ABSTRAK

Bawamenewi, Eniman, 2025. *Pengembangan Modul Pembelajaran Matematika Berbasis Problem Based Learning Siswa SMP Negeri 3 Bawolato.* Skripsi. Pembimbing Sadiana Lase, S.Pd., M.Pd.

Penelitian ini di latar belakangi berdasarkan hasil batasan masalah yaitu, hasil belajar matematika siswa belum mencapai kriteria ketuntasan minimal, siswa menganggap belajar matematika itu sulit dan membosankan serta kurangnya bahan ajar sebagai penunjang pembelajaran. Untuk mengatasi hal tersebut, dikembangkan modul pembelajaran matematika berbasis *Problem Based Learning* yang bertujuan mendorong keterlibatan aktif siswa. Penelitian ini bertujuan untuk mengembangkan modul yang valid, praktis, dan efektif digunakan dalam pembelajaran di tingkat SMP. Penelitian ini menggunakan model pengembangan ADDIE yang terdiri atas lima tahapan: *analysis, design, development, implementation* dan *evaluation*. Instrumen yang digunakan meliputi angket validasi, angket kepraktisan, angket keefektifan, dan tes hasil belajar. Subjek penelitian terdiri atas satu orang guru dan delapan belas siswa kelas VIII SMP Negeri 3 Bawolato. Data yang dikumpulkan mencakup data kuantitatif dan kualitatif.

Hasil validasi menunjukkan bahwa modul sangat valid dengan skor ahli materi sebesar 91,6%, ahli bahasa 88,8%, dan ahli desain 87,5%. Modul dinyatakan sangat praktis berdasarkan penilaian guru 92,5% dan siswa 89,8%. Keefektifan modul terlihat dari peningkatan hasil belajar siswa, dengan nilai rata-rata dari 25,67 kategori kurang menjadi 84,55 kategori sangat baik. Dengan demikian, modul berbasis *Problem Based Learning* ini memenuhi kriteria valid, praktis, dan efektif, serta layak digunakan dalam pembelajaran matematika di SMP.

Kata Kunci : Modul pembelajaran Matematika, Model *Problem Based Learning*,Model ADDIE, Hasil Belajar.

ABSTRACT

Bawamenewi, Eniman. 2025. Development of a Mathematics Learning Module Based on Problem-Based Learning for Grade VIII Students at SMP Negeri 3 Bawolato. Undergraduate Thesis. Advisor: Sadiana Lase, S.Pd., M.Pd.

This research was motivated by findings in the problem limitation, namely that students' mathematics learning outcomes had not yet reached the Minimum Mastery Criteria (KKM). Many students considered mathematics to be difficult and boring, and the lack of instructional materials contributed to the ineffectiveness of the learning process. To overcome this issue, a mathematics learning module based on the Problem-Based Learning (PBL) model was developed to enhance students' active involvement. This study aims to develop a module that is valid, practical, and effective for use in junior high school mathematics instruction.

The research adopted the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The instruments used in this study included validation questionnaires, practicality questionnaires, effectiveness questionnaires, and learning outcome tests. The subjects of the research were one mathematics teacher and eighteen Grade VIII students at SMP Negeri 3 Bawolato. The data collected consisted of both quantitative and qualitative data.

The validation results indicated that the module was highly valid, with a score of 91.6% from the content expert, 88.8% from the language expert, and 87.5% from the design expert. The module was considered highly practical based on the teacher's response (92.5%) and students' response (89.8%). The module's effectiveness was demonstrated by an increase in students' learning outcomes, from an average score of 25.67 (low category) to 84.55 (very good category). Thus, the mathematics module based on the Problem-Based Learning model meets the criteria of validity, practicality, and effectiveness, and is suitable for use in mathematics learning at the junior high school level.

Keywords: Mathematics Learning Module, Problem-Based Learning Model, ADDIE Model, Learning Outcomes.