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Google Maps-Based Puzzle Media for Spatial Intelligence Development on Social Studies Learning

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Abstract. The focus of this research is an effort to develop spatial intelligence used google maps-based puzzle media on social studies learning in class VII A SMPN 1 Cimalaka. The method used is classroom action research. Determination of sample and study site is 38 students. Technical data using observation data, documentation and records. Data were analyzed by descriptive and statistical analysis features. The results showed that the individual activities of students had a significant increase with an average of 71.4% in cycle I, 78.4% in cycle II, and 84% in cycle III. Meanwhile, the group of learners experienced an average increase of 20% in the first cycle, 60% in cycle II, and 80% in cycle III. The results showed google maps-based puzzle media proved to be significantly can develop spatial intelligence as well as learning outcomes of students. Based on the research results, it is recommended that teachers can develop google maps-based puzzle media as an alternative social studies learning media, that the implementation will be successful if followed with sincerity ranging from planning, implementation and evaluation.

Keyword:*spatial intelligence, google maps-based puzzle media, social studies.*

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I. INTRODUCTION

Social studies in article 37 of the national education law system of 2003 is placed in the form of compulsory subjects at every level of primary and secondary education in which the explanation aims to develop the knowledge, understanding and ability of the learners' analysis of the social condition of the community. Currently, the learning process of social studies contains a number of challenges that must be immediately solved. Developing intelligence is one of the challenges of education in an effort to improve the quality of Indonesian human resources in facing the arena in the era of globalization. Because in that era, learners will be brought to an awareness of this world open without limit, no place without competence. Like it or not Indonesian people are faced with spatial problems both globally, nationally and locally. See also by Maryani (2010:3) whether "global spatial problems can become global warming, free market, and inter-state conflicts. National spatial problems such as natural disasters, social, environment, poverty, population mobility including urbanization and disintegration of the nation. Local spatial can be a dispute between citizens, brawls, traffic congestion, spill markets, declining social cohesion and the development of slums area".

The statement indicates the importance of learning in the educational process, especially social studies education as the main basis in developing the potential of

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individuals to develop the knowledge, understanding and ability of the learners' analysis of the social condition of society. Social studies learning actually filled with the content of meaning, demanding learners to be more critical and reflective in developing intelligence. The emergence of the theory multiple intelligences proves that all learners are intelligent beings. There are nine types of intelligence possessed by human beings according to Gardner (2003:24), one of which is spatial intelligence, "the ability to capture the visual world appropriately, recognize, and describe a form in the mind." The statement shows that, learners who have the level of spatial intelligence will have the sensitivity and ability to solve the problem of spatial starting from the introduction of objects through perceptions and activities in the environment. All that becomes a challenge for the world of education to be able to develop all the potential of intelligence possessed by learners, especially the intelligence of spatial in order to be able to compete in a healthy world of interdependence.

The need to develop spatial intelligence in the current social studies learning in idealism and reality relates to the development of theory and practice in the classroom, how the learning process can be implemented well to achieve the goals set. Based on data of reflection result in class VII A SMPN 1 Cimalaka found that the learning process of social studies more often presented verbally, do not use instructional media so that difficult to be understood, less interaction and give group activity, and learning activity tends to be dominated by teacher. The impact of the students become passive, they just sit listening to teacher explanation, there is no learning interaction between learners with learners in cooperation, and tend to get bored so less attention to teacher explanation. Learning outcomes in efforts to develop spatial intelligence is still low, 63% of students get a value under the criteria mastery of a minimum value of social studies that is; 77. Therefore, it is necessary to improve learning by using learning media that can increase the activities of learners in an effort to develop spatial intelligence. Researchers propose improvement solutions by applying google maps-based puzzle media with the reasons are educational in developing spatial intelligence to recognize the location of phenomena/objects, finding places, understanding the context of current events, developing a spatial perspective, and learning to use geographic tools.

