THE DEVELOPMENT OF THEMATIC INTEGRATIVE
LEARNING MEDIA USING ADOBE FLASH CS4 FOR 1st
GRADE OF STATE ISLAMIC ELEMENTARY SCHOOL

MALANG 2

SKRIPSI

By: M. NAJIB ANSHORI NIM 10140028



TEACHER EDUCATION OF ISLAMIC ELEMENTARY
SCHOOL DEPARTEMENT

FACULTY OF TARBIYAH AND TEACHING SCIENCES
STATE ISLAMIC UNIVERSITY MAULANA MALIK
IBRAHIM OF MALANG
July, 2014

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MALANG 2

SKRIPSI

Submitted to Tarbiyah and Teaching Sciences Faculty of Maulana Malik Ibrahim State Islamic University (UIN) of Malang in partial Fulfillment of the Requirement to Obtain a Bachelor Degree of Islamic Elementary School Teacher Education (S.PdI)

> By: M. NAJIB ANSHORI NIM 10140028



SCHOOL DEPARTEMENT FACULTY OF TARBIYAH AND TEACHING SCIENCES STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM OF MALANG

July, 2014

DEDICATION SHEET

Thank You to the People Who Have Always Gives Me the Spirit

My Late Father and My Mother

And Thanks for All of My Family and My Friends that Could

Not Mention One by One

MOTTO

آدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكَمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِ وَجَدِلْهُم بِٱلَّتِي الْحَسَنُ إِنَّ رَبَّكَ هُو أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِ وَهُو أَعْلَمُ الْمَهْ عَن سَبِيلِهِ وَهُو أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِ وَهُو أَعْلَمُ اللهُ ال

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided."

(An-Nahl 125)

Dr. H. Nur Ali, M.Pd

Lecture of Tarbiyah and Teaching Sciences Faculty

State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter

: Skripsi of M. Najib Anshori, 2nd July, 2014

Appendicess: 4 (Four) Exemplar

Dear,

Dean of Tarbiyah and Teaching Sciences Faculty

State Islamic University Maulana Malik Ibrahim of Malang

At

Malang

Assalamualaikum Wr. Wb.

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

Name

: M. Najib Anshori

NIM

: 10140028

Program

: Teacher Education of Islamic Elementary School

Title of Thesis

: The Development of Thematic Integrative Learning

Media Using Adobe Flash Cs4 for 1st Grade of State

Islamic Elementary School Malang 2.

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

So, please tolerate presence.

Wassalamualaikum Wr. Wb.

Dr. H. Nur Ali, M.Pd

APPROVAL SHEET

THE DEVELOPMENT OF THEMATIC INTEGRATIVE LEARNING MEDIA USING ADOBE FLASH CS4 FOR 1st GRADE OF STATE ISLAMIC ELEMENTARY SCHOOL MALANG 2

THESIS

By:

M. NAJIB ANSHORI NIM 10140028

Approved by,

Advisor:

<u>Dr. H. Nur Ali M, Pd.</u> NIP: 19650403 199803 1 002

Acknowledged by,

The Head of

Teacher Education of Islamic Elementary School Department

<u>Dr. Muhammad Walid, MA</u> NIP: 197308232000031002

LEGITIMATION SHEET

THE DEVELOPMENT OF THEMATIC INTEGRATIVE LEARNING MEDIA USING ADOBE FLASH CS4 FOR 1ST GRADE OF STATE ISLAMIC ELEMENTARY SCHOOL MALANG 2

THESIS

Prepared and compiled by
M. Najib Anshori (10140028)
Has been defended in front of the board of examiners on
July 17th, 2014 and has been stated
PASSED

And has been approved by the board of examiners as the requirement to earn an undergraduate Bachelor of Islamic Primary School Teacher Education (S.Pd.I.)

The Board of Examiners

Chairman,

Dr. Muhammad Walid, MA NIP: 197308232000031002

Secretary of the hearing, Dr. H. Nur Ali, M.Pd. NIP. 196504031998031002

Advisor, Dr. H. Nur Ali, M.Pd. NIP. 196504031998031002

Main Examiner, Dra. Hj. Siti Annijat M., M.Pd NIP: 19570927 198203 2 001 Signature

Legitimate,

Dean of Tarbiyah and Teaching Sciences Faculty of UIN Maliki Malang

<u>Dr. H. Nur Ali, M.Pd</u> NIP 1965040 1998031002

CERTIFICATE OF THESIS AUTHORSHIP

I certify that this thesis I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.PdI) entitled *The Development of Thematic Integrative Learning Media Using Adobe Flash Cs4 for 1st Grade of State Islamic Elementary School Malang 2* is truly my original work. It does not incorperate any materials previously writen of published by another person, except those indicated in quotations and bibliography. Due to fact, I am only person who responsible for the thesis if there is any objection or claim from others.

Malang, 17th July, 2014



M. Najib Anshori

ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

All praise due to Allah, the Cheriser and Sustainer of all the worlds. There is neither might nor power but with Allah the Great, the Exalted. With only His Grace and Guidence, this thesis entitled "The Development of Thematic Integrative Learning Media Using Adobe Flash CS4 for 1st Grade of State Islamic Elementary School Malang 2" could be completed, and also with His benevolence and love, peace and tranquility of the soul. Peace is upon the Prophet Muhammad (SAW) who had brought us from darkness into the light, in this life. May we be together with those who believe and receive intercession from Him in the Day of Judgment. Amin.

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Hopefully, by imparting what has been learned during the course of study in Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang. It will benefit all readers and the author himself.

Realizing the fact that error and weakness is impartial to being human, and that is thesis is still far from perfection, the author appreciates constructivism and suggestions for the improvement and betterment of this thesis.

Malang, 17th July 2014
Author,

M. Najib Anshori NIM 10140028

TRANSLATION GUIDELINES OF ARAB LATIN

Writing Arabic-Latin transliteration in this thesis using transliteration guidelines based on the joint decision of the Minister of Religious Affairs and Ministry of Education and Culture, no. 158 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

A. Alfabeth

B. Long Vocal

Vocal (a) long = /a/ Vocal (i) long = /i/ Vocal (u) long = /u/

C. Diphthong Vocal

au = او اي = اي او = /u/ = /i/

LIST OF TABLES

Table 1.1	List of Previous Research		
Table 3.1	Qualification Degree Based on Percentage		
Table 4.1	Validation Results of Thematic Integrative Learning Media		
	Content of Curriculum 2013 Expert		
Table 4.2	Validity Result of Matter expert		
Table 4.3	Validation Results of Thematic Integrative Learning Media		
	Design of Curriculum 2013 Expert		
Table 4.4	Frequency Distribution Level Thematic validity Integrative of		
	Media Design Expert		
Table 4.5	Validation Results of Thematic Integrative Learning Media		
	Design of Curriculum 2013 by Class Teacher of 1st Grade C,		
	State Islamic Elementary School Malang		
Table 4.6	Frequency Distribution by Master Level Instructor validity		
	Thematic Integrative Class IC		
Table 4.7	Assessment Questionnaire IC Grade Students of Integrative		
	Learning Media Thematic Large Group		
Table 4.8	Assessment Questionnaire IC Grade Students against Integrative		
	Learning Media Thematic Small Group		
Table 4.9	Assessment Questionnaire IC Grade Students of Integrative		
	Learning Media Thematic Individual Group		
Table 4.10	Large Group Questionnaire Data		
Table 4.11	Small Group Questionnaire Data		
Table 4.12	Individual Group Questionnaire Data		
Table 4.13	Score of students IC		
Table 5.1	Validity Criteria Subjects		
Table 5.2	Questionnaire Data Result of Large Group146		
Table 5.3	Questionnaire Data Result of Small Group147		
Table 5.4	Questionnaire Data Result of Small Group148		
Table 5.5	Statistics Result on Pre-test and Post-test of Students		

LIST OF PICTURE

Picture 2.1 Snapshot Worksheet Adobe Flash CS 4	47
Picture 2.2 Snapshot of Main Components Adobe Flash CS 4	48
Picture 2.3 Snapshot Toolbox Adobe Flash CS 4	49
Picture 2.4 Library Snapshot Adobe Flash CS 4	51
Picture 2.5 Library Snapshot Adobe Flash CS 4	52
Picture 3.1 Development Concept of Dick & Carey	55
Picture 3.2 Development Concept of Dick & Carey Step 1	56
Picture 3.3 Development Concept of Dick & Carey Step 2	61
Picture 3.4 Development Concept of Dick & Carey Step 3	70
Picture 3.5 Development Concept of Dick & Carey Step 4	71
Picture 3.6 Development Concept of Dick & Carey Step 5	72
Picture 3.7 Development Concept of Dick & Carey Step 6	73
Picture 3.8 Development Concept of Dick & Carey Step 7	74
Picture 3.9 Development Concept of Dick & Carey Step 8	75
Picture 3.10 Development Concept of Dick & Carey Step 9	
Picture 4.1 Snapshot of Program Setup	89
Picture 4.2 Snapshot of Auto play	90
Picture 4.3 Snapshot of Auto play	90
Picture 4.4 Snapshot of Auto play	91
Picture 4.5 Snapshot of Mind Map	92
Picture 4.6 Snapshot of Opening Learning Media	92
Picture 4.7 Snapshot of Adobe Flash CS4	93
Picture 4.8 Snapshot of Adobe Flash CS4	94
Picture 4.9 Snapshot of Adobe Flash CS4	
Picture 4.10 Snapshot of Adobe Flash CS4	94
Picture 4.11 Snapshot of Adobe Flash CS4	
Picture 4.12 Snapshot of Main Menu Media	97
Picture 4.13 Snapshot of Help	103
Picture 4.14 Snapshot of Mind Map	
Picture 4.15 Snapshot of Core Competence	
Picture 4.16 Snapshot of Quiz Menu	
•	106

Picture 4.18 Snapshot of Kompetensi Dasar dan Indicator	106
Picture 4.19 Snapshot of Lesson Menu	107
Picture 4.20 Snapshot of Learning Material Page; Indicator	107
Picture 4.21 Snapshot of Learning Material Page; Explanation	108
Picture 4.22 Snapshot of Adobe Audition	109
Picture 4.23 Snapshot of Adobe Audition	109
Picture 4.24 Snapshot of Adobe Audition	110
Picture 4.25 Snapshot of Learning Material Page; Videos	111
Picture 4.26 Snapshot of Adobe Flash	112
Picture 4.27 Snapshot of Adobe Flash	112
Picture 4.28 Snapshot of Adobe Flash	112
Picture 4.29 Revised Product Image; Indicator	120
Picture 4.30 Revised Product Image; Flooding Video	120
Picture 4.31 Revised product image; Main Menu	125
Picture 4.32 Revised product image; Petunjuk	125
Picture 4.33 Revised product image; Next Button	126
Picture 4.34 Revised Product Image; Numbering Practicum Sequences	126
Picture 4.35 Revised Product Image; Narration of Gempa Bumi	127
Picture 4.36 Revised Product Image; Quiz	127
Picture 4.37 Revised Product Image; Indicator	131

TABLE OF CONTENTS

COVER PAGE	
TITLE PAGE	
DEDICATION SHEET	I
MOTTO	II
ADVISOR OFFICIAL NOTE	III
APPROVAL SHEET	IV
LEGITIMATION SHEET	V
CERTIFICATE OF THESIS AUTHORSHIP	VI
AKNOWLEDGMENT	VII
TRANSLATION GUIDELINES	IX
LIST OF TABLES	X
LIST OF PICTURES	XI
TABLE OF CONTENTS	XII
ABSTRACT	XVII
CHAPTER I	
A. Backgrounds of Study	1
B. Problem Formulation	13
B. Problem Formulation C. Research	
	13
C. Research	13
C. Research D. Benefits of Research E. Previous Research	13 14
C. Research D. Benefits of Research	13 14 16
C. Research D. Benefits of Research E. Previous Research F. Product Specifications are Expected	13141619
C. Research D. Benefits of Research E. Previous Research F. Product Specifications are Expected 1. Theme	13161919

I. Definition of Terms	23
1. Developments	23
2. Thematic	24
3. Thematic Learning	24
4. Adobe Flash CS 4	25
J. Systematic of Writing	25
CHAPTER II	
A. Study of Literatures	28
1. Model of Learning	28
2. Teaching and Learning to Islamic Perspective	30
3. Basic Concepts Thematic Learning Model	33
4. Thematic Integrative Learning Characteristics	34
5. Definition of Learning Media	35
6. Characteristics of Learning Media	37
7. Learning Media Function	40
8. Benefits of Using Instructional Media	41
9. Adobe Flash CS 4	44
10. Preview Adobe Flash CS 4	47
CHAPTER III	
A. Development Method	54
1. Design Development	54
2. Development Procedure	
3. Teaching Material Trial Products	76
4. Data Type	78
5. Data Collection Instrument	79
6. Data Analysis Techniques	81

CHAPTER IV

A. Description of Thematic Learning Media Development	86
B. Validation Result of Thematic Integrative Learning Media	
Product of Curriculum 2013 for 1st Grade Elementary School	
Development	113
1. Validation Results of Matter Expert Learning Media Content	113
Validation Results Learning Media Design Expert	121
3. Results of Validation Master Integrative Learning Thematic	
Class I	128
4. Rate Validity Assessment by Thematic Learning Media of	
Students of 1st C Grade	132
C. Effectiveness by Field Trial Results on the Use of Thematic	
Integrative Learning Media	137
CHAPTER V	
A. Description of Results Analysis Thematic Integrative Learning	
Media Development	139
B. Analysis Validation Media Development Thematic Learning	10)
Integrative Curriculum of 2013	141
Analysis Data Validation Results Thematic Learning Media	••
Content Experts Integrative Curriculum 2013	142
2. Analysis Data Validation Results Thematic Learning Media	
Design Expert Integrative Curriculum 2013	143
3. Results Data Analysis Validation Master Instructor Integrative	
Thematic Curriculum 2013	144
4. Analysis Data Validation Results of IC Grade Students of MIN	
Malang 2 on Integrative Learning Media Thematic Curriculum	
2013	145
5. Analysis of the Effectiveness of using Thematic Integrative	
Learning Media of Curriculum 2013	149

CHAPTER VI

A. Conclusion Results of Development	154
B. Suggestion	155
LIST OF REFERENCES	XVIII
APPENDICES	XIX



ABSTRAK

Anshori, Najib. 2014. *The Development of Thematic Integrative Learning Media Using Adobe Flash Cs4 For 1st Grade of State Islamic Elementary School Malang* 2. Skripsi, Program Study Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Nur Ali, M. Pd

Kata Kunci: Development, Learning Media, Adobe Flash CS4, Thematic Integrative Learning, Subtheme of Natural Disaster.

Pengembangan media pembelajaran tematik integrative subtema bencana alam untuk kelas 1 MIN Malang 2 didasarkan pada kebutuhan bahwa diperlukannya media pembelajaran tematik integrative yang dapat memenuhi kebutuhan media pembelajaran untuk membantu proses pembelajaran di kelas. Penelitian pengembangan ini dimaksudkan untuk memenuhi tersedianya media pembelajaran yang dapat membantu meningkatkan efetifitas pembelajaran tematik integratif kelas I MIN Malang 2 yang dijadikan sebagai sasaran uji coba media pembelajaran.

Tujuan penelitian dan pengembangan ini adalah menghasilkan media pembelajaran tematik integrative subtema bencana alam kelas 1 sebagai media pembelajaran siswa dan guru yang dikembangkan menggunakan program animasi Adobe Flash CS4, untuk mengetahui tingkat validitas media pembelajaran tematik integrative ini melalui proses validasi ahli dan uji pretest dan posttest pada siswa kelas 1 MIN Malang 2.

Untuk mencapai tujuan itu, penelitian ini menggunakan metode Penelitian dan Pengembangan yang diadaptasi dari model pengembangan Walter Dick and Lou Carey (1990), terdapat sepuluh tahapan desain pembelajaran. Uji validitas media pembelajaran ini adalah satu ahli isi tematik, satu ahli desain media pembelajaran, dan satu guru kelas pengajar tematik integrative kurikulum 2013. Untuk memperkuat hasil hasil uji validitas dilakukan uji pre-test dan post-test pada 28 siswa kelas I MIN Malang 2. Metode pengumpulan data dengan mengguanakan angket dan wawancara. Analisis data yang digunakan adalah analisis isi, deskriptif dan uji T.

Hasil penilaian para validator yaitu ahli isi sebesar 80%, ahli desain 85%, guru pengajar kelas 1 tematik integrative 85%, siswa kelas I pada kelompok besar 88%, kelompok kecil 99.3%, dan individu 96% dengan poin keseluruhan berkualifikasi valid. Sedangkan hasil belajar yang diukur melalui pre-test dan post-test terdapat peningkatan hasil belajar yang mencapai 9%. Secara keseluruhan dapat disimpulkan bahwa media pembelajaran tematik integrative yang dikembangkam termasuk dalam kualifikasi baik sehingga layak digunakan dalam pembelajaran tematik integrative kurikulum 2013 kelas I SD/MI.

Penelitian pengembangan ini terbatas pada subtema Bencana Alam, oleh sebab itu perlu adanya pengembangan pada subtema yang lain pada pembelajaran tematik integrative kurikulum 2013. Sehingga disarankan kepada guru pengajar tematik integrative maupun pengembang yang lain untuk mencoba mengembangkan media pembelajaran tematik integrative yang lebih menarik dan efektif untuk dijadikan media pembelajaran bagi guru dan siswa dalam mendukung proses pembelajaran tematik integrative kurikulum 2013 di kelas.

ABSTRAK

Anshori, Najib. 2014. The Development of Thematic Integrative Learning Media Using Adobe Flash Cs4 for 1st Grade of State Islamic Elementary School Malang 2. Skripsi, Teacher Education of Islamic Elementary School Department, Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang. Advisor: Dr. H. Nur Ali, M. Pd

Keyword: Development, Learning Media, Adobe Flash CS4, Thematic Integrative Learning, Subtheme of Natural Disaster.

Development of thematic integrative learning media Subtheme of natural disasters for 1st Grade of MIN Malang 2 is based on the needs of the teachers that need for integrative thematic learning media that can fulfill the needs of media that can help learning process in the classroom. The research and development is intended to meet the availability of media that can improve the effectiveness of thematic integrative learning process on 1st grade elementary school.

The purpose of this study is to produce thematic integrative learning media with subtheme of Natural Disasters for 1st grade of elementary school that can be used as a learning media of students and teachers, this media was developed using Adobe Flash CS4 animation program, to determine the validity of the thematic integrative learning media natural disasters through an expert validation and pretest and posttest by giving test to students of 1st grade State Islamic Elementary School of Malang 2.

To achieve the goal of research, this study using the method of research and development that adapted the development model of Walter Dick and Lou Carey (1990). The validity test is a source of expert content of learning, the instructional design expert, a teacher teaching a class of thematic integrative curriculum 2013. Validity test was conducted on 28 students of 1st grade MIN Malang 2. Methods of data collection are using questionnaires and interviews. Analysis of the data is using content analysis, descriptive and T test.

The judgment results of the content expert validator by 80%, a design expert by 85%, teacher classroom by 85%, students of 1st grade with a large group by 88%, Small Group 99.3 %, and individual by 96% all with good qualifications. While the learning outcomes as measured by pretest and posttest learning outcomes which there is an increase of 9%. Overall it can be concluded that the thematic integrative learning media qualify as well so fit for use in a thematic integrative learning of curriculum 2013 for 1st grade of elementary school.

The research and development only limited to the sub-theme of Natural Disasters, therefore the need for the development of other subtheme especially thematic integrative learning of curriculum 2013. So it is suggested to teachers of thematic integrative or other developers to try to develop the thematic integrative learning media that is more attractive and effective for used as a learning media for teachers and students to support the learning process of thematic integrative curriculum 2013.

الملخص

الأنصاري، نجيب. 2014 تطوير التكاملية التعلم المواضيعي عن طريق وسائل الإعلام باستخدام Adobe Flash CS4 الأنصاري، للمدرسة الابتدائية، كلية علوم التربية المدرس للمدرسة الابتدائية، كلية علوم التربية والتدريس، جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف: الدكتور الحج نور على الماجستير

الكلمات الرئيسية: التنمية، تعلم وسائل الإعلام، Adobe Flash CS4، المواضيعية التكاملية التعلم، الموضوع الفرعي من الكوارث الطبيعية.

تطوير متكاملة الكوارث مواضيعي التعلم المتوسطة الموضوع الفرعي الطبيعية للفصل 1 المدرسة الابتدائية الحكومية مالانج 2 على أساس احتياجات المعلمين أن الحاجة إلى وسيلة التعلم مواضيعي متكامل التي يمكن أن تلبي احتياجات الوسائل التعليمية لمساعدة عملية التعلم في الفصول الدراسية. ويهدف بحوث التنمية لتلبية توافر وسائل الاعلام التي يمكن أن تساعد على تحسين فعالية وموضوعية الدرجة التعلم متكاملة أنا المدرسة الابتدائية الحكومية مالانج 2 كانت تستخدم الوسائل التعليمية المستهدفة الاحتبار.

والغرض من هذا البحث والتطوير لإنتاج متكامل مواضيعي المتوسطة التعلم الموضوع الفرعي الكوارث الطبيعية التي يمكن استخدامها كطبقة 1 الطالب والمعلم الوسائل التعليمية تم تطويرها باستخدام برنامج الرسوم المتحركة Adobe Flash CS4، لتحديد صلاحية هذا التكاملي مواضيعي المتوسطة التعلم من خلال عملية التحقق من صحة الخبراء والقبلي والاختبار البعدي في الصف 1 المدرسة الابتدائية الحكومية مالانج 2.

لتحقيق هذا الهدف، فإن هذه الدراسة باستخدام البحوث والتنمية من تطوير النموذج ل Walter Dick وهناك عشرة مراحل التصميم التعليمي. اختبار صحة تعلم وسائل الإعلام هو خبير مواضيعي المختوى، الخبير تصميم الوسائل التعليمية، والمعلمين الفصول الدراسية تعليم مواضيعي المنهج التكاملي عام 2013 لتعزيز صحة نتائج التحارب التي أجريت نتائج الاختبار من قبل الاختبار وبعد الاختبار على 28 طالبا من الصف الأول المدرسة الابتدائية الحكومية مالانج 2. طرق جمع البيانات باستخدام الاستبيانات والمقابلات. تحليل البيانات المستخدم هو تحليل المجتوى، وصفى واختبار T.

نتائج استنادا إلى رأي الخبراء من محتويات مدقق بنسبة 80٪ لتصل إلى 85٪ من خبراء التصميم معلمي الصف 1 تكاملية مواضيعي بنسبة 85٪، وكانت أول دفعة من الطلاب في مجموعة كبيرة من 88٪ مجموعة صغيرة 99.3، ومجموعة من الأفراد بنسبة 96٪ النقاط العامة المدرجة في كل من التأهيل. في حين أن نتائج التعلم مقاسا ما قبل الاختبار وبعد الاختبار أن هناك زيادة في مخرجات التعلم في 9٪. وبشكل عام، يمكن القول بأن وسيلة التعلم مواضيعي متكامل تطوير المدرجة في كلا المؤهلة بحيث تستخدم في المنهج المتكامل التعلم مواضيعي 2013 الصف الأول المدرسة الابتدائية.

هذا التطور هو قلة الدراسات حول موضوع فرعي من الكوارث الطبيعية، وبالتالي الحاجة لتطوير الآخرين موضوع الفرعي في مواضيعي التكاملي المناهج التعليمية 2013 لذا يقترح تدريس المعلمين مواضيعي والتكاملي مطورين آخرين لمحاولة وسائل الإعلام في تطوير والتعلم مواضيعي متكامل أكثر إثارة للاهتمام وفعالة لاستخدامها كوسيلة للتعلم للمعلمين والطلاب لدعم عملية التعلم من منهج متكامل مواضيعي 2013 في الصف.



THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG

TARBIYAH AND TEACHING SCIENCES FACULTY

Jalan Gajayana Nomor 50 Telepon (0341) 552398

Faksimile (0341) 552398

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

EVIDENCE OF CONSULTATION

Name

: M. Najib Anshori

Number of Student

: 10140028

Faculty/ Program

: FITK/ PGMI

Advisor

: Dr. H. Nur Ali, M.Pd

Title of Thesis

: Development of Instructional Materials Natural Science

through Simulation Method for 5th Grade Islamic

Elementary School State 2nd of Malang

No.	Date of Consultation	Consultation Material	Signature
1.	5 th May 2014	Proposal Check (Chapter	
		1-3)	1 1-
2.	14 th may 2014	Grammatical Revision of	
		Chapter 1 until 3	NV
3.	16 th may 2014	Research Correlation with	
		the Islamic Religion	K 1
4.	4 th June 2014	Chapter 4 (Instrument of	1
		Research)	0
5.	9 th June 2014	Chapter 4 (Re Checking	
		Instruments Data Result)	N
6.	17 th June 2014	Chapter 4 (Revision	//
		Interview Syntax)	1/4
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8.	25 th June 2014	Chanton 6	
	*	Chapter 6	1
9.	30 th June 2014	Completing	
10.	2 st July 2014	Acceptance for Skripsi	
	•	Examination	, ,

Acknowledged by, Dean

<u>Dr. H. Nur Ali, M.Pd</u> NIP. 19650431998031002

KEMENTERIAN AGAMA MADRASAH IBTIDAIYAH NEGERI MALANG 2



Jl. Kemantren II / 26 Telp. / Fax (0341) 804186 - Sukun http://www.minmalang2.com Email: minmalang2@gmail.com KOTA MALANG (65148)



SURAT KETERANGAN

Nomor: Mi.15.25.02/PP.00.4./S.Ket/363/2014

Yang bertanda tangan di bawah ini:

Nama

: Drs. Achmad Barik Marzuq AA, M. Pd

NIP

: 196606271994031002

Jabatan

: Kepala MIN Malang 2 Kota Malang

Menerangkan bahwa:

Nama

: M. NAJIB ANSHORI

NIM/DNI

: 10140028

Jurusan/Program

: PGMI

Benar-benar telah melakukan Research / penelitian di Madrasah Ibtidaiyah Negeri Malang 2 Kota Malang guna menyelesaikan tugas akhir / menyusun skripsi dengan judul "The Development of Thematic Integrative Learning Media Using Adobe Flash CS4 for 1ST Grade of State Islamic Elementary School Malang 2nd" Sesuai dengan surat dari Universitas Islam Negeri Maulana Malik Ibrahim Malang Nomor: Un.3.1/TL.00.1/1648/2013, tanggal 10 September 2013 terhitung sejak tanggal 16 April 2014 s/d 24 Mei 2014.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan semestinya.

MADRASA

28 Mei 2014

Kepala Madrasah,

Drs. Actimad Barik Marzuq, M. Pd

NIP 196606271994031002

Matter Expert of Thematic
Integrative Learning Curriculum
2013 Questionnaire

INSTRUMEN VALIDASI MEDIA UNTUK AHLI MATERI

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media pembelajaran tematik integratif tema 8 subtema 4 dengan menggunakan Adobe Flash CS4, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli materi. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu tematik integratif kurikulum 2013. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli materi.

N <mark>ama</mark>	:
NIP	·
Instansi	
	:
Alamat	•

B. Petunjuk pengisian angket

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

C. Pertanyaan-pertanyaan angket

- 1. Bagaimanakah rumusan topik pada pengembangan media pembelajaran tematik ini?
 - a. Sangat jelas, spesifik, dan operasional
 - b. Cukup jelas, spesifik, dan operasional
 - c. Kurang jelas, spesifik, dan operasional
 - d. Tidak jelas, spesifik, dan operasional
- 2. Bagaimanakah kesesuaian materi yang disajikan pada pengembangan media pembelajaran tematik ini?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
- 3. Apakah rumusan indikator dalam media pembelajaran disajikan dengan rumusan Kompetensi Dasar yang telah ditetapkan dalam Kurikulum 2013?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
- 4. Bagaimana relevansi Kompetensi Dasar dengan indikator pada pengembangan media pembelajaran tematik integratif ini?
 - a. Sangat relevan
 - b. Cukup relevan
 - c. Kurang relevan
 - d. Tidak relevan
- Apakah isi pembelajaran dalam media pembelajaran ini sesuai dengan Kurikulum 2013?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai

- 6. Bagaimana sistematik uraian isi pembelajaran dalam media pembelajaran tematik integratif ini?
 - a. Sangat sistematis
 - b. Cukup sistematis
 - c. Kurang sistematis
 - d. Tidak sistematis
- 7. Bagaimana ruang lingkup materi yang disajikan dalam media pembelajaran ini?
 - a. Sangat sesuai dengan tema
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 8. Apakah materi yang disajikan melalui media pembelajaran tematik integratif ini dapat memberikan motivasi kepada siswa agar lebih giat belajar?
 - a. Sangat memotivasi
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 9. Bagaimana tingkat kesukaran bahasa yang digunakan, apakah sesuai dengan tingkat pemahaman siswa?
 - a. Sangat sesuai
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 10. Apakah insrumen evaluasi yang digunakan dapat mengkur kemampuan siswa?
 - a. Dapat mengukur kemampuan siswa
 - b. Cukup
 - c. Kurang
 - d. Tidak

D. Kritik dan Saran		
1 / / /		
	Malan	2014
	Malan	g,2014
	NIP.	

Class Teacher of Thematic
Integrative Learning Curriculum
2013 Questionnaire

INSTRUMEN VALIDASI AHLI PEMBELAJARAN UNTUK GURU TEMATIK INTEGRATIF KELAS I SD/MI

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan pelaksanaan pengembangan media pembelajaran tematik integratif tema 8 subtema 4 dengan menggunakan Adobe Flash CS4 MI/SD, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu tematik integratif kurikulum 2013. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli pembelajaran.

Nama	:
NIP	:
Instansi	·
Pendidikan	:
Alamat	:

B. Petunjuk pengisian angket

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

C. Pertanyaan-pertanyaan angket

- 1. Bagaimanakah rumusan topik pada pengembangan media pembelajaran tematik ini?
 - a. Sangat jelas, spesifik, dan operasional
 - b. Cukup jelas, spesifik, dan operasional
 - c. Kurang jelas, spesifik, dan operasional
 - d. Tidak jelas, spesifik, dan operasional
- 2. Bagaimanakah kesesuaian materi yang disajikan pada pengembangan media pembelajaran tematik ini?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
- 3. Apakah rumusan indikator dalam media pembelajaran disajikan dengan rumusan Kompetensi Dasar yang telah ditetapkan dalam Kurikulum 2013?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
- 4. Bagaimana relevansi Kompetensi Dasar dengan indikator pada pengembangan media pembelajaran tematik integratif ini?
 - a. Sangat relevan
 - b. Cukup relevan
 - c. Kurang relevan
 - d. Tidak relevan
- Apakah isi pembelajaran dalam media pembelajaran ini sesuai dengan Kurikulum 2013?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai

- 6. Bagaimana sistematik uraian isi pembelajaran dalam media pembelajaran tematik integratif ini?
 - a. Sangat sistematis
 - b. Cukup sistematis
 - c. Kurang sistematis
 - d. Tidak sistematis
- 7. Bagaimana ruang lingkup materi yang disajikan dalam media pembelajaran ini?
 - a. Sangat sesuai dengan tema
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 8. Apakah materi yang disajikan melalui media pembelajaran tematik integratif ini dapat memberikan motivasi kepada siswa agar lebih giat belajar?
 - a. Sangat memotivasi
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 9. Bagaimana tingkat kesukaran bahasa yang digunakan, apakah sesuai dengan tingkat pemahaman siswa?
 - a. Sangat sesuai
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 10. Apakah insrumen evaluasi yang digunakan dapat mengkur kemampuan siswa?
 - a. Dapat mengukur kemampuan siswa
 - b. Cukup
 - c. Kurang
 - d. Tidak

D. Kritik dan Saran				
	Malang, 12 Mei 2014			
	NIP.			

Learning Media Design Expert of Thematic Integrative Learning Curriculum 2013 Questionnaire

INSTRUMEN VALIDASI AHLI DESAIN PRODUK MEDIA PEMBELAJARAN

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan pelaksanaan pengembangan media pembelajaran Tematik Integratif Tema 8 Subtema 4 dengan menggunakan Adobe Flash CS4 MI/SD, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli media pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu tematik integratif kurikulum 2013. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli pembelajaran.

Nama	:
NIP	:/
Instansi	:
Pendidikan	:
Alamat	:

B. Petunjuk Pengisian Angket

- 1. Bacalah setiap item dengan cermat
- Instrumen ini terdiri dari kolom pernyataan dan kolom jawaban.
 Silahkan anda memberi tanda cek pada salah satu jawaban yang sesuai dengan pernyataan anda.
- 3. Keterangan makna pada huruf pilihan anda adalah sebagai berikut:

Jawaban	Keterangan	Skor
SS	Sangat setuju	4
S	Setuju	3
TS	Tidak setuju	2
STS	Sangat tidak setuju	21

C. Pertanyaan-pertanyaan angket

		ŀ	KETE	RANG	AN
NO	PERNYATAAN	SS	S	TS	STS
1	Tampilan media pembelajaran dapat menarik perhatian siswa				
2	Cara pengoperasian media pembelajaran mudadh dikuasai oleh pembimbing siswa kelas 1 MI/SD.				
3	Suara narasi jelas dapat didengar.				
4	Jenis huruf yang digunakan sesuai dengan siswa MI kelas I.				
5	Ukuran huruf yang digunakan sesuai dengan siswa MI kelas I.				
6	Gambar sesuai dengan materi				

7	Ukuran gambar pada media tepat.		
8	Video animasi sesuai dengan materi		
9	Tata letak gambar, tulisan dan video sesuai dengan materi		
10	Warna pada media pembelajaran konsisten.		
	JUMLAH		

D. Kritik dan Saran		
	CKFU9	
		Malang,2014
		NIP

1st Grade Students Questionnaire

INSTRUMEN VALIDASI MEDIA UNTUK SISWA

A. Pengantar

Adik, selain media pembelajaran yang sudah kamu kenal sebelumnya, masih ada banyak media pembelajaran penunjang lain yang bisa adik gunakan sebagai media belajar di sekolah maupun di rumah, salah satunya adalah media pembelajaran elektronik. Media pembelajaran elektronik merupakan media belajar yang dapat membantu adik belajar secara mandiri. Setelah ini adik akan diberi contoh bahan ajar secara langsung.

Berkaitan dengan pelaksanaan pembuatan media pembelajaran Tematik Tema 8 subtema 4, maka peneliti bermaksud mengadakan pengecekan media belajar Tematik yang telah dibuat sebagai salah satu media belajar. Untuk maksud di atas, peneliti mohon kesediaan adik sebagai siswa kelas I agar mengisi angket di bawah ini sebagai pemakai media belajar. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini sebagaimana yang telah dirancang berdasarkan disiplin Ilmu Tematik Integratif Kurikulum 2013. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media belajar, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan adik sebagai pemakai media belajar.

Nama	:
Kelas	:
Sekolah	:

B. Petunjuk pengisian angket

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

Pertanyaan-Pertanyaan Angket

- 1. Apakah media pembelajaran tematik integratif ini dapat memudahkan adik dalam belajar?
 - a. Sangat mudah
 - b. Mudah
 - c. Cukup mudah
 - d. Kurang mudah
 - e. Sulit
- 2. Apakah dengan penggunaan media pembelajaran tematik integratif ini dapat memberi semangat dalam belajar adik?
 - a. Sangat memberi semangat
 - b. Memberi semangat
 - c. Cukup memberi semangat
 - d. Kurang memberi semangat
 - e. Tidak memberi semangat
- 3. Apakah adik mudah memahami bahan pelajaran yang ada di dalam media pembelajaran tematik integratif ini?
 - a. Sangat mudah
 - b. Mudah
 - c. Cukup mudah
 - d. Kurang mudah
 - e. Sulit
- 4. Bagaimanakah jenis huruf dan ukuran huruf yang terdapat dalam media pembelajaran tematik integratif ini?
 - a. Sangat mudah dibaca
 - b. Mudah
 - c. Cukup mudah
 - d. Kurang
 - e. Tidak
- 5. Selama belajar menggunakan media ini, apakah adik menemui kata-kata yang sulit?

- a. Tidak menemukan
- b. Menemukan
- c. Jarang menemukan
- d. Menemukan beberapa
- e. Sering menemukan
- 6. Apakah suara yang penjelasan dalam media pembelajaran ini dapat didengar dengan jelas?
 - a. Sangat jelas
 - b. Jelas
 - c. Cukup jelas
 - d. Kurang jelas
 - e. Tidak jelas
- 7. Apakah video animasi yang terdapat dalam media ini dapat membantu adik untuk memahami materi pembelajaran?
 - a. Sangat membantu
 - b. Membantu
 - c. Cukup membantu
 - d. Kurang membantu
 - e. Tidak membantu
- 8. Apakah quis latihan soal dalam media pembelajaran ini mudah untuk dikerjakan?
 - a. Sangat mudah dikerjakan
 - b. Mudah dikerjakan
 - c. Cukup mudah dikerjakan
 - d. Kurang mudah dikerjakan
 - e. Tidak mudah dikerjakan
- 9. Apakah gambar-gambar yang ditampilkan dalam media pembelajaran ini membantu adik-adik untuk memahami pelajaran?
 - a. Sangat membantu
 - b. Membantu
 - c. Cukup membantu

- d. Kurang membantu
- e. Tidak membantu
- 10. Setelah adik-adik belajar dengan media ini, apakah kalian merasa senang untuk belajar tematik tentang bencana alam?
 - a. Sangat senang
 - b. Senang
 - c. Cukup senang
 - d. Kurang senang
 - e. Tidak Senang

1st Grade Students Pre-Test and Post-Test

Soal Evaluasi Pre Test dan Post Test UJI KOMPETENSI SISWA

Nama	:
Kelas	:
Ssekolah	:

- A. Pilihlah jawaban yang benar dengan cara memberi tanda silang (X) pada huruf a, b, c, atau d!
 - 1. Bencana yang diakibatkan oleh alam disebut....
 - a. Cuaca
 - b. Bencana Alam
 - c. Peristiwa
 - d. Keluarga
 - 2. Bencana apakah yang akan terjadi bila air sungai tersumbat oleh sampah?

a. Banjir

c. Kekeringan

b. Kemarau

d. Gempa Bumi

- 3. Pak Kadir kehilangan 5 ekor ayam, dan 12 kambing saat terjadi banjir, berapakah jumlah hewan ternak pak kadir yang hilang?
 - a. 7
 - b. 26
 - c. 17
 - d. 9
- 4. Bencana banjir bisa terjadi pada musim?
 - a. Hujan
 - b. Kemarau
 - c. Semí
 - d. Gugur
- 5. Mengapa penebangan hutan yang sembarangan dapat menyebabkan banjir saat musim hujan?
 - a. Karena membuat lingkungan semakin panas
 - b. Karena dapat menimbulkan gempa bumi
 - c. Karena dapat menimbulkan polusi udara
 - d. Karena akar pohon yang dapat menampung air semakin sedikit

- 6. Membuang sampah yang baik dan benar adalah di?
 - a. Tempat sampah

c. dalam hutan

b. Sungaí

d. got

- 7. Yang dapat menyebabkan bencana kekeringan adalah?
 - a. Air sungai tersumbat
 - b. Hujan deras setiap hari
 - c. Membuang sampah sembarangan
 - d. Hujan yang tidak pernah turun
- 8. Ada berapakah rumah yang mengalami rusak berat?

a. 4

b. 7

c. 3

d. 5

Rusak berat



Rusak

ringan





- 9. Bagaimanakah berlindung dari angin topan yang benar?
 - a. Tiarap di tanah datar

b. Berlari menuju pusaran angin d. meloncat-loncat

menolong korban bencana?...

c. berdiri tegap

10. Gambar di samping merupakan contoh

a. Kekeringan

c.Gempa Bumi

b. Banjir

d. Angin Topan



B. Kerjakan soal-soal di bawah ini dengan singkat dan jelas!

- 1. Sebutkan contoh dari bencana alam!
- 2. Bagaimanakah cara untuk mencegah terjadinya bencana Banjir?
- 3. Jelaskan cara membuat gantungan kunci!
- 4. Sebutkanlah hal-hal yang dapat kamu lakukan untuk membantu korban bencana alam!
- 5. Jelaskan penyebab bencana banjir dan bencana kekeringan!

Research Documentation Photos

1st Grade Large Group Teaching and Learning using Thematic Integrative Learning Media

(In Class)





1st Grade Large Group Teaching and Learning using Thematic Integrative Learning Media

(In Class)





1st Grade Small Group Teaching and Learning using Thematic Integrative Learning Media

(In Library)





1st Grade Small Group Teaching and Learning using Thematic Integrative Learning Media

(In Library)





RESEARCHER BIOGRAPHY



Name : M. Najib Anshori

Student Number : 10140028

Place, Date of Birth : Blitar, 12th October 1990

Faculty : Tarbiyah and Teaching Sciences

Study Program : Teacher Education of Islamic Elementary School

Education (PGMI).

Entry Year : 2010

Address : Wonodadi Village, Gadjah Mada Street: 66155,

RT/RW 001/001, Blitar Regency, East Java,

Indonesia.

Phone Number : +6285655638946

E-Mail : aanq_pass@yahoo.com

Website : http://aanqpass.blogspot.com

Malang, 20th July 2014

Researcherfa

CHAPTER I

INTRODUCTION

A. Backgrounds of Study

Improving the quality of education is one of the efforts made by the government to improve the quality of the Indonesian nation. With attention that the children during this time are the leaders of tomorrow, so that an appropriate education that able to educate the nation's children to be better is a matter that must be considered, it is aligned in the argument of the Quran to leave the generation of strong and better from now as follows:

Meaning:

And let those fear who, should they leave behind them weakly offspring, would fear on their account, so let them be careful of (their duty to) Allah, and let them speak right words (QS An-Nisaa' 9)

In the Quran's argument above shows that how important the overall Indonesian citizens to pay attention to children's education in order to become a better nation and to educate the nation's children for the better and noble generation.

Education as one of the most appropriate way to educate the nation's children so that they be able to become future leaders and make this nation to be better, because by the education we can held the knowledge

transformation, experience, and giving model to students to prepare them to face the future and to be a smart leader, and also having good attitude. In Quran explained that:

Meaning:

O you who believe! When it is said to you, Make room in (your) assemblies, then make ample room, Allah will give you ample, and when it is said: Rise up, then rise up. Allah will exalt those of you who believe, and those who are given knowledge, in high degrees; and Allah is Aware of what you do. (QS Al-Mujadalah 11).

In the explanation of Qur'an above explains that the man with their knowledge, and the believers will be elevated in rank a few degrees, so it can be understood here that the importance of educating the nation's children so that they are knowledgeable, and have faith that one day this nation be able to deliver the nation a better, more prosperous and prosper, and become god-fearing (taqwa) nation on God Almighty. Therefore the quality of education in Indonesia must be noticed and enhanced earnestly by all parts of Indonesia.

The effort of government to improve the quality of education in Indonesia can we known that there were many six times a change in the curriculum: First, curriculum 1974 Lesson Plans that use the term in 1947

and in 1950 was replaced by the Lesson Plan 1950. Second, in 1968 replaced 1950 Lesson Plans 1968 curriculum. Third, after seven years run with the curriculum of 1968 then changed by the curriculum of 1975. Fourth, the curriculum in 1975 improved to be an enhanced curriculum in 1975. Fifth, an enhanced curriculum in 1975, revised in 1994. Sixth, the 1994 curriculum was modified in 1999 with the publication of a supplement GBPP for use from academic year 1999/2000¹. And until now curriculum in Indonesia continues to change, and there are 3 new curriculums that still fresh we hear that are Competency Based Curriculum (KBK) in 2004, Competency-Based Curriculum which would then be referred to the KBK is an approach in the development of Curriculum Education Unit (KTSP)², Curriculum Education Unit, hereinafter referred to KTSP's start was announced in 2006, and the final curriculum legalize by the government at the moment is the Curriculum 2013, which is a curriculum that is still in trials, testing the curriculum is implemented by schools designated as school's Curriculum design trials in 2013.

Of the long history of curriculum change, which became one of the interesting topic of conversation was the emergence of a thematic approach,

¹ Mamat SB dkk, Pedoman Pelaksanaan Pembelajaran Tematik. (Jakarta: Departemen Agama Direktorat Jendral Kelembagaan Agama Islam.2005), hlm 19

² Mamat SB dkk, *Pedoman Pelaksanaan Pembelajaran Tematik*. (Jakarta: Departemen Agama Direktorat Jendral Kelembagaan Agama Islam. 2005), hlm 19

this approach starts KBK announced since the advent of the curriculum, then this thematic approach to KTSP curriculum continued, even on thematic learning curriculum in 2013 and the very special spotlight interesting because of the implementation of this thematic study is planned for 1st grade to 6th grade of elementary school.

In times of a KBK early learning emergence using a thematic approach. Thematic approach is used in the learning activities to create a more meaningful learning and time management set school.³ Later in the implementation of the provisions KTSP curriculum is organized into thematic learning Permendiknas RI No. 22 of 2006 which read:

Learning in 1st grade until 3rd grade of Elementary school implemented through thematic approach, while the Class IV SD VI implemented using subjects matter approach.⁴

So that changes in the curriculum is the first KBK to carry out the provisions of thematic learning in 1st grade and 2nd grade of elementary school, on the application of thematic learning curriculum KTSP also implemented in 3rd grade. In thematic learning of curriculum 2013 to be more interesting to discuss because thematic learning applied to 1st grade and 4th grade of elementary for the testing phase, and will be implemented

⁴ Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tentang Standar isi Untuk Satuan Pendidikan Dasar Dan Menengah, Struktur Kurikulum SD/MI butir C, tahun 2006. Hlm 9

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³ E. Mulyasa. *Kurikulum Berbasis Kompetensi, Konsep, Karakteristik, dan Implementasi.* (Bandung: Remaja Rosdakarya. 2006), hlm 77

5

for all grade of elementary school toward, this illustrates the importance of thematic learning to be implemented and should be implemented at all levels of primary school / MI.

The importance of the application of thematic learning in primary schools based on the theory that children of primary school age, especially children who were aged 6-8 years is a child who is still in the range of early childhood. Early childhood is a short period of time but it is very important for one's life⁵.

From the explanation above explains that education in early childhood education is to be done properly and carefully, because the inaccuracy of education steps in this phase will determine the future of one's life. Education when applied right it can increase the potential for developing good learners, so the selection of thematic approach is expected to be able to optimize students' progress.

Piaget states that every child has its own way of interpreting and adapting to its environment (the theory of cognitive development). According to him, every child has the cognitive structures called schemata, namely the concept of system you have in mind as a result of an understanding of the existing objects in the environment. Understanding of

31

⁵ Trianto. *Mengembangkan Model Pembelajaran Tematik*. (Jakarta: Prestasi Pustaka. 2010), hal.

the object takes place through a process of assimilation (object linking with existing concepts in the mind) and accommodation (the process of utilizing concepts in mind for interpreting objects)⁶.

Of the explanations above, it can be concluded that children in early childhood age range of 6-8 years have been able to connect with what is already known with what is in the environment, so that a teacher who teaches children at that age should be able to provide concrete illustrations to educate students in the learning process, so that a complete understanding of the students, and the students can understand the meaning contained in the learning process that is being experienced students. Teachers able to give a concrete description of the student is what should be a concern, the teacher can give you a concrete illustration can with the help of books or media that are available to help students understand the subjects being studied students.

Primary school age children are in the stage of *Concrete Operations*. Children in that age range begin to show behavioral learning as follows: (1) Start looking at the world objectively, shifting from one aspect to another aspect of the situation and looked reflectively elements simultaneously, (2) Start thinking operationally, (3) using operational thinking to classify objects, (4) Establish and utilize connectivity rules, a simple scientific

⁶ Ibid

7

principle, and use a causal relationship, and (5) Understand the concept of substance, liquid volume, length, width, area, and weight.⁷

Children who are still in the stage of *Concrete Operations* shows that the age of the child at the time of the start looking at the world objectively, it indicates that the child in this stage require real learning, the learning process is capable of displaying a picture of a real environment, which can be seen, heard, smelled, touched, and tampered tweaking, which can lead to a deep understanding.

In addition to this, during this age children will also be easier to understand the material presented in an integrative, this is because early childhood is still looking at something that is studied as a whole, they have not been able to sort out the concept of multiple disciplines, it is described deductive way of thinking that children from the general case to a section by section⁸.

Learning model that presented separately as in the time before the KBK curriculum will make the students difficult to understand the lesson, because primarily to sort out separate subjects will be showing abstract and overly theoretical picture for early childhood, so comes the thematic approach models.

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⁷ Ibid hlm 31-32

⁸ ibid

Based on the characteristics of primary school age children in which the child is still sitting in class under the class 1, 2, and 3 are still in the developmental stage of concrete operations, the enhanced thematic approach to curriculum back in 2013, launched a new curriculum with the curriculum of 2013 that is still in the testing period when this.

Not a lot of schools are appointed to serve as pilot school's curriculum this 2013, so from the MIN Malang 2 ventured to propose as the school curriculum in 2013. 9

In this 2013 curriculum emphasizes the implementation of thematic learning at all grades of elementary school, i.e. starting from grade 1 to grade 6, this is very different from the previous curriculum which emphasizes the implementation of thematic learning in 1st grade to 3rd grade only. In thematic learning trial period is still tested on 1st grade and 4th grade only. Schools are designated to carry out this thematic learning was not much, MIN 2 start implementing this curriculum earlier this school because it has been carrying out thematic learning, so MIN 2 is ready to implement the curriculum in 2013 although it did not include the school designated by the government as a pilot school curriculum of 2013.

