THE DEVELOPMENT OF QUARTET CARD GAME MEDIA TO INCREASE READING INTEREST AND LEARNING RESULT OF SOCIAL SCIENCE AT MI SUNAN AMPEL SIDOARJO

THESIS

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APRIL 2014

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THESIS

Presented to Faculty of Tarbiyah and Teaching Sciences of Maulana Malik Ibrahim State Islamic University Malang in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I)

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APPROVAL SHEET

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LEGITIMATION SHEET

APPROVAL SHEET
THE DEVELOPMENT OF QUARTET CARD GAME MEDIA TO
INCREASE READING INTEREST AND LEARNING RESULT OF
SOCIAL SCIENCE AT MI SUNAN AMPEL SIDOARJO

THESIS

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DEDICATION SHEET

اَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِيْنَ

This Thesis Dedicated to:

My Beloved Parents (H. M. Rofiq and Hj. Khumaiyah),
Who always decorate my life, giving spirit and encouragement to achieve the goals and love. Thanks a lot for your sincere prayers and granules motivation that has been granted. I love you.. Really..

My Beloved Brother (M. Aji Murfianto and Miftahul Arif)
That always gives and shows the straight path and the light in the moment I walked in dilemma of the disgrace and stupidity abyss.

And for teachers and lecturers-professors that gave the meaningful lesson in my life.

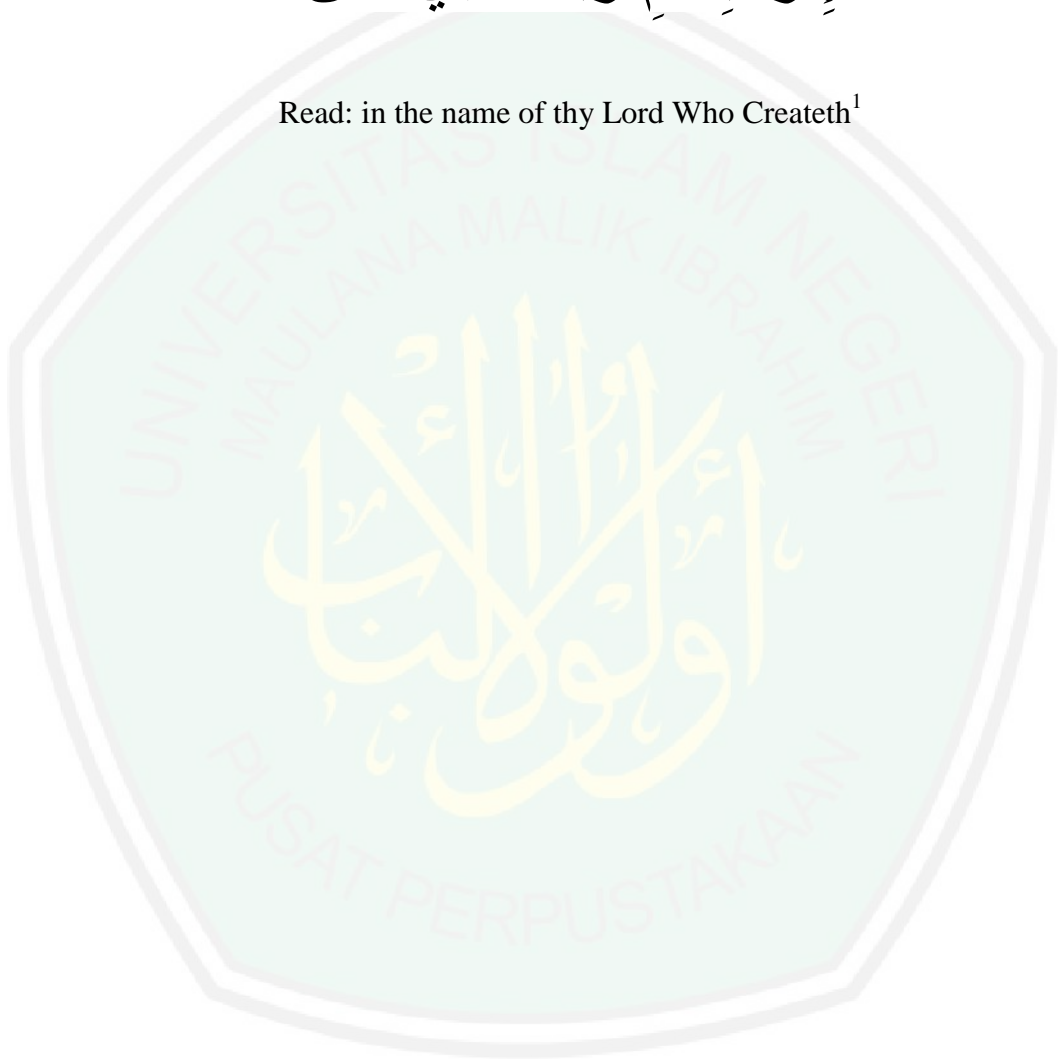As well as all the friends a-arms are always there to accompany in reaching goals.

Don't Forget....!

–– خَيْرُ النَّاسِ اَنْفَعُهُمْ لِلنَّاسِ ––––

MOTTO

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Read: in the name of thy Lord Who Createth[1]

---

[1] *Al-Qur'an and Translation,* (Semarang: Menara Kudus, 1990), page.597

Dr. H. Sugeng Listyo Prabowo, M.Pd
The Lecturer of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Finayatul Maula   Malang, March, 30 2014
Appendixes : 4 (Four) Exemplars

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

Assalamu'alaiakum Wr. Wb.

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

Name	:	Finayatul Maula
NIM	:	10140042
Program	:	Islamic Primary School Teacher Education
Title of Thesis	:	The Development of Quartet Card Game Media to Increase Reading Interest and Learning Result of Social Science at MI Sunan Ampel Sidoarjo

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

     So, please tolerate presence.

Wassalamu'alaikum Wr. Wb.

                              Advisor,

                        Dr. H. Sugeng Listyo Prabowo, M.Pd
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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the skripsi I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled *the Development of Quartet Card Game Media to Increase Reading Interest and Learning Result of Social Science at MI Sunan Ampel Sidoarjo* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicate in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, March 30, 2014

Finayatul Maula

PREFACE

Praise be to Allah The All Merciful and The All Compassionate. Thanks to Allah because of all blessing and guidance, so the writer able to finish the arrangement of Research and Development *"the Development of Quartet Card Game Media to Increase Reading Interest and Learning Result of Social Science at MI Sunan Ampel Sidoarjo"* as the final instruction activities on Maulana Malik Ibrahim State Islamic University Malang.

Shalawat and salaam uninterruptedly extended to Prophet of Muhammad, and all the families, friends, and all Muslim. There is no pronounceable word that can be extended except the great gratitude to the Excellency:

1. H. M. Rofiq dan Hj. Khumaiyah, as Parents who are always pray uninterruptedly and encourage the writer.

2. Prof. Dr. H. Mudjia Rahardjo, M.Si as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.

3. Dr. H. Nur Ali, M.Pd, as Dean of Faculty of Tarbiyah and Teaching Sciences Maulana Malik Ibrahim State Islamic University of Malang.

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8. All the lecturer and staff of Faculty of Tarbiyah and Teaching Sciences who help the writer in the process of report arrangement.

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10. The student of 4th Grade of MI Sunan Ampel who actively participate on the process of observation.

11. All the colleagues of Gus and Ning LKP2M who always give support and experiences to research with many methods.

12. All the colleagues of ICP PGMI 2010 who always encourage and give support to writer in process of arrangement and observation this report.

The writer realize about the defectiveness of this Research and Development report. Therefore, the writer needs constructed critical and suggestion from all parties and reader to the next perfect report arrangement.

Malang, March 30th 2014
Writer

Finayatul Maula

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ABSTRAK

Maula, Finayatul. 2014. *Pengembangan Media Permainan Kartu Kwartet untuk Meningkatkan Minat Baca dan Hasil Belajar Ilmu Pengetahuan Sosial di Madrasah Ibtidaiyah Sunan Ampel Sidoarjo.* Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim. Pembimbing: Dr, H. Sugeng Listyo Prabowo, M.Pd.

Mata pelajaran IPS dirancang untuk mengembangkan pengetahuan, pemahaman, dan kemampuan analisis terhadap kondisi sosial masyarakat dalam memasuki kehidupan bermasyarakat yang dinamis. Proses pembelajarannya menekankan pada pembiasaan membaca, guru memfasilitasi siswa untuk bisa berperan aktif dalam pembelajaran, dan membutuhkan media sesuai denga karakteristik siswa yang mendukung dalam pembelajaran untuk mengembangkan kompetensi agar bisa menjelajahi dan memahami kehidupan bermasyarakat secara alamiah.

Untuk mewujudkan pembelajaran tersebut, maka dibutuhkan pengembangan media pembelajaran yang berbasis permainan seperti permainan kartu kwartet yang mampu meningkatkan minat baca dan hasil belajar siswa khususnya pada pelajaran IPS materi bentuk-bentuk peninggalan sejarah.

Penelitian ini dilaksanakan di MI Sunan Ampel Porong Sidoarjo, dengan objek penelitian siswa kelas IV A dan IV B yang masing-masing berjumlah 22 siswa, dan masing-masing kelas sebagai kelas kontrol dan kelas eksperimen. Adapun tujuan dilakukannya penelitian ini adalah; menghasilkan produk yang berbentuk kartu kwartet materi bentuk-bentuk peninggalan sejarah; buku petunjuk penggunaan yang berisi pengertian, manfaat dan fungsi, standar kompetensi, kompetensi dasar, indikator, prosedur dan petunjuk penggunaan media permainan kartu kwartet IPS; dan buku album yang berisi rangkuman dan gambar materi bentuk-bentuk peninggalan sejarah. Semuanya telah tervalidasi untuk meningkatkan minat baca untuk pembelajaran IPS di kelas 4 Madrasah Ibtidaiyah Sunan Ampel Sidoarjo, dan meningkatkan pencapaian hasil belajar untuk pembelajaran IPS di kelas 4 Madrasah Ibtidaiyah Sunan Ampel Sidoarjo.

Penelitian ini menggunakan jenis penelitian pengembangan *Research and Development (R & D),* dengan model prosedural *Dick and Carey* yang memiliki sepuluh langkah dalam prosedur pengembangannya.

Berdasarkan hasil penelitian didapatkan bahwa media permainan kartu kwartet mendapat penilaian kualifikasi yang baik, karena berdasarkan hasil validasi diperoleh nilai dari guru mata pelajaran sebesar 98,75% yang berarti media permainan kartu kwartet sangat layak dan tidak perlu revisi, dari uji coba lapangan media permainan kartu kwartet mendapat kualifikasi layak dari semua subyek validasi uji coba lapangan. Dari ahli isi mendapat nilai 95,38% dan berada pada kualifikasi sangat layak sehingga tidak perlu revisi, sedangkan dari ahli

desain media permainan kartu kwartet mendapat nilai 85,56% dan berada pada kualifikasi layak, sehingga buku tidak perlu revisi.

Dengan program SPSS 16.0 didapatkan bahwa uji t berpasangan diperoleh hasil yang sangat signifikan dapat meningkatkan minat baca dan hasil belajar siswa kelas 4 MI Sunan Ampel Porong Sidoarjo. Dengan melihat rata-rata *(mean)* minat baca kelas kontrol lebih kecil dibanding kelas eksperimen, dan rata-rata *(mean)* hasil belajar kelas kontrol lebih kecil dibanding kelas eksperimen yaitu $61.82 < 91.59$, maka dapat dikatakan bahwa media permainan kartu kwartet IPS terbukti secara signifikan efektif untuk meningkatkan minat baca dan hasil belajar mata pelajaran IPS pada materi bentuk-bentuk peninggalan sejarah pada siswa kelas 4 di MI Sunan Ampel Porong Sidoarjo. Dari perhitungan manual dengan menggunakan uji t-test berkorelasi *(related)* didapat hasil $t_{hitung} \geq t_{tabel} = 5,341 \geq 2.080$ artinya Ho ditolak dan Ha diterima, kesimpulannya terdapat perbedaan signifikan pada hasil belajar IPS siswa kelas 4 yang menggunakan media permainan kartu kwartet dengan prestasi IPS siswa kelas 4 yang tidak menggunakan media permainan kartu kwartet di MI Sunan Ampel Porong Sidoarjo.

Kata Kunci   :   Media permainan kartu kwartet, minat membaca, hasil belajar.

ABSTRACT

Maula, Finayatul. 2014. *the Development of Quartet Card Game Media to Increase Reading Interest and Learning Result of Social Science at MI Sunan Ampel Sidoarjo.* Thesis. Islamic Primary School Teacher Education. Faculty of Tarbiyah and Teaching Sciences. the State Islamic University Maulana Malik Ibrahim of Malang. Advisor: Dr. H. Sugeng Listyo Prabowo, M.Pd.

Social Science subjects designed to develop knowledge, understanding, and analysis ability of the social conditions in society when entering the life of society. The lesson emphasizes conditioning process of reading, the teacher facilitates the students to be able to play active role in learning, and require the media which are suitable with the students characteristics that support in learning to develop competencies in order to explore and understand social life naturally.

To realize the learning, the development of learning media needs based games such as quartet card games that able to increase reading interest and learning result of the student specially in social science subject with material about the forms of historical relics.

This research is implemented at MI Sunan Ampel Sidoarjo, with the research object in 4th grade (A and B class) and each classes there are 22 students. 4^{th}A grade is a control class and 4^{th}B grade is an experiment class. The purposes of researcher done this research are; produce products shaped quartet card about the forms of historical relics; guide book to use quartet card that contains understanding, benefits and functions, competence standard, basic competence, indicators, procedures and guide media to use quartet card for social science; and album books containing the summary and large pictures about material the forms of historical relics. Everything has validated to increase reading interest and learning result for learning social science in 4th grade at Madrasah Ibtidaiyah Sunan Ampel Sidoarjo.

This research method uses type of Research and Development (R & D), with procedural model from Dick and Carey that had ten steps in the procedure of development.

Based on the result of research is gotten that quartet card game media get judgment good qualification because based on the validation obtained the value from subject teacher is 98,75 %, it means that the learning very valid and unnecessarily revision, from field trial test learning is gotten very valid qualification of all subjects validation trial field. From content expert is gotten 95,38 % and it is very valid qualification so that unnecessarily revision, while from the design expert of quartet card game media is gotten 85,56 % and it is valid qualification, so that media unnecessary is revision.

With SPSS 16.0 program is got that t-test paired obtained very significant results can achieve reading interest and learning result of the student for 4th grade at MI Sunan Ampel Sidoarjo. With looking average (mean) reading interest in control class is lower than experiment class, and the average (mean) learning

result in control class is also lower than experiment class, namely 61.82 < 91.59, so can be said that quartet card game media for social science proved significantly effective in increasing on reading interest and learning result of social science with material the forms of historical relics for 4th grade at MI Sunan Ampel Sidoarjo. From manual calculation by using t-test correlated (related) obtained the result $t_{arithmatic} \geq t_{table} = 10{,}256 \geq 2.080$, it means that HO is rejected and HA is received. The conclusion, there are differences significant on learning result of the social science for 4th B grade that use quartet card game media with 4th A grade that does not use quartet card game media for Social Science at MI Sunan Ampel Sidoarjo.

Key Words   :   Quartet Card Game Media, Reading Interest, Learning Result.
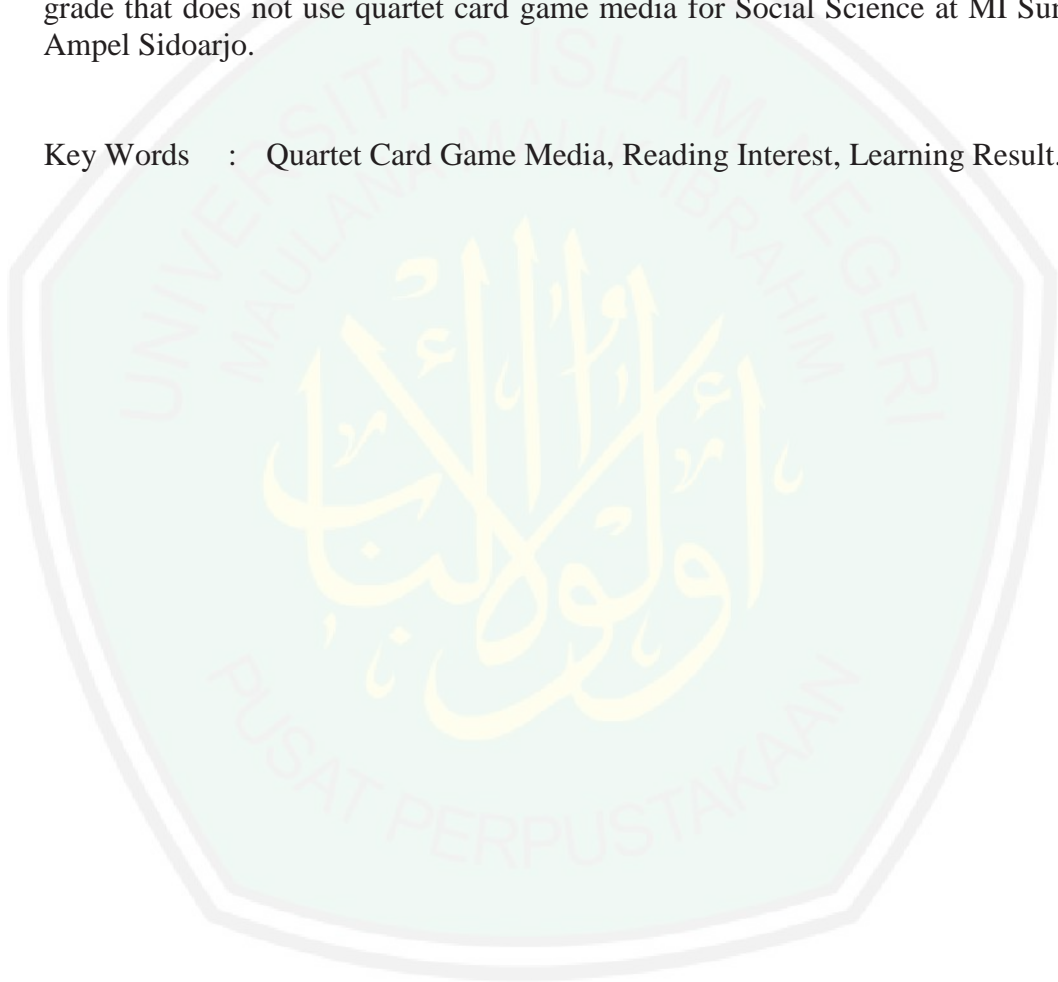
الملخص

مولى، فناية. 2014. تنمية وسائل اللعبية بطاقة قورتيت للرتقاء إرادة القرائة وحصول التعليمية علوم الإجتماعية في المدرسة الإبتدائية سونان أمبيل سيدورجو. البحث الجامعي. شعبة تربية المدّرس للمدرسة الإبتدائية. كلية العلوم التربية والتعليمية. جامعة مولانا ملك إبرهيم الإسلامية الحكومية مالانج. المشرف: الدكتور سوغج لستيو فرابوو، الماجستير.

المادة العلوم الإجتماعية تبنى لتنمية المعارف، المفاهم وطاقة التحليلية على الأحوال الإجتماعية في اتجاه الحياة الإجتماعية المتغيرة. عمليته التعليمية تغضّ في ممارسة القرائة، المدرس يوسل الطالب ليكون عملية في التعليم ويحتاج الوسائل مناسبة بحقائق الطلاب الذين يساعدون في التعليم لتنمية الطاقة لكي يستطيعون أن يبحثوا وبفهموا الحياة الإجتماعية علميةً

لتوجيد تلك التعليمية، فيحتاج تنمية الوسائل التعليمية التى تستعمل اللعبة كمثل لعبة بطاقة كورتيت التى تقدر أن ترفع إرادة القرائة وحصول تعليمية الطلاب خصوصا في مادة العلوم الإجتماعية تحت الموضوع أبناء التركة التاريخية.

هذا البحث يؤدّى في المدرسة الإبتدائية سونان أمبيل فورنج سيدورجو، بغرض البحث الطلاب في فصل الرابع أ و ب بعدد الطلاب من كل فصول 22 طالبا، وكل فصول كفصل المراقبة وفصل الخبرية. وأما الهدف من هذا البحث هو تحصيل النتاج ببناء بطاقة كورتيت تحت الموضوع أبناء التركة التاريخية: كتاب الدلائل للمستعمِل التي فيه التعريف، الفوائد والاستعمال، مقياس الطاقات، الطاقات الأسسية، الدلائل، كيفية ودلائل الإستعمال الوسئل اللعبية بطاقة الكورتيت العلوم الإجتماعية و الكتاب الذي فيه الإختصار وصور الموضوع أبناء التركة التريخية. كلها قد رسم لارتقاء إرادة القرائة في تعليم العلوم الإجتماعية في فصل الرابع في المدرسة سونان أمبيل الإبتدائية سيدورجو وارتقاء نيل حصول التعليم في تعليم العلوم الإجتماعية.

هذا البحث يستعمل نمط البحث تنمية البحث والترقية بنمط الكيفية ديك و كرّي الذي يملك عشر طريقا في كيفيته التنمية.

على ما حصل هذا البحث يحصل أن وسائل اللعبية بطاقة كورتيت تنال الإنجاز الأهلية الحسنة لأن على ما حصل التصحيح ينال الحصول من مدرس المادة بجملة 98,75% بمعنى وسائل اللعبية بطاقة كورتيت لائق ولا يحتاج عن التغيير، من إمتحان التجريبية بوسائل اللعبية بطاقة الكورتيت ينال أهلية اللائقة من كل العمّال لتصحيح إمتحان التجريبية الميدانية. من تأهل للأمر اللّتي ينال الإنجاز 95,38% ويقيم في أهلية أشد اللائق إذن لا يحتاج التغيير وأما التأهل لتصميم الوسائل اللعبة بطاقة الكورتيت ينال الإنجاز 85,56% ويقيم في أهلية اللائقة إذن الكتاب لا يحتاج التغيير.

ببرنامج SPSS 16.0 ينال أن إمتحان t تكوينا يقبل الحصول المغزية المغزية ويستطيع أن يرتقي إرادة القرائة وحصول تعليم الطلاب فصل الرابع المدرسة سونان أمبيل الإبتدائية فورنج سيدورجو. نظرا بمعدّل إرادة القرائة في فصل المعلق أقلّ من فصل الخبرية أي <14,86 22,45 و معدّل حصول التعليم فصل المعلقي أقل بفصل الخبري يعنى <61,82 91,59 فنقول أن وسائل اللعبية بطاقة الكورتيت علوم الإجتماعية تعين مغزيا فعالية لارتقاء إرادة القرائة وحصول التعليم في مادة علوم الإجتماعية في موضوع أبناء التركة التاريخية في الطلاب في فصل الرابع في المدرسة سونان أمبيل الإبتدائية فورنج سيدورجوا. من حساب يدوي باستعمال إمتحان t علاقةً ينال حصول t حسابية 2.080 ≤ $t_{arithmatic}$ ≥ t_{table} = 10,256 بمعنى Ho مردود و Ha مقبول. الإختصار هو أن هناك الإختلاف المغزي في حصول التعليم مادة العلوم الإجتماعية بطلاب في فصل الرابع المستعملون الوسائل اللعبة بطاقة كورتيت بإنجاز مادة العلوم الإجتماعية بطلاب في فصل الرابع الذين لا يستعملون الوسائل اللعبية بطاقة كورتيت في المدرسة سونان أمبيل الإبتدائية فورنج سيدورجوا.

CHAPTER I

INTRODUCTION

In this chapter will explain about: 1) research background, 2) problem formulation, 3) development objectives, 4) development benefits, 5) previous research, 6) development products, 7) development importance, 8) development assumptions and limitations, 9) and operational definitions.

A. Research Background

The development of tecnology science and social culture now are taking place quickly. Therefore, each individual is required to continue learning in order to adapt all the best. Learning activities in the whole process of education in schools is the most basic activities. This means that the success or failure of educational achievement depends on how the learning process experienced by students as a protege.

Learning concept of course is inseparable from the teaching concept. Learning refers to what must be done by a person as a subject who received lessons (students target)[2]. Whereas teaching in refer to what should be done by the teacher as an instructor. Two concepts are being integrated into one activity when there is interaction between teacher-student and student-student in the teaching underway. This is the meaning of learning and teaching as a process.

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[2] Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algensindo, 2008), page. 28

Teachers and students interaction as the base meaning of the teaching process hold an important role to achieve the goal of effective learning. In the learning interaction, elements of teachers and students should be active. Students actively or not in the learning process begins with the appear of students attraction and interest in the following lesson, and the achievement of objectives in teaching and learning are not viewed by the fulfillment of the material target that is given, but on how much the children are interested to know and understand the material. Therefore, to achieve that statement, needful precise methods and learning media with hopes can help students to develop the knowledge effectively.

The selection of a certain teaching method will affect the types of suitable instructional media. Learning media is anything that is used to deliver messages and to stimulate thoughts, feelings, attentions, wishes to learner so can facilitate the learning process that is intentional as a purpose and restrained.[3]

To generate stimulus through the media, educators should use media that can be processed through a variety of indra tools. More and more indra tools are used to receive and process information, so the greater possibility of information is understandable and can be maintained in memory (long term memory) so that can easily receive and absorb the messages that is given.

At this time the subjects that are taught in schools both at elementary and secondary school level are very diverse, one of it is the Social Sciences. In paragraph 37 of the Education Law 2003, stated that social science is a obligation contents that must be there in curriculum of elementary and secondary education.

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[3]Miarso, *Menyemai Benih Teknologgi Pendidikan*, (Jakarta: PT Kencana, 2007), page. 458

Social science subject is designed to develop the knowledge, understanding, and analysis capabilities of the society social conditions in entering dynamic society. Considerable substances of social science include: earth science, history, and economy. There are provision that through this subject, students are directed to become democratic citizens, responsible and belong to a peaceful world.[4]

Unfortunately, there are a lot of problems in this social science studies. According result of interviews from different several students in elementary school says that social science learning is very boring, although some students do not say that. This is caused by social science studies have concepts that must be memorized and the method performed by the teacher always monotonous. Moreover if they get an under average, a support for learning tend go down. For researcher, if it will continue up to the next education level. So in education period, they consider that social science become very boring lessons to be learned.

