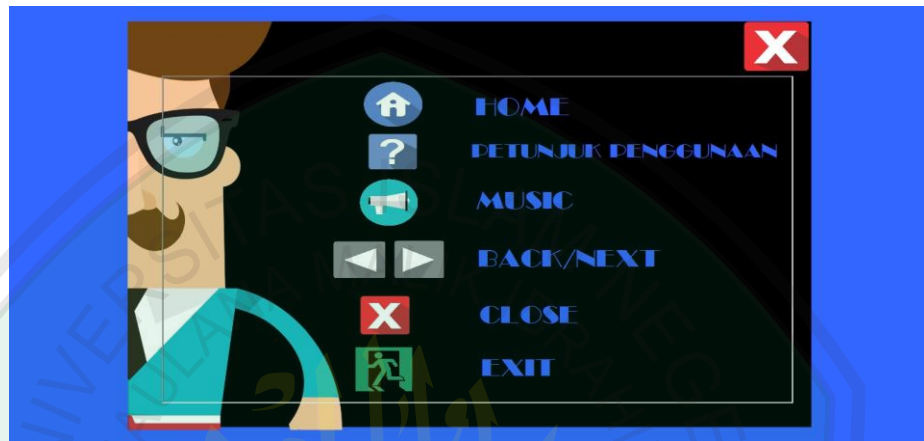
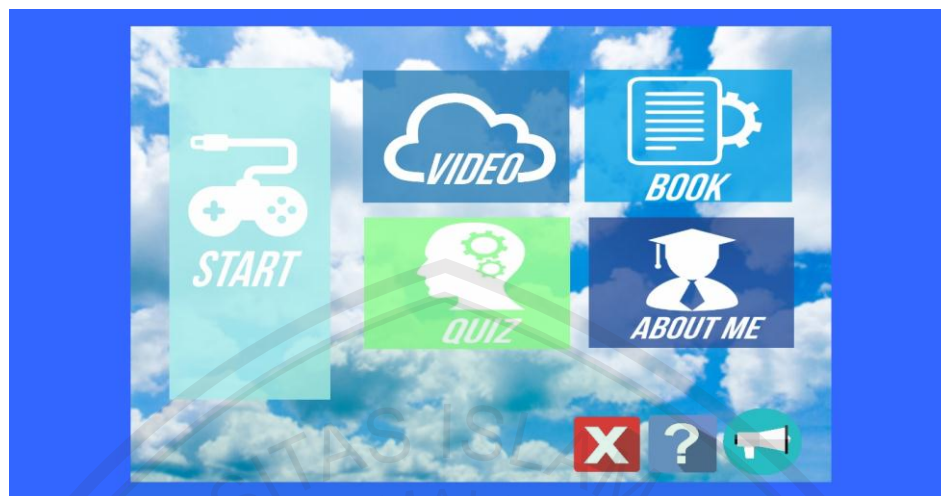


Figure 4.2 The menu of ask

## 2. Home Page

In Home tab, there are several menu that includes start, video, book, quiz and author. On the view **HOME**, there are **CLOSE** button, **MUSIC** and **INSTRUCTION** for use the media. The content on this application menu describe the learning material related with syllabus 2013 curriculum and learning objectives based on KI-KD and Indicator. Then display the video that contain about the phenomena of the atmosphere and impact damage to the earth's atmosphere. Continued with quiz creator consisting of 5 types, packed using Wondershare quiz creator.



**Figure 4.3 The content of home menu**

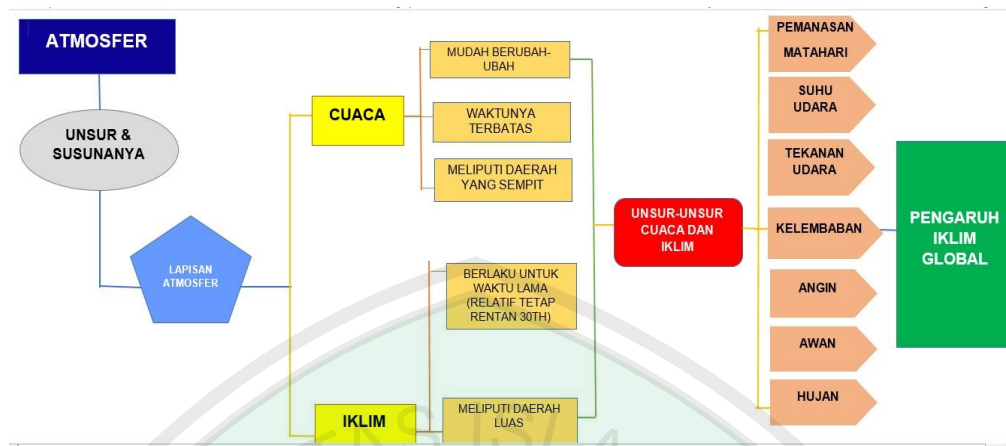
### 3. KI-KD, Indicator and Mind Map Page

In this tab, include with Content menu on start. This page explain about KI-KD and Indicator of learning Atmosphere and Mind Map. The function of the Mind Map is what material will be studied and he thought patterns between related material with each other.



**Figure 4.4 KI-KD and Indicator**

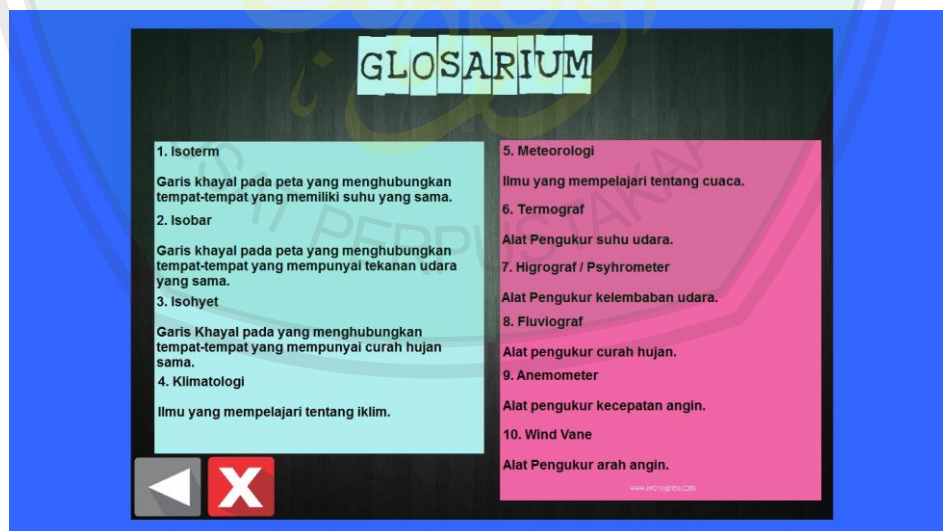




**Figure 4.5 Mind Map geography atmosphere**

#### 4. Glosarium Page

In this page, Describes terms that are frequently used in learning geography. Glosarium greatly facilitate students to learn a language that is not familiar to them.



**Figure 4.6 Glosarium atmosphere material**



## 5. Ayat Qur'an Page

In this page, explain about Qur'an ayat related with atmosphere topic. The function ayat qur'an is students view on the islamic prespective about the phenomenon in atmosphere. There are 3 ayat related about the phenomenon in Athmosphere. The first about rain, second about damage caused by human inovation, the third about layers of athmosphere.



Figure 4.7 Ayat Qur'an about phenomenon in athmosphere (Rain)

## 6. Material Page

In this page, the material presented in the form of a power point with the concept of the encyclopedia. In this material explain in detail about the athmosphere and the phenomenon about athmosphere. The material presented includes forming atmospheric gas composition, the structure of the atmosphere, weather and climate phenomena and the effects of global

warming on weather and climate change. In this matter, there is a simulation of the layout layer atmosphere, The type of wind forming rain and location of clouds.

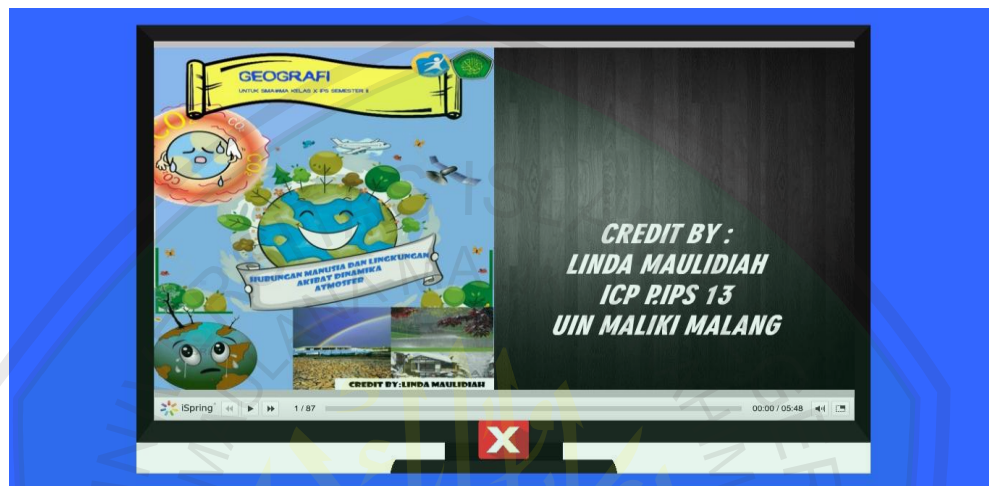
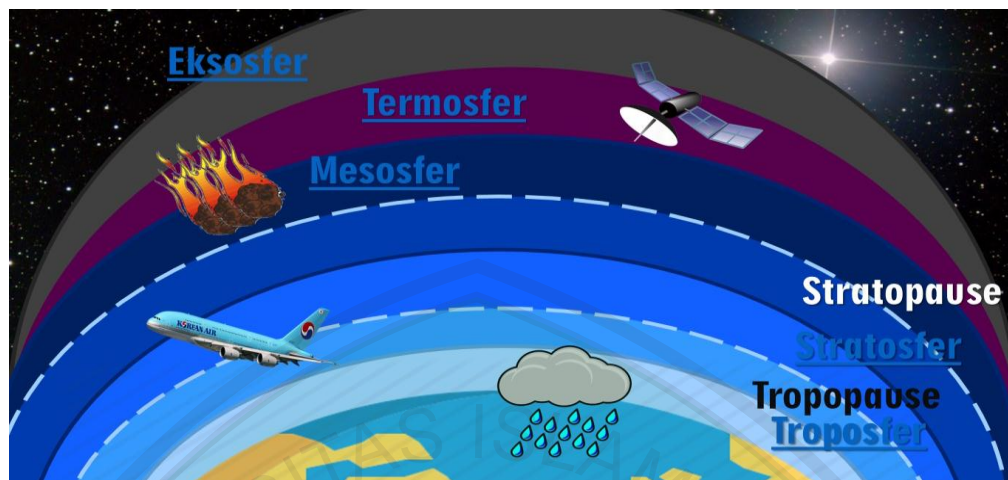


Figure 4.8 The background of material book



Figure 4.9 The material of atmosphere layers



**Figure 4.10 Layers of athmosphere by simulation**

7. Video Page

In this page, showed about video related with material athmosphere. But in this video focused about global warming, change weather and climate, and what should we do.



