

**PENGEMBANGAN KONTEN INTERAKTIF PADA MATA KULIAH
ANALISIS DESAIN DAN PECAH POLA BERBASIS *PROJECT BASED
LEARNING* PADA PRODI PENDIDIKAN KESEJAHTERAAN
KELUARGA**

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ABSTRAK

Minimnya inovasi dan motivasi belajar dalam media pembelajaran yang digunakan di kelas dapat memengaruhi minat dan keterlibatan peserta didik. Oleh karena itu penelitian ini bertujuan mengembangkan konten pembelajaran interaktif berbasis *Project Based Learning* pada mata kuliah Analisis Desain dan Pecah Pola. Metode yang digunakan adalah *Research and Development (R&D)* dengan model *ADDIE*, yang terdiri dari tahapan *Analyze, Design, Development, Implementation, dan Evaluation*. Media ini diharapkan memudahkan pendidik dalam menyampaikan materi serta membantu peserta didik memahami materi secara menarik dan menyenangkan. Hasil penelitian menunjukkan bahwa media memperoleh respon sangat baik. Uji coba perorangan dan kelompok kecil menunjukkan kategori “Sangat Baik” masing-masing sebesar 66,7% dan 80%. Uji coba lapangan dengan 33 mahasiswa menyatakan media tergolong “Sangat Valid” dan mampu meningkatkan motivasi belajar. Nilai rata-rata uji respon peserta didik adalah 68,5, sedangkan pendidik 47, keduanya termasuk kategori “Sangat Positif” dan “Sangat Praktis”. Media ini dinyatakan layak digunakan dan efektif meningkatkan pemahaman serta keterlibatan peserta didik.

Kata Kunci: Analisis Desain, Pecah Pola, *Project Based Learning*

***DEVELOPMENT OF INTERACTIVE CONTENT IN THE DESIGN
ANALYSIS AND PATTERN BREAKING COURSE BASED ON PROJECT-
BASED LEARNING IN THE FAMILY WELFARE EDUCATION STUDY
PROGRAM***

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ABSTRACT

The lack of innovation and learning motivation in classroom instructional media can affect students interest and engagement in the learning process. Therefore, this study aims to develop interactive learning content based on Project Based Learning, equipped with animations, for the course of Design Analysis and Pattern Drafting. This study employs a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analyze, Design, Development, Implementation, and Evaluation. The media is expected to assist educators in delivering material and help students understand the content in a more engaging and enjoyable way. The results showed that the interactive learning content received very positive responses. Individual and small group trials yielded “Very Good” categories with percentages of 66.7% and 80%, respectively. A field trial involving 33 students indicated that the media was categorized as “Very Valid” and capable of increasing learning motivation. The average score from student responses was 68.5, while the educator's response scored 47, both classified as “Very Positive” and “Highly Practical.” It is concluded that the media is feasible for use and effective in improving students’ comprehension and engagement.

Keywords: *Pattern Drafting, Project-Based Learning, Interactive Media*