

ABSTRAK

PENGEMBANGAN MODUL AJAR *DEEP LEARNING* KELAS II PECAHAN MODEL PBL DAN MEDIA INTERAKTIF

Vina Azahra Damayanti

Universitas Sanata Dharma

2026

Penelitian ini dilatarbelakangi oleh kebutuhan guru kelas II SD Kanisius Duwet dalam mengembangkan pembelajaran matematika berbasis pendekatan *deep learning* yang *meaningful*, *mindful*, dan *joyful*. Berdasarkan analisis kebutuhan terbuka dan tertutup, peneliti melakukan pengembangan Modul Ajar *Deep Learning* Kelas II Materi Pecahan dengan Model PBL dan Media Interaktif untuk SD Kanisius Duwet yang disusun untuk dua kali pertemuan. Metode penelitian yang digunakan adalah *Research and Development* (R&D) dengan model ADDIE, meliputi tahap *Analyze*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Subjek penelitian ini adalah 29 peserta didik kelas II SD yang berperan sebagai pelaksana uji coba modul ajar dalam proses pembelajaran. Subjek validasi produk adalah tiga ahli, yaitu dosen pembimbing, ahli media, dan guru kelas II. Pengumpulan data dilakukan dengan menggunakan instrument kuesioner dan analisis data menggunakan metode kualitatif dan kuantitatif.

Hasil penelitian menunjukkan bahwa: (1) produk modul ajar pendekatan *deep learning* berhasil dikembangkan menggunakan metode R&D ADDIE dengan integrasi model PBL dan media interaktif; (2) hasil validasi produk memperoleh skor rata-rata 3,6 dari rentang 1–4 dengan kategori “Sangat Baik” sehingga layak diujicobakan; dan (3) hasil uji coba menunjukkan peningkatan hasil belajar peserta didik pada materi pecahan. Pada pertemuan I, seluruh peserta didik (100%) berhasil mencapai nilai di atas KKTP dengan rata-rata 97,59. Pada pertemuan II, sebanyak 27 peserta didik (93%) mencapai nilai di atas KKTP dengan rata-rata 80,69, sedangkan 2 peserta didik (7%) masih berada di bawah KKTP. Secara keseluruhan, modul ajar yang dikembangkan mampu mendukung peningkatan pemahaman konsep pecahan peserta didik kelas II SD.

Kata Kunci: Modul Ajar, *Deep Learning*, Pecahan, *Problem-based Learning*, Media Interaktif.

ABSTRACT

DEVELOPMENT OF A DEEP LEARNING TEACHING MODULE FOR GRADE II FRACTIONS USING THE PBL MODEL AND INTERACTIVE MEDIA

Vina Azahra Damayanti

Sanata Dharma University

2026

This research was motivated by the need for second-grade teachers at Kanisius Duwet Elementary School to develop meaningful, mindful, and joyful mathematics instruction based on a deep learning approach. Based on an open and closed needs analysis, the researchers developed a second-grade Deep Learning Teaching Module for Fractions using the PBL Model and Interactive Media for Kanisius Duwet Elementary School, designed for two meetings.

The research method used was Research and Development (R&D) with the ADDIE model, encompassing the stages of Analysis, Design, Development, Implementation, and Evaluation. The subjects of this study were 29 second-grade students who served as the module's pilot testers during the learning process. The product validation subjects were three experts: a supervising lecturer, a media expert, and a second-grade teacher. Data collection was conducted using a questionnaire, and data analysis employed qualitative and quantitative methods.

The results showed that: (1) the deep learning approach teaching module was successfully developed using the ADDIE R&D method, integrating the PBL model and interactive media; (2) the product validation results obtained an average score of 3.6 from a range of 1–4 with the category of “Very Good” so it is worthy of being tested; and (3) the trial results showed an increase in student learning outcomes on fraction material. At the first meeting, all students (100%) succeeded in achieving a score above the KKTP with an average of 97.59. At the second meeting, as many as 27 students (93%) achieved a score above the KKTP with an average of 80.69, while 2 students (7%) were still below the KKTP. Overall, the developed teaching module was able to support an increase in the understanding of the concept of fractions of grade II elementary school students.

Keywords: *Learning Module, Deep Learning, Fractions, Problem-based Learning, Interactive Media.*