PENGEMBANGAN MEDIA *SMART BOX* BERBASIS PEMBELAJARAN BERDIFERENSIASI PADA MATA PELAJARAN IPAS MATERI DAERAHKU KEBANGGAANKU SISWA KELAS V SD NEGERI 6 PADANGSAMBIAN TAHUN AJARAN 2024/2025

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ABSTRAK

Penelitian ini bertujuan (1) untuk mendeskripsikan rancang bangun media *smart box* berbasis pembelajaran berdiferensiasi pada mata pelajaran IPAS materi daerahku kebanggaanku siswa kelas V SD Negeri 6 Padangsambian, (2) untuk mengetahui kelayakan media *smart box* berbasis pembelajaran berdiferensiasi pada mata pelajaran IPAS materi daerahku kebanggaanku siswa kelas V SD Negeri 6 Padangsambian, dan (3) untuk mengetahui efektivitas media *smart box* berbasis pembelajaran berdiferensiasi pada mata pelajaran IPAS materi daerahku kebanggaanku siswa kelas V SD Negeri 6 Padangsambian. Metode yang digunakan dalam pengumpulan data yakni angket dan tes pilihan ganda. Teknik analisis data yang digunakan yakni analisis deskriptif kuantitatif dan analisis statistik inferensial. Hasil penelitian pengembangan ini berupa (1) rancang bangun media *smart box* berbasis pembelajaran berdiferensiasi yang menerapkan model pengembangan ADDIE yang meliputi tahap analisis, perancangan, pengembangan, implementasi, dan evaluasi, berdasarkan hasil penilaian rancang bangun oleh ahli diperoleh skor 93,18% (sangat baik), (2) media *smart box* dinyatakan layak digunakan berdasarkan penilaian oleh ahli isi pembelajaran yakni 96,67% (sangat baik), ahli desain instruksional yakni 92,5% (sangat baik), ahli media pembelajaran yakni 92,5% (sangat baik), uji coba perorangan yakni 96,67% (sangat baik), dan uji coba kelompok kecil 91,67% (sangat baik), (3) berdasarkan uji-t satu *sample* diperoleh nilai $t_{hitung} = 5,583$, sedangkan nilai t_{tabel} pada taraf signifikansi 5% dengan ketentuan $dk = n - 1 = 29 - 1 = 28$, diperoleh t_{tabel} yakni 1,701. Hasil tersebut menunjukkan bahwa $t_{hitung} > t_{tabel}$ atau $5,583 > 1,701$, sehingga H_0 ditolak, sedangkan H_1 yang berbunyi hasil rata-rata *Post-test* siswa kelas V lebih dari atau sama dengan nilai BSKAP diterima. Dapat disimpulkan bahwa media *smart box* berbasis pembelajaran berdiferensiasi efektif diterapkan pada mata pelajaran IPAS materi daerahku kebanggaanku untuk siswa kelas V di SD Negeri 6 Padangsambian.

Kata kunci: pengembangan, media pembelajaran, *smart box*, pembelajaran berdiferensiasi, IPAS

DEVELOPMENT OF SMART BOX MEDIA BASED ON DIFFERENTIATED LEARNING IN THE SUBJECT OF SCIENCES, THE MATERIAL OF MY REGION, MY PRIDE, OF GRADE V STUDENTS OF ELEMENTARY SCHOOL 6 PADANGSAMBIAN IN THE 2024/2025 ACADEMIC YEAR

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ABSTRACT

This study aims (1) to describe the design of smart box media based on differentiated learning in the subject of science, the material of my region, my pride, of grade V students of Elementary School 6 Padangsambian, (2) to determine the feasibility of smart box media based on differentiated learning in the subject of science, the material of my region, my pride, of grade V students of Elementary School 6 Padangsambian, and (3) to determine the effectiveness of smart box media based on differentiated learning in the subject of science, the material of my region, my pride, of grade V students of Elementary School 6 Padangsambian Padangsambian. The methods used in data collection are questionnaires and multiple choice tests. The data analysis techniques used are quantitative descriptive analysis and inferential statistical analysis. The results of this development research are in the form of (1) smart box media design based on differentiated learning that applies the ADDIE development model which includes the stages of analysis, design, development, implementation, and evaluation, based on the results of the design assessment by experts, a score of 93.18% was obtained (very good), (2) the smart box media was declared suitable for use based on the assessment by learning content experts, namely 96.67% (very good), instructional design experts, namely 92.5% (very good), learning media experts, namely 92.5% (very good), individual trials, namely 96.67% (very good), and small group trials, 91.67% (very good), (3) based on a one-sample t-test, the calculated t value was obtained = 5.583, while the t table value at a significance level of 5% with the provisions of dk = n - 1 = 29 - 1 = 28, the t table was obtained, namely 1.701. The results show that tcount > ttable or 5.583 > 1.701, so H0 is rejected, while H1 which states that the average result of the Post-test of grade V students is more than or equal to the BSKAP value is accepted. It can be concluded that smart box media based on differentiated learning is effectively applied to the subject of science with the material of my proud region for grade V students at SD Negeri 6 Padangsambian.

Keywords*: development, learning media, smart box, differentiated learning, science*