

ABSTRAK

Syaga, I Komang Bagus (2026), Pengembangan Multimedia *Microlearning* Berbasis Masalah untuk Meningkatkan Motivasi Belajar dan Kreativitas Peserta Didik Jurusan Desain Komunikasi Visual di SMKN 1 Sukawati. Tesis, Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. I Wayan Santyasa, M.Si. dan Pembimbing II: Prof. Dr. I Komang Sudarma, S.Pd., M.Pd.

Kata-kata kunci: Multimedia *Microlearning*, Pembelajaran Berbasis Masalah, Motivasi Belajar, Kreativitas Peserta Didik.

Pembelajaran di SMKN 1 Sukawati, khususnya pada jurusan Desain Komunikasi Visual (DKV) dalam materi fotografi, masih menghadapi tantangan berupa rendahnya motivasi belajar dan kemampuan berpikir kreatif akibat pembelajaran yang kurang kontekstual dan minim pemanfaatan teknologi. Penelitian ini bertujuan untuk mengembangkan serta menguji validitas, kepraktisan, dan efektivitas multimedia *microlearning* berbasis masalah dalam meningkatkan motivasi belajar dan kreativitas peserta didik. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model AM3PU yang meliputi tahap analisis, perancangan, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri dari tiga ahli, para guru di jurusan DKV, 12 siswa secara perorangan dan kelompok kecil, serta 30 siswa kelas X DKV SMKN 1 Sukawati. Instrumen yang digunakan telah bernilai valid dan reliabel meliputi angket validasi ahli, angket kepraktisan, dan angket untuk mengukur motivasi dan kreativitas. Hasil penelitian ini adalah dikembangkannya multimedia SSRI (Snapshot Solution: Rapid & Innovative) dengan tingkat validitas materi, media, dan desain pembelajaran berkategori sangat baik menurut para ahli. Uji kepraktisan menunjukkan bahwa multimedia ini dapat digunakan siswa dengan kategori baik. Uji efektivitas menunjukkan adanya peningkatan signifikan pada motivasi belajar, kreativitas diri dan kreativitas produk fotografi serta tercapai tingkat ketuntasan klasikal 83%. Dengan demikian, multimedia *microlearning* berbasis masalah dinyatakan valid, praktis, dan efektif. Penelitian selanjutnya dapat menguji implementasi multimedia *microlearning* berbasis masalah pada konteks yang lebih luas serta mengintegrasikan berbagai fitur adaptif untuk meningkatkan kualitas pembelajaran.

ABSTRACT

Syaga, I Komang Bagus (2026), *Development of Problem-Based Multimedia Microlearning to Improve Learning Motivation and Creativity of Visual Communication Design Students at SMKN 1 Sukawati. Thesis, Educational Technology, Postgraduate Programme, Ganesha University of Education.*

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Keywords: *Microlearning Multimedia, Problem-Based Learning, Learning Motivation, Student Creativity.*

Learning at SMKN 1 Sukawati, particularly in the Visual Communication Design (DKV) program for photography subjects, still faces challenges in the form of low learning motivation and creative thinking skills due to less contextual learning and limited use of technology. This study aims to develop and examine the validity, practicality, and effectiveness of problem-based microlearning multimedia in improving students' learning motivation and creativity. This research employed a Research and Development (R&D) approach using the AM3PU model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects consisted of three experts, teachers at DKV study programme, 12 students in individual and small group trials, and 30 tenth-grade DKV students at SMKN 1 Sukawati. The instruments used were validated and reliable, including expert validation questionnaires, practicality questionnaires, and questionnaires to measure motivation and creativity. The results of this study indicate that the developed multimedia, namely SSRI (Snapshot Solution: Rapid & Innovative), achieved a very high level of validity in terms of content, media, and instructional design according to expert evaluations. The practicality test showed that the multimedia could be used by students and was categorized as good. The effectiveness test revealed significant improvements in learning motivation, self-creativity, and photography product creativity, as well as the achievement of 83% classical mastery. Thus, the problem-based microlearning multimedia is considered valid, practical, and effective. Future research is recommended to examine its implementation in broader contexts and to integrate adaptive features to further enhance learning quality.