

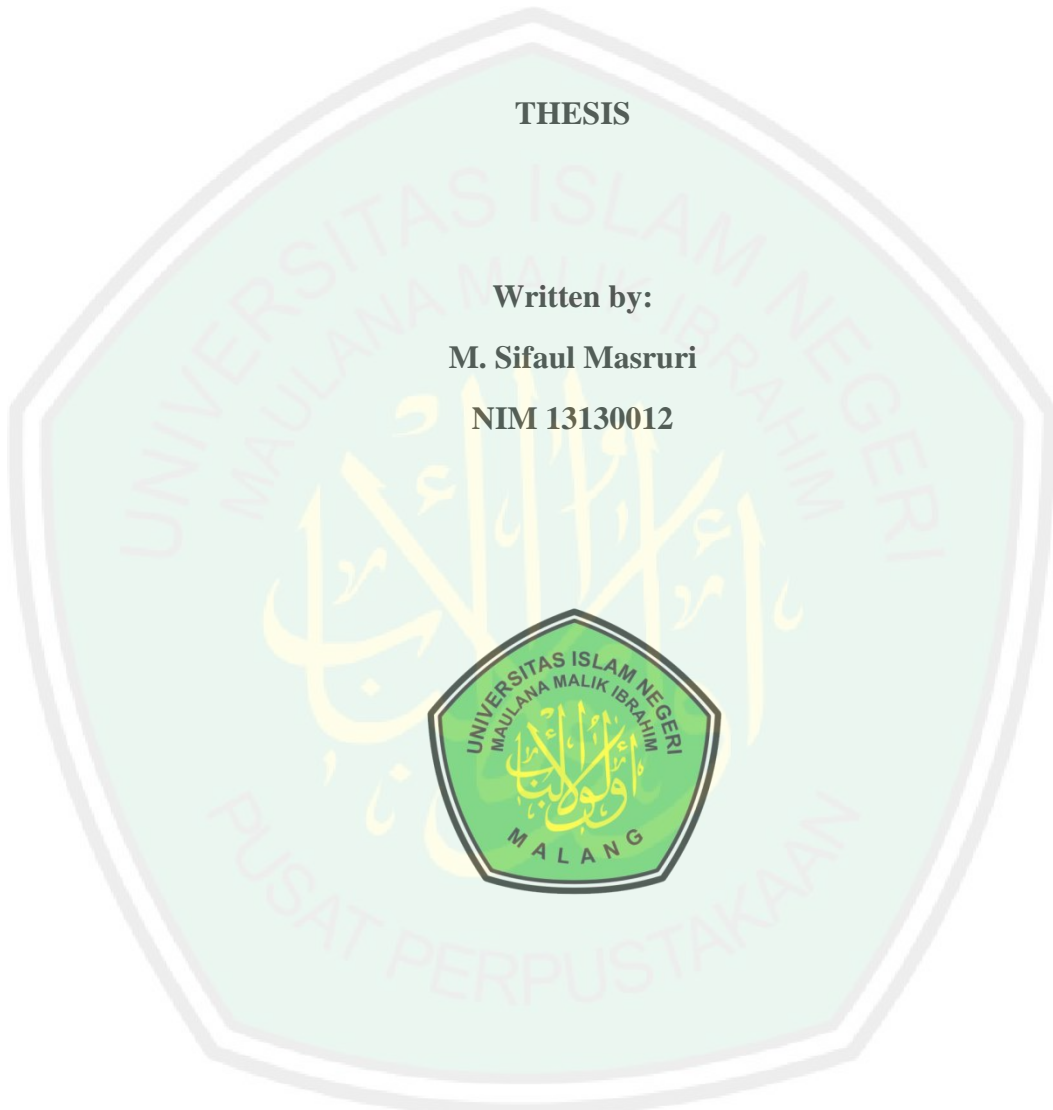
**THE DEVELOPMENT OF WEB BASED LEARNING MEDIA FOR 7<sup>TH</sup>  
GRADE OF INTEGRATED SOCIAL SCIENCE SUBJECT AT MTs  
NEGERI KOTA MADIUN**

**THESIS**

**Written by:**

**M. Sifaul Masruri**

**NIM 13130012**



**INTERNATIONAL CLASS PROGRAM  
SOCIAL EDUCATION DEPARTMENT  
TARBIYAH AND TEACHING TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM  
MALANG**

**August, 2017**

**THE DEVELOPMENT OF WEB BASED LEARNING MEDIA FOR 7<sup>TH</sup>  
GRADE OF INTEGRATED SOCIAL SCIENCE SUBJECT AT MTs  
NEGERI KOTA MADIUN**

To Present Thesis of Undergraduate Program (S-1)

Of Social Education Program

Tarbiyah and Teaching Training Faculty

Maulana Malik Ibrahim State Islamic University, Malang

Written by:

**M. Sifaul Masruri**

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Approved by,

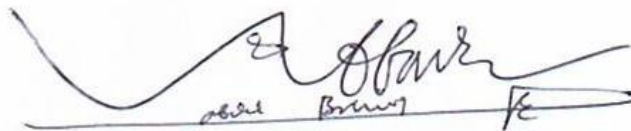
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## DEDICATION

### **Bismillahirrahmaanirrahiim...**

Praise to God Almighty for giving everything in my live. This thesis is a great effort in the realization of my aspiration. Shalawat and Salam always bless to our Prophet Muhammad SAW because of him we get the brilliant religion.

This thesis work is dedicated to my parents, **Alm. Mr Maksum and Mrs. Supatmi**, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve. I also dedicate this thesis to my young sister, **Annisfu Maghfira Nur Amalina** and my big family, who has been encouragement in my life. Intended for friend and nearby person, big family of International Class Program Social Science Studies 2013 my family in UKM Radio Simfoni FM to many experience of life for me and DKD XIV, and my friends who already help, support, pray, and give motivation.

## MOTTO

يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا  
كَثِيرًا وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ ﴿٣٦٦﴾

He giveth wisdom unto whom He will, and he unto whom wisdom is given, he truly hath received abundant good. But none remember except men of understanding.<sup>1</sup>



<sup>1</sup> Department of Religion Indonesia, *Al-Qur'an dan terjemahnya*, (Semarang: CV Al Waah, 1993), pg. 67.

Dr. Alfiana Yuli Efiyanti, MA

**Lecturer Tarbiyah and Teaching Training Faculty**

**The State Islamic University of Maulana Malik Ibrahim Malang**

**ADVISOR OFFICIAL NOTE**

Matter : Thesis of M. Sifaul Masruri Malang, August 22<sup>th</sup> 2017

Appendixes : 4 (four) Exemplar

Dear,

Dean of Tarbiyah and Teaching Training Faculty

The State Islamic University of Maulana Malik Ibrahim Malang

At Malang

Assalamualaikum Wr. Wb

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

Name : M. Sifaul Masruri

NIM : 13130012

Program : Social Education Department

Title of Thesis: The Development of Web Based learning media for 7<sup>th</sup> integrated social science subject at MTs Negeri Kota Madiun

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

Wassalamu'alaikum Wr. Wb

Advisor



Dr. Alfiana Yuli Efiyanti, MA  
NIP. 19710701200604 2 001

## CERTIFICATE OF THESIS AUTHORSHIP

Hereby state that on this thesis is no work that ever submitted to obtain a bachelor of education on one university, and as far as I know there is no work or opinion that ever written or published by another person, except for in writes that is referenced on this thesis and mentioned on the bibliography.

Malang, August 22<sup>th</sup> 2017



## PREFACE

Praise to Allah the All Merciful and the All Compassionate. Thanks to Allah because of all blessing and guidance, so the writer is able to finish the arrangement of Research and Development “Web Based Learning“ as the final instruction activities on The State Islamic University of Maulana Malik Ibrahim Malang. Shalawat and Salam uninterruptedly extended to Prophet of Muhammad, and all the families, friends, and all Moslem.

The aim of this thesis is the requirement for obtaining bachelor degree of education (S.Pd). The specific purpose of this thesis is as a discourse of education that is still a lot of things from an education that must be developed.

There is no pronounceable word that can be extended except the great gratitude to the excellency:

1. Prof. Dr. Abd. 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.
2. 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.
3. Dr. Alfiana Yuli Effianti, MA as the Head of Social Science Department who always support the students.
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6. Nur Irfan Islami M.Pd as material validator who give suggestion to my instructional media development.
7. Siti Nurul Hidayati, S.Pd as teacher validator who give me suggestion to my instructional media development.
8. All of my lectures in Social Education Department and also all of the lecture in the state Islamic University of Malang who have given the valuable knowledge and experience.

9. 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
10. All the big family of International Class Program (ICP) 2013 who always support me to writing this thesis.
11. My beloved family of UKM Radio Simfoni FM who always give me chance to improve my experience to support this thesis.
12. Head Master of MTs Negeri Kota Madiun, who give me permission to do the research.
13. Teacher and Students in MTs Negeri Kota Madiun who help me during this research.

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

Malang, 22<sup>th</sup> of August 2017

Author

## TRANSLITERATION GUIDELINES OF ARAB LATIN

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

### 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 Vocal

Vocal (a) long	=	ā
Vocal (i) long	=	ī
Vocal (u) long	=	ū

### C. Diphthong Vocal

أَوْ	=	aw
أَيَّ	=	ay
أُو	=	ū
أِي	=	ī

## TABLE OF CONTENTS

<b>APPROVAL SHEET</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>ADVISOR OFFICIAL NOTE</b> .....	<b>iv</b>
<b>CERTIFICATE OF THESIS AUTHORSHIP</b> .....	<b>v</b>
<b>PREFACE</b> .....	<b>vi</b>
<b>TRANSLITERATION GUIDELINES OF ARAB LATIN</b> .....	<b>vii</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>LIST OF TABLE</b> .....	<b>x</b>
<b>LIST OF PICTURE</b> .....	<b>xi</b>
<b>LIST OF APPENDIX</b> .....	<b>xii</b>
<b>ABSTRACT</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background .....	1
B. Problem Formulation.....	5
C. Research And Development Purpose .....	6
D. Research And Development Benefit .....	6
E. Assumption And Limitation of Research .....	8
F. Product Specification Expected .....	9
G. Originality of Research .....	10
H. Definition of Term .....	11
I. Systematic of Writing.....	11
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Theoretical Framework .....	17
1. Kind Theory of Research And Development .....	17
a. Borg And Gall Theory.....	18
b. Dick And Carey Models.....	22
c. ADDIE Model .....	27
2. Web Based Learning Model.....	38
a. Introduction of Web Based Learning .....	38
b. E- Learning.....	40
c. Implementation of Web Based Learning Media at Indonesian School .....	42
3. Social Studies Integrated Learning .....	44
a. Definition of Social Studies Integrated Learning.....	44
b. Aim of Learning Social Studies .....	45
c. Characteristics of Social Integrated Science .....	47
d. Social Science Subject at Junior High School .....	48

<b>CHAPTER III METHOD OF THE RESULT .....</b>	<b>51</b>
A. Type of Research.....	51
B. Development Model.....	51
C. Procedure of Development.....	54
D. Field Trial.....	57
1. Design of Trial .....	57
2. Subject Trial .....	58
3. Type of Data.....	58
4. Intrument Data Collecting.....	58
5. Technique of Data Analysis .....	60
<b>CHAPTER IV RESULT RESEARCH</b>	
A. Description of The Development Product.....	62
1. The Charateristic of Web Based Learning .....	62
2. Form of Media .....	64
3. Content Media.....	64
4. Process of Development Media .....	64
5. Description of Web Based Learning Product.....	69
6. Validation of The Product.....	74
7. Result of Field Trial at MTsN Kota Madiun.....	83
B. Product Revision .....	90
<b>CHAPTER V CONCLUSION</b>	
A. Conclusion .....	101
B. Suggestion.....	103
<b>BIBLIOGRAPY .....</b>	<b>104</b>
<b>APPENDIX .....</b>	<b>106</b>

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## LIST OF TABLE

Table 1.1 Originally of Research.....	11
Table 3.1 Scale of Likert .....	59
Table 4.1 Result of Material Validation .....	76
Table 4.2 Result of Desain Validator .....	79
Table 4.3 Result of Teacher Subject Validator.....	81
Table 4.4 Result of Student Questionnair.....	84
Table 4.5 List of Responden.....	87
Table 4.6 List of Result Pre Test and Post Test.....	89
Table 4.7 List of Student Value Based On t Test Formula.....	92

## LIST OF PICTURE

Picture 2.1 Dick And arey Steps .....	23
Picture 4.1 Login Page .....	70
Picture 4.2 Home Page .....	70
Picture 4.3 Home Page .....	71
Picture 4.4 Course Page .....	71
Picture 4.5 Material Page .....	72
Picture 4.6 Online Book Page .....	73
Picture 4.7 Video Page .....	73
Picture 4.8 About Author Page .....	74
Picture 4.9 Home Page Before Revision .....	96
Picture 4.10 Home Page After Revision .....	97
Picture 4.11 Page of Course .....	98
Picture 4.12 Page of List Material .....	98
Picture 4.13 Prezi Presentation of Material .....	99
Picture 4.14 About Author Page .....	99
Picture 4.15 Online Book Material .....	100

## LIST OF APPENDIX

- Appendix 1 Research License
- Appendix 2 Letter of Research From MTsN Kota Madiun
- Appendix 3 Consultation Sheet
- Appendix 4 Identity of Media Expert
- Appendix 5 Validator Value Sheet
- Appendix 6 Lesson Plan
- Appendix 7 Pre Test
- Appendix 8 Post Test
- Appendix 9 Student Questionnaire
- Appendix 10 Documentation
- Appendix 11 Researcher Identity
- Appendix 12 Web Based Learning Media

## ABSTRAK

Masruri, M. Sifaul. 2017. *Pengembangan Media Pembelajaran Berbasis Web Pada Mata Pelajaran IPS Terpadu Untuk Kelas VII MTs Negeri Kota Madiun*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Dr. Alfiana Yuli Efiyanti, MA

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Kata Kunci: Web, Media Pembelajaran, IPS Terpadu

Di dalam pelaksanaan proses belajar mengajar guru harus dapat melakukan upaya-upaya dalam meningkatkan prestasi anak didik. Salah satu cara yang dapat dilakukan oleh guru untuk memotivasi peserta didik dalam pengajaran IPS Terpadu yaitu dengan menggunakan media pembelajaran. Guru harus mengetahui bagaimana cara agar peserta didik tersebut bisa nyaman dalam belajar dan tidak membosankan. Guru bisa menggunakan media pembelajaran yang menarik dan membuat peserta didik senang belajar.

Pengembangan website pada media ini didasarkan pada kebutuhan guru dan peserta didik di sekolah. Peserta didik membutuhkan pembelajaran yang bersifat “*edutainment*” (education and entertainment) untuk menghindari rasa bosan dalam belajar, dan juga dengan adanya kemajuan teknologi pada zaman media pembelajaran dibuat untuk memudahkan peserta didik belajar dimanapun dan kapanpun (*everywhere & everytime*) dan juga diharapkan memudahkan siswa untuk memahami materi lebih mudah dan menyenangkan.

Tujuan penelitian ini adalah untuk: 1) Mendeskripsikan desain pengembangan web sebagai media pembelajaran IPS Terpadu kelas VII di MTs Negeri Kota Madiun. 2) Mendeskripsikan efektifitas pembelajaran berbasis web sebagai sarana pembelajaran IPS Terpadu kelas VII di MTs Negeri Kota Madiun.

Metode penelitian yang digunakan dalam penelitian ini adalah metode *Research and Development* (R&D), dengan model pengembangan ADDIE yang terdiri dari; 1) *Analysis*, 2) *Design*, 3) *Development*, 4) *Implementation*, dan 5) *Evaluation*. Subyek penilaian produk untuk kelayakan web pada 3 ahli yaitu ahli materi, ahli desain, dan ahli pembelajaran, sasaran uji coba produk yaitu seluruh siswa kelas VII-L MTs Negeri Kota Madiun yang berjumlah 30 siswa.

Hasil penelitian & pengembangan web ini memenuhi kriteria valid dengan hasil uji coba materi mencapai tingkat kevalidan 89% ahli pembelajaran mencapai 80,6% dan ahli desain mencapai 86%. Hasil uji coba menunjukkan peningkatan keefektifan (*Efectiveness*) yang sebelum menggunakan media ini nilai siswa yang terendah rata – rata 50 lalu setelah menggunakan media ini nilai yang diperoleh siswa rata – rata 80. Hasil nilai tersebut peneliti menggunakan metode pre – test dan post- test. Yang mana pada data pre- test siswa belum menggunakan media web based learning ini dan ketika post test siswa menggunakan media. Lalu

kemenarikan (Attractiveness) media ini diukur dengan menggunakan angket yang ditujukan kepada siswa yang berisi 10 butir pertanyaan tentang bagaimana kemenarikan media web ini, lalu hasil dari angket yang ditujukan kepada siswa yaitu sebesar 86% yang mana masuk dalam kriteria valid.



## ABSTRACT

Masruri, M. Sifaul. 2017. *The Development of Web Based Learning Media For 7<sup>th</sup> Grade of Integrated Social Science Subject at MTs Negeri Kota Madiun*. Thesis, Social Education Department, Tarbiyah and Teaching Training Faculty, State Islamic University of Maulana Malik Ibrahim Malang. Advisor : Dr. Alfiana Yuli Efiyanti, MA

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Keyword: Web, Teaching Material, Social Integrated Subject

In the implementation of teaching and learning process teachers should be able to make efforts in improving student achievement. One way that can be doing by teachers to motivate students to learning of social integrated subject is by using media learning. Teachers must know how to make student can be comfortable in learning and not boring. Teachers can use interesting learning media and make learners happy to learn

The development of web based learning on this media is based on the needs of teachers and student in schools. Students need learning "edutainment" (education and entertainment) to get not bored in learning, and also with the advancement of technology in the era of learning media is made to facilitate student wherever and whenever (everywhere & everytime) and also expected to facilitate students to understand the material more easily and fun.

The purpose of this research is: 1) Describe the design of web development as a learning media of Integrated social science subject for an class 7<sup>th</sup> at MTs Negeri Kota Madiun. 2) Describe the effectiveness & Attractiveness of web-based learning as a media of learning Integrated social science for an 7<sup>th</sup> at MTs Negeri Kota Madiun

The research method used in this research is the *Research and Development (R & D)* method, with the ADDIE development model consisting of; 1) *Analysis*, 2) *Design*, 3) *Development*, 4) *Implementation*, and 5) *Evaluation*. The subjects of product assessment for the feasibility of the web on 3 experts material experts, design experts, and learning experts, product trial targets are all students of class 7<sup>th</sup> L MTs Negeri Kota Madiun, amount to 30 students.

The results of this web research & development meet the valid criteria with the results of material testing reached the level of validity and 89% of learning experts reached 80.6% and design experts reached 86%. The results of the experiments showed that the effectiveness (effectiveness) before using this media the lowest average score of 50 students after using this media the value obtained by the students an average of 80. The results of these values the researchers used pre-test and post-test. Which in the pre-test data the students have not used this web based learning media and when the post test students use the media. Then the attractiveness (Attractiveness) of this media is measured by using a questionnaire addressed to students containing 10 questions about how attractiveness of this web

media, then the results of the questionnaire addressed to students that is equal to 86% which in the valid criteria.



## مستخلص البحث

المسروري، شفاء. 2017. تطوير وسائل التعليم بأساس الموقع لمادة علوم التربية الإجتماعية المتكاملة للفصل السابع بالمدرسة المتوسطة الإسلامية الحكومية ماديون. البحث الجامعي. قسم التربية الإجتماعية. كلية علوم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانق. المشرفة: الدكتورة أفيانا يولي إفيانتي الماجستير.

### الكلمات الرئيسية: الموقع، وسائل التعليم، علوم التربية الإجتماعية المتكاملة

في عملية التعليم يجب على المعلم أن يكون قادر على المحاولات لتحسين إنجاز الطلاب. إحدى المحاولات التي يقوم بها المعلم لحث الطلاب في تعليم علوم التربية الإجتماعية المتكاملة هي باستخدام وسائل التعليم. لا بد للمعلم أن يعرف طريقة جعل الطلاب ليكونوا مستريحين في التعلم و ليس فيه الملل. يمكن للمعلم أن يستخدم وسائل التعليم الجاذبة و الطلاب مسرور في التعلم.

يستند تطوير الموقع لهذه الوسائل إلى احتياجات المعلم و الطلاب في المدرسة. يحتاج الطلاب إلى التعليم الموصوف بـ "edutainment" (التربية و التسلية) لتجنب الملل في التعلم، و بتقدم التكنولوجيا في هذا العصر فوسائل التعليم مصنوعة لتسهيل الطلاب في التعلم و أيضا لتسهيل الطلاب لفهم المواد بالسهولة و الفرحة.

الأهداف لهذا البحث هي: (1) وصف تصميم تطوير الموقع كوسائل التعليم لمادة علوم التربية الإجتماعية المتكاملة للفصل السابع بالمدرسة المتوسطة الإسلامية الحكومية ماديون. (2) وصف فعالية التعليم بأساس الموقع كوسائل التعليم لمادة علوم التربية الإجتماعية المتكاملة للفصل السابع بالمدرسة المتوسطة الإسلامية الحكومية ماديون.

منهج البحث المستخدم في هذا البحث هو البحث و التطوير (R&D) بنموذج التطوير الذي يتكون من: (1) التحليل، (2) التصميم، (3) التطوير، (4) التطبيق، و (5) التقييم. مواضيع تقييم النتائج لصلاحية الموقع إلى ثلاثة خبراء و هم خبير المواد و خبير التصميم و خبير التعليم. أهداف تجربة النتائج هي جميع الطلاب في الفصل السابع-ل بالمدرسة المتوسطة الإسلامية الحكومية ماديون، بثلاثين طلابا.

نتائج البحث و تطوير الموقع تستوفى معايير صحيحة بالنتائج من تجربة المواد وصلت إلى الطبقة الصلاحية 89% من خبير التعليم وصل 80,6% و خبير التصميم وصل 86%. دلت نتائج التجربة أن تنمية الفعالة قبل استخدام هذه الوسائل نتيجتها الأدنى بمعدل 50. بعد استخدام هذه الوسائل تكون نتيجة التي حصل عليها الطلاب بمعدل 80. من تلك النتائج استخدم الباحث أساليب الاختبار القبلي و الاختبار البعدي. أما في بيانات الاختبار القبلي الطلاب لم يستخدموا وسائل التعليم بأساس الموقع، و في الاختبار البعدي الطلاب يستخدمون وسائل التعليم. ثم يتم الجذب لهذه الوسائل باستخدام استبيانات للطلاب و تحتوي على 10 أسئلة عن كيفية الجذب وسائل الموقع، ثم نتائج الاستبيانات الموجهة إلى الطلاب تساوي 86% التي دخلت إلى معايير صحيحة.



## CHAPTER I

### INTRODUCTION

#### A. Background

National education goals should be able to guarantee the equal education opportunities, improving the quality and relevance. Improving the quality of education is directed to improve the quality of Indonesian people fully through careful thought, and exercise in order to have a competitive edge in the face of global challenges. Increased relevance of education intended to produce graduate who are in accordance with the demand based natural resources Indonesia<sup>2</sup>

Education is a conscious and systematic effort is done by people who are given the responsibility to influence students to have the nature and character to fit the educational ideals<sup>3</sup> Education is the leadership provided deliberately by adults to children in their growth (physical and spiritual) in order to be useful to themselves and to society<sup>4</sup> In another sense, education is the process of transforming into the adult learners to be able to develop their talents, potential and skill that he has in life, and therefore was that age, education, designed to provide an understanding and increase student learning achievements of learners.

Student achievement in school is often indicated with learning problems of these students to understand the material. This indication is possible because

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<sup>2</sup> Udin Syaefudin Sa'ud, dan Mulyani Sumantri, *Ilmu dan Aplikasi Pendidikan Bagian 4 Pendidikan Lintas Bidang* (Bandung: IMTIMA, 2007) page 128

<sup>3</sup> Daryanto, *Media Pembelajaran*, (Yogyakarta: Gava Media, 2010), page 1

<sup>4</sup> Ibid. Page. 1

of the student's learning less effective, even the students themselves do not feel motivated in following classroom learning, causing students are less or even not understand the material that is difficult that the teacher gave<sup>5</sup>

The tendency of learning the less attractive it is a natural thing experienced by teachers who do not understand the needs of the students both in characteristics, as well as in the development of science. In this case the role of a teacher as a developer very large science to choosing and implementing appropriate learning and efficient for learners not only conventional based learning. A good learning can be supported from a conducive learning environment as well as the communication link between teachers, students well<sup>6</sup>

Problems of education and teaching is a fairly complex problem where a lot of factors that come into effect. One of these factors include the teacher. Teachers are an important component in the learning process and plays an important role for the success and the main teaching and learning process determined by factors teacher. The task of the teacher is to deliver the learning materials to the students through the interaction of communication between teachers and students. communication disorders carry due to the message given by the teacher. The communication process is known to be altered according with the times and the advancement of science<sup>7</sup>

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<sup>5</sup> Ibid Page. 2

<sup>6</sup> Ibid Page 2

<sup>7</sup> M. Basrudin Usman, Asnawir, *Media Pembelajaran*

The progress of science and technology has an effect on the use of teaching tools in schools and other educational institutions. For schools that are already capable and advanced, have been using these tools as a teaching aid, so that learning becomes more effective and efficient<sup>8</sup>

With the advancement of technology, the development of education in schools are increasingly subjected to change and encourage some businesses change. Today, the school began teaching adapted to the development of information technology, resulting in a change and a paradigm shift in education. The rapid development in information technology, especially the Internet, accelerating the flow of knowledge through the boundaries dimensional space, bureaucratic establishment, and time. Internet programs not only displays the data and information that can be transmitted by high-speed data, but also the science that can be accessed quickly by the user. Ability, speed, chance to accumulate, process, analyze, synthesize data into information and then into knowledge that is useful, very important in today's information world. Of course, this conditions affect the customs and culture of education is managed and conducted currently

Role of progress and technology have been more pronounced, so the use of teaching material, instruments tools of audio-visual educational material and school equipment and other working equipment, adapted to these developments. But keep in mind is all the equipment and school supplies

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<sup>8</sup> Hujair AH Sanaky, *Media Pembelajaran*, (Yogyakarta: Safira Insania, Press, 2009) Page 1

must be adapted to the demands of the curriculum with materials, methods and level of students' ability to achieve the learning objectives<sup>9</sup>

Science and technology are two societies that can not be separated from one another. Science is the source of technology that is capable of providing the possibility of the emergence of various engineering and ideas. The technology is applied or application of science that can be demonstrated in more tangible real results and can encourage humans to develop more advanced. As Muslims we must realize that the philosophical foundations for developing science and technology can be studied and explored in the Qur'an, as described in Surah Al - Anbiya : 80 which means "we have taught *daud* to make armor for you to use maintain oneself in battle "from the verse it is clear that humans are required to do something by means of technology

The development of information technology has affected the use of various types of media, as a tool to aid in the learning process It so teachers are expected to use the tools or the equipment effectively and efficiently when teaching in class<sup>10</sup>

Learning system at this time is generally still dominated by methods of teacher talk and the media do not exist as supporting in the learning process. Often seen in teacher learning only using methods that are not pleasant, so that teachers can not develop interesting learning. And the number of the

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<sup>9</sup> Ibid, Page. 1-2

<sup>10</sup> Ibid Page 2

subject matter is sometimes not all be delivered due to time and place that is confined only to the classroom<sup>11</sup>

To realize the quality of learning, needs to be taken is comprehensive effort against the teacher's ability to use the Internet as a learning resource. However, based on developing issues in education, teaching in schools is not running effectively, even many teachers who teach without utilizing learning resources. They regularly teach what it is that learning becomes are not effective.

