

PENGEMBANGAN MEDIA ANIMASI MIND MAPPING BERBASIS PEMBELAJARAN INTERAKTIF UNTUK MENINGKATKAN LITERASI DIGITAL DAN KEMAMPUAN KOLABORASI SISWA KELAS V SD

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya literasi digital dan kemampuan kolaborasi siswa kelas V SD. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa animasi *mind mapping* berbasis pembelajaran interaktif yang valid, praktis dan efektif untuk meningkatkan literasi digital dan kemampuan kolaborasi siswa kelas V SD. Penelitian menggunakan model ADDIE (*analysis, design, development, implementation, evaluation*). Subjek dalam penelitian ini adalah media animasi *mind mapping* berbasis pembelajaran interaktif. Objek dalam penelitian ini adalah aspek validitas, kepraktisan dan efektivitas dari produk yang dihasilkan. Pengumpulan data dilakukan melalui instrumen angket dan kuisioner. Hasil penelitian ini menunjukkan bahwa : (1) hasil validitas ahli materi memperoleh indeks validitas 0,98333, sedangkan hasil validitas ahli media memperoleh indeks validitas 0,97222, hasil tersebut memiliki kualifikasi sangat baik, (2) tingkat pencapaian respon siswa memperoleh skor rata-rata 90,95% dengan kualifikasi sangat baik, (3) hasil uji-t berkorelasi menunjukkan signifikansi (2-tailed) sebesar 0.000 atau $p < 0,05$ yang berarti bahwa animasi *mind mapping* berbasis pembelajaran interaktif efektif dalam meningkatkan literasi digital dan kemampuan kolaborasi siswa kelas V SD. Media animasi *mind mapping* berbasis pembelajaran interaktif yang valid, praktis dan efektif diharapkan mampu mendorong peningkatan literasi digital dan kemampuan kolaborasi siswa kelas V sekolah dasar.

Kata Kunci: Media animasi *mind mapping*, Pembelajaran Interaktif, Literasi Digital, Kemampuan Kolaborasi, model ADDIE.

**DEVELOPMENT OF MIND MAPPING ANIMATION MEDIA BASED ON
INTERACTIVE LEARNING TO IMPROVE DIGITAL LITERACY AND
COLLABORATION ABILITY OF GRADE V ELEMENTARY SCHOOL
STUDENTS**

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ABSTRACT

This research is motivated by the low digital literacy and collaboration ability of grade V elementary school students. This study aims to develop learning media in the form of mind mapping animation based on interactive learning that is valid, practical and effective to improve digital literacy and collaboration ability of grade V elementary school students. The study uses the ADDIE model (analysis, design, development, implementation, evaluation). The subject in this study is mind mapping animation media based on interactive learning. The object in this study is the validity, practicality and effectiveness aspects of the resulting product. Data collection was carried out through questionnaires and questionnaires. The results of this study indicate that: (1) the results of the material expert's validity obtained a validity index of 0.98333, while the results of the media expert's validity obtained a validity index of 0.97222, these results have very good qualifications, (2) the level of student response achievement obtained an average score of 90.95% with very good qualifications, (3) the results of the correlated t-test showed a significance (2-tailed) of 0.000 or $p < 0.05$ which means that mind mapping animation based on interactive learning is effective in improving digital literacy and collaboration skills of grade V elementary school students. Valid, practical and effective interactive learning-based mind mapping animation media are expected to be able to encourage increased digital literacy and collaboration skills of grade V elementary school students.

Keywords: Mind mapping animation media, Interactive Learning, Digital Literacy, Collaboration Skills, ADDIE model.