THE DEVELOPMENT OF TEACHING MATERIAL BASED 2D POP-UP OF HINDU BUDDHA KINGDOMS IN INDONESIA TO IMPROVE THE STUDENTS UNDERSTANDING OF VII GRADE AT MTsN 3 MOJOKERTO

THESIS

Presented to Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim State Islamic University Malang in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

Written by :
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TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2017

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Assalamu'alaikum Wr. Wb.

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iii

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DECLARATION OF AUTHORSHIP

I declare that this thesis is originally written to fulfill the requirement for Bachelor degree of Sarjana Pendidikan (S.Pd) entitled " The Development of Teaching Material Based 2d Pop-Up Of Hindu Buddha Kingdoms In Indonesia To Improve The Students Understanding of VII Grade at MTsN 3 Mojokerto " is truly my original work. This research does not incorporate any material previously written or published by another party except those which are mentioned in the footnes, quotation and bibliography. Therefore, I will totally responsible for the thesis if there is any objection or claim from others.

Malang, September 28th 2017

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Umi Faridatul Hidayah

iv

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DEDICATION

By reciting Bismillah and Alhamdulillah,

Thanks to Allah SWT , My Lord who makes me possible to finish my thesis with all His miracle that make everything valueable for me. Shalawat and salam also always be given to prophet Muhammad SAW as the best paragon who deliver us from jahiliyyah period to lightness

I dedicate my work to:

My beloved father and mother (Mr. Bunadi and Mrs. Siti Masamah) who always by my side and give me strength in all condition, I just wanna say " I do love you and thank you so much for all the best in the world "

To all my teachers also my lecturers who always teach and educate me sincerely and guiding me with their knowledge and experiences

My classmate in ICP-P.IPS/E 2013 who always fight together , I wanna say "I will miss all the moment with you and thank you for the wonderful experince that we through together"

My roommate in PP. Al-Fadholi, Himami Firdausi, Laila Azizah Y.F, Arinal Muna Al-Muyasaroh, Ainun Lina Soraya also Bellita Aulia, I say " Thanks for accompany me, inspire me, you're everything for me, I can't say anymore. Just say, don't ever forget me, whereever you were, wish the succes come to you all"

And the most dedicate especially for my partner in my life, Erick Dwi Pradistya. I wanna say, " Thanks for coming to my day and motivate me to do this thesis"

May Allah SWT gives all of you happiness. *Amiin*

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Motto

إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ ۝٥

5. Hanya Engkaulah yang Kami sembah dan hanya kepada Engkaulah Kami meminta pertolongan

“ It is You we worship and You we ask for help”

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PREFACE

بِسمِ اللَّهِ الرَّحمٰنِ الرَّحيمِ

All praises be to Allah the Most Gracious and the Most Merciful, the only one lord in this universe. Thanks to Allah because of all blessing and guidance, So writer is able to finish this Thesis entitled " The Development of Teaching Material based 2d Pop-Up Of Hindu Buddha Kingdoms In Indonesia To Improve The Students Understanding of VII Grade at MTsN 3 Mojokerto." as the final instruction activities on the Maulana Malik Ibrahim State Islamic University of Malang.

Shalawat and salam always be presented to our beloved Prophet Muhammad SAW who has guidance us from the darkness to the lightness in this world and who can give the blessing in the hereafter. This thesis is written to submitted as a part of the requirement for obtaining Bachelor Degree in Social Science Education Department, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang would not have been completed without The contributions and supports from many people.

Thus, I want to express my deepest gratitude to my advisor, Agus Mukti Wibowo, M.Pd who has given me his valuable guidance, inspiration and patience, which finally lead me to finish the process of thesis writing. Furthemore, I also want to expres my sincerely thanks to:

1. Allah SWT who always give me mercies and blessings so I can finish my thesis.
2. My beloved parents, who endless love me, support and pray for me, so I can finish my study in first degree (S1) at Maulana Malik Ibrahim State Islamic University of Malang
3. Prof. Dr. H. Abdul Haris, M.Si as the rector of Maulana Malik Ibrahim State Islamic University of Malang, who has given me the hidden spirit and motivation to develop academical competences well as Islamic studies.
4. Dr. H. Agus Maimun, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, who always support the students to study hard and develop science.

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5. Dr. Alfiana Yuli Efiyanti, MA, as the Head of Social Science Department who always support the students.
6. Agus Mukti Wibowo, M.Pd as the advisor who always give me guidance and a lot of suggestion in order to complete the arrangement of research report.
7. All of my lectures in Social Science Department and also all of the lecture in the state Islamic University of Malang who have give the valuable knowledge and experience.
8. All the big family of ICP P.IPS 2013 who always support me to writing this thesis.
9. Students in MTsN 3 Mojokerto and the teachers who help me during this research.

Finally the researcher hopes that this thesis will be useful for her and for the readers. This constructive criticism and also the suggestion are expected from the readers.

Malang, September 28th 2017

Umi Faridatul Hidayah

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Translation Guidelines of Arab Latin

Translation of arab latin in this skripsi 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

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	Dl	ن	=	N
ح	=	H	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	‘	ء	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

B. Long Vowels

Vowel lenght (a)= â

Vowel lenght (i) = î

Vowel lenght (u) = û

C. Vokal Diphthongs

أوْ	=	Aw
أيْ	=	Ay
أوْ	=	Û
إيْ	=	Î

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

LIST OF CONTENTS

DECLARATION OF AUTHORSHIP ..... **Error! Bookmark not defined.**
DEDICATION..... v
Motto..... vi
PREFACE..... vii
Translation Guidelines of Arab Latin ix
LIST OF CONTENTS x
LIST OF TABLE xii
LIST OF PICTURE xiii
LIST OF APPENDIXES xiv
ABSTRACT xvi
CHAPTER I INTRODUCTION 1
A. Background..... 1
B. Problems Formulation..... 6
C. Objective of Development..... 7
D. Significance of Research and Development..... 7
E. Assumptions and Limitations Development..... 8
F. Product Specifications..... 9
G. Originality Research..... 10
H. Operational Definition..... 14
I. Systematical Discussion..... 15
CHAPTER II LITERATURE REVIEW..... 17
A. Character of Social Studies..... 17
B. Comprehension..... 19
C. Development of Teaching Material..... 25
D. Teaching Material based 2D P op-Up..... 30
E. The material of the Hindu Buddha Kingdoms in Indonesia..... 31
F. Framework Thinking..... 41
CHAPTER III RESEARCH METHOD..... 42

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

A. Type of Research.....42
B. Location, Population and Sample.....42
C. Model of Development.....43
D. Procedures of Development..... 44
E. Product Trial..... 46
CHAPTER IV RESULT OF DEVELOPMENT..... 53
A. Development of Teaching Material Based 2D Pop-Up.....53
1. Description of Materials Based 2D Pop Up Development.....54
2. Validation of 2D Pop-Up Based Teaching Materials.....67
B. Attractiveness and Effectiveness of Teaching Material based 2D Pop-Up Development.....78
1. Attractiveness of Teaching material based 2D Pop-Up..... 79
2. The effectiveness of Teaching Material Based 2D Pop-Up..... 80
CHAPTER V CONCLUSION.....83
A. Conclusion.....83
B. Recommendations Product Usage.....84
BIBILIOGRAPHY..... 86
APPENDIX I..... 88
APPENDIX II 91
APPENDIX III 106
APPENDIX IV..... 119

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

LIST OF TABLE

Table 1.1 Research Originality 12

Table 2.1 Teaching Material Printed..... 29

Table 3.1 Eligibility of teaching materials based 2d Pop-Up : 50

Table 3.2 Attractiveness of teaching materials based 2d Pop-Up.....51

Table 4.1 Revised Expert Content Validation for Teaching Material Based 2d Pop-Up 69

Table 4.2 Material Validation 71

Table 4.3 Revision of Design Validation Expert for Teaching Material based 2d Pop-Up..... 73

Table 4.4 Validation of Design 75

Table 4.5 Teacher Subject Validation..... 77

Table 4.6 The Attractiveness Aspect.....80

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

LIST OF PICTURE

PICTURE **Page**

4.1 Cover..... 54

4.2 Description of materi..... 55

4.3Preface..... 55

4.4Introduction..... 56

4.5List of contents..... 56

4.6Basic and Core Competentce..... 57

4.7 Indicator, main materi and learning objective..... 57

4.8 Mind map..... 58

4.9 Kingdoms period..... 59

4.10 Content of Materi..... 59

4.11 Exercises 62

4.12 Glossary..... 63

4.13 Refferences..... 63

4.14 Last cover..... 64

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

LIST OF APPENDIXES

Appendix 1 88

Letter of permission from faculty..... 89

Letter of finishing research from school 90

Appendix 2 91

Lesson Plan 92

Pre test 97

Post test 101

Result of Pre test and Post test..... 105

Appendix 3 106

Questionnare validation for materi expert 107

Questionnare validation for media expert..... 110

Questionnare validation for teacher 113

Questionnare for students 116

Result of Questionnare..... 118

Appendix 4 119

Evidence of consultation with Advisor 120

Research documentation..... 121

Biodata..... 122

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

ABSTRAK

Hidayah, Umi. 2017. Pengembangan Bahan Ajar berbasis 2D Pop-Up untuk Meningkatkan Pemahaman Siswa Kelas VII MTsN 3 Mojokerto. Skripsi, Jurusan Pendidikan Ilmu Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Agus Mukti Wibowo, M.Pd

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Penelitian ini bertujuan untuk:1) mendeskripsikan Pengembangan bahan ajar bahan ajar berbasis 2d Pop-Up pada materi kerajaan Hindu Buddha di Indonesia ;2) menjelaskan Kemenarikan dan Efektifitas penggunaan bahan ajar berbasis 2d Pop-up materi kerajaan Hindu-Buddha di Indonesia untuk meningkatkan pemahaman siswa .

Metode yang digunakan dalam penelitian ini adalah Research and Development dengan model ADDIE (Analyse, Design, Development, Implementation, Evaluate). Instrumen penelitian adalah angket dan tehnik pengumpulan data adalah observasi, dokumentasi dan tes. Data dianalisis dengan perhitungan statistik menggunakan rumus t-test, mendeskripsikan data dan menarik kesimpulan.

Hasil dari penelitian pengembangan bahan ajar berbasis 2D Pop-Up memiliki tingkat kelayakan dengan hasil validasi ahli isi mencapai tingkat kevalidan 85,6 %, validasi ahli desain bahan ajar mencapai tingkat 90% dan validasi ahli pembelajaran mencapai 91,67%. Hasil rata-rata uji post-test lebih tinggi dari pada hasil uji pre-test yaitu 80,9>76,8. Pada perhitungan uji t didapatkan hasil $t_{hitung} = 2,51$ dan $t_{table} = 1,73$ sehingga $t_{hitung} \geq t_{table}$ yang berarti terdapat perbedaan yang signifikan terhadap bahan ajar yang dikembangkan. Hal ini menunjukkan bahwa produk yang dikembangkan mampu meningkatkan pemahaman siswa sehingga bahan ajar yang dikembangkan layak digunakan dalam kegiatan pembelajaran materi kerajaan Hindu Buddha di Indonesia karena bahan ajar di desain sesuai dengan kebutuhan dan karakteristik siswa.

Kata kunci : *Bahan Ajar, 2D Pop-Up, Meningkatkan Pemahaman*

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ABSTRACT

Hidayah, Umi. 2017. Development of Teaching Material based 2D Pop-Up to Improve the Students Understanding of VII Grade at MTsN 3 Mojokerto. Thesis, Department of Education Social Sciences, Tarbiyah and Teaching Training Faculty, State Islamic University of Maulana Malik Ibrahim Malang. Supervisor: Agus Mukti Wibowo, M.Pd

The purpose of this study are: 1) analyze the needs of students at MTsN 3 Mojokerto to development of teaching material based 2d Pop-Up of Hindu Buddha kingdoms in Indonesia;2) describe the development of teaching material based 2d Pop-Up of material Hindu Buddha kingdoms in Indonesia;3) knowing the attractiveness and the effectiveness of using teaching material based 2D Pop-Up to enhance the students understanding.

This research used Research and Development by used ADDIE model (Analyze, Design, Development, Implementation and Evaluate). The research instruments are questionnaires and collecting data by observation, documentation and test. Data analyzed by statistical calculation using t-test formula, describing data and making conclusion.

The result of research development of teaching material based 2D Pop-Up has feasibility level with expert content validation result reaches 85,6% validity level, validation of materials design expert reaches 90% level and validation of learning expert reaches 91,67%. The average yield test post-test was higher than pre-test test results, namely 80.9> 76.8. In the calculation of the t-test showed $_t$ = 2.51 and t_{table} = 1,73 so $_t$ $t_{count} \geq t_{table}$ it means there is a significant difference to the teaching materials developed. This indicates that the products are developed able to improve students' understanding of teaching materials developed so worthy material used in learning activities Hindu Buddha kingdom in Indonesia because the teaching material design according to students need and suitable with characterictic of students .

Keywords: *Teaching material, 2D Pop-Up, Increase Comprehension*

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الملخص

أمي فرضة الهداية، ٢٠١٧. تطوير الواد التعليمية على أساس ٢د المنبثقة لتحسن الفهم الطلاب الفصل في مدراسة الوسطى الحكومية الثالث موجوكرتو. البحث العلم، في قسم التعلم العلوم الإجتماعى، في كلية العلوم التربية و المعلمين. في الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج.**المشرف :**
اكوس مكتي ويبوالماجستير

أهداف هذا البحث العلم يعني: ١. يحلّل حوائج الطلاب في مدراسة الوسطى الحكومية الثالث موجوكرتو عن تطوير الواد التعليمية على أساس ٢د المنبثقة مواد الدراسة المملكة الملكية الهندي و البدا في الإندونسيا، ٢. وصف التطوير الواد التعليمية على أساس ٢د المنبثقة مواد الدراسة المملكة الملكية الهندي و البدا، ٣. يعرف جوهر و فعالية أن تستعمل الواد التعليمية على أساس ٢د المنبثقة مواد الدراسة المملكة الملكية الهندي و البدا في الإندونسيا.

و طريقة في هذا البحث العلم يعني بحث و تطوير بنوذجية ADDIE. علاقة البحث العلم يعني الإستطلاع و جمع البيانات بالملاحضة، التواثق و الإختبار. و تحليل البيانات بحسابات الإحصاء يسستعمل الرمز t-test، وصف البيانات و الملخص البيانات.

نتائج هذا البحث العلم يعني تطويرعلاقة العلم على أساس ٢د المنبثقة مواد الدراسة المملكة الملكية الهندي و البدا لديها مستوى الجدوى مع النتائج التحقق من الصحة المحتوى الوصول ٨٥،٦٪ تصميم خبراء التحقق من الصحة علاقة العلم الوصول ٩٠٪ و التحقق من صحة الخبراء الوصول ٩١،٦٧٪. و المستوى النتائج أعلى من الإختبار يعني ٨٠،٩>٧٦،٨. ضد نتائج الإختبار(t_{hitung}= 2,51 dan t_{table} = 1,73) لانه ($t_{hitung} \geq t_{table}$) يعني هناك الإختلافات كبيرة ضد المواد التعليمية. وهذا يدل على أن المنتج المطور يمكن أن تحسن فهم الطلاب بحيث المواد المتقدمة هي منا سبة للاستخدام في أنشطة التعلم في المملكة الهندي و البدا في الإندونيسيا لأن المواد التعليمية مصممة وفقا لا حتياجات وخصائص الطلاب.

الكلمة المفتاحية: مواد التدريس، تحسن الفهم المنبثقة ٢د

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CHAPTER I

INTRODUCTION

A. Background

Social Science Education Program is a study, examine, analyze social problems in the community by observes various aspects in life. Social Science Education Program is same characteristic as social studies that are practical, interdisciplinary and learned from primary education to higher education.[1] Social Science Education Program as an interdisciplinary approach to the social sciences. Social Science Education Program is an integration of various branches of the social sciences such as sociology, anthropology, culture, social psychology, history, geography, economics, political science, and so on.[2] Learning of Social Science Education Program in Indonesia is a subject of integration of the subjects of history, geography, economics and others. According to opinions above, there is one branch of the Social Science Education Program is History.[3]

History learning in Junior High School often considered to memorize and it causes boredom for students. This learning considered no more than a series of numbers and sequence of events that must be memorized. History learning should be able to be an imaginative learning that will have many

[1]Ischak. *Pendidikan Ilmu Pengetahuan Sosial di SD* (Jakarta: Universitas Terbuka, 2005), Pg. 36
[2]Mulyono, *Pengertian dan Karakteristik Ilmu Pengetahuan Sosial* (Yogyakarta : Departemen P dan K, P3G, 1980), pg. 8
[3] Sapriya, *Pendidikan Ilmu Pengetahuan Sosial Konsep dan Pembelajaran* (Bandung : Pt Remaja Rosdakarya, 2009), pg. 7

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benefits in the life of the nation and become binding construction of nationalism and nation.

History subject (National and General) has a purpose to instill an understanding of the development of society of the past to the present, creates a sense of nationalism and patriotism and a sense of pride as citizens of Indonesia and broaden relations between nations in the world community. History learning is also a way to shape social attitudes and culture, including by studying the history of Hindu and Buddha kingdoms in Indonesia, the students will better appreciate and preserve the cultural heritage of Indonesia.

The student's growth at the age of Junior High School is adolescence, a transition from children to adults. Students experiencing significant progress in life, not just on the physical, but also emotional, social, behavioral, intellectual and moral. Many problems and collisions that may occur during the process of growth and development that they can grow optimally it needs support and opportunities upon himself to develop themselves, accompanied by assistance from adults who care about him.[4]

At the age of 6-18 years, the students' social development much influenced by the school environment. According to the theory of social development, Junior High School students in a formative stage identity and role confusion. At this stage the students are at the stage of looking for her identity, began to want to look holding social roles in the community but haven't been able to organize and segregate duties in different roles. Teachers

[4] Sugiman, dkk. *Kelompok Kompetensi A,Karakteristik Siswa SMP dan Bilangan* (Direktorat Jendral Guru dan Tenaga Kependidikan Kementrian Pendidikan dan Kebudayaan, 2016), pg. 1

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can apply this theory of social development by providing a good example or role model. Additionally the students have not been able to apply the knowledge that they got exactly the content and its role. So teachers need to explain the science not just a theory.[5]

Intellectual development is a process of change in the individual's ability of think. Discussing about the intellectual development is of the means discussed about the development of the individual in the process of thinking or cognition or the process of knowing.[6] In intellectual development there are three important things that concern there are structure, content and functionality. Structure or schema is a mental organization is the result of a person's interaction with the environment. Fill a child's typical behavior patterns are reflected in the responses given to problems or situations. The function is the way a person uses to make intellectual progress. Intellectual development is based on two functions: organization and adaptation. Organization gives the ability to estimate the organism or organize the processes into physical or psychological became a good systems and have related.