With this model of web-based learning is not limited by the large number of students and in the same time in different places with a long distance even be able to exchange information and communicate, offered from this technology are speed and the limit space and time to access so whenever and wherever it can access it.

So this Media Development Web-Based Learning can be a solution for social studies learning make learning can be fun. Website contains learning materials with materials of subject IPS can be more fun. with a variety of attractive colors and display dynamic, interactive, and equipped with sound, will be easily understood and absorbed by the student. For all the senses of the students can respond quickly and learning will be more effective and enjoyable

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<sup>11</sup> Ibid Page 1 -2

Finally this Research Proposal compiled in the Title “ The Development Of Web Based Learning Media For an 7<sup>Th</sup> Grader Of Integrated Social Science Subject At MTsN Kota Madiun

### **B. Problem Formulation**

Based on the background that has been described above, it can be the problem formulation is :

1. How feasibility media of web based learning media on social integrated subject as a learning media in the process of learning activities at MTsN Kota Madiun?
2. How is the effectively & Affectively learning process using web based learning media in the social integrated subject at MTsN Kota Madiun?

### **C. Research and Development Purpose**

Based on Research Problem, The Purpose of research and development purpose is.

1. Produce the media of learning based on website in Integrated Social Subject especially on 8<sup>th</sup> grade. And this media can apply as a teaching material at the school
2. Authenticate the effectiveness and attractiveness of social integrated learning process using web based learning media

#### **D. Research and Development Benefits**

Based on the research purpose that explaining in above, this research and development can benefit

1. On the theoretical

Can contribute with implementation in the learning process especially in the Social Studies subject at MTSN Kota Madiun and can make a reference for the other researcher

2. On the Practical

- a. For teacher

With the implementation of the results of this research, can help the teacher during a lesson by using model social integrated web can improve the learning process is carried out in the classroom and product development can help teachers to make learning more effective and can motivate teachers to continue to develop learning media.

- b. For Student

With this web-based learning media students can make learning resources. And expected to be able to understand more quickly to students at the Integrated Social Science subjects and make the trigger in an improved understanding of the concept of social studies education in accordance with ability and speed in the development of advanced technology and also students can study independently at home with the help of this website.

c. For School

It is expected that this study could be an input and evaluation to determine the policy to help increase the effectiveness of learning, and schools are expected to use information and communication technologies such as computers, the Internet or other media

d. For Researcher

This research can find a new experience to develop this interactive learning media especially development media in web based learning and as a preparation for learning social studies in schools

e. For the other researcher

As an incentive to continue to work and as an addition to insight and understanding of the object under study in order to refine the method developed and continues to be developed as well as a foundation for further research

## **E. Assumption and Limitation of Development**

### **1. Assumption**

- a. With the development of media website can be used as additional resources and mentors that are relevant to the individual abilities of students and students can learn independently so that with the web of learning can help students

have difficulty understanding the particular subject matter of Integrated Social Science subjects.

- b. Students are able to be more active and passionate again in the learning process
- c. Examiner that lecturers and teachers who are experienced in teaching process and selected according to the field.
- d. Item items in the questionnaire validation reflects a comprehensive product assessment, stating worthy and whether or not a product to be used

## 2. Limitation of Development

- a. This web development is limited to a specific material and the product will be tested on a small scale and the use of media require Internet network
- b. Validation test conducted on the expert validation and testing of empirical (field trial)
- c. Trials of this product doing at MTsN Kota Madiun

## F. Product Specification Expected

Product specification development Web media to be produced can be seen from several sides, which are;

### 1. Shape

The physical shape of this media, Physical shape is designed to attract web development using application *moodle (Modular Object*

*Oriented Dynamic Learning Environment*) with the dynamic display so as to make students interested in this media

## 2. Content

The discussion content in this web adapted to the curriculum 2013 Revised 2015 contains a brief description of interest Website creation, review the appropriate Material about theme with less learning social studies class VIII SMP / MTs and evaluation of student learning outcomes can be known the result test

### **G. Originally of Research**

Research conducted by several researchers following studies may be relevant to the research to be conducted. Although these studies did not originate from the same area of research, but the research that has been done can be taken into consideration

First This research doing by Bagus Kurniawan, The title of this Research is *Pengembangan Pembelajaran Geografi Berbasis Web di MAN 3 Malang*, Undergraduate Thesis Department of Social Studies, Tarbiyah Science and Teaching Faculty, State Islamic University Of Maulana Malik Ibrahim Malang 2015. At this research using RnD (Research And Development) Method. And purpose of this research develop the media of web based learning in geographical subject at MAN 3 Malang, the models of this development research based on ADDIE (Analysis, Design, Development, Implementation and Evaluation) and application for web based development is Moodle, one of many application for developing web, but Moodle especially for educational

web developing, and the result of this research for the developing media such as a web based learning this researcher get 92,5% score from the Examiner of Media. And from examiner of material 66,25% and get 80% score from student and teacher in MAN 3 Malang <sup>12</sup>

Secondly Feri Dwi Jayanti, *Pengembangan E-Learning Berbasis Web Berbantuan Adobe Dreamweaver Materi Keragaman Budaya Sebagai Hasil Interaksi Manusia Sebagai Sumber Belajar IPS SMP Kelas VII*. Undergraduate Thesis Faculty of Social Science Department of Social Studies ,State University of Yogyakarta 2010. Based on validation result for the examiner of media get score 96,43% and for material examiner 85,29% and result of after trials to student 88,12% . which indicates that web-based learning media supplements in this study is Valid<sup>13</sup>

Third, Teguh Pribadi, *Pengembangan Media Pembelajaran Berbasis Web Pada Mata Kuliah Teori Dasar Pemrograman Komputer (DPK) di Jurusan Teknik Elektro Fakultas Teknik Universitas Negeri Malang* 2012. The result of this research is have 96,43 % for media examiner for material examiner 85,29% and the result after trial to college student 82, 64% based on the average - average percentage of the validity and the tests conducted on the student, then obtained a percentage of 82,81% for the small group trial, and 66 % for the trial

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<sup>12</sup> Bagus Kurniawan “*Pengembangan Pembelajaran Geografi Berbasis Web di MAN 3 Malang*” (Malang: Skripsi Pendidikan IPS UIN Malang, 2016)

<sup>13</sup> Feri Dwi Jayanti, *Pengembangan E-Learning Berbasis Web Berbantuan Adobe Dreamweaver Materi Keragaman Budaya Sebagai Hasil Interaksi Manusia Sebagai Sumber Belajar IPS SMP Kelas VII*. (Skripsi: Pendidikan IPS, UNY, 2010)

big group. While the average obtained from the test that is equal to 80,74% t can be said that the Moodle-based learning media is valid and fit for use<sup>14</sup>

To determine differences in research conducted by researchers with the results - previous research can be seen in the table below:

**Table 1.1 : Previous Research**

No	Name and Title of Research	Result of Research	Differentiation of Research	Similarity of Research
1.	Bagus Kurniawan, <i>Pengembangan Media Pembelajaran Geografi Berbasis Web di MAN 3 Malang</i>	the result of this research for the developing media such as a web based learning this researcher get 92,5% score from the Examiner of Media. And from examiner of material 66,25% and get 80% score from student and teacher in MAN 3 Malang	<ul style="list-style-type: none"> <li>• E Learning Development in a Social Studies Subject</li> <li>• Subject of this research at MTsN Kota Madiun</li> </ul>	<ul style="list-style-type: none"> <li>• Using research method Research And Development (RnD)</li> <li>• Method of research and developing using ADDIE Theory</li> <li>• Using Moodle Application for research and developing of website</li> </ul>
2.	Feri Dwi Jayanti, <i>Pengembangan E-Learning Berbasis Web Berbantuan</i>	Based on validation result for the examiner of	<ul style="list-style-type: none"> <li>• Developing of E-Learning for</li> </ul>	<ul style="list-style-type: none"> <li>• Using method Research and</li> </ul>

<sup>14</sup> Teguh Pribadi, *Pengembangan Media Pembelajaran Berbasis Web Pada Mata Kuliah Teori Dasar Pemrograman Komputer (DPK) di Jurusan Teknik Elektro*, (Skripsi: Pendidikan Teknik Informatika, Universitas Negeri Malang, 2012)

	<i>Adobe Dreamweaver Materi Keragaman Budaya Sebagai Hasil Interaksi Manusia Sebagai Sumber Belajar IPS SMP Kelas VII.</i>	media get score 96,43% and for material examiner 85,29% and result of after trials to student 88,12% . which indicates that web-based learning media supplements in this study is Valid	<i>Subject Materi Keragaman Budaya Sebagai Hasil Interaksi Manusia Sebagai Sumber Belajar IPS SMP Kelas VII</i>	Develop ment (RnD)
3.	<i>Teguh Pribadi, Pengembangan Media Pembelajaran Berbasis Web Pada Mata Kuliah Teori Dasar Pemrograman Komputer (DPK) di Jurusan Teknik Elektro Fakultas Teknik Universitas Negeri Malang</i>	based on The result of this research is have 96,43 % for media examiner for material examiner 85,29% and the result after trial to college student 82, 64% based on the average - average percentage of the validity and the tests conducted on the student, then obtained a percentage of 82,81% for the small group trial, and 66 % for the trial big group. While the average obtained from	<i>Developing website for subject collage Pemrograman Dasar Komputr (DPK) at Electrical engineering State University Of Malang</i>	<ul style="list-style-type: none"> <li>• Using method Research and Develop ment</li> <li>• The purpose of the research to getting a data effective or not effective at the class</li> </ul>

		the test that is equal to 80,74% t can be said that the Moodle-based learning media is valid and fit for use		
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#### H. Definition of Term

To avoid confusion with the understanding of the terms used in this research and development, the researchers gave the definitions of the following terms:

1. Development is a some systematic process that follows a some procedure in order to develop some teaching materials to produce products such as web-based learning media for Integrated Social Science subjects
2. Learning Material is tools that make the learning process more effective and convenient for student learning process and can make teachers more easily deliver learning materials to students
3. Social Integrated Subject is a science or field of study to learn, process and discuss matters relating to Human Relationship can be understood and acquired solutions
4. Website is a some information page provided via the Internet that can be accessed around the world over the network connected to the Internet

## **I. Systematic of Writing**

Systematic discussion in development in this research is divided into five chapters, each chapter has its own subchapters

First Chapter, explaining about the background of this research, especially in development research to make some teaching material web based learning at MTsN Kota Madiun. Formulation of the problem is to reinforce and focus on issues. And specification of development product because school not have media for integrated social science lesson especially for 8<sup>th</sup> class and MTsN Kota Madiun have a various class program one of them is a multimedia class. Researcher hope this media can used to help in the learning process. In this chapter researcher also discuss about purposes of research in response to its express non-operational for two questions that have been formulated in the formulation of research problems of this development.

And next this research presented benefits to be obtained from the urgency for science, individuals, and institutions. Also written in this chapter about product specifications will be developed, and then written about the importance of the development see the real condition of the existing and desired and ideal conditions. Thus exposed the limitations or scope of development to be carried out. To provide a common understanding on some of the terms contained in this developmental research, so in this chapter included the definition of the term. At the end of this chapter there is a systematic writing contains general description of matters to be discussed as a whole in this development research.

Second Chapter, contains a literature review that discusses the definition of instructional media, instructional media development, objectives and benefits of instructional media, instructional media functionality and web-based learning model.

Third Chapter, contains about research method that explaining models of data and model of research method, models of developing and validation of the product

Fourth Chapter, contains about the result of background of study, result of developing, result of developing presented by data analysis , revision of development product that taken from result of material trial, test of design validation and field trial.

Fifth chapter is the final part of this undergraduate thesis that includes the conclusion of the development of instructional media social studies web-based and suggestions for the next development of this web-based learning media.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Kind Theory of research and Development

The kind of research in this study is research and development. Research and Development is a series or steps to develop a new product or completed the existing production order for to responsibility. Those the product develop is not only hardware shaped like book, moduls, learning equipment in the class or laboratory, but it can also be software shaped like computer program to processing educational model, learning activity, training, guiding, and evaluating of system management.<sup>15</sup>

Based on Sugiono that the definition of research and development is the research methods used to produce a particular product, and test it for the effectiveness these products so that can have function in a large society , then the necessary to test the effectiveness of these products<sup>16</sup>

In the education, research and development or we known with the term of R & D, is the new thing. Stages in the research and development usually consist of cycles for produced a certain product suitable with needs analysis,

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<sup>15</sup> Triano, *Pengantar Penelitian Bagi Pengembangan Profesi pendidikan Tenaga Kependidikan*, (Jakarta:Kencana Pranadas Media Group, 2010), page.206

<sup>16</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, ( Bandung : Alfabeta.2012), page 297

through the first steps design product, early trial for find the weeks, week repair, retrial, repair overall until found the ideal product<sup>17</sup>.

**a. Borg and Gall Development Models**

Educational Research & Development is a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc. This research design is often referred to as R&D. The background reason for this R&D is the classroom problems related to educational products. The problems might occur because, for example, the existing text book is out of date; it is not appropriate anymore to the recently growing theory of language learning, it does not accommodate the latest curriculum, or the students' learning achievement is not as high as expected. This problem is observed by the classroom teacher who cares a lot about the students' leaning achievement.<sup>18</sup> Some people interpret R&D as consisting of two related activities, research first to assess the classroom problems and then followed by the activities of developing the educational products. This interpretation is not completely correct. R&D is a name of one research design involving several steps making up the research, involving the steps of assessing the classroom problems, studying recent theories of educational product development,

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<sup>17</sup> Wina Sanjaya. *Penelitian Pendidikan Jenis, Metode dan Prosedur*. Jakarta :Kencana Perdana Media Group. 2014. page 129.

<sup>18</sup> Mohammad Adnan Latief, *Educatioanal Research & Development Journal* 2009/2010 University of Pittsburgh & State University of Malang

developing the educational products, validating the products to experts, and field testing the products.<sup>19</sup>

Development research is to develop a plan or design, strategy, approach, or a model of research relating to the development of model design example Dick and Carey Model, Banaty Model, ADDIE Models and etc. in addition, research and development can be done for the development of a product, such as instructional media<sup>20</sup>

Research and Development (R&D) is the research which notes, write and conduct the necessary improvement to all event related to the teaching and learning process and eventually found the prototype delivery methods by using some software<sup>21</sup>

Method of research and development is a research method that is used to produce a particular product and test the effectiveness of the product. Procedure development according Borg And Gall including 10 step of development<sup>22</sup>

*Educational research and development (R&D) is a process used to develop and validate education products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research finding pertinent to the*

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<sup>19</sup> Mohammad Adnan Latief, *Educatioanal Research & Development Journal* 2009/2010 University of Pittsburgh & State University of Malang

<sup>20</sup> Setyosari Punaji, *Motede Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana, 2012) Page 80

<sup>21</sup> Suharsini, Arikunto, *Prosedur Penelitian : Suatu Pendekatan Parktis, Edisi Revisi VI* (Jakarta: PT. Rineka Cipta, 2006) Page 6

<sup>22</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung : Alfabeta, 2011), Page 2

*product to be developed, developing the product based on finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product met its behaviorally defined objective*<sup>23</sup>

The method according Borg And Gall (1983) The R&D Cycle, as outlined by Borg And Gall Consist of 10 Stages: (1) Research and information collecting, (2) Planning, (3) development of an initial product, (4) preliminary field testing, (5) field testing, (9) final product revision, and (10) dissemination and implementation.

*Research and Development is a model of "a process used develop and validate educational product ". Research sometimes also called 'research-based development ', which appears as a strategy and aims to improve education quality. In addition to developing and validating the results education, research and development also aims to find new knowledge through 'basic research', or to answer specific questions about the problems of a practical nature through 'applied research', which is used to improve practices education...<sup>24</sup>*

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<sup>23</sup> W.R Borg, And M. D Gall, *Educational Research; an introduction* (New York: Longman Inc, 1979) Page 525

<sup>24</sup> W.R Borg, And M. D Gall, *Educational Research; an introduction*

The First stage was composed of the review literature, classroom observation, and preparation of the report of current condition

The second stage is formulating abilities, determining goals, sorting materials, and conducting a small scale field test. In order to formulated abilities and goals, the current curriculum was studied. Determining specific learning goals that will be achieved from the product being developed will become the most important aspect in this planning stage. Specific learning goals are the foundation in developing learning program because learning program can be tested and revised until the fulfill the learning goals that have been determined

The third stage was the development of learning instrument. In this stage, teaching material in the form of textual teaching material, audio recordings, and a teaching manual that describe certain skills or student work which teacher require in the instructional sequence are developed

The fourth stage was student testing. Borg And Gall (2003) mentioned that student testing aims to obtain a qualitative evaluation of the new teaching product being developed, because the focus of this evaluation is stressed more on qualitative learning overview, rather than the quantitative result of learning by student. Further Borg And Gall (2003: 782) explain that “the purpose of the preliminary test is to obtain qualitative evaluation of the new educational product... since the emphasis of this evaluation of the new educational product..”<sup>25</sup>

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<sup>25</sup> Borg And Gall (2003: 782)

Research and development based on Borg and Gall in the footnote about “product” explained “Our use of term” “product” includes not only material object, such as textbooks, instructional films and so on, but is also intended to refer established procedures and process, such as a method of teaching or method for organizing instruction”.

From the Borg and Gall explanation the product in the research and development is not always have a shape object or hardware such as textbook, instructional film and so on. But it could be software such as computer program, learning in the classroom, library and laboratory.

Based on Borg and Gall explanation that the product of research and development also can develop the software computer program as a learning media<sup>26</sup>

#### **b. Dick and Carey Development Model**

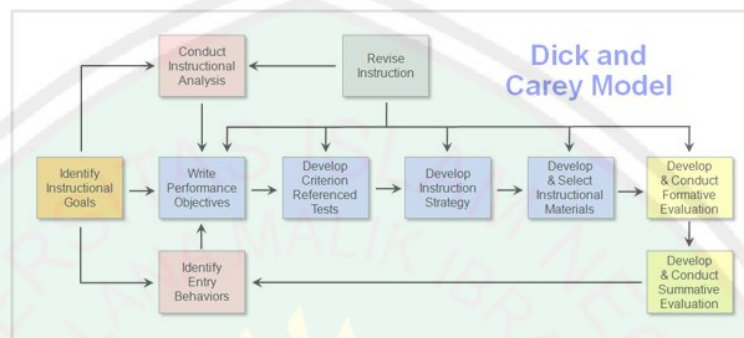
Dick and Carey Model is a model of instructional design developed by Walter *Dick*, *Lou Carey* and *James O Carey*. This model is one of the procedural model, the model suggests that the application of the principles of instructional design adapted to the steps that should be run sequentially.<sup>27</sup>

Dick and Carey Model consists of 10 steps. Each step is clearly intent and its purpose so that the novice designer is very suitable as a basis for studying other design models. Tenth step on the model Dick and Carey shows the relationship very clear and uninterrupted between step one with

<sup>26</sup> W.R Borg, And M. D Gall, *Educational Research; an introduction*

<sup>27</sup> Rusyahida, *Jornal of Education “Research Development Vs. Development Research”*. Journal of Education University Of Indonesia No. 1th.IV Juli 2006

the other. In other words, the system found on the Dick and Carey was very quick, but the content is solid and clear from one sequence to the next sequence.



**Picture 2.1 : Dick And Carey Steps**

These models included in the procedural model. Steps Design Learning by Dick and Carey are as follows: (1) Identifying the common goal of learning; (2) Carry out analysis of learning; (3) Identify the behavior and characteristics of the student's input; (4) to formulate the performance objectives; (5) Develop a benchmark test items benchmark; (6) Develop a learning strategy; (7) Develop and selecting learning materials; (8) Design and implement formative evaluation; (9) Revise the instructional materials; and (10) Designing and implementing evaluation summative<sup>28</sup>

There are several objectives to be achieved in the development of an some lesson by using a model of Dick and Carey models, there is a: (1)

<sup>28</sup> Mawardi, *The Model of Instructional Design* Journal of Education and Practice, ISSN 2222-288X Vol.5, No.22, 2014, Satya Wacana Christian University, Indonesia

at the start the learning process students can know and be able to do things that relating to the material at the end of learning, (2) the linkage between each in particular components of learning strategies and learning outcomes desired, (3) explain the steps that need to be done in planning instructional design.<sup>29</sup>

#### 1) Identification of Learning Objective

In the first step in research and development process is determine the information and skills that will be to teach the students. And then identify the learning objective, it can be derived from the learning goal, performance analysis, student needs analysis and learning difficulties

#### 2) Learning Analysis

After the identification of the learning objective, the next steps is determine the steps that are performed in order to the purpose of learning achieved. Learning analysis process will be decide the knowledge , skill and attitude.

#### 3) Learner Analysis and Context

Learner analysis and context which includes the ability, attitude and the characteristic of the early learner in the learning background. And it also includes the characteristic

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<sup>29</sup> Rusyahida, *Jornal of Education "Research Development VS. Development Research"*. Journal of Education. State Education University Of Indonesia No. 1th.IV Juli 2006

of learning background when knowledge and new skill will be used to produce a product according to need analysis.

#### 4) Define Learning Objective

Describe the general objective into more specifications objective. In this stages the researcher doing translating the objective general from the competency standard into the operational definition with certain indicators.

#### 5) Development Instrument

In this stage developer has duties to developing the instrument for measure effectivity the product will be developing. Instrument relating to specific objective have a form the result of study, the instrument relating with the product design can be either question check list.

#### 6) Development Learning Strategy

Developing of learning strategy, which is specific to help learner to reach the learning aim by the learning strategy designed. If the developer would to develop the certain learning design what the right learning strategy to support these design.

#### 7) Development and Choosing Learning Material

In this stage is selecting the learning material. Next step is to produce learning materials which in accordance with learning strategies. Learning materials are usually

consists of a guide for learners, learning materials, and assessment

#### 8) Arrange and Formative Evaluation

After learning of the draft is finished then the next step is do the evaluation. The evaluation was conducted to collect data used to identify problems in the learning and find an opportunity to make learning into a more either.

#### 9) Revision

The last steps in this design are doing the revisions of the product. Data from the formative evaluation are useful for knowing the product week of the product and next as well as to repair the product quality.

