TABLE OF CONTENTS

SKRIPSI i

THE SKRIPSI AUTHENTICITY STATEMENT ..... **Error! Bookmark not defined.**

THE SKRIPSI ACADEMIC SUPERVISOR'S APPROVAL FORM **Error! Bookmark not defined.**

THE SKRIPSI EXAMINER PANEL'S APPROVAL FORM iv

ABSTRACT vii

ACKNOWLEDGEMENTS viii

TABLE OF CONTENTS x

TABLE OF FIGURES xii

CHAPTER ONE 1

INTRODUCTION 1

BACKGROUND OF THE STUDY 1

STATEMENT OF THE PROBLEM 4

PURPOSE OF THE STUDY 5

BENEFITS OF THE STUDY 5

DEFINITIONS OF TERMS 6

CHAPTER TWO 7

STUDY OF LITERATURE 7

EDUCATIONAL GAMES 7

Definition of Educational Games 7

General Factors in Educational Games 9

Advantages of Using Educational Games 11

Factors in the Introduction of Educational Games 12

Factors in the Body of Educational Games 13

Factors in the Conclusion of Educational Games 15

Educational Games in Christian Perspective 16

MOTIVATION 17

Definition of Motivation 17

Kinds of Motivation 18

Motivation to Learn 18
The Indicators of Motivated Students 20
Motivation in Christian Perspective 20
LEARNERS' CHARACTERISTICS 21
Piaget's Theory of Cognitive 21
Kohlberg's Theory of Moral Development 23
THE IMPORTANCE OF SOCIAL SCIENCE CONCEPTS 23
THE RELATIONSHIP BETWEEN EDUCATIONAL GAMES AND MOTIVATION IN LEARNING SOCIAL SCIENCE FOR GRADE 8 STUDENTS 24
CHAPTER THREE 27
RESEARCH METHODOLOGY 27
RESEARCH METHODS 27
RESEARCH SUBJECT, PLACE, AND TIME 30
RESEARCH PROCEDURE 31
Preparation 31
Implementation 32
RESEARCH INSTRUMENTS 35
Instruments for data gathering 35
The relationship between indicators and research instruments 36
DATA ANALYSIS 37
CHAPTER FOUR 38
ANALYSIS AND DISCUSSION 38
PREPARATION 38
IMPLEMENTATION 41
First Cycle 41
Second Cycle 48
CHAPTER FIVE 55
CONCLUSIONS AND RECOMMENDATIONS 55
CONCLUSION 55
RECOMMENDATION 56
REFERENCES 57

TABLE OF FIGURES

Figure 2. 1 Piaget's Theory of Cognitive 22

Figure 3. 1 Kemmis & McTaggart Model 29