

ABSTRAK

MAHARANI PUSPASARI. Pengembangan Bahan Ajar Bermuatan Literasi Berbasis Figma Pada Mata Pelajaran Bahasa Indonesia Kelas IV SD Negeri 104205 Tembung. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan, 2025.

Masalah dalam penelitian ini adalah (1) Rendahnya hasil belajar siswa pada mata pelajaran bahasa Indonesia. (2) Keterbatasan bahan ajar digital pada mata pelajaran bahasa Indonesia. (3) Pemanfaatan teknologi dalam pembelajaran bahasa Indonesia masih belum maksimal. (4) Bahan ajar bahasa Indonesia masih berorientasi pada literasi lama, seperti membaca dan menulis, yang kurang memadai untuk era digital. Penelitian ini bertujuan untuk mengetahui pengembangan, kelayakan, kepraktisan, dan keefektifan Bahan Ajar Bermuatan Literasi Berbasis Figma. Figma merupakan sebuah perangkat desain yang banyak dimanfaatkan untuk merancang antarmuka aplikasi *mobile*, *desktop*, situs web, dan berbagai *platform* digital lainnya. Jenis Penelitian yang digunakan yaitu penelitian dan pengembangan atau *Research and Development* (R&D) menggunakan model ADDIE yang memiliki lima tahapan yaitu tahap pertama analisis (*analysis*), tahap desain (*design*), tahap ketiga pengembangan (*development*), tahap keempat implementasi (*implementation*), dan tahap kelima evaluasi (*evaluation*). Subjek dalam penelitian ini adalah siswa kelas IV Bahan Ajar Bermuatan Literasi Berbasis Figma Pada Mata Pelajaran Bahasa Indonesia Kelas IV SD Negeri 104205 Tembung. Instrumen yang digunakan dalam pengumpulan data yaitu observasi, wawancara, angket validasi materi, angket validasi desain media, angket praktikalitas pendidikan dan soal tes. Hasil penelitian ini berupa bahan ajar bermuatan literasi berbasis figma, pada validasi materi dengan nilai presentase 88% masuk dalam kategori “Sangat Layak” sedangkan ahli desain media dengan nilai persentase 90,5% masuk dalam kategori “Sangat Layak” dan penilaian dari guru dengan persentase 80% masuk dalam kategori “Layak” sehingga bahan layak untuk digunakan dalam proses pembelajaran. Pada uji kepraktisan diperoleh dari tanggapan guru melalui angket yang diberikan mendapatkan nilai persentase 95% kategori “Sangat Praktis”. Uji efektivitas melalui pretest dan posttest menunjukkan N-gain rata-rata 66,9%, yang tergolong kategori “efektif”.

Kata Kunci: Pengembangan, Bahan Ajar, Literasi, Figma, Bahasa Indonesia

ABSTRACT

MAHARANI PUSPASARI. Development of Figma Based Literacy Teaching Materials in Indonesian Language Subjects for Grade IV of Elementary School 104205 Tembung. Skripsi. Medan: Faculty of Education, State University of Medan, 2025.

The problems in this study are (1) Low student learning outcomes in Indonesian language subjects. (2) Limited digital teaching materials in Indonesian language subjects. (3) The use of technology in Indonesian language learning is still not optimal. (4) Indonesian language teaching materials are still oriented towards old literacy, such as reading and writing, which are inadequate for the digital era. This study aims to determine the development, feasibility, practicality, and effectiveness of Figma-Based Literacy Teaching Materials. Figma is a design tool that is widely used to design mobile application interfaces, desktops, websites, and various other digital platforms. The type of research used is research and development (R&D) using the ADDIE model which has five stages, namely the first stage of analysis, the design stage, the third stage of development, the fourth stage of implementation, and the fifth stage of evaluation. The subjects in this study were grade IV students of Figma-Based Literacy Teaching Materials in Indonesian Language Subjects, Grade IV, State Elementary School 104205 Tembung. The instruments used in data collection were observation, interviews, material validation questionnaires, media design validation questionnaires, educational practicality questionnaires and test questions. The results of this study were in the form of literacy-based teaching materials based on figma, in material validation with a percentage value of 88% it was included in the "Very Appropriate" category while media design experts with a percentage value of 90.5% were included in the "Very Appropriate" category and teacher assessments with a percentage of 80% were included in the "Appropriate" category so that the material was suitable for use in the learning process. In the practicality test, it was obtained from teacher responses through the questionnaire given, getting a percentage value of 95% in the "Very Practical" category. The effectiveness test through pretest and posttest showed an average N-gain of 66.9%, which was included in the "effective" category.

Keywords: Development, Teaching Materials, Literacy, Figma, Indonesian