**Figure 4.11 Video climate extream**



**Figure 4.12 Video global warming effect**

#### 8. Quiz Creator Page

This evaluation, explain about the result after learning process. The shape about evaluation is Quiz creator by wondershare. In this page, there are 5 type of question. Every type isn't same because the model of question evaluation like National examination. So that the students focus on the group.



**Figure 4.13 The type of creator quiz**





**Figure 4.14 Quiz creator by wondershare**

### **C. Validation of Product**

#### **1. The result of first validation**

Before trial the product the first validation by the validator experts on content material and design of media, Then do the revision of the product based on the assesment and suggestion from the validator by precentage are :

##### **a. Validation of Content Material**

Assesment results of Geography's lecture at State Islamic University of Malang on Development of Interactive Multimedia Autoplay for Geography Subject Atmosphere Topic to Improve Learning Effectiveness of X-IPS Grade at MAN Jember 1 as follows :

NO	ASPECT	INDICATOR	SCORE				
			1	2	3	4	5
1.	Form	1. Clarity of command in use of punctuation				√	
		2. The suitability of the content of the material					√
		3. The suitability between colors, images and format explanation materials				√	
2.	Content	1. The suitability of the material between the RPP and the Syllabus of geography "Human relations with the atmosphere" with product competence				√	
		2. Related between KI-KD in the matter "Human Relations with Atmosphere"				√	
		3. Related between KD with Indicator geography learning "Human Relations with Atmosphere"				√	
		4. Alignment of indicator and Purpose of learning Geography "Human Relations of Atmosphere"				√	
		5. The depth of scope of the geography of the material in the discussion of "human relations with atmosphere"				√	
		6. Clarity in the matter of the presence Geography "human relations with atmosphere"				√	
		7. Concrete and abstract concept of truth on the matter "human relations with atmosphere"				√	
3.	Language	1. Use appropriate language with rule EYD			√		
		2. The use of Vocabulary and punctuation			√		

		3. Completeness of Sentences/information easy to understand				√	
4.	Evaluation	1. The suitability of the content of the type of matter according to the Material Geography "Human Relations with Atmosphere"				√	
		2. Conformity in accordance with the material form of matter Geography "Human Relations with Atmospheric"				√	

**Tabel 4.1 First Content Material Validation Questioner**

The evaluation of Geography's Lecture at State Islamic University of Maulana Malik Ibrahim Malang in the form of comment and suggestion repair the punctuation, words and sentences. Then from the Ayat Qur'an explain related ayat with atmosphere material. For Lesson plan, repair the learning purpose and the steps of learning. For the book, repair the simulation about the type of wind because picture for technical simulation image is crucial if students someday answer the illustrated.

The percentage level of the assessment of teaching materials validator of content material using scale is as follows :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100\% \\
 &= \frac{59}{75} \times 100\% \\
 &= 78,67\%
 \end{aligned}$$

Based on tabel of Qualification level feasibility criteria based on average, the percentage on 78,67 % view on prosentase 75% -89% have criteria good, no revision. But researcher need revision for made a product

more efficient and better again. The revision from the suggested of validator to improve again the material because, material is important on learning process.

b. Validator of Media Design

Assesment results of FITK staff experts on Multimedia based on Autoplay at State Islamic University of Malang on Development of Interactive Multimedia Autoplay for Geography Subject Atmosphere Topic to Improve Learning Effectiveness of X-IPS Grade at MAN Jember 1 as follows :

NO	ASPECT	INDICATOR	SCORE				
			1	2	3	4	5
1.	Form	1.Font size on writing material			√		
		2. Size on page Autoplay				√	
		3. Size on page Flipbook			√		
		4. Button Instruction Description for use		√			
		5. Size of page numbers is conformity				√	
2.	Design	1.Display opening on Autoplay				√	
		2.Suitability of color on every page on Autoplay			√		
		3. Compatibility of in the color combintation on the Autoplay			√		
		4.Uses music intruction				√	
3.	Content	1.Quiz Creator suitable those of Geography “Human Relations with Atmosphere”			√		



	2. Content of enrichment in suitable with the material Geography “Human Relations with atmosphere”					√
	3. Video animation in suitable with the material Geography "Human Relations with atmosphere"				√	
	4. Picture Interesting suitable of Geography "Human Relations with atmosphere"			√		

**Tabel 4.2 First Media Design Validation Quistioner**

The evaluation is staff in faculty of tarbiyah and teaching training faculty, experts about Autoplay and another instructional learning media and also staff at Micro Teaching at State Islamic University of Maulana Malik Ibrahim Malang in the form of comment and suggestion repair the content picture on the layers of athmosphere, than the buttons on Autoplay made it practice. For **DID YOU KNOW** content, create the buttons more lively. **EXIT** buttons include 1 way, because made it practice if user want to exit quickly without back many times. For instruction button made the tab full because if make it small very distrubing. The percentage level of the assesment of teaching materials validator of design and media using scale is as follows :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100\% \\
 &= \frac{45}{65} \times 100\% \\
 &= 69,8\%
 \end{aligned}$$

Based on tabel of Qualification level feasibility criteria based on average, the precentage rate of 69,8% in the qualifiers need revision view on prosentase 65 % - 74% have a criteria enough, need revision. So this media is not feasiabile so need revision. Comments and suggestions from validator design media, to consideration made media be better and worth to be tested. The suggestion for revised the media from validator is The power point for ensyclopedia book made hyperlink and given many simulation about El-Nina content, CFC content because this is need a process.

2. The result of second validation

The results of the products after revised the product, the process of validation by validator will be validiting the content and media are :

a. Validation of Content Material

Assesment results of revised by Geography's lecture at State Islamic University of Malang on Development of Interactive Multimedia Autoplay for Geography Subject Atmosphere Topic to Improve Learning Effectiveness of X-IPS Grade at MAN Jember 1 as follows :

NO	ASPECT	INDICATOR	SCORE				
			1	2	3	4	5
1.	Form	1. Clarity of command in use of punctuation				√	
		2. The suitability of the content of the material					√

		3. The suitability between colors, images and format explanation materials					√
2.	Content	1. The suitability of the material between the lesson plan and the Syllabus of geography "Human Relations with Atmosphere" with product competence					√
		2. Related between KI-KD in the matter "Human Relations with Atmosphere"					√
		3. Related between KD with Indicator geography learning "Human Relations with atmosphere"					√
		4. Alignment of indicator and Purpose of learning Geography "Human Relations with Atmosphere"					√
		5. The depth of scope of the geography of the material in the discussion of "Human Relations with Atmosphere"				√	
		6. Clarity in the matter of the presence Geography "Human Relations with Atmosphere"					√
		7. Concrete and abstract concept of truth on the matter "Human Relations with Atmosphere"					√
3.	Language	1. Use appropriate language with rule EYD				√	
		2. The use of Vocabulary and punctuation				√	
		3. Completeness of Sentences/information easy to understand					√
4.	Evaluation	1. The suitability the content of the type of matter according to the Material Geography "Human Relations of Atmosphere"					√

		2.Conformity in accordance with the material form of matter Geography "Human Relation with Atmosphere"					√
--	--	--	--	--	--	--	---

**Tabel 4.3 Second Content Material Validation Quistioner**

The evaluation of Geography's Lecture at State Islamic University of Maulana Malik Ibrahim Malang in the form of advise and suggestions about interactive media based on Autoplay for the topic of Athmosphere X-IPS grade at MAN Jember 1 has been eligible to be tested.

The percentage level of the assesment of teaching materials validator of content material using scale is as follows :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100\% \\
 &= \frac{66}{75} \times 100\% \\
 &= 88\%
 \end{aligned}$$

Based on tabel of Qualification level feasibility criteria based on average tabel, the percentage rate of 88% and presentage 75 % - 89% have a criteria good and no revision. So that does not need revised and re-tested on students at MAN Jember 1. Advice from validator of material, before start the research must prepared the technichque and how to hendel the class if crowded before uses media.

## b. Validator of Media Design

Assesment results of FITK staff experts on Multimedia based on Autoplay at State Islamic University of Malang on Development of Interactive Multimedia Autoplay for Geography Subject Atmosphere Topic to Improve Learning Effectiveness of X-IPS Grade at MAN Jember 1 as follows :

NO	ASPECT	INDICATOR	SCORE				
			1	2	3	4	5
1.	Form	1.Font size on writing material				√	
		2. Size on page Autoplay				√	
		3. Size on page Flipbook				√	
		4. Button Instruction Description for use					√
		5. Size of page numbers is conformity				√	
2.	Design	1.Display opening on Autoplay				√	
		2.Suitability of color on every page on Autoplay				√	
		3.Compatibility of in the color combination on the Autoplay					√
		4.Uses music intruction				√	
3.	Content	1.Quiz Creator suitable those of Geography "Human Relations with Atmosphere"				√	
		2. Content of enrichment in suitable with the material Geography "Human Relations with atmosphere"					√
		3.Video animation in suitable with the material Geography "Human Relations with atmosphere"				√	

		4. Picture Interesting suitable of Geography "Human Relations with atmosphere"					√
--	--	--	--	--	--	--	---

**Tabel 4.4 Second Media Design Validation Quistioner**

The evaluation is staff in faculty of tarbiyah and teaching training faculty, experts about Autoplay and another instructional learning media and also staff at Micro Teaching at State Islamic University of Maulana Malik Ibrahim Malang in the form of comment and suggestion about interactive media based on Autoplay for the topic of Athmosphere X-IPS grade at MAN Jember 1 has been eligible to be tested.