More interviews with some teachers in elementary school explained that, in the learning process, teacher feels difficulties. One other thing related with how to facilitate learning for students to be more active and have high favor to follow the lessons which they convey, especially for social science learning. Variety of reasons that are often questioned by the teachers in the use of social science learning media is limited time to make preparations, and difficult to find the right media. Therefore, in order to ward off the negative perception, so the researcher thinks the need to cultivate that social science is easy and fun.

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[4] Sapriya, *Pendidikan IPS: Konsep dan Pembelajaran*, (Bandung: PT. Rosda Karya, 2009), page. 194

Characteristics of children in elementary school are happy to play, fun moves, enjoy working in a group and feel happy or practicing on something directly.[5] Therefore, the teacher in elementary school should be able to develop learning that allows the elements of the characteristics. Among them are implement learning activity with the game charged, allowing the child to move, allowing children to learn in a group and allowing the child to be directly involved in the learning process.

Based on student characteristics in elementary school and the needs about media to learning social science, of course, one of the media that can be used in the learning process is a game media. Games can be a learning source or learning media when aiming to achieve the learning objectives. With the games, children can learn many good opportunities and activities both in school and outside school. Games can make learning fun atmosphere, fresh, lively, happy, relaxed but still have a conducive learning atmosphere.

Quartet card is a card game. In this game, players race to collect the similarly themed cards. Players take turns alternately. In this game, there are many benefits that can be taken, include (1) Cognitive : ability to learn and remember, (2) motoric : the ability to coordinate limbs like hands and feet, (3) logic : the ability to think properly and regularly (4) emotional/social : the ability to feel and to establish interpersonal relationships, (5) creative : the ability to produce ideas suitable with the context, (6) visual : the eye ability to catch shape and color objects.

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[5] Sumantri and Mulyani, *Perkembangan Peserta Didik,* (Jakarta: Universitas Terbuka, 2007), page 63

This quartet card game has many people who know, especially for children. As the media that popular by children, researcher feels that this game has more value when used as a learning media. Unfortunately, all this time, quartet card games is just used by children as a plaything only filler leisured.

Based background problems that happen in learning process of social science and some advantages of various media especially quartet card games, as well as the need for fun learning that suitable with the students characteristics of elementary school-age, the researcher tries to develop a game media in learning, that is the quartet card.

Based on the above, it is necessary to the development of quartet card game media. Because it, researcher raised the title **the Development of Quartet Card Game Media to Increase Reading Interest and Learning Result of Social Science at MI Sunan Ampel Sidoarjo.**

B. Problem Formulations

Based on the background above, the problem formulations in this study are:

1. How is the development and result of quartet card game media producted in social science learning to 4th grade at MI Sunan Ampel Sidoarjo?

2. How is the impact when use quartet card to increase reading interest of social science for 4th grade at MI Sunan Ampel Sidoarjo?

3. How is the impact when use quartet card to increase learning result of social science for 4th grade at MI Sunan Ampel Sidoarjo?

C. **Development Objectives**

Based on the above problem formulation, the objectives of this research are:

1. Producing product, album book, star point and guide book for using quartet card game media that containing media identification, formulation of learning objectives, audience characteristics, a summary of the material, and the evaluation questions that are validated in social science learning activities for 4th grade at MI Sunan Ampel Sidoarjo.

2. Increasing the reading interest for learning social science in 4th grade at MI Sunan Ampel Sidoarjo.

3. Increasing the achievement of learning result for social science in 4th grade at MI Sunan Ampel Sidoarjo.

D. **Development Benefits**

1. Theoretical Benefits

Giving contribute to the all thinkers intellectuality education world in general and Islamic education, in particular about development of quartet card game media in social science lesson for 4th grade so that it can provide an overview of an idea for education practitioners.

2. Practical Benefits

   a. For the teacher: this media is expected to be utilized by Elementary School teacher as conveys the material. The media is expected to simplify and clarify when conveys the material. In addition, as consideration to increase

reading interest and learning result for the improvement and enhancement of learning process.

b. For students: become more interested and motivated to study Social Science

c. For Teacher Education of Elementary School Department: enrich learning to existing ones, as the information about the existence of Teacher Education for Elementary School Department related to the planning, production, using and validating of instructional media in order to optimize the learning process.

d. For developers: add real experience to foster confidence in creating a masterpiece. It also adds to the knowledge about the development of instructional media, especially quartet card game media.

E. Previous Research

Associated with this development research, studies are done in several previous studies, including the research thesis written by Miranda Setiawaty in Arabic Literature department from the State University of Malang entitled Development Quartet Card for Arabic Vocabulary Learning Media in 5th Grade of Elementary School.

Miranda researches that reveals the quartet card media can be developed variations of the games and use the cards as a learning media so the quartet card that applied in Arabic vocabulary decent used and tested in the field, in validation

result obtained valid criterion based on comments and suggestions validator.[6] Results of the card game products are expected which can give benefits and used for teaching Arabic to children, especially for students in 5th grade at Elementary School.

Other researchers that also use the quartet card game media as a learning media that is research created by Rahmat Insan Kamil, Suharno, and Karsono of Teacher Education for Elementary School in Sebelas Maret University, entitled Using of Quartet Card Games Media in Increase Understanding of Material Purwa Shadow.

That research reveals that there is increasing value the understanding material when using a quartet card game media on Java language learning with the materials Purwa Shadow for 6th grade in Dilem State Elementary School. This research uses classroom action research which is based on observation, testing, and data analysis, there is an increased understanding of the purwa shadow material for 6th grade in Dilem State Elementary School, academic year 2012/2013 in each cycle.

Based on previous research that has been tracked by researchers, it can be concluded that the researches are written by two researchers above, both give a portion of the learning media development that used by the schools research locations, including each of it with a weakness that has been detected and needs analysis that wanted by each school of researcher and the object of learning media

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[6] Miranda Setiawaty, "*Pengembangan Kartu Kuartet Sebagai Media Pembelajaran Kosakata Bahasa Arab Siswa Kelas V Madrasah Ibtidaiyah",* Thesis. Arabic Literature Department, Malang State University. 2010

which is used as research and development product that to be result from each researchers.

The following table is the differences in the research which further research:

Table 1.1 Differences with Previous Research

No	Researcher Name and Research Year	Similarities	Differences	Research Originality
1.	Rahmat Insan Kamil, Suharno, and Karsono, 2013	1. Quartet card game as the dependent variable.	1. The independent variable consisted of variable increase understanding about the purwa shadow material 2. Quartet card used for the Java subject. 3. Using Classroom Action Research as a research method 4. Research objects in 6th grade at state elementary school Kemiri Purworejo.	1. Developing games with learning materials of social science and clear classroom. That is the forms of historical relic in Indonesia for 4th grade in Madrasah Ibtidaiyah. 2. Product results are validated in advance by various experts. 3. Previous research, the quartet cards are rectangular with 4 different images with vocabulary below, in this research, there are rectangular cards with 1 image enlarged with little explanation below, after which there is 3 suitable images in 1 theme at 1 quartet card. 4. Quartet card which presented specifically to
2.	Miranda Setiawati, 2010	1. Quartet card game as the variable dependent. 2. Using R&D as a research method.	1. Arab The independent variable consists of the variable vocabulary learning Arabic media. 2. Quartet card used for learning Arabic. 3. Research objects in 5th grade at Islamic Elementary School.	

				increase reading interest and learning result of student in Islamic Elementary School especially in 4th grade at MI Sunan Ampel Sidoarjo

From that table, we know some previous research that have been tracked by researchers have differences with the research to be done, namely in the research subject terms, lessons, classes, and forms of development media of quartet card game that equipped with an explanatory sentence in it that can increased learning objectives and reading interest more maximum. Quartet card game media in this time has been developed to specifically modified by the researcher through the validation and testing process to be effective for learning social studies.

If the quartet card in other researchers are used to improve the learning result of Arabic vocabulary and Java purwa shadow materials, but at this time the quartet card is designed as possible to increase reading interest and learning result of Social Sciences with material about the forms of historical relics. There by that previous research is a reference researcher in developing quartet card game media as a learning media that suitable with Social Sciences concept and the student characteristics of research location.

F. Development Products

Products that produced in the research development of this quartet card game media is a set of quartet card games that has the following specifications :

1. Shape and Size of Quartet Card

Games media in this development are pictures card and the letters that formed quartet card games in general, with the design that support for social sciences learning in 4th grade which suitable with curriculum in Islamic Elementary School.

Card has a size of 8,8 x 11,3 cm with a variety of colors. The overall number of cards is 60 cards. It consists 3 themes and 15 subthemes detail. Each subtheme consists 4 cards. 14pt Rockwell Extra Bold font used for writing themes, 12pt Candara for writing subthemes and 12pt Maiandra GD for writing sentences and vocabulary. Cards printed on 260 gram Art Paper with digital printing program. Production of large quantities can use printing services. In addition to the card game, also included the using escort which load guide and steps of quartet card game. This quartet card game is played by 2-4 person.

2. Product Manual

This product manual consists of rules and steps game that organized as a little book which measuring 10 x 14 cm and supplied with the quartet card:

a. Game Rules

1) This game is group similar cards or a subtheme.

2) Each subtheme has 4 pairs of cards.

3) The card that be possessed by player has explanation sentence and the player must look for a card with same subtheme according to his/her.

4) If the card has collected four that is one pair card with the same subtheme, so the card has a quartet. The card is saved by the player and placed closed. This card can't be played anymore. After that, player must explain to his friend in his group about the content from quartet card. There is album book to help when explaining.

5) The winner is the player that has most of the stars.

b. Game Step-by-step

1) Before the game starts, all the cards shuffled by one of the players in advance.

2) After shuffled, the player who shuffles the card deal out the card and each player get 4 cards.

3) The rest of the card that is placed to enclosed in the middle player.

4) The order of players is determined in accordance with random. First players start with saying one of the themes that will be collected to other players, if the other players are saying "have", the player guessing what cards the other players who is being taken, if the other players are saying "have", then the card should be left to the players a guess, when saying "not have", so the player who is guess that, must take one card in the middle of the players.

5) Each players at the end of the game collect cards mentioned cards subthemes, vocabulary and sentence in the explanatory cards in quartet with or without look the cards.

3. Teachers and Students Activities in the Game

   a. Teacher Activities

   1) As controller of a game course suitable with the regulations.

   2) Evaluate the students when they have completed the card game that is in the last step, students mention theme of the card that has been quarted.

   b. Student Activities

   Play role actively in the game by following the regulations and steps of quartet card game.

G. The Development Importance

Today, a wide range of learning media is certainly not used all of simultaneously in the learning activities, but only a few. For it is necessary done the selection of media.

In order to the selection of appropriate learning media, it is necessary to considered the criteria and steps to selection media. Criteria that necessary considered by the teachers or educators in selecting learning media by Nana Sudjana namely 1) the accuracy of the media with the teaching purpose; 2) support for the content of teaching materials; 3) getting media is easy; 4) teachers have skills when using it; 5) available time for using; and 6) suitable with the

child's thinking level.[7] To getting a clear picture, researchers using quartet card as learning media to increase reading interest and learning result in the subjects of Social Sciences.

During this time, players of quartet card used to children that they just play and fill leisure time. Not only that, commonly the images contained in the quartet card game are cartoons or characters in children's movies.

And also in delivery of social science learning in elementary schools is very monotonous, less creative and less variatife. Besides that, teachers rarely use the media. With these problems certainly cause less support and less motivated student to follow in learning. For it by the development of quartet card game media is expected can be an alternative reference to the game in delivering learning materials of social science especially in the 4th grade at Islamic Elementary School of Sunan Ampel Sidoarjo, so it can play while learning.

To develop quartet card products required careful preparation and planning. In this development will set out the development model as basic product development. The model that will be developed is referring to Research and Development (R & D) models of Dick and Carey that have objective to develop and validate product.

H. Development Assumptions and Limitations

Assumption is the theory or principle that no doubt the truth by researcher at that time. Assumptions in this research are:

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[7] Nana Sudjana and Ahmad Rivai, *Media Pengajaran*, (Bandung: Sinar Baru. 1991), page. 4 - 5

1. Through quartet card game media in this developed, the learning that previously centered on teacher now turned into a student-centered.

2. With increase reading interest, students can understand social science easily.

3. If the media has been tested, proven to be validated well and effectively able to increase reading interest and learning result, it can be used by teachers in the learning process.

Limitations in this development of quartet card game media are:

1. The development of quartet card game media is limited to social sciences subject with the main material is the forms of historical relics in Indonesia.

2. Testing media is implemented at MI Sunan Ampel Sidoarjo.

3. The material that developed just limited to the game rules development and organizing material the forms of historical relics in Indonesia.

4. Time testing used in the vulnerable period of 105 minutes (3 sessions).

I. Operational Definitions

To avoid misunderstanding when read this meaning research, definition of technical terms that related with this research will be explained as follows:

1. Development of learning media is a process to develop or complete existing products as an education tool that used as intermediates in the learning process to be high effectiveness and efficiency in achieving educational goals.[8]

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[8] Angga Teguh Prasetyo, *Kamus Istilah Pendidikan,* (Malang: Aditya Media Publishing. 2011), page. 67

2. Quartet card game is a game media that content 60 card, card size 8,8 X 11,3 cm. Quartet card can be played for 2-4 players. We do this by collecting 4 cards with the same subtheme. In each card contains an image about the forms of historical relics in Indonesia.

3. Increased the reading interest is increasing student longing to prefer reading until get information, get knowledge, and can fill requirement of their curiosity. Students who have a high reading interest for reading can be seen from a happy sense when reading, attention concentration, used the leasure time to reading, motivation and effort to read.

4. Increased learning result is increased the skills that acquired by the students after through learning activities.[9] Learning results can be obtained through several processes, among others: (1) cognitive aspect (knowledge beginning students), are analyzed with additional knowledge, the meaning process, collaborated with peers, and the last is concluded to be a new knowledge; (2) affective aspect, and (3) psychomotor aspect..

5. Social Science is designed to develop the knowledge, understanding, and analysis capabilities of the social society conditions in entering a dynamic social life. There is a determinate that through this subject, students are directed to become democratic and responsible citizens and also to be a peaceful world.[10]

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[9] Jihad Asep, *Evaluasi Pembelajaran*, (Jakarta: Multi Pressindo, 2008), page. 14
[10] Sapriya, *Pendidikan IPS: Konsep dan Pembelajaran*, (Bandung: PTRosda Karya, 2009), page. 194

CHAPTER II

REVIEWED OF LITERATURE

Study the development of quartet card game media to increase reading interest and learning result of social science in 4th grade at MI Sunan Ampel Sidoarjo with the material the forms of historical relic includes: 1) learning media, 2) the development of learning media, 3) quartet card game, 4) social science learning in elementary school, 5) forms of historical relics in Indonesia, 6) reading interest, and 7) learning result.

A. Learning Media

1. Understanding Learning Media

Media comes from the Latin language, it is *medius,* means middle, intermediate or introduction. Whereas in Arabic means an intermediate or introductory message from the sender to the recipient of the message.[11]

This is some following opinions on understanding media. According to Gerlach and Ely said that media if understood in outline is human, material, or event that builds condition which makes students capable of getting knowledge, skill, or attitude.[12]

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[11] Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo, 2003), page. 3
[12] *Ibid..*

a. *Association for Education and Communication Technology* (AECT) define media including all forms which are used for a process distribution of information.[13]

b. *Education Association* (NEA) defines media as object that can be manipulated, seen, heard, read, or talked with an instrument which used well in the teaching and learning activities, instructional program effectiveness can affect.[14]

Based on some definition media above, conclusions may be drawn that media is a tool for conveying an information. While understanding learning media is a tool or an intermediary which used on the learning process as aids teachers to facilitate students to understand the lesson and interest and motivate students to follow learning.

Learning happens in formal school with the purpose to educating students who are uninitiated to know and understand. It is strongly influenced by some environmental factors such as teachers, friends, parents, subject matter, and learn facilitate more. With regard to some of these factors, the teacher must be creative in delivering lessons so that students can follow the learning with happy. Creative teacher in intended is the teacher who can be conditioned the learning activities both in terms of methods or in terms of the manufacture and use of the learning media. Related to this, teachers must have enough knowledge and understanding about the teaching media.[15]

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[13] Asnawir dan Basyirudin Usman, *Media Pembelajaran* (Jakarta: Ciputat Press, 2002), page. 12
[14] *Ibid..*
[15] Azhar Arsyad, *Opcit.* page. 2

2. Selection Criteria of Learning Media

According to Oemar Hamalik there are four classifications of Learning media namely:[16]

a. visual tools that can be seen, like filmstrip, transparency, micro projection, the board, bulletin board, pictures, illustration, chart, posters, maps and globe.

b. The tools that can be heard for example, phonograph record, transcription electric, radio, a recording on a tape recorder.

c. The tools that can be seen and heard, for example the film and television, usually demonstrate three-dimensional objects.

d. Dramatization, role play, socio drama, farce of a puppet, and so forth.

Some things should pay attention when choose media are; the purpose of learning to be achieved, students condition, the availability of hardware and software, quality, technically, and charges. So a few considerations that need to consideration are:[17]

a. A media that selected should be aligned and support the learning purpose which has been set.

b. Suitable or failure the material with media that used.

c. The condition of students which includes the factors age, educational background, intelligence, culture and environment of the child be a point of attention and consideration in selecting instructional media.

d. The media availability at school or allowing teachers to designing own.

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[16] Asnawir and Basyirudin Usman, *Media Pembelajaran* (Jakarta: Ciputat Press, 2002), page. 29
[17] *Ibid*., page. 15-16

e. The selected media should be able to explain what will be delivered to students appropriately and successfully.

f. Costs incurred in the utilization of media should be balanced with results that will be achieved.

3. Functions and benefits of Educational Media

The availability of educational media is very influential towards the achievement of the learning indicator, because through learning media, the material can be more easily understood by the students. It is in accordance with the functions learning media, namely the media has function as intermediaries to convey information to students in accordance with the learning purpose.

Levie and Lentz suggest four functions of learning media, especially the visual media, namely:[18]

a. The attention function of the visual media is attracting and directing the attention of the students to concentrate on the lesson content that related to the meaning of the displayed visual or text accompanying the subject material.

b. The affective function of visual media can be seen from the level of student enjoyment when studying or reading a display text.

c. Cognitive function of visual media can be seen from the research findings which revealed that symbol of visual or picture facilitate objective attainment to understand and considering information or a message which contained in a picture.

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[18] Cecep K. and Bambang S., *Media Pembelajaran Manual dan Digital* (Bogor: Ghalia Indonesia, 2011), page. 21-22

d. Compensatoris function of learning media can be seen from the results of research that the visual media which give the context for understanding the text, helping students who are weak in reading for organizing information in text and remember it back.

Practical benefits from the learning media using are as follows;[19]

a. Learning media can clarify messages presentation and information so that it can ease and increase learning process and result.

b. Learning media can increase and direct attention to a child so that it can give motivation to study, the interaction that more directly between students with their environment, and the possibility of the student to study singly in accordance with their capability and interest.

c. Learning media can made out the restrictiveness of sense, space, and time, for example the object too large and rare events that happen in the past can be displayed directly with a picture or video, an object which is too small can be observed with a microscope or pictures that is enlarged, and others.

d. Learning media can give similarity experience to students about events in the environment, and allows the happening of direct interaction.

In line with the above description, Abdul Latif in his book Attarbiyatu watta'liim reveals the following[20]:

اَنَّهَا أَعْظَمُ تَأْثِيْرًا فِى الخَوَاسِ وَالضَمْنِ لِلْفَهْمِ ....فَمَا رَأَى كَمَنْ سَمِعَ

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[19] Ibid., hlm. 23-24

[20] Abdul Latif, *Attarbiyatu watta'liim*. (Bukittinggi: Drukharij al-Islamiyah), page: 32

It means: *Verily the most influence learning media for more senses and can guarantee an understanding ... people who listened to it is not the same level of understanding and long resisted what he saw as compared with those who see or hear it.*[21]

Except Abdul Latif, as well as Ibrahim explained how important learning media, because:

<div dir="rtl">

تُجْلِبُ السُّرُوْرَ لِلتَّلَامِيْذِ وَتُجَدِّدُ نَشَاطَهُمْ... اِنَّهَا تُسَاعِدُ عَلَى تَثْبِيْتِ الْحَقَائِقِ فِيْ اِذْهَانِ التَّلَامِيْذِ... اِنَّهَا تُحْيِي الدَّرْسَ

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It means: *learning media carry and awaken happy and glad sense for students and new support of them ... helps solidify the knowledge to the students thinking and turn on a lesson.*[22]

Learning media that propers for children aged elementary school is learning media that contains a game, it is caused by characteristic children aged 6-12 year is the critical play period. So in selection learning media is suitable with student needs so they can follow learning happily.

B. Development of Learning Media

Development in a very general means is the growth, incremental sort of change (evolution), and change gradually. This sense later applied in various fields of study and different practice. Whereas in the field of learning technology

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[21]Azhar Arsyad, *Opcit*, page. 16
[22]*Ibid..*

(instructional technology), the development having special meaning. According to
Seels & Richey, the development means as the process of translating or describing
the design specification into physical form, or as with other expressions, the
development means the process to produce learning ingredients.[23]

Development learning media is an effort the preparation of learning media
program that more fixed on planning media. Media will be shown or used in the
teaching and learning process in advance planned and designed suitable with the
needs of the field or its students.[24]

Base in making these learning media is in *shaad* epistle at verse 29,
namely:

كِتَـٰبٌ أَنزَلۡنَـٰهُ إِلَيۡكَ مُبَـٰرَكٌ لِّيَدَّبَّرُوٓاْ ءَايَـٰتِهِۦ وَلِيَتَذَكَّرَ أُوْلُواْ ٱلۡأَلۡبَـٰبِ

It Means: "*this is a book that we put to you, full of blessing so they pay attention
(contemplated) to verses and so thay gets a lesson from people who had
mind*".[25]

Development of a learning product, especially the quartet card game
media for social science learning needed in order students learning easily, fast,
interesting, not boring so can the optimal learning results to be achieved. This
matter suitable with performance of learning process which should be followed in

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[23]Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*. (Jakarta: Kencana, 2010),
     page. 197

[24]Asnawir dan Basyirudin Usman, *Media Pembelajaran* (Jakarta: Ciputat Press, 2002), page. 135

[25] *Al-Qur'an dan Terjemahannya*. (Bandung: Sygma, 2005), page. 455

every unit of education as contained in Government Regulation No. 19 of 2005 about National Education Standards, article 19, paragraph 1, namely;

> "the learning process on a unit education should be held in interactive, inspiring, fun, challenge, motivate learners to participate actively and give sufficient room for the following, creativity and self-reliance based on their talent, interest and development of physical and psychological learners"[26]

C. Quartet Card Game Media

1. Game Media

The game is a form of competition between two people or two groups facing each other and using rules known by both parties that face each other. In the game also needed a competence that students enthusiastic because there is the right side and the lose. From that game meaning, can be said that the game is an activity of some persons or groups which being set with rules to reached competence expected.

While game media is all the play tools that used to meet his playing instinct. Game media also known as instrument manipulative. The meaning of manipulative is use in a skillful manner, can be treated according to the wish and thought and also child imagination. Game media can be functioned in multi use in developing aspect development of certain at children. Though each have children specificity, because they often one tool can increase more than one aspect of development.

Game media when managed well, it will give satisfaction and benefits to a child. So the child really understand concept that contained in an instrument the

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[26] Peraturan Menteri No. 19 Year 2005 about Standar Nasional Pendidikan, Pasal 19 ayat 1

game. Game media always designed with thought deeply because through play this instrument, child able to develop reasoning. Usually, size form and color, made with a certain design, so if the wrong doing, so he will immediately realize and make right.

2. Quartet Card Game

In the dictionary of the Indonesian Language, the card is thick paper that not big, rectangular shaped (for various purposes, almost the same as tickets).[27] Quartet is groups, collection, and so forth that consist four card [28] Quartet card is kind of game, consisting of a few number of picture cards, from that card provided in the form of a written description explaining the picture.[29]

Expressed in a site, that card game technique is pictorial game as a simple means to strengthen children in memorization.[30]

a. Quartet Card Game in Learning

Currently a card game progressively, and some card games changing function, not just for but is also the media in learning. Like today, develops a card game for learning to read and various science which drawings variegated.

Thus it can be said that the card is one of the games in the learning process. As done by Gaunflett,[31] a lecturer at the Institute of Communication

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[27] Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia,* (Jakarta: Pusat Bahasa, 2008), page. 687

[28] *Ibid..* page. 823

[29] Khairani, *Permainan Kartu Kwartet.* (http: www.klubguru.com, accessible on January, 20 2014 at 12.30 pm)

[30] Nur Cahya, *Kartu Kwartet dalam Pembelajaran,* (http://www.mail-archive.com, accessible on January, 20 2014 at 1.00 pm)

Studies, University of Leads, he has created a card game theory which describes the thinking and theories of culture. David said, that card game theory (educational cards) which he created, can be applied in the process of teaching and learning. With the card game theory, the players can learn and understand the ideas or concepts that sounds difficult.

Others card game is quartet. like a card game theory, quartet card game also can applied in learning process if containing learning in it. A quartet card game is a pictorial game that can be played together as a simple medium to strengthen child in memorization.[32]

b. How to Do Quartet Card in Learning

A card game kwartet on commonly performed by 2-4 players.[33] In general all the quartet card is the same, but because of writers modify the form and material quartet card to learning, then there are some way a little different. Following this, will be explained the way of quartet card game in learning :

1) Divide 4 cards to each player (4-5 players). The player who gets the first turn, trying to guess one picture card belonging him to series card that belonging to the opponent.

2) The opponent then saw his each cards. If the player guesses in one of the other players, then the opponent must give the card to the first player.

