

ABSTRAK

Putra, I Gede Widiartana (2022), *Pengembangan Video Pembelajaran Berbasis Teori Gagne untuk Mata Pelajaran Tematik pada Kelas V Sekolah Dasar*. Tesis, Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: media pembelajaran, video pembelajaran, teori belajar 9 langkah Gagne, model pengembangan ADDIE.

Minimnya penggunaan media teknologi pada sekolah dasar membuat proses pembelajaran hanya terpaku pada metode konvensional. Berdasarkan hal itu, penelitian ini bertujuan untuk (1) mendeskripsikan rancang bangun video pembelajaran IPA, (2) mendeskripsikan kualitas hasil validitas pengembangan video pembelajaran IPA menurut para ahli dan uji coba produk, dan (3) mengetahui efektivitas dari video pembelajaran IPA. Penelitian ini menggunakan model pengembangan ADDIE yang terdiri dari tahapan: analisis, desain, pengembangan, implementasi, dan evaluasi berdasarkan pada 9 langkah/event Gagne; (1) menarik perhatian; (2) menyampaikan tujuan pembelajaran; (3) mengingat kembali pembelajaran sebelumnya; (4) menyajikan materi; (5) memberikan bimbingan belajar; (6) memunculkan unjuk kerja (merespon); (7) memberikan umpan balik; (8) mengevaluasi kinerja; dan (9) memperkuat retensi dan transfer belajar (tanya jawab). Data yang dikumpulkan terdiri dari data kuantitatif dan kualitatif dengan metode pengumpulan data yang digunakan yakni metode wawancara, pencatatan dokumen, kuesioner, dan tes objektif tipe pilihan ganda. Analisis data yang digunakan adalah teknik analisis deskriptif kualitatif, deskriptif kuantitatif, dan analisis statistik inferensial (*uji-t*). Subjek pada penelitian ini melibatkan ahli isi mata pelajaran, ahli desain pembelajaran, ahli media pembelajaran, uji coba kelompok kecil dan kelompok besar yang melibatkan peserta didik pada kelas VI, serta uji lapangan yang melibatkan peserta didik kelas V di SD Negeri 2 Anturan. Hasil penelitian yang ditemukan antara lain (1) Rancang bangun video pembelajaran IPA dengan model ADDIE meliputi lima tahapan: (a) tahap analisis, (b) tahap perancangan, (c) tahap pengembangan, (d) tahap implementasi, dan (e) tahap evaluasi. (2) Video pembelajaran IPA valid dengan: (a) hasil *review* ahli isi mata pelajaran menunjukkan video pembelajaran IPA berpredikat baik (80,4%), (b) hasil *review* ahli media pembelajaran video pembelajaran IPA menunjukkan produk berpredikat sangat baik (97,7%), (c) hasil *review* ahli desain pembelajaran menunjukkan video pembelajaran IPA berpredikat sangat baik (94,1%), (d) hasil uji perorangan menunjukkan video pembelajaran IPA berpredikat sangat baik (93,76%), hasil uji kelompok kecil menunjukkan video pembelajaran IPA berpredikat sangat baik (92,61%). Hasil uji lapangan menunjukkan produk berpredikat sangat baik (90,45%). (3) Efektivitas pengembangan menunjukkan hasil (*2-tailed*) *equal variances assumed* yaitu $0,000 < 0,05$ sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara hasil *pretest* dengan hasil *posttest*.

ABSTRACT

Putra, I Gede Widiartana (2022), *The Development of Gagne Theory-Based Learning Videos for Thematic Subject in Grade V of Elementary School*. Thesis, Educational Technology, Graduate Program, Ganesha University of Education.

This thesis has been approved and reviewed by Advisor I: Dr. I Wayan Sukra Warpala, S. Pd. M.Sc. and Advisor II: Dr. I Gde Wawan Sudatha, S.Pd., S.T., M.Pd.

Keywords: learning media, learning video, Gagne's 9-event/step learning theory, ADDIE development model.

The lack of technology media use in elementary schools makes the learning process only fixated on conventional methods. Based on it, this study aims to (1) to describe the design of Science learning video, (2) to describe the quality of the validity's results of the Science learning video development according to experts and product trials, and (3) to determine the effectiveness of Science learning video. This study uses the ADDIE development model which consists of the following stages: analysis, design, development, implementation, and evaluation based on 9 steps/events of Gagne; (1) attracting attention; (2) conveying learning objective; (3) recalling previous learning; (4) presenting the material; (5) providing study guidance; (6) bringing up performance (respond); (7) providing feedback; (8) evaluating the performance; and (9) strengthening retention and transfer of learning (question and answer). The data collected consisted of quantitative and qualitative data with the data collection methods used namely interview method, document recording, questionnaires, and multiple-choice objective tests. The data analysis used were descriptive qualitative analysis technique, descriptive quantitative analysis, and statistical inferential analysis (t-test). The subjects in this study involved subject matter experts, learning design experts, learning media experts, small and large group trials involving students in class VI, and field tests involving students in class 5 at SD Negeri 2 Anturan. The results of the research found that (1) Design of Science learning video with the ADDIE model includes five stages: (a) analysis stage, (b) design stage, (c) development stage, (d) implementation stage, and (e) stage evaluation. (2) The Science learning video is valid with: (a) the results of the expert review of the subject matters show that the science learning video has a good predicate (80.4%), (b) the results of the expert review of the Science learning video media shows that the product has very good predicate (97, 7%), (c) the results of the learning design expert review show that the Science learning video is very good (94.1%), (d) the individual test results show the product is very good (93.76%), the small group test results show a very good predicate of Science learning video (92.61%). The results of the field test show that the product has a very good predicate (90.45%). (3) The effectiveness of the development shows the results of (2-tailed) equal variances assumed that is $0.000 < 0.05$, so it can be concluded that there is a significant difference between the results of pretest and the results of posttest.