

**PENGEMBANGAN MULTIMEDIA INTERAKTIF BERBASIS MODEL
PBL PADA MATERI PERKALIAN DAN PEMBAGIAN KELAS 3 SD
NEGERI 13 KESIMAN**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar siswa pada materi perkalian dan pembagian bilangan cacah yang belum mencapai standar ketuntasan BSKAP yaitu 86. Kondisi tersebut dipengaruhi oleh kurangnya pemanfaatan media pembelajaran yang berbasis teknologi, rendahnya minat dan motivasi belajar siswa serta penggunaan metode pembelajaran yang masih didominasi ceramah satu arah. Penelitian pengembangan ini bertujuan untuk (1) mengetahui hasil rancang bangun multimedia interaktif berbasis model *Problem Based Learning*, (2) mengetahui kelayakan multimedia interaktif berbasis model *Problem Based Learning*, dan (3) mengetahui efektivitas multimedia interaktif berbasis model *Problem Based Learning* pada materi perkalian dan pembagian kelas III sekolah dasar. Penelitian ini menggunakan model pengembangan ADDIE yang meliputi tahapan *Analyze, Design, Development, Implementation, dan Evaluate*. Metode pengumpulan data menggunakan metode non-tes dan tes. Pengembangan ini menghasilkan produk media digital berupa multimedia interaktif berbasis *Problem Based Learning* pada materi perkalian dan pembagian kelas III SD. Hasil penelitian menunjukkan bahwa penilaian rancang bangun multimedia interaktif berbasis model *Problem Based Learning* memperoleh nilai skor 92,5% dengan kualifikasi sangat baik. Pada uji kelayakan multimedia interaktif berbasis model *Problem Based Learning* menunjukkan bahwa ahli isi/materi memperoleh nilai 94,31%, ahli desain instruksional 93,75%, ahli media pembelajaran 93,7%, uji perorangan 92,5%, dan uji kelompok kecil 94,4% dengan kualifikasi sangat baik. Dengan demikian, multimedia interaktif yang dikembangkan dapat dinyatakan layak digunakan pada proses pembelajaran matematika. Pada hasil uji efektivitas menunjukkan bahwa berdasarkan data *post-test*, rata-rata nilai siswa mencapai 88,94, yang telah melampaui standar ketuntasan BSKAP yaitu 86, dengan perhitungan uji-t satu sampel memperoleh hasil $t \text{ hitung} > t \text{ tabel}$ ($2,325 > 2,037$), sehingga H_0 ditolak dan H_1 diterima. Maka dapat disimpulkan penelitian ini menunjukkan bahwa multimedia interaktif berbasis model *Problem Based Learning* efektif digunakan dalam pembelajaran matematika pada materi perkalian dan pembagian di kelas III SD N 13 Kesiman.

Kata Kunci: Multimedia Interaktif; *Problem Based Learning* (PBL); Hasil Belajar Matematika

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ABSTRACT

This study was motivated by the low learning outcomes of students in multiplication and division of whole numbers, which had not yet reached the BSKAP minimum mastery standard of 86. This condition was influenced by the limited use of technology-based learning media, low student interest and motivation, and the use of teaching methods still dominated by one-way lectures. This development research aims to (1) determine the design results of interactive multimedia based on the Problem Based Learning model, (2) determine the feasibility of interactive multimedia based on the Problem Based Learning model, and (3) determine the effectiveness of interactive multimedia based on the Problem Based Learning model in multiplication and division material for third-grade elementary school students. This study employed the ADDIE development model, which consists of the stages of Analyze, Design, Development, Implementation, and Evaluate. Data collection methods included non-test and test techniques. This development produced a digital media product in the form of interactive multimedia based on Problem Based Learning for multiplication and division material in grade III of elementary school. The results showed that the design assessment of the interactive multimedia based on the Problem Based Learning model obtained a score of 92.5% with a very good qualification. In the feasibility test, the interactive multimedia based on the Problem Based Learning model showed that the content/material expert scored 94.31%, the instructional design expert 93.75%, the learning media expert 93.7%, individual trials 92.5%, and small group trials 94.4%, all of which fall under the very good qualification. Thus, the developed interactive multimedia can be declared feasible for use in the mathematics learning process. The effectiveness test results indicated that based on the post-test data, the average student score reached 88.94, which has exceeded the BSKAP minimum mastery standard of 86. The one-sample t-test calculation showed that $t\text{-count} > t\text{-table}$ ($2.325 > 2.037$), therefore H_0 was rejected and H_1 was accepted. It can be concluded that this study demonstrates that interactive multimedia based on the Problem Based Learning model is effective for use in mathematics learning on multiplication and division topics in Grade III at SD N 13 Kesiman.

Keyword: Interactive Multimedia; Problem-Based Learning (PBL); Mathematics Learning Outcomes