

ABSTRAK Shintia Shepti Hariani, 2025. Pengembangan Modul Ajar Berbantuan Model Rumah *Tanèan Lanjhâng* Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Dosen Pembimbing: Dr. Indah Setyo Wardhani, S.Pd., M.Pd.

ABSTRAK

Tujuan penelitian ini untuk mendeskripsikan proses dan hasil modul ajar berbantuan model rumah *Tanèan Lanjhâng* yang dapat meningkatkan kemampuan berpikir kritis pada siswa dan memenuhi kriteria valid, praktis dan efektif. Penelitian ini adalah penelitian pengembangan yang menggunakan model Plomp dengan tahapan penelitian awal, pembuatan *prototype* dan fase penilaian. Teknik pengumpulan data menggunakan, observasi, wawancara, angket dan tes. Subjek penelitian adalah 22 siswa kelas IV-C SDN Pejagan 1 Bangkalan. Kevalidan modul ajar diperoleh dari validator ahli dan praktisi. Hasil dari validator ahli dan praktisi diperoleh 89,96% dengan kriteria “sangat valid”. Presentase kepraktisan modul ajar diperoleh dari hasil analisis lembar observasi aktivitas guru. Hasil analisis diperoleh pada uji coba 1 mendapatkan 95,8% dan uji coba 2 mendapatkan 100%, dan berkriteria “praktis”. Keefektifan modul ajar diperoleh dari uji coba 1 dan uji coba 2. Pada uji coba 1 berpikir kritis mencapai tahap *self correct* dengan presentase 90,63%. Hasil belajar siswa mendapatkan nilai sebesar 90,90% dan mendapat kriteria “tuntas”, aktivitas siswa mendapatkan nilai 88% mendapat kategori “aktif”, respon siswa mendapatkan 90% mendapat kriteria “aktif”. Pada uji coba 2 berpikir kritis mencapai tahap *self correct* dengan presentase 95,83%. Pada hasil belajar siswa mendapatkan nilai sebesar 95% mendapat kategori “tuntas”, aktivitas siswa mendapatkan nilai 94% mendapat kategori “aktif”, respon siswa mendapatkan 100% mendapat kategori “aktif”. Hasil ini memberikan kesimpulan bahwa produk berkriteria valid, praktis dan efektif. Implementasi penelitian ini berupa ketercapaian produk dalam pembelajaran segiempat.

Kata Kunci: *Modul Ajar, Tanèan Lanjhâng, Berpikir Kritis*

ABSTRACT Shintia Shepti Hariani, 2025. Teaching Module Development Assisted by the *Tanèan Lanjhâng* House Model to Improve Students' Critical Thinking Skills. Thesis, Elementary School Teacher Education Program, Faculty of Education, Trunojoyo University of Madura. Advisor: Dr. Indah Setyo Wardhani, S.Pd., M.Pd.

ABSTRACT

The purpose of this study is to describe the process and results of a teaching module assisted by the *Tanèan Lanjhâng* house model that can improve students' critical thinking skills and meet the criteria of validity, practicality, and effectiveness. This study is a development study using the Plomp model with the stages of initial research, prototype development, and evaluation. Data collection techniques used include observation, interviews, questionnaires, and tests. The research subjects were 22 fourth-grade students from SDN Pejagan 1 Bangkalan. The validity of the lesson plan was obtained from expert and practitioner validators. The results from expert and practitioner validators were 89,96%, meeting the “highly valid” criterion. The practicality percentage of the teaching module was obtained from the analysis of teacher activity observation sheets. The analysis results obtained from trial 1 were 95,8% and trial 2 were 100%, with the criterion of “practical.” The effectiveness of the teaching module was obtained from trial 1 and trial 2. In trial 1, critical thinking reached the self-correct stage with a percentage of 90,63%. Student learning outcomes achieved a score of 90,90% and were categorized as “complete,” student activities achieved a score of 88% and were categorized as “active,” and student responses achieved a score of 90% and were categorized as “active.” In trial 2, critical thinking reached the self-correct stage with a percentage of 95,83%. In the second trial, critical thinking reached the self-correcting stage with a percentage of 95,83%. The students' learning outcomes scored 95%, categorized as “complete,” their activities scored 94%, categorized as “active,” and their responses scored 100%, categorized as “active.” These results conclude that the product is valid, practical, and effective. The implementation of this research involves the achievement of the product in learning about quadrilaterals.

Keywords: *Teaching Module, Tanèan Lanjhâng, Critical Thinking*