

**PENGEMBANGAN MULTIMEDIA INTERAKTIF BERBASIS
PENDEKATAN KONTEKSTUAL MATERI PECAHAN PADA MUATAN
MATEMATIKA KELAS IV SD NEGERI 4 TONJA**

Oleh:

Ni Kadek Ria Oktaviani, NIM 2111031119

Program Studi Pendidikan Guru Sekolah Dasar

ABSTRAK

Penelitian pengembangan ini dilatarbelakangi atas permasalahan kurangnya penggunaan media pembelajaran yang inovatif dan pendekatan kontekstual oleh guru dalam pembelajaran matematika. Kondisi tersebut menyebabkan pembelajaran cenderung monoton sehingga berpengaruh pada hasil belajar siswa menjadi rendah. Tujuan dari penelitian ini, untuk (1) mendeskripsikan rancang bangun pengembangan multimedia interaktif berbasis pendekatan kontekstual, (2) mengetahui kelayakan multimedia interaktif berbasis pendekatan kontekstual, dan (3) mengetahui efektivitas multimedia interaktif berbasis pendekatan kontekstual pada materi pecahan senilai. Penelitian pengembangan ini mengacu pada model pengembangan ADDIE. Subjek penelitian ini adalah 39 siswa kelas IV sekolah dasar. Hasil dari penelitian ini menunjukkan bahwa (1) Rancang bangun multimedia interaktif berbasis pendekatan kontekstual berupa media digital interaktif yang memuat halaman *login* siswa, petunjuk penggunaan, kompetensi, materi, video animasi, kuis, *game*, dan profil pengembang yang dikembangkan berdasarkan *flowchart* dan *storyboard* sesuai dengan alur model pengembangan ADDIE, sehingga menghasilkan multimedia interaktif berbasis pendekatan kontekstual yang dapat diakses secara *online*. Hasil *review* ahli rancang bangun memperoleh skor sebesar 93,18% (sangat baik), (2) Hasil uji kelayakan menunjukkan bahwa multimedia interaktif berbasis pendekatan kontekstual layak digunakan dalam pembelajaran berdasarkan: (a) hasil *review* ahli isi/materi pembelajaran sebesar 95,83% (sangat baik), (b) hasil *review* ahli desain instruksional sebesar 95,45% (sangat baik), (c) hasil *review* ahli media pembelajaran sebesar 97,91% (sangat baik), (d) hasil uji coba perorangan sebesar 93,9% (sangat baik), dan (e) hasil uji coba kelompok kecil sebesar 93,63% (sangat baik), serta (3) Hasil uji efektivitas memperoleh $t_{hitung} = 14,046$ dan $t_{tabel} = 1,686$, sehingga $t_{hitung} \geq t_{tabel}$ ($14,046 \geq 1,686$) yang berarti H_0 ditolak dan H_1 diterima artinya bahwa rata-rata hasil *post-test* siswa setelah menggunakan multimedia interaktif lebih dari nilai KKTP ($84,23 \geq 65$). Maka, dapat disimpulkan bahwa multimedia interaktif berbasis pendekatan kontekstual efektif digunakan dalam kegiatan pembelajaran matematika dengan materi pecahan senilai di kelas IV sekolah dasar.

Kata Kunci: Pengembangan, Multimedia Interaktif, Pendekatan Kontekstual, Pecahan Senilai

**PENGEMBANGAN MULTIMEDIA INTERAKTIF BERBASIS
PENDEKATAN KONTEKSTUAL MATERI PECAHAN PADA MUATAN
MATEMATIKA KELAS IV SD NEGERI 4 TONJA**

Oleh:

Ni Kadek Ria Oktaviani, NIM 2111031119

Program Studi Pendidikan Guru Sekolah Dasar

ABSTRACT

This development research is motivated by the problem of the lack of use of innovative learning media and contextual approaches by teachers in mathematics learning. This condition causes learning to tend to be monotonous so that it affects student learning outcomes to be low. The objectives of this study are to (1) describe the design of interactive multimedia development based on a contextual approach, (2) determine the feasibility of interactive multimedia based on a contextual approach, and (3) determine the effectiveness of interactive multimedia based on a contextual approach on equivalent fractions. This development research refers to the ADDIE development model. The subjects of this study were 39 grade IV elementary school students. The results of this study indicate that (1) The design of interactive multimedia based on a contextual approach is in the form of interactive digital media containing student login pages, instructions for use, competencies, materials, animated videos, quizzes, games, and developer profiles developed based on flowcharts and storyboards in accordance with the ADDIE development model flow, resulting in interactive multimedia based on a contextual approach that can be accessed online. The results of the design expert review obtained a score of 93,18% (very good), (2) The results of the feasibility test showed that interactive multimedia based on a contextual approach is suitable for use in learning based on: (a) the results of the content/learning material expert review were 95,83% (very good), (b) the results of the instructional design expert review were 95,45% (very good), (c) the results of the learning media expert review were 97,91% (very good), (d) the results of individual trials were 93,9% (very good), and (e) the results of small group trials were 93,63% (very good), and (3) The results of the effectiveness test obtained $t_{count} = 14,046$ and $t_{table} = 1,686$, so that $t_{count} \geq t_{table}$ ($14.046 \geq 1,686$) which means H_0 is rejected and H_1 is accepted, meaning that the average post-test results of students after using interactive multimedia are more than the KKTP value ($84,23 \geq 65$). So, it can be concluded that interactive multimedia based on a contextual approach is effective for use in mathematics learning activities with equivalent fraction material in grade IV of elementary school.