

ABSTRAK**“PENGEMBANGAN BUKU PENGAYAAN IPAS MATERI DAERAH
KEBANGGAANKU DENGAN MODEL PBL KELAS V SD”**

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Proses pembelajaran dapat terjadi melalui interaksi antara berbagai elemen pembelajaran yang bekerja sama untuk mencapai sebuah tujuan. Berdasarkan kuesioner yang telah diberikan peneliti kepada guru kelas V di SD Negeri Klopasawit, peneliti mendapat informasi bahwa mereka memerlukan buku pendamping berupa buku pengayaan yang berkaitan dengan materi Daerah Kebanggaanku. Maka peneliti mengembangkan buku pengayaan IPAS materi Daerah Kebanggaanku untuk kelas V SD. Tujuan penelitian ini mendeskripsikan langkah pengembangan buku pengayaan dan memaparkan kualitasnya.

Pengembangan buku pengayaan yang dilaksanakan peneliti menggunakan langkah-langkah *ADDIE* menurut Tung (2017) yang terdiri dari: 1) *Analyze*: peneliti melakukan wawancara guru kelas V dan memberikan kuesioner, 2) *design*: membuat kisi-kisi buku pengayaan, 3) *development*: peneliti menyusun buku pengayaan, memvalidasi buku pengayaan, serta merevisi buku pengayaan sesuai saran validator, 4) *implementation*: peneliti melaksanakan uji coba buku pengayaan kepada siswa kelas V, 5) *evaluate*: peneliti menganalisis tes sumatif yang dikerjakan oleh siswa.

Kualitas buku pengayaan menurut dua validator, mendapatkan skor: 3,4 dari dosen ahli dan 3,85 dari guru kelas V SD. Jadi rata-rata 3,8 (skala 1-4) artinya “sangat baik” dan layak diujicobakan setelah revisi. Hasil keterlaksanaan uji coba buku pengayaan memperoleh rerata 3,4 dan dikonversikan ke dalam kualitatif dimana rerata 3,4 termasuk dalam rentang skor 3,26-4,00 yang artinya skor tersebut termasuk ke dalam kategori “sangat baik”.

Kata Kunci: Buku Pengayaan, IPAS, *PBL*, Berpikir kritis

ABSTRACT**"DEVELOPMENT OF AN IPAS ENRICHMENT BOOK ON 'MY PROUD REGION'**

MATERIAL USING THE PBL MODEL FOR FIFTH-GRADE ELEMENTARY SCHOOL STUDENTS"

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The learning process occurs through the interaction of various learning elements that work together to achieve a goal. Based on a questionnaire distributed by the researcher to fifth-grade teachers at Klopasawit Elementary School, it was identified that teachers needed a supplementary book in the form of an enrichment book related to the "My Proud Region" material. Therefore, the researcher developed an IPAS enrichment book on "My Proud Region" material for fifth-grade elementary school students. This study aims to describe the steps in developing the enrichment book and to present its quality.

The development of the enrichment book followed the ADDIE steps proposed by Tung (2017), which include: 1) Analyze: The researcher conducted interviews with fifth-grade teachers and distributed questionnaires, 2) Design: The researcher created a blueprint for the enrichment book, 3) Development: The researcher compiled the enrichment book, validated it, and revised it based on validator feedback, 4) Implementation: The enrichment book was tested with fifth-grade students, 5) Evaluation: The researcher analyzed the summative tests completed by the students.

The quality of the enrichment book, according to two validators, received scores of 3.4 from a content expert and 3.85 from a fifth-grade teacher. The average score was 3.8 on a 1–4 scale, which is categorized as "very good" and suitable for testing after revisions. The trial conducted in a fifth-grade class at Klopasawit Elementary School involved 19 students. The trial results showed an average score of 3.4 for implementation, which falls within the qualitative range of 3.26–4.00, categorized as "very good."

Keywords: *Enrichment Book, IPAS, PBL, Critical Thinking*