

ABSTRAK

Dwi Lestari. (2026). *Implementasi Modul Ajar IPAS Berbasis Etnosains dalam Mengembangkan Literasi Sains Murid di Gugus 2 Kecamatan Taraju Kabupaten Tasikmalaya*. Tesis. Program Studi Magister Administrasi Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Galuh.

Penelitian ini dilatarbelakangi bahwa rendahnya literasi sains siswa dan belum optimalnya pembelajaran IPAS di sekolah dasar, khususnya di Gugus 2 Kecamatan Taraju. Pembelajaran masih bersifat *teacher-centered* dengan bahan ajar yang kurang kontekstual dan tidak memanfaatkan kearifan lokal sebagai sumber belajar. Penelitian ini bertujuan untuk mendeskripsikan implementasi modul ajar IPAS berbasis etnosains, mengidentifikasi tantangan dan peluang yang dihadapi, serta mengetahui respons guru dan murid selama proses pembelajaran. Metode penelitian menggunakan deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi terhadap 21 informan di SDN Panguyuhan dan SDN 1 Ciodeng. Hasil penelitian menunjukkan: pertama, implementasi modul ajar IPAS berbasis etnosains berlangsung secara terstruktur dan efektif melalui empat tahapan sistematis, yaitu perencanaan, pelaksanaan, pengintegrasian empat domain kearifan lokal Taraju, dan evaluasi autentik berbasis proyek; kedua, implementasi dipengaruhi oleh tantangan multidimensional, terutama kompetensi pedagogis guru dalam menjembatani pengetahuan tradisional dengan sains modern, sekaligus ditopang peluang strategis berupa kekayaan kearifan lokal Taraju dan fleksibilitas Kurikulum Merdeka; ketiga, murid dan guru menunjukkan respons positif serta transformasi yang bermakna, di mana literasi sains murid berkembang pada seluruh aspek konten, proses, dan konteks sains, serta guru mengalami pertumbuhan profesional yang substansial.

Kata Kunci: modul ajar IPAS, etnosains, kearifan lokal, literasi sains, Kurikulum Merdeka

ABTRACT

Dwi Lestari. (2026). *Implementation of Ethnoscience-Based IPAS Teaching Modules in Developing Students' Scientific Literacy in Cluster 2, Taraju District, Tasikmalaya Regency*. Thesis. Master's Program in Educational Administration, Faculty of Teacher Training and Education, Galuh University.

This study is motivated by the fact that scientific literacy among elementary school students remains low and IPAS (Natural and Social Science) learning has not been optimally delivered, particularly in Cluster 2, Taraju District. Instruction remained predominantly teacher-centered, with teaching materials that lacked contextual relevance and failed to utilize local wisdom as a learning resource. This study aims to describe the implementation of an ethnoscience-based IPAS teaching module, identify the challenges and opportunities encountered, and examine the responses of teachers and students throughout the learning process. This study employed a descriptive method with a qualitative approach. Data were collected through interviews, observation, and documentation involving 21 informants at SDN Panguyuhan and SDN 1 Ciodeng. The findings reveal three key conclusions: first, the implementation of the ethnoscience-based IPAS teaching module proceeded in a structured and effective manner through four systematic stages, namely planning, execution, integration of four domains of Taraju's local wisdom, and project-based authentic assessment; second, the implementation was influenced by multidimensional challenges, most critically teachers' pedagogical competence in bridging traditional knowledge with modern science, while simultaneously supported by strategic opportunities including the richness of Taraju's local wisdom and the flexibility of the Merdeka Curriculum; third, students and teachers demonstrated positive responses and meaningful transformation, whereby students' scientific literacy developed across all domains content, process, and context of science and teachers experienced substantial professional growth.

Keywords: *IPAS teaching module, ethnoscience, local wisdom, scientific literacy, Merdeka Curriculum*