Intellectual development of children and adolescents are divided into four stages, there are: (1) sensory-hatched, (2) pre-operational, (3) concrete operational and (4) formal operational. Each student has a different speed in understanding the material. Junior High School's Students are at the end of the concrete operational stage and enters the formal operational stage. Concrete

[5] Ibid., pg. 11
[6] Ibid., pg. 15

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operational stage occurs in children aged 7-11 years. Another key feature development at this stage, namely (1) the children was using the rules are clear and logical and characterized by reversible and eternity, (2) the child doesn't have to try and make mistakes because the child is already thinking of probability and (3) children had done the classification and regulation issues. The second is the formal operational stage is the intellectual development that occurs in children aged 11-15 years. At this stage the condition of the child's thinking, namely (1) effective and innovative work, (2) analyze in combination, (3) to think proportionately and (4) generalize fundamentally on the kinds of content.[7]

Teaching social studies in schools tends to focus on the memorize, the learning process is centered on the teacher, the misconceptions, the situation irritated and at the boring for students, lack of featured teachers from other sources, the exam system is centralized, achieving the goal of cognitive, low self-esteem of students as a result of his or her class content, negative perceptions and prejudices of the position and the role of social science in the development of society, it is necessary to reorient the development which includes improving quality of human resources and the teacher be able to develop the intelligence of students optimally through variation of interaction and the use of media and sources learning more interesting and challenging.[8]

Learning media is one important factor to improve the quality of learning in school. "Media as the physical means used to send messages to

[7] Ibid., pg. 17
[8] Achmad Sanusi, *Studi Sosial di Indonesia* (Bandung : IKIP, 1971) pg. 5

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students thus stimulating them to learn".[9] The role of media in teaching and learning in the classroom is very important. Not only as a instrument for the teacher but also useful to students understanding of the material covered at the time. Media in learning resources are useful aids in learning activities. Instrument may represent something that can not be submitted by teachers through words or sentences. Ease of students absorption to study materials that are difficult and complicated can happen with the help of the instrument. Even recognized instrument can generate feedback from students. By utilizing tactics of instrument, can stimulate student learning that will have an impact on student learning outcomes.[10]

History subjects in MTsN 3 Mojokerto in VII grade makes students feel lazy and tend to get bored in the following study because of their dominance lesson delivery system that is verbalistic and lack of variety of teachers in using instructional media so it is important to maximize the use of instructional media and add variations. The lesson of history is a lesson that reveals things that happened in the past. It makes difficult for some teachers to teach things that have been missed to students. Students will be easier to learn something by knowing the real description so their senses can imagine exactly what the teacher taught. In the discussion of Hindu Buddha Kingdoms in Indonesia contains the kingdom that influenced by Hindu and Buddha's religion and as a result of the acculturation process prehistoric cultures in

[9] Rayanda Asyhar, *Kreatif Mengembangkan Media Pembelajaran* (Jakarta: Gaung Persada, 2011) pg. 2
[10] Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2010), pg. 2

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Indonesia with Hindu and Buddha religious culture coming into Indonesia in 4 - 5 century. To facilitate the understanding of the history material so it needs visualization which easily understood by students, can be seen clearly, and even if it could, they can tap to increase their understanding of the material.

One of media that can help the students to understand is 2D Pop-Up. Teaching material based 2D Pop-Up can be described and can be visualized and can be touched because it uses 2D shape. It can stimulate students' understanding becomes better, because they can visualize easily through the medium of 2D Pop-Up that have been designed by the teacher. Hindu Buddha kingdom in Indonesia can be described very well and the students able to understand well also with the provision of good visualization can stimulate understanding and attract students become better. From the description above it is necessary to research and development with the use of teaching materials based 2D Pop-Up in social studies materials Hindu Buddha kingdom for an improved understanding of students of VII grade MtsN 3 Mojokerto.

B. Problems Formulation

Based on the explanation above, the obtained formulation research and development issues are:

1. How to Development of teaching materials based 2D Pop-Up material of Hindu Buddha kingdom in Indonesia toward the VII E students at MTsN 3 Mojokerto?

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2. How the Attractiveness and Effectiveness by using teaching material based 2D Pop-Up of Hindu-Buddha kingdoms in Indonesia to improve the understanding of VII E students in MTsN 3 Mojokerto?

C. Objective of Development

Based on the formulation of the above problems, the research and development aims to:

1. Describe the development of teaching materials based 2D Pop-Up material of Hindu Buddha kingdom in Indonesia toward the VII E students at MTsN 3 Mojokerto.
2. Describe the Attractiveness and Effectiveness by using teaching material based 2D Pop-Up of Hindu-Buddha kingdoms in Indonesia to improve the understanding of VII E students in MTsN 3 Mojokerto.

D. Significance of Research and Development

The significance of this research and development includes:

1). Theoretically, there are: a) generally to provide inputs and contributions to the IPS, b) especially to provide new innovations to develop teaching materials based 2D Pop Up.

2). Practically

a. Students

To improve understanding of student learning that can improve student learning outcomes in the material Hindu Buddha kingdoms in Indonesia students can more easily recognize and preserve the cultures (kingdom) in everyday life.

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b. Teacher

To add more varied teaching materials in order to convey the material in Hindu Buddha kingdoms in Indonesia

c. Institution

To provide a new reference for the agency to serve as a teaching material in schools so as to improve the quality of social science learning.

d. Researcher

To broaden their knowledge and experience in planning, creating, evaluating the development of teaching materials based 2D Pop Up in Hindu Buddha kingdoms in Indonesia in Indonesia so it can gauge student understanding.

E. Assumptions and Limitations Development

1. Assumptions of Development

Some of the assumptions underlying this study are as follows:

a. Arranging the teaching material that designed as creative and interesting as possible so the students more interested in reading aspect by teaching materials based 2D Pop Up.

b. Students as research subjects by using the following study teaching materials prepared by the researcher.

c. The test results of students worked in earnest so can increase the understanding of Hindu Buddha kingdoms in Indonesia.

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2. Limitation of Development .

Every study done certainly has its limitations to have no misunderstanding the readers. The limitations of this research and development are:

a. Developing teaching material based 2D Pop Up is limited to lesson in material Hindu Buddha kingdoms in Indonesia.
b. Only can be applied under the supervision by teachers.
c. Making the product takes a long time and cost.

F. Product Specifications

a) Teaching materials 2D-based Pop-Up with the material of the Hindu Buddha Kingdoms in Indonesia adjusted to the social studies learning material in VII grade with K-13.
b) Teaching material based 2D Pop Up containing core competencies and Basic Competencies in K-13 for the 2nd semester of VII grade.
c) Teaching material based 2D Pop Up with the material of Hindu Buddha kingdoms in Indonesia can be established automatically when the page is opened.
d) Teaching material based 2D Pop Up with the material of Hindu Buddha kingdoms in Indonesia printed art paper 260 in size 37*20 on and high quality in hard cover.
e) Teaching material based 2D Pop Up with the material of Hindu Buddha kingdoms in Indonesia's unique and interesting students' attention because

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there is a play of colors, images, text and Pop-Up construction in the overall design.

f) The main target of products is students of VII grade at MTsN 3 Mojokerto.

G. Originality Research

Exposure to the results of previous studies related with this title are:

1. Result of research by Nimas Permei Arini, students of Maulana Malik Ibrahim State Islamic University of Malang, with the title Development of teaching materials based on the practical material properties of light to improve the understanding of the concept of fifth grade students of SD Ketidur Mojokerto. The result is matter experts reached the level of validity of 94%, reached 94% ofdesign experts, teaching experts of Natural Sciences is 90%. The hypothesis result showed that Ha was accepted, because t count more than t table. So it can be conclude that were significant differences on the understanding of the cobcept of fith grade students of SDN Ketidur Mojokerto.[11]
2. Result of research by Jatu Pramesti, students of State University of Yogyakarta, faculty of Education, the Development Media with the title Pop-Up Book Themes : Events for III grade SD. Product development validation stage by expert lecturers and test the implementation of the

[11]Nimas Permei Arini, *Development of teaching materials based on the practical material properties of light to improve the understanding of the concept of fifth grade students of SD Ketidur Mojokerto- Thesis*

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student. The result is the quality of media Pop-Up book that developed included in the excellent category with an average of 4.62 of subject matter experts and an average of 4.67 of a media expert.[12]

3. Result of research by Canggih Devi Djijar, students at Uin Maulana Malik Ibrahim Malang with the title Effectiveness of Media Pop-Up Book Stories to Improve Literacy Lesson Indonesian first grade of Brawijaya elementary Smart School Malang. This study used a quantitative approach for the type of experimental research with a questionnaire research instruments and data collection techniques was observation, documentation and testing. With the results showed that there were significant differences between the results of treatment and posttest class control class is the class of treatment increased 13.7% and 10.7% of control class.[13]
4. Journal by Tisna Umi Hanifah, a student in majoring of Early Childhood Education, Faculty of Education, State University of Semarang, entitled Use of the Pop-Up Book Media based Thematic for Verbal-Linguistic Intelligence Increase Childhood Years 4-5 (Experimental Study on TK Pembina Bulu Temanggung), showed that after being given treatment in the experimental group with Pop-Up media there is an increase in the verbal-linguistic intelligence of children seen in an average yield of 67.52

[12] Jatu Pramesti, *Pengembangan Media Pop-Up Book Tema Peristiwa untuk Kelas III SD-Thesis*

[13] Canggih Devi Djijar, *Efektivitas Media Pop-Up Book dalam Meningkatkan Kemampuan Membaca Cerita Mata Pelajaran Bahasa Indonesia kelas I SD Brawijaya Smart School Malang- Thesis*

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while the experimental group that control class is 50.72. These result indicate that the experimental class are better quality than control class that does not use Pop-Up media with receipt H_1 and there is significant effect in media application Pop-Up book-based thematic verbal-linguistic intelligence of children in aged 4-5 years.[14]

5. Journal of Special Education by Desi Puspita Sari and Zaini Sudarto, students in Department of Special Education, State University of Surabaya, Faculty of Education Sciences with the title Outdoors Method Study of media Pop-Up Book Tunagrahita students in science learning. This research uses pre-experimental design using pre-test and post-test. The result showed that the process of learning science students Tunagrahita increases due researchers applied learning outside the classroom by media interest that Pop-Up book with details of the value of the average pre-test 58.83 and an average post test 84, 16.[15]

Table 1.1

Research Originality

No.	Name of reseacrh, title, form (thesis/ journal)	Similarity	Differences	Originality Research
1.	Nimas Permei Arini, students of Maulana Malik Ibrahim State Islamic University of Malang, with the title	To increase the understanding of concept	Reseacrh of Nimas use Practicum model while the researcher use teaching material	Researchers position here to develop teaching materials of interest and as an addition

[14] Tisna Umi Hanifah, *Pemanfaatan Media Pop-Up Book Tematik untuk Meningkatkan Kecerdasan Verbal-Linguistik Anak Usia 4-5 Tahun (Studi Eksperimen di TK Pembina Bulu Temanggung).* Journal Unnes No.3 (2) 2014

[15] Desi Puspita Sari dan Zaini Sudarto, *Metode Outdoor Study Bermedia Pop-Up Book dalam pembelajaran IPA siswa Tunagrahita*. Jurnal Unesa, 2016

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	Development of teaching materials based on the practical material properties of light to improve the understanding of the concept of fifth grade students of SD Ketidur Mojokerto		based 2D Pop Up	to references in the material, and make understanding of students improved by using teaching materials based 2D Pop Up that do not exist in previews research
2.	Jatu Pramesti, students of State University Yogyakarta, faculty of Education, the Media Development with the title Pop-Up Book Themes : Events for III grade SD	Use the same teaching materials based Pop-Up	Research of Jatu use the subject III grade at elementary school, while researchers used a VII grade at MTs Miftahul Ulum	Here the position researcher to develop teaching materials unique and attractive to increase the understanding of student learning in the material Hindu Budda kingdoms in Indonesia
3.	Canggih Devi Djijar, students at Uin Maulana Malik Ibrahim Malang with the title Effectiveness of Media Pop-Up Book Stories to Improve Literacy Lesson Indonesian at first grade of Brawijaya elementary Smart School Malang	Use the same teaching material based Pop-Up	Research of Canggih to improve students' reading ability, while the researchers to improve the understanding of student learning	
4.	Tisna Umi Hanifah, a student majoring in Early Childhood Education, Faculty of Education, State University of Semarang, entitled Use of the Pop-Up Book Media based Thematic for Verbal-Linguistic Intelligence Increase Childhood Years 4-5 (Experimental Study	Using the same Pop-Up media	Media Pop-Up to increase the verbal-linguistic intelligence	Product of Pop-Up teaching materials that will be generated can be applied by students as learning materials in addition to using printed books, teaching materials based Pop-Ups as sUpporting students learning media to more

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	on TK Pembina Bulu Temanggung) Journal of Unnes 3 (2) 2014			easily understand the material.
5.	Desi Puspita Sari and Zaini Sudarto, students in Department of Special Education, StateUniversity of Surabaya, Faculty of Education Sciences with the title Outdoors Method Study of media Pop-Up Book Tunagrahita students in science learning Journal of Unesa, 2016	Media Pop-Up in the science lesson	Outdoor learning class while the researchers are using media in the classroom	

Based on earlier research, the average obtained good results due to the use of teaching materials Pop-Up. Position researchers here to develop teaching materials of interest and as an addition to references in the material, and so an understanding of learners is increasing so that the learning objectives can be achieved and get good results.

H. Operational Definition

Definitions of terms contained in research and development are:

1. Teaching material is all of instructional used to help education by implement teaching and learning activities in the classroom or outside the classroom.

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2. Teaching material is printed teaching materials that designed to be studied by learners with the learning instruction and learning evaluation.
3. Teaching material based 2D Pop Up is a teaching material designed in 2D image of Hindu Buddha kingdoms in Indonesia and when the book is opened, the image will appear automatically.
4. Understanding of learning is a good thing that can drive a person into behaving better again. In this research the understanding's goal is kognitive aspect.
5. Material of Hindu Buddha kingdoms in Indonesia is one of integrated materials IPS material learned VII grade.
6. Efficiency is the best comparison between inputs and outputs, between the advantages with the sources used as well as the optimal results achieved with using limited resources. In other words the relation between what have been completed. Based on the definition of the terms above can be conclude that this research is use teaching material based 2D Pop Up on the Social studies Subject in Material of Hindu Buddha Kingdoms To Improve the Student Understanding in VII grade at MtsN 3 Mojokerto.
7. Attractiveness is the appeal from students of learning by use teaching material based 2D Pop Up.

I. Systematical Discussion

The systematics of writing this proposal is as follows:

The first chapter, an introductory chapter that contains the background, problem formulation, objective of development,, significance

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of development the assumptions and limitations of development, product specifications, originality of research, the operational definition and systematical discussion.

The second chapter, the chapter contains a literature review that the theoretical basis and frame of mind. Characteristics related theoretical basis of Social Sciences, the meaning of teaching materials, teaching materials based 2D Pop Up, understanding of study and material of Hindu Buddha kingdoms in Indonesia.

The third chapter is the method of research which consisted of the kind of research, development and product assessment procedures and test of media, validator and subject of trial, type of data, instruments data collection and techniques of data analysis.

The fourth chapter is research results. The results are development of teaching materials based 2D Pop-Up, Attractiveness and Effectiveness of teaching material based 2D Pop-Up.

The fifth chapter are the conclussion and recommendation product usage.

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CHAPTER II

LITERATURE REVIEW

A. Character of Social Studies

1. Definition of Social Science Education

Social Science Education is the simple adaptation of education, selection and modification of the academic discipline of the social sciences are organized also presented in a scientific and pedagogical-psychological for institutional purposes primary and secondary education to realize the goal of national education based on Pancasila.[16]

The main objective of this study is to guide the students become citizens that can to take decisions democratically and rationally acceptable to all the groups that exist in society. The details of the social studies subjects according to the Ministry of Education and Culture are:[17]

a. To know the concepts related to people's lives and the environment.
b. Have the basic ability to think logically and critically, curiosity, inquiry, problem solving and have a skill in social life.
c. Have the commitment and awareness of social values and humanity.
d. Have the ability to communicate, cooperate, and compete in a pluralistic society at the local, national and global stage.

[16] M. Numan Soemantri *Menggagas Pembaharuan Pendidikan Ilmu Pengetahuan Sosial*, (Bandung : Pt Remaja Rosdakarya, 2001) pg. 92
[17] Permendiknas No.24 Tahun 2006 tentang *Pelaksanaan Peraturan Mentri Pendidikan Nasional Nomor 22 tahun 2006 tentang Satndar Isi untuk Satuan Pendidikan Dasar dan Menengah dan Peraturan Menteri Pendidikan Nasional Nomor 23 Tahun 2006 Tentang Standard Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah*. Pg. 583

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Social Science Education is a simplification or adaptation of the discipline of the social sciences and humanities, and the basic human activity is organized and presented scientifically and psychologically for educational purposes. This meaning applies to primary and secondary education. Social Science Education is a selection of educational disciplines of the social sciences and humanities, as well as basic human activity is organized and presented scientifically and psychologically for educational purposes. This notion applies to college.

Differences between the definition is term "simplification" is used for primary and secondary education while the term "selection" is used for college. This indicates that the level of difficulty must match the ability level and interests between learners and students in college. Definition of the Social Science Education in Indonesia is divided into two, Social Science Education as subjects Education and Social Education as academic study. Social Science Education as a subject on the school level is related to the discipline of the social sciences are integrated with humanities are packed scientifically for the sake of learning in school. Therefore, Social Science Education aims to prepare the students as citizens who master the knowledge, skills, attitudes and values to solve a problem, personal or social, as well as participating in community activities in order to become a good citizen.

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2. Social Science Education in Junior High School

Social studies are subjects that arranged in a systematic, comprehensive and integrated.[18] Social Science Education learning arranged in an integrated manner has a goal so that learners can gain a broader understanding and depth in science related fields. Therefore, Social Science Education learning Junior High School apply the learning integrated Social Science Education.

The scope of social studies in Junior High School are:

a. Social Science Education is the study of integration the various branches of the social sciences, humanities, so it will be more meaningful and contextual when the material in the design of integrated Social Science Education.
b. Social Science Education material is also related to social issues and nationality, along with the development of science and technology and the demands of a globalized world.
c. Social Science Education can be any kind of material facts, concepts and generalizations is also related to cognitive, affective, psychomotor and spiritual values.

B. Comprehension

1. Definition of Comprehension

Every student have a level of understanding that is different to the subject matter presented, especially in the subjects of history. The students'

[18] Ibid,. Pg. 582

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level of understanding needs to be studied further and better for the future. Comprehension is understanding or knowing well about something. Comprehension can also be interpreted to master something with thought and realized with the action. Therefore, the study means to be mentally understand the meaning and philosophy, intent and implications and application, thus causing the students to understand the situation. The understanding has a very fundamental that laid the parts of learning in its portion.

There are four kinds of insights that comprehension:

a. Comprehension means the relationship is not apparent at first sight
b. Comprehension means being able to explain or can paint a picture of aspects, levels, different viewpoints.
c. Comprehension means promote awareness of the factors that are important
d. Have ability to make reasonable predictions about the behavior.

Comprehension is the result of learning, for example, students can be explained by the composition of their own words on what has been read or heard, another example of which has been exampled by teachers and using implementation instructions in other cases.[19]

Based on the descriptions above can be concluded that comprehension is the ability to understand or know properly against something. The ability to understand is an important part in the know or learn something. Learning with is hoping something good is not enough just to know but also to understand.

