

ABSTRAK

PENGEMBANGAN MODUL AJAR MATERI TOLERANSI BERBASIS *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN KETERAMPILAN KOMUNIKASI SISWA KELAS IV SD

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Penelitian ini bertujuan untuk mengembangkan modul ajar materi toleransi berbasis *Problem Based Learning* (PBL) guna meningkatkan keterampilan komunikasi peserta didik kelas IV SD. Metode penelitian menggunakan model pengembangan ADDIE yang terdiri dari lima tahapan : *Analysis, Design, Development, Implementation, dan Evaluate*. Tahap analisis dilakukan melalui wawancara dengan tiga guru, observasi pembelajaran, studi dokumen, dan kuesioner tertutup. Tahap desain merancang struktur modul ajar sesuai Kurikulum Merdeka dengan mengintegrasikan lima sintaks PBL dalam tiga pertemuan pembelajaran. Tahap pengembangan menghasilkan modul ajar yang divalidasi oleh empat validator. Tahap implementasi melibatkan 26 peserta didik kelas IV SD Negeri Kentungan selama tiga pertemuan. Hasil validasi menunjukkan kualitas modul ajar “Sangat Baik” dengan skor 3,52. Efektivitas modul ajar diukur melalui perbandingan hasil kuesioner *pretest* dan *posttest* keterampilan komunikasi. Hasil menunjukkan peningkatan skor rata – rata meningkat dari 2,46 menjadi 3,61 atau sebesar 47% dengan kategori “Sedang”. Hasil uji *N-Gain* menunjukkan nilai 0,7658 atau 76,58% dengan kategori “Tinggi”. Hasil penelitian membuktikan bahwa modul ajar berbasis *Problem Based Learning* (PBL) efektif meningkatkan keterampilan komunikasi peserta didik pada materi toleransi.

Kata kunci : modul ajar, *Problem Based Learning*, keterampilan komunikasi, ADDIE

ABSTRACT

**DEVELOPMENT OF TEACHING MODULE ON TOLERANCE BASED ON
PROBLEM-BASED LEARNING TO IMPROVE COMMUNICATION SKILLS IN 4TH
GRADE ELEMENTARY SCHOOL STUDENTS**

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This study aims to develop a tolerance material teaching module based on Problem Based Learning (PBL) to improve the communication skills of fourth-grade elementary school students. The research method employs the ADDIE development model consisting of five stages: Analysis, Design, Development, Implementation, and Evaluate. The analysis stage was conducted through interviews with three teachers, learning observations, document studies, and closed questionnaires. The design stage structured the teaching module according to the Independent Curriculum by integrating five PBL syntax across three learning sessions. The development stage produced a teaching module validated by four validators. The implementation stage involved 26 fourth-grade students at SD Negeri Kentungan over three sessions. The validation results indicated "Very Good" quality of the teaching module with a score of 3,52. The effectiveness of the teaching module was measured through comparison of pretest and posttest communication skills questionnaire results. The results showed an increase in average scores from 2.46 to 3.61, or 47% with a "Moderate" category. The N-Gain test results showed a value of 0.7658 or 76.58% with a "High" category. The research findings prove that the Problem Based Learning (PBL)-based teaching module is effective in improving students' communication skills on tolerance material.

Keywords: *teaching module, problem based learning, communication skills, ADDIE*