

ABSTRAK

**PENGEMBANGAN MODUL LETAK GEOGRAFIS INDONESIA BERBASIS
PROJECT BASED LEARNING UNTUK MENINGKATKAN
KETERAMPILAN BERPIKIR KREATIF UNTUK SISWA KELAS V
SEKOLAH DASAR**

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Penelitian ini bertujuan untuk mengembangkan serta menguji kualitas dan efektivitas modul ajar Letak Geografis Indonesia berbasis *Project Based Learning* (PjBL) dalam meningkatkan kemampuan berpikir kreatif peserta didik kelas V Sekolah Dasar. Kemampuan berpikir kreatif merupakan salah satu keterampilan abad ke-21 yang perlu dikembangkan melalui pembelajaran yang aktif, kontekstual, dan berorientasi pada pemecahan masalah. Oleh karena itu, pengembangan modul ajar berbasis proyek diharapkan mampu memberikan pengalaman belajar yang bermakna bagi peserta didik.

Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap analisis, perancangan, pengembangan, implementasi, dan evaluasi. Kualitas modul ajar dinilai melalui proses validasi yang melibatkan validator ahli pembelajaran Sekolah Dasar dan praktisi pembelajaran Sekolah Dasar. Hasil validasi menunjukkan bahwa modul ajar yang dikembangkan memperoleh kategori “sangat baik” dengan skor rata-rata sebesar 3,60, sehingga dinyatakan layak digunakan dalam pembelajaran. Uji efektivitas modul ajar dilakukan terhadap 27 peserta didik kelas V Sekolah Dasar dengan menggunakan desain *pretest* dan *posttest*. Hasil analisis menunjukkan adanya peningkatan kemampuan berpikir kreatif peserta didik setelah penerapan modul ajar. Temuan uji *paired samples t-test* menunjukkan bahwa rerata skor *posttest* ($M = 3,23; SE = 0,025$) lebih tinggi dibandingkan dengan rerata skor *pretest* ($M = 2,18; SE = 0,051$). Perbedaan tersebut terbukti signifikan secara statistik dengan nilai $t(26) = -19,621$ dan $p = 0,001$ ($p < 0,05$). Besar pengaruh yang diperoleh sebesar 0,967 termasuk dalam kategori pengaruh besar dan setara dengan persentase pengaruh sebesar 94%. Selain itu, nilai N-gain menunjukkan rata-rata sebesar 57,04% dengan kategori sedang. Berdasarkan hasil tersebut, dapat disimpulkan bahwa modul ajar Letak Geografis Indonesia berbasis *Project Based Learning* memiliki kualitas sangat baik dan efektif dalam meningkatkan kemampuan berpikir kreatif peserta didik kelas V Sekolah Dasar.

Kata kunci: modul ajar, *Project Based Learning*, letak geografis Indonesia, berpikir kreatif, sekolah dasar.

ABSTRACT

**Development of a Project-Based Learning–Based Instructional Module on
Indonesia’s Geographical Location to Enhance Creative Thinking Skills of Fifth-
Grade Elementary School Students**

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This study aims to develop and examine the quality and effectiveness of a Project Based Learning based instructional module on Indonesia’s Geographical Location in improving the creative thinking skills of fifth-grade elementary school students. Creative thinking skills are one of the 21st-century skills that need to be developed through active, contextual, and problem-oriented learning. Therefore, the development of a project-based instructional module is expected to provide meaningful learning experiences for students. This study employed a Research and Development (R&D) method using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation.

The quality of the instructional module was assessed through a validation process involving elementary school learning experts and elementary school learning practitioners. The validation results indicated that the developed instructional module achieved a “very good” category with an average score of 3.60, and thus was declared suitable for use in learning. The effectiveness test of the instructional module was conducted with 27 fifth-grade elementary school students using a pretest and posttest design. The analysis results showed an improvement in students’ creative thinking skills after the implementation of the instructional module. The findings of the paired samples t-test indicated that the mean posttest score ($M = 3.23$; $SE = 0.025$) was higher than the mean pretest score ($M = 2.18$; $SE = 0.051$). This difference was statistically significant with a value of $t(26) = -19.621$ and $p = 0.001$ ($p < 0.05$). The effect size obtained was 0.967, which falls into the large effect category and is equivalent to an effect percentage of 94%. In addition, the N-gain value showed an average of 57.04%, categorized as moderate. Based on these results, it can be concluded that the Project-Based Learning–based instructional module on Indonesia’s Geographical Location has very good quality and is effective in improving the creative thinking skills of fifth-grade elementary school students.

Keywords: *learning module, Project Based Learning, geographical location of Indonesia, creative thinking skills, elementary school.*