

ABSTRAK

PENGEMBANGAN MODUL AJAR BERDIFERENSIASI UNTUK SISWA SD
KELAS V MATERI CAHAYA DAN BUNYI

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Peserta didik memiliki keberagaman kesiapan, gaya belajar, latar belakang, serta minat yang berbeda meskipun berada dalam satu kelas yang sama. Namun, keberagaman ini belum diakomodasi dengan baik oleh guru karena kurangnya pemahaman tentang cara mengkomodasinya. Penelitian ini bertujuan untuk adalah mengembangkan modul ajar berdiferensiasi untuk siswa kelas V pada materi cahaya dan bunyi. Desain penelitian yang digunakan adalah *R&D (Research and Development)* dengan model ADDIE (*Analyze, Design, Develop, Implement, and Evaluate*). Penelitian melibatkan 3 validator ahli dan uji coba kepada 6 siswa SD kelas V di SDK 9 WR Soepratman Laham.

Hasil validasi modul ajar memenuhi kategori “layak” dari aspek konten maupun desain. Selain itu, terjadi peningkatan rerata kelas pada materi cahaya dan bunyi sebesar 127%. Hal ini membuktikan bahwa modul ajar berdiferensiasi ini layak untuk digunakan dalam pembelajaran di SD. Hasil ini juga didukung dengan ketelibatan siswa secara aktif selama pembelajaran. Peserta didik juga menyatakan bahwa senang karena gaya belajarnya terakomodasi dengan baik dan kontekstual. Namun, peneliti menemukan beberapa keterbatasan yakni pelaksanaan penelitian dilakukan di daerah 3T dan kurangnya waktu karena peneliti perlu mengkomodasi banyak keberagaman di dalam kelas. Saran untuk peneliti berikutnya yaitu menyiapkan penelitian dengan matang dengan menyiapkan media yang lebih beragam dan sebaiknya peneliti mengoptimalkan usahanya dalam menemukan formula yang tepat mengkomodasi keberagaman tersebut.

Kata kunci: modul ajar, berdiferensiasi, cahaya dan bunyi

ABSTRACT**DEVELOPMENT OF DIFFERENTIATED TEACHING MODULE FOR 5TH GRADE OF ELEMENTARY SCHOOL STUDENTS ON LIGHT AND SOUND LEARNING MATERIAL**

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Students come from differing readiness, learning styles, backgrounds and interests even though they are in the same class. However, this diversity has not been accommodated well by teachers due to a lack of understanding of how to accommodate it. The aim of this research is to develop a differentiated teaching module in light and sound learning material for students in 5th grade. The research design is research and development (R & D) with ADDIE models (Analyze, Design, Develop, Implement, and Evaluate). The product of this research was validated by 3 experts and was trial on 6 students in the 5th grade of SDK 9 WR Soepratman Laham.

The result of this research shows that the teaching module was eligible in terms of content and design. The teaching modules can improve students' average score in light and sound learning material by 127%. This result proves that the differentiated teaching module is suitable to use in elementary school learning. These results are also strengthened by students' active involvement during learning. Students stated that they were happy because their learning styles were accommodated well and contextually. However, obstacles faced during the research process is mainly due to the fact that this research is conducted in a 3T area. Besides, the diversity state in the classroom causing the researcher to require more time to accommodate. Considering those obstacles some recommendation proposed for the future researcher are to set a mature plan on the research by preparing a more variative media and to find an exact formula to accommodate the diversity in the classroom.

Keywords: *teaching module, differentiated learning, light and sound.*