

ABSTRAK

Yolli Cinthia, 2025. Pengembangan Bahan Ajar Matematika Berbasis Paradigma Pedagogi Reflektif (PPR) Ditinjau Dari Kemampuan Berpikir Kritis, Kerjasama dan Komunikasi. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pengetahuan, Universitas Sanata Dharma. Yogyakarta.

Paradigma Pedagogi Reflektif (PPR) merupakan pendekatan pendidikan yang menekankan perkembangan holistik peserta didik, mencakup aspek kognitif, kesadaran sosial, serta nilai moral dalam berpikir dan bertindak. Penelitian ini bertujuan untuk: 1) Mengetahui pengembangan Modul Ajar Matematika berbasis Paradigma Pedagogi Reflektif (PPR), dan 2) Mengetahui kualitas Modul Ajar Matematika Berbasis Paradigma Pedagogi Reflektif (PPR).

Penelitian ini merupakan penelitian pengembangan (*Research and Development*) dengan menggunakan model pengembangan ADDIE, yang terdiri dari lima tahap: *Analysis*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Namun, penelitian ini merupakan studi terbatas yang tidak memuat tahap *Implementation*. Proses pengumpulan data dilakukan dengan melakukan wawancara pada guru dan peserta didik, kemudian melakukan observasi kegiatan pembelajaran matematika di kelas dan validasi modul ajar. Analisis data dalam penelitian ini dilakukan dengan teknik kualitatif deskriptif dan kuantitatif untuk menilai validitas modul ajar.

Berdasarkan hasil penelitian diperoleh: (1) Proses pengembangan modul dimulai melalui tahap *Analysis*, tahap ini peneliti melakukan analisis kurikulum, yang diterapkan sekolah, analisis kebutuhan materi dan melakukan observasi dan wawancara dengan guru serta peserta didik untuk mengidentifikasi kebutuhan peserta didik, guru dan pembelajaran. Pada tahap *Design* berfokus pada perancangan modul ajar dan aktivitas pembelajaran yang dapat memfasilitasi peserta didik dalam mengembangkan kemampuan berpikir kritis, kerjasama dan komunikasi. Sementara itu tahap *Development* melibatkan penyusunan modul ajar, materi pembelajaran, lembar kerja peserta didik (LKPD), dan asesment pembelajaran. Terakhir tahap *Evaluation*, yaitu dilakukan penilaian modul ajar melalui lembar validasi oleh para ahli untuk menilai kualitas modul ajar. (2) Berdasarkan hasil validasi modul ajar, menunjukkan bahwa: Validator 1 memberikan penilaian rata-rata sebesar 97,89%, yang termasuk kategori "Sangat Layak" dengan catatan perlu perbaikan minor pada penulisan sebelum diuji coba di kelas. Validator 2 memberikan penilaian rata-rata sebesar 94,46%, juga dalam kategori "Sangat Layak". Saran perbaikan mencakup penambahan kasus atau masalah sebagai pemantik diskusi untuk meningkatkan ketertarikan siswa terhadap materi, sesuai dengan pendekatan Problem-Based Learning (PBL), serta penyempurnaan beberapa kesalahan penulisan. Dari kedua hasil validasi, diperoleh rata-rata persentase kelayakan sebesar 96,18%, sehingga, modul ini dinyatakan "Sangat Layak" digunakan dalam pembelajaran matematika berbasis PPR.

Kata Kunci: Paradigma Pedagogi Reflektif, Kemampuan Berpikir Kritis, Kerjasama dan Komunikasi

ABSTRACT

Yolli Cinthia, 2025. *Development of a Mathematics Teaching Module Based on the Reflective Pedagogical Paradigm (RPP) in Terms of Students' Critical Thinking, Communication, and Collaboration Skills. Mathematics Education Study Program, Department of Mathematic and Natural Sciences Education, Faculty of Teacher Training and Science, Sanata Dharma University.*

The Reflective Pedagogical Paradigm (PPR) is an educational approach that emphasizes the holistic development of students, encompassing cognitive aspects, social awareness, and moral values in thinking and acting. This study aims to: (1) Examine the development of a Mathematics Teaching Module based on the Reflective Pedagogical Paradigm (PPR) and (2) Assess the quality of the Mathematics Teaching Module based on the Reflective Pedagogical Paradigm (PPR).

This study is a research and development (RnD) research using the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. However, this study is a limited study that does not include the Implementation stage. Data collection was carried out through interviews with teachers and students, followed by classroom observations of mathematics learning activities and validation of the teaching module. Data analysis in this study was conducted using qualitative descriptive and quantitative techniques to assess the validity of the teaching module.

Based on the research findings: (1) The module development process begins with the Analysis stage, where the researcher conducts a curriculum analysis applied in schools, a material needs analysis, and observations and interviews with teachers and students to identify the needs of students, teachers, and the learning process. The Design stage focuses on designing the teaching module and learning activities that facilitate students in developing critical thinking, collaboration, and communication skills. Meanwhile, the Development stage involves the preparation of the teaching module, learning materials, student worksheets (LKPD), and learning assessments. Finally, in the Evaluation stage, the module is assessed through validation sheets by experts to evaluate its quality. (2) Based on the validation results of the teaching module, the findings indicate that: Validator 1 gave an average score of 97.89%, categorized as "Highly Feasible," with minor revisions needed in writing before classroom trials. Validator 2 provided an average score of 94.46%, also categorized as "Highly Feasible." Suggested improvements include adding cases or problems as discussion triggers to enhance students' interest in the material, in line with the Problem-Based Learning (PBL) approach, and refining some writing errors. From both validation results, an average feasibility percentage of 96.18% was obtained, indicating that this module is classified as "Highly Feasible" for use in mathematics learning based on PPR.

Keywords: Reflective Pedagogical Paradigm (RPP), critical thinking, collaboration, and communication skill