

ABSTRAK

Yunita Sose Duan. 2026. Pengembangan Modul Pembelajaran Berbasis *Project-Based Learning* (PjBL) pada Materi Hubungan Antarmakhluk Hidup dalam Ekosistem Kelas V Sekolah Dasar. Skripsi Program Studi Pendidikan Guru Sekolah Dasar, Program Sarjana, Universitas Tribhuwana Tunggadewi. Pembimbing (1) Moh. Farid Nurul Anwar, S.Pd., M.Pd., (2) Chusnul Cotimah, S.Pd., M.Pd.

Kata kunci: Modul IPAS; PJBL; Ekosistem.

Penelitian ini dilatar belakangi oleh rendahnya keterlibatan dan hasil belajar siswa pada pembelajaran IPAS materi ekosistem. Penelitian bertujuan mengembangkan modul pembelajaran IPAS berbasis Project-Based Learning (PJBL) yang valid, praktis, dan efektif untuk siswa kelas V SD. Metode yang digunakan adalah Research and Development (R&D) dengan model 4D (define, design, develop, disseminate). Instrumen meliputi lembar validasi ahli, angket respons guru dan siswa, serta tes hasil belajar. Hasil penelitian menunjukkan tingkat validitas ahli bahasa sebesar 82,1%, ahli media 93,3%, dan ahli materi 85% dengan kategori sangat valid. Respons guru mencapai 87% (sangat praktis) dan respons siswa sebesar 94,96% (sangat menarik). Hasil belajar siswa mencapai ketuntasan 87,40%. Dengan demikian, modul IPAS berbasis PJBL dinyatakan layak digunakan dalam pembelajaran kelas V SD.

ABSTRACT

Yunita Sose Duan. 2026. *Development of a Project-Based Learning (PJBL) Module on the Topic of Relationships Among Living Things in Ecosystems for Fifth-Grade Elementary School. Undergraduate Thesis, Elementary School Teacher Education Study Program, Bachelor Program, Universitas Tribhuwana Tunggaladewi. Advisor (1) Moh. Farid Nurul Anwar, S.Pd., M.Pd., (2) Chusnul Cotimah, S.Pd., M.Pd.*

Keywords: Module; PJBL; Ecosystem.

This study was motivated by the low student engagement and learning outcomes in ecosystem topics in IPAS learning. The purpose of this research was to develop a project-based learning (PJBL) based IPAS module that is valid, practical, and effective for fifth-grade elementary students. The research used the Research and Development (R&D) method with the 4D model (define, design, develop, disseminate). Instrument included expert validation sheets, teacher and student response questionnaires, and learning outcome tests. The results showed language expert validity of 82.1%, media expert validity of 93.3%, and material expert validity of 85%, all categorized as very valid. Teacher response reached 87% (very practical) and student response 94.96% (very attractive). Student learning mastery reached 87.40%. Therefore, the PJBL-based IPAS module is feasible for use in fifth-grade learning.

