

ABSTRAK

Elif Hidayani (2020), *Pengembangan Rencana Pelaksanaan Pembelajaran Tema Benda di Sekitarku Kelas III SD Berbasis Kecakapan Belajar dan Berinovasi Abad 21*. Tesis, Pendidikan Dasar, Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh pembimbing I : Prof. Dr. A. A. I. N. Marhaeni, M.A. dan pembimbing II : Dr. I. Made Gunamanta, ST, MM.

Kata-kata kunci : Rencana Pelaksanaan Pembelajaran (RPP), Kecakapan Belajar dan Berinovasi Abad 21

Penelitian ini bertujuan untuk mengetahui validitas, kepraktisan, dan efektivitas RPP Tema *Benda di Sekitarku* pada pembelajaran tematik berbasis kecakapan belajar dan berinovasi abad 21 siswa kelas III SD/MI Kecamatan Kuta Kabupaten Badung Bali. Penelitian ini merupakan *Research and Development* (R&D) dengan mengadopsi model 4-D Thiagarajan yang terdiri dari 4 tahap, yaitu: *Define, Design, Develop, dan Dissemination*, namun dalam penelitian ini hanya sampai pada tahap *Develop*. Sampel penelitian berjumlah 5 Sekolah Dasar dengan praktisi 5 orang guru SD. Data dikumpulkan menggunakan instrumen validasi, instrumen keterlaksanaan RPP, angket respon guru, dan test hasil belajar siswa. Data dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa: (1) Rencana Pelaksanaan Pembelajaran (RPP) tema *Benda di Sekitarku* dinyatakan “sangat valid” menggunakan hasil *Alpha Cronbach* sebesar 0,85 yang telah divalidasi oleh tiga orang ahli; (2) Kepraktisan RPP diperoleh dari hasil analisis rata-rata skor APPP sebesar 4,5. Berdasarkan kriteria kepraktisan, dapat dikatakan bahwa perangkat pembelajaran yang dikembangkan tergolong sangat praktis karena rata-rata skornya berada pada interval $4,2 < 4,5$. Rata-rata skor respon guru terhadap produk RPP sebesar 4,4. Berdasarkan kriteria kepraktisan, tergolong sangat praktis karena rata-rata skornya berada pada interval $4,2 < 4,4$; (3) Efektivitas diperoleh dari analisis hasil belajar siswa kelas III menggunakan uji t-test menunjukkan bahwa nilai t-hitung sebesar 5,83 dengan nilai signifikansi sebesar 1,96 artinya t-hitung $>$ t-tabel, sehingga keputusan yang dapat diambil adalah H_0 diterima dengan tingkat efektifitas sedang (ES=0,51).

ABSTRACT

Elif Hidayani (2020), *Development of Learning Implementation Plan for The Theme of Objects Around Me For 3rd Grade of SD Based on 21st Century Learning and Innovation Skills*. Basic Education Thesis, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and corrected by supervisor I : Prof. Dr. A. A. I. N. Marhaeni, M.A. and supervisor II : Dr. I. Made Gunamanta, ST, MM.

Key words: Learning Implementation Plan (RPP), 21st Century Learning and Innovating Skills

The goal of this research is to know the validity, practicality, and effectiveness of RPP with the theme of *objects around me* in thematic learning based on learning skills and innovation in 21st century for 3rd grade of SD/MI Kuta District Badung Regency Bali. This research is a *Research and Development* (R&D) using the 4-D model Thiagarajan which consists of 4 stages, namely: *Define, Design, Develop, and Dissemination*, but *Developer only use three stages until Develop*. The research of 5 elementary schools with practitioners of 5 elementary school teachers. Data was collected using instrument validation, instrument implementation of lesson plans, teacher response questionnaires, and test students learning outcomes. Data were analyzed descriptive quantitatively. The results of research showed that: (1) The Learning Implementation Plan (RPP) theme of *Objects around me* declared "very valid" using *Alpha Cronbach* results was 0.85 that had been validated by three experts; (2) The practicality of RPP is obtained from the analysis of the average APPP score of 4,5. Based on practicality criteria, it can be assumed that the learning devices developed are classified as very practical because the average scores are at intervals $4,2 < 4,5$. The average score of teacher's responses to RPP products is 4,4. Based on practicality criteria, device is quite practical because the average score is in the interval $4,2 < 4,4$; (3) Effectiveness is obtained from the analysis of student learning outcomes of 3rd students using the t-test shows that t_{obs} value is 5,83 with the significance value of 1.96 means that $t_{obs} > t_{c.v}$, so the decision that can be taken is accepted with a moderate level of effectiveness (ES=0,51).