

**PENGEMBANGAN E-MODUL INTERAKTIF IPAS BERBASIS INKUIRI
UNTUK MENINGKATKAN MINAT BACA PESERTA DIDIK KELAS V
SD NEGERI 1 BANJAR TEGAL**

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ABSTRAK

Penelitian ini mengkaji rancang bangun, kevalidan, kepraktisan, serta efektivitas penggunaan e-modul IPAS interaktif berbantuan pendekatan inkuiri guna memacu minat baca murid kelas V SD Negeri 1 Banjar Tegal. Dengan menerapkan model ADDIE (*Analysis, Design, Development, Implementation, Evaluation*), pengumpulan data dilaksanakan melalui penyebaran kuesioner validasi, respons, serta minat baca. Subjek yang dilibatkan mencakup masing-masing dua pakar materi dan media, tiga pendidik sekolah dasar serta sembilan murid kelas IV untuk pengujian kepraktisan, ditambah 25 murid kelas V pada tahap uji efektivitas. Prosedur analisis data memadukan pendekatan deskriptif kualitatif dan kuantitatif. Hasil evaluasi mengindikasikan bahwa: (1) proses artikulasi e-modul IPAS interaktif berbasis inkuiri tuntas mengeksekusi kelima tahapan ADDIE; (2) penilaian dari validator materi dan media menghasilkan skor rerata 3,94 (kategori baik) sehingga perangkat dinyatakan valid; (3) kepraktisan media mencapai capaian 98,6% menurut tanggapan guru dan 99,8% dari peserta didik (kategori sangat praktis); serta (4) keberhasilan intervensi dibuktikan oleh peningkatan minat baca murid secara signifikan melalui perolehan N-Gain sebesar 0,7484 yang tergolong dalam kualifikasi tinggi.

Kata Kunci: E-Modul Interaktif, IPAS, Pendekatan Inkuiri, ADDIE, Minat Baca.

***DEVELOPMENT OF AN INQUIRY-BASED INTERACTIVE IPAS E-MODULE
TO IMPROVE THE READING INTEREST OF FIFTH-GRADE STUDENTS AT
SD NEGERI 1 BANJAR TEGAL***

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ABSTRACT

This study examines the design, validity, practicality, and effectiveness of the use of an interactive science e-module assisted by an inquiry approach to stimulate reading interest in fifth-grade students of SD Negeri 1 Banjar Tegal. By applying the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), data collection was carried out through the distribution of validation questionnaires, responses, and reading interest. The subjects involved included two material and media experts, three elementary school educators, and nine fourth-grade students for the practicality test, plus 25 fifth-grade students in the effectiveness test stage. The data analysis procedure combined qualitative and quantitative descriptive approaches. The evaluation results indicated that: (1) the articulation process of the inquiry-based interactive science e-module completely executed the five ADDIE stages; (2) the assessment from the material and media validators produced an average score of 3.94 (good category) so that the device was declared valid; (3) the practicality of the media reached 98.6% according to teacher responses and 99.8% from students (very practical category); and (4) the success of the intervention was proven by a significant increase in students' interest in reading through an N-Gain of 0.7484 which is classified as high qualification

Keywords: Interactive E-Module, IPAS, Inquiry Approach, ADDIE, Reading Interest.