#### 10) Designing and conductive summative Evaluation

The final step in product development is to do a summative evaluation. A summative evaluation is the evaluation of the products to produce absolute score or relative and occurs after the product is evaluated in a formative and revised.<sup>30</sup>

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<sup>30</sup> Walter Dick & Lou Carey (2001) "*The Systematic Design of Instruction*". NY: Longman. Inc .page.<sup>30</sup>

**c. ADDIE (Analysis, Design, Development, Implementation, Evaluation) Model**

a. Definition

ADDIE Model is one of the most common models used in the instructional design field a guide to producing an effective design. ADDIE first appeared in 19975 (Branson 1975) it was created by the Center for Educational Technology at Florida State University. The ADDIE model develop by Dick And Carey in 1978 and Russell Watson revised in 1981, and was considered essential in the development of educational and training program<sup>31</sup>

This Model Namely ADDIE That Analysis, Design, Development, Implementation and Evaluation. Michael Molenda (2013:1) Said That

*ADDIE is an Acronym refers to the major process that comprise the generic ISD process Analysis, Design, Development, Implementation and Evaluation. Beyond that, I think there is a widely shared understanding that when used in ISD models, these processes are considered to be sequential but also iterative...*<sup>32</sup>

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<sup>31</sup> G Maruganatham *International Journal Of Applied Research* 2015 ISSN 2394-5869 Department of Education Amamalai University Of India

<sup>32</sup> Michael Molenda (2013:1)

This model is an approach that helps instructional designers, any content's developer, or even teachers to create an efficient, effective teaching design by applying in the process of the ADDIE model on any instructional product. In fact, the element made by following the ADDIE model can be used in any environment as online or face to face. In addition, this systematic process is represented in the acronym ADDIE, which are Analysis, Design, Development, Implementation and evaluation. Each phase in the ADDIE model is related to and interacts with each other<sup>33</sup>

b. Phase and Steps of ADDIE Models

a) Analysis Phase

The analysis stage is the most important phase in this process. When instructional designers do the analysis phase before creating the plan, developing or even implementing, they really save a huge amount of courses, effort, and time. In order to carry out the analysis phase we have to analyze four things, like we have to analyze the learners (ex. Where, they, are at, their skill and needed, etc.) develop an instructional analysis (to provide the necessary steps and present opportunities to learn and use new information in an instruction), create instructional goals (aimed at specifying the end desired result), and analysis learning

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<sup>33</sup> Nada Aldobbie *ADDIE Model* American International Journal of Contemporary Research, University Of Northern Colorado, Vol 5, No 6; December 2015 ISSN 262-142X

objective (how to measure the attainment of goals). That means you have to be clear about the research and what is your goal of your research.<sup>34</sup>

- Analysis of the learners

We need to know what do the learner`s know already about the topic, so we can build our plan on what they learned and know what information the audience needs and how much. We need to know the needs and problem of the learners, in order to identify that, we can do surveys, interview, pretest, or pre-assessments of the audiences to collect data about them. For instance, if we choose to each history class and our topic is Ancient Civilization, an effective way to start is to bring a big world map and ask the learners to identify and point out any ancient civilizations on the map.<sup>35</sup>

- Analysis of instructional Goals

We have to identify obvious goals for the specific instruction. What do we want the learners learn? When we clearly identify your specific goals, you will save much in time and sources. In fact, you will create a very effective instruction design. An example on our topic is

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<sup>34</sup> Ibid Page 68

<sup>35</sup> Nada Aldobbie *ADDIE Model* American International Journal of Contemporary Research, University Of Northern Colorado, Vol 5, No 6; December 2015 ISSN 262-142X Page 69

that we want our learners to identify ancient Egypt on the map, provide examples of contribution of their civilization and describe three enduring artifacts constructed by Ancient Egypt <sup>36</sup>

- Analysis of development instructional

Is very hard and complicated. When we identify specific goals we will start to write all the important steps and the details that we need to achieve the goals. In fact, this phase is more visible from the instructional designer because we need to edit back and forth. For example, what do we want our learners to learn about Ancient Egyptian Civilization? Where it was located? Etc. <sup>37</sup>

- Analysis of Developing Learning Objective

We have more specific. In this phase, we define what our learners should be able to do when the instruction is finished. Additionally, the formalized aspects are skills, behavior and knowledge. Objective need to specify an observable measurable behavior that indicates attainment of the goal.

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<sup>36</sup> Ibid Page 69

<sup>37</sup> Nada Aldobbie *ADDIE Model* American International Journal of Contemporary Research, University Of Northern Colorado, Vol 5, No 6; December 2015 ISSN 262-142X Page 69

## b) Design Phase

Design phase is the next step in ADDIE Model. This phase is really about applying in the instruction. In the fact, the instructional designer in this step think about how design instruction can really in ways that facilitate people learning and interaction with the material you create and provide. Furthermore, in design phase the instructional designer evolves and focuses on designing assessment for his/her topic, select a form of the course, and creating their own instructional strategy.<sup>38</sup>

- An assessment design

Assessing your learners outcomes on the subject is very necessary but before, that it is important to know how you will assess these outcomes when you are working on your instructional design. To do assessment effectively, we must use the data that you already collected from the former stage, which is analysis phase.

- Select a Form of the course

The second part of steps for design phase is choose a delivery system. Forms course means how you are going to represent your material about the topic. That's mean

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<sup>38</sup> Ibid Page 60

we have to select the form of the course that match with our design assessment.

- **Creating Instructional strategy**

After we finished the assessment design and created the form for the class, we will start creating the strategies for the instructional design, truly the course strategy is a combination of many method to help the learners understanding the topic.<sup>39</sup>

c) **Development Phase**

This phase depend on the first two phase, which are the analysis and the design phase. That mean, if we did these phases correctly the development will be easier. In this third phases. The instructional designer integrate the technology with the educational setting and process. Also, keep in mind the backup plan in the case that the technology that we choose does work. For example if we consider Google research to find some information we must have a backup for this information like a power point or etc.

- **Create factual sample for the instructional design**

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<sup>39</sup> Nada Aldobbie *ADDIE Model* American International Journal of Contemporary Research, University Of Northern Colorado, Vol 5, No 6; December 2015 ISSN 262-142X Page 70

In this steps we are going to create sample of our materials in order to show our work to our supervisor.

And make sure that we on the right track .

- Develop the materials of the course

After we are done from our sample n are satisfied with its design, it is time to start developing our course materials. From the activity we decide to include our instructional strategy along with our sample that we made before, furthermore, we must pay attention to the advice and suggestion from our supervisor. In order to improve our materials. Moreover, we can give review section of the course materials to our teams or friend and see if there is an weakness or any comment, criticisms, and suggestion.

- Run through the conduction of the design

After we are done from developing course materials we are ready to start this step, which is a run through of the design. This step is the actual time to do rehearsal for our course using all materials we had created. We have to involves our friend in this step so we can treat our friend as a real learner and use the exact same conditions of the real time as if we have to each the learner. In this situation, it will be great if we prepare an assessment for

feedback in order to help us find out weaknesses and work hard to improve it.<sup>40</sup>

d) Implementation Phase

This phase is about transforming our plan into action. In order to go through this phase, we have to consider three major steps, which are training the instructor, preparing the learners, and organizing the learning environment. With these three steps we can display our course in very active and authentic ways to achieve the implementation phase.

- Training the instructors

Working to train the instructors is very important process in the implementation phase because sometime the person who is training is not the one who creates the instructional materials. For example, if I get a job that allows me to create material for a history class, we need to finish developing all the materials, course, objectives, multimedia, assessment and activities we decide to include. They will become aware and understand all of materials. Even more, they are going to be more comfortable using it.

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<sup>40</sup> Reiser, R. A., & Dempsey, J. V. (2012). *Trends and issues in instructional design and technology* (3rd Ed.). Boston, MA: Pearson Education, Inc

- Prepare the learners

Since we did training for our instructor, we need to move on the next process of the implementation phase, which is preparing our learners for the instruction that we developed. Along with preparing the learners, we want to be sure that these learners have all material, tools, and knowledge to contribute to the course or the class, for instance, for a course in education technology will start we want to make sure that the learners are familiar with the information about this course such as when and where the course will be, how many credits this class account for what software is necessary, etc<sup>41</sup>

- Organizing the learning environment

The last process in the implementation phase is coordinating the learner space in fact, this is not just to be sure that there are classes available to teach this class or able to provide chairs, tables and white board., power point, etc. <sup>42</sup>

#### e) Evaluation Phase

The final of process in ADDIE model is evaluation phase. It is very important to evaluate each steps in order to make sure that

<sup>41</sup> Nada Aldobbie “*ADDIE Model*” American International Journal of Contemporary Research, University Of Northern Colorado, Vol 5, No 6; December 2015 ISSN 262-142X Page 70

<sup>42</sup> Peterson, C. (2003). “*Bringing ADDIE to Life: Instructional Design at Its Best*”. Journal of Educational Multimedia & Hypermedia, 12(3), 227-241.

we achieve our goals using the instructional design and material to meet the learners needs. Additionally, in this evaluation phase is differences two types of evaluation, which are formative evaluation and summative evaluation. First formative evaluation is a continuing process that we do as we are working on our instructional materials in each phase on ADDIE model.<sup>43</sup> There are three basic process of formative evaluation, which are one to one, small evaluation group, and trial in the field. When we evaluate, we must choose learners that have similar features to our real learners and evaluate the material based on that.<sup>44</sup>

- One to one formative evaluation

This process of evaluation is based on evaluating each material we used in order to see if this material was effective and identifying the strength and the weakness of our materials and working to improve it.

- Small evaluation group

When we are done from making small group evaluation.

This stage is evaluating the effectiveness and achievement of the changes that we made in the previous one to one stage. Another point as well, is the importance of observing if the activities work well for the group

<sup>43</sup> Onguko, B., Jepchumba, L., & Gaceri, P. (2013). *"For us it was a learning experience"*. *European Journal of Training and Development*, 37(7), 615-634

<sup>44</sup> Nada Aldobbie *"ADDIE Model"* American International Journal of Contemporary Research, University Of Northern Colorado, Vol 5, No 6; December 2015 ISSN 262-142X Page 71

situation. Also we are looking for the more effective, we need to carefully choose different sub-population that entirely represent our groups of learners in the course.

- Formative evaluation on trial in field

When we finished those two evaluation strategies, now we are ready for real time rehearsal for all activities that we included in our instructional design. In this case we need to prepare environment similar to the real environment of our course, as well as one to one and small evaluation of groups. This stage need to be clear, effective and practicable in order to finish this evaluation and the content and our instruction design be ready to deliver <sup>45</sup>

- The second type of evaluation is summative evaluation

It is very important to use summative because this type of evaluation helps us to see the real value for our instructional design when the whole instruction for the course is finished. With the summative evaluation we can evaluate the learners outcomes as well as the effectiveness of all component of the design after the

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<sup>45</sup> Nada Aldobbie "ADDIE Model American International Journal of Contemporary Research" University Of Northern Colorado, Vol 5, No 6; December 2015 ISSN 262-142X Page 71

student complete the course or design. In fact, we can create specific, disagree, natural, agree, to strongly agree

There is a important point we have to be sure we include it when we write the assessment, which is making the evaluation anonymous from the learners so they can give us a honest evaluation without being afraid from us and we can get real benefit in order to improve our instructional design and reach the instructional goals.<sup>46</sup>

## **2. Web Based Learning Model**

### **a. Introduction of Web Based Learning Model**

Today Internet technologies are having a significant impact of the learning industry, society and all of society can communicated one of especially For profit organizations and traditional institution of higher education have develop and are using web based learning.<sup>47</sup>As a increasingly powerful, interactive and dynamic medium for delivering information the World Wide Web (WWW) in combination with the technology (e.g. LAN, WAN, Internet, etc.) and many application to use it.<sup>48</sup>

<sup>46</sup> Nada Aldobbie *ADDIE Model* American International Journal of Contemporary Research, University Of Northern Colorado, Vol 5, No 6; December 2015 ISSN 262-142X Page 71

<sup>47</sup> Gabrielle Picolly, *Web Based Virtual Learning Environment* Journal of School of Hotel Administration Corner University New York ISSN 14859

<sup>48</sup> S.Nam Chang, *Web Based Design Process For Development and Evaluation* Journal of Information Technology Education, University of Arkansas, Volume 8, 2007

Since 1990s, Web-based education has become a very important branch of educational technology, for learners it provides access to information and knowledge sources, that are practically unlimited, enabling a number of opportunities for personalized learning and collaborated with clear advantages. Web based courseware and cheap and efficient storage and distribution of course materials, hyperlink to suggested readings, digital libraries and others source of reference relevant for course<sup>49</sup>

Web based teaching and learning is rapidly emerging as a predominant paradigm in the delivery of education in society. Internet is the ocean of knowledge. This ocean can be made available to all student as early as possible in their life. So information technology and related tools can be introduced in school education by using World Wide Web (WWW) s education delivery medium. The WWW is used to provide information with great prospect and extend learning outside space and time boundaries the remarkable development in IT and networking have opened the doors of education, in the era IT or e –learning or web based learning can be efficiently used for different types of education and discusses that web based education/ learning has potential to meet the perceived need for flexible ace, place and face.<sup>50</sup>

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<sup>49</sup> Springer, “*Introduction to Web Education*” Semantic Web & Education Book, Illus 2006 Page 2

<sup>50</sup> B.S Swant A study of Effect of Web-Based Education Environment in School, International Journal of Soft Computing and Engineering (IJSCE) ISSN 2231-2307, Vol 1 January 2017 Page 1

Web based learning or web based technology is a potential tool for supported learning that is being used to support teacher enriching their teaching performance, in a traditional classroom or a distant dispersed environment, web based technology is a successful and frequently adopted method for the learner and their collage to cooperate effectively and share in the learning experience.

The collaborative learning process encourages student to ask question of each other, explain and defend their knowledge to stimulate and improve learning. The concept of the instruction called student centered learning is an approach to education that focus on the needs of the student. This approach has many implications curriculum design, course content and interactivity of courses. With the rapid development of emerging technologies in recent years, the integration of information and communication technology (ICT) has begin to attract the attention of teachers. Web based technology has expanded globally into a virtual, network based environment.<sup>51</sup>

**b. E- Learning**

*Electronic Learning* or E-Learning is interactive learning in which the learning content is available online and provides automatic feedback to the student learning activities explain that:

“E-Learning covers a wide set of applications and process, such as web based learning, computer

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<sup>51</sup> Ibid Page 2

based learning, virtual classroom and digital collaboration it include the delivery of content via internet (LAN/WLAN) audio and videotape, satellite broadcast, interactive TV and CD-Rom” (Kaplan – Leiserson, 2000)<sup>52</sup>

In fact, it is much like Computer Based Test (CBT) and computer-aided instruction (CAI), but the point is that it requires internet for access to learning material and for monitoring the student activities. E – learning usually can communicate with their tutor through the internet. However the focus not on that communication organization of and access to the learning content are more central to e-learning . not the different between Web Based Learning and E-Learning: learning is just ne element of education. So Web Base Learning cover a much broader range of services than e learning. More precisely e-learning companies and other providers of e-learning material usually focus on learning content, while different educational institution interested in organizing<sup>53</sup>

E – learning is also called web – based learning, online learning, distributed learning, computer – assisted instruction, or internet based learning, historically there have been two common e-learning modes: distance, learning and computer assisted and instruction. Distance

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<sup>52</sup> (Kaplan – Leiserson, 2000)

<sup>53</sup> Moore, "Internet and Higher Education" Journal School Of Information Science and Learning

learning uses information technologies to deliver instruction to learners who are at remote location from a central site.<sup>54</sup>

E - learning is an important and fast growing segment of educational technology. It largely overlaps, with the field of e-learning, but it must be note that learning represents, only one aspect of education. In web based learning covers many other educational services, such as teaching, authoring, assessment, collaboration and so on. Nowadays most of distance education is implemented as Web Based Learning and use virtual classroom<sup>55</sup>

E-Learning is a large and growing market with great potential in higher education. (Means et al, 2009) in his empirical study from 1996 until 2008 concluded that student using e – learning performed better than student who did not use e – learning, the student who performed best were those who received blended learning.<sup>56</sup>

### **c. Implementation Web Based Learning at Indonesian School**

E – learning (electronic learning) is one of the aspect of the application of ICT in educational institution. There is no fixed definition of e –learning implementation at school as a consequent there

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<sup>54</sup> Jethro Oiodare Olojo, *E Learning and its effect on teaching and learning in global age*, International Journal of Academic Research in Bussines and Social Science, January 2012, Vol 2 No 1

<sup>55</sup> Springer, *Introduction to Web Education* Semantic Web & Education Book, Illus 2006 Page 27

<sup>56</sup> Jethro, *E – Learning And its Effect on Teaching and earning in a Global Age*, International Journal of Academic Research in Business and Social Studies Journal of Computer Science Department, Collage Ikitte State Nigeria, January 2012

are various definition for it. The use of computers and other digital devices

together with online learning tools and materials are the prerequisites for e-learning to take place. When digital technologies are successfully integrated with the appropriate pedagogies to meet the objectives of the curriculum. It can be considered that an e-learning process is taken place.

The Indonesian government have been made some programs in response to the issue of low level of e-readiness. One of the example is improving society e-readiness through education by implementing new curriculum called “Kurikulum 2013” this new curriculum requires teacher to integrate ICT in the into every school subject and encourages them to use e-learning system.

Kurikulum 2013 replaces Kurikulum Tingkat Satuan Pendidikan (KTSP) that had been implemented for six years. Kurikulum 2013 has been applied in Elementary School grade I, II, IV and V, Junior High School grade VII and VIII and Senior High School grade X and XI. The learning materials in Kurikulum 2013 are matched to the international standards because the Indonesian government try to accelerate the education quality as other countries particularly developed countries.

Ministry of education has build the e-learning system in nine cities in Indonesia,<sup>57</sup>

### 3. Social Studies Integrated Learning

#### a. Definition of Social Studies Integrated Learning

Subject of social Science Integrated (*IPS*) in junior high school is one of the subject that must be taken by student in Junior secondary as expressed by Sapriya (2009:12) that *IPS* in the school curriculum (educational unit) based on National Education System No 20 Year 2003 that which reads that the curriculum of primary and secondary education must include social science. Learning social integrated arranged in an integrated manner, have the aim that the learners can gain a deeper understanding broad and deep in the field of science.

Social Studies is an integrase from different branches of social studies such as sociology, history, geography, economics, politics, law and culture. Social Studies formulated on the basis of reality and social phenomenon that embodies the interdisciplinary approach of aspects and branches of social studies (sociology, history, geography, economics, politics, law and culture).<sup>58</sup>

Subject of social science in Indonesia is heavily influenced the development of social studies in western countries. Social studies is the designation of social studies in school abroad as in the united states.

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<sup>57</sup> Nur Hadi Waryono, *E – Learning Readlines In Indonesia : A Case Study In Junior High School Yogyakarta*, Journal of Department of Mathematics Education Yogyakarta State Univesity ISBN : 978-602-037-00-3

<sup>58</sup> Trianto, *op. cit.* Pg. 124

Sapriya (2009:34) that “ a number of theories and ideas of social studies has affected the development of social studies as part of the curriculum system in Indonesia” one overseas institution originating from the United State know as the National Council for the Social Studies (NCSS) to define and formulated the notion of social studies as follows

Social studies is the integrated study of the social science and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon as a such discipline as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriated content from the humanities, mathematic, and natural science ( Savage, 19996 : 9)

Based on opinion of NCSS, then Social Studies is the integration of the various discipline of the social science and humanities. Social studies consist of a wide range of social science discipline ex. Anthropology, economics, geography, history, law, politics, religion, sociology, and event of mathematic and natural science similar with opinion that described by Ross (2006: 22) that describe several approach, content and purposes of social studies as curriculum <sup>59</sup>

#### **b. Aim of Learning of Social Studies**

The main purpose of Social studies is to develop students' potentials to be sensitive to social problems that occur in the community, have

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<sup>59</sup> Savage, 1996 : 9

positive mental attitude towards the betterment of all inequality, and skillful overcoming any problems that occur everyday good happens to him and has affected people, These objectives can be achieved when learning programs in schools IPS well organized. From the formulation of these objectives can be detailed as follows.<sup>60</sup>

- 1) Have an awareness and concern for the community or the environment, through the understanding of the values of history and culture of the community.
- 2) Knowing and understanding the basic concepts and is able to use a method adapted from the social studies which can then be used to solve social problems.
- 3) Being able to use the models and thought processes and make a decision to resolve the issue and a growing problem in society.
- 4) Paying attention to issues and social problems, as well as being able to make a critical analysis, then being able to take the appropriate action.
- 5) Being able to develop a variety of potential so as to establish themselves in order to *survive* are then responsible for building society

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<sup>60</sup> *Ibid.*, Pg. 128

### c. Characteristic of Social Integrated Science

Based on several opinion above that social studies is a teaching by combining or linking several lesson in a some theme, which can be studied by student, individually or groups. That develop from ministry of education (Trianto, 2010:61) mention that

#### a) Holistic

A variety of phenomena in Social Studies Integrated Science can be observed and study by student from several field of study, without from viewpoint of fragmented social studies can make student understand that phenomena from all side in their society

#### b) Authentic

Teacher as a facilitator in the learning process, teacher just provide guidance and direction in the classroom. Student activities in the classroom as actor of information and knowledge seekers. So that student are able to understand the learning directly from the results of their own learning, and not just a teacher notice, information and knowledge acquired to be more authentic.

#### c) Active

Social integrated studies is an emphasizes student activity in learning, whether physical, mental, intellectual, or emotional learning in order to achieve optimal result. Based on above

opinion, the learning characteristics consist of 10 explaining the subject of social integrated from any disciplines / concept

2) explain concept and other information related to each other (meaningful) and 3) teacher act as a facilitator give guidance and direction to student

#### **d. Social Science Subject at Junior High School**

Social Science Subject (IPS) is one of subject that given since SD / MI / SDLB to Junior High School (SMP / MTs) even the vocational level (SMK). Social Studies (IPS) examines a set of event, fact , concept and generalization that related to social issues. At the basic education level (SD / MI and SMP/ MTs) social science includes to geography, history, sociology and economics material. Through social science, student can be directed to democratic Indonesian citizen, accountable. Social science has aim in order learner have capabilities as following :

1. Having a awareness and concern for the public or environment, through their understanding toward values and cultural history of community
2. Knowing and understanding the basic concept and be able to use method that adapted from social science then can be used to solve social problems
3. Being able to use and thinking process and making decision to resolve the issue and a growing problem in the community

4. Paying attention to the issues and social problem, an be able to make a critical analysis further able to take appropriate action
5. Being able to develop some potential so that they can establish themselves in order to they have responsible for build the community <sup>61</sup>



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<sup>61</sup> *Panduan Menyusun KTSP Lengkap SD, SMP, SMA* (Yogyakarta : Pustaka Yudistira, 2007) hlm. 336

## CHAPTER III

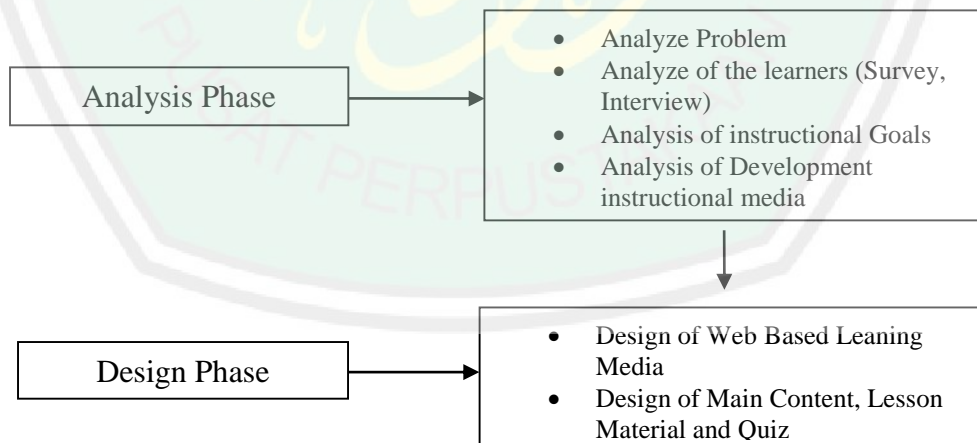
### METHOD OF THE RESEARCH

#### A. Type of Research

This type of research used in this research is the research and development (R & D). Methods of research and development of the research methods used to produce a certain product and test the effectiveness of the product.<sup>62</sup>

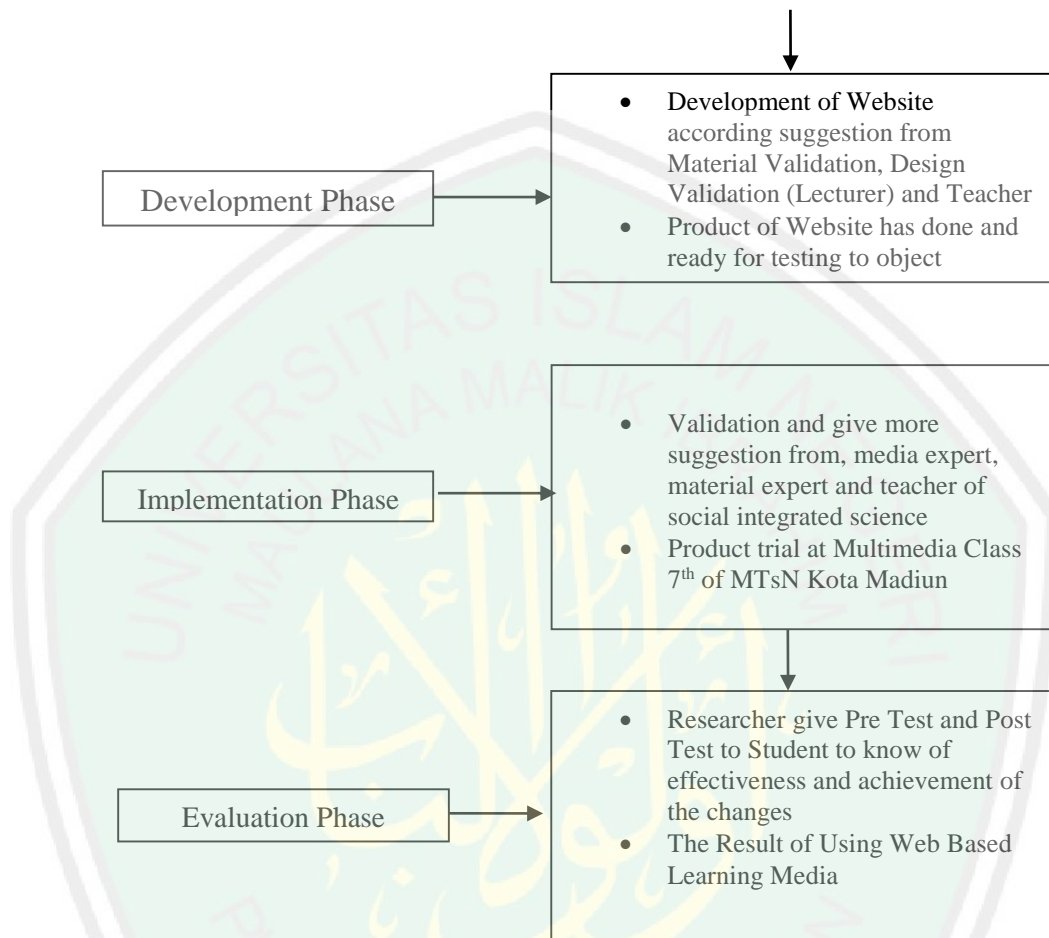
#### B. Development Model

This research is R & D type model ADDIE which consists of five phases in accordance with its name, (A) *Analysis*, (D) *Design*, (D) *Development*, (I) *Implementation*, and (E) *Evaluation*. The fifth phase is done in a systemic and systematic.<sup>63</sup> To make the step of model easier, it will show on chart below.



