INTERACTIVE MULTIMEDIA DEVELOPMENT
BASED ON A CONTEXTUAL APPROACH
IN MATHEMATICS SUBJECTS
CLASS IV STATE PRIMARY SCHOOL 8 DAUH PURI
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ABSTRACT

This development research was motivated by the problem of a lack of learning media that could increase students' interest and motivation in learning activities. This research aims to (1) determine the design of interactive multimedia based on a contextual approach in fourth grade mathematics subjects at SD Negeri 8 Dauh Puri, (2) determine the feasibility results of interactive multimedia based on contextual approaches in fourth grade mathematics subjects at SD Negeri 8 Dauh Puri. , (3) determine the effectiveness of interactive multimedia based on a contextual approach in fourth grade mathematics subjects at SD Negeri 8 Dauh Puri. This development research uses the ADDIE (Analyze, Design, Development, Implementation, Evaluation) development model. The subjects of this research were 3 experts and 32 fourth grade elementary school students. The data collection methods used were observation, interviews, questionnaires and tests. The data analysis techniques in this research are qualitative descriptive analysis, quantitative descriptive analysis, descriptive statistical analysis, inferential descriptive analysis. The results of this research are (1) Design of interactive multimedia in the form of digital media in the form of application links. (2) The feasibility results by learning content experts were 93.75%, instructional design experts were 97.5%, learning media experts were 98.43%, individual trials were 90.27%, and small group trials were 91. 89% of which are all very well qualified, thus interactive multimedia can be said to be feasible. (3) Based on the results of the t test, the value of tcount = 3.524, while the value of ttable is at a significance level of 5% and dk = 31, for the one-party test, ttable = 1.695. These results show that tcount > ttable so that H0 is rejected, which means that the student's posttest results are less than or equal to the KKTP value and Ha is accepted, which means that the average result of the student's posttest value is more than the KKTP value. In this way, interactive multimedia based on a contextual approach is feasible and effective for use in the mathematics subject of equivalent fractions for class IV students at SD Negeri 8 Dauh Puri.

Keywords: interactive multimedia, contextual approach, mathematics.

PENGEMBANGAN MULTIMEDIA INTERAKTIF
BERBASIS PENDEKATAN KONTEKSTUAL
PADA MATA PELAJARAN MATEMATIKA
KELAS IV SD NEGERI 8 DAUH PURI
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ABSTRAK

Penelitian pengembangan ini dilatarbelakangi atas permasalahan berupa kurangnya media pembelajaran yang dapat meningkatkan minat dan motivasi siswa dalam kegiatan pembelajaran. Penelitian ini memiliki tujuan untuk (1) mengetahui rancang bangun multimedia interaktif berbasis pendekatan kontesktual pada mata pelajaran matematika kelas IV SD Negeri 8 Dauh Puri, (2) mengetahui hasil kelayakan multimedia interaktif berbasis pendekatan kontesktual pada mata pelajaran matematika kelas IV SD Negeri 8 Dauh Puri, (3) mengetahui efektivitas multimedia interaktif berbasis pendekatan kontesktual pada mata pelajaran matematika kelas IV SD Negeri 8 Dauh Puri. Penelitian pengembangan ini menggunakan model pengembangan ADDIE (*Analyze, Design, Development, Implementation, Evaluation*). Subjek penelitian ini ialah 3 orang ahli dan 32 orang siswa kelas IV SD. Metode pengumpulan data yang digunakan yaitu observasi, wawancara, angket, dan tes. Teknik analisis data dalam penelitian ini ialah analisis deskriptif kualitatif, analisis deskriptif kuantitatif, analisis statistik deskriptif, analisis deskriptif inferensial. Hasil dari penelitian ini berupa (1) Rancang bangun multimedia interaktif berupa media digital yang berbentuk *link* aplikasi. (2) Hasil kelayakan oleh ahli isi pembelajaran sebesar 93,75%, ahli desain instruksional sebesar 97,5%, ahli media pembelajaran sebesar 98,43%, uji coba perorangan sebesar 90,27%, dan uji coba kelompok kecil sebesar 91,89% yang seluruhnya berkualifikasi sangat baik, dengan demikian multimedia interaktif dapat dikatakan layak. (3) Berdasarkan hasil uji t diperoleh nilai $t_{hitung} = 3,524$, sedangkan nilai t_{tabel} pada taraf signifikansi 5% dan dk $= 31$, untuk uji satu pihak diperoleh $t_{tabel} = 1,695$. Hasil tersebut menunjukkan bahwa $t_{hitung} > t_{tabel}$ sehingga H_0 ditolak, yang berbunyi hasil *posttest* siswa kurang dari atau sama dengan nilai KKTP dan H_a diterima, yang berbunyi hasil rata-rata nilai *posttest* siswa lebih dari nilai KKTP. Dengan demikian maka multimedia interaktif berbasis pendekatan kontekstual layak dan efektif digunakan pada mata pelajaran matematika materi pecahan senilai bagi siswa kelas IV di SD Negeri 8 Dauh Puri.

Kata kunci: multimedia interaktif, pendekatan kontekstual, matematika.