

ABSTRAK

**PENGEMBANGAN MODUL PEMBELAJARAN IPA
BERBASIS PENDIDIKAN EMANSIPATORIS
UNTUK MENANAMKAN SIKAP PEDULI LINGKUNGAN PADA SISWA KELAS IIIB DI
SDN PERUMNAS CONDONGCATUR**

Dedy Anggit Harjanto
Universitas Sanata Dharma
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Pengajaran lingkungan sehat pada usia dini sangatlah penting, guna menanamkan sikap peduli lingkungan pada anak. Permasalahannya pengajaran lingkungan sehat di kelas IIIB SDN Perumnas Condongcatur masih sangat minim dilakukan, bahkan jika adapun hanya sebatas pelajaran biasa. Pendidikan emansipatoris adalah salah satu solusi untuk pengajaran lingkungan sehat pada anak karena pendidikan ini dapat memberdayakan siswa dan mampu memenuhi kebutuhan perkembangan siswa. Oleh karena itu, peneliti terdorong untuk mengembangka bahan pembelajaran yang berbasis pendidikan emansipatoris, yaitu modul pembelajaran IPA berbasis pendidikan emansipatoris untuk menanamkan sikap peduli lingkungan pada siswa kelas IIIB di SDN Perumnas Condongcatur.

Jenis penelitian ini adalah penelitian dan pengembangan (*reseach and development*). Penelitian ini menggunakan 5 langkah pengembangan bahan menurut Tomlinson yang diadaptasi dan telah dimodifikasi, yaitu meliputi: (1) analisis kebutuhan, (2) desain produk, (3) validasi, (4) revisi, (5) implementasi, dan (6) evaluasi.

Pada modul yang dikembangkan oleh peneliti merupakan salah satu bahan ajar yang dikemas secara utuh dan didalamnya memuat tujuan pembelajaran, materi belajar, dan evaluasi. Modul ini disusun dan disesuaikan dengan sembilan prinsip pengembangan bahan menurut tomlinson, yaitu (1) *Materials should achieve impact*, (2) *Materials should help learners to develop confidence*, (3) *What is being taught should be perceived by learners as relevant and useful*, (4) *Materials should require and facilitate learner self-investment*, (5) *Materials should take into account that learners differ in learning styles*, (6) *Materials should take into account that learners differ in affective attitudes*, (7) *Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities*, (8) *Materials should not rely too much on controlled practice*, dan (9) *Materials should provide opportunities for outcome feedback*.

Hasil penelitian ini menunjukkan bahwa kualitas produk berupa modul berdasarkan hasil validasi dari siswa diperoleh skor 4,3. Skor tersebut dikategorikan “sangat baik”, sehingga modul ini layak untuk digunakan. Serta dampak penggunaan produk berupa modul pembelajaran IPA berbasis pendidikan emansipatoris ini dapat membuat siswa menjadi berani bertukar pendapat dengan guru maupun teman sekelas (mempertanyakan sistem), membuat siswa tertarik dan memacu rasa ingin tahu siswa dalam kegiatan pembelajaran (kesadaran kritis), membuat siswa belajar secara mandiri dan terlibat aktif dalam pembelajaran, dan dapat menanamkan sikap peduli lingkungan pada siswa kelas IIIB di SDN Perumnas Condongcatur (humanisasi).

Kata kunci : pengembangan, modul, pendidikan emansipatoris, sikap peduli lingkungan.

ABSTRACT**THE DEVELOPMENT OF EMANCIPATORY EDUCATION-BASED
NATURAL SCIENCES LEARNING MODULE TO CULTIVATE ENVIRONMENTAL
CONCERN
IN STUDENTS OF CLASS IIIB IN SDN PERUMNAS CONDONGCATUR**

Dedy Anggit Harjanto
Sanata Dharma University
2017

It's important to teach healthy environment to young children to cultivate environmental care in them. The problem was healthy environment lesson in class IIIB of SDN Perumnas Condongcatur was lacking, only existing as normal lesson. Emancipatory education is one of the solutions to teach healthy environment to children because it empower students and can meet student's developmental needs. Therefore, the researcher was motivated to develop emancipatory education-based lesson material, which was emancipatory education-based natural sciences learning module to develop environmental concern in students of class IIIB in SDN Perumnas Condongcatur.

The research type was research and development. This study used adapted and modified five material development steps of Tomlinson, i.e.: (1) requirement analysis, (2) product design, (3) validation, (4) revision, (5) implementation, and (6) evaluation.

The module developed by the researcher was one of the learning materials packaged comprehensively, containing learning purpose, learning material, and evaluation. This module was formulated and adjusted with nine principles of material development by Tomlinson, i.e. (1) Materials should achieve impact, (2) Materials should help learners to develop confidence, (3) What is being taught should be perceived by learners as relevant and useful, (4) Materials should require and facilitate learner self-investment, (5) Materials should take into account that learners differ in learning styles, (6) Materials should take into account that learners differ in affective attitudes, (7) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, (8) Materials should not rely too much on controlled practice, and (9) Materials should provide opportunities for outcome feedback.

The research result showed that the quality of the module product based on the students' validation was a score of 4,3. The score was categorized as "very good", so the module could be applied. The impact of using the emancipatory education-based natural sciences learning module was encouraging the students to discuss with teacher and classmates (asking about system), making the students interested and encouraging student's curiosity in learning activity (critical awareness), making students study independently and be actively involved in lesson, and cultivating environmental concern in the students of class IIIB in SDN Perumnas Condongcatur (humanization).

Keywords : *development, module, emancipatory education, environmental concern.*