

ABSTRAK

PENGEMBANGAN MODUL HAK DAN KEWAJIBAN BERBASIS PBL UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS SISWA KELAS III SD

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Penelitian ini dilatarbelakangi oleh bahan ajar berupa modul pembelajaran yang digunakan guru belum mengakomodasi keterampilan berpikir kritis. Selain itu, belum tersedianya modul pembelajaran untuk meningkatkan keterampilan berpikir kritis siswa kelas III. Tujuan dari penelitian ini yaitu untuk mengembangkan modul pembelajaran dengan model *Problem Based Learning* untuk meningkatkan keterampilan berpikir kritis siswa kelas III SD.

Metode penelitian yang digunakan pada penelitian ini adalah *Research and Development* (R&D) yang terdiri dari tahap ADDIE yaitu *analyze, design, development, implementation, dan evaluation*. Penelitian ini melibatkan 4 validator sebagai subjek validasi yaitu ahli materi dan guru kelas III SD. Objek penelitian ini yaitu modul pembelajaran dengan model *Problem Based Learning* untuk meningkatkan keterampilan berpikir kritis. Instrumen penelitian yang digunakan dalam penelitian ini terdiri dari pedoman wawancara, observasi, kuesioner, studi dokumentasi serta *pretest* dan *posttest*. Analisis data yang digunakan adalah analisis data kualitatif dan kuantitatif.

Hasil dari penelitian ini menunjukkan bahwa (1) Modul pembelajaran dengan model *Problem Based Learning* untuk meningkatkan keterampilan berpikir kritis pada materi hak dan kewajiban untuk siswa kelas III SD dikembangkan dengan langkah ADDIE. (2) Kualitas modul pembelajaran materi hak dan kewajiban menggunakan model *Problem Based Learning* untuk meningkatkan keterampilan berpikir kritis siswa yang telah divalidasi memperoleh skor rata-rata 3,67 yang berada pada rentang 3,26–4,00 dengan kategori “Sangat Baik”. Hasil kuesioner menunjukkan peningkatan pada keterampilan berpikir kritis siswa dengan rata-rata 2,14 meningkat menjadi 3,59 dengan persentase kenaikan sebesar 67%. (3) Dari hasil *N-gain Score* yang diperoleh bahwa nilai *mean* sebesar 0,6726 nilai ini termasuk dalam $0,3 < g < 0,7$ maka kategori yang diperoleh “Sedang”. Sedangkan nilai *mean* pada *N-gain* persen 67,2567 nilai ini 56-75% maka tafsiran efektivitasnya termasuk “Cukup Efektif”.

Kata kunci: Modul Pembelajaran, *Problem Based Learning*, Keterampilan Berpikir Kritis, Hak dan Kewajiban

ABSTRACT

**DEVELOPMENT OF A PROBLEM-BASED LEARNING–BASED MODULE
ON RIGHTS AND OBLIGATIONS TO IMPROVE THE CRITICAL
THINKING SKILLS OF THIRD-GRADE ELEMENTARY SCHOOL
STUDENTS**

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This study was motivated by the fact that the instructional modules used by teachers have not yet accommodated students' critical thinking skills. In addition, there is no available learning module specifically designed to improve the critical thinking skills of third-grade elementary school students. Therefore, this study aimed to develop a learning module based on the Problem Based Learning (PBL) model to enhance the critical thinking skills of third-grade elementary school students.

The research method employed was Research and Development (R&D), utilizing the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The study involved four validators as validation subjects, including subject matter experts and third-grade elementary school teachers. The research object was a learning module based on the Problem Based Learning model designed to improve students' critical thinking skills. The research instruments included interview guidelines, observation sheets, questionnaires, document analysis, as well as pretests and posttests. Data were analyzed using qualitative and quantitative data analysis techniques.

The results of this study indicate that: (1) the learning module based on the Problem Based Learning model to improve critical thinking skills on the topic of rights and obligations for third-grade elementary school students was developed using the ADDIE stages; (2) the quality of the learning module on rights and obligations using the Problem Based Learning model, as validated by experts, obtained an average score of 3.67, which falls within the range of 3.26–4.00 and is categorized as "Very Good." Questionnaire results showed an improvement in students' critical thinking skills, with the average score increasing from 2.14 to 3.59, representing a 67% increase; and (3) the N-gain score analysis revealed a mean value of 0.6726, which falls within the range of $0.3 < g < 0.7$ and is categorized as "Moderate." Meanwhile, the mean percentage N-gain score was 67.2567%, which falls within the 56–75% range, indicating that the effectiveness of the module is categorized as "Quite Effective."

Keywords: Learning Modules, Problem Based Learning, Critical Thinking Skills, Rights and Obligations