

ABSTRAK

**PENGEMBANGAN PROTOTIPE CERITA BERGAMBAR
OLAHAN MAKANAN SINGKONG: SARANA LITERASI BACA TULIS
KELAS V TEMA 3 SUBTEMA 2**

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Kearifan lokal sudah diterapkan di Kurikulum 2013 tingkat SD. Salah satu kearifan lokal yang merupakan potensi alam adalah tanaman singkong. Peneliti ingin mengetahui apakah guru SD telah mengajarkan olahan makanan singkong tersebut. Berdasarkan wawancara dan hasil kuesioner yang dibagikan kepada 4 guru kelas V, peneliti mendapat informasi: mereka belum pernah mengajarkan dan membutuhkan media cerita bergambar tentang olahan singkong sebagai salah satu makanan khas Indonesia untuk sarana literasi pembelajaran tematik kelas V tema 3 subtema 2 pembelajaran 1. Tujuan penelitian ini mendeskripsikan langkah-langkah pengembangan cerita bergambar “Menenal Olahan Camilan dari Singkong” dan mengetahui kualitasnya.

Penelitian ini menggunakan metode pengembangan model ADDIE dengan langkah-langkah berikut: 1. *Analyze*, dilakukan dengan wawancara dan membagikan kuesioner. 2. *Design*, peneliti membuat kisi-kisi cergam berdasarkan studi kepustakaan. 3. *Development*, peneliti membuat cergam, meminta 3 ahli memvalidasi, dan merevisi cergam. 4. *Implementation*, dilakukan kepada 19 peserta didik SD Karitas Nandan. 5. *Evaluation*, peneliti memberikan tes formatif kepada peserta didik saat implementasi.

Hasil validasi ahli: Dosen PGSD dengan skor 3.81, ahli bahasa 3.37 dan guru kelas V 3.87. Rerata skor adalah 3.68 (dari rentang 1-4) artinya “sangat baik” dan layak diuji coba setelah direvisi. Evaluasi uji coba: 16 peserta didik (84.2%) mengetahui tahap menanam singkong sebagai salah satu tanaman khas Indonesia, 18 peserta didik (94.7%) mengetahui beragam olahan singkong, dan 17 peserta didik (89.4%) mengetahui kandungan singkong dapat menguatkan organ pencernaan.

Kata kunci: Cerita bergambar, Kearifan lokal, Olahan singkong.

ABSTRACT

**PROTOTYPE DEVELOPMENT OF PHOTOGRAPHIC STORIES
PROCESSED CASSAVA FOOD: READ WRITE LITERACY MEANS
CLASS V THEME 3 SUBTHEME 2**

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Local wisdom has been implemented in the 2013 Curriculum at the elementary level. One of the local wisdoms which is a natural potential is the cassava plant. The researcher wanted to know whether the elementary school teacher had taught the processed cassava food. Based on the interviews and the results of the questionnaires distributed to 4 teachers of grade V, the researchers received information: they had never taught and needed media with pictorial stories about processed cassava as one of Indonesia's special foods for the thematic learning literacy facilities for class V theme 3 sub-theme 2 learning 1. The purpose of this study is to describe the steps for developing a picture story "Knowing Processed Snacks from Cassava" and knowing its quality.

This study uses the ADDIE model development method with the following steps: 1. Analyze, conducted by interviewing and distributing questionnaires. 2. Design, the researcher makes a conceptual grid based on a literature study. 3. Development, the researcher makes a comic, asks 3 experts to validate and revise the comic. 4. Implementation, carried out to 19 SD Karitas Nandan students. 5. Evaluation, researchers give formative tests to students during implementation.

Expert validation results: PGSD lecturer with a score of 3.81, linguist 3.37 and class V teacher 3.87. The mean score is 3.68 (from 1-4), which means "very good" and is worth testing after revision. Evaluation of the trial: 16 students (84.2%) knew the stages of planting cassava as one of Indonesia's unique plants, 18 students (94.7%) knew various processed cassava, and 17 students (89.4%) knew that cassava contains can strengthen the digestive organs.

Keywords: *Picture stories, Local wisdom, Processed cassava.*