

## ABSTRAK

### PENGEMBANGAN CERITA BERGAMBAR CANDI IJO DI SLEMAN SEBAGAI SARANA LITERASI KELAS IV TEMA 5 SUBTEMA 1 PEMBELAJARAN 1

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Kearifan lokal telah diajarkan dalam pembelajaran tematik SD kurikulum 2013. Berdasarkan hasil kuesioner yang dibagikan peneliti kepada empat guru kelas IV, peneliti mendapat informasi bahwa guru membutuhkan media pembelajaran berupa cerita bergambar sebagai sarana literasi. Oleh karena itu, peneliti mengembangkan cerita bergambar yang berjudul “Mengetahui Kekhasan Candi Ijo” sebagai sarana literasi untuk kelas IV tema 5 subtema 1 pembelajaran 1. Tujuan penelitian ini mendeskripsikan langkah-langkah pengembangan cerita bergambar dan kualitasnya.

Pengembangan cerita bergambar menggunakan langkah-langkah ADDIE oleh Tung (2017) yang terdiri dari: 1) *Analyze*, membagikan kuesioner kepada guru kelas IV SD, 2) *Design*, mempelajari studi pustaka lalu membuat kisi-kisi cerita bergambar, 3) *Development*, membuat cerita bergambar, meminta empat validator untuk memvalidasi, merevisi cerita bergambar, 4) *Implementation*, melakukan uji coba kepada 16 peserta didik kelas IV SD Kanisius Kotabaru 1, 5) *Evaluate*, menganalisis hasil tes sumatif yang dikerjakan oleh peserta didik.

Kualitas cerita bergambar berdasarkan hasil validasi mendapat skor: dari dosen 3,67. Dari ahli bahasa 3,9 serta 3,9 dan 3,8 dari guru kelas IV. Skor rata-rata yang diperoleh sebesar 3,8 (dari rentang 1-4) dengan kategori “sangat baik” dan layak diujicobakan setelah direvisi. Uji coba dilakukan di SD Kanisius Kotabaru 1, dihadiri 16 peserta didik. Hasil tes sumatif menunjukkan 68,75% (11 peserta didik) dapat menjawab benar pertanyaan nomor 1 tentang menyebutkan sikap yang harus dilakukan oleh setiap wisatawan ketika mengunjungi candi, serta 50,00% (8 peserta didik) dapat membuat ringkasan tentang kekhasan Candi Ijo sebagai peninggalan Kerajaan Hindu.

**Kata kunci:** Kearifan lokal, Cergam, Candi Ijo, Literasi

**ABSTRACT**

***DEVELOPMENT OF IJO TEMPLE'S PICTURE STORY IN SLEMAN AS A  
MEANS OF LITERATION CLASS IV THEME 5 SUBT THEME 1  
LEARNING 1***

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*Local wisdom has been taught in the thematic learning of the 2013 elementary school curriculum. Based on the results of the questionnaires distributed by the researchers to four grade IV teachers, the researchers received information that teachers needed learning media in the form of illustrated stories as a means of literacy. Therefore, the researcher developed a picture story entitled "Knowing the Distinctiveness of Candi Ijo" as a literacy tool for class IV theme 5 sub-theme 1 learning 1. The purpose of this research is to describe the steps for developing a picture story and its quality.*

*Developing a picture story using ADDIE steps by Tung (2017) which consists of: 1) Analyze, distribute questionnaires to fourth grade elementary school teachers, 2) Design, study literature and then make a picture story grid, 3) Development, make a story illustrated, asked four validators to validate, revise the illustrated story, 4) Implementation, conducted trials on 16 class IV students at SD Kanisius Kotabaru 1, 5) Evaluate, analyzed the results of the summative tests done by students.*

*The quality of the illustrated story based on the results of the validation got a score of 3.67 from the lecturer. From linguists 3.9 as well as 3.9 and 3.8 from grade IV teachers. The average score obtained was 3.8 (from 1-4) in the "very good" category and is worth testing after revision. The trial was conducted at SD Kanisius Kotabaru 1, attended by 16 students. The results of the summative test showed that 68.75% (11 students) could answer question number 1 correctly about stating the attitude that every tourist should take when visiting the temple, and 50.00% (8 students) could make a summary about the uniqueness of Ijo Temple as heritage of the Hindu Empire.*

**Keywords:** *Local wisdom, Picture storybooks, Ijo Temple, Literacy.*