THE DEVELOPMENT OF MINI DIORAMA MEDIA ON THEMATIC INTEGRATIVE TO IMPROVE LEARNING ACHIEVEMENTS FOR 4 GRADE MIN 2 KOTA MALANG

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

THESIS

Written by: Luluk Nur Khanifah

NIM: 13140098



ISLAMIC PRIMERY TEACHER EDUCATION PROGRAM FACULTY OF EDUCATION AND TEACHER TRAINING MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

June, 2017

APPROVAL SHEET

THE DEVELOPMENT OF MINI DIORAMA MEDIA ON THEMATIC INTEGRATIVE TO IMPROVE LEARNING ACHIEVEMENTS FOR 4 GRADE MIN MALANG 2

THESIS

Written by:

Luluk Nur Khanifah NIM 13140098

> Approver by Advisor :

Dr. Nur Ali,M.Pd NIP. 196504031998031002

Acknowledged by, -The Head of Islamic Primary Teacher Education Program

Dr.Muhammad Walid, MA NIP. 197308232000031002

LEGITIMATION SHEET

THE DEVELOPMENT OF MINI DIORAMA MEDIA ON THEMATIC INTEGRATIVE TO IMPROVE LEARNING ACHIEVEMENTS FOR 4 GRADE MIN 2 KOTA MALANG

THESIS

Written by:

Luluk Nur Khanifah (13140098) has been defended and approved by the board of examiners on PASSED as the requirement for the degree of Sarjana Pendidikan (S.Pd)

Signature

Chair Examiner, <u>Ulfa Muhayani, M. PP</u> NIP. 197906022015032001

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

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

Main Examiner, Dr. Hj. Like Rascova Oktaberlina, M. Ed NIP. 197410252008012015



Dr. H Nur Ali, M. Pd Lecturer Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University, Malang

OFFICE MEMO OF ADVISOR

Subject : Luluk Nur Khanifah

Malang, 19 April 2017

Attachment : 4 (Four) Exemplares

To Whom It May Concern, Dean Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University, Malang In Malang

Assalamualaikum Wr. Wb

This Office Memo declares that Skripsi originally owned by:

Nama	: Luluk Nur Khanifah
NIM	: 13140098
Study Program	: Islamic Primary Teacher Education (PGMI)
Title of Skripsi	: The Development of Mini Diorama Media on Thematic
	Integrative to Improve Learning Achievements for 4 Grade
	MIN 2 Kota Malang

is Considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamualaikum Wr.Wb.

Advisor,

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

CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by Luluk Nur Khanifah, student of Islamic Primary Teacher Education (PGMI) as the requirement for degree of sarjana Pendidikan (S. Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing doesn't incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

۷

Malang,2017 Author, 3FAEF284383677 $(\mathbf{0})(\mathbf{0})$

Luluk Nur Khanifah NIM. 13140098

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

ΜΟΤΤΟ

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۦَ إِنَّ أَكْرَمَكُمْ عِندَ اللَّهِ أَتْقَاكُمْ - إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ - ١٣

13. Hai manusia, sesungguhnya Kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal-mengenal. Sesungguhnya orang yang paling mulia diantara kamu disisi Allah ialah orang yang paling takwa diantara kamu. Sesungguhnya Allah Maha Mengetahui lagi Maha Mengenal¹

¹ QS Al-Hujarat Ayat 13

DEDICATION

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيم

This thesis is dedicated to:

- 1. Beloved father Mr. Lastari and mother Mrs. Siti Asiyah who always give motivation, prayers and sacrifices so researcher can get to the bachelor level.
- 2. Ainur Firmansyah, beloved sister Silviana Nur Faizah, and friends of PGMI ICP 2013 that always give support in the form of energy, thoughts and motivation so that the completion of this thesis.
- 3. Supervisor Dr. H. Nur Ali, M.Pd. who have given times, guidance, and motivation in the preparation of this thesis.
- 4. All teachers and lecturers who have taught wisdom and virtue with full sincerity and that has opened up the pages of the knowledge that had been unknown to the author to be know.

Translation Guidelines of Arab Latin

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

A. Letter

1	=	A	j	-=/	Z	ق	=	Q
ų	=	В	س	=	S	ك	=	K
ت	=>	Т	ش	-	Sy	J	=	L
ث	S¥.	Ts	ص	=	Sh	م	=	\mathbf{M}
5	=	J	ض	=/	DI	ن N	=	Ν
۲	=	H	ط	Æ	Th	و 🗖	=	W
Ż	=)	Kh	ظ	=	Zh	٥	=	Н
د	=	D	٤	4	~	۶	=	,
i	=	Dz	Ė	=	Gh	ي	=	Y
J	=	R	ف	=	F			

B.	VokalPanjang	C.	Vokal Diphthong		
	Vokal (a) panjang $= \hat{a}$		أوْ	=	Aw
	Vokal (i) panjang $= \hat{1}$		أيْ	=	Ay
	Vokal (u) panjang $= \hat{u}$		أوْ	=	Û
			إى	=	Î

ABSTRAK

Khanifah, Luluk, Nur. 2017. Pengembangan Media Mini Diorama untuk Meningkatkan Prestasi Belajar Kelas IV MIN 2 Kota Malang. Skripsi, Program Studi Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negri Malang, Pembimbing: Dr. H. Nur Ali, M.Pd.

Kata Kunci : Media Mini Diorama, Prestasi Belajar

Pengembangan Media Mini Diorama merupakan media 3 dimensi yang menunjukkan pemandangan sebenarnya sehingga memudahkan anak untuk memahami materi. Pengembangan Media Mini Diorama dimaksudkan untuk menaikkan hasil belajar Tematik siswa kelas IV agar mencapai nilai rata-rata kelas di atas KKM yang telah ditetapkan dan belum adanya media pembelajaran yang dapat digunakan untuk menyampaikan beberapa mata pelajaran dalam satu tema.

Pengembangan media ini menggunakan model pengembangan Borg and Gall. Subyek penilaian untuk penilaian kelayakan media ini yaitu ahli materi, ahli media, ahli pembelajaran, serta siswa kelas IV MIN 2 Kota Malang. Langkah pokok pada penelitian ini adalah analisis kondisi awal, pengembangan rancangan media, pelaksanaan pembuatan media, dan penilaian media.

Hasil penelitian menunjukkan bahwa media mini diorama memiliki tingkat kevalidan materi 82%, kevalidan desain 92%, kevalidan pembelajaran 82%, dan tingkat kemenarikan subjek uji coba terhadap semua komponen media 91%.Media ini terbukti efektif berdasarkan hasil perhitungan*independent sample t test*u diperoleh $t_{hitung}(2,4) > t_{tabel}$ (2,065). Sedangkan tingkat daya tarik siswa menggunakan media terhadap semua komponen mencapai 91% dengan klasifikasi sangat baik.Berdasarkan keseluruhan hasil analisis data tersebut dapat disimpulkan bahwa Media Mini Diorama telah memenuhi unsur valid, efektif, dan menarik untuk siswa kelas IV MIN 2 Kota Malang.

ABSTRACT

Khanifah, Luluk, Nur. 2017 The Development of Mini Diorama Media to Improve Learning Achievement for 4 Grade MIN 2 Kota Malang. Thesis, Department of Teacher Education Elementary School State Islamic University of Malang, Advisor: Dr. H. Nur Ali, M.Pd.

Keywords : Media Mini Diorama, Learning Achievement.

Media Development of Mini Diorama is a 3-dimensional medium which shows the actual view that makes easy for children to understand the material. Media Development Mini Dioramas meant to raise Thematic learning outcomes grade IV in order to achieve the average classes value of the above KKM predetermined and yet the existence of a learning media that can be used to convey multiple subjects in a single theme.

The development of this media using the development model of Borg and Gall. The subject of the assessment for the assessment of the feasibility of this media that is material experts, media experts, learning experts, as well as grade IV MIN 2 Malang. Principal step in the research is the analysis of the initial conditions, the development of the draft media, media creation, implementation and assessment of the media.

The results showed that the media has a level validity that mini diorama materials 82%, 92% media validity, the validity of the study 82%, and the level of attractiveness of the subject of the trial against 91% of all media components. Media has proven effective based on result calculation u independent sample t test obtained t_{count} (2.4)> t_{table} (2.065), While the level of the students use media appeal to all components reached 91% with very Good. Based on overall classification results of data analysis, we can conclude that the Media Mini Diorama has met the elements of a valid, effective and attractive for fourth grade students MIN 2 Kota Malang.

مستخلص البحث

حنيفة، لؤلؤ، نور. 2017. تطوير وسائل التعليمية المصغر الديوراما لترقية الإنجاز الدراسية في الفصل الرابع المدرسة الإبتدائية الحكومية الثانية بمالانق. البحث الجامعي. قسم التربية للمدرّس المدرسة الإبتدائيّة، كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق. المشرف: الدكتور الحاج نور على الماجستير

الكلمة المفتاحية: تطوير، وسائل التعليمية المصغر الديوراما، الإنجاز الدراسية

وسائل التعليمية المصغر الديوراما لها ثلاثة أبعاد و تدلّ على الشكل الحقيقي مما يسهل التلاميذ لفهم المواد الدراسية . تطوير وسائل التعليمية المصغر الديوراما للفصل الرابع تحدف إلى النتيجة التعلم الموضوعيفي الفصل الرابع لم تصل إلى ما يقاس القليلة، وغياب وسائل التعليمية لتقديم المواد في أحد الأنشطة.

وأنواع البحث المستخدم بالباحثة هي منهج التطويري بالنموذج التطويريبورغوغال (Borg). وأنواع البحث المستخدم بالباحثة هي منهج التطويري بالنموذج التطويريبورغوغال (and Gall). وفاعل التقريم لتقويم هذا جدارة وحدة القياس هي خبير المواد وخبير الصميم وطلبة الفصل الرابع في المدراسة الأبتدايّة الحكوميّة ٢ مدينة ملانق. والخطوة المهمة في هذا البحث هي تحليل الحال الأول وتطوير تخطيط وحدة القياس وكتابة وحدة القياس وتقويم وحدة القياس.

والنتيجة هذا البحث: أنّ وسائل التعليمية المصغر الديوراما لديها إرتفاع صلاحية المواد 82%، وصلاحية التصميم 92%، وصلاحية الدراسة 82%، و وجذّابة ظهورة من جميع العناصر الوسائل التعليمية 91% بتصنيف ممتاز. وسائل التعليمية المصغر الديوراما فعال على أسس احتساب نتيجةالإحصائي 2,4 أكبرمننتيجة(t جدوالي) 2,065. هذه دليل أنّ أنّ وسائل التعليمية المصغر الديوراما قد اجتمع عناصر صالحة، وفعالة، وجذّابة للتلاميذ الفصل الرابع المدرسة الإبتدائية الحكومية الثانية بمالانق.

FOREWORD

Thank God, the authors say over abundance of grace and guidance of God Almighty., Thesis entitled "The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade Min Malang 2" can be resolved properly use and benefits may exist. Sholawat and greetings may express to our master Nabi Muhammad saw. who has been guiding people towards the path of truth and goodness.

Many of those who helped in completing this thesis. To the authors would like to thank and appreciation as much as possible with the words jazakumullahu Ahsanul Jaza 'in particular to:

- Rector of UIN Maulana Malik Ibrahim Malang, Prof. Dr. H. Mudjia Raharjo and the Vice Chancellor.
- 2. Chairman of the Teacher Education Program Elementary School, Dr. Muhammad Walid, M.Pd on motivation, correction and ease of servicing during the study.
- 3. Supervisor Dr. H. Nur Ali, M.Pd who give guidance, suggestions, criticisms, and corrections in this thesis.
- 4. Mr / Ms lecturers and all staff TU State Islamic University Maulana Malik Ibrahim Malang who could not mention who have made significant scientific insights and easiness for completing the study.
- 5. All teachers on MIN 2 Kota Malang especially Mr. Soeroto as waka curriculum; Fourth grade teacher, Mrs. Darmini M.Pd and Head of TU and all educators in particular who have taken the time to provide information in the study.
- 6. Both parents, father and mother Lastari Mr Ibu Siti Asiyah who do not cease to give motivation, material assistance, and prayer so that a witness boost in the study, may be charitable accepted by Allah SWT. amen
- 7. Beloved sister Silviana Nur Faizah, M. Pd who always provided support and inspiration to help the completion of this thesis.

- 8. Ainur Firmansyah who always provide support, time and thoughts during this thesis.
- 9. Chushila Ammaliya' who always do the thesis together, and all of my friends in ICP PGMI 2013 especially for Ida, Dhita, Ainur, Wiji, and others.
- 10. All parties were unable to mention who have helped the completion of this thesis.

To them all writers can not give anything just strands profuse thanks to the author to convey. May Allah SWT. repay all the kindness and always bestow His mercy and guidance to them all.

> Malang, 19 April 2017 Author.

Luluk Nur Khanifah

TABLE OF CONTENTS

COVER PAGEi
APPROVAL SHEETii
LEGITIMATION SHEETiii
OFFICE MEMOiv
CERTIFICATE OF SKRIPSI AUTHORSHIP v
THE MOTTOvi
DEDICATION vii
TRANSLATION GUIDELINES OF ARAB LATIN
ABSTRACTix
FOREWORD xii
TABLE OF CONTENTS xiv
LIST OF TABLES
LIST OF PICTURES
LIST OF ATTACHMENTS
CHAPTER I INTRODUCTION 1
A. background 1
B. The Problems of Study 7
C. Research Objective 7
D. Significance of Study
E. Development Assumptions
F. Scope Limitation of Study
G. Specification of The Product 10
H. Research Originality 10
I. Operational Definitions 14
J. Systematic of Writing 15
CHAPTER II LITERATURE REVIEW 16
A. Review of Literature

1	. N	Iini Diorama Media	16
	a	. Definition of Mini Diorama Media	16
	b	. Benefits of Mini Diorama Media	17
	с	. Elements of Mini Diorama Media	18
	d	. The Principles of Mini Diorama Media	20
	e	. The steps of Making Mini Diorama Media	21
2	2. Т	hematic Learning	23
	a	Definition of Thematic Learning	23
	b	. Characteristic of Thematic Learning	25
	с	. Fundamentals of Thematic Learning	27
	d	. The Principles of Thematic Learning	29
	e	. The Scope of Thematic Learning	30
	f	Signs of Thematic Learning	31
	g	. Implementation of Thematic Learning	32
	h	. Assessment of Thematic Learning	35
3	8. L	earning Achievements	37
	a	. Concept of Learning Achievements	37
	b	. Factors of Learning Achievements	38
		1) external Factors	38
		2) internal Factors	39
	с	. Kind of Learning Achievements	39
		1) Academic	39
		2) Non-Academic	40
	d	. Kind and Indicators of Learning Achievements	41
	e	Assessment of Learning Achievements	43
	f	Learning Achievements in Islamic Perspective	44
4	I. I	Development	46
	a	. Definition of Development	46
	b	. Steps of Development	47

		c. Model of Mini Diorama Media Development	50
B.	thi	nking Framework	51
CHAI	PTE	R III RESEARCH METHOD	52
A.	Kir	nd of Research	52
B.	De	velopment model	53
C.	De	velopment Procedures	54
D.	tria	l Experiment	56
	1.	Trial Experiment Design	57
	2.	Trial Experiment Subject	58
	3.	Kind of Data	58
	4.	Collecting Data Instrument	60
	5.	Data Analysis Technique	62
E	. Re	search Procedure	68
CHAI	рте	R IV TH <mark>E RESULT OFDEVELOP</mark> MENT	73
A.	Pre	esentation of Test Data	73
	1.	Validation Test of Material Expert	75
	2.	Validation Test of Learning Media Expert	77
	3.	Validation Test of Thematic Learning Expert	78
	4.	Test of Small Group	80
	5.	Field Trial	83
	6.	Pretest and Post Test Data	84
B.	An	alyze Data	88
	1.	Analyze the data of Material Expert Result	88
	2.	Analyze the data of Learning Media Expert	90
	3.	Analyze the data of Thematic Learning Expert	92
	4.	Analyze Data of Small Group	94
	5.	Analyze of Field Trial Data	96
	6.	Analyze Data Pretest and Post Test Data	99
C.	Re	vised Product	108

D.	Mi	ni Diorama Media	110
CHAF	TE	R V PRODUCT REVIEW AND ADVICE	113
A.	Pro	duct Assessment Revised	113
B.	Co	nclusion	122
C.	sug	gestion	123
	1.	Suggestion for Product Utilization Purposes	123
	2.	Suggestion for Product Dissemination	124
	3.	Suggestion for Product Development Continuing	124
Refere	nces	s of Physical MALIA	

Appendixes

LIST OF TABLE

Table		Page
1.1	Research Originality	13
3.1	Pretest and posttest Table	58
3.2	The Scale of Achievement Level	64
3.3	Gain Normalized Score	67
4.1	Scoring Question form Material Validation Expert, Media Expert	
	and Thematic Learning Expert	74
4.2	Scoring question Validation form for students	75
4.3	The Result Of The Material Experts Validation	76
<mark>4.</mark> 4	Comments and Suggestion from Material Expert	76
4.5	The result of a media expert validation	77
4.6	Comment and Suggestion by Media expert validation	78
4.7	The Result of Quantitative Data of Learning Thematic Expert	79
4.8	Profile of Small Group Students Trial	81
4.9	The Result of Small Group Trial	81
4.10	The Profile of Field test Student	82
4.11	The Result of Field Test	83
4.12	Pre-Test and Post-Test Value of Experiment Class	84
4.13	Pre-Test and Post-Test Value of Control Class	86
4.14	The Exposure Data Result by Material Expert	89
4.15	Exposure of data result of learning media expert	91
4.16	Exposure of data result of learning Thematic Expert	93
4.17	Exposure Data result of Small Group Test	95
4.18	Exposure result of Field Trial Data	97
4.19	The average pretest-posttest experimental class and control	99
4.20	Variance pre test - post test experimental and control group	100
4.21	Test normality pretest - posttest experimental and control groups	101

4.22	Homogeneity pre test - post test experimental class and control	.102
4.23	Gain an average grade IV C (experimental)	102
4.24	Gain an average grade IV D (Control)	104
4.25	Distribution Frequency Gain score	105



LIST OF PICTURE

Pict	ure	Page
4.1	Pre-Test and Post-Test Value Chart	86
4.2	Pre-Test and Post Test Chart of Control Class	87
4.3	Average Gain experimental group and control	105
4.4	Media Mini Diorama	110



LIST OF APPENDIXES

Appendixes

- 1. The research Permit application letter
- 2. The Research Letter from MIN 2 Kota Malang
- 3. The Naration in Mini Diorama Voice (Material)
- 4.Test pretest-posttest normality Experimental and control group
- 5. The results of the Validation Materials Experts
- 6. The results of the validation of the Design Experts
- 7. The results of the Thematic Learning Practitioner Validation
- 8. The small group of trial results
- 9. The results of the field test
- 10. The question of Evaluation pretest and posttest experiment group
- 11. The question of the evaluation pretest and posttest control group
- 12. The results of the Interview Form by Master Class IVC
- 13. RPP of Experiments Group
- 14. RPP of Control Group
- 15. Consultation Sheet
- 16. Documentation

CHAPTER I INTRODUCTION

A. Background

The curriculum is the most important thing in education. Indonesia has transformed the educational curriculum from curriculum based competence, curriculum level unit education up to curriculum 2013. Youth of the nation in Indonesia is said to be lacking in attitude aspect, because government just concern only cognitive aspect in Curriculum Level Unit Education. It is according to E. Mulyasa that:

Pendidikan saat ini lebih mengutamakan sisi skolastik, akademik, dan melupakan segi-segi nilai serta kepribadian. Kondisi tersebut secara langsung telah berdampak pada pendidikan saat ini yang kurang bermutu, tidak adil, dan tidak merata.... Demikian halnya terhadap kehidupan berbangsa dan bernegara, yang diwarnai oleh berbagai penyimpangan, korupsi, kolusi dan nepotisme....²

From the explanation above, it can be concluded when the Government is only concerned with the cognitive aspects, it can cause the condition of education in Indonesia getting worse as a result many student fights, perversion, corruption, collusion and nepotism.

Finally the Government made the book of curriculum 2013 that material can be applied in everyday life and the students are expected to be excellent in the aspect of cognitive, affective and psychomotor. It is according

² E. Mulyasa, *Implementasi Kurikulum 2013* (Bandung: PT Remaja Rosadakarya, 2015), page. 11.

with the law of National Education System section 3, it expressed that "Pendidikan Nasional berfungsi untuk: Mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa...."³ God also commanded man to always do the truth, in the sense of not doing things that are cheating so as to harm others, as found in the surat al-Maidah (5) of verse 8:

نَأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ أَوۡفُواْ بِٱلۡعُقُودِٓ أُحِلَّتُ لَكُم بَهِيمَةُ ٱلْأَنْعَٰمِ إِلَّا مَا يُتَلَىٰ عَلَيْكُمۡ غَيۡرَ مُحِلِّي ٱلصَّيۡدِ وَأَنتُمۡ حُرُمٌۗ إِنَّ ٱللَّهَ يَحۡكُمُ مَا يُرِيدُ ١

Hai orang-orang yang beriman hendaklah kamu jadi orang-orang yang selalu menegakkan (kebenaran) karena Allah, menjadi saksi dengan adil. Dan janganlah sekali-kali kebencianmu terhadap sesuatu kaum, mendorong kamu untuk berlaku tidak adil. Berlaku adillah, karena adil itu lebih dekat kepada takwa. Dan bertakwalah kepada Allah, sesungguhnya Allah Maha Mengetahui apa yang kamu kerjakan.⁴

Curriculum 2013 is known as thematic learning. Thematic learning is arranged accordance with the characteristics of the way of student learning. The concept of learning and meaningful learning is bringing together from different subjects into one unified meaning and associated it with daily life of students. Therefore the thematic learning make students more easily learn the material in school for one month because it is still in one theme even though, it is a combination of several subjects. It is according to E.Mulyasa that

³Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (<u>http://sindikker.dikti.go.id/dok/UU/UU20-2003-Sisdiknas.pdf</u>, accesed on 20 September 2016 time 17.56 wib)

⁴ Al-Qur'an Surat Al-Maidah ayat 8

"Kurikulum 2013 mengusung tema: menghasilkan insan Indonesia yang produktif kreatif, inovatif, dan afektif (berkarakter), melalui penguatan sikap, keterampilan,dan pengetahuan secara terintegrasi".⁵ So Curriculum 2013 is expected to make students in Indonesia be good in affective, cognitive, and psychomotor.

The government will realize the quality education in the curriculum of 2013, then it needs a professional teacher. E. Mulyasa said that "Guru dituntut melakukan berbagai inovasi untuk melahirkan karya-karya inovatif, serta mengoptimalkan segala pikiran dan kreativitasnya dalam mengelola kelas dan pembelajaran yang diampunya".⁶ So curriculum 2013 makes the teacher required to do the optimum class management to realize a productive, creative, innovative, and character learning. Teachers should be able to change their mindsets in order to be aware of understand, care, and have a high commitment to teaching with a vengeance. As mentioned in Sura al-Alaq (96) verses 1-8:

ٱقۡرَأۡ بِآسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ١ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ٢ ٱقۡرَأُ وَرَبُّكَ ٱلۡأَكۡرَمُ ٣ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ ٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمُ ٥ كَلَّآ إِنَّ ٱلۡإِنسَٰنَ لَيَطۡعَىٰٓ ٦ أَن رَّءَاهُ ٱسۡتَغۡنَىٰٓ ٧ إِنَّ إِلَىٰ رَبِّكَ ٱلرُّجۡعَىٰٓ

1. Bacalah dengan (menyebut) nama Tuhanmu Yang menciptakan, 2. Dia telah menciptakan manusia dari segumpal darah, 3. Bacalah, dan Tuhanmulah Yang Maha Pemurah, 4. Yang mengajar (manusia) dengan

⁵E. Mulyasa, *op.cit.*, page. 45 ⁶*Ibid.*, page. 4

perantaran kalam, 5. Dia mengajar kepada manusia apa yang tidak diketahuinya.⁷

The teacher is a facilitator, and for being a good facilitator then the teacher should use a variety of strategies, methods, media and learning resources in the process of teaching and learning. As we know, some teachers from the past to present are still using lecture methods and teaching without bringing any media. Although the curriculum 2013 is designed to improve the quality of education in Indonesia, if the teacher does not become a good facilitator so the quality of education in Indonesia will be same with before. Therefore, teachers must be able to interpret the learning, as well as make it an event the establishment of competence, formation of character, and improvements to the quality of private learners on an ongoing basis. If it has manifested, then a teacher at this time would be a better teacher than last time.

As we know, students will feel curious when the teacher brings something from the outside even though it was small. When students are curious, then they will find out more why teachers bring the object. So objects that used by teachers or we call with learning media can help teachers deliver content/learning materials better than teachers do not bring anything in the classroom. Learning media will help teachers increase learning motivation, curiosity and student achievements.

⁷ Al-Qur'an Surat Al-Alaq ayat 1-5

Learning media can improve learning processes and learning outcomes that respect to the extent of students thinking. Nana and Rivai explained that: "Media pengajaran dapat mempertinggi proses dan hasil pengajaran adalah berkenaan dengan taraf berpikir siswa. Taraf berpikir manusia mengikuti tahap perkembangan dimulai dari berpikir konkret menuju berpikir abstrak, dimulai dari berpikir sederhana menuju ke berpikir kompleks".⁸ So learning media is very helpful for teachers to explain the material in order to improve learning achievement, because learning media is concrete thing so it help students more easy to understand the material.

In fact, teachers just read the content of material on the book without bring learning media so learning achievements of student could be said be ordinary or under minimal complete criteria. That problem because the teacher is less creative, and the teacher felt lazy to make learning media. In addition, sometimes the media that carried by teachers does not match with learning materials. Other problem that caused by students, students do not follow the learning in the classroom well so they do not understand what is explained by their teacher.

Some of the conditions is found by interviews with fourth grade teacher MIN 2 Kota Malang, *First*, some students feel little difficult to understand

⁸ Nana Sudjana & Ahmad Rivai, *Media Pengajaran* (Bandung: Sinar Baru, 2006), Page. 3

the material, *second*, teacher doesn't provide learning media that can integrate several subjects on that material.⁹

We remember how the importance of the media in delivering learning material, then this development research aimed at the development of learning media that used in MIN 2 Kota Malang actually in fourth grade. Research development was carried out after observing some of the media that used by fourth grade teacher. Because fourth class in MIN 2 Kota Malang which do not fulfill complete minimal criteria just a little bit, so the media can be used to raise complete minimal criteria in IV class MIN 2 Kota Malang.

Based on content, learning media that used in MIN 2 Kota Malang hasn't been able to make material be contextual with the everyday life of students. So researcher will develop learning media that can intercept some of subjects as well as the learning media can construct learning materials in real life based on experience that has owned by students.

Based on design from the lesson that the media looks less attractive, as an example of media for the nets of solid geometry just using crease paper. In addition not all nets of solid geometry illustrated with crease paper. So that if the students find a different problem with the explanation of teacher, they can be hard to work out. Based on the reasons that students of fourth grade need learning media that able to display information as well as learning media that make students be interesting of design learning media.

⁹ Interview with Darmini, teacher of IV C MIN 2 Kota Malang, date 24 Oktober 2016.

Mini diorama media on the thematic integrative is very important to be developed with the consideration that the mastery of the concept on theme 7 sub of theme 2 learning 4 can be used as a basic fundamental for the child to develop his ideals for life in the future. Teacher can convey material from multiple subjects in a single media learning and teacher can improve students achievement. In addition the media is also suitable for the students because the students can be spirit to follow learning in the class.

B. Problem of Study

Based on the explanation of the background above, then it can be formulated in a few problem of study in this research and development:

- 1. How do describe validity of mini diorama media on thematic integrative for fourth grade MIN 2 Kota Malang ?
- 2. How do describe effective of mini diorama media on thematic integrative for fourth grade MIN 2 Kota Malang ?
- 3. How is the form of mini diorama media on thematic integrative for fourth grade MIN 2 Kota Malang?
- C. Research Objective

Based on the explanation of the background above, then it can be formulated research objective in this research and development are:

1. To understand valid description of mini diorama media on thematic integrative at fourth grade MIN 2 Kota Malang.

- 2. To understand effective description of mini diorama media on thematic integrative at fourth grade MIN 2 Kota Malang.
- 3. To understand how the form of mini diorama media on thematic integrative at fourth grade MIN 2 Kota Malang.
- D. Significance of Study

Some significances that can be taken by this research and development are:

1. For students

Students get new learning experience when study by using mini diorama media. Researcher hope this experience can add their understanding of the concepts students so that, they can apply the concept on theme cita-citaku Subtheme 2 learning 4 on daily life.

2. For teachers

This research can improve the quality of teacher when teach their students, so that teachers be creative and not monotonous to one method, one strategy and one learning media when teach students, and teachers can find out the effectiveness of mini diorama media in teaching in the class.

3. For Headmaster

Headmaster can give information that teacher have to be innovative and creative, teacher is expected to be able to make the media as attractive as possible to enhance the learning achievements of students.

4. For the next Researcher Candidate/Colleague

The next researcher is expected to make this research as a solution, if find a school that the students or teachers have a similar problem so this research can be a drug in the schools which will be researched.

E. Development Assumption

Some assumptions was underlying this research and development are:

- Teacher of fourth grade in MIN 2 Kota Malang is not ever provide learning media like mini diorama media on the theme of cita-citaku sub of theme 2 learning 4.
- Learning media that is used by teacher of fourth grade in MIN 2 Kota Malang can't deliver some of materials on the theme of cita-citaku sub of theme 2 learning 4.
- 3. Students can become more attractive and creative in learning processes if use mini diorama media so it can improve the learning achievement students of MIN 2 Kota Malang.
- F. Scope Limitation of Study

There are many variables that can affect processes and learning achievements out of the variable that researcher will peruse or examine to solve the problem of learning. However, to solve the problem of learning by this research, we will only examine one or more slightly variable due to methodological difficulties or specific procedures, so that researcher need to limit the scope of the study to be performed. The scope of the study was only conducted on 4 grade semester 2 Theme Cita-citaku Sub of theme 2 Learning 4 and the variable is examined only mini diorama media development.

