ABSTRAK

Dinda Maisyarah, NIM 4171131010 (2017). Pengembangan Modul Berbasis *Guided Inquiry* Pada Pokok Bahasan Laju Reaksi

Penelitian ini bertujuan untuk merancang modul berbasis *guided inquiry* pada pokok bahasan laju reaksi serta menganalsis kelayakan modul berbasis *guided inquiry* pada pokok bahasan laju reaksi. Metode dalam penelitian ini menggunakan metode penelitian dan pengembangan atau *Research and Development* yang dibatasi hanya sampai 5 tahap yaitu tahap pengumpulan data dan informasi, tahap perencanaan produk, tahap pengembangan produk awal, tahap uji coba lapangan awal serta tahap revisi hasil uji coba. Subjek penelitian adalah modul berbasis *guided inquiry*. Objek penelitian adalah materi laju reaksi.Produk yang dikembangkan divalidasi oleh 4 orang validator ahli yang terdiri dari 2 orang validator ahli materi dan 2 orang validator ahli media. Selain itu juga dilihat respon 2 orang guru kimia. Uji coba lapangan awal dilakukan dengan memberikan lembaran angket kepada 8 orang siswa. Hasil penelitian menunjukkan bahwa modul berbasis *guided inquiry* pada pokok bahasan laju reaksi dinyatakan layak setelah dilakukan validasi oleh ahli materi, ahli media, respon guru dan siswa. Penilaian ahli materi dengan persentase rata-rata 83,10% dengan kategori valid/layak, penilaian ahli media dengan persentase rata-rata 83,09% dengan kategori valid/layak, persentase respon guru 87,49% dengan kategori sangat menarik dan persentase respon siswa 83,08% dengan kategori sangat menarik.

Kata Kunci: Modul,*guided inquiry*,kelayakan modul, kemenarikan modul

ABSTRACT

Dinda Maisyarah, NIM 4171131010 (2017). Development of Guided Inquiry Module Based on the Subject of Reaction Rate

This study aims to design a guided inquiry-based module on the subject of reaction rates and to analyze the feasibility of a guided inquiry-based module on the subject of reaction rates. The method in this research uses the research and development or Research and Development method which is limited to only 5 stages, namely the data and information collection stage, the product planning stage, the initial product development stage, the initial field trial stage and the revision stage of the trial results. The research subject was a guided inquiry-based module. The object of research was the material reaction rate. The product developed was validated by 4 expert validators consisting of 2 material expert validators and 2 media expert validators. In addition, the responses of 2 chemistry teachers were also seen. Initial field trials were carried out by giving questionnaire sheets to 8 students. The results showed that the guided inquiry-based module on the subject of reaction rates was declared feasible after validation by material experts, media experts, teacher and student responses. Evaluation of material experts with an average percentage of 83.10% with the valid / feasible category, the assessment of media experts with an average percentage of 83.09% with the valid / feasible category, the percentage of teacher responses to 87.49% with the very interesting category and the percentage of responses 83.08% students with very interesting category.

Keywords: Module, guided inquiry, module eligibility, module attractiveness