

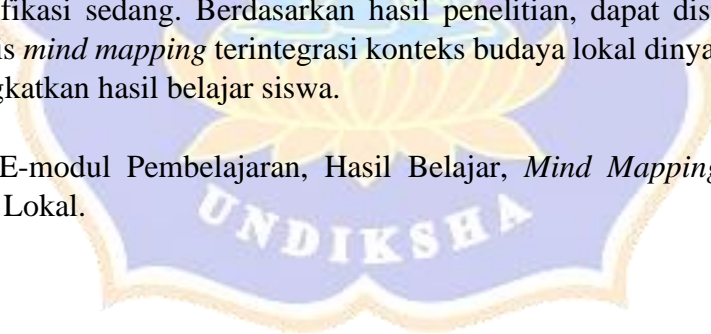
## ABSTRAK

**Dwipayana, Putu Agus Putra** (2022), *Pengembangan E-modul Pembelajaran IPA Berbasis Mind Mapping Terintegrasi Konteks Budaya Lokal Untuk Meningkatkan Hasil Belajar Siswa SMP*. Tesis, Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Genesha.

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Penelitian ini bertujuan menghasilkan e-modul IPA SMP kelas VII berbasis *mind mapping* terintegrasi konteks budaya lokal yang valid, praktis, dan efektif untuk meningkatkan hasil belajar siswa. Penelitian ini merupakan penelitian pengembangan yang mengakomodasi model ADDIE (*Analyse, Design, Development, Implementation, and Evaluate*). Data yang dikumpulkan dalam bentuk data kualitatif dan kuantitatif melalui kuisioner validitas ahli, kepraktisan guru dan siswa, serta tes hasil belajar siswa. Uji efektivitas dilakukan dengan rancangan *pre-experimental one group pre-test-post-test design*. Hasil penelitian yang diperoleh, yaitu (1) e-modul dikemas dengan *mind mapping* terintegrasi konteks budaya lokal yang dilengkapi ilustrasi fenomena alam sekitar, budaya Bali, video, audio, dan kuis interaktif. (2) e-modul IPA dinyatakan sangat valid dengan nilai rata-rata 96,23. (3) e-modul IPA sangat valid dari segi materi dengan koefisien validasi Gregory 1,00, sangat valid dari segi media dengan nilai rata-rata 95,00, sangat valid dari segi bahasa dengan nilai rata-rata 99,20. (4) e-modul sangat praktis oleh guru dan peserta didik dengan nilai rata-rata berturut-turut 94,61 dan 91,89. (5) e-modul dinyatakan efektif meningkatkan hasil belajar siswa dengan nilai *<gain score>* 0,53 kualifikasi sedang. Berdasarkan hasil penelitian, dapat disimpulkan bahwa e-modul IPA berbasis *mind mapping* terintegrasi konteks budaya lokal dinyatakan valid, praktis, dan efektif meningkatkan hasil belajar siswa.

Kata-kata kunci: E-modul Pembelajaran, Hasil Belajar, *Mind Mapping*, Konteks Budaya Lokal.



## ABSTRACT

**Dwipayana, Putu Agus Putra** (2022), *Development of Mind Map-Based E-Module Science Learning with Local Culture Context to Improve Junior High School Student Learning Outcomes*. Thesis, Science Education, Postgraduated Program, Genesha University of Education.

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*This study aimed to produce mind map-based e-module science teaching materials for junior high school with local culture context that is valid, practical, and effective to improve student learning outcomes. This research is classified as a development research that accommodates the ADDIE model (Analysed, Design, Development, Implementation, and Evaluate). The data collected in the form of qualitative and quantitative data through a questionnaire on the validity of experts, practicality of teachers and students, and learning outcomes tests for students. The effectiveness test was carried out with a pre-experimental one group pre-test – post-test design. The results of the research, showed that (1) e-modules are packaged with mind map with local culture context equipped with natural phenomena illustrations, Balinese culture, videos, audios, and interactive quizzes. (2) e-module science is declared very valid with an average value of 96.23, (3) the science e-module very valid in terms of material with a Gregory validation coefficient of 1.00, very valid in terms of media with an average value of 95.00, very valid in terms of language with an average value of 99.20. (4) the e-modules was declared very practical by teachers and students with an average score of 94.61 and 91.89, respectively. (5) e-module is declared effective in improving student learning outcomes with a value of <gain score> 0.53 with moderate qualifications. In a nutshell, mind map-based e-module science teaching materials for junior high school with local culture context that is valid, practical, and effective to improve student learning outcomes.*

**Keywords:** *Lokal Cultural Context, Mind Mapping, E-learning Modules, Learning Outcomes.*