

Mufidatul Khusna. 2024. *Pengembangan E-Modul Berbasis Flipped Classroom Mata Pelajaran IPAS Bab 7 Kelas IV Sekolah Dasar*. Skripsi, Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Priyono Tri Febrianto, S.Sos., M.Si.

ABSTRAK

Penelitian ini dilatarbelakangi oleh minimnya bahan ajar yang digunakan dalam proses pembelajaran. Tujuan penelitian ini adalah mengembangkan e-modul berbasis *flipped classroom* mata pelajaran IPAS bab 7 kelas IV Sekolah Dasar yang valid, efektif, dan menarik. Metode penelitian ini merupakan metode penelitian dan pengembangan (*Research and Development*) dengan model 4D yang mempunyai empat tahap, yakni *define* (pendefinisian), *design* (perancangan), *development* (pengembangan), serta *dissemination* (penyebarluasan). Berdasarkan hasil penelitian, kevalidan ditinjau dari hasil validasi ahli desain pembelajaran, bahasa, materi, dan bahan ajar didapatkan rata-rata persentase 94,37% dengan kriteria sangat valid. Keefektifan dilihat berdasarkan hasil observasi guru sebesar 100% dan observasi aktivitas siswa 96,83% dengan kriteria sangat efektif, serta ketuntasan belajar klasikal sejumlah 100% tuntas. Kemenarikan ditinjau dari hasil angket respon guru sebesar 95% dan angket respon siswa sebesar 98,3% dengan kriteria sangat menarik. Dengan demikian, e-modul berbasis *flipped classroom* mata pelajaran IPAS kelas IV Sekolah Dasar terbukti sangat valid, efektif, dan sangat menarik sehingga dapat digunakan dalam pembelajaran. Penelitian ini diharapkan dapat dijadikan referensi dalam mengembangkan bahan ajar yang inovatif.

Kata kunci: *flipped classroom*, IPAS, kurikulum merdeka, modul digital.

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ABSTRACT

This research was motivated by the lack of teaching materials used in the learning process. The purpose of this study is to develop a valid, effective, and interesting flapated classroom-based e-module for science subjects chapter 7 grade IV Elementary Schools. This research method is a research and development method (Research and Development) with a 4D model that has four stages, namely define, design, development, and dissemination. Based on the results of the study, validity in terms of the validation results of learning design experts, language, materials, and teaching materials obtained an average percentage of 94.37% with very valid criteria. Effectiveness is seen based on teacher observations of 100% and observation of student activities of 96.83% with very effective criteria, and classical learning completeness of 100% complete. Attractiveness is seen from the results of teacher response questionnaires of 95% and student response questionnaires of 98.3% with very interesting criteria. Thus, the flipped classroom-based e-module for grade IV Elementary School science subjects is proven to be very valid, effective, and very interesting so that it can be used in learning. This research is expected to be used as a reference in developing innovative teaching materials.

Keywords: *flipped classroom, IPAS, independent curriculum, digital modules.*