

Erni Erdita. 2025. Pengembangan *Handout* Tari Pecut Materi Keragaman Budaya pada Mata Pelajaran IPAS untuk Siswa Kelas IV A SDN Keleyan 2. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Nova Estu Harsiwi S.Pd., M.Pd.

ABSTRAK

Abstrak: Penelitian ini bertujuan untuk mengembangkan *Handout* Tari Pecut Materi Keragaman Budaya pada Mata Pelajaran IPAS untuk Siswa Kelas IVa SDN Keleyan 2 yang valid, efektif dan praktis. Penelitian ini menggunakan model penelitian 4D (*Define, Design, Development, Dissemination*) yang dikembangkan oleh Thiagarajan, Dorothy S. Semmel dan Melvyn I. Semmel (1974). Subjek penelitian adalah 25 siswa kelas IVa SDN Keleyan 2. Hasil penelitian menunjukkan bahwa produk *handout* Tari Pecut yang dikembangkan telah dinyatakan valid, efektif, dan praktis. Kevalidan produk dinilai oleh ahli bahan ajar, ahli materi, dan ahli desain pembelajaran, dengan hasil masing-masing sebesar 92,5% (sangat valid), 92,5% (sangat valid), dan 90% (sangat valid). Keefektifan *handout* dinilai dari observasi aktivitas guru dan siswa serta hasil tes belajar mereka. Persentase aktivitas guru mencapai 100% dengan kategori aktif. Aktivitas siswa memperoleh persentase 92,5% dengan kategori aktif. Hasil tes belajar siswa menunjukkan bahwa persentase yang mencapai ketuntasan belajar adalah 100% dengan kategori tuntas. Kepraktisan *handout* dinilai dari angket respon guru dan siswa. Angket respon guru menunjukkan persentase 95% dengan kategori praktis. Angket respon siswa menunjukkan persentase 93% dengan kategori praktis.

Kata Kunci: *Handout*, Tari Pecut, Keragaman Budaya, IPAS

Erni Erdita. 2025. Development of Pecut Dance Handout on Cultural Diversity Material in Science Subject for Grade IV A Students of SDN Keleyan 2. Thesis, Elementary School Teacher Education Program, Faculty of Teacher Training and Education, University of Trunojoyo Madura. Nova Estu Harsiwi S.Pd., M.Pd.

ABSTRACT

Abstract: This study aims to develop a Tari Pecut Handout on Cultural Diversity Material for the IPAS Subject for Class IVa Students at SDN Keleyan 2 that is valid, effective, and practical. The research employed the 4D development model (Define, Design, Development, Dissemination) developed by Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974). The research subjects were 25 students of Class IVa at SDN Keleyan 2. The results showed that the developed Tari Pecut handout was declared valid, effective, and practical. The product's validity was assessed by a teaching material expert, a subject matter expert, and an instructional design expert, with results of 92.5% (very valid), 92.5% (very valid), and 90% (very valid), respectively. The effectiveness of the handout was evaluated based on teacher and student activity observations as well as students' learning outcomes. The teacher activity reached 100% with an "active" category, and student activity obtained 92.5% in the same category. Students' learning outcomes showed that 100% of students achieved the minimum mastery criteria, categorized as "mastery achieved." The practicality of the handout was evaluated through teacher and student response questionnaires. The teacher response obtained a percentage of 95%, classified as "practical," and the student response reached 93%, also classified as "practical."

Keywords: *Handout, Tari Pecut, Cultural Diversity, IPAS*