The percentage level of the assesment of teaching materials validator of content material using scale is as follows :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100\% \\
 &= \frac{56}{65} \times 100\% \\
 &= 86,8 \%
 \end{aligned}$$

Based on tabel of Qualification level feasibility criteria based on average tabel, the percentage rate of 86,8 % and presentage 75 % - 89% have a criteria good and no revision. So that does not need revised and re-tested on students at MAN Jember 1. Advice from validator of design media, check the tombol on media before revised product on geography's teacher at MAN Jember 1. Over all is good, and does not need a revised.

#### D. Validation of Product Before Trial Test at MAN Jember 1

1. The result of the product at MAN Jember 1 by Geography's Teacher

After validation the product by validator on State Islamic University Maulana Malik Ibrahim Malang. Before trial the product of Autoplay learning media, the first is give the assesment by geography's teacher as follows is :

NO	ASPECT	INDICATOR	SCORE				
			1	2	3	4	5
1.	Design	1. Display opening on Autoplay				√	
		2. Suitability of color on every page on Autoplay				√	
		3. Compatibility of in the color combination on the Autoplay				√	
		4. Uses music intruction				√	
		5. The suitability between colors, images and format explanation materials					√
2.	Material Content	1. The suitability of the material between lesson plan and the Syllabus of geography "Human relation with the atmosphere" with product competence.				√	
		2. Have related between KI-KD in the matter "Human Relations with atmosphere"				√	
		3. Suitability between KD with Geography Education Indicators "Human Relations withatmosphere"				√	
		4.Suitability between Indicators and Objectives Learning Geography "Human Relations with atmosphere"				√	

		5. Depths the scope of material Geography in the discussion "Human Relations with atmosphere"				√	
		6. Clarity in the presentation materials Geography "Human Relations with atmosphere"				√	
3.	Evaluation	1. Quiz Creator accordance with the materials Geography "Human Relations withatmosphere"				√	
		2.The suitability of the contents type of matter according to the Material Geography "Human Relations with Atmosphere"					√
		3.The suitability of according to the material form of matter Geography "Human Relations with Atmospheric"					√
		4.Feasible used and tested for Geography lessons with Matter "Human Relations and atmosphere"					√

**Tabel 4.5 Assesment from the Grography's teacher at MAN Jember 1**

The evaluation is Geography's teacher at MAN Jember 1, the suggestion and advice about the media is Autoplay media based for geography learning subject expecially for athmosphere topic was very good. Then you don't need a revised the product because that's a good point, simple and interested for teacher will be used the media. Retained the media for development of media will be better.

The percentage level of the assesment of teaching materials validator of content material using scale is as follows :



$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100\% \\
 &= \frac{63}{75} \times 100\% \\
 &= 84\%
 \end{aligned}$$

Based on tabel of Qualification level feasibility criteria based on average tabel, the percentage rate of 84% presentage 75 % - 89% have a criteria good and no revision. So that conduct the research about effectiveness learning using autoplay media.

#### E. The Result of Test

After conducting several of validation and revised to the product as feasible, researcher trial test the product Interactive multimedia based on Autoplay for the topic Athmosphere. The results are pre-test and post-test of the students X-IPS 1 Grade at MAN Jember 1 as follows :

NO	NIS	NAMA SISWA	L/P	PRE TEST	POST TEST
1.	17860	AHMAD FAUZAN SOFWAN	L	37	80
2.	17861	AHMAD SAUQI	L	37	80
3.	17862	AHMAD SULTON MAULANI	L	51	75
4.	17863	AHMAD UMAR FARUQ	L	51	75
5.	17864	AMRI RAZAK MUZAKI	L	65	80
6.	17865	DEKI FIRMANSYAH ADITIYA	L	72	80
7.	17866	FATHOR ROSSI	L	72	80

8.	17867	MAULANA IRKHAM A.	L	-	-
9.	17868	MIRZHA PRAMUDIA	L	65	80
10.	17869	MOHD. RAKHUL ICHSAN	L		
11.	17870	MUHAMMAD ALI Wafa R.	L	72	75
12.	17871	MUKSON SAYUTI RAKA SIWI	L	72	75
13.	17872	RAIHAN MA'RUF DAUD I.	L	37	80
14.	17873	ALFIN ZALSAH NAMIRA	P	51	75
15.	17874	ALYA AULIYA	P	72	80
16.	17875	DEWI KHOIRUN NISA	P	65	80
17.	17876	DINA SABRINATUS SHOLEHA	P	72	75
18.	17877	DWI NINGSARI ROSIATUL J.	P	37	80
19.	17878	FAIQ NABILA	P	51	75
20.	17879	FIRDASARI KHOIRUN NISA	P	72	80
21.	17880	INDANA RIZQIATUN N.	P	65	80
22.	17881	IZZA AINUN NURKHOLISOH	P	72	75
23.	17882	KHILDAH MAJIDAH BILLAH	P	72	75
24.	17883	LINDA AGUSTIN	P	37	80
25.	17884	MARISATUL KHOIRIYAH	P	51	75
26.	17885	MIFTAHUL JANNAH	P	72	80
27.	17886	QORI'AH IRNI AULIA	P	65	80
28.	17887	RIZKA NADYANA D. C.	P	37	80
29.	17888	RIZQI DEFI NUR FADILAH	P	51	75
30.	17889	SOFI AYU PRADANA	P	72	80
31.	17890	SOFI DWI LESTARI	P	65	80
32.	17891	SOFIA FIDA LOCHA L.	P	72	75
33.	17892	ZAHIRA IRHAMNI A.	P	37	80

MEAN		58,67742	78,0645161
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**Tabel 4.6 The value of Pre-Test and Post-Test X-IPS Grade at  
MAN Jember 1**

### 1. Making Ha and Ho in Sentence

The purpose of the T-test two variables is to help compare whether both variables are the same or different. The purpose of the T-test significance of research results, the measure is in the form of a comparison of the two sample averages.<sup>35</sup> Before calculate the T-test the first stage is made Hypothesis, on statistics there are 2 kind of hypothesis that is alternative hypothesis (Ha) and zero hypothesis (Ho). So that from this sentence follows are :

Ha : There is a difference significant before using Autoplay learning media with after using Autoplay learning media on students

X-IPS 1 Grade at MAN Jember 1 .

Ho : There is no difference significant between before using Autoplay learning media with after using Autoplay learning media on students X-IPS 1 Grade at MAN Jember 1

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<sup>35</sup> Drs. Riduwan, M.BA dan Drs. H. Sunarto. *Pengantar Statistika untuk Penelitian Pendidikan, Sosial, Ekonomi, Komunikasi dan Bisnis*. (Bandung : Alfabeta., Page 126)

## 2. Making $H_a$ and $H_o$ in Statistic

$H_a : \mu_1 \neq \mu_2$

$H_o : \mu_1 = \mu_2$

## 3. Making the Table of Count

In this stage, made a tabel of count from the results of before using learning media Autoplay (pre-test) and after using learning media Autoplay (post-test) as follows :

### a. Pre Test

NO	NIS	NAMA SISWA	L/ P	PRE TEST	MEAN	PR-T	(PR-T) <sup>2</sup>
1.	17860	AHMAD FAUZAN SOFWAN	L	37	58,68	-21,68	470,0224
2.	17861	AHMAD SAUQI	L	37	58,68	-21,68	470,0224
3.	17862	AHMAD SULTON MAULANI	L	51	58,68	-7,68	58,9824
4.	17863	AHMAD UMAR FARUQ	L	51	58,68	-7,68	58,9824
5.	17864	AMRI RAZAK MUZAKI	L	65	58,68	6,32	39,9424
6.	17865	DEKI FIRMANSYAH ADITIYA	L	72	58,68	13,32	177,4224
7.	17866	FATHOR ROSSI	L	72	58,68	13,32	177,4224
8.	17867	MAULANA IRKHAM A.	L				0
9.	17868	MIRZHA PRAMUDIA	L	65	58,68	6,32	39,9424
10.	17869	MOHD. RAKHUL ICHSAN	L			0	0
11.	17870	MUHAMMAD ALI WAFA R.	L	72	58,68	13,32	177,4224
12.	17871	MUKSON SAYUTI RAKA SIWI	L	72	58,68	13,32	177,4224

13.	17872	RAIHAN MA'RUF DAUD I.	L	37	58,68	-21,68	470,0224
14.	17873	ALFIN ZALSAH NAMIRA	P	51	58,68	-7,68	58,9824
15.	17874	ALYA AULIYA	P	72	58,68	13,32	177,4224
16.	17875	DEWI KHOIRUN NISA	P	65	58,68	6,32	39,9424
17.	17876	DINA SABRINATUS S.	P	72	58,68	13,32	177,4224
18.	17877	DWI NINGSARI ROSIATUL J.	P	37	58,68	-21,68	470,0224
19.	17878	FAIQ NABILA	P	51	58,68	-7,68	58,9824
20.	17879	FIRDASARI KHOIRUN NISA	P	72	58,68	13,32	177,4224
21.	17880	INDANA RIZQIATUN N.	P	65	58,68	6,32	39,9424
22.	17881	IZZA AINUN NURKHOLISOH	P	72	58,68	13,32	177,4224
23.	17882	KHILDAH MAJIDAH BILLAH	P	72	58,68	13,32	177,4224
24.	17883	LINDA AGUSTIN	P	37	58,68	-21,68	470,0224
25.	17884	MARISATUL KHOIRIYAH	P	51	58,68	-7,68	58,9824
26.	17885	MIFTAHUL JANNAH	P	72	58,68	13,32	177,4224
27.	17886	QORI'AH IRNI AULIA	P	65	58,68	6,32	39,9424
28.	17887	RIZKA NADYANA D. C.	P	37	58,68	-21,68	470,0224
29.	17888	RIZQI DEFI NUR FADILAH	P	51	58,68	-7,68	58,9824
30.	17889	SOFI AYU PRADANA	P	72	58,68	13,32	177,4224
31.	17890	SOFI DWI LESTARI	P	65	58,68	6,32	39,9424
32.	17891	SOFIA FIDA LOCHA L.	P	72	58,68	13,32	177,4224
33.	17892	ZAHIRA IRHAMNI A.	P	37	58,68	-21,68	470,0224