2. The steps to enhance students' understanding

[19] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung : Pt remaja Rosdakarya, 2006) pg. 24

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Here are the first steps to improving the understanding of the students in the study[20] :

a. Improve the teaching process

This is the first step in improving the understanding of the students in learning. The teaching process includes: improve the purpose of learning, material or instructional materials, strategies, methods and media as well as the procurement evaluation. This evaluation which aims to determine how much the level of student understanding of the material provided. This test can be tests formative, summative and submative.

b. Learning activities tutoring

Tutoring activities are gived to help individual in order to achieve the level of development and optimal happiness.

c. Create time of study

The talent to a particular field of study is determined by the level of student learning according to the time available at a certain level.

d. Give feedback in learning

Feedback is a response to the action resulted from an act of learning. Therefore, it can be said that teachers should be held frequent feedback as the consolidation of learning. It can give assurances as to the students about things that are still confused regarding the material covered in the lesson.

e. Life skills to held a variety

[20] Syaiful Bahri Djamarah,*Strategi Belajar Mengakar*, (Jakarta : Pt Rineka Cipta, 1996) pg. 129

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Skill to hold a variation in learning is an activity in the fun process of learning interactions. Skills in organizing this variation include:

1. variations in how to teach of teachers
2. variations in the use of learning strategies and teaching methods
3. variations in the pattern of teacher interaction with students

3. To measure the comprehension

In the teaching and learning interactions, also used the techniques of understanding planned. Broadly speaking, divided in two kinds of ways of understanding or data collection techniques and the technique of measurement by test and non test. The following will explain how to measure the comprehension: [21]

a. Test

The measurement technique or test techniques is data collection by using tools called test and scale. This tool is a standard or standards for standardized . Because of its as a measurement and the result is the result of measuring, then expressed in figures or certain qualifications.

b. Non Test

Non-test technique is a way of collecting data using standard tools, thus not be measure, and not obtained the figures as a result of the measurement. This technique is merely describe or give an idea, the result is a description or picture. Some non-test techniques commonly used in gaining an understanding of individuals are:

[21] Nana Syaodih S, *Landasan Psikologis Proses Pendidikan*, (Bandung : Remaja Rosdakarya 2003,) pg. 217

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1) Observation

Observation is a technique of collecting data by seeking deeply and directly on student behavior. Observations can be made at the time the students are learning in the classroom, in the laboratory, in the library and others.

There are two kinds of observations that can be done by teachers at the school, participatory and non-participatory observation. Participatory observation is the observation made by teachers or other observers in which observers participated in the activities being carried out by transcendental. While the non-participatory observation is the observation did not participate in the activities undertaken by the researcher.

2) Interview

Interviews or commonly called the interview is a technique of data collection is face to face, answer questions directly and was accepted verbally anyway. There are two kinds of interviews are interviews direct and indirect interviews. Interviews are questions given to respondents and asked for information about him. While not directly a question interview given to the respondents and asked for information about other people who have a relationship or bond with the person in question.

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3) Case study

The case study is a kind of study of a student or students who have problems. In the case study, the teacher collects all the data or information about students from various data sources. The data source for students is the students themselves, parents, peers, and teachers. After the data is collected and teachers analyze, compare to each other and to unite and make a conclusion.

4) Questionnaire

Questionnaire is basically the same with the interview. Only difference is the interview questions and answers were given directly, whereas the second questionnaire given in writing. Questionnaires can be opened and closed. Open questionnaire is to omit the column reasons for the selected answer. While closed questionnaire is without reason.

4. Levels of Understanding

Comprehension is one benchmark of competence achieved after student learning activities. Each student is different in understanding what they have learned. For that there are various levels of comprehension for the students there are three, namely:[22]

a. Translate

[22] Nanan Sudjana, *op.cit.*, pg 24

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Definition of translating can be interpreted as meaning the transfer of other languages. From abstract conception can also be a symbolic models to facilitate the people for such a study.

b. Interprete

This capability is broader than in translating The ability to recognize and understand. Interpret can be done by connecting the knowledge and the knowledge acquired next, connecting the graph with the conditions outlined in fact, and distinguish the principal and the descriptors in the discussion.

c. Extrapolation

Extrapolation demanding higher intellectual abilities because someone claimed to see something behind it is written. Make predictions about the consequences or broaden perceptions in terms of time, dimension, case or problem.

C. Development of Teaching Material

1. Understanding the Development of Teaching Material

Teaching materials is a set of materials that arranged in a systematic, whether written or not and as to create the environment that allows students to learn.[23]

While development is a process of designing or making products logically and systematically in order to establish everything that will be

[23] Ida Melati Sejati *Peran Bahan Ajardalam Pembelajaran* ,dalam Andi Prastowo *Pengembangan Bahan Ajar Tematik Tinjauan Teoritis dan Praktik* (Jakarta : Kencana Prenada Media Group, 2014) pg. 138

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implemented in the process of learning activities with regard to the potential and competence of students.[24]

Understanding illustrates that the development of teaching materials should be designed and written with instructional rule because it will be used by teachers to help and support the learning process. The positive impact of teaching materials was the teacher will have more time to guide students in the learning process, helping students to acquire new knowledge from all sources or references used in teaching materials, and the role of the teacher as the only source of knowledge is reduced. But teaching materials issued by the government also has a negative side that makes teachers and students glued to the instructional materials and inhibit the creativity of a teacher. This will limit the knowledge of the students and not giving teachers the opportunity to create their own teaching materials are more easily understood by students.

2. Types of Instructional Materials

Based on the technology used, materials are grouped into four:[25]

a. Printed teaching material prepared that is a number in the paper, which serves for the purpose of learning or delivering information. For example: handouts, books, modules. LKS, brochures, leaflets, etc.

[24] Abdul Majid, *Perencanaan Pembelajaran (mengembangkan kompetensi guru)*,(Bandung: Remaja Rosdakarya, 2005), pg.24

[25] Andi Prastowo *Pengembangan Bahan Ajar Tematik Tinjauan Teoritis dan Praktik* (Jakarta : Kencana Prenada Media GroUp, 2014) pg. 148

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b. Audio teaching material is all systems that use radio signals that can be directly played or heard by a person or group of people. For example: cassette, radio, and compact audio disc.

c. Audio visual teaching material is everything that allows the audio signal can be combined with the animation. Example : video compact discs, films.

d. Interactive teaching material is a combination of two or more media which by manipulated or treated to manage a natural command of a presentation such as compact disk material.

3. Functions of Teaching Material

a) For Teacher

1. Save time educators in teaching

2. Change the educator rule of a teacher to be a facilitator

3. Improving the learning process becomes more effective and interactive

4. As a guideline for educators who will direct all of its activities in the learning process and the substance of competencies that should be taught to learners

5. As a means of evaluating the achievement or mastery learning outcomes

b) For Student

1. Learners can learn without any educator or peer

2. Learners can learn anytime and anywhere desired

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3. Learners can learn in accordance moved at the speed of each
4. Helping potential learners to become independent learners or students
5. As a guideline for learners who will direct all of its activities in the learning process and the substance of competence which should be mastered.

4. Principles of Teaching Material

The principles of teaching materials are as follows:[26]

a. Relevance

This mean is linkages. Learning materials should be relevant or have anything to do with the achievement of standards and basic competencies.

b. Consistency

If there are four competencies that must be mastered by students, so the teaching material that must to teach also four.

c. Sufficiency

This is about the material taught should be sufficient to help students master basic competencies taught. The material should not be a little and also should not to much.

5. Contents of Teaching Material

A good teaching materials, covering several aspects including:[27]

[26] Ali Mudlofir, *Bahan Ajar dalam Pendidikan Agama Islam*. (Surabaya : Rajawali press, 2011) pg. 130

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a. Instruction of study

b. Competency to be achieved

c. The content of the learning material

d. Complement information

e. Exercise

f. Instruction of work

g. Evaluation

6. Structure of Teaching Materials

In the preparation of teaching materials is a difference in structure between teaching materials with each other instructional materials. In order to know the differences in question can be seen in the following matrix:

Table 2.1
Teaching Material Printed[28]

No.	Component	Ht	Bu	Ml	LKS	Bro	Lf	Wch	F/Gb	Mo/M
1.	Title	√	√	√	√	√	√	√	√	√
2.	Intruction of Study	-		√	√	-	-	-	-	-
3.	Basic Competencies	-	√	√	√	√	√	**	**	**
4.	Complete Information	√		√	√	√	√	**	**	**
5.	Exircise	-	√	√	-	-	-	-	-	-
6.	Task	-		√	√	-	-	-	**	**
7.	Appraisal	-	√	√	√	√	√	**	**	**

[27] Chulatul Choiyun, *Pengembangan Bahan Ajar Interaktif berbasis Web Offline untuk Meningkatkan Hasil belajar Siswa pada Materi Sistem Pencernaan Manusia dan Hewan kelas V SD Brawijaya Smart School Malang*,Thesis- 2016

[28] Andi prastowo, *op.cit*., pg 184

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Note : Ht: handout, Bu: Books, Ml: Module, LKS: Student Activity Sheet, Bro: Brochures, Lf: Leaflets, Wch: Wallchart, F / Gb: Photos / Pictures, Mo / M: Model / Maket

D. Teaching Material based 2D P op-Up

Pop-Up comes from the English meaning "Pop out". When Pop-Up used as one of the print instructional materials, then the Pop-Up has a wide range of benefits such as teaching students to appreciate the teachers and the creation of a Pop-Up help students capture learning material because of its attractive. Pop Up is a card or book that when opened can display three-dimensional shape or arise. The Pop-Up books are considered to have a special attraction for teenagers by showing visualization in forms that are made to fold and so on. Glance Pop-Up is similar to origami where both art using paper folding techniques. However origami is more focused on creating objects or objects while the Pop-Up is more prone to mechanical manufacture of paper that can make the image look more distinct both from the perspective of, change in shape to be able to move compiled as natural as possible.

a. Advantages of 2D Pop-Up

2D Pop-Ups can provide a more attractive in visuality. Starting from the display images that look more dimensional, more real image and can appear when the page is opened and always create surprises on various pages whenever students use teaching materials 2D Pop-Up. Besides 2D Pop-Up have the capacity to reinforce the impression to be conveyed by the teacher so that the content of the story more alive.

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b. Weakness of 2D Pop-Up

Besides advantages, 2D Pop-Up also has weakness. The weakness that period manufacture of this product is quite long and complicated and need high patience. And also these materials can easily be damaged when exposed to water and is easily torn when its use is excessive.[29]

E. The material of the Hindu Buddha Kingdoms in Indonesia

Birth of kingdoms patterned Hinduism Buddha is one proof of the influence of Hindu-Buddha culture in Indonesia and these kingdoms are described as below: [30]

1. Kutai Kingdom

Kutai kingdom stand around the 5th century. This kingdom is located in Muara Kaman, East Kalimantan exactly in Mahakam river upstream. Information about the beginning of the Kutai kingdom known of the existence Yupa. Yupa is a stone monument that serves as a memorial. This Yupa release during the reign of King Mulawarman. Yupa inscription written in Sanskrit language Pallawa characters. Yupa contents thats known the names of the kings that ever reigned in Kutai is Kudungga, Aswawarman and Mulawarman. Kudungga had a son named Aswawarman and granddaughter named Mulawarman. The last two names are names that contain elements of India. This shows that Hindu on the royal family has begun to enter during

[29] Vladina Nur Wiladatika, *Pengembangan Media Visual Kirigami Pop-Up dengan Materi Potensi dan Sebaran Sumber Daya Alam Indonesia untuk Pembelajaran di SMP Kelas VII-Thesis*

[30] Iwan Setiawan, dkk, *Ilmu Pengetahuan IPS* (Kementrian Pendidikan dan Kebudayaan, Edisi Revisi Jakarta, 2016) pg. 230-247

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Kudungga evidenced by the Hindu name given to her son. One of the Yupa in Kutai kingdom contains information that the king Mulawarman giving alms 20,000 cows to the Brahmana. It is clear that the economic activities carried out by the public Kutai is a farm business. In addition to the farm, community Kutai also agriculture.

Kutai kingdom lies the riverside very supportive to do farming. It also Kutai was doing trade. Estimated to have occurred trade relations with the outside. International trade route from India through the Strait of Makassar, to the Philippines and arrived in China. In seafaring traders were stopped beforehand.

2. Tarumanegara Kingdom

Tarumanegara kingdom is the oldest kingdom in Java which is estimated to stand at the 5th century. Based on a note of history and heritage artifacts in the vicinity of the empire, it seems that the Tarumanegara kingdom is a Hindu kingdom with ideology of Vishnu. Sources of the history of the Tarumanegara kingdom known from inscriptions left behind. The inscription uses Pallawa characters speak Sanskrit. Until now finding 7 inscriptions, namely: the Kebon Kopi inscriptions, inscription Ciareteun, Pasir Awi inscriptions, Jambu inscription, Muara Cianten inscription, and the Tugu inscription. In addition, other sources of Tarumanegara kingdom obtained from records of a Chinese traveler Fa-Hien. On the way to India stop at Ye-Po-Ti (Java). Based on these sources, to obtain information about people's lives Tarumanegara. His livelihood is farming and trade. According to a report

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written Fa-Hien also explained in Tarumanegara there are three religions, namely Hindu, Buddha and Animism, and the King embraced Hinduism.

The King on Tarumanegara is Purnawarman. He is known as the king of gallant brave and firm. He has close to the Brahmins and its people. He was the honest king, fair and wise ruling. To advance the field of agriculture, the king ordered the construction of irrigation and digging a canal along 6112 tumbak (11 km). The channel is called the Gomati river that serves as irrigation and prevent the danger of flooding.

3. Sriwijaya Kingdom

Sriwijaya kingdom stand around the 7th century. Sriwijaya kingdom is one of the great empire that once stood in Indonesia. This kingdom is able to develop itself as a maritime state with control of shipping traffic and trade on the Strait of Malacca, Sunda Strait to the Java Sea. Sources of history of Sriwijaya kingdom was obtained from the inscriptions from abroad. Inscription originating from within the country, among others: the Kedukan Bukit Talang Tuwo inscriptions, Telaga Batu inscription, Kota Kapur inscriptions, Coral Lust inscription, Palas Pasemah and Amoghapasa inscriptions. The inscription abroad, among others: Ligor inscription, inscription Nalanda, Canton inscriptions, Grahi inscription and Chaiya inscriptions and other historical sources about the kingdom of Srivijaya was obtained from a Chinese pastor named I-Tsing.

Sriwijaya kingdom is estimated in Palembang, near from beach and on the banks of Musi river. At first Sriwijaya community living by farming.

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However, because it is adjacent to the beach, the trade becomes rapidly evolving. Then trade became primary of the Sriwijaya livelihood. The famous king of the kingdom of Srivijaya is Balaputradewa. He lead around the 9th century AD. During his periode, Sriwijaya reached heyday. Sriwijaya widespread territory. The areas of power between Sumatra and other islands around the western part of Java, most of central Java, part of Borneo and the Malay Peninsula. In the 11th century rule of Sriwijaya kingdom started to decline. One reason is the massive raid into the territory Sriwijaya by the king Rajendracola from Colamandala. In the year 1017 AD, the kingdom held Colamandala first fight and the second fight carried out in the year 1025 AD.

4. Ancient Mataram Kingdom

Ancient Mataram Kingdom stood in the middle of the 8th century. This kingdom was ruled by two dynasties, Sanjaya dynasty of Hindu and Buddhist Sailendra dynasty that hug. Sources history of ancient Mataram kingdom Canggal obtained from inscriptions, Kalasan inscription, Ligor inscription, Nalanda inscription, Klurak inscription and the Mantyasih inscription. Political life of Ancient Mataram Kingdom government have two successive dynasties. Based on the inscriptions Canggal, known to the Ancient Mataram initially ruled by King Sanna. Later replaced by his nephew named Sanjaya. After King Sanjaya, led by the Ancient Mataram Kingdom Panangkaran. In Kalasan mentioned that Panangkaran has gift the ground and ordered to build a temple for Dewi Tara and a monastery for Buddhist monks. After Panangkaran died, Ancient Mataram was split into two. One government

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headed by Sanjaya families who embrace the Hindu religion in power in the southern Java. One rule longer ruled by a family dynasty that Buddhists ruling in the northern part of Java. The kings of the ruling family of Sanjaya stated in the inscription Canggal and Mantyasih. While the ruling kings of the family Syailendratertera in Ligor inscription, Nalanda and Klurak.

These problems do not last long because of a family Pikatan Rakai Sanjaya entered marriage with Pramodhawardhani of the family dynasty, thanks to this marriage of ancient Mataram can be put back together. Community economic life of the ancient Mataram sourced from farming because of location in the interior. Besides agriculture, the community also develops marine life by utilizing the Bengawan Solo river flow.

5. Medang Kingdom

Historical sources relating to Medang Kingdom in East Java, among other Pucangan inscriptions, Anjukladang and Pradah inscription, Limus inscriptions, inscription Sirahketing, Wurara Inscription, Watermelon Inscription, Razor inscriptions, Turun Hyang inscription, and Gandhakuti inscriptions. Another source is the news from India and China.

The founder of the Mataram kingdom is Mpu Sindok. Ruled in 929-948 AD After the Mpu Sindok died, he was succeeded by his daughter named Sri Isyanatunggawijaya. He was married to Sri Lokapala and blessed with a son named Sri Makutawang Swardhana who then ascended the throne to replace his mother and was later replaced by the Sri Dharmawangsa Teguh Anantawikrama. Based on the news out of China, noted that the

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Dharmawangsa is being held fight in 990 AD to Sriwijaya in an effort to break the monopoly of trade Sriwijaya but this attempt failed.

In 1016, King Wurawari fought to Dharmawangsa. The assault allegedly occurred at the instigation of the kingdom of Srivijaya. These attacks occur when the Dharmawangsa was marrying his daughter to Airlangga, son of the King Udayana of Bali. This incident killed all the king's family, including his own, and only Airlangga Dharmawangsa survivors. Airlangga hiding in Wonogiri and living alone as a hermit and in 1019 Airlangga crowned as the King and in 1042 handed over power his daughter, Sangrama Wijaya Tunggadewi but his daughter refused and Airlangga ordered Mpu Bharada to divide the two kingdoms namely Panjalu with its capital Daha and Jenggala with its capital in Kahuripan. The economic life of the Medang kingdom largely dependent on shipping and trade. Sriwijaya kingdom became a serious rival for the kingdom Medang. This is why the king Dharmawangsa trying to break the monopoly of trade Sriwijaya.

6. Kediri Kingdom

The emergence of Kediri kingdom originated from the division of the kingdom by Airlangga be Janggala and Panjalu Kediri. Both these kingdoms are limited by the Brantas River. Interest Airlangga divided his kingdom is to prevent a split between his two sons but such attempts have failed. Airlangga died in 1049 AD after a war between Janggala and Panjalu. This war ended with the defeat Janggala. Re-united kingdom under the rule Panjalu Kediri.

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Kediri kingdom historical sources include Padlegan inscriptions, Panumbangan inscription, Ngantang or Hantang inscription, Talan inscriptions and Desa Jepun inscription. The kings who ruled in Kediri include Warsa Jaya, Jaya Baya, Sawewara, Gandara, Kameswara and Kerta Jaya. At the time of Jaya Baya Kediri kingdom reached the height of glory. Early reign Jaya Baya, the chaos of conflict with Janggala always continues. Only in the year 1135 AD, Jaya Baya managed to quell the chaos. As evidence, the inscription Hantang that will contain Panjalu Jayati and the meaning Panjalu win.

Kediri Kingdom's economic life comes from agriculture, shipping and trade. The main result is a rice farming community of Kediri. Shipping and trade is also growing, it is supported by a fleet Kediri that strong enough. In trading objects that are traded include gold, silver, ivory, sandalwood, and other crops. Kediri power ended during Kerta Jaya. During his reign, there is a conflict between the King and the Brahmins because Kertajaya was arrogant and dared to violate the customs. The Brahmins then seek refuge with Ken Arok who is the ruler in Tumapel and Kediri defeated by Ken Arok in the year 1222 AD.

7. Singosari Kingdom

Singosari kingdom is a kingdom in East Java, which was founded by Ken Arok in the year 1222 AD. The resource of Singosari history among others obtained from Pararaton book, the Book of State Kertagama and miraculous inscriptions like inscriptions Balawi, Maribong, Kusmala and Mula-Malurung. According Pararaton, Tumapel originally only a subordinate

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area Kediri Kingdom. Tumapel controlled by a akuwu named Ametung stumps. Then Ametung stumps ousted from power by Ken Arok became the new akuwu.

