ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya pemahaman siswa terhadap konsep ekosistem yang selama ini masih bersifat teoritis karena terbatasnya media pembelajaran yang digunakan, yaitu hanya berupa buku paket dan poster. Hal tersebut berdampak pada kurangnya keterlibatan aktif siswa dalam proses pembelajaran. Tujuan penelitian ini adalah untuk mengembangkan modul pembelajaran IPA berbasis model Eksperensial Jelajah Alam Sekitar (EJAS) pada materi ekosistem kelas VII SMP, serta untuk mengetahui tingkat kelayakan modul tersebut ditinjau dari hasil validasi ahli dan respon peserta didik.

Metode penelitian menggunakan pendekatan Research and Development (R&D) dengan model ADDIE yang terdiri dari tahapan Analysis, Design, Development, Implementation, dan Evaluation. Subjek penelitian meliputi ahli materi, ahli media, guru IPA, serta peserta didik kelas VII SMP Islam Hasanuddin Malang. Instrumen penelitian berupa angket validasi ahli, angket respon siswa, serta soal tes formatif.

Hasil penelitian menunjukkan bahwabahwa modul pembelajaran IPA berbasis EJAS memperoleh skor rata-rata 84% dari ahli materi dengan kategori "valid", skor 88% dari ahli media dengan kategori "sangat valid", dan skor 100% dari ahli praktisi dengan kategori "sangat valid". Uji coba skala kecil memperoleh skor 89,20% dengan kategori "sangat baik", sedangkan uji coba skala besar memperoleh skor 90% dengan kategori "sangat baik". Berdasarkan hasil tersebut, dapat disimpulkan bahwa modul EJAS yang dikembangkan pada materi ekosistem kelas VII valid, praktis, dan layak digunakan sebagai bahan ajar tambahan dalam pembelajaran IPA.

Kata kunci: pengembangan modul, eksperensial, jelajah alam sekitar, ekosistem, IPA

ABSTRACT

This research was motivated by students' low understanding of the ecosystem concept, which has so far been taught in a theoretical manner due to the limited use of learning media, namely only textbooks and posters. This condition has led to a lack of active student engagement in the learning process. The purpose of this study was to develop a science learning module based on the Experiential Jelajah Alam Sekitar (EJAS) model on the ecosystem topic for seventh-grade junior high school students, and to determine the feasibility of the module in terms of expert validation and student responses.

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 involved were material experts, media experts, science teachers, and seventh-grade students at SMP Islam Hasanuddin Malang. Research instruments included expert validation questionnaires, student response questionnaires, and formative test items.

The results of the study showed that the science learning module based on the EJAS obtained an average score of 84% from the material expert, categorized as "valid"; 88% from the media expert, categorized as "highly valid"; and 100% from the practitioner expert, categorized as "highly valid." The small-scale trial reached a score of 89,20% categorized as "very practical," while the large-scale trial obtained 90%, also categorized as "very practical." Based on these findings, it can be concluded that the EJAS module developed for the ecosystem topic is valid, practical, and feasible to be used as supplementary teaching material in science learning.

Keywords: *module development, experiential learning, nature exploration, ecosystem, science education.*