

ABSTRAK

PENGEMBANGAN MODUL AJAR NORMA BERBASIS *PROBLEM BASED LEARNING* (PBL) UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KREATIF SISWA KELAS V SD

Herni Herlina
Universitas Sanata Dharma
2026

Penelitian ini bertujuan untuk mengembangkan modul ajar materi norma berbasis *Problem Based Learning* (PBL) guna meningkatkan keterampilan berpikir kreatif siswa kelas V sekolah dasar. Metode penelitian yang digunakan adalah *Research and Development* (R&D) dengan model pengembangan ADDIE yang meliputi tahap *Analyze, design, development, implementation, evaluate*. Subjek penelitian meliputi tiga guru kelas, empat validator ahli, dua puluh siswa kelas V sekolah dasar. Hasil penelitian menunjukkan bahwa modul ajar dikembangkan secara sistematis melalui seluruh tahapan model ADDIE. Kualitas modul ajar berada pada kategori “sangat baik” dengan skor rata-rata 3,77 pada skala Likert 1–4, sehingga dinyatakan layak digunakan tanpa revisi. Selain itu, hasil uji *paired sample t-test* menunjukkan adanya peningkatan keterampilan berpikir kreatif siswa yang signifikan, dengan rerata skor *posttest* ($M = 3,22$; $SE = 0,03072$) lebih tinggi dibandingkan *pretest* ($M = 2,28$) ($t(19) = -30,682$; $p < 0,001$). Nilai Hedges’g sebesar 6,724 menunjukkan efek besar. Sementara itu, hasil uji N-Gain sebesar 0,55 atau 55,24% berada pada kategori sedang dengan tafsiran kurang efektif. Berdasarkan hasil penelitian, modul ajar berbasis *Problem Based Learning* (PBL) yang dikembangkan dinyatakan layak digunakan dan memberikan pengaruh signifikan terhadap peningkatan keterampilan berpikir kreatif siswa kelas V sekolah dasar, meskipun tingkat keefektifannya berada pada kategori sedang.

Kata kunci : modul ajar, *problem based learning*, keterampilan berpikir kreatif, norma.

ABSTRACT

**DEVELOPMENT OF A NORMS TEACHING MODULE BASED ON PROBLEM
BASED LEARNING (PBL) TO ENHANCE CREATIVE THINKING SKILLS OF FIFTH
GRADE ELEMENTARY SCHOOL
STUDENTS**

Herni Herlina
Sanata Dharma University
2026

*This study aims to develop a teaching module for norm material based on Problem Based Learning (PBL) to improve the creative thinking skills of fifth-grade elementary school students. The research method used is Research and Development (R&D) with the ADDIE development model which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects included three class teachers, four expert validators, and twenty fifth-grade elementary school students. The results showed that the teaching module was developed systematically through all stages of the ADDIE model. The quality of the teaching module was in the "very good" category with an average score of 3.77 on a Likert scale of 1–4, so it was declared suitable for use without revision. In addition, the results of the paired sample *t*-test showed a significant increase in students' creative thinking skills, with the average posttest score ($M = 3.22$; $SE = 0.03072$) being higher than the pretest ($M = 2.28$) ($t(19) = -30.682$; $p < 0.001$). The Hedges' *g* value of 6.724 indicates a large effect. Meanwhile, the *N*-Gain test result of 0.55 or 55.24% is in the moderate category and interpreted as less effective. Based on the research results, the developed Problem-Based Learning (PBL)-based teaching module is declared feasible to use and has a significant influence on improving the creative thinking skills of fifth-grade elementary school students, although its effectiveness level is in the moderate category.*

Keywords: teaching module, problem based learning, creative thinking skills, norms.