Curriculum changes to the curriculum of the KTSP to the Curriculum of 2013 can be characterized by changes in the terms of reference are used

⁹ Interview with Mrs. Elis Mufida, teacher of Thematic Learning 1st grade at State Islamic Elementary School Malang 2 on September, 18th, 2013

to using the Competency Standards (SK), but the curriculum in 2013 used the term Core Competencies (KI), there are 4 aspects that must be achieved in curriculum of 2013, namely the spiritual realm KI 1, KI 2 social realm, the realm of knowledge KI 3, KI 4 in the realm of skills.

Curriculum development in 2013 is based on two main factors underlying the development of the curriculum in 2013, the internal factors that indicate the need for Indonesia in the productive age population will reach its peak in 2020 until years of 2035, while its external factor is associated with globalization and the various issues that related to environmental issues, and information technology advances, the rise of the creative and cultural industries, and the development of education at the international level. Globalization will shift from an agrarian society lifestyle and traditional commerce and trade into a modern industrial society as can be seen in the World Trade Organization (WTO), Association of Southeast Asian Nations (ASEAN) Community, Asia-Pacific Economic Cooperation (APEC), and ASEAN free Trade Area (AFTA). ¹⁰

Based on various factors is the development of curriculum in 2013 became very important in order to prepare future generations of Indonesia more competitive, not only able to compete in the cognitive domain, but

¹⁰ Salinan lampiran permendikbud no. 67 th 2013 kerangka dasar dan struktur kurikulum sekolah dasar/madrasah ibtidaiyah.

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also able to compete in skills, have a good personality, and mastery of technology sufficient. Therefore the government developed the curriculum in 2013.

In development of curriculum 2013 the learning resources should be noted also, the government has published Buku Sekolah Elektronik (BSE) of thematic integrative book for 1st grade and 4th grade, this book consists of two kinds namely teacher handbooks, and books for students. Books published government is integrative thematic books that are based on a predetermined theme. Books published a book which emphasizes student activity and not a book containing materials such as textbooks that before, so it becomes very important role of teachers in guiding students in the learning process, especially using the book. Even so, the book is certainly still has limitations that teachers should attempt to anticipate the limitations of the book.

BSE books are published by the government is already good, it more activities, games and practice, but teachers have difficulty in carrying out practical work requiring scarce materials such as sago, because to get the sago in the East Java region is certainly very difficult, so students should immediately give other activities that can fill this gap. ¹¹

¹¹ Interview with Mrs. Kustini, teacher of Thematic Learning 1st grade at State Islamic Elementary School Malang 2, 1B Classroom Room of MIN Malang 2, at 18th September, 2013, 10.30am

Of the limitations of this book, should be available media that able to become a bridge between students, teachers, and instructional books are available. With the adequate learning media is expected to help teachers and students to continue to implement the learning when weather hampered by nature, such as observations of plants that cannot be done when it rains, and other constraints that may occur that may inhibit student learning activities.

Thematic learning media is one very important requirement for teachers because the emphasis on thematic learning concrete things in learning is a priority, so that the selection of media is good, right, and need to be considered carefully. Hence the selection of thematic learning media especially media must be in accordance with the needs, capable of displaying a concrete explanation, and to increase students' understanding.

Media as a learning strategy component is a container of the message by the source or distributors want forwarded to the target or recipient of the message, and the material to be conveyed is the message of learning, and that the objectives to be achieved is the process of learning.¹²

Availability of appropriate instructional media, in accordance with the times today is very important because it's been a lot of elementary school age students are likely to play a sophisticated electronic devices and more

¹² Trianto. Mengembangkan Model Pembelajaran Tematik. (Jakarta: Prestasi Pustaka. 2010), hal.
199

fun than learning, so keep in mind what kind of learning media is no less interesting with games are often played by children today.

Noting the need for learning media is what makes researchers feel the need to develop thematic integrative learning media with Adobe Flash CS4 programs, the program are designed as animatic program to attract student interest, so with the development of instructional media expected be able to help the students to be more understand the lesson through this flash media learning, and certainly expected to work easier teachers in selecting and choosing the appropriate learning medium for children, because the Adobe Flash learning media can encapsulate a wide variety of instructional media another animatic can be displayed through learning programs that are created using the Adobe Flash CS4, moreover in thematic learning that need a more concrete illustration. The explanations above that make the researcher need to do the development of thematic integrative learning media, as a subject of this research is the students and teacher of 1st grade C that have implemented the thematic integrative learning of curriculum 2013.

Based on the above background exposure, it is necessary to the development of instructional media through the Research and Development under the title "The Development of Thematic Integrative Learning Media Using Adobe Flash CS4 for 1st Grade of State Islamic Elementary School Malang 2"

B. Problem Formulation

Starting from the background described above, the problem can be formulated as follows:

- How is the development process of thematic integrative learning media Adobe Flash CS4 for 1st grade of State Islamic Elementary School Malang 2?
- 2. How is the validity level of the development of thematic integrative learning media using Adobe Flash CS4 for 1st grade of State Islamic Elementary School Malang 2?
- 3. How is the effectiveness of using thematic integrative learning media for 1st grade of State Islamic Elementary School Malang 2?

C. Research Objectives

Based on the problem formulation above, the study aims to:

- Describe how the development of thematic integrative learning media using Adobe Flash CS4 for 1st grade of State Islamic Elementary School Malang 2.
- Determine the level of validity of the results of the development of Thematic Integrative Adobe Flash CS4 instructional media for 1st grade of State Islamic Elementary School Malang 2.
- Determine the effectiveness degree of the using thematic integrative learning media for 1st grade of State Islamic Elementary School Malang 2.

D. Benefits of Research

Research through the development of thematic integrative learning media using Adobe Flash CS 4 media for 1st grade is expected to provide benefits:

1. Theoretically:

Theoretically, the results of this study can be used as a means to make reference and study materials in the realm of Science in education, especially in development of thematic learning Medias for primary education in general, and specifically for more research.

2. Practically:

- a. For Teachers, Thematic Learning media for teachers have roles as follows:
 - 1) Saving time of teachers in teaching

The existence of thematic integrative learning media will help the students to learn the topic or material that will be learned in the class, so teachers do not need to explain in detail anymore.

2) Changing role of the teacher from a teacher to be a facilitator

The existence of instructional materials in the learning activities is more facilitating student teachers of the subject matter conveys.

3) Improve the effectiveness of the learning process

The existence of the learning media will make the learning process be more effective because teachers have plenty of time to guide students in understanding a topic of learning, and also the method it uses more varied and interactive because teachers do not tend to speak.

- b. For Students; teaching materials for students to have a role:
 - 1) Students can learn without the presence of / have no teacher
 - 2) Students can learn anytime and anywhere desired
 - 3) Students can learn at their own place.
 - 4) Students can learn the order of their own choosing.
 - 5) Help the students to become independent learners.
- c. In the individual learning; teaching materials have a role that is:
 - 1) As the major media in the learning process.
 - 2) The tools used to develop and oversee the students acquire information.
 - 3) Other media supporting individual learning.
 - 4) In learning group; teaching materials have a role that is:
 - (a) As the material is integrated with the learning process of the group.
 - (b) As a major supporter of learning materials

E. Previous Research

Associated with previous studies, researchers have traced some skripsi or a thesis on the development of teaching media. Researcher found several previous studies related to instructional media, among others, as follows:

Thesis of Primary School Teacher Education Department, Media 1. Development (Information and Based Communication Technology) for 5th Grade Math Lessons Materials of Similarity and Symmetry in SD Anak Saleh Malang, written by Maryam Faizah Elementary School Teacher Education Department in 2012. Is a research and development of instructional media in Mathematics for 5th Grade Elementary School Anak Saleh Malang using Adobe Flash CS3 program, the materials that developed are the subject matter of Congruency Properties and Symmetry for 5th grade, the influence of media-based ICT effective use of (Information Communication Technology) in improving understanding of the material learned in the subjects of Mathematics and Congruency Properties of Symmetry 5th grade SD Anak Saleh Malang, the attractiveness of the use of media-based ICT (Information and Communication Technology) to improve understanding of the material learned in the subjects of Mathematics of Congruency Properties and Symmetry 5th grade Elementary School Anak Saleh Malang, and ease of use of media-based teaching of ICT (Information and Communication Technology) to improve understanding of the material learned in the subjects of Congruency Properties and Symmetry 5th grade SD Anak Saleh Malang. From the analysis of the data, shows that the development of media-based ICT (Information and Communication Technology) is to increase students' understanding of the material in the subjects of Mathematics in 5th grade SD Anak Saleh Malang.

- 2. Thesis Development of Arabic Language Learning Program Using Adobe Flash Media And Its Effect In Increasing Student Motivation Elementary School, which was written by Machi Ulil K. In 2010 the Education of Postgraduate S2 Arabic, this study is a research and development tutorial Adobe Flash media material of the Arabic Language Elementary School 4th grade, this study conducted in MI Mambaul Ulum.
 - Using Macromedia Flash Professional 8 Program for Improving Student Motivation. (Research Development at MA Nurul Ulum Malang). Written by Achmad Diny H on S2 Post Graduate of 2010 Education of Arabic. Is a media research and development of computer-based learning Arabic in MA Nurul Uluum Malang.
- Macromedia Flash Media Development as A Subject of Science
 Teaching 5th Grade Student Composition of the Earth SDN Kasin

Malang. Research is the development of which was written by Esti Septiana Dewi in 2011, the School of Teacher Education (PGSD) State University of Malang. This research aims to develop instructional media subject matter of earth science for 5th grade Elementary school using Macromedia Flash MX 8 program.

From the results that have been done, researcher have found 4 skripsi and thesis about learning media program that uses flash as a medium of learning, of the search results, there are some similarities is concerned with media learning, but in the study have differences that will be made to originality of this research, which can be seen in the following table:

Table 1. 1.
List of Previous Research

		List of Previous Res	searcn	
No	Writer and Years of Research	Similarity	Differentiation	Originality of Research
1.	Maryam Faizah at 2012	 Development learning media using Adobe Flash Using RND Methods 	1. The material developed is the subject of Mathematics congruency properties and symmetry class V	 Object of this research is at 1st grade Elementary school. Materials that developed is thematic
2.	Makhi Ulil K. at 2010	 Development learning media using Adobe Flash Using RND Methods 	1. Developing Arabic language subject matter for 4 th Grade Elementary school	integrative learning, it is a new Curriculum that recently begin in years of 2013.
3.	Achmad Diny H at 2010	1. Development learning media using Adobe Flash	1.Developing Arabic language subject matter	

		2. Using RND	for high
		Methods	school
		1. Development	1. Developing
		learning media	Natural
		using Adobe	Sciences
		Flash	subject matter
	Esti Septiana Dewi	2. Using RND	for high
4.	at 2011	Methods	school
	at 2011	0.101	2. the subject
		72 121	matter of the
			composition
		K MALIL	of the earth
		N	for 5 th grade

F. Product Specifications are expected.

Learning media products are produced in the form of learning tools in the form of instructional media animated created using Adobe Flash CS4 program. In detail, each of these devices will be described is as follows:

1. Theme

Learning materials are made in the software that created using Adobe Flash CS4, the materials is about Thematic Integrative of Curriculum 2103 by the theme of Natural Events, Subtheme of Natural Disasters, the theme contains a basic competence that few subjects:

- a. Bahasa Indonesia
- b. PPKN
- c. Mathematics
- d. Physical Education, Sports and Healthy (PJOK)
- e. Arts and crafts (SBDP).

Presented in an integrated way in the first theme, the theme is composed of four sub-themes, namely:

- a. Weather
- b. Dry Season
- c. Rainy Season
- d. Natural Disasters

Estimating of time learning each sub-theme adapted for 1 week (6 days of learning), so that each sub-theme served in 6 stages of learning. This Research and Development are doing the research and developing the subtheme of Natural Disasters.

2. Learning Media Animated Adobe Flash CS 4

Instructional media animated Adobe Flash CS 4 is a program that created using Adobe Flash CS4 program which is a program that produced and developed by Adobe Systems, this program result is a program file with extension ".Swf" (shockwave flash), the program file that can be run on computer that using operating system of windows that have been installed Adobe Flash Player in order to run a program that was created with Adobe Flash CS 4.

Contain of this product are some of animated picture (picture with moving and sound), videos, and some materials that appropriate with the book of BSE as addition guidance.

a. Software Installations

The software that have been produced are made in the installer file, so it can installed in a laptop that will be used for teaching, the aim of this step is to help the users (teacher or guider) to install the learning media to their Computer/laptop. The installation is only need 2 click to copying this learning media to be copied to the user device (Computer/laptop). To making installable media the developer using software's of Smart Install Maker, and Auto play 8.

b. Packing software

This learning media will be served in a compact disc that can be played in a computer/laptop that using Operating System of Windows. When the Learning Media Compact Disc inserted to the Computer, it will execute of the auto run program, the auto run giving the option to the users how the learning media will be used, users can use this media by installing it first, or run it portably from the CD without any Installation Processes.

G. The Importance of Development

The importance of research and development of instructional media Adobe Flash CS 4 is to increase students' understanding of the material of thematic integrative learning of curriculum 2013 that support the teachers in the learning process of 1st grade State Islamic Elementary School Malang 2. Availability of media technology that is capable of displaying images for

illustrative animated 1st grade will increase to students' understanding of the material presented by the teacher, so that the instructional media package can display a variety of objects that are in the neighborhood of students, there are illustrated by videos, so with availability of instructional media can help students in guessing, thinking and understanding the material presented in the animated learning media that developed using Adobe Flash CS4.

Media presence in a concise instructional CD backwards is also expected to help teachers explain to students without having to carry a variety of items to show or objects are very much brought into the classroom to demonstrate concrete objects to provide insight on the student learning materials, with the presence of media teachers can record their own show at home or a place where teachers can demonstrate more freely, is packaged in a video demonstration of the program Adobe Flash which can then re-aired in the classroom, this is expected to ease the learning media presence can help teachers explain the learning to be more effective, clear, easy, and efficient.

H. Development Limitation

This development is limited to only one sub-theme, consider the time of making animation that takes a long time to generate animations appropriate and commensurate with the needs of 1st grade, and consider the validation process that requires precision and accuracy to make learning media really valid and feasible for at present in the learning process, then

23

the restrictions on the learning material needs to be done to make it more focus. So that the development of more detailed restrictions are:

- Media-based learning Adobe Flash CS4 for 1st grade at 2nd semester,
- 2) Theme of "Natural Events"
- 3) Subtheme of Natural Disasters that consist of 6 meetings.

I. Definition of Terms

Definitions of terms used to explain terms or concepts that exist in the research. The term or concept described is a term or concept that is felt would give a different interpretation of the reader. Therefore, an explanation or definition of the concept or definition of the term are large or dictionaries of experts which are then interpreted by the researchers themselves to stand out of the quote. From the description above, the definition of the term given by the researchers of the study, titled "The Development of Thematic Integrative Learning Media Using Adobe Flash Cs4 for 1st Grade of State Islamic Elementary School Malang 2". Among other proposed definition of the term research as follows:

1. Developments

Development is the process of translating or describing the design specifications into physical form. Development is a systematic process in order to develop learning tools in order to produce thematic integrative learning media for 1st grade Elementary School.

2. **Thematic**

Porwadarma defining theme is the main idea or main idea of the subject of discussion¹³.

Theme in the thematic learning for 1st grade is a theme that chosen in accordance with the students environment conditions, resulting in students learning more easily find realities that can be found in the surrounding environment so that student understanding can be further increased by the presentation of thematic learning.

3. Thematic Learning

In term of the Ministry of Education as a thematic learning model of learning is one type/kind of the integrated learning model. The term thematic learning is basically an integrated learning model that uses the theme to relate some of the subjects so as to provide a meaningful experience for students. Humphreys, et.al proposed integrated studies are studies in which students can explore their knowledge in various subjects relating to certain aspects of their environment. 14

It can be concluded thematic learning is a matter of learning activities by combining multiple subjects in one theme, which emphasizes student

¹⁴ Trianto, Pengembangan Model Pembelajaran Tematik, (Jakarta: PT. Prestasi Pustakarya, 2010). Hlm 79

¹³ Wahidmurni, Pengembangan Kurikulum IPS dan Ekonomi di Sekolah/Madrasah, (Malang: UIN-Maliki Press, 2010). Hlm 87-88

engagement in learning and empowerment in problem solving, so that it can foster creativity in accordance with their potential and tendency different from one another.

4. Adobe Flash CS 4

Adobe Flash CS4 is one of the medium of animation that beginning is a program made by Macromedia, the latest version of the Macromedia Flash is Macromedia Flash 8th (in 2004), later acquired by Adobe which later changed its name to Adobe Flash, version of Adobe Flash started from version CS 3, CS 4, CS 5, and CS 6 most recently. In this study the specifications Adobe Flash used is Adobe Flash CS 4, consider the features that come with sufficient production and processing are fairly lightweight, and stability of the program on this version is more stable than previous versions of Adobe Flash CS 3, while the version of Adobe Flash CS 5 and CS 6 with a feature that is much more complete, but the production process would be longer because of the operation of this program is much heavier than the CS version of Adobe Flash CS 3 and 4, so that the researchers considered and decided to use Adobe Flash CS4.

J. Systematic of Writing

Systematics of the writing this study is planned to organize into six chapters that Chapter I until Chapter VI, complemented to a bibliography and appendices.

Chapter I is an introduction: (a) the background of the problem, (b) formulation of the problem, (c) the purpose of development, (d) the benefits of development, (e) product specifications are developed, (f) the importance of the development, (g) the assumption and limitations, (h) the definition of key term, and (i) systematic of writing.

Chapter II is review of the literature that contains: 1) Model of learning, 2) Basic Concepts of Thematic learning models, 3) Thematic learning characteristics, 4) Definition of learning media, 5) characteristics of learning media, 6) learning media functions, 7) benefits of using instructional media, 8) Adobe Flash CS4, 9) preview of Adobe Flash CS4.

Chapter III is research method that contains, (a) the model development, (b) the development of procedures, (c) test the product.

Chapter IV is the exposure of data describing the results of research that shows the development, (a) a description of the Instructional materials development; and (b) an assessment of the product development of Instructional materials. Validation of the product development of Instructional materials contain the results of the validation of product development consists of: 1) validation results matter experts; 2) the results of the validation studies teachers of natural science iv class mi; and 4) the results of field trials.

Chapter V is a discussion that contains: (1) the analysis of the development of Instructional materials, (2) analysis of the validity level of

thematic integrative learning media, and (3) revision of product development.

Chapter VI is Conclusion, this chapter contains: (a) the conclusion of the development; and (c) suggestions.

Bibliography is a list of the books that included several titles, author names, publishers, and etc. which is placed at the end and are arranged based on alphabetically. Bibliography serves to provide the direction for the readers who want to continue the writing for the assessment or re-checking of the papers the relevant.

The last is the attachment that contains the required documents that support the writer or the reader in the process of development of Instructional materials.

CHAPTER II

LITERATURES

A. Study of Literatures

1. Model of Learning

Thematic may imply a problem or condition that was around the learner environment that can be seen and felt is then used as a discussion of learning so that learners can analyze and develop it in accordance with the experience and knowledge.

According to Meyer W. J. The model is defined as an object or concept that is used to represent something. Something real is converted to a form that is more comprehensively.¹

From the definition, it can be concluded that the model is a concept, object, or can be described as a design that is used to describe something. In this discussion the question is learning. So if we combine the models with learning, we may conclude that the learning model is the concept, planning, or design in the patterned design in the learning process.

Joyce stated that the learning model is a plan or a pattern that is used as a guide in classroom teaching or learning in tutorials and to determine the

¹ Trianto, *Pengembangan Model Pembelajaran Tematik*, (Jakarta : PT. Prestasi Pustakarya, 2010). Hlm 73

29

planning of learning tools including books, movies, computer, curriculum, etc. 2

This explanation gives a more detailed explanation and stated that the learning model is more likely in the planning process of learning. In the learning plan there are various components that we have to consider in detail and meticulous about learning device so that the learning process can be implemented as expected.

In regard to the notion of learning models, Arrends states: "the term teaching models refers to a particular approach to instruction that include it goals, syntax, environment, and management system".³

Arrends shed light on the broader model of learning, so that learning model not only focus on the learning process alone, but broader up strategy, methods, and procedures the learning.

From the Understandings of learning model that has been explained, it can be concluded that the learning model is a lesson plan that includes the planning process for the vessels (textbooks, instructional media, and other learning equipment), as well as the design and implementation of the strategy used in the learning process, methods, and procedures in more detail the learning.

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² Ibid hlm. 74

³ Ibid

2. Teaching and Learning to Islamic Perspective

a. Definition of learning According on Islamic Perspective

Islamic education by Ahmad D Marimba is a physical and spiritual guidance based on the laws Islamic religion toward the formation of a major personality according to Islamic criteria.⁴ In line with the above opinion, according Chabib Thoha Islamic education is a basic educational philosophy and goals as well as theories that are built to carry education practices based on basic values of Islam are contained in the Qur'an and Hadith.5

So the values of Islamic education are traits or things attached to Islamic education is used as a basic human to achieve the goal of human life is dedicated to God Almighty. These values need to be instilled in children from childhood, because at that time is the right time to instill good habits to her.

b. Foundations and Objectives of Islamic Education Value

1) Foundation Value of Islamic Education

Islamic education is very individualized attention and social arrangement that brings its adherents on the application of the teachings of Islam into everyday behavior. Therefore, the existence of

⁵ HM. Chabib Thoha, Kapita Selekta Pendidikan Islam, (Yogyakarta: Pustaka Pelajar, 1996), hlm.99

 $^{^4}$ Ahmad D. Marimba, Pengantar Filsafat Pendidikan (Bandung : Al Ma'arif, 1989) hlm.21

31

the source and foundation of Islamic education should be the same as the sources of Islam, namely the Quran and As Sunnah.⁶

The underlying philosophy of life throughout the Islamic educational activities is a way of life that Muslims are noble values that are universal ie Qur'an and Sunnah that is authentic also the opinion of the Companions and scholars as an extra. This is in line with the opinion of the Marimba D. Ahmad explained that the foundation or basic education comparable to building so that the contents of Al-Quran and Al-Hadith into pondamen, as a source of strength and determination remain educational establishment.⁷

2) The Qur'an

The position of the Qur'an as the source can be seen from the content of surah Al Baqarah verse 2:

Meaning:

Book (Al-Qur'an) is not any doubt, guidance for those who fear Him. (Surat al-Baqarah: 2).

Furthermore, Allah SWT says in the letter Ash Shura verse:

⁶ Abdurrahman An Nahlawi, Pendidikan Islam di Rumah, Sekolah dan masyarakat (Jakarta : Gema Insani Press, 1995), hlm. 28

⁷ Ahmad D. Marimba, *op. cit.*, hlm.19

أَنْ أُرْسِلْ مَعَنَا بَنِي إِسْرَ ٓءِيلَ ٢

Meaning:

Allah sent down the Book with the truth and loses the balance of justice. (QS.Asyuura: 17).

In the Qur'an there are teaching which contain the principles that related to the activities or business education. As an example can be read in the story that Luqman taught his son in a Luqman verse.⁸

(a) As Sunnah

After the Quran, Sunnah Islamic education makes a base and a source of curriculum. Sunnah literally means path, method and program. In case the term sunnah is described through a saheeh sanad whether it be words, or deeds of the Prophet Muhammad.⁹

As the Qur'an Sunnah contain clues to human welfare in all its aspects that foster human become pious Muslims. In the world of education avail Sunnah has two very large, namely:

 $^{^{8}}$ Zakiah Daradjat, et. al,Ilmu Pendidikan Islam, (Jakarta : bumi Aksara, 2000), cet. IV, hlm. 20.

⁹ Abdurrahman An Nahlawwi, op. cit., hlm. 31

- (1) Explaining the Islamic educational system that is contained in the Qur'an or explain things that are not contained therein.
- (2) Summing up the education method of the Prophet's life with her children and planting of faith into the soul does.

3. Basic Concepts Thematic Learning Model

According to the Ministry of Education thematic learning is one type / kind of the integrated learning model. The term thematic learning is basically an integrated learning model that uses the theme for integrating some subjects so as to provide a meaningful experience for students.¹⁰

Thematic learning is one of the new learning model in place since the advent of competency-based curriculum (KBK) in 2004, in this learning model combines several subjects into one particular theme, so that the subjects and the other one is not presented separately in the learning process , but presented in an integrated manner to one that is expected to bring a thorough understanding of (holistic) in students, so that students can more easily understand the linkages between learning materials with each other,

¹⁰ Trianto, Pengembangan Model Pembelajaran Tematik, (Jakarta: PT. Prestasi Pustakarya, 2010). Hlm 79

so is expected to be more meaningful learning process and provide insight deep in students.

Humphreys ET. Al. argued that an integrated study is a study in which students can explore their knowledge in various subjects relating to certain aspects of their environment. ¹¹

Emphasize thematic learning for students active in the learning process, because that exploration conducted by students independently would be more meaningful than just material conventionally taught by the teacher. in the exploration process is expected students to develop their knowledge in a way to explore independently subject matter, so that students are able to relate the knowledge that has been known previously to the knowledge taught during the learning process.