<sup>62</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2013), pg. 297.

<sup>63</sup> Benny A. Pribadi, *Model Desain Sistem Pembelajaran* (Jakarta: PT. Dian Rakyat, 2009), pg. 125



In this research this product will be develop by the researcher using ADDIE (Analysis , Design, Development, Implementation, Evaluation).model, Researcher will be develop web based learning especially for Social Integrated Lesson at 7<sup>th</sup> grade at MTsN Kota Madiun this is a step will doing by researcher:

The kind of research in this study is research and development or (R & D). Research and Development is a series or steps to develop a new product or completed the existing production order for to responsibility. Those the product develop is not only hardware shaped like book, modul, learning equipment in the

class or laboratory, but it can also be software shaped like computer program to processing educational model, learning activity, training, guiding, and evaluating of system management<sup>64</sup>

Based on *Sugiono* that the definition of research and development is the research methods used to produce a particular product, and test it for the effectiveness these products so that can have function in a large society , then the necessary to test the effectiveness of these products<sup>65</sup>

In the education, research and development or we known with the term of R & D, is the new thing. Stages in the research and development usually consist of cycles for produced a certain product suitable with needs analysis, trough the first steps design product, early trial for find the weeks, week repair, retrial, repair overall until found the ideal product<sup>66</sup>

According to Seels & Richey research and development as opposed to simple instructional development, has been defined as “the systematic study of designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness.

Research and development based on Borg and Gall in the footnote about “product” explained “Our use of term” “product” includes not only material object, such as textbooks, instructional films and so on, but is also intended to

<sup>64</sup> Triano, *Pengantar Penelitian Bagi Pengembangan Profesi pendidikan Tenaga Kependidikan*, (Jakarta:Kencana Pranadas Media Group, 2010), page.206

<sup>65</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, ( Bandung : Alfabeta.2012), page 297

<sup>66</sup> Wina Sanjaya. *Penelitian Pendidikan Jenis, Metode dan Prosedur*. Jakarta : Kencana Perdana Media Group. 2014. page 129.

refer established procedures and process, such as a method of teaching or method for organizing instruction”.

In this research this product will be develop by the researcher using ADDIE (Analysis ,Design, Development, Implementation, Evaluation).model, Researcher will be develop web based learning especially for Social Integrated Lesson at 7<sup>th</sup> grade at MTsN Kota Madiun.

### **C. Procedure of Development**

Procedural development is descriptive model that explain the procedural steps that must be follow to produce a certain product. In this research of development web based learning for Social Integrated Studies at MTsN Kota Madiun. So to produce a product that can measure media, researcher use the developing procedure according to ADDIE (Analysis , Design, Development, Implementation, Evaluation).model. the stage of research and development as follow:

#### 1) Analysis Phase

Analysis stage is the most important phase in this process. When instructional designer do the analysis phase before creating the plan, developing or even implementing, they really save huge amount of courses, effort, and time. In order to carry out the analysis phase we have to analyze four things, like we have to analyze the learners (ex. Where, they, are at, their skill and needed, etc.)

## 2) Design Phase

After Analysis Stage next step is Design This phase is rally about applying in the instruction. In the fact, the instructional designer in this step think about how design instruction can really in ways that facilitate people learning and interaction with the material you create and provide. Furthermore, in design phase the instructional designer evolves and focuses on designing assessment for his/her topic, select a form of the course, and creating their own instructional strategy.

## 3) Development Phase

This phase depend on the first two phase, which are the analysis and the design phase. That mean, if we did these phases correctly the development will be easier. In this third phases. The instructional designer integrate the technology with the educational setting and process. Also, keep in mind the backup plan in the case that the technology that we choose does work.

In this research, researcher will Produce and Developing of Website for learning media and can be use to learning activity at 8<sup>th</sup> class at subject social Integrated (IPS) and can be used for Junior High School / MTs

## 4) Implementation phase

This phase is about transforming our plan into action. In order to go through this phase, we have to consider three major steps, which are training the instructor, preparing the learners, and organizing the learning

environment. With these three steps we can display or course in very active and authentic ways to achieve the implementation phase.

In this phase researcher will be take sample from MTsN Kota Madiun, because in this school have many Class Program, that a) Regular Class, b) Bilingual Language Class , c) Multimedia Class, d) Regular Class and researcher more interested to research Multimedia Class, because this class is different between other class, in this class using multimedia for any subject, in this class that facilities is more than good from the other class, like a Computer Interaktif, Television For Education, LCD Projector, and Many more

#### 5) Evaluation Phase

The final of process in ADDIE model is evaluation phase. It is very important to evaluate each steps in order to make sure that we achieve our goals using the instructional design and material to meet the learners needs. Additionally, in this evaluation phase is differences two types of evaluation, which are formative evaluation and summative evaluation. First formative evaluation is a continuing process that we do as we are working on our instructional materials in each phase on ADDIE model. There are three basic process of formative evaluation, which are one to one, small evaluation group, and trial in the field. When we evaluate, we must choose learners that have similar features to our real learners and evaluate the material based on trials at field

#### **D. Field Trial**

The aim of product trial is for collecting the data and to get the information about the validation of the media and effectively of the product. And to get the information in this activity will be describe such follow:

##### **1. Design of Trial**

Validation using in this research and development is validation of learning media web based for Integrated Social Science Integrated from student and teacher as a user that using this produce. This validation such as contain validation and design validation. Validation is aimed for give more suggestion and more data from validation person, until we know this media valid or not and this media can development for a revision, Subject of validation for this web based learning is from expert person in any field that related for this research. There is

- a) Lecture for validation of material
  - 1) Lecture of Faculty of Tarbiyah and Teaching Training and competence for Social Integrated Science (IPS) Subject
  - 2) Can Understand for material of Social Integrated Subject
  - 3) Can understand curriculum of 2013 that using at Junior High School
- b) Lecture for Validation of Media
  - 1) Lecture of Faculty of Tarbiyah and Teaching Training and competence for learning media
  - 2) Expert on multimedia field

c) Teacher

- 1) Teacher expert on Social Science Integrated at Junior High School
- 2) Expert on Junior high school Curriculum
- 3) Can understand of material especially on social integrated subject material

2. Subject Trial

Subject trial for this web based learning is from Multimedia Class Program 8<sup>th</sup> grade at MTsN Kota Madiun consist of 36 Student

3. The Types of Data

Types of data in this research used qualitative and quantitative data. For the quantitative data researcher used questionnaire to get the result from validator product to know the effectively of development of website learning media

For the qualitative data researcher used interviewed with teacher Social Integrated Subject to get the information about the condition of IPS learning process and the utilization of IPS learning media at MTsN Kota Madiun

4. Instrument Data Collecting

To collect the data, researcher used instrument data will be describe as follow

1) Interview

Interview conducted with Mrs. Nurul Hidayati S,Pd as Social Integrated Subject teacher subject in 8<sup>th</sup> grade and multimedia

class at MTsN Kota Madiun. The interview was conducted to gather information about learning media Social integrated Lesson at MTsN Kota Madiun

## 2) Questionnaire

Questioner used to gather data about the appropriateness of teaching media components, precision of planning or precision of learning design, media content and the interesting and the effectiveness of learning media. Questionnaire is intended to validator subject material expert and design media, in this step researcher will know about the media, and can use for revision for next step

## 3) Test

The test is performed by the subject trial is students in Multimedia Class 8<sup>th</sup> at MTsN Kota Madiun The test divided into 2 test,

- first is pretest, pretest is conducted before students are given treatment used web based learning , and then the post-test conducted after students are given treatment used web based learning. Then the result of pretest and
- post-test will be compared to see the effectiveness of learning if using a web based learning

## 5. Technique of Analysis Data

### 1) Descriptive Analysis Data

For the validation of the product, the data get from questionnaire and analyze following formula :

$$P = \frac{\sum x}{\sum x_1} \times 100\%$$

Descriptions :

**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

**100** = Constant

Where as the basis and the guideline for determining the level of validity as well as the making basis for revising materials using qualifications assessment as follow

**Table 3.1**

**Qualification of Level Validity Feasibility Criteria Based on Percentages<sup>67</sup>**

Percentages (%)	Level Validity Feasibility Creteria
90 – 100	Very Valid, no revision
75– 89	Valid, no revision

<sup>67</sup>Sugiyono, *Metode Penelitian Pendidikan Kualitatif, Kuantitatif dan R&D*, (Bandung: CV Alfabeta, 2009), Pages.135

65 – 74	Enough Valid, need revision
55 – 64	Less Valid, need revision
0– 54	Very less Valid, Totally Revision

Based on the table above, the level of qualification feasibility the validity of the media development, media it can be said to be valid if obtained score 75, then the media is a good media obtained based on the question form validation assessment of expert material, media experts, and Social Integrated Science teacher.

## 2) Result Test Analysis

Data analysis the results of tests used to measure the level of comparison the result of learning, the learning result obtained are used to compare the result of pretest and the result of posttest.

To calculate the rate of comparison may be using t-test, as for the formula used is<sup>68</sup> :

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

Description :

<sup>68</sup>Triyono, *Metodologi Penelitian Pendidikan*, Penerbit Ombak, (Yogyakarta :2013), page.234

**t**= Score of t count

**X**= Mean of score test-1 (pre-test)

**Y**=Mean of score tesr-2 (post-test)

**D** = Average score of test-1 between test-2

**N** = Total of data



## CHAPTER IV

### RESULT RESEARCH

#### A. Description of the Development Product

##### 1. The Characteristic of Web Based Learning

Learning media has been develop is a Web based learning media for Social Science Subject for 7<sup>th</sup> at MTsN Kota Madiun. This media created with LMS Application or Learning Management System based on Open Source Program that is Moodle (Modular Object Oriented Dynamic Learning Environment). This web based learning media can access anywhere and anytime using PC and Smartphone as long as there is have internet connection. User/student can access it at [www.belajar-ips.com](http://www.belajar-ips.com) There are the description of the web learning development

##### 2. Form of Media

Form of media is a web based learning especially in Social science subject and the web based learning consist with Slide material, Video of learning, Evaluation and about author. There are several menus in the web based learning as follow:

###### a. Login page

Login page is the starting page used for user authentication before user can access the full page of the learning media site

b. Home Page

Home page is page after user login and authentication with their account, in this page have some menu, student can choice to learning using this media

c. Course Page

This page is part of home page but in this page display menu of online course like available of class and list of material, learning resource ,video, online book and evaluation

d. Material Page

Material page contains short explaining about material and content will be discussed at the class,

e. Evaluation Page

Evaluation has a purpose to find out how far student understanding with the material after they learn to use with this web based learning media

f. About author page

About author page is an information about author of this website. The purpose of this page is user can interaction with author and user can get suggestion for development this learning media

### 3. Content Media

For the content of web based learning for integrated social science is material about condition of Indonesian nature and activity of people in Indonesia. In generally this web based learning media tell about daily life which related by the condition of nature in Indonesia and the condition of people in Indonesia according from syllabus and competition of material at 7<sup>th</sup> social science subject

But for the specific product of this web based media completed with suggestion to preface the phenomenon. It caused this media developing by social studies subject learning analysis at MTsN Kota Madiun especially at Multimedia Class Program for 7<sup>th</sup> grade. So teacher of social science subject can apply this media at the learning process and the student at Multimedia Class Program can access this media from anywhere at home or at class and they can improve and ability themselves for this subject.

### 4. The Process of Development Web Based Learning Media For Integrated Social Science Subject

This past will describe about the result of the process developing web learning media. To improve and enhance the learning effectivity for Multimedia Class Program 7<sup>th</sup> grade student at MTsN Kota Madiun for the process conducted the media, researcher used “ADDIE” model. Before made a learning media

researcher do the pre observed and interview with social studies teacher and head of curriculum at MTsN Kota Madiun.

Development process followed with ADDIE steps there are :

a. Analyze

Observation conducted at MTsN Kota Madiun at 7<sup>th</sup> class of Multimedia Class Program and also interview with social studies teacher Mrs. Siti Nurul Hidayati, S.Pd and headmaster of curriculum at MTsN Kota Madiun Mrs. Marsiati, S.Pd. researcher also share a some question about what a problem of learning process at Multimedia Class. In this stage doing on 2 weeks on May 17<sup>th</sup> – 29<sup>th</sup> 2017 for administration process, interview with Teacher, Student and headmaster of MTsN Kota Madiun This stage doing to know about need assessment of student and to analyze the problem, learners, instructional goals and instructional media interest.

The result of analysis stage at MTsN Kota Madiun. There is have 3 Class Program in every Stage there is Multimedia Class, Bilingual Language Class, Hubbul Quran Class and Acceleration Class. And Multimedia Class is the class with the most student and enthusiast with this program, because in this program student is give more facilitate and different how to learn with the other class. In this class using multimedia in learning activity such as using computer and internet in some learning, Compact Disk (CD)

Interactive in mathematic learning, Arabic and English Language and other facilities in learning process

But every teacher is different learning method, some teacher using learning media and other is not using, such as Mrs. Siti Nurul Hidayati, S.Pd at Social Science subject, using game application about history of kingdom in Indonesia. From this limitation ideas to create a learning media researcher trying to give some ideas to create web based learning media

b. Design

After researcher find about the condition of the classroom and school situation according to observe and interview before made a web based learning media. The next step is plan and make a media related with core competence (KI), basic competence (KD), and indicator of learning, also content and evaluation of media. In MTsN Kota Madiun used curriculum of 2013 and for the minimum value is 75. Then researcher arranging the lesson plan based on the media. After that prepared questioner as instrument for about validation of content and validation of media.

In this stage researcher must design all of content for this website such as design of appearance of web based learning, color, design of main content. Lesson material and quiz. In this stage doing by researcher more than 2 month after first phase / analysis phase has done doing

Learning objective in this research is give knowledge about the condition of Indonesian nature and the culture of Indonesian culture and researcher give more exercise and maps of Indonesia for student and student can improve themselves to know about the material.

In this page researcher must consultation with media expert about design, colors, picture and appearance of this website because if appearance of this website attractive student can interest with this learning media and student can more enjoy to using this media

c. Development

From design of web based learning, the next stages is development. On the design stage of this product include determine of design media, learning strategy, organize material, maps of Indonesian, video of culture in Indonesian and evaluation of the material. In this stage include that development of website according suggestion from material validation, design validation and teacher of social studies subject at MTsN Kota Madiun Validation of is an activities process to appraisal the feasibility of media will be develop to the expert validation. And development stage doing from 19<sup>th</sup> - 24<sup>th</sup> July 2017

Validation undertaken to design media expert, social content expert, and teacher social studies subject toward the media then evaluated and giving suggestion in product develop. In this stage researcher more give suggestion from Mr. Ahmad Makki Hasan,

M.Pd as a media expert, Mr. M Irfan Islami, M.Pd as a Material expert and Mrs. Nurul Hidayati, S.Pd as a teacher of social science subject at MTsN Kota Madiun. From evaluate and suggestion from the validation expert used for repair and revise the media and researcher can development this media from situation of this class. The product of Web Based learning media has done and ready for testing to object

d. Implementation

In this stage product has already for student and researcher has been ready for implementation of this media researcher choose MTsN Kota Madiun because this school have a Multimedia Class Program and this school need for this media to improve their student in learning activity.

At MTsN Kota Madiun have many student at class 7L is a one of many class at 7<sup>th</sup> grade in this class have 30 student and this class is multimedia class program there is a have many facilities from the other class.

from this activity we have 80 minutes meeting, 40 minutes first, classroom activity doing without media and after this the student fill the pre-test assessment. For 40 minutes last, the instructional media web based learning media used to classroom activity and after finish, the students fill the post-test assessment.

#### e. Evaluation

The last stages is evaluation after applying the media in the class. In previous stage, after doing activity in the class we have value from filling the pre-test and post-test. Before researcher doing post test, in the beginning researcher give some treatment at the learning process using web based learning media

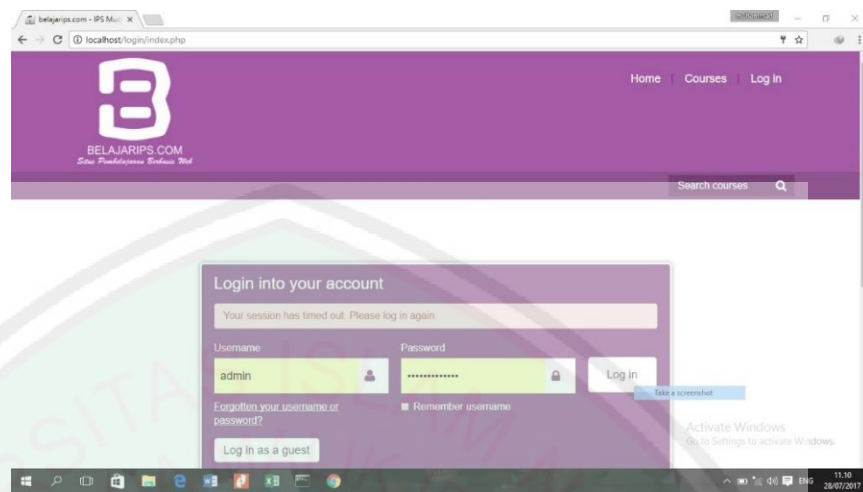
From the data of test, we can evaluate how the effectivity of the web based learning media outcomes of students before and after using the media.

#### 5. Description of Web Based Learning Product

This section will describe specification of the product there consist of Material page, course Page, Quiz and about author page

##### a. Login Page

In this page student can login to [www.belajar-ips.com](http://www.belajar-ips.com) and get the online learning. Login page is beginning page from this website used for authentic someone to login this website. After user login to this website, user can access all of learning page.



Picture : 4.1 Login Page

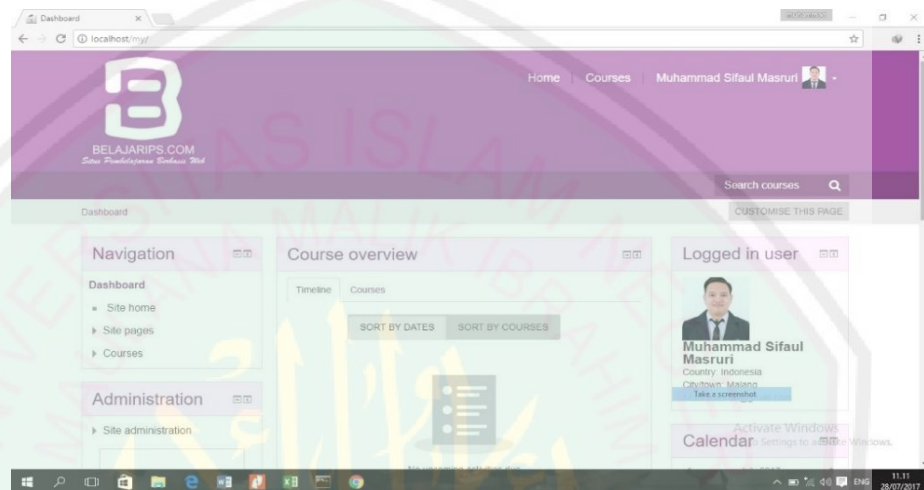
#### b. Home Page



Picture : 4.2 Home Page

on the home page display function of this web based learning and the other give facilities from this website, so user can understand what is the function of all menu from this website,

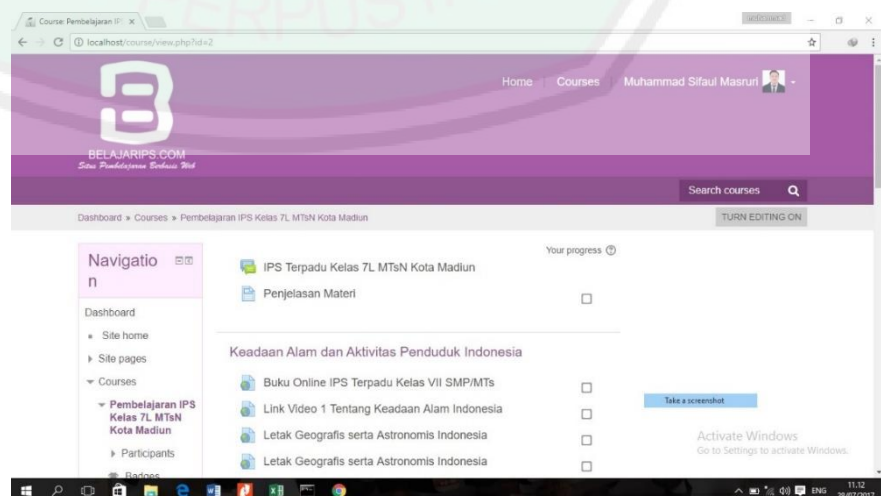
furthermore at the homepage have other menu and other facilities like Course Menu, About Author, Contact and user can interaction with author with Email, Facebook, and Twitter



Picture : 4.3 Home Page After User Login

### c. Course Page

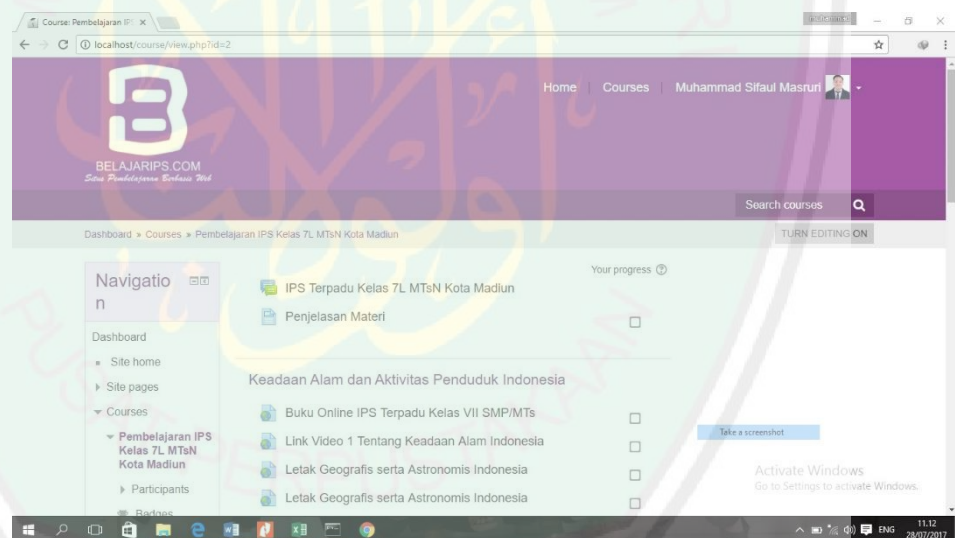
This page is part of home page but in this page display menu of online course like available of class and list of material, learning resource ,video, online book and evaluation



Picture : 4.4 Course Page

#### d. Material Page

Material page contains short explaining about material and content will be discussed at the class, detailed description of material equipment with good visualization such as text, images and video that can be viewed in streaming or can be downloaded by user and teacher and also file of material in the form of power point of pdf. This material divided into any section beside from standart of competence (SK) and Basic of competence (KD)

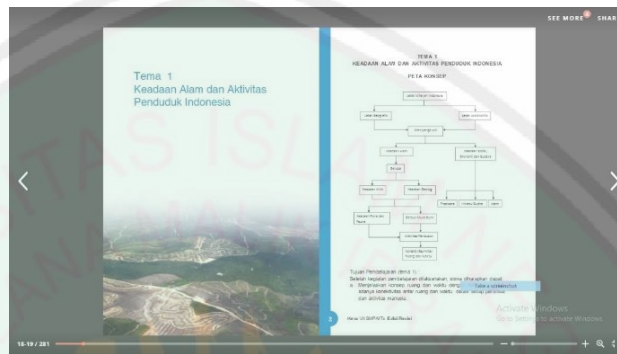


Picture : 4.5 Material Page

#### e. Online Book Page

online book is a part from material page if users click book or other resources in this page user automatically direct to online book created by teacher and teacher can edit and replace the

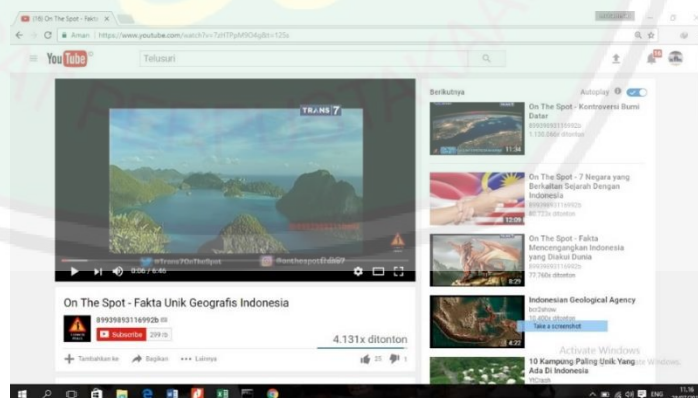
book from many source if different curriculum and teacher can upload own modul or book and student can used this resource for her own learning



Picture : 4.6 Online Book Page

#### f. Video Page

In this page users can find video related to material in this web, automatically user directly to this video and this video can watch by online and can downloaded before.



Picture : 4.7 Video Page

### g. Evaluation Page

Evaluation has a purpose to find out how far student understanding with the material after they learn to use with this web based learning media

### h. About Author Page

About author page is an information about author of this website. The purpose of this page is user can interaction with author and user can get suggestion for development this learning media



Picture : 4.8 About Author Page

## 6. Validation of the product

Validation of product doing by validator experts on content material and design of media and the subject teacher. Then do the revision of the product based on the assessment and suggestion from the validator by percentage are

### a. Validation of Content Material

Validation of content doing by Mr. M, Irfan Islamy, MP.d as Social Studies's lecturer. This media design for 7<sup>th</sup> grade of junior high school,

but the material specific in social science subject . So the result of last content validation such as table follows.

