

## ABSTRAK

### **PENGEMBANGAN BUKU TEKS PERADABAN ALAT KOMUNIKASI BERBASIS *PROJECT BASED LEARNING* UNTUK MENUMBUHKAN KARAKTER BERWAWASAN LUAS**

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Karakter berwawasan luas menjadi kompetensi esensial di era abad ke-21 karena mampu mengembangkan kemampuan berpikir kritis sekaligus membekali anak untuk memahami dan menghargai keberagaman secara mendalam. Namun, pesatnya perkembangan media digital yang tidak diimbangi literasi digital memadai menyebabkan anak sekolah dasar kesulitan menyikapi informasi secara kritis, sehingga rentan terhadap hoaks, intoleransi, dan hambatan perkembangan karakter berwawasan luas sejak dini. Tujuan penelitian ini mengembangkan dan memvalidasi buku teks peradaban alat komunikasi berbasis model *Project Based Learning* untuk menumbuhkan karakter berwawasan luas anak. Penelitian ini menggunakan kerangka kerja ADDIE (*Analyze, Design, Develop, Implement, dan Evaluate*) dalam metodologi *Research and Development* (R&D) serta desain *quasi-experimental*. Subjek penelitian melibatkan sepuluh guru bersertifikasi sebagai responden analisis kebutuhan, sepuluh ahli untuk *expert judgement*, anak kelas V pada salah satu SD Negeri di Yogyakarta (kelas V A sebagai kelompok kontrol, V B sebagai kelompok eksperimen), serta orang tua anak sebagai responden kuesioner karakter berwawasan luas.

Hasil penelitian menunjukkan, 1) pengembangan buku teks peradaban alat komunikasi berbasis PjBL untuk menumbuhkan karakter berwawasan luas dikembangkan mengikuti tahapan ADDIE. 2) Kualitas buku teks tergolong kualifikasi “sangat baik” dengan skor 3,94 (skala 1-4) direkomendasikan “tidak perlu revisi”. 3) penerapan buku teks menunjukkan pengaruh positif dan signifikan terhadap karakter berwawasan luas  $p = 0,000$  ( $p < 0,05$ ) dikategorikan efek “besar” ( $r = 0,83$ ) setara 30,59%, efektivitas *n-gain* kelompok kontrol “rendah” (30,83%) dan kelompok eksperimen “tinggi” (71,89%), konsistensi penilaian *Interrater Reliability* dikategorikan “tinggi” ( $\alpha = 0,779$ ), serta analisis *z-score* per indikator kelompok kontrol dominan negatif (-1,69 hingga 0,24) dan kelompok eksperimen positif (0,00 hingga 1,40). Temuan ini menegaskan penerapan model PjBL buku teks memiliki efektivitas kuat mendukung pendidikan karakter sehingga layak digunakan untuk pembelajaran berkelanjutan.

Kata kunci: Alat Komunikasi, *Project Based Learning*, Berwawasan Luas, Pendidikan Karakter

**ABSTRACT**

**DEVELOPMENT OF A TEXTBOOK ON THE CIVILIZATION OF  
COMMUNICATION TOOLS BASED ON PROJECT-BASED LEARNING TO  
FOSTER BROAD-MINDED CHARACTER**

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*Broad-mindedness is an essential competency in the 21st century because it develops critical thinking skills and equips children to deeply understand and appreciate diversity. However, the rapid development of digital media, which is not balanced with adequate digital literacy, has caused elementary school children to have difficulty responding to information critically, making them vulnerable to hoaxes, intolerance, and obstacles to the development of broad-mindedness from an early age. The purpose of this study is to develop and validate a communication tools civilization textbook based on the Project Based Learning model to foster broad-mindedness in children. This study uses the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) framework in the Research and Development (R&D) methodology and quasi-experimental design. The research subjects involved ten certified teachers as respondents for needs analysis, ten experts for expert judgment, fifth-grade children at a public elementary school in Yogyakarta (fifth grade A as the control group, fifth grade B as the experimental group), and children parents as respondents for the broad-minded character questionnaire.*

*The results of the study show that 1) the development of PjBL-based communication tools textbooks to foster broad-minded characters was carried out following the ADDIE stages. 2) The quality of the textbooks was classified as “very good” with a score of 3.94 (scale of 1-4) and was recommended as “no revision needed.” 3) The application of the textbook shows a positive and significant effect on broad-minded character  $p = 0.000$  ( $p < 0.05$ ) categorized as a “large” effect ( $r = 0.83$ ) equivalent to 30.59%, the effectiveness of the control group's n-gain is ‘low’ (30.83%) and the experimental group's is “high” (71.89%). The consistency of the Interrater Reliability assessment is categorized as “high” ( $\alpha = 0.779$ ), and the z-score analysis per indicator shows that the control group is predominantly negative (-1.69 to 0.24) and the experimental group is positive (0.00 to 1.40). These findings confirm that the application of the textbook PjBL model has a strong effectiveness in supporting character education, making it suitable for use in continuous learning.*

*Keywords: Communication Tools, Project-Based Learning, Broad-Mindedness, Character Education*