

**IMPROVING LEARNING MOTIVATION THROUGH
INTERACTIVE MULTIMEDIA FOR NATURAL SCIENCE
FOR 5th GRADE STUDENTS AT MI TERPADU ATTARAQQIE
MALANG**

THESIS

By

Giska Enny Fauziah

09140037



**INTERNASIONAL CLASS PROGRAM (ICP)
EDUCATION DEPARTMENT FOR PRIMARY SCHOOL TEACHER
FACULTY OF TARBIYAH
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG**

April, 2013

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Submitted to Tarbiya Faculty of State Islamic University of Maulana Malik Ibrahim Malang to meet a requirement to obtain a Bachelor Degree of Education for Primary School Teacher (S. PdI)

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APPROVAL SHEET

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AT MI TERPADU ATTARAQQIE MALANG**

THESIS

By:

GISKA ENNY FAUZIAH
09140037

Approved By :

Advisor

Dr. H. Nur Ali, M.Pd

NIP. 1965 0403 1998 03 1002

April, 10th 2013

Acknowledge,

The Head of Education Department for Primary School Teacher

Dr. Hj. Sulalah, M.Ag

NIP. 1965 1112 1994 03 2002

LEGITIMATION SHEET

**IMPROVING LEARNING MOTIVATION THROUGH INTERACTIVE
MULTIMEDIA FOR NATURAL SCIENCE FOR 5th GRADE STUDENTS
AT MI TERPADU ATTARAQQIE MALANG**

THESIS

Prepared and compiled by
Giska Enny Fauziah (09140037)

Has been defended in front of the board of examiners on April 8th, 2013 and has
been stated PASSED

Has been approved by the board of examiners as the requirement to earn an
undergraduate Bachelor of Primary School Teacher Education (S.PdI)

Committee of Examiners**Signature****Chairman**

Umi Julaihah, S.E, M.Si
NIP. 1979 0728 2006 04 2002

:

Secretary of the hearing

Dr. H. Nur Ali, M.Pd
NIP. 1965 0403 1998 03 1002

:

Advisor

Dr. H. Nur Ali, M.Pd
NIP. 1965 0403 1998 03 1002

:

Principle Examiner

Dr. H. M. Zainuddin, MA
NIP. 1962 0507 1995 03 1001

:

Legitimate,

The Dean of Tarbiyah Faculty UIN Malang

Dr. H. M. Zainuddin, MA

NIP. 1962 0507 1995 03 1001

DEDICATION SHEET



With this simple word I would like to dedicate my Thesis to

My beloved parents M. Nur Soleh and Sugiartiningsih thanks for your support, your prayer, your love, your motivation and your care. I am proud of be your daughter...

My beloved brother Fauzan Fikri Alhamda thanks for your prayer, your love and your care. Always keep smile and spirit to make our beloved parents happy and I am happy to be your sister...

My beloved M. Zainul Ashfiya' thanks for your beautiful love, your prayer, your care and your support in finishing my study. Hopefully we can reach our dreams and I love to be with you...

All of my friends "PGMI 2009" especially my Everlasting Friends ICP PGMI 2009 thanks for your gathering and I am lucky to be your friends...

MOTTO

... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۚ^ق

....“Sesungguhnya Allah tidak merubah keadaan sesuatu kaum sehingga mereka merubah keadaan yang ada pada diri mereka sendiri. “.....

(QS. Ar Ra’du : 11)

Dr. H. Nur Ali, M.Pd
 The Lecturer of Tarbiyah Faculty
 State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Giska Enny Fauziah Malang, April 10th 2013
 Appendix : 4 Exemplars

The Excellency,
 Dean of Tarbiyah Faculty
 State Islamic University of Maulana Malik Ibrahim Malang
 at
 Malang

Assalamu'alaikum Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language and writing technique, and after reading the following thesis:

Name	: Giska Enny Fauziah
NIM	: 09140037
Department	: PGMI
Title of Thesis	: Improving Learning Motivation through Interactive Multimedia for Natural Science for 5th Grade students at MI Terpadu Attaraqqie Malang

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

Wa'alaikum salam Wr. Wb.

Advisor,

Dr. H. Nur Ali, M.Pd

NIP. 196504031998031002

STATEMENT LETTER

Hereby I declare that on this thesis there is no work that ever submitted to obtain bachelor degree on one university, and as far as I know, there is no work or opinion that ever written or published by another person, except for in writes that is referenced on this thesis and mentioned on the bibliography.

Malang, April 10th 2013

Giska Enny Fauziah

ACKNOWLEDGMENT



Alhamdulillah, all praises to Alloh SWT the most Gracious and the most Merciful, who has given me guidance and blessing in finishing this thesis entitled *“Improving Learning Motivation through Interactive Multimedia for Natural Science for 5th Grade Students At MI Terpadu Attaraqie Malang”*.

Sholawat and Salam also keep devote to the prophet Muhammad SAW who has brought Islam as the *rahmatan lil al-amin*, and May we all get his intercession in the rest of the world later. Aamiin

This thesis was focused on improving learning motivation in natural science subject, especially on the topic of human and animals respiratory organs. So it was conducted to improve students motivation in learning natural science. In writing this thesis, the author realizes that this writing can not be separated from the direction, guidance and constructive criticism from various parties. Therefore, the author wants to thankful as much as possible and the highest award to :

1. My beloved father and mother (Muhammad Nursoleh and Sugiartiningsih) and my beloved brother (Fauzan Fikri Alhamda), who gave a prayer blessing outpouring of affection, attention, encouragement, and guidance to the author.
2. Prof. Dr. H. Imam Suprayogo as the Rector of the State Islamic University of Maulana Malik Ibrahim Malang.

3. Dr. H. M. Zainuddin, MA as the Dean of Education Faculty.
4. Dr. Hj. Sulalah, M.Ag as the head of Primary School Teacher Education Department.
5. Dr. H. Nur Ali, M.Pd as the advisor who has spent his time, mind and energy to provide guidance, motivation and advice for finishing this thesis.
6. All the leacturer and staff of Education Faculty at the State Islamic University of Maulana Malik Ibrahim Malang.
7. All the teachers, employees, and studentsMI Terpadu Attaraqqie Malang has been willing to accept and guide us especially the 5th grade.

The author realize that in this classroom action research report there are far from perfect. Therefore, the author needsconstructive suggestion from the readers.

Malang, April 10th 2013

Author

DIRECTION OF ARABIC- LATIN transliteration

The written of Arabic- Latin in this thesis use directive transliteration base on the collective decision between the Minister of Religion of Indonesia and the Minister of Education and Culture Republic of Indonesia number 158/ 1987 and number 0543/U/1987 that in board outline can be described as bellows :

A. Letter

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

B. Long Vowel

Vocal (a) Panjang = â

Vocal (i) Panjang = î

Vocal (u) Panjang = û

C. Diphtong Vowel

أَوْ = aw

أَيَّ = ay

أُوْ = û

أَيَّ = î

LIST OF TABEL

Tabel 4.1	Motivation Instrument of Observation Before Action	57
Tabel 4.2	Indicators of Motivation on Cycle I	60
Tabel 4.3	Indicators of Motivation on Cycle II	65
Tabel 4.4	Motivation Instrument of Observation After Action	67
Tabel 8.1	Students Value on Pre Test	121
Tabel 8.2	Students Value on Post Test Cycle I	123
Tabel 8.3	Students Value on Post Test Cycle II	125
Tabel 8.4	Main Respondent of Interview	127
Tabel 8.5	Student Questionnaire	131

LIST OF PICTURE

Picture 4.1	Observation The students listen to teacher explanation.....	51
Picture 4.2	Observation The students do an exercise	51
Picture 8.1	Documentations of School	133
Picture 8.2	Documentations of Class.....	134
Picture 8.3	Documentations of Learning Activities	135
Picture 8.4	Documentations of Learning Media.....	138
Picture 8.5	Documentations of Interview	141

LIST OF APPENDIXES

Appendixes 1	Observation Letter.....	80
Appendixes 2	Observation License.....	81
Appendixes 3	Lesson Plan of 1 st Meeting of Cycle I.....	82
Appendixes 4	Lesson Plan of 2 nd Meeting of Cycle I.....	87
Appendixes 5	Lesson Plan of 1 st Meeting of Cycle II.....	93
Appendixes 6	Lesson Plan of 2 nd Meeting of Cycle II.....	99
Appendixes 7	Material of Human and animals Respiratory Organs.....	105
Appendixes 8	Question of Pre Test.....	110
Appendixes 9	Question of Post Test Cycle I.....	113
Appendixes 10	Question of Post Test Cycle II.....	116
Appendixes 11	Exercise I.....	119
Appendixes 12	Exercise II.....	120
Appendixes 13	Students Value on Pre Test.....	121
Appendixes 14	Students Value on Post Test Cycle I.....	123
Appendixes 15	Students Value on Post Test Cycle II.....	125
Appendixes 16	Main Respondent of Interview.....	127
Appendixes 17	Interview Guide.....	128
Appendixes 18	Student Questionnaire.....	131
Appendixes 19	Documentation.....	133
Appendixes 20	The Evidence of Consultation.....	142
Appendixes 21	Curriculum Vitae.....	143
Appendixes 22	Student Profile.....	145

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
LEGITIMATION SHEET.	iii
DEDICATION SHEET	iv
MOTTO	v
ADVISOR OFFICIAL NOTE	vi
STATEMENT LETTER	vii
ACKNOWLEDGMENT	viii
TRANSLITERASI	x
LIST OF TABLE	xi
LIST OF PICTURE	xii
LIST OF APPENDIXES	xiii
TABLE OF CONTENTS.....	xiv
ABSTRACT	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Focus of the Study	4
C. Objectives of the Study	5
D. Significances of the Study	5
E. Terms of the Study.....	6
F. Previous of the Study	7
CHAPTER II REVIEW OF THE RELATED LITERATURE.....	9
A. Learning Motivation.....	9
1. Definition of the Motivation	9
2. Motivation Functions	11
3. Kinds of the Motivation	13
4. Techniques of the Motivation	15
5. Forms of the Motivation	16
B. Learning Natural Science/ IPA in MI.....	19

1. Concept of the Learning Natural Science	19
2. Essence of the Learning Natural Science.....	23
C. Interactive Multimedia	24
1. Definition of the Learning Media	25
2. Agglomeration of the Learning Media.....	25
3. Significances of the Learning Media	27
4. Strengths and Weakness of the Learning Media.....	29
CHAPTER III RESEARCH METHOD	31
A. Research Design.....	31
B. Setting and Subjects of the Study.....	33
C. Presence of the Researcher.....	33
D. Data and Source of Data	33
E. Technical Data Collection	35
F. Cycles of the Classroom Action Research.....	39
G. Data Analysis	42
H. Checking Validity of the Data.....	43
I. Composition of the Result	44
CHAPTER IV RESEARCH FINDING	45
A. Background of the School	45
B. Exposure Data Before Action.....	49
C. Cycle I	55
D. Cycle II.....	62
CHAPTER V DISCUSSION	69
A. Planning Process	69
B. Implementation	71
C. Evaluation	73
CHAPTER VI CLOSING	75
A. Conclusions	75
B. Suggestion	76
BIBLIOGRAPHY	77
APPENDIXES	79

ABSTRACT

Fauziah, Giska Enny. 2013. Improving Learning Motivation Through Interactive Multimedia For Natural Science For 5th Grade Students At MI Terpadu Attaraqqie Malang. Education Department For Primary School Teacher, Faculty Of Tarbiya, State Islamic University Of Maulana Malik Ibrahim Malang. Advisor, Dr. H. Nur Ali, M.Pd

Key Words: Natural Science, Interactive Multimedia, Students Motivation

Natural Sciences (IPA) is related to the natural way of systematic finding, so that natural science is not just a mastery of knowledge in the form of facts, concepts, or principles but also a process of discovery. Natural science education is expected to be a vehicle for students to learn about themselves and their environment, as well as the prospects for further development and implementation in daily life.

The students in primary school are in “Operational Concrete” so they can not imagine something abstract. Therefore this classroom action research take a new methodology in learning process of natural science, especially in the material of human and animals respiratory organs. To improve students motivation in learning natural science this research use interactive multimedia. Therefore, the research think that by see an interactive multimedia can give a new spirit in learning process.

This research conducted at MI Terpadu Attaraqqie Malang and the object of this research is 5th Grade. The goal of this research is to improve students motivation in learning natural science using interactive multimedia learning. The specific goals of this research are 1) Describe the planning process for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqqie Malang. 2) Describe the implementation for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqqie Malang. 3) Describe the assessment for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqqie Malang.

This research is use descriptive qualitative approach and the type of this research is Classroom Action Research (PTK). The data explained descriptively in order to solve the learning problem in learning phenomena. This research definite to the improvement of students motivation in learning natural science, this research done in 2 cycles and 2 meetings in every cycles. The step in every meetings include planning, implementation, observation and reflection. The researcher held pre test before implementation of interactive multimedia and also held pos test in every cycles to know the development of students motivation.

Based on the result of the research, the researcher make a conclusion that learning using interactive multimedia can increase students motivation. The

indicators of motivation that used in this research include 4 component namely critical thinking, providing solution, giving argument and conducting evaluation. The indicators of motivation that often emerge in this research are critical thinking and giving argument. The conclusion is implementation of interactive multimedia in learning natural science can improve students motivation from 45.7 % become 87.14 %.



ABSTRAK

Fauziah, Giska Enny. 2013. Meningkatkan Motivasi Belajar Siswa Dengan Pembelajaran Multimedia Interaktif Pada Pelajaran IPA Untuk Siswa Kelas 5 Di MI Terpadu Attaraqie Malang. Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah, UIN Maulana Malik Ibrahim Malang. Pembimbing, Dr. H. Nur Ali, M.Pd

Kata Kunci : IPA, Pembelajaran Multimedia Interaktif, Motivasi Belajar Siswa

Pembelajaran IPA berhubungan dengan penemuan alam yang sistematis, jadi pembelajaran IPA tidak hanya meliputi penguasaan pengetahuan dalam bentuk fakta, konsep atau prinsip-prinsip tetapi juga proses untuk menemukan. Pembelajaran IPA diharapkan bisa menjadi suatu alat bagi siswa untuk belajar tentang diri mereka dan lingkungannya, dengan harapan mereka dapat mengembangkan dan menerapkan sepanjang hidup mereka.

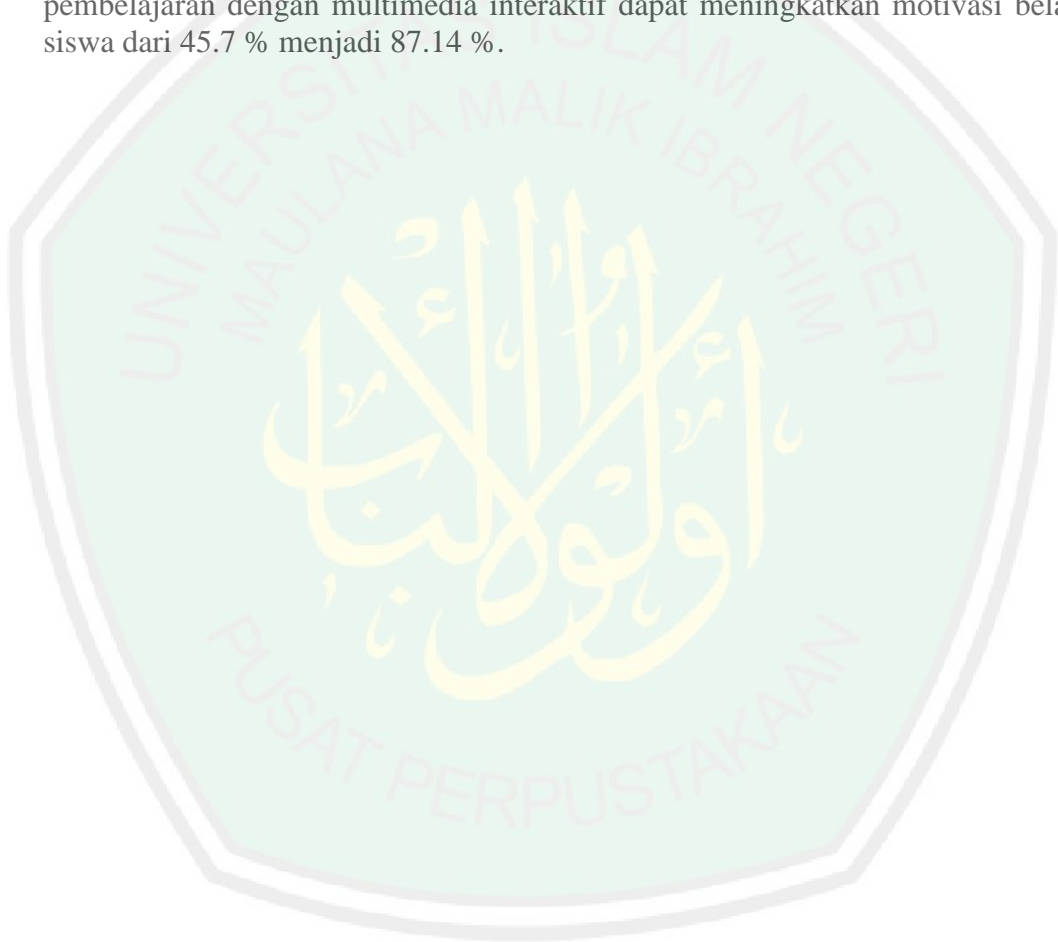
Siswa pada usia sekolah dasar masih berada dalam tahap “Operasional Konkret”, jadi mereka belum bisa membayangkan sesuatu hal yang abstrak. Oleh karena itu dalam penelitian ini peneliti mengambil suatu cara baru proses pembelajaran IPA, khususnya dalam materi pernafasan manusia dan hewan. Untuk meningkatkan motivasi belajar siswa dalam pembelajaran IPA ini peneliti menggunakan pembelajaran berbasis multimedia interaktif. Dengan demikian peneliti berpendapat bahwa dengan melihat pembelajaran berbasis multimedia interaktif dapat memberikan semangat baru dalam proses pembelajaran.

Penelitian ini dilaksanakan di MI Terpadu Attaraqie Malang dan mengambil objek pada siswa kelas 5. Tujuan dari penelitian ini adalah untuk meningkatkan motivasi belajar siswa dalam pembelajaran IPA menggunakan pembelajaran berbasis multimedia interaktif. Tujuan khususnya adalah 1) Mendiskripsikan proses perencanaan pembelajaran IPA materi pernafasan manusia dan hewan dengan menggunakan pembelajaran berbasis multimedia interaktif untuk siswa kelas 5 di MI Terpadu Attaraqie Malang 2) Mendiskripsikan pelaksanaan pembelajaran IPA materi pernafasan manusia dan hewan dengan menggunakan pembelajaran berbasis multimedia interaktif untuk siswa kelas 5 di MI Terpadu Attaraqie Malang 3) Mendiskripsikan penilaian/ evaluasi pembelajaran IPA materi pernafasan manusia dan hewan dengan menggunakan pembelajaran berbasis multimedia interaktif untuk siswa kelas 5 di MI Terpadu Attaraqie Malang.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan tipe Penelitian Tindakan Kelas (PTK). Data yang ada dijelaskan secara deskriptif dengan tujuan dapat mengatasi permasalahan belajar dalam fenomena pembelajaran. Dalam penelitian ini bisa dipastikan bahwa ada peningkatan motivasi belajar siswa dalam pembelajaran IPA, penelitian ini dilaksanakan 2 siklus dan 2 pertemuan disetiap siklusnya. Dalam setiap langkahnya meliputi proses perencanaan, pelaksanaan, observasi dan refleksi. Peneliti mengadakan pre

tes sebelum pelaksanaan tindakan dengan pembelajaran berbasis multimedia interaktif dan juga melaksanakan pos tes di setiap akhir siklus untuk mengetahui perkembangan motivasi belajar siswa.

Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa pembelajaran menggunakan multimedia interaktif dapat meningkatkan motivasi belajar siswa. Indikator yang digunakan dalam penelitian ini meliputi 4 komponen yaitu berfikir kritis, menyelesaikan permasalahan, mengemukakan pendapat dan menyelesaikan evaluasi. Indikator dari motivasi tersebut yang sering muncul adalah berfikir kritis dan mengemukakan pendapat. Kesimpulan dari penelitian ini adalah penerapan pembelajaran dengan multimedia interaktif dapat meningkatkan motivasi belajar siswa dari 45.7 % menjadi 87.14 %.



CHAPTER I

INTRODUCTION

A. Background of the Study

Education have a very important role in process of improving the quality of human resources. Based on the study of psychology, the education community needs to pay more attention –in teaching process-to students' interests, readiness and also needs in order they can learn as well as possible. John Dewey said that “....provide an opportunity for students to learn individually, give the opportunity for students to learn through their experience, give motivation, involve the students in every aspect of school life. So, the students realize that life is dynamic”.¹ Furthermore, he suggests us -as a candidate of teacher- to understand the students condition and also every students' skill and ability. Then, we can analized it.

According to Government Regulation No. 74 of 2008 Article 1, paragraph 1, which states that "teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education, and education medium."² So both of teacher and students should have good relationship in order to make fun teaching and learning process.

¹ Wasty Sumanto, *Psikologi Pendidikan* (Jakarta: PT Rineka Cipta, 2006), pg 4

² Undang-undang RI & Peraturan Pemerintah Nomor 74 Tahun 2008 Tentang Guru dan Dosen, 2009, Bandung : Citra Umbara, pg 224

Improving the quality of education is a process that is integrated by the process of improving the quality of human resources because the goals of national development are set in *UU No.20 Tahun 2003* in National education system:

“bahwa tujuan dari pendidikan nasional adalah untuk meningkatkan potensi siswa agar menjadi manusia yang taat kepada Alloh, mulia, sehat, berpengetahuan luas, mempunyai keterampilan, kreatif, percaya diri dan mempunyai tanggung jawab sebagai warga negara.”³

In order to reach that goals of the learning process, it must be integrated between the material and the standard competence (*SK*) and also the basic competence (*KD*) of science in the 5th class especially in human and animals respiratory organs. *SK*: Human being and the living process (Describing the function of human and animal organs) *KD*: 1.1 Describing the function of human respiratory organs. 1.2 Describing the function of animal respiratory organs.⁴

In learning process above, based on the experience of the teachers and students, many students are still have difficulties in describing the concepts above at the end of the lesson because the teaching strategies and the methods presented are in lecturing ways only. Whereas, the child's memory is a memory that can not understand an abstract explanation. So, it should be delivered in the reconstruction of integrated way –abstract and concrete-. This problem causes the main obstacle for the operation to describe what has been absorbed. So that, the teachers also felt less

³ UU No.20 tahun 2003, *Sistem Pendidikan Nasional*

⁴ Standart Kelulusan dan Kompetensi Dasar IPA SD/MI

satisfied with the results of learning. Therefore, the presence of an interactive multimedia-based learning students are expected to see a simulation of the respiratory system of humans and animals. So, it does not only convey teachers' explanation.

In order to solve the students' difficulties, this research tries to increase students' motivation by using an interactive multimedia. Because motivation is a basic reference for students to get a good achievement, if the students have a high motivation in the learning process it will influence them to study hard in order to get good achievement.

The researcher takes the research at MI Terpadu Attaraqie Malang because the condition of the school is good enough. Besides that, in this school, between boy school and girl school are separated. Moreover, the school is very conducive. It makes the researcher easier to set the students, since the research takes the 5th grade of 40 girl students as the subjects. The teaching and learning process in this school is just explained by lecturing only or it is seldom use variation of learning media. This condition makes the students bored and lazy moreover sometimes they feel sleepy when the teacher explains the material. Thus, by learning use an interactive multimedia the researcher hopes can improve students' motivation in this school.

Instructional media are all of tools and materials that can be used to achieve educational goals, such as radio, television, books, newspapers,

magazines.⁵ Whereas other opinion said that: "...a medium, conceived any person, material or event that established condition which enable the learner to acquire knowlegde, skill and attitude".⁶

From the above description, the researcher decided to try the implementation of interactive multimedia in learning process. Because animation (interactive learning media) is an option to support the learning process to be fun and interesting for students, strengthen the motivation and also increase the students' understanding of the material.⁷

Therefore, from the above description the researcher interested in conducting research on teaching natural science courses entitled **"Improving Learning Motivation through Interactive Multimedia for Natural Science for 5th Grade Students at MI Terpadu Attaraqqie Malang"**.

B. Focus of the Study

1. How is the planning process for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqqie Malang ?
2. How is the implementation for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqqie Malang ?

⁵ Rossi and Breidle (1996: 3)

⁶ Gerlach and Ely (1980: 244)

⁷ Utami (2007)

3. How is the assessment for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqie Malang ?

C. Objectives of the Study

1. Describe the planning process for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqie Malang.
2. Describe the implementation for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqie Malang.
3. Describe the assessment for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqie Malang.

D. Significances of the Study

1. For the students

With the implementation of Classroom Action Research, it will make the students easier to understand the concept of natural science, especially human and animal respiratory organs. Beside that students are expected to follow the spirit of the teaching-learning process as motivated using interactive multimedia.

2. For the teacher

With the implementation of Classroom Action Research, the teacher can find out how successful the implementation of interactive

multimedia and compared to the previous learning process. And if proven interactive multimedia can enhance students' motivation and enhance understanding of the concept so this media can be applicable to learning in other chapters of natural science which need requiring simulation or demonstration.

3. For the school

With the implementation of Classroom Action Research, the school expectation is to make better teaching and learning process. Because the function of Classroom Action Research is also to evaluate the learning process.

4. For the next researcher

With the implementation of Classroom Action Research, the researcher expectation is the next researchers can consider the results of this study to serve as an additional reference or used as a reference for future studies.

E. Terms of the Study

1. The limitation of the study is about “human and animal organs” especially for human and animal respiratory organs.
2. Interactive multimedia learning is learning interactive multimedia by watching simulation and demonstration from human and animal respiratory organs. Beside that, interaktif multimedia also give explanation about the concept.

3. Learning motivation in this research is if there is curiosity from students to study about human and animal respiratory organs and by this kind of media, the researcher expected the students to have higher motivation to study natural science.

F. Previous of the Study

The development of elementary natural science learning can not be separated from the chapter or discussion that is a simulation / demonstration. Therefore, the purpose of this research was to complement previous studies and also to discover new teaching and learning strategies, effective and efficient for both teachers and students. The previous of the study are :

1. Conducted by Helmina Mauludiyah (2009) on "Penggunaan Multimedia Interaktif Serta Kegiatan Praktikum Untuk Meningkatkan Hasil Belajar Materi Batuan Siswa Kelas 5C SD Kauman I Kota Malang", has been inferred from the findings above that shown to improve student learning outcomes.
2. Conducted by Mustapa Ali (2011) on "Pengaruh Penggunaan Multimedia Interaktif Terhadap Peningkatan Motivasi Siswa dalam Pembelajaran Bahasa Arab Kelas V A MIN Malang 2", the conclusion of this research is an interactive multimedia has 54% influence in improving students motivation.
3. Conducted by Anisa Mukhoyyaroh (2009) on "Penggunaan Media Audio Visual untuk Meningkatkan Motivasi Belajar Tentang Peristiwa

Proklamasi Pada Siswa Kelas VC Mata Pelajaran IPS di SDI Wahid Hasyim Selokajang Kabupaten Blitar”, the result of this research is media audio visual has 33,3 % influence in students motivation.

Of the benchmark study, the researcher wanted to conduct a new study with a different concept but have the same teaching strategies and in this case using interactive multimedia.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Learning Motivation

1. Definition of the Motivation

Motivation has very important role in learning process so we must give motivation to the students before teaching and learning process. According to the theory of learning namely the theory of Life Resources Science, Life Science Gestalt, Life Sciences Association, in psychology association there are two theories that are well known: Konektionisme and Conditioning. Both of them seems different, in fact there are have similarities that are reflected on the general principle that for learning requires motivation, recognition of the difficulties/obstacles, the activity and the various responses. Motivation in learning activities is a very important factor because the study has many principles, having activities to show their potential and have the motivation and circumstances taken into student conditions and the indicators of motivation that used in this research include critical thinking, conducting evaluation, providing solution and giving argument.¹

Current conceptions of motivation seem to proceed on the assumption that a motivation state is a special, peculiar state, sharply

¹ Sadirman, *op.cit.*, pg 29- 38

marked off from the other happenings in the organism. Sound motivation theory should, on the contrary, assume that motivation is constant, never ending, fluctuating and complex, and that it is an almost universal characteristic of practically every organismic state of affairs.²

According to Mc. Donald, motivation is the energy change in a person who is marked by the emergence of "feeling" and preceded by the response of the goal. From the definition proposed by Mc. Donald contains three essential elements:

- 1) The motivation that initiated the change of energy in every human being. Motivated the development will bring some changes in energy "neurophysiological" that exist in the human organism. Because it involves changes in the human energy (although the motivation comes from within man), the act will be related to human physical activities.
- 2) Motivation is characterized by the emergence of a sense / feeling, affectionate person. In this case the motivation is relevant to psychiatric problems, affections and emotions that determine human behavior.
- 3) The motivation will be designed for the purpose. So the motivation in this case is actually a response from an action that is the goal. Motivation is emerging from within man, but

² Abraham H. Maslow, *Motivation and Personality*, (Wesley Education Publishers), pg 6- 7

its emergence as stimulated or discouraged by other elements, in this case is the goal. This goal will be concerned about the needs.³

William McDougall claimed that human were motivated by a variety of instincts. Instincts are innate tendencies or biological forces that determine behavior. McDougall listed about half a dozen instincts, such as combat, curiosity, sympathy and self- assertion. He might have explained mark's motivation to climb as arising from instincts involving curiosity and self- assertion. A fixed action pattern is an innate biological force that predisposes an organism to behave in a fixed way in the presence of a specific environmental condition.⁴

Motivation is what activates and directs behavior. Motivation also makes our behaviors more vigorous and energetic. We could define motivation as the process that determine the reinforcement value of an outcomes. "... if you are motivated to accomplish something, you try one approach after another until you succeed. If necessary, you set up subgoals you need to meet on your way to the final goal".⁵

2. Motivation Functions

While the function of motivation in learning is "Motivation is an essential condition of learning". Learning outcomes will be optimal if there is motivation. So the motivation will always determine the

³ Sadirman, *op.cit.*, pg 73- 74

⁴ William McDougall (1908)

⁵ Austin & Vancouver (1996)

intensity of the effort of learning for students.⁶ It is the reason why every students should have motivation in teaching and learning process.

Beside motivation is very important, effective school and effective teaching are also important in learning process,

With respect to academic matters, hersh state that effective teachers ans chool are are more effective at achieving a match between curriculum goals and day-to-day teaching, assign homework more often and follow trough by evaluating it, keep students at task achieving more times for instruction, utilize a variety of teaching strategies, consistently monitor students progress and provide opportunities for students responsibility. And with regard to social organizations, hersh says effective teachers and schools are articulate clearly their academic and social behavior goals and expect and enforce other and discipline.⁷

Research done by taken the concept that by doing the teaching on human and animal respiratory organs with interactive multimedia learning strategies can enhance students 'motivation to remember the pattern of an interactive multimedia CD is a communication between the students' learning. It is also very easy for students to understand the concept of human and animal respiration because interactive multimedia simulation of the system will be demonstrated humans and animals respiratory. Students will also be easier to learn because the learning process not only be done in the classroom but can be done independently in their homes because of the role of the teacher who usually describes the material and provide an evaluation can be

⁶ Sadirman, *op.cit.*, pg 84- 85

⁷ Arthur K. Ellis, John J. Cogan, Kenneth R. Howey, *Inrtoduction to the Foundations of Education*, (USA : Unniversity of Minnesota), pg 19

replaced by the interactive learning CD. Therefore, from the various facilities are expected to increase student's motivation to use interactive multimedia.

3. Kinds of the Motivation

a. Intrinsic Motivation

Intrinsic motivation are the motives that become active or functioning of unnecessary stimulated from outside, because in every individual has no urge to do something. If someone already has intrinsic motivation in him self, so he is aware of the conduct of an activity that does not require the motivation from outside. In the learning activity, intrinsic motivation is needed, especially to learn them selves.⁸

Intrinsic motivation involves engaging in certain activities or behaviors because the behaviours themselves are personally rewarding or because engaging in these activities fulfills our beliefs or expectations. Intrinsic motivation emphasizes tat we are motivated to engage in many behaviors because of out own personal beliefs, expectations or goals rather than extenal incentives.⁹

b. Extrinsic Motivation

Extrinsic motivation is the opposite of intrinsic motivation.

Extrinsic motivation is active motifs and serves as a stimulus from

⁸ Sadirman, *op.cit.*, pg 89- 90

⁹ Petri & Govern (2004)

the outside. Extrinsic motivation to learn to say when the students put their learning goals beyond the learning situation factors (Resides in some factors outside the learning situation). Students learn because it wanted to achieve the goal that lies beyond the thing he learned. For example, to achieve a high rate, diplomas, degrees, honors. Extrinsic motivation is not always bad consequences.¹⁰

Extrinsic motivation is often used because of lack of materials at students' attention or because of certain attitudes of teachers or parents. Both positive extrinsic motivation and negative extrinsic motivation, have the same influence attitudes and behavior to the students. In fact, numbers of certificates, greeting, kindly teacher, praise, rewards are influential positively to stimulate students to study hard. While the ridicule, scorn, contempt penalties, sarcastic, and so negatively affected by estrangement teacher relationship with students. Be a teacher as one who is hated by the students. Accompanying effects, subjects who held the teacher was not liked by the students.¹¹

Extrinsic motivation involves engaging in certain activities or behaviors that either reduce biological needs or help us obtain incentives or external rewards.

¹⁰ Sadirman, *op.cit.*, pg 90- 91

¹¹ Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta; Rineka cipta, 2002), pg 115-118

4. Techniques of the Motivation

As Dr. Englander implies, the different theories of motivation have many implications for classroom teaching. Teacher often have students who appear unmotivated to try even the most elementary academic tasks. Other students, seem to have the ability to do well but don't appear to have much interest in schoolwork. Even students who are typically highly motivated may show a lack of motivation for certain tasks. Unmotivated students can be one of the biggest sources of frustration for teachers, but there are numerous prescription that decision- making teachers can use to increase motivation.¹²

Kinds of techniques motivation are:

- a. Verbal expression
- b. Using result of evaluation as a foundation of successful learning
- c. Growth the curiosity
- d. Show unpredictable thing
- e. Make the easier learning process
- f. Using material as a example of the learning
- g. Using integrated thing to apply the concept of the materials
- h. Hepl the students to apply the previous learning
- i. Using simulation and game
- j. Give chance to the students to show their ability
- k. Reduce the bad effect of learning process

¹² Kennet T. Henson and Ben F. Eller. *Educational Psychology for Effective Teaching*. (An International Thomson Publishing Company), pg 386

- l. Understanding the social climate in the school life
- m. Use the teacher authority
- n. Integrated kinds of motif
- o. Make a clear the learning goals
- p. Formulate the goal
- q. Giving the working result
- r. Make a rivalry between students
- s. Develop rivalry with their own body
- t. Give the possitive example.¹³

The techniques of motivation above show us how to grow and develop the learning motivation from students to study in this indicator, that is human and animal respiratory organs. In this case become our duty as a teacher to try to grow curiosity in students side. So that, when the teacher try to explain the material about human and animal respiratory organs by showing interactive multimedia the students listen to carefully and full of attantion.

5. Forms of the Motivation

Some of forms and the way to grow the motivation in learning process, such as: Giving Number, Prize, Competition, Ego-Involvement, Giving Evaluation, Knowing the Result, Approbation, Punnishment, Urge to Study, Interest, Recognized Purpose. Here the explanation,

¹³ Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya Analisis Di Bidang Pendidikan* (Jakarta: PT bumi aksara, 2007), pg 34-37

a. Giving Number

Figures in this case as a symbol of the value of their studies. The numbers are good for the students as a strong motivation. But, even more students working or studying just want to pursue it to the next grade. This suggests that motivation has less weight when compared with students who want a good rate. Achievement of such figures were not the result of true learning, meaningful learning outcomes. Therefore, how the teacher gives the numbers that can be associated with the values contained in each of the knowledge being taught to students so that not only cognitive but also the skill and affection.

b. Prize

Prize can also called by motivation but sometimes not because prize for a duty.

c. Competition

The competition may be used as a motivational tool to encourage student learning. Competition, both individual and group competition competition can improve student achievement.

d. Ego-involvement

Sensitize students to feel the importance of the task and accept it as a challenge to work hard risking self-esteem, is as a form of motivation is quite important.

e. Giving Evaluation

The students will study hard if the teacher said that they will get evaluation. So that, giving evaluation is a tool of motivation.

f. Knowing the Result

By knowing the results of the work, especially if they have made, will encourage students to study hard harder. Getting to know the results of studying the graph increases, then there is motivation on students to keep learning, with a hope the results continue to rise.

g. Approbation

If the students success in doing task or duty, as a teacher should give approbation. Approbation is reinforcement possitive and also high motivation.

h. Punnishment

Punishment as a negative reinforcement, but if given correctly and wisely can be a motivational tool. Therefore, teachers must understand the principles of sentencing.

i. Urge to study

The feel that urge to study show us that in students side there is motivation to study so the learning result it will be better.

j. Interest

Motivation has close related to elements of interest. This motivation arises because there is a need, as well as interest if the interest is so precise that the principal motivation tool. The

learning process will run smoothly if it is accompanied with interest. Regarding interest include generated by the following means:

- 1) Generating the existence of requirement
- 2) Connecting with problem with previous experience
- 3) Provide an opportunity to get good result
- 4) Using variety form of teaching

k. Recognized Purpose

Formulated objectives are recognized and well received by students, will constitute an important motivational tool.¹⁴

B. Learning Natural Science/ IPA in MI

Natural science essentially study about the phenomena in universe. Natural science is the truth about the facts and natural phenomena through inquiry. Natural science deals with facts, concepts, principles and process of discovery it self.

1. Concept of the Learning Natural Science

In learning process of the psychological aspects that most impact, such as: cognitive, affective, physcomotoric, concerns, interests, talents, and ideals. The impact of physical force capable of moving the activity or conduct the students in learning process. In children aged SD / MI (7-12 years), the typical properties of the thinking on the basis of concrete experience, they can not imagine the

¹⁴ Sadirman, *op.cit.*, pg 91- 95

things that are abstract. For example, imagine the process of respiration, synthesis of vitamins in plants, or blood circulation in the body. Philosophical grounding in learning science involves value systems of MI.¹⁵

Natural Sciences (IPA) is related to the natural way of finding out about a systematic, so that science is not just a mastery of knowledge in the form of facts, concepts, or principles, but also a process of discovery. Science education is expected to be a vehicle for students to learn about themselves and the environment, as well as the prospects for further development in implementing them in everyday life.