Singosari kingdom reached the glory, Kertanegara reign and he aspires to expand his control over the whole archipelago, in 1275 King Kertanegara send troops into Malay, known as Expedition Pamalayu. In addition to destabilize the kingdom of Sriwijaya, this expedition also aimed to resist the invasion of the Mongol army under the command of Emperor Kublai Khan who is conducting an expansion of areas in Southeast Asia. Several times the Emperor Kublai Khan's envoy came to Singosari demanded that Kertanegara Kubilai Khan in China. The claim was rejected by Kertanegara. Then the Mongol Kublai Khan sent a fleet to conquer Kertanegara. Kertanegara send the troops outside of Java. This war did not happen because Kertanegara had died in 1292 AD as a result of the fight by Jayakatwang.

8. Majapahit Kingdom

Majapahit kingdom which is located in East Java, which stand around the year 1293 AD. The kingdom of Majapahit regarded as the largest Hindu-Buddha kingdoms in the history of Indonesia. Sources of the history of the kingdom of Majapahit them obtained from Pararaton book, The Book Sutasoma and Negarakertagama. There are also some inscriptions include Mount Butak inscriptions, Kudadu inscription, inscriptions and inscriptions Blambangan offense.

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The present of Majapahit kingdom is closely connected with the collapse of the kingdom of Singosari. When Singosari attacked by Jayakatwang, Raden Wijaya who is son in law of Kertanegara escaped. He gets help from regent Sumenep named Arya Wiraraja. Thanks to his help, Raden Wijaya received forgiveness from Jayakatwang and given land in the forest near the Tarik Mojokerto. The area was named Majapahit.

Raden Wiijaya then regroup to strike back Jayakatwang. As he made preparations to attack Jayakatwang, the Mongol army arrived on the island of Java. They were sent by the emperor Kublai Khan to conquer Kertanegara. Mongol army still thinks Kertanegara still in power in Singosari. The arrival of the Mongol army used by Raden Wijaya. He was soon joined by the Mongol army to attack Jayakatwang and eventually defeated. Mongol army and the party celebrated ektika Mongol army off guard, Raden Wijaya turns against them and destroyed the Mongol army.

Success and crushing defeat Jayakatwang take to Raden Wijaya Mongol army became ruler in East Java. He established the kingdom of Majapahit with a degree Kertarajasa Jayawardhana. Majapahit kingdom reached the height of glory during Hayam Wuruk who ruled in 1350-1389 M. Government Hayam Wuruk aided by a relatively Gajah Mada. Majapahit kingdom not only in terms of governance. In the economic field, the Majapahit developed into an agricultural country and maritime countries.

The prosperity of Majapahit started to decline after the government ended Hayam Wuruk. The Kings ruling was not able to restore the glory of the

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Majapahit kingdom in addition to the civil war known as the Paregreg war in 1401-1406 AD which led force weakened Majapahit. Another element that causes weakening of the Majapahit kingdom is the widespread influence of Islam at the time. Majapahit empire finally collapsed after attacked by Adipati Unus from Demak.

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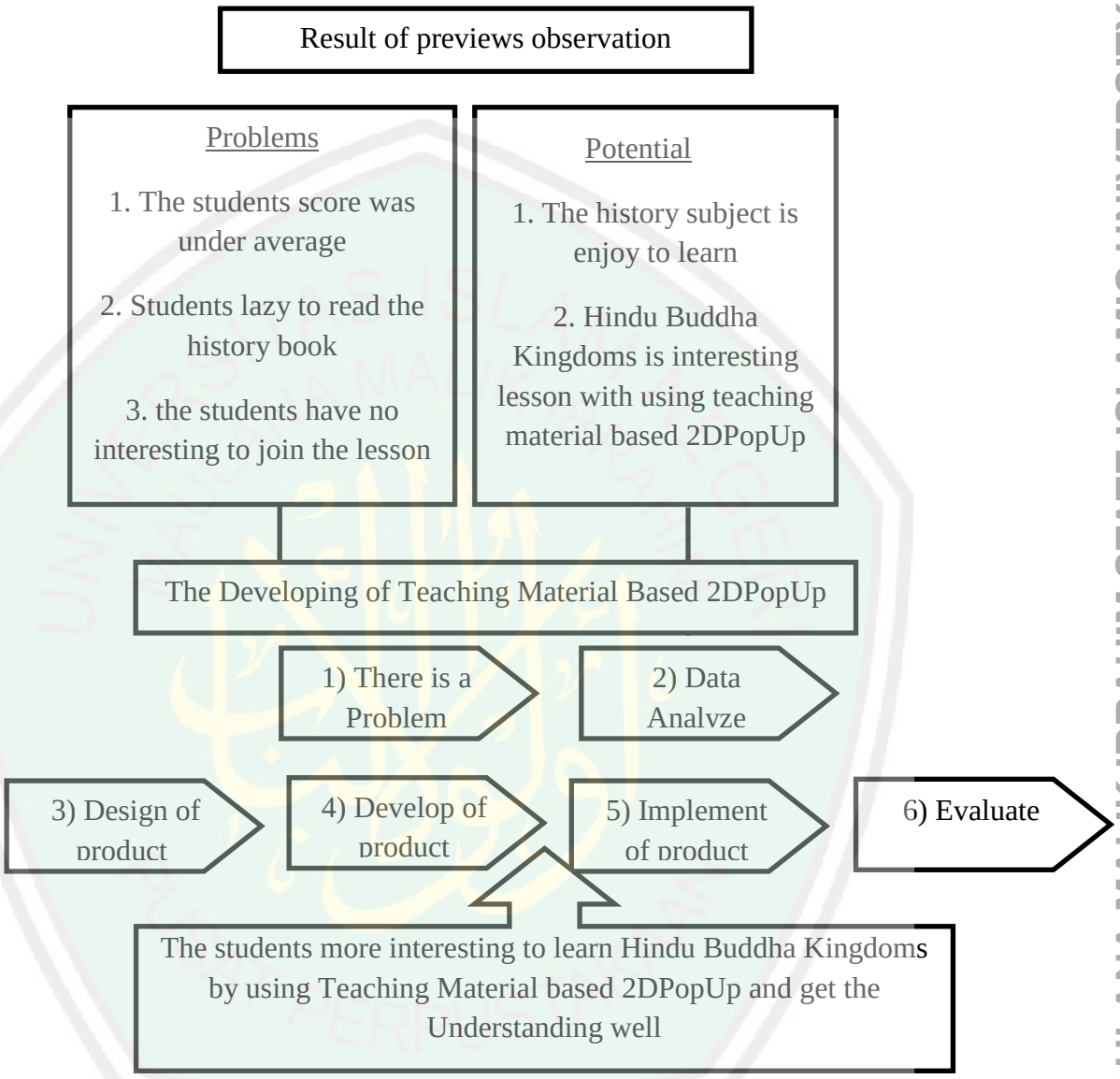
F. Framework Thinking



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CHAPTER III

RESEARCH METHOD

A. Type of Research

This research will use Research and Development to make a specific product and test to measure effectiveness of product. This research can help the teacher to be more creative to make a variety of instructional media both print and non-print to improve the quality of learning by necessarily which have an impact on the achievement of predetermine competencies.

B. Location, Population and Sample

1. Location

   The location of this research at MTsN 3 Mojokerto exactly at Pendidikan street Number 01, Sumbertebu, Bangsal, Mojokerto regency.

2. Population

   This Population number as many as 150 students of VII grade at MTsN 3 Mojokerto.

3. Sample

   The sampling technique will use a simple random sampling which take member's sample of the population was randomly without regard to strata that exist in population. Sample were taken by researcher is VII grade E.

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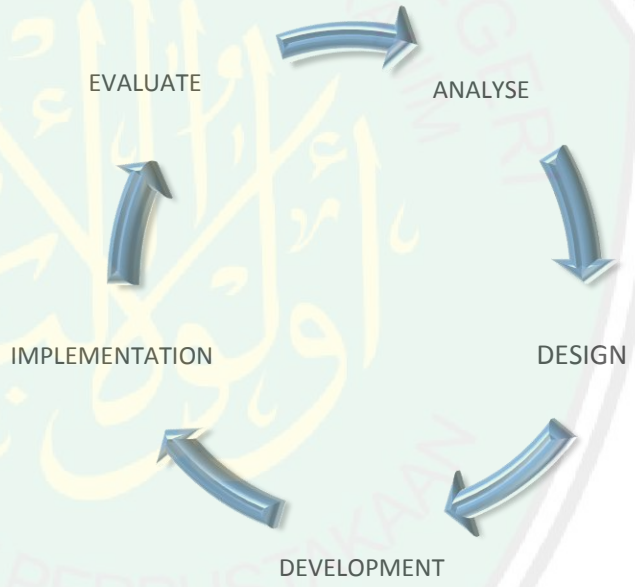
C. Model of Development

This research will use ADDIE model (Analysis-Design-Development-Implementation-Evaluate) which developed by Reiser and Mollenda. ADDIE's model is a model of design teaching guidance in building the infrastructure and training effective programs, dynamic and support the training and learning performance. ADDIE's model use five steps development as follows:



Research and Development is a step to develop a new product or complete an existing production to be responsible. Accordimg to Sugiono, the definition of research and development is the research method use to produce a particular product, and test for the effectiveness.

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D. Procedures of Development

a) Analysis

The first stage is analysis of student need. Based on observation at MTsN 3 Mojokerto in VII grade E and interviewed with social studies teacher, He stated that the obstacles encountered in the learning processed had the lack of student motivation, especially the lack of reading books that can hinder the teaching and learning processed had an impact on the value that students got. This stage done to find about the need assessment of students and analyze the problems of student and teaching materials that used in the learning process. According to interviewed with the students, the teaching materials that students used is LKS at each meeting. Based on analysis above the necessary that development of teaching materials accordance with needs of student of teaching materials based 2d Pop-Up material of Hindu Buddha kingdom in Indonesia.

b) Design

The teaching materials developed by researcher from a lot of paragraphs contained in print materials in general, into a simple narrative story according to KI and KD and developed with 2d Pop-Up contains about the integration of IPS materials (geography , economic, social and cultural) that will appear in the middle page to attract students to be motivate to learn and train students' memories. Researcher design all content of teaching materials such as cover design, mind maping, colour selection, main content design and evaluation. This teaching material will

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print on Art Paper 260 paper measuring 37 cm x 20 cm. This stage done by researcher more than 2 months. In this section the researcher should consult with lecturers of the teaching materials about the design and the content of material with the lecturer of Social Sciences experts.

c) Development

The development of teaching materials accepted the suggestion from material validation, design validation and social science subject teacher MTsN 3 Mojokerto. Validation is an activity process to assess the feasibility of teaching materials that will be developed by expert validation with the development stage from 11 up to 25 in August 2017. At this stage the researcher received suggestions from Ahmad Makki Hasan, M.Pd as media expert, M Irfan Islami, M.Pd as a material expert and Suwito, S.Pd as a teacher of social science subject at MTsN 3 Mojokerto. From the evaluation results and suggestions from the validation experts used to improve and revise the media and researcher can develop the teaching materials.

d) Implementation

The product is ready to be implement for students at VII grade E which amounts to 18 students and researcher has 80 minutes for meeting time. The first 40 minutes, the classroom activity done without the teaching materials and after that the students done pre-test. Over the last 40 minutes, teaching materials based 2D Pop-Up used for classroom

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activities, after the activities completed, the students completed a post-test assessment.

e) Evaluation

After applied the teaching materials in the class, the researcher has the value of pre-test and post-test. Firstly the researchers give some treatment on the learning process but using teaching materials based 2D Pop-Up. From the test of data, the researcher can evaluate how attractive and effective the results without the teaching materials and with the teaching material based 2D Pop-Up.

E. Product Trial

The purposes of product trial is to collect the data and obtain the information on media validation and product effectiveness. To get information in this activity will be explaine as follows :

1. Design Validation

This research used validation of Social Science learning from lecturers and teachers as product validation. This validation includes learning validation, material validation and product design.

2. Subject validation

Subject of validation of teaching materials consists of two lecturers of Faculty of Tarbiyah and Teaching Training Faculty, Islamic State University of Maulana Malik Ibrahim Malang and one teacher of IPS subject in MtsN 3 Mojokerto. Criteria for each validator are as follows:

a. Lecturer validation of teaching materials materials IPS (History)

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1) Social lecturers wich are competent in the field of education of Social Sciences

2) Understanding the material of Hindu Buddha kingdoms in Indonesia

3) Knowing the IPS curriculum in MTs

b. Lecturer of design validation of teaching materials

1) Lecturer of source development and learning media

2) Has experienced in designing and designing teaching materials

c. Teachers of IPS (History) subjects in MTsN 3 Mojokerto

1) As a teacher who has experience teaching IPS subjects

2) Understanding the content of teaching materials

3) Understanding the IPS curriculum in MTs

3. Design Trial

1. Subject of trial

Subject of the testee of this teaching material done by VII grade E by conducting pre-test and post test.

$$O_1 \quad \boxed{X} \quad \boxed{O_2}$$

Information:

O1: Value before treatment

O2: Value after treatment

X: Treatment

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In field trials, the data collected using questionnaires and achievement tests (achievement test results).

2. Instrument Data collection

Instruments use to obtain some expected data that is in the form of interviews, questionnaires and test the acquisition of learning results.

a) Interviews

Interviewed with classroom teacher that played an important role in the completeness of data collection on a number of open questions.

b) Questionnaire

Questionnaire is the collection of structured data with written questions that use to obtain information from some validation experts and the respondents is students use to collect data about the accuracy of 2d Pop-Up based instructional materials components, design accuracy or design learning, the accuracy of the content of teaching materials, 2d pop-up based instructional material which is then evaluated. The require questionnaires are:

1. Questionnaire assessment and expert response of historical subject matter content.
2. Questionnaire assessment and media expert response or instructional design.

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3. Questionnaire assessment and perceptions of IPS subject teacher.
4. Questionnaire assessment and feedback about the teaching materials developed by researcher.

The questionnaire instrument use to collect the data research consists of 2 types, namely:

a. Instrument of collecting quantitative type by using likert scale measurement with 5 alternative answers: 1) Score 1, if very unclear, irrelevant, very inappropriate, can not measure ability,2) Score 2, if less clear, less relevant, less precise, less able to measure ability,3) Score 3, if sufficiently clear, quite relevant, sufficiently precise, can adequately measure ability,4) Score 4, if clear, relevant, appropriate, can measure ability,5) Score 5, if very clear, highly relevant, very precise, can greatly measure ability.

b. Qualitative data collection instruments are suggestions and comments from validators. While the instruments use for field trials in the form of tests are pre test and post test. The test use to collect data on results that indicate a change in understanding of the material before and after the test.

3. Data Analysis Technique

a. Descriptive analysis

1) Qualitative data in the form of responses, criticisms and suggestions of improvement by content experts, design experts and

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social studies experts and by students of VII grade. The data arrange in a logical and meaningful in the form of a sentence that obtaine general conclusions. Data analysis technique use to analyze qualitative data that move to quantitative from the validation result through questionnaire with the technique of calculating the average value. The calculation function to find the final grade rating for the item in question. Average value calculation formula to validation result as follows:

$$P = \frac{\sum X}{\sum Xi} \text{ x } 100$$

Information :

P = Percentages of search

$\sum X$= The total number of respondents in 1 item

$\sum X_1$= The total score of Answers in 1 item

Table 3.1

Eligibility of teaching materials based 2d Pop-Up :

Percentage answer	Criteria for eligibility
0 <P <25	Very decent, revision
25≤ P <50	Less worthy, revision
50 <P <75	Decent enough, no revision
75≤ P <100	Decent, no revision
P = 100	Very decent, no revision

To measure the attractiveness of teaching material based 2D Pop-Up, there is a table of advisability from use the teaching material :

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Table 3.2

Attractiveness of teaching materials based 2d Pop-Up :

Percentage answer	Criteria for eligibility
0 <P <25	Very uninteresting
25≤ P <50	Less interesting
50 <P <75	Interesting enough
75≤ P <100	Interesting
P = 100	Very Interesting

b. Test

In field trials, data will collect by using students's comprehension tests. Field trial data will collect by using pre-test and post-test to measure the students' understanding. Data analysis techniques will use pretest control group designs are samples given initial and final tests. The result that get is from differences values between pre-test and post-test . The t test formula with significance level of 0.05 is[31]:

$$t = \frac{D}{\sqrt{\frac{d^2}{n(n-1)}}}$$

Explanation :

t: t-test

D: Different

d^2: Variance

[31]Triyono, *Metodologi Penelitian Pendidikan*, Penerbit Ombak, (Yogyakarta :2013), page.234

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n : Total of sample

To find out whether there is a difference between pre-test and post-test, the test results are compared with the t_{table} with the 0.05 level as follows:

H0: There is no significant difference between before using teaching material after using teaching material based 2d Pop-Up.

H1: There is a significant difference between before using teaching material after using teaching material based 2d Pop-Up.

Decision making :

If $t_{count} > t_{table}$ so the result will significant and H1 will accept

If $t_{count} < t_{tabel}$ so the result will unsignifikan and H1 will reject

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CHAPTER IV

RESULT OF DEVELOPMENT

A. Development of Teaching Material Based 2D Pop-Up

The result identification that has been done to the students of VII grade in MTsN 3 Mojokerto shows the existence of IPS subject that have no optimal. The factors that influences are:

1. Teaching materials only used from government aid packages. This book package considere less interesting students reading and make boring because it is not variety and monotonous.
2. The students pasive in the process of learning activities because students less involved in learning activities.
3. Less of students' understanding of material concepts due to their limitedness teaching materials used.

It supported by the information from the Teacher of social subject stating that:

"Actually the students can understand the learning materials, but that makes them get a low score was lazy to read a book, when all the exercises about all the essays can answered correctly origin they want to read ".[32]

According to exposure above, the need to Develop the Teaching Material based 2D Pop-Up Hindu-Buddha Kingdoms in Indonesia to improve the students' understanding at VII grade MtsN 3 Mojokerto.

[32]Interview with Mr. Suwito at MTsN 3 Mojokerto on June 10, 2017 at 10:00 am

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1. Description of Materials Based 2D Pop Up Development

1.1 Characteristics of Materials Based 2D Pop Up Development

Teaching material that developed based 2D Pop-Up material about Hindu Buddha Kingdoms in Indonesia. This resource is expected to improve the understanding of the students of grade VII MTsN 3 Mojokerto. Description of teaching materials based 2D Pop-Up include:

a. Cover

This page give the title of teaching material based 2D Pop-Up, the object of research and the creator of this product.

Picture 4.1Cover

b. Description of Materi

This page there are Theme, Sub Theme and main materi and there is a distributing map of Hindu Buddha kingdoms in Indonesia.

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Picture 4.2 Description of Materi

c. Preface

This page contain about permission and statement of grattitude to God from the creator.

KATA PENGANTAR

Puji syukur kehadirat Allah SWT, karena atas berkat dan rahmatnya akhirnya modul pembelajaran Ips Terpadu khususnya Sejarah dengan tema "Keadaan Alam dan Aktivitas Penduduk Indonesia" dan Subtema C yaitu "Kehidupan Sosial Masyarakat Indonesia pada masa Praaksara, Hindu Buddha, dan Islam". Semoga melalui modul ini dapat mempermudah dalam mempelajari sejarah. Modul ini kami susun berdasarkan kurikulum K-13 dan pengembangannya serta materinya mengacu pada pelajaran sejarah tingkat SMP/MTs Kelas VII untuk semester kedua guna memenuhi tuntutan kurikulum tentang penilaian sejarah yang meliputi pengetahuan (kognitif), sikap (afektif) dan keterampilan (psikomotorik), maka dalam modul ini disajikan dalam bentuk ringkasan materi, evaluasi serta menggunakan bahasa yang sederhana, gambar yang sesuai dengan harapan agar mudah untuk dipahami oleh peserta didik dan dilengkapi dengan Pop Up yang dapat memudahkan siswa dalam mengimajinasikan materi guna memperoleh pemahaman yang lebih baik.

