DEVELOPING VISUAL MEDIA OF THEMATIC LEARNING FOR 1ST A GRADE IN STATE ISLAMIC ELEMENTARY SCHOOL MALANG 2

SKRIPSI

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2014

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Pendidikan Islam (S.Pd.I)

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APPROVAL SHEET

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DEDICATION

This Skripsi Dedicated to......

My Beloved, Mother and Father, who always give spirit and pray

My Beloved, Brother, Sister and all of my big family...

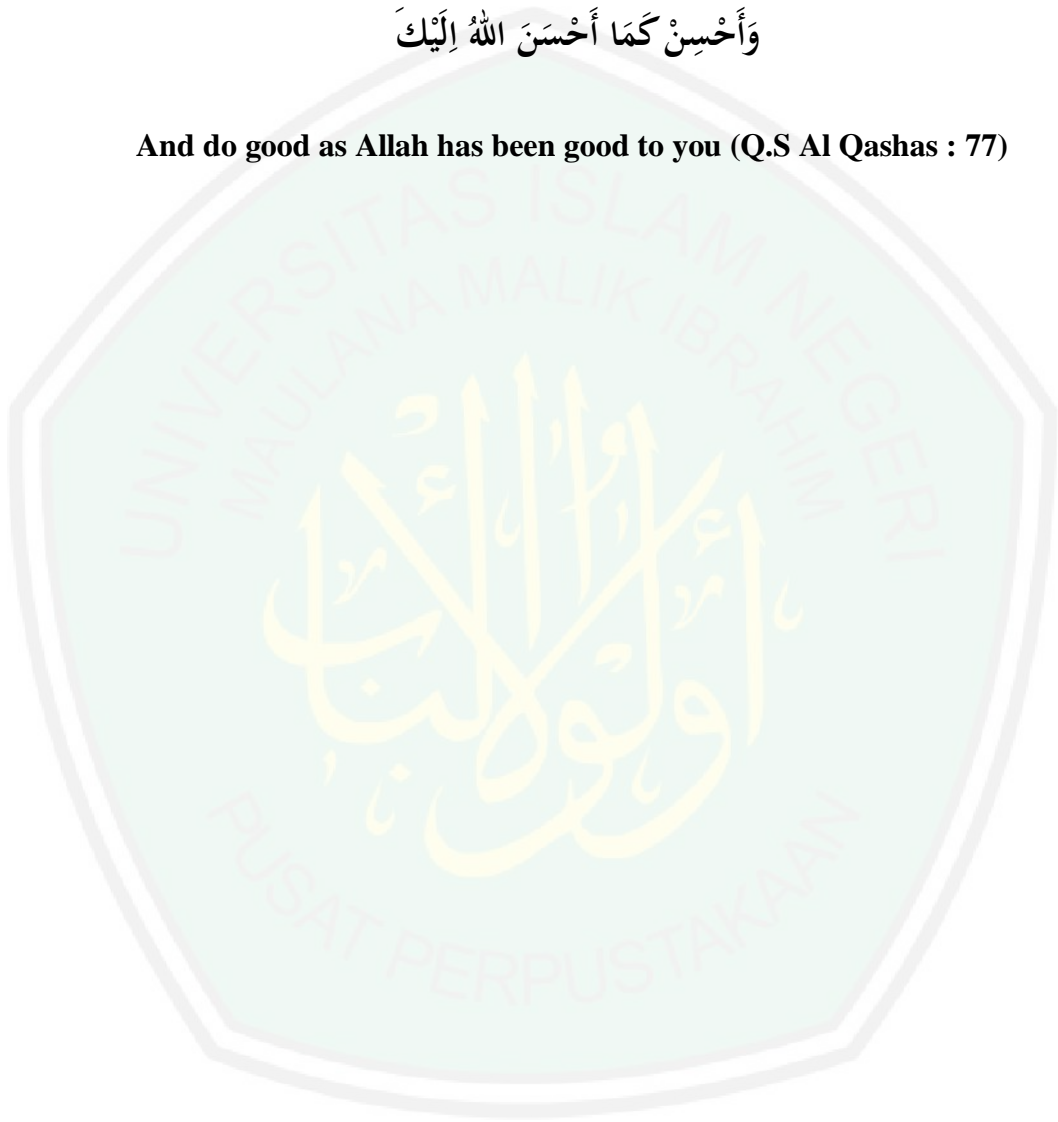Thanks to my Guardian, my lectures, and my teachers...

And all of my friends, where ever you are...

MOTTO

وَأَحْسِنْ كَمَا أَحْسَنَ اللهُ اِلَيْكَ

And do good as Allah has been good to you (Q.S Al Qashas : 77)

Ulfah Muhayani, M.PP
The lecture of Tarbiyah and Teaching Sciences Faculty
The State Islamic Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE
Matter : Thesis of Moh. Alqhoswatu Taufik Malang, Mei 09, 2014
Appendxes : 4 (four) Exemplar

Dear,
Dean of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamualaikum Wr. Wb.

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

Name   : Moh. Alqhoswatu Taufik
NIM   : 10140040
Program   : Teacher Education Islamic Elementary School
Title of Skripsi : Developing Visual Media Of Thematic Learning For 1st A
                    Grade In State Islamic Elementary School Malang 2

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

Wassalamualaikum Wr. Wb.

Advisor,

Ulfah Muhayani, M.PP

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CERTIFICATE OF SKRIPSI AUTHORSHIP

I certify that the skripsi I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled *Developing Visual Media Of Thematic Learning For 1*st *A Grade In State Islamic Elementary School Malang 2* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibiliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, June 20, 2014

Moh. Alqhoswatu Taufik

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The author realize about the defectiveness of this thesis. Therefore, the author need constructed critical and suggestion from all parties and reader to the next perfect report arrangement. So I hope this thesis can be useful for us. Finally, may God bless us. Amin.

Malang, June 20, 2014

Moh. Alqhoswatu Taufik

TRANSLATION GUIDELINES OF ARAB LATIN

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

A. Huruf

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

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

و ا = aw

ي ا = ay

اِى = û

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ABSTRAK

Moh. Alqhoswatu Taufik. 2014. *Developing Visual Media Of Thematic Learning For 1st A Grade In State Islamic Elementary School Malang 2*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Ulfah Muhayani, M.PP

Kata kunci: ***Media Visual, Pembelajaran Tematik***

Pembelajaran tematik merupakan pembelajaran yang mengintegrasikan beberapa materi ajar ke dalam satu pokok bahasan yang disebut dengan tema. Pembelajaran tematik dikenalkan sejak tahun 2006 (kurikulum KTSP) dan lebih diperdalam pada tahun 2013 (kurikulum 2013). Pada penerapan pembelajaran tematik 2013 terdapat beberapa kedala antara lain belum tersedianya media visual (alat peraga) dalam proses belajar dan mengajar. Oleh karena itu diperlukan media visual (alat peraga) untuk menunjang proses pembelajaran.

Tujuan penelitian dan pengembangan ini adalah untuk: (1) mengembangkan media visual (alat peraga) untuk mata pelajaran Tematik pada siswa kelas IA MIN Malang 2, (2) mengetahui daya tarik media dalam proses pembelajaran, (3) mengevaluasi hasil belajar siswa setelah menggunakan media tersebut dalam proses pembelajaran.

Untuk mencapai tujuan di atas, digunakan pendekatan penelitian dan pengembangan berdasarkan Dick dan Carey. Penelitian dan pengembangan ini dilakukan dengan aktivitas pre-test, uji coba I (kelompok kecil), dan uji coba II (kelompok besar). Instrument kunci adalah peneliti sendiri dan teknik pengumpulan data yang digunakan adalah observasi, wawancara, angket, dan tes tulis. Data dianalisis dengan cara mereduksi data yang tidak relevan, memaparkan data dan menarik kesimpulan.

Hasil penelitian dan pengembangan menunjukkan bahwa: (1) Komponen Media Pembelajaran Super Tematik terdiri atas papan tematik, buku panduan guru, jarum penunjuk media, kartu tematik, dan pembungkus media. Semua komponen tersebut dikemas dalam pembungkus yang didesain yang rapi dan warna yang menarik, (2) Berdasarkan angket penilaian dari ahli Pembelajaran Tematik pada validasi I diperoleh persentase kevalidan sebesar 73,3% kemudian setelah revisi dan dilakukan validasi II diperoleh persentase kevalidan sebesar 92%. Penilaian angket oleh ahli media pembelajaran diperoleh persentase kevalidan sebesar 85,3% dengan kesimpulan tidak ada revisi, sedangkan penilaian angket oleh guru pembelajaran tematik diperoleh persentase kevalidan sebesar 82,7% dengan kesimpulan tidak revisi akan tetapi disarankan untuk meningkatkan kualitas jarum penunjuk media, (3) Berdasarkan saran dari ahli pembelajaran tematik dan ahli media pembelajaran, observasi lapangan, dan wawancara dengan guru dan siswa terhadap tingkat kemenarikan media pembelajaran super tematik

disimpulkan bahwa media pembelajaran super tematik dapat menarik perhatian, meningkatkan aktivitas dan kreatifitas, serta meningkatkan pemahaman siswa, (4) Berdasarkan hasil evaluasi pembelajaran setelah menggunakan media pembelajaran super tematik disimpulkan bahwa pembelajaran dengan menggunakan media pembelajaran super tematik menghasilkan skor rata-rata di atas KKM. Pada uji coba I rata-rata sebesar 88,7 sedangkan hasil evaluasi uji coba II dengan rata-rata sebesar 89,2.

ABSTRACT

Moh. Alqhoswatu Taufik. 2014. *Developing Visual Media Of Thematic Learning For 1ˢᵗ A Grade In State Islamic Elementary School Malang 2*. Thesis, Islamic Primary Teacher Education Department, Faculty of Tarbiyah and Teaching Sciences, The State Islamic University Maulana Malik Ibrahim of Malang. Ulfah Muhayani, M.PP

Key word: ***Visual media, Thematic learning***

The Thematic learning as the learning integrated many subject matter in to a main discussion called be theme. Thematic learning was introduced at year 2006 (KTSP-curriculum) and it more be dipper at year 2013 (curriculum of 2013), thematic integrative. At the application of thematic learning there are many obstacles. The one of the obstacles is there is not visual media (demonstrator tool) in the learning process. Because of that is needed visual media (demonstrator tool) in order to support the learning process.

The goals of this research and development are: (1) developing visual media (demonstrator tool) for thematic learning in 1ˢᵗ A grade of MIN Malang, (2) knowing the fascination of the visual media in the learning process, (3) evaluating students outcomes after using visual media in the learning process.

For reach the goals above this research and development using research and development approach according Dick and Carey. This research and development is done by pre-test activity, trial I (small group), and trial II (big group). The key instrument is researcher self and the technique of data collecting is used are observation, interview, questionnaires, and test. Data were analyzed by means of reducing irrelevant data, presented data and make conclusions.

The result of research and development show: (1) Components of Super Thematic Learning Media include thematic boards, teacher guide book, needle media, thematic cards, and package of the media. All components are packed in a neat wrapper designed and attractive colors, (2) Assessment questionnaires of experts on the Thematic Learning validation I obtained a percentage of 73.3% validity then after the revision and validation II obtained a percentage of 92% validity. Assessment questionnaire by expert instructional media obtained validity percentage of 85.3% with no revisions conclusion, while assessment questionnaire by teacher of thematic learning gained validity percentage of 82.7% with no revisions conclusion but suggested to improve the quality of media needle, (3) Based on advice from expert thematic learning and learning media expert, field observations, and interviews with teachers and students to rate the attractiveness of thematic learning media super concluded that the thematic learning media to attract attention, increase the activity and creativity, as well as enhance students' understanding, (4) Based on those results of the evaluation of learning after using super thematic learning media concluded that learning to use super thematic

learning media generate an average score above KKM. In the first test by an average of 88.7, while the results of the evaluation trials II with an average of 89.2.

محمد الغزوة توفيق.2014 .تطوير وسائل الإعلام المرئي في الدراسة الموضوعية في الفصل A1 المدرسة الإبتدائية الحكومية الثانية بمالانق.البحث الجامعي. قسم تربية المعلم في المدرسة الإبتدائية.كلية التربية والتدريس.جامعة مولانا مالك ابراهيم الإسلامي الحكومية بمالانق

الكليمات الرئيسية :   **وسائل الإعلام المرئي,التعليم الموضوعي**

والتعليم الموضوعي هو التعليم الذي يجمع بعض المواد الدراسية في باب واحد الذي يسمى الموضوع والتعليم الموضوعي معروف منذ عام 2006 (منهج KTSP) وأُعمِق في عام 2013 (منهج 2013) وفي تطبيق التعليم الموضوعي من عام 2013 يكون بعض الموانع منهاعدم وجود وسائل الإعلام المرئي (الدعائم)   في عملية التعلم والتعليم ولذالك وسائل الإعلام المرئي (الدعائم) في عملية التعلم والتعليم مطلوب

اهداف هذا البحث وتطويره هو (1) :لتطوير وسائل الإعلام المرئية (الدعائم) للدراسة الموضوعية على الطلاب في الفصل A1 المدرسة الإبتدائية الحكومية الثانية بمالانق (2) معرفة جذب وسائل الإعلام في عملية التعليم   (3) لتقويم نتائج تعلم الطالب بعد استخدام وسائل الإعلام في عملية التعليم.

ولتحقيق الأهداف المذكورة مستخدم نهج البحث وتطويره الذي يستخدمه ديك وكاري .وأنشطة البحث وتطويره تُنفَذ من خلال الاختبار والتجربة الأولى (مجموعات صغيرة) والتجربة الثانية (مجموعة كبيرة) ومفتاح الألات هوالباحث نفسه وكانت تقنيات جمع البيانات بالملاحظة والمقابلات والاستبيانات، والاختبارات التحريرية وتحليل البيانات بطريق الحد من البيانات غير ذي صلة ويلقي البيانات واستخلاص النتائج.

نتائج البحث وتطويره كما يلي (1) تتكون عناصر وسائل الإعلام الموضوعية من لوحات الموضوعية وكتاب دليل المعلم و إبرة لدليل وسائل الإعلام وبطاقات

الموضوعية وغلاف وسائل الإعلام وجميع العناصر بمجموع في الغلاف بالتصميم الصحيح وألوان جذابة (2)واستنادا إلى الاستبيانات من خبراء التعلم الموضوعي في التصديقات الأولى حصلت صلاحية المصادقة على نسبة 73.3٪ ثم بعد التنقيحات و التصديقات الثانية حصلت صلاحية المصادقة على نسبة 92٪.ونتيجة الاستبيانات من خبراء وسائل الاعلام التعليمية حصلت صلاحية المصادقة على نسبة 85.3٪ بالاستنتاج بدون التنقيحات واما نتيجة الاستبيانات من معلمي التعلم الموضوعي حصلت صلاحية المصادقة على نسبة 82.7٪ بدون التنقيحات ولكن اقترح لترقية جودة الإبرة لدليل وسائل الإعلام (3) واستنادا من خبراء التعلم الموضوعي و خبراء الوسائل التعليمية والملاحظات الميدانية، والمقابلات مع المعلمين والطلاب عن درجة اهتم وسائل الاعلام الموضوعي استخلص على ان وسائل الاعلام الموضوعي بجذب الإهتمام وزيادة النشاط والإبداع مع ترقية فهم الطلاب (4) واستنادا من تقييم التعليم بعد استخدام الوسائل التعليمة الموضوعية استخلص على ان التعليم باستخدام الوسائل التعليمية الموضوعية حصل نتيجة المتعادل فوق درجة KKM وفي الاختبار ألاول حصل متعادل 88.7، واما نتائج تقييم التجربة الثانية بمتعادل 89,2.

CHAPTER I

INTRODUCTION

In this chapter will represent about: a) Background, b) Question Research, c) Research Objectives, d) Research Benefit, Projection Product Specifications Expected, e) Importance of Development and Benefits, f) Assumptions and Limitations Development, g) Definition of Terms, and h) Systematic Writing.

A. Background

Thematic was introduced first in 2006. In the time was used *Kurikulum Tingkat Satuan Pendidikan* (KTSP). KTSP emphasis learning that integrated in to a main matter, it called by theme. Most of school in Indonesia implement Thematic Learning suitable with law in curriculum KTSP. Thematic Learning is an attempt to integrate the knowledge, skills, values, attitudes, and creative thinking by using theme.[1] Each theme consist of some core competences, learning outcomes, and indicators of the Thematic Learning.[2] Of the statement can be affirmed that the Thematic Learning is done with the intention of an effort to improve and enhance the quality of education, especially in integrated learning. Besides Thematic Learning will provide integrated learning opportunities with emphasis on participation / involvement of students in learning. Integration in this study can be seen from the aspect of the process, time, the curriculum, and the learning outcomes.

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[1] Sutirjo dan Sri Istuti Mamik (2004: 6)

[2] Depag, *Pedoman Pelaksanaan Pembelajaran Tematik* (Departemen Agama RI: Jakarta, 2005), p. 3

In the implementation of Thematic Learning, there are obstacles that make Thematic Learning become ineffective. Among the obstacles on Thematic Learning such as: (1) some of teachers find difficulties to carry out Thematic Learning. This is happen partly because teachers have not received intensive training about Thematic Learning. Besides, the teacher is still difficult to change the speech method in the learning process; (2) Some of teachers still confused to integrate some of subject in to one theme. This happen because some of subject has characteristic, in order to combine/integrated them in to one theme it is needed thinking deeply; (3) The materials in the resource book is shallow, because of that the teacher must creative to add some of materials. So the material become complete; (4) Thematic Learning media is still conventional. Teachers have not found special learning media for Thematic Learning. The special media will help the teacher in Thematic Learning and also support the learning process. Based on interview with the teacher in MIN Malang 2, she said:

> Thematic Learning include new learning here. Because of that, there are some obstacles. There are: still little teacher who can teach thematic well, it is caused by lack of knowledge about Thematic Learning. On the other side, Thematic Learning source is limited, such as book, module, etc. learning thematic source still sparated, so the teacher difficult to combine among subject to one theme; and also learning media still using something around class. There is no specific learning media for Thematic Learning.[3]

Of the obstacles in Thematic Learning above, can be solved through some of alternative solutions for Thematic Learning to be effective. The solution such as (Wina Sanjaya: 2008) : *the first*, teacher make analisys necessary planning. This is include one of main activity in order to design the learning. This case is

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[3] Interview with Mrs. Elis Mufida, SPd on April, 16 2014 at 12.15 PM.

suitable with design goal is developed to help student necessary learning.[4] *The second*, developing learning subject. Learning subject (learning materials) is all materials that is managed in curriculum.[5] Each student must mastery the core compentence in order to reach basic competences and some indicator in each subject. Before teacher teach the subject he/she must mastering the material and make a planning how to explain to the student so the student can understand teacher explanation well. *The Third,* developing learning experience. It is amount of activity that must be done by students to get information and new competence suitable with the goal will be reached. *The Fourth,* developing learning media and learning source. This is very important in the learning, because the learning media can contains the main material of subject matter. Learning media represent real fact to imitation, such as picture, vodeo, etc. learning media helpful the teacher in the learning process.