[31] Siswanto, *Permainan Kartu Teori,* (http://kunci.or.id/esai/nws/11/kartu.htm, accessible on February,02 2014 at 9.00 am)

[32] Dwi Saputra. *Permainan Kartu Kwartet untuk Pemblajaran,* (http://www.mailarchive.com, accessible on February, 02 2014 at 9.30 am)

[33] Anggraeni. *Kartu Kwartet,* (http://www.nasional.vivanews.com accessible on January, 20 2014 at 8.00 am)

3) If his guess is not found in one of the opposing players, so the first player takes a card from the remaining stacks of cards (whisk).

4) The turn of the next player guessing.

5) If has collected four same cards, so get one point.

6) The player with have the most points will be the winner.

c. Advantages and Weakness of Quartet Card in Learning

The advantages of card game according Susilana and Riyana is the first portable, because the size is not too large, it can be stored in bags and pockets, so it is not need a wide space, and can be used anywhere. The second is practical, because the teacher does not need to have any special skills to use this media. Third are easy to remember, because the media presents short messages on each card that presented, such as knowing words, knowing the numbers, knowing the names of animals, etc. The last is fun.[34]

This quartet card media physically having advantage as follow:

1) Media is practical, can be used anytime and anywhere;

2) Easy in presentation;

3) Easily kept;

4) Can be used to a large and small group;

5) Could be own collection of child, and the anytime can learn;

6) Characteristic of the picture is concrete and more realistic so can show the subject material than only in media verbal;

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[34] Susilana, R. & Riyana, C. *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan, dan Penilaian,* (Bandung: Wacana Prima. 2009), page.23

7) Can clarify a problem in the field of anything to age level how course, so can prevent or repair misunderstanding;

8) The price is cheap, easy to get and used without requiring special equipment;

9) Can be reused over and over again; [35]

10) Can extract student attention and teaching method will more variation;[36]

11) Make learning more active and creative;

12) Children are directly involved in the use of the card;

13) Making creative teachers in determining learning techniques and make learning media

Besides physically advantages, quartet card game media having an advantages of other media, including besides as a fun game, this media can improve the reading interest and learning result of the students, can help and facilitate teacher in an effort to bring interest and motivation student to study social science with the material the forms of historical relic.

Therefore, in conducting learning activities of social studies with material the forms of historical relic, this quartet card game media can be as learning media that very supportive process of learning process. Elementary School students like game, and with used a quartet card game media in this learning social science, students became enthusiastic in following learning activities. So what learned become more memorable and meaningful to them.

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[35] Fara Abida, *Jenis-jenis Media Pembelajaran.* (http://faraharael.blogspot.com accessible on January, 20 2014 at 7.00 am)

[36] Yessika, *Media Pembelajaran Menggunakan Kartu Kwarte,* (http://yesiiiiii.blogspot.com accessible on January, 21 2014 at 4.00 pm)

While the weakness of card game as follow:

1) A picture only interpret eyes senses;

2) An image objects too complex less effective for learning activities;

3) Images are presented in size small result in less effective to the mentoring.

Related to this research, media made out the above weaknesses with make pictures clearly so that the child does not misinterpret the images on the quartet card media, pictures are presented made no complex, and the main picture made in sizes larger relative.

In addition, quartet card media made having regard to the characteristics of child. This means that before giving the quartet card media in learning, first it should be known the children's ability in using cards kwartet.

Azhar Arsyad declare media based visual or pictorial can smooth understanding and also memory. The same with Azhar Arsyad, Arief S.Sadiman posited visual media can draw attention, clarify idea, illustrate a fact that may be quickly forgotten.[37]

Thus researchers draw a conclusion that the use of quartet card in learning social science can attracting attention, increase the power of creation, make the contents of the lessons not easily forgotten and make the teaching or communication more smoothly.

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[37] Azhar Arsyad, *Opcit*, page. 17

D. Social Science Learning in Elementary School

The focus of education social science is the human life with a number of social activity. Education material of social science derived from the discipline of the social science that organized and simplified for the benefit of education. Thus the development of education social science in every education levels having the characteristics of its own that adapted to the level of development age of students.[38]

Organization of social science education material at the elementary school using approach integrally. It is adapted with characteristics of students age in Elementary School level that still think in abstract. Education material of social science presented at an Elementary School level not showing labels from each discipline social science. The material served in a thematic by taking social themes happened around students.

So is social themes are examined depart from social phenomena and activities as well as social activity of going around students. Then this themes widespread to other places in environments that are farther away from a circle student life.

1. Definition of Social Science

Social Science is a cluster of the academic discipline that studies the aspects relating to human and his social environment.[39] Social science in studying the aspects of the society in a subjective, intersubjective, and objective or

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[38] Hasan, Said Hamid. *Pendidikan Ilmu Sosial*. (Jakarta: Dirjendikti, Depdikbud RI. 1996) page. 6
[39] Warsito, Bambang. *Konsep Dasar Ilmu Pengetahuan Sosial.*(Malang: Surya Pena Gemilang. 2009). page.3

structural formerly considered less scientific if compared with the science of nature. However, now, some part of the social science uses the quantitative method. Approach inter discipline and cross discipline in social research on human behavior as well as the social and environmental factors that controlling his has make many researchers of natural science which interested in some aspects of the social science methodology.[40]

Social Science is one of the given subjects ranging from Elementary School until Senior High School. Social Science examines a set of events, facts, concepts, and generalizations with regard to social issues.

Through social science subjects, learners can be directed to indonesian citizen who are democratic and responsible, and peace-loving citizens of the world.[41]

In the future the learners will face severe challenges due to the global community of life always have a change at any time. Therefore social science subjects is designed to develop knowledge, understanding, and analysis ability of the social conditions of society in entering a dynamic community life.[42]

Social Science subjects are arranged in a systematic, comprehensive, and integrated into the learning process towards maturity and success in society life. With that approach expected of the learners will gain a deeper understanding and depth on related science.

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[40]*Ibid.*.

[41]*Ibid.*.

[42]Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah.* (Jakarta: BNSP,2006.), page. 175

2. Functions, Purposes, and Scopes of Social Science

a. The function of the Social Science subjects in Elementary School is to develop the knowledge, values, attitudes, and skills of students about society, nation, and State of Indonesia.

b. The purposes of Social Science subjects in Elementary School are to develop the potential of students in order to be sensitive to social problems that occur in the community, have a positive mental attitude toward the improvement of any imbalances that occur, and skillfully overcome any social problems that occurred in the community.[43] These purposes can be achieved while the social science in schools organized for good. From that formula can be specified as follows:[44]

1) Having awareness and concern for society or environment through understanding about history and cultural values of society.

2) Know and understand the basic concept and be able to use the methods of the social sciences which can be used to solve social problems.

3) Able to use models and thought processes and make decisions to resolve the issues and problems that developed in the community.

4) Put attention to issues and social problems and can making a critical analysis. Next able to take appropriate action.

5) Able to develop a wide range of potential so that it is able to establish themselves in order to survive, then responsible for community building.

6) Know the concepts relating to public life and environment

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[43] Nursid Sumaatmaja, *Perspektif Studi Sosial,* Cetakan Kedua. (Bandung: Alumni, 1980), page. 12
[44] Bambang Warsito. *Opcit.* page. 18

7) Have commitment and awareness of social values and humanity

8) Having the ability to communicate, cooperate, and compete in a pluralistic society, local level, national and global.

c. Scope of social science subject include many aspect as follows:[45]

1) Social and cultural system,

2) Human, place, and environment,

3) Economy and prosperity behavior,

4) Time, sustainability, and change,

5) Nation and state system.

3. Object Studies of Social Science

In line with the various aspects types of competence standards in learning material can also be differentiated into material types of cognitive, affective, and psychomotor. A detailed object study of the Social Science or learning material of cognitive aspects can be divided into three, that is, facts, concepts, and generalizations. In brief these concepts can be described as follows:[46]

a. The fact is a sensory impression that has meaning. A kind of fact material in the form of objects names, a place name, the names of people, symbols, historical events, the name of object, parts or components and others..

b. The concept is a very complex system. The material concept of meaning, definitions, and core content.

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[45]*Ibid*. page. 16
[46]*Ibid*

c. Generalization is show the relation between different concepts, so formed a relationship pattern meaningful. Material type generalization of propositions, formula, paradigm, and theory.

d. Learning material aspects affective includes granting response, receipts (appreciation) internalization, and appraisement.

e. The material of motoric aspects learning consists of initial movement, spring routine, and routine.

E. Forms of Historical Relics in Indonesia

The human past lives can be known through the historical relics are found. In more detail, the Division of these forms of historical relics in Indonesia are as follows : [47]

1. Writing

A historical relics that to be writing categories as follows: [48]

a. Inscription

Inscription is historical relic of writing or pictures on stone. So Inscription called also schist. Schist contains about an important event experienced by a kingdom or a kinvg. Few inscriptions found used the pallawa with sanskerta language. Inscription oldest in Indonesian was yupa schist in east kalimantan circa 500 M. The other schist are Telaga Batu schict from

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[47]Tantya Hisnu P. *Ilmu Pengetahuan Sosial.* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. 2008). page. 88

[48]Retno Heny Pujiati. *Cerdas Pengetahuan Sosial 4.* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. 2008). page. 94

palembang, Sriwijaya schict of Sumatra, Ciaruteun Schist in West Java relic royal Taruma Negara.

b. Ancient Manuscript

An ancient manuscript is important documents containing information in earlier times. An ancient manuscript can also minstrelsy, hikayat, the legend and altogether. For example is proklamasi manuscript, supersemar manuscripts and giyanti agreement manuscripts.

c. Kitab

Kitab is in form of writings tale, story, history, and sometimes a mix of legend – myth - history all at once. In the Hindu and Buddhist period, kitab that written by poets in certain king's castle. They writing upon each king commanded. Example the kitabs of Historical relics in indonesian among others like Sutasoma, Bharatayuda, and Negarakertagama.

2. Building

The historical relics of building is as follows:[49]

a. Temples

The temple is a building made of stone that is mostly used for worship for the Hindu and Buddhist religions. The word temple is derived from the name of one God, that is Durga God (God of Death), namely Candika. The temple is a heritage of Hindu and Buddha. On the wall of the temple there is usually called a relief carving. The temple building is located mostly in Java.

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[49]*Ibid.* hlm. 95

An example of the Temple is Borobudur Temple, Prambanan Temple, Kalasan Temple in Central Java. Another example is the Temple of Portibi in North Sumatra. Borobudur Temple is the largest temple which is one of the wonders of the world.

b. Fort

The fort is used as a defence against enemy attacks. The fort is a relic of the colonial era. The fort is built by the colonizers as well as by the Royals in the archipelago. An example of the fort is Fort Marlborough (Bengkulu), Fort De Kock (West Sumatra) and the Fort of the Castle in Yogyakarta.

c. Worship Place

In Indonesia, there are many places of worship for example, mosque, church, temple, pura and kelenteng. many places of worship was built hundreds of years ago that precious history among others: Mosques Demak (Central Java), Cathedral Church (Jakarta) and Pura Besakih (Bali).[50]

d. Palace or Castle

Palace or castle is the residence of the King. In ancient times, the territory of Indonesia there are many kingdoms. So the relics of the Palace or castle still exists. An example of a Palace or castle among others, Maemun Medan Palace, Jakarta's State Palace, Keraton of Surakarta Hadiningrat, Central Java and Yogyakarta Palace.[51]

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[50]Sadiman, dan Amalia.*Ilmu Pengetahuan Sosial.*(Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. 2008). page. 61

[51]Hisnu Tantya. *Ilmu Pengetahuan Sosial.*(Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. 2008). page. 91

e. Building

The building is the physical manifestation of the construction works which blend with the position, partially or completely above or in the land or water, which serves as a place of human conduct its activities, whether for residence or place of residence, religious activities, business activities, social activities, cultural, as well as special activities. In Indonesian many building which save the historical value that glorious. Though many are not the results of the work nation, not a few historical buildings that are the work of the architect's own country which has a high architectural value. The building that has a history value, for example, the Stovia Building, Sumpah Pemuda Building, and Proclamation Building (Jakarta).

f. Grave

The grave having historical value is a place to be laid to rest of important figures in history. For example, Diponegoro grave in Manado, Soekarno grave in Blitar, kings grave in Jogjakarta and Surakarta (Imogiri).[52]

g. Monument

The monument is a type of building that created to commemorate a person or an event that is considered important by a social group as part of the anniversary events in the past. Often the monument serves as an effort to beautify the appearance of a city or a specific location. Some of the capital city of the Central Government such as Washington D.C., New Delhi, and

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[52] Sadiman, dan Amalia, *opcit,* page. 62

Brazil has indeed been designed in such a way so it build includes many monuments in the State.

Location of the Washington Monument is designed to form a public space that is neat and orderly. A functional building that is becoming increasingly important because of his age, size, or the meaning of history, can also be considered as a monument. In this case may be due to their large size or age such as the great wall. Some countries use the term 'ancient monuments' to refer to the important archaeological sites, such as Borobudur. Or even the ancient site which once a complex of settlements, like Pompeii archaeological site.[53]

h. Museum

Museum is the institution permanent, non-profit serving the public, with the open characteristic, by conducting business collection, conservation, research, comunication, and exhibiting real objects to society to needs studies, education, and pleasure. Therefore it can to be study matter by the academic, documentation peculiarities of certain society, or documentation and thought imaginative in future. Since 1977; annually on may 18 was held in international museum day.[54]

i. Site

The site is an area of archeological objects findings, such as fossils of ancient animals. Many sites in Indonesia which is Hindu and Buddhist relics, such as the site of Trowulan, Gilimanuk site, jambi Estuary sites.

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[53]http://id.wikipedia.org/wiki/Monumen
[54] Findlen, Paula (1989). "The Museum: its classical etymology and renaissancegenealogy"*Journal of the History of Collections* **1**. Page 59.

2. Objects

Historical relics in the form of objects or thing among others:[55]

a. Sculpture

Sculpture usually made of stone. In former times for old man made an important person who has died. There are also sculpture is the embodiment of the Gods in teachings of Hindu-Buddhist. Example is Kendedes sculpture, Roro Jonggrang sculpture in Prambanan temple, and a Syiwa God sculpture.

b. Weapon

The weapon is a utensil used to injure, kill, or destroying a thing. weapon can be used to attack or defend against, and also to threaten and protect. Anything that could be used to damage (even psychology and body of human) virtually weapons. Weapon can simple like bludgeon or complex such cartridges ballistic missiles.

As one of the objects of historical relics, weapons become a tool used by the figures of ancient times to defend itself. The weapon is also used occasionally to attack, sometimes also sacred because it has its own advantages.

c. Stone

Stone a historical relic is a solid body which made naturally and having stories own history, most there are sacred. For example Naga stone, is the only noun that has relief Naga in West Java. In other parts imaged a form resembling the house and a human figure that is investing the plants. From

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[55] *Ibid.* page. *98*

that characteristic of the stones that may be carved in the time of Majapahit and Sunda Kuno glory.

F. Reading Interest

Before further discussion about training and development reading interest, it is better if first understand the training and development, interest and read, so that we would easy to understand the next discussion.

Training and development is activities associated with maintenance, completing, and increased. For example, training and development students achievement. While management and development of reading interest, is the effort to protect, defend and increasing reading interest.[56]

If reading interest of the students difficult to be increased, then minimum must be considered. Interest could grouped as characteristics or attitude (traits or behavior) that having inclination or tendency certain. Interest cannot grouped as consequence but its characteristic can pursued, studied and developed. about the meaning of read, experts who adduces his opinion to define read, it is dependent on where the survey. Reading is a process catch or obtain concepts referred by author, interpretation, evaluate concepts author and reflects or act like meant in the concept.[57] Reading ability not only to operate various skills to understand words and sentences but also ability to interpretation, evaluate so acquired understanding comprehensive.

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[56] Somadayo, S. *Strategi dan Teknik Pembelajaran Membaca*. (Yogyakarta: Graha Ilmu. 2011), page.67

[57] *Ibid.,* page.9

Interest can be classified as properties or attitude (traits or behavior) that has a particular tendency or inclination. Interest could not be classified as consequence but its nature can be cultivated, studied and developed. Regarding the notion of reading, a lot of experts who expressed his opinion to define read, it depends on from which review it.

Reading is a process captured or obtained the concepts in question by its author, interpret, evaluate concepts and reflect on the author or act referred in that concept.

In Sura Al-'Alaq verse 5-1 beside as the first verse also as enthronement Muhammad Saw as God Rasulullah to all mankind to convey his treatise.

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ0خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ0 اقْرَأْ وَرَبُّكَ الْأَكْرَمُ0الَّذِي عَلَّمَ بِالْقَلَمِ0عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ()

Meaning :   *"Read it with (call) name of your God who creates, he created man from a clot of blood. Read it, and your God the quixotic, who taught (human) through kalam. He taught man what is not know"*[58]

Sura Al-Alaq verses 1-5, explaining that God created mankind from soulless objects and honor him by teaching reading, writing and giving him knowledge. In other words, that noble man side the God if have knowledge, and knowledge can be had with the study.

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[58] *Al-Qur'an dan Terjemahan* (Semarang: Menara Kudus, 1990), page. 597

The ability to read not only operates a variety of skills to understand words and sentences but also the ability to interpret, evaluate and so gained a comprehensive understanding.

In order to assume the mission library of school, librarian teacher as the management library school must be tried to the fullest extent possible to build reading interest of the students. The teacher realliy understand principles of reading, characteristics good readiness, the ways to motivate the students to love reading.

1. Reading Principles

There are some principles of read that need to get attention by teachers and librarians in fostering and develop reading interest the students are as follows:

a. Reading is a complex process of thinking it is composed a number of activities such as understanding the words or sentences that are written by the author, interpret the concepts the author as well as a conclusion.[59]

b. Ability to read each person are different. Any person having ability to read singly depending on several factors for example, levels of the class, intelligence, emotional state, someone, social relationships, the background experience, aspirations, the necessaries of life and so on.

c. Management ability to read on the basis of evaluation guidance should be started on the evaluation basis of ability to read a person concerned.

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[59] Somadayo, S. *Opcit.* page.105

d. Read must be experiences that satisfy a person will be pleased if it has managed to learn something well and feel satisfied with the results his reading.

e. Conversance read need to skill which is continuously so as to have conversance read, skills required in reading needs to be as early as possible since someone first time in school.

f. Evaluation continuous and comprehensive is a springboard for developing reading interest. In this training and development reading interest the students must be followed by evaluation activity because to know the success training and development reading interest the students.

g. Read good is a requirement absolute the success of learning. So as to obtain the success of learning, someone must read in an efficient manner.

2. Reading Interest Indicators

Based on the explanations put forth above, may be disclosed several indicators that show an reading interest of the student, among others[60]:

a) Feel Happy

A student who is interested in reading the quartet cards, then he must love against to that card, that is happy to learn and read the science that deals with such matters, and no the slightest sense of forced.

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[60] *Ibid.,* page.86

b) Centralization of Attention

The attention is also one of the indicators of interest. Attention is the concentration/mental activity we are fervently against observations. In this case, the attention given by students who are interested to read can be measured by student achievement, attitude and attention that has been given when the reading progress, being active in learning in the classroom and others.

c) Use of Time

A student can be said to be having great interest in reading can seen from use of time that done by the students in reading books and other supporting literature.

d) Motivate to Learning

In psychology, motivation are defined as everything that encourage an onset comportment.[61] A student said to have great interest in reading can be seen from his motivation to reading, like give priority to read from other activity, direct to read for the purpose, and leave things can retard the purpose in reading.

e) Emotion in Learning

Emotion is a complex reaction containing a high degree of activity and any change in materilism as well as with regard to strong feelings.[62] In this case, students who has high reading interest, that students will pervading meaning contained in a book and is soluble in the contents of readings.

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[61]Alisuf Sabri. *Psikologi Pendidikan.* (Jakarta: Pedoman Ilmu Jaya. 2007). Cet. 3. page 85

[62]Zikri Neni Iska. *Psikologi Pengantar Pemahaman Diri dan Lingkungan.* (Jakarta: Kizi Brother's. 2006). Cet.1. page 104

f) Effort to Reading

A person that having great interest in reading will do his attempt to read. For example effort to have books and borrow a book for the purpose can read the book.

G. Learning Result

1. Learning Result Definition

Learning result is capability which obtained a child after through the learning activities.[63] Learning itself is a process of someone who effort to obtain a form of relatively sedentary behavior change. In the activity of learning or instructional activities, usually the teacher set learning objectives. Students who succeed in learning is success to achieve the learning objectives or instructional purposes.

According to Benjamin S. Bloom; three domains learning results, namely cognitive, affective and psychomotor. According to A.J.Romizowski learning result is the output of a system processing input. Input from the system of manifold information. While at the output is an act or performance.[64]

We can conclude that the attainment of learning result form changes the behavior that tends to settle from the realm of cognitive, affective, and psycomotoric of the learning process is done in a certain time. Next Benjamin

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[63]Jihad, Asep, *Evaluasi Pembelajaran*. (Jakarta: Multi Pressindo. 2008), page.14

[64] Wiji Suwarno, *Dasar-dasar Ilmu Pendidikan,* (Jogjakarta: Ar-Ruzz Media, 2009), page. 35

Bloom argued that the learning result can be grouped into two types, namely knowledge and skills.[65]

Knowledge consisting of four categories, namely:

1) Knowledge about fact;

2) Knowledge about procedural;

3) Knowledge about concept;

4) Knowledge about principle.

The skills also consists of four categories:

1) Skills for thinking or cognitive skills;

2) Skills for acting or motor skills;

3) Skills to react or behave;

4) Skills interact.

To obtain the learning result, will be evaluation or assessment that is follow-up or ways for measuring the degree of students purity. Progress the student achievement not only measured in terms of level mastery science but also the attitudes and skill. Thus appraisement learning result of the students includes everything learned in school, either it comes to knowledge, attitudes and skill.

Results are all things that belong to the student as a result of learning activities. According Hamalik, learning results are behavior pattern, values,

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[65] Udin S. Winataputra, *Teori Belajar dan Pembelajaran*, (Jakarta: Universitas Terbuka, 2008), page. 80

understandings and attitudes, as well as apperception.[66] From the statement both can be concluded that definition is a change attitudes of the students in real life after conducted learning process in accordance with the purpose of teaching.

After going through the process of learning so students are expected to achieve the learning objectives as well as the learning results are the ability of students after undergoing the learning process. Sudjana argues, learning results are skills that had by the students after they accepted their learning experience.

Learning objectives are a number of learning results which show that students have done the study, which generally includes learning the new knowledge, skills and attitudes, that is expected to be achieved by students.[67]

2. Three Categories of Learning Result

Usman explain that the learning results achieved by students is closely associated with the instructional purpose formulation which planned by the teacher earlier, which are grouped into three categories; the cognitive, affective, and psychomotor domain.[68]

a) Cognitive Domain

1) *Knowledge*

The lowest level of cognitive abilities including memory retention of things that are specific or universal, know the methods and processes, memory retention against a pattern, structure or often. In this case the main

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[66] OemarHamalik. *Kurikulum & Pembelajaran*. (Jakarta: Sinar Grafika. 2008). page. 25
[67] Ibid, 17
[68] Sudjana, Nana. Penilaian Hasil Proses Belajar Mengajar. (Bandung: PT. Remaja Rosdakarya. 2005). page.56

reside pressure in the reintroduction of facts, principles, reporting, recollection, underline, lists and links.

2) *Comprehension*

Level a notch above this knowledge will include reception in communications accurately, puts the result of communication in different forms of presentation, organize a notch without changing the sense and can be explore.

Words that can be used: translates, stated again, discuss, describe, reorganize, describe, identify, locate, review, tell, mention.

3) *Application one principle or method using to new situation*

Words that can be used among others: to interpret, define, perform, use, demonstrate, illustrate, practice, illustrate, operation, schedule, sketches, working on.

4) *Analize*

Level a fourth of this will concerning especially the ability of the children in separated (breakdown) against a matter into parts that make it up, detect the relation between parts of it and how ministry it be organized.

Words that can be used: separate, analysis, different, count, inventarism, connect, troubleshoot, categorized.

5) *Syntheses*

The level which one level more difficult from this analysis is included to put the parts or elements one/together so that it forms a coherent whole.

Words that can be used: the composition, design, formulation, set, raft, collect, create, stacking, organize, manage, prepare, design, simplify.

6) *Evaluation*

This level is the most top or considered the most different in learner ability in interpret decision or in explain opinion about the purpose, idea, work, problem solving, method, matter and others. Interpret decision or explain opinion, including criteria which used, so as to be accurate and a judgment/award standard.

Words that can be used: disconnect, values, scale, compare, revision, score, estimates.[69]

b) Affective Domain

1) *Receive or Pay Attention*

This will include a sensitive characteristic to the existence of a particular phenomenon or a stimulus and awareness which is a cognitive behavior.

2) *Respect*

In this level, students involved are satisfied in a specific subject, phenomenon or an activity so that they will find and add to the satisfaction of working with it or involved in it.

Words that can be used: approval, interests, reactions, help, participation, involvement, like, love, enjoy.

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[69] Udin S. Winataputra, *opcit. page.36*

3) *Appreciation*

At this level the student's behavior is consistent and stable, not only in the approval of a value but also election against to theirs and dependencies on a particular idea or view

Words that can be used: acknowledge with heartfelt, identify yourself, trust, unite themselves, wants, desires, ambition, discipline, dedication, willing to sacrifice, responsibility, confidence, resigned.

4) *Organize*

In this level, students establish a value system that can guide behavior. These include conceptualizing and organizing.

Words that can be used: weigh up, copy, identify, arrange a system, harmonize, balance, form the philosophy of life

5) *Make Characters*

On the last level already internalization exists, the values has obtain the places on individual, organized into a system that is internal, have attitude control.

Words that can be used: objective, wise, fair, firm in the establishment, confidence, personality.

c) Psychomotor Domain

1) *Imitate*

When shown to the learner an activity which can be observed (observable), then they will assess to make imitate that activity to the level of his muscles and guided by the words of encouragement to imitate.

Words that can be used: imitate, repetition, try to do, decided the heart, interest, passionate.