4. Thematic Integrative Learning Characteristics.

According to the Ministry of Education, thematic learning has some characteristics such as: 12

- Experiences and learning activities are very relevant to the child's developmental level and needs.
- b. Selected activities in the implementation of the contradictory thematic learning interests and needs of students.

¹¹ Ibid

¹² Trianto, Mengembangkan Model Pembelajaran Tematik. (Jakarta: Prestasi Pustaka. 2010), Hlm 88

- c. Learning activities will be more meaningful and memorable for the students so that the learning bias last longer.
- d. Assist the development of students' thinking skills
- e. Presenting pragmatic learning activities according to students' problems frequently encountered in the environment.
- f. Students develop social skills, such as cooperation, tolerance, communication and responsiveness to others' ideas.

5. Definition of Learning Media

The word is taken from the word *medius* media which literally means 'middle', intermediaries or introduction. In Arabic media is an intermediary or introductory message from the sender to the receiver of the message. ¹³

In general, the media has a meaning as a conduit or intermediary, from the above explanation media word has a meaning as an intermediary or in the Arabic language means a messenger to the receiver of the message, if we analogy media in question is the mass media then this means that the contents of the message of the media the message contains a message addressed to the masses. It's another thing when we discuss instructional media, of course, a more specific definition in this case will be different when viewed from the terms and contents of the message contained in the medium term learning itself.

¹³ Azhar Arsyad, *Media Pembelajaran, Cet. I* (Jakarta: Raja Grafindo, Persada, 1997), hlm:03

Therefore, it becomes important if only if we conduct a study to find a more specific meaning of the term learning media from multiple sources.

According Asnawir and Basyiruddin, media is something that is channeling messages and can stimulate the mind, feelings, and willingness audience (students) so as to encourage the learning process in itself. ¹⁴

The explanation above describes the notion of learning media is anything that can be used by teachers to encourage students to make students want to carry out the process of learning, the learning media will be very important when we are positioned as something that can be used to encourage students to learn, due to the availability of this media students will be encouraged, helped and be motivated to make the process of learning.

Meanwhile, According to NEA (National Educational Association). Media forms of communication are both printed and audio-visual equipment as well. Media should be manipulated, can be seen, heard, and read.¹⁵

Understanding Media by NEA more emphasis on equipment that can be audio, visual, print or other forms of communication between teacher and student interaction. When we draw linkages theoretically media and in fact

¹⁴ Asnawir, M Basyirudin Usman, *Media Pembelajaran*, (Ciputat Perss, 2002), hlm:11

¹⁵ ibid

on the ground, some of the media that can be encountered in schools could be the basis of the board, construction paper, pictures, and so on.

From the definition above we can conclude that it is a place of learning media messages by sources or distributors want to continue to target the recipients of the message. That the material that you want to convey is the message and the learning objectives to be achieved is the teaching and learning process.

If in one and other media cannot run as expected functions as a message, then the media is not effective in the sense of not able to communicate the desired message and delivered by the source to the target to be achieved.

6. Characteristics of Learning Media

The characteristics of learning media are the traits that lead to a feasibility study media instructional media for use in the learning process, it is important to be studied as a medium of learning in the sense that everything is a learning media that can be used to stimulate students, and of course it is very important to be studied.

Gerlach & Ely describes three characteristics of media used and what can be done by the media that the teacher may not be able (less efficient) to do it, ie:16

¹⁶ Azhar Arsyad, *Media Pengajaran*, (Jakarta: Raja Grafindo Persada, Cet. I, 2002), hlm:11-13

a. Fixative Characteristics

This characteristic describes the ability of the media to record, store, preserve and reconstructs an event or object. An event or object can be sorted and rearranged with graphic media such as photo, video, tape, diskette, and movies. With this fixative characteristic, allowing the media to record an event or object that occurs at a particular time can be transformed without knowing the time.

b. Manipulative Characteristics

Manipulative characteristics are characteristics that can transform an event days can be presented to students within two or three minutes without prejudice to convey to students.

c. Distributive Characteristics

Distributive characteristics of media enable an object or event transformed through space and simultaneously to a large number of students with the same stimulus relative experience of the incident.

Of several characteristics that have been described above by Gerlach, it can be concluded that the characteristics of instructional media are the traits that has the function of learning media to help students to more easily understand the concept of learning materials more clearly, so that with the media to increase understanding of learning students. For teachers characterize learning media is certainly also be very helpful because with

39

the availability of instructional media that is able to display images that can be played back demonstrations, the teacher does not need to practice over and over in front of the student demonstrations in person, but can also be displayed through video recordings that have been made and shown repeatedly through visual media.

Some other characteristics learning media by media experts have formulated the characteristics of media use in education, so collected a conception of educational technologies that have the characteristics, namely:

- 1) Oriented students
- 2) Apply the concept of system approach
- 3) Utilize a variety of media sources

From these explanations if we associate with the curriculum KBK, KTSP, and curriculum 2013 that focuses on engaging students in integrative thematically learning, then of course the media characteristics required to exist on the media itself of course is student-oriented learning media as target objects in the educational process, all the messages, information, learning materials should focus on students' needs, and is able to stimulate students to be active in the learning process. Media also as a tool to overcome delays in communication, so hopefully with the characteristics of

¹⁷ Asnawir, M Basyirudin Usman, *Media Pembelajaran*, (Ciputat Perss, 2002), hlm:24

the learning media can help overcome communication barriers in the delivery of learning materials to students more effectively and efficiently.

7. Learning Media Function

Function of learning media in general has been revealed by Hamalik, namely the use of the medium of instruction in the teaching process learn some vital lessons to arouse desire and renewed interest, motivation and stimulation of learning activities, and even bring the psychological effects on students.

Levie and Lentz said that there are four functions of teaching media, especially visual media, namely: ¹⁸

- a. Functions of visual media attention is at the core, which is attractive and draws attention to the students to concentrate on teaching content related to the meaning of the displayed visual or text accompanying the subject matter.
- b. Affective functions of visual media can be seen from the enjoyment of the tiers of students when learning (or reading) a text with a picture. Image or visual symbol can arouse emotions and attitudes of the students, such as information concerning social issues or race.

¹⁸ Azhar Arsyad, *Media Pembelajaran*, (Penerbit PT Raja Grafindo Persada. Jakarta.2002). hlm:16-17

- c. Cognitive visual media seen from the findings of the study revealed that the visual symbol or picture facilitates the achievement of goals to understand and remember the information or images contained in the message.
- d. Compensatory function of teaching media seen from the findings that the visual media that provide context for understanding the text help students who are weak in reading to organize information in the text and recall.

Of the various functions of instructional media that have been presented, it can be concluded that the medium of learning, especially in learning thematic integrative learning media serves to attract sympathy and concentration of students, increasing student motivation and passion to learn, easy to understand and remember learning materials, and help generalize skills students who cannot read, especially thematic integrative learning is applied to 1st grade, where the transition of kindergarten students at that age where it is possible persistence of students who cannot read, so the visual media that combine images and text to help students understand the material learning.

8. Benefits of Using Instructional Media

Instructional media has a major benefit of helping students to understand the subject matter presented by the teacher. But according to some experts teaching media education has wider benefits, among others:

- According to Dale benefits of learning media are: ¹⁹
- a. Increasing mutual understanding and sympathy in the classroom.
- b. Led to a significant change in student behavior.
- c. Shows the relationship of subjects and the needs and interests of students by increasing student motivation.
- d. Bring the freshness and variety of the students' learning experience.
- e. Make learning more meaningful results for a variety of student abilities.
- f. Encourage the use of meaningful subjects by letting imagination and active participation that result in increased student learning outcomes.
- g. Provide necessary feedback that can help students discover how much they have learned.
- h. Completing a rich experience with the concepts that are meaningful and can be developed.
- Expand knowledge and learning experience of students who reflect nonverbal and make generalizations.
- j. Convince themselves that the order and clarity of mind that students need if they are to build structures and systems concepts and ideas that are meaningful

¹⁹ Azhar Arsyad, Media Pembelajaran, (Raja Grafindo Persada. Jakarta.2002). hlm: 24

43

By Dale explanation there are many benefits of using instructional media as described above, so that with the media that this is very useful, it needs the availability of appropriate learning media in the learning process, especially thematic integrative learning.

In addition to what has been revealed by Dale on Rifa'i According Sudjana and benefits according to their learning media is:²⁰

- a. Teaching will attract more attention in order to motivate students to learn.
- b. Teaching material will be more clearly its meaning so that it can be understood by students and possible to master and achieve the goal of teaching.
- c. Method of learning will be more varied, not merely verbal communication through the narrative of the words by the teacher, so that students do not experience boredom and teachers do not run out of steam, especially if teachers teach at any hour lesson.
- d. Students learn more activities, because not only listen to the description of the teacher, but also other activities such as: observing, doing, demonstrate, plays, etc.

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²⁰ Ibid,hlm 25

9. Adobe Flash CS 4

Adobe Flash CS4 is one of the flagship programs Adobe System developed to design animated vector images. The main files generated by this program is a shockwave file extension (.Swf), which is the animation file extensions that are characteristic of the flash program appears, the extension "swf" files frequently encountered in the web, blogs, websites or the internet in general. Extensions file usage. Swf file that is due to the relatively small size and display animated images that can be accompanied by buttons which link animated interesting and it can attract the attention of website visitors to visit the website, other than that in a single file extensions .Swf also we may want to insert the audio file, and also the video, so it becomes more interesting animated display equipped with audio and video files that can be played in the artificial result of the Adobe Flash CS 4.

In the history of Adobe Flash, Jonathan Gay which is the main flash programmer was said that:

The beginning of the creation of this program was when he created a program to draw on the computer using a pen electrically connected to the computer, and then the program is developed into FutureSplash animator, who became moving animated image maker program. In 1995 the Macromedia give Future Splash bid to develop a program to make it more stable, and this program eventually developed into macromedia flash version 1.0. This is where the start of the development of program macromedia flash animators are often used to make web or create ads (advertisement) on the web. In the progress to date macromedia flash developed into several versions until the final version was released on Sept. 13, the basic macromedia flash 8, macromedia flash8 and professional. Macromedia was acquired in

December 2005 one of the company's rival, Adobe Systems, Adobe temporary but is still using Macromedia name on a number of programs.21

And to this day what was once macromedia flash Adobe Flash now, the following list of versions ranging from macromedia flash program to be Adobe Flash current

History products until the beginning of 2010:²²

- Future Splash Animator (10 April 1996)
- Flash 1 (December 1996) b.
- c. Flash 2 (June 1997)
- Flash 3 (31 Mei 1998)
- Flash 4 (15 June 1999)
- Flash 5 (24 Augustus 2000) Action Script 1.0
- Flash MX (version 6) (15 March 2002)
- Flash MX 2004 (version 7) (9 September 2003) Action Script 2.0
- Flash MX Professional 2004 (version 7) (9 September 2003)
- Flash Basic 8 (13 September 2005)
- Flash Professional 8 (13 September 2005)

Official Website of Adobe systems, "http://www.adobe.com/aboutadobe/pressroom/ pressreleases/201205/050712AdobeCS 6Ship.html#" diakses pada: Senin, 09 september 2013 10:58 Pm

²² ibid

- Flash CS 3 Professional (as version of 9,16 April 2007) Action
 Script 3.0
- m. Flash CS 4 Professional (as version of 10, 15 October 2008)
- n. Adobe Flash CS 5 Professional (as version 11, to be released in spring of 2010, codenamed "Viper)
- Adobe Flash CS 6 Professional (as version of 12, di release 11 may 2012).²³

Until the year of 2012 and the latest version is already produced Adobe Flash CS 6, which is an improvement from previous versions with the addition of features and stability of the program, but for this study the authors wanted to use Adobe Flash CS 4 version as program developers due to several considerations:

- a. Capacity Adobe Flash the most recent and the possible run on the laptop / computer is generally in Indonesia today is the Adobe Flash CS 4 to version 5 and 6 require greater capacity and of course the program is too heavy run on a standard laptop
- b. Feature available in Adobe Flash CS 4 is sufficient to meet the target for the development of instructional media present study
- c. Script programming that will be used is the action script 2, which does not require version 5 or 6 to use it.

-

²³ ibid

- d. Lack of twinning that will feature researchers use to program the flash version before flash CS 4.
- e. Based on the experience of the researcher on the version of Adobe
 Flash CS 4 raw files that can be edited again in CS4 version is
 more stable than the CS 3 version.

10. Preview Adobe Flash CS 4

a. Front Page

The start page is the view that first emerged when we access Adobe Flash CS 4 Professional. How to access Adobe Flash CS4 Professional is the first time that double-clicking on the desktop icon or see the list of programs. Display start page first opens the Adobe Flash CS 4 Professional i.e.:

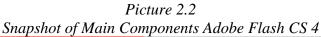
Snapshot Worksheet Adobe Flash CS 4:

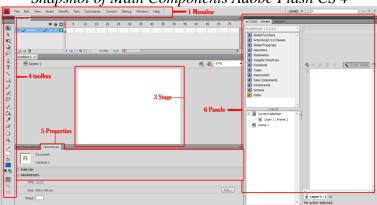
| State | Commence | More | Marked | Mar

Picture 2.1
Snapshot Worksheet Adobe Flash CS 4:

b. Work Environment Adobe Flash CS 4

In outline, the work environment (Workspace) Adobe Flash CS 4 consists of several main components that you can see like in the picture:





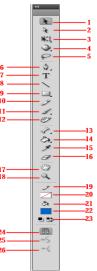
- 1) The menu bar is a bar that consisting of the basic menus that classified in one category. For example, the file menu consists of commands New, Open, Save, Import, Export, and others.
- 2) Timeline panel is a window that is used to categorize and organize the content of a movie; the setting involves determining the object through time, layer settings, and others.
- 3) Stage is an area to creating animation that used to compose the individual frames in a movie.
- 4) Toolbox is a collection of tools that are often used for selection, drawing, coloring objects, modify objects, and set the image or object.
- 5) Properties are information objects that exist on the stage.
 Display Properties panel can automatically changing the display properties of information attributes of the selected object.

6) Panels are a controller that serves to replace and modify various attributes of the object of animations quickly and easily.

c. Toolbox

Toolbox facility as described briefly at the beginning is a set of tools or equipment that has its own functions for design purposes (see Figure 2.2). Here's an explanation of each tool contained in the Toolbox:

Picture 2.3
Snapshot Toolbox Adobe Flash CS 4



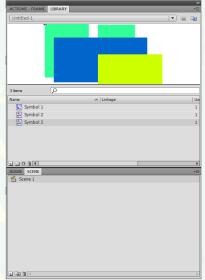
- (1) Selection tool, used to select or select an object.
- (2) Sub selection tool, select the function objects detail part of the selection tool.
- (3) 3D rotation tool: function to perform 3-dimensional rotation
- (4) Free Transform Tool, serves to transform the selected object.
- (5) Lasso Tool, serves to crop the image manually.

- (6) Pen Tool is used to draw lines with the help of auxiliary points as in the manufacture of a line, curve or image.
- (7) Text Tool is used to create text objects.
- (8) Line Tool is used to create or draw lines.
- (9) Rectangle Tool is used to draw a circle or ellipse.
- (10) Pencil Tool is used to create the line.
- (11) Brush Tool is used to draw shapes and lines of free-form shapes.
- (12) Deco tool to create the backdrop decorate objects
- (13) Bone tool is used to set object kinematic motion (action script 3)
- (14) Paint bucket Tool used to fill blank areas or areas used to change the color of an object that has been dyed.
- (15) Eye Dropper Tool used to take a sample of the color.
- (16) Eraser Tool is used to remove the object.
- (17) Hand Tool is used to shift the display without changing the magnification stage.
- (18) Zoom Tool allows you to zoom in or out stage.
- (19) Stroke Color icon or symbol stroke color (color lines)
- (20) Stroke color selector is used to select the Stroke Color or color in a line.
- (21) Fill Color icon or symbol fill color (color of the object)
- (22) Fill color selector, used to select the Fill Color or give color to an object.

- (23) Swap Color is used to swap the fill and stroke color or otherwise of an image or object.
- (24) Black and white: function to change the fill color to black and white or vice versa.

d. Library

Picture 2.4 Library Snapshot Adobe Flash CS 4

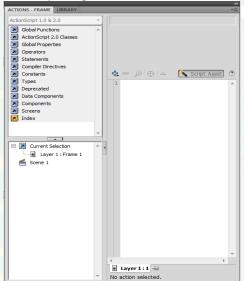


Function of the library is a container for storing separate programs that have become, like buttons, graphical objects, audio, video, and others. The following panel display library.

e. Action Script

One of the advantages of flash compared with other animation software that is the Action Script. Action Script is the programming language of the Adobe Flash that used to create animation or interaction, allow Action Script to create actionoriented instruction (do command) and instruction-oriented logic (problem analysis before making the order). We can bring up the Action Script panel by pressing F9 on the keyboard. Or via the menu bar by clicking Window> Actions:

Picture 2.5 Library Snapshot Adobe Flash CS 4



Similar to other programming languages, Action Script contains many different elements and structures themselves. We have crafted it correctly in order to run Action Script document in accordance with the wishes. If not assemble everything correctly, the results obtained it will be different or flash file will not work at all. Action Script can also be applied to the action on the frame, button, movie clip, and others. Action frame is action that is applied to the frame to control the navigation movie, frame, or other objects.

One of the Action Script function is to provide connectivity to an object, i.e. by writing commands in it. Three things to watch in the Action Script.

f. Action

Final Step action granting an inter-object interaction in the making:

- 1) Action Frame: is a given action on the key frame. A key frame will be marked with the letter A when the key frame is there an action.
- 2) Action Object: is a given action on an object, either a button or movie clip

CHAPTER III

RESEARCH METHOD

A. Development Method

This Research is using Research and Development Method, this is a method that producing of certain products, and testing the effectiveness of the products.¹

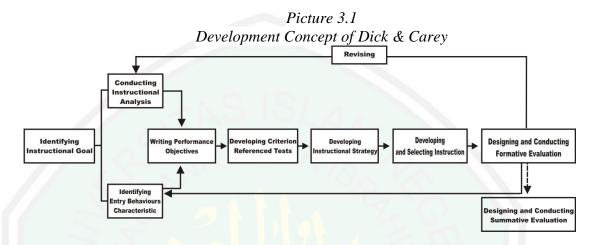
To producing the product it need to analyze the needs before producing to make sure that the product that will be produce appropriate. And to make sure the effectiveness of the product it need to be tested before the product produced massively.

1. Design Development

This study was designed using instructional design development Walter Dick and Lou Carey. Dick and Carey on the model there are 10 stages of the design development of learning, but the development is only using 9 stages alone, because the development of teaching materials that will be limited only to test prototype products. Stages tenth (Summative

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung, Alfabeta 2011), Hlm, 297.

Evaluation) was not performed because it is outside the system of learning, so it is not used in the development. The steps are as follows: ²



- a. Identifying Instructional goal (identifying the general purpose of learning)
- b. Conducting Instructional Analysis (Implement learning analysis)
- c. Identifying Entry Behaviors, Characteristics (Know the behavior and characteristics of student input)
- d. Writing Performance Objectives (Formulating learning objectives)
- e. Developing Criterion-Referenced Test (Develop a test point of reference)
- f. Developing Instructional Strategy (develop learning strategies)

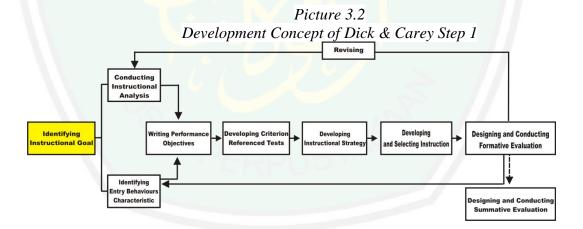
² Fitratul Uyun. Pengembangan Bahan Ajar Pembelajaran Al-Qur'an Hadis dengan Pendekatan Hermeneutik bagi Kelas 5 MIN 1 Malang. Thesis. Fakultas Pascasarjana UIN Maliki Malang, 2010

- g. Developing and Selecting Instruction (selecting and developing learning materials)
- h. Designing and Conducting Formative Evaluation (designing and implementing formative evaluation)
- i. Revising Instruction (Revise learning materials).

2. Development Procedure

Based model of instructional design system approach Walter Dick and Lou Carey as noted above, the development of procedures in the development of research following the steps instructed as follows:

a. Identifying Instructional goal (identifying the general purpose of learning)



In this first step is to identify common goals thematic learning to conduct a needs analysis to determine the destination. This step determines what is to be achieved by learners after participating in learning activities (goal Instruction). The general objective is a statement that describes what capabilities should be owned by the student after completion follows a lesson. Common goals were identified based on the analysis of learning needs, curriculum subject areas, as well as input from expert's field of study. To get an idea of the qualifications and abilities are expected to be owned by the learner after following MI thematic learning in class I.

To determine the general purpose class I MI thematic learning can be done by analyzing the KI and KD in thematic learning the Natural Disasters theme:

1) Basic Competency Mapping KI 1 and KI 2

Indonesian

- 1.2 Accepting the existence of Almighty God over human creation, and diverse languages, as well as objects in nature around.
- 2.1 Has concern and curiosity about the existence and nature of objects form through the use of Indonesian and / or the local language.

PJOK

- 1.1 Appreciate the entire body with the motion and ability as an invaluable gift of God.
- 2.1 Demonstrate confident behavior in a variety of physical activity in the form of a game mathematics.

2.1 Demonstrate abide by the rules of conduct in doing addition and subtraction according to the procedures / rules with regard to the value of tens and units.

PPKn

- 1.1 Accepting the diversity of individual characteristics in religious life as a gift of God Almighty in the home and school environment.
- 2.1 Demonstrate abide by the rules of behavior and rules that apply in everyday life at home and school.

SBDP

- 1.1 Feel the beauty of nature as one of the signs of God's power
- 2.1 Demonstrate curiosity to know nature in the surrounding environment as a source of ideas to create works of art.
- 2) Basic Competency Mapping and KI 3 and 4

Indonesian

- 3.1 Know the descriptive text on the limbs and senses, the form and nature of objects, and events of the day and night with the help of a teacher or friend in the Indonesian language spoken and written vocabulary that can be filled with local language to help understanding.
- 4.1 Observing and imitating the descriptive text on the limbs and senses, the form and nature of objects, and events

independently day and night in the Indonesian language spoken and written vocabulary that can be filled with local languages to help the presentation.

PJOK

- 3.2 Knowing the basic concepts non-locomotors motion in accordance with the dimensions of the body are used, direction, space, relationships, and business, in various shapes and simple games or traditional games.
- 4.2 Practicing non-locomotors basic motion patterns corresponding to the dimensions of the body are used, direction, space, relationships, and business, in various shapes and simple games or traditional.

Mathematics

- 3.4 Demonstrate an understanding of magnitude by counting forward to 100 and backward from 20.
- 3.12 Determining the length of the short sequence is based on objects, high and low height, and sequence groups based on the number of members.
- 4.3 Expressing back with his own sentences and solve problems related to addition and subtraction related to daily activities at home, school, or playground, as well as checking the truth.

- 4.9 Collecting and managing data and presenting it in a categorical principal concrete graphs and pictographs without using a sequence of labels on axis.
- 4.10 Reading and describe the basic data that is displayed in concrete graphs and pictographs.

SBDP

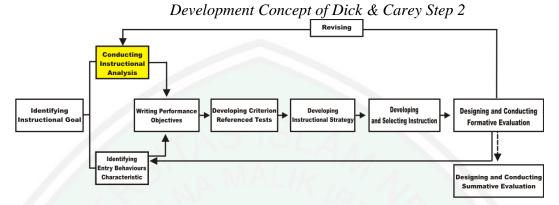
- 3.2 Know the varied rhythm patterns using rhythmic instruments
- 3.4 Observing a variety of materials, tools, as well as its function in making a craft.
- 4.4 Establish a work of art expression from soft material
- 4.8 Playing a rhythm pattern two and three bars marked with rhythmic instruments.

PPKn

- 3.2 Know the rules and regulations applicable in daily life at home and school.
- 4.1 Observing and communicating behavior around homes and schools and associate it with the introduction of one of the symbols of Pancasila.