Spatial intelligence in essence can be developed by digging, growing, and providing optimal motivation an effort appropriate learning process. Based on this, this research will focus on developing spatial intelligence an effort google maps-based puzzle media on social studies learning class VII A SMPN 1 Cimalaka. Based on that background, researchers will try to apply google maps-based puzzle media in an effort to develop students' spatial intelligence with the formulation of the problem. Is developing the intelligence of learners spatial can be applied by using g google maps-based puzzle media on learning social studies in class VII A SMPN 1 Cimalaka ?.

This research aims to describe the effectiveness of developing the intelligence of the learner's spatial can be applied by using google maps-based puzzle media on social studies learning in recognizing the location of the phenomena/objects, finding the place, understanding the current events context, developing the spatial perspective, and learning to use the geographical tools in the classroom VII A SMPN 1 Cimalaka with the hope to know the condition of social studies learning

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applied so far, the design, and the effectiveness of the application of google maps-based puzzle media on social studies learning in an effort to develop the intelligence of class VII A SMPN 1 Cimalaka classroom.

Social Sciences is essentially a subject derived from social life of society and selected by using social science concepts. Social studies has different characteristics with other disciplines. In Permendiknas No. 22 of 2006 on content standards for basic and secondary education units that the subjects of social studies are aimed at ensuring students have the ability.

1. Know the concepts related to the life of society and its environment
2. Have basic skills for logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life.
3. Have a commitment and awareness of social values and humanity.
4. Have the ability to communicate, cooperate, and berkompetensi in plural society at local, national, and global.

The statement shows that the subjects of social studies can shape learners into good and responsible citizens. Social studies education at the junior level shows the comprehensive goals a learner wants to achieve after completing the social studies subjects. The objective includes the cognitive aspect, which is to recognize concepts related to the life of society and its environment, has the basic skills of logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life. Meanwhile, from the affective aspect, which has a commitment and awareness of social values and humanity. As for the psychomotor aspect, learners are expected to have the ability to communicate, work together and compete in a plural society, locally, nationally and globally. Thus, demanding the social studies learning process at the junior level should be implemented holistically-constructivistically and contextually related to the life experience and the environment of the learners.

The emergence of multiple intelligences theory that views all learners as intelligent individuals. This makes all educators should be able to develop the potential of students' intelligence one of them through the application of various learning media to be able to achieve the learning objectives that have been set. According to Gardner (2003:22-23) that "intelligence is essentially the ability to solve problems and produce products through a variety of settings and in real situations. Gardner further defined the nine types of intelligence possessed by every human being; "linguistic intelligence, mathematical intelligence, spatial intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, environmental intelligence, and existential intelligence.

Based on these statements, it can be concluded that spatial intelligence is a mental activity to form a way of thinking, communicating, and make solutions to all spatial problems that began through the introduction of objects through perception in the environment. Spatial intelligence in social studies learning plays an important role in addressing the challenges of globalization, through learning that is not just transfer of knowledge. The intelligence of the learner's spatial can be developed with the practice of locating, performing various measurements and then analyzing spatial. As Putra & Hidayat (2012:408) reveals "spatial intelligence is absolutely necessary within the framework of national development". Indonesia with its vast territory of course has a diversity both ethnic, religious, cultural and political community. Managing the State of

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Indonesia can be said is not as easy as managing a small island with almost the same population. That is why spatial intelligence is a necessity in development planning. The statement contains meaning, every learner who has high spatial intelligence tend to think spatial. They are rich with internal fantasy, so tend to be imaginative and creative.