Modul ini dapat tersusun berkat bantuan dari berbagai pihak. Untuk itu pada kesempatan ini pula kami haturkan terima kasih yang sebesar-besarnya kepada semua pihak yang terlibat dalam penyusunan modul ini baik berupa dorongan material maupun spiritual sehingga penyusunan modul ini dapat selesai dengan baik, semoga amal baik mereka diterima oleh Allah SWT dan modul ini dapat bermanfaat, khususnya bagi penulis dan para pembaca pada umumnya.Meskipun telah dibantu oleh berbagai pihak, namun saya yakin modul ini masih jauh dari kesempurnaan, untuk itu kritik dan saran masih sangat kami butuhkan demi sempurnanya buku ini.
Malang

Malang, 2017

Penulis

Picture 4.3 Preface

d. Introduction

This page is contain about the material and the learning objective.

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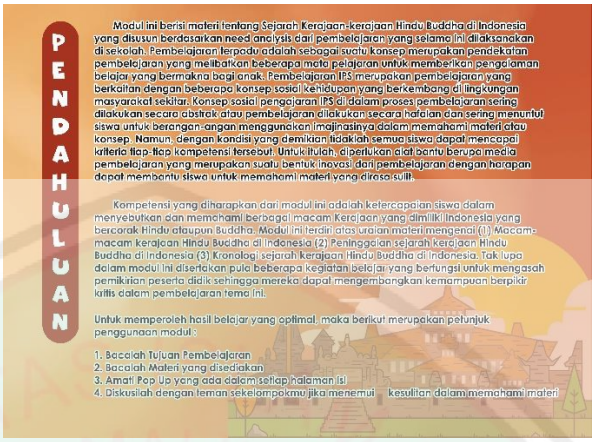

PENDAHULUAN

Modul ini berisi materi tentang Sejarah Kerajaan-kerajaan Hindu Buddha di Indonesia yang disusun berdasarkan need analysis dari pembelajaran yang selama ini dilaksanakan di sekolah. Pembelajaran terpadu adalah sebagai suatu konsep merupakan pendekatan pembelajaran yang melibatkan beberapa mata pelajaran untuk memberikan pengalaman belajar yang bermakna bagi anak. Pembelajaran IPS merupakan pembelajaran yang berkaitan dengan beberapa konsep sosial kehidupan yang berkembang di lingkungan masyarakat sekitar. Konsep sosial pengajaran IPS di dalam proses pembelajaran sering dilakukan secara abstrak atau pembelajaran dilakukan secara hafalan dan sering menuntut siswa untuk berangan-angan menggunakan imajinasinya dalam memahami materi atau konsep. Namun, dengan kondisi yang demikian tidaklah semua siswa dapat mencapai kriteria tiap-tiap kompetensi tersebut. Untuk itulah, diperlukan alat bantu berupa media pembelajaran yang merupakan suatu bentuk inovasi dari pembelajaran dengan harapan dapat membantu siswa untuk memahami materi yang dirasa sulit.

Kompetensi yang diharapkan dari modul ini adalah ketercapaian siswa dalam menyebutkan dan memahami berbagai macam Kerajaan yang dimiliki Indonesia yang bercorak Hindu ataupun Buddha. Modul ini terdiri atas uraian materi mengenai (1) Macam-macam kerajaan Hindu Buddha di Indonesia (2) Peninggalan sejarah Kerajaan Hindu Buddha di Indonesia (3) Kronologi sejarah kerajaan Hindu Buddha di Indonesia. Tak lupa dalam modul ini disertakan pula beberapa kegiatan belajar yang berfungsi untuk mengasah pemikiran peserta didik sehingga mereka dapat mengembangkan kemampuan berpikir kritis dalam pembelajaran tema ini.

Untuk memperoleh hasil belajar yang optimal, maka berikut merupakan petunjuk penggunaan modul :

1. Bacalah Tujuan Pembelajaran
2. Bacalah Materi yang disediakan
3. Amati Pop Up yang ada dalam setiap halaman Isi
4. Diskusilah dengan teman sekelompokmu jika menemui kesulitan dalam memahami materi

Picture 4.4 Introduction

e. List of contents

There are three parts, there are part I about introduction, part II about the content of material and part III about the evaluation.

DAFTAR ISI

Bagian I
a. Halaman Judul..... i
b. Kata Pengantar..... ii
c. Pendahuluan..... iii
d. Daftar Isi..... iv
e. KI dan KD..... v
f. Indikator dan Materi Pokok..... vi
g. Peta Konsep vii

Bagian II
1. Periodesasi Kerajaan.....1
2. Kutai.....2
3. Tarumanegara.....4
4. Sriwijaya.....6
5. Mataram Kuno.....8
6. Kediri 10
7. Singhasari.....12
8. Majapahit.....14

Bagian III
Latihan Soal..... 16
Glosarium.....19
Daftar Pustaka.....20

iv

Picture 4.5 List of contents

f. Core competention and Basic competention

This Core and Basic competention ajusted with curricula of 2013 that use in MTsN 3 Mojokerto.

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Picture 4.6 CC and BC

g. Indicator, Main materi and Learning Objective

This page contains Indicators to be accomplished by students with KI and KD, the core material and the learning objective.

Picture 4.7 Indicators, Main Materi and Learning Objective

h. Mind Map

This page provides a simple overview of the characteristics empire to facilitate in strengthening the memory of students.

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Picture 4.9 Mind Map

i. Kingdom Period

This page contains the reign of each kingdom and type kingdom.

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Lahirnya kerajaan-kerajaan yang bercorak Hindu-Buddha merupakan bentuk adanya pengaruh dari masuknya kebudayaan Hindu-Buddha di Indonesia dan Kerajaan-kerajaan tersebut telah berkembang dengan pesat di Indonesia. Coba perhatikan tabel 1 berikut :

Periodesasi Kerajaan Hindu Buddha

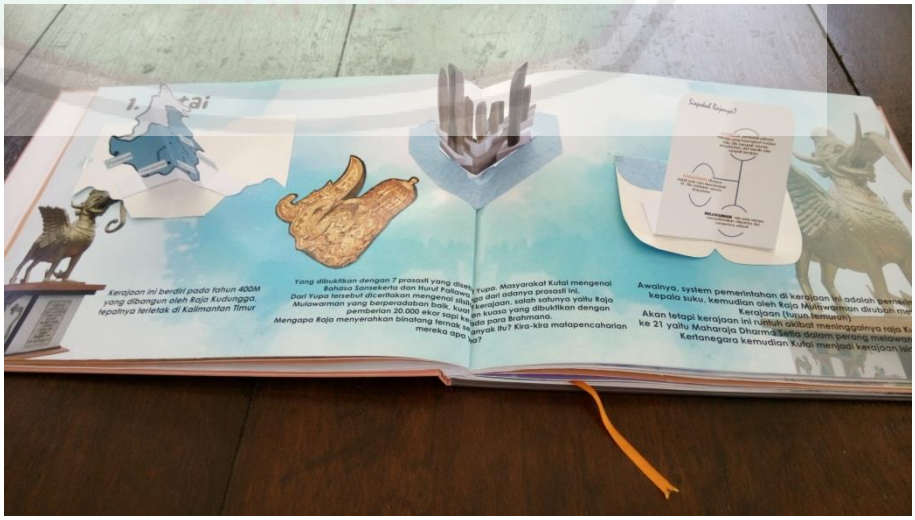
No.	Kerajaan	Tahun Mulai	Tahun Berakhir	Type Kerajaan
1.	Kutai	400M	1065	Hindu
2.	Tarumanegara	450M	700M	Hindu
3.	Sriwijaya	682M	1300M	Buddha
4.	Mataram Kuno	800M	929M	Hindu/Buddha
5.	Kediri	1052M	1222M	Hindu
6.	Singhasari	1268M	1292M	Hindu
7.	Majapahit	1292M	1478M	Hindu

Tabel 1. Periodesasi Kerajaan Hindu-Buddha

Picture 4.10 Kingdom Period

j. Content of Material

Learning materials about Hindu-buddha kingdoms in Indonesia. On page 2 up to page 15 contains the story of the change Indonesian society at the time of Hindu Buddha that is starting from the kingdom Kutai up to Majapahit. Every page of the kingdom is 2d Pop- Up to help students in understanding the material and interesting attention of students to be motivated to learn.



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Picture 4.11 Content Material

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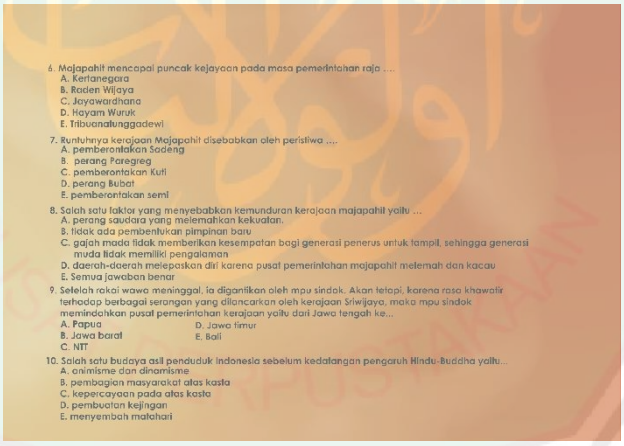
k. Exercise

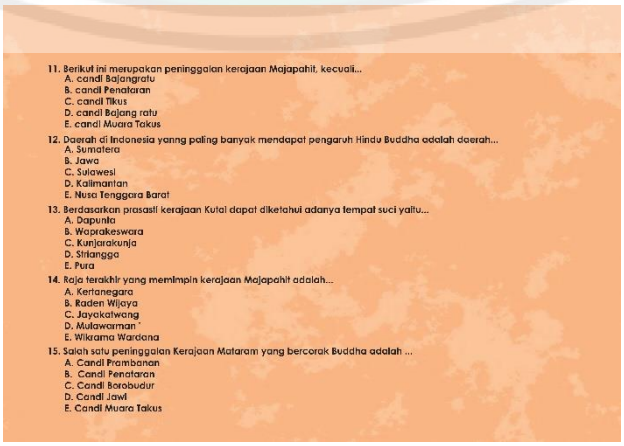
This section consists of 3 pages, each page has 5 problems multiple choice. This question was made to train how much understanding students about the material just delivered.

YUK JAWAB SOAL - SOAL BERIKUT !!

1. Kerajaan Kutai adalah kerajaan Hindu pertama di Indonesia. Peninggalan kerajaan Kutai yaitu yupa yang berfungsi untuk...
   A. Persembahan raja kepada para brahmana
   B. Persembahan para brahmana kepada raja
   C. Mengikat hewan kurban
   D. Menjelaskan keistimewaan raja Mulawarman
   E. Menjelaskan peristiwa penting dalam kerajaan
2. Pernyataan berikut yang tepat mengenai Kerajaan Tarumanegara...
   A. Pendiri kerajaan Tarumanegara adalah Raja Purnawarman
   B. Raja Mulawarman adalah Raja terbesar Kerajaan Tarumanegara
   C. Prasasti Ciaruteun berisi tapak kaki Raja Purnawarman
   D. Raja Purnawarman pernah menyumbangkan 1000 ekor sapi pada brahmana
   E. Raja terakhir Kerajaan Tarumanegara adalah Raja Dharma Setia
3. Berikut yang bukan merupakan penyebab runtuhnya Kerajaan Sriwijaya adalah...
   A. Terdesak pengaruh Kerajaan Singasari
   B. Berulang kali diserang Kerajaan Punan
   C. Kerajaan taklukannya banyak yang melepaskan diri
   D. Terdesak perkembangan Kerajaan Thailand
   E. Mundurnya perekonomian dan perdagangan Kerajaaan Sriwijaya
4. Kerajaan Mataram Kuno yang terpecah dapat disatukan kembali pada masa pemerintahan ....
   A. Raja Samaratungga
   B. Rakai Pikatan
   C. Dyah Balitung
   D. Rakai Panangkaran E. Raja Wisnu
5. Perdagangan di Kerajaan Sriwijaya mengalami kemajuan yang pesat terutama karena ....
   A. runtuhnya peranan pelabuhan Malaka
   B. ramainya perdagangan di selat Malaka
   C. letaknya strategis di tepi Malaka
   D. daerah kekuasaannya sangat luas E. menjadi pusat penghasil lada



6. Majapahit mencapai puncak kejayaan pada masa pemerintahan raja ....
   A. Kertanegara
   B. Raden Wijaya
   C. Jayawardhana
   D. Hayam Wuruk
   E. Tribuanatunggadewi
7. Runtuhnya kerajaan Majapahit disebabkan oleh peristiwa ....
   A. pemberontakan Sadeng
   B. perang Paregreg
   C. pemberontakan Kuti
   D. perang Bubat
   E. pemberontakan semi
8. Salah satu faktor yang menyebabkan kemunduran Kerajaan majapahit yaitu ...
   A. perang saudara yang melemahkan kekuatan.
   B. tidak ada pembentukan pimpinan baru
   C. gajah mada tidak memberikan kesempatan bagi generasi penerus untuk tampil, sehingga generasi muda tidak memiliki pengalaman
   D. daerah-daerah melepaskan diri karena pusat pemerintahan majapahit melemah dan kacau
   E. Semua jawaban benar
9. Setelah raksi wawa meninggal, ia diganti kan oleh mpu sindok. Akan tetapi, karena rasa khawatir terhadap berbagai serangan yang dilancarkan oleh kerajaan Sriwijaya, maka mpu sindok memindahkan pusat pemerintahan kerajaan yaitu dari Jawa tengah ke...
   A. Papua
   B. Jawa barat
   C. NTT
   D. Jawa timur
   E. Bali
10. Salah satu budaya asli penduduk Indonesia sebelum kedatangan pengaruh Hindu-Buddha yaitu...
   A. animisme dan dinamisme
   B. pembagian masyarakat atas kasta
   C. kepercayaan pada atas kasta
   D. pembuatan kejingan
   E. menyembah matahari



11. Berikut ini merupakan peninggalan kerajaan Majapahit, kecuali...
   A. candi Bajangratu
   B. candi Penataran
   C. candi Tikus
   D. candi Bajang ratu
   E. candi Muara Takus
12. Daerah di Indonesia yang paling banyak mendapat pengaruh Hindu Buddha adalah daerah...
   A. Sumatera
   B. Jawa
   C. Sulawesi
   D. Kalimantan
   E. Nusa Tenggara Barat
13. Berdasarkan prasasti kerajaan Kutai dapat diketahui adanya tempat suci yaitu...
   A. Dapunta
   B. Waprakeswara
   C. Kunjarakunja
   D. Striangga
   E. Pura
14. Raja terakhir yang memimpin kerajaan Majapahit adalah...
   A. Kertanegara
   B. Raden Wijaya
   C. Jayakatwang
   D. Mulawarman
   E. Wikarma Wardana
15. Salah satu peninggalan Kerajaan Mataram yang bercorak Buddha adalah ...
   A. Candi Prambanan
   B. Candi Penataran
   C. Candi Borobudur
   D. Candi Jawi
   E. Candi Muara Takus

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Picture 4.12 Exercise

l. Glossary

Contains some difficult words and the meaning

Picture 4.13 Glosarry

m.Refferences

Contains about other book sources from the preparation of teaching materials.

Picture 4.14 Refferences

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n. Last Cover

Contains the identity of the author and lecturer validator of teaching material based 2d Pop-Up.

Picture 4.15 Last Cover

1.2 Content of Teaching Material based 2D Pop-Up

Material in this product include the spread of the Hindu Buddha kingdomsin Indonesia consist of Kutai, Tarumanegara, Sriwijaya, Mataram, Kediri, Singhasari, and Majapahit. Teaching materials based 2d Pop-Up integrates the geographical location, social and cultural activities, as well as economic activity. The result product specifications a narrative stories simple according to KI and KD mentioned above section of product development description.

The material present in each each kingdom in 2d Pop-Up teaching materials is as follows:

a) The history of the establishment of kingdom

b) Geographical location of kingdom

c) The system of royal government and the King's lineage

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d) The prosperity and decline of the kingdom

e) Questions that can train the students' thinking

f) The existence of the image in the form of 2D Pop-Up on each page of kingdoms.

The advantages of this teaching material is by image inside a 2d Pop-Up form that impresse life to attract attention students to study the material of the Hindu Buddha kingdom in Indonesia.

1.3 Model Development of Teaching Material based 2d Pop-Up

The teaching material based 2d Pop-Up use development "ADDIE" model. Steps of the development process ADDIE (Analyze, Design, Development, Implementation and Evaluation) there are 5 that are as follows:

a) Analysis

The first stage was analysis of student need. Based on observation at MTsN 3 Mojokerto in VII grade E and interviewed with social studies teacher, He stated that the obstacles encountered in the learning processed had the lack of student motivation, especially the lack of reading books that can hinder the teaching and learning processed had an impact on the value that students got. This stage done to find about the need assessment of students and analyze the problems of student and teaching materials that used in the learning process. According to interviewed with the students, the teaching materials that students used LKS at each meeting. Based on analysis above the necessary that development of teaching materials

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accordance with needs of student of teaching materials based 2d Pop-Up material of Hindu Buddha kingdom in Indonesia.

b) Design

The teaching materials developed by researcher from a lot of paragraphs contained in print materials in general, into a simple narrative story according to KI and KD and developed with 2d Pop-Up contains about the integration of IPS materials (geography , economic, social and cultural) that will appear in the middle page to attract students to be motivate to learn and train students' memories. Researcher design all content of teaching materials such as cover design, mind maping, colour selection, main content design and evaluation. This teaching material will print on Art Paper 260 paper measuring 37 cm x 20 cm. This stage done by researcher more than 2 months. In this section the researcher should consult with lecturers of the teaching materials about the design and the content of material with the lecturer of Social Sciences experts.

c) Development

The development of teaching materials accepted the suggestion from material validation, design validation and social science subject teacher MTsN 3 Mojokerto. Validation is an activity process to assess the feasibility of teaching materials that will be developed by expert validation with the development stage from 11 up to 25 in August 2017. At this stage the researcher received suggestions from Ahmad Makki Hasan, M.Pd as media expert, M Irfan Islami, M.Pd as a material expert and Suwito, S.Pd

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as a teacher of social science subject at MTsN 3 Mojokerto. From the evaluation results and suggestions from the validation experts used to improve and revise the media and researcher can develop the teaching materials.

d) Implementation

The product is ready to be implement for students at VII grade E which amounts to 18 students and researcher has 80 minutes for meeting time. The first 40 minutes, the classroom activity done without the teaching materials and after that the students done pre-test. Over the last 40 minutes, teaching materials based 2D Pop-Up used for classroom activities, after the activities completed, the students completed a post-test assessment.

e) Evaluation

After applied the teaching materials in the class, the researcher has the value of pre-test and post-test. Firstly the researcher gave some treatment on the learning process but using teaching materials based 2D Pop-Up. From the test of data, the researcher can evaluate how attractive and effective the results without the teaching materials and with the teaching material based 2D Pop-Up.

2. Validation of 2D Pop-Up Based Teaching Materials

Validation of teaching material data has been done in 3 stages. Validation the product performed by a validator on material content,

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media design and subject teacher. Then revised the product based on the assessment and advice from expert lecturers.