61

b. Conducting Instructional Analysis (Implement learning analysis) Picture 3.3



After identifying the learning objectives, the next step is to conduct an analysis to identify the innate skills that students must learn in order to achieve specific learning objectives:

1) Indicator of 1st Meeting

Indonesia Language

- 3.1 Know the descriptive text on the limbs and senses, the form and nature of objects, and events of the day and night with the help of a teacher or friend in the Indonesian language spoken and written vocabulary that can be filled with local language to help understanding
- 4.1 Observing and imitating the descriptive text on the limbs and senses, the form and nature of objects, and events independently day and night in the Indonesian language spoken and written vocabulary that can be filled with local languages to help the presentation

Indicator

- Identify the causes of flooding
- Identify from floods
- Recounting the story in the form of pictorial

SBDP

- 3.4 Observing a variety of materials, tools, as well as its function in making a craft
- 4.4 Establish a work of art expression from soft material

Indicator

- Identify how to make a soft dough ingredients
- Identify how to create a key chain with soft material
- Make a soft dough ingredients
- Make key ring of soft material

Mathematics

- 3.12 Determining the length of the short sequence is based on objects, high and low height, and sequence groups based on the number of members
- 4.10 Reading and describe the basic data that is displayed in concrete graphs and pictographs

Indicator

- Identify the data on the chart image
- Reading data on graphs image

- Describe the data on the chart image
- 2) Indicator of 2nd Meeting

Indonesia Language

- 3.1 Know the descriptive text on the limbs and senses, the form and nature of objects, and events of the day and night with the help of a teacher or friend in the Indonesian language spoken and written vocabulary that can be filled with local language to help understanding
- 4.1 Observing and imitating the descriptive text on the limbs and senses, the form and nature of objects, and events independently day and night in Indonesian verbal and writing that can be filled with vernacular vocabulary

Indicator

- Identify the causes of flooding
- Identify the causes of droughts
- Classifying the causes of floods and droughts

PPKn

- 3.2 Know the rules and regulations applicable in daily life at home and school
- 4.2 Implement rules at home and school

Indicator

- Identify the need for the rules applied in the community in order to prevent flooding
- Observing the implementation of hygiene rules at school
- Report on the implementation of hygiene rules at home
- 3) Indicator of 3rd Meeting

Indonesia Language

- 3.1 Know the descriptive text on the limbs and senses, the form and nature of objects, and events of the day and night with the help of a teacher or friend in the Indonesian language spoken and written vocabulary that can be filled with local language to help understanding
- 4.1 Observing and imitating the descriptive text on the limbs and senses, the form and nature of objects, and events independently day and night in the Indonesian language spoken and written vocabulary that can be filled with local languages to help the presentation

Indicator

- Identify the impact of a tornado
- Conduct experiments regarding the result of a tornado

PJOK

3.2 Knowing the basic concepts non-locomotors motion in

- accordance with the dimensions of the body are used, direction, space, relationships, and business, in various shapes and simple games or traditional games
- 4.2 Practicing non-locomotors basic motion patterns corresponding to the dimensions of the body are used, direction, space, relationships, and business, in various shapes and simple games or traditional

Indicator

- Identify how to save themselves in the event of a tornado
- Simulate escape during a tornado
- 4) Indicator of 3rd Meeting

SBDP

- 3.2 Know the varied rhythm patterns using rhythmic instruments
- 4.8 Playing a rhythm pattern two and three bars marked with rhythmic instruments

Indicator

- Identify patterns varied rhythm using rhythmic instruments
- Playing a three-quarter rhythm patterns

Mathematics

3.12 Determining the length of the short sequence is based on objects, high and low height, and sequence groups based on the number of members

4.10 Reading and describe the basic data that is displayed in concrete graphs and pictographs

Indicator

- Identify existing data on pictographs
- Read the data contained in pictographs
- Describe the data contained in the graph illustrated

Indonesia Language

- 3.1 Know the descriptive text on the limbs and senses, the form and nature of objects, and events of the day and night with the help of a teacher or friend in the Indonesian language spoken and written vocabulary that can be filled with local language to help understanding
- 4.1 Observing and imitating the descriptive text on the limbs and senses, the form and nature of objects, and events independently day and night in the Indonesian language spoken and written vocabulary that can be filled with local languages to help the presentation

Indicator

- Identify how to read poetry
- Read the poem with proper intonation

5) Indicator of 3rd Meeting

Indonesia Language

- 3.1 Know the descriptive text on the limbs and senses, the form and nature of objects, and events of the day and night with the help of a teacher or friend in the Indonesian language spoken and written vocabulary that can be filled with local language to help understanding
- 4.1 Observing and imitating the descriptive text on the limbs and senses, the form and nature of objects, and events independently day and night in the Indonesian language spoken and written vocabulary that can be filled with local languages to help the presentation

Indicator

- Identify how to deliver a program to help victims of natural disasters to friends or people around
- Delivering programs to help victims of natural disasters to friends and adults

Mathematics

- 3.12 Determining the length of the short sequence is based on objects, high and low height, and sequence groups based on the number of members
- 4.9 Collecting and managing data and presenting it in a

categorical principal concrete graphs and pictographs without using a sequence of labels on axis

Indicator

- Determine the data group by number
- Collect data
- Presenting data in the form of graphs illustrated the need for materials to disaster victims

PPKn

- 3.1 Getting to know the symbols in the Pancasila state symbol "Garuda Pancasila"
- 4.1 Observing and communicating behavior around homes and schools and associate it with the introduction of one of the symbols of Pancasila

Indicator

- Identify appropriate behavior in time of disaster
- Grouping improper behavior during a disaster
- 6) Indicator of 3rd Meeting

Indonesia Language

3.2 Know the descriptive text on the limbs and senses, the form and nature of objects, and events of the day and night with the help of a teacher or friend in the Indonesian language spoken and written vocabulary that can be filled with local

- language to help understanding
- 4.1 Observing and imitating the descriptive text on the limbs and senses, the form and nature of objects, and events independently day and night in the Indonesian language spoken and written vocabulary that can be filled with local languages to help the presentation

Indicator

- Describe the causes of natural disasters
- Distinguishing the cause of the disaster
- Creating a picture story about natural disasters

PJOK

- 3.2 Knowing the basic concepts non-locomotors motion in accordance with the dimensions of the body are used, direction, space, relationships, and business, in various shapes and simple games or traditional games.
- 4.2 Practicing non-locomotors basic motion patterns corresponding to the dimensions of the body are used, direction, space, relationships, and business, in various shapes and simple games or traditional

Indicator

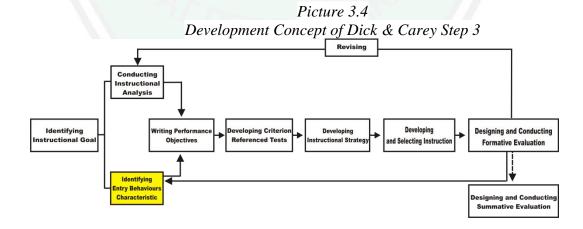
- Identify ways to save themselves during earthquakes
- Simulate survival during an earthquake

Mathematics

- 3:12 Determining the length of the short sequence is based on objects, high and low height, and sequence groups based on the number of members
- 4.9 Collecting and managing data and presenting it in a categorical principal concrete graphs and pictographs without using a sequence of labels on axis

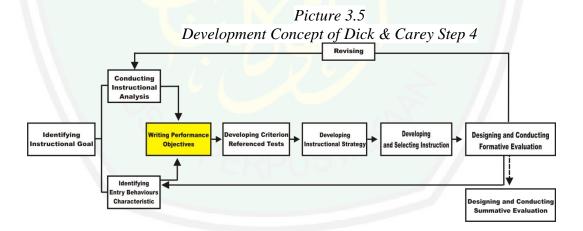
Indicator

- Determine the data group by number
- Collect data
- Presenting data in the form of graphs illustrated the disaster relief activities
- c. Identifying Entry Behaviors, Characteristics (Know the Behavior and Characteristics of Student Input)



In identifying the content that will be included in the study, this requires the identification of specific skills and knowledge that must be possessed by the early learners to be ready to enter the learning and use of instructional media. As known that media users are learning Elementary School 1st grade students. In the previous step is a preliminary analysis of the Government Elementary School first grader was found needs a concrete illustration of the material explanation, because students are still considering an early age that is 1st grade.

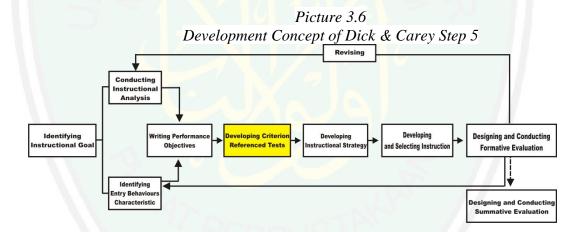
d. Writing Performance Objectives (Formulating Learning Objectives)



Specific learning objectives are a statement about the ability or behavior that is expected to be held by the students after participating in a particular learning program. Ability or behavior must be specifically formulated and operational so that it can be observed and measured.

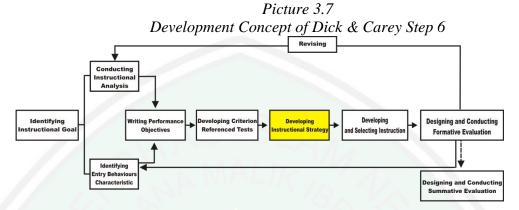
Writing learning objectives is used as a basis for developing instructional strategies and develop learning test grating. Based on the analysis of learning towards the common goal of learning and early identification of the characteristics and capabilities of the target (1st grade primary).

e. Developing Criterion-Referenced Test (Develop A Test Point of Reference)



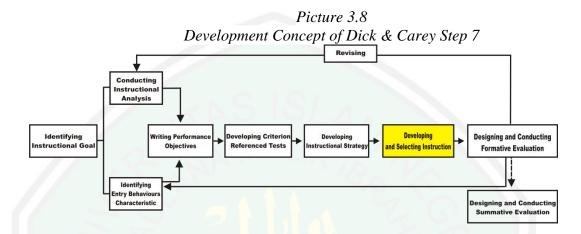
From the formulation of specific learning objectives above, the next will be formulated regarding the assessment test and measurement instrument to determine the achievement level the specific learning objectives.

f. Developing Instructional Strategy (Develop Learning Strategies)



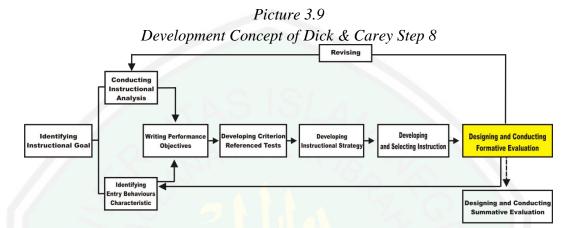
Developing instructional strategy used in order to select, organize and develop learning common components and procedures that will be used in teaching the material to students, so that students can learn easily according to their characteristics in achieving the learning objectives that have been set. The main component of learning strategies includes learning activities Prelearning, while learning Implementation, and Evaluation of learning.

g. Developing and Selecting Instruction (Selecting and Developing Learning Materials)



The next stage is to formulate and develop learning materials that will be used in this multimedia-based thematic learning. The results of product development is to be carried out in the form of instructional media animation software Adobe Flash CS 4 is then the product can be presented according to the needs of learners in MI low grade appropriate learning content characteristics.

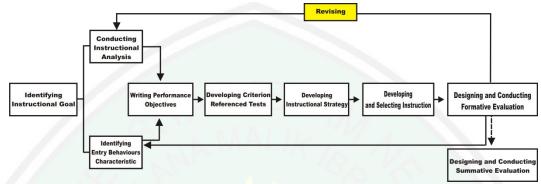
h. Designing and Conducting Formative Evaluation (Designing and Implementing Formative Evaluation)



After learning materials produced, subsequent formative evaluation of the results of the implementation of learning by using teaching materials produced products. Formative evaluation was conducted to obtain data to revise learning materials produced to suit the needs of learners to be more effective. Formative evaluations conducted on two groups, namely the evaluation by experts and user's evaluation of teaching materials in this case learners. Evaluation by experts include content expert field test study to see the truth content of the material presented, design experts to gain specific developed instructional design. While the evaluations for students, there are three stages of testing aimed at the individual, small group test and field test

i. Revising Instruction (Revising Instructional Materials)

Picture 3.10
Development Concept of Dick & Carey Step 9



The final step in developing the theory of Dick and Carey instructional materials is a step to revise the results of teaching materials. In this stage, revisers must refer to the results of a formative evaluation that has been previously performed, both from experts and students are then interpreted to break up the difficulties faced by students in achieving the learning objectives through the provision of more effective teaching materials. The second phase will explained in development which includes the presentation of the results of the trial data of teaching materials to students, both individual testing, small groups and field.

3. Teaching Material Trial Products

Some of the activities undertaken to test the product in development research are:

a. Trial Design

The test is done in order to determine the attractiveness level, the validity and effectiveness of the product. as a result of this development will be tested level of validity, the attractiveness and effectiveness. Level of validity and attractiveness of learning materials discovered through the analysis of experimental activities are carried out through several stages, namely:

- 1) Review by expert content subject matter (Thematic Integrative Learning of Curriculum 2013 Expert)
- 2) Review by expert of instructional design
- 3) Individual testing
- 4) Small test group, and
- 5) Field trials

The effectiveness of the teaching material is known through the pre-test and post-test to the acquisition of student learning outcomes at the time of the field test. Test phase product development is the implementation phase of formative evaluation as has been mentioned previously that individual testing, small groups and field tests.

b. Subject Test and Trial Steps

Test subjects in developing thematic learning media are:
 Thematic content expert MI Defined as a content expert tester fill materials thematic subjects MI

2) Instructional design experts

Instructional design experts defined as instructional media design tester's thematic subjects with MI-based thematic learning in students

3) Target trials

Product development targets or users are teachers and students of 1st grade MIN Malang 2. Targets set as a test subject product development include:

a) Master 1st grade of MIN Malang 2

In thematic learning, the learning atmosphere in the classroom cannot be separated from the person and presence of classroom teachers, as well as having a big influence, classroom teacher is also a key pillar to provide scientific guidance to the students so as to achieve the learning objectives that have been set. Therefore, the selection of classroom teachers as the target test is considered very important in order to build integrity and validity presentation tailored to learners psychologically.

b) Students of 1st Grade of MIN Malang 2.

4. Data Type

Data are expressed in stage trial results are:

a. Accuracy, validity or content validity study media in theme-based

- thematic learning gained from the expert content of thematic fields of study MI
- Accuracy of the design lessons learned from instructional design experts
- c. Suitability or appropriateness and attractiveness media use the matic learning in 1^{st} grade MIN Malang 2.
- d. Effectiveness of the use of instructional media in order to achieve the learning objectives derived from the test results Based on the type of data disclosed above, to simplify the analysis, then grouped by their nature into two, namely in the form of quantitative data and qualitative data. Qualitative data collected from the assessment results, input, feedback, critiques and suggestions for improvement through questionnaires open question. While quantitative data collected using a questionnaire covered questions that form the point's assessment questionnaire containing structured products in terms of both content and design and test achievement of learning outcomes after the use of instructional media products this thematic learning.

5. Data Collection Instrument

The instrument used to obtain the amount of data expected to be used as a data collection instrument in the form of questionnaires dab acquisition test learning outcomes.

a. Questionnaire

Questionnaire was used to collect data about the accuracy of component materials, precision design or instructional design, teaching accuracy of the contents, the attractiveness and effectiveness of the use of instructional materials. Nature of the questions in the questionnaire includes two kinds, namely the question open and closed questions. Open-ended questions are used to obtain qualitative data, whereas closed questions used to obtain quantitative data. Questionnaire was used to collect data on responses and suggestions of subjects tested, analyzed and used as a revision matter. The questionnaire is needed in product development times are as follows:

- 1) Questionnaire response assessment of thematic expert subject matter content.
- 2) Questionnaire response assessment of instructional design experts.
- 3) Questionnaire response assessment of classroom teacher of thematic integrative learning of curriculum 2013 for 1st grade.

4) Field trials:

- a) Questionnaire assessment students of 1st grade C of MIN
 Malang 2.
- b) Learning achievement test

The test is used to collect data on the results of the Pre-Test

and Post-Test that shows the learning effectiveness using product development that has been done.

This test divided the students in three groups, the large group, small groups, and individual group.

6. Data Analysis Techniques

There are three data analysis techniques are used to process data from the development of learning content analysis, descriptive analysis, analysis of the mean (average), and T test analysis

a. Analysis of the learning content

This analysis is done by clustering analysis to formulate learning objectives based thematic 1st grade standards of competence and basic competences and organizing thematic learning content developed through the program Adobe Flash CS 4. Results of this analysis are then used as the basis for the development of teaching materials through a thematic learning program Adobe Flash CS 4.

b. Descriptive Analysis

In the test phase, the data collected using a questionnaire assessment questionnaire enclosed and open assessment to give criticism, suggestions, feedback and improvement. Descriptive analysis was used to determine the level of accuracy, effectiveness, and the attractiveness of the product or result of development in the form of instructional media Adobe Flash CS 4.

The data collected can be grouped according to the type of data and grouped into two, namely: quantitative data in the form of figures and qualitative data in the form of words or symbols.

Data from the questionnaires was qualitative converted to quantitative data using a four level Linkert scale then analyzed by calculating the percentage score on each question item in the questionnaire. To determine the percentage can be used the following formula: ³

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

P is the percentage eligibility information

 Σ x: sum total answer score validator (real value)

 Σ xi: total answer score highest (expected value)

In giving meaning and decision-making to revise the qualifications of instructional media used the following criteria. 4

Table 3.1

Qualification degree based on Percentage⁵

Percentage (%)	Validation degree
80 – 100	Valid / no revision
60 – 79	valid enough / no revision
40 – 59	Less valid / a half revision
0 – 39	Not valid / revision

3

³ Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2003). Hlm. 313

⁴ Ibid..

Subali, B. dkk, Jurnal: Pengembangan CD Pembelajaran Lagu Anak untuk Menumbuhkan Pemahaman SAINS Siswa Sekolah Dasar, (Surabaya: Universitas Negeri Surabaya), hlm. 27

83

Based on the above criteria, the learning media is valid if it meets the criteria for a score of 80 from all the elements contained in the validation assessment questionnaires media experts, subject matter experts, learning experts, and students. In this study, learning media are made should meet the criteria valid. Therefore, the revision if still not meets the criteria for a valid.

c. Mean Analysis

At In field trials, the data collected using questionnaires and achievement tests or Achievement test (test achievement of learning outcomes). Data collected by field trials using the test early (pre-test) and final test (post-test) in order to find out the results of an improved understanding of the subject of the test target class I students before and after using the product development of instructional media. Analysis techniques to determine the mean and the mean Post-Test Pre-Test with the following formula as follows: ⁶

$$Mean = \frac{\sum X}{N}$$

Description:

Mean = mean

 $\Sigma x = \text{sum of the values of pre-test or post-test}$

N = number of samples

⁶ Zen Amiruddin. Statistik Pendidikan, (Yogyakarta: Teras: 2010). Hlm.73

d. "T" Test Analysis

In the field trials, the data collected using questionnaires and achievement tests or achievement test (learning achievement tests). Data collected by field trials using the test early (pre-test) and final test (post-test) in order to determine the learning outcomes that target pilot group of students before and after 1st grade students use the product development of teaching materials. Techniques used in data analysis Dependent Sample Test. Test are the test criterion on Dependent Sample T Test.

1) Determining T Count of Data

The formula that is used with a significance level of 0.05% is: ⁷

Description:

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

t = test T

d = Different (x2-x1)

d2 = Variance

n = number of samples

2) Determining T Table

To determine the T Table we can use the significance level of 1%, 5%, or 0.05%, in this research using the significance level 0.05%, to knowing the value of T Table with significance level of

⁷ Turmudi. Metode Statistika (Malang: UIN Press, 2008), hlm. 214

0.05% we have to determine the degree of freedom firs (Db = Derajat kebebasan) as follows:

- The level of significance ($\alpha = 0.05\%$)
- Db = n-1

After determining the Db, we can determine the value of T Table by the following guide line to determine the T Table.⁸

3) Comparing T table and T count

After we found the value of T Count and T Table, the next step is by comparing the value, if the T Count is higher than T Table it means that the Data is Valid, if The T Table higher than T Count it means that the data is not valid and the research failed.

⁸ Djunaidi Ghony. Dasar-Dasar Penelitian Eksperimen (Surabaya: Usaha Nasional, 1998), Hlm. 362

CHAPTER IV

RESEARCH DATA EXPOSURE

A. Description of Thematic Learning Media Development

Media-based integrative thematic learning Adobe Flash CS4 is organized on the principle of systematic instructional and systematics. Preparation of instructional media is adapted to the needs of elementary school students in 1st grade, so the graphic design, animation, and all of the things of this media are made appropriate to the suitability of the material content and the needs of elementary school students of 1st grade.

Arrangement of material on learning media content adapted to the Basic competence and support students to achieve each learning indicators, in detail the arrangement of the materials of this thematic learning medium are:

1. Arrangement of Learning Contents.

a. Learning 1

Learning Content of this chapter is an introduction to the students to natural events that focused on natural disasters, the arrangement of the material in this study is:

1) Explanation of understanding of natural disasters, and examples of natural disasters that occurred in Indonesia.

- 2) A description of the flood disasters, the causes, and their prevention efforts, and the lab is equipped with video illustrations of natural disasters flood.
- 3) Make a key ring of soft material that results can be sold to help flood victims.

b. Learning 2

In Learning to 2 invites students to distinguish the causes of natural disasters as floods and droughts, so that students can understand the different causes of Flood and Drought, a detailed formulation is as follows:

- 1) Reading about the causes of natural disasters Flood and Drought
- 2) Complete the empty word in the sentence about the drought
- 3) Implement the discipline to avoid natural disasters.

c. Learning 3

In learning to 3 explains about natural disasters hurricanes, how to shelter from storms, and the impact of hurricanes.

- 1) A description of the type and function of the wind
- 2) Practice of experiments using a wind fan
- 3) Explanation of hurricanes illustratively via video.
- 4) Read the story about saving themselves from hurricanes.
- 5) Simulation shelter from storms

d. Learning 4

- 1) Read a poem about the cleanliness of the environment
- 2) Read the data from the image damaged by typhoon
- 3) Singing a song "Naik-naik ke puncak gunung" with bars 3/4.

e. Learning 5

Lessons to learn about helping victims of natural disasters, reads the data presented in the form of images, and make plans to help victims of natural disasters.

- 1) Choose a picture to help victims of natural disasters proper, which is accompanied by a narrative explanation.
- 2) Listening to sample read data through pictures.
- 3) Make a plan to help victims of natural disasters.

f. Learning 6.

- 1) Identify the corresponding image with the causes of natural disasters, and make a picture story about the causes of flooding.
- 2) Perform calculations illustrated through the data reduction.
- 3) Identify ways of sheltering earthquake correct

Systematics the arrangement of teaching media is as follows:

1. Start Up Program,

This program is an opening to get to the main program, which is a flash-based instructional media. In this program presented several options in how we run the learning program. The startup of this program is made by using the program auto play 8.02 versions. For more detail screenshots of this program are as follows

Picture 4.1 Snapshot of Program Setup



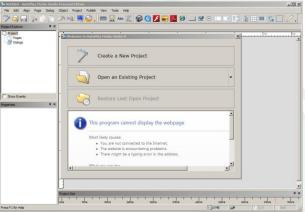
In this startup program, we can choose

- a. Install learning program: work to install and automatically copy into the computer learning programs.
- b. Run the portable learning program: The main function is to run the program without having to study media flash installed to the computer first.
- c. Install Flash player: to install a flash player (. Swf) when the computer has not installed flash player.
- d. Browse compact disc: you explore the function for the contents of the
 CD learning content, specifically for those who want to further develop.

To make this Startup Program, researcher using the program of Autoplay Version of 8, the step to make this program as follow:

a. Click to the program of autoplay 8, and will appear the following picture :

Picture 4.2 Snapshot of Auto play



- b. Click to the Create a New Project
- c. Insert The Picture, and manage the layout of picture as following picture:

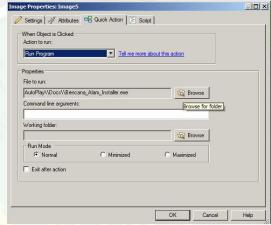
Picture 4.3
Snapshot of Auto play



d. Give links to each button by double click to the button, and then select
 Quick Action => Run Program => and then Browse the program that

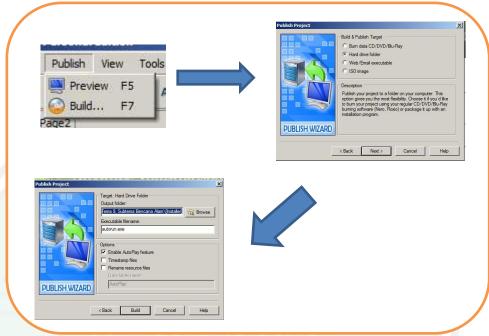
you want to start after the button clicked, more details as picture follows:

Picture 4.4
Snapshot of Auto play



- e. Click OK to submit the command,
- f. Repeat the same step to giving address link to another button, the step are same, but different in the Browse of program that you want to start.
- g. To build the program as startup program, click Publish => Build => HardDriveFolder => determine the path you want to save the program.

Picture 4.5
Snapshot of Auto play



1. Main Program

The main program of this thematic integrative learning media is in the form of a file with .Exe extension, this program created with Adobe Flash CS4. Step of making of this program is as follows:

a. Opening Session

Picture 4.6
Snapshot of Opening Learning Media





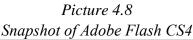
This section presents the introduction of Of Tarbiyah and Teaching Sciences Faculty as the opening session of this learning media program, the title page with a button to enter the main program of this integrative thematic learning medium.

