

**ABSTRAK****PENGEMBANGAN PERANGKAT PEMBELAJARAN TERPADU TIPE  
*SEQUENCED* UNTUK SISWA KELAS IV SEKOLAH DASAR MENGACU  
KURIKULUM 2013**

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Penelitian ini dilakukan berdasarkan analisis kebutuhan yang menunjukkan perlunya contoh perangkat pembelajaran terpadu tipe *sequenced* mengacu Kurikulum 2013. Tujuan utama penelitian ini adalah menghasilkan suatu produk berupa perangkat pembelajaran terpadu tipe *sequenced* untuk siswa kelas IV Sekolah Dasar mengacu Kurikulum 2013.

Peneliti menggunakan langkah-langkah penelitian dan pengembangan dari Borg dan Gall yang dikombinasikan dengan desain instruksional yang dikembangkan oleh Dick dan Carey. Ada 10 (sepuluh) langkah pengembangan penelitian menurut Borg dan Gall namun peneliti membatasi sampai 7 (tujuh) langkah yaitu 1) potensi dan masalah (wawancara), 2) pengumpulan data (*Identify Instructional Goal(s), Conduct Instructional Analysis* dan *Analyze Learners and Context.*), 3) desain produk, 4) validasi desain,( evaluasi formatif) 5) revisi desain, 6) ujicoba produk (evaluasi sumatif), 7) revisi produk, sampai menghasilkan produk akhir berupa perangkat pembelajaran terpadu tipe *sequenced* mengacu Kurikulum 2013.

Berdasarkan hasil validasi yang dilakukan oleh dua pakar pembelajaran terpadu dan dua guru SD kelas IV melalui uji coba terbatas, validator pakar pembelajaran terpadu (A) memberikan skor 4,07 dengan kategori “baik”, sedangkan validator pakar pembelajaran terpadu (B) memberikan skor 4,76 dengan kategori “sangat baik”, guru SD Kelas IV (A) memberikan skor 4,80 dengan kategori “sangat baik”, sedangkan guru kelas IV (B) memberikan skor 4,84 dengan kategori “sangat baik”. Peneliti mendapat rerata skor 4,61 dengan kategori “sangat baik”. Skor tersebut menunjukkan bahwa perangkat pembelajaran terpadu tipe *sequenced* yang dikembangkan memiliki kualitas “sangat baik”.

**Kata Kunci:** Pembelajaran terpadu tipe *sequenced*, perangkat pembelajaran,  
**Kurikulum 2013**

**ABSTRACT**

**THE DEVELOPMENT OF INTEGRATED LEARNING TOOL SEQUENCED  
TYPE FOR FORTH GRADE ELEMENTARY SCHOOL STUDENTS  
REFERRING TO CURRICULUM 2013**

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*This research analyzes teacher's need of sample in integrated learning tool sequenced type referring to Curriculum 2013. The main purpose of this research is to determine the quality of integrated learning tool sequenced type referring to curriculum 2013 for forth grade elementary school students.*

*Researchers used Borg and Gall's research and development steps and combined with Dick and Carey's instructional design. There are 10 (ten) steps of research development however researcher uses 7 (seven) steps, there are: 1) potential and problems (interview), 2) data collection (assess needs to identify goal, conduct instructional analysis, analyze learners and context), 3) product design, 4) design validation (formative evaluation), 5) design revision, 6) product test (summative evaluation), 7) product revision, to produce end product in the form of integrated learning tools sequenced type based on 2013 curriculum for forth grade elementary school students.*

*The validation results that conducted by two experts of integrated learning and two elementary school teachers of grade IV, the validator of integrated learning expert (A) gave 4.07 score as "good " category, while the integrated learning expert validator (B) gave scores 4.76 as "very good" category, elementary school teachers of grade IV (A) gave scores 4.80 as "very good" category, while elementary school teachers of grade IV (B) gave score of 4.84 as "very good" category. The average score is 4.62, it is categorized as "very good" category. It indicates the integrated sequenced learning device that developed has "very good " quality.*

**Keywords:** *Integrated learning sequenced type, learning tools, Curriculum 2013*