

**DEVELOPMENT OF INTERACTIVE MULTIMEDIA BASED ON
AUTOPLAY PROGRAM ON IPS STUDIES SUB-MATERIAL SOCIAL
INSTITUTION FOR GRADE VII AT ISLAMIC JUNIOR HIGH SCHOOL OF
HIDAYATUS SALAM GRESIK**

THESIS

Written By:

Mohammad Syaifuddin

NIM. 15130043



DEPARTMENT OF SOCIAL EDUCATION

FACULTY OF EDUCATION

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

OCTOBER, 2019

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THESIS

**Presented to Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim
State Islamic University Malang in Partial Fulfillment of the Requirements for
the Degree of Sarjana Pendidikan (S.Pd)**

Written By:

Mohammad Syaifuddin

NIM. 15130043



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APPROVAL SHEET

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THESIS

Written By :


Mohammad Syaifuddin
NIM. 15130043


Approver by

Advisor,


Ulfah Muhayani, M.PP
NIP. 197906022015032001

Acknowledged by,

The Head of Social science Education Department


Dr. Alfiana Yuli Efivanti, M.A
NIP. 1971107012006042001

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HIDAYATUS SALAM GRESIK**

Written By :

Mohammad Syaifuddin (15130043)

Has been defended and approved by the board of examiners on as the requirement
for the degree of **Bachelor Education (S.Pd)**

The Board Examiners

Signature

Main Examiners

:

Dr. Agus Maimun, M.Pd

NIP. 19650817 199803 1 003

Chief Examiners

:

Agus Mukti Wibowo, M.Pd

NIP. 19780707 200801 2 008

Secretary

:

Ulfah Muhayani, M.PP

NIP. 19790602 201503 2 001

Advisor

Ulfah Muhayani, M.PP

NIP. 19790602 201503 2 001

Approved by

Dean Faculty Education and Teacher Training of Maulana Malik Ibrahim State
Islamic University Malang



Dr. Agus Maimun, M.Pd

NIP. 19650817 199803 1 003

DEDICATION

Praise thanking the presence of Allah SWT for the abundance of blessings, blessings and gifts I can complete this thesis. With respect and gratitude, I present this thesis

to:

***Mr. Sukadi and Mrs. Rusiatin** who always support me, devote their love and endlessly cry out their prayers so that I can finish this thesis.*

*Dear My supervisor, **Mrs. Ulfah Muhayani, M.PP** who has guided me in completing this thesis, hopefully the outpouring of grace and pleasure always accompanies your steps.*

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Also to the MTs Hidayatus Salam Gresik academic community, thank you for allowing me to do research there.

Not much I can give is just a string of prayers that Allah SWT will always give His blessings and gifts to all of you. Amin ya rabbal 'alamin

MOTTO

"Jika Kamu tidak dapat menahan lelahnya belajar, Maka kamu harus sanggup menahan perihnya Kebodohan."

~Imam Syafi'i~¹

¹ <http://www.designdakwah.com/2014/08/motivasi-belajar-dari-imam-syafii.html> diakses pada tanggal 31 Juni 2019 pada pukul 12.08 WIB

DECLARATION OF AUTHORSHIP

I declare that this Thesis is originally, written to fulfill the requirement for Bachelor degree of Bachelor Education (S.pd) entitled "Development of Interactive Multimedia Based on Autoplay Program on IPS Studies Sub-Material Social Institutions for Grade VII at Islamic Junior High School of Hidayatus Salam Gresik" is truly my originally work. The research does not incorporate any material previously written or published by another party except those which in the footnes, quotation, and bibliography. Therefore, I will totally responsible for the thesis are mentioned if there is any objection or claim for others,

Malang, 16 Oktober 2019



Mohammad Syaifuddin
NIM. 15130043

Ulfah Muhayani, M.PP
Lecturer Faculty of Education and teacher training
State Islamic University of Maulana Malik Ibrahim Malang

OFFICE MEMO OF ADVISOR

Subject : Mohammad Syaifuddin

Attachment : 4 (Four) Exemplares

To whom it My Careem,

Dean Faculty of Education and Teacher Training

in,

Malang

Assalamu'alaikum Wr. Wb.

This office memo declares that thesis originally owned by :

Name : Mohammad Syaifuddin

NIM : 15130043

Department : Social Science of Education Department

Title of Thesis : Development of Interactive Multimedia Based on autoplay
Program on IPs Studies Sub-Material Social Intitutions for
Grade VII at Islamic Junior High School of hidayatus Salam
Gresik

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

Wassalamu'alaikum Wr. Wb.

Advisor,



Ulfah Muhayani, M. PP
NIP. 197906022015032001

PREFACE



Alhamdulillah, all praise and gratitude to Almighty Allah Almighty, because of blessings and abundance of blessings from Allah SWT the author can complete the thesis entitled "Development of Autoplay-Based Interactive Multimedia on Social Sciences Materials in Social Sciences subject matter Social Institutions in Class VII Semester II MTs Hidayatus Salam Gresik ". Sholawat and Greetings to our prophet Muhammad SAW, his family and followers to the end of the world.

This thesis is the author to add to the scientific treasures, especially in social studies subjects, especially on Social Institution material, also add alternative learning media in addition to those already available in the classroom to increase student motivation in learning.

A pride and happiness is for the writer to be able to complete this thesis after going through a long story in compiling this thesis. Therefore, the authors say thank you to:

1. Allah SWT, who has given mercy and blessings so that I can complete this thesis.
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The author is aware that this thesis still has errors in many aspects, hopefully the readers can give criticism and suggestions, so that the writer can further improve this thesis in the future.

Malang, 17 October 2019

Mohammad Syaifuddin

Translation Guidelines of Arab Latin

Translation of arab latin in this skripsi utilize the translation gudelines based on the agreement and decision together between Ministry of Religion and Ministry of Education and Culture of Republic of Indonesia No. 158, 1987 and No. 0543b/U/1987. That is could explained as follow:

A. Huruf

ا =	A	ز =	Z	ق =	q
ب =	B	س =	S	ك =	k
ت =	T	ش =	sy	ل =	l
ث =	Ts	ص =	sh	م =	m
ج =	J	ض =	dl	ن =	n
ح =	H	ط =	th	و =	w
خ =	Kh	ظ =	zh	ه =	h
د =	D	ع =	'	ء =	,
ذ =	Dz	غ =	gh	ي =	y
ر =	R	ف =	F		

B. Long Vowel

Vowel (a) Lenght = â

Vowel (i) Lenght = Î

Vowel (u) Lenght = Û

C. Diphtong Vowel

أو = aw

أَي = ay

أُو = Û

إِي = Î

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ABSTRACT

Syaifuddin, Mohammad. 2019. *Development of Interactive Multimedia based on Autoplay Program on IPS Studies Sub-Materials social Institution for Grade 7th At Islamic Junior High school of Hidayatus Salam Gresik.* Thesis, Social Science Education Department, Tarbiyah and Teaching Learning Faculty, State Islamic University Maulana Malik Ibrahim Malang. Advisory, Ulfah Muhayani, M.PP.

Social Institution is one of materials object on IPS Studies. The mastery of good morals is important so that learners can live in society. To mastering that competence, needed media that support to facilitate the teacher in delivering learning material.

The purpose of this development is (1) to describe the process of development of interactive multimedia based on *Autoplay* program on the material Social Institutions for grade VII students of Islamic Junior High School Hidayatus Salam Gresik, (2) to describe the level of effectiveness, efficiency and attractiveness of interactive multimedia based on *Autoplay* program on the material Social Institutions for grade VII students of Islamic Junior High School Hidayatus Salam Gresik, (3) describe the results of the use of interactive multimedia based on *Autoplay* program on IPS Studies Sub-material Social Institutions for grade VII Students of Islamic Junior High School Hidayatus Salam Gresik.

The method used in this research is the Research and Development method with the ADDIE development model. Research subjects in the development of this learning media is a class student VII-A Islamic Junior High School of Hidayatus Salam Gresik amounted to 15 people.

The result of development shows that (1) interactive multimedia development process using 5 stages known as ADDIE model, (2) Given the level of effectiveness, efficiency and appeal of interactive multimedia based on *Autoplay* program on IPS Studies sub-materials Social Institution for grade VII Semester II MTs Hidayatus Salam Gresik show good result that is equal to 97.5% from material experts 86% of learning media experts 84% of learning experts IPS and 78.9% of field trials. (3) the result of the use of interactive multimedia based on *Autoplay* program on the material IPS Studies sub-materials Social Institution for grade VII of Islamic Junior High School Hidayatus salam Gresik showed positive result that is improve student achievement. It can be proven with post test score which is higher than pre test score that is $79\% > 51.3\%$. It is also supported by the result of calculation of T_{hitung} which is bigger than T_{table} that is $9.108 (T_{hitung}) > 2.14 (T_{table})$. This proves the positive impact of changes in student achievement by using products from the development of interactive media based on *Autoplay* that is the change of student achievement.

Keywords: Learning Media, Interactive Multimedia *Autoplay*, Social Institution.

مستخلص البحث

سيف الدين , محمد . تطوير الوسائط المتعددة التفاعلية على اساس اوتو ببلاي حول مسألة مؤسسة الإجتماعية على الصف السبعة الطلاب الفصل الدراسي الثاني المدرسة الثانوية هداية السلام غرشيك . البحث الجامعي . قسم التربية الإجتماعية ، كلية العلوم التربية والتعليم ، جامعة الإسلامية الحكومية مولانا مالك ابراهيم مالانج .
مشرفة : الف موهاياي

مسألة مؤسسة الإجتماعية هي دراسة في موضوع العلم الإجتماعية التي يجب أن يتقنها المتعلمون. إن إتقان مؤسسة أمر مهم حتى يتمكن المتعلمون من العيش في المجتمع. إتقان الكفاءة ، تحتاج إلى وسائل الإعلام التي تدعم تسهيل المعلم في تقديم المواد التعليمية.

اما هدف من هذا. البحث الجامعي هو (1) لوصف العملية تطوير الوسائط المتعددة التفاعلية على اساس اوتو ببلاي حول مسألة مؤسسة الإجتماعية على الصف السبعة الطلاب الفصل الدراسي الثاني المدرسة الثانوية هداية السلام غرشيك (2) وصف مستوى الفعالية والكفاءة والجاذبية من الوسائط المتعددة التفاعلية على اساس اوتو ببلاي حول مسألة مؤسسة الإجتماعية على الصف السبعة الطلاب الفصل الدراسي الثاني المدرسة الثانوية هداية السلام غرشيك (3) وصف نتائج استخدام الوسائط المتعددة التفاعلية على اساس اوتو ببلاي حول مسألة مؤسسة الإجتماعية على الصف السبعة الطلاب الفصل الدراسي الثاني المدرسة الثانوية هداية السلام غرشيك.

الطريقة المستخدمة في هذا البحث هي طريقة البحث والتطوير مع نموذج تطوير ADDIE

الموضوعات البحثية في تطوير وسائل الإعلام التعلم هو الطلاب الصف السبعة أ المدرسة الثانوية هداية السلام. غرشيك ما مجموعه 15 شخصا

تظهر نتائج التطوير ما يلي: (1) عملية العملية تطوير الوسائط المتعددة التفاعلية على اساس اوتو ببلاي حول مسألة مؤسسة الإجتماعية على الصف السبعة الطلاب الفصل الدراسي الثاني المدرسة الثانوية هداية السلام غرشيك. من خلال 5 مراحل تعرف باسم نموذج ADDIE أذكر درجة الفعالية

والكفاءة والجاذبية والجاذبية من الوسائط المتعددة التفاعلية على اساس اوتو ببلاي حول مسألة مؤسسة الإجتماعية على الصف السبعة الطلاب الفصل الدراسي الثاني المدرسة الثانوية هداية السلام غرشيك. تظهر نتائج جيدة ي 97.5% من خبراء المواد 86% من خبراء الإعلام المتعلم 84% من خبراء التعلم مؤسسة الإجتماعية و 78.9%

من التجارب الميدانية. (3) نتائج الاستخدام الوسائط المتعددة التفاعلية على اساس اوتو ببلاي حول مسألة مؤسسة الإجتماعية على الصف السبعة الطلاب الفصل الدراسي الثاني المدرسة الثانوية هداية السلام غرشيك أظهرت نتيجة إيجابية هي تحسین تحصيل الطلاب يمكن إثباته من خلال اختبار ما بعد القيمة التي تكون أعلى من $9.108(T_{hitung}) > 2.14 (T_{tabel})$ قيمة الاختبار السابقة أي $79\% < 51.3\%$. ويدعم أيضا

نتيجة حساب T_{hitung} الذي أكبر من T_{tabel} هو

هذا يثبت التأثير الإيجابي للتغيرات في تحصيل الطلاب باستخدام المنتج من الوسائط المتعددة التفاعلية على اساس اوتو ببلاي وهي التغيرات في زيادة تحصيل الطلاب.

كلمات المفتاحية: وسائل الإعلام التعليمية, التطبيق اوتو ببلاي ، مؤسسة الإجتماعية.

ABSTRAK

Syaifuddin, Mohammad. 2019. *Pengembangan Multimedia Interaktif Berbasis Autoplay pada Mata pelajaran IPS materi Lembaga Sosial pada Siswa Kelas VII MTs Hidayatus Salam Gresik.* Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing, Ulfah Muhayani, M.PP

Lembaga Sosial merupakan suatu kajian materi dalam mata pelajaran IPS. Penguasaan tentang mata pelajaran IPS yang baik sangat penting agar peserta didik bisa hidup bahagia dalam masyarakat. Untuk menguasai kompetensi tersebut, diperlukan media yang mendukung untuk mempermudah guru dalam menyampaikan materi pembelajaran.

Tujuan pengembangan ini adalah (1) untuk mendeskripsikan proses pengembangan multimedia interaktif berbasis *Autoplay* pada mata pelajaran IPS materi *Lembaga Sosial* terhadap siswa kelas VII Semester II MTs Hidayatus Salam Gresik, (2) mendeskripsikan tingkat keefektifan, keefisienan dan kemenarikan multimedia interaktif berbasis *Autoplay* pada mata pelajaran IPS materi *Lembaga Sosial* terhadap siswa kelas VII Semester II MTs Hidayatus Salam Gresik, (3) mendeskripsikan hasil penggunaan multimedia interaktif berbasis *Autoplay* pada mata pelajaran IPS materi *Lembaga Sosial* terhadap siswa kelas VII Semester II MTs Hidayatus Salam Gresik.

Metode yang digunakan dalam penelitian kali ini yaitu metode Research and Development dengan model pengembangan ADDIE. Subjek penelitian dalam pengembangan media pembelajaran ini adalah siswa kelas VII A MTs Hidayatus Salam Gresik berjumlah 15 orang.

Hasil pengembangan menunjukkan bahwa (1) Proses pengembangan multimedia interaktif melalui 5 tahap yang dikenal dengan model ADDIE, (2) Tingkat keefektifan, keefisienan dan kemenarikan multimedia interaktif berbasis *Autoplay* pada mata pelajaran IPS materi *Lembaga Sosial* terhadap siswa kelas VII Semester II MTs Hidayatus Salam Gresik menunjukkan hasil yang baik yaitu sebesar 97.5% dari ahli materi 86 % dari ahli media pembelajaran 84 % dari ahli pembelajaran IPS dan 78,9% dari uji coba lapangan. (3) hasil penggunaan *multimedia interaktif* berbasis *Autoplay* pada mata pelajaran IPS materi *Lembaga Sosial* terhadap siswa kelas VII Semester II MTs Hidayatus Salam Gresik menunjukkan hasil yang positif yaitu meningkatkan prestasi belajar siswa. Hal tersebut bisa dibuktikan dengan nilai *post test* yang lebih tinggi dari nilai *pre test* yaitu 79 % > 51.3 %. Hal tersebut juga didukung oleh hasil perhitungan T_{hitung} yang lebih besar dari T_{tabel} yaitu $9.108(T_{hitung}) > 2.14 (T_{tabel})$. Hal tersebut membuktikan adanya peningkatan prestasi belajar siswa.

Kata Kunci: Media Pembelajaran, Multimedia *Autoplay*, Lembaga Sosial;.

CHAPTER I

INTRODUCTION

A. Background of Research

In national education, there are still many regulations and laws that have the aim of educating the lives of the nation's children and to develop better standards of education in this country as in the Regulation of the Minister of Education and Culture No. 22 of 2016 concerning Standard Process of Basic and Secondary Education Article 1 concerning Standard and Middle Education Process Standards hereinafter referred to as Process Standards is a criterion concerning the implementation of learning in basic education units and secondary elementary education units to achieve graduate competency².

In this case, not only the government must continue to try to develop education in this country, but school institutions must also strive to advance education in schools to complement supporting facilities in the education process, in this case teachers, classrooms, books, learning media that can stimulate students are more motivated and easier to understand learning. To develop students 'potential needed innovation in learning so that learning can attract students' attention. Many things can be done to make students interested in following the learning process, for example by using learning media that are in accordance with the material

² Badan Penelitian dan Pengembangan Depdiknas, *Undang-undang sistem pendidikan*

learning. The learning process will take place well if supported by adequate and appropriate learning media in its use.

In Islamic education also has used the media as a tool in education, as the word of Allah SWT follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ

الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: "Read by (mentioning) the name of your Lord who created, He has created man from a clot of blood, Read, and your God is the Most High, Who teaches (man) with a pen. He teaches people what he doesn't know. " (*Q.S. Al-Alaq :1-15*).³

When viewed from the aspect of education, the main material that this verse wants to teach to humans is faith in Allah and grateful for His blessings and do not become a tyrannical person. In presenting the material, the Qur'an uses the qolam (Pena) media. With this media, humans believe in the greatness of God and are grateful for His blessings.⁴

Media is a complete learning unit that stands alone and consists of a series of learning activities arranged to help the contents of learning reach a number that has been specifically and clearly formulated. Media is the right solution used to create fun learning for students, because the media are able to appreciate the diversity of student

³ Departemen Agama Republik Indonesia, *Al-Qur'an dan Terjemahanya*, (Surabaya: Mahkota Surabaya, 2006), page. 136

⁴ Syaikh As Sa'di rahimahullah, *Taisiri Al Karimir Rahman*, , (Jakarta: Amzah, 2013), page 930.

characteristics. However, the media currently in the form of conventional media are presented in print.⁵

Lots of media used by teachers in learning but students will be bored with the media carried by the teacher when the media is monotonous. Even though according to Henry in his book there are 3 types of learning media that can be developed and used in learning activities by teachers in schools, such as: (1) visual media is media that can only be seen using the sense of sight consisting of media that can be projected and which cannot be projected. (2) audio media is media that contains messages in an auditory form that can stimulate the thoughts, feelings, attention and ability of students to learn teaching materials and the like. (3) audio visual media is a media combination of the two media above (visual media and audio media)⁶. So from that the importance of developing learning media in learning so that the classroom atmosphere in learning is more peaceful and fun, by developing electronic media that has become a necessity in learning. Especially in the social studies learning process which is often a lot with the stories and makes students bored, sleepy and others.

