ABSTRAK

Risa Kholud Andriana. 2024. *Pengembangan Modul Ajar Berdiferensiasi dalam Pembelajaran IPAS Kelas IV Sekolah Dasar*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Pinkan Amita Tri Prasasti, M.Pd., (II) Dr. Ivayuni Listiani, M.Pd.

Realita pendidikan di Indonesia menunjukkan bahwa siswa belum berkembang secara utuh serta pembelajaran masih berfokus pada tuntutan kurikulum. Satuan pendidikan belum dapat mengembangkan kurikulum yang sesuai dengan kebutuhan siswa. Adanya keterbatasan modul ajar berdiferensiasi pada aplikasi PMM yang mestinya menjadi salah satu muara utama dan panduan guru dalam mengembangkan modul ajar Kurikulum Merdeka. Peneliti bermaksud untuk mengembangkan modul ajar berdiferensiasi, khususnya dalam pembelajaran IPAS kelas IV sekolah dasar. Jenis penelitian yang digunakan adalah penelitian pengembangan 4-D, yang terdiri dari tahap *Define* (pendefinisian)*, Design* (perancangan)*, Develop* (pengembangan)*,* dan *Disseminate* (penyebarluasan). Sumber data diperoleh dari hasil tes gaya belajar siswa, skor *pretest-posttest*, database siswa kelas 4 SDN Sukosari 02, ATP dan silabus IPAS fase B. Data dikumpulkan melalui teknik validasi ahli, angket respon guru, dan *pretest-posttest*. Data dianalisis secara deskriptif kuantitatif berdasarkan perolehan skor dari validasi ahli, angket respon guru, dan *pretest-posttest*. Hasil penelitian menunjukkan bahwa pengembangan modul ajar berdiferensiasi dinyatakan sangat valid dengan perolehan skor rata-rata 86,33% dari validasi ahli. Hasil angket respon guru memperoleh skor 91,4% dengan kriteria sangat praktis. Sementara hasil analisis uji *n-gain* diperoleh skor rata-rata 0,54 dengan kriteria cukup efektif. Dengan demikian pengembangan modul ajar berdiferensiasi dalam pembelajaran IPAS kelas IV sekolah dasar dinyatakan sangat valid, sangat praktis, dan cukup efektif, sehingga layak digunakan oleh guru dalam pelaksanaan pembelajaran.

Kata kunci: modul ajar; diferensiasi pembelajaran; pembelajaran IPAS.

ABSTRACT

Risa Kholud Andriana. 2024. *Development of Differentiated Teaching Modules in Learning IPAS Class IV Elementary School.* Thesis. Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisor: Pinkan Amita Tri Prasasti, M.Pd., Co-Advisor: Dr. Ivayuni Listiani, M.Pd.

The reality of education in Indonesia shows that students have not developed as a whole and learning is still focused on the demands of the curriculum. Education units have not been able to develop a curriculum that according to student needs. The existence of limited differentiated teaching modules in the PMM application which should be one of the main estuaries and guides for teachers in developing the teachers in developing Merdeka Curriculum teaching modules. The researcher intends to develop differentiated teaching modules, especially in learning IPAS grade IV elementary school. The type of research used type of research used is 4-D development research, which consists of the stages of Define, Design, Develop, and Disseminate. Data sources were obtained from the results of the learning style, test results, pretest-posttest scores, a database of 4th grade students of SDN Sukosari 02, ATP and IPAS phase B syllabus. Data were collected through expert validation techniques, teacher teacher response, and pretest-posttest. Data were analyzed descriptively quantitatively based on the scores from expert validation, teacher response questionnaire, and pretest-posttest. The results showed that the development of differentiated teaching modules development was declared very valid with an average score of 86.33% from expert validation. The results of the teacher response questionnaire obtained a score of 91.4% with very practical criteria. While the results of the n-gain test analysis obtained an average score of 0.54 with moderately effective criteria. Thus, the development of teaching modules development in learning IPAS grade IV elementary school is stated to be very valid, very practical, and quite effective, so it is feasible to be used by teachers in the implementation of learning.

Keywords: teaching module; learning differentiation; IPAS learning.