However among the alternative solve, teacher growing niche to provide solutions on the Thematic Learning through development of learning media. The media should be developed along with the times. More and more advanced age, it is in education, especially learning media should also be developed. The underlying reason is the development of instructional media communication and technology developments. Developments such as dirty in two very supportive of the development of instructional media, if development technology and more advanced communication media while learning not developed the instructional

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[4] Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran* (Jakarta: Predana Media Group: 2008), P. 91

[5] *Ibid.,* P. 141

media becomes useless. With the development of instructional media will be formed in the new products and instructional media sources more attractive, better, and more useful.

In this case the specific learning media for Thematic Learning is called "*Super Thematic*". Learning media is a new learning media (not the adaptation of previous media). Researcher will create a new product of learning media expecially for Thematic Learning. This media is made like circle board. The circle board is divided into several circles and then it divided in to some parts . At the deepest circle is a theme (can be changed according to the theme that will be taught). Then the outer circle is quite sub themes, more off another topic, while the exterior is a sub-topic. The media is a porous and stylus, so it can be rotated. The pointer function to determine the material to be clarified. Students can rotate the media until the needle indicates a certain material with the helping of a teacher then the teacher give student some of questions about the material.

In this period, the students in 1st A class of Elementary School is there in concrete operational stage based on development stage of psychology. In this stage a child has some of characteristic, there are: *first,* the child able to solve concrete problem logically.[6] Based on the statement, we know that the child only able to solve concrete problem, clear, and not abstract. Concrete problem is a real problem, the problem which can be solved by mind without thinking deeply. *Second,* the child able to understand conservation, classification, and arrange.[7] In

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[6]Sugeng Listyo Prabowo, dan Faridah Nurmaliyah, *Perencanaan Pembelajaran* (Malang: UIN Press, 2010), P. 52

[7] *Ibid…*

this case, it has meaning that the child can compare one with other. It can be seen from it's size, colour, or form. In the other side thay also able to classify and arrange something. It will helpful him if the things are real thing. Because of that, so the child will able to solve the problem directly. *Third,* the child able to understand reversibility. This skill has meaning that the child able to understand something although it's opposite. For an example, 1+1=2 or the opposite of it 2=1+1.

On the development period, the child will get difficulty in learning process if the learning material is not match with development characteristic above. The child/student will difficult if the learning materials are abstract. Ih this case the teacher must avoid the abstact thing, so the student understand learning materials well. Usually the abstract thing is formed verbal sentence. In order to help student understand the teacher suggested to make learning media. Learning media will change abstact thing in to visual thing. This case the media is *Thematic Circle Media.*

The advantage of using the media include the following: (1) Learning process can be carried out whenever and wherever needed (Kemp dan Dayton: 1985).[8] By using the learning media time and place of learning can be adapted to the circumstances and conditions as well as well as the type of media used. Thus, teachers and students become easier to implement learning; (2) Making interconnection communication between teachers and students because the media is the medium or the introductory message from the sender to the receiver of the

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[8] Daryanto. *Media Pembelajaran Peranannya Sangat Penting dalam Mencapai tujuan Pembelajaran.* (Yogyakarta: Gava media, 2010), P. 6

message (Sadiman, 1993: 6).[9] With the ongoing interconnection communication then learning will be more effective because the message from the teacher directly received by students so it become easier to understand the material; (3) Make learning more interesting because it provides an explanation that consist of words and pictures.[10] Besides teaching materials will be clearer meaning,[11] it also make various teaching methods, and many activities. Thus, the material can be understood students and allow students to master learning objectives. Nevertheless, learning media also has shortcomings, which are as follows: (1) Difficult to make, because the teacher must have the creativity to make it, (2) to make it is needed time, effort, and cost, and (3) Some of media just only used once. To avoid the weakness of media, the teacher should develop it although the media is simple, cheap, and practical. The important is it can help learning process and reach the learning goal.

Media consumption is not seen or evaluated in terms of media sophistication, but more important is the function and role in helping to enhance the learning.[12] Media use is highly dependent on the purpose of learning, learning materials, ease of obtaining the necessary media as well as the teacher's ability to use it in learning. Closely related to the Thematic Learning media if necessary to develop because the media is one of the principal aspect that should be in the

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[9] Cecep Kustandi and Bambang Sutjipto. *Media Pembelajaran Manual dan Digital.* (Bogor: Ghalia Indonesia, 2011), P. 7

[10] Richard E. Mayer. *Multimedia Learning Prinsip-prinsi dan Aplikasi.* (Yogyakarta: Pustaka Pelajar, 2009), P. 275

[11] Hujair A.H Sanaky. *Media Pembelajaran.* (Yogyakarta: Safivia Insania Press, 2009), P.5

[12] Nana Sudjana dan Ahmad Rivai, *Media Pengajaran* (Bandung : Sinar Baru, 1989), p. 4.

education process.[13] Hamalik (1986) suggested that the application of learning media learning process can replace a new desire and interest, raise motivation and stimulation of learning activities, and even bring psychological influences on students.[14] The use of learning media in the learning will be very helpful orientation effectiveness of the learning process and the delivery of the message and subject matter at the time. Besides raise the motivation and interest of students, learning media can also help students to improve their understanding, serves to attract and trusted data, facilitate data assessment, and condense information.

Based on the backgroud above, the researcher will do the research and development with title "**Developing Visual Media Of Thematic Learning For 1st A Grade In State Islamic Elementary School Malang 2**".

B. Question Research

Based on the issues raised problems that can be formulated as follows:

1. How is the development of visual media in the form of thematic props to class 1 A at MIN Malang 2?

2. How is the level of attractiveness of the visual media in the form of thematic props to class 1 A MIN Malang 2?

3. How student learning outcomes after the use of visual media in the form of thematic props?

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[13] Azhar Arsyad, *Media Pengajaran* (Jakarta: PT Grafindo persada, 1997), p 6

[14] *Ibid.,* p. 15

C. Research Objectives

This study is aimed:

1. To know developing visual media for Thematic Learning at class 1 A at MIN Malang 2.

2. To know the fascination of the media that is developed.

3. To know the evaluating learning completeness after using media in learning process.

D. Research Benefit

1. Theoretically, for the development of science education-science madrasah teachers in primary to late in general, and specifically provides examples of practical steps for the systematic development of learning media in elementary school.

2. Practically, to donate a reference medium of learning for basic education unit manager that is in this case MIN Malang 2, especially related to the particular field of study Thematic and teachers of other subjects in general.

3. For researchers, to add insight and knowledge of how to do the practical steps in the development of instructional media as a component in the quality of learning for students and may establish or its students as a minimum in accordance with the competency standards that have been set.

4. For MI institutions studied, for consideration in determining instructional media and also the quality of learning and to establish students have a superior character, also motivate teachers to constantly enrich the learning

media are appropriate to the learning objectives and student characteristics.

5. As a condition of graduation on S1 Madrasah Education Teacher Ibtidaiyyah (in primary) State Islamic University (UIN) Maulana Malik Ibrahim Malang.

E. Projection Product Specification Expected

Development of products that will be produced in the form of visual media in the form of props for thematic subjects. Products resulting from the development of instructional media is expected to have the following specifications:

1. Physical manifestation of the products produced in this development is in the form of visual media to a round of thematic learning and teaching in the teacher guide books.

2. Components of media thematic props consist of:

   a. packaging media

   Packaging media is a container for all components of the media cover the thematic learning.

   b. Thematic Boards

   Is a board that serves to attach the teaching materials in the form of words and pictures.

   c. Thematic Cards

   Is a card that contains thematic material based on the book of teachers and

students books.

d. Needle

The needles are above board to menunjukkam thematic material that will be explained by the teacher or the Question and Answer session with the students.

e. Teacher Guide Book

The book is useful for teachers to know and learn how to use props thematic learning media.

F. The Importence of Development and Benefit

The importance of the development of visual media thematic props is to assist teachers in explaining the material to the students. Because there is currently no media that complement the thematic books used by teachers and students. In addition, to attract the attention of students, facilitate students in understanding the material, and enhance student learning outcomes.

Schools can use this media to enrich learning and instructional media resources and improve the quality of learning. Learning media thematic props can be developed by the teacher in accordance with the requirements for learning media and learning objectives. This instructional media also makes it easy for teachers to use it in accordance with the characteristics of teachers and subjects in particular thematic subjects.

G. Assumptions and Limitations Development

1. Assumption

Some of the assumptions underlying the study are as follows:

a. By using instructional media thematic props is possible students will be more active in learning.

b. Initial ability students are normally distributed.

c. Students as research subjects followed the thematic learning using visual media thematic props in earnest.

d. Student test results after the use of instructional media will increase because learning is supported by means of attract.

2. Limitation

a. The theme consists of only one sub-theme on the theme of natural events.

b. The development of instructional media thematic props are limited to grade 1 thematic subjects 2nd semester theme of natural events sub-themes of the rainy season, which consists of the following subjects:

1) Water cycle,

2) Know the time, and

3) Basic motion

3. Research Subject

Subjects were students of class 1A 2 MIN Malang academic year 2013-2014.

4. Research Place

State Islamic Elementary School Malang 2 Jl. Kemantren II / 26 Tel. / Fax (0341) 804186 - Sukun- Malang.

H. Definiton of Term

In order to avoid misunderstandings in the understanding of this study, the definition of terms related to the study will be represent as follows:

1. **Development**

Development is the process of translating the design specifications or lays into physical form. The development is a systematic process in order to develop instructional media in order to produce a product in the form of thematic props to class 1A in MIN Malang 2.

2. **Learning Media**

Media is anything that can be used to deliver a message from the sender to the receiver of the message so that it can stimulate the thoughts, feelings, concerns the students so that the learning process occurs.

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3. **Thematic**

Thematic is a learning model that integrates multiple subjects into one subject called with the theme so, the learning become meaningfull.

I. Systematic Writing

Systematic role in the writing of this thesis is planned to be organized into five chapters, namely Chapter I to Chapter V, accompanied by a bibliography and appendixes.

Chapter I is Introduction which contains: (a) the background of the problem, (b) formulation of the problem, (c) the purpose of development, (d) projection developed product specifications, (e) the importance of the development and benefits, (f) the assumptions and limitations, (g) the definition of the term, and (h) and systematic writing.

Chapter II Literature Review namely, that contains: (a) the previous study and (b) review of the theory. In theory study contains several topics, among others, 1) media, 2) criteria for good learning media, 3) thematic learning, 4) characteristics of thematic learning, 5) the role of theme and choose a theme on thematic learning, and 6) implementation in the thematic learning elementary school.

Chapter III is the development of methods contains, (a) the type of research, (b) development model, (c) the development of procedures, (d) validation of the product, and (e) test product.

Chapter IV, namely the Development Results and Data Analysis describing four issues related to development results. The four things are: (a) the presentation of data validation. (B) revision of the results of the development. (C) the results of product testing and (d) a description of the development of instructional media.

Chapter V is conclusion and suggestion, this chapter contains (a) the conclusion of the development and (b) suggestions.

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

And the last is the attachment that contains the required documents that support the writer or the reader in the process of development of instructional media.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Concerned with previous research, researcher found some of thesis about research that discuss learning media. The first is thesis had been made by Rofi'atul Ningsih year 2012, with the title **" Using Visual Media to Increase Student Achievement In The Subject Mathematic For 5thE Grade In Islamic Elementary School I Malang"**. The result is visual learning media can increase student achievement at Mathematic subject, especially at 5th grade Islamic Elementary School Malang. The achievement can be increasing because students use learning media directly. So, the students fell happy and comfortable in learning process. Learning media make them happy in learning process, so make it meaningfull. The data research show the result that in pre-test is gotten score average 51.72% and in the post test the score average increase, so it became 82.76%.

This research and development has several similarity with the research. The similarity such as: it is same using visual media to increase learning quality. And also measure the result score with the media. The differences with the research such as: in the research the subject is Mathematic, while in this research and development is Thematic Learning. In the previous research there are not develop new product, but in this research will develop a product. In this research will also validating a product, so it will used in the learning process well.

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Some data also found in the Thesis that had been done by Wahyuningtyas, year 2009. The title is **" Using Visual Media For Increasing Learning Achievement In The Subject Social Science For 4th Grade Elementary School Muhammadiyah Sidayu Gresik"**. The result of the research are: by using visual media, students achievements can be increased. Especially in the subject social science. Although the students achievement was increase, but there are some obstacles in the research. The obstacles such as: some of teacher still have several time to teach Social science, so they can't using media maximally. From this obstacle the researcher has solve, it is teacher must improve their teaching knowledge by following workshop, training, seminar, etc. And also the teacher is advised to give knowledge each other.

The differences this research and development with the research are: this research and development develop the media to be well, while the research just using media. This research and development collecting qualitative and quantitative data's while the research using descriptive qualitative approach. And also this research will change the learning process with new tool.

B. Divining Manual Study

1. Learning Media

Learning media is an excellent tool to help teachers in the learning process. Learning media sophistication not seen in terms of media, but more important is the function and role in helping to enhance the learning.

[15] The function and role of learning media has a very high intensity in the learning process. Learning media can be regarded as a second teacher after teacher (man) as the media of learning students can study learning materials, but with the teacher then things are not clearly explained by the teacher so that the collaboration between teachers and learning media to make the learning process effective. The use of learning media is very dependent on the purpose of learning, learning materials, ease of obtaining the required media, as well as the ability of teachers to use in the learning process.[16]

In using the instruction media is the most important thing teachers can use the learning media. Ability of teachers to use learning media is crucial to the success of the learning process. In this case the teacher in determining the media that will be used should be tailored to the ability to use it, so there are no misunderstandings between teachers and students when explaining the material taught using learning media used. Students will understand when the teacher explains the material in accordance with the use of learning media. teacher as the explanatory material while learning media as a tool to facilitate student understanding.

Level of knowledge acquisition field by learning media is divided into several levels. According to Bruner (1966: 10-11) are the main mode of learning levels, namely direct experience (*enactive*), experience pictures (*iconic*), and

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[15] Nana Sudjana dan Ahmad Rivai, *Op.cit.,* p. 4

[16] *Ibid..,*

experience abstract (*symbolic*).[17] Teacher as a source of messages poured into messages specific symbols (*encoding*) and students as receivers interpret these symbols so that the message is understood. Good message is a message that can be received by the student senses. The more senses that receive the message, the more likely the message can be retained in memory.[18] Various equipment can be used by teachers to deliver messages to students through the learning of sight and hearing to avoid verbalisme that still may happen if only used visual aids alone.[19] Visual aids (visual media) for students in elementary school is a media that is easily observed through the sense of sight. By looking at the students would know. In accordance with the development of learners' primary school children have a high curiosity. By looking at it will ask the teacher or other person so that he knows what he sees. By using the visual media so students thinking will run until he knows and understands what he sees. Visual media are seen by the students will go into student brains and processed in his memory in image form. Memory in the image form will be easily remembered by the students than verbal form.

Levie & Levie (1975) reviewing the results of research on learning through stimulus and words or visual images and verbal concluded that visual stimuli produce better learning outcomes for tasks such as remembering, recognizing, recalling, and connect facts and concepts . On the other hand, gave a

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[17] Azhar Arsyad. *Media Pengajaran* (Jakarta: PT Grafindo persada, 1997), p. 7

[18] *Ibid…*

[19] Rahardjo, dkk. *Media Pendidikan Pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta : PT Grafindo Persada, 2010), p. 8

verbal stimulus learning outcomes of learning when it involves memory in tandem (sequential). This is one proof of support for dual coding hypothesis (dual coding hypothesis) of Paivio (1971). The concept says that there are two systems of human memory, one to process verbal symbols and save them in the form of propositions image, and the other for processing nonverbal image which is then stored in the form of verbal propositions.

The members have a parallel view on the matter. comparison of a revenue via visual senses and listen very striking differences. Approximately 90% yield is obtained by studying a person's visual senses, and only about 5% more with other senses (in Achsin Baugh, 1986). Meanwhile, Dale (1969) estimates that the acquisition of learning outcomes through visual senses range of 75%, through the senses hear about 13%, and through other senses around 12%. Based on data from the members of the visual media queries have the legal level which is sufficiently large acquisition. Expansion in the form of media Thematic Circle Media will use a short visual language and easily understood by students. With the visual language that is expected of students in this media will be interested in the material that they learned. Graphic form of media in which to combine facts and ideas in a clear, strong and unified through a combination of words and pictures. The media is very appropriate for the purpose of conveying information in a condensed form of summaries.[20] Thus students into the spirit of the learning so that their understanding improved.

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[20] Nana Sudjana and Ahmad Rivai, *op.cit.,* p. 20

a. Criteria of Good Media

There are several criteria for good learning media that must be considered by teacher in order to improve the learning. These criteria are as follows:[21]

1) In accordance with the purpose of learning

Selected learning media let teachers based on learning purposes specified. The purpose of the lessons outlined in the Syllabus and RPP. The purpose of learning materials adapted to teach. Learning purposes can be learning in which contains content comprehension, application, analysis, synthesis more possible uses of learning media. The learning objectives have been grouped in Bloom's Taxonomy. Of several of these teachers can determine which element is the ultimate goal of learning to be done.

2) Supporting the content of lessons

The message contained in the learning media should be able to represent learning materials. Teachers will be easier to explain some of the material when the material has been represented by the media colors that are used. for example, Edmund Faison findings show that students learn to produce a maximum in the pictures in the media of instruction should be closely related to the subject matter and size large enough so that details the elements easily observed, media, produced a nice, more realistic, and integrates with the text.[22]

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[21] *Ibid.,* p. 4

[22] Nana Sudjana dan Ahmad Rivai, *op.cit.,* p. 12

3) Easy to be made (simple)

The statement contains the meaning that needed media is easy to be gotten or easy to be made by teacher. The media that is made not have meaning that it is general. Simple media can has big function in learning process. As an example, grafis media can be made by teacher without expensive cost, besides simple and practical in using it.[23]

4) In accordance with the standard of student thinking

Selecting media for education and learning should match the standard of the students thought, until the meaning contained in it can be understood by the students. This selection can be based on the age of students. Based on psychologist finding results, that children under the age of 12 tend to interpret visual messages according to blow-by-blow of the whole.[24] While the students are older than 12 years tend to summarize all parts and report conclusions about the meaning of the image.