The learning process emphasizes providing direct experience to develop competence in order to explore and understand the scientific environment. Science education and inquiry directed to do so as to help the students to gain a deeper understanding of nature. IPA is needed in everyday life to meet human needs through solving problems that can be identified. The application of science needs to be done judiciously so as not to adversely affect the environment. At the level of SD / MI is expected that the emphasis Salingtemas (Sains, Lingkungan, Teknologi dan Masyarakat or learning (science, environment, technology, and society) are directed at the experience of

¹⁵ Akhmad Abtoki, "*Hakekat Pembelajaran IPA MI*", article pg 10- 11

learning to design and create a masterpiece through the application of science concepts and scientific competencies to work wisely.

Science learning scientific inquiry should be carried out (scientific inquiry) to develop the ability to think, work and communicate scientific as well as being an important aspect of life skills. Therefore, learning science in SD / MI emphasizes providing direct learning experience through the use and development of science process skills and attitudes.

Competency Standards (SK) and the Basic Competency (KD) IPA in SD / MI is the national minimum standards to be achieved by learners and be a reference for curriculum development in each educational unit. Achievement SK and KD is based on empowering learners to develop skills, scientific work, and his own knowledge, facilitated by the teacher.

The destination of Natural Science subject in SD / MI intended that learners have the following capabilities :

- a. Gaining confidence in the greatness of Almighty God based on the existence, the beauty and order of his creation.
- b. Develop knowledge and understanding of science concepts that are useful and can be applied in everyday life.

- c. Develop a curiosity, a positive attitude and an awareness of the relationship interplay between science, the environment, technology and society.
- d. Develop the skills to investigate the natural surroundings, solve problems and make decisions.
- e. Raising awareness to participate in maintaining, protecting and preserving the natural environment.
- f. Raising awareness to appreciate nature and all its regularity as one of God's creation.
- g. Acquire sufficient knowledge, concepts and skills of science as a basis for further studies into the SMP / MTs.

The scope of the study materials of natural science for SD / MI include the following aspects :

- a. Living things and life processes, namely humans, animals, plants and their interaction with the environment, and health.
- b. Objects / materials, properties and their uses include: liquid, solid and gas.
- c. Energy and changes include: style, sound, heat, magnetism, electricity, light and simple plane.
- d. Earth and the universe include: soil, earth, solar system and other celestial objects.¹⁶

¹⁶ KTSP Document from MI Attaraqqie Malang

2. The Essence of Learning Natural Science

The essence of learning natural science, there are three aspect of natural science subject, such as: product, process and developing attitude. The meaning is in learning of science subject have dimension product, dimension process and also developing nature attitude. Three of the essence of learning science are have integrated.

a. Science/ IPA as a product

IPA as the product is the result of the pioneering efforts of previous IPA and generally has been completely and systematically arranged in the form of text books and films document in the form of CD or DVD, which can be regarded as a body of knowledge. In the teaching of science teachers are required to bring their students can take advantage of the environment as a learning resource.

b. Science/ IPA as a process

The meaning as a process is the process to get the IPA organized through the scientific method. Children ages (SD / MI), the scientific method was developed in stages continuously, with the hope that it will eventually blend to form a more complete so that the children's hopes is able to do simple research.

c. Science/ IPA as Developing Attitude

The meaning of the scientific attitude = attitude toward the environment. Scientific attitude can be developed to allow children aged SD / MI are: (1) curiosity, (2) the attitude to get something new, (3) the attitude of cooperation, (4) an attitude of despair, (5) not prejudiced attitudes, (6) the attitude of introspection, (7) being responsible; (8) free-thinking attitude, and (9) the attitude of self-discipline. Scientific attitude can be developed when learners conduct discussions, experiments, simulations, or field observation activities.¹⁷

C. Interactive Multimedia

Before the researcher talk about the concept of research, the researcher will wxplain first about the meaning of learning media and also how big the influence of media in learning process because learning Media is one of elements of effective learning.¹⁸

“The methodology of teaching and techniques used in conducting teacher interaction with students so that teaching materials convey to the students easily, it makes the objectives of teaching reached.

¹⁷ Akhmad Abtoki, *op.cit.*, pg 12- 14

¹⁸ Philip J. Sleeman, Ted C. Cobun, D.M Rockwell, *Insructional Media and Technology*, (New York : Longman), pg 58

In teaching methodology, there are two component the most prominent aspects of the teaching methods and teaching media.”¹⁹

1. Definition of the Learning Media

Instructional media are always composed of two elements, namely important elements equipment/ hardware (hard ware) and the element that carries the message (message/ soft ware). Software (software) is any information or materials themselves which will be delivered to students, while the hardware (hard ware) is a tool or equipment used to present these messages or materials.²⁰

2. The Agglomeration of Learning Media

Generally, communication media often used in teaching and learning proses. And the agglomeration of media are:

a. Graphic Media

Graphic visual media is media that presents the facts, ideas through the presentation of words, phrases, numbers and symbols. Example: Graphic, diagrams, charts, sketches, posters, flannel boards, bulletin board.

b. Printed Media

Printed media material is the creation of visual media through the printing or offset printing process. Example: The textbooks, modules, teaching materials.

¹⁹ Nana Sudjana dan Ahmad Rivai, *Media Pengajaran* (Bandung: Sinar Baru Algesindo, 2005), pg 1

²⁰ *Ibid.*, pg 1- 2

c. Picture Media

Picture media is visual media which produced by photography process. Example: Photo.

d. Silent Projection Media

Silent projection media is projected visual media or media that projected messages, wherein the projections are not moving or have a little element of movement. Example: OHP/ OHT, opaque projector, slide and film-strip.

e. Audio Media

Audio media is the conveying of the message by using elektromagnethic from transmitter. Example: Radio.

f. Audio Visual Media

Audio visual media is the media that communicates its message can be received by the senses of hearing and vision, but the resulting picture is a still image or a little to have an element of motion. Example: Media sound slide (sound slide), the film strip silent.

g. Movie Motion Media

Movie motion media is a series of still images that glide rapidly and is projected to create the impression of living and moving. Example: a silent movie, silent movie.

h. Television Media

Television is a medium that can display messages in audiovisual and motion (the same as film). Example: Television is open, closed circuit television, video cassette recorder.

i. Interactive Multimedia

Multimedia is a delivery system by using different types of learning materials which form a unit or package. Example: learning modules consist of printed materials, audio materials, and audiovisual materials.²¹

3. The Significances of Learning Media

Generally, the benefits of learning media are:

- a. Make a clear message.
- b. Solve the rerestrictiveness of time, energy, condition and also sensory perception.
- c. Growth the learning desire, the interaction directly from the students to learning resources.
- d. Make the students can study by their selves which is appropriate with their visual ability, auditory and their kinesthetic.
- e. Give the same stimulus to the students to growth perception.

In this case, the type of learning media which take by the researchers is interactive multimedia learning. Interactive

²¹ Rudi Susilana dan Cepi Riyana, *op.cit.*, pg 11- 13

multimedia is a combination between several types of visual projections and combined again with a strong audio component, so that students not only pay attention to the object alone but are also required to interact during the learning.

There are 3 kinds of interaction. The first interaction is showing students interacting with a program, for example, students are asked to fill in the blank on programmed learning materials. The second form of interaction is that students interact with machines, such as machine learning, simulator, language laboratories, computers or any combination of them in the form of interactive video. The third interaction is to regulate the interaction between the students on a regular basis, for example can be seen in a variety of educational games or simulations that involve students in activities or issues, which requires them to strike back with your opponent or a team of co-operation in solving the problem.²²

The Characteristics of Interactive Multimedia

- a. Self Instructional
- b. Self Contained
- c. Stand Alone
- d. Adaptif and User friendly
- e. The complete representation

²² Rudi Susilana dan Cepi Riyana, *op.cit.*, pg 21- 22

- f. Visualization with multimedia (video, animation, sound, text, picture)
- g. Using interesting variety high quality
- h. Variety type of learning process
- i. The learning respons and reinforcement
- j. Suitable in clasical or individually.²³

From those characteristics of interactive multimedia above, we know how big the significances if we use interactive multimedia in learning process. So the researcher decide that the strategies which is use in learning natural science especially for human and animal respiratory organs by showing the simulation to the students. The researcher hope that by showing the simulation the students will be easier to understand and have the more spirit to study.

4. Strengths and Weakness of the Interactive Multimedia

a. Strengths of the Interactive Multimedia:

- 1) Students have the various experiencesiswa of media.
- 2) Students does't feel bored in teaching and learning process.
- 3) Good to study individually.
- 4) Give higher motivation to the students.
- 5) High resolution of evaluation.
- 6) Growth the students creativity.

²³ Rudi Susilana dan Cepi Riyana, *op.cit.*, pg 126- 129

- 7) Give the visualization of information.
- 8) Solve the restrictiveness condition and time.
- 9) There is stimulus and respons.
- 10) Appropriate visualization with learning material.²⁴

b. Weakness of the interactive multimedia :

- 1) Need expensive cost.
- 2) Need good planning and professionally.

²⁴ Rudi Susilana dan Cepi Riyana, *op.cit.*, pg 129- 131

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a qualitative approach. This approach aims at understanding a phenomenon holistically of what is experienced by subjects such as behavior, perception, motivation, action, etc. The phenomenon is then described naturally in the form of words and language, in a specific context by utilizing a variety of natural methods.¹

The limitation issues in a qualitative research which is called the focus, contain the subject matter of a general nature. Restrictions in a qualitative research are based on the level of importance, urgency and to solve feasibility problem, other factors also limited energy, cost and time. A problem is considered be important if it is not solved yet through research. Further, it will create new problems. Said to be an urgent problem (urgent) if the issue is not immediately solved through research, even it will lose many opportunities to overcome. A problem is feasible if there is a variety of resources to solve it. To assess these issues is important, urgent and feasible it is necessary to the analysis of the problem. In qualitative research, the determination of the focus in the

¹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung Remaja Rosdakarya, 2007), pg 6

proposal is based on the novelty of the information to be obtained from the social situation (field).²

Bogdan and Biklen use the meaning of qualitative research as an umbrella which has same characteristics:

1. The researcher investigate the attitudes of the subject.
2. The researcher collects the data by make an interaction with the subject.³

A Qualitative research has its own characteristics that make it different from other studies. Bogdan and Biklent suggest five characteristics of a qualitative research. Whereas Lincoln and Gube propose ten characteristics of it. Both of them combined into one so that it becomes eleven traits among others, such as: 1. scientific background, 2. people as a means (instrument) 3. qualitative methods, 4. inductive data analysis, 5. basic theory, 6. descriptive, 7. more concerned with process than results, 8. the limits specified by the focus, 9. specific criteria of validity of the data, 10. The design is temporary, and 11. research negotiated and mutually agreed. Qualitative nature of reality is plural and holistic so that researchers need to research the field and the instrument it self.⁴

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R n D* (Bandung: Alfabeta, 2011), pg 207- 209

³ Wahid Murni, “Pendekatan Penelitian Kualitatif dan Kuantitatif”, artikel Seminar Proposal PGMI, pg 1

⁴ Lexy J. Moleong, *op.cit.*, pg 8- 13

B. Setting and Subjects of the Study

The researcher chose MI Terpadu Attaraqie Malang as a location of the research. The school is located at Jl. Ade Irma Suryani No.50 Malang and Jl. Syarif Al Qadri No. 35 Malang. In this school, the learning process is conducted in two locations, one location is for man and other is for woman. The researcher took the research in woman class in the 5th grade because, generally, it will be easier for her to have discussion about teaching and learning process with the students.

C. Presence of the Researcher

In this research, the position of the researcher became the key instrument in collecting data for the study. She also completed as an observer who knows the subject of an informant. Therefore, the presence of the researcher was absolute. than as a performer of the performance (meaning also the source of data), the researcher also observed the students activities in teaching and learning process. In this case, the researchers came as an observer to observe the course of learning science of human and animal organs (human and animal respiratory organs) by using an interactive multimedia for 5th grade students at MI Terpadu Attaraqie Malang.

D. Data and Source of Data

Sampling technique is an analysis of data by sampling technique. In a qualitative research, the purpose of sampling is to obtain as much information as possible not to make generalizations. Lincoln and Guba

suggested that: “ Naturalistic sampling is, then, very different from conventional sampling. It is based on informational, not statistical, consideration. Its purpose is to maximize information, not to facilitate generalization”.

Because of that, according to Lincoln and Guba, in the naturalistic research the specification of sample can not find before. The characteristics of purposive sample are:

1. Emergent sampling design
2. Serial selection of sample units (snowball)
3. Continuous adjustment or focusing of the sample
4. Selection to the point of redundancy.⁵

Thus, the determination of the sample in a qualitative research conducted when the researcher began to enter the location and during the study period. The trick is, the researcher chose a particular person who was expected to provide the data needed, and then from the data obtained from previous samples, the researcher could determine other samples being considered would provide more complete data. This practice is called "serial selection of sample units" or in the words of Bogdan and Biklen are called "snowball sampling technique". Selected sample units increasingly targeted in line with the increasing focus of research. This process is

⁵ Sugiyono, *op.cit.*, pg 217- 219

named Bogdan and Biklen as "the continuous adjustment of focusing of the sample".⁶

Sanafiah Faisal by quoting the opinion Sradley suggests that, in social situations, it is highly recommended to use the initial sample. A social situation is a sort of estuary which comes from many other domains. Further, it is stated that the sample is as a data source or as an informant who should meet the following criteria: those who control or understand something through a process of enculturation, so something that is not only known but also understood, they are classified as still being engaged in activities being studied, those who have sufficient time for information, they are less likely to convey information of the packaging it self, those who initially was quite foreign to the researcher making it more exciting to be presented such a teacher or guest speaker.⁷

E. Technical Data Collection

This research used several ways to collect the data, such as:

1. Classroom Observation

Observation is defined as the systematic observation and recording of phenomena that appear on the object of research. Observations are divided into two, namely: direct observation and indirect observation. This research conducted used the direct observation to investigate science learning (human and animal respiratory organs) in 5th grade at MI Terpadu Attarqqie Malang. In

⁶ Sugiyono, *op.cit.*, pg 219

⁷ Sugiyono, *op.cit.*, pg 221

conducting the observation the researcher collected the data during the learning process including teacher's activities; student's activities and student's interaction with teachers, fellow students, and materials during the learning process. The data obtained by the researcher were generally about the process of change in learning performance which all of them were qualitative data.

In this research, the researcher used three phases of classroom observation:

a. Planning Meeting

In this phase, the researcher plan to meet a natural science teacher in 5th grade at MI Terpadu Attaraqie Malang. The goal is to take many information about learning process. The meeting held in the teacher office of MI Terpadu Attaraqie Malang on 19th May 2012. In the planning meeting the researcher plan to have several meetings with a teacher of science 5th grade at MI Terpadu Attaraqie Malang to do an interview about the process of learning science and inquire about problems in learning. The reseacrher also discussed with the teacher to solve the problem with this class action research.

b. Learning Observation

Classroom observation was used to examine the extent to which the influence of interactive multimedia to be applied to science learning section of human and animals organs (human and animal

respiratory organs). In the step of classroom observation, the researcher follow the learning process when the natural science teacher teach natural science, the researcher observe the students motivation to learn. And based on classroom observation, the researcher find that the students have less motivation in learning natural science because the way of teaching that the teacher used is just explaine the material without engage the students in learning process.

c. Discussion

In the phase of discussions between the researcher with the participants (Natural science teacher and the students of 5th grade at MI Terpadu Attaraqqie Malang), the researcher investigates advantages and disadvantages of the application of interactive multimedia in enhancing students' motivation to learn science chapters of human and animals organs (human and animal respiratory organs). The discussion took place after classroom observations were conducted.

2. Interview

Interviews were conducted to collect data by asking the resonden. The researcher make an interview with a natural science teacher in the 5th grade at MI Terpadu Attaraqqie Malang. Beside make an interview with the natural science teacher, the researcher also make an interview with the students about learning system of natural science

subject and make an interview with the board of the Attaraqqie institute. The interview technique is used to obtain informations about:

- a. The history of MI Terpadu Attaraqqie Malang
- b. How was the learning process that usually used by the natural science teacher.
- c. The implementation of interactive multimedia used in science of human and animals organs (human and animal respiratory organs) material.
- d. The respons of students to the application of interactive multimedia in science lessons of human and animals organs (human and animal respiratory organs) chapter.

The advantages in collecting data by interview are the data collector can probe for clarification and elaboration, the data collector can build rapport and closeness with respondents, can help in collecting data from respondents who cannot or will nor write about their thoughts and feeling, respondents are anonymous when they pool answers outside earshot of the data collector and data can be gathered via audiotapes.⁸

3. Document

The documents can be in the form of paper reports, photographs, cassette, tapes, etc.

⁸ Richard A. Schmuck, *Practical Action Research*, (USA : IRI/ Sky Light Training and Publishing, Inc), pg 55

F. Cycles of the Classroom Action Research

Referring to the model of Elliott, the classroom action research procedures are conducted to identify the problem, check the field, planning, implementation of the action, observation, reflection, and revision of planning.⁹

1. Problem Identification

In this steps, the researcher identified the problems by coming to the location of the research at MI Terpadu Attaraqie Malang. The next step is by interviewing the natural science teacher.

a. Checking the Location

The researcher came to the location to do survey about the object of the research.

b. Planning

The planning process include:

- 1) Prepare the interactif multimedia learning.
- 2) Arrange the sylabus and the lesson plan.
- 3) Making a program of interactive multimedia for natiral science of human and animal organs especially human and animals respiratory organs.

c. The Implementations

The implementations based on the planning that is make an interactive multimedia for learning human and animals respiratory

⁹ Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas Untuk Meningkatkan Kinerja Guru Dan Dosen* (Bandung: Remaja Rosdakarya, 2008), pg 64- 66

organs. This Classroom Action research will held in 2cycles (4 Meetings). And the steps are :

1) 17th May 2012

The researcher come to the location to asking permission that the researcher will make a research there. The researcher come to MI Terpadu Attaraqqie Malang.

2) 19th May 2012

The researcher come again at MI Terpadu Attaraqqie Malang to meet with the natural science teacher to make discussion about the research and to held interview also observe the location and the object research.

3) 9th September 2012

On 9th Sempember after lebaran holiday the reseacher will start research to enter the class and doing teaching and learning process. But before it the researcher check the students motivation to study after that the researcher start learning process by interactif multimedia (1st cycle meeting 1).

4) 13th September 2012

Based on yhe first meeting of cycle I, the researcher continue the research in cycle I meeting 2. And on this last meeting of cycle I, the reseacher held post test to know the progress of this research.

5) 16th September 2012

After doing 1st cycle, the researcher check the enthusiasm of the students in learning process by using interactive multimedia. (2nd cycle meeting 1).

6) 20th September 2012

The researcher give conclusion and give evaluation after that the researcher checking students understanding concept and students learning motivation to arrange the report (2nd cycle meeting 2).

d. Observation

This activity is the collection of data, because observations are considered the most appropriate techniques to collect data about the process undertaken in classroom action research. When the last observation the researchers collected data on the learning process that includes: teacher activity, student, student to teacher interaction, student interaction with students, teaching materials, and other learning resources.¹⁰

e. Analysis and Reflection

In this phase, efforts are focused on analyzing, synthesis, explain and conclude. Its actions include: the correspondence between the implementation of the lesson plans are made, the short comings of

¹⁰ Wahidmurni, *Penelitian Tindakan Kelas dari Teori Menuju Praktek* (Malang; UM PRESS, 2008), pg 36

the learning process, the progress achieved during the learning process and action plans further learning.¹¹

f. **Planning Revision**

Revisions made by looking at previous reflection, to revise or review to be applied plan for next cycle. Revised plan aims to anticipate and plan check has been made.

