

Robby Pratama. 2022. *Pengembangan E-LKS Berbasis Kearifan Lokal Kabupaten Kediri Subtema Keunikan Daerah Tempat Tinggalku*. Skripsi, Progam Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Conny Dian Sumadi, S.Pd., M.Pd.

ABSTRAK

Pengembangan ini dilatarbelakangi terbatasnya bahan ajar pada pembelajaran tatap muka yang menyebabkan motivasi dan proses pembelajaran tidak dapat berjalan dengan maksimal. Tujuan penelitian ini untuk mengembangkan *E-LKS* yang valid, menarik dan efektif pada kelas IV materi tema 8 subtema 2. Penelitian pengembangan ini menggunakan model ADDIE dengan tahapan *analysis, design, development, implementation, and evaluation*. Penelitian dilakukan di SD Negeri Asmorobangun IV Kediri. Subjek penelitian ini adalah siswa kelas IV tahun ajaran 2021/2022 sebanyak 34 siswa. Berdasarkan validasi ahli bahan ajar, materi, desain, budaya dan bahasa diperoleh rata-rata hasil presentase 88,75% dengan kategori valid. Dilihat dari observasi guru sebesar 91,60% dengan kategori aktif, dan ketuntasan klasikal dengan presentase 100% dengan kategori tuntas. Sehingga dapat disimpulkan produk pengembangan efektif digunakan dalam pembelajaran. Hasil kemenarikan dilihat dari angket respon peserta didik terhadap *E-LKS* yaitu 94% dengan kategori menarik. Sehingga disimpulkan *E-LKS* layak untuk digunakan dalam pembelajaran.

Kata kunci: E-LKS, kearifan lokal, pembelajaran tematik

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ABSTRACT

This development is motivated by the limited teaching materials in face-to-face learning which causes motivation and the learning process cannot run optimally. The purpose of this research is to develop a valid, attractive and effective E-LKS in class IV with theme 8 sub-theme 2. This development research uses the ADDIE model with the stages of analysis, design, development, implementation, and evaluation. The research was conducted at SD Negeri Asmorobangun IV Kediri. The subjects of this study were fourth grade students in the 2021/2022 academic year as many as 34 students. Based on expert validation of teaching materials, materials, design, culture and language, an average percentage of 88.75% was obtained with valid categories. Judging from the teacher's observations of 91.60% in the active category, and classical completeness with a percentage of 100% with the complete category. So it can be concluded that product development is effectively used in learning. The results of the attractiveness seen from the questionnaire responses of students to the E-LKS are 94% in the interesting category. So it can be concluded that E-LKS is suitable for use in learning.

Keywords: E-LKS, local wisdom, thematic learning