

ABSTRAK

PENGEMBANGAN MODUL PEMBELAJARAN BERBASIS MODEL ISC UNTUK MENINGKATKAN LITERASI BUDAYA PADA MATA PELAJARAN PENDIDIKAN PANCASILA PESERTA DIDIK KELAS IV SD

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Penelitian ini bertujuan untuk: (1) menganalisis proses pengembangan modul pembelajaran berbasis *Inquiry Social Complexity* (ISC), (2) menguji validitas modul, (3) menguji kepraktisan modul, dan (4) menganalisis efektivitas modul dalam meningkatkan literasi budaya peserta didik kelas IV Sekolah Dasar pada mata pelajaran Pendidikan Pancasila. Jenis penelitian ini adalah penelitian dan pengembangan (*Research and Development*) dengan menggunakan model pengembangan ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Subjek penelitian melibatkan ahli materi, ahli desain media, ahli bahasa, serta peserta didik kelas IV SD. Instrumen pengumpulan data berupa angket validasi, angket respon (kepraktisan), dan tes kemampuan literasi budaya (*pretest* dan *posttest*). Hasil penelitian menunjukkan bahwa: (1) pengembangan modul mengikuti prosedur ADDIE secara sistematis; (2) modul dinyatakan sangat valid dengan rata-rata skor persentase sebesar 93,79%; (3) modul dinyatakan sangat praktis dengan rata-rata skor persentase respon sebesar 86,95%; (4) modul dinyatakan efektif untuk meningkatkan literasi budaya peserta didik yang dibuktikan dengan nilai rata-rata *posttest* (86,67) yang lebih tinggi dari *pretest* (61,83), perolehan skor *N-Gain* sebesar 0,68 (kategori sedang), dan nilai *Effect Size* sebesar 3,225 (kategori sangat kuat). Dengan demikian, modul pembelajaran berbasis ISC ini layak dan efektif digunakan sebagai bahan ajar untuk meningkatkan literasi budaya peserta didik di sekolah dasar.

Kata Kunci: Modul Pembelajaran, ISC, Literasi Budaya, Pendidikan Pancasila.

ABSTRACT

DEVELOPMENT OF A LEARNING MODULE BASED ON ISC TO IMPROVE CULTURAL LITERACY IN THE PANCASILA EDUCATION SUBJECT OF GRADE IV ELEMENTARY SCHOOL STUDENTS

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This research aims to: (1) analyze the development process of an Inquiry Social Complexity (ISC) based learning module, (2) test the validity of the module, (3) test the practicality of the module, and (4) analyze the effectiveness of the module in improving the cultural literacy of grade IV elementary school students in the Pancasila Education subject. This type of research is Research and Development (R&D) using the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The research subjects involved material experts, media experts, linguists, and grade IV elementary school students. Data collection instruments included validation questionnaires, response (practicality) questionnaires, and cultural literacy tests (pretest and posttest). The results showed that: (1) the module development followed the ADDIE procedure systematically; (2) the module was declared very valid with an average percentage score of 93.79%; (3) the module was declared very practical with an average response percentage score of 86.95%; (4) the module was declared effective for improving students' cultural literacy, as evidenced by the average posttest score (86.67) being higher than the pretest (61.83), an N-Gain score of 0.68 (medium category), and an Effect Size value of 3.225 (very strong category). Thus, this ISC-based learning module is feasible and effective for use as a teaching material to improve the cultural literacy of elementary school students.

Keywords: Learning Module, ISC, Cultural Literacy, Pancasila Education.