2) *Manipulate*

At this level students can display an activity as taught and also not only on as observed. She can differ between a set of activities with others, being able to choose activities that are treated and start to have skills in manipulate.

Words that can be used: follow the instructions, set the trial and error, repair actions.

3) *Precision*

This includes the ability of the student in appearance has to the higher level improvements in producing a particular activity.

Words that can be used: do on back, working on back, generate, control, conscientious.

4) *Articulation*

The primary here, the learners has been able to coordinate the spate of activity by assigning the sequence appropriately between different activities.

Words that can be used: do in a harmonious manner, do in a massage manner

5) *Naturalization*

The last level of psychomotor ability is when children have been able to do naturally in one activity or a number of events which sort. This

appearance has reach ability of the highest and performed with a minimum of energy expenditure.

Change one or third domains caused by learning process called the learning results. Learning result can be seen from there or not of changing third domain that experienced by students after undergoing learning process.

Every teaching and learning process, the success is measured by how far the learning results that achieves by students, as measured in terms of the process, it is mean how far the type of learning results of student.

Either poor learning result can be seen from the results of measurements in the form of evaluation, in addition to measuring the learning result, assessment also be addressed to the learning process, it is to know how far involvement level of students in the learning process. Better the learning process, then it should learning results that obtained the higher students in accordance with the purposes which have formulated earlier.

CHAPTER III

RESEARCH METHOD

On the third chapter will be discussed of research and development methods, the methods is as follow, 1) kind of research, 2) development model, 3) development procedure, 4) validity product, 5) kinds of data, 6) instrument to collecting data, 7) data analysis techniques, 8) trial test product, 9) kind of data, 10) instrument to collecting data, 11) techniques of data analysis.

A. Kind of Research

This research uses the kind of research and development. Research and Development (R&D) is a research method that used to produce a particular product, and test the effectiveness of these products.[70] This type of R&D here is the research of development that oriented products in the field of education. According to Nana Syaodih Sukmadinata in his book titled Educational Research Methods that research development (R&D) is a strategy or a pretty powerful research method in repairing practice.[71]

While according to Borg & Gall; Research development is a process which used to develop and validate product education.[72]

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[70] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Jakarta : Alfhabeta,2008), page 93

[71] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan,* (Bandung: PT Remaja Rosdakarya, 2007). page. 164

[72] Setyosari, Punadji, & Sihkabuden, *op.cit.* page.194

Thus the research development is one form of research related to the quality of education, both in terms of process as well as education result. This is in line with research that will aim to develop a product that made by researcher about quartet card game media devoted to Social Science subjects at the Madrasah Ibtidaiyah for 4th grade.

This product is expected to be a road that make serious effort to make connection the gap information between compliance and provision of learning materials suitable with the needs of students in Social Science learning at MI Sunan Ampel Sidoarjo. Therefore, one easy way by the researchers is through development-oriented product development of quartet card game media for learning social science in 4th grade at Elementary School which is focused on material the forms of historical relics in Indonesia.

B. Development Model

The Model is defined as a conceptual framework to be used as a reference in the conduct of activities, according to Briggs model is a set of sequential procedures for the realization of a process. According to the Punaji model of development there are two kind, that is procedural model and conceptual models. A conceptual model is a model that gives analytical or explain the components of the product to be developed and the linkages between its components.[73]

Whereas procedural model is the descriptive models that describe the flow or the procedural steps that must followed to produce a particular product. Usual

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[73]*Ibid,* page. 200

procedural models usually we encounter in learning system design model. Among them are the Model of Kaufman, Kemp, IDI,

According to the Punaji between the models is currently one of the system's design model that often used in research and development area. It is a systems approach model designed by Dick Carey.[74]

In this research development is using conceptual development model of dick and carey foilow instructional design ADDIE (analysis, design, development, implementation, and evaluation).Dick and carey model is one procedural model.

In that model consisted of ten steps, which includes the :

1. Analysis of need (determine program purposes or products to be developed),

2. Analysis of learning (includes skill, process, procedure, and duties learn to achieve the purpose of learning),

3. Analysis of learner and context (includes ability attitude, characteristic early of learner in background learning)

4. General purpose of learning,

5. Develop instrument,

6. Develop strategies of learning,

7. Develop and selecting a learning matter,

8. Design and evaluate formative,

9. Implement revision.

10. Summative evaluation.

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[74]*Ibid,* page. 201

Procedural steps in the research and development that are classified by Walter Dick and Lou Carey is similar to Nana Syaodih description about the procedure of research development implementation, that is the descriptive method, evaluati, and experimental.

Descriptive research method used in the initial research to gather data about the existing conditions. The conditions include: (1) the condition of the existing products as the comparison material or base materials for the product that will developed, (2) conditions of the users such as schools, teachers, students and other users, (3) the factor conditions of supporting and restricting the develop and use of products that will be generated, including the human element, and infrastructure management. Evaluative methods used to evaluate the process of trial test and each trial test there are evaluation. Experimental methods used to test the efficacy of the product produced.[75]

C. Development Procedure

Based on the model of system approach to learning design (Systems Approach Model for Designing Instruction), Walter Dick & Lou Carey as mentioned above, the development of procedures in research development follows the steps that instructed in the design model as follows:

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[75] Sukmadinata, Nana Syaodih. *Op.Cit*, page. 167

1. **Analysis of need (determine program purposes or products to be developed)**

On the first step undertaken is analyzing the students need to determine purpose. On these steps researchers observe the conditions in the classroom with the purpose to know what the quartet card game media that needed. At this stage in class performed observation in 4th grade at MI Sunan Ampel Sidoarjo and interview with the Mrs. Fida as social science teacher in 4th grade.

From the results of observation and interviews, obtained information that the social science teacher does not use varied learning media, due to the lack of learning media that owned by the school. The majority of social science teachers only implement the methods lectures, problem solving, and the activities that oriented to the students active in learning is nothing, so the learning atmosphere is less effective, efficient and attractive.

So did the social science manual book that carried by the students less interesting to read by students, so social science learning seem monotonous. Values that obtained at each meeting is still low and below the Criteria of Minimum Completeness.

Based on the results of observation and interview, established that the need for an interesting learning media such as quartet card for Social Science to increase reading interest and learning result of student.

To get the characteristics of Social Science Learning and qualification capabilities that expected and can be owned by students after following the Social Science lesson material the forms of historical relics in Indonesian at 4th grade

with game media, it needs to be examined in regulation of the National Education Minister No. 22 about standard of content which describes the standards of competence and Basic Competence at Elementary School.

In the elementary school curriculum, Social is one of the subjects that gave start from Elementary School until Senior High School. Social Science examines a set of events, facts, concepts, and generalizations with regard to social issues. On Elementary School subject, Social Science contains material of geography, history, sociology, and Economics.

Through the Social Science subjects, students can be directed to get citizens of a democratic Indonesia, responsibleand to be citizens who love peaceful. In the future the learners will face the challenges of a global society because society living is global and always subjected to change at any time. Because that, social science subjects designed to develop knowledge, understanding, and ability analysis of the society social conditions in entering the life of society dynamically.

Characteristic of social science in Elementary School is learn in life everyday that are directly observable and understood by the students and in organizing material that is performed starting from the nearest environment until the distant starting from the school society district, provinces, indonesia and the world environment.

The function of social science in elementary school is to develops rational attitudes about social indications, and information of the Indonesian society development and the world community in its past and in present-day while

purpose of social science in elementary school is to develop basic knowledge and skill for themselves in daily life, and capable to develop an understanding of Indonesian society development since the past to the present and so students having pride as a nation Indonesaia and love of country.

Social Science curriculum for elementary school explained that the Social Science Subjects in elementary school aims so that learners have the ability as follows:

1) Know the concepts relating to the life of the community and environment.

2) Have basic ability to think logically and critically, curiosity, inquiry, solve problems, and skills in the social life,

3) Have a commitment and awareness of social values and humanity, Have the ability to communicate, cooperate and compete in a pluralist society, at the local level, nationally, and globally.

2. Identify general purpose of Social Science learning for 4th grade in Elementary School

Based on National Education Minister Regulation no. 22 about standard contents obtained competency standard and base competence of social science at 4th grade as follows:

Table 3.1 Competence Standard and Base Competence of Social Science Subject
for 4th Grade in Elementary School

Competence Standard	Base Competence
1. Understanding history, natural appearance, and diversity nations in the regency / city and a province	1.1 Read maps the local environment (regent/ city, province) by using simple scale 1.2 Described natural appearance within the regency/ city and a province and its relation to social and cultural diversity. 1.3 Show the kind and spreads of natural resources and its use to economic activity in e local nvironment. 1.4 Appreciate diversity nations and local culture (regent /city, province). 1.5 Appreciate all historical relics in local environment (regent /city, province) and keep conservation. 1.6 Follow chivalry and patriotism figures in their environment.

3. Analysis an Indicator of Competency Standard and Base Competence

Based on standards competence and base competence in National Education Minister Regulation no. 22 year 2006 about content standard, identified draft competency standard and base competence that next developed indicators of learning result for social science in elementary school, 4th grade about the form of historical relics.

Table 3.2. Competence Standard, Base Competence and Indicators of Social
Science with Material the Form of Historical Relics

Competence Standard	Base Competence	Indicators
1. Understanding	1.5 Appreciate all	▪ Noted the historical relics of the local environment

Competence Standard	Base Competence	Indicators
history, natural appearance, and diversity nations in the regency / city and a province	historical relics in local environment (regent /city, province) and keep conservation	- Considering the historical relics in the local environment - To gather information about the origins of the name of a place from various sources - Group types and characteristics of historical relics in the local environment - Tell heritage that exists in the local environment - Explains how to maintain the preservation of the historical relics - Explains the benefits of preserving historical relics preservation

4. **Analysis of learning (includes skill, process, procedure, and duties learn to achieve the learning purpose)**

After identifying the learning purpose, the next stages is executed analysis to identified skills that must learned by the students to achieve the purpose learning.

Characteristic of learning in social science by applying fourth elements in the learning process, namely attitudes, process, products, and applications. Hence, applied learning with quartet card media that arranged by researchers to ease social science learning process that accompanied by social science teacher.

In the process of learning, students listen teacher about how the procedure using quartet card game for social science made by researchers. After that students apply fun game and interested to read the information about the forms of historical relics in Indonesian that stamped in quartet card and collect into one

piece having same. Students that can collect forms of historical relics that having the form same, entitled to receive star as reward. After game over, teacher evaluate students with give question either orally or written in order to identify achieving the purpose of learning.

5. **Analysis the learner and context (include the attitude ability, students characteristic of the early in the background of study)**

The next step is analyzing learner and the context which includes attitude ability, first characteristics of learner that learning background. In this respect, development experts psychology different the child development into four parts, and children aged 7-11 year in which is 4th grade categorized on the stage experimental concrete which is the beginning of the thinking in an irrational manner.

In the study of Social Science thinking rationally indispensable to review material that is both abstract and understand the process of learning with a fun game and make students actively in the learning process. Used to reduce verbalism in delivering social science material between teachers with students and apply the skills of fellow students in the social process of social science.

6. **Special Purpose of Learning**

The purpose of special learning is the formulation regarding ability or behavior expected be possessed by students after following a certain learning program. Ability or the attitudes must formulated specifically and operational so

as to be observed and measured. Thus, level the students achievement in behavior existing in the special learning purpose can be measured by test.

Writing special learning purposes used as a basis in developing a learning strategy and put together a learning test grating.

Based on the analysis results of competence standards and basic Ccompetence can be defined learning purposes of Social Science for 4th grade with the material the forms of historical relics in Indonesia are as follows:

Basic Competence:

Appreciate all historical relics in local environment (regent /city, province) and keep conservation

Learning Purposes from Basic Competence are students can:

- Noted the historical relics in the local environment,

- Collect information about the origins of the place name from various sources,

- Group kinds and characteristics of historical relics in the local environment,

- Tell heritage that exists in the local environment,

- Made a visit to the historical site,

- Explains how to maintain the preservation of the historical relics,

- Explains the benefits of preserving historical relics,

- sustainability reporting results of a visit to the historical places of local environment.

7. Develop Instruments

The next step that done is to develop an instrument as a measurement valid or not the product that is developed. In this case consists of two teacher education for Madrasah Ibtidaiyah Lecturer and a teacher of Social Science subjects at MI Sunan Ampel.

Based on the formula of learning general purpose, the researchers also use instruments test assessment as follows:

- Pretest form (Tests before material given to students) *(Appendixes I)*

- Posttest form (Tests after material given to students) *(Appendixes II)*

8. Develop Learning Strategy

This stage is an effort to organize, select, and develop general learning components and the procedures that will used for teach students so that students can learn easily suitable which their characteristics in achieving learning purposes that have been set.

The main component of the learning strategy on this research include activity before learning, namely the strategy to effort conditioning and mental preparedness when students will follow the lesson. Core activities, namely the strategy of material preparation from teachers to students to achieve learning purposes of social science. In the core activities using strategies that involve students actively in the learning process. The closing activities, namely activities augmentation and evaluation the material that was submitted.

In this step the researchers chose inquiry strategy misguided, where students find out and find themselves problems and answers that faced through a game media. However, in the process of learning is the teacher remains the guiding students in the learning process.

9. Develop and Choose Learning Material

Main steps of social science learning design is a step to develop and select the learning materials. for the product results in this development are the form of quartet card for 4th grade at elementary school with material the forms of historical relics in Indonesia.

Material the forms of historical relics in Indonesian consisting of writings, building, objects, artwork other, and customs. In any card there are pictures of the historical relics, information and sentence that explain. With explanation that is done in stages so students not bored and can understand them one by one in detail.

10. Design and Evaluate Formative

At this stage, the media are designed according to what is developed, namely in the form of quartet card with material historical relics in Indonesia. Card design adapted to the material and designed as attractive as possible so that students are motivated to learn and active in the learning activities.

After quartet cards designed, next must do evaluation formative, namely validator test. A validator test performed on the content expert, and design expert, with content expert is a lecturer in Teacher Education for Elementary School

Department, and the design expert is lecturer who competent in the field of design learning media. That test the validity is done to obtain data that used in order to revise learning media that has been produced.

11. Execute Revision

This step is the step to revise learning. All of the data from the results of formative evaluation are collected then analyzed to obtain improvements that aim to solve the difficulties faced by students in achieving the learning purposes and also to revise the learning that takes place actively and effectively.

Quartet card media already validated, then revised to fix quartet card when used for trial tests to the students. After quartet card tested to trial, performed the test again about the validity of quartet card game media. This Test is performed on two subjects. The first test is the teachers in the social science field and two students who became the subject of research in form of pretest and posttest.

12. Design Products and Evaluate Summative

After that, researchers produce quartet card game media that has been revised and implemented in the process of social science learning and see if quartet card game media in the learning able to increase reading interest and make the value of students better than ever.

Picture 3.1: Research and Development Procedures

Stage I
Do a preliminary study to determine the needs analysis

Stage II
Identify components of learning to be developed based on the results of the analysis that has been conducted based on steps dick and carey

Stage III
Collecting Proses of Quartet Card Game Media

Tahap IV
Doing Formative Evaluation and Revise the Product

First Stage Evaluation

Test from Content Expert, Design Expert, and Social Science Teacher

Data Analysis

First Revision

Second Stage Evaluation

Little Trial Test

Data Analysis

Second Revision

Product the Media

Third Stage Evaluation

Field Trial Test

D. Validity Product

1. Design of Validation

Design of validation used on the research development of the validation social science learning from lecturers and teachers as validator products. This includes validation of the content and design of the product. This validation is aiming to obtain data in the form of assessment and advice, so that the known valid or not of learning materials developed and then used as the basis for

performing revision. Indicators guidelines as a form of assessment content

validation and design are as follows:

Table 3.3 Questionnaire Orientation Indicators

No	Validator	Indicators	Instruments Number
1.	Content Expert	a. Content Validation b. Language c. Dish d. Sufficiency the contents e. Exactness the contents f. conspicuousness the contents	1,2,3,4,5,6 7,8,9,10,11 12,13,14,15 17,18,19,20,21 22,23,24 25,26
2.	Design Expert	a. Conspicuousness design b. Suitable with card design c. Conspicuousness combination of color d. Precision placement of the picture e. Consistency use of letters	1,6,9,10,11,14,17,18 2,15,16, 12, 4,6, 3,5,7,8,13,
3.	Social Science Teacher	a. Facilitate lesson b. Conformity learning media c. Clarity learning media d. Motivation students in learning e. Help convey matter f. Clarity about pretest and post test	1,2, 3,4,7,15 5,6,7,16 11,12 10,13,14 9

2. Subject Validation

Subject validation or validator quartet card game media consisting of two

lecturer of teachers education for madrasah ibtidaiyah department and a social

science teacher in MI Sunan Ampel Sidoarjo.

Criteria of each validator as follow:

a. Lecturer of content validation result of quartet card game media

- Competent lecturer in social science education at Madrasah Ibtidayah

- Have experience in teach courses Indonesian National History

- know social science in Elementary School curriculum.

b. Lecturer of design validation result of quartet card game media

- Lecturer that can teach the development of learning media.

- Lecturer that have experience in design learning media.

- Have experience to be design expert of learning media.

c. Social Science Teacher in Madrasah Ibtidaiyah

- As a teacher that has experience to teach social science at least for 10 years.

- Understand curriculum of social science in Elementary School.

3. Kinds of Data

The kind of data obtained from the validation result about quartet card media which has, there are two kinds. The first data in form of quantitative data obtained from the result of making score, the form is percentage to know the validation of media. Second data constitute data qualitative of validator reaction or suggestion.

4. Instrument to Collecting Data

The instruments that used to collect the data of this research is in the form of a questionnaire which consists of two parts. The first part is the quantitative data collection instruments, namely a likert scale with five question form an alternative answer, as follows:

1) Score 1, if imprecise totally, unsuitable, very indistinct, not very interesting, not very easy.

2) Score 2, if not appropriate, less suitable, less definitely, less interesting, less ease.

3) Score 3, if appropriate enough, suitable enough, clear enough, interesting enough, easy enough.

4) Score 4, if appropriate, suitable, clear, interesting, easy.

5) Score 5, if is exactly, very fit, so obvious, so exciting, very easy.

While the second part is instrumental collecting data qualitative with the form is sheets of charging advice and commentary validator.

5. Data Analysis Techniques

Data analysis techniques used for analyzing quantitative data of validation results with engineering calculation of average value. Calculation function to know the ranking of the final value for the item in question. The formula of calculation of average value as follows:

Information :

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

P   = Feasibility

$\sum x$ = The answer of option totally

$\sum xi$ = Total of the highest answer [76]

Table 3.4 Validation Criteria of Learning Media[77]

Percentage (%)	Validity Criteria
90 – 100	Very valid, does not need revision
75 – 89	Valid, does not need revision
65 – 74	Valid enough, does not need revision
55 – 64	Less Valid, need revision
0 – 54	Invalid, total revision

If the full validation score is at least 65, so media which developed can be utilized as a learning media in a school activity. [78] The results of data analysis are assessment, feedback from experts used as a basis for revising the products which developed.

E. Trial Test Product

1. Design of Trial Test

In education field, design products as a new teaching method can directly tested, after been validated and revision. Trial test early done by simulation use a

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[76] Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi).* (Jakarta: Bumi Aksara, 1999) page.112

[77]Sugiyono. *Metode Penelitian Pendidikan Kuatitatif, Kualitatif dan R & D. (*Bandung: CV. Alfabeta, 2009), page. 135

[78]*Ibid*

teaching method. After simulated, then can be tested in the limited group. Testing performed with purpose to get information is a new teaching method more effective and efficient compared with old teaching method or the other.[79]

For the testing done by the research design of experimental with control group (pretest-postes control group design).[80]

Table3.5 Research Design of Experimental with Control Class

Group	Pre-test	Treatment	Post Test
Experiment	O_1	X_1	O_2
Control	O_3	X_2	O_4

Information :

X_1 = learning use quartet card game media

X2 = learning use the book and teacher explanation who has been there before.

O1 = first value of experiment group using use quartet card game media

O3 = first value of control group using the book and the teacher explanation who had been there before.

O2 = Achievement experiment group after using quartet card game media

O4 = Achievement control group after using books and teacher explanation who had been there before.

[79]*Ibid.*
[80]*Ibid.*

2. **Trial Test Subject**

Trial test subjects in this study will be held on 4th grade that given with the material the forms of historical relics in Indonesian so they know where are not intelligible.

3. **Kind of Data**

Data received in this research is in the form of quantitative data obtained from result observations of researchers when observe the increase of reading interest, and results of test in learning of students after using quartet card media as the development result. The test results in the form of pretest scores, obtained at the moment that hasn't given treatment with the learning media of quartet card and posttest scores, obtained from the value results of students after given treatment with learning media se quartet cards, as well as an assessment of trial test subjects to product, namely in the form of scores in the assessment of questionnaire.

4. **Instrument Collecting Data**

To get the data is totally reflected the state of respondent in this development, needs instruments collecting data. This Development research using the instruments:

a. Observation

The first part is instrumental collecting quantitative data namely form of guidelines observation to know a rate of increase students reading interest in learning process that written below with 4 alternative answers.

Information :

4 : Very Good   2 : Enough

3 : Good   1 : Less

Table 3.6 Indicators of Manual Observation

No	Variabel	Sub Variabel	Indicators	Descriptors	Value 1 2 3 4
1.	Reading Interest	Reading Intensity	a. Reading habit b. Opportunities to read	a. Accustom time existing to read. b. Use the opportunities that exist for reading.	
		Happy Feeling	a. Happy b. Interested	a. Glad to read the recitations in quartet card media. b. Interested read the recitations in quartet card media	
		Reading Motiva-tion	a. Add knowledge b. Motivation	a. Read in order to find information. b. Giving priority to read from another job.	
		Focusing Attention	a. Attention when reading b. Attitude when reading	a. The attention given when reading b. Attitude given when reading	
		Using Time	Giving priority to read	Giving priority to read from another job.	
		Emotion when reading	Understand the meaning in reading	Understand the meaning contained in the readings	

b. Questionnaire

Questionnaire which made contains question list that used to obtain information or responses from and students. That questionnaire content form of questions that relate with contents components or the development of quartet card game media.

Table 3.7. Indicators of Manual Questionnaire

No	Variabel	Indicators	Instrument Number
1	Quartet Card Game Media	b. Design of quartet card.	1, 2, 3, 6
		c. Rules of quartet card game.	4
		d. Summaries of material in quartet card.	5
		e. Understanding the material in quartet card.	7, 8, 9
		f. Excited and motivated to use quartet card in learning.	10, 11, 12, 13

The measurement scale that used in the questionnaire is the Likert scale with gradations from very positive to very negative with techniques score as follows:

a. Very good given score 5

b. Good given score 4

c. Enough good given score 3

d. Less good given score 2

e. Is not very good given score

Then the answers score of students summed up to determine the magnitude of the student responses. Student responses score range is determined by the following formula :

$$\text{Range} = \frac{\text{Maximal Score} - \text{Minimum Score}}{\text{Criteria Total}}$$

c. Test

Result study measured by formative test form of pretest with about

material has taught namely the form of historical relics and post test with material

would be taught during treatment with latticework as follows:

Table 3.8 Question Lattices of Learning Result

Competence Standard	Basic Competence	Question Indicators	Questions Number
Understanding history, natural appearance, and diversity nations in the regency / city and a province	Appreciate all historical relics in local environment (regent /city, province) and keep conservation	▪ Noted the historical relics of the local environment. ▪ Considering the historical relics in the local environment. ▪ To gather information about the origins of the name of a place from various sources. ▪ Group types and characteristics of historical relics in the local environment. ▪ Tell heritage that exists in the local environment. ▪ Explains how to maintain the preservation of the historical relics. ▪ Explains the benefits of preserving historical relics preservation.	1, 6, 12, 19 2, 4, 8, 11, 15, 17 3, 7, 10, 14, 16 5, 9, 13, 18, 20

About pretest and post test served in the form of multiple choice with four

options answer. Scale of measurement used in this instrument is guttman scale

that will got an answer confirmative; namely "right and wrong" with engineering

score to right answer given scores 1 (one) and to wrong answers given scores of 0 (zero).[81] While the value of score per item reserved is determined by the formula:

$$Score\ Value\ Per\ Item = \frac{Minimum\ Score}{Sum\ of\ Question}$$

So obtained that score per item reserved = 5

The assessment criteria of learning result (pretest/posttest) the student is determined by the following formula :

$$Value = \frac{Sum\ of\ True\ Score}{20} 100$$

Maximal Values = 100

Minimum Values = 0

Range determined base on value in minimum completeness criteria on the science social subjects set by MI Sunan Ampel Siduarjo is 71 so:

Value of pretest/posttest < 71 = not complete

Value of pretest/posttest ≥ 71 = complete

5. **Techniques of Data Analysis**

A technique that is used to cultivate data of product the trial test result is descriptive analysis and analysis of contents. Both this technique used in accordance with the characteristics of the data collected from the process of collecting the data needed as straggling above.

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[81] Sugiyono. *Metode Penelitian Pendidikan.* (Bandung : Alfabeta, 2010), page. 139

1. Data of learning result value from second-class control and experiment will analyzed through t-test samples pairs with the help computer program of SPSS 16.

2. Data of ability early (pretest) and data of ability the end of (posttest) analyzed by using t-test correlated (related). To know significance the difference between a control class (class that is not using quartet card game media) with the experiments class (class using quartet card game media). The formula of t-test with standard significance 0.05 as follows:

$$t = \frac{\chi 1 - \chi 2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2} - 2r\left(\frac{s1}{\sqrt{n1}}\right)\left(\frac{s2}{\sqrt{n2}}\right)}}$$

Information[82]:

X_1 = Average of first sample (Experiment Class)

X_2 = Average of second sample (Control Class)

s_1 = Deviation standart of first sample

s_2 = Deviation standart of second sample

$S_1{}^2$ = Variants of first sample

$S_2{}^2$ = Variants of second sample

R = Value correlation between χ_1 and χ_2 data

n = Sum of sample

t = t value of being counted

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[82]*Ibid*

The result analysis of data about learning informationin social science that was done on student in 4th grade at MI Sunan Ampel Sidoarjo used as the basis for developing quartet card game media. While the results of data analysis are assessment, responses from experts used as material for revising the development product.

