PENGEMBANGAN VIDEO PEMBELAJARAN DENGAN MENGGUNAKAN MODEL *PROBLEM BASED LEARNING* (PBL) PADA MATERI IPA DI KELAS V SD NEGERI 060937 MEDAN JOHOR

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan media video pembelajaran berbasis Problem Based Learning (PBL) pada mata pelajaran Ilmu Pengetahuan Alam (IPAS) materi Cahaya dan Bunyi di kelas V SD Negeri 060937 Medan Johor. Pengembangan ini dilatarbelakangi oleh rendahnya motivasi dan hasil belajar siswa akibat penggunaan metode konvensional yang kurang interaktif serta minimnya media audio-visual. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan model pengembangan Richey dan Klein, yang meliputi tahap perencanaan, pengembangan, produksi, dan evaluasi. Instrumen pengumpulan data mencakup lembar validasi ahli media sebesar 95% dan dinyatakan sangat valid, ahli materi 100% dikatagorikan sangat valid, serta angket respon guru 100% katagori sangat valid dan siswa 81,90% dikatagorikan sangat praktis

. Hasil penelitian menunjukkan bahwa video pembelajaran yang dikembangkan memperoleh kategori sangat valid dari ahli materi dan ahli media, serta dinilai praktis dan menarik berdasarkan respon guru dan peserta didik. Dengan demikian, media video berbasis PBL ini layak digunakan sebagai alternatif inovatif untuk meningkatkan keterlibatan, motivasi, dan pemahaman konsep siswa pada pembelajaran IPAS di sekolah dasar.

Kata Kunci: Video Pembelajaran, Problem Based Learning (PBL), IPAS, Cahaya dan Bunyi, Pengembangan Media

DEVELOPMENT OF A LEARNING VIDEO BASED ON THE PROBLEM BASED LEARNING (PBL) MODEL FOR SCIENCE SUBJECT IN GRADE V OF SD NEGERI 060937 MEDAN JOHOR

ABSTRACT

This study aimed to develop a Problem-Based Learning (PBL)*-based instructional video for the Natural Science* (IPAS*) subject on the topic of Light and Sound for fifth-grade students at* SD Negeri 060937 Medan Johor. *The development was motivated by students' low learning motivation and achievement resulting from the use of conventional, less interactive teaching methods and the limited use of audio-visual media. This research employed a Research and Development* (R&D) *approach using the* Richey and Klein *development model, which consists of the planning, development, production, and evaluation stages. Data were collected through expert validation sheets and response questionnaires. The results showed that the instructional video achieved a validity score of* 95% *from media experts and* 100% *from subject matter experts, both categorized as highly valid. In addition, the teacher response reached* 100% (*highly valid), while student responses reached* 81.90%, *categorized as highly practical. The findings indicate that the developed PBL-based instructional video is highly valid, practical, and engaging. Therefore, this instructional video is feasible to be used as an innovative alternative to enhance student engagement, motivation, and conceptual understanding in elementary school* IPAS *learning.*

Keywords: instructional video, Problem-Based Learning (PBL), *natural science* (IPAS), *light and sound, media development*