

PENGEMBANGAN PERANGKAT PEMBELAJARAN BERBASIS *ETNO DESIGN* UNTUK MENINGKATKAN *FUTURE THINKING* SISWA

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ABSTRAK

Kemampuan berpikir masa depan (*future thinking*) menjadi kompetensi krusial abad ke-21 untuk menghadapi dinamika global, namun implementasinya dalam pembelajaran di sekolah dasar masih terbatas pada penggunaan buku teks konvensional dan kurang mengintegrasikan kearifan lokal. Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas perangkat pembelajaran berbasis etno design dalam meningkatkan future thinking siswa kelas V sekolah dasar. Penelitian ini menggunakan model pengembangan ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) dengan melibatkan 40 siswa sebagai subjek uji coba. Metode pengumpulan data dilakukan melalui observasi, angket, tes, dan wawancara, dengan instrumen penelitian berupa lembar validasi ahli, angket respon guru dan siswa, serta soal tes kemampuan future thinking. Perangkat yang dikembangkan meliputi media pembelajaran berbasis *Augmented Reality* (AR) “Subak Bali Interaktif” dan Lembar Kerja Peserta Didik (LKPD) yang mengintegrasikan muatan sains (jaring-jaring makanan) dan matematika (luas bangun datar). Hasil validasi ahli menunjukkan kualitas perangkat dalam kategori “Sangat Baik” dengan skor rerata 3,67 hingga 3,92. Uji kepraktisan memperoleh persentase 84%–87%, yang tergolong “Sangat Praktis” baik dari respon siswa maupun guru. Analisis efektivitas melalui *Paired Sample T-Test* menunjukkan nilai signifikansi $0,000 < 0,05$, yang membuktikan peningkatan signifikan pada kemampuan future thinking siswa. Simpulan penelitian ini menegaskan bahwa integrasi kearifan lokal melalui pendekatan *etno design* berbasis teknologi AR mampu menciptakan pengalaman belajar yang kontekstual dan futuristik bagi siswa sekolah dasar. Implikasi penelitian menunjukkan bahwa perangkat pembelajaran berbasis etno design dapat dijadikan alternatif inovatif bagi guru dalam mengembangkan pembelajaran yang relevan dengan budaya lokal sekaligus mendukung penguatan kompetensi abad ke-21, khususnya kemampuan berpikir masa depan pada siswa sekolah dasar

Kata Kunci: Etno Desain, Berpikir Masa Depan, Perangkat Pembelajaran, Sains dan Matematika, Sekolah Dasar.

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ABSTRACT

Future thinking skills are a crucial 21st-century competency for addressing global dynamics; however, their implementation in elementary school learning remains limited, often relying on conventional textbooks and lacking integration of local wisdom. This study aims to develop and examine the effectiveness of ethnodesign-based learning tools in improving the future thinking skills of fifth-grade elementary school students. The study employed the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation) and involved 40 students as trial subjects. Data collection methods included observation, questionnaires, tests, and interviews, with research instruments consisting of expert validation sheets, teacher and student response questionnaires, and future thinking ability test items. The developed learning tools included an Augmented Reality (AR)-based learning media called “Subak Bali Interaktif” and Student Worksheets (LKPD) integrating science content (food webs) and mathematics (area of plane figures). The results of expert validation indicated that the quality of the learning tools was categorized as “Very Good,” with average scores ranging from 3.67 to 3.92. The practicality test yielded percentages between 84%–87%, which were classified as “Very Practical” based on both student and teacher responses. The effectiveness analysis using a Paired Sample T-Test showed a significance value of $0.000 < 0.05$, indicating a significant improvement in students’ future thinking skills. The findings conclude that integrating local wisdom through an ethnodesign approach supported by AR technology can create contextual and futuristic learning experiences for elementary school students. The implications of this study suggest that ethnodesign-based learning tools can serve as an innovative alternative for teachers to design culturally relevant instruction while strengthening 21st-century competencies, particularly future thinking skills among elementary school students.

Keywords: *Ethno Design, Future Thinking, Learning Tools, Science and Mathematics, Elementary School.*