

**PENGEMBANGAN MEDIA TAKURA BERBASIS KONTEKSTUAL
MATERI PENJUMLAHAN DAN PENGURANGAN BILANGAN CACAH
SISWA KELAS II SD NEGERI 5 GIANYAR**

Oleh

Anak Agung Istri Sukma Dewi, NIM 2211031013

Program Studi Pendidikan Guru Sekolah Dasar

Jurusan Pendidikan Dasar

ABSTRAK

Penelitian pengembangan ini dilatarbelakangi oleh kurangnya variasi media pembelajaran pada materi penjumlahan dan pengurangan bilangan cacah, sehingga hasil belajar siswa belum optimal. Penelitian ini bertujuan untuk mengetahui (1) hasil rancang bangun dari media Takura berbasis kontekstual (2) validitas produk media Takura berbasis kontekstual materi (3) kepraktisan media Takura berbasis kontekstual (4) efektivitas penggunaan media Takura berbasis kontekstual materi penjumlahan dan pengurangan bilangan cacah siswa kelas II sekolah dasar. Penelitian ini merupakan penelitian pengembangan yang mengacu pada model ADDIE. Subjek penelitian adalah 34 siswa kelas II SD Negeri 5 Gianyar. Metode pengumpulan data yang digunakan adalah tes dan metode non tes berupa angket. Penelitian ini menggunakan teknik analisis data deskriptif kuantitatif, deskriptif kualitatif, dan statistik inferensial. Hasil dari penelitian bahwa (1) hasil rancang bangun media Takura berbasis kontekstual berupa media pembelajaran digital yang memuat halaman pembuka, petunjuk penggunaan, capaian dan tujuan pembelajaran, materi penjumlahan dan pengurangan yang disajikan melalui teks dan gambar kontekstual, game, evaluasi, audio, serta profil pengembang, yang dikembangkan berdasarkan *flowchart*, *storyboard*, dan diagram alir sesuai dengan model ADDIE; (2) hasil uji validitas menunjukkan media yang dikembangkan dinyatakan valid dengan kualifikasi sangat baik berdasarkan penilaian ahli. Persentase penilaian ahli isi/materi pembelajaran 95,83%, ahli desain pembelajaran 98,33%, ahli media pembelajaran 96,67%; (3) hasil uji kepraktisan menunjukkan media yang dikembangkan dinyatakan praktis digunakan dengan kualifikasi sangat baik berdasarkan penilaian guru dan siswa. Persentase uji coba oleh guru 96,67%, uji coba perorangan 95,56%, dan uji coba kelompok kecil 95,74%; serta (4) Hasil uji efektivitas memperoleh nilai t_{hitung} 3,546 dan nilai t_{tabel} 1,690, sehingga $t_{hitung} > t_{tabel}$ ($3,546 > 1,690$), yang berarti H_0 ditolak dan H_1 diterima. Hal ini menunjukkan bahwa rata-rata hasil belajar siswa setelah menggunakan media Takura berbasis kontekstual lebih dari nilai yang ditetapkan oleh BSKAP. Berdasarkan hasil tersebut, dapat disimpulkan bahwa media Takura berbasis kontekstual efektif diterapkan pada materi penjumlahan dan pengurangan bilangan cacah siswa kelas II sekolah dasar.

Kata Kunci: Multimedia Interaktif, Pendekatan Kontekstual, Penjumlahan dan Pengurangan

ABSTRACT

This development research was motivated by the lack of variation in learning media for addition and subtraction of whole numbers, resulting in less optimal student learning outcomes. This study aims to find out (1) the design results of contextual-based Takura media, (2) the validity of contextual-based Takura media products, (3) the practicality of contextual-based Takura media, (4) the effectiveness of contextual-based Takura media in improving addition and subtraction learning outcomes of second-grade elementary school students. This research is a development research that refers to the ADDIE model. The subjects of the study were 34 grade II students of SD Negeri 5 Gianyar. The data collection methods used are tests and non-test methods in the form of questionnaires. This study uses quantitative descriptive data analysis techniques, qualitative descriptive, and inferential statistics. The results of the study are that (1) the results of the design and construction of contextual-based Takura media in the form of digital learning media that contain the opening page, instructions for use, learning outcomes and objectives, addition and subtraction materials presented through contextual text and images, games, evaluations, audio, and developer profiles, which are developed based on flowcharts, storyboards, and flowcharts in accordance with the ADDIE model; (2) The results of the validity test show that the developed media is declared valid with excellent qualifications based on expert assessment. The percentage of content/learning material experts is 95.83%, the percentage of learning design experts is 98.33%, the percentage of learning media experts is 96.67%; (3) The results of the practicality test show that the developed media is declared practical with very good qualifications based on the assessment of teachers and students. The percentage of trials by teachers was 96.67%, individual trials were 95.56%, and small group trials were 95.74%; and (4) The results of the effectiveness test obtained a score t_{hitung} of 3.546 and t_{tabel} a value of 1.690, so that $t_{hitung} > t_{tabel}$ ($3.546 > 1.690$), which means that H_0 was rejected and H_1 was accepted. This shows that the average student learning outcomes after using contextual-based Takura media are greater than the values set by BSKAP. Based on these results, it can be concluded that contextually-based Takura media is effectively applied to the addition and subtraction of the whole number of elementary school grade II students.

Keywords: *Interactive Multimedia, Contextual Approach, Addition and Subtraction*