CHAPTER IV

DEVELOPMENT RESULT

In this chapter will explain data which to be the result development of quartet card game media with the materials the forms of historical relics in Indonesia that follows: 1) description development results of quartet card game media, 2) validation development product of quartet card game media about social science with material the forms of historical relics in Indonesia for 4th grade, 3) presentation of pre-test and post-test data, and 4) t-test analysis.

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A. Description Development Results of Quartet Card Game Media

The results of this research is the development of learning media of quartet card game about social science with the material the forms of historical relics in Indonesia for 4th grade in elementary school that equipped with album book when using the media. This learning media consists of quartet card packaging, guide book, a collection of quartet cards that consist of 3 themes and 15 sub-themes, star points, and the album book about the forms of historical relics in Indonesia.

Each part will be described as follows:

1. Quartet Card Packaging

This time, the form of quartet card packaging is cube with a length of 40 cm, width 32 cm and height 6 cm, the top covered with a light blue of flannel cloth with a big sign "Kartu Kwartet" and small card ornaments surrounding it.

The lower part is also wrapped in a dark blue flannel. The inside of the packaging, there are 6 small cubes for the class in which each group gets one cube that contains 60 quartet cards to play together.

At the top of the small cube wrapped in light pink flannel with each cube is labeled with the number indicating the group number. The lower part wrapped in a old pink flannel.

Picture 4.1. *Quartet Card Packaging*

2. Guide Book

Guide book is a manual book tjat used by the teacher to use the quartet card game media about the forms of historical relics. The book with the size 10cm x 14cm is made from Art Paper 120 with various color patern that interesting on every page and spiral bound.

Generally, in this book there is explanation of quartet card, learning objectives which includes standard of competence, basic competence and indicators, procedures and instructions for using quartet card game media about the forms of historical relics.

Picture 4.2 *Guide Book of Quartet Card Game Media*

3. Forms of Quartet Card about Historical Relics

Quartet card is a card game that can be played by 2-4 people. Quartet card consists of 4 components, namely: themes, sub-themes, one sentence with the core image which *descriptors* underneath, and 3 smaller images. The fourth image refers to the first sub-theme. This quartet card developed a length of 11.3 cm and 8.8 cm, has one color for each sub-theme, and there are 60 cards consisting of 3 themes and 15 sub-themes.

Picture 4.3. *Quartet Card of Social Science Component*

That third theme includes the forms of historical writing like writings, buildings, and objects. In the writing theme, has three sub-themes, namely inscriptions, kitabs, and ancient manuscripts. On the building theme, have nine sub-themes, namely temples, forts, museums, monuments, buildings, palaces, sites, cemeteries, and places of worship. On the objects theme, has 3 sub-themes, namely rock, sculpture, and weapons.

In detail, each part in this quartet cards will be described as follows:

a. Inscription

Quartet cards of inscription subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small picture with the inscription subthemes underneath. Here are the details:

Table 4.1 Pictures at the Inscription Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Prasasti	Kedukan Bukit, Ciaruteun, Yupa
2	Prasasti Ciaruteun	Kedukan Bukit, Prasasti, Yupa
3	Prasasti Yupa	Kedukan Bukit, Prasasti, Ciaruteun
4	Prasasti Kedukan Bukit	Yupa, Prasasti, Prasasti,

Picture 4.4 *Inscriptions Quartet Card*

b. Kitab

      Quartet cards of kitab subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small picture with the kitab subthemes underneath. Here are the details:

Table 4.2 Pictures at the Kitab Quartet Card

Card No.	Large Picture	3 Small Picture
1	Kitab	Sutasoma, Bharatayuda, Negarakertagama
2	Kitab Sutasoma	Kitab, Bharatayuda, Negarakertagama
3	Kitab Bharatayuda	Kitab, Sutasoma, Negarakertagama
4	Kitab Negarakertagama	Kitab, Bharatayuda, Sutasoma

Picture 4.5 *Kitabs Quartet Card*

c. Ancient Manuscripts

      Quartet cards of ancient manuscripts subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small picture with the ancient manuscripts subthemes underneath. Here are the details:

Table 4.3. Pictures at Ancient Manuscripts Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Naskah Kuno	Proklamasi, Supersemar, Perjanjian Giyanti
2	Naskah Proklamasi	Naskah kuno, Supersemar, Perjanjian Giyanti
3	Naskah Supersemar	Naskah kuno, Proklamasi, Perjanjian Giyanti
4	Naskah Perjanjian Giyanti	Naskah kuno, Supersemar, Proklamasi

Picture 4.6 *Ancient Manuscripts Quartet Card*

d. Temple

Quartet cards of temple subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small picture with the temple subthemes underneath. Here are the details:

Table 4.4 Pictures at Temple Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Candi	Borobudur, Prambanan, Kalasan
2	Candi Borobudur	Candi, Prambanan, Kalasan
3	Candi Prambanan	Candi, Borobudur, Kalasan
4	Candi Kalasan	Candi, Borobudur, Prambanan

Picture 4.7 *Temples Quartet Card*

e. Fort

Quartet cards of fort subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small picture with the fort subthemes underneath. Here are the details:

Table 4.5 Pictures at the Fort Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Benteng	Marlborough, Duurstede, Vredeburg
2	Benteng Marlborough	Benteng, Duurstede, Vredeburg
3	Benteng Duurstede	Benteng, Marlborough, Vredeburg
4	Benteng Vredeburg	Benteng, Marlborough, Duurstede,

Picture 4.8 *Forts Quartet Card*

f. Museum

Quartet cards of museum subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small pictures with the museum subthemes underneath. Here are the details:

Table 4.6 Pictures at the Museum Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Museum	Nasional, Geologi, Purbakala
2	Museum Nasional	Museum, Geologi, Purbakala
3	Museum Geologi	Museum, Nasional, Purbakala
4	Museum Purbakala	Museum, Nasional, Geologi,

Picture 4.9 *Museums Quartet Card*

g. Monument

Quartet cards of monument subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small picture with the monument subthemes underneath. Here are the details:

Table 4.7 Pictures at the Monument Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Monumen/tugu	Nasional, Proklamator, Palagan
2	Monumen Nasional	Monumen, Proklamator, Palagan
3	Tugu Proklamator	Monumen, Nasional, Palagan
4	Monumen Palagan	Monumen, Nasional, Proklamator

Picture 4.10 *Monuments Quartet Card*

h. Building

Quartet cards of buliding subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small pictures with the buliding subthemes underneath. Here are the details:

Table 4.8 Picture at the Building Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Gedung	Stovia, Sumpah Pemuda, Proklamasi
2	Gedung Stovia	Gedung, Sumpah Pemuda, Proklamasi
3	Gedung Sumpah Pemuda	Gedung, Stovia, Proklamasi
4	Gedung Proklamasi	Gedung, Stovia, Sumpah Pemuda, Proklamasi

Picture 4.11 *Building Quartet Card*

i. Palace

Quartet cards of palace subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small pictures with the palace subthemes underneath. Here are the details:

Tabel 4.9 Pictures at the Palace Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Istana	Bogor, Negara, Yogyakarta
2	Istana Bogor	Istana, Negara, Yogyakarta
3	Istana Negara	Bogor, Istana, Yogyakarta
4	Keraton Yogyakarta	Bogor, Negara, Istana

Picture 4.12 *Palaces Quartet Card*

j. Sites

Quartet cards of sites subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small pictures with the sites subthemes underneath. Here are the details:

Table 4.10 Pictures at Sites Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Situs	Muara Jambi, Gilimanuk, Trowulan
2	Situs Muara Jambi	Situs, Gilimanuk, Trowulan
3	Situs Gilimanuk	Situs, Muara Jambi, Trowulan
4	Situs Trowulan	Situs, Muara Jambi, Gilimanuk

Picture 4.13 *Situs Quartet Card*

k. Cemetery

Quartet cards of cemetery subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small pictures with the cemetery subthemes underneath. Here are the details:

Tabel 4.11 Picture at Cemetery Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Makam	Diponegoro, Bung Karno, Raja-raja Yogyakarta
2	Makam Diponegoro	Makam, Bung Karno, Raja-raja Yogyakarta
3	Makam Bung Karno	Makam, Diponegoro, Raja-raja Yogyakarta
4	Makam Raja-raja Yogyakarta	Makam, Diponegoro, Bung Karno

Picture 4.14 *Cemeteries Quartet Card*

l. Worship Place

Quartet cards of worship place subtheme are consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small pictures with the worship place subthemes underneath. Here are the details:

Table 4.12 Picture at Worship Places Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Tempat Ibadat	Masjid Demak, Gereja Katredal, Pura Besakih
2	Masjid Demak	Tempat Ibadat, Gereja Katredal, Pura Besakih
3	Gereja Katredal	Tempat Ibadat, Masjid Demak, Pura Besakih
4	Pura Besakih	Tempat Ibadat, Masjid Demak, Gereja Katredal

Picture 4.15 *Worship Places Quartet Card*

m. Rock

Quartet cards of rock subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small pictures with the rock subthemes underneath. Here are the details:

Table 4.13 Picture at the Rocks Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Batu	Naga, Gilang, Sumanti
2	Batu Naga	Batu, Gilang, Sumanti
3	Batu Gilang	Batu, Naga, Sumanti
4	Batu Sumanti	Batu, Naga, Gilang

Picture 4.16 *Rocks Quartet Card*

n. Sculpture

Quartet cards of sculpture subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small pictures with the sculpture subthemes underneath. Here are the details:

Table 4.14 Picture at the Sculpture Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Patung	Kendedes, Raden Wijaya, Dewa Syiwa
2	Patung Kendedes	Patung, Raden Wijaya, Dewa Syiwa
3	Patung Raden Wijaya	Patung, Kendedes, Dewa Syiwa
4	Patung Dewa Syiwa	Patung, Kendedes, Raden Wijaya

Picture 4.17 *Sculptures Quartet Card*

o. Weapon

Quartet cards of weapon subtheme consists of 4 cards, each card contained one large picture with descriptive sentences and 3 small pictures with the weapon subthemes underneath. Here are the details:

Table 4.15 Picture at the Weapon Quartet Card

Card No.	Large Picture	3 Small Pictures
1	Senjata	Keris Mpu Gandring, Kujang, Bambu Runcing
2	Keris Mpu Gandring	Senjata, Kujang, Bambu Runcing
3	Kujang	Senjata, Keris Mpu Gandring, Bambu Runcing
4	Bambu Runcing	Senjata, Keris Mpu Gandring, Kujang

Picture 4.18 *Weapons Quartet Card*

4. Star Point

Star point is a number of thick paper with different pattern of color, which the function as a apreciation to the players who success to collect cards which same subtheme (quartet) and can explain to his friends in group about the content of the quartet card who recently collected, so that students can be motivated to collect 4 cards which same subtheme and explain to the group about the content of quartet card that has been obtained.

Using star point at this game at the end of the game after the student can explain and understand to the group about the content of cards that quartet. Students who got the highest star points, the teacher can give rewards to that students with the teacher authority, may be additional value or form of gift that can make students more motivated to learn.

Picture 4.19 *Star Point*

5. Album Book of the Forms of Historical Relics

Album book of the forms of historical relics is game tools that have rectangular shaped form, the content about pictures of the historical relics forms in Indonesia accompanied with an explanatory paragraph that is more complete than the explanatory sentence on a quartet card.

Album book about the forms of historical relics serves as a student place to see more information about the content of the quartet card as addition to the model of student's knowledge capital when will explain to the group so that there are more complete explanation of these students.

This album book about the forms of historical relics should only read by the students when 4 cards with the same sub-themes have collected completed and before explaining to the group. Duration when read and understand it is 3 minutes then album book is closed and began to explain without seeing the album book again. All students in the group should read again the book album if want to see more pictures about the form of heritage relics that is larger and more complete explanation after all the cards have been quartet.

Picture 4.20 *Album Book*

B. Validation Development Product of Quartet Card Game Media for Social Science at 4th Grade with the Material about the Form of Historical Relics

Validation of the quartet card media that performed by experts validator is held on November, 8 2013 until November, 29 2013. Assessment data media product development is done in 4 stages.

The first stage is obtained from the assessment results of the development product of quartet card media performed by one lecturer Indonesian National Historical as an expert of social science material.

The second stage is obtained from the assessment results of the development product of quartet card media performed by one lecturer in Department of Education Elementary School Teacher that have experience as an expert of design media,

The third stage is obtained from the assessment results of the development product of quartet card media which made by one teachers of social science for 4th grade at Elementary School as a learning expert.

And the fourth is obtained from the validation results of the product development of quartet card game media for social science that performed on a small group trials represented 6 respondents and field trials is represented by a class of 4th B grade at MI Sunan Ampel as respondents. The identity of the expert validation subject and field trials more complete can be seen in appendix 3, 6, and 7.

1. Expert Validation Results

The data obtained is quantitative data and qualitative data. Quantitative data derived from assessment questionnaire with *Likert* scale, while the qualitative data in the form of additional assessment or advice from the validator. Result data from validation test are analyzed by the average score on the evaluator's assessment of each assessment item. The expert validation questionnaire, scoring criteria are the following values:

Table 4.16 Expert Validation Questionnaire scoring criteria

Percentage (%)	Validity Criteria
90 – 100	Very valid, does not need revision
75 – 89	Valid, does not need revision
65 – 74	Valid enough, does not need revision
55 – 64	Less Valid, need revision
0 – 54	Invalid, total revision

a. **Content Expert Validation of Social Science**

Development product is left to the content expert of social science that is a form of learning media. Descriptive exposure of the result validation from content expert of social science to the development product of quartet card game media for social science at 4th grade with the material forms of historical relics is submitted through questionnaire method with a questionnaire instrument can be seen in Table 4.17.

1) Quantitative Data

Feedback / assessment result form the test of social science content expert at elementary school to the quartet card game media of social science is as follows:

Table 4.17. Result Validation of content expert

No	Components	Scala Conversion	Score ($\sum x$)	$\sum x_i$
	CONTENT FEASIBILITY			
1	Suitability with competence standar and basic competence Indicator	Very valid	5	5
2	Suitability with student needs	Very valid	5	5
3	Suitability with the requirements of teaching materials	Very valid	5	5
4	Truth of material subtances	Valid	4	5
5	Benefits for additional insight knowledge	Very valid	5	5
6	Suitability with the values, morality, social	Very valid	5	5
	LINGUISTIC			
7	Easy to read	Very valid	5	5
8	Information clarity	Very valid	5	5
9	Suitablility with Indonesian rule	Very valid	5	5
10	Using language effectively and efficiently	Valid	4	5
11	The language used is easy to understand	Very valid	5	5

	DISH			
12	Clarity of purpose	Very valid	5	5
13	Sequence of presentation	Very valid	5	5
14	Interactivity (stimulus and response)	Valid	4	5
15	completeness of information	Very valid	5	5
	ADEQUACY OF CONTENT			
17	Media can facilitate students to reach competency standards, basic competence and indicators that desired.	Very valid	5	5
18	Description of material with an appropriate image and facilitate students to understand the message delivered	Very valid	5	5
19	The media has been prepared suitable with the level of students' reading ability	Very valid	5	5
20	The media create conducive conditions to learning	Very valid	5	5
21	Choice of words and context are appropriate to the level of student ability	Valid	4	5
	ACCURACY OF CONTENTS			
22	The media has been prepared suitable with the level of student ability	Very valid	5	5
23	The media create conducive conditions to learning	Very valid	5	5
24	The selection of the word, the context suitable with the level of student ability	Valid	4	5
	ATTRACTIVENESS OF CONTENT			
25	The contents of the media can attract students attention and interest to learn the subject matter	Very valid	5	5
26	Content of media is attractive and advanced	Valid	4	5

Information:

$\sum x$: answer scores by validator, she is Mrs. Aniek Rahmaniah, M.Pd

as a content expert of social studies.

$\sum x_i$: Highest answer scores.

P : percentage level of validity

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

Table 4.18 Frequency Distribution of Rate Validity from Content Expert about
Quartet Card Media

Rate Validity	f	%
Very Valid	20	76,9 %
Valid	6	23,1 %

Table 4.17, and 4.18, shows the data of validation results from content expert of the development product about quartet card game media for social science with material the forms of historical relics in Indonesia at 4th grade in Elementary School is 76.9% stated a very valid on items 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23, and 25, 23.1% stated a valid, on items 4, 10, 14, 21, 24, and 26.

2) Qualitative Data

The qualitative data collected from the input, suggestions and comments of Social Sciences content expert in an open statement regarding the quartet card media, presented in Table 4.19 as follows:

Table 4.19 Critical and Suggestion from Content Expert about Quartet Card
Media

Subject name of test expert	Critical and Suggestion
Aniek Rachmaniah, S.Sos, M.Si	1. Heritage forms are made for kids learning media at Elementary School only historical relics, not prehistory. 2. Subtheme card of mosque is changed the worship place. 3. For cards that fossils subtheme and artifacts removed because it includes prehistoric relics 4. Better yet added album book that containing more complete material about the forms of historical relics with larger images.

	5. Added card on the form of historical relics such as stone, weapons, and books.

According to the critical and suggestions table above, it appears that there are some things that should be improved, for example, fossil and artifact cards removed because it is a prehistorical relics. Card of mosque subtheme changed into a worship place so that initially contains various relics of mosque changed not only mosques but also churches, temples and mosques themselves.

More perfect if there is a album book that containing material forms of historical relics more complete with large pictures. Furthermore added card subtheme about rocks, weapons, and kitab so that the card originally had 12 subthemes increased to be 15 subthemes.

3) Data Analysis

The following steps are performed after the data which obtained is work to analyze the data. Data analysis performed began from the data about quartet card media from validity results of the expert content.

Based on the assessment results of an contents expert of the social science quartet card media, as listed in Table 4.17, It can be calculated the percentage of achievement level of quartet card media as follow:

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

$$= \frac{124}{130} \times 100$$

$$= 95,38\%$$
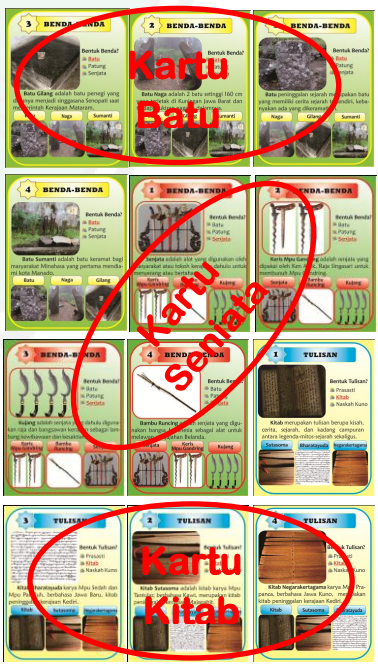
After converted to the validity table, the percentage of 95.38% achievement rate is very valid qualification so that instructional media is not need revision.

Comments and suggestions from the content expert of social studies be considered to make perfect the media products of social science learning with the material the forms of historical relics in Indonesia.

4) Product Revision

Based on the analysis that performed, the revisions of the quartet card media are as follows:

Table 4.20 Revision Quartet Card Media Based on Validation from Expert Content

No	Point that revised	Before Revised	After Revised
1	Card only contain the forms of historical relics not prehistoric so the card about prehistory relics with artifacts and fossils subtheme is removed, added historical relics card about stones, weapons, and kitabs subtheme.		

2.	Card of mosques subtheme are changed to worship place.	**Kartu Masjid**	**Kartu Tempat Ibadat**
3.	Completed album book that contains more complete material about the historical relics with larger picture.	**Nothing Album Book**	**Bentuk-bentuk Peninggalan Sejarah di Indonesia** BUKU ALBUM IPS

All data from the review result, assessment and discussions with experts of Social Sciences material used as a basis for revising in order to perfecting the component in quartet card game media for the learning of social science subjects before tested on learners.

b. Validation of Design Expert about Quartet Card Game Media

Development product is left to the design expert of social science that is a form of learning media complete with cover and album book about historical relics. Descriptive exposure of the result validation from design expert of social science to the development product of quartet card game media for social science at 4th grade with the material forms of historical relics

is submitted through questionnaire method with a questionnaire instrument can be seen in Table 4.21.

1) Quantitative Data

Feedback / assessment result form the test of social science expert design at elementary school to the quartet card game media of social science is as follows:

Table 4.21 Result Validation of Design Expert

No	Components	Scala Conversion	Score ($\sum x$)	$\sum x_i$
1	Attractiveness of the packaging cover design on the quartet card media.	Valid	4	5
2	Suitability image on the cover packaging, album and manual book.	Valid	4	5
3	Suitability of word kind usage that used in the cards, album books, and manual book.	Valid	4	5
4	The accuracy of typing layout.	Valid	4	5
5	Consistent use of spaces, title, and typing material.	Valid	4	5
6	The accuracy of the image placement on each card.	Very Valid	5	5
7	The suitability of use variant type, size, and shape of the letters on the cards and album book.	Valid	4	5
8	The suitability of use variant type, size, and shape of the letters on the usage instruction.	Very Valid	5	5
9	Attractiveness design of usage instructions.	Valid	4	5
10	Attractiveness design of quartet card.	Valid	4	5
11	Attractiveness design of book albums.	Valid	4	5
12	Attractiveness combination of colors that used in designing quartet card media.	Valid	4	5
13	The suitability of letter type accompanied by a picture and makes it easy for students to understand the message conveyed.	Very Valid	5	5

14	Attractiveness design as a whole can increase student interest to read.	Valid	4	5
15	The accuracy of the election box size of quartet card game media with characteristics of students.	Valid	4	5
16	The accuracy of the election box material of quartet card game media with characteristics of students.	Valid	4	5
17	Cover design is suitable with material contents.	Very Valid	5	5
18	Attractiveness media to used again in learning.	Very Valid		

Information:

$\sum x$: answer scores by validator, he is Dr. M. Walid, M.Ag as a design

         expert of learning media.

$\sum x_i$: Highest answer scores.

P   : percentage level of validity

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

Table 4.22 Frequency Distribution of Rate Validity from Design Expert about Quartet Card Media

Rate Validity	F	%
Very Valid	5	27,8 %
Valid	13	72,2 %

Table 4.21 and 4.22 shows the data of validation results from design expert of the development product about quartet card game media for social science with material the forms of historical relics in Indonesia at 4th grade in Elementary School is 27,8 % stated a very valid on items 6, 8, 13, 17, and 18, 72,2% stated a valid on items 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 14, 15, and 16.

2) Qualitative Data

The qualitative data collected from the input, suggestions and comments of Social Sciences expert design in an open statement regarding the quartet card media, presented in Table 4.23. as follows:

Table 4.23 Critical and Suggestion from Design Expert about Quartet Card Media

Subject name of test expert	Critical and Suggestion
Dr. M. Walid, M.Ag	1. The shape of the card is refined again in the ends with a semicircular shape so as not to harm the students. 2. The model letter on the card is modified with Candara and Maiandra GD letter. 3. The picture on the cards, more magnified again and the space in explanatory sentence scaled down in order to maximize the image to be enlarged. 4. Album book size is magnified all both in the form of writings, drawings, and cover. The font of the letters in the album book which originally using Times New Roman replaced Maiandra GD to make it look more attractive. Color of cover sought a brighter. 5. Album book for teachers should be sticky, not bound spiral because its form to make it more formal.

According to the critical and suggestions table above, it appears that there are some things that should be improved, for example the form of cards which originally quadrangle with the ends taper; to refined again in the end with full half-circle because if keep having end that looed taper; can harm to students as quartet card user.

About model letters at cards that originally calibri, converted using letters candara and maiandra GD to more interesting students. For cards, drawing on more enlarged again and space of sentences explanatory scaled down to maximize to be enlarged image. On the album books, the size of all enlarged either in form of writings, a picture, cover as a whole. The font letters on the album books that before in originally using times new roman replaced maiandra GD to look more attractive. Album book for teachers should be sticky, not bound spiral because its form to make it more formal.

3) Data Analysis

The following steps are performed after the data which obtained is work to analyze the data. Data analysis performed began from the data about quartet card media from validity results of the design expert.

Based on the assessment results of an design expert of the social science quartet card media, as listed in table 4.21., It can be calculated the percentage of achievement level of quartet card media as follow:

$$P = \frac{\sum x}{\sum x_i} \text{ x } 100$$

$$= \frac{77}{90} \text{ x } 100$$

$$= 85{,}56\%$$

After converted to the validity table, the percentage of 85,56% achievement rate is valid qualification so that instructional media is not need revision.

Comments and suggestions from the design expert of social studies become considered to make perfect the media products of social science learning with the material the forms of historical relics in Indonesia.

4) Product Revision

Based on the analysis conducted, the revision of the quartet card mesia as follows:

Table 4.24 Revision of Quartet Card Media Base on Design Expert Validation

No	Point that Revised	Before Revised	After Revised
1	The shape of the card is refined again in the ends with a semicircular shape so as not to harm the students.		
2.	The model letter on the card is modified with Candara and Maiandra GD letter. The picture on the cards, more magnified again and the space in explanatory sentence scaled down in order to maximize the image to be enlarged.		

3.	Album book size is magnified all both in the form of writings, drawings, and cover. The font of the letters in the album book which originally using Times New Roman replaced Maiandra GD to make it look more attractive. Color of cover sought a brighter.		
4.	Album book for teachers should be sticky, not bound spiral because its form to make it more formal.		

All data from the review result, assessment and discussions with design experts of Social Sciences material used as a basis for revising in order to perfecting the component in quartet card game media for the learning of social science subjects before tested on learners.

c. **Validation of Social Science Teacher**

Development product is left to the teacher of social science that is a form of learning media that complete with cover and album book about historical relics. Descriptive exposure of the result validation from teacher of social science to the development product of quartet card game media for social science at 4th grade with the material forms of historical relics is

submitted through questionnaire method with a questionnaire instrument can be seen in table 4.25.

