

Hoirus Silfia. 2024. *Pengembangan Modul Pembelajaran Berbasis Problem Based Learning Materi Pecahan Kelas V SDN Pejagan 1 Bangkalan*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan. Universitas Trunojoyo Madura. Rika Wulandari.

ABSTRAK

Tujuan penelitian dan pengembangan ini adalah untuk mengembangkan modul matematika yang valid, efektif, dan menarik untuk siswa kelas V Sekolah Dasar pada materi pecahan. Penelitian ini menggunakan model pengembangan 4D yang terdiri dari *Define, Design, Development, dan Dissemination*. Berdasarkan penelitian tersebut didapatkan hasil kevalidan pada: (1) ahli bahan ajar sebesar 80% (valid), (2) ahli materi sebesar 91,66% (sangat valid), (2) ahli bahasa sebesar 77,5% (valid), dan ahli desain pembelajaran sebesar 95,45% (sangat valid). Sedangkan untuk keefektifan modul yang didapatkan dari observasi aktivitas guru diperoleh persentase sebesar 91,07% (aktif), aktivitas siswa diperoleh persentase sebesar 84,64% (aktif) dan ketercapaian klasikal hasil belajar siswa diperoleh persentase sebesar 91,66%. Kemenarikan modul didapatkan dari hasil angket respon siswa diperoleh persentase sebesar 86,25% (sangat menarik) dan angket respon guru memperoleh persentase sebesar 92,30% (sangat menarik). Hal tersebut menunjukkan bahwa modul dinyatakan valid, efektif, dan menarik untuk digunakan dalam proses pembelajaran.

Kata kunci: bahan ajar, kelas V, model 4D, pengembangan modul matematika, model *problem based learning*, bilangan pecahan.

Hoirus Silfia. 2024. Development of Problem Based Learning Modules Class V Fraction Material at SDN Pejagan 1 Bangkalan. Thesis, Elementary School Teacher Education Study Program, Faculty of Education. Trunojoyo University, Madura. Rika Wulandari.

ABSTRACT

The purpose of this research and development is to develop valid, effective, and interesting mathematical modules for elementary school students of the fifth grade on fragmentary material. This research uses a 4D development model that consists of Define, Design, Development, and Dissemination. Based on the study, validation results were obtained for: (1) teaching materials experts 80% (valid), (2) material experts 91,66% (very valid), (2) language experts 77,5% (valid), and learning design experts 95,45% (very valid). As for the effectiveness of the modules obtained from the observation of teacher activity, the percentage was 91.07% (active), the student activity was 84.64% (active) and the classical accuracy of student learning results was 91.66%. Appreciation of the module obtained from elevation of student response received a percentage of 86.25% (very attractive) and elevation teacher response obtaining a percentual of 92.30% (very attractive). This indicates that the modules are declared valid, effective, and interesting for use in the learning process.

Keywords: *teaching materials, class V, 4D models, mathematics module development, problem based learning model, fractional numbers.*