

ABSTRAK

Nesa Dwi Aprilia, 2026. Pengembangan Media Pembelajaran *Eco-Map Kids* Berbasis *QR Code* pada Pembelajaran IPAS Materi Aku dan Lingkungan Sekitarku Kelas III SD. Skripsi. Pendidikan Guru Sekolah Dasar, Universitas PGRI Madiun. Pembimbing (I) Dr. Endang Sri Maruti, M.Pd (II) Sesaria Prima Yudhaningtyas, S.Pd., M.Pd

Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa *Eco-Map Kids* berbasis *QR Code* pada pembelajaran IPAS materi Aku dan Lingkungan Sekitarku kelas III SD. Latar belakang penelitian ini adalah kurangnya pemanfaatan media pembelajaran pada proses pembelajaran yang mengakibatkan peserta didik mudah bosan dan kesulitan dalam memahami materi pembelajaran. Metode yang digunakan adalah model pengembangan ADDIE yang terdiri dari tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Produk divalidasi oleh ahli media, ahli materi, dan ahli bahasa, serta diuji coba kepada peserta didik dan guru. Hasil validasi menunjukkan tingkat kelayakan sebesar 85% dari ahli media, 96% dari ahli materi, dan 86% dari ahli bahasa, termasuk dalam kategori sangat valid. Uji coba kepada Peserta didik menghasilkan rata-rata sebesar 96%, sementara guru menghasilkan nilai sebesar 98%. Media ini dinilai menarik, dan dapat membantu penyampaian materi dalam proses pembelajaran.

Kata kunci: Media pembelajaran *Eco-Map Kids*, *QR Code*, IPAS, ADDIE

ABSTRACT

Nesa Dwi Aprilia, 2026. *Development of QR Code-Based "Eco-Map Kids" Learning Media for the IPAS (Natural and Social Sciences) Topic "Me and My Surrounding Environment" in Grade III Elementary School. Undergraduate Thesis. Primary School Teacher Education, Universitas PGRI Madiun. Supervisors: (I) Dr. Endang Sri Maruti, M.Pd; (II) Sesaria Prima Yudhaningtyas, S.Pd., M.Pd.*

Key Terms: Eco-Map Kids learning media, QR Code, IPAS, ADDIE

This study aims to develop a QR Code-based learning medium known as "Eco-Map Kids" for the Natural and Social Sciences (IPAS) subject—specifically the "Me and My Surrounding Environment" unit—for third-grade elementary school students. The study was motivated by the lack of instructional media usage during lessons, which led to student boredom and difficulties in comprehending the material. The research employed the ADDIE development model, comprising the stages of analysis, design, development, implementation, and evaluation. The product was validated by media, subject matter, and language experts, and subsequently tested with students and teachers. Validation results indicated feasibility ratings of 85% from media experts, 96% from subject matter experts, and 86% from language experts, placing the medium in the "highly valid" category. Trials with students yielded an average score of 96%, while the teacher evaluation resulted in a score of 98%. The medium was deemed engaging and capable of facilitating the delivery of material during the learning process.