

ABSTRAK

Zebua, Srinuryanti, 2025, Pengembangan Modul Pembelajaran Berbasis *Problem Based Learning* Untuk Meningkatkan Keterampilan Berpikir Kritis Dan *Self Efficacy* Siswa SMP Negeri 2 Umbunasi. Skripsi. Pembimbing Sadiana Lase, S.Pd., M.Pd

Penelitian ini dilatarbelakangi dari observasi awal di SMP Negeri 2 Umbunasi dan diperoleh hasil bahwa bahan ajar yang digunakan masih terbatas dan keterampilan berpikir matematis siswa berada pada kategori kurang serta *self efficacy* siswa masih cukup rendah. Siswa mengalami kesulitan dalam menyelesaikan soal yang berbeda dari contoh yang diberikan oleh guru dan sumber belajar yang digunakan masih terbatas. Solusi dari permasalahan tersebut adalah dengan menggunakan bahan ajar berupa modul pembelajaran yang sederhana sehingga dipahami oleh siswa. Tujuan dari penelitian ini adalah untuk mengembangkan modul pembelajaran berbasis *Problem Based Learning* meningkatkan keterampilan berpikir kritis matematis dan *self-efficacy* siswa kelas VIII di SMP Negeri 2 Umbunasi. Metode yang digunakan adalah penelitian pengembangan (R&D) dengan model ADDIE yang terdiri dari lima tahapan: *Analysis, Design, Development, Implementation, dan Evaluation*. Produk yang dikembangkan adalah modul ajar matematika berbasis problem based learning yang disesuaikan dengan karakteristik siswa dan kurikulum yang berlaku. Validitas modul diuji oleh para ahli, kepraktisan dinilai melalui respon guru dan siswa, dan keefektifan diukur dari peningkatan hasil tes keterampilan berpikir kritis serta angket *self-efficacy*.

Berdasarkan hasil penelitian, modul pembelajaran yang dikembangkan telah teruji dan dinyatakan valid baik dari segi validitas materi (isi), validitas bahasa, dan validitas desain. Selanjutnya, modul pembelajaran juga sangat praktis digunakan oleh siswa dengan persentase kepraktisan sebesar 96% dan hasil persentase kepraktisan dari guru sebesar 98%. Modul pembelajaran juga efektif meningkatkan keterampilan berpikir kritis matematis dengan nilai rata-rata 81,09% berkategori sangat baik dan persentase ketuntasan klasikal sebesar 90% berkategori sangat efektif dan modul pembelajaran berbasis problem based learning yang dikembangkan meningkatkan *self efficacy* siswa dengan rata-rata 80,63% berkategori sangat tinggi dan persentase kepraktisan diperoleh sebesar 96% dengan kategori sangat efektif. Sehingga dapat disimpulkan modul pembelajaran berbasis *problem based learning* yang dikembangkan sudah memenuhi harapan atau tujuan penelitian

Kata kunci: Modul Pembelajaran, Model ADDIE, *Problem Based Learning*, Keterampilan Berpikir Kritis dan *Self-Efficacy*

ABSTRACT

Zebua, Srinuryanti, 2025. Development of a Problem-Based Learning Module to Improve Critical Thinking Skills and Self-Efficacy of Students at SMP Negeri 2 Umbunasi. Undergraduate Thesis. Supervisor: Sadiana Lase, S.Pd., M.Pd.

This research was motivated by preliminary observations at SMP Negeri 2 Umbunasi, which revealed that the teaching materials used were still limited, students' mathematical thinking skills were in the low category, and their self-efficacy was relatively low. Students experienced difficulties in solving problems that differed from the examples provided by the teacher, and the learning resources available were insufficient. The solution to these problems was the use of simple, easy-to-understand teaching materials in the form of a learning module. The aim of this study was to develop a Problem-Based Learning (PBL) module to improve the mathematical critical thinking skills and self-efficacy of Grade VIII students at SMP Negeri 2 Umbunasi. The method used was Research and Development (R&D) with the ADDIE model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The product developed was a mathematics learning module based on PBL, adapted to students' characteristics and the applicable curriculum. The validity of the module was assessed by experts, its practicality was evaluated through teacher and student responses, and its effectiveness was measured by improvements in critical thinking test scores and self-efficacy questionnaire results.

The findings show that the developed learning module was proven valid in terms of content validity, language validity, and design validity. Furthermore, the module was found to be highly practical for students, with a practicality percentage of 96%, and for teachers, with a practicality percentage of 98%. The module was also effective in improving mathematical critical thinking skills, with an average score of 81.09% (categorized as very good) and a classical mastery percentage of 90% (categorized as very effective). Additionally, the PBL-based learning module improved students' self-efficacy, achieving an average score of 80.63% (categorized as very high) and a practicality percentage of 96% (categorized as very effective).

Keywords: *Learning Module, ADDIE Model, Problem-Based Learning, Critical Thinking Skills, Self-Efficacy.*