

## ABSTRAK

### **PENGEMBANGAN MODUL AJAR *DEEP LEARNING* KELAS 1 MATERI “NILAI TEMPAT” MODEL *PROBLEM BASED LEARNING* (PBL) DAN MEDIA INTERAKTIF**

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Penelitian ini dilatarbelakangi oleh kebutuhan guru terhadap modul ajar berbasis *Deep Learning* serta kesulitan peserta didik kelas I SD Kanisius Duwet dalam memahami konsep nilai tempat bilangan 11–20. Hasil analisis kebutuhan menunjukkan bahwa 17 dari 24 peserta didik (71%) mengalami kesulitan membedakan puluhan dan satuan, sedangkan 20 peserta didik (83%) mengalami kesulitan menentukan dan membaca nilai tempat. Penelitian ini bertujuan untuk (1) mengembangkan modul ajar *Deep Learning* materi nilai tempat menggunakan model *Problem Based Learning* (PBL) dan media interaktif, (2) mengetahui kualitas modul ajar, dan (3) mengetahui efektivitasnya dalam meningkatkan pemahaman peserta didik.

Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap *Analysis*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Produk yang dikembangkan berupa modul ajar untuk dua kali pertemuan dan divalidasi oleh ahli materi, ahli media, serta praktisi pendidikan.

Hasil penelitian menunjukkan bahwa modul ajar memperoleh skor validasi rata-rata 3,4 dari skala 4 dengan kategori baik dan layak digunakan. Uji coba terhadap 24 peserta didik menunjukkan peningkatan rata-rata nilai evaluasi dari 81,25 pada pertemuan pertama menjadi 89,17 pada pertemuan kedua. Persentase peserta didik yang mencapai nilai di atas KKTP juga meningkat dari 75% menjadi 91,7%. Dengan demikian, modul ajar yang dikembangkan layak dan efektif untuk meningkatkan pemahaman peserta didik kelas I sekolah dasar mengenai nilai tempat.

Kata kunci: *Deep Learning*, modul ajar, nilai tempat, *Problem Based Learning*, media interaktif.

**ABSTRACT**

**DEVELOPMENT OF A DEEP LEARNING TEACHING MODULE FOR GRADE  
1 “PLACE VALUE” USING THE PROBLEM BASED LEARNING (PBL) MODEL AND  
INTERACTIVE MEDIA**

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*This research was motivated by the need for Deep Learning-based teaching modules and the difficulties faced by Grade 1 students at SD Kanisius Duwet in understanding the concept of place value for numbers 11–20. A needs analysis revealed that 17 out of 24 students (71%) struggled to distinguish between tens and ones, while 20 students (83%) had difficulty determining and reading place values. The study aimed to (1) develop a Deep Learning teaching module on place value using the Problem-Based Learning (PBL) model and interactive media, (2) assess the quality of the teaching module, and (3) determine its effectiveness in improving student understanding.*

*The study employed the Research and Development (R&D) method using the ADDIE model, comprising the stages of Analysis, Design, Development, Implementation, and Evaluation. The developed product consists of a teaching module designed for two sessions, validated by subject matter experts, media experts, and education practitioners.*

*The results indicate that the teaching module achieved an average validation score of 3.4 out of 4, placing it in the "good" category and deeming it suitable for use. Trials involving 24 students showed an increase in average evaluation scores from 81.25 in the first session to 89.17 in the second session. The percentage of students achieving scores above the Minimum Competency Achievement Criteria (KKTP) also rose from 75% to 91.7%. Thus, the developed teaching module is both suitable and effective for enhancing Grade 1 students' understanding of place value.*

**Keywords:** *Deep Learning, teaching module, place value, Problem-Based Learning, interactive media.*