G. Specification of The Product

The expected product specifications under development are as follows:

- 1. Media is resulted from this development research like three-dimensional media that equipped with audio.
- Mini diorama media can convey the material in theme cita-citaku sub of theme 2 learning 4.
- 3. Media learning developed designed logo: usage instructions for teachers, boards, some three-dimensional wake supports some of the material on the theme cita-citaku sub of theme 2 learning 4.
- 4. This learning media can convey of some subjects and interconnected.
- H. Research Originality

The originality of this research evidenced based on the earlier thesis research results that related to the title of this research. As for the thesis are:

First, the Thesis written by Dini Latifah with the title "*Studi Eksperiment Media Diorama dalam Meningkatkan Hasil Belajar Bahasa Arab Kelas VII MTSN Yogyakarta 1 Tahun Akademik 2014/2015 Tahun 2015*".¹⁰ This research aims to improve learning result Arabic language by using Diorama media. The results showed that learning to read by using the

¹⁰ Dini Latifah, *Studi Eksperiment Media Mini dioramadalam Meningkatkan Hasil Belajar Bahasa Arab Kelas VII MTSN Yogyakarta 1 Tahun Akademik 2014/2015*, (Skripsi S. Pd. Yogyakarta:UIN Sunan Kalijaga, 2015).

diorama media more effective than using a book package to improve reading skills with calculation of t_{count} is 2.34 more than t_{table} 2.00 with test increased on average by 0.212 rate criteria.

Second, the thesis written by Indah Purnama Sari.¹¹ This thesis entitled "Pengembangan Media dioramaBerbasis Audiovisual pada Pembelajaran Pkn Materi Keputusan Bersama kelas V SDN Tambakaji Tahun 2016". Research development of diorama media based on audio-visual proved effective to used on the learning of student learning outcomes PKn with calculation of t_{count} is 2.182 more than t_{table} 2.002 with test increased on average by 0.343 rate criteria. In addition the use of diorama media based on audio-visual on the learning material of "keputusan bersama" in PKn learning is success to increase the activity of the students at the meeting 1 with a score of 81% included in the criteria is very high and the activity of the students at the second meeting with a score of 85% of very high criteria.

Third, the thesis written by Erma Mustika.¹² This thesis is entitled " Peningkatan Kualitas Pembelajaran Pkn Melalui Model Pembelajaran Kooperatif Course Review Horay dengan Media diorama pada Siswa Kelas V SD Negeri Barukan 02 Kabupaten Semarang Tahun 2015". Research results

¹¹ Indah Purnama Sari, "Pengembangan Media Diorama berbasis Audiovisual pada Pembelajaran Pkn Materi Keputusan Bersama kelas V SDN Tambakaji", *Skripsi* Fakultas Ilmu Pendidikan UNNES, 2016.

¹² Erma Mustika, "Peningkatan Kualitas Pembelajaran Pkn Melalui Model Pembelajaran Kooperatif Course Review Horay dengan Media diorama pada Siswa Kelas V SD Negeri Barukan 02 Kabupaten Semarang",*Skripsi* Fakultas Ilmu Pendidikan UNNES, 2015.

application of cooperative learning model course review horay with diorama media can increase the activity of the students. This is shown by the increased activity of the students score on every cycle. Acquisition activity score of students in cycle I, amounted to 13.8 criteria enough, cycle II amounted to 15.9 criteria enough, and cycle III of 20.8 good criteria.

Fourth, a journal written by Pintanti Darajati with the title " *Pengembangan Media Diorama Lingkungan (dolan) sebagai Media Pembelajaran IPS Kelas III SDN Tahunan Tahun 2016*".¹³ The results assessment of dioramas media environmental development (dolan) by material experts acquire score 4.47 (criterion of "very good"). Assessment by media experts the obtained score 4.1 (criteria "very good"). Assessment by the practitioners gain score 4.1 (criterion of "very good"). Trial results obtained score 4.27 (criterion of "very good").

Based on these Fourth research already mentioned, then position of research The Development of Mini Diorama Media on Thematic Integrative to Improving Learning Achievements for 4 Grade MIN 2 Kota Malang" would be described in the following table.

¹³ Pintanti Darajati, "Pengembangan Media Diorama Lingkungan (dolan) sebagai Media Pembelajaran IPS Kelas III SDN Tahunan Tahun 2016",*Skripsi* Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta, 2016.

No	Name of researcher and title of research	Equation	Difference	Research Originality
1.	Dini Latifah, Studi Eksperiment Media Diorama dalam Meningkatkan Hasil Belajar Bahasa Arab Kelas VII MTSN Yogyakarta 1 Tahun Akademik 2014/2015, 2015	Developme nt of diorama media	Diorama media used to study experiment to improve the results of learning the Arabic language	The product that resulted is a mini diorama media on the thematic (theme 7 sub of theme 2 learning 4) to increase learning
2.	Indah Purnama Sari, Pengembangan Media DioramaBerbasis Audiovisual pada Pembelajaran Pkn Materi Keputusan Bersama kelas v Sdn Tambakaji 04 Semarang, 2016	Developme nt of diorama media	The product is used for learning the "Keputusan bersama" material to PKn V-class	achievement and for students at fourth grade
3.	Erma Mustika, Peningkatan Kualitas Pembelajaran Pkn Melalui Model Pembelajaran Kooperatif <i>Course Review Horay</i> dengan Media Diorama pada Siswa Kelas V SD Negeri Barukan 02 Kabupaten Semarang, 2015	Developme nt of diorama media	Used to improve the quality of learning Pkn	
4.	Pintanti Darajati, Pengembangan Media DioramaLingkungan (dolan) sebagai Media Pembelajaran IPS Kelas III SDN Tahunan, 2016	Developme nt of diorama media	Diorama media is used for IPS learning	

Table 1.1 Research Originality

I. Operational Definition

In order to avoid misunderstandings in understanding this research, then researcher defined some of the terms related to the research as follows:

1. Mini diorama media

Mini diorama media is a three-dimensional media that are portraying an actual view. Mini diorama is a description of an event that has historical value or not that presented in the form of a mini.

2. Thematic Learning

Learning used themes to integrate several subjects so to provide the knowledge and experience that is meaningful for students.

3. Learning Achievement

Learning achievement is inseparable from the process of learning, so that learning achievement is the result of a learning process. Learning achievement is the result of an activity that has been carried out both individually or group.

4. Development

Development is growth, it changes slowly or gradually change. The development is a series of activities of preparation and a mature design to develop a product. The development aims to assess the changes that occur in a certain time.

J. Systematic of Writing

Systematic of the writing in this thesis is planned to be organized in five chapters, they are chapters I to III and chapter with accompanied references.

Chapter I contains the introduction, namely: (A) Background, (B) the Formulation of the problem, (C) Research objective, (D) the Significance of the study, (E) the Development assumption, (F) limitation of Scope of study, (G) Specification of the product, (H) Research originality, (I) the Operational definition, and (J) Systematic of Writing.

Chapter II is literature review, which in it contains: (A) Review of The Literature and (B) Framework of Thinking.

Chapter III Research method that contains, (A) Kind of Research, (B) Development Model, (C) Development Procedure, (D) Trial Experiment.

Chapter IV Result of development, (A) Presentation of Test Data, (B) Data Analysis, (C) Product Revision, and (D) Mini Diorama Media.

Chapter V Cover, (A) The Revised of Product Review and (B) Suggestions on Utilization, Dissemination, And Further Product Development.

The later part composed of references.
CHAPTER II

LITERATURE REVIEW

A. Review of The Literature

- 1. Mini Diorama
 - a. Definition of Mini Diorama

Mini Diorama is a view of mini three-dimensional which aims to describe the actual scenery. Mini diorama for Nana Sudjana and Rivai is:

"Diorama adalah sebuah pemandangan tiga dimensi mini bertujuan untuk menggambarkan pemandangan sebenarnya. Diorama biasanya terdiri atas bentuk-bentuk sosok atau objekobjek ditempatkan di pentas yang berlatar belakang lukisan yang disesuaikan dengan penyajian".¹⁴

Based on the text above, we can conclude that mini diorama is a view of three dimensions to describe the actual state. Mini diorama consists of objects that are tailored to the required conditions. Mini

diorama is according to Kamus Besar Bahasa Indonesia:

Diorama adalah sajian pemandangan dalam ukuran kecil yang dilengkapi dengan patung dan perincian lingkungan seperti aslinya serta dipadukan dengan latar yang berwarna alami; pola atau corak tiga dimensi suatu adegan atau pemandangan yang dihasilkan dengan menempatkan objek dan tokoh di depan latar belakang dengan perspektif yang sebenarnya sehingga dapat menggambarkan keadaan yang sebenarnya; pameran spesimen

¹⁴ Nana Sudjana & Ahmad Rivai, op.cit., page. 170

satwa liar atau pemandangan dalam ukuran aslinya yang dilengkapi dengan lingkungan alam asli dan latar yang bercat.¹⁵

Based on the description above, it can be concluded that a mini diorama is a three-dimensional media types that describe the actual views of a scene or object that is placed on a stage similar to a mini Theatre in the foreground with the background paintings that fit the theme of learning. This research developed mini diorama on the theme cita-citaku sub of theme 2 learning 4 used in the learning activities so as to optimize learning achievement and enhance the creativity of students.

b. The Benefits of Mini Diorama

Aditya expressed that there are some benefits of mini dioramas¹⁶:
1) Medium of recreation and get positive emotions, there is a sensation in the form of satisfaction and enjoyment for hobbyists when finished stringing or paint objects Mock up and Dioramas. And as well as painting or singing, this hobby can also be used as a container of impingement of energy from a negative emotional conditions so that it can be directed at positive and productive things.

 ¹⁵Kamus Besar Bahasa Indonesia online (<u>http://kbbi.web.id/</u>, accessed on 24
 September 2016 time 20.07 wib)
 ¹⁶ Arditya Sancaka, *Tugas Presentasi* (<u>https://prezi.com/qql97hjlcbor/tugas-presentasi/</u>, accesed on 17 April 2013 time 16.06 wib)

- OF MAL RAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
- 2) Keep and improve health as well as mental endurance (psychic), deals with composing a miniscule ornament with a replica/Petite apparently unwittingly provide maintenance which bore on the psychology of mental stamina. People who have a hobby of this type are generally not problematic with changes (either revolution or evolution), stand to suffer/stoic, unemotional, and has the power
- 3) Economic benefits, for the hobbyists who are also professionals working to this Replica, Mock up and Diorama can be fields of money. Moreover, the consumer of the replica product is usually also hobbyists or collectors who ignore the issue price but give priority to this aspect of the value.
- 4) Compassionate and get a care from the child, for hobbyists of this type usually has the emotional closeness with their students. Kids tend to like toys so as parents who have a hobby of making replicas of toys as well as dioramas will be easy to interact with her son because it has one thing in common, namely still likes to play with toys.
- c. The Elements of Mini Diorama

to far focus above the rates.

Mini diorama have some elements. It is according to Ray Anderson that adopted in Wahyu Iskandar thesis, a diorama box is a complete package that combines sculpture, coloring, art skills, and even lighting in the unit itself.¹⁷

- 1) Susanto expressed that a statue or sculpture is a three-dimensional paper type shape is made with subtractive methods (reducing materials such as cutting, carving and others) or additive (making modeling in advance, such as covering and print). In this case it is a statue that set as a figure who do the scene in dioramas with the setting of the story that shown.
- Coloring, its mean how someone can coloring figure, and background image.
- 3) Crafts, crafts that discussed is how to make the background of circumstances like as make trees, cliffs, rocks, seas and other mini objects and some other complement existing at the scene was taking place.
- Lighting can be added as a complement to dioramas in order to display the direction of lighting and can also add to the impression of a high low a setting made

So in drawing up mini diorama media there are four elements that must be considered, they are: character, coloring, background, and

¹⁷ Wahyu Iskandar, Diorama Sebagai Alternatif Media Pembelajaran Cerita Rakyat Jawa Tengah Untuk Anak Usia Dini (Skripsi S. Pd. Semarang: UNNES, 2015), page. 11-12

lighting. All four of these elements must be present when the media mini diorama is ready to use.

d. The Principles of Mini Diorama

The principles of mini diorama are according to Ray Anderson that adopted in Wahyu Iskandar thesis, principles of good diorama are¹⁸:

- Diorama should tell a simple story, the conclusion can be left to the imagination of the audience.
- Pieces must be as small as possible to create personal, deep feeling. Figures should be as "center of attention" not just as a sculpture.
- 3) The scene should be like around the audience, making them feel part of the action instead of being far away from the action.
- 4) Setting the interior buildings are generally more effective than out setting. On the interior of the diorama background is usually more interesting than other background than the interior.¹⁹
- 5) There should be some time to see the details. A good diorama had the center of attention to detail that is displayed, both from effects that made with a mini figure of the character like with the originals and give attention to detail of each character's character.

¹⁸*Ibid.*, page. 12-14 ¹⁹*Ibid.*, page. 12-14

- 6) Lighting should be direct, coming from the side to provide aid relief shadows. This lighting can be added in the diorama to show a more realistic impression and attract environmental corresponds to the original.
- 7) Most scenes can be effective without excessive movement.
- 8) Detail of the costume is a great centre of attention from the crowd.
- 9) The right balance of time composing is about 50 percent for scenes and background and 20 to 30 percent each for figures and other objects.
- 10) The overall effect of the diorama and other objects must be created at the same period.
- e. The steps of Making Mini Diorama

There are several steps that must be performed to create a good mini diorama, including the following:

1) Determine theme

Diorama is a three-dimensional media which contained materials that illustrate a theme. Mini diorama in the media, the selected theme: "Architect".

2) Planning

The second step in making mini diorama media is planning. Planning here such as the making of sketches/mini diorama media design, material selection, setting the size of the box, the materials to be used, the layout of the material on the diorama and the selection votes.

- 3) Collecting materials that are listed.
- 4) Choose the size of the frame/box

The most important elements of the diorama is box, the size of the diorama is not limited then diorama that will be created is a mini diorama. The size of a mini diorama is not too large but can be observed by a group of students minimal 5-8 students.

5) Create a background

The background used themed environment, since some professions jobs who want to get knowledge to the students typically found in the environment.

6) Make the bottom layer

The lower layer on a mini diorama is the street asphalt, rocks, land and so on, back in the background of its surroundings.

7) Creating a character as well as the supporting objects

In the diorama elements, there is characterizations elements. Figures on the media mini diorama as architects. For the supporting objects such as cars, trees, traffic signs, temples, houses, high-rise buildings, and bridge. After performing the steps above, the next step is to place supporting objects and figures in dioramas after with sketch/design mini dioramas that have been made.

9) Giving audio on mini diorama

In this step we started putting audio to suit the scene. Before put audio, it is necessary to find the right recording fit the scene.

10) Finishing

In the finishing steps need a test, dioramas have been made by checking the power of the media diorama, sound and layout.

11) Wall Mounting mini dioramas

In this step you need to do is put up a wall in the mini dioramas media using thick plastic on the top, left and right side and the front. The plastic used is a plastic transparent so that objects in the mini dioramas can be easily seen.

- 2. Thematic Learning
 - a. Definition of Thematic Learning

Basically, thematic learning is a learning system that lets students by individually or group that active, searching, digging and find the concept and principles of science in holistic, meaningful, and authentic.

Daryanto said that thematic learning will occur if events of authentic or exploration of the topic/theme becomes to governing in the exploration of the theme/topic/events the students learn at the same time the process and content of the various subjects simultaneously. Thematic learning was developed on the basis of discovery inquiry approach. Students are actively involved in the planning, implementation, and the process. Thematic learning basically implemented taking into account the desires, interests, and abilities of students.²⁰

So thematic learning is integrated learning that uses the theme to associate multiple subjects so as to provide a meaningful experience for students. Thematic learning included in one integrated instruction model which became a learning system that allow students to become active and students can find the concept and scientific-academic in holistic, meaningful, and authentic. Thematic learning has several advantages, namely²¹:

- 1) Students more easily focus on a specific theme;
- Students are able to learn knowledge and develop basic competencies between various subjects with the same theme; understanding of the subject matter is more profound and

 ²⁰ Daryanto, *Pembelajaran Tematik, Terpadu, Terintegrasi Kurikulum 2013* (Yogyakarta: Gava Media, 2014), page. 83-84
 ²¹Ibid., page. 80

memorable; basic competencies can be developed better by hooking other subjects with the personal experiences of students.

- Students can feel the benefits and significance of learning because of the material that is presented in the context of a clear theme;
- Students will be passionate in learning because it can communicate in a real situation, to develop an ability in single subjects while learning other subjects;
- 5) Teachers can save time because the subjects are presented can be prepared at one time.
- b. Characteristic of Thematic Learning

As a model of learning in primary schools, thematic learning has several characteristics as follows²²:

1) Students Centered

Thematic learning based on student (student centered), this corresponds to modern learning approach that puts more students as a learning object, while more teachers taking part as a facilitator so they provide amenities to the students to conduct learning activities.

2) Provide Direct Experience

Thematic learning can provide hands-on experience to students. With the direct experience of it, students are faced with

²²*Ibid.*, page. 5-6

something real (concrete) as a basis for understanding the things that are abstract.

3) Separation of Subjects not so clear

In a Learning the separation between the thematic subjects became not so clear. The focus of learning directed toward discussion of themes that are most closely related to the lives of students.

4) Presenting the concept of the variety of subjects

Thematic learning presents the concepts of various subjects in a learning process. Thus, students are able to understand these concepts as a whole. This is necessary to help students when solving problems encountered in everyday life.

5) Flexible

Thematic learning are flexible where teachers can relate the materials of one of subjects with other subjects, even associate it with condition of the environment in the school and where students are.

 Learning Outcomes In Accordance with The Interests And Needs of The Students

Students are given the opportunity to optimize the potential that they have accordance with the interests and needs.

7) Using the principle of learn while playing and fun.

c. Fundamental of Thematic Learning

Abdul Majid said that there are three fundamentals of thematic learning²³:

1) Philosophical Fundamental.

In thematic learning was greatly influenced by three streams of philosophy are:

a) Progressivism

The progressivism school looked learning process needs to be emphasized the formation of creativity, awarding a number of activities, the atmosphere is natural (natural), and pay attention to the experience of the students.

b) Constructivism

School of constructivism see knowledge is the result of construction students by direct experiences in the form of interaction with objects, phenomena, experience, and the environment.

c) Humanism

The school of humanism view the students uniqueness/ areas, potential, and motivation.

²³ Abdul Majid, *Pembelajaran Tematik Terpadu* (Bandung: PT. Remaja Rosda Karya, 2012), page. 87-88

2) Psychological Fundamental

Thematic learning related to psychology development and psychology learning. Psychology Development is needed especially in determining the content of the thematic learning material that is given to students with the stage of development of students. The psychology of learning contributes in terms of how the learning material presented and how students learn it.

3) Juridical Fundamental.

The juridical Fundamental, there are two laws that regard to thematic learning. The laws relating to various policies or regulations that support the implementation of thematic learning in primary schools, these laws include:

a) Undang-Undang No. 23 Tahun 2002 about Child Protection

Undang-Undang No. 23 Tahun 2002 states that "Setiap anak berhak memperoleh pendidikan dan pengajaran dalam rangka pengembangan pribadinya dan tingkat kecerdasannya sesuai dengan minat dan bakatnya".²⁴ So every child has the right to obtain education and develop their self accordance with the interests and talents.

²⁴Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 tentang Perlindungan Anak (<u>http://pih.kemlu.go.id/files</u>accesed on 20 September 2016 time 17.56 wib)

 b) Undang-Undang No. 20 Tahun 2003 about The National Education System

Undang-Undang No. 20 Tahun 2003 states that "Setiap peserta didik pada setiap satuan pendidikan berhak: mendapatkan pelayanan pendidikan sesuai dengan bakat, minat, dan kemampuannya".²⁵ So any students must get educational units are entitled to educational services in accordance with their aptitude, interest, and ability (chapter V, article 1-b).

d. The Principles of Thematic Learning

Some principles regard to thematic learning integrative for Abdul Majid are²⁶:

- Thematic integrative Learning have one theme that actual, close to the world of students and there are in everyday life. This theme became a unifying tool material that varied from a few subjects.
- 2) Thematic integrative Learning need to choose material from some subjects may be intertwined. Thus, selected materials can reveal themes significantly. May occur, there are material horizontal enrichment in the shape examples of applications are not contained

²⁵Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (<u>http://sindikker.dikti.go.id/dok/UU/UU20-2003-</u> Sisdiknas.pdf, accesed on 20 September 2016 time 17.56 wib)

²⁶Abdul Majid, *op.cit.*, page. 89

in the default content. But remember, the presentation of material enrichment as it needs to be delimited with reference to the learning objectives.

- 3) Thematic Learning integrative should not be contrary with the purpose of the curriculum that applicable but rather thematic integrative learning should support the achievement of the objectives of the learning activities of the whole that is included in the curriculum.
- Learning Materials can be combined in a single theme is always consider with the characteristics of students such as interests, abilities, needs, and first knowledge.
- 5) The subject that combined is not too forced. This means that the material is impossible combined do not need to be combined.
- e. The Scope of Thematic Learning

The scope of thematic integrative learning includes all KD (Basic Competencies) of all subjects except religion. The subjects in question are: PPKn, Indonesian Language, mathematics, Natural Science, Social Science, SBDP, PJOK and creating handicraft.

Rusman said that the scope of thematic integrative learning is:

Ruang lingkup pengembangan pembelajaran tematik terpadu meliputi seluruh muatan mata pelajaran pada kelas I sampai dengan kelas IV Sekolah Dasar, yaitu pada mata pelajaran Pendidikan Agama dan Budi Pekerti, Bahasa Indonesia, Matematika, Pendidikan Pancasila dan Kewarganegaraan

(PPKn), Ilmu Pengetahuan Sosial, Seni Budaya dan Keterampilan dan Pendidikan Jasmani, Olahraga dan Kesahatan.²⁷

The scope of thematic integrative learning is covers all subjects on class I to class VI elementary school.

f. Signs of Thematic Learning

The sign of thematic learning for Abdul Majid are²⁸:

- 1) Not all subjects should be integrated.
- 2) Possible if integrate the basic cross-competency of the semester.
- Basic Competency cannot be combined, should not be combined.
 Basic competence that can not be integrated that learned by individually.
- 4) Basic Competencies are not covered on a specific theme but it should still be taught well by another theme or presented individually.
- Learning Activities emphasized on the ability of reading, writing, and counting as well as the cultivation of moral values.
- The selected themes adapted to the characteristics of the students, the environment, and the local area.

²⁸ Abdul Majid, *op.cit.*, page. 91

154

²⁷ Rusman, *Pembelajaran Tematik Terpadu* (Jakarta: Rajawali Press, 2015), page.

Principles of selection of the themes are follows:

1) The Closeness

The theme should be selected that started from the theme closest to the lives of students that far from the lives of students.

2) The Simplicity

The theme should be selected range from simple themes to themes that are more complicated for students.

3) The Interesting

The theme should be selected range from themes that interest the child into the themes of less interest.

4) Incidental

Events or happenings around the child (school) that occur when the learning took place should be included in the study although not according to the theme that chosen on that day.

g. Implementation of Thematic Learning

Implementation of thematic learning for Rusman are²⁹:

1) Place setting Learning

A place is used to learn such as classrooms and other rooms such as laboratories, workshop/workshop and so on in the implementation of thematic learning need to be laid out and arranged in such a way so as to foster an atmosphere of active

²⁹ Rusman, *op.cit.*, page. 174-178

learning, creative, effective and fun (PAKEM). If possible provided a special place as a display space to show off or display the results of the work of the students. It aims so that students are motivated to work more actively and fostering inspiration to other students.

Setting of learning place in the class include settings tables, chairs, cabinets furniture grade, tools, media, or other learning resources that are in the class. For the implementation of thematic learning, classroom settings need to be flexible or easy modified. To increase interaction between students, recommended learning classroom is not in the form of row.

2) Setting the students

The implementation of thematic learning activities based on students can be done in a setting of classical (a large group), small groups and individuals (individually). Classical learning activities can be used in many forms of presentation, learning materials from teachers, primarily intended to provide information that is more informative and factual about a theme that is being discussed. In the learning process, students are more listening or ask about lessons that presented in a theme. In terms of this classical learning process, can shape students ' ability in listening and coaching abilities in asking Activities are undertaken by students in a small group setting (4-6 students) according to your needs and learning objectives. Setting the students individually (individual) in the

thematic learning can drive on the optimization process of learning ability of students individually and enshrined the principles of Mastery Learning (learning mastery). Besides, it can also do the enrichment and improvement.

3) Election of the forms of activities

In carrying out thematic learning in elementary school, teachers need to know forms a highly influential activities against student learning success, starting with the opening lesson, explain the contents of the theme, asking questions, giving reinforcement to teach variations, held close the lesson. Open the lesson activities related to business teacher in starting the implementation of thematic learning to steer students in the condition of a conducive learning and meaningful. At least, in the activities of open lessons, teachers need to cultivate the student's attention, evoking the learning motivation of students, give reference and create hooks.³⁰

4) Learning Media Selection

Elementary school are still think concrete operational, that means learning that teachers must do a concrete and simple so it is

³⁰ Rusman, *Ibid.*, page. 176-177

easy to be understood by students, for it's use of media and learning resources is an inevitability or necessity if you want to get the maximum learning. Use of the media in the implementation of the integrated thematic learning can be varied into the use of visual media, audio media and audio visual media. Of the various types of media, it seems the more perfect is the use of audio-visual media. True to its name, this medium is a combination of media audio and visual media. By using the media audio – visual presentation of the content then the theme will be more complete. In this case the teacher does not need to deliver material because it has been replaced by the media.

h. Assessment of Thematic Learning

Assessment is the process of collecting a variety data that could provide an overview of the development of student learning. An overview of the development of the learning student must be known by teachers to make sure that students have experience learning process correctly. Activities assessing of student put emphasis on what is assess, both process as well as the results by the various assessment instruments tailored to the demands of the existing competence in core competencies (KI) and Basic Competence (KD).³¹

³¹ Kunandar, *Penilaian Autentik* (Jakarta: PT Raja Grafindo Persada, 2014), page.
35-36

Assessment in Curriculum 2013 refers to Permendikbud No.

66 years 2013 about Educational Assessment Standards. Permendikbud said that:

Standar Penilaian bertujuan untuk menjamin:

- 1. Perencanaan penilaian peserta didik sesuai dengan kompetensi yang akan dicapai berdasarkan prinsip-prinsip penilaian.
- 2. Pelaksanaan penilaian peserta didik secara profesional, terbuka, edukatif, efektif, efisien dan sesuai dengan konteks sosial dan budaya.
- 3. Pelaporan Hasil penilaian peserta didik secara obyektif, akuntabel dan informative.³²

Standard Assessment aims to ensure: (1) planning the assessment of students in accordance with the competencies that will be achieved and based on the principles of assessment, (2) the implementation assessment of the students by professional, opened, educational, effective, efficiently, and in accordance with the context of the social culture; and (3) reporting the results of the students assessment are objective, accountable, and informative. The standard assessment developed as a reference assessment for educators, educational, and governmental units on a unit of education for primary and secondary level.

³²Peraturan Menteri Pendidikan dan Kebudayaan No. 66 Tahun 2003 tentang Standar Penilaian Pendidikan(<u>http://pmp.dikdasmen.kemdikbud.go.id/files/</u>peraturan/permen/04-bsalinan-lampiran-permendikbud-no-66-th-2013-tentang-standar-penilaian.pdf, accesed on 23 Oktober 2016 time 17.56 wib)

Assessment of education as the process of collecting and processing information to measure achievement of the learning results of students includes: authentic assessment, self-assessment, portfoliobased assessment, Deuteronomy midterm of the semester final exam, level of competence, test the quality level of competence, national exams, and exam school/madrasah..

- 3. Learning Achievements
 - a. Concept of Learning Achievements

The definition of learning achievement consists of two words, namely achievement and learning. The achievement is the result have been achieved (something has done, done, etc.). Rohmalina expressed about learning achievements, that is "Prestasi belajar adalah tingkat keberhasilan yang dicapai dari suatu kegiatan atau usaha yang dapat member kepuasan emosional, dan dapat diukur dengan alat tes tertentu".³³ These achievements may include academic studying, the result of work and so on. Learning is the stages of change all behavior of the individual that relative settled as a result of experience and interaction with environments that involve cognitive processes. So learning achievements is the level of success that achieved from an

³³ Rohmalina Wahab, *Psikologi Belajar* (Jakarta: PT GafindoPersada, 2015), page. 244

activity or business that can provide emotional satisfaction, and can be measured with a specific tool or test.

Learning achievement is a variety of learning activities that produce something distinctive changes i.e. the results of the study.³⁴ Learning achievement is mastery of knowledge or skills that are developed by the subjects, usually indicated by the value of the tests or the numerical values given by the teacher. Learning is said to be successful if it can achieve the goal effective learning and increasing learning achievements.

b. Factors of Learning Achievements

Factors can affect the learning achievement according to Rohmalina is classified into two parts, namely internal factor and external factor.³⁵

1) External Factors

The external factor is the factors that can affect a person's learning achievements which is coming from outside. That includes of the factors are:

- a) Condition of family environment;
- b) Condition of school environment;

³⁴Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2004), page. 141

³⁵*Ibid.*, page. 248

- c) Condition of the environment of the community.
- 2) Internal Factors

The internal factor is the factor that comes in a person that can affect their learning achievement. Among the internal factors that can affect a person's learning achievement are:

a) intelligence;

b) talent;

- c) interest;
- d) motivation.

c. Kind of Learning Achievements

1) Academic Achievements

Academic achievement is the ability, skills and achievements obtained of someone where this ability can be a cognitive ability and because the existence of the learning process is not due to the growth process. Ricarda expressed about academic achievements, that is:

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning.

Because the field of academic achievement is very wideranging and covers a broad variety of educational outcomes.³⁶

So academic achievement is the achievement that is got in the academic environment.As for example of academic achievement that is science champion, ranking 1st in the class, and so on.

Academic achievement is according to *Kamus Besar Bahasa Indonesia* "Prestasi akademik merupakan hasil pelajaran yang diperoleh dari kegiatan belajar di sekolah atau perguruan tinggi yang bersifat kognitif dan biasanya ditentukan melalui pengukuran dan penilaian."³⁷

So some of arguments above, it can be concluded that Academic achievement can be measured by using the test or test raw that already exist by default.

