

**PENGEMBANGAN MEDIA GRAFIS KARIKATUR BERBASIS
MEANINGFUL LEARNING MATERI KENAMPAKAN ALAM SISWA
KELAS V SD NO.2 TUMBAK BAYUH**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar IPAS siswa sekolah dasar yang disebabkan oleh kurang optimalnya penggunaan media pembelajaran yang menarik dan bermakna. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan rancang bangun, menguji validitas, serta menganalisis efektivitas media grafis berbentuk karikatur berbasis meaningful learning dalam meningkatkan hasil belajar siswa. Penelitian ini menggunakan model pengembangan ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri atas empat orang ahli sebagai validator, yaitu ahli rancang bangun, ahli materi, ahli desain instruksional, dan ahli media pembelajaran, serta melibatkan 3 siswa pada uji coba perorangan, 9 siswa pada uji coba kelompok kecil, dan 26 siswa pada uji coba lapangan. Pengumpulan data dilakukan melalui angket dan tes hasil belajar. Data dianalisis menggunakan teknik deskriptif kuantitatif dan statistik inferensial dengan uji t sampel dependen. Hasil penelitian menunjukkan bahwa media yang dikembangkan berupa grafis karikatur yang dirancang berdasarkan prinsip meaningful learning. Tingkat validitas media berada pada kategori sangat baik berdasarkan penilaian ahli rancang bangun sebesar 100%, ahli materi 95,8%, ahli desain instruksional 91,6%, dan ahli media pembelajaran 88,3%. Hasil uji coba perorangan memperoleh persentase 93,3% dengan kualifikasi sangat baik, sedangkan uji coba kelompok kecil memperoleh 88,89 % dengan kualifikasi baik. Hasil uji efektivitas menunjukkan bahwa nilai t hitung sebesar 11,23 lebih besar daripada t tabel sebesar 2,060 pada taraf signifikansi 5% dengan derajat kebebasan 25, sehingga terdapat perbedaan yang signifikan antara hasil belajar sebelum dengan rata-rata 58,00 dan sesudah dengan rata-rata 83,25. Berdasarkan hasil tersebut, dapat disimpulkan bahwa media grafis karikatur berbasis meaningful learning valid dan efektif untuk meningkatkan hasil belajar IPAS siswa sekolah dasar. Implikasi dari penelitian ini menunjukkan bahwa penggunaan media grafis karikatur berbasis meaningful learning dapat dijadikan alternatif inovatif bagi guru dalam merancang pembelajaran IPAS yang lebih menarik, kontekstual, dan bermakna, serta berpotensi meningkatkan keterlibatan dan pemahaman siswa secara optimal.

Kata kunci: *media grafis, karikatur, meaningful learning, hasil belajar, IPAS, sekolah dasar*

ABSTRACT

This study was motivated by the low learning outcomes in Integrated Science (IPAS) among elementary school students, which are caused by the suboptimal use of engaging and meaningful learning media. Therefore, this study aims to describe the design, examine the validity, and analyze the effectiveness of caricature-based graphic media grounded in meaningful learning to improve students' learning outcomes. This research employed the ADDIE development model, which consists of analysis, design, development, implementation, and evaluation stages. The subjects of the study included four experts as validators, namely instructional design experts, subject matter experts, instructional design specialists, and learning media experts. In addition, the study involved 3 students in individual trials, 9 students in small group trials, and 26 students in field trials. Data were collected through questionnaires and learning outcome tests. The data were analyzed using descriptive quantitative techniques and inferential statistics with a dependent sample t-test. The results showed that the developed media took the form of caricature-based graphics designed according to meaningful learning principles. The validity level of the media was categorized as excellent based on expert evaluations, with scores of 100 % from instructional design experts, 95.8% from subject matter experts, 91.6% from instructional design experts, and 88.3 % from learning media experts. The individual trial resulted in a score of 93.3%, while the small group trial achieved 88.89%. The effectiveness test results indicated that the calculated t-value (11.23) was higher than the t-table value (2.060) at a 5% significance level with 25 degrees of freedom, indicating a significant difference between pre-test scores (mean = 58.00) and post-test scores (mean = 83.25). Based on these findings, it can be concluded that caricature-based graphic media grounded in meaningful learning is valid and effective in improving IPAS learning outcomes among elementary school students. The implication of this study suggests that such media can serve as an innovative alternative for teachers in designing more engaging, contextual, and meaningful IPAS learning, as well as enhancing student engagement and understanding.

Keywords: *graphic media, caricature, meaningful learning, learning outcomes, science, elementary school*
