

ABSTRAK
PENGEMBANGAN MODUL KUNJUNGAN RUMAH KUPU SEBAGAI
PEMBELAJARAN IPA LUAR RUANG BAGI SISWA SMP

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Rumah Kupu Universitas Sanata Dharma memiliki potensi besar sebagai sumber *outdoor learning*, namun pemanfaatannya masih terkendala oleh ketidaktersediaan panduan modul pembelajaran yang sistematis. Kesenjangan ini teridentifikasi melalui wawancara analisis kebutuhan terhadap fasilitator, guru, dan dosen, yang menggali potensi Rumah Kupu Universitas Sanata Dharma serta mengungkap kebutuhan akan panduan pembelajaran. Penelitian ini bertujuan untuk mengembangkan dan mengetahui validitas Modul Kunjungan Ruamh Kupu sebagai media pembelajaran luar ruang bagi siswa SMP kelas VII pada materi Klasifikasi Makhluk Hidup,

Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model ADDIE (*Analysis, Design, Development, Implementation, Evaluation*) yang dibatasi pada tahap *Development* berupa validasi ahli dan revisi. Berdasarkan temuan analisis kebutuhan, maka peneliti mengembangkan 1 paket modul pembelajaran yang terdiri atas panduan fasilitator, modul pendamping guru, dan LKPD siswa untuk mengakomodasi kunjungan edukatif di Rumah Kupu dengan 4 kekhasan utama: kunci dikotomi bergambar, 2 alternatif model pembelajaran (*Project Based Learning* dan *Discovery Learning*), materi kunjungan dan antisipasi miskonsepsi, serta refleksi berbasis paradigma pedagogi reflektif. Validasi produk dilakukan oleh 4 validator ahli dan dihitung menggunakan rumus Aiken's V dan analisis persentase kelayakan pada 5 aspek karakteristik modul. Hasil penelitian menunjukkan nilai Aiken's V digabungkan ketiganya dihasilkan 0,89 yang termasuk kategori valid. Dengan demikian, Modul rumah Kupu dinyatakan valid dan layak diuji cobakan sebagai media pembelajaran luar ruang bagi siswa SMP.

Kata Kunci: Modul Kunjungan, Rumah Kupu, Pembelajaran Luar Ruang, Klasifikasi Makhluk Hidup, R&D.

ABSTRACT
**“DEVELOPMENT OF A BUTTERFLY HOUSE VISIT MODULE AS
OUTDOOR SCIENCE LEARNING FOR JUNIOR HIGH SCHOOL
STUDENTS”**

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The Butterfly House holds great potential as an outdoor learning resource. However, its utilization is still hindered by the unavailability of a systematic learning module guide. This gap was identified through needs-analysis interviews with facilitators, teachers, and lecturers, which explored the potential of the Butterfly House and revealed the need for a learning guide. This study aims to develop and determine the validity of the Butterfly House Visit Module as an outdoor learning medium for seventh-grade junior high school students on the topic of Classification of Living Things.

This study employed the Research and Development (R&D) method with and ADDIE model (Analysis, Design, Development, Implementation, Evaluation), limited to the Development stage, consisting of expert validation and revision. Based on the finding of the needs analysis, the researcher develop three modules to accommodate educational visit to the Butterfly House: the Facilitators Module, Teachers Module, and the Student Module, with four main distinctive features: an illustrated dichotomous key, two alternative learning models (Project Based Learning and Discovery Learning), visit materials with anticipation of misconceptions, and reflection based on the reflective pedagogy paradigm. Product validation was conducted by 5 expert validators and calculate using Aiken's V formula and a feasibility percentage analysis across 5 aspect of module characteristics. The result showed a combined Aiken's V value of 0,89 for the three modules, which falls into the valid category. So, the Butterfly House Module is declared valid and suitable for use as an outdoor learning medium for junior high school students.

Keyword: Visit Module, Butterfly House, Outdoor Learning, Classification of Living Things, R&D.