

**PENGEMBANGAN MULTIMEDIA INTERAKTIF BERBASIS
GAMIFIKASI PEMBELAJARAN UNTUK MENINGKATKAN HASIL
BELAJAR BINA DIRI ANAK TUNAGRAHITA**

Zefanya Sherafim, NIM 2211021016

Program Studi Teknologi Pendidikan

Jurusan Ilmu Pendidikan, Psikologi, dan Bimbingan

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya pemanfaatan teknologi pembelajaran yang mampu mengakomodasi karakteristik peserta didik berkebutuhan khusus, khususnya anak tunagrahita, melalui media yang konkret, menarik, dan interaktif. Penelitian ini bertujuan untuk: (1) mendeskripsikan proses pengembangan multimedia interaktif berbasis gamifikasi pada pembelajaran bina diri, (2) menganalisis tingkat validitas produk, (3) mengkaji tingkat kepraktisan penggunaan multimedia interaktif berbasis gamifikasi, serta (4) menguji efektivitasnya dalam meningkatkan hasil belajar siswa tunagrahita. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE yang meliputi tahap analisis, perancangan, pengembangan, implementasi, dan evaluasi. Metode pengumpulan data dilakukan melalui kuesioner, observasi, wawancara, dan tes. Teknik analisis data menggunakan analisis deskriptif kuantitatif untuk menggambarkan kualitas produk dan uji-t untuk menguji efektivitas peningkatan hasil belajar siswa. Hasil penelitian menunjukkan bahwa: (1) produk multimedia interaktif berbasis gamifikasi berhasil dikembangkan sesuai tahapan model ADDIE dengan memadukan elemen visual, audio, animasi, serta unsur permainan seperti level dan penghargaan; (2) tingkat validitas produk berada pada kategori sangat baik berdasarkan penilaian ahli materi, ahli media, dan ahli desain; (3) tingkat kepraktisan penggunaan oleh guru dan siswa menunjukkan kategori sangat baik sehingga media mudah digunakan dalam pembelajaran; dan (4) hasil uji efektivitas menunjukkan adanya peningkatan signifikan antara nilai *pre-test* sebesar 64,67 dan *post-test* sebesar 76,07, yang menandakan bahwa multimedia interaktif berbasis gamifikasi efektif dalam meningkatkan hasil belajar bina diri. Implikasi penelitian ini menunjukkan bahwa multimedia interaktif berbasis gamifikasi dapat menjadi alternatif media pembelajaran inovatif yang mampu meningkatkan motivasi, keterlibatan, serta pemahaman konsep pada peserta didik tunagrahita.

Kata kunci: Multimedia Interaktif, Gamifikasi, Bina Diri, Tunagrahita, Hasil Belajar

**DEVELOPMENT OF GAMIFICATION-BASED INTERACTIVE
MULTIMEDIA TO IMPROVE SELF-CARE LEARNING OUTCOMES OF
STUDENTS WITH INTELLECTUAL DISABILITIES**

Zefanya Sherafim, Student ID 2211021016

Educational Technology Study Program

Department of Educational Psychology and Guidance

ABSTRACT

This study is motivated by the importance of utilizing learning technology that can accommodate the characteristics of students with special needs, particularly students with intellectual disabilities, through concrete, engaging, and interactive media. This study aims to: (1) describe the development process of gamification-based interactive multimedia in self-care learning, (2) analyze the validity level of the product, (3) examine the practicality of using gamification-based interactive multimedia, and (4) test its effectiveness in improving the learning outcomes of students with intellectual disabilities. This study is a development research using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. Data collection methods include questionnaires, observations, interviews, and tests. The data analysis technique uses quantitative descriptive analysis to describe product quality and a t-test to examine the effectiveness of improving student learning outcomes. The results show that: (1) the gamification-based interactive multimedia product was successfully developed following the ADDIE stages by integrating visual, audio, animation elements, and game features such as levels and rewards; (2) the product validity level is categorized as very good based on assessments from material experts, media experts, and design experts; (3) the practicality level by teachers and students is categorized as very good, indicating that the media is easy to use in learning; and (4) the effectiveness test results show a significant increase between the pre-test score of 64.67 and the post-test score of 76.07, indicating that the gamification-based interactive multimedia is effective in improving self-care learning outcomes. The implications of this study indicate that gamification-based interactive multimedia can serve as an innovative learning media alternative that enhances motivation, engagement, and conceptual understanding among students with intellectual disabilities.

Keywords: *Interactive Multimedia, Gamification, Self-Care, Intellectual Disabilities, Learning Outcomes*