

**PENGEMBANGAN VIDEO INTERAKTIF *JOLLY PHONICS* MUATAN
BAHASA INDONESIA MATERI MEMBACA PERMULAAN PADA SISWA
KELAS I DI SD NEGERI 1 PESEDAHAN**

Oleh

I Made Adi Sastrawan, NIM 2011031294

Program Studi Pendidikan Guru Sekolah Dasar

ABSTRAK

Penelitian untuk (1) Mendeskripsikan rancang bangun video interaktif *Jolly Phonics* muatan bahasa Indonesia materi membaca permulaan (2) Menguji kelayakan video interaktif *Jolly Phonics* muatan bahasa Indonesia materi membaca permulaan (3) mengetahui efektivitas video interaktif *Jolly Phonics* muatan bahasa Indonesia materi membaca permulaan menurut para ahli dan uji coba produk. Subjek penelitian yaitu: ahli rancang bangun, ahli isi mata pelajaran, ahli media pembelajaran, 3 siswa untuk uji coba perorangan dan 9 siswa untuk uji coba kelompok kecil. Data yang diperoleh berupa data kuantitatif dan kualitatif. Metode pengumpulan data dengan observasi, wawancara, dan angket. Teknik analisis data yang dengan analisis deskriptif kualitatif, deskriptif kuantitatif dan teknik (uji-t) *sample dependent*. Hasil penelitian (1) Rancang bangun berupa file video interaktif memuat materi membaca permulaan dikemas dengan animasi interaktif, warna yang menarik dengan contoh objek gambar kemudian diaplikasikan dalam bentuk kegiatan bernyanyi dapat digunakan dengan layar proyektor, dan bisa diakses melalui link google drive. (2) Video interaktif *Jolly Phonics* muatan bahasa Indonesia materi membaca permulaan dengan kelayakan: (a) hasil *review* ahli isi mata pelajaran memperoleh persentase (89%), (b) hasil *review* ahli media memperoleh persentase (90%), (c) hasil uji perorangan memperoleh persentase (83,3%) dan (d) hasil uji coba kelompok kecil memperoleh persentase (87,2%) dinyatakan layak. (3) Efektivitas diperoleh t_{hitung} sebesar 21,87 dan diperoleh t_{tabel} sebesar 1,833 maka dari hasil analisis tersebut dapat dibandingkan bahwa t_{hitung} lebih besar daripada t_{tabel} . Maka $t_{hitung} = 21,87 > t_{tabel} = 1,833$ sehingga H_0 ditolak dan H_1 diterima terdapat perbedaan signifikan 5% pemerolehan skor membaca permulaan anantara sebelum dan sesudah menggunakan video interaktif *jolly phonics* maka dikatakan efektif. Disimpulkan bahwa video interaktif *Jolly Phonics* layak dan efektif digunakan dalam pembelajaran muatan bahasa Indonesia materi membaca permulaan pada siswa kelas 1 di SD Negeri 1 Pesedahan.

Kata kunci: Video Interaktif, *Jolly Phonics*, Bahasa Indonesia, Membaca Permulaan.

ABSTRACT

Research to (1) Describe the design of the Jolly Phonics interactive video with Indonesian language content for beginning reading material (2) Test the feasibility of the Jolly Phonics interactive video with Indonesian language content for beginning reading material (3) determine the effectiveness of the Jolly Phonics interactive video with Indonesian language content for beginning reading material according to the participants experts and product trials. The research subjects were: design experts, subject content experts, learning media experts, 3 students for individual trials and 9 students for small group trials. The data obtained is in the form of quantitative and qualitative data. Data collection methods are observation, interviews and questionnaires. Data analysis techniques using qualitative descriptive analysis, quantitative descriptive analysis and sample dependent technique (t-test). Research results (1) The design is in the form of an interactive video file containing initial reading material packaged with interactive animation, attractive colors with examples of image objects then applied in the form of singing activities that can be used with a projector screen, and can be accessed via a Google Drive link. (2) Jolly Phonics interactive video containing Indonesian language material for beginning reading with appropriateness: (a) subject content expert review results obtained percentage (89%), (b) media expert review results obtained percentage (90%), (c) results individual testing obtained a percentage (83.3%) and (d) the results of small group trials obtained a percentage (87.2%) declared feasible. (3) The effectiveness obtained by tcount is 21.87 and ttable is 1.833, so from the results of this analysis it can be compared that tcount is greater than ttable. So $t_{count} = 21.87 > t_{table} = 1.833$ so that H_0 is rejected and H_1 is accepted, there is a significant difference of 5% in the acquisition of initial reading scores between before and after using the Jolly Phonics interactive video so it is said to be effective. It was concluded that the Jolly Phonics interactive video was feasible and effective for use in learning Indonesian language content beginning reading material for grade 1 students at SD Negeri 1 Pesedahan.

Keywords: *Interactive Video, Jolly Phonics, Indonesian, Beginning Reading.*