

ABSTRAK

Tujuan dari penelitian ini adalah sebagai berikut: (1) menciptakan materi video animasi berbasis Problem Based Learning yang sesuai untuk pembelajaran IPS tentang Makna Proklamasi Kemerdekaan Indonesia; (2) menentukan proses pengembangan dan validitas video animasi berbasis PBL; dan (3) mengetahui seberapa efektif penggunaan video pembelajaran berbasis PBL di SDN 1 Padangbulia. Jenis penelitian ini ialah pengembangan (R&D) dengan desain ADDIE dan mencakup lima tahap: analisis, desain, pengembangan, pelaksanaan, dan evaluasi. Hasil uji coba ahli teknologi pendidikan dengan skor 90% dengan kualifikasi sangat baik menunjukkan validitas pengembangan video animasi berbasis masalah berbasis pembelajaran pada mata pelajaran IPS melalui: (a) hasil evaluasi ahli isi pembelajaran dengan kualifikasi sangat baik (95%), (b) hasil evaluasi ahli desain pembelajaran dengan kualifikasi sangat baik (92,5%), dan (c) hasil evaluasi ahli media pembelajaran dengan kualifikasi sangat baik. Hasil uji coba ahli teknologi pendidikan dengan skor 90% dengan kualifikasi sangat baik menunjukkan validitas pengembangan video animasi berbasis PBL pada mata pelajaran IPS. Hasil uji coba ahli isi pembelajaran dengan kualifikasi sangat baik (95%), ahli desain pembelajaran dengan kualifikasi sangat baik (92,5%), ahli media pembelajaran dengan kualifikasi sangat baik (90,3%), dan uji coba individu dengan kualifikasi sangat baik (90%). Secara umum, hasil penelitian menunjukkan bahwa video pembelajaran berbasis Problem Based Learning untuk pelajaran IPS valid dan berkualitas tinggi, dan layak digunakan selama proses pembelajaran. Dalam mata pelajaran IPS, video animasi berbasis PBL menunjukkan hasil belajar yang efektif. Nilai pre-test rata-rata adalah 56,82, dan nilai post-test rata-rata adalah 83,64. Setelah menghitung tabel output uji dua sampel T, diketahui bahwa nilai sig. (2-tailed) adalah sebesar 0,000 kurang dari 0,05, sehingga H₀ ditolak dan H₁ diterima. Akibatnya, terdapat perbedaan yang signifikan antara hasil belajar siswa kelas VI SDN 1 Padang bulia pada mata pelajaran IPS tahun pelajaran 2022/2023 sebelum dan sesudah menggunakan video animasi berbasis Problem Based Learning.

Kata kunci: Video Animasi, Problem Based Learning, ADDIE

ABSTRACT

The objectives of this research are as follows: (1) to create problem-based learning-based animated video material that is suitable for social studies learning about the meaning of the Proclamation of Indonesian Independence; (2) determine the development process and validity of PBL-based animation videos; and (3) find out how effective the use of PBL-based learning videos is at SDN 1 Padangbulia. This type of research is development (R&D) with the ADDIE design and includes five stages: analysis, design, development, implementation, and evaluation. The trial results of educational technology experts with a score of 90% with very good qualifications show the validity of developing problem-based animation videos based on learning in social studies subjects through: (a) results of evaluation of learning content experts with very good qualifications (95%), (b) results evaluation of learning design experts with very good qualifications (92.5%), and (c) evaluation results of learning media experts with very good qualifications. The trial results of educational technology experts with a score of 90% with very good qualifications show the validity of developing PBL-based animation videos in social studies subjects. The trial results of learning content experts with very good qualifications (95%), learning design experts with very good qualifications (92.5%), learning media experts with very good qualifications (90.3%), and individual trials with very good qualifications good (90%). In general, the results of the study show that the Problem Based Learning-based learning videos for social studies lessons are valid and of high quality, and appropriate for use during the learning process. In social studies subjects, PBL-based animated videos show effective learning outcomes. The average pre-test score was 56.82, and the average post-test score was 83.64. After calculating the test output table for two samples T, it is known that the sig. (2-tailed) is 0.000 less than 0.05, so H₀ is rejected and H₁ is accepted. As a result, there is a significant difference between the learning outcomes of class VI students at SDN 1 Padang Bulia in the social studies subject for the 2022/2023 school year before and after using problem-based learning-based animated videos.

Keywords: Video Animation, Problem Based Learning, ADDIE