#### 1.) Quantitative Data

Quantitative data gain from questionnaire of validation, it has been filled by material expert is social science subject lecture Mr. M. Irfan Islami M.Pd , then will describe such as follows;

**Table : 4.1 Material Validation**

Komponen	Indikator	Skor			
		4	3	2	1
Indikator	Kejelasan indikator pembelajaran	√			
Motivasi	Pemberian motivasi		√		
Penyajian Materi/ Instruksi/ langkah – langkah	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		√		
Respon	Pemberian penguatan untuk jawaban yang benar		√		
	Umpan balik bagi yang kurang benar		√		
Rangkuman	Penyedia 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	√			

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

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x1} \times 100\% \\
 &= \frac{89}{100} \times 100 \\
 &= 89\%
 \end{aligned}$$

Based on the Table of Qualification level feasibility criteria, the percentage on 89% view on level 75-89 valid and no revision.

## 2.) Qualitative data

Qualitative data of this process gain from comment and suggestion of content validator. According to Mr. M. Irfan Islami M.Pd Social Studies Lecture at State Islamic University of Maulana Malik Ibrahim, he said:

*Medianya sudah bagus siswa dapat lebih intens lagi belajarnya karena menggunakan koneksi internet yang bisa*

*diakses dimanapun dan kapanpun selama masih ada koneksi internet menurut saya ini terobosan baru untuk system pembelajaran di Indonesia tapi tolong diperbaiki dlam hal penulisan materi, materi harus disesuaikan oleh kurikulum yang digunakan dalam sekolah tersebut sehingga dapat menyesuaikan dengan kurikulum yang ada disekolah dan visualisasi atau tampilan harus dibuat semenarik mungkin agar siswa tidak bosan dalam melihat materi yang disampaikan pewarnaan juga mempengaruhi dari gairah belajar siswa. Lalu harus menyampaikan peta konsep di awal tema karena itu sangat penting sekali agar konsep siswa tidak salah mengenai materi yang akan disampaikan.<sup>69</sup>*

So, the media must be repair on that point and doing the last validation. After the validator clarify that the media have been proper, it can be tested on the class

b. Validation of Media Design

Assessment result of media expert doing by Mr. Ahmad Makki Hasan M.Pd as lecture at State Islamic University of Malang on Development of web based learning for 8<sup>th</sup> grade of social science subject at MTsN Kota Madiun as follows

<sup>69</sup> Interview with Mr. M Irfan Islami M.Pd as social science studies lecture UIN Maulana Malik Ibrahim Malang, on June 20<sup>th</sup> 2017 at Microteaching Laboratory at 14.55 am

### 1) Quantitative Data

Quantitative data gain from questionnaire of validation, it has been filled by design media expert is leaning media lecturer Mr. Ahmad Makki Hasan, then will describe such as follows;

**Table 4.2 Design Validator**

No	Aspek Penilaian	Skor			
		4	3	2	1
<b>A. Design</b>					
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)				
<b>B. Format</b>					
1.	Format halaman mudah untuk digunakan	√			
2.	Ukuran Font mudah dibaca oleh pengguna		√		
3.	Tata letak tombol dan tulisan mudah dipahami		√		
<b>C. Evaluasi</b>					
1.	Evaluasi yang digunakan dalam media sesuai dengan materi pembelajaran IPS terpadu	√			
2.	Kesesuaian bentuk soal dengan materi	√			

The percentage level of the assessment of media design using scale is as

follow:

$$P = \frac{\sum x}{\sum x_1} \times 100\%$$

$$= \frac{31}{36} \times 100\%$$

$$= 86\%$$

Based on the Table of Qualification level feasibility criteria, the percentage on 86% view on level 75% - 89% have valid and no revision.

## 2) Qualitative data

The evaluation before revise of instructional media development by lecture of Tarbiyah and training teaching faculty in comment and suggestion. According to Mr. Ahmad Makki Hasan M.Pd as learning media lecturer, said:

*Media ini sangat menarik apalagi di era teknologi yang seperti ini, media ini harus di latar belakang dengan sekolah yang memiliki fasilitas yang memadai seperti computer akses internet dan LCD proyektor sehingga penggunaan media ini bisa maksimal dan juga dan juga harus didukung dengan kemampuan guru terhadap teknologi. Dan website pembelajaran ini harus bisa diakses menggunakan Smartphone Android ataupun Tablet supaya siswa dapat belajar dimanapun dan kapanpun kalau mengakses lewat PC tidak semua siswa saya rasa dirumahnya ada PC atau Laptop.....<sup>70</sup>*

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<sup>70</sup> Interview with Mr. Ahmad Makki Hasan M.Pd as Media Expert and Lecturer at UIN Maliki Malang, on June 19<sup>th</sup> 2017 at Humaniora Faculty

So, the media must be repair on that point and doing the last validation. After the validator clarify that the media have been proper, it can be tested on the class.

c. Validation Product by Teacher of Social Science Integrated at MTsN Kota Madiun

After validation the product by validator on State Islamic University Maulana Malik Ibrahim Malang, next validation is to teaching expert of social studies. Teacher of 7<sup>th</sup> grade in MTs Negeri Kota Madiun is Mrs. Siti Nurul Hidayati S.Pd the assessment by teacher of social science integrated subject as follows:

1) Quantitative Data

Quantitative data gain from questionnaire of validation, then will describe such as follows;

**Table 4.3 Teacher Subject Validation**

NO	ASPEK	INDIKATOR	SKOR			
			1	2	3	4
1.	Design	1.Tampilan pembukaan awal Website				√
		2. Kesesuaian warna pada setiap page Website				√
		3. Kecerahan perpaduan warna pada Website				√
		4. Kesesuaian antara warna, gambar dan format penjelasan 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			√	
		5. Kedalaman cakupan materi IPS			√	
		6.Kejelasan dalam sajian materi IPS			√	
3.	Evaluasi	1. Bentuk Evaluasi sesuai dengan materi				√
		2. Kesesuaian Isi soal sesuai dengan materi IPS				√
		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

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x1} \times 100\% \\
 &= \frac{42}{52} \times 100\% \\
 &= 80.67\%
 \end{aligned}$$

Based on the Table of Qualification level feasibility criteria, the percentage on 80.67% view on level 75%-89% have valid and no revision.

## 2) Qualitative Data

According to evaluation from teacher of social studies integrated at MTsN Kota Madiun include in the suggestion and advice, she said:

*Saya sangat tertarik dengan media ini apalagi cocok diterapkan di MTsN Kota Madiun yang memiliki Program Kelas Unggulan Multimedia yang mana semua pengajarannya berbasis IT dan menggunakan peralatan multimedia sehingga dengan adanya media ini guru dapat menggunakannya dan tidak perlu bingung lagi mencari media yang lainnya saya dulu pernah membuat media seperti ini tapi berbentuk aplikasi di dalam computer kalau itu cukup ribet karena kita harus menginstal terlebih dahulu sehingga membutuhkan waktu yang lama dengan adanya media pembelajaran berbasis web ini saya rasa cukup simple dan mengena kepada siswa karena bisa diakses dimanapun dan kapanpun serta bisa melalui HP android maupun tablet itu sangat membantu sekali dan saya memberi masukan kalau bisa ada versi offline nya*

*agar jika internet disekolahan lemot tidak memakan waktu ketika proses belajar mengajar...<sup>71</sup>*

So, the media must be repair on that point and doing the last validation. After the validator clarify that the media have been proper, it can be tested on the class.

#### 7. The result of the field trial at MTs Negeri Kota Madiun

After conducting several of validation and revised the product as feasible, researcher trial test the product of web learning on field. The result of field trial explain to effectiveness and attractive aspect, both of them will explain such as:

##### 1) Attractiveness

Field trial in this page is trial about attractiveness of instructional media of web based learning obtained from score of quisionare that has been filled by object of study amounting to 30 students. Exposure data from the result of assessment

**Table 4.4 Result of Questionnare**

No	Nama Siswa	Total	$\Sigma X$	%
1.	Amalia Nabilah	20	40	50
2	Anisa Citra Dwi	34	40	85
3	Aryanta	34	40	85
4	Azlin Rahmawati	34	40	85

<sup>71</sup> Interview with Mrs. Siti Nurul Hidayati S.Pd as teacher subject at MTsN Kota Madiun on July 19<sup>th</sup> 2017 at School MTsN Kota Madiun Campus II at 09.00 am

5	Cella Ardeta	36	40	90
6	Devi Fauzia R.	35	40	87,5
7	Dian Nisa T.R	32	40	80
8	Duta Arisena A	35	40	87,5
9	Egidia Panwina	36	40	90
10	Fadhila Umul N	40	40	100
11	Faiz Tammimudin	30	40	75
12	Hanif Akmal	40	40	100
13	Icha Martasya	30	40	75
14	Juanda Isna Nugroho	36	40	90
15	M. Agung Aedianto	37	40	92,5
16	M. Razzan	34	40	85
17	M. Rizki Nur Aziz	37	40	92,5
18	Munica Dwi P.	35	40	87,5
19	Natasya Dian Ayu	39	40	97,5
20	Okta Kristiani	33	40	82,5
21	Permatasari Hikma	33	40	82,5
22	Rahma Dinda Abidin	34	40	85
23	Ridho Febrianto	40	40	100
24	Rokhman Abdul Malik	34	40	85
25	Septi Dwi Rosidah	34	40	85
26	Syafa Nafisa	29	40	72,5
27	Tsany Nawa Nur	35	40	87,5
28	Vivi Harum	34	40	85
29	Wildan H. Rf	38	40	95
30	Yanuar W. S	36	40	90
	<b>Total</b>	<b>1034</b>	<b>1200</b>	<b>86,16667</b>

From the table above there is a result of using web based leaning media for 7<sup>th</sup> of integrated social science subject at MTsN Kota Madiun, in this question for student researcher give 10 question to know how reaction of student learning social studies using web base learning media from the Quantitative aspect get **86%** score for this media, question aspect on this questionnaire explained below:

#### Explanation of Question for Student

1. How student interested with display this web based learning media
2. How student interested if learning activity in daily class using this media
3. How student interested with Picture at the web based learning media and correlate with the material
4. How student interested with design, color and appearance web based learning media
5. This media make student more understand about material
6. This media useful for student at their learning activity
7. How student comfort learning with this media
8. Student can give more motivated to learn social studies integrated with after they try this media
9. Student can more understand with this material after they try with this media
10. Student can more attractive with this menu and facilities in this media

**Table 4.5 Student Respondent at MTsN Kota Madiun**

No	Nama Siswa	Kelas
1.	Amalia Nabilah	VII L
2	Anisa Citra Dwi	VII L
3	Aryanta	VII L
4	Azlin Rahmawati	VII L
5	Cella Ardeta	VII L
6	Devi Fauzia R.	VII L
7	Dian Nisa T.R	VII L
8	Duta Arisena A	VII L
9	Egidia Panwina	VII L
10	Fadhila Umul N	VII L
11	Faiz Tammimudin	VII L
12	Hanif Akmal	VII L
13	Icha Martasya	VII L
14	Juanda Isna Nugroho	VII L
15	M. Agung Aedianto	VII L
16	M. Razzan	VII L
17	M. Rizki Nur Aziz	VII L
18	Munica Dwi P.	VII L
19	Natasya Dian Ayu	VII L
20	Okta Kristiani	VII L
21	Permatasari Hikma	VII L
22	Rahma Dinda Abidin	VII L
23	Ridho Febrianto	VII L
24	Rokhman Abdul Malik	VII L
25	Septi Dwi Rosidah	VII L
26	Syafa Nafisa	VII L
27	Tsany Nawa Nur	VII L

28	Vivi Harum	VII L
29	Wildan H. Rf	VII L
30	Yanuar W. S	VII L

Here is the percentage level of achievement of the attractiveness of the material by using questionnaire:

$$\begin{aligned}
 P &= \frac{\sum x}{\sum x1} \times 100\% \\
 &= \frac{1034}{1200} \times 100\% \\
 &= 86\%
 \end{aligned}$$

Based on the calculations above it can be concluded that the assessment questionnaire based on field test 7<sup>th</sup> grade of L (Unggulan Multimedia) class in MTs Negeri Kota Madiun total 86%. If matched with the eligibility criteria table, then the score is included in the criteria is attractive. It can conclude that the teaching material that has been developed is interesting to learn.

This media more make student enjoy study this material because this media combine the material, quiz, map and book online so the students also have entertainment and more attractive for studied IPS. According one of student in the class after using this media

*“Medianya bagus, bisa memotivasi saya untuk belajar IPS dan saya semakin penasaran dengan materi – materi*

*IPS ketika saya dirumah saya akan belajar IPS dengan menggunakan belajar-ips.com<sup>72</sup>*

## 2) Effectivness

To know the difference and the progress of student understanding, through test are conducted in the form pre-test and post-test. The both of test are conducted in 7<sup>th</sup> grade L at MTs Negeri Kota Madiun. The results are pretest and posttest of student 7L MTsN Kota Madiun as follow:

**Table 4.6 List of student value of Pre Test and Post Test**

NO	NAME	SCORE	
		PRETEST	POSTTEST
1	Amalia Nabilah	50	75
2	Anisa Citra Dwi	75	100
3	Aryanta	100	100
4	Azlin Rahmawati	100	100
5	Cello Ardeta	50	75
6	Devi Fauzia Rahma	50	75
7	Dian Nisa T.R	50	75
8	Duta Arisena. A	100	100
9	Egidia Panwina	100	100
10	Fadhila Umul N.	100	100
11	Faiz Tammimudin	75	100
12	Hanif Akmal	75	100
13	Icha Martasya	100	100
14	Juanda Isna Nugroho	50	100
15	M. Agung Ardianto	100	100
16	M Razzan	100	100
17	M. Rizky Nur Aziz	100	100
18	Munica Dwi P.	75	75
19	Natasha Dian Ayu	50	75
20	Okta Kristiani	75	75

<sup>72</sup> Interview With Hanif Akmal as student at VII-L MTsN Kota Madiun on 19<sup>th</sup> July 2017 at School of MTsN Kota Mdiun

21	Permatasari Hikma	100	100
22	Rahma Dinda Abidin	100	100
24	Ridho Febrianto	75	100
24	Rokhman Abdul Malik	100	100
25	Septi Dwi Rosidah	100	100
26	Syafa Nafisa	50	100
27	Tsany Nawa Nur	75	100
28	Vivi Harum	50	100
29	Wildan H. Rf	75	100
30	Yanuar W.S	100	100

Pretest and posttest data were analyzed using two-sample t-test (Paired T Test) with significance level of 0.05. Technical analysis is used to determine whether there is a treatment that is imposed on the object. The step for analyzing the t-test is follows:

a) Making  $H_a$  and  $H_o$

The purpose of the T-test two variables is to help compared weather both variables are the same or different. The purpose of the T-test significance of research results, the measure is in the form of comparison of the two sample average.<sup>73</sup> Before calculate the T-test the first stage is made Hypothesis, on statistic there are 2 kind of Hypothesis that is alternative hypothesis ( $H_a$ ) and zero hypothesis ( $H_o$ ). So that from this sentence follows are:

- $H_a$ : There is difference significant before using web based learning media for integrated social science subject with after using web based

<sup>73</sup>Drs. Ridwan, M.BA dan Drs. H. Sunarto. *PengantarStatistikaUntukPenelitianPendidikanSosial, Ekonomi, KomunikasidanBisnis*. Bandung: Alfabeta. Page.126

learning media for integrated social science subject at MTsN Kota Madiun

- Ho: There is no difference significant before using web based learning media for integrated social science subject with after using web based learning media for integrated social science subject at MTsN Kota Madiun

b) Deciding the Formula

Looking for  $T_{\text{count}}$  with the following formula:

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

Explanation:

t : t-test

D : Different

$d^2$  : Variance

n : Total sample

To obtain calculations with the following formula there are several values to look for include D (different). The value (D) is correlated with the number of post-test and pre-test  $d^2$  and  $d^2$  (Variance is obtained from the quadratic post-test and pre-test.) By knowing the value of  $t_{\text{count}}$  we can compare with the  $t_{\text{table}}$  value, so it can be concluded that influence or not learning using web based learning media

## c) Determining the t-test criteria

There are two probability criteria, such as:

- a) If  $T_{\text{count}}$  smaller than the  $T_{\text{table}}$  significantly,  $H_0$  accepted and  $H_a$  rejected.
- b) If  $T_{\text{count}}$  greater than the  $T_{\text{table}}$  significantly,  $H_0$  rejected and  $H_a$  accepted.
- d) Determining the statistical result on the pretest and posttest with the t-test formula

e) Table 4.7 List of student values based on t-test formula

No	Name	Score		d= x2-x1	d <sup>2</sup>
		Pretest	Posttest		
1	Amalia Nabilah	50	75	25	625
2	Anisa Citra Dwi	75	100	25	625
3	Aryanta	100	100	0	0
4	Azlin Rahmawati	100	100	0	0
5	Cella Ardentia	50	75	25	625
6	Devi Fauzia Rahmah	50	75	25	625
7	Dian Nisa T.R	50	75	25	625
8	Duta Arisena	100	100	0	0
9	Egidia Panwina	100	100	0	0
10	Fadhila Umul. N	100	100	0	0
11	Faiz Tammimudin	75	100	25	625
12	Hanif Akmal	75	100	25	625
13	Icha Martasya	100	100	0	0
14	Juanda Isna Nugroho	50	100	50	2500

15	M. Agung Ardianto	100	100	0	0
16	M. Razzan	100	100	0	0
17	M. Rizky Nur Aziz	100	100	0	0
18	Munica Dwi. P	75	75	0	0
19	Natasya Dian Ayu	50	75	25	625
20	Okta Kristiani	75	75	0	0
21	Permatasari Hikma	100	100	0	0
22	Raham Dinda Abidin	100	100	0	0
23	Ridho Febrianto	75	100	25	625
24	Rokhman Abdul Malik	100	100	0	0
25	Septi Dwi Rosidah	100	100	0	0
26	Syafa Nafisa	50	100	50	2500
27	Tsany Nawa Nur	75	100	25	625
28	Vivi Harum	50	100	50	2500
29	Wildan Hanafi. RF	75	100	25	625
30	Yanuar W.S	100	100	0	0
Rata – Rata		80	95	$\sum d = 425$	$\sum d^2 = 14375$

Here are the results of pretest and posttest formula with the t-test

formula:

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

$$D = \frac{\sum d}{\sum n} = \frac{425}{30} = 14.1$$

$$t = \frac{14.1}{\sqrt{\frac{14375}{30(30-1)}}}$$

$$t = \frac{14.1}{\sqrt{\frac{14375}{870}}}$$

$$t = \frac{14.1}{\sqrt{16.5}}$$

$$t = \frac{14.1}{4.06}$$

$$t = 3.5$$

e) Comparing  $t_{\text{count}}$  with  $t_{\text{table}}$

By measuring the level of specification ( $\alpha$ ) of 0.05 and the number of respondents is 30, it can be seen  $t_{\text{table}}$  is 1.697.

$$T_{\text{count}} = 3.5$$

$$T_{\text{table}} = 1.697$$

$$T_{\text{count}} > T_{\text{table}} \text{ is } 3.5 > 1.697$$

From the above calculation shows that  $T_{\text{count}} > T_{\text{table}}$  is  $3.5 > 1.697$ . Then the conclusion is  $H_0$  rejected and  $H_a$  accepted. There is different significant before student using web based learning media for integrated social science subject and student after using web based learning media for integrated social

science at MTsN Kota Madiun and the result is valid and media can improve and effectiveness for learning activity

### 3) Conclusion

#### a) Attractiveness

Attractiveness aspect is data taken from student analysis instrument which is filled by 30 student at VII-L Class at MTsN Kota Madiun and from submitted question for student there is a contain that

- a) Measure of Student interested with display this web based learning media
- b) Student interested with the appearance and picture at the web based learning media
- c) Student interested with design, color of web based learning
- d) Student interested if learning activity in daily class using web based learning media
- e) Student can more understand with material after using this media
- f) Student can motivated to learn social science subject after they try web based learning

And based on convert scale and value of this questionnaire there as follow:

- a) Score 1 for not attractive, inefficient, not effective and not easy to use
- b) Score 2 for less of precise, less effective, less attractive and less easy to use
- c) Score 3 for Appropriate, Effective, Attractive and easy to use

- d) Score 4 for Very precise, very interesting, very attractive and very easy to use

From the data of researcher can take at the field beside from questionnaire and quantitative data the result is 86% so can be take concluded there is web based learning media can give more attractive for learning activity especially for social science subject at MTsN Kota Madiun

- b) Effectiveness

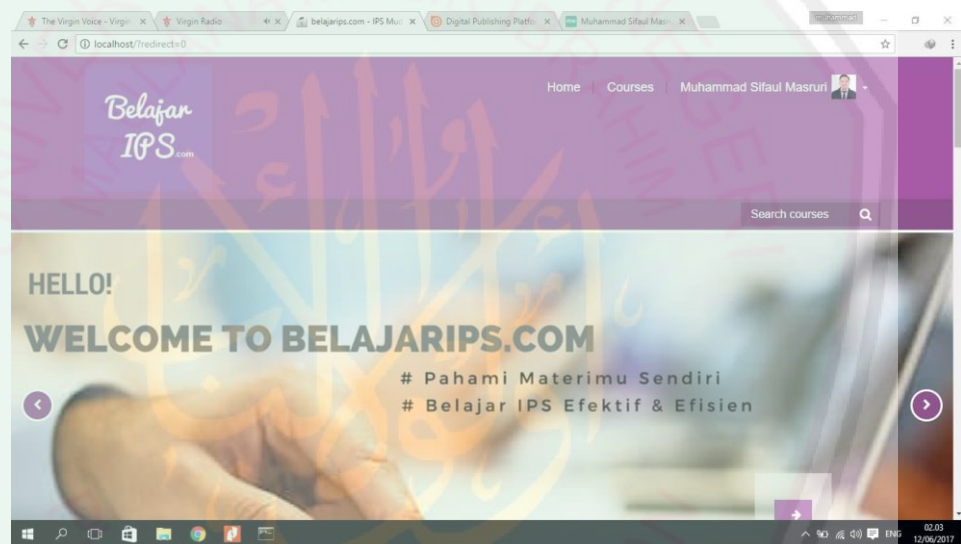
Effectiveness aspect measured from result of value Pre – Test and Post – Test Pre – Test is some test give to student before researcher using Web Based Learning media at learning activity, Post – Test is some test give to student after researcher using Web based learning media at learning activity.

Based on the table 4.5 there is result of Pre – Test and Post – Test of VII-L class MTsN Kota Madiun showing that average value of Pre – Test is 80 and average value of post – test is 95 which can be seen that student can understand after and before treatment with media and as well as reinforced from  $T_{\text{test}}$  analysis there is showed by  $T_{\text{count}} = 3.5$  greater then  $T_{\text{table}} = 1.729$  and the conclusion is  $H_0$  rejected and  $H_a$  accepted so there is have difference significant before using web based learning media integrated social science subject with after using web based learning media integrated social science subject at MTsN Kota Madiun This shows the teaching material developed can effectively improve student learning.

