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ABSTRAK

Penelitian dan pengembangan media pembelajaran TRIMADA ini dilatar belakangi oleh kesulitan siswa pada pembelajaran IPAS utamanya pada materi kekayaan budaya dan siswa cenderung bosan pada materi tersebut, karena terbatas pada membaca dan menghafal materi. Tujuan dari penelitian ini adalah mengembangkan media pembelajaran yang valid, efektif, dan menarik. Model pengembangan yang digunakan adalah model ADDIE yang terdiri dari tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Proses validasi memperoleh hasil antara lain: (1) validasi ahli materi dan bahasa sebesar 94% (sangat valid), (2) ahli media sebesar 96% (sangat valid), (3) ahli desain perangkat pembelajaran sebesar 96% (sangat valid). Keefektifan media dilihat dari observasi aktivitas guru pertemuan pertama, kedua, dan ketiga sebesar 91% (aktif), observasi aktivitas siswa pertemuan pertama sebesar 94% (aktif), pertemuan kedua 96% (aktif), pertemuan ketiga 95% (aktif), dan hasil belajar siswa sebesar 100%. Kemenarikan media dilihat dari angket respon guru sebesar 100% (menarik), dan respon siswa 96% (menarik). Hasil tersebut menunjukkan bahwa media pembelajaran TRIMADA valid, efektif, dan menarik untuk digunakan dalam pembelajaran.

Kata kunci: IPAS, keberagaman budaya, media TRIMADA

Nabilla Fissalma. 2024. Development of TRIMADA Learning Media on Cultural Diversity Material in Social Studies for Grade IV at UPTD SDN Tanjung Jati 2. Thesis, Primary School Teacher Education Program, Faculty of Education, Trunojoyo University of Madura. Advisor: Aditya Dyah Puspitasari, S.Pd., M.Pd.

ABSTRACT

The research and development of the TRIMADA learning media was motivated by students' difficulties in learning Natural and Social Sciences (IPAS), particularly in the cultural heritage material. Students tend to find this material boring because it is limited to reading and memorizing content. The objective of this research is to develop learning media that are valid, effective, and engaging. The development model used is the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The validation process yielded the following results: (1) content and language expert validation at 94% (very valid), (2) media expert validation at 96% (very valid), and (3) learning device design expert validation at 96% (very valid). The effectiveness of the media was observed through teacher activity in the first, second, and third meetings at 91% (active), student activity in the first meeting at 94% (active), second meeting at 96% (active), third meeting at 95% (active), and student learning outcomes at 100%. The attractiveness of the media was assessed through teacher response questionnaires at 100% (attractive) and student responses at 96% (attractive). These results indicate that the TRIMADA learning media are valid, effective, and engaging for use in learning.

Keywords: *IPAS, cultural diversity, TRIMADA media*