2) Non Academic Achievements

The definition of non academic achievement is the ability that has nothing relation with the nature of scientific knowledge. Redaksi Academic said that: "Non akademik adalah adalah

³⁶Ricarda Steinmayr, *Academic Achievement*, (http://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-<u>9780199756810-0108.xml</u>, accessed on 30 Juli 2014, DOI: 10.1093/obo/9780199756810-0108)

³⁷Departemen pendidikan nasional, *Kamus besar bahasa Indonesia* edisi ke 4 (Jakarta:Gramedia pustaka utama, 2009), page. 1101

karakter sehingga ukurannya bisa bergantung pada subjek yang menilainya".³⁸ For example, when you look at a painting, what is on the minds of every person may just be different according every

arguments.

Mas Sendal also expressed about Non-academic achievements, it is "Prestasi non-akademik adalah hasil suatu pekerjaan yang tidak dapat diukur dan dinilai tidak menggunakan angka".³⁹ An example of a non-academic achievements like a champion of painting, singing champion, champion line-marching (Scout or Paskibra), and others champion that use right brain.

So it can be concluded that the non academic achievement is the result of a learning activity that is a capability which has nothing relation with science. Non academic achievement typically owned because of the talents and interests. An example of someone who has talent singing can be do with routines exercise, not with science.

d. Kind and Indicators of Learning Achievements

The learning achievements is basically the end result of which is expected to be achieved after someone learned. According to Ahmad

³⁸ Redaksi Academic, *Pengertian Akademik beserta Contoh-contoh Prestasinya*, (<u>http://www.academicindonesia.com/pengertian-akademik-beserta-contoh-contoh-prestasinya</u>/, accessed on 29 July 2016 time 06.05)

³⁹ Mas Sendall, *Polemik Antara Prestasi Akademik dan Nonakademik*, (<u>http://forumsma.blogspot.co.id/2012/05/polemik-antara-prestasi-akademik-dan.html</u> accessed on 6 May 2012 time 13.00)

Tafsir, the interpretation of the learning results or form changes the behavior, it was a target or goal of learning which covers three aspects, namely: 1) knowing, 2) a skilled exercise or work out what note/doing, and 3) implement it knowing routinely and consistently. But according to Benjamin S.Bloom, as quoted by Abu Muhammad Ibn Abdullah, that the results of the study were classified into three aspects, namely: 1) cognitive domains; 2) affective domain; and 3) psychomotor domain.⁴⁰

Based on the above exposure, the type of achievement learning covered three aspects, namely: 1) cognitive domains; 2) affective domain; 3) psychomotor domain. To reveal the achievements of study on these three aspects, the necessary indicator-an indicator as a pointer that a person has reached a certain level of achievement in these three aspects. To obtain a measure of student learning achievement data then the teacher must know the outlines of indicator (the pointer of the existence of specific accomplishments) associated with the type of expressed or measured.

Knowledge and a deep understanding of the learning achievement indicators are indispensable when someone would use tools and tips for assessment. Muhibbin Shah suggested that "pengungkapan hasil belajar ideal meliputi segenap ranah psikologis

⁴⁰ Rohmalina Wahab, *op.cit.*, page. 244-245

yang berubah sebagai akibat pengalaman dan proses belajar siswa".⁴¹ the urgency of knowledge and a deep understanding of the types of learning and achievement indicator is that the selection and use of evaluation tools will be more precise, reliable, and valid.

e. Assessment of Learning Achievements

Assessment is according to Tardif (1989) is the process of describing the achievements that reached by the student in accordance with criteria that have been set. Deuteronomy and General Deuteronomy, formerly known as THB (Test Learning Results) and TPB (Learning achievement test) is a measuring instrument used to determine the extent of the success of teaching-learning process or to determine the extent of the success of an instructional program. Evaluation on students is an important thing that must be done by a teacher to test the power capability of man against problems in learning. There are two kinds of approach which is very popular in evaluating or assessing success rates learning achievement of student according to Rohmalina are⁴²:

Norm-referencing or Norm Referenced just my Assessment (NRA)
 In assessing by using NRA's approach, learning achievements of one's student is measured by comparing the

⁴¹ Muhibbin Syah, op.cit., page. 216

⁴² Rohmalina Wahab, *op.cit.*, page. 250-252

achievements with her classmates or his group. Thus, the grant of a score or rating that student refer to the results of a comparison between scores that obtained by a group of his friends with his score on its own. The assessment of this approach can be used to determine the student's academic achievement.

 Criterion-referencing or Criteria-Referenced just my Assessment (CRA)

Assessment of CRA approach according to Tardif is the process of measuring learning achievements by means of comparing the achievement of a students with various aspects of the behavior that has been set up either as absolute benchmark. Therefore, in respect of implementing the CRA approach required the existence of an absolute criteria that refer to General and specific learning objectives.

The value of the student's graduation or someone not based on a comparison with the value achieved by a group of his friends but rather is determined by the control over the subject matter to a limit in accordance with the purpose of instructional. Assessment approach as above is usually applied in mastery learning. This assessment approach can also be used to determine achievement of non academic students.

f. Learning Achievements in Perspective Islam

Everyone has a different learning achievements, as there are people who good in affective, psychomotor or cognitive. Thus every learning process should do an evaluation in order to know how much learning achievement has been obtained or is also known the achievements of what field that is owned by the student. Evaluation in learning achievement is also related to the Qur'an Surat Al-Baqarah (2) paragraph 155, namely:

وَلَنَبۡلُوَنَّكُم بِشَيۡء مِّنَ ٱلۡخَوۡفِ وَٱلۡجُوع وَنَقۡص مِّنَ ٱلۡأَمۡوَٰلِ وَٱلۡأَنفُس وَٱلثَّمَرَٰتُّ وَبَشِّرِ ٱلْصّْبِرِينَ ١٥٥

155. Dan sungguh akan Kami berikan cobaan kepadamu, dengan sedikit ketakutan, kelaparan, kekurangan harta, jiwa dan buah-buahan. Dan berikanlah berita gembira kepada orang-orang yang sabar

The above verse describes the testing of human ability resource believers against various kinds of life problems encountered. So from the above it can be concluded that any process of learning to do an evaluation to know power is the ability of the students.⁴³

Teachers need to measure the power of cognition, such as memorizing the students and lessons that have been given to students, this needs to be done because God has also done evaluating against

⁴³ Rohmalina Wahab, *op.cit.*, page. 252-253

Adam about asthma-asthma who are taught of God to him before the angels who written in the Quran Surah Al-Baqarah (2) paragraph 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسُمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمُ عَلَى ٱلْلَّئِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَآءِ هَٰٓؤُلَآءِ

إِن كُنتُمُ صَٰدِقِينَ ٣١

31. Dan Dia mengajarkan kepada Adam nama-nama (benda-benda) seluruhnya, kemudian mengemukakannya kepada para Malaikat lalu berfirman: "Sebutkanlah kepada-Ku nama benda-benda itu jika kamu mamang benar orang-orang yang benar!

From the verses above we can conclude that any learning achievements can be determined after an evaluation. The evaluation is very important to do, because Allah also measure ability and memorizing the Prophet Adam after teaches The names of Allah.

4. Development

a. Definition of Development

Development is growth, gradually change (evolution). Development in the special meaning according to the Seels & Richey (1994) the development process as a means of translating or draft specifications outlining into physical form. On learning technologies (TEP), the development has a meaning that is consistent with that of fundamental based the growth process and is a creative process. According to Heinich, Molenda, Russel, and Smaldino (2002) development is the process of analyzing needs, determine what content should be mastered, determine a goal, designing materials to achieve that goal.⁴⁴

Some of the opinions of the experts above, it can be concluded that development is a process of analyzing, specifying objectives, materials design to do a change gradually. The development is a creative process, because when someone do the development activities will change something that already exists into a product that better physical, benefits and usefulness of on before. The development has a broad meaning if the term is used in the context of learning products.

b. Steps of Development

If we want to make learning media, we must do planning and preparation. In making the planning, there are several questions that should be answered, include (1) why do you want to create the media?, (2) is the media related to the learning process?, (3) for whom the media is made? (4) how do the characteristics of the media?, (5) is it true that the media needed?, (6) what is the changing of behavior after having studied with the media? (7) what materials that needs to be presented in the media?, (8) what is the measurement that is used to measure the changing of behavior? If the above questions are arranged

⁴⁴ Punaji Setyosari, *Metode Penelitian dan Pengembangan* (Jakarta: Prenamedi Group, 2015), page. 275-277

systematically, then the sequence in developing the media according to Arif are⁴⁵:

1) Analyze the needs and characteristics of students

In the learning process that means of necessity is the gap between the abilities, skills, and attitudes that students have. After that we got to know the characters that owned by students. The character of the students were as carefree, lazy, reticent, active, and so on. As media planners, we need to know knowledge or skills of the students. If we know those things, the media that will be developed will be more on target.

2) Formulate operational and instructional goals with typical

There are two types of instructional goal is the general and special instructional. The purpose of the general instructional is the ultimate goal of an activity instructional. The purpose of the special instructional is the elaboration goal of instructional public. One purpose of the general instructional can have some special instructional purpose. Examples of general purpose instructional is basic competence, and if the purpose of the special instructional developed into one of the basic competencies there will be some indicator.

⁴⁵*Ibid.*, page. 99-183

In formulating the purpose of special instructional must be organized so that the destination is clear and specific. A destination that has four elements namely audience, behavior, condition, and degree.

 Formulating details of the matter in sufficient detail that support achievement of business objectives

After know learning instructional purposes, then the next step is analyze those purpose. Analyze objectives by way of getting the subs capacities and skills what must be have by the students. After having analyzed then we will obtain a detailed material to support the achievement of these purpose.

4) Developing tool for measuring success

The tool for measuring success has designed before making the media or before teaching and learning activities implemented. The tool for measuring success may be the test, assignment, or check list behavior. The tool for measuring should match the goals that you want to accomplish and fine points of material that will be presented to students. That measured or evaluated is the ability, skills or attitudes expressed on the expected goal.

5) Write a script media

The script of the media was used to lead us in making/producing media, it means to be guiding us in choosing

materials, color selection, the use of sound and others. The manuscript contains the ingredients and steps in the creation of the media.⁴⁶

6) Hold the media evaluation

Any media has created then it needs to assess before it is used. The assessment is intended to find out whether the media has been created has reached the goals set or not. It is important to do. Evaluation is used to find out the effectiveness and efficiency of the media that was developed not only theoretical but actually has been proven in the field. This evaluation can be done on a one-onone, small group evaluation and evaluation in the field. In addition an evaluation can also be pre test and post test, so that we know the ability and understanding before media wear and after wearing the media. After evaluating the then we will find the results of the development of the media, then after it's done the revision of the product so that the media can be utilized individually or group.

c. Model of Mini Diorama Media Development

Development model that used to develop mini diorama media is models development according to Borg & Gall. Development model for Borg and Gall that adopted in *Metode Penelitian Pendidikan* & *Pengembangan*, he said:

⁴⁶*Ibid.*, page. 99-183

Langkah-langkah penelitian dan pengembangan tersebut adalah sebagai berikut: (1) penelitian dan pengumpulan informasi awal; (2) perencanaan; (3) pengembangan format produk awal; (4) uji coba produk; (5) revisi produk; (6) uji coba lapangan; (7) revisi produk; (8) uji lapangan; (9) revisi produk akhir; dan (10) deiminasi dan imlementasi.⁴⁷

So there are ten steps in development model that is according to

Borg and Gall, and this development model is suitable to develop mini

diorama media.

B. Framework of Thinking



⁴⁷ Punaji Setyosari, *op.cit.*, page. 292
CHAPTER III RESEARCH METHOD

A. Kind of Research

The kind of this research is Research and development (R&D). Development research is suggested by Sugiyono, "Untuk dapat menghasilkan produk tertentu digunakan penelitian yang bersifat analisis kebutuhan dan untuk menguji keefektifan produk tersebut supaya dapat berfungsi di masyarakat luas...."⁴⁸ This type of research is analysis the needs to test the effectiveness of the product so that it can function in large society, then the research is needed to test these products. Research of development is gradual.

Development research according to the Seels & Richey (1994) that adopted in Metode Penelitian Pendidikan & Pengembangan, they defined: "Development research, as apposed to simple instructional development, has been defined as the systematic study of designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness".49

This research is directed to produce a product, design and processes. With regard to the product, has developed various products such as learning materials, e.g. media, illustrated materials, interactive learning materials, and in the field of learning media for example interactive media, media images of

⁴⁸ Sugivono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, 2011), page. 297 ⁴⁹ Punaji Setyosari, *op.cit.*, page. 277

the series, and so on. Mini diorama media including products that developed in the form of instructional media.⁵⁰

B. Development Model

The development research of mini diorama media on theme cita-citaku sub of theme 2 learning 4 in fourth grade MIN 2 Kota Malang, researcher used a procedural model of development, i.e. development model of Borg & Gall. In this model is used to produce a product, or drafts of materials as a cycle of research and development according to Borg & Gall (1983). Steps in the research and development as follows: (1) research and collection of information beginning; (2) planning; (3) develop preliminary form of product; (4) preliminary field testing; (5) main product revision; (6) main field testing; (7) revision of product; (8) operational field test; (9) final product revision; and (10) dissemination and implementation.

Based on ten steps above, the researcher adapted the model of development by Borg and Gall and researcher simplifying development and simplify the steps 10 steps into 8 steps, namely: (1) research and collection of information beginning; (2) planning; (3) develop preliminary form of product; (4) the validity test; (5) preliminary field testing; (6) main product revision; (7) operational field test; (8) final product revision. This research is only performed on the stages of the learning media development in the form of three dimension media to gather data about the existing conditions and test

⁵⁰ Punaji Setyosari, op.cit., page. 275-277

products to determine the feasibility of mini diorama media on thematic integrative fourth grade MIN 2 Kota Malang.

C. Development Procedure

Development procedure in this development research follow the steps that instructed in the model development of Borg & Gall, but researcher modify the step. For more details, steps of research and development are given as follows:

1. Research And Information Collecting

In this step, the activities is conducted by the researcher, that is collecting information on the literature review, observation or observation class, and the preparation of the initial report. Preliminary research or analysis of needs is very important to be done in order to obtain preliminary information in order to do development. This can be done, for example, through observations of the class to see the real condition of the field. Literature review and related supporting literature includes much needed as the Foundation of development.⁵¹

2. Planning

Planning activity is formulating capacity, formulate specific objectives to determine the sequence of materials, and small scale trials. The urgent thing step is formulate specific objectives to be achieved by products that being developed. The purpose of this information is intended

⁵¹*Ibid.*, page. 275-277

to provide a firm footing to develop programs or products, so that product that is tested in accordance with the specific purpose to be achieved.

3. Develop a Preliminary Form of Product

Activities on the third step is take the form of the development of the initial product format, or the initial draft, which includes preparation of learning materials, handbooks, and evaluation tools.

4. Test Validity

validiting of the product, we can use the opinions of judgment experts. The expert was asked their opinion about the product. Experts here as material experts, design experts, and thematic integrative experts.

5. Preliminary Field Testing

At this step is conduct first trials. The initial trials conducted on 1-3 school, which involves 6-12 the data subject and the results of the interviews, observation, and questionnaire is collected and analyzed. This test is done with a program-format developed whether in accordance with a special purpose. The results of the analysis of these early trials became the input to perform initial product revisions. However, in this step is simplified, so that the trials are conducted at one school by involving 6 subjects. And in this step, researcher will be revised product when it needs to be revised.

6. Main Product Revision

Trial result is used to revise the initial product. Product revision is done based on the initial test results were used to obtain information and input to make improvements in accordance with the feedback obtained at the time of trial.

7. Main Field Testing

Revised product based on small scale trial results, then fully tested on the unit or the larger subject. Field test is performed as 10-15 schools with 30-100 subject. Quantitative data the results of the study were collected and analyzed in accordance with the specific purpose to be achieved, or if possible as compared to the Group's control. At this step the researcher remain testing at one school with 30 subjects.

8. Final Product Revision

After the field test is implemented, then the results of these tests are used to revise the final product. Revision of the end product i.e. revision undertaken based on field test. The revision of the final product which will be the size that the product really is said to be valid because it has gone through a series of trials.

D. Trial Experiment

In the research of educational product development, product design as a learning media can be tested after the product produced. Product testing is intended to collect data that can be used to do revisions (repair) and get information on whether the resulting learning media effectively and efficiently than previous learning media. Some of the activities carried out for testing in research and development, among others, are:

1. Trial Experiment Design

Class IV in MIN 2 Kota Malang there are four homogeneous class⁵² where each class consists of 27 students. But in this case the researcher use only two classes, namely class IV C and IV D. Tests of mini diorama media is done with quasi experimental design. Design of quasi experimental research was conducted on the non equivalent control group design. In this study experimental group and control groups was not chosen at random so that these different with pretest-posttest control group design.

Based on the data of its homogeneity both classes who have been selected by researcher i.e. class IV C & IV D, researcher is free to choose the class that is used as an experimental class and control class. Class IV C be the experiment class and IV D be control class. On the experiment method, minimum sample is 15 subjects per group. To test the design of product is only done on a class, so to test this product is done by comparing the situation before and after wearing the new system (beforeafter).

⁵² Interview with Ibu Darmini, Guru Kelas IV D, date 24 October 2016

Table 3.1 The Test and Tost Test Table					
Group	Pre-test	Treatment	Post-test		
Experiment Class	<i>0</i> ₁	Х	<i>O</i> ₂		
Control Class	03	-	O_4		

There is pre-test and post-test table by Sugiyono⁵³:

Table 3.1 Pre Test and Post Test Table

Table Description :

Х

: learning by using mini diorama media

O1 &O3 : pre test

O2 & O4 : post test

Test product design is to follow the steps in the model development

of Borg & Gall where trials are conducted twice, including: Preliminary field testing and Field Testing.

2. Trial Experiment Subject

Subjects that is tested in this research is fourth grade MIN 2 Kota Malang. Things that tested is comparing student learning achievement of fourth grade before and after using mini diorama media as learning media on theme 6 sub of theme 2 learning 4. Every experiment and control class there are 27 subjects.

3. Kind of Data

There are two types data that required for products that were developed with the goal of learning in research development. The both types of data is in the form of quantitative data and qualitative data, they

⁵³ Sugiyono, *op.cit.*, page. 303

were used as a reference to determine the effectiveness, efficiency and the resulting product attractive. Both types of data is as follows⁵⁴:

a. Quantitative Data

Quantitative data is data that is tangible figures as a result of observations or measurements. Quantitative data referred to obtained the results by the scoring form of percentage, form of expert assessment, form of thematic teacher assessment and student achievement test results are as follows:

- Material expert assessment and learning design about the precision components of the learning media. The precision learning media include: illustration, media design, using language, and other the completeness that can make a media be effective and efficient.
- 2) Assessment of teacher Appraisal subjects and trials students to the interesting of learning media.
- Test results of student learning before and after using mini diorama media.
- Form of student responses to question students about mini diorama media on the theme 6 sub of theme 2 learning 4.

⁵⁴ Eko putro Widoyoko, *Teknik Penyusunan Instrumen Penelitian* (Yogyakarta: Pustaka Pelajar, 2012), page. 18-21

Qualitative data is data that indicates the quality of something, either the condition of the process, events and others that expressed in the form of words statement. On the research and development, qualitative data intended to unearth information related thematic learning integrative as implemented in MIN 2 Kota Malang. In addition, qualitative data was also used to assess the quality of product that is mini diorama media, in more detail as follows:

- 1) Information on thematic learning obtained by interviews with master class IV C.
- Input, feedback, and improvement suggestions based on the results of expert assessment that obtained by interviews or consultations with material expert, media experts, and thematic learning expert.
- 4. Collecting Data Instrument

Based on the type of data that has been presented above, in research development, Eko Putro Widoyoko said that there are some data collection instrument required researcher to support them research is questionnaire, interviews, and test of learning achievement.⁵⁵

a. Questionnaire

Questionnaire is the method of data collection that provide a set of written statement to the respondent and respondent give a

⁵⁵*Ibid.*, page. 33-46

61

response in accordance with the request.Questionnaire is a method of collecting data which indirectly communication researcher and respondents, and it was conducted by media questionnaire. Now it aims to gather data about the precision, accuracy, and learning media component design or design media, precision of mini diorama media as a learning media on theme 6 sub of theme 2 learning 4, as well as the interest and the effectiveness of using media instruction.

The questionnaire is needed in the development of this product is (1) questionnaire validation to material expert, (2) questionnaire validation to media expert (3) thematic learning validation (master class IV C), (4) a preliminary field testing questionnaire, and (5) main field testing questionnaire.

b. Interview

The interview is a form of direct communication between researcher and respondents. Communication takes place in the form of question and answer. In a face-to-face relationship, so that the motion and mimic the pattern of the respondent is media complements that fulfill the words in verbal.⁵⁶

This method is used by researcher to obtained qualitative data type about thematic learning integrative which has been implemented

⁵⁶*Ibid.*, page. 98

62

in MIN 2 Kota Malang with the teacher that related with data required of researcher in research and development.

c. Learning achievement test

Learning achievement tests used in this research use the form of a written test in the form of multiple choice tests. Multiple choice tests is used to collect data about the results of pre-test and post-test that shows the effectiveness of student learning by using learning media, that is mini diorama media on thematic integrative. Learning achievement is according to Saifuddin:

Tes prestasi belajar berupa tes yang disusun secara terencana untuk mengungkap performansi maksimal subjek dalam menguasai bahan-bahan atau materi yang telah diajarkan. Tes prestasi belajar bertujuan untuk mengukur prestasi atau hasil yang telah dicapai oleh siswa dalam belajar⁵⁷

Learning achievement test aims to measure the achievements or

results that have been achieved by students in learning.

5. Data Analysis Techniques

The analysis that used in the research and development are analysis of the questionnaire and analysis of learning achievement by using technical analysis data as follows:

⁵⁷ Saifuddin Azwar, *Tes Prestasi (Fungsi dan Pengembangan Pengukuran Prestasi Belajar)*, (Yogyakarta: Pustaka Belajar, 1996), page. 8

a. Questionnaire

The analysis of the questionnaire on this research use the likert scale in the form of multiple choice, further processed in a way created percentage with the formula⁵⁸:

$$\mathbf{P} = \frac{\sum xi}{nxbobottertinggixjumla \quad hresponden} \ge 100\%$$

Description

P = the percentage of the feasibility

 $\sum xi = total score obtained from the validator$

N = total item of questionnaire

In granting meaning and decision-making at the level of feasibility and interest products used in the scale of achievement level as follows⁵⁹:

Table 3.2 The Scale of Achievement Le	evel	
---------------------------------------	------	--

Precentage	Qualification	Eligbility criteria
(%)		
80-100	Valid	No revision
60-79	Quite valid	No revision
40-59	Less valid	Partial revision
0-39	Invalid	Revision

⁵⁸ Suharsimi Arikunto, *Dasar-dasar evaluasi pendidikan* (Jakarta: Bumi Aksara, 2003), page. 313.

⁵⁹ B. Subali, Indayani dan L. Handayani, "Pengembangan CD Pembelajaran Lagu Anak Untuk Menumbuhkn Pemahaman SAINS Siswa Sekolah Dasar", Jurnal, (Surabaya: Fakultas Ilmu Pendidikan Universitas Negeri Surabaya, 2011).

Pretest data is data that acquired before doing treatment, and posttest data obtained after given treatment. There are several steps that must be performed on this data analysis, the steps are:

1) Description of first step

b. Pretest-Posttest Data analysis

(a) Calculate the average (mean)

The mean is the engineering group's explanation that is based on the average value of the group. The mean can calculate by the following formula⁶⁰:

$$X = \frac{\sum X^i}{n}$$

Description:

- X =the mean (average)
- $\Sigma = \text{Epsilon}$
- X_i = the value of x to the i up to n
- $n = total of individuals^{61}$
- (b) Range/variance

One of the statistical techniques used to describe its homogeneity of the Group was with the variance. The variance is the square of the sum of all individual values of

 ⁶⁰ Sugiyono, *op.cit.*, page. 49
 ⁶¹*Ibid.*, page. 57

the deviations in the average group. The variance can be obtained by using the following formula:

$$S^2 = \frac{\Sigma(X_{i-\bar{X}_1})^2}{(n-1)}$$

Description

- S^2 = variance
- Xi = the value of x to from i up to n
- X = mean
- $\Sigma = \text{Epsilon}$
- N = total of individuals
- (c) Test for normality

Normality test has used to determine whether a sample obtained Gaussian or not. The formula used was chi square test

with statistical hypothesis as follows:

$$H_0 = Gaussian data$$

 H_1

= data not Gaussian

As for formula is⁶² :

$$X^2 = \sum_{i=1}^k \left[\frac{0_{i-E_i}}{E_i} \right]^2$$

Description:

- X 2 = the price of chi squared
- O i = frequency of observations
- E i = frequency that expected

k = the number of intervals

⁶² Sudjana, *Metoda statistika* (Bandung : Tarsito, 2005), page. 273

66

If $x^2_{count} < x^2_{(1-a) (k-1)table}$ then h_0 receipt, its means that Gaussian population, if $x^2_{count} > x^2_{(1-a) (k-1) table}$, then h_0 declined, this means that the population is not Gaussian with a significant level of 5% and dk = k-1

(d) Homogeneity Test

One of the technique statistics used to describe its homogeneity of the Group was with the variance. The formula used is⁶³:

 $F_{hitung} = \frac{varianterbesar}{varianterkecal}$ Both groups are said to be homogeneous when using=

5% produce F _{count} < F _{table}. Otherwise, if F _{count} > F _{table}then it can be concluded that data is not homogeneous.

(e) Gain Score

Test of gain score aims to find out the score gain improved student learning outcomes before and after using the media of instruction. Formula index gain normalization according to Meltzer:

Index of Gain (g) = $\frac{scoreofposttest - scoreofpretest}{maximalscore - scoreofpretest}$

The level of the earnings gain score have normalized and categorized in three categories that shown in the following

table.

Gain score normalized	Category
(g) > 0,7	High
0,7 > (g) < 0,3	Rate
(g) < 0,3	Low

Table 3.3 Gain Score Normalized

(f) T-Test

T test is used to test the hypothesis comparative of two independent sample in the research. Hypothesis test to find out which is the more effective "mini diorama media on thematic integrative with learning media or without using learning media ", a hypothesis that is used, namely:

H₀: there is no differences of thematic integrative learning achievement are significantly between class IV C used mini diorama with class IV D without using the mini diorama media. H₁: there is differences of thematic integrative learning that significant achievement between class IV C use mini diorama with class IV D without using the mini diorama media. The analysis used are t-test independent samples t-test with the following formula⁶⁴:

$$\mathbf{T} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}\right)}}$$

Description:

X1	: the average experiments group post test
X ₂	: the average control group post test
n ₁	: the number of the subject of experiment group
n ₂	: the large number of subject control group
s ² 1	: variance of experimental Group post test
S ² ₂	: variance of control group post test

After we do the calculation of t-test, after that compared to the next value of t _{table}. If it is seen from the statistics count (t _{count}) with statistics table (t _{table}), then the withdrawal of the conclusions are:

If $: t_{count} > t_{table}$ then, H_0 is rejected and H_1 received

t count < t table then, H_0 is accepted and H_1 rejected

E. Research Procedure

The stages of the implementation of the research starts from the initial research to preparations up to the preparation of the final report. As a source

⁶⁴ Sugiyono, *op.cit.*, page. 138

of reference, researcher refers to the stage of the research expressed by Arikunto⁶⁵, namely:

1. Make the design of the research.

The steps in this step is select problem, preliminary research, formulate the problem, formulate the basic assumptions, choosing approaches, and define the variables and data source. As for the explanation is as follows:

a. Select problem

The first step is the researcher came to MIN 2 Kota Malang class IV C to conduct observation and interview against master class IV C. After making observation and interview then researcher will find some of the problems faced by students and teachers. Once you've found the problem, then researcher started choosing problems that can look for solutions through research.

b. Preliminary Research

A preliminary research intended to find an information which is necessary so that the problems that researcher have been selected above it becomes clear his position.

⁶⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), page. 16-20

70

c. Formulating the problem

If the problem has become clear then researcher must formulate the problem as well as possible so that it is clear where to begin, where to go and what researcher need to go.

d. Formulating the basic assumptions

The basic assumption is something that is believed to be the truth by the researcher who will serve as things to be used for the beachhead for researcher in conducting research. Here the researcher will hold a research on the development of media mini dioramas to improve learning achievements of students of class IV, the basic assumption that researcher have a mini diorama media has never been used in MIN 2 Kota Malang and student achievement at MIN 2 Kota Malang is different, so learning achievements then it could be a variable.

1) Hypothesis

In formulating the basic assumptions, the researcher also started making a hypothesis or the truth while so while this truth will be confirmed through research.

e. Selecting an approach

The approach chosen in this research is an experiment. The type of research used in this research is research and development.

71

f. Define the variables and data source

The variable in this research are media mini dioramas and learning achievements of students. Source data obtained through research activities (qualitative data), the now, the interview and the test results of the research.

2. Implementation of the research

A step in this stage is to identify and draw up an instrument, collecting data, analyzing the data and then draw conclusions.

a. Define and compile the instrument

Once researcher know for sure what will be examined, then researcher began to draw up an instrument to get the data. An instrument is needed as an instrument of validation expert, instrument for teachers and thematic instrument for students.

b. Collect data

If the researcher has determined what data will be collected, in this step the researcher directly collect data to search for. Collecting data is a difficult job, because if the retrieved data is wrong then the research results to be less accurate.

c. Analysis of data

After the data is collected, it is in this step the researcher started analyzing the data. For the data analysis techniques already described in the subsection above data analysis techniques.

After performing the processing against the results of the research, then at this point the researcher compatibility results data analysis with the hypothesis. If the hypothesis is proven or not proven.

3. The creation of research reports.

At this stage the researcher wrote a report in accordance with the data that has been obtained. Research activities demand that the results were compiled, written research report form so result is known by others.



CHAPTER IV

THE RESULT OF DEVELOPMENT

Chapter IV explain about the results of this development, the results of this development will be presented on four principal things, namely: a) the presentation of the data test, b) Data analysis, c) Product Revision and d) Mini Diorama Media. The data presented are based on input from the material expert, media expert, learning expert /teacher of thematic learning class IV, small group trials, and field trials. The contents of each exposure include the presentation of data, data analysis, product development and revision.