The learning process carried out by teachers currently tends to achieve the curriculum target, more concerned with memorizing concepts not on understanding. This can be seen from the learning activities in the classroom which are always dominated by the teacher, in the delivery of material that still uses the lecture method, where students just sit down to take notes, and listen to what is conveyed by the

⁵ Saputro, Supriyadi, Strategi Pembelajaran. (Malang : Laboratorium Teknologi Pendidikan, 2006) page 21

⁶ Rusman, *Belajar dan Pembelajaran Berbasis Komputer*. (Bandung : Alfabeta.2012)

teacher. So that the atmosphere of learning is not conducive and makes students passive.

In accordance with the development of the times and the development of technology, in the learning process requires students to be more active, the computer can be used as a medium to help the learning process. Many ways are developed in learning that involve active students through computer-based media stimulus, one of which uses Autoplay software. The research conducted selected Autoplay-based visual learning media for learning social science because this media offers mastery of material, understanding and also images, videos, music, flash, animation and so on that make students interested in understanding the lessons or following the learning process in class.

Based on the above problems, the authors are interested in making the social institution material into an Autoplay based learning media. Because in general, social studies teachers tend to only use the lecture method in teaching. The lecture method itself is not a bad method, but if only using the lecture method without learning media, students tend to feel bored. As a result, student concentration will be weak and material will be difficult to digest. Even though the material presented is very important. For example, where the author conducted the research at MTs Hidayatus Salam Gresik, after conducting an interview with an IPS subject teacher, he said that all this time the teaching was done by using the lecture method and teaching materials used only in the form of LKS books (Student Worksheets) which is colorless and less attractive. He said that sometimes students find it difficult to concentrate when instructed to read

books. Therefore, there is a need for learning media that can make students interested in learning.

Seeing this condition, the conscious writer as a prospective educator, cannot just keep watching the problem. Here researchers try to develop a multimedia-based interactive learning media so that learning activities run more interesting, student learning concentration increases and student learning outcomes are more optimal.

to increase students' interest in learning. Through this application, students will not only listen to the material, but also can see pictures, videos, music, flash, animation and so on. This software has been used by many professional software developers to create multimedia projects, interactive training courses and many other projects

. Based on the description of the background, the researcher was interested in conducting research and development of autoplay learning media IPS subjects in Social Institution material for Class VII Students at Hidayatus Salam Gresik MTs using the ADDIE steps based on Dick and Carey's theory.

B. Focus Of Research

Based on the background stated earlier, research problems were formulated to limit the scope of the study as follows:

1. How is the process development of interactive multimedia based on autoplay on Social Sciences Subjects Sub-Materials Social Institution for Grade VII at Islamic Junior High School of Hidayatus Salam Gresik?

2. How is the effectiveness, efficiency and appeal development of interactive multimedia based on autoplay on Social Sciences Subjects Sub-Materials Social Institution for Grade VII at Islamic Junior High School of Hidayatus Salam Gresik?
3. How is the Result development of interactive multimedia based on autoplay on Social Sciences Subjects Sub-Materials Social Institution for Grade VII at Islamic Junior High School of Hidayatus Salam Gresik?

C. Purposes of The Research

In accordance with the subject matter formulated previously, the purpose of this study is:

1. Describe process development of interactive multimedia based on autoplay on Social Sciences Subjects Sub-Materials Social Institution for Grade VII at Islamic Junior High School of Hidayatus Salam Gresik.
2. Describe the effectiveness, efficiency and appeal development of interactive multimedia based on autoplay on Social Sciences Subjects Sub-Materials Social Institution for Grade VII at Islamic Junior High School of Hidayatus Salam Gresik.
3. Describe the Result development of interactive multimedia based on autoplay on Social Sciences Subjects Sub-Materials Social Institution for Grade VII at Islamic Junior High School of Hidayatus Salam Gresik.

D. Benefits of Research

This study resulted in a product in the form of Autoplay-based learning media in learning social science science to improve the understanding and mastery of social institution material for grade VII at Islamic Junior High School of Hidayatus Salam Gresik. The benefits of this development research are as follows:

1. Theoretically benefits.
 - a. It is expected that the results of this study contribute to the development of scientific treasures, especially in the field of development of learning media.
 - b. This development is useful for developing teacher education, where teachers must be able to develop media both in visual media, audio, audio visual and multimedia-based media that will be used in the learning process.
2. Practically benefits.
 - a. For institutions, this development research is useful as a support for teaching and learning activities and as a tool to motivate students to actively participate in learning activities. The use of learning media in the form of multimedia autoplay so that it can be useful and become the basic foundation of institutions or schools in relation to the use and use of media to form the character of students who are intelligent and critical thinking. In addition, increasing the motivation of teachers to develop learning media in teaching, such as using multimedia autoplay which makes it easier for teachers to teach.
 - b. For researchers, to broaden their knowledge, especially in developing effective, efficient and interesting learning media for students. Then to sharpen the research soft skills, especially in the field of autoplay.

E. Development Assumptions and Limitations

Some of the assumptions underlying the development of interactive multimedia about Social Institution materials include:

1. Interactive multimedia based Autoplay teaching materials are used as additional teaching materials that help teachers in the learning process.
2. Teaching materials in the form of interactive multimedia based on Autoplay can create a more enjoyable learning atmosphere.
3. Interactive multimedia based on Autoplay social studies subjects on Social Institution material can improve student learning outcomes.
4. The unavailability of interactive multimedia based on Autoplay on social studies subjects, especially Social Institution material.

F. Scope of Development

The scope of development in this study is to develop teaching materials on social studies subjects with interactive multimedia based on Autoplay Media Studio on second semester for grade VII of Islamic Junior High School of Hidayatus Salam Gresik with the subject matter of Social Institutions.

G. Product specifications

The product developed is in the form of an interactive multimedia based on Autoplay which contains for grade VII IPS material for Madrasah Tsanawiyah. Products produced from the development of learning media through multimedia Autoplay have the following specifications:

1. Social Institution material for seventh grade students in even semester MTs.

2. Interactive multimedia based on *Autoplay* consists of learning material, animated videos, practice questions, music and interesting and fun images. Learning media are presented more interactively where the involvement of students is needed in using this teaching media.
3. The specification of the physical form of the product produced is an interactive multimedia based on *Autoplay* which is packaged on CD (*Compact Disk*).
4. Multimedia *Autoplay* is equipped with varied material and practice questions, from observing images that are then described, and telling examples of Social Institutions around by looking at the video.

H. Originality of Research

1. Moh. Fathur Rozzi, (2013) with the title, "*Multimedia Use Through Multimedia Usage Programs Through Autoplay Programs in Improving Student Motivation and Learning Achievement in Aqidah Akhlak XI IPS 2 MAN subjects in Tlogo Blitar.*" This study has the same equation, namely developing teaching materials through programs Multimedia Use Through the Autoplay Program. However, the difference is the subject, namely in this study the subject matter discussed is material about Social Institutions, while in previous studies examined how to avoid despicable morals.
2. Muhammad Fatchul Aziz, (2015), with the title, "*Development of Learning Media of Al-Qur'an Hadith Based on Autoplay Media Studio Material of Reading Law Qalqalah Class VII Madrasah Tsanawiyah Negeri Jabung Blitar.*" This study also has an application usage equation, namely the Autoplay application.

The difference with this research is that the subjects discussed are social studies subjects.

3. Yayang Mega Crescent, (2015), with the title “*Development of Autoplay-Based Interactive Multimedia on SKI Materials with a Scientific Approach to Improve Second Grade Learning Outcomes in Junior High School 4Th of Malang.*” This research has similarities, namely researching the development of interactive multimedia based on autoplay, but what distinguishes is social studies subjects.

For easily reader, writer make a table such as:

No.	Title	Similarities	Differences	Originality of Research
1.	Moh. Fathur Rozzi, (2013) with the title, <i>"Multimedia Use Through Multimedia Usage Programs Through Autoplay Programs in Improving Student Motivation and Learning Achievement in Aqidah Akhlak XI IPS 2 MAN subjects in Tlogo Blitar."</i>	Multimedia Use Through the Autoplay Program	The subject of discussion is despicable moral avoidance	Main discussion of Social Institutions

	Thesis. 2013			
2.	Muhammad Fatchul Aziz, with the title, <i>"Development of Learning Media of Al-Qur'an Hadith Based on Autoplay Media Studio Material of Reading Law Qalqalah Class VII Madrasah Tsanawiyah Negeri Jabung Blitar."</i> . Thesis. 2015.	Development of Interactive Multimedia based on Autoplay	Al-Quran hadits Material	Social Studies Subject
3.	Yayang Mega Crescent, (2015), with the title <i>"Development of Autoplay-Based Interactive Multimedia on SKI Materials with a Scientific Approach to Improve Second Grade Learning Outcomes in</i>	Development of Interactive Multimedia based on Autoplay	SKI Material	Social Studies Subject

	<i>Junior High School 4Th Malang.”</i> Thesis. 2015.			
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Based on previous studies that have been described, there is no research that discusses the use of Autoplay-based interactive multimedia on social studies subjects especially in the subject of the discussion of Social Institutions at MTs Hidayatus Salam Gresik. Therefore, in this research the author examines the development of Autoplay-based interactive multimedia on social studies subjects in Social Institution material for semester 2 students of class VII MTs Hidayatus Salam Gresik.

I. Operational Definition

To avoid interpretation of meaning in this development research, some operational definitions that need to be explained are as follows:

1. Development

Development is a process, method or action developing. This research is a type of research that is not intended to test the theory but rather produces or develops products namely Autoplay-based learning media for social studies subjects in Class VII Social Institution material is commendable at MTs Hidayatus Salam Gresik.

2. Multimedia Interactive

Multimedia Interactive is a combination of several media that are used in a planned and systematic manner which is equipped with a controller that can be operated by the user, so that the user can choose what is desired for the subsequent processes.

3. *Autoplay*

Autoplay Media Studio is one of the software commonly used to create interactive multimedia on computer programs that can channel and display messages or information consisting of subject matter in the form of text, images, sounds, videos and problem training.

4. Social Institutions

Etymologically the Social Institution is a translation of the English term Social Institution which refers to two senses, namely the system of values and social norms and forms or social organs. But social institutions also translate as social prana. In this case related to the responsibility of community members. There are other opinions that suggest that social institutions are a system of behavior and relationships that are centered on activities to meet various special needs in society. Meanwhile, according to Koentjaraningrat, social institutions are special norms that organize, regulations that are patterned for special human needs in social life.

While in terms (terminology), experts differed on this matter. The opinions of the experts are compiled as follows:

- a. According to Koentjadinigrat, social institutions are a system of special norms and regulate a series of well-patterned actions to meet the specific needs and needs of humans in people's lives.
- b. According to Soerjono Soekanto, social institutions are a collection of norms from all actions that revolve around a basic need in people's lives.

- c. According to berger, Social Institutions are procedures that cause human actions to be suppressed by certain patterns and forced to move through a path that is deemed in accordance with the wishes of the community.

J. Systematics Discussion

The systematic discussion on development research this time will be divided into several chapters and each chapter will have several sub-chapters. The division is as follows:

Chapter I, with contains an introduction that discusses the background, problem formulation, development goals, development benefits, development assumptions, scope of development, product specifications, research originality, operational definitions and systematic discussion.

Chapter II, with contains a theoretical study that discusses the terms of reference of concepts, principles or theories used and explains the product model to be developed.

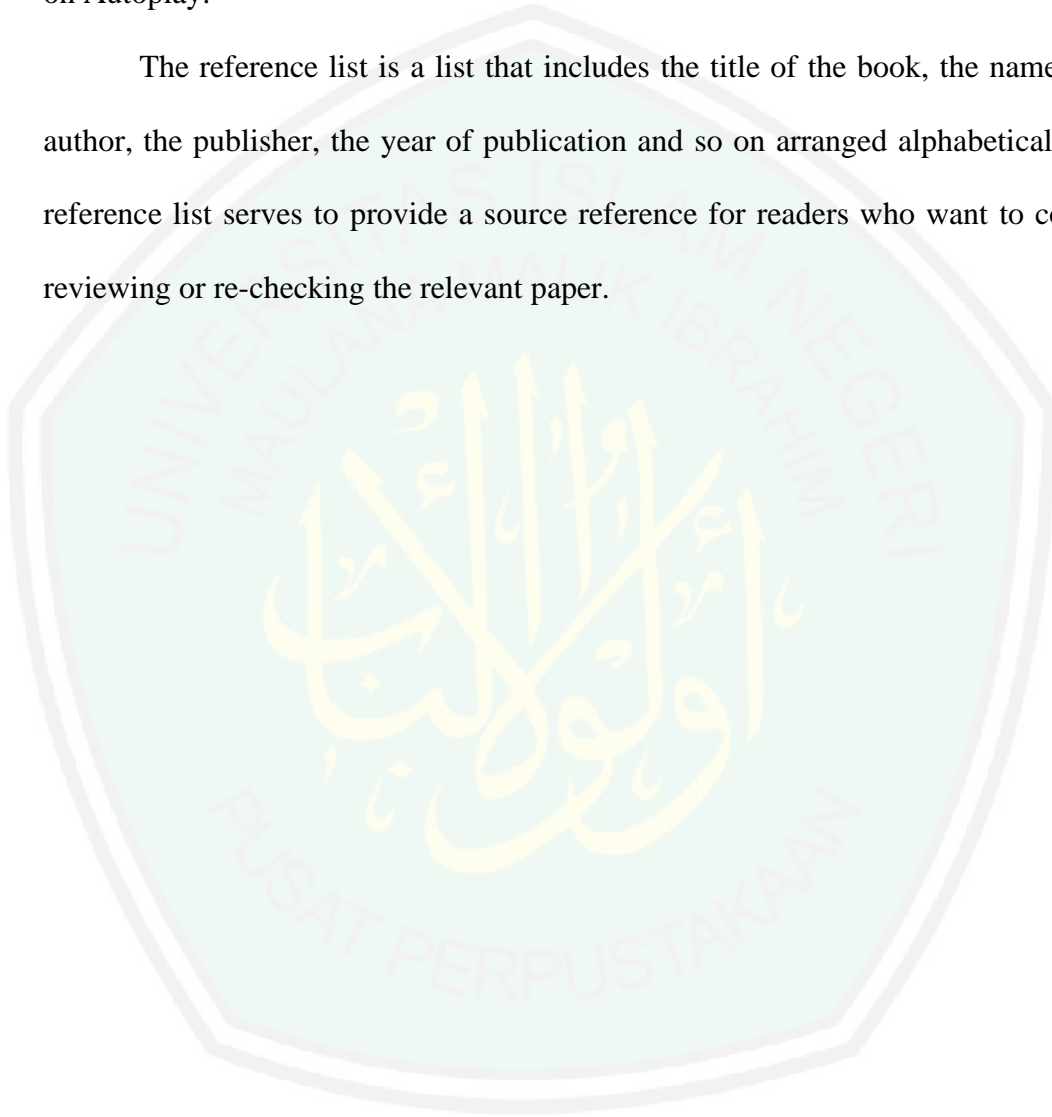
Chapter III, with contains research and development methods, namely the type of research, development models, development procedures and product trials.

Chapter IV, with contains about the development process that explains the procedures or steps for developing interactive multimedia based on Autoplay. Among them is the process of developing *Autoplay* learning media on social Institution material and presenting validation data.

Chapter V, with contains discussion. The discussion in this development is divided into four main points which include: analysis of the development of

instructional media, analysis of the results of expert product validation in the development of instructional media, analysis of levels of attractiveness, effectiveness and efficiency and finally analysis of the effect of using interactive multimedia based on Autoplay.

The reference list is a list that includes the title of the book, the name of the author, the publisher, the year of publication and so on arranged alphabetically. The reference list serves to provide a source reference for readers who want to continue reviewing or re-checking the relevant paper.



CHAPTER II

REVIEW OF LITERATUR

A. Multimedia Interaktif

Multimedia is a combination of various media (file format) in the form of text, images (vector or bitmap), graphics, sound, animation, videos, interactions and others that have been packaged into digital files (computerized), used to convey messages to the public . While interactive understanding is two-way communication or more than communication components. Components of communication in interactive multimedia (computer-based) are relationships between humans as users or users of products and computers as software in certain file formats that are usually on CD.⁷ So, if in real life interaction is a reciprocal relationship between two people that occurs in two directions, in this sense the meaning of interaction is the relationship or communication between humans and computers.

Interactive multimedia is a medium that can be used as teaching material in learning that uses various types of media, namely audio, video, graphics and so on that can involve many senses and organs during the learning process and there is a process of empowering students to control the learning environment.⁸ By maximizing the senses possessed by students starting with vision and hearing and with an attractive appearance and not monotonous, it is expected that students can be more active in

⁷Munir. *Multimedia Konsep dan Aplikasi dalam Pendidikan* (Bandung: Alfabeta, 2013), page 110

⁸Elsa May Wijaya. *Pengembangan Bahan Ajar SKI berbasis Multimedia Interaktif untuk Meningkatkan Hasil Belajar Siswa Kelas VIII di MTs An-Nur Bululawang*. (Skripsi: Prodi Studi Pendidikan Agama Islam, Universitas Islam Negeri Maulana Malik Ibrahim Malang . 2016) page 17

participating in learning activities. In addition, several advantages of using interactive multimedia in learning include:⁹

1. A more innovative and interactive learning system.
2. Education will be required to be innovative creative in finding learning breakthroughs.
3. Able to combine text, images, audio, music, animated images or videos in a mutually supportive unit to achieve learning goals.
4. Increase the motivation of students during the learning process until the desired learning goals are obtained.
5. Able to visualize material that has been difficult to explain only with conventional explanations or props.
6. Training students is more independent in getting knowledge.

Those are some of the advantages of using interactive multimedia in learning. Actually there are many other advantages that are obtained when a teacher uses interactive multimedia in each learning activity. However, the researchers only presented 6 advantages to shorten the discussion. Dalam pembagiannya, multimedia dibagi menjadi dua bagian yaitu multimedia linear dan multimedia interaktif. Linear multimedia is a multimedia that is not equipped with any controller that can be operated by the user. Examples are TV and film. While interactive multimedia is a

⁹ *Loc.cit.*

multimedia sound that is equipped with a controller that can be operated by the user, so that the user can choose what is desired for the next process.¹⁰

Researchers believe the use of interactive media is more effective than conventional teaching, because by using interactive multimedia, learning will run more interesting, the quality of student learning will increase and students will be more happy to learn.

