

ABSTRAK

Ni Luh Made Sriariani (2026), Kreasi ciptaan E-LKPD PjBL beserta Insersi THK Dalam Mengintensifkan Keaktifan dan Hasil Belajar IPAS Siswa Kelas III Sekolah Dasar

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Kata-kata kunci: E-LKPD, PjBL, THK, Keaktifan, dan Hasil Belajar

Penelitian ini bersasaran untuk: menghasilkan e-lkpd, mengetahui validitas, kepraktisan media, dan memaparkan efektivitas E-LKPD PjBL (PjBL) beserta Insersi THK Dalam Mengintensifkan Keaktifan dan Hasil Belajar IPAS Siswa Kelas III Sekolah Dasar. Jenis penelitian kreasi ciptaan beserta pola ADDIE. Objek penelitian adalah E-LKPD PjBL beserta Insersi *Tri Hita Karana*, sementara subyeknya penelitian adalah siswa SD N 10 Sanur Denpasar yang terdiri dari kelas III A 20 orang dan III B 22 orang dan empat orang guru sebagai praktisi. Metode pengumpulan data berupa kuesioner dan tes. Instrumen penelitian berupa lembar kuesioner validitas media, materi, kepraktisan, keaktifan belajar, dan tes pilihan ganda untuk mengukur hasil belajar. Instrumen keaktifan belajar diuji validitas, reliabilitas dan instrumen hasil belajar diuji validitas, reliabilitas, daya beda, dan tingkat kesukaran butir soal. Penyelidikan data mendayagunakan persentase, uji anava satu jalur, dan multivarian. Hasil penelitian mengisyaratkan bahwa (1) E-LKPD PjBL beserta Insersi THK diciptakan dalam bentuk non cetak yang diakses dalam bentuk *link*, (2) hasil validitas media 94,38%, validitas materi yakni 93,84% pada diklasifikasikan sangat valid memadai diaplikasikan tanpa revisi dan hasil uji coba kelompok kecil adalah 85,69% pada diklasifikasikan sangat memadai. (3) hasil persentase kepraktisan E-LKPD PjBL beserta Insersi THK 89,99 pada diklasifikasikan sangat praktis. (4) Hasil uji efektivitas diperoleh nilai statistika $F = 83,776$ dan angka signifikan 0,001 nilai tersebut kian kecil dari taraf signifikansi 0,05 ($p < 0,05$) beserta demikian H_0 ditolak dan H_1 diterima. Jadi, dapat dirangkum bahwa terdapat pengaruh keaktifan belajar dan hasil belajar beracuan bersama-sama antara siswa yang belajar beserta E-LKPD PjBL beserta insersi THK dan tanpa mendayagunakan e-lkpd.

ABSTRACT

Ni Luh Made Sriariani (2026), *Development of E-LKPD PjBL with THK Insertion in Improving the Activeness and Learning Outcomes of Science Students in Grade III of Elementary School*

Thesis, Basic Education, Postgraduate Programa, Ganesha University of Education. This thesis has been approved and examined by Supervisor I: Prof. Dr. I Wayan Kertih, M.Pd; and Supervisor II: Prof. Dr. I Wayan Widiana, S.Pd., M.Pd.

Key words: E-LKPD, PjBL, THK, Activeness, and Learning Outcomes

The purpose of this study is to: create e-LKPD, assess the medias validity and usefulness, and describe how E-LKPD PjBL with THK Insertion improves the learning outcomes and level of activity of science students in grade III of elementary school. The ADDIE pola is employed in this kind of development study. The E-LKPD PjBL with THK Insertion is the studys object, and its subjects are SD N 10 Sanur Denpasar pupils, including 20 grade III A students, 22 grade III B students, and four instructors who serve as practitioners. Tests and questionnaires are used as data collection tools. Multiple-choice exams to gauge learning outcomes and questionnaires on media validity, content, practicality, and learning activity serve as the study tools. The learning outcome instrument is assessed for validity, reliability, discrimination power, and item difficulty, while the learning activeness instrument is tested for validity and reliability. Multivariate analysis, one-way ANOVA testing, and percentages are used in data analysis. According to the studys findings, (1) E-LKPD PjBL with THK Insertion was developed as a link that can be accessed without printing, (2) the results of media validity are 94.38%, material validity is 93.84% in the very valid category, suitable for use without revision and the results of small group trials are 85.69% in the very suitable category. (3) the results of the practicality percentage of E-LKPD PjBL with THK Insertion are 89.99 in the very practical category. (4) The results of the effectiveness test obtained statistical values of Pillais Trace, Wilks Lambda, Hotellings Trace, and Roys Largest Root each have a statistical value of $F = 83.776$ and a significant number of 0.001, this value is smaller than the significance level of 0.05 ($p < 0.05$) thus H_0 is rejected and H_1 is accepted. So, it can be concluded that there is an influence of learning activity and learning outcomes together between students who study with E-LKPD PjBL with THK insertion and without using e-LKPD.