

ABSTRAK

**PENGEMBANGAN MODUL *BLENDED LEARNING* PEMBELAJARAN
IPA DENGAN MODEL *CONTEXTUAL TEACHING AND LEARNING*
(*CTL*) MATERI BAGIAN TUMBUHAN UNTUK KELAS IV SEKOLAH
DASAR**

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Penelitian ini dilatarbelakangi oleh penggunaan bahan ajar yang kurang bervariasi, sehingga kegiatan pembelajaran cenderung membosankan bagi peserta didik. Tujuan dari penelitian ini yaitu untuk mengembangkan modul pembelajaran *Blended Learning* Pembelajaran IPA dengan Model *Contextual Teaching And Learning (CTL)* Materi Bagian Tumbuhan untuk Kelas IV Sekolah Dasar serta untuk mengetahui bagaimana tingkat kualitas modul yang dikembangkan.

Jenis penelitian ini yaitu penelitian pengembangan (R&D) dengan berpedoman pada model pengembangan ADDIE. Subjek dalam penelitian ini yaitu dosen Biologi, guru kelas IV, dan 12 peserta didik kelas IV. Penelitian ini melibatkan 3 validator yaitu dosen Biologi dan dua guru kelas IV. Adapun tahapan dari kegiatan penelitian ini meliputi *Analyze, Design, Development, Implementation, Evaluation*. Teknik analisis data yang digunakan yaitu teknik analisis data campuran antara kualitatif dan kuantitatif.

Hasil dari penelitian ini menunjukkan bahwa modul pembelajaran *Blended Learning* Pembelajaran IPA dengan Model *Contextual Teaching And Learning (CTL)* Materi Bagian Tumbuhan untuk Kelas IV Sekolah Dasar memiliki kualitas yang sangat baik dan layak digunakan dalam kegiatan pembelajaran. Hal ini dibuktikan dengan perolehan skor hasil rata-rata sebesar 3,68 dan termasuk ke dalam kategori sangat baik. Hal ini juga dapat dilihat ketika kegiatan pembelajaran berlangsung, peserta didik terlihat antusias dan aktif dalam kegiatan pembelajaran. Oleh karena itu, maka dapat disimpulkan bahwa modul pembelajaran *Blended Learning* Pembelajaran IPA dengan Model *Contextual Teaching And Learning (CTL)* Materi Bagian Tumbuhan untuk Kelas IV Sekolah Dasar memiliki kualitas produk yang sangat baik dan layak untuk digunakan dalam pembelajaran IPA.

Kata Kunci: Modul Pembelajaran IPA, *Blended Learning*, *Contextual Teaching and Learning (CTL)*.

ABSTRACT

***DEVELOPMENT OF BLENDED LEARNING SCIENCE LEARNING
MODULE WITH CONTEXTUAL TEACHING AND LEARNING (CTL)
MODEL FOR PLANT PARTS FOR GRADE IV ELEMENTARY SCHOOL***

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This research is motivated by the use of teaching materials that are less varied, so that learning activities tend to be boring for students. The purpose of this study is to develop a learning module for Blended Learning Science Learning with Contextual Teaching And Learning (CTL) Materials for the Plant Section for Grade IV Elementary Schools and to find out how the quality level of the modules developed.

This type of research is development research (R&D) based on the ADDIE development model. The subjects in this study were Biology lecturers, fourth grade teachers, and 12 fourth grade students. This study involved 3 validators, namely Biology lecturers and two fourth grade teachers. The stages of this research activity include Analyze, Design, Development, Implementation, Evaluation. The data analysis technique used is a mixed data analysis technique between qualitative and quantitative.

The results of this study indicate that the learning module of Blended Learning Science Learning with Contextual Teaching And Learning (CTL) Materials for Plant Parts for Grade IV Elementary Schools have very good quality and are suitable for use in learning activities. This is evidenced by the score obtained by 3 validators, namely getting an assessment result with an average of 3.68 and is included in the very good category. This can also be seen when learning activities take place, students look enthusiastic and active in learning activities. Therefore, it can be concluded that the learning module of Blended Learning Science Learning with Contextual Teaching And Learning (CTL) Materials for Plant Parts for Grade IV Elementary Schools have very good product quality and are suitable for use in science learning.

Keywords: *Science Learning Module, Blended Learning, Contextual Teaching and Learning (CTL).*