B. Autoplay application

a. Understanding the Autoplay Application

Autoplay media studio is software that can be used to make a presentation professionally. *Autoplay* Media Studio allows users to create interactive multimedia, even if the user is not a programmer. With a little intuition and creativity, users can create projects that look professional by utilizing this program. This software has been used by many professional software developers to create multimedia projects, interactive training courses and many other projects. By combining images, music, videos, flash and others, it can be done as easily as drag and drop. The objects provided and can be used and combined in designing an audio visual media with this software include:

- 1) Image object
- 2) Button object (tombol)
- 3) Audio object (music, voice effect, etc)
- 4) Verbal object (Note)

¹⁰ Daryanto. *Media Pembelajaran Peranannya Sangat Penting dalam Mencapai Tujuan Pembelajaran*. (Yogyakarta: Gava Media, 2010) page 51

- 5) *Slide show*
- 6) Videos
- 7) Project video tutorial
- 8) Flash object
- 9) File PDF
- 10) Web Object and hyperlink¹¹

Based on the ease and completeness of the features, researchers chose to use *Autoplay* software to develop interactive multimedia. Because besides being easy to use, the results of this software are not too simple as other presentation media such as powerpoint, prezi and others. In fact, as explained earlier, by using this software the media produced will be like a professional programmer without the need for a good programmer skill. Only need creativity and high imagination.

b. Function *Autoplay*

Autoplay Media Studio functions to create multimedia software by integrating various types of media such as images, sounds, videos, text and flash into the presentation made. With the *Autoplay* application we can create an autorun presentation display in which there are call buttons that are useful for displaying various kinds of files such as: video, photo, power point, Ms. Exel, Ms.Word, flash

¹¹ Yayang Mega Bulan Sabit. *Pengembangan Multimedia Interaktif Berbasis Autoplay pada Materi SKI dengan Pendekatan SAINTIFIK untuk Meningkatkan Hasil Belajar Kelas VII SMPN 4 Malang*. (Skripsi: Prodi Jurusan Pendidikan Agama Islam Universitas Islam Negeri Maulana Malik Ibrahim Malang. 2015) page.21

and various other files.¹² That way, we can call the slide or display we want just by pressing the button that has been given the command to display the slide we want.

Strengths and Weaknesses of the Autoplay Program

Each software must have advantages and disadvantages of each.

The advantages of this application include:

- 1.) Computer hardware specifications or specifications that are not too high.
- 2.) *Autoplay* Media Studio 8 is designed to create and develop professional applications as easily as possible, even without previous programming experience. By drag and drop your content to the Autoplay page, and then double click to edit.
- 3.) There are almost twenty types of interactive objects to choose from, video, web / HTML, Flash, QuickTime, PDF, Checkboxes, radio buttons, edit fields, rich text, slides, data grids, menu bars and tree controls.¹³
- 4.) Can be displayed on various media such as the web, CD-ROOM, VCD, DVD, Television, Mobile and PDA. Aplikasi gratis dan bisa didownload langsung di internet.
- 5.) After creating the work you can automatically create Autoplay (that is, when we have finished creating the project, we will immediately be able to enjoy the results by clicking the publish button (the icon is a CD) then follow the instructions).

¹² *Ibid* page 22

¹³ *Ibid* page 23

Disadvantages of the Autoplay application program include:

- i. A boring slide show.
- ii. The menu for making animations is incomplete.
- iii. Sometimes crash or error.

C. Social Institutions

a. Definition of Social Institutions

Institutions were initially formed from a habit that was carried out continuously until it became customs, then developed into behavior (mores). According to Hoarton and Hunt, institute (institutation) is not a building, not a group of people, and not an organization. Institutions (institutions) are a norm system to achieve a goal or activity that is considered important by society or formally, a set of habits and behavior that revolves around a basic human activity. In other words the Institution is a structured (structured) process to carry out certain activities. The opinions of the leaders about the Definition of Social Institutions:

1. According to Koentjaraningkrat: Social institutions are a system of behavior and relationships that are centered on social activity to meet complex special needs in people's lives.
2. According to Leopold Von Weise and Becker: Social institutions are networks of processes of human relations and between groups that function to maintain that relationship and its patterns in accordance with the interests of individual and group interests.

3. According to Robert Mac Iver and C.H. Page: Social institutions are procedures or procedures that have been created to regulate relations between people who are members of a community group.
4. According to Soerjono Soekanto, social institutions are a set of norms of all levels that revolve around a basic need in the life of the community.

According to W. Hamilton, that the institution is the way of life of the group, which if violated will be subject to various degrees of sanctions. Then Soerjono Soekanto concluded according to a sociological point of view by placing institutions as social institutions, namely as a network rather than processes of relations between humans and between groups of people that function to maintain these relationships and their patterns, in accordance with human and human interests. the group. Sumner saw it from a cultural standpoint, interpreting social institutions as acts of ideals, attitudes and completeness of culture, which have eternal nature and aim to meet the needs of society. The importance is so that there is order and integration in society. From the various opinions of the experts above, we can conclude the institution is a group, values, norms, rules and social role in the community group. So the institution has a cultural aspect in the form of norms and values that have cultural aspects in the form of various social roles. The two aspects are closely related to each other.

The institution has the aim to regulate the relationships that are held to meet the most important human needs. The source explained that the institution involved not only the pattern of activities born from the social aspect to meet human needs, but also the pattern of the organization to implement it. These needs include: mencai riski, procreation or continuing types, fulfilling the needs of the spirit and maintaining order.

So the role of social institutions is to cover behavior patterns or tasks that must be carried out by a person or community under certain conditions in accordance with their functions or functions as social structures that regulate, direct, and carry out various activities needed to meet human needs.¹⁴

b. Types of social Institutions

Please note, that social institutions are divided into several types that have their respective roles and functions in people's lives. We will explain several types of social institutions below:

1. Education Institutions

Educational institutions are social institutions that have a role to provide knowledge and experience through the education process from the elementary level with one goal, namely to improve the quality of human resources and change individual behavior towards a better direction. There are several functions that are owned by this educational institution, namely as a means of developing and preserving the culture of the community, as a place for developing talents, extending the period of rama, and many more functions from this educational institution.

2. Economic Institutions

The Economic Institution is a social institution that has a role in activities - activities that are in the economic sector. The main function of this institution is to

¹⁴ Ary H. Gunawan, *Sosiologi Pendidikan Suatu Analisis Sosiologi Tentang Berbagai Problem Pendidikan*, (Jakarta: PT Renika Cipta, 2000), page. 23

maintain the basic needs of the community so that they can be fulfilled sustainably. Another function of financial institutions is as a guideline in determining the price of goods to be sold, as a guideline in obtaining modes, as a guideline in community economic turnaround activities, and so forth.

3. Culture Institutions

Cultural Institutions are social institutions whose role is to maintain and develop culture, art, environment, and beliefs that are owned by the community which are the result of the creation, work, initiative of the community itself.

4. Religion Institutions

institutions are social institutions that regulate human life in religion, both Islam, Hinduism, Buddhism, Christianity, Catholicism, and other religions. The main objective of this institution of preservation is to maintain harmony between religious groups. But there are also other functions that are owned by religious institutions such as supporting facilities in the search for identity, morality, as a means of increasing group solidarity, social cohesion, and friendliness in obedience, and many more functions of religious institutions.

5. Politic Institutions

Political institutions are social institutions that play an important role in supporting the sustainability of the formation process, the division of power in society as a decision-making process. This political institution also has several other functions such as regulating the process of political activities, manifesting order within and outside the country, and seeking public welfare in general.

6. Family Institutions

Family institutions are the smallest social institutions in the midst of society. This institution is formed on the basis of marriage and blood relations. There are various kinds of functions that exist in family institutions such as economic functions, production functions, protection functions, socialization functions, affective functions, social supervision functions, and status granting functions. All of these functions will monitor the family / household in living a community life.¹⁵

c. Function and Role Social Institutions

1. Function of Social Institutions According to Soerjono Soekanto, social institutions have the following functions:

- a. Provide guidance on community members, how they must behave or behave in the face of problems that arise or develop in the community, including those concerning relationships that meet needs.
- b. Maintain the integrity of the community concerned.
- c. Provide direction to the community to establish a system of social control, namely a system of community supervision of its members.

According to Horton and Hunt, the functions of social institutions are:

- a. Manifest function or real function, namely the function of an institution that is recognized and recognized by the entire community.

¹⁵ <http://www.tipepedia.com/2016/02/pengertian-lembaga-sosial-lengkap.html> diakses Jumat 14 September 2018.

b. function or covert function, namely the function of social institutions that are not realized or even unwanted or if followed are considered as a by-product and are usually unpredictable.¹⁶

2. Role of Social Institutions

Role in the Big Dictionary of Indonesian Language, means "showman". According to Soekarno the role is a dynamic aspect of position (status). Role also means a thing that is done, a task, things that have a big influence on an event, in other words the role is a behavior pattern that is considered to be done by someone to take advantage of his position..¹⁷

Roles can also be interpreted as a set of behaviors or tasks that must be performed by someone in a particular situation according to their function and position. The role according to Levinson as quoted by Soejono Soekamto, is as follows::

The role is a concept about what individuals can do that is important for the social structure of society, the role includes norms that are developed with a person's position or place in society, the role in this sense is a series of rules that guide a person in social life.¹⁸

According to King the role is a set of behaviors expected of people who have a position and social system. According to Biddle and Thomas, a role is a series of formulas that limit the behaviors expected of certain holders of positions. According

¹⁶ *Ibid.*,

¹⁷ Soelaiman, *Pendidikan Dalam Keluarga*, (Bandung: Alfabeta, 2001), page. 121

¹⁸ Soerjono Soekamto, *Sosiologi Suatu pengantar*, (Jakarta Rajawali Press, 1982), page.238

to Fredman in more detail that the role is a series of behaviors that are applied to someone in accordance with the social position given both formally and informally.



CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The method used in this study is research and development or Research and Development (R & D). Development or Research and Development (R & D) is a research method used to produce certain products and test the effectiveness of these products or steps to develop a new product or improve existing products, which can be accounted for and test its effectiveness. This method is one of the methods used to develop educational products.

To be able to produce a particular product, it is used research that is needs analysis and to test the effectiveness of the product so that it can function in the wider community, research is needed to test the effectiveness of these products. So research and development are longitudinal or gradual..¹⁹ That way, products can be more effective and useful in the community because they have gone through the trial phase.

B. Development Model

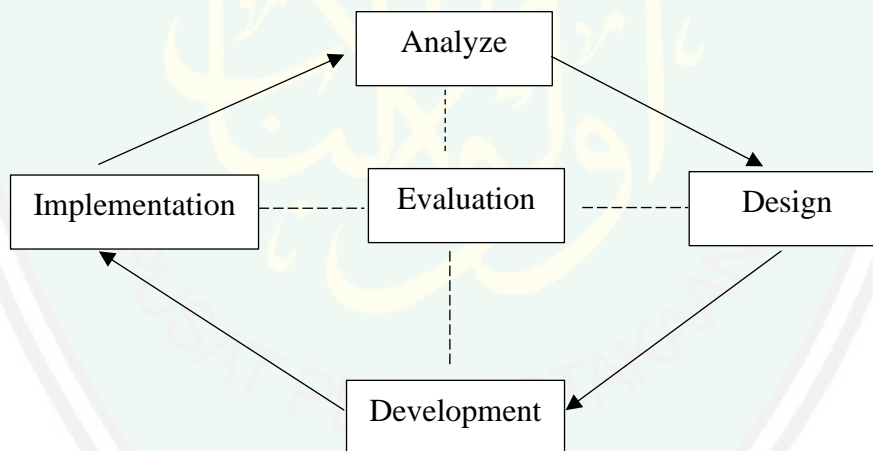
The development model is the basis for developing the product that will be produced. The model presents something or complex or complicated information into something simpler or easier. With the model one will understand something more than through long explanations. A model in research and development is presented in the part of the development procedure, which usually follows the development model

¹⁹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), page. 297

adopted by the researcher. There are several models such as conceptual models, procedural models, systematic models and so on.²⁰

The development model used in developing this teaching material is the ADDIE model which is one of the systematic learning design models. The steps for developing teaching materials used in this model are analyze (analysis), design (design), development (developing), implementation (implementing) and evaluation (evaluating).

This model is a very common model that is usually used by developers in building a system..²¹



Picture ADDIE according Reiser

²⁰ Prof.Dr.H.Punaji Setyosari, M.Ed, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana, 2012), page.221.

²¹ Mulyanta dan Marlon Leong. *Tutorial Membangun Multimedia Interaktif – Media Pembelajaran* (Yogyakarta: Universitas Atma jaya, 2013), page.5

C. Development Procedure

This model uses 5 stages of development namely:²²

1. Analysis

Analysis is to do needs assessment (needs analysis), identify problems (needs), and perform task analysis. The analysis phase is a process of defining what learners will learn, namely doing needs assessment, identifying problems (needs), and task analysis. Therefore, the output we will produce is in the form of characteristics or profiles of prospective participants, identification of gaps, identification of needs and detailed task analysis based on needs.

2. Design

What we do in this design stage, first, formulate the learning objectives that are SMAR (Specific, Measurable, Applicable and Realistic). Next compile the test, where the test must be based on the learning objectives that have been formulated earlier. Then determine the learning strategy and the right media, what it should be like to achieve that goal. In addition, other supporting resources are also considered, such as relevant learning resources, what kind of learning environment should be and others. All of this is contained in a clear and detailed document called blue-print.

Design is the second step of the ADDIE learning system design model. This step is:

- a. The essence of the analysis step is because studying the problem then finding

²² Yayang Mega Bulan Sabit, *op,cit*, page 49

alternative solutions that are successfully identified through the needs analysis step.

- b. Important steps that need to be taken to determine the learning experience that students need to have during the learning activities.
- c. Steps that must be able to answer questions, whether the learning program can overcome the problem of student ability gap.
- d. Ability gap here is the difference in ability possessed by students with abilities that students should have.

3. Development

Development is the process of realizing blue print or the design became a reality. That is, if the design requires a software in the form of multimedia learning, then multimedia must be developed. An important step in the development phase is a trial before it is implemented. This trial phase is indeed part of one of the ADDIE steps, namely evaluation.

Development is the third step in implementing the ADDIE learning system design model. The development step includes the activities of making, buying, and modifying teaching materials. In other words it includes choosing activities, determining methods, media and learning strategies that are suitable for use in conveying material or substance of the program. In carrying out the development steps, there are two important goals that need to be achieved. Such as :

- a. Producing, buying, or revising teaching materials that will be used to achieve the learning objectives that have been formulated previously.

- b. Choosing the best media or combination of media that will be used to achieve learning goals.

4. Implementation

Implementation is a real step to implement the learning system that we are making. That is, at this stage all that has been developed is installed or set in such a way according to its role or function that it can be implemented. The implementation or delivery of learning material is the fourth step of the ADDIE learning system design model. The main objectives of this step include:

- a) Guiding students to achieve goals or competencies.
- b) Guarantee the occurrence of problem solving or solutions to overcome the gap in learning outcomes faced by students.
- c) Ensure that at the end of the learning program, students need to have the necessary competencies - knowledge, skills and attitudes.
- d) Evaluation

5. Evaluation

That is a process to see whether the learning system that is being built is successful, in accordance with initial expectations or not. Actually the evaluation stage can occur in each of the four stages above. The evaluation that occurs in each of the four stages above is called formative evaluation, because the purpose is for revision needs.

Evaluation is the final step of the ADDIE learning system design model. Evaluation is a process carried out to provide value to the learning program. The evaluation of the learning program aims to find out several things, namely:

- a. The attitude of students towards learning activities as a whole.
- b. Increased competence in students, which is the impact of participating in learning programs.
- c. The benefits felt by the school due to an increase in student competence after participating in the learning program.

D. Product Trial

The trial was conducted in order to determine the level of attractiveness, validity and effectiveness of the product.

1. Trial Design

Products in the form of interactive multimedia teaching materials as a result of development are tested for their validity, attractiveness and effectiveness. The level of validity and attractiveness of learning teaching materials is known through trial activities carried out through several stages, namely the validation of subject matter experts, expert validation by media design experts, validation by learning experts and field trials.

Validation and attractiveness test and ease of use of instructional media is done by calculating the questionnaire with the Likert scale which is submitted to 3 experts, namely experts in the field of study, media design experts and

learning expert. Then also added by paying attention to the suggestions of comments given by experts.

While testing the effectiveness and attractiveness of learning media is done by field trials. The field test itself is done by calculating the results of the pre test and post

test by comparing before and after treatment. The results of the pre test and post test were analyzed through the T test with manual calculations.

2. Trial Subject

The trial subjects in the research of IPS grade VII material development, the subject matter of the Social Institution was the subject matter expert, media design expert and learning expert and for the field trial 15 students of class VII-A at Hidayatus MTs greetings Gresik.

3. Type of Data

Data revealed in the stages of the results of this trial are:

- 1) The accuracy of content / material in the development of teaching materials is obtained from experts in the content of social studies subject matter Social Institutions.
- 2) The accuracy of instructional media design obtained from learning media design experts.
- 3) Suitability and attractiveness of the use of teaching materials in social studies subjects from Social Institution teachers at MTs Hidayatus Salam Gresik.
- 4) The effectiveness of media learning on social studies subjects obtained from field trials, namely 15 students from class VII-A at MTs Hidayatus Salam Gresik.

The data obtained in this study are in the form of quantitative and qualitative data. The quantitative data were collected using learning achievement tests on Social Studies learning Social Institution material, which included pre-test and post-test, expert assessment questionnaire and assessment questionnaire for social studies subject teachers.

While the data in the form of qualitative is collected by using a questions that contains criticism and suggestions given to content experts in the field of study, media design experts and learning experts.

E. Data collection instrument

Instrument used to collect the data needed will be used by several data collection instruments, namely interview and test questioners..

F. Data analysis techniques

Data analysis techniques used to analyze quantitative data obtained through questionnaires using a Likert Scale in the form of multiple choices, then process by making a percentage with analysis formula as follows:²³

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

P = Eligibility percentage

$\sum x$ = Assessment answer total

$\sum xi$ = Highest answer total

In giving meaning where decision making to revise learning media used qualifications that have criteria as follows:

Table 3.1 Validity Criteria

Presentase	Validity Level

²³ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2003), page. 313

85-100	Very Valid/Not Revision
69-84	Valid/Not Revision
53-68	Quite Valid/Partial Revision
37-52	Less Valid/Revision
20-36	Not Valid/Revision

Based on the above criteria, the learning media is declared valid fulfilling the criteria of 69-100 from all elements contained in the validation questionnaire for material experts, media expert, and learning experts. In this study, learning will be created must meet valid criteria. Therefore, make revisions if they do not meet valid criteria

While the analysis of learning outcomes tes used th initial pre test and post test in order to find out the diffrences in the learning outcomes of the target trial group namely grade VII Islamic junior high school of Hidayatus Salam Gresik. Before and after using development interactive of multimrdia based on autoplay on Social institutions material.

In the field trial, data was collected using an achievement test or an achievement test. Field trial data was collected using pre test and post testin order to find outcome from learning of the target trial groupn amely grade VII Islamic junior high school, before ad after using learning media development products. The data analysis technique used experimental on-site pre-test and post-test, where the sample was given the initial test and final test in addition to the treatment. The analysis technique used

is to use T test calculations. This calculation is used to determine wheter there is a difference in the effect of treatment imposed on a group of research pbjects. The formula used with the level significance 0,05 :²⁴

$$T_{hitung} = \frac{MD}{SE}$$

Information:

- T : T test
MD : Different ($x_2 - x_1$)
SE : Standar Error

²⁴ Turmudi, *Metode Statistika*, (Malang: Universitas Islam Negeri Press, 2008) page 214

CHAPTER IV

EXPOSURE OF DATA AND RESEARCH FINDINGS

A. The process of developing Autoplay Learning Media on Social Institution material

The process of developing instructional media this time follows the ADDIE development procedure, namely as follows:

1. Analysis

The steps taken in the analysis phase are:

a. Analysis Curriculum K-13

This activity is carried out with the intention of knowing the material that must be taught to students in accordance with the applicable curriculum. In addition, this study is also intended so that researchers can make connections between each sub-topic in accordance with the material.

