

**ABSTRAK****Pengembangan Modul Pembelajaran IPA “Tumbuhan Di Sekitarku”  
Menggunakan Pendekatan Paradigma Pedagogi Reflektif  
Untuk Siswa Kelas III A SD N Jetis 1 Yogyakarta**

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2017

Penelitian ini bertujuan untuk mengembangkan modul pembelajaran IPA menggunakan Pendekatan Paradigma Pedagogi Reflektif. Metode penelitian yang digunakan adalah *Research and Development (R&D)* berdasarkan 5 langkah pengembangan modul menurut Tomlinson (Harsono, 2015). Modul pembelajaran IPA ini diimplementasikan di kelas III A SD N Jetis 1 Yogyakarta dengan jumlah responden 26 siswa. Berdasarkan hasil implementasi yang dilakukan terlihat bahwa: (1) siswa sudah membaca modul, (2) siswa merasa nyaman, senang dan bahagia dalam belajar, karena modul menyajikan gambar dan bahasa yang mudah dipahami oleh siswa, (3) siswa menjadi percaya diri dalam belajar (4) siswa dapat memahami dan menyadari pentingnya keberadaan tumbuhan di sekitarnya, (5) siswa mendapatkan kejelasan dari materi yang disampaikan, (6) siswa mendapatkan pengalaman bermakna, (7) siswa menjadi lebih bertanggung jawab, disiplin dan dapat menghargai perbedaan, (8) meningkatkan daya nalar pada siswa, (9) siswa terlibat aktif dalam kegiatan pengamatan, demonstrasi, maupun diskusi, dan (10) siswa mendapat respon positif melalui kegiatan refleksi dan aksi.

**Kata kunci: pengembangan modul, pendekatan paradigma pedagogi reflektif.**

**ABSTRACT**

***The Development Natural of Sciences Learning Module “Tumbuhan Di Sekitarku” Using A Reflective Pedagogical Paradigm Approach for Third Grade SD N Jetis 1 Yogyakarta***

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*This research aimed to develop a natural sciences learning modules using a Reflective Pedagogical Paradigma Approach. The research was held based on Research and Development (R&D) method based has 5 step in its module development according to Tomlinson (Harsono, 2015). This science learning module was implemented in third A grade of SD N Jetis 1 Yogyakarta with 26 student respondents. According to the implementation it was seen that: (1) the student has read the module, (2) students feel comfortable, happy and happy in learning, because the module presents images and languages that are easily understood by students, (3) the students are confident to learn, (4) Students can understand and realize the importance of the existence of surrounding plants, (5) Students get the clarity of the material (6) students get meaningful experience (7) the students become more responsible, discipline and able to appreciate the difference, (8) improve students reasoning (9) the students actively participate in the activities of observation activities, demonstration, and discussions, and 10) students get a positive response through the activities of reflection and action.*

*Keywords: module development, reflective pedagogical paradigm approach.*