

ABSTRAK

ROSINA ZAHARA 8216184008, Pengembangan Model Pembelajaran Problem Based Learning Terintegrasi Tradisi Berkekeberen Suku Gayo Untuk Meningkatkan Keterampilan Berkomunikasi Siswa Sekolah Dasar Negeri Lokop Kecamatan Serbajadi Kabupaten Aceh Timur

Penelitian ini bertujuan untuk menghasilkan produk Model Pembelajaran *Problem Based Learning Terintegrasi tradisi Berkekeberen*. Pengembangan model pembelajaran ini menggunakan pendekatan *Research and Development (RnD)* yang berpedoman pada model *Ploomp* dengan 4 Tahapan, yakni Investigasi Awal, Tahap Perancangan, Tahap Desain, dan Tahap Pengujian, Evaluasi, dan Revisi. Subjek dalam penelitian ini adalah ahli Desain, Ahli Materi dan Ahli Bahasa, dan Pengguna (Guru dan Siswa). Pengumpulan data dilakukan melalui validasi ahli, respon pengguna, Tes Hasil Belajar, lembar observasi untuk mengetahui Tingkat kemampuan komunikasi siswa. Produk pengembangan Model Pembelajaran Problem-Based Learning Terintegrasi Berkekeberen (PBL TB) dinyatakan sangat valid berdasarkan hasil validasi dari para ahli. Proses validasi yang melibatkan beberapa komponen seperti desain, materi, dan bahasa menunjukkan hasil yang konsisten tinggi. Validasi buku model memperoleh rata-rata skor persentase 88%, buku siswa 89%, buku guru 89%, dan LKPD 87%. Kepraktisan produk pengembangan Model PBL TB terbukti dari hasil uji coba penggunaannya di tiga sekolah (SDN 1 Lokop, SDN 2 Lokop, dan SDN 3 Lokop). Penilaian kepraktisan yang dilakukan oleh guru-guru pengguna perangkat menunjukkan hasil yang sangat baik, dengan skor kepraktisan berkisar antara 83% hingga 87%. Efektivitas produk pengembangan Model PBL TB terlihat dari hasil peningkatan hasil belajar dan keterampilan komunikasi siswa. Data menunjukkan bahwa skor rata-rata post-test di tiga sekolah meningkat secara signifikan dengan gain score berkategori "sedang" hingga "tinggi" (SDN 1 Lokop 0,612 (sedang), SDN 2 Lokop 0,685 (Sedang), dan SDN 3 Lokop 0,710 (tinggi)). Hasil ini membuktikan bahwa Model PBL TB Layak dan dalam kategori valid, praktis dan efektif dalam meningkatkan hasil belajar, keterampilan komunikasi.

Kata Kunci : Model Pembelajaran, Problem Based Learning, Tradisi berkekeberen, Keterampilan Berkomunikasi, IPAS.



ABSTRACT

ROSINA ZAHARA 8216184008, *Development of a Problem-Based Learning Model Integrated with the Berkekeberen Tradition of the Gayo Ethnic Group to Improve Communication Skills of Elementary School Students at Lokop Public Elementary School, Serbajadi Subdistrict, East Aceh Regency.*

This study aims to develop a Problem-Based Learning (PBL) model integrated with the Berkekeberen tradition to enhance communication skills among elementary school students. The development of this learning model employs the Research and Development (RnD) approach, following the Ploomp model with four stages: Initial Investigation, Design Stage, Development Stage, and Testing, Evaluation, and Revision Stage. The subjects of this research include Design Experts, Content Experts, Language Experts, and Users (Teachers and Students). Data collection was conducted through expert validation, user feedback, Learning Outcome Tests, and observation sheets to assess students' communication skills. The developed Problem-Based Learning model integrated with Berkekeberen (PBL TB) was deemed highly valid based on the expert validation results. The validation process, involving components such as design, content, and language, consistently yielded high results. The validation of the model book achieved an average score of 88%, the student book 89%, the teacher's book 89%, and the student worksheets (LKPD) 87%. The practicality of the PBL TB model was proven through trials conducted in three schools (SDN 1 Lokop, SDN 2 Lokop, and SDN 3 Lokop). Practicality assessments from teachers using the materials showed excellent results, with practicality scores ranging from 83% to 87%. The effectiveness of the PBL TB model is reflected in the improvement of students' learning outcomes and communication skills. The data indicates a significant increase in the average post-test scores across the three schools, with gain scores categorized as "medium" to "high" (SDN 1 Lokop 0.612 (medium), SDN 2 Lokop 0.685 (medium), and SDN 3 Lokop 0.710 (high)). These findings demonstrate that the PBL TB model is valid, practical, and effective in improving both learning outcomes and communication skills.

Keywords: *Learning Model, Problem-Based Learning, Berkekeberen Tradition, Communication Skills, IPAS.*