G. Data Analysis

Data analysis in qualitative research carried out since before entering the location, and after finish it at the location. Nasution (1988) said that "The analysis has been started since formulate and explain the problem, before it falls spaciousness and continue until the writing of research results." Analysis of the data into a handle for further research. But in qualitative research, data analysis focused more on the field during in conjunction with data collection.

1. Data Analysis before at the location

Qualitative research was to analyze the data before investigators entering the location. Analyses were performed on data from preliminary studies or simply to be used to determine the focus of research. However, the focus of this research is still temporary and will grow after investigators came in and entered spaciousness.

a. **Data Analysis at the Location Type Miles dan Huberman**

¹¹ *Ibid.*, pg 37

Miles and Huberman (1984) suggested that activity in qualitative data analysis conducted in an interactive and ongoing through to completion so that the data is full. Activity in the data analysis is data reduction, data display and conclusion drawing / verification.

b. Data Analysis at the Location Type Spradley

Spradley (1980) divide the data analysis in qualitative research based on the stages in qualitative research. So the process of departing from the extensive research, then focus and expanded again. There are stages of data analysis in qualitative research is domain analysis, taxonomic and komponensial, analysis of cultural themes.¹²

H. Checking Validity of the Data

To check the validity of data in the study of this classroom action research is necessary to study the credibility by using extension techniques the presence of researchers in the location, which deepened observation, triangulation.¹³

To doing the research, we need the technique to check the validity of data, whereas to check the validity the researcher use:

1. Persistent observation is held an continue observation to the research object in order to understand the condition in the research location. In this case related to learning natural science

¹² Sugiyono, *op.cit.*, pg 245- 64

¹³ M. zainuddin, dkk, *Pedoman Penulisan Skripsi Fakultas Tarbiyah Uin Malang* (Malang; 2009), pg 48

(human and animals respiratory organs) using interactive multimedia.

2. Triangulation is a way of checking the validity of data by using something outside of the data for comparison. In this research, the researcher use triangulation source of data. Triangulation source of data is compare the data and recheck the information which was got by qualitative method. So the comparison in this research use learning natural science by interactive multimedia.

I. Composition of the Result

The composition of the result based on the problem of the study. Namely:

1. How does the planning process for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqqie Malang ?
2. How does the implementation process for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqqie Malang ?
3. How does the assessment process for learning natural science of human and animal respiratory organs by using interactive multimedia for the 5th grade students at MI Terpadu Attaraqqie Malang ?

CHAPTER IV

RESEARCH FINDING

A. Background of the School

1. Purpose of Education

The purpose of education is developing students potential in order to become human being that faithful to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and accountable. The purpose of primary education laying the foundation of intelligence, knowledge, personality, noble character and the skills to live independently and follow further education. So can create good citizen.

2. Vision Madrasah

The realization is to create man and woman who is faithful, devoted, creative and polite, master of science and technology, and knowledgeable, responsible for themselves and their environment, and to serve the nation and religion and to participate in Ahlussunnah Waljamaah.

3. Mission Madrasah

- a. Develop *akhlaqul karimah* in acting in accordance with the Qur'an and Hadith, so that the source of a foothold in acting and socializing in self-learners.

- b. Fostering the spirit of studying science and technology in a self-learners.
- c. Develop creativity and sense of responsibility, extensive knowledge and insight of the future in self-learners.
- d. Developing Islam with Ahlussunnah Waljamaah in self-learners.
- e. Maintain and improve the provision of education, fairly and equitably.

Translation of the above mission include:

- a. Implement learning and mentoring each student to develop optimally, according to its potential.
- b. Intensively cultivate a spirit of excellence to all citizens of madrasah.
- c. Encourage and assist each student to recognize their potential, so that they can develop optimally.
- d. Foster and encourage excellence in the application of science, technology and art.
- e. Growing appreciation of the teachings of the Islamic religion and culture by building student competence.
- f. Encourage qualified graduates, achievers, polite, and devoted to Allah SWT.

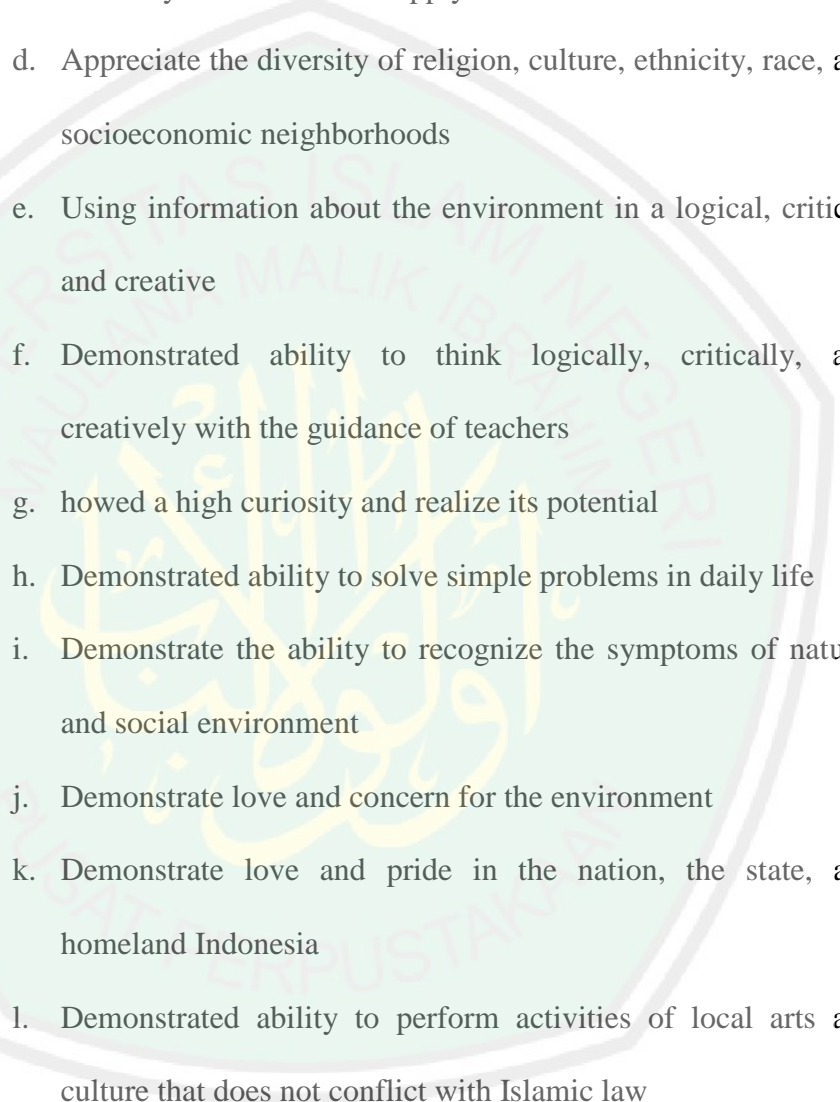
4. The Purpose of Madrasah

The purpose of Madrasah education refers to a general purpose foundation that laid the foundation of intelligence, knowledge,

personality, noble character, and the skills to live independently and follow further education. As for specifically, in accordance with the vision and mission of the madrasah, and goals MI Attaraqqie Malang of the school year 2011/2012, madrasah students led students to:

- a. Value each child's report cards completed.
- b. Value Madrasah Exam Results pass minimum standards.
- c. All students who graduate have polite attitude noble behavior.
- d. Approach to optimize the learning process of student-centered learning (student centered learning), such as CTL, Active Learning, as well as guidance and counseling services are available to teachers.
- e. Has the soul of tolerance and to implement Islamic Shari'a properly.
- f. Won the championship in the religious district level competitions / City
- g. Obtain some branches championship level creative competitions District / City.
- h. Preserve local culture through local content local language.
- i. Have awareness around environmental sustainability.

Madrasah purposes will gradually be monitored, evaluated, and controlled every certain period of time, to achieve the Graduate Competence Standard (SKL), which are standardized nationally, consisting of :

- 
- a. Running religion according to the stages of child development
 - b. Know the advantages and disadvantages of their self
 - c. Abide by social rules that apply in the environment
 - d. Appreciate the diversity of religion, culture, ethnicity, race, and socioeconomic neighborhoods
 - e. Using information about the environment in a logical, critical, and creative
 - f. Demonstrated ability to think logically, critically, and creatively with the guidance of teachers
 - g. howed a high curiosity and realize its potential
 - h. Demonstrated ability to solve simple problems in daily life
 - i. Demonstrate the ability to recognize the symptoms of natural and social environment
 - j. Demonstrate love and concern for the environment
 - k. Demonstrate love and pride in the nation, the state, and homeland Indonesia
 - l. Demonstrated ability to perform activities of local arts and culture that does not conflict with Islamic law
 - m. Shows clean living habits, healthy, fit, safe, and enjoy free time
 - n. Communicate clearly and politely
 - o. Working together in groups, mutual help, and keep yourself in family environment and peers
 - p. Shows penchant read and write

- q. Demonstrate skills listening, speaking, reading, writing, and arithmetic

Furthermore, the decision together with teachers and students, the more we SKL detailed as MI Attaraqqie student profile as follows:

- a. Able to display good manners and habits of virtuous character as a reflection of noble morality and faith of piety.
- b. Being able to express themselves in a variety of arts and sport appropriate choice.
- c. Being able to deepen the knowledge of the selected branches.
- d. Able to continue to SMP / MTs / Boarding best fit target choice through self-determined choice.
- e. Being able to have a personal life skills, social, environmental and pravocasional.
- f. Being able to read the Al-Quran.
- g. Able to memorize the Quran in the section of 30.

B. Exposure Data Before Action

Classroom Action Research cycle is prepared for 4 meetings which are formed in a learning skenario for natural science subject. Before doing action, the researcher start the research by observing and collecting data about the research subject. Beside consulting with the natural science teacher, the researcher also communicate with some students in that class to get the information about teaching and learning process and to know the difficulties in teaching and learning process. In this study, the researcher

became a key instrument, in which a researcher collecting data on classroom action research. Researchers also a planner and implementer class act who will be directly involved with the students in the research process.

Other support instruments that can be used to obtain the data is Observation Sheet and Scale Assessments of students in the performance and activity of students in a discussion and question and answer.

1. Observation

The researcher do an observation before the action start and implemented. The observation held on May 19th 2012 and September 8th 2012. The researcher observed the conditions of the students and the learning process are going well-motivated students in participating in the learning process. By observing before action the researcher know and understand what are the weakness and the rason that studets less of motivation to do teaching and learning process. So it can be a basic reason for the researcher to held an Classroom Action Research. The implementation of this Classroom Action Research is by using an interactive multimedia to increase the students motivation in teaching and learning process.

According to the result of observation before action, the researcher find that more than a half students in that class have less of motivation in teaching and learning process. That condition couosed by the teaching strategy and the teaching method use lecturing only, so it

makes them bored and sleepy. Moreover, the teacher seldom involve the students in learning activities. The teacher just explain and convey the material to the students and the students just listen to the teacher explanation. After all of the material finish explained by the teacher the students do an exercise. This condition we can see at this picture (4.1 : The students listen to teacher explanation and 4.2 The students do an exercise)



Picture 4.1



Picture 4.2

Start by that condition, the researcher try to use an interactive multimedia in learning natural science in order to make a fun teaching and learning process.

2. Interview

The researcher make an interview with Mrs. Khusnul Hidayah, S. Pd as a natural science teacher in the 5th grade at MI Terpadu Attaraqqie Malang. This interview held on May 19th, 2012. The research asked to the natural science teacher about the characteristic of

the 5th grade students and what kind of methods that usually used in learning natural science. She said that :

“Siswa kelas 5 ini tergolong kelas yang kategorinya kelas besar jadi dalam pembelajaran kurang begitu efektif. Selain jumlah siswanya yang banyak sekitar 40 siswa dalam satu kelas juga kondisi kelas yang kurang begitu luas jadi ya begitu mbak kadang anak- anak rame kadang juga tidak. Biasanya saya mengajar IPA pakai buku dari sekolah itu ya biasanya saya menerangkan didepan kelas dan anak- anak diam mendengarkan.”¹

Beside asked about the characteristic and the learning method, the research asked about the students achievement in learning natural science, the difficulties in learning natural science on the material of human and animals respiratory organs and how to solve the learning difficulties. She said that :

“Anak- anak kadang ya banyak yang nilainya dibawah KKM tapi kadang juga banyak yang nilainya diatas KKM tergantung materinya mbak. Biasanya kalau menerangkan tentang alat pernafasan manusia dan hewan anak- anak banyak pertanyaan tentang proses terjadinya pernafasan, kadang mereka juga masih bingung tentang materi meskipun saya sudah menjelaskan ulang didepan kelas. Sebaiknya akan lebih baik lagi jika belajarnya sambil lihat gambar mbak atau video biar anak- anak lebih semangat dan bisa melihat langsung materi yang diajarkan.”²

According to the teacher explanation about the learning process, the research make a decision to use an interactive multimedia in learning natural science on the material of human and animals

¹ Interview with Mrs. Khusnul Hidayah, S. Pd as a natural science teacher on May 9th, 2012 (09.30- 09.45 am)

² Interview with Mrs. Khusnul Hidayah, S. Pd as a natural science teacher on May 9th, 2012 (09.30- 09.45 am)

respiratory organs. The purpose is to make the students easier to understand the material by watching the simulations.

Beside make an interview with the natural science teacher, the researcher also make an interview with 3 students (Mirna Puspita Sari, Warda Abidin, Rizqi Amali) about learning system of natural science subject. The interview held on May 19th, 2012. The researcher asked about what kinds of method that usually used in learning natural science and what kinds of learning system that they liked. They said that :

“Biasanya diterangkan didepan kelas bu sama bu guru, jadi kita tinggal mendengarkan penjelasan dari bu guru tentang materinya. Tapi kita kadang- kadang juga bosan bu dan kadang juga bikin ngantuk. Pengennya belajar sambil bermain game atau sambil lihat- lihat vidio bu biar lebih semangat dan gak bikin ngantuk bu.”³

From the students explanation, the research more convince to use an interactive multimedia in learning natural science on the material of human and animals respiratory organs. The purpose is to improve students motivation in learning natural science, beside that it will make the students easier to understand the material by watching a simulation of respiratory system. The impact if the students have high motivation in learning process is it will increase students achievement.

³ Interview with 3 students (Mirna Puspita Sari, Warda Abidin, Rizqi Amali) on May 9th, 2012 (09.45- 09.50 am)

3. Pre Test

Before the action performed, the researcher first conducted a pre-test. The purpose is to determine the students' prior knowledge, readiness to learn, and find out how much interest students to the subject of Natural Science. Beside that, pre test is also to know how deep the students understand the material by the teacher explanation using lecturing method, if all of the students passed the KKM it is mean that the students have understood with the material and if the students have understood the material it is mean that the students have high motivation. On the contrary if the students value under the KKM it is mean that they have understood yet about the material and it is mean that they have less motivation to study. Pre- test was held on Sunday September 9th 2012.

4. Pre Test Result

The result of Pre test is the students still seem less of enthusiastic about the subject. It is known from the lack of curiosity of the material that will be provided. Most of them feel saturate with the lesson. Due to lack of students motivation for learning, the achievement they are also less than the maximum. It make the researcher feel confident to do the Classroom Action Research by interactive multimedia to increase the students motivation.

C. Cycle I

The Classroom Action Research start held on 9 September 2012.

This research take 2 cycles and every cycle have 2 meetings. Here the explanation in every meeting :

1. 1st Meeting Cycle I

a. Planning

Before doing implementation cycle I, the research do pre test to know and undertand the students condition in accepting the material. The planning also include make a learning skenario and also make a question for pre test.

The planning process in cycle I is the meeting start by praying together, the teacher give the students motivation, the teacher ask about material today and then the meeting continue with doing pre test research. The pre test held about 20 minutes. The students should do the task by their selves. From that test we know how deep the comprehension the students to the material of human and animals respiratory organs. After finishing pre test, the students collect it to the teacher and then the next activity is discussed together about pre test question. the function is to make students understand about the right answer of the pre test question.

After discussed the pre test question, the teacher invite students to study using interactive multimedia just in outline because time was up. For the next meeting the teacher will invite

the students to start learning using interactive multimedia. In the hope of the students can increase their motivation in learning process. And the closing activity is the teacher ask 3 students to make a conclusion about what we study today in front of class. After that the teacher announce that for the next meeting the studenta should bring an instrument for make a little experiment about human respiratory system. The last the learning closing by praying together.

b. Implementation

The implementation of cycle I 1st meeting held on 9 September 2012. The implementation of this meeting is same with the learning skenario that have planned before. There is no difficulties in this meeting because the condition of the school environment is very condusive so that the teaching and learning process run fluently. In this meeting all of the students were come. But the conclusion of this cycle is most of students still have less of motivation.

c. Observation

Beased on the implementation of cycle I, the researcher take the observation that some of the students curiosity was increse. We can see this from the respone when the teacher start to turn on the Interactive Multimedia. They also have more ower

when the teacher start to explain the right answer of the pre test question by using LCD Proyektor. The *KKM (Kriteria Ketuntasan Minimum)* of Natural Science subject in MI Attaraqqie is 70.

And the motivation instrument of observation before the implementation of interactive multimedia are :

Variable	Descriptors	Indicator	Score				
			1	2	3	4	5
Motivation	Passion and Desire in Learning Process	<ul style="list-style-type: none"> Interest in the subject Has a strong desire to repeat the results Have a desire to think to find out 	X	X			
	Encouragement in Learning Process	<ul style="list-style-type: none"> Feeling compelled to perform a given task Feeling requires knowledge 		X			
	Expectations and Ideals	<ul style="list-style-type: none"> Have hope for the future Doing something because to fulfill his desire 		X			
	Award in learning	<ul style="list-style-type: none"> Students become excited in learning Learners become lazy 		X			
	Power and Spirit in Learning Process	<ul style="list-style-type: none"> Following teaching and learning process with pleasure Always know not lazy Never feel bored with the lesson 		X			
	Conduive Environment in Learning Process	<ul style="list-style-type: none"> The school environment is not noisy Comfortable school environment for learning 					X
Total			32				
Average			2.28				
Percentage			45.7				

Tabel 4.1

Description:

1 = Not good

- 2 = Less
- 3 = Enough
- 4 = Good
- 5 = Very good

d. Reflection

The reflection of this meeting is there are just 13 students who completely pass the KKM of natural science subject. And the motivation instrument of pre test is still on the low percentage. So for the next meeting the researcher will do more optimal to reach the goal that is increase students motivation by using Interactive Multimedia (CD).

1. 2nd Meeting Cycle I

a. Planning

The planning process of the 2nd meeting in cycle I is amelioration for the previous meeting. In this meeting the scenario directly made by maximally the students activity in teaching and learning process. The goal is to make and to invite the students in order to give a new experience. The scenario of learning process in this meeting are start by praying together, the teacher give the students motivation, the teacher ask about material today and the learning process continue by the teacher explanation using interactive multimedia about kinds of human respiratory organs.

After explaining material, the teacher invite the students in learning process that is make a little experiment about human respiratory system. All of the students in a class devide into 8 groups so in each group consist of 4- 5 students. While the students making a little experiment, the teacher take a value of motivation and the students cooperation in working together. And the closing activity is the teacher ask 4 students to make a conclussion about what we study today in front of class. And on the last meeting of cycle I, the research held post test cycle 1. The post test held about 20 minutes. After that the learning process close by praying together.

b. Implementation

The implementation of this meeting is held on Thursday, 13 September 2012. In this meeting all of the students were attend the class. The implementation of that skenario was successful. There is no difficulties to increase the students motivation by using innteractive multimedia because in 1st and 2nd meeting we can see the students curiosity was increase and when the teacher start to invite the students turn on the interactive multimedia, they are so enthusiastic.

c. Observation

On the observation of 2nd meeting in cycle I, there is clear exhalation of students enthusiastic. If the motivation was increase it make the value also increase easily.