A. Presentation of test data

In this research, researcher used two data research, that is quantitative and qualitative data. The data obtained through two stages, i.e.: the result of validation experts and field trials. Validation osf mini diorama media have done on date: March 14, 2017 – March 27, 2017

Appraisal data products that developed through several stages, the first stage is the results of assessment that obtained from two experts i.e., media experts and material expert. Media experts and material expert is lecturer of Universitas Islam Negeri Maulana Malik Ibrahim Malang. From this stage, researcher retrieved results from the assessment of products. After receiving the assessment of media experts and material expert, then the researcher asked teachers as thematic learning expert in class IVC MIN 2 Kota Malang to give assessment of the products that have been developed. After obtaining the results from some experts then researcher do revision of the product. Product revision is done based on the results of the assessment by the experts. Once you have a revision, then the product requested an assessment back to the experts. Products that have been approved by some experts, and got enough value then the product is ready to be tested in the experimental class.

There are two kinds of data obtained from the results of validation that are quantitative data and qualitative data. Quantitative data in the form of the results of the assessment with the Likert scale question form. While the qualitative data in the form is additional assessment or advice from the validator. Question form validation expert criteria for scoring value is as follows.

Jawaban	Keterangan	Skor
SB	Sangat Baik	5
В	Baik	4
CB	Cukup Baik	3
KB	Kurang Baik	2
STB	Sangat Tidak Baik	1

 Table 4.1 Scoring question form Validation of Material Expert, Media

 experts, and Thematic Learning Expert of Class IV

As for the question form validation criteria of students scoring value is as follows:

Jawaban	Skor
Α	4
В	3
С	2
D	1

 Table 4.2Scoring question form Validation for students

The following is a presentation of data assessment question form by material, media experts, and master class IV with criticism and advice.

- 1. Validation of Expert Material
 - a. Material Expert Profile

Validation of material expert on mini diorama media development with consideration of an expert on PPKn material. Criteria of material expert is a lecturer with the minimal is S2 educational, not supervisor of researcher. Material expert that selected is Mr. Miftahussyaian M. Pd, he was lecturer in PPKn Learning in PGMI Islamic State University of Maulana Malik Ibrahim Malang. He is graduated master of sociology.

b. Expert Validation Results Material

Product development that submitted to material expert is mini diorama media on theme Cita-citaku sub theme 2 learning 4. Below is the result of quantitative data validation or assessment of the media being developed.

No.	Item Questions	Value
1	How is the material relevant with the basic competencies indicator and learning objectives?	5
2	How does the formulation of the topic on the development of mini diorama media?	5
3	How is suitability mini diorama figures in the media with the aim of learning?	4
4	How is the using language of audio stories on the diorama media?	4
5	How is the delivery material sub theme of cita- citaku sub theme hebatnya cita-citaku in media mini diorama?	4
6	How is the material easy to understand through a media mini diorama with the concept of matter?	4
7	Is this diorama mini media can facilitate students to understand the material in studying the theme of my ideals great sub-theme 4 learning my goal?	4
8	How is media conformity with fourth grade students of SD / MI to improve student achievement?	4
9	How does the effectiveness use of the media to convey the material mini diorama theme of my ideals great sub-theme 4 learning my goal?	4
10	How do these media use guidelines clarity?	3
	AMOUNT	41
	MAXIMUM VALUE	50

Table 4.3 T	he Result Of	The Material	Experts '	Validation
-------------	--------------	--------------	-----------	------------

The qualitative data is collected based on comments and suggestions towards improvement of the media provided by the material expert and presented in the following table:

	88		
NO	Component	Comments / Suggestions	
1	Material / contents	- The voice of the Chargers	
		media mini diorama is a little	
		less obvious.	
		- The size of the Istiglal mosque	

Tabel 4.4 Comments and Suggestion from Material Expert

	somewhat enlarged.

2. Design/ Learning Media Expert Validation

a. Profile of design/Learning Media Expert

Validation of design/learning media expert on the development of mini diorama media is Mr. Dr. Mohammad Walid, M.A. The criteria of design/ learning media expert is a lecturer with the minimal criteria for educational/non Graduate Education, not a supervisor of this thesis. Mr. Walid is Chairman of the Department of PGMI and also lecturer in PGMI. He is graduated of the S3 and expert in learning media.

b. The results of Media expert validation

Product development that submitted to the media expert is mini diorama media theme Cita-citaku sub theme 2 learning 4. Bellow is the result of quantitative data validation or assessment of the media being developed.

No.	Item Questions	Value
1.	How does the attractiveness of the packaging design mini media this diorama?	4
2.	How is media conformity with the purposes and the material on the theme of my ideals sub-theme 2 lesson 4?	5
3.	How does detail or clarity of this diorama mini media media?	4
4.	How does the selection of the characters, colors,	5

Table 4.5 the result of media expert validation

- 77	7
	٩.
-	1
. <	1
	2
11	
- C	
1	
Ĺ	
- 52	
- 7	
- 0	D
Ē	
- 14	6
11	Ш.
	ы,
- 22	
- 2	
_	
1	1
1	
	5
	٩.
6	D
11	11
- 51	ы,
- 14	
14	
	ι.
16	
1	•
- 0	D.
	~
10	1
5	ι,
	NA IVIALIN IDRA
	NA MALIN IDRA
	ANA MALIN IDRA
	ANA WALIN IDRA
	LANA MALIN IDRA
	JILANA MALIN IDRA
	ULANA MALIN IDRA
	NULANA MALIN IDRA
	AULANA MALIN IDRA
	IAULANA MALIN IDRA
	VIAULANA MALIN IDRA
	MAULANA MALIN IDRA
	- IMAULAINA IMALIN IDRA
	I MAULANA MALIN IDRA
	JF INIAULAINA INIALIN IDRA
	UF IMAULAINA IMALIN IDRA
	OF MAULANA MALIN IDRA
	TOF IMAULANA IMALIN IDRA
	ANT OF MAULANA MALIN IDRA
	ART OF MAULANA MALIN IDRA
	VART OF IMAULANA IMALIN IDRA
	NART OF IMAULANA MALIN IDRA
	DRART OF IMAULANA IMALIN IDRA
	IDRART OF MAULANA MALIN IDRA
	-IDRART UF IMAULANA IMALIN IDRA
	LIDRART UF MAULANA MALIN IDRA
	. LIDRART OF IMAULANA IMALIN IDRA
	L LIDRART OF IMAULANA IMALIN IDRA
	AL LIDRART OF IMAULANA IMALIN IDRA
	AL LIDRART OF MAULANA MALIN IDRA
	VAL LIDRART UT MAULANA MALIN IDRA
	KAL LIBRART OF IMAULANA IMALIN IBRA
A DOI NI I ANA MANA MANA VOADON I NOT	I KAL LIBKART OF MAULANA MALIN IBKA
	I KAL LIBRART OF MAULANA MALIN IBRA
	NI KAL LIBKART OF IMAULANA MALIN IBKA
	EN I AAL LIBAART OF WAULANA MALIN IBRA

O

78

	background and lighting used for this diorama mini	
	media?	
5.	How does the layout of the characters, wake-up and	4
	mini support used for this diorama mini media?	
6.	How is ease the operation of the system's media	5
	mini diorama?	
7.	How is the use of mini-mini (figure, mini buildings,	5
1	and mini supporters) on the side of the media box	
	diorama of this?	
8.	How does the attractiveness of the mini contained in	5
	a mini media diorama?	
9.	How does packaging stories in this mini diorama?	5
10.	How is sound clarity on this mini diorama media?	4
<u> </u>	AMOUNT	46
<	MAXIMUM VALUE	50

The qualitative data is collected based on comments and suggestions towards improvement module given by media experts are presented in the following table:

Table 4.6 (Comment and	Suggestion	by Media	a expert	validation
-------------	-------------	------------	----------	----------	------------

NO	Component	Comments / Suggestions
1	Media design	- Clarity of the narration (the
	AT PER	voice), the placement of the name / term and staining.Must be fixed

- 3. Thematic Learning Expert Validation
 - a. The Profile of Thematic Learning Expert

Validation of thematic learning expert on mini diorama media development is Dra. Darmini, M. Pd. The thematic learning expert criteria is thematic teacher SD/MI who is a practitioner or teacher of experiment class. Mrs. Darmini is a thematic teacher in MIN 2 Kota Malang on class IV. She is graduated Indonesian Language Department and expert in learning media.

b. Thematic Learning Expert Validation Results

Product development that submitted to the thematic learning expert is a mini diorama media theme Cita-citaku sub theme 2 learning 4. Following is the result of quantitative data validation or assessment of the media that developed.

No.	Item Questions	Value
1	How does the accuracy of information	5
6	delivery media's mini diorama on the	
	students?	
2	How does the systematic presentation of	4
	the learning process?	
3	How motivating to students when	4
	learning?	
4	How is the use of language in conveying	5
6	the material by using a mini media	
	diorama?	
5	How is appropriateness of using media	4
	with basic competencies, indicators, and	
	the learning objectives?	
6	How does the scope of the material	4
	accordance with the learning goal?	
7	How is the clarity of the media to	5
	provide experience to students?	
8	How does the attractiveness of the	4
	media used in conveying?	
9	How is the clarity of voice and the	3
	language used in the media, this mini	
	diorama?	

 Table 4.7 The Result of Quantitative Data of Learning

 Thematic Expert

10	How does display and volume of media mini diorama?	3
	AMOUNT	41
	MAXIMUM SCORES	50

The qualitative data is collected based on comments and suggestions towards improvement of the media that is provided by thematic learning expert that presented in the following table:

Table. 4.7 Qualitative Data of Thematic Learning Expert Validation

Component	Comment and Suggestion				
Thematic Learning	- Mini Diorama Media is suitable				
	for students class IV and				
	Attracted students because this is				
	new media including a previously				
	unprecedented.				
	- Voice and language in the				
	diorama need clarified, so that it				
	can clearly be heard by students.				

4. The Small Group Trial

This development of the products tested on small group that represented by 6 respondents i.e. two students represent good-capable students, two students-capable medium/medium, and two students capable of low. Six respondents were selected based on the results of the pre-test of experimental classes.

a. Profile of Small Group Trial Students

1	x_1	Khabibatun Nisa'nurin Tajalla
2	x_2	Singgalang
3	<i>x</i> ₃	Muhammad Radyt Shafa
4	x_4	Ilham Wahyu
5	<i>x</i> ₅	Gilang
6	x_6	Faishal Arif

Table 4.8 Profile of Small Group Trial Students

b. The Results of Small Group Trial

Development of products that submitted for testing small group on Thematic learning is a Mini Diorama Media theme cita-citaku sub theme Hebatnya cita-citaku learning 4. The following data from a small group trial results:

No. Statement		Score					
140.	Statement		<i>x2</i>	x3	<i>x4</i>	x5	x6
1	The attractiveness of the media mini diorama	4	3	4	4	4	4
2	mini-diorama media can help in understanding the material on the sub theme of my ideals great theme my dream of learning 6	4	4	4	3	3	4
3	The language used in the mini- diorama media easier to understand	4	3	4	4	3	3
4	The sound clarity on media mini- diorama	3	4	4	3	3	4

Table 4.9 The Result of Small Group Trial

5	The attractiveness of the voices in the media mini diorama	3	4	4	3	3	4
6	Media mini diorama can excite student learning	4	4	4	4	3	4
7	Media mini diorama can make students aspiring to be an architect	3	3	3	2	4	3
8	Media mini diorama can make student learning with fun	4	4	3	4	3	3
Tota		29	29	30	27	26	29
Tota	Total score 170						
Max	imum score	192					

5. Field Trial

Field trials were conducted on all students in s experiments class,

they are from class IV C by 28 studentss.

a. A field Test of The Student's Profile

Table 4.10 The Profile of Field test Student					
RESPONDENT	NAME	CODE			
1	Khabibatun Nisa'nurin Tajalla	X1			
2	Aziza Latifa	X2			
3	Ilham Wahyu H	X3			
4	Romeo Nizam Abisa	X4			
5	M. Zidan	X5			
6	Dwi Aulia Agustina Putri	X6			
7	Keisya Adiba Putri Veangga	X7			
8	Ananda Zahrotul Aini	X8			
9	Asfa	X9			
10	Hafsho Naswatun Nadiroh	X10			
11	Diffa Gladhis Bunga Putri				
	Swandana	X11			
12	Florian Taj Medina	X12			
13	Gilang	X13			

14	Bayu Putra	X14
15	Faishal Arif	X15
16	Muhammad Radyt Shafa	X16
17	Singgalang	X17
18	Kevin Arlianto Putra	X18
19	M. Jibril H	X19
20	Zaskia Cahaya Putri Nasution	X20
21	Akbar Rasyid	X21
22	Rafif Imantya	X22
23	Rassdan	X23
24	Naila Rahmatika	X24
25	M. Royyan A	X25
26	Callysta F	X26
27	Eka Bayu Asmara	X27

b. Results of The Field Test

Development of products that submitted for testing Thematic learning is Mini Diorama media theme Cita-citaku sub theme Hebatnya cita-citaku learning 4 in class IV. This is a field trial results data:

	Statement	Score		
No.	"PERPUS	X1, X2, X3, X4, X5, X6, X7, X8, X9, X10, X11, X12, X13, X14, X15, X16, 17, X18, x19, X20, X21, X22, X23, X24, X25, X26, X27, X28		
1	The attractiveness of the media mini diorama	4,4,4,4,4,3,4,4,4,3,3,4,3,4,4,4,4,4,4,4		
2	mini-diorama media can help in understanding the material on the sub theme of my ideals great theme my dream of learning 6	3,4,4,4,3,3,3,3,4,3,3,3,4,4,4,4,4,3,4, 4,3,4,3,		

Table 4.11 The Result of Field Test

	-	
3	The language used in the mini- diorama media easier to understand	3,4,4,3,4,3,4,4,4,4,4,3,3,4,4,3,3,3,4, 4,4,3,3,4,4, 4.4
4	The sound clarity on media mini- diorama	4,4,3,4,4,4,4,3,4,3,3,3,3,4,4,3,4,4,3,
5	The attractiveness of the voices in the media mini diorama	4,4,3,3,3,3,4,3,4,3,4,3,3,4,4,4,3,4,4, 4,4,4,3,3,4,4,4
6	Media mini diorama can excite student learning	4,3,3,3,3,4,3,4,3,4,3,3,3,3,4,4,4,3,4,3
7	Media mini diorama can make students aspiring to be an architect	4,4,3,4,4,4,3,3,4,3,4,3,4,4,3,4,4,4,4, 4,4,4,4,
8	Media mini diorama can make student learning with fun	4,3,4,4,4,3,4,4,4,3,3,3,4,4,4,3,3,4, 3,4,4,4,4
Tota	l score	782
Max	imum score	896

6. The results of Pre-Test and Post Test

Product development that examined to grade IV MIN 2 Kota Malang is done in class IVD as control class using the thematic book theme Class IV and grade IVC as experiments class were given treatment that is using mini diorama Media. Researcher take 50 students with students in the control classroom is 23 students and 27 students in experiments class. The value data that is obtained is as follows:

Table 4.12 Pre-Test and Post-Test Value of Experiment Class

NO	NAMA	PRETEST	POST TEST
1	Khabibatun Nisa'nurin Tajalla	40	80
2	Aziza Latifa	30	70
3	Ilham Wahyu H	30	80
4	Romeo Nizam Abisa	50	90

5	M. Zidan	75	100
6	Dwi Aulia Agustina Putri	45	80
7	Keisya Adiba Putri Veangga	50	80
8	Ananda Zahrotul Aini	40	100
9	Asfa	45	90
10	Hafsho Naswatun Nadiroh	50	80
11	Diffa Gladhis Bunga Putri Swandana	45	85
12	Florian Taj Medina	50	75
13	Gilang	85	80
14	Bayu Putra	50	80
15	Faishal Arif	90	85
16	Muhammad Radyt Shafa	65	90
17	Singgalang	65	100
18	Kevin Arlianto Putra	50	100
19	M. Jibril H	50	70
20	Zaskia Cahaya Putri Nasution	50	90
21	Akbar Rasyid	50	90
22	Rafif Imantya	40	70
23	Rassdan	50	100
24	Naila Rahmatika	55	85
25	M. Royyan A	65	85
26	Callysta F	55	80
27	Eka Bayu Asmara	65	85
7	JUMLAH	1435	2300
	RATA-RATA	53,14815	85,18518519

In the table 4.12, we know that the majority students who have post test value greater than the value of the pre test. The results of the value that obtained, specifics will be elaborated on the acquisition value of the comparison chart test and post test experimental class students on the following:



Picture 4.1 Pre-Test and Post-Test Value Chart

The results of the analysis that has been done on IVD class (control class), the data value of the results of pre-test and post-test are presented in the form of the following table.

NO	NAME	PRETEST	POST TEST	
1	Citra Meyra M	60	80	
2	Nanda	40	65	
3	Isrofil	40	70	
4	Siva Angela Rosalina	50	70	
5	Prasetya	60	80	
6	Rafli Akbar	40	90	
7	Hafidz	50	90	
8	Muhammad Ridho Nur Fadhilah	50	90	
9	Keyza Bunga Levina	70	75	
10	Faizah Arrasya	70	50	
11	Nurul	40	90	
12	Desvita P. C	60	80	
13	Eka	40	60	
14	Pasha Maulana Hasan	35	90	
15	Lodilia maia V	60	90	
16	Laila Husna M	30	70	

Table 4	1.13	Pre-Test	and Post	t-Test Va	alue of	Controll	Class

17	Nadia M.K	60	95
18	Wafi	45	70
19	Zaki Ardino Pratama	50	60
20	Farhan	55	80
21	Khodijah Hatifatur Robbani	60	100
22	Daru Wicaksono	50	70
23	M. Syarif Hidayatullah	60	65
	JUMLAH	1175	1780
	Rata-rata	51,08696	77,3913

In the table 4.13 can be known that the majority of the students have post test is greater than the value of the pre test. The results of the value obtained, specifics will be elaborated on the acquisition value of the comparison chart, pretest and post test of students on the control class:



Picture 4.2 Pre-Test and Post Test Chart of Control Class
B. Data Analyze

The results data of development that have been obtained from by the material expert, media expert, thematic learning expert and results of small group trial and field trial, then analyzed to determine the level to know the valid and the effectiveness level of learning media that was developed. Data analysis of the results development are described as follows:

1. Material Experts Test

Based on the results of the learning material expert assessment against mini diorama media as noted in table 4.3, then it can be calculated the percentage of achievement level media mini diorama as follows:

Percentage =
$$\frac{\sum(skortotal)}{\sum(nxbobottertinggi)}$$
 x 100 %
Percentage = $\frac{41}{50}$ x 100 % = 82%

The result of the calculation above shows the valid percentage is 82% after it converted with the conversion scale table 4, the percentage 82% of the level achievement are on the level of qualification valid so that media mini diorama doesn't need to be revised.

Exposure data the results of material expert by validation product development in the form of a mini diorama media at MIN 2 Kota Malang on table 4.3 can be described as follows:

4
Σ
U
\succ
H
U
r
ш
>
4
D
~
$\mathbf{\nabla}$
٩
က
Ш
H
4
F
S
2
-
٩
r
m
4
5
◄
Ζ
2
4
\geq
ы. П.
5
\mathbf{O}
>
02
7
>
5
"
11

NT		TC Da				
N 0.	Item Questions	X	Xı	Ρ	The level of validity	explanation
1	the relevance of the material on a mini media diorama with basic competencies and learning objectives	5	5	100%	valid	No Revision
2	Conformity topic in the media formulation mini diorama	5	5	100%	valid	No Revision
3	Conformity mini diorama figures in the media with the aim of learning	4	5	80%	valid	No Revision
4	The use of language in audio media stories on mini diorama	4	5	80%	Valid	No Revision
5	Submission of materials sub theme of my dream my dream great theme in media mini-diorama	4	5	80%	Valid	No Revision
6	Ease of understanding the material through a media mini diorama with the concept of matter	4	5	80%	Valid	No Revision
7	This diorama mini media can facilitate students to understand the material in studying the theme of my ideals sub theme of great learning my ideals 4	4	5	80%	Valid	No Revision
8	The clarity media with fourth grade students of SD / MI to improve student achievement	4	5	80%	Valid	No Revision
9	The effectiveness of the use of media mini diorama to deliver material sub theme of my ideals great theme my dream of learning 4	4	5	80%	Valid	No Revision
10	Clarity guide to use this medium?	3	5	60%	Quiet Valid	No Revision
	AMOUNT	41	50	82%	Valid	No Revision

U Z

Based on the analysis of the data in table 4.14, it can be known that the mini diorama media was developed in General already good in material/content. This is shown from the percentage obtained from research data. The score that obtained is 41 with a maximum score of 50, then retrieved the validity of 82% percent based on a conversion scale 5, then mini diorama media that are developed don't need revision. All items are judged valid criteria.

Based on qualitative data obtained from expert advice/comments material in table 4.4, improvements need to be made regarding the clarity of the sound in the media and the size of the Istiqlal mosque image needs to be enlarged again for easy viewing by students. Improvement suggestions from the experts the material foundation of the author's consideration to improve product development.

2. Test of The Learning Media expert

Based on the results of the assessment design/learning media expert against mini diorama media is described in table 4.5, then it can be calculated the percentage degree achievement of mini diorama media as follows:

percentage = $\frac{\sum(skortotal)}{\sum(nxbobottertinggi)} \times 100 \%$ percentage = $\frac{46}{50} \times 100 \% = 92\%$ percentage of 92% after converted with the conversion scale table 4, 92% achievement rate percentages are at the level of the qualification valid so that mini diorama media doesn't need to be revised.

Exposure data result of the validity by learning media expert to product development as media mini diorama in MIN 2 Kota Malang on table 4.5 can be described as follows:

N 0	Item Questions	X	Xi	P	The level of validity	explanation
1.	The attractiveness of the packaging design mini media diorama	4	5	80%	valid	No Revision
2.	Appropriate media with the purpose and the material on the theme of my goal of sub-themes 2 learning 4	5	5	100%	valid	No Revision
3.	Detail or clarity of this diorama mini media media?	4	5	80%	valid	No Revision
4.	Selection of characters, colors, background and lighting used for this diorama mini media	5	5	100%	Valid	No Revision
5.	The layout of the figures, wake-up and media supporters mini mini diorama	4	5	80%	Valid	No Revision
6.	Operating System media mini diorama	5	5	100%	Valid	No Revision
7.	The use of mini-mini (figure, wake up, and mini supporters) on the side of the media box diorama	5	5	100%	Valid	No Revision
8.	The attractiveness of the mini contained in a mini media diorama	5	5	100%	Valid	No Revision
9.	Packaging stories in media mini diorama	5	5	100%	Valid	No Revision
10	The sound clarity on media mini-	4	5	80%	valid	No Revision

Table 4.15 Exposure data result of learning media expert

	diorama					
	AMOUNT	4	50	92%	Valid	No Revision
		6				

Based on the analysis of the data in table 4.15, it can be known that mini diorama media was developed in General already good in terms of its design. This is shown from the percentage obtained from research data. The score that obtained is 46 with a maximum score of 50, then it retrieved the validity of 92% percent based on a conversion scale 5, then mini diorama media that are developed don't need revision. All items of the criteria assessed valid.

Based on qualitative data obtained from expert design advice/comments/learning media on table 4.6, the repair needs to be done. Improvement suggestions from the experts the material foundation of the consideration the author to fine-tune the resulting development product.

3. Test of Thematic Learning Expert class IV

Based on the results of the expert assessment Thematic study class IV against mini diorama media is described in table 4.7. Percentage can be calculated to know level achievement of the media mini diorama as follows:

Percentage = $\frac{\sum(skortotal)}{\sum(nxb \ obottertinggi)} \ge 100 \%$

Percentage =
$$\frac{41}{50}$$
x 100 % = 82%

The results of the above calculation shows the percentage 82% after it was being converted with the conversion scale table 4, the percentage of the level of achievement of 82% are on the level of qualification is valid so that media mini diorama doesn't need to be revised.

Comments and suggestions from an thematic learning expert class IV in the open question made consideration to improve learning in order to enrich the media exposure of the material in the media and refine it.

Exposure data the results of the validity of expert Thematic learning class IV against the product development in the form of mini diorama media at MIN 2 Kota Malang in table 4.8 can be described as follows:

No	Item Questions	X	Xi	Р	The level of validity	explanation
1	The accuracy of information delivery media on students	5	5	100%	valid	No Revision.
2	Systematic presentation in the learning process	4	5	80%	valid	No Revision
3	Providing motivation to students when learning	4	5	80%	valid	No Revision
4	The use of language in the media diorama	5	5	100%	Valid	No Revision

 Table 4.16 Exposure data result of learning Thematic expert

5	Conformity media with basic	4	5	80%	Valid	No Revision
	competencies, indicators and learning		0	0070		
	objectives					
6	The scope of the presented media in	4	5	80%	Valid	No Revision
	accordance with the purpose of					
	learning					
7	Clarity media to provide experience	5	5	100%	Valid	No Revision
	to students					
8	The attractiveness of the media used	4	5	80%	Valid	No Revision
	in presenting the material	1				
9	The clarity of the sound and the	3	5	60%	Quite	No Revision
	language used in the media mini		11/		Valid	
	diorama	IK		1.		
10	Display design and volume in the	3	5	60%	Quite	No Revision
	mini media diorama				Valid	
	AMOUNT	41	50	82%	Valid	No Revision
					-	

Based on the analysis of the data in table 4.16, be aware that mini diorama media was developed in general been good to use as a medium of instruction. This is shown from the percentage obtained from data validation expert instruction. The score obtained is 41 with a maximum score of 50, then retrieved the validity of 82% percent based on a conversion scale 5, then mini diorama media that are developed don't need revision and all the items assessed valid criteria.

4. The small group trial results

Based on the results of small group test against mini diorama media as described in table 4.10 percentage can be calculated, then the level of achievement of the media mini diorama as follows:

Persentase
$$= \frac{\sum(skortotal)}{\sum(nxbobot \ tertinggi)} \ge 100 \%$$

Persentase
$$=\frac{170}{192}$$
x 100 % = 89%

The results of the above calculation shows the percentage of 89% after kevalidan converted with the conversion scale table 4, the percentage of the level of achievement of 89% are on the level of qualification is valid so that media mini diorama doesn't need to be revised.

Exposure assessment test results data of a small group of product development in the form of a mini media diorama at MIN 2 Kota Malang in table 4.15 can be described as follows:

No	Statement	x1	x2	x3	x4	x5	x6	Σx	Σxi	P%	criteria Validation	explanat ion
1	The attractiveness of the media mini diorama	4	3	4	4	4	4	23	24	96%	Valid	No Revision
2	mini-diorama media can help in understanding the material on the sub theme of my ideals great theme my dream of learning 6	4	4	4	3	3	4	22	24	92%	Valid	No Revision
3	The language used in the mini-diorama media easier to understand	4	3	4	4	3	3	21	24	88%	Valid	No Revision
4	Media mini diorama can make students aspiring to be an architect	3	4	4	3	3	4	21	24	88%	Valid	No Revision

Table 4.17 Exposure data result of Small Group Test

		_										. 4
5	The attractiveness of the voices in the media mini diorama	3	4	4	3	3	4	21	24	88%	Valid	No Revision
6	Media mini diorama can excite student learning	4	4	4	4	3	4	23	24	96%	Valid	No Revision
7	The sound clarity on media mini-diorama	3	3	3	2	4	3	18	24	75%	Valid	No Revision
8	Media mini diorama can make student learning with fun	4	4	3	4	3	3	21	24	88%	Valid	No Revision
	Total	29	29	30	27	26	29	170	192	89%	valid	No 7 Revision

Based on the analysis of the data in table 4.17, be aware that

the media mini dioramas was developed in general been good to use as a medium of instruction. This is shown from the percentage who obtained from the results of the assessment of small groups. The score obtained is 170 with a maximum score of 192, then retrieved the validity of 89% percent based on a conversion scale 4, then media mini dioramas that are developed don't need revision. All items are judged valid criteria.

5. Test of large Groups/Field Trials

Based on the results of the field test against mini diorama media as noted in table 4.11 and percentage can be calculated, then the level of achievement of mini diorama media as follows:

Percentage = $\frac{\sum(skortotal)}{\sum(nxbobottertinggi)} \times 100 \%$ Percentage = $\frac{762}{864} \times 100 \% = 91\%$ 96

The results of the above calculation shows the percentage of 91% after converted with the conversion scale table 4, the percentage of 91% achievement rate was at the level of qualification is valid so that mini diorama media doesn't need to be revised.

NO	KODE	5	BUTIR PERTANYAAN							
		1	2	3	4	5	6	7	8	<
- 1	X1	4	3	3	4	4	4	4	4	30
2	X2	4	4	4	4 🔍	4	3	4	3	30
3	X3	4	4	4	3	3	3	3	4	28
4	X4	4	4	3	4	3	3	4	4	29
5	X5	4	3	4	4	3	3	4	4	29 0
6	X6	3	3	3	4	3	4	4	3	27
7	X7	4	3	4	4	4	3	3	4	29
8	X8	4	3	4	3	3	4	3	4	28
9	X9	4	4	4	<mark>- 4</mark>	4	3	4	4	31
10	X10	3	3	4	3	3	4	3	4	27
11	X11	3	3	4	3	4	3	4	3	27
12	X12	4	3	3	3	3	3	3	3	25
13	X13	3	4	3	3	3	3	4	3	26
14	X14	4	4	4	4	4	4	4	4	32
15	X15	4	4	4	4	4	4	3	4	31 2
16	X16	4	4	3	3	4	4	4	4	30 <
17	X17	4	4	3	4	3	3	4	3	28
18	X18	4	3	3	4	4	4	4	3	29
19	X19	4	4	4	3	4	3	4	4	30
20	X20	4	4	4	3	4	4	4	3	30
21	X21	4	3	4	3	4	3	4	4	29
22	X22	4	4	3	4	4	3	4	4	30
23	X23	3	3	3	3	3	3	4	4	26
24	X24	3	4	4	3	3	3	4	4	28
25	X25	4	4	4	3	4	4	4	4	31
26	X26	4	4	4	4	4	3	4	4	31

 Table 4.18 Exposure data result of Field Trial

27	X27	4	3	4	4	4	4	4	4	31
ΣΧ	Total	102	96	98	95	97	92	102	100	782
ΣΧί	Nilai Max	108	108	108	108	108	108	108	108	864
%	Precentage	94%	89%	91%	88%	90%	85%	94%	93%	91%
	Validation	Valid								
	Criteria									

Based on the analysis of the data in the table 4.18, it can be noted that media mini dioramas was developed in general been good to use as a medium of instruction. This is shown from the percentage who obtained from the results of the assessment field test. The score obtained is 782 maximum with a score of 864, then retrieved percent validity of 91% based on the conversion scale 4, then media mini dioramas that are developed don't need revision and all items are judged valid criteria.