## B. Product Revision

From the validation of material and media expert give more revised of the product and media expert give some suggestion to researcher to revised this media, there is a some revised for this media:

### 1. Home Page



Picture : 4. 9 Home Page Before Revised

- Home page not dynamic and not interactive
- The picture is not interesting
- Can't access at Smartphone

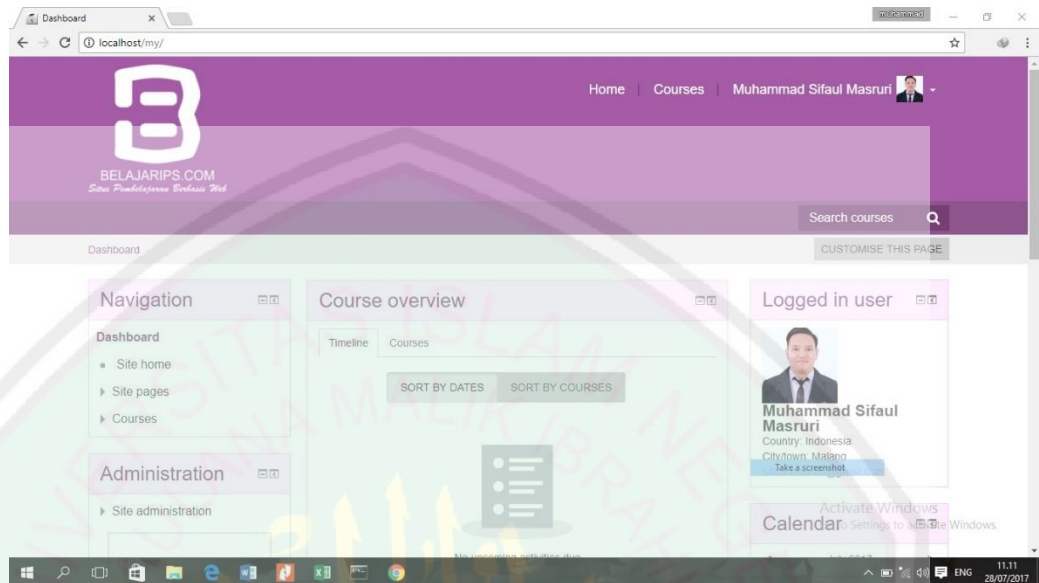
## Home Page After Revised



Picture : 4. 10 Home Page after Revised

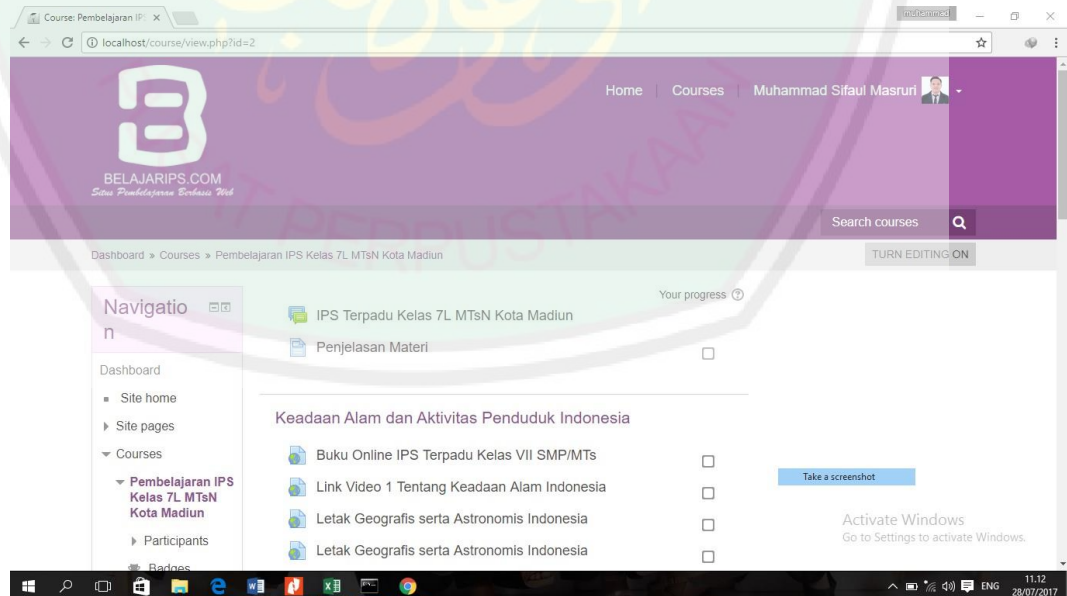
- Page is responsive and dynamic
- Can access from smartphone
- Picture can interested student
- Interactive picture

ii. Add the page of course



Picture. 4.11 : Page of Course

iii. Add the page of list material



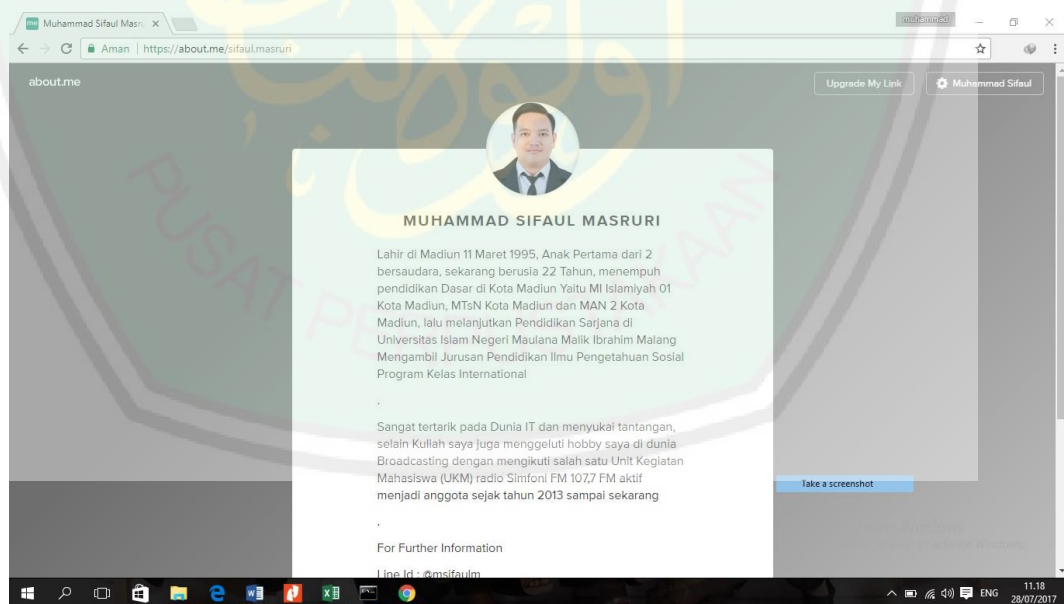
Picture : 4.12 : List of Material

iv. Add the Page of Prezi Presentation material



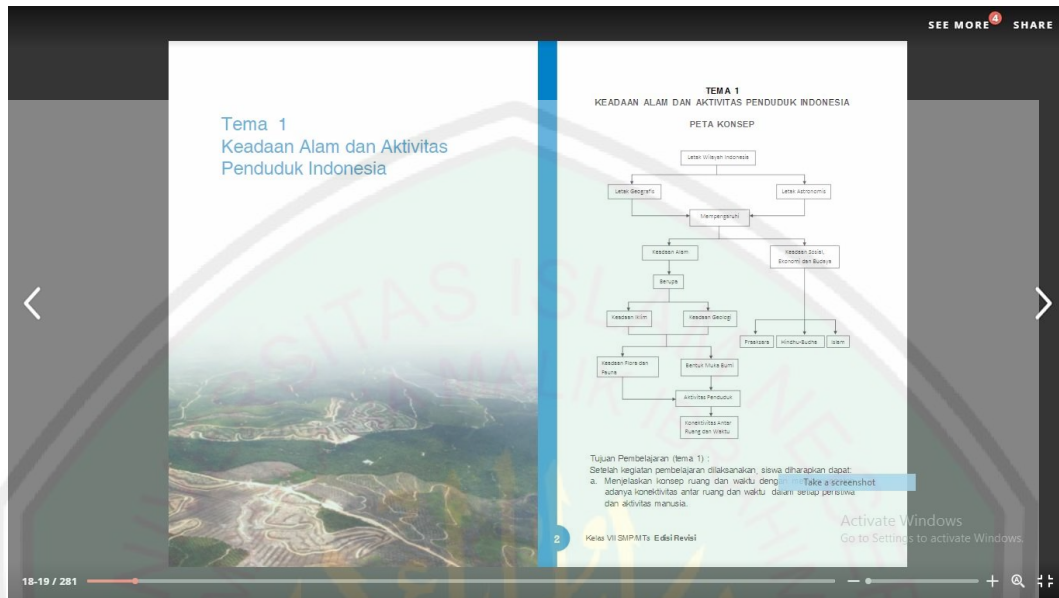
Picture : 4.13 Prezi Presentation Material Page

v. Add the page of about author



Picture : 4.14 About Author Mage

vi. Add the page of online book material



Picture. 4.15 Online Book Material

## CHAPTER V

### CONCLUSION

#### A. Conclusion

1. Learning media develop by researcher give good value qualification based on result of media expert, material expert and teacher social science at MTsN Kota Madiun. Obtained value from material expert is 89% which mean that web based learning media valid and no revision, from media expert researcher obtained value 86% and which mean that web based learning media valid and no revision and on the other hand value from teacher of social science subject at MTsN Kota Madiun is 80,67% and which meant that web based learning media valid and no revision

The reason of developing this media is beside from the research problem and research development purpose there is we can know the feasibility of this web based learning media in learning process activites especially at MTs Negeri Kota Madiun, and we can know of effectiveness and affectiveness of this media, on the other hand this media is needed for school because this school have many class program one of the is multimedia class, there is a teacher in this class must have media for their learning activities and this web based learning media can alternative using for social studies integrated subject especially at 7<sup>th</sup> class

2. Web based learning media proven can increasing effectively and improve students at the learning process of social science subject at 7<sup>th</sup> of MTsN Kota

Madiun. This result can evidenced of questionnaire calculation and Pre- Test and Post – Test result. This result divided into 2 factors of result there are:

a. Attractiveness

Attractiveness aspect taken from questionnaire filled by students VII L Class and result of quantitative data 86% so can be take concluded there is web based learning media social science subject for 7<sup>th</sup> at MTsN Kota Madiun can give more attractive for learning.

b. Effectiveness

Effectiveness aspect measured from result of value Pre – Test and Post – Test give to student at 7<sup>th</sup> class of MTsN Kota Madiun there is result of Pre – Test and Post – Test of VII-L class MTsN Kota Madiun showing that average value of Pre – Test is 80 and average value of post – test is 95 which can be seen that student can understand after and before treatment with media and as well as reinforced from  $T_{test}$  analysis there is showed by  $T_{count} = 3.5$  greater then  $T_{table} = 1.729$  and the conclusion is  $H_0$  rejected and  $H_a$  accepted so there is have difference significant before using web based learning media integrated social science subject with after using web based learning media integrated social science subject at MTsN Kota Madiun This shows the teaching material developed can effectively improve student learning.

B. Suggestion

1. Suggest of Product Utilization

Based on the result of subject trial so the effort to optimize the utilization of the Web Based Learning Media as follow:

- a) For the Teacher hopefully capable to apply the Web Based Learning to support material presenting especially for social subject which related with activity in daily life.
- b) For the school should the used of interactive learning media more often and also the completing the learning facilitate for students in the enriched science with the in interactive learning media,

## 2. Suggestion Dissemination of Product

For the purposes of further development suggested the following:

- a) This product development is limited to Social Studies Subject especially for grade 7<sup>th</sup> therefore need for further development in others material and more grade .
- b) Web Based Learning can be used as a reference by the teacher to develop the media based on the students' needs and learning analyze.

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## APPENDIX 1



: Un.3.1/TL.00.1/1709/2017

13 Juni 2017

: Penting

: -

: **Izin Penelitian**

Kepada

Yth. Kepala MTsN Kota Madiun

di

Madiun

*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 : M. Sifaul Masruri  
 NIM : 13130012  
 Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
 Semester – Tahun Akademik : Genap - 2016/2017  
 Judul Skripsi : *The Development Of Web Based Learning Media For An 8th Grade of Social Science At MTsN Kota Madiun*

Lama Penelitian : Juni 2017 sampai dengan Agustus 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.*



a.n. Dekan  
 Wakil Dekan Bid. Akademik,

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

ambusan :  
 Yth. Ketua Jurusan PIPS  
 Arsip



## APPENDIX 2



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA MADIUN**  
**MADRASAH TSANAWIYAH NEGERI MADIUN**

Jl. Retno Dumilah No.1 Telp. (0351) 463328 Madiun  
Email: mtsnmediun@ymail.com

**SURAT KETERANGAN**

Nomor : B-392 Mts.13.28.01/PP.00.5/07/2017

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri Kota Madiun menerangkan bahwa :

Nama : M. SIFAUL MASRURI  
NIM : 13130012  
Semester : VIII  
Tahun Akademik : 2017/2018  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Program Studi : Pendidikan IPS

Mahasiswa tersebut di atas benar - benar telah melaksanakan Penelitian di MTs Negeri Kota Madiun pada tanggal 19 s/d 22 Juli 2017 dengan judul " **THE DEVELOPMENT OF WEB BASED LEARNING MEDIA FOR AN 8<sup>TH</sup> GRADE OF SOCIAL SCIENCE AT MTSN KOTA MADIUN** "

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.



Madiun, 24 Juli 2017

Kepala

*M. Fuad Hariri*  
M. Fuad Hariri



## APPENDIX 3



**STATE ISLAMIC UNIVERSITY OF MAULANA MALIK  
IBRAHIM MALANG  
TARBIYAH AND TEACHING TRAINING FACULTY  
SOCIAL EDUCATION DEPARTMENT**

**EVIDANCE OF CONSULTATION**

Name : M. Sifaul Masruri  
Number of Student : 13130012  
Faculty/Program : Tarbiyah And Teaching Training Faculty/ Social Education  
Advisor : Dr. Alfiana Yuli Efiyanti, MA  
Title of Thesis : The Development of Web Based Learning Media For 7<sup>th</sup>  
Grade of Social Science Subject At MTs Negeri Kota  
Madiun

No.	Date	Consultation Material	Signature
1.	10/4/2017	Revision of Research Proposal	
2.	23/5/2017	Prepararion of Research Instrument	
3.	27/7/2017	Chapter IV : Result of Research	
4.	1/8/2017	Revision of Chapter IV : Result of Data	
5.	3/8/2017	Revision Chapter IV : Result of Data	
6.	7/8/2017	Revision Chapter IV & Chapter V	
7.	10/8/2017	Revision Chapter V	
8.	11/8/2017	Consultation Abstrack & Final Chapter V	
9.	22/8/2017	Accepted to Thesis Exam	

**Acknowledged by,  
The Chief of Social Education  
Department**

**Dr. H Abdul Bashit, M.Si  
NIP. 19761002200312 1 003**



## APPENDIX 4

### IDENTITY OF VALIDATOR MEDIA

No	Name	Position	Subject Expert
1.	Ahmad Makki Hasan, M.Pd	Lecture of Arabic And Learning UIN Maulana Malik Ibrahim Makang	Media Expert
2.	M. Nur Irfan Islamy, M.Pd	Lecture of Social Integrated Subjet UIN Maulana Malik Ibrahim Malang	Material Expert
3.	Siti Nurul Hidayati, S.Pd	Teacher of Social Integrated Subject at MTs Negeri Kota Madiun	Teaching Expertof Social Integrated Subject



## APPENDIX 5

## LEMBAR PENILAIAN GURU MATA PELAJARAN

*The Development of Web Based Learning Media For 7<sup>th</sup> Grade of Social Integrated Subject*

*di MTsN Kota Madiun*

Nama : Siti Nurul Hidayati

Pekerjaan : Guru : Mapel IPS

Instansi : MTsN Kota Madiun

Tanggal : 21 Juli 2017

Instruksi :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam *Web based Learning Media*
2. Penilaian cukup dengan memberikan tanda cek (✓) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :

4 : Sangat Baik

3 : Baik

2 : Kurang

1 : Sangat Kurang

3. Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Web based Learning Media*

NO	ASPEK	INDIKATOR	SKOR			
			1	2	3	4
1.	Design	1. Tampilan pembukaan awal Website				✓
		2. Kesesuaian warna pada setiap page Website				✓
		3. Keserasian perpaduan warna pada Website				✓
		4. Kesesuaian antara warna, gambar dan format penjelasan materi			✓	

2.	Content Materi	1. Memiliki keterkaitan antara KI-KD dan tujuan pembelajaran pada materi			✓	x
		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. Bentuk Evaluasi sesuai dengan materi		
	2. Kesesuaian Isi soal sesuai dengan materi IPS				✓	
	3. Layak digunakan dan diuji coba untuk pelajaran IPS Terpadu				✓	

**Saran Perbaikan**

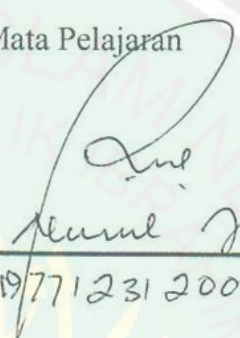
Bagian yang harus diperbaiki	Saran Perbaikan
Halaman Beranda	Perubahan atau Variasi warna agar membuat siswa makin Interest.
- Belum ada RPP - Materi luas.	- Buat RPP sesuai materi. - Potensi keadaan geografis lingkungan tempat tinggal siswa belum dimasukkan.
- offline	- Digunakan tanpa ada gangguan jaringan.

**Komentar :**

Tampilan secara umum sudah sangat bagus.  
Hanya perlu beberapa hal yg harus diperbaiki  
untuk lebih baik lagi.

Madiun,.....2017

Guru Mata Pelajaran

  
Siti Nurul Hidayati  
NIP : 197712312007102005



## LEMBAR VALIDASI

### AHLI MEDIA

*The Development of Web Based Learning Media For 8<sup>th</sup> Grade Of Integrated Social Science*

di MTsN Kota Madiun

Nama : Ahmad Makki H.

Pekerjaan : Dosen

Instansi : UIN Malang

Tanggal : 19 / 6 / 2017

Instruksi :

1. Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam *Web Based Learning Media For 8<sup>th</sup> Grade Of Social Science*
2. Penilaian cukup dengan memberikan tanda cek (✓) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :  
4 : Sangat Baik  
3 : Baik  
2 : Kurang  
1 : Sangat Kurang

No	Aspek Penilaian	Skor			
		4	3	2	1
<b>B. Design</b>					
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)		✓		
<b>C. Format</b>					
1.	Format halaman mudah untuk digunakan	✓			
2.	Ukuran Font mudah dibaca oleh pengguna		✓		
3.	Tata letak tombol dan tulisan mudah dipahami		✓		
<b>D. Evaluasi</b>					

1.	Evaluasi yang digunakan dalam media sesuai dengan materi pembelajaran IPS terpadu	✓			
2.	Kesesuaian bentuk soal dengan materi	✓			

Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Web Based Learning Media*

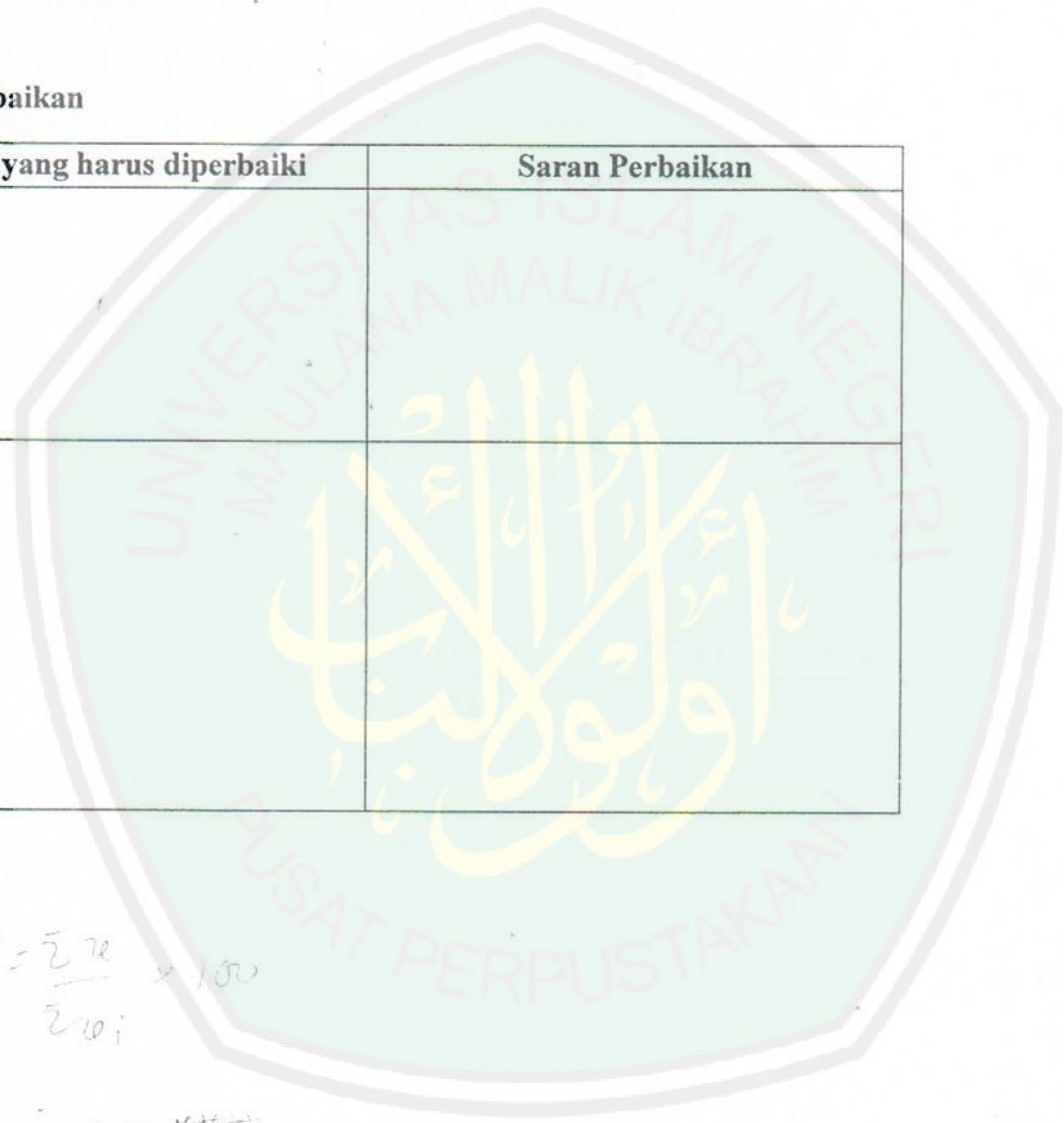
**Saran Perbaikan**

Bagian yang harus diperbaiki	Saran Perbaikan

$$P = \frac{\sum z_i}{\sum w_i} \times 100$$

$$= \frac{31}{36} \times 100$$

$$= 86\%$$



Komentar :

.....  
.....  
.....

**Kesimpulan**

Media Pembelajaran berbasis Web Based Learning ini

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

Malang, 19 - 6 - 2017

Ahli Materi



Ahmad Mabeji Mafan

NIP : -



## LEMBAR VALIDASI

### AHLI MATERI

*Development of Web Based Learning Media For 8<sup>th</sup> Grade Of Integrated Social Science at MTsN*

*Media Madiun*

Nama : M Irfan Islamy, M.Pd

Pekerjaan : Dosen Pendidikan IPS

Affiliasi : FITK UIN Maulana Malik Ibrahim Malang

Tanggal : 20 Juni 2017

Instruksi :

Bapak/ Ibu dimohon untuk memberikan penilaian (memvalidasi) beberapa aspek yang terdapat dalam *Web Based Learning Media For 8<sup>th</sup> Grade Of Social Science*

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

4 : Sangat Menarik/ Sangat Jelas/Baik/Mudah

3 : Menarik/ Cukup Jelas

2 : Kurang Menarik/ Kurang Jelas

1 : Sama Sekali tidak menarik dan tidak jelas

Dibagian akhir Bapak/Ibu dimohon memberikan kritik dan saran untuk kesesuaian kegiatan pembelajaran menggunakan *Web Based Learning Media*

Komponen	Indikator	Skor			
		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	Penyediaan rangkuman	✓			
Tes/Soal	Kejelasan petunjuk mengerjakan tes	✓			
	Kualitas tes dan kualitas penilaian	✓			
	Keseimbangan materi dengan soal tes	✓			
Materi	Kebenaran konsep	✓			

Aktualisasi	Aktualisasi Materi		✓		
	Kesesuaian materi dengan tingkatan siswa	✓			
	Kecukupan materi untuk mencapai tujuan	✓			
	Keluasan materi		✓		
	Kedalaman materi		✓		
	Penguatan sumber lain untuk belajar		✓		
Bahasa	Kesesuaian gambar untuk memperkuat materi		✓		
	Kesesuaian animasi untuk memperkuat materi		✓		
	Kejelasan penggunaan bahasa	✓			

Saran Perbaikan  
 25  
 -4  
 11/20

No	Bagian yang harus diperbaiki	Saran Perbaikan
1	Penguatan pada peta konsep	Peta konsep agar dirinci / detail
2	Visualisasi	Resolusi gambar dan penguatannya
3	Materi	Penguatan pada materi inti / urgent.

Komentar :

.....

.....

.....

