

ABSTRAK

Pengembangan modul pembelajaran berbasis kontekstual untuk mengukur kemampuan berpikir kritis matematis siswa MTs bertujuan menghasilkan produk yang layak dan praktis. Penelitian dan pengembangan ini menggunakan model ADDIE yang terdiri dari *Analysis, Design, Development, Implementation* dan *Evaluation*. Instrumen dalam penelitian pengembangan menggunakan angket validasi ahli materi, ahli bahasa, dan ahli desain untuk mengetahui kriteria kelayakan, angket respon peserta didik mengetahui kriteria kepraktisan. Analisis data terbagi menjadi 2 yaitu data kuantitatif berupa persentase dan kualitatif berupa deskripsi. Nilai persentase akhir ahli materi dan bahasa yang didapatkan adalah sebesar 88% dan nilai persentase akhir ahli desain yang didapatkan adalah sebesar 77,33%, sehingga didapatkan hasil nilai persentase rata-rata sebesar 82,67% atau masuk dalam kategori sangat layak. Sedangkan data hasil uji kepraktisan memperoleh nilai persentase akhir sebesar 86,53% atau masuk dalam kategori sangat praktis. Berdasarkan hasil penelitian dan pengembangan dapat disimpulkan bahwa produk berupa modul pembelajaran berbasis kontekstual untuk mengukur kemampuan berpikir kritis matematis siswa MTs sangat layak dan sangat praktis. Sehingga penggunaan modul pembelajaran dapat mempermudah peserta didik dalam memahami materi pembelajaran dan menunjang tercapainya tujuan pembelajaran.

Kata kunci: modul pembelajaran; pengembangan; kontekstual; berpikir kritis.

ABSTRACT

The development of contextual-based learning modules to measure Islamic Middle School students' mathematic critical thinking skills aims to produce feasible and practical products. This research and development used the ADDIE model consisting of Analysis, Design, Development, Implementation and Evaluation. The instrument in development research used a validation questionnaire for material experts, linguists, and design experts to determine the eligibility criteria, the student response questionnaire to determine the criteria for practicality. The data analysis was divided into 2, that was quantitative data in the form of percentages and qualitative data in the form of descriptions. The final percentage value for material and language experts obtained was 88% and the final percentage value for design experts obtained was 77.33% so, the average percentage value was 82.67% or included in the very feasible category. Meanwhile, the data from the practicality test obtained a final percentage value of 86.53% or it was included in the very practical category. Based on the results of research and development, it can be concluded that the product in the form of contextual-based learning modules to measure the mathematical critical thinking skills of Islamic Middle School students was very feasible and very practical. So, the use of learning modules can make it easier for students to understand learning material and support the achievement of learning objectives.

Keywords: learning module; development; contextual; critical thinking.