2.1 Validation of Material Content

Validation of material content done by M. Irfan Islamy, M.Pd as lecturer social studies expert. Design this teaching material for VII grade containing the material the social science lesson of Hindu-Buddha history in Indonesia. Researcher conducted guidance to expert lecturers for 3 times, the first guidance, researcher got results to revised the product due to lack image support in the module and also revised the concept of map for facilitated students in learning, add to Basic Competences and clarify Indicators. The second guidance, researchers get a revision in the form the level of consistency of material content, for example in Kutai kingdom there are geography aspects, economic and social then on the next kingdom of Tarumanegara also must meet the same aspect and also add periodesasi kingdom.

In the last validation, the material lecturer said:

"Bahan Ajar sudah bagus siswa dapat lebih intens lagi belajarnya karena menggunakan modul yang berbasis 2d pop-up ini yang membuat nilai tambahan untuk modulnya sendiri karena lebih menarik daripada modul yang biasanya. Untuk sarannya dimohon untuk menambahi gambar-gambar yang akan ditempel untuk pop-up agar lebih memperkuat ingatan siswa sehingga siswa lebih mudah untuk memahami isi materi, untuk materinya sendiri sudah cukup jelas dibuat seperti bercerita tentang kerajaan, kalau bisa juga ditambah peta konsep agar memustakan pikiran siswa

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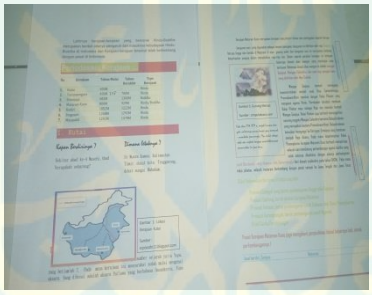
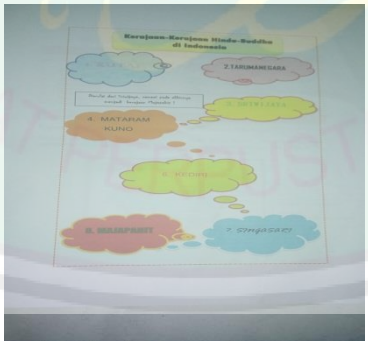
hanya pada materi yang dituju aja, selebihnya saya rasa sudah bagus ".[33]

Based on the revised suggestion from the lecturer of the material expert, the total revisions before getting final validation for 2d Pop-Up based teaching materials are:

Table 04.1

Revised Expert Content Validation for Teaching Material Based 2d Pop-Up

No	Point that has revision	Before revision	After revision
1.	Content material or content path less consistent story		
2.	Fixing mind maping to help and more strong the memory of students		

[33]Interview with Mr. M Irfan Islami M.Pd as social science studies lecture UIN Maulana Malik Ibrahim Malang, on July 25th 2017 at Microteaching Laboratory at 14.55 am

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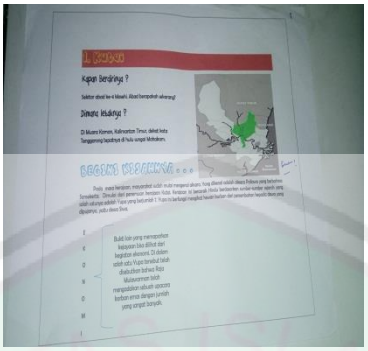
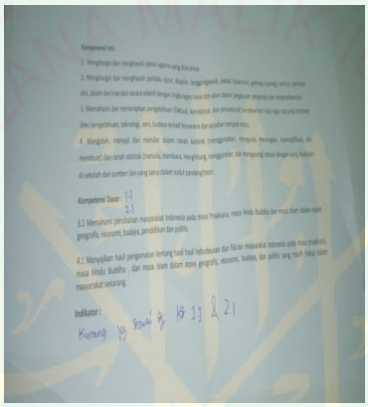
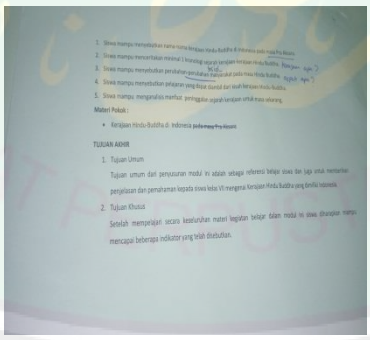
3.	Adding the Periodesation of Hindu Buddha kingdom		
4.	Adding The basic Competence from 2 become 4 Basic Competence		
5.	Less specific in Indicators		

After revising the product then the last validation done the acquisition of the eligibility value for teaching material based 2d Pop-Up from expert IPS lecturer are follows:

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Table 4.2

Material Validation

Komponen	Indikator	Skor				
		5	4	3	2	1
Indikator	Kejelasan Indikator Pembelajaran		√			
Motivasi	Pemberian motivasi		√			
Penyajian Materi/Instruksi/Langkah2	Sistematika penyajian materi	√				
	Kejelasan uraian materi	√				
	Kejelasan petunjuk belajar		√			
	Kemudahan memahami materi	√				
Contoh	Pemberian contoh materi			√		
Latihan	Pemberian latihan untuk pemahaman konsep		√			
	Pemberian kesempatan untuk berlatih sendiri		√			
Respon	Pemberian penguatan untuk jawaban yang benar		√			
	Umpan balik bagi yang kurang benar		√			
Rangkuman	Penyedian rangkuman		√			
Tes/Soal	Kejelasan petunjuk mengerjakan tes		√			
	Kualitas tes dan kualitas penilaian		√			
	Keseimbangan materi dengan soal tes	√				
Materi	Kebenaran konsep	√				
	Aktualisasi Materi	√				
	Kesesuaian materi dengan tingkatan siswa	√				
	Kecukupan materi untuk mencapai tujuan	√				
	Keluasan materi		√			
	Kedalaman materi		√			
	Penguatan sumber lain untuk belajar			√		
Visualisasi	Kesesuaian gambar untuk memperkuat materi	√				
Bahasa	Kejelasan penggunaan bahasa	√				

Percentage level of assessment of teaching materials content material validator using the scale is as follows :

$$P = \frac{\sum x}{\sum x1} \; x \; 100\%$$

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$$= \frac{107}{125} x\, 100$$

$$= 85,6\%$$

Based on the Table of Qualification level eligibility criteria, percentage of 85.6% view on 75≤P <100 levels and worth learning materials and there was no revision so it can be used as teaching materials at school.

1.2 Validation of Expert Materials Design

The results of the assessment of teaching materials conducted by Ahmad Makki Hasan M.Pd as a lecturer at the State Islamic University of Malang on Development of teaching material based pop up 2d for VII class social science field in MTsN 3 Mojokerto, researcher done guidance design for 2 times and he suggested there are some pages that need repaired that as following:

"Bahan Ajar modul berbasis 2d pop up ini saya yakin mampu menarik perhatian siswa kelas 7 karena desainnya menarik dan mereka baru tahap awal masuk sekolah menengah, saya yakin siswa akan mudah memahami materi dengan menggunakan bahan ajar modul ini, saran saya tambahi soal-soal latihannya agar lebih melatih ingatan siswa, juga diperbaiki ada beberapa format penulusan yang kurang tepat, akan lebih baik lagi jika formatnya dibuat seperti cerita agar siswa tidak bosan membaca paragraf yang panjang.....[34]*"*

Based on the revised suggestion from the design expert, the total revisions before getting final validation for 2d Pop-Up based teaching materials are:

[34]Interview with Mr. Ahmad Makki Hasan M.Pd as Media Expert and Lecturer at UIN Maliki Malang, on August9th 2017 at C Building

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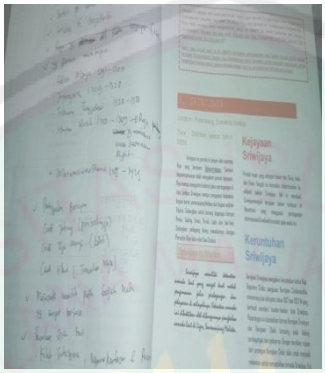
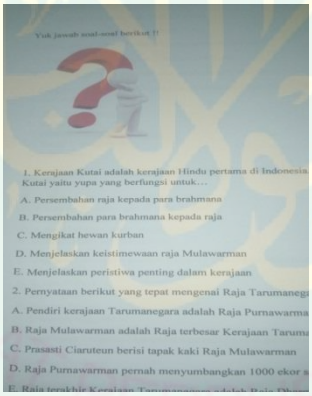
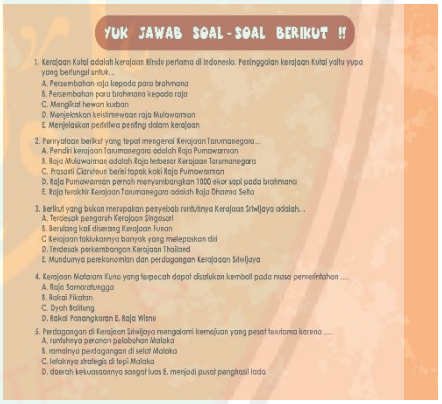
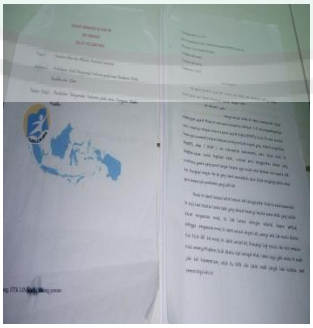
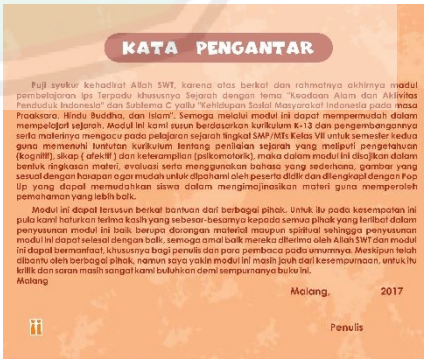
Table 4.3
Revisionof Design ValidationExpert for Teaching Material based 2d Pop-Up

No	Point that has revision	Before revision	After Revision
1.	Change the systematical writing in order to be interesting story without change existence material previous		
2.	Deleted image on exercises page and added number of questions		
3.	Fonts must be consistent		

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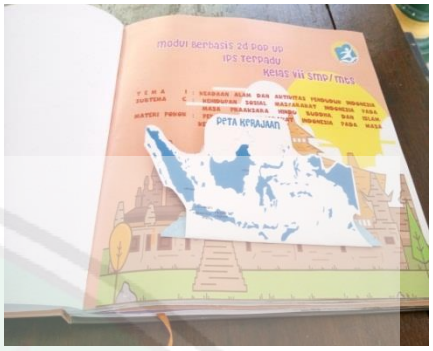
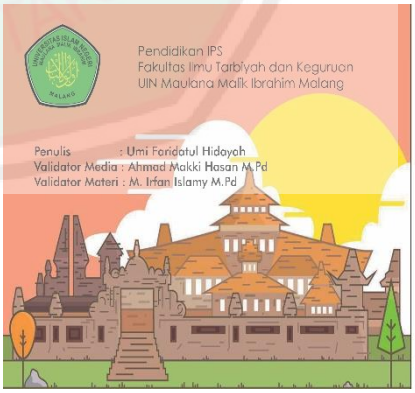
4.	Distribution map of Hindu Buddha kingdom make Pop-Up		
5.	Move the author writing position be elongated in the middle, writings "Our Castle" was delete, move the writing position objects, remove the logo		
9.	Added with Uin Maliki Logo, name Majors, Faculty, and University And name of writers and lecturer validators		

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After the researcher done the revision, then performed the final design validation from teaching material based 2d Pop-Up that was validation result as the following:

Table 04.4
Validation of Design

No	Aspek Penilaian	Skor				
		5	4	3	2	1
	A. Design					
1.	Keefektifan ukuran huruf (dapat terbaca dengan jelas)	√				
2.	Ketepatan pemilihan jenis huruf (dapat terbaca dengan jelas)	√				
3.	Komposisi warna tulisan terhadap warna latar belakang (Background)	√				
4.	Narasi yang ditampilkan mudah dipahami (Jelas)	√				
5.	Kemenarikan pengemasan cover	√				
6.	Ketepatan layout pengetikan	√				
7.	Konsistensi penggunaan spasi, judul dan pengetikan materi		√			
8.	Kejelasan pengetikan atau tulisan	√				
9.	Ketepatan penempatan gambar yang digunakan dalam modul		√			
10.	Kesesuaian penggunaan variasi jenis, ukuran dan bentuk huruf untuk sub bab		√			
11.	Ketepatan penggunaan ilustrasi dalam Pop-Up terhadap konsep materi	√				
12.	Ketepatan teks indikator pembelajaran		√			
13.	Pop-Up dapat mempermudah pemahaman siswa		√			
	B. Format					
1.	Format halaman mudah untuk digunakan	√				
2.	Ukuran Font mudah dibaca oleh pengguna		√			
3.	Ukuran kertas cetak tepat (39*28 cm, Lanscape)		√			
4.	Ukuran dan tipe huruf yang digunakan proporsional		√			
5.	Kualitas bahan yang digunakan untuk pembuatan modul berbasis 3D Pop-Up (art paper)	√				
	C. Evaluasi					
1.	Evaluasi yang digunakan dalam media sesuai dengan materi pembelajaran IPS terpadu (sejarah)		√			
2.	Kesesuaian bentuk soal dengan materi		√			

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The percentage level of the assessment of teaching material design using scale as follow:

$$P = \frac{\sum x}{\sum x1} x\ 100\%$$

$$= \frac{90}{100} x\ 100\%$$

$$= 90\%$$

Based on the Table of Qualification level eligibility criteria, percentage 90% view on 75≤P <100 levels and teaching materials was feasible and there was no revision so it can be used as teaching materials at school.

1.3 Validation Product by Social Science Teacher at MTsN 3 Mojokerto

The next validation is from IPS teachers. Validation was done by Suwito S.Pd. Assessment by the teacher as follows:

"Saya sangat tertarik dengan bahan ajar yang kamu gunakan dalam pembelajaran dikelas, ketika praktek saya perhatikan kamu lebih bisa dapet perhatian anak-anak daripada ketika saya mengajar biasanya, dan saya lihat anak-anak lebih aktif bertanya dan menjawab ketika kamu memancing pertanyaan kepada mereka, desain modul nya juga menarik dan pilihan warna yang bisa membangkitkan semangat untuk membaca isi materi, karena permasalahan selama ini yang saya temukan adalah anak-anak memiliki rasa malas untuk membaca, yaa mungkin karena buku teks nya yang monoton itu itu saja, saya berharap anak-anak bisa termotivasi dengan adanya modul berbasis 2d ini, untuk sarannya di RPP menurut saya kamu kurang jelas dalam menjabarkan tujuan pembelajaran, mohon

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untuk disamakan dengan tujuan pembelajaran yang ada di dalam modul…[35]

In this section the researchers got a revision on the part the preparation of lesson plan because the lesson objectives was less specific. For more details about the results of validation of teaching materials from the teacher as follows:

Table 4.5
Teacher Subject Validation

NO	ASPEK	INDIKATOR	SKOR				
			5	4	3	2	1
1.	Design	1.Tampilan Modul berbasis 2d PopUp	√				
		2. Kesesuaian warna pada setiap page Modul		√			
		3. Keserasian perpaduan warna pada Modul		√			
		4. Kesesuaian antara warna, gambar dan format penejelasan materi	√				
2.	Content Materi	1.Memiliki keterkaitan antara KI-KD dan tujuan pembelajaran pada materi	√				
		2.Kesesuaian antara KD dengan indikator pembelajaran IPS Terpadu	√				
		3.Kesesuaian antar indikator dan tujuan pembelajaran IPS	√				
		4. Kedalaman cakupan materi IPS	√				
		5.Kejelasan dalam sajian materi IPS	√				
3.	Evaluasi	1. Bentuk Evaluasi sesuai dengan materi		√			
		2. Kesesuaian Isi soal sesuai dengan materi IPS		√			

[35]Interview with Mr. Suwito S.Pd as teacher subject at MTsN 3 Mojokerto on August 26th 2017 at MTsN 3 Mojokerto at 11.00 am

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		3.Layak digunakan dan diuji coba untuk pelajaran IPS Terpadu		√			

The percentage level of the assessment of teaching materials validator of content using scale is as follow :

$$P = \frac{\sum x}{\sum x1} x\ 100\%$$

$$= \frac{55}{60} x\ 100\%$$

$$= 91.67\ \%$$

Based on the Table of Qualification level eligibility criteria, percentage 91.67% view on 75≤P <100 levels and teaching material is feasible and there is no revision so that it can be used as teaching material at school.

B. Attractiveness and Effectiveness of Teaching Material based 2D Pop-Up Development

After done some validation and revised the product as eligibility requirements for module product trials as teaching material in the field. Then researchers implement teaching materials and conducted evaluation activities with pre-test and post-test and get field test results explaining aspects of effectiveness and attractive aspects, both of them will be explained as follows :

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1. Attractiveness of Teaching material based 2D Pop-Up

The trials in this section are to measure student attractiveness to the teaching materials based 2d Pop-Up as learning material obtained of the quisionare scores that have been filled by the research object of 18 students.

There are results of the use of teaching materials based on 2d Pop-Up for VII grade integrated social science subjects at MTsN 3 Mojokerto, in this question for student researcher gave 13 questions to knew how to react social learning of students by using teaching materials based 2d Pop-Up. From the questionnaire above, the calculation get a score 90.1%, indicated that the teaching materials are interesting for used in VII grade.

The attractiveness of teaching materials has characteristics as the following:

1) The accuracy of the title with the content of the material. The title is a name that used to summarize the contents of teaching material so that it can be easier readers know the contents of the material and motivate students in learning.[36]

2) Language that use in teaching material is easy to understand. A number of results research suggests that innate and environmental factors affect intelligence.[37] Child's language skills is differentso must to need the language that simple and easy to understand.

[36] Zainal Arifin, 2011. *Konsep dan Model Pengembangan Kurikulum*. Bandung : PT Remaja Rosdakarya hlm 4
[37] Desmita, 2009. *Psikologi Perkembangan Peserta Didik*, Bandung : PT Remaja
[9]Masnur Muslich, 2010. *Text Boxt Book Writing Dasar-dasar Pemahama, Penulisan dan Pemakaian Buku Teks*. Jogjakarta : Ar-Ruzz Media hlm 55

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3) Use of appropriate illustrations, broad content and material content presented in a coherent manner. Perform of materials in teaching materials is interactive so as to motivate students to learn independently for example by using questions and interestedpicture.[38]

Tabel 4.6
The Attractiveness Aspect

No	Attractiveness aspect	Number of Questions
1.	Design	5 and 9
2.	Motivation	2 and 13
3.	Understanding	1,3,4,6,7,8,10,11 and 12

2. The Effectiveness of Teaching Material Based 2D Pop-Up

To know the difference and development of understanding students, researcher performed tests in pre-test and post-test. Both of test conducted in class VII E at MTsN 3 Mojokerto. Pre-test and Post-test data above analyzed by using sample t-test (Paired t-test) with a significance level of 0.05. Analysis technique used to find out whether any treatment is imposed on the object.

By measuring the level of specification (α) of 0.05 and the number of respondent is 17, it can be seen t_{table} is 1.73 and t_{count} = 2.51. From the calculation above obtained **t_{count}> t_{table} is 2.51>1.73.** So the conclusion Ho is rejected and Ha accepted. Then it can be concluded that there was some significant differences before students use teaching material based 2d Pop-Up for integrated social subjects and after used teaching material based 2d Pop-Up as an integrated social science teaching material in

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MTsN 3 Mojokerto and the results are valid and the media can increase motivation students in learning as well as students' understanding.

