

**ABSTRAK****PENGEMBANGAN BUKU CERITA BERGAMBAR  
TENTANG PELESTARIAN EKOSISTEM SAWAH UNTUK PESERTA  
DIDIK KELAS IV SD TEMA 3 SUBTEMA 1**

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Latar belakang penelitian ini adalah untuk menjawab kebutuhan guru kelas IV SD yang membutuhkan media berupa buku cerita bergambar Tema 3 “Peduli Terhadap Makhluk Hidup” Subtema 1 “Hewan dan Tumbuhan di Lingkungan Rumahku” Pembelajaran 1 yang membahas tentang ekosistem sawah. Hasil wawancara dengan satu kepala dusun, salah satu permasalahan di ekosistem sawah adanya hama tikus. Berdasarkan data-data tersebut peneliti termotivasi untuk melakukan penelitian pengembangan buku cerita bergambar tentang pelestarian ekosistem sawah untuk peserta didik kelas IV SD.

Prosedur pengembangan penelitian ini adalah *Reasarch & Development (R&D)* dengan model pengembangan ADDIE menurut Tung Yao, yaitu: *pertama*: Analisis kebutuhan dilakukan dengan (a) mewawancarai dua guru kelas IV yang memerlukan buku cerita bergambar untuk media pembelajaran Tema 3 “Peduli Terhadap Makhluk Hidup” Subtema 1 “Hewan dan Tumbuhan di Lingkungan Rumahku” Pembelajaran 1, dan (b) mewawancarai kepala dusun untuk mengetahui permasalahan di ekosistem sawah yang menjadi kajian di materi pembelajaran 1. *Kedua*: desain dilakukan dengan membuat cergam berjudul “Pelestarian Ekosistem Sawah dengan *Pest Repeller*. *Ketiga*: pengembangan validasi cergam dilakukan oleh dua orang ahli. *Keempat* implementasi tidak dapat peneliti lakukan di sekolah karena masih masa pandemi *covid-19*. *Kelima*: evaluasi peneliti lakukan dengan membahas hasil penelitian berdasarkan komentar dari para validator.

Buku cerita bergambar divalidasi oleh dosen pendidikan Biologi dan guru kelas IV SD. Skor rata-rata dari dua validator adalah 3,6 (dari rentang 1-4) dan termasuk kategori “Sangat Baik”. Jadi buku cerita bergambar dapat diujicobakan sebagai sarana media pembelajaran Tema 3 “Peduli Terhadap Makhluk Hidup” Subtema 1 “Hewan dan Tumbuhan di Lingkungan Rumahku” Pembelajaran 1.

Kata kunci: lingkungan hidup, ekosistem sawah, buku cerita bergambar.

**ABSTRACT****DEVELOPMENT OF BOOK PICTURE STORY  
ABOUT RICE FIELD CONSERVATION FOR FOURTH GRADE  
ELEMENTARY SCHOOL STUDENTS THEME 3 SUB-THEME 1**

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*The background of this research is to answer the needs of fourth grade elementary school teachers who need media in the form of picture story books. Theme 3 "Care for Living Creatures" Sub-theme 1 "Animals and Plants in My Home Environment" Lesson 1 which discusses the rice field ecosystem. The results of an interview with a hamlet head, one of the problems in the rice field ecosystem is the presence of rat pests. Based on these data, the researcher was motivated to conduct research on the development of a picture story book about the conservation of rice field ecosystems for fourth grade elementary school students.*

*The procedure for developing this research is Research & Development (R&D) with the ADDIE development model according to Tung Yao, namely: first: Needs analysis is carried out by (a) interviewing two fourth grade teachers who need picture story books for learning media Theme 3 "Caring for Living Creatures" Subtheme 1 "Animals and Plants in My Home Environment" Lesson 1, and (b) interviewing the head of the hamlet to find out the problems in the rice field ecosystem that were studied in learning material 1. Second: the design was carried out by making a short story entitled "Preserving the Rice Field Ecosystem with Pest Repeller". Third: the development of model validation was carried out by two experts. The fourth implementation cannot be carried out by researchers in schools because it is still during the COVID-19 pandemic. Fifth: the researcher's evaluation was carried out by discussing the results of the study based on comments from the validators.*

*The picture story books were validated by Biology education lecturers and fourth grade elementary school teachers. The average score of the two validators is 3.6 (from a range of 1-4) and belongs to the "Very Good" category. So picture story books can be tested as a means of learning media. Theme 3 "Caring for Living Creatures" Sub-theme 1 "Animals and Plants in My Home Environment" Learning 1.*

*Key words: environmental education, picture book, rice field ecosystem.*