

ABSTRAK

Indra Cahaya. 2026. *Pengembangan E-modul Berbasis Culturally Responsive Teaching untuk Keterampilan Menulis Teks Eksplanasi Siswa Kelas V Sekolah Dasar.* Skripsi Pendidikan Guru Sekolah Dasar. Keguruan dan Ilmu Pendidikan. Universitas PGRI Madiun. Pembimbing (I) Dr. Cerianing Putri Pratiwi, M.Pd. (II) Apri Kartikasari H.S, S.Pd., M.Pd.

Penelitian ini dilatarbelakangi oleh terbatasnya penggunaan media pembelajaran digital proses pembelajaran serta belum optimalnya keterampilan menulis siswa kelas V Sekolah Dasar. Penelitian ini bertujuan untuk mendeskripsikan kondisi media pembelajaran teks eksplanasi yang digunakan siswa kelas V Sekolah Dasar, menganalisis kebutuhan media pembelajaran pada mata pelajaran Bahasa Indonesia untuk mendukung keterampilan menulis teks eksplanasi, dan mengembangkan e-modul berbasis *Culturally Responsive Teaching* (CRT) yang layak digunakan dalam pembelajaran. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap *Analysis, Design, Development, Implementation, dan Evaluation*. Subjek penelitian adalah 26 siswa kelas V SD Islam Insan Cendekia Pacitan. Teknik pengumpulan data meliputi observasi, wawancara, angket validasi ahli, serta angket respons guru dan siswa. Hasil analisis menunjukkan bahwa media pembelajaran yang digunakan masih terbatas dan belum memanfaatkan media digital secara optimal, sedangkan guru dan siswa membutuhkan media pembelajaran digital yang interaktif, menarik, dan sesuai dengan karakteristik peserta didik. Produk yang dikembangkan berupa e-modul berbasis CRT pada materi teks eksplanasi. Hasil validasi menunjukkan bahwa e-modul memperoleh persentase kelayakan sebesar 86,6% dari ahli media dengan kategori sangat valid dan 78,3% dari ahli materi dan bahasa dengan kategori valid. Selain itu, respons guru memperoleh persentase sebesar 90% dan respons siswa sebesar 91,3% dengan kategori sangat layak. Rata-rata tingkat kelayakan produk mencapai 86,55%. Berdasarkan hasil tersebut, e-modul berbasis *Culturally Responsive Teaching* (CRT) dinyatakan sangat layak digunakan sebagai media pembelajaran untuk mendukung keterampilan menulis teks eksplanasi siswa kelas V Sekolah Dasar.

Kata Kunci : E-modul, *Culturally Responsive Teaching*, Keterampilan Menulis, Teks Eksplanasi.

ABSTRACT

Indra Cahaya. 2026. *Development of a Culturally Responsive Teaching-Based E-Module for Explanatory Text Writing Skills among Fifth-Grade Elementary School Students.* Undergraduate Thesis, Primary School Teacher Education. Faculty of Teacher Training and Education. Universitas PGRI Madiun. *Supervisors:* (I) Dr. Cerianing Putri Pratiwi, M.Pd.; (II) Apri Kartikasari H.S, S.Pd., M.Pd.

This study was motivated by the limited use of digital learning media in the instructional process and the suboptimal writing skills of fifth-grade elementary school students. The study aimed to describe the state of explanatory text learning media used by fifth-grade students, analyze the need for learning media in Indonesian language lessons to support explanatory text writing skills, and develop an e-module based on Culturally Responsive Teaching (CRT) that is suitable for classroom use. The study employed the Research and Development (R&D) method using the ADDIE model, comprising the stages of Analysis, Design, Development, Implementation, and Evaluation. The research subjects were 26 fifth-grade students at SD Islam Insan Cendekia Pacitan. Data collection techniques included observation, interviews, expert validation questionnaires, and teacher and student response questionnaires. The analysis revealed that the learning media currently in use were limited and did not optimally utilize digital tools, whereas both teachers and students required digital learning media that were interactive, engaging, and aligned with the students' characteristics. The developed product was a CRT-based e-module covering explanatory text material. Validation results indicated that the e-module achieved a feasibility score of 86.6% from media experts (categorized as "highly valid") and 78.3% from content and language experts (categorized as "valid"). Furthermore, teacher responses yielded a score of 90%, and student responses 91.3%, both falling into the "highly feasible" category. The average product feasibility rating reached 86.55%. Based on these results, the CRT-based e-module is deemed highly suitable for use as a learning medium to support the explanatory text writing skills of fifth-grade elementary school students.

Keyword : E-module, Culturally Responsive Teaching, Writing Skills, Explanatory Text.