Based on the 2013 curriculum, material for social institutions for students of Class VII MTs Odd Shift is as follows:

1) KI (Core Competence)

(KI-1) Living and practicing the teachings of the religion he adheres to;

(KI-2) Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the scope of their association and existence;

(KI-3) Understanding knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

(KI-4) Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective /theory.

2) **KD (Basic competencies)**

(KD-3.2) Identify social interactions in space and their influence on social, economic and cultural life in values and norms as well as socio-cultural institutions.

(KD-4.2) Presenting the results of identification of social interactions in space and their influence on social, economic and cultural life in values and norms as well as socio-cultural institutions.

3) **Indicator**

1. Describe Definition of Social Institutions
2. Describe Types of Social Institutions
3. Describe Function of Social Institutions
4. Demonstrate honest, responsible, caring, polite, curiosity, respect and confidence

b. Analysis Multimedia Autoplay

This study is important to determine the design of suitable and interesting learning media and in accordance with the material to be delivered.

Departing from this understanding, Autoplay multimedia is considered very effective in increasing student motivation in learning. This is because in this media not only material is presented in the form of writing, but also material in the form of images, videos and sounds. Because I hope learning will be more active and fun later. Because if learning has been fun, students will tend to be more interested and more attentive. The result is that students will be easier to answer both oral and written questions.

c. Analysis material Social Institutions

This study was conducted to determine the material to be developed into a learning media according to core competencies, basic competencies and learning indicators. Then the developer can arrange Social Institution material systematically and easily understood by students.

d. Analysis Students

Characteristics of students really need to be known in designing learning media, because every age level of human growth has different tendencies and interests.

Interactive multimedia users at this time were VII grade MTs. At that age, students will tend to follow their own hearts without listening to input from others. Therefore in the development of media this time as much as possible the media must be interesting and varied to attract the interest of students in learning.

It is expected that with the teaching of material about Social Institutions students can understand what Social Institutions are and how they function in daily life.

2. Design

This is the second stage of the ADDIE procedural stage. At this stage the formulation of learning objectives is carried out. Next, compile the test, where the test must be based on the learning objectives formulated earlier. Then determine the learning strategy and the right media, what it should be like to achieve that goal.

a. Formulating Objectives

Before making media, it is necessary to first formulate learning objectives so that the media created does not deviate from Core Competence and basic Competence.

The purpose of this learning special purpose is:

1. Describe Definition of Social Institutions
2. Describe Types of Social Institutions
3. Describe Function of Social Institutions
4. Demonstrate honest, responsible, caring, polite, curiosity, respect and confidence.

b. Compile test instruments

The assessment instrument test can be formulated based on the formulation of specific learning objectives developed by the developer. The form of the test is as follows:

- 1) What is the Definition of Social Institutions?
- 2) What is the Types of Social Institutions?
- 3) What is the Function of Social Institutions?

c. Development of Strategy

The strategy used by the developer is the inquiry strategy. With this strategy students are required to search for the material to be studied on their own, so students are no longer only involved as learning objects, but students are required to be active as subjects. Thus, learning will be more dynamic and interesting.

The steps of the inquiry strategy are as follows:

- 1) Pre-learning activities, namely strategies that strive for conditioning and readiness of students, so students can learn easily according to their characteristics in achieving predetermined learning goals. Learning components include;
 - a) Opening activity. This activity was carried out to determine the initial character of students related to students' initial abilities before passing the teaching and learning activities by providing apperception and pre-test.

b) Motivate. Raising student motivation in learning is very important, so that students can maximize their learning activities. In addition, this activity can also lead to students' enthusiasm in learning. That way students can receive material to the maximum. Usually these activities take the form of delivering learning descriptions accompanied by the importance of learning this material in everyday life.

c) Submission of learning content framework. This activity is the content of the subject matter.

2) Presentation of information

This activity is a core activity of teaching and learning activities. Here the teacher must be clever to create a pleasant and conducive learning environment for learning, so that students are able to absorb learning material to the fullest. The steps in the presentation of this information are as follows:

- a) First, students are invited to associate the knowledge that has been obtained previously with new knowledge to be learned.
- b) Second, the teacher provides an explanation of the subject matter contained in the learning media.
- c) Third, one of the students was asked to mention the experience they had experienced according to the topic of discussion.
- d) Fourth, students are invited to discuss and question and answer by identifying various types of examples that have been caused.

e) Fifth, reflection from students and teachers

Or more specifically the strategies that the teacher uses in conveying information are as follows:

- a) Before the teacher gives material, the teacher provides a stimulus about the material to be delivered.
- b) The teacher shows Social Institution material using LCD.
- c) Within the allotted time, students listen to the Social Institution material.
- d) The teacher gives questions to students that are connected via LCD.
- e) After the activity, students are invited to take notes and discuss the results of available answers.
- f) The above activities can be carried out repeatedly depending on the time available.

3) Closing activity

This activity becomes important to evaluate whether the learning objectives that have been developed by the developer have been achieved or not. If not, which material should be repeated and so on. The method is by using a post test. After that all the material is concluded into one with straightforward and short language.

d. Development and Selection of Learning Materials

The main steps of this learning design system activity are the development of learning media and the selection of learning materials. The product development

results are in the form of Autoplay learning media on social studies subject matter in Social Institutions in class VII MTs, where the form of learning media is presented in the form of audio-visual technology.

e. Design and implementation of formative evaluations

After the learning materials are produced, formative evaluation is carried out. Formative evaluation is done to obtain data to revise the learning material produced to make it more effective. Formative evaluation was carried out in two groups, namely evaluation by experts and evaluation of users of teaching materials for students. Evaluation of experts includes the study of subject matter experts to see the truth of the content presented, design experts to obtain the suitability of the designs developed. Whereas in the evaluation for students a field evaluation was conducted to obtain the level of effectiveness and attractiveness of Autoplay-based interactive Multimedia.

f. Revision implementation

The implementation of this revision was carried out after the developer analyzed the Social Institution textbooks used in the MTs Hidayatus Salam class VII Semester II to find out the learning material, basic competencies and learning objectives. After knowing this, the developer analyzed the condition of the students so that the learning media developed in accordance with the conditions of the students then tested the media to experts both material experts and learning design experts and the final stage was testing the attractiveness, convenience and effectiveness of learning media that would be produced in this study.

3. Development

The main steps of the IPS learning design system activities are the steps of developing, selecting media and learning materials. The product development results are Autoplay application programs that are packaged in the form of CD (compact disk) about Social Institution material especially in Social Institution material with a scientific approach.

Study of learning media products in terms of two aspects, namely aspects of material content and design aspects of learning media. In interactive multimedia based on AUTOPLAY, it consists of several components that can be seen. The further description is as follows:

a. Front page (Cover)

Interactive multimedia based on Autoplay products that the researchers developed at this time began with an intro page. As for the purpose of this intro page, it is to introduce users (users) about the identity of the product being developed. The intro page consists of the learning media title, the "Start" button to enter the main menu, the music on and off button and the exit button to exit.

Picture 4.1 Front Page (intro)



b. Main Menu Page (Home)

This page is the main menu page of the learning media this time. This page consists of button buttons to go to the next page which is the usage guide button, KI KD, Compiler Message, Material, Evaluation and Source.

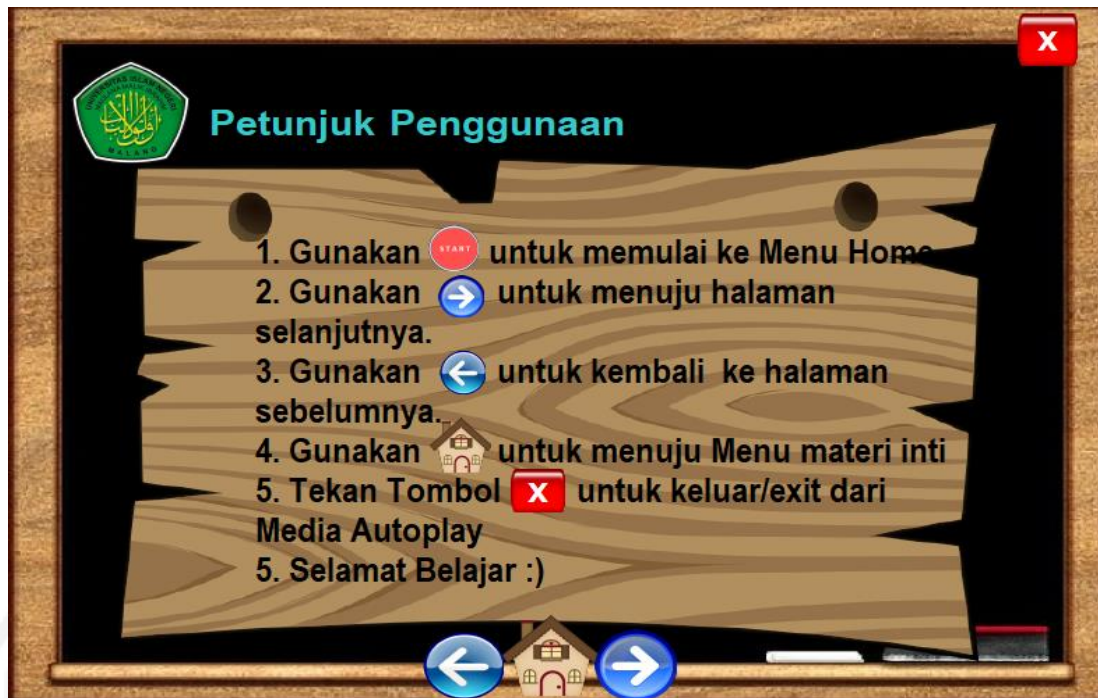
Picture 4.2 Main Menu Page (Home)



c. Usage Guide

This page contains instructions for using multimedia learning media based on Autoplay, arranged as a guide to the use of teachers and students as a guide to using this media. In this page there are also a number of buttons, namely the sound on, sound off and exit buttons.

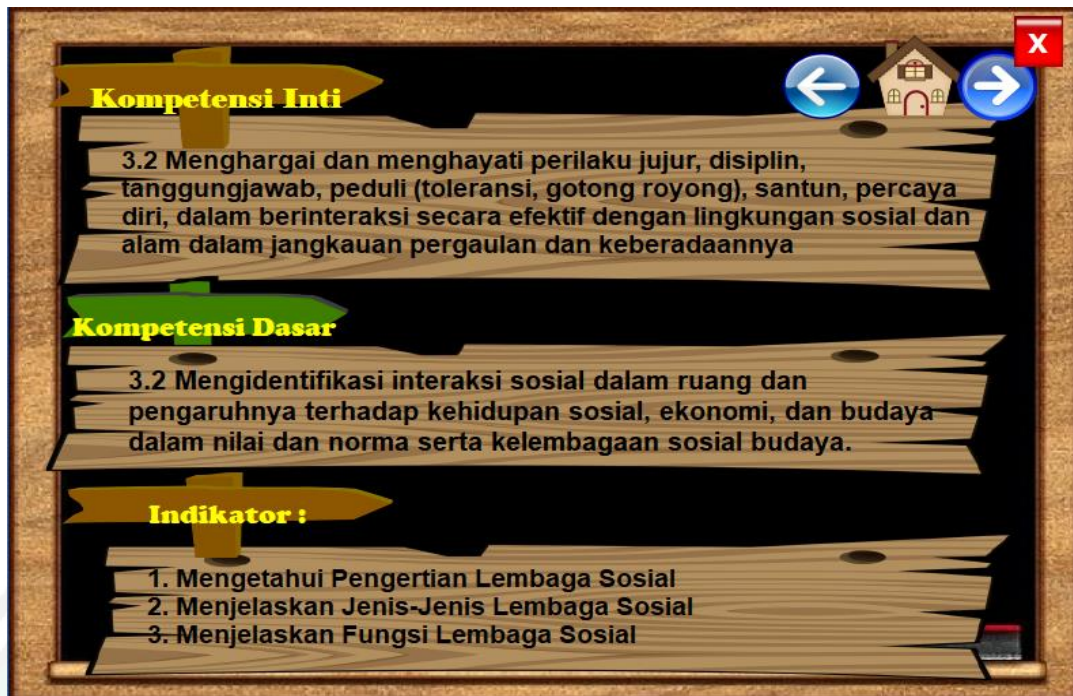
Picture 4.3 Usage Guide Page



d. Indicator Core Competency Page (KI) Basic Competencies (KD) and Indicators

This page consists of the elaboration of core competencies (KI) of basic competencies (KD) and indicators to be achieved in social studies learning using Autoplay based learning media. The following is the display on page KI, KD and indicators.

Picture 4.4 Layout KI (Core Competence), KD (Basic Competence) and Indicator



e. Welcome compiler page

This page contains remarks from the compilers as well as the authors' expectations about this Autoplay-based learning media. In this page also the compiler lists the identity of the compiler such as the name of the NIM and the department.

Picture 4.6 Welcome Compiler Page



f. Material Page

This page contains several sub-material, namely: Definition of Social Institutions, Types of Social Institutions, and Functions of Social Institutions. Examples of social institutions in everyday life and most recently videos. The material is presented in the form of text, images, audio and visual, so students are expected to easily understand the learning material.

Picture 4.7 Material Page



Picture 4.8 Defition of Social Institutions

Pengertian Lembaga Sosial

Secara etimologi Lembaga Sosial merupakan terjemahan dari istilah bahasa Inggris Social Institution yang merujuk pada dua pengertian, yakni sistem nilai dan norma-norma sosial serta bentuk atau organ sosial.

Menurut Koentjadingrat, Lembaga sosial adalah suatu system norma khusus dan menat suatu rangkaian tindakan berpola mantap guna memenuhi suatu kebutuhan dan keperluan khusus dari manusia dalam kehidupan masyarakat.

Sedangkan menurut Soerjono Soekanto, Lembaga sosial adalah kumpulan norma-norma dari segala tindakan yang berkisar pada suatu kebutuhan pokok di dalam kehidupan masyarakat.

Picture 4.9 Types of social Institutions



Picture 4.10 Function of Social Institutions



Picture 4.11 Lay Out Videos of Social Institutions



Picture 4.12. Biodata Author



4. Implementation

At this stage, the development product has been completed with the approval of the validator. The results of the development are able to be used in the research class to find out the effect on improving student learning outcomes in class VII Social Institution material.

a. Trial design

The trial was intended for students of class VII A MTs Hidayatus Salam Gresik which numbered 15 people. The main components of the learning strategy plan include:

- 1) Pre-learning activities, namely strategies that seek conditioning and readiness of students when they will take lessons.
- 2) Presentation of information, namely a strategy to develop the presentation of learning media that must be given to students to achieve goals. Social studies learning material for Social Institutions. In the activity of presenting information or delivering subject matter, it is conducted using a scientific approach which consists of five learning steps, including:
 - a) Observe
 - The teacher explains about Social Institutions through Autoplay that has been prepared beforehand.
 - Students look at Social Institutions through the infocus screen.
 - b) Ask
 - The teacher provides opportunities for students to ask about Social Institutions

c) Reasoning

- Discuss events or events according to the perpetrator; In teacher and student discussion activities show democratic attitudes, cooperation, and manners in expressing opinions and not imposing the will on others (attitude).

The steps are as follows:

- Each group discussed again about Social Institutions.
- The teacher writes 2 columns that read Social Institutions on the board for each group.
- Each group prepared several pieces of paper
- Each group records the information they get from the results of the discussion.

d) Associate

After collecting the information obtained, each group alternately goes forward to paste each event in accordance with the available column.

e) Communicate

After completing the assignment, the teacher asks each group representative to present about the Social Institution.

3) The participation of students, namely striving for mental involvement of students.

In terms of learning activities involve the active role of students so that the classroom atmosphere becomes effective and efficient. In learning activities, the teacher uses a computer-assisted instruction learning strategy. The application when viewed from the way of presentation and objectives to be achieved includes tutorials (gradual presentation of subject matter), drills and practice (exercises to

help students master the material that has been studied before), games and simulations, and databases.

- 4) Closing activities can use evaluation or post-test strategies to see the level of mastery of the students on the material provided and to find out the learning outcomes after being given treatment.

5) Evaluation

At this stage the product that the researcher develops evaluates the results according to the initial expectations or not. This evaluation phase can be done in each of the four stages above. The evaluation that occurs in each of the four stages above is called formative evaluation because the purpose is for revision needs. This formative evaluation was conducted to obtain data to revise the Autoplay-based interactive multimedia to be more effective. This formative evaluation was conducted in two groups, namely evaluations by experts and evaluation of media use. The evaluation by experts was divided into 2: learning media experts and material experts.

Media expert evaluation aims to determine whether the design of learning media is suitable and feasible to be given to students starting from the type and size of letters, the use of images and videos, the layout of images and letters and the continuity between learning media design with the material to be taught.

Then for expert evaluation of learning material aims to determine the suitability of the content of learning materials in Autoplay-based learning media with the 2013 curriculum, the use of language is in accordance with the level of understanding of students, formulation of indicators is in accordance with core competencies and basic

competencies and systematic description of learning content whether it has been systematic or not.

Whereas evaluations for students there are two stages given : Before getting an material about Social Institutions, students are given test realting to Social Institutions to measure students knowledge before using instructional media desaigned by the Author. After join the lessons, student can doing the questions that have been available in the learning media as a competency test to see changes from before using and after using the media created by Author.

B. Presentation of Validation Data

Product validation data for learning media development is carried out in three stages. The first stage was obtained from the results of the assessment of the product of learning media development carried out by the lecturers of the Social Sciences Education Department as social studies subject matter experts on Social Institution material. The second stage was obtained from the results of the evaluation of learning media development products carried out by Social Sciences Education Department lecturers as instructional media design experts. The third stage was obtained from the results of the assessment of the learning media development products conducted by subject teachers of the VII grade Social Institution MTs Hidayatus Salam Gresik as learning experts.

The data obtained is quantitative data and qualitative data. Quantitative data comes from the assessment questionnaire with the Linkert scale, while the qualitative data is in the form of additional assessments or suggestions from the validator. The data

from the validation test results were analyzed by evaluator's average score scoring technique on each assessment item.

A The score scoring for the validation questionnaire of material experts and VII grade MTs teachers is as follows:

Table 4.1 Questionnaire Criteria Questionnaire Material Validation and Class VII Mts

Answer	Score
A	5
B	4
C	3
D	2
E	1

As for the score scoring for the learning media expert validation questionnaire are as follows:

Table 4.2 Criteria for Questionnaire Questionnaire Validation of Media Experts

Answer	Information	Score
SB	Very good	5
B	Good	4
CB	Pretty good	3
TB	Not good	2

STB	Very not good	1
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1. Results of Material Expert Validation

Development products submitted to Social Institution subject matter experts in the form of interactive multimedia based on Autoplay. Descriptive exposure to the results of material expert validation on interactive multimedia development products based on Autoplay on Social Institution material for class VII MTs submitted through the questionnaire method with questionnaire instruments can be seen in tables 4.3, and 4.4.

a. Quantitative Data...

Quantitative data from expert material validation in full can be seen in table 4.3.

