

ABSTRAK

Alifah Rizqy Fitriani. 2024. Pengembangan Modul Ajar Matematika berbasis Problem Based Learning bercirikan HOTS pada materi Barisan dan Deret. Skripsi. Program Studi Pendidikan Matematika, FKIP, Universitas PGRI Madiun. (I) Titin Masfingatn, M.Pd. , (II) Indra Puji Astuti, M.Pd.

Penelitian ini bertujuan untuk menghasilkan produk berupa modul ajar matematika berbasis Problem Based Learning bercirikan HOTS pada materi Barisan dan Deret yang valid, praktis dan efektif. Penelitian ini menggunakan *Research and Development* (R&D). Model pengembangan yang digunakan dalam penelitian adalah ADDIE (*analyze, design, development, implementation dan evaluate*). Penelitian ini dilaksanakan di SMK PGRI Wonoasri kelas X dengan jumlah 23 peserta didik. Teknik pengumpulan data pada penelitian ini dilakukan dengan angket, observasi, wawancara dan tes hasil belajar. Teknik analisis data menggunakan analisis dari segi kelayakan modul ajar yang memenuhi kriteria valid, praktis dan efektif. Hasil penelitian menunjukkan bahwa modul ajar matematika berbasis Problem Based Learning bercirikan HOTS pada materi Barisan dan Deret memenuhi kriteria valid, praktis dan efektif. Penilaian yang dilakukan oleh 3 ahli yaitu guru matematika menunjukkan bahwa modul ajar matematika yang dikembangkan memenuhi kriteria sangat valid dengan persentase 85,5% sehingga dapat digunakan dalam proses pembelajaran. Berdasarkan hasil penilaian kepraktisan dari angket respon peserta didik diperoleh persentase kepraktisan sebesar 86,38% dengan kriteria sangat praktis, yang berarti bahwa modul ajar matematika mudah digunakan dan diterapkan dalam penggunaannya. Modul ajar matematika memenuhi kriteria efektif berdasarkan hasil tes hasil belajar/asesmen sumatif sebanyak 23 peserta didik memperoleh persentase 82,6% dengan kriteria sangat efektif.

Kata Kunci: HOTS; Barisan dan Deret; Modul ajar; *Problem Based Learning*

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This study aims to produce a product in the form of a Problem Based Learning-based mathematical teaching module characterized by HOTS Sequence and Series materials on valid, practical and effective. This study used Research and Development (R&D). The development models used in research are ADDIE (analyze, design, development, implementation and evaluation). This research was conducted at the PGRI Wonoasri Vocational School Class X with a total of 23 students. Data collection techniques in this study were conducted with angket, observation, interview and test results. Data analysis techniques use analysis in terms of feasibility of teaching modules that meet valid, practical and effective criteria. Research results show that the Problem Based Learning-based math teaching module characterized by HOTS on Sequence and Series materials meets valid, practical and effective criteria. An assessment conducted by 3 experts, namely mathematics teachers, showed that the developed mathematics teaching module meets the criteria is so valid that it can be used in the learning process. Based on the practicality assessment results of the student response rate, 86.38% of practicality was obtained with very practical criteria, meaning that mathematical teaching modules are easy to use and apply in their use. The math teaching module meets the effective criteria based on the results of the study results assessment test as many as 23 students get an 82.6% percentage with the most effective criteria.