

ABSTRAK

EKA NURBULAN. Pengembangan E-Modul IPS Berdiferensiasi Berbasis *Problem-Based Learning* Pada Materi Indonesiaku Kaya Raya untuk Meningkatkan Kemampuan Berpikir Kritis Peserta Didik Kelas V Sekolah Dasar. Tesis. Fakultas Ilmu Pendidikan. Universitas Negeri Medan 2025.

Pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) di sekolah dasar sering kali menghadapi tantangan dalam menyesuaikan perbedaan kemampuan dan gaya belajar peserta didik. Kondisi tersebut berdampak pada rendahnya kemampuan berpikir kritis siswa terhadap fenomena sosial dan lingkungan sekitar. Penelitian ini bertujuan mengembangkan e-modul berdiferensiasi berbasis Problem Based Learning (PBL) sebagai media pembelajaran inovatif yang mampu meningkatkan kemampuan berpikir kritis peserta didik kelas V. Penelitian ini menggunakan model pengembangan 4-D (Define, Design, Develop, dan Disseminate) dengan subjek penelitian meliputi ahli materi, ahli desain, ahli bahasa, satu guru, dan 20 peserta didik kelas V SDN 22 Panai Hulu. Teknik pengumpulan data mencakup validasi ahli, observasi, angket, dan tes kemampuan berpikir kritis. Analisis data dilakukan melalui perhitungan persentase kelayakan, uji normalitas Shapiro–Wilk, uji homogenitas Levene, serta uji efektivitas menggunakan independent sample t-test. Hasil penelitian menunjukkan bahwa e-modul berdiferensiasi berbasis PBL dinyatakan sangat layak oleh ahli materi (rata-rata 93%), ahli desain (rata-rata 90%), dan ahli bahasa (rata-rata 87%). Uji efektivitas menunjukkan perbedaan signifikan antara kelas eksperimen dan kontrol dengan nilai signifikansi $0,000 < 0,05$, menandakan bahwa e-modul efektif dalam meningkatkan kemampuan berpikir kritis siswa. Uji praktikalitas oleh guru memperoleh skor 83% (sangat praktis), sedangkan oleh peserta didik mencapai 89,7% (sangat praktis). Penelitian ini menyimpulkan bahwa e-modul berdiferensiasi berbasis PBL tidak hanya layak dan praktis, tetapi juga efektif untuk meningkatkan kemampuan berpikir kritis peserta didik. Implikasi penelitian ini memperkuat pentingnya integrasi pembelajaran berdiferensiasi dengan model berbasis masalah untuk menciptakan pembelajaran yang adaptif, interaktif, dan bermakna di sekolah dasar.

Kata kunci: e-modul berdiferensiasi, *Problem-Based Learning*, kemampuan berpikir kritis, IPAS, sekolah dasar

ABSTRACT

EKA NURBULAN. Development of Differentiated E-Modules Based on Problem-Based Learning in the Material Indonesiaku Kaya Raya to Improve the Critical Thinking Skills of Fifth Grade Primary School Students. Thesis. Faculty of Educatio. Universitas Negeri Medan 2025.

Learning Natural and Social Sciences (IPAS) in elementary schools often faces challenges in adjusting to differences in students' abilities and learning styles. This condition affects the low level of students' critical thinking skills toward social and environmental phenomena. This study aims to develop a differentiated e-module based on Problem Based Learning (PBL) as an innovative learning medium capable of improving the critical thinking skills of fifth-grade students. This research employed the 4-D development model (Define, Design, Develop, and Disseminate) with research subjects consisting of material experts, design experts, language experts, one teacher, and 20 fifth-grade students of SDN 22 Panai Hulu. Data collection techniques included expert validation, observation, questionnaires, and critical thinking ability tests. Data analysis was carried out through the calculation of feasibility percentages, the Shapiro–Wilk normality test, Levene's homogeneity test, and the effectiveness test using an independent sample t-test. The results of the study showed that the differentiated e-module based on PBL was declared very feasible by material experts (average 93%), design experts (average 90%), and language experts (average 87%). The effectiveness test indicated a significant difference between the experimental and control classes with a significance value of $0.000 < 0.05$, indicating that the e-module was effective in improving students' critical thinking skills. The practicality test by the teacher obtained a score of 83% (very practical), while by students reached 89.7% (very practical). This study concludes that the differentiated e-module based on PBL is not only feasible and practical but also effective in improving students' critical thinking skills. The implications of this research strengthen the importance of integrating differentiated learning with problem-based models to create adaptive, interactive, and meaningful learning in elementary schools.

Keywords: differentiated e-module, Problem-Based Learning, critical thinking skills, IPAS, elementary school