

ABSTRAK

PENGEMBANGAN BAHAN AJAR MEMBACA KRITIS BERBASIS *PROBLEM BASED LEARNING* PADA MAHASISWA S-1 PROGRAM STUDI PENDIDIKAN BAHASA DAN SAstra INDONESIA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS LAMPUNG

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Penelitian ini bertujuan untuk menghasilkan produk bahan ajar membaca kritis berbasis *Problem Based Learning*, mendeskripsikan kelayakan bahan ajar membaca kritis berbasis *Problem Based Learning*, dan mengetahui efektivitas bahan ajar membaca kritis berbasis *Problem Based Learning* pada mahasiswa S-1 Program Studi Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung.

Penelitian ini merupakan penelitian pengembangan. Model pengembangan mengadaptasi prosedur penelitian dan pengembangan Borg & Gall dengan tahapan (1) potensi dan masalah, (2) pengumpulan data, (3) desain produk, (4) validasi desain, (5) revisi desain, (6) uji coba produk, (7) revisi produk, (8) uji coba pemakaian, (9) revisi produk, dan (10) implementasi. Penelitian dilakukan di

S-1 Program Studi Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung. Teknik pengumpulan data dilakukan dengan cara observasi, wawancara, dan penyebaran angket di S-1 Program Studi Pendidikan Bahasa Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung mahasiswa semester satu meliputi dua kelas yaitu kelas A dan B. Validasi rancangan produk dilakukan oleh ahli/pakar yang relevan, penilaian dosen, kemudian diujicobakan kepada mahasiswa.

Hasil penelitian menunjukkan bahwa (1) bahan ajar membaca kritis berbasis *Problem Based Learning* pada mahasiswa S-1 Program Studi Pendidikan Bahasa dan Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung berhasil dikembangkan. Bahan ajar telah divalidasi oleh ahli media, ahli bahasa, dan praktisi; (2) bahan ajar membaca kritis berbasis *Problem Based Learning* yang dikembangkan dinyatakan sangat layak oleh ahli media, ahli bahasa dan praktisi dengan persentase penilaian 84,2%, 86,22%, dan 90,26%; (3) berdasarkan perbandingan *pretest*, *posttest*, dan *N-Gain* dari penggunaan bahan ajar membaca kritis berbasis *Problem Based Learning* yang dikembangkan mendapatkan nilai sebesar (0,31), dan (0,34) dari masing-masing kelas dalam kategori “sedang”. Sehingga efektif digunakan dalam pembelajaran.

Kata kunci: bahan ajar, membaca kritis, *Problem Based Learning*.

ABSTRACT

**DEVELOPMENT OF CRITICAL READING TEACHING MATERIALS
PROBLEM BASED LEARNING ON STUDENTS
S-1 LANGUAGE AND LITERATURE EDUCATION STUDY PROGRAM
INDONESIA FACULTY OF TEACHING AND EDUCATIONAL SCIENCE
UNIVERSITY LAMPUNG**

By

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This study aims to produce problem based learning based critical reading teaching materials, describe the feasibility of problem based learning based critical reading teaching materials, and determine the effectiveness of problem based learning based critical reading teaching materials for students S-1 Study Program of Indonesian Language and Literature Education Faculty of Teacher Training and Education, University of Lampung.

This research is development research. The development model adapts Borg & Gall's research and development procedures with stages (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trial, (7) product revision, (8) usage trial, (9) product revision, and (10) implementation. The research was conducted at the S-1 Study

Program of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, University of Lampung. Data collection techniques were carried out by means of observation, interviews, and distributing questionnaires at the S-1 Study Program of Indonesian Language Education, Faculty of Teacher Training and Education, University of Lampung, first semester students covering two classes, namely classes A and B. Product design validation was carried out by experts who relevant, the lecturer's assessment, then tested on students.

The results showed that (1) problem based learning critical reading materials for undergraduate students of the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, University of Lampung were successfully developed. The teaching materials have been validated by media experts, linguists, and practitioners; (2) problem based learning based critical reading teaching materials that were developed were declared very feasible by media experts, linguists and practitioners with 84.2%, 86.22%, and 90.26% assessment percentages; (3) based on the comparison of pretest, posttest, and N-Gain from the use of critical reading teaching materials based on problem based learning that was developed, the score was (0.31), and (0.34) from each class in the "medium" category. So it is effectively used in learning.

Keywords: teaching materials, critical reading, problem based learning.