

ABSTRAK

Juan Samuel Simanjuntak, NIM 4183331016 (2022). Pengembangan Modul Pembelajaran Kimia Berbasis Problem Based Learning (PBL) pada Materi Kelarutan dan Hasil Kali Kelarutan di Kelas XI SMA Negeri 15 Medan.

Penelitian ini bertujuan untuk mengetahui pengembangan modul pembelajaran kimia berbasis Problem Based Learning (PBL) pada Produk Kelarutan dan Kelarutan pada Siswa Kelas XI SMA Negeri 15 Medan. Sampel dalam penelitian ini terdiri dari satu kelas yang terdiri dari 30 siswa yang diajar menggunakan model Problem Based Learning. Instrumen yang digunakan adalah tes berupa soal essay. Hasil penelitian menunjukkan bahwa 1) modul pembelajaran berbasis Problem Based Learning pada materi kelarutan dan hasil kali kelarutan pembelajaran kimia yang dikembangkan berdasarkan expert judgement telah memenuhi standar kelayakan BSNP, rata-rata hasil validasi diperoleh skor kelayakan isi rata-rata (3,84), kelayakan bahasa (3,75), kelayakan penyajian (3,75), dan kelayakan grafis (3,76); 2) berdasarkan penilaian tanggapan guru dan siswa yang telah memenuhi standar kelayakan BSNP diperoleh berdasarkan materi (3,84), penampilan (3,87) dan manfaat (3,69); 3) hasil belajar siswa setelah diajar menggunakan modul pembelajaran kimia Problem Based Learning lebih tinggi dari KKM (75) dengan rata-rata 81,07.

Kata Kunci: Problem Based Learning, HOTS, modul, hasil belajar, BSNP



ABSTRACT

Juan Samuel Simanjuntak, NIM 4183331016 (2022), Development of Problem Based Learning (PBL) Chemistry Learning Module on Solubility and Solubility Products in Class XI SMA Negeri 15 Medan.

This study aims to determine the development of a chemistry learning module based on Problem Based Learning (PBL) on Solubility and Solubility Products in Class XI SMA Negeri 15 Medan. The sample in this study consisted of one class consisting of 30 students who were taught using the Problem Based Learning model. The instrument used is a test in the form of essay questions. The results showed that 1) the learning module based on Problem Based Learning on the material solubility and solubility product of chemistry learning which was developed based on expert judgment had met the BSNP eligibility standard, the average validation results obtained an average content feasibility score (3.84), the feasibility language (3.75), feasibility of presentation (3.75) and feasibility of graphics (3.76); 2) based on the assessment of teacher and student responses that have met the BSNP eligibility standards obtained based on material (3.84), appearance (3.87) and benefits (3.69); 3) student learning outcomes after being taught using Problem Based Learning chemistry learning modules are higher than the KKM (75) with an average of 81.07.

Keywords: *Problem Based Learning, HOTS, module, learning outcomes, BSNP*

