

**PENGEMBANGAN MEDIA PEMBELAJARAN VIDEO ANIMASI  
BERBASIS TPACK UNTUK MENINGKATKAN LITERASI SAINS SISWA  
KELAS IV SEKOLAH DASAR**

**Oleh**

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**ABSTRAK**

Penelitian ini bertujuan untuk menghasilkan media pembelajaran video animasi berbasis TPACK yang valid, praktis serta efektif untuk meningkatkan literasi sains siswa kelas IV SD. Jenis penelitian yang digunakan adalah *Research and Development* (R&D) menggunakan model ADDIE dengan desain *one-group pretest-posttest*. Metode pengumpulan data yang digunakan dalam penelitian ini yaitu kuesioner dan tes. Subjek penelitian terdiri atas ahli materi, ahli media, guru, 6 siswa uji kelompok kecil, dan 26 siswa uji efektivitas. Data dikumpulkan melalui kuesioner dan tes, kemudian dianalisis menggunakan deskriptif kualitatif, deskriptif kuantitatif, serta *paired sample t-test*. Hasil penelitian menunjukkan bahwa skor uji validitas materi sebesar 4,8 dan skor validitas media sebesar 4,73 yang termasuk dalam kategori sangat baik, hasil skor uji respons guru sebesar 93,3% dan skor respons siswa sebesar 97,5% yang termasuk dalam kategori sangat praktis, dan media dinyatakan efektif untuk meningkatkan literasi sains siswa kelas IV dengan nilai signifikansi uji-t  $< 0,05$ . Kesimpulannya, media video animasi berbasis TPACK yang dikembangkan valid, praktis, dan efektif dalam meningkatkan literasi sains siswa kelas IV SD. Implikasinya, pembelajaran IPAS menjadi lebih interaktif, kontekstual, dan berpusat pada siswa serta mendukung peningkatan literasi sains siswa.

**Kata Kunci** : Literasi sains, Media Pembelajaran, TPACK, Video animasi

***DEVELOPMENT OF TPACK-BASED ANIMATED VIDEO LEARNING  
MEDIA TO IMPROVE SCIENCE LITERACY AMONG FOURTH-GRADE  
ELEMENTARY SCHOOL STUDENTS***

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***ABSTRACT***

*This study aims to develop TPACK-based animated video learning media that is valid, practical, and effective in improving the science literacy of fourth-grade elementary school students. The research design employed was Research and Development (R&D) using the ADDIE model with a one-group pretest-posttest design. The data collection methods used in this study were questionnaires and tests. The research subjects consisted of content experts, media experts, teachers, 6 students in the small-group pilot test, and 26 students in the effectiveness test. Data were collected through questionnaires and tests, then analyzed using qualitative descriptive, quantitative descriptive, and paired-sample t-tests. The results showed that the content validity test score was 4.8 and the media validity score was 4.73, both falling into the “very good” category; the teacher response test score was 93.3% and the student response score was 97.5%, both falling into the “very practical” category; and the media was found to be effective in improving fourth-grade students’ science literacy with a t-test significance value of  $<0.05$ . In conclusion, the TPACK-based animated video media developed is valid, practical, and effective in improving the science literacy of fourth-grade elementary school students. As a result, IPAS instruction becomes more interactive, contextual, and student-centered, and supports the improvement of students’ science literacy.*

***Keywords :*** Science literacy, Learning Media, TPACK, Animated videos