

**PENGEMBANGAN *FLIPBOOK* BERBASIS *INQUIRY LEARNING*
BERORIENTASI PPI UNTUK MENINGKATKAN KARAKTER PEDULI
LINGKUNGAN SISWA KELAS 5 SD**

Oleh

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ABSTRAK

Pembelajaran IPAS di sekolah dasar masih cenderung berorientasi pada transfer pengetahuan dan belum optimal dalam membentuk karakter peduli lingkungan siswa. Selain itu, keterbatasan media pembelajaran yang inovatif dan kontekstual menyebabkan rendahnya keterlibatan serta kesadaran ekologis siswa dalam proses pembelajaran. Penelitian ini bertujuan untuk menganalisis, mengevaluasi, dan mengembangkan media *flipbook* berbasis *inquiry learning* berorientasi Pendidikan Perubahan Iklim (PPI) yang valid, praktis, dan efektif dalam meningkatkan karakter peduli lingkungan siswa. Penelitian ini merupakan penelitian pengembangan (R&D) dengan desain model ADDIE serta uji efektivitas menggunakan *one-group pretest-posttest*. Subjek penelitian melibatkan 2 ahli media, 2 ahli materi, 1 guru, dan 23 siswa sebagai subjek uji coba. Metode pengumpulan data menggunakan observasi, wawancara, dan angket dengan instrumen berupa lembar validasi, angket respon karakter peduli lingkungan. Analisis data menggunakan deskriptif kuantitatif dan inferensial melalui uji normalitas, homogenitas, dan *paired sample t-test*. Hasil penelitian menunjukkan media memiliki kualifikasi sangat baik pada aspek validitas dan kepraktisan, serta efektif meningkatkan karakter peduli lingkungan secara signifikan. Dengan demikian, media yang dikembangkan mampu menjadi solusi inovatif dalam pembelajaran IPAS berbasis karakter. Implikasi penelitian ini menunjukkan pentingnya integrasi teknologi, *inquiry learning*, dan pendidikan lingkungan dalam pembelajaran.

Kata kunci: *flipbook* digital, *inquiry learning*, pendidikan perubahan iklim, karakter peduli lingkungan.

**DEVELOPMENT OF AN INQUIRY-BASED, PPI-ORIENTED FLIPBOOK
TO FOSTER ENVIRONMENTAL AWARENESS AMONG 5TH-GRADE
ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

The teaching of natural and social sciences (IPAS) in elementary schools still tends to focus on the transfer of knowledge and has not yet been effective in fostering students' environmental awareness. Furthermore, the lack of innovative and contextual learning materials has led to low student engagement and ecological awareness in the learning process. This study aims to analyze, evaluate, and develop a flipbook-based learning medium grounded in Inquiry Learning and oriented toward Climate Change Education (CCE) that is valid, practical, and effective in enhancing students' environmentally conscious character. This is a research and development (R&D) study employing the ADDIE model, with effectiveness testing conducted using a one-group pretest-posttest design. The research subjects included 2 media experts, 2 content experts, 1 teacher, and 23 students as test subjects. Data collection methods included observation, interviews, questionnaires, with instruments consisting of a validation sheet, a response questionnaire of environmental awareness. Data analysis employed quantitative descriptive and inferential methods through normality and homogeneity tests, as well as a paired-sample t-test. The results indicate that the media scored very well in terms of validity and practicality and were effective in significantly enhancing environmentally conscious character traits. Thus, the developed media can serve as an innovative solution for character-based IPAS learning. The implications of this study highlight the importance of integrating technology, inquiry-based learning, and environmental education into the learning process.

Keywords: *digital flipbook, inquiry-based learning, climate change education, environmentally conscious character.*