Based on the analysis of the data in Table 4.18, it is known that the media mini dioramas are generally well developed for use as a medium of learning. It is shown from the percentage obtained from the results of the field test assessment. Score obtained is 782 with a maximum score of 864, then the validity of the obtained percent conversion of 91% based on a scale of 4, then the mini diorama developed media does not need revision and all items are considered valid criteria.

1. Results Pre-Test and Post-Test

Based on data from the pre-test and post-test experimental class (IVC) and grade control (IVD) has been described in the table 4.12 and 4.13, then analyzed the effectiveness of the use of mini diorama media by doing some analysis phase as follow:

- a. First Step Analysis
 - 1) The Mean

Based on the study results on the table 4.12 and 4.13, then analyzed the learning outcomes pre-test and post test experimental class and the control class as follows:

$$X = \frac{\sum X^{i}}{n}$$

Description:

X =the mean (average)

 $\Sigma = \text{Epsilon}$

Xi = the value of x to the i up to n

n = total of individuals

 Table 4.19 The average pretest-posttest

 experimental class and control

Group	The average count				
	Pre-test	Post-test			
Experiment	53.15	85.2			
Control	51.09	77.4			

2) Variance

Based on the study results on the table 4.12 and 4.13, then used the data as an analysis of variance in the experimental group and the control to be used as a technique to determine the homogeneity of the group, following variance of learning outcomes of pre-test and post test in experimental and control groups:

The variance can be Obtained by using the following formula:

$$S^{2} = \frac{\sum (X_{i-\bar{X}_{1}})^{2}}{(n-1)}$$

Description

S^2	= variance
Xi	= the value of x to from i up to n
X	= mean
Σ	= Epsilon

N = Total of individuals

Table 4.20 Variance pre test - post test group experiment and control

Group	Variance		
	Pre-test	Post-test	
Experiment	204.13	85.54	
Control	120.4	170.16	

b. Normality Test Pre-Test and Post-Test

Based on the study results in table 4.19 and 4.20, then used the data as normality test analysis on experimental and control groups, the analysis of normality test pre-test and post-test in the experimental group and control by using SPSS 16.

Data is said to be normal if significant value greater than 0.05 (P> 0.05). Conversely, if significantly less than 0.05 then the data is said to be normal. After analysis using SPSS data from the pre-test and post-test in the experimental group and the control otherwise normal distribution. Description normality test results presented in the following table:

 Table 4.21 Normality Test Pretest - posttest

 experimental and control groups

Group	Normality Test	Information	Normality test	Information
	Pretest	200	posttest	
Experiment	0.06	Normal	0.52	Normal
Control	0.42	Normal	0.44	Normal

c. Homogeneity Test Pre-Test and Post-Test

Based on the variance in Table 4:21, the results of analysis of experimental and control class homogeneity in the pre-test and post-test can be said to be homogeneous if Fhitung≤ Ftabel. Based on the analysis which have stated that both homogeneous group. Homogeneity analysis Results are shown in the following table:

1	F	protect -	_varian	terbesar
1.	Thitung	precest.	varian	terkecal

$$F_{hitung}$$
 pretest = $\frac{204,13}{120,4}$

$$F_{hitung}$$
 Pretest = 1.69

2. F_{hitung} posttest = $\frac{varian \ terbesar}{varian \ terkecal}$

$$F_{hitung}$$
 posttest $=\frac{170,6}{85,54}$

 F_{hitung} Posttest = 1.98

Table 4.22 Homogeneity pre test - post test experimental class and control

Homogeneity	Fhitung	Ftabel	Information
pre tes <mark>t</mark>	1.69	2.03	Homogeneous
Post test	1.98	1.99	Homogeneous

d. Gain Score Test

After the data results to perform such testdianalisis prerequisite test (normality and homogeneity) continued to test the hypothesis. Hypothesis test used is gain score in the experimental group and the control group as follows:

Table 4.23 G	Fain an average	grade IV C	(experimental)
---------------------	------------------------	------------	----------------

NO	NAME	PRETEST	POST TEST	GAIN	INFORMATION
1	Khabibatun Nisa'nurin Tajalla	40	80	0.67	Rate
2	Aziza Latifa	30	70	0.57	Rate
3	Ilham Rev H	30	80	0.71	High

.	Romeo Nizam			1	
4	Abisa	50	90	0.80	High
5	M. Zidan	75	100	1.00	High
6	Aulia Putri Dwi Agustina	45	80	0.64	Rate
7	Adiba Putri Keisya Veangga	50	80	0.60	Rate
8	Ananda Zahrotul Aini	40	100	1.00	High
9	Asfa	45	90	0.82	High
10	Hafsho Naswatun Nadiroh	50	80	0.60	Rate
11	Diffa's Flower Gladhis Swandana	45	85	0.73	High
12	Florian Taj Medina	50	75	0.50	Rate
13	Gilang	85	80	-0.33	Low
14	Bayu Putra	5 0	80	0.60	Rate
15	Faishal Arif	<mark>90</mark>	85	-0.50	Low
16	Muhammad Radyt Shafa	65	90	0.71	High
17	Singgalang	65	100	1.00	High
18	Kevin Arlianto Putra	50	100	1.00	High
19	M. Gabriel H	50	70	0.40	Rate
20	Zaskia Light Princess Nasution	50	90	0.80	High
21	Akbar Rasyid	50	90	0.80	High
22	Rafif Imantya	40	70	0.50	Rate
23	Rassdan	50	100	1.00	High
24	Naila Rahmatika	55	85	0.67	Rate
25	M. Royyan A	65	85	0.57	Rate
26	Callysta F	55	80	0.56	Rate
27	Eka Bayu Asmara	65	85	0.57	Rate
	AMOUNT	1435	2300	0.63	Rate

	1 able 4.24 C	ain an avera	age grade Iv	D (Contro	01)
NO	NAME	PRETEST	POST TEST	GAIN	INFORMATION
1	Citra Meyra M	60	80	0.50	Rate
2	Nanda	40	65	0.42	Rate
3	Isrofil	40	70	0.50	Rate
4	Siva Angela Rosalina	50	70	0.40	Rate
5	prasetya	60	80	0.50	Rate
6	Rafli Akbar	40	90	0.83	High
7	hafidz	50	90	0.80	High
8	Muhammad Ridho Nur Fadhilah	50	90	0.80	High
9	Flowers Keyza Levina	70	75	0.17	Low
10	Faizah Arrasya	70	50	-0.67	Low
11	Nurul	40	90	0.83	High
12	Desvita P. C	60	80	0.50	Rate
13	Eka	40	60	0.33	Rate
14	Maulana Hasan Pasha	35	90	0.85	High
15	Lodilia maia V	60	90	0.75	High
16	Laila Husna M	30	70	0.57	Rate
17	MK Nadia	60	95	0.88	High
18	Wafi	45	70	0.45	Rate
19	Zaki Ardino Primary	-50	60	0.20	Low
20	Farhan	55	80	0.56	Rate
21	Khodijah Hatifatur Robbani	60	100	1.00	High
22	Daru Wicaksono	50	70	0.40	Rate
23	M. Syarif Hidayatullah	60	65	0.13	Low
	AMOUNT	1175	1780	0.51	Rate

Based on the tables 4.24 and 4.25, the following is presented both average gain of data in graphical form.



0 MALIK 1

Description of the calculation results gain score in the experimental group consisted of 27 students, there were 12 students (45%) were in the high category, 13 students (48%) of students are in the medium category and 2 students (7%) of the students were in the low category. While the control group consisted of 23 students, there were 8 students (35%) were in the high category, 11 students (48%) of students are in the medium category and 4 students (17%) of students were in the low category. If presented in tabular form gain score calculation results are as follows.

Table 4.25 Dist	tribution Freq	uency Gain score
-----------------	----------------	------------------

		Experiment		Control	
Gain	Criteria	F	%	F	%
g≤0.3	Low	2	7	4	17
0,3≤g≥0,7	Moderate	13	48	11	48
0,7≥g	High	12	45	8	35

105

e. T-Test

T-Test is used to test the hypothesis. Hypothesis that maked by researcher is below:

H0: there is no differences of thematic integrative learning achievement are significantly between class IV C used mini diorama with class IV D without using the mini diorama media.

H1: there is differences of thematic integrative learning that significant achievement between class IV C use mini diorama with class IV D without using the mini diorama media.

The following is the result of independent sample t test analysis test as intended.

Is known:

$n_1 + 27$	$\overline{X}_1: \mathcal{S}$	$s_{1}^{2}:85,3$	54
n ₂ :22	\bar{Z} \bar{X}_2 : \tilde{Z}	77.4 $s_2^2:170$,6

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}\right)}}$$

$$t = \frac{85,2 - 77,4}{\sqrt{\left(\frac{85,54}{27} + \frac{170,6}{23}\right)}}$$

$$t = \frac{7,8}{\sqrt{3,17 + 7,42}}$$

 $t = \frac{7,8}{\sqrt{10,59}}$ $t = \frac{7,8}{3.25}$ t = 2,4 $t_{\text{hitung}} = 2.4$

 $t_{tabel} = 2,065$

$$n_{1=} 27$$
; dk = 26, so Ttable = 2,056
 $n_{2} = 23$; dk = 22, so T table = 2,074
T pengganti = $\frac{Ttable \ terbesar \ -Ttable \ terkecil}{2} = \frac{2,074 - 2,056}{2} = 0,009$

 $T_{table} = T_{table} terkecil + T pengganti = 2,056+0,009 = 2,065$

Based on result calculation obtained $t_{count} = 2.4$ and t table = 2,065, $t_{count} > t_{tabel}$ then H₀ is rejected and H₁ accepted. So there is differences of learning achievements that significant between class IV C use mini diorama with class IV D without use mini diorama media, So it can be concluded that, media mini diorama that developed can be proven significantly effective to improve student achievement.

C. Revised Product

Based on the results of the assessment of the subject of validation, with the average level of qualification feasible, then basically the development of products such as mini diorama media gets revisions or improvements in the first phase of validation. Suggestions and feedback as well as comments made by the subject of validation, trying to be realized as well as possible so that the resulting product development the better.

1. Revised Products by Expert Content

Thematic learning materials experts, namely Mr. Miftahussyaian, M. Pd provides suggestions that Sounds charger mini media diorama slightly less obvious should be recording again to the sound produced becomes clear and easily heard and understand by students. Besides the narration voiced by an attractive atmosphere so that students are more attracted to the focus and concentration in learning activities. In addition there are several wake-up should be enlarged in size are Istiqlal Mosque and Cathedral Church. Mr. Miftah also added that given diorama light on flashing lights so it looks interesting. In addition to those mentioned above, all components is enough qualified to be used in teaching and learning activities in grade IV.





2. Revised Products by Media Experts

Learning media expert, Mr Muhammad Walid advise that narrative filler mini diorama media should also be clarified, this is similar to what is said by Mr. Miftah. Mr. Walid advised to do a re-recording with a better recorder so that the tape clearer. Besides Mr. Walid added that naming wake made more colorful to look more attractive.



3. Revised Products by Learning Thematic Expert

Learning experts thematic mini media diorama is bu Darmini as a homeroom teacher in the fourth grade C. thematic bu Darmini provide advice that should sound somewhat clarified and amplified so that students are easier to listen to what is being described by the media mini-diorama. In addition bu Darmini said that the mini diorama media is an appropriate medium when used to teach fourth grade students on the theme citacitaku sub theme of great learning citacitaku 4. Media mini diorama is also a new media at MIN 2 Kota Malang because never before was there media such as mini media diorama. In this case, researcher do record again without edit the narration to be child voice, so use real voice by man and girl.

Before researcher just use her voice, then edit it to be boy and girl voice.

D. MINI DIORAMA MEDIA

In this development study, researcher developed learning media is mini diorama media, it can be used by teachers to help explain when teaching and learning activities on the theme of cita-citaku sub theme hebatnya citacitaku learning 4. In its development, mini diorama media in the content and design course , its use is very simple instructions for mini diorama media just plug and play is very easy to use.



Figure 4.4 Media Mini Diorama

On the development of instructional media researcher equip with sound, the sound of which is a description of each waking shown on media mini dioramas and explanations stretcher based materials on thematic books for class IV 2013 revised edition 2016. In addition wake displayed only exist

in the material, there are some additional wake that can broaden students. Mini dioramas media include a simple guide aimed at teachers.

The materials described in the mini diorama voice in the media a little more than that in the book thematically. It is intended that students gain more insight. Additionally mediamini diorama can be used a means to enhance the creativity of the students, because students can make a wake as on media mini diorama or other wake related to the diversity of Indonesia.

The following explanation of the development of mini-diorama media as a medium of learning both in terms of design and material.

1. Mini Diorama Media

Media mini diorama is based on observations by teachers and students of class IV MIN 2 Kota Malang. Besides media mini dioramas arranged by KI and KD are also available on the sub theme of my ideals great theme my goal of learning 4. Media mini diorama is a 3-dimensional shaped medium where length is 60 cm, width 40cm and height 35cm. The size selected for considering the economic aspect, not too big nor too small.

Media mini diorama can be seen clearly by 5-8 students when learning. So the teacher should divide the students into groups, can also be for one class but not the maximum to be observed from afar. Media mini diorama is a new medium for MIN 2 Kota Malang, because never before existed. This media is said to be interesting, it is because when the first researcher to bring media mini diorama impression the students are very enthusiastic. Moreover, some of them also said that the media is very nice because there are lights and sounds.

Media mini diorama has a cloud background, to which the cloud is the background to look bright and can be used for the whole mini. The colors used in the mini-diorama media is also very interesting and real, because the color corresponds to the original color at each mini.

The material on mini-diorama media can be learned through the existing sound mini media diorama. The sound in the form of explanations one by one each of the main mini such as Borobudur, the Jatiluhur dam, Suramadu bridge, dome house, house in the village of the dragon, the longhouse, the cathedral and the Istiqlal mosque. The material presented is not deviated from the fourth grade thematic books, but it is also more explanation thus providing new insights to the students.

2. Instructions for use of media mini diorama

Instructions for use on mini-diorama media is intended for teachers. That is because the way the use of mini-diorama media must be connected to a power outlet, so that should be done by the teacher. Its use is very simple, because the media has followed the mini diorama technological development so that teachers just plug and use.

CHAPTER V

PRODUCT REVIEW AND ADVICE

In this chapter will be presented three main topics, namely: A) Product Assessment Revised, B) Conclusion, C) Suggestions include: 1) the using of a product suggestion, 2) the suggestion of dissemination products, and 3) the continuation of product development advice.

A. Product Assessment Revised

Product development resulting from this development research in the form of "Mini Diorama media on the theme of cita-citaku sub theme of hebatnya cita-citaku learning 4". This media has some specifications as follows:

 The physical form of the product generated in this development is three-dimensional. This is consistent with the definition of a diorama that is:

"Diorama is a mini three-dimensional view of the aims to describe the actual scenery. Diorama usually consists of forms of figures or objects are placed in the stage background of paintings that are tailored to the presentation " 66

Mini diorama is according to Kamus Besar Bahasa Indonesia:

Dioarama adalah sajian pemandangan dalam ukuran kecil yang dilengkapi dengan patung dan perincian lingkungan seperti aslinya serta dipadukan dengan latar yang berwarna alami; pola atau corak tiga

⁶⁶Nana Sudjana & Ahmad Rivai, *Media Pengajaran* (Bandung: Sinar Baru, 2006), Page. 170

dimensi suatu adegan atau pemandangan yang dihasilkan dengan menempatkan objek dan tokoh di depan latar belakang dengan perspektif yang sebenarnya sehingga dapat menggambarkan keadaan yang sebenarnya; pameran spesimen satwa liar atau pemandangan dalam ukuran aslinya yang dilengkapi dengan lingkungan alam asli dan latar yang bercat.⁶⁷

- 2. Media was developed considering the following factors:
 - a. Objectivity

Objectivity here is the mini diorama media have been not due to the subjectivity researcher factor but based on the observation of the teacher and the student. Some of the things that cause them: teachers never taught using real objects that can make students be easy to understand this material and there are still students who have not completed KKM on this matter.

b. The Teaching Program

The teaching program in question is the mini diorama media in accordance with the applicable curriculum that is based on the curriculum in 2013 because of the material is taken based on the book of thematic curriculum 2013 revised edition in 2016, namely the material from some of the subjects delivered in a single theme.

c. Goal Program

Targets on the mini diorama media are fourth grade students MIN 2 Kota Malang. Piaget said that students aged 7-11 years is a

⁶⁷*Kamus Besar Bahasa Indonesia online* (<u>http://kbbi.web.id/</u>, accessed on 24 September 2016 time 20.07 wib)

concrete operational stage, which is where students are able to think rationally like reasoning, but is still limited to something real.

So that this Min diorama media is perfect when used to grade IV.

d. Situation and condition

The circumstances in question is the situation and condition of schools as well as the circumstances of learners who will participate in the lesson, the school condition MIN 2 Kota Malang adequate for the use of mini-diorama media which require electricity or laptop to turn it on. Conditions of learners who have already started with the times with sophisticated technology so that media are equipped with mini diorama sounds, lights and fascinating mini suitable for conditions such learners.

- Learning outcomes of learning by using this media aimed at achieving KI, KD in the curriculum of 2013.
- 4. Media development is in the form of 3-dimensional, media are prepared using the media size, layout variations, colors, and adapts to the needs of users, so that these media be comfortable and attractive to use when teaching and learning. It is According to Ray Anderson that Adopted in Revelation Iskandar thesis, a diorama box is a complete

package that combines sculpture, coloring, art skills, and even lighting in the unit itself.⁶⁸

- 5. Material presented is diversity in Indonesia, natural resources and poetry are packed in one theme, namely architects. It is suitable with definition of thematic learning, thematic learning is integrated learning that uses the theme to associate multiple subjects so as to provide a meaningful experience for students. ⁶⁹
- 6. Media mini diorama can also be used as a means to enhance the creativity of the students through the activity of making a diorama using scrap materials which uses the theme of diversity in Indonesia. it because the benefits of mini diorama media can be as medium of recreation, keep and improve the health, diorama can be fields of money, and make someone be more creative and compassionate. ⁷⁰

Product development of mini-diorama media has done a gradual improvement through review, assessment of material experts, media expert, thematic learning experts (Master class IV), and the test graders IVC MIN 2 Kota Malang targeting products that was developed users. Aspects disclosed for the revision includes the elements of the completeness and

⁶⁸Revelation Iskandar, Diorama as an Alternative Learning Media Central Java Folklore To Childhood (Thesis S. Pd. Semarang: UNNES, 2015), page. 11-12

⁶⁹ Daryanto, *Pembelajaran Tematik, Terpadu, Terintegrasi Kurikulum 2013* (Yogyakarta: Gava Media, 2014), page. 83-84

⁷⁰ Arditya Sancaka, *Tugas Presentasi* (<u>https://prezi.com/qql97hjlcbor/tugas-presentasi/</u>, accesed on 17 April 2013 time 16.06 wib)

accuracy of the material with a feasibility component applicable

curriculum. The effectiveness and attractiveness of learning media in terms of both design and language used. The results of the review and refinement of materials testing into product development to be tested in the field.

The limitations of mini-diorama media development product is intended for students of classes IV, MIN 2 Kota Malang and students with comparable characteristics, so the use of it for other purposes necessary to further study and adjustment to local conditions. The study on the development of products in the form of mini-diorama media are analyzed and presented based on the characteristics of the product development. In the mini-diorama media product analysis study is conducted from two aspects: the material and design aspects. The following description of the media developed:

1. Product identity



Form of Media	: 3-dimensional
Title	: Media Mini Diorama "Arsitekku"
Target	: Students in grade IV MIN 2 Kota Malang
Creator	: Luluk Nur Khanifah
Medium size	: <i>LxWxH</i> (60x40x35)

2. Study Design Aspects

a. Size of Mini Diorama Media

This diorama mini media size is 60 cm long, 40 cm wide and 35 cm high. The size selected by considering the number of students so that students can easily be seen by the number of 5-8 people. Because in the implementation of this diorama media can be accessed by way of division of a group consisting of 5-8 students in a group. Mini size that is in the media mini diorama based on the layout, the mini contained in the forward position will be sized shorter / smaller and mini size that is back line bigger than before. This is so that all the mini that of the mini-diorama media can be easily seen by the students.

b. Color

Mini diorama have some elements. It is According to Ray Anderson that Adopted in Revelation Iskandar thesis, a diorama box is a complete package that combines sculpture, coloring, art

skills, and even lighting in the unit itself.⁷¹Color is an important element in media mini diorama. The attractiveness of the mini diorama media contained in attractive colors. The colors used on any mini or background is the color that resembles a real wake. Because the mini diorama media by definition, three-dimensional media that describe the actual situation.

c. Miniature

Miniature existing key on the mini media diorama is Borobudur, Jembatan Suramadu, waduk Jatilahur, Rumah dome, Rumah Gadang, Rumah di Kampung Naga, the Istiqlal Mosque and Cathedral Church. In addition there are also mini miniature like doll support for character Siti and Ahmad, grass, flowers and trees.

d. Layout

The laying of the minis based measure aimed at keeping in mini diorama media easily seen. However there are two mini should be placed adjacent to the Istiqlal mosque and the cathedral, this is because the actual position of both in Jakarta there face to face.

⁷¹Revelation Iskandar, Diorama as an Alternative Learning Media Central Java Folklore To Childhood (Thesis S. Pd. Semarang: UNNES, 2015), page. 11-12

Instructions for use on mini-diorama media is addressed to teachers, because the mini-diorama media can have their voice heard only if connected to an electrical voltage, so that should do it is the teacher. Instructions on the use of this medium very simple, just to be connected to the power supply voltage or connected to USB on a laptop and then switch to the sound and the lights turned on. Media has been able to use.

3. Study material aspects

e. Instructions

Thematic learning is integrated learning that uses the theme to associate multiple subjects to provide a meaningful experience for students.⁷² Media mini diorama is a medium that can be used to explain some subjects in the one theme that architects. The material on this diorama performed on the existing sound in this diorama mini media. Sound contained in the mini-diorama media is the voice for the character of Siti and Ahmad. The narration will put on appendix 3.

⁷²Daryanto, *Pembelajaran Tematik, Terpadu, Terintegrasi Kurikulum 2013* (Yogyakarta: Gava Media, 2014), page.80

- 4. Strengthness and weakness of mini-diorama media
 - a. Strengthness of mini-diorama media
 - Media mini diorama is a medium that can be used to deliver some materials teachers in some subjects learning in the theme of "Arsitekku".
 - 2) Media mini diorama can be used to generate a means of creativity is to create a mini-diorama other scrap materials like cardboard with the theme kebergaman. So that students can be creative and know the diversity in Indonesia.
 - 3) Media mini diorama is a media that include audio.
 - Media mini diorama practical for use by teachers, for teachers only need to connect to mains voltage only.
 - b. Weakness of mini diorama media
 - The size is not big enough, because of economic considerations in the development of mini diorama media so that the media can really clearly seen for 5-8 students only. Thus, in use teachers must create groups to observe this media interchangeably.
 - 2) Media requires voltage electricity were to turn on the audio and lights so if these media may be taken to a place that remains that there is no electricity were and laptops, the audio and lights to function.

B. Conclusion

Based on the development process of the test result mini diorama media can be described several conclusions, including:

- This development research has produced a mini diorama media, the form is 3-dimensional media with theme "My Archittect".
- The trial results media mini dioramas in grade IV MIN 2 Kota Malang has a level of validity as follows:

The results showed that the media has a level of validity mini diorama materials expert 82%, learning media expert 92%, the validity of learning thematic expert 82%, and the level of attractiveness of the subject of the field trial 91% of all media components.

3. Acquisition of learning outcomes based on field trials as measured by learning achievement test to know the effectiveness this media:

Average yield of learning outcomes in the experiment group increased from the acquisition of the initial 53.15 value had risen to 85.19. Acquisition of learning outcomes in the control group increased from the acquisition of the initial 51.09 value had risen to 77,39. Based on the average achieved in both groups can be concluded that the experimental group had increased better than the control group.

The effectiveness by test the hypothesis with the analysis using independent sample t test to hypotheses. Based on the calculation results obtained $t_{hitung} = 2.4$ and $t_{table} = 2,065 t_{count} > t_{table}$ then H₀ is rejected and

H₁accepted. So it can be concluded that, media mini diorama developed proven significantly effective to improve student achievement.

Based on the above, it can be concluded in general that the media developed mini diorama of good quality. The use of this medium to help improve the effectiveness and attractiveness of the Thematic learning while helping to improve student achievement.

C. Suggestion

The suggestions put forward include advice for the purposes of product utilization, product dissemination, and further product development purposes. In detail, these suggestions can be explained as follows:

1. Suggestions for Product Utilization Purposes

Optimized utilization of this mini diorama media suggested the following:

- Media mini diorama should be used on existing school teachers have the power or the laptop
- b. Teachers should learn more about the materials on media mini diorama so that teachers still give the explanation, not just an explanation of the mini diorama media only.
- c. Teacher as facilitator of learning should be the teacher can provide activities such as the manufacture of mini on the theme of diversity to students by utilizing scrap materials.
- d. Teachers should get guidance about how to create a compelling media so that learning can achieve the goal. Teachers can also practice how to make a diorama or other media.
- 2. Suggestions for Product Dissemination

Media was developed based on the characteristics and problems of fourth grade students learning MIN 2 Kota Malang, so that when it is used by other students need to be adjusted further and assessment in accordance with the existing characteristics. Given that this medial new through the formative evaluation stage, before disseminated, summative evaluation should be performed.

Prior to conducting the summative evaluation, formative evaluation results should be reviewed and re-examined. A review of the results of the formative evaluation is done by the developers, subject matter experts, expert design / media, and practitioners Thematic learning. If found to lack or excess of that needed to be fixed, then the product development of revised as necessary.

3. Suggestions for Product Development Countinuing

Product development should be developed further in the other material in the book thematic class IV or with a new innovation in

accordance with the development of learning and the miniature in diorama should be like real object. So the students will be easily to understand the material.

Form of integration of multiple subjects developed on this medium is limited to the basic competencies that have contained in thematic books for teachers so that product development is in need of further development on the basis of competence and other indicators in accordance with the development of learning.

Aspects measured in this study is limited to the cognitive aspect so as to allow for further development is able to measure other aspects such as process skills, affective, and other aspects in accordance with the development of learning.

Any form of innovation used in the development of media, developers should follow the steps or procedures accurately and consistently development. For example, when using a development model Borg and Gall, then the steps and concepts in it should be followed carefully and consistently. Thus, it can produce designs that facilitate product development and help students to learn effectively and efficiently.

REFERENCE

Arikunto, Suharsimi. 2003. Dasar-dasar evaluasi pendidikan. Jakarta: Bumi Aksara.

- Azwar, Saifuddin. 1996. Tes Prestasi (Fungsi dan Pengembangan Pengukuran Prestasi Belajar. Yogyakarta: Pustaka Belajar.
- Darajati, Pintanti. 2016. Pengembangan Media Diorama Lingkungan (dolan) sebagai Media Pembelajaran IPS Kelas III SDN Tahunan Tahun 2016. Skripsi S. Pd. Yogyakarta: Universitas Negeri Yogyakarta.
- Daryanto. 2014. *Pembelajaran Tematik, Terpadu, Terintegrasi Kurikulum 2013*. Yogyakarta: Gava Media.
- Departemen Pendidikan Nasional. 2009. *Kamus besar bahasa Indonesia* edisi ke 4. Jakarta: Gramedia Pustaka Utama.
- Iskandar, Wahyu. 2015. Diorama sebagai Alternatif Media Pembelajaran Cerita Rakyat Jawa Tengah untuk Anak Usia Dini. Skripsi S. Pd. Semarang: UNNES.
- Kunandar. 2014. Penilaian Autentik. Jakarta: PT Raja Grafindo Persada.
- Majid, Abdul. 2014. *Pembelajaran Tematik Terpadu*. Bandung: PT. Remaja Rosda Karya.
- Mulyasa, E. 2015. *Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosadakarya.
- Mustika, Erma. 2015. Peningkatan Kualitas Pembelajaran Pkn Melalui Model Pembelajaran Kooperatif Course Review Horay dengan Media diorama pada Siswa Kelas V SD Negeri Barukan 02 Kabupaten Semarang. Skripsi S. Pd. Semarang: UNNES.
- Najati, Utsman Al- Qur'an wa 'Ilmu al-Nafs, terj. Ahmad Rofi 'Usman, Cet I; Bandung: Pustaka, 1985.
- Redaksi Academic. 2016. *Pengertian Akademik beserta Contoh-contoh Prestasinya*, <u>http://www.academicindonesia.com/pengertian-akademik-beserta-contoh-contoh-prestasinya/</u>, accessed on 29 July 2016.

Rusman. 2015. Pembelajaran Tematik Terpadu. Jakarta: Rajawali Press.

