**PENGEMBANGAN MODUL PEMBELAJARAN KIMIA PADA POKOK BAHASAN VOLUMETRI SEBAGAI SUMBER BELAJAR MANDIRI PESERTA DIDIK SMK/MAK**

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# ABSTRAK

Penelitianinimerupakanpenelitianpengembangandalambidangpendidikankimia.Tujuanpenelitianiniadalahmengembangkanmodul pembelajaran kimiauntukpesertadidik SMK/MAK pada pokok bahasan Volumetri yang memenuhiStandar Isi dankriteriasebagaisumberbelajarmandiridanmenentukankualitasmodulpembelajaran kimiainiditinjaudariaspekpendekatanpenulisan, kelayakankonsep, kebahasaan, anatomimodul, keterlaksanaan, dan evaluasi belajar.

Model pengembangan yang digunakanadalah model prosedural, yaitu model yang bersifatdeskriptif, menggariskanlangkah-langkah yang harusdiikutiuntukmenghasilkanproduk.Prosedurpembuatahmodul terdiriatas5tahapyaitutahappenelitian pendahuluan dan pengumpulan informasi awal, tahap perencanaan, tahappengembangan format awal, tahap uji coba awaldantahaprevisi produk dan analisis data kualitas produk. Produk hasil revisi dinilai dan diberi masukan oleh*reviewer*, yaitu5 orang guru kimia SMK/MAK di wilayah propinsi Daerah Istimewa Yogyakarta (SMK N 2 Yogyakarta, SMK TamanSiswa Yogyakarta) dan di wilayah Muntilan (SMK N 1 Windusari, SMK Muhammadiyah 1 Salam, SMK Muhammadiyah Muntilan)dengan menggunakan instrumen penilaianmodulkimiaberupaangket yang terdiridari 6 aspekpenialaindan25indikatorpeniliaian. Hasil penilaian yang berupa skor kemudian ditabulasi dan dianalisis dengan pedoman kriteria kategori penilaian ideal untuk menentukan kualitas modulkimia. Masukan dari *reviewer* digunakan untuk merevisi produk yang sudah dinilai sehingga diperoleh produk akhir.

HasilpenelitianpengembanganiniadalahmodulkimiauntukpesertadidikSMK/MAK.Modul yang dikembangkanmempunyaikualitasSangatBaik (SB) menurutpenilaian5 orang guru kimiaSMK/MAK, diperolehskorrata-rata 112,8. Skor rata-rata modulkimiainilebihbesardaripadaskoridealnya yang besarnyaadalah125. Persentase keidealan sebesar 90,24%, sehingga modulkimiainidapat digunakan sebagai sumber belajar mandiriuntuksiswa SMK/MAK.

**DEVELOPMENT OF CHEMISTRY LEARNING MODULE AS ALTERNATIVE INDEPENDENT LEARNING SOURCE IN SUBJECT VOLUMETRIC FOR SMK/MAK**

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# ABSTRACT

This research was a development research in chemistry education field. The aims of this research were to develop chemistry learning module in subject Volumetric for vocational high school students which fulfil the Standard of Content and criteria of independent learning source and to determine the quality of this chemistry module considered writing approach, concept’s worthiness, language, module’s anatomy, viseability, and evaluation of learning.

The model of development was procedural model, which was descriptive and underscored the steps that had to be followed to produce a product. The procedure to produce this module consisted of 5steps, those were introduction research and collect information, planning, development the first format, and assessing and analysing quality data product. The early product was viewed and given suggestions by 3 *peer reviews*,1 media expert and 1 material and presentation expert, and then it had been revised. The revised product was assessed and given suggestions by *reviewers*, they are 5 chemistry teachers of vocational high school in region of Special Region Yogyakarta province (SMK N 2 Yogyakarta, SMK Taman Siswa Yogyakarta) and in region Muntilan (SMK N 1 Windusari, SMK Muhammadiyah 1 Salam, SMK Muhammadiyah Muntilan) using assessment instruments of chemistry module in the form of questionnaire which consisted of 6 assessment aspects and 25 assessment indicators. The result of assessment in the form of score was tabulated and analyzed considering criterion guidelines of ideal assessment category to determine the quality of chemistry module. Suggestions from *reviewers* were used to revised product that was assessed in order to yield the final product.

The result of this research was chemistry module for vocational high school students. This developed module had categorized very good in qualification based on assessments of 5 chemistry teachers of vocational high school, with the average score equals 112,8. The average score of this chemistry magazine was higher than the ideal score equals 125. The ideally persentage equals 90,24%, with the result that this chemistry module can be used as independent learning source for vocational high school students.