

ABSTRAK

Ahmad Kholid Hasan Tohir. 2025. Pengembangan E-Modul Berbasis *Childern Learning In Science* Untuk Meningkatkan Hasil Belajar Pada Mata Pelajaran IPAS Kelas V Sekolah Dasar. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar. FKIP. Universitas PGRI Madiun. Pembimbing (I) Pinkan Amita Tri Prasasti, S.Pd., M.Pd., (II) Tiara Intan Cahyaningtyas, S.Si., M.Pd.

Penelitian ini bertujuan untuk mengembangkan e-modul berbasis *Children Learning in Science* (CLIS) pada mata pelajaran IPAS materi magnet dan sifatnya bagi siswa kelas V sekolah dasar. Penelitian ini menggunakan model pengembangan ADDIE yang mencakup lima tahap: analisis, desain, pengembangan, implementasi, dan evaluasi. E-modul divalidasi oleh ahli materi, ahli media, dan ahli bahasa, masing-masing memperoleh skor 92%, 87,27%, dan 98% yang tergolong sangat baik. Uji kepraktisan terhadap guru dan siswa menunjukkan persentase 83,33% yang termasuk kategori sangat praktis. Uji efektivitas dilakukan melalui post-test dengan metode eksperimen semu menggunakan dua kelas, yaitu kelas eksperimen yang menggunakan e-modul dan kelas kontrol dengan pembelajaran konvensional. Hasil post-test menunjukkan nilai rata-rata kelas eksperimen lebih tinggi (79,22) dibanding kelas kontrol (60,71), dengan hasil uji-t menunjukkan signifikansi 0,008 ($p < 0,05$), menandakan perbedaan yang signifikan. Penelitian ini menyimpulkan bahwa e-modul berbasis CLIS layak, praktis, dan efektif digunakan untuk meningkatkan hasil belajar siswa pada pembelajaran IPAS.

Kata kunci: E-Modul, CLIS, IPAS, Hasil Belajar, Sekolah Dasa

ABSTRACT

Ahmad Kholid Hasan Tohir. 2025. Development of an E-Module Based on Children's Learning in Science to Improve Learning Outcomes in Fifth Grade Elementary School Science. Thesis. Elementary School Teacher Education Study Program. Faculty of Teacher Training and Education. PGRI Madiun University. Supervisors: (I) Pinkan Amita Tri Prasasti, S.Pd., M.Pd., (II) Tiara Intan Cahyaningtyas, S.Si., M.Pd.

This study aims to develop an e-module based on Children's Learning in Science (CLIS) in the subject of science on magnets and their properties for fifth grade elementary school students. This study uses the ADDIE development model, which includes five stages: analysis, design, development, implementation, and evaluation. The e-module was validated by material experts, media experts, and language experts, achieving scores of 92%, 87.27%, and 98%, respectively, which are considered very good. Practicality testing for teachers and students showed a percentage of 83.33%, which is categorized as very practical. The effectiveness test was conducted through a post-test using a quasi-experimental method using two classes: an experimental class using e-modules and a control class using conventional learning. The post-test results showed a higher average score for the experimental class (79.22) than for the control class (60.71). The t-test showed a significance level of 0.008 ($p < 0.05$), indicating a significant difference. This study concludes that CLIS-based e-modules are feasible, practical, and effective for improving student learning outcomes in science.

Keywords: E-Module, CLIS, Science, Learning Outcomes, Elementary School