

ABSTRAK

Alwida Ardyanti. 2024. *Pengembangan Modul Ajar Berdiferensiasi Berorientasi Social Emotional Learning Berbasis Problem Based Learning Materi Bangun Ruang*. Skripsi. Program Studi Pendidikan Matematika, FKIP, UNIVERSITAS PGRI MADIUN. Pembimbing (I) Titin Masfingatin, M.Pd. (II) Reza Kusuma Setyansah, M.Pd.

Perbedaan karakteristik peserta didik dapat difasilitasi dengan pembelajaran berdiferensiasi sehingga memiliki pemahaman yang sama. *Social Emotional Learning* merupakan suatu pendekatan yang membantu peserta didik untuk lebih memahami emosi, merasakan emosi tersebut sepenuhnya, dan menunjukkan empati terhadap orang lain pada saat pembelajaran. *Social Emotional Learning* dapat membantu peserta didik dalam membuat keputusan yang positif dan bertanggung jawab agar tujuan hidup tercapai. Penelitian ini bertujuan untuk mengembangkan modul ajar berdiferensiasi berorientasi *Social Emotional Learning* berbasis *Problem Based Learning* pada materi bangun ruang. Penelitian ini menggunakan metode *Research and Development*. Penelitian ini melibatkan peserta didik kelas VII SMP Negeri 2 Geger tahun ajaran 2023-2024. Teknik pengumpulan data penelitian menggunakan angket dan tes. Instrumen yang digunakan dalam penelitian ini adalah angket validasi modul ajar, angket respon peserta didik dan soal *pre-test* dan *pos-test*. Hasil penelitian bahwa modul ajar dinyatakan cukup valid berdasarkan rata-rata presentase kevalidan sebesar 84%, memenuhi kriteria praktis berdasarkan hasil persentase angket respon peserta didik sebesar 86,67%, dan 86,80%, termasuk efektif dalam kriteria sedang berdasarkan nilai N-Gain berdasarkan hasil tes hasil belajar peserta didik sebesar 60,38% pada uji terbatas dan 69,50% uji lapangan Berdasarkan hasil penelitian disarankan untuk menerapkan modul ajar berdiferensiasi berorientasi *Social Emotional Learning* berbasis *Problem Based Learning* dalam pembelajaran.

Kata Kunci: Modul Ajar, Berdiferensiasi, *Social Emotional Learning*

ABSTRACT

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Differences in student characteristics can be facilitated by differentiated learning so that they have the same understanding. *Social Emotional Learning* is an approach that helps students to better understand emotions, feel these emotions fully, and show empathy for others during learning. *Social Emotional Learning* can help students make positive and responsible decisions so that life goals are achieved. This research aims to develop a differentiated teaching module oriented to *Social Emotional Learning* based on *Problem Based Learning* on space building materials. This research uses the *Research and Development method*. This research involved students in grade VII of SMP Negeri 2 Geger for the 2023-2024 school year. The research data collection technique uses questionnaires and tests. The instruments used in this study are teaching module validation questionnaires, student response questionnaires and *pre-test* and *post-test questions*. The results of the study showed that the teaching module was declared quite valid based on the average validity percentage of 84%, met the practical criteria based on the results of the student response questionnaire of 86.67%, and 86.80%, including effective in moderate criteria based on the N-Gain value based on the results of the student learning outcome test of 60.38% in the limited test and 69.50% in the field test. Based on the results of the study, it is recommended to implement a differentiated oriented teaching module *Social Emotional Learning* based on *Problem Based Learning* in learning.

Keywords: *Teaching Module, Differentiated, Social Emotional Learning*