Teachers have actually understood the importance of helping learners in developing their spatial intelligence, but lacking the arrangement of potential and resources in achieving that goal. According to Unal, Jakubowski & Corey (2008:998) that "the opportunity of learners to develop the potential of spatial intelligence is large enough, but teachers have limited knowledge". It encourages them to use conventional learning models that prioritize rote so as to give birth to learners who memorize more concepts without understanding and able to apply their spatial intelligence into everyday life. These conditions do not empower learners in developing spatial intelligence. Learning outcomes in efforts to develop spatial intelligence is still low, 63% of students get a value under the criteria mastery of a minimum value of social studies that is; 77. Though it should learn not only "what to learn" but "how to learn". In accordance with the four pillars of universal education proclaimed UNESCO (Budimansyah, 2002:4) namely "learning to do, learning to know, learning to be, and learning to live together". Thus, the effort to develop the intelligence of the students in the classroom VII A SMPN 1 Cimalaka new limited discourse and less appreciated seriously by the teachers.

The findings illustrate the need for ways to help and implicate the importance of the social studies learning process in an effort to develop spatial intelligence in a more emerging and qualified direction, as learners have strong potential for intelligence. Teachers who can connect or integrate between the implementation of learning in school with findings in the field will certainly produce a more innovative and applicative learning. In line with Gunawan's opinion (2003:154) that "there really is not a boring lesson, the truth is that the teachers are boring because they do not understand how to present the material properly, well, fun, and attract the interest, and the attention of learners". This view indicates that the task of the teacher is not only to deliver the material, if the learners are interested in and involved in the lesson, the teacher should explain to them what is expected to be done and should make it easy and interesting to do so that the learning objectives can be achieved. The ability to develop appropriate learning media for learners is one of the tasks and responsibilities of teachers in achieving learning objectives. Professional teachers will always be responsive to the demands and learning needs of learners, at least can develop the intelligence of spatial by mastering various media both theoretical and practical learning that includes: aspects, concepts, principles and techniques.

Media in the process of learning aims to facilitate learners understand the material. One of the media that can foster the creativity of learners is a puzzle. According to Rosdijati (2002:34) that "Puzzle is a simple medium that is played by unloading pairs. As for the various kinds of puzzles among them; (1) puzzle, (2) stick puzzle, (3) floor puzzle made of sponge (rubber/foam), (4) numerical puzzle, (5) pyramid puzzle. The statement, indicating that the puzzle is a form of game that can be applied to motivate learners in the learning process. Google maps-based puzzle media is a form of three-dimensional educational game that can stimulate the ability of learners in the

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learning process that will be solved by dismantling pairs of based puzzle applications google maps based on their partner. Google maps (Huda, 2017:1) is a free and online map service provided by googl. Through google maps, anyone can view geographical information on almost any region on the face of the earth. This service is interactive, because in it the map can be shifted to the user's wishes, change the zoom level, and change the map view. Google maps also offers dragable maps and world-wide images, and offers travel routes. Google maps are created using a combination of map images, databases, and interactive objects created with HTML, Javascript, and AJAX programming languages, as well as several other programming languages. Therefore, this research will focus on efforts to develop spatial intelligence through google maps-based puzzle media on learning social studies class VII A SMPN 1 Cimalaka.

Social studies learning is actually full of meaningful content, demanding learners to be more critical and reflective. Therefore, it is necessary to develop social studies learning that can invite learners to actualize themselves optimally, especially in the effort to develop spatial intelligence. Google maps-based puzzle media is based on the demands of the globalization era and the development of science and technology that emphasizes the critical and reflective thinking in the effort to develop the intelligence of learners' spatial so that it can be used as an alternative of learning media that can spur the increase of value, foster positive attitude or happy to social studies subjects that are considered too theoretical and mechanistic so impressed boring, and can foster learner activity in learning.

This medium is assumed to provide a learning experience that involves mental and physical processes through the interaction of learners, learners with teachers, the environment and other learning resources in order to achieve basic competencies. Through google maps, it is expected to develop the intelligence of the students spatial optimally so as to shape the way of thinking and communicating spatial, and able to make solutions to all spatial problems starting from the introduction of objects through perception and activity in the environment.

