

TABLE OF CONTENT

APPROVAL SHEET	i
ORIGINALITY STATEMENT	ii
PUBLICATION AGREEMENT	iii
BIOGRAPHY	iv
ABSTRACT	v
PREFACE	vi
TABLE OF CONTENT	viii
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF APPENDIXES	xiii
CHAPTER I INTRODUCTION	1
1.1. Background of the Problem	1
1.2. Problem Identification	5
1.3. Scope of Research	5
1.4. Formulation of the Problem	5
1.5. Research Objectives	6
1.6 Benefits of Research	6
CHAPTER II LITERATURE REVIEW	7
2.1. Learning Innovation in Chemistry Teaching	7
2.2. Teaching Materials	8
2.2.1. Definition of Teaching Materials	8
2.2.2. Types of Teaching Materials	8
2.2.3. Functions of Teaching Materials	8
2.3. E-Module	9
2.3.1. Definition of E-module	9
2.3.2. Steps in Developing Modules	9
2.3.3. Benefits of E-module	10
2.4. Virtual Laboratory	11
2.4.1. Teaching Material with Virtual Laboratory	11
2.4.2. Advantages and Weaknesses of Virtual laboratory	11

2.4.3.	Praxilabs	12
2.5.	Critical Thinking Skills	12
2.5.1.	Critical Thinking Indicators	13
2.5.2.	Benefits of Critical Thinking Skills	13
2.6.	Acid Base Titration	13
2.6.1.	Standard Solution	14
2.6.2.	Principles of Acid-Base Titration.....	14
2.6.3.	Acid Base Indicator.....	15
2.6.4.	Calculating pH	16
2.6.5.	Types of Acid-Base Titrations	16
2.7.	Framework Thinking	17
2.8.	Hypothesis	18
2.8.1.	Statistical hypothesis.....	18
2.8.2.	Verbal hypothesis.....	18
CHAPTER III RESEARCH METHODOLOGY		19
3.1.	Location and Time of Research.....	19
3.2.	Population and Sample	19
3.3.	Research Design	19
3.4.	Operational Definition.....	20
3.5.	Research Instrument	21
3.5.1.	Instruments of Media, Material, and Test Experts.....	21
3.5.2.	Test Instrument.....	22
3.6.	Data Collection Technique	23
3.6.1.	Questionnaire	23
3.6.2.	Validation.....	23
3.6.3.	Documentation	24
3.7.	Research Procedure	24
3.8.	Data Analysis.....	26
3.8.1.	Product Feasibility Assessment Data by Experts.....	26
3.8.2.	Pre-test and Post-test.....	27
3.8.3.	Normality test.....	28
3.8.4.	Hypothesis Test.....	28

CHAPTER IV RESEARCH RESULTS AND DISCUSSION.....	29
4.1. Design of E-Module Integrated with Virtual Laboratory on Acid-Base Titration Material.....	29
4.1.1. Integrated Virtual Laboratory	29
4.1.2. Systematics of E-module.....	32
4.2. Standardization of E-Module Integrated with Virtual Laboratory on Acid-Base Titration Material.....	36
4.2.1. Expert Validation	36
4.2.2. Revision	37
4.3. Students' Activities in Teaching Acid-Base Titration	42
4.4. Results of Teaching on Acid-Base Titration	46
4.4.1. Normality Test and Hypothesis Test.....	46
4.4.2. Effects of E-Module Integrated with Virtual Laboratory on Students' Critical Thinking Skills	47
4.4.3. Effect of E-Module Integrated with Virtual Laboratory on Student Learning Outcomes.....	50
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS	52
5.1. Conclusion.....	52
5.2. Recommendation.....	53
REFERENCES.....	54
APPENDIX.....	59