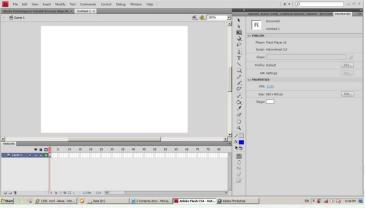
The steps to make this section of the program are as follows:

1) Open the Adobe Flash CS4 by double clicking the icon of Adobe Flash CS4 in the desktop, and will show the interface of the program as picture follows:



2) Select the File Flash (Action Script 2) like a picture above that red circled, and will appear the work page as follows:





3) And then, manage those picture as picture layout as follows:

Picture 4.9 Snapshot of Adobe Flash CS4





- 4) Each of pictures can be added a moving animation, by converting the pictures as a symbol, for example picture of "Selamat Datang", the way to make the animation as follows "
 - a) Right click to the picture, and then select convert as a symbol, there are 3 Symbols, Graphic (the picture will be animates as graphic picture), Movie Clip (to convert the picture as a movie clip), and Button (convert picture as

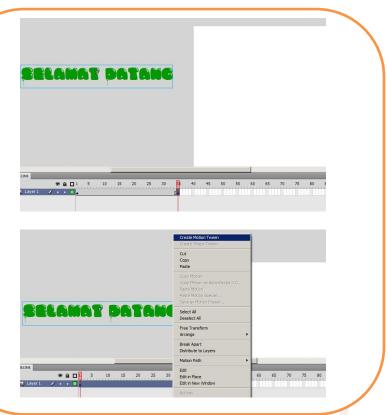
Button function), here we convert as graphic to make it to be able animated in the timeline:

Picture 4.10 Snapshot of Adobe Flash CS4



b) After selecting to the graphic symbol, then we give the animation by adding tween motion to the picture, we can make a move changing or color changing by this tween animation, for move animation example we can see as picture as follows:

Picture 4.11 Snapshot of Adobe Flash CS4



- c) To give the move animation, add the key frame by right click in the time line frame => insert key frame, then move the picture in the second key frame to another center of page, then right click to the first key frame, select create tween animation.
- d) To see the result of your moving animation, press enter to see the result, the symbol of "Selamat Datang" will be moved from the corner page, to the center of page.

5) Giving script to the "Masuk" button, to give the function to go to the Main Menu Page, steps as follows:



- a) Convert the "Masuk" picture to the symbol of button.
- b) Click the "Masuk" button then press f9 (show the action script field), then type the script:

```
on (release) {
    gotoAndPlay("home");
}
```

- c) These script is appointed the button if clicked it will make the page go to "home" page.
- b. Main Menu Page (Home)

Picture 4.12 Snapshot of Main Menu Media



This page shows all the menu buttons that can be accessed from the learning program. All of buttons are the picture that have been converted to Button symbols, after converted to the button symbols, then we give the action script as follows:

1) Navigation Buttons

(a) (a)

Exit: The function of this button is to exit from the learning media program

Script:

```
on (release) {
  gotoAndPlay("Scene 4", 1);
}
```

(b)

Maximize: The function of this button is to made the program showed in full screen mode, the script is:

```
on (release) {
  fscommand("allowscale","true");
}
on (rollOver) {
  setProperty("_root.max",_visible,"1");
}
on (rollOut){
  setProperty("_root.max",_visible,"0");
}
on (press){
  setProperty("_root.max",_visible,"0");}
```

(c)

Fit Screen: To make screen program autofit in the device, scripts:

```
on (release) {
  fscommand("allowscale","true");
}
on (rollOver) {
  setProperty("_root.max",_visible,"1");
}
on (rollOut){
  setProperty("_root.max",_visible,"0");
}
on (press){
  setProperty("_root.max",_visible,"0");
}
```

(d)



Home: The function of this button is to go back to the main menu (Home), Script:

```
on (release) {
  gotoAndStop("home");
}
```

(e)



"Petunujuk": This Button function is to go to the instructions for use of instructional media, Script:

```
on (release) {
  gotoAndStop("help");
}
```

f) ()

Replay : To Replay the Learning Media from the beginning, the scripts :

```
on (release) {
gotoAndPlay("Frame1");
}
```

(g) (T)

Profile: this button function is to go to the profile page, the profile page contain is about the profile of the developer, the Scripts:

```
on (release) {
  gotoAndStop("Profile");
}
```

(h)

Volume: To set a large and small of sound instructional media by dragging to the right / left, scripts:

```
bgSound = new Sound(this);
bgSound.attachSound("sound1");
bgSound.start(0,99);
playB.enabled=false;
slider.slideBar._y = -50;
slider.slideBar.onEnterFrame = function()
{
    bgSound.setVolume(0-this._y);
};
slider.slideBar.onPress = function() {
```

```
startDrag(this, false, this._x,
this._x, 0);
};
slider.slideBar.onRelease
slider.slideBar.onReleaseOutside=functio
n(){
     stopDrag();
};
stopB.onRelease = function() {
     bgSound.stop();
     playB.enabled=true;
     stopB.enabled=false;
};
playB.onRelease = function() {
     bgSound.start(0, 99);
     playB.enabled=false;
     stopB.enabled=true;
};
```

2) Main Menu Button Functions, these menu button are pictures that have been converted to the button, then the script is using "go to and stop" then the target is to go to the certain pages, and then show the content of page and then stop, syntax to write this scripts is:

```
on (release) {
  gotoAndStop("Target");
}
```

The "Target" can be replaced to the frame names that have been determined, replace the "target" to make the buttons linkable to the frame. This is the pictures of Menu Buttons with the function buttons, and their frame names as target:

(a)

Mindmap: button to go to the "mindmap" page.



Indikator: a Button to go to the "Basic Competence Indicator" pages.



Kompetensi Inti: A button to go to the "Core_Competence" pages.



Materi: A button to go to the "Materi" menu pages.



Profile: A button to go to the "Profile"

Page, the contain is the profile of developers.



Quiz: A Button to go to the "Quiz" menu page.

c. "Halaman Petunjuk" (Instruction Page)

Picture 4.13
Snapshot of Help Pages



This page content is information about the function of each buttons; if the buttons clicked it will show the information about the button function.

d. Mind Map:

Picture 4.14
Snapshot of Mind Map



This page contains Mind map instructional media, so that the user can know the mind map there is the whole concept of media learning materials.

e. Kompetensi Inti (Core Competence)

Picture 4.15
Snapshot of Core Competence



Pages core competencies contain any of competencies learned in the learning media. It is include the core competencies in the instructional media based on established core competencies in integrative thematic curriculum 2013.

Making process of this stage is using the Buttons, in first button that red colored written "Kompetensi Inti 1& 2" and Button second button with green coloren written "Kompetensi Inti 3 & 4", the script that used is "go to and stop"

f. Quiz Menu:

Picture 4.16
Snapshot of Quiz Menu



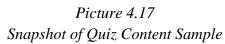
This page contains 6 quiz buttons, each button represents one learning quiz each lesson.

Process of making this stage is using 6 pictures that converted to the buttons, and each Button Functions is to call the external file of quiz that placed in "fscommand" folder, the script as follows:

```
on (release) {
    fscommand("exec", "Target.exe");
}
```

As explained before, the "target" can be replaced by the specific name, the specific name here is an executable files that can be ran from external file flash, the external files are the quizzes that made using "quiz creator" software, and the produc of this quiz is an executable files that can be ran directly in computer.

the display of each quiz are as follows:





Each quiz is a quiz each meeting to evaluate learning, the presentation of this quiz diverse, including multiple choice quizzes, matching, sorting and selecting multiple correct answers according to the learning materials.

g. Kompetensi Dasar dan Indikator (Basic Competence and Indicator)

Picture 4.18 Snapshot of Kompetensi Dasar dan Indicator



This page displays the menu basic competencies and indicators at each meeting the learning, so users can know what the basic competencies that are being studied and what indicators they must.

h. Materi Pembelajaran (Learning Materials)

Picture 4.19 Snapshot of Lesson Menu



This page contains six buttons for each lesson, the buttons are using script of "goto and stop", each button of lesson representing of each meeting, and each opening lesson always begins with the learning indicator displays on its opening, the screenshot of this step is as picture follows:

Picture 4.20 Snapshot of Learning Material Page; Indicator



After indicator at each meeting, there will be continued with the core lesson, there are 6 lessons for 6 meeting, and this is the screenshot as a sample of the lessons:

Picture 4.21
Snapshot of Learning Material Page; Explanation



Each lessons have their explanation by the picture and narration to explain the materials, explanation by narration voice, picture, and text is make the student to easier to understand the matter that they learn.

To add the narration voice we use the "Adobe Audition" as recorder and editing recorded sound files program. The recording process of the narration as follows:

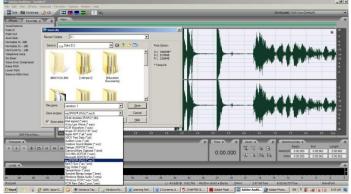
 Open the Adobe Audition by double click the icon, and will appear the picture as follows, click to the red button to record your voices

Picture 4.22
Snapshot of Adobe Audition



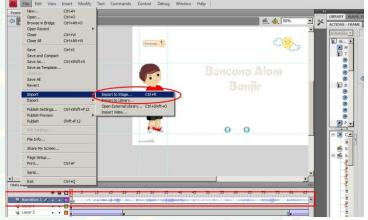
After finish record your voices, click file => save as
 => then determine the path to save the recorded files
 => then rename with your own narration name => set
 saving format in mp3 Pro, more detail as picture
 follows:

Picture 4.23
Snapshot of Adobe Audition



Inserting files to the Adobe Flash CS 4: the way to insert the narration sound voices to the Adobe Flash by clicking Files => Import => Import to Stages => then select the file narration that determined, the inserted sound voices will appear in frames as follows:

Picture 4.24 Snapshot of Adobe Flash Insert Videos



Another the Narration Voices, the media also have some features of videos, the screenshot would be like this:

Picture 4.25
Snapshot of Learning Material Page; Videos



the videos purpose is to increasing students understanding, by the illustration by videos it hopes that the students will be more understand the materials of the lesson.

Inserting process of this videos is using button that can be clicked to go to the frame that have been inserted the videos, the way to insert the videos would be like this:

Click Files => Import => Import to Stages =>
 Select Videos => then, will appear the windows as follows:

Picture 4.26 Snapshot of Adobe Flash



2) Just click Next, then will appear this:

Picture 4.27 Snapshot of Adobe Flash



3) You may chose the skin (appearance of the player button), then click Next, and the videos will showed in work page, resize the videos as you like, the pictures as follows:

Picture 4.28

Snapshot of Adobe Flash



B. Validation Result of Thematic Integrative Learning Media Product of Curriculum 2013 for 1st Grade Elementary School Development.

In the description of the teaching materials that have been developed, the next stage of product validation by expert instructional materials thematic integrative learning media materials, instructional media design specialists, and classroom teacher's thematic integrative learning curriculum of 2013, which was held from April 10th until 16th May 2014.

1. Validation Results of Matter Expert Learning Media Content.

Validation of the content of learning media is done by expert of instructional thematic integrative curriculum 2013 learning media contents which was held from 12th may until 28th may 2014. Validation performed by the Mr. Dr. H. Abdul Malik Karim, M. Pd I, as a lecturer of UIN Maulana Malik Ibrahim Malang who have followed the implementation of the Training of Trainers Curriculum 2013.

Validation results of thematic integrative learning media of Curriculum 2013 in the form of a questionnaire that includes quantitative and qualitative data, quantitative data is the data exposure questionnaires that filled directly by the matter experts, and then determined the score of each point answers. Exposure qualitative data obtained is in the form of criticism and improvement suggestions are written in the questionnaire and explained through direct interviews with the developers of the validator. Validate the form of interviews conducted 4 times and produced some improvements and

revisions to the content of thematic integrative learning media of curriculum 2013.

Validation results of Integrative Media Thematic Curriculum 2013 are described as follows:

a. Questionnaire Scoring

Table 4.1
Validation Results of Thematic Integrative Learning Media Content of
Curriculum 2013 Expert.

	Curriculum 2013 Expert.						
No.	Aspects of Assessment	Score		P	Criteria	Information	
1.	The formulation of a topic on instructional media	X 3	X ₁ 4	75	Valid Enough	No Revision	
2.	suitability of the material on instructional media	3	4	75	Valid Enough	No Revision	
3.	Basic competence and suitability of the formulation of media indicators of learning with Curriculum 2013	3	4	75	Valid Enough	No Revision	
4.	How relevant is the indicator on the Basic Competence development of this integrated thematic learning medium?	3	4	75	Valid Enough	No Revision	
5.	Is the learning content in the instructional media in accordance with the curriculum in 2013?	3	4	75	Valid Enough	No Revision	
6.	How systematic description of the contents of the learning in	3	4	75	Valid Enough	No Revision	

	this integrative thematic learning medium?					
7.	How does the scope of the material presented in this study media?	3	4	75	Valid Enough	No Revision
8.	Is the material presented through thematic integrative learning media can motivate students to study harder?	4	4	100	Valid	No Revision
9.	How does the level of difficulty of the language used, whether in accordance with the level of student understanding?	3	4	75	Valid Enough	No Revision
10.	Is the evaluation instrument used to Measure ability students?	4	4	100	Valid	No Revision
	Amount	32	40	800	Valid	No Revision

Explanation:

X : Scores of respondent's validator in one item

X1 : Score the highest response

P : Percentage level of validity

Validity Level Distribution of Thematic Integrative Learning Media of Curriculum 2013 Expert Answers.

Validity Criteria	F	%
Valid	2	20%
Valid Enough	8	80%

Table 4.2 Validity Result of Matter expert

Based on data validation with expert thematic integrative learning materials that have been presented in Table 4.1, of the 10 questions presented in the questionnaire stated 20% with a frequency of 2 valid on items 8, 10 further 80% stated they were quite valid with a frequency of 8 on items 1, 2, 3, 4, 5, 6, 7, 9.

b. Interview Result

Interview data is the data that that obtained in the form of an interview on the result of the media that have been made, whether the material is appropriate or whether the media are need to be improved / revised. Interviews were conducted with informal in order to get more data and more valid because of the informal interview validator more freely criticize and suggest improvements to the thematic material of instructional media.

Suggestions for improvement directly obtained are as follows:

"Instructional media should be made in accordance with the philosophical scientific-based curriculum in 2013, the M5 Trying / Gather Information, associates, (Observe, ask, Communicated). Learning media also have to adjust to the suitability of the learners, so that the learning media can help the learning process of students, usually grade 1 students liked the video, so videos should be appropriate explanation and contain learning content, and do not forget to give the source from which obtained the video, so that no prosecution property" 1

¹ Interview with Abd Malik Karim, Lecturer of UIN Maulana Malik Ibrahim Malang, 12th May, 2013, LP2M Office of UIN Maulana Malik Ibrahim Malang, 13.00 pm

The results that obtained from the interview that need improvements on the material content of instructional media. So the criticism and suggestions from these interviews is needed improvements surrounding the presentation of systematic teaching steps namely thematic curriculum in 2013 (observe, ask, trying/gather information, associates, communicated) hereinafter referred to 5M, these criticism are appropriate with 8th point of the questionnaire questions in the aspect of material presentation to increase students' learning motivation, improvement of material is done by presenting a systematic improvement and repair instructional video to attract students.

"Indicators need to be added to the media, the ability to more easily see what students should achieve"2

The results of the interview by the validator also provide suggestions that need to be added indicators of learning on instructional media.

There is a lack of conformity between the basic competencies, and indicators on the media, while the basic competencies and indicators in the media refer to the book curriculum teacher in 2013,

² Interview with Abd Malik Karim, Lecturer of UIN Maulana Malik Ibrahim Malang, 19th May, 2013, LP2M Office of UIN Maulana Malik Ibrahim Malang, 13.00 pm

118

and to correct these deficiencies ultimately matter experts provide the following suggestions:

"If this is indeed the basic competence of teachers is taken from the book, then you (the researcher) may make changes / adjustments, or add new core competencies that are included into the basic competencies in accordance with the indicators of learning, this is a product development so that you are allowed to improvise or development on the product you are developing"³

From the results of these interviews in order to get improvement suggestion achievement indicators in accordance with the basic competencies, so that changes to the basic competencies in the product need to be done. The results of these interviews are the basis on which the validators give a questionnaire to point to 3, and to 5, which is an aspect of the question of suitability indicators with basic competence, and suitability of the learning content to the curriculum in 2013.

After doing repairs to the material determines the score obtained from expert material that has reached 80%, the next step is to test the product in the field, the validator states:

"Product is in conformity with the curriculum in 2013, and needs to be tested in the field"

⁴ Interview with Abd Malik Karim, Lecturer of UIN Maulana Malik Ibrahim Malang, 23th May, 2013, LP2M Office of UIN Maulana Malik Ibrahim Malang, at 14.25 pm

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³ Interview with Abd Malik Karim, Lecturer of UIN Maulana Malik Ibrahim Malang, 19th May, 2013, LP2M Office of UIN Maulana Malik Ibrahim Malang, at 13.25 pm

The validator message stating that the product has been validated in accordance with the standard curriculum of instructional media in 2013, so that the validator has been given approval to conduct trials on a product to see the product on the field test results.

c. Criticism and Suggestion Points

Interview data that have been described are real data, evidence of interviews that have been conducted are noted of criticism and suggestions given in the written questionnaire on the part of the criticism and suggestions. The whole criticism and suggestions on the questionnaire can be concluded into several points as follows:

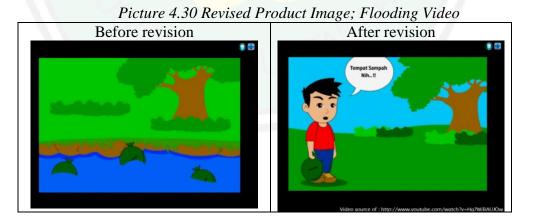
- Adjustment to the philosophical curriculum materials in 2013 with 5M step (Observe, ask, Trying / Gather Information, associates, communicated). And the addition of the original source video.
- 2) Expert thematic integrative learning media content stated on the Basic Competence Indonesian, learning 1, 2, 3, 5, and 6 need no adjustment with sub-themes discussed.
- 3) Any video or images at the chain in instructional media should be included with the source address (reference) where the video / image is in the get, so as to know where to get a video / image and to avoid the abuse of copyright.

From all the comments and suggestions given by the validator, and then followed up with improvement of instructional media products thematic curriculum, 2013, the following are the improvements that have been made:

 Replacement by adjusting Indicators Basic Competence and Learning Subtheme.



2) Adding information about source of the videos.



1. Validation Results Learning Media Design Expert

Validation of the content of learning media is done by expert of instructional thematic integrative curriculum 2013 learning media design which was held from 12th may until 21th may 2014. Validation performed by the Mrs. Umamah, M. Pd, as a lecturer of UIN Maulana Malik Ibrahim Malang.

Validation results of thematic integrative learning media of Curriculum 2013design expert in the form of a questionnaire that includes quantitative and qualitative data, quantitative data is the data exposure questionnaires that filled directly by the media design experts, and then determined the score of each point answers. Exposure qualitative data obtained is in the form of criticism and improvement suggestions are written in the questionnaire and explained through direct interviews with the developers of the validator. Validate the form of interviews conducted 3 times and produced some improvements and revisions to the content of thematic integrative learning media of curriculum 2013.

Validation results of Integrative Media Thematic Curriculum 2013 design expert are described as follows:

122

a. Questionnaire Scoring

Table 4.3 Validation Results of Thematic Integrative Learning Media Design of Curriculum 2013 Expert

Curriculum 2013 Experi								
No.	Aspects of Assessment	Score		P	Criteria	Information		
110.		X	\mathbf{X}_{1}	(%)	Criteria	Intormation		
1.	Display media to attract attention student learning MI / SD	4	4	100	Valid	No revision		
2.	Operation is easily controlled by instructional media supervisor grade 1 MI / SD.	3	4	75	Valid enough	No revision		
3.	Narrative voice can be heard clearly.	4	4	100	Valid	No revision		
4.	The font used in accordance with MI students class I.	3	4	75	Valid enough	No revision		
5.	Font size used in accordance with MI students class I.	3	4	75	Valid enough	No revision		
6.	Image appropriate to the material	4	4	100	Valid	No revision		
7.	Suitability size of the image on media.	3	4	75	Valid enough	No revision		
8.	Video animation appropriate to the material	4	4	100	Valid	No revision		
9.	The layout of the images, text and videos appropriate	3	4	75	Valid enough	No revision		
10.	Colors on instructional media consistent	3	4	75	Valid enough	No revision		
	Amount			85	Valid	No revision		

Explanation:

X : Scores of respondent's validator in one item

X1 : Score the highest response

P : Percentage level of validity

Table 4.4
Frequency Distribution Level Thematic validity Integrative of Media Design
Expert

Validity degree	F	%
Valid	4	40
Valid enough	6	60

123

Based on data validation with expert instructional media design has been presented in Table 4.3 and 4.4, of the 10 questions presented in the questionnaire stated 40% with a frequency of 4 valid on items 1, 3, 6 and 8. Furthermore, 60% stated they were quite valid with frequency 6 on items 2, 4, 5, 7, 9, 10.

b. Interview Data Result

During the validation process of product improvement suggestions are given through a direct interview process, including the following:

"media created is good enough, but I (validator) disagree with the "bantuan" button, because it was impressed with the assistance button that function to ask for help online product makers, may be more appropriate to use the term user"⁵

The advice given in this interview was got in the first validation process, which was held in the Taman Singha, Merjosari, on 12 May 2014, at 09:20, with a model of non-formal interviews, the validator gives advice to change the name of the "Bantuan" button becomes "Petunjuk Penggunaan" button.

In addition, the validator also suggests that:

"I think the way the operation is still too difficult for 1st grade students, because not all Grade 1 students can operate computers, but the product will be more appropriate if it's made for the students guidance, in addition, the arrow navigation

⁵ Interview with Umamah, Lecturer of UIN Maulana Malik Ibrahim Malang, 12th May, 2013, Taman Singha Merjosari, Malang, at 08.30 am

buttons to the right, should serve to link it to the page / next image, not back to the start menu and do not forget to give the number on the picture that shows the sequence of practicum."⁶

The advice given at 2nd validation process, which was held on Monday 16 May 2014 at 13:00 in building B UIN Maulana Malik Ibrahim Malang room 203.

"Evaluation is still lacking, the evaluation should be provided at each end of the lesson, so that students can measure the ability of learning at each meeting"

At the end of the interview also validator could provide advice on proposed changes that are presented each quiz at the end of each meeting.

c. Criticism and Suggestion Points

From the interview data that has been described, it can be summed up as follows:

- 1) Media design experts state that learning indicators need to be included so that the learner can know the purpose of each lesson.
- 2) Replacement of the name "Help" to Instructions for Use ".
- 3) Instructional media design experts suggest 5 key functions in learning, helping victims of natural disasters section serves to all images before and after the course, and not return to the menu.

⁶ *Ibid*, 16th May, 2013, Gedung B UIN Maulana Malik Ibrahim, Malang, at 13.25 pm ⁷ *Ibid*, 21th May, 2013, Gedung B UIN Maulana Malik Ibrahim, Malang, at 13.45 pm

- 4) The addition of numbers on the illustration shows the order lab practice.
- 5) Revision narrative on the image to save yourself from an earthquake.
- 6) Quiz that changes the whole learning initially provided a quiz to 1 quiz each lesson

Based on comments and suggestions from the expert content of the instructional materials, then made some further revisions as follows:

1) Adding 1 submenu basic competencies and indicators on the main menu.

Picture 4.31 Revised product image; Main Menu Before revision After Revision





2) In Figure 4.9 has shown that there is a help button has been replaced with buttons and instructions

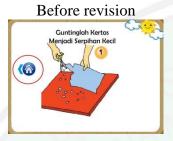
Picture 4.32 Revised product image; Petunjuk evision After Revision





3) Change the navigation buttons fungi are heading to be revamped menu button to get to the image before / after

Picture 4.33 Revised product image; Next Button





4) adding the number of practicum image sequence.

Picture 4.34 Revised Product Image; Numbering Practicum Sequences





5) Repair narrative that is less suitable for 6 lessons about saving yourself from earthquake.

Picture 4.35 Revised Product Image; Narration of Gempa Bumi



Examples of narrative texts before revision

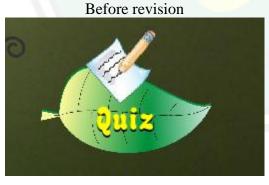
"Bila terjadi gempa bumi, segeralah bersembunyi dibawah meja, agar kamu tidak tertimpa reruntuhan bangunan"

Example of narrative text after revision

"Bila terjadi gempa bumi, segeralah berkumpul di tempat yang aman, tempat ini disebut dengan tempat evakuasi"

6) Presenting quiz in each lesson.

