

ABSTRAK

PENGEMBANGAN MODUL AJAR *DEEP LEARNING* KELAS II “PERKALIAN” MODEL PBL DAN MEDIA INTERAKTIF

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Penelitian ini dilatarbelakangi oleh kebutuhan guru kelas II SD Kanisius Sengkan dan SD Kanisius Duwet dalam mengembangkan pembelajaran matematika berbasis pendekatan *deep learning* yang *meaningful*, *mindful*, dan *joyful*. Dari hasil kuesioner kepada 3 guru kelas II, diperoleh informasi bahwa guru membutuhkan contoh modul ajar *deep learning* untuk materi perkalian menggunakan model *Problem Based Learning* (PBL) dengan media interaktif. Selain itu, dari 28 peserta didik kelas IIC SD Kanisius Sengkan, sebanyak 20 peserta didik (71%) mengalami kesulitan dalam mempelajari konsep penjumlahan berulang dan 24 peserta didik (85%) kesulitan dalam mempelajari kalimat perkalian. Berdasarkan temuan tersebut, peneliti melakukan pengembangan Modul Ajar *Deep Learning* Kelas II "Perkalian" Model Pembelajaran *Problem Based Learning* dan Media Interaktif untuk SD Kanisius Sengkan, yang disusun untuk dua kali pertemuan. Metode penelitian yang digunakan adalah *Research and Development* (R&D) dengan model ADDIE, meliputi tahap *Analyze*, *Design*, *Develop*, *Implement*, dan *Evaluate*. Modul divalidasi oleh tiga ahli, yaitu dosen pembimbing, ahli media, dan guru kelas II, dan memperoleh skor rata-rata 3,6 dari rentang 1–4 dengan kategori "Sangat Baik" sehingga layak diujicobakan. Uji coba dilakukan secara terbatas untuk dua kali pertemuan kepada 28 peserta didik kelas IIC SD Kanisius Sengkan. Hasil uji coba menunjukkan bahwa peserta didik mengalami peningkatan pemahaman pada kedua pertemuan: rata-rata nilai *pretest* pertemuan pertama adalah 51,4% meningkat menjadi 77,8% pada *posttest*, dan rata-rata nilai *pretest* pertemuan kedua adalah 48,5% meningkat menjadi 75,7% pada *posttest*, dengan 92,8% peserta didik mencapai nilai di atas KKTP pada pertemuan pertama dan 82,1% pada pertemuan kedua.

Kata Kunci: Modul Ajar, *Deep Learning*, Perkalian, *Problem Based Learning*, Media Interaktif, ADDIE

ABSTRACT

**DEVELOPMENT OF A GRADE II DEEP LEARNING TEACHING MODULE
"MULTIPLICATION" USING THE PBL MODEL AND INTERACTIVE MEDIA**

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This research was motivated by the needs of Grade II teachers at SD Kanisius Sengkan and SD Kanisius Duwet in developing mathematics learning based on a deep learning approach that is meaningful, mindful, and joyful. Based on questionnaire results from 3 Grade II teachers, it was found that teachers required an example of a deep learning teaching module for multiplication material using the Problem Based Learning (PBL) model with interactive media. Furthermore, out of 28 students in Grade IIC at SD Kanisius Sengkan, 20 students (71%) experienced difficulties in learning the concept of repeated addition and 24 students (85%) struggled with understanding multiplication sentences. Based on these findings, the researcher developed a Grade II Deep Learning Teaching Module on "Multiplication" using the Problem Based Learning Model and Interactive Media for SD Kanisius Sengkan, designed for two learning sessions. The research method used was Research and Development (R&D) with the ADDIE model, comprising the stages of Analyze, Design, Develop, Implement, and Evaluate. The module was validated by three experts, namely the supervising lecturer, a media expert, and a Grade II classroom teacher, obtaining an average score of 3.6 on a scale of 1–4, categorized as "Very Good," and therefore deemed suitable for trial. A limited trial was conducted over two sessions involving 28 students of Grade IIC at SD Kanisius Sengkan. The results showed that students demonstrated improved understanding in both sessions: the average pretest score in the first session was 51.4%, which increased to 77.8% in the posttest, and the average pretest score in the second session was 48.5%, which increased to 75.7% in the posttest, with 92.8% of students achieving scores above the KKTP in the first session and 82.1% in the second session.

Keywords: Teaching Module, Deep Learning, Multiplication, Problem Based Learning, Interactive Media, ADDIE