

**PENGEMBANGAN MEDIA PEMBELAJARAN GAME INTERAKTIF
UNTUK MENINGKATKAN MINAT DAN HASIL BELAJAR SISWA SMA
PADA MATA PELAJARAN EKONOMI**

Disusun oleh:
Septian Endro Laksono
08404241008

ABSTRAK

Penelitian ini bertujuan untuk: 1) mengetahui prosedur pengembangan media pembelajaran game interaktif, 2) mendapatkan game interaktif yang layak digunakan sebagai media pembelajaran, 3) mengetahui keefektifan media dalam meningkatkan minat belajar, 4) mengetahui keefektifan media dalam meningkatkan hasil belajar, 5) mengetahui perbedaan minat belajar siswa yang menggunakan media game interaktif dengan media konvensional, 6) mengetahui perbedaan hasil belajar siswa yang menggunakan media game interaktif dengan media konvensional.

Penelitian ini merupakan jenis penelitian dan pengembangan yang dilakukan di SMA Negeri 7 Purworejo antara Bulan Februari 2012 sampai dengan Maret 2012. Pengumpulan data dilakukan dengan angket dan instrumen hasil belajar. Teknik analisis data menggunakan analisis deskriptif dan uji keefektifan media didesain menggunakan model eksperimen (*control group pre-test – post test design*). Pengujian data dengan *independent t-test* dan *paired t-test*.

Hasil penelitian ini adalah media pembelajaran berupa game teka-teki silang ekonomi yang siap digunakan. Ahli media menilai kelayakan media dari aspek umum dikatakan sangat baik, aspek rekayasa perangkat lunak dan komunikasi visual yang dinilai baik. Sedangkan ahli materi menilai kelayakan dari aspek umum dan aspek substansi soal dengan kategori serta aspek pembelajaran yang dinilai sangat. Dari hasil uji coba lapangan dapat dilihat bahwa aspek umum, aspek perangkat lunak, dan aspek pembelajaran masuk dalam kategori sangat baik, Sedangkan aspek komunikasi visual dinilai dalam kategori baik Media pembelajaran ini telah teruji keefektifannya, dibuktikan bahwa: 1) Media pembelajaran game interaktif efektif dalam meningkatkan minat belajar, terbukti dari nilai t_{hitung} kelas eksperimen sebesar -8,892 dengan taraf signifikansi $0,000 < 0,05$. 2) Media pembelajaran game interaktif efektif dalam meningkatkan hasil belajar, terbukti dari nilai t_{hitung} kelas eksperimen sebesar -11,898 dengan taraf signifikansi $0,000 < 0,05$. 3) Minat belajar siswa yang menggunakan media pembelajaran game interaktif lebih tinggi daripada minat belajar siswa yang menggunakan media konvensional sebab nilai t_{hitung} minat akhir setelah perlakuan sebesar 6,691 dengan *Sig.(2-tailed)* $0,000 < 0,05$, rata-rata minat akhir kelas eksperimen (108,48) lebih tinggi dibandingkan kelas kontrol (97,61). 4) Hasil belajar siswa yang menggunakan media pembelajaran game interaktif lebih tinggi daripada hasil belajar siswa yang menggunakan media konvensional sebab nilai t_{hitung} *post test* 6,679 dengan nilai *Sig.(2-tailed)* $0,000 < 0,05$. Rata-rata *post test* kelas eksperimen (81,94) lebih tinggi dibandingkan kelas kontrol (67,42).

Kata kunci: Media Pembelajaran Game Interaktif, Minat Belajar, dan Hasil Belajar.

**DEVELOPING INTERACTIVE GAMES AS LEARNING MEDIA
TO IMPROVE THE LEARNING INTEREST AND ACHIEVEMENT
OF SENIOR HIGH SCHOOL STUDENTS
IN THE ECONOMICS SUBJECT**

By:

Septian Endro Laksono
08404241008

ABSTRACT

This study aims: 1) to find out the procedure of developing interactive games as learning media, 2) to find out the procedure interactive games appropriate to use as learning media, 3) to find out the effectiveness of the media to improve the learning interest, 4) to find out the effectiveness of the media to improve the learning achievement, 5) to find out the difference in the learning interest between the students using interactive games as learning media and those using the conventional media, 6) to find out the difference in the learning achievement between the students using interactive games as learning media and those using the conventional media.

This was a research and development study conducted in SMA Negeri 7 Purworejo from February to March 2012. The data were collected through questionnaires and learning achievement instruments. The data were analyzed using the descriptive technique and the media effectiveness was tested by means of an experimental model (the control group pre-test post test design). The data were analyzed using the independent t-test and the paired t-test.

The result of the study is the learning media in the form of crossword puzzle for economics ready for use. The media experts states that the media appropriateness is very high in terms of the general aspect and is high in terms of the software engineering and visual communication aspects. Meanwhile, the material expert states that the media appropriateness is very high in terms of general, item substance, and learning aspects. The result of the field tryout show that the general, software, and learning aspects are in the very good category. Meanwhile, the visual communication aspects is in the good category. The learning media have been tested in terms of the effectiveness, indicated by the following facts. 1) The interactive games as learning media are effective to improve the learning interest, indicated by the t_{observed} value of -8.892 in the experimental class with significance level of $0.000 < 0.05$. 2) The interactive games as learning media are effective to improve the learning achievement, indicated by the t_{observed} value of -11.898 in the experimental class with significance level of $0.000 < 0.05$. 3) the learning interest of the students learning through interactive games as learning media is higher than that of the students learning through the conventional media, indicated by the t_{observed} value of 6.691 with Sig.(2-tailed) of $0.000 < 0.05$ for the final interest after the treatment; the final interest mean of the experimental class (108.48) is higher than that of the control class (97.61). 4) The learning achievement of the students learning through interactive games as learning media is higher than that of the student learning through the conventional media, indicated by the t_{observed} value of 6.679 for the posttest with Sig.(2-tailed) of $0.000 < 0.05$. The posttest mean of the experimental class (81.94) is higher than that of the control class (67.42).

Keywords: Interactive Game As Learning Media, Learning Interest, Learning Achievement