And the observation of indicators of motivation on cycle I are :

No	Name	Indicators of Motivation				Score
		Critical Thinking	Conducting Evaluation	Providing Solutions	Giving arguments	
1.	Afifatul Amalia	2	2	3	3	10
2.	Aida Nur Sabrina	1	3	2	2	8
3.	Aini Rohma Aziza	2	1	3	2	8
4.	Amalia Bidayatus Shofa	3	1	3	2	9
5.	Amiratul Kayyisah	4	4	3	3	14
6.	Aromia Anjasa	2	2	3	2	9
7.	Atiyah Nur Kamilah	3	3	2	2	10
8.	Choirun Nisa' Asyahidah	1	2	2	4	9
9.	Cholifatul Auliya	3	4	4	4	15
10.	Faradiba Nadiya RAhma	3	2	3	2	10
11.	Fatimatuz Zahro	4	2	4	3	13
12.	Maulidiyah Ilmi	2	3	1	3	9
13.	Hulwa Hanina	4	3	3	3	13
14.	Ibtisam Mansur Haptur	4	3	3	3	13
15.	Ilma Maulidiyatul Zanah	4	2	4	4	14
16.	Indah Choirun Nisa	1	1	2	2	8
17.	Islahnia Gadis Achadina	4	3	2	3	12
18.	Jihan Shafa Salsabila	3	3	4	3	13
19.	Khoirun Nisa'	3	2	1	2	8
20.	Lailatus Sholihah	5	4	5	4	18

21.	Lutfiatul Jannah	1	2	2	3	8
22.	Miftahul Jannah	2	2	2	2	8
23.	Mirna Puspita Sari	1	2	3	2	8
24.	Nabila Izza Safira	3	2	2	1	9
25.	Nafisa Zafiratul Jannah	5	3	3	4	15
26.	Nur Aini	2	2	2	2	8
27.	Nur Aini Safira	3	3	1	2	9
28.	Nur Mufida	4	3	3	4	14
29.	Rizqi Amalia	3	2	2	2	9
30.	Romziyah Zakiyah Finhar	1	2	2	1	6
31.	Safira Cahya Camilla	3	2	2	2	9
32.	Safira Rahmadia	5	3	4	4	16
33.	Salma Hambasy	4	4	5	5	18
34.	Salwa Hamid	2	2	2	2	8
35.	Samiha Ummar Al Haddad	2	3	2	2	9
36.	Sirru Nadhiro Mumtazah	1	2	3	3	9
37.	Warda Abidin	1	2	2	3	8
38.	Wildanum Mukholadhun	1	3	1	3	8
39.	Zaina Al Habsy	2	3	2	2	9
40.	Siti Fatimah	4	2	3	4	13
Total		108	99	101	109	424
Average		2.7	2.5	2.5	2.7	10.6
Percentage		54	49.5	50.5	54.5	53

Tabel 4.2

Description:

1 = Not good

2 = Less

3 = Enough

4 = Good

5 = Very good

d. Reflection

According to the post test cycle I, the students which is pass the KKM were 25 students. From the observation Researchers apparently applying interactive multimedia in learning process can be said to have an influence on students' motivation. And the students motivation have an influence on students value.

D. Cycle II

1. 1st Meeting Cycle II

a. Planning

After knowing the results of observations on the first cycle, the second cycle is still going to use interactive multimedia, and the learning skenario start by praying together and then the teacher give motivation to the students. The core activities are the teacher ask about the last material to grow the students curiosity then the teacher invite the students to learning by using interactive multimedia. While the teacher explain the material, the students listen to the teacher explanation. After studying material using interactive multimedia then the next activity is engage the students in learning activity.

The teacher devide the students become 8 group and esch group consist of 4- 5 students. They will do a game which is related with the material that is human and animals respiratory

organs. The game called “Find the Couple”. Every group get one paper to patch the picture. After playing game then the next activity is present the result every group in front of class. Then the teacher give reward to the best group. The last activity the teacher ask one of students to make a conclusion about material.

b. Implementation

The implementation of this cycle held on 16 September 2012. And learning activities in accordance with the scenario. The students began to accustomed to learning by using interactive multimedia.

c. Observation

The observation of this cycle is the students sometimes still feel clumsy to presented the result of task or presented the result of doing learning game. But most of the students brave to presented it is shown by the number of students who have started or participated actively in the discussions that take place from the beginning to the end.

d. Reflection

Based on the observations of cycle II, the researcher make the conclusion that by the application of interactive multimedia

little by little can increase student motivation, which is also will have an impact on student achievement.

2. 2nd Meeting of Cycle II

a. Planning

The planning in this cycle is strength on the review material. Because this meeting is the last meeting in this research. But on making the skenario the research also invite the students in learning process to playing game “Crozz Word Puzzle”. And the skenario is start by praying together then the teacher ask about the material to the students to increase students curiosity. The core activity in this cycle is still same with the meeting before that is learning material using interactive multimedia.

After learning material, the teacher start to riview all of material that have studied about human and animals respiratory organs because this meeting is the last meeting of this research. The neaxt activity is playing “Crozz word puzzle” game. The teacher read the question then the students snatch away to answer the question. And the last activity is do post test cycle II and closing by praying.

b. Implementation

The implementation of this research was held on 20 September 2012. On the last meeting the research take the

conclusion that the students motivation fully successful increase by learning using interactive multimedia.

c. Observation

From the observation, the researcher make the conclusion that the students have understand all of the material well. And the motivation to study natural science was increase by learning using Interactive multimedia. According to the result of this research, the conclusion is learning by using interactive multimedia can improve students motivation and based on the indicators of motivation that often emerge is “Critical thinking and Giving Arguments”, it is shown on students participation in learning activities by giving opinion, asking question about the material, answer the question from the teacher and try to think creatively in answer the test. On the last meeting, the reseacher held post test and the value of post test we can see all of the students completely pass the KKM.

And the observation of indicators of motivation on cycle II are :

No	Name	Indicators of Motivation				Score
		Critical Thinking	Conducting Evaluation	Providing Solutions	Giving arguments	
1.	Afifatul Amalia	4	3	3	5	15
2.	Aida Nur Sabrina	3	4	2	4	13
3.	Aini Rohma Aziza	4	4	3	4	15

4.	Amalia Bidayatus Shofa	5	3	4	4	16
5.	Amiratul Kayyisah	5	5	4	4	18
6.	Aromia Anjasa	4	4	3	3	14
7.	Atiyah Nur Kamilah	3	3	3	4	13
8.	Choirun Nisa' Asyaidah	3	3	4	5	15
9.	Cholifatul Auliya	3	4	4	5	16
10.	Faradiba Nadiya RAhma	3	3	5	3	14
11.	Fatimatuz Zahro	4	2	4	4	14
12.	Maulidiyah Ilmi	4	3	3	4	12
13.	Hulwa Hanina	5	4	4	3	16
14.	Ibtisam Mansur Haptur	5	3	4	3	15
15.	Ilma Maulidiyatul Zanah	4	4	5	5	18
16.	Indah Choirun Nisa	3	3	3	3	12
17.	Islahnia Gadis Achadina	4	3	4	4	16
18.	Jihan Shafa Salsabila	4	3	4	4	16
19.	Khoirun Nisa'	3	3	4	3	13
20.	Lailatus Sholihah	4	5	5	5	19
21.	Lutfiatul Jannah	4	3	3	4	14
22.	Miftahul Jannah	4	2	4	3	13
23.	Mirna Puspita Sari	3	3	4	3	13
24.	Nabila Izza Safira	4	3	3	4	14
25.	Nafisa Zafiratul Jannah	5	3	4	5	17
26.	Nur Aini	3	4	4	3	14
27.	Nur Aini Safira	3	4	3	4	14
28.	Nur Mufida	4	5	3	5	17
29.	Rizqi Amalia	3	3	4	3	13
30.	Romziyah Zakiyah Finhar	2	3	4	4	13
31.	Safira Cahya Camilla	4	4	3	3	14
32.	Safira Rahmadia	5	4	4	4	17
33.	Salma Hambasy	4	5	5	5	19
34.	Salwa Hamid	3	4	3	3	13

35.	Samiha Ummar Al Haddad	3	3	4	4	14
36.	Sirru Nadhiro Mumtazah	4	3	4	4	15
37.	Warda Abidin	4	2	4	3	13
38.	Wildanum Mukholadhun	4	4	3	3	14
39.	Zaina Al Habsy	4	3	2	3	12
40.	Siti Fatimah	5	5	3	5	18
Total		152	139	146	154	591
Average		3.8	3.5	3.65	3.85	14.8
Percentage		76	69.5	73	77	73.8

Tabel 4.3

Description:

- 1 = Not good
 2 = Less
 3 = Enough
 4 = Good
 5 = Very good

And the motivation instrument of observation after the implementation of interactive multimedia are :

Variable	Descriptors	Indicator	Score				
			1	2	3	4	5
Motivation	Passion and Desire in Learning Process	<ul style="list-style-type: none"> Interest in the subject Has a strong desire to repeat the results Have a desire to think to find out 				X	X
	Encouragement in Learning Process	<ul style="list-style-type: none"> Feeling compelled to perform a given task Feeling requires knowledge 			X	X	
	Expectations and Ideals	<ul style="list-style-type: none"> Have hope for the future Doing something because to fulfill his desire 			X	X	
	Award in	<ul style="list-style-type: none"> Students become excited in 					X

	learning	<ul style="list-style-type: none"> learning ▪ Learners become lazy 					X
	Power and Spirit in Learning Process	<ul style="list-style-type: none"> Following teaching and learning process with pleasure ▪ Always know not lazy ▪ Never feel bored with the lesson 				X X	X
	Conducive Environment in Learning Process	<ul style="list-style-type: none"> The school environment is not noisy ▪ Comfortable school environment for learning 					X X
Total			61				
Average			4.3				
Percentage			87.14				

Tabel 4.4

Description:

- 1 = Not good
 2 = Less
 3 = Enough
 4 = Good
 5 = Very good

d. Reflection

All of the meeting are fully successful, and learning by using interactive multimedia proven to be able to increase students motivation and the impact also increase students achievement.

CHAPTER V

DISCUSSION

A. PLANNING PROCESS

The planning of this classroom action research is to evidence that learning natural science using interactive multimedia could increase students motivation. And if the students motivation increased of course the students achievement would be better. Even natural science subject is a subject that related with human being and also konkret things. So the reseracher think that the implementation of interactive multimedia is very appropriate with learning natural science especially in chapter of human and animals respiratory organs. Learning using interactive multimedia will make the students easy to understand the material because in interactive multimedia beside we can read the explanation we also can see the picture.

The planning process of this research is include prepare the learning skenario, interactive multimedia, question for task and also reward as an award for the best students or the best group. This research done by 2 cycles and each cycle there is 2 meetings. To know the students interest and the result of the learning, the researcher used research individual instrument and research group instrument (questionnaire).

Motivation is a basic reference for students to get a good achievement, if the students have a high motivation in learning process it will influence them to study hard in order to get good achievement.

Motivation in learning activities is a very important factor because the study has many principles, having activities to show their potential and have the motivation and circumstances taken into student conditions and the indicators of motivation that used in this research include critical thinking, conducting evaluation, providing solution and giving argument. From the result in this research, the indicators of motivation that often emerge in students selves are critical thinking and giving argument.

The differences beetween this research and the previous research are : the research which is conducted by Helmina Mauludiyah (2009) talk about the interactive multimedia and practical work activity in natural science for improving students achievement and the differences with this research is this research just only use interactive multimedia without practical work activity, the research by Mustapa Ali (2011) talk about the interactive multimedia in improving students motivation in arabic language subject and the differences with this research is this research focus on natural science subject, the research by Anisa Mukhoyyaroh (2009) talk about using audio visual media in improving students motivation in social science subject and the differences with this research is in this research use natural science subject.

From the beginning, when the researcher make an interview with the natural science teacher, she told that many students have less motivation to learning natural science. Some students also said that learning natural science made them bored because the model of teaching

and learning just used lecture. The students just listen to the teacher explanation without active in learning process so this activity make them sleepy and bored. That situation boosted the researcher to change the learning process from bored learning process become fun learning process.

B. IMPLEMENTATION

Since from that situation, the researcher plan a research to evidence that learning using interactive multimedia could increase students motivation. Based on the planning, the implementation of this classroom action research start by asking permission from the school that the researcher want to make a research over there. After having permission, the research make an interview with the natural science teacher about teaching and learning system natural science.

First meeting in cycle I held on 9 September 2012, from the first meeting before get the material the research invite the students to doing pre test. The goals is to know how deep the students knowledge about the material. In fact, from the result of pre test the researcher found that many students have a value under the KKM (70). The researcher think how to change the students value, it make the researcher more and more sure that by change the students motivation can change the students achievement.

The first time the research turn on the interactive multimedia, some students still feel shocked beacuse it different with the learning customary. Usually they just listen to the teacher explanation but now they mixed up with learning process, it make them fun.

The second meeting of cycle I still focus on learning human and animals respiratory organs using interactive multimedia. The students seem very enthusiastic with the learning process. Learning using interactive multimedia make the students does not feel sleepy and bored because while learning the students can see a LCD projector which is in LCD projector there is a explanation and also the picture or sometimes when the material need simulation in interactive multimedia there is a simulation. For example in human and animals respiratory organs there is a simulation of breast breath and stomach breath.

On the firts meeting of cyle II the research make an opinion that teaching and learning process be better. The proof that interactive multimedia can change students motivation is from post test cycle I the students achievement is increase. Beside that, the implementation of cycle II is very smooth because of the condusive school environment.

From the first meeting of cycle II, in the last meeting of cycle II just focus on review all of human and animals respiratory organs material. After reviewing material the research held post test cycle II. The result of post test is very horrified because all of the students can pass the KKM and from the questionnaire of motivation indicators, the research know and make a conclussion that learning by using interactive multimedia can increase students motivation beacuse learning by using interactive multimedia make a learning system become fun and involve students in every learning activity. In every learning process, motivation is very

important because the students who does not have a motivation will not study any more. Motivation is needed to encourage students to do something, influence students to do something and also can change the students attitude.

Since the implementation, the indicators of motivation that often emerge in students selves are critical thinking and giving argument. Students become more active in every learning activities, they try to answer every teacher question, sometimes they also brave to ask about the material that difficult for them. Moreover, they also snatch away to answer if there is question from their friend or their teacher.

C. EVALUATION

The evaluation in this research held in every meeting to know how deep the learning process done by using interactive multimedia and how deep the students motivated with learning process by using interactive multimedia. From the evaluation can be evidenced that implementation interactive multimedia in learning process can motivated students in learning process.

According to the previous research the purpose of this research is to complete and to proof that learning by using an interactive multimedia can improve students motivation, the result of previous research that conducted by Helmina Mauludiyah (2009) on "Penggunaan Multimedia Interaktif Serta Kegiatan Praktikum Untuk Meningkatkan Hasil Belajar Materi Batuan Siswa Kelas 5C SD Kauman I Kota Malang", has been

inferred from the findings above that shown to improve student learning outcomes. And the research from Mustapa Ali (2011) on “Pengaruh Penggunaan Multimedia Interaktif Terhadap Peningkatan Motivasi Siswa dalam Pembelajaran Bahasa Arab Kelas V A MIN Malang 2”, the conclusion of this research is an interactive multimedia has 54% influence in improving students motivation and the last the research that conducted by Anisa Mukhoyyaroh (2009) on “Penggunaan Media Audio Visual untuk Meningkatkan Motivasi Belajar Tentang Peristiwa Proklamasi Pada Siswa Kelas VC Mata Pelajaran IPS di SDI Wahid Hasyim Selokajang Kabupaten Blitar”, the result of this research is media audio visual has 33,3 % influence in students motivation.

The result of this research is that learning using interactive multimedia can increase students motivation. The indicators of motivation that used in this research include 4 component namely critical thinking, providing solution, giving argument and conducting evaluation. The indicators of motivation that often emerge in this research are critical thinking and giving argument. The conclusion is implementation of interactive multimedia in learning natural science can improve students motivation from 45.7 % become 87.14 %.

CHAPTER VI

CLOSING

A. CONCLUSION

From the explanation above, it can be concluded that :

1. The planning process of this reseacrh is to plan and make a research skenarion to evidence that the implementation sinteractive multimedia in learning process can increase students motivation in 5th grade MI Terpadu Attaraqqie Malang. The planning process include decide learning material, research instrument, learning skenario and observation to observe the teacher in teaching process and observe the students in accepting the material.
2. The implementation of learning by using interactive multimedia can increase students motivation in 5th grade MI Attaraqqie Malang. On the cycle I, the teacher teach by using interactive multimedia and the students make a little experimetn about respiratory system. And on the cycle II, the teacher still teach use interactive multimedia and the students activity beside learn by using intractive multimedia also play a game “Crozz word puzzle” and “Find the couple”.
3. The evaluation of this reseach is held on every last meeting in each cycle. Beside knowing from students achievement the researcher also make a questionnaire for students to measure students motivation in learning by using interactive multimedia. Beside that the researcher

also make an interview with the students in 5th grade MI Terpadu Attaraqie Malang. From the evaluation process the researcher conclude that the implementation of interactive multimedia can increase students motivation in learning human and animals respiratory organs. And the raising of students motivation can increase students achievement.

B. SUGGESTION

From the result of the research, the suggestion for a better learning process and for developing learning in the classroom are :

1. The teacher should be selective in selecting methods, strategy and learning media and also should understand how the students conditions and school environment.
2. Applying interactive multimedia not only appropriate in natural science subject, but also can implemented in other subject.
3. The teacher should change a bored learning condition become a fun learning condition with involve the students in every learning activity.
4. The students should change their mind that learning natural science is not bored but by growing their motivation both intrinsic and extrinsic can make the learning process become fun and it will increase the students achievement.

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Penelitian terdahulu "*Multimedia interaktif*", UM digital diakses tgl 23 mei 2012 jam 18.54 wib.

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Wahid Murni, "*Pendekatan Penelitian Kualitatif dan Kuantitatif*", artikel Seminar Proposal PGMI.



APPENDIXES

APPENDIX 1

OBSERVATION LETTER

		KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS TARBIYAH Jalan Gajayana No. 50 Telepon (0341) 552398 Faksimile (0341) 552398 Website: www.tarbiyah.uin-malang.ac.id
Nomor	: Un. 3.1/TL.00/500/2012	14 Mei 2012
Lampiran	: -	
Perihal	: Observasi	
Kepada Yth. Kepala MI Terpadu Attaraqie Malang di Malang		
<p><i>Assalamu'alaikum Wr. Wb.</i></p> <p>Kami mengharap dengan hormat agar mahasiswa di bawah ini :</p> <p>Nama : Giska Enny Fauziah</p> <p>NIM : 09140037</p> <p>Fakultas / jurusan : Tarbiyah/ Pendidikan Guru Madrasah Ibtidaiyah (PGMI)</p> <p>Semester : Genap, 2011/2012</p> <p>dalam rangka menyelesaikan tugas Penyusunan Proposal Skripsi pada jurusan Pendidikan Guru Madrasah Ibtidaiyah (PGMI) yang bersangkutan mohon diberikan izin/kesempatan untuk mengadakan observasi di lembaga/instansi yang menjadi wewenang Bapak/ Ibu.</p> <p>Demikian atas perkenan dan kerjasama Bapak/ Ibu disampaikan terima kasih.</p> <p><i>Wassalamu'alaikum Wr. Wb.</i></p>		
		 Dr. H. M. Zainuddin, MA NIP. 19620507 199503 1 001
Tembusan : 1. Yth. Kajar PGMI 2. Arsip		
 Certificate No.		

