

ABSTRAK

**PENGEMBANGAN MODUL PEMBELAJARAN IPA PEDULI
TERHADAP MAKHLUK HIDUP BERBASIS *CONTEXTUAL*
TEACHING AND LEARNING UNTUK KELAS ATAS**

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Latar belakang penulisan ini yaitu siswa yang kurang aktif, kurang terkontrol dan kurang bersemangat dalam pembelajaran IPA serta siswa tidak peduli akan adanya makhluk hidup di sekitarnya dikarenakan Guru hanya terpaku pada modul sederhana. Tujuan penelitian ini yaitu 1) menghasilkan dan mendeskripsikan proses pengembangan modul pembelajaran IPA peduli terhadap makhluk hidup berbasis *Contextual Teaching And Learning* untuk kelas atas. 2) mengetahui mutu modul pembelajarn IPA peduli terhadap makhluk hidup berbasis *Contextual Teaching And Learning* untuk kelas atas. Metode penelitian yang digunakan adalah penelitian pengembangan (R&D).

Hasil penulisan ini menunjukkan bahwa: 1) Proses pengembangan modul pembelajaran IPA menggunakan 5 langkah model ADDIE yaitu: *Analyze, Design, Development, Implementation, Evaluation*. (2) berdasarkan hasil validasi para validator sesuai dengan bobot skor skala 4 likert yaitu ahli IPA dan *Contextual Teaching And Learning* memperoleh rata-rata sebesar 3,33 dengan kategori “Sangat Layak”, ahli guru kelas memperoleh hasil rata-rata sebesar 3,56 dengan kategori “Sangat Layak” dan uji coba siswa melibatkan 10 siswa kelas IV yang dipilih secara acak terdiri dari siswa laki-laki dan perempuan.

Hasil penulisan menunjukkan bahwa mutu produk modul yang dikembangkan masuk dalam kategori “sangat layak”. Hal ini terlihat dari hasil skor rata-rata yang diperoleh dari 2 validator sebesar 3,44 sehingga dapat disimpulkan bahwa modul pembelajaran IPA peduli terhadap makhluk hidup berbasis *Contextual Teaching And Learning* untuk kelas atas yang dikembangkan sangat layak digunakan di sekolah dasar untuk siswa kelas IV.

Kata kunci: modul, peduli terhadap makhluk hidup, pembelajaran IPA, *contextual teaching and learning*

ABSTRACK

**DEVELOPMENT OF A SCIENCE LEARNING MODULE CARING
FOR LIVING THINGS BASED ON CONTEXTUAL
TEACHING AND LEARNING FOR THE UPPER CLASS**

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The background of this writing is that students are less active, less controlled and less enthusiastic in learning science and students do not care about the existence of living things around them because the teacher is only fixated on simple modules. The objectives of this study that is 1) produce and describes the process for developing science learning modules caring for living things based on Contextual Teaching And Learning for the upper class during a pandemic 2) find out the quality of the Science learning module caring for living things based on Contextual Teaching And Learning for the upper class. The research method used is development research (R&D).

The writing of this study indicated that: 1) the process for developing science learning modules uses the 5-step ADDIE model, namely: Analyze, Design, Development, Implementation, Evaluation. 2) based on the validation results of the validators according to the 4 Likert scale score weight, namely science experts and Contextual Teaching And Learning obtained an average of 3.33 in the "Very Eligible" category, class teacher experts obtained an average result of 3.56 in the "Very Eligible" category. Very Eligible" and the student trial involved 10 randomly selected Grade IV students consisting of boys and girls.

The writing of the study showed that the quality of the developed module product is in the "very feasible" category. This can be seen from the results of the average score obtained from the 2 validators of 3.44 so that it can be concluded that the Science learning module cares for living things based on Contextual Teaching And Learning for the upper class which was developed is very suitable for use in elementary schools for students class IV.

Keywords: *Module, Care for living things, science learning, contextual teaching and learning*