

Hilda Nur Qomariyah. 2024. 200611100145. *Pengembangan Media Poster Digital Multimodal Pada Pembelajaran IPAS di Kelas IV Sekolah Dasar*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Ilmu Pendidikan. Universitas Trunojoyo Madura. Pembimbing: Qurrotu Inayatil Maula, M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan poster digital multimodal pada pembelajaran IPAS di kelas IV Sekolah Dasar yang valid, menarik, dan efektif. Penelitian pengembangan ini menggunakan model ADDIE, yaitu: 1. *Analysis*, 2. *Design*, 3. *Development*, 4. *Implementation*, 5. *Evaluation*. Hasil kevalidan poster digital multimodal diperoleh dari validasi ahli media pembelajaran sebesar 90% (sangat valid), validasi ahli materi pembelajaran sebesar 88% (sangat valid), validasi ahli desain pembelajaran sebesar 96% (sangat valid), dan validasi ahli bahasa sebesar 90% (sangat valid). Hasil kemenarikan poster digital multimodal diperoleh dari angket respon guru sebesar 100% dan angket respon siswa sebesar 98.5% (sangat menarik). Hasil keefektifan poster digital multimodal diperoleh dari lembar observasi aktivitas guru sebesar 95%, lembar observasi aktivitas siswa sebesar 98.7%, dan tes hasil belajar siswa sebesar 100% (efektif). Hasil penelitian dan pengembangan poster digital multimodal pada pembelajaran IPAS di kelas IV Sekolah Dasar menunjukkan hasil sangat valid, sangat menarik, dan efektif sehingga dapat digunakan sebagai media pembelajaran di Sekolah Dasar.

Kata kunci: ADDIE, Media Pembelajaran, Poster Digital Multimodal

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ABSTRACT

This research aims to develop a multimodal digital poster for science and science learning in class IV elementary schools that is valid, attractive and effective. This development research uses the ADDIE model, namely: 1. Analysis, 2. Design, 3. Development, 4. Implementation, 5. Evaluation. The results of the validity of multimodal digital posters were obtained from learning media expert validation of 90% (very valid), learning material expert validation of 88% (very valid), learning design expert validation of 96% (very valid), and language expert validation of 90% (very valid). The results of the multimodal digital poster's attractiveness were obtained from a teacher response questionnaire of 100% and a student response questionnaire of 98.5% (very interesting). The results of the effectiveness of multimodal digital posters were obtained from teacher activity observation sheets at 95%, student activity observation sheets at 98.7%, and student learning outcomes tests at 100% (effective). The results of research and development of multimodal digital posters for science and science learning in class IV elementary schools show very valid, very interesting and effective results so that they can be used as learning media in elementary schools.

Keywords: *ADDIE, Learning Media, Multimodal Digital Poster*