

ABSTRAK

Armayanti, Putu Mentari (2025), Pengembangan Bahan Ajar Elektronik IPA terintegrasi Kegiatan Sosial Masyarakat pada Materi Zat dan Perubahannya. Tesis, Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: bahan ajar elektronik, kegiatan sosial budaya, hasil belajar

Perkembangan teknologi pendidikan dan tuntutan pembelajaran kontekstual mendorong perlunya pengembangan bahan ajar berbasis elektronik yang mampu mengaitkan materi IPA dengan kehidupan sosial masyarakat. Kajian ini bertujuan guna mendeskripsikan karakteristik, validitas, kepraktisan, dan efektivitas bahan ajar elektronik IPA terintegrasi kegiatan sosial masyarakat pada materi zat dan perubahannya. Jenis studi ini adalah studi pengembangan dengan mengaplikasikan model pengembangan ADDIE. Studi mempergunakan *One Group Pretest Posttest Design*. Instrumen dalam studi ini adalah angket validasi ahli, angket kepraktisan, dan tes hasil belajar. Tahapan pengembangan bahan ajar meliputi 1) *analysis*, 2) *design*, 3) *development*, 4) *implementation*, dan 5) *evaluation*. Hasil dari kajian ini yakni bahan ajar elektronik yang dikembangkan memiliki karakteristik terdiri atas enam komponen utama serta diintegrasikan dengan kegiatan sosial masyarakat. Hasil uji validitas pada aspek materi, bahasa, dan media menampakkan bahwasanya bahan ajar berada pada kriteria sangat valid. Uji kepraktisan guru menampakkan bahwasanya bahan ajar memperoleh kualifikasi sangat praktis dengan nilai rerata sebesar 100,00. Hasil uji kepraktisan siswa adalah sebesar 89,58 dengan kualifikasi sangat praktis. Uji efektivitas menampakkan bahan ajar elektronik IPA terintegrasi kegiatan sosial masyarakat dinyatakan efektif dalam menaikkan hasil belajar siswa dengan nilai N-gain sebesar 0,69 (kriteria sedang). Peningkatan hasil belajar dengan kualifikasi tinggi diperoleh oleh 19 orang siswa (59,4%) dan kualifikasi sedang sebanyak 13 orang siswa (40,6%). Merujuk hasil kajian dan pembahasan, disimpulkan bahwasanya bahan ajar elektronik telah memenuhi kriteria valid, praktis, efektif, dan mampu menyajikan pembelajaran yang kontekstual dan bermakna melalui integrasi kegiatan sosial masyarakat dalam pembelajaran IPA.

ABSTRACT

Armayanti, Putu Mentari (2025), *Development of a Science Electronic Teaching Material Integrated with Community Social Activities on the Topic of Matter and Its Changes*. Master's Thesis, Science Education, Postgraduate Program, Ganesha University of Education.

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Keywords: electronic teaching materials, community social activities, learning outcomes

The development of educational technology and the increasing demand for contextual learning have highlighted the need for electronic teaching materials that can connect science content with social activities within the community. This study aims to describe the characteristics, validity, practicality, and effectiveness of electronic science teaching materials integrated with community social activities on the topic of matter and its changes. This research employed a development study using the ADDIE development model and applied a One-Group Pretest–Posttest Design. The instruments used in this study included expert validation questionnaires, practicality questionnaires, and learning achievement tests. The stages of the development process consisted of: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The results indicate that the developed electronic teaching materials possess six main components and are integrated with community social activities. The validity assessment covering content, language, and media aspects showed that the teaching materials met the criteria of being highly valid. The teacher practicality test demonstrated that the teaching materials achieved a very practical qualification, with an average score of 100.00. The student practicality test yielded a score of 89.58, which also falls within the very practical category. The effectiveness test revealed that the electronic science teaching materials integrated with community social activities were effective in improving students' learning outcomes, as indicated by an N-gain score of 0.69 (moderate category). A high level of learning improvement was achieved by 19 students (59.4%), while 13 students (40.6%) demonstrated a moderate level of improvement. Based on the findings and discussion, it can be concluded that the electronic teaching materials satisfy the criteria of validity, practicality, and effectiveness, while also providing contextual and meaningful learning experiences through the integration of community social activities into science education.