

**PENGEMBANGAN E-LKPD BERPENDEKATAN MULTIKULTURAL  
TRANSFORMATIF PADA MATERI GAYA UNTUK MENINGKATKAN  
HASIL BELAJAR IPAS SISWA KELAS IV SD**

**Oleh**

**Ni Putu Listya Anggraeni, NIM 2211031023**

**Program Studi Pendidikan Guru Sekolah Dasar**

**Jurusan Pendidikan Dasar**

**ABSTRAK**

Rendahnya hasil belajar IPAS materi gaya pada peserta didik kelas IV disebabkan oleh kurangnya fokus belajar serta terbatasnya bahan ajar digital yang kontekstual. Kondisi ini menunjukkan pembelajaran belum optimal dalam mendukung pencapaian hasil belajar kognitif peserta didik. Penelitian ini bertujuan untuk menganalisis, mengevaluasi, dan mengembangkan E-LKPD berpendekatan multikultural transformatif pada materi gaya untuk meningkatkan hasil belajar kognitif IPAS peserta didik kelas IV sekolah dasar. Penelitian pengembangan ini dilakukan menggunakan tahap penelitian ADDIE (*Analyze, Design, Development, Implementation, Evaluation*). Subjek penelitian ini yaitu E-LKPD berpendekatan multikultural transformatif pada materi gaya, sedangkan objek penelitian yaitu uji validitas, uji kepraktisan, dan uji efektivitas. Data dikumpulkan menggunakan metode tes dan metode non-tes. Data validitas dan kepraktisan dikumpulkan menggunakan kuesioner dan data efektivitas menggunakan *pre-test post-test*. Uji validitas memperoleh skor rata-rata dari ahli materi sebesar 3,76 dan ahli media sebesar 3,82. Uji kepraktisan memperoleh skor rata-rata dari guru sebesar 98% dan peserta didik sebesar 96,1%. Uji efektivitas memperoleh nilai signifikansi (2-tailed) sebesar 0,000. Hasil penelitian menunjukkan bahwa E-LKPD berpendekatan multikultural transformatif valid, praktis, dan efektif dalam meningkatkan hasil belajar kognitif peserta didik pada materi gaya. Implikasi dari penelitian ini yaitu perlu adanya bahan ajar digital berpendekatan multikultural transformatif yang mendukung pembelajaran untuk meningkatkan kualitas pendidikan multikultural.

Kata Kunci: E-LKPD digital, pendekatan multikultural transformatif, hasil belajar IPAS, pembelajaran bermakna, sekolah dasar.

**DEVELOPMENT OF A TRANSFORMATIVE MULTICULTURAL E-LKPD  
APPROACH TO STYLE MATERIAL TO IMPROVE THE LEARNING  
OUTCOMES OF FOURTH GRADE ELEMENTARY SCHOOL STUDENTS  
IN IPAS**

**By**

**Ni Putu Listya Anggraeni, Student ID 2211031023**

**Undergraduate Program in Elementary School Teacher Education Department  
of Basic Education**

**ABSTRACT**

*The low science learning outcomes on the topic of force among fourth-grade students are caused by a lack of focus on studying and limited contextual digital teaching materials. This condition indicates that learning has not been optimal in supporting the achievement of students' cognitive learning outcomes. This study aims to analyze, evaluate, and develop a transformative multicultural-based E-LKPD on the topic of force to improve the cognitive science learning outcomes of fourth-grade elementary school students. This development research was carried out using the ADDIE research stages (Analyze, Design, Development, Implementation, Evaluation). The subject of this study is the transformative multicultural-based E-LKPD on the topic of force, while the object of this study is the validity test, practicality test, and effectiveness test. Data were collected using test and non-test methods. Validity and practicality data were collected using questionnaires, while effectiveness data were collected using pre-tests and post-tests. The validity test obtained an average score of 3.76 from content experts and 3.82 from media experts. The practicality test obtained an average score of 98% from teachers and 96.1% from students. The effectiveness test obtained a significance value (2-tailed) of 0.000. The results of the study indicate that the E-LKPD with a transformative multicultural approach is valid, practical, and effective in improving students' cognitive learning outcomes on the topic of force. The implication of this research is the need for digital teaching materials with a transformative multicultural approach that supports learning to enhance the quality of multicultural education.*

*Keywords: Digital E-LKPD, transformative multicultural approach, IPS learning outcomes, meaningful learning, elementary school.*