This media is assumed, can encourage the internalization of various capabilities that fall within the scope of spatial intelligence, especially the ability to recognize the location of the phenomena/objects, find a place, understand the context of current events, develop a spatial perspective, and learn to use geographical tools that can ultimately develop spatial intelligence at once can improve student learning outcomes in junior high school especially class VII A in SMPN 1 Cimalaka. Through the media is expected learners are more motivated to learn in understanding the map of an area in accordance with the basic competencies to be achieved. Because, by using google maps based puzzle media the information obtained or contained in it tends to be new up to date so that learners are not too rigid in recognizing the location of the phenomenon/objects, finding a place, understand the context of current events, develop the perspective of spatial and learn using tools geographically that can ultimately develop optimal spatial intelligence. The steps in creating google maps-based puzzle media in an effort to develop spatial intelligence as presented on Table 1.

NO	Process Of Developing Spatial Intelligence An Efforft Google Maps-Based Puzzle Media

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1		Open the google app
2		Open the google maps app
3		In the available fields type the name of the region / theme according to the material
4		Choose map size as you wish
5		Convert maps from HTML format to JPG / Image
6		Save in document
7		Select the region to use in the theme
8		Choose a print format
9		Print the map
10		Cut the map into sections (puzzle)
11		Create a base for pasting puzzles (stereoform/thick carton)
12		Arrange the puzzle on the base that has been created
13		Give it a title
14		Puzzles-based google maps media

Table 1. The Process Of Developing Spatial Intelligence An Efforft Google Maps-Based Puzzle Media

Table 1. Shows the steps in creating google maps-based puzzle media in an effort to develop spatial intelligence. Developing students spatial intelligence through google maps-based puzzle media is part of active learning based on Vygotsky's learning theory, where learners try to develop constructivist learning models either individually or in groups by developing their own knowledge. So that learners can gain knowledge through various activities with the teacher as a facilitator. Active learning aims to optimize the development of all potential including the intelligence possessed by learners, to achieve satisfactory learning outcomes according to their personal characteristics.

This learning also aims to keep the attention of learners to stay focused on the learning process. Efforts to develop students' spatial intelligence through google maps-based puzzle media is a form of reviewing the delivery of material delivered using questions in the form of puzzle pieces that will invite the participation of learners individually or in groups. Efforts to develop students' spatial intelligence through google maps-based puzzle media can be used as a good and fun learning media without losing the essence of the standard of competence that must be achieved by learners in learning. Efforts to develop students' spatial intelligence through google maps based puzzle media can involve active participation of learners from the beginning. Procedure of effort to develop students' spatial intelligence through google maps based puzzle media is as follows.

1. Teacher explains the important indicators related to the application of google maps-based puzzle media in an effort to develop spatial intelligence to recognize the location of the phenomenon / object. find a place, understand the context of current events, develop a spatial perspective, and Learn to use geographic tools.
2. Teachers divide learners into small groups with members consisting of 6 -7 students.
3. The teacher composed simple google maps-based puzzle piece by including the subject element in the effort to develop spatial intelligence.
4. Teacher prepares the words guides filling puzzle based google maps.
5. Teacher distributes puzzle to the students (google maps based puzzle can

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be done by pairing, fill in word in table form, stringing letters into a word).

6. The teacher limits the learner's time in completing puzzles based on google maps.

7. The teacher rewards the group that succeeds in compiling a google maps-based puzzle and answers the most correct and fastest questions.

Develop spatial intelligence through google maps-based puzzle media on learning social studies class VII A SMPN 1 Cimalaka contains two components namely; group learning and group awards. While the application of google maps puzzle media based on junior high level adjusted with SK and KD contained in the curriculum 2013. The research results Bosnyak and Kondor (2008:4-7), indicates that the development of spatial intelligence can be taught effectively at the age of nine to twelve years with an intelligence level of the learner spatials in each topic ranging from 38.56% to 61.11%". Thus, the effort to develop students' spatial intelligence through google maps based puzzle media can be done with the assumption that spatial intelligence can be taught effectively at the age of nine to twelve years. This is in accordance with the age of learners at the junior level when aged between 11 to 15 years.

