

Novi Supriliyanti, 2025. Pengembangan Modul Ajar Berkonteks Rumah *Tanèan Lanjhâng* Materi Segiempat Untuk Mengembangkan Literasi Spasial Peserta Didik. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Dosen Pembimbing: Dr. Indah Setyo Wardhani, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan proses dan hasil pengembangan yang memenuhi kriteria valid, praktis dan efektif. Penelitian ini adalah penelitian pengembangan yang menggunakan model Plomp dengan tiga fase yaitu fase penelitian pendahuluan, fase pembuatan *prototype* dan fase penilaian. Subjek penelitian adalah 19 peserta didik kelas IV-D UPTD SDN Pejagan 1 Bangkalan. Teknik pengumpulan data berupa observasi, angket, tes dan dokumentasi. Uji kevalidan modul ajar diperoleh dari validasi oleh validator (ahli dan praktisi). Hasil validasi diperoleh 86% dengan kriteria “sangat valid”. Uji kepraktisan modul ajar diperoleh dari hasil analisis lembar observasi aktivitas guru. Hasil analisis diperoleh pada uji coba pertemuan 1 sebesar 97% dan pada uji coba pertemuan 2 sebesar 96% sehingga memenuhi kriteria praktis. Uji keefektifan modul ajar diperoleh dari literasi spasial peserta didik berkembang, ketercapaian hasil belajar peserta didik diatas KKTP, aktivitas peserta didik baik, dan respon peserta didik positif. Hasil literasi spasial peserta didik sebesar $\geq 85\%$ dengan kriteria “berkembang”, ketercapaian hasil belajar peserta didik diatas KKTP sebesar 95% dengan kriteria “tuntas klasikal”, hasil aktivitas peserta didik pada uji coba pertemuan 1 sebesar 97% dan pada uji coba pertemuan 2 sebesar 96% dengan kriteria “baik”, dan hasil respon peserta didik sebesar $\geq 50\%$ dengan kriteria “positif”. Hasil penelitian ini dapat disimpulkan bahwa produk modul ajar ber kriteria valid, praktis dan efektif. Implementasi penelitian ini berupa ketercapaian produk dalam pembelajaran segiempat sesuai dengan yang diharapkan.

Kata Kunci: Modul Ajar, *Tanèan Lanjhâng*, Literasi Spasial, Segiempat

Novi Supriliyanti, 2025. *Development of Contextual Teaching Modules for the Material on Quadrilaterals to Enhance Students' Spatial Literacy*. Thesis, Primary School Teacher Education Program, Faculty of Education, Trunojoyo Madura University. Supervisor: Dr. Indah Setyo Wardhani, S.Pd., M.Pd.

ABSTRACT

This study aims to describe the process and results of development that meet the criteria of valid, practical and effective. This research is a development research that uses the Plomp model with three phases, namely the preliminary research phase, the prototyping phase and the assessment phase. The research subjects were 19 students of class IV-D UPTD SDN Pejagan 1 Bangkalan. Data collection techniques were observation, questionnaire, test and documentation. The validity test of the teaching module was obtained from validation by validators (experts and practitioners). The validation results obtained 86% with the criteria "very valid". The practicality test of the teaching module was obtained from the analysis of the teacher activity observation sheet. The analysis results obtained at the first meeting trial amounted to 97% and at the second meeting trial amounted to 96% so that it met the practical criteria. The teaching module effectiveness test was obtained from the spatial literacy of students developed, the achievement of student learning outcomes above KKTP, good student activity, and positive student responses. The results of students' spatial literacy were $\geq 85\%$ with the criteria of "developing", the achievement of students' learning outcomes above KKTP was 95% with the criteria of "classically complete", the results of students' activities in the trial meeting 1 were 97% and in the trial meeting 2 were 96% with the criteria of 'good', and the results of students' responses were $\geq 50\%$ with the criteria of "positive". The results of this study can be concluded that the teaching module product is valid, practical, and effective. The implementation of this study involves the achievement of the product in quadrilateral learning as expected.

Keywords: *Teaching Module, Tanàan Lanjâng, Spatial Literacy, Quadrilateral*