

ABSTRAK

**“PENGEMBANGAN MODUL KERAGAMAN SUKU BUDAYA
DI INDONESIA BERBASIS *PROJECT BASED LEARNING*
UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS
SISWA KELAS III SEKOLAH DASAR”**

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2026

Penelitian ini dilakukan dengan latar belakang masalah belajar siswa yang berkaitan dengan kemampuan berpikir kritis. Siswa kurang mampu berpikir kritis dalam melaksanakan kegiatan pembelajaran berbasis *Project Based Learning* (PjBL), sehingga penelitian ini bertujuan untuk 1) mengembangkan modul keragaman suku budaya di Indonesia berbasis *Project Based Learning* menggunakan langkah-langkah ADDIE 2) mengetahui kualitas modul keragaman suku budaya di Indonesia berbasis *Project Based Learning* dalam meningkatkan keterampilan berpikir kritis siswa kelas III di Sekolah Dasar dengan skala rata-rata 3.68 “Sangat Baik” 3) efektifitas modul keragaman suku budaya di Indonesia berbasis *Project Based Learning* meningkatkan keterampilan berpikir kritis siswa kelas III di Sekolah Dasar.

Penelitian ini merupakan penelitian pengembangan (*Research and Development*) dengan menggunakan model ADDIE terdiri dari *Analyze, Design, Development, Implementation* dan *Evaluation*. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, kuesioner dan tes. Teknik analisis data menggunakan kuantitatif dan kualitatif.

Hasil penelitian dan pengembangan ini menunjukkan bahwa 1) Langkah-langkah pengembangan model ADDIE berjalan dengan sistematis; 2) Kualitas modul ajar berdasarkan hasil validasi oleh validator berkualitas “Sangat Baik” dengan rincian skor ahli materi sebesar 3,59, ahli desai sebesar 3,53, dan guru praktisi sebesar 3,84; 3) Berdasarkan hasil *pretest* dan *posttest*, diperoleh data adanya peningkatan berpikir kritis pada siswa dalam pembelajaran PjBL sebesar 28,08 point. Rerata hasil *pretest* 53.07 dan rerata hasil *posttest* 81.15 sehingga modul ini efektif digunakan sebagian media pembelajaran untuk meningkatkan kemampuan berpikir kritis.

Kata Kunci : Keragaman Suku Budaya, *Project Based Learning*, Berpikir Kritis, Modul Ajar

ABSTRACT

**"DEVELOPMENT OF A PROJECT-BASED LEARNING MODULE
ON ETHNIC DIVERSITY IN INDONESIA TO IMPROVE CRITICAL
THINKING SKILLS OF GRADE III ELEMENTARY SCHOOL STUDENTS"**

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This research was conducted against the backdrop of student learning challenges related to critical thinking skills. Students lack critical thinking skills when implementing Project-Based Learning (PjBL) activities. Therefore, this study aims to: 1) develop a Project-Based Learning module on ethnic and cultural diversity in Indonesia using the ADDIE steps; 2) determine the quality of the Project-Based Learning module on ethnic and cultural diversity in Indonesia in improving the critical thinking skills of third-grade elementary school students, with an average score of 3.68 (Very Good); and 3) determine the effectiveness of the Project-Based Learning module on ethnic and cultural diversity in Indonesia in improving the critical thinking skills of third-grade elementary school students.

This research is a research and development (R&D) study using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques used were interviews, observation, questionnaires and tests. Data analysis techniques used were quantitative and qualitative.

The results of this research and development show that 1) The steps in developing the ADDIE model run systematically 2) The quality of the teaching module based on the validation results by the validator is of "Very Good" quality 3) Based on the results of the pretest and posttest, data obtained showed an increase in critical thinking in students in PjBL learning by 28.08 points. The average pretest result was 53.07 and the average posttest result was 81.15 so that this module is effectively used as part of the learning media to improve critical thinking skills.

Keywords: *Ethnic Cultural Diversity, Project Based Learning, Critical Thinking, Teaching Module*