II. METHODS

This study uses a classroom action research design conducted at SMPN 1 Cimalaka in class VII academic year teaching 2016/2017. SMPN 1 Cimalaka has 27 classrooms ranging from class I to class IX. This classroom action research was conducted in october-november 2016. The subjects of this study were students of class VII A with a total of 38 students consisting; 20 male and 18 female students. While the object of this study is the whole process and the results of social studies learning in class VII A in SMPN 1 Cimalaka academic year 2016/2017 in an effort to develop spatial intellegence through google maps-based puzzle media. Technique of collecting data is done through: observation, documentation, and field notes. The research instrument uses observation sheets, documentation and field notes. Data analysis techniques using qualitative data analysis consisting of three stages of activity namely; data reduction, data presentation, conclusion drawing and quantitative analysis are used to provide an overview of the improvement of learners' learning outcomes in developing spatial intelligence. Validity of data in this research is processed by using triangulation technique. This research can be said successful, if able to reach the criteria that have been determined. Aqib (2009:41) states, that the criteria of the success rate of learners by 75% is already high. Therefore, to measure the success of the action in this study is.

1. This research is said to succeed if the average percentage of intelligence indicator of students spatial on the observation sheet reaches 75%.
2. This research is said to succeed if 75% of the number of students of class VII A has a minimum score of 77 on social studies subjects. This is based on the SMPN 1 Cimalaka curriculum that the minimum mastery criteria on social studies subjects is 77.

III. DISCUSSION

The results of analysis on cycles I, II, and III show that developing spatial intelligence through google maps-based puzzle media on learning social studies class VII A SMPN 1 Cimalaka showed significant improvement in learning outcomes. That is, supported by the average data of percentage of intelligence

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indicator of student spatial increase every cycle until succeed reach the success criterion which has been determined in cycle III as presented on Figure 1.

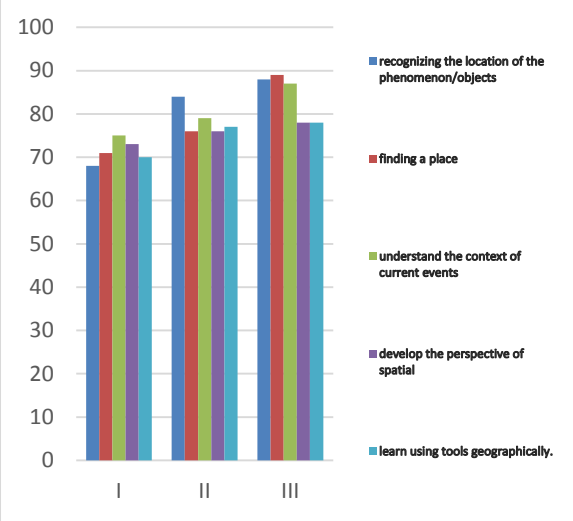

Figure 1. Learning Results Develop Spatial Intelligence Through Google Maps-Based Puzzle Media

Figure 1. Shows that the spatial intelligence of learners has increased from cycle I of 71.4, IIII cycle of 78.4% and cycle III to 84%. Gardner (2000: 50-53) suggests that spatial intelligence students' can be built through the ability of learners to solve spatial problems by "recognizing the location of phenomena, finding places, understanding the context of current events, developing spatial perspectives and learning using geographic tools". Because, teachers apply google maps-based puzzle media. It proves that the media can be used in the learning process with good and fun without losing the essence of on going learning.

The results are consistent with Bosnyak and Kondor's research (2008:4-7), which shows that the development of spatial intelligence can be effectively taught from the age of nine to twelve with the level of spatial intelligence efficiency in each subject ranging from 38.56% to 61.11% ". Thus, the effort to develop students' spatial intelligence through google maps based puzzle media can be done with the assumption that spatial intelligence can be taught effectively at the age of nine to twelve years. The results of the learning group as presented on Table 2.