Table 4.3 The results of the assessment of social studies subject matter experts on interactive multimedia based on Autoplay on the Social Institution material for class VII MTs

No	Statement	Σx	Σxi	P (%)	Validity Criteria	Information
1	Specific Topics Formulation	5	5	100	Very Valid	Not Revision
2	Compatibility of material in learning media	5	5	100	Very Valid	Not Revision

3	Relevance between KD with Indicator K 13	5	5	100	Very Valid	Not Revision
4	The material on learning media is in accordance with K 13	5	5	100	Very Valid	Not Revision
5	Systematic description of learning content	4	5	80	Very Valid	Not Revision
6	The scope of the material presented is in accordance with the theme	5	5	100	Very Valid	Not Revision
7	The material presented in learning media is in accordance with the material that must be taught	5	5	100	Very Valid	Not Revision
8	The level of difficulty of the language used, according to the level student understanding.	5	5	100	Very Valid	Not Revision
Total		39	40	97.5	Very Valid	Not Revision

Information:

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

P = Percentage of eligibility

 $\sum x$ = Number of assessment answers $\sum xi$ = The highest number of answers

100 = Constant Numbers

Based on the above calculations, the observations made by the overall material expert reached 97.5%. If it is matched with a table of validity criteria, this score is included in a very valid criterion.

b. Qualitative Data

The qualitative data compiled from the input, suggestions and comments of social studies subject matter experts in Social Institution material in an open statement relating to learning media are presented in table 4.4 as follows:

Table 4.4 Material Criticism and Expert Advice on Learning Media

Name of Subject Test Expert	Criticism and suggestions
Ulfah Muhayani, M.PP	1. The media created is appropriate and very good and can meet the learning objectives

	<p>2. To make the next media to adjust to the characteristics of students and can involve student activities.</p> <p>3. Good luck</p>
--	---

Based on the criticism table and the suggestions above, the learning media developed have been quite good and suitable to meet the learning objectives, so there is no need to revise this stage. It's just that for practice, the developer must involve students to actively take part in the lesson.

2. Results of Validation of Learning Media Design Experts

Development products submitted to instructional media design experts in the form of interactive multimedia based on Autoplay. Descriptive presentation of the results of the validation of instructional media design experts on Autoplay-based interactive multimedia development products on Social Institution material for class VII MTs submitted through the questionnaire method with questionnaire instruments can be seen in tables 4.5, 4.6 and 4.7.

a. Quantitative Data

Quantitative data from expert material validation in full can be seen in table 4.5.

Table 4.5 The results of the assessment of instructional media design experts on interactive multimedia based on Autoplay on the Social Institution material for class VII MTs

No	Statement	Σx	Σxi	P (%)	Validity Criteria	Information
1	The cover design is attractive and in accordance with Material	4	5	80	Valid	Not Revision
2	Fonts are suitable for class VII MTs students.	4	5	80	Valid	Not Revision
3	Font size is appropriate with grade VII students of MTs.	4	5	80	Valid	Not Revision
4	Images are in accordance with the material presented.	5	5	100	Very Valid	Not Revision
5	The images used attract students' interest.	5	5	100	Very Valid	Not Revision
6	Display on multimedia Autoplay is interesting and close to students	4	5	80	Valid	Not Revision

7	Illustrations and videos in the media clarify the material	5	5	100	Very Valid	Not Revision
8	The size and layout of images on the media is right	4	5	80	Valid	Not Revision
9	The color in the background does not contrast with the color of the writing	4	5	80	Valid	Not Revision
10	Evaluation instruments used can measure student achievement	4	5	80	Valid	Not Revision
Total		43	50	86	Very Valid	Not Revision

Information:

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

P = Percentage of eligibility

 $\sum x$ = Number of assessment answers $\sum xi$ = The highest number of answers

100 = Constant Numbers

Based on the above calculations, the overall observations made by media design experts reached 86%. If it is matched with a table of validity criteria, this score is included in a very valid criterion.

b. Qualitative Data

The qualitative data compiled from input, suggestions and comments by media design experts in open statements relating to learning media are presented in table 4.6 as follows:

Table 4.6 Critics and Suggestions of Learning Design Experts on Learning Media

Name of Subject Test Expert	Criticism and Suggestions
Saiful Amin, M.pd	<ol style="list-style-type: none"> 1. For the background text, it's just like that, not like the button. 2. If the description is an image, do not use the background image 3. The Position Abjact must be notice 4. Add the back button next to the Home button 5. Writing adjusted EYD

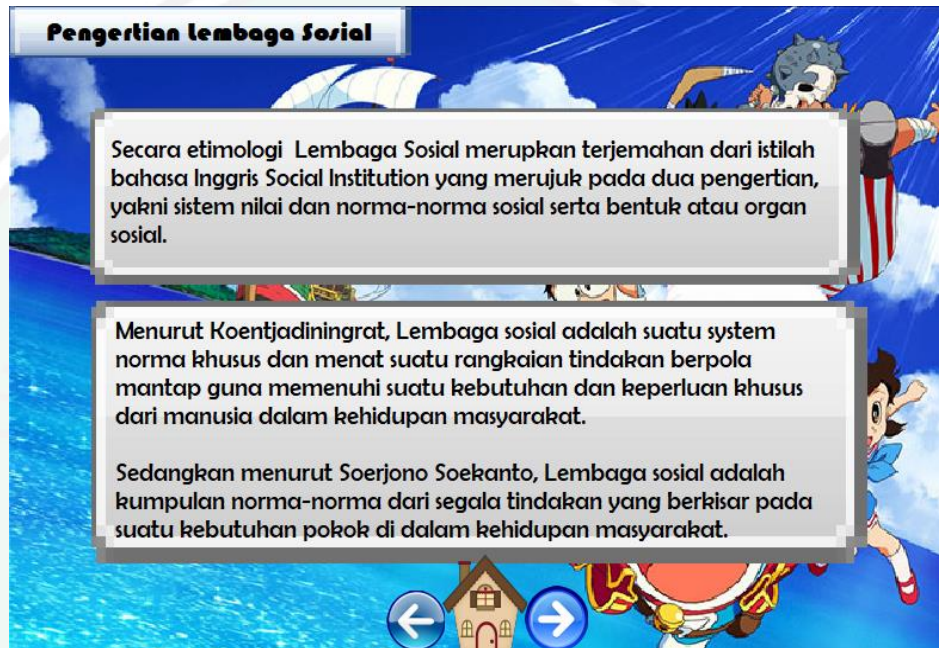
Based on the criticism and suggestion table, there are a number of things that need to be revised related to the display design on learning media such as background slides, writing background and adding a back button beside the home button. But overall the learning media developed has been quite good.

c. Product Revision

Based on the analysis conducted, the revisions to learning media are as follows:

- 1) **Revision Point:** Background text should not be too illustrated by the focus of learners on the background of the image not on the content of the material.

Before revision




After Revision

Pengertian Lembaga Sosial

Secara etimologi Lembaga Sosial merupakan terjemahan dari istilah bahasa Inggris Social Institution yang merujuk pada dua pengertian, yakni sistem nilai dan norma-norma sosial serta bentuk atau organ sosial.



Menurut Koentjadingrat, Lembaga sosial adalah suatu system norma khusus dan menat suatu rangkaian tindakan berpola mantap guna memenuhi suatu kebutuhan dan keperluan khusus dari manusia dalam kehidupan masyarakat.

Sedangkan menurut Soerjono Soekanto, Lembaga sosial adalah kumpulan norma-norma dari segala tindakan yang berkisar pada suatu kebutuhan pokok di dalam kehidupan masyarakat.



2) **RevesionPoint:** Add the back button beside and the home button

Before Revision

Kompetensi Inti

3.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

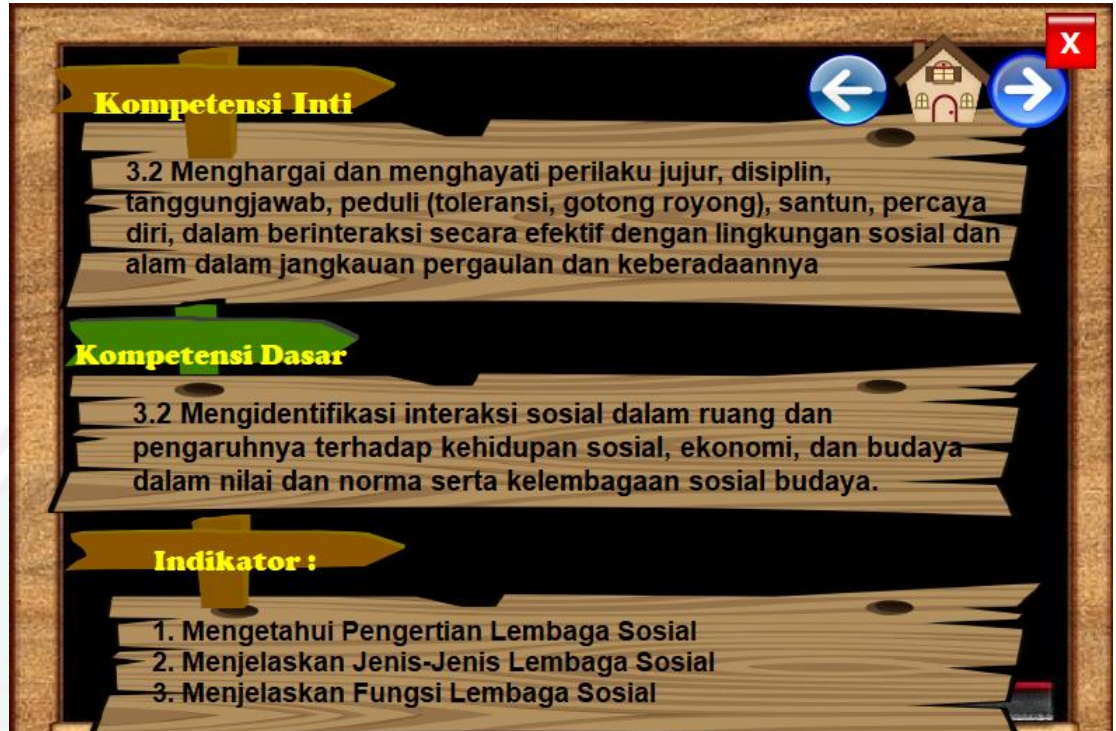
Kompetensi Dasar

3.2 Mengidentifikasi interaksi sosial dalam ruang dan pengaruhnya terhadap kehidupan sosial, ekonomi, dan budaya dalam nilai dan norma serta kelembagaan sosial budaya.

Indikator :

1. Mengetahui Pengertian Lembaga Sosial
2. Menjelaskan Jenis-Jenis Lembaga Sosial
3. Menjelaskan Fungsi Lembaga Sosial

After Revision



All data from the results of reviews, assessments and discussions with media design experts are used as the basis for revising in order to improve the learning media components before being tested on users of development product users.

3. Results of the Learning Expert Validation

Development products submitted to learning experts in social studies subjects in the form of interactive multimedia based on Autoplay. Descriptive presentation of the results of learning expert validation on interactive multimedia development products based on Autoplay. on the Social Institution material for class VII MTs which was submitted through the questionnaire method with questionnaire instruments can be seen in table 4.8, and 4.9. Quantitative Data

Quantitative data from the results of complete learning expert validation can be seen in table 4.8.

Table 4.8 The results of the assessment of learning experts on interactive multimedia based on Autoplay on Social Institution material for Grade VII MTs

No	Statement	Σx	Σxi	P (%)	Criteria Validity	Information
1	Specific Topics Formulation	4	5	80	Valid	Not Revision
2	Compatibility of material in learning media	4	5	80	Valid	Not Revision
3	The material on learning media is in accordance with K 13	5	5	100	Sangat Valid	Not Revision
4	Relevance between KD with Indicator K 13	4	5	80	Valid	Not Revision
5	Fill in the learning media in accordance with K13	4	5	80	Valid	Not Revision
6	Systematic description of learning content	4	5	80	Valid	Not Revision

7	The scope of the material presented is in accordance with the theme	4	5	80	Valid	Not Revision
8	The material presented in the media can improve student learning achievement	4	5	80	Valid	Not Revision
9	The level of difficulty of the language used, according to the level student understanding.	5	5	100	Very Valid	Not Revision
10	Evaluation instruments can measure students' abilities	4	5	80	Valid	Not Revision
Total		42	50	84	Valid	Not Revision

Information:

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

P = Percentage of eligibility

 $\sum x$ = Number of assessment answers $\sum xi$ = The highest number of answers

Based on the above calculations, the observations made by the overall learning experts reached 84%. If it is matched with the validity criteria table, then this score is included in the valid criteria.

a. Qualitative Data

The qualitative data compiled from the input, suggestions and comments of social studies learning experts, this time represented by social studies teacher grade VII MTs Hidayatus Salam Gresik in an open statement relating to learning media presented in table 4.9 as follows:

Table 4.9 Expert Learning Critics and Suggestions for Learning Media

Name of Subject Test Expert	Criticism and Suggestions
Mohammad Hanif, S.E	1. Too fast in explaining

Based on the criticism table and the suggestions above, the learning media developed have been quite good and suitable to meet the learning objectives, so there is no need to revise this stage. It's just that in practice, the developer must be more clear in the delivery of material and not too hasty so that the material delivered can be delivered to the maximum.

A. Field Trial Test

The product of media development was tested on students of class VII A MTs Hidayatus Salam Gresik totaling 15 people. The data from the results of the assessment of individual trials are as described below:

a. Quantitative Data

Quantitative data from the full field trial results can be seen in table 4.10.

Table 4.10 Quantitative data from the full field trial results can be seen

SIS WA	STATEMENT										Σx	Σxi	%
	1	2	3	4	5	6	7	8	9	10			
1	4	4	5	5	5	4	4	4	4	4	43	50	86
2	5	4	4	3	5	5	4	4	4	3	41	50	82
3	5	5	5	4	5	5	5	5	3	4	46	50	92
4	5	5	5	5	5	3	5	5	5	4	47	50	94
5	3	3	3	4	4	3	4	4	4	3	35	50	70
6	5	4	4	4	3	3	3	3	4	3	36	50	72
7	3	5	3	4	5	3	4	4	4	4	39	50	78
8	3	5	3	5	4	4	4	4	3	4	39	50	78
9	5	4	4	4	3	3	3	3	4	4	37	50	74
10	3	3	3	3	3	2	4	2	5	5	33	50	66
11	3	3	4	5	3	5	5	4	5	3	40	50	80
12	3	3	3	4	4	3	4	4	4	3	35	50	70
13	3	4	3	5	4	4	4	4	4	4	39	50	78
14	3	3	4	4	4	3	4	4	5	4	38	50	76
15	5	4	4	3	5	5	4	4	4	3	41	50	82
16	4	4	4	4	5	3	5	5	4	4	42	50	84
Σx	62	63	61	66	67	58	66	63	66	59	631	800	1262

Σxi	80	80	80	80	80	80	80	80	80	80	800	800	1600
%	77.5	78.8	76.3	82.5	83.8	72.5	82.5	78.8	82.5	73.8	78.9	100	78.9

Information:

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

P = Percentage of eligibility

Σx = Number of assessment answers

Σxi = The highest number of answers

100 = Constant Numbers

Based on the calculations above, the overall field trial results reached 78.9%. If it is matched with the validity criteria table, then this score is included in the valid criteria.

CHAPTER V

DISCUSSIONS

A. Analysis of Development of Learning Media through Autoplay Multimedia in Social Sciences Subjects in Class VII of MTs

Development interactive multimedia Autoplay is based on current real conditions where there is a lack of learning media for lessons in class VII Social Institutions at MTs Hidayatus Salam Gresik. This results in a lack of student interest in social studies learning material whereas we know that morality plays a very important role in shaping one's personality.

Based on that, the researchers developed an interactive learning media based on Autoplay with the aim of providing alternative learning media to teachers so that learning in the classroom is more active, interesting and can improve student learning achievement on social studies subjects.

The procedure for developing this learning media was taken through 5 stages known as the ADDIE development model ²⁵, some stages of development are:

1. *Analysis* is to do needs assessment (needs analysis), identify problems (needs), and perform task analysis. The analysis phase is a process of defining what learners will learn, namely doing needs assessment, identifying problems (needs), and task analysis.

²⁵ Made tegeh dan made kirna, *Op.cit.*, pagel 16

2. *Design*. At the design stage we do is first, formulate learning objectives that are SMAR (specific, measurable, applicable, and realistic). Next compile the test, where the test must be based on the learning objectives that have been formulated earlier. Then determine the media learning strategy and what exactly should it be to achieve that goal. In addition, other supporting resources are also considered, such as relevant learning resources, what kind of learning environment should be, and others. All of this is stated in a clear and detailed document called a blue-print. Design is the second step of the ADDIE learning system design model.
3. *Development* is the process of realizing blue print aka the design became a reality. That is, if the design requires a software in the form of multimedia learning, then multimedia must be developed. An important step in the development phase is a trial before it is implemented. This trial phase is indeed part of one of the ADDIE steps, namely evaluation. The point is that when developing learning media, consultants should always consult with experts who at this time the researchers used material experts and learning media experts so that the media developed in accordance with the learning objectives both in terms of material and display of learning media.
4. *Implementation* is a real step to implement the learning system that we are making. That is, at this stage all that has been developed is installed or set in such a way according to its role or function that it can be implemented. The implementation or delivery of learning material is the fourth step of the ADDIE learning system design model.

5. *Evaluation* is a process to see whether the learning system that is being built is successful, in accordance with initial expectations or not. Actually the evaluation stage can occur in each of the four stages above. The evaluation that occurs in each of the four stages above is called formative evaluation, because the purpose is for revision needs.

Evaluation is the final step of the ADDIE learning system design model. Evaluation is a process carried out to provide value to the learning program.

B. Analysis of the Validation Results of Expert Products for Learning Media Development through Autoplay Multimedia in Social Sciences Subjects in Class VII of MTs Hidayatus Salam Gresik.

The use of interactive learning media can help students to better understand the lesson because by using interactive multimedia in learning, students will be motivated to follow the learning process. In addition, some advantages of using interactive learning media in the classroom, namely:²⁶

1. A more innovative and interactive learning system.
2. Education will be required to be innovative creative in finding learning breakthroughs.
3. Able to combine text, images, audio, music, animated images or videos in a mutually supportive unit to achieve learning goals.
4. Increase the motivation of students during the learning process until the desired learning goals are obtained.

²⁶ Elsa May Wijaya, Op.cit., page 17

5. Able to visualize material that has been difficult to explain only with conventional explanations or props.
6. Training students is more independent in getting knowledge.

Validation results from several subjects have been conserved on a percentage scale based on the level of validity and guidelines for revising teaching materials developed with validity levels and guidelines for revising teaching materials developed with achievement levels as follows:

Table 5.1 Qualification Level of Feasibility Based on Percentage

Percentage (%)	Level of Validity	Information
85-100	Very Valid	Not Revision
69-84	Valid	Not Revision
53-68	Pretty Valid	Some Revisions
37-52	Less Valid	Revision
20-36	Very Less Valid	Revision

1. Material Analysis

The analysis of the results of material expert validation on Autoplay multimedia is as follows:

- a. The suitability of the topic formulation with the content of the material in the media gets a percentage of 100% from the material field expert validator, then it is stated to be very valid.

