ABSTRAK

Linda Rosita (4173131020) Pengembangan Bahan Ajar Modul Elektronik Berbasis Problem Based Learning (PBL) Pada Materi Laju Reaksi

Penelitian ini dilatarbelakangi oleh permasalahan kurangnya variasi bahan ajar dikembangkan disekolah. Untuk itu dalam penelitian ini dirancang bahan ajar modul elektronik berbasis *problem based learning* pada materi laju reaksi. Penelitian ini adalah penelitian pengembangan yang terdiri dari 3 tahap yaitu: tahap *define* (pendefinisian), tahap *design* (perancangan) dan tahap *develop* (pengembangan). Instrumen penelitian pengembangan ini menggunakan lembar validasi dan angket tanggapan yang dianalisis secara deskriptif kualitatif dan deskriptif kuantitatif. Modul divalidasi oleh 3 orang validator yaitu 2 orang dosen kimia sebagai validator ahli materi dan 1 orang dosen kimia sebagai validator ahli media. Pada proses praktikalitas modul elektronik di uji cobakan pada 3 orang guru. Berdasarkan hasil penelitian diperoleh persentase penilaian pada validasi bahan ajar oleh ahli materi sebesar 88% dan ahli media sebesar 92% dengan kriteria penilaian sangat valid, dan persentase penilaian pada uji praktikalitas guru berdasarkan aspek kelayakan isi, kelayakan penyajian, dan aspek penilaian *problem based learning* diperoleh persentase sebesar 93% dengan kriteria sangat praktis.

Kata kunci : Modul Elektronik, problem based learning, laju reaksi

ABSTRACT

Linda Rosita (4173131020) Development of Teaching Materials Electronic Module on based Problem Based Learning on Reaction Rate Materials

This research is motivated by the problem of the lack of variation in learning media developed in schools. For this reason, in this study, problem-based learning based electronic module teaching materials were designed on the reaction rate material. This research is a development research which consists of 3 stages, namely: the define stage, the design stage and the develop stage. This development research instrument used a validation sheet and a response questionnaire which were analyzed descriptively qualitatively and descriptively quantitatively. The module was validated by 3 validators, namely 2 chemistry lecturers as material expert validators and 1 chemistry lecturer as media expert validators. In the practical process of the electronic module, it was tested on 3 teachers and 15 high school students in class XI MAN 2 Medan Model to see the responses to the developed electronic module. Based on the results of the study, the percentage of assessment on the validation of teaching materials by material experts was 88% and media experts was 92% with very valid assessment criteria, and the percentage of assessment on the teacher practicality test was 93% and students were 87% with very practical assessment criteria..

Kata kunci : Electronic module, problem based learning, reaction rate