- Sadiman, Arief S dkk. 1996. *Media Pendidikan (pengertian,pengembangan, dan pemanfaatan)*. Jakarta: PT Raja Grafindo Persada.
- Sancaka, Arditya. *Tugas Presentasi* (<u>https://prezi.com/qql97hjlcbor/tugas-presentasi/</u>, accessed on 17 April 2013.
- Sari, Indah Purnama. 2016. Pengembangan Media dioramaBerbasis Audiovisual pada Pembelajaran Pkn Materi Keputusan Bersama kelas V SDN Tambakaji. Skripsi S. Pd. Semarang: UNNES.
- Sendall, Mas. 2012. *Polemik Antara Prestasi Akademik dan Nonakademik*, (http://forumsma.blogspot.co.id/2012/05/polemik-antara-prestasi-akademikdan.html, accessed on 6 May 2012.
- Setyosari, Punaji. 2015. *Metode Penelitian dan Pengembangan*. Jakarta: Prenamedi Group.
- Steinmayr, Ricarda , *Academic Achievement*, <u>http://www.oxfordbibliographies.com</u> /view/document/obo-9780199756810/obo-9780199756810-0108.xml, accessed on 30 Juli 2014.
- Subali, Indayani dan L. Handayani. 2011. "Pengembangan CD Pembelajaran Lagu Anak Untuk Menumbuhkn Pemahaman SAINS Siswa Sekolah Dasar", Jurnal. Surabaya: Fakultas Ilmu Pendidikan Universitas Negeri Surabaya.
- Sudjana, Nana & Ahmad Rivai. 2006. Media Pengajaran. Bandung: Sinar Baru.
- Sudjana. 2005. Metoda statistika. Bandung : Tarsito.
- Sugiyono. 2009. Metode Penelitian Pendidikan. Bandung: Alfabeta.
- Sugiyono. 2011. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.
- Syah, Muhibbin. 2004. *Psikologi Pendidikan Dengan Pendekatan Baru*. Bandung: Remaja Rosdakarya.
- Wahab, Rohmalina. 2015. Psikologi Belajar. Jakarta: PT GafindoPersada.
- Widoyoko, Eko Putro. 2012. *Teknik Penyusunan Instrumen Penelitian*. Yogyakarta: Pustaka Pelajar.



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

Nomor Sifat Lampiran Hal

: -

: Penting : Izin Penelitian Kepada

: Un.3.1/TL.00.1/ 968/2017

Yth. Kepala MIN 2 Kota Malang di

Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Luluk Nur Khanifah				
NIM	:	13140098				
Jurusan	:	Pendidikan Guru Madrasah Ibtidaiyah (PGMI)				
Semester – Tahun Akademik	:	Genap - 2016/2017				
Judul Skripsi	:	The Development of Mini Diorama Media o				
		Thematic Integratif to Improve Learning				
		Achievement at Fourth Grade MIN 2 Kota				
		Malang				
Lama Penelitian		Januari 2017 sampai dengan Marot 2017				

: Januari 2017 sampai dengan Maret 2017

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

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

Wassalamu'alaikum Wr. Wb.

a.n Dekan Wakil Dekan Bid. Akademik,

23 Januari 2017

Dr. Hj. Sulalah, M.Ag NIP. 19651112 199403 2 002

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KOTA MALANG MADRASAH IBTIDAIYAH NEGERI 2 KOTA MALANG JI. Kemantren II / 26 Teip. / Fax (0341) 804186 – Sukun http://www.minmalang2.sch.com Email: min2malang@gmail.com KOTA MALANG (65148)



SURAT KETERANGAN PENELITIAN NOMOR 475 /Mi.13.01/PP.00.4/01/2017

Yang bertanda tangan di bawah ini :

Nama	: Drs. Supandri				
NIP	: 196606151994031003				
Jabatan	: Kepala MIN 2 Kota Malang				
Menerangkan bahwa :					

Menerangkan bah	wa:
Nama	: LULUK NUR KHANIFAH
NIM/DNI	: 13140098

Jurusan / Program : PGMI / UIN Maulana Malik Ibrahim Malang Benar-benar telah melakukan Research / penelitian di Madrasah Ibtidaiyah Negeri

2 Kota Malang guna menyelesaikan tugas akhir / menyusun Skripsi dengan judul " The Development Of Mini Media Diaroma on Thematic Integratif to Improve Learning Achievement at Fourth Grade MIN 2 Kota Malang" Sesuai dengan surat dari Dekan Fakultas IlmuTarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang Nomor : Un.3.1/TL.00.1/3075/2016, tanggal 23 Januari 2016 terhitung sejak tanggal 09 Januari 2016 s/d 31 Maret 2017.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.



Arsitek

a. Sesi satu (AHMAD)

Assalamualaikum teman-teman

perkenalkan yaa, aku Ahmad dan ini temanku siti. Kita bercita-cita menjadi arsitek. Apakah kalian ada yang tau apakah arsitek itu? Arsitek adalah seorang ahli di bidang ilmu <u>arsitektur</u> atau orang yang ahli dalam merancang sebuah bangunan. Taukah kamu sudah banyak sekali bangunan-bangunan yang sering kalian temui yang telah dirancang oleh arsitek, seperti candi Borobudur, waduk jati luhur, jembatan suramadu, dan banyak bangunan lainnya yang sangat bermanfaat bagi kita semua.

b. Candi Borobudur (SITI)

Borobudur adalah sebuah <u>candiBuddha</u> yang terletak di <u>Borobudur, Magelang, Jawa Tengah, Indonesia</u>. Candi Borobudur merupakan candi Buddha terbesar di Indonesia. Arsiteknya bernama Gunadharma. Candi tersebut amat indah dan megah, dibangun tanpa perekat dan tanpa bantuan alat modern.

c. Waduk Jatiluhur (AHMAD)

Waduk Jatiluhur Waduk adalah kolam besar tempat menyimpan air untuk berbagai kebutuhan. Hasil karya kumpulan arsitek Indonesia ini memiliki banyak kegunaan, di antaranya menampung dan mengalirkan air ke sebuah pembangkit listrik tenaga air (PLTA) sehingga dapat menghasilkan listrik. Waduk juga bermanfaat sebagai penyedia air bersih dan irigasi yang diperlukan untuk mengairi sawah. Waduk juga sebagai pengendali banjir. banyakk sekali manfaat waduk karena waduk menyimpan banyak air, dan air merupakan sumber daya alam yang bisa dimanfaatkan oleh pembangkit listrik dan petani.

d. Jembatan suramadu (SITI)

Jembatan Suramadu adalah jembatan yang menghubungkan Pulau Jawa dan Pulau Madura. jembatan ini merupakan jembatan terpanjang di Indonesia saat ini. Jembatan ini diresmikan awal pembangunannya oleh PresidenMegawati Soekarnoputri dan diresmikan pembukaannya oleh Presiden Susilo Bambang Yudhoyono. Pembangunan jembatan ini ditujukan untuk mempercepat pembangunan di Pulau Madura, meliputi bidang infrastruktur dan ekonomi di Madura, yang relatif tertinggal dibandingkan kawasan lain di Provinsi Jawa Timur. Hayoo siapa dari kalian yang pernah melewati jembatan suramadu?

e. Sesi 2 (AHMAD)

Ayah pernah bercerita bahwa selain kreativitas yang tinggi, seorang arsitek harus memperhatikan fungsi bangunan untuk keselamatan. Ayah menceritakan pengalamannya melihat berbagai bangunan antigempa yang ada di Indonesia diantaranya yaitu rumah dome, rumah di kampung naga, dan rumah gadang. Ayo kita amati bentuk-bentuk bangunan tersebut ya teman.

f. Rumah dome (SITI)

saat ini anda bisa menjumpai rumah khas orang Eskimo yakni rumah Iglo atau rumah Honai suku asli dari papua, rumah tersebut dinamai rumah dome. Rumah ini wujudnya seperti kubah. Rumah dome ini dapat dijumpai disalah satu desa di kabupaten Sleman. Tepatnya berada di dusun Nglepen, <u>Prambanan</u>, Kabupaten Sleman. Salah satu tempat relokasi setelah gempa yang melanda Yogyakarta 27 Mei 2006. Gempa yang meluluhlantakkan dusun sengir tanahnya ambles sehingga rumah-rumah didaerah tersebut hancur. Sehingga dibentuklah rumah dome untuk warga dusun sengir. Rumah dome di nilai tahan gempa dan bahkan tahan terpaan angin, ini dikarena pada bangunan rumah dome tidak terdapat sambungan yang merupakan titik lemah saat bangunan diguncang gempa.

g. Rumah di kampung naga (AHMAD)

Kampung Naga terletak di Kecamatan Salawu, Kabupaten Tasikmalaya, Jawa Barat. Uniknya, semua bangunan menggunakan kayu dan atap dari alang-alang. Rumah yang terbuat dari kayu dan dinding bambu tersebut tahan gempa. Saat terjadi gempa di Tasikmalaya beberapa tahun silam, bangunan di Kampung Naga tetap utuh berdiri. Adapun beberapa peraturan dalam membuat rumah dikampung naga yaitu Mengenai bentuk rumah diharuskan panggung dengan bahan dari bambu dan kayu. Atap rumah diharuskan dari daun nipah, ijuk, atau alang-alang. Lantai rumah diharuskan terbuat dari bambu atau papan kayu. Dinding rumah diharuskan dari bilik atau anyaman bambu dengan anyaman sasag. Oleh karena itu mereka menolak adanya listrik yang dikhawatirkan akan menimbulkan kebakaran. Rumah tidak diperbolehkan dicat. Sangat unik kan teman, sangat berbeda kan dengan rumah kita?

h. Rumah gadang (SITI)

Rumah Gadang atau Rumah Godang adalah nama untuk rumah adat <u>Minangkabau</u> yang merupakan <u>rumah tradisional</u> dan banyak di jumpai di <u>provinsiSumatera Barat</u>, <u>Indonesia</u>.Karena wilayah Minangkabau rawan gempa sejak dulunya karena berada di <u>pegunungan Bukit Barisan</u>, maka arsitektur Rumah Gadang juga memperhitungkan desain yang tahan gempa. Seluruh tiang Rumah Gadang tidak ditanamkan ke dalam tanah, tapi bertumpu ke atas batu datar yang kuat dan lebar. Seluruh sambungan setiap pertemuan tiang dan kasau (kaso) besar tidak memakai paku, tapi Rumah Gadang akan bergeser secara fleksibel seperti menari di atas batu datar tempat tonggak atau tiang berdiri. Begitu pula setiap sambungan yang dihubungkan oleh pasak kayu juga bergerak secara fleksibel, sehingga Rumah Gadang yang dibangun secara benar akan tahan terhadap gempa.

i. MASJID ISTIQLAL & GEREJA KATEDRAL (AHMAD)

Seorang arsitek juga berperan dalam usaha mempersatukan umat beragama. Lihatlah Mesjid Istiqlal Jakarta yang berdiri megah berdampingan dengan Gereja Katedral Jakarta tempat umat katolik beribadah. Mesjid dibangun Istiglal pada masa pemerintahan presiden pertama Indonesia, Alasan utama Bung Karno membangun dua tempat ibadah itu karena memang bung Karno ingin memperatkan antar umat beragama. Mesjid tersebut juga dibangun dengan tujuan mensyukuri nikmat kemerdekaan sebagai manifestasi rasa syukur dan untuk mempererat toleransi umat beragama. "Makanya diberi nama istiqlal. Yang itu artinya merdeka dalam bahasa arab. Mesjid Istiqlal sendiri dirancang oleh bapak Fredrick Silaban, beliau adalah arstitek Mesjid Istiqlal. Beliau bukan islam, beliau seorang kristen. Tapi beliau sangat berjasa dalam pembangunan mesjid Istiqlal

j. Sesi 3 (SITI)

Oiya teman-teman siti punya puisi untuk para arsitek di Indonesia

Arsitekku

Wahai arsitekku

Engkau adalah penyempurna negeri ini

Engkau menghiasi negeri ini dengan tanganmu

Kau membuat rumah adat, jembatan dan waduk

Wahai arsitekku

Terimakasih, atas jasa-jasamu Rumah dan gedung tampak kokoh Tahan diterpa angin dan gempa

Wahai arsitekku

Tingkatkan kreasimu

Untuk membangun negeri kita

Negeri yang kaya akan budaya

Waahh hebat ya teman-teman selain dapat merancang bangunan yang dapat mempermudah pekerjaan manusia, arsitek juga merancang bangunan yang dapat menjaga keselamatan manusia, selain itu arsitek juga membantu mempersatukan umat beragama dinegeri kita..... hayo siapa yang ingin menjadi arsitek? Ayo kita rajin belajar agar bisa hebat seperti arsitek-arsitek di Indonesia ya teman-teman.... Ahmad dan siti pamit dulu ya teman, kita mau mempelajari beberapa pekerjaan lain yang tentunya takkalah hebat dengan arsitek.... Selamat tinggal teman-teman wassalamualaikum warahmatullahi wabarakatuh.....

LIRIK LAGU "ARSITEK" Lagu: Becak

Negara indonesia

Punya banyak arsitek

Merancang bangun-bangun

Bangun yang istimewa

Borobudur di jogja

Jatiluhur purwakarta

Sura...madu...

Jembatan paling panjang

rumah yang anti gempa

ada dikampung naga

juga di minangkabau

rumah gadang namanya

istiqlal dan katedral

itu adalah simbol

tole...ransi

islam dan katolik (2X)

1. MEAN &VARIANCE

	Statistics								
-	-	CONT PRETEST	CONT POSTEST	EXP PRETEST	EXP POSTTEST				
N	Valid	23	23	27	27				
	Missing	4	4	0	0				
Mear	1	51.0870	77.3913	53.1481	85.1852				
Std. I	Deviation	10.97068	13.04447	14.28744	9.24885				
Varia	ance	120.356	170.158	204.131	85.541				

2. NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test								
		CONT	CONT	EXP	EXP			
		PRETEST	POSTEST	PRETEST	POSTTEST			
Ν		23	23	27	27			
Normal Parameter	Mean	51.0870	77.3913	53.1481	85.1852			
s ^a	Std. Deviation	10.97068	13.04447	14.28744	9.24885			
Most Extreme	Absolute	.183	.181	.254	.157			
Differences	Positive	.148	.149	.254	.157			
	Negative	183	181	117	139			
Kolmogorov-Smirn	ov Z	.878	.868	1.319	.815			
Asymp. Sig. (2-taile	0.424	0.439	0.062	0.519				
a. Test distribution	PUD							

INSTRUMEN VALIDASI

AHLI MATERI

"The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media Mini Diorama untuk meningkatkan prestasi belajar siswa kelas IV MI, maka peneliti bermaksud mengadakan validasi media tiga dimensi yang telah dibuat sebagai salah satu media pembelajaran. Oleh sebab itu, peneliti mohon kesediaan Bapak untuk mengisi angket di bawah ini sebagai ahli materi pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini. Hasil dari pengukuran meliputi angket akan digunakan untuk penyempurnaan media agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak sebagai ahli materi.

B. Identitas Ahli

Nama	MOHAMMAD MIFTAHURYALAN
NIP	: 19780108201414001
Instansi	: FITK UN Maula malit / brahm mal
Pendidikan	: S-2 Sosiologi

- C. Petunjuk Penilaian
 - Sebelum mengisi angket ini, mohon terlebih dahulu Bapak membaca atau mempelajari materi yang dikembangkan.
 - 2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang ($\sqrt{}$) pada alternatif

jawaban yang dianggap paling sesuai.

3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah

ditentukan

4. Kecermatan dalam penilaian ini sangat diharapkan.

D. Keterangan

	Skala Penilaian/ Tanggapan
-	1 = Sangat tidak baik
	2 = Kurang baik
-	3 = Cukup Baik
	4 = Baik
	5 = Sangat Baik
1	

E. Lembar Penilaian

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana relevansi materi pada mini diorama dengan kompetensi dasar, indicator dan tujuan pembelajaran?					V
2	Bagaimana rumusan topic pada pengembangan media mini diorama?					
3	Bagaimana kesesuaian tokoh pada media mini diorama dengan tujuan pembelajaran?				V	
4	Bagaimana penggunaan bahasa dalam audio cerita pada media diorama tersebut?		V	ł		
5	Bagaimana penyampaian materi tema cita-citaku sub tema hebatnya cita-citaku dalam media mini diorama?				Y	
5	Bagaimana kemudahan memahami materi melalui media mini diorama dengan konsep materi?				1	
	Apakah media mini diorama ini dapat memudahkan siswa memahami materi dalam mempelajari tema cita-citaku sub tema hebatnya cita-citaku pembelajaran 4?				ł	

8	Bagaimana kesesuaian media dengan siswa kelas IV SD/MI untuk meningkatkan prestasi belajar siswa?	V
9	Bagaimana efektivitas penggunaan media mini diorama untuk menyampaikan materi tema cita-citaku sub tema hebatnya cita- citaku pembelajaran 4?	
10	Bagaimana kejelasan panduan penggunaan media ini?	T

F. Komentar

1.	suara K	urang jela	c			
2.	Suarana	dalau	Suara			
5.	Lann	ditambah	dengan k	impu yang	berkedip - Kedi	P
4.	Posisi	(tata le	tak benda	Pada	mini drorama	

G. Saran

· Jaia	8

.....

hole miftsharps (NIP.

INSTRUMEN VALIDASI

AHLI MATERI

"The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media Mini Diorama untuk meningkatkan prestasi belajar siswa kelas IV MI, maka peneliti bermaksud mengadakan validasi media tiga dimensi yang telah dibuat sebagai salah satu media pembelajaran. Oleh sebab itu, peneliti mohon kesediaan Bapak untuk mengisi angket di bawah ini sebagai ahli materi pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini. Hasil dari pengukuran meliputi angket akan digunakan untuk penyempurnaan media agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak sebagai ahli materi.

B. Identitas Ahli

Nama	Mohan	nmad	Miftahusz	latan		
NID	197801082014111001					
INII	FITK	UIN	Maulana	Malik	lbrahim	Malang
Instansi	:	50500	091			
Pendidikan	:	••••••			doi	

C. Petunjuk Penilaian

- 1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak membaca atau mempelajari materi yang dikembangkan.
- 2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang ($\sqrt{}$) pada alternatif jawaban yang dianggap paling sesuai dengan memperhatikan skala penilaian berikut:

Skal	a Penilaian/ Tanggapan
	l = Sangat tidak baik
مىر ايد يا م ى	2 = Kurang baik
	3 = Cukup Baik
	4 = Baik
	5 = Sangat Baik

- 3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah ditentukan
- 4. Kecermatan dalam penilaian ini sangat diharapkan.

D.	Lembar	Penilaian	

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana relevansi materi pada mini diorama dengan kompetensi dasar, indicator dan tujuan pembelajaran?					V
2	Bagaimana rumusan topic pada pengembangan media mini diorama?					2
3	Bagaimana kesesuaian tokoh pada media mini diorama dengan tujuan pembelajaran?				V	ł
	Bagaimana penggunaan bahasa dalam audio cerita pada media diorama tersebut?				V	1
	Bagaimana penyampaian materi tema cita-citaku sub tema hebatnya cita-citaku dalam media mini diorama?					1
	Bagaimana kemudahan memahami materi melalui media mini diorama dengan konsep materi?				T	

7	Apakah media mini diorama ini dapat memudahkan siswa memahami materi dalam mempelajari tema cita-citaku sub tema hebatnya cita-citaku pembelajaran 4?	
8	Bagaimana kesesunian media dengan siswa kelas IV SD/MI untuk meningkatkan prestasi belajar siswa?	
9	Bagaimana efektivitas penggunaan media mini diorama untuk menyampaikan materi tema cita-citaku sub tema hebatnya cita- citaku pembelajaran 4?	
10	Bagaimana kejelasan panduan penggunaan media ini?	1.

E. Komentar

1. Suara Sudah Lukup Jelas,	, hamun dapat diperjelar
lagi	
2. Marzid 14 Fqlah ukurar	nova diperberar.

F. Saran

Saran	

Malang, 27 Maret 2017

(thuspar) NIP. 1

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG



INSTRUMEN VALIDASI

AHLI MEDIA

"The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media Mini Diorama untuk meningkatkan prestasi belajar siswa kelas IV MI, maka peneliti bermaksud mengadakan validasi media tiga dimensi yang telah dibuat sebagai salah satu media pembelajaran. Oleh sebab itu, peneliti mohon kesediaan Bapak untuk mengisi angket di bawah ini sebagai ahli media pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini. Hasil dari pengukuran meliputi angket akan digunakan untuk penyempurnaan media agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak sebagai ahli media.

Muhammad walt B. Identitas Ahli

Nama NIP

Instansi

Pendidikan

C. Petunjuk Penilaian

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak membaca atau mempelajari materi yang dikembangkan.

197308232000071 002

vin neh

5-3

2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang (v) pada alternatif jawaban yang dianggap paling sesuai dengan memperhatikan skala berikut:

F

Ska	la reinididia
0.5	1 = Sangat tidak baik
	2 = Kurang baik
. K.	3 = Cukup Baik
	4 = Baik
	5 = Sangat Baik

3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah

ditentukan

- 4. Kecermatan dalam penilaian ini sangat diharapkan.
- D. Lembar Penilaian

No	Butir Pertanyaan	1	-			
			-	-	-	\vdash
	Bagaimana konsep pengembangan media mini diorama	-	-	+	+-	
X	ini?		-	-	+	+
<u> </u>	Bagaimana kesesuaian media dengan tujuan dan materi			1v	X	
	rada tema cita-citaku sub tema 2 pembelajaran 4?					
	pada tema eta eta atau kejelasan media media mini diorama				X	1
	Bagaimana detail atta hojona					
	ini?	+	+	-	V	
	Bagaimana pemilihan tokoh, warna, latar duri peneminy				V	
	yang digunakan untuk media mini diorama ini?	+	-+	-+	-+	
	jung ve			1		.1
	Bagaimana unu yang digunakan untuk media min	i		1		V
	miniature pendukung Jung Ve		e			
-	diorama ini?	ni				
	Regimana kemudahan sistem pengoperasian meen					
	Bagaman	2	1	1		1
	diorama ini?					

	Bagaimana penggunaan miniature-miniature (<i>tokom</i> , bangun-bangun, dan miniature pendukung) di sisi dalam kotak media diorama ini?			1
8.	Bagaimana kemenarikan miniature yang terdapat dalam media mini diorama?			1
9.	Bagaimana pengemasan cerita dalam media mini diorama ini?		V	/
10.	Bagaimana kejelasan suara pada media mini diorama ini?	V		

E. Komentar

- Suara uran mendela wrang men u Warna warn - (Û •

~ F

. Saran

.2017 Malang, Q wa NIP.

INSTRUMEN VALIDASI AHLI MEDIA

"The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media Mini Diorama untuk meningkatkan prestasi belajar siswa kelas IV MI, maka peneliti bermaksud mengadakan validasi media tiga dimensi yang telah dibuat sebagai salah satu media pembelajaran. Oleh sebab itu, peneliti mohon kesediaan Bapak untuk mengisi angket di bawah ini sebagai ahli media pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini. Hasil dari pengukuran meliputi angket akan digunakan untuk penyempurnaan media agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak sebagai ahli media.

B. Identitas Ahli

Nama	
NIP	
Instans	

N

Pendidikan

C. Petunjuk Penilaian

1-3

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak membaca atau mempelajari materi yang dikembangkan.

muhannet walis,

1973082320000 31 002

Malang

2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang ($\sqrt{}$) pada alternatif jawaban yang dianggap paling sesuai dengan memperhatikan skala berikut:



3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah

ditentukan

- 4. Kecermatan dalam penilaian ini sangat diharapkan.
- D. Lembar Penilaian

No	Butir Pertanyaan		-		-
1.	Bagaimana kemenarikan pengemasan desain media mini diorama ini?			r	1
2.	Bagaimana kesesuaian media dengan tujuan dan materi pada tema cita-citaku sub tema 2 pembelajaran 4?				L
3.	Bagaimana detail atau kejelasan media media mini diorama ini?			l	1
4.	Bagaimana pemilihan tokoh, warna, latar dan pencahayaan yang digunakan untuk media mini diorama ini?				
5.	Bagaimana tata letak tokoh, bangun-bangun dan miniature pendukung yang digunakan untuk media mini diorama ini?				V
6.	Bagaimana kemudahan sistem pengoperasian media min diorama ini?	i			
7.	Bagaimana penggunaan miniature-miniature (tokor bangun-bangun, dan miniature pendukung) di sisi dalar	n, m			

	kotak media diorama ini?		1
8.	Bagaimana kemenarikan miniature yang terdapat dalam media mini diorama?		ł
9.	Bagaimana pengemasan cerita dalam media mini diorama ini?		ι
10.	Bagaimana kejelasan suara pada media mini diorama ini?		And a

E. Komentar

····· Keje lesar naraz; (Suere), peleteken name! 182:12 dan pensarngan *i* er vail P

F. Saran

Malang, 22 - 3 - 2017

NIP.

INSTRUMEN VALIDASI

GURU TEMATIK KELAS IV

"The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Dalam rangka penulisan skripsi pada Jurusan Pendidikan Guru Madrasah Ibtida'iyah (PGMI) Universitas Islam Negeri Maulana Malik Ibrahim Malang, peneliti sedang mengembangkan media mini diorama pada tema cita-citaku kelas IV untuk meningkatkan prestasi belajar siswa.

Schubungan dengan keperluan tersebut diatas, peneliti memohon kesediaan Ibu berkenan memberikan penilaian dan masukan tentang ketepatan dan keefektifan bahan ajar yang sedang peneliti kembangkan dengan mengisi angket dan isian saran yang terlampir.

Atas kerjasama dan segala bantuannya, saya ucapkan terimakasih.

B. Identitas Ahli

Nama	Dra. Dormini, M.Pd
NIP	196805062007012031
Instansi	MIN Malang 2
Pendidikan	<u>. Sz. Bahasa Indonesia</u>

C. Petunjuk Penilaian

- 1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak membaca atau
 - mempelajari materi yang dikembangkan.
- 2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang (1) pada alternatif

jawaban yang dianggap paling sesuai.

3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah

ditentukan

- 4. Kecermatan dalam penilaian ini sangat diharapkan.
- D. Keterangan

	Skala p	enilaian/tanggaj	pan	
1	2	3	4	5
Sangat tidak	Kurang baik	Cukup Baik	Baik	Sangat Baik
baik	and the second		e - 1	

E. Lembar Penilaian

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana ketepatan penyampaian informasi media mini diorama ini pada siswa?	-		1.		V
2	Bagaimana sistematika penyajian dalam melakukan proses pembelajaran?	- 		3000	V	ki.
3	Bagaimana pemberian motivasi kepada siswa ketika dalam pembelajaran?				~	
4	Bagaimana penggunaan bahasa dalam menyampaikan materi dengan menggunakan media mini diorama?		5. Se			~
5	Bagaimana kesesuaian penggunaan media dengan kompetensi dasar, indikator, dan tujuan pembelajaran?					
6	Bagaimana ruang lingkup materi yang		¢. 19	Star.	V	

1

	disajiikan sesuai dengan tjuan pembelajaran?		
7	Bagaimana kejelasan media untuk memberikan pengalaman kepada siswa?		
8	Bagaimana kemenarikan media yang digunakan dalam menyampaikan materi?		
9	Bagaimana kejelasan suara dan bahasa yang digunakan pada media ,mini diorama ini?		
10	Bagaimana tampilan dan volume dari media mini diorama?	V	

F. Komentar

Media	Diorama	Sesuai	diquno	kan UH	r and	ak-ana	h kiclas 4
dan	menarik	Siswa	Waren	1 deru	nasula	mzolía	baru
Hang	Schelun	nnya	oclum	pernah	ada		
0 0		()					
		9					

G. Saran

Juara	dan	bah	asa	dalam	diorama	perl	n d	perjelas.
Schingga	his	sa	iclas	didu	arkan .	oleh	Sisw	G
())		٢,		(J		••••••	
					J			

Malang, Maret .2017 me (. Bra. Darmini, M. Pd NIP. 196805062007012035

APPENDIX 8 KELOMPOK KECIL

INSTRUMEN VALIDASI

UNTUK SISWA

"The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Anak-anak, selain media yang sudah kamu kenal sebelumnya, masih banyak media pembelajaran lain yang bisa anak-anak gunakan sebagai media pembelajaran di sekolah maupun di rumah, salah satunya adalah media mini diorama. Media ini merupakan media yang berbentuk konkrit yang dapat membantu anak-anak belajar secara mandiri maupun bersama-sama.

Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan kamu sebagai pemakai sumber belajar.

Nama	: Eaishal gui
Kelas	: <u>YC</u>
Sekolah	MIN 2

B. Petunjuk Penilaian

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

C. Pertanyaan-pertanyaan angket

- 1. Apakah media mini diorama ini menarik untuk kalian?
- Da. Sangat menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 2. Apakah media mini diorama ini membantu kalian dalam memahami materi pada tema cita-citaku sub tema hebatnya cita-citaku pembelajaran 4?
 - a. Sangat membantu
 - b. Membantu
 - c. Kurang membantu
 - d. Tidak membantu
- 3. Apakah bahasa yang digunakan pada media mini diorama ini mudah untuk dipahami?
 - a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit

4. Apakah suara pada media mini diorama ini terdengar dengan jelas?

- Sangat jelas >a Sangat jelas
 - b. Jelas
- c. Kurang jelas
- d. Tidak jelas
- 5. Apakah suara pada media mini diorama ini menarik untuk didengar?
 - A. Sangat menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 6. Apakah kalian menjadi semangat jika belajar menggunakan media mini diorama?
 - A. Sangat semangat
 - b. Semangat
 - c. Kurang semangat

- d. Tidak semangat
- 7. Apakah kalian tertarik untuk bercita-cita menjadi arsitek setelah belajar menggunakan media mini diorama ini?
 - (a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
 - 8. Apakah kamu senang belajar menggunakan media mini diorama?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang
 - d. Tidak senang

Terima kasih

INSTRUMEN VALIDASI

UNTUK SISWA

"The Development of Mini Diorama Media on Thematic Integrative to Improve

Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Anak-anak, selain media yang sudah kamu kenal sebelumnya, masih banyak media pembelajaran lain yang bisa anak-anak gunakan sebagai media pembelajaran di sekolah maupun di rumah, salah satunya adalah media mini diorama. Media ini merupakan media yang berbentuk konkrit yang dapat membantu anak-anak belajar secara mandiri maupun bersama-sama.

Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan kamu sebagai pemakai sumber belajar.

