

**PENGEMBANGAN MEDIA PEMBELAJARAN SANCA BERBASIS  
PROBLEM BASED LEARNING PADA MATA PELAJARAN  
MATEMATIKA MATERI PECAHAN KELAS III SD NEGERI 3 BITERA**

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**ABSTRAK**

Tujuan penelitian ini adalah (1) mendeskripsikan rancang bangun media pembelajaran Sanca berbasis *Problem Based Learning* pada mata pelajaran Matematika materi pecahan. (2) mengetahui kelayakan media pembelajaran Sanca berbasis *Problem Based Learning* pada mata pelajaran Matematika materi pecahan, (3) mengetahui efektivitas media pembelajaran Sanca berbasis *Problem Based Learning* pada mata pelajaran Matematika materi pecahan. Penelitian pengembangan ini menggunakan model pengembangan ADDIE (Analyze, Design, Development, Implementation, Evaluation). Metode pengumpulan data yang digunakan adalah metode kuesioner dan tes. Teknik analisis data menggunakan teknik analisis deskriptif kualitatif, analisis kuantitatif, dan analisis statistik inferensial uji-t. Hasil penelitian pengembangan ini menunjukkan bahwa: (1) media pembelajaran sanca merupakan media digital yang disusun berdasar *flowchart*, *storyboard*, isi materi, video pembelajaran, dan modul ajar. Media pembelajaran sanca menyajikan materi konsep pecahan dan penjumlahan pecahan dengan menampilkan teks, gambar, video pembelajaran, kuis yang menarik dan mudah diakses oleh siswa. (2) kelayakan media pembelajaran sanca berbasis PBL berdasarkan hasil uji materi pembelajaran mendapatkan skor 91,6% setelah direvisi, hasil uji desain pembelajaran mendapatkan skor 92,5% setelah direvisi, hasil uji media pembelajaran mendapatkan skor 95,3%, setelah direvisi, hasil uji perorangan mendapatkan skor 91,6%, hasil uji kelompok kecil mendapatkan skor 91,38%. dengan keseluruhan persentase skor berada pada kualifikasi sangat baik, serta (3) hasil uji efektivitas produk memperoleh  $t\text{-hitung} = 4,14 > t\text{-tabel} = 1,74$  pada taraf signifikansi 5% untuk  $dk = 17$  sehingga sehingga  $H_0$  ditolak dan  $H_1$  diterima yang berbunyi nilai rata-rata *post-test* lebih dari KKTP yang menunjukan bahwa terdapat perubahan signifikan pada hasil belajar siswa setelah penggunaan media pembelajaran sanca berbasis *problem based learning*. Dengan demikian dapat disimpulkan bahwa, media pembelajaran sanca berbasis *problem based learning* efektif digunakan pada pembelajaran matematika materi pecahan di kelas III.

**Kata Kunci:** Multimedia Pembelajaran, PBL, Pelajaran Matematika, Pecahan

**DEVELOPMENT OF PROBLEM-BASED LEARNING SANCA LEARNING  
MEDIA IN THE MATHEMATICS SUBJECT ON FRACTIONS IN GRADE  
III OF STATE ELEMENTARY SCHOOL 3 BITERA**

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**ABSTRACT**

*The objectives of this research are (1) to describe the design of Problem-Based Learning-based Sanca learning media in Mathematics on fractions. (2) to determine the feasibility of Problem-Based Learning-based Sanca learning media in Mathematics on fractions. (3) to determine the effectiveness of Problem-Based Learning-based Sanca learning media in Mathematics on fractions. This development research used the ADDIE (Analyze, Design, Development, Implementation, Evaluation) development model. The data collection methods used were questionnaires and tests. Data analysis techniques used qualitative descriptive analysis, quantitative analysis, and inferential statistical analysis using the t-test. The results of this development research show that: (1) Sanca learning media is a digital media that is arranged based on flowcharts, storyboards, material content, learning videos, and teaching modules. Sanca learning media presents the concept of fractions and addition of fractions by displaying text, images, learning videos, quizzes that are interesting and easily accessible to students. (2) the feasibility of PBL-based Sanca learning media based on the results of the learning material test obtained a score of 91.6% after revision, the results of the learning design test obtained a score of 92.5% after revision, the results of the learning media test obtained a score of 95.3%, after revision, the results of the individual test obtained a score of 91.6%, the results of the small group test obtained a score of 91.38%. with the overall percentage score being in the very good qualification, and (3) the results of the product effectiveness test obtained a t-count =  $4.14 > t\text{-table} = 1.74$  at a significance level of 5% for  $dk = 17$  so that  $H_0$  is rejected and  $H_1$  is accepted, which states that the average post-test score is greater than the KKTP, indicating that there is a significant change in student learning outcomes after using the Sanca learning media based on problem-based learning. Thus, it can be concluded that the Sanca learning media based on problem-based learning is effective for use in learning mathematics on fractions in grade III.*

**Keywords:** Learning Multimedia, PBL, Mathematics Lessons, Fractions