

ABSTRAK

PENGEMBANGAN MODUL AJAR *DEEP LEARNING* KELAS III MATERI SUDUT DENGAN MODEL PJBL DAN MEDIA INTERAKTIF

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Penelitian ini dilatarbelakangi oleh kebutuhan guru kelas III terhadap modul ajar *deep learning* berbasis *Project Based Learning* (PjBL) dengan media interaktif. Guru juga menyatakan bahwa peserta didik kelas III mengalami kesulitan memahami materi sudut (jenis, pengukuran, dan penggambaran sudut). Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan serta kualitas modul ajar *deep learning* berbasis PjBL pada materi sudut dengan media interaktif bagi peserta didik kelas III.

Jenis penelitian ini *Research and Development* (R&D) dengan model ADDIE, yaitu 1) *Analyze*, membagikan kuesioner kepada empat guru dan peserta didik kelas III untuk mengidentifikasi kebutuhan; 2) *Design*, menyusun kisi-kisi modul ajar *deep learning*; 3) *Develop*, menyusun produk, melakukan validasi oleh tiga validator, serta revisi produk; 4) *Implement*, melaksanakan uji coba modul ajar kepada peserta didik kelas III di SD Karitas Nandan; 5) *Evaluate*, menganalisis hasil *posttest* terkait materi sudut setelah dua kali pertemuan.

Data dikumpulkan melalui kuesioner kebutuhan, lembar validasi produk yang dinilai oleh tiga validator (dosen, ahli media, dan guru SD), serta tes (*pretest* dan *posttest*). Hasil penelitian menunjukkan skor validasi sebesar 3.7 dari dosen, 3.7 dari ahli media, dan 3.4 dari guru, dengan skor rata-rata 3.6 (rentang nilai 1–4) yang artinya sangat baik. Hasil uji coba pada 13 peserta didik menunjukkan hasil: 10 peserta didik (76,9%) mencapai nilai di atas KKTP (70), sedangkan 3 peserta didik (23,1%) belum mencapai KKTP. Dengan demikian, modul ajar berbasis PjBL dengan media interaktif membantu peserta didik memahami materi sudut.

Kata kunci: *Deep Learning*; *Project Based Learning*; Media Interaktif; R&D; Sekolah Dasar; Sudut

ABSTRACT

***DEVELOPMENT OF A DEEP LEARNING TEACHING MODULE ON
“ANGLES” FOR THIRD GRADE THROUGH THE PJBL MODEL AND
INTERACTIVE MEDIA***

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This study is motivated by the needs of third-grade teachers for a deep learning-based teaching module using Project Based Learning (PjBL) supported by interactive media. Teachers also reported that third-grade students experienced difficulties in understanding angle material (types, measurement, and drawing of angles). This study aims to describe the development process and the quality of a deep learning-based teaching module using PjBL with interactive media for third-grade students.

This study employed a Research and Development (R&D) method using the ADDIE model, consisting of: (1) Analyze, distributing questionnaires to four teachers and third-grade students to identify needs; (2) Design, developing the module framework; (3) Develop, producing the module, validating it with three validators, and revising the product; (4) Implement, conducting a trial with third-grade students at SD Karitas Nandan; and (5) Evaluate, analyzing posttest results on angle material after two learning sessions.

Data were collected through needs analysis questionnaires, product validation sheets assessed by three validators (a lecturer, a media expert, and an elementary school teacher), and tests (pretest and posttest). The results showed validation scores of 3.7 from the lecturer, 3.7 from the media expert, and 3.4 from the teacher, with an average score of 3.6 on a 1–4 scale (very good). The trial involving 13 students showed that 10 students (76.9%) achieved scores above the minimum mastery criterion (70), while 3 students (23.1%) did not. Thus, the PjBL-based teaching module supported by interactive media helps students understand angle material.

Keywords: Deep Learning; Project Based Learning; Interactive Media; R&D; Elementary School; Angles