5) There is an emphasis

Emphasis has important role in catering of learning media.[25] The emphasis of this work to focus students on the material to be understood. In a most educational media should not have an emphasis on material contained in the media.

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[23] *Ibid.,* p.5

[24] *Ibid.,* p.13

[25] Nana Sudjana dan Ahmad Rivai, *op.cit.,* p. 21

6) Has the balance

The balance includes two kinds of formal or symmetrical balance and asymmetrical balance or informal. Formal balance looks at the composition of visual elements is divided into congruent parts. While the asymmetrical balance of its elements arranged in such a way that looks balanced but not symmetrical. Static nature of formal balance while informal balance is dynamic, looks more vibrant and attract students.[26]

2. Thematic Learning

Thematic Learning activities can be interpreted a matter of learning by integrating multiple subjects in one theme / topic of discussion. Thematic Learning is an attempt to integrate the knowledge, skills, values, or attitudes of learning, and creative thinking by using theme.[27] This involves learning some basic competencies, learning outcomes, and indicators of a subject or even a few subjects [28]. Of the statement can be affirmed that the Thematic Learning is done with the intention of an effort to improve and enhance the quality of education, especially for offset solid curriculum materials. Besides Thematic Learning will provide integrated learning opportunities with emphasis on participation / involvement of students in learning. Integration in this study can be seen from the

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[26] Nana Sudjana dan Ahmad Rivai, *op.cit.,* p. 22

[27] Sutirjo dan Sri Istuti Mamik (2004: 6)

[28] Depag, *Pedoman pelaksanaan pembelajaran tematik.*(Departemen Agama RI: Jakarta, 2005), p. 3.

aspect of the process or time, aspects of the curriculum, and the teaching and learning aspects.

In applying and implementing Thematic Learning, there are some basic principles that need to be considered, there are: 1) be integrated with the environment,2) form of learning is designed for students in the theme, and 3) eficiency. In order to obtain a clearer picture of these three principles will be described, as below:

a. Contextual and integrated with enviroment.

Learning process must be integrated each other in one one theme or topic. This is has meaning that each topic must has concernation with the students to make learning to be meaningfull. If the student has a problem in his life this learning will help him to solve the problem.

b. Forms learning must be designed so that students learn to work in earnest to find a theme as well as applying real learning. In conducting Thematic Learning students are encouraged to be able to find the themes that really fit with the conditions of students, even experienced students.

c. Eficiency

Thematic Learning has value in terms of efficiency such as time, load materials, methods, use of authentic learning resources so as to achieve appropriate competency mastery.

a. Thematic Learning Characteristic

Thematic Learning has some characteristic, there are:[29] 1) Student center, 2) giving direct experience to students, 3) subject sparating is not clear,4) serving any concept from several subject in to one learning process, 5) flexible, 6) learning result can develop suitable with student interest, and his necessity. In order to describe the characteristic of Thematic Learning, it's can be explained as below:

1) Student Centre

 Learning process that be done must make student be a centre of activity and must make learning rich of learning experience. The experience is poured in learning process that develop nature phenomena around student.

2) Giving direct experience to student

 In order to make learning meaningfull, so the student must study directly and doing with him self. Thematic approach encourage student to understand actual and contextual phenomena. [30] Based on th this case so the teacher necessary condusive condition and fasilitate meaningfull experience.

3) Sparating subject is not clear

 This is caused by among these subject is concerned each other, so subject separating is not clear.

4) Serving several subject in to one learning process.

5) Fleksible

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[29] *www. pppg tertulis.or.id.*

[30] Depag, *op.cit.,* p. 10

The schedule of thematic subject can be changed suitable with situation and condition.

6) Learning achievement can develop suitable with student interest and student necessary.

b. Role of theme and how to choose the theme in Thematic Learning

Role of theme in learning basic theme[31]:

1) Student easier to focusing attention on a theme or certain topic.

2) Student can study experience and develop several competence subject in same theme.

3) Student undertanding deeper and impression.

4) Language competence can be developed either by linking other subjects and students' personal experiences.

5) Student feel more benefit the meaning of learning because the material in clear theme.

6) Students are more excited about learning because they can communicate in real situations.

7) Teachers can save time because the subjects are presented in an integrated manner at the same time be prepared and administered in 2 or 3 times.

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[31] *Ibid.*, p. 33.

Theme in Thematyic subject can be choosen from teacher or student. Usually the teacher choose basic theme and the student certain theme unit. Theme also can be choosen from situation and condition of the students.

c. The things that need to be considered in Thematic Learning

There are several things to consider in Thematic Learning, are:

1) Thematic Learning activities intended to enable the implementation of learning more meaningful and intact.

2) In the implementation of Thematic Learning need to consider the allocation of time for each topic, the extent of material available in the environment.

3) Choose a theme that is closest to the students.

4) Prefer the basic competencies to be achieved than the theme.

d. Adventages of Thematic Learning

Implementation of Thematic Learning has some advantages and also disadvantages obtained. The advantages are:

1) Happy, beacuse it suitable with student necessary and interest.

2) The experience match with student development psichology.

3) Learning result will more good beacause the larning is meaningfull.

4) Developing social skills, such as working together, tolerant, communacation, and respect with other opinion.

Thematic Learning as well have some advantages as outlined above, there are also has weakness, there are:

i. Teacher must mastery the learning competence to teach student.

ii. Not all teacher can integrated the curricullum with the concepts in the subject well.

e. Implementation of Thematic Learning in Elementary School

Thematic Learning in Islamic Elementary School (MI) is a relatively new thing, so the implementation has not been as expected. There are many teachers who find it difficult to implement the Thematic Learning. This happens partly because teachers have not received intensive training on the Thematic Learning. Besides, teachers also still difficult to leave habits of learning activities that presentation based on subject / field of study.

Implementation of Thematic Learning in elementary school at the moment is focused on the lower classes (classes 1 and 2) or class that the children were classified in early childhood, even though this thematic approach to learning can be done in all the elementary school classroom.

Thematic Learning done with some preparation steps such as planning, implementation, and evaluation / reflection. These stages can be briefly described as follows:

1) Planning

Given the success of a plan is crucial Thematic Learning, then made plans for the implementation of Thematic Learning should be as good as possible therefore there are several steps that need to be done in designing the thematic pembelajan: 1) Learn basic competence in the same class and semester from each

subject, 2) Choose a theme that can unify the competences for each class and semester, 3) Make the "basic competency matrix relationship with the theme", 4) Make learning thematic mapping. This mapping can be made in the form of a matrix or network topics, 5) Arrange the syllabus and lesson plans based on the matrix / Thematic Learning network topics.

2) Thematic Learning implementation

At this level of core teachers implement learning plans which have been compiled previously. These Thematic Learning will be applied and enforced adequate laboratory need to be supported. Adequate laboratory course covers the necessary learning resources for learning in primary schools. With the availability of adequate laboratory when the teacher will organize Thematic Learning easily leverage existing resources in the laboratory study, the better to learn how to bring resources into the classroom and encourage students to laboratory space separate from the class.

3) Thematic Learning Evaluation

Evaluation of Thematic Learning focused on the evaluation process and results. Evaluation process focused on the level of involvement, interest and enthusiasm of students in the learning process, while the evaluation of the results is more focused on students' level of understanding and attitude towards substance and material benefits for day-to-day student life. Besides, the evaluation can also be a collection of student work for learning activities that can be displayed in an exposure / exhibition of student work.

The instrument can be used to reveal the students' understanding of the subject matter can be used to learn the test results. and to determine the level of students 'ability to perform a task can be either actions or skills tests and to reveal the students' attitudes toward the subject matter may include interviews, or informal dialogue.

Besides, the instrument developed in Thematic Learning can be: quizzes, oral questions, the daily repetition, repetition blocks, and the assignment of individuals or groups, and observation sheets.
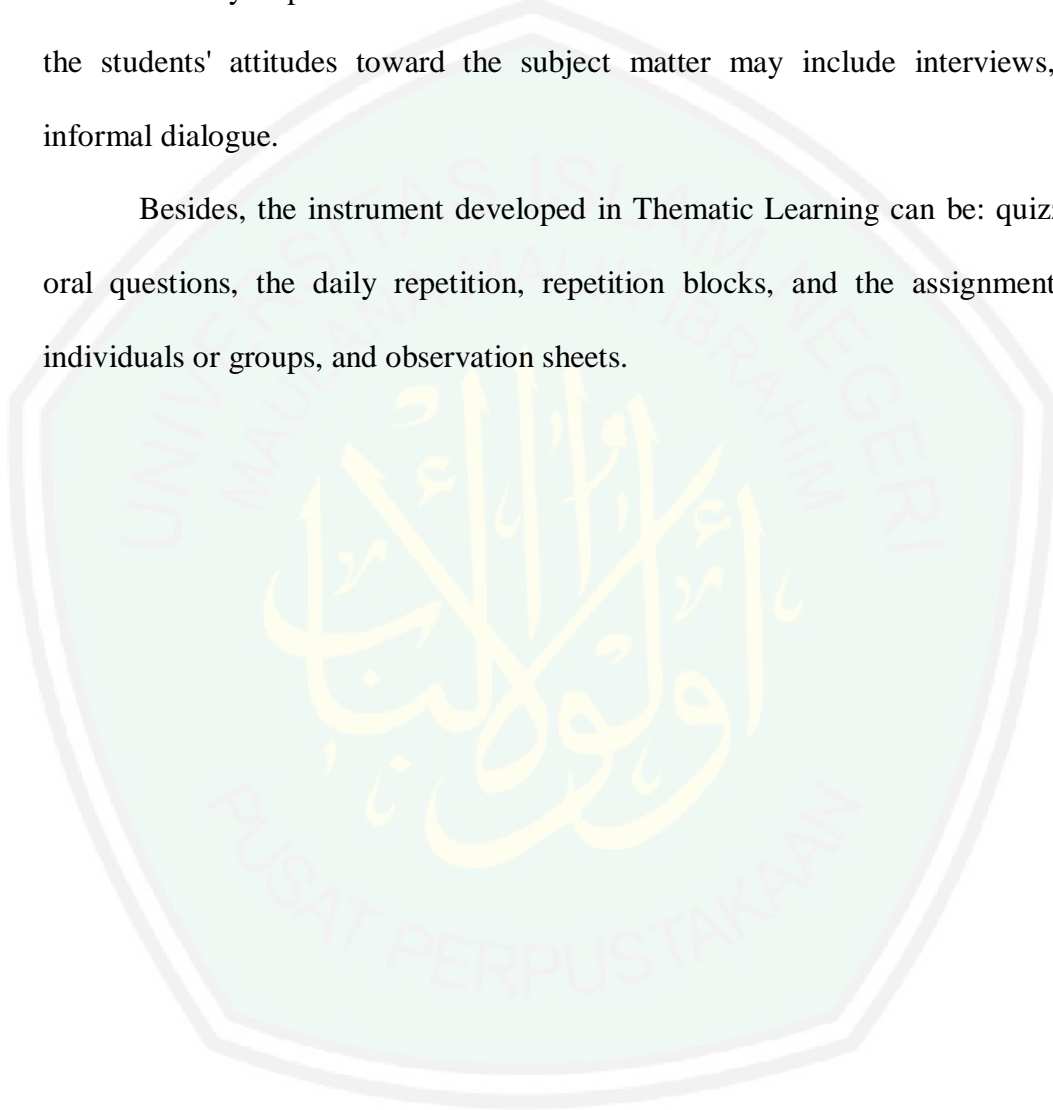
CHAPTER III

RESEARCH METHOD

In this third chapter will discuss the development of research methods, such as, a) the kind of research, b) Model Development, c) Procedure Development, d) design of the trial, e) subject trial, f) type of data, g) Instrument data collection, h) data analysis technique, and i) systematic writing.

A. Kind Of Research

This type of research is the development of research-oriented products in the field of education. According to Nana Syaodih Sukmadinata in his book that the Educational Research Methods Development Research or Research and Development (R & D), is a research strategy or method powerful enough to correct in practice. Meanwhile, according to Borg and Gall, research is the development of a process used to develop and validate educational products.[32]

According to research development (Seels & Richey) is defined as follows: "Research development as distinguished from the development of simple learning, defined as the systematic study of designing, developing and evaluating programs, processes, and learning outcomes that must meet criteria of internal consistency and effectiveness.[33]

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[32]Punaji Setyosari, *metode penelitian pendidikan dan pengembangan*, (Jakarta: Kencana, 2010), hlm. 194

[33]Nana SyaodihSukmadinata, *Metode Penelitian Pendidikan*. (Bandung: PT. Remaja Rosdakarya, 2007), hlm. *195*

The purpose of the research is the development wants to assess the changes that occur within a certain time. Accordingly, the development is a form of research related to improving the quality of education, both in terms of process and outcomes of education. This is consistent with research which will aim to develop a product that performed research on visual media thematic props called super thematic learning medium for class 1 SD / MI.

This product is expected to be an alternative material for teachers to meet the learning needs especially in instructional media. To meet the learning needs very well if there is a product-oriented development. The new product will have a great advantage in the learning process. Usefulness of a new product that will be felt by the process of development. Therefore, this study is the development of visual media for thematic lessons in elementary school that is based on the 2013 thematic integrative curriculum.

B. Development Model

The model is defined as a conceptual framework that is used as a reference in activity, according to Briggs models is a set procedure for realizing a sequential process. According Punaji development model there are two models of conceptual and procedural models. The conceptual model is a model that provides analytical or explain the components - components of the product to be developed and the relationship between its components.[34]

While the procedural model is a descriptive model that describes the flow

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[34] Trianto, Metode Pembelajaran Terpadu, (Jakarta: Prestasi Pustaka, 2007), hlm. 53

or procedural steps that must be followed to produce a particular product. The model we usually encounter in procedural design model learning system. Among them is a model of Kemp, Dick & Carey, 4D, and so on.[35]

According Punaji between these models is currently one of the design model systems are often designed in extensive research and development approach is a model system designed by Dick & Carey.[36]

In the model consists of ten steps, which include:

1. *Identifying Instructional Goal:* Needs analysis (determining the destination program or product to be developed);

2. *Conducting Instructional Analysis:* Analysis of learning (including the skills, processes, procedures, and learning tasks to achieve the learning objectives);

3. *Identifying Entry Behaviors, Characteristics:* Analysis of learners and context (including the ability attitude, baseline characteristics of learners in the learning setting);

4. *Writing Performance Objectives:* Special general purpose (outlining general goals into more specific objectives in the form of formulation performance goals, or operations, which is a special purpose program or product, developed procedures);

5. *Developing Criterian-Referenced Test:* Developing the instrument (which is directly related to the specific purpose);

6. *Developing Instructional Strategy:Developing learning strategies (specifically*

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[35] Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana, 2010), hlm. 200
[36]*Ibid, hlm. 55*

to assist learners to achieve specific objectives);

7. *Developing and Selecting Instruction:* Develop and select instructional materials (which may include: printed materials, audio, audio-visual and other media that are designed to support the achievement of objectives);

8. *Designing and Conducting Formative Evaluation:* Design and conduct formative evaluation (performed by developers during the process, procedures, programs or products that are developed. Alternatively performed during the learning process takes place with a view to supporting the process of increasing effectiveness);

9. *Revising Instruction:* Revise (conducted on the first seven steps, which is a general overview of learning, teaching analysis, early behavioral performance or performance, test items, learning strategies and learning materials);

10. *Designing and Conducting Summative Evaluation:* Summative Evaluation (to increase the level of effectiveness of the overall program compared to other programs).

C. Development Procedure

Based model of instructional design system approach Walter Dick and Lou Carey as mentioned above, the development of procedures in the research and development to follow the steps as instructed in the design model as follows:[37]

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[37] Fitratul Uyun, *op.cit.,* hlm. 49.

1. *Identifying Instructional Goal*

The first step was to identify common goals Thematic learning to conduct a needs analysis to determine the destination. This step is meant to determine what they want students to be able to do after participating in learning activities Thematic. Developers prepare a specific statement about the specific goals that settled through the product. In identifying potential, the developers consider the nature of the need, for the technical skills needed to obtain a result, the nature or character of the personnel who will be involved in developing it, and the time required to generate and test. The general objective is a statement that describes what capabilities should be owned by the student after completion follow a lesson. Common goals were identified based on the results of the needs analysis, curriculum subject areas, input from experts field of study.

2. *Conducting Instructional Analysis*

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.

3. *Identifying Entry Behaviors, Characteristics*

To identifying content that will be included in the learning , 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. Thus the

general characteristics of learners is also very important to know in designing learning.

4. *Writing Performance Objectives*

Specific learning objectives is 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. Thus, the level of student achievement in the existing behavior in specific learning objectives can be measured by tests or other measuring device.

Writing specific learning objectives is used as a basis for developing instructional strategies and develop learning test grating.

5. *Developing Criterion-Referenced Test*

Assessment test instruments can be formulated based on the formulation of specific learning objectives that had been set. Test a series of questions, worksheets, or the like which can be used to measure the knowledge, skills, talents, and ability of research subjects. Instrument used to measure maximal performance is a test. Sheet instruments in the form of this test contains questions that test consists of test items. Any items represent one type of variable being measured.

6. *Developing Instructional Strategy*

This stage is an effort to select, organize, and develop common learning components and procedures that will be used to teach the students so that students can learn easily fit characteristics in achieving the learning objectives have been set.

7. *Developing and selecting Instruction*

Measures of tree expansion of learning media is produced in the form of learning media props dedicated to thematic subjects in Primary School / Madrasah Ibtidaiyah for 1st grade 2nd semester.

8. *Designing and Conducting Formative Evaluation*

After learning media generated, formative evaluation. Formative evaluation was conducted to obtain data to revise the generated media to make learning more effective. Formative evaluations conducted on two groups, namely the evaluation by experts and the evaluation of the use of instructional media for students.

9. *Revising Instruction*

This last step according to Dick and Carey are revising the learning step. Any deficiency or omission which should be corrected uncovered (corrected). In this stage, revisers must refer to the results of a formative evaluation was conducted, follower both experts and students who subsequently interpreted for breaking difficulties faced by students in achieving the learning objectives through the provision of more effective learning media.

