

Dwi Puji Yanti. 2019. *Pengembangan Media Jam Dunia Pada Pembelajaran IPS Tema 8 Bumiku Kelas VI SDN Konang 2*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Dosen Pembimbing I: Priyono Tri Febrianto, S.Sos., M.Si, Dosen Pembimbing II: Isna Ida Mardiyana, S.Pd., M.Pd.

ABSTRAK

Pengembangan media pembelajaran dilatar belakangi dengan kurangnya minat siswa untuk mengikuti mata pelajaran IPS. Penggunaan media yang diberikan guru terbatas hanya menggunakan media gambar dan sekolah hanya memfasilitasi beberapa media seperti gambar, kerangka dan peta. Pengembangan media bertujuan untuk mengetahui kevalidan, keefektifan dan kemenarikan media pada materi perbedaan waktu dan pengaruhnya. Model yang digunakan pada penelitian ini adalah model pengembangan *Borg and Gal* yang terdiri dari 10 langkah. Pengembangan media telah divalidasi oleh ahli media, ahli materi, ahli desain pembelajaran dan ahli bahasa. Berdasarkan persentase gabungan kevalidan dari 4 validator menunjukkan hasil sebesar 90% dengan kriteria sangat valid. Keefektifan media jam dunia diperoleh melalui keterlaksanaan pembelajaran yaitu observasi aktivitas guru sebesar 96%, observasi aktivitas siswa sebesar 91% dan hasil belajar siswa menunjukkan ketuntasan belajar klasikal sebesar 88% tuntas. Berdasarkan persentase dari lembar aktivitas guru, aktivitas siswa dan hasil belajar menunjukkan bahwa media jam dunia efektif digunakan karena telah memenuhi indikator yang ditentukan. Kemenarikan media jam dunia diperoleh melalui angket respon siswa sebesar 92% dengan kriteria sangat menarik. Berdasarkan hasil data tersebut dapat disimpulkan bahwa pengembangan media jam dunia layak digunakan sebagai media pembelajaran pada tema 8 bumiku pada kelas VI SDN Konang 2.

Kata Kunci: *Media pembelajaran jam dunia, perbedaan waktu dan pengaruhnya, Model Pengembangan Borg and Gall*

Dwi Puji Yanti. 2019. Development of World Clock Media on Social Sciences Learning Themes 8 about My Earth 6th grade students of Konang 2 State Elementary School. Thesis. Primary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura. Supervisor I: Priyono Tri Febrianto, S.Sos., M.Sc., Supervisor II: Isna Ida Mardiyana, S.Pd., M.Pd.

ABSTRACT

The development of learning media is motivated by the lack of media provided by schools which causes students have lack of interest and motivation on learning social sciences. The teachers only strict to give picture media since the school only facilitate them some picture media such as pictures of framework and map. The research design used in this study was the Borg and Gal development model which consists of 10 steps. The media development has been validated by media experts, material experts, learning design experts and linguists. According to the combined percentage of validity of the 4 validators, the results were 90% which fulfilled a very valid criteria. The effectiveness of world clock media was gained through the implementation of learning – teacher activity by 96%, observation of student activities by 91%, and student learning outcomes showed 88% classical learning completeness. According to the percentage of the teacher activity sheet, student activity and learning outcomes, it can be concluded that the world clock media was effectively used since it had met the required indicators. The attractiveness of world clock media was obtained through the student response questionnaires, 92%, fulfilled very interesting criteria. Based on the results of these data, it can be concluded that the development of world clock media is worthy to be used as a learning media in the theme 8 about my Earth for 6th grade students of Konang 2 State Elementary School.

Keywords: World clock learning media, time differences and their effects, Borg and Gall Development Model