

## ABSTRAK

Proses pembelajaran matematika di tingkat SMP masih kurang dalam mendukung peserta didik mempersiapkan diri menghadapi Tes Kemampuan Akademik (TKA). Pembelajaran yang masih berfokus pada hafalan rumus menyebabkan peserta didik kesulitan dalam memahami konsep dan menyelesaikan soal berbasis penalaran. Proses pembelajaran belum sepenuhnya membantu peserta didik belajar secara reflektif, serta belum mendorong peserta didik untuk mengaitkan pengalaman belajar dengan pemahaman konsep secara mendalam. Oleh karena itu, diperlukan pengembangan modul ajar yang dapat mendukung proses belajar secara lebih bermakna. Penelitian ini bertujuan untuk: (1) mengembangkan modul ajar persiapan TKA matematika SMP berbasis PPR, dan (2) menganalisis kemampuan modul dalam memfasilitasi proses belajar peserta didik berdasarkan gaya belajar dan kemampuan awal matematika. Jenis penelitian ini adalah *Research and Development (R&D)* dengan model pengembangan ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Penelitian dilaksanakan pada peserta didik kelas IX SMP Negeri 1 Kalasan. Data dikumpulkan melalui observasi, wawancara, angket, validasi ahli, dan persiapan Tes Kemampuan Akademik. Teknik analisis data yang digunakan meliputi analisis deskriptif kuantitatif, serta analisis deskriptif kualitatif.

Hasil penelitian menunjukkan bahwa: 1) modul ajar yang telah berhasil dikembangkan melalui lima tahapan ADDIE, dinyatakan layak dengan kevalidan 81,43% (valid), kepraktisan 93,75% (sangat praktis), dan keefektifan 56,11% (cukup efektif); 2) modul ajar mampu memfasilitasi proses belajar peserta didik berdasarkan gaya belajar dan kemampuan awal, ditunjukkan dengan sebagian besar nilai TKA pada rentang 70–90. Oleh karena itu, modul ajar persiapan TKA matematika SMP berbasis PPR yang telah dikembangkan dapat membantu meningkatkan kesiapan peserta didik dalam menghadapi TKA.

**Kata kunci:** modul ajar, paradigma pedagogi reflektif, tes kemampuan akademik

**ABSTRACT**

*The mathematics learning process at the junior high school level is still inadequate in supporting students' preparation for the Academic Ability Test (TKA). Learning that still focuses on memorizing formulas makes it difficult for students to understand concepts and solve reasoning-based problems. The learning process does not fully support students' reflective learning and does not encourage students to connect learning experiences with in-depth conceptual understanding. Therefore, the development of teaching modules that can support the learning process more meaningfully is needed. This study aims to: (1) develop a teaching module for preparing for the Junior High School Mathematics TKA based on PPR, and (2) analyze the module's ability to facilitate students' learning process based on their learning styles and initial mathematical abilities. This type of research is Research and Development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The study was conducted on grade IX students of SMP Negeri 1 Kalasan. Data were collected through observation, interviews, questionnaires, expert validation, and preparation for the Academic Ability Test. Data analysis techniques used included quantitative descriptive analysis and qualitative descriptive analysis.*

*The results of the study showed that: 1) the teaching module that had been successfully developed through the five stages of ADDIE, was declared feasible with a validity of 81.43% (valid), practicality of 93.75% (very practical), and effectiveness of 56.11% (quite effective); 2) the teaching module was able to facilitate the learning process of students based on their learning styles and initial abilities, indicated by the majority of TKA scores in the range of 70–90. Therefore, the PPR-based junior high school mathematics TKA preparation teaching module that has been developed can help improve students' readiness in facing TKA.*

**Keywords:** *teaching module, reflective pedagogy paradigm, academic ability test*