

**PENGEMBANGAN MEDIA MULTIMEDIA INTERAKTIF BERBASIS
KONTEKSTUAL UNTUK MENINGKATKAN PEMAHAMAN KONSEP
TOPIK SIKLUS AIR KELAS V SD**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemahaman konsep siswa kelas V sekolah dasar pada topik siklus air. Hasil observasi awal menunjukkan bahwa sebagian besar siswa belum mencapai Kriteria Ketuntasan Minimal (KKM) akibat keterbatasan media pembelajaran, materi yang bersifat abstrak, serta proses pembelajaran yang masih berpusat pada guru. Penelitian ini bertujuan untuk: (1) menghasilkan rancang bangun multimedia interaktif berbasis kontekstual pada topik siklus air kelas V SD; (2) mengetahui validitas multimedia interaktif berbasis kontekstual; (3) mengetahui kepraktisan multimedia interaktif berbasis kontekstual; dan (4) mengetahui efektivitas multimedia interaktif berbasis kontekstual terhadap kemampuan pemahaman konsep siswa. Penelitian ini merupakan penelitian pengembangan (Research and Development) menggunakan model ADDIE yang terdiri atas tahap analysis, design, development, implementation, dan evaluation. Subjek penelitian melibatkan siswa kelas V SD Negeri 4 Tajun. Pengumpulan data dilakukan melalui observasi, wawancara, angket, tes, dan dokumentasi. Instrumen penelitian meliputi lembar validasi ahli materi, ahli media, angket respons guru dan siswa, serta tes pemahaman konsep. Data dianalisis menggunakan analisis deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa multimedia interaktif berbasis kontekstual yang dikembangkan berkategori sangat valid, praktis, dan efektif dalam meningkatkan kemampuan pemahaman konsep siswa pada topik siklus air. Penelitian selanjutnya disarankan mengembangkan multimedia interaktif pada materi IPA lainnya dengan jumlah subjek yang lebih luas serta mengkaji retensi belajar siswa dalam jangka panjang.

Kata kunci: multimedia interaktif, kontekstual, pemahaman konsep, siklus air, sekolah dasar.

**DEVELOPMENT OF CONTEXTUAL-BASED INTERACTIVE
MULTIMEDIA TO IMPROVE CONCEPTUAL UNDERSTANDING ON THE
WATER CYCLE TOPIC FOR FIFTH-GRADE
ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

This study was motivated by the low conceptual understanding ability of fifth-grade elementary school students on the water cycle topic. Preliminary observations showed that most students had not achieved the Minimum Mastery Criteria (KKM) due to limited learning media, abstract learning materials, and teacher-centered learning processes. Therefore, this study aimed to: (1) develop a contextual-based interactive multimedia design for the water cycle topic in fifth grade elementary school; (2) determine the validity of the contextual-based interactive multimedia; (3) determine the practicality of the contextual-based interactive multimedia; and (4) determine the effectiveness of the contextual-based interactive multimedia in improving students' conceptual understanding. This study employed a Research and Development (R&D) method using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The subjects involved fifth-grade students of SD Negeri 4 Tajun. Data were collected through observation, interviews, questionnaires, tests, and documentation. The instruments included material expert validation sheets, media expert validation sheets, teacher and student response questionnaires, and conceptual understanding tests. Data were analyzed using quantitative and qualitative descriptive analysis. The results showed that the developed contextual-based interactive multimedia was categorized as highly valid, practical, and effective in improving students' conceptual understanding of the water cycle topic. Future studies are recommended to develop interactive multimedia for other science topics, involve broader research subjects, and examine students' long-term learning retention.

Keywords: *interactive multimedia, contextual approach, conceptual understanding, water cycle, elementary school.*