Nama	singedand
Kelas	
Sekolah	MIN Mayang 2

B. Petunjuk Penilaian

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

C. Pertanyaan-pertanyaan angket

- 1. Apakah media mini diorama ini menarik untuk kalian?
 - a. Sangat menarik
 - Menarik >б.
 - Kurang menarik c.
 - d. Tidak menarik
- 2. Apakah media mini diorama ini membantu kalian dalam memahami materi pada tema cita-citaku sub tema hebatnya cita-citaku pembelajaran 4?
 - a. Sangat membantu
 - b. Membantu
 - c. Kurang membantu
 - d. Tidak membantu
- 3. Apakah bahasa yang digunakan pada media mini diorama ini mudah untuk dipahami?
 - a. Sangat mudah
- >b. Mudah
 - c. Kurang mudah
 - d. Sulit

4. Apakah suara pada media mini diorama ini terdengar dengan jelas?

- a. Sangat jelas
- b. Jelas
- c. Kurang jelas
- d. Tidak jelas
- 5. Apakah suara pada media mini diorama ini menarik untuk didengar?
 - Sangat menarik Ja.
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 6. Apakah kalian menjadi semangat jika belajar menggunakan media mini diorama?
 - a. Sangat semangat
 - b. Semangat
 - c. Kurang semangat

- d. Tidak semangat
- 7. Apakah kalian tertarik untuk bercita-cita menjadi arsitek setelah belajar menggunakan media mini diorama ini?
 - a. Sangat tertarik

>b. Tertarik

- c. Kurang tertarik
- d. Tidak tertarik

8. Apakah kamu senang belajar menggunakan media mini diorama?

- a. Sangat senang
- b. Senang
- c. Kurang senang
- d. Tidak senang

Terima kasih
INSTRUMEN VALIDASI

UNTUK SISWA

"The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Anak-anak, selain media yang sudah kamu kenal sebelumnya, masih banyak media pembelajaran lain yang bisa anak-anak gunakan sebagai media pembelajaran di sekolah maupun di rumah, salah satunya adalah media mini diorama. Media ini merupakan media yang berbentuk konkrit yang dapat membantu anak-anak belajar secara mandiri maupun bersama-sama.

Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan kamu sebagai pemakai sumber belajar.

Nama	: ilham wab.gu H
Kelas	:\/.=¢
Sekolah	: min malang II

B. Petunjuk Penilaian

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

C. Pertanyaan-pertanyaan angket

- 1. Apakah media mini diorama ini menarik untuk kalian?
 - Sangat menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 2. Apakah media mini diorama ini membantu kalian dalam memahami materi pada tema cita-citaku sub tema hebatnya cita-citaku pembelajaran 4?
 - a. Sangat membantu
 - K. Membantu
 - c. Kurang membantu
 - d. Tidak membantu
- 3. Apakah bahasa yang digunakan pada media mini diorama ini mudah untuk dipahami?
 - A. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit
- 4. Apakah suara pada media mini diorama ini terdengar dengan jelas?
 - a. Sangat jelas
 - K. Jelas
 - c. Kurang jelas
 - d. Tidak jelas
- 5. Apakah suara pada media mini diorama ini menarik untuk didengar?
 - a. Sangat menarik
 - K. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 6. Apakah kalian menjadi semangat jika belajar menggunakan media mini diorama?
 - A. Sangat semangat
 - b. Semangat
 - c. Kurang semangat

d. Tidak semangat

- 7. Apakah kalian tertarik untuk bercita-cita menjadi arsitek setelah belajar menggunakan media mini diorama ini?
 - a. Sangat tertarik
 - b. Tertarik
 - Kurang tertarik
 - d. Tidak tertarik
 - 8. Apakah kamu senang belajar menggunakan media mini diorama?
 - -a. Sangat senang
 - b. Senang
 - c. Kurang senang
 - d. Tidak senang

Terima kasih

APPENDIX 9 KELOMPOK BESAR

INSTRUMEN VALIDASI

UNTUK SISWA

"The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Anak-anak, selain media yang sudah kamu kenal sebelumnya, masih banyak media pembelajaran lain yang bisa anak-anak gunakan sebagai media pembelajaran di sekolah maupun di rumah, salah satunya adalah media mini diorama. Media ini merupakan media yang berbentuk konkrit yang dapat membantu anak-anak belajar secara mandiri maupun bersama-sama.

Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan kamu sebagai pemakai sumber belajar.

Nama	: M.RO.WAN A.
Kelas	: <u>4-</u> C
Sekolah	:

B. Petunjuk Penilaian

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

C. Pertanyaan-pertanyaan angket

- Apakah media mini diorama ini menarik untuk kalian?
 - a. Sangat menarik
 - b. Menarik
 - Kurang menarik
 - d. Tidak menarik
- 2. Apakah media mini diorama ini membantu kalian dalam memahami materi pada tema

cita-citaku sub tema hebatnya cita-citaku pembelajaran 4?

- a. Sangat membantu
- b. Membantu
- c. Kurang membantu
- d. Tidak membantu
- 3. Apakah bahasa yang digunakan pada media mini diorama ini mudah untuk dipahami?
- a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit

4. Apakah suara pada media mini diorama ini terdengar dengan jelas?

- a. Sangat jelas
- Jelas b.
- Kurang jelas c.
- d. Tidak jelas
- 5. Apakah suara pada media mini diorama ini menarik untuk didengar?
 - -a_ Sangat menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 6. Apakah kalian menjadi semangat jika belajar menggunakan media mini diorama?
 - Sangat semangat a.
 - Semangat b.
 - c. Kurang semangat

- d. Tidak semangat
- 7. Apakah kalian tertarik untuk bercita-cita menjadi arsitek setelah belajar menggunakan
 - media mini diorama ini?
 - A. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
 - 8. Apakah kamu senang belajar menggunakan media mini diorama?
 - a. Sangat senang
 - Senang b.
 - c. Kurang senang
 - d. Tidak senang

Terima kasih

INSTRUMEN VALIDASI

UNTUK SISWA

"The Development of Mini Diorama Media on Thematic Integrative to Improve Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Anak-anak, selain media yang sudah kamu kenal sebelumnya, masih banyak media pembelajaran lain yang bisa anak-anak gunakan sebagai media pembelajaran di sekolah maupun di rumah, salah satunya adalah media mini diorama. Media ini merupakan media yang berbentuk konkrit yang dapat membantu anak-anak belajar secara mandiri maupun bersama-sama.

Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan kamu sebagai pemakai sumber belajar. ~ 1

	Millionard RADYE Shafa
Nama	he C
Kelas	Noo angkas TE
Sekolah	MIL WORD X

B. Petunjuk Penilaian

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

C. Pertanyaan-pertanyaan angket

- 1. Apakah media mini diorama ini menarik untuk kalian?
 - a. Sangat menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 2. Apakah media mini diorama ini membantu kalian dalam memahami materi pada terna
 - cita-citaku sub tema hebatnya cita-citaku pembelajaran 4?
 - a. Sangat membantu
 - b. Membantu
 - c. Kurang membantu
 - d. Tidak membantu
- 3. Apakah bahasa yang digunakan pada media mini diorama ini mudah untuk dipahami?
 - a. Sangat mudah
 - b. Mudah
 - c. Kurang mudah
 - d. Sulit
- 4. Apakah suara pada media mini diorama ini terdengar dengan jelas?
 - a. Sangat jelas
 - . Jelas
 - c. Kurang jelas
 - d. Tidak jelas
- 5. Apakah suara pada media mini diorama ini menarik untuk didengar?
 - a. Sangat menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 6. Apakah kalian menjadi semangat jika belajar menggunakan media mini diorama?
 - a. Sangat semangat
 - b. Semangat
 - c. Kurang semangat

- d. Tidak semangat
- 7. Apakah kalian tertarik untuk bercita-cita menjadi arsitek setelah belajar menggunakan media mini diorama ini?
 - a. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
 - 8. Apakah kamu senang belajar menggunakan media mini diorama?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang
 - d. Tidak senang

Terima kasih

INSTRUMEN VALIDASI

UNTUK SISWA

"The Development of Mini Diorama Media on Thematic Integrative to Improve

Learning Achievements for 4 Grade MIN Malang 2"

A. Pengantar

Anak-anak, selain media yang sudah kamu kenal sebelumnya, masih banyak media pembelajaran lain yang bisa anak-anak gunakan sebagai media pembelajaran di sekolah maupun di rumah, salah satunya adalah media mini diorama. Media ini merupakan media yang berbentuk konkrit yang dapat membantu anak-anak belajar secara mandiri maupun bersama-sama.

Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan kamu sebagai pemakai sumber belajar.

Nama	Zoskia cohala putri nasution
Kelas	: <u>4</u> c
Sekolah	mine

B. Petunjuk Penilaian

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

C. Pertanyaan-pertanyaan angket

- 1. Apakah media mini diorama ini menarik untuk kalian?
 - a. Sangat menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 2. Apakah media mini diorama ini membantu kalian dalam memahami materi pada tema cita-citaku sub tema hebatnya cita-citaku pembelajaran 4?
 - a. Sangat membantu
 - b. Membantu
 - c. Kurang membantu
 - d. Tidak membantu
- 3. Apakah bahasa yang digunakan pada media mini diorama ini mudah untuk dipahami?
 - a. Sangat mudah
- -b. Mudah
 - c. Kurang mudah
 - d. Sulit

4. Apakah suara pada media mini diorama ini terdengar dengan jelas?

- a. Sangat jelas
- b. Jelas
- c. Kurang jelas
- d. Tidak jelas
- 5. Apakah suara pada media mini diorama ini menarik untuk didengar?
 - \a. Sangat menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
- 6. Apakah kalian menjadi semangat jika belajar menggunakan media mini diorama?
 - A. Sangat semangat
 - b. Semangat
 - c. Kurang semangat

d. Tidak semangat

- 7. Apakah kalian tertarik untuk bercita-cita menjadi arsitek setelah belajar menggunakan media mini diorama ini?
 - Da. Sangat tertarik
 - b. Tertarik
 - c. Kurang tertarik
 - d. Tidak tertarik
 - 8. Apakah kamu senang belajar menggunakan media mini diorama?
 - a. Sangat senang
 - b. Senang
 - c. Kurang senang
 - d. Tidak senang

Terima kasih

		$\left(\overline{r} \right)$.
		(09)
	SIZE SOAL PRETI	ESL oðe <i>s o</i> unduras ykunna i eðe LSE
		Cargistino L
NAMA SISWA	: singgalang	rpand buol C
KELAS	:40	c Jaka tmun
1. Jembatan yang	menghubungkan pula	u jawa dan pulau madura
ipod adalah	mber daya alam yang	5. Титбилел тегиракал su
a. Jembatan m	bidang hara	orang yang bekerja pada
b. Jembatan la	iyang	o ^p erikunch
🗶 Jembatan su	uramadu	b. Pertambangan
d. Jembatan ar	ncol	c ferindustrian
2. Candi Borobudu	ur merupakan candi	terbesar di Indonesia.
byeb a. Budharostop	rjaan yang memanf	6. Sebutkan 2 bidang peke
K. Hindu		hevan.
c. Kristen	Kan ruma'n khas orei	7. Rumoh anti gempa merupa
yang malaly.bannya	merupakan rumah	8. Rumon kompung naga
3. Arsitek dapat n	nerancang sebuah ka	blam besar tempat menyimpan
air untuk berba	gai kebutuhan manu	sia, kolam besar tersebut
disebut?lutru n	perhatikan banguna	karena arsitek harus mem
a. Kolam renang	1	10 Rumah gadang bera <mark>sal d</mark> ar
b. Danau		
K. Waduk		
d. Sunoni		
- oungu		

. Rumah kampung naga terletak di provinsi?

- a. Jawa tengah
- b. Jawa barat
- c. Jawa timur

1001

- 1. Jambalan yang menghubungkan pulau jawa dan parstamu2 🖈
- 5. Tumbuhan merupakan sumber daya alam yang dimanfaatkan bagi

AWATE AMAM

b. Dangu

dubuW .o

J. Sungal

- orang yang bekerja pada bidang....
- a. Perikanan girang bi d
- b. Pertambangan ubernerus notedras :
- c. Perindustrian loono netodmo E b
- . D. Candi Borobudur merupakan candi ... terbesar di **nainatra9 .b**
- 6. Sebutkan 2 bidang pekerjaan yang memanfaatkan sumber daya hewan......Reternate pemetencar ubnit a
- 7. Rumah anti gempa merupakan rumah khas orang. ACeb >
- 8. Rumah kampung naga merupakan rumah yang bangunannya menggunakan kayu dan atapnya menggunakan jerami datata
- 9. Arsitek dapat merancang bangunan seperti rumah anti gempa,
- karena arsitek harus memperhatikan bangunan untuk kese lamatan Pen Gunjung dan penghuni 10. Rumah gadang berasal dari. Sumatra bara pronsa molos

	~	· ••••
		(50)
	JUAL PRETER	
NAMA SISWA	: Bayu Dutra abson A	5. Jawa barat
KELAS	:40	c. Jawa Timur
1. Jembatan yang	menahubunakan pulau	jawa dan pulau madura
ipad adalah	sumber daya alam yan	5. Tumbuhan merupakan s
a. Jembatan m	erah probid o	orang yang bekerja pad
b. Jembatan la	yang	a. Perikanan
c. Jembatan su	Iramadu	5. Pertambangan
X. Jembatan ar	ncol	c. Perindustrian
2. Candi Borobudu	ır merupakan candi t	erbesar di Indonesia. 🖔
avob a Budha avitor	kerjaan yang memanf	6. Sebutkan 2 bidang pe
b. Hindu		newan
c. Kristen	pakan rumah khas orai	7. Rumah anti gempa meru
over du Islam	merupakan rumah	8. Rumah kampung naga
3 Arsitek dapat n	nerancang sebuah kola	m besar tempat menyimpan
air untuk berba	aai kebutuhan manusid	a, kolam besar tersebut
dicebut?	mperhatikan banauna	karena arsitek harus me
	ari	10.Rumah gadang berasal d
a. Kolam renang		
b. Danau		
c. Waduk		
d. Sungai		

Rumah kampung naga terletak di provinsi?

🖌 Jawa tengah

b. Jawa barat

c. Jawa timur

1 Jembetan yang menghubungkan pulau jawa dan paratamu2 .b

- 5. Tumbuhan merupakan sumber daya alam yang dimanfaatkan bagi
 - orang yang bekerja pada bidang....

a. Perikanan

b. Pertambangan

c. Perindustrian

2. Canai Barabudur merupakan candi ... terbesar di nainatran 🔆

6. Sebutkan 2 bidang pekerjaan yang memanfaatkan sumber daya utiniH .c

7. Rumah anti gempa merupakan rumah khas orang Batak

8. Rumah kampung naga merupakan rumah yang bangunannya menggunakan kayu dan atapnya menggunakan. Gehting astrona é

9. Arsitek dapat merancang bangunan seperti rumah anti gempa, karena arsitek harus memperhatikan bangunan untuk. Rundh jong amah 10. Rumah gadang berasal dari. Sumatra barat enonan malax ...

b. Danau

Waduk

KELAS



SOAL PRETEST open grant most during the

NAMA SISWA : AVer Rasylp KELAS : 4C 1. Jembatan yang menghubungkan pulau jawa dan pulau madura adalah a. Jembatan merah b. Jembatan layang y Jembatan suramadu d. Jembatan ancol Candi Borobudur merupakan candi terbesar di Indonesia. a. Budha c. Kristen d. Islam d. Is
 KELAS : 40 Jembatan yang menghubungkan pulau jawa dan pulau madura adalah
 Jembatan yang menghubungkan pulau jawa dan pulau madura adalah
 adalah na geographic by brachnik ender methodment it. a. Jembatan merah b. Jembatan layang c. Jembatan suramadu c. Kristen <lic. kristen<="" li=""> c. Kristen c. Kri</lic.>
 a. Jembatan merah banada bang bin ken per enors b. Jembatan layang banada bang bin ken per enors b. Jembatan suramadu bang bin ken per enors c. Jembatan ancol nonterbanes c. Kristen enors and note texted probled S nostrudes d. Islam and homen antiparter problems provide texted bang at an antiparter and a second menual damage. 3. Arsitek dapat merancang sebuah kolam besar tempat menyimpan air untuk berbagai kebutuhan manusia, kolam besar tersebut of disebut? Utau nonugnoo nontroporter punct damage.
 b. Jembatan layang periodical as a disebut series of the peri
 Jembatan suramadu angendi not he's d Jembatan ancol not tenberses Candi Borobudur merupakan candi terbesar di Indonesia. Budha contromo anay noorested probid S nostrates Hindu
 d. Jembatan ancol notited brooks of 2. Candi Borobudur merupakan candi terbesar di Indonesia. a. Budha deptembri anay noorasted probid S notitedes b. Hindu
 2. Candi Borobudur merupakan candi terbesar di Indonesia. a. Budha concernant provincepted probid S. restricts a best des a b. Hindu c. Kristen prese ende perte notegente apprese monomula i d. Islam province applecation response program denual denual i 3. Arsitek dapat merancang sebuah kolam besar tempat menyimpan air untuk berbagai kebutuhan manusia, kolam besar tersebut i disebut? The nonugono application province euror settion provided between the provided between provided be
 a. Budha incohroman and nooperled probid S notifieds a b. Hindu c. Kristen and add add a data notification notified and notification of the normal incomes in a notification of the normal incomes in a normal incomes in a
 Kristen energe eordel oerden nekerenten ognise monitoring f. Kristen energe eordel oerden nekerenten ognise monitoring f. J. Islam energe doman nekerenten ogen grugmest demust 2. Arsitek dapat merancang sebuah kolam besar tempat menyimpan air untuk berbagai kebutuhan manusia, kolam besar tersebut 4.
 c. Kristen energie endel operation mologunose operation nomula di d. Islam new doman noviocensin oper groupmal domus 2 3. Arsitek dapat merancang sebuah kolam besar tempat menyimpan air untuk berbagai kebutuhan manusia, kolam besar tersebut o disebut? Utur nonugood novironnogram euror kotiene prenod
 Arsitek dapat merancang sebuah kolam besar tempat menyimpan air untuk berbagai kebutuhan manusia, kolam besar tersebut disebut? The nonugood applicant error kotiere pre-pol
3. Arsitek dapat merancang sebuah kolam besar tempat menyimpan air untuk berbagai kebutuhan manusia, kolam besar tersebut disebut? utau nonugnoo appiron ognom eurori kotiano prenod disebut?
disebut? Utau nonugnoo appironasquare euror datieno ananod disebut?
karena arsitek harus mempernarikan bangunan untuk studasib 10.Rumah aadana harawal dari
IV.Rumah and an and an and
A. Kolam renang
b. Danau
c Waduk
d Sungai

V

4. Rumah kampung naga terletak di provinsi?

- a. Jawa tengah
- b. Jawa barat
- ¢. Jawa timur
- d. Sumatera lan yung menghubungkan pulau jawa dar lamatera d

NAMA SISWA

WboW.o

- 5. Tumbuhan merupakan sumber daya alam yang dimanfaatkan bagi orang yang bekerja pada bidang....
 - a. Perikanan (provisi ito todisa") 4
 - b. Pertambangan abamphua notocinto U lo
 - c. Perindustrian locus netudos l. b.
 - 2. Candi Borebudur merupakan candi ... terbesar di Netanak
- 6. Sebutkan 2 bidang pekerjaan yang memanfaatkan sumber daya hewan.bidang perikanan dan bidang peternakan
- 7. Rumah anti gempa merupakan rumah khas orang SUMGterg Utgra

8. Rumah kampung naga merupakan rumah yang bangunannya menggunakan kayu dan atapnya menggunakan.gedeg atau genteng

 9. Arsitek dapat merancang bangunan seperti rumah anti gempa, karena arsitek harus memperhatikan bangunan untuk tempat perlindung.
 10. Rumah gadang berasal dari Suku minang



	4. Sebutan rumah anti gempa di	Yogjakarta adalah
	X. Dome	
0	b. Gadang	NAMA WILL !
1	c. Honai	KELAS .
	gen benar, dengan nagaN (and	I. Isiloh soal di bawan ini den
	5. Kampung yang terletak di Sa	lawu Jawa Barat merupakan kampung
	yang memiliki bangunan sed	erhana dan hebat karena rumahnya
	tahan dengan gempa, kampung	tersebut adalahorbanua o
	a. Kampung Gadang	b. Dharmewangse
0	💥. Kampung Naga	c. Gunuprasaja
Z	c. Kampung betawi	d. Anglingdharma
	d. Kampung sumawen incluier	2. Berikut ini yang merupakan fu
	II. Isilah titik-titik di bawah	a. Tempat menyimpan air ini
2	6. Apakah yang terjadi ketika ru minali didalamnya tali tidak lo 7. Selain rumah dome dan ru	mah gadang terkena gempa?R _{UM} qhyq <i>kayak</i> boh nah gadang, apalagi bangunan yang
R	tahan gempa?Rimah DMC	8, Panyebab Sanjin
8	8. Masjid Istiqlal dan Gereja Kat bersgtvan 9tav bertoleransi 9. Air merupakan sumber daya al	edral merupakan sebuah symbolVAtUK am yang dapat digunakan untuk.P.LTA, iri995i s9wg
5	10. Ceritakan kegiatanmu	sehari-hari dalam memanfaatkan
Z	sumber daya alam bersama kel ayah,ibu,kakak dan adik al 019h (aga aku mandi pakai TERI	uargamu. 9KV bensama keluargaku bensama KU benokah naga jalan jalan valu habis gil MAKASIH

Holdbo other POST TEST printed de puir no de Dome OU NAMA : M.Zidon KELAS : A-C Isilah soal di bawah ini dengan benar, dengan member tanda I. enugmer (X) pada jawaban yang telah dipilih. Anat provi progradu 2 1. Siapakah nama arsitek dari candi Borobudur? islimoon prov tahan dengan gempa, kampung tensebut adalabmahbanuð 😠 a. Kampung Gadang b. Dharmawangsa b. Kampung Naga c. Gunaprasaja c. Kampuna betawi d. Anglingdharma 2. Berikut ini yang merupakan fungsi dari waduk adalah, kecuali.... a. Tempat menyimpan air ini dawad ib slitit-slitit dalial .II b. Pembangkit listrik tenaga air skites ibsinst ener devog A 7. Selain ruman dome dan numah gadhistad nia hornan york & Penyebab banjir tahan gempa? 3. Jembatan suramadu adalah jembatan yang menghubungan antara 9. Air merupakan sumber doya alam yanubamualuq nabar ualuq Ceritakan kegiotanmu sehari-hari dalam m**ila<math>B** n**b** a skar \mathfrak{g} 10. K Jawa sumber daya alam bersama keluargamu. c. Nusa tenggara d. Sumatera RERIMAKASIH

4. Sebutan rumah anti gempa di Yoa	jakarta adalah
X Dome	
L. Gadang	《注 内然为记》
c. Honai	
dengan benar, idengan m agaN .b tonda	🗉 Tsilah soal di bawah Ini
5. Kampung yang terletak di Salawu	Jawa Barat merupakan kampung
yang memiliki bangunan sederha	na dan hebat karena rumahnya
tahan dengan gempa, kampung ter	sebut adalahiman dan ungan ungan ungan dan ungan un
g a. Kampung Gadang	b. Dharmawangsa
🔿 💥 Kampung Naga	c, Gumaphasaja
c. Kampung betawi	di Anglingdhai ma
d. Kampung sumawe mob legnum	2. Serikut ini yang menupaka
II. Isilah titik-titik di bawah ini	a. Tempat menyimpan air
6. Apakah yang terjadi ketika rumah NGCKOCKOCG 7. Selain rumah dome dan rumah	gadang terkena gempa?rv(19h gadang, apalagi bangunan yang
tahan gempa? RUMA h Kar	PUNGNAGON,
8. Masjid Istiqlal dan Gereja Katedro 9. Air merupakan sumber daya alam y 10. Ceritakan kegiatanmu seh	al merupakan sebuah symbol. PCCS04000 rang dapat digunakan untuk. PCC01000 MODO ari-hari dalam memanfaatkan
sumber daya alam bersama keluarg decorr cic, air men yon of the dor do pod TERIMAN Soya to di Podrisc Soposop/thumbu Mon yon g tido	Lapot Labit Mandi, Nan i tu fom ber 2000 Nan i tu fom ber 2000 Na

A E

122



4. Sebutan rumah anti gempa di Yogjakarta adalah....

a. Dome

b. Gadang

c. Honai

Tsinan sool di bax da ina fengan benar, den jun n**epaNab**

5. Kampung yang terletak di Salawu Jawa Barat merupakan kampung yang memiliki bangunan sederhana dan hebat karena rumahnya tahan dengan gempa, kampung tersebut adalah.......

a. Kampung Gadang

b. Kampung Naga

, CVC.

c. Kampung betawi

d. Kampung sumawe what iter at comparison provide tooking 8.2

II. Isilah titik-titik di bawah ini memperaharan termer up

6. Apakah yang terjadi ketika rumah gadang terkena gempa?
7. Selain rumah dome dan rumah gadang, apalagi bangunan yang

tahan gempa? fr Mah dik a Marin n242 and b

8. Masjid Istiglal dan Gereja Katedral merupakan sebuah symbol. 1.2.091020 9. Air merupakan sumber daya alam yang dapat digunakan untuk M M M

Ceritakan kegiatanmu sehari-hari dalam memanfaatkan 10.

sumber daya alam bersama keluargamu. Mentemurpake ansetri > Lihat tw

protenuc in

SOAL PRETEST open pougmost domuS : Muhammad RIDHO nur Fadilah NAMA SISWA :40 KELAS 1. Jembatan yang menghubungkan pulau jawa dan pulau madura 5 Tumbuhan merupakan sumber daya alam yang dimaninalaba bag orang yang bekerja pada bidang... a. Jembatan merah a. Perikanan 🕱 Jembatan layang b. Pertampangan c. Jembatan suramadu c. Perindustrian d. Jembatan ancol 2. Candi Borobudur merupakan candi ... terbesar di Indonesia. b 6. Sebutkan 2 bidang pekerjaan yang memanfootkan**phbu8 x** daya h hewarr. b. Hindu c. Kristen Rumah anti genipa merupakan rumah khas arang 8. Rumah kampung naga merupakan rumah yang malali ubunnya 3. Arsitek dapat merancang sebuah kolam besar tempat menyimpan air untuk berbagai kebutuhan manusia, kolam besar tersebut karena arsitek harus memperhatikan bangunan untui **Studesib** 10.Rumah gadang berasal dari... a. Kolam renang b. Danau & Waduk

d. Sungai

4. Rumah kampung naga terletak di provinsi?

- a. Jawa tengah
- b. Jawa barat
- c. Jawa timur

1. Jembatan yang menghubungkan pulau jawa dan p**aratamue X**

5. Tumbuhan merupakan sumber daya alam yang dimanfaatkan bagi

orang yang bekerja pada bidang.... dansmutatedmisti un

- a. Perikanan
- b. Pertambangan ubomorus notodmed.
- c. Perindustrian loans notadms . Jembatan

2. Candi Borobudur merupakan candi ... terbesar di Tainatra9 🗴

6. Sebutkan 2 bidang pekerjaan yang memanfaatkan sumber daya hewankernak. peteri

7. Rumah anti gempa merupakan rumah khas orang p_{0}

8. Rumah kampung naga merupakan rumah yang bangunannya

menggunakan kayu dan atapnya menggunakan Genting AstistA. S

9. Arsitek dapat merancang bangunan seperti rumah anti gempa,

karena arsitek harus memperhatikan bangunan untukber hasil mem buat rumah anti gempa 10. Rumah gadang berasal darisu matra baratemonan molox ...

b. Danau

RELAS

b. Jembatan layang

c. Waduk

d. Sungai

					deg and	(0)	•
N	IAMA SISWA	: Nanda	ala		To do	WIDT d	
K	ELAS	:4D			a timur	c. Jow	
1.	. Jembatan yang	menghubi	ungkan pula	u jawa da	n pulau m	adura	
bagi	adalahomio pr	alam yar	mber daya	ipokan su	non meru	. Tumbu	
	a. Jembatan me	erah	enobid	erja pada	ang beke	(enero	
5	b. Jembatan lay	vang			nones	a Peril	
	🔆 Jembatan su	ramadu				b. Pert	
	d. Jembatan an	col			nd istrian	c. Peri	
2.	Candi Borobudu	r merupal	kan candi	terbesar	di Indor	nesia. D	
grib	a. Budha witoo	nieman	rijaan yang	lang peke	an 2 bio	Sebutk	6.
	b. Hindu					hewan.,	
	c. Kristen	khas ora	ikan rumah	oqurism oc	unti gemț	Rumah a	
מאמת	d.(Islam papy	n rumah	merupakai	g 10 90	kampun	Rumah	8
3.	Arsitek dapat m	erancang	sebuah ka	lam besa	r tempat	menyim	pan
, oqms	air untuk berbag	gai kebut	uhan manus	sia, kolam	besar to	ersebut	9,
	disebut?	r bangune	nperhatika.	arus mer	nsitek h	karena d	
	a. Kolam renang		, and the second se	erasal dar	ad <mark>an</mark> g be	Rumah g	()]
	b. Danau						
	c. Waduk						
	d. Sungai						
	area and a second se						

SOAL PRETEST optimized

.