**Tabel 4.7 The T-table value of Pre-Test X-IPS Grade at MAN Jember 1**

$$\begin{aligned}
 \Sigma (PT-M)^2 &= 6012,774 \\
 &= \frac{6012,774}{31} \\
 &= 200,425 \text{ (varian)} \\
 &= \sqrt{200,425} \\
 &= 14,15 \text{ (standart deviasi)}
 \end{aligned}$$

## b. Post Test

NO	NIS	NAMA SISWA	L/P	POST TEST	MEAN	PT-M	(PT-M) <sup>2</sup>
1.	17860	AHMAD FAUZAN SOFWAN	L	80	78,06	1,94	3,7636
2.	17861	AHMAD SAUQI	L	80	78,06	1,94	3,7636
3.	17862	AHMAD SULTON MAULANI	L	75	78,06	-3,06	9,3636
4.	17863	AHMAD UMAR FARUQ	L	75	78,06	-3,06	9,3636
5.	17864	AMRI RAZAK MUZAKI	L	80	78,06	1,94	3,7636
6.	17865	DEKI FIRMANSYAH ADITIYA	L	80	78,06	1,94	3,7636
7.	17866	FATHOR ROSSI	L	80	78,06	1,94	3,7636
8.	17867	MAULANA IRKHAM A.	L			0	0
9.	17868	MIRZHA PRAMUDIA	L	80	78,06	1,94	3,7636
10.	17869	MOHD. RAKHUL ICHSAN	L			0	0
11.	17870	MUHAMMAD ALI Wafa R.	L	75	78,06	-3,06	9,3636
12.	17871	MUKSON SAYUTI RAKA SIWI	L	75	78,06	-3,06	9,3636
13.	17872	RAIHAN MA'RUF DAUD I.	L	80	78,06	1,94	3,7636
14.	17873	ALFIN ZALSAH NAMIRA	P	75	78,06	-3,06	9,3636

15.	17874	ALYA AULIYA	P	80	78,06	1,94	3,7636
16.	17875	DEWI KHOIRUN NISA	P	80	78,06	1,94	3,7636
17.	17876	DINA SABRINATUS SHOLEHA	P	75	78,06	-3,06	9,3636
18.	17877	DWI NINGSARI ROSIATUL J.	P	80	78,06	1,94	3,7636
19.	17878	FAIQ NABILA	P	75	78,06	-3,06	9,3636
20.	17879	FIRDASARI KHOIRUN NISA	P	80	78,06	1,94	3,7636
21.	17880	INDANA RIZQIATUN N.	P	80	78,06	1,94	3,7636
22.	17881	IZZA AINUN NURKHOLISOH	P	75	78,06	-3,06	9,3636
23.	17882	KHILDAH MAJIDAH BILLAH	P	75	78,06	-3,06	9,3636
24.	17883	LINDA AGUSTIN	P	80	78,06	1,94	3,7636
25.	17884	MARISATUL KHOIRIYAH	P	75	78,06	-3,06	9,3636
26.	17885	MIFTAHUL JANNAH	P	80	78,06	1,94	3,7636
27.	17886	QOR'AH IRNI AULIA	P	80	78,06	1,94	3,7636
28.	17887	RIZKA NADYANA D. C.	P	80	78,06	1,94	3,7636
29.	17888	RIZQI DEFI NUR FADILAH	P	75	78,06	-3,06	9,3636
30.	17889	SOFI AYU PRADANA	P	80	78,06	1,94	3,7636
31.	17890	SOFI DWI LESTARI	P	80	78,06	1,94	3,7636
32.	17891	SOFIA FIDA LOCHA L.	P	75	78,06	-3,06	9,3636
33.	17892	ZAHIRA IRHAMNI A.	P	80	78,06	1,94	3,7636

**Tabel 4.8 The T-tabel value of Post-Test X-IPS Grade at MAN Jember 1**

$$\begin{aligned}
 \Sigma (PT-M)^2 &= 183,8716 \\
 &= \frac{183,8716}{31} \\
 &= 6,129053 \text{ (varians)}
 \end{aligned}$$

$$= \sqrt{6,129053}$$

$$= 2,4576 \text{ (standart deviasi)}$$

#### 4. Finding Mean, Stabdart Deviasi, Varians and Corelation

##### a. Mean $x_1$

$$\bar{x} = \frac{\sum x_i}{n}$$

$$= \frac{1819}{31}$$

$$= 58,68$$

##### Mean $x_2$

$$\bar{x} = \frac{\sum x_i}{n}$$

$$= \frac{2420}{31}$$

$$= 78,06$$

##### b. Standart Deviasi Pre-test

$$s = \sqrt{\frac{\sum (X_i - \bar{X})^2}{(n-1)}}$$

$$= \sqrt{\frac{6012,774}{30}}$$

$$= \sqrt{200,4258}$$



$$= 14.15$$

Standart Deviasi Post test

$$s = \sqrt{\frac{\sum (Xi - X)^2}{(n-1)}}$$

$$= \sqrt{\frac{183,8716}{30}}$$

$$= \sqrt{6,129053}$$

$$= 2,476$$

$$= 2,476$$

c. Varians Pre-test

$$\sigma = \frac{\sum (xi - x)^2}{(n-1)}$$

$$= \frac{6012,774}{30}$$

$$= 200,4258$$

$$= 200,4258$$

$$= 200,4258$$

Varians Pre-test

$$\sigma = \frac{\sum (xi - x)^2}{(n-1)}$$

$$= \frac{183,8716}{30}$$

$$= 6,129053$$

$$= 6,129053$$

$$= 6,129053$$

## d. Corelation

For the corelation showed Tabel of Product Moment about the  
Significant 5% with N = 31 is 0,355

5. Finding  $t_{hitung}$  by formula

$$\begin{aligned}
 t &= \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \\
 &= \frac{58,68 - 78,06}{\sqrt{\frac{(14,15)^2}{31} + \frac{(2,476)^2}{31}}} \\
 &= \frac{-19,38}{\sqrt{\frac{200,2225}{31} + \frac{6,130576}{31}}} \\
 &= \frac{-19,38}{\sqrt{\frac{206,353076}{31}}} \\
 &= \frac{-19,38}{\sqrt{6,65655508387}}
 \end{aligned}$$

$$= \frac{-19,38}{2,5800292321}$$

$$= -7,5$$

#### 6. Finding the Test Way

Significant level : ( $\alpha = 0,05$ )

$$\begin{aligned} t\text{-tabel} : dk &= n_1 + n_2 - 2 \\ &= 31 + 31 - 2 \\ &= 60 \end{aligned}$$

$$t\text{-tabel} = 2,000$$

#### 7. Compare $t_{\text{tabel}}$ with $t_{\text{hitung}}$

Evidently  $t_{\text{tabel}} \geq t_{\text{hitung}} \geq + t_{\text{tabel}}$ .

Or  $-2,000 \geq -7,5 \geq 2,000$  , So on  $H_a$  accepted and  $H_o$  redjected.

#### 8. Conclusion

$H_a$  :There is differences after using instructional media autoplay with before using instructional media autoplay on the students X-IPS 1 Grade at MAN Jember 1 Accepted.

Meanwhile  $H_o$  : There is no difference significant between before using Autoplay learning media with after using Autoplay learning media on students X-IPS 1 Grade at MAN Jember 1 Redjected.

So that, compare about the effectiveness of Autoplay multimedia interactive, view on the result test of students.

## **CHAPTER V**

### **DISCUSSION**

#### **A. The Development of Interactive Multimedia using Autoplay**

In this chapter is discussion about result of research at MAN Jember 1

##### **1. Development of Planing**

The first problem found by researcher at MAN Jember 1 is no one use learning media Autoplay, the generally of teachers use the method of discourse, discussion and using power point. This not only applies to subjects geography but for all lessons. It is considered less efficient because the learning to be effective and efficient if students are involved and active in learning. Therefore, the researcher developed the Autoplay media in geography learning subject for topic Atmosphere to X-IPS Grade 1 at Jember MAN 1.

The goal of this research is developing interactive multimedia learning based on Autoplay, It is oriented by syllabus K-13 with Basic competence (KD), Core competence (KI) and also Indicator of learning materials. This one is important point for made learning media. The reason researcher using development of learning media for geography learning subject for atmosphere topic because in the fact at MAN Jember 1 not at all the students know about atmosphere, how the important about atmosphere for our earth , how the form of atmosphere

and just to know the benefit of layers in the atmosphere. It is also justified with the geography's teacher in MAN Jember 1, that the subjects of the atmosphere is the most difficult after Geography Information System (GIS) for Senior High school/MA level. Meanwhile, the media provide is very minimum most of the media uses video and take the phenomenon of atmosphere from internet without knowing the based on phenomenon in this earth because of atmosphere can be occurred.

With using learning this media Autoplay , researchers not only provide facts that occur due to atmospheric phenomena, but also the function of the atmosphere to human life, the impact of atmospheric damage with humans that exist on Earth and then hooked up with ayat that are in the qur'an. So the students are able to think critically about the media are learning that what happens in the atmosphere ranging from benefits, the phenomenon and the impact brought about humans because it has been innovating without charge will be its listed on the ayat of the qur'an.

