

ABSTRAK

**PENGEMBANGAN MODUL AJAR MATERI GOTONG ROYONG
BERBASIS *PROBLEM BASED LEARNING* UNTUK
MENINGKATKAN KETERAMPILAN BERPIKIR KREATIF
UNTUK SISWA KELAS III SEKOLAH DASAR**

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2026

Penelitian ini bertujuan untuk mengembangkan modul ajar materi gotong berbasis *Problem Based Learning* (PBL) serta mengetahui kualitas dan efektivitas dalam meningkatkan keterampilan berpikir kreatif siswa kelas III sekolah dasar. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model pengembangan ADDIE yang meliputi tahap *analyze, design, development, implementation, dan evaluate*. Subjek penelitian ini terdiri dari 29 peserta didik kelas III SD. Teknik pengumpulan data yang dilakukan peneliti melalui observasi, wawancara, kuesioner, dan studi dokumen. Instrumen penelitian meliputi lembar observasi, lembar wawancara, kuesioner analisis kebutuhan, lembar studi dokumen, lembar validasi ahli, serta tes pada pretest dan posttest. Produk modul ajar yang dikembangkan divalidasi oleh 4 validator yang terdiri dari dua dosen ahli dan dua guru kelas III sekolah dasar. Hasil dari validasi dengan menggunakan skala likert 1-4 berada pada kategori baik hingga sangat baik dengan rerata skor sebesar 3,45 dengan kategori “Sangat Baik” dengan rekomendasi “Tidak Perlu Revisi”. Dengan demikian, dapat dikatakan bahwa modul ajar yang telah disusun oleh peneliti memiliki kualitas “Sangat Baik” sehingga layak untuk diujicobakan kepada siswa kelas III SD. Hasil uji efektivitas menunjukkan adanya peningkatan keterampilan berpikir kreatif siswa yang signifikan setelah penerapan modul ajar berbasis PBL, ditunjukkan oleh hasil uji *Wilcoxon Signed Rank Test* dengan nilai signifikansi 0,000 ($p < 0,05$) serta nilai N-Gain sebesar 0,3818 atau 38,18% berada pada kategori sedang yang mengindikasikan bahwa modul ajar berbasis PBL mampu meningkatkan keterampilan berpikir kreatif siswa meskipun peningkatannya belum mencapai kategori tinggi.

Kata Kunci : Modul ajar, *Problem Based Learning*, gotong royong, berpikir kreatif, sekolah dasar

ABSTRACT

**DEVELOPMENT OF A GOTONG ROYONG
INSTRUCTIONAL MODULE BASED ON PROBLEM BASED
LEARNING TO IMPROVE CREATIVE THINKING SKILLS
OF THIRD GRADE ELEMENTARY SCHOOL STUDENTS**

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This study aims to develop a teaching module for gotong-based material using Problem-Based Learning (PBL) and to determine its quality and effectiveness in improving the creative thinking skills of third-grade elementary school students. This study uses the Research and Development (R&D) method with the ADDIE development model, which includes the stages of analyse, design, development, implementation, and evaluate. The research subjects consisted of 29 third-grade students. The data collection techniques used by the researcher included observation, interviews, questionnaires, and document studies. The research instruments included observation sheets, interview sheets, needs analysis questionnaires, document study sheets, expert validation sheets, and pre- and post- tests. The teaching module developed was validated by four validators, consisting of two expert lecturers and two third-grade elementary school teachers. The validation results showed that the teaching module obtained an average score of 3.45 in the 'Very Good' category with the recommendation 'No Revision Needed'. Thus, it can be said that the teaching module compiled by the researcher is of 'Very Good' quality and is suitable for testing on third-grade elementary school students. The results of the effectiveness test showed a significant increase in students' creative thinking skills after the implementation of PBL-based teaching modules, as indicated by the results of the Wilcoxon Signed Rank Test with a significance value of 0.000 ($p < 0.05$) and an N-Gain value of 0.3818 or 38.18% in the moderate category, indicating that the PBL-based teaching module was able to improve students' creative thinking skills, although the improvement did not reach the high category.

Keywords: *Teaching module, problem-based learning, mutual cooperation, creative thinking, primary school*