APPENDIX 2

OBSERVATION LICENSE


مؤسسة التربية والتعليم الترقى - مالا
YAYASAN PENDIDIKAN DAN PERGURUAN ATTARAQQIE
MADRASAH IBTIDAIYAH ATTARAQQIE PUTRA - PUTRI
 STATUS: TERAKREDITASI NSM: 111235730023 NPSN: 20539408
 JL. Syarief Alqodri No. 35 Telp. (0341) 367182 Malang 65117
 JL. Ade Irma Suryani No. 50 Telp. (0341) 367198 Malang 65117
 email: mi_attaraqqie@yahoo.co.id

SURAT KETERANGAN PENELITIAN
 Nomor: 339/B.10/ATR/III/2013

Bismillahirrahmanirrahim,

Yang bertanda tangan di bawah ini Kepala Madrasah Ibtidaiyah ATTARAQQIE MALANG menerangkan bahwa:

Nama : Giska Enny Fauziah
 NIM : 09140037
 Jurusan : Pendidikan Guru Madrasah Ibtidaiyah
 Universitas : UIN Maulana Malik Ibrahim Malang
 Judul Penelitian : Improving Learning Motivation Trough Interactive Multimedia For Natural Science For 5th grade Students at Madrasah Ibtidaiyah Terpadu Attaraqqie Malang

Telah melaksanakan Penelitian Tugas Akhir di Madrasah Ibtidaiyah ATTARAQQIE Jl. Ade Irma Suryani No. 50, pada tanggal 9 September s.d. 20 September 2012.

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Malang, 30 Maret 2013
 Kepala Madrasah Ibtidaiyah ATTARAQQIE

Dst. Mukhammad Zainuddin, ST.
 NRP 992 002 001

APPENDIX 3

LESSON PLAN 1

School : MI Terpadu Attaraqie Malang
 Subject : Natural Science
 Grade/Semester : V / I
 Time Allocation : 2 x 40 minutes
 Meeting : 1st meeting of 4 meetings

A. Standard Competence : 1.1 Identify the function of human and animal organs

B. Basic Competence : 1.1.1 Identify the function of human respiratory organs

C. Indicators :

1. Identify kinds of human respiratory organs
2. Identify the function of human respiratory organs
3. Describe the human respiratory organs (Breast respiration and Stomach respiration)

D. Learning Purposes :

1. By using interactive multimedia, the students able to identify kinds of human respiratory organs well.
2. By using interactive multimedia, the students able to identify the function of human respiratory organs well.
3. By using interactive multimedia, the students able to describe the human respiratory organs (Breast respiration and Stomach respiration) well.

E. Material : Human and Animal Respiratory Organs

F. Learning Activities

Learning Activities	Methods	Character	Allocation of Time	Sources
A. Pre Activities				
<ul style="list-style-type: none"> • Apperception : Pray together before start learning and then review the material 	Lecturer and Asking Question	Religious and love the environment	5 minutes	Students Book
<ul style="list-style-type: none"> • Motivation : Strengthen the students motivation to do teaching and learning process 	Lecturer	Curiosity, Communicative, Discipline	5 minutes	Teacher
B. Core Activities				
<ul style="list-style-type: none"> • Eksploration <ul style="list-style-type: none"> ☞ The students listen to the teacher explanation about learning step ☞ The teacher give some question about the material today to increase the students curiosity ☞ The teacher explain the rule of ding pre test 	Lecturer	Curiosity and Responsibilities	5 minutes	Teacher
<ul style="list-style-type: none"> • Elaboration <ul style="list-style-type: none"> ☞ The students get the 	Resitation	Responsibilities,	20	Students

Learning Activities	Methods	Character	Allocation of Time	Sources
<p>question of pre test and do that individually</p> <p>☞ The students discussed with the teacher about pre test question go they know and understand the right answer</p>	Lecturer	Discipline	<p>minutes</p> <p>30 minutes</p>	Teacher and Students
<p>• Konfirmation</p> <p>☞ The teacher and the students discussed together the pre test question</p> <p>☞ The teacher point the student to explain the material today</p> <p>☞ The teacher ask the students to bring the instrument for experiment for the next meeting</p>	Discussion	Responsibilities, Discipline	10 minutes	Teacher and Students
C. Closing				
☞ The teacher giving reflectin	Resitation	Responsibilities, Discipline	5 minutes	
☞ Giving Feedback				
☞ Close the teaching and learning process by praying together				

G. Resources

1. Science for Elementary School Year V Semester 1 (Esis 2006)
2. Pre Test Question
3. Students Book

H. The Assessment

1. Cognitive

Indicators	Assessment Technique	Instrumen
1. The students able to describe human respiratory organs and the kinds of human respiratory organs	Written test and Spoken test	

2. Affective

Name	Observation Aspect					
	Discipline	Learning interest	Discussion activities	Listen to other opinion	Score	Average score

Value :

- 1= Not Good
 2= Less
 3= Enough
 4= Good
 5= Very Good

3. Psychomotor

Name : _____

No	Skill	A	B	C	D
Score					

Value :

A = 100% (Score 10)

B = 75 % (Score 7,5)

C = 50 % (Score 5)

D = 25 % (Score 2.5)

Malang, 9 September 2012

The Headmaster

The Teacher

.....

Giska Enny Fauziah

NIS. 09140037

APPENDIX 4

LESSON PLAN 2

School : MI Terpadu Attaraqie Malang
 Subject : Natural Science
 Grade/Semester : V / I
 Time Allocation : 2 x 40 minutes
 Meeting : 2nd meeting of 4 meetings

- A. Standard Competence** : 1.1 Identify the function of human and animal organs
- B. Basic Competence** : 1.1.1 Identify the function of human respiratory organs
- C. Indicators** :
1. Identify kinds of human respiratory organs
 2. Identify the function of human respiratory organs
 3. Describe the human respiratory organs (Breast respiration and Stomach respiration)
- D. Learning Purposes** :
1. By using interactive multimedia, the students able to identify kinds of human respiratory organs well.
 2. By using interactive multimedia, the students able to identify the function of human respiratory organs well.
 3. By using interactive multimedia, the students able to describe the human respiratory organs (Breast respiration and Stomach respiration) well.
- E. Material** : Human and Animal Respiratory Organs

F. Learning Activities

Learning Activities	Methods	Character	Allocation of Time	Sources
A. Pre Activities				
• Apperception : Pray together before start learning and then review the material	Lecturer and Asking Question	Religious and love the environment	2 minutes	Students Book
• Motivation : Strengthen the students motivation to do teaching and learning process	Lecturer	Curiosity, Communicative, Discipline	3 minutes	Teacher
B. Core Activities				
• Eksploration ☞ The students listen to the teacher explanation about learning step ☞ The teacher give some question about the material today to increase the students curiosity ☞ The teacher start to turn on the Interactive CD and start to give explanation about the material	Lecturer Lecturer Interactive Multimedia	Curiosity and Responsibilities, self- employed	5 minutes 5 minutes 10 minutes	Teacher and Students, Interactive CD

Learning Activities	Methods	Character	Allocation of Time	Sources
☞ The teacher allow the students to turn on the Interactive CD and allow them to study and read the material by their selves	Interactive Multimedia		10 minutes	
<ul style="list-style-type: none"> Elaboration ☞ The students listen to the teacher explanation about kinds of human respiratory organs ☞ The teacher devide the students become 8 groups and explain the rule to make a little experiment ☞ Every group should make an experiment about respiratory system from instruments that they have prepare before	Interactive CD Experiment Experiment	Responsibilities, Discipline, self-employed	5 minutes 2 minutes 5 menit	Teacher and Students, Interactive CD, Instrument for experiment
<ul style="list-style-type: none"> Konfirmation ☞ Every group presented the result of making a little instrument about respiratory system ☞ The teacher point the student to explain the	Discussion	Responsibilities, Discipline	5 minutes 3 minutes	Teacher and Students

Learning Activities	Methods	Character	Allocation of Time	Sources
material today ☞ The students do post test question of Cycle one			20 minutes	
C. Closing				
☞ The teacher giving reflectin	Resitation	Responsibilities, Discipline	5 minutes	
☞ Giving Feedback				
☞ Close the teaching and learning process by praying together				

G. Resources

1. Science for Elementary School Year V Semester 1 (Esis 2006)
2. Post Test Question
3. Students Book
4. Interactive Multimedia (CD)

H. The Assessment

1. Cognitive

Indicators	Assessment Technique	Instrumen
4. The students able to describe human respiratory organs and the kinds of human respiratory organs	Written test and Spoken test	

5. Affective

Name	Observation Aspect					
	Discipline	Learning interest	Discussion activities	Listen to other opinion	Score	Average score

Value :

1= Not Good

2= Less

3= Enough

4= Good

5= Very Good

6. Psychomotor

Name : _____

No	Skill	A	B	C	D
Score					

Value :

A = 100% (Score 10)

B = 75 % (Score 7,5)

C = 50 % (Score 5)

D = 25 % (Score 2.5)

Malang, 13 September 2012

The Headmaster

The Teacher

.....

Giska Enny Fauziah

NIS. 09140037



APPENDIX 5

LESSON PLAN 3

School : MI Terpadu Attaraqie Malang
 Subject : Natural Science
 Grade/Semester : V / I
 Time Allocation : 2 x 40 minutes
 Meeting : 3rd meeting of 4 meetings

A. Standard Competence : 1.1 Identify the function of human and animal organs

B. Basic Competence : 1.1.2 Describe the function of animals respiratory organs

C. Indicators :

1. Describe kinds of animals respiratory organs
2. Describe the function of animals respiratory organs
3. Describe the animals respiratory organs (such as fish, worm etc)

D. Learning Purposes :

1. By using interactive multimedia, the students able to describe kinds of animals respiratory organs well.
2. By using interactive multimedia, the students able to describe the function of animals respiratory organs well.
3. By using interactive multimedia, the students able to describe the animals respiratory organs (such as fish, worm etc) well.

E. Material : Human and Animal Respiratory Organs

F. Learning Activities

Learning Activities	Methods	Character	Allocation of Time	Sources
A. Pre Activities				
<ul style="list-style-type: none"> • Apperception : Pray together before start learning and then review the material 	Lecturer and Asking Question	Religious and love the environment	2 minutes	Students Book
<ul style="list-style-type: none"> • Motivation : Strengthen the students motivation to do teaching and learning process 	Lecturer	Curiosity, Communicative, Discipline	3 minutes	Teacher
B. Core Activities				
<ul style="list-style-type: none"> • Eksplorasi <ul style="list-style-type: none"> ☞ The students listen to the teacher explanation about learning step ☞ The teacher give some question about the material today to increase the students curiosity ☞ The teacher start to turn on the Interactive CD and start to give explanation about the material 	Lecturer Lecturer Interactive Multimedia Interactive	Curiosity and Responsibilities, self- employed	5 minutes 5 minutes 10 minutes 10	Teacher and Students, Interactive CD

Learning Activities	Methods	Character	Allocation of Time	Sources
☞ The teacher allow the students to turn on the Interactive CD and allow them to study and read the material by their selves	Multimedia		minutes	
<ul style="list-style-type: none"> • Elaboration 				
☞ The students listen to the teacher explanation about kinds of animals respiratory organs	Interactive CD	Responsibilities, Discipline, self-employed	5 minutes	Teacher and Students, Interactive CD, Instrument for game
☞ The teacher devide the students become 8 and every group consist of 4-5 students	Game “Find the Couple”		2 minutes	
☞ Every group should find the couple of the picture in game called “ Find the Couple”	Game “Find the Couple”		10 minutes	
☞ Every group get 1 paper to patch the picture with the words	Game “Find the Couple”		5 minutes	
<ul style="list-style-type: none"> • Konfirmation 				
☞ Every group presented the result in front of the class	Presentation	Responsibilities, Discipline	10 minutes	Teacher and Students
☞ The teacher give reward to the best group			3 minutes	

Learning Activities	Methods	Character	Allocation of Time	Sources
☞ The teacher point the student to explain the material today			2 minutes	
☞ The students ask to the teacher if there is question			3 minutes	
☞ The students do exercise			5 minutes	
C. Closing				
☞ The teacher giving reflectin	Resitation	Responsibilities, Discipline	3 minutes	
☞ Giving Feedback				
☞ Close the teaching and learning process by praying together				

G. Resources

1. Science for Elementary School Year V Semester 1 (Esis 2006)
2. Instrument for Game “Find the Couple”
3. Students Book
4. Interactive Multimedia (CD)

H. The Assessment

1. Cognitive

Indicators	Assessment Technique	Instrumen
7. The students able to describe animals respiratory organs (such as fish, worm etc) and	Written test and Spoken test	

the kinds of animals respiratory organs		
--	--	--

2. Affective

Name	Observation Aspect					Average score
	Discipline	Learning interest	Discussion activities	Listen to other opinion	Score	

Value :

1= Not Good

2= Less

3= Enough

4= Good

5= Very Good

3. Psychomotor

Name : _____

No	Skill	A	B	C	D
Score					

Value :

A = 100% (Score 10)

B = 75 % (Score 7,5)

C = 50 % (Score 5)

D = 25 % (Score 2.5)

Malang, 16 September 2012

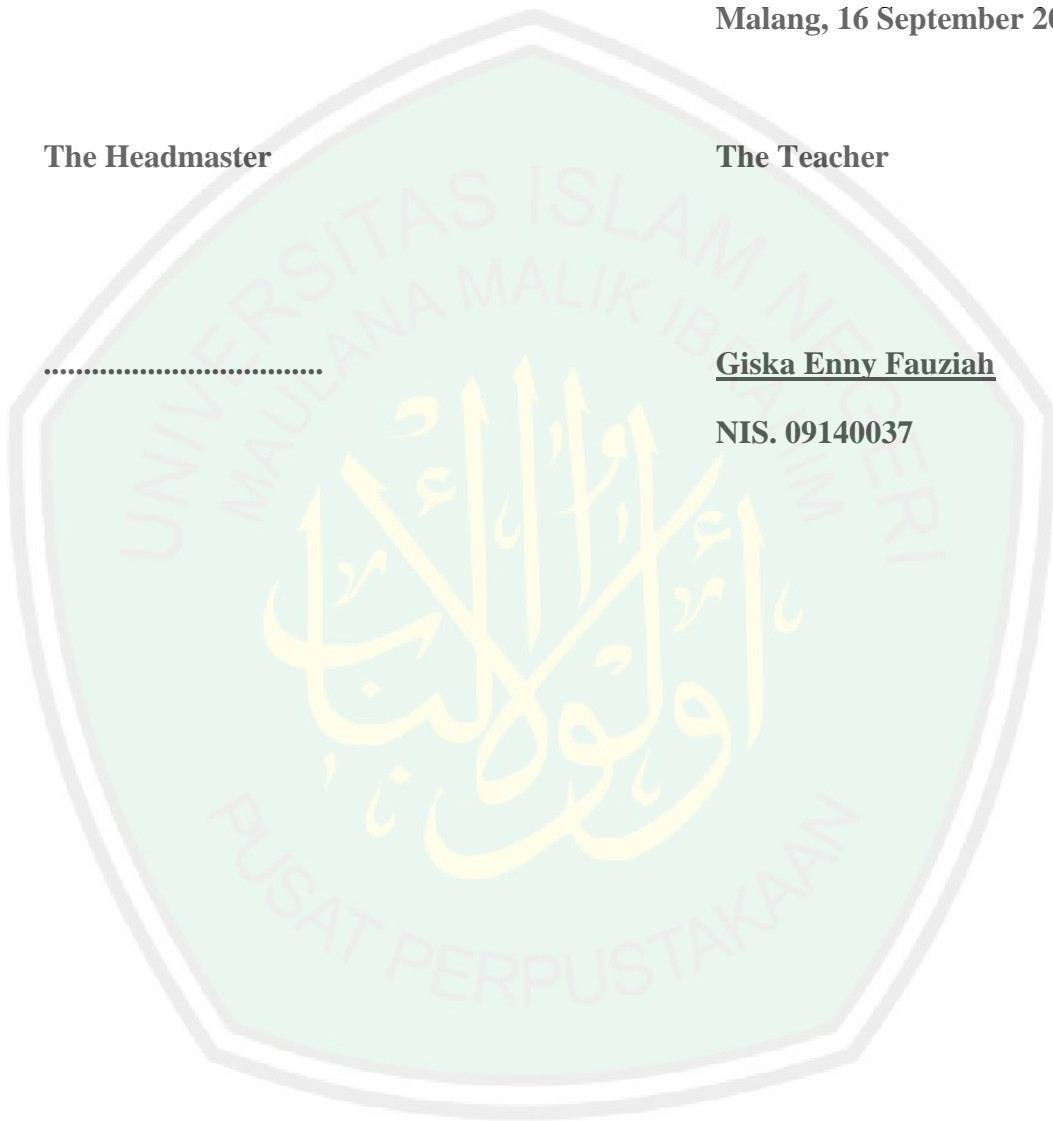
The Headmaster

The Teacher

.....

Giska Enny Fauziah

NIS. 09140037



APPENDIX 6

LESSON PLAN 4

School : MI Terpadu Attaraqie Malang
 Subject : Natural Science
 Grade/Semester : V / I
 Time Allocation : 2 x 40 minutes
 Meeting : 4th meeting of 4 meetings

A. Standard Competence : 1.1 Identify the function of human and animal organs

B. Basic Competence : 1.1.3 Describe the respiratory disorders

C. Indicators :

1. Describe kinds of respiratory disorders
2. Describe the kinds of human respiratory disorders
3. Describe the symptom of human respiratory disorders

D. Learning Purposes :

1. By using interactive multimedia, the students able to describe kinds of respiratory disorders well.
2. By using interactive multimedia, the students able to describe the kinds of human respiratory disorders well.
3. By using interactive multimedia, the students able to describe the symptom of human respiratory disorders well.