Steps in developing media Autoplay for Atmosphere topic to improve learning effectiveness of X-IPS Grade at MAN Jember 1 adapted by ASSURE Model based on Robert M. Gagne Theory. The steps to develop are follows :

## 7. Learning Analyze

In this stage, before conduct the research about development of interactive multimedia is conduct the analyze about geography learning subject. In this stage, observations for analyze students need and the object of research ready to use learning media autoplay.

## 8. State Objectives

Planning , about the material will be used then in this stage, researcher choose the material of atmosphere, prepared syllabus, lesson plan related with core competence (KI), basic competence (KD) and indicator of learning.

## 9. Select Strategy, Technology, Media and Material

For selection of material and learning media, researcher using atmosphere material with using Autoplay media. Meanwhile for the technology will be used is projector screen as media for delivering learning.

## 10. Utilize Technology, Media and Materials

After media, have done before use the media. Researcher conduct validator for revised and made media will be better. In this revised media and material doing on 2 cycles steps. After preview the product with validator experts media and design conduct the research.

## 11. Requires Learner Participation

Doing the real test, in this process to be more effective is requires participation of students on during the process of learning more active. This matter need conduct a real test, in this process so that more effectively is need to involve the students during the learning process actively.

## 12. Evaluate and Revise

Evaluation and revision is required after the design and use of media in the process of learning. Evaluation is addressed to students, how the effectiveness of the media learning and the learning outcomes of students before and after using the learning media.

## 2. Specification of Product

Learning media is created by researcher systematically arranged, giving a concept in understanding for students, give feedback after students understanding about the material, and also provide the evaluatuion as an exercices.

Learning media developed by researcher, have a three spesification product the first about content material (KI), (KD) and Indicator. Include the mind map and the picture about atmosphere. The secound is fact about atmosphere there are Ayat qur'an, the simulation of CFC and El-Nina then video about global warming in these days. The third

is the material a shaped like ensyklopedia and also include the simulation about wind and rain fall.

## **B. Revised and Results the Product of Learning media**

The revised and result the product by validation material and design for interactive multimedia autoplay for geography subject for atmosphere topic are two cycle. The first validation and the second validation are follows :

### **1. The validation of material**

#### **a. First Validation**

- 1) Format aspect, on aspects of the material according to expert use of material command validator in punctuation with a score of good, and the suitability of the content with the appropriate material and there need be no revision to the use of the image is less interested and monoton because a lot of the concept material is not clearly, and there are several sub chapters there is no connection with the previous material. For obtaining a score of its own material is :

$$P = \frac{\sum x}{\sum x_1} \times 100 \%$$

$$= \frac{13}{15} \times 100 \%$$

$$= 86,67 \%$$



But researcher make a revision for product improvements to make it more attractive and feasible.

- 2) Content Aspect, This alignment of content on the device of learning such as lesson plan has a concept of truth or otherwise. According to the validator expert material, lesson plan was supposed to follow the size of the goal again clarified and KKO analytical study. For obtaining a score of its own material is :

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100 \% \\ &= \frac{28}{35} \times 100 \% \\ &= 80 \% \end{aligned}$$

Score obtained in fact suffice, but for basic content such as lesson plan would be very dangerous if not arranged properly.

- 3) Language aspect for this content rule languages used still did not wear rules EYD, then for use the vocabulary most using everyday language and not the official language or the language of science. For obtaining a score of its own material is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100 \% \\ &= \frac{10}{15} \times 100 \% \end{aligned}$$

$$= 66,7 \%$$

- 4) Evaluation, on this aspect the form reserved in the quiz creation and there is some material that still shows 2 answers and instead use understanding obvious, for the suitability of the practice questions with very appropriate material and it is good. For obtaining a score of its own material is:

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100 \% \\ &= \frac{8}{10} \times 100 \% \\ &= 80 \% \end{aligned}$$

But researcher make a revision for product improvements to make it more attractive and feasible.

The overall value assessment questioner presented as follows :

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100 \% \\ &= \frac{59}{75} \times 100 \% \\ &= 78,67 \% \end{aligned}$$

b. Second validation after revised material

- 1) After the revision of format aspects, clarity of instructions for use, the suitability of stuffing the material and also color matching, picture for the writing of the topic Atmosphere is very good percentage. For obtaining a score of its own material is:

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100 \% \\
 &= \frac{14}{15} \times 100 \% \\
 &= 93,33\%
 \end{aligned}$$

So that the learning media interactive based on Autoplay already deserves to be tested.

- 2) After the revisions of aspect content, the suitability of material with syllabus, lesson plan related with basic competence (KI), core competence (KD) and Indicator, The purposed of learning geography for Atmosphere topic is very good precentage does not need revision. For obtaining the a score of its own material is :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100 \% \\
 &= \frac{34}{35} \times 100 \% \\
 &= 97,14 \%
 \end{aligned}$$

So that the learning media interactive based on Autoplay already deserves to be tested.

- 3) After the revisions of language aspect, appropriate language using EYD rule, uses vocabulary and punctuation, also completed of information sentences is very good. For obtaining the a score of its own material is :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100 \% \\
 &= \frac{13}{15} \times 100 \% \\
 &= 86,67 \%
 \end{aligned}$$

So that the learning media interactive based on Autoplay already deserves to be tested.

- 4) After the revisions of evaluation aspect, the suitability the content of Geography subject matter for the topic Atmosphere, than improve the quiz creator. For obtaining the a score of its own material is :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100 \% \\
 &= \frac{10}{10} \times 100 \% \\
 &= 100 \%
 \end{aligned}$$

So that the learning media interactive based on Autoplay already deserves to be tested.

The overall value assesment quistioner presented as follows :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100 \% \\
 &= \frac{66}{75} \times 100 \% \\
 &= 88 \%
 \end{aligned}$$

## 2. The Validation of media

### a. First validation of Media design

- 1) In form aspect, about the simplicity of buttons on Autoplay tab is not less practice. Beacuse according to validator for take exit we must klik **BACK** for much time. For obtaining a score of its own material is :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100 \% \\
 &= \frac{16}{25} \times 100 \% \\
 &= 64 \%
 \end{aligned}$$

From the result should be revised the media.

- 2) In design, the matching color each tab of Autoplay still not match. It's good if made same color because students will be understanding. For obtaining a score of its own material is :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100 \% \\
 &= \frac{14}{20} \times 100 \% \\
 &= 70 \%
 \end{aligned}$$

From the result should be revised the media.

- 3) For the content of media like quiz creator, enrichment also video and picture, according to validator experts media still monoton.

Because have not simulation of the content just article and about the prespective is not explain about islamic prespective because geography learning about earth, also in Ayat Qur'an it is so many much explain about earth and the phenomenon. For obtaining a score of its own material is :

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100 \% \\ &= \frac{14}{20} \times 100 \% \\ &= 70 \% \end{aligned}$$

From the result should be revised the media.

The overall value assesment quistioner presented as follows :

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100 \% \\ &= \frac{45}{65} \times 100 \% \\ &= 69,8 \% \end{aligned}$$

b. Second validation after revised media

- 1) After the revision form aspect about font size material, size page on autoplay and size page flipbook also the simplicitly the buttons is very good. For obtaining a score of its own material is :

$$P = \frac{\sum x}{\sum x_1} \times 100 \%$$

$$= \frac{21}{25} \times 100 \%$$

$$= 84 \%$$

So that the learning media interactive based on Autoplay already deserves to be tested.

- 2) After the revision design aspect, display opening on Autoplay, suitability about the colour every page and compability the colour combination and music player is very good. For obtaining a score of its own material is :

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100 \% \\ &= \frac{17}{20} \times 100 \% \\ &= 85 \% \end{aligned}$$

- 3) After revision content aspect, quiz creator and content enrichment also video and picture is very good. For obtaining a score of its own material is :

$$\begin{aligned} P &= \frac{\sum x}{\sum x_1} \times 100 \% \\ &= \frac{18}{20} \times 100 \% \\ &= 90 \% \end{aligned}$$

So that the learning media interactive based on Autoplay already deserves to be tested.

The overall value assesment quistioner presented as follows :

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x_1} \times 100 \% \\
 &= \frac{56}{65} \times 100 \% \\
 &= 86,8 \%
 \end{aligned}$$

### C. The Effectiveness about Learning Media

The effectiveness of the use of media of instruction for a learning process requires some aspects as a constituent.. Effective learning also has principles include :

- a. Measuring previous knowledge of the students.
- b. Consideration individual differences.
- c. Interasting realistic context.
- d. Invloving students in relevant practice.<sup>36</sup>

The effectiveness of these learning media use also requires active students in the learning process, in addition to make it easy for teachers as learning media's users for giving feedback to students. view on the media is effectively stated learning through the process of active students. On the research that has been done by researchers in Jember 1 MAN X-grade IPS 1 since on 26 and 29 April 2016 looks that a conducive atmosphere of class

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<sup>36</sup> Dr. HM. Musfiqon, M.Pd (*ibid.*, page 116)



before learning, look enthusiastic students due to get new experience learning. To gauge whether the media is effective or not, before learning activities held Pre-Test to find out how the capabilities of the students are divided into 6 groups, group 1 contains about 5-6 people. Then learning is done twice, that to study the layers of the atmosphere and atmospheric composition for meeting Tuesday April 26, and the material is about the elements of weather and climate as well as the impact of the global climate. Before starting their learning is presented by reading the first verse of the qur'an that of the learning media Autoplay, whereas if was bored in the middle of learning followed by watching the video duration 2-3 minutes. Post-Test is done at the end, in the form of Quiz Creator and carried out with the same time and sharing in accordance with the Group's post-test. The results of pre-and Post Test-Test are as follows:

NO	NIS	NAMA SISWA	L/P	PRE TEST	POST TEST
1.	17860	AHMAD FAUZAN SOFWAN	L	37	80
2.	17861	AHMAD SAUQI	L	37	80
3.	17862	AHMAD SULTON MAULANI	L	51	75
4.	17863	AHMAD UMAR FARUQ	L	51	75
5.	17864	AMRI RAZAK MUZAKI	L	65	80
6.	17865	DEKI FIRMANSYAH ADITIYA	L	72	80
7.	17866	FATHOR ROSSI	L	72	80
8.	17867	MAULANA IRKHAM ASSHOBARI	L	-	-
9.	17868	MIRZHA PRAMUDIA	L	65	80
10.	17869	MOHD. RAKHUL ICHSAN	L		

