

**PENGEMBANGAN *E-FLASHCARD* BERBASIS *WHOLE LANGUAGE*
UNTUK MENINGKATKAN KETERAMPILAN MEMBACA
PEMAHAMAN BAHASA INDONESIA SISWA KELAS V MADRASAH
IBTIDAIYAH**

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ABSTRAK

Keterampilan membaca pemahaman siswa sekolah dasar masih tergolong rendah, salah satunya disebabkan oleh keterbatasan penggunaan media pembelajaran yang menarik dan interaktif. Penelitian ini bertujuan untuk mengembangkan *media E-Flashcard* berbasis *Whole Language*, menguji tingkat validitas, kepraktisan, serta efektivitasnya dalam meningkatkan keterampilan membaca pemahaman siswa pada materi kata sifat. Penelitian ini menggunakan metode penelitian dan pengembangan dengan model ADDIE yang meliputi tahap analisis, perancangan, pengembangan, implementasi, dan evaluasi. Subjek penelitian adalah produk media *E-Flashcard* yang dikembangkan, sedangkan subjek uji coba terdiri atas 27 siswa kelas V Madrasah Ibtidaiyah. Teknik pengumpulan data meliputi observasi, wawancara, dan angket, dengan instrumen berupa lembar observasi, *rating scale*, dan kuesioner. Analisis data dilakukan melalui uji validitas, analisis deskriptif, serta uji statistik untuk melihat peningkatan hasil belajar. Hasil penelitian menunjukkan bahwa: (1) validitas media memperoleh skor 3,77 dengan kategori sangat valid, sedangkan validitas materi memperoleh skor 3,8 dengan kategori sangat valid; (2) tingkat kepraktisan menurut guru mencapai 96% dengan kualifikasi sangat praktis, uji perorangan siswa sebesar 93% dengan kualifikasi sangat praktis, serta uji kelompok kecil sebesar 90% dengan kualifikasi sangat praktis; dan (3) hasil analisis efektivitas menunjukkan bahwa media *E-Flashcard* berbasis *Whole Language* efektif dalam meningkatkan keterampilan membaca pemahaman siswa.

Kata kunci: *E-Flashcard*, *Whole Language*, Membaca pemahaman, Kata sifat, Siswa Sekolah Dasar.

**THE DEVELOPMENT OF WHOLE LANGUAGE BASED E-
FLASHCARDS TO IMPROVE INDONESIAN READING
COMPREHENSION SKILLS OF FIFTH GRADE MADRASAH
IBTIDAIYAH STUDENTS**

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ABSTRACT

Elementary school students' reading comprehension skills are still relatively low, one of which is caused by the limited use of engaging and interactive learning media. This study aims to develop Whole Language-based e-flashcards and to examine their validity, practicality, and effectiveness in improving students' reading comprehension skills on adjective material. This research employed a research and development method using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The research subject was the developed e-flashcard media product, while the trial subjects consisted of 27 fifth-grade Madrasah Ibtidaiyah students. Data collection techniques included observation, interviews, and questionnaires, with instruments in the form of observation sheets, rating scales, and questionnaires. Data were analyzed using validity testing, descriptive analysis, and statistical tests to determine improvement in learning outcomes. The results showed that: (1) the media validity score was 3.77, categorized as very valid, while the material validity score was 3.8, also categorized as very valid; (2) the practicality level according to teachers reached 96% (very practical), individual student trials reached 93% (very practical), and small group trials reached 90% (very practical); and (3) the effectiveness analysis indicated that the Whole Language-based e-flashcard media was effective in improving students' reading comprehension skills.

Keywords: E-Flashcard, Whole Language, Reading Comprehension, Adjectives, Elementary School Students.