Picture 4.36 Revised Product Image; Quiz





2. Results of Validation Master Integrative Learning Thematic Class I

Validation of instructional media with teachers of thematic integrative $1^{\rm st}$ grade was held on May 19, 2014. Validation conducted Mrs. Kustini, S.Ag, as Teacher class of $1^{\rm st}$ Grade State Islamic Elementary School Malang $2^{\rm nd}$. The results of teacher assessment and teacher responses to the integrative thematic learning medium are as follows:

a. Questionnaire Scoring

Table 4.5

Validation Results of Thematic Integrative Learning Media Design of Curriculum 2013 by Class Teacher of 1st Grade C, State Islamic Elementary School Malang 2

No.	Aspects of Assessment	Score		P (%)	Criteria	Ket
140.		X	X_1	F (70)	Criteria	Ket
1.	How formulation of a topic in the development of the thematic learning medium?	3	4	75	Valid enough	No revision
2.	How do the material presented on the development of the thematic learning medium?	3	4	75	Valid enough	No revision
3.	Is the indicator formulation presented in instructional media Competence formula stipulated in the Basic Curriculum 2013?	4	4	100	Valid	No revision
4.	How relevant is the indicator on the Basic Competence development of this integrated thematic learning medium?	3	4	75	Valid enough	No revision
5.	Is the learning content in the instructional media in accordance with the curriculum in 2013?	4	4	100	Valid	No revision
6.	How systematic description of the contents of the learning in this integrative thematic learning medium?	3	4	75	Valid enough	No revision
7.	How the scope of the material does presented in this study media?	3	4	75	Valid enough	No revision

8.	Is the material presented through thematic integrative learning media can motivate students to study harder?	4	4	100	Valid	No revision
9.	How does the level of difficulty of the language used, whether in accordance with the level of student understanding?	3	4	75	Valid enough	No revision
10.	Is evaluation instrument used to measure students ability?	4	4	100	Valid	No revision
	SY'L MAI	34	40	85%	Valid	No revision

Explanation:

X : Scores of respondent's validator in one item

X1 : Score the highest response

P : Percentage level of validity

Table 4.6
Frequency Distribution by Master Level Instructor validity Thematic Integrative
Class IC

Validity degree	F	%
Valid	4	40
Valid Enough	6	60

Based on data validation with expert instructional media design has been presented in Table 4.3 and 4.4, of the 10 questions presented in the questionnaire stated 40% with a frequency of 4 valid on items 3, 5, 8 and 10. Furthermore, 60% stated they were quite valid with frequency 6 on items 1, 2, 4, 6, 7, 9.

b. Interview Data Result

The qualitative data obtained from interviews here were minimal, since all suggestions and criticisms of each point in the questionnaire have been written in the critique section and suggestions on the

questionnaire, criticism and suggestions for improvement are given just a few suggestions for improvements were deemed necessary for repair, following the interview the teachers of thematic integrative:

"Media made have been very good, packed with pictures, videos, and narrative to motivate students to be more enthusiasm for learning. Material suitability, competence base, and the overall indicator is in conformity with the curriculum in 2013 because the media has been made on the books teachers starting pint in to thematic integrative curriculum in 2013, but keep in mind is the need to be included indicators and basic competence in the media, and also fixes the selection of a few sentences students are not well understood, such as the word "booming" and "evacuation", and need to be checked again at 6 still learning to Indonesian first material that has not been exposed, but for the media overall has been good, and able to motivate students, and we wait further development of instructional media."

From the brief interviews have found several suggestions for product improvements in order to better.

c. Criticism and suggestion Points

In addition to the assessment data was also obtained verbal data in the columns written notes and verbal data were transcribed from interviews with expert teachers of integrative thematic class IC. The purpose of this data collection is to obtain criticism and suggestions for improvements that made the media more valid and appropriate to students' needs. The verbal data used qualitative data are described as follows:

⁸ Interview with Mrs. Kustini, teacher of Thematic Learning 1st grade at State Islamic Elementary School Malang 2, 1C Classroom Room of MIN Malang 2, at 19th May, 2014, 10.30am

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- Basic competence needs to be added, and the indicator in early learning
- 2) Repairs have not understood some of the words that the students, such as "booming" and "evacuation"
- 3) Suggestions for narrative that should be filled with the sounds of children

Based on comments and suggestions from the expert content of the instructional materials, and then made some further revisions following:

1) The addition of basic competencies and indicators at the beginning of learning (in the table)

Picture 4.37
Revised Product Image; Indicator



- 2) Changes in the narrative text:
 - a) Study 1, an explanation of the flood disaster, mentioned "air membludak" become "air meluap dan menggenangi rumah"
 - b) Learning 6, an explanation of saving themselves from natural disaster, which was originally "berkumpul di tempat

- evakuasi" become "berkumpul di tempat yang aman, yang disebut dengan tempat evakuasi"
- 3) Not to be revised manuscript narrative voice, because it takes a long time to process the ballot of the children who are willing and suitable to fill the narrative, and also the process of recording and editing sounds long enough.

3. Rate Validity Assessment by Thematic Learning Media of Students of 1st C Grade

Assessment and student feedback through questionnaires given to determine the validity of integrative thematic learning medium class I. Granting the validity of the questionnaire was given to 28 students of class IC that has been given treatment and posttest. Of the 28 students were divided into 3 groups, namely large group (24 s), small group (3 students), and a group of individuals (1 student), Here is an assessment and student feedback MIN Malang IC class II on thematic learning medium integrative:

Table 4.7
Assessment Questionnaire IC Grade Students of Integrative Learning Media
Thematic Large Group

Students				Asse	ssmer	nt Asp	ects				∑n	\mathbf{X}_1	%
Students	1	2	3	4	5	6	7	8	9	10	<u>Z</u> 11	Λ_1	70
X1	5	4	5	5	5	5	5	4	4	4	46	50	92%
X2	5	4	3	5	4	4	4	5	3	4	41	50	82%
X3	3	3	3	5	5	5	5	5	5	5	44	50	88%
X4	5	5	4	5	4	5	5	4	3	5	45	50	90%
X5	4	4	5	5	2	5	4	4	5	5	43	50	86%
X6	5	5	5	5	1	5	5	5	5	5	48	50	96%
X7	5	5	5	5	1	5	4	4	4	4	44	50	88%

133

X8	4	5	5	3	5	5	4	5	5	5	46	50	92%
X9	5	5	4	5	5	4	4	4	4	5	45	50	90%
X10	5	5	5	5	5	5	5	5	5	5	50	50	100%
X11	4	4	4	5	4	4	5	4	4	4	42	50	84%
X12	5	5	5	5	4	5	5	5	5	5	49	50	98%
X13	5	3	4	5	4	4	4	5	4	4	42	50	84%
X14	5	5	5	5	2	5	4	4	5	5	45	50	90%
X15	4	4	4	4	4	4	4	4	4	4	40	50	80%
X16	5	5	5	5	4	5	5	5	5	5	49	50	98%
X17	4	4	3	3	4	4	5	4	4	4	39	50	78%
X18	5	5	2	5	3	5	5	5	5	5	45	50	90%
X19	5	4	4	5	4	5	4	4	4	4	43	50	86%
X20	5	5	4	4	4	5	5	4	3	4	43	50	86%
X21	5	5	5	5	1	5	5	5	5	5	48	50	96%
X22	5	5	5	5	4	4	5	5	4	5	47	50	94%
X23	3	4	3	4	5	4	5	5	5	5	43	50	86%
X24	4	2	1	5	5	4	1	2	4	3	31	50	62%
$\sum X$	111	105	98	113	89	111	107	106	104	109	1069	1200	
$\sum X_1$	120	120	120	120	120	120	120	120	120	120			89%
%	93	90	85	94	74	93	92	90	88	93			0970

Table 4.8
Assessment Questionnaire IC Grade Students against Integrative Learning Media
Thematic Small Group.

Students	Ý			Asse	ssme	nt As	pects		75		∇ n	X_1	%
Students	1	2	3	4	5	6	7	8	9	10	∑n		70
X1	5	5	5	5	4	5	5	5	5	5	49	50	98%
X2	5	5	5	5	5	5	5	5	5	5	50	50	100%
X3	5	5	5	5	5	5	5	5	5	5	50	50	100%
$\sum \mathbf{X}$	15	15	15	15	14	15	15	15	15	15	1058	1200	
$\sum X_1$	15	15	15	15	15	15	15	15	15	15			99.33%
%	100	100	100	100	93	100	100	100	100	100			

134

Table 4.9
Assessment Questionnaire IC Grade Students of Integrative Learning Media
Thematic Individual Group.

Students		Assessment Aspects								$\nabla \mathbf{n}$	v	%	
Students	1	2	3	4	5	6	7	8	9	10	∑n	$\mathbf{X_1}$	70
X1	5	5	5	5	4	5	5	5	5	5	49	50	98%
$\sum \mathbf{X}$	5	5	5	5	4	5	5	5	5	5			
$\sum X_1$	5	5	5	5	5	5	5	5	5	5			99.33%
%	100	100	100	100	100	100	80	80	100	100			

Description:

Aspects of assessment 1 = Ease of thematic learning medium.

Aspects of assessment 2 = attractiveness of the valuation aspects of learning media.

Aspects of assessment 3 = Understanding aspects of student assessment.

Aspects of assessment 4 = Conformity assessment aspects of the use of letters

in instructional media.

Aspects of assessment 5 = Conformity assessment aspects of the choice of words in instructional media.

Aspects of assessment 6 = Clarity of voice narration material explanation.

Aspects of assessment 7 = Clarity Video in instructional media.

Aspects of assessment 8 = Clarity aspects of assessment tasks and exercises.

Aspects of assessment 9 = Clarity of instructional media image.

Aspects of assessment 10 = Increase motivation.

X1, X2, X3, ... = the student

 $\Sigma N = \text{sum of all scores}$

 ΣX = total respondents in 1 item

$$\Sigma X1$$
 = number of the ideal answer in 1 item

$$P(\%)$$
 = the percentage $(\%)$

Based on the assessment questionnaire of students who presented it can be concluded as follows:

a. Data Result from a Large Group Questionnaire :

Table 4.10 Large Group Questionnaire Data

No.	Assessment aspects	Percentage	Criteria	Note
1)	Ease of thematic learning medium.	92%	Valid	No revision
2)	Attractiveness of the learning media.	88%	Valid	No revision
3)	Student understanding.	82%	Valid	No revision
4)	The suitability of the use of letters in instructional media.	94%	Valid	No revision
5)	Suitability choice of words in instructional media.	74%	Valid enough	No revision
6)	Narrative voice clarity material explanation.	93%	Valid	No revision
7)	Video Clarity in instructional media.	89%	Valid	No revision
8)	Clarity of tasks and exercises.	88%	Valid	No revision
9)	The clarity of images in instructional media.	87%	Valid	No revision
10)	increase motivation	91%	Valid	No revision
	Total	88%	Valid	No revision

b. Data Results of Small Group Questionnaire

Table 4.11. Small Group Questionnaire Data

No.	Assessment aspects	Percentage	Criteria	Note
1)	Ease of thematic learning medium.	100%	Valid	No revision
2)	Attractiveness of the learning media.	100%	Valid	No revision

3)	Student understanding.	100%	Valid	No
3)	Student understanding.	10070	v and	revision
4)	The suitability of the use of letters	93%	Valid	No
4)	in instructional media.	93%	v anu	revision
5)	Suitability choice of words in	100%	Valid	No
3)	instructional media.	100%	enough	revision
6)	Narrative voice clarity material	100%	Valid	No
0)	explanation.	100%	vanu	revision
7)	Video Clarity in instructional	100%	Valid	No
1)	media.	100%	v and	revision
8)	Clarity of tasks and exercises.	100%	Valid	No
0)	Clarity of tasks and exercises.	100%	v anu	revision
9)	The clarity of images in	100%	Valid	No
9)	instructional media.	100%	vanu	revision
10)	increase motivation	100%	Valid	No
10)	merease mouvation	10070	v anu	revision
	Total	99.3%	Valid	No
	Total	77.370	v anu	revision

c. Data Results of Individual Groups Questionnaire :

Table 4.12. Individual Group Questionnaire Data

No.	Assessment aspects	Percentage	Criteria	Note
1)	Ease of thematic learning medium.	100%	Valid	No revision
2)	Attractiveness of the learning media.	100%	Valid	No revision
3)	Student understanding.	100%	Valid	No revision
4)	The suitability of the use of letters in instructional media.	93%	Valid	No revision
5)	Suitability choice of words in instructional media.	100%	Valid Enough	No revision
6)	Narrative voice clarity material explanation.	100%	Valid	No revision
7)	Video Clarity in instructional media.	100%	Valid	No revision
8)	Clarity of tasks and exercises.	100%	Valid	No revision
9)	The clarity of images in instructional media.	100%	Valid	No revision
10)	increase motivation	100%	Valid	No revision
	Total	99.3%	Valid	No revision

C. Effectiveness by Field Trial Results on the Use of Thematic Integrative Learning Media

To knowing the effectiveness of using This Media, researcher used the pre-test and post-test trial to the students of 1st grade C of State Islamic Elementary School Malang 2, pre-test was held by giving certain test to the students before they were be taught using the media, and after students taught using the media, students would have their post-test, and then the result of all students will be determine the Mean score of Pre-test, and Mean Score of their Post-test, if the Post-Test score higher than the Pre-test it means the media is effective enough. The data will be show as following tables:

Table 4.13 Score of students IC

No.	Nome	Sc	ore
NO.	Name	Pre test	Post test
1)	Afriza Celda Romadita	65	80
2)	Aulia Ramadhani	85	100
3)	Aurel Nashwa	95	90
4)	Bayu Putra	95	85
5)	Faisal Arif	95	100
6)	Fauziah Sekar Azahra	85	90
7)	Hikam Fikri	80	90
8)	Ilham Wahyu Hidayat	75	85
9)	Julian Ahmad Haidar	95	95
10)	Keisya Adiba Putri Veangga	85	90
11)	Maritza Sukhufa Faziyah	87.5	100
12)	Muhammad Radyt Shafa	72.5	82
13)	Muhammad Dhiya Rafi	80	100
14)	Muhammad Singgalang Risky A	85	100
15)	Nadia Syakira	100	100
16)	Naflah Naya Aulia	85	80
17)	Naila Rahmatika	80	90
18)	Naziha Shakila	67.5	84.5
19)	Pasha Maulana Hasan	75	95

20)	Prasetya Hadiansyah Dwi T	67.5	90
21)	Rereh Andini Yanuar	100	83
22)	Siva Angela Rosalina	62.5	86
23)	Zaki Ardino Pratama	80	95
24)	Muhammad Syarif Hidayatulloh	75	100
25)	Nurul Faizatul Aisyah	65	83
26)	Zaskia Cahaya Putri Nasution	72.5	78
27)	Muhammad Ilyas Muzakki	80	100
28)	Rafif Imantya	60	82
	Total	2250	2533.5
	Mean	80.3	90.5

Based on the data in Table 4.8 and 4.9 shows that the average value (the mean) was 80.3 pre-test and posttest average was 90.5. This suggests that there are differences in pretest and posttest. So there are significant differences in the use of instructional media that have been developed, so that an increase in comprehension after using thematic learning medium.

CHAPTER V

DISCUSSION

A. Description of Results Analysis Thematic Integrative Learning Media Development

Instructional media is one very important component in education, especially ahead of the current implementation of the curriculum in 2013. Towards the implementation of the 2013 curriculum primary school models formatting using a thematic model of integrative and also has the provision of electronic textbooks that are used as a reference in the classroom learning, learning certainly change some components, such as the need to study media in accordance with the thematic learning 2013 that the curriculum can help in this integrative thematic learning process, which was made products thematic integrative learning media is compiled by the systematic arrangement, and is packed with an attractive appearance, and of course the media can meet the needs of the thematic integrative learning in the classroom.

The process of making this learning medium through several stages that include:

- 1. Stage pre-development by conducting a needs assessment and curriculum analysis.
- Stage Development of instructional media, which includes Arrangement of learning materials, and designing instructional media.

- Stage product validation to the expert and subject teachers and testing to the students.
- 4. Stage Revision of the Product performed by the revision and implementation of teaching materials that have been developed.

The development of instructional media has been through the entire process of development stages, i.e. prior to the manufacture of products of this integrative thematic learning medium ought to analyze the needs of students and analysis of the 2013 curriculum includes core competencies, basic competencies, and indicators of achievement for each learning.

The next step after analyzing the curriculum and the needs of each student is preparing learning materials, learning each presented in six meetings, each meeting is a division of materials intended for students to learn and perform the learning process so that students can achieve attainment of predetermined indicators.

Stage of the design of learning media is the main programming, via the Adobe Flash CS4, which is also bundled with version 4.0.1 Quiz Creator program as an additional program for evaluation. Once the main course is finished then proceeds with making a useful startup program to run automatically when the main program CD (Compact Disk media thematic program) entered into the computer, the startup program making use of the program auto play 8.0.

Based on the formulation of the first problems that have been described in the first chapter, the process of developing thematic learning medium integrative curriculum in 2013, then with the research and development that has been carried out these references and hopefully can make a reference to the next development.

B. Analysis Validation Media Development Thematic Learning Integrative Curriculum of 2013

Thematic integrative curriculum instructional media 2013 can be declared eligible for the production of instructional media widely validity if it meets predetermined criteria. So that the feasibility of this learning media should be tested first in order to know the level of validity, and if it has not met the criteria, it can be revised so that the improvements that have been made to make media learning becomes feasible and meets the criteria to be used as a medium of learning is widely.

To obtain a feasibility analysis of achievement Thematic Learning Media materials integrative curriculum in 2013 for MI students then determined following criteria.

Table 5.1 Validity Criteria Subjects

Percentage (%)	Validity Criteria	Explanation
80-100	Valid	No revision
60-79	Valid enough	No revision
40-59	Less validity	A half revision
0-39	Not valid	Completely revision

Analysis Data Validation Results Thematic Learning Media Content Experts Integrative Curriculum 2013

Based on the assessment given by experts of media content thematic integrative learning shows that learning media was relevant to the curriculum in 2013. Proven by the clarity of the material on instructional media and supported by practical activities, video illustrations, and songs presented to clarify the learning materials. And added to the evaluation varitaif presented each meeting it can improve students' understanding of the thematic material being studied.

To support the proficiency level of analysis can be demonstrated with the calculation of the overall assessment questionnaire is presented as follows.

$$P = \frac{\sum X}{\sum Xi} X 100\%$$

$$=\frac{32}{40} \times 100\%$$

= 80%

143

Analysis of the data showed that the overall percentage of the content expert validation results Thematic Integrative Learning Media 2013 reached 80% which is the valid criteria and do not need further revision. Learning Media thematic integrative curriculum 2013 Subtheme of Natural Disaster is feasible to be used as a medium of learning widely.

2. Analysis Data Validation Results Thematic Learning Media Design Expert Integrative Curriculum 2013

Based on the assessment given by experts showed that the design of instructional media design 2013 thematic integrative curriculum developed with Adobe Flash CS4 is good and decent. It has been proved through a questionnaire in the form of questions about aspects of the design assessment of the Integrative Learning Media Thematic Curriculum 2013 is getting quite valid and invalid results as a whole.

To support this analysis can be proved by calculating the overall assessment questionnaire is presented as follows.

$$P = \frac{\sum X}{\sum Xi} X 100\%$$

$$= \frac{34}{40} X 100\%$$

$$= 85\%$$

Analysis of the data showed that the overall percentage of results validation design expert science teaching materials that are up to 85% on

valid criteria and do not need further revision. Integrative Learning Media Thematic Curriculum in 2013 in terms of design and the display is interesting that according to the characteristics of elementary school age children who loved the pictures and videos that contain illustrative learning content.

3. Results Data Analysis Validation Master Instructor Integrative **Thematic Curriculum 2013**

Based on the assessment given by the teacher Integrative Thematic Curriculum Instructor Class IC 2013, show that the media has been fairly decent learning used. Thematic Learning Media has created an integrative curriculum 2013 yang considered to be viable, and very motivating students to learn with the Subtheme Thematic Integrative Natural Disasters.

To support this analysis can be proved by calculating the overall assessment questionnaire is presented as follows.

$$P = \frac{\sum X}{\sum Xi} X 100\%$$

$$=\frac{34}{30}$$
 X 100%

= 85%

Analysis of the data showed that the overall percentage of teachers Thematic validation results Integrative Curriculum 2013 Class I reached 85% which is the valid criteria and do not need further revision.

4. Analysis Data Validation Results of IC Grade Students of MIN Malang 2 on Integrative Learning Media Thematic Curriculum 2013

Integrative Learning Media Testing Thematic Curriculum 2013 was implemented using a questionnaire completed by the student directly and assisted by teacher educators to provide an explanation of the purpose of the questionnaire; this is done because the respondent is a first grader who still needs a guide to complete a questionnaire according to their assessment by true.

The aspects assessed in Integrative Learning Media Thematic Curriculum 2013 are:

- a. Ease of thematic learning medium.
- b. Attractiveness of the learning media.
- c. Student understanding.
- d. The suitability of the use of letters in instructional media.
- e. Suitability choice of words in instructional media.
- f. Narrative voice clarity material explanation.
- g. Video Clarity in instructional media.
- h. Clarity of tasks and exercises.
- i. The clarity of images in instructional media.
- i. increase motivation

Integrative Learning Media Testing Thematic Curriculum 2013 was conducted on the IC class as much as 28 students, who were divided into 3 groups::

a. Large Groups (24 Students)

Based on the assessment given by the IC class of 24 students shows that the multifaceted aspects assessed, has been declared invalid and deserves to be widely used as a learning medium, as shown by the results of student assessment through questionnaires. Here are described the results of the analysis of each question asked in the questionnaire students:

Table 5.2 Questionnaire Data Result of Large Group

Assessments of	Percentage Validity		
Aspect 1	92%		
Aspect 2	88%		
Aspect 3	82%		
Aspect 4	94%		
Aspect 5	74%		
Aspect 6	93%		
Aspect 7	89%		
Aspect 8	88%		
Aspect 9	87%		
Aspect 10	91%		
Total	88%		

From these data it can be concluded that Thematic Integrative Learning Media of Curriculum 2013, is valid and deserves to be widely used as a learning medium, because of the whole aspect already get a valid assessment criteria, and only on the first 5 aspects to obtain a percentage with the criteria of "sufficient invalid "but is no need revision"

Values are mean percentage can we know the following calculation:

$$P = \frac{\sum X}{\sum Xi} X 100\%$$

$$= \frac{878}{10} X 100\%$$

$$= 88\%$$

This suggests that the Integrative Learning Media Thematic Curriculum 2013 was fit for use as a medium of learning for class I MI / SD.

b. Small groups (3 students)

Analysis of results of the assessment of a small group (3 students) is as follows:

Table 5.3 Questionnaire Data Result of Small Group

Assessments of	Percentage Validity
Aspect 1	100%
Aspect 2	100%
Aspect 3	100%
Aspect 4	100%
Aspect 5	93%
Aspect 6	100%
Aspect 7	100%
Aspect 8	100%
Aspect 9	100%
Aspect 10	100%
Total	99.3%

Values are mean percentage can we know the following calculation

$$P = \frac{\sum X}{\sum Xi} X 100\%$$

148

$$= \frac{993}{10} \times 100\%$$
$$= 99.3\%$$

This suggests that the Integrative Learning Media Thematic Curriculum 2013 was fit for use as a medium of learning for class I MI $^{\prime}$ SD

c. Individual Groups (2 Students)

Analysis of results of the assessment of an individual groups (2 students) are as follows:

Table 5.4 Questionnaire Data Result of Small Group

Assessments of	Percentage Validity	
Aspect 1	100%	
Aspect 2	100%	
Aspect 3	100%	
Aspect 4	100%	
Aspect 5	100%	
Aspect 6	100%	
Aspect 7	80%	
Aspect 8	80%	
Aspect 9	100%	
Aspect 10	100%	
Total	96%	

Values are mean percentage can we know the following calculation

P =
$$\frac{\sum X}{\sum Xi}$$
 X 100%
= $\frac{960}{10}$ X 100%
= 96%

This suggests that the Integrative Learning Media Thematic Curriculum 2013 was fit for use as a medium of learning for class I MI / SD.

