

Nanik Indriyani. 2023. *Pengembangan E-modul Matematika Berbasis Problem Based Learning pada Materi Pecahan Kelas IV Sekolah Dasar*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan. Universitas Trunojoyo Madura. Rika Wulandari.

### ABSTRAK

Tujuan penelitian dan pengembangan ini adalah untuk mengembangkan *e-modul* matematika berbasis *Problem Based Learning* pada materi pecahan kelas IV SD yang valid, praktis, dan efektif. Penelitian pengembangan ini menggunakan model ADDIE. Model ini memiliki 5 tahapan yaitu *Analyze* (Analisis), *Design* (Perancangan), *Develompent* (Pengembangan), *Implementation* (Implementasi), dan *Evaluation* (Evaluasi). Subjek penelitian ini adalah siswa kelas IV SDN 1 Gebangkerep. Berdasarkan hasil penelitian, perolehan penilaian validitas oleh: (1) ahli bahasa sebesar 65% (ccukup valid), (2) ahli materi sebessar 82,8% (valid), (3) ahli desain pembelajaran sebesar 90% (sangat valid), dan (4) ahli bahan ajar sebesar 80,7% (valid). Sedangkan untuk kepraktisan *e-modul* berdasarkan hasil angket respon siswa dan observasi keterlaksanaan pembelajaran mencapai 87,4% (sangat praktis) dan 89,8% (sangat praktis). Keefektifan *e-modul* dilihat berdasarkan hasil tes siswa secara klasikal diperoleh sebesar 96%. Hal tersebut menunjukkan bahwa *e-modul* yang dikembangkan valid, praktis, dan efektif digunakan dalam pembelajaran.

**Kata kunci:** *e-modul, pengembangan, pecahan, problem based learning*

Nanik Indriyani. 2023. *Development of Problem Based Learning E-Modul Mathematics in class IV Elementary School Fractional Materials*. Thesis. Primary School Teacher Education Departement. Faculty of Education. Trunojoyo Madura Univercity. Rika Wulandari.

### **ABSTRACT**

*The purpose of this research and development is to develop a mathematical e-modul Problem Based Learning in class IV elementary school fraction material that is valid, practical, and effective. This development research uses the ADDIE model. This model has 5 stage, namely Analyze, Design, Development, Implementation, and Evaluation. The subject of this study were fourth grade student at SDN 1 Gebnagkerep. Based on the results of the study, the acquisition of validity assessments by: (1) linguists was 65% (quite valid), (2) material expert were 82,8% (valid), (3) learning design expert were 90% (very valid), and (4) teaching material expert at 80,7% (valid). As for the e-modul, based on the results of the student response questionnaire and observation of the implementation of learning, it reached 87,4% and 89,8% (very practical). The effectiveness of the e-modul is seen based on the classical student test results obtaines by 96%. This shows that the developed e-modul is valid, practical, and effectively used in learning.*

**Keywords:** *e-modul, development, fractions, problem based learning*