4. Rumah kampung naga	terletak	di	provinsi?
-----------------------	----------	----	-----------

- a. Jawa tengah
- b. Jawa barat
- c. Jawa timur
- 1. Jer betan yang menghubungkan pulau jawa dan p**aratamuZ)b**
- 5. Tumbuhan merupakan sumber daya alam yang dimanfaatkan bagi orang yang bekerja pada bidang....
 - a. Perikanan providente providente and providente provi
 - c. Jembargan ubartan suratradu
 - c. Perindustrian loons notodaist . b
 - 2. Candi Borobudur merupakan candi .. terbesar di nainatrag 🖌
- 6. Sebutkan 2 bidang pekerjaan yang memanfaatkan sumber daya
 - ubriH d

NAMA SISWA

- 7. Rumah anti gempa merupakan rumah khas orangaceh stain 3
- 8. Rumah kampung naga merupakan rumah yang mbangunannya ng menggunakan kayu dan atapnya menggunakan. Sabatib katierak se
- 9. Arsitek dapat merancang bangunan seperti rumah anti gempa, karena arsitek harus memperhatikan bangunan untuk. Membagun rumah

10. Rumah gadang berasal dari... jawa timur

hewan. Derikanan dan Perdachigan

9

b Dongu

a. Kolam renang

- c. Waduk
- d. Sungai

GGO . Monto a madura

ŀ	KEL	AS	:4D			auntit p	wnl c	
1	1. J	embatan yang	menghu	bungkan pu	ılau jawa	dan pulau m	adura	
20	a	dalah	am yun	per deya o	kan suml	of hisrup:	Iudmuli	S. 1
	a.	Jembatan m	erah	p(n)b	a <mark>pa</mark> da bu	ang beliery	Y Papa	D
Q	b	. Jembatan la	yang			nonn	1. Feril	0
5	×.	Jembatan su	iramadu			ambangan	n. Pert	
	d.	Jembatan ar	icol			ndustrian	Peri	C
2	2. C	andi Borobudu	ır merup	akan candi	terbes	sar di Indon	nesia.	b
laya)) %	Budhariostics	nemanf	ean yang l	in percent	nn 2 bider	Hudsi	6. 5
S	Ъ.	Hindu				1	ewan	Ч
	c.	Kristen	10.10 5.00	a donur na	waquham	ormap itm	, youn	7. R
DYC	d.	Islam	domu-i	ierupakon	naga n	kampung	domu.	8. R
3	. A	rsitek dapat n	neranca	ng sebuah	kolam be:	sar tempat	menyi	mpan
, oqn	ai	r untuk berba	gai kebi	utuhan mar	iusia, kolo	am besar to	ersebu	t 8.
	di	sebut? name	onugana	erhatikan b	us memp	ursitek har	irena (kc
8	a.	Kolam renang	1	a to k	asal dari.	adeng bara	imah g	19.01
1	b.	Danau						
	¢.	Waduk						
	d.	Sungai						

:Citra Meyra mu'adzah

NAMA SISWA

SOAL PRETEST of an anuque

- 4. Rumah kampung naga terletak di provinsi?
 - a. Jawa tengah
 - b. Jawa barat
 - c. Jawa timur
 - Jerabaran yang enanchubungkon pulau jawa dan parena 🔊 🖌
- 5. Tumbuhan merupakan sumber daya alam yang dimanfaatkan bagi orang yang bekerja pada bidang....

Jembatan suramadu

b. Dancu

c. Waduk

d. Sunga

- a. Perikanan
- b. Pertambangan
- c. Perindustrian
- 2. Pertanian in neeronal ... iten sand ubu long ibnol ...
- 6. Sebutkan 2 bidang pekerjaan yang memanfaatkan sumber daya
- hewan... Relernak don Perikanon
- 7. Rumah anti gempa merupakan rumah khas orang...ACeh
- 8. Rumah kampung naga merupakan rumah yang bangunannya
- menggunakan kayu dan atapnya menggunakan. Sobut seren 🕫
- 9. Arsitek dapat merancang bangunan seperti rumah anti gempa,
- karena arsitek harus memperhatikan bangunan untuk Merancang bangunan



tahan dengan gemga, kampung tersebut adala'amahanua 🗴

- b. Dharmawangsa
 - c. Gunaprasaja b. Krimpung Naga

c. Kampung betawi

- d. Anglingdharma
- 2. Berikut ini yang merupakan fungsi dari waduk adalah, kecuali....
 - a. Tempat menyimpan air ini dawad ib sitit-sitit dallaI .II
 - b. Pembangkit listrik tenaga air a alitest ibninst providelad A. d
- 7. Selain rumah dome dan rumah gad hisrad nia pibeyeng Show 🖌 Penyebab banjir tahan gempa?

3. Jembatan suramadu adalah jembatan yang menghubungan antara

9. Air merupakan sumber daya alam ya**srubam ualug nab**an **ualug**

- Ceritakan kegiatanmu sehari-hari dalam m**ila8**n**b**atⁱsin b. Jawa sumber daya alam bersama keluargamu.
 - c. Nusa tenggara

R

I.

d. Sumatera TERIMAKASIH 4. Sebutan rumah anti gempa di Yogjakarta adalah....

b. Kampung Naga

b. Gadang c. Honai

I. Isilah saal di bawah ini dengan benar, dengan napaNe, banda

- a. Kampung Gadang
 - Gunapresaja
- c. Kampung betawi pampahbalapin k
- d. Kampung sumawew indo ispaul nakagunam pagy ini tukina 2
- a. Tempet menyimper air in hawah ini ris requiremented in the second sec

2 6. Apakah yang terjadi ketika rumah gadang terkena gempa?
 Mengika fi arus gempa/do isa ber tahah
 7. Selain rumah dome dan rumah gadang, apalagi bangunan yang

tahan gempa? Kan Rung Naga mil mod dodovnog .b

8. Masjid Istiglal dan Gereja Katedral merupakan sebuah symbol. to lefansi

9. Air merupakan sumber daya alam yang dapat digunakan untuk. Mi hum

10. Ceritakan kegiatanmu sehari-hari dalam memanfaatkan 5 sumber daya alam bersama keluargamu. Meminum aikinot d

c. Musa tenggara

d. Sundtera



c. Kampung betawi

NAMA PASHA. Maulana. Hasan KELAS : IV - D/H - D

I. (X) pada jawaban yang telah dipilih. shat prov education d 1. Siapakah nama arsitek dari candi Borobudur?

a. Gunadharma lobo tudoenet pround kompani adel amradharma .a

- b. Dharmawangsa
- c. Gunaprasaja
- d. Anglingdharma

2. Berikut ini yang merupakan fungsi dari waduk adalah, kecuali....

- a. Tempat menyimpan air ini dowod ib slitit-slitit dallel .II
- b. Pembangkit listrik tenaga air ovited ibor at provided a
- 7. Selam rumah dome dan rumah gadhiznad ninaibynan . d: Penyebab banjir tahan gempa?
- 3. Jembatan suramadu adalah jembatan yang menghubungan antara 9. Air merupakan sumber daya alam yarubam ualuq nab ... ualuq Ceritakan kegiatanmu sehari-hari dalam mila8.ca .0i
 - X. Jawa sumber daya alam bersama keluargamu
 - c. Nusa tenggara
 - d. Sumatera

4. Sebutan rumah anti gempa di Yogjakarta adalah....

a. Dome

b. Gadang

c. Honai

Isilah soal di bawah ini dengan benar, dengan nagaNa,b'anda

- 5. Kampung yang terletak di Salawu Jawa Barat merupakan kampung yang memiliki bangunan sederhana dan hebat karena rumahnya
 - a. Kampung Gadang
- b. Kampung Naga
 - c. Kampung betawi
 - 2. Berikut ini yang merupakan fungsi daru semua gnugan.
- II. Isilah titik-titik di bawah ini ne negmiynem togmet o
- 6. Apakah yang terjadi ketika rumah gadang terkena gempa? tidak rusa 7. Selain rumah dome dan rumah gadang, apalagi bangunan yang tahan gempa? Fumah nuga
- 8. Masjid Istiqlal dan Gereja Katedral merupakan sebuah symbol to er on Si 0 9. Air merupakan sumber daya alam yang dapat digunakan untuk Manusiad annew gn Ceritakan kegiatanmu sehari-hari dalam memanfaatkan 10
- sumber daya alam bersama keluargamu. PLTA, Minum dan mandr Listrile

c. Nusa tenggara

d Sumatera

d. Penyebab banjir

c. Gunaprasaia

d. Anglingdharma



NAMA :Ekt

KELAS : 40

I. Isilah soal di bawah ini dengan benar, dengan member tanda
 (X) pada jawaban yang telah dipilih.
 (X) pada

2. Berikut ini yang merupakan fungsi dari waduk adalah, kecuali....

a. Tempat menyimpan air
 b. Pembangkit listrik tenaga air velited ibajest prov dodeak.
 c. Penyedia air bersihler domos usb emob domos dodeak.
 d. Penyebab banjir

3. Jembatan suramadu adalah jembatan yang menghubungan antara

9. Air merupakan sumber daya a'an y **brubam ubluq naba: ubluq** 10. Ceritakan kegintinimu seharuhan dalam n**ilaB na** a sumber daya alam barsama keluargamu ka a a a **bub X**

- Star Zangar and Star and and and the star is a star in the star star and a star star and a star star and a star
- c. Nusa tenggara
- d. Sumatera

4. Sebutan rumah anti gempa di Yogjakarta adalah....

- a. Dome
- 📐 Gadang
- c. Honai
- Tsilon sool di bawan in dengan banan, dungan nagari
- 5. Kampung yang terletak di Salawu Jawa Barat merupakan kampung yang memiliki bangunan sederhana dan hebat karena rumahnya tahan dengan gempa, kampung tersebut adalah....
 - a. Kampung Gadang
 - 🕱 Kampung Naga
 - c. Kampung betawi
 - d. Kampung sumawe i nob izparit ne logi is i paoy in tukins 8.5
- II. Isilah titik-titik di bawah ini mu nepriyana toomeT te
- 6. Apakah yang terjadi ketika rumah gadang terkena gempa? timu akan 2080h
- 7. Selain rumah dome dan rumah gadang, apalagi bangunan yang
- tahan gempa? Naga
- 8. Masjid Istiqlal dan Gereja Katedral merupakan sebuah symbol..islam Dan La toli
- 9. Air merupakan sumber daya alam yang dapat digunakan untuk.koh; Or Pan Sehali -hali
- 10. Ceritakan kegiatanmu sehari-hari dalam memanfaatkan
 - sumber daya alam bersama keluargamu. aku 4. Di makan Bengan neg; Amn ng; i ki Sun Ber Day-gel an laps proppost provides
FORM WAWANCARA UNTUK GURU KELAS IV

Informan : Bu Darmini (Guru Kelas IV C)

1. Ada berapa kelas kah kelas IV di MIN 2 Kota Malang?

Ada 4 Kelar Yaitu IV A, B, C dan D. Bu Darmini adalah wali kelar kelar IV C.

- 2. Apakah setiap kelas, siswa-siswanya memiliki kemampuan yang sama? 14a, setiap kelat, sigwa-sigwanya memiliki kemampuan yang tama. Isarena pembagian dilakukan secara acak.
- 3. Apakah dalam pembelajaran tematik tema 6 subtema 2 pembelajaran 4 sudah menggunakan media? Jelaskan! Sudah, tapi han ya berupa gambar- gambar taja. Itupun ditampilkan pada side bukan gambar yang bira disentuh.
- Apakah hasil belajar siswa dengan menggunakan media yang telah digunakan dapat meningkat?
 braso cajo.
- 5. Berapa anak yang belum dapat mencapai KKM? 5-6 anak belum mencapai kKM. Biasanya nilainya 5ekitar 50,60 atau dibawah orlar itu.
- Apakah ibu hanya menggunakan buku tematiksaja untuk mengajar tema 6 subtema 2 pembelajaran 4? Jika tidak apa pengetahuan lain yang diberikan selain materi dari buku?
 Iya. Hanya menggunakan buku tematik saja.
 Tradat ada Pengetahuan tambahan.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan: MIN MALANG 2Kelas/Semester: IV/IITema: 6. Cita-citakuSub Tema: 2. Hebatnya Cita-citakuW a k t u: 2 X 35 menitPembelajaran ke: 4 (Empat)

A. Kompetensi Inti

- 1. Menerima, menghargai dan menjalankan ajaran agama yang dianutnya
- 2. Memiliki perilaku jujur, disiplin, tanggungjawab, santun, peduli dan percaya diri dalam berinteraksi dengan keluarga, teman, tetangga dan guru.
- 3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) menanya berdasarkan rasa ingin tahu tentang dirinya mahluk ciptaan Tuhan dan kegiatannya dan benda-benda yang dijumpainya dirumah, sekolah, dan tempat bermain.
- 4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, logis dan sistimatis dalam karya estetis dalam gerakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar dan Indikator

NO KOMPETENSI DASAR

INDIKATOR

1 PPKn

1.3 Mensyukuri keberagaman 1.3.1 Menyebutkan fungsi suatu tempat umat beragama di masyarakat ibadah
sebagai anugerah Tuhan Yang 1.3.2 menyebutkan macam-macam Maha Esa dalam konteks agama yang ada di Indonesia beserta Bhineka Tunggal Ika tempat ibadahnya

2.3 Bersikap toleran dalam keberagaman umat beragama di 2.3.1 menyebutkan cara toleransi antar masyarakat dalam konteks Bhineka Tunggal Ika

3.3 manfaat Menjelaskan keberagaman karakteristik individu dalam kehidupan seharihari

3.3.1 menyebutkan contoh keberagaman karakteristik individu melalui beberapa rumah adat di Indonesia

umat beragama

3.3.2 menyebutkan manfaat keberagaman karakteristik individu

4.3 mengemukakan manfaat keberagaman karakteristik individu dalam kehidupan seharihari

4.3.2 memberi contoh manfaat keberagaman karakteristik individu

2 **Bahasa Indonesia**

yang disajikan secara lisan dan tulis dengan tujuan untuk kesenangan

3.6 Menggali isi dan amanat puisi 3.6.1 membuat puisi mengenai arsitek

4.6.1 membacakan puisi dengan lafal, intonasi dan ekspresi yang tepat

4.6 Melisankan puisi hasil karya pribadi dengan lafal, intonasi dan ekspresi yang tepat sebagai bentuk ungkapan diri

3 IPS

> 3.1 Mengidentifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyrakat dari tingkat kota atau

3.1.1 Mengidentifikasi manfaat suatu suatu bangunan dan sumber daya alam 3.1.2 menyebutkan manfaat keberagaman

kabupaten sampai tingkat 3.1.2 menghubungkan keterkaitan provinsi. sumber daya alam dan pekerjaan 4.1 menyajikan hasil identifikasi 4.1.1 menuliskan cara pemanfaatan karakteristik ruang dan sumber daya alam pemanfaatan sumber daya alam 4.1.2 menceritakan kegiatan sehari-hari untuk kesejahteraan masyarakat dalam pemanfaatan sumber daya alam tingkat kota/kabupaten sampai tingkat profinsi.

C. Tujuan Pembelajaran:

- 1. Melalui kegiatan melihat dan mendengarkan mini diorama, siswa dapat mengidentifikasi keragaman suku dan budaya dengan mudah.
- 2. Melalui kegiatan melihat dan mendengarkan mini diorama, siswa dapat menyebutkan manfaat toleransi antar umat beragama.
- 3. Melalui kegiatan melihat dan mendengarkan mini diorama, siswa dapat menjelaskan manfaat dari keberagaman suku dan budaya
- 4. Melalui melihat dan mendengarkan mini diorama, siswa dapat menyebutkan cita-cita yang akan mereka raih beserta alasannya
- 5. Melalui penjelasan guru mengenai puisi, siswa mampu memahami makna puisi dan terampil membuat puisi dengan baik.
- Setelah melihat dan mendengarkan mini diorama, siswa mampu mengidentifikasi manfaat suatu cita-cita dengan lingkungan alam, sosial, dan budaya dengan benar.
- 7. Melalui melihat dan mendengarkan mini diorama, siswa mampu menyebutkan sumber daya alam yang ada di sekitarnya dengan benar
- Setelah diskusi melihat dan mendengarkan mini diorama, siswa mampu menuliskan manfaat suatu cita-cita terhadap masyarakat, lingkungan alam, dan budaya dengan benar

D. Materi Ajar :

- Arsitek dan Keberagaman di Indonesia
- Sumber daya alam
- Puisi

E. Pendekatan, Metode, dan Strategi Pembelajaran

- Pendekatan Scientifik
- Metode Diskusi, Ceramah, Tanya jawab, Penugasan
- Strategi : Contextual Teaching Learning

F. Media, Alat, dan Sumber Pembelajaran

- Media Mini Diorama
- Buku Tematik Cita-citaku Sub Tema 2 Hebatnya cita-citaku pembelajaran
 4

G. Kegiatan Pembelajaran :

Pendahuluan	1. Berdo'a bersama untuk mengawali pebelajaran.	10
	2. Melakukan presensi kehadiran siswa.	menit
	3. Appersepsi : Tanya jawab tentang materi	
	sebelumnya	
	Menyampaikan tujuan pembelajaran dan alur pembelajaran	
Kegiatan Inti	4. Siswa memperhatikan bangun-bangun yang ada di	45
	dalam diorama	menit
	5. Siswa mendengarkan dengan seksama mengenai	
	penjelasan dari audio diorama	
	6. Siswa menghubungkan manfaat arsitek terhadap	
	lingkungan lewat rancangan bangunan waduk.	

	7. Siswa diminta menghubungkan manfaat arsitek
	dengan sumber daya alam yang bisa dimanfaatkan
	oleh beberapa bidang pekerjaan seperti petani.
	8. Siswa akan menghubungkan manfaat arsitek
	terhadap masyarakat lewat rancangan Bangunan
1	jembatan (mengasosiasikan data) .
	9. Siswa diminta memberikan contoh lainnya,
	misalnya rumah, gedung, dan tempat ibadah.
\dot{o}	10.Siswa akan menghubungkan manfaat arsitek
	terhadap budaya lewat rancangan bangunan candi.

- terhadap budaya lewat rancangan bangunan candi. Siswa diminta memberikan contoh lainnya, misalnya museum dan monumen. (mengasosiasikan data).
- 11.Siswa menghubungkan manfaat arsitek terhadap masyarakat lewat rancangan bangunan rumah antigempa. (mengasosiasikan data).
- 12.Siswa diminta memberikan contoh lainnya, seperti rumah joglo dan rumah panggung.
- 13.Siswa diminta untuk membuat satu puisi tentang arsitek dan perwakilan siswa diminta untuk membacakan hasil puisi di depan kelas.
- 14. Siswa akan diminta kembali untuk menyebutkan beberapa sumber daya alam yang dihubungkan dengan pekerjaan yang memanfaatkan sumber daya alam tersebut
- 15.Siswa menceritakan kegiatan siswa di rumah dan keluarganya dalam memanfaatkan sumber daya alam yang ada.

Penutup	16. Siswa bersama-sama menyimpulkan materi hari	15
	ini	menit
	17. Siswa diminta untuk mengerjakan soal mengenai	
	apa yang telah dipelajari	
	18. Guru melakukan evaluasi	
	19. guru memberikan nasehat kepada siswa	
	20. Berdoa dan mengucapkan salam	

H. PENILAIAN

- 1. Teknik penilaian
 - a. Penilaian Sikap: teliti, tanggung jawab, rasa ingin tahu, kerjasama, percaya diri
 - b. Penilaian Pengetahuan :
 - Mampu menjawab pertanyaan yang diberikan oleh guru tentang materi yang disampaikan
 - 2) Siswa mampu Berpikir kritis mengenai materi yang diajarkan
 - c. Penilaian Keterampilan
 - 1) Siswa mampu membuat puisi .
 - Siswa mampu membacakan puisi dengan lafal, intonasi dan ekspresi yang tepat
- 2. Bentuk Instrumen penilaian: format pengamatan dan isian

..... , 2017

Mahasiswa

Wiengetanui	
Guru Kelas IV	

Mongotahui

NIM.....

•	•	•	•	•	•	•	•	•	•	•	•		•	•	•		•	•	•	•		•	•	•	•	•	•	•		•	•	•	•	•	•		•	•	•	•		•	•	•	•			•	•	•	•		•	•	•	•		•	•			
ľ		J	I		P)	•		•		•	•	•		•	•	•				•	•	•		•	•		•	•			•	•			•	•	•		•	•	•			•	•	•	•			•	•	•		•	•	•	•		•	•	

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: MIN MALANG 2
Kelas/Semester	: IV/II
Tema	: 6. Cita-citaku
Sub Tema	: 2. Hebatnya Cita-citaku
Waktu	: 2 X 35 menit
Pembelajaran ke	: 4 (Empat)

A. Kompetensi Inti

- 1. Menerima, menghargai dan menjalankan ajaran agama yang dianutnya
- 2. Memiliki perilaku jujur, disiplin, tanggungjawab, santun, peduli dan percaya diri dalam berinteraksi dengan keluarga, teman, tetangga dan guru.
- 3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) menanya berdasarkan rasa ingin tahu tentang dirinya mahluk ciptaan Tuhan dan kegiatannya dan benda-benda yang dijumpainya dirumah, sekolah, dan tempat bermain.
- 4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, logis dan sistimatis dalam karya estetis dalam gerakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar dan Indikator

NO KOMPETENSI DASAR

INDIKATOR

1 PPKn

1.3 Mensyukuri keberagaman 1.3.1 Menyebutkan fungsi suatu tempat umat beragama di masyarakat ibadah
sebagai anugerah Tuhan Yang 1.3.2 menyebutkan macam-macam
Maha Esa dalam konteks agama yang ada di Indonesia beserta
Bhineka Tunggal Ika tempat ibadahnya

2.3 Bersikap toleran dalam keberagaman umat beragama di 2.3.1 menyebutkan cara toleransi antar masyarakat dalam konteks Bhineka Tunggal Ika

3.3 manfaat Menjelaskan keberagaman karakteristik individu dalam kehidupan seharihari

3.3.1 menyebutkan contoh keberagaman karakteristik individu melalui beberapa rumah adat di Indonesia

umat beragama

3.3.2 menyebutkan manfaat keberagaman karakteristik individu

4.3 mengemukakan manfaat keberagaman karakteristik individu dalam kehidupan seharihari

4.3.2 memberi contoh manfaat keberagaman karakteristik individu

Bahasa Indonesia

2

yang disajikan secara lisan dan tulis dengan tujuan untuk kesenangan

3.6 Menggali isi dan amanat puisi 3.6.1 membuat puisi mengenai arsitek

4.6 Melisankan puisi hasil karya pribadi dengan lafal, intonasi dan ekspresi yang tepat sebagai bentuk ungkapan diri

4.6.1 membacakan puisi dengan lafal, intonasi dan ekspresi yang tepat

3 IPS

3.1 Mengidentifikasi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyrakat dari tingkat kota atau

3.1.1 Mengidentifikasi manfaat suatu suatu bangunan dan sumber daya alam 3.1.2 menyebutkan manfaat keberagaman

kabupaten sampai tingkat 3.1.2 menghubungkan keterkaitan provinsi. sumber daya alam dan pekerjaan 4.1 menyajikan hasil identifikasi 4.1.1 menuliskan cara pemanfaatan karakteristik ruang dan sumber daya alam pemanfaatan sumber daya alam 4.1.2 menceritakan kegiatan sehari-hari untuk kesejahteraan masyarakat dalam pemanfaatan sumber daya alam tingkat kota/kabupaten sampai tingkat profinsi.

C. Tujuan Pembelajaran:

- 1. Melalui kegiatan membaca teks dan melakukan pengamatan, siswa mampu mengidentifikasi keragaman suku dan budaya dengan mudah.
- Melalui kegiatan melihat gambar mengenai keberagaman suku dan budaya, siswa dapat menjelaskan manfaat dari keberagaman suku dan budaya.
- 3. Melalui kegiatan melihat gambar mengenai masjid Istiqlal dan gereja katedral, soswa dapat menjelaskan manfaat toleransi antar umat beragama.
- 4. Melalui penjelasan guru mengenai manfaat cita-cita, siswa dapat menyebutkan cita-cita yang akan mereka raih beserta alasannya
- 5. Melalui kegiatan membaca puisi, siswa mampu memahami makna puisi dan terampil membuat puisi dengan baik.
- Setelah diskusi dan membaca teks bacaan secara mendalam, siswa mampu mengidentifikasi manfaat suatu cita-cita dengan lingkungan alam, sosial, dan budaya dengan benar.
- 7. Melalui kegiatan membaca teks dan berdiskusi, siswa mampu menyebutkan sumber daya alam yang ada di sekitarnya dengan benar
- Setelah diskusi dan membaca teks bacaan secara mendalam, siswa mampu menuliskan manfaat suatu cita-cita terhadap masyarakat, lingkungan alam, dan budaya dengan benar

D. Materi Ajar :

- Arsitek dan Keberagaman di Indonesia
- Sumber daya alam
- Puisi

E. Pendekatan, Metode, dan Strategi Pembelajaran

- Pendekatan Scientifik
- Metode Diskusi, Ceramah, Tanya jawab, Penugasan
- Strategi : Contextual Teaching Learning

F. Media, Alat, dan Sumber Pembelajaran

- Gambar Arsitek dan beberapa bangun yang telah dibuat arsitek, gambar sumber daya alam dan puisi,
- Laptop, LCD
- Buku Tematik Cita-citaku Sub Tema 2 Hebatnya cita-citaku pembelajaran
 4

G. Kegiatan Pembelajaran :

Pendahuluan	1. Berdo'a bersama untuk mengawali pebelajaran.	10
N Yo	2. Melakukan presensi kehadiran siswa.	menit
	3. Appersepsi : Tanya jawab tentang materi sebelumnya	
	Menyampaikan tujuan pembelajaran dan alur pembelajaran	
Kegiatan Inti	4. Siswa membaca teks pengantar mengenai kehebatan	45
	hasil rancangan arsitek.	menit
	5. Siswa mengamati gambar bangunan di Indonesia	
	yang telah dibuat oleh arsitek.	
	6. Siswa akan menghubungkan manfaat arsitek	

terhadap lingkungan lewat rancangan bangunar	
	1
waduk.	
7. Siswa diminta menghubungkan manfaat arsitek	2
dengan sumber daya alam yang bisa dimanfaatkar	L
oleh beberapa bidang pekerjaan seperti petani.	
8. Siswa akan menghubungkan manfaat arsitek	2
terhadap masyarakat lewat rancangan Bangunar	L
jembatan (mengasosiasikan data).	
9. Siswa diminta memberikan contoh lainnya, misalnya	L
rumah, gedung, dan tempat ibadah.	
10.Siswa akan menghubungkan manfaat arsitek	
terhadap budaya lewat rancangan bangunan candi	
Siswa diminta memberikan contoh lainnya, misalnya	ι
museum dan monumen. (mengasosiasikan data).	
11.Siswa membaca teks mengenai beberapa contol	ı
rumah antigempa yang ada di Indonesia.	
12.Siswa menghubungkan manfaat arsitek terhadap	,
masyarakat lewat rancangan bangunan rumah	L
antigempa. (mengasosiasikan data).	
13.Siswa diminta memberikan contoh lainnya, sepert	i
rumah joglo dan rumah panggung.	
14. Siswa diminta mengamati gambar masjid Istiqlal dar	ı
gereja katedral. Kemudian siswa diminta member	•
komentar mengenai gambar tersebut.	
15.Siswa menyebutkan manfaat toleransi antar uma	t
beragama.	
16.Siswa diminta membaca puisi yang ada dibuku	L
tematik.	

	17. Siswa diminta untuk mengisi titik-titik pada puisi.	
	18.Siswa diminta untuk membuat satu puisi tentang	
	arsitek dan perwakilan siswa diminta untuk	
	membacakan hasil puisi di depan kelas.	
	19.Siswa akan diminta kembali untuk menyebutkan	
	beberapa sumber daya alam yang dihubungkan	
	dengan pekerjaan yang memanfaatkan sumber daya	
	alam tersebut	
1 03	20. Siswa menceritakan kegiatan siswa di rumah dan	
40.	keluarganya dalam memanfaatkan sumber daya alam	
23	yang ada.	
Penutup	21. Siswa bersama-sama menyimpulkan materi hari ini	15
≤ 2	22. Siswa diminta untuk mengerjakan soal mengenai	menit
	apa yang telah dipelajari	
6	23. Guru melakukan evaluasi	
	24. guru memberikan nasehat kepada siswa	
	25. Berdoa dan mengucapkan salam	

H. PENILAIAN

- 1. Teknik penilaian
 - a. Penilaian Sikap: teliti, tanggung jawab, rasa ingin tahu, kerjasama, percaya diri
 - b. Penilaian Pengetahuan :
 - Mampu menjawab pertanyaan yang diberikan oleh guru tentang materi yang disampaikan
 - 2) Siswa mampu Berpikir kritis mengenai materi yang diajarkan
 - c. Penilaian Keterampilan
 - 1) Siswa mampu membuat puisi .
 - Siswa mampu membacakan puisi dengan lafal, intonasi dan ekspresi yang tepat

Mengetahui Guru Kelas IV	,
 NIP	 NIM

2. Bentuk Instrumen penilaian: format pengamatan dan isian

Nama NIM Judul



KEMENTERIAN AGAMA UNIVERSITA ; ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKUI 'AS ILMU TARBIYAH DAN KEGURUAN JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id/ email :fitk@uin-malang.ac.id

BUKTI KONSULTASI SKRIPSI JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH FAKULTAS ILMU TARBIYAH DAN KEGURUAN

13140098
. The Development of Mini Diorama Media On
The matic Integrative to Improving Learning
Achievements for 4 Grade MIN Malang z

Dosen Pembimbing : Ur. H. Nur Ali, M. Pd

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	5 Januari 2017	Instrumen validari	ti
2.		Copple AMA 2-3- 5.	V
3.	23 Januari 2017	Kontaltosi BAB I - [I - II dan Ing. Validasi	th
4.		dan desain media mini diorama.	× K
5.	13 April 2017	BAB II = Teori bag learning Achi evenent + Perc. Islam	N
6.		BARS V = Pembaharan dikaitkan da BABII & BABIV	K
7.	18 April 2017	Acc BAB 1,2,3,4,5 dan melengkapi	n z
8.		Skripsi (Abstrak dan lai-lain).	y
9.	19 April 2017	Acc keseluruhan skripsi	V
10.			9
11.			
12.			

Malang, 20..... Mengetahui Ketua Jurusan PGMI,

Dr. Muhammad Walid, MA NIP. 197308232000031002



DOCUMENTATION



Teaching learning activity in IV D (Control group)

Evaluation in last learning activity in Control Group

Making poetry (Control Group)



Learning actrivity (Control Group)

Teaching Learning used mini diorama media in IV C (Experiment Group)

Teaching Learning group by group in IV C (Experiment Group)



The correction of Poetry (Experiment Group)

A student read her poetry (Experiment Group)

Collecting post test (Experiment Group)



BIODATA



:

•

•

•

Name NIM Date and Place of Birth Fac./Study Program Entrance Year Adress Contact Email/fb Level of education Luluk Nur Khanifah 13140098 Blora, 22 Blora 1995 FITK / PGMI 2013 RT 02 RW 08 Kediren Ploso Kulon 085747871969 Luluknurkhanifah21@gmail.com TK RIMBA SDN 1 KEDIREN SMP KARTAYUDA SMA N 1 RANDUBLATUNG S1 PGMI UIN MAULANA MALIK IBRAHIM MALANG

> Malang, May 30th, 2017 Writer

(Luluk Nur Khanifah)