No	Cycle I	Cycle II	Cycle III
1	80%	40%	20%
2	20%	60%	80%

Table 2. Learning Group Results Develop Spatial Intelligence Through Google Maps-Based Puzzle Media On Social Studies In Class VII A SMPN 1 Cimalaka

Based on Table 2, it can be seen that in the results of the learning group of students in cycle I, the percentage of students who reached the value of 77 has not reached the criteria of success, that is 75% because it only reached 20%. The same thing happens in cycle II results. The percentage of students who scored 77 didnot reach the success criteria because it only reached 60% so it needs to be improved again in cycle III. In the result of cycle III learners who reach the value of 77 has reached the predetermined success criteria even exceed. The results of cycle III indicate that the percentage of learners who have reached the value of 77 is 80%.

The result of research proves that learning by using google maps based puzzle media in accordance with four pillars of education developed by UNESCO (Budimansyah 2002:4) in addressing the development of the world and science and technology in the 21st century, namely: learning to know, learning to do, learning to live together, and learning to be. It requires that learners participate actively, then the use of lecture methods and one-way communication system should be minimized. Thus, google maps-based puzzle media is a form of three-dimensional educational game that can stimulate the ability of learners in an effort to develop spatial intelligence to

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recognize the location of phenomena/objects, find places, understand the context of current events, develop a spatial perspective, and learn to use geographic tools which will be solved by disassembling pairs of puzzle-based puzzle applications google maps based on their partner. According Suryadi (2006:46), spatial intelligence is considered as one of the important factors of intelligence because it will give freedom to learners to express themselves through visualization to assess and describe an object or maybe the person can easily find the location of missing objects. Spatial intelligence allows each learner to translate what he or she imagines to modify his imagination in a dimension, then be able to describe his individual being as part of spatial with the objects around him and which is an important part of this spatial's intelligence is the power of imagination and visualization.

Google maps-based puzzle media is the result of a research process supported by empirical data. The implementation procedure of puzzle media based on google maps, as a different learning media with social studies learning media that has been there. Social studies learning has tended to be dominant with the expository approach, where communication tends to run in one direction and uses a single learning resource, the social studies textbook textbook. Google maps-based puzzle media starts learning with the theme of spatial intelligence. In preliminary activities, implemented with simulation of spatial intelligence in the form of game images, then apperception activities conducted to explore the initial experience of learners about spatial intelligence to be associated with relevant social studies material, followed by socialization stage. Preliminary activities have created conducive learning conditions that can encourage active involvement of learners throughout the learning process. The core activity, is the step of meaning creation. The core activities prioritize the formation of the ability of learners in creating a meaningful relationship between spatial intelligence and the concept of social studies subjects. Google maps-based puzzle media prioritizes meaningful tasks, interaction, inspiration, fun, challenging, and motivation.

The results of the research show that google maps based puzzle media is able to develop the intelligence of learners' spatial through the ability to recognize the location of the phenomena/objects, to find a place, to understand the context ofcurrent events, to develop a spatial perspective, and to learn to use geographical tools with percentage value between 71.4% 84%. The position of google maps-based puzzle implementation as the result of classroom action research done in cycle as presented in Figure 2.

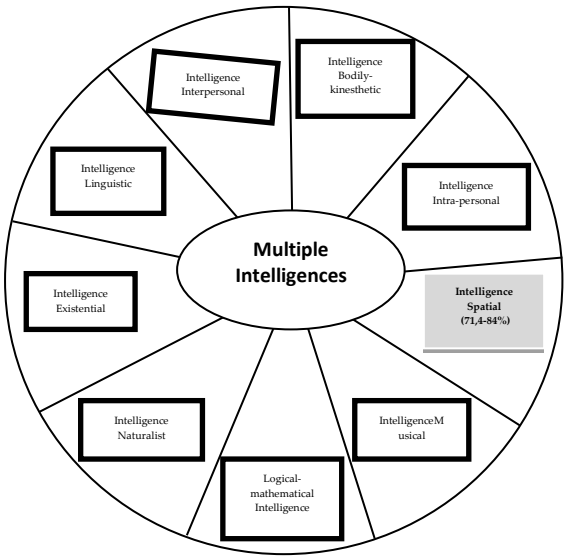

Figure 2. Position to Develop Spatial Intelligence An Effort Google Maps-Based Puzzle Media On Social Studies In Class VII A SMPN 1 Cimalaka