"Generally, reading progresses in a forward direction and at a regular rate as the reader moves along, readily constructing a mental representation that relates the information in the text to an existing mental model. But on occasion, reading processes interact with prior knowledge and skill in a way that relies heavily on the stability of text to aid comprehension and learning "[39]

Based on the description above shows that the effectiveness of the material teaching can be measured with increasing levels of student understanding increased. This is due to several things, including:

1) Teaching material based 2d pop-up designed based on the characteristics students

2) The Teaching material based 2d pop-up composed in plain language and easy to understand the students

3) Teaching material based 2d pop-up equipped with a variety of questions that train students' thinking

4) Teaching material based 2d pop-up presented using images that seem alive (2d) so students attracted to learn the material

5) Teaching material based 2d pop-up also equipped with exercise questions which students can use to test the level of understanding.

[39]Robert B. Kozma, *The Influence of Media on Learning: The Debate Continues*, Volume 22 Number 4. Summer 1994.

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Based on existing theory, there are four kinds of understanding there are : a) understanding means seeing a relationship that has not been real on first sight b) understanding means being able to explain or be able to describe about different aspects, levels, angles of view c) understanding means developing awareness of the factors the important one d) capable of making a reasonable prophecy of behavior his behavior.[40] Understanding is the result of learning, for example students can explaining with the composition of his own sentence on what has been read or heard, gives another example of what the teacher has instructed and use application instructions in other cases. [41] Based on the exposure above it is proven that the use teaching materials based 2D Pop-Up can improve students' understanding class VII E at MTsN 3 Mojokerto.

[40]Partowisastro, Koestoer. 1983. *Dinamika dalam Psikologi Pendidikan.* (Jilid I). Jakarta: Erlangga.
[41] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung : Pt remaja rosdakarya, 1995) hlm 24

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CHAPTER V

CONCLUSION

A. Conclusion

1. Need Analysis for students in VII grade shows that there was a problem that occurs in the class that the student has low learning motivation consequently the students do not understand the content of the material and affect the value of students who experience a decline. This research provide an alternative to developing a teaching material for improve student learning motivation so that students are able to achieve understanding of matter.

Development of the Teaching Material Based 2D Pop-Up of Hindu Buddha in Indonesia printed by art paper 260 in size 37x20. Total This resource page is 28 pages with 8 pages In the beginning, 20 pages is the content of the material and there are 7 pages that have 2d Pop-Up. The process of developing this teaching material using the development model ADDIE (Analyze, Design, Development, Implementation and Evaluation). The teaching materials are validated by several experts, including: Validation results by expert lecturers show that the feasibility of this teaching material based 2d Pop-Up reached 85.6%. This indicates that this resource is worthy of use and no revisions. From the last validation results by the expert lecturer shows that the feasibility of this 2d Pop-Up based teaching material reaches 90%. This matter shows that this resource is worthy of use and no revisions. Results of validation by IPS subject teachers shows that the teaching materials worth using the percentage of 91.67%.

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3. Attractiveness and Effectiveness of 2d Pop-Up Based Teaching Material

a) The Attractiveness of Teaching Material Based 2d Pop-Up

The aspect of attractiveness measured by the attractiveness taken from the questionnaire which is filled by students of class VII E and the result of quantitative data 90.1% so it can be concluded that the teaching materialbased 2d Pop-Up is interesting and make the students motivated to learn.

b) The Effectiveness of Teaching Material Based 2d Pop-Up

Aspects of effectiveness as measured by the results of Pre-test and Post-test given to students in VII E grade at MTsN 3 Mojokerto showing that the average value of Pre-Test is 81.3 and the post-test mean value is 85.7 which can be seen that students can understand after and before implemented with teaching materials and after implemented the teaching material the results of student grades are increasing from previous. Then the teaching material based 2d pop-up are worth to use in MTsN 3 Mojokerto because it can increase student value.

B. Recommendations Product Usage

1. Product Utilization Advice

Based on the results of the material test so that the optimization of utilization 2d Pop-Up as follows:

a) For the teacher hopefully able to apply teaching materials based 2d Pop-Up to support presentation materials especially for social subjects which is relate to activity in everyday life.

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b) To make schools more often use interactive learning media and also completes learning to facilitate students in science knowledge enriched with interactive learning media,

2. Advice for product development

For further development purposes we recommend the following:

a) The development of this product is limite to the subject of Social Science especially for class VII so it needs to be further developed on the material and other classes.

b) Learning using 2d Pop-Up based teaching materials can use as a reference by teacher to develop teaching materials based on student needs and learning analysis.

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APPENDIX I

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

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@uin_malang.ac.id

Nomor : Un.3.1/TL.00.1/2028/2017 — 10 Agustus 2017
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepala MTSN 3 Mojokerto
di
Mojokerto

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	:	Umi Faridatul Hidayah
NIM	:	13130080
Jurusan	:	Pendidikan Ilmu Pengetahuan Sosoal (PIPS)
Semester – Tahun Akademik	:	Ganjil - 2017/2018
Judul Skripsi	:	***The Development of Teaching Material Based 2D Pop Up of Hindu Budha Kingdoms in Indonesia to Improve the Student Understanding of VII Grade at MTsN 3 Mojokerto***
Lama Penelitian	:	**Agustus 2017** sampai dengan **Oktober 2017** (3 bulan)

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.

Plt. Dekan

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

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

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KANTOR KEMENTERIAN AGAMA KABUPATEN MOJOKERTO
MADRASAH TSANAWIYAH NEGERI BANGSAL
Jalan Pendidikan Nomor 2 Sumbertebu Bangsal Mojokerto 61381
Telepon : (0321) 6850805
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Surat Keterangan Penelitian
Nomor : B-٩٢٧ /Mts.13.11.03/TL.00/08/2017

Yang bertanda tangan di bawah ini :

Nama	: Agus Tiono, S.Pd., M.H.
NIP	: 19690817 200312 1 003
Pangkat/gol. ruang	: Pembina (IV/a)
Jabatan	: Kepala
Instansi	: MTsN 3 Kabupaten Mojokerto

Menerangkan dengan sebenarnya bahwa mahasiswa tersebut di bawah ini :

Nama	: Umi Faridatul HIdayah
NIM	: 13130080
Jurusan	: Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester/Tahun Akademik	: Ganjil / 2017-2018

telah mengadakan penelitian di MTsN 3 Kabupaten Mojokerto dalam rangka penyusunan Tesis dengan judul **"The Development of Theaching Material Based 2D Pop Up of Hindu Budha Kingdoms in Indonesia to Improve the Student Understanding of VII Grade at MTsN 3 Mojokerto".**

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya

Mojokerto, 28 Agustus 2017
Kepala

Agus Tiono, S.Pd., M.H.

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

APPENDIX II

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTsN 3 MOJOKERTO
Mata Pelajaran	: IPS Terpadu
Kelas/ Semester	: VII / Ganjil
Tema I	:Keadaan Alam dan Aktivitas Penduduk Indonesia
Subtema C	: Kehidupan Sosial Masyarakat Indonesia pada masa Praaksara, Hindu Buddha, dan Islam
Materi Pokok	: Perubahan Masyarakat Indonesia pada masa Kerajaan Hindu-Buddha
Pertemuan Ke	: 1 dan 2

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1.1 Menghargai karunia Tuhan YME yang telah menciptakan waktu dengan segala perubahannya.

2.1 Menunjukkan perilaku jujur, gotong royong, bertanggungjawab, toleran, dan percaya diri sebagaimana ditunjukkan oleh tokoh-tokoh sejarah pada masa

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3.2 Memahami perubahan masyarakat Indonesia pada masa Praaksara, masa Hindu Buddha dan masa Islam dalam aspek geografis, ekonomi, budaya, pendidikan dan politik.

4.1 Menyajikan hasil pengamatan tentang hasil hasil kebudayaan dan fikiran masyarakat Indonesia pada masa praaksara, masa Hindu Buddha , dan masa Islam dalam aspek geografis, ekonomi, budaya, dan politik yang masih hidup dalam masyarakat sekarang.

C. Indikator dan Tujuan Pembelajaran

1. Siswa mampu menceritakan minimal 1 kronologi sejarah kerajaan-kerajaan Hindu Buddha (misalnya kerajaan terbesar "Majapahit").

2. Siswa mampu menyebutkan perubahan-perubahan masyarakat pada masa Hindu Buddha.

3. Siswa mampu menyebutkan pelajaran yang dapat diambil dari kisah kerajaan Hindu-Buddha.

4. Siswa mampu menganalisis manfaat peninggalan sejarah kerajaan untuk masa sekarang.

5. Siswa mampu membandingkan perubahan keadaan masyarakat Indonesia sebelum dan sesudah masuknya kerajaan Hindu Buddha.

D. *Materi ajar*

Pertemuan 1

1. Pretest materi kerajaan Hindu Buddha

Pertemuan 2

1. Kerajaan Hindu Buddha di Indonesia dengan menggunakan Bahan Ajar berbasis 2d pop up.

E. Alokasi waktu

4x40 menit

F. Pendekatan, strategi, dan metode pembelajaran

Pendekatan : Scientific

Strategi : *Cooperative learning*

Metode : *Riddle game*

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G. Kegiatan pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi
Kegiatan awal	1. Persiapan semua siswa untuk membuka pelajaran dengan mengucapkan salam dan berdoa bersama didepan kelas (menghayati ajaran agama) 2. Mengecek siswa (mengabsen) dan meneliti siswa untuk memastikan siswa dalam keadaan baik 3. Mengulas kembali pelajaran minggu lalu untuk mengetahui ingatan siswa 4. *Memberi stimulus pada siswa tentang materi yang akan dipelajari* 5. Memberi motivasi pada siswa tentang pentingnya lingkungan dan tanya jawab sebelum materi/pemanasan otak	10 menit
Kegiatan inti	**Pertemuan 1 (2 x 40 menit)** a. Guru meminta siswa untuk membuka buku paket atau LKS yang biasa digunakan dalam pembelajaran b. Guru menjelaskan tentang isi materi c. Guru memberikan soal pre-test kepada siswa **Pertemuan 2 (2x40 menit)** **1. Penerapan modul berbasis 2d pop up** a. Guru membagi siswa menjadi 2 kelompok b. Guru menjelaskan dan berdiskusi bersama tentang materi menggunakan modul berbasis 2d pop up c. Guru menunjuk salah satu perwakilan kelompok untuk mempresentasikan hasil diskusi d. Guru memulai untuk bermain tebak-tebakan atau tanya jawab antar kelompok e. Guru memberikan reward kepada kelompok pemenang **a. Mengamati:** Membaca dan menyimak buku teks tentang kehidupan masyarakat Indonesia pada masa Hindu Buddha dilihat dari sisi	30 menit 40 menit 40 menit 20 menit

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	(ekonomi, sosial, budaya, pendidikan, dan politik). **Mempertanyakan:** Berdiskusi untuk mendapatkan klarifikasi tentang kehidupan masyarakat Indonesia pada masa Hindu Buddha dan keberlanjutan kehidupan manusia ekonomi, sosial, budaya, pendidikan, dan politik). **Mengumpulkan:** Mengumpulkan data terkait dengan pertanyaan dan materi yang dipelajarinya baik melalui bacaan-bacaan yang relevan maupun browsing internet. **Mengasosiasikan:** Menganalisis informasi dan data-data yang didapat baik dari bacaan maupun dari sumber-sumber terkait untuk mendapatkan kesimpulan bagaimana mempelajari perubahan dan keberlanjutan kehidupan manusia (ekonomi, sosial, budaya, pendidikan dan politik). **Mengomunikasikan:** Mengkomunikasikan hasil konseptualisasi dalam bentuk lisan dalam mempelajari perubahan perkembangan kehidupan masyarakat pada masa Hindu Buddha (ekonomi, sosial, budaya, *pendidikan dan politik*).	
Kegiatan akhir	1. Membuat sedikit kesimpulan tentang materi yang telah didiskusikan dan mengaitkannya dengan kehidupan sehari-hari 2. Menunjuk salah satu siswa untuk menyampaikan kesimpulan yang didapat 3. Memastikan siswa memahami materi yang telah dipelajari dengan memberi pertanyaan-pertanyaan dan bisa juga diberi reward 4. Memberi motivasi dan inspirasi pada siswa 5. Mengakhiri kegiatan belajar mengajar dengan bacaan hamdalah	10 menit

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	6. Guru keluar kelas dengan mengucapkan salam.	

I. Penilaian hasil belajar

Observasi : Menilai proses pembelajaran (mengamati kegiatan peserta didik dalam proses mengumpulkan data, analisis data dan pembuatan laporan/komunikasi)

Tes tertulis : Menilai kemampuan memahami konsep dengan menjawab soal-soal yang ada di dalam modul

J. Media, alat dan Sumber belajar

Media : LKS, buku paket, Bahan Ajar berbasis 2d

Alat / Bahan : kertas

Mengetahui
Kepala Madrasah

KEMENTERIAN AGAMA REPUBLIK INDONESIA MADRASAH TSANAWIYAH NEGERI KABUPATEN MOJOKERTO

AGUS TIONO, S.Pd. MH.
NIP. 19690817 200312 1 003

NIP .....

Persetujuan
Guru Mata Pelajaran

SUWITO, S.pd.

NIP 196908303 200501 1004

Peneliti

Umi Faridatul H

NIM 13130080

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Soal Pre-Test Kerajaan Hindu Buddha di Indonesia

Nama : Eka Sandi wAhyU P.

Kelas : VII

24
35
59
14
73

A. Pilihan Ganda

1. Raja Pertama yang memerintah kerajaan Kutai adalah...

a. Raja Dharmayawarman

b. Raja Kudungga

c. Rajadirajaguru Jaya Singawarman

d. Raja Aswawarman

e. Raja Mulawarman

2. Keberadaan kerajaan Kutai diketahui atas dasar sumber berita yang ditemukan yaitu berupa prasasti yang berbentuk..

a. Necara

b. Punden berundak-undak

c. Yupa

d. Artefak

e. Waruga

3. Kerajaan Kutai berdiri pada tahun...

a. abad ke 3 M

b. abad ke 4 M

c. abad ke 5 M

d. abad ke 6 M

e. abad ke 7 M

4. Letak kerajaan Tarumanegara yaitu...

a. Kalimantan Timur

b. Jawa Barat

c. Sumatera

d. Sulawesi

e. Jawa Timur

5. Dibawah ini beberapa kelompok kerajaan yang bercorak Hindu adalah ...

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a. Majapahit, Kutai dan Tarumanegara

b. Sriwijaya, Kediri dan Majapahit

c. Mataram Kuno, Kutai dan Sriwijaya

d. Mataram Kuno, Mataram Jawa dan Singhasari

e. Tarumanegara, Sriwijaya dan Kediri

6. Pada zaman kerajaan Kediri, karya sastra berkembang pesat, salah satunya kitab Smaradahana yang dikarang oleh ...

a. Mpu Kanwa

b. Mpu Sedah

c. Mpu Tantular

d. Mpu Panuluh

e. Mpu Darmaja

7. Berikut ini bukan merupakan prasasti peninggalan kerajaan Sriwijaya adalah ...

a. Telaga Batu

b. Kota Kapur

c. Pasir Awi

d. Karang Berahi

e. Palas Pasemah

8. Sumber sejarah Kerajaan Singhasari berupa kitab pararaton menceritakan tentang...

a. Kerajaan Singasari mengalahkan Kerajaan Kediri dalam pertempuran didekat Ganter

b. Kebudayaan Kerajaan Singhasari

c. Raja-raja Singhasari

d. Silsilah raja Majapahit yang memilikihubungan dengan raja Singhasari

e. Kehidupan sosial masyarakat Singhasari

9. "ini bekas kedua kaki, yang seperti kaki Dewa Wisnu, ialah kaki yang mulia Sang Purnawarman, raja yang berani dan gagah" merupakan isi dari prasasti..

a. Cidamghiang

b. Ciareteun

c. Karang Berahi

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d. Kedukan Bukit

e. Talang Tuo

10. Pusat Kerajaan Majapahit berada di daerah..

a. Jawa Timur

b. Jawa Barat

c. Sumatera

d. Kalimantan Timur

e. Sulawesi

B. Soal Essay

1. Sebutkan silsilah kerajaan Kutai mulai dari pendiri kerajaan !

Jawab : Kusungga, Aswawarman dan wucawarman

14

2. Sebutkan sumber sejarah berdirinya kerajaan Sriwijaya !

Jawab : prasasti dan seorang pedagang cina bernama I-Sting

14

3. Siapakah Ken Arok dalam cerita kerajaan Singhasari?

Jawab : pendiri kerajaan Singasinga

7

4. Bagaimana kerajaan Mataram Kuno yang berada di Jawa Tengah berpindah ke Jawa Timur?

Jawab : Terpencar jadi duca

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5. Mengapa Kerajaan Majapahit bisa runtuh ? berikan alasannya !

Jawab : Karena terjadinya perang saudara 14

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Soal Post-Tes Kerajaan Hindu-Buddha di Indonesia

Nama : Nabila Ramadhan F

Kelas : 7E

90

A. Pilihan Ganda

1. Kerajaan Kutai pernah dipimpin oleh ...

a. Raja Kudungga

b. Raja Aswawarman

c. Raja Mulawarman

d. Raja Purnawarman

e. jawaban a,b dan c benar

2. Di dalam prasasti Yupa tertulis bahwa Raja Mulawarman pernah memberikan hadiah 20.000 ekor sapi kepada kaum..

a. Brahmana

b. Sudra

c. Ksatria

d. Waisya

e. Priyai

3. Kerajaan Tarumanegara berdiri pada tahun ke...

a. 400 M

b. 358 M

c. 532 M

d. 342 M

e. 564 M

4. Bukti sejarah yang terkenal dalam kerajaan Tarumanegara adalah ...

a. Prasasti Yupa

b. Prasasti Tugu

c. Prasasti Pasir Awi

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d. Prasasti Talang Tuo

e. Prasasti Kota Kapur

5. Salah satu keunggulan kerajaan Sriwijaya adalah berkembang pesatnya ilmu agama, yaitu agama...

a. Buddha

b. Islam

c. Hindu

d. Kristen

e. Atheis

6. Kerajaan Sriwijaya mampu menstabilkan kehidupan ekonominya melalui ...

a. menjual hewan ternak

b. menjalin kerja sama dengan kerajaan lain dan mendapatkan pennghasilan pajak dari kongsi dagang kerajaan lain

c. bekerja keras dengan menjual ikan

d. menebang pohon untuk dijadikan kayu

e. memerangi kerajaan lain agar bisa menguasai wilayah

7. Kerajaan Mataram Kuno terletak di...

a. Jawa Tengah

b. Jawa Timur

c. Sumatera Utara

d. Kalimantan Timur

e. Sulawesi

8. Rakai Panangkaran membagi Kerajaan Mataram menjadi 2 bagian yaitu Dinasti Sanjaya dan Dinasti Syailendra. Peninggalan kerajaan yang terkenal dari Dinasti Syailendra berupa...

a. Candi Borobudur

b. Candi Prambanan

c. Candi Tikus

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d. Candi Penataran

e. Candi Brahu

9. Kerajaan Kediri merupakan warisan dari kerajaan ...

a. Kutai

b. Tarumanegara

c. Sriwijaya

d. Majapahit

e. Singhasari

10. Setelah Airlangga membagi kerajaan menjadi 2 bagian, yang berhak memimpin di wilayah Kediri adalah ...

a. Kerajaan Janggala

b. Kerajaan Panjalu

c. Kerajaan Demak

d. Kerajaan Singhasari

e. Kerajaan Majapahit

B. Soal Essay

14 1. Salah satu sumber berdirinya kerajaan Kediri adalah kitab. Kitab apakah yang menjadi sumber sejarah? Dan siapakah pengarangnya ?

Jawab: Kitab Negara kertagama di karang Mpu prapanca

14 2. Mengapa Ken Arok Merebut Ken Dedes dari Tunggul Ametung ?

