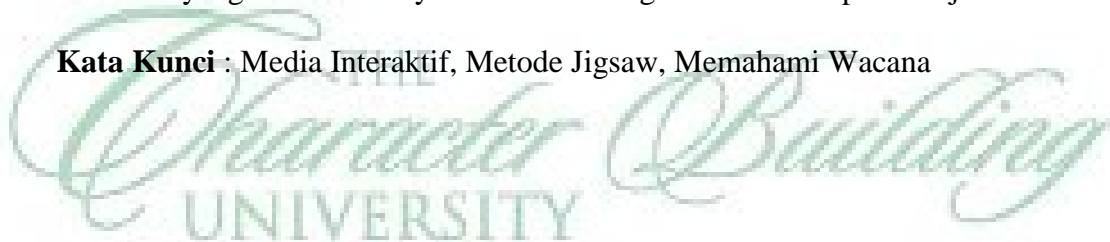


## ABSTRAK

**S. Lamriana Hutagalung (NIM. 8206182001), Pengembangan Media Interaktif pada Metode Jigsaw dalam Kemampuan Memahami Wacana Siswa Kelas IV SDN Percontohan Pematangsiantar. Program Studi Pendidikan Dasar Program Pascasarjana Universitas Negeri Medan 2022.**

Penelitian ini dilatar belakangi oleh penggunaan media secara tidak maksimal yang dilakukan pengajar dalam proses pembelajaran di SDN Percontohan Pematangsiantar kelas IV. Penelitian ini bertujuan untuk menghasilkan media interaktif pada metode Jigsaw dalam kemampuan memahami wacana penelitian ini dilaksanakan pada siswa kelas IV SD Percontohan di Pematangsiantar. Jenis Penelitian ini adalah penelitian dan pengembangan (R&D). Pengembangan media interaktif dilakukan berdasarkan model pengembangan 4-D (four D models) dari Thiagarajan yang terdiri dari pendefinisian (*define*), perancangan (*design*) pengembangan (*develop*) penyebaran (*disseminate*). Subjek penelitian adalah siswa kelas IV SDN Percontohan Pematangsiantar dengan jumlah siswa 28 orang. Objek penelitian adalah produk media interaktif. Hasil penelitian menghasilkan satu media interaktif dan divalidasi oleh ahli materi, media dan Bahasa. Ahli media memberikan nilai rata-rata 4,2 kategori "*Valid*". Ahli materi memberikan nilai rata-rata 4,3 kategori "*Valid*". Sedangkan ahli Bahasa memberikan nilai rata-rata 4,0 kategori "*Valid*". Hasil keefektifan media interaktif yang dikembangkan dan diperoleh pada uji I persentase ketuntasan klasikal 85,71% (24 orang siswa tuntas) dan 14,28% (4 siswa) tidak tuntas. Uji coba II di peroleh persentase ketuntasan klasikal 92,85% (26 siswa) tuntas. 7,15% (2 siswa) tidak tuntas. Guna melihat keefektifan media pembelajaran dengan menggunakan N-Gain diperoleh pada uji I 0,6 (sedang) dan uji coba II 0,8 (sangat tinggi). Sehingga dapat disimpulkan bahwa terdapat pengaruh video animasi terhadap kemampuan siswa memahami wacana pada "Tema 7 Indahnya keragaman di Negeriku dengan sub tema Keragaman budaya dan agama dinegeriku". Dengan hasil demikian media interaktif yang dihasilkan layak dan efektif digunakan dalam pembelajaran.

**Kata Kunci :** Media Interaktif, Metode Jigsaw, Memahami Wacana



## ABSTRACT

**S. Lamriana Hutagalung (NIM. 8206182001), Development of Interactive Media on the Jigsaw Method in the Ability to Understand Discourse of Fourth Grade Students at Pematangsiantar Pilot Elementary School. Basic Education Study Program, Graduate Program, State University of Medan 2022.**

This research is motivated by the use of media that is not maximally carried out by the teacher in the learning process at Pematangsiantar Pilot Elementary School in class IV. This study aims to produce interactive media on the Jigsaw method in the ability to understand discourse. This research was carried out on fourth grade students at the Pilot Elementary School in Pematangsiantar. This type of research is research and development (R&D). The development of interactive media is carried out based on the 4-D development model (four D models) from Thiagarajan which consists of defining, designing, developing and disseminating. The research subjects were fourth grade students at Pematangsiantar Pilot Elementary School with a total of 28 students. The object of research is interactive media products. The results of the study resulted in an interactive media and was validated by material, media and language experts. Media experts gave an average score of 4.2 in the "Valid" category. Material experts gave an average score of 4.3 in the "Valid" category. Meanwhile, linguists gave an average score of 4.0 in the "Valid" category. The results of the effectiveness of interactive media that were developed and obtained in the first test the percentage of classical completeness was 85.71% (24 students completed) and 14.28% (4 students) did not complete. In the second trial, the percentage of classical completeness was 92.85% (26 students). 7.15% (2 students) did not complete. In order to see the effectiveness of learning media using N-Gain, the first test was 0.6 (medium) and the second test was 0.8 (very high). So it can be concluded that there is an effect of animated video on students' ability to understand discourse on "Theme 7 The beauty of diversity in my country with the sub-theme of cultural and religious diversity in my country". With these results the interactive media produced is feasible and effective to use in learning.

**Keywords:** Interactive Media, Jigsaw Method, Understanding Discourse