

ABSTRAK

Penelitian pengembangan ini dilatarbelakangi oleh terbatasnya variasi media pembelajaran digital dalam pembelajaran matematika, khususnya pada materi bangun datar, sehingga hasil belajar siswa kurang optimal. Penelitian ini bertujuan untuk mengetahui (1) rancang bangun media Berkelana Bersama Buntar, (2) validitas media Berkelana Bersama Buntar, (3) kepraktisan penggunaan Berkelana Bersama Buntar, dan (4) efektivitas media Berkelana Bersama Buntar pada pembelajaran matematika materi bangun datar siswa kelas II sekolah dasar. Penelitian ini merupakan penelitian pengembangan yang mengacu pada model ADDIE. Subjek penelitian terdiri atas 24 siswa kelas II SD N 2 Keliki. Metode pengumpulan data yang digunakan adalah non-tes berupa angket dan metode tes. Teknik analisis data yang digunakan meliputi analisis deskriptif kuantitatif, deskriptif kualitatif, dan statistik inferensial. Hasil penelitian menunjukkan bahwa: (1) rancang bangun media Berkelana Bersama Buntar berupa media pembelajaran digital berbentuk multimedia interaktif yang dikembangkan berdasarkan flowchart dan storyboard dan diagram alir sesuai alur model ADDIE; (2) hasil uji validitas menunjukkan bahwa media Berkelana Bersama Buntar memperoleh kualifikasi sangat baik berdasarkan penilaian ahli isi/materi pembelajaran 96,67%, ahli desain pembelajaran 93,33%, dan ahli media pembelajaran 96,67%, sehingga dinyatakan media valid; (3) hasil uji kepraktisan menunjukkan bahwa media Berkelana Bersama Buntar memperoleh respons sangat baik berdasarkan penilaian guru 95%, uji coba perorangan 95%, dan uji coba kelompok kecil 95,55%, sehingga media dinyatakan praktis untuk digunakan; serta (4) hasil uji efektivitas memperoleh nilai thitung 1,787 dan ttabel 1,714, sehingga thitung > ttabel yang berarti H0 ditolak dan H1 diterima. Hal ini menunjukkan bahwa rata-rata hasil post-test siswa setelah menggunakan media Berkelana Bersama Buntar berbasis kearifan lokal lebih dari nilai ketuntasan BSKAP (89,16 > 86). Berdasarkan hasil tersebut, dapat disimpulkan bahwa media Berkelana Bersama Buntar berbasis kearifan lokal efektif diterapkan pada pembelajaran matematika materi bangun datar siswa kelas II sekolah dasar.

Kata Kunci: Multimedia Interaktif, Pendekatan Kearifan Lokal, Matematika, Bangun Datar, Hasil Belajar

ABSTRACT

This development research is motivated by the limited variety of digital learning media in mathematics learning, especially in the material of plane figures, so that student learning outcomes are less than optimal. This study aims to determine (1) the design of the Berkelana Bersama Buntar media, (2) the validity of the Berkelana Bersama Buntar media, (3) the practicality of using Berkelana Bersama Buntar, and (4) the effectiveness of the Berkelana Bersama Buntar media in mathematics learning of plane figures for second-grade elementary school students. This research is a development research that refers to the ADDIE model. The research subjects consisted of 24 second-grade students of SD N 2 Keliki. The data collection method used was non-test in the form of questionnaires and test methods. The data analysis techniques used included quantitative descriptive analysis, qualitative descriptive analysis, and inferential statistics. The results of the study show that: (1) the design of the Berkelana Bersama Buntar media is a digital learning media in the form of interactive multimedia developed based on flowcharts and storyboards and flow diagrams according to the ADDIE model flow; (2) the results of the validity test show that the Berkelana Bersama Buntar media obtained very good qualifications based on the assessment of content/learning material experts 96.67%, learning design experts 93.33%, and learning media experts 96.67%, so it is declared a valid media; (3) the results of the practicality test show that the Berkelana Bersama Buntar media received a very good response based on the teacher's assessment 95%, individual trials 95%, and small group trials 95.55%, so the media is declared practical to use; and (4) the results of the effectiveness test obtained a t-value of 1.787 and t-table 1.714, so that t-value > t-table which means H_0 is rejected and H_1 is accepted. This shows that the average post-test results of students after using the Berkelana Bersama Buntar media based on local wisdom are more than the BSKAP completion value ($89.16 > 86$). Based on these results, it can be concluded that the local wisdom-based Berkelana Bersama Buntar media is effective in applying it to mathematics learning about flat shapes for second-grade elementary school students.

Keywords: *Interactive Multimedia, Local Wisdom Approach, Mathematics, Planar Shapes, Learning Outcomes*