

ABSTRAK

Oktavi, Theresia Avila Clarita. 2026. Pengembangan Modul Pembelajaran Keterampilan Berbahasa Berbasis Pedagogi Reflektif untuk Meningkatkan Kemampuan Berpikir Kritis Murid Kelas 1 SD dalam Perspektif John Dewey. Tesis. Yogyakarta: MPBInd, FKIP, Universitas Sanata Dharma

Penelitian ini bertujuan untuk mengembangkan modul pembelajaran keterampilan berbahasa berbasis pedagogi reflektif dalam perspektif John Dewey guna meningkatkan kemampuan berpikir kritis murid kelas 1 SD. Pengembangan modul ini dilatarbelakangi oleh kebutuhan guru dan murid terhadap bahan ajar yang tidak hanya melatih keterampilan berbahasa, tetapi juga mendorong proses refleksi dan pengembangan kemampuan berpikir kritis sejak dini. Modul yang dihasilkan mengintegrasikan empat keterampilan berbahasa (menyimak, berbicara, membaca permulaan, dan menulis permulaan). Modul ini dirancang sesuai dengan tahapan kemampuan berpikir kritis menurut John Dewey. Signifikansi penelitian ini terletak pada kontribusinya dalam menyediakan bahan ajar inovatif yang mampu menumbuhkan kemampuan berpikir kritis melalui pengalaman belajar yang bermakna dan reflektif.

Metode yang digunakan dalam penelitian ini adalah *Research and Development* (R&D) dengan model pengembangan ADDIE yang meliputi lima tahap, yaitu *Analyze*, *Design*, *Develop*, *Implementation*, dan *Evaluate*. Tahap *Analyze* dilakukan untuk mengidentifikasi kebutuhan dan kesenjangan pembelajaran di lapangan. Tahap *Design* berfokus pada perancangan modul pembelajaran keterampilan berbahasa. Tahap *Develop* mencakup pengembangan prototipe modul, validasi ahli, dan revisi produk. Tahap *Implementation* dilakukan melalui uji coba terbatas kepada murid kelas 1 SD, sedangkan tahap *Evaluate* melibatkan evaluasi formatif dan sumatif melalui *pretest* dan *posttest* untuk mengukur efektivitas modul dalam meningkatkan kemampuan berpikir kritis murid.

Hasil penelitian menunjukkan tiga temuan utama. Pertama, kebutuhan pengembangan modul pembelajaran keterampilan berbahasa berbasis pedagogi reflektif mengungkap adanya kesenjangan antara pembelajaran ideal dan praktik di lapangan, khususnya belum tersedianya bahan ajar yang mampu mengintegrasikan keterampilan berbahasa dengan pengembangan kemampuan berpikir kritis murid kelas 1 SD. Kedua, proses pengembangan modul dilakukan secara sistematis melalui tahap *Design* dan *Develop*, yang menghasilkan produk dengan kualitas rerata keseluruhan 3,77 yang termasuk kategori “sangat baik”. Ketiga, hasil uji efektivitas melalui tahap *Implementation* dan *Evaluate* menunjukkan bahwa modul yang dikembangkan berpengaruh signifikan terhadap peningkatan kemampuan berpikir kritis siswa, dengan hasil uji *paired samples t-test* yang menunjukkan perbedaan signifikan antara skor *pretest* dan *posttest* ($t(25) = 6,058$, $p = 0,001$), besar pengaruh sebesar 61,39% ($r = 0,77$) yang tergolong efek besar, serta tingkat efektivitas sebesar 41,81%. Dengan demikian, modul pembelajaran keterampilan berbahasa berbasis pedagogi reflektif ini terbukti layak, berkualitas sangat baik, dan efektif dalam meningkatkan kemampuan berpikir kritis murid kelas 1 SD.

Kata kunci: modul pembelajaran, keterampilan berbahasa, berpikir kritis, pedagogi reflektif.

ABSTRACT

Oktavi, Theresia Avila Clarita. 2026. *Development of a Language Skills Learning Module Based on Reflective Pedagogy to Improve Critical Thinking Skills of Grade 1 Elementary School Students from John Dewey's Perspective*. Thesis. Yogyakarta: MPBInd, Faculty of Teacher Training and Education, Sanata Dharma University.

This study aims to develop a language skills learning module based on reflective pedagogy from John Dewey's perspective to enhance the critical thinking abilities of first-grade elementary school students. The development of this module is motivated by the need of teachers and students for instructional materials that not only train language skills but also encourage reflection processes and the early development of critical thinking. The resulting module integrates four language skills (listening, speaking, early reading, and early writing). It is designed in accordance with the stages of critical thinking ability proposed by John Dewey. The significance of this study lies in its contribution to providing innovative teaching materials that foster critical thinking through meaningful and reflective learning experiences.

The method used in this study is Research and Development (R&D) with the ADDIE development model, which includes five stages: Analyze, Design, Develop, Implementation, and Evaluate. The Analyze stage was conducted to identify needs and learning gaps in the field. The Design stage focused on planning the language skills learning module. The Develop stage included prototype development, expert validation, and product revision. The Implementation stage was carried out through limited trials with first-grade elementary students, while the Evaluate stage involved formative and summative evaluation through pretests and posttests to measure the effectiveness of the module in improving students' critical thinking skills.

The results of the study show three main findings. First, the need for developing a reflective pedagogy-based language skills learning module reveals a gap between ideal learning conditions and actual practices in the field, particularly the absence of teaching materials that integrate language skills with the development of critical thinking abilities in first-grade students. Second, the module development process was conducted systematically through the Design and Develop stages, resulting in a product with an overall average quality score of 3.77, categorized as "very good." Third, the effectiveness test results from the Implementation and Evaluate stages indicate that the developed module has a significant effect on improving students' critical thinking abilities, as shown by the paired samples t-test results indicating a significant difference between pretest and posttest scores ($t(25) = 6.058, p = 0.001$), with an effect size of 61.39% ($r = 0.77$), categorized as a large effect, and an effectiveness level of 41.81%. Therefore, the reflective pedagogy-based language skills learning module is proven to be feasible, of very good quality, and effective in improving the critical thinking abilities of first-grade elementary school students.

Keywords: learning module, language skills, critical thinking, reflective pedagogy.