- b. The suitability of the material presented in the development of the IPS received a 100% percentage from the material field expert validator, so it was stated to be very valid.
- c. The relevance between basic competencies and the formulation of indicators gets a 100% percentage from the material field expert validator, then it is stated to be very valid.
- d. Conformity between the content of learning in learning media and the 2013 curriculum gets a percentage of 100% from the material validator expert, then it is declared very valid.
- e. The systematic description of the content of learning in the learning media gets a percentage of 80% of the material expert validator, then it is declared valid.
- f. The suitability of the scope of the material presented in the learning media gets a 100% percentage from the material field expert validator, then it is declared very valid
- g. The suitability of the material presented through social studies learning media with the material that must be taught to students gets a 100% percentage from the material field expert validator, then it is declared very valid
- h. The suitability of the level of difficulty of the language used with the level of understanding of students gets a percentage of 100% from the expert validator of the field of matter, then stated very valid.

The results of the validation test by material experts obtained a percentage of 97.5%. the percentage of achievement is in a very valid qualification.

2. Learning Media Expert Analysis

Analysis of data from the validation of media design experts on Autoplay multimedia is as follows:

- a. The suitability of the cover design with the contents of the material gets a percentage of 80% of the validators of media design experts, it is declared valid
- b. The suitability of the font gets a percentage of 80% from the media design expert validator, it is stated to be very valid.
- c. The font size suitability used in Autoplay multimedia gets a percentage of 80% from the media design expert validator, it is declared valid.
- d. The suitability of images and videos in Autoplay multimedia with material content gets a percentage of 100% from media design expert validators, then it is declared valid.
- e. The exploration of images and videos contained in Autoplay multimedia gets a percentage of 100% from the media design expert validator, so it is declared very valid.
- f. The appearance of the display in Autoplay multimedia gets a percentage of 80% from the media design expert validator, it is declared valid.
- g. Clarity of image and video illustrations of the material gets a percentage of 100% from the media design expert validator, it is stated to be very valid.
- h. The suitability of the size and layout of the image on the media gets a percentage of 80% of the media design expert validators, it is declared valid.
- i. The suitability of the background color with the writing color in the media gets a percentage of 80% from the media design expert validator, it is declared valid.
- j. The accuracy of the evaluation instrument used in measuring student achievement gets a percentage of 80% of media design expert validators, then it is declared valid.

The results of the validation test by learning media experts obtained a percentage of 86%. the percentage of achievement is in a very valid qualificatio..

3. Analysis of Teachers in the Field of Social Studies in Grade VII of MTs

Exposure of data from subject validation of subject teachers to Autoplay multimedia is as follows:

- a. Clarity of the topic formulation on Autoplay multimedia received a percentage of 80% of the subject teachers. This indicates that this point is valid.
- b. The suitability of the material presented in Autoplay multimedia received a percentage of 80% of the subject teachers. This indicates that this point is valid.
- c. The suitability of the indicator formulation with the formulation of basic competencies set out in the 2013 curriculum has a percentage of 100% of the subject matter teachers. This indicates that this point is very valid.
- d. The relevance of basic competencies with the formulation of indicators in Autoplay multimedia received a percentage of 80% of the subject teachers. This indicates that this point is valid.
- e. The suitability of learning content with the 2013 curriculum on Autoplay multimedia received a percentage of 80% of the subject teachers. This indicates that this point is valid.
- f. The systematic description of the content of learning in Autoplay multimedia received a percentage of 80% of teachers in the field of study. This indicates that this point is valid.
- g. The suitability of the scope of the material presented with the themes discussed in Autoplay multimedia received a percentage of 80% of the subject teachers. This indicates that this point is valid.

- h. There is an increase in student achievement because the material described in Autoplay multimedia received a percentage of 80% of teachers in the field of study. This indicates that this point is valid.
- i. The suitability of the level of language difficulty with the level of understanding of students in Autoplay multimedia received a percentage of 100% of the subject teachers. This indicates that this point is valid.
- j. The suitability of the evaluation instrument to measure the ability of students in Autoplay multimedia received a percentage of 80% of the subject teachers. This indicates that this point is valid.

The results of the validation test by instructional media experts obtained a percentage of 84%. the percentage of achievement is in valid qualification.

C. Analysis of the rate of withdrawal, effectiveness and efficiency of multimedia autoplay in social studies subjects in class VII of MTs

The use of multimedia based on autoplay in learning is believed to be interesting, effective and efficient because this application has several advantages, namely:²⁷

1. Computer hardware specifications or specifications that are not too high.
2. Autoplay Media Studio 8 is designed to create and develop professional applications as easily as possible, even without prior programming experience. By drag and drop your content to the Autoplay page, and then double click to edit.

²⁷ Yayang Mega Bulan Sabit, *Op.cit.*, page 21

3. There are almost twenty types of interactive objects to choose from buttons, videos, web / HTML, Flash, QuickTime, PDF, Checkboxes, radio buttons, edit fields, rich text, slides, data grids, bar menus and tree controls.
4. Can be displayed on various media such as the web, CD-ROOM, VCD, DVD, Television, Mobile and PDA.
5. The application is free and can be downloaded directly on the internet.
6. After creating the work, Autoplay can be created automatically (that is, when we have finished creating the project, we will immediately be able to enjoy the results by clicking the publish button (the icon is a CD) then follow the instructions).

The results of the assessment of the level of attractiveness, effectiveness and efficiency of media development products in field trials, can be interpreted as follows:

- a. The ease of students in learning by using Autoplay multimedia obtained a percentage of 77.5% from the results of field trials. This indicates that this point is valid.
- b. Interest in learning by using Autoplay multimedia gained a percentage of 78.8% from the results of field trials. This indicates that this point is valid.
- c. The ease of understanding Autoplay multimedia material gained a percentage of 76.3% from the results of field trials. This indicates that this point is valid.
- d. The suitability of images and videos aired in Autoplay multimedia received a percentage of 82.5% from the results of field trials. This indicates that this point is valid.

- e. The accuracy of choosing the fonts found in Autoplay multimedia obtained a percentage of 83.8% from the results of field trials. This indicates that this point is valid.
- f. The accuracy of choosing words that are in accordance with students' understanding in multimedia Autoplay gets a percentage of 72.5% from the results of field trials. This indicates that this point is valid.
- g. The ease of taking lessons contained in the learning material after participating in learning by using Autoplay multimedia obtained a percentage of 82.5% from the results of field trials. This indicates that this point is valid.
- h. The ease of language used in Autoplay multimedia received a percentage of 78.8% from the results of field trials. This indicates that this point is valid.
- i. Clarity of instructions and questions in the evaluation given after participating in learning using multimedia Autoplay obtained a percentage of 82.5% from the results of field trials. This indicates that this point is valid.
- j. The increase in learning achievement in social studies subjects after taking Autoplay multimedia learning gained a percentage of 73.8% from the results of field trials. This indicates that this point is valid.

The average results of field trials, namely students of class VII A MTs Hidayatus Salam Gresik, showed that the results of the percentage of effectiveness, Autoplay's multimedia efficiency and attractiveness were 78.9%. the percentage of achievement is in valid qualification. This shows that the use of products for the development of learning media through multimedia Autoplay on social studies learning material for social institutions is effective, efficient and interesting.

D. Analysis of the Effect of Use of Multimedia *Autoplay* on Social Sciences Subjects on Social Institutions in Class VII Mts Hidayatus Salam Gresik

The effect of using *Autoplay* multimedia on social studies subjects about VII grade MTs can be seen from the scores of the pre-test and post-test students in the field trials as follows:

Table 5.2 Field Test Assessment Results on Pre Test and Post Test

No	Name	<i>Pre Test</i>	<i>Post Test</i>	KKM
1	Faridatun saidah	40	80	75
2	Erika Putri melinda	50	80	75
3	Shifriyatun Wahdah	80	84	75
4	Fariha sindy Nuraini	60	80	75
5	Muh. Wahid Rosyidin	70	82	75
6	Nasikhin nahdhiyah	40	82	75
7	Siti Nur Hamida	50	80	75
8	Trimajati	30	70	75
9	Angel arofiq	40	75	75
10	Ningrum Novita Rahayu	60	75	75
11	Puput Nabilatu natalia	40	80	75
12	Nasha Rikul Mufaidzin	50	82	75
13	Suedi Peni	60	80	75
14	Fajar aris Fikrianto	40	75	75

15	Afrizal Fariel Rifki	60	80	75
Total		770	1185	-
Average		51.3	79	-

Results Value Pre test and post test were then analyzed through t-test two samples (paired until the test) with a significance level of 0.05 or significance of 5%. This analysis technique is used to determine whether there is an effect of a treatment imposed on the study group.

Step 1. Making Zero Hypotheses (Ho) Hypotheses and Alternative Hypotheses

(Ha)

Ho = There was no increase in student learning achievement between after and before using learning media development products through Autoplay multimedia.

Ha = An increase in student learning achievement between after and before using learning media development products through Autoplay multimedia.

Step 2. Make a Calculation Table

Table 5.3 Statistical Results on Pre Test and Post Test

No	Name	Pre Test	Post Test	x1-x2 (D)	d ²
1	Faridatun saidah	40	80	-40	1600
2	Erika Putri melinda	50	80	-30	900

3	Shifriyatun Wahdah	80	84	-4	16
4	Fariha sindy Nuraini	60	80	-20	400
5	Muh. Wahid Rosyidin	70	82	-12	144
6	Nasikhin nahdhiyah	40	82	-42	1764
7	Siti Nur Hamida	50	80	-30	900
8	Trimajati	30	70	-40	1600
9	Angel arofiq	40	75	-35	1225
10	Ningrum Novita Rahayu	60	75	-15	225
11	Puput Nabilatu natalia	40	80	-40	1600
12	Nasha Rikul Mufaidzin	50	82	-32	1024
13	Suedi Peni	60	80	-20	400
14	Fajar aris Fikrianto	40	75	-35	1225
15	Afrizal Fariel Rifki	60	80	-20	400
Total		770	1185	-415	13423

Step 3. Calculating Pre-Test and Post-Test Values with T Test

$$T_{hitung} = \frac{MD}{SE}$$

$$MD = \frac{\Sigma D}{N}$$

$$= \frac{-415}{15}$$

$$= -27.67$$

$$SE = \frac{SD}{\sqrt{N-1}}$$

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{13423}{15} - \left(\frac{-415}{15}\right)^2}$$

$$= \sqrt{894.87 - (-27.67)^2}$$

$$= \sqrt{894.87 - 765.63}$$

$$= \sqrt{129.24}$$

$$= 11.368$$

$$SE = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{11.368}{\sqrt{15-1}}$$

$$= \frac{11.368}{\sqrt{14}}$$

$$= \frac{11.368}{3.742}$$

$$= 3.038$$

$$T_{hitung} = \frac{MD}{SE}$$

$$= \frac{-27.67}{3.038}$$

$$= -9.108$$

(minus sign (-) here is not an algebraic sign, because the minus sign (-) on the results shows that there is a difference / difference in the score between the value of the pre test and post test.

Step 4. Determining Test Rules

1. Significance level 5% ($\alpha - 0.05$)
2. Criteria Test T
 - a. If the T-hitung value is smaller than Ttable, it means that H0 is accepted and Ha is rejected
 - b. If the T-count value is greater than T table, it means that H0 is rejected and Ha is accepted
 - c. To see the table we must first calculate the degree of freedom (db).

$$\begin{aligned} DB &= N - 1 \\ &= 15 - 1 \\ &= 14 \end{aligned}$$

With db = 14 t_{tabel} at Significance level 5% = 2.14

Step 5. Compare T_{tabel} dan T_{hitung}

Value obtained from T_{hitung} compared to the value stated on T_{tabel} . Jadi $T_{\text{hitung}} > T_{\text{tabel}}$
atau $9.108(T_{\text{hitung}}) > 2.14 (T_{\text{tabel}})$

These results show that H_a be accepted dan H_o rejected.

Step 6. Conclusion

H_o = There was no increase in student learning achievement between after and before using learning media development products through Autoplay multimedia.

Ha = An increase in student learning achievement between after and before using learning media development products through Autoplay multimedia.



CHAPTER VI

CLOSING

A. Conclusion of Development Results

Based on the development process and the results of the assessment of interactive multimedia based on Autoplay on IPS material the Social Institution class VII MTs material is presented as follows:

1. Autoplay based interactive multimedia products in social studies class VII MTs consist of: Front page (Intro), main menu page (home), usage guide page, compiler welcome page, Core Competency page (KI), Basic Competency (KD) and Indicator , material pages, material videos.
2. The validity level of Autoplay-based interactive multimedia on IPS material in class VII MTs on Social Institution material that has been developed has a good qualification assessment, because based on the results of validation obtained the value of Islamic religious education material experts get a percentage of 97.5%, which means the product developed is very valid in the field of material preparation. Then from the learning media design expert got a percentage of 86% which means the product developed is also very valid in the field of learning media design. And also from the learning experts, the social studies teacher at Hidayatus Salam was 84% so that the interactive multimedia based on Autoplay was valid and did not need revision. However, this Autoplay learning media is still revised according to the comments of each expert.

3. The results of the trial development of social media learning media through multimedia Autoplay has a high level of effectiveness and attractiveness based on the results of testing in the field in class VII A students with a percentage reaching 78.9%
4. The use of multimedia Autoplay on social studies subjects in class VII MTs has a positive impact on increasing student learning achievement. Improving student learning achievement can be seen from:
 - a. The average acquisition of learning outcomes in the last test (post-test) is greater than the initial test (pre-test) that is in the last test (post-test) reached 79% while the initial test (pre-test) with an average of 51.3 %, so that it shows an increase in student learning achievement after learning to use the results of learning media products through multimedia *Autoplay*.
 - b. There is a significant increase in students as evidenced by the calculation of the t test manually which shows that $T_{hitung} > T_{tabel}$ or $9.108(T_{hitung}) > 2.14 (T_{tabel})$. This shows that there is a significant difference between before and after the development of the product or between the final value (Post test) and the initial value (pre test) which means that there is a relationship between the use of media development products in the form of multimedia Autoplay with improving student learning outcomes increase in student learning prestige.

B. Suggestions for Development Studies Specifically About Learning Media

Developed Autoplay-based learning media are expected to support the learning of Social Institutions in class VII MTs. The suggestions conveyed regarding the development of learning media through multimedia Autoplay are as follows:

- a. For the teacher, the results of the development of learning media through multimedia Autoplay can be utilized in conveying subject matter with the support of several tools prepared to facilitate the operation of the media. Because the presence of interesting learning media, will be able to increase student motivation in learning.
- b. This development product is only limited to Social Institution material. Therefore, there needs to be further development with other materials relating to the learning of Social Institutions with an approach that is in accordance with the characteristics of the material.

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







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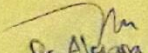
EVIDENCE CONSULTATION



 KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 JALAN GAJAYANA 50 MALANG, TELEFON 0241-552398, FAKSIMILE 0341-552398
 BUKTI KONSULTASI SKRIPSI
 JURUSAN PENDIDIKAN ILMU PENGETAHUAN ILMU PENGETAHUAN SOSIAL

Nama : Mohammad Syafuddin
 Nim : 15130093
 Judul : Pengembangan Multimedia Interaktif berbasis Autoplay pada Maba Pelajaran IPS Materi Lembaga Sosial untuk kelas VII di MTs Al-Sayyidius Salam Gresik
 Dosen Pembimbing : Ulfa Mahayuni, M.PP

No.	Tanggal	Catatan Perbaikan	Tanda Tangan Pembimbing
1	02 April 2019	Konsultasi BAB IV	
2	22 April 2019	Konsultasi Dosen Ahli Materi	
3	29 April 2019	Konsultasi Dosen Ahli Media	
4	08 Mei 2019	Revisi BAB IV	
5	22 Mei 2019	Konsultasi BAB V	
6	29 Mei 2019	Revisi BAB V	
7	19 Juni 2019	Konsultasi BAB VI	
8	03 Juli 2019	Konsultasi BAB VI	
9			
10			
11			
12			

Malang, 2019
 Mengetahui,
 Kajur PIPS,

 Dr. Alfariz Yuli Elhasbi M.A
 NIP. 1971107012006602001

Appendix 2

INSTRUMENTS AND RESULTS OF VALIDATION EXPERT MATERIALS

V

INSTRUMEN DAN VAIDASI AHLI MATERI

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media pembelajaran melalui multimedia Autoplay pada matapelajaran IPS khususnya pada materi Lembaga Sosial di kelas VII MTs Hidayatus Salam Gresik, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah di produksi sebagai salah satu media pembelajaran. Untuk maksud diatas, peneliti memohon kesediaan Bapak/Ibu agar mengisi angket dibawah ini sebagai ahli materi. Tujuan pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang bedasarkan disilin ilmu IPS. Hasil dari pengukuran melalui angket akan digunaka untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam proses pembelajaran. Sebelumnya saya sampaikan terimakasih atas kesediaan Bapak/Ibu sebagai ahli materi.

Nama : Ulfaqah Mubayyati, M.PP
NIP : 197906022015032001
Instansi : UIN Maulana Malik Ibrahim Malang
Pendidikan : S2
Alamat :

B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak/Ibu membaca atau mempelajari media pembelajaran yang dikembangkan.
2. Berilah tanda silang (X) pada salah satu huruf a, b, c, d atau e pada jawaban sesuai dengan penilaian yang Bapak/Ibu anggap paling tepat.
3. Kecermatan dalam penilaian ini sangat diharapkan.

C. Pertanyaan-pertanyaan angket

1. Bagaimanakah rumusan topic pada pengembangan media pembelajaran IPS ini?
 - a. Sangat jelas, spesifik dan operasional.
 - b. Jelas, spesifik dan operasional
 - c. Kurang jelas, spesifik dan operasional.
 - d. Tidak jelas, spesifik dan operasional.
 - e. Sangat tidak jelas, spesifik dan operasional.

2. Bagaimana kesesuaian materi yang disajikan pada pengembangan media pembelajaran IPS ini?
 - a. Sangat sesuai
 - b. Sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
 - e. Sangat tidak sesuai

3. Bagaimanakah relevansi antara kompetensi dasar dengan rumusan indicator pada pengembangan media pembelajaran IPS ini?
 - a. Sangat relevan
 - b. Relevan
 - c. Kurang relevan
 - d. Tidak relevan
 - e. Sangat tidak relevan

4. Apakah isi media pembelajaran dalam pembelajaran sesuai dengan kurikulum 2013?
 - a. Sangat sesuai


- b. Sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
 - e. Sangat tidak sesuai
5. Bagaimanakah sistematika uraian isi pembelajaran dalam media pembelajaran IPS?
- a. Sangat sistematis
 - b. Sistematis
 - c. Kurang sistematis
 - d. Tidak sistematis
 - e. Sangat tidak sistematis
6. Bagaimanakah ruang lingkup materi yang disajikan dalam media pembelajaran IPS?
- a. Sangat sesuai dengan tema
 - b. Sesuai dengan tema
 - c. Kurang sesuai dengan tema
 - d. Tidak sesuai dengan tema
 - e. Sangat tidak sesuai dengan tema
7. Apakah materi yang disajikan melalui media pembelajaran IPS ini sesuai dengan materi yang harus diajarkan kepada siswa?
- a. Sangat sesuai
 - b. Sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
 - e. Sangat tidak sesuai

8. Bagaimanakah tingkat kesukaran bahasa yang digunakan, apakah sesuai dengan pemahaman siswa?

- a. Sangat sesuai
- b. Sesuai
- c. Kurang sesuai
- d. Tidak sesuai
- e. Sangat tidak sesuai

D. Kritik dan Saran

Malang,


Ulfa Mahayani M.P.P.
NIP. 19706022015032001

Appendix 3

INSTRUMENTS AND RESULTS OF VALIDATION EXPERTS OF LEARNING MEDIA

INSTRUMEN DAN VALIDASI AHLI DESAIN MEDIA PEMBELAJARAN

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media pembelajaran melalui multimedia Autoplay pada matapelajaran IPS khususnya pada materi Lembaga Sosial di kelas VII MTs Hidayatus Salam Gresik, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah di produksi sebagai salah satu media pembelajaran. Untuk maksud diatas, peneliti memohon kesediaan Bapak/Ibu agar mengisi angket dibawah ini sebagai ahli materi. Tujuan pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disilin ilmu IPS. Hasil dari pengukuran melalui angket akan digunaka untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam proses pembelajaran. Sebelumnya saya sampaikan terimakasih atas kesediaan Bapak/Ibu sebagai ahli media pembelajaran.

