

ABSTRAK

Rahmatia Fachrudin, 2024. Pengembangan Perangkat Pembelajaran Berbasis Masalah (*Problem Based Learning*) Berorientasi HOTS Pada Subtema 4 Merawat Tumbuhan Di Kelas 2 Sekolah Dasar Nukila Kota Ternate. Dibawah bimbingan Dr. Ridwan Jusuf, S.Pd.,M.Pd pembimbing I, dan Darmawati Hadi, S.Pd.,M.Pd pembimbing II.

Penelitian ini bertujuan untuk mengetahui proses penyusunan perangkat pembelajaran, keefektifan produk perangkat pembelajaran, serta tanggapan guru dan siswa tentang produk perangkat pembelajaran berbasis masalah (*Problem Based Learning*) berorientasi HOTS pada materi merawat hewan dan tumbuhan di kelas 2 sekolah dasar Nukila Kota Ternate.

Penelitian dan pengembangan ini mengacu pada model pengembangan ADDIE, yang meliputi lima tahap yaitu *analisis* (analisis), *design* (perancangan), *development* (pengembangan), *implementation* (implementasi), dan *evaluation* (evaluasi). Subjek penelitian adalah peserta didik kelas II SD Nukila Kota Ternate yang berjumlah 12 orang. Instrumen penelitian berupa lembar validasi untuk mendapatkan data kevalidan produk, angket respon siswa dan angket respon guru untuk mendapatkan data kepraktisan dan tes hasil belajar untuk mendapatkan data keefektifan produk yang dikembangkan.

Kualitas kevalidan perangkat pembelajaran memenuhi kriteria valid ditunjukkan oleh rata-rata total kevalidan RPP dari validator I yaitu 98,72, validator II 100,55, validator III 111,93, guru kelas 103,83, rata-rata total kevalidan LKPD dari validator I yaitu 54,99, validator II 51,78, validator III 58,17, guru kelas 59,79, dan rata-rata total kevalidan soal evaluasi dari validator I yaitu 44,57, validator II 38,18, validator III 45,38, guru kelas 45,38. Kualitas kepraktisan perangkat pembelajaran memenuhi kriteria praktis ditunjukkan oleh rata-rata total angket respon siswa sebesar 70,68% dan rata-rata total angket respon guru sebesar 90%. Kualitas keefektifan perangkat pembelajaran ditinjau dari hasil tes belajar peserta didik memenuhi kriteria efektif dengan persentase rata-rata hasil belajar yaitu 75%.

Kata kunci: Penelitian Pengembangan, Perangkat Pembelajaran, *Problem Based Learning*

ABSTRACT

Rahmatia Fachrudin, 2024. *Development of Problem Based Learning (PBL) Tools using the HOTS on Subtheme 4: Caring for Plants in Grade 2 of Nukila Elementary School, Ternate City. Supervised by Dr. Ridwan Jusuf, S.Pd., M.Pd., as the first advisor, and Darmawati Hadi, S.Pd., M.Pd., as the second advisor.*

This study aims to understand the process of designing learning tools, the effectiveness of these learning tool products, and the responses of teachers and students to the HOTS-oriented Problem-Based Learning (PBL) tools on the topic of caring for animals and plants in Grade 2 of Nukila Elementary School, Ternate City. This research and development study follows the ADDIE development model, which includes five stages: analysis, design, development, implementation, and evaluation. The subjects of this study were 12 second-grade students at Nukila Elementary School, Ternate. Research instruments included validation sheets to assess product validity, student response questionnaires, teacher response questionnaires to evaluate practicality, and learning outcome tests to measure product effectiveness.

The learning tools met the validity criteria, with an average total lesson plan validity score of 98.72 from Validator I, 100.55 from Validator II, 111.93 from Validator III, and 103.83 from the classroom teacher. The average total validity score for the student worksheet was 54.99 from Validator I, 51.78 from Validator II, 58.17 from Validator III, and 59.79 from the classroom teacher. Additionally, the evaluation question validity scores were 44.57 from Validator I, 38.18 from Validator II, 45.38 from Validator III, and 45.38 from the classroom teacher. The practicality of the learning tools met practical criteria, indicated by an average student response questionnaire score of 70.68% and an average teacher response questionnaire score of 90%. The effectiveness of the learning tools, based on student learning outcomes, met the effectiveness criteria, with an average learning outcome percentage of 75%.

Keywords: *Development Research, Learning Tools, Problem-Based Learning*