10. *Designing and Conducting Summative Evaluation*

In this case stage researcher conduct some of test in order to measure students achievements before and after use visual media for thematic learning. This stage will represent some of data result of evaluation after using product. The data contains qualitative and quantitative as the result of summative evaluation process during product trial and trial of use

D. Design of the Trial

The test is done in order to determine the level of content, appearance, and implementation products. Products in the form of learning media guide, teacher, and students as a result of the development of the content level tested, display, and implementation of the product. The grade of validity and attractiveness of teaching by learning media is known through the analysis of experimental activities carried out in several stages, namely:

1. Review by content expert of Thematic Learning.

2. Review by expert of learning media.

3. Small group trial (Trial I)

4. Big group trial (Trial II)

In development activities, the developer may just pass and stop at individual test level, or extended until the test small group, or until big group test. It is very dependent on the urgency and the necessary data through the trials.

a. The first stage is the trial of an individual (in small group). Individual test is represented by 3 students with the following criteria:

1) The active student in 1st A grade at MIN Malang 2.

2) The respondents of the evaluation of one-on-one consist of three people is determined based on the criteria that the respondents represent the target group Characteristics.

3) Availability of students as sources of data acquisition in developing visual media.

b. The second stage is a big group trial. Respondents test a big group of the whole students of the 1st A grade.

E. Subject Trial

Test subject in the development of learning media is expert of Thematic Learning, expert of learning media, and target users are the teacher and students at 1st A grade in MIN Malang 2.

The steps in order to put the datas from the are:

1. Expert of Thematic Learning

2. Learning media expert in the field of development research studies this is someone who has minimal educational background of Magister education Mastering Thematic Learning characteristics in Elementary School. Besides Learning media expert also someone who is willing to test the product development of learning visual media. The steps undertaken in the field of content expert review phase of this study are as follows:

a. Come to learning media expert.

b. Giving the product had been developed.

c. Explain development process the product.

d. Give Instrument through questionnaire and interviews requested related to the learning media expert advise or comment about the quality of learning media that is developed.

e. Learning media expert

Learning media expert designated as testers. Selection of learning media is the one who has a background the Magister of Education.

While the the subject trial in this research and development are:

1. Target user is the teacher and students in 1st A class in MIN Malang 2. They are include the teacher of Thematic Learning at 1st A class in MIN Malang 2 who has characteristic as below:

   a. The teacher teach using curriculum 2013.

   b. The institutional giving permission to trial product activity concerning with learning media.

   c. The teacher is ready to be as a valuator of the product in order to data resource result of this research.

2. The student at 1st A class in MIN Malang 2 academic year 2013-2014.

F. Kind of Data

Types of data on the research and development, in the form of qualitative and quantitative data.[38] Quantitative data in the form of information that is obtained by using a questionnaire and test learning achievement after using the

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[38] Wahid Murni dan Nur Ali, *Penelitian Tindakan Kelas Pendidikan Agama dan Umum Dari Teori Menuju Disertai Contoh Hasil Penelitian (* Malang : UM Pres, 2008)

product of learning media. Quantitative data is collected through questionnaires and tests are (1) the content and expert judgments about the appropriateness of learning media components. Appropriateness of learning media components include: media design, precision coverage, packaging, illustration and completeness of other components that can make a medium of learning to be effective. (2) Assessment of subject teachers and students to test the attractiveness of learning media. (3) The result of students test after using learning media.

While the qualitative data in the form of (1) Information on Thematic Learning obtained through interviews with teachers Thematic Learning in MIN Malang 2. (2) Input, feedback, and suggestions for improvements based on assessment results obtained through interviews expert / consultation with learning media experts, and Thematic Learning expert. (3) Suggestions and feedback from teachers in the Thematic Learning of MIN Malang 2 and also from students who become research subjects.

G. Instrument Data Collection

Data collection instrument used was a questionnaire, observation, and test. Questionnaire was used to obtain data relating to the quality of the worthiness media. Observation is used as a guide in making observations on the attitudes of the students during the process of testing to determine the product appeal to students. About the test, this is used to get the score of the student and student completeness after using this product.

H. Data Analysis Technique

The type of data in this study is qualitative data and quantitative data. The qualitative data obtained from interviews with experts through the process validation product. This data will also be obtained from the development of the media by the researcher, the response by teachers and students. Quantitative data will be obtained from the results of test.

The data will be collected in this research are from:

1. Researcher as a developer

Data is presented on the development of learning media and research data obtained during field trials related to learning media on the students responses during the process of product trials.

2. Data from Thematic Learning Expert, learning media expert and Thematic learning teacher

Data from the content and media experts to challenge the form of questionnaires covering media content and learning materials and questionnaire data from media experts on aspects of appearance and attractiveness, and appliedness of the media. In addition to the data from the questionnaires also be expert advice and comment from both experts. The data from questionnaires will be calculated with formula:

$$\frac{\sum x}{\sum x_i} x \ 100$$

P = Validation

$\sum X$ = The total answer of assesment

$\sum Xi$ = The total of maximal score of assesment[39]

In addition, the qualivication of validation according percentages:[40]

Table 3.1 The grade of validation level

Grade Achievement	Qualification	Information
84 – 100%	Very valid	No Revision
68 – 84%	Valid	No Revision
52 – 68%	Enough valid	A part of Revision
36 – 52%	Less	Revision
20 – 36%	Lesser	Revision

3. Data from teacher and students

After the process of learning and teaching by using media. The next step is to seek advice and comment from teacher and students who have been associated with the media that used during the learning process. Data in the form of input from teachers and students is descriptive qualitative. This data will be taked by interview.

4. Data result from test

Data result from test is the student's achievement after using super thematic learning media from the pre-test, trial I, and trial II and comparative the average score from the tests.

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

[40] *Ibid..,*

I. Systematic Writing

The systematic planning of this research will be arranged as below:

CHAPTER I: INTRODUCTION

     A. Background

     B. Research Question

     C. Research Objectives

     D. Projection Product Specification Expected

     E. Importance of Development and Benefit

     F. Assumption and Limitation Development

     G. Definition of Terms

     H. Systematic Writing

CHAPTER II: LITERATURE REVIEW

     A. Previous Research

     B. Divining Manual Study

      1. Learning Media

       a. Criteria of Good Media

      2. Thematic Learning

       a. Thematic Learning Characteristic

       b. Role of Theme and How to Choose the Theme in Thematic

         Learning

       c. The things that need to be considered in Thematic Learning

       d. Adventages of Thematic Learning

e. Implementation of Thematic Learning in Elementary School

CHAPTER III: RESEARCH METHOD

A. Kind of Research

B. Development Model

C. Development Procedure

1. Identifying Instructional Goal

2. Conducting Instructional Analysis

3. Identifying Entry Behavior, Characteristic

4. Writing Performance Objectives

5. Developing Criterion-Reverenced test

6. Developing Instructional Strategy

7. Developing and selecting instruction

8. Designing and Conducting Formative Evaluation

9. Revising Instruction

10. Designing And Conducting Summative Evaluation

D. Design of the Trial

E. Subject Trial

F. Type of Data

G. Instrument Data Collection

H. Data Analysis Technique

1. Research as Developer

2. Data from Thematic Learning Expert, Learning Media Expert,

and Thematic Learning Teacher

3. Data from Teacher and Students

4. Data Result From Test

I. Systematic Writing

CHAPTER IV: DEVELOPMENT RESULT

A. Representation of Data Validation

B. Revision of Development Result

C. Result of Product Trial

D. Description the Development Result of Learning Media

CHAPTER V: CONCLUSION

A. Conclusion the Result of Development Learning Media

B. Suggestions

REFERENCES

APPENDIXES

CHAPTER IV

DEVELOPMENT RESULT

This chapter will represent data about: a) Representation of Data Validation, b) Revision of Development Result, c) Result of Product Trial, d) Description the Development Result of Learning Media

A. Representation of Data Validation

In this section are presented the data associated with the validation coming from experts of thematic learning, media expert and thematic teacher.

Thematic learning expert criteria is someone who holds a master's degree in education and to know every aspect of thematic learning. In this case ranging from planning, implementation, and evaluation of thematic learning. In addition it also has thematic learning expert criteria someone who used to be presenters in seminars, workshops, training, or the like. In this thematic learning experts assess in terms of kemenarikan, usability, accuracy, and appropriateness of media.

The criteria of learning media expert is someone who has a minimum of master's degree of education, understood in terms of learning the real media, communicative and educative. Learning media experts also assess media design learning in terms of coloring, materials, sizes, and levels of implementation. Expert assessment of the media determines the level of eligibility using media on learning activities and teaching.

Questionnaire is also given to the thematic teacher at 1st grade of Islamic Elementary School teachers who are now filling. criteria: thematic teaching 2013 at least one year, minimum Bachelor degree education, understanding the planning, implementation, and evaluation of the thematic study.

Based on the assessment by the expert thematic learning, learning media expert and thematic teacher is as follows:

1. Result of Questionnaire Assesment from Thematic Learning Expert

The now Thematic Learning Expert Assessments generate some data, such as data on quantitative and qualitative data. Quantitative Data are sourced from the results of thematic learning media expert scoring against kerelevansian super pembelajara thematic media. Quantitative Data are as follows:

a. Quantititative data from the result of validation I

Table 4.1 the Validation I Result of Thematic Learning Expert

No	Assessed Ascepcts	Score		
		X	Xi	%
1	Attractiveness of the display	3	5	60
2	The combination of colors	3	5	60
3	Attractiveness of the attention	4	5	80
4	Alternative in learning	4	5	80
5	Improved understanding of student	4	5	80
6	Effectiveness in the learning process	3	5	60
7	Activeness and creativity of students	4	5	80
8	Compliance with the development of students	4	5	80
9	Suitability of materials and sizes	3	5	60
10	Compliance with the level of student ability	4	5	80
11	Improved understanding	3	5	60
12	Security in application	4	5	80
13	Feasibility of application	4	5	80
14	Feasibility of developing	4	5	80
15	Feasibility of the whole of display	4	5	80
	Total	55	75	73,3

Information :

$$\frac{\sum x}{\sum x_i} \times 100$$

    P   = Percentage level of validity

    $\sum x$ = The number of answer assessment

    $\sum x_i$ = The highest number of answers

    100 = Constant numbers

Based on the above formula, as a whole reached 73.3%. If the amount is adjusted by the degree of validity of the classified table with revision partially valid. Thus, the super-thematic learning media must be revised.

    b. Qualitative Data

From the results above, the media needs to be revised. Revision advice expert thematic Learning: "the look was refined with continued attention to color and in accordance with the child's development in the SD/MI",[1] and "modified again so it shows thematic integrative more".

    a. Quantititative data from the result of validation II

Table 4.2 the Validation II Result of Thematic Learning Expert

No	Assessed Ascepcts	Score		
		X	Xi	%
1	Attractiveness of the display	5	5	100
2	The combination of colors	5	5	100
3	Attractiveness of the attention	4	5	80
4	Alternative in learning	5	5	100
5	Improved understanding of student	5	5	100
6	Effectiveness in the learning process	5	5	100

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[1] Advice from Dr. Muhammad Walid, MA, expert of thematc learning media on Februari 23, 2014.

7	Activeness and creativity of students	5	5	100
8	Compliance with the development of students	4	5	80
9	Suitability of materials and sizes	4	5	80
10	Compliance with the level of student ability	4	5	80
11	Improved understanding	5	5	100
12	Security in application	4	5	80
13	Feasibility of application	5	5	100
14	Feasibility of developing	4	5	80
15	Feasibility of the whole of display	5	5	100
Total		69	75	92

Information :

$$\frac{\sum x}{\sum x_i} \times 100$$

P = Percentage level of validity

$\sum x$ = The number of answer assessment

$\sum x_i$ = The highest number of answers

100 = Constant numbers

Based on the results of an expert assessment of the Thematic Learning the revantion of super thematic learning media totaled reached 92%. This data should be matched with the validity of the table belong to the category of very valid. Thus, no revision.

c. Quantititative data from the result of validation III

Comment the results of validation II by an expert Thematic Learning :"good job".

2. Result of Questionnaire Assesment by Learning Media Expert

Data Learning Media expert assessments in the form of quantitative data and qualitative data. Quantitative data derived from the questionnaire scoring, while qualitative data in the form of expert advice learning media.

a. Quantitative Data

Quantitative data about the results of the questionnaire scoring by expert learning media are as follows:

Table 4.3 the Validation Result of Learning Media Expert

No	Assessed aspects	Score		
		X	Xi	%
1	The beauty and attractiveness of the display	5	5	100
2	Harmony size	4	5	80
3	Attractiveness of the attention	4	5	80
4	Ease of operation	4	5	80
5	Ease of application usage instructions	4	5	80
6	Security in application	5	5	100
7	Accuracy with the nature and use	4	5	80
8	Activity of students in their interaction	4	5	80
9	Delivery of messages / information	4	5	80
10	The selection of materials, colors, images, and numbers	4	5	80
11	feasibility of application	5	5	100
12	Improving the ability of students	4	5	80
13	Encouragement of student activity	4	5	80
14	Smoothness and successful teaching	5	5	100
15	Conformity the the purpose of teaching	4	5	80
	Total	64	75	85,3

Information :

$$\frac{\sum x}{\sum x_i} \times 100$$

P = Percentage level of validity

$\sum x$ = The number of answer assessment

$\sum x_i$ = The highest number of answers

100 = Constant numbers

Based on the above formula, the results of the learning media expert scoring validity super thematic learning media as a whole reached 85.3%. With the validity of the table based on the percentage classified as very valid. Thus the super thematic learning media no revision of learning media expert.

b. Qualitative Data

Advice from the experts the media learning "this media should be established with various shapes, such as triangles, rectangles, squares, blocks, cubes, etc. all to teach a flat wake up/wake up spaces for example,".[2] Based on the advice of expert learning media then super thematic learning media should be flexible. Given one of the goals of the media super thematic development is meeting the needs of teaching, the flexibility of the media is very important to support learning.

Flexible shape of super thematic learning media will also make it look more attractive for students. Students become more interested in the various forms of media super thematic learning. Diverse forms will fulfill needs of teaching, attract the attention of students, and also will give a deep impression to students

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[2] Advice from Mr. Agus Mukti W, M.Pd about the relevantion of super thematic learning media on April 24, 2014 at 14.30 PM.

3. Result of Questionnaire Assesment by Thematic Teacher

Based on data from the thematic teacher assessment results obtained quantitative data and qualitative data. Quantitative data sourced from the questionnaire scoring, while the qualitative data derived from the thematic teacher suggestions relevantion of super thematic learning media.

a. Quantitative Data

Based on the results of the thematic learning teacher scoring of the relevantion of super thematic learning media obtained the following data:

Table 4.4 the Validation Result of Thematic Teacher

No	Assessed Ascepcts	Score		
		X	Xi	%
1	Attractiveness of the display	4	5	80
2	The combination of colors	4	5	80
3	Attractiveness of the attention	4	5	80
4	Alternative in learning	5	5	100
5	Improved understanding of student	4	5	80
6	Effectiveness in the learning process	4	5	80
7	Activeness and creativity of students	4	5	80
8	Compliance with the development of students	4	5	80
9	Suitability of materials and sizes	3	5	60
10	Compliance with the level of student ability	4	5	80
11	Improved understanding	4	5	80
12	Security in application	5	5	100
13	Feasibility of application	4	5	80
14	Feasibility of developing	5	5	100
15	Feasibility of the whole of display	4	5	80
	Total	62	75	82,7

Information :

$$\frac{\sum x}{\sum x_i} \times 100$$

P   = Percentage level of validity

$\sum x$ = The number of answer assessment

$\sum x_i$ = The highest number of answers

100 = Constant numbers

Based on the calculations above, the overall thematic scoring by teachers reached 82.7%. If matched with the validity criteria table the percentage classified as valid. Thus it is not the thematic learning media super revisions or revisions to make this media be better.

b. Qualitative Data

Advice from teachers Thematic: "For media materials too fragile / soft so must be careful to operate. If more sturdy material will be used repeatedly. Maybe it could be made with a bit of technology, for example, there is a button activator needle".[3]

Thematic teacher suggestions for the improvement learning media super thematic implies that researchers should revise the super thematic learning media in order to get better. However, based on interviews with teachers Thematic these suggestions should not be executed because the media is basically a super thematic learning is good and fit for use in learning.[4]

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[3] Advice from Mrs. Elis Mufida S.Pd, Thematic teacher at grade IA MIN Malang 2.

[4] Result of interview with Mrs. Elis Mufida, S.Pd Thematic teacher at grade 1A MIN Malang 2 on April 23, 2014 at 12.25 PM.

B. Revision of Development Result

In this representation will present the revised super thematic learning media assessment by questionnaire and suggestions from experts and teacher.

1. **Revison Super Thematic Learning Media from Thematic Learning Expert**

Based on the percentage of questionnaire assessment by expert of learning media in the validation I of the super thematic learning media reach 73.3%. The percentage when adjusted for the validity of the table includes valid enough to partially revised. The revised super thematic based learning media assessment questionnaire and thematic learning expert advice is as follows:

a. **Cover of Teacher Guide Book**

Cover of Teacher Guide Book before revision

Figure 4.1 Cover of Teacher Guide Book before revision

Cover of Teacher Guide Book after revision

Figure 4. 2 Cover of Teacher Guide Book after revision

On the cover of the Teacher Guide book revisions were made as a whole because of the design of the cover before the revised Teacher Guide book is very simple and less attractive. In addition the sentence set forth in the cover may represent less super thematic learning media as a whole.

The cover of teacher guide book is suitabled with the package of the media. The words ang the pisctures are same with the package except the sentence "Media Pembelajaran". Is is different because the size of the cover of the package is wider than the cover of the teacher guide book. The design of teacher guide book disigned like that in order to attract the students attention. In the other side the design is to introduce the super thematic learning media to user.

