

## ABSTRAK

Ermawati, Ni Made Dewi (2026), *Pengembangan Media Pembelajaran Interaktif Berorientasi Model “ARSELTHK” Untuk Meningkatkan Pemahaman Konsep Bunga Tunggal dan Majemuk Serta Karakter Siswa*, Tesis, Pendidikan Matematika, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci* : media pembelajaran interaktif, model ARSELTHK, *social emotional learning*, *tri hita karana*, pemahaman konsep, bunga tunggal, bunga majemuk, mandiri, kreatif

Penelitian ini bertujuan untuk: (i) mengetahui karakteristik media pembelajaran interaktif berorientasi model “ARSELTHK” yang valid, praktis, dan efektif dalam meningkatkan pemahaman konsep matematika pada materi Bunga Tunggal dan Majemuk serta karakter mandiri dan kreatif siswa; (ii) mengetahui penggunaan media pembelajaran interaktif dalam pembelajaran. Model penelitian yang digunakan merupakan penelitian desain model Plomp yang meliputi fase *preliminary research* (investigasi awal), design (perancangan), realisasi/konstruksi, dan tes/evaluasi/revisi. Penelitian dilaksanakan di SMK Negeri 2 Tabanan dengan subjek 123 siswa kelas XI Kuliner 1, 2, 3 semester ganjil tahun pelajaran 2025/2026 dengan masing-masing kelas 41 orang, 1 dosen matematika, dan 1 guru matematika. Teknik pengumpulan data adalah observasi, wawancara, studi dokumenter, angket, dan tes. Data penelitian dianalisis secara deskriptif kualitatif dan kuantitatif, dimana hasil penelitian menunjukkan bahwa media pembelajaran interaktif valid dengan skor validitas konstruk 4,75 dan validitas isi 4,85 dari skor maksimum 5. Dari aspek kepraktisan, respon siswa pada uji terbatas 83,41% (sangat praktis), 84,95% (sangat praktis) pada uji coba lapangan I, dan pada uji coba lapangan II 86,41% (sangat praktis), sedangkan respon guru pada uji terbatas 83,63% (sangat praktis), 85,45% (sangat praktis) pada uji coba lapangan I, dan pada uji lapangan II 89,09% (sangat praktis). Dari aspek keefektifan, persentase ketuntasan tes pemahaman konsep yaitu 78,05% pada uji terbatas, 80,49% pada uji coba lapangan I, dan 82,93% pada uji coba lapangan II. Keefektifan media dalam meningkatkan karakter mandiri diperoleh hasil pada uji terbatas 33 orang (80,49%), uji coba lapangan I 35 orang (85,37%), dan uji coba lapangan II 36 orang (87,80%) karakter mandiri berada pada kategori membudaya, sedangkan pada karakter kreatif 33 orang (80,49%) pada uji terbatas, 34 orang (82,93%) pada uji coba lapangan I, dan 35 orang (85,37%) pada uji coba lapangan II karakter sudah membudaya. Hal ini menunjukkan bahwa media pembelajaran interaktif berorientasi model “ARSELTHK” memenuhi kriteria valid, praktis, dan efektif dengan karakteristik (1) dilengkapi petunjuk penggunaan bagi guru, orang tua, dan siswa; (2) memuat konten *Social Emotional Learning* (SEL), nilai *Tri Hita Karana* (THK), serta penguatan karakter mandiri dan kreatif; dan (3) menyajikan aktivitas eksploratif, simulasi interaktif, refleksi diri, dan pembelajaran kontekstual yang terintegrasi. Penggunaan media dilakukan secara sistematis mulai dari tahap pendahuluan, inti, dan penutup yang mengintegrasikan SEL, THK, kolaborasi guru, siswa, dan orang tua.

## ABSTRACT

Ermawati, Ni Made Dewi (2026). *Development of Interactive Learning Media Oriented to the "ARSELTHK" Model to Improve Understanding of Simple and Compound Interest Concepts and Students' Character*. Thesis. Mathematics Education, Graduate Program, Universitas Pendidikan Ganesha.

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**Keywords:** interactive learning media, ARSELTHK model, social emotional learning, Tri Hita Karana, conceptual understanding, simple interest, compound interest, independence, creativity

This study aims to: (i) identify the characteristics of interactive learning media oriented toward the "ARSELTHK" model that are valid, practical, and effective in improving students' understanding of mathematical concepts on the topics of Simple and Compound Interest as well as fostering students' independent and creative character; and (ii) examine the use of interactive learning media in the learning process. The research employed the Plomp design research model, which consists of the phases of preliminary research (initial investigation), design, realization/construction, and testing/evaluation/revision. The study was conducted at SMK Negeri 2 Tabanan with research subjects comprising 123 eleventh-grade students of Culinary Arts classes XI Kuliner 1, 2, and 3 in the odd semester of the 2025/2026 academic year (41 students per class), one mathematics lecturer, and one mathematics teacher. Data were collected through observation, interviews, document analysis, questionnaires, and tests. The data were analyzed using descriptive qualitative and quantitative methods. The results showed that the interactive learning media were valid, with a construct validity score of 4.75 and a content validity score of 4.85 out of a maximum score of 5. In terms of practicality, student responses were 83.41% (very practical) in the limited trial, 84.95% (very practical) in field trial I, and 86.41% (very practical) in field trial II. Teacher responses were 83.63% (very practical) in the limited trial, 85.45% (very practical) in field trial I, and 89.09% (very practical) in field trial II. Regarding effectiveness, mastery of conceptual understanding reached 78.05% in the limited trial, 80.49% in field trial I, and 82.93% in field trial II. The effectiveness of the media in enhancing independent character showed that 33 students (80.49%), 35 students (85.37%), and 36 students (87.80%) achieved a well-established level across the three trials, respectively. For creative character, 33 students (80.49%), 34 students (82.93%), and 35 students (85.37%) reached a well established level. These findings indicate that the "ARSELTHK" oriented interactive learning media meet the criteria of validity, practicality, and effectiveness, characterized by: (1) the inclusion of usage guidelines for teachers, parents, and students; (2) the integration of Social Emotional Learning (SEL), Tri Hita Karana (THK) values, and reinforcement of independent and creative character; and (3) the presentation of exploratory activities, interactive simulations, self-reflection, and integrated contextual learning. The use of the media is implemented systematically through the introductory, core, and closing stages of learning, integrating SEL, THK, and collaboration among teachers, students, and parents.