ABSTRAK

Leady Tresia Silaban, NIM 4182131016 (2022). Pengembangan Bahan Ajar Modul Berbasis *Discovery Learning* Pada Materi Laju Reaksi.

Penelitian ini bertujuan untuk (1) mengetahui hasil analisis bahan ajar kimia pada materi laju reaksi yang digunakan di sekolah menurut standar BSNP, (2) mengetahui modul berbasis discovery learning pada materi laju reaksi sesuai kriteria kelayakan BSNP ahli media dan ahli materi,(3) mengetahui hasil belajar siswa setelah diberikan modul berbasi discovery learning pada materi laju reaksi. (4) mengetahui respon siswa terhadap modul berbasis discovery learning pada materi laju reaksi. Dari hasil penelitian diperoleh rata-rata dari hasil analisis bahan ajar sebesar 81% bahan ajar memiliki kelebihan dan kekurangan baik dari segi kelayakan isi, kelayakan bahasa, kelayakan penyajian dan kelayakan kegrafikan. Rata-rata pretest kelas eksperimen sebesar 57,25. Sedangkan nilai rata-rata posttest kelas eksperimen sebesar 83,50. Nilai N-Gain ternormalisasi kimia siswa kelas eksperimen berdasarkan persentase yaitu 81,82%. Persentase respon atau kepuasan siswa terhadap modul yang di kembangkan didapatkan rata-rata 93%, maka dapat disimpulkan bahwa pengembangan bahan ajar modul berbasis discovery learning pada materi laju reaksi lebih tinggi dari nilai kriteria ketuntasan minimal (KKM) yang ditetapkan. Dari hasil yang diperoleh tersebut yaitu thitung > ttabel (8,747 > 2,093), maka H0 ditolak dan Ha diterima. Dengan demikian dapat disimpulkan bahwa ada pengaruh pengembangan bahan ajar modul berbasis discovery learning pada materi laju reaksi.

Kata Kunci : Bahan ajar modul, hasil analisis, hasil belajar, respon siswa, laju reaksi.

ABSTRACT

Leady Tresia Silaban, NIM 4182131016 (2022). Development Of Teaching Materials In The Form Of Discovery Learning Based Modules On The Reaction Rate Material.

This research aims to (1) knowing the results of a chemical study on the action based reaction materials used at school by BSNP standards,(2) knowing that the modules on discovery learning on the action-based reaction rate matter are appropriate for media experts and materials experts,(3) knowing the results of student learning after being given the discovery learning module on reaction rate materials. (4) know students' responses to the discovery learning based modules on reaction rate materials. Research results from an average of 81% of those produced from teaching materials analysis have both the strenghts and deformityof content, language worthiness, presentation and feasibility of expertise. Average pretest class experiment in 57,25%. Whereas the average score of 83,50% experimental posttest class. N-gain values a normalized chemical student experiment class based on the percentage of that is 83,82%. Student response or satisfaction percentages of deveoloped modules are acquired on an averaged of 93%, which could be concluded that the developedment of the taught materials the discovery learning based modules on a action-based reaction rare matter is higher than the minimum criteria (KKM) set. tcount > ttable (8,747 > 2,093) and H0 is therefore denied and Ha received. Thus it may be concluded that the there is an impact on the development of taught materials the discovery learning based modules on action on reaction materials.

Keywords : Module teaching materials, the results of the analysis, learning outcomes, reaction rates.