From the analysis of the test results of students who were divided into 3 groups studied, it can be concluded that, Integrative Learning Media thematic curriculum this 2013 is valid and deserves to be widely used as a learning medium, as is evident from the test results of large group, small group that this product already valid, fit for use as a medium of learning in class (result of testing a large group), fit for use in small group counseling (3 student test results), and deserves to be used as teaching aids students in private counseling (individual test results)

5. Analysis of the Effectiveness of using Thematic Integrative Learning Media of Curriculum 2013

After the experiment is obtained, then the next step is to compare the results of the pretest and posttest no difference or the same through T test described below.

a. Step 1. Making Hypothesis

Ha: There are differences in the understanding of integrative learning thematic sub-theme of natural disasters before and after using Thematic Integrative Learning Media in MIN Malang II

150

Ho: There is no difference in the understanding of integrative learning thematic sub-theme of natural disasters before and after using Thematic Integrative Learning Media in MIN Malang II.

b. Step 2. Making Ha and Ho on the Statistic Mode

Ha: $\mu_a \neq \mu_b$

Ho: $\mu_a = \mu_b$

Table 5.5
Statistics Result on Pre-test and Post-test of Students

		Sc	ore	D	D	
No.	Name	Pre test	Post test	(X1- X2)	(X2- X1)	\mathbf{D}^2
1)	Afriza Celda Romadita	65	80	-15	15	225.0
2)	Aulia Ramadhani	85	100	-15	15	225.0
3)	Aurel Nashwa	95	90	5	-5	25.0
4)	Bayu Putra	95	85	10	-10	100.0
5)	Faisal Arif	95	100	-5	5	25.0
6)	Fauziah Sekar Azahra	85	90	-5	5	25.0
7)	Hikam Fikri	80	90	-10	10	100.0
8)	Ilham Wahyu Hidayat	75	85	-10	10	100.0
9)	Julian Ahmad Haidar	95	95	0	0	0.0
10)	Keisya Adiba Putri Veangga	85	90	-5	5	25.0
11)	Maritza Sukhufa Faziyah	87.5	100	-12.5	12.5	156.3
12)	Muhammad Radyt Shafa	72.5	82	-9.5	9.5	90.3
13)	Muhammad Dhiya Rafi	80	100	-20	20	400.0
14)	Muhammad Singgalang Risky A	85	100	-15	15	225.0

15)	Nadia Syakira	100	100	0	0	0.0
16)	Naflah Naya Aulia	85	80	5	-5	25.0
17)	Naila Rahmatika	80	90	-10	10	100.0
18)	Naziha Shakila	67.5	84.5	-17	17	289.0
19)	Pasha Maulana Hasan	75	95	-20	20	400.0
20)	Prasetya Hadiansyah Dwi T	67.5	90	-22.5	22.5	506.3
21)	Rereh Andini Yanuar	100	83	17	-17	289.0
22)	Siva Angela Rosalina	62.5	86	-23.5	23.5	552.3
23)	Zaki Ardino Pratama	80	95	-15	15	225.0
24)	Muhammad Syarif Hidayatulloh	75	100	-25	25	625.0
25)	Nurul Faizatul Aisyah	65	83	-18	18	324.0
26)	Zaskia Cahaya Putri Nasution	72.5	78	-5.5	5.5	30.3
27)	Muhammad Ilyas Muzakki	80	100	-20	20	400.0
28)	Rafif Imantya	60	82	-22	22	484.0
	n=28	80.35714286	90.48214286	Σd 283		$\Sigma d^2 = 5971.3$

c. Step 3. Formulating "t" Count by formula:

1)
$$n = 28$$

2)
$$\Sigma D = 283.5$$

1)
$$\Sigma D^2 = 5971.3$$

$$\bar{D} = \frac{\bar{\Sigma}\bar{\mathbf{D}}}{n}$$

$$\overline{D} = \frac{283.5}{28}$$

$$t_{\text{count}} = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}}$$

$$\overline{D} = 10.125$$

$$= \frac{10.125}{\sqrt{\frac{5971.3 - \frac{(283.5)^2}{28}}{28(28-1)}}}$$

$$= \frac{10.125}{\sqrt{\frac{5971.3 - \frac{80372.25}{28}}{756}}}$$

$$= \frac{10.125}{\sqrt{\frac{5971.3 - 2870.4375}{756}}}$$

$$= \frac{10.125}{\sqrt{\frac{3100.85625}{756}}}$$

$$= \frac{10.125}{\sqrt{4.10166}}$$

$$= \frac{10.125}{2.025255}$$

$$t_{count} = 4.9937$$

d. Step 4. Determine T table

• The level of significance ($\alpha = 0.05$)

Db = n-1
= 28-1
= 27
So
$$T_{tabel} = t_{0,05} : 27 = 2,052$$

So that the data obtained $t_{tabel} = 2,052^{1}$

e. Step 5 Comparing T table and T count

$$T_{count}$$
 (4.9937) > T_{tabel} (2,052)

so it is significant, so that Ha accepted and H₀ rejected.

because $T_{count} = 4.9937 > 2,052$ (t_{tabel}) so Ha accepted and H₀ rejected.

f. Step 6. Criteria Making Conclusions

Because $t_{count} = 4.9937 > 2,052$ (t_{tabel}) so Ha accepted and H_0 rejected, conclusion there is a significant difference between the final value (posttest) with initial values (pretest). Furthermore, from the known mean value (X_2) = 91 > (X_1) =82, It means that *posttest* score better than *pretest score*.

Based on the results of the T test carried out showed no significant difference in student understands of the IC class II MIN Malang. Improved understanding of the integrative learning thematic sub-theme of natural disasters caused by the implementation of this form of the pursuit using Thematic Learning Media integrative developed with Adobe Flash CS4. This indicate that the Thematic Integrative Learning media that that produced are Effective Enough.

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¹ Djunaidi Ghonny, Dasar-dasar penelitian eksperimen, 362

CHAPTER VI

CONCLUSION

This chapter will describe about two things, which are (a) the conclusion of the development and (b) assessment suggestions, especially about the development of teaching materials. The suggestions provided include advice and product utilization principal suggestions continuing development

A. Conclusion Results of Development

The results of product development have been revised based on the results of the validation are as follows:

- The development of interactive multimedia-based teaching materials
 produces instructional media products are developed using Adobe Flash
 CS4 program. The products have been developed as a component meets
 the instructional media and can be used both in the learning process.
- 2. The trial results-based development of interactive multimedia teaching materials have a high degree of validity based on the results of field trials those IC grade students to achieve learning media 88% in Large Group, 99.3% in Small group, and 96% in individual group.
- 3. Acquisition of learning outcomes based on field trials as measured by using the learning achievement test after analysis showed:
 - a. Average acquisition of learning outcomes at the last test reached 91
 compared to the initial test is at 82 so it shows that there is

- increasing outcomes of students after learning by using learning media products are developed using Adobe Flash CS4.
- b. Referring to the results of the T test manual shows the results of T=4.9937 and $T_{table}=2,052$ or $T_{count}>T_{table}$ so that there is a significant difference after using the the developed thematic integrative media that developed using Adobe Flash CS4.

B. Suggestion

Media that has been developed is expected to support integrative learning Thematic Curriculum 2013 Grade I SD / MI. As for the suggestions given regarding the development of interactive multimedia-based teaching materials are grouped into two parts, namely: the use of suggestion and further product development suggestions.

1. Utilization suggestions

Based on the results of field trials have been conducted to optimize the use of interactive multimedia-based teaching materials developer gives the following suggestions:

a) Thematic Learning media integrative curriculum 2013 has been tested through various stages and based on the results has proven its validity assessment in learning activities so as to utilization needs to be supported with adequate facilities such as OHP (Over Head Projector) and sound out.

b) For teachers thematic integrative learning media can be utilized in delivering course material to be supported by some of the equipment that needs to be prepared to make it easier to operate the media.

2. Suggestions Advanced Product Development

For the purpose of further development suggested the following:

a) Product development is confined to the sub-theme of Natural Disasters, hence the need for further development in another sub-theme in the thematic integrative learning curriculum 2013.

Thematic integrative learning media can be used as a reference by the teacher to try to develop teaching materials that are tailored for students.

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THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG

TARBIYAH AND TEACHING SCIENCES FACULTY

Jalan Gajayana Nomor 50 Telepon (0341) 552398

Faksimile (0341) 552398

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

EVIDENCE OF CONSULTATION

Name

: M. Najib Anshori

Number of Student

: 10140028

Faculty/ Program

: FITK/ PGMI

Advisor

: Dr. H. Nur Ali, M.Pd

Title of Thesis

: Development of Instructional Materials Natural Science

through Simulation Method for 5th Grade Islamic

Elementary School State 2nd of Malang

No.	Date of Consultation	Consultation Material	Signature
1.	5 th May 2014	Proposal Check (Chapter	
		1-3)	1 1-
2.	14 th may 2014	Grammatical Revision of	
		Chapter 1 until 3	NV
3.	16 th may 2014	Research Correlation with	
		the Islamic Religion	K 1
4.	4 th June 2014	Chapter 4 (Instrument of	1
		Research)	0
5.	9 th June 2014	Chapter 4 (Re Checking	
		Instruments Data Result)	N
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8.	25 th June 2014	Chanton 6	
	*	Chapter 6	1
9.	30 th June 2014	Completing	
10.	2 st July 2014	Acceptance for Skripsi	
	•	Examination	, ,

Acknowledged by, Dean

<u>Dr. H. Nur Ali, M.Pd</u> NIP. 19650431998031002

KEMENTERIAN AGAMA MADRASAH IBTIDAIYAH NEGERI MALANG 2



Jl. Kemantren II / 26 Telp. / Fax (0341) 804186 - Sukun http://www.minmalang2.com Email: minmalang2@gmail.com KOTA MALANG (65148)



SURAT KETERANGAN

Nomor: Mi.15.25.02/PP.00.4./S.Ket/363/2014

Yang bertanda tangan di bawah ini:

Nama

: Drs. Achmad Barik Marzuq AA, M. Pd

NIP

: 196606271994031002

Jabatan

: Kepala MIN Malang 2 Kota Malang

Menerangkan bahwa:

Nama

: M. NAJIB ANSHORI

NIM/DNI

: 10140028

Jurusan/ Program

: PGMI

Benar-benar telah melakukan Research / penelitian di Madrasah Ibtidaiyah Negeri Malang 2 Kota Malang guna menyelesaikan tugas akhir / menyusun skripsi dengan judul "The Development of Thematic Integrative Learning Media Using Adobe Flash CS4 for 1ST Grade of State Islamic Elementary School Malang 2nd" Sesuai dengan surat dari Universitas Islam Negeri Maulana Malik Ibrahim Malang Nomor: Un.3.1/TL.00.1/1648/2013, tanggal 10 September 2013 terhitung sejak tanggal 16 April 2014 s/d 24 Mei 2014.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan semestinya.

MADRASA

28 Mei 2014

Kepala Madrasah,

Drs. Actimad Barik Marzuq, M. Pd

NIP 196606271994031002

Matter Expert of Thematic Integrative Learning Curriculum 2013 Questionnaire

INSTRUMEN VALIDASI MEDIA UNTUK AHLI MATERI

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media pembelajaran tematik integratif tema 8 subtema 4 dengan menggunakan Adobe Flash CS4, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli materi. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu tematik integratif kurikulum 2013. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli materi.

N <mark>ama</mark>	:
NIP	·
Instansi	
	:
Alamat	•

B. Petunjuk pengisian angket

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

C. Pertanyaan-pertanyaan angket

- 1. Bagaimanakah rumusan topik pada pengembangan media pembelajaran tematik ini?
 - a. Sangat jelas, spesifik, dan operasional
 - b. Cukup jelas, spesifik, dan operasional
 - c. Kurang jelas, spesifik, dan operasional
 - d. Tidak jelas, spesifik, dan operasional
- 2. Bagaimanakah kesesuaian materi yang disajikan pada pengembangan media pembelajaran tematik ini?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
- 3. Apakah rumusan indikator dalam media pembelajaran disajikan dengan rumusan Kompetensi Dasar yang telah ditetapkan dalam Kurikulum 2013?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
- 4. Bagaimana relevansi Kompetensi Dasar dengan indikator pada pengembangan media pembelajaran tematik integratif ini?
 - a. Sangat relevan
 - b. Cukup relevan
 - c. Kurang relevan
 - d. Tidak relevan
- Apakah isi pembelajaran dalam media pembelajaran ini sesuai dengan Kurikulum 2013?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai

- 6. Bagaimana sistematik uraian isi pembelajaran dalam media pembelajaran tematik integratif ini?
 - a. Sangat sistematis
 - b. Cukup sistematis
 - c. Kurang sistematis
 - d. Tidak sistematis
- 7. Bagaimana ruang lingkup materi yang disajikan dalam media pembelajaran ini?
 - a. Sangat sesuai dengan tema
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 8. Apakah materi yang disajikan melalui media pembelajaran tematik integratif ini dapat memberikan motivasi kepada siswa agar lebih giat belajar?
 - a. Sangat memotivasi
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 9. Bagaimana tingkat kesukaran bahasa yang digunakan, apakah sesuai dengan tingkat pemahaman siswa?
 - a. Sangat sesuai
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 10. Apakah insrumen evaluasi yang digunakan dapat mengkur kemampuan siswa?
 - a. Dapat mengukur kemampuan siswa
 - b. Cukup
 - c. Kurang
 - d. Tidak

D. Kritik dan Saran	
	Malang,2014
	Wilding,
	NIP.

Class Teacher of Thematic
Integrative Learning Curriculum
2013 Questionnaire

INSTRUMEN VALIDASI AHLI PEMBELAJARAN UNTUK GURU TEMATIK INTEGRATIF KELAS I SD/MI

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan pelaksanaan pengembangan media pembelajaran tematik integratif tema 8 subtema 4 dengan menggunakan Adobe Flash CS4 MI/SD, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu tematik integratif kurikulum 2013. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli pembelajaran.

Nama	:
NIP	:
Instansi	·
Pendidikan	:
Alamat	:

B. Petunjuk pengisian angket

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

C. Pertanyaan-pertanyaan angket

- 1. Bagaimanakah rumusan topik pada pengembangan media pembelajaran tematik ini?
 - a. Sangat jelas, spesifik, dan operasional
 - b. Cukup jelas, spesifik, dan operasional
 - c. Kurang jelas, spesifik, dan operasional
 - d. Tidak jelas, spesifik, dan operasional
- 2. Bagaimanakah kesesuaian materi yang disajikan pada pengembangan media pembelajaran tematik ini?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
- 3. Apakah rumusan indikator dalam media pembelajaran disajikan dengan rumusan Kompetensi Dasar yang telah ditetapkan dalam Kurikulum 2013?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai
- 4. Bagaimana relevansi Kompetensi Dasar dengan indikator pada pengembangan media pembelajaran tematik integratif ini?
 - a. Sangat relevan
 - b. Cukup relevan
 - c. Kurang relevan
 - d. Tidak relevan
- Apakah isi pembelajaran dalam media pembelajaran ini sesuai dengan Kurikulum 2013?
 - a. Sangat sesuai
 - b. Cukup sesuai
 - c. Kurang sesuai
 - d. Tidak sesuai

- 6. Bagaimana sistematik uraian isi pembelajaran dalam media pembelajaran tematik integratif ini?
 - a. Sangat sistematis
 - b. Cukup sistematis
 - c. Kurang sistematis
 - d. Tidak sistematis
- 7. Bagaimana ruang lingkup materi yang disajikan dalam media pembelajaran ini?
 - a. Sangat sesuai dengan tema
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 8. Apakah materi yang disajikan melalui media pembelajaran tematik integratif ini dapat memberikan motivasi kepada siswa agar lebih giat belajar?
 - a. Sangat memotivasi
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 9. Bagaimana tingkat kesukaran bahasa yang digunakan, apakah sesuai dengan tingkat pemahaman siswa?
 - a. Sangat sesuai
 - b. Cukup
 - c. Kurang
 - d. Tidak
- 10. Apakah insrumen evaluasi yang digunakan dapat mengkur kemampuan siswa?
 - a. Dapat mengukur kemampuan siswa
 - b. Cukup
 - c. Kurang
 - d. Tidak

D. Kritik dan Saran	
	Malang, 12 Mei 2014
	NIP.

Learning Media Design Expert of Thematic Integrative Learning Curriculum 2013 Questionnaire

INSTRUMEN VALIDASI AHLI DESAIN PRODUK MEDIA PEMBELAJARAN

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan pelaksanaan pengembangan media pembelajaran Tematik Integratif Tema 8 Subtema 4 dengan menggunakan Adobe Flash CS4 MI/SD, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli media pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu tematik integratif kurikulum 2013. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli pembelajaran.

Nama	:
NIP	:/
Instansi	:
Pendidikan	:
Alamat	:

B. Petunjuk Pengisian Angket

- 1. Bacalah setiap item dengan cermat
- Instrumen ini terdiri dari kolom pernyataan dan kolom jawaban.
 Silahkan anda memberi tanda cek pada salah satu jawaban yang sesuai dengan pernyataan anda.
- 3. Keterangan makna pada huruf pilihan anda adalah sebagai berikut:

Jawaban	Keterangan	Skor
SS	Sangat setuju	4
S	Setuju	3
TS	Tidak setuju	2
STS	Sangat tidak setuju	21

C. Pertanyaan-pertanyaan angket

	PERNYATAAN	KETERANGAN			
NO		SS	S	TS	STS
1	Tampilan media pembelajaran dapat menarik perhatian siswa				
2	Cara pengoperasian media pembelajaran mudadh dikuasai oleh pembimbing siswa kelas 1 MI/SD.				
3	Suara narasi jelas dapat didengar.				
4	Jenis huruf yang digunakan sesuai dengan siswa MI kelas I.				
5	Ukuran huruf yang digunakan sesuai dengan siswa MI kelas I.				
6	Gambar sesuai dengan materi				

7	Ukuran gambar pada media tepat.		
8	Video animasi sesuai dengan materi		
9	Tata letak gambar, tulisan dan video sesuai dengan materi		
10	Warna pada media pembelajaran konsisten.		
	JUMLAH		

D. Kritik dan Saran		
	CKFU9	
		Malang,2014
		NIP

1st Grade Students Questionnaire

INSTRUMEN VALIDASI MEDIA UNTUK SISWA

A. Pengantar

Adik, selain media pembelajaran yang sudah kamu kenal sebelumnya, masih ada banyak media pembelajaran penunjang lain yang bisa adik gunakan sebagai media belajar di sekolah maupun di rumah, salah satunya adalah media pembelajaran elektronik. Media pembelajaran elektronik merupakan media belajar yang dapat membantu adik belajar secara mandiri. Setelah ini adik akan diberi contoh bahan ajar secara langsung.

Berkaitan dengan pelaksanaan pembuatan media pembelajaran Tematik Tema 8 subtema 4, maka peneliti bermaksud mengadakan pengecekan media belajar Tematik yang telah dibuat sebagai salah satu media belajar. Untuk maksud di atas, peneliti mohon kesediaan adik sebagai siswa kelas I agar mengisi angket di bawah ini sebagai pemakai media belajar. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini sebagaimana yang telah dirancang berdasarkan disiplin Ilmu Tematik Integratif Kurikulum 2013. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media belajar, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan adik sebagai pemakai media belajar.

Nama	:
Kelas	:
Sekolah	:

B. Petunjuk pengisian angket

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

Pertanyaan-Pertanyaan Angket

- 1. Apakah media pembelajaran tematik integratif ini dapat memudahkan adik dalam belajar?
 - a. Sangat mudah
 - b. Mudah
 - c. Cukup mudah
 - d. Kurang mudah
 - e. Sulit
- 2. Apakah dengan penggunaan media pembelajaran tematik integratif ini dapat memberi semangat dalam belajar adik?
 - a. Sangat memberi semangat
 - b. Memberi semangat
 - c. Cukup memberi semangat
 - d. Kurang memberi semangat
 - e. Tidak memberi semangat
- 3. Apakah adik mudah memahami bahan pelajaran yang ada di dalam media pembelajaran tematik integratif ini?
 - a. Sangat mudah
 - b. Mudah
 - c. Cukup mudah
 - d. Kurang mudah
 - e. Sulit
- 4. Bagaimanakah jenis huruf dan ukuran huruf yang terdapat dalam media pembelajaran tematik integratif ini?
 - a. Sangat mudah dibaca
 - b. Mudah
 - c. Cukup mudah
 - d. Kurang
 - e. Tidak
- 5. Selama belajar menggunakan media ini, apakah adik menemui kata-kata yang sulit?

- a. Tidak menemukan
- b. Menemukan
- c. Jarang menemukan
- d. Menemukan beberapa
- e. Sering menemukan
- 6. Apakah suara yang penjelasan dalam media pembelajaran ini dapat didengar dengan jelas?
 - a. Sangat jelas
 - b. Jelas
 - c. Cukup jelas
 - d. Kurang jelas
 - e. Tidak jelas
- 7. Apakah video animasi yang terdapat dalam media ini dapat membantu adik untuk memahami materi pembelajaran?
 - a. Sangat membantu
 - b. Membantu
 - c. Cukup membantu
 - d. Kurang membantu
 - e. Tidak membantu
- 8. Apakah quis latihan soal dalam media pembelajaran ini mudah untuk dikerjakan?
 - a. Sangat mudah dikerjakan
 - b. Mudah dikerjakan
 - c. Cukup mudah dikerjakan
 - d. Kurang mudah dikerjakan
 - e. Tidak mudah dikerjakan
- 9. Apakah gambar-gambar yang ditampilkan dalam media pembelajaran ini membantu adik-adik untuk memahami pelajaran?
 - a. Sangat membantu
 - b. Membantu
 - c. Cukup membantu

- d. Kurang membantu
- e. Tidak membantu
- 10. Setelah adik-adik belajar dengan media ini, apakah kalian merasa senang untuk belajar tematik tentang bencana alam?
 - a. Sangat senang
 - b. Senang
 - c. Cukup senang
 - d. Kurang senang
 - e. Tidak Senang

1st Grade Students Pre-Test and Post-Test

Soal Evaluasi Pre Test dan Post Test UJI KOMPETENSI SISWA

Nama	:
Kelas	:
Ssekolah	:

- A. Pilihlah jawaban yang benar dengan cara memberi tanda silang (X) pada huruf a, b, c, atau d!
 - 1. Bencana yang diakibatkan oleh alam disebut....
 - a. Cuaca
 - b. Bencana Alam
 - c. Peristiwa
 - d. Keluarga
 - 2. Bencana apakah yang akan terjadi bila air sungai tersumbat oleh sampah?

a. Banjir

c. Kekeringan

b. Kemarau

d. Gempa Bumi

- 3. Pak Kadir kehilangan 5 ekor ayam, dan 12 kambing saat terjadi banjir, berapakah jumlah hewan ternak pak kadir yang hilang?
 - a. 7
 - b. 26
 - c. 17
 - d. 9
- 4. Bencana banjir bisa terjadi pada musim?
 - a. Hujan
 - b. Kemarau
 - c. Semí
 - d. Gugur
- 5. Mengapa penebangan hutan yang sembarangan dapat menyebabkan banjir saat musim hujan?
 - a. Karena membuat lingkungan semakin panas
 - b. Karena dapat menimbulkan gempa bumi
 - c. Karena dapat menimbulkan polusi udara
 - d. Karena akar pohon yang dapat menampung air semakin sedikit

- 6. Membuang sampah yang baik dan benar adalah di?
 - a. Tempat sampah

c. dalam hutan

b. Sungaí

d. got

- 7. Yang dapat menyebabkan bencana kekeringan adalah?
 - a. Air sungai tersumbat
 - b. Hujan deras setiap hari
 - c. Membuang sampah sembarangan
 - d. Hujan yang tidak pernah turun
- 8. Ada berapakah rumah yang mengalami rusak berat?

a. 4

b. 7

c. 3

d. 5

Rusak berat



Rusak

ringan





- 9. Bagaimanakah berlindung dari angin topan yang benar?
 - a. Tiarap di tanah datar

b. Berlari menuju pusaran angin d. meloncat-loncat

menolong korban bencana?...

c. berdiri tegap

10. Gambar di samping merupakan contoh

a. Kekeringan

c.Gempa Bumi

b. Banjir

d. Angin Topan



B. Kerjakan soal-soal di bawah ini dengan singkat dan jelas!

- 1. Sebutkan contoh dari bencana alam!
- 2. Bagaimanakah cara untuk mencegah terjadinya bencana Banjir?
- 3. Jelaskan cara membuat gantungan kunci!
- 4. Sebutkanlah hal-hal yang dapat kamu lakukan untuk membantu korban bencana alam!
- 5. Jelaskan penyebab bencana banjir dan bencana kekeringan!

Research Documentation Photos

1st Grade Large Group Teaching and Learning using Thematic Integrative Learning Media

(In Class)





1st Grade Large Group Teaching and Learning using Thematic Integrative Learning Media

(In Class)





1st Grade Small Group Teaching and Learning using Thematic Integrative Learning Media

(In Library)





1st Grade Small Group Teaching and Learning using Thematic Integrative Learning Media

(In Library)





RESEARCHER BIOGRAPHY



Name : M. Najib Anshori

Student Number : 10140028

Place, Date of Birth : Blitar, 12th October 1990

Faculty : Tarbiyah and Teaching Sciences

Study Program : Teacher Education of Islamic Elementary School

Education (PGMI).

Entry Year : 2010

Address : Wonodadi Village, Gadjah Mada Street: 66155,

RT/RW 001/001, Blitar Regency, East Java,

Indonesia.

Phone Number : +6285655638946

E-Mail : aanq_pass@yahoo.com

Website : http://aanqpass.blogspot.com

Malang, 20th July 2014

Researcherfa