

ABSTRAK

Suarjaya, Ignatius Dimas Adi. 2025. Pengembangan Buku Cerita Bergambar Interaktif Berbasis Profil Pelajar Pancasila untuk Meningkatkan Kemampuan Membaca Pemahaman Kelas III SD. *Tesis*. Yogyakarta: MPBInd, FKIP, Universitas Sanata Dharma

Penelitian ini bertujuan untuk mengembangkan buku cerita bergambar interaktif berbasis Profil Pelajar Pancasila guna meningkatkan kemampuan membaca pemahaman peserta didik kelas III sekolah dasar. Produk ini dikembangkan sebagai respons terhadap kebutuhan peserta didik dan guru akan media pembelajaran yang tidak hanya menarik dan bervariasi, tetapi juga mampu mengintegrasikan unsur teks, ilustrasi, audio naratif, serta pertanyaan reflektif dan aktivitas pasca membaca. Buku yang dihasilkan menggabungkan pendekatan multimodal dan karakteristik sastra anak dengan pendekatan pembelajaran literasi berbasis nilai karakter, sehingga berbeda dari buku cerita konvensional yang cenderung satu arah dan non-reflektif. Signifikansi penelitian ini terletak pada kontribusinya dalam menyediakan media pembelajaran literasi yang bersifat interaktif dua arah, mendorong peserta didik untuk berpikir kritis, kreatif, mandiri, serta menginternalisasi nilai-nilai Profil Pelajar Pancasila secara kontekstual.

Metode yang digunakan dalam penelitian ini adalah *Research and Development* (R&D) dengan model pengembangan ADDIE yang terdiri atas lima tahap, yaitu *Analyze*, *Design*, *Develop*, *Implement*, dan *Evaluate*. Tahap *Analyze* dilakukan untuk menggali kebutuhan dan mengidentifikasi kesenjangan antara teori pembelajaran membaca dan praktik di kelas. Tahap *Design* berfokus pada penyusunan rancangan awal buku, sedangkan tahap *Develop* mencakup pengembangan isi, desain visual, dan validasi ahli. Pada tahap *Implement*, produk diuji coba terbatas kepada 15 peserta didik kelas III SD. Tahap *Evaluate* melibatkan analisis formatif, sumatif, dan revisi akhir produk berdasarkan hasil uji coba.

Hasil penelitian menunjukkan tiga temuan utama. Pertama, buku ini dikembangkan berdasarkan lima kebutuhan utama peserta didik, yaitu kaya variasi, operasional konkret, menyenangkan, sastra anak, dan mandiri; serta sembilan kebutuhan guru, antara lain berpikir kritis dan kreatif, kemampuan membaca pemahaman, media pembelajaran, dan integrasi nilai karakter. Kedua, proses pengembangan buku mengikuti alur ADDIE secara sistematis, mulai dari identifikasi kebutuhan hingga evaluasi produk. Ketiga, hasil uji efektivitas menunjukkan bahwa buku ini mampu meningkatkan kemampuan membaca pemahaman peserta didik dengan peningkatan skor sebesar 81,67%, pengaruh besar sebesar 41% (uji *paired t-test*, $p = 0,003$), dan tingkat efektivitas sebesar 36,06%. Dengan demikian, buku cerita bergambar interaktif berbasis Profil Pelajar Pancasila ini terbukti layak dan efektif digunakan sebagai media pembelajaran literasi di kelas III sekolah dasar.

Kata kunci: buku cerita bergambar interaktif, profil pelajar Pancasila, membaca pemahaman, pembelajaran SD



ABSTRACT

Suarjaya, Ignatius Dimas Adi. 2025. Development of Interactive Picture Storybooks Based on the Pancasila Student Profile to Improve Reading Comprehension Skills of Third Grade Elementary School Students. *Tesis*. Yogyakarta: MPBInd, FKIP, Universitas Sanata Dharma

This study aims to develop an interactive picture storybook based on the Pancasila Student Profile to improve reading comprehension skills of third-grade elementary school students. The product was developed in response to the needs of both students and teachers for instructional media that are not only engaging and varied but also capable of integrating text, illustrations, narrative audio, reflective questions, and post-reading activities. The resulting book combines a multimodal approach and the characteristics of children's literature with literacy learning grounded in character values, making it distinct from conventional storybooks that tend to be one-directional and non-reflective. The significance of this research lies in its contribution to providing a two-way interactive literacy learning medium that encourages students to think critically, creatively, and independently, while internalizing the values of the Pancasila Student Profile in a contextual manner.

The research employed the Research and Development (R&D) method using the ADDIE development model, consisting of five stages: Analyze, Design, Develop, Implement, and Evaluate. The Analyze stage involved identifying learner needs and gaps between reading theory and classroom practice. The Design stage focused on drafting the book's initial structure, while the Develop stage included content creation, visual design, and expert validation. During the Implement stage, the product was tested on a limited sample of 15 third-grade students. The Evaluate stage involved formative and summative analyses and final product revisions based on the trial results.

The findings revealed three main results. First, the book was developed based on five key student needs, variety, concrete operational features, enjoyment, children's literature characteristics, and independence and nine teacher needs, including critical and creative thinking, reading comprehension, instructional media, and character value integration. Second, the development process followed the ADDIE stages systematically, from needs analysis to product evaluation. Third, effectiveness testing showed that the book significantly improved students' reading comprehension, with a score increase of 81.67%, a large effect size of 41% (paired t-test, $p = 0.003$), and an effectiveness rate of 36.06%. Thus, the interactive picture storybook based on the Pancasila Student Profile is proven to be feasible and effective as a literacy learning medium for third-grade elementary school students.

Key words: interactive picture storybook, Pancasila student profile, reading comprehension, elementary school learning