E. Material : Human and Animal Respiratory Organs

F. Learning Activities

Learning Activities	Methods	Character	Allocation of Time	Sources
A. Pre Activities				
• Apperception : Pray together before start learning and then review the material	Lecturer and Asking Question	Religious and love the environment	2 minutes	Students Book
• Motivation : Strengthen the students motivation to do teaching and learning process	Lecturer	Curiosity, Communicative, Discipline	3 minutes	Teacher
B. Core Activities				
• Eksploration ☞ The students listen to the teacher explanation about learning step ☞ The teacher give some question about the material today to increase the students curiosity ☞ The teacher start to turn on the Interactive CD and start to give explanation about the material	Lecturer Lecturer Interactive Multimedia	Curiosity and Responsibilities, self- employed	2 minutes 3 minutes 5 minutes 5 minutes	Teacher and Students, Interactive CD

Learning Activities	Methods	Character	Allocation of Time	Sources
☞ The teacher allow the students to turn on the Interactive CD and allow them to study and read the material by their selves	Interactive Multimedia			
<ul style="list-style-type: none"> • Elaboration 				
☞ The students listen to the teacher explanation about kinds of respiratory disorders	Interactive CD	Responsibilities, Discipline, self-employed	10 minutes	Teacher and Students, Interactive CD, Instrument for game
☞ The teacher invite the students to play “Crozz Word Puzzle”	Game “Crozz Word Puzzle”		10 minutes	
☞ Every students snatch away to answer the question				
☞ After playing game the teacher give chance to the student to ask if there is question about material	Asking Question		5 minutes	
<ul style="list-style-type: none"> • Konfirmation 				
☞ Teacher and students discusses together the right answer	Presentation	Responsibilities, Discipline	5 minutes	Teacher and Students
☞ The teacher give reward to the students who has			2 minutes	

Learning Activities	Methods	Character	Allocation of Time	Sources
<p>true answer</p> <p>☞ The teacher point the student to explain the material today</p> <p>☞ The students ask to the teacher if there is question</p> <p>☞ The students do exercise post test Cycle II</p>	<p>Lecturer</p> <p>Resitation</p>		<p>3 minutes</p> <p>2 minutes</p> <p>20 minutes</p>	
C. Closing				
☞ The teacher giving reflectin	Resitation	Responsibilities, Discipline	3 minutes	
☞ Giving Feedback				
☞ Close the teaching and learning process by praying together				

G. Resources

1. Science for Elementary School Year V Semester 1 (Esis 2006)
2. Instrument for Game “Crozz Word Puzzle”
3. Students Book
4. Interactive Multimedia (CD)

H. The Assessment

1. Cognitive

Indicators	Assessment Technique	Instrumen
8. The students able to describe respiratory disorders and the kinds of respiratory disorders	Written test and Spoken test	

2. Affective

Name	Observation Aspect					Score	Average score
	Discipline	Learning interest	Discussion activities	Listen to other opinion			

Value :

1= Not Good

2= Less

3= Enough

4= Good

5= Very Good

3. Psychomotor

Name : _____

No	Skill	A	B	C	D
Score					

Value :

A = 100% (Score 10)

B = 75 % (Score 7,5)

C = 50 % (Score 5)

D = 25 % (Score 2.5)

Malang, 20 September 2012

The Headmaster**The Teacher**

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Giska Enny Fauziah**NIS. 09140037**

APPENDIX 7

THE MATERIAL OF HUMAN AND ANIMALS RESPIRATORY ORGANS

A. Alat Pernapasan

1. Alat Pernapasan Pada Manusia

Bernapas adalah menghirup dan menghembuskan udara. Bernapas merupakan proses pengambilan oksigen (O^2) dan mengeluarkan karbondioksida (CO^2) serta uap air (H^2O). Udara masuk melalui hidung, menuju ke tenggorokan dan akhirnya masuk ke paru- paru. Dari sekian banyak gas tersebut hanya oksigen yang masuk ke paru- paru dan dibawa oleh darah keseluruh tubuh. Sebaliknya, karbondioksida dari seluruh tubuh dibawa keparu- paru menuju ke tenggorokan kemudian dikeluarkan melalui hidung.

Alat pernapasan manusia terdiri dari : rongga hidung, tenggorokan dan paru- paru.

a. Jenis – jenis pernapasan

1) Pernapasan Dada

Masuk dan keluarnya udara pernapasan yang disebabkan oleh naik dan turunnya tulang rusuk.

2) Pernapasan Perut

Masuk dan keluarnya udara pernapasan karena mendatar dan melengkungnya diafragma.

2. Gangguan pada alat pernapasan

a. Influenza (flu)

Adalah radang selaput lendir dihidung yang disebabkan oleh virus. Gejalanya : bersin, keluar lendir dihidung, batuk dan demam.

b. Asma

Menyerang saluran bronkus disebabkan oleh alergi makanan tertentu, debu atau hewan. Gejalanya : sesak saat bernapas dan kadang- kadang disertai batuk.

c. Pneumonia

Adalah penyakit radang paru- paru yang disebabkan oleh bakteri, virus atau jamur. Gejalanya : batuk berdahak, batuk kering, dada nyeri dan sulit bernapas.

d. Tuberkulosis (TBC)

Disebabkan oleh bakteri, gejalanya : batuk berdahak kadang bercampur darah, demam dan dada terasa sakit.

3. Alat Pernapasan Hewan

a. Ikan

Ikan bernapas dengan insang. Insang terletak dibagian kepala ikan, berwarna merah dan bentuknya menyerupai sisir. Air yang mengandung udara masuk melalui mulut ikan. Kemudian,

ketika air mengalir ke insang terjadilah pertukaran udara. Oksigen masuk dan karbondioksida keluar. Selanjutnya oksigen akan beredar ke seluruh sel tubuh melalui peredaran darah.

b. Burung

Burung bernapas dengan paru – paru dan dibantu oleh kantong udara ketika terbang. Pada waktu hinggap, pernapasan terjadi karena gerakan tulang dada yang menyebabkan udara keluar dan masuk ke paru- paru. Saat burung terbang, otot- otot yang melekat di tulang dada bergerak aktif untuk terbang sehingga pernapasan dilakukan oleh kantong udara.

c. Serangga

Serangga, misalnya: lalat, nyamuk, belalang, kupu-kupu dan rayap bernapas dengan sistem trakea. Sistem trakea ini terdiri dari spirakel, tabung trakea dan trakeol. Spirakel adalah lubang-lubang kecil pada tubuh serangga. Udara yang masuk melalui spirakel mengalir melalui trakea, trakeol baru kemudian masuk ke dalam sel-sel tubuh. Serangga yang berukuran besar dan aktif seperti belalang mempunyai alat pernapasan khusus yang disebut kantong hawa.

d. Cacing

Cacing bernapas dengan seluruh permukaan kulit. Kulit cacing harus selalu basah supaya proses pertukaran udara dapat terjadi.

e. Katak

Alat pernapasan katak adalah paru-paru. Paru-paru katak berupa 2 kantong berdinding tipis dan terletak dalam rongga badan. Paru-paru tersebut berhubungan dengan rongga mulut melalui sebuah lubang yang disebut glottis. Kulit katak juga berfungsi sebagai tempat pertukaran gas pernapasan namun ini terjadi jika kulit dalam keadaan basah.

f. Reptile

Seperti ampibi, alat pernapasan reptile terdiri dari lubang hidung, mulut, glottis, tenggorokan dan paru-paru. Berbeda dengan ampibi, reptile tidak bernapas dengan kulit. Karena kulit reptile besisik dan kering.

g. Hewan menyusui

Orang hutan, kera, gajah, kucing, anjing termasuk kelompok hewan menyusui. Pernapasan pada hewan-hewan ini bermula dari hidung. Di rongga hidung udara yang masuk akan disaring dari debu/ kotoran, dihangatkan dan dilemparkan. Setelah

itu, udara akan menuju ke tenggorokan broncos dan menuju paru-paru. Hewan menyusui yang hidup di air seperti paus dan lumba-lumba juga bernapas dengan paru-paru.



APPENDIX 8

QUESTION OF PRE TEST

Pilihlah Jawaban Yang Benar !

1. Menghirup oksigen dan mengeluarkan karbondioksida disebut...
 - a. Bernafas
 - b. Mencerna makanan
 - c. Berlari
 - d. Berenang
2. Yang bukan merupakan organ pernafasan adalah...
 - a. Hidung
 - b. Kerongkongan
 - c. Tenggorokan
 - d. Paru- paru
3. Udara yang masuk melalui hidung disaring oleh...
 - a. Bulu hidung
 - b. Kerongkongan
 - c. Paru- paru
 - d. Tenggorokan
4. Katup yang terdapat dipangkal tenggorokan disebut...
 - a. Bronkus
 - b. Bronkiolus
 - c. Epiglottis
 - d. Bronci
5. Pernafasan ada dua macam yaitu...
 - a. Pernafasan perut dan pernafasan lambung
 - b. Pernafasan dada dan pernafasan tenggorokan
 - c. Pernafasan dada dan pernafasan hidung
 - d. Pernafasan dada dan pernafasan perut
6. Otot yang membatasi rongga dada dan rongga perut adalah otot...
 - a. Kasar
 - b. Halus
 - c. Diafragma
 - d. Bronkus
7. Influenza adalah gangguan pernafasan yang disebabkan oleh...
 - a. Virus
 - b. Bakteri
 - c. Jamur
 - d. Mikroba

8. Lalat. Nyamuk, belalang dan kupu- kupu bernafas dengan...
- Insang
 - Paru- paru
 - Sistem trakea
 - Kulit
9. Pada saat terbang burung bernafas dengan...
- Kantong udara
 - Insang
 - Paru- paru
 - Sistem trakea
10. Cacing tanah bernafas dengan...
- Insang
 - Paru- paru
 - Permukaan kulit
 - Trakea
11. Hewan yang berafas dengan sistem trakea adalah...
- Cacing
 - Belalang
 - Katak
 - Kura- kura
12. Batuk dalam jangka waktu yang lama dan biasanya disertai dengan darah adalah gejala...
- Influenza
 - TBC
 - Asma
 - Pneumonia
13. Penyakit radang paru- paru yang disebabkan oleh bakteri, virus dan jamur adalah...
- TBC
 - Asma
 - Pneumonia
 - Influenza
14. Letaknya dibagian kepala, berwarna merah dan bentuknya menyerupai sisir merupakan ciri- ciri dari...
- Insang
 - Paru- paru
 - Tenggorokan
 - Trakea
15. Serangga yang berukuran besar mempunyai alat pernafasan khusus yang disebut...
- Trakea
 - Paru- paru
 - Kantong hawa
 - Insang

Jawablah pertanyaan dibawah ini dengan jawaban yang singkat dan jelas !

1. Debu atau kotoran yang masuk kedalam hidung disaring oleh...
2. Rongga dada dan rongga perut dibatasi oleh otot yang dinamakan...
3. Saat batuk atau bersin kita sebaiknya menutup dengan tangan atau sapu tangan. Hal ini bertujuan agar...
4. Udara yang dihembuskan dari paru- paru mengandung gas...
5. Ikan paus bernafas dengan...
6. Alat bantu pernafasan burung saat terbang dinamakan...
7. Ikan mengambil udara yang terlarut dalam air dengan alat pernafasan yang disebut...
8. Udara yang kita hirup mengandung gas...
9. Menjaga kesehatan tubuh adalah cara terbaik mencegah...
10. Alat pernafasan belalang adalah...

Jawablah pertanyaan dibawah ini dengan benar !

1. Tuliskan alat pernafasan pada manusia !
2. Tuliskan 3 usaha pencegahan agar tubuh tidak terserang gangguan pernafasan !
3. Apakah yang dimaksud dengan pernafasan dada ?
4. Apakah yang dimaksud dengan pernafasan perut ?
5. Tuliskan alat pernafasan yang terdapat pada hewan kura- kura !

APPENDIX 9

QUESTION OF POST TEST CYCLE I

Pilihlah Jawaban Yang Benar !

1. Masuk dan keluarnya udara pernafasan yang disebabkan oleh naik dan turunnya tulang rusuk disebut ...
 - a. Bernafas
 - b. Pernafasan dada
 - c. Pernafasan perut
 - d. Pernafasan tubuh
2. Yang menghubungkan organ pernafasan antara hidung dan paru- paru adalah...
 - a. Dada
 - b. Kerongkongan
 - c. Tenggorokan
 - d. Paru- paru
3. Masuk dan keluarnya udara pernafasan karena mendatar dan melengkungnya diafragma disebut...
 - a. Pernafasan perut
 - b. Pernafasan dada
 - c. Bernafas
 - d. Pernafasan tubuh
4. Katup yang terdapat dipangkal tenggorokan disebut...
 - a. Bronkus
 - b. Bronkiolus
 - c. Epiglotis
 - d. Bronci
5. Pada bagian luar paru- paru dilapisi suatu selaput yang disebut...
 - a. Alveolus
 - b. Diafragma
 - c. Bronkus
 - d. Pleura
6. Otot yang membatasi rongga dada dan rongga perut adalah otot...
 - a. Kasar
 - b. Halus
 - c. Diafragma
 - d. Bronkus
7. Udara dapat masuk dan keluar dari tubuh karena kerja dari...
 - a. Alat pencernaan
 - b. Alat peredaran darah
 - c. Alat pembuangan
 - d. Alat pernafasan

8. Setiap ujung bronkus mempunyai percabangan yang menyerupai ranting yang disebut...
- Bronkiolus
 - Paru- paru
 - Epiglottis
 - Daifragma
9. Udara yang masuk ketubuh kita mengandung gas...
- O_2
 - H_2O
 - CO_2
 - NH_3
10. Sedangkan udara yang dihasilkan dari proses pernafasan dan dihembuskan melalui lubang hidung mengandung gas...
- O_2
 - H_2O
 - CO_2
 - NH_3
11. Alat pernafasan pada manusia terdiri dari...
- Hidung, kerongkongan, paru-paru
 - Hidung, tenggorokan, paru- paru
 - Hidung, dada, paru-paru
 - Hidung, tenggorokan, dada
12. Paru- paru pada manusia terletak dalam rongga...
- Perut
 - Dada
 - Hidung
 - Jantung
13. Udara masuk melalui hidung kemudian menuju ... lalu akhirnya masuk kedalam paru- paru.
- Tengorokan
 - Kerongkongan
 - Dada
 - Diafragma
14. Paru- paru pada manusia berfungsi untuk...
- Tempat keluar masuknya udara pernafasan
 - Organ yang menghubungkan hidung dan tenggorokan
 - Tempat pertukaran udara pernafasan
 - Organ pencernaan
15. Pada tubuh manusia normal mempunyai ... paru- paru.
- Sepasang
 - Dua pasang
 - Tiga pasang
 - Empat pasang

Jawablah pertanyaan dibawah ini dengan jawaban yang singkat dan jelas !

1. Rongga dada dan rongga perut dibatasi oleh otot yang dinamakan...
2. Saat batuk atau bersin kita sebaiknya menutup dengan tangan atau sapu tangan. Hal ini bertujuan agar...
3. Debu atau kotoran yang masuk kedalam hidung disaring oleh...
4. Udara yang dihembuskan dari paru- paru mengandung gas...
5. Jika ada debu atau kotoran yang masuk melalui hidung kita merasa ingin...
6. Udara yang masuk ke paru- paru mengandung gas...
7. Ketika kamu menghirup udara, rongga dada terasa...
8. Ketika kamu menghembuskan udara, rongga dada terasa...
9. Proses pernafasan terjadi karena adanya perubahan di...
10. Selain menghirup udara dari hidung kita juga dapat menghirup udara menggunakan...

Jawablah pertanyaan dibawah ini dengan benar !

1. Apakah yang disebut dengan proses pernafasan ?
2. Jelaskan masing- masing fungsi dari organ pernafasan pada manusia !
3. Apakah yang dimaksud dengan pernafasan dada dan pernafasan perut ?
4. Apakah fungsi dari bulu hidung pada manusia ?
5. Apakah yang disebut dengan Diafragma ?

APPENDIX 10

QUESTION OF POST TEST CYCLE II

Pilihlah Jawaban Yang Benar !

1. Proses menghirup oksigen dan mengeluarkan karbondioksida disebut ...
 - a. Bernafas
 - b. Pernafasan dada
 - c. Pernafasan perut
 - d. Pernafasan tubuh
2. Yang menghubungkan organ pernafasan antara hidung dan paru- paru adalah...
 - a. Dada
 - b. Kerongkongan
 - c. Tenggorokan
 - d. Paru- paru
3. Cacing tanah bernafas dengan...
 - a. Permukaan kulit
 - b. Insang
 - c. Paru- paru
 - d. Sistem trakea
4. Alat bantu pernafasan pada burung saat terbang adalah...
 - a. Kantong empedu
 - b. Kantong udara
 - c. Permukaan kulit
 - d. Glotis
5. Lubang hidung, mulut, glotis, tenggorokan dan paru- paru merupakan organ pernafasan dari hewan...
 - a. Amphibi
 - b. Cacing
 - c. Reptil
 - d. Serangga
6. Hewan dibawah ini yang bernafas dengan sistem trakea adalah...
 - a. Burung
 - b. Ikan
 - c. Katak
 - d. Belalang
7. Ikan bernafas dengan insang, insang terletak di...
 - a. Bagian sirip ikan
 - b. Bagian kepala ikan
 - c. Bagian tubuh ikan
 - d. Bagian mulut ikan
8. Serangga yang berukuran besar seperti belalang mempunyai alat pernafasan khusus yang disebut...
 - a. Kantong empedu

- b. Paru- paru
c. Kantong hawa
d. Kantong udara
9. Udara yang masuk ketubuh kita mengandung gas...
- a. O_2
b. H_2O
c. CO_2
d. NH_3
10. Sedangkan udara yang dihasilkan dari proses pernafasan dan dihembuskan melalui lubang hidung ri mengandung gas...
- a. O_2
b. H_2O
c. CO_2
d. NH_3
11. Katak bernafas dengan ... dan dibantu permukaan kulit ketika kulit dalam keadaan basah.
- a. Insang
b. Paru- paru
c. Sistem trakea
d. Kantong udara
12. Kera, gajah dan orang utan bernafas dengan...
- a. Perut
b. Sistem trakea
c. Paru- paru
d. Glotis
13. Udara masuk melalui hidung kemudian menuju ... lalu akhirnya masuk kedalam paru- paru.
- a. Tengorokan
b. Kerongkongan
c. Dada
d. Diafragma
14. Paru- paru pada manusia berfungsi untuk...
- a. Tempat keluar masuknya udara pernafasan
b. Organ yang menghubungkan hidung dan tenggorokan
c. Tempat pertukaran udara pernafasan
d. Organ pencernaan
15. Paus dan lumba- lumba bernafas dengan...
- a. Sistem trakea
b. Glotis
c. Insang
d. Paru- paru

Jawablah pertanyaan dibawah ini dengan jawaban yang singkat dan jelas !

16. Seorang pasien mengalami gejala- gejala berikut : batuk berdahak kadang bercampur darah, dada terasa sakit, demam, dan tubuh tampak kurus. Kemungkinan pasien itu menderita penyakit...
17. Saat batuk atau bersin kita sebaiknya menutup dengan tangan atau sapu tangan. Hal ini bertujuan agar...
18. Debu atau kotoran yang masuk kedalam hidung disaring oleh...
19. Letaknya dibagian kepala ikan, bentuknya menyerupai sisir, berwarna merah merupakan ciri- ciri...
20. Gangguan alat pernafasan yang disebabkan oleh alergi yaitu...
21. Penyakit radang paru- paru yang disebabkan oleh bakteri, virus dan jamur disebut...
22. Radang selaput lendir dihidung yang disebabkan oleh virus adalah...
23. Penyakit asma menyerang saluran...
24. Cacing lebih suka tinggal ditempat lembab karena...
25. Hidung, mulut, glotis, tenggorokan dan paru- paru merupakan organ pernafasan dari hewan..

Jawablah pertanyaan dibawah ini dengan benar !

26. Apakah yang dimaksud dengan proses pernafasan ?
27. Sebutkan 3 gangguan pada alat pernafasan manusia dan sebabnya !
28. Sebutkan alat pernafasan hewan dibawah ini :
 - a. Ikan
 - b. Paus
 - c. Burung
 - d. Cacing
 - e. Katak
 - f. Nyamuk
 - g. Kura- kura
29. Mengapa cacing lebih suka tinggal ditempat yang lembab dan berair ?
30. Tulislah 3 usaha pencegahan agar tubuh tidak terserang gangguan pernafasan ?

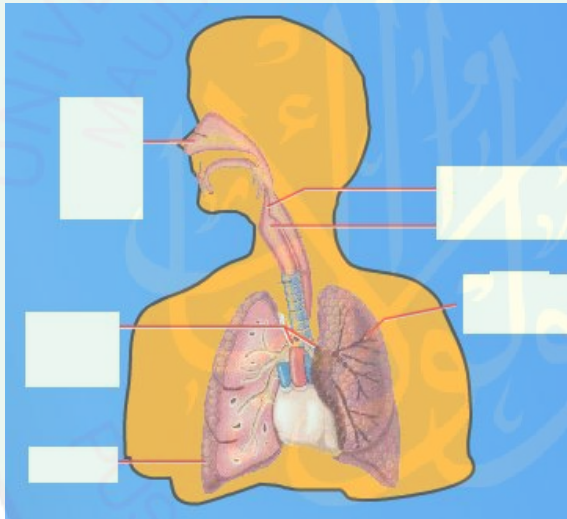
APPENDIX 11

EXERCISE I

Nama :

Beri tanda silang (x) pada pertanyaan di bawah ini dengan benar !

