

ABSTRAK

PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS *CULTURALLY RESPONSIVE TEACHING* (PENDIDIKAN TANGGAP BUDAYA) DALAM PRAKTIK PEMBELAJARAN KURIKULUM 2013 PADA SISWA SD KELAS III DI MALINAU KALIMANTAN UTARA

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Penelitian ini dilatarbelakangi oleh urgensi mengenai perlunya media pembelajaran yang tanggap terhadap budaya peserta didik di daerah, selain itu juga dilatarbelakangi oleh hasil analisis kebutuhan yang menunjukkan bahwa Guru membutuhkan media pembelajaran di luar Buku Siswa Kurikulum 2013 untuk menunjang pembelajaran di dalam kelas, terutama media pembelajaran yang tanggap akan budaya peserta didiknya. Penelitian ini bertujuan untuk 1) mengidentifikasi pedoman apa yang perlu diperhatikan dalam pengembangan buku pengayaan dan literasi pendidikan untuk siswa SD kelas III yang tanggap terhadap budaya di Kalimantan Utara, 2) mendeskripsikan tindakan-tindakan yang diperlukan dalam pengembangan buku pengayaan dan literasi pendidikan untuk siswa SD kelas III yang tanggap terhadap budaya di Kalimantan Utara, dan 3) memperoleh tanggapan atau umpan balik dari pengguna hasil buku pengayaan dan literasi pendidikan untuk siswa SD kelas III yang tanggap terhadap budaya di Kalimantan Utara.

Jenis penelitian ini ialah penelitian pengembangan atau R&D. Subjek dari penelitian ini ialah enam peserta didik Kelas III SD di Malinau, Kalimantan Utara dan objek dari penelitian ini ialah media pembelajaran berupa Buku Pengayaan dan Literasi Pendidikan Tanggap Budaya bagi peserta didik Kelas III di Malinau, Kalimantan Utara.

Hasil penelitian dari penelitian pengembangan ini menunjukkan: 1) pedoman dalam pengembangan dan pengaplikasian media pembelajaran berbasis pendidikan tanggap budaya menggunakan lima prinsip pengaplikasian pendidikan tanggap budaya milik Bryan Greer; 2) prosedur pengembangan media pembelajaran menggunakan langkah-langkah dari model ADDIE, yaitu *analyze, design, development, implementation, dan evaluation*; dan 3) kualitas media pembelajaran berupa Buku Pengayaan dan Literasi Pendidikan Tanggap Budaya mendapatkan kualifikasi nilai “Sangat Baik” menggunakan Skala 4 milik Widoyoko dengan memperoleh hasil validasi 3,7 dan hasil tanggapan tanggapan peserta didik 3,6.

Kata Kunci: Penelitian dan Pengembangan, Media Pembelajaran, Buku Pengayaan dan Literasi Pendidikan, Pendidikan Tanggap Budaya, Kurikulum 2013.

ABSTRACT**THE DEVELOPMENT OF CULTURALLY RESPONSIVE TEACHING-BASED
LEARNING MEDIA IN CURRICULUM 2013 LEARNING PRACTICES FOR
ELEMENTARY STUDENTS GRADE III IN MALINAU NORTH KALIMANTAN**

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This research is motivated by the urgency about the need for learning media that are culturally responsive to the students in the area. In addition, the purpose of this research is the results of needs analysis which shows that Teachers need learning media other than the 2013 Curriculum Student Book to support the learning activity in the classroom, especially learning media that culturally responsive to their students. This research aimed to 1) Identifying which guidelines to be considered in developing the educational literacy and enrichment book that are culturally responsive for third grade elementary school students in North Kalimantan, 2) Describing the necessary actions in developing the educational literacy and enrichment book that are culturally responsive for third grade elementary school students in North Kalimantan, and 3) obtaining the response for feedback from the users of educational literacy and enrichment book that are culturally responsive for elementary school students in North Kalimantan.

The type of this research is research and development (R&D). The subjects of this research is six Elementary School Students Grade III in Malinau, North Kalimantan and the object of this research is the learning media in the form of Enrichment Book and Literacy of Culturally Responsive Education for Elementary School Students Grade III in Malinau, North Kalimantan.

The results of this development research shows that: 1) the guidelines for developing and application of the culturally responsive learning media is using the five principle of culturally responsive teaching applications by Bryan Greer; 2) the making procedures of the learning media development is using the steps of the ADDIE model, which is *analyze, design, development, implementation, and evaluation*; and 3) the quality of learning media in the form of Educational Enrichment and Literacy Books of Culturally Responsive Education to get the qualification of "Excellent" from the Scale 4 by Widoyoko valued by obtaining the validation results of 3.7 and the results of student response of 3.6.

Keywords: Research and Development, Learning Media, Educational Enrichment and Literacy Books, Culturally Responsive Teaching or Education, 2013 Curriculum.