1) Quantitative Data

Feedback/assessment result test form of social science teacher at elementary school to the quartet card game media of social science is as follows:

Tabel 4.25 Validation Result of Social Science Teacher

No	Components	Scala Conversion	Score ($\sum x$)	$\sum x_i$
1	Is this learning media facilitate teacher to teach in social sciences subjects?	Very Valid	5	5
2	Is this learning media can make student active in learning?	Very Valid	5	5
3	How is the suitability of quartet card as learning media with competence standard of social science for 4th grade at Elementary School?	Very Valid	5	5
4	How is the suitability of quartet card as learning media with basic competence of social science for 4th grade at Elementary School?	Very Valid	5	5
5	Is the size and type of letters that used in learning media easy to read and understood?	Very Valid	5	5
6	How is the clarity of regulations in learning result of quartet card for social science?	Very Valid	5	5
7	How is clarify of material in quartet card	Very Valid	5	5

			$\sum x$	$\sum x_i$
	media for social science?			
8	How is the rate of suitability between pictures and materials in learning media of quartet card for social science?	Very Valid	5	5
9	How is clarify question of pretest and post test in learning media of quartet card for social science?	Very Valid	5	5
10	Are the questions in in learning media of quartet card for social science can help to increase student understand to the material?	Very Valid	5	5
11	Is with use this learning media, students can motivated to follow social science learning?	Very Valid	5	5
12	Is the quartet card media for social science very play role in social science learning?	Very Valid	5	5
13	Is the quartet card media for social science can help you to convey the material?	Very Valid	5	5
14	Is the quartet card media for social science can understood material description?	Very Valid	5	5
15	Is the quartet card media for social science already fulfill the criteria as learning media?	Valid	4	5
16	Is the quartet card media for social science easy to use (base on size and clarify)?	Very Valid	5	5

Information:

$\sum x$: answer scores by validator, she is Mrs. Mufidah, S.Pd as a teacher of social studies.

$\sum x_i$: Highest answer scores.

P : percentage level of validity

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

Tabel 4.26 Frequency Distribution of Rate Validity from Social Science Teacher
Expert about Quartet Card Media

Rate Validity	f	%
Very Valid	15	93,8 %
Valid	1	6,2 %

Table 4.25 and 4.26 shows the data of validation results from

social science teacher of the development product about quartet card game

media for social science with material the forms of historical relics in

Indonesia at 4th grade in Elementary School is 93,8% stated a very valid

on items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, and 25, 6,2 % stated

a valid on items 15.

2) Qualitative Data

The qualitative data collected from the input, suggestions and

comments of Social Sciences teacher in an open statement regarding the

quartet card media, presented in Table 4.27. as follows:

Table 4.27 Critical and Suggestion from Social Science Teacher about
Quartet Card Media

Subject name of test expert	Critical and Suggestion
Khusnul Mufidah S.Pd	1.A book of directions use more clarified again how to use quartet card for social science. 2.Writing a sentence on the directions use enlarged.

Based on the table of criticism and suggestions above, seemed that

there are some things that must be repaired, for example in a book of

directions use, so that more clarified again how to use quartet card for

social science and the writing of sentences make enlarged again because it is considered too small, so not all teachers will be applying can read and understand clearly.

3) Data Analysis

The following steps are performed after the data which obtained is work to analyze the data. Data analysis performed began from the data about quartet card media from validity results of the Social Science teacher.

Based on the assessment results of a social science teacher of the social science quartet card media, as listed in Table 4.25., It can be calculated the percentage of achievement level of quartet card media as follow:

$$P = \frac{\sum x}{\sum x_i} \times 100$$
$$= \frac{79}{80} \times 100$$
$$= 98{,}75\%$$
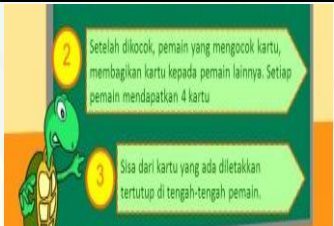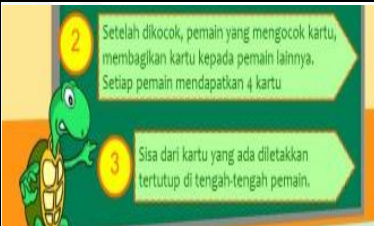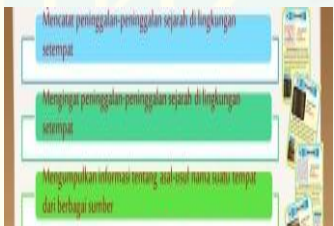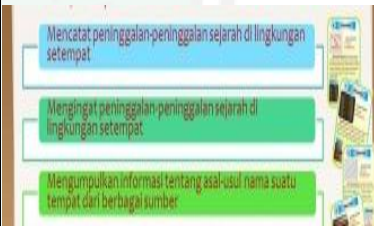
After converted to the validity table, the percentage of 98,75% achievement rate is very valid qualification so that instructional media does not need revision.

Comments and suggestions from the social science teacher be considered to make perfect the media products of social science learning with the material the forms of historical relics in Indonesia.

4) Product Revision

Based on the analysis conducted, the revision of the quartet card

media as follows:

Table 4.28. Revision of Quartet Card Media Base on Social Science Teacher

No	Point that Revised	Before Revised	After Revised
1	A book of directions use more clarified again how to use quartet card for social science.		
2.	Writing a sentence on the directions use enlarged.		

All data from the review result, assessment and discussions with social

science teacher used as a basis for revising in order to perfecting the component in

quartet card game media for the learning of social science subjects before tested

on learners.

2. Result of Field Trial Test

The validation data are obtained from the results of trial test against the

quartet card for social science in 4th grade at MI Sunan Ampel Sidoarjo is

conducted on September 30, 2014. Product development that are submitted for

field trial testing of learning Social Science is quartet card for social science. Product development at one's elbow to field trial test which include:

a. Trial Test of Small Group

1) Presentation of Data

This small group trials represented 6 students who became a correspondent. It is taken at random from class 4 B which consists of 2 men and 4 women. A small group held trial for 45 minutes in the living room of school at MI Sunan Ampel Sidoarjo.

The exposure of quantitative data from the field trials exposed in table is as follows:

Table 4.29 Assessment Result of Trial Test about Quartet Card Game Media for Social Science

No	Question	x_1	x_2	x_3	x_4	x_5	x_6	$\sum x$	$\sum x_i$	P (%)	Validity Rate	Information
1	According your, how is the shape of quartet card game for social science?	5	5	5	5	5	5	30	30	100	Very Valid	No Revision
2	How is color merger and pictures of quartet card game for social science?	4	4	4	4	4	5	25	30	83,3	Valid	No Revision
3	Is the size and shape of letter that used of quartet card for social science easy to read?	5	5	5	5	5	5	30	30	100	Very Valid	No Revision
4	Are the rules of quartet card for social science easy to understand?	5	4	4	5	5	5	28	30	93,3	Very Valid	No Revision
5	Is the summary material in quartet card for social science clear?	5	5	5	5	4	5	29	30	96,7	Very Valid	No Revision
6	Is the color merger and pictures of quartet card game for social science has suitable?	4	5	5	4	5	5	28	30	93,3	Very Valid	No Revision
7	Is with play quartet card game for social science can help you to understand material the forms of historical relics in Indonesia that communicated by teacher?	4	5	4	5	4	5	27	30	90	Very Valid	No Revision
8	Is because often read that contained in quartet card can help you to understand the form of historical relics in Indonesia?	5	5	5	5	5	5	30	30	100	Very Valid	No Revision

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9	Is because often read the information that contain in quartet card can help you to memorize the form of historical relics in Indonesia?	4	4	5	5	5	5	28	30	93,3	Very Valid	No Revision
10	Is with quartet card for social science, you are happy to follow social science subject?	5	4	5	5	5	5	29	30	96,7	Very Valid	No Revision
11	Is with quartet card for social science, you are motivated to follow in the game at social science subject?	5	5	5	5	5	5	30	30	100	Very Valid	No Revision
12	Is social science learning use quartet card media will help you to remember longer time the forms of historical relics?	5	4	5	5	5	5	29	30	96,7	Very Valid	No Revision
13	Is social science subject with use quartet card learning media make you not boring?	5	5	5	5	5	5	30	30	100	Very Valid	No Revision
	Total	**61**	**60**	**62**	**63**	**62**	**65**	**373**	**390**	**95,6**	**Very Valid**	**No Revision**

Information:

x_1 **:** Respondents 1 is a student in 4th grade at MI Sunan Ampel named

A. Baihaqi Gymnastiar

x_2 **:** Respondents 2 is a student in 4th grade at MI Sunan Ampel named

Digta Shabrina

x_3 **:** Respondents 3 is a student in 4th grade at MI Sunan Ampel named

Margareta

x_4 *:* Respondents 4 is a student in 4th grade at MI Sunan Ampel named

M. Syahreza

x_5 **:** Respondents 5 is a student in 4th grade at MI Sunan Ampel named

Nur Aini

x_6 **:** Respondents 6 is a student in 4th grade at MI Sunan Ampel named

Silva Aulia Zamroh

$\sum x$: score total of evaluator answer (real value)

$\sum x_i$: the highest answer score

P : percentage of validation rate

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

2) Qualitative Data

The qualitative data collected by input, advice and commentary the trial test of small group in question open with regard to the product of quartet card for social science that has been tried out is as follows:

a) Display physical media of quartet card is interesting, can add spirit to the students when learn.

b) Learning media is very helpful to the teaching students in 4th grade of social science subject, but more propagated again duties and exercise problem resides.

3) Data Analysis

After getting quantitative data from the assessment results of the small group trial test that served on table 4.29, next step is analyzing data. Percentage the level of attainment quartet card media in the trial test of small group is as follows:

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

$$P = \frac{373}{390} \times 100\% = 95{,}6\%$$

P = percentage of validation rate

After converted to the validity table, the percentage of 95,6 % achievement rate is very valid qualification so that instructional media does not need revision.

Comments and suggestions of the respondents at trial test of a small group in the open questions will be consideration to improve the quartet card media.

Based on tables 4.29, about assessment of quartet card game media in trial small group to products development quartet card game media for

social science can be assessed excellent with prosentase reach on average 95.6% of the specified criteria. The result of assessment trial test of small group on each components as analyzed quantitative in the analysis of statistics to trial test of small group can be interpreted as follows:

a) Number 1 show that according students in 4th grade, shape of quartet card game media is very good with validity percentage is 100%.

b) Number 2 show that according students in 4th grade, margin of colors and pictures in quartet card game media are good with validity percentage is 83,3%.

c) Number 3 show that according students in 4th grade, the size and shape of letter that used in quartet card game media is easy to read with validity percentage is 100%.

d) Number 4 show that according students in 4th grade, the rules of quartet card game media are easy to understand with validity percentage is 93,3%.

e) Number 5 show that according students in 4th grade, the summary of material in quartet card game media have been clear with validity percentage is 96,7%.

f) Number 6 show that according students in 4th grade, the margin between pictures and materials in quartet card game media have been appropiate with validity percentage is 96,7%.

g) Number 7 show that according students in 4th grade, play quartet card game media can help when understand material the forms of historical relics that explained by the teacher with validity percentage is 90%.

h) Number 8 show that according students in 4th grade, often read the information that consist in quartet card can help to understand the forms of historical relics in Indonesia with validity percentage is 100%.

i) Number 9 show that according students in 4th grade, often read the information that consist in quartet card can help to remember the forms of historical relics in Indonesia with validity percentage is 93,3%.

j) Number 10 show that according students in 4th grade, with quartet card for social science, students happy to follow the social science subject with validity percentage is 96,5%.

k) Number 11 show that according students in 4th grade, with quartet card for social science, students support to follow the game in social science subject with validity percentage is 100%.

l) Number 12 show that according students in 4th grade, learning social science use quartet card game media help the students to remember in longer time about the forms of historical relics in Indonesia with validity percentage is 96,7%.

m) Number 13 show that according students in 4th grade, with use learning media of quartet card can make student not bored with validity percentage is 100%.

Table 4.30 Frequency Distribution Level the Validity of Trial Test In Small
Groups Against the Quartet Card Game Media for Social Science

Rate Validity	f	%
Very Valid	13	95,6

Table 4.29 and 4.30 show that data from validation result in trial test of small group about quartet card for social science with material the forms of historical relics for 4th grade ad Elementary school is 95,6% suggest that it is very valid.

4) Revision of Development Product

Based on the results of the assessment trial tests in small groups with an average level of achievement is 95,6%, so the quartet card game media for social science that to be product development is not need revisions. However, the comments and suggestions of the respondents at trial test of small group in the open questions will be consideration to improve the quartet card media so the product development generated will be getting better.

b. **Field Trial Test**

1) Presentation of Data

This field trial test represented all students in 4[th]B grade in MI Sunan Ampel. The exposure of quantitative data from the field trials exposed in table is as follows:

Table 4.31 Assessment Result of Field Trial Test about Quartet Card Game Media for Social Science

No	Questions	Scores are given by repondents 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	$\sum$x	$\sum$x$_1$	Percen tage (%)	Validity Criteria	Information
1	According your, how is the shape of quartet card game for social science?	5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5	120	120	100 %	Very Valid	No Revision
2	How is color merger and pictures of quartet card game for social science?	4, 4, 4, 4, 4, 4, 4, 5, 5, 5, 4, 4, 4, 4, 4, 4, 4, 5, 5, 5, 5, 4, 4, 4	103	120	85,8 %	Valid	No Revision
3	Is the size and shape of letter that used of quartet card for social science easy to read?	5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5, 5	119	120	99,2 %	Very Valid	No Revision
4	Are the rules of quartet card for social science easy to understand?	4, 4, 4, 5, 4, 5, 5, 5, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4	113	124	94,2 %	Very Valid	No Revision
5	Is the summary material in quartet card for social science clear?	5, 5, 5, 5, 5, 4, 4, 5, 5, 5, 5, 4, 5, 4, 4, 4, 4, 5, 5, 5, 5, 5, 5, 5	113	124	94,2 %	Very Valid	No Revision
6	Is the color merger and pictures of quartet card game for social science has suitable?	4, 4, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4	114	120	95 %	Very Valid	No Revision

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7	Is with play quartet card game for social science can help you to understand material the forms of historical relics in Indonesia that communicated by teacher?	5, 5, 5, 4, 5, 5, 4, 5, 5, 5, 4, 4, 5, 4, 4, 4, 4, 5, 5, 5, 5, 5, 5, 5	112	120	93,3 %	Very Valid	No Revision
8	Is because often read that contained in quartet card can help you to understand the form of historical relics in Indonesia?	4, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4	117	120	97,5 %	Very Valid	No Revision
9	Is because often read the information that contain in quartet card can help you to memorize the form of historical relics in Indonesia?	5, 5, 4, 4, 4, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 5	115	120	95,8 %	Very Valid	No Revision
10	Is with quartet card for social science, you are happy to follow social science subject?	4, 4, 4, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4	115	120	95,8 %	Very Valid	No Revision
11	Is with quartet card for social science, you are motivated to follow in the game at social science subject?	5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5	120	120	100 %	Very Valid	No Revision

12	Is social science learning use quartet card media will help you to remember longer time the forms of historical relics?	4, 4, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4	115	120	95,8 %	Very Valid	No Revision
13	Is social science subject with use quartet card learning media make you not boring?	5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5	120	120	100 %	Very Valid	No Revision
	Total		**1.496**	**1.560**	**95,8%**	**Very Valid**	**No Revision**

Information:

Table 4.32 Respondents the Field Trial Test about Quartet Card Game Media for Social Science

Respondents	Name of Respondents
1	A.Deny Prasetyo
2	A.Afdani Firmansyah
3	Alif Firmansyah
4	Alfianti Ramadani
5	Arrafi Fatahilla
6	Dhimas Ali Shibri
7	Fatimah
8	M. Bayu Kurniawan
9	M. Farid Febriansyah
10	M. Fandi
11	M. Sofyan Arif
12	M. Shafiyurrohman
13	M. Misbach Khuddin
14	Ni'matul Fitri
15	Rifqi Nashirudin
16	Royyan Faradis
17	Sheila Nasobah
18	Syahril Gunawan
19	Tari Hardiansyah
20	Ulin Nihaya
21	Vina Windi Hapsari
22	Wulan Andini Putri
23	A.Deny Prasetyo
24	A.Afdani Firmansyah

$\sum x$: score total of evaluator answer (real value)

$\sum x_i$: the highest answer score

P : percentage of validation rate

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

2) Qualitative Data

The qualitative data collected by input, advice and commentary the field trial test group in question open with regard to the product of quartet card for social science that has been tried out is as followst:

a) The display of packaging and the contents of kwartet cards would be good and attractive.

b) The media that was compiled very complete, propagated duties and exercise problem resides.

3) Data Analysis

After getting quantitative data from the assessment results of field trial test that served on table 4.20, next step is analyzing data. Percentage the level of attainment quartet card media in the trial test of small group is as follows:

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

$$P = \frac{1.496}{1.560} \times 100\%$$

$$P = 95{,}8\ \%$$

After converted to the validity table, the percentage of 95,8 % achievement rate is very valid qualification so that learning media is not need revision.

Comments and suggestions of the respondents at trial test of a small group in the open questions will be consideration to improve the quartet card media.

Based on tables 4.31 about assessment of quartet card game media in filed trial test to products development quartet card game media for social science can be assessed excellent with prosentase reach on average 95.8% of the specified criteria. The result of assessment field trial test on each components as analyzed quantitative in the analysis of statistics to filed trial test can be interpreted as follows:

a) Number 1 show that according students in 4th grade, shape of quartet card game media is very good with validity percentage is 100 %.

b) Number 2 show that according students in 4th grade, margin of colors and pictures in quartet card game media are good with validity percentage is 85,5 %.

c) Number 3 show that according students in 4th grade, the size and shape of letter that used in quartet card game media is easy to read with validity percentage is 99,2 %.

d) Number 4 show that according students in 4th grade, the rules of quartet card game media are easy to understand with validity percentage is 94,2 %.

e) Number 5 show that according students in 4th grade, the summary of material in quartet card game media have been clear with validity percentage is 94,2%.

f) Number 6 show that according students in 4th grade, the margin between pictures and materials in quartet card game media have been appropiate with validity percentage is 95%.

g) Number 7 show that according students in 4th grade, play quartet card game media can help when understand material the forms of historical relics that explained by the teacher with validity percentage is 93,3%.

h) Number 8 show that according students in 4th grade, often read the information that consist in quartet card can help to understand the forms of historical relics in Indonesia with validity percentage is 97,5%.

i) Number 9 show that according students in 4th grade, often read the information that consist in quartet card can help to remember the forms of historical relics in Indonesia with validity percentage is 95,8%.

j) Number 10 show that according students in 4th grade, with quartet card for social science, students happy to follow the social science subject with validity percentage is 95,8%.

k) Number 11 show that according students in 4th grade, with quartet card for social science, students support to follow the game in social science subject with validity percentage is 100%.

l) Number 12 show that according students in 4th grade, learning social science use quartet card game media help the students to remember in longer time about the forms of historical relics in Indonesia with validity percentage is 95,8%.

m) Number 13 show that according students in 4th grade, with use learning media of quartet card can make student not bored with validity percentage is 100%.

Table 4.33 Frequency Distribution Level the Validity of Field Trial Test Against the Quartet Card Game Media for Social Science

Rate Validity	f	%
Very Valid	13	95,8

Table 4.31 and 4.33 show that data from validation result in field trial test about quartet card for social science with material the forms of historical relics for 4th grade ad Elementary school is 95,8% suggest that it is very valid.

4) Revision of Development Product

Based on the results of the assessment field trial tests with an average level of achievement is 95,8%, so the quartet card game media for social science that to be product development is not need revisions. However, the comments and suggestions of the respondents at field trial test in the open questions will be consideration to improve the quartet card media so the product development generated will be getting better.

C. Presentation Data of Pre-Test and Post-Test

Table of pretes and post test value that obtained from students in 4th B grade when field trial test is as follow:

Table 4.34 Assessment Result of Field Trial Test in Pretest and Post Test

No.	Name	Pre-test	Post-test
1	Arynda Natasha	35	90
2	A. Khulaifi	5	95
3	Aisyah Rohmatul Jannah	60	95
4	A. Baihaqi Gymnastiar	50	95
5	Digta Shabrina	50	90
6	Farhatin Azizah	40	85
7	Haidar Naila Rufaida	35	90
8	Ismy Maghfiroh	50	95
9	Indah Safira Madaniyah	65	95
10	M. Alif Taufiqurrohman	40	95
11	Margareta	40	85
12	M. Nasa Ihza	55	95
13	M. Syahreza	55	95
14	M. Rafly Zulinar	50	95
15	Nur Aini	35	90
16	Putri Abadiatus	50	85
17	Soraya Nurcahyani	70	95
18	Samrotul Fikriyah	40	90
19	Silva Aulia Zamroh	40	95
20	Tasya Fatmawati	45	85
21	Zati Himmatil Akmala	55	95
22	Alwiyah	30	85
	Total	995	2015
	Average	**45.23**	**91.59**

From table in above, can seen with look for average, show that average in value of pretest and post test is 45,23 and the average in value of posttest 91,59.

By looking at the average in posttest that larger (91,59%) than the average inpre-test (45,23%) indicating that there is a growing tally of students learning 46,36% after learning with use quartet card game media for social scinece development results. It can be said that the quartet card game media for social

scinece on material the forms of historical relics proved to be significantly effective in improving student learning result about social science subjects at 4th grade MI Sunan Ampel Sidoarjo.

D. T-Test Analysis

a. Reading Interest of the Students

The result of the overall observations at this stage, retrieved the data value of the students reading interest in control class and experimental class as follows: (Appendix VIII)

Based on tables 4.5 known that reading interest in experiment class has reached indicators to be achieved, this can be shown that reading interest of students in the learning process social science increase, students more familiarise time is there to read, use of the existing to read, glad to read reading in quartet card media, interested read reading in quartet card, read in order to find information, prioritising read from other job, focus in reading, and understand the meaning contained in reading.

By looking average (mean) the control class is lower than experiment class namely $14,86 < 22,45$ then can be said that quartet card game media for social science is significantly effective in increasing reading interest for social science about material the forms historical relics in Indonesian on 4th B grade in MI Sunan Ampel Sidoarjo.

The data value of the reading interest from both the control and the experimental class next will be analyzed via t-test paired samples with the help of a computer program that is SPSS 16. Analysis results of T-test paired samples are as follows: (Appendix IX)

After obtained the results from the t-test sample paired, that in taking a decision so it can be seen from the significance (2-tailed). Researchers have established the significance level used is 0.05. In the results of the test of significance (2-tailed) written, 0000. If $0000 \leq 0.050$ = very significance.

This means that there is a difference between students who use quartet card game media for social science with material the forms of historical relics which is not use the quartet card game media for social science with material the forms of historical relics. As a result of quartet card game media for social science with material the forms of historical relics proved to be effectively able to increase reading interest for 4th grade in MI Sunan Ampel Sidoarjo.

b. Students Learning Result

The result of the overall observations at this stage, retrieved the data value of the students reading interest in control class and experimental class as follows: (Appendix VIII)

The final value data from both the control and the experimental class will then be analyzed via t-test paired samples with the help of a computer SPSS 16program. The results of T-test analysis paired samples are as follows: (Appendix XI)

After obtained the results from thet- test sample paired, that in taking a decision so it can be seen from the significance (2-tailed). Researchers have established the significance level used is 0.05.

In the results of the test of significance (2-tailed) written, 0000. If 0000 ≤ 0.050 = very significance. This means that there is a difference between students who use quartet card game media for social science with material the forms of historical relics which is not use the quartet card game media for social science with material the forms of historical relics. As a result of quartet card game media for social science with material the forms of historical relics proved to be effectively able to increase learning result for 4th grade in MI Sunan Ampel Sidoarjo.

By looking at the average (mean) in control class is smaller than experiments class on post test, that is $61.82 < 91.59$, then it can be said that the quartet card game media for social science significantly effective for improving learning result for social science subjects on the material the forms of historical relics at 4th grade in MI Sunan Ampel Sidoarjo.

In addition to use a computer program is also performed manual calculate. These calculations by using formulas test t -test correlated (related) with level of trust is 95 %. This steps are as follows:

Step 1. Make Ha and Ho in sentence shape

Ha : There are significant differences on the learning result of social science students in 4th grade that using quartet card game media for social science with learning result of social science students in 4th grade that not using quartet card game media for social science at MI Sunan Ampel Sidoarjo.

Ho : There are not significant differences on the learning result of social science students in 4th grade that using quartet card game media for social science with learning result of social science students in 4th grade that not using quartet card game media for social science at MI Sunan Ampel Sidoarjo.

Step 2. Make Ha and Ho in statistic shape

Ha : $\mu_a \neq \mu_b$ (different)

Ho : $\mu_a = \mu_b$ (not different)

Step 3. Look for average ($\bar{X}$), Deviation standard (s), Varians (s^2), and correlation (r)

Average   : $\bar{x}_1 = 91{,}59$ $\bar{x}_2 = 61.82$

Deviation standard   : $s_1 = 4{,}19$ $s_2 = 12{,}96$

Varians   : $s_1{}^2 = 17{,}59$ $s_2{}^2 = 167{,}96$

Correlation   : r = -0,034

because $s_1{}^2 \neq s_2{}^2$ so dk = n1 -1 or n2 -1, dk = 22 – 1 = 21

Step 4. Look for $t_{arithmetic}$ with formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2.r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$$= \frac{91,59 - 61,82}{\sqrt{\frac{17,59}{22} + \frac{167,96}{22} - 2(-0,034)\left(\frac{4,19}{\sqrt{22}}\right)\left(\frac{12,96}{\sqrt{22}}\right)}}$$

$$= \frac{29,77}{\sqrt{\frac{17,59}{22} + \frac{167,96}{22} - 2(-0,034)\left(\frac{4,19}{4,69}\right)\left(\frac{12,96}{4,69}\right)}}$$

$$= \frac{29,77}{\sqrt{\frac{185,55}{22} - 2(-0,034)(0,89)(2,76)}} = \frac{29,77}{\sqrt{8,43 - 0,167}} = \frac{29,77}{\sqrt{8,263}}$$

$$= \frac{29,77}{2,874}$$

$$= 10,256$$

Step 5. Determine principle testing

- Standard Significance ($\alpha = 0,05$)

- $dk = n_1 - 1 = 22 - 1 = 21$

  So obtained the data $t_{table} = 2,080$ (interpolation)

- Testing Criteria Two Side

  If : $t_{arithmatic} \leq t_{table}$, so Ho received and Ha rejected

Step 6. Compare t_{table} with $t_{arithmatic}$

- Base on calculation above, obtained data as follow:

  $t_{arithmatic} \geq t_{table} = 10,256 \geq 2.080$ so that the conclusion is Ho rejected and Ha received.

