

## ABSTRAK

Penelitian ini bertujuan untuk mengembangkan video animasi pembelajaran berbasis kontekstual pada materi pola bilangan yang valid, praktis dan efektif untuk digunakan dalam pembelajaran di kelas. Penelitian dan pengembangan ini menggunakan model 4-D (*Define, Design, Develop, Disseminate*). Penelitian ini dilakukan di SMP Muhammadiyah 1 Way Jepara Lampung Timur. Subjek penelitian adalah siswa kelas VIII SMP Muhammadiyah 1 Way Jepara Lampung Timur. Objek penelitian adalah video animasi pembelajaran berbasis kontekstual pada materi pola bilangan. Instrumen pengumpulan data yang digunakan berupa lembar wawancara, dan lembar angket. Uji validasi dilakukan oleh 6 validator ahli dan uji kepraktisan dilakukan kepada 10 responden peserta didik. Berdasarkan hasil penelitian, dapat disimpulkan bahwa video animasi pembelajaran berbasis kontekstual pada materi pola bilangan dinyatakan sangat valid, sangat praktis dan efektif digunakan dalam pembelajaran di kelas. Dengan rata-rata persentase hasil validasi sebesar 80.6% masuk dalam kriteria sangat valid, rata-rata persentase hasil uji kepraktisan sebesar 84.5% masuk dalam kriteria sangat praktis dan hasil belajar menunjukkan bahwa nilai rata-rata sesudah menggunakan video animasi pembelajaran lebih tinggi 50.9 daripada sebelum menggunakan video animasi pembelajaran berbasis kontekstual dan dilakukan pengujian hipotesis menggunakan uji-t diperoleh  $t_{tabel} = 1.833$  dan  $t_{hitung} = 16.894$  pada taraf signifikansi 5%. Karena  $t_{hitung} > t_{tabel}$  maka  $H_0$  ditolak dan  $H_1$  diterima, artinya ada pengaruh terhadap hasil belajar setelah menggunakan media video animasi pembelajaran berbasis kontekstual dan hasil belajar sesudah menggunakan video animasi pembelajaran berbasis kontekstual meningkat 0.78 yang termasuk dalam kriteria tinggi dalam uji-Gain. Artinya video animasi pembelajaran berbasis kontekstual pada materi pola bilangan efektif digunakan dalam pembelajaran di kelas dan dapat meningkatkan hasil belajar peserta didik.

**Kata Kunci** : efektif, kontekstual, pengembangan, video animasi.

## ABSTRACT

*This research aimed to develop a contextual-based learning animation video on number pattern material that was valid, practical and effective for use in classroom learning. This research and development used the 4-D model (Define, Design, Develop, Disseminate). This research was conducted at SMP*

*Muhammadiyah 1 Way Jepara East Lampung. The research subjects were students of grade VIII of SMP Muhammadiyah 1 Way Jepara East Lampung. The object of the research was contextual-based learning animation video on number pattern material. The data collection instruments used were interview sheets, and questionnaire sheets. The validation test was conducted by 6 expert validators and the practicality test was conducted to 10 student respondents. Based on the results of the study, it can be concluded that the contextual-based learning animation video on number pattern material was declared very valid, very practical and effective in classroom learning. With an average percentage of validation results of 80.6% included in very valid criteria, the average percentage of practicality test results of 84.5% included in very practical criteria and learning outcomes show that the average value after using learning animation videos was 50.9 higher than before using contextual-based learning animated videos and hypothesis testing using t-test obtained  $t_{table} = 1.833$  and  $t_{score} = 16.894$  at a significance level of 5%. Because  $t_{score} > t_{tabel}$  then  $H_0$  was rejected and  $H_1$  was accepted, meaning that there was an influence on learning outcomes after using contextual-based learning animation video media and learning outcomes after using contextual-based learning animation videos increased by 0.78 which is included in the high criteria in the Gain-test. This means that contextual-based learning animation videos on number pattern material were effectively used in class learning and can improve student learning outcomes.*

**Keywords:** *effective, contextual, development, animated video.*