

**PENGEMBANGAN E-BOOK INTERAKTIF UNTUK MENINGKATKAN
METAKOGNITIF PADA MUATAN IPAS DI SEKOLAH DASAR
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ABSTRAK

Penelitian ini bertujuan untuk: (1) mendeskripsikan proses rancang bangun pengembangan *e-book* interaktif untuk meningkatkan kemampuan metakognitif pada muatan pelajaran IPAS kelas IV di SD Negeri 2 Padangbulia tahun pelajaran 2024/2025, (2) mengetahui validitas *e-book* interaktif berdasarkan penilaian ahli isi pembelajaran, desain pembelajaran, dan media pembelajaran, (3) mengetahui respon pengguna terhadap *e-book* interaktif berdasarkan uji coba perorangan dan kelompok kecil, serta (4) mengetahui efektivitas *e-book* interaktif dalam meningkatkan kemampuan metakognitif siswa. Penelitian ini menggunakan model pengembangan ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*). Pengumpulan data dilakukan dengan metode kuesioner dan tes, sedangkan teknik analisis data menggunakan teknik deskriptif kualitatif, kuantitatif, dan uji statistik inferensial uji-t sampel berkorelasi. Hasil penelitian menunjukkan bahwa: (1) *e-book* interaktif dikembangkan melalui tahapan analisis hingga evaluasi dengan fitur yang mendukung peningkatan kemampuan metakognitif siswa, (2) validitas produk berdasarkan ahli isi pembelajaran memperoleh skor 98,00% (sangat baik), ahli desain pembelajaran 98,00% (sangat baik), dan ahli media pembelajaran 89,33% (baik), (3) respon pengguna terhadap *e-book* interaktif berdasarkan uji coba perorangan memperoleh skor 94,67% (sangat baik) dan uji coba kelompok kecil 94,67% (sangat baik), serta (4) efektivitas *e-book* interaktif dalam meningkatkan kemampuan metakognitif siswa ditunjukkan melalui peningkatan nilai rata-rata *Pretest* 33,60 dan *Posttest* 77,00, yang berada di atas KKTP (Kriteria Ketercapaian Tujuan Pembelajaran). Hasil uji-t sampel berkorelasi menunjukkan nilai signifikansi (sig) $0,000 < 0,05$ dengan taraf signifikansi 5%, sehingga terdapat perbedaan signifikan sebelum dan sesudah menggunakan *e-book* interaktif. Dengan demikian, *e-book* interaktif ini terbukti tidak hanya valid dan praktis, tetapi juga efektif dalam meningkatkan kemampuan metakognitif siswa kelas IV pada pembelajaran IPAS di sekolah dasar.

Kata kunci: Pengembangan, *e-book* interaktif, metakognitif, IPAS, sekolah dasar, teknologi Pendidikan.

**DEVELOPMENT OF INTERACTIVE E-BOOKS TO ENHANCE
METACOGNITION IN IPAS CONTENT AT ELEMENTARY SCHOOLS
ACADEMIC YEAR 2024/2025**

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ABSTRACT

This study aims to: (1) describe the design and development process of an interactive e-book to enhance metacognitive skills in IPAS subject matter for Grade IV students at SD Negeri 2 Padangbulia in the 2024/2025 academic year, (2) determine the validity of the interactive e-book based on expert assessments in instructional content, instructional design, and instructional media, (3) identify user responses to the interactive e-book based on individual and small group trials, and (4) assess the effectiveness of the interactive e-book in improving students' metacognitive abilities. This research employed the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). Data were collected using questionnaires and tests, and analyzed through descriptive qualitative and quantitative techniques as well as inferential statistical analysis using the correlated sample t-test. The results of the study indicate that: (1) the interactive e-book was developed through stages from analysis to evaluation, incorporating features that support the enhancement of students' metacognitive skills; (2) the product validity scores were 98.00% (very good) from content experts, 98.00% (very good) from instructional design experts, and 89.33% (good) from media experts; (3) user responses from individual and small group trials yielded scores of 94.67% (very good); and (4) the effectiveness of the interactive e-book was evidenced by an increase in average scores from the pretest (33.60) to the posttest (77.00), exceeding the Minimum Criteria for Learning Mastery (KKTP). The correlated sample t-test showed a significance value of $0.000 < 0.05$ at the 5% significance level, indicating a significant difference before and after using the interactive e-book. Therefore, the interactive e-book is proven to be not only valid and practical but also effective in improving metacognitive skills among Grade IV students in IPAS learning at elementary schools.

Keywords: Development, interactive e-book, metacognition, IPAS, elementary school, educational technology.