

**PENGEMBANGAN MEDIA *FLASHCARD* 3D BERBASIS
PENDEKATAN KONTEKSTUAL PADA MATERI PENJUMLAHAN DAN
PENGURANGAN PECAHAN KELAS V SEKOLAH DASAR**

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan serta menilai validitas dan kepraktisan media *flashcard* 3D berbasis pendekatan kontekstual pada materi penjumlahan dan pengurangan pecahan bagi peserta didik kelas V Sekolah Dasar. Pengembangan media ini mempertimbangkan karakteristik peserta didik yang didominasi gaya belajar visual dan kinestetik, sehingga diharapkan dapat membantu peserta didik memahami konsep pecahan secara lebih konkret, kontekstual, dan menyenangkan. Penelitian ini menggunakan metode penelitian pengembangan (*Research and Development*) dengan model ADDIE, yang mencakup tahap analisis kebutuhan, perancangan media, pengembangan, implementasi, dan evaluasi untuk memastikan media yang dihasilkan sesuai dengan tujuan pembelajaran. Subjek penelitian terdiri atas 9 peserta didik dan guru kelas yang berperan dalam menilai media melalui observasi langsung, pengisian angket, serta lembar penilaian kepraktisan. Selain itu, penelitian ini juga melakukan uji validitas materi dan media, yang masing-masing memperoleh skor validitas sebesar 96%, menunjukkan bahwa media memenuhi kriteria keakuratan konsep, relevansi materi, dan kemampuan media dalam memfasilitasi pemahaman peserta didik secara optimal. Analisis data dilakukan secara deskriptif kuantitatif untuk menilai tingkat kepraktisan media dalam mendukung proses pembelajaran. Hasil penelitian menunjukkan bahwa media *flashcard* 3D berbasis pendekatan kontekstual dinyatakan sangat praktis dan mudah digunakan, dengan persentase kepraktisan sebesar 97% menurut guru dan peserta didik. Media ini terbukti mampu meningkatkan pemahaman konsep pecahan secara konkret, memperkuat interaksi dalam pembelajaran, dan mendukung pelaksanaan pembelajaran yang lebih aktif, menyenangkan, dan partisipatif. Berdasarkan temuan tersebut, disarankan agar penelitian selanjutnya menguji efektivitas media pada skala kelas yang lebih besar atau pada materi matematika lainnya, serta mempertimbangkan integrasi teknologi tambahan untuk memperkaya pengalaman belajar sehingga pengembangan media pembelajaran dapat lebih optimal dalam meningkatkan pemahaman dan motivasi belajar peserta didik.

Kata kunci: media pembelajaran, *flashcard* 3D, pendekatan kontekstual, pecahan, sekolah dasar

**DEVELOPMENT OF CONTEXTUAL-BASED 3D FLASHCARD MEDIA ON
FRACTION ADDITION AND SUBTRACTION MATERIAL FOR FIFTH-
GRADE ELEMENTARY SCHOOL**

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ABSTRACT

This study aims to develop and evaluate the validity and practicality of a 3D flashcard media based on a contextual approach for teaching addition and subtraction of fractions to fifth-grade elementary school students. The development of this media considers the characteristics of students who are predominantly visual and kinesthetic learners, with the expectation that it can help students understand fraction concepts more concretely, contextually, and enjoyably. This research employed a Research and Development (R&D) method using the ADDIE model, which includes the stages of needs analysis, media design, development, implementation, and evaluation to ensure that the resulting media aligns with learning objectives. The subjects of this study consisted of nine students and the classroom teacher, who assessed the media through direct observation, questionnaire completion, and practical evaluation sheets. Furthermore, this study conducted validity tests for both the material and the media, each achieving a validity score of 96%, indicating that the media met the criteria for conceptual accuracy, material relevance, and its ability to facilitate optimal student understanding. Data analysis was conducted using descriptive quantitative methods to evaluate the practicality of the media in supporting the learning process. The results showed that the 3D flashcard media based on a contextual approach was highly practical and easy to use, with a practicality percentage of 97% according to both the teacher and students. The media proved capable of enhancing students' understanding of fraction concepts concretely, strengthening classroom interaction, and supporting a more active, enjoyable, and participatory learning process. Based on these findings, it is recommended that future research examine the effectiveness of the media on a larger class scale or with other mathematics topics and consider integrating additional technologies to enrich the learning experience, so that the development of learning media can more optimally improve students' understanding and learning motivation.

Keyword: learning media, 3D flashcards, contextual approach, fractions, elementary school