

**PENGEMBANGAN VIDEO PEMBELAJARAN BERBASIS PRAKTIK
PADA MATERI PENGARUH KALOR TERHADAP PERUBAHAN
SUHU DAN WUJUD BENDA SISWA KELAS V SDN 1 NUSASARI
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ABSTRAK

Pembelajaran dimasa covid-19 kurang memberikan pengalaman belajar yang menarik. Minimnya media pembelajaran berdampak kurang kontekstualnya pembelajaran. Oleh sebab itu, tujuan diadakan pengembangan; menciptakan produk, memperjelas proses pengembangan, mendeskripsikan validitas dan respon siswa. Jenis penelitian dan pengembangan melalui desain model 4D. Ahli isi, media, desain, dan uji respon siswa sebanyak 23 orang sebagai subjek. Metode pengumpulan data yakni kuesioner untuk mendeskripsikan validitas dan respon siswa berupa instrumen non-tes berbentuk pernyataan bernilai skala lima. Teknik analisis data kuantitatif dan kualitatif. Hasil penelitian: produk video melalui proses pengembangan 4D dengan validitas isi materi pembelajaran I memperoleh rata-rata 4,35 kategori baik dan ahli II rata-rata 4.85 kategori sangat baik, desain memperoleh rata-rata validitas 4.82 kategori sangat baik, dan media pembelajaran dengan rata-rata 4.65 kategori sangat baik dan respon siswa = 87.71% kategori sangat baik. Simpulan yang diperoleh dihasilkan video pembelajaran dinyatakan valid pada kategori sangat baik dan respon siswa pada kategori sangat baik.

Kata kunci: video, kalor, suhu, benda, IPA

ABSTRACT

Learning in the era of covid-19 does not provide an interesting learning experience. The lack of learning media has an impact on the lack of contextual learning. Therefore, the purpose of development is held; creating products, clarifying the development process, describing validity and student responses. This type of research and development through 4D model design. Content, media, design, and student response experts were 23 people as subjects. The data collection method is a questionnaire to describe the validity and student responses in the form of a non-test instrument in the form of a five-scale statement. Quantitative and qualitative data analysis techniques. The results of the study: video products through the 4D development process with the content validity of learning material I obtained an average of 4.35 good categories and expert II an average of 4.85 very good categories, designs obtained an average validity of 4.82 very good categories, and learning media with an average of 4.65 very good category and student response = 87.71% very good category. The conclusions obtained were that the learning videos were declared valid in the very good category and the student responses in the very good category.

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