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ABSTRAK

Pembelajaran dengan mengintegrasikan kearifan lokal penting dilakukan untuk mengenalkan kearifan lokal yang ada di lingkungan siswa. Penelitian ini bertujuan untuk mengetahui kevalidan media, keterbacaan *e-module*, respons siswa, dan peningkatan keterampilan berpikir kritis siswa. Model pengembangan yaitu ADDIE (*Analyze, Design, Development, Implementation, Evaluate*). Populasi pada penelitian ini yaitu siswa SMPN 1 Pacet. Sampel yang diambil yaitu uji coba perorangan sebanyak 3 siswa kelas VIII-D, uji coba kelompok kecil sebanyak 8 siswa dikelas VIII-D, dan ditahap implementasi sebanyak 32 siswa dikelas VII-B. Instrumen pada penelitian ini yaitu lembar validasi ahli materi, media, angket keterbacaan *e-module*, angket respons siswa, dan tes keterampilan berpikir kritis. Hasil penelitian menunjukkan bahwa *e-module* yang dikembangkan memperoleh rata – rata validitas materi 95,83% dengan kategori sangat valid, validitas media 97,92 dengan kategori sangat valid. Hasil keterbacaan *e-module* ditahap implementasi yaitu 87,27% dengan kategori sangat baik. Hasil respons siswa terhadap *e-module* ditahap implementasi yaitu 85,59% dengan kategori sangat baik. Hasil tes keterampilan berpikir kritis mengalami peningkatan dengan rata – rata skor *N-Gain* sebesar 0,62 dengan kategori sedang. Kesimpulan dari penelitian ini yaitu *e-module* konteks Wisata Pasar Keramat valid digunakan untuk meningkatkan berpikir kritis.

Kata Kunci: *E-module*, Keterampilan Berpikir Kritis, Wisata Pasar Keramat

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ABSTRACT

Instruction that integrates local wisdom is important for introducing the local wisdom found in the students' environment. This study aims to determine the validity of the media, the readability of the e-module, student responses, and the improvement of students' critical thinking skills. The development model is ADDIE (Analyze, Design, Develop, Implement, Evaluate). The population in this study were students of SMPN 1 Pacet. The sample in this study consisted of three students in grade VIII-D during the individual trial stage, eight students in grade VIII-D during the small group trial stage, and 32 students in grade VII-B during the implementation stage. The instruments used were a material expert validation sheet, media, an e-module readability questionnaire, a student response questionnaire, and a critical thinking skills test. The results showed that the developed e-module achieved an average material validity of 95.83%, categorized as very valid, and a media validity of 97.92, categorized as very valid. The e-module's readability during the implementation stage was 87.27%, categorized as very good. The student response to the e-module during the implementation stage was 85.59%, categorized as very good. The critical thinking skills test results showed an increase, with an average N-Gain score of 0.62, categorized as moderate. The conclusion of this study is that the e-module in the context of Sacred Market Tourism is valid for use in improving critical thinking.

Keywords: *E-module, Critical Thinking Skills, Sacred Market Tourism*