

Shafia Yustin Hartanti. 2024. Pengembangan Media Pembelajaran Penggolongan Hewan Berdasarkan Jenis Makanannya. Sripsi. Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Ilmu Pendidikan. Universitas Trunojoyo Madura. Fachrur Rozie.

ABSTRAK

Tujuan penelitian adalah untuk mengembangkan media diorama yang dapat ditinjau valid dari validator ahli. Efektif ditinjau dari aktivitas guru, siswa dan tes. Menarik bagi siswa ditinjau dari angket respon siswa. Subjek penelitian ini yaitu siswa UPTD SDN Kemayoran 3 Bangkalan sebanyak 30 siswa. Penelitian kelompok kecil 6 siswa dan penelitian kelompok besar 24 siswa. Penelitian ini menggunakan Borg and Gall. Teknik pengumpulan data yang digunakan yaitu angket validator ahli, angket respon siswa, tes, observasi guru, observasi siswa dan dokumentasi. Validator ahli ini ada 3 yaitu ahli desain, ahli media dan materi. Berdasarkan hasil validasi ahli diperoleh rata-rata hasil persentase keseluruhan kevalidan 81,9% dengan kategori valid. Keefektifan produk ditinjau dari aktivitas guru sebesar 85% dengan kategori efektif dan aktivitas siswa 90,6% dengan kategori sangat efektif. Kemenarikan ditinjau dari angket respon siswa pada kelompok kecil yaitu 90,3% dengan kategori sangat menarik. Pada uji coba kelompok besar yaitu 94%. Sehingga disimpulkan media pembelajaran diorama penggolongan hewan berdasarkan jenis makanannya dikatakan menarik digunakan dalam pembelajaran.

Kata kunci: Media diorama, penyajian data

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ABSTRACT

The aim of the research is to develop diorama media that can be reviewed as valid by expert validators. Effective in terms of teacher, student and test activities. Interesting for students in terms of student response questionnaires. The subjects of this research were 30 UPTD students at SDN Kemayoran 3 Bangkalan. Small group research of 6 students and large group research of 24 students. This research used Borg and Gall. The data collection techniques used were expert validator questionnaires, student response questionnaires, tests, teacher observations, student observations and documentation. There are 3 expert validators, namely design experts, media and material experts. Based on the results of expert validation, the average overall percentage of validity was 81.9% with the valid category. Product effectiveness in terms of teacher activity was 85% in the effective category and student activity was 90.6% in the very effective category. Attractiveness in terms of the student response questionnaire in small groups was 90.3% in the very interesting category. In large group trials, it was 94%. So it can be concluded that the diorama learning media for classifying animals based on the type of food is said to be interesting to use in learning.

Keywords: *Diorama media, data presentation*