

ABSTRAK

Saputra, Valentinus Rama. 2025. *Pengembangan Modul Pembelajaran Bahasa Indonesia Berdiferensiasi Berbasis Gaya Belajar Siswa SMP Stella Duce 1 Yogyakarta Kelas VII Baltazar*. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan mengembangkan modul pembelajaran Bahasa Indonesia berdiferensiasi berbasis gaya belajar siswa kelas VII Baltazar di SMP Stella Duce 1 Yogyakarta. Latar belakang penelitian didasari keberagaman gaya belajar siswa yang terdiri dari unimodal, bimodal, dan trimodal, sehingga diperlukan penyesuaian modul pembelajaran agar efektif dan relevan. Rumusan masalah penelitian adalah: (1) bagaimana kebutuhan pembelajaran Bahasa Indonesia berdiferensiasi bagi siswa tersebut, dan (2) bagaimana pengembangan modul pembelajaran yang sesuai dengan gaya belajar siswa.

Metode penelitian menggunakan Research and Development (R&D) dengan model ADDIE yang mencakup tahap *analyze*, *design*, *development* dan *evaluate*. Data dikumpulkan melalui kuesioner gaya belajar, wawancara guru, observasi, dan dokumentasi. Analisis data dilakukan dengan pendekatan deskriptif kualitatif dan kuantitatif untuk menggambarkan kebutuhan pembelajaran dan menguji kelayakan produk pembelajaran yang dikembangkan.

Hasil penelitian menunjukkan bahwa pembelajaran Bahasa Indonesia di SMP Stella Duce 1 Yogyakarta memiliki karakteristik yang beragam sesuai gaya belajar siswa, meliputi gaya visual, auditorial, *read/write* dan kinestetik. Berdasarkan temuan ini, dikembangkan modul pembelajaran Bahasa Indonesia berdiferensiasi berbasis gaya belajar. Pengembangan dilakukan melalui empat tahap utama, yaitu analisis, perancangan, pengembangan dan evaluasi yang menghasilkan produk berupa modul ajar Bahasa Indonesia berdiferensiasi berbasis gaya belajar. Kesimpulannya: (1) kebutuhan pembelajaran yang beragam gaya belajar siswa menjadi dasar pengembangan modul, dan (2) modul modul pembelajaran yang dikembangkan memenuhi kriteria kelayakan serta siap diimplementasikan. Manfaat penelitian ini adalah membantu meningkatkan motivasi dan keterlibatan siswa, memfasilitasi pengembangan kemampuan sesuai gaya belajar, serta menjadi pedoman bagi guru dalam merancang pembelajaran yang responsif dan efektif.

Kata kunci: Gaya Belajar, Modul Pembelajaran, Pembelajaran Diferensiasi Pengembangan Modul Ajar

ABSTRACT

Saputra, Valentinus Rama. 2025. The Development of a Differentiated Indonesian Language Learning Modul Based on Students' Learning Styles for Grade VII Baltazar at SMP Stella Duce 1 Yogyakarta. Undergraduate Thesis. Yogyakarta: Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University.

This study aims to develop a differentiated Indonesian language learning modul based on the learning styles of Grade VII Baltazar students at SMP Stella Duce 1 Yogyakarta. The research background is based on the diversity of students' learning styles unimodal, bimodal, and trimodal which requires an adjustment of the learning modul to ensure effectiveness and relevance. The research questions are: (1) What are the differentiated learning needs of Indonesian language students, and (2) How can a learning modul be developed that aligns with students' learning styles?

The study employed a Research and Development (R&D) method using the ADDIE modul, which includes the stages of analyze, design, development, and evaluate. Data were collected through learning style questionnaires, teacher interviews, classroom observations, and documentation. Data analysis used both qualitative and quantitative descriptive approaches to identify learning needs and assess the feasibility of the developed learning product.

The results show that Indonesian language learning at SMP Stella Duce 1 Yogyakarta exhibits diverse characteristics according to students' learning styles, including visual, auditory, read/write, and kinesthetic types. Based on these findings, a differentiated Indonesian language learning modul was developed. The development process covered four main stages analysis, design, development, and evaluation resulting in a differentiated Indonesian language learning module based on students learning styles. In conclusion: (1) the diverse learning style needs of students form the basis for developing the learning modul, and (2) the developed learning module meets the feasibility criteria and is ready for implementation. The study contributes to improving student motivation and engagement, facilitating the development of abilities aligned with individual learning styles, and serving as a guideline for teachers in designing responsive and effective instruction.

Keywords: *Learning Styles, Learning Modul, Differentiated Learning, Modul Developmen*