ABSTRAK

PENGEMBANGAN MODUL AJAR BERBASIS *PROJECT BASED LEARNING* PADA MATERI GAYA MAGNET UNTUK MENUMBUHKAN DIMENSI KREATIVITAS PESERTA DIDIK KELAS IV SEKOLAH DASAR

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Pembelajaran IPAS di tingkat sekolah dasar masih didominasi oleh metode ceramah dan hafalan. Kondisi ini membatasi peserta didik untuk mengembangkan kreativitas secara optimal. Kreativitas yang rendah juga dipengaruhi oleh minimnya kesempatan peserta didik untuk mengeksplorasi ide-ide secara aktif dan terlibat dalam proses pembelajaran yang bermakna. Oleh karena itu, diperlukan pendekatan pembelajaran yang lebih menarik, aktif, dan berpusat pada peserta didik. Penelitian ini bertujuan untuk mengembangkan modul ajar berbasis *Project Based Learning* pada materi gaya magnet untuk menumbuhkan dimensi kreativitas peserta didik kelas IV Sekolah Dasar.

Penelitian ini menggunakan metode *Research and Development* dengan menggunakan model pengembangan ADDIE, yang mencakup tahapan *Analyze*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Pengumpulan data dilakukan melalui teknik wawancara, observasi, kuesioner, dan tes yang berupa tes formatif dan tes sumatif (*pretest-posttest*). Validasi produk dilakukan oleh dua dosen ahli IPAS dan tiga guru bersertifikat pendidik. Uji coba terbatas dilaksanakan kepada 13 peserta didik kelas IV di SD Negeri Baran, Patuk, Gunung Kidul pada bulan Oktober 2024 hingga Januari 2025, dengan tujuan untuk mengukur efektivitas dan kualitas modul ajar berbasis Project Based Learning pada materi gaya magnet.

Hasil validasi oleh dua dosen ahli IPA dan tiga guru bersertifikat pendidik menunjukkan bahwa modul ajar memperoleh skor rata-rata 3,47 dengan kategori "Sangat Baik" dan layak digunakan. Hasil uji coba menunjukkan peningkatan pemahaman peserta didik, dengan rata-rata *pretest* 64,62, meningkat menjadi 68,46 pada tes formatif, dan mencapai 80,77 pada *posttest*, dengan total peningkatan sebesar 16%. Selain itu, kemampuan kreativitas peserta didik meningkat dari rata-rata 1,38 kategori "Belum Berkembang" dan "Mulai Berkembang" menjadi 3,76 kategori "Berkembang Sesuai Harapan" dan "Berkembang Sangat Baik" setelah menggunakan modul. Berdasarkan hasil tersebut menunjukkan bahwa modul ajar berbasis *Project Based Learning* efektif dan layak digunakan dalam menumbuhkan kreativitas peserta didik pada pembelajaran IPAS di sekolah dasar.

Kata kunci: *Project Based Learning*, Gaya Magnet, Kreativitas, Modul Ajar, Sekolah Dasar

ABSTRACT

DEVELOPMENT OF PROJECT BASED LEARNING-BASED TEACHING MODULES ON THE MATERIAL OF MAGNETIC FORCES TO DEVELOP THE DIMENSION OF CREATIVITY OF GRADE IV ELEMENTARY SCHOOL STUDENTS

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IPAS learning at the elementary school level is still dominated by lecture and memorization methods. This condition limits students from optimally developing their creativity. Low creativity is also influenced by the lack of opportunities for students to actively explore ideas and engage in meaningful learning processes. Therefore, a more engaging, active, and student-centered learning approach is needed. This study aims to develop a Project Based Learning-based teaching module on the topic of magnetic force to foster the creativity dimension of fourth-grade elementary school students.

This research uses the Research and Development (R&D) method with the ADDIE development model, which includes the stages of Analyze, Design, Development, Implementation, and Evaluation. Data collection was carried out through interviews, observations, questionnaires, and tests consisting of formative and summative assessments (pretest-posttest). The product was validated by two IPAS expert lecturers and three certified elementary school teachers. A limited trial was conducted on 13 fourth-grade students at SD Negeri Baran, Patuk, Gunung Kidul from October 2024 to January 2025 to measure the effectiveness and quality of the Project Based Learning-based module on the topic of magnetic force.

The validation results by two science expert lecturers and three certified teachers showed that the module received an average score of 3.47, categorized as "Excellent" and considered feasible for use. The trial results showed an increase in students' understanding, with the average pretest score of 64.62 improving to 68.46 on the formative test, and reaching 80.77 on the posttest, indicating a total increase of 16%. In addition, students' creativity also improved from an average of 1.38 (categorized as "Not Yet Developed" and "Beginning to Develop") to 3.76 (categorized as "Developing as Expected" and "Very Well Developed") after using the module. These results indicate that the Project Based Learning-based teaching module is effective and feasible for fostering student creativity in IPAS learning at the elementary level.

***Keywords**: Project Based Learning, Magnetic Force, Creativity, Teaching Module, Elementary School*