

## ABSTRAK

**PENGEMBANGAN MODUL PEMBELAJARAN IPA KELAS III A SD  
KANISIUS WIROBRAJAN 1 BERBASIS PENDIDIKAN  
EMANSIPATORIS MENGGUNAKAN PENDEKATAN PARADIGMA  
PEDAGOGI REFLEKTIF UNTUK MENANAMKAN SIKAP PEDULI  
LINGKUNGAN**

Azalia Vidyacitra Efha  
Universitas Sanata Dharma  
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Penelitian ini berawal dari kebutuhan peserta didik kelas III A SD Kanisius Wirobrajan 1 Yogyakarta pada kesadaran menjaga lingkungan. Peneliti melakukan penyebaran angket, wawancara dan observasi untuk menganalisis kebutuhan serta mengetahui latar belakang peserta didik. Penelitian ini menghasilkan produk berupa sebuah modul IPA berbasis Pendidikan Emansipatoris menggunakan pendekatan Paradigma Pedagogi Reflektif. Modul pembelajaran IPA diimplementasikan di kelas III A dengan jumlah responden 30 peserta didik. Jenis penelitian ini adalah *Material Development* yang menggunakan 5 pengembangan menurut Tomlinson, yaitu analisis kebutuhan, desain, implementasi, evaluasi dan revisi. Modul disusun dengan mengikuti 9 prinsip pengembangan materi menurut Tomlinson, yaitu: (1) *Material should achieve impact*, (2) *Materials should help learners to develop confidence*, (3) *What is being taught should be perceived by learners as relevant and useful*, (4) *Materials should require and facilitate learners self-investment*, (5) *Learners must be ready to acquire the points to be taught*, (6) *Materials should help learners feel at ease*, (7) *Materials should take into account that learners differ in affective attitudes*, (8) *Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities*, and (9) *Materials should provide opportunities for outcome feedback*. Berdasarkan hasil angket penilaian peserta didik terhadap kualitas modul dan observasi kegiatan implementasi modul pembelajaran IPA pada peserta didik kelas III A, dapat disimpulkan bahwa sembilan prinsip Tomlinson sudah tampak dan modul layak untuk digunakan. Wawancara kepada tiga peserta didik setelah implementasi modul digunakan oleh peneliti untuk evaluasi.

**Kata kunci:** Peduli Lingkungan, Pendidikan Emansipatoris, Paradigma Pedagogi Reflektif

**ABSTRACT*****SCIENCE LEARNING MODULE DEVELOPMENT IN GRADE III A STUDENTS OF KANISIUS WIROBRAJAN I ELEMENTARY SCHOOL WITH EMANCIPATORY LEARNING USING IGNATIAN PEDAGOGY PARADIGM TO RAISE ENVIRONMENT AWARENESS***

Azalia Vidyacitra Efha  
Sanata Dharma University  
2018

*This research based on the needs of environment awareness which should be possessed by grade III A students of Kanisius Wirobrajan I Elementary School Yogyakarta. The researcher distributed the questionnaire, did interview and observation in order to analyze the students' needs and find out their background. This research will produce a science learning module with Emancipatory Learning using Ignatian Pedagogy Paradigm. This module has been implemented in grade III A with 30 students. The type of this research is Material Development using five stages from Tomlinson, such as: analyzing needs, designing, implementing, evaluating, and revising. This module is compiled following the Tomlinson's principles of effective material development: (1) Material should achieve impact; (2) Materials should help learners to develop confidence; (3) What is being taught should be perceived by learners as relevant and useful; (4) Materials should require and facilitate learners self-investment; (5) Learners must be ready to acquire the points to be taught; (6) Materials should help learners feel at ease; (7) Materials should take into account that learners differ in affective attitudes; (8) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities; and (9) Materials should provide opportunities for outcome feedback. Based on the module quality evaluation questionnaire done by the students and the observation on the activity implementing the science learning module to the grade III A students, it could be concluded that nine principles of Tomlinson have been implemented in the module and it is proper to be used. The interviews with three students after the implementation are used to be an evaluation by the researcher.*

**Keywords:** *Environment Awareness, Emancipatory Learning, Ignatian Pedagogy Paradigm*