

ABSTRAK

PENGEMBANGAN LKPD BERBASIS *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN LITERASI MEMBACA MATA PELAJARAN BAHASA INDONESIA PESERTA DIDIK KELAS V SEKOLAH DASAR NEGERI 01 TAMAN ASRI BARADATU WAY KANAN

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Kemampuan literasi membaca peserta didik sekolah dasar masih tergolong rendah, terutama dalam memahami isi teks, menemukan ide pokok, dan menarik kesimpulan secara kritis. Kondisi tersebut menuntut adanya bahan ajar yang mampu memfasilitasi peserta didik untuk belajar aktif dan berpikir tingkat tinggi. Salah satu upaya yang dapat dilakukan adalah melalui pengembangan Lembar Kerja Peserta Didik (LKPD) berbasis *Problem Based Learning* (PBL). Penelitian ini bertujuan pada pengembangan LKPD berbasis PBL yang dirancang untuk meningkatkan literasi membaca peserta didik kelas V di SDN 01 Taman Asri.

Metode penelitian yang digunakan adalah *Research and Development* (R&D) dengan model ADDIE, yang mencakup lima tahap: analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian melibatkan 30 peserta didik kelas V. Pengumpulan data dilakukan melalui lembar validasi ahli, angket kepraktisan guru dan peserta didik, serta tes hasil belajar literasi membaca. Data yang diperoleh dianalisis secara deskriptif kuantitatif dan kualitatif untuk menilai kelayakan, kepraktisan, dan keefektifan LKPD yang dikembangkan.

Hasil penelitian menunjukkan bahwa LKPD berbasis PBL dinilai sangat valid berdasarkan hasil validasi ahli materi, desain, dan bahasa. Uji kepraktisan menunjukkan bahwa LKPD mudah digunakan, menarik, dan mendorong keterlibatan aktif peserta didik dalam memahami teks bacaan. Selain itu, uji keefektifan memperlihatkan adanya peningkatan signifikan pada nilai rata-rata tes literasi membaca, baik pada aspek literal, inferensial, maupun evaluatif. Dengan demikian, LKPD berbasis PBL yang dikembangkan memenuhi tiga kriteria utama, yaitu valid, praktis, dan efektif, serta mendukung implementasi Kurikulum Merdeka yang menekankan pembelajaran aktif, kontekstual, dan berorientasi pada penguatan profil pelajar pancasila.

Kata Kunci: LKPD, *Problem Based Learning*, Literasi Membaca, Sekolah Dasar, Kurikulum Merdeka

ABSTRACT

DEVELOPMENT OF PROBLEM-BASED LEARNING WORKSHEETS (LKPD) TO IMPROVE READING LITERACY IN INDONESIAN LANGUAGE LESSONS FOR FIFTH GRADE STUDENTS AT SDN 01 TAMAN ASRI BARADATU WAY KANAN

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Reading literacy among elementary school students remains relatively low, particularly in understanding the content of texts, identifying main ideas, and drawing critical conclusions. This condition highlights the need for learning materials that can facilitate active learning and higher-order thinking skills. One of the efforts to address this issue is through the development of a Student Worksheet (LKPD) based on Problem Based Learning (PBL). This study research on developing a PBL-based LKPD designed to improve the reading literacy skills of fifth-grade students at SDN 01 Taman Asri.

The research employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, design, development, implementation, and evaluation. The subjects of this study were 30 fifth-grade students. Data were collected through expert validation sheets, teacher and student practicality questionnaires, and reading literacy achievement tests. The data were analyzed using descriptive quantitative and qualitative techniques to assess the validity, practicality, and effectiveness of the developed LKPD.

The results showed that the PBL-based LKPD was categorized as highly valid according to expert evaluations in material, design, and language aspects. The practicality test indicated that the LKPD was easy to use, engaging, and encouraged students' active participation in understanding reading materials. Furthermore, the effectiveness test demonstrated a significant improvement in students' average reading literacy test scores, covering literal, inferential, and evaluative comprehension aspects. Thus, the developed PBL-based LKPD met the three essential criteria of instructional media—valid, practical, and effective—and supports the implementation of the Merdeka Curriculum, which emphasizes active, contextual learning and the strengthening of the Pancasila Student Profile.

Keywords: *LKPD, Problem Based Learning, Reading Literacy, Elementary School, Merdeka Curriculum*