

## ABSTRAK

### PENGEMBANGAN MODUL AJAR BENTUK KEBERAGAMAN BUDAYA BERBASIS PBL UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS SISWA KELAS III SD

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Penelitian ini dilatarbelakangi oleh kondisi penggunaan modul ajar di sekolah dasar yang masih disajikan dengan metode sederhana dan cenderung berpusat pada guru, sehingga belum mampu mengoptimalkan peningkatan kemampuan berpikir kritis siswa. Selain itu, ketersediaan modul ajar yang secara khusus dirancang untuk mengembangkan keterampilan berpikir kritis siswa kelas III SD masih tergolong terbatas. Berdasarkan permasalahan tersebut, penelitian ini bertujuan untuk mengembangkan modul ajar berbasis *Problem Based Learning* yang diharapkan dapat meningkatkan kemampuan berpikir kritis siswa kelas III SD. Metode penelitian yang digunakan adalah *Research and Development* (R&D) dengan model pengembangan ADDIE yang meliputi tahapan *analyze, design, develop, implement, dan evaluate*. Subjek validasi dalam penelitian ini terdiri atas ahli materi dan guru kelas III SD, sedangkan objek penelitian berupa modul ajar berbasis *Problem Based Learning*. Instrumen penelitian yang digunakan meliputi wawancara, studi dokumen, kuesioner, observasi, serta *pretest* dan *posttest*, dengan teknik analisis data kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa modul ajar dikembangkan secara sistematis melalui tahapan ADDIE dan memperoleh skor validasi rata-rata sebesar 3,75 dengan kriteria sangat baik. Selain itu, kemampuan berpikir kritis siswa mengalami peningkatan yang signifikan, ditunjukkan oleh nilai rata-rata *pretest* sebesar 2,43 yang meningkat menjadi 3,55 pada *posttest*, dengan persentase peningkatan sebesar 69%. Hasil uji N-gain menunjukkan nilai rata-rata sebesar 0,6171 dan N-gain persen sebesar 61,41%, sehingga dapat disimpulkan bahwa penggunaan modul ajar berbasis *Problem Based Learning* termasuk dalam kategori cukup efektif dalam meningkatkan kemampuan berpikir kritis siswa kelas III SD.

**Kata Kunci:** Modul Ajar, *Problem Based Learning*, kemampuan berpikir kritis, dan keberagaman budaya

**ABSTRACT**

**DEVELOPMENT OF A PBL BASED CULTURAL DIVERSITY TEACHING  
MODULE TO IMPROVE CRITICAL THINKING SKILLS OF  
GRADE III ELEMENTARY SCHOOL STUDENTS**

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*This research is motivated by the condition of the use of teaching modules in elementary schools which are still presented with simple methods and tend to be teacher-centered, so they have not been able to optimize the improvement of students' critical thinking skills. In addition, the availability of teaching modules specifically designed to develop critical thinking skills in third-grade elementary school students is still relatively limited. Based on these problems, this study aims to develop a teaching module based on Problem Based Learning which is expected to improve the critical thinking skills of third-grade elementary school students. The research method used is Research and Development (R&D) with the ADDIE development model which includes the stages of analyze, design, develop, implement, and evaluate. The validation subjects in this study consisted of material experts and third-grade elementary school teachers, while the research object was a teaching module based on Problem Based Learning. The research instruments used included interviews, documentation studies, questionnaires, observations, and pretests and posttests, with qualitative and quantitative data analysis techniques. The results of the study showed that the teaching module was developed systematically through the ADDIE stages and obtained an average validation score of 3.75 with very good criteria. In addition, students' critical thinking skills experienced a significant increase, indicated by an average pretest score of 2.43 which increased to 3.55 in the posttest, with a percentage increase of 69%. The results of the N-gain test showed an average score of 0.6171 and an N-gain percentage of 61.41%, so it can be concluded that the use of Problem Based Learning-based teaching modules is included in the category of quite effective in improving the critical thinking skills of third-grade elementary school students.*

**Keywords:** *Teaching Module, Problem Based Learning, Critical thinking skills, and cultural diversity*