

PENGEMBANGAN MEDIA PEMBELAJARAN *POWER POINT* INTERAKTIF BERBASIS *PROBLEM BASED LEARNING* (PBL) PADA MATERI PERUBAHAN LINGKUNGAN DI SMA

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ABSTRAK

Pembelajaran di SMA yang dilakukan oleh guru masih menggunakan *power point* konvensional. Penelitian ini bertujuan untuk membuat dan mengembangkan media pembelajaran *power point* interaktif berbasis *Problem Based learning* (PBL) pada materi perubahan lingkungan di SMA. Metode penelitian ini menggunakan *Research and Development* (R&D) dengan model pengembangan ADDIE. Model pengembangan ADDIE terdiri dari 5 tahapan yaitu: *Analyze, Design, Development, Implementation, dan Evaluasi*. Subjek uji coba terdiri dari ahli media, materi, dan bahasa yang masing-masing berjumlah dua orang. Untuk subjek uji coba kepraktisan menggunakan seluruh guru biologi dan 12 siswa di SMAN 2 Singaraja. Instrumen penelitian yang digunakan berupa angket yang kemudian dianalisis secara kuantitatif kemudian secara kualitatif deskriptif. Hasil penelitian menunjukkan bahwa, 1) Validasi dari ahli media mendapatkan nilai sebesar 0.95 dengan kriteria Sangat Valid, 2) Validasi dari ahli materi mendapatkan nilai sebesar 0.92 dengan kriteria Sangat Valid, 3) Validasi dari ahli bahasa mendapatkan nilai sebesar 1 dengan kriteria sangat valid, 4) Kepraktisan produk yang dinilai oleh guru mendapatkan persentase sebesar 89.9% dengan kriteria Sangat Praktis dan 4) hasil kepraktisan oleh siswa mendapatkan persentase sebesar 93.75% dengan kriteria Sangat Praktis.

Kata Kunci: *Power Point* Interaktif, *Problem Based Learning*, Perubahan Lingkungan

**DEVELOPMENT OF *PROBLEM BASED LEARNING (PBL)* INTERACTIVE
POWER POINT LEARNING MEDIA ON ENVIRONMENTAL CHANGE
MATERIALS IN HIGH SCHOOL**

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ABSTRACT

Learning in high school carried out by teachers still uses conventional power points. This study aims to create and develop Problem Based Learning (PBL) interactive power point learning media on environmental change material in high school. This research method uses Research and Development (R&D) with the ADDIE development model. The ADDIE development model consists of 5 stages, namely: Analyze, Design, Development, Implementation, and Evaluation. The test subjects consisted of two media, material, and language experts. For practicality test subjects, all biology teachers and 12 students at SMAN 2 Singaraja were used. The research instrument used was a questionnaire which was then analyzed quantitatively then descriptively qualitatively. The results of the study show that, 1) Validation from media experts gets a value of 0.95 with Very Valid criteria, 2) Validation from material experts gets a value of 0.92 with Very Valid criteria, 3) Validation from linguists gets a value of 1 with very valid criteria, 4) The practicality of the product assessed by the teacher gets a percentage of 89.9% with Very Practical criteria and 4) the results of practicality by students get a percentage of 93.75% with Very Practical criteria.

Keywords: *Interactive Power Point, Problem Based Learning, Environmental Changes*