ABSTRAK

Wimbawati, Pande Kadek Ary. (2025). Pengembangan Media Buku Cerita Bergambar Berbantuan STEAM untuk Meningkatkan Kemampuan Berpikir Kritis dan Minat Belajar IPAS Siswa Kelas III SD Gugus II Bebandem. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.
Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I Prof. Dr. I Wayan Kertih, M.Pd. dan Pembimbing II Prof. Dr. I Wayan Widiana, S.Pd., M.Pd.

Kata kunci: buku cerita bergambar, STEAM, berpikir kritis, minat belajar, IPAS.

Penelitian ini bertujuan untuk menghasilkan media buku cerita bergambar berbantuan STEAM yang valid, praktis, dan efektif dalam meningkatkan kemampuan berpikir kritis serta minat belajar IPAS siswa kelas III SD. Jenis penelitian ini adalah *Research and Development* (R&D) dengan menggunakan model pengembangan ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Subjek penelitian adalah siswa kelas III SD Gugus II Bebandem. Data dikumpulkan menggunakan instrumen lembar validasi, angket respon guru dan siswa, tes kemampuan berpikir kritis, serta angket minat belajar. Penelitian ini menghasilkan produk buku cerita bergambar berbantuan STEAM untuk meningkatkan kemampuan berpikir kritis dan minat belajar IPAS siswa kelas III SD. Hasil uji validitas menunjukkan media sangat layak dengan skor dari ahli materi sebesar 92,5% dan ahli bahasa 88,75%. Uji kepraktisan menunjukkan hasil sangat praktis dengan rata-rata respon guru 93,18% dan respon siswa 92,30%. Hasil uji efektivitas menggunakan analisis MANOVA menunjukkan bahwa media buku cerita bergambar berbantuan STEAM berpengaruh signifikan secara simultan terhadap kemampuan berpikir kritis dan minat belajar siswa (Sig. = 0,000 < 0,05). Secara parsial, media ini efektif meningkatkan kemampuan berpikir kritis dengan nilai Sig. 0,000 dan perolehan N-gain sebesar 0,69 (kategori tinggi). Begitu pula pada variabel minat belajar yang menunjukkan perbedaan signifikan dengan nilai Sig. 0,000. Dengan demikian, media buku cerita bergambar berbantuan STEAM teruji valid, praktis, dan efektif sehingga sangat layak digunakan sebagai inovasi media pembelajaran untuk meningkatkan kualitas pembelajaran IPAS di sekolah dasar.

ABSTRACT

Wimbawati, Pande Kadek Ary. (2025). Development of STEAM-Based Picture Storybook Media to Improve Critical Thinking Skills and Science and Social Studies (IPAS) Learning Interest of Grade III Elementary School Students in Gugus II Bebandem. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education.
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Keywords: picture storybooks, STEAM, critical thinking, learning interest, IPAS.

This research aims to develop STEAM-based picture storybook media that are valid, practical, and effective in improving critical thinking skills and learning interest in IPAS for third-grade elementary school students. This study is a Research and Development (R&D) project using the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The research subjects were third-grade students in Gugus II Bebandem. Data were collected using validation sheets, teacher and student response questionnaires, critical thinking tests, and learning interest questionnaires. This research produces a STEAM-based picture story book product to improve critical thinking skills and interest in learning science in grade III elementary school students. The validity test results showed that the media is highly feasible, with scores of 92.5% from the content expert and 88.75% from the language expert. The practicality test indicated that the media is highly practical, with an average teacher response of 93.18% and a student response of 92.30%. The effectiveness test using MANOVA analysis showed that the STEAM-based picture storybook media significantly and simultaneously influenced students' critical thinking skills and learning interest (Sig. = 0.000 < 0.05). Partially, the media effectively improved critical thinking skills with a Sig. value of 0.000 and an N-gain score of 0.69 (high category). Similarly, the learning interest variable showed a significant difference with a Sig. value of 0.000. In conclusion, the STEAM-based picture storybook media is proven to be valid, practical, and effective, making it highly suitable for use as an innovative learning tool to enhance the quality of IPAS instruction in elementary schools.