

ABSTRAK**PENGEMBANGAN PERANGKAT PEMBELAJARAN IPA MELALUI
MODEL *PROBLEM BASED LEARNING* UNTUK MENGUATKAN
KARAKTER RASA INGIN TAHU BAGI PESERTA DIDIK KELAS IV
SEKOLAH DASAR**

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Penelitian dilatarbelakangi oleh pentingnya serta kebutuhan guru terhadap suatu perangkat pembelajaran yang dapat menguatkan serta meningkatkan karakter rasa ingin tahu peserta didik melalui model *problem based learning*, dimana peserta didik dapat meningkat kemampuan rasa ingin tahunya untuk memecahkan masalah dengan mencari solusi yang tepat. Penelitian ini bertujuan untuk (1) mendeskripsikan prosedur pengembangan produk serta menghasilkan perangkat pembelajaran yakni rencana pelaksanaan pembelajaran (RPP) dengan model pembelajaran *problem based learning* yang dapat menguatkan karakter rasa ingin tahu pada mata pelajaran IPA dengan materi pokok sifat-sifat cahaya bagi peserta didik kelas IV sekolah dasar; (2) mengetahui kualitas dari pengembangan produk perangkat pembelajaran berupa rencana pelaksanaan pembelajaran (RPP) dengan model pembelajaran *problem based learning* untuk menguatkan karakter rasa ingin tahu pada mata pelajaran IPA dengan materi pokok sifat-sifat cahaya bagi peserta didik kelas IV sekolah dasar.

Jenis penelitian adalah *Research and Development* (R&D) dengan menggunakan model ADDIE. Subjek penelitian ialah guru kelas IV SD Negeri Depok 1, ahli materi pembelajaran IPA dan peserta didik kelas IV. Objek penelitian adalah pengembangan produk perangkat pembelajaran berupa RPP yang meliputi beberapa komponen (RPP, media pembelajaran, LKPD, materi pembelajaran, serta penilaian) pada materi sifat-sifat cahaya tema 5 subtema 1 kelas IV sekolah dasar. Teknik pengumpulan data dilakukan dengan mengadakan wawancara, kuisioner serta tes. Analisis data penelitian menggunakan analisis kuantitatif serta analisis kualitatif.

Hasil penelitian menunjukkan perangkat pembelajaran mendapatkan nilai serta kategori sebagai berikut: (1) RPP mendapat nilai rata-rata 124,8 dengan kategori layak, 2) media pembelajaran dengan nilai rata-rata 87 serta kategori layak, 3) LKPD dengan nilai rata-rata 29,6 serta kategori layak, 4) materi pembelajaran mendapat nilai rata-rata 35,2 serta kategori layak, dan 5) penilaian dengan nilai rata-rata 26,2 serta kategori sangat layak.

Kata Kunci: Perangkat pembelajaran RPP, model pembelajaran PBL, karakter rasa ingin tahu, IPA.

ABSTRACT

**DEVELOPMENT OF SCIENCE LEARNING DEVICES THROUGH PROBLEM
BASED LEARNING MODELS TO STRENGTHEN CURIOSITY CHARACTERS
FOR GRADE IV ELEMENTARY SCHOOL STUDENTS**

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The research is motivated by the importance and need of the teacher's for a learning device that can strengthen and improve the character of students curiosity through a problem based learning model, where students can increase their curiosity ability to solve problems by finding the right solution. This study aims to (1) describe product development procedures and produce learning tools, namely learning implementation plans with a problem based learning model that can strengthen the character of curiosity in science subjects with the main subject matter of the properties of light for fourth grade school students; (2) knowing the quality of the development of learning device products in the form of a learning implementation plan with a problem based learning model to strengthen the character of curiosity in science subjects with the main materials of the properties of light for fourth grade elementary school students.

The type of research is Research and Development (R&D) using the ADDIE model. The research subjects were fourth grade teachers at SD Negeri Depok 1. The object of the research was the development of learning device products in the form of lesson plans which included several components (learning implementation plans, learning media, student worksheets, teaching materials, and assessments) on the materials properties of light theme 5 sub-theme 1 grade IV elementary school. Data collection techniques were carried out by conducting interviews, questionnaires and tests. Analysis of research data using quantitative analysis and qualitative analysis.

The results of the study showed that the learning tools get scores and categories: (1) the lesson plan an average score of 124.8 with the worth category, 2) learning media with an average score of 87 and the worth category, 3) Students worksheet got an average score of 29.6 and the worth category, 4) the teaching materials got an average score of 35.2 and the worth category, and 5) the assessment got an average score of 26.2 and the very worth category.

Keywords: *the lesson plans, problem based learning devices, curiosity character, and science.*