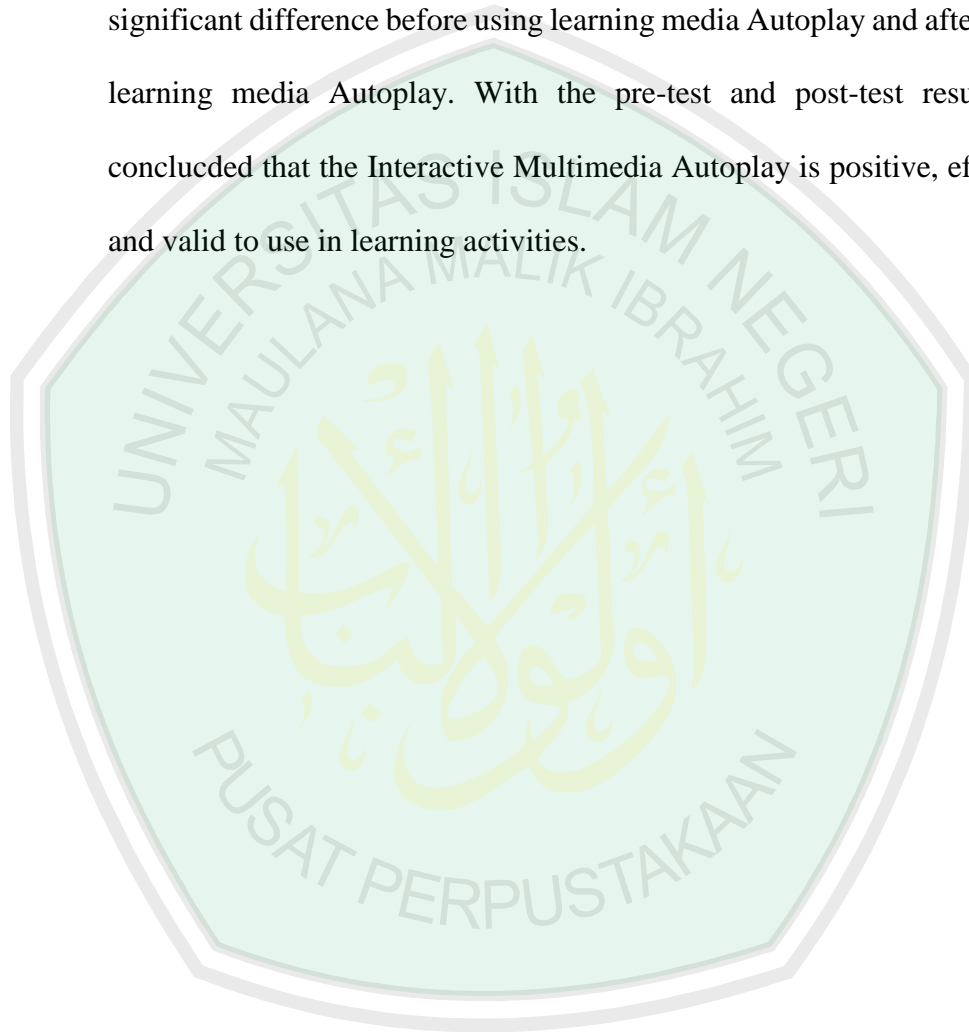
11.	17870	MUHAMMAD ALI WAFA R.	L	72	75
12.	17871	MUKSON SAYUTI RAKA SIWI	L	72	75
13.	17872	RAIHAN MA'RUF DAUD IBRAHIM	L	37	80
14.	17873	ALFIN ZALSAH NAMIRA	P	51	75
15.	17874	ALYA AULIYA	P	72	80
16.	17875	DEWI KHOIRUN NISA	P	65	80
17.	17876	DINA SABRINATUS SHOLEHA	P	72	75
18.	17877	DWI NINGSARI ROSIATUL J.	P	37	80
19.	17878	FAIQ NABILA	P	51	75
20.	17879	FIRDASARI KHOIRUN NISA	P	72	80
21.	17880	INDANA RIZQIATUN N.	P	65	80
22.	17881	IZZA AINUN NURKHOLISOH	P	72	75
23.	17882	KHILDAH MAJIDAH BILLAH	P	72	75
24.	17883	LINDA AGUSTIN	P	37	80
25.	17884	MARISATUL KHOIRIYAH	P	51	75
26.	17885	MIFTAHUL JANNAH	P	72	80
27.	17886	QORI'AH IRNI AULIA	P	65	80
28.	17887	RIZKA NADYANA DINARZADE C.	P	37	80
29.	17888	RIZQI DEFI NUR FADILAH	P	51	75
30.	17889	SOFI AYU PRADANA	P	72	80
31.	17890	SOFI DWI LESTARI	P	65	80
32.	17891	SOFIA FIDA LOCHA LIFRIANA	P	72	75
33.	17892	ZAHIRA IRHAMNI A.	P	37	80
MEAN				58,67742	78,0645161

**Tabel 5.1 The value of Pre-Test and Post-Test X-IPS Grade at MAN Jember 1**

Before using learning media autoplay, the students pre-test is very low. Then after the uses media the mean in the clas is 78,08. So that the media will be effective for uses. The results of the significant difference as

much as -7,9 and the result of T-Test showed that  $-2,000 \geq -7,5(t_{hitung}) \geq 2,000(t_{tabel})$ .

In conclusion, then  $H_0$  rejected and  $H_a$  accepted, so there is a significant difference before using learning media Autoplay and after using learning media Autoplay. With the pre-test and post-test result that concluded that the Interactive Multimedia Autoplay is positive, effective and valid to use in learning activities.



## CHAPTER VI

### CLOSING

#### A. Conclusion

##### 1. The Conclusion about the process of Development of Media Autoplay

The process used to developing the media autoplay is using methods ASSURE (Analyze, State Objectives, State the material, technology and methods, Utilize the media, technology and methods, Require participant and evaluate the revised). In this process it can be concluded that before doing the research first researcher conducted observation and interview, then proceed with determining the learning material based on KI, KD and indicators. Next create a media based on these guidelines and validated by the media then tested cobakan to students and conduct evaluation and revision according to media criticism of suggestions from the students who are in grades X-IPS 1.

##### 2. The Conclusion about The validity of Media Autoplay

How to validity the autoplay media is to use the question form that question form is addressed to experts the media and material. Then the feasibility of a percentage of the media deserves to be tested was using the percentage tables according to sugiyono. It can be concluded that the results of the validation of the first cycle of learning material on the atmosphere with a percentage of 78.67% in the percentage of the second

cycle on the material that is 88% that is good and worth to be trial tested.

As for media design learning first cycles have percentage of 69.8% and requires revision of the product, and on the second cycle has a percentage of 86.68% and expressed good and worthy to be trial tested.

## **B. Suggestion**

1. Suggestion from the Teacher and Students as users to developing Media Interactive based on Autoplay in utilize Learning Process

The suggestion from geography's learning subject miss Rina Poedji Astoetik the media has been good, the lesson is complete with the content leads to the elements of the social sciences and Islamic prespective as its based. Retained longer in the making of the media, if you can provide training to teachers in MAN 1 Jember to making learning media based on Autoplay will really help, better than download on the internet. While the media development suggestions from the students of class X-IPS 1 taken by 3 students:

- a. Suggestion to make the media will be better, giving voice or audio more cheerful again, so that the students prefer to study at the beginning of the opening. Audio on simulation image more clarified so that students will understand the material better.
- b. The language to make it more simple and not too much use of scientific vocabulary, because it is too difficult to understand.

- c. Punctuated a game on each theme in order to better sites, and more awarded games to avoid monoton.

### **C. The Suggestion for the school MAN Jember 1**

As the favourit school that existed in the District of Jember, should the use of interactive learning media should be used more often. In addition to facilitate students in the enriched science, also has a new science that may not exist on the Internet. In addition, in terms of learning facilities such as the use of libraries, laboratories and many more have been very good. Therefore, it would be better if there is learning in class interspersed with technology such as computers. Computers not only for browsing the internet but can also be made a tool to make it easy for programmers and design learning media.

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## LEMBAR PENILAIAN GURU

*Development of Interactive Multimedia Autoplay for Geography Subject*

*Athmosfer Topic to Improve Learning Effectiveness of X-IPS Grade at MAN*

### JEMBER 1

Name :

Pekerjaan :

Tanggal :

Instruksi :

1. Bapak/ Ibu dimohon untuk memberikan penilaian beberapa aspek yang terdapat dalam ***Interactive Multimedia Autoplay***
2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :
 

1 = Sangat tidak tepat	4 = Tepat
2 = Kurang tepat	5 = Sangat Tepat
3 = Cukup tepat	
3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Multimedia Autoplay*

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1.	Design	1.Tampilan pembukaan awal pada Autoplay				√	
		2. Kesesuaian warna pada setiap page Autoplay				√	
		3. Keserasian perpaduan warna pada Autoplay				√	
		4.Penggunaan Instrumen musik pembuka				√	

		5. Kesesuaian antara warna, gambar dan format penjelasan materi					√
2.	Kontent materi	1. Kesesuaian materi antara Silabus dan RPP Geografi “Hubungan Manusia dengan Atmosfer” dengan capaian Kompetensi.				√	
		2. Memiliki keterkaitan antara KI-KD pada materi “Hubungan Manusia dengan Atmosfer				√	
		3. Kesuaian antara KD dengan Indikator Pembelajaran Geografi “Hubungan Manusia dengan Atmosfer”				√	
		4. Kesesuaian antara Indikator dan Tujuan Pembelajaran Geografi “Hubungan Manusia dengan Atmosfer”				√	
		5. Kedalaman cakupan materi Geografi dalam pembahasan “Hubungan Manusia dengan Atmosfer”				√	
		6. Kejelasan dalam sajian materi Geografi “Hubungan Manusia dengan Atmosfer				√	
3.	Evaluasi	1. Kuis Creator sesuai dengan materi Geografi “Hubungan Manusia dengan Atmosfer”				√	
		2. Kesesuaian isi jenis soal sesuai dengan Materi Geografi “Hubungan Manusia dan Atmosfer”					√
		3. Kesesuaian bentuk soal sesuai dengan Materi Geografi “Hubungan Manusia dan Atmosfer”					√
		4. Layak digunakan dan diuji coba untuk pelajaran Geografi dengan Materi “Hubungan Manusia dan Atmosfer”					√

**Saran Perbaikan**

Bagian yang harus diperbaiki	Saran Perbaikan

**Komentar :**

.....