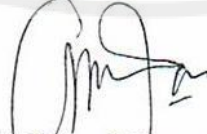
**Simpulan**

Media Pembelajaran berbasis Web Based Learning ini

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

Malang, 20 Juni 2017

Ahli Materi

  
 M. Irfan Islamy, M.Pd  
 NIP. 19871025 201503 1 002

19 ... 75 %



## APPENDIX 6

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	MTs. Negeri Kota Madiun
Mata Pelajaran	:	Ilmu Pengetahuan Sosial (IPS)
Kelas/Semester	:	VII / 1
Materi Pokok/ Tema	:	1. Keunggulan Lokasi dan Kehidupan Masyarakat Indonesia
Subtema	:	B. Keadaan Alam Indonesia
Sub-sub Tema	:	1 Keadaan Iklim Indonesia
Pertemuan ke	:	1 dan 2
Alokasi Waktu	:	2 x pertemuan ( 4JP)

### A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji 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 DAN INDIKATOR

No.		Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.3	Menghargai karunia Tuhan Yang Maha Esa telah menciptakan manusia dan lingkungannya	Berdoa sebelum dan sesudah kegiatan pembelajaran
2	2.3	Menunjukkan perilaku santun, peduli, dan menghargai perbedaan pendapat dalam interaksi sosial dengan lingkungan dan teman sebaya	<ul style="list-style-type: none"> <li>• Menghargai dan menghormati sesama</li> <li>• Memelihara hubungan baik dengan teman sekelas</li> </ul>

3	3.1	Memahami aspek keruangan dan konektivitas antar ruang dan waktu dalam lingkup regional serta perubahan dan keberlanjutan kehidupan manusia (ekonomi, sosial, budaya, pendidikan, dan politik)	<ul style="list-style-type: none"> <li>• Menganalisis informasi tentang iklim tropis</li> <li>• Mendeskripsikan terjadinya angin muson di Indonesia</li> </ul>
4	4.3	Mengobservasi dan menyajikan bentuk-bentuk dinamika interaksi manusia dengan lingkungan alam, sosial, budaya dan ekonomi di lingkungan masyarakat sekitar	Menganalisis kegiatan-kegiatan yang harus dilakukan terhadap musim yang terjadi di Indonesia

### C. Materi Ajar Pertemuan 1

1. Pengertian Iklim tropis dan ciri-cirinya
2. Pergerakan angin muson barat dan angin muson timur di Indonesia
3. Musim hujan dan musim kemarau

### Pertemuan 2

### D. Langkah-Langkah Kegiatan Pembelajaran

#### Pertemuan 1

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>a. Pendahuluan</b>		10 menit
	<ol style="list-style-type: none"> <li>1) Salam, doa, dan memeriksa kehadiran peserta didik.</li> <li>2) Apersepsi: Guru menayangkan gambar tentang peta Dunia dan kemudian menanyakan letak Indonesia pada peta</li> <li>3) Menyampaikan topik dan tujuan pembelajaran</li> <li>4) kelas dibagi atas beberapa kelompok heterogen, tiap kelompok terdiri 3-4 orang</li> <li>5) menyampaikan langkah pembelajaran dan penilaian yang akan dilakukan</li> </ol>	
<b>b. Kegiatan Inti</b>		60 Menit
Mengamati	Peserta didik mengamati suhu udara di suatu tempat yang terjadi sampai siang hari dan kemudian siswa melakukan percobaan	
Menanya	Peserta didik menanyakan atau mempertanyakan berapa suhu udara terendah dan suhu udara tertinggi, berapa suhu udara rata-rata, dan menyimpulkannya. Pada saat yang sama guru mengarahkan pada pertanyaan-pertanyaan ke pencapaian kompetensi dasar.	
Mengumpulkan informasi	<ol style="list-style-type: none"> <li>a) Peserta didik membaca buku teks pelajaran/referensi lain yang relevan tentang keadaan iklim di Indonesia</li> <li>b) Peserta didik menelaah peta tentang wilayah Indonesia dan kemudian menghubungkan keadaan iklim di Indonesia.</li> </ol>	

Menalar/ mengasosiasi	<ul style="list-style-type: none"> <li>a) Peserta didik melakukan kegiatan curah pendapat untuk menganalisis keterkaitan antara suhu udara dan iklim di Indonesia</li> <li>b) Peserta didik merumuskan simpulan dari hasil curah pendapat tentang keterkaitan antara suhu udara dengan iklim di Indonesia.</li> </ul>	
Mengomunika- sikan	<ul style="list-style-type: none"> <li>1) Peserta didik mempresentasikan hasil analisis data di depan kelas yang diwakili oleh salah satu anggota kelompok masing-masing, anggota kelompok lain memberikan tanggapan.</li> <li>2) Peserta didik menyajikan hasil simpulan pada media: majalah dinding kelas/sekolah, majalah sekolah, mengunggahnya di blog masing-masing.</li> </ul>	
<b>c. Penutup</b>		10 menit
	<ul style="list-style-type: none"> <li>1) Kesimpulan: Peserta didik bersama guru membuat kesimpulan hasil pembelajaran</li> <li>2) Evaluasi : Tuliskan contoh suhu udara dan iklim di Indonesia</li> <li>3) Refleksi : <ul style="list-style-type: none"> <li>a) Peserta didik diminta menjawab pertanyaan reflektif misalnya: Apakah pembelajaran hari ini menyenangkan?</li> <li>b) Pengetahuan berharga/baru apa yang kamu peroleh pada pembelajaran kita hari ini? Bagaimana sebaiknya sikap kita kalau memperoleh sesuatu yang berharga/baru. (Jawaban ditulis di buku catatan peserta didik)</li> <li>c) Menyampaikan materi yang akan datang</li> </ul> </li> </ul>	

Pertemuan 2

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>d. Pendahuluan</b>		10 menit
	<ul style="list-style-type: none"> <li>1) Salam, doa, dan memeriksa kehadiran peserta didik.</li> <li>2) Apersepsi: Guru menyampaikan pengantar tentang konektivitas antarruang dan waktu dengan mengambil contoh fokus bahasan tentang peristiwa banjir. Pada dasarnya banjir terjadi karena meluapnya aliran air di permukaan akibat dari tingginya curah hujan. Beberapa dekade terakhir ini intensitas banjir di berbagai wilayah di Indonesia termasuk di kota-kota besar semakin meningkat dan menyebabkan kerugian harta dan jiwa manusia (menimbulkan bencana).</li> </ul>	

	<ol style="list-style-type: none"> <li>3) Menyampaikan topik dan tujuan pembelajaran</li> <li>4) kelas dibagi atas beberapa kelompok heterogen, tiap kelompok terdiri 4-5 orang</li> <li>5) menyampaikan langkah pembelajaran dan penilaian yang akan dilakukan</li> </ol>	
<b>e. Kegiatan Inti</b>		60 Menit
Mengamati	<p>Peserta didik <b>mengamati</b> gambar-gambar/video tentang:</p> <ol style="list-style-type: none"> <li>1) Hutan yang gundul di daerah hulu</li> <li>2) Hujan deras di daerah hulu dan hilir</li> <li>3) Membuang sampah di sembarang tempat di daerah hilir</li> <li>4) Sungai meluap</li> <li>5) Banjir besar melanda daerah hilir</li> </ol>	
Menanya	<p>Peserta didik menanyakan atau mempertanyakan tentang faktor-faktor penyebab banjir dari aspek alam, ekonomi, sosial, budaya, dan politik. Misalnya (<i>hanya contoh</i>):</p> <ol style="list-style-type: none"> <li>1) Faktor-faktor alam apa yang dapat menyebabkan terjadinya banjir?</li> <li>2) Mengapa banjir sering terjadi di kota-kota besar di Indonesia?</li> </ol> <p>Pada saat yang <i>sama</i> guru mengarahkan pada pertanyaan-pertanyaan ke pencapaian kompetensi dasar.</p>	
Mengumpulkan informasi	<ol style="list-style-type: none"> <li>c) Peserta didik membaca buku teks pelajaran/referensi lain yang relevan tentang peristiwa banjir di kota besar</li> <li>d) Peserta didik menelaah peta tentang peristiwa banjir di kota-kota besar di Indonesia/Jakarta dan kemudian menghubungkan keadaan iklim di Indonesia.</li> </ol>	
Menalar/ mengasosiasi	<ol style="list-style-type: none"> <li>c) Peserta didik melakukan kegiatan curah pendapat untuk menganalisis keterkaitan antara suhu udara dan iklim di Indonesia</li> <li>d) Peserta didik merumuskan simpulan dari hasil curah pendapat tentang keterkaitan peristiwa banjir di kota besar dengan iklim di Indonesia.</li> </ol>	
Mengomunika- sikan	<ol style="list-style-type: none"> <li>3) Peserta didik mempresentasikan hasil analisis data di depan kelas yang diwakili oleh salah satu anggota kelompok masing-masing, anggota kelompok lain memberikan tanggapan.</li> <li>4) Peserta didik menyajikan hasil simpulan pada media: majalah dinding kelas/sekolah, majalah sekolah, mengunggahnya di blog masing-masing.</li> </ol>	
<b>f. Penutup</b>		10 menit
	<ol style="list-style-type: none"> <li>1) Kesimpulan: Peserta didik bersama guru membuat kesimpulan hasil pembelajaran</li> <li>2) Evaluasi : Tuliskan contoh peristiwa banjir di kota besar di Indonesia</li> <li>3) Refleksi :</li> </ol>	

	<p>a) Peserta didik diminta menjawab pertanyaan reflektif misalnya:</p> <p>b) Apakah pembelajaran hari ini menyenangkan?</p> <p>c) Pengetahuan berharga/baru apa yang kamu peroleh pada pembelajaran kita hari ini? Bagaimana sebaiknya sikap kita kalau memperoleh sesuatu yang berharga/baru. (Jawaban ditulis di buku catatan peserta didik)</p> <p>d) Menyampaikan materi yang akan datang</p>	
--	--	--

**D. Penilaian Hasil Belajar**

- Hasil tes lisan
- Laporan pengamatan individu (proyek sederhana) pengukuran suhu

**E. Hasil rubrik diskusi**

**F. Media, Alat dan Sumber Pembelajaran**

1. Media : Gambar-gambar, materi Power Point, Lembar Kerja
2. Alat : Komputer/laptop, LCD, kertas, spidol, karton
3. Sumber Belajar :
  - Suciati, dkk. 2014. Buku Peserta didik "Ilmu Pengetahuan Sosial" Kemendikbud. Jakarta
  - Suciati, dkk. 2014. Buku Guru "Ilmu Pengetahuan Sosial" Kemendikbud. Jakarta
  - Internet

Madiun 20 Juli

2017

Mengetahui,

Guru Mata Pelajaran

Guru Praktek

Lampiran

Format Penilaian

a. Rencana Penilaian Kompetensi Sikap

No	Teknik Penilaian	Pertemuan						Ket
		1	2	3	4	5	6	
1.	Observasi	√	-	√	-	-	-	
2.	Penilaian diri	-	-	√	-	-	-	
3.	Antar Peserta didik	-	√	-	-	-	-	
4.	Jurnal **)	√	√	√	-	-	-	

b. Penilaian Sikap

No	Nama	Sikap Spiritual	Sikap sosial			Total Nilai
		Karunia Menghayati Tuhan	Tanggung Jawab	Disiplin	Kerjasama	
		1-4	1-4	1-4	1-4	
1						
2						
3						
4						

Keterangan :

Nilai sikap siswa : Jumlah nilai yang diperoleh dibagi 4

c. Lembar Penilaian Diri

Sikap	Aspek Pengamatan				Nilai			
	1	2	3	4	1	2	3	4
Tanggung jawab	1.	Sebagai peserta didik saya melakukan tugas-tugas dengan baik						
	2.	Saya berani menerima resiko atas tindakan yang dilakukan						
	3.	Saya tidak pernah menuduh orang lain tanpa bukti						
	4.	Saya mau mengembalikan barang yang dipinjam dari orang lain						
	5.	Saya berani meminta maaf jika melakukan kesalahan yang merugikan orang lain						
	<b>Jumlah nilai</b>							

d. Penilaian Antar Peserta didik

Sikap	Aspek Pengamatan				Nilai			
	1	2	3	4	1	2	3	4
Santun	1.	Temanku menggunakan bahasa yang baik pada saat berkomunikasi secara lisan dengan teman						

	2.	Temanku tidak menyela pembicaraan pada saat berkomunikasi secara lisan dengan teman				
Jujur	1	Temanku mengemukakan perasaan terhadap sesuatu apa adanya				
	2	Temanku melaporkan data atau informasi apa adanya				
<b>Jumlah nilai</b>						

Berilah tanda cek pada kolom diatas (Penilaian 3 dan Penilaian 4)

Petunjuk penskoran :

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak

melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

Perhitungan nilai akhir menggunakan rumus :

$$\text{skor akhir} = \frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 4$$

#### e. Penilaian Pengetahuan

Tes Lisan (pertemuan 1)

NO	SOAL	JAWABAN	SKOR
1	Ciri-ciri Iklim Tropis (diberikan untuk beberapa peserta didik)	a. Suhu udara tinggi sepanjang tahun, rata-rata 18°C - 27 °C b. Perbedaan suhu siang dan malam sangat rendah c. Siang hari dan malam hari sama waktunya yaitu 12 jam d. Sealalu mendapatkan sinar matahari sepanjang tahun	4
2	Angin muson barat menyebabkan musim ..... Karena.....	Musim hujan, karena melewati Samudera Hindia , sehingga membawa uap air dan menimbulkan musim hujan.	3
3	Angin muson timur menyebabkan musim kemarau karena .....	Melewati Samudera Australia yang panas kering sehingga tidak membawa uap air , akibatnya menimbulkan musim kemarau	3
Jumlah skor maksimal			10

$$\text{SKOR} = \frac{\text{SKOR PEROLEHAN}}{\text{SKOR MAKSIMAL}} \times 100$$

## f. Penilaian Keterampilan

## Rubrik Penilaian Keterampilan (Presentasi)

No	Nama Peserta Didik	Kemampuan Presentasi (1-4)	Kemampuan Berargumentasi (1-4)	Kemampuan Menjawab (1-4)	Penguasaan Materi (1-4)	Jumlah Nilai
1.						
2.						
3.						
4.						
5.						
6.						

Keterangan :

- a) Skor rentang antara 1-4  
 1=kurang  
 2=cukup  
 3=baik  
 4=amat baik
- b) Nilai : jumlah skor dibagi 4

## g). Rubrik Penilaian Keterampilan (Diskusi)

No	Nama Peserta Didik	Pemahaman Materi	Kemampuan Mengemukakan Pendapat	Berkontribusi	Kemampuan Menerima Pendapat Teman	Jumlah Nilai
		1-4	1-4	1-4	1-4	
1						
2						
3						
4						
5						
6						

Keterangan :

- a. Skor rentang antara 1-4  
 1=kurang  
 2=cukup

3=baik

4=amat baik

b. Pertemuan Kedua

c. Pertemuan seterusnya


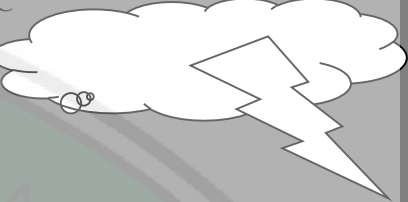
h)

JURNAL

No.	Nama peserta didik	Hari/tanggal	Kejadian	Tindak lanjut

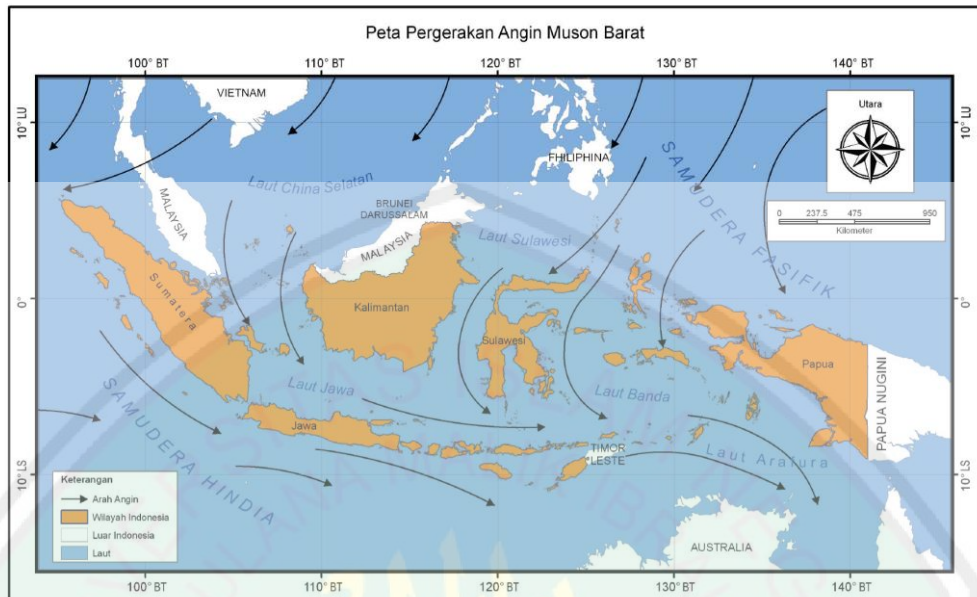


.....  
.....

 SUHU UDARA : RATA-RATA 18 °C - 27 °C	 SUHU UDARA : RATA-RATA 18 °C - 27 °C
..... ..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... .....

Perhatikan gambar-gambar yang telah kalian amati untuk menjawab soal nomor 1 di bawah ini

1. Sebutkan 2 ciri iklim tropis  
.....  
.....  
.....  
.....  
.....
2. Perhatikan peta di bawah ini.



Jelaskan pergerakan angin muson terhadap perubahan musim di Indonesia !

.....

.....

.....

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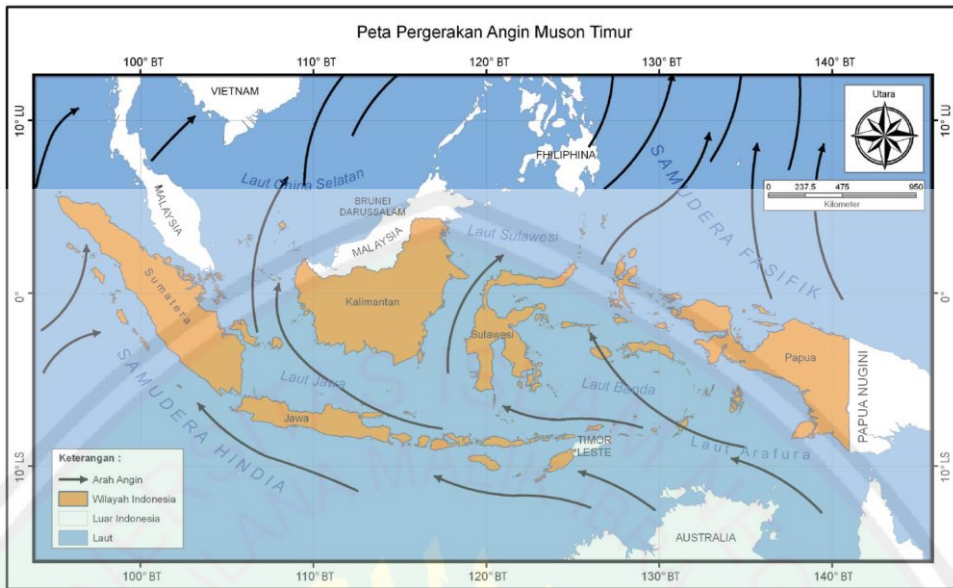
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.....

3. Perhatikan peta di bawah ini.



Jelaskan pergerakan angin muson terhadap perubahan musim di Indonesia !

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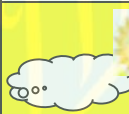




.....

.....

## TUGAS INDIVIDU

### PENGAMATAN SUHU DI LINGKUNGAN RUMAH

- a. Tujuan: Peserta didik dapat mengumpulkan data cuaca (suhu dan kelembapan udara) serta dapat menginformasikannya kepada orang lain.
- b. Alat dan Bahan:
  - 1) Termometer.
  - 2) Alat tulis.
  - 3) Media informasi di sekolah.
- c. Langkah Kerja:
  - 1) Amatilah suhu udara di lingkungan rumah kalian dengan menggunakan termometer selama 5 hari
  - 2) Masukkanlah hasil pengamatan suhu kalian pada tabel di bawah ini

NO	HARI	JAM	KEADAAN CUACA/SUHU				
			 Cerah Berawan	 Mendung	 Hujan rintik-rintik	 Hujan Besar	 Hujan disertai petir
1	SENIN	05.00					
		- 06.00					
		15.00					
		- 16.00					
2	SELASA	05.00					
		- 06.00					
		15.00					
		- 16.00					
3	RABU	05.00					
		- 06.00					
		15.00					
		- 16.00					
4	KAMIS	05.00					
		- 06.00					

		15.00 -					
		16.00					
5	JUM'AT	05.00 -					
		06.00					
		15.00 -					
		16.00					
6	SABTU	05.00 -					
		06.00					
		15.00 -					
		16.00					
7	MINGG U	05.00 -					
		06.00					
		15.00 -					
		16.00					

- 3) Informasikan data cuaca yang kamu peroleh dan kondisi cuaca di daerah sekitarmu kepada teman-teman sekolah melalui majalah dinding, papan pengumuman, atau majalah di sekolahmu. Agar lebih menarik, data cuaca dapat kamu buat grafiknya.



## APPENDIX 7

## Soal Pre-Test

### Bab 1 Sub Tema 1

#### “Keadaan Alam dan Aktivitas Penduduk Indonesia”

Nama : Oktal Kristyami

Kelas : VIII

No Absen : 11

Jawablah Pertanyaan Di Bawah Ini dengan Benar & Tepat Sesuai dengan memilih pilihan  
anda yang tersedia di dalam soal....

1. Negara Indonesia merupakan Negara yang memiliki jumlah laut yang sangat besar yang terdiri dari 80% lautan dan 20% daratan maka di sebut Negara apakah Indonesia?  
A. Negara Republik  
 B. Negara Kepulauan  
C. Negara 1000.Pulau  
D. Negara Berkembang
2. Sebagai Negara yang beriklim Tropis Maka Indonesia Memiliki 2 Musim yaitu?  
 A. Musim Hujan – Musim Kemarau  
B. Musim Hujan – Musim Salju  
C. Musim Panas – Musim Gugur  
D. Musim Salju – Musim Semi
3. Indonesia merupakan Negara yang sering di kunjungi oleh banyak wisatawan mancanegara/luar negeri karena memiliki bentang alam dan pemandangan yang indah. Salah satu tujuan wisatawan yang paling terkenal yang memiliki pantai yang indah adalah pulau?  
A. Kalimantan  
 B. Papua  
C. Nusa Tenggara Bara  
 D. Bali
4. Indonesia memiliki banyak pulau yang dihuni oleh masyarakat Indonesia, salah satu pulau Terpadat Penduduk nya adalah pulau?  
A. Papua  
 B. Jawa  
C. Kalimantan  
D. Sulawesi

## Soal Pre-Test

### Bab 1 Sub Tema 1

#### “Keadaan Alam dan Aktivitas Penduduk Indonesia”

Nama : DEVI FAUZIA R. D.

Kelas : VII (L)

No Absen : 01

Jawablah Pertanyaan Di Bawah Ini dengan Benar & Tepat Sesuai dengan memilih pilihan ganda yang tersedia di dalam soal....

1. Negara Indonesia merupakan Negara yang memiliki jumlah laut yang sangat besar yang terdiri dari 80% lautan dan 20% daratan maka di sebut Negara apakah Indonesia?  
 A. Negara Republik  
 B. Negara Kepulauan  
 C. Negara 1000 Pulau  
 D. Negara Berkembang
2. Sebagai Negara yang beriklim Tropis Maka Indonesia Memiliki 2 Musim yaitu?  
 A. Musim Hujan – Musim Kemarau  
 B. Musim Hujan – Musim Salju  
 C. Musim Panas – Musim Gugur  
 D. Musim Salju – Musim Semi
3. Indonesia merupakan Negara yang sering di kunjungi oleh banyak wisatawan mancanegara/luar negeri karena memiliki bentang alam dan pemandangan yang indah. Salah satu tujuan wisatawan yang paling terkenal yang memiliki pantai yang indah adalah pulau?  
 A. Kalimantan  
 B. Papua  
 C. Nusa Tenggara Bara  
 D. Bali
4. Indonesia memiliki banyak pulau yang dihuni oleh masyarakat Indonesia, salah satu pulau Terpadat Penduduk nya adalah pulau?  
 A. Papua  
 B. Jawa  
 C. Kalimantan  
 D. Sulawesi

## Soal Pre-Test

### Bab 1 Sub Tema 1

#### “Keadaan Alam dan Aktivitas Penduduk Indonesia”

Nama : ANISA CITRA DWI F.

Kelas : VII L

Absen : 2 <dua>

Jawablah Pertanyaan Di Bawah Ini dengan Benar & Tepat Sesuai dengan memilih pilihan jawaban yang tersedia di dalam soal....

1. Negara Indonesia merupakan Negara yang memiliki jumlah laut yang sangat besar yang terdiri dari 80% lautan dan 20% daratan maka di sebut Negara apakah Indonesia?  
A. Negara Republik  
 B. Negara Kepulauan  
C. Negara 1000 Pulau  
D. Negara Berkembang
2. Sebagai Negara yang beriklim Tropis Maka Indonesia Memiliki 2 Musim yaitu?  
 A. Musim Hujan – Musim Kemarau  
B. Musim Hujan – Musim Salju  
C. Musim Panas – Musim Gugur  
D. Musim Salju – Musim Semi
3. Indonesia merupakan Negara yang sering di kunjungi oleh banyak wisatawan mancanegara/luar negeri karena memiliki bentang alam dan pemandangan yang indah. Salah satu tujuan wisatawan yang paling terkenal yang memiliki pantai yang indah adalah pulau?  
A. Kalimantan  
B. Papua  
C. Nusa Tenggara Barat  
 D. Bali
4. Indonesia memiliki banyak pulau yang dihuni oleh masyarakat Indonesia, salah satu pulau Terpadat Penduduk nya adalah pulau?  
A. Papua  
 B. Jawa  
C. Kalimantan  
D. Sulawesi

## Soal Pre-Test

### Bab 1 Sub Tema 1

“Keadaan Alam dan Aktivitas Penduduk Indonesia”

Nama : VIVI HARUM,S  
Kelas : VII L  
No Absen : 17 (tujuh belas)

Jawablah Pertanyaan Di Bawah Ini dengan Benar & Tepat Sesuai dengan memilih pilihan ganda yang tersedia di dalam soal....

1. Negara Indonesia merupakan Negara yang memiliki jumlah laut yang sangat besar yang terdiri dari 80% lautan dan 20% daratan maka di sebut Negara apakah Indonesia?  
A. Negara Republik  
 B. Negara Kepulauan  
C. Negara 1000 Pulau  
D. Negara Berkembang
2. Sebagai Negara yang beriklim Tropis Maka Indonesia Memiliki 2 Musim yaitu?  
 A. Musim Hujan – Musim Kemarau  
B. Musim Hujan – Musim Salju  
C. Musim Panas – Musim Gugur  
D. Musim Salju – Musim Semi
3. Indonesia merupakan Negara yang sering di kunjungi oleh banyak wisatawan mancanegara/luar negeri karena memiliki bentang alam dan pemandangan yang indah. Salah satu tujuan wisatawan yang paling terkenal yang memiliki pantai yang indah adalah pulau?  
A. Kalimantan  
B. Papua  
C. Nusa Tenggara Bara  
 D. Bali
4. Indonesia memiliki banyak pulau yang dihuni oleh masyarakat Indonesia, salah satu pulau Terpadat Penduduk nya adalah pulau?  
A. Papua  
 B. Jawa  
C. Kalimantan  
D. Sulawesi



## APPENDIX 8

Soal Post-Test

Bab 1 Sub Tema 1

“Keadaan Alam dan Aktivitas Penduduk Indonesia”

Nama : Azlin Rahmawati  
Kelas : VII L  
No Absen : 03 Litgay

Jawablah Pertanyaan Di Bawah Ini dengan Benar & Tepat Sesuai dengan memilih pilihan jawaban yang tersedia di dalam soal....

