

**ABSTRAK****PENGEMBANGAN BUKU GURU DAN BUKU SISWA KURIKULUM 2013  
TEMA 3 SUBTEMA 1 BERBASIS PROBLEM BASED LEARNING UNTUK  
MENINGKATKAN KREATIVITAS BELAJAR SISWA KELAS IV**

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Penelitian ini dilatarbelakangi oleh adanya kebutuhan pengembangan buku panduan guru dan buku panduan siswa dengan menggunakan model *Problem Based Learning*. Tujuan penelitian ini adalah: Mengembangkan dan mendeskripsikan kualitas pengembangan buku panduan guru dan buku panduan siswa kurikulum 2013 tema 3 subtema 1 terhadap kreativitas belajar siswa pada kelas IV sekolah dasar.

Penelitian ini menggunakan jenis penelitian dan pengembangan (R&D). Desain pengembangan buku panduan guru dan buku panduan siswa ini menggunakan 7 dari 10 langkah pengembangan menurut Borg & Gall. Penelitian dilakukan di SD Negeri Dayuharjo Kab. Sleman Yogyakarta. Objek penelitian ini ialah pengembangan buku panduan guru dan buku panduan siswa dengan subjek penelitian yaitu guru dan siswa kelas IV. Teknik pengumpulan data menggunakan angket, wawancara, dan observasi. Instrumen yang digunakan yaitu lembar kuesioner. Penelitian ini menggunakan teknik analisis data kuantitatif dan analisis data kualitatif.

Prosedur pengembangan yang telah dilakukan yakni: 1) Potensi masalah, 2) Pengumpulan data, 3) Desain produk, 4) Validasi desain, 5) Revisi produk, 6) Uji coba produk, dan 7) Revisi produk. Berdasarkan hasil validasi produk pengembangan buku panduan guru oleh validator ahli 1 diperoleh skor rata-rata 4,1 (sangat baik), validator ahli 2 diperoleh skor rata-rata 4,0 (sangat baik), dan validator ahli 3 diperoleh skor rata-rata 4,4 (sangat baik). Validasi produk buku panduan siswa oleh validator ahli 1 diperoleh skor rata-rata 3,9 (baik), validator ahli 2 diperoleh skor rata-rata 3,9 (baik), dan validator ahli 3 diperoleh skor rata-rata 4,4 (sangat baik). Hasil tersebut menunjukkan bahwa produk pengembangan buku panduan guru dan buku panduan siswa kelas IV Sekolah Dasar dengan model *Problem Based Learning* layak digunakan. Produk yang telah di ujicobakan kepada peserta didik berdasarkan hasil rekapitulasi didapatkan jumlah skor 54 dengan rata-rata 3,3 (baik). Berdasarkan indikator kreativitas belajar, dapat disimpulkan bahwa peserta didik mengalami peningkatan dalam memberikan pendapat sehingga kreativitas belajar ketika menggunakan buku panduan dengan model pembelajaran *Problem Based Learning* meningkat.

**Kata Kunci** : Buku Panduan Guru dan Buku Panduan Siswa, Penelitian dan pengembangan, Model Pembelajaran *Problem Based Learning*, dan Kreativitas Belajar Siswa.

## ABSTRACT

### **DEVELOPMENT OF TEACHER'S GUIDEBOOK AND STUDENT'S GUIDEBOOK CURRICULUM 2013 THEME 3 SUB-THEME 1 BASED ON PROBLEM BASED LEARNING TO INCREASE LEARNING CREATIVITY OF CLASS 4<sup>TH</sup> STUDENTS**

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*This research is motivated by the need to develop teacher guidebook and students guidebook using the Problem Based Learning model. The objectives of this study are: To describe the development procedure and to describe the quality of the development of teacher manuals and student guidebooks for the 2013 curriculum theme 3 sub-theme 1 to student learning creativity in grade IV elementary school.*

*This research uses research and development (R&D) type. This teacher and student guidebook development design uses 7 out of 10 development steps according to Borg & Gall. The research was conducted at the Dayuharjo State Elementary School Kab. Sleman Yogyakarta. The object of this research is the development of teacher guidebook and student guidebook with research subjects namely teachers and fourth grade students. Data collection techniques using questionnaires, interviews, and observations. The instrument used is a questionnaire sheet. This study uses quantitative data analysis techniques and qualitative data analysis.*

*Development procedures that have been carried out are: 1) Potential problems, 2) Data collection, 3) Product design, 4) Design validation, 5) Product revision, 6) Product testing, and 7) Product revision. Based on the results of product validation of teacher guidebook development by expert validator 1, an average score of 4.1 (very good), expert validator 2 obtained an average score of 4.0 (very good), and expert validator 3 obtained an average score of 4.4 (very good). Validation of student guidebook products by expert validator 1 obtained an average score of 3.9 (good), expert validator 2 obtained an average score of 3.9 (good), and expert validator 3 obtained an average score of 4.4 (very good). These results indicate that the product development of the teacher's manual and the fourth grade elementary school student manual with the Problem Based Learning model is feasible to use. The product that has been tested on students based on the recapitulatuin result obtained a total score of 54 with an average of 3,3 (good). Based on the indicators of learning creativity, it can be concluded that students experience an increase in giving opinions so that learning creativity when using guidebooks with the Problem Based Learning model increase*

**Keywords:** *Teacher's Guidebook and Student's Guidebook, Research and Development, Problem Based Learning Model, and Student Creativity.*