Teacher Guidebook cover design after revision a better and attract the attention of students. Pictures and words contained in the design of learning media designed to represent the overall of super thematic.

b. Preface of Teacher Guide Book

Preface before revision

Figure 4.3 Preface before revision

Preface after revision

Figure 4.4 Preface after revision

c. **Layout of Teacher Guide Book**
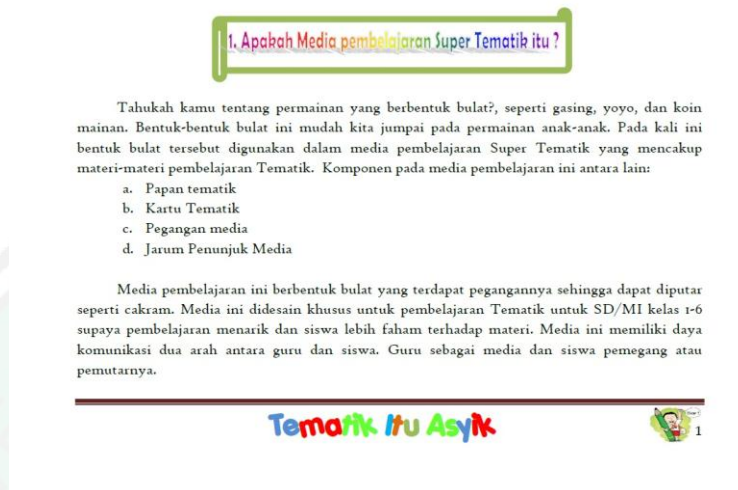
Layout of Teacher Guide book before revision

Figure 4.5 Layout of Teacher Guide book before revision
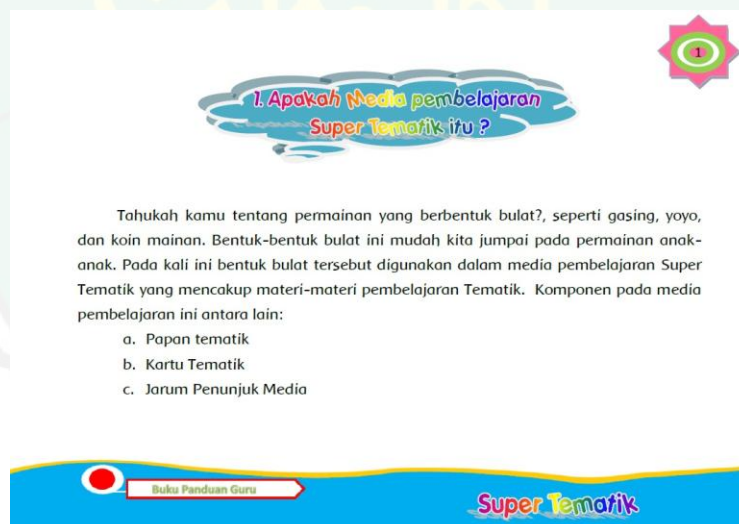
Layout of Teacher Guide book after revision

Figure 4.6 Layout of Teacher Guide book after revision

Teacher Guide book layout before revision simple and less attractive. In terms of the layout look less attractive and less in accordance with super thematic learning media. Layout guide book teacher after revision based on the layout of the book Thematic students and teachers. Thus there is a match between the teacher guide book, teacher book and student books, as well as learning media.

d. Font of Teacher Guide Book
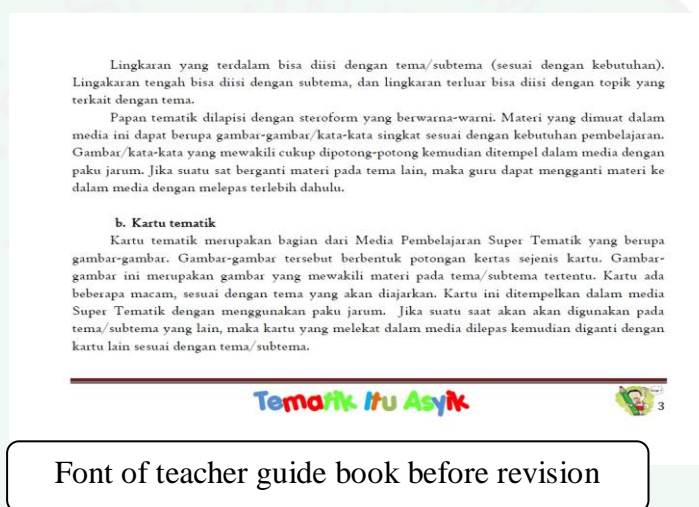
Font of teacher guide book before revision

Figure 4.7 Font of teacher guide book before revision
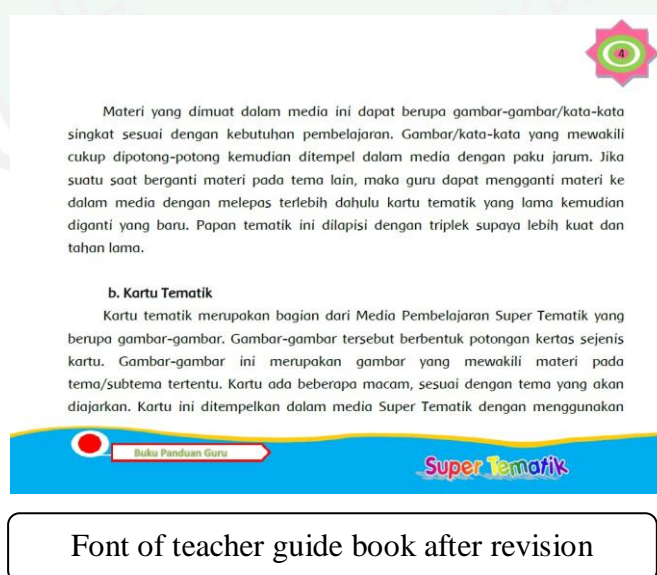
Font of teacher guide book after revision

Figure 4.8 Font of teacher guide book after revision

Font of teacher guide book before revision is the High Tower Text. Based on the expert of learning media advice that are less attractive fonts and should be revised. After revision of the font used is Baar Metanoia. Font selection is based on Thematic book, be it a book or books the student Teacher..

e. **Thematic Board**

> Thematic board before revision

Figure 4.9 Thematic board before revision

> Thematic board bafter revision

Figure 4.10 Thematic board bafter revision

After revising as above, assessment questionnaire conducted by expert thematic learning back to determine how high the level of validity super thematic learning media. The results of the second validation by an overall thematic learning reached 92%. The percentage when adjusted for the validity table in the category of very valid. Therefore the super thematic learning media doesn't need revisions.

2. **Revision of Super Thematic Learning Media According Expert of Learning Media**

Based on the assessment questionnaire by expert learning media to relevantion of super thematic learning media as a whole reached 85.3%. With the validity of the table based on the percentage classified as very valid. Thus the super thematic learning media is not need revision of learning media expert.

3. **Revision of Super Thematic Learning Media According Thematic Teacher**

The results of the questionnaire by the thematic teacher scoring reached 82.7%. If matched with the validity criteria table the percentage classified as valid. Thus, no revision. However, advice from teachers thematic lesson, that is to replace with a more sturdy material and adds a bit of media technology on the needle is a consideration in order to increase the quality of the research is super thematic learning media. Nonetheless basically super thematic media should not be revised because it is already included in the category of valid.

C. Result of Product Trial

Researcher during the field trials do some activities to obtain data during the process. Among these activities are: observation, interviews with thematic teacher and students and researcher scoring at the end of learning. In the following section the researcher presents the results of these activities.

1. Result of The Researcher Observation In The Larning Process

At the time of the Thematic teachers teach by using super thematic learning media researcher conducted observations about the relevantion of super thematic learning media in terms of the real, communicative, and educative in teaching and learning process.

a. Real

In terms of the real researcher conducted observations on several aspects: display, the harmony of size, attractiveness of the attention, ease of operation, ease of implementation, and application security.

1) Display Aspect

Aspects of learning media super thematic display is in conformity with the criteria of child development, during which children are at the stage of "concrete operational". Children only understand the things that are real. With super thematic display that puts the media as a means of discussing visual teaching materials then had a decent view of the media.

2) Aspect of The Harmony of The Size

Aspects of the harmony size of super thematic learning media when matched with its use in the learning process in the classroom were worthy. When teachers and students using the media size is not a problem. Things that may need to be repaired is the media Board that teachers do not continue to hold during the learning process.

3) Attention Aspect

In the aspect of student attention obtained data that when teachers teach by using super thematic learning media students more attention in media on learning. This is different when the teacher taught without learning to use media super temartik students pay attention to the teacher to explain the material. But when teachers use super thematic learning media students attention be increased. Students enthusiastically like to hold super thematic learning media during the learning process. When the teacher asks: "who wants to go forward using the super theme?"[5] students simultaneously held up a finger as a sign that they are interested in this learning medium. In another activity when one of the students to learn with super thematic other students gathered around him for wanting to use too.

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[5] Learning observation with using super thematic learning media on April 21 and 23, 2014 at 09.30-11.00 PM.

4) Ease of operation Aspects

In accordance with the observations researcher to study media aspect of the ease of operation by the thematic teacher and student no constraints.[6] Teachers can operate the learning media properly so did the students.

5) Ease Of Implementation Aspects

In the aspect of ease of application super thematic learning media teacher can implement learning media in accordance with the material and learning objectives. In the application of media teacher and students are not having problems.

6) Implementation Of Security Aspects

Learning media super thematic views of the security aspects of the application of the learning process takes place safely. Teachers and students apply learning to use super thematic learning media safely. In this case there is no harm from the super thematic learning media during the learning process in the classroom.[7] Material, size, and shape of the super thematic learning media overall safe in its application.

b. Communicative

In terms of communicative, researcher conducted observations on aspects:

[6] *Ibid..,*

[7] *Ibid..,*

1) **Suitability of Use**

Viewed from the aspect appropriateness of the use of the media to the user guide teachers can use learning media super thematic according to the book. The steps that teachers do during the learning process according to the instructions in the teacher guide books.[8]

Viewed from the aspect suitability of use with this media teaching materials in accordance with the student handbook and teacher. The material contained by the media in accordance with the material contained in the student book and teacher book.

Viewed from the aspect appropriateness of the use of the learning objectives that these learning media contain messages in to learning materials that support the learning objectives. The purpose of this study was based on the indicators in the book written in the Lesson Plan (RPP).

2) **Student Motivation**

Based on field observations during the teaching process by using super thematic learning media the students motovation increased since the teacher introduces super thematic learning media. At that time the teacher shows the packaging of super thematic learning media to students while the students are very curious about the contents of the package. When the teacher opened the package and introduce the media students enthusiastic attention to the teacher's explanation. When teachers begin to explain the material and do a question and

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[8] *Ibid..,*

answer with the most students and almost all the students in the class raised his hand to answer a teacher's question using super thematic learning media.

3) Level of Transfer Message

Learning activity is the transfer of knowledge from teacher to student. In the sciences there transver messages being delivered to students associated with this level of delivery of learning media message super is worth. thematic In this case the researchers looked at students who are receptive and understanding the learning material. The teacher explains the material and accompanied by a visual message contained in the super thematic learning media so that the delivery of a message from the teacher to the student to be increased. In other terms when students answer questions from the teacher to the students using learning media can be answered quickly and accurately.

4) Utilization and Attractiveness Students

Utilization and the attractiveness of students increase by using super thematic learning media. Learning media can be utilized fully in the learning process in the classroom.[9] Besides the attraction of students increased in learning compared to learning without using the learning media.

c. Educative

In terms of educational researcher conducted observations on aspects:

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[9] *Ibid..,*

1) Feasibility of Application

Field observations on the feasibility of application of super thematic learning media conducted by researchers in order to strengthen the assessment of data and expert teachers. The Feasible the application of learning media based on observations indicate that learning media is already feasible. Feasible is proved by other aspects as has been described above.

2) Increasing the ability of students

Super thematic learning media in this research was designed only to test the feasibility of course, but also sought to improve the ability of students. Based on observation researcher of students ability to answer questions orally increased. Activityand creativity of student can be increased. In the evaluation of learning outcomes obtained an average score on the first test was 88.7, while in the second trial was 89.2.[10] From these data it is concluded that the ability of students increased.

3) Encouragement of student activity

Super thematic learning media can encourage student activity. Impulse activity appears when the teacher gives the student an opportunity for students to use learning media super thematic during the learning process.

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[10] Result of learning evaluation at trial I (small group) and trial II (big group) with using super thematic learning media.

4) Fluent of learning

The learning process takes place fluently. In this case the researchers observed so far during the learning process by using super thematic learning media no problems were experienced by teachers and students.

5) Conformity With Learning Purpose

Conformity with the purpose of teaching and learning media is very important. In this aspect super thematic learning media is in conformity with the purpose of teaching. Teaching materials contained in the media in accordance with the Basic Competencies and achievement Indicators. Besides teaching materials contained in the learning media can also be replaced with other materials in accordance with the purpose of teaching.

2. Result Of Interview With Thematic Teacher

Based on interviews with Thematic teacher when researcher asked:"Apakah media ini mudah digunakan dalam proses pembelajaran?" the teacher aswered:"*Mudah*,". When researcher asked:" Apakah media ini dapat membantu guru dalam menjelaskan materi?". Teacher answered:"*Dapat*". When researcher asked:"Apakah media ini sesuai dengan kebutuhan mata pelajaran Tematik?". Teacher answered:"*Sesuai*". When researcher asked:"Apakah media tersebut dapat menyampaikan pesan kepada siswa?". Teacher answered:"*Dapat*". When researcher asked:"Apakah ada kendala bagi guru ketika menggunakan media tersebut?". Teacher answered:" *Media itu bisa membantu guru dalam*

menyampaikan materi, buktinya saja ketika guru menggunakan media tersebut anak-anak sangat antusias. Anak-anak juga senang dengan media tersebut. Warna dan gambarnya menarik untuk anak-anak. Hanya saja kendalanya ketika menggunakan harus dipegang. Sebainya ada tempat untuk memasang media tersebut sehingga anak dapat menggunakannya secara leluasa."

3. Result of Interview with Students

Interviews with the students is a step that must be done by researchers in testing the feasibility of using super thematic learning media. Based on the results of interviews with students when researcher asked: "*Kalian suka nggak dengan super tematik?*" Students answered: *"Ya". Kalian tertarik nggak dengan super tematik?"* Students answered:*"Ya".* When they asked:*"Mudah nggak pakek super tematik?".* Students answered:*"Ya". Kalian mau nggak diajar pakek super tematik lagi?"* Students answered:*"Mau. Saya suka dengan super tematik".*[11]

Based on interviews with the students can be concluded that the students liked the super thematic learning media. Students attract the super thematic learning media during learning process. They raise their hand when teacher give them questions and then one of them came to front class to answer it one by one. In addition students are also interested and easy to use super thematic learning media.

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[11] Interview with students of IA grade of MIN Malang 2 on April 23, 2014 at 10.30 PM.

4. **Result of Students Achievements After Using Super Thematic**

   Learning Media

Table 4.5 Student Scores

No.	Name	Evaluation result		
		Pre test	Trial I	Trial II
1	ABYAN LUKLUIL DINIL CHAQ	75	85	85
2	AISYAH MAULLAYYA SAUZANIA W	90	90	100
3	AKBAR RASYID	75	80	80
4	ALDONOVA FARIZZI OKTAVIO	80	90	90
5	AVATAR DHARMA PUTRA	80	80	80
6	AZIZAH LATIFAH ALZAHRA	65	80	85
7	CITRA MEYRA MU'ADZAH	90	95	85
8	DARREL SHAVAGITA LIDYA	100	85	100
9	DARU WICAKSONO	50	80	80
10	DIFFA GLADHIS BUNGA PUTRI SWANDANA	55	80	90
11	DWI AULIA AGUSTINA PUTRI	75	90	95
12	EKA BAYU ASMARA	80	90	80
13	FADILIA MAIA VERDIANA	95	85	85
14	HAFIDZ AINUR RIDHO	80	95	90
15	HAFSHOH NASWATUN NADIROH	100	90	85
16	ISROFIL	95	80	95
17	JACINDA QUEENA CLEARESTA	100	95	90
18	JOY SINTA DESSYTORESMI	100	95	90
19	KANIA SHELOMITA PRATIWI	75	85	85
20	MUCHAMAD EKA RADHYTYA SUPRAPTO	75	80	80
21	MUHAMMAD RAFI ARDIANSYAH	100	80	90
22	MUHAMMAD ZIDAN MUNIF	90	90	100
23	MUKHAMAD ROYYAN ALFIRNANDA	75	100	90
24	NADIA MUMTAZA KHOIRUNNISA	85	90	90
25	NAJWA AULIA WARDAH	100	85	95
26	NARAYA HELGA AMELIA	100	100	100
27	RAFLI YANUAR AKBAR	55	85	90
28	RAKRYAN AUDWIKTO FIRZATULLAH NAGARI	80	95	95
29	SHAFINNA HARIEM RAHARJO	100	100	85
30	STEVAI JOEY SATRIANI	95	100	85
31	WAFI HALUL LU'AY QI'AM	95	95	95
	Average	84,2	88,7	89,2

The above data obtained from the pre-test, test I and II trials. At the time of the pre-test students were given direct questions by the researcher. The material tested on the pre-test has been taught by teacher without using super thematic learning media. However based on the data above, there are some students who have not reached the KKM per subject. At the time of the subjects contained in the test is Bahasa Indonesia, Mathematics, and SBDP.

Based on data from curriculum of MIN Malang2, subjects Bahasa Indonesia KKM 76, Math 79, and SBDP 78. During the pre-test there were 10 students who have not reached the KKM per- subjects. In the first test results of all students have reached the KKM with improved learning outcomes, and the results of the second test all students also have fulfilled KKM per-subject.

Based on the above data it can be concluded that there is an increase in student learning outcomes at each stage. Average increase learning outcomes from pre-test to test I of 4.5, while from the first test to the second test of 0.5.

D. Description the Development Result of Learning Media

Learning media developed is called the Super Thematic. The designation has the following interpretation: (1) referred to as super thematic because this medium can contain a variety of different themes. From one theme to another theme, this means that the media can be used repeatedly with different themes according to the materials listed on the thematic books of the Ministry of education and culture. Super herein is intended that this media has become the media is unique because it can be used for several meetings with different

material. While the Thematic word taken from the material presented in the media. This media is designed specifically for thematic curriculum subjects, 2013. Material is contained in a super thematic media adapted to the materials on thematic books from the Ministry of Education and Culture (Kemendikbud).

Learning media design adopts super thematic discs shaped like a circle with a color corresponding to the characteristics of the students of class I MI / SD. This media is designed to form discs so that students and teacher easy to use in learning and teaching activities. Material and size adapted to the needs of the learning.

To meet the need of using learning media is the media super thematic can be formed into different shapes eg a triangle, square, rectangle, etc. [46] A variety of forms besides aims to fulfill learning objectives are also intended that students do not get bored when using the Super Thematic media. With a variety of forms that the learning needs will be fulfilled by using a media of learning. The variety form of this media is very important for rich the learning media on school. In the other hand this media is for increasing student achievement in learning process and the evaluation in the end of learning or summative test.

As a whole Super Thematic learning media comprising: a teacher guidebook, packaged media, thematic boards, thematic cards, and needle media. Everything will be explained in the following discussion:

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[46] Result of interview with Mr. Agus Mukti W, M.Pd on April 25, 2014 at 14.30 PM.

Figure 4.11 The whole of Super Thematic Learning Media

1. **Teacher Giude Book**

Teachers guide book is a book which complements the media Super Thematic Learning media arranged for thematic teachers. This book contains procedures of learning media Thematic Super, super procedures thematic use of media, and the advantages and disadvantages of media super thematic.

This book introduce super thematic learning media. The introduction give information about super thematic learning media to reader, especially teacher. This book also give guide in using super thematic learning media for learning. The guide contain the some steps in using super thematic learning media. The last chapter in this book is represent some of advantages and disanvantages of the media.

