

**PENGEMBANGAN MEDIA PEMBELAJARAN *FUN THINKERS BOOK*
BERBASIS NUMERASI TERHADAP KEMAMPUAN LITERASI
NUMERASI SISWA KELAS II SEKOLAH DASAR**

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ABSTRAK

Penelitian ini merupakan penelitian pengembangan yang bertujuan untuk mengetahui validitas, kepraktisan, dan efektivitas pengembangan media *fun thinkers book* berbasis numerasi terhadap kemampuan literasi numerasi siswa kelas II Sekolah Dasar. Model pengembangan yang digunakan dalam penelitian ini adalah model ADDIE yang terdiri dari tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Metode pengumpulan data pada penelitian ini adalah kuisioner dan tes. Untuk mengukur validitas media *fun thinkers book* berbasis numerasi digunakan instrument *rating scale* yang berupa lembar penilaian validasi media yang diberikan kepada dua orang dosen sebagai ahli materi soal dan dua orang dosen sebagai ahli media pembelajaran. Untuk mengetahui kepraktisan media dilakukan dengan menganalisis angket uji respon guru dan siswa. Data hasil uji validasi isi media pembelajaran oleh para ahli dianalisis menggunakan rumus *Aiken'V*, sedangkan data hasil uji kepraktisan oleh guru dan siswa dicari presentase kepraktisannya. Berdasarkan hasil analisis data uji validasi ahli materi soal diperoleh indeks validitasnya sebesar 0,944 termasuk ke dalam kategori tinggi. Uji validasi ahli media pembelajaran diperoleh indeks validitasnya sebesar 0,938 termasuk ke dalam kategori tinggi. Hasil analisis angket respon guru dan siswa diperoleh presentase kepraktisan sebesar 97% dan 96% yang termasuk ke dalam kriteria sangat praktis. Hal ini menunjukkan bahwa media *fun thinkers book* berbasis numerasi valid dan layak digunakan dalam pembelajaran di kelas II serta telah memenuhi kriteria kepraktisan. Berdasarkan uji hipotesis diperoleh $t_{hitung} = 19,897$ sedangkan pada taraf signifikansi 5% dan $df = 24$ diperoleh nilai $t_{tabel} = 2,064$, sehingga $t_{hitung} > t_{tabel}$. Dengan demikian H_0 ditolak dan H_1 diterima. Berdasarkan analisis tersebut, bahwa terdapat perbedaan yang signifikan terhadap kemampuan literasi numerasi siswa kelas II SD antara sebelum dan sesudah menggunakan media *fun thinkers book* berbasis numerasi. Hal ini berarti media *fun thinkers book* berbasis numerasi efektif untuk digunakan dalam pembelajaran di kelas II Sekolah Dasar.

Kata kunci : media pembelajaran, *fun thinkers book*, kemampuan literasi numerasi.

**DEVELOPMENT OF NUMERATION-BASED FUN THINKERS BOOK
LEARNING MEDIA ON NUMERATIONAL LITERACY ABILITY OF
STUDENTS IN SECOND GRADE ELEMENTARY SCHOOL**

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ABSTRACT

This research is a development research that aims to determine the validity, practicality, and effectiveness of the development of numeration-based fun thinkers book media on the numeracy literacy abilities of second grade elementary school students. The development model used in this research is the ADDIE model which consists of the analysis, design, development, implementation, and evaluation stages. Data collection methods in this study were questionnaires and tests. To measure the validity of the numeration-based fun thinkers book media, a rating scale instrument was used in the form of a media validation assessment sheet given to two lecturers as subject matter experts and two lecturers as learning media experts. To find out the practicality of the media, it was done by analyzing the teacher and student response test questionnaires. Data from the results of the validation test of the content of the learning media by experts were analyzed using the Aiken'V formula, while the data from the practicality test by teachers and students was sought for the percentage of practicality. Based on the results of the analysis of the validation test data, the material expert obtained a validity index of 0.944 which was included in the high category. The validation test of learning media experts obtained a validity index of 0.938 which was included in the high category. The results of the questionnaire analysis of teacher and student responses obtained the percentage of practicality of 97% and 96% which were included in the very practical criteria. This shows that the numeration-based fun thinkers book media is valid and feasible to use in class II learning and has met the practicality criteria. Based on the hypothesis test, it was obtained that $t_{count} = 19.897$, while at the significance level of 5% and $df = 24$, the value of $t_{table} = 2.064$ was obtained, so that $t_{count} > t_{table}$. Thus H_0 is rejected and H_1 is accepted. Based on this analysis, there is a significant difference in the numeracy literacy skills of second grade elementary school students before and after using the numeration-based fun thinkers book media. This means that the numeration-based fun thinkers book media is effective for use in learning in grade II Elementary School.

Keywords: *learning media, fun thinkers book, numeracy literacy ability.*