Jawab : karena kang dedes akan melahirkan dari keturunan Gorang raja

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14 3. Bagaimana kerajaan Singhasari yang terletak di Malang bisa berpindah tangan menjadi Kerajaan Majapahit di Mojokerto ?? berikan penjelasan !

Jawab :

Pada saat ken Arok mengusai Tumapel di kerajaan kediri terjadi perselisihan antara raja Kertajaya dan para Brahmana. Mereka memintah perlindungan kepada ken Arok atas dukungan para Brahmana ken Arok menyerang kediri meletus di desa Ganter dan kediri dikalahkan setelah kediri berhasil dikalahkan ken Arok mendirikan kerajaan Singhasari

10. 4. Sebutkan silsilah kerajaan Majapahit dan sebutkan Raja yang paling terkenal di Majapahit !

Jawab :

Raden wijaya
Jayanegara
Tribuna Tunggadewi
Hayam wuruk
Wikrama wardhana

14 5. Bagaimanakah kehidupan sosial masyarakat Majapahit? Dan mengapa kerajaan Majapahit mengalami kemunduran? Coba jelaskan dengan bahasa kalian !

Jawab :

Mayoritas penduduk Majapahit memiliki mata pencaharian sebagai Petani dan pedagang. Kemunduran kerajaan ini disebabkan karena permusuhan antar keturunan kerajaan dan juga kehilangan tokoh hebat.

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List of Student Values based on t-test Formula:

No.	Nama	Pretest	Posttest	d= x2-x1	d^2
1.	Achmad Suharsono	81.0	79.0	-2.0	4
2.	Adinda Desi Nurrohma	88.0	94.0	6.0	36
3.	Ahmad Obith Rava P	77.0	74.0	-3.0	9
4.	Amanda Eisya Revina P	84.0	81.0	-3.0	9
5.	Bakhtiar Dwi M	69.0	74.0	5.0	25
6.	Dimas Setiawan	82.0	91.0	9.0	81
7.	Eka Sandi Wahyu Prasetyo	73.0	79.0	6.0	36
8.	Elfa Oktavia Romadhona	85.0	91.0	-4.0	16
9.	M Choiruddin	80.0	70.0	16.0	256
10.	Muchammad Wildan	81.0	82.0	1.0	1
11.	Muhammad Afifuddin Rifa'i	94.0	91.0	-3.0	9
12.	Nabila Dwi Yulianti	76.0	88.0	14.0	196
13.	Nabila Ramadhan Fitra	82.0	90.0	6.0	36
14.	Neni Indah Ramadhani	84.0	94.0	10.0	100
15.	Septana Ababillah	78.0	94.0	16.0	256
16.	Siti Syirojul Ummah	78.0	88.0	10.0	100
17.	Wahyu Wulan Suci	91.0	97.0	6.0	36
	Total	1383	1457	90	1206

The result from pre-test and post-test with the t-test formula as follow:

$$t = \frac{D}{\sqrt{\frac{d^2}{n(n-1)}}}$$

$$D = \frac{\sum d}{\sum n} = \frac{90}{17} = 5,29$$

$$t = \frac{5,29}{\sqrt{\frac{1206}{17(17-1)}}} = \frac{5,29}{\sqrt{\frac{1206}{272}}}$$

$$t = \frac{5,29}{\sqrt{4,43}}$$

$$t = \frac{5,29}{2,10} === 2,51$$

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APPENDIX III

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

LEMBAR VALIDASI

AHLI MATERI

THE DEVELOPING OF TEACHING MATERIAL BASED 2D POP-UP OF *HINDU BUDDHA KINGDOMS IN INDONESIA* MATERIAL TO IMPROVE STUDENTS UNDERSTANDING OF VIIth GRADE MTsN 3 MOJOKERTO

Nama : M Irfan Islamy, M.Pd

Pekerjaan : Dosen Pendidikan IPS

Instansi : FITK UIN Maulana Malik Ibrahim Malang

Tanggal : 25 Juli 2017

Instruksi :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam ***Modul berbasis 2D Pop-Up***

2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :

Keterangan	Skor
Sangat Menarik	5
Menarik	4
Cukup Menarik	3
Kurang Menarik	2
Sangat Tidak Menarik	1

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3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan ***Modul berbasis 2D Pop-Up***

Komponen	Indikator	Skor				
		5	4	3	2	1
Indikator	Kejelasan Indikator Pembelajaran		✓			
Motivasi	Pemberian motivasi		✓			
Penyajian Materi/Instruksi/Langkah2	Sistematika penyajian materi	✓				
	Kejelasan uraian materi	✓				
	Kejelasan petunjuk belajar		✓			
	Kemudahan memahami materi	✓				
Contoh	Pemberian contoh materi			✓		
Latihan	Pemberian latihan untuk pemahaman konsep		✓			
	Pemberian kesempatan untuk berlatih sendiri		✓			
Respon	Pemberian penguatan untuk jawaban yang benar		✓			
	Umpan balik bagi yang kurang benar		✓			
Rangkuman	Penyedian rangkuman		✓			
Tes/Soal	Kejelasan petunjuk mengerjakan tes		✓			
	Kualitas tes dan kualitas penilaian		✓			
	Keseimbangan materi dengan soal tes	✓				
Materi	Kebenaran konsep	✓				
	Aktualisasi Materi	✓				
	Kesesuaian materi dengan tingkatan siswa	✓				
	Kecukupan materi untuk mencapai tujuan	✓				
	Keluasan materi		✓			
	Kedalaman materi		✓			
	Penguatan sumber lain untuk belajar			✓		
Visualisasi	Kesesuaian gambar untuk memperkuat materi	✓				
	Kesesuaian animasi untuk memperkuat materi			✓		
Bahasa	Kejelasan penggunaan bahasa	✓				

Saran Perbaikan

No	Bagian yang harus diperbaiki	Saran Perbaikan
1.	Isi materi	Harus konsisten (aspek 3 nya).
2.	Kompetensi Dasar	menambahi kompetensi Dasar.
3.	Peta Konsep	Kurang spesifik
4.	Indikator	Kurang spesifik.
5.	-	menambahi Periodesasi Sejarah

Komentar :

.....

.....

.....

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Kesimpulan

Media ***Modul berbasis 2D Pop-Up*** ini :

- ☐ Layak untuk diuji coba tanpa revisi
- ☐ Layak untuk diuji coba dengan revisi sesuai saran

Malang, 25 Juli 2017

Ahli Materi

M. Irfan Islamy, M.Pd

NIP. 19871025 201503 1 002

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LEMBAR VALIDASI

AHLI MEDIA

THE DEVELOPING OF TEACHING MATERIAL BASED 2D POP-UP OF *HINDU BUDDHA KINGDOMS IN INDONESIA* MATERIAL TO IMPROVE STUDENTS UNDERSTANDING OF VIIth GRADE MTsN 3 MOJOKERTO

Nama : Ahmad Makki Hasan, M.Pd

Pekerjaan : Dosen

Instansi : UIN Maulana Malik Ibrahim Malang

Tanggal : 11 Agustus 2017

Instruksi :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam ***Modul berbasis 2D Pop-Up***

2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :

Keterangan	Skor
Sangat Menarik	5
Menarik	4
Cukup Menarik	3
Kurang Menarik	2
Sangat Tidak Menarik	1

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No	Aspek Penilaian	Skor				
		5	4	3	2	1
	A. Design					
1.	Keefektifan ukuran huruf (dapat terbaca dengan jelas)	✓				
2.	Ketepatan pemilihan jenis huruf (dapat terbaca dengan jelas)	✓				
3.	Komposisi warna tulisan terhadap warna latar belakang (Background)	✓				
4.	Narasi yang ditampilkan mudah dipahami (Jelas)	✓				
5.	Kemenarikan pengemasan cover	✓				
6.	Ketepatan layout pengetikan	✓				
7.	Konsistensi penggunaan spasi, judul dan pengetikan materi		✓			
8.	Kejelasan pengetikan atau tulisan	✓				
9.	Ketepatan penempatan gambar yang digunakan dalam modul		✓			
10.	Kesesuaian penggunaan variasi jenis, ukuran dan bentuk huruf untuk sub bab		✓			
11.	Ketepatan penggunaan ilustrasi dalam Pop-Up terhadap konsep materi	✓				
12.	Ketepatan teks indikator pembelajaran		✓			
13.	Pop-Up dapat mempermudah pemahaman siswa		✓			
	B. Format					
1.	Format halaman mudah untuk digunakan	✓				
2.	Ukuran Font mudah dibaca oleh pengguna		✓			
3.	Ukuran kertas cetak tepat (39*28 cm, Lanscape)		✓			
4.	Ukuran dan tipe huruf yang digunakan proporsional		✓			
5.	Kualitas bahan yang digunakan untuk pembuatan modul berbasis 3D Pop-Up (art paper)	✓				
	C. Evaluasi					
1.	Evaluasi yang digunakan dalam media sesuai dengan materi pembelajaran IPS terpadu (sejarah)		✓			
2.	Kesesuaian bentuk soal dengan materi		✓			

1. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan ***Modul berbasis 2D Pop-Up***

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Saran Perbaikan

Bagian yang harus diperbaiki	Saran Perbaikan
1. tulisan Hindu - Buddha 2. Logo UIN di cover depan 3. cover Belakang	1. "Hindu - Buddha" 2. Logo dipindah ke cover belakang 3. a. Logo UIN c. fakultas b. jurusan d UIN Malang
4. Logo K 13 di 5. Peta di halaman awal 6 pop.up 2D	4. logo K 13 dipindah di cover depan 5 peta di jadikan pop up 6. Pop up di jadikan 2D.

Komentar :

.....

.....

.....

Kesimpulan

Media Pembelajaran berbasis Modul 2d Pop-up ini

☐ Layak untuk diuji coba tanpa revisi

☑ Layak untuk diuji coba dengan revisi sesuai saran

Malang,11 Agustus 2017

Ahli Media

Ahmad Makki Hasan, M.Pd

NIP -

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

LEMBAR PENILAIAN GURU MATA PELAJARAN

THE DEVELOPING OF TEACHING MATERIAL BASED 2D POP-UP OF*HINDU BUDDHA KINGDOMS IN INDONESIA* MATERIAL TO IMPROVE STUDENTS UNDERSTANDING OF VIIth GRADE MTsN 3 MOJOKERTO

Nama : Suwito S.pd

Pekerjaan : Guru

Instansi : MTsN 3 Mojokerto.

Tanggal : 26 Agustus 2017

Instruksi :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam ***Modul berbasis 2D Pop-Up***
2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :

Keterangan	Skor
SangatMenarik	5
Menarik	4
CukupMenarik	3
KurangMenarik	2
SangatTidakMenarik	1

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1. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan ***Modul berbasis 2D Pop-Up***

NO	ASPEK	INDIKATOR	SKOR				
			5	4	3	2	1
1.	Design	1.Tampilan Modul berbasis 2d PopUp	✓				
		2.Kesesuaian warna pada setiap page Modul		✓			
		3. Keserasian perpaduan warna pada Modul		✓			
		4. Kesesuaian antara warna, gambar dan format penejelasan materi	✓				
2.	Content Materi	1.Memiliki keterkaitan antara KI-KD dantujuanpembelajaranpada materi	✓				
		2.Kesesuaian antara KD dengan indikator pembelajaran IPS Terpadu	✓				
		3.Kesesuaian antar indikator dan tujuan pembelajaran IPS	✓				
		5. Kedalaman cakupan materi IPS	✓				
		6.Kejelasan dalam sajian materi IPS	✓				
3.	Evaluasi	1. BentukEvaluasi sesuai dengan materi		✓			
		2. Kesesuaian Isi soal sesuai dengan materi IPS		✓			
		3.Layak digunakan dan diuji coba untuk pelajaran IPS Terpadu		✓			

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Saran Perbaikan

Bagian yang harus diperbaiki	Saran Perbaikan
Rpp	- tujuan kurang spesifik

Komentar :

Modul Bagus
Penyampaian ke siswa Bagus

Mojokerto, Agustus 2017
Guru Mata Pelajaran

SUWITO, S.Pd.

NIP : 196903032005011004

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LEMBAR PENILAIAN SISWA

A. Identitas

Judul Media : Modul berbasis 2D Pop Up

Mata pelajaran : Ilmu Pengetahuan Sosial

Materi Pokok : Kerajaan Hindu-Buddha di Indonesia

Sasaran Media : Siswa Kelas VII

Nama Siswa : .....

Kelas/ No Absen : 7E.....

B. Petunjuk Pemanfaatan

1. Sebelum mengisi angket di bawah ini terlebih dahulu perhatikan Modul berbasis 2D Pop-Up
2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :

Keterangan	Skor
Sangat Menarik	5
Menarik	4
Cukup Menarik	3
Kurang Menarik	2
Sangat Tidak Menarik	1

65

NO	INDIKATOR	5	4	3	2	1
1.	Modul berbasis 2d pop up dapat memudahkan dalam belajar	√				
2.	Modul berbasis 2d pop up dapat memberi kamu dalam semangat belajar	√				
3.	Modul berbasis 2d pop up Mudah memahami materi pelajaran	√				
4.	Soal-soal yang ada di dalam Modul berbasis 2d pop up ajar mudah	√				
5.	Jenis huruf dan ukuran huruf yang terdapat di Modul berbasis 2d pop up mudah dibaca	√				

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6.	Jarang menemukan kata-kata yang sulit dalam Modul berbasis 2d pop up	✓				
7.	Petunjuk yang terdapat dalam Modul berbasis 2d pop up sangat mudah	✓				
8.	Bahasa penulisan dalam Modul berbasis 2d pop up ini mudah dipahami	✓				
9.	Modul berbasis 2d pop up menarik	✓				
10.	Modul berbasis 2d pop up membantu kamu dalam memahami isi cerita kerajaan Hindu Buddha	✓				
11.	Modul berbasis 2d pop up dapat memudahkan dalam belajar	✓				
12.	Petunjuk mengerjakan soal cukup jelas	✓				
13.	Modul berbasis 2d Pop Up membuat kamu termotivasi untuk belajar	✓				

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Students Questionnaire Result

No	Name	Soal													Total	∑X	P %
		1	2	3	4	5	6	7	8	9	10	11	12	13			
1.	Ahmad Suharsono	5	5	5	5	5	5	5	5	5	5	5	5	5	65	65	100
2.	Adinda Desi Nur	5	4	5	5	5	4	5	5	5	5	5	5	5	63	65	96,9
3.	Ahmad Obith	5	4	3	3	3	5	5	5	5	5	5	4	5	57	65	87,6
4.	Amanda Eisya	5	4	5	5	5	4	4	5	5	5	5	5	5	62	65	95,3
5.	Bachtiar Dwi	5	4	3	4	5	5	5	5	5	4	4	5	3	57	65	87,6
6.	Dimas Setiawan	5	4	5	5	5	5	4	5	5	4	5	5	5	62	65	95,3
7.	Eka Sandi Wahyu	5	5	5	5	5	5	5	5	5	5	5	5	5	65	65	100
8.	Elfa octavia	5	4	5	5	5	4	5	5	4	4	5	5	4	60	65	92,3
9.	M Choiruddin	5	5	5	5	5	5	5	5	5	5	5	5	5	65	65	100
10.	Muchammad Wildan	3	4	4	4	5	5	5	4	4	4	4	4	3	53	65	81,5
11.	Muhammad Affifudin	4	2	5	3	1	1	4	3	4	2	5	5	2	33	65	50,7
12.	Nabilla Dwi	5	4	5	5	5	4	5	5	5	5	5	5	5	58	65	89,2
13.	Nabilla Ramadhan	4	3	4	5	5	5	4	5	5	5	5	4	4	63	65	96,9
14.	Neni Indah	5	5	4	5	5	5	5	5	5	5	5	5	5	64	65	98,4
15.	Septana Ababillah	5	4	3	4	4	4	4	4	4	5	5	4	4	50	65	76,9
16.	Siti Syirojul	5	4	5	4	5	3	5	4	5	5	5	4	4	58	65	89,2
17.	Wahyu Wulan	5	4	5	5	5	4	5	5	5	5	5	4	5	62	65	95,3
															995	1105	**90,1**

$$P = \frac{\sum X}{\sum Xi} x100$$

$$= \frac{995}{1105} \text{ x } 100$$

$$= 90,1$$

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PUSAT PERPUSTAKAAN

APPENDIX IV

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JALAN GAJAYANA 50 MALANG, TELEPON 0341-552398, FAKSIMILE 0341-552398

BUKTI KONSULTASI SKRIPSI

JURUSAN PENDIDIKAN ILMU PENGETAHUAN ILMU PENGETAHUAN SOSIAL

Nama : UMI FARIDATUL HIDAYAH

Nim : 13130080

Judul : THE DEVELOPMENT OF TEACHING MATERIAL BASED 2D POP UP OF HINDU-BUDDHA KINGDOMS IN INDONESIA TO IMPROVE THE STUDENTS UNDERSTANDING OF VII GRADE AT MTsN 3 MOJOKERTO

Dosen Pembimbing : AGUS MUKTI WIBOWO, M.Pd

No.	Tanggal	Catatan Perbaikan	Tanda Tangan Pembimbing
1	04-09-2017	- Perbaikan Need Assesment	
2	06-09-2017	- Analisis Butir Soal - Perbaikan t-test	
3	13-09-2017	- Perbaikan isi materi Bahan Ajar - Perbaikan Model pengembangan	
4	18-09-2017	- Perbaikan susunan pembahasan - Perbaikan Validasi	
5	19-09-2017	- Perbaikan Deskripsi pengembangan Bahan Ajar.	
6	20-09-2017	- memperbaiki Abstrak & kesimpulan	
7	22-09-2017	- menambahi Abstrak	
8	25-09-2017	- memperbaiki bab 1-5	
9	26-09-2017	- Translate to English & perbaikan	
10	28-09-2017	- Acc Ujian	
11			
12			

Malang, 28/09/2017.
Mengetahui,
Kajur PIPS,

NIP. 197107012006042001

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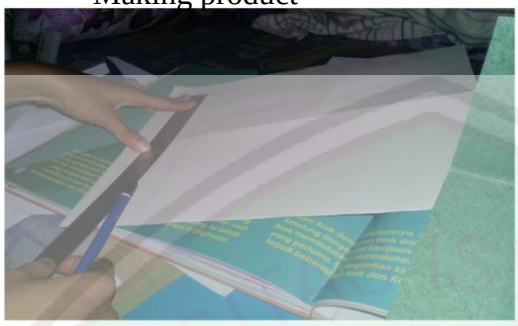
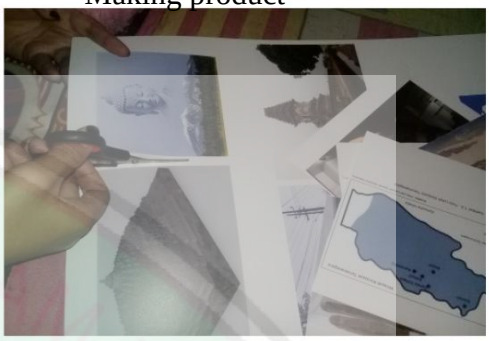
Research Documentation

Making product



Making product



Pre-test

Post-test

Learning process

Take a picture with Mr. Suwito S.Pd

Preparation of test

School building

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

Name : Umi Faridatul Hidayah

NIM : 13130080

Date & Place of Birth : February 24th 1996, Mojokerto

Program of Study : Social Science Education

Entrance Year : 2013

Address : Kutorejo-Mojokerto

Contact : 085606674479

Email : umifaridatulhidayah31@gmail.com

Malang, September 28th 2017

Umi Faridatul Hidayah

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG