

ABSTRAK

Widianingsih, Komang Tri, Pengembangan Media Pembelajaran Interaktif Berdiferensiasi Berbasis Gaya Belajar Untuk Meningkatkan Kemampuan Literasi dan Numerasi Anak Tk B Universal, Tesis, Pendidikan Anak Usia Dini, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I Prof. Dr. I Nyoman Jampel, M.Pd, dan Pembimbing II Dr I Gede Astawan, S.Pd M.Pd

Kata Kunci: media interaktif, literasi, numerasi, gaya belajar, anak usia dini.

Penelitian ini bertujuan untuk mengembangkan media pembelajaran interaktif berdiferensiasi berbasis gaya belajar guna meningkatkan kemampuan literasi dan numerasi anak usia 5–6 tahun di TK B Universal Denpasar. Penelitian menggunakan model pengembangan ADDIE yang mencakup tahap *Analysis*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Instrumen yang digunakan meliputi lembar validasi ahli (materi, media, praktisi, literasi, dan numerasi), angket kepraktisan, serta tes literasi dan numerasi. Subjek penelitian terdiri atas 6 orang ahli, 3 guru TK, dan 30 anak TK B. Hasil penelitian menunjukkan bahwa: (1) Rancang bangun media disusun menggunakan platform Flutter dan Firebase dengan pendekatan gaya belajar VARK yang disesuaikan dengan struktur rencana pembelajaran TK B; (2) Validasi media oleh lima kategori ahli menunjukkan hasil sangat valid, dengan rerata indeks Aiken dan rerata skor kevalidan di atas 0,85; (3) Uji kepraktisan menunjukkan respon guru sebesar 95,56% dan anak sebesar 91,48%, tergolong sangat praktis; (4) Uji efektivitas menggunakan MANOVA menunjukkan pengaruh signifikan media terhadap kemampuan literasi dan numerasi secara simultan (Wilks' Lambda = 0.247; sig. = 0.000). Uji parsial menunjukkan pengaruh signifikan terhadap literasi ($F = 20.711$; sig. = 0.000) dan numerasi ($F = 63.439$; sig. = 0.000). Berdasarkan hasil tersebut, dapat disimpulkan bahwa media ini valid, praktis, dan efektif untuk meningkatkan literasi dan numerasi anak usia dini dengan pendekatan pembelajaran berdiferensiasi berbasis gaya belajar.

ABSTRACT

Widianingsih, Komang Tri, *Development Of Differentiated Interactive Learning Media Based On Learning Styles To Enhance Literacy And Numeracy Skills Of Tk B Universal Students*, Thesis, Early Childhood Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and reviewed by Supervisor I: Prof. Dr. I Nyoman Jampel, M.Pd , and Supervisor II: Dr I Gede Astawan, S.Pd M.Pd.

Keywords: interactive media, literacy, numeracy, learning styles, early childhood.

This study aims to develop differentiated interactive learning media based on learning styles to enhance the literacy and numeracy skills of 5–6-year-old children at TK B Universal Denpasar. The research employed the ADDIE development model, encompassing the stages of Analysis, Design, Development, Implementation, and Evaluation. The instruments used included expert validation sheets (for content, media Design, practitioners, literacy, and numeracy), practicality questionnaires, and literacy-numeracy tests. The study involved 6 experts, 3 early childhood education teachers, and 30 TK B students. The findings revealed that: (1) The media was Designed using the Flutter and Firebase platforms, incorporating the VARK learning style model and aligned with the structure of the TK B Rencana Pembelajaran and; (2) Validation by five categories of experts showed a high level of validity, with average Aiken's index and validity scores above 0.85; (3) Practicality testing yielded a 95.56% response rate from teachers and a 91.48% response rate from students, indicating high practicality; (4) MANOVA Analysis demonstrated a significant overall effect of the media on literacy and numeracy skills (Wilks' Lambda = 0.247; sig. = 0.000). Partial tests also revealed significant effects on literacy ($F = 20.711$; sig. = 0.000) and numeracy ($F = 63.439$; sig. = 0.000). Based on these results, it can be concluded that the developed media is valid, practical, and effective for improving early childhood literacy and numeracy through a differentiated learning approach based on learning styles.