

**PENGEMBANGAN MEDIA PEMBELAJARAN
FLIPBOOK DIGITAL BERBASIS PENDEKATAN
KONTEKSTUAL UNTUK MENINGKATKAN
ECOLITERACY SISWA KELAS V SD**

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media pembelajaran *flipbook* digital berbasis pendekatan kontekstual untuk meningkatkan *ecoliteracy* siswa kelas V SD yang diuji tingkat validitas media, kepraktisan media, serta eektivitas media. Penelitian ini menggunakan model ADDIE (*Analyze, Design, Development, Implementation, and Evaluation*). Metode pengumpulan data yang digunakan yaitu observasi, wawancara dan kuisioner. Validitas media dilakukan oleh 2 ahli media dan 2 ahli materi. Kepraktisan media melibatkan 20 Siswa kelas V dan 2 Guru. Pengujian eektivitas media menggunakan desain *one group pretest posttest* dengan jumlah sampel sebanyak 20 siswa kelas V. Data hasil penelitian dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan rata-rata koefisien uji ahli materi sebesar 3,80 dan uji ahli media sebesar 3,85 dengan kualifikasi “Sangat Baik”, hasil uji respon siswa dan guru masing-masing 93,75% dan 95,50% dengan kualifikasi “Sangat Praktis”, serta uji eektivitas dengan nilai Sig. 0,000 (Sig. < 0,05) yang artinya terdapat peningkatan hasil tes *ecoliteracy* siswa setelah menggunakan media. Dengan demikian, dapat disimpulkan bahwa media pembelajaran *flipbook* digital berbasis pendekatan kontekstual layak, praktis dan eektiv digunakan sebagai media meningkatkan *ecoliteracy* siswa sekolah dasar.

Kata Kunci : *flipbook* digital, pendekatan kontekstual, *ecoliteracy*, ADDIE, sekolah dasar

***DEVELOPMENT OF DIGITAL FLIPBOOK LEARNING
MEDIA BASED ON A CONTEXTUAL APPROACH TO
IMPROVE ECOLITERACY OF GRADE V ELEMENTARY
SCHOOL STUDENTS***

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ABSTRACT

This research aims to develop a digital flipbook learning media based on a contextual approach to improve the ecoliteracy of grade V elementary school students who are tested for the level of media validity, media practicality, and media effectiveness. This research uses the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) model. The data collection methods used were observation, interviews and questionnaires. Media validity is carried out by 2 media experts and 2 material experts. The practicality of the media involved 20 students in grade V and 2 teachers. The media effectiveness test was conducted using a one group pretest posttest design with a sample of 20 class V students. The data from the research results were analyzed qualitatively and quantitatively. The results showed that the average test coefficient of the material expert test was 3.80 and the media expert test was 3.85 with a qualification of "Very Good", the results of the student and teacher response test were 93.75% and 95.50% respectively with the qualification of "Very Practical", as well as the effectiveness test with a value of Sig. 0.000 (Sig. < 0.05) which means that there was an increase in the results of the student ecoliteracy test after using the media. Thus, it can be concluded that digital flipbook learning media based on a contextual approach is feasible, practical and effective to be used as a medium to improve the ecoliteracy of elementary school students.

Keywords : *digital flipbook, contextual approach, ecoliteracy, ADDIE, school Basic*