

ABSTRACT

NUR UMMI SHALEHA, 1183111132. "Development of Cheerful Interactive Multimedia (MIC) in Theme 7 Sub-theme 1 of Fourth Grade Students at SDN 060848 Medan Academic Year 2021/2022". Thesis. Primary teacher education. Medan State University. 2022.

This study aims to: (1) produce Cheerful Interactive Multimedia (MIC) that is valid in thematic learning in class IV, (2) produce Cheerful Interactive Multimedia (MIC) which is practical in thematic learning in class IV, and (3) produce Cheerful Interactive Multimedia (MIC) which is effective in thematic learning in grade IV. This is based on the problems found including: (1) the learning process is less interesting, (2) has not used innovative learning media, (3) learning outcomes are low, and (4) less active in using learning media, especially interactive learning media. This research is a research and development research with a 4D development model with the stages of Define, Design, Develop and Disseminate. The subjects in this study were fourth grade students at SDN 060848 Medan Petisah. Data collection techniques used are interviews, documentation studies, validation instruments, practicality instruments, and effectiveness instruments. The results showed that the Cheerful Interactive Multimedia (MIC) which was developed and validated by media design experts had a percentage of 82.5% in the "very feasible" category. Furthermore, the results of validation by material experts have a percentage of 91.1% with the "very feasible" category. To test the validity of the instrument, the item validity test and reliability test were carried out where $r_{count} > r_{table}$ so that it was stated that there were 14 "valid" and "reliable" questions. In the practicality test the level of practicality of Cheerful Interactive Multimedia (MIC) on the teacher has a percentage of 89% while for students as much as 90.5% so it can be said to be "very practical". Based on the results of the evaluation of the questions, the classical completeness of class IV A students with a percentage of 88.8% while in class IV B as much as 80%. Thus, Cheerful Interactive Multimedia (MIC) has been effective to use. Based on the explanation above, it can be concluded that Cheerful Interactive Multimedia (MIC) in thematic learning in grade IV is feasible, practical, and effective to use in thematic learning.

Keywords: Multimedia, Interactive, Cheerful, Elementary School

ABSTRAK

NUR UMMI SHALEHA, 1183111132. “Pengembangan Multimedia Interaktif Ceria (MIC) Pada Tema 7 Subtema 1 Siswa Kelas IV SDN 060848 Medan Tahun Ajaran 2021/2022”. Skripsi. Pendidikan Guru Sekolah Dasar. Universitas Negeri Medan. 2022.

Penelitian ini bertujuan untuk: (1) menghasilkan Multimedia Interaktif Ceria (MIC) yang valid dalam pembelajaran tematik dikelas IV, (2) menghasilkan Multimedia Interaktif Ceria (MIC) yang praktis dalam pembelajaran tematik dikelas IV, dan (3) menghasilkan Multimedia Interaktif Ceria (MIC) yang efektif dalam pembelajaran tematik dikelas IV. Hal ini berdasarkan permasalahan yang ditemukan di antaranya: (1) proses pembelajaran yang kurang menarik, (2) belum menggunakan media pembelajaran yang inovatif, (3) hasil belajar tergolong rendah, dan (4) kurang aktif dalam menggunakan media pembelajaran terutama media pembelajaran interaktif. Penelitian ini adalah penelitian pengembangan (*Research and Development*) dengan model pengembangan 4D dengan tahapan *Define* (Pendefinisian), *Design* (Perancangan), *Develop* (Pengembangan), dan *Desseminate* (Penyebaran). Subjek pada penelitian ini adalah siswa kelas IV SDN 060848 Medan Petisah. Teknik pengumpulan data yang digunakan adalah dengan wawancara, studi dokumentasi, instrumen validasi, instrumen praktikalitas, dan instrumen Efektivitas. Hasil penelitian menunjukkan bahwa Multimedia Interaktif Ceria (MIC) yang dikembangkan dan telah divalidasi ahli desain media memiliki persentase sebanyak 82,5% dengan kategori “sangat layak”. Selanjutnya hasil validasi oleh ahli materi memiliki persentase sebanyak 91,1% dengan kategori “sangat layak”. Untuk uji kebenaran instrumen dilakukan uji validitas item dan uji reliabilitas di mana $r_{hitung} > r_{tabel}$ sehingga dinyatakan ada 14 soal yang “valid” dan “reliabel”. Pada uji praktikalitas tingkat kepraktisan Multimedia Interaktif Ceria (MIC) pada guru memiliki persentase sebanyak 89% sedangkan pada siswa sebanyak 90,5% sehingga dapat dikatakan “sangat praktis”. Berdasarkan hasil evaluasi soal menunjukkan ketuntasan klasikal siswa kelas IV A dengan persentase sebanyak 88,8% sedangkan pada kelas IV B sebanyak 80%. Dengan demikian, Multimedia Interaktif Ceria (MIC) sudah efektif untuk digunakan. Berdasarkan penjelasan di atas dapat disimpulkan bahwa Multimedia Interaktif Ceria (MIC) pada pembelajaran tematik di kelas IV layak, praktis, efekti digunakan dalam pembelajaran tematik.

Kata Kunci: Multimedia, Interaktif, Ceria, Sekolah Dasar