

ABSTRAK

Penelitian ini berisi tentang pengembangan perangkat pembelajaran menggunakan model pembelajaran *Science Technology Society* dan model pengembangan 4D (*define, design, development, dan disseminate*). Perangkat pembelajaran yang dikembangkan yaitu RPP, modul, LKK, lembar observasi aktivitas guru, dan lembar observasi aktivitas siswa. Perangkat pembelajaran dalam penelitian ini dilakukan untuk mendapatkan perangkat pembelajaran yang valid, layak, dan efektif sehingga dapat digunakan oleh guru di sekolah. Namun, peneliti tidak dapat melakukan uji coba besar untuk mendapatkan data efektivitas dikarenakan adanya wabah virus Covid-19. Peneliti hanya melakukan uji coba kecil untuk perangkat pembelajaran modul dengan memberikan angket respon kepada 4 orang siswa.

Hasil analisis validasi ahli untuk masing-masing perangkat yang dikembangkan yaitu: validasi RPP didapatkan presentase rata-rata sebesar 84,8%, presentase modul 86%, presentase LKK 85%”, presentase validasi lembar observasi aktivitas guru sebesar 96,4%, sedangkan presentase rata-rata lembar observasi aktivitas siswa sebesar 95%. Untuk aspek kepraktisan didapatkan kesimpulan bahwa perangkat pembelajaran RPP, LKK, modul, lembar observasi aktivitas guru, dan lembar observasi aktivitas siswa dalam kategori “praktis”. Sedangkan uji coba kecil modul didapatkan presentase sebesar 85,5%. Dengan demikian dapat disimpulkan bahwa perangkat pembelajaran yang dikembangkan dapat digunakan oleh guru disekolah pada materi antar muka sederhana (*User Interface*).

Kata kunci: *science technology society, pengembangan perangkat, antarmuka sederhana, sekolah menengah kejuruan*

ABSTRACT

This research contains the development of learning tools using the science technology society model and the 4D development model (define, design, development, and disseminate). Learning tools developed are RPP, modules, LKK, teacher activity observation sheets, and student activity observation sheets. Learning devices in this study were conducted to obtain valid, feasible and effective learning tools so that they could be used by teachers in schools. However, researchers cannot conduct large trials to obtain effectiveness data due to the Covid-19 virus outbreak. Researchers only conduct small-scale trials for module learning devices by giving questionnaire responses to 4 students.

The results of expert validation analysis for each of the tools developed were: RPP validation obtained an average percentage of 84.8%, module percentage 86%, LKK percentage 85% ", the percentage validation of the teacher observation sheet was 96.4%, whereas the average percentage of student activity observation sheets is 95%. Concerning the practical aspects, it was concluded that the lesson plans, lesson plans, modules, teacher observation sheets, and student activity observation sheets were in the "practical" category. While the small trial module obtained a percentage of 85.5%. Thus it can be concluded that the developed learning tools can be used by school teachers on simple interface material (User Interface).

Keywords: *science technology society, device development, User interface, vocational high school*