

**PENGEMBANGAN VIDEO PEMBELAJARAN BENDA
PURBAKALA MUSEUM BALI BERBASIS *INQUIRY*
LEARNING MATERI DAERAH TEMPAT
TINGGALKU ZAMAN DAHULU MUATAN IPAS SISWA
KELAS IV SD NO. 1 LUKLUK**

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ABSTRAK

Penelitian ini bertujuan untuk (1) mengetahui rancang bangun video pembelajaran benda purbakala museum Bali berbasis *inquiry learning* muatan IPAS materi daerah tempat tinggalku zaman dahulu, (2) mengetahui kualitas video pembelajaran benda purbakala museum Bali berbasis *inquiry learning* muatan IPAS materi daerah tempat tinggalku zaman dahulu yang ditinjau dari rancang bangun, isi, desain instruksional, media pembelajaran, uji coba perorangan dan kelompok kecil, (3) mengetahui efektivitas video pembelajaran benda purbakala museum Bali berbasis *inquiry learning* muatan IPAS materi daerah tempat tinggalku zaman dahulu. Penelitian ini adalah penelitian pengembangan yang menggunakan model pengembangan ADDIE. Metode pengumpulan data menggunakan tes objektif pilihan ganda, kuesioner dan teknik analisis data deskriptif kuantitatif dan statistik inferensial. Hasil penelitian adalah (1) Rancang bangun media video pembelajaran dengan hasil penilaian rancang bangun dari ahli rancang bangun dengan persentase 90,90% yang berada pada kualifikasi (sangat baik). (2) Kualitas video pembelajaran menunjukkan hasil uji ahli isi muatan pelajaran sebesar 91,66% (sangat baik), uji ahli desain instruksional sebesar 93,75% (sangat baik), uji ahli media pembelajaran sebesar 91,66% (sangat baik), uji coba perorangan sebesar 96,66% (sangat baik) dan uji coba kelompok kecil sebesar 96,11% (sangat baik). (3) Efektivitas video pembelajaran benda purbakala museum Bali berdasarkan uji-t sampel *dependent* diperoleh t_{hitung} sebesar 16,305. Kemudian harga t_{hitung} dibandingkan dengan harga t_{tabel} . Harga t_{tabel} untuk dk 22 dengan taraf signifikansi 5% ($\alpha = 0,05$) adalah 1,717. Hal ini berarti $t_{hitung} > t_{tabel}$, sehingga H_0 ditolak dan H_1 diterima. Jadi dapat disimpulkan bahwa video pembelajaran benda purbakala museum Bali berbasis *inquiry learning* efektif diterapkan pada muatan IPAS materi daerah tempat tinggalku zaman dahulu peserta didik kelas IV SD No 1 Lukluk.

Kata Kunci: Video Pembelajaran, Benda Purbakala Museum Bali, *Inquiry Learning*, IPAS

DEVELOPMENT OF ANCIENT OBJECTS LEARNING VIDEO OF BALI MUSEUM BASED ON INQUIRY LEARNING ON THE MATERIAL OF MY PAST REGION, SCIENCE CONTENT FOR GRADE IV STUDENTS OF SD NO. 1 LUKLUK

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ABSTRACT

This study aims to (1) determine the design of an ancient Bali museum learning video based on inquiry learning on the science content of the ancient my residence, (2) determine the quality of the ancient Bali museum learning video based on inquiry learning on the science content of the ancient my residence reviewed from the design, content, instructional design, learning media, individual and small group trials, (3) determine the effectiveness of the ancient Bali museum learning video based on inquiry learning on the science content of the ancient my residence. This research is a development research using the ADDIE development model. The data collection method used multiple choice objective tests, questionnaires and quantitative descriptive data analysis techniques and inferential statistics. The results of the study were (1) Design of learning video media with the results of the design assessment from design experts with a percentage of 90.90% which was in the qualification (very good). (2) The quality of the learning video showed the results of the lesson content expert test of 91.66% (very good), the instructional design expert test of 93.75% (very good), the learning media expert test of 91.66% (very good), individual trials of 96.66% (very good) and small group trials of 96.11% (very good). (3) The effectiveness of the Bali museum ancient objects learning video based on the dependent sample t-test obtained a t_{count} of 16.305. Then the t_{count} price was compared with the t_{table} price. The t_{table} price for dk 22 with a significance level of 5% ($\alpha = 0.05$) was 1.717. This means that $t_{count} > t_{table}$, so H_0 is rejected and H_1 is accepted. So it can be concluded that the Bali Museum's ancient objects learning video based on inquiry learning is effectively applied to the science content of the area where I lived in the past for grade IV students of SD No. 1 Lukluk.

Keywords: *Learning Video, Bali Museum Ancient Objects, Inquiry Learning, Science*