ABSTRAK

Tupen, Angel Veranita Sari (2026). *Pengembangan Media Puzzle Digital Gambar Berseri untuk Meningkatkan Keterampilan Menulis Narasi Peserta Didik Kelas V Sekolah Dasar*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: gambar berseri, keterampilan menulis narasi, media *puzzle* digital

Keterampilan menulis narasi merupakan salah satu kompetensi penting dalam pembelajaran Bahasa Indonesia di sekolah dasar, namun pada praktiknya masih banyak peserta didik yang mengalami kesulitan dalam menyusun cerita secara runtut dan terstruktur. Oleh karena itu, penelitian ini bertujuan untuk menghasilkan media *puzzle* digital gambar berseri serta menganalisis validitas, kepraktisan, dan efektivitasnya dalam meningkatkan keterampilan menulis narasi peserta didik kelas V sekolah dasar. Penelitian ini menggunakan metode penelitian dan pengembangan (R&D) dengan model ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Penelitian ini dilaksanakan di SD Katolik Soverdi Tuban pada peserta didik kelas V. Subjek dari penelitian ini adalah media *puzzle* digital gambar berseri yang dikembangkan. Teknik pengumpulan data yang digunakan berupa kuesioner dan tes. Instrumen pengumpulan data berupa angket validasi ahli, angket kepraktisan guru dan peserta didik, serta tes keterampilan menulis narasi. Hasil penelitian menunjukkan bahwa media *puzzle* digital gambar berseri memenuhi kriteria layak ditinjau dari aspek validitas, kepraktisan, dan efektivitas. Uji validitas oleh ahli media dan ahli materi masing-masing memperoleh persentase 89,17% dan 86,67%, sedangkan uji kepraktisan oleh guru dan peserta didik menunjukkan persentase 96,67 % dan 93,98%. Hasil uji normalitas menunjukkan data *pretest* dan *postest* berdistribusi normal dengan nilai signifikansi masing-masing sebesar 0,219 dan 0,102 (> 0,05), serta uji homogenitas menunjukkan varians data homogen dengan nilai signifikansi 0,695. Hasil uji *paired t-test* menunjukkan nilai t_{hitung} sebesar 15,866 lebih besar daripada t_{tabel} sebesar 2,034, sehingga terdapat perbedaan yang signifikan keterampilan menulis narasi peserta didik sebelum dan sesudah penggunaan media *puzzle* digital gambar berseri. Selain itu, hasil perhitungan *effect size* menggunakan *Cohen's d* menunjukkan nilai sebesar 2,271 pada kategori sangat besar, yang menegaskan bahwa media *puzzle* digital gambar berseri memberikan pengaruh yang sangat kuat terhadap peningkatan keterampilan menulis narasi peserta didik kelas V sekolah dasar

ABSTRACT

Tupen, Angel Veranita Sari (2026). Development of Digital Sequential Picture Puzzle Media to Improve Narrative Writing Skills of Fifth-Grade Elementary School Students. Thesis, Elementary Education, Graduate Program, Universitas Pendidikan Ganesha.

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Keywords: sequential pictures, narrative writing skills, digital puzzle media

Narrative writing skills are one of the essential competencies in Indonesian language learning at the elementary school level; however, in practice, many students still experience difficulties in composing stories in a coherent and wellstructured manner. Therefore, this study aims to develop a digital picture series puzzle medium and to analyze its validity, practicality, and effectiveness in improving the narrative writing skills of fifth-grade elementary school students. This study employed a research and development (R&D) method using the ADDIE model, which consists of the analysis, design, development, implementation, and evaluation stages. The research was conducted at SD Katolik Soverdi Tuban with fifth-grade students. The subject of this study was the developed digital picture series puzzle medium. Data were collected using questionnaires and tests. The data collection instruments included expert validation questionnaires, teacher and student practicality questionnaires, and narrative writing skill tests. Data analysis techniques comprised qualitative and quantitative descriptive analyses to assess the validity and practicality of the digital picture series puzzle medium. Effectiveness analysis was conducted through a series of statistical tests, including prerequisite tests, hypothesis testing, and effect size calculation. The results indicate that the digital picture series puzzle medium meets the feasibility criteria in terms of validity, practicality, and effectiveness. Validity tests conducted by media experts and subject-matter experts yielded percentages of 89.17% and 86.67%, respectively, while practicality tests by teachers and students showed percentages of 96.67% and 93.98%. The normality test results indicated that the pretest and posttest data were normally distributed, with significance values of 0.219 and 0.102 (> 0.05), respectively, and the homogeneity test showed that the data variances were homogeneous, with a significance value of 0.695. The paired t-test results revealed a t-count value of 15.866, which is greater than the t-table value of 2.034, indicating a significant difference in students' narrative writing skills before and after the use of the digital picture series puzzle medium. Furthermore, the effect size calculation using Cohen's d produced a value of 2.271, categorized as very large, confirming that the digital picture series puzzle medium has a very strong effect on improving the narrative writing skills of fifth-grade elementary school students.