Teacher guide book contain:

a. **Cover**

Cover of Teacher guide book is as belows:

Figure 4.12 Cover of Teacher Guide Book

On the cover of the teacher guide book written a few words that represent super thematic learning media.The word "super thematic learning medium" indicates the name of learning media. The word "teacher guidebook" indicates that this book is a book that guides teachers in using learning media super thematic. The word "for class 1 MI / SD" indicates that this learning media is created specially for thematic learning in 1st grade of Islamic Elementary School/Elementary School. The word "adapted to the curriculum in 2013" shows that the super-thematic learning media is designed and arranged with reference to the curriculum in 2013, thematic integrative. The identity of the author and logos are the alma mater university and author of the study majors on campus.
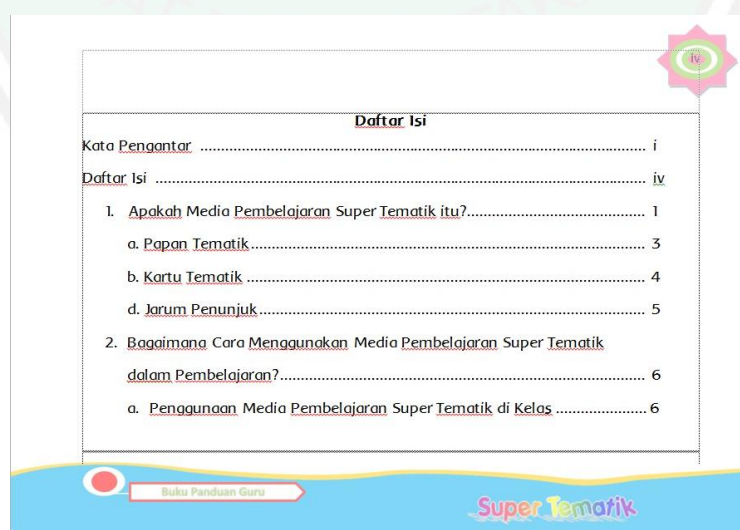
b. Preface

The preface is the author of the foreword to devote gratitude to God Almighty and thanks to those who helped to make this super thematic learning media complete. In this preface the authors also include the expectations, demands criticisms and suggestions of the parties associated with the development of super-thematic learning media that the media so that the media becomes more useful.

c. List of Content

Table of Contents teacher guidebook describes the overall content of the book. The table of contents includes a preface, table of contents, introduction of super thematic media, using the procedure of super thematic media, and the advantages and disadvantages of media super thematic. Table of contents structured to guide readers become easier to look for things that are needed before the use of the media super thematic.

Design table of contents is as follows:

Figure 4.13 Design table of contents

d. Book Content

Teacher guide book includes a description of the introduction of super thematic learning media covering the thematic boards, thematic cards, and needle media. How to use learning media super thematic covers its use in the classroom, the rules of use of the media super thematic learning, learning steps with super thematic learning media, and super thematic learning media variations.

Chapter I describes the super thematic learning media. In this chapter the author describes the super thematic learning media from the perspective of the outside. So in this chapter that extrinsic of media elements described in detail in order that the reader especially teacher can understand the learning media research results and development of the so-called super thematic learning media.

Design teacher guide book chapter I:
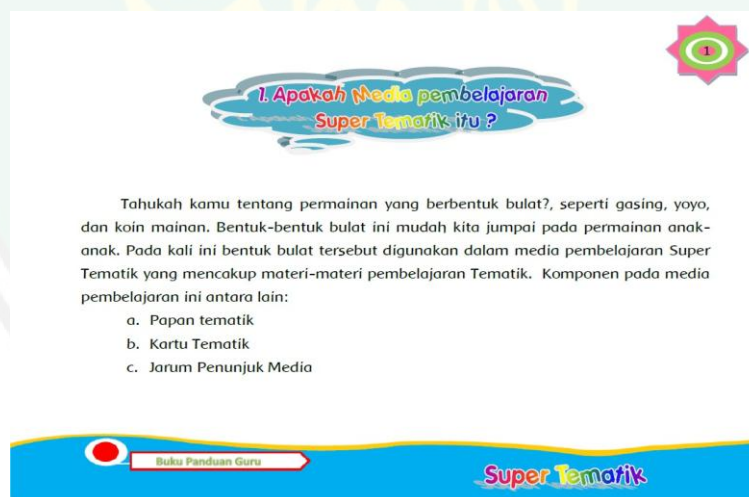
Figure 4.14 Design teacher guide book chapter I

Chapter II describes how to use the super thematic learning media for learning. This chapter describes the steps teachers use learning media ranging from super thematic introduction step, the core and closing. This chapter also

explains the rules of the use of super thematic learning media. The use of rules arranged so that teachers and students can use this media maximally. Nevertheless, teachers can make learning steps that others with using this medium. Exposure in the teacher guide is to help teachers in using learning media super thematic. If at any time the teacher requiring other measures are not the same as learning steps to guide the teacher, then the teacher may determine the other of learning steps.

On the next point on the chapter II explains the super thematic variations. Super thematic variation makes it easy for teachers to be creative by using super thematic learning media. Variations in question is a variation in approaches, strategies, methods, and models of learning. With the creation of teachers to such matters then the super thematic learning media is flexible. Thus, the teacher will be easier to apply the thematic learning media in the process of teaching and learning.

Design of teacher guide book chapter II is:

Figure 4.15 Design of teacher guide book chapter II

Chapter III describes the advantages and disadvantages of super thematic learning media. By reading this chapter, then the teacher will know the strengths and weaknesses of super thematic learning media. Excess super thematic learning media can be used as a consideration in planning the implementation of learning. If in these considerations tend to use super thematic learning media, the super thematic learning media can be used as an alternative material for teaching. While the lack of super thematic learning media suggests that this media has several deficiencies. Thus it can be considered before implementing learning teacher using super thematic learning media.

Design of teacher guide book chapter III is:
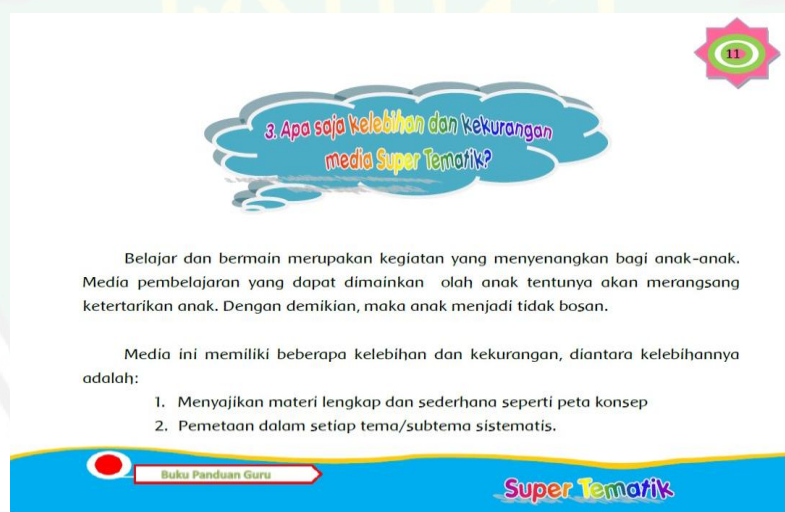
Figure 4.16 Design of teacher guide book chapter III

2. Package of Media

Super thematic Learning media wrapped with packaging made of carton paper. The cardboard is formed into blocks with size 55 cm x 55 cm x 3 cm. This packaging is designed to cover as below:

Figure 4.17 the design of package's cover

This packaging design broadly describe super thematic learning media. The words are designed in packaging aims to represent the super thematic learning media before knowing more about the media. The word "Super Thematic Learning Media" shows the name of learning media. The word "adapted to the curriculum in 2013", the words give the message that the super thematic learning media designed and adapted to the latest curriculum, thematic integrative curriculum of 2013. The word "for class 1 MI / SD indicates grade levels where learning media can be applied. The identity and the identity of the manufacturer's logo and the university is almamater where he studies. While the word "New" show that learning media is the result of research and new product development in the field of learning media and learning resources.

3. **Thematic Board**

In this Thematic Super learning media, thematic board is the most important part. This thematic boards made of cork steroform which has a radius of

25 cm. This board can contain material in a concise and solid. The material can be included in media can be a Super Thematic short words or interesting pictures. Broadly speaking, the board describe thematic material that will be taught to students in brief and concise meaning. At first glance, when students see the material contained in the thematic boards, he would know what material he learned.

The material contained in this media can be a picture / word brief in accordance with learning needs. Pictures / words that represent quite cut it into pieces and then mounted in a medium with a needle nails. If at any time change the materials on any other subject, the teacher can change the material to the media beforehand to removing the old thematic cards then replaced with new ones. This thematic boards coated with whiteboard to make it stronger and durable.

Design of thematic board is as below:

Figure 4.18 Design of thematic board

4. Thematic Card

Thematic card is part of the Super Thematic Learning Media in the form of pictures. The pictures are kind of shaped pieces of paper cards. These pictures are pictures that represent the matter to the theme / sub-theme specific. There are several kinds of cards, according to the theme that will be taught. This card is attached to the Super Thematic learning media using needle nails. If at any time used the theme / sub-theme of the other, then the card is attached to a removable media card and then replaced with another according to the theme/sub-theme.

Thematic Cards describes the material that will be taught to students. These cards can be arranged with various designs in the thematic boards. Teachers can be creative in placing thematic cards in the board. Moreover thematic cards also facilitate students in answering, analyzing, and imagining something related to teaching materials. This is consistent with one of the thematic learning objectives that students are expected to think independently.

Design of thematic card is as below:

Figure 4.19 Design of thematic card

This Pictures is one example of thematic cards on the theme of natural events, lesson 3, sub-themes of the rainy season. In this study include Bahasa Indonesia, Mathematics, and PJOK. Basic competencies and indicators of each of the subjects is as follows:

a. Basic Competence

1) Bahasa Indonesia

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, as well as day and night events independently in Indonesian verbal and writing that can be filled with vernacular vocabulary to help presentation.

4.5 Creating a diagram text / labels about family members and relatives independently in Indonesian verbal and writing that can be filled with vernacular vocabulary to help presentation.

2) Mathematic

3.8 Get to know the length, breadth, time, and temperature.

3) PJOK

3.6 Knowing the basic motion pattern of the use of the concept of the locomotor and nonlokomotor according to the rhythm (knock) without/with rhythmic music in motion activity

4.6 Practice the basic locomotor movement patterns of use and

nonlokomotor according to the rhythm (knock) without/with rhythmic

music in motion activity

b. Indicator

1) Bahasa Indonesia

 o Define water cycle properly

 o Sort properly the water cycle

 o Sort of daily activities based on time

2) Mathematic

 o Reading watch properly

 o Match with a specified time

3) PJOK

 o Mimicked simple rhythm gymnastics movements

 o Practice gymnastics moves in accordance with the rhythm of the

  song

5. **Media's Needle**

Media needle made of needle-shaped steroform. The needle is colored so it

looks nice and attractive. Needle media's design is as follows:

Figure 4.20 design of media's needle

Needle is used to demonstrate the teaching materials in random media. When the needle is playing, then one day it will stop at some point. At that point the needle will point to one of the images / material in media. After the needle points to the material, the teacher can explain, demonstrate, or ask and answer with students associated with the material.

Needle media can be played by teachers and students. In the learning process the teacher can rotate the needle to indicate the material is explained to students. Students can also rotate the needle to answer questions from the teacher.
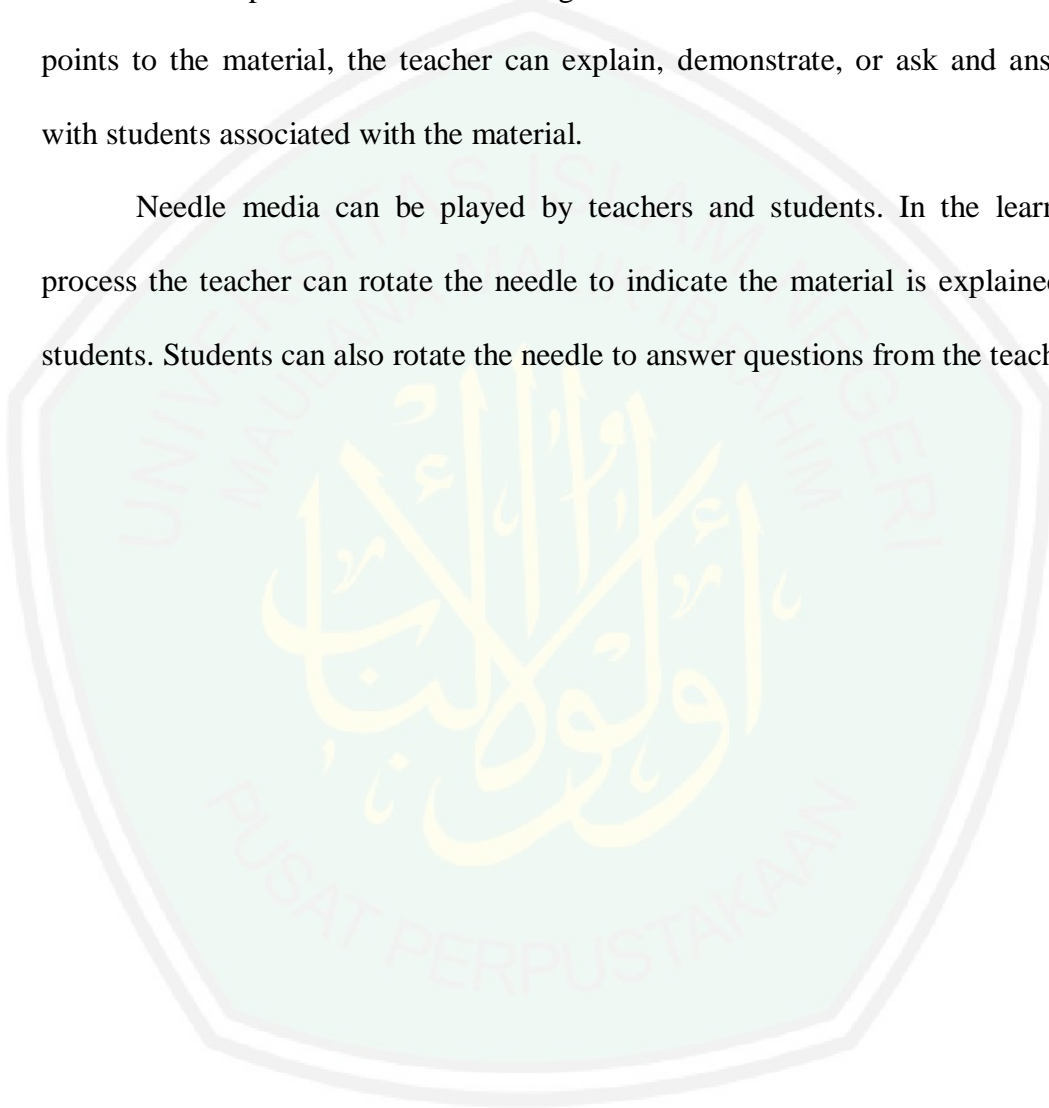
CHAPTER V

CONCLUSION

This chapter will describe about two things, which are, 1) Conclusion The results of development, and 2) Advices.

A. Conclusion the Result of Development

Based on the results of the process of the development of the Super Thematic Learning Media can be concluded following:

1. Components of Super Thematic Learning Media include thematic boards, teacher guide book, needle media, thematic cards, and package of the media. All components are packed in a neat wrapper designed and attractive colors.

2. Assessment questionnaires of experts on the Thematic Learning validation I obtained a percentage of 73.3% validity then after the revision and validation II obtained a percentage of 92% validity. Assessment questionnaire by expert instructional media obtained validity percentage of 85.3% with no revisions conclusion, while assessment questionnaire by teacher of thematic learning gained validity percentage of 82.7% with no revisions conclusion but suggested to improve the quality of media needle.

Based on advice from expert thematic learning and learning media expert, field observations, and interviews with teachers and students to rate the

attractiveness of thematic learning media super concluded that the thematic learning medium to attract attention, increase the activity and creativity, as well as enhance students' understanding.

3. Based on those results of the evaluation of learning after using super thematic learning media concluded that learning to use super thematic learning media generate an average score above KKM. In the first test by an average of 88.7, while the results of the evaluation trials II with an average of 89.2.

B. Advices

Super thematic learning media that has been developed is likely to be an alternative media that teacher use in the teaching and learning process. This learning media has advantages and disadvantages therefore that teachers can use learning media super thematic optimally it is recommended:

1. Read and understand the instructions for use that have been presented in the teacher guide books.

2. Adjusting the media, strategies, and methods of learning with the learning goals.

3. Modifying thematic cards in the arrangement, design, and content with attention to indicators of achievement.

4. Developing further the super thematic learning media in order to enrich the learning infrastructure, especially in the field of media and learning resources.

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Appendixes

Research Paper to the School

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

Nomor   : Un.3.1/TL.00.1/l03 /2014   4 Februari 2014
Lampiran : 1 (satu) berkas proposal skripsi
Perihal   : **Penelitian**

Kepada :
Yth. Kepala MI Negeri 2
di
        Malang

Assalamu'alaikum Wr. Wb.

Kami mengharap dengan hormat agar mahasiswa di bawah ini:

Nama	:	Moh. Alqhoswatu Taufik
NIM	:	10140040
Jurusan	:	Pendidikan Guru Madrasah Ibtidaiyah
Semester	:	Genap, Tahun 2013/2014
Judul Skripsi	:	**Developing Visual Media For Thematic Learning In Islamic Elementary School**

dalam rangka menyelesaikan tugas akhir/menyusun skripsi yang bersangkutan mohon diberikan izin/kesempatan untuk mengadakan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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

Wassalamu'alaikum Wr. Wb.

Dekan,

Nur Ali, M.Pd
NIP. 19650403 199803 1 002

Tembusan :
1. Yth. Ketua Jurusan
2. Arsip

Certificate No. ID08/1219

Certificate of Research

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Nomor : Mi.15.25.02/PP.00.4./S.Ket/202/2014

Yang bertanda tangan di bawah ini :

Nama	: Drs. Achmad Barik Marzuq AA, M. Pd
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Menerangkan bahwa :

Nama	: MOH. ALQHOSWATU TAUFIK
NIM/DNI	: 10140040
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 " **Developing Visual Media For Thematic Learning In Islamic Elementary School** " Sesuai dengan surat dari Universitas Islam Negeri Maulana Malik Ibrahim Malang Nomor : Un.3.1/TL.00.1/103/2014, tanggal 04 Pebruari 2014 terhitung sejak tanggal 14 April 2014 s/d 25 April 2014.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan semestinya.