Figure 2. Shows the position of google maps-based puzzle implementation as the

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result of classroom action research done in cycle. That is, each completed one round of implementation is always held assessment and improvement for the next implementation, so finally found a valid medium in an effort to develop spatial intelligence as well as able to increase the mastery of social studies materials. Each learner has the capacity to develop spatial intelligence to the highest degree, provided that it has the right support, enrichment, and learning. All the intelligence can in essence be developed by digging, growing, and providing optimal motivation through appropriate learning process. google maps-based puzzle media is one alternative that can be used in the effort to develop the intelligence of the learner's spatial. Google maps-based puzzle media has also succeeded in changing the perspective of teachers by assuming that social studies is solely the subject of rote learning, but the subjects are meaningful and contesktual so that it can encourage learners to obtain a more optimal learning outcomes. As Muslich (2007:41) says "... that various competencies will be built up steadily and maximally if learning is done contextually, that is learning supported by real life situation".

The results of the validation of puzzle-based google maps media proved to significantly develop the intelligence of learners spatial. The emergence of multiplle intelligence theory proves that all learners are intelligent beings. Gardner (2003:24) suggests that one of the intelligences that the learner possesses is spatial intelligence, namely "the ability to capture the visual world appropriately, to recognize, and to describe a form in the mind." The statement indicates that social studies learning is essentially very close to the spatial problem studies on earth. However, in its implementation as if social studies learning has had a standard academic rules. Rules that are not relevant to the lives of learners in real life. Through puzzle-based media google maps learners are required to have the ability to construct his knowledge in developing intelligence that is integrated with the process of learning social studies so that students can be more creative, active and willing to work hard, have the expertise of researching by using the principles of social science. As revealed by Kuhn (2000: 91) that learning can be more meaningful if learners can develop intellectual and understand the scientific workings of knowledge, in turn learners will realize that science is tentative fold always evolving

Google maps-based puzzle media as a learning medium social studies development results proved to be significantly effective in using the effort to develop spatial intelligence as well as in the mastery of social studies materials. Learning using google maps based puzzle media is constructivist in nature, because it can develop spatial intelligence from the knowledge gained by each learner based on his experience which is conceptually linked and developed integrated with the social studies learning material, then brought into class discussion to be solved and discussed together. The teacher in this case only acts as a facilitator and moderator, the task is to stimulate and help learners to want to learn alone and formulate their understanding. The statement indicates that an active, creative, and innovative teacher is required in designing the learning process so that in his classroom learning does not always use one method. A good teacher is a teacher who is able to present a subject matter by using an approach or method in accordance with the teaching materials. Google maps-based puzzle media is a meaningful learning medium that deliberately designed in an effort to develop the intelligence of learners

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through the process of learning based on experience. As Piaget (in Budiningsih, 2004: 36) suggests that "learning departs from the thinking development of learners' knowledge by adapting and organizing the environment around which learning takes place through the stage of assimilation, accommodation, and equilibrium." During the implementation of field research, researchers have collected data obtained based on observations or observations and interviews. There are several research findings such as:

1. Application of google maps-based puzzle media can develop students 'intelligence for learners' spatial
   a. recognizing the location of the phenomenon/objects
   b. finding a place
   c. understand the context of current events
   d. develop the perspective of spatial
   e. learn using tools geographically
2. Implementation of google maps-based puzzle media can improve student learning outcomes.
3. Application of google maps-based puzzle media makes learning process centered on the students so that no longer centered on teachers and teachers only as a facilitator and motivator and learners are no longer just as an object but as a subject of learning.