Step 7. Conclusion

Ha : There are significant differences on the learning result of social science students in 4th grade that using quartet card game media for social science with learning result of social science students in 4th grade that not using quartet card game media for social science at MI Sunan Ampel Sidoarjo. (RECEIVED)

Ho : There are not significant differences on the learning result of social science students in 4th grade that using quartet card game media for social science with learning result of social science students in 4th grade that not using quartet card game media for social science at MI Sunan Ampel Sidoarjo. (REJECTED)

So there are significant differences on the learning result of social science students in 4th grade that using quartet card game media for social science with learning result of social science students in 4th grade that not using quartet card game media for social science at MI Sunan Ampel Sidoarjo.

CHAPTER V

DISCUSSION

This chapter will elaborated about two things, among them are, 1) analysis development media. 2) the result of learning process in social science using quartet card, 3) the result of research about learning using quartet card.

A. Analysis Development Media

The development of quartet card game media at social science subject of 4th class in Elementary School is based on the fact that is not availability yet of social science learning media with material the forms of historical relics which base on the game so as to make an atmosphere of learning environment be fun, fresh, life, happy, easy-breezy, but have an atmosphere conducive learning.

Thus these results are intended to meet the availability of learning media that can increase reading interest and learning results of students who have been specified in the social science curriculum in Elementary School.

Procedure the development product of learning media traveled through some stages that includes:

1. Stage to preliminary study by conducting assessment needs and analysis curriculum.

2. Stage to develop quartet card game media of social class with material the forms of historical relics which use the Dick & Carey model and stage to validate and trial test of products.

The product development of this learning media applied consummation gradually by validation expert of social science subject, validation expert of design media, validation teacher of social science subject, and trial test to the students in 4th grade in MI Sunan Ampel Sidoarjo as the targets users learning media of development product. Aspect handled to revise includes elements completeness and appropriate components, sufficiency and statutes fill, language, design attractiveness, learning effectiveness, combination color and learning attractiveness. Validation results of small trial test done be material improvement in the development product before to tried in the next stages namely field trial test.

This development results have form learning media as student guide that comes with the album book about historical relics, manual book to use the media, and the achievement points are used as complementary media. This development media can be seen from the typical media that is quartet card media wth the material forms of historical relics as supporting in the learning process.

Card game is one of the games in the learning process. As performed by David Gaunflett, a lecturer at the Institute of Communication Studies, University of Leads, he has created a card game theory which describes the thinking and theories of culture.[81] David said, that card game theory which he created, can be applied in the process of teaching and learning. With the card game theory, players can learn and understand the ideas or concepts that sounds hard.

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[81] Hasanah, *Media Pembelajaran Kartu.* (http://kunci.or.id, accessible on February, 27 2014 at 9.30 am)

So with this quartet card, such as theory card can also be applied in the learning process because it contains instruction. Quartet card game is a pictorial game can be played together as a simple means to strengthen children in understanding and memorizing the forms of historical relics in Indonesia.

In this development of quartet card media is done realistic innovation namely form of development learning media can be used as aids teachers to facilitate students in understanding learning and to make student interest and motivate to follow the learning so that can allow students to immigrate and move, allow students to study in clusters and allow students to involve in learning progress.

Be related to the problems that faced is not availability yet the learning media which appropiate for teaching social science with material the forms of historical relilc which charged game away from impression bored and monotonous and the development result can be utilized as alternative learning media, besides learning media that is worn and used in learning which has been held.

With reference to the practical benefits of using learning media according to Levie and Lentz,[82] Then this quartet card game media for social science can be explained as follows:

1. Learning media of quartet card can clarify presentation of messages and information so can ease and improve process and result of learn.

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[82] Cecep K. dan Bambang S., *Media Pembelajaran Manual dan Digital* (Bogor: Ghalia Indonesia, 2011), page 21-22

2. Learning media of quartet card can intensify and direct attention of student so can raise reading interest and learning result.

3. Learning media of quartet card with material the forms of historical relics can making out the senses, room, and time, for example the object too large and rare events happened in the past can be displayed directly with pictures.

4. Learning media can give similarity experience to students about the events of in their environment, and allows direct interaction.

This development product of learning media has advantages and weakness. The advantages of learning developed have similarity with expressed by Susilana and Riyana as follows:

1. The first advantages is portable, because the size is not too large, it can stored in bags and pockets, so it is not need a wide space, and can be used anywhere.

2. The second is practical, because the teacher does not need to have any special skills to use this media.

3. The third are easy to remember, because the media presents short messages on each card that presented, such as knowing words, knowing the numbers, knowing the names of animals, etc. The last is fun.[83]

Besides physically advantages, quartet card game media having an advantages of other media, including besides as a fun game, this media can

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[83] Susilana, R. & Riyana, C. *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan, dan Penilaian* (Bandung: Wacana Prima. 2009), page.23

improve the reading interest and learning result of the students, can help and facilitate teacher in an effort to bring interest and motivation student to study social science with the material the forms of historical relics.

While the weakness of quartet card game media for social science that developed for students in the 4th gradeat MI Sunan Ampel Sidoarjo which is restricted just one material, that is the forms of historical relics.

Develop learning media of quartet card with material the forms of historical relics for 4th grade have been validated by content expert, design media expert, and social science teacher for 4th grade in elementary school used in small group and field testing.

1. Analysis Data of Content Expert Validation

Exposure data validation results of expert Social Science content to the quartet card with material the forms of historical relics for 4th grade based on Table 4.17, are as follows:

a. Very appropriate with Competence Standard and Basic Competence.

b. Very appropriate with student need.

c. Very appropriate with learning media need.

d. Appropriate with the needs of learning materials.

e. Benefits to gain insight into very precise knowledge.

f. Very appropriate with the values, morality, social.

g. Language is very easy to read, very clear, very detailed information in accordance with the rules of Indonesian language, efective and efficient use of language, and the language used is very easy to understand.

h. An objective is very clear, very appropiate sequence, interactivity, and completeness of information is very appropiate.

i. Media can greatly facilitate the students to achieve a competence standard, basic competence and the desired Indicator.

j. Blurb material accompanied by images that are very appropriate and makes it easy for students to understand the message conveyed.

k. Media has compiled very suitable with the level of reading skills of students.

l. Media creates conditions that are conducive to learning.

m. Word choice, the context is right with the ability level of students.

n. The content of the media is able to attract the attention and interest of students to learn the subject matter.

o. Media content interesting and up-to-date.

From the response that filled by history lecturer as content expert, can be calculated the percentage level of validity the quartet card game media for social science here:

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

$$P = \frac{124}{130} \times 100\%$$

$$= 95{,}38\%$$

Based on the above results, then obtained the percentage results of 95,38%. In accordance with the scale conversion table, the percentage level of the achievement is 95,38%. That is very valid qualification so not need revision of the media. This shows that the quartet card with material the forms of historical relics for 4th grade have been good and worthy to be used according to the content expert of the Social Science subjects.

2. Analysis Data of Design Expert Validation

Explanation data of validation results from design expert of learning media to the quartet card with material the forms of historical relics for 4th grade based on table 4.21 are as follows:

a. Packaging cover design on a quartet card media is interesting.

b. The image on the packaging cover , album book, and usage instructions is appropriate.

c. Using the letter type that used on the card, album book, and using instructions are appropriate .

d. Typing layout right.

e. Consistency using space, title, and typing are appropriate.

f. Placement pictures on every card very appropriate.

g. Use variations of the type, size, and shape of the letter on the card and album book are appropriate

h. Use variations of type, sizes, and shapes of the letters on a usage instructions book very appropriate.

i. Design usage instructions, quartet cards, and album books, are attractive.

j. Color combination that used when design quartet card media is attractive.

k. Kind or letter accompanied by pictures and makes it easy for students to understand the message conveyed is very appropriate.

l. Overall design is able to enhance the interest of students to read are attractive.

m. Box sixe selection of quartet card media with characteristics of students right is appropriate.

n. Box material selection of quartet card media with characteristics of students is appropriate.

o. Cover design is suitable with the material contents.

p. Media for use in learning very interesting.

From the response that filled by lecturer of Faculty of Tarbiyah and Teaching Sciences and also Chairman of Islamic Primary School Teacher Education as design expert, can calculate the percentage of validity raye as follows:

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

$$P = \frac{77}{90} \times 100\%$$

$$= 85,56\%$$

Based on the calculation above and obtained percentage result is 85,56 %. Conforming to the scale conversion table, percentage of achievement rate 85,56 % is valid qualifications so the media is not need revision. This shows that the quartet card with material the forms of historical relics for 4th grade have been good and worthy to be used according to the design expert of the Social Science subjects.

3. Analysis Data of Social Science Teacher

Explanation data of validation results from social science teacher of learning media to the quartet card with material the forms of historical relics for 4th grade based on table 4.25 are as follows:

a. This learning media is very easy r in teaching social science subjects.

b. This learning media is can make students very active in learning.

c. Learning media of quartet card for social science very suitable with social science competence standard for 4th grade in Elementary School.

d. Learning media of quartet card for social science very suitable with social science basic competence for 4th grade in Elementary School.

e. Size and kind of latter that used in learning media very accessible and comprehensible.

f. The regulations on learning media of quartet card for social science very clear.

g. The material in quartet card media for social science very clear.

h. Between images and material in learning media of quartet card for social science very suitable.

i. Pretest and post test questions in learning media of quartet card for social science very clear.

j. The questions in learning media of quartet card for social science very helpful to improve understanding students against material.

k. With using this learning media student very motivated in following social science learning.

l. Quartet card media for social science very role in social science learning.

m. Quartet card media for social science very helpful when convey the material.

n. Learning media of quartet card for social science can severely understood the material description.

o. Learning media of quartet card for social science already meet the criteria as a learning media.

p. Learning media of quartet card for social science very easy to used (according to size and visibility)

From the response that filled by social science teacher in Elementary School as validator, can calculate the percentage of validity as follows:

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

$$P = \frac{79}{80} \times 100\%$$

$$= 98,75\%$$

Based on the above results, then obtained the percentage results of 98,75%. In accordance with the scale conversion table, the percentage level of the achievement is 98,75%. That is very valid qualification so not need revision of the media. This shows that the quartet card with material the forms of historical relics for 4th grade have been good and worthy to be used according to the social science teacher of the Social Science subjects.

4. Analysis Data of Trial Test Validation

Based on tables 4.29, 4.30, 4.31, 4.32, and 4.33 questionnaire responses that filled by subject target of trial test is all student in 4th grade at MI Sunan Ampel Sidoarjo, divided into two phases, 1) small group trial test, 2) field trial test. The judgment field trial test in every component as analyzed quantitative to field trial test can be interpreted as follows:

a. Form of the quartet card for social science is very good

b. Mix of colors and picture in quartet card for social science is very good

c. The size and shape of the letters used in the quartet card for social science is very easy to read.

d. Rules of the game on the cards very easily understandable on quartet card for social science.

e. Summary of the material in the quartet card for social science very clear.

f. Blend of images and material in the quartet card for social science has been very appropriate

g. With playing quartet card for social science can greatly assist students in understanding the material forms of historical relics in Indonesia submitted the teacher.

h. Because often read the description contained in the quartet card can greatly help students understand the forms of historical relics in Indonesia.

i. Because often read the description contained in quartet card can severely helped students memorization the forms of historical relics in Indonesia.

j. With quartet card for social science, students happy attending social science learning.

k. With quartet card for social science, students impelled to always hand at the game on social science learning.

l. Learning social science using quartet card media helped students for a longer remember the forms of historical relics in Indonesia.

m. Social science lesson using learning media of quartet card make students do not boring. Because often read the description contained in quartet card can severely helped students memorization the forms of historical relics in Indonesia.

From the response that filled by student in 4th B grade in Elementary School that there are 24 students, can calculate the percentage of validity raye as follows:

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

$$P = \frac{1496}{1560} \times 100\%$$

$$= 95,89\%$$

Based on the results above, then obtained the percentage results of 95,89%. In accordance with the scale conversion table, the percentage level of the achievement is 95,89%. That is very valid qualification so not need revision of the media. This shows that the quartet card for social science at 4th grade in Elementary School with material the forms of historical relics for 4th grade have been good and worthy.

Based on the results of the overall validation, both from experts, social science teacher, and field trial results of quartet card for social science at 4th grade with material forms of historical relics showing the results is good or valid. Then in general learning media development products have met the eligibility and not need revision or improvements. However, input, suggest and comment presented by the validator in the questionnaire, try to create with the best so development product that produced the better.

B. The Result of Social Science Learning Process that Use Quartet Card

1. Reading Interest After Use Quartet Card

From the results of this research, the researcher finds differences from previous research. Where previous research, the subject is the student in 5th grade

for Arabic language lesson, and students in 6th grade for Java language lesson, while the researcher uses 4th grade for social science lesson. Even so, the learning step which researcher do almost the same as the previous researchers, so the researchers expect increased value as a result of the previous research. It proves that every step of learning if processed properly then it can be implemented on other subjects. So that makes it easier for students to understand the material through meaningful read.

For easier, hence researcher enclose previous research that create Arabic material in 5th grade and Java language in 6th grade as research focus. Learning of social science with using quartet card that contain in reading in it can improve literacy understanding students.[84] Where is through the use of this media, students more geared in understanding and mastering the material of social science subject by means of guided through questions and students understand the material his own by reading the social science material with attention to each card.

With students read the material in each cards, they not only can understand words and sentences in card, but also have the ability to interpret and evaluate so acquired understanding comprehensive.[85]

Like the explanation that explain in surah Al-'Alaq as follow:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ0خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ0 اقْرَأْ وَرَبُّكَ الْأَكْرَمُ0الَّذِي عَلَّمَ بِالْقَلَمِ0عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ()

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[84] Somadayo, S., *loc. cit.*
[85] *Ibid..*

Meaning : *"Read it with (call) name of your God who creates, he created man*

from a clot of blood. Read it, and your God the quixotic, who taught

(human) through kalam. He taught man what is not know"[86]

Sura Al-Alaq verses 1-5, explaining that God created mankind from soulless objects and honor him by teaching reading, writing and giving him knowledge.

The first verse of Sura al-Alaq commanded ummat through Rasulullah to read. Iqra, a textual orders that have scope and influence very wide. Orders to read in sura al-Alaq are repeated twice. That repetition of such as affirmation to meaningful importance read besides to increase reading interest with motivation that persons who examine laudable will reach degrees.

Reading is a means of learning to be exploring human qualities him self that he should keep his role as caliph on earth. recommend to read that included in a word iqro' is to be educative. Which become education to be suggestion in forming perfection away. In sentences "bis ismi robbikal lazii kholak" reap trasendensi entendres into a creature that all activities.[87]

Reading as a process capture or obtain the concepts in question by its author, interpret, evaluate concepts and reflect or act on the author referred to that

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[86] *Al-Qur'an dan Terjemahan, loc. cit.*

[87] Syakarna, *Materi Pembelajaran Bahan Ajar.* (http://syaukani-ahmad.blogspot.com accessible on February, 28 2014 at 8.30 am)

concept.[88] Thus, understanding is obtained when the reader has the knowledge or experience that has been previously owned with what is found in the readings.

Based on the research results through the use quartet card, student reading interest can be increased. This can be evidenced from the results of observation where students can meet the reading interest indicators include:[89] students become excited to read the readings in the card, students really focus attention to reading in earnest, using a longer time to read, students are motivated to read a card or album book, and have a high effort to get a chance to read.

2.   Learning Result of Social Science After Use Quartet Card

Before using the technique of reinforcement materials using lectures, students value are low and after they are given reinforcement through short text in remember the material through quartet card media, their value increasing exceed Minimum Completeness Criteria that determined by school.

In addition strengthening techniques to remember through the quartet card game media can improve students understanding bout the material that would become the basis of learning. So that is easy to understand the material according to the themes specified by the teacher.

Thus it is wise if we as a teacher to choose and designing learning that in accordance with the needs of a students without sacrifice the rights and obligations students who need them as full guidance from the teacher. With

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[88] Somadayo, S., *op.cit.,* page.97
[89] *Ibid..*

quartet card, cognitive knowledge of students can well-develope and become new knowledge who will continue to remember as meaningfui learning.

The application of the quartet card media in learning social science this time make good in increasing learning result of the students on experiment class is increasing. Proven from value posttest students. Students can also be having some ability to achieve three categories of learning result like expressed by Benyamin Bloom include the domain of cognitive, affective, and psychomotor.[90]

The domain of cognitive with regard to learning result of the students intellectual after implement quartet card media, able to know and understand the contents of social science learning with material the forms of historical relics in Indonesia.

The domain of affective with regard to the students attitude after using the quaret card media for social science, namely students receptions, an answer or reaction after know the content material, and assessment about the forms of historical relics in Indonesia.

The domain of psychomotor regard with students skills after implement quartet card media. The skills in the form of students ability to tamper the forms of other historical relics accept the form of mentioned in a quartet card.

Third domain over which become object of assessment the learning result. Among that third domain, domain of cognitive most much valued related to the ability of the students in mastering the contents of a lesson.

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[90] Udin S. Winataputra, *op.cit.,* page. 81

C. Research Result about Learning that Using Quartet Card

1. Teaching and Learning Process

Based on the learning activities both before and after using the quartet card for social science, can concluded that early knowledge of students about the forms of historical may be changed by itself because the students understand firsthand the the forms of historical relics in short texts that have been summarised into simple and contain. Then elaborated into quartet card which equipped with a picture and a short description of each image, so that it is easy to remember.

2. Analysis Result

Table 5.1 Analysis Data Increase Learning Result that Obtained by Students

No	Class	Reading Interest	Pretest	Post test
1	4 A (Control Class)	14,86	29,32	61,82
2	4 B (Experiment Class)	22,45	45,23	91,59

Based on the table above it can be seen that the average value of 4^{th}A grade, the pretest before treatment is 29, 32. While 4th B grade gets average is 45,23. The average rating for 4th A grade post test after treatment (lectures and read the book) is 61,82 and the value of the average class 4th B grade post test after treatment apply the quartet card that has been developed is 91,59.

Can be concluded that learning used technique strengthen remember the material through understand text short and quartet card media more effective than by learning using read the textbook and explanation from the teacher. It means

that the hypothesis advanced by researcher accepted is learning social science using quartet card game media more increase reading interest, and learning result of the students.

CHAPTER VI

CLOSING

This chapter will be described about two things, which are, 1) conclusions, and 2) suggestions.

A. Conclusion

The conclusions from the results of products development that have been revised based on the results of the validation are as follows:

1. Quartet card game media for social science with material the forms of historical relics consists packaging of quartet card, usage guide book, Quartet card the forms of historical relics, points of the star, and the album book about the forms of historical relic. Media that have been developed have a good qualification assessment, because based on the validation results of content experts, design expert and social science teacher in Elementary School obtained results very valid and do not need revision. But the media will be improved based on suggestions and comments from each subject of the validation results from small group test and trial test results obtained very valid so not need revision.

2. Quartet card game media for social science with material the forms of historical relics proved to be significantly effective in improving student reading interest of social science with material the forms of historical relics in

grade 4th in MI Sunan Ampel Sidoarjo. This is evidenced by looking at the average (mean) in control class is smaller than in experiments class.

3. Quartet card game media for social science with material the forms of historical relics in addition to increase reading interest, also proved to be significantly effective in improving student learning result. This is proved by the calculations with the help of a computer program SPSS 16.0 paired t-test whose results are significance. So is the average (mean) of the results of the posttest in control class is smaller than in experimentation class. From manual calculation with using t-test correlated (related) obtained a significant difference in students learning result of social science in 4th grade that use quartet card game media for social science with material the forms of historical relics with learning result for social science in 4th grade that does not use quartet card game media for social science with material the forms of historical relics at MI Sunan Ampel Sidaorjo.

B. Suggestion

Quartet card game media for social science with material the forms of historical relics that developed expected can support learning social science for 4th grade in Elementary School. There are some suggestions that concerned with the development quartet card game media for social science as follows:

1. Quartet card game media for social science in Elementary School which developed of course have deficiencies and limitations. Hence, in the use of this

quartet card game media should be supported by other learn sources relevant to the subject matter.

2. Teacher who uses the quartet card game media for social science that developed, should first try the step of game early as preparation, then distributes quartet card game media for social science to all the students.

3. The development of quartet card game media for social science in next, time allocation should be given to get any activity game.

4. This development product should be developed further with other materials which relates to the subject of social class and plus with an approach that is in accordance with material characteristics.

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Yang bertanda tangan di bawah ini, Kepala Madrasah Ibtida'iyah "Sunan Ampel" Kesambi Kec. Porong Kab. Sidoarjo, menerangkan bahwa:

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Fakultas/Jurusan	: Ilmu Tarbiyah dan Keguruan / PGMI
Universitas	: UIN Maulana Malik Ibrahim Malang

Menerangkan dengan sebenarnya bahwa nama tersebut diatas adalah **benar-benar telah melakukan penelitian tugas akhir/skripsi dengan judul "The Development of Quartet Card Game Media to Increase Reading Interest and Learning Result of Social Science in Sunan Ampel Islamic Elementary School of Sidoarjo"** pada tanggal 25 Nopember s/d 7 Desember 2013.

Demikian surat keterangan ini kami buat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Sidoarjo, 07 Desember 2013

Kepala Madrasah

AGUS MUJIANTO, S.Pd.

Appendix I

QUESTIONS OF PRETEST

MATERIAL THE FORMS OF HISTORICAL RELIC

Nama :

No. Absen :

A. Pilihlah jawaban yang paling benar!

1. Untuk dapat menghargai peninggalan sejarah, terlebih dahulu kita wajib mengetahui dan memahami ….
   a. Pelajaran sejarah
   b. Guru sejarah
   c. Peristiwa sejarah
   d. Jenis peninggalan sejarah

2. Ada bermacam-macam bentuk peninggalan sejarah. Peninggalan sejarah berupa alat yang dipakai oleh tokoh-tokoh kerajaan zaman dahulu untuk mempertahankan diri disebut ... .
   a. Candi
   b. Senjata
   c. Kitab
   d. Prasasti

3. Bangunan kuno yang terbuat dari susunan batu, didirikan sebagai tempat untuk melaksanakan upacara keagamaan disebut…
   a. Candi
   b. Museum
   c. Benteng
   d. Prasasti

4. Kitab kuno karya Mpu Sedah dan Mpu Panuluh yang berbahasa Jawa Baru ditulis pada masa Kerajaan Kediri disebut…
   a. Kitab Bharatayuda
   b. Kitab Arjunawiwaha
   c. Kitab Sutasoma
   d. Kitab Zabur

5. Museum adalah gedung, rumah atau tempat yang digunakan untuk menyimpan…
   a. Tanaman
   b. Hewan
   c. Benda-benda peninggalan sejarah
   d. Makanan

6. Monumen Nasional (Monas) terletak di…
   a. Bandung
   b. Bali
   c. Surabaya
   d. Jakarta Pusat

7. Bangunan besar atau mewah yang didiami oleh keluarga kerajaan disebut…
   a. Benteng
   b. Museum
   c. Istana
   d. Masjid

8. Pura Besakih yang didirikan oleh Rsi Markandeya sekitar abad ke-8 terletak di …
   a. Aceh
   b. Sumatra
   c. Bali
   d. Maluku

9. Istana yang digunakan sebagai pusat kegiatan pemerintahan Republik Indonesia disebut...

   a. Istana Bogor   c. Kraton Yogyakarta

   b. Istana Negara   d. Istana Padjajaran

10. Pengertian dari situs adalah …

    a. Daerah temuan benda-benda purbakala

    b. Tempat peribadatan umat hindu

    c. Pusat kegiatan kerajaan

    d. Tempat penyimpanan benda-benda peninggalann sejarah

B. Isilah titik-titik di bawah ini dengan jawaban yang paling tepat!

1. Bangunan yang dipergunakan untuk mempertahankan diri dari serangan musuh disebut ...

2. Benteng Duurstede terletak di ...

3. Bangunan yang sengaja dibuat untuk pertahanan dalam perang dinamakan ....

4. Monumen Nasional dan Tugu Proklamasi terdapat di kota…

5. Prasasti Ciaruteun terdapat di ...

6. Candi Borobudur di Jawa Tengah merupakan bangunan suci agama ...

7. Ciaruteun, Yupa, Kedukan Bukit adalah nama …

8. Kitab Bharatayuda ditulis pada masa kerajaan…

9. Suatu bentuk bangunan yang didirikan untuk memperingati suatu peristiwa disebut…

10. Ukiran pada candi yang mengandung cerita sejarah disebut …

GOOD LUCK

Appendix II

POST-TEST QUESTION

MATERIAL THE FORMS OF HISTORICAL RELIC

Nama   :
No. Absen   :

A. Pilihlah jawaban yang paling benar!

1. Benda, barang atau segala sesuatu yang kita wariskan dari mereka yang sudah meninggal disebut ... .

   a. Harta   c. Peninggalan

   b. Gambar   d. Bangunan

2. Peninggalan sejarah berupa tulisan dari masa lampau. Tulisan itu ditulis pada batu, emas, perak, perunggu, tembaga, tanah liat, atau tanduk binatang. Peninggalan sejarah ini disebut ... .

   a. Arca   c. Prasasti

   b. Benteng   d. Tugu

3. Bangunan yang dipergunakan untuk mempertahankan diri dari serangan musuh disebut…

   a. Benteng   c. Candi

   b. Museum   d. Patung

4. Benteng terbesar yang pernah dibangun oleh bangsa Inggris semasa kolonial Inggris semasa kolonialismenya di Asia Tenggara disebut benteng…

   a. Duurstede   c. Marlborough

   b. Vredeburg   d. Pertahanan

5. Ukiran pada candi yang mengandung cerita sejarah disebut ….

   a. Artefak   c. Prasasti

   b. Relief   d. Fosil

6. Prasasti peninggalan kerajaan Tarumanegara yang berisi puisi untuk mengagungkan keberanian Raja Purnawarman disebut prasasti…

   a. Kedukan bukit   c. Yupa

   b. Ciaruteun   d. Kebon Kopi

7. Museum tertua di Indonesia yang koleksi sejarahnya paling lengkap disebut museum…

   a. Nasional   c. Geologi

   b. Purbakala   d. Sangiran

8. Pada Tugu Proklamator, terdapat dua patung berukuran besar yang berdiri berdampingan. Patung tersebut adalah …

   a. Soekarno dan Hatta   c. Soeharto dan Megawati

   b. Gus Dur dan Habibie   d. Sultan Hasanuddin dan Imam Bonjol

9. Masjid yang dulu merupakan tempat berkumpulnya para walisongo adalah masjid…

   a. Raya Banten   c. Darussalam

   b. Baiturrahman   d. Demak

10. Patung permaisuri dari Ken Arok, pendiri kerajaan Singasari disebut patung…

   a. Raden Wijaya   c. Dewa Syiwa

   b. Kendedes   d. Garuda Wisnu Kencana

B. Isilah titik-titik di bawah ini dengan jawaban yang paling tepat!

1. Candi Prambanan terletak di ....

2. Duurstede, Marlborough, Fort De Kock adalah nama …

3. Semboyan bangsa Indonesia Bhinneka Tunggal Ika diambil dari kitab Sutasoma karya…

4. Tempat yang digunakan untuk menyimpan benda-benda peninggalan sejarah disebut …

5. Pura Besakih terdapat di kota....

6. Museum Purbakala terdapat di ....

7. Di Jawa dan sekitarnya, tempat tinggal raja disebut…

8. Prasasti Ciaruteun ditulis menggunakan huruf …

9. Bangunan yang sengaja dibuat untuk pertahanan dalam perang dinamakan…

10. Monumen yang dibangun untuk mengenang sejarah pertempuran Palagan Ambarawa disebut monumen…

GOOD LUCK

ANGKET PENILAIAN AHLI ISI UJI COBA LAPANGAN

PENGEMBANGAN MEDIA PERMAINAN KARTU KWARTET IPS

Kepada Yth

Ibu Husnul Mufidah

Sebagai Ahli Isi Mata Pelajaran IPS

di MI Sunan Ampel

Sidoarjo

Assalamualaikum Wr. Wb

Dengan hormat,

Dalam rangka penulisan skripsi pada Jurusan Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami sedang mengembangkan Media Pembelajaran berupa Media Kartu Kwartet materi bentuk-bentuk peninggalan sejarah Indonesia pada Siswa Kelas IV di MI Sunan Ampel Sidoarjo. Bentuk produk yang dihasilkan berupa *"1 Paket Kartu Kwartet IPS materi bentuk-bentuk peninggalan sejarah beserta dokter IPS dan Petunjuk Penggunaannya"*.

