

**PENGEMBANGAN MEDIA ULAR TANGGA BERBASIS DIGITAL PADA
MATA PELAJARAN IPAS UNTUK MENINGKATKAN HASIL BELAJAR
SISWA KELAS V SD NEGERI 11 PADANGSAMBIAN**

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ABSTRAK

Rendahnya hasil belajar IPAS disebabkan penggunaan media pembelajaran konvensional dan kurang interaktif sehingga siswa mengalami kesulitan memahami materi sistem pencernaan manusia. Kondisi tersebut menyebabkan siswa kurang aktif, cepat bosan, dan belum mencapai ketuntasan belajar. Penelitian ini bertujuan menganalisis kelayakan serta mengevaluasi efektivitas media ular tangga berbasis digital untuk meningkatkan hasil belajar IPAS siswa sekolah dasar. Penelitian menggunakan metode *Research and Development* dengan model ADDIE. Subjek penelitian terdiri atas 30 siswa, tiga ahli, tiga siswa pada uji perorangan, dan sembilan siswa pada uji kelompok kecil. Data dikumpulkan melalui observasi, wawancara, angket, dan tes. Hasil penelitian menunjukkan validitas ahli materi 93,33%, ahli desain 97,50%, ahli media 93,75%, uji perorangan 93,33%, dan uji kelompok kecil 94,44%. Nilai $t_{hitung} 14,35 > t_{tabel} 2,045$ menunjukkan media efektif meningkatkan hasil belajar. Kesimpulannya, media ular tangga berbasis digital layak digunakan dalam pembelajaran IPAS. Implikasinya, media digital berbasis gamifikasi dapat mendukung pembelajaran interaktif, menyenangkan, dan berpusat.

Kata Kunci : media pembelajaran digital, ular tangga digital, hasil belajar IPAS, gamifikasi pembelajaran, sekolah dasar

ABSTRACT

Low science learning outcomes were caused by the use of conventional and less interactive learning media, making students experience difficulties in understanding the human digestive system material. This condition caused students to be less active, easily bored, and unable to achieve learning mastery. This study aimed to analyze the feasibility and evaluate the effectiveness of a digital snakes and ladders medium to improve elementary students' science learning outcomes. The study used a Research and Development method with the ADDIE model. The subjects consisted of 30 students, three experts, three students in individual trials, and nine students in small-group trials. Data were collected through observation, interviews, questionnaires, and tests. The results showed material expert validity of 93.33%, design expert 97.50%, media expert 93.75%, individual trials 93.33%, and small-group trials 94.44%. The tcount value of $14.35 > t_{table} 2.045$ indicated the medium effectively improved learning outcomes. Consequently, in elementary science classroom today.

Kata Kunci : digital learning media, digital snakes and ladders, science learning outcomes, learning gamification, elementary school