1. Saluran pernafasan manusia yang benar adalah ...
 - a. Hidung → kerongkongan → paru- paru
 - b. Hidung → tenggorokan → paru- paru
 - c. Hidung → paru- paru → tenggorokan
 - d. Hidung → tenggorokan → kerongkongan
- 2.



- Pada gambar diatas yang ditunjukkan dengan huruf b adalah ...
- a. Bronkus
 - b. Paru- paru
 - c. Hidung
 - d. Laring
3. Yang ditunjukkan dengan huruf c adalah ...
 - a. Bronkus
 - b. Paru- paru
 - c. Hidung
 - d. Laring
 4. Pada waktu bernafas kita menghirup dan mengeluarkan
 - a. Menghirup karbondioksida dan mengeluarkan oksigen
 - b. Menghirup uap air dan mengeluarkan karbondioksida
 - c. Menghirup oksigen dan mengeluarkan karbondioksida
 - d. Menghirup oksigen dan mengeluarkan oksigen
 5. Gangguan alat pernafasan yang biasanya disebabkan oleh alergi yaitu ...
 - a. Influenza
 - b. TBC
 - c. Pneumonia
 - d. Asma

APPENDIX 12**EXERCISE II**

Nama :

Jawablah pertanyaan di bawah ini dengan singkat dan benar !

1. Debu atau kotoran yang ada dalam udara yang kita hirup disaring oleh ...
2. Udara yang dihembuskan keluar paru- paru mengandung gas ...
3. Seorang pasien mengalami gejala- gejala berikut: batuk berdarah (kadang bercampur darah), dada terasa sakit, demam, dan tubuh tampak kurus. Kemungkinan pasien itu menderita penyakit ...
4. Saat bersin atau batuk, sebaiknya kita menutup hidung dan mulut dengan tangan atau sapu tangan. Hal ini bertujuan untuk...
5. Cacing lebih suka tinggal di tempat lembab dan berair karena ...
6. Alat bantu pernafasan burung saat terbang adalah ...
7. Ikan mengambil udara yang terlarut dalam air dengan alat pernafasan yang disebut...
8. Alat pernafasan serangga adalah sistem ...
9. Paus, lumba- lumba, gajah, anjing bernafas dengan ...
10. Hewan yang bernafas dengan permukaan kulitnya adalah ...



Selamat mengerjakan, semoga sukses

APPENDIX 13 (Students Value on Pre Test)

No.	Name	Score
1.	Afifatul Amalia	55
2.	Aida Nur Sabrina	55
3.	Aini Rohma Aziza	68
4.	Amalia Bidayatus Shofa	68
5.	Amiratul Kayyisah	75
6.	Aromia Anjasa	62
7.	Atiyah Nur Kamilah	55
8.	Choirun Nisa' Asyahidah	68
9.	Cholifatul Auliya	55
10.	Faradiba Nadiya RAhma	68
11.	Fatimatuz Zahro	75
12.	Maulidiyah Ilmi	68
13.	Hulwa Hanina	75
14.	Ibtisam Mansur Haptur	88
15.	Ilma Maulidiyatul Zanah	88
16.	Indah Choirun Nisa	48
17.	Islahnia Gadis Achadina	75
18.	Jihan Shafa Salsabila	75
19.	Khoirun Nisa'	55
20.	Lailatus Sholihah	95
21.	Lutfiatul Jannah	28

22.	Miftahul Jannah	42
23.	Mirna Puspita Sari	28
24.	Nabila Izza Safira	42
25.	Nafisa Zafiratul Jannah	75
26.	Nur Aini	48
27.	Nur Aini Safira	55
28.	Nur Mufida	88
29.	Rizqi Amalia	62
30.	Romziyah Zakiyah Finhar	55
31.	Safira Cahya Camilla	42
32.	Safira Rahmadia	82
33.	Salma Hambasy	100
34.	Salwa Hamid	62
35.	Samiha Ummar Al Haddad	48
36.	Sirru Nadhiro Mumtazah	55
37.	Warda Abidin	68
38.	Wildanum Mukholadhun	42
39.	Zaina Al Habsy	42
40.	Siti Fatimah	75

Tabel 8.1

APPENDIX 14 (Students Value on Post Test Cycle I)

No.	Name	Score
1.	Afifatul Amalia	60
2.	Aida Nur Sabrina	55
3.	Aini Rohma Aziza	73
4.	Amalia Bidayatus Shofa	80
5.	Amiratul Kayyisah	84
6.	Aromia Anjasa	71
7.	Atiyah Nur Kamilah	77
8.	Choirun Nisa' Asyahidah	82
9.	Cholifatul Auliya	62
10.	Faradiba Nadiya RAhma	71
11.	Fatimatuz Zahro	88
12.	Maulidiyah Ilmi	60
13.	Hulwa Hanina	80
14.	Ibtisam Mansur Habtur	80
15.	Ilma Maulidiyatul Zanah	86
16.	Indah Choirun Nisa	53
17.	Islahnia Gadis Achadina	70
18.	Jihan Shafa Salsabila	88
19.	Khoirun Nisa'	71
20.	Lailatus Sholihah	97
21.	Lutfiatul Jannah	66

22.	Miftahul Jannah	68
23.	Mirna Puspita Sari	55
24.	Nabila Izza Safira	53
25.	Nafisa Zafiratul Jannah	75
26.	Nur Aini	55
27.	Nur Aini Safira	55
28.	Nur Mufida	95
29.	Rizqi Amalia	82
30.	Romziyah Zakiyah Finhar	80
31.	Safira Cahya Camilla	84
32.	Safira Rahmadia	73
33.	Salma Hambasy	95
34.	Salwa Hamid	60
35.	Samiha Ummar Al Haddad	60
36.	Sirru Nadhiro Mumtazah	55
37.	Warda Abidin	77
38.	Wildanum Mukholadhun	77
39.	Zaina Al Habsy	60
40.	Siti Fatimah	80

Tabel 8.2

APPENDIX 15 (Students Value on Post Test Cycle II)

No.	Name	Score
1.	Afifatul Amalia	77
2.	Aida Nur Sabrina	80
3.	Aini Rohma Aziza	75
4.	Amalia Bidayatus Shofa	80
5.	Amiratul Kayyisah	85
6.	Aromia Anjasa	75
7.	Atiyah Nur Kamilah	80
8.	Choirun Nisa' Asyahidah	85
9.	Cholifatul Auliya	70
10.	Faradiba Nadiya RAhma	75
11.	Fatimatuz Zahro	100
12.	Maulidiyah Ilmi	75
13.	Hulwa Hanina	85
14.	Ibtisam Mansur Habtur	85
15.	Ilma Maulidiyatul Zanah	90
16.	Indah Choirun Nisa	70
17.	Islahnia Gadis Achadina	70
18.	Jihan Shafa Salsabila	90
19.	Khoirun Nisa'	75
20.	Lailatus Sholihah	100
21.	Lutfiatul Jannah	75

22.	Miftahul Jannah	75
23.	Mirna Puspita Sari	75
24.	Nabila Izza Safira	70
25.	Nafisa Zafiratul Jannah	80
26.	Nur Aini	70
27.	Nur Aini Safira	75
28.	Nur Mufida	100
29.	Rizqi Amalia	90
30.	Romziyah Zakiyah Finhar	90
31.	Safira Cahya Camilla	90
32.	Safira Rahmadia	80
33.	Salma Hambasy	100
34.	Salwa Hamid	75
35.	Samiha Ummar Al Haddad	80
36.	Sirru Nadhiro Mumtazah	70
37.	Warda Abidin	80
38.	Wildanum Mukholadhun	80
39.	Zaina Al Habsy	75
40.	Siti Fatimah	90

Tabel 8.3

APPENDIX 16

MAIN RESPONDENT OF INTERVIEW

Name of Person	Position
Khusnul Hidayah S.Pd	Natural Science Teacher For 5 th Garde At MI Terpadu Attaraqqie Malang
Mirna Puspita Sari	Student 5 th Grade At MI Terpadu Attaraqqie Malang
Warda Abidin	Student 5 th Grade At MI Terpadu Attaraqqie Malang
Rizqi Amalia	Student 5 th Grade At MI Terpadu Attaraqqie Malang

Tabel 8.4

APPENDIX 17

INTERVIEW GUIDE

Interview to the Natural Science Teacher

1. Bagaimanakah karakteristik siswa kelas 5 di MI Terpadu Attaraqqie Malang ?
2. Metode apa yang biasanya diterapkan dalam pembelajaran IPA ?
3. Bagaimanakah prestasi siswa kelas 5 pada pembelajaran IPA ?
4. Kesulitan apa sajakah yang dialami dalam proses pembelajaran IPA materi alat pernafasan manusia dan hewan ?
5. Bagaimana upaya yang sebaiknya diterapkan dalam proses pembelajaran IPA materi alat pernafasan manusia dan hewan agar pembelajaran menjadi lebih efektif dan efisien ?

Jawaban

1. Siswa kelas 5 ini merupakan kelas yang kategorinya kelas besar jadi dalam pelaksanaan pembelajaran kurang begitu efektif. Selain jumlah siswanya yang banyak sekitar 40 siswa dalam satu kelas juga kondisi kelas yang kurang begitu luas jadi ya begitu mbak kadang anak- anak rame kadang juga tidak.
2. Biasanya saya mengajar IPA pakai buku dari sekolah itu ya biasanya saya menerangkan didepan kelas dan anak- anak diam mendengarkan.
3. Anak- anak kadang ya banyak yang nilainya dibawah KKM tapi kadang juga banyak yang nilainya diatas KKM tergantung materinya mbak.

4. Biasanya kalau menerangkan tentang alat pernafasan manusia dan hewan anak- anak banyak pertanyaan tentang proses terjadinya pernafasan, kadang mereka juga masih bingung tentang materi meskipun saya sudah menjelaskan ulang didepan kelas.
5. Sebaiknya akan lebih baik lagi jika belajarnya sambil lihat gambar mbak atau video biar anak- anak lebih semangat dan bisa melihat langsung materi yang diajarkan.

Interview to the Student

1. Metode apakah yang biasanya diterapkan pada pembelajaran IPA ?
2. Apakah kalian senang belajar sambil melihat gambar dan melihat simulasinya ?
3. Apakah kalian senang belajar sambil bermain game ?
4. Lebih suka belajar dengan mendengarkan penjelasan dengan ceramah dari guru atau belajar dengan multimedia interaktif sambil bermain game ?
5. Bagaimanakah perasaan kalian setelah mengikuti pembelajaran dengan menggunakan multimedia interaktif ?

Jawaban

1. Mirna dan Warda : “Biasanya diterangkan didepan kelas bu sama bu guru”
Rizqi : “Iya bu..”
2. Mirna, Warda dan Rizqi : “Senang bu jadi lebih semangat dan tidak mengantuk”
3. Warda : “Senang bu karena kalau menang nanti dapat hadiah”
Mirna : “Saya tidak senang bu karena saya kalah jadi gak dapat hadiah”

Rizqi : “Iya,, saya juga tidak dapat”

4. Mirna, Warda dan Rizqi : “ ya belajar pakai multimedia interaktif sambil bermain game bu karena bisa lihat gambar dan penjelasannya juga”
5. Warda dan Rizqi : “Senang Bu,”

Mirna : “Besok kesini lagi ya bu..”



APPENDIX 18

STUDENTS QUESTIONNAIRE

**MENGAMATI RESPON SISWA DALAM MENERIMA MATERI ALAT
PERNAFASAN DENGAN PEMBELAJARAN MULTIMEDIA
INTERAKTIF**

NO.	ASPEK YANG DIAMATI	SKOR				
		5	4	3	2	1
1.	Critical thinking Saya bersemangat menerima pelajaran karena ini merupakan hal baru bagi saya yaitu belajar dengan multimedia interaktif (pembelajaran berbasis komputer) dan Rasa antusiasme dan rasa ingin tahu saya tinggi tentang pelajaran yang akan di sajikan, hal tersebut membuat saya aktif dalam setiap kegiatan pembelajaran.					
2.	Conducting evaluation Saya senang belajar dengan multimedia interaktif (pembelajaran berbasis komputer) karena saya bisa melihat simulasi sistem pernafasan dan jenis – jenis pernafasan secara langsung, karena selama ini hanya bisa melihat gambar dari buku dan mendengarkan penjelasan guru. Hal tersebut membuat saya semakin paham tentang materi pernafasan manusia dan hewan sehingga bisa mengerjakan soal- soal dengan mudah					

3.	Providing solution Saya merasa nyaman (tidak tertekan) dan menikmati pembelajaran Saya mengikuti dengan senang hati setiap tahap dalam proses pembelajaran Semangat dan motivasi belajar saya semakin bertambah dengan pembelajaran multimedia interaktif (pembelajaran berbasis komputer). Hal tersebut memudahkan saya dalam menemukan solusi dari permasalahan pembelajaran					
4.	Giving arguments Saya lebih mudah memahami pelajaran dengan pembelajaran multimedia interaktif (pembelajaran berbasis komputer) ini Selain mudah memahami saya juga senang karena saya tidak ragu untuk bertanya tentang hal – hal yang belum saya pahami atau menjawab pertanyaan dari teman, Saya lebih senang belajar dengan pembelajaran multimedia interaktif (pembelajaran berbasis komputer) dari pada dengan ceramah					

Tabel 8.5

Keterangan

- 5 : Sangat Baik**
4 : Baik
3 : Cukup
2 : Kurang
1 : Sangat Kurang

APPENDIX 19

DOCUMENTATION

DOCUMENTATION OF SCHOOL



Picture 8.1

DOCUMENTATION OF CLASS



Picture 8.2

DOCUMENTATION OF LEARNING ACTIVITIES



DOCUMENTATION OF LEARNING ACTIVITIES

DOCUMENTATION OF LEARNING ACTIVITIES

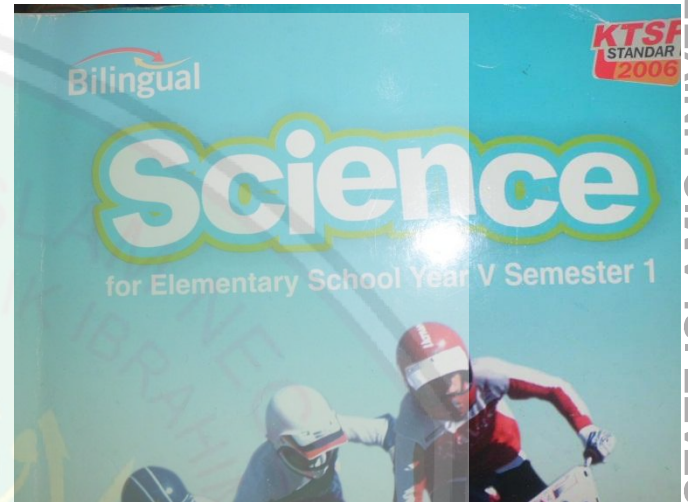


Picture 8.3

DOCUMENTATION OF LEARNING MEDIA



DOCUMENTATION OF LEARNING MEDIA



DOCUMENTATION OF LEARNING MEDIA



Picture 8.4

DOCUMENTATION OF INTERVIEW**Picture 8.5**

APPENDIX 20



**MINISTRY OF RELIGION
ISLAMIC STATE UNIVERSITY
MAULANA MALIK IBRAHIM MALANG
FACULTY OF TARBIYAH**

Gajayana street, No. 50 Phone (0341) 552398 Fax (0341) 552398

Website: www.tarbiyah.uin-malang.co.id

THE EVIDENCE OF CONSULTATION

Name : Giska Enny Fauziah

Student ID : 09140037

Faculty /Department : Tarbiyah/ Primary School Teacher Education

Advisor : Dr. H. Nur Ali, M.Pd

Thesis Title : **Improving Learning Motivation through Interactive Multimedia for Natural Science for 5th Grade Students at MI Terpadu Attaraqqie Malang**

No	Date	Material of Consultation	Signature of Advisor	
1.	October, 19 th 2012	Consult Chapter I, II, III	1.	
2.	November, 14 th 2012	Revision Chapter I, II, III		2.
3.	December 20 th 2012	Grammar Revision and Add English Literature	3.	
4.	December 27 th 2012	ACC Chapter I, II, III		4.
5.	March 16 th 2013	Consult Chapter I, II, III, IV	5.	
6.	March 18 th 2013	Consult Chapter V, VI		6.
7.	March 19 th 2013	ACC Chapter I- IV	7.	
8.	March, 27 th 2013	Consult Abstract and Chapter I- VI		8.
9.	March, 28 th 2013	ACC All	9.	

Malang, April 10th 2013

Regarded,
Dean of Faculty of Tarbiyah

Dr.H. M. Zainuddin, M.A
NIP. 19620507199503100

APPENDIX 21

CURRICULUM VITAE

Name : Giska Enny Fauziah

Student Identity Number (NIM) : 09140037

Fac./ Dept./ Program of Study : Tarbiya Faculty / Primary School Teacher Education

Year of Entrance : 2009

Address : Jenar- Ngepung- Patianrowo- Nganjuk

Telephone Number : 087858775097

Place of Birth : Nganjuk

Date of Birth : October, 31st1991\

Formal Education Background :

- SDN Ngepung II Patianrowo Nganjuk (1997- 2003)
- MtsN Termas Baron Nagnjuk (2003- 2006)
- SMAN 1 Kertosono Nganjuk (2006- 2009)
- UIN Maulana Malik Ibrahim Malang (2009- 2013)

Non Formal Education Background :

- English Course FEC Patianrowo Nganjuk (2003- 2006)
- English Course Holiday Program in Nano Training Provider Pare (Juli 2010)
- English Course Holiday Program in Kresna Pare (Juli 2011)
- Computer Course (2006- 2009)

Organizations

:

- OSIS MTsN Termas Baron Nganjuk (2004- 2005)
- The member of Pramuka MTsN Termas Baron (2004- 2005)
- The member of Sie Kerohanian Islam (SKI) SMAN 1 Kertosono Nganjuk (2006- 2009)
- The member of (Himpunan Mahasiswa Jurusan) HMJ PGMI UIN Malang (2010- 2011)

Achievement

:

- The best students in 1st until 6th grade in SDN Ngepung II Patianrowo Nganjuk
- The best reading poem primary students degree in Patianrowo Nganjuk
- The best 3rd reading islamic poem primary students degree in Patianrowo Nganjuk
- The best students in the 1st grade at MTsN Termas Baron Nganjuk
- The best students in the 3rd grade at MTsN Termas Baron Nganjuk
- The best 5th reading poem senior high school degree in Nganjuk
- The speaker on Debate Competition in UIN MALIKI Malang

Malang, April 10th 2013

Giska Enny Fauziah

APPENDIX 22
STUDENT PROFILE



Name : Giska Enny Fauziah
Student Identity Number (NIM) : 09140037
Fac./ Dept./ Program of Study : Tarbiya Faculty / Primary School Teacher Education
Year of Entrance : 2009
Address : Jenar- Ngepung- Patianrowo- Nganjuk
Telephone Number : 087858775097- 085730316134

Malang, April 10th 2013

Student

(Giska Enny Fauziah)