

ABSTRAK

“PENGEMBANGAN MODUL AJAR BERDIFERENSIASI MATA PELAJARAN IPAS KELAS IV SD MATERI BERBAGAI PENINGGALAN SEJARAH DI INDONESIA”

Cicillia Sari Tri Prasetyaningsih

Universitas Sanata Dharma

2024

Penelitian ini dilatar belakangi oleh kebutuhan, minat, dan kemampuan belajar peserta didik yang beragam, dimana belum diakomodasi oleh guru. Penelitian ini bertujuan untuk mengembangkan modul ajar berdiferensiasi kelas IV SD Kanisius Jomegatan dan mengetahui kualitas modul ajar berdiferensiasi. Jenis penelitian yang digunakan yaitu *research and development* menggunakan model ADDIE yaitu *Analyze, Design, Development, Implementation, dan Evaluation*. Peneliti menggunakan teknik pengumpulan data observasi, wawancara, kuesioner, dan tes. Teknik analisis data menggunakan teknik analisis data kualitatif dan kuantitatif dengan subjek penelitian peserta didik kelas IV yang berjumlah 18 anak.

Hasil penelitian menunjukkan kualitas modul ajar berdiferensiasi berdasarkan 3 validator mendapatkan rata-rata skor 3,53 dari skor maksimal 4 dengan kategori “sangat baik”. Produk diujicobakan kepada 18 peserta didik dengan hasil peningkatan belajar sebesar 61,31% yakni dari rata-rata nilai pretest sebesar 51,7 dan nilai posttest sebesar 83,4. Hal ini menunjukkan bahwa penggunaan modul ajar berdiferensiasi pada mata pelajaran IPAS kelas IV materi berbagai peninggalan sejarah di Indonesia yang dikembangkan layak digunakan.

Kata kunci: modul ajar, pembelajaran berdiferensiasi, IPAS.

ABSTRACT

"DEVELOPMENT OF DIFFERENTIATED TEACHING MODULES FOR CLASS IV ELEMENTARY SCIENCE SUBJECTS ON VARIOUS HISTORICAL HERITAGES IN INDONESIA"

Cicillia Sari Tri Prasetyaningsih

Sanata Dharma University

2024

This research is motivated by the diverse needs, interests and learning abilities of students, which have not been accommodated by teachers. This research aims to develop differentiated teaching modules for class IV of SD Kanisius Jomegatan and determine the quality of differentiated teaching modules. The type of research used is research and development using the ADDIE model, namely Analyze, Design, Development, Implementation and Evaluation. Researchers used observation, interview, questionnaire and test data collection techniques. The data analysis technique uses qualitative and quantitative data analysis techniques with the research subjects being 18 class IV students.

The research results show that the quality of the differentiated teaching module based on 3 validators received an average score of 3.53 out of a maximum score of 4 in the "very good" category. The product was tested on 18 students with learning improvement results of 61.31%, namely an average pretest score of 51.7 and a posttest score of 83.4. This shows that the use of differentiated teaching modules in class IV science subjects, material on various historical heritages in Indonesia that has been developed is suitable for use.

Keywords: *teaching module, differentiated learning, science.*