Nama : SAIFUL AMIN, A-82
NIP : 19870922 201503 1005
Instansi : UIN maliki malang
Pendidikan : S2 Pendidikan Geografi
Alamat : Desa Ploso RT: 1 RW: 2 Selorowo, Blitar

B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak/Ibu membaca atau mempelajari media pembelajaran yang dikembangkan.
2. Berilah tanda silang (X) pada salah satu huruf SB, B, CB, TB atau STB pada jawaban sesuai dengan penilaian yang Bapak/Ibu anggap paling tepat.
3. Kecermatan dalam penilaian ini sangat diharapkan.

Keterangan

JAWABAN	KETRANGAN	SKOR
SB	Sangat baik	5
B	Baik	4
CB	Cukup baik	3
TB	Tidak Baik	2
STB	Sangat tidak baik	1

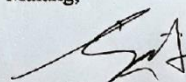
C. Pertanyaan-pertanyaan angket

NO.	PERNYATAAN	KETERANGAN				
		SB	B	CB	TB	STB
1.	Desain cover dan menu sesuai dengan materi.		✓			
2.	Jenis huruf yang dipakai sesuai.		✓			
3.	Ukuran huruf yang digunakan sesuai		✓			
4.	Gambar dan video yang digunakan sesuai dengan materi.	✓				
5.	Gambar dan video yang digunakan menarik minat siswa.	✓				
6.	Tampilan multimedia sudah menarik dan dekat dengan siswa.		✓			
7.	Ilustrasi gambar dan video dalam media memperjelas materi.	✓				
8.	Ukuran dan tata letak gambar pada media tepat.		✓			
9.	Warna pada background tidak kontras dengan warna tulisan.		✓			
10.	Instrumen evaluasi yang digunakan tepat mengukur presatasi belajar siswa.		✓			
JUMLAH						

D. Kritik dan Saran

- Background lebih dikant kontras dengan tulisan
- Tata letak tulisan diperhatikan
- tulisan disesuaikan dg ETD.

Malang,



Saiful Amin, m.p.d.

NIP. 19870922 201503 1005

Appendix 4

INSTRUMENTS AND RESULTS OF VALIDATION LEARNERS

**INSTRUMEN VALIDASI AHLI PEMBELAJARAN UNTUK GURU BIDANG STUDI
IPS KELAS VII MTs Hidayatus Salam Gresik**

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media pembelajaran melalui multimedia Autoplay pada matapelajaran IPS khususnya pada materi Lembaga Sosial di kelas VII MTs Hidayatus Salam Gresik, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah di produksi sebagai salah satu media pembelajaran. Untuk maksud diatas, peneliti memohon kesediaan Bapak/Ibu agar mengisi angket dibawah ini sebagai ahli materi. Tujuan pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang bedasarkan disilin ilmu IPS. Hasil dari pengukuran melalui angket akan digunaka untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam proses pembelajaran. Sebelumnya saya sampaikan terimakasih atas kesediaan Bapak/Ibu sebagai ahli pembelajaran.

Nama : Ahmad Gamul Harif, S.E
 NIP :
 Instansi : MTs Hidayatus Salam
 Pendidikan : Sl
 Alamat : Jl. Karang bo'e RT/RW : 31/08 Lowayu Dukem Gresik

B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak/Ibu membaca atau mempelajari media pembelajaran yang dikembangkan.
2. Berilah tanda silang (X) pada salah satu huruf a, b, c, d atau e pada jawaban sesuai dengan penilaian yang Bapak/Ibu anggap paling tepat.

3. Kecermatan dalam penilaian ini sangat diharapkan.

C. Pertanyaan-pertanyaan angket

1. Bagaimanakah rumusan topic pada pengembangan media pembelajaran IPS ini?
 - a. Sangat jelas, spesifik dan operasional.
 - b. Jelas, spesifik dan operasional
 - c. Kurang jelas, spesifik dan operasional.
 - d. Tidak jelas, spesifik dan operasional.
 - e. Sangat tidak jelas, spesifik dan operasional.
2. Bagaimana kesesuaian materi yang disajikan pada pengembangan media pembelajaran IPS ini?
 - a. Sangat sesuai
 - b. Sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
 - e. Sangat tidak sesuai
3. Apakah rumusan indicator dala media pembelajaran IPS ini disajikan dengan rumusan kompetensi dasar yang telah ditetapkan dalam kurikulum 2013?
 - a. Sangat sesuai
 - b. Sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
 - e. Sangat tidak sesuai
4. Bagaimanakah relevansi antara kompetensi dasar dengan rumusan indicator pada pengembangan media pembelajaran?

8. Apakah materi yang disajikan dalam media pembelajaran IPS ini dapat meningkatkan prestasi belajar siswa pada matapelajaran IPS?
- a. Sangat dapat meningkatkan prestasi siswa
 - b. Dapat dapat meningkatkan prestasi siswa
 - c. Kurang sesuai dapat meningkatkan prestasi siswa
 - d. Tidak dapat meningkatkan prestasi siswa
 - e. Sangat tidak dapat meningkatkan prestasi siswa
9. Bagaimanakah tingkat kesukaran bahasa yang digunakan, apakah sesuai dengan tingkat pemahaman siswa?
- a. Sangat sesuai
 - b. Sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
 - e. Sangat tidak sesuai
10. Apakah instrument evaluasi yang digunakan dapat mengukur kemampuan siswa?
- a. Sangat dapat mengukur kemampuan siswa
 - b. Dapat mengukur kemampuan siswa
 - c. Kurang dapat mengukur kemampuan siswa
 - d. Tidak dapat mengukur kemampuan siswa
 - e. Sangat tidak dapat mengukur kemampuan siswa

D. Kritik dan Saran

Kritik : Terlalu cepat dalam menjelaskan

Malang, 20 Juni 2019



Ahmad Saiful Hany, S.E.

NIP.

Appendix 5

SAMPLE INSTRUMENTS AND STUDENT VALIDATION RESULTS

INSTRUMEN VALIDASI UNTUK SISWA

A. Pengantar

Adik, selain media pembelajaran yang sudah kalia kenal sebelumnya seperti powerpoint dan lain sebagainya, masih banyak media pembelajaran adik-adik bisa gunakan untuk membantu proses belajar mengajar. Salah satunya yaitu aplikasi Autoplay. Aplikasi ini bisa membantu adik-adik belajar mandiri baik dirumah maupun disekolah.

Berkaitan dengan pelaksanaan pembuatan multimedia interaktif berbasis Autoplay pada matapelajaran IPS materi Lembaga Sosial tersebut, maka bapak bermaksud mengadakan pengecekan multimedia Autoplay yang telah dibuat sebagai salah satu media pembelajaran. Untuk maksud tersebut, bapak memohon kesediaan adik-adik kelas VII A agar mengisi angket ini sebagai pemakai media pembelajaran. Tujuan dari pengisian angket adalah mengetahui keefektifan, keefisienan dan kemenarikan media ini sebagaimana yang telah dirancang berdasarkan matapelajaran IPS. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terimakasih atas kesediaan adik-adik sebagai pengguna media belajar.

Nama : Suedi Peni

Kelas : VII A

Sekolah : MTs Hidayatus Salamm

B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu adik-adik membaca atau mempelajari media pembelajaran yang dikembangkan.
2. Berilah tanda silang (X) pada salah satu huruf a, b, c, d atau e pada jawaban sesuai dengan penilaian yang adik-adik anggap paling tepat.
3. Kecermatan dalam penilaian ini sangat diharapkan

C. Pertanyaan-pertanyaan angket

1. Apakah multimedia Autoplay pada matapelajaran IPS ini dapat memudahkan adik-adik dalam belajar?
 - a. Sangat memudahkan
 - b. Memudahkan
 - c. Kurang memudahkan
 - d. Tidak memudahkan
 - e. Sangat memudahkan
2. Apakah dengan penggunaan multimedia Autoplay ini dapat membuat adik-adik merasa tertarik dalam belajar?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
 - e. Sangat tidak tertarik

3. Apakah adik-adik mudah memahami materi yang disampaikan melalui multimedia Autoplay ini?
- a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Tidak mudah
 - e. Sangat tidak mudah
4. Apakah gambar dan video yang ditayangkan dalam multimedia Autoplay ini sesuai dengan materi yang disampaikan?
- a. Sangat sesuai
 - b. Sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
 - e. Sangat tidak sesuai
5. Bagaimana jenis huruf dan ukuran huruf yang terdapat dalam media pembelajaran Autoplay ini?
- a. Sangat mudah dibaca
 - b. Mudah dibaca
 - c. Kurang mudah dibaca
 - d. Tidak mudah dibaca
 - e. Sangat tidak mudah dibaca
6. Apakah adik-adik menemukan kata-kata yang sulit selama belajar dengan menggunakan media pembelajaran Autoplay ini?

- a. Tidak menemukan sama sekali
 - b. Tidak menemukan
 - c. Jarang menemukan
 - d. Sering menemukan
 - e. Sangat sering menemukan
7. Apakah adik-adik lebih memahami hikmah yang terkandung dalam materi pembelajaran setelah mengikuti pembelajaran dengan menggunakan multimedia Autoplay ini?
- a. Sangat dapat mengambil hikmah
 - b. Dapat mengambil hikmah
 - c. Cukup mengambil hikmah
 - d. Tidak dapat mengambil hikmah
 - e. Sangat tidak dapat mengambil hikmah
8. Apakah bahasa yang digunakan dalam multimedia Autoplay ini dapat dipahami?
- a. Sangat mudah dipahami
 - b. Mudah dipahami
 - c. Cukup mudah dipahami
 - d. Kurang dapat memahami
 - e. Tidak dapat memahami
9. Bagaimana kejelasan petunjuk dan pertanyaan dalam evaluasi yang diberikan setelah mengikuti pembelajaran menggunakan multimedia Autoplay ini?
- a. Sangat mudah dipahami
 - b. Mudah dipahami

- c. Cukup mudah dipahami
- d. Kurang mudah dipahami
- e. Tidak mudah dipahami

10. Apakah terjadi peningkatan prestasi belajar pada matapelajaran IPS setelah mengikuti pembelajaran menggunakan multimedia Autoplay ini?

- a. Sangat meningkat
- b. Meningkatkan
- c. Cukup meningkat
- d. Kurang meningkat
- e. Tidak meningkat

Terima kasih

Appendix 6

PRINT OUT INSTRUCTIONAL MEDIA

LEMBAGA SOSIAL (SOCIAL INSTITUTION)

Mohammad Syaifuddin
15130043
Jurusan Pendidikan Ilmu Pengetahuan Sosial
Fakultas Ilmu Tarbiyah dan Keguruan

Petunjuk Penggunaan

1. Gunakan untuk memulai ke Menu Home
2. Gunakan untuk menuju halaman selanjutnya.
3. Gunakan untuk kembali ke halaman sebelumnya.
4. Gunakan untuk menuju Menu materi inti
5. Tekan Tombol untuk keluar/exit dari Media Autoplay
5. Selamat Belajar :)



Lembaga Sosial (Social Institutions)

KI & KD

Petunjuk Penggunaan

Materi

Video

Biodata



Kompetensi Inti


3.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

Kompetensi Dasar

3.2 Mengidentifikasi interaksi sosial dalam ruang dan pengaruhnya terhadap kehidupan sosial, ekonomi, dan budaya dalam nilai dan norma serta kelembagaan sosial budaya.

Indikator :

1. Mengetahui Pengertian Lembaga Sosial
2. Menjelaskan Jenis-Jenis Lembaga Sosial
3. Menjelaskan Fungsi Lembaga Sosial



Sambutan Penyusun

Alhamdulillahirobbil 'alamiin, Puji syukur kehadiran Allah SWT, yang telah memberikan kemudahan sehingga Media pembelajaran ini bisa sellesei.

Sholawat dan Salam semoga tetap tercurahkan kepada Nabiullah Muhammad SAW.

Tujuan Media Pembelajaran ini disusun adalah guna meningkatkan motivasi belajar siswa khususnya pada mata pelajaran IPS pada pembahasan materi Lembaga Sosial.

Mohammad Syaifuddin




Lembaga Sosial (Social Institutions)



  **Pengertian Lembaga Sosial**
(Definition of Social Institutions)

 **Jenis-jenis Lembaga Sosial**
(Types of Social Institutions)

 **Fungsi Lembaga Sosial**
(The Fuction of Social Institutions)



Pengertian Lembaga Sosial

Secara etimologi Lembaga Sosial merupakan terjemahan dari istilah bahasa Inggris Social Institution yang merujuk pada dua pengertian, yakni sistem nilai dan norma-norma sosial serta bentuk atau organ sosial.

Menurut Koentjadingrat, Lembaga sosial adalah suatu system norma khusus dan menat suatu rangkaian tindakan berpola mantap guna memenuhi suatu kebutuhan dan keperluan khusus dari manusia dalam kehidupan masyarakat.

Sedangkan menurut Soerjono Soekanto, Lembaga sosial adalah kumpulan norma-norma dari segala tindakan yang berkisar pada suatu kebutuhan pokok di dalam kehidupan masyarakat.



Jenis-Jenis Lembaga Sosial



1. Lembaga Pendidikan



3. Lembaga Agama



4. Lembaga Politik



2. Lembaga Ekonomi




5. Keluarga

Jenis-Jenis Lembaga Sosial

1. lembaga Pendidikan

Lembaga sosial yang memiliki peran untuk memberikan pengetahuan dan pengalaman melalui proses pendidikan dari tingkat dasar dengan satu tujuan yaitu untuk meningkatkan kualitas SDM dan merubah perilaku individu kearah yang lebih baik.

Contoh : Satuan Pendidikan dasar, Universitas, Lembaga tempat pendidikan al-Quran dan lain sebagainya.



UIN Maulana Malik Ibrahim Malang


1. Lembaga Pendidikan

Jenis-Jenis Lembaga Sosial

2. lembaga Ekonomi

Lembaga Ekonomi adalah lembaga sosial yang memiliki peran dalam kegiatan - kegiatan yang ada di bidang perekonomian. Fungsi utama dari lembaga ini adalah menjaga agar kebutuhan pokok masyarakat agar dapat dapat terpenuhi secara keberlanjutan.

Contoh - Bank Indonesia, Otoritas Jasa Keuangan dan lain sebagainya.



Bank Indonesia

2. Lembaga Ekonomi

Jenis-Jenis Lembaga Sosial

3. lembaga Agama

Lembaga keagamaan adalah lembaga sosial yang mengatur kehidupan manusia dalam beragama, baik agama islam, hindu, buda, kristen, katolik, dan agama lainnya. Tujuan utama dari lembaga keagaan ini adalah menjaga kerukunan antar umat beragama.

Contoh : Kementrian Agama, Kantor urusan agama, masjid, gereja, pura, dan lain sebagainya.



3. Lembaga Agama

Jenis-Jenis Lembaga Sosial

4. lembaga Politik

Lembaga politik adalah lembaga sosial yang berperan penting dalam menunjang keberlangsungan proses pembentukan, pembagian kekuasaan dalam masyarakat sebagai proses pengambilan keputusan.

Contoh : Kantor Pemilihan Umum, Kantor partai, DPR, dan lain sebagainya.




4. Lembaga Politik

Jenis-Jenis Lembaga Sosial

5. Keluarga

Lembaga keluarga adalah lembaga sosial yang terkecil yang ada ditengah - tengah masyarakat. lembaga keluarga ini terbentuk atas dasar adanya perkawinan dan hubungan darah.



Gambar Animasi Keluarga

5, Keluarga

Fungsi-fungsi Lembaga Sosial



UIN Maulana Malik Ibrahim Malang

1. Lembaga Pendidikan

Lembaga Pendidikan berfungsi sebagai sarana pengembangan dan pelestarian kebudayaan masyarakat, sebagai tempat pengembangan bakat, memperpanjang masa rama, dan masih banyak lagi fungsi dari lembaga edukasi ini.



Bank Indonesia

2. Lembaga Ekonomi

Lembaga Ekonomi berfungsi menjaga agar kebutuhan pokok masyarakat agar dapat dapat terpenuhi secara keberlanjutan, sebagai pedoman dalam kegiatan perputaran ekonomi masyarakat, dan lain sebagainya.

Fungsi-fungsi Lembaga Sosial



Masjid Baiturrahman Aceh

3. Lembaga Agama

lembaga keagamaan berfungsi sebagai sarana pembantu dalam pencarian identitas, moral, sebagai sarana peningkatan solidaritas kelompok, kohesi sosial, dan keramahan dalam beraul, dan masih banyak lagi fungsi dari lembaga keagamaan,



Gedung Komisi Pemilihan Umum

4. Lembaga Politik

Lembaga Politik berfungsi sebagai mengatur proses kegiatan politik, mewujudkan ketertiban di dalam maupun di luar negeri, dan mengupayakan kesejahteraan masyarakat secara umum.