Malang, 29 April 2014
Kepala Madrasah,

Drs. Achmad Barik Marzuq, M.Pd
NIP. 196606271994031002

Evidence of consultation

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Faculty/Program   : FITK/Teacher Education Islamic Elementary School
Advisor   : Ulfah Muhayani, M.PP
Title of Skripsi   : Developing Visual Media of Thematic Learning for 1st A Grade in Islamic Elementary School Malang 2

No	Date of Consultation	Consultation Material	Signature
1	November 13, 2013	Chapter I–II	
2	December 02, 2013	Revision Chapter I-II	
3	December 10, 2013	Chapter III	
4	December 23, 2013	Revision Chapter III	
5	April 24, 2014	Chapter IV-V	
6	April, 29, 2014	Revision Chapter IV-V	
7	May 12, 2014	ACC All Chapter	

Acknowledge by,
The Head of Teacher Education
Islamic Elementary School Program

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Questionnaire of Thematic Learning Expert Validation I

LEMBAR PERTANYAAN
YANG DITUJUKAN KEPADA AHLI PEMBELAJARAN TEMATIK
MENGENAI KERELEVANSIAN MEDIA *SUPER TEMATIK*
UNTUK SISWA MI/SD

A. Pengantar

Sehubungan dengan adanya penelitian dan pengembangan media pembelajaran Tematik, maka penulis ingin mengetahui tingkat kesesuaian media *Super Tematik* untuk siswa MI/SD.

Untuk menunjang pelaksanaan validasi, penulis mengharapkan Bapak/Ibu untuk mengisi angket ini, untuk kesediaannya penulis mengucapkan terimakasih.

B. Petunjuk Pengisian

a) Sebelum mengisi angket, dimohon membaca dengan seksama pertanyaan dan petunjuk pengisian.

b) Angket yang tersedia berisi 15 butir pertanyaan.

c) Dimohon Bapak/Ibu memilih jawaban yang tersedia dengan cara memberi tanda (X) pada huruf yang telah disediakan.

d) Mohon Bapak/Ibu selaku ahli Pembelajaran Tematik memberikan penilaian media *Super Tematik* sesuai dengan syarat tampilan media pada aspek riil, komunikatif, dan edukatif pada kolom kesimpulan.

e) Apabila ada pertanyaan yang kurang sesuai, saran atau masukan silakan ditulis pada kolom saran revisi ahli.

C. **Pertanyaan**

➢ **Kemenarikan Media**

1. Apakah tampilan media *Super Tematik* menarik jika diterapkan pada siswa ?

   a. Sangat menarik   ✗. Kurang menarik

   b. Menarik   d. Tidak menarik

2. Apakah perpaduan warna pada media *Super Tematik* dapat menarik perhatian siswa?

   a. Sangat menarik   ✗ Kurang menarik

   b. Menarik   d. Tidak menarik

3. Apakah tampilan keseluruhan media *Super Tematik* dapat menarik perhatian siswa?

   a. Sangat dapat   c. Kurang dapat

   ✗. Dapat   d. Tidak dapat

➢ **Kegunaan media *Super Tematik* dalam pembelajaran Tematik**

4. Apakah media *Super Tematik* dapat digunakan sebagai alternatif oleh guru dalam pembelajaran Tematik di kelas ?

   a. Sangat Dapat   c. Kurang dapat

   ✗. Dapat   d. Tidak dapat

5. Apakah dengan diterapkannya media *Super Tematik* dapat meningkatkan pemahaman pada pembelajaran Tematik pada siswa?

   a. Sangat dapat   c. Kurang dapat

   b✗ Dapat   d. Tidak dapat

6. Apakah penyajian media *Super Tematik* efektif dalam proses pembelajaran untuk siswa MI/SD?

   a. Sangat efektif   ~~c.~~ Kurang efektif

   b. Efektif   d. Tidak efektif

7. Apakah media *Super Tematik* berguna serta dapat membuat siswa menjadi lebih aktif, kreatif, dan senang dalam kegiatan pembelajaran Tematik?

   a. Sangat berguna   c. Kurang berguna

   ~~b.~~ Berguna   d. Tidak berguna

➤ **Ketepatan media** *Super Tematik* **dalam pembelajaran Tematik**

8. Apakah penyajian media *Super Tematik* sesuai dengan perkembangan siswa MI/SD?

   a. Sangat sesuai   c. Kurang sesuai

   ~~b.~~ Sesuai   d. Tidak sesuai

9. Apakah penggunaan bahan dan ukuran sesuai untuk pembelajaran Tematik di MI/SD?

   a. Sangat sesuai   ~~c.~~ Kurang sesuai

   b. Sesuai   d. Tidak sesuai

10. Apakah media *Super Tematik* sesuai dengan tingkat kemampuan siswa MI/SD?

    a. Sangat sesuai   c. Kurang sesuai

    ~~b.~~ Sesuai   d. Tidak sesuai

11. Apakah media *Super Tematik* dapat meningkatkan pemahaman siswa mengenai tema-tema tertentu?

    a. Sangat dapat   c. Kurang dapat

    b. Dapat   d. Tidak dapat

12. Apakah media *Super Tematik* sudah aman dan sesuai untuk diterapkan pada siswa MI?

    a. Sangat aman   c. Kurang aman

    b. Aman   d. Tidak aman

➢ **Kelayakan media *Super Tematik***

13. Apakah media visual dalam bentuk *Super Tematik* layak diaplikasikan dalam kegiatan belajar-mengajar?

    a. Sangat layak   c. Kurang layak

    b. Layak   d. Tidak layak

14. Dari segi kegunaan, apakah media *Super Tematik* layak dikembangkan di MI/SD?

    a. Sangat layak   c. Kurang layak

    b. Layak   d. Tidak layak

15. Dari segi ketepatan, kemenarikan, dan kemudahan apakah keseluruhan tampilan media *Super Tematik* sudah layak sehingga dapat menunjang Kegiatan Belajar dan Mengajar?

    a. Sangat layak   c. Kurang layak

    b. Layak   d. Tidak layak

Penilaian media *Super Tematik* sesuai dengan syarat tampilan media

Saran

- Tampilan diperhalus dg ttp memperhatikan warna & sesuai dg perkemb anak didik.
- Dimodifikasi lagi yg lebih menunjukkan pembelajaran Tematik Integrtf

Malang, 24 Februari 2014

Ahli Pembelajaran Tematik

M. Walit

NIP 19730823 2006003 002

Questionnaire of Thematic Learning Expert Validation II

LEMBAR PERTANYAAN
YANG DITUJUKAN KEPADA AHLI PEMBELAJARAN TEMATIK
MENGENAI KERELEVANSIAN MEDIA *SUPER TEMATIK*
UNTUK SISWA MI/SD

A. Pengantar

Sehubungan dengan adanya penelitian dan pengembangan media pembelajaran Tematik, maka penulis ingin mengetahui tingkat kesesuaian media *Super Tematik* untuk siswa MI/SD.

Untuk menunjang pelaksanaan validasi, penulis mengharapkan Bapak/Ibu untuk mengisi angket ini, untuk kesediaannya penulis mengucapkan terimakasih.

B. Petunjuk Pengisian

1. Sebelum mengisi angket, dimohon membaca dengan seksama pertanyaan dan petunjuk pengisian.

2. Angket yang tersedia berisi 15 butir pertanyaan.

3. Dimohon Bapak/Ibu memilih jawaban yang tersedia dengan cara memberi tanda (X) pada huruf yang telah disediakan.

4. Mohon Bapak/Ibu selaku ahli Pembelajaran Tematik memberikan penilaian media *Super Tematik* sesuai dengan syarat tampilan media pada aspek riil, komunikatif, dan edukatif pada kolom kesimpulan.

5. Apabila ada pertanyaan yang kurang sesuai, saran atau masukan silakan ditulis pada kolom saran revisi ahli.

C. Pedoman penskoran

2. Tidak Menarik, tidak dapat, tidak efektif, tidak berguna, tidak sesuai, tidak aman, dan tidak layak.

3. Kurang menarik, kurang dapat, kurang efektif, kurang berguna, kurang sesuai, kurang aman, dan kurang layak.

4. Menarik, dapat, efektif, berguna, sesuai, aman, dan layak.
5. Sangat menarik, sangat dapat, sangat efektif, sangat berguna, sangat aman, dan sangat layak.

D. Pertanyaan

> ### Kemenarikan Media

1. Apakah tampilan media *Super Tematik* menarik jika diterapkan pada siswa ?

   (a.) Sangat menarik   c. Kurang menarik

   b. Menarik   d. Tidak menarik

2. Apakah perpaduan warna pada media *Super Tematik* dapat menarik perhatian siswa?

   (a.) Sangat menarik   c. Kurang menarik

   b. Menarik   d. Tidak menarik

3. Apakah tampilan keseluruhan media *Super Tematik* dapat menarik perhatian siswa?

   a. Sangat dapat   c. Kurang dapat

   (b.) Dapat   d. Tidak dapat

> ### Kegunaan media *Super Tematik* dalam pembelajaran Tematik

4. Apakah media *Super Tematik* dapat digunakan sebagai alternatif oleh guru dalam pembelajaran Tematik di kelas?

   (a.) Sangat Dapat   c. Kurang dapat

   b. Dapat   d. Tidak dapat

5. Apakah dengan diterapkannya media *Super Tematik* dapat meningkatkan pemahaman pada pembelajaran Tematik pada siswa?

   (a.) Sangat dapat   c. Kurang dapat

   b. Dapat   d. Tidak dapat

6. Apakah penyajian media *Super Tematik* efektif dalam proses pembelajaran untuk siswa MI/SD?

   (a.) Sangat efektif   c. Kurang efektif

   b. Efektif   d. Tidak efektif

7. Apakah media *Super Tematik* berguna serta dapat membuat siswa menjadi lebih aktif, kreatif, dan senang dalam kegiatan pembelajaran Tematik?

   (a.) Sangat berguna   c. Kurang berguna

   b. Berguna   d. Tidak berguna

➤ **Ketepatan media** *Super Tematik* dalam pembelajaran Tematik

8. Apakah penyajian media *Super Tematik* sesuai dengan perkembangan siswa MI/SD?

   a. Sangat sesuai   c. Kurang sesuai

   (b.) Sesuai   d. Tidak sesuai

9. Apakah penggunaan bahan dan ukuran sesuai untuk pembelajaran Tematik di MI/SD?

   a. Sangat sesuai   c. Kurang sesuai

   (b.) Sesuai   d. Tidak sesuai

10. Apakah media *Super Tematik* sesuai dengan tingkat kemampuan siswa MI/SD?

a. Sangat sesuai   c. Kurang sesuai

(b.) Sesuai   d. Tidak sesuai

11. Apakah media *Super Tematik* dapat meningkatkan pemahaman siswa mengenai tema-tema tertentu?

(a.) Sangat dapat   c. Kurang dapat

b. Dapat   d. Tidak dapat

12. Apakah media *Super Tematik* sudah aman dan sesuai untuk diterapkan pada siswa MI?

a. Sangat aman   c. Kurang aman

(b.) Aman   d. Tidak aman

➢ **Kelayakan media *Super Tematik***

13. Apakah media visual dalam bentuk *Super Tematik* layak diaplikasikan dalam kegiatan belajar-mengajar?

(a.) Sangat layak   c. Kurang layak

b. Layak   d. Tidak layak

14. Dari segi kegunaan, apakah media *Super Tematik* layak dikembangkan di MI/SD?

a. Sangat layak   c. Kurang layak

(b.) Layak   d. Tidak layak

15. Dari segi ketepatan, kemenarikan, dan kemudahan apakah keseluruhan tampilan media *Super Tematik* sudah layak sehingga dapat menunjang Kegiatan Belajar dan Mengajar?

(a.) Sangat layak　　　　　　　　c. Kurang layak

b.　Layak　　　　　　　　　　　d. Tidak layak

Penilaian media *Super Tematik* sesuai dengan syarat tampilan media

Saran

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Malang, 29 April 2014

Ahli Pembelajaran Tematik

M. Walid

NIP. 19730823200031002

Questionnaire of Learning Media Expert

LEMBAR PERTANYAAN

YANG DITUJUKAN KEPADA AHLI MEDIA

MENGENAI KERELEVANSIAN MEDIA PEMBELAJARAN

SUPER TEMATIK UNTUK SISWA MI/SD

A. Pengantar

Sehubungan dengan adanya penelitian dan pengembangan media pembelajaran tematik, maka penulis ingin mengetahui tingkat kesesuaian media *Super Tematik* untuk siswa MI/SD.

Untuk menunjang pelaksanaan validasi, penulis mengharapkan Bapak/Ibu untuk mengisi angket ini, untuk kesediaannya penulis mengucapkan terimakasih.

B. Petunjuk Pengisian

1. Sebelum mengisi angket, dimohon membaca dengan seksama pertanyaan dan petunjuk pengisian.

2. Angket yang tersedia berisi 15 butir pertanyaan.

3. Dimohon Bapak/Ibu memilih jawaban yang tersedia dengan cara memberi tanda (X) pada huruf yang telah disediakan.

4. Mohon Bapak/Ibu selaku ahli media pembelajaran memberikan penilaian media *Super Tematik* sesuai dengan syarat tampilan media pada aspek riil, komunikatif, dan edukatif pada kolom kesimpulan.

5. Apabila ada pertanyaan yang kurang sesuai, saran atau masukan silakan ditulis pada kolom saran revisi ahli.

C. Pedoman Penskoran

2. Tidak menarik, tidak sesuai, tidak dapat, tidak mudah, tidak aman, tidak tepat, dan tidak layak.

3. Kurang menarik, kurang sesuai, kurang dapat, kurang mudah, kurang aman, kurang tepat, dan kurang layak.

4. Menarik, sesuai, dapat, mudah, aman, tepat, layak.

5. Sangat menarik, sangat sesuai, sangat dapat, sangat mudah, sangat aman, sangat tepat, dan sangat layak.

D. Pertanyaan

> **Riil**

1. Apakah tampilan media *Super Tematik* indah dan menarik jika diterapkan pada siswa ?

   a. Sangat menarik   c. Kurang menarik

   b. Menarik   d. Tidak menarik

2. Apakah media *Super Tematik* memiliki keserasian ukuran yang sesuai dengan karakteristik siswa MI/SD?

   a. Sangat sesuai   c. Kurang sesuai

   b. Sesuai   d. Tidak sesuai

3. Apakah media *Super Tematik* dapat menarik perhatian siswa dalam mengikuti proses pembelajaran?

   a. Sangat dapat   c. Kurang dapat

   b. Dapat   d. Tidak dapat

4. Apakah media *Super Tematik* mudah dioperasikan?

   a. Sangat mudah   c. Kurang mudah

   b. Mudah   d. Tidak mudah

5. Apakah petunjuk penggunaan media *Super Tematik* mudah diterapkan?

   a. Sangat mudah   c. Kurang mudah

   b. Mudah   d. Tidak mudah

6. Apakah penggunaan media *Super Tematik* sudah aman untuk diterapkan pada siswa usia MI/SD?

   a. Sangat aman   c. Kurang aman

   b. Aman   d. Tidak aman

➢ **Komunikatif**

7. Apakah materi atau konten media pembelajaran *Super Tematik* untuk siswa MI/SD sudah tepat dan sesuai dengan sifat dan penggunaannya?

   a. Sangat tepat   c. Kurang tepat

   b. Tepat   d. Tidak tepat

8. Apakah siswa dapat berinteraksi secara aktif dengan menggunakan media *Super Tematik* ?

   a. Sangat dapat   c. Kurang dapat

   b. Dapat   d. Tidak dapat

9. Apakah media *Super Tematik* dapat menyampaikan pesan/informasi kepada siswa?

   a. Sangat dapat   c. Kurang dapat

   b. Dapat   d. Tidak dapat

10. Apakah pemanfaatan dan pemilihan bahan, warna, gambar, dan angka pada media *Super Tematik* dapat memberi daya tarik dalam penyampaian informasi kepada siswa?

    a. Sangat dapat   c. Kurang dapat

    b. Dapat   d. Tidak dapat

> **Edukatif**

11. Apakah media visual dalam bentuk media *Super Tematik* layak diaplikasikan dalam Kegiatan Belajar Mengajar di kelas?

    a. Sangat layak   c. Kurang layak

    b. Layak   d. Tidak layak

12. Dari segi kegunaan, apakah media *Super Tematik* dapat meningkatkan kemampuan siswa dalam pembelajaran Tematik?

    a. Sangat dapat   c. Kurang dapat

    b. Dapat   d. Tidak dapat

13. Dari segi ketepatan, kemenarikan, dan kemudahan apakah media *Super Tematik* dapat mendorong aktivitas dan kratifitas siswa?

    a. Sangat dapat   c. Kurang dapat

    b. Dapat   d. Tidak dapat

14. Apakah media *Super Tematik* dapat membantu kelancaran dan keberhasilan kegiatan pembelajaran Tematik bagi siswa?

a. Sangat dapat   c. Kurang dapat

b. Dapat   d. Tidak dapat

15. Apakah pemanfaatan media *Super Tematik* sesuai dengan keperluan mengajar, yaitu meningkatkan pemahaman pada pembelajaran Tematik atau hanya sebagai alat bantu mengajar?

a. Sangat sesuai   c. Kurang sesuai

b. Sesuai   d. Tidak sesuai

Penilaian media *Super Tematik* sesuai dengan syarat tampilan media

➢ **Nilai riil**

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➢ **Nilai komunikatif media**

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➢ **Nilai edukatif media**

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Saran dan revisi ahli media

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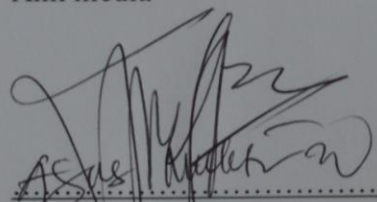
Keterangan:

a. Layak diproduksi tanpa revisi   (✓)

b. Layak diproduksi dengan revisi sesuai saran   ( )

c. Tidak layak diproduksi   ( )

Malang, 25 April 2014

Ahli media

NIP.....................

Questionnaire of Thematic Teacher

LEMBAR PERTANYAAN

YANG DITUJUKAN KEPADA GURU PEMBELAJARAN TEMATIK

MENGENAI KERELEVANSIAN MEDIA *SUPER TEMATIK*

UNTUK SISWA MI/SD

A. Pengantar

Sehubungan dengan adanya penelitian dan pengembangan media pembelajaran Tematik, maka penulis ingin mengetahui tingkat kesesuaian media *Super Tematik* untuk siswa MI/SD.