Sehubungan dengan keperluan tersebut di atas, kami memohon kesediaan Ibu berkenan memberikan penilaian dan masukan tentang ketepatan isi media yang sedang kami kembangkan dengan mengisi angket dan isian saran yang terlampir.

Atas kerjasama dan segala bantuan Ibu kami ucapkan banyak terimakasih.

Malang, 29 November 2013

Hormat kami,

Finayatul Maula

IDENTITAS AHLI

Nama

_____

NIP

_____

Instansi

_____

Latar Belakang Pendidikan:

_____

_____

_____

_____

_____

Profesi yang Sedang Ditekuni:

_____

_____

_____

Pengalaman Dalam Bidang Pendidikan :

_____

_____

_____

ANGKET TANGGAPAN/PENILAIAN

GURU MATA PELAJARAN IPS

Petunjuk Pengisian:

Skala penilaian/tanggapan				
1	2	3	4	5

Keterangan:

1. Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah.

2. Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.

3. Cukup tepat, cukup sesuai, cukup jelas, cukup menarik, cukup mudah.

4. Tepat, sesuai, jelas, menarik, mudah.

5. Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah.

A. Berilah tanda silang (X) pada alternatif jawaban yang dianggap paling sesuai!

No	Kriteria	Nilai				
		1	2	3	4	5
1	Apakah media pembelajaran ini memudahkan Ibu dalam mengajar mata pelajaran IPS?					
2	Apakah media pembelajaran ini dapat membuat siswa aktif dalam pembelajaran?					
3	Bagaimana kesesuaian media pembelajaran kartu kwartet IPS dengan Standar Kompetensi IPS kelas 4 MI/SD?					
4	Bagaimana kesesuaian media pembelajaran kartu kwartet IPS dengan Kompetensi Dasar IPS kelas 4 MI/SD?					
5	Apakah ukuran dan jenis huruf yang digunakan dalam media pembelajaran mudah dibaca dan dipahami?					

No	Kriteria	Nilai				
		1	2	3	4	5
6	Bagaimana kejelasan peraturan pada media pembelajaran kartu kwartet IPS?					
7	Bagaimana kejelasan materi dalam media kartu kwartet IPS?					
8	Bagaimana tingkat kesesuaian antara gambar dan materi dalam media pembelajaran kartu kwartet IPS?					
9	Bagaimana kejelasan soal-soal pretest dan postest pada media pembelajaran kartu kwartet IPS?					
10	Apakah soal-soal dalam media pembelajaran kartu kwartet IPS membantu meningkatkan pemahaman siswa terhadap materi?					
11	Apakah dengan menggunakan media pembelajaran ini siswa termotivasi dalam mengikuti pembelajaran IPS?					
12	Apakah media kartu kwartet IPS sangat berperan dalam pembelajaran IPS?					
13	Apakah media kartu kwartet IPS membantu Anda dalam menyampaikan materi?					
14	Apakah media pembelajaran kartu kwartet IPS dapat dipahami uraian materinya?					
15	Apakah media kartu kwartet IPS sudah memenuhi kriteria sebagai media pembelajaran?					
16	Apakah media pembelajaran kartu kwartet IPS mudah digunakan (menurut ukuran dan kejelasannya)?					

B. Berilah komentar dan saran lainnya berkenaan dengan media pembelajaran!

_____

_____

_____

_____

_____

_____

_____

_____

Sidoarjo, ...2013

(.......................................)
     NIP.

ANGKET TANGGAPAN SISWA TERHADAP MEDIA PERMAINAN KARTU KWARTET ILMU PENGETAHUAN SOSIAL

Keterangan:

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup baik	baik	Sangat baik

A. Berilah tanda silang (√) pada alternatif jawaban yang dianggap paling sesuai.

No	Kriteria	Nilai				
		1	2	3	4	5
1.	Menurut pendapat kamu, bagaimana bentuk permainan kartu kwartet IPS?					
2	Bagaimana perpaduan warna dan gambar media permainan kartu kwartet IPS?					
3	Apakah ukuran dan bentuk huruf yang digunakan dalam kartu kwartet IPS mudah dibaca?					
4	Apakah aturan permainan pada kartu kwartet IPS mudah dimengerti?					
5	Apakah rangkuman materi dalam kartu kwartet IPS sudah jelas?					
6	Apakah perpaduan antara gambar dan materi dalam kartu kwartet IPS sudah sesuai?					
7	Apakah dengan bermain kartu kwartet IPS dapat membantu kamu dalam memahami materi benda-benda peninggalan sejarah di Indonesia yang disampaikan guru?					
8	Apakah karena sering membaca keterangan yang terdapat dalam kartu kwartet dapat membantu kamu memahami benda peninggalan sejarah di Indonesia?					
9	Apakah karena sering membaca keterangan yang terdapat dalam kartu kwartet dapat membantu kamu menghafal benda peninggalan sejarah di Indonesia					
10	Apakah dengan kartu kwartet IPS, kamu senang mengikuti pelajaran IPS?					
11	Apakah dengan kartu kwartet IPS, kamu terdorong untuk selalu ikut dalam permainan pada pelajaran IPS?					
12	Apakah pembelajaran IPS menggunakan media kartu kwartet membantu kamu untuk lebih lama ingat benda peninggalan sejarah di Indonesia?					
13	Apakah pelajaran IPS dengan menggunakan media pembelajaran kartu kwartet membuat kamu tidak bosan?					

Appendix V

Table 4.5
Result of Field Validation

No	Respondent	Question Items													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	
1	X1	5	4	5	4	5	4	5	4	5	4	5	4	5	59
2	X2	5	4	5	4	5	4	5	4	5	4	5	4	5	59
3	X3	5	4	5	4	5	5	5	5	4	4	5	5	5	61
4	X4	5	4	5	5	5	4	4	5	4	5	5	5	5	61
5	X5	5	4	5	4	5	5	5	5	4	4	5	4	5	60
6	X6	5	4	5	5	4	5	5	5	4	5	5	5	5	62
7	X7	5	4	5	5	4	5	4	5	5	5	5	5	5	62
8	X8	5	5	5	5	5	5	5	5	5	5	5	5	5	65
9	X9	5	5	5	5	5	5	5	5	5	5	5	5	5	65
10	X10	5	5	5	5	5	5	5	5	5	5	5	5	5	65
11	X11	5	4	5	4	5	5	4	5	5	5	5	5	5	62
12	X12	5	4	5	5	4	5	4	5	5	5	5	5	5	62
13	X13	5	4	5	5	5	4	5	5	5	5	5	5	5	63
14	X14	5	4	5	5	4	5	4	5	5	5	5	5	5	62
15	X15	5	4	5	5	4	5	4	5	5	5	5	5	5	62
16	X16	5	4	5	5	4	5	4	5	5	5	5	5	5	62
17	X17	5	4	5	5	4	5	4	5	5	5	5	5	5	62
18	X18	5	5	5	5	5	5	5	5	5	5	5	5	5	65
19	X19	5	5	5	5	5	5	5	5	5	5	5	5	5	65
20	X20	5	5	5	5	5	5	5	5	5	5	5	5	5	65
21	X21	5	5	5	5	5	5	5	5	5	5	5	5	5	65
22	X22	5	4	4	5	5	5	5	5	5	5	5	5	5	63
23	X23	5	4	5	4	5	4	5	5	4	5	5	4	5	60
24	X24	5	4	5	4	5	4	5	4	5	4	5	4	5	59
Total		120	103	119	113	113	114	112	117	115	115	120	115	120	1496
Max Value		120	120	120	120	120	120	120	120	120	120	120	120	120	1560
Percentage		100%	85,83%	99,16%	94,16%	94,16%	95%	93,33%	97,5%	95,83%	95,83%	100%	95,83%	100%	95,89%
Validity Criteria		Very Valid	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid

Appendix VIII

Table 4.4

VALUE OF READING INTEREST ON CONTROL CLASS

No	Name	Reading Intensity				Happy Feeling				Reading Motivation				Attention Central				Using Time				Emotion in Reading				Total
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	A.Deny		2				2					3			2				2				2			13
2	A.Afdani		2				2				2					3			2				2			13
3	Alif F.				4			3			2				2				2					3		16
4	Alfianti R.			3				3				3				3				3				3		18
5	Arrafi F.		2				2					3			2					3			2			14
6	Dhimas A.		2				2					3			2				2					3		14
7	Fatimah			3				3				3				3				3				3		18
8	M. Bayu		2				2				2				2					3			2			13
9	M. Farid		2				2				2					3			2					3		14
10	M. Fandi		2					3			2					3			2				2			14
11	M. Sofyan		2				2				2					3				3			2			14
12	M. Shafiyur		2					3			2				2				2				2			13
13	M. misbach		2				2				2					3				3			2			14
14	Ni'matul F.			3			2					3			2				2				2			14
15	Rifqi N.		2					3			2					3				3				3		16
16	Royyan F.				4				4			3				3				3				3		20
17	Sheila N.			3				3				3			2					3			2			16
18	Syahril G.		2					3			2					3			2				2			14
19	Tari H.			3			2				2				2				2					3		14
20	Ulin N.			3			2				2					3			2					3		15
21	Vina W.			3				3				3			2					3			2			16
22	Wulan A.			3			2					3			2				2				2			14
	Total	0	24	24	8	0	24	27	4	0	24	30	0	0	22	33	0	0	24	30	0	0	26	27	0	327
	Average	0,00	1,09	1,09	0,36	0,00	1,09	1,22	0,18	0,00	1,09	1,36	0,00	0,00	1	1,5	0,00	0,00	1,09	1,36	0,00	0,00	1,18	1,22	0,00	**14,86**

Appendix VIII

Table 4.5
VALUE OF READING INTEREST ON EXPERIMENT CLASS

No	Name	Reading Intensity				Happy Feeling				Reading Motivation				Attention Central				Using Time				Emotion in Reading				Total
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	Arynda N.				4				4				4			3					4			3		22
2	A. Khulaifi			3					4				4				4				4				4	23
3	Aisyah R.				4				4				4				4				4			3		23
4	A. Baihaqi			3					4				4				4				4				4	23
5	Digta S.				4				4				4			3					4				4	23
6	Farhatin A.				4			3				3					4			3				3		20
7	Haidar N.			3					4				4				4				4				4	23
8	Ismy M.				4				4				4				4			3					4	23
9	Indah S.				4				4			3					4				4				4	23
10	M. Alif				4				4				4			3				3					4	22
11	Margareta				4			3					4			3					4				4	22
12	M. Nasa			3					4				4				4				4			3		22
13	M. Syahreza				4			3					4				4			3					4	22
14	M. Rafly			3				3				3				3					4				4	20
15	Nur Aini				4				4				4				4				4			3		23
16	Putri A.				4				4				4			3					4				4	23
17	Soraya N.				4				4				4				4				4				4	24
18	Samrotul F.				4			3					4				4			3					4	22
19	Silva A.				4				4				4				4			3					4	23
20	Tasya F.				4				4				4			3					4			3		22
21	Zati H.				4				4			3					4				4			3		22
22	Alwiyah				4				4				4				4				4				4	24
	Total	0	0	15	68	0	0	15	68	0	0	12	72	0	0	21	60	0	0	18	64	0	0	21	60	494
	Average	0,00	0,00	0,68	3,09	0,00	0,00	0,68	3,09	0,00	0,00	0,54	3,27	0,00	0,00	0,95	2,72	0,00	0,00	0,81	2,90	0,00	0,00	0,95	2,72	**22,45**

Appendix VIII

Appendix IX

Table 4.4

Result of t-test Paired Sample Reading Interest of Students in Control Class and Experiment

Class

```
T-TEST PAIRS=Kontrol WITH Eksperimen (PAIRED)
  /CRITERIA=CI(.9500)

  /MISSING=ANALYSIS.
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Minat Membaca Kelas Kontrol	14.86	22	1.859	.396
	Minat Membaca Kelas Eksperimen	22.45	22	1.011	.215

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Minat Membaca Kelas Kontrol & Minat Membaca Kelas Eksperimen	22	.288	.194

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Minat Membaca Kelas Kontrol - Minat Membaca Kelas Eksperimen	-7.591	1.843	.393	-8.408	-6.774	-19.320	21	.000

Appendix X

Table 4.5

Students Value in 4th A Class (Control Class)

No.	Namea	Pre test	Post test
1	A.Deny Prasetyo	10	50
2	A.Afdani Firmansyah	45	75
3	Alif Firmansyah	55	80
4	Alfianti Ramadani	35	80
5	Arrafi Fatahilla	50	60
6	Dhimas Ali Shibri	30	70
7	Fatimah	35	85
8	M. Bayu Kurniawan	10	70
9	M. Farid Febriansyah	20	45
10	M. Fandi	35	60
11	M. Sofyan Arif	20	70
12	M. Shafiyurrohman	10	80
13	M. Misbach Khuddin	35	60
14	Ni'matul Fitri	30	50
15	Rifqi Nashirudin	20	45
16	Royyan Faradis	30	65
17	Sheila Nasobah	25	50
18	Syahril Gunawan	25	55
19	Tari Hardiansyah	20	40
20	Ulin Nihaya	30	55
21	Vina Windi Hapsari	35	55
22	Wulan Andini Putri	40	60
	Total	645	1360
	Average	**29.32**	**61.82**

Table 4.6

Students Value in 4th B Class (Control Class)

No.	Name	Pre test	Post test
1	Arynda Natasha	35	90
2	A. Khulaifi	5	95
3	Aisyah Rohmatul Jannah	60	95
4	A. Baihaqi Gymnastiar	50	95
5	Digta Shabrina	50	90
6	Farhatin Azizah	40	85
7	Haidar Naila Rufaida	35	90
8	Ismy Maghfiroh	50	95
9	Indah Safira Madaniyah	65	95
10	M. Alif Taufiqurrohman	40	95
11	Margareta	40	85
12	M. Nasa Ihza	55	95
13	M. Syahreza	55	95
14	M. Rafly Zulinar	50	95
15	Nur Aini	35	90
16	Putri Abadiatus	50	85
17	Soraya Nurcahyani	70	95
18	Samrotul Fikriyah	40	90
19	Silva Aulia Zamroh	40	95
20	Tasya Fatmawati	45	85
21	Zati Himmatil Akmala	55	95
22	Alwiyah	30	85
	Total	995	2015
	Average	**45.23**	**91.59**

Appendix XI

Table 4.7

T-test Paired to the Post test in Experiment and Control Class

```
DATASET ACTIVATE DataSet2.
DATASET CLOSE DataSet1.
T-TEST PAIRS=Eksperimen WITH Kontrol (PAIRED)
  /CRITERIA=CI(.9500)

  /MISSING=ANALYSIS.
```

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Eksperimen	91.59	22	4.194	.894
	Kontrol	61.82	22	12.960	2.763

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Hasil Belajar Kelas Kontrol & Hasil Belajar Kelas Eksperimen	22	-.034	.881

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Eksperimen - Kontrol	29.773	13.756	2.933	23.674	35.872	10.152	21	.000

Appendix XII

RESEARCH DOCUMENTATION

Building of MI Sunan Ampel Sidoarjo

4A Classroom in MI Sunan Ampel

Appendix XII

Researcher explain Game Procedures

Trail Test Process in Small Group

Appendix XII

Learning Process in Control Class

Students when Learning Process in Control Class

Appendix XII

Class atmosphere when post test in experiment class

Students play quartet card game media

Appendix XII

Researcher with Social Science Teacher

Researcher with all students in 4th grade

ANGKET PENILAIAN AHLI ISI UJI COBA

PENGEMBANGAN MEDIA KARTU KWARTET IPS

Kepada Yth. Ibu Aniek Rachmaniah, S.Sos, M.Si

Ahli Isi Media Permainan Kartu Kwartet IPS

di Universitas Islam Negeri Maulana Malik Ibrahim

Malang

Assalamualaikum Wr. Wb

Dengan hormat,

Dalam rangka penulisan skripsi pada Jurusan Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami sedang mengembangkan Media Pembelajaran berupa Media Kartu Kwartet materi bentuk-bentuk peninggalan sejarah Indonesia pada Siswa Kelas IV di MI Sunan Ampel Sidoarjo. Bentuk produk yang dihasilkan berupa *"1 Paket Kartu Kwartet beserta Petunjuk Penggunaannya"*.

Sehubungan dengan keperluan tersebut di atas, kami memohon kesediaan Ibu berkenan memberikan penilaian dan masukan tentang ketepatan isi media yang sedang kami kembangkan dengan mengisi angket dan isian saran yang terlampir.

Atas kerjasama dan segala bantuan Ibu kami ucapkan banyak terimakasih.

Malang, 15 November 2013

Hormat kami,

Finayatul Maula

IDENTITAS AHLI

Nama

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NIP

_____

Instansi

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Latar Belakang Pendidikan:

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Profesi yang Sedang Ditekuni:

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Pengalaman Dalam Bidang Pendidikan :

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ANGKET TANGGAPAN/PENILAIAN AHLI ISI
MEDIA PEMBELAJARAN KARTU KWARTET IPS

Petunjuk Pengisian:

Skala penilaian/tanggapan				
1	2	3	4	5

Keterangan :

1. Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah.

2. Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.

3. Cukup tepat, cukup sesuai, cukup jelas, cukup menarik, cukup mudah.

4. Tepat, sesuai, jelas, menarik, mudah.

5. Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah.

A. Berilah tanda check (√) pada kolom yang paling sesuai dengan penilaian anda.

No	Komponen	1	2	3	4	5
	KELAYAKAN ISI					
1	Kesesuaian dengan SK-KD-Indikator					
2	Kesesuaian dengan kebutuan siswa					
3	Kesesuaian dengan kebutuhan bahan ajar					
4	Kebenaran substansi materi					
5	Manfaat untuk penambahan wawasan pengetahuan					
6	Kesesuaian dengan nilai-nilai, moralitas, sosial					
	KEBAHASAAN					
7	Mudah dibaca					
8	Kejelasan Informasi					
9	Kesesuaian dengan kaidah bahasa Indonesia					

10	Penggunaan bahasa secara efekif dan efisien					
11	Bahasa yang digunakan mudah dipahami					
	SAJIAN					
12	Kejelasan tujuan					
13	Urutan Penyajian					
14	Interaktivitas (stimulus dan respon)					
15	Kelengkapan informasi					
	KECUKUPAN ISI					
17	Media dapat memudahkan siswa mencapai Standar Kompetensi, Kompetensi Dasar dan Indikator yang diinginkan					
18	Uraian materi disertai gambar yang sesuai dan memudahkan siswa memahami pesan yang disampaikan					
19	Media telah disusun sesuai dengan tingkat kemampuan membaca siswa					
20	Media menciptakan kondisi yang kondusif untuk belajar					
21	Pemilihan kata, konteksnya tepat dengan tingkat kemampuan siswa					
	KETEPATAN ISI					
22	Media telah disusun sesuai dengan tingkat kemampuan siswa					
23	Media menciptakan kondisi yang kondusif untuk belajar					
24	Pemilihan kata, konteksnya sesuai dengan tingkat kemampuan siswa					
	KEMENARIKAN ISI					
25	Isi dari media mampu menarik perhatian					

	dan minat siswa untuk mempelajari materi pelajaran					
26	Isi media menarik dan mutakhir					

B. Mohon berikan komentar dan saran secara keseluruhan tentang isi media permainan kartu kwartet IPS ini!

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(   ) **tidak valid perlu revisi**

Malang, ...2013

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    NIP.

**ANGKET PENILAIAN AHLI DESAIN UJI COBA
PENGEMBANGAN MEDIA KARTU KWARTET IPS**

Kepada Yth. Bapak Dr. Muhammad Walid M.A

Ahli Desain Media Permainan Kartu Kwartet IPS

di Universitas Islam Negeri Maulana Malik Ibrahim

Malang

Assalamualaikum Wr. Wb

Dengan hormat,

Dalam rangka penulisan skripsi pada Jurusan Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami sedang mengembangkan Media Pembelajaran berupa Media Kartu Kwartet materi bentuk-bentuk peninggalan sejarah Indonesia pada Siswa Kelas IV di MI Sunan Ampel Sidoarjo. Bentuk produk yang dihasilkan berupa *"1 Paket Kartu Kwartet beserta Petunjuk Penggunaannya"*.

Sehubungan dengan keperluan tersebut di atas, kami memohon kesediaan Bapak berkenan memberikan penilaian dan masukan tentang desain media yang sedang kami kembangkan dengan mengisi angket dan isian saran yang terlampir.

Atas kerjasama dan segala bantuan Bapak kami ucapkan banyak terimakasih.

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Pengalaman Dalam Bidang Pendidikan :

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ANGKET TANGGAPAN/ PENILAIAN AHLI DESAIN
MEDIA PEMBELAJARAN KARTU KWARTET IPS

Petunjuk Pengisian:

Skala penilaian/tanggapan				
1	2	3	4	5

Keterangan :

1. Sangat tidak tepat, sangat tidak sesuai, sangat tidak jelas, sangat tidak menarik, sangat tidak mudah.
2. Kurang tepat, kurang sesuai, kurang jelas, kurang menarik, kurang mudah.
3. Cukup tepat, cukup sesuai, cukup jelas, cukup menarik, cukup mudah.
4. Tepat, sesuai, jelas, menarik, mudah.
5. Sangat tepat, sangat sesuai, sangat jelas, sangat menarik, sangat mudah.

A. Berilah tanda check (√) pada kolom yang paling sesuai dengan penilaian anda

No	Komponen	1	2	3	4	5
1	Kemenarikan pengemasan desain cover pada media kartu kwartet					
2	Kesesuaian gambar pada cover pengemasan, buku album dan petunjuk penggunaan					
3	Kesesuaian pemakaian jenis huruf yang digunakan pada kartu, buku album, dan petunjuk penggunaan					
4	Ketepatan layout pengetikan					
5	Konsistensi penggunaan spasi, judul, dan pengetikan materi					
6	Ketepatan penempatan gambar pada setiap kartu					
7	Kesesuaian penggunaan variasi jenis,					

	ukuran, dan bentuk huruf pada kartu dan buku album					
8	Kesesuaian penggunaan variasi jenis, ukuran, dan bentuk huruf pada petunjuk penggunaan					
9	Kemenarikan desain petunjuk penggunaan					
10	Kemenarikan desain kartu kwartet					
11	Kemenarikan desain buku album					
12	Kemenarikan kombinasi warna yang digunakan dalam mendesain media kartu kwartet					
13	Kesesuaian jenis huruf disertai gambar dan memudahkan siswa memahami pesan yang disampaikan					
14	Kemenarikan desain secara keseluruhan mampu meningkatkan minat siswa untuk membaca					
15	Ketepatan pemilihan ukuran kotak media kartu kwartet dengan karakteristik siswa					
16	Ketepatan pemilihan bahan kotak media kartu kwartet dengan karakteristik siswa					
17	Desain cover sesuai dengan isi materi					
18	Kemenarikan media untuk dipakai lagi dalam pembelajaran					

C. **Mohon berikan komentar dan saran secara keseluruhan tentang isi media permainan kartu kwartet IPS ini!**

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Malang, ...2013

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