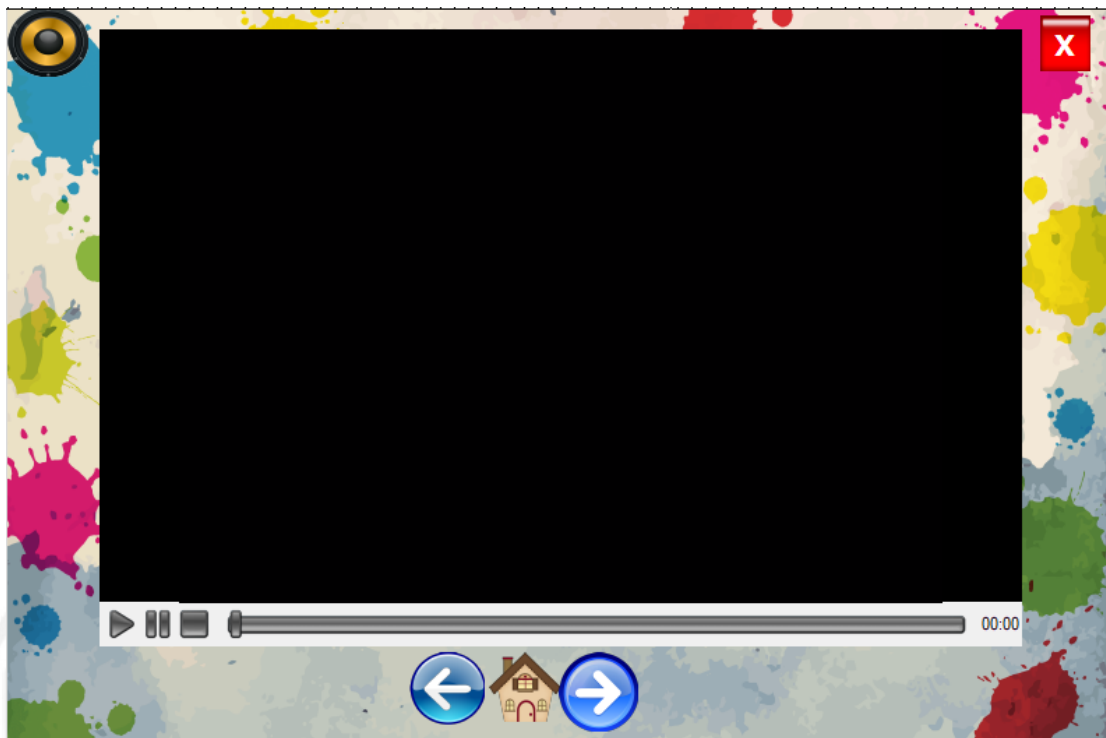
Fungsi-fungsi Lembaga Sosial



Gambar Animasi Keluarga

5. Keluarga

Lembaga keluarga mempunyai fungsi ekonomi, fungsi produksi, fungsi proteksi, fungsi sosialisasi, fungsi afeksi, fungsi pengawasan sosial, dan fungsi pemberian status. Seluruh fungsi tersebut akan memantu keluarga / rumah tangga dalam menjalani kehidupan bermasyarakat



Biodata Author



Mohammad Syaifuddin

Nama : Mohammad syaifuddin
Tempat, tanggal lahir : Gresik, 08 September 1997
alamat : Jl. Karang Bolet Rt/Rw : 24/06 Desa Lowayu, Kecamatan Dukun, kanupaten gresik
no. HP : 085646092632
NIM : 15130043
Jurusan : Pendidikan Ilmu Pengetahuan Sosial
Fakultas : Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Maulaa Malik Ibrahim Malang

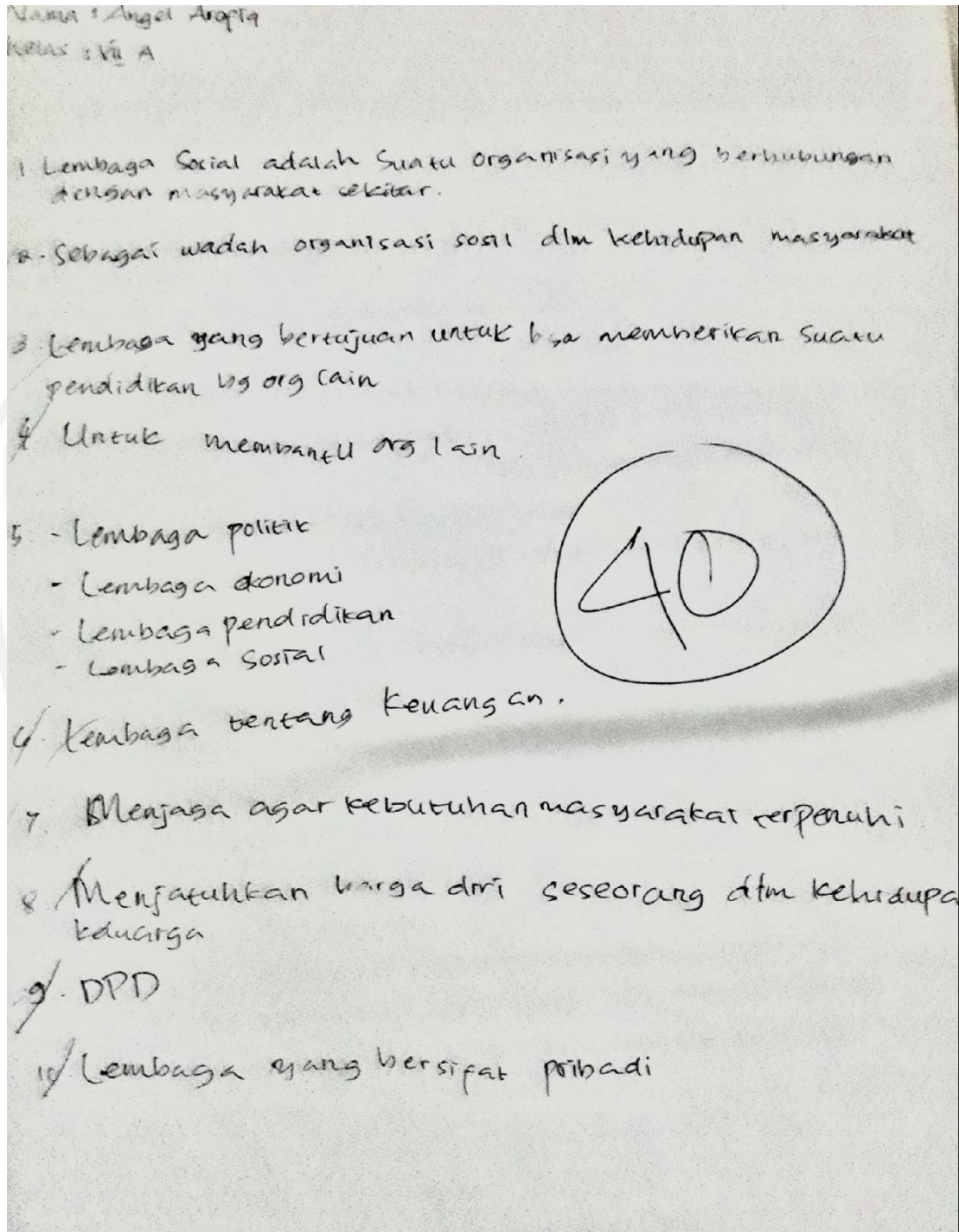
Appendix 7

PRE TEST QUESTIONS

1. Apa yang dimaksud Lembaga Sosial?
2. Apa fungsi dari Lembaga Sosial?
3. Apa itu Lembaga Pendidikan? Sebutkan contohnya!
4. Jelaskan fungsi dari Lembaga Pendidikan?
5. Sebutkan empat Lembaga yang ada di Indonesia?
6. Jelaskan Apa yang dimaksud Lembaga Ekonomi? Dan berikan contohnya!
7. Apa fungsi Lembaga Ekonomi?
8. Sebutkan contoh Fungsi proteksi dalam keluarga!
9. Apa Lembaga yang berfungsi sebagai badan eksekutif?
10. Jelaskan apa yang dimaksud Lembaga Agama?

Appendix 8

SAMPLE RESULTS PRE TEST



Appendix 9

QUESTION AND SAMPLE OF POST TEST RESULTS

NAMA: Khurriyati Wanda
KLS : VII A

I. Berilah tanda (X) pada salah satu huruf A,B,C atau D pada abjad jawaban paling benar!

1. Pengertian Lembaga Sosial adalah

- a. Seluruh sistem norma yang terbentuk atas dasar tujuan dan fungsi tertentu di kehidupan masyarakat
- b. Perilaku yang bisa diterima pola situasi tertentu dalam kehidupan masyarakat pada suatu daerah
- c. Suatu proses antar individu dengan individu dalam mencapai tujuan dengan menggunakan cara kekerasan dan ancaman
- d. Suatu sikap mental dari seseorang yang disembunyikan dari orang lain terhadap unsur-unsur kebudayaan pada suatu golongan masyarakat tertentu

2. Wujud konkrit Lembaga Sosial adalah disebut

- a. Norma
- b. Asosiasi
- c. Pranata Sosial
- d. Organisasi Sosial

3. Fungsi Lembaga Sosial diantaranya adalah

- a. Memenuhi kebutuhan manusia
- b. Mengembangkan semangat kerja sama
- c. Menjaga keutuhan hidup masyarakat
- d. Menyatukan berbagai perbedaan

4. Sebuah Lembaga Sosial akan berjalan baik apabila

- a. Memelihara pola pencapaian tujuan
- b. Mengatur adaptasi
- c. Dapat melaksanakan fungsinya
- d. Mendefinisikan adaptasinya

5. Berikut ini yang bukan ciri-ciri umum Lembaga Sosial, yaitu

- a. Lembaga sosial memiliki kekekalan tertentu yang biasanya berlangsung lama
- b. Lembaga sosial memiliki tujuan tertentu
- c. Lembaga Sosial memiliki alat
- d. Lembaga Sosial memaksa untuk melakukan sesuatu

(BA)

6. Di bawah ini merupakan Lembaga Sosial terkecil, yaitu
- Masyarakat
 - Keluarga
 - Lembaga Politik
 - Negara
7. Yang bukan termasuk fungsi Lembaga Sosial yaitu
- Memberi pedoman bagi anggota masyarakat
 - Menjaga keutuhan dan persatuan masyarakat
 - Menambah jumlah anggota masyarakat pada suatu daerah
 - Menjadi pedoman dalam mengadakan system pengendalian sosial atau kontrol sosial
8. Perhatikan beberapa uraian berikut ini!
- Proses pembentukan kekuasaan
 - Proses pembagian kekuasaan
 - Tujuannya untuk membuat keputusan bagi kepentingan negara
- Uraian tersebut merupakan pengertian
- Pendidikan
 - Politik
 - Ekonomi
 - Keluarga
9. Lembaga Politik yang berfungsi sebagai badan eksekutif adalah
- MPR
 - Presiden
 - DPR
 - DPD
10. Tujuan Lembaga Ekonomi adalah
- Untuk mendapat ketenangan
 - Memenuhi kebutuhan manusia
 - Menfapatkan rasa aman dan nyaman
 - Mendapatkan Ilmu pengetahuan dan teknologi

11. Lembaga Pendidikan (kursus) bahasa Inggris, bahasa arab, memasak dan sejenisnya, merupakan lembaga pendidikan non-formal. Fungsi Lembaga tersebut adalah memberikan
- a. Ilmu pengetahuan dan Teknologi
 - b. Modal ketrampilan praktis untuk hidup
 - c. Keahlian yang diperlukan oleh pemerintah
 - d. Teori dan cara hidup dalam masyarakat
12. Yang bukan termasuk fungsi manifes dari Lembaga Pendidikan adalah
- a. Menyiapkan individu untuk mencari nafkah
 - b. Melestarikan kebudayaan yang dimiliki masyarakat
 - c. Menumbuhkembangkan bakat individu dalam masyarakat
 - d. Mempertahankan sistem dalam kelas sosial
13. Universitas adalah salah satu bentuk Lembaga
- a. Agama
 - b. Politik
 - c. Pendidikan
 - d. Keluarga
14. Perhatikan uraian fungsi di bawah ini!
- (a) Sumber kebenaran
 - (b) Sebagai tuntunan tentang prinsip benar dan salah
 - (c) Pedoman hidup manusia
 - (d) Pedoman bagi manusia untuk berbuat baik dan merupakan perintah Tuhan
- Uraian diatas merupakan fungsi dari
- a. Lembaga Ekonomi
 - b. Lembaga Politik
 - c. Lembaga Pendidikan
 - d. Lembaga Agama
15. Untuk memenuhi kebutuhan pokok manusia, maka manusia menciptakan Lembaga ...
- a. Agama
 - b. Ekonomi
 - c. Pendidikan

- d. Politik
16. Keluarga merupakan salah satu media sosialisasi yang penting karena keluarga
- a. Memenuhi kebutuhan fisik anak
 - b. Menjamin perlindungan terhadap anak
 - c. Perantara pertama pengenalan nilai & norma terhadap anak
 - d. Menentukan martabat anak
17. Fungsi Lembaga keluarga yang paling alami adalah
- a. Mendidik anak
 - b. Membahagikan kerabat
 - c. Mewariskan Budaya
 - d. Melanjutkan keturunan
18. Lembaga Agama berfungsi untuk mengatur kehidupan masyarakat dalam hubungan dengan Tuhan dan sesama. Pada hakikatnya tujuan pembentukan Lembaga Agama tersebut adalah
- a. Mencapai kebahagiaan hakiki dalam kehidupan
 - b. Meningkatkan kesejahteraan secara material
 - c. Mendorong prestasi individu dalam bekerja
 - d. Membantu dalam pelestarian budaya
19. Peran Lembaga Agama adalah mengatur kehidupan manusia dalam memenuhi
- a. Kebutuhan secara tertib dan teratur
 - b. Kebutuhan spiritual
 - c. Kebutuhan hidup sehari-hari
 - d. Sikap tenggang rasa dan toleransi
20. Masjid, Gereja dan Pura termasuk dalam
- a. Institusi
 - b. Asosiatif
 - c. Lembaga Agama
 - d. Departemen

Appendix 10

OVERALL VALUE OF PRE TEST AND POST TEST

No	Nama	Pre Test	Post Test	KKM
1	Faridatun saidah	40	80	75
2	Erika Outri Melinda	50	80	75
3	Shifriyatun Wahdah	80	84	75
4	Fariha Sindy Nuraini	60	80	75
5	Muh.Wahid Rosyidin	70	82	75
6	Nasikhatin	40	82	75
7	Siti Nur Hamidah	50	80	75
8	Trimajati	30	70	75
9	Angel Arofiq	40	75	75
10	Ningrum Novita Rahayu	60	75	75
11	Puput Nabilayul Natalia	40	80	75
12	Nasha Rikul Mufaidzin	50	82	75
13	Suedi Peni	60	80	75
14	Fajar Aris Fikrianto	40	75	75
15	Afrizal Fariel Rifki	60	80	75
Jumlah		770	1185	-
Rata-rata		51.3	79	-

Appendix 11

VALIDATOR SUBJECT EXPERT

1. Validator Ahli Materi

Nama : Ulfah Muhayani, M.PP
 NIP : 19790602 201503 2001
 Instansi : UIN Maulana Malik Ibrahim Malang
 Pendidikan : S-2
 Alamat : Perum Tunggal wulung Malang

2. Validator Ahli Desain Produk Media Pembelajaran

Nama : Saiful Amin, M.pd

NIP : 19870922 201503 1005
Instansi : Dosen FITK UIN Maulana Malik Ibrahim Malang
Pendidikan : S2
Alamat : Desa Ploso RT/RW : 01/02 Selopuro Blitar

3. Validator Ahli Pembelajaran

Nama : Ahmad Qoimul Hanif,S.E
NIP : -
Instansi : MTs Hidayatus salam Lowayu Dukun Gresik
Pendidikan : S1
Alamat : Jl. Banyu Biru RT/RW : 31/08 Lowayu Dukun Gresik

Appendix 12

TARGET IDENTITY TRY TEST

1. Nama : Faridatun Saidah
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
2. Nama : Erika Putri Melinda
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
3. Nama : Shifriyatun wahdah
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
4. Nama : Fariha Sindy Nuraini

- Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
5. Nama : Muh. Wahid rosyidin
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
6. Nama : Nashikatin Nahdhiyah
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
7. Nama : Siti Nur Hamida
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
8. Nama : Trimajati
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
9. Nama : Angel Arofiq
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
10. Nama : Ningrum Novita Rahayu
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik
11. Nama : Puput nabilatul Natalia

Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik

12. Nama : Nasha Rikul Mufaidzin
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik

13. Nama : Suedi Peni
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik

14. Nama : Fajar aris Fikrianto
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik


15. Nama : Afrizal Fariel Rifki
Kelas : VII A
Sekolah : MTs Hidayatus Salam Lowayu Dukun Gresik

Appendix 13



Appendix 14

LETTER OF PERMISSION FOR RESEARCH THESIS



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

Nomor : 1733 /Un.03.1/TL.00.1/06/2019 25 Juni 2019
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MTs Hidayatus Salam Gresik
di
Gresik

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:

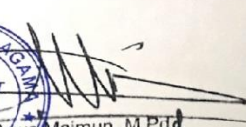
Nama : Mohammad Syaifuddin
NIM : 15130043
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik : Ganjil - 2019/2020
Judul Skripsi : Pengembangan Multimedia Interaktif berbasis Autoplay pada Mata Pelajaran IPS Materi Lembaga Sosial untuk Kelas VII di MTs Hidayatus Salam Gresik


Lama Penelitian : Juni 2019 sampai dengan Agustus 2019 (3 bulan)

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

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

Wassalamu'alaikum Wr. Wb.

Dekan,

D. R. Agus Maimun, M.Pd.
NIP. 19650817 199803 1 003



Tembusan :
1. Yth. Ketua Jurusan PIPS
2. Arsip



YAYASAN PENDIDIKAN MA'ARIF NU
MTs HIDAYATUS SALAM
LOWAYU DUKUN GRESIK
TERAKREDITASI A

NPSN : 20582953 NSM : 1212352550056 NIS : 210460
Akte Notaris : Suyanto, SH, MH, Mkn. No : 515 Tahun 2016
SK Kemenkumham No : AHU-0000617.AH.01.05. Tahun 2016

Alamat : Jl. Banyu Biru RT.32 RW.08 Lowayu Dukun Gresik Kode Pos 61155 Email : hidsalam@gmail.com

SURAT KETERANGAN PENELITIAN

56/MTs.HS/PP.01.1/A/VII/2019

Yang bertanda tangan di bawah ini :

Nama : H. SIS AFANDI, S.T
Tempat/Tgl lahir : Gresik 22 Juli 1970
Jabatan : Kepala Sekolah MTs Hidayatus Salam
Alamat : Lowayu Dukun Gresik

Menerangkan dengan sebenarnya bahwa :

Nama : MOHAMMAD SYAIFUDDIN
NIM : 15130043
Program Studi : P. IPS (S- 1)
Alamat : Lowayu Dukun Gresik

Telah mengadakan Penelitian di MTs Hidayatus Salam Lowayu Dukun Gresik yang di mulai bulan Juni – Juli untuk penulisan Skripsi yang berjudul :

“PENGEMBANGAN MULTIMEDIA BERBASIS AUTOPLAY PADA MATA PELAJARAN IPS MATERI LEMBAGA SOSIAL UNTUK KELAS VII DI MTs HIDAYATUS SALAM LOWAYU DUKUN GRESIK”

Demikian surat keterangan ini kami buat, untuk di pergunakan sebagaimana mestinya, harap menjadikan maklum dan terima kasih.

Lowayu, 15 Juli 2019

Kepala MTs
Hidayatus Salam,



H. SIS AFANDI, S.T

Appendix 15

BIODATA STUDENTS



Nama : Mohammad Syaifuddin
NIM : 15130043
Tempat Tanggal Lahir : Gresik, 08 September 1997
Fak./Jur./Prog. Studi : FITK/P.IPS
Tahun Masuk : 2015
Alamat Rumah : Jl. Karang Bolet Rt/Rw 24/06
Desa. Lowayu, Kec. Dukun,
Kab. Gresik

Pendidikan:

- a. SDN Lowayu 2003 - 2009
- b. MTs Hidayatus Salam 2009 – 2012
- c. MAN 1 Bungah Gresik 2012– 2015
- d. Universitas Islam Negeri Maulana Malik Ibrahim Malang 2015 - 2019

No Hp : +6285646092632

Alamat Email : Mohammadsyaifuddin23@gmail.com

Malang Juli 2019

Mahasiswa,

Mohammad Syaifuddin

NIM. 15130043