.....

.....

**Kesimpulan**

Media Pembelajaran berbasis Multimedia Interaktif ini

- ☐ Layak untuk digunakan dan dikembangkan
- ☐ Layak untuk digunakan dan dikembangkan dengan revisi sesuai saran

Jember,.....2016

Guru Pamong

---

**NIP**

## LEMBAR PENILAIAN GURU

*Development of Interactive Multimedia Autoplay for Geography Subject*

*Athmosfer Topic to Improve Learning Effectiveness of X-IPS Grade at MAN*

### JEMBER 1

Name :

Pekerjaan :

Tanggal :

Instruksi :

1. Bapak/ Ibu dimohon untuk memberikan penilaian beberapa aspek yang terdapat dalam *Interactive Multimedia Autoplay*
2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :
 

1 = Sangat tidak tepat	4 = Tepat
2 = Kurang tepat	5 = Sangat Tepat
3 = Cukup tepat	
3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Multimedia Autoplay*

NO	ASPEK	INDIKATOR	SKOR				
			1	2	3	4	5
1.	Design	1.Tampilan pembukaan awal pada Autoplay				√	
		2. Kesesuaian warna pada setiap page Autoplay				√	
		3. Keserasian perpaduan warna pada Autoplay				√	

		4. Penggunaan Instrumen musik pembuka				√	
		5. Kesesuaian antara warna, gambar dan format penjelasan materi				√	
2.	Kontent materi	1. Keseuaian materi antara Silabus dan RPP Geografi “Hubungan Manusia dengan Atmosfer” dengan capaian Kompetensi.				√	
		2. Memiliki keterkaitan antara KI-KD pada materi “Hubungan Manusia dengan Atmosfer				√	
		3. Kesuaian antara KD dengan Indikator Pembelajaran Geografi “Hubungan Manusia dengan Atmosfer”				√	
		4. Kesesuaian antara Indikator dan Tujuan Pembelajaran Geografi “Hubungan Manusia dengan Atmosfer”				√	
		5. Kedalaman cakupan materi Geografi dalam pembahasan “Hubungan Manusia dengan Atmosfer”				√	
		6. Kejelasan dalam sajian materi Geografi “Hubungan Manusia dengan Atmosfer				√	
3.	Evaluasi	1. Kuis Creator sesuai dengan materi Geografi “Hubungan Manusia dengan Atmosfer”				√	
		2. Kesesuaian isi jenis soal sesuai dengan Materi Geografi “Hubungan Manusia dan Atmosfer”					√
		3. Kesesuaian bentuk soal sesuai dengan Materi Geografi “Hubungan Manusia dan Atmosfer”					√
		4. Layak digunakan dan diuji coba untuk pelajaran Geografi dengan Materi “Hubungan Manusia dan Atmosfer”					√

**Saran Perbaikan**

Bagian yang harus diperbaiki	Saran Perbaikan

**Komentar :**

.....

.....

.....

**Kesimpulan**

Media Pembelajaran berbasis Multimedia Interaktif ini

- ☐ Layak untuk digunakan dan dikembangkan
- ☐ Layak untuk digunakan dan dikembangkan dengan revisi sesuai saran

Jember,.....2016

Guru Pamong

---

**NIP :**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**(Pertemuan Pertama)**

**Satuan Pendidikan : MA Negeri 1 Jember**

**Kelas / Semester : X IPS/Genap**

**Mata Pelajaran : Geografi**

**Alokasi Waktu : 2 x 45 menit**

### **A. Kompetensi Inti (KI)**

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi Dasar (KD)**

4.5 Menyajikan hasil analisis hubungan antara manusia dengan lingkungannya sebagai pengaruh dinamika atmosfer dalam bentuk narasi, tabel, bagan, grafik, gambar ilustrasi, dan atau peta konsep.

### **C. Indikator**

1. Siswa dapat menjelaskan tentang lapisan atmosfer
2. Siswa dapat menjelaskan tentang cuaca dan iklim

### **D. Tujuan Pembelajaran**

1. Siswa dapat memahami materi Hubungan Manusia dan Lingkungan akibat dinamika Atmosfer.
2. Siswa dapat mengaplikasikan materi Hubungan Manusia dan Lingkungan akibat dinamika Atmosfer terhadap kehidupan sehari-hari.

### **E. Materi Pembelajaran**

1. Lapisan Atmosfer
2. Cuaca dan Iklim

### **F. Metode Pembelajaran**

1. Demonstrasi menggunakan media pembelajaran *Interaktif Autoplay*
2. *Scientific Learning*



## G. Sumber, Alat dan Media Pembelajaran

Sumber :

1. Kartasapoetra, Ance Gunarsih. 2004. *Klimatologi: Pengaruh Iklim Terhadap Tanah dan Tanaman*. Jakarta : Bumi Aksara
2. Thompson, Russell D. 1998. *Atmospheric Processes and Systems*. London : Routledge
3. Gibilisco, S tan. 2006. *Meteorology Demystified*. New York : McGRAW-HILL
4. Tjasyono, Bayong. 2004. *Klimatologi*. Bandung: Penerbit ITB
5. Sejati, Kuncoro. 2011. *Global Warming, Food and Water Problems, Solutions and The Changes of world Geopolitical Constellation*. Yogyakarta : Gadjah Mada University Press
6. Rusbiantoro, Dadang. 2008. *Global Warming for Beginner*. Yogyakarta: O<sub>2</sub>

Alat : alat tulis, LCD, komputer/laptop, format pre-test, catatan lapangan.

Media : *Interaktif Autoplay*

## H. Langkah-langkah kegiatan Pembelajaran

No	Kegiatan	Alokasi Waktu
1.	<b>Kegiatan Awal :</b> a. Guru masuk kelas (kegiatan awal diawali dengan mengaji bersama). b. Menyapa siswa dan dilanjutkan dengan kegiatan Absensi siswa.	20 menit
	<b>Apresepsi :</b> a. Sebelum memulai pembelajaran guru memberikan <i>pre test</i> untuk mengetahui bagaimana kemampuan awal siswa. b. Guru memulai menjelaskan tentang konsep <b>Hubungan Manusia dan Lingkungan Akibat Dinamika Atmosfer</b> dengan memperlihatkan <i>mind map</i> yang ada pada <i>Autoplay</i> .	

2.	<p><b>Kegiatan Inti :</b></p> <ol style="list-style-type: none"> <li>1. Guru mulai menjelaskan tentang <i>Lapisan Atmosfer, Komposisi Atmosfer, dan struktur lapisan Atmosfer.</i></li> <li>2. Guru menjelaskan dan menerangkan dengan konsep Gambar contoh.</li> <li>3. Guru mengaitkan antara fenomena Atmosfer tentang pembentukan Cuaca dan Iklim.</li> <li>4. Guru mengaitkan fenomena pembentukan cuaca dan iklim dengan klasifikasi tipe Iklim.</li> </ol> <p>Mengenai dampak yang ditimbulkan dari terjadinya proses pembentukan Awan dan Hujan.</p>	40 menit
----	--	----------

3.	<b>Kegiatan Penutup :</b> 1. Guru memberikan motivasi kepada siswa tentang keadaan kelas dan apa yang harus siswa lakukan dikemudian hari untuk lebih semangat belajar. 2. Salam penutup	10 menit
----	--	----------

### I. Penilaian

#### Jenis Penilaian

1. Pre-Test
2. Post Test (Quiz Interaktif)
  - a. Evaluasi dilakukan dengan pembagian Kelompok, masing-masing kelompok 5-6 orang.
  - b. Tipe soal dibuat 5 tipe dengan tingkat kesukaran yang sama.
  - c. Setiap 1 butir soal diberi waktu 1 menit dengan 10 soal/quiznya.
  - d. Penilaian final diambil melalui Post Test (Quiz Interaktif) yakni Nilai kelompok = nilai Individu

Jember, 23 April 2016

Mengetahui,  
Kepala MA Negeri 1 Jember,

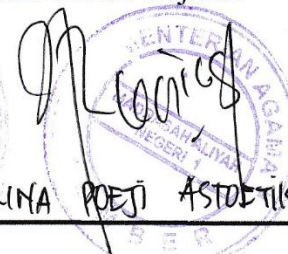


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NIP :

Guru Mata Pelajaran



RINA POESI ASTORETIK, S.Pd

NIP : 197606072006042011

## RENCANA PELAKSANAAN PEMBELAJARAN

### (Pertemuan Kedua)

**Satuan Pendidikan** : MA Negeri 1 Jember

**Kelas / Semester** : X IPS/Genap

**Mata Pelajaran** : Geografi

**Alokasi Waktu** : 1 x 45 menit

#### **A. Kompetensi Inti (KI)**

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### **B. Kompetensi Dasar (KD)**

4.5 Menyajikan hasil analisis hubungan antara manusia dengan lingkungannya sebagai pengaruh dinamika atmosfer dalam bentuk narasi, tabel, bagan, grafik, gambar ilustrasi, dan atau peta konsep.

#### **C. Indikator**

1. Siswa dapat mengemukakan dampak perubahan iklim.
2. Siswa dapat mengidentifikasi pencegahan dampak perubahan iklim global.