These conditions enable learners to recognize and understand the linkages between spatial intelligence indicators and social studies lesson concepts built on their initial experience. Thus, google maps-based puzzle media proved significantly able to create a more meaningful learning process, interactive, inspirational, fun, challenging, and generate motivation in the effort to develop spatial intelligence, as well as a positive impact on the increasing mastery of students to social studies materials.

The results showed that there are several things to consider when going to implement puzzle-based media google maps. First, related to the learning process, oriented not only mastering the subject matter of social studies, but more han that, able to develop the intelligence of spatial by prioritizing the relationship between the indicators of spatial intelligence with the concept of contextual social studies lessons and are within the range of ability and development of learners who developed based on his initial knowledge and experience of spatial intelligence. Second, relating to learning materials, depart from the theme of spatial intelligence, and then analyzed conceptually related to social studies subjects. The design of this kind of learning will allow learners to see holistically the theme of spatial intelligence and its relevance to the whole social studies lesson and comprehensive. Third, it relates to the teacher. Teachers are moderators, motivators and facilitators who design learning with the theme of spatial intelligence as an effort to create conducive conditions for learners to construct knowledge and meaning creation so as to increase efforts to develop intelligence spatial simultaneously by increasing the mastery of social studies materials. Fourth, its relationship with learners. Students occupy a strategic position in the learning process is recognized as a whole individual who has a unique background, knowledge and experience, and has the ability and desire to learn, not passive, but actively construct knowledge and create meaning that allows him to develop spatial intelligence. In addition to the findings of research and findings of meaning, in studying the google maps-based puzzle media there are

some obstacles as the findings of problems that can reduce the optimization in the implementation of google maps-based puzzle media such as follows.

1. Teachers need more time in studying google maps-based puzzle media before implementing it in the classroom in order to achieve maximum results.
2. Discipline learners. The absence of rules for learners to be more disciplined during the learning process.
3. Inadequate time management resulting in every stage of activity in google maps-based puzzle media can not be implemented optimally.

IV. CONCLUSION

Developing spatial intelligence through google maps-based puzzle media has proven able to facilitate learners mastering social studies subject matter. Google maps-based puzzle media is more effectively used primarily in forming: the ability to recognize the location of phenomena/objects, finding places, understanding the context of current events, developing a spatial perspective, and learning to use geographic tools. This is indicated by the presence of significant differences in mean values in each cycle. The average value of individual intelligence of students in the first cycle for each indicator is 71.84%, in the second cycle to be 78.4% or an increase of 6.56%, and in the third cycle increased by 5.6% to 84%. While the percentage of students in the group in cycle I by 20% increased to 60% in cycle II. Furthermore, it still increased to 80% in cycle III. It proves, that the number of learners who reach the value of the minimum mastery criteria on social studies subjects is 77 has exceeded the established success criteria of 75%. Google maps-based puzzle media is an alternative to social studies learning media that is constructivistically constructed in an effort to develop the intellectual spatial of learners with the aim to form a way of thinking and communicating spatial, and able to make solutions to all spatial problems starting from the introduction of objects through perceptions and activities in the environment. Thus, teachers should try to apply google maps-based puzzle media as one of the alternative social studies learning media which in the implementation will be successful if followed by seriousness from the planning, implementation and evaluation. Recommendations addressed to teachers, learners, and other researchers as follows.

1. For social studies teachers will get concrete insight to develop a google maps-based puzzle media in an effort to develop the intelligence of the learner's spatial.
2. For learners, is expected to help in fostering a more meaningful learning experience and able to facilitate mastering the subject matter of social studies through google maps-based puzzle media in an effort to develop spatial intelligence.
3. For other researchers, the findings in this study may be used as a preliminary, comparison, or reference step for further research on google maps-based puzzle media.

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