EXECUTIVE SUMMARY

PENGEMBANGAN MODUL PEMBELAJARAN IPA BERBASIS *PROBLEM BASED LEARNING* SISWA KELAS IV TEMA 6 SDN 30 LUBUK LINTAH

SKRIPSI

Ditulis untuk Memenuhi Salah Satu Persyaratan
Guna Memperoleh Gelar Sarjana Pendidikan (S.Pd)

Oleh:

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PROGRAM STUDI PENDIDIKAN GURU SEKOLAH DASAR
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HALAMAN PERSETUJUAN
ARTIKEL PENELITIAN

PENGARUH MODUL PEMBELAJARAN IPA BERBASIS *PROBLEM BASED LEARNING* SISWA KELAS IV TEMA 6 SDN 30 LUBUK LINTAH

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Artikel ini berdasarkan skripsi yang berjudul "**Pengaruh Modul Pembelajaran IPA Berbasis *Problem Based Learning* Siswa Kelas IV Tema 6 SDN 30 Lubuk Lintah**" untuk persyaratan wisuda Desember 2020.

Padang,
Oktober 2020

Disetujui Oleh :

Pembimbing I	Pembimbing II
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.Executive Summary

Lisa Fitri. 2020 **"Pengaruh Modul Pembelajaran IPA Berbasis Problem Based Learning Siswa Kelas IV Tema 6 SDN 30 Lubuk Lintah"** Skripsi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bung Hatta.

Pembimbing : 1. Rona Taula Sari, S.Si,. M.Pd
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Penelitian ini bertujuan untuk menghasilkan lembar kerja peserta didik berbasis *Problem Based Learning* (PBL) pada pembelajaran IPA untuk kelas IV Sekolah Dasar yang memenuhi kriteria valid. Jenis penelitian ini adalah penelitian pengembangan. Model penelitian pengembangan yang digunakan adalah model pengembangan 4-D yaitu *define, design, develop* dan *disseminate.* Pada penelitian ini hanya sampai tahap *develop* (pengembangan) dikarenakan keterbatasan waktu. Penelitian ini dilakukan pada semester genap tahun ajaran 2019/2020 dengan materi Cita-citaku. Instrumen penelitian meliputi lembar validitas dan lembar praktikalitas (angket respon guru dan siswa). Pada proses validasi, Modul divalidasi oleh 1 orang ahli bahasa dan 1 orang ahli media. Berdasarkan hasil penelitian, pengembangan modul pembelajaran IPA berbasis *Problem Based Learning* (PBL) pada pembelajaran IPA untuk kelas IV SD dihasilkan memenuhi kriteria **sangat valid** dengan persentase penilaian sebesar **92,1.** Jadi, dapat disimpulkan bahwa modul pembelajaran IPA berbasis *Problem Based Learning* (PBL) pada pembelajaran IPA untuk kelas IV SD sangat valid digunakan sebagai salah satu bahan pembelajaran.

Kata kunci : Modul, IPA, PBL

Executive Sumarry

Lisa Fitri. 2020 "The Effect of Problem Based Learning Science Learning Modules for Class IV Students Theme 6 SDN 30 Lubuk Lintah" Thesis on Elementary School Teacher Education, Faculty of Teacher Training and Education, Bung Hatta University.

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This study aims to produce student worksheets based on Problem Based Learning (PBL) in science learning for grade IV elementary schools that meet the valid criteria. This type of research is development research. The development research model used is the 4-D development model, namely define, design, develop and disseminate. In this study, it only reached the develop stage due to time constraints. This research was conducted in the even semester of the 2019/2020 school year with the material of My Aspirations. The research instrument included a validity sheet and a practicality sheet (teacher and student response questionnaires). In the validation process, the Module is validated by 1 linguist and 1 media expert. Based on the results of the research, the development of a Problem Based Learning (PBL) science learning module in science learning for grade IV SD resulted in a very valid criterion with an assessment percentage of 92.1. So, it can be concluded that the Natural Science learning module based on Problem Based Learning (PBL) in science learning for grade IV SD is very valid to be used as a learning material.

The learning process is basically a learning process that cannot be separated from one another. The teaching and learning process is a process of interaction between two human elements, namely the student as the learning party and the teacher as the teaching party, with the student as the main subject. Meanwhile, Anitah (2014: 18) states that "Learning is a process of interaction between students and educators and learning resources in a learning environment. The learning environment is a system consisting of elements of objectives, learning materials, strategies, tools, students and teachers. Meanwhile, according to Suryani (2018: 4) "Learning is a process of communication and interaction as a form of educational effort by conditioning the learning process in students".

One of the general goals of education is to educate the nation's children. However, the facts found in the field at this time in the world of education still have several obstacles related to the quality of education. Constraints related to the quality of education at present are not easy things to solve. In realizing the quality of learning will be strongly influenced by the quality of teachers, how the learning practices are implemented (Sunaengsih, 2016: 183).

One way to implement it so that the learning process runs properly can be through subjects taught in elementary schools, namely science subjects. Through science subjects in elementary schools, students are expected to have knowledge and insight into basic science. In order to achieve the objectives of science learning, it must be supported by a conducive learning process because

the learning developed by the teacher has a very large influence on learning success. Likewise, the success of learning is strongly influenced by the ability and accuracy of the teacher in selecting and using various approaches and strategies in learning. One of the abilities that teachers must have in carrying out the science learning process is to use the right and correct modules in the teaching and learning process.

Based on observations made in the science learning which was carried out on Friday November 22 2019 in grade IV SD Negeri 30 Lubuk Lintah, it was found that there were problems in the learning process. Problems found in the science learning process include teachers who tend to use conventional methods (lectures and questions and answers). In addition, the teaching materials used are in the form of worksheets and textbooks. Researchers also saw a lack of students' desire to ask questions, even though they had not mastered the material taught by the teacher.

The facts found in the field at this point in the learning process are not running properly. This can be seen when the teacher is explaining the ongoing subject matter, not all students tend to pay attention to what the teacher explains and there are only one or two people who pay attention, therefore the communication between the teacher and students does not go well. An example

that I saw when making observations was when the teacher asked questions only three or four students were able to answer the teacher's questions, with this event the presenter had a way for students to interact with the teacher, namely by using modules because in the module there was clear material. , easy to understand and accompanied by attractive pictures and colorful designs in the module do not make students bored.