#### **D. Tujuan Pembelajaran**

1. Siswa dapat memahami materi **Hubungan Manusia dan Lingkungan akibat dinamika Atmosfer.**
2. Siswa dapat mengaplikasikan materi **Hubungan Manusia dan Lingkungan akibat dinamika Atmosfer** terhadap kehidupan sehari-hari.

#### **E. Materi Pembelajaran**

1. Dampak perubahan Iklim Global

#### **F. Metode Pembelajaran**

1. Demonstrasi menggunakan media pembelajaran *Interaktif Autoplay*



## G. Sumber, Alat dan Media Pembelajaran

Sumber :

1. Kartasapoetra, Ance Gunarsih. 2004. *Klimatologi: Pengaruh Iklim Terhadap Tanah dan Tanaman*. Jakarta : Bumi Aksara
2. Thompson, Russell D. 1998. *Atmospheric Processes and Systems*. London : Routledge
3. Gibilisco, Stan. 2006. *Meteorology Demystified*. New York : McGRAW-HILL
4. Tjasyono, Bayong. 2004. *Klimatologi*. Bandung: Penerbit ITB
5. Sejati, Kuncoro. 2011. *Global Warming, Food and Water Problems, Solutions and The Changes of world Geopolitical Constellation*. Yogyakarta : Gadjah Mada University Press
6. Rusbiantoro, Dadang. 2008. *Global Warming for Beginner*. Yogyakarta: O<sub>2</sub>

Alat : alat tulis, LCD, komputer/laptop, format pre-test, dan catatan lapangan.

Media : Interaktif Autoplay

## H. Langkah-langkah kegiatan Pembelajaran

No	Kegiatan	Alokasi Waktu
1.	<b>Kegiatan Awal :</b> a. Guru masuk kelas (kegiatan awal diawali dengan mengaji bersama). b. Menyapa siswa dan dilanjutkan dengan kegiatan Absensi siswa.	10 menit
	<b>Apresepsi :</b> a. Guru memulai menjelaskan tentang konsep <b>Hubungan Manusia dan Lingkungan Akibat Dinamika Atmosfer</b> pada sub Bab Klasifikasi tipe iklim dan Iklim Global. b. Kegiatan awal dimulai dengan memperlihatkan Video yang ada didalam media Autoplay.	

2.	<p><b>Kegiatan Inti :</b></p> <p>Guru mulai menjelaskan tentang <i>Klasifikasi tipe Iklim, Ciri-ciri Iklim Indonesia.</i></p> <p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Siswa mengamati fenomena perubahan Iklim Indonesia dengan melihat simulasi EL-Nino dan CFC</li> <li>2. Siswa mengamati bagaimana proses terjadinya EL-Nino-La Nina dan mengkaitkan fenomena perubahan Iklim Global dan Dampak yang ditimbulkan Indonesia dari Iklim Global</li> </ol> <p><b>Mengkomunikasi</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dapat mengkomunikasiakn fenomena Iklim global dengan dampak yang ditimbulkan, bahaya jika tidak menjaga dan melestarikan sumber daya alam, dan memberikan pengertian bahwa generasi muda harus menjaga bumi.</li> <li>2. Peserta didik mampu mengeksplorasi dalam bentuk pengerjaan Quiz Kreator secara Berkelompok. (Diberikan Feedback evaluasi dalam bentuk Quiz secara berkelompok)</li> </ol>	25 menit
----	---	----------

3.	<b>Kegiatan Penutup:</b> 1. Guru memberikan motivasi kepada siswa tentang materi pembelajaran ini. 2. Salam Penutup.	10 menit
----	--	----------

## I. Penilaian

Jenis Penilaian :

1. Pre-Test
2. Post Test (Quiz Interaktif)
  - a. Evaluasi dilakukan dengan pembagian Kelompok, masing-masing kelompok 5-6 orang.
  - b. Tipe soal dibuat 5 tipe dengan tingkat kesukaran yang sama.
  - c. Setiap 1 butir soal diberi waktu 1 menit dengan 10 soal/quiznya.
  - d. Penilaian final diambil melalui Post Test (Quiz Interaktif) yakni Nilai kelompok = nilai Individu

Tindak Lanjut : Siswa dinyatakan berhasil dan tuntas dalam pelajaran jika sudah memenuhi standart kompetensi sebanyak 75% (pada Post Test).

Jember, 23 April 2016

Mengetahui,  
Kepala MA Negeri 1 Jember,



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Guru Mata Pelajaran

*Rina Perti Astorik*

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Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

12 April 2016

Kepada  
Yth. MAN Jember I  
di  
Jember

*Assalamu'alaikum Wr. Wb.*

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

Nama : Linda Maulidiah  
NIM : 12130057  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (P.IPS)  
Semester – Tahun Akademik : Genap - 2015/2016  
Judul Skripsi : *Development of Interactive Multimedia Autoplay for Geography Subject Athmosfer Topic to Improve Learning Effectiveness of X-IPS Grade at MAN JEMBER I*

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

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

*Wassalamu'alaikum Wr. Wb.*



a.n Dekan  
Wakil Dekan Bid. Akademik,

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1. Yth. Ketua Jurusan P.IPS
2. Arsip





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Yang bertanda tangan di bawah ini ;

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dengan ini Menerangkan bahwa :

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Program Study : pendidikan Ilmu Pengetahuan Sosial  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Universitas : UIN Malang

Benar – benar telah melaksanakan penelitian di Madrasah Aliyah Negeri 1 Jember .  
Dengan Judul “ **DEVELOPMENT OF INTERACTIVE MULTIMEDIA AUTOPLAY FOR GEOGRAFI SUBJECT ATMOSFER TOPIC TO IMPROVE LEARNING EFFECTIVENES OF X-IPS GRADE AT MAN JEMBER 1** ”

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember , 2 Mei 2016

Kepala Madrasah



Drs.Anwaruddin, M.Si

NIP.196508121994031002



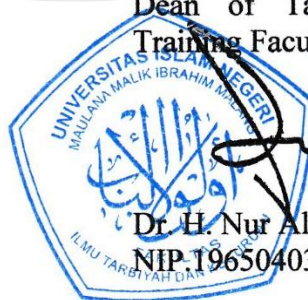
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### THE EVINDENCE OF CONSULTATION

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Advisor : Dr. H. Abdul Basith, M. Si  
Thesis Title : *The Development of Media for the Athmosphere topic  
using Autoplay to Improve Learning Effectiveness of X-  
IPS Grade at MAN Jember 1*

No	Date of Consultation	Material of Consultation	Signature of Advisor
1.	25 <sup>th</sup> February 2016	Consultation of Autoplay Media	1.
2.	22 <sup>th</sup> March 2016	Fix Media, Consultation Quistioner Validity, Revise Chapter 1	2.
3.	3 <sup>rd</sup> April 2016	Fix Quistioner, Revise Chapther 2-3	3.
4.	22 <sup>th</sup> April 2016	Fix Media, Lesson Plan and Pre-Test	4.
5.	25 <sup>th</sup> May 2016	Revision of Chapter I, II and III	5.
6.	1 <sup>st</sup> June 2016	Complate Appendix, Research Consistency	6.
7.	7 <sup>th</sup> June 2016	Abstrack	7.
8.	8 <sup>th</sup> June 2016	Table of Content	8.
9.	10 <sup>th</sup> June 2016	ACC Thesis Exam	9.

Acknowledge by,  
Dean of Tarbiyah and Teaching  
Training Faculty



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Rizka Nadyana D.C  
Sofia Fidha Locha L.



### Picture Of Research



**Picture 1 Over view MAN Jember 1**



**Picture 2 The Field of MAN Jember 1**



**Picture 3 The Icon of MAN Jember 1**



**Picture 4 Library of MAN Jember 1**



**Picture 5 Pre Test-Before uses Autoplay Media**





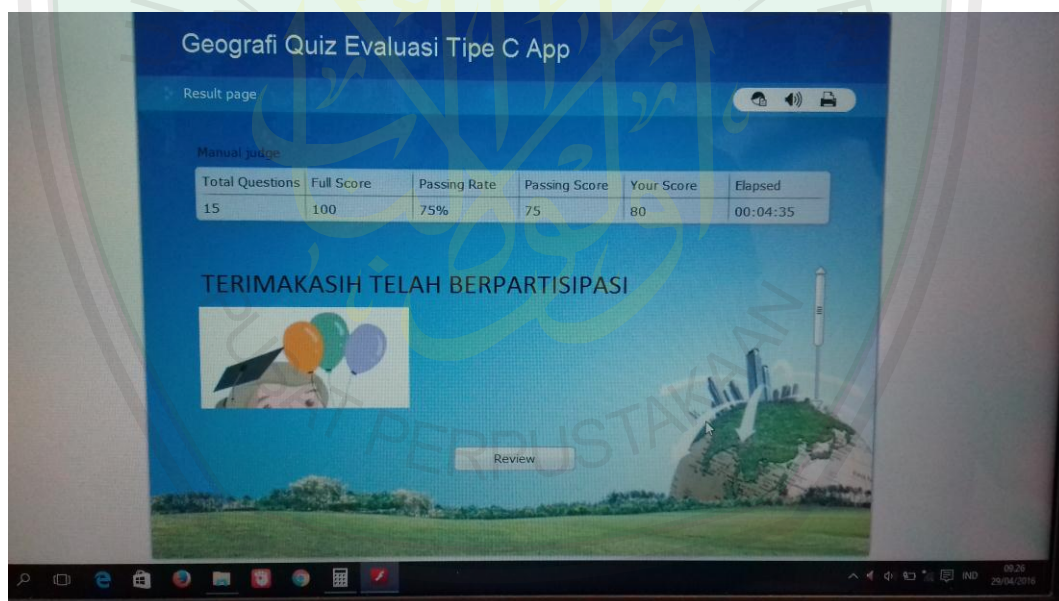
**Picture 6 Learning uses Autoplay**



**Picture 6 Post-Test using Quiz Creator by Wondershare**



**Picture 7 Post-Test Using Quiz Creator WonderShare**



**Picture 8 The score from Quiz Creator**



## BIODATA



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Malang, 10th June 2016

Writer

Linda Maulidiah