

**PENGEMBANGAN MEDIA PEMBELAJARAN
PEMBAGIAN DAN PERKALIAN (PEKA)
BERBASIS PBL PADA MATA PELAJARAN MATEMATIKA MATERI
PEMBAGIAN DAN PERKALIAN
DI KELAS IV SD N 4 KERAMAS**

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan dan menguji kelayakan serta efektivitas multimedia interaktif berbasis Problem Based Learning (PBL) pada materi Perkalian dan Pembagian di mata pelajaran Matematika. Penelitian ini menggunakan model pengembangan ADDIE dan mengumpulkan data melalui angket serta tes objektif. Hasil penelitian menunjukkan bahwa multimedia yang dikembangkan mendapat penilaian sangat baik dari ahli rancangan (90%), desain instruksional (90%), serta hasil uji coba perorangan (94,1%) dan kelompok kecil (91,94%). Penilaian dari ahli materi (80,35%) dan media pembelajaran (88,89%) termasuk dalam kategori baik. Uji efektivitas terhadap 29 siswa menunjukkan adanya perbedaan signifikan antara hasil belajar sebelum dan sesudah penggunaan media ($t_{hitung} 1,989 > t_{tabel} 1,701$). Dengan demikian, multimedia interaktif berbasis PBL dinyatakan layak dan efektif digunakan dalam proses pembelajaran, karena mampu meningkatkan pemahaman siswa terhadap materi Perkalian dan Pembagian secara bermakna.

Kata Kunci: Pengembangan, Multimedia Interaktif, Media Pembelajaran

**DEVELOPMENT OF LEARNING MEDIA
DIVISION AND MULTIPLICATION (PEKA)
BASED ON PBL IN MATHEMATICS SUBJECTS OF DIVISION AND
MULTIPLICATION MATERIALS
IN GRADE IV OF SD N 4 KERAMAS**

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ABSTRACT

This study aims to develop and test the feasibility and effectiveness of interactive multimedia based on Problem Based Learning (PBL) on Multiplication and Division material in Mathematics subjects. This study uses the ADDIE development model and collects data through questionnaires and objective tests. The results of the study showed that the developed multimedia received very good assessments from design experts (90%), instructional design (90%), and individual trial results (94.1%) and small groups (91.94%). Assessments from material experts (80.35%) and learning media (88.89%) were included in the good category. The effectiveness test on 29 students showed a significant difference between learning outcomes before and after using the media ($t_{count} 1.989 > t_{table} 1.701$). Thus, interactive multimedia based on PBL is declared feasible and effective for use in the learning process, because it is able to improve students' understanding of Multiplication and Division material significantly.

Keywords: Development, Interactive Multimedia, Learning Media

