

**PENGEMBANGAN MODUL DIGITAL BERBASIS *CONTEXTUAL*
LEARNING UNTUK MENINGKATKAN HASIL BELAJAR SISWA PADA
MATA PELAJARAN IPAS**

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan rancang bangun, mengetahui validitas, dan menguji efektivitas modul digital berbasis *contextual learning* pada mata pelajaran IPAS di kelas IV-B SD Negeri 3 Banjar Jawa. Penelitian ini merupakan penelitian pengembangan dengan model ADDIE yang meliputi tahap *analyze, design, development, implementation, dan evaluation*. Subjek penelitian berjumlah 35 siswa kelas IV-B. Data dikumpulkan dengan kuesioner dan tes. Validitas produk dinilai melalui uji ahli isi materi, ahli desain pembelajaran, ahli media pembelajaran, uji coba perorangan, dan uji coba kelompok kecil. Efektivitas produk diuji dengan desain *one-group pretest-posttest*. Produk yang dihasilkan berupa modul digital berbasis website melalui LMS Moodle dengan dukungan CanvaPro, EdPuzzle, dan YouTube. Hasil validitas menunjukkan kualifikasi sangat baik, yaitu ahli isi materi 100%, ahli desain pembelajaran 93,33%, ahli media pembelajaran 100%, uji coba perorangan 90,95%, dan uji coba kelompok kecil 90,32%. Hasil efektivitas menunjukkan rata-rata nilai *pre-test* 72,78 meningkat menjadi 86,55 pada *post-test*. Uji Wilcoxon Signed Rank Test memperoleh nilai signifikansi $0,000 < 0,05$. Dengan demikian, modul digital berbasis *contextual learning* dinyatakan valid dan efektif digunakan dalam pembelajaran IPAS, meskipun hasil efektivitasnya berlaku terbatas pada konteks penelitian ini.

Kata Kunci : modul digital, *contextual learning*, IPAS, hasil belajar, ADDIE

**DEVELOPMENT OF A CONTEXTUAL LEARNING-BASED DIGITAL
MODULE TO IMPROVE STUDENTS' LEARNING OUTCOMES IN
SCIENCE AND SOCIAL STUDIES (IPAS)**

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ABSTRACT

This study aimed to describe the design and development process, determine the validity, and test the effectiveness of a contextual learning-based digital module for the Science and Social Studies (IPAS) subject in Grade IV-B at SD Negeri 3 Banjar Jawa. This research employed a development research method using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The research subjects were 35 students of Grade IV-B. Data were collected through questionnaires and tests. Product validity was evaluated through expert reviews by subject matter experts, instructional design experts, media experts, individual trials, and small-group trials. Product effectiveness was tested using a one-group pretest-posttest design. The product developed was a website-based digital module through the Moodle LMS, supported by CanvaPro, EdPuzzle, and YouTube. The validity results showed that the product was categorized as very good, with scores of 100% from the subject matter expert, 93.33% from the instructional design expert, 100% from the media expert, 90.95% from the individual trial, and 90.32% from the small-group trial. The effectiveness results indicated that the average pre-test score of 72.78 increased to 86.55 in the post-test. The Wilcoxon Signed Rank Test yielded a significance value of $0.000 < 0.05$. Therefore, the contextual learning-based digital module was declared valid and effective for use in IPAS learning, although its effectiveness is limited to the context of this study.

Keyword : digital module, contextual learning, IPAS, learning outcomes, ADDIE