

## **ABSTRACT**

### **Developing Discovery Learning-Based Natural Science Learning Module for the 5<sup>th</sup> Grade Student of Elementary School**

**Gusmaretni**

This research was conducted based on the fact which indicated that teachers were seemingly unable to make the students get involved actively in the learning process and have them understand the concept of learning. These problems were likely resulted from the unavailability of learning materials that could facilitate the teachers to activate the students in constructing the concepts. As a result, the students got unsatisfactory achievement in learning. To deal with these problems, a Discovery Learning-Based Learning module needs to be developed. It is expected to help the students to be active in constructing the learning concepts of their own so that the understanding acquired could stay longer in their memory. The aim of this research is to develop a Discovery Learning-Based Natural Science learning module which is valid, practical and effective.

This research is categorized into a Research and Development study. It was conducted by applying 4-D model that consists of four phases including Defining Phase, Designing phase, Developing Phase and Disseminating Phase. The validity of the product was seen through the result of the validity test on the Lesson Plan and module. Meanwhile, the practicality of the module was viewed from the implementation of the Lesson Plan, and questionnaire distributed to the teachers and the students. Furthermore, the effectiveness of the product was seen from the students' learning activities and their learning outcomes.

The result of validity test showed that the module developed could be categorized as "very valid" (3.6). The result of the practicality test indicated that the module was also categorized as "very practical" category (97.5%) in which the score for the questionnaire given to the teachers was 92.2 and that distributed to the students was 93,1%. The result of the effectiveness test showed that the product developed was effective (91.1%) either in terms of cognitive aspect (87.1%), affective aspect (84%), or psychomotor aspect (86.6%). Thus it can be concluded that the Discovery Learning-Based Natural Science learning module developed is valid, practical and effective for teaching the 5<sup>th</sup> grade students of Elementary School.

## **ABSTRAK**

### **Pengembangan Modul Pembelajaran IPA Berbasis *Discovery Learning* di Kelas V Sekolah Dasar**

**Gusmaretni**

Penelitian ini dilatarbelakangi belum mampunya guru melibatkan peserta didik secara aktif dalam kegiatan pembelajaran guna memperoleh pemahaman konsep pembelajaran. Hal ini disebabkan belum tersedianya bahan ajar yang bisa memfasilitasi guru dalam melibatkan peserta didik secara aktif dalam melakukan penemuan-penemuan guna membangun pemahaman konsep pembelajaran. Masalah ini mengakibatkan rendahnya hasil belajar peserta didik. Oleh karena itu dibutuhkan suatu bahan ajar berupa modul pembelajaran yang dapat membantu peserta didik untuk terlibat aktif dalam menemukan konsep dari materi yang dipelajarinya, yakni modul pembelajaran berbasis *Discovery Learning*. Modul pembelajaran ini diharapkan mampu menuntun peserta didik untuk terlibat aktif dalam melakukan penemuan-penemuan terhadap konsep materi yang akan dipelajari, sehingga konsep bertahan lama dalam ingatan peserta didik. Tujuan penelitian ini adalah mengembangkan modul pembelajaran IPA berbasis *Discovery Learning* yang valid, praktis dan efektif.

Jenis penelitian yang digunakan adalah penelitian pengembangan dengan menggunakan model 4-D (*four D*), yang terdiri dari 4 tahap yaitu: *define*, *design*, *develop*, dan *disseminate*. Data penelitian dari uji validitas diperoleh melalui lembar validasi RPP dan lembar validasi modul. Data kepraktisan didapatkan melalui lembar pengamatan keterlaksanaan RPP, lembar angket respon guru dan lembar angket respon peserta didik. Keefektifan dilihat dari aktivitas belajar peserta didik dan hasil belajar peserta didik.

Hasil penelitian dari uji validitas menunjukkan bahwa modul yang dikembangkan berada pada kategori sangat valid dengan rata-rata 3,6. Hasil uji praktikalitas modul menunjukkan kategori sangat praktis (97,5 %), angket respon peserta didik dan guru menunjukkan nilai 93,1 % dan 92,2 % (sangat praktis). Hasil uji efektivitas menunjukkan modul yang dikembangkan sudah efektif (91,1%), hasil belajar aspek kognitif (87,1 %), afektif (84 %), dan psikomotor (86,6 %). Dengan demikian dapat disimpulkan bahwa modul berbasis *Discovery Learning* yang dikembangkan pada pembelajaran IPA di kelas V SD sudah valid, praktis, dan efektif.