

**ABSTRAK****Pengembangan Materi Pendidikan Kesadaran dan Kepedulian Lingkungan  
Menggunakan Model *Conservation Scout* untuk Kelas V A  
SD N Jetis 1 Yogyakarta**

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Latar belakang penelitian ini berdasarkan dari hasil observasi dan wawancara sebagai analisis kebutuhan yang dilakukan peneliti. Wawancara yang dilakukan terhadap kepala sekolah, guru, dan lima orang siswa menunjukkan adanya kebutuhan akan materi eksperimen. Penelitian ini bertujuan untuk mengembangkan materi pendidikan kesadaran dan kepedulian lingkungan. Materi yang dikembangkan merupakan hasil dari penggabungan Rencana Pelaksanaan Pembelajaran hari pertama dan hari kedua, materi eksperimen, serta panduan eksperimen karya peneliti dan rekan peneliti. Jenis penelitian yang digunakan adalah R&D (*Research and Development*). Prosedur pengembangan yang digunakan dalam penelitian ini adalah prosedur pengembangan materi menurut Brian Tomlinson (Harsono, 2015).

Validasi dilakukan oleh ahli IPA, ahli bahasa, guru kelas V, dan siswa kelas V A sebelum materi diimplementasikan. Validasi materi yang dilakukan oleh ahli IPA, ahli bahasa, dan guru kelas V didapatkan skor rata-rata 3,52. Rata-rata skor yang diperoleh menunjukkan bahwa materi yang dikembangkan dapat dikategorikan sangat layak untuk diimplementasikan. Khusus pada panduan eksperimen dan panduan kebun konservasi divalidasi oleh lima orang siswa melalui wawancara. Hasil yang diperoleh menunjukkan bahwa kelima siswa sangat tertarik serta dapat memahami langkah-langkah di dalam panduan eksperimen dan panduan kebun konservasi yang telah mereka baca. Materi diimplementasikan sekali dalam skala terbatas, yakni di kelas V A selama dua hari dengan melibatkan 23 siswa

Implementasi penggunaan panduan eksperimen dan panduan kebun konservasi dilakukan kepada 23 siswa. Kegiatan implementasi yang telah dilakukan diperoleh hasil bahwa dari 23 siswa terdapat lebih dari 20 siswa memahami langkah-langkah di dalam panduan. Dari hasil tersebut, dapat dikatakan bahwa panduan eksperimen dan panduan kebun konservasi layak digunakan karena siswa dapat melakukan dua kegiatan tersebut dengan bantuan buku panduan. Dengan data yang diperoleh saat implementasi dan hasil validator, materi pendidikan kesadaran dan kepedulian yang dikembangkan dikategorikan sudah layak untuk dikembangkan secara luas di dalam pembelajaran.

**Kata kunci:** pengembangan materi, pendidikan kesadaran dan kepedulian lingkungan, model *Conservation Scout*

**ABSTRACT*****Development of Educational Materials of Awareness and Care about The Environment by Using Conservation Scout Model to The V A Grade Students of SD N 1 Jetis Yogyakarta***

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*The background of this research was based on observation and interview as necessary analysis conducted by researcher. Interview that was held to principals, teachers, and five students indicated the necessary for experimental material. This research was aimed to develop educational materials of awareness and care about the environment. The developed material was the result of merging the first and second day lesson plan, experiment material, and guidance experiment by the researcher and the researcher's partner. The type of research was the R & D (Research and Development). The development procedure used in this study was development material procedure according to Brian Tomlinson (Harsono, 2015)*

*The validating was conducted by scientist, linguist, V grade teacher, and V A grade students before the material was implemented. Validating material that was conducted by scientist, linguist, and V grade teacher got average score 3.52. The average score showed that the developed material was proper to be implemented. Particularly on the experiment guide and garden conservation were validated by five students through interview. The result showed that the five students were very interested and could understand the steps in the experiment guide and the conservation garden they had read. The material was implemented once in the limited scale, and it involves 23 students of V A grade during two days.*

*The implementation of the use of experiment guide and conservation garden were conducted toward 23 students. The implementation of the activities that had been carried out obtained results that 20 students out of 23 students could understand the steps in the guide. From these results, it could be argued that the experimental guides and conservation garden guides were worthy of use because students could do these two activities with a manual help. Based on data obtained during the implementation and validator results, it showed that the educational materials of awareness and care developed were categorized as feasible to be widely developed in the learning process.*

**Keywords:** *material development, educational materials of awareness and care about the environment, conservation scout model*