

**PENGEMBANGAN E-KOMIK BERBASIS *PROBLEM BASED LEARNING*
DALAM PEMBELAJARAN IPAS MATERI KEBERAGAMAN BUDAYA
PADA SISWA KELAS IV SD**

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ABSTRAK

Rendahnya hasil belajar IPAS di sekolah dasar dipengaruhi oleh minimnya penggunaan media inovatif dan dominasi metode konvensional, sehingga diperlukan pengembangan media pembelajaran yang meningkatkan keterlibatan dan hasil belajar siswa. Tujuan dari penelitian ini, untuk mengetahui (1) hasil rancang bangun e-komik berbasis *Problem Based Learning*, (2) kelayakan e-komik berbasis *Problem Based Learning*, (3) efektivitas penggunaan e-komik berbasis *Problem Based Learning*. Subjek penelitian ini yaitu 35 siswa pada uji efektivitas, 3 siswa pada uji coba perorangan, 9 siswa pada uji coba kelompok kecil, serta masing-masing 2 ahli rancang bangun, ahli desain instruksional, ahli media pembelajaran, dan ahli materi pembelajaran. Jenis Penelitian ini adalah penelitian pengembangan dengan model ADDIE, yang mencakup tahap analisis, perancangan, pengembangan, implementasi, dan evaluasi. Data dikumpulkan melalui kuesioner dan tes, kemudian dianalisis menggunakan analisis deskriptif kualitatif, deskriptif kuantitatif, dan statistik inferensial (uji-t). Hasil penelitian menunjukkan bahwa (1) rancang bangun media yang dikembangkan berupa e-komik berbasis *Problem Based Learning* pada materi Keberagaman Budaya yang memuat halaman awal, prakata, daftar isi, profil pengembang, tujuan pembelajaran, panduan e-komik, pengenalan karakter, halaman cerita, halaman materi, rangkuman, soal refleksi, soal evaluasi, halaman transisi, dan halaman penutup, dengan hasil penilaian ahli rancang bangun sebesar 93,75% (sangat baik), (2) hasil uji kelayakan berkualifikasi sangat baik berdasarkan penilaian ahli materi pembelajaran sebesar 96,43%, ahli desain instruksional sebesar 92,50%, ahli media pembelajaran sebesar 91,25%, uji coba perorangan 98,33%, dan uji coba kelompok kecil 97,59%, serta (3) hasil uji efektivitas dengan uji-t memperoleh $t_{hitung} = 82,28 > t_{tabel} = 1,69$ pada taraf signifikansi 5% untuk $dk = 34$, sehingga H_0 ditolak dan H_1 diterima. Dengan demikian, terdapat perbedaan yang signifikan terkait hasil belajar IPAS materi Keberagaman Budaya antara sebelum dan sesudah penggunaan media e-komik berbasis *Problem Based Learning*. Sehingga dapat disimpulkan, e-komik berbasis *Problem Based Learning* efektif untuk diterapkan dalam pembelajaran IPAS materi Keberagaman Budaya pada siswa kelas IV SD.

Kata Kunci: E-Komik, *Problem Based Learning*, IPAS, Keberagaman Budaya

**DEVELOPMENT OF PROBLEM BASED LEARNING BASED E-COMIC
IN NATURAL AND SOCIAL SCIENCES LEARNING
ON CULTURAL DIVERSITY MATERIAL FOR FOURTH GRADE
ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

The low learning outcomes of Natural and Social Sciences in elementary schools are influenced by the minimal use of innovative media and the dominance of conventional methods, so it is necessary to develop learning media that increase student engagement and learning outcomes. The purpose of this study is to determine (1) the results of the design of e-comics based on Problem Based Learning, (2) the feasibility of e-comics based on Problem Based Learning, (3) the effectiveness of using e-comics based on Problem Based Learning. The subjects of this study were 35 students in the effectiveness test, 3 students in the individual trial, 9 students in the small group trial, and 2 each of design experts, instructional design experts, learning media experts, and learning material experts. This type of research is development research with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. Data were collected through questionnaires and tests, then analyzed using qualitative descriptive analysis, quantitative descriptive analysis, and inferential statistics (t-test). The results of the study showed that (1) the media design developed was in the form of e-comics based on Problem Based Learning on the material of Cultural Diversity which contained the opening page, foreword, table of contents, developer profile, learning objectives, e-comic guide, character introduction, story page, material page, summary, reflection questions, evaluation questions, transition page, and closing page, with the results of the design expert's assessment of 93.75% (very good), (2) the results of the feasibility test were qualified as very good based on the assessment of learning material experts of 96.43%, instructional design experts of 92.50%, learning media experts of 91.25%, individual trials of 98.33%, and small group trials of 97.59%, and (3) the results of the effectiveness test with the t-test obtained $t_{count} = 82.28 > t_{table} = 1.69$ at a significance level of 5% for $dk = 34$, so that H_0 was rejected and H_1 was accepted. Thus, there is a significant difference in the learning outcomes of Natural and Social Sciences on Cultural Diversity before and after the use of e-comics media based on Problem Based Learning. Therefore, it can be concluded that e-comics based on Problem Based Learning are effective for implementation in learning Natural and Social Sciences on Cultural Diversity for fourth grade elementary school students.

Keywords: *E-Comics, Problem Based Learning, Natural and Social Sciences, Cultural Diversity*