1. Negara Indonesia merupakan Negara Kepulauan yang sangat luas, untuk mengetahui gambaran umum letak wilayah Indonesia dapat diketahui dengan  
 A. Letak Astronomis – Letak Geografis  
B. Garis Bujur  
C. Garis Lintang  
D. Garis Ekuator
2. Indonesia merupakan Negara kepulauan dan memiliki 2 musim yaitu musim Hujan dan musim kemarau. Disebut apakah iklim tersebut?  
A. Iklim Kemarau  
B. Iklim Dingin  
C. Iklim Panas  
 D. Iklim Tropis
3. Negara Indonesia merupakan Negara yang memiliki jumlah laut yang sangat besar yang terdiri dari 80% lautan dan 20% daratan maka di sebut Negara apakah Negara Indonesia?  
A. Negara Republik  
 B. Negara Kepulauan  
C. Negara 1000 Pulau  
D. Negara Berkembang
4. Indonesia memiliki banyak pulau yang dihuni oleh masyarakat Indonesia, salah satu pulau Terpadat Penduduk nya adalah pulau?  
A. Papua  
 B. Jawa  
C. Kalimantan  
D. Sulawesi

## Soal Post-Test

### Bab 1 Sub Tema 1

#### “Keadaan Alam dan Aktivitas Penduduk Indonesia”

Nama : Octa Kristiyani

Kelas : VIII

No Absen : 11

Jawablah Pertanyaan Di Bawah Ini dengan Benar & Tepat Sesuai dengan memilih pilihan  
anda yang tersedia di dalam soal....

1. Negara Indonesia merupakan Negara Kepulauan yang sangat luas, untuk mengetahui gambaran umum letak wilayah Indonesia dapat diketahui dengan  
 A. Letak Astronomis – Letak Geografis  
B. Garis Bujur  
C. Garis Lintang  
D. Garis Ekuator
2. Indonesia merupakan Negara kepulauan dan memiliki 2 musim yaitu musim Hujan dan musim kemarau. Disebut apakah iklim tersebut?  
A. Iklim Kemarau  
B. Iklim Dingin  
C. Iklim Panas  
 D. Iklim Tropis
3. Negara Indonesia merupakan Negara yang memiliki jumlah laut yang sangat besar yang terdiri dari 80% lautan dan 20% daratan maka di sebut Negara apakah Negara Indonesia?  
A. Negara Republik  
 B. Negara Kepulauan  
C. Negara 1000 Pulau  
D. Negara Berkembang
4. Indonesia memiliki banyak pulau yang dihuni oleh masyarakat Indonesia, salah satu pulau Terpadat Penduduk nya adalah pulau?  
A. Papua  
 B. Jawa  
C. Kalimantan  
D. Sulawesi

## Soal Post-Test

### Bab 1 Sub Tema 1

#### “Keadaan Alam dan Aktivitas Penduduk Indonesia”

Nama : Juanda Isna Nugraha  
Kelas : 111  
Absen : 23

Jawablah Pertanyaan Di Bawah Ini dengan Benar & Tepat Sesuai dengan memilih pilihan jawaban yang tersedia di dalam soal....

1. Negara Indonesia merupakan Negara Kepulauan yang sangat luas, untuk mengetahui gambaran umum letak wilayah Indonesia dapat diketahui dengan  
 A. Letak Astronomis – Letak Geografis  
B. Garis Bujur  
C. Garis Lintang  
D. Garis Ekuator
2. Indonesia merupakan Negara kepulauan dan memiliki 2 musim yaitu musim Hujan dan musim kemarau. Disebut apakah iklim tersebut?  
A. Iklim Kemarau  
B. Iklim Dingin  
C. Iklim Panas  
 D. Iklim Tropis
3. Negara Indonesia merupakan Negara yang memiliki jumlah laut yang sangat besar yang terdiri dari 80% lautan dan 20% daratan maka di sebut Negara apakah Negara Indonesia?  
A. Negara Republik  
 B. Negara Kepulauan  
C. Negara 1000 Pulau  
D. Negara Berkembang
4. Indonesia memiliki banyak pulau yang dihuni oleh masyarakat Indonesia, salah satu pulau Terpadat Penduduk nya adalah pulau?  
A. Papua  
 B. Jawa  
C. Kalimantan  
D. Sulawesi

## Soal Post-Test

### Bab 1 Sub Tema 1

#### “Keadaan Alam dan Aktivitas Penduduk Indonesia”

Nama : M Agung Ardianto

Kelas : 7 L

No Absen : 24

Jawablah Pertanyaan Di Bawah Ini dengan Benar & Tepat Sesuai dengan memilih pilihan ganda yang tersedia di dalam soal....

1. Negara Indonesia merupakan Negara Kepulauan yang sangat luas, untuk mengetahui gambaran umum letak wilayah Indonesia dapat diketahui dengan  
 A. Letak Astronomis – Letak Geografis  
B. Garis Bujur  
C. Garis Lintang  
D. Garis Ekuator
2. Indonesia merupakan Negara kepulauan dan memiliki 2 musim yaitu musim Hujan dan musim kemarau. Disebut apakah iklim tersebut?  
A. Iklim Kemarau  
B. Iklim Dingin  
C. Iklim Panas  
 D. Iklim Tropis
3. Negara Indonesia merupakan Negara yang memiliki jumlah laut yang sangat besar yang terdiri dari 80% lautan dan 20% daratan maka di sebut Negara apakah Negara Indonesia?  
A. Negara Republik  
 B. Negara Kepulauan  
C. Negara 1000 Pulau  
D. Negara Berkembang
4. Indonesia memiliki banyak pulau yang dihuni oleh masyarakat Indonesia, salah satu pulau Terpadat Penduduk nya adalah pulau?  
A. Papua  
 B. Jawa  
C. Kalimantan  
D. Sulawesi



## APPENDIX 9

## LEMBAR PENILAIAN SISWA

### A. Identitas

Judul Media : Pembelajaran IPS Terpadu Berbasis Web  
 Mata pelajaran : Ilmu Pengetahuan Sosial  
 Materi Pokok : Keadaan Alam dan Aktivitas Penduduk Indonesia  
 Sasaran Media : Siswa Kelas VII MTsN Kota Madiun  
 Nama Siswa : MURKA DWI P.  
 Kelas/ No Absen : VII L 09

### B. Petunjuk Pemanfaatan

1. Sebelum mengisi angket di bawah ini terlebih dahulu perhatikan media pembelajaran berbasis web di alamat [www.belajar-ips.com](http://www.belajar-ips.com)
2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :  
 4 : Sangat Baik  
 3 : Baik  
 2 : Kurang  
 1 : Sangat Kurang

No	INDIKATOR	4	3	2	1
1	Apakah penyajian media pembelajaran IPS Terpadu berbasis Web menarik?	✓			
2	Apakah belajar IPS dengan menggunakan media web mudah?		✓		
3	Apakah gambar yang digunakan pada media web menarik?	✓			
4	Apakah Tampilan/Desain media web menarik?	✓			
5	Apakah kamu merasa bahwa belajar IPS dengan menggunakan media web itu bermanfaat?	✓			
6	Apakah pewarnaan pada media web menarik?		✓		
7	Apakah anda senang belajar IPS dengan menggunakan media web		✓		
8	Dengan adanya media web ini saya menjadi lebih semangat dalam belajar IPS	✓			
9	Apakah anda dapat memahami materi IPS yang dipelajari dengan menggunakan media pembelajaran berbasis web?		✓		
10	Apakah anda tertarik dengan bermacam macam fitur yang ada dalam meda web?		✓		

## LEMBAR PENILAIAN SISWA

### A. Identitas

Judul Media : Pembelajaran IPS Terpadu Berbasis Web  
 Mata pelajaran : Ilmu Pengetahuan Sosial  
 Materi Pokok : Keadaan Alam dan Aktivitas Penduduk Indonesia  
 Sasaran Media : Siswa Kelas VII MTsN Kota Madiun  
 Nama Siswa : Tsany Nawa Nur Abyyah  
 Kelas/ No Absen : VII L / 16

### B. Petunjuk Pemanfaatan

1. Sebelum mengisi angket di bawah ini terlebih dahulu perhatikan media pembelajaran berbasis web di alamat [www.belajar-ips.com](http://www.belajar-ips.com)
2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :
  - 4 : Sangat Baik
  - 3 : Baik
  - 2 : Kurang
  - 1 : Sangat Kurang

NO	INDIKATOR	4	3	2	1
1	Apakah penyajian media pembelajaran IPS Terpadu berbasis Web menarik?	√			
2	Apakah belajar IPS dengan menggunakan media web mudah?		√		
3	Apakah gambar yang digunakan pada media web menarik?	√			
4	Apakah Tampilan/Desain media web menarik?	√			
5	Apakah kamu merasa bahwa belajar IPS dengan menggunakan media web itu bermanfaat?	√			
6	Apakah pewarnaan pada media web menarik?	√			
7	Apakah anda senang belajar IPS dengan menggunakan media web		√		
8	Dengan adanya media web ini saya menjadi lebih semangat dalam belajar IPS		√		
9	Apakah anda dapat memahami materi IPS yang dipelajari dengan menggunakan media pembelajaran berbasis web?	√			
10	Apakah anda tertarik dengan bermacam macam fitur yang ada dalam meda web?		√		

## LEMBAR PENILAIAN SISWA

### A. Identitas

Judul Media : Pembelajaran IPS Terpadu Berbasis Web  
Mata pelajaran : Ilmu Pengetahuan Sosial  
Materi Pokok : Keadaan Alam dan Aktivitas Penduduk Indonesia  
Sasaran Media : Siswa Kelas VII MTsN Kota Madiun  
Nama Siswa : Icha Martasya  
Kelas/ No Absen : VII L / 8

### B. Petunjuk Pemanfaatan

1. Sebelum mengisi angket di bawah ini terlebih dahulu perhatikan media pembelajaran berbasis web di alamat [www.belajar-ips.com](http://www.belajar-ips.com)
2. Penilaian cukup dengan memberikan tanda cek (√) pada kolom penilaian yang sebaris dengan pernyataan yang diberikan. Angka-angka tersebut dapat ditafsirkan sebagai berikut :  
4 : Sangat Baik  
3 : Baik  
2 : Kurang  
1 : Sangat Kurang

NO	INDIKATOR	4	3	2	1
1	Apakah penyajian media pembelajaran IPS Terpadu berbasis Web menarik?	✓			
2	Apakah belajar IPS dengan menggunakan media web mudah?	✓			
3	Apakah gambar yang digunakan pada media web menarik?	✓			
4	Apakah Tampilan/Desain media web menarik?	✓			
5	Apakah kamu merasa bahwa belajar IPS dengan menggunakan media web itu bermanfaat?	✓			
6	Apakah pewarnaan pada media web menarik?	✓			
7	Apakah anda senang belajar IPS dengan menggunakan media web	✓			
8	Dengan adanya media web ini saya menjadi lebih semangat dalam belajar IPS	✓			
9	Apakah anda dapat memahami materi IPS yang dipelajari dengan menggunakan media pembelajaran berbasis web?	✓			
10	Apakah anda tertarik dengan bermacam macam fitur yang ada dalam meda web?	✓			



**APPENDIX 10**

## DOCUMENTATION



Appereance of Media at Classroom



Researcher as Facilitator give direction to using media



Consultation with Headmaster of Curricullum



Student Interact with media



Teacher Give Evaluation for  
Researcher



Discussing About Learning  
Media with Teacher of Social  
Studies Subject



## APPENDIX 11

## Personal Identity



**Name** : M. Sifaul Masruri  
**NIM** : 13130012  
**Place and Date of Birth** : Madiun, 11 Maret 1995  
**Faculty** : Tarbiyah Science And Teaching Training  
**Program Study** : Social Science Education  
**Year of Entry** : 2013  
**Address** : Jalan Joyosuko III/17 Merjosari Malang  
**Phone Number** : 08983473177  
**Email** : sifaul.masruri@gmail.com

## Riwayat Pendidikan

Jenjang	Tahun Lulus
MI Islamiyah 01 Madiun	2006
MTsN Kota Mdiun	2010
MAN 2 Madiun	2013
UIN Maulana Malik Ibrahim Malang Pendidikan IPS International Class Program	2017

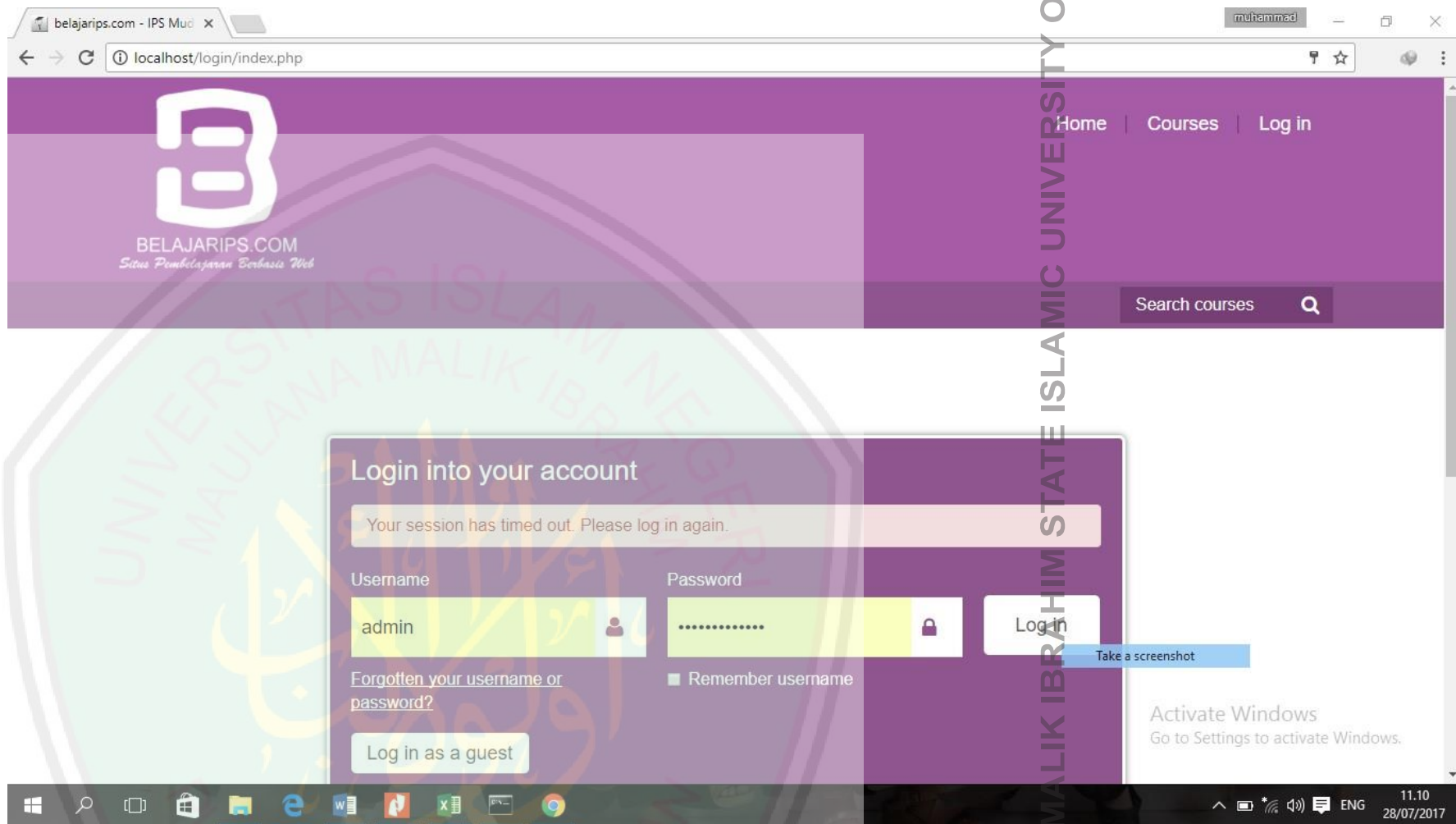
## Pengalaman Organisasi

No	Tahun	Jabatan	Instansi
1	2013	Anggota	UKM Simfoni FM
2	2014	Staff Music Officer	UKM Simfoni FM
3	2014	CO Networking Devision	Association Of International Class Student (AICS)
4	2015	Manager On – Air	UKM Simfoni FM
5	2016	Director	UKM Simfoni FM



## APPENDIX 12





UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

belajarips.com - IPS Mudi x

localhost

Home | Courses | Log in

BELAJARIPS.COM  
*Situs Pembelajaran Berbasis Web*

Search courses

Pelajari Materimu Sendiri

Belajar Mandiri Kapanpun & Dimanapun

IPS mudah & Menyenangkan

Belajar IPS Efektif & Efisien

Selamat datang di media pembelajaran IPS berbasis WEB untuk SMP/MTs

Take a screenshot

Activate Windows  
Go to Settings to activate Windows.

11.09  
28/07/2017

Dashboard

localhost/my/

Home | Courses | Muhammad Sifaul Masruri

BELAJARIPS.COM  
Situs Pembelajaran Berbasis Web

Search courses

CUSTOMISE THIS PAGE

Navigation

Dashboard

- Site home
- Site pages
- Courses

Administration

- Site administration

Course overview

Timeline | Courses

SORT BY DATES | SORT BY COURSES

Logged in user

Muhammad Sifaul Masruri  
Country: Indonesia  
City/town: Malang  
Take a screenshot

Activate Windows  
Calendar To Settings to activate Windows.

11.11  
28/07/2017

Course: Pembelajaran IPS x muhammad

localhost/course/view.php?id=2

Home | Courses Muhammad Sifaul Masruri

BELAJARIPS.COM  
Situs Pembelajaran Berbasis Web

Search courses

Dashboard » Courses » Pembelajaran IPS Kelas 7L MTsN Kota Madiun

TURN EDITING ON

Your progress

- IPS Terpadu Kelas 7L MTsN Kota Madiun
- Penjelasan Materi

Keadaan Alam dan Aktivitas Penduduk Indonesia

- Buku Online IPS Terpadu Kelas VII SMP/MTs
- Link Video 1 Tentang Keadaan Alam Indonesia
- Letak Geografis serta Astronomis Indonesia
- Letak Geografis serta Astronomis Indonesia

Navigation

Dashboard

- Site home
- Site pages
- Courses
  - Pembelajaran IPS Kelas 7L MTsN Kota Madiun**
  - Participants
- Badges

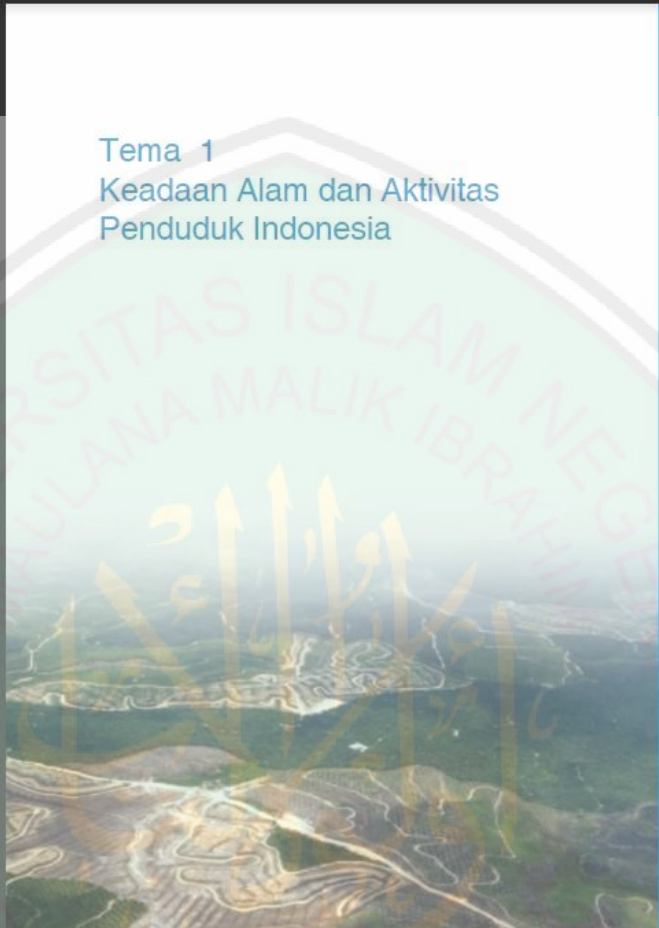
Take a screenshot

Activate Windows  
Go to Settings to activate Windows.

11.12  
28/07/2017

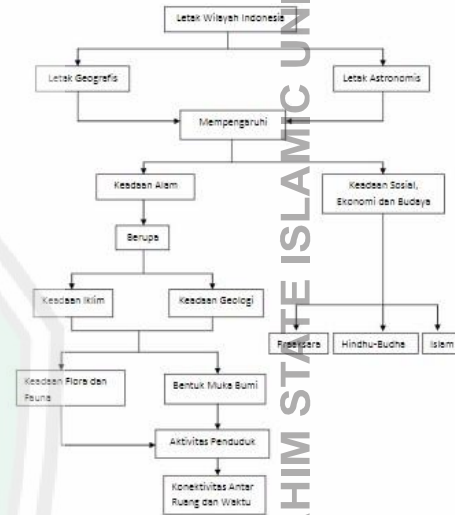
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

# Tema 1 Keadaan Alam dan Aktivitas Penduduk Indonesia



## TEMA 1 KEADAAN ALAM DAN AKTIVITAS PENDUDUK INDONESIA

### PETA KONSEP



Tujuan Pembelajaran (tema 1) :

Setelah kegiatan pembelajaran dilaksanakan, siswa diharapkan dapat:

- Menjelaskan konsep ruang dan waktu dengan mengaitkannya dengan adanya konektivitas antar ruang dan waktu dalam setiap peristiwa dan aktivitas manusia.

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FIRST TOPIC

Presets Animations

# Letak Geografis & Letak Astronomis



Letak Geografis Adalah

Letak Astronomis Adalah

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### MUHAMMAD SIFAUL MASRURI

Lahir di Madiun 11 Maret 1995, Anak Pertama dari 2 bersaudara, sekarang berusia 22 Tahun, menempuh pendidikan Dasar di Kota Madiun Yaitu MI Islamiyah 01 Kota Madiun, MTsN Kota Madiun dan MAN 2 Kota Madiun, lalu melanjutkan Pendidikan Sarjana di Universitas Islam Negeri Maulana Malik Ibrahim Malang Mengambil Jurusan Pendidikan Ilmu Pengetahuan Sosial Program Kelas International

- 
- Sangat tertarik pada Dunia IT dan menyukai tantangan, selain Kuliah saya juga menggeluti hobby saya di dunia Broadcasting dengan mengikuti salah satu Unit Kegiatan Mahasiswa (UKM) radio Simfoni FM 107,7 FM aktif menjadi anggota sejak tahun 2013 sampai sekarang
- 

For Further Information  
Line Id : @msifaulm

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
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Dashboard x muhammad

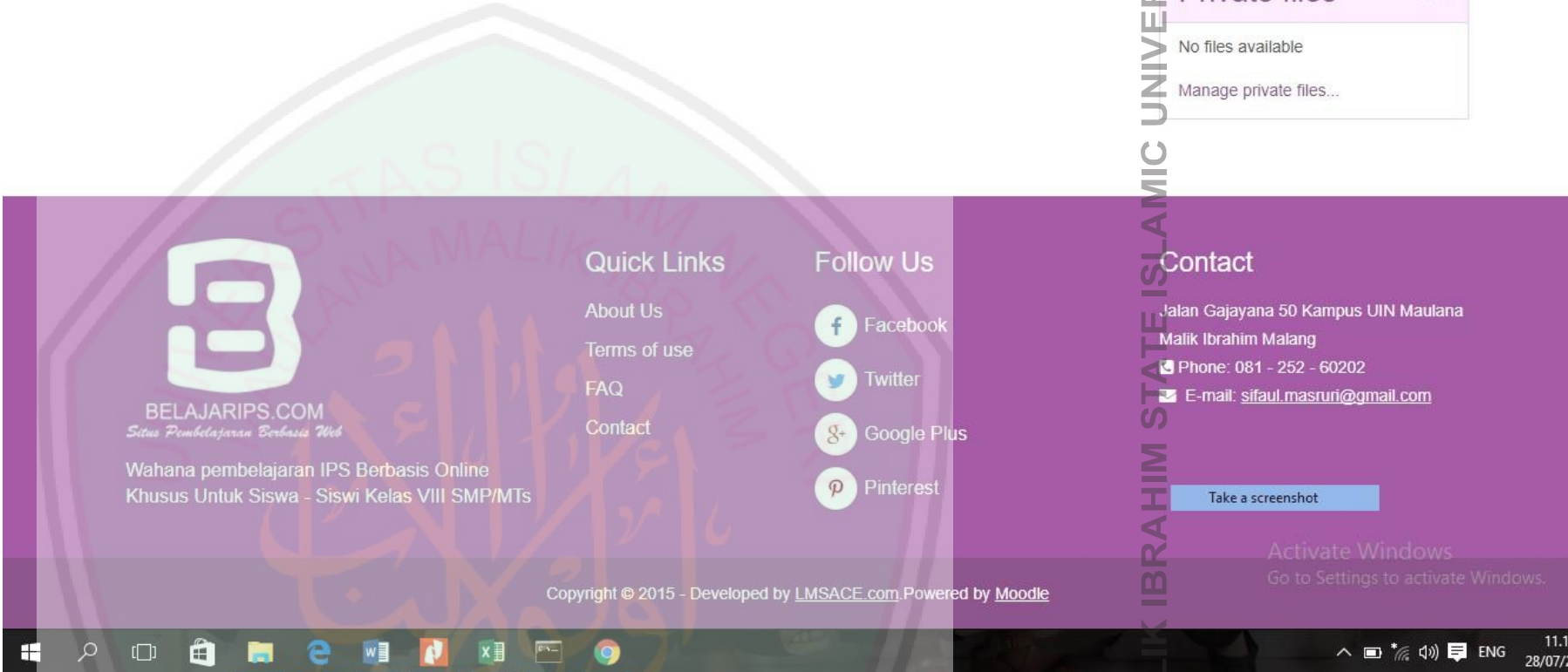
localhost/my/

Go to calendar...  
New event...

Private files 

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

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