Untuk menunjang pelaksanaan validasi, penulis mengharapkan Bapak/Ibu untuk mengisi angket ini, untuk kesediaannya penulis mengucapkan terimakasih.

B. Petunjuk Pengisian

1. Sebelum mengisi angket, dimohon membaca dengan seksama pertanyaan dan petunjuk pengisian.

2. Angket yang tersedia berisi 15 butir pertanyaan.

3. Dimohon Bapak/Ibu memilih jawaban yang tersedia dengan cara memberi tanda (X) pada huruf yang telah disediakan.

4. Mohon Bapak/Ibu selaku ahli Pembelajaran Tematik memberikan penilaian media *Super Tematik* sesuai dengan syarat tampilan media pada aspek riil, komunikatif, dan edukatif pada kolom kesimpulan.

5. Apabila ada pertanyaan yang kurang sesuai, saran atau masukan silakan ditulis pada kolom saran revisi ahli.

C. Pedoman penskoran

2. Tidak Menarik, tidak dapat, tidak efektif, tidak berguna, tidak sesuai, tidak aman, dan tidak layak.

3. Kurang menarik, kurang dapat, kurang efektif, kurang berguna, kurang sesuai, kurang aman, dan kurang layak.

4. Menarik, dapat, efektif, berguna, sesuai, aman, dan layak.

5. Sangat menarik, sangat dapat, sangat efektif, sangat berguna, sangat aman, dan sangat layak.

D. Pertanyaan

> **Kemenarikan Media**

1. Apakah tampilan media *Super Tematik* menarik jika diterapkan pada siswa ?

   a. Sangat menarik   c. Kurang menarik

   b. Menarik   d. Tidak menarik

2. Apakah perpaduan warna pada media *Super Tematik* dapat menarik perhatian siswa?

   a. Sangat menarik   c. Kurang menarik

   b. Menarik   d. Tidak menarik

3. Apakah tampilan keseluruhan media *Super Tematik* dapat menarik perhatian siswa?

   a. Sangat dapat   c. Kurang dapat

   b. Dapat   d. Tidak dapat

> **Kegunaan media *Super Tematik* dalam pembelajaran Tematik**

4. Apakah media *Super Tematik* dapat digunakan sebagai alternatif oleh guru dalam pembelajaran Tematik di kelas?

   ☒ Sangat Dapat   c. Kurang dapat

   b. Dapat   d. Tidak dapat

5. Apakah dengan diterapkannya media *Super Tematik* dapat meningkatkan pemahaman pada pembelajaran Tematik pada siswa?

   a. Sangat dapat   c. Kurang dapat

   ☒ Dapat   d. Tidak dapat

6. Apakah penyajian media *Super Tematik* efektif dalam proses pembelajaran untuk siswa MI/SD?

   a. Sangat efektif   c. Kurang efektif

   ☒ Efektif   d. Tidak efektif

7. Apakah media *Super Tematik* berguna serta dapat membuat siswa menjadi lebih aktif, kreatif, dan senang dalam kegiatan pembelajaran Tematik?

   a. Sangat berguna   c. Kurang berguna

   ☒ Berguna   d. Tidak berguna

➤ **Ketepatan media** *Super Tematik* dalam pembelajaran Tematik

8. Apakah penyajian media *Super Tematik* sesuai dengan perkembangan siswa MI/SD?

   a. Sangat sesuai   c. Kurang sesuai

   b. Sesuai ~~✗~~   d. Tidak sesuai

9. Apakah penggunaan bahan dan ukuran sesuai untuk pembelajaran Tematik di MI/SD?

   a. Sangat sesuai   c. Kurang sesuai ✗

   b. Sesuai   d. Tidak sesuai

10. Apakah media *Super Tematik* sesuai dengan tingkat kemampuan siswa MI/SD?

    a. Sangat sesuai   c. Kurang sesuai

    b. Sesuai ✗   d. Tidak sesuai

11. Apakah media *Super Tematik* dapat meningkatkan pemahaman siswa mengenai tema-tema tertentu?

    a. Sangat dapat   c. Kurang dapat

    b. Dapat ✗   d. Tidak dapat

12. Apakah media *Super Tematik* sudah aman dan sesuai untuk diterapkan pada siswa MI?

    a. Sangat aman ✗   c. Kurang aman

    b. Aman   d. Tidak aman

> **Kelayakan media *Super Tematik***

13. Apakah media visual dalam bentuk *Super Tematik* layak diaplikasikan dalam kegiatan belajar-mengajar?

    a. Sangat layak   c. Kurang layak

    b. Layak   d. Tidak layak

14. Dari segi kegunaan, apakah media *Super Tematik* layak dikembangkan di MI/SD?

    a. Sangat layak   c. Kurang layak

    b. Layak   d. Tidak layak

15. Dari segi ketepatan, kemenarikan, dan kemudahan apakah keseluruhan tampilan media *Super Tematik* sudah layak sehingga dapat menunjang Kegiatan Belajar dan Mengajar?

    a. Sangat layak   c. Kurang layak

    b. Layak   d. Tidak layak

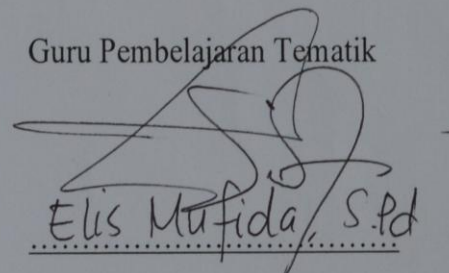Penilaian media *Super Tematik* sesuai dengan syarat tampilan media

Saran

Untuk bahan media terlalu ringkih/ lunak jadi harus hati-hati mengoperasikannya. Apabila bahan lebih kokoh akan bisa digunakan berulang kali. Mungkin bisa dibuat dengan sedikit teknologi, misalnya dengan ada tombol penggerak jarumnya.

Malang, 23 April 2014

Guru Pembelajaran Tematik

Elis Mufida, S.Pd

NIP. 197606292007102003

Observation Guide

PEDOMAN OBSERVASI

MENGENAI KERELEVANSIAN MEDIA *SUPER TEMATIK*

UNTUK ANAK MI/SD

A. **Riil**

No	Aspek	Catatan Lapangan
1	Tampilan	Bagus dan dapat menarik perhatian siswa
2	Keserasian ukuran	Sesuai dengan keperluan pembelajaran
3	Kemenenarikan perhatian	Siswa tertarik dengan super tematik
4	Kemudahan dioperasikan	Guru dan siswa mudah mengoperasikan
5	Kemudahan diterapkan	Penerapan mudah, sesuai petunjuk
6	Keamanan diterapkan	Aman dan tidak ada kendala

B. **Komunikatif**

No	Aspek	Catatan Lapangan
7	Kesesuaian penggunaan	Penggunaan sesuai dengan tujuan pembelajaran dan buku petunjuk penggunaan
8	Keaktifan siswa	Siswa antusias dan atif dalam aktivitas-aktivitas dalam pembelajaran
9	Tingkat penyampaian pesan	Tingkat penyampaian pesan tinggi, siswa mudah menerima pesan dari guru
10	Pemanafaatan dan daya tarik siswa	Daya tarik siswa tinggi dari aktivitas selama proses pembelajaran

C. Edukatif

No	Aspek	Catatan Lapangan
11	Kelayakan pengaplikasian	Layak, sesuai dengan tujuan penelitian
12	Peningkatan kemampuan siswa	Cukup tinggi, kenaikan skor rata-rata kelas sebesar 0.5
13	Mendorong aktivitas/kreativitas siswa	Siswa aktiv dan kreativ pada aktivitas-aktivitas dalam pembelajaran
14	Membantu kelancaran pembelajaran	Pembelajaran berlangsung dengan lancar
15	Kesesuaian dengan keperluan mengajar	Sesuai dengan indikator dan materi ajar

Transcript of Interview with Thematic teacher

Peneliti: "Apakah media ini mudah digunakan dalam proses pembelajaran?"

Guru: " Media tersebut mudah digunakan dalam pembelajaran. Guru dan siswa mudah menggunakannya. Lagi pula sudah ada buku petunjuk penggunaanya."

Peneliti: "Apakah media ini dapat membantu guru dalam menjelaskan materi?"

Guru: " Dapat Pak, guru langsung dapat menjelaskan materi, karena materi sudah diwakili dalam media tersebut. Dengan demikian guru lebih mudah dalam menjelaskan materi."

Peneliti: "Apakah media ini sesuai dengan kebutuhan mata pelajaran Tematik?"

Guru: "Sesuai, materi yang dikandung dalam media tersebut juga sesuai dengan materi ajar yang terdapat dalam buku Tematik Siswa dan buku Tematik guru sehingga dengan media tersebut proses pembelajaran menjadi lebih lancar.

Peneliti: "Apakah media tersebut dapat menyampaikan pesan kepada siswa?"

Guru: "Dapat, dengan media tersebut transfer informasi pesan dari guru kepada siswa menjasi lebih mudah, selain itu siswa juga tertarik dan antusias ketika proses pembelajaran berlangsung dengan menggunakan media pembelajaran Super Tematik."

Peneliti: "Apakah ada kendala bagi guru ketika menggunakan media tersebut?"

Guru: "Tidak ada, media tersbut mudah digunaka dan nyaman, tidak ada kendalam bagi guru dan siswa ketika menggunakan media tersebut, akan tetapi saya sarankan supaya diberi alat untuk menyangga media supaya guru tidak terus memegangnya, itu saja kendalanya."

Transcript of Interview with students

Peneliti: "Apa yang baru pada pelajaran hari ini?"

Siswa: " Super Tematik Pak,."

Peneliti: "Apakah adik-adik senang belajar dengan menggunakan media tersebut?"

Siswa: "Suka, saya suka dengan Super Tematik, gambarnya bagus, warnya menarik."

Peneliti: "Apakah adik-adik tertarik dengan media tersebut?"

Siswa: " Iya,."

Peneliti: "Bagaimana kesan adik-adik ketika belajar dengan menggunakan media tersebut?"

Siswa: " Senang, bias belajar sambil bermain dengan Super Tematik."

Peneliti: "Apakah adik-adik ingin diajar lagi dengan menggunakan media tersebut?"

Siswa: " Iya Pak, kapan kita belajar lagi dengan super Tematik? (siswa bertanya balik)."

Student's worksheet

Nama :............................

Kelas :............................

Soal latihan

I

1. Selain musim hujan Indonesia memiliki musim ...

    a. kemarau   b. Hujan   c. Salju

2. Permainan yang biasa dilakukan pada musm kemarau ...

    a. Petak umpet   b. Layang-layang   c. Kasti

3. Musim kemarau yang panjang dapat menyebabkan...

    a. Kekeringan   b. Kehujanan   c. Kebanjiran

4. Pada musim kemarau udara terasa ...

    a. Hangat   b. Dingin   c. Panas

5. Saat kepanasan badan kita mudah mengeluarkan ...

    a. Keringat   b. Ludah   c. Air

6. Pakaian yang cocok dikenakan pada musim kemarau berbahan...

    a. Benang   b. Katun   c. Kapuk

7. Pola lanjutan dari [gambar] adalah ...

    a. [gambar]   b. [gambar]   c. [gambar]

8. Pola lanjutan dari gambar [gambar] adalah ...

    a. [gambar]   b. [gambar]   c. [gambar]

9. Saat udara panas kita membutuhkan ...

    a. Kipas   b. Jas   c. Kaca mata

10. Alat pemotong yang digunakan untuk membuat kipas kamu adalah ...

    a. Pisau   b. Lem   c. Gunting

II

1. Saat musim kemarau kita harus hemat ...

2. Kekeringan dapat menyebabkan tumbuhan ...

3. Saat udara panas yang kamu lakukan adaah ...

4. Manfaat kipas antara lain ...

5. (Gambarlah!) Pola yang kamu sukai adalah ...

Kunci jawaban

I

    1.a   2.b   3.a   4.c   5.a   6.b   7.b   8.c   9.a   10.c

II

1. Air
2. Mati
3. Menyalakan kipas angin
4. Mendinginkan badan
5. (menyesuaikan)

Super Tematik

Nama :................................

Kelas :................................

Soal latihan

1. Pada pertemuan ini kita mempelajari tentang siklus ...
   a. Air   b. angin   c. Hujan

2. Sumber air yang paling melimpah adalah di ....
   a. sungai   b. Laut   c. Sumur

3. Di udara air menjadi ...
   a. Kabut   b. Awan   c. Asap

4. Air terkena sinar matahari maka ...
   a. Menguap   b. mencair   c. Meleleh

5. Pada musim penghujan udara terasa ...
   a. Hangat   b. Dingin   c. Panas

6. Awan yang jatuh menjadi ...
   a. Hujan   b. Sungai   c. Awan

7. Gambar berikut menunjukkan pukul ...
   a. 07.00   b. 08.00   c. 12.00

8. Gambar jam yang menunjukkan pukul 03.00 adalah ...

   a.   b.   c.

9. Pada jam 01.00 jarum panjang menunjuk angka 12 sedangkan jarum pendek menunjuk angka ...
   a. 1   b. 2   c. 11

10. Kamu bangun pagi pada pukul ...
    a. 03.00   b. 05.00   c. 04.00

1. Saat ini adalah musim ...

2. Ar hujan mengalir di ...

3. Kamu pulang sekolah pada pukul ...

4. Awan turun menjadi titik-titik air ...

5. Kamu mulai pelajaran pada pukul ...

Lembar Kerja Siswa

Super Tematik

Kunci jawaban

I

    1.a   2.b   3.b   4.a   5.c   6.a   7.b   8.b   9.a   10.c

II

1. Hujan
2. Sungai
3. 12.00
4. Hujan
5. 07.00

Result of Students Test

No.	Nama	Hasil penilaian		
		Pre test	Uji coba I	Uji Coba II
	ABYAN LUKLUIL DINIL CHAQ	75	85	85
	AISYAH MAULLAYYA SAUZANIA W	90	90	100
	AKBAR RASYID	75	80	80
	ALDONOVA FARIZZI OKTAVIO	80	90	90
	AVATAR DHARMA PUTRA	80	80	80
	AZIZAH LATIFAH ALZAHRA	65	80	85
	CITRA MEYRA MU'ADZAH	90	95	85
	DARREL SHAVAGITA LIDYA	100	85	100
	DARU WICAKSONO	50	80	80
	DIFFA GLADHIS BUNGA PUTRI SWANDANA	55	80	90
	DWI AULIA AGUSTINA PUTRI	75	90	95
	EKA BAYU ASMARA	80	90	80
	FADILIA MAIA VERDIANA	95	85	85
	HAFIDZ AINUR RIDHO	80	95	90
	HAFSHOH NASWATUN NADIROH	100	90	85
	ISROFIL	95	80	95
	JACINDA QUEENA CLEARESTA	100	95	90
	JOY SINTA DESSYTORESMI	100	95	90
	KANIA SHELOMITA PRATIWI	75	85	85
	MUCHAMAD EKA RADHYTYA SUPRAPTO	75	80	80
	MUHAMMAD RAFI ARDIANSYAH	100	80	90
	MUHAMMAD ZIDAN MUNIF	90	90	100
	MUKHAMAD ROYYAN ALFIRNANDA	75	100	90
	NADIA MUMTAZA KHOIRUNNISA	85	90	90
	NAJWA AULIA WARDAH	100	85	95
	NARAYA HELGA AMELIA	100	100	100
	RAFLI YANUAR AKBAR	55	85	90

	RAKRYAN AUDWIKTO FIRZATULLAH NAGARI	80	95	95
	SHAFINNA HARIEM RAHARJO	100	100	85
	STEVAI JOEY SATRIANI	95	100	85
	WAFI HALUL LU'AY QI'AM	95	95	95
Rata-rata		84,2	88,7	89,2

Documentation

Gerbang masuk MIN Malang 2

Siswa kelas IA sedang mengerjakan soal pre-test

Pengenalan Media Pembelajaran Super Tematik kepada siswa

Ibu Elis sedang menjelaskan materi dengan menggunakan super tematik

Siswa memperhatikan penjelasan guru dengan menggunakan Super Tematik

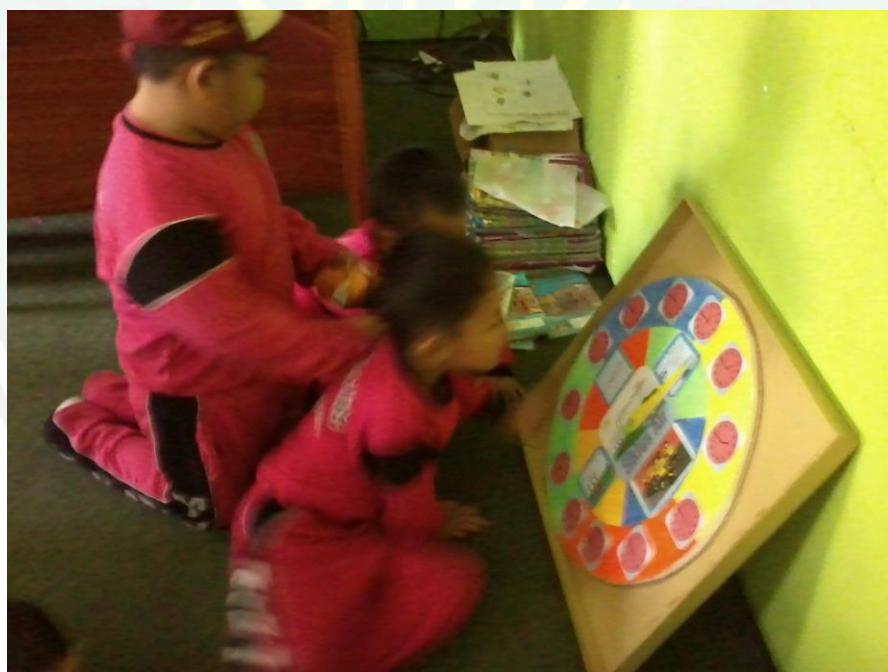Siswa memutar jarum media untuk menjawab soal dari guru

Siswa antusias dalam pembelajaran

Seorang siswa sedang maju ke depan kelas untuk menjwab pertanyaan dari guru

Siswa bergantian menggunakan media Super Tematik

Siswa diwawancarai tentang relevansi media Super Tematik

Observasi oleh peneliti dalam proses pembelajaran

Wawancara dengan Ibu Elis Mufida, S.Pd (Guru Tematik kelas IA)

Penyerahan media Pembelajaran Super Tematik kepada Wakil Kepala bidang kurikulum.

STUDENT PROFILE

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Malang, June 20, 2014

Mahasiswa

Moh. Alqhoswatu Taufik